

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTIONS**

This chapter discusses the conclusion from the findings and discussions in the previous chapter. The suggestion is also given in this chapter for the sake of the practical use, the development of the science and further research in the same field.

#### **5.1 Conclusion**

This research explored the challenge encountered and the strategies used by teachers in teaching English as a Foreign Language (EFL) to preschoolers. The findings indicate that successful language learning at this early stage requires a stimulating, engaging, and supportive classroom environment. Since preschoolers have short attention span and learn best through hands-on experiences, of interactive strategies, including play-based learning, storytelling, songs, and Total Physical response (TPR). These strategies help children absorb new vocabulary naturally, reinforce language pattern through repetition, and make learning English an enjoyable experience rather than a rigid academic task.

Furthermore, the research reveals several challenges faced by the teachers in the classroom. One of the primary difficulties is maintaining students' engagement, as preschoolers can easily become distracted or lose interest if the lessons are not sufficiently interactive. Additionally, many preschoolers exhibit hesitation or fear of making mistakes when speaking presents a challenge, as children often lack reinforcement of what they learn, making it difficult for them to retain new vocabulary and develop confidence in using the language.

To address these challenges, teachers adopt various strategies that foster a positive and supportive learning environment. They use praise and encouragement to build students' confidence, ensuring that making mistakes is seen as a natural part of the learning process. Songs and movement-based activities help keep children engaged while reinforcing language concepts in a stress-free manner. Teachers also integrate real-life objects and culturally relevant materials to make learning more relatable and meaningful, allowing students to connect new English words with familiar experiences.

By creating these strategies, teachers create a classroom atmosphere where preschoolers feel safe, motivated and excited to learn. This research underscores the importance of adapting teaching strategies to meet the developmental needs of preschoolers, emphasizing the role of interactive and playful strategies in fostering early language acquisition.

## **5.2 Suggestions**

To enhance the effectiveness of English as a Foreign Language (EFL) teaching for preschoolers and to address the common challenges encountered in early language acquisition, several recommendations are proposed based on the findings of this research.

For teachers, it is crucial to continuously apply interactive, engaging, and developmentally appropriate teaching strategies. Strategies such as role-playing, storytelling, the use of songs, and Total Physical Response (TPR) have demonstrated positive outcomes in sustaining preschoolers' attention, increasing motivation, and encouraging active participation. Teachers are encouraged

to integrate these strategies regularly, adapting them to suit different lesson themes and individual learner needs.

Moreover, fostering a positive and emotionally supportive classroom environment is equally important. Teachers should focus on nurturing students' confidence by valuing their efforts rather than solely emphasizing correctness. Encouraging children to view mistakes as a natural and valuable part of the learning journey can significantly reduce language anxiety and create a safe space for language exploration. This strategy not only builds self-esteem but also supports the development of a growth mindset in young learners.

For future researchers, this research recommends expanding the scope of investigation by including a broader and more diverse group of participants from various educational settings. Such diversity can provide a more comprehensive understanding of effective EFL teaching strategies tailored to different contexts and learner characteristics. Additionally, future research could explore the long-term impact of specific instructional strategies on preschoolers' English language development. Longitudinal research can offer valuable insights into which strategies produce sustained language growth and how early exposure shapes learners' language proficiency over time.

By addressing these areas, both researchers and teachers can contribute to continuous improvement in early childhood English education, ensuring that it is effective and responsive to learners' developmental needs.