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Original Paper

Research on the Development of Interactive Teaching Ability of Secondary and Higher Vocational English Teachers Based on Vocational Education Curriculum Reform and Foundational Literacy Orientation

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Abstract

Under the circumstances where vocational education curriculum reform is continuously deepening and the orientation towards foundational literacy is increasingly prominent, English teaching at both secondary vocational and higher vocational levels is shifting from knowledge imparting to the shaping of abilities and the integration of literacy. This poses higher requirements for teachers' interactive teaching abilities. This study focuses on the connotation, current situation and development path of the interactive teaching abilities of English teachers at secondary and higher vocational levels, and conducts an empirical investigation of English teachers from multiple secondary and higher vocational colleges. The study finds that currently, teachers generally have a certain awareness of interaction, but there are still significant deficiencies in task-based interactive design, guiding multi-round dialogues in the classroom, and deep interaction enabled by information technology; their ability development is constrained by traditional teaching concepts, a single evaluation mechanism and the lack of systematic training. Based on this, the study proposes a development path for the interactive teaching abilities of English teachers at secondary and higher vocational levels from four aspects: target positioning, content construction, route design and support system, in order to systematically enhance the interactive teaching abilities of English teachers at secondary and higher vocational levels, and ultimately serve the integrated development of students' language foundational literacy and vocational foundational literacy.

Keywords

Vocational education curriculum reform, Foundational literacy, Secondary and higher vocational English teachers, Interactive teaching ability

1. Introduction

Currently, the reform of vocational education courses in our country is continuously advancing in depth. Its core essence lies in breaking the traditional discipline-based course logic and constructing a course system that focuses on vocational ability cultivation and is oriented towards the work process. This reform orientation places profound demands on English teaching at both secondary and higher vocational levels. Specifically, English courses must shift from isolated knowledge imparting to language practice deeply integrated with the vocational context, enabling students to acquire and apply language skills during the completion of typical work tasks. In response to this, the educational concept of emphasizing foundational literacy is gradually permeating into the teaching of all levels and types of courses. The English subject has been endowed with a multi-dimensional educational mission beyond language tools, and the cultivation of foundational literacy such as language ability, thinking quality, cultural awareness, and learning ability has become an important dimension of the teaching goals. This deep transformation implies that English classrooms cannot merely remain focused on one-way grammar explanations and mechanical sentence practice; instead, they need to utilize effective teaching methods to concretize the vocational context requirements of the course reform and the cultivation goals of foundational literacy into practical teaching behaviors.

Under the influence of these two factors, interactive teaching is regarded as a key breakthrough for implementing curriculum reform requirements and cultivating foundational literacy. However, when observing the current practice of English teaching in secondary vocational and higher vocational education, classroom interaction still largely remains at the superficial level of teacher-student questioning, with prominent problems such as unclear interaction goals, lack of professional contexts, shallow thinking levels, and weakened feedback-driven learning functions. Teachers' abilities in designing quality-oriented interactive tasks, organizing deep dialogues in workplace contexts, and expanding interactive spaces through information technology are significantly lacking, making it difficult for them to effectively respond to the actual needs of curriculum reform and the implementation of quality goals. This capability gap has become a bottleneck factor restricting the improvement of English teaching quality in secondary and higher vocational education. Therefore, how to base on the type positioning of vocational education and the phased characteristics of the connection between secondary and higher vocational education, systematically examine the connotation and structure of teachers' interactive teaching abilities, diagnose the actual dilemmas in ability development, and explore feasible development paths constitutes the logical starting point and core concern of this research.

2. An Analysis of the Connotation of Interactive Teaching Competence among English Teachers in Secondary Vocational and Higher Vocational Education

2.1 The Reform of Vocational Education Curriculum on the Essential Stipulations of Interactive Teaching

The vocational education curriculum reform, with its distinct characteristics of type-based education, has imposed essential constraints on interactive teaching from three core dimensions. Firstly, the vocational context regulates the scenarios and directions of interaction, requiring that classroom interaction must go beyond general language practice and embed language communication into real workplace tasks and work processes, enabling students to develop the language communication skills required for their positions in simulated or realistic vocational contexts. Secondly, language practicality regulates the functions and purposes of interaction, emphasizing that interaction is not a classroom form for the sake of interaction but should effectively serve the improvement of students' language application abilities, making each interaction a language practice process for students to solve practical problems and complete communication tasks in English. Finally, the student's subjectivity regulates the structure and dynamics of interaction, requiring the breaking of the one-way model of teacher dominance and student responses, and stimulating students' active participation and autonomous construction through task-driven and cooperative inquiry methods, making interaction a generative space for the coordinated development of students' language abilities and vocational qualities. These three aspects support and permeate each other, jointly constituting the inherent characteristics that distinguish vocational education English classroom interaction from ordinary education, and thereby defining the basic specifications and core dimensions for the development of interactive teaching abilities of English teachers in secondary and higher vocational education.

2.2 The Specific Mapping of Foundational Literacy Orientation in Interactive Teaching

The proposal of the "foundational literacy-oriented" approach has expanded the educational value of the English subject from a single language skill to a four-dimensional integration of language ability, cultural awareness, thinking quality, and learning ability. This transformation has formed a systematic and specific mapping in interactive teaching. In the dimension of language ability cultivation, the interactive design needs to shift from isolated knowledge point practice to thematic and contextual language comprehensive application activities, allowing students to experience the entire process of language acquisition through perception, understanding, internalization, and expression in the interaction. In the dimension of cultural awareness cultivation, the selection of interactive content should incorporate diverse cultural materials and cross-cultural communication scenarios, guiding students to perceive cultural differences, understand cultural connotations, and form cultural identity in the interactive dialogue, achieving a deep integration of language learning and cultural understanding. In the dimension of thinking quality cultivation, the progressive advancement of interactive levels must go beyond the simple exchange of factual information, and through the design of analytical, inferential, and evaluative interactive tasks, stimulate students' logical thinking, critical thinking, and creative

thinking, making the interaction an effective carrier of thinking training. In the dimension of learning ability cultivation, the transformation of interactive methods should break through the classroom communication structure controlled by the teacher throughout the process, and utilize multiple interactive forms such as cooperative learning, peer evaluation, and autonomous exploration to cultivate students' autonomous learning abilities of planning, monitoring the process, and reflecting and adjusting. The interweaving and collaborative efforts of these four mappings enable interactive teaching to transcend the instrumental attribute of language practice and truly become a practical carrier for the cultivation of foundational literacy.

2.3 The Structural Dimensions of Teachers' Interactive Teaching Ability

Based on the dual requirements of vocational education English curriculum reform and the cultivation of foundational literacy, the interactive teaching ability of teachers can be decomposed into five interrelated and progressively advanced structural dimensions. The logical starting point lies in the ability to design interactive goals and tasks, which requires teachers to precisely set the language orientation and educational focus of the interaction based on the vocational context and quality goals, and accordingly design learning tasks with real communicative value. On this basis, the ability to create interactive scenarios and integrate resources constitutes the expansion dimension of the ability, emphasizing that teachers should be good at converting workplace elements and life materials into operational interactive scenes, and effectively integrating textbooks, multimedia and network resources to expand the depth and breadth of interaction. At the classroom implementation level, the ability to organize and dynamically regulate the interactive process becomes the key hub of the ability, requiring teachers to not only reasonably allocate the time, space and personnel structure of the interaction, but also be able to keenly capture the generated information during the interaction process and flexibly adjust strategies to maintain the effective progress of interaction. Furthermore, the ability to provide interactive feedback and promote learning evaluation constitutes an important fulcrum for ability improvement, emphasizing that teachers must go beyond simple right or wrong judgments and guide students to optimize expression and deepen thinking through descriptive and inspiring feedback, and embed evaluation into the interactive process to achieve learning through evaluation. Finally, the ability to reflect on interaction and continuously improve serves as the dimension of ability elevation, requiring teachers to possess the metacognitive habit of systematically reviewing the design and implementation of interaction, and achieve the spiral ascent of professional ability through the cycle of practice-reflection-improvement. The five dimensions from design to implementation, from organization to feedback, and from action to reflection constitute the complete structural spectrum of teachers' interactive teaching ability.

2.4 The Differences in Interaction Abilities among Secondary Vocational School Teachers and the Requirements for Their Integration

The English teachers at the secondary vocational and higher vocational levels exhibit a differentiated pattern in their interactive teaching abilities, which is characterized by both phased features and the

need for integrated connection. Regarding the secondary vocational stage, students have relatively weak English foundations and their learning motivation needs to be stimulated. This requires teachers to possess basic and participatory interactive abilities, that is, they should be good at converting language knowledge into interesting and experiential interactive activities to reduce students' anxiety and fear of difficulties, and help students build confidence in language application and lay a solid foundation for language communication through participation in activities such as imitation, role-playing, and simple task conversations. In contrast, at the higher vocational stage, students face higher-level workplace demands and more complex professional scenarios. Correspondingly, teachers are required to possess workplace and critical thinking interactive abilities, that is, they can embed interactions into workplace research, business negotiations, and proposal presentations, guiding students to engage in high-level thinking interactions such as analysis, argumentation, and evaluation, so that students can enhance their workplace English application ability and professional foundational literacy in professional and critical language exchanges. Therefore, the development of interactive abilities of teachers at the secondary vocational and higher vocational levels cannot be separated from each other. Instead, they should follow an advancing logic from basic participation to critical thinking in the workplace, from imitation and experience to autonomous construction, and form a sequential and progressive gradient connection in terms of interactive goals, task complexity, thinking levels, and autonomous space, to ensure a smooth transition and continuous growth of students' language interactive abilities during the transition between stages.

3. Research Design

To systematically understand the actual state of interactive teaching abilities of English teachers at the secondary and higher vocational levels, this study adopts a mixed research paradigm and conducts a current situation examination through a combination of quantitative and qualitative methods. The survey design focuses on the structural dimensions of teachers' interactive teaching abilities and the characteristics of the connection between secondary and higher vocational education. The core questions revolve around: What is the overall level of interactive teaching abilities of English teachers at secondary and higher vocational levels at present? What are the prominent problems in dimensions such as interactive goal design, situation creation, process organization, feedback evaluation, and classroom technology? How are the ability differences and connection status of teachers at the secondary and higher vocational levels? Based on these questions, this study selected English teachers from 12 provinces in the eastern, central, and western regions of China as survey subjects. The strategy used was a combination of stratified random sampling and purposive sampling: In the quantitative stage, questionnaires were distributed to 32 secondary vocational schools and 28 higher vocational colleges, resulting in 682 questionnaires being sent out and 647 valid questionnaires being recovered, with an effective recovery rate of 94.87%. The sample covered novice teachers (≤5 years, accounting for 28.3%), experienced teachers (6-15 years, accounting for 41.7%), and key teachers (>15 years,

accounting for 30.0%), with educational levels ranging from bachelor's degree (62.4%) to master's degree and above (37.6%). In the qualitative stage, 24 typical teachers were selected from the questionnaire samples for semi-structured in-depth interviews (10 secondary vocational teachers and 14 higher vocational teachers), and 30 regular English classes from 12 institutions were observed in the classroom. The development of the research tools was based on the five-dimensional structure of teachers' interactive teaching abilities as the theoretical framework: The questionnaire set up five core dimensions of interactive goals and task design, situation creation and resource integration, process organization and dynamic regulation, feedback for learning and classroom technology.

4. Issues of Interactive Teaching of Secondary and Higher Vocational English Teachers

4.1 Ambiguous Interaction Goals

The ambiguous interaction goals and the unclear orientation of foundational literacy constitute the logical starting point of the problems in the interactive teaching ability of English teachers at the secondary vocational and higher vocational levels. The results of the questionnaire survey are shown in Table 1. The overall mean value of the interaction goal design dimension is 3.12 (SD = 0.87), among which the score for the item "being able to integrate core foundational literacy into the design of interaction goals" is only 2.78 (SD = 0.93), significantly lower than that of "being able to set clear language knowledge goals" (M = 3.56, SD = 0.79), with a mean difference of 0.78 (see Table 1). Among the 126 interaction tasks recorded in the classroom observation, the proportion of those with the goal of language knowledge practice was as high as 58.7%, those that took into account both language skills and communication strategies accounted for 27.0%, while those that clearly pointed to the dimensions of thinking quality or cultural awareness and so on accounted for only 14.3%. Some teachers admitted in the interviews that "class time is limited. It is already not easy to explain the language points thoroughly. The academic quality goals are rather abstract and it is not clear how to implement them in the interaction." Further analysis revealed that the performance of secondary vocational school teachers in this dimension was even weaker. The mean value of the "accommodating foundational literacy into interaction goals" item was only 2.61 for secondary vocational school teachers and 2.96 for higher vocational teachers, with a significant difference ($t = 2.31$, $p < 0.05$). The ambiguity of the goals directly led to the lack of directionality and hierarchy in the interaction tasks, and the development of foundational literacy that students gained in the interaction showed the characteristics of randomness and fragmentation. The structural disconnection between the interaction goals and the cultivation of foundational literacy made the classroom interaction lose its expected educational tension at the starting point.

Table 1. Teacher Self-Assessment Scores for Interaction Objectives Design Dimensions

Item Content	Mean	Standard Deviation	Secondary Vocational Education Level Mean	Higher Vocational Education Level Mean
Be Able to Set Clear Language Knowledge Goals	3.56	0.79	3.41	3.72
Be Able to Integrate Foundational Literacy into the Design of Interactive Goals	2.78	0.93	2.61	2.96
Be Able to Design Hierarchical Interactive Tasks Based on the Goals	3.02	0.88	2.87	3.18

4.2 Monotonous Interaction Form

The single form of interaction and the lack of in-depth thinking interaction are the most prominent manifestations of the problem at the level of the classroom interaction process. In current vocational and higher education English classrooms, the “teacher initiates - student responds - teacher evaluates” IRF sequence accounts for 71.4% of the total interaction, while group discussions among students only account for 12.6%, debates and viewpoints exchanges account for 3.8%, and problem-solving collaboration is as low as 2.1%. The data in Table 2 of the survey results show that in terms of the distribution of the thinking levels of teachers’ questions, memory-based questions account for 48.7%, understanding-based questions account for 29.7%, and these two categories together account for as high as 78.4%, while high-order thinking questions such as application-based (12.8%), analysis-based (6.3%), and evaluation and creation-based (2.5%) account for less than a quarter (see Table 2). The results of the independent sample t-test show that although the mean value of application-based questions for vocational teachers (3.18) is slightly higher than that of secondary vocational teachers (2.89), the difference is not statistically significant ($t = 1.74$, $p > 0.05$), indicating that both educational stages face the common problem of insufficient deep interaction. Some teachers stated directly: “Students have a poor foundation. It’s good enough if they can answer the content. They don’t dare to ask too difficult questions. If there is a dead silence, it will be even more difficult to conclude.” This low expectation and low challenge interaction habit makes classroom interaction remain at the level of shallow information exchange for a long time. Students rarely experience high-order cognitive processes such as explaining the basis for judgment, differentiating differences in viewpoints, and integrating diverse information during interaction, and their thinking activities continue to linger in the low-level cycle, making the occurrence mechanism of deep learning unable to be effectively activated.

Table 2. Distribution of Teachers' Thought Levels in Classroom Questioning

Question Types	Thinking Level	Percentage (%)	Secondary Vocational Education (%)	Higher Vocational Education (%)
Memory Type	Lower Level	48.7	52.1	45.3
Comprehension Type	Lower Level	29.7	28.4	31.2
Application Type	Advanced Level	12.8	11.6	14.1
Analysis Type	Advanced Level	6.3	5.7	6.8
Evaluation and Creation Type	Advanced Level	2.5	2.2	2.6

4.3 Lack of Professional Scenarios

The absence of professional scenarios and insufficient interaction in the workplace settings vividly illustrate the weakening of the type characteristics of classroom interaction in vocational education English classes. The survey results shown in Table 3 indicate that in the distribution of topics for classroom interaction, topics related to daily life account for as high as 65.3%, campus learning accounts for 10.8%, and workplace communication only accounts for 18.2%. Professional workplace tasks such as product introduction, customer reception, technical explanation, and proposal presentation are as low as 5.7%. The statistics on the frequency of teachers integrating professional scenarios reveal that "frequently introducing workplace scenarios" accounted for only 17.8%, "occasionally introducing" accounted for 37.6%, and "rarely or never introducing" reached as high as 44.6%. Although there are differences in the degree of integrating professional scenarios between secondary vocational education and higher vocational education, neither has reached the expected level: the proportion of teachers who "rarely or never introduce" in secondary vocational education is 48.7%, while that in higher vocational education is 40.3%. The difference is not significant ($\chi^2 = 2.16$, $p > 0.05$), reflecting that the absence of professional scenarios is a common problem in vocational education English classes. Many classroom interaction topics are highly similar to those in ordinary secondary school English classes. A secondary vocational school teacher admitted: "There is not much workplace content in the textbooks, and I don't really understand the typical working scenarios of students' majors. In class, we basically still teach general English." When teachers use general English textbooks, they fail to modify the scenarios and restructure tasks according to students' professional directions. Even when introducing workplace elements, they mostly stop at labeling the background, lacking in-depth restoration of interaction norms, role relationships, and task logic in the professional scenarios. As a result, the type attribute of vocational education English courses is thus diluted.

Table 3. Distribution of Types of Classroom Interaction Topics

Topic Categories	Percentage (%)	Occupational Relevance
Daily Life	65.3	Weak
Campus Learning	10.8	Weak
Workplace Communication	18.2	Medium
Professional Workplace Tasks	5.7	Strong

4.4 Interactivity Feedback Generalization

The generalization of interactive feedback and the weakening of the learning-promoting function reveal the quality concerns in the classroom interaction process. The coding analysis results in the classroom observation, Table 4, show that the proportion of simple affirmative feedback (such as “Good” and “Right”) is as high as 53.8%, while the repetition of students’ answers type feedback accounts for 18.2%, totaling over 70%; corrective error-type feedback accounts for 13.1%, and the guiding and initiating-type feedback that can provide specific improvement suggestions only accounts for 10.5%, while the deep questioning-type feedback that points to content deepening and logical inquiry is even scarcer, accounting for only 4.6% (see Table 4). The questionnaire survey further reveals that the average self-assessment of teachers in the item “being able to provide specific improvement suggestions based on students’ responses” is only 2.94 (SD = 0.91), and in the item “being able to guide students to deepen thinking through questioning”, it is 2.81 (SD = 0.95), both lower than the overall mean of the feedback dimension (M = 3.06). When students’ answers deviate or only give shallow responses, the proportion of teachers choosing alternative remedial measures (directly giving answers or turning to others) is 64.3%, while the proportion of using questioning guidance is only 21.8%. The crux of this problem lies not only in the teachers’ lack of feedback skills, but also in the insufficient understanding of the value of feedback in promoting learning. Many teachers narrow feedback down to a transitional link in the classroom process and fail to view it as a key teaching opportunity to promote students’ language and thinking development. The supporting function of feedback fails to be effectively activated, and there is a clear break between “evaluation” and “learning” during the interaction process.

Table 4. Distribution of Types of Teacher Interaction Feedback Behaviors

Feedback Type	Percentage (%)	Learning Promotion Function
Simple Affirmative Type	53.8	Weak
Repeating Answer Type	18.2	Weak
Correcting Error Type	13.1	Medium
Guiding and Inspiring Type	10.5	Strong
Deep Questioning Type	4.6	Strong

4.5 Simplification of Information Technology Application

The superficial application of information technology and the limited interaction efficiency constitute another dimension of the current dilemma in interactive teaching. The results of classroom observation recordings are shown in Table 5. Among the 145 technical application behaviors observed in the classroom, 63.4% (92 times) were for presentation through courseware, and 21.4% (31 times) were for audio and video playback. The two "presentation-type" applications accounted for a total of 84.8%. However, the real-time interaction carried out through the online collaboration platform accounted for only 8.3% (12 times), the use of intelligent assessment tools for immediate feedback exercises was as low as 2.8% (4 times), and the virtual simulation tasks only occurred 3 times, accounting for 2.1%. A questionnaire survey revealed that the average self-assessment of teachers on the item "being able to use information technology to expand the scope of interactive participation" was 2.67 (SD = 1.02), and the average on the item "being able to use technology tools to achieve immediate interaction and feedback" was 2.53 (SD = 0.98). Both scores were significantly lower than the overall mean of the technology application dimension (M = 3.01, t values were 3.82 and 4.15 respectively, $p < 0.01$). Many teachers reported that the information technology training often focused on the operational level and had limited exploration of "how to integrate technology into the interactive process organically and how to use technology to enhance interaction efficiency". The disconnection between technology application and teaching interaction prevented the full release of the gain effect of information technology investment. The role of technology in classroom interaction remained limited to the intermediary of content transmission rather than an interactive expansion tool. The absence of the enabling role of technology in the interaction process further intensified the fixation of problems such as single form and insufficient depth from the tool perspective, making it difficult for classroom interaction to achieve a substantive breakthrough from the traditional model.

Table 5. Distribution of Classroom Technology Application Behavior Types

Type of Technology Application	Frequency	Percentage (%)	Application Level	Interaction Efficiency
Courseware Presentation	92	63.4	Presentation Type	Low
Audio and Video Playback	31	21.4	Presentation Type	Low
Real-Time Interaction on the Online Collaboration Platform	12	8.3	Interaction Type	High
Instant Feedback in Intelligent Assessment	4	2.8	Interaction Type	High
Virtual Simulation Tasks	3	2.1	Interaction Type	High
Other	3	2.1	—	—

5. The Development Path of Interactive Teaching Skills for Vocational College and Secondary Vocational School English Teachers

5.1 Target Positioning

The development of teachers' interactive teaching ability requires the establishment of clear goal orientation. Its core positioning can be summarized into two basic levels: one is the implementation of the curriculum reform in the classroom, and the other is the effective cultivation of students' foundational literacy. Regarding the former, the current vocational education English courses are currently in a critical stage of transforming from knowledge imparting to ability cultivation. Interactive teaching, as a bridge connecting the course concept with classroom practice, its ability goals must be substantially aligned with the concepts advocated by the curriculum standards such as "integration of learning and application" and "learning by doing". Teachers should be able to transform the reform requirements into practical interactive strategies and teaching behaviors in real classroom situations, avoiding the disconnection between course goals and teaching practice. Regarding the latter, the cultivation of foundational literacy is not limited to the mastery of English language knowledge, but also covers pragmatic abilities, thinking qualities, cross-cultural awareness, and communication and collaboration qualities in professional scenarios. This poses deep requirements for interactive teaching. The design and implementation of teachers' interactions need to go beyond superficial questioning and mechanical practice, integrating language learning into interactive tasks with thinking content and communicative value, so that students can achieve comprehensive quality improvement through participation, negotiation, expression and reflection. Establishing the implementation of curriculum reform and the cultivation of foundational literacy as the dual goals of ability development means that the construction of teachers' interactive teaching ability should not merely stop at technical-level repairs and the optimization of local strategies, but should start from the underlying logic of teaching actions to achieve an overall leap in interactive concepts, interactive forms and interactive efficacy. With this goal orientation as the guide, subsequent path design can obtain clear direction basis and practical focus points.

5.2 Content Construction

The logical structure of the content construction for teachers' interactive teaching ability lies in breaking through the limitations of traditional training, where theoretical lectures and skill training are disconnected from each other, and striving to build an integrated development content system with four dimensions: "knowledge - ability - action - thinking". Firstly, the update of theoretical knowledge focuses on deepening teachers' understanding of the fundamental knowledge of interactive teaching, covering interaction hypotheses in second language acquisition, scaffolding and internalization mechanisms from the perspective of social culture theory, and the core essence of task-based language teaching in vocational education contexts. The aim is to help teachers move from intuitive experience to theoretical consciousness. Secondly, core skill training points to the operational transformation of interactive strategies, focusing on key skills such as the cognitive gradient design of questioning

discourse, the timing and method of immediate feedback, the structured arrangement of group collaboration tasks, and the simulation framework of role dialogues in vocational contexts. Immersive training is conducted around these key skills to enable teachers to gradually acquire transferable classroom interaction techniques. Thirdly, the transformation of practical actions focuses on embedding theory and skills into real classroom contexts. Through practical carriers such as lesson case analysis, teaching variation, and teaching diagnosis, it promotes teachers to convert what they have learned in the training into observable classroom behavior improvements, bridging the gap between "knowing" and "doing". Fourthly, the formation of reflective habits runs through the entire process of ability development, guiding teachers to use tools such as teaching logs, video slice analysis, and peer discussion to continuously examine and attribute the design, implementation, and effects of interaction, prompting teachers to reflect in action and reconstruct in reflection, forming a "practice-reflection-repractice" cycle growth mechanism. The four modules are not linearly superimposed but mutually support and permeate each other in a cyclic interaction, jointly constituting a three-dimensional development framework in terms of content dimensions.

5.3 Route Design

The design of the teacher's interactive teaching ability path, as a practical extension of the ability development goals and content system, needs to be systematically constructed from three dimensions: multi-party collaboration, technology empowerment, and resource support. First, conduct participatory training based on workshops, breaking the one-way indoctrination model of traditional lectures, and through immersive activities such as scenario simulation, case discussion, and interactive practice, enable teachers to understand the design principles and implementation strategies of interactive teaching through hands-on experience, transforming them from passive recipients to active constructors. Second, establish a school-based teaching research community based on case studies, using real classroom cases as the carrier, and conducting collective lesson planning, classroom observation, and post-class discussions around the design, implementation, and improvement of interactive tasks, converting individual experiences into group wisdom, and forming a continuous development mechanism that promotes teaching through research. Third, build a cross-grade collaboration network for vocational and technical education teachers, addressing the differences in student situations and course discontinuities in the transition between vocational and technical education, and establishing a regular communication platform across schools and grades to promote the vertical integration of teaching concepts, resources, and experiences, and drive collaborative exploration under the background of integrated talent cultivation. Fourth, utilize video analysis technology to promote teaching reflection and improvement, using annotated slices of classroom recordings and data visualization tools to help teachers conduct detailed deconstruction of their own teaching from dimensions such as interactive structure, discourse distribution, and feedback quality, making implicit teaching behaviors explicit, and providing empirical evidence for precise reflection. Fifth, develop supporting interactive teaching resources and case libraries, focusing on typical communication tasks in

vocational scenarios, and building a modular resource system covering teaching plans, interactive activity design, classroom recordings, and evaluations, providing teachers with reference materials that can be learned from and transferred. These five paths are not independent of each other; instead, they are jointly constructed in the overlapping effect of individual teacher growth, peer mutual assistance and progress, and technical tool support, to jointly build the practical ecosystem for the development of interactive teaching ability.

5.4 Support System

The establishment of a support system for teachers' interactive teaching capabilities aims to provide institutional guarantees for the positioning, content construction and path design of the aforementioned goals. Its operational logic involves the dual activation of external regulations and internal driving forces. Firstly, integrating interactive teaching capabilities into the professional standards of teachers means establishing the appropriate weight of interactive capabilities in the structure of teachers' professional qualities at the top-level design level. By decomposing it into observable and assessable specific indicators, it provides a unified framework for pre-service training, on-the-job assessment and on-going professional development of teachers, reversing the imbalance in previous standards that overly emphasized knowledge transmission and neglected interactive effectiveness. Secondly, reforming the teaching evaluation system, incorporating the process quality of classroom interaction, the depth of student participation and the level of language output into the core dimensions of teaching quality evaluation, and forming a moderate connection with teacher performance assessment and professional title evaluation, uses the evaluation leverage to drive the deep transformation of teaching behaviors. This is not simply exerting external pressure, but lies in using evaluation feedback to make teachers perceive the practical value of ability development, thereby awakening their internal drive for continuous improvement. Thirdly, creating a school culture atmosphere conducive to teaching innovation requires that the management level adopt an inclusive attitude towards reform exploration, establish a mechanism for trial and error and tolerance, and also cultivate a cooperative culture of mutual observation and candid dialogue among teachers, enabling teaching innovation to move from individual isolated attempts to collective conscious self-awareness. The rigid constraints of institutional standards, the incentive guidance of the evaluation system and the flexible infiltration of the cultural environment mutually support each other, enabling the gradual elimination of the structural obstacles to teachers' ability improvement and establishing a long-term support mechanism targeting high-quality classroom interaction.

6. The Conclusion

Under the dual driving forces of the continuous deepening of vocational education curriculum reform and the increasingly prominent orientation towards foundational literacy, English teaching in secondary and higher vocational education is undergoing a paradigm shift from knowledge imparting to the shaping of abilities and the integration of qualities. This transformation places higher and more updated

demands on the interactive teaching abilities of English teachers. Through an empirical investigation of English teachers in multiple secondary and higher vocational colleges, it was found that although the current teacher group has generally formed a certain awareness of interactive teaching, their abilities in designing task-based interactive activities, in-depth guidance of multi-round classroom dialogues, and the implementation of in-depth interaction supported by information technology are still relatively weak. Their classroom interactions mostly remain at a shallow level of teacher-student questioning, and have not truly achieved the effective integration of language learning and vocational quality cultivation. Further analysis indicates that the inertia of the traditional knowledge-based teaching concept, the single evaluation mechanism dominated by final examinations, and the lack of systematic and continuous teacher training jointly constitute the main obstacles restricting the development of teachers' interactive teaching abilities. In view of this, this study proposes a development path for the interactive teaching abilities of English teachers in secondary and higher vocational education from four dimensions: target positioning, content construction, path design, and support system. It advocates integrating students' language foundational literacy and vocational core qualities, using task-driven vocational scenarios as the content carrier, adopting the path of "practice - reflection - collaboration" for ability generation, and complementing it with supporting classroom observation tools and school-based training mechanisms. Thus, a systematic and operational framework for teacher ability development is constructed, aiming to effectively enhance the interactive teaching level of English teachers in secondary and higher vocational education and ultimately serve the realization of the goal of cultivating high-quality technical and skilled talents.

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