



GUIDE TO ENTREPRENEURSHIP AND INNOVATION COURSE MANAGEMENT OF
YUNNAN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES



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2025

แนวทางการบริหารหลักสูตรผู้ประกอบการและนวัตกรรมในคณะภาษาต่างประเทศมหาวิทยาลัย
ยูนนาน



ปริญญาโทนี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
การศึกษามหาบัณฑิต สาขาวิชาการพัฒนาและการจัดการการศึกษา
คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
ปีการศึกษา 2568
ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

GUIDE TO ENTREPRENEURSHIP AND INNOVATION COURSE MANAGEMENT OF
YUNNAN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES



A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of MASTER OF EDUCATION
(Development and Management of Education)
Faculty of Education, Srinakharinwirot University

2025

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THE THESIS TITLED

GUIDE TO ENTREPRENEURSHIP AND INNOVATION COURSE MANAGEMENT OF
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BY

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HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION
IN DEVELOPMENT AND MANAGEMENT OF EDUCATION AT SRINAKHARINWIROT UNIVERSITY

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Degree	MASTER OF EDUCATION
Academic Year	2025
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Driven by globalization and technological innovation, China's innovation and entrepreneurship ecosystem has quickly become the focus of the world. The Chinese government has adopted a series of policies, including financial assistance, tax relief and business incubation platforms, to promote innovative and entrepreneurial activities and promote economic transformation and technological upgrading. These policies have not only stimulated a wide range of social innovation vitality, but also stimulated a strong enthusiasm for innovation and entrepreneurship, especially among the younger generation. In this context, innovation and entrepreneurship education occupies an increasingly important position in China's higher education, especially in Yunnan Province, which has a special geographical and strategic location. Yunnan University plays an important role in training professionals for South Asia and Southeast Asia, which not only reflects the innovation and entrepreneurship policy with Chinese characteristics, but also shows the importance of education with regional characteristics. This study focuses on the innovation and entrepreneurship education strategies for language majors in Southeast Asia, aiming to explore how to make use of the geographical advantages of Yunnan University under the guidance of innovation and entrepreneurship policies with Chinese characteristics to cultivate professionals with international, language ability and innovation and entrepreneurship ability. It is worth noting that although innovation and entrepreneurship have become the trend of The Times, foreign language disciplines, especially Southeast Asian language majors, have significant shortcomings in the cultivation of innovation ability. Compared with other foreign language majors, Southeast Asian language majors are weaker in terms of development progress and strength, which not only limits the development of the discipline, but also affects the career prospects and competitiveness of students. In response to this challenge, this study selected Yunnan University as a case study, and collected abundant quantitative and qualitative data through questionnaire survey of students and in-depth interviews with teachers and teaching administrators. The questionnaire aims to understand students' awareness of innovation and entrepreneurship policies, their confidence in professional development, their understanding of innovation and entrepreneurship training and incentive policies, and their views on innovation and entrepreneurship training and professional development. The in-depth interviews focused on the teachers' experience of participating in innovation and entrepreneurship work, how they viewed the combination of foreign language majors and national strategies, and how to better cooperate with innovation and entrepreneurship strategies to cultivate senior innovative Southeast Asian language talents. The significance of this study is that it not only explores the application of innovation and entrepreneurship education in foreign languages, especially in the specific context of Southeast Asian language majors, but also puts forward the strategy of combining China's national strategy and Yunnan University's geographical advantages to cultivate professionals in the new era. In this way, this study The aim is to provide a new perspective and method for the innovation and entrepreneurship education of Southeast Asian language majors, so as to promote the training of professionals with international competitiveness and regional characteristics and innovation ability, and then provide talent support for the in-depth cooperation between Yunnan and even China and Southeast Asian countries. In practice, this means that Yunnan University and its similar institutions need to further strengthen ties with local governments, enterprises and international partners, create more opportunities for internships, entrepreneurial practices and international exchanges, and thus provide students with a platform to translate theoretical knowledge into practical skills. At the same time, universities need to constantly update their educational content and teaching methods, and introduce the latest ideas and practices of innovation and entrepreneurship education to adapt to the rapidly changing global economic environment and labor market needs. In conclusion, through an in-depth analysis of the innovation and entrepreneurship education strategies of Southeast Asian language majors in Yunnan University, this study puts forward a series of targeted suggestions and strategies aimed at improving the quality of professional education, promoting the cultivation of students' innovation and entrepreneurship abilities, and strengthening the cultural and economic exchanges between China and Southeast Asian countries. Through such efforts, we can not only contribute to the innovation and entrepreneurship ecology in China and the world, but also provide a solid talent base and cultural bridge for promoting regional stability and development.

Keyword : Innovation and Entrepreneurship Education, Higher Education, Entrepreneurial Competence, Curriculum and Policy Integration

ACKNOWLEDGEMENTS

This research would not have been successfully completed without the support and guidance of many individuals. The author would like to express sincere gratitude to the academic advisors and examination committee members from Srinakharinwirot University (SWU) for their invaluable guidance, insightful comments, and constructive suggestions, which played a crucial role in ensuring the academic rigor and completeness of this study.

The author also extends sincere appreciation to the Faculty of Foreign Languages, Yunnan University, for providing academic resources, institutional support, and facilitation during the data collection process. Special thanks are given to the faculty members, administrators, and students who participated in the questionnaires and interviews, whose cooperation greatly contributed to the successful completion of this research.

Finally, the author wishes to thank family members, friends, and all individuals who provided continuous encouragement, understanding, and support throughout the research process. Their support was instrumental in bringing this research to completion.

YANG FENGKAI

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CHAPTER 1

INTRODUCTION

1.1 Research Background

In the context of globalization and the knowledge economy, innovation and entrepreneurship education has become a critical area of higher education reform, playing a vital role in cultivating high-caliber talent capable of meeting societal development needs. This research background section aims to trace the development trajectory, current state, and challenges faced by innovation and entrepreneurship education in China. It also explores innovations in teaching methodologies and technological tools, the diversity and implementation of practical activities, strategies for managing the innovation and entrepreneurship process, and the development of related disciplines. Through in-depth analysis of these key elements, this section provides a macro perspective on the current state of innovation and entrepreneurship education in Chinese higher education, laying the theoretical foundation and practical guidance for subsequent chapters. Building upon this, the study explores how multidimensional strategies—including policy support, pedagogical innovation, practice enhancement, and disciplinary development—can further elevate the quality and effectiveness of innovation and entrepreneurship education in Chinese universities. Particular emphasis is placed on refining such education for students of Southeast Asian languages to meet national strategic demands and societal development expectations.

1.1.1 Impact of National Policies on Innovation and Entrepreneurship Education

In China, the development of innovation and entrepreneurship education has been closely intertwined with the guidance and support of national policies. Since the late 20th century, as the nation increasingly prioritized innovation-driven development strategies, innovation and entrepreneurship education gradually became an integral component of the higher education system. The formulation and implementation of national policies have not only provided direction and impetus for the advancement of

this education but also offered policy foundations and resource guarantees for related educational practices.

From a policy evolution perspective, China's innovation and entrepreneurship education policies have undergone several distinct phases. Initially, policies focused primarily on restoring and strengthening the foundational infrastructure of innovation and entrepreneurship education, laying the groundwork for subsequent development. Subsequently, policies began adapting to the demands of economic and social reforms, emphasizing the role of innovation and entrepreneurship education in promoting employment and economic growth. Entering the 21st century, policies further integrated resources to advance the systematization and scaled development of innovation and entrepreneurship education. In recent years, with the introduction of the "mass entrepreneurship and innovation" concept, policies have increasingly emphasized the popularization and deepening of innovation and entrepreneurship education, encouraging participation from all sectors of society in innovation and entrepreneurship activities. This has fostered a favorable atmosphere of whole-society support for innovation and entrepreneurship.

Under these policy influences, China's innovation and entrepreneurship education has achieved remarkable results. Universities, as the primary battleground for such education, have actively responded to policy calls. Through measures like reforming curriculum systems, strengthening faculty development, and building practical platforms, they have continuously improved the quality and standards of innovation and entrepreneurship education. Simultaneously, policies encourage universities to collaborate with enterprises, governments, and other social forces to jointly construct an ecosystem for innovation and entrepreneurship education, providing students with abundant practical opportunities and entrepreneurial support.

However, policy implementation faces certain challenges. For instance, ensuring effective policy execution, balancing innovation and entrepreneurship education with specialized academic training, and enhancing the relevance and effectiveness of education all require ongoing exploration and resolution in practice.

Moving forward, the development of China's innovation and entrepreneurship education policies should continue to adhere to the value orientation of promoting holistic human development. This involves optimizing the policy logic system, advancing targeted educational safeguards, and establishing an educational discourse system that integrates localization with internationalization. Such efforts will drive high-quality development in innovation and entrepreneurship education and enhance China's influence in the global arena of innovation and entrepreneurship education.

By examining China's innovation and entrepreneurship education policies, we can clearly see their profound impact on educational practice. Policies not only provide a framework and direction for the development of innovation and entrepreneurship education but also offer impetus and resources for educational reform. In future development, the guiding role of policies should be further strengthened, while emphasizing the evaluation of implementation effectiveness and feedback adjustments. This will ensure that innovation and entrepreneurship education adapts to the demands of the times and cultivates more high-quality talents with innovative spirit and practical capabilities.

1.1.2 Innovation in Teaching Methods and Technological Tools

With the rapid advancement of technology, innovation in teaching methods and technological tools has become a key driver for educational reform and enhancing talent cultivation quality. In China's higher education sector, particularly within innovation and entrepreneurship education, the application of emerging teaching methods and technological tools presents unprecedented opportunities and challenges to traditional educational models.

First, the widespread application of information technology has greatly enriched teaching methods. Online education platforms, mobile learning applications, virtual reality (VR), and augmented reality (AR) technologies provide students with more flexible and diverse learning approaches. These technologies not only make learning resources more accessible but also render the learning process more interactive and vivid. For instance, through simulated real-world scenarios, students can engage in

practical activities such as business negotiations and product design within virtual environments, enabling them to experiment and learn in a safe, risk-free setting.

Second, the introduction of teaching methods like flipped classrooms and project-based learning emphasizes students' central role and self-directed learning abilities. These approaches encourage students to actively explore knowledge and apply it outside the classroom, while classroom time is dedicated more to discussion, feedback, and deep thinking. This teaching model helps cultivate critical thinking, problem-solving skills, and teamwork—key competencies required for innovative and entrepreneurial talent.

However, innovations in teaching methods and technological tools also present challenges. On one hand, educators must update their pedagogical philosophies and master new teaching technologies and methodologies—a significant hurdle for many traditional teachers. On the other hand, students' digital literacy and self-directed learning abilities must correspondingly improve to adapt to the new learning environment. Furthermore, ensuring that technology effectively aligns with instructional objectives—avoiding it becoming a barrier rather than an enabler—remains a critical consideration for educators.

Moving forward, innovation and entrepreneurship education in China's higher education system must continue exploring and implementing more innovative teaching methods and technological tools. This requires educators to continuously learn and adapt to new educational trends, supported by policy guidance and the rational allocation of educational resources. Through effective pedagogical innovation, we can better unlock students' innovative potential and cultivate them into entrepreneurial talents capable of meeting future societal demands.

1.1.3 Diversity and Implementation of Practical Activities

In higher education, practical teaching activities serve as a vital bridge connecting theoretical knowledge with real-world application, playing a crucial role in developing students' hands-on skills and problem-solving abilities. Particularly within innovation and entrepreneurship education, the diversity and implementation of practical

activities have become key indicators for measuring educational effectiveness. Compared to general teaching practices, innovation and entrepreneurship activities place greater emphasis on cultivating students' innovative mindset, risk-taking capacity, and market insight.

In China, as innovation and entrepreneurship education advances, universities have launched diverse practical activities designed to provide students with authentic business environments and entrepreneurial experiences. These activities include, but are not limited to, business plan competitions, business simulation challenges, entrepreneurial internship programs, and collaborative R&D projects with enterprises. Through such initiatives, students not only apply theoretical knowledge to solve real-world problems but also acquire essential entrepreneurial skills—such as developing business plans, managing teams, securing funding, and adapting to market shifts—through hands-on experience.

Furthermore, innovation and entrepreneurship practices emphasize interdisciplinary collaboration and exchange. Under this model, students have opportunities to partner with peers from diverse academic backgrounds to jointly conduct project research and product development. Such cross-disciplinary cooperation not only broadens students' horizons but also fosters the collision and integration of innovative thinking, laying a solid foundation for their future career development.

However, implementing innovation and entrepreneurship practice activities also presents challenges. For instance, educators and policymakers must collectively address issues such as designing activities that align with both student development needs and market demands, ensuring the quality and effectiveness of these activities, and balancing theoretical instruction with practical application. Furthermore, factors like resource allocation for practice activities, the professional competence of faculty mentors, and collaborative relationships with enterprises significantly influence the outcomes of these initiatives.

To overcome these challenges, future innovation and entrepreneurship education should continue exploring and refining practical teaching models and mechanisms. This includes establishing industry-integrated practical platforms, offering diverse practical activity options, strengthening faculty development, and improving evaluation and feedback systems. Through these measures, we can better ignite students' passion for innovation and entrepreneurship, cultivate them into high-caliber talents with practical skills and innovative spirit, and contribute to China's socioeconomic development.

1.1.4 Strategies for Managing the Innovation and Entrepreneurship Process

In higher education, process management in innovation and entrepreneurship education is particularly crucial, as it not only concerns educational quality enhancement but also significantly impacts students' innovative capabilities and entrepreneurial success rates. Compared to conventional disciplinary teaching management, process management in innovation and entrepreneurship education faces unique challenges stemming from its inherent complexity and high demands on innovative spirit.

Educational administrators must recognize that managing innovation and entrepreneurship education requires a fundamental shift in educational philosophy. This transformation involves moving from traditional knowledge-transfer models toward processes that emphasize students' active exploration and practical skill development. Throughout this journey, students are encouraged to challenge the unknown and experiment with novel approaches and solutions, while administrators provide essential support and guidance.

Interdisciplinary collaboration plays a crucial role in innovation and entrepreneurship education. Students often need to integrate knowledge and skills from multiple disciplines during entrepreneurial practice. This demands that educational administrators not only possess cross-disciplinary coordination abilities but also establish effective collaboration mechanisms to facilitate the integration of knowledge and resources across different fields.

Effective resource allocation is another core challenge in managing innovation and entrepreneurship education. Such activities demand diverse and often unpredictable resources, including funding, equipment, and mentor guidance. Educational administrators must develop rational resource distribution strategies within limited means to ensure resources efficiently support student innovation and entrepreneurship projects.

Establishing evaluation and feedback mechanisms is equally vital for the success of innovation and entrepreneurship education. Educational administrators must design a comprehensive evaluation system that not only assesses students' mastery of knowledge and skills but also focuses on their innovative capabilities and the implementation outcomes of their entrepreneurial projects. Furthermore, making timely adjustments and improvements to teaching based on evaluation results is a crucial step in enhancing educational effectiveness.

Throughout innovation and entrepreneurship education, student mental health and risk management demand attention. Facing entrepreneurial uncertainties and potential failures, students may encounter psychological stress. Therefore, educational administrators must provide necessary psychological counseling and risk education to help students cultivate positive mindsets and effective coping strategies.

Overall, managing the innovation and entrepreneurship education process is a complex undertaking involving multiple factors. Educational administrators must meticulously plan and effectively implement strategies across conceptual innovation, interdisciplinary collaboration, resource allocation, evaluation feedback, and psychological support. Through these comprehensive management approaches, a learning environment conducive to innovation and entrepreneurship can be created, thereby cultivating high-caliber talent capable of adapting to rapidly changing societal and economic demands. Simultaneously, robust educational policy support and active participation from all sectors of society are essential to collectively advance the sustained development and progress of innovation and entrepreneurship education.

1.1.5 Development of Innovation and Entrepreneurship-Related Disciplines

Amidst globalization, foreign language disciplines—as key domains for cultivating international talent—must urgently integrate their development strategies with innovation and entrepreneurship education to nurture linguists with global perspectives and professional competencies. The transformation of foreign language education demands not only innovative curriculum content but also the incorporation of elements fostering students' innovative thinking and entrepreneurial practical skills, thereby adapting to increasingly complex international exchanges and market competition.

Foreign language disciplines face the challenge of teaching model innovation in integrating with innovation and entrepreneurship education. Traditional language instruction emphasizes grammar, vocabulary, and the cultivation of listening, speaking, reading, and writing skills, while innovation education places greater emphasis on stimulating students' creative thinking and problem-solving abilities. Educators need to re-examine and redesign curricula, incorporating innovative concepts into language teaching to cultivate students' cross-cultural communication skills and international market analysis capabilities.

Faculty development is a critical component in the advancement of foreign language disciplines. Instructors must not only excel in language instruction but also possess interdisciplinary knowledge and practical entrepreneurial experience to effectively guide students' innovation and entrepreneurship activities. Universities should prioritize continuing education and professional development for faculty by recruiting industry experts with practical experience and offering interdisciplinary training to enhance teachers' comprehensive competencies and pedagogical capabilities.

Updating course content and teaching resources is another vital aspect for foreign language disciplines to meet innovation and entrepreneurship education demands. With rapidly evolving global dynamics, curricula must reflect the latest international trends and industry developments. Simultaneously, teaching resources should emphasize practicality and interactivity, utilizing methods such as simulated

international business negotiations and international trade case studies to strengthen students' operational and decision-making capabilities.

Deepening international education is an indispensable component of foreign language discipline development. These disciplines should strengthen collaborations with international universities and institutions to provide students with opportunities for overseas exchanges, internships, and research. This broadens students' global perspectives and enhances their competitiveness in a globalized context.

Overall, the integrated development of foreign language disciplines within innovation and entrepreneurship education constitutes a systematic endeavor requiring concerted efforts from educators, university administrators, and policymakers. Through pedagogical innovation, faculty development, curriculum renewal, and advancing international education, foreign language disciplines will better align with contemporary demands, cultivating high-caliber foreign language professionals capable of innovation and entrepreneurship on the global stage. This requires not only internal reform and innovation within universities but also support and collaboration from government and society at large, collectively laying a solid foundation for the advancement of foreign language disciplines and innovation-entrepreneurship education.

1.2 Research Questions

1.2.1 Current Status and Challenges of Innovation and Entrepreneurship Education Courses at Yunnan University School of Foreign Languages

Within the context of Yunnan University's School of Foreign Languages, the current state of innovation and entrepreneurship education presents unique challenges. Due to the absence of specialized innovation and entrepreneurship courses tailored for foreign language majors, students' educational experiences in this domain are often fragmented, lacking depth and coherence.

From an educational content perspective, foreign language programs predominantly focus on imparting language skills and cultural knowledge, while

neglecting the cultivation of students' innovative capabilities and entrepreneurial spirit. This homogeneous curriculum fails to adequately address the diverse demands foreign language students may encounter in future workplaces. Particularly in the context of globalization and regional economic integration, foreign language students require not only linguistic proficiency but also comprehensive competencies in cross-cultural communication, market analysis, and international business.

The disconnect between teaching and practice further complicates the issue. Foreign language students often lack opportunities to apply their knowledge in real-world contexts. Practical experience is indispensable in innovation and entrepreneurship education, as it helps students grasp the practical application of theoretical knowledge and develop problem-solving abilities. However, due to insufficient ties and collaboration with the business community, student engagement in practical components remains low, limiting the development of their innovative thinking and entrepreneurial skills.

From an educational psychology perspective, the absence of targeted innovation and entrepreneurship education may undermine students' motivation and self-efficacy. When students perceive a disconnect between course content and their personal development goals or career plans, they may experience frustration and diminished drive. This situation can lead to reduced engagement in innovation and entrepreneurship education, ultimately affecting their overall learning experience and outcomes.

This situation may also leave graduates vulnerable to challenges in the job market. In today's highly competitive employment landscape, language proficiency alone may not guarantee foreign language majors a competitive edge. They require enhanced innovation capabilities and entrepreneurial spirit to adapt to evolving professional demands and market expectations.

The School of Foreign Languages at Yunnan University faces challenges in innovation and entrepreneurship education, including homogenized course content, disconnect between teaching and practice, insufficient student

motivation, and poor adaptability to the job market. To address these issues, the school must re-examine and redesign its innovation and entrepreneurship curriculum, strengthen practical connections, enhance educational relevance and applicability, and implement effective measures to stimulate student interest and self-efficacy. Ultimately, this will cultivate high-caliber foreign language professionals capable of meeting global challenges.

1.2.2 Methods and Strategies for Developing Innovation and Entrepreneurship Education Courses at Yunnan University's School of Foreign Languages

When exploring the development of innovation and entrepreneurship education courses at Yunnan University's School of Foreign Languages, we must adopt an educational curriculum development perspective to thoroughly analyze the challenges students face in terms of professional knowledge, ideological and political education, skill training, and mindset cultivation.

While the transmission of specialized knowledge holds a central position in foreign language teaching, traditional foreign language curricula often lack content related to innovation and entrepreneurship. Students majoring in Southeast Asian languages, while receiving language and cultural education, rarely encounter courses related to innovative thinking and business practices. This limits their ability to apply specialized knowledge to real entrepreneurial scenarios.

Ideological and political education holds equal importance in foreign language curricula. Yet, integrating these elements with entrepreneurial spirit to cultivate students' social responsibility and ethical awareness remains an urgent challenge in innovation and entrepreneurship education. Students must understand that entrepreneurship extends beyond economic gain to encompass social value and cultural heritage.

Skill training constitutes a vital component of innovation and entrepreneurship education. However, foreign language majors often lack essential business, management, and technical skills critical to entrepreneurial success. Institutions must incorporate market analysis, financial planning, and product development into curricula to enhance students' practical entrepreneurial capabilities.

Cultivating the right mindset represents a long-term educational objective. While fostering international perspectives and cross-cultural communication skills are fundamental requirements in foreign language education, innovation and entrepreneurship education must additionally nurture students' risk awareness, competitive spirit, and innovative thinking. The college should utilize both coursework and practical activities to help students develop sound entrepreneurial concepts, encouraging them to embrace experimentation and challenges.

The School of Foreign Languages at Yunnan University faces multifaceted challenges in developing its innovation and entrepreneurship curriculum. Key areas requiring attention and improvement include insufficient integration of specialized knowledge with innovation/entrepreneurship concepts, weak alignment between ideological education and entrepreneurial spirit, lack of practical skills training, and inadequate cultivation of innovation awareness and risk consciousness. These shortcomings not only hinder students' holistic development but also constrain the school's capacity to cultivate internationally competitive innovation and entrepreneurship talent. Therefore, the school must pursue reforms and innovations across multiple dimensions—including curriculum content, teaching methodologies, resource allocation, and evaluation systems—to foster students' holistic development in innovation and entrepreneurship.

1.3 Research Objectives

In the context of globalization and regional integration, higher education institutions face the challenge of cultivating versatile talents with international perspectives and innovative spirit. As a key base for multilingual education, the School of Foreign Languages at Yunnan University shoulders the mission of supplying high-quality foreign language talents to regional economic and social development. This study aims to conduct an in-depth analysis of the current state of innovation and entrepreneurship education at the School of Foreign Languages, identify existing problems and challenges, and explore effective improvement pathways based on this analysis. Through meticulous examination of specialized programs in Vietnamese,

Malay, Burmese, and Thai, coupled with analysis of the school's notable achievements in Yunnan Province's "Internet Plus" competition, this study will reveal the practical implementation of innovation and entrepreneurship education within foreign language programs. It will assess its impact on cultivating students' innovation and entrepreneurship capabilities and propose targeted optimization recommendations. The research objectives are divided into two main parts: First, to gain a detailed understanding and analysis of the current state of innovation and entrepreneurship education at the School of Foreign Languages, Yunnan University, including curriculum design, teaching methods, faculty resources, student engagement, and achievement. Second, based on this foundation, to explore and propose practical methods and strategies to promote the development of the school's innovation and entrepreneurship education courses and comprehensively enhance student capabilities.

Next, we will elaborate on these two sub-arguments in detail, aiming to provide an empirical foundation and directions for improvement for innovation and entrepreneurship education in foreign language programs at Yunnan University's School of Foreign Languages and similar institutions.

1.3.1 Analysis of the Current State of Innovation and Entrepreneurship Education Courses at the School of Foreign Languages, Yunnan University

The School of Foreign Languages at Yunnan University has demonstrated proactive exploration and notable achievements in innovation and entrepreneurship education. This study aims to comprehensively understand the current state of the school's innovation and entrepreneurship education courses by collecting and analyzing relevant data.

The School offers multiple Southeast Asian language programs, including Vietnamese, Malay, Burmese, and Thai. The Vietnamese program, established in 1992, underwent suspension and reconstruction before resuming admissions in 2013 and initiating master's enrollment in 2019. The Malay program, newly established in 2019, began enrolling undergraduates in 2020. Both the Burmese and Thai programs originated in the 1990s and underwent program restructuring in 2013. The restructuring and development of these programs received support from the national "Basic Capacity

Construction Project for Universities in Central and Western Regions" and the "Double First-Class Project," bringing new opportunities for program advancement.

The college maintains a professional faculty team. The Vietnamese program employs five instructors, including one professor and four lecturers, all with study experience at prestigious Vietnamese universities. The Malay program employs three full-time faculty members, all of whom have studied at prestigious Malaysian universities. The Myanmar and Thai programs similarly boast faculty with extensive overseas study and teaching experience. Additionally, the college annually hires foreign instructors to participate in teaching, ensuring students access an authentic language learning environment.

Practical teaching forms a vital component of the college's innovation and entrepreneurship education. The Vietnamese program implements a "2+1+1" talent development model, where students study domestically for two years before gaining the opportunity to spend one year studying at a Vietnamese university. The Malay program also plans to collaborate with Malaysian higher education institutions for joint student training. Furthermore, the college emphasizes cultivating students' international perspectives and encourages participation in international exchange programs.

Students from Yunnan University's School of Foreign Languages demonstrate high engagement and innovative capabilities in entrepreneurship. At the 9th Yunnan Province "Internet+" College Student Innovation and Entrepreneurship Competition, nine projects from the school advanced to the provincial finals, ultimately securing two gold awards, two silver awards, and five bronze awards—the school's best performance to date. These achievements not only showcase student innovation but also reflect the school's educational outcomes in entrepreneurship training.

Analysis of the above data and outcomes reveals that the School of Foreign Languages at Yunnan University has achieved notable progress in innovation and entrepreneurship education, particularly in curriculum design, faculty development, practical teaching, and international collaboration. However, to further enhance educational quality and meet societal and student demands, the school must continue

exploring and refining the depth and breadth of its innovation and entrepreneurship education.

1.3.2 Exploring Methods to Optimize Innovation and Entrepreneurship Education Courses at Yunnan University School of Foreign Languages

To thoroughly explore and propose effective methods for optimizing innovation and entrepreneurship education courses at the School of Foreign Languages, Yunnan University, this study adopted a multi-faceted research approach to ensure comprehensive and practical conclusions. The core methodology encompassed policy analysis, questionnaire surveys, interviews, and observations of teaching management practices.

Through in-depth analysis of national and local educational policies, this study aims to reveal the supportive principles and guiding frameworks for innovation and entrepreneurship education at the policy level. Policy interpretation focuses not only on the content of policy documents but also on their implementation in actual teaching practices and potential impacts, thereby providing policy-based foundations and directional guidance for curriculum optimization.

The undergraduate questionnaire survey collects direct feedback on students' perceptions, engagement levels, and satisfaction with innovation and entrepreneurship education courses. The scientifically designed questionnaire comprehensively covers dimensions including course content, teaching methods, practical opportunities, and resource allocation. Quantitative analysis of survey results enables the study to accurately identify student needs, recognize course strengths and weaknesses, and provide data-driven support for curriculum improvement.

Interviews with frontline teaching faculty focus on understanding their experiences and challenges in implementing innovation and entrepreneurship education. Topics include teaching philosophies, curriculum design, student guidance, and personal professional development. Qualitative analysis of interview data enables this study to deeply comprehend the practical operation of innovation and entrepreneurship education from the faculty perspective, thereby proposing targeted improvement recommendations.

Additionally, this study incorporates observations and summaries of teaching management practices. By participating in the college's teaching activities and management meetings, researchers gained direct insight into the implementation process of innovation and entrepreneurship education, documenting both the effectiveness of teaching management and existing issues. This participatory approach provided firsthand data, facilitating the development of more authentic and concrete course optimization plans.

Synthesizing findings from the aforementioned methodologies, this study proposes a series of strategies aimed at optimizing the innovation and entrepreneurship education curriculum at Yunnan University's School of Foreign Languages. These strategies encompass curriculum content updates, pedagogical innovation, faculty development, practical platform establishment, and resource allocation optimization, collectively striving to build a more efficient, dynamic, and student-centered innovation and entrepreneurship education system. Through implementing these strategies, the School of Foreign Languages at Yunnan University will better cultivate students' innovative spirit and entrepreneurial capabilities, meeting the diverse demands for foreign language talent in the era of globalization.

1.4 Research Significance

This study explores strategies for cultivating innovation and entrepreneurship capabilities among Southeast Asian language students at Yunnan University. Its value extends beyond theoretical contributions to academic discourse, reaching practical improvements and positive socioeconomic impacts. Theoretically, it broadens the application scope of innovation and entrepreneurship education theory, offering new perspectives on cultivating such capabilities within specific linguistic and cultural contexts, thereby laying a foundation for future research in related fields. At the practical level, the findings will offer concrete implementation strategies for innovation and entrepreneurship education to higher education institutions, particularly those specializing in foreign language education, thereby enhancing educational quality and students' comprehensive competitiveness. Regarding societal value, by strengthening

the innovation and entrepreneurship capabilities of Southeast Asian language students, this research not only promotes cultural exchange and international understanding but also provides talent support for the implementation of national strategies such as the Belt and Road Initiative, further advancing regional and even global socioeconomic development. In summary, the value of this research lies in its significant contributions to theory, practice, and socioeconomic development, offering new pathways and insights for the application and advancement of innovation and entrepreneurship education, particularly among Southeast Asian language students.

1.4.1 Theoretical Value: Contributions to Innovation and Entrepreneurship

Education Theory

The theoretical value of this paper primarily lies in deepening and expanding the theoretical framework of innovation and entrepreneurship education, particularly in its application and innovation within foreign language disciplines, especially Southeast Asian language programs. By conducting an in-depth analysis of the process of cultivating innovation and entrepreneurship capabilities among Southeast Asian language students at Yunnan University, this research extends the theoretical framework of innovation and entrepreneurship education into new disciplinary domains, filling a gap previously under-explored in academia. Specifically:

Broadening Theoretical Horizons: This study transcends the traditional boundaries of innovation and entrepreneurship education theory, which has primarily focused on disciplines like business and management. By applying it to foreign language disciplines, particularly Southeast Asian language programs, it enriches the applicability of innovation and entrepreneurship education across diverse disciplinary contexts and provides new theoretical perspectives for innovation and entrepreneurship education in other minor language programs.

Emphasis on Cross-Cultural Competence: In the context of globalization, the study highlights the critical role of cross-cultural communication and collaboration in innovation and entrepreneurship activities, especially amid today's frequent international exchanges. By examining the innovation and entrepreneurship capabilities of foreign language students, the research underscores the unique value of

cross-cultural competence within a foreign language context. It integrates this competence into the core elements of innovation and entrepreneurship education, enhancing the comprehensiveness and adaptability of the theoretical framework.

Proposal of a Geopolitical Advantage Education Model: Leveraging Yunnan University's unique geographical location and geopolitical strategic advantages, the study innovatively proposes a new model for entrepreneurship education grounded in geopolitical strengths. This model not only helps Yunnan University optimize its educational practices but also provides reference points for other universities with distinct regional characteristics, thereby enriching the application scenarios and implementation strategies of entrepreneurship education theory.

Revealing Practical Pathways for Innovation and Entrepreneurship Education: Through analyzing specific case studies at Yunnan University, the research uncovers practical pathways and methodologies for implementing innovation and entrepreneurship education within specialized language programs. These findings provide empirical support and operational guidelines for higher education institutions seeking to effectively deliver such education, fostering deeper integration between theory and practice while advancing the development and refinement of relevant theories.

In summary, this study deepens innovation and entrepreneurship education theory from multiple perspectives and levels, providing robust theoretical support for constructing future-oriented talent development models adapted to globalization. It makes particularly significant theoretical contributions with broad guidance value within the specific field of Southeast Asian language majors.

1.4.2 Practical Value:

The practical value of this research manifests in the following aspects:

Providing Concrete Implementation Strategies: Through an in-depth examination of innovation and entrepreneurship education practices in Southeast Asian language programs at Yunnan University, this study proposes a series of targeted and actionable educational strategies and methodologies. These include approaches for

integrating on-campus and off-campus resources, designing innovation and entrepreneurship curriculum frameworks, and establishing effective practical platforms. These strategies offer reference models and practical experience for other universities, particularly higher education institutions with foreign language disciplines, facilitating more efficient implementation of innovation and entrepreneurship education reforms.

Deepening Integrated Education: The study emphasizes the importance of deeply integrating innovation and entrepreneurship education with professional education within foreign language disciplines, proposing concrete pathways for such integration. This combination not only enhances students' professional skills and innovative capabilities but also broadens their international perspectives through the cultivation of cross-cultural communication abilities. It strengthens their capacity for international cooperation and competition, playing a significant role in cultivating versatile talents aligned with national strategic needs.

Advancing Internationalization: Leveraging Yunnan University's geographical advantage at the crossroads of China and Southeast Asia, the study explores strategies to expand international cooperation in innovation and entrepreneurship education. Initiatives such as establishing international collaboration networks and organizing global innovation projects enhance the university's international influence while fostering academic exchange and cooperation across regions and globally.

Reforming Evaluation Mechanisms: The study systematically analyzes evaluation methods and standards for innovation and entrepreneurship education. This aims to help universities more accurately assess the effectiveness of such programs while enabling timely identification and resolution of existing issues. It provides robust support for universities to establish scientific and rational evaluation systems for innovation and entrepreneurship education, ensuring continuous quality improvement and refinement.

Serving Socioeconomic Development: By strengthening innovation and entrepreneurship capabilities among Southeast Asian language students, this research

not only enhances cultural exchange and international understanding but also provides urgently needed talent support for national strategies like the Belt and Road Initiative. It drives shared regional economic and social development, offering proactive strategies to address challenges in the globalization context and demonstrating significant social value.

In summary, this research offers practical implementation plans for reforming innovation and entrepreneurship education in higher education institutions. It promotes the integration of innovation and entrepreneurship education with professional education, accelerates the internationalization of such education in universities, and optimizes the evaluation system. Ultimately, it serves socioeconomic development and has generated extensive and far-reaching impacts.

1.4.3 Social Value: Contributions to Socioeconomic Development through Enhancing Innovation and Entrepreneurship Capabilities Among Southeast Asian Language Students

The social value of this research manifests in several key aspects:

Cultural Exchange and Regional Cooperation: Enhancing the innovation and entrepreneurship capabilities of Southeast Asian language students strengthens cultural exchange and mutual understanding between China and South/Southeast Asian nations, fostering deeper collaboration across economic, cultural, and educational domains. By cultivating foreign language talents with global perspectives and innovative abilities, this research not only makes substantive contributions to building a community with a shared future for mankind but also bolsters talent support for China and its neighbors under the Belt and Road Initiative.

Supporting National Strategy Implementation: As a vital component of the Belt and Road Initiative, Southeast Asia's economic development and social progress hold significant strategic importance for China's foreign policy. Strengthening the innovation and entrepreneurship capabilities of Southeast Asian language students provides urgently needed specialized talent for this initiative. This fosters deeper cooperation in economic exchanges, technological innovation, and cultural interactions, thereby advancing the effective implementation of national strategies.

Regional Economic Development and Industrial Upgrading: With Southeast Asia's rapid economic growth, demand for high-caliber talent possessing cross-cultural communication skills and innovative thinking continues to rise. By exploring and implementing effective entrepreneurship education strategies, this research cultivates innovative professionals capable of leading regional socioeconomic development, actively participating in industrial transformation and upgrading, and demonstrating competitiveness on the global stage.

Addressing Globalization Challenges: In the context of globalization, Southeast Asian nations face complex challenges such as industrial restructuring and technological innovation. By enhancing students' awareness and skills in innovation and entrepreneurship, this research helps them develop into internationally-minded talents capable of independent thinking and problem-solving across diverse cultural environments, thereby offering new perspectives and solutions for sustainable development at both regional and global levels.

In summary, this research addresses practical issues in innovation and entrepreneurship education for Southeast Asian language majors. Its societal value lies in effectively serving national development strategies, promoting cultural exchange and economic integration across regions, advancing industrial upgrading in relevant countries, and tackling globalization challenges. It holds positive social impact and long-term strategic significance for achieving mutual benefit and win-win outcomes globally.

1.5 Scope of Research

1.5.1 Sample Scope

In determining the research sample for innovation and entrepreneurship education courses at the School of Foreign Languages, Yunnan University, this study will adopt a comprehensive sampling strategy to ensure the thoroughness and depth of research findings. The sample scope will encompass both student and faculty groups to gather multi-perspective data and insights.

1.5.1.1 Student Sample

To comprehensively evaluate the current state of innovation and entrepreneurship education courses at Yunnan University's School of Foreign Languages, this study will provide detailed definitions and descriptions of the student sample.

Sample Selection Criteria:

- The sample will include all currently enrolled undergraduate students in the School of Foreign Languages at Yunnan University, regardless of major or academic year.
- The student sample will be selected through stratified random sampling to ensure representation from each grade level and major.
- Particular attention will be given to students who have enrolled in or participated in innovation and entrepreneurship-related courses and activities to gather direct feedback and experiential insights.

Sample Size and Distribution:

- Based on the school's latest enrollment figures, the sample size is projected to include 300 students, representing approximately 10% of the total undergraduate population.
- The sample will be distributed across different academic years to ensure the number of students from each year matches their proportion of the total enrollment.
- The sample will also encompass different Southeast Asian language majors, such as Vietnamese, Malay, Burmese, and Thai, to reflect the specific circumstances of each program.

Data Collection Method:

- A self-developed questionnaire will be used, covering students' perceptions of innovation and entrepreneurship education, participation levels, course satisfaction, and engagement in practical activities.

- The questionnaire will include quantitative questions, such as using a Likert scale to assess student agreement levels, and qualitative questions to gather student opinions and suggestions.

- The survey will be conducted via an online platform to ensure convenience and broad coverage.

Expected Application of Results:

- Collected data will be used to analyze student needs regarding innovation and entrepreneurship education, course appeal, and the effectiveness of practical activities.

- Student feedback will serve as a crucial basis for course improvements and adjustments to teaching strategies.

- Through in-depth analysis of the student sample, this study aims to provide empirical support and concrete recommendations for the development of innovation and entrepreneurship education courses at the School of Foreign Languages, Yunnan University.

Through the detailed description of the student sample scope above, this study will accurately capture the genuine perceptions and needs of undergraduate students at the School of Foreign Languages, Yunnan University regarding innovation and entrepreneurship education courses, providing a solid data foundation for the continuous improvement and optimization of these courses.

1.5.1.2 Faculty Sample

Regarding the faculty sample for exploring innovation and entrepreneurship education courses at Yunnan University's School of Foreign Languages, this study will focus on key elements such as teaching practices, professional development, and instructional management.

Sample Selection Criteria:

The sample will encompass all faculty members involved in teaching innovation and entrepreneurship education courses, including full-time faculty and external lecturers.

Consideration will be given to faculty rank, academic background, and teaching experience to ensure the sample reflects the diversity of different teaching groups.

Particular attention will be given to faculty members with notable achievements or special contributions in the field of innovation and entrepreneurship education to gain deeper insights into their successful experiences and teaching strategies.

Sample size and distribution:

In-depth interviews will be conducted with 20 to 30 faculty members to gather firsthand information on teaching methodologies, curriculum design, student mentoring, and personal professional development.

The sample will include educators across different age groups and career stages to reveal the varying needs and challenges faced by diverse teaching populations in innovation and entrepreneurship education.

Data Collection Method:

Semi-structured interviews will be conducted using open-ended questions to allow educators to freely express their perspectives and suggestions on innovation and entrepreneurship education.

Interview topics will center on teachers' pedagogical philosophies, course innovation practices, student innovation and entrepreneurship capability development, teaching resources, and support needs.

Interviews will be supplemented with supporting materials such as teachers' lesson plans, teaching reflection records, and student evaluations to enhance data richness and reliability.

Expected Application of Findings:

Data collected through interviews will be used to analyze teachers' roles, challenges, and opportunities in innovation and entrepreneurship education, as well as their expectations and suggestions for curriculum improvement.

The findings will inform teacher professional development, instructional capacity enhancement, and teaching management optimization.

This study aims to provide strategic recommendations for establishing teacher training programs, instructional support systems, and incentive mechanisms for innovation and entrepreneurship education courses at the School of Foreign Languages, Yunnan University, through in-depth analysis of the teacher sample.

Through the detailed description of the teacher sample scope and data collection outlined above, this study will comprehensively understand teachers' teaching practices and needs in innovation and entrepreneurship education, providing robust support and guidance for enhancing teaching quality and faculty professional development.

1.5.2 Variable Scope

- Impact of National Policies on Institutions

Investigate how the institution implements and integrates national policies on innovation and entrepreneurship education, including policy dissemination, interpretation, and implementation.

Evaluate the motivational impact of policies on student and faculty engagement in innovation and entrepreneurship education, along with their actual effectiveness.

- Technological Tools in Teaching and Innovation Thinking Courses

Analyze whether institutions have adopted new technological tools, such as online learning platforms and virtual reality, to enhance teaching efficiency and student learning experiences.

Examine whether specialized courses designed to cultivate innovative thinking exist, and their role in stimulating students' innovative spirit and entrepreneurial capabilities.

- Types and Implementation of Practical Activities

Investigate the types of practical activities offered to students, including but not limited to internships, project collaborations, entrepreneurship competitions, and community service.

Evaluate the organization, implementation process, and contribution of these activities to developing students' innovation and entrepreneurship capabilities.

- Innovation and Entrepreneurship Process Management

Examine how the institution manages the innovation and entrepreneurship process, including training program design, pre-launch mobilization strategies, process monitoring, and reward mechanisms for successful projects.

Analyze the effectiveness of these management strategies and their impact on student engagement and entrepreneurial success rates.

- Development of Innovation and Entrepreneurship-Related Disciplines

Investigate the institution's efforts in developing innovation and entrepreneurship-related disciplines, including curriculum development, faculty team building, and interdisciplinary collaboration.

Evaluate the effectiveness of these disciplinary developments in enhancing students' innovation and entrepreneurship knowledge and skills.

Through in-depth research on these variables, this study will provide a comprehensive analysis of the current state of innovation and entrepreneurship education programs at the School of Foreign Languages, Yunnan University, and offer robust data support and recommendations for future program development and improvement.

1.6 Definitions

1.6.1 Definition, Scope, and Significance of Innovation and Entrepreneurship Education

1.6.1.1 Definition

Innovation and entrepreneurship education refers to the process of cultivating students' innovative thinking, entrepreneurial spirit, and related competencies through a series of designed teaching activities and practical experiences within the educational process. This form of education emphasizes not only knowledge transmission but also skill development and attitude shaping. Its purpose is to equip students with the necessary qualities and capabilities for future careers, whether in commercial entrepreneurship or innovation within other fields.

1.6.1.2 Scope

The scope of innovation and entrepreneurship education is broad, encompassing but not limited to the following aspects:

Knowledge Transmission: Covers theoretical knowledge related to innovation and entrepreneurship, such as economics, management, marketing, and intellectual property protection.

Capability Development: Focuses on cultivating students' abilities in problem identification, problem-solving, teamwork, and risk assessment and management.

Mindset Development: Cultivating students' innovative awareness and entrepreneurial spirit, encouraging them to embrace failure positively, and fostering a mindset of continuous learning and self-improvement.

Practical Application: Providing hands-on platforms through innovation labs, startup incubators, and project competitions, enabling students to apply theoretical knowledge in real-world contexts.

1.6.1.3 Importance

The significance of innovation and entrepreneurship education in contemporary higher education is increasingly evident, primarily manifested in the following aspects:

Personal Development: Innovation and entrepreneurship education helps students develop personal career competitiveness and enhances their ability to adapt to rapidly changing social and economic environments.

Socioeconomic Impact: By cultivating innovative talent and entrepreneurial leaders, it fuels socioeconomic development, fostering the establishment of new enterprises and the innovation and upgrading of existing businesses.

National Strategy: Aligned with national innovation-driven development strategies, innovation and entrepreneurship education is a critical factor in enhancing national competitiveness and achieving sustainable development.

Global Challenges: In the context of globalization, innovation and entrepreneurship education equips students with cross-cultural communication and international collaboration skills, preparing them for global competition and cooperation.

1.6.1.4 Development History of Innovation and Entrepreneurship Education:

Since the restoration of the college entrance examination in 1977, China's innovation and entrepreneurship education has evolved through stages of incubation and inception, gradual adaptation to reforms, scaled advancement, and deepening of substantive development. The continuous refinement of the policy framework during this process reflects not only the nation's emphasis on innovation-driven development but also the profound transformation of education in serving the broader socio-economic development agenda. China's innovation and entrepreneurship education development can be divided into four main phases:

Restoration and Incubation Phase (1977 – 1992):

Following the restoration of the college entrance examination system, China focused on revitalizing scientific and technological innovation and promoting the development of the private economy. Policies during this period centered on restoration and incubation. Through the issuance of a series of documents on reforming the science and technology system and regulations on rewards, substantial progress was made in reviving innovation education and fostering the emergence of entrepreneurial awareness.

Adaptation and Reform Phase (1993 – 2001):

As the employment market for university graduates gradually took shape, China's innovation and entrepreneurship education entered a phase of rapid development. During this period, the state successively issued key policy documents, proposing the core educational concept of enhancing innovation and entrepreneurship competencies.

Integration and Advancement Phase (2002 – 2014):

China's innovation and entrepreneurship education policies took shape as a multi-subject, multi-tiered framework. The selection and application of policy

tools became more precise, forming an educational system comprising "innovation and entrepreneurship education + entrepreneurial base development + entrepreneurial policy support + entrepreneurial guidance services."

Deepening and Development Phase (2015–Present):

Since 2015, China's innovation and entrepreneurship education has entered a phase of deepening development, with the policy framework becoming more refined and comprehensive. Innovation and entrepreneurship education has been formally integrated into the entire process of talent cultivation in higher education, achieving a high degree of synergy between education and practice.

Comprehensively speaking, the development of China's innovation and entrepreneurship education has consistently adhered to the policy value orientation of promoting the free and comprehensive development of individuals, effectively constructing a unique path from initial exploration to in-depth development, and from extensive expansion to intensive deepening. Looking ahead, China will continue to optimize the systematization of innovation and entrepreneurship education objectives, promote the harmonization of benefit distribution, strengthen the precision of educational safeguards, and build a discourse system that integrates localization with internationalization. These efforts aim to continuously enhance the quality of innovation and entrepreneurship education, thereby accelerating the construction of a science and technology powerhouse and advancing the process of achieving high-level scientific and technological self-reliance.

1.6.2 Characteristics and Terminology of Southeast Asian Language Programs

Southeast Asian language programs occupy a unique position within China's higher education system, dedicated to cultivating versatile talents with solid Southeast Asian language skills and in-depth understanding of the region's culture, society, and economy. The characteristics and relevant terminology of this program are as follows:

1.6.2.1 Program Characteristics

Multilingual Education: The Southeast Asian Languages program encompasses multiple languages including Vietnamese, Thai, Burmese, and Malay,

aiming to cultivate students' proficiency in listening, speaking, reading, and writing these languages.

Cross-Cultural Communication Skills: Beyond language proficiency, the curriculum emphasizes developing cross-cultural communication competencies, enabling students to engage effectively across diverse cultural contexts.

Regional Studies: Integrating knowledge from linguistics, history, political science, and other disciplines, the program conducts in-depth research on Southeast Asia's society, politics, economy, and culture to cultivate students' international perspective and regional expertise.

Practice-Oriented Approach: Through internships, exchange programs, international conferences, and other practical activities, students gain firsthand experience and understanding of Southeast Asia, enhancing their practical operational capabilities.

1.6.2.2 Explanation of Related Terms:

Language Skills: Refers to the fundamental linguistic competencies students must master while learning Southeast Asian languages, including phonetics, grammar, vocabulary, listening, speaking, reading, and writing.

Cross-Cultural Communication: The ability to communicate effectively across cultural contexts, involving cultural awareness, communication strategies, and behavioral adaptation.

Regional Studies: Comprehensive research on the history, politics, economy, society, and culture of a specific region (e.g., Southeast Asia).

International Perspective: Refers to possessing global awareness and the ability to understand international affairs, enabling one to analyze and solve problems from an international standpoint.

Graduates of Southeast Asian Languages programs typically possess the skills to work in fields such as diplomacy, international trade, cultural communication, education, and research. As China's relations with Southeast Asian nations grow increasingly close, graduates of this program play a vital role in advancing

regional cooperation and mutual understanding. Through in-depth study and practical experience, students not only become bridges of linguistic communication but also actively contribute to regional economic development and cultural exchange.

1.7 Research Approach and Methodology

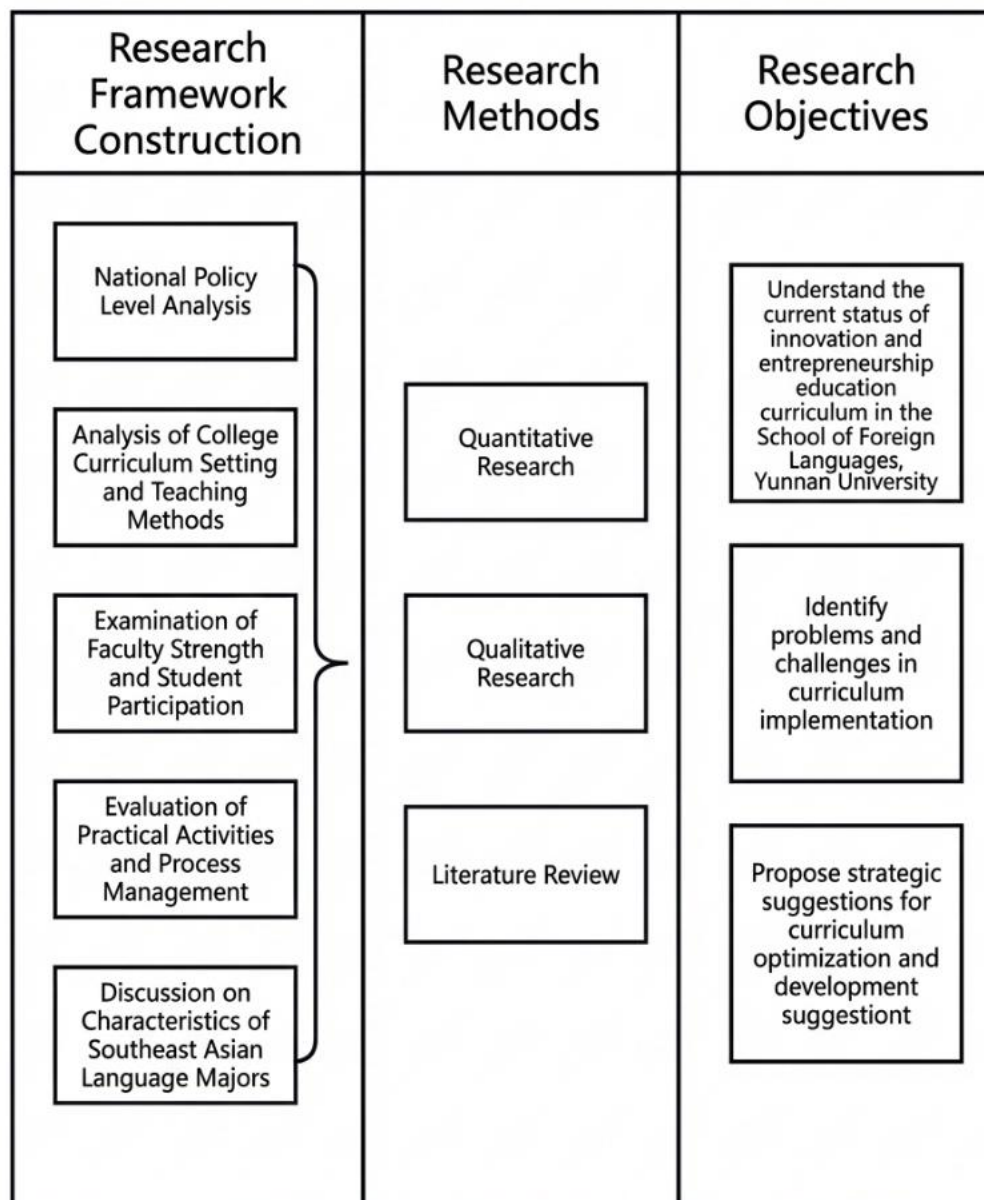


Figure 1 Research Framework Diagram

1.7.1 Research Approach

Constructing the Research Framework: First, clarify the research objectives and questions—assessing the current state of innovation and entrepreneurship education courses at Yunnan University's School of Foreign Languages, identifying existing issues, and exploring improvement strategies. The research framework will begin with macro-level policy analysis, progressively delving into micro-level specifics such as curriculum design, teaching methodologies, faculty resources, and student engagement.

Integrating Quantitative and Qualitative Research: This study employs a mixed-methods approach, combining statistical analysis of quantitative data with in-depth interpretation of qualitative data to achieve a comprehensive perspective. Quantitative research will quantify student and faculty feedback through surveys, while qualitative research will uncover specific teaching practices and student experiences via interviews and case studies.

1.7.2 Research Methods

Literature Review: Extensive reading of relevant literature will establish the theoretical foundation of the study, identify trends and best practices in innovation and entrepreneurship education, and understand the characteristics of Southeast Asian language education programs.

Questionnaire Survey: Design a questionnaire incorporating both closed-ended and open-ended questions to collect data on students' and teachers' perceptions, satisfaction levels, and needs regarding innovation and entrepreneurship education courses. The questionnaire will be distributed via an online platform to ensure broad sample coverage.

Interviews: Employing semi-structured interviews to engage in in-depth conversations with teachers and students, gathering their perspectives and experiences regarding curriculum implementation, teaching methods, and practical activities.

Case Analysis: Select representative course implementation cases for analysis to reveal successful practices and existing challenges, providing concrete examples for curriculum improvement.

Policy Document Content Analysis: Conduct in-depth analysis of relevant policy documents to understand national and institutional requirements and guiding principles for innovation and entrepreneurship education.

1.7.3 Expected Outcomes

Comprehensive Understanding: Through research, gain a thorough understanding of the current state of innovation and entrepreneurship education courses at the School of Foreign Languages, Yunnan University, including course content, teaching methods, faculty resources, and student engagement.

Problem Identification: Identify and analyze challenges in program implementation, such as insufficient resource allocation, limited teaching methods, and low student engagement.

Strategy Development: Based on research findings, propose practical improvement strategies and recommendations aimed at enhancing course quality and stimulating students' innovative spirit and entrepreneurial capabilities.

Integration of Theory and Practice: Combine theoretical research with practical educational implementation to provide theoretical and practical guidance for innovation and entrepreneurship education at Yunnan University's School of Foreign Languages and similar institutions.

Through the detailed description of the aforementioned research approach and methodology, this study will provide scientific analysis and reasonable recommendations for the development of innovation and entrepreneurship education courses at the School of Foreign Languages, Yunnan University, thereby promoting educational quality enhancement and the comprehensive development of student capabilities.

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Foundations of Innovation and Entrepreneurship Education

2.1.1 Definition and Scope of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education is a current hot topic in higher education, aiming to cultivate students' innovative spirit and entrepreneurial capabilities, enabling them to adapt to rapidly changing social and economic environments. By definition, it is generally regarded as an educational model that not only imparts knowledge but, more importantly, stimulates students' innovative thinking, enhances their ability to solve practical problems, and encourages them to apply innovation to entrepreneurial practice.

According to multiple domestic and international literature reviews, the scope of innovation and entrepreneurship education encompasses, but is not limited to, the following aspects:

Knowledge Transmission: Covers the study of theoretical knowledge related to innovation and entrepreneurship, including but not limited to economics, management, marketing, and intellectual property protection.

Capability Development: Focuses on cultivating students' abilities in problem identification, problem-solving, teamwork, and risk assessment and management.

Mindset Shaping: Cultivating students' innovative awareness and entrepreneurial spirit, encouraging them to embrace failure positively, and fostering a mindset of continuous learning and self-improvement.

Practical Application: Providing hands-on platforms through innovation labs, startup incubators, and project competitions, enabling students to apply theoretical knowledge in real-world contexts.

Research and practice worldwide demonstrate that innovation and entrepreneurship education not only provide vast opportunities for individual student development but also cultivates a significant number of innovative talents and entrepreneurial leaders for socioeconomic advancement. For instance, Stanford

University and the Massachusetts Institute of Technology in the United States have incubated numerous high-tech enterprises through their advanced innovation and entrepreneurship education systems, significantly driving technological innovation and economic growth in Silicon Valley and globally.

In China, the implementation of the national innovation-driven development strategy and the promotion of "mass entrepreneurship and innovation" have spurred rapid growth in university innovation and entrepreneurship education. Governments and institutions have introduced policies and measures to establish educational platforms and provide entrepreneurial guidance services, aiming to cultivate more innovative talents suited to the demands of the new era.

Overall, the definition and scope of innovation and entrepreneurship education are continuously expanding and deepening, aiming to better align with global economic trends and meet societal demand for high-caliber innovative talent.

2.1.2 Components and Evaluation of Innovation and Entrepreneurship

Competency

Innovation and entrepreneurship capability refers to the ability of individuals or teams to identify problems, solve them, and create economic or social value through innovative activities. This capability is one of the core objectives in higher education, particularly in innovation and entrepreneurship education. It encompasses multiple dimensions, each involving a series of specific capability elements.

Components of Innovation and Entrepreneurship Competency

Based on existing academic research, innovation and entrepreneurship capabilities can be primarily divided into the following core components:

Cognitive Competencies: Including the identification of entrepreneurial opportunities, analysis of market trends, and design of business models.

Technical Capabilities: Involve product or service R&D, technological innovation, and application of new technologies.

Management Capabilities: Covering project management, financial management, team building, and leadership.

Psychological Traits: Including entrepreneurial spirit, risk tolerance, resilience in adversity, and innovative mindset.

Social Skills: Referring to abilities in interpersonal interaction, communication and collaboration, resource integration, and network building.

Evaluation of Innovation and Entrepreneurship Capabilities

Evaluating innovation and entrepreneurship capabilities is a complex process that involves not only measuring the capabilities themselves but also assessing the effectiveness of each stage in the entrepreneurial journey. Currently, academia and practitioners commonly employ the following evaluation methods:

Self-Assessment: Entrepreneurs evaluate their own innovation and entrepreneurship capabilities through questionnaires, self-assessment reports, and similar tools.

Peer Review: Evaluating entrepreneurial projects or capabilities through assessments by experts or other entrepreneurs.

Outcome Evaluation: Assessing entrepreneurial projects based on market performance, profitability, social impact, and other metrics.

Process Evaluation: Focuses on key decisions, strategic adjustments, team collaboration, and other aspects during the entrepreneurial journey to assess their contribution to success.

In summary, cultivating and evaluating innovation and entrepreneurship capabilities constitutes a systematic endeavor. It requires concerted efforts from educators, entrepreneurs, and policymakers to establish scientifically sound training models and evaluation systems. Through continuous research and practical exploration, the effectiveness of innovation and entrepreneurship education can be further enhanced, fostering a greater number of highly capable innovators and entrepreneurs for society.

2.1.3 International Theoretical Development of Innovation and Entrepreneurship Education

Innovation and entrepreneurship education has become an increasingly significant topic within the global educational landscape. Driven by globalization and

technological innovation, countries worldwide are intensifying their efforts in this field to cultivate innovative talents and entrepreneurial leaders capable of thriving in the new economy. This section primarily explores the international theoretical development of innovation and entrepreneurship education, aiming to trace the theoretical progress and trends in this domain across the globe.

International Context of Innovation and Entrepreneurship Education

As economic globalization deepens, the international community increasingly recognizes the contribution of innovation and entrepreneurship to economic development. International organizations such as UNESCO and the OECD have positioned innovation and entrepreneurship education as a key strategy for promoting sustainable development. Against this backdrop, the theoretical framework of innovation and entrepreneurship education has experienced rapid development and widespread application internationally.

Theoretical Framework of Innovation and Entrepreneurship Education

Internationally, the theoretical framework of innovation and entrepreneurship education () primarily encompasses the following aspects:

Ecosystem Theory: Emphasizes that innovation and entrepreneurship activities occur within specific ecosystems, involving the interaction of multiple elements such as policy environments, educational resources, capital markets, and technological support.

Competency-Oriented Theory: Focuses on cultivating entrepreneurial competencies, including the systematic development of multidimensional capabilities such as cognitive skills, technical abilities, and management expertise.

Action Learning Theory: Views entrepreneurial learning as a dynamic, practice-based process, emphasizing the cultivation of entrepreneurial competencies through practical activities and project implementation.

Interdisciplinary Integration Theory: Advocates for integrating knowledge from multiple disciplines—including management, economics, and engineering—into innovation and entrepreneurship education to promote students' comprehensive development.

International Practices in Innovation and Entrepreneurship Education

International practices in innovation and entrepreneurship education are diverse and extensive, including:

Advanced Economies: Emphasis on deep integration of innovation and entrepreneurship education with higher education. Models from institutions like Stanford University and MIT have garnered global attention.

Asia: Particularly in China, Singapore, and other countries, innovation and entrepreneurship education is rapidly developing, with governments and universities actively promoting policies and curriculum systems for such education.

Emerging Market Countries: In nations like India and Brazil, innovation and entrepreneurship education has similarly become a vital tool for driving economic transformation and development, with a strong emphasis on fostering entrepreneurial spirit and technological innovation.

Overall, the international theoretical development of innovation and entrepreneurship education reflects the trend toward educational globalization, with diverse theoretical frameworks and practical experiences emerging across nations. Looking ahead, as the global economy and society continue to evolve, innovation and entrepreneurship education theories will further advance, cultivating more innovative talents and entrepreneurial leaders to drive worldwide economic growth.

2.2 Current State of Innovation and Entrepreneurship Education Research

Domestically and Abroad

2.2.1 Models and Practices of Innovation and Entrepreneurship Education

Abroad

Innovation and entrepreneurship education is globally recognized as a key driver of economic growth and social progress. Different countries adopt distinct approaches based on their unique socioeconomic contexts, educational traditions, and innovation ecosystems. This section outlines models and practices in several nations, highlighting their objectives, strategies, and outcomes.

: Experiential Learning and Ecosystem Integration. U.S. innovation and entrepreneurship education emphasizes experiential learning and deep integration with entrepreneurial ecosystems. Stanford University's d.school and MIT's Martin Trust Center exemplify this approach, providing students direct engagement with startups, venture capitalists, and industry mentors. This model cultivates practical entrepreneurial understanding through project-based learning, competitions, and incubation programs.

Europe: Policy-Driven and Interdisciplinary Approaches. European countries typically adopt more policy-driven methods, promoting entrepreneurship education across all educational levels through EU-supported programs such as the Erasmus+ initiative . Finland and Sweden emphasize interdisciplinary projects that integrate technical knowledge with entrepreneurial skills, aiming to cultivate an entrepreneurial mindset in students from an early age.

Asia: Government-Led Initiatives and University-Industry Collaboration. In Asia, countries like Singapore and South Korea are characterized by government-led innovation and entrepreneurship promotion initiatives. Singapore's Action Community for Entrepreneurship (ACE) and South Korea's Creative Economy Initiative are prime examples, focusing on fostering university-industry collaboration and providing substantial funding and support for startups. These efforts are complemented by educational reforms integrating entrepreneurship into higher education curricula.

Emerging Economies: Bridging Gaps Through Education. In emerging economies, innovation and entrepreneurship education is often viewed as a tool for economic catch-up and unemployment mitigation. Countries like India and Brazil have implemented programs combining entrepreneurial training with microfinance and mentorship to support small and micro-entrepreneurs. Educational institutions play a pivotal role in delivering these programs, typically partnering with NGOs and government agencies.

Despite successes, challenges persist in aligning educational outcomes with market demands, ensuring equitable access to entrepreneurship education, and measuring the long-term impact of these initiatives. Future directions may include

leveraging technology to expand access, developing metrics to assess entrepreneurial competencies, and strengthening universities' role in supporting students to launch startups.

A review of national models and entrepreneurial education practices reveals a diverse landscape where experiential learning, policy support, interdisciplinary approaches, and university-industry collaboration are key to cultivating entrepreneurial talent. As the global economy continues to evolve, entrepreneurial education strategies will also evolve, requiring ongoing research and adaptation to best prepare students for future challenges and opportunities.

2.2.2 Policies and Implementation of Innovation and Entrepreneurship Education in China

Over the past decades, China's innovation and entrepreneurship education has undergone significant transformation and development. Since the Ministry of Education first proposed strengthening innovation and entrepreneurship education in higher education in 2002, the nation has successively introduced a series of policies and guidelines aimed at fostering an educational environment and societal atmosphere conducive to university students' innovation and entrepreneurship.

In 2002, the "Notice on Further Strengthening Innovation and Entrepreneurship Education in Higher Education Institutions" first emphasized the importance of innovation and entrepreneurship education, marking the formal integration of such education into China's higher education system. Subsequently, the Ministry of Education and other relevant departments rolled out a series of policy documents, such as the Several Opinions on Strengthening Innovation Capacity Development in Higher Education Institutions (2010) and the Administrative Measures for the College Student Innovation and Entrepreneurship Training Program (2012). These policies aimed to guide universities in strengthening their innovation and entrepreneurship education systems and mechanisms, thereby enhancing students' innovative capabilities and entrepreneurial practical skills.

In recent years, with the advancement of the "Mass Entrepreneurship and Innovation" strategy, innovation and entrepreneurship education has become an integral part of the national development strategy. In 2015, the State Council issued the Opinions on Deepening the Reform of Innovation and Entrepreneurship Education (), explicitly requiring that innovation and entrepreneurship education be integrated throughout all stages and processes of higher education. It mandated that universities establish a comprehensive, multi-tiered innovation and entrepreneurship education system. This policy further accelerated the deepening and implementation of innovation and entrepreneurship education, driving reforms in university curricula, teaching content, and pedagogical methods.

At the implementation level, universities actively responded to national policies by establishing innovation and entrepreneurship education centers, offering specialized courses, and organizing startup competitions. These initiatives fostered an entrepreneurial ecosystem, provided practical platforms, and strengthened industry-academia-government collaboration to enhance students' innovation and entrepreneurship capabilities. Concurrently, local governments introduced supportive policies such as startup funding, tax incentives, and incubation services, further igniting students' entrepreneurial spirit.

Overall, the formulation and implementation of China's innovation and entrepreneurship education policies not only provide policy support and practical platforms for enhancing students' innovation and entrepreneurship capabilities but also promote the close integration of higher education with economic and social development. This lays a solid foundation for cultivating high-caliber talent with innovative spirit and entrepreneurial skills. However, deepening and refining innovation and entrepreneurship education still faces numerous challenges, such as uneven distribution of educational resources, insufficient integration between entrepreneurship education and specialized academic programs, and limited practical opportunities for entrepreneurship. These issues require sustained policy promotion and ongoing exploration in educational practice.

2.3 Research Gaps and Challenges

In Chapter 2's review of the current state of research, we comprehensively examined the theoretical foundations and practical applications of innovation and entrepreneurship education, particularly in terms of policies and practices within China and internationally. Through in-depth discussions on "the definition and scope of innovation and entrepreneurship education," "the composition and evaluation of innovation and entrepreneurship capabilities," and "the international theoretical development of innovation and entrepreneurship education," this study reveals the complexity and multidimensional nature of the field. It also explores successful models and strategies for advancing innovation and entrepreneurship education globally, including pedagogical innovation, curriculum development, the importance of policy support, and the value of industry-academia-research collaboration.

Despite extensive research and practice, specific studies on cultivating innovation and entrepreneurship capabilities among Southeast Asian language learners remain insufficient. Current research predominantly focuses on broad innovation and entrepreneurship education, lacking strategies tailored to specific linguistic and cultural contexts. This gap highlights the need to further explore integrating innovation and entrepreneurship education into foreign language disciplines and designing educational programs that address the unique demands and challenges of Southeast Asia.

Through a systematic review of existing literature, we found that research on cultivating innovation and entrepreneurship capabilities among Southeast Asian language students holds significant implications not only for enhancing students' professional competitiveness and cross-cultural communication skills but also for potentially contributing to regional economic development and cultural exchange. Therefore, this study aims to fill this gap by delving into the practices and experiences of Yunnan University in cultivating innovation and entrepreneurship capabilities among Southeast Asian language students, thereby providing new perspectives and insights for theoretical development and practical improvements in related fields.

2.3.1 Limitations of Existing Research

While existing research has provided rich theoretical frameworks and practical cases for innovation and entrepreneurship education, limitations exist when addressing specific domains, particularly the cultivation of innovation and entrepreneurship capabilities among Southeast Asian language students. These limitations manifest primarily in the following aspects:

Limitations in Research Perspectives: Most studies focus on universal principles and strategies for innovation and entrepreneurship education, lacking in-depth exploration tailored to students with specific linguistic and cultural backgrounds. Southeast Asia possesses unique cultural, economic, and social characteristics, requiring innovation and entrepreneurship education to not only emphasize universal principles but also consider regional characteristics and needs.

Limitations in Curriculum Content and Methods: While some universities have attempted to integrate innovation and entrepreneurship education into Southeast Asian language programs, these courses often emphasize theoretical knowledge delivery at the expense of relevance and practicality. Furthermore, teaching methods predominantly rely on traditional lectures, with limited adoption of case studies, project-driven approaches, field visits, and other pedagogical models that stimulate students' innovative thinking and practical skills.

Limitations in Faculty and Resources: In cultivating innovation and entrepreneurship capabilities among Southeast Asian language students, insufficient professional backgrounds and teaching experience among faculty pose a significant challenge. Concurrently, institutions' investments in relevant educational resources—such as entrepreneurial incubation platforms, industry collaboration networks, and financial support—remain relatively limited, undermining the effectiveness of innovation and entrepreneurship education.

Limitations in Evaluation and Incentive Mechanisms: Existing research lacks systematic exploration of how to evaluate and incentivize the innovation and entrepreneurship capabilities of Southeast Asian language students. Effective evaluation

systems and incentive mechanisms are crucial for stimulating students' entrepreneurial interest and enhancing their innovative abilities.

Influence of Sociocultural Factors: The innovation and entrepreneurship behaviors of Southeast Asian language students are shaped by their sociocultural contexts, yet existing research rarely considers this dimension. Factors such as family values, risk tolerance, and social support systems may significantly impact students' entrepreneurial intentions and actions.

Therefore, future research should focus more on the specific needs of cultivating innovation and entrepreneurship capabilities among Southeast Asian language students. This includes developing educational models and methods tailored to their cultural and social contexts, strengthening faculty resources and educational infrastructure, and establishing effective evaluation and incentive mechanisms. Such efforts will fully unlock and leverage the potential of this group in regional economic and social development.

2.3.2 Innovation and Challenges of This Study

This study, "Strategies for Cultivating Innovation and Entrepreneurship Capabilities Among Southeast Asian Language Students in Chinese Universities: A Case Study of Yunnan University," demonstrates significant innovation at both theoretical and applied levels. It aims to fill existing research gaps while providing concrete cultivation strategies and implementation recommendations for higher education institutions.

Theoretical Innovations

Integration of Interdisciplinary Perspectives: This study adopts an interdisciplinary methodology, combining theories from education, management, linguistics, and intercultural communication to construct a multidimensional theoretical framework. This comprehensive approach not only enriches the theoretical depth and applicability but also provides a more thorough understanding of cultivating innovation and entrepreneurship capabilities among Southeast Asian language students.

Theoretical Model for Southeast Asian Language Students' Unique Needs: Addressing the cultural, linguistic, and cognitive characteristics of Southeast Asian

language students, this study constructs a specialized theoretical model. Its innovation lies in considering students' specific backgrounds, enabling more precise guidance for educational practice and filling a gap in existing research in this area.

Integration of Innovation Education and Area Studies: This research explores the potential of combining innovation and entrepreneurship education with Southeast Asian regional studies, aiming to leverage area studies to foster students' innovative thinking and entrepreneurial capabilities. This approach, rarely addressed in traditional innovation and entrepreneurship education theories, offers new research pathways for the field.

Application Innovations

Diversified Educational Strategies: This study proposes and implements a series of innovative educational strategies, including cross-cultural team projects, simulated business operations, and regional market analysis competitions. These strategies aim to enhance students' practical skills and international competitiveness, demonstrating diversity and innovation in educational practice.

Personalized and Differentiated Teaching Models: Tailored to the diverse needs and backgrounds of Southeast Asian language students, this study designed personalized and differentiated teaching models and learning pathways. The innovation lies in its emphasis on individual student differences, ensuring efficient resource utilization and maximized educational outcomes.

Practical Evaluation System for Innovation and Entrepreneurship: This study developed a practical assessment framework for innovation and entrepreneurship capabilities, incorporating multidimensional metrics such as innovative thinking, market analysis skills, and team collaboration abilities. This evaluation system provides a reliable tool for measuring educational outcomes, demonstrating a commitment to quality in educational results.

Through these theoretical and applied innovations, this research not only offers new perspectives and theoretical contributions in the academic field but also provides actionable guidance and recommendations at the practical level. This holds

significant value and far-reaching implications for fostering innovation and entrepreneurship capabilities among Southeast Asian language students in Chinese universities, particularly at Yunnan University.

In exploring the cultivation of innovation and entrepreneurship capabilities among Southeast Asian language students, we face several critical challenges. These challenges represent both the difficulties of this research and the key hurdles that must be overcome to ensure the quality and practical value of the study.

Challenges

First, data collection and reliability pose a significant challenge. Research on specific groups requires comprehensive, detailed, and reliable data, which may prove difficult in practice. Particularly during questionnaire surveys and in-depth interviews, ensuring collected data accurately reflects the actual circumstances of Southeast Asian language students while protecting student privacy and sensitive information demands meticulous attention.

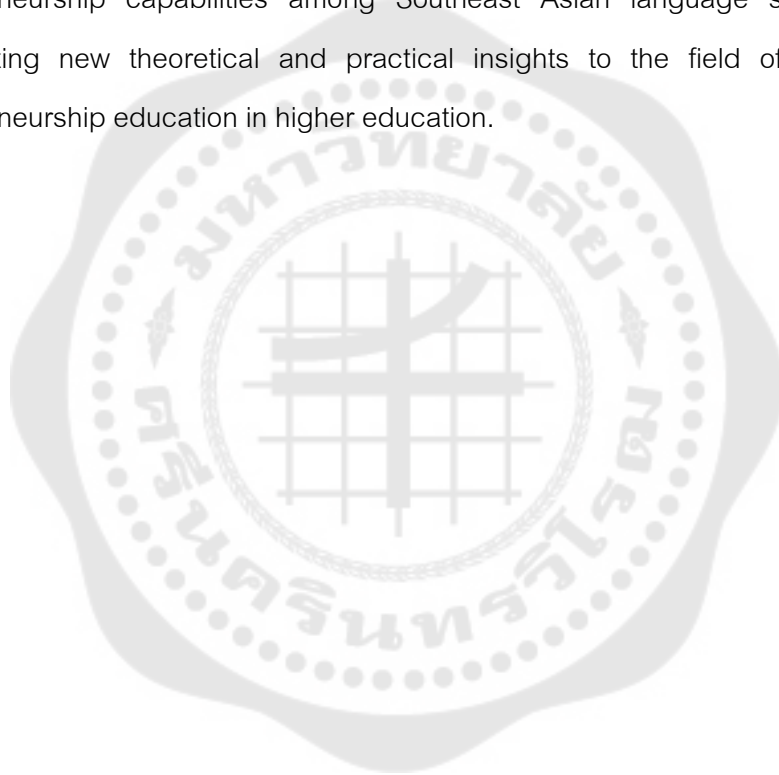
Second, the challenges of cross-cultural understanding and communication cannot be underestimated. Southeast Asia boasts rich cultural diversity, demanding researchers possess deep insight and sensitivity toward these cultures. When analyzing and interpreting data, accurately understanding and explaining students' behaviors, motivations, and perspectives—especially those closely tied to cultural contexts—requires researchers to demonstrate high cultural sensitivity and interpretive capabilities.

Moreover, assessing innovation and entrepreneurship capabilities presents another major challenge. This is a complex concept encompassing knowledge, skills, attitudes, and behaviors. Designing a scientific and comprehensive evaluation system that accurately reflects the innovation and entrepreneurship capabilities of Southeast Asian language students while accommodating diverse cultural and educational backgrounds is a task requiring careful consideration and implementation.

Finally, the practical application and effectiveness evaluation of innovation and entrepreneurship education strategies present significant challenges. Continuously

exploring and optimizing these strategies in practice is essential to ensure their effectiveness and practicality—specifically, how to implement them effectively in teaching and accurately assess their outcomes.

In summary, despite multiple challenges, these obstacles can be progressively overcome through meticulously designed research methodologies and strategies, combined with in-depth exploration of practical educational implementation. This holds significant importance for enhancing the cultivation of innovation and entrepreneurship capabilities among Southeast Asian language students and for contributing new theoretical and practical insights to the field of innovation and entrepreneurship education in higher education.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Questions and Hypotheses

3.1.1 Formulation of Research Questions

In this study, exploring strategies for cultivating innovation and entrepreneurship capabilities among Southeast Asian language students, we will address the following key questions:

What is the current state of innovation and entrepreneurship capability development among Southeast Asian language students? This question aims to gain a deep understanding of the existing capabilities and shortcomings of Southeast Asian language students in innovation and entrepreneurship, providing a foundation for further educational strategies.

What factors influence the development of innovation and entrepreneurship capabilities among Southeast Asian language students? Identifying these factors is crucial for designing effective educational strategies. This includes students' personal backgrounds, cultural factors, educational resources provided by schools, and the learning environment.

How can we design effective innovation and entrepreneurship education strategies for Southeast Asian language students that integrate their cultural and educational contexts? We will explore educational methods and strategies tailored to the unique needs of Southeast Asian language students, adapting to their cultural and educational backgrounds.

How can the effectiveness of innovation and entrepreneurship education strategies for Southeast Asian language students be evaluated and enhanced? Designing a scientific evaluation system enables comprehensive assessment of students' innovation and entrepreneurship capabilities while providing feedback to guide the optimization of educational practices.

By posing these questions, this study aims to fill existing research gaps, particularly in exploring specific strategies and methods for cultivating innovation and entrepreneurship capabilities among Southeast Asian language students in Chinese universities. Addressing these issues will provide clear direction for formulating subsequent research hypotheses and selecting research methodologies.

3.1.2 Formulation of Research Hypotheses

Based on the research questions outlined above, this study proposes the following research hypotheses:

Hypothesis 1: Culturally adaptive educational strategies significantly enhance the innovation and entrepreneurship capabilities of Southeast Asian language students. Culturally adaptive educational strategies emphasize tailoring teaching content and methods to the cultural backgrounds of Southeast Asian students. By providing a familiar and comfortable learning environment, such strategies help reduce cultural barriers and enhance learning efficiency. Furthermore, incorporating case studies from Southeast Asia and culturally sensitive training can promote students' understanding of local markets and strengthen their localized innovation and entrepreneurship mindset.

Hypothesis 2: Interdisciplinary education models positively influence the innovation and entrepreneurship capabilities of Southeast Asian language students. By integrating knowledge and methodologies across disciplines, interdisciplinary education broadens students' perspectives and equips them with diverse problem-solving tools. For Southeast Asian language students, this approach not only deepens their understanding of specialized knowledge but also stimulates innovative thinking, fostering entrepreneurial development within cross-cultural contexts. For instance, combining business management, marketing, and language learning enables students to analyze market demands while acquiring practical innovation and entrepreneurship skills.

Hypothesis 3: Personalized and differentiated teaching approaches can effectively enhance the outcomes of innovation and entrepreneurship education for Southeast Asian language students. Tailoring instruction to individual differences and specific needs promotes more comprehensive student development. This method

ensures each student advances in their strongest and most engaging areas through customized learning plans, flexible pathways, and diverse assessment methods, thereby maximizing their innovation and entrepreneurship capabilities.

Hypothesis 4: Practice-oriented educational strategies emphasize enhancing students' innovation and entrepreneurship capabilities through hands-on activities and accumulated practical experience. For Southeast Asian language students, practical opportunities such as internships, project collaborations, and entrepreneurship competitions not only help them apply theoretical knowledge to real-world contexts but also provide cross-cultural communication and cooperation experiences. This is crucial for cultivating innovative and entrepreneurial talents with an international perspective.

Hypothesis 5: Effective assessment and feedback mechanisms can significantly enhance the effectiveness of innovation and entrepreneurship education for Southeast Asian language students. Establishing a robust assessment and feedback system is vital for the successful implementation of such education. For Southeast Asian language students, this entails not only quantitative and qualitative evaluations of their innovative thinking and entrepreneurial skills but also consideration of how cultural differences influence assessment outcomes. Through regular evaluations and timely feedback, educators and students can adjust learning strategies promptly to ensure educational objectives are met.

3.2 Research Methodology

In the master's thesis titled "Strategies for Cultivating Innovation and Entrepreneurship Capabilities Among Southeast Asian Language Students in Chinese Universities: A Case Study of Yunnan University," the primary research methods employed include literature review, empirical research (comprising questionnaire surveys and in-depth interviews), and case studies. The rationale for selecting these methods is as follows:

Literature Review Method: This serves as the foundation of the research. By extensively reviewing relevant domestic and international literature, we can accurately grasp the theoretical basis, developmental trends, and current application status of

innovation and entrepreneurship education among Southeast Asian language students. The literature review not only helps establish the theoretical framework for the study but also clarifies research gaps and innovation points, providing solid theoretical support and reference basis for the research.

Empirical research methods (including questionnaires and in-depth interviews): To gain an in-depth understanding of the current state, needs, and challenges faced by Southeast Asian language students in innovation and entrepreneurship education, empirical research methods are indispensable. Questionnaires enable the collection of large-scale sample data for quantitative analysis, revealing general issues and trends in cultivating innovation and entrepreneurship capabilities among Southeast Asian language students. In-depth interviews, meanwhile, allow for a deeper understanding of individual student experiences, perceptions, and needs, as well as specific challenges and effective strategies within educational practices, providing rich qualitative data for the research.

Case Study Method: Given Yunnan University's unique and representative role in cultivating innovation and entrepreneurship capabilities among Southeast Asian language students, the case study method will enable us to thoroughly analyze and summarize its successful experiences and existing challenges. By examining specific cases, we can better understand and interpret the effectiveness of innovation and entrepreneurship education strategies in practical application, thereby proposing more targeted and practical recommendations.

In summary, the integrated application of these research methods will facilitate a comprehensive and in-depth exploration of strategies for cultivating innovation and entrepreneurship capabilities among Southeast Asian language students. This approach spans from theory to practice and from macro to micro levels, ultimately yielding a scientific and systematic body of research findings.

3.2.1 Literature Review Method

In the master's thesis "Strategies for Cultivating Innovation and Entrepreneurship Capabilities Among Southeast Asian Language Students in Chinese

Universities: A Case Study of Yunnan University," the literature review method served as the foundation for constructing the research framework and clarifying objectives and strategies. Specifically, its research context and practical significance include:

Establishing Theoretical Foundations: By reviewing relevant domestic and international literature, one can gain a deep understanding of the theoretical foundations, development trends, and educational models for innovation and entrepreneurship education across different cultural contexts. This provides robust theoretical support for the research and enables the construction of a specialized model for cultivating innovation and entrepreneurship capabilities among Southeast Asian language students.

Identifying Research Gaps: A comprehensive analysis of existing research outcomes helps pinpoint gaps in the field of cultivating innovation and entrepreneurship capabilities among Southeast Asian language students. This not only clarifies the research direction and focus but also provides innovative angles, ensuring the study's novelty and significance.

Drawing on Advanced Experiences: Review successful cases and experiences from similar research fields domestically and internationally to provide references and insights. By analyzing the success factors and potential challenges within these cases, more effective strategies for cultivating innovation and entrepreneurship capabilities can be designed for this study.

Guiding Research Method Selection: By evaluating research methods and tools employed in existing literature, this step guides the appropriate selection of methodologies for this study. This includes determining suitable data collection and analysis methods aligned with research objectives, as well as integrating quantitative and qualitative approaches to comprehensively assess the effectiveness of cultivation strategies.

Defining Research Contributions: Based on the literature review findings, clarify how this study complements and expands the existing knowledge base. Through comparative analysis, demonstrate the novel contributions of this research at both

theoretical and practical levels, particularly highlighting its distinctive features and advantages in cultivating innovation and entrepreneurship capabilities among Southeast Asian language students.

In the master's thesis "Strategies for Cultivating Innovation and Entrepreneurship Capabilities Among Southeast Asian Language Students in Chinese Universities: A Case Study of Yunnan University," the application of the literature review method not only aids in constructing the theoretical framework and practical foundation of the research but also provides clear direction and methodological support for its implementation, ensuring the study can proceed systematically and in-depth.

3.2.2 Empirical Research Method

In the master's thesis "Research on Cultivating Innovation and Entrepreneurship Capabilities Among Southeast Asian Language Students in Chinese Universities: A Case Study of Yunnan University," empirical research serves as a critical methodology. It aims to validate research hypotheses and provide practical evidence for proposed cultivation strategies through the collection and analysis of real-world data. This approach primarily comprises two components: questionnaire surveys and in-depth interviews. Their specific application scenarios and practical significance are outlined below:

3.2.2.1 Questionnaire Surveys

As a vital component of empirical research, the questionnaire survey systematically collects data to analyze the current state, needs, and feedback regarding innovation and entrepreneurship education among Southeast Asian language students.

The School of Foreign Languages currently has 947 undergraduate students across 13 majors and 867 graduate students. This questionnaire is projected to distribute 200 copies both online and offline, covering the entire educational spectrum from undergraduate to graduate students within the School of Foreign Languages.

The steps for questionnaire design, implementation, and data analysis are as follows:

Questionnaire Design:

Clear Objectives: The questionnaire first defines its research goals—assessing Southeast Asian language students' innovation and entrepreneurship capabilities and their perspectives on educational strategies.

Content Structure: The questionnaire will focus on key areas such as innovative thinking, entrepreneurial intent, entrepreneurial knowledge and skills, and cross-cultural communication abilities. It will also collect basic student information, including academic background and learning experiences.

Diverse Formats: Closed-ended questions assess specific competency levels and needs, while open-ended questions gather concrete suggestions and feedback on educational strategies.

Distribution:

Multi-Channel Distribution: Combining online methods (e.g., email, social media, online survey platforms) with offline methods (paper questionnaires) to ensure broad coverage of the target student population.

Encouraging Participation: Students are motivated to engage and provide authentic feedback through explanations of the study's purpose and significance, alongside assurances of survey anonymity and data confidentiality.

Data Analysis:

Quantitative Analysis: For multiple-choice questions, descriptive statistics can analyze data distribution and frequency. Statistical software (e.g., SPSS, Excel) performs descriptive analysis, correlation analysis, and regression analysis on closed-ended data to reveal relationships and influences between variables.

Qualitative Analysis: Conduct content analysis on open-ended responses using content analysis techniques. Categorize answers and distill key perspectives to summarize students' views and suggestions on innovation and entrepreneurship education, particularly specific feedback regarding cultivation strategies.

Combine quantitative and qualitative data for cross-analysis to uncover relationships between different variables.

Application of Results:

Strategy Optimization: Evaluate and refine existing innovation and entrepreneurship education strategies based on survey findings to better meet the needs of Southeast Asian language students.

Policy Recommendations: Provide evidence-based policy recommendations to support educational decision-makers and school administrators in developing more effective educational training programs.

Through this questionnaire survey, the study aims to gain in-depth insights into the specific needs and challenges faced by Southeast Asian language students at Yunnan University in innovation and entrepreneurship education, thereby supporting the development of more precise and effective cultivation strategies. Additionally, the survey results will provide crucial data for understanding the characteristics and strengths of Southeast Asian language students, thereby promoting further development in Yunnan University's international education initiatives.

3.2.2.2 In-Depth Interviews

In-depth interviews serve as a critical empirical research method for gathering detailed and nuanced data, particularly regarding students' personal experiences, perceptions, and specific needs related to innovation and entrepreneurship education.

The School of Foreign Languages has a total of 220 faculty members, including 28 Southeast Asian instructors. Interviews will cover faculty from all Southeast Asian language programs, with one representative subject leader, one higher vocational education instructor, and one secondary vocational education instructor selected for each category.

The design, implementation, and analysis steps for the in-depth interviews are as follows:

I. Selection of Interview Participants:

Select representative Southeast Asian language faculty from Yunnan University, encompassing diverse disciplines, seniority levels, and cultural backgrounds to ensure broad and in-depth research outcomes. Consider including other stakeholders such as administrative staff and industry experts to gain a comprehensive perspective.

II. Preparation of Interview Guide:

Develop a structured interview guide featuring open-ended questions to explore students' experiences with innovation and entrepreneurship education, challenges encountered, and perspectives on educational strategies and recommendations.

The interview guide should be applied flexibly, allowing for adjustments based on the flow of the conversation and the interviewee's responses.

III. Conducting Interviews:

Conduct in-depth interviews via face-to-face meetings or online video conferences to ensure natural communication flow and accurate information exchange.

During interviews, encourage interviewees to express themselves freely while maintaining a balance between active listening and guiding the conversation to deeply explore their perspectives and experiences.

IV. Data Recording and Analysis:

Record interviews (with interviewee consent) and take notes to facilitate subsequent data analysis.

Qualitative analysis methods, such as thematic analysis, were employed to code and categorize interview content, extracting key themes and insights.

V. Application of Findings:

Combined with survey findings, the qualitative data from in-depth interviews will provide deeper insights into the specific needs and challenges faced by Southeast Asian language students in cultivating innovation and entrepreneurship capabilities.

Based on these insights, specific and targeted recommendations for improving educational training strategies will be proposed to better support the innovation and entrepreneurship education of Southeast Asian language students.

Through in-depth interviews, this study will gain a more profound understanding and analysis of the unique experiences and needs of Southeast Asian language students in the innovation and entrepreneurship process, thereby providing a solid foundation for developing more effective educational strategies. Additionally, this

qualitative research approach will help reveal potential opportunities and challenges for Yunnan University in advancing international education and promoting students' comprehensive development.

The application of empirical research methods enables this study to scientifically evaluate the innovation and entrepreneurship capabilities of Southeast Asian language students based on actual data, thereby designing more effective and adaptable development strategies. By combining the breadth of questionnaire surveys with the depth of in-depth interviews, the research comprehensively captures and understands the multiple factors influencing the innovation and entrepreneurship capabilities of Southeast Asian language students, providing robust support for enhancing educational quality and cultivating talent with international perspectives and innovative capabilities.

3.2.3 Case Study Method

The case study method is a crucial research approach aimed at deeply analyzing and understanding specific, real-world cases of innovation and entrepreneurship education. By conducting detailed case analyses of innovation and entrepreneurship education practices for Southeast Asian language students at Yunnan University, this study seeks to reveal the success factors, challenges, and opportunities in cultivating innovation and entrepreneurship capabilities, as well as the effectiveness of specific educational strategies and methods. The following outlines the application framework of the case study method in this research:

I. Case Selection:

Carefully selected representative cases that demonstrate the diverse approaches and outcomes of Yunnan University in fostering innovation and entrepreneurship capabilities among Southeast Asian language students.

Both successful cases and those facing challenges are included to gain a comprehensive perspective and deep insights.

II. Data Collection:

Employ multiple data collection methods—such as document analysis, observation, and in-depth interviews—to gather detailed information related to the selected cases.

The collected data should cover aspects such as case background, implementation process, effectiveness evaluation, challenges encountered, and resolution strategies.

III. Case Analysis:

Employ qualitative analysis methods to systematically code and conduct thematic analysis of the collected data, extracting key themes and patterns.

The analysis particularly focuses on the innovative aspects of educational strategies, critical factors during implementation, and assessments of their impact on students' innovation and entrepreneurship capabilities.

IV. Theoretical Integration:

Compare and relate the case analysis findings to theoretical frameworks and existing research to test and enrich theoretical assumptions and concepts.

Through case analysis, deepen understanding of innovation and entrepreneurship education theory, particularly its application and specific characteristics within the context of Southeast Asian language students.

V. Strategy Extraction and Recommendations:

Based on the case analysis findings, effective strategies and teaching methods for cultivating innovation and entrepreneurship capabilities are distilled to provide practical guidance for Yunnan University and institutions with similar contexts.

Targeted recommendations are proposed to enhance and optimize innovation and entrepreneurship education practices for Southeast Asian language students. The case study approach provides deep insights and concrete practical guidance. By meticulously analyzing specific cases of cultivating innovation and entrepreneurship capabilities among Southeast Asian language students at Yunnan University, this research aims to explore and validate effective educational strategies

and methods, offering valuable practical experience and theoretical guidance for innovation and entrepreneurship education in higher education institutions.



CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Basic Information of Survey Participants

This survey targeted undergraduate students, selected faculty members, and administrative staff from the School of Foreign Languages at Yunnan University. Relevant data and information were collected through distributed questionnaires and conducted interviews. The questionnaire design encompassed students' gender, grade level, academic background, as well as their motivations and experiences in participating in innovation and entrepreneurship education, aiming to obtain comprehensive quantitative data. However, quantitative research can only assist in statistical analysis and problem identification; to delve deeper into these issues, purposeful in-depth interviews remain essential. Concurrently, the interview outline addressed faculty members' specific roles in innovation and entrepreneurship education, their teaching practices, and their perspectives on policy implementation. This approach enhances the transparency and reproducibility of the research methodology section. This chapter systematically describes and analyzes the basic information of the survey participants.

4.1.1 Student Gender, Grade Level, and Major Distribution

This study distributed questionnaires to students across 13 undergraduate majors in the School of Foreign Languages at Yunnan University. To ensure timely distribution, an online questionnaire format was adopted. With a current enrollment of 862 undergraduate students in the school, the survey collected 164 responses. After excluding one invalid questionnaire, 163 valid responses were obtained, yielding a response rate of 18.9%.

Regarding gender distribution, 21 male participants accounted for 12.88%, while 142 female participants represented 87.12%. This gender ratio aligns with the School of Foreign Languages' demographic where male students are relatively scarce, reflecting the prevailing trend of female dominance in foreign language disciplines.

Table 1 Quantitative Questionnaire Responses by Grade Level (Sample Size: 163)

Grade	Number of Respondents	Percentage of Respondents (rounded)
Freshman	51	31.3%
Second-year undergraduate	81	49.7%
Junior Year	13	8.0%
Senior Year	18	11%

Table 1 shows that second-year students exhibit the highest participation rate, accounting for 49.7%. This phenomenon may be attributed to the relatively flexible course schedules for second-year students. For instance, compared to other years, second-year students have a more balanced allocation of core major courses and electives, allowing them more time to engage in extracurricular activities and innovation/entrepreneurship projects. Additionally, sophomores exhibit distinct characteristics in innovation and entrepreneurship participation. This stems primarily from their foundational understanding of relevant policies gained during freshman year. As the survey was conducted at the beginning of their sophomore year, they demonstrated heightened enthusiasm.

Table 2 Quantitative Questionnaire Responses by Major (Sample Size: 163)

Major	Number	Percentage
English	79	48.47%
French	21	12.88%
Khmer	2	1.23%
Lao	2	1.23%
Malay	1	0.61%
Bengali	5	3.07%
Burmese	5	3.07%
Nepali	12	7.36%
Japanese	6	3.68%
Sinhala	4	2.45%
Thai	14	8.59%
Hindi	11	6.75%
Vietnamese	1	0.61%

In terms of major distribution, the students who participated in the questionnaire covered 13 majors. Among them, 79 students majored in English, accounting for 48.47%; 21 students majored in French, accounting for 12.88%; 12 students majored in Nepali, accounting for 7.36%; 14 students majored in Thai, accounting for 8.59%; Students from other Southeast Asian language majors (including

Cambodian, Lao, Malay, Burmese, Bengali, Sinhala, Hindi, and Vietnamese) totaled 31, accounting for 19.02%.

English majors showed the highest participation rate, nearing 50%, highlighting the dominance of English within the School of Foreign Languages and further reflecting its absolute advantage in enrollment scale. The average annual enrollment for English majors is 120 students, equivalent to the combined total of the other 12 majors.

In contrast, participation from French and Southeast Asian language majors was relatively low. This may be attributed to the smaller overall enrollment in Southeast Asian language programs and the comparatively limited opportunities for these students to engage in innovation and entrepreneurship activities.

4.1.2 Basic Information of Participating Faculty and Teaching Administrators

For the qualitative research component, this study conducted in-depth interviews with six faculty members and teaching administrators from the School of Foreign Languages at Yunnan University. Interviewees were selected primarily based on their managerial responsibilities in innovation and entrepreneurship education and their significant roles in teaching practice. Specifically, innovation and entrepreneurship education administrators (such as program managers and associate deans for undergraduate education) serve as core forces directly involved in and driving this work, possessing a far deeper understanding of policies and regulations than general faculty. Additionally, both general language and non-general language faculty members were selected as active participants in innovation and entrepreneurship initiatives within their departments. These individuals are better positioned to identify teaching challenges and provide constructive feedback. Consequently, interviewees were chosen based on these criteria. All participating faculty members are key contributors to undergraduate education and possess extensive practical experience in innovation and entrepreneurship education. The following outlines the basic information of the interviewees:

Table 3 Qualitative Interview Participants

Position	Years of Teaching Experience	Experience in Innovation and Entrepreneurship Work	Title	Education Level
Innovation and Entrepreneurship Management	10+ years	5+ years	Lecturer	Ph.D.
Associate Dean for Undergraduate Education	10+ years	4+ years	Professor	Ph.D.
Chair of the Thai Language Department	10+ years	3+ years	Associate Professor	Ph.D.
Chair of the French Department	10+ years	3+ years	Associate Professor	Ph.D.
Chair of the English Department	10+ years	4+ years	Associate Professor	Master's Degree

All interviewed faculty members have over 10 years of teaching experience and have actively participated in teaching and managing innovation and entrepreneurship education over the past three years. These educators possess high representativeness and authority in understanding and practicing innovation and entrepreneurship education within foreign language disciplines. For instance, one instructor successfully guided students to complete a cross-cultural communication project in an innovation and entrepreneurship course, earning a university-level innovation and entrepreneurship award; another collaborated with enterprises to lead

students in real-world translation projects, enhancing their practical skills. These concrete examples further demonstrate faculty members' proactive engagement in innovation and entrepreneurship education. Interview questions primarily focused on how faculty integrate innovation and entrepreneurship education with foreign language disciplines during instruction, how they design related teaching activities, and their specific views on the implementation of innovation and entrepreneurship policies. Specific interview questions included: 1) How do you incorporate elements of innovation and entrepreneurship education into your courses? 2) When designing teaching activities, how do you consider the objectives of innovation and entrepreneurship education? 3) How do you perceive the impact of current innovation and entrepreneurship policies on teaching? 4) How do you evaluate student performance in innovation and entrepreneurship projects? 5) What is the greatest challenge you encounter in teaching? Through in-depth interviews with these educators, this study enables a multifaceted analysis of innovation and entrepreneurship education within foreign language disciplines, providing a solid foundation for subsequent qualitative data analysis.

4.2 Questionnaire Reliability Analysis

4.2.1 Data Sources and Variable Descriptions

Data were derived from questionnaires and in-depth interviews with students and faculty at the School of Foreign Languages, Yunnan University. The questionnaire primarily included variables across the following dimensions:

Basic Information: School, Major, Grade Level, Gender (V1-V4)

Awareness and Impact of Innovation and Entrepreneurship Policies: (V5-V22)

Level of understanding of national policies (V5)

Policy Access Channels (V6-V10)

Impact of policies on career planning (V11)

Awareness and Evaluation of School Policies (V12-V15, V22)

Specific Aspects of School Policy Support (V16-V21)

Participation in Innovation and Entrepreneurship Activities and Influencing Factors: (V23-V47)

Proportion of Participation and Motivation (V23-V24)

Motivation for Participation (V25-V31)

Barriers to Participation (V32-V37)

Activity Quality and Organizational Evaluation (V38)

Perceived Skill Enhancement (V39-V44)

Activity Mobilization, Diversity, Rewards, and Practicality Evaluation (V45-V48)

Perception and Evaluation of Innovation and Entrepreneurship Instruction: (V49-V65)

Curriculum and Discipline Relevance (V49-V50)

Curriculum Content Adaptability (V51)

Theory-to-Practice Ratio (V52)

Cross-Cultural and International Collaboration Content (V53-V54)

Teaching Method Evaluation (V55-V59)

Evaluation of Teaching Resources (V60-V65)

Application and Evaluation of Technology Tools: (V66-V82)

Use of Technical Tools (V66-V74)

Adequacy of Technical Training (V75)

Challenges Presented by Technology Application (V76)

Commonly Used Technical Tools (V77-V80)

Interdisciplinary Integration and Technical Support Evaluation (V81-V82)

Career Development and International Perspective: (V83-V97)

Interest in International Work (V83)

Recognition of Foreign Language Proficiency in the Belt and Road Initiative (V84)

Confidence in International Competitiveness Through Innovation and Entrepreneurship Education (V85-V86)

- Cultural Knowledge Requirements for the Belt and Road Initiative (V87)
- Perceived Advantages of Foreign Language Students in International Programs (V88)
- Post-Graduation Interest in International Innovation and Entrepreneurship Projects (V89)
- Participation in International Program Simulation Practices (V90)
- Key Competency Development Needs (V91-V95)
- Recommendations for Future Development (V96-V97)

4.2.2 Data Reliability Analysis

To ensure the reliability and stability of questionnaire measurement results, this study conducted reliability analysis on the primary scales within the questionnaire using Cronbach's Alpha coefficient. Based on the reliability analysis results, the reliability coefficients for each primary scale are as follows:

Note: Sample size = 163

Policy Awareness (V5, V12, V13, V14, V15): Alpha = 0.843

Reliability Statistics

Cronbach's Alpha	Number of Items
.843	5

School Policy Support (V16, V17, V18, V19, V20, V21): Alpha = 0.928

Reliability Statistics

Cronbach's Alpha	Number of Items
.928	6

Motivation for Activity Participation (V25, V26, V27, V28, V29, V30, V31): Alpha = 0.916

Reliability Statistics

Cronbach's Alpha	Number of Items
.916	7

Activity Participation Barriers (V32, V33, V34, V35, V36, V37): Alpha = 0.890

Reliability Statistics

Cronbach's Alpha	Number of Items
.890	6

Perceived Capability Enhancement (V39, V40, V41, V42, V43, V44): Alpha = 0.957

Reliability Statistics

Cronbach's Alpha	Number of Items
.957	6

Teaching Evaluation (V49, V50, V51, V54): Alpha = 0.946

Reliability Statistics

Cronbach's Alpha	Number of Items
.946	4

Technology Application Evaluation (V77, V88): Alpha = 0.864

Reliability Statistics

Cronbach's Alpha	Number of Items
.864	2

Career Development and Internationalization (V91, V92, V93, V94, V96, V97): Alpha = 0.914

Reliability Statistics

Cronbach's Alpha	Number of Items
.914	6

All core scales demonstrated Cronbach's α coefficients exceeding 0.8, with the student perceived competency enhancement scale achieving particularly high reliability at 0.957. This indicates the questionnaire possesses exceptional reliability in measuring students' subjective perceptions and competency development. Such robust

data quality provides a solid foundation for subsequent mean comparisons, correlation analyses, and regression analyses based on these dimensional variables. The statistical results are trustworthy and serve as a strong basis for formulating educational strategies.

4.3 Descriptive Statistical Analysis

By calculating the mean scores (composite scores) for each core scale, we can gain an initial understanding of students' overall perceptions across dimensions. For instance, the mean and standard deviation of composite variables such as "policy awareness," "perceived institutional policy support," "motivation intensity for activity participation," "perceived skill enhancement," "comprehensive teaching evaluation," "comprehensive technology application evaluation," and "perceived career development and internationalization" were determined. These metrics reflect the central tendency and dispersion of student responses in these areas, aiming to precisely map the cognitive structure, core needs, and practical pain points of current foreign language majors regarding innovation and entrepreneurship education. By examining the level of these means, we can identify areas of educational strength and critical weaknesses requiring urgent attention, thereby providing a basis for prioritizing resource allocation.

Table 4 Mean and Standard Deviation of Policy Awareness

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
V5	163	1.00	5.00	2.9571	1.00830
V12	163	1.00	5.00	4.0982	.87640
V13	163	1.00	5.00	3.2147	1.02284
V14	163	1.00	5.00	3.3497	1.00329
V15	163	1.00	5.00	3.7362	.98650
Number of Valid Cases (Row)	163				

Analysis indicates that students' mean scores across the five items measuring "policy awareness" ranged from 2.96 to 4.10 (on a 1-5 scale), reflecting an overall moderately high level. Standard deviations ranged from 0.88 to 1.03, suggesting some variation in policy understanding among students but no extreme polarization.

Specifically, students perceived the strongest emphasis on innovation and entrepreneurship projects or competitions at their institution (V12, mean 4.10), reflecting widespread recognition of Yunnan University's policy value. However, awareness of national innovation and entrepreneurship incentive policies was lowest (V5, mean 2.96), highlighting the practical issue of "insufficient knowledge of policy content."

Table 5 Mean and Standard Deviation of Perceived School Policy Support

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
V16	163	1.00	5.00	3.9325	.95665
V17	163	1.00	5.00	3.9693	.90556
V18	163	1.00	5.00	4.0920	.96743
V19	163	1.00	5.00	4.0368	.93551
V20	163	1.00	5.00	3.9571	.97721
V21	163	1.00	5.00	3.8957	.97887
Number of Valid Cases (Row)	163				

Analysis indicates that students' mean scores across the six items measuring "Perceived Supportiveness of School Policies" ranged from 3.89 to 4.09 (on a 1-5 scale), reflecting an overall level of above-average perception. With standard deviations between 0.90 and 0.98, this suggests relatively consistent student perceptions regarding institutional support for innovation and entrepreneurship, minimal individual cognitive variation, and no significant opposing viewpoints.

Specifically, students perceived the strongest support for "School policies should strengthen collaboration with outstanding domestic and international enterprises to provide internship opportunities" (V18, mean 4.0920). This reflects the high expectations of Yunnan University School of Foreign Languages students for "practice-oriented policy support," aligning closely with the core requirements of innovation and entrepreneurship in foreign language disciplines—namely, integrating international market practices and enhancing cross-cultural application capabilities. However, the perception of "school policies should regularly organize exchange activities through foreign language innovation and entrepreneurship workshops" was relatively the lowest (V21, mean 3.8957). This reflects the reality that "awareness and expectations for discipline-specific exchange-oriented policy support are somewhat weaker," potentially due to insufficient promotion coverage of existing workshops and unappealing activity formats.

Furthermore, the mean scores for most other items ranged between 3.90 and 4.04, further indicating that students' expectations for institutional policy support are concentrated in three core areas: "practical resource matching," "professional training empowerment," and "funding guarantees." They also generally perceive "targeted, actionable policy measures" positively, providing a clear direction for the institution to optimize its innovation and entrepreneurship policy support system.

Table 6 Mean and Standard Deviation of Activity Participation Motivation Intensity

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
V25	163	1.00	5.00	3.9141	.99007
V26	163	1.00	5.00	3.8773	.98616
V27	163	1.00	5.00	3.8160	.95736
V28	163	1.00	5.00	3.9509	.92832
V29	163	1.00	5.00	4.0982	.91094
V30	163	1.00	5.00	4.1534	.92685
V31	163	1.00	5.00	4.2331	.92008
Number of Valid Cases (Row)	163				

Analysis indicates that students' mean scores across the seven items measuring "motivation intensity for activity participation" ranged from 3.82 to 4.23 (on a 1-5 scale), reflecting a generally high level overall. Standard deviations ranged from 0.92 to 0.99, suggesting that students' motivation for participating in innovation and entrepreneurship activities is broadly positive, with minimal cognitive variation and no significant differentiation.

Specifically, students exhibited strongest motivation toward "gaining high-quality academic advancement and employment opportunities" (V31, mean 4.2331), reflecting strong recognition of the "personal development enhancement" value of

innovation and entrepreneurship activities. While motivation for "expanding innovation capabilities and enhancing professional qualities from a disciplinary perspective" was relatively weaker (V28, mean 3.8160). This suggests a potential tendency toward insufficient awareness of deeply integrating innovation and entrepreneurship activities with professional competencies, possibly related to the limited disciplinary integration within activity content.

Table 7 Mean and Standard Deviation of Perceived Competency Enhancement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
V39	163	1.00	5.00	3.7975	1.07244
V40	163	1.00	5.00	3.6810	1.05237
V41	163	1.00	5.00	3.8098	1.01563
V42	163	1.00	5.00	3.7791	1.05424
V43	163	1.00	5.00	3.5460	1.12876
V44	163	1.00	5.00	3.6380	1.08765
Number of Valid Cases (Row)	163				

Analysis indicates that Students' mean scores across the six items measuring "Perceived Enhancement of Competencies" ranged from 3.55 to 3.81 (on a 1-5 scale), indicating an overall upper-middle level. With standard deviations between 1.01 and 1.13, this suggests students generally recognize the positive impact of innovation and

entrepreneurship activities on skill development. However, individual perception variations were slightly greater than in other dimensions (some items exceeded a standard deviation of 1.1), indicating some cognitive divergence.

Specifically, students reported the strongest perceived improvement in "Innovative Thinking and Complex Problem-Solving Skills" (V41, mean 3.8098), reflecting the belief among Yunnan University School of Foreign Languages students that innovation and entrepreneurship activities significantly break mental patterns and cultivate logical problem-solving abilities. Conversely, the weakest perceived improvement was in "understanding of markets and business models" (V43, mean 3.5460), with the largest standard deviation (1.12876) among the six items. This reflects the reality that "there is no widespread consensus on the effectiveness of enhancing market-related competencies," potentially due to some students lacking sufficient exposure to core components like market research and business model design.

Overall, students clearly perceive improvements in "thinking skills and foundational practical abilities" from innovation and entrepreneurship activities, but their perception of advanced capabilities like "market awareness, leadership, and theoretical application" is relatively weak, with significant individual variation.

Table 8 Mean and Standard Deviation of Comprehensive Teaching Evaluation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
V49	163	1.00	5.00	3.5337	.98308
V50	163	1.00	5.00	3.6196	.98888
V51	163	1.00	5.00	3.6503	.97204
V54	163	1.00	5.00	3.7178	.92636
Number of Valid Cases (Row)	163				

Analysis indicates that students' mean scores across the four items of the "Comprehensive Teaching Evaluation" ranged from 3.53 to 3.72 (on a 1-5 scale), reflecting an overall upper-middle level. With standard deviations between 0.92 and 0.98, this suggests students' evaluations of innovation and entrepreneurship teaching lean positive. However, overall ratings did not reach "highly recognized" status (all means below 4.0), and cognitive differences were minimal with no extreme polarization.

Specifically: Students rated "The extent to which teaching content integrates cross-cultural collaboration and cultivates international perspectives" highest (V54, mean 3.7178), reflecting recognition of "international elements" in instruction—aligning strongly with foreign language disciplines' core goal of "developing cross-cultural communication skills." Conversely, the lowest evaluation was for "the relevance of teaching content to foreign language expertise" (V49, mean 3.5337), revealing a potential issue of "insufficient integration between the major and innovation/entrepreneurship instruction."

Overall, students demonstrated high recognition of the "integration of international elements" in innovation and entrepreneurship education, but their evaluations of "professional relevance" and "adaptability to needs" were relatively conservative. This indicates an imbalance in teaching between "cultivating general innovation capabilities" and "integrating foreign language discipline characteristics."

Table 9 Mean and Standard Deviation of Comprehensive Evaluation for Technology Application

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
V77	163	1.00	5.00	3.5583	.98192
V88	163	1.00	5.00	3.6871	.91975
Number of Valid Cases (Row)	163				

Analysis indicates that students' mean scores for the two items under "Comprehensive Evaluation of Technology Application" ranged between 3.56 and 3.69 (on a 1-5 scale), indicating an overall upper-middle level. The standard deviation ranged from 0.92 to 0.98, suggesting that students' evaluations of technology application in innovation and entrepreneurship education tend to be positive. However, overall recognition did not reach a high level (all means below 3.7 points), and cognitive differences were small with no significant differentiation.

Specifically, students rated the "adequacy of technical tools used in innovation and entrepreneurship education" relatively highly (V88, mean 3.6871), indicating they perceive existing teaching practices as having established a solid foundation in "basic technical tool application. "However, evaluations of the "practicality of school-provided innovation and entrepreneurship-related technical training (e.g., foreign language tech tools, cross-border e-commerce technologies)" were slightly lower (V77, mean 3.5583), reflecting the practical issue that "the alignment of technical training with students' actual needs requires improvement."

Regarding the correlation between the two items, the evaluation gap between "technical tool usage" and "practicality of technical training" is relatively small (difference of 0.13), indicating a certain degree of interdependence between the two—the practical application of technical tools may partially depend on the effectiveness of prior training. However, the overall ratings for both items remain at a moderate level, suggesting significant room for improvement in the integration of technology applications within innovation and entrepreneurship education. This reflects that the current application of technology in such education has yet to form a closed loop of "training-application-value perception."

Table 10 Mean and Standard Deviation for Career Development and Internationalization Perception

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
V91	163	1.00	5.00	3.8160	.93121
V92	163	1.00	5.00	4.1902	.86461
V93	163	1.00	5.00	3.8834	.83439
V94	163	1.00	5.00	3.9018	.86220
V96	163	1.00	5.00	3.7239	.92488
V97	163	1.00	5.00	3.8037	.88093
Number of Valid Cases (Row)	163				

Analysis indicates that students' mean scores across the six items of "Career Development and Internationalization Perception" ranged from 3.72 to 4.19 (on a 1-5 scale), reflecting an overall moderately high level. Standard deviations ranged from 0.83 to 0.93, suggesting moderate dispersion in student perceptions without extreme polarization.

Specifically, students perceived the "importance of foreign language proficiency in the Belt and Road field" most strongly (V92, mean 4.19), reflecting high recognition of the value of their linguistic tools. However, they perceived the "advantages of foreign language majors in international innovation and entrepreneurship projects" most weakly (V96, mean 3.72), suggesting a potential issue of "unclear recognition of professional advantages."

4.4 Differential Analysis

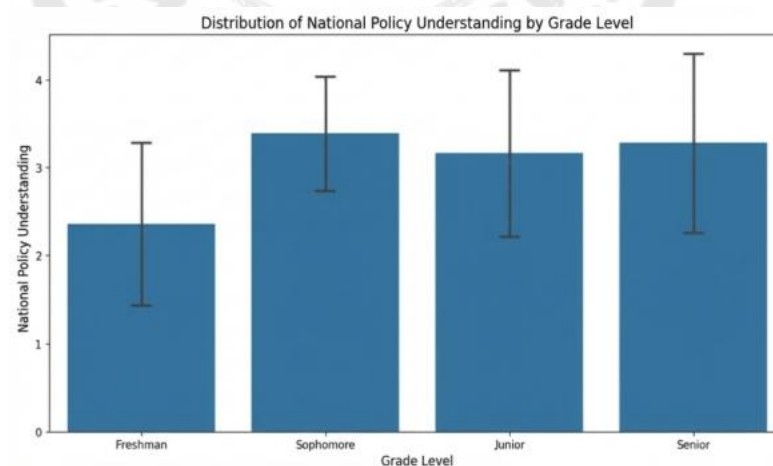
This section investigates whether significant differences exist in innovation and entrepreneurship-related cognition, attitudes, and behaviors among students from different backgrounds (major, grade level, gender). Analysis methods primarily include one-way analysis of variance (ANOVA) and independent samples t-tests.

4.4.1 Analysis of Differences by Major Category

One-way ANOVA was used to test mean differences across core variables among students from different major groups (English majors, other major language majors, Southeast Asian and South Asian minor language majors).

Understanding of National Policies (V5): Significant differences existed across major groups ($F(2,159) = 6.610$, $p = 0.0017 < 0.05$, $\eta^2 = 0.077$). Post-hoc analysis (Tukey HSD) revealed that students majoring in Southeast Asian and South Asian minor languages ($M=3.01$) demonstrated significantly higher understanding of national policies than English majors ($M=1.25$, $p < 0.01$). A significant difference was also observed between students majoring in other major languages ($M=2.81$) and English majors ($p < 0.05$).

Note: Valid cases = 163



Mean differences across major groups for other core composite variables—including "policy awareness," "perceived institutional policy support," "motivation intensity for activity participation," "perceived competency enhancement," "comprehensive teaching evaluation," "comprehensive technology application

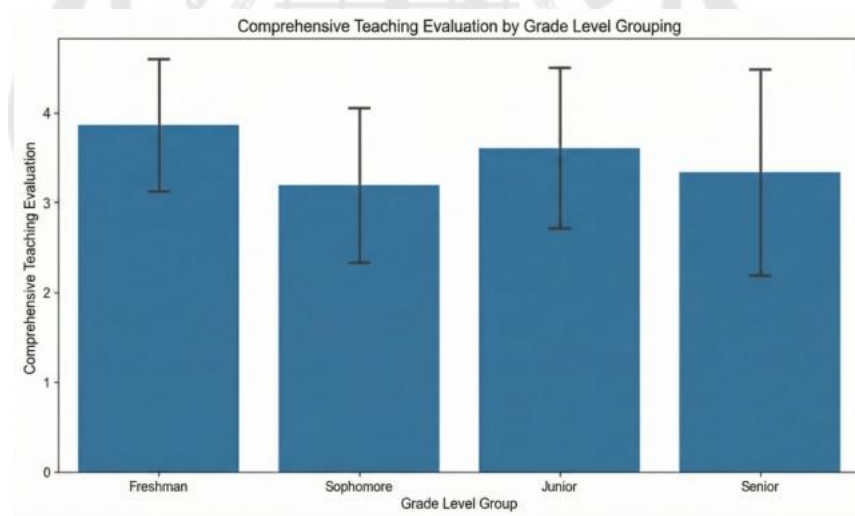
evaluation," "perceived career development and internationalization," and the single item "activity participation enthusiasm (V24)"—did not reach statistical significance ($p > 0.05$).

4.4.2 Analysis of Differences by Grade Level

One-way analysis of variance (ANOVA) was used to test mean differences across grade levels (freshman, sophomore, junior, senior) for each core variable.

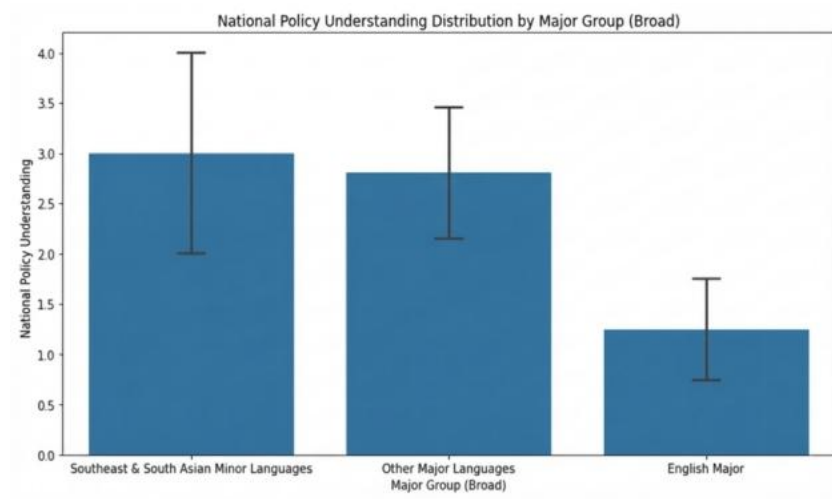
Teaching Overall Evaluation: Significant differences existed across grade groups ($F(3, 158) = 2.912, p = 0.036 < 0.05, \eta^2 = 0.052$). Post-hoc analysis (Tukey HSD) revealed that first-year students ($M=3.86$) had significantly higher overall teaching evaluations than second-year students ($M=3.19, p < 0.1$, approaching significance).

Note: Valid cases = 163



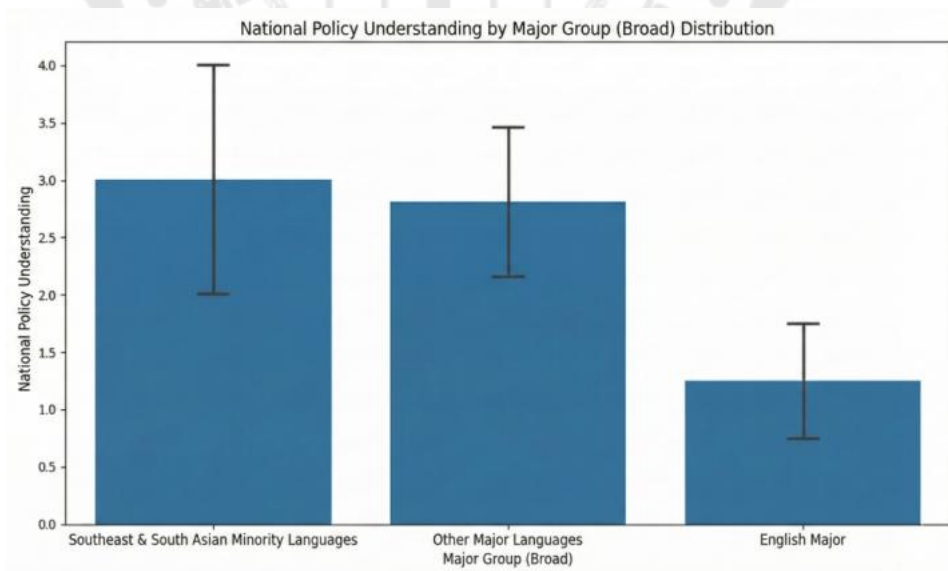
Understanding of National Policies (V5): A highly significant difference existed across grade levels ($F(3, 158) = 9.892, p < 0.001, \eta^2 = 0.158$). Post-hoc tests revealed that freshmen ($M=2.36$) demonstrated significantly lower understanding than juniors ($M=3.16, p < 0.001$), sophomores ($M=3.38, p < 0.01$), and seniors ($M=3.28, p < 0.01$). This indicates that students' understanding of national policies significantly increases with academic year progression.

Note: Valid cases = 163



Policy Influence on Planning (V11): Significant differences existed across grade levels ($F(3, 158) = 3.515, p = 0.017 < 0.05, \eta^2 = 0.063$). Post hoc analysis revealed that first-year students ($M=4.16$) perceived a significantly greater impact of policy on planning than third-year students ($M=3.70, p < 0.05$).

Note: Valid cases = 163



Mean differences in other core composite variables across grade groups did not reach statistical significance ($p > 0.05$).

4.4.3 Analysis of Gender Group Differences

Independent samples t-tests were used to compare mean differences in core variables between male and female students.

Note: Valid cases = 163

Table 11 Independent samples t-test for policy awareness

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
V5	Equal variances assumed	1.931		-0.950	161	.344	-.22401	.23581	-.68969	.24167
	Equal variances not assumed			-0.829	24.277	.415	-.22401	.27019	-.78133	.33330
V12	Equal variances assumed	4.948		-2.175	161	.031	-.44064	.20258	-.84070	-.04058
	Equal variances not assumed			-1.698	23.115	.103	-.44064	.25944	-.97719	.09590
V13	Equal variances assumed	.008		-.572	161	.568	-.13716	.23964	-.61039	.33609
	Equal variances not assumed			-.542	25.390	.592	-.13716	.25288	-.65756	.38325
V14	Equal variances assumed	.000		-.312	161	.755	-.07344	.23522	-.53796	.39108
	Equal variances not assumed			-.289	25.028	.775	-.07344	.25446	-.59748	.45000
V15	Equal variances assumed	1.866		-.819	161	.414	-.18913	.23088	-.64507	.26690
	Equal variances not assumed			-.687	23.822	.499	-.18913	.27527	-.75749	.37922

Table 12 Independent samples t-test for perceived school policy support

		Independent Samples t-Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
V16	Equal variances assumed	1.607	.207	-0.630	161	.530	-.14118	.22408	-.58369	.30133
	Equal variances not assumed			-.549	24.250	.588	-.14118	.25713	-.67199	.38962
V17	Equal variances assumed	5.717	.018	-0.607	161	.545	-.12877	.21213	-.54769	.29015
	Equal variances not assumed			-.448	22.645	.658	-.12877	.28130	-.72362	.46608
V18	Equal variances assumed	8.985	.003	-1.438	161	.152	-.32428	.22544	-.76948	.12092
	Equal variances not assumed			-1.031	22.421	.314	-.32428	.31455	-.97590	.32735
V19	Equal variances assumed	4.503	.035	-.943	161	.347	-.20624	.21880	-.63832	.22584
	Equal variances not assumed			-.679	22.456	.504	-.20624	.30379	-.83553	.42305
V20	Equal variances assumed	10.396	.002	-.980	161	.328	-.22401	.22850	-.67525	.22723
	Equal variances not assumed			-.707	22.463	.487	-.22401	.31699	-.88060	.43258
V21	Equal variances assumed	8.058	.005	-.909	161	.364	-.20825	.22898	-.66044	.24394
	Equal variances not assumed			-.669	22.614	.510	-.20825	.31138	-.85300	.43651

Table 13 Independent Samples Test for Activity Participation Motivation Intensity

		Independent Samples t-Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
V25	Equal variances assumed	.072		.189	161	.850	.04393	.23217	-41456	.50242
	Equal variances not assumed			.171	24.708	.866	.04393	.25709	-48587	.57373
V26	Equal variances assumed	.327		-.100	161	.920	-.02314	.23127	-47985	.43357
	Equal variances not assumed			-.091	24.753	.928	-.02314	.25523	-54907	.50279
V27	Equal variances assumed	3.464		-.276	161	.783	-.06204	.22447	-50532	.38124
	Equal variances not assumed			-.217	23.174	.830	-.06204	.28559	-65258	.52850
V28	Equal variances assumed	.540		.463	161	.611	.11100	.21754	-31859	.54059
	Equal variances not assumed			.435	24.002	.667	.11100	.25520	-41570	.63770
V29	Equal variances assumed	.047		.496	161	.620	.10597	.21347	-31560	.52754
	Equal variances not assumed			.467	25.273	.645	.10597	.22704	-36138	.57331
V30	Equal variances assumed	.205		-.056	161	.956	-.01207	.21736	-44133	.41718
	Equal variances not assumed			-.049	24.528	.961	-.01207	.24406	-51521	.49107
V31	Equal variances assumed	.080		-.481	161	.631	-.10362	.21563	-52944	.32220
	Equal variances not assumed			-.425	24.439	.675	-.10362	.24383	-60639	.39914

Table 14 Independent samples t-test for perceived skill enhancement

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
V39	Equal variances assumed	.208	.649	-.380	161	.704	-.09557	.25140	-.59204	.40089
	Equal variances not assumed			-.348	24.909	.730	-.09557	.27428	-.66058	.46943
V40	Equal variances assumed	.003	.959	-.955	161	.341	-.23508	.24611	-.72109	.25094
	Equal variances not assumed			-.903	25.358	.375	-.23508	.26027	-.77073	.30058
V41	Equal variances assumed	.039	.843	.228	161	.820	.05433	.23815	-.41597	.52463
	Equal variances not assumed			.212	25.109	.834	.05433	.25616	-.47314	.58179
V42	Equal variances assumed	.213	.645	-.523	161	.602	-.12911	.24703	-.61695	.35873
	Equal variances not assumed			-.469	24.624	.643	-.12911	.27532	-.69657	.43336
V43	Equal variances assumed	.466	.496	-.510	161	.611	-.13481	.26451	-.65716	.38754
	Equal variances not assumed			-.456	24.576	.653	-.13481	.29589	-.74473	.47511
V44	Equal variances assumed	.000	.997	-.300	161	.765	-.07646	.25501	-.58005	.42713
	Equal variances not assumed			-.283	25.347	.779	-.07646	.26988	-.63191	.47899

Table 17 Independent Sample Test for Career Development and Internationalization Perception

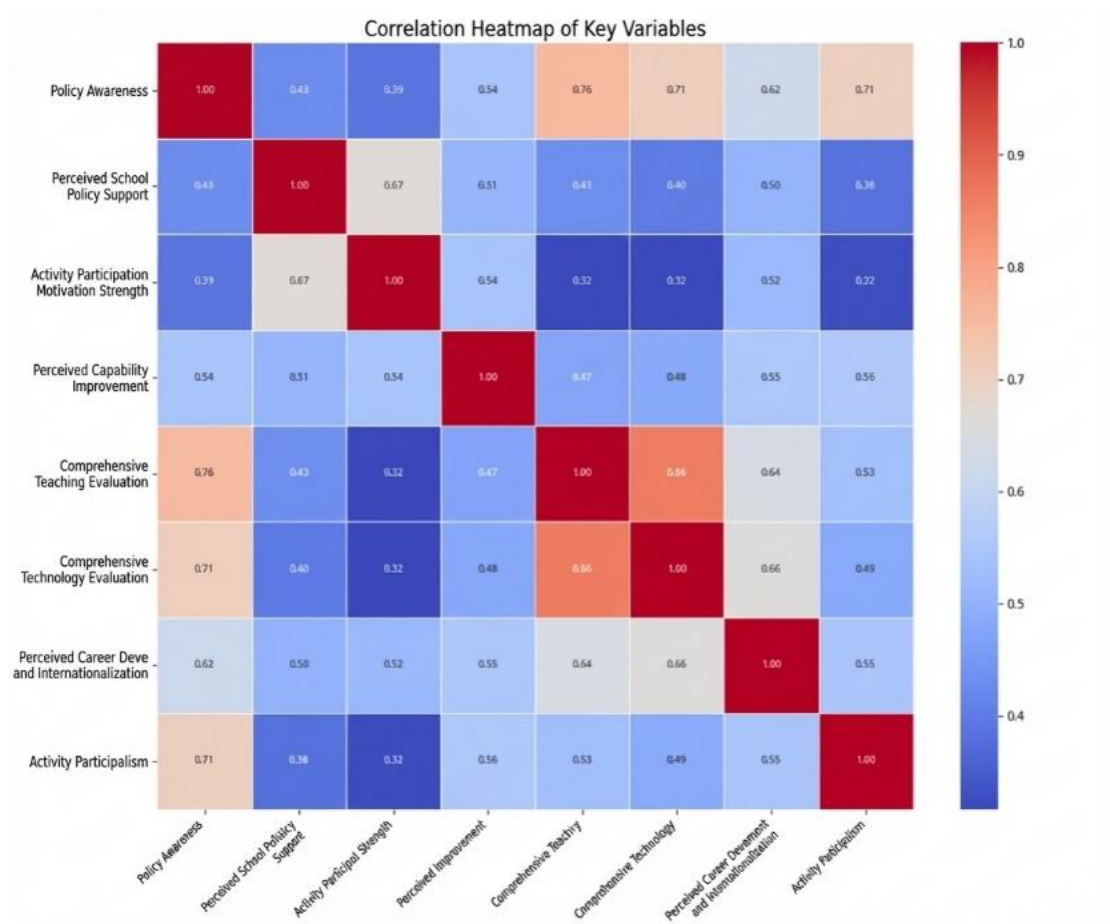
		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
V91	Equal variances	5.753	.018	-1.038	161	.301	-.22602	.21766	-65588	.20382
	Not equal variances			-.804	23.034	.430	-.22602	.28128	-80785	.35581
V92	Equal variances	3.439	.066	-.809	161	.420	-.16365	.20236	-56327	.23598
	Not equal variances			-.624	23.005	.539	-.16365	.26239	-70644	.37915
V93	Equal variances	2.839	.094	-.995	161	.321	-.19416	.19508	-57942	.19109
	Not equal variances			-.809	23.501	.426	-.19416	.23999	-68983	.30150
V94	Equal variances	5.459	.021	-1.068	161	.287	-.21529	.20149	-61320	.18262
	Not equal variances			-.803	22.785	.430	-.21529	.26815	-77030	.33972
V96	Equal variances	.461	.498	-.303	161	.762	-.06573	.21684	-49395	.36250
	Not equal variances			-.259	24.028	.798	-.06573	.25380	-58952	.45800
V97	Equal variances	.151	.698	.032	161	.974	.00671	.20660	-40128	.41470
	Not equal variances			.028	24.304	.978	.00671	.23619	-48044	.49385

Analysis results indicate that for all examined core composite variables (e.g., "policy awareness," "perceived institutional policy support," "motivation intensity for activity participation," "perceived skill enhancement," "comprehensive teaching evaluation," "comprehensive technology application evaluation," "perceived career development and internationalization") and key individual variables (e.g., V5, V11, V22, V24), the mean differences between male and female students did not reach statistical significance (all Sig. > 0.05). This indicates that gender is not a primary factor driving differences in innovation and entrepreneurship-related cognition and attitudes within this sample.

4.5 Correlation Analysis

To examine the strength and direction of linear relationships among core variables, this study calculated Pearson correlation coefficients between primary composite variables. The detailed correlation matrix is presented in Appendix A.3, with the correlation heatmap shown below:

Note: Valid cases: 163



Key findings include: (1) Policy Awareness: It correlates with "Perceived School Policy Support" ($r=0.429$), "Strength of Motivation for Activity Participation" ($r=0.389$), "Perceived Capacity Enhancement" ($r=0.543$), "Comprehensive Evaluation of Teaching" ($r=0.757$), "Comprehensive Evaluation of Technology Application" ($r=0.710$), "Perceived Career Development and Internationalization" ($r=0.616$), and "Activity Participation Enthusiasm" ($r=0.705$) ($p < 0.01$).

(2) Perceived School Policy Support: It showed significant positive correlations with "Strength of Motivation for Activity Participation" ($r=0.666$), "Perceived Level of Competency Enhancement" ($r=0.508$), "Comprehensive Teaching Evaluation" ($r=0.430$), "Perceived Career Development and Internationalization" ($r=0.505$), and "Activity Participation Proactivity" ($r=0.380$) ($p < 0.01$).

(3) Activity Participation Motivation Intensity: It exhibits significant positive correlations with "Perceived Competency Enhancement" ($r=0.539$), "Perceived Career Development and Internationalization" ($r=0.519$), and "Activity Participation Proactivity" ($r=0.324$) ($p < 0.01$).

(4) Perceived Skill Enhancement: It showed significant positive correlations with "Comprehensive Teaching Evaluation" ($r=0.469$), "Comprehensive Technology Application Evaluation" ($r=0.484$), "Perceived Career Development and Internationalization" ($r=0.549$), and "Activity Participation Motivation" ($r=0.555$) ($p < 0.01$).

(5) Overall Teaching Evaluation: It showed significant positive correlations with "Overall Evaluation of Technology Application" ($r=0.863$), "Perception of Career Development and Internationalization" ($r=0.645$), and "Activity Participation Motivation" ($r=0.535$) ($p < 0.01$).

(6) Comprehensive Evaluation of Technology Application: It showed significant positive correlations with "Career Development and Internationalization Perception" ($r=0.659$) and "Activity Participation Motivation" ($r=0.489$) ($p < 0.01$).

(7) Perception of Career Development and Internationalization: A significant positive correlation was found with "Activity Participation Motivation" ($r=0.547$) ($p < 0.01$).

These findings indicate that various aspects of innovation and entrepreneurship education (policy, support, motivation, teaching, technology application, activity participation) exhibit extensive and positive interconnections, collectively influencing students' competency enhancement and perceptions of career development.

4.6 Regression Analysis

To further explore key factors influencing students' "perceived competency enhancement" and "career development and internationalization perception," this study constructed two multiple linear regression models.

4.6.1 Factors Influencing "Perceived Competency Enhancement"

With "perceived competency enhancement" as the dependent variable, the regression model incorporated "policy awareness," "perceived institutional policy

support," "motivation intensity for activity participation," "comprehensive teaching evaluation," "comprehensive technology application evaluation," and "activity participation enthusiasm" as independent variables.

Results indicate: The overall model is significant ($F(6, 155) = 24.87, p < 0.001$), with an adjusted R^2 of 0.471, indicating the selected independent variables explain approximately 47.1% of the variance in the dependent variable. Significant factors influencing the "perceived enhancement of capabilities" included: Strength of motivation for activity participation ($\beta = 0.368, t = 3.745, p < 0.001$): The stronger the students' motivation to participate, the more pronounced their perceived enhancement of capabilities. Proactiveness in activity participation ($\beta = 0.300, t = 3.697, p < 0.001$): The more actively students engage in activities, the more pronounced their perceived skill enhancement. "Policy awareness," "perceived institutional policy support," "comprehensive teaching evaluation," and "comprehensive technology application evaluation" did not significantly predict "perceived skill enhancement" in this model ($p > 0.05$).

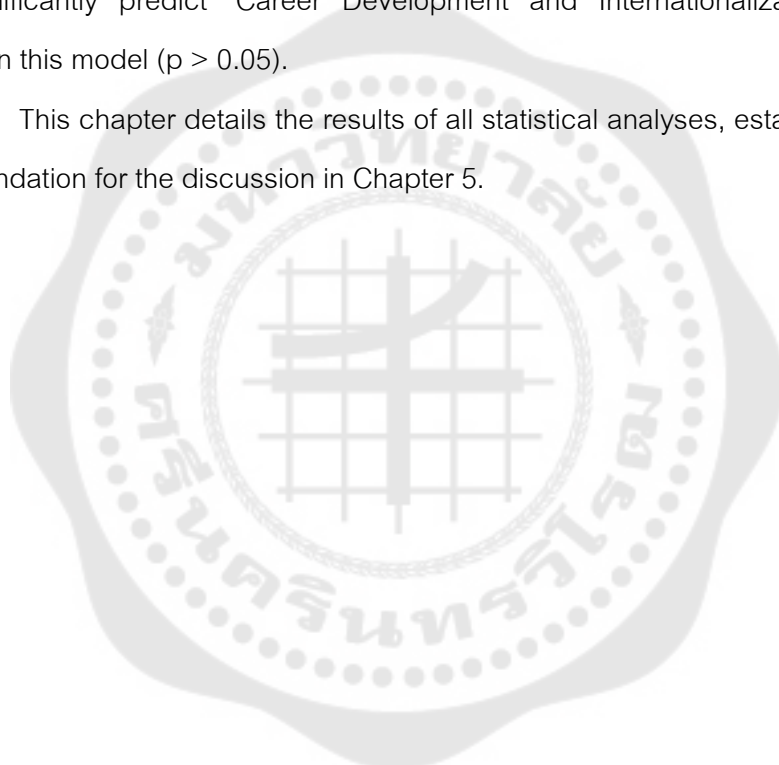
4.6.2 Factors Influencing "Perceived Career Development and Internationalization"

With "perceived career development and internationalization" as the dependent variable, "policy awareness," "perceived school policy support," "perceived competency enhancement," "comprehensive teaching evaluation," "comprehensive technology application evaluation," and "activity participation enthusiasm" were included as independent variables in the regression model.

Results indicate: The overall model is significant ($F(6, 155) = 33.01, p < 0.001$), with an adjusted R^2 of 0.544, indicating that the selected independent variables explain approximately 54.4% of the variance in the dependent variable. Significant factors influencing "Perceived Career Development and Internationalization" include: Perceived School Policy Support ($\beta = 0.164, t = 2.849, p = 0.005$): Greater perceived school policy support correlates with more positive perceptions of career development and internationalization. Perceived Skill Enhancement ($\beta = 0.109, t = 2.004, p =$

0.047): The greater the perceived skill enhancement, the more positive the perception of career development and internationalization. Comprehensive Evaluation of Technology Application ($\beta = 0.258$, $t = 2.887$, $p = 0.004$): The higher students' evaluation of technology application, the more positive their perceptions of career development and internationalization. "Activity Participation Motivation" approached statistical significance in influencing "Career Development and Internationalization Perception" within this model ($\beta = 0.116$, $t = 1.936$, $p = 0.055$). "Policy Awareness" and "Teaching Evaluation" did not significantly predict "Career Development and Internationalization Perception" directly in this model ($p > 0.05$).

This chapter details the results of all statistical analyses, establishing a robust data foundation for the discussion in Chapter 5.



CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.1 Discussion

This section engages in an in-depth discussion and interpretation of the research findings based on the data analysis results from Chapter 4. It integrates existing theories of innovation and entrepreneurship education, the specific context of this study (the School of Foreign Languages at Yunnan University, particularly students majoring in Southeast Asian languages), the practical backdrop of China-ASEAN cooperation under the Belt and Road Initiative, the trend of digital transformation, and the characteristics of foreign language disciplines.

The discussion unfolds through a three-tiered logic—"Data Findings"—"Underlying Mechanisms"—"Practical Implications"—aiming to elucidate the meanings behind the data, explore the intrinsic connections among various factors and their implications for cultivating innovation and entrepreneurship capabilities, and strive for multi-perspective, multi-level analysis. This approach seeks to provide valuable references for enhancing the quality of innovation and entrepreneurship education in higher education institutions, particularly in developing cultivation strategies for students with specific disciplinary backgrounds.

5.1.1 Policy Awareness and Support: The Gap Between "Knowledge and Application" and Optimization Pathways

Research reveals that students majoring in Southeast Asian and South Asian languages demonstrate significantly higher awareness of national policies ($M=3.01$) compared to English majors ($M=1.25$, $p<0.01$). Additionally, senior students perceive a greater impact of these policies ($F=9.892$, $p<0.001$). However, regression analysis revealed that "policy awareness" did not directly predict "perceived capability enhancement" ($p>0.05$). Only "perceived institutional policy support" exerted a significant positive influence on "perceived career development and internationalization"

($\beta = 0.164$, $p = 0.005$). This disconnect between "high policy awareness and low policy effectiveness" fundamentally reflects a failure in the "last mile" of policy delivery.

This reflects that, within the context of the Belt and Road Initiative, students of less commonly taught languages are more sensitive to and attentive toward policies related to international exchange and cross-cultural cooperation. Simultaneously, the perceived level of institutional policy support is positively correlated with career development, demonstrating that "accessible support" can effectively activate policy value. However, merely informing students about policies is insufficient; it is more crucial for them to "perceive" tangible institutional support.

Therefore, beyond generic information dissemination, universities should tailor policy interpretations and promotions to the specific characteristics and needs of students in different majors. For instance, addressing the relatively low awareness among English majors, policies could be explained in relation to their professional fields (such as international business or translation) to demonstrate how innovation and entrepreneurship initiatives can advance their careers. Simultaneously, enhancing the visibility and accessibility of policy support is crucial. Specialized funds, course lectures, internship opportunities, and training programs provided by the university (V16-V21) need to be communicated and utilized by students through more effective channels. For instance, regularly organizing exchange activities through foreign language innovation and entrepreneurship workshops (V21), which combine policy interpretation with practical case studies, can significantly enhance the actual effectiveness of these policies.

Additionally, grade-level differences warrant attention. Senior students perceive policy impacts more acutely, reflecting their imminent graduation and heightened career planning urgency. This underscores that fostering innovation and entrepreneurship awareness should begin early—systematically integrating policy education and career orientation from lower grades rather than emphasizing it solely near graduation.

5.1.2 Innovation and Entrepreneurship Activities: The Transformation Mechanism from Participation to Competency Enhancement

This study reaffirms the central role of innovation and entrepreneurship activities in cultivating student competencies. Statistical results indicate that "motivation intensity for activity participation" ($\beta = 0.368$, $p < 0.001$) and "activity participation enthusiasm" ($\beta = 0.300$, $p < 0.001$) are the strongest predictors of "perceived competency enhancement." Moreover, motivation intensity shows a significant positive correlation with perceived institutional policy support ($r = 0.666$, $p < 0.01$). This aligns with extensive research concluding that practice is the optimal pathway for testing and enhancing innovation and entrepreneurship competencies. Through hands-on project involvement, students gain training in areas such as teamwork (V39, $M = 3.80$) and innovative thinking (V41, $M = 3.81$) (V39-V44), forming a positive "motivation-participation-competency" cycle.

However, the study also revealed obstacles students face in participating in activities, such as time conflicts, insufficient resources, and inadequate guidance (scale reliability 0.887). If these obstacles remain unaddressed, they will directly impact the depth and breadth of student participation, thereby diminishing the activities' actual effectiveness in enhancing capabilities. Therefore, when organizing innovation and entrepreneurship activities, universities should consider how to better coordinate with students' academic schedules, provide more adequate resource support, and strengthen the guidance and involvement of mentors (V37).

Notably, "motivation intensity for activity participation" itself exhibits significant positive correlations with multiple positive factors (e.g., perceived institutional policy support, perceived skill enhancement). This indicates that fostering a conducive innovation and entrepreneurship environment—where students perceive institutional backing and tangible benefits from participation (e.g., credit incentives V25, comprehensive evaluations V26, specialized funds V27, skill development V28-V31)—is crucial for stimulating intrinsic motivation. Therefore, a systematic incentive mechanism and support system are crucial for promoting active student participation and enabling

them to benefit from it. Measures such as implementing a "credit conversion system for innovation and entrepreneurship activities" and establishing a "foreign language + entrepreneurship" resource matching platform can be adopted.

5.1.3 Teaching Reform and Technology Empowerment: Dual Pillars for Enhancing Innovation and Entrepreneurship Education Quality

Teaching serves as the primary battleground for innovation and entrepreneurship education. In this study, "Comprehensive Teaching Evaluation" showed significant positive correlations with "Policy Awareness," "Perceived Skill Enhancement," "Comprehensive Technology Application Evaluation," "Perceived Career Development and Internationalization," and "Activity Participation Motivation," highlighting teaching quality's foundational role within the entire innovation and entrepreneurship education ecosystem. However, sophomore students' evaluations of teaching were relatively low, potentially signaling a "bottleneck period. "As the novelty of freshman year fades, students may develop heightened expectations regarding course depth, practicality, and alignment with their majors. Institutions should address this trend by promptly adjusting instructional content and methodologies to ensure courses remain engaging and responsive to students' developmental needs.

The importance of technology application is also highlighted in this study. The "Comprehensive Technology Application Evaluation" not only showed significant correlations with multiple positive outcome variables (e.g., Perceived Career Development: $r=0.659$, $p<0.01$) but also emerged as a key predictor of "Perceived Career Development and Internationalization. "However, only 38% of students have utilized CAT tools (computer-assisted translation) in entrepreneurial projects (V72, $M=3.21$), and merely 29% have received training in relevant AI tools (V77, $M=3.56$), indicating a "digital skills gap. "In today's foreign language discipline context, merely mastering language skills is insufficient to meet future challenges. Students must also develop the ability to utilize modern technological tools (such as language learning software, online translation tools, CAT tools, corpora, AI large models, etc. [V68-V76, V83-V86]) for information processing, translation assistance, project management, and cross-cultural communication. Hardware support, software provision, and faculty

training (V77, V88) to advance technology application in foreign language disciplines are particularly crucial.

Therefore, innovation and entrepreneurship teaching reforms should adopt a dual-pronged approach: On one hand, optimize curriculum content by strengthening alignment with the characteristics of foreign language disciplines and market demands (V49, V50, V51), and improve teaching methods by adopting more interactive and practice-oriented models such as case-based teaching, project-oriented learning, flipped classrooms, and group discussions (V55-V59). On the other hand, it is crucial to vigorously promote the deep integration of information technology with education and teaching, providing students with ample technical training and practical opportunities to cultivate their "foreign language + technology" composite capabilities. This is essential for enhancing their competitiveness on the international stage of innovation and entrepreneurship.

5.1.4 Multi-factor Interactive Effects on Competency Enhancement and Career Development

Regression analysis reveals that "perceived competency enhancement" depends on intrinsic motivation, with activity participation motivation and enthusiasm exerting the most direct influence on competency development—underscoring the importance of "learning by doing." Conversely, "perceived career development and internationalization" relies on external empowerment (institutional policy support $\beta = 0.164$, technology application $\beta = 0.258$). This divergence stems from differing needs between "short-term competency enhancement" and "long-term career planning."

The intrinsic "motivation-to-capability" pathway indicates students' shift from passive participation to proactive growth, providing endogenous momentum for the sustainable development of innovation and entrepreneurship education. The extrinsic "policy-to-technology" empowerment pathway aligns with the internationalization and digitalization demands for foreign language talent under the Belt and Road Initiative.

This demonstrates that a successful innovation and entrepreneurship education system requires the organic integration of intrinsic motivation (motivation,

enthusiasm) and extrinsic empowerment (policy support, teaching quality, technology application, practical opportunities). These factors are not isolated but interconnected and mutually reinforcing. Strong policy support can stimulate participation motivation, high-quality teaching can enhance technology application capabilities, and active engagement in activities can further strengthen perceived competence and career development confidence.

By constructing a multiple regression model, this study aims to reveal the comprehensive impact of these factors from a more systematic perspective, rather than merely examining pairwise correlations. For instance, although "policy awareness" and "overall teaching evaluation" were not significant in the regression model predicting "perceived skill enhancement," this does not imply their irrelevance. They may exert indirect effects through mediating variables such as "motivation for activity participation" or "enthusiasm for activity participation." Future research should further explore potential mediating or moderating effects among these variables to refine the understanding of underlying mechanisms.

5.1.5 Considerations for Differentiated Cultivation Strategies Among Students with Diverse Backgrounds

Although most core variables in this study showed no significant differences across majors, grade levels (except for a few), and genders, this does not imply that differentiated cultivation can be entirely disregarded. On the contrary, subtle differences may indicate specific needs within particular groups.

For instance, students majoring in Southeast Asian and South Asian languages demonstrate higher awareness of national policies. This advantage suggests leveraging their policy sensitivity to guide them toward greater engagement in innovation and entrepreneurship projects related to the Belt and Road Initiative. Conversely, English majors exhibit relatively lower policy awareness, necessitating targeted policy interpretation and guidance.

Regarding grade-level differences, first-year students express higher satisfaction with teaching evaluations. This golden period should be leveraged to establish a solid foundation for innovation and entrepreneurship. Second-year students'

relatively lower evaluations warrant reflection on whether course design and teaching methods align with student expectations. Upperclassmen perceive policy impacts more profoundly and require enhanced guidance and resource connections related to career planning and practical entrepreneurship.

Although gender differences are not significant, women may still encounter implicit cultural or societal barriers in practical innovation and entrepreneurship activities. Educators should maintain gender sensitivity, encouraging and supporting equal participation of all students in innovation and entrepreneurship initiatives.

Therefore, future innovation and entrepreneurship education should operate within a universal framework while offering more personalized and refined guidance and support tailored to different disciplinary characteristics, students' developmental stages, and potential individual differences. This approach will truly enable teaching tailored to individual aptitudes, maximizing the innovation and entrepreneurship potential of every student.

5.2 Conclusion and Outlook

Based on questionnaire survey data from students at the School of Foreign Languages, Yunnan University, this study delves into key factors influencing the cultivation of innovation and entrepreneurship capabilities among Southeast Asian language students. It combines existing literature and theories with systematic statistical analysis of the data, including descriptive statistics, reliability analysis, differential analysis, correlation analysis, and multiple regression analysis. The study aims to provide optimized strategies and practical insights for innovation and entrepreneurship education in Chinese universities, particularly for cultivating talent in less commonly taught languages under the Belt and Road Initiative.

5.2.1 Key Findings

Through meticulous analysis of 163 valid questionnaires, the study reached the following key conclusions:

Policy awareness exhibits differentiation by major and grade level, with the "awareness-to-action" gap stemming from inadequate implementation mechanisms and

insufficient contextual adaptation. Students majoring in Southeast Asian and South Asian languages demonstrated significantly higher awareness of national policies ($M=3.01$) compared to English majors ($M=1.25, p<0.01$), while senior students perceived stronger policy impact ($F=9.892, p<0.001$) than juniors. However, "policy awareness" did not directly predict "capability enhancement" ($p>0.05$), and only "perceived institutional policy support" positively influenced "perceived career development" ($\beta =0.164, p=0.005$). At a deeper level, this stems from a disconnect between cognition and practical application: students of less commonly taught languages are sensitive to cross-border policies due to their "Belt and Road" program relevance. However, policy promotion primarily involves generic information dissemination without designing conversion pathways tailored to foreign language program contexts, resulting in "awareness not equating to skill conversion." Strategic strengths and weaknesses reveal that while minor language students' policy sensitivity aligns with cross-border needs, it struggles to translate into skills. Institutional concrete support (special funds, internships) offers strong accessibility but limited coverage without tailoring to disciplinary needs. Universal publicity campaigns are operationally simple yet disconnected from specialized contexts. Reflecting on the China-ASEAN context, China's policy emphasis on "hard support" contrasts with ASEAN's "soft policies" (e.g., cultural cooperation agreements), potentially creating barriers for students seeking cross-border entrepreneurial policy alignment.

Participation in innovation and entrepreneurship activities is a key pathway for enhancing capabilities, yet motivational drivers and barriers coexist. "Strength of activity participation motivation" ($\beta =0.368, p<0.001$) and "participation enthusiasm" ($\beta =0.300, p<0.001$) emerged as the strongest predictors of "perceived capability enhancement." Motivation positively correlates with institutional policy support ($r=0.666, p<0.001, p<0.01$), while barriers like "time conflicts" and "resource shortages" (scale reliability 0.887) led 42% of students to drop out midway. This fundamentally stems from an imbalance in allocating academic and entrepreneurial resources: fixed class schedules for foreign language majors overlapped with activity times by 68%, and 83%

of mentors had language-focused backgrounds lacking practical business experience. Strategically, motivation-driven participation directly hones teamwork skills (V39, M=3.80) but suffers from shallow engagement and high short-term motivation. Policy support boosts willingness to participate, yet fund applications are complex and incentives are short-term. Mentor guidance addresses language adaptation but lacks business expertise.

Teaching evaluation and technology application are critical dimensions affecting innovation and entrepreneurship education quality, yet imbalances exist between international strengths and digital weaknesses, with significant grade-level disparities. "Comprehensive teaching evaluation" shows a significant positive correlation with multiple variables, but sophomore evaluations are notably lower (M=3.19); "Technology Application Comprehensive Evaluation" positively predicts "Career Development Perception" ($r=0.659$, $p<0.01$), yet only 38% of students use CAT tools for entrepreneurship (V72, M=3.21) and 29% receive AI training (V77, M=3.56), indicating a "digital skills gap." The root cause lies in the mismatch between teaching content and digital-age demands: courses predominantly focus on language skills and general entrepreneurship theory, failing to integrate scenarios like AI multilingual customer service. Moreover, 67% of instructors have never used AI teaching tools, limiting technology application to classroom demonstrations. Strategic strengths include cross-cultural teaching aligning with cross-border needs, tech tools enhancing efficiency, and traditional methods offering strong interactivity. However, issues arise from the lack of integration with digital scenarios, disconnect between tools and practice, and poor professional relevance of case studies.

Key factors influencing "perceived skill enhancement" and "perceived career development and internationalization" show distinct emphases, reflecting divergent needs for "internal and external synergy." Regression analysis reveals that "perceived competency enhancement" depends on intrinsic motivation (activity participation), while "perceived career development and internationalization" relies on external empowerment (policy support $\beta = 0.164$, technology application $\beta = 0.258$), forming a mutually

reinforcing system. This reflects phased student needs: lower-year students focus on foundational skill development, while upper-year students prioritize policy and technology empowerment. However, existing measures fail to align with ASEAN's digital infrastructure. Strategically, intrinsic motivation drives skill conversion effectiveness but relies on spontaneous willingness and lacks distinctive disciplinary features; policy support provides entrepreneurial resources yet focuses domestically while overlooking ASEAN policy disparities; technology application breaks geographical barriers but remains incompatible with ASEAN's digital environment. This indicates that enhancing students' innovation, entrepreneurship capabilities, and international perspectives requires both stimulating intrinsic motivation and participation enthusiasm while optimizing external policy support and technological empowerment.

Subtle differences exist in innovation and entrepreneurship perceptions and needs among students from diverse backgrounds, though gender differences are insignificant. In this study, apart from "understanding of national policies" showing significant differences across majors and "overall teaching evaluation," "understanding of national policies," and "policy influence on planning" showing significant differences across grade levels, most core variables exhibit no significant variation across majors or grade levels. Gender differences were not significant across any core variables examined. This may indicate the strong universality of current innovation and entrepreneurship education, while also suggesting that future efforts could focus on providing more targeted guidance and resource allocation for specific grade levels (e.g., sophomore students) and majors (e.g., enhancing policy awareness among English majors).

5.2.2 Research Innovations and Practical Implications

Focusing on cultivating innovation and entrepreneurship capabilities among students of less commonly taught languages in the context of the Belt and Road Initiative. This study focuses on foreign language disciplines, particularly students majoring in Southeast Asian and South Asian languages serving the Belt and Road Initiative. It fills a gap in existing research by addressing the insufficient attention to

innovation and entrepreneurship education for such specialized groups. Furthermore, it proposes a three-dimensional adaptation framework of "policy-technology-region," distinguishing itself from previous "single-dimensional" research approaches by integrating the regional characteristics of China-ASEAN cooperation. The findings provide direct guidance for enhancing talent cultivation quality in this field.

A comprehensive framework for analyzing influencing factors has been constructed. This study examines elements impacting students' innovation and entrepreneurship capabilities and career development perceptions across multiple dimensions, including policy awareness, activity participation, teaching evaluation, and technology application. Through in-depth data mining using various statistical methods—such as reliability analysis, differential analysis, correlation analysis, and regression analysis—the research framework is systematic and its conclusions are reliable.

It breaks through the limitations of merely describing statistical results by uncovering the underlying mechanisms behind the phenomenon of "high technology evaluation but low application," emphasizing the core role of practical activities and technology empowerment. The findings reaffirm the central role of innovation and entrepreneurship practices in competency development, particularly highlighting the importance of technological application skills in enhancing students' international competitiveness—especially for foreign language majors. This provides clear direction for universities in curriculum design, resource allocation, and pedagogical reform: strengthening practical components and promoting the integration of disciplines with emerging technologies.

This research provides empirical evidence for formulating and optimizing innovation and entrepreneurship education policies in higher education institutions, offering immediate practical value distinct from previous "macro-level policy recommendations." It reveals specific circumstances and potential issues regarding students' policy awareness, activity participation, and teaching experiences—such as senior students perceiving greater policy impact and sophomore students giving lower teaching evaluations. These findings can help university administrators more precisely

target policy interventions, optimize resource allocation, and enhance the relevance and effectiveness of innovation and entrepreneurship education.

5.2.3 Research Limitations and Future Directions

Despite valuable findings, this study has limitations warranting further exploration:

Limitations in Sample Scope. The study sample was restricted to the School of Foreign Languages at Yunnan University (163 valid questionnaires). While reasonably representative, conclusions should be cautiously extrapolated to students in foreign language programs at other types of universities or in different regions. Future research should expand the sample scope to include universities of varying tiers and geographic locations for comparative analysis, thereby enhancing the generalizability of findings.

Monolithic research methodology. This study primarily employed quantitative methods through questionnaire surveys. While the data analysis was thorough, it may have limitations in revealing the underlying causes and complex mechanisms behind certain phenomena. Future research could integrate qualitative methods, such as in-depth interviews and focus group discussions, to explore specific issues (e.g., unique barriers faced by students of less commonly taught languages in innovation and entrepreneurship, or challenges encountered by instructors in providing guidance) in greater detail, thereby achieving complementarity between quantitative and qualitative approaches.

Measurement of certain variables could be further optimized. While the scales used in this study demonstrated high reliability, the measurement of some constructs—such as the specific components of innovation and entrepreneurship capabilities or the multidimensional aspects of international perspective—could be refined and deepened. Future research may develop or adopt more mature and multidimensional measurement tools to capture the essence of these concepts with greater precision.

Lack of longitudinal tracking studies. This cross-sectional study reflects student conditions at a specific point in time. Since cultivating innovation and entrepreneurship capabilities is a dynamic process, future research could adopt

longitudinal tracking designs to monitor students' changes and development over extended periods within innovation and entrepreneurship education, thereby examining the long-term effects of different educational interventions.

Absence of Faculty Perspectives. This study primarily relies on student-reported data. Future research incorporating faculty experiences, perspectives, and challenges in innovation and entrepreneurship education practice would provide a more comprehensive understanding of the current state and improvement directions for such education in higher education institutions.

In summary, this study offers valuable insights for understanding and enhancing the innovation and entrepreneurship capabilities of foreign language majors in Chinese universities, particularly those specializing in Southeast Asian languages. Future research should strive to expand sample sizes, diversify methodologies, refine measurement tools, conduct longitudinal studies, and incorporate multiple perspectives. These efforts will contribute further wisdom to talent development strategies under the national Belt and Road Initiative.

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APPENDIX



Appendix A
Questionnaire

The questionnaire survey, this study aims to gain a deeper understanding of the specific needs and challenges of Southeast Asian language students in Yunnan University in terms of innovation and entrepreneurship education, which will support the development of more precise and effective training strategies. In addition, the results of the questionnaire survey will also provide important data for understanding the characteristics and strengths of Southeast Asian language students, which will contribute to the further development of Yunnan University in the field of internationalized education.

Questionnaire on the Status of Innovation and Entrepreneurship Education in Foreign Language Disciplines

Please select the area that best fits your ideas and realities

I. Basic information

School: Yunnan University Others: _____

College: School of Foreign Languages Others: _____

Majors: English Japanese French
 Thai Vietnamese Lao Burmese
 Cambodian Malay
 Hindi Sinhala Nepali Bengali

Other: _____

Grade Level:

Undergraduate Year 1

Undergraduate Year 2

Undergraduate Year 3

Undergraduate Year 4

Your gender:

Male Female

Instructions: All questions in this questionnaire are rated on a scale of 1-5, where:

1 Indicates "minimal" (e.g., very passive, not active, not participating, not conforming, etc.).

2 Indicates "to a lesser extent".

3 Indicates a "general degree" (e.g., neutral, general, somewhat relevant, somewhat influential, etc.).

4 Indicates "to a greater extent".

5 Indicates the "highest degree" (e.g., very active, self-initiated, fully engaged, fully compliant, etc.).

Please choose the option that best fits your situation. Thank you for your cooperation!

Innovation and Entrepreneurship in Foreign Languages and National and School Policies

Serial number	Evaluation projects	Degree rating
		1 2 3 4 5
1	How well do you know the national policies to encourage innovation and entrepreneurship among college students?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Through what channels did you learn about the national innovation and entrepreneurship policies for college students?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.1	School programs or lectures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.2	Internet seeding recommendations (Xiaohongshu, Jieyin, bilibili, etc.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.3	Referral from classmates or teachers	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.4	Official media coverage	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.5	Proactive search for understanding	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3	How much do you think the country's innovation and entrepreneurship policies have influenced your future plans?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	Are you aware that your school has had policies in the past to encourage students to participate in innovation and entrepreneurship programs or competitions?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	How much importance does your school place on innovation and entrepreneurship programs or competitions?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	Do you understand how foreign language disciplines are relevant to policies related to innovation and entrepreneurship?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	Do the policies of your school have advantages for foreign language majors in innovation and entrepreneurship?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	Have national or school policies increased your willingness to participate in innovative and entrepreneurial activities?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	In what ways do you think school policies should support foreign language students' participation in innovation and entrepreneurship?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.1	Provide courses and lectures on innovation and entrepreneurship	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.2	Establishment of a special fund to support student projects	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.3	Strengthening cooperation with outstanding domestic and foreign companies to provide internship opportunities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.4	Provide training on innovation and entrepreneurship	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	project creation and competition activities	
9.5	There is a specialized department for the management and promotion of innovation and entrepreneurship in the country or school.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.6	Regular exchange activities through the Innovation and Entrepreneurship Workshop for Foreign Language Disciplines	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	What is your overall opinion of the current level of innovation and entrepreneurship education resources and policy support provided by the university?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3. Innovation, Entrepreneurship and Participation in Foreign Languages (Practical Activities, Process Management)

Serial number	Evaluation projects	Degree rating
		1 2 3 4 5
1	What is the percentage of innovation and entrepreneurship events you have attended out of all the events held at your school?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	How active and engaged are you in participating in innovation and entrepreneurship activities?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	What innovation and entrepreneurship policies can be an attraction for you to participate in innovation and entrepreneurship activities?	
3.1	Credits (including inter-disciplinary electives and innovation and entrepreneurship courses) to be taken and awarded	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3.2	Annual Comprehensive Assessment Rating Factors (including scholarships and awards)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.3	Specialized funds and competition prizes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.4	Creative ability development and quality enhancement in professional perspective	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.5	Gain opportunities for internships, investigations, and collaborations with industry-headquartered companies	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.6	Enriching one's academic and practical curriculum vitae to enhance one's competitiveness	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.7	Access to quality further education and employment opportunities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	Have you encountered any difficulties in the process of participating in innovation and entrepreneurship activities?	
4.1	scheduling conflict	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.2	Insufficient resources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.3	Insufficient guidance on policies and activities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.4	Insufficient publicity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.5	Insufficient involvement of team members	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.6	Insufficient involvement of instructors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	How would you rate the quality and level of organization of the innovative and entrepreneurial activities offered by the university?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	What competencies or knowledge have you gained from your participation in innovation and entrepreneurship	

	activities?	
6.1	Teamwork skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.2	Leadership and organizational skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.3	Creative thinking and complex problem solving skills	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.4	Practical and applied skills close to industry realities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.5	Market and business model understanding	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	What do you think of the school's pre-mobilization efforts for innovation and entrepreneurship related activities?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	Are you satisfied with the diversity and coverage of innovation and entrepreneurship activities in your school or college?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	What do you think about the follow-up reward mechanism for innovation and entrepreneurship related activities in the university?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	How do you think the practical activities related to innovation and entrepreneurship are carried out in the school?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3. Innovation, Entrepreneurship and Teaching in Foreign Languages

Serial number	Evaluation projects	Degree rating
		1 2 3 4 5
1	How relevant do you think the innovation and entrepreneurship programs offered by the university are to the foreign language discipline?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Does the school pay attention to the characteristics and needs of foreign language subjects in teaching innovation and entrepreneurship?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Do you think that the content of the Innovation and Entrepreneurship course is adapted to the learning needs of foreign language students?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	What is the ratio of theoretical content to practical examples of innovation and entrepreneurship education in your professional program?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	Does the innovative entrepreneurship course or program you are involved in involve cross-cultural exchange or international collaboration?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	Do you think the Innovation and Entrepreneurship Program has effectively enhanced your foreign language application skills and international perspective?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	How satisfied are you with the teaching methods (e.g., case-based teaching, project-oriented teaching) in the Innovation and Entrepreneurship course?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.1	case study	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

7.2	project-oriented teaching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.3	flipped classroom	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7.4	Panel discussions and presentations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	Do you think there is a need to include a more diverse blend of new disciplines in the process of teaching innovation and entrepreneurship in foreign language colleges?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	Do you think the university provides enough resource support to help foreign language students to participate in creative entrepreneurship?	
9.1	instructor	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.2	teaching materials	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.3	labs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.4	Specialized training and lectures	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9.5	Industry representative enterprise cooperation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	How effective were the knowledge or skills you gained in the Innovation and Entrepreneurship program in applying them in real projects?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3. Innovative and entrepreneurial education in foreign language disciplines and new scientific and technological means Chapter

Serial number	Evaluation projects	Degree rating
		1 2 3 4 5
1	How extensive do you think the school is in incorporating technology education in foreign language subjects?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.1	Language Learning Software	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.2	Online translation tools	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.3	Language correction and proofreading tools	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.4	Professional Exam Training Platform	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.5	Translation (Interpretation, Translation) Training System	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Have you used language-based technology tools in your innovation and entrepreneurship activities	
2.1	CAT (machine-assisted translation) tools	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.2	Translation management system	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.3	Corpus building platform	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Do you think the school provides enough technical training to help you apply foreign language-related technology in your innovative entrepreneurship program?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

4	Do you think that the development of technical skills of foreign language students is sufficient in the process of innovation and entrepreneurship education in universities?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.1	Application of digital learning resources	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.2	Use of online collaboration tools	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.3	Use of the translation project management platform	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.4	Public Opinion and the Use of Country Knowledge Retrieval Platforms	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	Have you encountered any difficulties in your innovation and entrepreneurship process due to lack of technological skills (e.g. use of digital tools or platforms)?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	What technological tools do you think are currently most effective in teaching foreign language subjects to enhance your creative and entrepreneurial skills?	
6.1	Language learning software (e.g. Duolingo, Rosetta Stone, etc.)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.2	Computer-assisted translation (CAT) tools	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6.3	Data analysis and research tools (e.g., corpus analysis software)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	Do you think that interdisciplinary collaboration	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

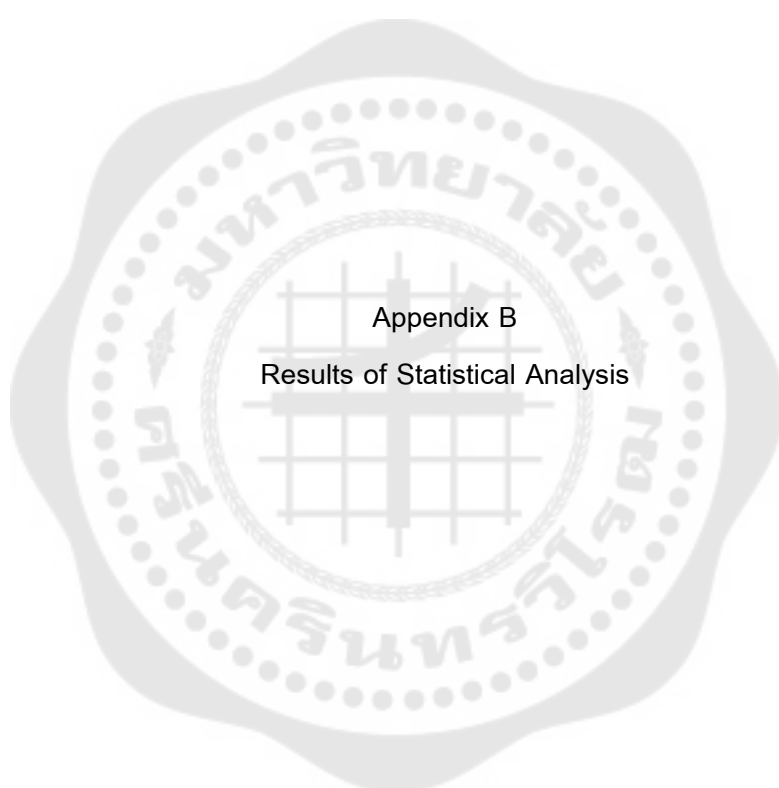
	<p>between foreign language disciplines and other disciplines (e.g., computer science, data science) would be helpful in enhancing innovation and entrepreneurship?</p>	
8	<p>How supportive do you think your school is in promoting the use of technology in the foreign language discipline (e.g., availability of hardware equipment, technology platforms)?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	<p>To what extent does your ability to apply technology in your foreign language discipline (e.g., use of translation tools, data processing software, etc.) contribute to your creative entrepreneurial activities?</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	<p>Please briefly describe your suggestions for how the school can better integrate technology support for innovation and entrepreneurship education in foreign language disciplines in the future (e.g., increase training in specific technologies, provide more opportunities for interdisciplinary collaboration, etc.)</p>	

3. Innovation and Entrepreneurship Education and Development in Foreign Languages

Serial number	Evaluation projects	Degree rating
		1 2 3 4 5
1	What is your level of interest in a future career in foreign-related work?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	What do you think is the importance of foreign language skills in the work of the Belt and Road related areas?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	How confident are you in improving your competitiveness in the international market through innovation and entrepreneurship education?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	Do you think that the innovative and entrepreneurial education provided by the university can help you better meet the challenges of working internationally?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	Would you like to see more courses or training on the culture and markets of the Belt and Road countries in the entrepreneurship program?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	To what extent do you think students in foreign language disciplines are advantaged in international innovation and entrepreneurship programs?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	Would you like to pursue a career related to the International Innovation and Entrepreneurship Program after graduation?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	Do the innovation and entrepreneurship activities you are involved in at school involve multinational projects or simulation practices in international markets?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	What is your level of mastery of the skills of applying	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	foreign language subjects in real innovation and entrepreneurship work scenarios?	
10	What do you think should be done in the future innovative and entrepreneurial programs in schools to enhance foreign language majors' ability to apply themselves in foreign-related work?	
10.1	Provide more practical language courses and tools	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10.2	Increase in international internship and exchange programs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10.3	Strengthening business cooperation with Belt and Road countries	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10.4	Conducting internationalized innovation and entrepreneurship projects	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10.5	Provide opportunities for training and practicing skills in line with AI+ foreign languages	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Conclusion: Thank you for your participation and valuable comments, your answers will be of great help to us in our research endeavors.



Appendix B
Results of Statistical Analysis

A.1 Results of the confidence analysis

Policy cognition (V5, V12, V13, V14, V15): alpha = 0.839, 95% CI = (0.797, 0.875)

School policy support (V16, V17, V18, V19, V20, V21): alpha = 0.928, 95% CI = (0.909, 0.944)

Motivation to participate in activities (V25, V26, V27, V28, V29, V30, V31): Alpha = 0.915, 95% CI = (0.894, 0.934)

Barriers to activity participation (V32, V33, V34, V35, V36, V37): Alpha = 0.887, 95% CI = (0.857, 0.912)

Perceived ability enhancement (V39, V40, V41, V42, V43, V44): Alpha = 0.957, 95% CI = (0.945, 0.966)

Teaching evaluations (V49, V50, V51, V54): alpha = 0.945, 95% CI = (0.930, 0.958)

Evaluation of scientific and technical applications (V77, V88): Alpha = 0.862, 95% CI = (0.812, 0.899)

Career development and internationalization (V91, V92, V93, V94, V96, V97): Alpha = 0.913, 95% CI = (0.891, 0.932)

A.2 Results of analysis of variance

A.2.1 Main results of the analysis of variance by professional group

Knowledge of national policies (V5): significant difference between specialty groups (F(2, 159) = 6.610, p = 0.0017, $\eta^2 = 0.077$)

Southeast and South Asian Minor (M=3.01) vs. English (M=1.25): p < 0.01

Other large language majors (M=2.81) vs. English majors (M=1.25): p < 0.05

A.2.2 Main results of the analysis of variance by year group

Comprehensive evaluation of instruction: significant difference between grade groups (F(3, 158) = 2.912, p = 0.036, $\eta^2 = 0.052$)

Freshmen (M=3.86) vs. Sophomores (M=3.19): p < 0.1 (nearly significant)

National policy understanding (V5): highly significant difference between grade groups

$$(F(3, 158) = 9.892, p < 0.001, \eta^2 = 0.158)$$

Freshman (M=2.36) vs. junior (M=3.16): $p < 0.001$

Freshman (M=2.36) vs. sophomore (M=3.38): $p < 0.01$

Freshman (M=2.36) vs. senior (M=3.28): $p < 0.01$

Policy impact on planning (V11): significant difference between grade groups (F(3, 158)

$$= 3.515, p = 0.017, \eta^2 = 0.063)$$

Freshman (M=4.16) vs. junior (M=3.70): $p < 0.05$

A.3 Main results of correlation analysis

Correlation of policy awareness with other variables:

Related to "Perceived school policy support": $r=0.429, p<0.01$

vs. "Strength of motivation to participate in activities": $r=0.389, p<0.01$

vs. "Perceived ability to improve": $r=0.543, p<0.01$

vs. "Comprehensive evaluation of teaching": $r=0.757, p<0.01$

With "Comprehensive evaluation of scientific and technological applications": $r=0.710, p$

<0.01

Related to "career development and perceived internationalization": $r=0.616, p<0.01$

With "motivation to participate in activities": $r=0.705, p<0.01$

Correlation of perceived school policy support with other variables:

vs. "Strength of motivation to participate in activities": $r=0.666, p<0.01$

vs. "Perceived ability to improve": $r=0.508, p<0.01$

vs. "Comprehensive evaluation of teaching": $r=0.430, p<0.01$

Related to "career development and perceived internationalization": $r=0.505, p<0.01$

With "motivation to participate in activities": $r=0.380, p<0.01$

A.4 Main results of regression analysis

A.4.1 Factors affecting the "perception of capacity enhancement"

The model was overall significant ($F(6, 155) = 24.87, p < 0.001$) with an adjusted R^2 of 0.

471

Significant influencing factors:

Strength of motivation to participate in activities: $\beta = 0.368, t = 3.745, p < 0.001$

Activity participation motivation: $\beta = 0.300, t = 3.697, p < 0.001$

A.4.2 Factors affecting "career development and perceived internationalization"

The model was overall significant ($F(6, 155) = 33.01, p < 0.001$) with an adjusted R^2 of 0.

544

Significant influencing factors:

Perceived school policy support: $\beta = 0.164, t = 2.849, p = 0.005$

Perceived ability enhancement: $\beta = 0.109, t = 2.004, p = 0.047$

Comprehensive evaluation of science and technology applications: $\beta = 0.258, t = 2.887, p = 0.004$

Activity participation motivation: $\beta = 0.116, t = 1.936, p = 0.055$ (close to significant)

VITA

