

ABSTRACT

Rahmadhana, S. (2025). *Teachers' Challenges in Teaching Lower Grade Students Using Content and Language Integrated Learning (CLIL) In Efata Learning Center Jambi*. Thesis, Master Program of English Education. Faculty of Teacher Training Education of Universitas Jambi in Academic year 2024/2025. The first supervisor is Dr. Mukhlas Abrar, S.S., M.Hum. The second supervisor is Dr. Nunung Fajaryani, S.Pd., M.Pd.

Keywords: Challenge, Content and Language Integrated Learning (CLIL), Lower Grade Student

CLIL is an approach where the teacher focuses on both language and content in teaching and learning process. The aim of this research was to investigate teachers' challenges in teaching lower grades using CLIL and discover the alternate solutions to overcome those challenges. The researcher adopted qualitative approach and interviewed four teachers to get the data. This study investigates the challenges faced by teachers in implementing the Content and Language Integrated Learning (CLIL) approach, particularly in lower-grade classrooms, through the lens of Coyle's 4Cs framework: Content, Communication, Cognition, and Culture. Findings reveal that content-related difficulties include limited teaching resources, varying student language abilities, inflexible lesson plans, and the need to adapt culturally specific materials. Communication challenges stem from both students' and teachers' language proficiency, the use of complex or subject-specific vocabulary, and limited student vocabulary. Cognitive issues involve students' language limitations, negative perceptions of instruction, high cognitive demands, and self-doubt. Cultural challenges relate to difficulties in understanding culturally specific contexts, vocabulary, and expressions, often leading to student disengagement. To overcome these barriers, teachers employed strategies such as digital tools, peer collaboration, language simplification, motivational support, scaffolding techniques, peer tutoring, cultural integration, and encouraging students to share their experiences. These findings highlight the importance of adaptive and context-sensitive teaching practices in CLIL-based education.