

The Innovative Practices of Artificial Intelligence Empowering English Teaching in Higher Vocational Colleges

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ABSTRACT

With the rapid development of AI (Artificial Intelligence) technology, a wave of technological integration and pedagogical transformation has swept through the global education area. International researchers increasingly highlight the benefits of AI in education, but studies on its application in public courses of vocational education remain limited and insufficient consideration was given to potential adverse effects. Domestic research lags behind international standards, particularly the innovative practices of AI empower English teaching in higher vocational colleges. The objectives of this study involve 60 English teachers from 60 vocational colleges in Yunnan Province's "Teacher Quality Enhancement Program Training Project in 2025: Public Foundation Teaching Competency Improvement (Higher Vocation – English)" program, they represent diverse educational backgrounds, professional titles, come from different schools, and have different teaching workloads. Data was collected through questionnaires and interviews. Results indicated that over half of the teachers frequently employed AI tools in English courses, and the highest adoption rates observed in speaking, writing, and translation classes. Although AI enhanced teaching efficiency and enriched instructional resources in English teaching, it also posed challenges such as students' excessive reliance and it restricted teaching autonomy. The majority of teachers agreed to acquire AI-related skills and participate in relevant training, more than half them supported the inclusion of AI technology in college English curricula.

Keywords: *AI (Artificial Intelligence) empowerment, English teaching in higher vocational colleges, Innovative practices.*

1. INTRODUCTION

1.1 The Research Status and Development Abroad

Scholars and researchers abroad have achieved a series of significant breakthroughs on AI-powered education. For instance, scientists at Erciyes Üniversitesi conducted a comprehensive study on AI in 2011, which lays the foundation for subsequent research [1]. In recent years, studies abroad have increasingly shifted focus on AI itself to the benefits of AI brings to education, particularly innovative applications across various areas. For example, Ramadevi J., Sushama C., et al.

(2023), who analyzed the collaborative learning data and concluded that it helps educators evaluate the effectiveness of their teaching methods and identify areas for improvement. These findings may contribute to a more holistic understanding of AI in Education and its impacts on educational policy, AI-empowered instructional design, and school advisory committees [2]. Salman Zulfiqar, Binesh Sarwar, et al. (2025) demonstrated that AI tools were integrated into teaching practices significantly enhanced students' entrepreneurial attitudes and learning outcomes by providing practical and automated solutions [3]. And additionally, M. Portuguese Castro and G. Marchena Sekli (2025) collected data through quantitative surveys and qualitative interviews to 26 educators at a

Postgraduate Business School in Peru. The results indicated that improved perceptual performance and the quality of AI-generated information were key to successful adoption. Though usability and learning were emphasized, played a secondary role. These findings provided crucial insights for integrating emerging technologies into academic settings and offered actionable recommendations for educators, administrators, and policymakers on leveraging AI-driven tools for teaching innovation [4]. However, research abroad on AI-enabled vocational education remains limited, insufficient consideration was given to potential adverse effects of AI application. Additionally, studies focus on public course instruction in vocational colleges are relatively scarce.

1.2 The Research Status and Development in China

Research that related to AI in China began relatively late, but it has developed rapidly in recent years. Domestic scholars and researchers primarily focused on the stimulative impact of AI on education. For instance, Liu Hao, Liu Xiaoxiao, and Xin Tao (2022) conducted research in basic education, proposed that China should develop innovative assessment tools and establish a four-dimensional monitoring system in test design, evaluation, grading, and decision-making to enhance AI's effectiveness in educational monitoring. This system would also facilitate the creation of personalized student profiles, strengthen technical training at all levels and improve the analysis and application of monitoring outcomes [5]. Zhang Bo and Zhou Dan (2022) surveyed primary and secondary school teachers across 19 provinces, comprehensively examined how AI-enhanced teaching. Their findings identified three main barriers to effective AI adoption: the first, insufficient mature technological products; the second, inadequate resource support and user motivation; the third, and lack of professional training [6]. Zhang Xiumei, Zhao Mingren, and Lu Chunping (2023) outlined two fundamental pillars for instructional model development-- educational policy requirements and guiding theories, analyzed the existing research and practical applications, and identified a key characteristic of technology-empowered teaching models that is emphasis on interactions among various elements within the educational ecosystem [7]. Li Ting and Cui Qi'en (2024) analyzed its functional implications, and articulated its vision from the perspectives of knowledge, learning, teaching and curriculum

methodology based on the essential nature of AI-enhanced education. Exploring key components and identifying effective educational pathways aimed at aligning technological advancement with educational progress as well as accelerating the integration of AI into education [8]. However, domestic studies in this field still exhibit compared to research abroad, particularly the research of public courses in vocational education.

In recent years, with the widespread adoption of AI, domestic scholars have increasingly focused on research in the field of professional English and achieved notable accomplishments. For instance, Qin Hongwu & Lu Yanfang (2024) explored LLMs' contextual embedding capabilities, predictive performance, and semantic enhancement potential for FL (foreign language) teaching. They demonstrated practical applications of these models in translation instruction and writing pedagogy. The use of AI can strengthen learning assessment mechanisms, sustain learners' long-term motivation, and drive profound transformations in FL (foreign language) education paradigms [9]. Wu Lingjuan (2025) integrated large language models into spoken English teaching to establish a human-machine collaborative framework. Then she validated this framework's impact on college students' oral proficiency and attitudes through instructional experiments, surveys, and in-depth interviews. Ultimately she analyzed its educational value [10]. Pan Mingwei & Zou Shen (2025) explored AI applications across exam development stages based on existing limitations in language test design. Using CET 4 and CET 8 as case studies, they proposed AI-driven optimization strategies guided by "human-centered, human-machine collaboration" principles, addressed ethical considerations surrounding AI in language testing and offered actionable recommendations [11]. Hong Huaqing, Qiao Yufei & Chai Zhaojia (2025) elucidated the underlying logic of how Gen AI enhances FL education from the perspective of a four-dimensional synergy encompassing "teaching - earning - evaluation - governance", and proposed corresponding implementation pathways to provide insights for the sustainable development of intelligent FL education [12]. Yu Haiyan (2026) investigated innovative practices of intelligent technologies in higher vocational English teaching, which not only aligned with the imperative of educational digital transformation but also addressed the practical needs of improving teaching quality and cultivating high technical professionals [13]. However, domestic research on AI empowers

innovative practices in English teaching at higher vocational colleges remains limited, and studies address the challenges associated with AI still need further exploration and expansion.

In summary, the concept of “Artificial Intelligence” was introduced at the Dartmouth Conference in 1956, which lays the foundation of AI research. In recent years, with the rapid development and widespread application of AI, particularly AIGC -- a new wave of technological integration and pedagogical transformation has swept through the global education areas. In vocational education, AIGC has evolved from theoretical exploration to practical implementation, and become a key driver of educational digital transformation. For this study, AI refers to multi-modal content (text, images, audio, and video etc.) with the assistance of AI (such as DeepSeek, Wenxin, Jianying AI, and Doubao APP etc.).

2. RESEARCH OBJECTS

The objects of this study comprised 60 English teachers from 60 vocational colleges in Yunnan Province’s “Teacher Quality Enhancement Program Training Project in 2025: Public Foundation Teaching Competency Improvement (Higher Vocation – English)” program. Among them, 16 teachers had bachelor’s degrees, 43 people had master’s degrees, and 1 possessed a doctoral degree, the master’s degree holders were the largest group at 71.7%. There were 10 male teachers and 50 female teachers (83.3%). There were 5 teachers without professional titles, 16 teachers were assistants, 24 were lecturers, 15 were associate professors, but no professors; lecturers accounted for the majority at 40%. Approximately 90% of teachers taught at urban schools, 8.3% at township, and 1.7% at village schools. Regarding weekly workloads: 40% delivered 13 or more classes per week, 31.7% taught 9 to 12 classes, 15% taught 4 or fewer classes, 8.3% taught 7 to 8 classes, and 5% taught 5 to 6 classes. Detailed information is presented as “Table 1”.

Table 1. Basic information of the research objects

Number	Basic contents		Frequency	Percent(%)
1	Education	Graduate	16	26.7
		Postgraduate	43	71.7
		PHD	1	1.7
2	Sex	Male	10	16.7
		Female	50	83.3
3	Titles	No title	5	8.3
		Tutor	16	26.7
		Lecture	24	40.0
		Associate professor	15	25.0
4	School location	Urban	54	90.0
		Town	5	8.3
		Village	1	1.7
5	Weekly hours	4 hours≤	9	15
		5≤hours≤6	3	5
		7≤hours≤8	5	8.3
		9≤hours≤12	19	31.7
		≥13 hours	24	40
		Total	60	100

3. RESEARCH TOOLS

Questionnaire star was employed in distribution, completion, and data collection. The questionnaire scale was adapted from Dilek Yılmaz, Derya Uzelli,

and Yurdanur Dikmen (2025) [14]. It consists of three sections: Section 1 (questions 1–5) covers basic information; Section 2 (questions 6–20) assesses attitudes toward AI use in college English

teaching; Section 3 (questions 21–24) examines the actual usage of AI by college English instructors.

4. THE DATA COLLECTION AND ANALYSIS

SPSS 23.0 was employed for data analysis in this study. Being based on the actual data collection, the section on attitudes toward AI use in college English teaching was divided into three dimensions. The first dimension comprises questions 6 to11, addressing the negative impacts of artificial intelligence technology in college English teaching; the second dimension includes questions 12 to17, focusing on its positive impacts; and the third dimension covers questions 18 to 20, which explore perspectives on AI's future application.

4.1 The Negative Impacts of AI Use in English Teaching

I believe AI technology will hinder the application of college English practice (No.6): Teachers of 40% strongly disagree, 36.7% of them disagree, 15% of them are neutral, people of 6.7% fully agree, and 1.7% people disagree. This indicates that over half of respondents believe AI technology will not impede its use in college English practice. The thought that AI technology will be applied in English-related activities, such as classroom teaching and competitions which makes me feel uneasy (No.7): 33.3% of teachers disagree,

31.7% of them strongly disagree, 14% people remain neutral, while 10% people express concern; only 1.7% people report feeling anxious. These results demonstrate that most of them do not perceive AI's integration into English-related practices. I believe that the widespread use of AI technology in college English teaching could jeopardize students' future careers (No.8): There are 36.7% people disagree; 31.7% of people strongly disagree; 18.3% of people keep neutral; 11.7% people agree; and 1.7% people fully agree. This indicates that over half of respondents believe the widespread adoption of AI in English education does not jeopardize students' career prospects. I believe that employing AI technology in college English teaching could jeopardize the professional security of English teachers (No.9): 36.7% of people do not believe it risks the professional security of English teachers; 31.7% of people strongly disagree; 18.3% people keep neutral; while those who fully or partially agree account for 3.3%. I believe the use of AI technology in college English teaching is inappropriate (No.10): 43.3% of people disagree; 31.7% of people strongly oppose it; 18.3% of people remain neutral; and no one considers its in-appropriation. I believe the use of AI technology in college English teaching may raise ethical concerns (No.11): 28.3% of respondents strongly disagree, 28.3% of them disagree, 25% of them stay neutral, 15% of them agree, and 3.3% of people fully agree with this view, as "Table 2" shown:

Table 2. The negative effects of AI use in English teaching

Number	Contents		Frequency	Percent(%)
6	I believe AI technology will hinder the practical application of college English education.	totally agree	4	6.7
		agree	1	1.7
		so so	9	15.0
		disagree	22	36.7
		totally disagree	24	40.0
7	The thought that AI technology will be applied in English-related activities, such as classroom teaching and competitions which makes me feel uneasy.	totally agree	1	1.7
		agree	6	10.0
		so so	14	23.3
		disagree	20	33.3
		totally disagree	19	31.7
8	I believe that the widespread use of AI technology in college English teaching could jeopardize students' future careers.	totally agree	1	1.7
		agree	7	11.7
		so so	11	18.3
		disagree	22	36.7
		totally disagree	19	31.7

Number	Contents	Frequency	Percent(%)	
9	I believe that employing AI technology in college English teaching could jeopardize the professional security of English teachers.	totally agree	2	3.3
		agree	2	3.3
		so so	11	18.3
		disagree	26	43.3
		totally disagree	19	31.7
10	I believe the use of AI technology in college English teaching is inappropriate.	so so	5	8.3
		disagree	26	43.3
		totally disagree	29	48.3
11	I believe the use of AI technology in college English teaching may raise ethical concerns.	totally agree	2	3.3
		agree	9	15.0
		so so	15	25.0
		disagree	17	28.3
		totally disagree	17	28.3
		Total	60	100.0

4.2 The Positive Impacts of AI Use in English Teaching

AI technology can provide new opportunities for English teachers (No.12): 55% of them agree, 25% of them fully agree, 18.3% of them are neutral, and 1.7% of them disagree. Over half of respondents believe AI technology offers significant potential for English educators. The application of AI technology in college English teaching is highly widespread (No.13): 41.7% of people agree, 33.3% of them fully agree, 21.7% stay neutral, and 3.3% disagree. It indicates that strong consensus on its broad adoption. In college English teaching, AI technology offers numerous beneficial applications (No.14): people (45%) agree or fully agree, 18.3% people keep neutral, but no objections. I prefer to use AI technology systems for routine tasks, such as grading and evaluating

student assignments (No.15): 43.3% people strongly support, 28.3% of them fully agree, 18.3% of them keep neutral, and 10% oppose it. AI technology can provide auxiliary support in predicting students' academic competencies (e.g. foundational English vocabulary and pronunciation), enable teachers to make more targeted instructional choices (No.16): Half of respondents fully agree with this view, 35% are in favor, 11.7% of people are neutral, and 3.3% oppose it. Regarding the feasible to leverage AI technology in college English teaching (No.17): 46.7% people strongly agree, and it is the highest proportion; 40% of people support it; 10% of people remain neutral; and 3.3% disagree. These results demonstrate that the widespread support for integrating AI technology into college English teaching, as shown in "Table 3".

Table 3. The positive effects of AI use in English teaching

Number	Contents	Frequency	Percent(%)
12	AI technology can offer new opportunities for English teachers.	totally agree	25
		agree	55
		so so	18.3
		disagree	1.7
13	AI technology is widely applied in college English teaching.	totally agree	33.3
		agree	41.7
		so so	21.7
		disagree	3.3
14	In college English teaching, AI technology offers numerous beneficial applications.	totally agree	45
		agree	45
		so so	10

Number	Contents		Frequency	Percent(%)
15	I prefer to use AI technology systems for routine tasks such as grading and evaluating student assignments.	totally agree	17	28.3
		agree	26	43.3
		so so	11	18.3
		disagree	6	10
16	AI technology can provide auxiliary support in predicting students' academic competencies (e.g., foundational English vocabulary and pronunciation), enabling teachers to make more targeted instructional choices.	totally agree	30	50
		agree	21	35
		so so	7	11.7
		disagree	2	3.3
17	I believe it is entirely feasible to leverage AI technology in college English teaching.	totally agree	28	46.7
		agree	24	40
		so so	6	10
		disagree	2	3.3
		Total	60	100

4.3 The Vision of English Teachers to AI Use in Higher Vocational Colleges

I would like to acquire AI skills and apply AI (No.18): People of 65% strongly agree, 28.3% of them agree, 5% keep neutral, and 1.7% disagree. It indicates that the majority of respondents desire to master AI skills. I would like to receive training on how to use AI technology (No.19): People of 75% fully support such training, 16.7% of them agree, 8.3% of them keep neutral, and no one opposes. It

demonstrates that the widespread willingness among the objects. I believe it is essential to incorporate AI technology into the core curriculum of college English education (No.20): 41.7% of people agree, 31.7% of them strongly agree, 23.3% of them remain neutral, and 3.3% of them oppose. These findings confirm that most individuals want to develop AI-related competencies, accept relevant training, and recognize the necessity of integrating AI technology into English teaching, as shown in “Table 4”.

Table 4. The vision of English teachers to AI use in higher vocational colleges

Number	Content		Frequency	Percent (%)
18	I would like to acquire AI skills and apply AI technologies.	totally agree	39	65
		agree	17	28.3
		so so	3	5
		disagree	1	1.7
19	I would like to receive training on how to use AI technology.	totally agree	45	75
		agree	10	16.7
		so so	5	8.3
20	I believe it is essential to incorporate AI technology into the core curriculum of college English education.	totally agree	19	31.7
		agree	25	41.7
		so so	14	23.3
		disagree	2	3.3
		Total	60	100

4.4 The Situation of AI Use for College English Teachers

The most frequently used applications of AI in college English teaching practices are as follows (No.21): 68.3% of teachers extensively utilize AI in oral English classes, 65% of them use AI in writing

classes, 53.3% in reading comprehension classes, 63.3% in translation classes, 45% in exercise sessions, and 8 teachers (13.3%) in other contexts. Generally, AI is employed in oral English, writing, reading comprehension, translation, and exercise sessions, and over half of teachers use AI extensively in oral English, writing, and translation

classes, while only a small minority employ AI in other contexts.

Table 5. The situation of AI use for college English teachers

Number	Content			Frequency	Percent (%)
21	The situation of AI use for college English teachers	Oral English	disagree	19	31.7
			agree	41	68.3
		Writing	disagree	21	35
			agree	39	65
		Reading	disagree	28	46.7
			agree	32	53.3
		Translation	disagree	22	36.7
			agree	38	63.3
		Exercise	disagree	33	55
			agree	27	45
		Others	disagree	52	86.7
			agree	8	13.3
			Total	60	100

4.5 The Advantages of AI Use in College English Teaching

The first is to enhance teaching efficiency and alleviate burden for teachers and students. AI tools can significantly optimize the teaching process: teachers can use AI to quickly make teaching design, teaching PPT, and format texts to reduce preparation time; AI was applied to check homework, correct test paper and minimize repetitive tasks. Teachers, therefore, are able to focus more on instructional innovation and students analysis. For students, AI provides instant feedback (e.g. grammar corrections and pronunciation guidance). AI can address the delay of feedback in traditional teaching, and deliver targeted exercises through intelligent question banks to improve learning efficiency.

The second is to enrich teaching resources and learning scenarios, stimulate learners' interest. AI breaks down information barriers by integrating high-quality English learning resources (such as original literature and cultural materials), expands the breadth and depth of instructional content. Its multi-modal outputs (text, audio, video etc.) make classroom interactions more engaging. For instance, virtual scenario simulations (e.g. cross-border communication or academic presentations) can enhance immersive experiences, transform the passive "silent English" approach into interactive practice. Furthermore, AI can generate personalized

learning content based on individual interests (such as topics of oral English provided and reading materials recommended), and effectively foster learning initiative as well as make English acquisition better aligned with students' needs.

The third is to empower personalized teaching, advance teaching students in accordance with their aptitude. By analyzing students' learning data, AI accurately identifies their weaknesses (such as limited vocabulary or listening comprehension challenges) and provides tiered learning plans. For the lower-standard learners, they receive targeted grammar reinforcement. For the advanced learners, they tackle complex tasks like academic writing and cross-cultural communication. In oral English practice, AI-powered speech recognition corrects pronunciation details and offers personalized guidance. In writing class, AI-assisted proofreading to help students refine logical expression and develop writing skills. This "tailored-to-the-individual" teaching approach transforms the concept of "differentiated instruction" from theory into practice.

The last is to cultivate digital literacy, promote lifelong learning. The application of AI tools serves as a key vehicle for developing digital competencies. Students enhance their media literacy and technological skills that laying the foundation for adapting to the digital age by using AI for information retrieval, resource integration, and multi modal content creation. Meanwhile, AI-

habits. Last but not the least, it monitors and optimizes teaching management, promotes innovative models like flipped classrooms and blended learning, and drives a comprehensive transformation of college English education to smarter, more personalized and efficient delivery. These outcomes align with the Global Artificial Intelligence Development White Paper (2024), which emphasizes that colleges and universities should strengthen AI-related programs construction, updates curricula, cultivates interdisciplinary talents, and encourages students to participate in AI projects to enhance practical skills. From the perspective of new-generation productivity, as a cutting-edge force, AI provides unprecedented opportunities for English teachers' professional development and teaching quality. Put its intelligence, personalization, and efficiency into consideration, AI not only assists educators in optimizing teaching methods and enhancing professional competences also facilitates the transition of English education from traditional approaches to modern smart education (People's Forum Network, 2025).

In the third, the drawbacks of AI in college English teaching have four dimensions. First, students tend to develop path dependence, rely on AI excessively for reading and writing tasks, which undermines independent thinking and foundational language acquisition skills, fosters complacency, diminishes information discernment abilities and exacerbates the "dumb English" dilemma. Second, teachers may overly rely on AI-generated teaching designs and assignment grading, diminish the core roles of instructional innovation and emotional engagement in classrooms. These will standardize feedback obscure individualized learning challenges. Third, from an educational ethic perspective, there are risks such as ambiguous copyright boundaries for AI-generated content, the authenticity of learning outcomes, and potential data breaches that could deviate from the fundamental goal of cultivating English literacy. Fourth, the technology itself suffers from limitations, which including insufficient interactivity, biases in cultural context recognition, and a tendency to widen ability gaps among students with varying levels. It will raise issues of educational equity when implement without differentiated instruction.

In the fourth, the survey focused on the application of AI for English teachers in higher vocational colleges. The data revealed a strong consensus: the majority of teachers approved or

fully supported acquiring AI application skills, while only a minority of them held neutral or opposing views. Demand for specialized AI training was particularly pronounced -- over half of teachers explicitly agreed to participate in relevant programs, a few being neutral and none expressed opposition. Regarding curriculum development, more than half of teachers supported integrating AI technology into core college English courses. Overall, English teachers in higher vocational colleges demonstrate strong willingness to adopt AI technologies, clear aspirations for skill enhancement, and high recognition of its integration into core teaching frameworks.

In the end, shortcomings and recommendations for AI-enhanced innovation practices in college English teaching at vocational institutions. Firstly, the limitations lie in the sample size: only 60 English teachers were selected from 60 vocational colleges under Yunnan Province's "2025 Teacher Quality Enhancement Program Training Project: Public Foundation Teaching Competency Improvement (Higher Vocational – English)" program. Each college contributed merely one representative teacher, which while representative of vocational institutions in Yunnan, highlights the need for expanded sampling. Secondly, recommendations of AI empowering English teaching in higher vocational colleges. The implementation of AI requires multi-stakeholder collaboration. From the perspective of government, regulations for AI employment should be refined, responsibilities should be clarified, teaching infrastructure should be strengthened, and a region-wide AI training system should be established, and technological accessibility should be ensured. Schools must allocate dedicated resources, implement governance mechanisms of AI application to prevent excessive reliance on technology, develop tailored AI-assisted solutions based on student needs, and promote multi-modal teaching innovations. Teachers should master AI skills, take technology as a teaching aid rather than substitute, balance technical efficiency with humanistic care in class, and guide students to use AI reasonably. Students should understand AI's supportive role, enhance critical thinking and information discernment abilities so as to achieve simultaneous improvement in language competency and cognitive development through technology-driven approaches.

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