An experimental study on improving reading comprehension and analytical writing skills of twelfth-grade students on lexical and collaborative learning in Chinese language courses

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Abstract

This study explores the practical effects of lexical and collaborative learning on improving reading comprehension and analytical writing skills among twelfth-grade students in Chinese language classes. A sample of 30 students aged 17 to 19 was selected from a public high school in China. The Chinese Reading Comprehension Skills Test Paper (CRCSTP) and the Analytical Writing Skills Assessment Scale (AWSAS) were used to measure students' reading comprehension and analytical writing abilities before and after the experiment, employing a single-group pretest-posttest experimental design. Students' Chinese reading comprehension skills significantly improved after the experiment, with the standard deviation (SD) decreasing from 2.95 to 2.01 and the mean score ($\bar{X}$) increasing from 16.67 to 18.47. The t-test indicated a substantial improvement ($t(29) = -5.34$, $p < 0.05$). Additionally, students' analytical writing abilities showed significant enhancement, with the SD decreasing from 2.34 to 1.79 and $\bar{X}$ increasing from 17.2 to 20.1. The t-test demonstrated a statistically significant improvement ($t(29) = -12.52$, $p < 0.05$). These findings suggest that integrating lexical and collaborative learning into the Chinese language curriculum effectively enhances twelfth-grade students' reading comprehension and analytical writing skills.

Keywords: Analytical writing skills, Chinese language courses, Collaborative learning, Lexical learning, Reading comprehension.

Contents

Contribution of this paper to the literature
This paper contributes to the literature by demonstrating the efficacy of integrating lexical and collaborative learning to improve reading comprehension and analytical writing skills among twelfth-grade Chinese students. The findings highlight significant enhancements in both areas, suggesting practical implications for curriculum design and pedagogy in Chinese language education.

1. Introduction

Reading comprehension and analytical writing skills are considered the twin pillars of students' comprehensive literacy in the current educational milieu. According to DINDA (2022) these proficiencies not only serve as the bedrock for students' mastery across other disciplines but also constitute prerequisites for their future academic and professional success. Despite the substantial allocation of resources by educational systems to cultivate these competencies, many students still encounter numerous challenges in their actual learning practices.

Claxton (2002) characterizes the contemporary era as an age of information explosion, in which learning opportunities abound. However, there is a noted decline in students' enthusiasm for reading, particularly in textual engagement (Beers, 2003). Consequently, educators observe a deficiency in students' acquisition of literary and cultural knowledge due to inadequate reading habits, resulting in a multitude of problems. Notably, reduced reading habits have resulted in a significant decline in students' comprehension abilities and weakened writing expression skills, posing a substantial obstacle to their proficiency in mastering the Chinese language.

Nonetheless, high school Chinese language learning stands as one of the pivotal components of students' academic trajectories, albeit one of the most challenging subjects. As students' progress through grade levels, they encounter increasingly complex texts, thereby escalating the difficulty of reading comprehension. Chinese high schools require students to comprehend increasingly abstract and profound texts, such as academic papers and literary works (Dong, 2023). That is why it places more demands on students' reading comprehension abilities and requires them to have better language, speech, and reasoning functions. Regrettably, many students struggle to meet these requirements and reach this stage.

In addition to understanding and comparing texts, students are also required to express their personal opinions and ideas through writing. While learning how to write longer, relatively complicated compositions, high schooler's practice their critical and analytical skills to be able to state arguments and support them accurately. However, a multitude of students still find writing to be one of the most challenging tasks, potentially due to inadequately mastered writing skills or insufficient language expression potential.

Given the challenges facing students, it is urgent to consider teaching strategies that can help students improve their reading comprehension and analytical writing skills. Tailored instruction and training are one of the most optimal and viable pathways for high school students. In order to improve student reading comprehension and analytical writing skills in a Chinese language setting, this study aims to investigate the teaching concept of reading through lexical learning and collaborative work.

Specifically, lexical learning aims to cultivate the students' basic vocabulary and grammar knowledge through extensive reading and writing, as one of the necessary foundations of reading and writing ability. Collaborative learning aims to foster the students' cooperative spirit through group discussions and task completion. Nonetheless, students can benefit from each other's mutual learning and exchange, leading to a sustainable improvement in their reading and writing abilities. This research aims to provide practical experience support for educational practice as well as a useful teaching method for teachers to help students continue to improve their reading comprehension and analytical writing skills. Similarly, the data analysis aims to contribute to the ongoing research on the suitability and effectiveness of teaching methods, as well as provide valuable implications for relevant studies.

2. Literature Review

2.1. Lexical Learning and Language Teaching

Lexical learning refers to the process by which learners enhance their comprehension and application of a language through exposure to and mastery of vocabulary, lexical rules, and word construction. In linguistics, lexis refers to the morphology and structure of vocabulary in a language, encompassing the rules of word formation, morphological changes, and semantic aspects. Lexical learning involves the accumulation of vocabulary, categorization and induction of vocabulary, and understanding vocabulary change rules, constituting a vital language acquisition component. McGregor, Sheng, and Ball (2007) discovered that words with high frequencies have an instantaneous impact on semantic learning, but their influence on lexical learning is slower. Tuomiranta et al. (2011) found that people struggle to learn and remember new languages in a comparative case study of aphasic patients. They also underlined the value of language development and preservation. Other research looks at different process components to better understand the mechanics and implications of lexical learning for language development.

The use of network growth models allows us to study the system as an interconnected cognitive structure, linguistic structure, and connection in a systemic way. These models investigate the issue of complexity emergence in early language acquisition by analyzing vocabulary patterns using phonological and semantic network analysis. Beckage & Colunga found that the relationship between words in children's lexicons, in the form of semantic or phonological links, plays a substantial role in predicting network growth as measured by these network tools. Furthermore, the studies suggest a general theoretical framework for predicting children's future word acquisition using network models. Studies on song-based language learning also spiked interest. According to Tegge (2015) a lot of teachers find songs to be tools for language learning, especially when it comes to expanding vocabulary. Instructors tend to select songs with lyrics and easy vocabulary, enabling students to pick up new words from the song lyrics.

In a study by Small and colleagues in 2016, they explored how different chunk sizes can influence the process of learning and comprehending new words. Children's tendency to break down syllable sequences into parts can have an impact on their ability to absorb and remember vocabulary due to variations in repetition learning (VRL) compared to adults. This finding sheds light on why similarities between words may hinder children's reading skills,

impacting their acquisition. Understanding development is crucial in studying language development. As noted by Nation in 2013, children who face developmental language challenges often struggle with vocabulary, experiencing limitations in their word knowledge and difficulties in picking up and recalling words. Understanding these limitations is crucial to understanding how developmental language issues affect both language understanding and expression.

Learning vocabulary involves the process of grasping, remembering, and applying words. Various aspects play a role in these stages, such as differences, in chunk sizes, teaching methods utilizing song models for forming networks, and conditions like developmental language disorders (DLD). Research in this area provides insights into how people of diverse ages and backgrounds acquire language skills.

Lexical learning is essential when increasing an individual's writing and reading abilities, and its importance cannot be overstated. Nation (2008) noted that teachers can help students become more proficient readers and writers of analytical essays by offering focused assistance with lexical learning. Lexical learning directly influences language expression and comprehension skills by increasing vocabulary, improving word recognition skills, and deepening comprehension of texts. This promotes the ongoing development of reading and writing competencies.

Since vocabulary is the building block of language, boosting our vocabulary will help us comprehend and articulate ideas more clearly and profoundly when reading complicated materials. People's lexicons gradually grow due to their constant exposure to and learning of new words and their meanings, improving their ability to respond to various expressive demands. Rich vocabulary improves the emotiveness and persuasiveness of expressions, whether in academic writing or daily communication (Hong, Yu, Wu, & Pu, 2020). A particular vocabulary repertoire makes recognizing and understanding new words simpler. This skill makes reading more accessible to the brain by reducing the effort required to decode words. It also makes information retrieval easier and improves comprehension of textual content. Such increased text sensitivity unquestionably offers substantial assistance for in-depth reading and efficient communication.

A strong vocabulary is crucial for enhancing an individual's ability to understand written text. Individuals who continuously acquire new vocabulary have an enhanced ability to comprehend idiomatic expressions, subtle meanings, and terms that are significant to the context of written texts. Developing a deeper understanding of texts enhances reading comprehension skills, enabling a more comprehensive understanding of the author's intentions and a more precise interpretation of the key ideas presented in the text. Qian (2002) demonstrates the impact of acquisition on understanding written materials. The research explores the interconnections between reading skills, word knowledge, and reading environment. The study also provides significant insights into compelling educational methods for reading and writing. Developing writing skills also demands a solid understanding of vocabulary acquisition. An extensive lexicon is essential for effectively conveying ideas, vividly depicting scenes, and intricately developing characters during writing. Considering a wide range of languages allows a writer to express concepts with greater clarity and vividness, enhancing the appeal of their writing. As Hardy (2014) stated, a wide-ranging lexicon can enhance emotions, intensify lyricism, and foster a more authentic connection with readers. Moreover, employing a wide-ranging lexicon provides further prospects for creativity and ingenuity.

Despite speculation, lexical learning takes time and effort to complete and is not an immediate process. However, the benefits of this kind of investment are incalculable, as previously mentioned. Consistently increasing vocabulary, enhancing word recognition skills, and strengthening text comprehension can lead to significant gains in reading and writing proficiency. This improvement is evident in everyday communication and is crucial in the professional and academic spheres. Education regards lexical learning as a crucial component in enhancing students' language proficiency. To help students master vocabulary knowledge, several instructors dedicate themselves to researching and promoting effective vocabulary teaching methods and strategies. These methods and strategies include using context, creating vocabulary, playing memory games, and encouraging extensive reading (Oktaviani, 2020; Tobar-Muñoz, Baldiris, & Fabregat, 2017). Meanwhile, as technology has advanced, a wide range of online vocabulary study resources and programs have emerged, offering students individualized and varied approaches to vocabulary acquisition (Yip & Kwan, 2006).

Lexical learning is a crucial component of improving reading and analytical writing abilities. It enhances understanding of literature and promotes linguistic fluency. By dedicating time and effort to learning and building vocabulary, individuals can consistently progress in their reading and writing skills, establishing a solid academic and career growth basis. Both teachers and students must understand the importance of lexical acquisition and employ effective tactics and approaches to facilitate students' learning and utilization of vocabulary.

2.2. Collaborative Learning: Theory and Practice

Collaborative learning, an instructional strategy that encourages students to work together, has gained significant attention in education. The central concept promotes collaborative efforts among students to generate knowledge and enhance collective comprehension. Based on social constructivist theory, education is a cultural engagement process where students actively participate in group activities within a learning community to acquire significant knowledge and valued skills (Zajda & Zajda, 2021). According to Alzahrani and Woollard (2013) this instructional approach is firmly based on social constructivist theory, which holds that knowledge is formed via social interactions and participation in contexts.

Students in collaborative learning environments no longer absorb information but actively contribute to its creation. They constantly spark intellectual insights by working together to solve problems, share ideas, and have constructive debates. Together, they build the body of knowledge. With the support of this learning modality, students can engage in all stages of the learning process by exchanging ideas, experiences, and mutual exchanges. This technique has demonstrated numerous advantages, including the improvement of critical thinking abilities (Nelson, 1994) and the resolution of coordination, communication, and material organization deficiencies through mobile computing-enabled collaborative learning settings (Zurita & Nussbaum, 2004).

The versatility and adaptability of collaborative learning are its main draws. Students attend various educational activities as part of collaborative learning, including role-playing, group discussions, and project collaboration (Klopfer, Perry, Squire, & Jan, 2005). These exercises stimulate children's curiosity and enhance their ability to listen, understand, appreciate, and esteem others in collaborative learning. Constant cooperation and communication foster

the development and improvement of students' critical thinking, communication, and teamwork skills. Fischer (2013) study reveals that the implementation of collaborative learning strategies enhances students' capacity for self-directed learning. For instance, Fischer (2013) advises students to engage in collaborative learning and critically think, rather than passively absorbing information. In this regard, the teaching method that ensures students become self-reliant critical thinkers who love knowledge and learning for life through encouraging independent study is noteworthy.

However, collaborative learning comes with its own set of challenges. Therefore, to achieve this objective, educators must create educational activities that ensure every student actively participates in the process. This implies that teachers must constantly monitor their students' responses and determine whether they are learning or not. Also, students must learn how to come together and communicate in order to overcome their inclination towards individualism.

Frequently, education employs collaborative learning, which helps improve student learning outcomes and promotes the cultivation of useful skills in general. In their works, Männistö et al. (2020) and De Hei, Tabacaru, Sjoer, Rippe, and Walenkamp (2019) affirmed that collaborative learning additionally assists students to develop interaction abilities, resolve issues, feel satisfied with their work, and study better. Martín-del-Pozo, García-Valcárcel Muñoz-Repiso, and Hernández Martín (2019) state that teachers' attitudes towards collaborative learning shape students' involvement in these techniques. They stress that teachers' zeal and positive opinions have a lot of weight in terms of children's activeness.

Collaborative learning has two types, which are group discussions and cooperative projects. This method allows instructors to group students based on their abilities and preferences for certain subjects or activities, such as debates or presentations. The teacher assigns tasks to each cluster and supervises their efforts to solve problems, complete assignments, or conduct research on assigned topics. Social learning may raise pupils' interest according to Winsett, Foster, Dearing, and Burch (2016). This collaborative learning fosters an environment where students are motivated to articulate their opinions and viewpoints, acquire knowledge from their peers, and cultivate their creative abilities. Through group discussions and collaborative projects, students not only cultivate teamwork and leadership skills but also deepen their understanding and application of the knowledge they have learned. However, Corden (2001) emphasizes that simply organizing students into groups does not guarantee active participation in collaborative discussions.

In addition to group discussions and collaborative projects, various other forms of collaborative learning exist in the education field. For example, collaborative learning encourages students to communicate and assist each other during the learning process, collectively overcoming challenges and enhancing learning outcomes (Awan, 2021). Peer tutoring promotes students' critical thinking and comprehension abilities by having them take on the roles of both teachers and learners, fostering mutual learning (Stigmar, 2016). In this teaching mode, students need to adopt the perspective of a teacher to explain and elaborate on knowledge points while continually improving and enhancing them through peer feedback.

Collaborative learning has been used in many different areas. The peer feedback mechanism in collaborative learning is the key factor that makes medical education better since it gives the learning process a boost through interaction and assistance (Lerchenfeldt, Mi, & Eng, 2019). As a result, this teaching method has enhanced the problem-solving abilities of students by focusing on their metacognitive levels. These findings are consistent with Männistö et al. (2020) and Chung and Choi (2011) who emphasize the model's ability to improve students' learning, nursing, and knowledge levels, as well as their overall learning experiences. Purwantara et al. (2023) discovered that this geography teaching style encourages students' active participation and teamwork, which is possible because the students come from diverse backgrounds. It unites information, skills, attitudes, and technical expertise while, on the one hand, accommodating the changing needs of education. Phetpraphatson, Chomsuwan, and Suamuang (2023) propose that the way to enhance the industrial electronics students' robotic abilities is through the integration of collaborative learning and practical training. This method assigns distinct roles for the students to embody. They receive assistance in collaborating to complete robotic skills activities, which improves their comprehension of subjects and fosters a tremendous enthusiasm for learning.

Online and remote learning have led to the widespread use of online collaborative learning platforms like Google Docs and Microsoft Teams in education. These platforms provide students with easy-to-use tools for learning and communication, allowing them to collaborate with classmates anywhere and at any time without being limited by time or space. In online collaborative learning environments, Suh and Lee (2006) developed a collaborative learning agent to facilitate interaction among learners. Theng and Mai (2013) studied students' perceptions of network-based collaborative learning in constructivist environments. Online collaborative learning not only broadens students' learning channels and methods, but it also provides them with more opportunities for interaction and cooperation with peers, contributing to the cultivation of their teamwork spirit and autonomous learning abilities.

Collaborative learning promotes cooperation, interaction, and knowledge construction among students, providing rich and diverse learning experiences and opportunities that contribute to improving their learning effectiveness and fostering comprehensive capabilities. In future educational practices, it is imperative to further promote and apply the concepts and methods of collaborative learning, thereby creating more opportunities for the holistic development and enhancement of students' overall qualities.

3. Method

3.1. Research Objectives

In the current educational context, students' reading comprehension and analytical writing skills undoubtedly serve as two pillars of their overall literacy. However, in actual learning processes, many students encounter bottlenecks in these areas, particularly as they advance to higher grades, where deeper understanding of complex Chinese texts and precise expression of self-opinions are required. This study aims to investigate the practical effects of lexical and collaborative learning on improving reading comprehension and analytical writing skills among twelfth-grade students in Chinese language classes.

3.2. Research Hypotheses

H1: Compared to before the intervention, twelfth-grade students, based on lexical and collaborative learning, show improved reading comprehension abilities in Chinese language classes.

H2: Compared to before the intervention, twelfth-grade students, based on lexical and collaborative learning, exhibit enhanced analytical writing skills in Chinese language classes.

3.3. Participants

A natural class from a Chinese public secondary school comprises 30 students (17 males, 13 females), aged between 17 to 19 years old.

3.4. Research Variables

Independent Variable: An instruction based on a lexical approach with collaborative learning.
Dependent Variables: Reading comprehension and analytical writing skills.

3.5. Intervention

In order to investigate the specific impact of teaching methods based on lexical knowledge and collaborative learning on twelfth-grade students' reading comprehension and analytical writing skills in Chinese language classes, this study adopts a single-group pretest-posttest experimental design. The experiment is conducted in a typical secondary school setting in China. We first conduct a pretest to assess the students' initial proficiency in analytical writing and reading comprehension within the Chinese course. We then introduce lexical and collaborative learning-based instructional interventions to enhance students' language proficiency by stimulating their curiosity. Students utilize their lexical knowledge in a collaborative learning environment to foster discussion and mutual learning throughout the teaching process. In order to correctly evaluate the success of the new teaching strategies, the study carefully monitors the extent to which students accept and actively participate in them. The entire teaching process is divided into fifteen 45-minute sessions. After the course, learners will be given post-tests to assess their progress in analytical writing and reading comprehension. This study aims to better understand the possible impact of training using lexical learning and collaborative learning methodologies on twelfth-grade students' reading comprehension and analytical writing skills. This will be realized by comparing pre-test and post-test assessment data. The ultimate goal is to provide critical hands-on support and guidance for future teaching methods.

3.6. Research Instruments

The Chinese Reading Comprehension Skills Test Papers (CRCSTP) include two readings and 24 multiple-choice questions. The exam covers a variety of topics, including vocabulary knowledge, literal comprehension, inferential comprehension, identifying the main idea and supporting details, using contextual cues, applying analytical skills, recognizing literary techniques, synthesizing information, evaluating content, explaining concepts, and taking into account cultural and historical contexts. The main goal of this test's design is to assess applicants' reading comprehension skills in-depth. Experts have rigorously reviewed CRCSTP, and the test is now considered high-quality.

Analytical Writing Skills Assessment Scale (AWSAS): AWSAS consists of five core dimensions: critical thinking, argument development, evidence-based reasoning, organization and structure, and clarity and precision of expression. The scale provides detailed feedback to evaluators, helping individuals identify and improve shortcomings in analytical writing skills to ensure the scientificity and fairness of the evaluation process. The scale contains 25 items, with five specific items for each dimension, ensuring a comprehensive and meticulous assessment. The widely accepted Likert scoring method is employed to ensure objective accuracy in scoring. Cronbach's α value is 0.82, proving the reliability and internal consistency of the scale. Also, KMO (Kaiser-Meyer-Olkin) = 0.803 and Bartlett's sphericity test significance level is less than 0.05, which shows that the scale is highly valid and can accurately show how analytically people write.

3.7. Data Analysis

IBM SPSS 27.0, a software package for interactive, or batched, statistical analysis, conducted the statistical analysis of reading comprehension skills and analytical writing ability scores. Data collected in this study were compared through analysis of variance (ANOVA) and t-tests to compare differences between pre-experiment and post-experiment. Use M to denote the mean in the measured sample, and SD to denote the sample's standard deviation. The significance level was set at $P < 0.05$, and Cohen's d was set at Cohen's d = 0.2, 0.5, and 0.8, representing small, medium, and large effect sizes, respectively.

3.8. Ethical Approval

All participants in this study have given their informed consent after fully understanding the research purpose, process, potential risks, and their own rights prior to participation. We consistently adhere to relevant ethical regulations and guidelines to effectively safeguard the rights and privacy of participants.

4. Results

4.1. Chinese Reading Comprehension Skill Test Paper Results

Table 1 presents the experimental outcomes of CRCSTP. The data in the table shows that the experimental group's pre-test scores ranged from 13 to 23 points, with an average score of 16.67 and a standard deviation of 2.95. In the post-test data, the average score of the experimental group increased to 18.47 points, with a SD of 2.01, indicating an improvement in Chinese reading comprehension after a certain period of learning or training. The post-test scores ranged from 15 to 23 points. To investigate whether there were significant differences between the two test scores, we conducted a paired-sample t-test on the experimental group. The results showed that t (29) = -5.34, p < 0.05, and Cohen's d = 0.595, indicating a considerable magnitude of difference. This has statistical significance.

Therefore, compared to the pre-test, students' performance in the post-test showed a significant improvement. Based on these results, we can accept hypothesis 1.

Table 1. The results of Chinese reading comprehension skill test paper.

Variable	M	SD	t	df	P	Cohen's d
Pro-test	16.67	2.95	-5.34	29	0.000***	0.95
Post-test	18.47	2.01				

Note: ***P < 0.001.

4.2. Analytical Writing Skill Assessment Results

Table 2 presents AWSA's experimental results. The table data shows that the experimental group's pre-test scores ranged from 14 to 22 points, with an average score of M = 17.2, SD = 2.34. In the post-test data, the average score of the experimental group increased to 20.1 points, with an SD of 1.79, indicating an improvement in analytical writing skills after a certain period of learning or training. The post-test scores ranged from 17 to 24 points. To investigate whether there were significant differences between the two test scores, we conducted a paired-sample t-test on the experimental group. The results showed that $t(29) = -12.52$, $p < 0.05$, and Cohen's d = 2.23, indicating a considerable magnitude of difference. This has statistical significance. Therefore, compared to the pre-test, students' performance in the post-test showed a significant improvement. Based on these results, we can accept hypothesis 2.

Table 2. The results of analytical writing skill assessment.

Variable	M	SD	t	df	P	Cohen's d
PRO-TEST	17.2	2.34	-12.52	29	0.000***	2.23
POST-TEST	20.1	1.79				

Note: ***P < 0.001.

5. Discussion

This study aimed to investigate the impact of teaching methods based on lexical learning and collaborative learning on the reading comprehension and analytical writing skills of twelfth-grade students in Chinese language classes. The results indicated that the instructional approach significantly improved students' skills in analyzing written texts and understanding what they learned.

Despite the implementation of teaching techniques, students have shown significant improvement in their ability to understand complex Chinese texts, specifically in reading comprehension. When combined with collaborative learning environments and lexical knowledge, students can enhance their language talents and improve their comprehension of texts. Consistent with Anisa (2010) results, pupils' reading comprehension skills improved after implementing a new type of collaborative learning technology. This finding supports our theory even more and emphasizes how crucial creative teaching strategies are to improving students' reading comprehension skills.

There is also evidence to support improving of analytical writing abilities. Following the intervention, students have shown improved writing approaches and expressive abilities. With the collaborative learning environment, students now have a forum for idea exchange and mutual learning, which also helps them enhance their critical writing and analytical thinking abilities. At the same time, as lexical knowledge grows, pupils can articulate their opinions and arguments more accurately. As a result, applying instructional strategies reinforced students' analytical writing talents and reading comprehension capabilities.

Lexical learning emphasizes the value of words. Zhang and Koda (2018) elucidate that vocabulary is the basic unit of language and the foundation of language communication. Through lexical learning, learners can understand the organizational structure of vocabulary, common collocations, and subtle differences in word meanings, thereby enhancing their language expression abilities. Collaborative learning, on the other hand, underscores interaction and cooperation among students, which encompasses communication not only in language use but also in cognitive and affective aspects (Gillies, 2019).

In the combined teaching of lexical learning and collaborative learning, students can acquire vocabulary naturally through cooperation. Based on sociocultural theory and situated learning theory, compared to traditional vocabulary memorization, students find it easier to remember and use vocabulary through collaborative learning because they use this vocabulary in real communication scenarios (Billett, 1996; Panhwar, Ansari, & Ansari, 2016). For instance, during collaborative problem-solving or task completion, students need to use specific vocabulary and phrases for communication, which is more closely aligned with real-life situations and helps students naturally master vocabulary.

Simultaneously, collaborative learning also engenders rich language contexts for students. During collaborative learning activities, students frequently cooperate and participate in discussions within specific linguistic settings, which helps them apply newly learned vocabulary and phrases to everyday circumstances. Alabsi (2016) explains that through role-playing exercises, students take on various roles and use particular words and phrases to mimic real-world situations, which helps them comprehend and use these vocabulary words more deeply. Moreover, collaborative learning facilitates enhanced language production. Students often participate in verbal exchanges and expressions during collaborative learning activities, which enhances their language production. While improving students' speaking fluency, this enhanced language production also helps pupils develop their analytical writing and reading comprehension skills.

Although the combination of collaborative learning and lexical learning opens up new avenues for language training, its use has several drawbacks. Student collaboration and participation are the major factors and components of this educational technique. However, students may opt to study independently or require support for group communication during instruction, thereby diminishing the teachers' capacity to instruct. Moreover, the adoption of this teaching method necessitates a larger investment of both financial and temporal resources. The available teaching resources and school curriculum schedules may restrict teachers' ability to allocate extra time in the classroom for collaborative learning. They have to carefully plan and coordinate the joint activities, which are, in a way, the specific events. It may also be difficult to check students' teamwork and vocabulary-acquiring capabilities.

Ordinarily, the classes and tests will be able to evaluate students' teamwork, communication skills, and linguistic aptitude only partially. We must address these challenges by implementing tailored teaching methods, utilizing technology to develop innovative language teaching methods, and incorporating new technologies to enhance and innovate this teaching approach.

6. Conclusion

This study focuses on the influence of lexical learning accumulation and collaborative learning in Chinese language classrooms on students' comprehension of readings and writing analysis skills. Empirical tests and classroom instruction reveal that this strategy significantly enhances both. The students are able to better understand complex Chinese literature, allowing them to study the subject more deeply and apply relevant skills. Students with a firm writing approach and expressive power can develop their ability to analyze things and write critically. Consequently, this strategy enhances one's ability to analyze written words.

To conclude, lexical and collaborative learning provide efficient ways for developing twelfth grade students' competence within Chinese language courses. Therefore, this research provides crucial guidance for teaching methods and serves as a foundation for future investigations. Nevertheless, there may be barriers to effective communication between students or issues arising out of student collaboration, which could make implementing this method easier. As a result, future pedagogies will need to refine this technique in order to improve linguistic competency among learners.

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