

# Flipped Classroom Approach in Teaching Interpreting to English Majors: A Case Study

ID: 48

Author: Nguyen Thi Lan Phuong, Vinh University

Contact: lanphuongvinhu@yahoo.com

## INTRODUCTION

**•Flipped Classroom Model:** A pedagogical approach where students access lecture materials outside class, allowing class time to focus on hands-on activities and discussions. This model promotes student-centered learning and fosters engagement and collaboration.

**•Challenges in Interpreting Education:** Traditional interpreting courses often face issues like limited class time, overemphasis on theory, and insufficient practical training. The flipped model seeks to address these limitations by maximizing class time for skill development and real-time feedback. Pre-class materials (videos, readings) are provided to be completed outside of class. Class time is dedicated to discussions, peer learning, and practical interpreting tasks.

**Benefits:** Enhanced preparation, active learning, improved interpreting practice and high-order thinking skills.

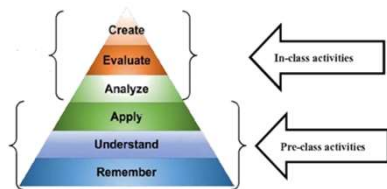


Figure 1. Flipped classroom and the revised Bloom's taxonomy (Wang, 2017)

## METHODOLOGY

**Participants:** 138 English-majored students taking Interpreting 1 course at Vinh university.

**Tools:**

**Questionnaire:** Administered to all participants to collect insights into their experiences and the impact of the flipped model on their interpreting skills. The questionnaire included Likert-scale questions, multiple-choice questions, and open-ended questions to capture a wide range of responses.

**Classroom observations:** to assess engagement and development of skills during practical activities.

**Focus:** Student engagement, the usefulness of in-class activities, and satisfaction.

## FINDINGS

**1.Student Perception:**

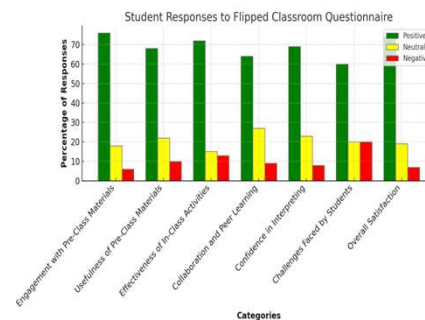
**1.Positive Feedback:** Students appreciated the flexibility and autonomy, reporting more engaging and interactive classes.

**2.Challenges:** Some students struggled with time management and adapting to self-regulated learning.

**2.Skill Development:**

**1.Improved Interpreting Skills:** More class time for practice led to enhanced interpreting abilities.

**2.Higher-Order Thinking:** The flipped model encouraged critical thinking, problem-solving, and adaptability.



## IMPLICATIONS

**For Curriculum Designers:**

Thoughtfully integrate the flipped model to balance theoretical and practical elements.

**For Teachers:**

Adjust teaching strategies to accommodate students with different learning abilities.

Ensure alignment between pre-class and in-class activities.

**For Administrators:**

Invest in improving technological infrastructure and access to online materials.

## CONCLUSION

The flipped classroom is a viable strategy for interpreter education, fostering autonomy and practical skills.

Requires addressing challenges like technological access and engagement monitoring to maximize its potential.

## REFERENCES

Hung, H. T. (2015). *Flipping the classroom for English language learners*. Computer Assisted Language Learning, 28(1), 81-96.

Kim, M. K., et al. (2014). *Three flipped classrooms: Design principles*. The Internet and Higher Education, 22, 37-50.

Lage, M. J., et al. (2000). *Inverting the classroom for an inclusive learning environment*. The Journal of Economic Education, 31(1), 30-43.

O'Flaherty, J., & Phillips, C. (2015). *The use of flipped classrooms in higher education*. The Internet and Higher Education, 25, 85-95.

Wang, Y., & Wu, J. (2016). *Using flipped classroom in interpreting courses*. Theory and Practice in Language Studies, 6(10), 2066-2073.

## ACKNOWLEDGMENT

Thanks to the Vinh University students and faculty for participating in this study.