CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS

Backed up with a framework of various linguistic theories, this study set out to portray the nature and pattern of classroom interaction and reveal the factors that can inhibit the EFL teachers to promote communicative interaction with their students in EFL classes adopting CLT.

This chapter answers each question, and elaborates their implications for research. The first research questions will be answered in section 5.1 below. 5.2 will discuss the second research question.

The Nature and Pattern of Teacher-StudentInteraction

The discussion of the nature of teacher-student interaction covers the importance of teacher talk, interactional adjustments, provision of feedback and students' encouragement to get involved in communicative interaction. Through teacher talk, a good EFL teacher having good communicative competence is expected to be able to maintain the interaction by providing appropriate input and giving opportunities to use negative feedback and positive evidence.

Findings from research question 1 revealed P1 and P2's efforts to conduct meaning negotiation during their interactions with students. Many various interactional adjustments like asking referential questions, clarifying, checking comprehension and attempting to extend the follow-up turn were much employed. However, whether these kinds of interactional adjustments can lead to genuine communication as suggested by Nunan (1987) was still a question. Similarly to previous studies, negative feedback was the most common interaction category observed and positive evidence on the other hand was the least employed category. Among various negative feedback, *implicit negative feedback*, especially negotiation moves, were mostly commonly

observed. This statistics distribution pattern is similar between both participants. The main

variation between both of them was the frequency as the chart illustrated below.
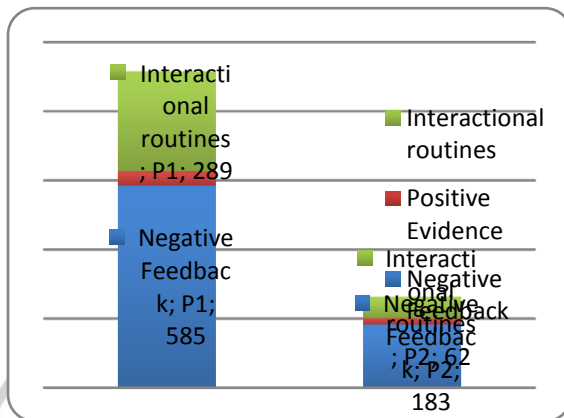
Classroom observation found out how P1 managed to induce more interactions than P2.

The observation confirms that both participants had demonstrated no problems of inducing such

interactions technically. The statistics variation was interestingly observed proportional to the

noise level in the classroom.

In P1's classes, the atmosphere appeared more carefree, and that's in line with the finding

from student's interview. This carefree atmosphere is very likely related to P1's teaching style

underpinned by her teaching beliefs. The teacher's interview shows that, instead of providing

model answers to learners, P1 believes that a teacher is merely a facilitator who helps learners to

search their answers. P2 considers trial and error is a learning process acceptable and highly

encouraged in the classroom. Thus, functioning as a facilitator in the context of EFL classes in

this study, P1 was therefore naturally more willing to make use of a fair amount of rather

extended IRF/E. Communication break-downs were commonly observed and promptly rectified

by employing implicit negative feedback, especially Negotiation Moves like Confirmation

Requests and Clarification Requests. When a classroom is full of interactions, particularly

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verbal interactions, it will appear a bit noisy and carefree. In such a carefree environment, as revealed from student's interview, students were found to be more inclined to deliver longer utterance.

Comparatively, P2's classes were in better classroom order and quiet. From the interview, t was revealed that P2 believes that learning linguistic features is the way to master second language. This belief led to more exercises give to the learners followed by model answers. Though P2 was observed initiating conversations in her classes by questioning her students, the questions were very often limited to typical display questions which in nature did not encourage interactional move. Meanwhile, as the objective of delivering the subject knowledge was clear, disciplining the class in strict order is therefore more essential and important to ensure achieving the objective within the calculated timeframe. The classroom atmosphere, as a result, was less carefree and students appeared afraid to make mistakes and disrupt the class progress. The outcome of such traditional language teaching style is that P2's classes had induced fewer students' utterances.

From their verbal interaction pattern, P1 and P2's classes, from the surface, show the characteristics of CLT approach since they negotiated the meaning with students. P1 was seen to extend the feedback, yet, it was not enough. The patterns of interaction implemented in both classrooms were still dominated by typical traditional teacher's classrooms (Thornbury, 1996). This typical pattern of interaction follows restricted IRF (Sinclair &Coulthard, 1975; Nassaji and Wells, 2000). P1 and P2 made a lot of initiations, closed exchange and provided feedback. Students were only given few opportunities to response in second turn. This was evidenced by the rarity data of longer student's output/ production. Students had no willingness to modify or reformulate their output. They responded only when either P1 or P2 asked questions. Talking

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time in the classroom was more dominated by teachers, allowing them to control the topic and general discourse and directing turn topic through the questions. In conjunction with Cazden's (1988) and Seedhouse's (2001) study, this can bring to 'rather closed format of conversation'.

The observation in this study explains that the technical skill of mastering various teacher-learner interactions is essential, but the teaching style and the underpinning belief could largely determine the outcome of SLA effectiveness in classroom.

Factors that can inhibit the EFL teachers to promote communicative interaction

The results show that despite P1 and P2's efforts in managing interaction in their classroom, there were differences in between. This is mainly caused by the differences in their belief and perception. It is obvious that the teachers' belief and perception can be one factor that leads to different teaching practices and verbal interaction pattern. Besides, the EFL teachers' communicative competence can be another factor that determines to what extent they can maintain their interaction with students. The occurrence of negotiation of meaning was proved not the only determinant for the success of teacher-student interaction. Findings from this study shows that no matter how much the participants put efforts in negotiating the meaning with students, they were found to have failure in making their students comprehend and extend the input when they produce utterance. Lacking or having insufficient communicative competence can also a potential obstacle that can cause communication breakdowns. When the EFL teacher that should be a good model for students lacks of proficiency in English, especially in linguistic, discourse, and also sociolinguistic competence, the students will get the negative impact too. In line with Canale and Swain (1980), sociolinguistic and linguistic competence became main

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problems found in this study. If still mostly dealing with phonology, morphology, syntax and lexis, how the EFL teachers can improve their students' linguistic competence. Lack of pragmatic knowledge also became a big issue that made communicative language teaching in these EFL classes couldn't encourage students to better output effectively. Besides that, discourse and strategic incompetence become the potential factors that can inhibit teachers to triggers students' participation in communicative interaction, too.

A good EFL teachers should encourage their students' participation in classroom discussions, welcome their contributions, motivate them by such practices (Cazden, 2001) and facilitate students to produce language output so that they learn to apply the semantic and syntactic processing of the language, thus, they should have qualification to modify the language structures. Reformulating and modifying the students' inappropriate utterances will help students reflect on their mistakes and notice the effect of the use of certain expressions on their interlocutors. They will learn from the mistakes to reformulate their non target-like utterance into more target-like result. This requires the EFL teachers to have language competence that is close to native language proficiency.

The excerpts data found in this study show that both the participants could not enhance genuine communication in their classrooms. In the context of CLT-based classrooms where students' communicative competence becomes the main target to achieve SLA, though having putting in extra efforts, P1 and P2 were seen to have obstacles and fail to support learners to produce communicative outputs and actively engaged in communicative activities (Harmer, 1991, p.49). This demonstrates the importance of enhancing EFL teachers' communicative competence as one factor that can encourage students to actively participate in communicative interaction.

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Suggestions

Based on the findings and the conclusions gained in this research, I would like to propose some suggestions that hopefully could be helpful and beneficial for all the participants and stakeholders involved in this study.

Firstly, there is a must for EFL teachers to have well-developed communicative competence which can benefit them to produce more effective talk when they interact with their students. Findings in this study show that EFL teachers observed often fail in bringing their students either to get actively involved in longer utterance or produce more target-like utterance, thus, school should facilitate to give more qualified in-house training so that their communicative competence in their talk can be improved and enhanced. The knowledge of sociolinguistic and linguistic competence is seen pivotal to make students more motivated to interact with their teachers and their friends in the target language. The combination of communicative competence and EFL teacher's efforts to negotiate meaning with students during interaction can lead to better acquisition and development of the target language.

Secondly, as Well (1993) emphasizes in his study, EFL teachers must learn some skills to extend the third turn of IRF. They should extend students' thought by justifying, paraphrasing, clarifying, repeating and making links with their own experience. These activities can make class become more communicative and closer to genuine communication. By doing this, students are given more chance to produce output longer.

Thirdly, EFL teachers are more suggested to be more creative and in facilitating kinds of interactive games or communicative tasks to make students actively involve during lessons.

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Better interaction will be more enhanced through the selection of appropriate communicative tasks, so teachers should employ many various kinds of tasks. Tsui (2001) on students' interaction says that learners' participation increases when pair work and group work were assigned. Studies have proved that carrying out tasks will always require negotiation of meaning.

Thirdly, both focus on meaning and form are essential in second language learning since it can raise consciousness-raising (Cook, 2008; Ellis, 2003; Rutherford, 1987 as quoted in Baleghizadeh, S. (2010), enhance comprehensible input gained by students. Focusing on form can encourage students to pay conscious attention to certain forms in the input, which they are likely to ignore. Such attention, according to Schmidt (1990) is necessary for acquisition to take place. However, explaining the form (Long 1991, p. 45-46) must be in context and not like teaching grammar in an old-fashioned way. Focus on form is treated as a proactive attempt to teach certain linguistic forms communicatively (Doughty and Williams, 1998). Thus, it must occur in meaning-centered discourse interactionally and incidentally (not preplanned) (Ellis et al. 2001 a: 411-412).

Furthermore, as speaking is a necessary academic task which may not be developed without effective instruction and teacher's guidance, it is recommended that English speaking teachers apply an effective means for promoting oral skills, which is an instruction in strategy use that will activate and develop students' communicative competence and can help students acquire the target language before long.

All in all, the school can start implementing this communicative interaction method even if their EFL teachers are not yet competent in conducting the approach. An EFL teacher with a communicative competence matching to the target language can be hired or employed to provide a training. The EFL teachers who need the training to improve their communicative competence,

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should observe and video a highly-competent EFL teacher model how to explain concepts in English and generate a communicative interaction with learners, using intensive and challenging iinstructions, as well as actively engage the student's interest. They also have to co-teach in class to reinforce the understanding of the lesson concept in students' L1. While the competent teacher is conducting direct instruction, the other teachershould be facilitating group work or monitoring. This observation should function as a training and a means to promote students' learning experience and language acquisition. This training program will not only benefit the learning teachers, but will also enable students to learn English through intensive interaction with the presence of two teachers. The supervision of learner-learner interaction that was conducted minimally with the presence of only one teacher, could be conducted effectively with the presence of the learning teacher to assist students' discussion in English.

Implications

The role of interaction is considered vital for language acquisition. The negotiation of meaning involved in the interaction is believed to enhance language learning and able to push the process of language development further. Thus, the findings from this study can provide some basis for suggesting directions for future research studies over longer periods of time that examine the relationship between negotiation of meaning involved in teacher-student interaction and second language acquisition of specific grammatical structures or lexical items.

This study actually was only short-term study and conducted in one single data collection session and did not employ any measures of second language learning, thereby preventing any speculation about the bias likely to occur during the research study.

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Furthermore it would be interesting to examine the task-based interaction since communicative tasks can also facilitate second language acquisition. In addition, further study can also emphasize the effectiveness of feedback, feedback of focus on form, or interactional moves training. Fillmore (1979 as cited in Pica, 1994) also says that social interaction within group work achieved through a series of social strategies in native speaker (NS) and non-native speaker (NNS) interaction is the key to successful acquisition. Moreover, the study of the effects of recasts can be evaluated universally based on the linguistic elements of input and theory-driven contextual features. Recast and its role as corrective feedback is a controversial issue among second language acquisition (SLA) researchers. It has gained several terms, for instance recasting is called as 'modification', 'completion or elaboration' (Pica et al., 1989) or 'paraphrasing' (Spada&Frochlich, 1995).

Besides, the observed EFL teachers had much experience in teaching and speaking English, and the majority of the students had had received basic English lesson at their elementary schools prior to entering their 7th grade. As such it is the opinion of this researcher that further study is needed to determine if implementation of communicative interaction is applicable for a broader range of students. Further research is needed to determine the effect of larger class sizes. Can this method be applied in classrooms of 40 students or even more? It should also be researched if gains can be made in students who are not as motivated as the test group. Can similar gains be made in classrooms that are unable to devote similar amount of time to this type of teaching? Can teachers with little or no experience teaching communicative interaction be adequately trained with the limited resources available to national schools? Finally, will the lack of modern facilities, such as computer, projectors, etc. which aid the process, seriously hinder the results?

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All of these questions should be researched both collectivelly and individually. In order to research them individually, similar research should be conducted substituting the factors in this and similar studies with variables from above. For example, a different highly competent teacher could replace the second participating teacher teaching a sample of students from one or several national schools would replace the test sample used to determine the overall effectiveness of the communicative interaction method in the national school context. This or these schools can serve as a test in order to confirm the correctness of the SLA hypothesis.