



Investigating Teachers' Challenges and Alternate Solutions in Teaching Lower Grade Students Using Content and Language Integrated Learning (CLIL) in Efata Learning Center Jambi

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Article Info	Abstract
Article History Received: 2025-04-15 Revised: 2025-05-21 Published: 2025-06-09 Keywords: <i>Challenge; Content and Language Integrated Learning (CLIL); Lower Grade Student; Solution.</i>	<p>This study explores the challenges faced by teachers in implementing Content and Language Integrated Learning (CLIL) for lower grade students at Efata Learning Center in Jambi. Moreover, it also identifies potential solutions to improve teaching effectiveness. CLIL, which combines subject content with English language instruction, presents unique difficulties when applied to young learners who are still developing both cognitive and linguistic skills. Using a qualitative research method, data were collected through interviews. The findings revealed several key challenges, including limited student vocabulary, students' self-doubt, insufficient teaching materials adapted for CLIL, and teachers' lack of formal training in CLIL methodology. Additionally, cultural and linguistic gaps between content and language learning further complicated instruction. However, teachers have adopted various alternate solutions such as scaffolding techniques, motivational supports, incorporating interactive activities, and collaborating with other teachers to enhance their teaching strategies. It concludes that while CLIL offers significant educational benefits, its success depends on teacher preparedness, contextual adaptation, and continuous support. It also offers practical implications specifically for the Indonesian educational context, informing policy makers and educators on effective strategies for the successful implementation of CLIL to enhance both language proficiency and subject mastery.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-04-15 Direvisi: 2025-05-21 Dipublikasi: 2025-06-09 Kata kunci: <i>Tantangan; Pembelajaran Terpadu Bahasa dan Konten (CLIL); Siswa Kelas Bawah; Solusi.</i>	<p>Penelitian ini mengeksplorasi tantangan yang dihadapi oleh guru dalam menerapkan Content and Language Integrated Learning (CLIL) pada siswa kelas rendah di Efata Learning Center Jambi. Studi ini juga mengidentifikasi solusi alternatif untuk meningkatkan efektivitas pengajaran. CLIL, yang menggabungkan konten mata pelajaran dengan pengajaran bahasa Inggris, menghadirkan kesulitan tersendiri ketika diterapkan pada anak-anak yang masih dalam tahap perkembangan kognitif dan linguistik. Dengan menggunakan metode penelitian kualitatif, data dikumpulkan melalui wawancara. Temuan menunjukkan beberapa tantangan utama, antara lain keterbatasan kosakata siswa, ketidakpercayaan diri siswa, kurangnya bahan ajar yang disesuaikan untuk CLIL, serta tidak adanya pelatihan formal guru dalam metodologi CLIL. Selain itu, kesenjangan budaya dan bahasa antara pembelajaran konten dan bahasa juga memperumit proses pengajaran. Namun, para guru telah mengadopsi berbagai solusi alternatif seperti teknik scaffolding, dukungan motivasi, kegiatan interaktif, serta kolaborasi dengan sesama guru untuk meningkatkan strategi pengajaran mereka. Studi ini menyimpulkan bahwa meskipun CLIL memberikan manfaat pendidikan yang signifikan, keberhasilannya sangat bergantung pada kesiapan guru, adaptasi kontekstual, dan dukungan berkelanjutan. Rekomendasi disampaikan untuk pelatihan guru di masa depan dan perancangan kurikulum yang disesuaikan dengan kebutuhan pembelajar muda.</p>

I. INTRODUCTION

In modern education, English is no longer confined to being taught as a separate subject; instead, it is increasingly used as a medium for delivering other subjects such as Mathematics and Science, especially in bilingual learning environments. This pedagogical shift allows students to simultaneously acquire subject-specific content and English language skills. One

widely recognized method supporting this integrated learning is Content and Language Integrated Learning (CLIL), which combines language development with subject instruction. CLIL encourages authentic language use, fosters critical thinking, and enhances student engagement by embedding language learning within meaningful content. Research has consistently shown that CLIL improves vocabulary

acquisition and content understanding, making it highly suitable for bilingual education.

Despite its pedagogical benefits, CLIL implementation poses a number of challenges. These include inadequate teacher preparation, lack of professional training, limited access to suitable teaching materials, and issues related to student motivation and cognitive readiness. While a considerable body of research has explored these issues, most existing studies have focused on formal education settings in international or urban contexts, often outside Indonesia. As a result, little is known about how CLIL is practiced in local, informal learning environments within Indonesia. This research aims to fill that gap by focusing on the experiences of teachers at Efata Learning Center in Jambi, where CLIL is implemented outside of formal school settings. The unique perspective of this research lies in its examination of integrated language and content instruction in a non-formal, resource-limited environment.

Guided by the research context, this study addresses two key questions: (1) What challenges do teachers face when applying the CLIL approach to teach lower-grade students? and (2) What solutions do they implement to overcome these challenges? The scope is limited to teachers of grades 1 to 3 at Efata Learning Center, with a focus on three subjects—Mathematics, Science, and English—as determined by the institution's curriculum. The findings of this investigation are expected to offer valuable contributions for both practitioners and researchers. For educators, the results may provide practical guidance on how to effectively implement CLIL in early primary education, especially in informal settings. For future researchers, this study may serve as a foundational reference for exploring CLIL in similar educational environments.

Key terms used in this study include challenge, referring to the difficulties teachers face; CLIL, an approach combining content and language learning; lower-grade students, defined as children in grades 1 to 3; and solution, which refers to the strategies teachers use to overcome the obstacle.

II. METHOD

1. Chapter Summary

a) Research Method

This chapter outlines the procedures followed by the researcher to achieve the study's objectives, covering the research

design, setting, participants, data collection techniques, and data analysis.

b) Research Design

The study employed a qualitative descriptive approach to explore the challenges teachers face when using the CLIL approach and to identify possible solutions. According to Creswell (2012), qualitative research allows for a deep understanding of a central phenomenon through broad questions and detailed participant responses. This approach enabled the researcher to gather in-depth insights based on participants' experiences.

c) Research Setting

The research was conducted at Efata Learning Center, located in Jambi City. This location was chosen due to its large number of students from international schools, making English a commonly used medium of instruction. Additionally, the researcher's role as a teacher at the center facilitated easier access to the setting and participants, many of whom were already accustomed to learning in English.

d) Research Participants

The researcher used purposive sampling to select participants who met specific criteria relevant to the study's goals. Four teachers were chosen based on these considerations: they use English as the medium of instruction, have at least one year of experience teaching young learners, and teach students in grades 1 to 3. Although qualitative research does not have strict rules on sample size, the chosen number aimed to provide sufficient depth for analysis. The selected participants agreed to take part in the study after being informed.

Table 1. Research Participants

No	Name	Gender
1	Participant 1	Female
2	Participant 2	Female
3	Participant 3	Female
4	Participant 4	Female

Participant 1, aged 25, experienced in using the CLIL approach, particularly with younger students, and continues to apply it in her teaching. Participant 2, 32, has taught students ranging from kindergarten to secondary school and is skilled in applying the CLIL method, especially for lower grades, which she currently uses with primary and secondary students.

Participant 3, 27, has taught from kindergarten through grade 5 and employs the CLIL approach, receiving support early on until she became independent. She continues to teach both primary and secondary students using CLIL. Participant 4, also 27, has taught CLIL approach with primary students from grades 2 to 5.

In qualitative research, common techniques include observation, interviews, documentation, and questionnaires. To collect in-depth information relevant to the research objectives, the researcher employed semi-structured interviews as the primary data collection method. This approach allowed for a flexible yet guided conversation, enabling participants to express their experiences and insights in detail while still aligning with the core research themes. The researcher conducted interviews in Bahasa Indonesia with 20 questions, allowing follow-up questions for clarity. Each interview lasted about 30 minutes, was recorded with consent, and later transcribed for analysis.

Table 2. Specification of Interview Protocol

No	Specification	Question Number
1	General Experiences	1, 2
2	Content	3, 4, 5, 6, 7, 17
3	Communication	8, 9, 10, 11, 16
4	Cognition	12, 13, 17, 20
5	Culture	14, 15, 19

2. Data Analysis

The researcher used thematic analysis to analyze the data, a flexible and widely used qualitative method for identifying patterns or themes. The process involved several steps: first, becoming familiar with the data by repeatedly listening to and reading interview transcripts; second, generating initial codes by highlighting relevant information; third, searching for themes by grouping related codes; fourth, reviewing and refining these themes to ensure they accurately represent the data; fifth, defining and naming the themes clearly; and finally, producing a report that explains the themes and their connection to the research questions. This systematic approach helped the researcher interpret the data meaningfully.

3. Trustworthiness and Ethical Issues

Trustworthiness is crucial in research to ensure valid data. To enhance credibility, the

researcher used member checking by returning interview transcripts to participants for verification, following Lincoln and Guba's (1985) recommendations. This process helps confirm the accuracy of the findings. Ethical considerations included obtaining informed consent, clarifying the study's purpose, respecting participants' rights to withdraw, and ensuring anonymity by using pseudonyms and protecting their information.

III. RESULT AND DISCUSSION

A. Result

Following interviews with four teachers at Efata Learning Center, the researcher gathered data to address the research questions outlined earlier. The interviews revealed several obstacles teachers faced while applying content-based language teaching within their classroom settings. These will be discussed in the following sections.

1. Challenges Faced by Teachers in Implementing CLIL

Based on the interviews, the researcher discovered several difficulties encountered by teachers when applying the CLIL approach in their classrooms. These challenges are categorized according to Coyle's 4C framework Content, Communication, Cognition, and Culture and will be explained in the following sections.

a) Content

In Content and Language Integrated Learning (CLIL), content refers to the subject matter being taught (Marsh & Frigols, 2012). This approach emphasizes not only language learning but also the acquisition of knowledge and skills developed by the students themselves. One challenge in CLIL is that teachers must create activities related to subjects like Science and Math while using language effectively to promote interaction and meaningful communication. Through interviews with the participants, the researcher identified several challenges related to content in implementing the CLIL approach. These challenges were categorized into the following themes.

Table 3. Themes of Teachers' Challenges Using CLIL Related to the Content

Theme
Unavailable Teaching Resources
Differences in Language Abilities
Relying on the Class Agenda
Language Barriers
Ensuring Cultural Relevance
Native Speaker Materials Adaptation
Teaching Method Differences

1) Unavailable Teaching Resources

Teaching resources are crucial for effective learning, including materials, aids, and educational technology. However, teachers at Efata Learning Center face difficulties accessing relevant and updated resources. Many materials are not provided by the institution, forcing teachers to find or create their own, which takes extra time and effort. This lack of resources impacts the quality of teaching and student engagement, posing a case for implementing the CLIL approach effectively. Authentic, culturally meaningful, and sufficient teaching materials are vital for effective practice, yet their shortage restricts the successful application of this approach. Based on the findings above, it is expected that the institution provides relevant and easily accessible learning resources specifically designed for CLIL, including materials adapted to the local culture.

2) Differences in Language Abilities

Language ability refers to students' skills in understanding and using English. At Efata Learning Center, students of varying English proficiency are placed together in the same class based on grade, not language skill. This variation creates issues for teachers implementing CLIL, as some students easily follow lessons while others struggle with basic English. Teachers must design learning activities that address all levels, requiring advanced skills in differentiated instruction. However, not all teachers are equipped for this, making lesson planning difficult. Regular training for teachers is necessary to improve their ability to

manage classrooms with students of diverse language proficiency levels and to master CLIL methodologies.

3) Relying on the Class Agenda

Teachers at Efata Learning Center face several troubles because they must follow the students' school agendas, which include sudden exams or changes in material. This often forces them to skip planned lessons or quickly adjust their teaching strategies without sufficient preparation. Waiting for school materials also delays lesson planning. These disruptions cause unpreparedness, affecting the quality of teaching and students' understanding. Overall, relying heavily on the school's schedule limits teachers' ability to deliver well-organized and effective lessons. Therefore, it is important to modify the learning schedule to provide sufficient flexibility, thereby allowing teachers to plan and implement their lessons more efficiently. For this reason, teachers need to be supported in adapting instructional materials by providing practical and easily implementable examples of replacing foreign cultural contexts with local ones.

4) Language Barriers

In dual-focused instruction, students' low English competence—particularly in the lower grades—significantly slows their understanding of subject content. Teachers noted that textbooks designed for native speakers often contain unfamiliar words and contexts, making comprehension difficult. Since all CLIL materials are in English, students struggle with instructions and explanations, hindering effective learning. Vocabulary limitations particularly affect students' grasp of complex scientific and mathematical concepts, impacting their higher-order thinking skills.

5) Ensuring Cultural Relevance

Teachers must connect learning materials to students' local culture and experiences, but CLIL resources often reflect foreign cultural

contexts. For example, textbooks may include items like winter clothing unfamiliar to Indonesian students. To address this, teachers creatively adapt examples to fit local realities, such as substituting winter clothes with rainy-season attire. While this approach improves understanding, it demands extra time and effort from teachers.

6) Native Speaker Materials Adaptation

CLIL materials often come from native English speakers, which benefits students by exposing them to correct pronunciation and grammar. Nonetheless, listening materials present difficulties for teachers, since native speaker recordings are often rapid, idiomatic, and culturally loaded—making comprehension tough for younger students. To help, teachers must develop audio and visual teaching materials that are slower and clearer, and provide vocabulary introductions to facilitate students' comprehension.

7) Teaching Method Differences

Teaching methods have evolved over time, leading to differences in how subjects like math are taught. Teacher T2 experienced challenges adapting to new approaches used in CLIL, which emphasize logical reasoning and explaining problem-solving steps, unlike the traditional formula-based methods she learned. This gap between past and current pedagogies creates difficulties in effectively applying CLIL teaching strategies. Hence, it is important to provide guidance during the shift to new teaching strategies, including professional development activities like workshops and mentoring, to ensure teachers are well-prepared for CLIL.

b) Communication

Within Coyle's 4Cs framework for Content and Language Integrated Learning (CLIL), 'Communication' focuses on using the target language as a means for students to interact with and express subject matter. This method promotes active use of the foreign language in real-life contexts,

supporting both language learning and content comprehension. As stated by Coyle et al. (2010), communication involves learners employing the target language to convey meaning, blending language development with content understanding. Communication is a crucial component of the 4Cs, requiring attention to different language forms used for various functions.

Despite efforts, educators still struggle to effectively interact with lower-grade learners in settings where language and subject content are taught simultaneously. These complications result from students having little to no English background and facing difficulties with the structured, academic language of instruction, which contrasts with conversational English.

The communication challenges faced by educators have been systematically grouped into several key themes:

Table 4. Themes of Teachers' Challenges Using CLIL Related to the Communication

Theme
Students' Limited Language Proficiency
Language Proficiency of Teachers
Specific Terminology
Students' Insufficient Vocabulary
Complex Vocabulary in the Textbook

1) Students' Limited Language Proficiency

Lower-grade students have varying levels of English proficiency and often lack confidence in expressing complex ideas, which reduces their participation in discussions. Teachers (T1, T2, T3, T4) admitted that they often allow students to use their native language to help with understanding the material, while mixing English and the native language so that students can still follow the lessons. However, the use of the native language also presents dilemmas, as students become accustomed to it and find it difficult to be encouraged to use more English. Some students with limited English skills tend to remain silent in class because they feel less confident.

Teachers also need to repeat instructions multiple times to ensure student comprehension. The teachers realize the importance of balancing the use of English and the native language so that students can understand the material while gradually improving their English proficiency. For this reason, it is necessary to implement a controlled and gradual use of the mother tongue, whereby teachers may use Indonesian to explain complex concepts while progressively encouraging students to use English during classroom interactions.

2) Language Proficiency of Teachers

Language proficiency refers to a teacher's ability to use language accurately and appropriately across different subjects, especially in non-English subjects like Science and Mathematics. Teachers must master subject-specific vocabulary to effectively teach students. However, many teachers face problems with unfamiliar vocabulary in these subjects. Teacher T1, with a background in English, struggles with new terms in Math and Science. Teacher T2 struggles with the formal language used in science and requires additional study to grasp and explain terms related to topics such as the human body and the solar system. Similarly, Teacher T3 experiences difficulties teaching Math and Science in English and often double-checks terms to ensure accuracy before teaching.

3) Specific Terminology

Terminology involves specialized words used in different fields, which can have multiple meanings depending on the context. Teachers need to clearly explain these terms to lower-grade students to avoid confusion, especially when a word has different meanings across subjects. For example, Teacher T4 explained that the word "heart" means emotion in English but refers to an organ in science, so she must clarify these differences to help students understand the correct meaning based on the subject

context. The findings suggest a need for dedicated training to improve teachers' mastery of English, especially regarding technical and formal language within scientific and mathematical contexts. This will empower teachers to teach and explain concepts with increased self-assurance.

4) Students' Insufficient Vocabulary

Limited vocabulary makes it difficult for students to understand instructions from both the teacher and the textbook. Teachers T1 and T4 revealed that students often ask for repeated explanations due to their lack of understanding of words, which forces teachers to give instructions repeatedly. Teacher T4 added that she has to simplify the language so that students can understand, but this causes students with limited vocabulary to take longer to complete tasks compared to those with a larger vocabulary.

5) Complex Vocabulary in the Textbook

Complex vocabulary consists of academic terms that are not common in everyday speech but are crucial for understanding subject content. Teacher T2 and T3 explained that CLIL textbooks often use more complicated instructions and unfamiliar words compared to non-CLIL materials. For example, simple words like "circle" are replaced with phrases like "draw a ring," which confuse lower-grade students. As a result, teachers must spend extra time clarifying and simplifying these instructions to help students understand and follow them correctly. Therefore, it is necessary to adapt and simplify CLIL learning materials and textbooks to enhance their comprehensibility for students, particularly those with limited English proficiency. Integrating activities is essential for regular vocabulary enrichment, using engaging methods such as language games, flashcards, or contextual tasks that support students in expanding their vocabulary naturally and enjoyably.

c) Cognition

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Table 5. Themes of Teachers' Challenges Using CLIL Related to the Cognition

Theme
Students' Language Proficiency
Students' Attitude towards Instructions
Complex Language
Cognitive Load
Student Self-Doubt

1) Students' Language Proficiency

Lower-grade students often struggle with English proficiency, which limits their ability to fully understand subject content. Teachers noted that many students can solve problems but fail to grasp instructions due to limited vocabulary and language skills. Some students require translations into their native language to comprehend the material, which can hinder their progress in English proficiency. Those with lower English skills face greater difficulties in understanding lessons, impacting their overall learning outcomes.

2) Students' Attitude towards Instructions

Students' attitudes toward instructions significantly affect their learning. Teachers observed that many lower-grade students tend to skip reading instructions and jump straight to answering questions, especially in subjects like math. This habit often leads to confusion and incorrect answers. Even students proficient in English sometimes avoid reading instructions fully, relying instead on guessing or asking teachers for help. This issue stems not only from language barriers but also from students' habits and attitudes towards following instructions during assessments.

3) Complex Language

Even students with good English skills struggle when instructions use complex vocabulary or sentence structures, making it difficult to understand assessment tasks.

4) Cognitive Load

Lower-grade students often need multiple repetitions to process instructions due to limited language proficiency. Translating from the target language to their native language consumes mental effort, slowing comprehension of both language and content.

5) Student Self-Doubt

Some students lack confidence and frequently seek reassurance from teachers, even when their answers are correct. This self-doubt disrupts class flow and hampers independent learning, but with support, teachers can help build their confidence and autonomy.

d) Culture

Within Coyle's 4C framework for CLIL, culture encompasses the awareness of how cultural contexts shape the interpretation, delivery, and learning of content (Coyle, 2007). This includes understanding both the culture associated with the target language and the interaction between the learner's own cultural background and the subject matter. Teachers have reported various troubles when applying the

CLIL method with lower-grade students, especially those related to cultural aspects. These difficulties stem from students' limited command of the target language and their unfamiliarity with different cultures. Below are key issues teachers face when addressing cultural elements in CLIL instruction for lower-grade students:

Table 6. Themes of Teachers' Challenges Using CLIL Related to the Culture

Theme
Cultural Differences in Contextual Understanding
Cultural Specificity of Vocabulary
Difficulty in Relating to Culturally Specific Examples or References
Difficulty in Understanding Cultural Expressions
Feeling Disconnected

1) Cultural Differences in Contextual Understanding

Cultural differences in contextual understanding can be interpreted as how cultural backgrounds influence the way learners comprehend and interpret both the content and the language being taught. Since CLIL integrates content (such as science, mathematics, or computer science) with language learning, cultural differences play a significant role in shaping how learners connect the material with the language. Unfamiliar cultural references could confuse students, especially if they lacked the context to relate this information to their own lives.

2) Cultural Specificity of Vocabulary

In the context of content-based language teaching, cultural specificity in vocabulary highlights how certain words are embedded in cultural meaning, making them difficult to translate or convey across different cultural backgrounds. These words carry meanings, connotations, or practices that are unique to the culture from which they originate, and understanding these terms requires more than just language proficiency—it also requires an understanding of the cultural context in which the term is used. Teacher T4 discussed the

problems of teaching lower-grade students using this approach. She mentioned that she faced difficulties in interpreting or explaining the cultural references found in the textbooks, as these often contained language nuances, idiomatic expressions, or wordplay that could not be directly translated into the students' native language, as doing so could lead to confusion among the pupils.

3) Difficulty in Relating to Culturally Specific Examples or References

When content includes culturally specific references, learners from other backgrounds may find it difficult to relate, creating a barrier to understanding and engagement. These references can include idioms, traditions, historical events, customs, or even specific figures that may be unfamiliar to learners who do not share the same cultural context. As Marsh (2002) notes that many CLIL materials are rooted in Western cultural norms, which can lead to misunderstandings when students from different cultural backgrounds try to relate to them. This can result in students misinterpreting the material or feeling disconnected from the content.

4) Difficulty in Understanding Cultural Expressions

Difficulty in understanding cultural expressions refers to the confusions students face when they encounter cultural elements, symbols, practices, or references that are unfamiliar or not part of their own cultural context. As per Littlewood and Yu (2011), cultural differences affect how language is used and interpreted. This means that students may have difficulty understanding idiomatic expressions, humor, or references to historical or literary figures from a foreign culture. Teacher T4 stated that some cultural expressions or terms did not have direct equivalents in the students' native language. So, she could not translate certain words or phrases directly since it could lead to confusion. She was afraid the

students might not engage with the material in a meaningful way, which could reduce their overall learning experience.

5) Feeling Disconnected

Feeling disconnected can be interpreted as a gap in understanding between students and the foreign cultural content being taught. When students, particularly young students, are unable to relate to or perceive the relevance of learning cultures other than their own, they may become disengaged with the material.

Teacher T3 added that in order to learn about foreign cultures, students had to be carefully explained first. Since they were still young and lacked extensive experience, their knowledge was limited. Consequently, in CLIL instruction, a detailed explanation must be provided in advance when covering foreign cultures. This illustrates that the disconnection students feel towards foreign cultures can impact their cognitive processes. For example, it can prevent students from fully engaging with the lesson, leading to confusion or boredom.

e) Alternate Solutions to Overcome the Challenges

To manage the obstacles encountered in implementing CLIL, teachers have adopted a range of strategies aimed at enhancing learning outcomes. Drawing from their experiences, these solutions focus on enhancing instructional methods, simplifying assessments, and bridging linguistic and cultural gaps. Below are the solutions from the teachers to overcome the challenges in CLIL instruction for lower-grade students:

Table 7. Themes of Alternate Solutions to Overcome the Challenges

Theme
Utilization of Digital Resources
Collaboration with the Same Level Teachers
Scaffolding
Give Motivation
Using Daily Language

1) Utilization of Digital Resources

A digital resource is defined as a resource that require access to the computer or any electronic product that provides a collection of data, be it text referring to full-text databases, electric journals, image collections, other multimedia, and media-based products (Dukare, 2020). A digital resource can be an alternate solution to address the challenge of limited teaching resource; the teachers can utilize online resources such as social media to find the materials that are suitable to the students. Teacher T1 and T3 state that the teaching materials in the institution are not complete. There some grades that do not have the teaching resource. Moreover, even though the teaching resource is available, it is already outdated, because the textbooks are updated at least every few years, teaching resources should also align with these updates. Finally, to address this issue, teachers seek teaching materials from the internet. This demonstrates that digital resources can serve as a valuable alternative for addressing the challenges of sourcing materials in integrated content and language instruction. The use of platforms such as TikTok or other social media shows flexibility in seeking inspiration and expanding insights related to teaching practice.

2) Collaboration with the Same Level Teachers

A digital resource is defined as a resource that require access to the computer or any electronic product that provides a collection of data, be it text referring to full-text databases, electric journals, image collections, other multimedia, and media-based products (Dukare, 2020). A digital resource can be an alternate solution to address the challenge of limited teaching resource; the teachers can utilize online resources such as social media to find the materials that are suitable to the students. Teacher T1 and T3 state that the teaching materials in the institution are not complete. There some grades that do

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3) Scaffolding

Scaffolding for the teachers refers to the support structures that teachers provide to help students understand both the content and the language used in lessons. Teacher T4 asserts that scaffolding is an essential technique to ensure learners not to be overwhelmed by the dual challenge. Teacher T4 implemented scaffolding as a strategy to address the difficulties posed by students' limited language proficiency. She explained that scaffolding provides essential support as students transition into using the target language, helping them gradually build confidence and competence.

Teacher T4 also employed scaffolding strategy when explaining specific terminology to prevent student confusion. She provided key vocabulary prior to introducing the material and created a glossary to support students' understanding of the subject being taught. This proactive approach helped ensure that students could engage with the content more effectively and confidently.

4) Give Motivation

Scaffolding for the teachers refers to the support structures that teachers provide to help students understand both the content and the language used in lessons. Teacher T4

asserts that scaffolding is an essential technique to ensure learners not to be overwhelmed by the dual challenge. Teacher T4 implemented scaffolding as a strategy to address the difficulties posed by students' limited language proficiency. She explained that scaffolding provides essential support as students transition into using the target language, helping them gradually build confidence and competence.

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5) Using Daily Language

Using daily language means that teachers translate difficult or unfamiliar words into language that is simple, familiar, and commonly used by students in their everyday lives. In overcoming students' limited vocabulary, Teacher T1 needs to convert the language into daily language so that she can ensure that the students catch the meaning of unfamiliar vocabulary and cultural ideas. She hopes by using daily language can support students in revolving the issues of understanding both language and culture in CLIL classrooms by making new information more understandable.

B. Discussion

This research explores the challenges teachers face in implementing CLIL for lower-grade students at Efata Learning Center, Jambi, and the strategies used to address them. Teaching young learners through CLIL poses distinct difficulties due to the simultaneous demands of content mastery and foreign language acquisition. Findings indicate that limited English proficiency, cognitive load, and cultural mismatches

hinder students' comprehension and engagement. Additional barriers include complex academic vocabulary and students' responses to instructional language.

Besides challenges, teachers employed effective strategies such as using digital resources for additional materials, applying scaffolding to promote gradual target language use, motivating limited-proficiency students to engage, collaborating on lesson planning, and simplifying language for better comprehension.

The researcher recommends professional development training to improve teachers' CLIL implementation skills and the provision of suitable materials tailored to CLIL students' needs to facilitate effective learning. Moreover, further studies are encouraged to investigate the long-term effects of CLIL on academic and language development. Additionally, exploring the influence of parental support in reinforcing CLIL learning at home could offer valuable insights to complement classroom instruction.

IV. CONCLUSION AND SUGGESTION

A. Conclusions

The study highlights both the difficulties and opportunities in applying the Content and Language Integrated Learning (CLIL) approach at Efata Learning Center. A significant challenge is students' language proficiency, as those with lower proficiency struggle to understand the materials and teacher explanations. The gap between low and high proficiency students leads to decreased confidence and quieter behavior among less proficient learners. This disparity also complicates lesson planning for teachers, as they must tailor different approaches for each student's needs. Teacher skills and workload present additional concerns. CLIL requires teachers to be proficient in both the subject matter and the target language, yet many lack sufficient training and preparation time. These challenges, combined with the varied abilities of students, increase teacher stress and workload. The diversity in student English proficiency creates learning gaps, disrupts classroom dynamics, and hampers students' ability to fully participate or perform well in assessments. This underscores the necessity for inclusive teaching methods and assessments that accommodate linguistic differences.

Despite these obstacles, CLIL holds great promise. Teachers at Efata demonstrated innovation through the use of digital tools, scaffolding strategies, and collaborative planning to overcome challenges. With proper support, CLIL can promote comprehensive learning by enhancing critical thinking, intercultural awareness, and communication skills. In summary, while implementing CLIL at Efata Learning Center comes with significant challenges, it offers meaningful potential for educational progress. To unlock these benefits and prepare students for success in a globalized world, systemic support including adequate resources, ongoing professional development, and strong infrastructure is essential.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about Investigating Teachers' Challenges and Alternate Solutions in Teaching Lower Grade Students Using Content and Language Integrated Learning (CLIL) in Efata Learning Center Jambi.

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