

The Construction of Multiple Evaluation System for Military English

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Abstract: This paper mainly aims at military English teaching in military academies, and constructs a formative evaluation system for military English teaching based on the theory of constructivism and multiple intelligences. The purpose of this system is to create dynamic evaluations of students' performance and achievements in the daily learning process, as well as the development of emotions, attitudes, strategies and other learning aspects. The focus of this system is to set the evaluation content for the students' practical application ability of military English, especially the listening and speaking ability. According to the characteristics of formative evaluation, it mainly designs four aspects: student self-evaluation, teacher evaluation, student-student mutual evaluation and student portfolio.

1. Introduction

As an important part of the comprehensive quality of military talents, military English competence is not only one of the important qualities of new military talents, but also a kind of combat effectiveness [1] Military English is a basic compulsory course in higher education for military cadet, and military colleges and universities pay more and more attention to the teaching of military English. Compared with traditional college English teaching, the characteristics of military English and the effect of teaching require a set of teaching evaluation system suitable for military English teaching.

2. Theoretical basis

2.1 The Constructivism

The educational thought of constructivism originates from Piaget's theory of children's cognitive development, which holds that learning is the process of learners' generating meaning and constructing understanding based on the original knowledge and experience, and this process is usually completed by people's interacting with the objective environment. [2] After Piaget, many educators enriched this theory, including Kornberg, Dewey, Katz, Vygotsky, and Bruner, among others.

The core of constructivist educational philosophy is to emphasize the role of students as the center and subject of learning. The transfer process of knowledge is not a simple indoctrination process, but a process in which students take the initiative to construct the meaning of knowledge. Students should not passively accept knowledge in the learning process, but actively construct new knowledge and experience through interaction with the objective environment on the basis of original knowledge. In this case, teachers' role has also changed from the traditional authority of knowledge to the facilitator and collaborator in the students' learning process. [3]

2.2 The Theory of Multiple Intelligences

The theory of multiple intelligences was a new theory of human intelligence structure proposed by the famous American educator and psychologist Howard Gardner in 1983. Different from the traditional view of individual intelligence as a single, quantifiable cognitive ability, the theory of multiple intelligence believes that intelligence is multiple, mainly including linguistic intelligence, logical-mathematical intelligence, spatial intelligence, body-Kinesthetic intelligence musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence.[4] The

introduction of the theory of multiple intelligences has had a strong impact on the traditional educational concept that only emphasizes academic achievement of sciences such as mathematics, and has had a broad and positive impact on the global education community. For university education, we should go beyond the traditional single evaluation system and pay attention to the cultivation and improvement of students' various qualities.

3. The Construction of Multiple Evaluation System

3.1 The Characteristics of Military English Teaching

The "Military English" is regarded as a brand-new language-military compound interdisciplinary subject. It contains not only the basic elements in English teaching, but also the knowledge of military characteristics, such as military theory, conceptual principles, military technology, training, etc [5] one of the characteristics of military English teaching is the complex military terms and abbreviations. How to set up a corresponding evaluation system for this characteristic is not only a means of examination, but also a method to ensure effective learning. Effective means for students to become proficient in military language. The second feature of military English is the need for extensive military background knowledge. To learn military English well, it is not just too simply learn military terms. In the process of learning, the reserve of military background knowledge is also very important. It is necessary to get to know various weapons. Military strength of other countries, military terrain, military organization etc. Since many students lack motivation to study at this stage, how to arouse students' interest in learning through evaluation and accumulating relevant military knowledge in class is particularly important. The third main feature of military English is that, compared with traditional college English, military English pays more attention to students' listening and speaking ability, especially in the real military language environment, how to skillfully use military English to communicate accurately and effectively. In this regard, it is also necessary to set up corresponding evaluation methods to achieve better teaching effects.

3.2 Multiple Evaluation System for Military English

Multiple evaluation is based on the diversification of evaluation subject, evaluation content, evaluation method, evaluation process and evaluation objectives [6] This evaluation system closely combines the characteristics of military English teaching, mainly adopts a variety of formative evaluation methods, and uses a variety of methods and approaches to comprehensively evaluate students' language ability and understanding of military English vocabulary. In terms of evaluation subjects, it combines teacher's evaluation, student's mutual evaluation and student's self-evaluation. According to the characteristics of the "Internet plus" era, the diversification of evaluation is also reflected in the use of Internet and data from various learning platforms. In addition, the student portfolio is also used as an aspect of evaluation, the main purpose is to examine students' learning attitude and improve students' self-learning ability.

3.2.1 Student self-assessment

For the complex military terminology in military English, the evaluation in this regard can be done by students' self-assessment, making full use of the pre-class preview, sending the corresponding vocabulary and background information to the students through the network platform before the class, and using the preview test results to test It is included in the usual grades in a way that stimulates students' motivation and interest in learning.

3.2.2 Teacher evaluation

"Cadet is a college student, but first and foremost a soldier". English teaching in military schools must highlight the characteristics of "military" [7]. In view of the two characteristics of military English, its teaching should focus on extensive military background knowledge and skilled use of military English for accurate and effective communication. Teachers should design quizzes about military background knowledge and simulate real military activities before class, in class and after

class. The group activities can improve students' interest in learning, and students' military background knowledge, military English communication skills and teamwork skills. Therefore, the evaluation score of military English communication ability should be increased to achieve the purpose of promoting learning through evaluation.

Based on the above classroom activities, teacher's evaluation is mainly divided into three parts, the first part is the individual classroom performance score. This part mainly refers to the scores given by the online platform according to the students' participation in classroom activities and the correct rate of answering questions, accounting for 10% of the usual grades. The second part is the score of group activities. Class activities are mainly to test students' listening and speaking ability. Teachers give corresponding scores according to the performance of the group's classroom activities. Scores are given by group, accounting for 20% of the usual grades. The third part is the homework score. Teachers give scores based on the homework submitted by each student, accounting for 30% of the usual grades. The after-school homework part should examine students' comprehensive military English ability of "listening, speaking, reading, writing, and translating", especially the communicative ability of military English, focusing on listening and speaking ability, and group activities can be appropriately improved in after-school homework, such as video assignments in the form of presentation or role-play.

3.2.3 Mutual evaluation

The student-student evaluation link is mainly divided into two parts, the student-student mutual evaluation of classroom group activities and the student-student mutual evaluation of homework. The student-student assessment of classroom group activities and the student-student assessment of homework each account for 10% of the grades.

3.2.4 Student Portfolio

As one of the important means of formative evaluation, portfolio evaluation has received extensive attention from countries all over the world including China since it was put forward in the 1980s. The so-called "portfolio" refers to the materials collected for evaluating and reviewing the learning process for students' learning activities [8] the concept of "promoting learning through evaluation" has also played a certain role in promoting the concept of education and teaching in our country, but it has not been widely promoted. The fundamental reasons are "too much workload and heavy burden on teachers", "too much content, low degree of standardization, too much difficulties to organize and analyze, and to control when used in a wider range of evaluations". If each subject builds a student portfolio, it will definitely lead to students' boredom. Teachers are often overwhelmed, and students are easily bored. In response to this problem, the student portfolio of this system simplifies the contents of the portfolio as much as possible, and achieves the purpose of teaching evaluation and promoting learning through evaluation in a simple and effective way. In order to reduce the burden on teachers and students as much as possible, this learning portfolio is based on units. Students do not need to record each class, but only need to record each unit once.

4. Conclusions

Military English has not been carried out for a long time as a compulsory course for cadres in military academies, and there are still many problems that need to be solved urgently in the teaching process. Many people think that the difference between General English and Military English is only a matter of whether there are military specialized vocabulary. Therefore, there is no need to spend too much time and energy on teaching military English. As long as General English is learned well, military English will naturally be learned well[9]. In fact, it is not the case. Military English has its own characteristics in terms of syntax, text, style, etc. In daily teaching, it must be distinguished from the teaching of general English. It must highlight the "military" flavor of military English and pay attention to the actual communication of student's ability development. The whole process of the evaluation system of promoting learning by evaluation focuses on the cultivation of military

communicative competence, which is undoubtedly a very effective method for solving these problems.

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