

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presented the findings and discussion of the study based on interview conducted with lecturers involved in collaborative teaching in English Language Education Department at Antasari State Islamic University Banjarmasin. The findings are organized according to the research question to explore the lecturer's experiences in implementing of collaborative teaching strategies, benefits and the challenges encountered during the implementation process in English language teaching. Additionally, the study's findings was discussed based on the results of in-depth interviews.

To answer the first research question, the researcher explored about the lecturer's experiences in implementing collaborative teaching strategies in teaching English. The findings describe how the lecturers perceived about collaborative teaching, their role in the classroom, the interaction between lecturers, and the teaching strategies applied during the learning process.

To answer the second research question, the researcher identified the benefits and challenges encountered after implementing collaborative teaching. The findings revealed several benefits such as improved teaching confidence, student's engagement, and opportunities for lecturers to share teaching responsibilities and experiences. In addition, the study also identified several challenges, including classroom situation, communication and coordination, and differences teaching strategies.

The research findings, based on interviews with the lecturers who involved in collaborative English language teaching, are presented in this section. Thematic analysis was used to analyze the findings, which were organized according to the research questions. Regarding the lecturers' experiences in applying collaborative teaching techniques in the classroom, the researcher identified a number of themes. Based on the interview results, the researcher describes the experiences, benefits, and challenges that arose during the implementation of collaborative learning in English language teaching. Therefore, the data obtained from the field are presented below.

1. The lecturer's Experiences in Implementing Collaborative Teaching

Based on the interview data, the researcher found that the lecturers experienced collaborative teaching as a collaborative process that required careful preparation before classroom implementation. The experience was not limited to teaching together in the classroom, but also involved connecting related courses, establishing common learning goals, and planning the instructional process collaboratively. The lecturers described that collaborative teaching enabled them to integrate different areas of expertise into a unified learning experience, allowing students to relate theoretical knowledge to teaching practice. The following statement illustrates the lecturer's experience.

“So why was there a collaboration? It's because the courses are interconnected, so they were integrated. At that time, there were three courses that were integrated: Syllabus Design and Lesson Planning, Reflective Practice in English Education, and TPACK. All three are interconnected because students not only learn how to develop lesson plans, but they also put them into practice immediately and then reflect on their teaching practices. So, the learning isn't isolated it's all interconnected.” (P1, interview data)

Based on the statement above, the lecturer explained that collaborative teaching was carried out because the courses were closely related to one another. Instead of delivering each course separately, the lecturer connected the learning activities so that students could move from designing lesson plans, implementing the teaching practice, and finally reflecting on their own teaching performance. Through this process, students were able to experience how the knowledge learned in one course supported the learning activities in another course.

The lecturers describe collaborative teaching as an approach that integrates concepts from various courses into a single, systematic learning process. By integrating various learning objectives, this approach enabled the students experience the comprehensive process that included planning, implementation, and reflection, while creating a coherent, meaningful, and interconnected learning experience.

Another lecturer described a similar experience regarding the implementation of collaborative teaching. The lecturer explained that collaborative teaching was initiated because the courses complemented one another and enabled students to connect theoretical understanding with practical teaching experiences. Rather than teaching each course independently, the lecturer integrated the learning activities so that students could experience the relationship between lesson planning, teaching practice, and reflective learning.

“This is closely related because when they study syllabus design and lesson planning, there’s a practical component, and that teaching practice is linked to reflection. So after they complete their teaching practice, I observe how they write their teaching reflections in the classroom this is how the courses are interconnected. The background is that these courses are interconnected; so, for example, ‘reflective practice’ on its own without the teaching practice component

can be somewhat ambiguous. So, in practice, we can indeed link it to other courses so that they are all interconnected.” (P2, interview data)

Based on the lecturer's narrative, collaborative teaching was experienced as an integrated instructional approach that connected lesson planning, teaching practice, and reflective practice across different courses. By aligning the learning objectives of each course into a continuous process, it enabled students to apply their knowledge, reflect on their teaching performance, and develop a more comprehensive understanding of English language teaching through authentic and interconnected learning experiences.

Another lecturer also shared a similar experience in implementing collaborative teaching. However, the lecturer emphasized that successful collaboration depended not only on integrating related courses but also on establishing a shared commitment among all lecturers involved. According to the lecturer, collaborative teaching required continuous coordination from the initial planning stage until the completion of the learning process. Therefore, every lecturer was expected to contribute according to their respective expertise while working toward the same instructional goals.

“What stood out most to me was that I learned that collaborative teaching must be planned from the very beginning, and that instructors must share a common understanding before the course begins and maintain the same level of commitment until the course is completed. This is because each of us has our own specific role. I focus more on the methodology, while other lecturers focus more on the course content, feedback, and student assessment. So, we really do complement one another.” (P3, interview data)

Based on the lecturer's narrative, collaborative teaching was experienced as a process that required mutual understanding, shared commitment, and careful coordination among lecturers to ensure that all instructional activities aligned with

common learning objectives. Through this collaborative process, each lecturer contributed complementary expertise according to individual strengths, such as designing instructional methods, preparing learning content, or conducting assessment and feedback, resulting in a more organized and effective learning experience.

Overall, the lecturers' experiences indicate that collaborative teaching was a well-planned and coordinated instructional approach that went beyond simply teaching together in the same classroom. It involved integrating related courses, setting shared learning objectives, maintaining continuous communication, and using complementary expertise among lecturers. These experiences show that collaborative teaching created a more coherent learning environment that helped students connect theory with practice and supported their development as prospective English teachers.

2. Challenges and Benefits after Implementing Collaborative Teaching

To answer the second research question, the researcher presented the participants' narratives regarding the challenges and benefits they experienced while implementing collaborative teaching in English language instruction. The findings were organized into two sections. The first section describes the participants' experiences of the challenges encountered during collaborative teaching, while the second section presents the benefits they perceived throughout the collaborative teaching process. The participants' experiences were restoried based on the interview data to provide a coherent account of their lived experiences.

1. Challenges of Collaborative Teaching

The first challenges that had faced by the lecturers in collaborative teaching were related to students' varying motivation, engagement, and learning discipline. Some students were active and motivated because they were interested in becoming teachers, while others were less engaged and tended to participate minimally in classroom activities. There were also cases of absenteeism and late assignment submission, which affected the flow of learning. To address these situations, the lecturer needed to continuously adjust teaching strategies by encouraging participation, repeating explanations, and providing additional support outside the classroom

“One of the earliest challenges I faced actually came from the classroom atmosphere itself. When I first entered the class, I noticed that some students were very quiet and hesitant to participate in discussions. At the same time, there were also students who were quite active because they were really interested in becoming teachers in the future. However, there were also students who seemed less engaged, maybe because they did not really see teaching as part of their career goals. Because of this situation, I had to encourage them, sometimes by asking simple questions, giving them more time to respond, and creating a more relaxed atmosphere so they would feel comfortable speaking in class. In some cases, I also needed to handle attendance and assignment issues, where students were absent or submitted work late, so I had to repeat explanations and give additional guidance outside class.”
(P1, interview data)

Based on the statement above, the lecturer experienced that classroom challenges were mainly related to differences in student engagement, attendance, and responsibility. These situations required continuous adjustment of teaching strategies to maintain participation and support students' learning process.

Another lecturer experienced challenges in communication, coordination, and time management during collaborative teaching. Although planning and discussion were conducted before class, in practice there were moments when

classroom situations required immediate adjustment. Differences in opinion sometimes appeared when responding to student reactions or modifying learning activities during teaching. In addition, limited time outside the classroom also became a challenge because both lecturers had different schedules and responsibilities, making regular meetings difficult.

“During the collaborative teaching process, communication with my teaching partner was something we had to maintain at all times. Before class began, we discussed the lesson plan, the activities we would conduct, and how we would divide our roles in the classroom. However, as the lesson unfolded, things sometimes did not go exactly as planned. There were times when we had differing opinions on how to respond to what was happening in the classroom. For example, when students reacted differently or when the timing of an activity needed to be adjusted. At times like these, we had to communicate immediately or hold a brief discussion in class to ensure we stayed on the same page. Another challenge was finding time to meet outside of class because we had different schedules and responsibilities, so sometimes we had to delayed discussions or continued them via messaging apps.” (P2, interview data)

Based on the statement above, the lecturer experienced that collaborative teaching required continuous communication and coordination both during and outside classroom implementation. However, differences in perspectives during teaching and limited time for joint planning sometimes made the coordination process more challenging, requiring flexibility and alternative communication methods to maintain alignment in teaching.

Another lecturer experienced that challenges also emerged during classroom implementation when student responses were unpredictable and required continuous adjustment. Although the lesson had been carefully prepared, classroom situations did not always develop as expected, so the teaching process needed to be adjusted in real time

“Even though we had prepared the lesson very carefully before entering the class, the reality in the classroom was not always the same as what we expected. Sometimes students understood the material quickly, but in other situations, they needed more explanation or more examples before they could continue to the next activity. Because of this, we often had to adjust the pace of the lesson directly in the classroom. We could not always follow the plan strictly, because we had to respond to what students actually needed at that moment. Even during the lesson itself, we still needed to communicate with each other. Sometimes one of us had to take over explanations when students looked confused, or we had to quickly decide to repeat certain parts of the material. Even though we had already divided our roles before class, in practice we still had to support each other and adjust our roles depending on what was happening in the classroom.” (P3, interview data)

Based on the statement above, the lecturer experienced that classroom teaching required continuous adjustment due to unpredictable student responses. The lecturer and co-teacher needed to modify the lesson pace and teaching roles dynamically in order to respond to students' understanding and maintain the flow of learning.

Overall, the three lecturers experienced that collaborative teaching presented challenges in responding to students' diverse engagement, adapting to unpredictable classroom situations, and maintaining effective communication and coordination with their teaching partners. These experiences required continuous flexibility, shared decision-making, and mutual support to ensure that the teaching and learning process remained effective.

2. Benefits of Collaborative Teaching

The second finding shows that collaborative teaching brought several benefits for the lecturers during the teaching process. These benefits were experienced through daily classroom practice and interaction with teaching partners. Each participant experienced these benefits in different ways.

One lecturer experienced collaborative teaching as a space for continuous learning and reflection. Through discussions with the teaching partner before and after class, the lecturer gained new ideas and insights for improving teaching practices.

"We usually discussed everything before entering the class, starting from how we would explain the material, how we would divide our roles, and what kind of activities we wanted to do. After the class, we also talked again about things that are going well and things that need improvement. From those discussions, I realized that my partner sometimes had different ways of explaining the same material, and I began to see that there are actually many ways to deliver a lesson effectively depending on the situation in the classroom. I also started to reflect more on my own teaching style, especially when I compared it with my partner's approach in managing students and responding to their questions. Over time, I felt that I was gradually improving because I could directly learn from what I observed and discussed with my partner." (P2, interview data)

Based on this statement, the lecturers felt that collaborative teaching provided sustained opportunities for reflection and learning. Interactions with other lecturers allowed them to expand their teaching strategies and gain new pedagogical knowledge through direct observation and discussions with other lecturers.

Same lecturer also described collaborative teaching as an opportunity to exchange ideas and learn from a teaching partner.

"We always shared ideas and experiences before and after teaching. Every discussion gave me new perspectives because my partner often had different ways of explaining the material and managing the classroom. By observing those practices, I learned alternative teaching strategies that I could apply in my own classroom, and those experiences helped me improve the way I taught my students." (P2, interview data)

Based on this statement, the lecturer experienced professional growth through knowledge sharing through regular discussions and classroom observation, the lecturer gained different perspectives on teaching and gradually improved personal instructional practices.

One lecturer also explained that collaborative teaching became an opportunity to learn from a teaching partner while gradually building confidence in teaching.

"At the beginning, we needed time to adjust because each of us had different teaching styles and ways of explaining the material. However, as we continued teaching together, I became more familiar with my teaching partner's approach and felt more comfortable working together. Knowing that I was not teaching alone made me feel more confident in the classroom because we could support each other whenever students asked difficult questions or unexpected situations occurred. We also discussed the lesson before and after class, which helped me improve my teaching and gradually increased my confidence in delivering the lesson." (P1, interview data)

Based on this statement, the lecturer experienced that collaborative teaching encouraged professional learning while increasing teaching confidence through shared responsibilities.

Another lecturer explained that collaborative teaching reduced the pressure of teaching alone. Having a teaching partner made classroom situations feel more manageable, especially when unexpected challenges occurred.

"Working with another lecturer really made me feel more comfortable in teaching because I did not feel like I was carrying all the responsibility by myself. In the classroom, there were moments when students asked questions that I could not immediately answer, or when the explanation I gave was not fully understood by the students. In those situations, my partner would step in and help clarify the material, and I also did the same for him when he needed support. This made me realize that teaching does not have to be done alone, and having someone to rely on in the classroom made me feel more confident and less anxious. Even when things did not go according to the lesson plan, we could quickly adjust together and decide how to handle the situation." (P1, interview data)

Based on this narrative, the lecturer experienced that shared teaching responsibility created emotional security and instructional support. The presence of a teaching partner reduced anxiety in classroom delivery and strengthened confidence in managing unpredictable teaching situations.

Another lecturer stated that collaborative teaching created a more supportive and interactive classroom environment. There are two lecturers in the classroom, students received more attention and support during learning activities.

“Having two lecturers in the classroom really changed the atmosphere of the class because the learning process became more interactive and flexible. One of us could focus on explaining the material while the other moved around the classroom to check students’ understanding and help those who were still confused. I noticed that students became more active in asking questions because they felt more comfortable speaking to either lecturer. Sometimes they even asked different things to each of us, which made the discussion more dynamic and alive. It also helped us manage the class better because we could respond to students’ needs more quickly and make sure that no one was left behind during the lesson.” (P3, interview data)

Based on this statement, the lecturer experienced that sharing teaching responsibilities not only made classroom management more manageable but also created a learning environment in which students felt more comfortable participating and seeking support.

Overall, the three lecturers experienced that collaborative teaching brought meaningful benefits in their teaching practice, particularly in terms of professional learning, increased teaching confidence, and the creation of a more supportive and interactive classroom environment. Through continuous collaboration, they were able to learn from each other, share responsibilities during instruction, and respond more effectively to classroom situations. These experiences helped them felt more supported in teaching, more reflective in their instructional practices, and more capable of managing classroom dynamics together with their teaching partners, and creating a more supportive learning environment for both lecturers and students.

B. Discussion

1. The Lecturers' Experiences in Implementing Collaborative Teaching

The findings showed that the lecturers experienced collaborative teaching as a continuous collaborative process that began before classroom instruction and continued throughout the teaching and learning process. The participants explained that they worked together in planning the lessons, discussing learning objectives, preparing instructional materials, sharing teaching responsibilities, and communicating regularly to ensure that the learning activities were implemented effectively. They also viewed collaborative teaching as an opportunity to learn from one another through sharing teaching experiences and different instructional approaches.

This finding supported Friend et al. (2010), who stated that collaborative teaching involved shared planning, shared responsibility, and continuous collaboration among educators to achieve common instructional goals. The experiences shared by the participants reflected these principles, as collaboration was not limited to teaching together in the classroom but also included continuous communication, mutual support, and professional cooperation throughout the teaching process. Therefore, collaborative teaching served not only as an instructional strategy but also as a professional learning experience that strengthened lecturers' collaboration and improved the quality of English language teaching. This finding also strengthened by Friend et al.'s theory by providing evidence that collaborative teaching was implemented as an ongoing collaborative

process in English language teaching, beginning with joint planning and continuing through classroom instruction and professional reflection.

2. Challenges After Implementing Collaborative Teaching

The findings showed that the participants experienced several challenges while implementing collaborative teaching. Although each participant described different experiences, they consistently explained that classroom situations often changed unexpectedly, students demonstrated different levels of participation and learning needs, and lecturers needed continuous communication to adjust their teaching during classroom instruction. These conditions required both lecturers to remain flexible while maintaining the achievement of the learning objectives.

This finding supported Hardy, Meschede, and Mannel (2022), who explained that adaptive teaching referred to teachers' ability to modify instructional strategies and learning activities according to classroom dynamics and students' needs. In this study, the participants demonstrated adaptability by continuously adjusting their teaching strategies and collaborating to respond to different classroom situations. Therefore, flexibility and collaboration became important aspects of implementing collaborative teaching effectively. This finding strengthened by the concept of adaptive teaching by showing that adaptability was not only demonstrated individually but was also developed collaboratively through communication and shared decision-making between lecturers.

3. Benefits After Implementing Collaborative Teaching

The findings showed that collaborative teaching provided meaningful benefits for both lecturers and students. The participants explained that collaboration increased their confidence in teaching, enabled them to exchange knowledge and teaching experiences, strengthened professional cooperation, and created a more supportive classroom environment. They also observed that students became more active, confident, and engaged during classroom discussions because they received different explanations and perspectives from two lecturers.

This finding supported Khasawneh et al. (2023), who argued that collaborative teaching promoted professional learning, knowledge sharing, and active student engagement through collaborative instructional practices. The participants' experiences indicated that collaborative teaching encouraged continuous professional development while creating a more interactive learning environment for students. Therefore, collaborative teaching contributed not only to improving lecturers' professional competence but also to enhancing students' learning experiences in English language teaching. This finding strengthened by Khasawneh et al.'s theory by providing evidence that collaborative teaching benefited both lecturers and students through professional collaboration, knowledge sharing, and increased student engagement in the context of English language teaching.