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Abstract
The purposes of this study is to present English teachers' self-development in teaching skills through participating in a collaborative teaching project. In this study, a group of team teachers used an interactive drama performance to attract children's interest in English learning and to achieve a better learning effect. A children theater called Small Cookies Drama Theater was chosen as the subject. All the members of Small Cookies Drama Theater are the participants of this study. The focus of this study is to investigate how English teachers advance their teaching skills through the mode of cooperative learning. Data was collected through observations, interview and journals. The major findings were the following:

(1) Cooperative learning for teacher development was positively. By participating in a collaborative teaching project, the teachers were able to advance their teaching skills in class.
(2) Teachers' beliefs about participating in a children's theater were that drama activities promotes the concepts of cooperative learning and reflective teaching positively. By watching the drama playing performed by English teachers, the children were encouraged to learn and speak English more effectively.
(3) Teachers'application of drama activity in the classrooms was activated by Lesley and Winnie. Drama playing was an interactive way to develop a positive relationship between the teachers and the children.
(4) Teachers'reflective teaching approach enhanced their further understanding of their teaching problems and facilitated their teaching process more effectively.
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