



Research on the Application of SAP2C Blended Teaching Mode in the Ideological and Political Education Integrated throughout Military English Course

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Abstract. With the comprehensive promotion of the ideological and political education integrated throughout curriculum in colleges and universities, the reform of college English courses is also carried out in an all-round way. This study takes Military English course as an example, relies on Rain Classroom, an online teaching platform, adopts the self-created “SAP2C” blended teaching mode on the basis of BOPPPS teaching model, and discusses the path and method of organically integrating the ideological and political education throughout Military English course, so as to realize the all-member, whole-process and all-round education.

Keywords: Ideological and Political Education Integrated throughout Curriculum, Blended Teaching, Military English.

1 Introduction

In December 2016, President Xi stressed at the National Conference on Ideological and Political Work in Higher Education Institutions: “We must adhere to fostering integrity and promoting rounded development of people and incorporate ideological and political work throughout the entire process of education to achieve all-round talent cultivation [1].” The Ministry of Education issued the *Guidelines for the Construction of Ideological and Political Education in University Curriculum* in 2020, requiring the comprehensive promotion of ideological and political education in university courses, and emphasizing that “ideological and political education integrated throughout curriculum” is a responsibility that every teacher must undertake [2]. Military academies are an important part of higher education institutions nationwide and shoulder the important responsibility of cultivating talents for national defense and military development. They must have a firm and correct stance in ideological and political education, adhere to the Party’s absolute leadership over the military, serve the strengthening of the military and the rejuvenation of the country, cultivate military talents with both moral integrity and professional competence through moral cultivation [3].

1.1 Current Teaching Situation of Military English Course

In recent years, with the increasing number of international humanitarian aids and peacekeeping missions carried out by Chinese People's Liberation Army, English, as the main working language, plays an increasingly prominent role in communication. Improving the English communication ability of military personnel has become an important part of military training. Therefore, the organization and implementation of English teaching activities based on military content has become an important task for military higher education institutions. The English teaching activities of the military higher education institutions at the undergraduate level include two major modules, namely General English and Military English. Military English is a public tool course set up on the basis of General English and according to the future career characteristics of the cadets. The cadets are trained from the aspects of language knowledge, military English skills, military knowledge and cross-cultural military communication ability. At present, in terms of military English teaching, colleges and universities take the characteristics of their respective arms and services as the starting point, emphasizing the cultivation of general military English ability, and highlighting the characteristics of their own academies. While cultivating language ability, they pay attention to training students' military accomplishment, fighting consciousness and fighting spirit [4].

1.2 Necessity of the Ideological and Political Education Integrated throughout Military English Course

Military English, as a compulsory public basic course in the undergraduate education of junior cadets, is one of the carriers of ideological and political education. In the face of Military English with all first-hand materials of the foreign army, the question worthy of consideration for English teachers in military academies is how to organically integrate the ideological and political elements of the Chinese curriculum. The course should reflect the fundamental requirements of cultivating people with virtue and educating people for war, and integrate students' knowledge learning and ability training with ideological guidance and value shaping [5]. With the help of rich language learning materials, diversified cultural information input and output tasks, the course should guide students to strengthen their ideals and beliefs, deepen patriotic feelings, shape military character, cultivate fighting spirit, so to meet the needs of career development and foreign military exchanges [6]. However, there are still some problems in the implementation of ideological and political education integrated throughout Military English course. For example, in blended teaching practice, there is a lack of ideological and political education that connects online and offline organically, leading to the failure of ideological and political education to run through the whole teaching process.

Under this background, this paper takes the Production-Oriented Approach as the guidance and integrates the situational teaching method and task-driven teaching method on the basis of the BOPPPS teaching model. We innovatively put forward the "SAP2C" (Scenario setting - Analysis - Practice & Presentation - Comment) blended

teaching mode, and established a relatively stable four-step teaching activity structure framework and process. It focuses on the deep combination of “knowledge transfer”, “application skills” and “value shaping” in military English teaching in the context of real military tasks, and deeply discusses the path and method of organically integrating ideological and political education throughout Military English course, so as to realize the all-member, whole-process and all-round education [7].

2 SAP2C Blending Teaching Mode

Blended teaching has become the mainstream mode of curriculum implementation. The organizational forms of its teaching activities are diversified, the assessment and evaluation system is based on process evaluation and oriented to improving ability, which can improve the professional quality and ideological and political quality of students, and effectively promote the construction of ideological and political education integrated throughout curriculum. The integration of its essential connotation and theoretical basis, the compatibility of the use environment and the reorganization of knowledge of blended teaching fit in with the cultivation of all-round education and innovative ability [8]. Blended teaching emphasizes cooperative learning and the construction of learning community, which can play a vital role in the cultivation of learners’ team spirit, cooperation and community consciousness, which are the proper meaning of ideological and political education integrated throughout curriculum [9].

Based on this, the SAP2C blended teaching mode based on BOPPPS model is innovatively proposed: S (Scenario setting)—using the online teaching platform “Rain Classroom” to push task-driven scenario and realize role immersion; A (Analysis)—combining online and offline to conduct detailed analysis and guide students’ output; P2 (Practice & Presentation)—guiding students to make offline practice and presentation and complete the output tasks; C (Comment)—making real-time comments combining online and offline to motivate students and guide them to find problems, so as to facilitate teachers to adjust teaching. Following the process of “output driven—input facilitated—output evaluation”, teaching is carried out according to the three links “before, during and after class” [10]. In teaching, the ideological and political elements contained in the teaching content are drawn out by means of teachers’ teaching, comparative analysis and summary.

3 The Teaching Practice of Ideological and Political Education Integrated throughout Military English Course Based on SAP2C Blended Teaching Mode

Taking Unit 2 “Military Organisation” of the textbook *Campaign—English for the Military: Listening and Speaking (New edition)* as an example, this paper elaborates the path and application of ideological and political education integrated throughout Military English course based on SAP2C blended teaching mode.

3.1 Teaching Content

The teaching content is selected from Unit 2 “Military Organisation”, and the key points are summarized in the following Table 1:

Table 1. Teaching content and key points of Unit 2

Teaching content	Key Points
Alpha	Organisation and Ranks
Bravo	Arms and Services, and NATO Military Symbols
Charlie	The British Army and the US Army Formations
Delta	The Princess of Wales’s Royal Regiment (PWRR)

Combining the unit theme and teaching content, the two main lines of “Organisation and Ranks, Arms and Services, and their NATO Military Symbols” and “The British Army and the US Army Formations” are integrated and distilled to clarify the overall teaching design idea of the unit. At the same time, after analyzing the content of the textbook, we added the unit output task 1 and 2 with ideological and political characteristics to carry out the teaching as an overall guide. The unit teaching content is reorganized in the following Table 2:

Table 2. The unit teaching content after reorganization

Output tasks	Addition	Selection basis
Output task 1: Draw the organizational structure diagram of the students’ future counterpart unit below the battalion with NATO military symbols, and output in the form of dialogue video.	Choose the examples related to current politics such as “After the reform, all functional departments are directly responsible to Chairman Xi and the CMC” and “The Chairman presides over and is responsible for the overall work of the CMC”.	Guide the students to make it clear in the language practice that the Central Military Commission implements the Chairman responsibility system, and enhance the students’ sense of discipline and obedience.
	Select the deployment map of the Russian-Ukrainian war and guide students to draw organizational structure diagram.	Help students understand the international situation and cultivate them a democratic spirit centered on patriotism and fostering their sense of crisis, responsibility, and mission.
Output task 2: Use mind map to draw PLA structure after reforms, and output in the form of speech video.	Excerpts from <i>The Art of War</i> by Sunzi: “In principle, managing a large force is the same as managing a small one; it is a matter of organization. Fighting against a large force is no different	Not only spread the excellent Chinese military culture, but also explain the importance of organization and significance of the reform of PLA military structure.

from fighting against a small one; it is a matter of command signals.”

The organization of PLA before and after the 2024 reform (The video “Today's PLA 2017” on the website of Ministry of National Defense of China, and the official news of the “2024 Military Reform” and the introduction of PLA on the website of Ministry of National Defense of China, etc.).

Guide students to realize the significance of the reform of PLA military structure in adapting to the war needs of the new era, rapidly developing new service, and improving combat effectiveness, fully understand the changes in the international situation and the current organizational structure and operational functions of PLA, strengthen their determination and confidence to adapt to the war needs of the new era in the future, and resolutely strengthen the patriotism as military personnel.

3.2 Analysis of Teaching Object

The teaching object is non-English major students in junior year. Through the analysis of teaching object, it has the following characteristics:

1) Lack of military English knowledge. The students have good general English language knowledge and skills, but the military English vocabulary and military knowledge reserve are insufficient.

2) The consciousness of analyzing and solving military problems in English lags behind. Most of the students are weak in using military English to communicate with other countries and complete specific military tasks, and the appropriateness, richness and high order of language output need to be improved.

3) Military professionalism needs to be improved. The students have a good understanding of future positions and international military missions, and need to improve their cross-cultural military operational capability and military cooperation and communication ability to complete diversified military tasks.

4) Military English learning needs are clear. The students have high enthusiasm and initiative in learning, and have certain information literacy and teamwork ability, but their military English application ability needs to be further improved. In the survey of military topics in this textbook, the number of people who are interested in the unit topic “Military Organisation” is the least, because students generally think this topic is not interesting. However, through understanding, many students have not mastered the vocabulary related to military rank, position and organization and not clarified their relationships. Therefore, the teaching of this unit is very challenging for teachers.

3.3 Teaching Objectives for Ideological and Political Education

Combining the two main lines and the characteristics of teaching object, we set the following teaching objectives for ideological and political education:

1) Understand the composition of the British and US army units, be familiar with the PLA structure after reforms, and realize the importance of military organization and the significance of the reforms.

2) Be familiar with how to draw organization structure with NATO military symbols and introduce it orally, expand international vision and enhance cross-cultural military communication ability.

3) Master the vocabulary and expressions related to ranks, arms and services, and clarify the relationship between the three, improve the comprehensive quality and leadership thinking, enhance the sense of discipline, obedience and mission responsibility, and commit to strengthening the patriotism as military personnel.

3.4 Design Ideas

This unit is implemented in 2 lessons (4 class hours), focusing on the two main lines of “Organisation and Ranks, Arms and Services, and their NATO Military Symbols” and “The British Army and the US Army Formations”. Although the two main lines are relatively independent, they both serve the unit’s language teaching and ideological and political education goals. The two lessons are guided by the Production-Oriented Approach based on the BOPPPS teaching model, and the self-created “SAP2C” blended teaching mode is used to carry out teaching. The first lesson is taken as an example to elaborate the teaching steps in detail.

3.5 Teaching Steps

Aiming at teaching objectives for ideological and political education, the teaching design of Alpha, Bravo and Echo is optimized based on the main line of “Organisation and Ranks, Arms and Services, and their NATO Military Symbols”. With the guidance of the Production-Oriented Approach, the communication scenario is set in combination with the future positions of the teaching object, to help the students realize role immersion, get familiar with the organization and post function of the future unit, and then lead to the output tasks of this lesson.

Communication scenario: If in the daily communication with some foreign officer cadets in our academy, they want to know about the organization of your future counterpart unit below the battalion, can you draw the specific organizational structure with the NATO military symbols and introduce it?

Output task: With the theme of “Introducing the organization of my future counterpart unit below the battalion”, students will draw the organizational structure diagram, record the English dialogue video within 5 minutes, upload it to the Unipus online teaching platform, and complete the evaluation of teacher-student cooperation combined with the scale.

Driving Before Class.

We pushed the video “Introduction to NATO Military symbols” and related learning articles to the students through WeChat group, and required the students to watch and read them, draw the organization structure diagram and give an oral introduction to it. Students were required to upload the assignments to Rain Classroom. Through this activity, we guided the students to understand and familiarize themselves with NATO military symbols, broadening their international horizons. Their ability of independent learning was cultivated and the ability of cross-cultural military communication was exercised.

Teaching During Class.

Bridge-in and Objectives.

In this part, we first showed the students preview assignments. Although the students’ structure diagrams were very beautiful, they did not meet the requirements of “professional”. In the process of oral presentation, there was non-standard expression or pronunciation of several common words. For example, many students used the word “monitor” when talking about “section commander”. They also pronounced words such as lieutenant, colonel, platoon with incorrect pronunciation.

And then the teaching objectives of this lesson were introduced: 1. Know how to professionally draw the structure diagram of military organization with NATO military symbols; 2. Be familiar with the relationship between rank, position and organization; 3. Master the vocabulary related to rank, position and organization.

Pre-assessment.

In this part, a matching question was set to allow students to connect military rank, position, and organization with their corresponding definitions, examine their understanding of the three, and guide them to pay attention to their relationship. At the same time, the military term “chain of command” and the expression of “Each department performs its own duties, and each person bears their own responsibilities” were taught to students.

Pre-assessment strengthened pre-class learning and linked up classroom teaching. It helped students to have a global understanding of the relationship between rank, position and organization, strengthened students’ sense of responsibility and discipline, guided students to combine the background knowledge of our military rank, position, service and arms to think about the differences with foreign forces, and improved soldiers’ comprehensive literacy and military spirit in the new era.

Participatory Learning.

In this part, we followed the “SAP2C” blended teaching mode. The learning process was divided into four teaching steps: Scenario setting, Analysis, Practice& Presentation and Comment.

First of all, a scenario was set: If in the daily communication with some foreign officer cadets in our academy, they want to know about the organization of your future counterpart unit below the battalion, can you draw the specific organizational structure

with the NATO military symbols and introduce it? Students were put into the role of the communication scenario which closely followed the real learning and life experience of students, and led to look forward to the organization and position of the unit in the future. This step cultivated students' international vision and enhance their sense of responsibility.

The following three steps were Analysis, Practice& Presentation and Comment: First, we asked students to complete activities such as word ranking, dictation and blank filling, and group dialogue in combination with questions.

We highlighted two phrases "responsible to" and "responsible for" and chose the examples related to current politics to practice such as "After the reform, all functional departments are directly responsible to Chairman Xi and the CMC", "The Chairman presides over and is responsible for the overall work of the CMC". This step guided the students to make it clear in the language practice that the Central Military Commission implements the Chairman responsibility system, and enhance the students' sense of discipline and obedience.

Secondly, we required students to complete activities such as translation, blank filling and group discussion. We emphasized the difference between the military terms "CO" and "OC", and corrected the pronunciation of each military rank. We guided the students to observe and summarize the differences between the Chinese military's rank and position expressions and those of the British and US militaries. For example, in China, there is no deputy platoon commanders, while in the British and American militaries there is no senior colonel. In terms of addressing each other, the British are accustomed to using military ranks followed by their names, while in China we are accustomed to using surnames followed by position. Each group of students was invited to share the differences they had observed, and then added to and improved upon their answers. This step helped the students improve their cross-cultural military communication skills while learning military English language knowledge, and enhanced their awareness of cultural differences and their ability to communicate across cultures.

Furthermore, we required the students to complete line matching, word guessing, and fill-in-the-blank exercises based on the problems. We focused on the organizational structure of artillery, infantry, armor, and engineer at the battalion level and their NATO military symbols. We selected the deployment map of the Russian-Ukrainian war, a current hot topic, to guide the students to draw organizational structure diagram. Then, the students worked in groups to complete tables of organizational structures for each service at the battalion level, making it clear that the same organizational scale corresponds to different specialized terms for different types of troops and they should strengthen the memory of professional military vocabulary. By selecting a hot topic, we helped students understand the international situation and guided them to realize that "the prosperity and revival of the nation are urgent and pressing matters," cultivating them a democratic spirit centered on patriotism and fostering their sense of crisis, responsibility, and mission.

Post-assessment.

In this part, for their major, students were required to revise the lecture script of the introduction to the organization structure diagram before the class on the basis of the

completion of the participatory learning activities, and redraw the diagram with the NATO military symbols in combination with their future position. We toured the groups, offering support and assistance. The exercise tested the students' understanding of the knowledge learned in the class and helped them gain a preliminary understanding of the organizational structure of their future units, familiarize themselves with NATO military symbols, enhanced communication and cooperation among group members, and consciously improved their national defense language ability and military communication skills.

Summary.

In the last part, we summarized the vocabulary, phrases, and sentence patterns that describe ranks, positions, organizations, and branches of the military, as well as NATO military symbols.

At the same time, homework was assigned: Students continue to complete the output tasks after class, play the scenario role, record English role-play videos within 5 minutes according to "the organization structure diagram of the future counterpart unit below the camp" drawn in class, upload them to the Unipus online teaching platform. Self-evaluation, mutual evaluation (rated by Rain Classroom) and teacher comments were conducted according to the evaluation scale. We selected the best group to present in the next class. Through review and consolidation, students were cultivated high order thinking ability such as induction, summary, transfer and application to ensure the successful completion of output tasks. This part helped students continue to integrate into the role of communication scenario, realizing the change of thinking mode from university to workplace, from cadets to officers, and enhancing military thinking and leadership skills.

Feedback After Class.

After class, we asked students to evaluate the teaching situation, teaching content, and the performance of teachers and students from multiple dimensions online. In order to better integrate the content of ideological and political education, we specifically set up a subjective question in the evaluation to discuss what the best ideological and political point of the class is. This allowed teachers to track the students' learning progress and feedback in real time, complete their teaching reflection, and make timely and targeted adjustments in subsequent teaching. Meanwhile, we assigned review exercises using online teaching platforms (such as Rain Classroom) or mobile software commonly used by students (such as WeChat groups) based on the teaching content. These exercises often include matching, fill-in-the-blank, multiple-choice and subjective discussion exercises. In addition, the course team will rely on the military continuing education platform to build micro courses, case bases of ideological and political education, and English literature data bases to facilitate learning for teachers and students, and also rely on Rain Classroom and Unipus to build online courses to promote online learning.

4 Conclusions

As a case study of the application of SAP2C blended teaching mode in the ideological and political education integrated throughout Military English course, this lesson runs through the ideological and political education inside and outside the classroom, and has achieved certain teaching results. At the same time, it provides beneficial exploration and enlightenment for further deepening the integration of English courses and ideological and political education.

1) Create output tasks with distinct ideological and political characteristics. Implement the military education policy in the new era, educate people for war, highlight military characteristics, fully explore the ideological and political elements of textbooks, set ideological and political characteristics output tasks closely to the learning, growth and future employment of military cadets, lead the whole teaching process design, and help students integrate into the role of commanders of communication forces.

2) Reorganize the teaching content and run through ideological and political elements. Integrate and use rich teaching resources to reshape teaching content, improve its advanced, innovative and challenging degree; Optimize the teaching design, refine the main line of teaching according to each unit's ideological and political education objectives, show the new situation of our military structure reforms, spread excellent Chinese military culture, and achieve the content of keeping pace with times [11].

3) Innovate teaching methods for in-depth education. Based on the BOPPPS model and integrating various teaching methods such as situational teaching method and task-driven teaching method, the self-created "SAP2C" teaching mode is adopted to organize a variety of teaching activities, and help students to use military knowledge reserves, so as to strengthen the comprehensive application ability of military English, expand international vision and regional cultural knowledge, and enhance cross-cultural communication awareness and ability.

4) Expand evaluation methods and empower smart platforms. Multiple evaluation methods such as student self-evaluation, group mutual evaluation and teacher comments are adopted to enrich the evaluation indicators by adding elements such as ideology, content, values and attitudes expressed in language. Smart education platforms such as Rain Classroom and Unipus are used to enable digital empowerment to ensure the scientific, objective and reasonable evaluation results.

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