

Research on Mixed Model of Military English Teaching under Output-driven Hypothesis—A Case Study of Military English Listening and Speaking Course

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ABSTRACT

Guided by the military education policy in the new era and combined with the teaching practice of "cultivating people by virtue" and "educating people for war" in military academies, this paper aims to explore the mixed mode of military English teaching, improve students' military English application ability and develop their independent learning ability. In this paper, based on the author's early research, the "closed-loop intelligent teaching model" is applied to military English teaching to explore its practical steps and create the basic paradigm of mixed model in military English courses.

INTRODUCTION

Military English, as a college English course for special purpose (ESP), plays an important role in foreign language teaching in military academies. As the content of military English course is relatively professional and challenging, it adopts a traditional teaching model for a long time. Task-based teaching methods and immersive situational teaching methods are commonly used. In recent years, with the deepening reform of college English teaching, military English teaching model is in urgent need of transformation, to overcome the reality of fewer class hours and multi teaching objectives, to transmit from learning-centered to use-centered by virtue of various teaching platforms and intelligent environment, and to effectively improve the teaching efficiency and enhance language acquisition in military English learning.

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RESEARCH STATUS

Output-driven Hypothesis

"Output driven hypothesis" is a new hypothesis proposed by Professor Wen Qiufang (2008) on the basis of "output hypothesis" (Swain, 1985). In 2014, Professor Wen Qiufang modified the old hypothesis into "output-driven, input-enabled hypothesis". In 2015, based on this theory, "Production-oriented Approach" (POA) was proposed by Wen. Zhang Hang (2017), based on the "output-driven hypothesis", conducted a reform experiment in application-oriented undergraduate colleges, and confirmed the effectiveness of "output-driven, input-enabled hypothesis" in improving teaching efficiency. Gao Lili (2020) from the Air Force Early Warning Academy applied "output-oriented method" to military English teaching and concluded that POA mode has significant effects on improving students' drill time, language level and military vocabulary application. The reform of language teaching model takes language application as the main objective, therefore, the "output driven hypothesis" has a positive guiding significance for the exploration of the mixed model of language courses.

Mixed model of Military English Teaching

The research on the mixed model of military English teaching mainly focuses on flipped classroom. Wu Jie (2020) from Army Engineering University studied the cooperative exploratory flipped teaching model of military English and built a three-stage teaching model of "(pre-class) task chain design -- (in-class) language task design - (after-class) complex advanced stage". Gao Lili (2019) from the Air Force Early Warning Academy compared traditional classroom with flipped classroom, flipped classroom through pre-class resource package and in-class discussion activities, and proposed that military English teaching design should focus on "modular arrangement, hierarchical approach, and intelligent learning". In addition, Zhang Xiaoling (2020) from the National University of Defense Technology studied the mobile learning model of ESP vocabulary based on we-chat platform, and concluded through questionnaire survey that students have a good acceptance of we-chat push, and this model can provide better assistance for military English vocabulary learning. Li Rongbing (2020) from the Army Armored Forces Academy combined "rain class" and task-based teaching method into military English teaching. Using "rain class" as a medium, he pushes materials before class, sets tasks during class and gives feedback after class, and this model has greatly improved students' military English language application.

In an early study, the author explored the intelligent teaching model of college English, built a closed-loop intelligent teaching model, and applied this model to College English Reading and Writing Courses. Through quantitative and qualitative analysis, the author verified its practicality, acceptability and effectiveness. This study intends to apply this model to military English teaching and take Military English Listening and

Speaking Course as an example to test its practicability and effectiveness using the same method.

APPLICATION OF THE MODEL IN MILITARY ENGLISH TEACHING

Framework of the Model

Guided by the "output driven hypothesis" and combined with the closed-loop law of language learning, the closed-loop intelligent teaching model integrates the process of "output driven—input enabled—evaluation" into four basic links of the closed-loop law of language learning: (1) input—(2) processing—(3) output—(4) feedback. In the mixed model, the teaching process is reorganized, and ① input and ④ feedback links are placed online, ② processing and ③ output links are placed offline. Compared with the "output driven hypothesis", the self-test process is added in the ④ feedback link. The framework of this model is shown as below:

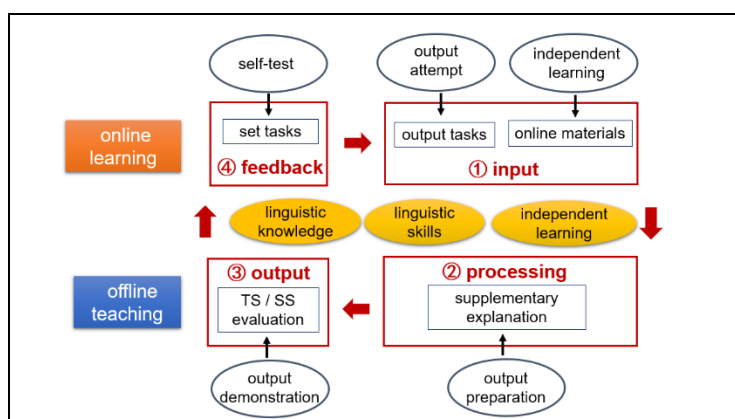


Figure 1. Closed-loop intelligent teaching model.

Application of the Model

This paper intends to take the first lecture of Unit 7 Patrol (Military English Listening and Speaking Course published by FLTR) as an example to demonstrate how closed-loop intelligent teaching model is applied to military English teaching. The teaching plan of this unit is shown in table 1.

TABLE 1. TEACHING PLAN OF UNIT 7 PATROL.

	lecture	class hour	teaching objective
Unit 7 Patrol	1	lecturing: 45mins activity: 45mins	1. Patrol equipment and tasks; 2. Radio communication.
	2	lecturing: 45mins activity: 45mins	1. Rules of engagement(ROE); 2. Patrol report.

The teaching objective of the first lecture is to introduce the basic equipment and tasks of military patrol and radio communication with military language. Radio communication is the focus and difficulty of this lecture. Offline teaching may take 90 minutes, supplemented by 45-minute online self-learning and 30-minute online self-test. The Military English Listening and Speaking Course uses smart classrooms (Jia Classroom) for offline teaching, and FIF app, iTest platform and Pigai platform for online test. The four-step teaching procedures are as follows:

① Input—online learning: Teachers use we-chat to push pre-class self-learning packs (military patrol vocabulary, military alphabet, common radio communication characters), and students learn military vocabulary by themselves on mobile phones; teachers release military English listening tasks (listening exercise on textbooks) through the app of Jia Classroom. Students complete the task on the mobile, and the teacher checks errors. Teachers use FIF app to publish oral tasks: use radio communication characters to make dialogues; students use FIF app to record the dialogue in groups and upload; teachers check student's recordings before class, find out common problems, and select part of them to be discussed in class.

② Processing—offline teaching: Smart classroom is used for offline teaching. Teachers review key military vocabulary of this unit through listening activities and explain high-frequency errors before class; teachers help students review commonly used radio communication characters by bringing them into military combat scenarios through three videos; students modify the recording through group work and correct the wrong communication characters; teachers offer instant evaluation.

③ Output—offline teaching: The split screens of the smart classroom are used to organize students to complete the output task in groups: radio communication dialogues. Each two groups share the same video clip, and radio communication dialogues are displayed with SS evaluation and TS evaluation.

④ Feedback—online learning: Teachers post self-test tasks via iTest platform: listening practice and dialogue correction. The learning effect of each student is rated according to the test results. Students scored below 60 will join in a we-chat group, in which the teacher will publish self-learning tasks and test tasks again, and students will independently repeat the closed-loop learning of this lecture. Students scored more than 60 can complete the self-learning task of the next lecture: watch the micro-lecture "Writing Military Patrol Report", finish the writing task and upload it on the Pigai platform.

Military English Modular Teaching

Based on the intelligent teaching model, military English should be divided into modules to reconstruct the teaching content, and set three levels of objectives for each module: linguistic knowledge of military English (military vocabulary, military knowledge, etc.), linguistic skills of military English (communication in military operations, military document writing, military translation, etc.), and cultivation for war

(military thought, cross-cultural military communication, etc.). The content of military English modular teaching is shown in table 2.

TABLE 2. MILITARY ENGLISH MODULAR TEACHING CONTENT.

Module	Linguistic Knowledge of Military English	Linguistic Skills of Military English	Cultivation for War
Military Culture	military values, duties, services and arms	military English reading and translation skills	military identity enhancement
War Game	war game types, forms and arrangement	military English communication skill	fighting spirit and military confidence
Peace-keeping	peacekeeping army, duties and ROE	communication skills in operations, military English reading skill	patriotism, responsibility and
Basic Military Equipment	services and arms, basic equipment, and military hierarchies	military English reading skill	responsibility, preparation for war
National Defense	national defense policies	military English reading and translation skills	awareness of strengthening national defense and "Four Self-confidence"

Assessment of the Model

In this paper, 12 teachers teaching military English were questioned through a questionnaire, assessing the practicability of the closed-loop intelligent teaching model in military English teaching. All the 12 teachers affirmed its practicability, but half teachers claimed that they were not proficient in using the intelligent teaching platform, and many functions still needed to be fully used.

In this paper, the effectiveness of the closed-loop intelligent teaching model in military English teaching is evaluated according to three indicators: expert supervision, student's final score and classroom performance. After one semester's practical teaching, the rating of expert supervision has been significantly improved, 3 teachers up rated from good to excellent, and 3 teachers rated good. Comparing the final scores of the traditional class (12 classes, 370 students) and the mixed-mode class (8 classes, 230 students), there is not much difference on paperwork. However, the average score of Briefing (military English writing tasks) and military English vocabulary in the mixed-mode class was higher than that of the traditional class, indicating that the mixed teaching mode played a significant role in improving the application of military English and the acquisition of military vocabulary. Surprisingly, there was little difference in the classroom performance. In both classes, about 60% of students listened carefully. This result may be related to the characteristics of military English courses. Compared with general English courses, cadets have a stronger motivation and are interested in learning military English, since this course brings a stronger sense of substitution and acquisition.

CONCLUSION

The practicality and effectiveness of the closed-loop intelligent teaching model in General English teaching have been verified by the author. This paper applies it to military English teaching, shows its application in practical teaching, and uses the same method to assess its practicality and effectiveness. Under the mixed mode of military English teaching, teachers should integrate online material, expand military vocabulary, appropriately select linguistic skills, and form a systematic teaching system. At the same time, we should offer an intelligent teaching environment to provide strong hardware support for mixed mode teaching. Finally, teachers should use various teaching platforms flexibly, make full use of online resources, collect and analyze data, improve the evaluation system, and ultimately improve the efficiency of military English teaching.

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