

A Feasibility Study on the Intelligent Teaching Model of English Oral Course in Applied Undergraduate Universities under the Background of "Double Innovation and Entrepreneurship"

Yanyan Wang

School of Foreign Languages, Zhengzhou College of Finance and Economics, Zhengzhou 450000, China.

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Abstract: *This article aims to explore the feasibility of the intelligent teaching mode for English oral courses in applied undergraduate universities under the background of "Mass Entrepreneurship and Innovation." The literature review section discusses the relationship between entrepreneurial education and English oral teaching, and summarizes the application experiences of intelligent teaching models in other disciplines. Simultaneously, the current status and issues of English oral courses in applied undergraduate universities are analyzed. In the research framework and theoretical foundation section, the article integrates the theoretical framework and practical application of entrepreneurial education with the theoretical basis and constituent elements of the intelligent teaching mode, providing theoretical support for subsequent research. Subsequently, based on the analysis of the current status of English oral courses in applied undergraduate universities under the context of entrepreneurship and innovation, including course objectives and requirements, teaching content and methods, as well as student characteristics and needs, a foundation is laid for the design of the intelligent teaching mode. The importance of teaching resources and technological support is emphasized, personalized learning and intelligent assessment methods are explored, and the optimization of the teaching process and elements is highlighted.*

Keywords: *Applied Undergraduate; University English Oral; Intelligent Teaching Mode*

With the rapid development of globalization and information technology, English, as an essential tool for international communication and collaboration, has increasingly gained significance in higher education. Under the background of "Mass Entrepreneurship and Innovation," English education in applied undergraduate universities faces new challenges and opportunities. In this context, English oral teaching, as a crucial aspect of cultivating students' comprehensive language application abilities, requires innovative teaching modes to adapt to the learning needs of modern students. The literature review reveals that entrepreneurial and intercultural communication skills are crucial for students' development in a globalized context. Drawing on the experiences of intelligent teaching models in other disciplines, it is found that the intelligent teaching mode can provide more personalized and flexible teaching approaches, offering the potential for positive contributions to English oral teaching.

1. Overview of Entrepreneurship Education and Intelligent Teaching Mode

1.1 Overview of Entrepreneurship Education

Entrepreneurship education, also known as innovation and entrepreneurship education, aims to cultivate students' innovative ability, entrepreneurial consciousness, and practical skills to meet the demands of modern society for talent. The theoretical foundation of entrepreneurship education draws upon the ideas of innovative education and entrepreneurship education. Innovative education emphasizes nurturing students' innovative thinking, problem-solving abilities, and creativity, thereby

stimulating their innovative potential. On the other hand, entrepreneurship education focuses on cultivating students' entrepreneurial awareness, business thinking, and practical entrepreneurial skills, encouraging students to venture and practice.

Regarding educational objectives, entrepreneurship education is committed to nurturing high-quality talents with an entrepreneurial spirit. Through practical teaching and innovative projects, students can grasp methods for solving real-world problems, enhancing their autonomous innovation and teamwork capabilities.

1.2 Elements of the Intelligent Teaching Mode

The intelligent teaching mode is an advanced technology-based teaching approach whose core goal is to provide students with personalized and flexible learning methods using information technology, artificial intelligence, and other cutting-edge means to optimize learning and teaching efficiency. The theoretical basis and elements of the intelligent teaching mode have abundant theoretical support and practical experience^[1]. The theoretical foundation of the intelligent teaching mode is established on the basis of educational technology, particularly the development of information technology and artificial intelligence. The application of information technology enriches teaching resources and offers diverse learning content and approaches. Through digital teaching resources, students can access a rich variety of textbooks, teaching videos, and online courses. The development of artificial intelligence enables the teaching system to provide personalized learning plans and feedback based on students' learning characteristics and needs^[2].

2. Discussion on the Relationship between Entrepreneurship Education and English Oral Teaching

2.1 Importance of English Oral Courses in Applied Undergraduate Universities

Currently, English oral courses play a crucial role in applied undergraduate universities, aiming to cultivate students' practical communication abilities and intercultural communication skills. Understanding the current situation of these courses is of great significance for improving the teaching mode. Presently, English oral courses in applied undergraduate universities primarily focus on enhancing students' communicative abilities. The course objectives emphasize cultivating students' fluency and accuracy in expression and effective communication with others. At the same time, the courses require students to possess a certain cultural background knowledge to better understand and adapt to intercultural communication.

Regarding teaching content and methods, most schools use diversified teaching materials and resources, such as textbooks, teaching videos, and interactive teaching platforms. Various teaching methods, including role-plays, group discussions, and field trips, are employed to increase student engagement and interest. However, the current English oral courses also face some issues. Due to varying English proficiency levels and backgrounds among students, individual differences are significant, making it challenging to unify the teaching progress. Furthermore, some schools' English oral courses overly focus on teaching written grammar and vocabulary, lacking practical oral communication training. Additionally, the assessment methods for these courses deserve attention, as traditional written exams may not comprehensively evaluate students' oral expression abilities^[3].

2.2 Relationship between Entrepreneurship Education and English Oral Teaching

In contemporary higher education, entrepreneurship education as a new educational concept has garnered widespread attention. Innovation and entrepreneurship are the core elements of entrepreneurship education, aimed at nurturing students' innovative thinking, practical abilities, and entrepreneurial awareness. Entrepreneurship education emphasizes cultivating students' innovative and entrepreneurial thinking, which emphasizes problem-solving abilities and encourages students to face challenges and propose novel solutions. In English oral teaching, students need to use oral expression to share ideas, viewpoints, and creativity, and students with innovative and entrepreneurial thinking are more likely to present unique and creative content in oral communication.

Entrepreneurship education encourages students to embrace diversity and engage in intercultural communication. This idea of cultural integration and intercultural communication is closely related to English oral teaching. In today's globalized context, students need to communicate and collaborate with

people from different cultural backgrounds using English oral skills. Entrepreneurship education emphasizes understanding, respecting, and appreciating different cultures, which is crucial for improving students' English oral communication abilities and intercultural communication skills. Entrepreneurship education also aims to cultivate students' entrepreneurial awareness, encouraging them to venture and seek opportunities in the global market^[4]. Entrepreneurial awareness encourages students to confidently showcase their ideas and products, which is essential for enhancing students' English oral expression abilities and persuasiveness.

3. Objectives and Contents of English Oral Teaching in Applied Undergraduate Universities under the Background of Entrepreneurship and Innovation

3.1 Course Objectives and Requirements

The objectives and requirements of English oral teaching in applied undergraduate universities aim to enhance students' oral expression abilities and communication skills to meet the demands of modern society for English proficiency. The design philosophy of this course revolves around cultivating students' comprehensive English oral skills, enabling them to be more confident and successful in their future careers and global communications. One of the main objectives is to help students improve their oral expression abilities. Through extensive oral practice and practical exercises, students will be able to express their ideas and viewpoints more fluently and accurately, enhancing their confidence in oral communication. The course will focus on improving students' accuracy in pronunciation, intonation, vocabulary richness, and grammatical proficiency, helping them overcome challenges and difficulties in oral expression.

Furthermore, the course emphasizes the cultivation of students' intercultural communication skills. In the context of globalization, students need to learn how to communicate and collaborate with people from different cultural backgrounds using English. Therefore, the course will emphasize cultivating students' intercultural awareness, teaching skills and etiquette for intercultural communication, and helping students better integrate into multicultural environments. Through simulated intercultural communication scenarios, students will learn to respect cultural differences, effectively handle cultural conflicts, and develop the ability to engage in intercultural cooperation. In addition to oral expression abilities and intercultural communication skills, the course also emphasizes students' practical abilities. Through practical activities such as role-playing, group discussions, speech contests, etc., students will have more opportunities for practical exercises, improving their ability to use English for communication in real-life situations. These practical activities will help students confidently apply their learned oral skills in real-life situations, such as showcasing themselves in social settings and effectively communicating in the workplace.

3.2 Teaching Contents and Methods

The teaching contents and methods of English oral teaching in applied undergraduate universities are essential parts of the course design, directly affecting students' learning experience and teaching effectiveness. The teaching contents mainly cover oral foundational knowledge and oral communication skills. Regarding the teaching contents, the course emphasizes the teaching of oral foundational knowledge, including pronunciation, intonation, grammar, and vocabulary. Students will learn correct pronunciation and intonation, master basic oral grammar rules, and acquire a rich vocabulary to ensure accurate and fluent oral expression.

In addition, the course focuses on cultivating oral communication skills. Students will learn how to apply their acquired knowledge in actual communication and improve their ability to communicate with others. Through practical activities such as role-playing, group discussions, speech contests, etc., students will have more opportunities for oral communication practice, enabling them to use English more confidently in real-life situations. Teaching methods will be flexible and diverse, considering individual differences among students. Interactive teaching will be adopted, encouraging students to actively participate in classroom discussions and exchanges to enhance their oral communication skills. Moreover, modern educational technology will be utilized, leveraging digital teaching resources and online teaching platforms to provide students with richer learning materials and practice opportunities.

4. Application design of oral English English wisdom mode teaching course under the background of entrepreneurship and innovation

In the context of entrepreneurship and innovation, the application of the smart mode brings new possibilities and advantages to English oral teaching. The smart teaching mode utilizes advanced information technology, combined with teaching theories and practices, to provide personalized, autonomous, and interactive teaching methods. In the English oral teaching course, the application of the smart mode offers students a more diverse and enriched learning experience while enhancing teaching effectiveness and learning outcomes.

4.1 Innovation theme and practice scenario

Innovative Themes and Practical Scenarios Integrating innovative themes with practical scenarios is a forward-thinking teaching design. By introducing innovative themes, such as technological innovation and entrepreneurial experience sharing, students' learning interests are stimulated, and they are provided with a learning experience that is closely related to real-life situations and the workplace.

By designing innovative themes, such as technological innovation and entrepreneurial experience sharing, educators aim to stimulate students' creativity and practical interest: In the oral course, teachers can select innovative themes closely related to contemporary developments and students' real-life experiences, such as emerging technologies, green environmental protection, and social entrepreneurship. By introducing these cutting-edge and trending topics, teachers can stimulate students' innovative thinking and curiosity, enabling them to have a deeper understanding of technological innovation and social transformation during the process of learning English oral skills.

By integrating practical scenarios with the curriculum, educators enable students to engage in oral expression and communication in real-life contexts: In oral teaching, teachers can introduce practical scenarios and settings that enable students to practice oral expression and communication in authentic contexts. For instance, simulating business meetings, travel communications, job interviews, etc., enables students to practice English oral skills in a virtual practical environment. Such practical scenario designs help students better comprehend and apply their oral knowledge, improving their oral communication and language proficiency. By combining innovative themes with practical scenarios, the English oral teaching in applied undergraduate universities becomes more relevant to students' actual needs and interests, motivating students to actively engage in learning English oral skills and laying a solid language foundation for their future endeavors in technological innovation and entrepreneurial practices.

4.2 Speech design and foreign cooperation of the mass entrepreneurship and innovation project

In the oral English courses of application-oriented undergraduate universities, encouraging students to speak on mass entrepreneurship and innovation projects is an important teaching method to promote students' innovative consciousness and oral expression ability. By encouraging students to select and research entrepreneurship projects and present their projects and innovative ideas through speeches, their creativity and communication skills can be enhanced. Teachers can encourage students to select and research entrepreneurship projects and present their projects through speeches. For instance, in an English oral course at an applied undergraduate university, a specific segment of entrepreneurship project presentations is included. Students are encouraged to choose entrepreneurship projects they are interested in and conduct in-depth research on the projects' background, objectives, and innovative aspects. For example, one student was passionate about sustainable development and chose a project related to green technologies. In class, he delivered a dynamic presentation showcasing the research findings and innovative ideas of the project, emphasizing the importance of green technologies and their application in real-life scenarios to achieve resource recycling and environmental protection.

Furthermore, in the English oral course, the teacher also established a dedicated presentation platform where students had the opportunity to showcase their creativity and ideas. For example, students could participate in the "Entrepreneurship Exchange Day" each week to present their entrepreneurship projects or innovative ideas. During one of these presentations, a student showcased a creatively designed social media platform, introducing its features, services, and strategies for attracting users and generating profits. Through this presentation, the student successfully attracted some interested peers and entrepreneurs who provided constructive feedback and opportunities for collaboration.

4.3 The application design of the situational teaching curriculum

Application of Scenario-based Teaching Design In the context of entrepreneurship and innovation, scenario-based teaching becomes an essential component of English oral teaching courses. Scenario-based teaching designs diverse real-life situations to integrate learning with practice, enabling students to flexibly apply English oral expression and communication skills in practical scenarios and enhancing their entrepreneurial capabilities.

4.3.1 Creating innovative practice scenarios

The application of scenario-based teaching design should fully consider students' learning needs in the context of entrepreneurship and innovation. By creating scenarios related to innovation practices, students can experience English oral exercises closely connected to real-life entrepreneurial demands. For example, in an English oral course with a focus on entrepreneurship, a scenario could be simulated where students participate in a startup project roadshow to present their entrepreneurial ideas. This scenario-based teaching design establishes a closer link between students' learning and actual entrepreneurial needs, enhancing the practicality and relevance of their learning.

4.3.2 Introducing real-life cases and activities

Scenario-based teaching designs can also incorporate a wide range of real-life cases and activities to stimulate students' innovative thinking and practical interests. Teachers can select representative entrepreneurship project cases for students to learn about real entrepreneurial experiences and successful practices. Simultaneously, organizing students to participate in entrepreneurship-related activities, such as creative exhibitions and innovation competitions, enables them to enhance their English oral expression abilities and entrepreneurial skills through active participation.

4.3.3 Providing opportunities for situational communication

Scenario-based teaching designs should offer ample opportunities for situational communication, allowing students to engage in oral expression and communication in authentic contexts. Teachers can arrange group discussions, enabling students to engage in oral communication within small groups to collaboratively solve entrepreneurial challenges. Additionally, organizing students to visit actual entrepreneurial enterprises for on-site oral investigations and communication enhances students' understanding and experiences in entrepreneurship.

For example, in an English oral course at a prominent applied undergraduate university, a successful implementation of scenario-based teaching design took place. The teacher set up a scenario named "Entrepreneurship Roadshow" as a segment of the oral exercises. Students were required to deliver simulated roadshow presentations in class, showcasing their entrepreneurship project promotion plans. Through the smart evaluation system, the teacher provided students with real-time assessments and feedback on their oral expression, helping them identify and correct problems in their oral communication and enhance their fluency and accuracy. For the context of entrepreneurship-oriented English oral teaching, the teacher set practical scenarios related to entrepreneurship projects. Through the system's evaluations, the teacher provided targeted entrepreneurship oral guidance, enabling students to continuously improve their entrepreneurial oral communication skills through practical experiences.

4.4 Build a teaching platform of intelligent mode

Establishing a Smart Teaching Platform In the context of entrepreneurship and innovation, the application of the smart mode to English oral teaching provides students with a unique and innovative learning experience, reinforcing the personalized and intelligent characteristics of learning. This mode stimulates students' creativity and practical abilities.

Under the guidance of the smart mode, establishing a teaching platform can offer customized learning content and paths based on students' learning progress, interests, and learning styles. Students can choose English oral learning content related to entrepreneurship topics based on their interests and potential in entrepreneurial fields, such as business negotiations and entrepreneurship plan presentations. This personalized learning approach encourages students to take a more proactive role in their learning, enhancing the relevance and effectiveness of their studies. The intelligent evaluation system plays a crucial role in English oral teaching. The system can provide real-time evaluations and feedback on students' oral expression, helping them identify and correct issues in their oral communication, improving their fluency and accuracy. For entrepreneurship-oriented English oral teaching, teachers can set practical scenarios related to entrepreneurial projects and use the system to evaluate students' oral expression in these scenarios, providing targeted entrepreneurship oral guidance,

allowing students to continuously improve their oral communication skills in entrepreneurial contexts.

For example, at a leading university with a focus on entrepreneurship education, the English oral course applied the smart mode. Students selected "Entrepreneurship Project Promotion" as the topic for their oral learning content on the teaching platform. During the weekly entrepreneurship exchange activities, students used the smart evaluation system for online presentations, showcasing their entrepreneurship project promotion plans to their peers. The teacher used the evaluation reports to assist students in analyzing shortcomings and

5. Conclusion

In the context of entrepreneurship and innovation, the application of the smart teaching mode in the English oral course of applied undergraduate universities is both feasible and effective. Entrepreneurship education emphasizes cultivating students' innovative spirit and practical abilities, and English oral skills, as an essential communication tool, require high levels of communication and practical skills from students. Therefore, entrepreneurship education provides valuable opportunities and challenges for English oral teaching. The application of the smart teaching mode in the context of entrepreneurship and innovation demonstrates that utilizing modern educational technology and teaching methods can improve teaching effectiveness and student engagement. Introducing scenario-based teaching, innovative themes and practical scenarios, as well as online teaching platforms and evaluation systems in the English oral course of applied undergraduate universities can provide students with diverse learning experiences and personalized learning support. Thus, applying the smart teaching mode to the English oral course in applied undergraduate universities is of great significance and has a positive promoting effect on advancing entrepreneurship education and enhancing the quality of English oral teaching.

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