

# TEACHERS' ATTITUDE TOWARDS TEACHER COLLABORATION FOR PROFESSIONAL DEVELOPMENT

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**Abstract:** This study aims to investigate the attitudes of teachers at English for Specific Purposes (ESP) Department - University of Foreign Languages, Hue University (HUFL) towards teacher collaboration (TC) as a means to benefit their professional development. The data were collected through questionnaire and interview. Forty questionnaires were delivered to forty teachers of ESP department. Thirty-eight questionnaires were completed and returned to the author. Five teachers were invited to participate in in-depth interviews. The data collected from the questionnaires were processed quantitatively and presented in Tables and Figures, while information from the interviews was analyzed qualitatively. The findings from both quantitative and qualitative data have shown that most teachers at ESP department have positive attitudes towards teacher collaboration. Nearly all participants stated that TC was very necessary to teacher professional development and that teachers could benefit a lot from TC.

**Keywords:** EFL teaching, professional development, teacher collaboration

## 1. Introduction

In this era of integration and globalization, there have been numerous changes in many aspects of our society. Education is no exception. In order to reach the desired outcome from educational changes, teachers must employ appropriate strategies that can support their work. Consequently, teachers should consider professional development as a continuous process for their knowledge and practices. For example, Pham Hoa Hiep (2001) believes that “along with teacher training, teacher development must be a vital component in teacher education. Development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insight into teaching experiences, view education as a long-term process, and deal with change and divergence” (p. 31). Many other educators, such as Bailey, Curtis, and Nunan (2001) also point out convincing evidence that professional development is indeed worth pursuing.

Among a wide range of teacher development models, teacher-to-teacher collaboration attracts much researchers' attention. The idea of teachers working together to improve teaching and learning seems so sensible that few would argue against it. Many benefits of collegiality are also stated in the research literature. Khorsheed (2007) claims that “collective effort is better than autonomous and isolated arrangements” (p. 43). Collaboration helps teachers learn from one another as well as share and develop their experience together. Collegiality can also enable teachers to receive and offer ideas and assistance. Furthermore, in schools where teacher collaboration is promoted, teachers can trace both students' achievement and the diminution of problematic behaviors in classrooms.

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## **2. Theoretical background**

### **2.1. Definitions of teacher collaboration**

There are various definitions of collaboration used in education. For example, West (1990) defines educational collaboration as cooperative planning or a problem-solving process including two or more team members, in which interactions throughout the process are designated by mutual respect, trust, and open communication. Mostert (1998) believes that collaboration is a style in which two or more professionals, parents and families share information, engage in decision-making and develop effective involvement for an agreed-upon goal. Friend and Cook (1992) state that collaboration is “a style of direct interaction between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal” (p. 5).

In summarizing the above definitions, it becomes clear that *teacher collaboration* can be as simple as two teachers informally discussing a student’s progress or as complex as long-term, regularly scheduled meetings, involving various school stakeholders discussing topics such as state standards, and research to overhaul curricula. One of the constants, however, when educators come together to collaborate, is the intellectual effort they put forth to better themselves as a group to benefit their students.

It also seems useful to distinguish between “cooperation” and “collaboration” as these terms are used quite differently in the literature of teacher professional development. Cooperation, on the one hand, involves agreements to coordinate or to avoid conflict and can be accomplished by setting guidelines, formal or informal, about who is to do what, when and how to accomplish a shared goal. Collaboration, on the other hand, is more demanding and involves working together and sharing responsibility for the same tasks. “Collaboration therefore carries a sense of greater potential for development” (Peter-Koop et al, 2003, p.12).

### **2.2. Benefits of teacher collaboration**

With its own several distinct benefits, teacher collaboration has proved to be much more effective than individual development. Many studies have shown that teachers, students, and schools benefit in a variety of ways when teachers work together (McClure, 2008). Bailey, Curtis and Nunan (2001) argue that even self-development activities will “become more powerful... when their results are shared or when [teachers] practice collaboratively with trusted colleagues” (p.11).

Head and Taylor (1997) point out three reasons why groups can be more effective than individuals, both in initiating changes for themselves and in managing changes imposed from the outside. First, other people’s views are a primary resource for enabling individuals to increase their self-awareness. A caring and supportive environment can be an important way of building self-esteem and feeling positive about the possibilities for development. Second, a group of people who meet together regularly, and are free to decide their own agenda, tend to develop strong interpersonal bonds which can support an individual member in any decision that they might be making about their own development. Third, a group of people with similar ideas and objectives can exert a powerful collective influence on the culture of institutions.

In addition, collaborative relationships among teachers increase teacher satisfaction and adaptability. Through communication and support, teachers can develop a renewed sense of purpose and belonging to their chosen profession. By forging relationships among individuals

with similar professional roles and challenges, teachers feel a stronger and more positive connection to one another and the profession they love (De Lay, 2009). By working together, teachers have the energy, organizational skills and resources to attempt any task that would exhaust an individual teacher. In those schools where teachers are faced with a variety of student problems, collaboration helps teachers cope better with and gain more control over their daily work (Little, 1987).

### **2.3. Barriers to teacher collaboration**

Despite many advantages, teacher collaboration has some substantial barriers such as lack of support, time constraints, and teacher autonomy. According to McDiarmid (1995), "Although reform has changed expectations for teachers, how the public and policymakers perceive teachers' work has not changed. They continue to think teachers are working only when they are with their students. As a result, there is little support for providing the time and resources teachers require in order to change their practice" (p. 2). In addition, teacher collaboration takes time. Teachers need time to make professional development an ongoing part of their work on a daily basis (Bush, 1999) and to see the results of their efforts (Dorph and Holtz, 2000). However, finding that time in today's industrial education model is challenging. In many countries, beside the tight schedule at schools, many teachers have to do additional teaching or work a second job to support themselves (Pham Hoa Hiep, 2001). Furthermore, teacher autonomy is grounded in norms of privacy and non-interference. Most teachers expect to supply advice to other teachers only when asked. This situation is even more severe if teachers are not in the same department. These barriers lessen teachers' opportunities or reasons for meaningful collaboration with teachers in other departments (Inger, 1993).

Beside the three major barriers above, a number of other obstacles to teacher collaborative practice are noted. For example, according to a survey conducted by Leonard and Leonard (2003) in forty five north Louisiana schools, teachers themselves point out many reasons preventing teacher collaboration. Prominent are the lack of commitment by teachers, lack of compensation, and teachers' personality conflicts. The interviewed teachers frankly say that no one is willing to do additional work without monetary reward, and that many teachers prefer to work alone and stay in their "comfort zone".

### **2.4. Related studies on teacher collaboration abroad and in Vietnam**

In recent years, studies on teacher collaboration have comprised the majority of studies on English language teacher professional development. Though there has been a great diversity of research topics, most of them focus on two major issues: the impact of teacher collaboration and the reality of teacher collaboration application in some particular contexts.

Regarding the impacts of teacher collaboration on student performance, Leonard & Leonard (2003) carried out a survey involving teachers in 45 north Louisiana schools (US). Ronfeldt, Farmer, McQueen, and Grissom (2015) had a study on teacher collaboration in instructional teams and its effect on student achievement. Tar, Varga and Wiwczarowski (2009) investigated the impact of teacher collaboration on ESP teaching improvement in Hungarian higher education. More particularly, Atay (2006) conducted a case study into the development of professional knowledge by pre- and in-service EFL teachers through collaborative research in Turkey. Berry, Daughtrey, and Wieder (2009) asserted in the findings of their study that teacher collaboration helps to close teaching gaps.

As for the reality of teacher collaboration application, Stanley (2011) tried to find out factors affecting collaborative teacher study. Mentioning the role of school leader in fostering teacher collaboration, Gajda and Koliba (2008) presented an action-research leadership framework for evaluating the quality and improving the performance of teacher collaboration at the secondary school level. Musanti (2004) conducted a qualitative study describing how midcareer teachers in Greenwich (England) understand mentoring and peer-collaboration through their experience as "peer support teachers". To get an overall view on collaboration among teachers in Polytechnics in Finland, Savonmaki (2005) did an investigation into polytechnic teachers' conceptions of collaboration and collaboration practices. Concerning the application of teacher professional learning communities in rural areas of China, Sargent and Hannum (2009) did a large-scale survey on this issue.

Besides the collaboration among teachers in general, the collaboration between language teachers and colleagues in the subject-area disciplines has attracted much attention from many researchers. For example, Esteban and Vallejo Marios (2002) carried out a case study of collaboration between the ESP practitioner and the content teacher in Spain. Another example is the study carried out by Stewart and Perry (2005). They investigated how interdisciplinary contact between language and content specialists might be viewed as a possible model for teacher development.

Despite the fact that the world's education literature in recent years has called for teacher collaboration as an effective way to enhance teacher professional development, there has been a shortage of research in Vietnam on this issue. Most of the studies on teacher collaboration in Vietnam focus on a specific collaborative activity such as team-teaching, mentoring (Nguyen Thi Mai Hoa, 2017), or critical friends groups. In 2011, Ogisu conducted a study to explore teacher collaboration as a means of development of in-service teachers in China, Cambodia, and Vietnam.

### **3. Methodology**

This study aims to investigate the attitudes of teachers at ESP Department – HUFL towards teacher collaboration as a means to benefit their professional development.

The participants of this study were all EFL teachers at ESP Department who are teaching General English and English for Specific Purposes to non-English major students at most of the colleges within Hue University. There were five male and thirty-five female teachers with ages ranging from twenty-four to fifty. Thirty-three out of forty teachers held MA degrees, and the rest were BA graduates. Their teaching experience varied from two to twenty eight years. It means there were both novice and experienced teachers. However, there were thirty-eight out of forty teachers who actually participated into the investigation.

This study applied questionnaires and interviews as instruments of data collection. Questionnaires were sent to all the participants. Besides, five teachers with different ages and teaching experiences were invited to five individual interviews. The interviews were conducted in Vietnamese so that the interviewees could feel more comfortable to express their opinions. Moreover, in order to ensure the confidentiality for the participants, their real names were not mentioned. Instead, they were referred to in this study as T1, T2, T3, T4, and T5.

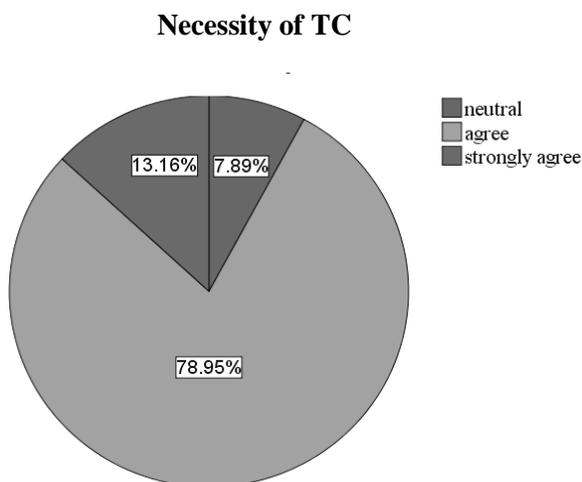
The data collected from the questionnaires were processed quantitatively and presented in Tables and Charts, while the information from the interviews was analyzed qualitatively.

## 4. Findings and discussion

Data attained from the questionnaires and interviews were categorized into three issues, namely necessity, benefits, and barriers.

### 4.1. Necessity of teacher collaboration

The results obtained from the questionnaires reveal that the large majority of teachers recognize the necessity of teacher collaboration for teacher professional development. As shown in Figure 1 below, 79% of the participants agreed and 13% of the participants strongly agreed that learning and sharing among teachers is crucial for teacher professional development. Only 8% of the participants were neutral and no one disagreed with this idea.



**Figure 1.** Necessity of TC for teacher professional development

Responses to the question about the necessity of TC from the interviews correlate well with the results from the questionnaire. All interviewed teachers agreed that collaborating with colleagues is very necessary for teacher professional development. They also gave various reasons to support their ideas. Followings are some of the reasons:

*Teachers may have their own ways to get along with their career, but I believe that they can benefit more while working together. (T1)*

*Collaboration is very essential... As an old saying goes: "Two heads are better than one"... When we are in difficulty, advice or suggestions from others can help us find a way to get out of trouble. (T3)*

*Teachers work independently and separately most of the time. Working with colleagues is also a way to have fun together. More people bring more fun. (T4)*

*Different teachers with different ideas on an issue help reduce subjectivity. (T5)*

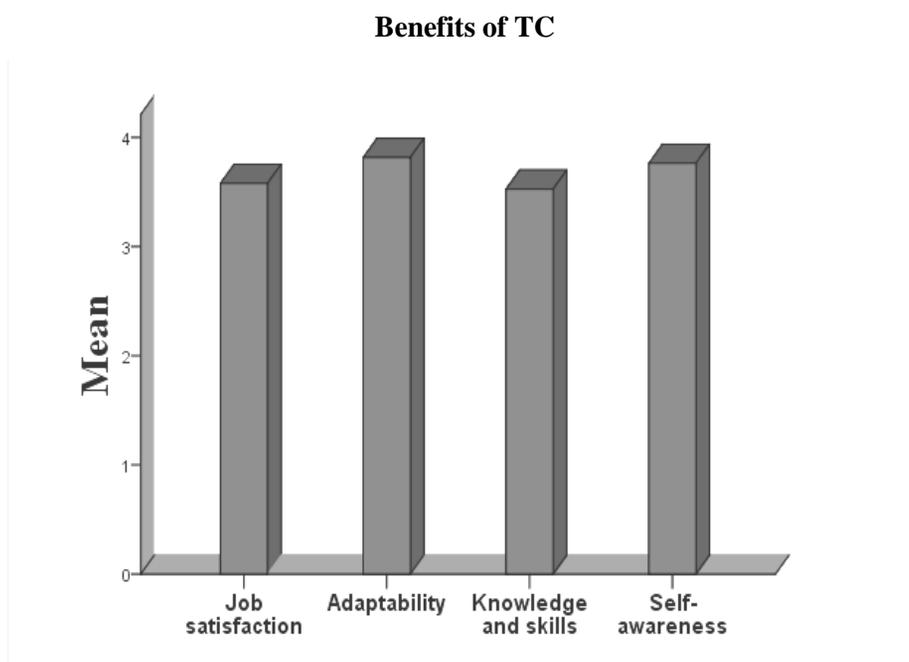
T2 further explained:

*People say collaboration takes time, but I think collaboration helps teachers save time. If a teacher tries to find out a solution to a problem or simply learn a new thing by himself/herself, it can take more time. When teachers come together and share knowledge, skills, materials, ideas, experiences, and other valuable resources of their own, they spend less time and gain more things.*

Such viewpoints allow us to conclude that the investigated teachers are well aware of the necessity of TC to their professional development, and that teachers have a strong belief in how collaborative efforts can benefit them.

**4.2. Benefits of teacher collaboration**

Four selected benefits from the literature review were used as explore whether these same benefits are perceived by the investigated teachers. Again, the Mean of each item expresses that teacher evaluations of TC benefits are high. A quick look at the Means shows that the results tended to skew towards the agreement side (all Means near the region of 4 in the five-point Likert-scale). It can be concluded that teachers highly appreciate what TC can offer them.



**Figure 2.** Teacher attitudes towards benefits of TC

As seen in Figure 2, the Mean of “Adaptability” is the highest (3.82), the Mean of “Self-Awareness” is in the second position (3.76), the Mean of “Job satisfaction” ranks third (3.58), and the Mean of “Knowledge and Skills” is the lowest (3.53). The gaps between these Means seem small. However, the following frequency tables (Tables 1-4) show that the levels of agreement among these items are quite different.

**Table 1.** TC increases job satisfaction

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	2.6	2.6	2.6
Neutral	16	42.1	42.1	44.7
Agree	<b>19</b>	<b>50.0</b>	50.0	94.7
Strongly agree	<b>2</b>	<b>5.3</b>	5.3	100.0
Total	38	100.0	100.0	

**Table 2.** TC increases teacher adaptability

	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	9	23.7	23.7	23.7
Agree	<b>27</b>	<b>71.1</b>	71.1	94.7
Strongly agree	<b>2</b>	<b>5.3</b>	5.3	100.0
Total	38	100.0	100.0	

**Table 3.** TC enhances teacher knowledge and skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	2	5.3	5.3	5.3
Neutral	15	39.5	39.5	44.7
Agree	<b>20</b>	<b>52.6</b>	52.6	97.4
Strongly agree	<b>1</b>	<b>2.6</b>	2.6	100.0
Total	38	100.0	100.0	

**Table 4.** TC enhances teacher self-awareness

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	1	2.6	2.6	2.6
Neutral	10	26.3	26.3	28.9
Agree	<b>24</b>	<b>63.2</b>	63.2	92.1
Strongly agree	<b>3</b>	<b>7.9</b>	7.9	100.0
Total	38	100.0	100.0	

As shown in Tables 1 and 3, more than half of participants agreed or strongly agreed that TC could increase job satisfaction and that teachers could gain new knowledge and skills from their colleagues. Meanwhile, over two-thirds of participants stated that TC can improve teacher adaptability and enhance teacher self-awareness (Tables 2 and 4). The consistency among the four frequency Tables is that it is rare for participants to disagree with the statements concerning benefits of TC. There are at most 2 out of 38 participants who showed their disagreement.

The results could be explained by the fact that there have been many changes in education in this millennium, and teachers may feel a need to combine their efforts to cope better with and gain more control over these changes. By working together, teachers can realize new perspectives on their strengths and weaknesses. These great advantages of TC are comprehensible. Other gains such as job satisfaction, new knowledge and skills are also essential, but not as clear.

In order to encourage teachers to speak their minds, the author used in-depth interviews and did not put questions particularly connected with four suggested benefits as given in the

questionnaire. Instead, she asked the interviewees to freely talk about anything they have in mind. In that way, the interviewer can collect numerous ideas on this issue.

Regarding the impact of TC on teacher adaptability, T1 claimed that:

*There have been so many changes in education, especially in language teaching. Working together will help teachers gain more control over these changes.*

T5 shared the same idea with T1 and added:

*Changes in education bring us new opportunities as well as new challenges. Some challenges, though very interesting, are very difficult for individual teachers to deal with. Collaborating with colleagues helps us take more advantage of the opportunities and cope better with the challenges.*

As for the influence of TC on teacher self-awareness, 4 out of 5 interviewees said that feedback from colleagues made them more aware of their strengths and weaknesses. T4 asserted that:

*By discussing with other teachers, I realize what I am good at and what I need to improve. Others' thinking is often a useful reflection that helps me see myself and my job more clearly.*

T2 and T3 mentioned job satisfaction as a benefit of teacher collaboration. For example, T3 revealed:

*Teaching is a demanding job with low salary... Sometimes I feel exhausted. I find exchanging ideas with colleagues is an outlet for expressing and sharing frustrations, concerns, problems with teaching... Moral support and encouragement from colleagues makes me more determined to try out new ideas and do the best things I can for the sake of my students.*

Not as detailed as T3, according to T2:

*The close relationships with other teachers increase my love for job.*

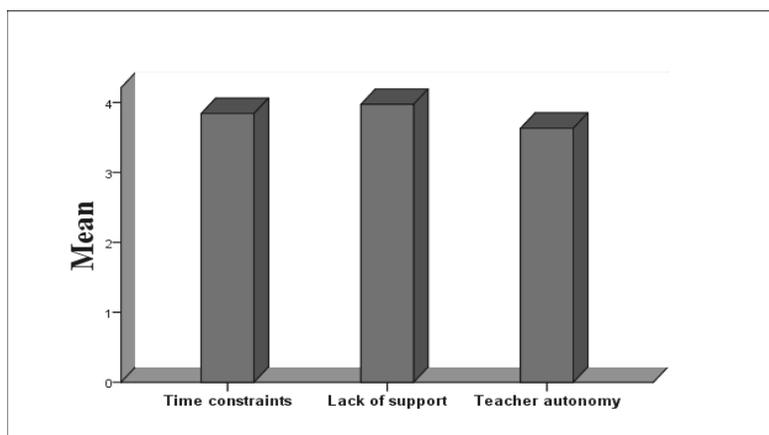
T2 also insisted that teachers could gain new knowledge and skills from their colleagues. T2 admitted that she gathered ideas about teaching techniques from other teachers. To clarify this opinion, T2 gave some examples of “teaching techniques” and “new ways to motivate students” that she learned from her colleagues and then applied to her own classes.

Another benefit mentioned a great deal by most of the interviewees is the spiritual value of TC. As T4 and T5 said, “interacting with people working in the same context gives me greater confidence and a greater sense of myself as a professional”. Moreover, T1 affirmed it by adding “The more interaction you have with your colleagues, the stronger sense of connection you may feel. And this feeling can change your perceptions about professional relationships as well as significantly change how you work”.

### **4.3. Barriers to teacher collaboration**

Questions for this category focus on 3 main obstacles: time constraints, lack of support, and teacher autonomy. Descriptive statistics show that no participants denied these items as barriers. In contrast, most participants agreed or strongly agreed with the existence of such obstacles. Figure 3 below presents the results of participants' responses in terms of the Mean for each item.

### Barriers to TC



**Figure 3.** Teacher agreement with barriers to TC

As evident in Figure 3, all the Means nearly reach value 4. The results support the conclusion that teacher collaboration encountered many difficulties. Though teacher judgments on the three obstacles seem to be at the same level, it must be noted that time is not the most severe hindrance to TC. This finding is a bit different from what many researchers found in the literature review. Results from many previous studies describe that "Teachers, researchers and policy-makers consistently indicate the greatest challenge to implementing effective professional development is lack of time" (Abdal-Haqq, 1996, p. 1).

During the interviews, the interviewees not only expressed ideas that cover all the barriers given in the questionnaire, but also provided adequate explanations for the existence of such barriers at ESP department - HUFL.

Teachers' responses to this issue, however, are quite different from the results of the questionnaires. Data from the questionnaires show that "lack of support" is the biggest obstacle to TC, and then comes "time constraints". On the contrary, all respondents of the interviews mentioned time constraints as the most severe problem.

T3 admitted that "most teachers in [ESP] department are married women. Besides schoolwork, they have to do housework, take care of children, and do a lot of unnamed work. They are too busy to take part in collaborative activities".

T1 gave another reason:

*The salary is not enough. We have to work overtime. That is why we do not have enough time to meet regularly or work collaboratively.*

Even T2, who believed that "TC helps teachers save time..." made a confession as follows:

*Teachers in our department teach in different schools, so it is difficult for them to see each other. Even teachers teaching in the same schools have classes in different time slots, so it is hard to find common time to work together.*

In relation to the lack of support for TC, 2 out of 5 interviewees claimed that there was no difference between those who participated in TC activities and those who did not. There was no praise or rewards to encourage teachers to gather and share their expertise. If so, why should

teachers join collaborative teacher professional development (TPD) activities which required great effort and seemed much riskier and more troublesome than individual TPD activities? The rest of interviewees had no idea about this problem.

In terms of teacher autonomy, T3 and T4 said that:

*Not all teachers [in ESP department] teach ESP. But those who teach ESP rarely collaborate with each other to design syllabus, develop materials, or plan lessons. The reason is that each of them is in charge of a different subject.*

The above reason reflects only one side of this matter. Actually, all teachers in ESP department teach General English to non-English major students of Hue University. It means that all of them have a common subject. What T5 expressed can be the reason for the other side of the matter:

*I sometimes want to give advice to other teachers on some problems that I think I have good experience. But I don't do that because they don't ask me. I am afraid that they may think I am interfering with their work.*

T2 even worried more about this problem. She said:

*I really want to share my ideas about teaching to other teachers. But I am younger and less experienced than most of the teachers in my department. Possibly, they will not welcome my ideas. Or they may think I lack modesty.*

What is more, differences in teacher personalities were indicated by most interviewees as an important obstacle to TC.

## **5. Conclusion and implications**

It can be seen from this study that language teachers at ESP department - HUFL are well aware of the great impact of TC on teaching quality and on teachers themselves. The results from both quantitative data and qualitative data indicate that teachers at ESP department - HUFL generally hold highly positive attitudes towards teacher collaboration. Ideas collected from all the participants show that teachers are well aware of the necessity of TC to their professional development, and that teachers have a strong belief in how collaborative efforts can benefit them. However, they also point out many obstacles that hinder teachers from collaborating with their colleagues.

### **5.1. Implications for teachers**

Based on the findings of this study, the author would like to offer implications focusing on three major issues: time management, open-mindedness, and rewards for TC.

First, teachers should try to manage their time to increase participation in TC activities.

Most teachers complained that they felt a lot of stress and could not find time for TC because of commitments to family and pressure of work. However, one or two hours per week for TC can help overworked teachers save time and energy. Instead of spending an hour planning lessons alone, teachers can get ideas from their colleagues. Instead of spending an hour brooding about a new teaching technique, teachers can go over it with their colleagues. One or two hours per week for TC may help teachers feel at ease, too. As some participants reflected, the time for TC could also be the time for teachers to relax and have fun together. Pham Hoa Hiep (2001) believes that “all teachers can find some time in their busy schedules to engage in

professional improvement activities [if] teachers want to change” (p.41).

Second, teachers should be more open-minded, especially in giving and receiving feedback or new ideas.

Many teachers, especially novice teachers, were afraid of giving feedback. They did not want to interfere in others’ business, to be thought as immodest, or to be judged by others. Some teachers were afraid of revealing their weaknesses or silliness when expressing new ideas. Those teachers should change this way of thinking and open their mind to TC. Besides their own efforts to overcome this inner obstacle, a positive attitude from others, such as the willingness to receive feedback, is essential to help those teachers fight against such negative feelings. It is crucial for all teachers to keep in mind an old saying that “Great teachers are not born; they develop over the course of their careers”.

Third, teachers should re-think about the best reward for their participation in TC activities.

It is crucial that teachers should re-consider what the best reward of TC is. If teachers see their professional development, their students’ achievement, and their school’s success as the highest and most valuable rewards, it is possible that teachers will take more opportunities and even create more opportunities to engage in TC.

## **5.2. Implications for administrators**

Implications for administrators emphasize three main tasks: affirm the purpose of TC, give support for TC, and create a collaborative environment for the school.

First, through words and actions, administrators should let teachers know the greatest purpose of TC is for teacher development, student achievement, and school success.

Many authors and researchers have proved that teachers feel less stressful and consequently participate more actively in TC on the condition that TC is not applied as a tool for evaluating teachers’ work. Bailey, Curtis, and Nunan (2001) declare that TC is more effective and more beneficial if it does not serve administrative purposes. Administrators’ commitment to TPD purpose of TC can encourage teachers to pursue TC as part of their daily activities. This kind of approach, which may help maximize the potential of each teacher, is critical to the success of the college.

Second, administrators should provide support for teachers to conduct TC activities.

To promote the idea that teachers should join TC, administrators should have policies to ensure that teachers have the needed support to participate in TC. Teachers need to be provided with time, money, facilities, and training. There should be a formal process that provides a substantial and regularly scheduled block of time for teachers to conduct TC activities. This is quite necessary because TC is believed to be the most beneficial when it is job-embedded and becomes a part of teaching practice. It means that TC should be carried out as daily or, at least, weekly activities besides once-or-twice-a-year traditional venues for TC, such as conferences or workshops. In addition, facilities to ensure that TC activities occur, such as a common room for discussions or visual aids, should be taken into account. Training in TC skills should be organized with the aim of making TC more effective.

Third, administrators should do their best to create a collaborative environment in the

college.

The success of TC often depends on the environment of the school. If there is a climate of collegiality within the school, teachers may feel comfortable taking risks and asking for help. In doing so, administrators should always pay much more attention to TC, especially to teacher-initiated activities, and assist teachers when they need it. Administrators should always stimulate formal and informal methods for sharing expertise among faculty members, both within and across such organizational units as divisions and departments.

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## THÁI ĐỘ CỦA GIÁO VIÊN ĐỐI VỚI CÁC HOẠT ĐỘNG HỢP TÁC NHẪM NÂNG CAO NGHIỆP VỤ

**Tóm tắt:** Bài báo này trình bày kết quả khảo sát thái độ của các giáo viên khoa Tiếng Anh chuyên ngành tại Đại học Ngoại ngữ, Đại học Huế đối với các hoạt động hợp tác giáo viên nhằm nâng cao nghiệp vụ. Dữ liệu được thu thập thông qua các bảng câu hỏi và phỏng vấn, sau đó được phân tích và trình bày dưới dạng bảng hoặc sơ đồ và trích dẫn. Kết quả phân tích dữ liệu định lượng lần định tính đều cho thấy rằng phần lớn các giáo viên đều có thái độ tích cực đối với việc hợp tác giáo viên nhằm nâng cao nghiệp vụ. Hầu hết các giáo viên đều khẳng định rằng việc hợp tác giáo viên là cần thiết và đem lại nhiều lợi ích cho việc phát triển nghiệp vụ của giáo viên.

**Từ khóa:** giảng dạy ngoại ngữ, hợp tác giáo viên, phát triển nghiệp vụ