

Research on Group Teaching Model in Vocational English under the Perspective of "Three-Education" Reform: A Case Study of Chongqing Vocational Institute of Science and Technology

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Abstract: Against the backdrop of the "Three-Education" reform, innovating and optimizing group teaching models in vocational English has become a key focus for improving teaching quality. This study investigates the effectiveness of the group teaching model in enhancing students' comprehensive language ability, practical skills, and teamwork capabilities. Utilizing a mixed-methods approach, the research combines questionnaire surveys with classroom observations to analyze the current state and implementation strategies of group teaching at Chongqing Vocational Institute of Science and Technology. First, student feedback on group teaching was collected via questionnaires to evaluate its impact on learning motivation and language application. Second, classroom observations were conducted to gather detailed data on group interactions in real teaching contexts. Results indicate that the group teaching model significantly improves students' English proficiency and teamwork skills, particularly in task-based and real-world simulation activities. Additionally, challenges such as insufficient guidance, inappropriate group formation, and limited teaching resources were identified. Corresponding optimization suggestions are proposed, including enhanced teacher facilitation, strategic group composition, and enriched teaching resources. In conclusion, the group teaching model demonstrates broad potential for application under the "Three-Education" reform, effectively contributing to the development of students' overall competencies.

Keywords: Vocational English; Group Teaching Model; "Three-Education"

Reform; Teaching Quality

1. Introduction

1.1 Research Background and Significance

Amidst the challenges posed by globalization, vocational education has increasingly focused on teaching reforms. Vocational colleges, as key institutions for cultivating skilled professionals, have prioritized innovation in teaching approaches. The "Three-Education" reform (teachers, teaching materials, and teaching methods) has emerged as a central strategy to enhance teaching quality. As an essential component of vocational education, English instruction often faces challenges in balancing theory and practice, leaving students underprepared for real-world applications. Against this backdrop, Chongqing Vocational Institute of Science and Technology explores the group teaching model in English education to enhance students' comprehensive skills and practical abilities.

The group teaching model emphasizes active participation and teamwork, aligning with modern workforce demands. It not only improves language proficiency but also fosters student interest, responsibility, and collaboration skills. This research aims to provide new insights and strategies for vocational English education, thereby supporting students' career development [1].

1.2 Literature Review on Current Studies

Internationally, cooperative learning theories and group teaching models have been extensively studied. Research in the U.S. and Europe highlights that group teaching enhances communication and problem-solving skills, especially in multicultural contexts [2]. Johnson and Johnson argue that group learning promotes knowledge internalization and

application through interaction and collaboration [3].

Domestically, with the advancement of "Three-Education" reform, group teaching in vocational English has gained attention. However, limitations in resources and faculty expertise mean that many vocational colleges are at an exploratory stage. Liu Lili (2020) found that while group teaching improves engagement and practical skills, it still requires systematic strategies and teacher guidance [4]. Overall, existing studies provide a theoretical and empirical foundation for this research, though localized innovations are necessary for implementation.

2. Theoretical Framework

2.1 Overview of the "Three-Education" Reform

The "Three-Education" reform is a cornerstone of vocational education in China, aiming to optimize teachers, teaching materials, and methods to improve talent cultivation. Teacher reform focuses on professional development and pedagogical skills, while material reform emphasizes industry relevance and technological advancements. Methodological reform encourages diverse teaching approaches to enhance effectiveness [5].

In English education, this reform requires teachers to possess not only solid linguistic foundations but also intercultural communication skills and familiarity with modern educational technologies. Curriculum content should reflect vocational specificity and practicality, while approaches like group discussions and scenario-based simulations are advocated to increase student engagement and participation [6].

2.2 Theoretical Basis of Group Teaching Models

Rooted in cooperative learning theory, group teaching models emphasize interaction among learners to achieve shared goals. Slavin and others argue that such collaboration facilitates knowledge sharing and skill development through peer interaction [7].

The model's core lies in task orientation and role allocation. Teachers must design appropriate tasks aligned with learning goals and student characteristics while fostering mutual support within groups. This approach

cultivates teamwork, communication, and problem-solving skills [8]. Effective implementation, however, demands strong organizational and managerial skills from educators to ensure activities are purposeful and productive.

3. Methodology

3.1 Research Design

This study employs a mixed-methods approach, combining quantitative and qualitative methods to comprehensively examine the application and improvement of group teaching models under the "Three-Education" reform. A questionnaire survey was conducted to collect student feedback on group teaching, covering dimensions such as content, methods, and outcomes. The sample included students from English courses at Chongqing Vocational Institute of Science and Technology to ensure representativeness and diversity.

In addition, in-depth interviews were conducted with selected students and teachers to gain detailed insights into their experiences and perspectives. The interview questions focused on implementation processes, challenges encountered, and personal reflections, complementing the survey data with richer contextual understanding.

3.2 Data Collection and Analysis

Data collection integrated both quantitative and qualitative dimensions. Questionnaire responses were gathered via an online platform for accessibility and breadth, followed by statistical analysis using SPSS. Descriptive statistics, correlation analysis, and regression analysis were employed to explore relationships among group participation, satisfaction, and learning outcomes.

For qualitative data, interview transcripts were systematically coded and analyzed using thematic analysis. Key themes were identified to uncover strengths and weaknesses in the implementation of group teaching, guiding potential improvements. Throughout the process, data authenticity and participant anonymity were strictly ensured [1].

4. Analysis of the Current Status of Group Teaching in Vocational English

4.1 Student Feedback Analysis

Survey results reveal that most students have a positive attitude toward the group teaching model. Approximately 70% of students reported enhanced English communication skills and teamwork awareness through group activities. They particularly highlighted the value of feedback received during group tasks, which significantly contributed to their learning progress. Group discussions and task divisions created opportunities for students to practice English in real-world contexts, improving learning outcomes [2].

However, some challenges were noted. Students mentioned discrepancies in participation levels and abilities among group members, occasionally leading to uneven task distribution and suboptimal learning experiences. Suggestions included focusing on balanced group composition and task alignment. Additionally, some students proposed integrating more teaching aids to better support group activities.

4.2 Classroom Observation Results

Classroom observations provided direct evidence of the effectiveness of group teaching. Students generally exhibited high engagement, active participation, and frequent interactions, creating a dynamic learning atmosphere. Teachers served as facilitators and coordinators, allowing students to pursue autonomous learning and peer assistance within groups.

Observations also revealed that group discussions foster critical thinking and problem-solving skills. However, some groups occasionally deviated from the discussion topic, underscoring the importance of timely teacher intervention. Variability in task completion and quality among groups reflected differences in students' independent learning abilities [3]. To optimize outcomes, greater guidance and supervision from teachers are necessary in subsequent sessions.

5. Implementation Strategies and Optimization Suggestions

5.1 Teacher Guidance Strategies

In the group teaching model, teachers transition from knowledge transmitters to facilitators and guides. This shift requires flexible and adaptive strategies. First, teachers should focus on developing students'

autonomous learning abilities by guiding them to set learning goals and plans, fostering motivation and self-discipline. Second, teachers must act as coordinators and supervisors during group activities, promptly addressing challenges, providing constructive feedback, and helping students refine their learning strategies.

Professional development is crucial for teachers. By participating in workshops and training programs, teachers can update their pedagogical approaches and adapt to ongoing reforms [1]. Additionally, teachers should engage in teaching research, summarizing practical experiences to develop a unique teaching style that can serve as a reference for peers.

5.2 Group Composition and Task Design

Group composition and task design are critical factors influencing the effectiveness of group teaching. When forming groups, individual differences and learning needs should be considered to ensure complementary skills and diverse backgrounds within each group. A combination of random and teacher-assigned groupings can be used, depending on specific learning objectives and task requirements.

Task design should emphasize authenticity and challenge, enabling students to engage with real-world language use scenarios. Tasks should align with students' interests and vocational needs, ensuring relevance and purpose. By creating simulated professional environments, students can apply their knowledge practically, enhancing their comprehensive abilities [2]. Teachers should also incorporate space for innovation within tasks, encouraging independent inquiry and creative thinking.

5.3 Enrichment and Utilization of Teaching Resources

The richness and effective use of teaching resources are directly tied to the success of group teaching. Diverse multimedia materials and practical case studies can create authentic language contexts and provide students with ample learning opportunities. Teachers should integrate modern educational technologies, such as online platforms and mobile learning apps, to broaden learning channels.

Leveraging internal and external resources can provide students with additional hands-on

opportunities. Collaborations with enterprises to implement joint projects enable students to practice language and vocational skills in real workplace environments [3]. Teachers can also organize extracurricular activities, such as English corners and speech competitions, to boost student interest and motivation.

6. Conclusion

This study analyzed the group teaching model for English instruction at Chongqing Vocational Institute of Science and Technology, highlighting its effectiveness and feasibility under the "Three-Education" reform. Findings demonstrate that group teaching significantly enhances students' practical English skills, teamwork awareness, and independent learning abilities. Students generally hold positive attitudes toward the model, recognizing its ability to improve learning outcomes. However, challenges such as uneven task distribution due to group member differences and insufficient teacher guidance were also identified.

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