

# An Exploratory Practice of "Integrated" Teaching for Military English

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**Abstract:** Military academies have long faced the problem of disconnection between general English foundation and the professional application of military posts. To address this challenge, this study explores an integrated teaching path in practice: in the general English teaching stage, military-related corpora and terminology are systematically integrated to construct students' preliminary cognition; in the military English teaching stage, the focus is on the integration of simulated tasks and scenarios to promote the transformation of linguistic knowledge into professional application capabilities. Practice shows that this path effectively facilitates the connection of English learning and capability transfer. Students in the pilot class achieved synchronous improvement in both general and military English scores. A prominent achievement is that a team composed of students from the pilot class won the Special Prize on behalf of the academy in the 2025 PLA Military English Practice Competition. This initially confirms the effectiveness and potential of integrated teaching in cultivating students' high-level linguistic application capabilities.

**Keywords:** Military English; Integrated Teaching; General English; Teaching Practice

## 1. Introduction

In the new military talent training system, English has become a key capability support for acquiring cutting-edge military dynamics, participating in international military exchanges and cooperation, and conducting strategic intelligence analysis [1]. However, a prominent contradiction widely exists in current teaching practice: general English courses and military English courses lack effective connection in objectives, content, and methods, often being

isolated from each other [2]. Teaching materials in the general English stage mostly focus on daily life and general academic scenarios, which are disconnected from students' military professional backgrounds, leading to vague learning objectives and insufficient initiative among students. When students enter the military English learning stage, they need to digest a large number of unfamiliar terms, adapt to unique genres and complex contexts in a short time, and are prone to cognitive load and learning anxiety due to inadequate preparation [3]. It is difficult to achieve a smooth transition from "linguistic knowledge accumulation" to "professional linguistic application," resulting in an obvious "capability gap" [4].

To solve the above problems, this study selected a professional cohort of Grade 2023 as the pilot class and consciously conducted a four-semester teaching reform practice. The core idea is to partially advance the training objectives of military English and organically integrate them into the general English teaching process; in the military English teaching stage, carefully design simulated tasks and military scenarios to make the teaching content of the two stages echo each other and the capability training progress coherently [5]. This paper systematically elaborates on the specific strategies, implementation process, and preliminary effects of this integrated teaching practice, aiming to provide reference for relevant teaching reform practices [6].

## 2. Constructing a "Laying Foundation-Deepening Application" Integrated Teaching Path

This teaching practice adheres to the principle of "promoting learning through application and integrating learning with application," aiming to build a coherent teaching cycle [7]. Its core concept can be summarized as: "laying the foundation of cognition and terminology" in general English teaching, and "deepening

application and capabilities" in military English teaching.

Specifically, in the general English teaching stage (the first three semesters), the teaching objective is not to impart systematic military knowledge, but to selectively and plannedly take military elements as the context and interest points for language learning [8]. The focus is on helping students establish a preliminary perception of military English and accumulate a set of high-frequency core terms, thereby reducing the sense of strangeness in subsequent professional learning. In the military English teaching stage (the fourth semester), making full use of the cognitive foundation laid

in the early stage, the teaching focus gradually shifts to intensive training in comprehensive language application and problem-solving capabilities in simulated real military task scenarios, realizing the effective transformation of knowledge into capabilities [9].

These two stages form an organic whole: the early foundation laying is the basis for the later deepening, and the later deepening is the inspection, integration, and sublimation of the early foundation laying. Both jointly serve the cultivation of students' core competence in effective communication using English in complex military contexts. The specific design of the two teaching stages is shown in Table 1.

**Table 1. Comparison of Core Designs in the Two Stages of Integrated Teaching**

| Teaching Stage                                 | Target Group                           | Core Objectives  | Main Content   | Teaching Methods  |
|--|--|--|--|---|
| Laying Foundation (General English Stage)      | Pilot Class of Grade 2023 (Freshmen)   | 1. Stimulate students' interest in military English learning. 2. Accumulate 50-80 high-frequency military terms and basic expressions. 3. Establish a perceptual cognition of 3-5 types of basic military scenarios.   | 1. Military current hot topics (e.g., international military exercises, R&D of China's new weapons and equipment, joint exercises and training). 2. Basic military knowledge (e.g., military organization, service terminology, common military equipment terminology, expansion of military meanings of general vocabulary (e.g., "engage", "operations") | 1. 15-minute weekly sharing and discussion on military-themed news. 2. Comparison and association exercises based on unit vocabulary lists. 3. 2-5 military-themed short videos and pictures for auxiliary teaching every week. |
| Deepening Application (Military English Stage) | Pilot Class of Grade 2023 (Sophomores) | 1. Initially master basic reading skills for military professional texts. 2. Acquire language application capabilities in 2-3 types of simulated military scenarios based on unit themes. 3. Improve international military communication literacy and expression awareness. | 1. Simplified military professional texts (excerpts from foreign military regulations, short exercise reports). 2. Basic military scenario tasks (simple intelligence summary, simulated equipment introduction). 3. Basic cases of cross-cultural military communication (e.g., differences in Chinese and foreign military etiquette).                   | 1. Analysis and translation of text fragments. 2. Group cooperation to complete simple scenario tasks. 3. Role-playing and simulated feedback.  |

### 3. Teaching Implementation Strategies and Specific Cases

#### 3.1 Integration Strategies in the General English Stage: Content Infiltration and Vocabulary Expansion

Introduce real military-related corpora to

activate the learning context. In general English classes, a fixed "domestic and international military dynamics" sharing session is set up [10]. For example, when learning the theme of "military technology," students share English news about the "electromagnetic catapult technology of the Fujian warship" and are guided to discuss key terms such as

"electromagnetic catapult-assisted launch" and "cybersecurity." This session not only exercises students' information acquisition and oral summarization capabilities but also naturally combines language learning with professional focus, enhancing the "military flavor" and "cutting-edge nature" of basic course classes [11].

Systematically explain the military semantics of vocabulary to construct a terminology network. In vocabulary teaching, focus on expanding the common military meanings of general vocabulary to form a cognitive comparison of "one word, multiple domains" [12]. The specific comparison of vocabulary semantics is shown in Table 2.

**Table 2. Comparison of General and Military Semantics of Common Vocabulary**

| Word         | General Semantics                 | Military Semantics             |
|--------------|-----------------------------------|--------------------------------|
| Operation    | Operation, surgery                | Military operation             |
| Intelligence | Intelligence                      | Intelligence (information)     |
| Engagement   | Dating, participation, engagement | Engagement (military conflict) |
| Service      | Service                           | Military service (branch)      |
| Magazine     | Magazine                          | Magazine (ammunition storage)  |
| Company      | Company                           | Company (military unit)        |

This comparative teaching enables students to pre-reserve key professional terms while mastering basic meanings, removing some obstacles for subsequent military English reading and listening comprehension [13]. Student feedback indicates that when these words reappear in military English courses, their recognition speed and understanding depth are significantly improved.

Design primary related tasks to initially establish contextual awareness. In the middle and later stages of general English learning, appropriately introduce moderately difficult military context tasks [7]. For example, students are required to write a short situational dialogue about routine campus patrol tasks based on a set of English prompt words (e.g., patrol, checkpoint, identify). Such "micro-tasks" help students initially attempt to organize and output

linguistic knowledge within a military context framework in a comfortable zone [8]. They will not cause learning anxiety but also enhance classroom interest.

### 3.2 Deepened Integration Strategies in the Military English Stage: Simulated Task-Driven and Multi-Dimensional Capability Integration

Adopt real-context military English materials to deepen teaching content. Supplementary teaching materials are directly selected or adapted from real sources such as foreign military regulations, exercise reports, international military cooperation reports, professional journal articles, and foreign media reports. For example, in the "media warfare" unit, a foreign media commentary article "China's Small Steps into UN Peacekeeping Are Adding Up" on China's role in peacekeeping is used to guide students in intensive reading, terminology translation, comparative analysis with textbooks, deconstruction of Western narrative structures and strategies, and reconstruction of a response discourse system from a Chinese perspective. This makes language learning no longer an isolated skill training but a deep exploration process integrating professional cognition, international narrative deconstruction, and discourse construction, realizing the synchronous improvement of linguistic competence and professional literacy.

Rely on simulated actual combat scenarios to strengthen comprehensive application [12]. Take Unit 4 "War Games" (military exercises) of the military English listening and speaking practice course as an example. Focusing on improving students' listening comprehension of military materials, English briefing communication capabilities, and professional literacy, the course adopts an integrated design of Production-Oriented Approach (POA) and situational teaching. Starting with the real terrain of the Galwan Valley, the class combines military vocabulary review and terrain strategic value analysis. Through video connection with participating officers to issue joint training exercise tasks, students are divided into groups to simulate company combat processes. In the process of processing English intelligence and collaborating to complete tasks, they construct an understanding of briefing structures, and finally achieve

language output by issuing countermeasure briefings in English. With the support of online platform mutual evaluation and after-class situational assignments, a closed loop of "teaching-learning-doing" is formed, realizing the synchronous improvement of linguistic skills and military professional literacy. Implementation effect: Such situational tasks construct highly simulated military task scenarios, prompting students to actively integrate linguistic skills, military terminology, and professional knowledge, and complete the full transformation from information input to language output through collaboration. Observations show that students who have undergone early integrated foundation laying demonstrate more accurate English expression, more flexible professional context adaptation capabilities, and efficient team collaboration in tasks [4].

#### 4. Evaluation of Practical Effects

Teaching effects are evaluated from two aspects: process feedback and summative achievements. Process feedback: Through questionnaires, individual interviews, and classroom observations, it is found that most students hold a positive attitude towards the integration of military elements in the general English stage, believing that it "gives English learning a clearer direction and professional relevance." In military English classes, students' enthusiasm and confidence in participating in case discussions and simulated tasks are significantly higher than those in control classes under the traditional teaching mode, and they are more willing to take the initiative to express and exchange professional viewpoints in English [1].

Summative achievement verification: In 2025, a three-student team selected from the pilot class trained through the above integrated teaching mode participated in the PLA Military English Practice Competition on behalf of the academy. This competition is renowned for its complex scenarios, close connection to actual combat, and comprehensive assessment of contestants' linguistic application capabilities, military literacy, and on-site adaptability. Closely linked to military English practice, the competition covers fields such as military operations, combat command, and military technology, comprehensively tempering students' capabilities in applying English in military

scenarios and executing tasks, and placing extremely high requirements on their military literacy, English proficiency, psychological quality, and on-site control capabilities. During the preparation and competition, the team demonstrated the ability to quickly deconstruct complex military scenarios, apply strategies in cross-cultural simulated negotiations, and make clear presentations and logical defenses under high pressure. These performances are highly related to the "in-depth content analysis" and "scenario task-driven" training emphasized in daily teaching. Finally, the team won the highest award of the competition. This landmark achievement strongly proves that the "integrated teaching" path has a significant effect on systematically improving students' comprehensive capabilities in solving practical problems using English in complex and dynamic environments. Empowered by the integrated training of the pilot class, these students accumulated a solid reserve of military English terminology in the general English stage of their freshman year and gradually developed a strong interest in military English. With this prominent advantage, they stood out in the school-wide selection and successfully obtained the only qualification to represent the academy in the final. During the competition, they flexibly applied the military English knowledge and relevant professional cognition accumulated in daily study, calmly responded to the fierce competition in each link, and finally won the highest award. This achievement fully confirms that integrated teaching can effectively lay a solid foundation for students' military English, stimulate learning motivation in the early stage, and then significantly improve their practical application capabilities in high-standard competitions, highlighting the practical value of this teaching mode.

#### 5. Summary and Reflection

##### 5.1 Summary

Targeting the problem of disconnection between general foundation and military professional application in military academy English teaching, this study took a cohort of Grade 2023 as the pilot and attempted an integrated teaching path of "laying foundation in the general stage and deepening in the military stage". The core idea is to break the isolation between the two courses, advance the

cultivation of military English capabilities, and integrate it into the entire teaching process. In the general English stage, the focus is on content infiltration and vocabulary expansion: through introducing military current affairs materials, explaining the military meanings of general vocabulary, and designing simple related tasks, students are helped to lay a cognitive foundation for military English and accumulate core terms. In the military English stage, the emphasis is on simulated tasks and scenario integration: students interpret real military materials and transform linguistic knowledge into professional application capabilities through actual combat-oriented situational exercises.

From the perspective of practical effects, this teaching path is feasible. During the process, it is obvious that students in the pilot class recognize the integration of military elements in English classes, their learning initiative is stronger than before, and they feel that English learning is more relevant to their majors. In military English classes, their enthusiasm and confidence in participating in discussions and completing simulated tasks are much higher than those in classes under the traditional teaching mode. The final effect is also intuitive: students in the pilot class have improved their general English and military English scores, and won the Special Prize in the PLA Military English Practice Competition. This indicates that integrated teaching can help students lay an early foundation, stimulate learning interest, and improve their English application capabilities in practical scenarios, providing practical experience for solving the "capability gap" in teaching.

## 5.2 Reflection

Although the pilot has achieved certain results, as an exploratory teaching reform, there are still many areas for improvement:

Firstly, it places higher requirements on teachers' capabilities. Integrated teaching requires teachers not only to have a solid foundation in English teaching but also to possess certain military professional knowledge. For example, selecting military materials acceptable to students in the general stage and designing simulated tasks that meet the needs of military posts require both capabilities. At present, in some links, the difficulty control of military materials and the fit between simulated

tasks and actual work are not sufficient. In the future, efforts should be made to make up for this shortcoming through participating in military knowledge training, conducting research in troops, and communicating with professional course teachers.

Secondly, the systematicness and connection of integrated content are insufficient. Most of the military elements integrated in the general stage are scattered materials and vocabulary introduced in each class, without forming a gradient content arrangement throughout the three semesters. Some terminology and scenario layings do not align with the focus of subsequent military English courses; the simulated tasks in the military stage do not sufficiently echo the layings in the previous general stage, which may make students feel disconnected in knowledge. In the future, it is necessary to sort out the teaching objectives and content of the two courses, and systematically arrange terminology accumulation, scenario cognition, and capability application step by step to ensure a smoother connection between the teaching of the two stages.

Thirdly, teaching collaboration and resource support are not in place. During the pilot, general English and military English teachers only communicated occasionally, without a fixed communication mechanism, leading to inaccurate connection of teaching content and tracking of students' learning progress. Moreover, most of the military English teaching materials are collected by teachers themselves, without a unified resource library, which not only makes lesson preparation cumbersome but also results in unstable material quality.

## 5.3 Future Outlook

To address these problems, improvements will be made in three aspects in the future: Firstly, enhance teachers' comprehensive capabilities. Through military thematic learning, teaching team mutual assistance, and visits to troops, enable teachers to not only teach English well but also have a thorough understanding of military-related content. Secondly, improve teaching content and evaluation methods. Clarify the core knowledge points and capability requirements of the two courses, formulate a gradient integrated content plan, and adopt a combination of process evaluation and competency-oriented evaluation to accurately grasp students' learning status.

Thirdly, strengthen resource and collaboration support. Gather the strength of the teaching and research section to build a shared military English teaching resource library, including military current affairs materials, simplified military texts, simulated task cases, etc. A regular communication mechanism between English teachers and military teachers will also be established to jointly develop thematic teaching modules, gradually transforming integrated teaching from a pilot to a systematic teaching mode, and better improving students' comprehensive English application capabilities.

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