

ABSTRACT

Rahma, Yan Siti. (2024): Exploring EFL Teachers' Strategies in Teaching English Vocabulary for Inclusive Classrooms

Teaching strategies in inclusive classrooms are crucial for accommodating the diverse needs of students, including those with autism. This research aims to explore the strategies used by EFL teachers in teaching English vocabulary in inclusive classrooms with autistic students. Furthermore, it seeks to discover the challenges that teachers face when applying these strategies.

The research utilizes a qualitative approach with case study method. The instruments used for data collection consisted of observations and interviews. The participants of this research were two EFL teachers who taught English in inclusive classrooms in grade 2 and grade 4, both having autistic students, in a primary school in Bandung. The data were analyzed using Creswell's (2012) data analysis methodology.

The findings indicated that EFL teachers employed several strategies for teaching English vocabulary in inclusive classrooms with autistic students, such as the Active Learning Strategy and Total Physical Response (TPR). The research revealed challenges in implementing these strategies, including pedagogical, psychological, cultural, and technical challenges.

The research concludes that teachers applied strategies suitable and effective for teaching English vocabulary in inclusive classrooms with autistic students. However, despite these strategies, the teachers still faced challenges during their implementation. In addition, EFL teachers should continue to develop and modify their teaching strategies to address the varied needs of students in inclusive classrooms. This research also offers further development, such as exploring the impact of specific teaching strategies on different classifications of autism and other learning disabilities in inclusive settings.

Keywords: *EFL teachers, Strategies, Challenges, Inclusive Classrooms, Autistic Students*