

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

5.1 Conclusion

Based on the descriptive and inferential analysis of data collected from 19 pre-service EFL teachers at Universitas Muhammadiyah Bengkulu, this study draws the following conclusions in direct response to its two research questions.

With regard to Research Question 1 concerning pre-service EFL teachers' perceptions of the Listening to TOEFL and IELTS course, the findings show that all three perception-related variables fell into the High category: perception of TOEFL Listening (X1, $M = 3.82$, $SD = 0.27$), perception of IELTS Listening (X2, $M = 3.74$, $SD = 0.33$), and perceived positive impact (X3, $M = 3.82$, $SD = 0.22$). Read through Borg's (2003, 2006) theory of teacher cognition, together with recent evidence on the more settled, consensual nature of teacher cognition regarding familiar test formats compared with less familiar ones (Tsang, 2021), these figures indicate that respondents have not merely tolerated the course as a testing requirement but have substantively internalised its content into a shared, positively oriented professional belief system, with the small, graded standard deviations across the three variables reflecting a genuine cohort-level consensus that is strongest for perceived positive impact (X3) rather than an average masking wide disagreement.

With regard to Research Question 2 concerning pre-service EFL teachers' level of teaching readiness, the findings show that Variable Y likewise fell into the High category ($M = 3.61$, $SD = 0.39$), though modestly lower in mean and noticeably more widely spread than the three perception variables. Interpreted through Bandura's (1997) theory of self-efficacy, and consistent with recent practicum-based evidence that self-efficacy gains among pre-service EFL teachers are real but uneven across individuals and across teaching sub-skills (Choephatrueedi & Inpin, 2025; Matsumura & Tatsuyama, 2024), this pattern indicates that respondents already possess a solid, generally positive foundation of teaching readiness, but one that has not yet been fully or uniformly reinforced by

the enactive mastery experience that only sustained, independent classroom practice can provide.

Beyond these two descriptive conclusions, the correlational analysis requested by the examining committee further reveals that the relationship between perception of the course and teaching readiness is not uniform across its three components. Perception of TOEFL Listening showed no meaningful relationship with teaching readiness; perception of IELTS Listening showed a positive but fragile relationship that does not hold up under stricter scrutiny; and perceived positive impact showed a strong, robust relationship that held up even under the strictest scrutiny applied in this study. Interpreted through Shulman's (1986) construct of Pedagogical Content Knowledge, as reconceptualised by the Refined Consensus Model (Mientus et al., 2022), and consistent with recent washback research showing that a test's effect on teaching depends on whether its demands are transformed into principled instructional decisions rather than narrow test-drilling (Athiworakun & Adunyarittigun, 2022; Rathnayake, 2024), the overarching conclusion of this study is that pre-service EFL teachers' teaching readiness is most strongly shaped not by their evaluative opinion of TOEFL or IELTS as testing instruments in isolation, but by the extent to which the experience of engaging with these tests is transformed into usable pedagogical content knowledge and consolidated through the accumulation of genuine teaching-practice experience.

Limitations of the Study. This study is subject to several limitations that should be borne in mind when interpreting and generalising its findings.

First, the sample size was small ($N = 19$); although it represented a full census of the available population, the statistical power to detect weak-to-moderate relationships remained limited, as anticipated in Chapter III, Section 3.4.2. Second, the Google Form questionnaire used for data collection did not include the "insufficient experience to judge" option that had been planned in Chapter III, Section 3.4.2, for the X1 and X2 items; consequently, respondents who had never had direct experience with IELTS still rated all X2 items, meaning the X2 score is likely to mix experience-based perception with general or

anticipatory perception. Third, two background data entries (one respondent's institution, and the IELTS band scores of two respondents who claimed only independent practice) were identified as anomalies during data cleaning and were not used as a basis for computing any dimension score; details are documented in the data tabulation file. Fourth, because no interview data were collected, this study relies on a cross-sectional, fully self-report design, which limits the generalisability of its findings to teaching readiness as it might actually be observed in the classroom, and means that the theoretical explanations offered in Chapter IV, Section 4.4 particularly those drawn from Borg, Bandura, and Shulman remain interpretive rather than empirically confirmed by respondents' own accounts.

5.2 Implications

The findings of this study carry several pedagogical implications for the design and delivery of the Listening to TOEFL and IELTS course within the English Education Study Program. First, because Borg's framework indicates that pre-service teachers' cognition regarding the course is shaped cumulatively through shared, contextualised classroom experience, lecturers should treat the course not solely as test-preparation instruction but as an opportunity to deliberately shape professional beliefs about listening pedagogy, for example by making explicit, in-class connections between test-taking strategies and classroom teaching strategies rather than leaving that connection implicit.

Second, because Bandura's framework identifies enactive mastery experience as the most powerful determinant of teaching self-efficacy, and because this study found teaching readiness to trail modestly behind course perception while also showing wider individual variation, the Study Program is encouraged to embed structured, low-stakes opportunities for pre-service teachers to practise teaching listening for example, peer-teaching simulations or micro-teaching segments explicitly built around TOEFL/IELTS-style listening material within the course itself, rather than deferring all practical teaching exposure to the later Teaching Practicum (PPL).

Third, because Shulman's construct of Pedagogical Content Knowledge helps explain why perceived positive impact (X3) and, to a lesser extent, perception of IELTS (X2) relate more strongly to teaching readiness than perception of TOEFL (X1), curriculum designers should consider deliberately increasing the proportion of IELTS-style, authentic-accent, and gap-filling listening tasks within the course, or explicitly guiding students to adapt TOEFL-style materials into more communicative formats, so that the pedagogical transferability of the testing experience is maximised for all students regardless of which test format they initially engage with.

5.3 Suggestions

5.3.1 For Future Researchers

It is recommended that this study be replicated using a larger sample size, ideally drawn from multiple English Education Study Programs across institutions, in order to increase statistical power and to confirm whether the borderline X2–Y relationship identified here reflects a genuine, if modest, population-level relationship or merely an artefact of the current study's small sample. Future researchers are also encouraged to incorporate qualitative data collection, such as reflective interviews grounded explicitly in Borg's teacher-cognition framework, in order to verify empirically whether the mechanisms proposed in this study's discussion particularly the interpretive link between perceived positive impact and Pedagogical Content Knowledge genuinely reflect respondents' own cognitive processes rather than remaining a plausible, but externally imposed, theoretical interpretation.

5.3.2 For the Study Program and Teacher Education Institutions

Given that perceived positive impact (X3) is the strongest and most robust predictor of teaching readiness, the Study Program is advised to design activities that explicitly bridge the experience of taking the TOEFL/IELTS Listening test with actual teaching practice, such as assignments requiring students to adapt authentic IELTS-style listening passages into classroom-ready lesson materials, rather than focusing curriculum development solely on improving students' own test scores. Embedding structured micro-teaching cycles within the course,

consistent with Bandura's emphasis on mastery experience, is similarly recommended as a means of closing the gap observed between course perception and teaching readiness.

5.3.3 For Pre-Service Teachers

Pre-service teachers are encouraged to actively and deliberately reflect on how their experience of taking the TOEFL and IELTS Listening tests can be translated into concrete pedagogical strategies for their own future classrooms, for instance by keeping a reflective teaching journal that documents specific listening techniques encountered during test preparation and how each might be adapted for learners at different proficiency levels. Since this study found that the perceived impact of the testing experience, rather than mere positive opinion of the test itself, is what most strongly relates to teaching readiness, students are advised to prioritise seeking out and creating opportunities for genuine practice teaching wherever possible, in order to consolidate the self-efficacy that this study's findings suggest is still in a developing and unevenly distributed stage among final-year students.