Instructional Design of Innovation and Entrepreneurship Education for Foreign Language Learners

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Abstract. In the era of artificial intelligence and the construction of "new liberal arts", the traditional foreign language classroom teaching is insufficient in many aspects. This instructional design attempts to combine innovation and entrepreneurship education with the language service industry, aimed at improving the construction of innovative curriculum system and enrich the development of curriculum materials and content as well. With the help of diversified teaching materials, this initial trial will dig out the international advanced and excellent innovative thinking and innovative entrepreneurial practice cases related to language service, build a case base of foreign language service innovation and entrepreneurial practice, thereby developing a first-class curriculum system.

Keywords: Instructional design, Innovation and Entrepreneurship Education, language service industry, information technology, big-data-based platform, Hadoop

1   INTRODUCTION

Why should we college teachers focus more attention on innovation education currently? Foremost, the relevant courses have been designed to meet the requirement of the integration of specialization and innovation, referring to organic integration of specialty education and innovation and entrepreneurship education. The transformation of education from single discipline to multi-discipline integration is the key to innovation-driven development strategy, and has educational value and humanistic value as well. Compared with those abroad, the domestic foreign language subjects based on a fusion of education are still in its infancy. That is, the professional and creative education is not in strict compliance with each other. Most of the educational reforms are limited to classroom teaching, ignoring the practical education of the second class, owing to the fact that complete social innovation ecological system has not been formed. Therefore, it is advised to create a upgraded model with two wings: the construction of innovative foreign language teachers and the construction of multi-dimensional quality assessment system, which will actually improve the traditional professional practice teaching model with the focus on language training and the en-

trepreneurship and innovation education in class. Specifically, it integrates ideological and political elements such as political identity, national feelings and sense of service into the whole process of creative and integrated practice teaching, and meanwhile creates a comprehensive curriculum system.

Thus, we need to address the issues as follows. First of all, since value orientation is the primary problem of liberal arts education, then how do we organically integrate ideological and political elements such as serving local culture and economy and applying "The Belt and Road" into the creative and integrated curriculum system? Second, at present, the practical teaching evaluation of foreign language majors is mainly conducted by teachers and students with emphasis on knowledge and skills while ignoring evaluation dimensions such as ability, quality and personality.

2   Design objectives

2.1   Overall Objectives

The course teaching is guided under the training objectives of National Standards for Teaching Quality of Undergraduate Majors, which aims at promoting the all-round development of college students through language service practice teaching links, including professional practice, innovation and entrepreneurship practice, social practice and international exchange [1].Through innovation and entrepreneurship practice, students' problem-solving ability and innovative ability will be cultivated. Innovation and entrepreneurship education is not to let students start businesses, but to encourage all-round growth of students. In general, the primary goal is to enable students to master relevant concepts and theoretical knowledge of language service, understand the current situation and prospects of the language service industry, build up professional confidence and clarify the development direction. Secondly, students who are willing to start a business will understand a range of methods and start a business in the years to come.

On the other hand, the students who are not willing to start a business will find employment with the mindset of entrepreneurs, that is, the core competitiveness of students' future employment should be enhanced through multi-dimensional ability cultivation [2].

2.2   Learning Objectives

According to the results of the preliminary industry survey, students realize the development situation of the language service industry in the new era and the new requirements-the talents that are technology-oriented, compound, unstructured, market-oriented and international. And through the analysis of the Internet plus innovation and entrepreneurship competition, they are encouraged to make full use of their major and engage in projects, demonstrating abilities of creativity, cultivate multi-dimensional innovation and entrepreneurship [3].

3   Instructional design of the class

3.1   Instructional Model

This course is a practical one, and it is designed based on the well-known teaching model of divided classes. The core idea of class division is to allocate half of the class time to teachers for teaching and the other half to students for interactive learning in the form of discussion. In this way, in addition to teaching and internalized absorption, the class discussion process is highlighted. In this way, the class is divided into three distinct processes in time: lecturing, internalizing, and discussing.

How to apply the concept of "split class" to the actual teaching lies in the following three aspects:

The teaching content design is seamless. The content of the first module seamlessly connects the first 1-7 weeks of practice, testing students' "internalized absorption"; The second module focuses on "teaching", which lays the ideological and political foundation for students to enter the practical activities of "business" through the guidance of values. The third and fourth modules lead students into "discussions" to initiate the next phase of field research and the business plan writing.

What's more, the teaching rhythm is lively and compact. Based on the reasonable design of teaching content, effective time management, to ensure that every step of the class is closely linked. The design of this theory class strictly follows the design of the teaching plan, and the completion of each module content is basically within the preset time limit, realizing "double high", namely high efficiency output and high effect presentation.

3.2   Class-teaching Process

Step **1**: A pre-class learning task is notified to students one week in advance. A QQ group is set up for teachers to release information and give feedback to the requirements and suggestions of enterprise tutors in a timely manner. At the same time, teachers answer questions in the process of practical and theoretical learning and provide solutions to the problems or dilemmas raised by students. This group is limited to lecturers and students, not including part-time tutors off campus.

Step **2**: Students are invited to make presentation. The teacher randomly invites the three groups of students to summarize and report the results of the preliminary practice survey. During the whole process, the students give lectures, but no comments or interactive questions are arranged.

Step **3**: The teacher explains the latest national "Internet +" College Students Innovation and Entrepreneurship Competition. In order to better optimize the content of the project and let students have in-depth access to the content of innovation and entrepreneurship, teachers are required to have a good understanding of large-scale business and their competitions [4].

Step **4**: Students are engaged in group discussion. The premise of the successful implementation of the discussion section is to continue the content of the last module, leave students with targeted thinking questions, and leave enough space for students

to think and discuss. For example, the topic of discussion in this course is Internet Enlargement Competition. Students are asked to decide the topic first, and then choose the right track. This session answers the first question of the business plan, "What do we do?", and initiates the next phase of the practical activities.

3.3   Big-data-based Teaching Evaluation System

What's more, with the continuous development of information technology, teachers may make full use of IT and relevant tools through a course before the class, in the class or after the class, especially suitable for innovation education, which requires up-to-date information or data available from Internet. The point is how we teachers select tools and technologies to support blended learning for an innovation class [5]. The recommended solution to the problem is to inspire teachers who are traditionally confined to off-line classes to get out of the comfortable zone, and to design a wide variety of on-line panels or activities supported by information technology instead.

3.4   Curriculum Characteristics

The Training Mode of "1+2+N".
The number of "1" refers to one idea integrating the training of innovative thinking with entrepreneurial ability in the process of language service; the number of "3" means the three modules, namely, the theoretical knowledge module and the project-based practice module, which are closely connected; And "N" refers to diversity of projects and tutors. Based on the training mode, students can decide whom they will be guided by, what they would like to do, and which project they prefer.

Value-oriented Practice.
Students are guided to select topics based on major national strategies and regional development needs, organically integrate service consciousness, patriotism and cultural confidence into all links of social research and creative practice, and incorporate value orientation into the evaluation dimension of practical results.

Four-in-one mechanism.
Relying on regional superior resources, a multi-party linkage mechanism of enterprises, schools, research institutes and governments should be established for integrated development. Following curriculum construction rules, students' training, teachers' construction, project application, social services and other work will be organically connected to maximize the benefits of curriculum construction.

3.5   Evaluation of Learning Outcomes

Taking "Every Week's Creativity" as an example, the application of students' innovative thinking is proved to be effective, and their ability to find and solve problems is

greatly improved, thus reaching the ability training goal of this course. Each paper must have at least one keyword.

3.6   Practice

The remarkable features of this course also lie in extracurricular innovation practice and extracurricular entrepreneurship practice. The activities involved in the course include the following area.

-To set up a practice team, determine the research direction, and write the research plan for the language service industry.

-To think out of the box by applying innovative thinking tools.

-To visit, investigate and explore practice bases around the topic of social practice.

-To write an enterprise research report, and determine innovation and entrepreneurship projects according to the research situation and competition requirements.

-To conduct project demonstration and write a business plan with part-time social tutors and theoretical teachers.

-To review and idealize the business plan through project road show, thereby connecting social resources, and preparing for the implementation of the project.

In doing so, students get closer to real-world situation and learn to identify problems and solve problems.

4   Conclusion

For China's universities and colleges, the education of innovation and entrepreneurship has been highlighted currently [6]. For one reason, the growth of high-tech, represented by AI, requires college students to be better educated in the areas not only inside but outside their major [7]. For another, to think out of box may offer students much more opportunities when they are employed.

Reintegration of teaching contents, including organic integration of innovation and entrepreneurship, curriculum ideology and politics, language service and other elements, to achieve the unity of knowledge impart, ability cultivation and value guidance.

Recombination of teaching methods, that is, the organic combination of online and offline teaching methods, problem discussion, project research, topic debate, scene reproduction, simulation and other teaching methods, to highlight the main position of students.

Process-oriented teaching evaluation. The process evaluation is extended to the practice. Meanwhile, the internal evaluation mechanism of the student team is established, and the innovation consciousness and spirit is mainly cultivated.

To further optimize the design, we need to pay close attention to the directions as follows.

A. Combing innovation and entrepreneurship education with language service industry, and compile the textbook "Language Service and Innovation and Entrepreneurship" in particular,

B. Setting up a team of high-quality part-time tutors to build form a benign school-enterprise cooperation mechanism. Therefore, the high-quality cases were compiled into a multi-mode case database including video, audio and text.

C. Strengthening the construction of practice bases to improve the compatibility between practice bases and professional development.

5   Acknowledgements

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