

*Original Research Article*

# Researches on English Teaching Reform in Colleges and Universities under the Guideline of Entrepreneurship and Innovation

Honglan Liu\*

Enshi Polytechnic, Enshi 445000, Hubei, China. E-mail: 369149663@qq.com

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**Abstract:** With the constantly development of the society and the times, many colleges and universities have carried out entrepreneurship and innovation education which is a necessity for graduates as it is difficult for them to find jobs currently. This article explains the problems existing in college English teaching under the guideline of entrepreneurship and innovation, and then expounds the reform path of college English teaching in detail.

**Keywords:** Entrepreneurship and Innovation; College English Courses; Teaching Reform

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## 1. Introduction

Entrepreneurship and innovation education aims to cultivate talents with the features of pioneering personality and basic qualities of entrepreneurship, including education with innovative entrepreneurial ability and cultivating entrepreneurial consciousness as the core, which is essentially a practical education. In addition, it is a critical way to effectively cultivate innovative and entrepreneurial high-quality talents and to promote the employment of college graduates. English course is a compulsory basic course for students in colleges and universities, which is of great significance to effectively cultivate students' application skills, humanistic feelings and foreign language ability. Under the background of economic globalization, higher requirements on college English teaching have been put forward, and the focusing on researches and academics has gradually shifted to application. Colleges and universities should incorporate innovation and entrepreneurship into English teaching, and cultivate a group of innovative talents for the benefit of society, especially under the background of the increasing emphasis on innovation and entrepreneurship in China currently.

## 2. Problems in college English teaching under the guidance of entrepreneurship and innovation

### 2.1 Lack of incorporation between curriculum and entrepreneurship

Entrepreneurial and innovative education and college English courses are independent of each other, and they all have their own discipline. The two kinds of educational contents will be separated from each other if the logical relationship between them is understood dimly. During practical classroom teaching, college English teachers simply add

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About the author: Honglan Liu (1982.07-), female, Tujia ethnic minority, born in Enshi, Hubei Province. She holds bachelor degree and is a lecturer in Enshi Polytechnic. Her research interest is English education.

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contents up in form, leading to out-of-touch occasions when incorporating entrepreneurship and innovation education into English courses. Even if the content is mentioned by purpose in English teaching, it is still incondite, which fail to combine these two education forms in a more accurate way<sup>[1]</sup>.

## **2.2 Lack of diversified evaluation systems for college English teaching**

Entrepreneurial innovation content and related knowledge should be involved when teaching English in colleges and universities. However, due to the lack of diversified evaluation system in practice, and constraints and guidance in teaching reform, teachers' goal of college English teaching is unclear and students' independent learning abilities are not enough. In order to achieve good results in entrepreneurship and innovation education, it is necessary to set up a college English assessment system, clarify the reform teaching methods and assessment methods of college English teaching, build a teaching assessment mechanism, and improve college students' ability to solve problems and analyze knowledge<sup>[2]</sup>.

## **2.3 Lack of understanding in practical English teaching**

Practical teaching is not only the most important way to deepen theoretical understanding and consolidate theoretical knowledge, but also a critical link to cultivate high-quality talents with innovative ideas, which is conducive to improving the comprehensive quality of college students. The practical English teaching in colleges and universities can incorporate innovative consciousness into the professional knowledge, helping students set up correct life values. However, in the current English teaching process in colleges and universities, teachers do not pay enough attention to the effective cultivation of students' practical ability, and still teach at a simple theoretical level, which providing students limited communication space and leading to a weak awareness of students' entrepreneurship and innovation. Besides, college English teaching platform can provide students a rich learning environment and enhance their innovative abilities to expand education platform and professional education platform.

# **3. College English teaching reform under the guidance of entrepreneurship and innovation**

## **3.1 Set up characteristic courses of “entrepreneurial innovation and efficient college English”**

The teaching method of integrating general education with specialized creation in colleges and universities can effectively integrate English and entrepreneurship courses, and break through the mindset to build an innovative way of thinking, which can better support the practice of college students' entrepreneurial innovation and achieve the effect of excellent courses. In order to enhance students' innovative consciousness and English level, it is necessary to use the teaching method of incorporating creativity into general education in colleges and universities to set up courses featuring the combination of entrepreneurial innovation and college English.

## **3.2 Improve diverse evaluation systems for English teaching**

Colleges and universities should put forward sound and diverse evaluation systems for English teaching, including summative, formative and diagnostic evaluations. The systems can well quantify the attitude, skills and knowledge of college students, and show project-specific scoring for the whole college English learning. Meanwhile, it can effectively test the students' final learning effect through the mid-term and final exams. Teaching evaluation includes students mutual evaluation and teacher evaluation, which can more comprehensively reflect the situation in English teaching. It provides excellent goals for both college students and teachers, and conform to the assessment methods in entrepreneurship and innovation education and the requirements of classroom teaching evaluation reform<sup>[3]</sup>.

## **3.3 Strengthen entrepreneurship and innovation education in practical college English teaching**

It is necessary to construct a platform for entrepreneurial innovation in practical English teaching, and incorporate entrepreneurial innovation resources into college English teaching resources through network technology in colleges

and universities. It is also helpful to create a database which includes images, videos, text materials, etc. College students can therefore choose learning materials based on their own needs and interests, changing their attitude from passive learning to active learning. An online open college English course can be established for entrepreneurship and innovation education, which may provide many students with the possibility of learning English systematically. These courses can be set into the mode of oriented teaching and entrepreneurship simulation training courses. Reasonable teaching methods can be adopted to enhance students' innovative consciousness and improve their comprehensive quality<sup>[4]</sup>. Besides, these courses can strengthen the training of college English teachers' innovative teaching ability, and improve their teaching level<sup>[5]</sup>.

### **3.4 Update innovative teaching modes and teaching philosophies of college English teachers**

#### **3.4.1 Task-based teaching mode for small classes**

Task-based teaching requires college English teachers to teach based on students' cognitive level, daily life experience and interest in learning English, and pay attention to cultivating students' practical language ability. Students are the masters of learning in English class, while English teachers are participants, organizers and guides in class. College English teachers should pay attention to developing students' cooperative ability, innovative ability and comprehensive use of English. Task-based teaching is an approach in which learning revolves around the completion of tasks, and students can therefore acquire language skills<sup>[6]</sup>.

#### **3.4.2 Cutting and splicing teaching method for large classes**

The method of cutting and splicing classroom teaching is a comprehensive application of communicative teaching method, task-based teaching method and cooperative teaching method, which solves the problems of large classes teaching and small classes teaching currently in China. Through the implement of the specific tasks of entrepreneurial innovation and college English to the study group or each student through grouping, expert discussion is launched and summary of results is discussed, which is convenient for students to improve their participation rate in class, promote their ability of autonomous learning, cultivate their sense of responsibility and self-confidence, greatly improving the effect of teaching<sup>[7]</sup>.

#### **3.4.3 Adopt TTT language teaching method sensibly**

TTT language teaching method includes three parts which are pre-teaching examination, classroom teaching activities and post-teaching examination. Through the pre-teaching examination, college English teachers can learn the mastery level of innovation and entrepreneurship and English knowledge of the whole class well. Teachers should adjust teaching strategies in a timely manner in their teaching activities to teach students in accordance with their aptitude, and make teaching individualized. Learning goals can be better achieved through the combination of after-class examination and task-based teaching methods. TTT language teaching method makes teachers better understand the learning situation of college students, effectively identify students' English learning abilities and needs, make English teaching individualized, and effectively improve the efficiency of teaching<sup>[8,9]</sup>.

## **4. Conclusion**

In conclusion, the above contents are the simple strategies put forward by the author to study the reform of college English curriculum. College English teaching needs long-term accumulation and sum up experience accordingly. Nothing can be accomplished in one move. Although the above reform methods can be used in teaching process, English teachers should also conduct study and discussion according to their practical situation.

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