

ABSTRACT

Aulia, Gina (2025): An Analysis of Collaborative Teaching Strategies in Teaching English in Inclusive Primary School

This study explores the use of collaborative teaching strategies in inclusive English classrooms at a private primary school in Bandung, Indonesia. It focuses on how English as a Foreign Language (EFL) teachers work together to teach students with and without special needs in the same classroom. The aim is to identify the teaching strategies used and the challenges faced by teachers when applying collaborative approaches in an inclusive setting.

The aim is to identify the teaching strategies used and the challenges faced by teachers when applying collaborative approaches in an inclusive setting. The study also seeks to understand how teachers adapt their instruction to support students with different needs. It emphasizes on how collaboration affects both classroom management and student engagement. By exploring these areas, the research hopes to provide useful insights for improving inclusive teaching practices.

The study uses a qualitative approach, combining classroom observations, teacher interviews, and questionnaires. Three teachers participated in the research: an English teacher, a classroom teacher, and a supporting teacher. Data were collected over four classroom visits and through written and oral responses.

The findings show that teachers used several inclusive teaching strategies, such as visual aids, game-based learning, and differentiated tasks. The most common teaching model observed was alternative teaching, where one teacher leads the lesson while the other assists specific students. However, full co-teaching was rarely seen. Findings also show that teachers reported challenges in managing students with different needs, especially when only one teacher was present in the classroom.

This study highlights the importance of flexible instruction, peer support, and strong collaboration among teachers to make inclusive EFL classrooms more effective. It suggests that better coordination and training can help improve collaborative teaching in inclusive education.

Keywords: collaborative teaching, inclusive classroom, EFL, primary school, teacher challenges