

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions on the basis of research results and discussions. The conclusions deal with the result of description of the teaching experienced by EFL students of English education department challenges using English as a Medium of Instructions (EMI) and the strategies to overcome the challenges using EMI at Sea Teacher Program Batch-9. Meanwhile, the suggestions addressed to the EFL students and the future researchers who are interested in researching the challenges and strategies using EMI to follow up the research finding of the research.

5.1 Conclusions

Based on this research conducted on EFL students of English education department who practicing teaching to ESL students in Phillipines. The researcher draws conclusions from the previous chapters that have been discussed.

First, the challenges faced by ESL students of English education department using EMI to ESL students when practice teaching at Sea Teacher Program Batch-9 include: limited vocabulary, pronouncing new vocabularies or terms difficulties, sentence structure problems of grammar in limited time to think, fluency issues, and comprehension challenges.

Second, the strategies used by ESL students to overcome that challenges consist of social affective, fluency oriented, negotiation of meaning while speaking,

message reduction and alteration, non-verbal and attempting to think in English. The use of social affective can overcome challenges in using EMI by rebuilding confidence and emotional resilience, it is means to focus on leveraging social interactions between speakers and listeners and managing emotions to enhance language learning and teaching performance. The use of fluency oriented is effective option to improving the student teacher ability to communicate smoothly in using EMI in ESL classroom. By focusing on fluency, students can overcome many of the cognitive and leading to better academic performance. The negotiation of meaning while speaking strategy is used to involve actively seeking clarification, rephrasing and confirming understanding during communication to ensure mutual comprehension. The use of message reduction and alteration to overcome the challenges using EMI involve simplifying or considering what learners want to communicate by using fewer words and avoiding complex structure of sentences. The non-verbal strategy is using body languages, gestures and other non-verbal cues to enhance communication, support comprehension and bridge language gaps between teacher and students. The attempting to think in English is used to training the mind to process thoughts directly in English rather than translating to one's native language. It can enhance fluency of teaching process, comprehension and overall confidence in using EMI. These conclusions underscore the necessity for targeted professional development programs that address both the linguistic and emotional dimensions of teaching in an EMI context. By adopting a comprehensive support framework, educational institutions can empower EFL student teachers to overcome their challenges, thereby laying the groundwork for enhanced academic outcomes and a more effective, inclusive learning environment

5.2 Suggestions

Based on the conclusions above, the researcher would like to give suggestions as follows:

The suggestions to EFL student teachers who want to teaching in other countries with the different proficiency of English, it suggested to them to preparing well their communication skills first. In addition, the EFL student teacher should be known what the challenges may occur in the classroom when they use English as a Medium of Instruction (EMI). Not only that, they should known how the effective strategies when they faced that challenges in the class.

Moreover, researchers hope that this research can provide an overview to other researchers with a similar study of challenges and strategies using English as a Medium of Instruction (EMI). in this research there are still many aspect that the researcher has not been able to thoroughly examine, hopefully other researchers can investigate and dig deeper into some aspects of teaching English at inclusive education.