

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

In relation to the findings, it can be drawn the conclusion that:

1. There are four main ways of engaging students' cognition in teaching English namely 1) developing creative teaching, 2) designing problem-solving, 3) aiming at reason, and 4) enabling the students to evaluate. One of the five types does not happen in this study, that is: enabling the students' decision-making.
2. There are two reasons for having different ways of engaging students cognitively among six teachers such as 1) lengths of experience in teaching and 2) teachers' knowledge of instructional design and technology.

#### 5.2 Implications

In relation to the findings of this study have implications both theoretically and practically.

1. Theoretically

The findings give the contribution to education especially in teaching English as a Foreign Language (EFL) in classroom interaction since the ways of engaging students cognitively such as 1) developing creative teaching, 2) designing problem-solving, 3) aiming at reason, and 4) enabling the students to

evaluate are very important in development of content, pedagogical and technological knowledge in English teaching as a foreign language.

## 2. Practically

- a. The findings also give contribution and input to educational institutions in development practice in teaching EFL by providing the teachers trainings to make the teachers get more comprehension and improvements regarding the ways of engaging students in English learning as a foreign language cognitively such as 1) developing creative teaching, 2) designing problem-solving, 3) Aiming at reason, and 4) enabling students to evaluate.
- b. The findings also give contribution and input to the teachers to develop and upgrade their ways and skills in engaging students cognitively in English learning as a foreign language by joining the teacher trainings of development of English teaching provided by educational institutions.
- c. The findings also provide contribution and opportunity to the further researchers to do the deepest investigation about the ways of engaging the students in classroom interaction of teaching EFL in the future since there are limitation and weakness in this study regarding to the ways of engaging students cognitively in classroom interaction of teaching EFL.
- d. Moreover, the findings of this study enrich and widen the readers' knowledge about the ways of engaging students cognitively in classroom interaction of teaching EFL interaction such as 1) developing creative teaching, 2) designing problem-solving, 3) Aiming at reason, and 4) enabling students to evaluate.

### 5.3 Suggestions

According to the findings, it could be suggested to:

1. The teachers with high experiences in teaching and knowledge of instructional design but low knowledge of ICT to widen their technological knowledge by joining some teacher trainings in terms of developing and upgrading their knowledge to make the teaching process and workloads easier to be accomplished and get the students more engaged cognitively in English learning by developing creative teaching, designing problem-solving, aiming at reason, and enabling students to evaluate.
2. The teachers with low experiences in teaching and knowledge of instructional design but high knowledge of ICT, it is suggested to develop and upgrade their content, and pedagogical knowledge by joining some teacher trainings in terms of developing the knowledge of instructional design in the future and get the students more engaged in cognitively in English learning by developing creative teaching, designing problem-solving, aiming at reason, and enabling students to evaluate.
3. Furthermore, it is suggested to the further researchers to conduct the deepest researches regarding five ways of engaging students cognitively in classroom interaction of English as a foreign language in the future since one way is not covered in this study.