

# A Study of College English Teaching from the Perspective of "Entrepreneurship and Innovation"\*

Yu Ma

School of Foreign Languages and Basic Education  
Wuxi Vocational College of Science and Technology  
Wuxi, China 214028

**Abstract**—With the slogan of "mass entrepreneurship, mass innovation", college students' innovation and entrepreneurship education has been widely concerned by all sectors of society, and the success of college students' innovation and entrepreneurship is closely related to many factors. Based on the current situation of college English teaching, this paper explores the new ideas of college English teaching reform incorporating innovation and entrepreneurship education concept, aiming at constructing the "English plus entrepreneurship and innovation" talent training mode, so as to better meet the needs of innovative entrepreneurship English talents under the new situation.

**Keywords**—innovation and entrepreneurship; college English; teaching

## I. INTRODUCTION

In the outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020), it is pointed out that "human resources are the first resources for China's economic and social development, and education is the main way to develop human resources. We should take students as the main body, teachers as the leading role, give full play to students' initiative, and strive to improve their learning, practical and innovative abilities. While educating students to learn knowledge and skills, they should also be taught to use their hands and brains in order to train a large number of top innovative talents. Therefore, the state formally put forward the concept of "innovation and entrepreneurship education", namely "entrepreneurship and innovation education", and combined innovation education with entrepreneurship education. As a new educational concept and mode, "entrepreneurship and innovation education" has been explored and researched extensively in universities.

On March 11, 2015, the General Office of the State

\*Fund projects: The thirteenth five-year plan of Jiangsu Province's education and science project "Strategic Research on the Construction of Teachers' Learning Community under the Network Environment" (Project No. J-c/2018/49); the topics of foreign language in quality engineering project of Jiangsu Provincial social science application research "Construction of Professional Learning Community for Foreign Language Teachers in Higher Vocational Colleges under the Network Environment" (Project No. 18SWC-11) in 2018; the philosophy and social sciences research project of Jiangsu universities in 2018, "Research on Professional Development Strategies of Higher Vocational Teachers from the Perspective of Network Learning Community" (Project No. 2018SJA0877)..

Council issued the Guiding Opinions on Developing Public Creative Space and Promoting Public Innovation and Entrepreneurship, which explicitly proposed encouraging college students to start their own businesses. At present, innovation and entrepreneurship education has become one of the engines of economic growth and an important tool to advance the comprehensive reform of higher education. It is of great practical significance for carrying forward the healthy development of higher education, economic progress and social employment to launch innovation and entrepreneurship education in all universities (Ma Yongbin, 2015).

## II. RESEARCH STATUS AND TREND

At present, innovation and entrepreneurship education is introduced into university education as a new educational concept and goal. Starting from the 1997 Tsinghua University Business Plan Competition, as the beginning of the implementation of entrepreneurship education in China's universities, entrepreneurship and innovation education has been performed in our universities for nearly 10 years (He Fei, 2015). Colleges and universities have been paying increasing attention to practical teaching. Therefore, they have offered courses related to employment and entrepreneurship, which focus on professors with professional knowledge of employment and entrepreneurship as the key and difficult points of their teaching plans, and are committed to cultivating students' professional quality and employment ability (Tan Jing, Ye Hua, 2017). Based on this, many colleges and universities have incorporated the innovation and entrepreneurship guidance curriculum into their teaching plans, adopting the "basic teaching + simulation training + post practice" trinity of entrepreneurial talent training mode with entrepreneurial experimental parks, employment and entrepreneurship guidance stations, entrepreneurial trial classes, etc. as basic platforms. Accordingly, they have been devoting to use the high-quality educational resources inside and outside the school to conduct a two-year series of basic knowledge of entrepreneurship, basic theoretical system teaching and entrepreneurship practice, and focus on the cultivation of students' cultural foundation and innovative thinking in the first and second grades. (Xuan Yufang, 2016). However, as China's innovation and entrepreneurship education is still in its infancy or embryonic development, some inherent laws in practice have not been fully understood by us. In addition, colleges and universities do not have sufficient experience in

entrepreneurship and innovation education, and many guidance methods are too superficial and overall, failing to respect individual differences, so that they cannot fundamentally exercise students' ability to deal with the problems of entrepreneurship and employment flexibly, nor can they really help students overcome the obstacles of entrepreneurship and employment (Yu Yan, 2015).

### III. NECESSITY OF INTEGRATING INNOVATION AND ENTREPRENEURSHIP EDUCATION WITH ENGLISH TEACHING

The "College English Curriculum Requirements" issued by the Ministry of Education states: "The goal of college English teaching is to develop students' comprehensive English application ability, especially the ability of listening and speaking, so that they can effectively orally use English and communicate with written information in their future work and social interactions. Meanwhile, it is aimed to enhance their self-learning ability, and improve their comprehensive cultural literacy to meet the needs of China's economic development and international exchanges." Innovation and entrepreneurship education is a systematic project that should be included in the educational content of various disciplines at all stages of education. For any subject, it is especially important to carry out popular innovation and entrepreneurship education in daily teaching, especially the cultivation of innovative spirit (He Fei, 2017).

Therefore, it is wise for college English teachers to make full use of the platform of college English curriculum to help students establish correct entrepreneurial awareness, cultivate their entrepreneurial ability, improve teaching methods, highlight the explanation of listening, speaking and language expression, incorporate innovative entrepreneurial education in college English teaching, and assist students in their study, work and social life. Flexible use of English communication is more conducive to enhancing students' competitive advantage in employment and soft power and increasing the job hunting hit rate, laying a good foundation for future smooth entrepreneurship and employment (Zhang Jinhong, 2018).

### IV. RESEARCH METHODS AND IDEAS

College English public courses are offered for a total of 64 school hours each semester. They can be taught flexibly and in a variety of ways. This research will adopt the methods of literature research, questionnaire survey, interview, comparative research, lecture and teaching observation. Based on the perspective of innovation and entrepreneurship education, this paper intends to conduct in-depth research on how to integrate innovation and entrepreneurship into college English teaching.

1) *Questionnaires and interviews*: questionnaires are sent out to college students and teachers, combined with open interviews to investigate the current situation of incorporating innovative entrepreneurship education into English teaching followed by analyzing the results of the survey, and then to write a survey report or research paper.

2) *Document research method*: using modern information technology to retrieve, collect and collate relevant literature to analyze and draw lessons from existing achievements.

3) *Comparative research method*: using the method of horizontal comparison to analyze and draw lessons from the advanced experience of different colleges and universities in different provinces; using the method of vertical comparison to examine the historical process of the application and development of communicative theory, in order to provide reference for improving the role of teaching theory in serving the society and training practical talents.

4) *Lecture method*: every semester, relevant lectures will be held to teach students about career planning and innovation and entrepreneurship.

5) *Course teaching observation method*: formulating teaching plan, and incorporating simulation experience, professional ability training, multimedia network and other means into the concept of innovation and entrepreneurship education.

### V. RESEARCH FINDINGS AND RECOMMENDATIONS

#### A. Research Findings

1) *Lack of innovation and entrepreneurship education model*: At present, most universities in our country are not clear about the goal orientation of entrepreneurship and innovation education. They only pay attention to professional disciplines and employment education, but ignore entrepreneurship and innovation education. It is mainly embodied in the following points: firstly, the setting of dual-creativity education courses is mostly carried out in the second classroom mode, such as in-school lectures and elective courses, and has not yet been formally incorporated into the compulsory courses of the school; secondly, it mainly relies on the teaching conditions of different disciplines of the university to carry out entrepreneurship and innovation education, and in some universities, entrepreneurship education is even limited to employment guidance departments; thirdly, practice is just equal to several contests, such as business plan competition, business model competition and so on. It is not enough to simply rely on such forms.

2) *The curriculum setting of innovation and entrepreneurship education needs to be improved*: By investigating and studying the entrepreneurship and innovation education curriculum of ten domestic universities, the author finds that most domestic universities draw lessons from the curriculum design of foreign universities. The curriculum involves many aspects such as enterprise establishment, investment and financing, marketing and management, with emphasis on courses such as "foundation of entrepreneurship", "identification of opportunities for entrepreneurship" and "enterprise leadership". However, the development and design of entrepreneurship and innovation education courses in universities in China are scattered and

limited in number (Ma Yongbin, Bai Zhe, 2016). There is a lack of penetration of entrepreneurship courses among different disciplines, and the number of combination of basic courses and practical courses is very small, especially the combination of college English courses and entrepreneurship and innovation education.

3) *Educational evaluation system needs improvement*: At present, there are two problems in the evaluation criteria of entrepreneurship education in Chinese universities: first, for students, it is still based on whether the enterprise is successfully established or whether the company is profitable. Second, for teachers, the university and the government do not distinguish the evaluation mechanism of entrepreneurship teachers and traditional teachers. The same evaluation mechanism makes entrepreneurial teachers unable to concentrate on the practical research of entrepreneurship, but consumes a lot of energy on the traditional evaluation mechanism within the school, which is not conducive to the scientific and rationalized construction of the teaching staff.

4) *The support system of innovation and entrepreneurship education is not perfect*: The all-round development of entrepreneurship education cannot be achieved overnight. It is interfered by many factors. Firstly, the government and schools have insufficient policy support for entrepreneurship education, lacking policy measures for entrepreneurship of students in schools; secondly, the shortage of entrepreneurship funds makes it impossible to solve the financial needs of students' entrepreneurship.

## B. Research Proposal

1) *Reshaping educational objectives and awakening students' entrepreneurship and innovation consciousness*: It's better for teachers to develop students' entrepreneurship and innovation consciousness in class, that is, the need for entrepreneurship, the motivation for entrepreneurship, the interest for entrepreneurship, the ideal and belief for entrepreneurship, etc. In addition, it's necessary to actively explore the "student-centered" classroom teaching mode, establish interactive teaching mode, correctly guide them to transform their self-awareness into innovation and entrepreneurship awareness, and stimulate their internal motivation. Secondly, they shall be good at developing students' different interests and hobbies and respect individual differences. Only by this way can they teach students in accordance with their aptitude, and integrate their interests and hobbies with entrepreneurship education.

2) *Reforming the educational concept and focusing on the cultivation of students' ability of "entrepreneurship and innovation"*: The core of entrepreneurship and innovation education is to cultivate pioneering talents with innovation and entrepreneurship ability. Such talents not only have the consciousness of innovation and entrepreneurship, but also have certain innovation and entrepreneurship ability, social and management skills. This is also the key and difficult point to break through in this research. It's needful to change the

English subject-centered curriculum system into the ability-centered curriculum system accompanied by optimizing and integrating the curriculum content, so that the curriculum content will change from single type to comprehensive one, from theoretical knowledge imparting to ability training.

3) *Integrating educational resources and improving students' entrepreneurship and innovation quality in an all-round way*: In terms of college English curriculum, efforts should be made to change from a single course to a "menu-based" course group by adhering to the combination of basic English courses and improved English courses. Meanwhile, it's essential to lay emphasis on the construction of ESP module to transform the plan of cultivating entrepreneurship quality into specific practical teaching activities well. The organic combination of teachers' guidance teaching and students' initiative learning will help students gradually form the consciousness and psychological quality of innovation and entrepreneurship, so that they can better learn and master the knowledge and skills of innovation and entrepreneurship, and constantly improve the basic quality and practical ability.

4) *Constructing a diversified evaluation system of college English teaching to stimulate students' "entrepreneurship and innovation" motivation*: The construction of teaching evaluation system is the most easily neglected link in the whole teaching content, but it is a really very important link as an effective evaluation of teaching content and teaching activities. It is more scientific and reasonable to construct a diversified evaluation system of college English teaching. (1) Teachers allow students to make self-evaluation, and teachers just play a supervisory role. (2) Teachers need to evaluate students comprehensively to avoid one-sidedness and absoluteness. (3) The evaluation methods of students of different majors should be diversified. (4) When evaluating teachers, students' innovative ability and comprehensive application ability should be taken as the core criteria. The construction of diversified teaching evaluation system is not only the responsibility of teachers, but also needs cooperation of students.

## VI. CONCLUSION

College English teaching should break away from the traditional teaching mode and seize the psychological characteristics of students by always focusing on them so as to actively mobilize their learning enthusiasm, and integrate the concept of innovation and entrepreneurship education into college English teaching well. At the same time, students should be guided to establish healthy and upward outlook on life, values, world outlook and entrepreneurship.

## REFERENCES

- [1] National Outline for Medium and Long Term Education Reform and Development deliberated and adopted by the meeting of Political Bureau of the Central Committee of the Communist Party of China (2010-2020). 2010-06-21. (in Chinese)

- [2] Ma Yongbin. Research and Exploration on Practice Model of Innovation and Entrepreneurship Education in Universities [J]. Tsinghua Journal of Education, 2015 (11): 100-103. (in Chinese)
- [3] Li Zhengxin. The Value and Realization Path of "Entrepreneurship and Innovation Education" Research Project [J]. China Higher Education Research, 2016(10): 88-92. (in Chinese)
- [4] Zhang Jinhong. College English Teaching Research Guided by Innovative and Entrepreneurial Ability [J]. Teaching Platform, 2017 (03): 64-65. (in Chinese)
- [5] Li Nannan. College English Autonomous Learning under the Background of Innovation and Entrepreneurship Education [J]. Journal of Inner Mongolia Normal University, 2017(30): 133-136. (in Chinese)
- [6] Zhang Na. How to Integrate Entrepreneurship Education into College English Teaching [J]. Journal of Innovation and Enterprise Education, 2014 (05): 80-83. (in Chinese)
- [7] He Fei. Analysis of the Integration of Innovation and Entrepreneurship Education into College English Teaching [J]. Educational Research, 2015 (12): 90-92. (in Chinese)
- [8] Yu Yan. How to Integrate College English Teaching into Entrepreneurship Education Concept [J]. Teaching Research, 2014 (12): 34-35. (in Chinese)
- [9] Lin Hong. The Discussion on How to Integrate Innovation and Entrepreneurship Education into College English Teaching [J]. Education for Chinese After-school, 2012(09): 91-92. (in Chinese)