

An Analysis on the Innovation and Entrepreneurship Education for English Majors in Dalian Neusoft University of Information

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Abstract. With the social development and technological progress, higher education institutions in China have come to realize the importance of cultivating students' innovation and entrepreneurship abilities. Under such circumstances, Dalian Neusoft University of Information has introduced CDIO engineering education into its curriculum construction and has applied the Five New Concepts in the education reform. So far, the project-based teaching mode has been widely recognized and the new products and new applications have been designed with the occurrence of new theories, new tools and new technologies. In order to improve the higher education system in the coming decades, DNUI is suggested to deepen the innovation and entrepreneurship education, strengthen the industry-university-institute cooperation, and focus on the implementation of curriculum reforms in its professional talent training.

1. Introduction

With the rapid economic development, President Xi Jinping points out that innovation has become the primary driving force for the national development. So far, the concept of mass innovation and entrepreneurship has been widely recognized and it has become an important task for higher education institutions to carry out corresponding education reforms, such as the curriculum construction and course integration [1]. The results have been quite positive. However, there still exist some practical problems, such as the inadequate understanding of innovation and entrepreneurship education, the lack of qualified teaching faculties and the disparities between educational theories and practice. Under such circumstances, the author aims to analyze the current situation of innovation and entrepreneurship education for English majors in DNUI and plans to provide enlightenment for its future development.

2. Cultivation of innovative talents

During the process of in-depth education reforms, DNUI has carried out a mode of multilateral cooperation among school, enterprise, and institute for talent cultivation. So far it has started the win-win cooperation with many well-known enterprises and applied new innovative ideas, such as the CDIO engineering education and the Five New Concepts to update education ideologies and fulfill objectives of talent cultivation and industry development. Teaching faculties have also made many attempts at guiding students to design innovation and entrepreneurship projects.

2.1 Introduction of CDIO engineering education mode

CDIO education mode is the latest achievement of international engineering education. It represents the four steps of conception, design, implementation and operation. Students can enjoy an active and practical learning through the cycle from product design to product operation [2]. Based on the belief that education creates students' value, DNUI creatively carries out the CDIO engineering education reform. The School of Foreign Languages makes attempts at project-driven curriculum construction and implements the integration of professional education with innovation and entrepreneurship education.

2.2 Construction of integrated project system

The project design of English major courses in DNUI is now divided into five levels. The first level (also called the foundation project or the capstone project) is a professional program designed to cultivate students' comprehensive abilities. The course of Professional Guidance and Career Planning belongs to this category. It is designed to guide the freshmen in their major studies and career planning. The course of Graduation Paper Writing is open to the seniors and offers a guidance in their academic pursuit and writing. Under teachers' guidance, students participate in the project implementation and improve their comprehensive abilities. The second level refers to the course group project and is designed to cultivate many core abilities and skills. The third level is based on a single course and is designed to cultivate the course-related abilities. Professional basic courses like Oral English and Critical Reading and Writing belong to this category. The selective courses of the Comparison and Analysis of Chinese and Western Cultures, and the General Introduction of British and American Literature are also in this category. The fourth level refers to the unit group project covering more than two course units. It aims at strengthening students' course-related abilities. The fifth level is based on the design of single course unit and aims to cultivate single skills [3]. Please refer to Table 1 for details of project implementation for English majors in DNUI:

Table 1: Course project implementation

Course	Project Level	Project Implementation
Graduation Paper Writing	Comprehensive project (Level 1)	Students are supposed to understand thesis writing standards and finish the project (thesis writing) through the process of topic selection, topic proposal, paper writing and oral defense.
Working Environment Language Project	Course group project (Level 2)	The objective is to further expand students' professional knowledge in the working environment and improve their abilities in listening, speaking, reading and writing. It is designed through a series of project implementation: company construction, new product launch, entertaining clients, business writing and annual report conference.
Critical Reading and Writing	Course project (Level 3)	Students are supposed to make an oral presentation in class to introduce a news issue she or he has followed in the academic term. They also need to submit a written report about the issue.
Introduction to International Business and Culture	Unit Group Project (Level 4)	Students are guided to undertake a systematic market research on the current situation of a company. They are required to analyze and present the marketing strategies.
IT English	Unit Project (Level 5)	The project takes the form of in-class writing practice for each unit: asking for help, offering a solution to a problem, promoting a product, asking for feedback, making complaints, etc.

Through years of practice, the Department of Foreign Languages in DNUI has succeeded in the construction of integrated project system, which gradually enhances students' abilities to solve practical problems and improve their comprehensive abilities as well.

2.3 Practice of the Five New Concepts

With a focus on the national economic development and industry upgrading, DNUI has optimized its profession construction, deepened the integration between industry and education and improved the engineering education environment. The Five New Concepts dynamically update the teaching content and promote the professional connotation construction. Driven by the innovation and entrepreneurship reform and combined with the teaching objectives, DNUI advocates the application of the Five New Concepts into its curriculum construction, including those of English

majors. This undoubtedly improves teachers' innovative teaching abilities and students' innovative and entrepreneurial awareness. Please refer to Table 2 and 3 for details of the application of the Five New Concepts for English majors in DNUI:

Table 2: Interpretation of the Five New Concepts

Five New Concepts	Interpretation in English Major Courses
New Theory	New research findings and development trends in the major-related fields, such as English language, international commerce, cross-cultural communication and innovative thinking, etc.
New Technology	Technologies and skills necessary for the enhancement of innovative abilities in the fields of English language, international business, cross-border commerce and foreign affairs.
New Tool	Application of new tools for the high efficiency in self-study and work. It mainly refers to the application of new study tools and professional tools.
New Product	Under the guidance of new theories and with the application of new technologies and new tools, students are supposed to make some applicable and innovative products.
New Application	Application of new products in the fields of language service, international business and foreign information service offers reference to teaching and practice.

Table 3: Application of Five New Concepts in course construction

Course	Application
Cross-cultural Communication	New Theory: With the introduction of Hofstede's cultural theory, it aims to cultivate students' critical thinking abilities for better understanding of different cultures. New Technology: It is practice-driven and aims to cultivate students' competence in communication, case analysis and research. New Tool: With wiki space as a new communication platform, the course introduces MOOC and TED resources for case analysis. New Product: The specially designed intercultural interview or talk show offers students opportunities to communicate with foreigners. New Application: With the application of observant teaching mode, students are encouraged to understand different cultures through self-study and observation.
Business English Viewing, Listening and Speaking	New Theory: Based on the theory of overall input and output for English language learning, the course is designed to improve the learning strategies through the design of oral activities. New Technology: In the simulated business context, students master listening skills, understand the basic knowledge of international business, and gradually improve their cross-cultural communication. New Tool: With the application of English Bus and other applications in self study, students improve their listening abilities.

2.4 Innovation and entrepreneurship project application

Teaching faculties in DNUI have also made many attempts at guiding students to apply for the provincial and national innovation and entrepreneurship projects. For example, the Language Error Correction System for Cross-border E-commerce Platform and Himalaya FM K12 English Audio-book Workshop have made great achievements and have successfully gained wide recognition. Under such circumstances, teachers have accumulated sufficient experience in guiding students to design and carry out innovative projects and students' comprehensive abilities have been greatly enhanced.

3. Researches on innovation and entrepreneurship education

At present, higher educational institutions in China have successfully made innovative explorations for talent training, curriculum construction and other educational reforms. However, there is still a gap when compared with the developed countries in Europe and America. The Department of Foreign Languages in DNUI has made some achievements. In the coming decades, which is bound to be full of scientific and technological innovation, it is necessary to do some researches and learn from other countries to improve the professional innovation and entrepreneurship education in China.

3.1 Deepen innovation and entrepreneurship education

As an innovation-oriented university, DNUI has already made many great achievements. However, a more comprehensive and systematic curriculum system and innovation education still need to be established. Generally speaking, teaching faculties now are relatively lack of theoretical knowledge and experience in guiding students to participate in innovation and entrepreneurship work [4]. Therefore, it is necessary to deepen the innovation education and integrate innovation theory with the professional talent training and the teaching activities.

3.2 Strengthen industry-university-institute cooperation

DNUI has formed an integrated system of industry-university-institute cooperation. Currently, it has carried out cooperation with Accenture, Fidelity and many other world renowned enterprises. Students has been encouraged to participate in internship experience. It has also invited enterprise experts to take part in the formulation of professional talent training programs. In addition, students has participated in some scientific research activities under teachers' guidance. In the future, it is necessary to further strengthen the industry-university-institute cooperation and invite enterprise tutors to give professional guidance, so as to further promote students' innovation and entrepreneurship abilities.

3.3 Improve major course construction

At present, DNUI has made applications of the Five New Concepts in curriculum construction. In the future, higher education institutions need to further improve the curriculum construction, adopt heuristic teaching method and emphasize teacher-student interaction. It also needs to guide teachers to improve their knowledge structures, as well as the teaching and research abilities, with a focus on the innovation of teaching content and teaching methodology.

4. Conclusion

The CDIO engineering education and the application of new theories and new technologies have brought great changes to the traditional education. Definitely, higher education in China is still in need of continuous and systematic reforms. It is hoped that such education reforms will greatly enhance students' innovation and entrepreneurship abilities, which will be beneficial for the overall development of the nation.

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