Article

Pathways and Practices for Reforming English Language Teaching in Higher Vocational Colleges through Artificial Intelligence

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Abstract: Rapid advances in artificial intelligence (AI) are fundamentally transforming global education and teaching practices. Generative AI, large language models, and intelligent interactive tools are creating unprecedented possibilities for English language teaching in higher vocational colleges. As a public foundational course in vocational education, English teaching is expected not only to develop students' basic language skills but also to robustly support their career development, workplace communication, and intercultural interaction. However, conventional teaching practices still face significant limitations in aligning course content with specific occupational contexts, providing individualized learning support, promoting active classroom interaction, and accurately evaluating learning outcomes. This paper systematically examines the underlying rationale and practical challenges of applying AI to English language teaching in higher vocational colleges. Drawing on the core objectives of modern vocational education, it proposes a comprehensive reform framework covering learning objectives, teaching resources, instructional implementation, learning assessment, and teacher professional development. Furthermore, it explores an innovative teaching model oriented toward occupational competence, supported by human–AI collaboration and informed by real-time learning-process data. The proposed approach aims to facilitate a critical shift from traditional knowledge transmission to applied language use, from uniform instruction to highly personalized learning, and from purely outcome-based assessment to a comprehensive evaluation combining both process and results. Ultimately, this study offers practical, actionable insights for the digital transformation of English language teaching and the continuous improvement of talent cultivation in higher vocational education.

Keywords: artificial intelligence; english teaching; teaching reform; occupational competence; learning assessment

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1. Introduction

Advances in artificial intelligence are transforming knowledge creation, information sharing, and social communication, while introducing new requirements for the development of vocational talent. As generative AI continues to evolve in text generation, machine translation, speech recognition, semantic analysis, and intelligent interaction, traditional English instruction—centered on teacher-led explanation, textbook-based learning, and classroom exercises—has emerging potential for pedagogical innovation. How artificial intelligence can be effectively leveraged as an instructional resource to enhance students' language proficiency and professional capabilities has become a key focus in the evolution of English education within higher vocational institutions.

The English Curriculum Standards for Higher Vocational Education (2021 Edition) define the fundamental characteristics, educational goals, content framework, and implementation guidelines for English courses in this sector, highlighting the essential linkage between language application and students' career pathways [1]. Subsequent policy guidance—including the 2025 initiative on advancing educational digitalization

and the 2026 action plan for integrating artificial intelligence into education—emphasizes the strategic use of AI to modernize curricula, teaching resources, and pedagogical systems, with priority given to human-centered, collaborative models of intelligent education.

Within higher vocational English instruction, learners exhibit significant variation in language foundations, cognitive learning profiles, and disciplinary specializations. Moreover, occupational English requirements differ substantially across academic programs [2]. Conventional instruction—typically structured around standardized textbooks and uniform pacing—struggles to accommodate individual learner diversity or discipline-specific professional needs. In certain courses, instructional emphasis remains largely on vocabulary, grammar, and reading comprehension, with limited integration of authentic workplace communication tasks. Consequently, students may master linguistic forms without developing the ability to deploy language effectively in professional dialogue, business contexts, or intercultural settings.

Artificial intelligence presents promising avenues for addressing these challenges; however, technological adoption alone does not guarantee pedagogical improvement. Without clearly articulated learning outcomes, purposefully designed learning activities, and robust assessment strategies, AI tools risk being used narrowly for translation, drafting support, or answer provision—and may inadvertently undermine students' capacity for independent reasoning and expressive autonomy [3]. It is therefore essential to explore the integration of AI into higher vocational English instruction through the lens of vocational pedagogy, delineate the complementary roles of educators, learners, and AI systems, and construct a coherent instructional framework in which technological capability, occupational relevance, and language competence mutually reinforce one another.

2. The Rationale for AI-Enabled Reform of English Teaching in Higher Vocational Colleges

2.1. From Knowledge Transmission to the Development of Occupational Language Competence

English instruction in higher vocational education is inherently vocationally oriented. Its objectives extend beyond vocabulary, grammar, and reading comprehension to encompass communication, information processing, and intercultural interaction within authentic occupational contexts [4]. Artificial intelligence enables the generation of discipline-specific scenarios, language resources, and communicative tasks aligned with diverse majors, thereby enhancing the relevance of course content to evolving industry standards and workplace demands.

For instance, English courses for e-commerce students may incorporate AI-generated simulations of overseas customer inquiries, product descriptions, order coordination, and after-sales communication [5]. Tourism management courses can feature AI-supported practice in tourist reception, attraction presentations, itinerary consultations, and adaptive communication during unforeseen circumstances. For digital media students, instruction may emphasize portfolio delivery, cross-border project collaboration, international professional communication, and creative project pitching.

This evolution signifies a move away from textbook-based, repetitive language drills toward purposeful language use in occupation-specific tasks. Artificial intelligence supports this transition through dynamic scenario design, real-time language scaffolding, and immediate formative feedback—facilitating deeper understanding of linguistic concepts, accumulation of authentic communicative experience, and progressive development of workplace communication proficiency [6].

2.2. From Uniform Instruction to Differentiated Learning Support

Higher vocational students exhibit varied English-learning backgrounds. Some possess a solid foundation and can engage in relatively complex language expression, while others require additional support in vocabulary acquisition, grammatical accuracy, listening comprehension, and spoken communication [7]. Due to constraints on

instructional time and class size, teachers may find it challenging to deliver continuous, individualized guidance to all learners.

Artificial intelligence enables differentiated learning support through learning diagnostics, error analysis, and adaptive feedback [8]. By assessing student performance across vocabulary, grammar, reading, listening, and speaking tasks, AI systems can pinpoint areas requiring reinforcement and suggest targeted learning resources and practice activities.

This approach shifts instruction from uniform content delivery toward dynamic task adjustment aligned with individual proficiency levels [1]. Learners with emerging foundations receive scaffolded practice in core vocabulary, essential sentence structures, and context-based dialogues. Those demonstrating higher proficiency undertake advanced tasks such as business communication, professional self-presentation, and intercultural exchanges, thus supporting a structured, tiered learning pathway.

2.3. From One-Way Classroom Instruction to Human–AI Collaborative Interaction

Traditional English instruction typically centers on teacher-led explanations, student responses, and structured classroom exercises. Interaction opportunities are often limited by constraints such as class duration, student numbers, and curriculum scope [8]. Artificial intelligence enhances communicative practice through voice-enabled dialogue, text-based interaction, and real-time feedback.

Learners can employ intelligent speech applications to refine pronunciation, participate in AI-generated conversational simulations, and obtain targeted feedback on grammar, lexical choice, and written coherence [5]. Educators may leverage AI tools to create instructional resources, formulate classroom activities, identify patterns in student errors, and refine pedagogical approaches.

Human–AI collaboration does not entail substituting educators with artificial intelligence. Instead, it augments teachers' ability to facilitate learning through technological support. Educators retain responsibility for defining learning goals, structuring knowledge, offering pedagogical guidance, and managing the learning process. Learners continue to assume ownership of language practice and self-directed learning. AI functions primarily as a resource generator, interaction enabler, and feedback provider [9]. Only within this complementary framework can its educational potential be fully realized.

2.4. From Outcome-Based Assessment to the Integration of Process and Outcome Evaluation

Traditional assessment in higher vocational English often relies on final examinations, unit tests, and assignment scores. Although these measures can reflect students' attainment of certain course content, they do not sufficiently capture daily learning engagement, the development of language use, or competence in occupational task performance [10].

AI tools can record and analyze learning frequency, language output, error patterns, task completion, and longitudinal progress, supporting formative assessment. Integrating classroom participation, oral communication, writing tasks, occupational simulations, and periodic assessments enables teachers to build a more holistic view of student learning [11].

This shift extends beyond AI-assisted scoring: assessment findings should directly guide instructional refinement—enabling timely identification of learning challenges, adaptive adjustment of content and task complexity, and collaborative goal-setting for subsequent learning steps.

3. Practical Challenges in Higher Vocational English Teaching

3.1. Insufficient Alignment between Teaching Content and Occupational Requirements

Higher vocational English instruction must bridge foundational language skills with discipline-specific occupational application [12]. However, certain courses remain predominantly structured around textbook units and discrete linguistic elements,

resulting in limited correspondence between instructional content and the functional language demands of professional practice. Given the distinct ways English is deployed across different occupational fields, standardized curricular materials often fail to reflect the specialized communicative needs of individual vocational disciplines.

While some classrooms incorporate situational dialogues and language drills, the scenarios presented tend to be oversimplified and do not mirror the complexity of authentic workplace tasks—such as technical information exchange, cross-functional business communication, or collaborative problem-solving [13]. Consequently, students may successfully perform scripted textbook interactions yet struggle to adapt their language use flexibly in dynamic, real-world professional contexts.

Although artificial intelligence enables rapid generation of occupation-tailored language resources, uncritical adoption—without prior analysis of actual workplace communication requirements—leads to superficially customized but functionally misaligned materials, thereby perpetuating the disconnect between classroom instruction and occupational language competence [14].

3.2. A Mismatch between Individual Learning Differences and Instructional Provision

Higher vocational students exhibit considerable diversity in educational background, English proficiency, learning motivation, and language application ability. Conventional instruction typically employs standardized objectives, pacing, and practice activities, limiting its capacity to accommodate the full spectrum of learner needs [6].

Learners with limited foundational competence may find it difficult to follow classroom instruction, whereas those with stronger foundations may perceive routine foundational tasks as insufficiently stimulating. This misalignment between instructional design and individual learning requirements can diminish motivation and engagement [2].

Although AI enables access to adaptive learning resources, effective implementation still depends on deliberate teacher involvement—including content curation, task design, and systematic pedagogical guidance [7]. Without such intentional structuring, personalized learning risks devolving into fragmented, tool-centric experiences rather than a coherent and pedagogically sound process.

3.3. A Lack of Systematic Instructional Design for AI Applications

Some higher vocational English classes have begun incorporating intelligent translation, speech recognition, writing assistance, and generative AI tools [3]. However, these applications remain largely isolated and are predominantly used for vocabulary lookup, text translation, grammar checking, and text generation. AI has not yet been systematically embedded into learning objectives, instructional content, classroom activities, or assessment practices.

Some students submit AI-generated content directly as their own work without critically evaluating its linguistic accuracy, logical coherence, or factual reliability [14]. Some teachers rely on AI primarily for generating teaching materials and do not fully leverage its capabilities for learning diagnosis and personalized instructional feedback.

This indicates that integrating AI into education cannot depend solely on adopting new tools. It requires a coherent instructional design framework aligned with course goals, supported by clear guidelines for appropriate AI use across all phases of teaching and learning.

3.4. Teaching Assessment Has Not Fully Adapted to Intelligent Learning Environments

Artificial intelligence enables more diverse and granular evidence collection for assessment; however, conventional methods continue to prioritize summative examination scores and final assignment outputs, with inadequate emphasis on the development of language proficiency and occupation-specific competencies throughout the learning process.

In oral English instruction, situational communication practice, and occupational task-based training, learners' linguistic production processes, communicative strategies,

adaptive language use, and real-time task execution are all critical dimensions of competence. Overreliance on final outputs or algorithmically generated scores risks underestimating authentic language application capabilities.

The increasing integration of AI-generated content also introduces novel challenges for academic integrity in assessment. Clear differentiation must be made between student-authored work and content produced with AI assistance; otherwise, the authenticity and validity of evaluation outcomes may be significantly undermined.

4. Implementation Pathways for AI-Enabled Reform of Higher Vocational English Teaching

4.1. Reconstructing the Teaching Objectives Around Occupational Competence

The first step in integrating AI into higher vocational English teaching is to realign teaching objectives and establish an integrated framework encompassing language knowledge, language application, and occupational communication competence [6].

Teaching objectives should align with the national English curriculum standards for higher vocational education and reflect the specific requirements of professional training programs and workplace roles. A coherent structure should be built around foundational language competence, occupational English application, and digital language-learning competence [11].

Foundational language competence includes vocabulary comprehension, grammatical accuracy, listening, speaking, reading, writing, and basic interpersonal communication [10]. Occupational English application focuses on abilities such as retrieving workplace information, introducing products or services, conducting business-related exchanges, delivering client-facing support, and articulating discipline-specific content. Digital language-learning competence refers to students' capacity to use AI tools effectively for language practice, information searching, text refinement, and self-directed learning, while critically assessing, verifying, and correcting AI-generated output.

English learning objectives should be tailored to disciplinary contexts [2, 9]. Business-oriented programs may prioritize customer interaction, professional correspondence, and international commercial communication. Tourism-oriented programs may emphasize hospitality service delivery, site interpretation, and intercultural dialogue. Information technology programs may stress technical document comprehension, functional product explanation, and precise professional information exchange.

This objective-oriented approach ensures that AI integration directly supports the development of occupational competence, rather than equating teaching quality with tool usage frequency or technical operation proficiency [2].

4.2. Developing Intelligent English Teaching Resources Based on Professional Needs

Teaching resources constitute a fundamental pillar for AI-enhanced English instruction. Higher vocational colleges should construct an integrated resource system comprising foundational language materials, occupation-specific scenario-based resources, and digital support tools, carefully aligned with the distinctive requirements of various academic disciplines.

First, AI can facilitate the creation of differentiated language-learning resources. Drawing on course objectives and learners' proficiency levels, educators may employ AI to generate vocabulary exercises, reading passages, listening scripts, and writing assignments calibrated across multiple difficulty tiers. Educators must rigorously review all AI-generated content to ensure linguistic accuracy, pedagogical appropriateness, and alignment with learning outcomes. Learners with limited foundational competence may concentrate on core vocabulary, high-frequency sentence structures, and concise reading texts, whereas more advanced learners may engage in synthesizing complex readings, articulating reasoned viewpoints, and performing discipline-relevant communicative tasks.

Second, occupation-focused English scenario resources should be designed around authentic professional roles. Educators may collaborate with subject-matter specialists

and industry practitioners to identify recurrent English usage contexts within specific occupational fields and transform them into pedagogically structured case studies and applied tasks. For instance, students majoring in e-commerce may practice drafting product information for international markets, responding to customer inquiries, and managing post-purchase communications; tourism management students may rehearse greeting overseas visitors, presenting travel itineraries, and resolving service-related concerns; and students in service-oriented disciplines may develop competencies in front-desk interactions, handling information requests, and sustaining professional client relationships.

AI-generated instructional materials must undergo rigorous validation by domain experts. Content involving technical terminology, sector-specific standards, and operational protocols requires verification by qualified subject instructors or industry professionals to eliminate factual inaccuracies and ensure adherence to professional conventions.

Through systematic accumulation and taxonomy-based organization, institutions can progressively build a responsive, updatable English teaching resource repository that adapts to disciplinary diversity, learner variability, and evolving pedagogical stages.

4.3. Innovating Classroom Instruction through Human–AI Collaboration

Classroom teaching is a key area where AI can support pedagogical advancement [7]. Rather than restricting AI use to occasional translation or post-class assignment correction, institutions should embed it across pre-class preparation, in-class activities, and post-class reinforcement to establish a cohesive instructional cycle.

Prior to class, instructors align learning tasks with instructional goals and employ AI to assist in developing preparatory resources, vocabulary assessments, and scenario-based introductions. Students engage in foundational diagnostic exercises via intelligent learning platforms, which deliver personalized suggestions based on individual performance. Instructors analyze this feedback to pinpoint knowledge gaps and inform lesson planning.

During class, emphasis is placed on occupational scenario-based tasks. Instructors design authentic or simulated workplace contexts aligned with disciplinary characteristics and facilitate small-group language practice [6]. AI serves as an interactive conversation partner, a role player within simulations, or a provider of real-time feedback—enhancing oral communication, situational engagement, and language refinement. For instance, in a simulated overseas customer inquiry, AI assumes the customer role while students present products, verify details, and respond to queries. Instructors monitor students' language structuring, communicative strategies, and task execution to offer timely, targeted support.

Following class, students continue language development through AI-supported oral rehearsal, writing revision, and consolidation activities [5]. By reviewing initial drafts, revision histories, and final outputs, instructors assess learning progression, address recurring challenges through focused instruction, and deliver tailored guidance as needed.

This integrated approach links diagnostic preparation, collaborative in-class activity, and extended practice. AI handles routine language repetition and supplementary feedback, enabling instructors to concentrate on lesson orchestration, occupational scenario design, and holistic student development. Sustained engagement in purposeful language tasks fosters students' autonomous learning capabilities [1, 11].

4.4. Strengthening Practical English Teaching through Authentic Tasks

Enhancing English instruction requires moving beyond intelligent teaching tools to incorporate occupational tasks as a core means of developing students' language competence [8]. Project-based learning, task-based instruction, and scenario simulation effectively bridge linguistic knowledge with authentic workplace application.

In business English, instructors can design simulated international business projects in which students compile product information, draft English product descriptions, respond to customer inquiries via email, and deliver professional business presentations.

While AI tools may assist in language checking and structural refinement, students must independently evaluate whether the output aligns with professional standards and assume full responsibility for the final deliverables.

In tourism English, integrated tasks can center on welcoming international visitors. Students practice introducing scenic sites, suggesting itineraries, addressing visitor questions, and managing unforeseen situations. Instructors may employ AI to generate diverse simulated visitor profiles—reflecting varied language proficiencies and communicative preferences—to broaden the scope and realism of practice scenarios.

In public-service English, tasks may emphasize service-related inquiries, directional assistance, and intercultural communication, helping students build foundational English proficiency within realistic service-oriented contexts [5].

Each project must feature clearly defined objectives, structured implementation steps, and measurable outcomes. Instructors should calibrate task complexity according to students' English proficiency levels and avoid assigning tasks that significantly exceed their current capabilities. AI-generated dialogues and business-related content must undergo careful review to ensure accuracy, appropriateness, and alignment with real-world occupational requirements.

Through task execution, language production, oral presentation, and iterative revision informed by feedback, students progressively convert theoretical knowledge into practical occupational competence while engaging with authentic problem-solving challenges [11].

4.5. Developing a Multidimensional Assessment System Supported by Learning Data

Assessment innovation is an essential component of AI-enabled higher vocational English teaching. A comprehensive assessment system should integrate formative, task-based, and summative approaches, reducing overreliance on final examinations and written assignments.

Formative assessment emphasizes students' participation, task completion, oral practice, and learning progress [10]. Teachers may draw upon learning-platform analytics, classroom observation, periodic exercises, and learning portfolios to gauge actual engagement and evolving competence.

Task-based assessment evaluates students' ability to apply English in occupational contexts [6, 12]. Through authentic tasks—including business email composition, simulated customer interactions, English product demonstrations, tourist service scenarios, and professional presentations—teachers assess whether learners can meet specific workplace communication requirements. Evaluation extends beyond linguistic accuracy to encompass information completeness, situational appropriateness, communicative effectiveness, and task execution quality.

Summative assessment employs periodic tests, integrated language evaluations, and course examinations to measure students' overall attainment of course objectives and language proficiency targets [9].

Assessment may involve teacher evaluation, student self-assessment, peer feedback, and AI-supported analysis. AI tools can detect certain language patterns, offer speech practice feedback, and support learning data interpretation. However, teachers retain ultimate responsibility for judging occupational task performance, expressive appropriateness, and holistic language competence.

To ensure objectivity, explicit indicators and transparent scoring criteria must be established. For instance, oral occupational tasks may be evaluated across dimensions including linguistic accuracy, fluency, informational completeness, contextual appropriateness, and communicative effectiveness. When AI tools assist in assignment completion, evaluators should consider original student expression, revision history, and process-based evidence—not solely the final output—as indicators of genuine competence.

A multidimensional assessment framework aligns teaching objectives, learning activities, and evaluation standards, enabling assessment to diagnose learning needs, support competence development, and inform instructional refinement [2, 10].

4.6. Improving Teachers' Digital Literacy and Establishing Human–AI Collaborative Teaching

In AI-enabled English teaching, teachers serve not only as facilitators of technology integration but also as stewards of instructional quality and educational values. Their digital literacy and capacity to apply AI tools meaningfully directly shape the effectiveness of technological implementation in pedagogy [9].

Higher vocational colleges should deliver targeted professional development covering AI tool application, intelligent instructional design, digital resource creation, learning analytics, and educational ethics. Training must extend beyond technical operation to encompass strategic decision-making—such as selecting appropriate technologies aligned with specific learning objectives, critically evaluating linguistic accuracy and factual reliability in AI-generated materials, and transforming data-driven insights into pedagogically sound instructional actions.

Cross-disciplinary collaboration between public English teachers and professional-course instructors should be systematically promoted. Public English teachers bring expertise in language systems, communicative competence, and intercultural awareness, while professional-course teachers contribute authentic workplace tasks, domain-specific terminology, and occupational contexts. Where feasible, industry practitioners may co-develop teaching resources and participate in the assessment of profession-oriented language tasks, thereby strengthening the relevance and applicability of English instruction to real-world occupational demands.

At the institutional level, colleges must formulate clear guidelines governing AI use in teaching, explicitly defining roles and responsibilities for teachers, students, and technology providers. These guidelines must safeguard personal information and learning data in compliance with national data protection regulations. AI-generated content requires rigorous verification before inclusion in formal teaching materials. Additionally, policies must delineate permissible student use of AI in academic work—including mandatory transparency regarding AI assistance—to cultivate ethical and responsible technology practices.

5. Institutional Support for AI-Enabled Reform of Higher Vocational English Teaching

5.1. Improving Institutional Policies and Resource Support

Higher vocational colleges should integrate AI-enhanced English instruction into their broader strategies for educational digitalization and curriculum innovation, aligning teaching platforms, digital resources, and technical services with the requirements of public foundational courses. Rather than undertaking purposeless, complex platform development, institutions should prioritize seamless integration of existing teaching systems, intelligent language tools, and digital resources to lower technology adoption costs.

In resource allocation, emphasis should be placed on the ongoing updating and discipline-specific adaptation of teaching materials [13]. English instructors and subject-matter specialists are encouraged to collaboratively design occupational scenario-based instructional cases, progressively establishing a shared, continuously refined resource system.

5.2. Establishing a Dynamic Mechanism for Instructional Improvement

AI technologies are advancing rapidly, necessitating ongoing refinement of teaching tools and pedagogical approaches. Institutions should implement structured feedback mechanisms to regularly gather input from faculty and students regarding intelligent teaching resources, classroom activities, and assessment strategies. Identified challenges

in technology integration should be systematically analyzed, and instructional design iteratively refined based on real-world course delivery experiences.

Assessment of teaching effectiveness should prioritize measurable improvements in students' language proficiency, competence in discipline-specific tasks, and capacity for self-directed learning [3]. Metrics such as frequency of AI tool usage, volume of generated materials, or platform engagement levels must not serve as primary indicators of pedagogical advancement.

5.3. Strengthening Ethical and Safety Management of AI Applications

AI applications must prioritize student development while actively preventing overreliance on technology and improper use of data [7]. Educators should guide students to critically assess the limitations of AI-generated content and cultivate information literacy, linguistic discernment, and autonomous expression.

During instruction, students' personal information, academic records, and other sensitive data must not be entered into unreviewed or institutionally unauthorized third-party platforms. Teaching materials generated by AI—including texts, translations, and subject-specific resources—must undergo teacher verification to ensure factual accuracy and pedagogical appropriateness.

Institutions should establish clear guidelines for students' responsible use of AI in learning activities [10]. AI tools should be promoted as supportive resources rather than replacements for independent thinking and language practice. A secure and sustainable intelligent learning environment can be achieved through coordinated technical safeguards, educator support, and student self-regulation.

6. Conclusion

Artificial intelligence provides new technological conditions and practical opportunities for advancing English instruction in higher vocational colleges. However, its educational value does not stem from the mere adoption of tools; rather, it depends on purposeful integration with the goals of vocational talent development, established principles of English language teaching, and students' actual learning needs. Instructional advancement should be oriented toward occupational competence, grounded in human–AI collaboration, organized around occupational scenario-based tasks, and supported by multidimensional assessment. These guiding principles can foster systematic adjustments to teaching objectives, content design, classroom implementation, and evaluation practices.

AI-assisted learning diagnosis, personalized resource delivery, occupational scenario generation, and real-time learning-process feedback can broaden opportunities for English practice, strengthen learner support, and increase the relevance and effectiveness of classroom instruction. At the same time, teachers must retain their central responsibilities in instructional design, professional judgment, educational guidance, and learning assessment. AI should not supplant students' independent thinking or authentic language use.

Moving forward, English instruction in higher vocational education should deepen connections among AI technologies, discipline-specific courses, industry requirements, and occupational practice. By developing continuously updated intelligent teaching resources and evidence-informed assessment mechanisms, AI can serve as a robust enabler of integrated development across students' language proficiency, professional competencies, and digital learning capacities.

Editorial Note (For the Author; Not Part of the Manuscript)

The Chinese title previously selected has already appeared as the title of a 2026 article in Modern Vocational Education: "Pathways and Practices for Reforming Higher Vocational English Teaching through Artificial Intelligence: An Empirical Exploration Based on a 'Dual-Core, Three-Stage, Four-Dimensional' Framework." To reduce the risk of title duplication, consider using the following alternative title for submission.

Generative AI-Enabled Reconstruction of Occupational Contexts and Implementation Pathways in Higher Vocational English Teaching

The manuscript presents a conceptual framework and pedagogical pathway for integrating AI into English instruction within higher vocational education. It does not report original survey data, classroom implementation outcomes, or experimental findings. If the target journal requires empirical validation, include verified information on the participating course or major, implementation details, illustrative teaching cases, and assessment results. Proposed activities should be clearly distinguished from completed implementations.

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