

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the research findings and discussion. To get data related to the teachers' challenges in teaching using CLIL, the researcher has carried out the interview. The interviews were conducted on different days and times.

4.1 Research Findings

After conducting interviews with four teachers in Efata Learning Center, the researcher found some data to answer the research questions that had been set out in the previous chapter. Based on the interviews, it was found that all of the participants had been teaching in Efata Learning Center for at least 1 year. Furthermore, the researcher found that there are several challenges encountered by teachers when implementing the CLIL approach in the class. The challenges will be discussed below.

4.1.1 Teachers' Challenges in Teaching Using CLIL

After conducting the interviewee, the researcher found that there were some challenges that had been faced by the teachers while implementing the CLIL approach in the class. The challenges will be divided based on Coyle's 4C model (Content, Communication, Cognition and Cultural), those will be discussed below.

Table 4.1 Themes and Sub-Themes of Teachers' Challenges in Using CLIL

Themes	Sub-Themes
Content	Unavailable Teaching Resources
	Student's Language Proficiency
	Relying on the Class Agenda
	Native Speaker Materials
	Teaching Method Differences

Communication	Language Barriers
	Language Proficiency of Teachers
	Complex Vocabulary in the Textbook
Cognition	Students' Attitude towards Instructions
	Cognitive Load
	Student Self-Doubt
Culture	Cultural Differences in Contextual Understanding
	Feeling Disconnected

4.1.1.1 Content

Content in Content and Language Integrated Learning (CLIL) refers to the subject or content to be taught (Marsh, D. & Frigols, M., 2012). This approach is not only asserting the language learning but also the acquisition of knowledge and skills that created by the students themselves. The difficulty of content in CLIL is teachers should design some activities related to subjects such as Science, Math, and so on and the language should be used effectively so it can encourage interaction and meaningful communication.

1. Unavailable Teaching Resources

Teaching resources consist of a very important part of all learning institution (Agnetta et al., 2022). Utilization of teaching resources is the effective and efficient use of teachers in schools to ensure optimum achievement of goals and objectives and evade wastage (Rafiei, 2015). These resources include teaching materials, learning aids, and access to supporting educational technology. The availability of adequate teaching resources enables teachers to design and deliver learning materials effectively, creating meaningful learning experiences for students. However, this study found that teachers at Efata Learning Center face significant challenges in gaining access to relevant, up-to-date, and contextual resources. This limitation not only impacts the quality of teaching, but also affects the level of student understanding and engagement in the learning process.

Teacher T1, T2, and T3 shared a similar explanation about the teaching resources. They stated that the teaching resources were not provided by the institution. For example, teacher T1 revealed that the teacher resources in some subjects were not provided by the institution so she had to search for teaching materials via the internet or discuss with colleagues to fill the gaps in existing resources:

"It depends of what subject and what class, because I search for books from teacher resources, and sometimes through the internet, and sometimes not all subjects have teacher resources available. So sometimes I exchange opinions with other teachers." (T1 p.116)

This shows that although some teaching materials are available, their quality and coverage are not sufficient to support optimal learning. This limitation requires teachers to spend extra time searching for and compiling materials, which could have been allocated for other teaching planning.

In line with teacher T1 above, teacher T2 stated that teacher resources were not provided. To overcome this limitation, teacher T2 develops the lesson plan by herself and because she was a new teacher in the institution, she also discussed it with her senior teachers in order to design appropriate lesson plan.

"Teacher resources are not provided here. I developed it myself and also discussed or studied with senior teachers." (T2 p.122)

Teacher T3 also assigned similar limitations about the teaching resources. Teacher T3 declared that the teaching resource was not prepared from the institution. To overcome this limitation, she had to prepare the teaching resource by herself and it became one of the difficulties that she faced in implementing CLIL approach, she stated:

"One of the difficulties that I have faced, because the teaching resource is not prepared so I need to prepare it by myself." (T3 p.130)

2. Students' Language Proficiency

Students' language proficiency refers to their capability in using the vocabulary and grammar of the language. In this study, the language proficiency refers to the student's capability in speaking, listening, and writing using English. Students in this institution can be placed in one class with various level of English competent because there is no replacement test in this institution. So, the students were placed based on their grades, not their English capability.

Teacher T1 and teacher T3 both highlighted variation in English language proficiency among students, which is one of the main obstacles in implementing Content and Language Integrated Learning (CLIL) in the classroom. Some students have demonstrated proficiency in using English, both in speaking and understanding the learning materials delivered in the foreign language. These students, who have a stronger foundation in English, are able to follow the learning process fluently. However, on the other hand, there are also students who do not yet have adequate basic English language skills. These students have difficulty in understanding vocabulary, sentence structures, and basic concepts in English, which hinders them from following learning well. Teacher T1 emphasizes:

"Usually, the difficulty is because children's English abilities are different. So, I have to create learning techniques that are suitable for all the children in the class so that everyone understands, not only focusing on one child." (T1 p.116)

The diversity of student abilities in the classroom is one of the major challenges in preparing materials. Teachers must be able to prepare materials that are not only by the curriculum, but also accommodate various levels of student understanding and

abilities. This requires teachers to develop a differentiated approach to learning, which requires deeper pedagogical skills and knowledge. Unfortunately, not all teachers have these skills, which causes difficulties in designing effective materials for all students. Teacher T3 also mentioned:

“Everytime I make a lesson plan, for me it’s hard. Because, all of the students have different abilities. If we use for example, I use strategy A, it can be good for some students but not for the other students.” (T3 p.131)

It means the teachers must prepare teaching and learning tactics that can activate students with different abilities. Teachers need to continue to develop their skills in lesson planning, including additional training to support more effective differentiation of content and time management.

Moreover, one of the biggest challenges in implementing CLIL is the limited English language skills of students. Teacher T4 revealed that many students, especially in the lower grade level, have very limited language skills. This causes students to take longer to understand the meaning of words or phrases in English before they can learn the concepts of the subject matter. The teacher explained:

“CLIL itself is how you teach a subject such as science, mathematics, or English using a foreign language. So, the students not only study the knowledge but also study the language simultaneously. Based on my opinion, it is quite difficult. Because some of the students still have lower understanding in English.” (T4 p.138)

Teacher T1 also noted that students sometimes struggle to comprehend the content of the book because the textbook they used was made for native speakers. Moreover, the disparity between the conditions they experienced in their own country and those depicted in the native speaker’s text complicates their ability to understand the context of the materials. She conveyed:

“The challenges are sometimes there are some words that the students

do not understand, and it different with the situation in here.” (T1 p.122)

The difficulty is exacerbated by the fact that all CLIL textbooks are written entirely in English, as expressed by teacher T4 and teacher T1. This condition makes it difficult for the students to understand the instructions, question, and explanations in the books, making the learning process less effective.

3. Relying on the Class Agenda

Class agenda refers to a list of tasks that will be carried out during that class session in chronological order. In this case, school agenda means list of activities that will be implemented in the nearest future. The activities can include assignments and exams that were announced by the teachers from the student’s school. Since the participants were working in an institution, their lesson plans were depending on the material of the student’s school. If the student will have an exam in a short time, then the teacher will prioritize the material to be tested.

Teacher T1, T2, and T3 informed their difficulties in following the class agenda from the student’s school. One of the teachers said that relying on the school sometimes made the teacher missed some materials that had been prepared. A sudden agenda will leave the teacher unprepared because the material that had been prepared by the teacher were not used and the teacher needed to teach a new material that they had not arranged. Teacher T1 explained:

“Then another difficulty is because I teach in an institution so I have to follow the lessons being taught at school. For example, at school they teach chapter 7, so we also have to quickly catch up on chapter 7, while we haven’t taught the previous chapter, but because we are relying on school, willing or not, we have to skip the chapter we have been studied so we can catch up. (T1 p.116)

Teacher T2 also conveyed similar point of view relating to the student’s class

agenda. She said that the lesson plan that she had planned became unusual due to a sudden examination scheduled by the student's school. So, she had to make an improvement in implementing her teaching strategy. Teacher T2 pointed out:

“Actually, I found some difficulties such as I had planned certain chapters to be taught but apparently there were some teachers who might skip some parts perhaps because they considered the children had already understood. And also, because suddenly there might be a quiz or test so by force of circumstances I change my strategy.” (T2 p.122)

While teacher T3 highlights that she had to wait for the teachers from the student's school to share the material so that she can prepare the materials that was relevant to the student's material at school. However, waiting for the materials from the teacher at the student's school would take a considerable amount of time, as the teacher must prepare their own materials and then align them with the school's curriculum. Teacher T3 stated:

“I often teaching in the class using the materials from the teacher in the school. Usually, the teacher shared it per unit so I use it. Then, I match it first; if it is relevant to my class condition or not.” (T3 p.131)

Teacher T4 also expressed a similar opinion, stating that preparing lesson plans is time-consuming because they must follow the schedule provided by the school.

“In my opinion, to prepare a proper lesson plan is time consuming. While, I need to be fast so I can catch up the lesson in the school.” (T4 p.139)

An unanticipated agenda from the student's school prevents teachers from adequately preparing. Moreover, the material that teachers have prepared, requiring considerable time investment, ultimately remain unused. This lack of teacher's readiness can significantly undermine the effectiveness of the teaching and learning process. It could also take much time to complement the lesson plans or materials

prepared by teachers with those from the student's school.

4. Native Speaker Materials

Native speaker material means the materials provided in the institution were made for native English speakers. Specifically, it contains cultures that different with the EFL students. Therefore, teachers must ensure that cultural examples, stories, images, and scenarios relate directly to the local environment and the learners' lived experiences. Nevertheless, the materials provided for CLIL students embody a cultural framework that differs from the learners' own cultural background. Teacher T4 gave an example of the difficulty in finding analogies that fit students' experiences in Indonesia, especially when the material in the textbook refers to a foreign context:

“The challenges in developing materials in this case are finding the same context and culture about the material related to the real life. For example, in grade 2 the material is about clothes. In the book there are some clothes that are used in winter seasons, while we do not have winter season so some of students do not understand it then I need to give a relevant example to make them understand.” (T4 p.139)

Moreover, for CLIL students, the material resources are derived from native speakers. Although learning with materials sourced from native speakers have some benefits such as helping students in correcting the word pronunciation or assisting students to hear the proper grammatical structure, teacher T3 also face a challenge relating to listening materials, she claimed:

“The biggest challenge, in my opinion, is with listening materials. The audio scripts are narrated by native speakers. I teach first grade, and even for adults, some words in the recordings may not be very clear—let alone for young children. In listening excises, there is also a variety of vocabulary used.” (T3 p.136)

It can be concluded that the teacher faced a range of challenges when adapting

listening materials for the CLIL learners. Authentic native speaker recordings often include rapid speech, idiomatic expression, and culturally specific references that may be beyond the processing capacity of younger students. Consequently, she must do scaffolding to the students by providing slowed audio versions or pre-teaching essential vocabulary. Yet, it demands additional preparation time and specialized training.

5. Teaching Method Differences

As time progresses, there are various of teaching method that have been implemented. Moreover, variations in curricula result in differences in the problem-solving approaches taught to children. Teacher T2 shared her experience of the challenges they encountered in teaching, attributing these difficulties to the disparity between current pedagogical methods and those they had previously been experienced to. T2 said:

“The challenge is from the method. For example, math lessons, maybe the way of calculating is different from when I was in school. Maybe the current method is more logical. For example, they are only given certain numbers. So, they themselves have to explain how they got the numbers. Was it added or subtracted, or could they use the same number, like that. In the old method, it was like we had a formula, like that.” (T2 p.127)

This statement illustrates that the teacher experiences difficulties in applying the methods used by CLIL learners. These challenges stem from the disparity between the learning methods currently employed and those the teacher experienced during their own education. Moreover, the pedagogical approaches that she previously used in teaching children under the public-school curriculum differ from those implemented the CLIL curriculum. Specifically, students in the public system tend to rely on formulas to solve problems, whereas CLIL students

employ logical reasoning for problem-solving.

4.1.1.2 Communication

In Coyle's 4Cs framework for Content and Language Integrated Learning (CLIL), 'Communication' emphasizes the use of the target language as a tool for learners to engage with and convey subject content. This approach encourages students to actively use the foreign language in authentic contexts, facilitating both language acquisition and content understanding. According to Coyle et al. (2010), communication involves learners using the target language to communicate, thereby integrating language learning with content mastery. Communication plays an important role within the 4Cs framework, as it requires awareness of various language types used for different purposes.

Nevertheless, teachers still face challenges in communicating with young learners in CLIL classrooms. These difficulties include students' limited proficiency in English or even a complete lack of English skills, as well as challenges in understanding more formal language used in lessons, which they do not encounter in everyday communication.

1. Language Barriers

A language barrier is a term commonly used to describe a barrier that results from linguistic communication differences between speakers of different language or with varying levels of proficiencies. Language barriers can hinder people's ability to share information, communicate, and comprehend the language. Additionally, young learners often lack the linguistic confidence to express complex ideas, leading to reduced participation and engagement in discussions. The limited language proficiency becomes one of the biggest challenges that faced by

the teachers. Teachers T1, T2, T3, and T4 shared their experiences that some of their students were not yet fluent in English, so during discussions, they allow students to use their native language. Moreover, they often need to mix the native language with English to ensure that students can still understand the context of the discussion. Teacher T1 shared:

“In the teaching process, I usually allow them to use their mother tongue. Because some of my students’ mother tongue is Indonesia, so sometimes there are those who have not mastered in English. But I do not speak entirely in English. Usually, I mix it up first. So that those who do not really understand English understand what I am saying.”
(T1 p.117)

Teacher T1 stated that she could not use English entirely when communicating with students because not all students have proficiency in English. Therefore, she needed to mix English with the students’ native language to ensure comprehension.

Teacher T2 expressed a similar concern:

“I always try to use English or a second language, but if their response is in their mother tongue, I still reply in English. If they still do not understand, I will try to mix English with Indonesian.” (T2 p.123)

Teacher T2 stated that during the teaching and learning process, she always strove to use the target language. Even when students respond in their native language, she continued using English. However, if students still struggle to understand after the teacher simplifies her English, she needed to mix English with Indonesia, the students’ native language. Teacher T3 also shared a similar experience:

“I always try to communicate using English. But sometimes there are also children who still answer using Indonesian but I do not blame them right away, I listen to them first give their answers, then after a while I tell them, ‘Oh, the rules in our class, how much percent should we use today, should it be full English?’ for example, at first they like to use Indonesian, then from the middle they start to mix it, and finally English becomes more dominant than Indonesian.” (T3 p.132)

Teacher T3 said that she always tried to communicate with students using English.

However, students still responded in their native language. Therefore, the teacher allowed them to use their native language but set a rule to gradually reduce its usage. The goal was to help students become more accustomed to using English over time. Furthermore, Teacher T4 explained:

“So the use of the mother tongue or Indonesian in class, I still allow it for several reasons such as it will help them express themselves more clearly, more comfortably, then I also facilitate discussions such as, for example we discuss abstract concepts, which children have to imagine, like that. Then make children like, we have to convince the children that they understand the lesson, then they can communicate in a second language or English, even so I still motivate them to use English even though it is not full English. Because if I force them to use full English in class, they will not be able to understand or grab the lessons as a whole.” (T4 p.140)

Teacher T4 claimed that she still allowed students to use their native language in class for specific reasons. She believed that using the native language in certain situations, such as discussing abstract concepts that require imagination, is more efficient in helping students gain a deeper understanding of the lesson. In her view, requiring students to use only English would not guarantee a comprehensive understanding of the lesson.

The teachers believe that the use of the native language is still permissible but only in specific situations. They hope that by mixing the native language with English, students can gradually achieve the target language while still understanding the lesson being delivered. However, students' limited proficiency in English presents certain challenges for teachers. As teacher T1 stated:

“My difficulty in dealing with children who use their mother tongue in class is usually they get into the habit of using their mother tongue so they continue to use their mother tongue while we are required to use English in class. So my difficulty is I have to manage them to use English more than their mother tongue.” (T1 p.117)

It can be observed that while the use of the native language may help students better

understand her instructions, it also makes them comfortable and encourages continuous reliance of their native language. As a result, Teacher T1 struggles to manage students in using more English in communication rather than their native language. Meanwhile, Teacher T2 told:

“For the use of language during the learning process, for me, actually some of the children have not mastered English yet, there are also those who have mastered English but are too comfortable using their mother tongue. Whatever language they use, I always respond with English. So the difficulty perhaps to motivate them that not only theory must be superior, for the case of bilingual learning, communication must also be improved, speaking must be improved because there are some children who may not, cannot use English at home because there is no one to talk to. So, as much as possible they use that time during the learning process or have someone to talk to such as their teacher or friends at school who they can invite to use a foreign language together. So, yes, the difficulty is to motivate them, how to make them comfortable using that language and know the benefits if it used more often.” (T2 p.124)

Teacher T2 stated that allowing mother tongue in her class made her struggled to motivate students to use English more frequently than their native language. She recognized that not all students use English outside the classroom. Therefore, Teacher T2 hoped that students would practice speaking more during class, as it was the only place where they had conversation partners to use English with. However, in reality, students felt more comfortable using their native language instead. Teacher T3 added:

“What I noticed is that when there are children who use their mother tongue while studying in class, they become less confident in communicating further because they see their friends who are already actively speaking English, so it looks like there is a gap. The child tends to choose to be silent during class, especially if at the beginning we have reminded them about today’s rule that they must use English.” (T3 p.132)

According to Teacher T3, children with limited English-speaking skills tended to have lower confidence compared to those who were fluent. This was evident in their

tendency to remain silent when asked to communicate in English. Instead of attempting to practice English, children who were not yet proficient tended to remain silent, while those who were more fluent became increasingly motivated to practice. As a result, a significant gap could be observed between students who were proficient in English and those who were not and the children who were not proficient in English showed little to no improvement in their language skills. While Teacher T4 said:

“The difficulty in dealing with children who use Indonesian or their mother tongue, we have to re-explain the instructions written in their textbooks to the children so that the children understand and can work on the questions according to the instructions written in their books. Because usually the instructions written in their books are in English while children who actively use their mother tongue sometimes do not understand the instructions.” (T4 p.140)

Teacher T4 shared her experience of her obstacle of students who were limited in speaking English. She said that she had to repeatedly explain instructions to students with limited English proficiency. This process took more time, as explanations must be repeated until the students fully understand.

These challenges illustrate the dilemma teachers face in communicating with their students. On one hand, using only English with the expectation that student will become accustomed to it may actually hinder those with limited proficiency, making communication difficult. As a result, these students lose confidence and choose to remain silent rather than attempt to speak, leaving teachers uncertain about their comprehension of the lesson. Consequently, this situation risks both failing to achieve the target language goals and ineffective delivery of the subject matter.

On the other hand, allowing students to use their native language in the

classroom may help them understand the subject matter more effectively. However, this reliance on their native language can make them comfortable and less motivated to improve their target language skills. Therefore, teachers must carefully and strategically decide how to balance language use in the learning process.

Then, insufficient is another issue. It refers to the lack of knowledge and understanding of words and phrases within a language, which hinders effective communication and comprehension. A limited vocabulary makes it difficult for students to comprehend instructions, both those given by teachers and those written in textbooks. Teacher T1 and T4 shared their experiences regarding the difficulties they faced when giving instructions, particularly those found in textbooks, to CLIL students. Teacher T1 said:

“My difficulty in giving instructions written in books is usually because children’s vocabulary is still lacking, so they often ask what it means, what it means. So as a teacher, I have to give instructions over and over again.” (T1 p.120)

Teacher T1 stated that the students' limited vocabulary made it difficult for them to understand the meaning of the instructions given. As a result, many students asked Teacher T1 for clarification. This forced Teacher T1 to explain repeatedly until the students fully comprehend, which could lead to a waste of time that could otherwise be used for other activities. T4 also said:

“For some cases or in some children, it is difficult. Because not all children in the class understand the instructions given in English. So for the questions written in English, I have to make it as simple as possible, so the children can understand it.” (T4 p.143)

Teacher T4 also shared a similar perspective, stating that more time was required to re-explain concepts to students with limited vocabulary. This was because Teacher T4 felt the need to use the simplest language possible, which she believed

the students could understand. As a result, these students took longer to complete tasks compared to those with a more extensive vocabulary.

2. Language Proficiency of Teachers

Jackson (2019) defines language proficiency as “the individual’s knowledge and ability to use the language through listening, speaking, reading and writing in contextually appropriate ways.” The term referred to in this study pertains to the teacher’s ability to use language appropriately and accurately across various contexts, specifically in subjects other than English, such as Science and Mathematics. Language proficiency for teachers in various contexts plays a crucial role, as teachers are required to master the language of subjects such as Science and Mathematics meticulously in order to effectively convey lessons to students in a clear and understandable manner. However, teachers still face difficulties in mastering the vocabulary in Science and Mathematics lessons, as stated by Teacher T1:

“Sometimes yes, I still find some difficulties like vocabulary in math or science lessons. Because my basic is in English so when teaching Math sometimes there are new vocabulary that I meet for the first time.” (T1 p.118)

Teacher T1 stated that Science and Mathematics are new subjects for her, as her background is in English. As a result, she sometimes encounters new vocabulary that she has never encountered before. Teacher T2 also shared a similar experience:

“Yes, there are some lessons that I have problems with but not too many. Maybe you could say you are not used to it, but that does not mean you do not know anything at all. If I give an example, I have more difficulty in science or science lessons. Because the examples might be about body organs or the solar system or outer space in English, maybe for me it is a bit formal. So, I must study it again.” (T2 p.124)

Teacher T2 stated that the language used in science lessons is formal and rarely

encountered. For example, vocabulary related to the human body or the solar system. Therefore, Teacher T2 feels the need to study more in order to master and understand the meanings of these new terms, making it easier to explain them to her students. While Teacher T3 stated:

“At the beginning I think I had quite a bit of difficulty. Because we usually teach using Indonesian or English, and the material is in English. But now I have to teach other subjects—Math and Science—but using English. There are difficulties, there are some terms that are not familiar or words that I have to cross-check again whether the meaning is correct or not with what I have to convey. So I really have to check many times before teaching the children, for Math and Science.” (T3 p.133)

Teacher T3 also experienced similar challenges as Teacher T1 and T2. She mentioned that her difficulty lies in teaching other subjects in English, as there are several terms and vocabulary that are unfamiliar to her. As a result, she has to repeatedly check to ensure that the meanings of the words she is conveying are accurate.

3. Complex Vocabulary in the Textbook

Complex vocabulary refers to words that are not commonly used in everyday conversation but are essential for academic success (Beck et al., 2013). These words often convey intricate ideas and concepts, making them vital for understanding and engaging with academic materials. For instance, terms like 'analyze', 'compare', and 'contrast' are considered complex due to their frequency in academic texts and their role in developing critical thinking skills. Teacher T2 and T3 shared similar experiences regarding the difficulties students face in understanding the instructions in the textbooks due to the use of relatively complex vocabulary for young learners. T2 stated:

“The difficulties that I often face in giving instructions are for example

in English lessons. Because when I used to study or maybe a curriculum other than Cambridge, there are similarities, such as giving simpler instructions. If there was a question to change a sentence to another tense, the instruction was only, 'Change them into present simple,' straight away. But in Cambridge, they usually use command sentences like 'rewrite and make them to the correct sentences,' then in brackets there is past tense or present simple, like that. So we have to explain one by one, we have to explain, 'What is rewrite?' It means the sentence has to be rewritten. Then pay attention to the details in the brackets, asking to change it to what tense, like that. And also for other subjects like math too for me personally, it is called circling, the questions to circle are simply using the words 'Circle', but in Cambridge it is 'Draw a ring,' and so on. Some of them ask 'What does this picture mean, Miss?' and so on, 'Where is the picture?' and so on. They do not understand that it is just choosing an answer but circling the correct one, like that." (T2 p.127)

She highlighted that the instructions written in the CLIL textbooks contained more complex vocabulary compared to non-CLIL books. For example, the word 'circle' was used as 'give a ring,' and 'change the word' becomes 'rewrite.' This caused young students to struggle with interpreting the meaning of these instructions. Sometimes, some students even misunderstood the instructions. As a result, Teacher T2 had to identify words that may confuse the students and re-explain their meanings. Teacher T3 also said:

"The instructions in the original book are sometimes too long, some also use unfamiliar terms or vocabulary, meaning the children have not learned the meaning of the word. So I have to explain again or find the equivalent word that they probably already know." (T3 p.135)

Teacher T3 also mentioned that the instructions in the book were very long and contained many words that were unfamiliar to young children, whose vocabulary were still limited. Therefore, she had to find equivalent words that the students were more likely to know, so they could better understand the meaning of the instructions.

Specific terminology also became a challenge in explaining the subject

matter. The teachers must explain the terminology of a word based on its context, as a single word can have different meanings depending on the field. Especially when teaching young students, teachers need to provide detailed explanations, as these students may become confused in interpreting a word, especially if it has multiple meanings. Moreover, when teaching different subjects, teachers must clarify the differences and specify when each term should be used. As Teacher T4 said:

“Yes, sometimes I still find the obstacle. Each subject has its own set of specialized vocabulary and terms. If students are not familiar with the English equivalents, it may hinder their comprehension. For example, scientific terms or mathematical expressions might be difficult to grasp without adequate explanation or translation support. Such as, in English subject the word heart means something that you can feel, and emotion. But it has different meaning in science. So, I need to explain it clearly then the students can understand the meaning and the context.”
(T4 p.141)

Teacher T4 stated that she must be aware of her word choice when explaining lessons. She needed to recognize that a word may have multiple meanings and provide an explanation of these meanings to the students beforehand. Without clear explanations, students may misinterpret the information she was presenting. Therefore, Teacher T4 must explain the different meanings of a word based on the context of what the students are currently learning.

2.1.1.3 Cognition

Coyle (2007) defines cognition within the 4C framework as the focus on the development of higher-order thinking skills, including analysis, synthesis, and evaluation, and how these processes support deeper learning. This approach allows students to develop both cognitive and linguistic competencies simultaneously, thereby enhancing their academic language proficiency and subject-specific

knowledge. However, CLIL teachers still face challenges regarding their students' thinking abilities in the teaching and learning process. These are the topics that the teachers faced in teaching using CLIL related to the cognition of Coyle's 4C framework:

1. Students' Attitude towards Instructions

The students' attitudes towards instructions in learning play a critical role in shaping their academic success and overall learning experience. These attitudes can influence how they engage with the material and their motivation to learn. In this study, the teachers highlight common challenges they frequently encounter in giving instructions, such as young students who may bypass essential aspects of the learning process, such as reading instructions and directly answering questions. Teacher T1 explained:

“In fact, sometimes they immediately answer the problem without reading the instruction first. Especially for math lessons, when they see numbers, they immediately answer.” (T1 p.119)

Teacher T1 indicated that young learners often answered questions directly without thoroughly processing the material or engaging in critical thinking. This was often happened in mathematics, as the presence of numbers in the questions led students to guess the answer rather than apply their knowledge. Teacher T2 added:

“Even for children who can speak English, sometimes they are too lazy to read the questions or instructions, so they go straight to the answer choices. So, they confused themselves and finally asked the teacher.” (T2 p.125)

Teacher T2 also provided that even learners who were quite fluent in English might frequently skip reading instructions and directly proceed to answering questions or completing tasks. This attitude was problematic as it could prevent them from fully understanding the requirements of the assignment, potentially leading to incomplete

or incorrect responses. Teacher T3 explained:

“So my students tend to ask questions before reading the instructions. They will say things like, ‘Miss, what are we supposed to do for this number?’ or ‘Miss, what does that mean?’ When I ask, ‘Have you read the instructions yet? Do you understand the question?’ they always answer, ‘Not yet.’” (T3 p.136)

Teacher T3 stated that sometimes her students prefer asking the teacher directly instead of reading the instructions first and comprehending their meaning. In this situation, this confusion is related to how they handle the questions, which eventually makes them seek help from the teacher. This shows that, despite differences in language ability among students, the difficulties faced in understanding instructions are not only limited to language issues, but also related to students’ habits or attitudes in taking the assessment.

Additionally, young learners often face limitations in mastering language targets, in this case, English. This can hinder their ability to fully engage with the subjects being taught, as they may lack the necessary vocabulary or grammatical knowledge to comprehend complex concepts. This is a concern expressed by the teachers when providing instructions to their students. Due to limitations in language proficiency, students are unable to grasp the ideas presented in the material. As Teacher T1 pointed out:

“Usually, the students do not understand the instructions, because it is in English. They actually already understand how to solve a problem, but because it is in English and the vocabulary is still lacking, they do not understand the instructions for the problem, not the content.” (T1 p.119)

Teacher T1 expressed the students struggled to understand the intent of the instructions provided. Although they were capable of solving a problem, many misunderstood the instructions due to difficulties in grasping the underlying ideas,

leading to numerous misconceptions in addressing the issue. Teacher T2 also stated:

“Of course there are difficulties, but they vary. If I give an example, for example, for children who do not really know English, maybe the problem itself needs to be translated.” (T2 p.125)

Teacher T2 added that students who are not yet proficient in English need assistance by first translating the material into their native language. As a result, although they can engage with the subject matter, this engagement is only possible when they use their mother tongue. This, in turn, prevents them from achieving proficiency in the target language. Then, Teacher T3 indicated:

“Now, sometimes there are also difficulties in the content, which I say again, the children who do not use English tend to have more difficulties in understanding what the material is about.” (T3 p.134)

Teacher T3 also acknowledged that students who were not yet proficient in English tended to have greater difficulty understanding the material. This was a concern for Teacher T3, as these students might struggle more to acquire knowledge from the subjects being taught. Teacher T4 also added:

“Some children already understand the instructions written in the book if the child has a sufficient level of English, but there are some children who do not understand. So they will definitely ask, ‘What does this mean, Miss?’ ‘Miss, I do not understand.’ Like that.” (T4 p.144)

Teacher T4 shared that young learners with limitations in their target language found it more challenging to comprehend complex content. This made it difficult for students to process both the new language and the content simultaneously. It was feared that this might negatively impact their learning outcomes.

Furthermore, Teacher T2 also highlighted the problem of understanding instructions in more complex contexts. She stated that even though there are students who are quite good at English, they can still have difficulties if the instructions in the questions are too complicated or the language level is high.

Teacher T2 explained:

“And also, even if there are children who have a good understanding of English, they still do not understand the instructions, perhaps in terms of language or their understanding of English is too high for them.” (T2 p.125)

This quote illustrates the challenges that arise when English instruction is used with sentence structures or vocabulary that are more complex than students can understand, even though they already have a good command of English, their understanding of the instructions is still hampered by the difficulty of the language used in the assessment.

2. Cognitive Load

Sweller et al. (2011) define cognitive load as the mental effort required to process information in the working memory during learning tasks. Working memory has a limited capacity, and cognitive load can impact how well information is processed, stored, and understood. The teachers shared the challenges they face through the framework of cognition in the teaching and learning using CLIL. They observed how students grasped ideas when given instructions, noting that some students required more than one repetition to process the information provided.

Teacher T2 stated:

“Usually for primary level, they can ask two or three times until they understand.” (T2 p.127)

Teacher T2 stated that some of her students needed to spend more time understanding instructions. This is due to the fact that many young learners had not yet developed adequate proficiency in the foreign language. As a result, when they received instructions in the target language, they were forced to translate words and phrases individually in order to understand their meaning. This translation process

required significant time and mental energy. It not only impeded their understanding of the language itself but also hindered their deeper comprehension of the academic content being studied. Teacher T3 then explained:

“They are still five to seven years old, if they read it once they definitely do not understand the instructions, they will ask, ‘Miss, what does this mean, Miss?’ Then later the other will ask again and again. So usually, I like to lead the children to read the instructions together.” (T3 p.134)

Teacher T3 claimed that some of her students struggled to understand what was being asked of them. As a result, the students ask the same questions consecutively. This could result in reduced comprehension of both the content and the language being used, ultimately affecting the effectiveness of the lesson. Teacher T4 also emphasized:

“Yes, there are definitely difficulties. This difficulty can be related to the student’s lack of understanding of the content or sometimes the students themselves do not understand the instructions because of the language gap itself.” (T4 p.142)

Teacher T4 explained that some of her students struggled to understand the content and instructions provided. This was because they needed to process both the academic content and the foreign language simultaneously. As a result, they must expend cognitive resources on interpreting words or phrases rather than focusing on deeply understanding the subject matter, which can hinder their ability to fully grasp the material.

This illustrates that young learners who are still in the process of acquiring a foreign language tend to require additional time to comprehend instructions or material presented in a language they have not fully mastered. They must convert the information from the foreign language to their native language, a process that demands extra attention and mental energy. Consequently, the time required to

understand the material is prolonged, which can hinder their comprehension of the academic content being taught. This often results in delays in their progress.

3. Student Self-Doubt

According to Brown (2012), self-doubt refers to a lack of self-confidence that leads to a fear of failure, paralyzing indecision, or avoidance. This definition illustrates how self-doubt can influence behavior and decision-making. It can result in negative thinking and self-criticism. Teacher T1 and T3 shared that some of their students tend to ask them questions to reassure themselves that they are correct, even though what they are doing is already right. However, due to their lack of self-confidence, they feel the need to ask repeatedly to ensure they are not making any mistakes. Teacher T1 stated:

“When I give instructions, they actually can recognize it. But because they are not sure with their own answers so they often ask me ‘Is it like this, Miss?’” (T1 p.120)

Teacher T1 explained that some of her students continued to ask questions about things that were already clear, which could disrupt the flow of the lesson in class. She felt the need to repeat explanations to provide clarity for one student, which could affect the pace of the lesson and the attention of other students. This could lead to inefficiency in time management within the classroom. Teacher T3 stated:

“Sometimes I also feel that the students need validation. For example, they may have read the instructions but still ask, ‘Oh no, am I doing this right?’ That is how they are.” (T3 p.136)

Teacher T3 shared a similar experience. She felt that her students lacked confidence in their answers, often relying on her to provide confirmation or answers, even for things they had already understood. This reflected an excessive dependence on the teacher for reassurance. Such dependence hindered the development of independent

learning. Students might not learn how to find solutions on their own or develop strategies to check their understanding, which were essential skills in CLIL.

These findings illustrate that students who lack confidence and frequently ask questions to which they already know the answers may experience significant negative impacts on their learning process. Anxiety, dependency, and frustration can hinder their ability to learn independently and effectively. However, with the right strategies, teachers can help build students' self-confidence and enhance their skills in processing information and actively participating in CLIL classrooms.

4.1.1.4 Culture

In Coyle's 4C framework for CLIL, culture refers to the understanding of how cultural contexts influence the way content is interpreted, taught, and learned (Coyle, 2007). This involves both the culture of the target language (the cultural background represented by that language) and the interaction between the learner's own cultural background and the content being studied. The teachers report encountering several difficulties when teaching young learners using the CLIL approach, particularly related to culture. These challenges are attributed to the students' limited proficiency in the target language and their lack of knowledge about other cultures. The following are topics regarding the challenges faced by teachers when teaching young learners using the CLIL approach, specifically related to culture:

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. Teacher T2 explains how cultural differences make it difficult for her to convey the material because the books used are made for native speakers. She says:

“There are certain subjects such as mathematics, perhaps their culture uses foreign currency. So that is where my difficulty lies because in general, we usually use our own currency or rupiah. So, when it is mixed with foreign currency, we have to look again for the nominal amounts because each country is definitely different.” (T2 p.126)

Teacher T2 explained that she faced challenges in teaching cultural differences to young learners. For example, she struggled when teaching mathematics, particularly when it involved currency values that were vastly different from the currency used in the students' country. This difficulty arose because the teaching materials focused solely on the culture of native speakers of the target language, which might cause students to find it hard to understand values that were irrelevant to their own context. Teacher T4 emphasized:

“Yes, explaining culture within a book can present several obstacles, especially in a CLIL, where the focus is on integrating both language and content. Some of the challenges include cultural differences and misunderstanding students may struggle to fully understand or appreciate cultural references that are unfamiliar to them, leading misinterpretations.” (T4 p.126)

Teacher T4 explained that cultural differences contained in textbooks could lead to misunderstandings or difficulties for students in comprehending the content being taught. This was because the available materials contained cultural references that were vastly different from the students' everyday experiences. Unfamiliar cultural references could confuse students, especially if they lacked the context to relate this information to their own lives.

Moreover, cultural specificity could lead students' confusion. Since 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 T1 and Teacher T4 share similar experiences related to the difficulties they face in explaining the material due to the students' limited language proficiency. First, Teacher T1 highlighted:

“Usually, the challenge is the students’ lack of vocabulary. So, inevitably, I have to translate English into their daily language.” (T1 p.126)

Teacher T1 shared that some of her students lacked the necessary skills to understand the vocabulary used in the target language, especially when the vocabulary related to specific cultural aspects that did not have a direct equivalent in the students' native language. As a result, Teacher T1 faced difficulties and must re-explained the content using simpler language to ensure that it could be understood by young learners. Then Teacher T4 stated:

“Then, language barriers, some cultural references in the book may rely heavily on language nuances, idiomatic expressions, or wordplay that are difficult to translate or explain without losing meaning. This can make it harder for students, especially those with lower language proficiency, to grasp the full cultural context.” (T4 p.143)

Teacher T4 discussed the challenges of teaching young learners using the CLIL 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.

Furthermore, 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.

Teacher T2, T3, and T4 share the same perspective on the difficulties they face when explaining cultural backgrounds that differ from the students' home countries. The differences they encounter include variations in folktales, holidays, signs, and objects, which are unfamiliar to their students. Teacher T2 explained:

“The challenges I face, for example, are about several holidays in the story, such as Thanksgiving, which we know is one of the holidays of certain religions, which sometimes coincidentally, for the teacher herself and her students, they have different beliefs. Then because the students, do not really understand the beliefs of other holidays, sometimes they ask. And that is where the difficulty lies because we have to explain it as best as we can, Miss.” (T2 p.128)

Teacher T2 revealed that one of the major challenges she faced in teaching with the CLIL approach is explaining cultural differences that did not occur in the students' home countries, such as Thanksgiving Day. Teacher T2 finds it challenging to explain in a relevant way without the cultural knowledge possessed by the students.

T3 added:

“Last semester, I taught a lesson on signs and symbols. Since we use Cambridge books, there were some symbols or images that were unfamiliar to the students, making the material less relevant. Besides symbols, there were also fairy tales and legends that the students could not relate to, stories they had never had before.” (T3 p.136)

Teacher T3 also added that cultural differences related to signs or symbols in the CLIL textbooks posed challenges. These differences made it difficult for students to understand the symbols or signs used in the lessons, as they had never encountered them in their own environments. As a result, students were unable to

fully grasped the context of the material being taught. Furthermore, differences in folktales also led to confusion among some students in understanding the stories or the moral messages conveyed in them. Teacher T4 also explained:

“The challenge is that for some things the child asks, ‘What does this mean, Miss?’ ‘What does this mean?’ The meaning in terms of non-words, such as what shape, object or cultural form being discussed is what it is. Sometimes children do not understand because they have never seen it concretely. Then, that is all, because the culture is not familiar to children, so the children are still a little confused.” (T4 p.144)

Teacher T4's observation highlighted a challenge in teaching CLIL in a multicultural classroom. When students encountered non-verbal cues, such as shapes, objects, or cultural forms, that they had never seen before, it could create confusion because the context of those symbols or items was unfamiliar to them. So it can be hard for them to make connections and understand the material fully.

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 shared her challenge in teaching young learners regarding cultural expressions. She said:

“In addition, certain terms or phrases tied to the culture in the book may not have direct equivalents in the students' native language, requiring additional explanations, which could lead to confusion or frustration.” (T4 p.143)

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.

2. 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 learners, are unable to relate to or perceive the relevance of studying cultures other than their own, they may become disengaged with the material. Teacher T1 and T3 observe a lack of student interest when learning about other cultures. As T1 stated:

“Sometimes I still find problems in explaining the culture of other countries to the children, because the children know their country is Indonesia, but why do they have to learn other cultures.” (T1 p.119)

Teacher T1 explained that some of their students felt confused when taught about cultures from other countries. They perceived these cultures as irrelevant to their daily lives in their own country. This led to a loss of interest in the lesson, as they found it difficult to relate the material to their own experiences. Then Teacher T3 highlighted:

“If it is related to culture, it really has to be explained. Moreover, they are still young, they do not have much experience, their knowledge is still not broad. So they really have to be told first.” (T3 p.135)

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. Therefore, in CLIL lessons, if they were to study foreign cultures, a thorough explanation was necessary beforehand. 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.

4.1.2 Alternate Solution to Overcome the Challenges

In addressing the challenges faced during the implementation of Content and

Language Integrated Learning (CLIL), teachers have developed various strategies to mitigate difficulties and improve learning outcomes. Drawing from their experiences, these solutions focus on enhancing instructional methods, simplifying assessments, and bridging linguistic and cultural gaps. The tables are also divided based on Coyle's 4C (Content, Communication, Cognition, and Culture).

Table 4.2 Themes and Sub-Themes of Alternate Solutions to Overcome the Challenges

Themes	Challenges	Solutions
Content	Unavailable Teaching Resources	- Utilization of digital resources. - Adapting the Previous Lesson Plan
	Student's Language Proficiency	Using English Daily Language
	Relying on the Class Agenda	- Back-Up Lesson Plan - Parents Involvement
	Native Speaker Materials	- Collaboration with Colleagues. - Looking for Alternative Resources. - Adapting the Previous Lesson Plan.
	Teaching Method Differences	Teacher's Development to Improve Competence.
Communication	Language Barriers	- Simplify the Language - Give Motivation - Engage Learners Actively
	Language Proficiency of Teachers	Give Motivation
	Complex Vocabulary in the Textbook	- Scaffolding - Collaborate with Other Teachers.
Cognition	Students' Attitude towards Instructions	- Peer-Tutoring - Mother Tongue Support
	Cognitive Load	- Scaffolding - Language Simplification
	Student Self-Doubt	Comprehensible Input and Pacing Support
Culture	Cultural Differences in Contextual Understanding	- Connecting Foreign and Local Cultures - Using English Daily Language
	Feeling Disconnected	Using Media and Real-Life Examples

4.1.2.1 Content

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 CLIL students. Teacher T1 said:

“It depends on what subject and what class, because I search for books from teacher resources, and sometimes through the internet.” (T1 p.116)

Teacher T1 states 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. Teacher T3 added:

“Sometimes I also watch and learn from TikTok or social media because there are many creative teachers. So I can take example from that.” (T3 p.131)

This illustrates that utilizing digital resources can also be a useful alternative to find solutions to overcome CLIL teaching challenges in finding the materials. The use of platforms such as TikTok or other social media shows flexibility in seeking inspiration and expanding insights related to teaching practice. This aligns with Dzulkarnain (2024) findings that claims technology enhanced resources, such as multimedia tools, digital libraries, and online learning platforms, can provide opportunities for interactive and personalized learning experiences because teachers require access to a wide range of authentic materials in the target language to support delivery and language learning objective.

2. Collaboration with Colleagues

One of the most frequently mentioned solutions by teachers was the importance of careful lesson planning. Teacher T1 explained that to overcome challenges in preparing the lesson plan, she usually discussed with fellow teachers who teach in the same class to evaluate students' abilities and plan learning steps that are appropriate to their ability levels. This was expressed by Teacher T1 as follows:

“To overcome this, I prepare a lesson plan or RPP, which is what we usually call it. So, before preparing it, I will discuss the lesson plan related to the children's abilities first with the teachers who teach in the same class.” (T1 p.116)

Additionally, teacher T3 also had the thought in overcoming the obstacles in preparing the lesson material. She usually shared with her colleagues who teach in the same level before she prepared the lesson plan so that she can develop a more effective lesson plan. She asserted:

“Something that I often do is usually asking to other friends or teachers that have taught in the same level, so we like to share.” (T3 p.131)

This approach shows that collaborative planning between the same level teachers is an effective way to ensure that the material taught can be adjusted to the abilities of students and the needs of teaching in the classroom. It also helps teachers to prepare lesson plan more thoroughly and minimize errors that can occur during the teaching process.

Also, the teachers evaluated the materials with senior teachers. Teacher T1 showed that in facing difficulties in preparing the material for CLIL students, she chose to evaluate the materials again based on her experience or consult with senior teachers. T1 stated:

“How to overcome this depends on the class being taught. If I have experience in teaching grade 1, for example, then I will take the material that have taught, then I will evaluate it again from my experience and then I will discuss it again from other colleagues, especially more experienced teachers.” (T1 p.117)

Similarly, Teacher T2 also addressed the challenges she faced by reviewing the chapter again and consulting senior teachers to prepare for the next lesson. This solution was specifically implemented to overcome difficulties in preparing teaching materials. Although the material was already provided in the students’ textbooks, some students still struggled to understand it. Therefore, the teacher sought additional resources that could be easier for the students to comprehend. T2 said:

“My way of dealing with it might be by reviewing the chapters or ask the senior teachers about the next lesson.” (T2 p.122)

These actions reflect the importance of collaboration between teachers as a way to improve understanding and expertise in preparing the lesson plan and the material. By seeking opinions from senior teachers who have more experience, teacher T1 and T2 can gain additional insights to overcome challenges faced in preparing the lesson plan and the material.

3. Backup Lesson Plan

Napotalino & Freund (2016) defines backup plans as alternative means to an end that are intentionally developed but not initially (or sometimes, ever) used. Meanwhile, in this study, a backup lesson plan refers to an alternative lesson plan for upcoming meetings that prepared by teachers. Teacher T1 shared:

“Then, when it comes to preparing the lesson plans that have to be relied on the school; I usually handle it by making a back-up for the next meeting or chapter. So, for example, tomorrow the children will probably in chapter 8, chapter 7 in last weeks. That means next week will chapter 8, that is how it usually is.” (T1 p.116)

Teacher T1 stated that, to address the challenge of their teaching dependency on the students' school agenda, they use a backup lesson plan to ensure that the learning process remains well-structured. This is because, at times, the students' schools skip certain materials that the teacher was supposed to cover at their institution. As a result, she must develop an alternative lesson plan to avoid teaching unprepared.

4. Using English Daily Language

Daily language refers to the informal, colloquial, and commonly used language style used in everyday conversations and interactions, characterized by contractions, slang, and less adherence to formal grammar rules (Rabiah, 2018). English daily language can be utilized to enhance comprehension, as it employs commonly used words and avoids formal or standardized vocabulary in English. This type of language is particularly suitable for communicating with children, who have a more limited vocabulary, to facilitate their understanding of word meanings. As teacher T1 said:

“So, as a teacher I have to translate it first to our daily language.” (T1 p.121)

Teacher T1 explained that she used everyday language to re-explain the content of the textbook because it was written by a native speaker. By doing so, the teacher addressed the students' language limitations by using simpler language and familiar words commonly encountered in their daily lives, enabling them to better understand the textbook's content.

5. Adapting the Previous Lesson Plan

Adapting previous lesson plans is one of the solutions implemented by teachers to address challenges in lesson planning. They modify or reuse lesson

plans that they consider still relevant for application in their classrooms. Adapting previous lesson plans can be an effective solution, as it allows teachers to save time rather than designing entirely new lesson plans. They can modify existing plans and tailor them to suit the characteristics of each student. This approach enhances time efficiency, enabling teachers to allocate more time to other aspects of the learning process. Teacher T4 stated:

“So, my solution is I take or adapt previous lesson plan, or I make a simple lesson plan and focus on the aim of study on that day.” (T4 p.139)

Teacher T3 also expressed a similar perspective regarding solutions for overcoming challenges in preparing lesson plans for CLIL students. She asserted:

“Then, I also like to see from another resource, or I also ask from last year lesson plan that is still relevant to conduct.” (T3 p.130)

6. Looking for Alternative Resources

Alternative resources are defined as non-traditional teaching and learning materials and methods that supplement replace conventional methods, such as textbooks, lectures, and exams, to enhance engagement and cater to diverse learning styles (Al-Mahrooqi, 2018). Teachers can explore alternative sources beyond the provided textbooks that are deemed suitable for facilitating effective instruction for children. Teacher T4 explained:

“Overcoming challenge in preparing teaching materials requires a combination of planning, creativity, resourcefulness, and adaptability. So, if I think the content of the material is hard to understand, I will find another resource that appropriate with the content of the materials but the students are familiar with it in real life.” (T4 p.139)

This illustrates that the teacher seeks additional instructional materials that are more closely connected to the students' real-life experiences. This approach is necessary because the provided teaching materials are designed for native speakers,

making it challenging for CLIL students to relate the content to their own lived experiences. By seeking alternative resources, teachers can facilitate the alignment or comparison of the content in the textbook with real-life experiences that are more familiar to the students. This approach enhance comprehension by making the learning material more relatable and contextually meaningful.

7. Parents' Involvement

Parents involvement refers to the active participation of parents in their children's academic development, particularly outside the school environment. This involvement may include maintaining regular communication with teachers regarding the subjects being taught, inquiring about their child's learning experiences, and staying informed about the instructional materials delivered by education. The parents 'involvement can be a solution for teacher T3 to allow her to be more prepared for any unexpected school agenda. She claimed:

“So, to make it easy I always ask to the parents about the topics and materials that is taught in the school so I can make the lesson plan from it.” (T3 p.130)

She stated that she asks the students 'parents about the topics and materials taught at school because their institution relies of the content covered in the students ' school curriculum. This helps her avoid being unprepared for any sudden or unexpected materials announced by the school.

8. Teacher's Development to Improve Competence

Another solution implemented to address the challenges teachers face due to differences between their previous teaching method and the ones currently applied to students is adaptation. Teacher T2 identified the importance of continuous professional development in adapting to the latest teaching methods implemented

for students. She revealed that one way to overcome challenges in teaching is to continue and improving personal skills. She said:

“My solution is to study harder, because even though we are teachers we have to keep learning.” (T2 p.125)

This statement shows that the teacher needed to learn how to teach students with new methods that were implied in native speaker curriculum. Continuous learning to teach students using the latest methods is essential for teachers, as both content and teaching methodologies are constantly evolving over time. Therefore, teachers cannot remain in their comfort zones without making efforts to improve themselves, whether in mastering teaching methods or staying updated with the latest knowledge.

4.1.2.2 Communication

1. Simplify the Language

Simplifying language refers to using shorter sentences, familiar words, and clear repetition while maintaining meaningful communication (Cameron, 2001). This means that teachers can explain by replacing formal words with commonly used everyday language to make it easier for students to understand. Teachers also shorten long sentences that may potentially confuse students. The teachers hope that by simplifying the target language, they can resolve communication issues with the students. Teacher T1 stated:

“I make the language become simpler so that the students can understand more.” (T1 p.120)

Teacher T1 shared her experience that by translating into a simpler target language, it became easier for students to understand the instructions provided. By simplifying the language, she could transform difficult-to-understand instructions

into ones that were easily comprehended, while still promoting language development and subject learning. Teacher T4 also said:

“We can use simple language, start by using clear language, gradually introduce more complex terms. These things allow students to learn to gradually build their English language skills.” (T4 p.142)

Teacher T4 also shared that the use of simplified language helped children understand complex concepts. She simplified the language by using words that were commonly used and heard by the students. Additionally, she reduced long sentences that could potentially confuse the students. She hoped that by applying this strategy, it would help young learners understand and use the target language effectively, while gradually improving their language skills. While Teacher T2 said:

“If the students quite understand English, maybe I will just change the English vocabulary a little bit to become easier or more understandable.” (T2 p.126)

Teacher T2 stated that she used simplified language for young learners who were able to use the target language but still struggled with understanding complex sentences. This strategy was intended to help students better understand the instructions provided. According to the teacher, this strategy was highly effective in preventing confusion when receiving instructions, ensuring that students knew what to do without any uncertainty. Then Teacher T3 stated:

“I observe whether the students look confused or not. If they do, I will repeat the instructions using simpler language that they can understand.” (T3 p.135)

Teacher T3 also mentioned that they use simplified language to explain unfamiliar terms or vocabulary to young students. She employed more familiar or equivalent words so that students could connect new terms with things they already knew. This approach was intended to reduce confusion when encountering new terms and helped students feel more comfortable during the learning process.

It can be illustrated here that simplifying language is one of the most effective solutions to address the challenges teachers face in communicating with young learners using the target language in a CLIL classroom. All the teachers agree that simplifying language is an effective strategy to help students more easily understand instructions, explanations, and the material presented, which is crucial in the CLIL learning process. Furthermore, mastering the target language is a key aspect. In the context of CLIL, where the primary goal is to integrate content and target language learning, the use of overly complex language can hinder students' understanding of the material being taught, especially for those who have not yet fully mastered the target language.

2. Give Motivation

Based on Tohidi & Jabbari (2011) motivation is powering people to achieve high levels of performance and overcoming barriers in order to change. In this study, giving motivation means encouraging students in becoming more enthusiastic about learning and more confident in using English language. Giving motivation to students serves as a solution for teacher T3 to address the students' language limitations. She said:

“Okay, usually with my own student, I always give encouragement before starting to study. It so happens that this student always comes at the beginning, so I always have time to, in other words, brief him, ‘Do not be afraid today, try it first, you will definitely be able to do it.’” (T3 p.133)

She stated that language limitations hindered her students' confidence in communication. Therefore, she consistently provided motivation to students who lacked self-confidence in order to encourage them to speak in the target language.

She hoped that the students will have the courage to use English, as consistent practice leads to improvement. Then Teacher T4 explained:

“We have to convince the children that they understand the lesson, then they can communicate in a second language or English, even so I still motivate them to use English even though it is not full English. Because if I force them to use full English in class, they will not be able to understand or grab the lesson as a whole.” (T4 p.140)

Teacher T4 also considered providing motivation to be an effective solution for enhancing the confidence of students who had not yet mastered the target language. This was because students with limited English proficiency tended to remain silent rather than participate in interactions. Therefore, Teacher T4 felt the need to support and encouraged them to engage in classroom for communication, which could help them develop greater fluency in the target language.

3. Scaffolding

Scaffolding is defined as the process through which learning efforts are supported; scaffolding happens when a more knowledgeable other helps a learning to perform certain tasks until the learner can do it independently (Glazewski & Hmelo-Silver, 2019). 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. She stated:

“I have some strategies to deal with it. First, scaffold learning: provide support as students transition into using the target language. This could include pre-teaching key vocabulary, using sentence starters, or providing language support tools like glossaries.” (T4 p.141)

Teacher T4 implemented scaffolding as a strategy to address the challenges 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. Then she added:

“Firstly, to overcome language or vocabulary problems, scaffolding techniques are needed, or we have to give explanations according to the children's abilities. This includes providing key vocabulary before starting the material, introducing subject-specific vocabulary before starting the lesson, we can also provide a glossary or understanding, definitions and examples of the words we will use.” (T4 p.142)

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. Use the Mother Tongue Strategically

Using the mother tongue strategically means that teachers allow limited, purposeful use of students' native language to support learning. For young learners who are still developing their proficiency in the target language, this approach can be helpful when they encounter unfamiliar words or difficult vocabulary. Teacher T1 claimed:

“My solution to overcome the obstacle is for example, if have science subject, they find some words that they do not know the meaning of, usually I will try to explain using English, then I will use body gestures, or if they still do not understand, I will translate the words into Indonesian. As much as possible I will explain using English first because the basic of our institution have to use English, so we have to use English. But if they still do not understand the word then I will explain it using Indonesian.” (T1 p.118)

Teacher T1 stated that the use of the mother tongue can be essential for providing immediate clarification, allowing students to keep up with the lesson without becoming stuck. she believes that using the mother tongue wisely can reinforce

students' understanding of key concepts before transitioning back to the target language for practice and communication. Teacher T3 also said:

“If the child speaks in mother tongue, I always repeat the words first then I show him how to pronounce them in English.” (T3 p.134)

Teacher T3 stated that she allows brief use of the native language for clarification, particularly in the early stages of learning. She mentioned that if her student speaks in their mother tongue, she first repeats their words to acknowledge their response, then models how to say the same words in English to support their pronunciation and vocabulary development.

Apart from using the mother tongue strategically to support understanding, the teachers also serve as target language models by consistently using English in the class. This modeling serves as a guide for young learners, especially when they tend to use their mother tongue during learning process. Teacher T1 indicated:

“As I explained earlier, usually they still speak mixed English. For example, like ‘ten dikurang five equals five’. Later I will help them correct it again with ‘you can say takeaway’, the pronoun that was subtracted earlier. Over time they will get used to it and they will speak it in English. But sometimes children still do not understand, so as teachers we have to be patient and keep repeating.” (T1 p.118)

To address students' limited language proficiency in the CLIL classroom, Teacher T1 took the role of a language model. She noted that students often mix their mother tongue with the target language during communication. In response, she supported them by restating their ideas in English, helping them hear and learn the correct form. Over time, this consistent modelling encourages students to internalize the target language and use it more naturally. Teacher T3 also said:

“The way I deal with it is actually I do not give too much punishment, I believe that language is communication, so let them get used to it over time. The most important is from us (the teachers), do not let us use

mother tongue often. So let them adapt to us themselves. Usually, if children have language problems, they get better quickly.” (T2 p.124)

Teacher T2 stated that sticking to the target language, even when students respond in their mother tongue, can help learners build confidence and develop understanding without relying on translation. She believes that this approach encourages students to think in the target language and gradually become more comfortable using it in communication.

5. Engage Learners Actively

Engaging learners actively means involving students in meaningful, interactive tasks that promote both content learning and language development. For young learners with limited proficiency in the target language, this approach helps reduce passive participation and creates more opportunities for language use through real interaction. In this study, teacher T3 supports active engagement by pairing a less proficient learner with a peer who is more confident in using English. She claimed:

“In class, I always pair this child with a friend who is more active in speaking English, so that he can adapt and learn from his friends too.” (T3 p.133)

Teacher T3 said this peer support strategy allows the student to gradually build confidence and language skills by learning from their partner’s example. She believes that this kind of peer interaction not only boosts comprehension but also encourages social learning, where children pick up language patterns and vocabulary through collaboration. By implementing this strategy, she hopes it can overcome student’s difficulty in mastering the language target in a natural, low-pressure environment.

6. Collaborate with Other Teachers

Some teachers also face challenges in mastering the language needed to teach other subjects in a CLIL classroom, particularly when it comes to subject-specific vocabulary in areas like math and science. To solve this issue, they often collaborate with other teachers to plan lessons, share terminology, and ensure accurate and effective content delivery in the target language. Teacher T2 said:

“I discuss it with other teachers, especially if I do not understand how to teach it. For example, there are several lessons that are not the same as when I was at school. Not in the form of language, but the curriculum. When it comes to language, I mostly ask the teachers how to make English easier so that the children understand.” (T2 p.125)

Teacher T2 shared, she often discussed with other teachers when she was unsure how to present certain material. She typically seeks advice on how to simplify the English language so that young learners can understand the concepts more easily.

Then Teacher T3 expressed:

“Okay, this is my first time teaching using CLIL. So at the beginning it was very difficult, but fortunately I have friends and teachers here who have used it before, so I can ask, I can share which one or what to do, for example. So, based on my experience is sharing with teachers who have used CLIL.” (T3 p.133)

Teacher T3 also shared a similar approach to addressing the challenges of teaching other subjects in English within the CLIL framework. She seeks guidance from colleagues who have experience using CLIL, asking for suggestions on what strategies to apply and how to implement them effectively. This highlights their experiences illustrate that successful CLIL implementation does not rely solely on individual teacher expertise, but on collaborative environments where teachers support each other in language and content delivery.

4.1.2.3 Cognition

1. Scaffolding

Scaffolding makes it possible to provide academically challenging instruction for English language learners (ELLs) by supporting their understanding and use of the target language while engaging them in meaningful content learning (Walqui, 2006). Scaffolding can be understood as the instructional support that teachers provide to help young learners comprehend both content and language when their limited proficiency in the target language poses a barrier to understanding in the class. Scaffolding enables teachers to adapt their instruction in a way that allows young learners to engage with subject content, even when their proficiency in English is still developing. As Teacher T1 indicated:

“Usually, if they do not understand my question or do not understand the instructions, I have to explain what it means first. At first, I still use Indonesian language, then over time I will explain it using more English so that they are not used to speak Indonesian language.” (T1 p.119)

Teacher T1 stated that she uses scaffolding to support students who struggle to grasp the ideas being taught. When students do not understand her questions or instructions, she begins by clarifying the meaning—initially using the mother tongue to ensure comprehension. Gradually, she increases her use of English to encourage students to transition away from relying on Indonesian, helping them become more comfortable with the target language over time. Then Teacher T2 explained:

“Usually the way I handle it, I explain it first in English, but in simple English, if they still do not understand I will mix their mother tongue with English. Or, if they still do not understand, I will give an example, depending on the question.” (T2 p.125)

Teacher T2 explained that when students struggle to understand a concept, she first attempts to clarify it using simple English. If students still do not understand, she mixes the target language with their mother tongue to aid comprehension.

Additionally, depending on the nature of the question, she may provide concrete examples to help students grasp the idea more effectively. Teacher T4 also said:

“As I explained before, we give scaffolding to children first, to support or motivate students based on the students’ own abilities.” (T4 p.142)

Teacher T4 stated that to overcome barriers in students’ understanding of questions or instructions, she provides scaffolding as an initial support. Her approach focuses on offering guidance and motivation tailored to each student’s individual ability, ensuring that the assistance is both accessible and encouraging.

It can be concluded that scaffolding is a widely recognized and effective strategy among teachers for addressing students’ difficulties in grasping ideas in CLIL classrooms. By tailoring support to the learners’ language proficiency and cognitive level, teachers use various scaffolding techniques such as using simple English, incorporating the mother tongue, providing examples, and offering encouragement to make content more accessible. Over time, this support is gradually reduced as students become more confident and independent in using the target language.

2. Peer Tutoring

Peer tutoring refers to a strategy where teachers pair or group students so that more proficient or confident learners support those who struggle with understanding content in the target language. Teacher T3 uses this approach to help learners receive language input in a more relatable and accessible way. Teacher T3 believes that peer tutoring is an effective solution, as it allows students to grasp ideas with less anxiety compared to teacher-fronted instruction. She stated:

“If in class I give one trust to the child who I think is really the best, so they can help their friends.” (T3 p.134)

Teacher T3 indicated that pairing students strategically allows those with stronger language skills to support their peers in understanding both the language and the subject content. Through this peer interaction, students feel more comfortable expressing themselves and gradually build confidence in using the target language. Teacher T3 indicated that pairing students strategically allows those with stronger language skills to support their peers in understanding both the language and the subject content. Through this peer interaction, students feel more comfortable expressing themselves and gradually build confidence in using the target language, so that they can participate more actively in class activities and improve both their language proficiency and content understanding over time.

3. Language Simplification

Language simplification refers to the practice of modifying complex language structures to make them more accessible and understandable for learners, particularly those with limited proficiency. Language simplification is a key strategy teachers use to help young learners overcome difficulties in understanding subject content due to their limited proficiency in the target language. This simplification is a strategy employed by the teachers to enhance learner understanding. Teacher T1 explained:

“I make the language become simpler so that the students can understand more.” (T1 p.120)

Teacher T1 stated that she simplifies her language to ensure that students can understand the lesson more effectively. By using simpler vocabulary and sentence structures, she helps learners with limited English proficiency to better grasp the content being taught. Then Teacher T2 added:

“But if the student quite understands English, maybe I will just change

the English vocabulary a little bit to become easier or more understandable.” (T2 p.126)

Teacher T2 added that if a student has some understanding of English, she modifies the vocabulary slightly to make it easier and more comprehensible. This adjustment helps ensure that learners can follow the lesson without becoming overwhelmed by unfamiliar language. Then Teacher T4 said:

“Well, if the students do not understand yet, I simplified the language again.” (T4 p.143)

Teacher T4 explained that if students do not yet understand the meaning of the instruction or content, she simplifies the language further to help them grasp the meaning more easily.

From the perspectives of Teachers T1, T2, and T4, it can be illustrated that language simplification is a crucial strategy for helping young learners overcome cognitive challenges in CLIL classrooms. By adjusting the complexity of language based on students' proficiency levels, teachers make content more accessible, support comprehension, and enable learners to engage meaningfully with both the subject matter and the target language.

4. Mother Tongue Support

Mother tongue support refers to the teacher's use of the students' first language to help them understand content when their proficiency in the target language is still limited. By briefly translating key points, instructions, or complex concepts, the teacher ensures that students can follow the lesson, build understanding, and stay engaged in learning, even as they continue developing their target language skills. Unlike language simplification, which is used for students who already have some knowledge of English, mother tongue support is a strategy

applied when students have very limited English proficiency. In this case, the teacher uses the students' first language to ensure they can still understand the content and participate in learning while gradually building their target language skills. Teacher T2 explained:

"I always use both. In a condition, for example, my student does not really master in English. So, first thing, of course I read it first in English. After that I will translate it in Indonesian fully." (T2 p.126)

Teacher T2 explained that in situations where a student does not have sufficient mastery of English, she first reads the material in English and then fully translates it into Indonesian to ensure the student understands the content. Teacher T3 also said:

"Usually when I am in class, I use guidance or follow the instructions in the book. Then, I observe whether the students look confused or not. If they do, I will repeat the instructions using simpler language that they can understand." (T3 p.135)

Teacher T3 stated that she usually follows the instructions provided in the book during class. However, she observes the students' reactions, and if they appear confused, she repeats the instructions using simpler language that they can understand. Then Teacher T4 stated:

"If they still do not understand, I will explain it in Indonesian." (T4 p.118)

The use of the mother tongue is seen as a practical and supportive strategy to aid students with limited English proficiency in CLIL classrooms. This approach helps ensure students understand key concepts, stay engaged, and gradually build their confidence in using the target language. This is owing to the fact that the students lack the basic vocabulary and comprehension skills needed to understand the explanation, even if it is simplified. Without using the mother tongue, the

meaning may be completely lost, which can lead to confusion, frustration, and disengagement. Using the students' first language helps bridge the gap, ensuring they grasp the concept first, before gradually being introduced to the target language.

5. Comprehensible Input and Pacing Support

Comprehensible Input and Pacing Support are essential strategies that teachers use to address students' cognitive challenges, particularly when dealing with limited proficiency in the target language. Comprehensible input is a strategy where teachers provide language that is slightly beyond the students' current level but still understandable with the help of context, visuals, gestures, and simplified language, while pacing support involves adjusting the speed at which lessons are delivered, ensuring that students have enough time to process both the content and the language. Teacher T3 outlined:

“For me usually, I always repeat until the children understand first, then we do the assignment. If they do not understand we have to wait first. The main thing is they have to understand the instructions before we do it. So that they do not have to wait for the teacher or their friends to explain.” (T3 p.134)

Teacher T3 said that she always repeats the instructions until the children understand them before starting the assignment. If the students don't understand, they are asked to wait. The most important thing, she emphasized, is that students comprehend the instructions first so they won't need to rely on the teacher or their peers for further clarification. This is because if she does not ensure that her students have understood, they might become confused about what they are supposed to do.

4.1.2.4 Culture

1. Connecting Foreign and Local Cultures

Connecting foreign and local cultures means helping the students understand unfamiliar culture concepts by relating them to something familiar from their own culture. By showing similarities and differences between the students' culture and the target culture, teachers make the new cultural information easier to grasp. This not only aids comprehension but also fosters curiosity and positive attitudes toward cultural diversity. Teacher T1 clarified:

"The way to overcome this is to first explain what the culture is, then where it comes from. If I could, I would first explain what culture is similar to our country, then I would compare it with that culture. For example, in Indonesia we have to pray before eating. Well, abroad the religions are different, so we have to explain that not all countries have the same culture. That's usually it." (T1 p.120)

Teacher T1 explained that to overcome her difficulties when students feel disconnected from the foreign culture being taught, she first introduces the culture and its origin. Then, she highlights the similarities between the foreign culture and the students' own culture, helping them find relevance and better understand the culture. Then Teacher T2 interpreted:

"The way I explain it is of course first I explain their understanding of currency. I first make sure they understand the rupiah, then after that I explain with foreign currency, how the rupiah is converted into foreign currency, what the dollar is, what is the ringgit, what is the pound sterling, and also how the foreign currency is converted into rupiah." (T2 p.126)

Teacher T2 described that to overcome students' obstacles in understanding cultural differences, she explains the context first, for example, the concept of currency. She ensures that students fully understand their own country's currency before introducing and comparing it with currencies from other countries. This way, students realize that different countries have different currencies, each with its own value. Therefore, it can bridge the gap between what students already know

and what they are learning, reducing confusion and making lessons more engaging.

Teacher T3 also said:

“As I said, I will slowly, explain, compare our country with other countries.” (T3 p.135)

Teacher T3 said that she explains cultural concepts slowly to ensure that students can understand. Since the students still have limited knowledge and experience with other cultures, she compares the foreign culture with their own or with other countries' cultures, helping the students make connections and relate more easily.

Student experience also becomes a solution to connect the foreign cultures to the local cultures. It encourages students who have had exposure to other cultures, such as through travel, to share their personal stories and insight. Teacher T3 thinks this approach can help bridge the gap between the students' familiar culture and the new, foreign culture being taught. She described:

“I have also asked something, there was a child who had been to a country outside Indonesia. I asked if he had ever seen winter, or felt winter. Later he could share with his friends.” (T3 p.135)

Teacher T3 claimed by listening to another student's real-life experiences, students can relate better to the new cultural concepts, making them feel more connected and engaged. This also provides authentic, relatable examples that help the students in relating to culturally specific examples or references. In essence, student experience sharing makes cultural learning more accessible, relatable, and engaging for young learners by incorporating their own lived experiences.

The teachers also introduce the basic concept of a foreign culture before providing students with deeper background knowledge. By starting with a simple explanation, teachers lay the groundwork for students to better understand the more

complex aspects of the culture. Teacher T4 uses this strategy to make the students connect new cultural information to what they already know. She demonstrated:

“Based on my experience, the obstacles that I mentioned before can be overcome by give a brief explanation before diving into cultural elements, give students background knowledge about the culture being discussed.” (T4 p.143)

Teacher T4 explained that to overcome students’ difficulties in understanding cultural differences, she provides a brief explanation of the concept first. Once the student grasps the basic idea, she then introduces background knowledge about the culture being taught.

2. Using Media and Real-Life Examples

Using media and real-life examples as a solution involves incorporating various forms of media, such as videos, images, and real-world scenarios, to help young learners better understand and connect with cultural concepts in the classroom. This strategy helps connect the gap between abstract cultural ideas and students’ lived experience. Teacher T4 said:

“Use videos, images, or real-life examples to help build cultural awareness.” (T4 p.143)

Teacher T4 highlighted by showing videos or images from real-life contexts or sharing stories that students can relate to, she makes foreign cultures more accessible. These media tools provide authentic representations of cultural practices, traditions, and values, offering students a more concrete understanding. Thus, it enriches the learning process by offering students practical and relatable insights into different cultures, helping them connect their prior knowledge with new cultural concepts.

3. Using English Daily Language

Using English daily language means that teachers translate difficult or unfamiliar words in the target language 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 explained:

“So, inevitably, I have to translate English into their daily language.”
(T1 p.121)

Teacher T1 said that by using language that students already understand, can encourage better comprehension as students can connect new knowledge to their own experiences and everyday language. She hopes by using daily language can support students in overcoming the challenges of understanding both language and culture in CLIL classrooms by making new information more understandable.

Moreover, language explanation was also used by the teachers where they use students' native language to clarify phrases, concepts, or vocabulary that may be difficult for them to understand in the target language. Teacher T4 uses this approach to overcome students' difficulty in understanding cultural expressions. In her opinion, this approach is useful when students are struggling with language barriers while learning about new cultural concepts or subject matter in a second language. She stated:

“To overcome the language barrier, it can be overcome by explaining idiomatic expressions, metaphors, and slang in detail, and provide equivalent phrases or explanations in students' native languages.” (T4 p.143)

Teacher T4 highlighted that using native language to explain some expressions or phrases about other cultures help reduce the cognitive load on young learners.

Therefore, it can make students easier to grab complex ideas and cultural concepts before gradually shifting them to the target language for further practices. By providing explanations in the native language, she ensures that students do not miss out on key information or get confused by unfamiliar terms. Consequently, this supports students' transition to greater use of the target language while reinforcing their understanding of cultural ideas.

4.2 Discussion

The findings of this study aim to address the previously established research problems through data collected via semi-structured interviews. These findings are specifically intended to respond to the research questions posed. More precisely, this case study explores a teacher's challenges on the implementation of the CLIL approach, along with the strategies they employed to address those challenges. The following section elaborates on these issues in greater depth.

4.2.1 Teachers' Challenges in Teaching Using CLIL

The findings of this study indicate a number of challenges associated with the *Content* dimension of Coyle's (2011) CLIL framework. These include language barriers, limited availability of instructional resources, varied levels of language proficiency among students, dependence on predefined classroom agendas, the need for culturally relevant content, the necessity to adapt native speaker-oriented materials, and discrepancies in teaching methodologies.

Among these, English proficiency emerged as particularly prominent. As reported by participants T1 and T4, students frequently encountered difficulties in understanding instructional content due to their linguistic limitations. This observation aligns with the study by Metli and Akli (2022), who found that learners

with restricted vocabulary struggled to comprehend complex scientific ideas, thereby limiting their capacity for higher-order thinking. Their research further underscored the foundational role of vocabulary knowledge in mastering content areas such as mathematics and science. In addition, the wide range of students' language abilities posed a considerable challenge, consistent with the findings of Saturnus (2024), who highlighted that linguistic diversity and the need to operate across multiple English varieties present ongoing difficulties within CLIL-based classrooms.

In relation to the *Communication* dimension of Coyle's (2011) framework, another significant challenge identified pertains to both student and teacher language proficiency. All participants reported that students' limited command of the target language significantly impeded classroom communication. Teachers highlighted a range of difficulties, including learners' insufficient English skills, their own challenges with using subject-specific terminology, inadequate student vocabulary, and the overall complexity of language found in instructional materials. These findings align with those of Castillo-Rodríguez and Fernández (2022), who noted that students frequently reverted to their first language rather than using English during classroom interactions. In parallel, the present study observed that learners with lower English proficiency often avoided verbal participation altogether—either by remaining silent or defaulting to their native language. Such behaviors were found to inhibit students' communicative growth within the CLIL environment.

The findings also showed that students' limited language proficiency leads them to become unconfident, which made them tend to be quiet in the class. This is

also consistent with those of Saturnus (2024), who reported that students with limited English proficiency often lacked the confidence to speak in the target language. In a similar vein, Metli and Akin (2022) found that learners with weaker language skills tended to remain silent during lessons rather than participate in inquiry-based or interactive classroom activities. Such patterns highlight how low language proficiency can inhibit student engagement and communicative interaction in CLIL classrooms.

In addition to student-related issues, several challenges were identified on teacher's side. Participants T1 and T2 indicated that they experienced difficulty in delivering instruction in subjects such as science and mathematics due to their lack of foundational knowledge in those areas. This observation aligns with the findings of Anggraini (2023), who reported that even teachers with formal training in English sometimes struggled to effectively communicate subject-specific content. Anggraini emphasized that successful CLIL implementation requires not only language proficiency but also a solid understanding of the subject matter. The present study reinforces this perspective, highlighting the importance of strengthening teachers' content knowledge to ensure effective instruction in a second language context.

This study also identified several challenges within the Cognition dimension of Coyle's 4Cs framework. These include students' limited language proficiency, students' attitudes toward instructional tasks, the complexity of language used, cognitive load, and students' self-doubt. All the teachers show that young learners with limitations in their target language found it more challenging to comprehend complex content. This finding aligns with Metli and Akis (2022), who reported that

limited vocabulary can hinder students' ability to understand critical content.

Additionally, both studies point to the difficulty students face when processing complex academic language. Metli and Akis (2022) observed that younger learners or those newly introduced to English often encounter significant challenges in understanding scientific concepts when taught in the target language. Similarly, this study found that students—regardless of their general English proficiency—struggled with advanced vocabulary and abstract language, particularly in cognitively demanding subjects. This represents a point of divergence from Metli and Akis, whose findings suggest such difficulties were mainly experienced by students with low English exposure, while the present study indicates that even relatively proficient learners may be affected by the cognitive demands of CLIL instruction.

The *Culture* dimension of Coyle's 4Cs framework also revealed significant challenges in the classroom. Participants T1 and T4 noted that students often struggled to grasp contextual meaning due to cultural differences and unfamiliarity with culturally specific vocabulary and expressions. Additionally, T2 and T3 observed that learners frequently experienced a sense of disconnection from the lesson content. A recurring issue across responses was the difficulty students faced in relating to examples and references grounded in cultures different from their own. These findings are consistent with Anggraini (2023), who pointed out that students' intercultural awareness was often limited, especially in classrooms with diverse cultural compositions. Similarly, teachers in the present study reported that discrepancies between students' cultural backgrounds and the cultural content embedded in teaching materials negatively affected comprehension. They

emphasized that when students are unable to identify with the cultural context of a lesson, their ability to engage with the material in a meaningful way is significantly reduced.

4.2.2 Alternate Solutions to Overcome the Challenges

The results of this study reveal the range of strategies employed by teachers to address the complexities associated with implementing the Content and Language Integrated Learning (CLIL) approach in English language instruction. These strategies demonstrate not only the adaptability and resourcefulness of educators but also correspond closely with Coyle's (2011) 4Cs Framework, which identifies *Content*, *Communication*, *Cognition*, and *Culture* as foundational elements of effective CLIL pedagogy. The following discussion explores each set of findings in relation to existing literature on CLIL practices.

One of the most commonly adopted strategies across all four dimensions of Coyle's (2011) framework is the simplification of language. All participants reported that using simpler language was essential in helping students—particularly younger learners—better understand the content. This approach involves adjusting vocabulary and sentence structures to match the students' language proficiency levels. The importance of this strategy is supported by Anggraini (2023), who found that simplified instructions are particularly effective in primary education, especially for students who are not native English speakers. Similarly, Saturnus (2024) observed that teachers in his study frequently modified the complexity of their language and, when necessary, incorporated the students' first language to aid comprehension when appropriate English terms were difficult to recall.

Collaborative learning was identified as an effective strategy for overcoming students' language barriers. T3's emphasis on peer consultation highlights the value of collaborative work, which aligns with Castillo's (2022) findings, where students expressed a preference for working with their peers rather than solely listening to the teacher throughout the lesson. Additionally, Metli and Akis (2011) also advocate for the use of pair and group work to facilitate problem-solving during lessons, further supporting the benefits of collaborative interactions.

Teacher T2's approach of seeking advice from more experienced colleagues highlights a commitment to ongoing professional development, which is essential for tackling the dual challenges of CLIL. Harrop (2012) identifies the shortage of qualified teachers who possess both language instruction skills and subject-specific knowledge as one of the primary obstacles to effective CLIL implementation. By turning to senior teachers for guidance, T2 demonstrates a mentorship model that promotes the exchange of knowledge and enhances teaching expertise.

The use of digital platforms, such as TikTok and other social media, as shared by Teacher T3, highlights how digital tools are being innovatively repurposed to address challenges specific to CLIL. These platforms not only serve as sources of creative teaching ideas but also provide teachers with access to a variety of perspectives and strategies. This aligns with the growing emphasis on technology integration within CLIL, as noted by Saturnus (2024), who advocates for teachers to be mindful of students' varying language proficiency levels and to incorporate diverse strategies, including the use of technology, to support language development in CLIL environments.

Scaffolding, as highlighted by Teacher T4, is an effective strategy for overcoming language challenges in CLIL. This approach aligns with Li and Zhang's (2020) recommendation to implement strategies such as simplifying and amplifying content. Coyle (2011) also emphasizes that scaffolding supports both the *Content* and *Communication* dimensions of the CLIL framework, enabling students to engage with subject matter despite language barriers. Furthermore, Castillo (2022) concurs, noting that scaffolding is essential for helping students gradually become more proficient in using the target language.

Adapting lesson content to reflect students' local cultural contexts, as suggested by Teacher T4, directly addresses the *Culture* dimension of Coyle's (2011) 4Cs Framework. By connecting lesson topics to students' personal experiences, teachers make the content more relevant and engaging, which in turn boosts student motivation and participation. This approach aligns with Spratt's (2012) emphasis on the need to contextualize CLIL content in order to create meaningful and authentic learning experiences. Using local examples not only helps bridge cultural gaps but also fosters a deeper understanding of the subject matter while promoting intercultural awareness.

