CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

1. This study makes some contributions to establishing a methodology for researching interaction in online presentation. Firstly, it is suggested the identification of verbal and nonverbal modalities that have not been specifically categorized. This identification may help teachers, who are planning materials in online presentation, to obtain an overview of the different communication possibilities that are available, and in doing so can assist in their task planning. The identification is drawn upon in the chapter four of this study. Secondly, it is revealed how verbal modalities (VM) used become persuasive function when they are analyzed from the pairs of mood systems. Besides, why nonverbal modalities (NVM) form organizational functions which consist of sharing roles in interaction; engaging students; managing speech turns; listening to students; and habitual online activity. They indicate that the moments in the online presentations that have been identified as showing high persuasive and organizational functions to feature the high density of modalities. The teachers use several verbal and nonverbal modes to reinforce what they explain to the students in online presentation. It has been identified 15 verbal modalities and 27 nonverbal modalities integrated with visual, auditory, and kinesthetic. Further, the first finding is that the analysis results of verbal modalities using lexicogrammar in SFL indicate high persuasive activity and selected as rich

points tend to feature the high density of verbal modalities (VM). Through persuasive strategies, the teachers use several verbal modes to reinforce what they explain to the students in online presentation.

2. This study also proposes that meaning making in online presentation is attained in both the verbal and nonverbal modalities and in the integration between them to interplay. It provides some views into: how the teachers communicate these modalities to their students for making meaning; and the significance to consider this in pedagogical scenario planning and in introductory activities for both teachers and students in online presentation. Referring to the studies investigating the relationships between proxemics and verbal involvement in face-to-face circumstances by Allen (1977), this study indicated that the personal distance (proximity) between the teachers impacted on the students' verbal engagement in the online activity. The closer together a teacher and students were considered proxemically. In other words, the more likely they interacted through the verbal mode and the less likely the interaction was supposed to be off-task, hence, the intervention of a language teacher was needed.

The other results also denoted that proxemic behavior, which was strongly believed that the teachers had in the real life communication, for instance facing a student they are explaining to, are not transmitted into the online environment. This proposes that there is a necessity of pedagogical scenarios, and it explicitly introduces teachers to the importance of proxemics in the online environment so as to accelerate the significance of communicative behaviors when they deploy

their online materials. In that way, it is believed language involvement will be made easy.

3. Persuasive functions of the teachers' verbal modalities and the organizational functions of teachers' non-verbal modalities are reasons why the teachers use modality multimodality in presenting their online discourses. In persuasive functions, the teachers play important role in determining their teaching strategies, such as creating impression, interaction, and positivity. In other words, they create impression to support, interaction to encourage, and positivity to improve and adapt their students in virtual learning context. Meanwhile, in organizational functions, they share roles to the students and engage them in task design. In its interactive process, the teachers manage speech turns to the students and then deciding to listen to them in the online presentation. As a result, this learning activity gradually becomes habitual online activity around the circumstance.

5.2 Suggestion

1. This study focused on verbal and nonverbal languages which are obtained from the online presentation from UMN, which the results are limited to one research context. Therefore, it seems to be significant that the research questions of this study are re-examined within dissimilar contexts so as to decide the validity of the findings.

2. The examinations on virtual circumstances through online presentation which focuses on teacher's multimodal interaction involving verbal and nonverbal

languages are nearly difficult to find. Further investigations are required to give a wider interaction picture of the multimodal advantages of online presentation for learning contexts. It is also important that further investigations can embed to a relevant methodology as the one proposed by this investigation. This will allow them to contribute chancy suggestions or weak evidence and to make sure that their investigation results can be compared with those extracted from this examination and other examinations to come.

This finding leads us to some practical suggestions for teachers wishing to create language courses in online presentation. Firstly, teachers should consider compiling presentational materials in the online discourse for group work. This will mean that the message from one material does not transfer to another sub-material and also it will encourage the students to stay proxemically close to the teacher through web camera. The students who move out of the sub-material, by increasing their proxemic distance will no longer be able to hear their group interaction in the online presentation. This can be one way of encouraging a teacher to stay proxemically close to the students and, as a consequence, increase their engagement in the verbal modes.

3. This investigation highlighted the benefits of VM and NVM for providing feedback on English language production through the applications available in *Zoom meeting*, and the necessity for teachers to obtain the teaching strategies from providing the feedback. One of the more practical implications which is believed to deserve a development from this investigation is to adopt the data

obtained from the corpus of our university, involving video recordings, observations and transcriptions, to establish corpus of online discourse aimed at English language teachers engaged in computer-mediated communication and distance learning environments. Referring to Antoniadou (2011), teaching objects relating to multimodal feedback may help to better preparing language teachers for online language learning. These implications could be conducted to help increase teachers' consciousness of certain strategies available for offering feedback in online environments, which integrate verbal texts into nonverbal modes, including the interplay between them.

To conclude, this investigation provides several important findings which propose, online presentation can give the prospect of sustaining the involvement of verbal modalities in virtual teaching context, because of the chances provided in their multimodal characteristic for the integration between verbal and nonverbal modes. However, further investigations are required to understand this interaction completely, and to confirm, or deny, the observations conducted in this study.