



RESEARCH ARTICLE

THE EFFECT OF COOPERATIVE TEACHING METHOD ON ENGLISH LEARNING INTEREST AMONG CHINESE VOCATIONAL SCHOOL STUDENTS

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ARTICLE INFO	ABSTRACT
Submission May., 13, 2025 Acceptance Jul., 26, 2025 Keywords Group cooperative teaching method; Vocational education; English learning interest; English teaching strategy; Empirical research Corresponding Author P143258@siswa.ukm.edu.my	In the Chinese vocational education system, students often lack interest in learning and have low classroom participation, which negatively affects their academic performance and career growth. This study examines the impact of group cooperative teaching on English learning interest among vocational school students, focusing on how it boosts engagement and participation. A survey of 100 students from a vocational school was conducted, with statistical analyses, including reliability and validity testing, performed using SPSS software. The results show that group cooperative teaching significantly enhances students' cognitive interest, emotional investment, and motivation. These methods improve the classroom atmosphere and increase interactive engagement. Group cooperation not only promotes teacher-student and peer interactions but also builds responsibility and teamwork through task-based cooperation. This approach enhances intrinsic motivation, language skills, and learning outcomes. The study advances research on the connection between group cooperation and English learning interest, supporting student-centered teaching models in vocational education.

1. INTRODUCTION

1.1. Research Background

Learning interest acts as a catalyst for education, serving as the bridge connecting external knowledge with personal growth. This core factor significantly impacts learning outcomes by stimulating motivation, boosting efficiency, sustaining engagement, and fostering creative and

critical thinking – all of which contribute to students' personal development and career planning. Whether in fundamental education, vocational training, or lifelong learning, cultivating and nurturing this vital interest remains a fundamental mission.

However, students in Chinese vocational schools commonly face a range of challenges in English learning, including weak language foundations, low motivation, a lack of effective learning methods, and psychological barriers. Many of these students enter vocational schools with a weak foundation in English, their vocabulary and grammar knowledge are limited, and their skills in listening, speaking, reading, and writing are unevenly developed, with particular weakness in spoken expression and practical language application. Students show weak learning motivation and interest in English learning, insufficient learning initiative and goal orientation leads to a negative learning attitude and passive learning behavior. Some students lack effective learning strategies and time management skills, and they have limited engagement in and opportunities for English learning outside the classroom. Students lack self-confidence and the awareness of self-improvement and have little sense of achievement in learning English (Zhang, 2022). These led to difficulties in learning English for Chinese vocational school students.

Moreover, traditional teaching methods are teacher-centered, neglecting the students' subjectivity. There are limited interactions between teachers and students, making classes unappealing. Language and cultural connections are overlooked, theory is emphasized over practice. Gao et al., (2024) argue that traditional teaching methods primarily focus on the teachers' perspective, ignoring the students' role as learners. Tang (2024) examined how traditional teaching methods center around teachers, books, and classrooms, where instructors dominate through one-way explanations and simplistic formats, excessively emphasizing knowledge transmission while overlooking student participation, creativity, and initiative. Zhen (2023) points out that in traditional teaching methods, teacher-student interactions are mainly unidirectional verbal communication, with teachers lecturing and students listening. Question-and-answer interactions and cooperation among students are limited. Gao et al., (2024) believe that communicative activities in traditional classroom teaching are scarce, with the organization of class content lacking appeal and failing to engage students emotionally. Yunita et al., (2019) similarly observed that there is little interaction between students and teachers. Teachers explain materials through lectures while students passively absorb information, resulting in limited impact on students' learning outcomes.

In contrast, the student-centered cooperative learning approach effectively addresses the limitations of traditional teaching methods. Pu et al., (2023) argued that by group cooperation teaching methods, students need to actively participate in discussions and collaboration, which can stimulate their interest in English learning and promote their initiative, encouraging them to engage more positively in the learning process and improve learning efficiency. Cooperative teaching methods facilitate interaction and communication between teachers and students, enabling teachers to better understand students' learning needs and concerns, thus promoting targeted teaching design and adjustments, allowing students to better grasp knowledge and skills while elevating teaching quality. The method emphasizes teamwork and mutual assistance among groups; students must work together to develop learning plans, assign tasks, and monitor each other, thereby cultivating teamwork abilities. It also provides more opportunities for cross-cultural communication, allowing students to better comprehend linguistic habits and interaction

patterns across different cultural backgrounds. Through group cooperative teaching methods, students need to communicate and collaborate with peers from diverse cultural backgrounds, which can enhance their intercultural awareness and communication skills.

In English education among Chinese vocational schools, group cooperative teaching methods not only enhance the comprehension and internalization of linguistic knowledge but also expand students' intercultural communication skills. Chen (2024) also emphasizes that this teaching strategy significantly improves students' intercultural communication abilities. By collaborating and interacting with others, students can better understand communication methods and customs under diverse cultures. Through participation in real communication activities, students can use English more naturally and express themselves more accurately, thereby enhancing their overall language application competence and cultural adaptability. In Chinese vocational education, implementing group cooperation strategies can effectively stimulate English learning interest among vocational school students.

1.2. Research Question

Whether the group cooperative teaching method can effectively improve the English learning interest among Chinese vocational school students.

1.3. Research Objective

To improve the English learning interest of Chinese vocational school students through group cooperative teaching method.

1.4. Research Significance

1.4.1. Theoretical Significance

This study contributes to enriching the theoretical framework in educational psychology and pedagogy. Learning interest, as a crucial psychological variable influencing students' learning interest and learning outcomes, has garnered increasing attention from educational researchers in recent years. While group cooperative teaching method, which is a student-centered method that emphasizes interaction and collaboration, has yet to reach a consensus on its specific impact mechanisms on students' learning interest. Through this study, we aim to further elucidate the intrinsic connections between group cooperative teaching method and English learning interest, thereby enriching theoretical discussions on English learning interest among Chinese vocational school students and group cooperative teaching method. Additionally, this study integrates cooperative learning theory with specific teaching practices in China, providing new perspectives and practical support for the localization of this theory.

1.4.2. Practical Significance

This study analyzes the effect of group cooperative teaching method on students' English learning interest in practical teaching, providing a theoretical foundation and practical guidance for teachers to optimize teaching design and enhance teaching effectiveness. Specifically, group cooperative teaching method creates a positive and interactive classroom atmosphere that stimulates students' enthusiasm and initiative in learning and promotes progress among students through cooperation and competition. Consequently, it effectively enhances their intrinsic

motivation to learn English.

2. LITERATURE REVIEW

2.1. Theoretical Review

Group cooperative teaching method is a teaching method that emerged in the late 1960s in the United States and the early 1970s in other countries. It can also be referred to as cooperative learning, a structured and systematic teaching strategy where learning relies on socially structured information exchange among group members, emphasizing the importance of teamwork and collaboration among students (Chen, 2022). Advocates of group cooperative learning have extensively drawn on the theoretical work of developmental psychologists Jean Piaget and Lev Vygotsky, both of whom emphasized the central role of social interaction in learning. A core premise of group cooperative teaching method is that learners develop communicative competence in language through dialogues within social or instructional structures. Additionally, group cooperative teaching seeks to develop learners' critical thinking skills, which are considered fundamental to all forms of learning. One critical thinking instruction method advocated by proponents is called the Problem Matrix, which is based on Bloom's well-known taxonomy of educational objectives.

The group cooperative teaching method has transformed the traditional classroom model of "teacher lecturing and students listening" into student-centered instruction. The most common and highly recommended group activities in group cooperative teaching are peer cooperation and group activities. Their primary objective is to provide opportunities for natural second language acquisition through interactive peer and group activities; offering teachers a flexible method that is adaptable to various curricula, enabling learners to develop effective learning and communication strategies by focusing on specific vocabulary items, linguistic structures, and communicative functions through interactive tasks. It can enhance students' interest and create a positive classroom atmosphere. Educators can help students develop comprehension skills and critical thinking skills by involving them in group cooperative activities.

This study explores innovative teaching strategies by utilizing group cooperative teaching methods to encourage students to be involved in group cooperative activities. Group cooperative teaching methods increase the frequency and diversity of language acquisition, providing more opportunities for students to communicate in class. It also effectively reduces students' academic anxiety and enhances students' participation in cooperative learning. It helps cultivate comprehension skills and critical thinking abilities while improving collaboration and communication among students. Through group cooperation, the English learning interest among vocational school students is significantly boosted.

2.2. Research Status at Home and Abroad

In recent years, group cooperative teaching method, as a teaching strategy that emphasizes student subjectivity and interactivity, has garnered widespread attention in global educational research. Foreign scholars have extensively explored its application effectiveness across different academic stages and disciplines based on social constructivism theory. Studies indicate that group cooperative teaching method effectively enhances students' academic performance, critical thinking skills, communication ability, and teamwork capability, particularly demonstrating

remarkable effects on students' learning interest. Olajumoke Olayemi Salami (2024) found a statistically significant difference in average scores between students who used group cooperative teaching method and those who did not use any specific teaching method. Incorporating cooperative learning into mathematics curricula has been proven to improve students' ability to define and achieve learning objectives. Akobi Thomas (2024) emphasized that group cooperative teaching method is highly effective in developing the social and cognitive skills among elementary school students. Researchers suggested that workshops and conferences should be organized to train primary school teachers to use group cooperative learning teaching method in their teaching.

At the domestic level, although non-Western educational systems represented by China have gradually begun to pay attention to theoretical research and teaching practices of group cooperative teaching, systematic empirical studies remain relatively scarce compared to international studies. Existing research predominantly focuses on primary and secondary schools, with insufficient exploration of group cooperative teaching applications in vocational education, particularly its role in enhancing students' employability. Additionally, domestic research still has limitations in theoretical integration, with inadequate adaptation of theories such as social constructivism and situational learning theories to the local background. Overall, group cooperative teaching method, as a student-centered teaching strategy, has significant development potential in China. Lu (2023) believed that group cooperative teaching method provides a promising way, emphasizing the need for sustained research and practice to release the full potential of cooperative learning in the field of English teaching. Chen (2022) discussed the promotion of students' self-development through group cooperative teaching, providing valuable insights for current foreign language teaching. Pu et al., (2023) highlighted that group cooperative teaching method plays an important role in professional English teaching. It can stimulate students' interest and initiative in learning, cultivate students' team spirit and innovative spirit, improve the quality of English teaching, and enhance students' intercultural communication ability. Ren (2024) explored the significance of group cooperative teaching method for students' learning and growth at all stages. Under the guidance of this teaching method, students can fully use their complementary advantages and promote them to engage in learning positively. Liu (2022) thought that in the whole teaching model design, regardless of the early, middle, or late in a course, the knowledge graph as a tool runs through it all the time. The application of a knowledge graph plays a key role in students' cognition and the improvement of the overall structure of knowledge points.

2.3. Research Gaps

2.3.1. Limited Research on Vocational Education

Current research on the effect of teaching methods on students' interest in learning predominantly focuses on primary schools or higher education, particularly in theoretical studies and empirical analyses where substantial achievements have been made. However, in the field of vocational education, especially at the level of secondary vocational schools, relevant research remains insufficient. Compared to the general education system, vocational education has its unique teaching objectives and student characteristics, such as greater emphasis on practical skills development, uneven student foundations, and relatively weaker learning motivation. These features determine that teaching methods suitable for general schools may not be directly

applicable to vocational education. Therefore, it is necessary to explore more appropriate teaching strategies tailored to vocational education. Group cooperative teaching method, as an instructional method that emphasizes interaction and collaboration, has been proven to effectively stimulate students' interest in learning and participation in primary schools, junior high schools, and senior high schools. However, systematic studies on its applicability and actual effectiveness in vocational schools remain under-researched. In particular, empirical research on whether group cooperative teaching method can effectively enhance the English learning interest among vocational school students is relatively scarce, and there are no representative or guiding research findings yet.

2.3.2. Insufficient Discussion on Students' Learning Interest

As a student-centered teaching model emphasizing interaction and collaboration, the group cooperative teaching method has been widely adopted in general education and proven to enhance students' learning motivation and engagement. However, related research in vocational education remains relatively underdeveloped, with insufficient systematic exploration of its role in boosting students' interest in learning. More notably, existing research neglects detailed analysis of its effects on students' learning interest. Learning interest is actually a multi-dimensional psychological variable that encompasses emotional engagement, cognitive investment, behavioral performance, and sustained interest. The neglect of these dimensions not only limits the precise evaluation of teaching intervention effects but also impedes the development of concrete improvement pathways for educational practice.

3. RESEARCH DESIGN

3.1. Research Subjects

This study chose 100 students from a vocational school as the research subjects, covering the students who have learned "Basic English for Vocational School," "Professional English for Urban Rail Transit," "English for Aviation Service," and "Practical English."

3.2. Research Method

The research objective dictates the need for large-scale, systematic data; the research question requires structured, highly comparable data support. A scientifically designed questionnaire can systematically reflect the research variables, with content that closely matches the research theme, providing a reliable foundation for in-depth exploration of the relationship between English teaching strategies and employability, offering systematic, actionable, and data-supported insights.

To analyze the effect of group cooperative teaching method on English learning interest of vocational school students, this study implemented a four-week teaching intervention in selected English courses prior to conducting surveys. The program incorporated group cooperative teaching method, supplemented by teaching observations and student feedback to enhance research authenticity and practical value. Group formation principles and organizational methods were clearly defined, with students being heterogeneously grouped based on English proficiency and personality traits. Each group adopted fixed roles with regular rotation, while standardized guidelines and task allocation sheets clarified individual responsibilities.

Cooperative sessions comprised five key components: task introduction, collaborative work, outcome presentation, teacher evaluation, and reflection. All unit themes were designed to align with students' future professional situations, effectively enhancing their English application awareness and interest. Teachers transitioned from traditional instructors to facilitators, organizers, and motivators. Through systematic group collaboration activities, the participation, autonomy, and cooperative awareness of students are promoted, which provides reliable implementation foundations for research questionnaires and preparatory conditions.

This study employs a survey questionnaire as the research tool, which is both based on thorough consideration of the research objectives and issues, and fully leverages the advantages of questionnaires in large-scale data collection, variable quantification, and group comparative analysis. The survey questionnaire covers dimensions such as students' evaluation of group cooperative learning experiences, changes in English learning interest, and self-directed learning motivation. With a clear structure and high content relevance, it systematically reflects the relationships between research variables, providing a scientific and reliable data foundation for exploring the correlation between group cooperative teaching method and English learning interest among vocational school students.

3.3. Data Analysis Method

This study selected SPSS software for statistical analysis of collected questionnaire data. Through reliability and validity testing, we validated the internal consistency and structural rationality of the questionnaire scale. Descriptive statistics were used to examine students' basic demographics and overall variable levels. Independent samples t-tests were conducted to compare differences in learning interest and perceived cooperation among different student groups. Correlation analyses explored the relationship and influence between group cooperative teaching method and English learning interest. The multifunctional statistical capabilities of SPSS enabled effective data analysis, supporting the achievement of research objectives and resolution of research questions, while ensuring systematicness, scientific rigor, and data-driven precision throughout the research process.

4. RESEARCH RESULTS

4.1. Descriptive Statistics

Table 4.1: 100 valid questionnaires were obtained

Basic indicators						
name	sample capacity	least value	crest value	average value	standard error	median
age	100	15.000	18.000	16.450	1.104	16.000
sex	100	1.000	2.000	1.440	0.499	1.000
Educational level	100	1.000	1.000	1.000	0.000	1.000

As can be seen from the above table. Age: mainly concentrated in 15-18 years old, among

which 15 years old accounted for 26%,16 years old accounted for 25%,17 years old accounted for 27%,18 years old accounted for 22%. Gender: male accounted for 44%, female accounted for 56%.

4.2. Reliability and Validity Test

Table 4.2: Cronbach Reliability analysis

name	Correlation of total correction items (CITC)	The deleted α coefficient is shown	Cronbach α coefficient
I often participate in practical tasks and projects in the English class.	0.874	0.871	0.895
The mock interview or presentation training in the English class is very helpful to me.	0.556	0.890	
The English teaching of teachers is closely related to the employment scene.	0.671	0.883	
English teaching has enhanced my ability to communicate professionally in English.	0.681	0.882	
I can master the English expressions related to employment through classroom activities.	0.678	0.882	
Teachers often introduce the application of English in job hunting.	0.615	0.886	
Innovative teaching methods make me more involved in English learning.	0.609	0.887	
The English class has trained my ability to write a resume and make an introduction.	0.481	0.894	
English teaching has helped me understand the international workplace culture better.	0.598	0.887	
English teaching has enhanced my confidence in employment.	0.661	0.883	

Note: Standardized Cronbach α coefficient = 0.896

As can be seen from the above table, the Cronbach α coefficient of the questionnaire is 0.896, which is greater than 0.7, so it shows that the reliability of the research data is high, and the reliability of the questionnaire is acceptable, which can be used for further analysis.

Table 4.3: Validity analysis results

name	Factor load coefficient factor 1	Commonality (common factor variance)
I often participate in practical tasks and projects in the English class.	0.911	0.831
The mock interview or presentation training in the English class is very helpful to me.	0.644	0.415
The English teaching of teachers is closely related to the employment scene.	0.752	0.566
English teaching has enhanced my ability to communicate professionally in English.	0.758	0.575
I can master the English expressions related to employment through classroom activities.	0.752	0.565
Teachers often introduce the application of English in job hunting.	0.695	0.482
Innovative teaching methods make me more involved in English learning.	0.692	0.479
The English class has trained my ability to write a resume and make an introduction.	0.564	0.318
English teaching has helped me understand the international workplace culture better.	0.679	0.461
English teaching has enhanced my confidence in employment.	0.742	0.550
Eigenvalue (before rotation)	5.244	-
Variance explained rate% (before rotation)	52.435%	-
Cumulative variance explained rate% (before rotation)	52.435%	-
Characteristic root value (after rotation)	5.244	-

Variance interpretation rate% (after rotation)	52.435%	-
Cumulative variance explained rate% (after rotation)	52.435%	-
KMO price η	0.928	-
Barts spherical value	448.460	-
df	45	-
p price	0.000	-

Note: If the numbers in the table are colored, blue indicates that the absolute value of the load coefficient is greater than 0.4, and red indicates that the common degree (common factor variance) is less than 0.4.

Validity research is used to analyze whether the items in a study are reasonable and meaningful. Validity analysis employs factor analysis as a data processing method, conducting comprehensive evaluations through indicators such as KMO values, communalities, variance explained, and factor loadings to verify the validity level of the data. The KMO value is used to assess the suitability of information extraction, communalities are used to eliminate unreasonable items, variance explained indicates the level of information extraction, and factor loadings measure the correspondence between factors (dimensions) and items. As shown in the table above: all items have a communality value greater than 0.4, indicating that the information from the items can be effectively extracted. The KMO value is 0.928, which is greater than 0.6, suggesting that the data can be effectively extracted. The variance explained by the factors is 52.435%. This means that the information of the research item can be effectively extracted.

4.3. Differential Analysis

As can be seen from the above table, the paired t-test is used to study the differences of experimental data. As can be seen from the above table: in all 10 questions, the p value is >0.05, indicating that gender has no influence on question 1-10. There is no significant difference between male and female feedback data.

Table 4.4: T Test the analysis results

	Sex (mean ± SD)		t	p
	Females (n = 56)	Males (n = 44)		
I often participate in practical tasks and projects in English class.	3.95±0.82	4.16±0.75	-1.341	0.183
The mock interview or presentation training in the English class is very helpful to me.	3.91±0.96	3.98±0.82	-0.367	0.715
The English teaching of teachers is closely related to the employment scene.	3.68±1.06	3.93±1.02	-1.203	0.232
English teaching has enhanced my ability to communicate professionally in English.	3.80±0.92	3.70±0.90	0.537	0.592
I can master the English expressions related to employment through classroom activities.	3.80±1.02	3.84±0.91	-0.191	0.849
Teachers often introduce the application of English in job hunting.	3.77±0.99	3.95±0.78	-1.057	0.293
Innovative teaching methods make me more involved in English learning.	3.95±0.96	3.98±0.88	-0.166	0.869
The English class has trained my ability to write a resume and make an introduction.	3.96±0.87	4.09±0.74	-0.768	0.444
English teaching has helped me understand the international workplace culture better.	3.80±0.92	3.93±0.85	-0.715	0.476
English teaching has enhanced my confidence in employment.	3.75±1.05	3.64±0.92	0.568	0.571

* p<0.05 ** p<0.01

5. DISCUSSION

5.1. Interpretation of Research Results

This study examined the effect of group cooperative teaching method on English learning interest among vocational school students through a questionnaire survey system. The results show that the application of group cooperative teaching method in vocational school significantly enhances students' English learning interest, particularly in learning motivation, classroom participation, self-directed learning, and peer interaction. Compared to traditional teacher-centered teaching, group cooperative teaching method can effectively stimulate students' enthusiasm, classroom initiative, increasing their engagement with learning tasks.

This study analyzed English learning interests from multiple dimensions, including cognitive interest, emotional interest, and sustained interest, revealing that group cooperative teaching method has significant advantages in enhancing English learning interest among vocational students. In group cooperation, students gain more opportunities to express themselves and receive feedback, which helps them establish positive learning emotions, and

social belonging thereby increasing their interest in learning. Moreover, the learning support system formed during the group cooperation also strengthens students' sense of belonging and achievement, providing a solid foundation for sustaining their English learning interest.

The findings of this study not only validate the effectiveness of group cooperative teaching method in enhancing English learning interest among vocational school students but also provide a multi-dimensional analysis of its operational mechanisms. The findings provide practical guidance for vocational high school teachers to optimize classroom structures, promote student participation, and improve teaching outcomes in actual teaching practices. Furthermore, it also establishes theoretical foundations for future further research that focus on the detailed dimensions related to learning interest among students.

5.2. Advantages and Limitations

5.2.1. Advantages of the Study

This study focuses on vocational school students, filling the gap in current educational research that has rarely addressed the level of vocational education. Compared to previous pedagogical studies primarily centered on ordinary primary and secondary schools or universities, this study is more closely aligned with the practical needs of vocational education, making it highly relevant and valuable for practical application. The group cooperative teaching method emphasizes interaction, collaboration, and responsibility sharing among students, which can stimulate their enthusiasm for active participation. This teaching method is particularly suitable for vocational students, who are characterized by strong practical skills and diverse learning motivations, providing an effective path to improve classroom teaching quality. This study not only examines the overall level of English learning interest among vocational students but also delves into multiple dimensions such as cognitive interest, affective interest, and sustained interest, offering a deeper and more systematic understanding compared to previous research, thus contributing to comprehensive and systematic insights of how group cooperative teaching method specifically influence English learning interest among vocational school students.

5.2.2. Limitations of the Study

This study only selected students from some vocational schools in a certain region as samples, with limited sample size and coverage, which may introduce regional biases. The research findings should be used cautiously when generalizing to other regions or different professional groups of vocational high school students. This study conducted teaching interventions and assessments over a relatively short period, primarily reflecting changes in short-term learning interest, without examining the long-term impact of cooperative group teaching methods on students' sustained interest and learning behavior. The measurement of student learning interest mainly relies on questionnaires, which inherently carries subjectivity. Although scientific scales have been used, the results may not fully reflect the actual situation due to limitations in students' self-awareness and communication ability. The effectiveness of group cooperative teaching method largely depends on teachers' organizational capability and students' cooperative attitudes. Differences in implementation strategies and classroom management capabilities among different teachers may affect the stability and reproducibility of the teaching method.

5.3. Suggestions on Teaching Strategies

Teachers should scientifically divide groups based on students' personality traits, learning abilities, and professional interests to avoid clustering the strong or concentrating on the weak. In each group task, clear roles and tasks should be assigned to ensure that every member can contribute effectively during collaboration. Combining the characteristics of vocational courses, design realistic situational tasks that align with students' future job requirements, allowing them to experience the value and sense of achievement in their learning process, thereby enhancing their intrinsic motivation and interest in learning. Teachers should act as facilitators and mentors, intervening appropriately to monitor the groups' cooperation process and help students resolve issues such as disagreements and uneven participation, ensuring the collaboration is both effective and orderly. At the same time, personalized feedback and incentives should be provided for different group performances. A variety of evaluation methods should be used to assess both the process and outcomes of student group cooperation. Create a relaxed, equal, and trusting classroom atmosphere through gamified activities and positive encouragement, helping students build healthy interpersonal relationships, boost their confidence and sense of belonging in cooperation and stimulate their interest in learning.

6. CONCLUSION

6.1. Summary of Main Research

Currently, English teaching in Chinese vocational schools faces widespread challenges including low levels of student engagement and insufficient participation. This study combines theoretical analysis with empirical investigation to clearly verify the significant effectiveness of group cooperative teaching method in enhancing students' English learning interest among vocational school students. Group cooperative teaching method has significantly increased students' interest in English learning. Research data reveals that classes implementing using group cooperative teaching method, the scores of students are higher on multiple dimensions, including cognitive interest, emotional interest, and sustained interest compared to traditional teaching classes, reflecting higher learning motivation and classroom participation. Group cooperative learning has facilitated positive transformations in both classroom dynamics and interpersonal relationships. Group tasks and collaborative interactions enhance students' sense of belonging, responsibility, and willingness to express themselves, increasing the communication frequency and emotional connections between teachers and students, as well as among students, thus creating a more dynamic and participatory learning atmosphere. This study establishes a multidimensional perspective on learning interest. Through structured dimensional analysis of learning interest, it effectively clarifies the mechanisms by which teaching strategies stimulate different levels of student interest, providing a quantitative foundation and evaluation approach for future teaching intervention research.

6.2. Theoretical and Practical Significance

6.2.1. Theoretical Significance

Building on existing theories related to learning interest, this study focuses on the field of vocational education. It further verifies the multidimensional structure and variability of learning interest through empirical data. By categorizing learning interest into dimensions such as

cognitive interest, affective interest, and sustained interest, a more detailed and measurable analytical framework is constructed, providing theoretical support for in-depth research on this psychological variable in Chinese vocational education. This study validates its feasibility in English teaching among Chinese vocational schools, contributing to the localization and adaptation of this teaching theory in non-Western cultural contexts. By integrating group cooperative teaching method with the actual learning characteristics of vocational school students, it expands the application dimensions of cooperative learning theory within the Chinese vocational education system. The study explores how group cooperative teaching method can influence students' classroom performance and cognitive engagement by stimulating learning motivation and interest, offering empirical evidence of the interactive mechanisms between group cooperative teaching method and learning psychology. This helps promote the interdisciplinary integration and theoretical construction of educational psychology, instructional design, and curriculum theory.

6.2.2. Practical Significance

This study has validated the significant effectiveness of group cooperative teaching method in stimulating students' learning interest and enhancing their learning participation. It provides an effective path for curriculum reform in English courses among Chinese vocational schools, demonstrating strong practicality and applicability. The research findings can serve as exemplary case materials for professional development of vocational school teachers, helping them understand and master the organizational skills, guidance approaches, and evaluation methods of group cooperative teaching, which improve teaching efficiency and strengthen teachers' autonomy and student-centered awareness. Through cooperative learning environments and task-based participation mechanisms, students' sense of belonging, self-efficacy, and language expression abilities are enhanced, fostering a positive attitude towards learning. These improvements not only boost their learning outcomes but also enhance their communication skills, teamwork, and lifelong learning ability for future career development. This study offers a practical example for building positive and interactive vocational education, aligning with the educational philosophy of "student-centeredness." It contributes to the formation of a good teaching culture that respects individual differences among students, encourages students' communication and cooperation. It is necessary for the overall improvement and optimization of Chinese vocational education.

6.3. Suggestions for the Future

This study selects students from a vocational school in a specific region as samples. Although it has some representativeness, it still suffers from limitations due to geographical and sample structure. Future research should expand the sample size to include students from different regions, types of majors, and grade levels, enhancing the generalizability and practical value of the findings. This study focuses on the analysis of short-term teaching intervention effects and has not yet addressed the long-term impact of teaching strategies on students' learning interest and behavior over long periods. Future research could adopt a longitudinal tracking design to examine the trajectory of students' learning interest and its long-term relationship with academic achievement and career readiness indicators. The study is primarily based on survey questionnaire data; subsequent research could integrate classroom observations, teacher

interviews, student learning diaries, and homework performance to cross-validate the actual effectiveness of teaching methods from multiple perspectives, thereby deepening the insights and explanatory power of the research results. This study focuses on English teaching in vocational schools. Future research could extend to mathematics, specialized courses, practical training classes, and other subjects, exploring the possibilities and integration paths of group cooperative teaching interdisciplinary, promoting systematic reforms of teaching methods in Chinese vocational education.

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CONFLICT STATEMENT

The authors declare no conflict of interest.

COOPERATION STATEMENT

All authors contributed equally to this work and approved the final manuscript.

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