Curriculum Design for College English Majors from the Perspective of Curriculum Innovation—Taking the Course "*College English for Entrepreneurs*" as an Example[*]

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Curriculum is an important concept in the field of education. Curriculum and teaching design directly affect the effect of teaching. Nowadays, the rapid development of information technology constantly promotes the innovation of educational reform. In order to adapt to the trend of innovation and entrepreneurship education in colleges and universities, the reform of college English curriculum should be based on the modern curriculum concept, through the integration of modern information technology, and achieve innovation in curriculum design and teaching methods. Based on the course construction concept of "English + Innovation and Entrepreneurship", this paper takes the online course "College English for Entrepreneurs" as an example to explore the teaching design ideas of college English majors. This course shows the characteristics of integrating innovation and entrepreneurship education into professional education.

Keywords: curriculum design, English majors, innovation

Introduction

In May 2015, General Office of the State Council of China issued the Opinions on the Implementation of Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities (﹝2015﹞No. 36), with the clear requirements in the main tasks and measures of innovation and entrepreneurship education: "Colleges and universities should promote the effective integration of professional education and innovation and entrepreneurship education, adjust the professional curriculum, explore and enrich the innovation and entrepreneurship resources of various professional courses, and strengthen innovation and entrepreneurship education in the process of teaching professional knowledge". [1] Thereof, integrating innovation and entrepreneurship education into the curriculum of English majors has become the innovation point of English

[1] The General Office of the State Council. Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities. Retrieved March 21, 2022, from http://www.gov.cn/xinwen/2015-05/13/content_2861327.htm

major teaching reform, which can promote the cultivation of innovative interdisciplinary talents of English majors and meet the needs of current social development.

The Ministry of Education of the People's Republic of China vigorously promotes the construction of new liberal arts, that is, reorganizing the courses of various majors in the discipline based on the existing traditional liberal arts, integrating modern information technology, providing comprehensive interdisciplinary learning for students, and achieving knowledge expansion and cultivation of innovative thinking. This paper takes the online course "College English for Entrepreneurs" designed by the College of International Culture and Education of Guangxi Normal University as an example, to analyze the course design ideas of college English majors, which embodies the characteristics of integrating innovation and entrepreneurship education into professional education. This course is the exploration and practice of the construction of new liberal arts.

Theoretical Support for Integrating Entrepreneurship and Innovation Education into English Major Education

The Postmodernist View of Knowledge Construction

The postmodernism curriculum view emphasizes to break the isolation of each discipline, and to put curriculum into a larger educational and social network from the perspective of knowledge construction and overall connection. Theorists and practitioners generally believe that students benefit from an interdisciplinary approach, and that the rigor of integrated course progress and relevance of subject learning make the course more valuable to students' lives (HINDE, 2005, p. 105). Based on this theory, English and innovation and entrepreneurship, two seemingly independent disciplines, are integrated and restructured to realize the embedding innovation and entrepreneurship education into English major education.

Constructivism Theory

Constructivism theory is an important branch of cognitive learning theory. The constructivist learning environment has four important elements: context, negotiation, conversation and meaning construction. Context is the necessary premise of meaning construction and one of the important contents of teaching design. Negotiation refers to the social construction of knowledge by learners through social activities in interpersonal interaction. Conversation refers to a democratic and two-way interactive communication process between educators and learners. The core content of meaning construction is information discontinuity, human subjectivity and the influence of context on information channel and information content selection (Yu, 2018). In English teaching, constructivism theory is applied. Teachers focus on learner-centered teaching, emphasizing "independent learning and collaborative learning". Teachers utilize various information resources to support students' learning so as to achieve the ultimate goal of learning process.

The Online Course "College English for Entrepreneurs"

Basic Information of the Course

"College English for Entrepreneurs" is an online general education course that can meet the needs of English majors and English speakers to learn innovation and entrepreneurship knowledge. It was officially launched on the Treenity platform in August 2020, and it was opened to students at home and abroad. The course has 59

online videos, totaling 410 minutes. The language of instruction is English, with bilingual subtitles (English and Chinese).

Background: Firstly, it is an important mission to cultivate innovative talents for China in the new era by carrying out innovation and entrepreneurship education throughout the whole process of foreign language talent training and improving the construction of "entrepreneurship and innovation" curriculum system that combines general education and professional education. Secondly, through the integration of innovation and entrepreneurship education into professional education, it is an urgent need for contemporary college students to effectively enhance their entrepreneurial consciousness, innovative spirit and creative ability, and enhance their core competitiveness. Thirdly, the essence of education lies in the cultivation of thinking. The bilingual teaching of the course "College English for Entrepreneurs" provides students with basic knowledge of innovation and entrepreneurship and English language learning and foreign cultural thinking, which is an important way for college students to expand their thinking.

Course objectives: Firstly, enable students to understand the basic steps and methods of innovation and entrepreneurship. Secondly, enable students to master English expression and language skills in the context of creating and running a business, and to improve their cross-cultural communication skills. Thirdly, cultivate students' innovation and entrepreneurship consciousness and thinking.

Principles of course design: Firstly, scene teaching. Learn English in an entrepreneurial context to improve students' language application skills. Secondly, the teaching content should be practical. Guide college students majoring in English to improve their awareness of innovation and entrepreneurship, to learn knowledge of innovation and entrepreneurship, and to improve their innovation ability and entrepreneurial competence while learning English. Thirdly, innovation of teaching modes. Enrich students' learning methods and improve their independent learning ability through online and offline teaching modes.

Course assessment: This course focuses on both formative assessment and summative assessment, and has a complete examination system.

Formative assessment: This course is divided into 11 chapters. Each teaching video in each chapter has a bullet question, and each chapter has corresponding chapter test questions and discussion questions. The exercises are the key questions in the knowledge points contained in this chapter, so that students can review the knowledge points in the chapter.

Summative assessment: A final examination will be given at the end of the course.

Grade evaluation: This course is graded by 100 points, and the grade is divided into three parts: performance score (50%), chapter test score (10%) and final exam score (40%). A total score of 60 or above is considered PASS, and 85 or above is considered EXCELLENT.

Performance score (50%): Learning progress score (15 points) + Learning behavior score (35 points)

Chapter Test score (10%): There are 110 questions in 11 chapters with 10 questions in each chapter.

Final Exam Score (40%): There are 50 questions in the final exam, 2 points for each question.

Course Features

Curriculum design. Innovations in structure, content and methods closely follow the construction concept of new liberal arts and the course construction standard of "comprehensiveness, innovativeness and challenge" (Wu, 2018, pp. 4-9) and integrate modern information technology to create an online course that can meet the needs of English majors students and English users to learn innovation and entrepreneurship knowledge.

Innovation in curriculum structure. The course is based on the "STRETCH" paradigm created by the teaching team to guide students to learn from the aspects Social needs, Targets, Resources, Evaluation, Team-building, Contingencies, and How to run your business. These are the important factors in the process of creating and running a business and the course structure reflects innovation.

The teaching content emphasizes breadth and depth, focusing on value shaping. The teaching content is mainly around the basic theory and practice methods of creating and running a business, the related English vocabulary teaching and the advanced technology of information (such as block chain technology). At the same time, the teachers pay attention to the moral education by discussing the policy on innovaton and entrepreneurship and analyzing the cases of Chinese and foreign entrepreneurs, integrating the ideological elements such as innovation, dream, action, dedication into moral education.

Innovation in teaching method. By adding the teaching form of "scene performance", teachers interpret the English dialogue of the entrepreneurial scene to present the teaching content, and the teaching method reflects the advanced and interactive feature.

In short, the curriculum design includes research and comprehensive content, increase students' learning input and students' learning challenges.

Teaching team: Cross-disciplinary cooperation

The course is created by a team of English education and innovation and entrepreneurship education teachers. The course team has a clear division of work, with one professor serving as the academic adviser for the course and two associate professors participating in the course planning and teaching design. Online course teaching team members include an American foreign teacher. The combination of Chinese and Western promotes collaborative innovation. The teaching team adheres to the student-centered principle, through the entrepreneurship education to cultivate students' innovative thinking and ability, through English teaching in the context of creating a business to improve students' English ability, so as to create an "English + innovation and entrepreneurship" interdisciplinary course. This shows the exploration of construction of new liberal arts and reflects the advantages of embedding innovation and entrepreneurship education into English major education.

It is a way to integrate innovation and entrepreneurship education into English education, which is the professional embedding pattern (Cai & Zhang, 2019). The course "College English for Entrepreneurs" combines innovation and entrepreneurship with English education.

Conclusion

In order to meet the needs of social and economic development for innovative and entrepreneurial English majors talents, it is imperative to cultivate a group of English majors students with innovative and entrepreneurial ability. Innovation and entrepreneurship education should be integrated with professional courses (Li, 2019). However, the integration should not be a simple superposition of the two, but an organic integration of the two.

When developing a curriculum, it is important to determine which types of elements are most effective as clues in the organization of the curriculum. Teachers should consider the needs of students as important sources of educational goals. At the same time, the design of the course should give importance to the cultivation of students' practical ability, with open real problems as the guidance, so that students can solve problems and complete tasks around projects.

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