CHAPTER V

CONCLUSION AND SUGGESSTION

5.1 Conclusions

The CD-in-text 1, 2, 3 and 4 under investigation have been described contextually and linguistically in the last chapter in particular with the focus on the provision of answers to these research questions: (1) what are the phasal realizations characteristic of the classroom discourse?, (2) how are the phasal realizations used by the teachers in classroom discourse?, (3) what are phasal lexicogrammatical realizations in classroom discourse? Some discussion of each description has also been provided. The discussion and conclusion in this chapter are presented in an attempt to provide an overall and yet global picture of the CD-in-texts as whole and to set and interpret them in relevant contexts. They also need to be seen as a complement to what has been presented in previous chapter.

Firstly, on the whole it can be stated conclusively that the CD-in-texts under investigations of are as representations of academically-oriented (rather than socially-oriented) teaching activities, in which the teachers to a great extend have tended to focus their attention on the transformation of intellectual values (academic knowledge and/or skills) with the least social values. To this end, realizationally there are apparently a number of indicators of this, two of which stand out and need mentioning here: (1) the frequent occurrences of the relevant macro-functions such as the Consent (CT), Substantiation (SU), Discourse Structuring (DS), and Evaluation (EV) macro-functions at the phasal semiotic

level, (2) the frequent occurrences of the relevant micro-functions such as the Definition (DE), Statement (ST), Explanation (EP), Exemplification (EX), Orientation (OR), Reminder (RE), Focus (FO), Interchange (IC), Check (CH), and Judgment (JU) micro-functions at the sub-phasal semiotic level in support of the relevant macro-functions in the phasal semiotic space.

Secondly, on the whole the CD-in-texts are so dynamic in their occurrences and semiotic positions that it would be complicated to analyze them by employing the stage-by-stage framework. In particular, the highly dynamic features of the CD-in-texts are indicated by the various micro-functions types and a vast number of diversified micro-function patterns that occur in various macro-function types and patterns in the given phasal semiotic space.

Locally, the dynamic occurrences of the micro-functions in the phasal semiotic content may not be a problem for the participants involved in the teaching activity such as those under considerations. Globally, however, they are organized particularly in respect of what directions the teachings are heading to.

Another example relates to the linking techniques in teaching, which are not something new, which have also been employed, from which certain macro-functional and micro-functional. In these techniques, the teacher for example (1) introduce the lesson, linking it to the previous week and rounding it off, (2) relates the material to the syllabus and to what is taught elsewhere by other methods, (3) relates the subject to the students and the teachers themselves by pitching the

material at the right level and by using familiar material to illustrate and explain points, etc.

5.2 Suggestions

Specifically, for theoretical and practical/applied areas of further research, the researcher would suggest the following:

(1) For the students, at the language level, there is a need to extend the scope of research that covers all things; knowledge - transfer and social goal in teaching. The next researchers have to figure out deeply how culture affects the dynamic of CD in-text as have been discussed in this study.

(2) For teachers, it is advised to apply Phasal and Sub-phasal realizations in achieving the academic goal to transfer knowledge and also social goal to the students.

(3) The researcher hopes this study has fulfilled the requirements to confine itself as the study of the contextual and linguistic realizations of classroom discourse-in-texts that involves four teachings as texts, with specific references to the macro-functional and micro-functional of the CD-in-text.