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Inheritance of Military Culture and Exploration of Practical English Oral Teaching Methods in Military Academies

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Abstract: This paper aims to implement the spirit of the highest instructions while integrating the traditions and mission characteristics of various units, strengthening military cultural development, building a strong military culture, and cultivating the heroic courage and indomitable fighting spirit of the troops. By deeply analyzing the deficiencies of traditional English oral teaching in terms of professional post-expression ability and the cultivation of comprehensive military literacy, it explores the practical path of integrating the cultural spirit of radar soldiers—"precise positioning, rapid response, and selfless dedication"—into the oral teaching of practical English courses in military academies. Using a combination of theoretical analysis and practical approaches, the study designs eight specific teaching themes and corresponding activity scenarios, such as familiarizing with the campus, self-introduction, and physical training, from the perspective of improving cadets' language expression ability, teamwork ability, and psychological quality. This helps cadets better understand the military culture of radar soldiers, enhances their sense of responsibility, stimulates enthusiasm for learning English, and provides significant educational and practical value.

Keywords: Military Culture; Military Vocational Education; Military English Teaching; Oral Training

1. Major Problems in Military English Teaching and Solutions

1.1 Main Problems in English Teaching

With the intensification of international military competition and the accelerated evolution of warfare toward informatization and intelligence, joint operations have become the main form of modern warfare, and the demand for foreign language ability of joint operation talents has been increasing [1]. Oral English expression ability, as a key component of the comprehensive literacy of joint operation talents, plays an indispensable role in improving the army's international competitiveness and adapting to complex and changeable combat environments. However, there are still three prominent structural deficiencies in English teaching in military vocational education that urgently need to be addressed [2].

1.1.1 The problem of disconnection between language ability and job requirements

Traditional English teaching is exam-oriented, focusing on the cultivation of general language ability, emphasizing vocabulary accumulation and grammar exercises, while neglecting the practical application of language [3]. In particular, it lacks the cultivation of English application ability for different branches of the military in terms of equipment operation, international exchanges, or performing cross-national tasks [4]. As a result, even though cadets may master a large amount of language knowledge, they find it difficult to effectively use English for communication in practical work [5].

1.1.2 The problem of insufficient learning interest and motivation

Traditional classroom teaching mainly relies on teacher lectures, with teaching content biased toward daily usage and a large vocabulary load, which makes it difficult to stimulate cadets' learning resonance [6]. Meanwhile, the heavy intensity of daily training and demanding tasks lead to low enthusiasm for learning English.

1.1.3 The problem of disconnect between language learning and comprehensive quality cultivation

Non-commissioned cadets not only need to possess solid military skills but also strong psychological qualities, teamwork ability, and judgment. However, traditional English teaching usually focuses only on the transmission of language knowledge, neglecting the cultivation of comprehensive qualities [7].

1.2 Research on Solution Paths

Through unit surveys, it is possible to grasp the connotations of spiritual culture, analyze the full process of English teaching, identify pain points in teaching, and analyze the degree of integration of radar soldier spirit with oral teaching and specific design ideas [8]. This can achieve resonance between "military professional literacy" and "language application ability," and construct an analytical framework of "theoretical integration–spiritual mapping–empirical verification" [9].

1.2.1 Conducting an analysis of the cultural values of military branch spirit.

The spirit of radar soldiers has been condensed in history, from the "Gambala Spirit" to the "Snow Lotus Spirit," from the "Wulagai Spirit" to the "Qingnian Peak Spirit." The radar soldiers' military soul—"as long as the people are on the post, the radar keeps spinning, the intelligence keeps flowing"—has influenced generations of officers and soldiers. With loyal political character, dedicated professional spirit, innovative technical breakthroughs, and cohesive team strength, radar soldiers have demonstrated contemporary value in recent joint military exercises, becoming a key support for safeguarding national sovereignty and territorial integrity. Radar soldiers, with loyalty, dedication, innovation, and unity, have built an insurmountable "Electronic Great Wall" for national sovereignty and regional stability. This spiritual value not only profoundly impacts the modernization of national defense but also sets an example of "serving the country through science and technology, and assuming mission responsibility" for the entire society. As a military academy focusing on cultivating cadets' understanding of the radar soldier spirit and its practical application, it is necessary to play a key guiding role in the dissemination of radar soldier spirit.

1.2.2 Conducting a value analysis of English oral teaching.

English oral teaching is not only an important component of language learning but also a key link in cultivating comprehensive abilities. It can help cadets improve practical application ability, enhance logical thinking and cultural confidence, and lay a solid foundation for career development. Its main value is reflected in the following aspects: (1) Enhancing international communication ability. As the Chinese military increasingly participates in international affairs, good English oral ability can help it accomplish tasks more efficiently and showcase the professional image of Chinese soldiers; (2) Strengthening post-performance ability. Non-commissioned officers undertake important responsibilities in the troops, such as equipment operation, training organization, and daily management. The improvement of English oral ability can not only help them better understand technical documents but also enable them to communicate more confidently in international exchanges, ensuring the smooth completion of tasks; (3) Adapting to the needs of modern warfare. Modern warfare has shown the characteristics of informatization and intelligence, and the battlefield environment is complex and changeable, placing higher demands on soldiers' language ability and comprehensive literacy. As grassroots operational backbones, non-commissioned officers need to quickly understand and implement superior instructions. Especially in international joint operations, the lack of English oral ability may lead to poor information transmission or mission errors. By improving oral English through teaching reform, cadets can better adapt to the needs of modern warfare.

1.2.3 Conducting a learning situation analysis.

Through multi-dimensional research such as teaching joint meetings, questionnaires, classroom feedback, and evaluation of cadet performance, combined with cadet growth files and big data learning behavior tracking, a comprehensive analysis of the learning situation is carried out from three aspects: language foundation, application expression, and cultural identity.

1.2.4 Analyzing teaching pain points.

Based on a comprehensive analysis of the learning situation and course situation, the teaching pain points of English courses are mainly reflected in three aspects.

(1) Insufficient knowledge of English military language, making it difficult to support the new changes in combat missions.

The teaching content focuses on general language skills cultivation, which has a gap with practical language needs such as battlefield intelligence analysis, transmission of military brief orders, and foreign-related military operations. It is difficult to support cadets' language application needs in future diversified military tasks.

(2) Weak English military output ability, making it difficult to meet the new challenges of foreign military exchanges.

Cadets' written output in terms of military standardization and professionalism needs to be strengthened, and their professional language expression ability in scenarios such as foreign military exchanges and joint military exercises needs to be improved. These shortcomings in output ability limit the in-depth expansion and efficiency improvement of military foreign exchanges.

(3) Insufficient internalization of values in language learning, making it difficult to meet the new requirements of cultivating talents for war.

In military English learning, cadets' understanding of the professional values of soldiers and military culture needs to be deepened. In cross-cultural communication, they lack cultural consciousness and a sense of position. This insufficient internalization of values makes it difficult for language ability to effectively transform into the political character and professional literacy of soldiers, thus affecting the comprehensive achievement of the goal of cultivating talents for war.

1.2.5 Determining teaching design ideas.

In response to the current problems in English teaching in military academies, such as emphasizing written tests over oral practice and the disconnect between teaching content and practical needs, and considering that non-commissioned officers, as the group directly executing tasks, need more combat-oriented teaching content and practical language skills, it is determined to adopt a path of "military scenarios–systematic cultural immersion–technology-empowered immersive experience" to achieve solutions. A "task-oriented" design of military post-related scenarios is employed. This allows cadets to acquire capabilities directly related to post requirements while learning English, thereby improving their English application level in practical work.

2. Specific Implementation Steps

The U.S. Defense Language Institute Foreign Language Center (DLIFLC) adopts a "language–culture–military spirit" trinity model, constructing a combat-oriented cultural integration teaching system, which provides meaningful guidance and reference.

2.1 Model Construction

Relying on Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT), and constructivist learning theory, a three-layer model of "core–carrier–manifestation" is built. The spiritual core layer: taking the radar soldier's core spirit of "precision, vigilance, and teamwork" as the origin of teaching content, and deconstructing its language demands in combat scenarios. The task carrier layer: reconstructing teaching situations through real combat cases, transforming spiritual elements into operable language tasks [10]. The language construction layer: cadets actively build a professional pragmatic system while completing tasks, realizing a cyclical improvement of "military cognition–language output–spiritual internalization."

2.2 Content Reconstruction

A closed-loop learning chain is built through motivation, facilitation, and output evaluation. Centered on the core orientation of "use," teaching scenarios closely tied to reality and combat are created based on the core content of the radar soldier's spirit. Oral teaching themes and related teaching situations are reconstructed, helping cadets achieve learning output in real work environments. The unit themes and military task situation designs are shown in Figure 1:

Theme	Scenario Description	Teaching Objectives	Keywords
Familiarizing with the Campus	Instructors lead new recruits to tour the camp, introducing dormitories, canteens, and other facilities.	Learn to describe the campus environment and facilities in English, and master spatial expressions.	mess hall, training, field, barracks
Mutual Introduction	New recruits introduce themselves, including name, hometown, and reasons for joining the army.	Practice greetings and self-introductions, and learn to express personal background information.	hometown, reason, name
Obeying Orders	Instructors issue commands, and cadets execute and repeat them.	Learn to receive and repeat military commands, and master common command expressions.	attention, salute, march
Physical Training	Conduct survival training in the field, with instructors giving tasks in English.	Describe training content and movements, and master survival skills vocabulary.	set up a tent, find a water sources
Classroom Teaching	Instructors explain military tactics, and cadets restate key steps.	Learn to discuss military tactics in English and master relevant terminology.	Attack, defense, strategy
Classroom Q&A	Instructors ask questions; cadets interact and discuss military-related topics.	Learn to ask and answer questions, cultivating logical expression ability.	questions, answer
Exams & Assessments	Simulated military English exams, including dictation, answering questions, and completing task commands.	Test proficiency level and develop the ability to use English under pressure.	exam, assessment, task'
Psychological Adjustment	Group discussions on psychological feelings and adaptation after enlistment.	Learn to express emotions and feelings, cultivating psychological adjustment and teamwork awareness.	stress, adjustment, emotional support

Figure 1. Teaching Content and Scenario Design

2.3 Practical Verification

Actively create practice-oriented classrooms,

strengthening cadets' ability to combine learning and application. Through extracurricular practice activities, language learning is transformed into a crucible for forging the soul and sharpening the sword, extending the classroom into a battlefield for fulfilling missions and empowering ideological and political education in courses.

3. Main Innovations

The core innovation lies in integrating radar soldier spirit into English oral teaching, creating teaching scenarios based on military training, and achieving the dual goals of language learning and comprehensive quality cultivation.

3.1 Interdisciplinary Integration: Deep Integration of Military Culture and Language Education

This realizes a cross-field integration of military culture dissemination and language education, breaking the limitations of traditional language teaching singularity. By integrating the connotation of military spirit into the language learning process, a unique model of "language skill cultivation + military comprehensive literacy enhancement" is constructed, forming a distinctive path for cultivating compound talents.

3.2 Situational Task Design: A Language Training System Based on Combat Needs

Abstract military cultural concepts are innovatively transformed into operable situational teaching tasks, combined with real military scenarios for design. These tasks not only improve cadets' language application ability but also focus on cultivating their emergency response and teamwork abilities in complex environments, filling the gap in practical language application left by traditional language courses.

3.3 Comprehensive Quality Cultivation: A Breakthrough from Knowledge Accumulation to Ability Transformation

This breaks through the limitations of traditional foreign language teaching that is "de-contextualized" and "knowledge-heavy but ability-light," constructing a complete transformation path of "spiritual connotation–scenario demand–language application." By integrating military cultural elements into the language learning process, it realizes a transformation from mere language knowledge accumulation to overall comprehensive quality enhancement, pioneering a new type of foreign language education model with greater practicality and applicability.

4. Value Promotion

First, providing a paradigm for course material development. By systematically organizing the research findings, a complete theoretical framework is formed, clarifying the ways of integrating radar soldier spirit into English oral teaching, along with the implementation steps and expected outcomes. The content includes task designs based on scenarios, teaching methods involving situational simulations, and language learning modules related to professional literacy of officers.

Second, creating a replicable ability cultivation model. Based on the post responsibilities of non-commissioned officer cadets, the study conducts a categorized analysis and provides specific entry points and methods for course integration. The guidelines are clear, easy to operate, and highly expandable, making them suitable for reference in vocational and technical education courses.

Third, achieving remarkable results in improving teaching effectiveness. Cadets' English application ability and comprehensive literacy have improved significantly. Through teaching practice, cadets of the academy have won outstanding awards in English competitions for non-commissioned officer cadets in military academies, including the English Show Gold Award, Oral English Silver and Bronze Awards, Listening Bronze Award, and Reading Silver Award, with the team as a whole winning the Group Second Prize.

By constructing an English oral teaching theme and corresponding teaching activity scenarios aimed at inheriting the spirit of radar soldiers, it can help solve problems such as "insufficient practicality", "lack of learning motivation", and "weak cultivation of comprehensive quality" existing in the English teaching of non-commissioned officers. It not only enhanced the English proficiency of the non-commissioned officer cadets, but also strengthened their psychological quality, teamwork ability and international perspective, providing strong support for their future career development and military mission execution.

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