# CHAPTER V

# CONCLUSIONS

## 5.1 Conclusions

This study aims to explore the EFL lecturers' beliefs, and it served both challenges and targets of practicing in teaching oral production skills. The data revealed that there are three major points discussed as the findings of this study; beliefs, challenges, and target of practicing. In terms of EFL lecturers' beliefs in teaching of oral production skills, there are five major themes included belief of language itself, belief of teaching, belief of learning, belief of teacher and students' roles, and belief of profession. Of the five beliefs, belief of teaching is the most selected belief responded by participants in teaching of oral production skills. This relates to pedagogical principles referred to the concept that they hold and believe in for the teaching process which has relevance for their teaching. The second, in case of challenges, two main themes included internal challenges in terms of learners' autonomy related to inhibition, motivation, and mother-tongue use, and external challenges included dealing with large class and teacher-workload are pointed out in this study. Mostly, participants of this study emphasize inhibition encountered by students such as worried about making mistakes, simply shy, and lack of confident from the student themselves as the main challenge of EFL lecturers in teaching of oral production skills.

Finally, the targets of practicing in teaching of oral production skills revealed six major themes; be a student informant, put on the coach hat, be a cultural ambassador, animate students to become agents of change, inspire learning in

students, and carving out the niche. Interestingly, the last theme; carving out the niche, is the new theme revealed in this study. This means that a lecturer may not focus so much on one aspect. She/ he will be leaving that aspect to the expertise of another lecturer, while taking fully advantage of her/ his own strength that the other lecturer may not have. Briefly, having strong beliefs in order to follow a professional career is one of the successful factors in teaching and learning process. The conditions of students with different background require lecturers to be able to master the courses of English that they teach in the current institutions, and to use appropriate approaches to improve students' achievements in learning.

## 5.2 Implications

The higher educational institutions can use the results from this study to develop their teacher training,their general teaching environment, and to enhance their ways of communicating policies and expectations to their lecturers.

Training programs need to aim at developing both beginner lecturers' theoretical andpedagogical knowledge. While they were aware of the importance of group work, they were not able to implement it effectively. Lecturer training programs need to provide them with techniques to implement activities and to manage their classroom interaction. Moreover, beginner lecturers need to be provided with training on how to evaluate, use and adapt teaching materials (course books), and how to plan for their lessons to help them use course books more effectively. Finally, lecturer training needs to prepare them to deal with the teaching pressures and with different contextual issues or teaching problems they

might face. They need to be provided with opportunities to reflect on, and to discuss their beliefs.

In addition, lecturers need to be encouraged to reflect on their practices and also reflect on other teaching practices. Raising lecturers' awareness of the importance of reflection and providing them with skills to help them to be reflective needs to be an integral part of the institute training programs. Furthermore, the mentoring program's benefits would be questionable if they did not encourage reflection. The institute can help in developing lecturers' knowledge, not only through training, but also through encouraging lecturers to read about teaching by making teaching materials (course books) available for them.

## 5.3 Recommendations for Future Research

Based on the findings of this study, it is recommended that future research could focus on EFL lecturers in wider settings where participants of the research from various higher educational institutions, both, public and private, in Jambi Province, or collaboration between the host and other higher educational institutions outside of Jambi Province could be involved. In this light, it would be valuable if the institution factors could be the basis for the selection of participants. This is to investigate the conditions of the schools that might influence the lecturers' beliefs and decisions to incorporate lecturers' beliefs in teaching English.

*Research on other aspects of teaching.* This research study was focused on teaching speaking in relation to beliefs in Indonesia. The area of English language teachers' beliefs is generally under-researched in Indonesia Further research can be carried out on teaching other skills or teachingEnglish in general in Indonesia.

*Longitudinal research.* This study was a cross-sectional study. Conducting a longitudinal study would give insights into teachers' belief change and their interaction with the different contextual factors.

*Research on pre-service teachers.* Similar studies can be conducted in the context of pre-service teachers to examine their beliefs and teaching practices in their practicum courses. The findings of these studies can be compared to the findings of my study to examine similarities and difference between the beliefs of pre-service and in-service English language teachers.

*Replications in other contexts.* Conducting similar research studies in other EFL or ESL contexts would be useful to gain more insights into teachers' beliefs and their teaching of speaking.

*Comparative studies.* It would be interesting to replicate this study's participants with participants from different backgrounds (trained and untrained, males and female or native and non-native) to examine the differences and the influences of their individual differences on their beliefs and practices.

*The influence of in-service training.* Informing the development of teachers' training programs is an important implication of this study. New training and

mentoring programs have been recently developed in the context of this study. Thus, Investigating teachers' beliefs about these training programs and the influence of these programs on teachers' beliefs and practices is definitely an important suggestion for future research in the same context.

Looking at this research experience retrospectively, I concluded that getting students to speak in the EFL classroom is both rewarding and demanding because there are many elements to be considered when dealing with oral skills. In order to see confident speakers in a task, we cannot take for granted the use of vocabulary, the practice of intonation patterns and other language aspects. But above all, we should keep in mind students' awareness of their learning as a process, rather than a last stage product. It means that they have to learn how to cope with mistakes and drawbacks in the development of a task. Not doing well in a task is just one of the options they may be faced with, and if it is the case, they should still consider it an opportunity to improve individual weaknesses.

I understood that although learners must be exposed to ideal or accurate pieces of the target language, they are not obliged to reach the same level of expertise. In this case, it is important for teachers to get to know their learners in advance. For highly motivated learners, this particular recommendation becomes really useful since their affective filter will decrease remarkably and will generate better results. However, in the case of demotivated or low achievers, the same suggestion would become the authorization for presenting a non-acceptable oral task.

It is important to provide the students with a confident learning environment to speak. This was the key to making classmates act in a sympathizing way. This meant that oral activities, both transactional and interactional, created less anxiety. Finally, in relation to the new education policies, which have organized school work into cycles, we consider it important to reserve a space for discussion in regard to the implications of managing the process and practice of skills according to the cognitive, social and linguistic development of learners, and the way they contribute to the consolidation of the learners' communicative competence.

## 5.4 Novelty of The Study

My study contributes to the literature on lecturer beliefs in a number of ways. First, as noted earlier, this study is one of the few studies on beliefs about the teaching of speaking, and it is the first in Jambi context. Second, this study provides deeper insights into the complex nature of lectures beliefs and their relationship with their practices. Third, this study proposes a theoretical framework (see figure 2). It shows that lecturers' beliefs, or theories and principles, can serve as the guide for EFL lecturers' practices. With their teaching pedagogies and teaching styles, EFL lecturers may incorporate their unique teaching beliefs into their actual classroom practices with constant reflections.