CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the answer to the research questions stated in the first chapter. The first part presents the conclusion of the research based on the findings and discussion from the previous section, whereas the second part presents several suggestions in terms of pedagogical aspects and further studies.

5.1 Conclusions

This study was conducted to investigate EFL teaching through multimodal analysis by looking at what types of semiotic resources which are frequently used by the teachers, how they are used in the lessons, and how the lessons are enacted and structured through co-deployment of those semiotic resources. The analysis of recorded videos was done, supported by documentation and stimulated recall interviews, to accomplish the objectives of the study.

The findings show that among semiotic resources used by both EFL teachers in their lessons, three kinds of semiotic resources namely gesture, proxemic space, and gaze were frequently used by both teachers in their lessons. Those semiotic resources, realized in various types, were chosen by the teachers to be deployed in the whole lesson phases, with the Sequencing phase as the phase where the highest occurrences of semiotic resources took place. With regard to the use of space, physical spaces in the classroom may not always only serve a single function; spaces are always redefined by the nature of the lesson activities. In terms of gesture, teachers' preference in using gestures depends on the need for the idea representation. Moreover, in terms of gaze, specific types of gaze tend to be used in specific lesson stages; teacher to class alignment occurs in the Openings and Closings, teacher to participant alignment occurs in the Sequencing, and teacher to document alignment occurs in the whole stages. With regard to the existence of technology in the classroom, while it is simplistic to assume that well-equipped classrooms are more effective and common classroom are less, the results of the

study suggest that technology support does not necessarily encourage the use of semiotic resources available in the classroom.

Co-deployment of those semiotic resources contributed to the lessons' enactment and their structure. By looking at the modal configuration and modal density of a particular activity – or a higher-level action – the contribution of proxemic space, gesture, and gaze in the instantiation of the activity in a multimodal way can be understood. Furthermore, each activity has its' own structure, represented by the use of the combination of semiotic resources which realize a particular pedagogy. Despite the similarities in the lesson stages, objectives and materials, the multimodal analysis done in this present study reveals very different use of semiotic resources by the two teachers. Through the orchestration of semiotic resources, unique classroom experiences are enacted in the multimodal pedagogic discourse of each lesson.

To finish, this present study has revealed that language is not the only semiotic resource which plays a role in the EFL teaching process; the involvement of other semiotic resources such as space, gesture, and gaze also take part in the process of meaning-making in EFL classrooms. Moreover, the orchestration of semiotic resources which includes the alteration of modal density creates unique classroom discourse. This present study has also brought to fore the importance of multimodal analysis approach to pedagogic discourse. By employing multimodal analysis to examine EFL classrooms, the insight as to how semiotic resources play their roles in the establishment of meaning in the classroom and how they are orchestrated by the teachers as social actors to enact and structure the lessons and to realize different pedagogies can be revealed, thus pedagogical implication can be drawn for the betterment of language learning.

5.2 Suggestions

The present study proposes some pedagogical implications that may be beneficial for EFL teachers, teacher education institutions, and further research as well. For the EFL teachers, it is hoped that the present examination will help them be more mindful of the semiotic resources they bring to bear in executing English teaching since the interconnection of multiple modes such as gaze, gesture, and space affects

their teaching. It will be beneficial therefore for the teachers to be more creative in using semiotic resources available in their classroom. This has implications for teacher-training. Teachers can be introduced to the multimodal communication in the classroom and can be accustomed to the effective pedagogical strategies which they can deploy in their lessons.

There are obvious limitations in this study, given the constraints of time and space. For instance, this study only investigated language, gesture, the use of space, and gaze while other semiotic resources contributing to the meanings in pedagogic discourse such as facial expression, posture, layout, and image were not investigated. Therefore, future studies should involve more semiotic resources used in the classroom to provide a rich understanding of how various semiotic resources contribute to the meaning-making in the classroom.

Furthermore, this study is limited as the data are based on two teachers and their lessons which focus on listening skills. To some degree, it is attributed to the extent of in-depth data required in multimodal study. Consequently, the generalizability of the results to the teacher based on the teaching setting is limited. Therefore, future investigation should be conducted in different lessons, such as in reading, writing or speaking activities. Further studies with different settings can be the complementary of the present study.

Despite the limitations, this study shows the value of implementing a multimodal analysis to better understand teaching practices in the classroom. It exemplifies how teachers use different semiotic resources, including gaze, space, gesture and language, to realize a pedagogy and to construct and enact lesson structure. It is therefore suggested that multimodal analysis approach in the form of Multimodal Analysis and Multimodal Interaction Analysis be implemented if to understand comprehensively how communication takes place in the classroom is being sought.