

Situated Collaborative Teaching Model: Innovative Strategies for Enhancing Reading Comprehension and Social Abilities in Third Grade Elementary Chinese Language Classes

Xu Zhao¹, Tinnakorn Attapaiboon², Nirat Jantharajit³

Nakhon Phanom University, Thailand

¹1344486853@qq.com, ²tinnakorn_a1954@hotmail.com, ³n20jann@hotmail.com

Abstract

This study focuses on developing an innovative teaching model that integrates situational and collaborative learning for third-grade Chinese language classes. Its goals are to enhance students' reading comprehension and social skills, re-define teachers' roles, account for individual differences, and improve overall teaching quality. The study utilized a theory-building approach. It builds the model's foundation on relevant educational theories and designs teaching activities aligned with curriculum standards and student traits. As a theoretical study, it does not involve participants, data collection, and analysis. However, the model is based on existing educational research and practical needs. Preliminary outcomes show the model combines the advantages of both learning theories. Situational learning sets the stage for collaborative learning, and the latter promotes knowledge sharing. However, the model remains at the theoretical stage, its practical effectiveness has yet to be validated. . Future research will test the model in real classrooms, gather data on students' learning and social skills, and conduct analyses to optimize and expand its application. Specifically, this study addresses two primary research questions: (1) How can the integration of situational and collaborative learning improve third-grade students' reading comprehension and social abilities? (2) How should teachers' roles be transformed to effectively implement this model in Chinese language classrooms? This study adopts a theoretical construction approach, synthesizing relevant educational theories and curriculum analysis to design the model framework.

Keywords: Chinese Language Learning, Elementary Education, Reading Comprehension, Situational Collaborative Teaching, Social Abilities

Introduction

In the context of China's education system, where recent curriculum reforms emphasize competence-based learning and holistic student development, elementary education plays a foundational role in shaping young learners. As a core subject of elementary education, language is very important in fostering the skills of students, for example, language skills, thinking patterns, and cultural literacy (Kim, 2020; Liang & Fung, 2021; Zein et al., 2020). Among these, the ability of reading comprehension is especially striking; it is the prerequisite skill that enables learners to pull information from the text, interpret it, and create knowledge (Proctor et al., 2020; Smith et al., 2021). This capability has a strong influence on their outcomes in learning different disciplines and their comprehension of the external world. Third-grade students are at a critical stage - of language learning, transitioning from basic literacy and foundational reading to more advanced text comprehension. However, at this stage, students encounter various challenges in reading comprehension, such as analyzing a text structure, understanding the author's purpose, and grasping deeper meanings. These problems significantly hinder their progress in developing Chinese literacy.

In the same way, communication skills parameters are nowadays an important quality of students' society competence. Social skills, which manifest themselves in communication, listening, emotional understanding and expression, as well as in the application of social abilities and relationships with other people, is a group of manifold capabilities displayed by individuals while engaging with others (Müller et al., 2018). In fact, these skills are not merely paramount in one's personal growth and fitness but also in social relations (Alzahrani et al., 2019). The cultivation of social skills among students in the language classrooms can assist them with effective communication and cooperation while encouraging understanding between peers (Mendo-Lázaro et al., 2018). Such awareness will sustain a warm and vibrant academic environment, which nourishes fruitful learning.

Contrarily, those educational tactics that encourage active thinking, like situational learning theories and collaborative methods, have emerged as a priority. Situational learning theory indicates that the knowledge of an individual is the result of experiences had by him in a situation where the learning process is inextricably linked and bound to the context (Järvenoja et al., 2015; Sung, 2019). In such a language teaching context, the development of concrete or simulated cases, in which

the text content is reflected, similar to how multimedia is used to display historical story backgrounds or field trips are held to visualize the landscape being written by students, can be a useful method to enhance the students' understanding of the text's meaning and help them to remember and transfer the knowledge (Alqahtani et al., 2023; Bintley et al., 2019).

However, the more modern cooperative learning theory is primarily concerned with students' interactions, teamwork, or collaboration. This concept contains some crucial aspects, like positive dependency, face-to-face interaction, personal responsibility, social and group skills, or group self-regulation (Herrera-Pavo, 2021). In the language classroom, sometimes, students can spend time discussing in groups and working together. That leads to broader perspectives and sharing of thoughts. In this case, this deepens their knowledge of the text and also uses communication, teamwork, and many other social skills as result of communication.

Although both of these theories have been widely explored in educational research and practice, their deep integration and systematic application within the scope of Grade 3 language teaching still face significant shortcomings. Current teaching practices often exhibit a fragmented nature, with some teachers attempting to create learning situations but failing to effectively integrate collaborative learning elements. As a result, students lack opportunities for interactive communication and cooperative exploration within these situations (Hilli, 2020; Le et al., 2018). Other collaborative learning activities, detached from contextual foundations, make it difficult for students to link textual knowledge with real-life situations, thus failing to fully leverage the synergistic benefits of both theories, which in turn affects teaching outcomes and student ability development (Chen et al., 2021).

Situational learning theory emphasizes that knowledge is an activity based on social contexts, while collaborative learning focuses on interaction and cooperation among students. The organic integration of both theories holds the potential to open new pathways for Grade 3 language teaching, enhancing students' reading comprehension while simultaneously strengthening their social skills. This study aims to fill this research gap by designing an innovative teaching model that organically combines situational learning and collaborative learning for application in Grade 3 language classrooms. Therefore, the following hypothesis is proposed:

Integrating situational and collaborative learning strategies will significantly enhance third-grade students' reading comprehension and social skills in Chinese language classes.

This study adopts an approach of theoretical construction design. It first develops a teaching model framework grounded in relevant educational theories, then designs specific teaching activities and tasks aligned with the Grade 3 language curriculum and student characteristics. Through a multidimensional presentation and analysis of the teaching model, it is expected to provide a novel and practically significant teaching approach for elementary language education. However, this study is currently at the theoretical design stage, and its practical teaching application still requires validation and refinement through subsequent empirical research. This paper will sequentially explain the theoretical foundations of situational learning and collaborative learning, provide a detailed introduction to the design process of the teaching model, deeply discuss the expected outcomes and innovations of the model, objectively analyze potential limitations, and offer prospects for future research directions. It aims to provide comprehensive and in-depth research results and teaching references for educational researchers and elementary language teachers.

Research Questions

Design a teaching framework that combines situational learning and collaborative learning to improve students' social skills and reading comprehension in third - grade elementary Chinese language teaching.

1. When implementing this teaching model, how can teachers' roles be redefined to more effectively facilitate students' learning?

Literature Review

Situated Learning

The key notion of the Situated Learning Theory is that actual or simulated socio-cultural contexts should represent an integral part of the learning process (Sentance & Humphreys, 2018). Learning in real life considers learning to be a social approach in which students learn new information and acquire skills through their communication with others and active participation in assignments (Nomura

& Yuan, 2019). Learning process in situated learning is defined as the knowledge process in the environment, where the information is closely connected with world culture. Learning cannot be regarded as mere delivery of information to be memorized; it involves doing something in a specific context and extending the subject matter in interaction with the surrounding world (Eddy et al., 2019).

Language learning in the situations presents the practical side of using real-life situations and also helps considerably improve learners' reading comprehension skills. Findings from research support the concept of situational learning, which provides students with unique teaching methods not usually found in a typical language course, learning where language knowledge is connected with real-life situations, thus, assisting them to improve their reading materials. The more advanced tasks would include engaging activities, such as role-play, interactive group discussions, and problem-solving, which could be, for instance, useful for stimulating students' interest and improving their understanding of the work's content deeply (Bruza & Pawilen, 2023; Utami et al., 2023). In addition, studies reveal that teachers are likely to be successful if they implement tasks that can facilitate situational learning, such as tasks involving real-life environments or occasions like reading news articles or analyzing story plot, to help activate learners' existing background knowledge (i.e., schemas) so that their reading efficiency is heightened (Pratama & Sumardi, 2022).

Such as situational learning provides students more knowledge of language complexity by giving the cultural and social background (Baddane & Ennam, 2023). However, teaching techniques that give a practical reading situation, for instance, the use of collaborative reading tasks, engaging in practical discussions, and prediction activities, would enhance learners' reading and critical thinking skills as well as their ability to integrate information (Sari, 2020). In addition to this, reading as a process can be dynamic with the inclusion of situational learning stretching the traditional boundaries associated with it. The interaction of the teachers and the students actively not only makes a lively and fruitful studying atmosphere but also helps the students remember the content for a long time (Haerazi et al., 2019).

In fact, situational learning helps to connect theoretical concepts of language with real-life contexts by involving students in authentic and meaningful learning activities that promote a deeper understanding of reading materials (Adedokun &

Adedokun, 2024; Indrayadi et al., 2020). This teaching method works because it tells reading comprehension to not only increase the quality of their understanding but also improve the student's ability to learn and have a more profound interest in their subject. This results in a better comprehension of language.

Collaborative Learning

Collaborative learning, in essence, refers to a student-inclusive method of education in which students learn from each other in small groups or teams. This method promotes individual understanding and growth through interaction, dialogue, and knowledge sharing (Nerona, 2019; Yang, 2023). The two pillars of this concept can be said to stem from both Social Constructivism and Social Interactionism. The key features of collaborative learning are the presence of interaction, shared prerogatives, help between group members, and collaboration in solving problems (Wang, 2009). In use, this approach is characterized by students assuming an active role in constructing knowledge rather than merely receiving knowledge. Specific course objectives frequently indicate not only personal progress but also the outcome of social intelligence.

To begin with, studies show that learning in collaboration mostly helps individuals to master social interaction, as many academic papers published recently demonstrate this fact. Research shows that through collaborative learning, students express teamwork abilities, social competences, as well as communication skills. According to Ghavifekr (2020), the results of the research conducted at Malaysian middle school students demonstrated that students were found to be keener on teamwork-based learning. Joining forces inspires collaboration and bonding within teams, promoting more social engagement among students as well as offering them necessary support to develop skills. Such a position is also stressed by Premo et al. (2018), who discovered that university students' participation in interdependent collaborative learning modules led to significantly increased group collaboration efforts. Although the impact on academic performance was seen as small, it actually made students less dependent on their personal background and became a key feature of fairness and equality in social interactions.

Besides this, a meta-analysis could probably also confirm the relationship between collaborative learning and the development of social skills. Unlike face-to-face social activities, the online collaborative learnings paved another way to

facilitate students' communication during discussions and self-reflection (Purbasari et al., 2023). As Agustina (2022) pointed out, learner interaction through group work is highly productive in lowering anxiety levels while accentuating teamwork and communication via speaking. Finally, Isohätälä et al. (2020) found that students develop more their interest to perform the task while with cognitive interactions than in social-emotional circumstances. Such kind of participation boosts social affection, making pupils more excited to take part in the learning community. These studies conclude that the collaborative learning method, being an integral part of the modern educational process, displays not only the efficiency in raising the academic performance of students collectively, but also contributes to the development of social skills among students. Through a wide range of social interaction situations, it helps to raise their communication, teaming, and flexibility abilities, laying the foundation for their further growth.

Existing studies have predominantly focused on either situational learning or collaborative learning in isolation. For instance, Chen et al. (2021) explored web-based situational learning in nursing education but lacked integration with collaborative tasks. Le et al. (2018) identified obstacles in collaborative learning without sufficient situational grounding. Few studies have systematically integrated both approaches, especially within the context of elementary language education in China. This gap highlights the necessity for an integrative model that bridges situational and collaborative strategies. By synthesizing authentic learning contexts with interactive peer collaboration, this study aims to construct a comprehensive model tailored to the Chinese primary education environment.

Methodology

Research Design

This study adopted a research design that based on theoretical construction. Initially, the research delved into a comprehensive review of relevant educational theories, including in-depth exploration of situational learning theory and collaborative learning theory. By synthesizing these theoretical foundations, a solid basis was established for the development of the teaching model framework.

Subsequently, the design was tailored to the specific context of third - grade Chinese language teaching. The Grade 3 Chinese language curriculum was carefully analyzed to identify key knowledge points, skills, and learning objectives.

At the same time, a survey of student characteristics was conducted, taking into account factors such as students' cognitive levels, language proficiency, learning styles, and social skills development. This information was crucial for custom - designing teaching activities and tasks that were both challenging and accessible to the target students.

For example, in the process of designing collaborative learning tasks, the survey results on students' social skills and cooperation abilities were considered. If students showed relatively weak communication skills, tasks were designed to gradually guide them to express their opinions clearly, listen to others, and work together effectively. Regarding situational learning, based on students' cognitive levels, appropriate situational materials were selected or created. For texts that were more difficult to understand, more vivid and concrete situational introductions were used, such as multimedia - rich presentations or real - life object demonstrations.

This research design approach aimed to ensure that the teaching model was not only theoretically sound but also highly practical and relevant to the actual teaching needs of third - grade Chinese language classrooms. However, as the study is currently at the theoretical design stage, future research will focus on validating this design through empirical studies. This will involve implementing the teaching model in real - world classrooms, collecting data on students' learning outcomes, and using both quantitative and qualitative analysis methods to evaluate the effectiveness of the model. Based on these findings, the model can be further refined and optimized for better educational impact. Nevertheless, several limitations of the current methodology should be acknowledged. As the study is theoretical, it lacks empirical classroom data to validate its assumptions. Additionally, variations in teacher expertise, classroom environments, and student engagement may influence the model's applicability. Future empirical studies are essential to test the model in real settings and adapt it to diverse educational contexts.

Teaching Objective Setting

i. Reading Comprehension Objectives

The learners acquire the skill to understand the gist of texts of different kinds in the Grade 3 Chinese curriculum, which incorporates narrative, expository, poetry, etc, including the characters' storylines and the characteristics of their affairs.

They get to know how the components are combined, for example, the intro-body-conclusion and the echoing of beginning and end, and they can see their purpose of conveying the main theme. With the latter, they can understand key phrases in the text very deeply by using the appropriate methods, such as connecting the context, referring to some real-life situations, and expressing the meanings and emotional connotations. Through it, they can further understand the deeper meanings contained or the thematic ideas of the narrator.

ii. Social Abilities Objectives

In the group collaborative learning process, students are able to learn to listen to others' opinions and ideas, respect others' viewpoints, and avoid interrupting others' speech. They are able to express their own views and insights clearly and accurately, using appropriate language and body language to communicate with group members. They learn to divide tasks and collaborate with group members to complete learning tasks, such as group discussions and cooperative performances, fostering team awareness and cooperation spirit. They are able to handle conflicts and differences during interactions with classmates, reaching consensus through negotiation, compromise, and other methods, improving interpersonal communication and problem-solving skills.

Teaching Preparation

i. Teacher Preparation

Based on the content of the Chinese language curriculum, carefully select or create situational materials that align with the teaching objectives, such as images, videos, stories, and real objects, to create a real and vivid learning environment. For example, when teaching a text about spring, prepare images or videos of beautiful spring scenes, or take students on a tour of the campus to observe the spring scenery, allowing them to experience the atmosphere of spring firsthand. Design collaborative learning tasks that are both stimulating and challenging. The tasks should revolve around the teaching objectives and situational content, with clear division of roles and cooperation requirements within the group. For example, after studying a narrative text, design a task where the group collaborates to write a sequel to the story, with each member responsible for tasks such as developing the plot, writing paragraphs, and editing the text. Group students, considering factors such as their learning abilities, personalities, and gender, ensuring that each group

has a certain degree of diversity and complementarity. Each group should consist of 4 to 6 members. Establish group and individual evaluation criteria, which should cover aspects such as reading comprehension, collaboration, communication skills, and team spirit, to enable a comprehensive and objective evaluation of students' learning process and outcomes.

ii. Students Preparation

Preview the relevant Chinese texts, understand the general content of the text, and mark areas of confusion to prepare for class learning. Familiarize themselves with the rules and requirements of collaborative learning, such as listening to others' speeches, actively participating in discussions, and respecting others' opinions, to develop good collaboration habits.

Teaching and Learning Process

i. Situational Introduction

The teacher quickly captures students' attention by presenting situational materials, such as playing a video related to the theme of the text, telling an interesting story, or showing a vivid image, thereby stimulating students' interest and curiosity in learning. Guide students to observe the situational materials, ask questions related to the content of the text, and trigger students' thinking and discussion, thus naturally introducing the new lesson. For example, when teaching the lesson on "Sima Guang," the teacher could first play a video of children playing in the yard, when suddenly one child accidentally falls into a water tank. Then, the teacher asks, "What would you do if you were there?" This leads to the story in the text where Sima Guang breaks the tank to save the child.

Knowledge Explanation and Situational Experience

The teacher, in conjunction with situational materials, provides detailed explanations of new vocabulary, key sentences, and paragraph structures in the text, helping students understand the basic content of the lesson. For example, when explaining a text that describes scenery, the teacher can guide students to observe the features of the scene in the situational images and simultaneously explain the words and sentences used to describe the scenery in the text, allowing students to appreciate the charm of language within the context. Organize students to participate in situational experience activities, such as role-playing and scenario

simulations, allowing students to gain a deeper understanding of the content and emotions of the text through personal experience. For example, when studying the lesson "Applause," students can take on the roles of Yingzi, her classmates, etc., and simulate the scene before and after Yingzi's speech in class to experience her inner emotional changes and the importance of her classmates' encouragement.

Collaborative Learning

The teacher assigns collaborative learning tasks, clearly explaining the task requirements and group roles. For example, after studying a fairy tale, the teacher asks the group to collaboratively adapt the story and perform it. Each group member is responsible for adapting the storyline, writing dialogue, creating props, rehearsing the performance, etc. Students conduct collaborative learning activities in groups, during which they exchange ideas, discuss, and cooperate to complete the learning tasks together. The teacher circulates among the groups, providing timely guidance and assistance, encouraging students to actively participate in discussions, express their opinions, while also guiding them to listen to others' views and respect their ideas. For example, when discussing the adaptation of the story's plot, the teacher can guide students to think about the issue from different perspectives, encourage them to propose novel and unique ideas, and remind them to listen to other members' suggestions, integrating everyone's opinions to form the best solution.

Presentation and Evaluation

Each group presents their collaborative learning outcomes in turn, such as group performances or adaptations of stories. During the presentation, group members must coordinate with each other to showcase their learning achievements and team spirit to the entire class.

The teacher organizes students to evaluate, including self-evaluation, peer evaluation, and teacher evaluation. Self-evaluation primarily allows group members to reflect on their performance during the collaborative learning process and summarize their experiences and lessons. Peer evaluation allows groups to learn from each other, identifying strengths and weaknesses in other groups. Teacher evaluation should comprehensively consider the collaboration process, quality of the outcomes, student participation, etc., providing objective and fair evaluations

and offering suggestions for improvement.

During the evaluation process, attention should be given to assessing students' reading comprehension, social skills, and other aspects, such as whether students' understanding of the text is accurate and profound, and whether they actively participated in group collaboration, communicated well, and worked cooperatively. For example, when evaluating group performances, the teacher can assess whether students' understanding and interpretation of the story are accurate, whether their language expression and body movements during the performance are appropriate, and whether the group members' coordination is smooth.

Summarization and Expansion

The teacher summarizes the lesson content, reviews the key knowledge and learning points from the text, emphasizes the importance of situational and collaborative learning in language learning, helps students organize their knowledge system, and deepens their understanding and memory of the text. The teacher assigns after-class extension tasks, such as having students engage in extracurricular reading or writing exercises based on the content learned in the lesson, further consolidating the knowledge acquired and expanding students' reading horizons and writing skills.

For example, after studying a text about describing animals, the teacher assigns students to read an extracurricular article about animals and write a short essay introducing their favorite animal, requiring the use of the animal description methods and techniques learned in class.

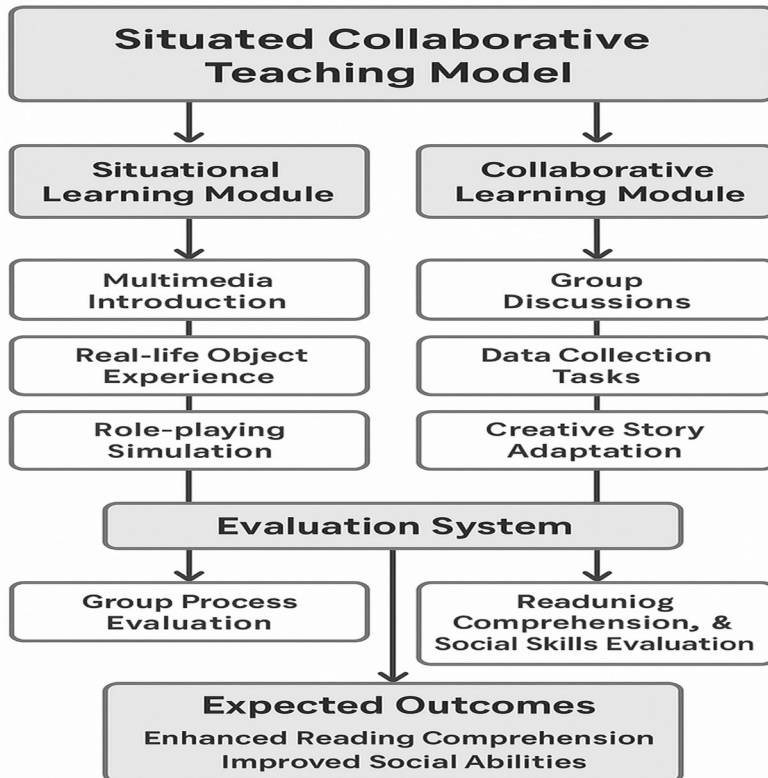
Results

This study focuses on the Situated Collaborative Teaching Model in third - grade Chinese language classrooms, aiming to enhance students' reading comprehension and social skills. The following results are closely related to the research questions and are explained in detail. To provide a clearer overview of the model, a visual representation has been developed (see Figure 1). The diagram illustrates the integration of three modules: (1) Situational Creation Module, (2) Collaborative Learning Task Module, and (3) Evaluation System Module, demonstrating how situational and collaborative strategies synergistically enhance

reading comprehension and social abilities.

Figure 1

The Situated Collaborative Teaching Model



Situational Creation Module

The Situational Creation Module constructs vivid learning situations for students through various means, which is of great significance for improving their reading comprehension ability.

Multimedia Situational Introduction

By leveraging multimedia resources such as videos, audio, and animations, it captures students' attention at the beginning of the class and sets the learning atmosphere. For example, when teaching a text about natural landscapes, playing high - definition videos that showcase the magnificent beauty of nature can make

students visually experience the charm of nature. This not only arouses their interest and curiosity about the text but also helps them quickly immerse in the learning context. As a result, students can more easily understand the descriptions of scenery and the expression of emotions in the text, effectively reducing the difficulty of comprehension and enhancing their reading comprehension ability. When learning a text about historical stories, playing relevant animated shorts or movie clips can help students initially understand the characters and plot development, laying a foundation for in - depth understanding of the text.

Object and Field Situational Experience

Teachers introduce physical props to allow students to observe and touch them directly, strengthening their sensory understanding of knowledge. When teaching a text related to plants, bringing real plant samples into the classroom enables students to observe the plant's shape, color, texture, and other characteristics. Combining these with the text's descriptions, students can better understand the author's methods of describing plants and expressing emotions. This transition from concrete perception to the understanding of abstract text descriptions improves students' reading comprehension ability. Organizing field observation activities allows students to experience the scenarios related to the text firsthand. When learning a text about ancient architecture, visiting local historical monuments can let students feel the unique charm, architectural style, and cultural connotations of ancient buildings. This deepens their understanding of the emotions towards traditional culture expressed in the text and enhances the depth of their comprehension.

Role-playing Situational Immersion

For narrative texts, teachers organize students to engage in role - playing. Taking "Little Red Riding Hood" as an example, students play different characters in the story. By studying the text carefully, getting familiar with the characters' speaking styles, and performing, they can deeply understand the characters' inner worlds and emotional changes, and better grasp the plot and theme of the story. This approach transforms students from passive readers to active participants, deepening their understanding of the text through experience. Meanwhile, it exercises their language expression and acting skills, further enhancing their reading comprehension ability.

Collaborative Learning Task Module

The Collaborative Learning Task Module promotes students' knowledge exploration and sharing while training their social skills through different levels of task settings.

i. Basic Collaborative Task - Knowledge Exploration and Sharing

Teachers pose text related and open -ended questions, and they organize group discussions. During the discussion, students need to clearly express their thoughts, respect others' opinions, and jointly summarize the conclusions. This not only deepens their understanding of the text but also cultivates their independent thinking, communication, and teamwork abilities. In the data collection and organization task, students are required to work in groups to collect information using methods such as library books and internet searches and then create information cards or reports. In the process of completing this task, students learn to divide tasks reasonably and collaborate continuously, improving their information collection and organization abilities and further promoting the development of teamwork and communication skills.

ii. Advanced Collaborative Task - Creative Creation and Presentation

After students have a deep understanding of the text, they are asked to adapt and continue the story. This task requires students to use their imagination to change the story's ending, plot, or characters, and then write and share the adapted story. During the creative process, students deepen their understanding of the text's structure and writing techniques, exercise their creative thinking and literary writing abilities, and enhance their teamwork ability through group collaboration. Creating and performing short situational dramas based on the text content requires students to design the script, make props, arrange roles, and rehearse. In this process, students apply their language knowledge, acting skills, and teamwork abilities to vividly present the text's scenarios, which not only enhances their understanding of the text's theme but also improves their communication, coordination, and acting skills, comprehensively promoting the development of social skills.

Valuation System Module

The Valuation System Module conducts a comprehensive evaluation from the group and individual dimensions, comprehensively reflecting students'

performance in reading comprehension and social skills.

Group Evaluation Dimension

The evaluation of the collaborative process focuses on group interaction. Groups with smooth communication, mutual respect for opinions, and active participation in discussions and task completion receive higher scores, which reflects the social atmosphere and teamwork ability in collaborative learning. The outcome quality evaluation assesses the works or task results completed by the group, such as the rationality and creativity of the story adaptation, the brilliance and accuracy of the situational performance, etc. This reflects students' understanding and application of text knowledge, as well as the creativity and execution ability of the team. The team spirit evaluation examines the cohesion and collaborative atmosphere of the group. Groups with members supporting each other, facing challenges together, and having clear division of labor and cooperation receive better evaluations, which helps to cultivate students' team awareness and collaborative spirit.

Individual Evaluation Dimension

The reading comprehension evaluation assesses students based on their contributions in group discussions, their grasp of text knowledge, and their application of text content in creative works. It judges the depth and accuracy of students' understanding of the text's theme, character traits, etc., directly reflecting their reading comprehension ability. The social skills evaluation observes students' performance in group collaboration, including aspects such as whether their language expression is clear, accurate, and organized, whether they actively take on tasks and coordinate with others, and whether they can build good relationships with group members and properly handle conflicts. This comprehensively measures students' communication, cooperation, and interpersonal skills. The individual contribution evaluation considers students' personal contributions in group collaborative tasks, such as the quantity and quality of materials collected in research tasks, the number and value of ideas proposed in story adaptation, and their performance in situational acting. This encourages students to give full play to their personal advantages and contribute more to the team, while also reflecting students' value and ability within the team.

Discussion

The study successfully designed a context-based collaborative teaching model, which integrates context introduction, knowledge explanation and experience, collaborative learning, outcome presentation and evaluation, as well as summary and extension. This model combines multimedia contexts, physical and field experiences, role-playing, knowledge exploration sharing, and creative presentation tasks. By employing a comprehensive group and individual evaluation system, it effectively merges situational learning with collaborative learning. The model showcases the synergistic effects of both approaches, enhancing students' reading comprehension and social skills, addressing individual differences, promoting collective development, and facilitating the shift in the teacher's role to improve teaching quality. However, it is still in the theoretical design phase and requires further empirical validation and refinement.

Connections and Differences with Previous Studies

Previous studies have explored situational learning and collaborative learning extensively (Herrera - Pavo, 2021; Järvenoja et al., 2015). The situational learning theory emphasizes the close connection between learning and context, and aims to improve students' understanding and application of knowledge by creating actual or simulated situations (Sentance & Humphreys, 2018), such as using multimedia to display historical story backgrounds or conducting field trips (Alqahtani et al., 2023; Bintley et al., 2019). Collaborative learning focuses on interaction, cooperation, and knowledge sharing among students (Nerona, 2019; Yang, 2023), and research has shown that it helps to cultivate students' social skills and teamwork spirit (Ghavifekr, 2020; Premo et al., 2018).

However, this study differs significantly from previous ones. Previous studies often showed a fragmented application of situational learning and collaborative learning (Hilli, 2020; Le et al., 2018). Some teachers, although attempting to create learning situations in teaching, failed to effectively integrate collaborative learning elements. Meanwhile, some collaborative learning activities were divorced from the context, making it difficult for students to connect text knowledge with real - life situations (Chen et al., 2021).

This study innovatively integrates situational learning and collaborative

learning, constructs a complete teaching model framework, and designs specific teaching activities and tasks based on the Grade 3 Chinese curriculum and student characteristics. This model not only focuses on helping students understand knowledge through context creation, but also emphasizes improving students' social skills through collaborative learning tasks, comprehensively paying attention to the coordinated development of students' reading comprehension and social skills.

However, currently, this study is still in the theoretical design stage, different from some previous studies with practical verification, and needs to be verified and improved through empirical research in the future. Implementing this model in real classrooms may encounter several challenges. Differences in teacher familiarity with collaborative and situational strategies, constraints in class time allocation, and varying student readiness levels could impact the effectiveness of the model. Teachers may require targeted professional development to effectively facilitate both situational learning contexts and collaborative activities. To address these challenges, future research should employ pilot studies to test the model's effectiveness across diverse classroom settings. Quantitative data such as reading comprehension scores, and qualitative insights from classroom observations and teacher interviews, will provide a comprehensive evaluation of the model's impact. This will guide necessary adjustments for broader application.

Synergistic Effect of Situated Collaborative Learning

The study reveals a successful incorporation of situated learning and collaborative learning in its teaching model, showing the complementarity of both. Learners seem to be gaining the most through the situational learning theory because learning is an inseparable element of specific contexts. While living in a real social and cultural environment, students become capable of understanding and applying knowledge better (Liyanawatta et al., 2022). In this research work, situational learning emphasized practical activities and real-life contexts for group work, which culminated in students inquired learning objectives, using their theoretical knowledge in daily life situations, hence giving their knowledge depth and meaning.

Contrarily, peers' cooperation and interactions in collaborative learning networks made students share and create knowledge, as well as provided understanding of the studied material (Gillies, 2019). In group situational learning,

students, by becoming real-life impersonators and interacting with other group members often, not only have a deep understanding of the characters and the story from the text but also become good teamwork players and problem solvers.

The social interaction theory outlook again could be applied here, which states that cognitive and social abilities of a person are gradually reinforced by the help which they receive from their peers (Chuang, 2021). The integration of situated learning and cooperative learning not only uplifted students' reading comprehension but also developed social and intercultural communication skills, thereby masterminding significant cooperative results.

Attention to Individual Differences

The emphasis of this study's instructional model on creating strategies to accommodate individual differences resonates with the basic foundation of differentiated instruction. In the teaching process, by carefully considering the grouping of students and the task hierarchy to be implemented, students of different capabilities and diversity could compare with one another, strengthening both (Loes et al., 2018). In collaborative learning, the students themselves assign tasks and roles corresponding to their interests and capabilities, which leads to a transformative learning experience and gives each a uniquely personal satisfaction (Mora et al., 2020).

Imagine a group story adaptation task: the stronger members of the group are devoted to creative thinking and writing, while the weaker ones take on roles like information collection and organization, and are getting better at it with every new assignment. The tiered task design is in line with Vygotsky's Zone of Proximal Development theory since it achieves the desired effect of presenting each student with an age-appropriate level of challenge and sufficient means of support. Furthermore, it has been demonstrated to develop students for collaboration and learning among students, as they are refining their own skills. Therefore, it not only ensures all the students grow but also extends locally.

The Teacher's Role Transformation

In the context of the situated collaborative learning model, the role of the teacher undergoes a profound transformation. The teacher shifts from being

a traditional "knowledge transmitter" to becoming a "learning facilitator" and "situation creator." No longer is the teacher merely the source of knowledge, but instead, through the design of learning situations and the facilitation of collaborative activities, the teacher encourages students' active learning and social interaction. Teachers are required to adopt multiple roles in the classroom, including creating appropriate learning contexts, organizing effective collaborative learning tasks, guiding students' deep thinking, and providing timely feedback (Levine & Marcus, 2010; Webb, 2009).

This shift not only demands that teachers possess strong professional knowledge and pedagogical skills but also that they demonstrate keen observational abilities and judgment. Teachers need to quickly identify challenges or obstacles students face during the learning process and provide individualized support to foster the overall development of each student. In collaborative group tasks, teachers offer observations and feedback, helping students overcome learning barriers and facilitating their joint progress in both content comprehension and collaborative skills. By doing so, teachers enhance the intrinsic motivation and effectiveness of student learning, creating a more dynamic and supportive learning environment that actively engages students in their academic and social growth.

Conclusion and Recommendations

This study is still at the theoretical design stage, lacking data support for the actual teaching application, and there is a risk of a disconnection between theory and practice. Although the teaching model design takes various factors into account, its implementation may be affected by classroom environments, unforeseen student circumstances, and other factors in practice. For example, during group collaborative learning, some students may dominate, while others may show low participation, which could affect the overall teaching effectiveness and student development.

Future research could employ empirical research methods to collect data on student academic performance, attitudes, and social skills development, and conduct both quantitative and qualitative analyses to optimize the teaching model. The model could also be expanded to other subjects and grade levels to explore its applicability and potential for broader implementation, providing a more extensive reference for educational reform. Additionally, further research should focus on how to design more precise contexts and collaborative tasks according

to the characteristics of different subjects and student age groups to maximize the advantages of the teaching model.

This study designed a teaching model that integrates situational and collaborative learning to enhance reading comprehension and social skills in third - grade Chinese language classrooms. Through a comprehensive literature review, meticulous model design, and in - depth result discussions, this model effectively combines the advantages of both learning approaches.

Situational learning immerses students in real - life or simulated contexts, such as multimedia - created scenes, hands - on object and field experiences, and engaging role - playing activities. This not only enriches the learning experience but also helps students better understand and apply knowledge. For instance, when learning about natural landscapes, multimedia - presented high - definition videos of majestic sceneries can quickly capture students' attention and set a vivid context for understanding the text. Similarly, field trips to historical monuments for texts about ancient architecture allow students to experience the cultural connotations firsthand, deepening their comprehension of the text and appreciation of traditional culture.

Collaborative learning, on the other hand, encourages students to work together in groups. Basic collaborative tasks like group discussions and data collection and organization promote knowledge exploration and sharing, while advanced tasks such as story adaptation and situational drama creation stimulate creative thinking and teamwork. These activities cultivate students' social skills, enabling them to communicate effectively, respect others' opinions, and work harmoniously in a team.

Moreover, this model addresses individual differences. By carefully considering student grouping and task design, students with varying abilities can contribute according to their strengths. In a group story - adaptation task, stronger students can take the lead in creative writing, while those with less advanced skills can focus on tasks like information collection, gradually improving their capabilities. This approach aligns with Vygotsky's Zone of Proximal Development theory, providing appropriate challenges and support for each student.

The model also promotes a significant shift in the teacher's role. Teachers transform from traditional knowledge transmitters to learning facilitators and situation creators. They design engaging learning situations, organize effective collaborative tasks, guide students' thinking, and offer timely feedback. This new role enhances the quality of the learning environment, fostering students' active participation and growth.

However, it is crucial to note that the model is currently only at the theoretical design stage. There is a pressing need for subsequent verification and refinement through teaching practice. Future empirical research will focus on studying its implementation effects in third - grade Chinese language classrooms. Data will be collected from multiple aspects, including students' reading comprehension scores, social skills performance, and attitudes towards learning. This data will be used to optimize the model, making it more practical and effective.

In addition to the above, the model's application will be extended to other subjects and grade levels. This exploration aims to determine its broad - spectrum applicability and promotional for wider adoption. For example, in science classes, the model could be used to enhance students' understanding of scientific concepts through real - world experiments (situational learning) and group research projects (collaborative learning). In doing so, it may provide valuable insights and support for broader educational reform, potentially revolutionizing teaching methods across various disciplines and educational levels.

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