

Construction of Teaching and Research Linkage Mechanism for College English Team Building of Military Academies

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Abstract. The division of College English team in military academies is mainly based on the talent training program and the curriculum system. This model has optimized the staff structure, but has little effect on coordinated development of individuals and teams, and cannot enhance the teaching and research innovation. Based on a full investigation into the status and needs of College English team building in military academies, this study aims to frame a teaching and research linkage mechanism, and strives to open up ideas for teaching and research approaches, and further improve teaching efficiency, promote the depth of research, and achieve the parallel development pattern of teaching and research for College English team in military academies.

Keywords: Teaching and Research Linkage Mechanism; College English; Team Building; Military Academies.

1. Literature Review

1.1 College English Team Building in Military Academies

In CNKI, the search criteria were set as "subject=teaching team building" and "College English". The search results included 75 articles. After screening of the 75 literatures, it was found that there was no literature related to "military academies". The current situation of College English team building in military academies was investigated, and most teaching groups were divided according to the curriculum system. Some academies further divided their teaching groups according to the characteristics of the academy and its talent training objective, such as medical English group and English contest counseling group. At the same time, research teams in military academies were investigated. It is found that research teams are formed through research projects, and projects are dominated by individuals rather than teams. Considering the current situation of team building in military academies and the poor effect of teaching and research mutual promotion, it is extremely necessary to promote the link between teaching and research, and further improve the coordinated development of individuals and teams through team building.

1.2 Teaching and Research Linkage Mechanism

At present, no relevant studies have given an accurate definition for "teaching and research linkage". However, according to literature review, some studies have given similar concepts, among which "promoting teaching through research" is closest to the core of "teaching and research linkage". "Promoting teaching through research" originated from Dewey's "learning by doing". He believed that teaching and thinking were processes with the same influencing factors and characteristics, and then proposed the concept of "learning by doing" (Wang Wujun, 2018). Later, many educators and psychologists applied this concept in practical teaching, and "promoting teaching by research" took shape.

Education specialist, Ernest Boyer, implanted the idea of "promoting teaching through research" into university education, and proposed that universities should not attach importance to research and neglect teaching, advocating parallel research and teaching, and elevated the teaching process of universities to the level of discipline research, which played a positive role in promoting the dual development of teaching and research for university teachers (Xie Yangbin, 2018). Yi Kui (2019) conducted an in-depth study on the reform concept of "promoting education through research" and built a relatively complete system. In the view of the double first-class construction of colleges and

universities, the mutual penetration and cooperative development of teaching and scientific research is an effective way to achieve teaching and research innovation.

On the basis of these studies, this paper puts forward the concept of "teaching and research linkage", the core of which is "teaching guiding research, research feeding on teaching". This concept is to stimulate the parallel development of teaching and research. And according to the needs of College English team building, this paper strives to construct the framework of teaching and research linkage mechanism.

2. College English Team Building Needs of Military Academies

2.1 Questionnaire Survey Design

A questionnaire survey was conducted on some college English teachers from six military academies in China. A total of 30 questionnaires were distributed and 30 were recovered. Young teachers (25-35 years old) accounted for 49%, middle-aged teachers (36-55 years old) accounted for 40%, and teachers over 55 years old accounted for 11%. The questions involved college English team management model, team size, challenges in team development, team teaching and research development, and individual's demand for team building, etc. The current situation and problems of college English team building in military academies were investigated, with a focus on the demand of college English teachers for team building.

2.2 Questionnaire Survey Results

After sorting and analyzing the questionnaire survey data, it is found that 5 military academies divided teaching groups according to the curriculum system, and only 1 military academy in accordance with grade. Besides teaching group, three military academies sort out English contest counseling group (such as reading, writing, speech, and debate), but no military academy has research group. It's not hard to find that College English teaching team building in military academies is relatively mature, but the development of research team is relatively backward.

In terms of individual development demands, 41% of teachers were not sure whether the current college English team building model can meet the individual development demands, 37% of teachers were positive, while 23% negative; among them, the demand for improving research ability was higher than that for teaching ability, 96% and 93% respectively. 78% of the teachers said that the main challenge improving their research ability; 77% of the teachers said that cross-academy teaching and research communication needs to be strengthened, and 59% of the teachers said that teamwork needs to be strengthened especially in terms of research. Only 22% of the teachers thought that college English team has achieved the dual development of teaching and research, and the proportion of negative is 48%. It is not difficult to find from the questionnaire survey that improving research ability is the core demand and the biggest challenge for college English teachers in military academies.

This questionnaire investigates the main difficulties encountered by English teachers in six military academies in improving their teaching and research ability. The survey finds that: in terms of teaching ability, 55% of teachers said that teaching reform has little effect, and the teaching evaluation mechanism needs to be improved. In terms of research ability, 85% of teachers referred to the lack of academic resources, and 63% mentioned the weak teamwork, and 55% confirmed that professional barriers were difficult to break.

In the face of above challenges, nearly 78% of teachers expected to optimize the linkage between teaching and research; 59% hoped to improve the team spirit, while 44% revealed that the team should focus more on research ability and optimize the team's role in individual development. Most teachers expressed their expectation to strengthen teamwork, and hoped to promote teaching reform so as to realize parallel development of teaching and research.

3. The Teaching and Research Linkage Mechanism

3.1 Framework of the Mechanism

Based on the above survey, this study constructed a framework of the teaching and research linkage mechanism (Figure 1). The concept of this mechanism is "teaching guiding research; research feeding on teaching", that is to improve research through teaching reflection and to improve research under the guidance of teaching, and to further achieve the parallel development of teaching and research, so as to improve the quality and efficiency of college English team building in military academies.

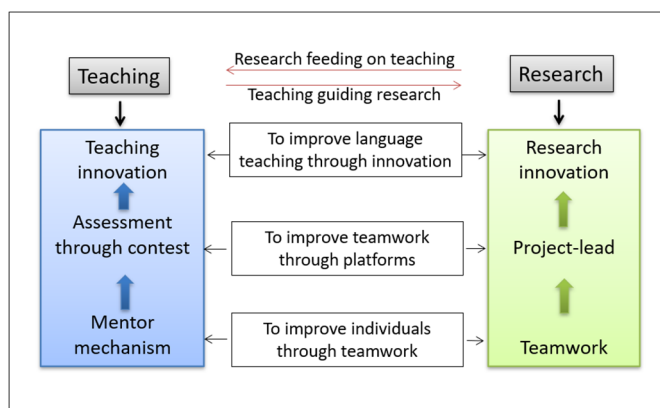


Figure 1. Framework of the teaching and research linkage mechanism

Vertically, this mechanism divides teaching team building into three dimensions: the mentor mechanism helps new teachers grow rapidly; the assessment through contest encourages young and middle-aged teachers to refer to contest platforms to promote and evaluate teaching so as to improve teaching ability and innovate teaching approaches; the highest level is to realize teaching innovation and improvement of curriculum quality. Research team building is also divided into three levels: teamwork is to encourage research teams to promote the depth of research, as well as broaden the scope of research; project-lead is to help establish direction of research for a team and promote the academic leader; the highest level of is to achieve research innovation and improve research efficiency.

Horizontally, the mentor mechanism and teamwork drive individuals to improve through assistance from within the team; the teaching team sets up multiple research teams according to actual teaching conditions and needs; each research team selects an academic leader and determines a research direction; the three teams of General English, Military English and Teaching innovation can improve their teaching ability through various teaching contests and platforms, and rely on the reflection of contests to broaden the research and bring up new ideas. The ultimate goal of the teaching and research linkage mechanism is to radically reform college English team building, to realize the innovation of both teaching and research, and to further improve the efficiency of language teaching and learning.

3.2 Application of the Mechanism

Teaching team is divided into three groups: General English, military English and teaching innovation. The structure of staff members within each group takes into account factors such as age, educational background, professional title and teaching and research proficiency. Teachers are quipped on average to ensure the balanced distribution of the above factors. Young and middle-aged teachers with research proficiency and rich experience in teaching contest are selected from the two groups to set up teaching innovation group, exploring innovative teaching approaches. In addition, the groups were divided into three contest counseling units: speech and debate contest, writing and translation contest, listening and reading contest. The staff members of each counseling unit are

relatively fixed. It is beneficial for teachers to specialize in a single discipline and form a long-term mechanism for contest counseling.

The three teaching groups apply the mentor mechanism. The experienced teachers are encouraged to help the new teachers. The teaching innovation group selected teachers with outstanding performance in teaching contests to lead young teachers. Teachers in this group explore scientifically and rationally to use the Internet environment to serve teaching and improve teaching efficiency. In the three teaching groups, the assessment through contest mechanism is also implemented. Young and middle-aged teachers are encouraged to improve their teaching ability through various contest platforms in the form of individuals or teams.

Research team building takes into account the needs of teaching and research and the nature of "fighting for and toward war" of military academies. The teaching group is taken as a unit to achieve horizontal and vertical collaboration. Horizontal collaboration includes intra-school collaboration and cross-school collaboration. Intra-school collaboration encourages English teachers to cooperate with teachers from other professions in research, seeking interdisciplinary integration and promoting the research depth. Teachers of military academies are encouraged to cooperate with research teams of non-military academies, broadening the breadth of research. Vertical collaboration encourages the teaching group to apply for project with cooperation as a team. Each team relies on the project to establish a joint research mechanism and to nurture the academic leader within its own group.

4. Conclusion

The validity and acceptance of the teaching and research linkage mechanism in confirmed in a subsequent survey. This mechanism can basically realize the parallel improvement of teaching and research and the collaborative development of college English teams in military academies. The focus of the subsequent research should be: first, how to incorporate teaching and research innovation to serve the team building goals, and to explore ways to improve teachers' teaching and research innovation ability, to enhance the training and reward mechanism, and to give full play to academic leaders in the team; second, how to deepen the horizontal and vertical coordination of the mechanism, and to apply it in other military academies, and jointly discuss the innovative method of team building so as to effectively realize the parallel development of teaching and research and the coordinated development of individuals and teams.

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