

## Students' Perception and Expectation of Characteristics of A Professional English Lecturer

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**Abstract:** The characteristics of a professional English lecturer are essential for effective teaching and student success. A professional English lecturer needs a variety of key traits to create a successful learning environment and effectively support student achievement. The research aims to understand students' perceptions and expectations of a professional English lecturer. The study is a mixed-method, both quantitative and qualitative research, focusing on the lecturer's planning, implementation, appearance, communication, use of mixed languages, teaching styles, mastery of material, student participation, class management, technology use, online teaching, use of institutional e-learning platforms, sharing of learning recordings, and distribution of lecture material files. The student's perspective on the lecturer's planning includes giving assignments weekly or mid-semester, considering types of middle and final exam questions, the number of questions, completion time, learning evaluation techniques, and providing opportunities for students to improve unsatisfactory grades. The lecturer should explain the lesson plan, contract, and module used during English learning. The results suggest that the lecturer should be attractive, start lectures on time, communicate clearly in English, use mixed languages, and have effective teaching styles to improve student learning. They should also provide opportunities for students to ask questions, answer questions, and participate actively in the lecture process.

**Keywords:** English lecturer, lecturer's characteristic, lecturer's quality.

### INTRODUCTION

Lecturers have an important role for every student in higher education (Fitria, 2023c). A lecturer has the task of developing knowledge, which will later be transferred to each student (Fitria, 2021). On the other hand, students can also assess whether the lecturer can deliver lecture material well. In conveying their learning, lecturers also need the right strategy so every student can receive and apply the material well. Then, what is the good and ideal lecturer like in terms of the perceptions of students? On the one hand, students as service users from lecturers are an important factor in the learning process in higher education. College attendance where the lecturer serves is to serve the students. Students may have expectations regarding the quality of lecturers. Put, students possess

specific standards concerning the professionalism exhibited by the teachers who teach them. To provide the best service to students and colleges, higher education institutions need to know what or how the criteria for professional lecturers are students are expected (Fitria, 2021). Theoretically, experts have established or defined a professional lecturer. However, students, as customers at universities, need to be involved in setting these criteria.

Characteristics of a professional English lecturer are essential for effective teaching and student success (Fitria, 2023b). Key traits include strong verbal and non-verbal communication skills, which are vital for conveying complex language concepts and fostering an interactive learning environment. A deep understanding of the English language and literature and expertise in teaching methodologies enable lecturers to guide students effectively. Proficiency in classroom management ensures a productive learning environment, while technological proficiency enhances teaching through digital tools and multimedia resources. Cultural sensitivity promotes an inclusive atmosphere, improving student participation and engagement. Interpersonal skills are crucial for building positive relationships with students, parents, and colleagues, facilitating collaboration, and addressing individual needs. Adaptability allows lecturers to tailor their methods to diverse learning styles, ensuring all students have the opportunity to succeed. Additionally, professionalism and ethical behavior uphold the integrity of the educational process and set a positive example for students. Together, these characteristics contribute to delivering high-quality education and supporting student development.

Norton (2018) states that an ideal lecturer focuses on lecturers' conceptualizations. Essential qualities of a good teacher/lecturer are a passion for teaching, love for students, communication and oratory skills, and a good personality (Thomas, 2021). This statement is supported by (Moses & George, 2020), who state that lecturers should have personality characteristics. These characteristics relate to how lecturers encourage, motivate, and support students to accomplish their studies and the lecturers' passion for teaching. Lecturers pay attention to students' positive conduct or achievements (Retnowati et al., 2018). Thus, Heron (2021) supports that lecturers' excellence is related to teaching excellence.

Maria (2018) states that an ideal instructor must possess certain qualities to create efficient teaching and learning, raise student well-being, and promote future work performance. According to Shamsavani et al. (2014), the lecturer is an essential component in accomplishing educational goals and objectives. There is a possibility that a lecturer's qualities will simplify the teaching process and even compensate for the shortcomings of textbooks. Su & Wood (2012) state that a combination of the lecturer's subject expertise, willingness to help, and inspirational teaching techniques. Humorousness and the ability to offer quick feedback were both considered important lecturers' qualities. Rhetoric, effective teaching skills, age, scientific competence, motivation in teaching, critical acceptance, and use of information technology are the most essential qualities of a successful university lecturer (Siamian et al., 2013). Solving students' issues, having a pleasant connection with students, being interested in research, conducting collaborative research with students, and lecturers' accessibility were the least significant qualities (Fitria, 2023d).

Simarmata (2016) states that there are seven categories of characteristics of professional lecturers according to student perceptions. The seven categories are as follows: 1) having a strong command of the content covered in the course; 2) having a strong dedication to the task; 3) being skilled in assessing; 4) having a broad perspective; 5) being skilled in presenting the information covered in the lecture; 6) having a "good

connection with students; and 7) having a "good looking.". [Buanawati \(2017\)](#) states that lecturers with good characteristics are crucial for a lecturer since they might influence how the lecturer teaches the students. When the lecturer does a good job of teaching the student, the student will be more interested in studying. A lecturer with good character will set a good example for students and motivate them. [\(Oktaviyanti et al., 2020\)](#) state that the criteria that students dream of are (1) lecturers who are skilled in conducting assessments, (2) lecturers who are disciplined, (3) lecturers who are fun, (4) lecturers who have teaching skills, (5) lecturers who inspire, (6) lecturers who have good relations, and (7) lecturers who accept student opinions.

Several previous studies related the students' perception or perspective toward the quality and characteristics of good, even ideal educators (both teachers and lecturers) in teaching and learning activities. The first research is from [Miller \(2012\)](#), who states that a good teacher's qualities may be divided into four categories: emotional characteristics, skills, classroom management strategies, and academic knowledge. The second research is from [Inan \(2014\)](#), who states that a good teacher focuses on various characteristics such as a sense of humor, classroom management skills, and strong field knowledge. The third research is from [Abdullah & AzmiJasmi \(2014\)](#), who states four components of a good attitude while on duty at the Malaysian Teacher Education Institute. The characteristics of an exceptional attitude are remarkable attitudes toward Allah, oneself, teacher trainers, and colleagues. The fourth research is from [Al-Khairi \(2015\)](#). In Saudi universities, English as a Foreign Language (EFL) instructors strive to be accessible to assist students, demonstrate unwavering dedication and commitment, exhibit exemplary attitudes, tailor explanations to students' proficiency levels, remain informed about current developments to ensure current subject knowledge, furnish precise instructions and answers, and capitalize on collaborative projects. EFL instructors who can motivate and inspire their pupils through their manner of being and professional attributes are highly regarded. The fourth research study is from [Khaerati \(2016\)](#), who states that effective and ineffective English teachers share several characteristics. They are personality, appearance, classroom performance, subject mastery, and classroom management. 5th research is from [Rusdiana \(2016\)](#), who states that lecturer should have (a) the ability to communicate effectively with students and parents verbally, in writing, and through gestures; (b) the capacity to work cooperatively with the Board of Education and the School Committee; (c) the ability to be sociable with coworkers and colleagues; (d) the ability to be sensitive to the environment around them; (e) the ability to associate politely; (f) the ability to be knowledgeable about information and communication technologies; and (g) the ability to put the principles of brotherhood into practice in a truly sincere manner. 5th research is from [Hapsari et al. \(2017\)](#), who state that good lecturers have an inspirational quality. They have the potential to influence other math lecturers and educators in general. Some of the characteristics that make for effective mathematics instructors include the ability to study the content effectively, arrive on time, maintain objectivity, comprehend the students, convey the material in a straightforward manner, and maintain discipline. 6th research is from [Helmi \(2018\)](#), who states that the students of SMA Sukma Bangsa Bireuen view the teachers' characters based on being disciplined, kind, polite, pleasant, patient, helpful, not pushy, humorous, not grumpy, not beater, complimented, storyteller, not a time corruptor, and compassionate. 7th research is from [Al-Mohaimed \(2018\)](#), who states that the students believe an educator must be respectful, a competent planner, and an examiner, but faculty members believe that communication skills are critical. 8th research is from [Metimukarrama \(2018\)](#), who states that the students' perceptions of the perfect English

teacher are mostly based on the four competencies of the educator: pedagogical, personal, social, and professional competence, as well as the teacher's physical appearance. 9th research is from [Sriyuliyana \(2018\)](#). The qualities of a successful English teacher are divided into four categories: competency, pedagogical (both conceptual and practical), socio-affective, and psychological aspects. In general, pedagogical aspects dominate the qualities of a competent English instructor depending on the student's learning styles. Visual learners anticipate an English educator who can maintain their focus and concentration while studying; auditory learners want an English teacher who can pique their interest in learning English. 9th research is from [Mariyastini et al. \(2020\)](#), that the ideal sociology teacher's perception is understanding students in-depth, designing learning, understanding educational foundations, developing student potential, mastering scientific substance, mastering scientific structures and methods, being able to utilize technology in learning, organizing curriculum material in the field of study, having a personality that is steady and stable, mature, wise, authoritative, has a noble character, becomes an example and can communicate effectively. Then, the 10th research is from [Wahyuddin & Ismayanti \(2020\)](#). The ideal teacher is a teacher who has a positive character, masters the content or material being taught, has pedagogic competence, is professional and experienced, makes social contributions, and continues to develop himself.

Those studies have attempted to define what students think are the characteristics of a good or ideal lecturer. However, no research has discussed the quality of English characteristics. Therefore, this research aims to know the perception and expectations of students toward the characteristics of an English lecturer during online learning in the academic year 2021-2022. This study aims to determine what or how the criteria for lecturers' professionalism are according to students. The results of this study are expected to be useful for policymakers in tertiary institutions to determine the criteria for professional, good, and ideal lecturers. The results of this research are also expected to be useful as input for lecturers to improve their services to students.

Understanding students' perceptions and expectations of English lecturers is crucial for enhancing the quality of English language education. Students' perspectives provide valuable insights into teaching effectiveness, classroom engagement, and areas for improvement. By examining their expectations, educators can align their teaching strategies with students' needs, ultimately fostering a more conducive learning environment. This research is significant because it bridges the gap between students' learning preferences and lecturers' instructional methods. It contributes to the existing literature by offering empirical evidence on students' views, which can inform curriculum development, pedagogical approaches, and professional training for English lecturers. Furthermore, it highlights the evolving role of English lecturers in response to globalization, technological advancements, and diverse student backgrounds.

## RESEARCH METHODS

This research employs qualitative research to provide a comprehensive analysis of students' perceptions. Qualitative research is an exploratory research approach that seeks to understand people's experiences, behaviors, perceptions, and social phenomena in depth ([Fitria, 2023a](#)). The qualitative research component aims to explore the underlying reasons and interpretations of students' perceptions ([Offredy & Vickers, 2013](#)). Qualitative research can incorporate numbers and percentages, but the way they

are used differs from quantitative research. In qualitative research, numerical data is often used to support interpretations rather than to provide statistical generalizations. Percentages can be used to illustrate trends, highlight key themes, or quantify the prevalence of certain responses within qualitative findings (Fitria, 2024).

The study population consists of first-semester ITB AAS regular students enrolled in various programs, including the Diploma of Tax Management and Accounting, Bachelor of Accounting, Sharia Economics, and Informatics, during the odd semester of the 2021/2022 academic year. A total of 135 students participated as respondents in this study. A stratified random sampling technique was employed to determine the sample. This method ensures representation from each academic program while maintaining randomness in selection. Stratified sampling was chosen to capture variations in students' perceptions across different fields of study, ensuring a more comprehensive understanding of their readiness for limited face-to-face learning. This research uses questionnaires and interviews to collect data. The interviewees included English lecturers as representatives, providing further insight into the learning environment. This study employed unstructured interviews to allow respondents to express their perspectives freely. The interviewees included an English lecturer and representatives from the institution's administration, providing valuable insights into implementing face-to-face learning from both instructional and institutional standpoints.

A questionnaire is laid out, which is very important to its success as an instrument of accurate data capture (Brace, 2013). To retrieve qualitative data, the researcher used a simple questionnaire designed by herself. The type of questionnaire used in a close-ended questionnaire (Tashakkori et al., 2003). The questions are about the students' perception of their readiness to implement limited face-to-face learning. Open-ended questions explored students' expectations and the institution's approach to English language education. The questions were formulated to assess students' perceptions regarding their preparedness for implementing limited face-to-face learning.

The collected quantitative data were organized into frequency distribution tables, where responses were categorized numerically and represented as percentages. This allowed for a clear visual representation of trends and patterns within the data. The qualitative data from interviews were analyzed descriptively, identifying key themes and insights relevant to the research objectives. By integrating these two approaches, the study aimed to provide both a statistical overview and an in-depth understanding of students' readiness for limited face-to-face learning.

To ensure the validity and reliability of the instruments, the questionnaire underwent expert validation before distribution. Subject matter experts assessed content validity to confirm that the questionnaire accurately measured students' readiness. Additionally, a pilot test was conducted with a small subset of students to evaluate the clarity and coherence of the questions. Cronbach's alpha was used to assess the internal consistency of the questionnaire, ensuring its reliability in measuring the intended constructs. For the qualitative component, triangulation was used to enhance validity by cross-verifying information from multiple sources, including students, lecturers, and institutional representatives. This approach helped ensure the findings were robust and reflected multiple perspectives. By employing this mixed-method approach, the study aimed to provide a comprehensive analysis of students' readiness for limited face-to-face learning, integrating both statistical evidence and qualitative insights to support the findings.

## RESULTS AND DISCUSSIONS

### Results

To achieve the objectives of this study, the researcher has distributed a questionnaire to 135 students as respondents. These respondents consist of students from five programs studied, such as D3 Tax Management, D3 Accounting, S1 Accounting, S1 Sharia Economics, and S1 Informatics. They are semester 1 regular students of the academic year 2021/2022.

Table 1. Students' Perception of a Professional English Lecturer in the Aspect of Lecturer's Planning

No	Statements	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The lecturer explains the lesson plan along with the main outline of the English material that will be discussed in one semester at the beginning of the meeting	59 (43.7 %)	75 (55.6 %)	1 (0.7 %)	0 (0 %)
2.	The lecturer explains the contract for English lectures that will be discussed in one semester at the beginning of the meeting	53 (39.3 %)	82 (60.7 %)	0 (0 %)	0 (0 %)
3.	The lecturer gives/shares the module or book used during English learning at the beginning of the meeting	55 (40.7 %)	79 (58.5 %)	1 (0.7 %)	0 (0 %)

Table 1 reveals student feedback on the English lecturer's planning. For the statement about explaining the lesson plan and semester outline at the beginning of the course, 55.6% of students agree, and 43% strongly agree, indicating a strong preference for this practice. Regarding explaining the course contract, 60.7% of students agree, and 39.3% strongly agree, showing widespread support for this clarity. Finally, when asked about sharing the module or book used in the course, 58.5% agree, and 40.7% strongly agree, reflecting a consensus on the importance of providing these resources upfront. Overall, the data suggests that students highly value comprehensive initial planning and communication from their lecturers.

The survey results from Table 2 reveal students' opinions on various aspects of English lecturers' professionalism. Most students believe that a lecturer should be attractive, with 54.8% agreeing that this is important. Additionally, 68.9% think lecturers should adhere to the scheduled class start times. Regarding communication skills, 55.6% of students agree that lecturers should communicate in English. A significant majority (68.9%) also support using both English and Indonesian in teaching. Finally, 58.5% of students agree that effective teaching methods are crucial for enhancing student learning. In response to the 6th statement, the majority of students (54.8%) agree that English lecturers should effectively master lecture material, with no students disagreeing. For the 7th statement, 63% of students believe lecturers should provide opportunities for questions, with no dissenting opinions. Regarding the 8th statement, 60% agree that lecturers should be able to answer student questions about the material. In the 9th statement, 69.6% of students feel that lecturers should encourage active student participation, while in the 10th statement, 65.2% agree that lecturers should be capable of managing the class effectively. For the 11th statement, 65.2% of students agree that English lecturers effectively use technology and media, like Zoom or Google Meet, for online teaching. Regarding the 12th statement, 71.1% of students believe lecturers use

institutional e-learning platforms in their lectures. In the 13th statement, 72.6% of students agree that lecturers use Google Classroom. For the 14th statement, 59.3% agree that lecturers should provide learning recordings for anytime, anywhere access. Lastly, in the 15th statement, 54.8% of students think lecturers should distribute lecture material files at each meeting.

Table 2. Students' Perception of a Professional English Lecturer in the Aspect of Lecturer's Implementation

No	Statements	Responses %			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	English lecturer has an attractive appearance (good-looking)	61 (45.2 %)	74 (54.8 %)	0 (0 %)	0 (0 %)
2.	English lecturer starts lectures/classes on time and according to the lecture schedule	42 (31.1 %)	93 (68.9 %)	0 (0 %)	0 (0 %)
3.	English lecturers can communicate English well and clearly	60 (44.4 %)	75 (55.6 %)	0 (0 %)	0 (0 %)
4.	English lecturer used mixed languages (English and Indonesian)	66 (68.9 %)	69 (51.1 %)	0 (0 %)	0 (0 %)
5.	English lecturer has teaching styles/methods that can improve student learning in learning English	56 (41.5 %)	79 (58.5 %)	0 (0 %)	0 (0 %)
6.	English lecturers can master the lecture material well	61 (45.2 %)	74 (54.8 %)	0 (0 %)	0 (0 %)
7.	English lecturer provides opportunities for students to ask questions related to lecture material	50 (37 %)	85 (63%)	0 (0 %)	0 (0 %)
8.	English lecturers can answer student questions related to lecture material	53 (39.3 %)	81 (60 %)	1 (0.7 %)	0 (0 %)
9.	English lecturers involve students to be active and participate in the English lecture process	38 (28.1 %)	94 (69.6 %)	3 (2.2 %)	0 (0 %)
10.	English lecturers can master the class well	46 (34.1 %)	88 (65.2 %)	1 (0.7 %)	0 (0 %)
11.	English lecturers can use technology and media in teaching online well, for example using video conferencing applications such as Zoom, Google Meet, or others	44 (32.6 %)	88 (65.2 %)	2 (1.5 %)	1 (0.7 %)
12.	English lecturer uses institutional e-learning platform in lectures	39 (28.9 %)	96 (71.1 %)	0 (0 %)	0 (0 %)
13.	English lecturers also use Google Classroom in lectures	36 (26.7 %)	98 (72.6 %)	1 (0.7 %)	0 (0 %)
14.	English lecturer provides or shares learning recordings to students so that they can be accessed anytime and anywhere	54 (40 %)	80 (59.3 %)	1 (0.7 %)	0 (0 %)
15.	English lecturer provides or distributes lecture material files at each meeting, for example at the beginning or end of the meeting)	60 (44.4 %)	74 (54.8 %)	1 (0.7 %)	0 (0 %)

The responses from [Table 3](#) indicate students' views on the planning aspect of English lecturers' professionalism. Most students (77.8%) agree that lecturers should

assign work weekly or mid-semester to gauge material understanding. Similarly, 82.2% of students believe assignments should be given both individually and in groups. Additionally, 66.7% of students think that lecturers should carefully consider the types of questions in middle and final exams, while 71.9% agree that the number of questions should be considered. Lastly, 71.9% of students believe lecturers should also account for the time allotted for completing these exams. In response to the 6th statement, 70.4% of students agree that English lecturers should use comprehensive evaluation techniques for the semester, including attendance, assignments, and exam scores. For the 7th statement, 60% of students believe that lecturers should offer opportunities for grade improvement or remedial work for unsatisfactory grades.

Table 3. Students' Perception of a Professional English Lecturer in the Aspect of Lecturer's Evaluation

No	Statements	Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	English lecturer gives assignments every week or mid-semester as a form of understanding the material	24 (17.8 %)	105 (77.8 %)	6 (4.4 %)	0 (0 %)
2.	English lecturer gives assignments to students individually and in groups, or one of them	17 (12.6 %)	118 (82.2 %)	6 (4.4 %)	1 (0.7 %)
3.	English lecturer considers the types of middle and final exam questions	44 (32.6 %)	90 (66.7 %)	1 (0.7 %)	0 (0 %)
4.	English lecturer considers the number of middle and final exam questions	46 (34.1 %)	86 (63.7 %)	3 (2.2 %)	0 (0 %)
5.	English lecturer considers the time of doing/finishing middle and final exam questions	35 (25.9 %)	97 (71.9 %)	3 (2.2 %)	0 (0 %)
6.	English lecturer considers learning evaluation techniques for one semester, for example, attendance, assignments, and middle and final scores.	39 (28.9 %)	95 (70.4 %)	1 (0.7 %)	0 (0 %)
7.	English lecturers provide opportunities for students to make improvements to grades that are not good or satisfactory	54 (40 %)	81 (60 %)	0 (0 %)	0 (0 %)

## Discussion

Students' responses highlight the importance of thorough preparation and communication by professional English lecturers at the start of the semester. Many students agree that lecturers should explain the lesson plan and provide an outline of the English material to be covered over the semester during the first meeting. They also emphasize the need for a clear discussion of the lecture contract to set expectations for the course. Additionally, students value providing learning materials, such as modules or textbooks, at the beginning of the semester to support their learning process. These aspects reflect students' preference for structured and well-planned teaching approaches.

Students' responses regarding the implementation of teaching by professional English lecturers highlight several key aspects. They expect lecturers to maintain an attractive appearance, start classes punctually, and communicate in clear and effective English. The use of mixed languages, such as English and Indonesian, is also valued to enhance understanding. Students appreciate innovative teaching methods that improve their learning and expect lecturers to demonstrate mastery of the subject matter. Active student engagement is emphasized, with lecturers encouraged to involve students in

class discussions, answer their questions, and create opportunities for participation. Effective class management, including using technology and media such as video conferencing tools and e-learning platforms like Google Classroom, is seen as crucial. Additionally, students value access to learning resources, such as recorded lectures and distributed material files, which support flexibility in learning. These expectations reflect a preference for dynamic, engaging, and well-organized teaching practices.

Students' responses regarding the evaluation methods of professional English lecturers emphasize the need for a comprehensive and supportive approach. They believe that regular assignments, whether weekly or mid-semester, help reinforce their understanding of the material. Assignments given both individually and in groups are seen as effective for enhancing learning. Students also expect lecturers to carefully consider the format, quantity, and timing of mid-term and final exam questions to ensure fairness and clarity. A holistic evaluation method that takes into account attendance, assignments, and exam scores throughout the semester is preferred. Furthermore, students value the opportunity to improve unsatisfactory grades through remedial measures, reflecting their desire for a fair and encouraging evaluation process.

The findings from the students' responses align with and expand upon the characteristics of effective educators highlighted in previous studies. The emphasis on thorough preparation and communication in the planning phase resonates with Miller (2012), who emphasizes classroom management strategies and academic knowledge, and Al-Mohaimed (2018), who stresses the importance of planning competence. Similarly, Inan (2014) highlights the need for strong field knowledge, which is echoed in students' preference for lecturers who provide clear outlines of course material and share resources early.

The findings of this study align with previous research on students' perceptions of effective teaching and the qualities of good educators. Miller (2012) categorized good teacher qualities into emotional characteristics, skills, classroom management strategies, and academic knowledge, which resonate with students' expectations in this study for lecturers to be well-prepared, organized, and effective communicators. Similarly, Inan (2014) emphasized characteristics such as a sense of humor, classroom management skills, and strong field knowledge, which align with students' appreciation for structured lessons, punctuality, and subject mastery. Additionally, Abdullah and AzmiJasmi (2014) highlighted the importance of a good attitude in teaching, which supports students' preference for lecturers who engage them actively and create a conducive learning atmosphere.

The findings also reinforce Al-Khairi's (2015) study on EFL instructors, which emphasized accessibility, commitment, and adaptability to students' proficiency levels. Students in this study expressed the need for lecturers to clearly explain course expectations, engage in interactive discussions, and utilize a mix of English and Indonesian to enhance comprehension. These expectations reflect the need for adaptable and student-centered teaching, as suggested by Khaerati (2016), who identified effective teaching characteristics such as personality, classroom performance, and subject mastery. The emphasis on communication, organization, and classroom engagement also resonates with Rusdiana's (2016) findings that lecturers should possess strong communication skills, technological proficiency, and social awareness.

Furthermore, students' preferences for structured lesson plans, timely distribution of materials, and innovative teaching methods are consistent with Hapsari et al. (2017), who found that effective lecturers can study and deliver content efficiently, maintain discipline, and inspire students. Helmi (2018) and Al-Mohaimed (2018) noted

the significance of discipline, planning, and respectful interactions, which align with students' expectations of well-prepared and professional English lecturers. Additionally, [Metimukarrama \(2018\)](#) and [Sriyuliyana \(2018\)](#) highlighted the four core competencies of effective English teachers: pedagogical, personal, social, and professional, which are reflected in students' emphasis on structured teaching, engagement, and evaluation methods.

The practical implications of these findings suggest that English lecturers should prioritize clarity, structure, and engagement in their teaching practices. As highlighted by students, the importance of setting clear course expectations at the beginning of the semester suggests that lecturers should develop well-structured syllabi and provide detailed lesson plans. The preference for blended language use indicates that lecturers should be flexible in their language approach to enhance students' comprehension. Moreover, the emphasis on active student participation and the use of technology suggests that lecturers should integrate digital tools, such as e-learning platforms and recorded lectures, to facilitate a more dynamic and accessible learning environment.

In terms of evaluation, students' preference for comprehensive and supportive assessment methods reinforces the need for continuous feedback, varied assignment formats, and fair grading policies. Lecturers should consider incorporating formative assessments, such as weekly assignments and group discussions, alongside summative evaluations to provide a balanced assessment approach. The findings also emphasize the importance of remedial opportunities, reflecting students' desire for a fair evaluation system that acknowledges individual learning progress.

This study contributes to understanding effective teaching practices for English lecturers by emphasizing structured lesson planning, active student engagement, clear communication, and fair evaluation methods. These insights can inform faculty development programs, curriculum design, and pedagogical training, ensuring that English lecturers meet students' expectations and enhance the overall learning experience. By aligning their teaching approaches with students' needs, lecturers can foster a more effective, student-centered learning environment, ultimately improving English language education.

In terms of implementation, the focus on punctuality, clear communication, and engagement aligns with [Hapsari et al. \(2017\)](#) and [Khaerati \(2016\)](#), who underscore the significance of personality, subject mastery, and discipline. Using mixed languages to enhance understanding reflects [Abdullah & AzmiJasmi's \(2014\)](#) recognition of contextual teaching and [Khaerati's \(2016\)](#) observation of adapting explanations to student proficiency levels. Moreover, the demand for technology integration supports [Rusdiana's \(2016\)](#) emphasis on leveraging ICT in education. Encouraging active student participation aligns with [Al-Khairi \(2015\)](#), who highlights motivational and inspiring teaching attributes. Regarding evaluation, students' preference for regular assignments, fairness in assessments, and opportunities for improvement parallels [Wahyuddin & Ismayanti \(2020\)](#), who stress pedagogical competence, professional development, and effective communication. [Mariyastini et al. \(2020\)](#) also underscore the role of planning and evaluation in designing learning processes and fostering student potential. ([Helmi 2018](#); [Sriyuliyana 2018](#)) further support these findings by emphasizing the need to understand students' learning styles and create supportive, structured evaluations. Overall, while the findings confirm key elements of effective teaching identified in previous studies, they add specificity, particularly in integrating technology and the importance of structured resources, which are increasingly relevant in modern

educational contexts. This alignment underscores the universal nature of good teaching practices while highlighting areas for adaptation based on contemporary student needs.

English language teacher educators (TEs) play an important role in influencing the quality and accountability of English language instruction that teachers in schools deliver to millions of children worldwide (Al-Issa, 2017). Sulasmi (2017) explains that students' perceptions of good English teacher qualities linked to technical knowledge are mastering four English abilities (listening, speaking, writing, and reading), grammar, vocabulary, pronunciation, effectively explaining content, and managing time. Pedagogical abilities include classroom management, encouraging students, providing optimal feedback, employing engaging and varied media, applying suitable and varied approaches, promoting active participation and teamwork, and evaluating students' academic competence. Interpersonal skills include enjoyable, pleasant, funny, communicative, welcoming teaching methods with colleagues, and keeping a healthy connection with other instructors and students are all qualities of a good English teacher.

Personal abilities include patience, honesty, discipline, responsibility, and excellent figure. It indicates that every English instructor should possess the qualities of a competent English teacher to facilitate the teaching-learning process. According to Sjachrun et al. (2020), the way to be an ideal English lecturer are: (1) Orchestral Characteristic, four variables define the existence of this characteristic, namely Assignment, Knowledge, Assessment, Learning, and Teaching Strategy Factor, own this characteristic. (2) Partnership Characteristic: Four variables define whether or not this characteristic exists, namely Information, Privacy, Communication, and Relationship Factor. (3) Humanist Characteristic: Three aspects indicate whether or not this characteristic exists, namely Attitude, Interaction, and Religious Factors. (4) Unique Feature: Four variables determine whether or not this characteristic exists, namely Motivation, Fun, Self-Approach, and Understanding Factor. (5) Chemistry Characteristic: Three variables define whether or not this characteristic exists, namely Passionate, Creative, and Material Approach Factors.

Professional English lecturers should have several important characteristics supporting their success in effectively teaching English. First, they must have an excellent command of English in speaking, listening, reading, and writing, and relevant academic qualifications, such as a master's or doctoral degree in English and additional certification. In addition, effective communication skills are essential, including the ability to explain English concepts clearly and confidently. Professional lecturers also use varied teaching methods, such as communicative approaches and interactive techniques, to meet various student learning styles, and are skilled in utilizing technology and digital tools to enhance the learning experience. They must manage the classroom well, create a positive learning environment, and use various assessment methods to provide constructive feedback. Good interpersonal skills, including the ability to interact empathetically with students and provide additional guidance, are also essential. Professional lecturers continually update their knowledge through training and research and demonstrate cultural sensitivity by understanding and respecting cultural differences in teaching. These characteristics enable professional English lecturers to teach effectively, motivate students, and successfully achieve English language learning goals.

To improve educational practice, English lecturers should enhance course planning by providing detailed lesson plans, syllabi, and structured course materials to ensure students' preparedness at the start of the semester. They should also adopt engaging teaching methods, incorporating interactive activities, discussions, and

technology-based tools such as Google Classroom and recorded lectures to foster student engagement. Additionally, ensuring clear and effective communication through balanced English and Indonesian can help students comprehend the material without hindering language development. Furthermore, lecturers should implement fair and supportive assessment strategies, combining assignments, exams, and remedial opportunities to create a more inclusive and motivating evaluation system. In terms of further research, future studies should investigate how lecturers perceive and respond to students' expectations to bridge the gap between teaching strategies and student needs. Researchers should also explore the impact of technology-enhanced learning on students' English proficiency and engagement and conduct a comparative study between face-to-face and online teaching environments to determine the effectiveness of different instructional methods. By addressing these areas, future research and educational practice can enhance English language instruction in higher education, ensuring that lecturers' teaching methods align with students' needs for a more effective and student-centered learning experience.

## CONCLUSION

The analysis reveals several key insights into students' perceptions of English lecturers' planning and implementation. In terms of planning, students emphasize the importance of lecturers explaining the lesson plan and outlining the English material for the semester at the beginning of the course. They also expect a clear explanation of the course contract and the provision of modules or textbooks during the initial meeting to facilitate learning. Regarding implementation, students hold high expectations for lecturers to present themselves attractively, start classes punctually, and communicate effectively in English while incorporating Indonesian for clarity. They value engaging and effective teaching methods, mastery of lecture material, and opportunities for interaction through student questions and participation. Effective class management is also prioritized, including integrating technology and online tools like Zoom, Google Meet, institutional e-learning platforms, and Google Classroom. Moreover, students appreciate access to learning recordings and regular distribution of lecture materials. In terms of evaluation, students prefer lecturers who assign tasks regularly, individually and in groups, and carefully consider exam questions' structure, quantity, and timing. They also value a comprehensive evaluation system and the opportunity to improve unsatisfactory grades through remedial measures, highlighting their desire for a supportive and fair learning environment.

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