



Original Article

Assessing the Current Situation of Teaching English in Hanoi High Schools Towards Developing Communication and Cooperation Skills: Perspectives from School Managers, Teachers and Pupils

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Received 12th September 2024

Revised 19th February 2025; Accepted 03rd March 2025

Abstract: This study aims to assess the current situation of English teaching towards developing communication and cooperation skills at high schools in Hanoi. The research combines quantitative and qualitative methods, including surveys and interviews with school managers, teachers, and pupils. The results indicate many significant limitations in the teaching and learning process, including i) Lack of diversity in learning methods and strategies; ii) Failure to create a positive attitude towards learning English; iii) Ineffective integration of communication and cooperation content into the curriculum; iv) Extracurricular activities such as English clubs are not organized regularly; v) Limitations in applying modern teaching methods; vi) Lack of diversity in assessment methods; and vii) Limited financial resources and teaching materials. The study suggests that there needs to be comprehensive innovation in teaching methods, program content, and assessment methods, as well as resource investment to improve the quality of English teaching and learning, meeting the requirements of the 2018 general education program and the practical needs of society.

Keywords: English teaching, communication skill, cooperation skill, high school, Hanoi, educational innovation.

1. Introduction

English proficiency has become increasingly significant globally, particularly in education. English has become a vital component of the national curriculum in Vietnam, especially in high schools. To align

with global educational trends emphasizing competency-based learning, the 2018 General Education Program introduced notable pedagogical reforms to equip students with essential communication and cooperation skills [1]. In Hanoi, the capital and the center for educational development, English teaching has shifted focus towards developing crucial soft skills and language proficiency that prepare students to thrive in a globalized world. Moving

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<https://doi.org/10.25073/2588-1159/vnuer.5203>

away from traditional rote learning, English instruction now embraces more interactive and participatory approaches that integrate communication and collaboration skills, which are vital in modern education. This paper explores the objectives, content, teaching methods, forms of assessment, and facilities for English teaching in high schools in Hanoi, emphasizing fostering communication and cooperation skills under the 2018 General Education Program framework.

2. Literature Reviews

Research strongly supports the transition toward collaborative learning as an effective method to enhance language acquisition, particularly in the context of teaching English. The 2018 General Education Program identifies communication and collaboration as core competencies for students [1]. Many studies emphasize that communication involves exchanging information, ideas, and emotions, while collaboration entails working collectively toward shared goals [2-4]. These skills are critical for learners, enabling them to navigate a rapidly changing society marked by global connectivity and increased access to information [5].

The increasing demand for English language proficiency in our globalized environment highlights the need for effective language acquisition and communication skills [6]. Numerous authors have identified essential learning skills for the 21st century, including critical thinking, problem-solving, communication, collaboration, creativity, and innovation [5, 7-10]. These soft skills are integral not only for academic success but also for expanding students' global social networks and achieving success in extracurricular activities [2].

Collaboration and communication are central to survival and competitiveness in a global context, as described by [11], who situate these skills within the framework of the 4C model necessary for the 21st century.

Effective collaboration enhances efficiency, while solid communication reduces participant misunderstandings [11]. The partnership between instructors and students and a clear understanding of their respective roles in blended learning environments is crucial for fostering a productive learning atmosphere [12].

Through communication and collaboration, practical social-emotional expressions significantly enhance students' sense of ownership over their learning outcomes. They reflect various levels of group dynamics, including sharing, cooperation, and collaboration [13]. Moreover, successful collaboration in learning requires not only the exchange of ideas but also increased cognitive resources and interpersonal interactions, which stimulate discussions and cultivate a shared professional culture within educational institutions [13].

Group work is essential for building the collaborative communication skills necessary to coordinate efforts to complete tasks. In contrast, task-based work involves specific elements, such as using tools and understanding processes [14]. Graesser et al., [15] note that 21st-century skills encompass self-regulated learning, team problem-solving, and communication.

In conclusion, collaboration is a fundamental principle for developing individualized education plans and effectively implementing those plans in practice [16]. Communication and collaboration skills form the backbone of successful English language teaching and learning in the modern educational landscape.

3. Research Methodology

This study consisted of three data collection phases, combining quantitative and qualitative methods. The first phase was conducted by exploratory interviews with several key informants, aiming to provide information to support the understanding of English teaching in high schools in Hanoi towards developing communication and cooperation skills to

implement the 2018 general education program. This also provided the necessary information for the survey in the next phase. Therefore, a purposive sampling method was used to collect quantitative data. The core sampling frame comprised school managers and teachers participating in the regular teacher training program in implementing the 2018-2024 general education program. At the same time, snowball sampling, based on these initial contacts, generated additional subjects (school managers, teachers) with respondents suggesting names of pupils from their schools who could be asked to participate in this study. One hundred ninety-eight school managers, English teachers, and pupils were recruited and supported through a questionnaire survey conducted by the researchers. This study was conducted to ensure diversity in numbers. The sample selection criteria were based on factors such as the geographical diversity of districts in Hanoi, teaching experience, and diversity in teaching methods. The survey subjects were 53 managers, teachers (principals and vice-principals: 18, officers from Hanoi Department of Education: 03, teachers in English: 32), and 145 pupils from 09 high schools in Hanoi city (Table 1). The 09 surveyed schools include High School of Educational Sciences, University of Education, Vietnam National University, Hanoi, Nam Tu Liem district; Chu Van An High School, Tay Ho district; Phu Xuyen B High School, Phu Xuyen district; Ngoc Tao High School, Phuc Tho district; Thach That High School, Thach That district; Quang Oai High School, Ba Vi district; Nguyen Gia Thieu High School, Long Bien district and Yen Lang High School, Me Linh district. This method was used to collect data related to the implementation of objectives, content, methods, teaching forms, assessments and facilities, and technical conditions serving English teaching for high school pupils in the direction of developing communication and cooperation skills. The collected data were processed on MS Excel and SPSS to evaluate

mathematical statistical parameters and create tables. For calculating the mean score (very good, good, acceptable, poor, very poor) on the 5 Likert scale, scores were given for opinions selected at the response levels, from 1 to 5 points (in increasing order for selected opinions). Then, 05 managers, teachers, and pupils who participated in the survey using the questionnaire were asked to participate in subsequent interviews. This allowed for a deeper exploration of critical questions such as: i) What are the current limitations of testing and assessing English? ii) Are communication and cooperation contents integrated into English lessons? iii) Have teachers used teaching methods to support pupils in developing communication and cooperation skills in schools? iv) What are the difficulties in teaching English to develop communication and cooperation skills for teachers? v) Do you participate in English clubs at school? These in-depth, qualitative interviews allowed respondents to clarify and discuss some underlying factors that may not have been identified in the quantitative model.

3. Results and Discussions

This study was conducted with the participation of 198 people. In terms of gender, there was a relatively even distribution, with 46.5% male and 55.6% female. Regarding occupation, most participants were pupils, accounting for 73.2%, followed by teachers (16.2%), while management positions such as principals and vice principals each accounted for 4.5%.

The study was conducted in many districts of Hanoi, with a fairly even distribution among the areas. Ngoc Tao had the highest rate of participants (12.6%), while Nam Tu Liem and Thach That had the lowest rate (9.6%). The diversity of locations and participants helped the study comprehensively view the current English teaching and learning situation in high schools in Hanoi.

Table 1. Demographic information of respondents

Variables (n=198)		No	Percentage (%)
Gender			
	Male	92	46.5
	Female	110	55.6
Job			
	Principal	9	4.5
	Vice-principal	9	4.5
	Teacher	32	16.2
	Officer	3	1.5
	Pupil	145	73.2
District			
	Nam Tu Liem	19	9.6
	Tay Ho	23	11.6
	Phu Xuyen	24	12.1
	Ngoc Tao	25	12.6
	Phuc Tho	21	10.6
	Thach That	19	9.6
	Ba Vi	21	10.6
	Long Bien	20	10.1
	Me Linh	23	11.6
	Others	3	1.5

Survey results of the current situation of teaching English in Hanoi high schools towards developing communication and cooperation skills:

Table 2: Implementing the goal of teaching English to high school pupils in Hanoi City towards developing communication and cooperation skills

No	Items	School managers, teachers and pupils' opinions												Rank
		Very good		Good		Acceptable		Poor		Very poor		Mean score	Standard deviation	
		SL	%	SL	%	SL	%	SL	%	SL	%			
1	Have basic knowledge of English, including phonetics, vocabulary, grammar	60	30	55	28	41	21	37	19	5	3	3.65	0.11	3
2	Having communication and cooperation skills through English teaching activities	56	28	61	31	44	22	36	18	1	1	3.68	0.12	2
3	Use English as a communication tool	58	29	60	30	46	23	33	17	1	1	3.71	0.12	1

4	Forming and applying different learning methods and strategies to develop communication skills in English	54	27	52	26	45	23	44	22	3	2	3.56	0.11	5
5	Having a positive attitude towards the subject and learning English	59	30	59	30	34	17	40	20	6	3	3.63	0.11	4
	Average											3.65	0.11	

Table 3. Implementing English teaching content for high school pupils in Hanoi City towards developing communication and cooperation skills

No	Items	School managers, teachers and pupils' opinions												Mean score	Standard deviation	Rank
		Very good		Good		Acceptable		Poor		Very poor						
		SL	%	SL	%	SL	%	SL	%	SL	%					
1	System of topics (general), themes (specific)	62	31	53	27	47	24	33	17	3	2	3.70	0.12	1		
2	Collaborative competencies related to topics and themes	56	28	58	29	48	24	34	17	2	1	3.67	0.12	3		
3	List of language knowledge (phonetics, vocabulary, grammar)	61	31	50	25	52	26	33	17	2	1	3.68	0.12	2		
4	Communication skills related to topics and themes	59	30	55	28	44	22	38	19	2	1	3.66	0.11	4		
5	Communication and cooperation content is taught and integrated in the system of topics and themes	58	29	53	27	52	26	31	16	4	2	3.66	0.11	4		
	Average											3.67	0.12			

Table 4. Implementing the form of teaching English in high schools to develop communication and cooperation skills

No	Items	School managers, teachers and pupils' opinions										Mean score	Standard deviation	Rank
		Very good		Good		Acceptable		Poor		Very poor				
		SL	%	SL	%	SL	%	SL	%	SL	%			
1	Organizing social activities	59	30	59	30	54	27	26	13	0	0	3.76	0.13	2
2	Learning conferences	59	30	60	30	45	23	30	15	4	2	3.71	0.12	4
3	Teaching in normal classes	63	32	58	29	47	24	30	15	0	0	3.78	0.13	1
4	Online teaching	60	30	51	26	44	22	36	18	7	4	3.61	0.10	8
5	Teaching in real-world environments	63	32	54	27	46	23	32	16	3	2	3.72	0.12	3
6	English clubs	62	31	47	24	45	23	39	20	5	3	3.62	0.11	9
7	Self study	65	33	47	24	47	24	37	19	2	1	3.69	0.12	5
8	Teaching in subject classrooms	61	31	55	28	43	22	36	18	3	2	3.68	0.11	6
9	Teaching in whole classes	67	34	49	25	44	22	36	18	2	1	3.72	0.12	3
10	Teaching in groups	55	28	59	30	44	22	36	18	4	2	3.63	0.11	7
Average												3.69	0.12	

Table 5. Implementing English teaching methods in high schools toward developing communication and cooperation skills

No	Items	School managers, teachers and pupils' opinions										Mean score	Standard deviation	Rank
		Very good		Good		Acceptable		Poor		Very poor				
		SL	%	SL	%	SL	%	SL	%	SL	%			
1	Presentation method	59	30	59	30	57	29	23	12	0	0	3.78	0.14	1
2	Question and answer method	55	28	59	30	50	25	30	15	4	2	3.66	0.12	2
3	Practice method, case study	58	29	62	31	37	19	35	18	6	3	3.66	0.11	2
4	Problem solving method	60	30	52	26	43	22	36	18	7	4	3.62	0.10	4

5	Discussion method	54	27	59	30	46	23	32	16	7	4	3.61	0.11	5
6	Role-playing method	59	30	48	24	46	23	41	21	4	2	3.59	0.11	6
7	Game method	58	29	54	27	44	22	40	20	2	1	3.64	0.11	3
8	Project teaching method	55	28	56	28	45	23	39	20	3	2	3.61	0.11	5
9	Case-study teaching method	50	25	55	28	50	25	39	20	4	2	3.55	0.10	7
Average												3.63	0.11	

Table 6. Conducting testing and evaluation of English teaching in high schools towards developing communication and cooperation skills

No	Items	School managers, teachers and pupils' opinions										Mean score	Standard deviation	Rank
		Very good		Good		Acceptable		Poor		Very poor				
		SL	%	SL	%	SL	%	SL	%	SL	%			
1	Written test (Listening, reading, writing, language knowledge)	55	28	55	28	60	30	27	14	1	1	3.69	0.13	1
2	Practical test (video clip, writing, speech, project,...)	53	27	54	27	53	27	34	17	4	2	3.60	0.11	4
3	Question and answer test	62	31	60	30	35	18	35	18	6	3	3.69	0.12	1
4	Quantitative scoring	58	39	45	30	52	35	36	18	7	5	3.56	0.14	5
5	Qualitative scoring	50	25	58	29	46	23	37	19	7	4	3.54	0.10	6
6	Combination of teacher assessment, peer assessment and student self-assessment	59	30	44	22	47	24	44	22	4	2	3.56	0.11	5
7	Continuous testing	58	29	51	26	47	24	39	20	3	2	3.62	0.11	3
8	Periodic testing	57	29	55	28	44	22	40	20	2	1	3.63	0.11	2
Average												3.61	0.11	

Table 7. Facilities and technical conditions for teaching English to high school pupils in the direction of developing communication and cooperation skills

No	Items	School managers, teachers and pupils' opinions										Mean score	Standard deviation	Rank
		Very good		Good		Acceptable		Poor		Very poor				
		SL	%	SL	%	SL	%	SL	%	SL	%			
1	Information for teaching towards developing communication and cooperation skills	45	23	62	31	63	32	27	14	1	1	3.62	0.13	5
2	Human resources (Managers, teachers,...)	57	29	57	29	50	25	30	15	4	2	3.67	0.11	2
3	Teaching equipment, facilities, and equipment: Computers, multi-function projectors, TVs, videos, radio cassettes,...	60	30	62	31	35	18	35	18	6	3	3.68	0.12	1
4	Financial resources for foreign language teaching	49	33	52	35	54	36	36	18	7	5	3.51	0.14	7
5	Software applications for teaching and learning foreign languages	55	28	58	29	46	23	32	16	7	4	3.62	0.11	5
6	Foreign language teaching and learning materials	56	28	45	23	49	25	44	22	4	2	3.53	0.10	6
7	School facilities (classroom systems, functional rooms, auxiliary works)	61	31	51	26	44	22	40	20	2	1	3.65	0.11	4
8	Visual aids, pictures, diagrams	60	30	55	28	41	21	40	20	2	1	3.66	0.11	3
Average												3.62	0.11	

Tables 2,3,4,5, 6 and 7 express the quantitative survey results on the implementation of English teaching objectives, English teaching content, teaching forms, teaching methods, the assessment, evaluation, and facilities and technical conditions for teaching English to high school pupils in the direction of developing communication and cooperation skills showed that most schools implemented these contents at the Good level ($3.40 < \text{mean scores} = 3.65; 3.67; 3.69; 3.63; 3.61$, and $3.62 < 4.20$, and the standard deviation was respectively at 0.11 and 0.12. Regarding the implementation of the goal of teaching English to high school pupils in Hanoi in the direction of developing communication and cooperation skills, the content "Using English as a communication tool" and "Having communication and cooperation skills through English teaching activities" were rated the highest with mean scores of 3.71 and 3.68. The content rated lowest were "Forming and applying different learning methods and strategies to develop communication skills in English" and "Having a positive attitude towards the subject and learning English," with average scores of 3.56 and 3.63, respectively.

Regarding implementing English teaching content for high school pupils in Hanoi City towards developing communication and cooperation skills, the items that were assessed to be the best implemented are "System of topics (general), themes (specific)" and "List of language knowledge (phonetics, vocabulary, grammar)" with the mean scores of 3.70 and 3.68 respectively. The items assessed to be lower are "Communication skills related to topics and themes" and "Communication and cooperation content is taught and integrated into the system of topics and themes," with a mean score of 3.66.

Implementing the method of teaching English in high schools to develop communication and cooperation skills, "Teaching in normal classes" and "Teaching in subject classrooms" were assessed as the best

implementation, with mean scores of 3.78 and 3.76, respectively. The items of "Online teaching" and "English Club" were evaluated as the lowest, with mean scores of 3.61 and 3.62.

In Implementing English teaching methods in high schools to develop communication and cooperation skills, the items with the lowest assessment were "Case-study teaching method" and "Role-playing method," with mean scores of 3.55 and 3.59. "Presentation method," "Question and answer method," and "Practice method, case study" were considered the best implementation schools, with mean scores of 3.78 and 3.66.

Regarding the implementation of testing and evaluation of English teaching in high schools towards developing communication and cooperation skills, the items that school managers, teachers, and pupils assessed to have performed well are "Written test (Listening, reading, writing, language knowledge); "Question-and-answer test" "Periodic test" and "Regular test" with mean scores of 3.69; 3.63 and 3.62. The items that are still assessed to be lowest are "Quantitative scoring"; "Qualitative scoring," and "Combining teacher assessment, peer assessment, and student self-assessment". With mean scores of 3.65 and 3.54.

Finally, in terms of Facilities and technical conditions for teaching English to high school pupils in the direction of developing communication and cooperation skills, the items that were rated well were: "Teaching equipment, facilities, and equipment: Computers, multi-function projectors, TVs, videos, radio cassettes,..."; "Human resources (Managers, teachers,...)"; "Visual aids, pictures, diagrams" with the mean scores of 3.68; 3.67 and 3.66. The conditions that were also rated lowest were "Financial resources for foreign language teaching" and "Foreign language teaching and learning materials" guiding the implementation of the 2018 general program, which were still limited with mean scores of 3.51 and 3.53.

The interview results show that limitations regarding objectives, content, forms, methods, assessment, and conditions for teaching English to develop communication and cooperation skills can affect the quality of teaching activities. Some managers, teachers, and pupils highlighted these concerns in the interviews:

Pupil 02: When learning English, communication and cooperation content has yet to be taught and integrated into lessons, so developing these skills is unsuitable for many Pupils.

Pupil 05. The English clubs at my school do not operate regularly and actively, so we do not have a place to exchange, learn, and practice English communication.

Manager 01: Testing and assessment through practice with video clips, writing, speeches, projects, etc. It still needs to be improved due to the conditions of program duration and school facilities.

Teacher 03. Teachers mainly use easy-to-implement methods such as presentations, Q&A, and games. We rarely use situational learning, discussion, problem-solving, and project-based learning methods because we do not have enough time and conditions to implement them.

Manager 04: Similar to other subjects when implementing the 2018 general education program, English teachers also believe that more materials are needed to support teaching and develop communication and cooperation skills today directly. However, there are many English materials in general.

4. Conclusions

This study has pointed out many significant limitations in teaching English to develop communication and cooperation skills in high schools in Hanoi. These limitations cover many aspects of the teaching and learning process, from teaching methods to facilities and resources. Regarding learning methods, the formation and application of diverse learning methods and strategies to develop English communication skills have yet to be given due

attention. This leads to pupils needing more opportunities to practice and develop communication skills effectively. In addition, creating a positive attitude towards the subject and learning English has yet to be given due attention, affecting pupils' learning motivation.

Regarding teaching content, although communication skills related to topics and themes have been included in the program, the integration of communication and cooperation content into the system of topics and themes still needs to be consistent and adequate. Extracurricular activities such as English clubs, ideal environments for practicing communication, have yet to be organized regularly and effectively. In terms of teaching methods, modern methods such as online teaching, group teaching, role-playing, project-based learning, and case study methods have yet to be widely and effectively applied. This limits opportunities for pupils to develop communication and collaboration skills in real-life environments. In terms of assessment, the application of qualitative scoring and the combination of teacher assessment, peer assessment, and pupil self-assessment is not yet widespread, leading to an incomplete evaluation of pupils' communication and collaboration skills. In terms of resources, research shows that financial resources for foreign language teaching could be improved. This directly affects the provision of foreign language teaching and learning materials and information for teaching aimed at developing communication and collaboration skills.

In summary, despite certain efforts, English teaching to develop communication and cooperation skills in high schools in Hanoi still has many limitations. To improve the situation, comprehensive innovation is needed in teaching methods, program content, assessment methods, and resource investment. Only when these limitations are overcome can we expect a strong development of English communication and cooperation skills for high school pupils, meeting the requirements of the 2018 general education program and the actual needs of society.

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