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Developing collaborative teaching capacity for language pedagogy students in Vietnam

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ABSTRACT

This study examines the developing collaborative teaching capacity for language pedagogy students in Vietnam. Collaborative teaching is one of the effective teaching methods that helps improve the quality of education, comprehensively develop learners' capacity, and meet the requirements of modern society. This study aims to investigate the relationship between impact strategies and the development of collaborative teaching capacity. A survey was conducted on 350 fourth-year students of Ho Chi Minh City University of Education, An Giang University, and Dong Nai University. Two main elements of collaborative teaching capacity are the capacity to develop lessons and the capacity to organize reading comprehension lessons in a cooperative manner. Questionnaire, observation sheets, and exercises are used to collect data. In addition, SPSS statistical tools show that the impact results have had significant effects on developing collaborative teaching capacity. Moreover, the qualitative analysis method reveals that the following impact strategies have a significant influence on teaching: (1) process to develop collaborative teaching capacity in reading comprehension lessons; (2) develop a system of exercises to practice the component skills of co-teaching capacity; (3) flexibly apply the combined online and face-to-face teaching method, which has a certain influence in teaching. The study's results hold theoretical and practical significance, such as policy planning in relation to education innovation, teaching method improvement in pedagogical universities, and literature students in efforts to develop learning capacity.

Contribution/ Originality: To the best of the author's knowledge, this study examines impact strategies to develop collaborative teaching capacity for literature pedagogy students. This research is crucial because the Vietnamese government focuses on educational innovation to develop student capabilities.

1. INTRODUCTION

In recent years, the formation and development of collaborative teaching have become crucial for students. Many researchers in educational science have focused their study on collaborative teaching. Teachers understand collaborative teaching as a method of organizing instruction that emphasizes interaction, exchange, and discussion among learners to address problems and complete specific learning tasks they assign. At many different levels of education, collaborative teaching has become a widely applied modern teaching trend. The biggest advantage of collaborative teaching is to develop a democratic and equal learning environment that helps learners maximize their potential creativity. An example is the study of Salahli [1] in Improving collaboration skills and creative thinking

of students by using online encyclopedias; Judd, et al. [2] paying attention to use of wikis as a tool to study and collaborate. Therefore, not only does collaborative learning guide and train learners in dynamic learning methods, but it also fosters and develops learners' understanding and critical thinking skills in accessing and processing information in the creative, collaborative, and networked environment of the knowledge economy [3]. Research on cooperative learning is of great significance in creating positive teaching methods, aiming at developing learners' qualities and abilities and creating a friendly learning environment [4, 5]. However, research on cooperative learning still faces many difficulties and limitations, such as managing learning time [6], arranging learning spaces and group work ability of members, members' behavior, flexibility and ingenuity in the process of conducting group discussions [7], integrating cooperative learning into the curriculum and finding time for it [3], or teacher capacity constraints when using cooperative learning in the classroom [8].

In recent years, the research has focused on addressing the above limitations by proposing various ways to implement collaborative learning. For example, Natsis et al. asserted that the use of multiple learning strategies is also considered important in engaging students in active learning [9] or the collaboration between subject experts and academic developers to improve teaching activities [10]. The group of authors Judd, et al. [2] in their study argued that the Wiki features are designed to facilitate collaborative learning; however, the use of such features is also related to many other factors to ensure successful integration.

To use the benefits of technology to teach and improve teamwork, many studies have suggested using mobile collaborative learning flow models (CLFM) to teach and learn together. These models make it easier for students to access content and help with interactive mediation [11]. Rosé & Ferschke presented a vision of large-scale, collaborative, discussion-based learning supported by technology features [12] or the study by the group of authors Magnisalis, et al. [13] exploited adaptive and intelligent systems (AIS) to support collaborative learning; the ability to support collaborative learning of Twitter [14] or design an innovative learning project through a web-based learning platform and based on collaboration between learners to enhance collaborative learning, create collective intelligence, and create a new learning dynamics [6]; the impact of flipped classroom on students' group learning ability [5].

In addition, studies have focused on assessing the improvement of learning outcomes, skills, and perceptions and attitudes toward collaboration, self-regulated learning, and information seeking in the context of Internet-based and traditional learning [15], interactive learning models through group roles [16], the application of ontology to assess collaborative problem-solving skills (CPS) in digital contexts [17], or the use of cloud computing, synchronization, LMS, and social media for collaborative learning in the study of Al-Samarraie and Saeed [18] The authors Care, et al. [19] conducted a research and development plan in the project Assessment and Teaching 21st Century Skills (ATC21S™) to address the issues of collaboration from the definition of the described construct to the validation of component skills, specific assessment methods to determine the ability level of each learner, and support, guidance, and adjustment to improve collaborative problem-solving skills. Discussing this issue, the authors Scoular and Care [20] described a general scoring process to measure collaborative problem-solving. According to the authors, this is an effective method to develop measures of social and cognitive skills in online environments or to propose the design of collaborative problem-solving assessment tasks in engineering according to stages in individual courses [21]. Exploring Collaborative Problem Solving (CPS) Skills of Engineering Students During Interdisciplinary Teamwork in Herro, et al. [22].

Not only discussing the above issues, recent studies have also focused on factors affecting and influencing learners' learning performance through collaborative and interactive learning [23, 24] or evaluating the impact of collaborative learning environments based on the use of social media applications such as guided networking platforms that have positively impacted learning, increased awareness of learning performance, and created great satisfaction in students' learning in Sabah [25] and the positive impact of flipped classrooms on students' ability to learn in groups [5].

Although many studies and efforts have been devoted to solving the existing problem of cooperative teaching in many different ways. Each of the previously mentioned studies offers a unique perspective on how to enhance students' cooperative teaching skills. Further studies are necessary to provide a more comprehensive picture of the differences in cooperative teaching capacity development. However, no study has taken the same approach and solved the same problems as ours. Therefore, the purpose of this study is to fill the gap in the research on cooperative teaching and the impact on the effectiveness of cooperative teaching, especially for students of literature pedagogy in Vietnam. This uniqueness of our study contributes to the development of the cooperative and competitive learning model, as well as the identification of the most effective problem-solving strategies. This distinguishes our study from traditional educational methods. Accordingly, the main purpose of the study is to address the following research questions:

Question 1: What is collaborative teaching capacity?

Question 2: What behavioral indicators are manifestations of collaborative teaching capacity?

Question 3: What measures to develop collaborative teaching capacity for literature pedagogy students?

Our research is implemented according to the structure, specifically: after the introduction of cooperative teaching, we use the method of surveying the cooperative teaching capacity of students at some universities that train teachers in the South of Vietnam using questionnaires, survey forms, and exercises; using SPSS (Statistical Package for the Social Sciences) software to analyze data to see the difference in the level of capacity achieved after each impact; all results and discussions aim to answer the research questions and finally summarize the research issues presented in the conclusion.

2. METHODS

2.1. Research Design and Subjects, Research Period

* *Research Design*: The study was conducted on a survey sample of 350 fourth-year students at Ho Chi Minh City University of Education (HCMU), An Giang University (AGU), Saigon University (SGU), and Dong Nai University (DNU) for the 2022-2023 year. This fourth-year student is fully equipped, possesses a basic and in-depth understanding of special teaching methods, methods, and measures that align with departmental requirements. Furthermore, students have more or less gained experience and skills through the 2nd year pedagogical internship. Specifically, the experimental steps include:

Phase 1: Discuss with the subject team and transfer documents. Discuss and agree on the purpose, content, requirements, and experimental teaching methods. This is the preparatory stage, serving as the foundation for developing plans and strategies to enhance the collaborative teaching skills of literature pedagogy students. The transferred documents include student lesson designs from the "Methods of Teaching Literature in High School" module.

Phase 2: Conducting experiments: For 10 periods, lecturers supplement basic theoretical issues with cooperative teaching for students in the control class (control) and experimental class (experimental). We collect student data through tools including questionnaires and observation sheets, combined with a system of additional training exercises. Lecturers use a combination of information from students' learning records, learning results, and learning products to assess the level of achievement of collaborative teaching capacity.

* *Research object*: Investigate and carry out experimental teaching in both experimental and control classes at Ho Chi Minh City University of Pedagogy and Dong Nai University, as detailed in Table 1.

Table 1. Subjects, context and research time.

Experimental session	Experimental school	Control class	Experimental class	Time	Number of experimental periods
Phase 1	HCMU	49	52	09/2022	10
	DNU	35	38	09/2022	10
Phase 2	HCMU	49	52	01/2023	10
	DNU	35	38	03/2023	10

2.2. Check the Tool, Its Validity and Reliability

To collect data to analyze, evaluate, and verify the proposed scientific hypotheses, the research uses tools and testing methods as shown in Table 2. When processing the obtained data using test statistical parameters, the researchers use SPSS software to see the difference in the level of ability achieved after each impact.

Table 2. Measurement tools.

	During teaching	After experimenting
Content is evaluated	- Collaborative teaching capacity	
Testing tool	- Question list - Observation sheet - Student profile	- Check and evaluate capacity
Evaluation evidence	- Answer sheet - Teaching records	- Student tests - Observation and recording results
Data dependency	- Distribute ballots and observe - Use more exercises	
Value of the tool	- Check the reliability of Cronbach's alpha - Check and adjust tools	

2.3. How To Collect Results of Developing Collaborative Teaching Capacity of Literature Pedagogy Students

Two aspects of research evaluate the development of student's collaborative teaching capacity: the ability to develop lesson plans and the ability to organize teaching hours to read and understand literary texts in the direction of appropriate teaching work. The test evaluation criteria table is built with 4 levels: good, good, average, and weak, corresponding to scores from 0 to 10 (10-point scale). Each component competency has many indicators and manifestations, so when scoring, the average score of the corresponding manifestations is calculated (with weighting). Assessment scores are processed using descriptive statistical parameters and tested for differences in mean values using the paired-sample T-test tool to verify progress in the levels of competency expression.

The study measured the level of development of students' collaborative teaching capacity after experimentation fostering it through tests and observation. These results were compared with the results of the control group. The experimental group had higher results than the control group (Tables 3, 4 and Figures 1, 2). Therefore, to check whether the difference in students' achievement levels across the test is due to the impact of the measures or is just random, the study uses the Chi-square test through the function CHITEST in Excel. Additionally, the study involved observing, interviewing, and analyzing qualitative expressions related to students' interested attitudes, positivity, initiative, and self-discipline during the learning process. This further validates the development of a collaborative teaching capacity in students following their training.

Table 3. Results of ranking collaborative teaching lesson planning skills of students at Ho Chi Minh city university of education.

Class	Classification							
	Very good (8,5 - 10)		Good (7,0 - 8,4)		Average (5,5 - 6,9)		Weak (< 5,5)	
	Quantity	Rate %	Quantity	Rate %	Quantity	Rate %	Quantity	Rate %
Experiment 52	9	17	19	37	24	46	0	0
Control 49	5	10	12	24	29	59	3	6

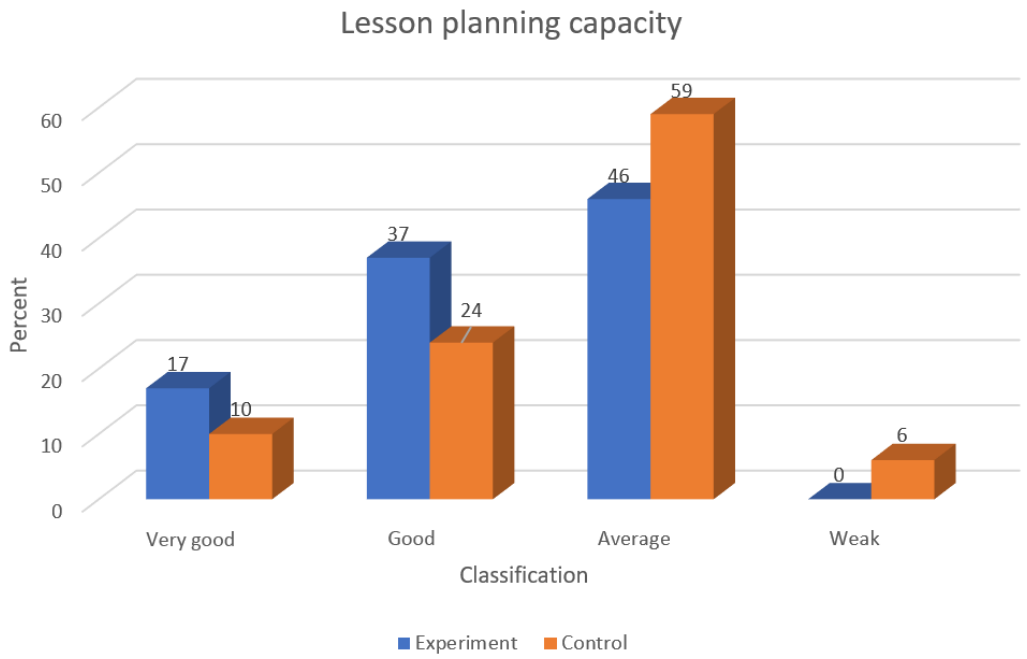

Figure 1. Chart depicting the results of ranking the capacity to plan collaborative teaching lessons of students at Ho Chi Minh city university of education.

Table 4. Results of assessing the capacity to plan collaborative teaching lessons of students at Dong Nai university.

Class	Classification							
	Very good (8,5 - 10)		Good (7,0 - 8,4)		Average (5,5 - 6,9)		Weak (< 5,5)	
	Quantity	Rate %	Quantity	Rate %	Quantity	Rate %	Quantity	Rate %
Experiment 38	7	18	15	40	16	42	0	0
Control 35	5	14	9	26	17	49	4	11

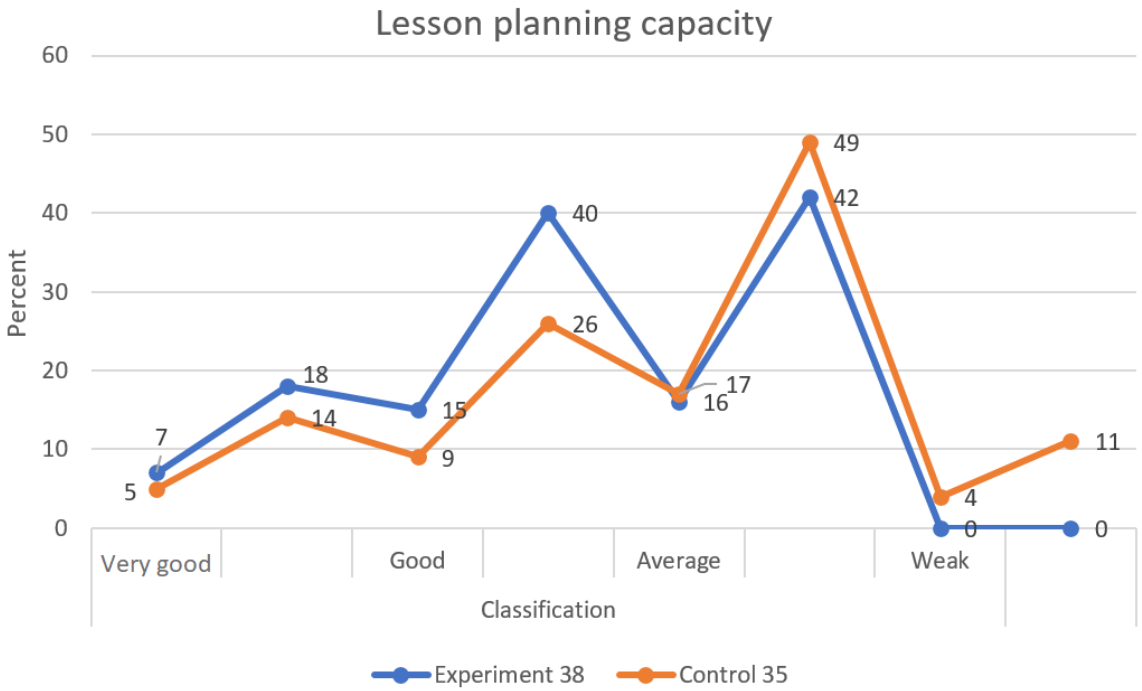

Figure 2. Chart depicting the results of ranking the capacity to plan collaborative teaching lessons of students at Dong Nai University.

Tables 2, 3, and Charts 1, 2 show the results of assessing the capacity to plan collaborative teaching lessons; the percentage of students scoring weak (under 5.5 points) did not appear in experimental classes but only appeared in control classes (Ho Chi Minh University of Education is 3, accounting for 6%) and Dong Nai University is 4, accounting for 11%). The proportion of students achieving good (from 7-8.4 points) and very good (from 8.5-10 points) levels has increased significantly. The number of students achieving excellent levels increased from 5 (control class) to 9 (experimental class; accounting for 17%). The number of students achieving good levels increased from 12 (control class) to 19 (experimental class). At Dong Nai University, the number of students achieving very good levels increased from 5 (control class) to 7 (experimental class); the number of students achieving good levels increased from 9 (control class) to 15 (experimental class).

The study selected a random sample of 10 students from the experimental class and the control class to conduct a text reading comprehension lesson in the high school literature program at Ho Chi Minh University. This was done to verify the feasibility of the proposed pedagogical effects and to evaluate the capacity to conduct cooperative teaching hours in teaching reading comprehension. Table 5 and Figure 3 display the results.

Table 5. Results of assessing the capacity to organize and implement teaching hours of HCM University of education students.

Class	Classification							
	Very Good (8,5 - 10)		Good (7,0 - 8,4)		Average (5,5 - 6,9)		Weak (< 5,5)	
	Quantity	Rate %	Quantity	Rate %	Quantity	Rate %	Quantity	Rate %
Experiment 10	1	10%	6	60%	3	30%	0	0%
Control 10	0	0%	3	30%	7	70%	0	0%

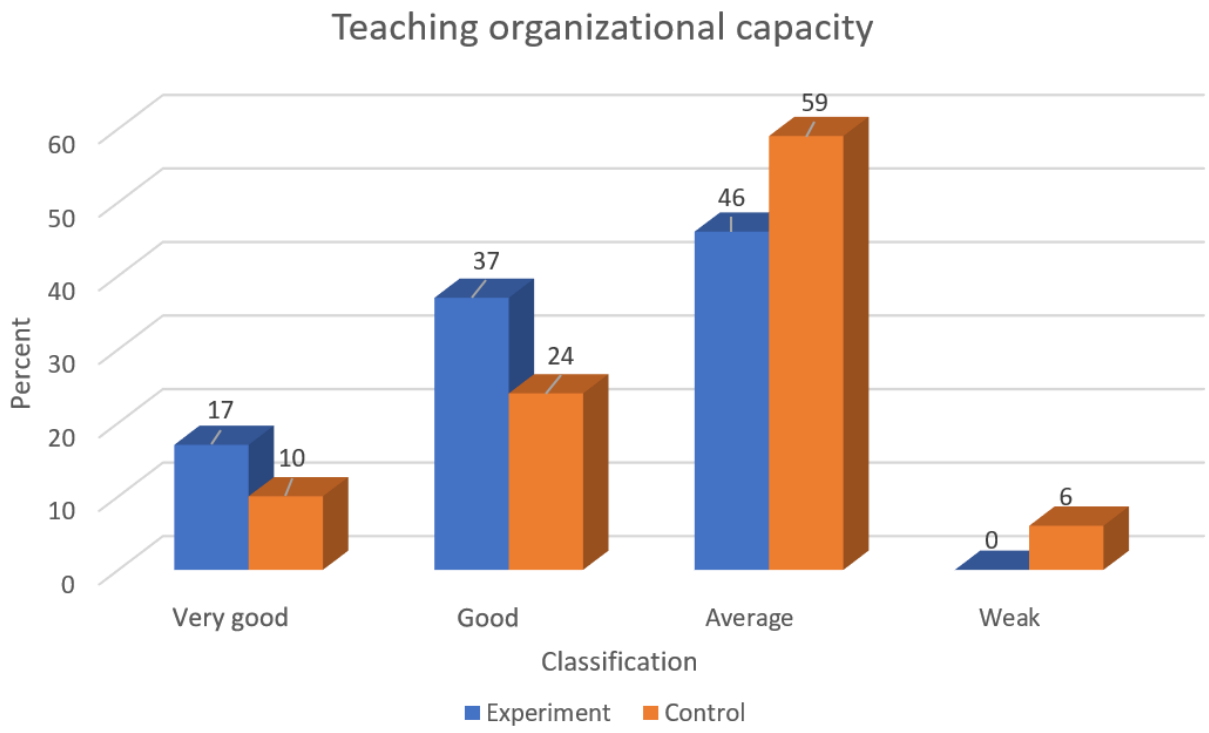

Figure 3. Chart depicting the results of ranking the capacity to Organize and carry out teaching hours of students at Ho Chi Minh university of education.

The results of the assessment of students' capacity to organize cooperative teaching hours for teaching reading comprehension shown in Table 5 and Figure 3 show that there have been positive changes between the control and experimental classes. The percentage of students reaching the weak level is nonexistent; the percentage of students achieving the average level decreased from 7 (control class) to 3 (experimental class). However, the proportion of

students achieving a high level increased from 3 (control class) to 6 (experimental class) and a high level from 0 (control class) to 1 (experimental class). This demonstrates that students are initially able to put the perspective and spirit of collaborative teaching into practice. The creative implementation of specific learning activities for learners reflects the emphasis on the applied and practical activities of students. Thus, the internal strength and capacity of students are quite suitable to deploy the impacts of pedagogical measures in the practice of training students in literature pedagogy as well as current teaching practices in high schools.

3. RESULTS AND DISCUSSION

3.1. Collaborative Teaching Capacity

People have been discussing interactive teaching and cooperative learning for a long time around the world, with the view that everyone works together and shares information to achieve the ultimate goal. Numerous educators, philosophers, and experts have referenced this progressive teaching ideology. In many countries around the world, cooperative teaching has become a very popular teaching perspective and trend.

Since the 1930s, social psychologist Kurt Lewin (Germany, USA) has created a new mark in the history of the development of cooperative educational thought. In studying the behavior of leaders and members of democratic groups, he emphasized the importance of "group behavior." Later, Morton Deutsch, a student of Lewin, developed the "theory of cooperation and competition" based on his fundamental theories. Next, Elliot Aronson (USA), with the first jigsaw (teaching technique) classroom model in 1978, made significant contributions to perfecting forms of interactive teaching. His research has proven that individual and collective achievement is always higher when people cooperate instead of competing.

Since 1981, many research projects on cooperative education have proven it more likely to be successful than other forms of education at most educational levels [26]. Cooperative education enhances learner autonomy by allowing students to organize content and build strategic plans, a concept the research team refers to as "student-led collaborative learning" [27] [28].

The concept of cooperative learning encompasses all learning activities that students carry out in groups to achieve shared objectives. Collaborative learning is small group teaching in which learners work together to expand their learning abilities. In cases of cooperation, each individual will seek beneficial results for himself and other members of the group. This concept is implemented based on three types of cooperative groups as follows: fixed groups, non-fixed groups, and basic cooperative groups. The benefit of dividing each type of group above is that it helps teachers classify and determine basic goals in terms of time, intention, means, skills, and attitudes before implementing the lessons. This type of learning group is designed to optimize the effectiveness of each group type [26, 29].

Moreno-Guerrero A-J and colleagues did a bibliometric analysis of 3,295 documents gathered from the Web of Science database to find out how the term "collaborative learning" has changed over time. They did this to find out how learning has happened and how ideas have grown. The study addressed four main objectives: (a) assessing the performance level of the materials gathered from cooperative learning; (b) determining the scientific development of so-called cooperative learning; (c) examining the most contingent aspects of cooperative learning; and (d) recognizing the most eminent writers who are proficient in the application of cooperative learning techniques. Thus, the validation of collaborative learning as an educational approach and its paradigm shift in science pave the way for several future research projects [30].

In this research work, "Democracy and Education," John Dewey, an American pragmatic educator, discussed the nature and foundation of this form of learning with some progressive perspectives. As one of the founders of "Pragmatism," he believed that human knowledge has no absolute objective foundation, so instead of evaluating knowledge by its correspondence with objective truth, we can only evaluate knowledge through its ability to apply to explain and predict reality in specific situations. He made the point that "education is the life of each person."

(Education is life itself.). He holds the belief that, in contrast to animals, humans primarily rely on experience in navigating their environment. Applied to education, John Dewey's theory implies that teachers cannot ignore past experiences, nor are they necessarily negative or positive for the educational process. The teacher cannot control the learner's past but can organize the appropriate learning context to create current experiences for the learner through the interaction between the learning context and the learner's past experiences. He demonstrated that children learn more when they communicate, and their learning becomes more engaging when they engage in specific activities, thereby forming experiences." Thanks to that, children will know how to work together to achieve common results [31].

Next, Vygotsky, with his theory of "reciprocal teaching," discussed the nature of cooperation in learning to improve students' ability to learn from text. Here, teachers and students collaborate on learning and building key skills such as summarizing, questioning, clarifying, and predicting. Besides reciprocal teaching, Vygotsky's theory also involves the concept of "scaffolding" (creating a stepping stone for suggestion and apprenticeship), in which instructors or more competent peers will assist in building and arranging tasks so that learners can function successfully. Additionally, his theory promoted collaborative learning by advocating for group members to possess varying levels of ability, enabling more advanced members to assist less advanced members with poor manipulation in the zone of proximal development. The teaching process is about promoting learners' positivity and self-reliance to help them develop. In other words, teaching is the premise of development, orienting and promoting the development process through cooperation between teachers and learners [32].

The author team, Jean-Marc Denomme & Madeleine Roy, in the research work "Towards an Interactive Pedagogy," focuses on leveraging their interrelationships through basic and dynamic pedagogical orientations, which are based on three fundamental principles: "Learner, Teacher, and Environment." With the concept that the learner is the main worker in the training process, interactive pedagogy explores the activities of the mind in the learning process to make the stages of the learning action more consistent and rhythmic. On the teacher's side, they are responsible for planning learning methods, leading group and class activities, engaging learners, assisting them in their learning process, and enhancing the effectiveness of the teaching process. The environmental aspect, with external and internal factors of learners and teachers, will become agents that have a more or less direct influence on pedagogical activities [33].

Based on the essential goal of nurturing sustainable citizens in the future, the author group... refers to promoting learners' creativity and cooperation while interacting with the environment, which will change the perception and understanding as well as the role of teachers and learners in the teaching process. As a result, the design of learning environments is an important and meaningful motivational aspect that promotes the emergence of groups. This coordination dynamic sees cooperation and competition as two sides of the same coin that work together to make creative teams and improve their functional diversity. This is true both within and between systems and their environments. However, flexible manipulation of environmental and individual constraints embedded at different levels and time scales, as well as knowledge of their critical points (tipping points), are the key aspects for designing appropriate learning environments to develop integrated creativity [34].

A variety of forms and teaching methods affirm collaborative teaching as an active teaching method: learners can engage in collaborative learning experiences tailored to each case in a classroom [35, 36]. Conduct discussions at three different levels to improve attention, confidence, and mutual learning engagement [37], or participate in collaborative research learning projects [38, 39] organize games and learning galas [40-42].

Especially in the current period, technological means and teaching devices are used to increase collaborative learning results [43-46]. E-learning, based on the flipped classroom model, is one of the forms of collaborative learning that produces results and improves the quality of teaching [47-49].

The summary content above shows that collaborative teaching, with its benefits and positivity, is still a progressive teaching perspective; future research and development will continue to support learners' positivity and creativity.

3.2. Behavioral Index of Collaborative Teaching Capacity

Collaborative teaching capacity refers to a teacher's ability to effectively carry out the teaching process by organizing activities of coordination, exchange, sharing, collaboration, and mutual resonance between teachers and students, based on the synchronous mobilization of knowledge, experience, skills, and subject qualities. Consequently, it links, motivates, and enhances the creative potential of groups and individuals to overcome obstacles, thereby developing pertinent skills and achieving training goals. Thus, the most important aspect of collaborative teaching ability in teaching cannot be overlooked two basic factors: the efficacy and influence that literature provides. Talking about efficacy and impact means discussing the methods and metrics that instructors have used and implemented throughout the educational process. The method under discussion encompasses not only the knowledge, methods, and techniques teachers have employed, but also the mobilization of all living capital, experience, bravery, responsibility, and love for the teacher's profession. This is what generates the effectiveness and impact that literature aims to instill in learners. For literature pedagogy students, collaborative teaching capacity focuses on four basic component skills: 1) Lesson planning skills; 2) skills in organizing and implementing the teaching process; 3) skills in assessing students' learning outcomes and learning skills; 4) scientific research skills on cooperative teaching in teaching. Each element of collaborative teaching capacity includes behavioral indicators that demonstrate basic skills for carrying out activities that take place in the process of teaching reading comprehension in high schools. Table 6 specifically describes behavioral indicators.

Table 6. Table describing behavioral indicators of collaborative teaching capacity.

Element	Behavioral index
I. Planning lessons for teaching reading comprehension in the direction of cooperative teaching.	I.1. Correctly and completely determine the objectives of the lesson and appropriate materials and means to implement them based on clearly defining the content, form, and method of cooperation. I.2. Design a new lesson warm-up activity (Introduce the lesson in an appropriate, lively, and impressive way of cooperation). I.3. Design and build stimulating situations and promote cooperation based on lessons learned through specific activities
II. Organize and implement reading comprehension teaching activities in the direction of cooperative teaching.	II.1. Know how to introduce new articles impressively and attractively, based on exploitation and stimulating cooperation. II.2. Deploy and organize learning activities according to the correct process and purpose. II.3. Expanding the scope of students' reception of texts (Through interdisciplinary exploitation, discussion, and simulation). II.4. Handle and control situations that arise during class well (Orient information, adjust students' feelings). II.5. Create a suitable environment for students to practice and develop collaboration skills from the scope of lessons (Criticism, feedback, information sharing.).
III. Evaluate students' learning outcomes and cooperation skills in teaching reading comprehension according to cooperative teaching.	III.1. Know how to use some common assessment tools to evaluate students' learning outcomes and collaboration skills III.2. Know how to use feedback to check and evaluate the effectiveness of methods used to develop students' collaborative capacity. III.3. Process and classify assessment results to determine the level of student acceptance of the lesson through cooperative learning.
IV. Scientific research on cooperative teaching in teaching reading comprehension	IV.1. Know how to exploit the basic and central issues of cooperative teaching in teaching reading comprehension to select and identify appropriate research issues based on theory and practice. IV.2. Ensure requirements for scientific research skills in the following aspects: research content, research scope, research sources, outline development, and implementation of research tasks. IV.3. Know how to evaluate your scientific research abilities.

3.3. Measures to Develop Collaborative Teaching Capacity During Reading Comprehension Lessons for Literature Pedagogy Students

3.3.1. Building a Process for Developing Collaborative Teaching Capacity During Reading Comprehension Lessons for Literature Pedagogical Students

To successfully develop interactive teaching capacity in teaching reading comprehension for literature pedagogical students, it is necessary to focus on the process-building stage. These are the steps and detailed instructions necessary to accomplish a specific objective. The process must be built in a specific order, adhering to specific requirements and purposes. The research focuses on the process of developing pedagogical teaching capacity for literature-pedagogical students through the following steps.

Step 1: Assist students in acquiring the necessary cooperative teaching component skills through practice. This is the first and most important step to provide a basic and necessary understanding of the content of the component skills of interactive teaching that need to be trained for students. From there, students will be in a favorable position to establish appropriate learning methods. Students studying literature pedagogy need to acquire the following system of interactive teaching component skills:

- This group of skills is essential for designing teaching plans in the direction of interactive teaching: Skills in choosing collaborative content and skills in designing critical situations in the direction of interactive teaching.
- A group of skills is needed to carry out teaching activities in the direction of interactive teaching: Skills to implement interactive teaching techniques; skills to group and cooperate.
- The skill group is responsible for evaluating the results of students' cooperative learning and self-assessing the outcomes of their cooperative skill training: Skills for evaluating students' cooperative learning results, skills for self-feedback on training results Training students' cooperation skills.
- Scientific research skills in interactive teaching: problem identification skills, research content determination skills, and skills to carry out research tasks.

Step 2: Guide students to practice skills in different learning methods and situations. This is a concrete step that builds upon the content of step 1. Skills training becomes truly effective if and only when students perform activities and learning activities associated with many learning methods and situations in different ways to mobilize and maximize students' creative abilities and potential. Training students in different learning methods and situations is the "leverage" foundation for implementing those requirements.

Step 3: Evaluate and guide students to self-evaluate their skill-training activities. The evaluation of learning and training outcomes in the teaching process and self-assessment of the learner's skill training activities in particular significantly influence the training process. Therefore, encouraging and guiding students to self-evaluate their skill training activities is crucial. Self-assessment helps students know whether they have achieved their training goals or, if so, to what extent. From there, students can build and adjust their learning and training roadmap accordingly to achieve their set goals. However, the assessment and self-assessment process needs to ensure objectivity, accuracy, and fairness.

Therefore, evaluating and guiding students to self-evaluate their skill training activities is important in the training process and has an impact on all steps from determining goals, content, methods, forms, and teaching methods. Therefore, the following goals will be achieved by focusing on evaluating and guiding students to self-evaluate their skill training activities: 1) demonstrate the innovation is consistent with the current assessment trend towards learner capacity; 2) assess results to compare the level of achievement of the subject's objectives, thereby reviewing and adjusting the content and teaching methods to complete the set objectives; 3) lay the foundation for students to accumulate and form the basic and necessary understanding of testing and assessment in their future professional practice in high school.

3.3.2. Building A System of Exercises to Develop Collaborative Teaching Capacity During Reading Comprehension Lessons for Literature Pedagogical Students

An exercise is a defined information system that includes conditions and requirements given during the teaching process, requiring learners to answer, which students must answer. However, the solver does not have access to these answers, either in full or in part, at the time of exercise definition [50]. Thus, the exercise system is a collection of many different exercises arranged into purposeful groups in a certain order to train and develop specific abilities for learners according to requirements and goals. Exercises aimed at enhancing the collaborative teaching capacity for literature pedagogical students should be linked to real-world situations. These exercise involve cooperative teaching issues that students need to pay attention to, learn about, and solve, all of which hold a significant educational value.

The following principles form the basis of exercises designed to enhance students' collaborative teaching capacity:

1) Teaching capacity is a combination of specific skills required by the profession and specific subject characteristics. Therefore, we must focus on training and developing specific skills. Once students master these skills, they will be in a position to form and develop specialized competencies as needed. Because the capacity for teaching and learning is the highest reflection of the process of understanding, mastering, and absorbing the component skills that have been creatively applied by learners along with their internal strengths, qualities, and potential.

2) The system of exercises to practice interactive teaching skills is built based on the course objectives, determining the knowledge and skills that need to be trained, formed, and developed for students. In addition, it serves as a bridge to close the gap between theory and practice.

3) A combination of skill groups forms the basis of the exercise system for practicing cooperative teaching skills in the classroom. Each skill groups through different types of exercises, will correspond to the task of training a specific skill. The goal of integrating all the skill groups for training is to foster a collaborative teaching environment for students studying literature.

4) The system of exercises to practice cooperative teaching skills in teaching aims at the need to actively engage students' activities, ensuring diversity in types to create attractiveness; reflects professional practice in high schools.

Based on the stated principles, the study proposes a system of exercises to develop collaborative teaching capacity for literature pedagogical students, specifically:

(1) Group of exercises to train skills in designing teaching plans towards collaborative teaching capacity: This group includes various types of exercises to train skills in designing the content of collaborative activities and exercises to practice critical situation design skills.

Example 1. Exercises are designed to identify and recognize collaborative content selection in teaching reading comprehension of literary texts. The purpose of this type of exercise is to help students identify and define content and knowledge in order to design collaborative learning activities under the intentional direction of the instructor. These exercise can also take the form of multiple-choice exercises.

Based on mobilizing knowledge and experience in collaborative teaching, please choose the correct answer in the following cases:

Question 1: When designing collaborative activities to teach reading comprehension of literary texts, what is the most important issue to consider?

a. Genre of literary text.

b. Students' cognitive level.

c. Ability to exploit selected content.

Question 2: When choosing content to design collaborative activities in teaching reading comprehension in literary texts, teachers should consider the following factors:

a. Students' ability to perform collaboratively on selected content.

b. Anticipate situations that arise in teaching.

c. Pedagogical requirements in high schools.

d. All three criteria above.

Question 3: Select the content of the collaborative activity design to enhance the key skills for students:

a. Collaborate in learning.

b. Information processing.

c. Critical skills.

Question 4: What is the role of choosing content for designing collaborative activities?

a. Serves as a foundation for developing other collaborative skills.

b. Decide on the effectiveness of cooperative teaching.

c. Increase the persuasion of implementing cooperative teaching.

Question 5: In cooperative teaching, the teacher's role involve choosing content to design cooperative activities.

a. The person who creates the environment and conditions for cooperation.

b. The person who decides the results of cooperative activities.

c. Activity-oriented people control collaboration.

Alternatively, create a task that involves selecting the layout of cooperative activities based on feedback and evaluations. This exercise is intended to help students understand the requirements of determining and choosing the content of designing collaborative activities in specific situations.

In preparation for designing the lesson "People at Chau River Wharf" by Suong Nguyet Minh, which is the part of the cooperative teaching approach in the Literature Textbook Grade 10, volume 2, Canh Dieu series, Student A selected the following contents to design the activity cooperation:

a. The image of the character Aunt May

b. The meaning of the appearance of the images "river," "boat," and "bridge" in the story.

c. The writing style describes the psychological developments of the character Aunt May through typical situations and events in the story.

d. Image of pedestrians on the sand and personal feelings.

e. List the values that your group finds most interesting from the story text.

Do you agree with that choice? Why?

Example 2. Exercise to practice choosing content to design collaborative activities. The purpose of this exercise is to complete and summarize the process of determining and selecting the content of designing collaborative activities. Students then learn how to choose content and design collaborative activities in specific situations creatively and flexibly.

Exercise 1: Based on your understanding of choosing content to design collaborative activities in teaching reading comprehension of literary texts, you identify and select appropriate content to design tasks composed in the song "Co Thanh Drum" by La Quan Trung in Literature Textbook 10, volume 2, Canh Dieu series.

Example 3. Exercises are designed to practice critical situation design skills. In teaching, critical activities and skills play a crucial role in developing sensory capacity and fostering creative reading in teaching. Unlike other skills, the aspect that criticism needs most of all is the individual learner's internal strength and qualities. Therefore, forming and developing critical skills for students is about creating a positive environment for them to practice and learn. Because personal factors play a decisive role, the environment must stimulate and guide students' psychology along the path from being reluctant to talk to wanting to talk, being willing to talk, and finally liking to talk. To do so, it is necessary to design and build specific "scenarios" for students to practice. Teachers select content and

situations that have the power to stimulate an "information explosion" a catalyst that can determine the quality and quantity of all reasons, problems, and critical situations. Because of the subject's characteristics in both the receptive and perceptive areas, it is very difficult to identify and "name" specific problems and reasons to plan learning. Therefore, to be able to handle this content well, teachers build and design critical situations so that students have an environment to practice and practice. However, it is necessary to distinguish between two types of situations: natural situations, which arise directly and suddenly during the process of debating and expressing opinions and political opinions of individuals, groups, and groups on issues from learning content) and intended situations, which are created by teachers themselves based on problems that may arise with their experience and qualifications, specifically to expand perspectives or limit boundaries when guiding students to discuss and debate.

Example 4. Exercise: Select and identify critical situations based on comments and evaluation.

In the following cases, identify what the critical situation is:

a. Through the character Tam's behavior towards Cam's mother and daughter at the end of the story, there are currently two opposing opinions: condemnation for making Tam's image "uglier" for being too cruel and consensus for saying, Is that appropriate? Which point of view do you hold? Why?

b. Before the death of the character Chi Pheo in the work "Chi Pheo" by Nam Cao, there is an opinion that the writer chose a negative solution and was too tragic for the character. Do you agree with that point of view? Why?

c. In your opinion, is there a contradiction when, with the feeling of a "dead end," the poet considers it a song in the verse "Listen to me singing the last line," and please explain why he made that choice?

d. Through Mrs. Tu's utmost sacrifice, especially the hardship of "raising her husband" in the poem "Loving Wife" by Tran Te Xuong, there is an opinion that "the thought and concept of sacrifice for the husband, children like that are no longer appropriate and outdated because modern women still have to live for themselves and they don't necessarily have to sacrifice that much." Do you agree with the above viewpoint? Why?

(2). *The group of exercises is designed to practice skills in implementing teaching plans in the direction of cooperative teaching.*

The component skills that divide this group of exercises are the ability to use collaborative techniques and the ability to divide cooperative teaching groups according to function. If the learning task does not align with the group's functions and roles, we cannot carry out the discussion activity in its true spirit and nature. This is the premise of creating a favorable environment to help learners, as individuals, express their views, opinions, and creative potential in learning situations; specially equipped with professional equipment for literature students.

Example 5: Exercise to practice skills in dividing cooperative teaching groups by function. The purpose of this exercise system is to improve the efficacy of group discussion activities.

To implement the teaching activity of the lesson "People at Chau River Wharf" (Suong Nguyet Minh) in Literature Textbook Grade 10, volume 2, Canh Dieu series with 28 students in the classroom, the teacher has designed the group division as follows.

+ Activity 1: Guide students to analyze short stories

- The teacher divides the class into 4 groups; each group is responsible for answering 1 question out of the following:

(?) How do the scenes in the story come to life? What role does it play in preparing to reveal the character's mood?

(?) Point out the relationship between the images of the boat, the river, and the bridge in expressing the thoughts and themes of the story.

(?) What viewpoint does the short story adopt? Please explain why the writer chose to write like that.

+ Activity 2: Guide students to share their feelings about the short story.

Based on the previously mentioned 04 groups, each group continues to answer 01 question out of the following:

(?) The Chau River wharf scene in the story embodies symbolic values. According to your group, what are those values?

(?) In the short story, the character Aunt May is placed in difficult situations, thereby clearly revealing the character's qualities and personality. How does your group understand that?

(?) In the short story, do you think Aunt May's decision to deliver Ms. Thanh's baby, saving the lives of both mother and child, was completely appropriate? Why?

+ Activity 3: Evaluate the effectiveness of the lesson's impact on students' cognition and emotions.

- The teacher divides the class into 4 groups and asks each group to choose a question for their group to do:

(?) What short story touched your group the most? Why?

(?) Does your group like or dislike this short story? Why?

(?) Choose the detail that your group likes the most in the story and explain why?

(?) Choose the character your group likes the most in the story and explain why?

3.3.2.1. Request

- *Please point out the types of functional groups that teachers have deployed in the above activities.*
- *Analyze the advantages and limitations (if any) of each functional group through activities.*
- *In your opinion, can the above functional groups be arranged alternately in each activity to implement learning tasks? Why?*

(3) The group of exercises aims to develop skills in evaluating the outcomes of students' collaboration in teaching reading comprehension of literary texts.

This is a group of exercises that equips students with necessary skills to evaluate the results of student cooperation as well as skills to develop criteria and forms of evaluation to organize learners to self-assess the results of cooperation in their learning. This group of exercises includes exercises to identify and recognize the requirements for evaluating the results of students' cooperation during reading comprehension lessons; exercises to identify and select form and content for teachers to evaluate the results of students' cooperation in teaching reading comprehension of literary texts; exercises to practice students' self-assessment of their training results; self-reflection exercises on the ability to carry out cooperative teaching;

Example 6. A self-reflection exercise focuses on the ability to carry out cooperative teaching during reading comprehension of literary texts.

Table 7 presents self-reflection on the ability to carry out cooperative teaching during reading comprehension of literary texts.

Table 7. Self-reflection exercise.

Self-responsive content	Difficulties, concerns, obstacles	Suggestions
Designing activities for teaching literary works according to the orientation of cooperative teaching	Define the learning objectives of the instructional content. ……	Clearly define the learning objectives and appropriate instructional content. …..
Implement teaching activities	The teaching activities implemented are not reasonable. …….	Implement teaching activities in a flexible and adaptable manner. …….
Use cooperative teaching techniques	The collaborative teaching techniques are not suitable. …….	Flexibly apply collaborative teaching techniques. ……
Handle situations that arise during class	The identification and handling of situations arising during the lesson have not been effective. …….	Identify and effectively address arising situations in the classroom in a flexible manner …….
Other problems	Implementation time; evaluation methods; positive learning environment; …….	Utilize time flexibly; propose specific evaluation criteria; and create a positive learning environment for learners. …….

(4). *Group of exercises to practice skills in conducting scientific research activities on cooperative teaching in teaching reading comprehension of literary texts.* The group of exercises aims to equip students with the skills to identify, select,

and explore research problems based on subject characteristics and collaborative teaching, thereby enhancing their creative thinking abilities, research capacity, and overall scientific work style. Through this activity, students will gain an important foundation for learning and research, and it will also be one of the positive and effective solutions to improve training quality and career development in the future. Includes exercises on bibliographic research on cooperative teaching; tasks to practice skills in identifying problems and research ideas; exercises to practice skills in implementing research tasks; research problem-writing exercises.

Example 7. Students continue the exercise of implementing research tasks after they have identified the problem and research content. Teachers can use the following tasks:

Table 8 presents exercises to implement scientific research activities on cooperative learning in teaching reading comprehension of literary texts.

Table 8. The exercise of implementing research tasks.

Research problem	Determine implementation content	Determine the scope and content of documents used	Estimated completion timethành
Problem A Problem B	- Content A1 -Content A2 - Content A3 … - Content B1 - Content B2 - Content B3 …..	- Scope of document exploitation (books, newspapers, magazines, textbooks...) - Document exploitation content: + Content 1 + Content 2 + Content 3 +…	-Phase 1: Complete part... -Phase 2: Complete part... -Phase 3: Complete part...

3.3.3. Flexible Application of Online and Face-To-Face Teaching Methods

With this teaching method, teachers can exploit the strengths of information technology on a digital platform. In addition, this method also helps to promote students' positivity and self-study ability. Students have more time to self-study and research new materials related to the objectives and knowledge required for the lesson on learning management systems such as LMS, VLE, etc. Thanks to the online learning module before coming to class, students can actively read, research learning materials, and perform tasks and self-study requirements to acquire new knowledge, gradually forming professional skills and techniques. Due to preparation and advanced study at home, students will have more opportunities and time to apply, analyze, and create. They will also develop high-level thinking skills through direct interaction activities with teachers and friends to complete the lesson objectives. Accordingly, teachers will play the role of a supervisor, guide, and assist students when needed.

Implementation of this hybrid teaching method includes the following steps:

Step 1: Analyze the teaching context and choose a suitable combination model. In this step, the lecturer must determine the teaching objects. Lesson objectives? Specific learning conditions?

Step 2: Digitize learning content and materials. Learning and research materials for online learning outside the classroom are very flexible, including different reading and viewing materials; individually or in combination with lecturers' lecture videos, articles, software programs, links to support searching for other related learning materials, posted by lecturers on the student learning management system (Vietnam Open Learning Materials Library (https://voer.edu.vn/); digital learning materials warehouse (Digital Vietnamese Knowledge) (https://igiaoduc.vn/); e-Learning lecture warehouse - Ministry of Education and Training: https://elearning.moet.edu.vn/). However, the selection of learning and teaching support tools is flexible and appropriate to the lesson content, goals, and specific learning conditions.

Step 3: Develop and implement a hybrid learning plan. This is a critical step in guiding learners' learning processes. The learning plan is built on the basis of online and face-to-face teaching. Lecturers will design learning

tasks and learning requirements appropriate for students based on lesson objectives, percentage of online and face-to-face module use, ideas, etc. In the beginning, teachers and students may take time to get used to the type of lessons designed on the Web or on online learning software, along with technical operations. However, in the later stage, when they have mastered the technical operations, students do not waste much time, and they feel more interested and excited with this form of learning. Teachers and students have the opportunity to concentrate more on solving and performing creative learning tasks at a higher level than in traditional classroom settings. Collaborative teaching brings out all its strengths and advantages.

Step 4: Monitor and evaluate the learning process of students. With the aim of collecting feedback from learners about difficulties, advantages, and limitations when participating in the lesson, the lecturer proposes and improves the lesson to promote positive aspects, advantages, and overcome limitations, ensuring that online learning and face-to-face learning are more appropriate and effective. This evaluation result is considered a criterion for evaluating the student's process in the face-to-face classroom. This is a necessary and meaningful task in the teaching and learning process.

Our study has identified specific strategies to enhance the collaborative teaching capacity of students in literature pedagogy. Compared with many previous studies on collaborative teaching, our study has certain similarities. For example, the study of the group of authors Mora, et al. [4] when exploring the collaborative working model deployed through the Web learning platform to achieve better learning outcomes, create collective intelligence, and further motivation; help learners face the challenges of today's world; or apply modern technology to the collaborative learning process in the blended classroom in the study of Larusson and Alterman [51]; Judd, et al. [2]; Le, et al. [52], Al-Samarraie and Saeed [18], and Andrews-Todd and Kerr [17], etc.

Our study is still limited by the following issues: a) It depends on the professional capacity and technological skills of the lecturer as well as the teamwork awareness of the members; b) It is difficult to ensure the consistency of assessment criteria; c) strict adherence to the process may limit creativity and make it difficult to adapt to changes and new conditions in the teaching environment and meet the diverse needs of learners.

4. CONCLUSION

It is one of the core goals of Vietnamese higher education to develop collaborative teaching capacity for students of literature pedagogy. By typical and qualitative research methods through questionnaires, observation sheets, and exercise systems, this study found that the co-teaching capacity for students of literature pedagogy in Vietnam has been developed; the structure of capacity and process are designed to improve the quality. Specifically, structure of co-teaching capacity, as per the study includes 4 component skills associated with specific behavioral indicators that need to be trained for students of literature pedagogy: 1) Lesson planning skills; 2) Skills to organize and implement the teaching and learning process; 3) Skills to evaluate learning outcomes and cooperation skills of learners; 4) Scientific research skills on cooperative teaching in teaching. To develop co-teaching capacity in reading comprehension lessons for students of literature pedagogy, it is necessary to focus on developing all four of these component skills. The study also proposes: (1) a process to develop collaborative teaching capacity in reading comprehension lessons for students of literature pedagogy through 3 steps; (2) develop a system of exercises to practice the component skills of co-teaching capacity; and (3) flexibly apply the combined online and face-to-face teaching method. Therefore, this process should be implemented to instruct students from various universities that train literature teachers in the southern region of Vietnam. The results show that, through the implementation process, the cooperative teaching capacity of students in reading comprehension lessons of literary texts has increased to a certain extent, increasing interest and love for the subject and, at the same time, improving the quality of teaching literature. Future research can be explored in more depth at many different educational institutions or by implementing large-scale research.

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