Research on the Online Teaching Model of New Form Flipped Classroom under the Background of New Liberal Arts ——Taking Translation Course As An Example

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Abstract: Based on the new form of "theory + practice"flipped classroom online teaching mode reform, this project implements the concept of "learning-centered", designs and arranges the teaching content and classroom activities. It effectively integrates multi-platform online high-quality resources to form a perfect online course system, improves the effect of online teaching and enhances the quality of teaching. By cultivating students' learning ability in a multi-directional spiral, we improve students' learning conditions and attitudes, enhance students'information technology learning literacy, independent learning literacy and comprehensive foreign language literacy, and promote the enhancement of students' learning literacy.

Keywords: new liberal arts; flipped classroom; online teaching; translation courses; theory + practice

I.   Introduction

With the implementation and promotion of online teaching policies, online education has not onlybroken through geographical limitations but also enriched students' learning methods. However, as a new teaching paradigm, its efficient utilization and promotion are still being explored.Under the background of new liberal arts, the traditional education mode which aims at knowledge transfer and skill improvement is no longer adapted to the needs of the current society. In order to meet the requirements of talent cultivation in the special period, how to design a more adaptable online teaching mode with new concepts, integrate high-quality online resources of multiple platforms, and create a more open and flexible online course has become a hot and difficult issue to be solved in the current new liberal arts education.

Online teaching is not simply about putting course content and resources online for students to learn on their own. It needs to solve the problem of how to reconstruct the teaching process and achieve the reintegration of teaching and learning in the context of the separation of teaching and learning time and space, and how to deal with the phenomenon of learning laziness caused by the lack of real-time and effective management by teachers.

II.   Current Difficulties in Online Teaching

According to the research, there are still some problems in the teaching of online courses of translation theory and practice in our college, which are mainly manifested in the following aspects:

1.1 The existing teaching resources for translation courses are relatively weak, which is reflected in both online resources and specialized teaching materials.

Although online resources such as Catechism and NetEase Cloud Classroom have their own characteristics, there is a relative lack of resources for translation theory and practice courses for English majors; on the other hand, the existing professional textbooks are not systematic, lack of translation practice training, and the difficulty of the textbooks is not well adapted to the level of the students in colleges. How to effectively integrate multi-platform online high-quality resources and form a perfect online course system is an important issue in exploring the online teaching mode under the background of new liberal arts.

1.2 Online interaction is limited, and most teachers are not experienced in online teaching.

Putting aside the use of platforms and network delays and other issues, it is difficult to avoid the role of the teacher to "anchor"identity switching into the lack of role, can not intuitively face the students'learning status, is very likely to cause the teacher's one-sided "performance". On the other hand, the online interaction is limited, the interaction and communication between teachers and students is far less effective than on-site teaching, resulting in a lack of classroom learning atmosphere, the teaching effect is greatly reduced.

1.3 Lack of effective control of students' learning awareness. In the process of online teaching, teachers can hardly grasp the students' learning awareness in the classroom, and they can't find the problems of students in time, and can't stop the phenomenon of students' inattentiveness, especially the lack of effective control of students with poor self-restraint. Due to the lack of on-site guidance from teachers, students are prone to slack learning, omission of knowledge, and even poor feedback after class, which makes it difficult for teachers to make timely adjustments to the mode of instruction in light of students' learning progress.

The important prerequisite for implementing flipped classroom is that students can actively engage in learning, but it does not mean that students with insufficient initiative and weak self-learning ability cannot implement flipped classroom. On the contrary, it is precisely because of weak initiative and self-directed learning ability that it is necessary to adopt new forms of flipped classroom teaching, allowing students to have the opportunity to improve their learning through learning practice. Therefore, the goal of the new form of flipped classroom reform is to support students in achieving transformation through action, enhance their learning interest, and consolidate their learning ability.

Teaching activities in the classroom, teachers and students have a public time and place, the teacher's "aura" is strong enough, sometimes teachers feel that "the knowledge is transmitted smoothly" is equivalent to "the knowledge is effectively mastered". However, in online teaching, teachers cannot accurately grasp students'learning status in real time and communicate with them in a timely manner.Therefore, online teaching is not enough to ensure the transfer of knowledge, but to change from teacher "teaching centered" to student "learning centered". The change of teaching process is only the superficial attribute of flipped classroom, and deep learning is the essential attribute of flipped classroom. Although the teaching environment has changed in the epidemic, the higher-order learning goal of the flipped classroom remains unchanged, and what needs to be changed is the way to achieve the goal. Based on the above analysis, it is necessary to continuously innovate the online teaching mode, so that students can be more focused and information transfer is more accurate and convenient in online learning. To address the problems of poor learning atmosphere, poor student self-discipline, and difficulty in monitoring student behavior, it is necessary to continuously explore new forms of flipped classroom online teaching models.

II.   Online Flipped Classroom

Flipped classroom has changed the traditional classroom process of "teaching before learning". Through "learning before teaching, teaching according to learning" (Chen Li,2020), deep learning is achieved, cultivating students' problem-solving, creative thinking, high-level reasoning, and critical thinking abilities. The pre-class learning in flipped classroom refers to students' autonomous learning of basic concepts and principles under the

guidance and support of teachers. In the post teaching stage of the classroom, teachers provide targeted explanations for students, organize them to use active learning methods such as discussion and cooperation, and achieve higher-order cognitive goals.

With the continuous popularization of information technology in teaching, the element of informatization has been widely introduced in flipped classrooms. A common model is that the pre-class self-directed learning session is completed by students online, and in the classroom teaching session, various learning activities are carried out face-to-face by teachers and students. This "online self-learning and offline teaching" model can be called a "blended flipped classroom"(Zhang Ping, Zhang Wenshuo,2017). When the classroom teaching process is also fully implemented online, the corresponding model is the "online flipped classroom".

In recent years, the author has been using a mixed online and offline flipped classroom model for teaching. In response to the teaching requirements under the epidemic conditions, the author has begun to explore and practice online flipped classrooms. Pre-class self-study will still be implemented online according to the original plan, while in the classroom teaching process, it will be carried out through online live streaming. The biggest change that has occurred here is that the original scene of teachers and students "face-to-face" in the same classroom is no longer present. The meticulous teaching arrangements and thoughtful learning support that teachers use in offline teaching are difficult to play a role in providing students with a good learning experience, which in turn motivates and supports them to complete self-study tasks seriously before class, and the teaching strategy of deep participation in the classroom is facing challenges.

The teaching environment is an important and fundamental prerequisite to consider in instructional design. When "classroom" teaching is also conducted online, the key is to ensure that "teaching presence" still plays a role in online teaching, which has made many research findings and theoretical contributions in the century long development of distance education(Guo Jianpeng, 2019) ; Some studies have also revealed that teaching strategies such as feedback, participation, questioning, interaction, and expansion are still effective for deep learning in online learning (He Lijian, Zhai Yiming,2020). The change in teaching process is only the surface attribute of flipped classroom, and deep learning is the essential attribute of flipped classroom. Although the current teaching environment has changed, the higher-order learning goals of flipped classroom can remain unchanged. What needs to be changed is the way to achieve the goals.

Based on the theoretical analysis above, we aim to explore and leverage the advantages of online learning where students can be more focused, information transmission more accurate and convenient, and personalized needs more easily taken care of. We need to change our mindset and focus on innovative implementation methods to address factors that are traditionally unfavorable, such as difficult interaction, poor learning atmosphere, poor student self-discipline, and difficulty in monitoring student behavior. This can achieve the goal of not sacrificing learning outcomes and ensuring that teaching quality standards do not lower requirements.

The exploration of online flipped classrooms is not just about temporarily responding to the challenges of the

current epidemic. In the future society, information technology and artificial intelligence will be deeply integrated into the field of education, and the construction of schools in the future will also take place in practice. Studying the design and implementation of online flipped classrooms under epidemic conditions is also a part of exploring future education and teaching.

III.   Design of Online Teaching Mode for "New Form Flipped Classroom" Based on "Theory+Practice"

Under the background of new liberal arts, the traditional teaching mode of translation courses can no longer adapt to the current talent cultivation mode. The new online teaching mode of flipped classroom implements the concept of "learning-centered", improves students' learning status and attitude through multi-directional spiral cultivation of students' learning power, and promotes the enhancement of learning literacy. The personalized and flexible online teaching mode breaks down the time and space barriers of traditional classroom teaching, establishes an outreach relationship, and mobilizes and improves students' independent learning ability and learning motivation.

3.1 Design of Teaching Objectives

The most prominent problem of online courses lies in the fact that students have different independent learning abilities and most of them have poor self-discipline. Due to the lack of real-time effective management by teachers, the learning process is prone to loose thinking and slackness.How to enhance students' learning interest and cohesion is the goal of the new form of online flipped classroom model design.

An important prerequisite for the implementation of online flipped classroom teaching is the ability of students to be actively engaged in their learning, but it is not the case that online flipped classrooms cannot be implemented if students are not sufficiently motivated and capable of independent learning. On the contrary, it is the lack of initiative and independent learning that necessitates the adoption of a new form of online flipped classroom that gives students the opportunity to improve their learning through learning practices.Thus, the goal of online flipped classroom reform is to support students to accomplish transformation in action, to enhance their interest in learning, and to coalesce their learning.

3.2 Implement of Teaching Program

This project starts from the cultivation objectives of foreign language translation talents and course orientation, combines knowledge, ability and quality organically, improves the challenge of course content, makes full use of online course resources, and skillfully designs online classroom activities to improve the quality of online teaching of translation courses. In order to implement the teaching requirement of "theory + practice" in the syllabus, with the help of the characteristics of online teaching, the new online teaching mode of flipped classroom is designed in terms of the content and classroom activities. The teaching mode implements the concept of "learning-centered", improves students' learning conditions and attitudes through multi-directional spiral cultivation of students' learning power, improves students' informationized learning literacy, independent learning literacy and comprehensive foreign language literacy, and promotes the enhancement of students'learning literacy.

3.2.1 TeachingContent Design

Translation course focuses on the cultivation of translation theoretical knowledge and translation practice ability, and should keep abreast of the times in the selection of teaching content, teaching cases and translation practice projects, expand from books to the online world and the real world field, effectively integrate multi-platform online high-quality resources, and form a perfect online course system. Classroom teaching is linked by Q&A, extended explanation and knowledge extension, aiming to ensure that most students can extend

their horizontal knowledge according to their own needs while accumulating multi-directional knowledge.In order to mobilize students' interest in learning, the teaching content is designed through "question-led + translation example analysis", and combined with "task-driven + PBL project-driven" to help students develop self-discipline and self-confidence in learning.

(1) Problem-led: designing problems with OBE concepts, including application problems, analytical problems and evaluation problems. For example, we introduce the theory of functional equivalence translation with the question of how to translate the related terms "动态清零", "社会面清零", and"全域静态管理"during the epidemic, and comment on why the foreign media made mistakes when translating these terms; we use the term "红船精神" and "红色商人" and "传承红色基因"as the basis for the questions. Why do foreign media make mistakes in translating these terms? Introducing the translation strategy of red culture with how to translate terms such as "Red Boat Spirit", "Patriotic Merchants" and "Inheriting Red Genes", analyzing how to translate these terms which contain Chinese characteristics and culture, and analyzing how to translate these terms. Analyze how these words containing Chinese cultural characteristics can be better disseminated to the outside world; Introducing the theory of related translation into the translation of ancient texts and poetry, such as "身若伏波，与子同海，若为落木，与子同枝，若为兰草，与子同室"(being like a wave, sharing the same sea with you, being like falling trees, sharing the same branch with you, being like orchids and grass, sharing the same room with you), "师者，所以传道、受业、解惑也"(being a teacher, so preaching, receiving education, and solving doubts）, and "欲穷千里目，更上一层楼"（wanting to be poor for thousands of miles, reaching a higher level), and applying the translation methods of ancient texts and poetry to the translation of the latest internet famous poems and songs; How to translate terms such as "人类命运共同体"(community with a shared future for mankind), "精准扶贫（poverty alleviation）, "共同富裕"（common prosperity）, "强国有我"（We are ready to build a powerful China）, and "国之大者"（the most important issue in China） into political text translation principles and strategies, stimulate students' thinking ability through questions, and promote their understanding of translation theory through listening and answering questions.

(2) The analysis is based on the latest translation examples: For example, taking the text of the March 2022 high-end talks between the Chinese and US dollar heads of state as an example, when talking about the situation in Ukraine, the Chinese side used the old saying that"一个巴掌拍不响"(It takes two to make a quarrel./ You can't clap with one hand.) This old saying has received widespread attention from the Chinese and foreign media. The same classic metaphor is also found in *Dream of Red Mansions,* where a comparison of the two classic English translations of *Dream of Red Mansions* leads to two different translation strategies of Mr. and Mrs. Yang Xianyi and Mr. and Mrs. Hawkes. However, in such a serious current political text as the Sino-U.S. Prime Minister's Dialogue, the Chinese official translator did not adopt the above two translation strategies in consideration of China's position and the current public opinion pattern, but used the direct translation method to translate it. The latest translation examples are used to mobilize students' interest in translation through online resources.

(3) Task-driven: Combined with the online resources of the translation course, for example, students who study independently in the online open courses of higher education institutions in Zhejiang Province and obtain the certificate of completion can be given additional points for process assessment, thus inducing students' motivation to study independently. At the same time, through the "rain classroom"to set up learning tasks and check the completion degree of tasks to urge students to learn independently and improve their learning interest.

(4) PBL project-driven: The online translation course releases translation practice projects through the online practical training platform of "译国译民", which drives students' learning in the form of group collaboration and stimulates their learning potential. The texts of the latest translation practice projects do not have any reference translations on the Internet, so students have to translate them on their own, thus mobilizing and improving students' independent learning ability, translation practice ability and team cooperation ability.

3.2.2Organization of Classroom Activities

Another important problem of online courses lies in the "unilateral action", mainly due to the lack of communication and interaction between learning and teaching.Students do not study before class, and there is no real-time supervision by teachers in class.The performance of the classroom interaction is more passive, and teachers are difficult to grasp students' learning. In each relatively short period of time, teachers must use more interactive means than in-school classroom teaching to attract the attention of students.Only by accurate interactive data on student learning effectiveness can teachers make adjustments according to the actual situation. The design of independent learning in the classroom activities help students continue to benefit from the action, get a good learning experience, and constantly improve the adaptability of these ways to enhance the intrinsic motivation to change learning. The flipped classroom model based on the new form of "theory+practice"releases the main content of the chapter in the form of "rain text" before the class, and adopts the method of "pull learning" to design classroom activities in the live class. In the live class, the classroom activities are designed to use the "pull-learning" method, focusing on self-study and listening to the lecture to clear up the gaps, and use time-limited tests and consolidation training to promote learning by practicing, so as to help teachers to find out the main problems of the students, and to make timely adjustments to the mode of instruction.

(1) Time-limited test: Use "Rain Classroom" to release rain courseware, use online time limited testing as a warm-up session for knowledge awakening, and set a time for answering questions. After submitting the homework, you can see your grades, answers, and analysis for timely feedback. By conducting timed tests to understand students'mastery of knowledge from the previous class and their preview of the current class. The teaching progress and content can be adjusted in real-time based on their learning status, in order to "teach according to learning".

(2) Online Q&A: Create an active classroom atmosphere with Q&A, synchronized online Q&A to provide students with questions and discussion time. At the same time, it encourages students to answer each other's questions, provides performance opportunities for students who have a better grasp of the subject, and provides corresponding extra credit policies to improve students' learning motivation.

(3) Example demonstration: The classroom teaching session of online flipped classroom should be more discussion-based and case-based, which can let students participate actively. In the classroom, students can show their translations through the function of screen sharing, which allows each student to see the translations more intuitively and clearly, which is faster and more intuitive than asking students to answer orally in the traditional classroom. At the same time, students were asked to assess each other according to the grading rules for the group translation project report.

(4) Live broadcasting to clear up doubts: Using the live broadcast screen sharing mode, we can focus on the difficult points of the teaching content as well as the problems raised by students in the "rain classroom". Students can also use the text box to express their ideas, always synchronized with the teacher. By communicating in the form of text through the keyboard, students are able to speak more boldly, and many students who are not good at expressing themselves in the traditional classroom are actively involved in the discussion. Lectures should not be too long, while a small number of translation test questions should be interspersed with the lectures. Pushing test questions through the "rain classroom" can check the effect of students' listening and change back their attention; consolidating practice and testing through translation practice questions can strengthen knowledge memorization, thus implementing feedback and continuous cultivation of students' independent learning power.

(5) Project presentation: Some teaching weeks assign translation practice projects, requiring students to present their translation practice projects in the form of replies. This not only allows students to appreciate each other's translations, but also enriches the presentation form of the discussion area, enlivens the atmosphere of the discussion area, and mobilizes students to participate actively. Simultaneously showcasing projects can improve the completion and quality of students' homework after class. In traditional classroom teaching, most students have to wait until the day before submitting their homework to complete. However, nowadays, the completion

time of homework is significantly earlier, and students submit homework at different times every day, and the completion and quality of homework have been improved.

3.3 Assessment of Teaching Models

Flipped classroom implements a learning-centered teaching approach, but teachers still play a crucial and decisive role throughout the entire learning process. However, their role is no longer just a knowledge imparter, but also a provider of learning resources, a guide to learning methods, an organizer of learning activities, an evaluator of learning outcomes, and a builder of learning teams. Online teaching and flipped classroom are not meant to replace teachers, but rather the role of teachers needs to be changed. Teachers need to engage in more valuable activities, which is necessary for cultivating students in the new era and for their own development. When truly entering this transformation process, teachers will discover enormous innovation space, value, and fun within it.

At the beginning of teacher transformation, learning is needed, but more importantly, action is needed. The learning of teachers follows the principles of adult education, mainly through "learning by doing" in real work scenarios. The improvement of teachers' educational philosophy, teaching design methods, and teaching implementation skills is accompanied by the action of teaching reform. When encountering problems in reform, the first step is to accept the problems and then believe in solutions. With this belief, one can embark on a path of continuous exploration, find solutions to one problem after another, and ultimately continue to grow. For example, when exploring flipped classrooms in the context of large class teaching, the author was overwhelmed by encouraging students to ask questions. Later, after establishing a mechanism for students to answer each other, the relevant parts of the questions and answers were handed over to students, allowing them to gain from each other's interaction. The teacher also changed from the role of the original answer provider to the role of the organizer and promoter of the activity, and the reviewer of the discussion content.Teachers first need to accept the fact that the process of progress and transformation is gradual. Teachers should carefully prepare for each teaching session, but at the same time, they should not be burdened by unexpected imperfections. They should be honest with students about possible imperfections and invite them to provide timely suggestions and feedback. Students will take the teacher's efforts seriously and cooperate more proactively. This scene can also provide students with a real case of lifelong learning in the new era, practicing the educational mission of cultivating virtue and nurturing people through "example teaching".

Based on "theory+practice", the new form of flipped classroom online teaching mode promotes students'knowledge increment by theoretical teaching, improves students' application ability by practical teaching, and pays attention to guiding students' comprehensive quality, which is an entry point for cultivating new talents in the context of new liberal arts. It is an entry point for the cultivation of new talents in the context of new liberal arts. The model makes full use of online resources and gives full play to the advantages of online exercises and tests, focusing on cultivating students' independent learning ability. Based on the formative evaluation in the translation course, teachers can grasp the learning degree of students, including the viewing time of the task points, the completion time of the test, the distribution of wrong questions, etc., which facilitates targeted explanation and answering of questions, and helps to improve the teaching method and realize the real-time adjustment of the pull-type learning mode. In the process of teaching implementation, it is necessary to conduct questionnaire surveys on students' acceptance of the course several times, so as to teach and grow in the process of figuring out.

In the process of teaching implementation, anonymous surveys were conducted several times to investigate the learning effectiveness and satisfaction of the English majors of Dongfang College on the online teaching of the new form of flipped classroom for translation courses, involving three dimensions: pre-course learning feedback, classroom activity design, and overall evaluation of online teaching, to analyze the results of the surveys in detail. Of course, in order to give full play to the advantages of the online teaching mode of new form

of flipped classroom based on "theory+practice", teachers need to invest more time and energy to summarize more methods of online teaching mode and improve the quality of teaching.

IV.   Conclusion

The flipped classroom online teaching model based on the new form of "theory+practice" is an exploration of the difficulties in current online courses under the background of new liberal arts, which improves and optimizes the original knowledge learning process. This model implements the concept of "learning-centered", seizes the opportunity of educational and teaching informatization reform, introduces the teaching method of "theory+practice" into online classrooms, and creates more adaptable, stable, open, and flexible online courses. It pays close attention to the student-centered approach and is of great significance for improving students' self-learning ability. This project effectively aggregates teaching resources through information technology to improve the flexibility and effectiveness of teaching methods. The innovation of online teaching technology has realized the innovation of teaching methods. A complete set of teaching design has been studied, including the selection of teaching content and classroom activity arrangement. Real time interactive teaching supported by technology has been constructed to solve the personalized learning needs and problems of students in online learning, Ensure that students effectively engage in online learning while being separated from teachers in time and space, enabling flexible, open, and autonomous online learning while ensuring that the teaching process is carried out in an orderly manner according to the teaching plan, and improving the effectiveness of online teaching.

The new form of flipped classroom online teaching mode is an effective course teaching method that focuses on learning and achieves high-level teaching goals. Based on the practice of carrying out online flipped classroom teaching under the influence of the COVID-19 epidemic, relevant teaching design methods and implementation plans are adopted. Through practical verification, online teaching can also create excellent teaching effects and learning experiences.

With the further improvement of the informatization level of the whole society, information technology and artificial intelligence are accelerating their impact on education and teaching, and the future transformation of education is unstoppable. In a sense, the pandemic that we cannot avoid provides a valuable opportunity for in-depth experience, giving the concept and methods of online flipped classrooms a dual significance for both the present and the future.

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