STUDENTS' PERCEPTIONS ON THE EFFECTIVE CRITERIA OF ENGLISH LANGUAGE LECTURERS

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Abstract

This study is to identify students' perceptions on 10 of the most effective criteria of their English language lecturers from an Institute of Teacher Education. Data were gathered quantitatively from the TESL students in the same institution through a questionnaire which comprises of three constructs: socio-affective skills, pedagogical knowledge and subject matter knowledge. The data was supported qualitatively through an open-ended questionnaire where the students were asked to give the reasons for their choice. Generally, the results show that the participants perceived the most effective criteria of the English language lecturers were mainly their socio-affective skills. The results can serve as a basis for lecturers to improve their skills or qualities and may provide a framework to help lecturers to increase their teaching efficiency

Key words: good lecturer, English language lecturers, effective criteria, students' perceptions, socio-affective skills

Abstrak

Kajian ini bertujuan untuk mengenal pasti persepsi pelajar tentang 10 kriteria paling berkesan bagi pensyarah Bahasa Inggeris mereka dari sebuah Institut Pendidikan Guru. Data dikumpulkan secara kuantitatif dari pelajar TESL di institusi yang sama melalui borang soal selidik yang terdiri daripada tiga konstruk: kemahiran sosio-afektif, pengetahuan pedagogi dan pengetahuan subjek. Data tersebut disokong secara kualitatif melalui soal selidik terbuka di mana para pelajar diminta untuk memberikan alasan terhadap pilihan mereka. Secara keseluruhannya, hasil kajian menunjukkan bahawa responden menganggap kriteria pensyarah Bahasa Inggeris yang paling berkesan adalah kemahiran sosio-afektif mereka. dapatan ini boleh menjadi asas bagi pensyarah untuk meningkatkan kemahiran atau kualiti pengajaran mereka dan dapat menjadi kerangka kerja untuk membantu pensyarah meningkatkan kecekapan pengajaran mereka.

Kata Kunci: pensyarah berkesan, pensyarah Bahasa Inggeris, kriteria berkesan, persepsi pelajar, kemahiran sosio-afektif

Teaching English as a second language in Institute of Teacher Education in Malaysia is not an easy thing to do. It requires lecturers to have more than just having good knowledge and competence in the subject matter. Lecturers need to always find ways to improve and develop their professionalism as they play a vital role in guiding and moulding the students to achieve excellent grades in studies and later becoming effective and efficient primary school teachers. Some believe that effective English language lecturers lead to an effective teaching which will result in effective learning of the students.

It is widely agreed that lecturers' effectiveness in the classroom is a vital factor towards raising students' achievements to meet the world class teacher education standards (Malaysian Education Blueprint, 2013). The evidence is clear that quality teaching is one of the most important teacher education related factors in students' achievements and improving lecturers' effectiveness can raise overall students' achievement levels. The quality of teacher education system cannot exceed the quality of its lecturers which is a key factor in the development of a good teacher education system. Based on the Malaysian Education Blueprint (2013), lecturers need to be skillful and knowledgeable. Besides that, they need to have high moral standards and emotional quotient to enable them to train and empathise with their students.

Hence, investigating and finding students' perceptions about their English language lecturers are important to be acknowledged especially in the context of English Language Department in IPGKPI as one of the Institutes of Teacher Education Campus which trains the TESL Degree students. Students' perspectives of their English language lecturers' quality are important in the area of language learning which according to Bremner, N. (2020), looking into students' perspectives is another option to obtain feedback of those who are involved in the process of language learning. Despite the importance of knowledge about student perceptions as an informant to effective criteria which English lecturers need to have, there is lack of studies done on investigating and finding students' perceptions about their English language lecturers in Institutes of Teacher Education in Malaysia context. Moreover, the findings of the study is beneficial and informative for the lecturers in order to help them understand the best approach and ways to improve their pedagogical practices and finding ways to enhance effective criteria for quality students' English language learning experiences.

This study investigated and analysed students' perceptions on English language lecturers' effective criteria in Institute of Teacher Education Campus Islamic Education, Bangi Selangor. The motivation for the study was to identify the critical elements of teaching and fundamental characteristics that students considered as effective criteria of English language lecturers. Furthermore, this study was done to identify the effective teaching elements and English language lecturers' qualities which led to valuable insights into improving the lecturers' effective criteria. It is hoped that the findings of the study would increase the lecturers' awareness of the effective criteria that they need to have which influence the student teachers' learning. Moreover, the results of the study will contribute to the growing literature on effective teaching methodologies and lecturers' characteristics.

Problem Statement

At every end of the semester, student teachers at the Institute of Teacher Education, Islamic Education Campus are required to evaluate the delivery of the courses taken by them using online assessment. The online assessment form (LAM-PT-05-03) comprises of 11 items namely lecturer's preparation (2 items), teaching and learning process (5 items), lecturer's feedback (1) and lecturer's role as facilitator (3 items). Student teachers are given a few weeks to complete the online assessment with no intervention from the lecturers to ensure the reliability of the assessment. To further enhance the reliability of the assessment, student teachers are also required to write comments on their perception or feelings toward their lecturers in the evaluation form. They are free to give their sincere comments as their names are not displayed.

The main purpose of the online assessment is to provide information and feedback to lecturers on their teaching performance which in turn would enable them to do some self-reflection and take some necessary actions to enhance or improve their teaching performance in the future. However, the online assessment is too general, there is no specific assessment based on lecturers' areas and fields.

Specific assessment or evaluation according to the lecturer's field is needed as it could be a tool for them to know their strengths and weaknesses. Akram (2018) stated that teacher performance evaluation offers teachers a tool for improvement in student learning. According to Park and Lee (2006) in Hanna Sudari (2016), the characteristics of an effective English language teacher, consist of three different categories, namely: subject matter knowledge, pedagogical knowledge, and socio-

affective skills. They sum up that the English teachers who demonstrate these qualities of knowledge will be more effective than those who don't. Besides, a few studies on "Relationship between students' perceptions of Teacher Effectiveness and Student Achievement" agreed that teacher effectiveness can best be judged through teacher evaluation which has gained considerable attention of the policymakers during the last decade (Akram, 2018; Akram & Zepeda, 2015). Hence, students' perceptions is an important data source of measuring teacher quality since students' perceptions of teacher effectiveness can be linked with student achievement (F. Mengel, Sauermann & Zolit, 2018).

Lecturers are the pillars of the institute and the quality of the lecturers must reflect scholarly academia. To produce student teachers who are competent and passionate through dynamic teaching training, the lecturers need to know their weaknesses and strengths in three main aspects namely subject matter knowledge, pedagogical knowledge, and socio-affective skills. Hence, this study is significant to ensure the English lecturers can achieve the mission and vision of the Institute of Teacher Education.

Research Objectives

This study investigated what IPG KPI senior and junior TESL students perceived as 10 of the most effective criteria of IPG KPI English language lecturers and their reasons for choosing the particular criteria.

Research Questions

The findings of this study answered the following research questions:
1. What are the 10 most effective criteria of English Language lecturers in IPG KPI as perceived by TESL students?

2. Are there different perceptions between senior TESL students and junior TESL students?

3. What are their reasons for choosing these particular criteria?

Literature Review

Student evaluations of teachers (SETs) can be started as early as the 1920s till now. It evolves from personal usage as to improve teaching to recently used to improve higher education (Onwuegbuzie, Daniel, & Collins, 2009). To date, many universities and colleges worldwide have implemented SETs for academic reasons and also personal usage. Due to its increasing usage, a number of studies have been conducted investigating how SET was related to effective teaching (e.g., Ginns, Prosser, & Barrie, 2007; Schulte, Slate, & Onwuegbuzie, 2011). This paper would like to define certain keyword to ensure the meaning correlate with the content of this research. The keywords are characteristic of good English teachers, pedagogical knowledge, and student's perception. Mentioned earlier in the paper, the characteristics of an effective English language teacher, consist of three different categories, namely subject matter knowledge, pedagogical knowledge, and socio-affective skills.

Several studies have investigated characteristics of effective language teachers. Brosh (1996) reported that those who are considered as effective language teachers usually (a) teach comprehensibly, (b) master or command the language, (c) make lessons interesting, (d) help students with their independent study, and (e) do not discriminate among students. Schaeffer, Epting, Zinn, and Buskit (2003) investigated students' perceptions of the most important qualities for effective teaching and reported that being approachable, creative and interesting. Enthusiastic, flexible, caring, open-minded, knowledgeable, fair, respectful and holding realistic expectations are the eight of the top ten traits. Similar results were found in Okpala and Ellis (2005), where students indicated the key

teacher quality components were caring for students and their learning, having professional knowledge, teaching skills and verbal skills, and dedication to teaching.

Findings from all the research above show various characteristics of a good language teacher and they are actually overlapping one another. However, for the purpose of this study, focus will be given on the three main categories namely the subject matter knowledge, pedagogical knowledge, and socio-affective skills. Vélez-Rendón (2002, as cited in Aydın et al, 2009) regards the subject matter knowledge as what teachers know about what they teach. Subject matter knowledge basically enables teachers to make use of audio-visual materials, when possible, guide students to get some learning strategies, teach a topic in accordance with students' proficiency levels, and watch and inform students about their progress in language learning. To highlight these aspects, Arıkan (2010) maintains that effective teachers should have the subject-matter knowledge to prepare appropriate lesson plans besides using adequate resources for content delivery. Shishavan and Sadeghi (2009) point out the importance of field knowledge of teachers as they are the providers of knowledge in the process. Their study shows that one of the requirements of being an effective teacher is to have the mastery of the subject matter knowledge in their specific field. The more teachers have the subject-matter knowledge, the more effectively they teach, and the more successful results will be obtained.

Pedagogical knowledge on the other hand is related to executing a job properly, or the knowledge of how to do it. Here, one should be aware of the procedures and the strategies to follow in the process of teaching. Vélez-Rendón (2002, as cited in Aydın et al., 2009) defines pedagogical knowledge as what teachers know about teaching their subjects. He also claims that without pedagogical knowledge teachers cannot convey what they know to their learners. The results of the study conducted by Aydın et al. (2009) also show that students prefer their teacher to have the knowledge of how to teach in order to deal with the affective domain. To deliver the content in the best way, an effective teacher needs both field specific knowledge and knowledge of how to present it (Brophy, 1991, cited in Aydın et al., 2009). Furthermore, Clark and Walsh (2004) emphasize the significance of pedagogical knowledge by claiming that it is a sophisticated form of knowledge that is hard to obtain, and not available to everyone that seeks it.

Different studies refer to numerous dimensions of pedagogical knowledge such as providing students with an environment in which they can be relaxed in order to learn and produce well, guiding students, having the ability to organize, explain and clarify, as well as arousing and sustaining interest, motivating students, giving positive reinforcement, allocating more time to preparation and delivery, and teaching with effective classroom materials by integrating technology (Arıkan et al., 2008; Aydın et al., 2009; Borg, 2006; Cheung, 2006; Shishavan and Sadeghi, 2009; Yu-Hsin, 1999) In addition, effective teachers are teachers who know what to do to get the best of their students. The basic aim at maintaining classroom management is to create stress-free learning environments for both learners and teachers by lowering affective filter and raising motivation. Stress-free environments provide not only learners but also teachers with the relaxing atmosphere to take part in the process willingly and to eliminate or at least minimize the fear of making mistakes.

A teacher cannot succeed if he cannot convey his knowledge to his students no matter how competent he is in the subject matter. Therefore, the teacher needs to have teaching skills (Erden, 2007; Tezcan, 1996)). Teachers control the learning and teaching process by way of planning and carrying out the lessons, evaluating students, maintaining the order in the classroom and ensuring that their students participate in activities which could be beneficial for them to reach the goals of the lesson (Ün Açıkgöz, 2004). Teachers acquire this skill through vocational courses and practices included in teacher education programs. Clifford (1997) states that, for an effective teaching, a teacher should possess basic qualities such as "*expertise on the subject matter, motivating for learning, awareness of student differences, planning the teaching process, knowing and using teaching-learning strategies, designing learning environment, effective communication and objective evaluation*" (as cited in Ün Açıkgöz, 2004). In this study, teachers' teaching skills such as "*planning the teaching process, offering variety, using the instruction time effectively, creating a participatory learning*

environment, monitoring the development of the students and ensuring the students' self-control" are dealt with.

Finally, the third characteristic that is Socio affective skills undeniably play an important factor in creating an effective language teacher. In fact, Brown (2000) also proposed that social factors may affect second language learning. Socio affective skills include a wide range of aspects such as motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere (Cheung, 2006; Shishavan and Sadeghi, 2009). Basically, socio affective skills focus more on the students' experience, how they feel and how to approach their related problems in the process of teaching and learning. In other words, it is the feelings such as anxiety and fear, and other negative emotions are parts of this process. Therefore, what is important for teachers is to create an environment in which their students can concentrate on learning at both cognitive and emotional levels. There should be a balance in learning and teaching where apart of giving knowledge, a teacher should be able to support their students emotionally to encourage a more holistic growth.

In conclusion, being an effective teacher is not just about delivering the knowledge alone, but it consists of the combination between the subject matter knowledge, pedagogical knowledge, and socio-affective skills. These three knowledge and skills actually support one another in which one needs to know what knowledge to deliver, then how to deliver the knowledge effectively, and finally how to sustain or maintain the knowledge interest through emotional support. Thus, this study will look into these three aspects given the importance of the three triadic elements in creating an effective teacher in teaching and learning process. These elements will be looked into from the perspective of students.

Methodology

Research Design

The study focused on quantitative research method which was a cross-sectional survey. According to Fraenken and Wallen (2019), cross-sectional survey allowed the researcher to answer research questions one and two. This method of design is particularly relevant for the researcher to get general overview of the participants' perceptions on the top ten most effective criteria of a good English language lecturer. The questionnaire consists of 45 items which comprises of 3 constructs:
Section A: Socio-affective skills (15 items)
Section B: Pedagocical knowledge (15 items)
Section C: Subject matter knowledge (15 items)

These questionnaire items are not separated according to specific sections in order to minimise the influence on students' perceptions. In addition, a second questionnaire based on the top ten criteria chosen was administered asking the participants to state the reasons for choosing those particular criteria.

Participants of The Study

The participants of the study were 79 TESL students from Institute of Teacher Education, Islamic Education Campus, Bangi, Selangor. The senior students comprised of 49 PISMP June 2020 intake students from two classes who were in their second semester and the junior students were 30 PPISMP June 2020 intake second semester foundation students who were also from two classes. They were 64 females and 15 males and their ages were between 19 to 20 years old.

Data Gathering Method

A total of 86 Questionnaires were given to the participants where they had to choose 10 of the most effective criteria a good English language lecturer. However, only 79 responses were selected because the other 7 participants did not answer according to the instructions. The quantitative data

was analysed using percentage to obtain descriptive information based on the questionnaire. According to Jackson (2016), descriptive statistics are numerical measures which describes a distribution by giving vital information on the central tendency of the distribution as well as the width and shape distribution. Open ended questionnaire which was based on the ten criteria chosen, was also administered to 10 participants from each class who were selected randomly to identify the reasons for choosing those particular criteria.

Findings

This section presents an analysis of data based on the findings from two questionnaires gathered from June 2020 second semester TESL students and June 2020 second semester TESL foundation students from Institute of Teacher Education Islamic Education Campus. Findings from the questionnaires display the results of 10 most effective criteria of good English Language lecturers perceived by the two groups and their reasons for choosing those criteria.

Table 1
Ten Most Effective Criteria of English Language Lecturers.

No	Criteria	Sec	%	Rank
1	caring	A	64.7	1
2	helpful	B	60.0	2
3	approachable	A	50.6	3
4	open minded	A	44.7	4
5	dedicated	B	42.4	5
6	friendly to students	A	42.4	5
7	considerate	A	41.2	7
8	knowledgeable	B	36.5	8
9	understanding	A	34.1	9
10	patient	A	32.9	10

Indicator:
A – Socio affective skills   B – Pedagogical knowledge
C – Subject matter knowledge

Table 1 displays the participants' perceptions on 10 of the most effective criteria of IPG KPI English language lecturers. The participants perceived caring as the most effective criteria (64.7%) followed by helpful (60%), the third criteria was approachable (50.6%) and open minded (44.7%) as the fourth criteria chosen. The next two criteria, dedicated and friendly to student, had the same percentage (42.2%) were the fifth most effective criteria, followed by considerate (41.2%)as the seventh criteria. Knowledgeable (36.5%) was the eighth criteria, followed by understanding (34.1%) and the tenth most effective criteria was patient (32.9%). The overall result shows, out of the ten criteria chosen, seven criteria fall under socio affective skills and 3 are from pedagogical knowledge. Therefore, the result illustrates that students perceived the most effective criteria of IPG KPI English language lecturers were based on socio affective skills compared to pedagogical knowledge and subject matter knowledge.

Analysis of the oepn-ended questionnaire illustrated the participants' reasons on the top ten chosen criteria of effective English language lecturers in IPG KPI. As stated by the participants, English language lecturers of IPG KPI were caring because before class started, lecturers asked about students' well being, and asked if there was anything the students would like to share. Lecturers also

always asked students about their current condition, whether they were okay with the online class or with their health. Lecturers always reminded students to take care of themselves, not to overwork, don't push themselves too hard and to take a rest once in a while. Furthermore, they also reminded students to wear mask and always follow the rules during this pandemic. Students also found the lecturers were helpful because they always made time for students to ask for help regarding the lessons and courseworks. Apart from that, lecturers also always reminded students of any important event. Moreover, lecturers also responded to every question asked in private messages regarding the topics or assignments. Some of the lecturers even offered to do personal Gmeet session specifically for students to consult on their assignment. In addition, there were lecturers who would call students one by one to tell them what do they need to improve in their assignment's draft.

The reason participants chose approachable for the third most effective criteria was because the lecturers always encouraged them to ask questions in class. The lecturers were also willing to spend their time to answer the students' questions even outside of working hour. Furthermore, lectures never scolded them if they suddenly contacted their lecturers to ask questions even though the lecturers were busy at that time. The reasons given by participants for the fourth effective criteria, open minded were because lecturers accepted every student's opinions regarding a particular topic, they could see a certain matter or topic from younger generation's point of view, they were not quick to judge and jump into conclusion, they accepted differences and diversity among students and the lecturers were willing to learn more about technology from their students to give their best in teaching.

The lecturers always made sure the students understand the topic and provided exercises, notes and videos for students to understand better were among the reasons given by participants to show lecturers were dedicated. Furthermore, lecturers would check on their progress and made sure students understand before progressing further. In addition, lecturers always focused on lifelong learning for students as a preparation before they graduate. Participants also thought the lecturers were friendly to students. For instance, the lecturers always tried to have a nice conversation with students even in online learning mode. In addition, lecturers always told jokes in class that cheered and comforted the students as it was quite stressful for them to stay at home while studying. Students stated they could ask something that was not related to education to lecturers, for instance like life hack, facts of life and so on. Thus, students found the friendliness made them felt comfortable which motivated them to engage more in class.

Participants found the lecturers were considerate because they always considered students' problems regarding the internet connection and gave opportunity for students to choose suitable time to replace the class. Furthermore, lecturers were always considerate and mindful to give students ample time to prepare for class and also in finishing the tutorial tasks. Moreover, since the assignments were closely-due to one another, lecturers were considerate in giving extension or making extra classes to explain the details on how to complete the assignments. Next, the reasons given for knowledgeable as the eighth effective criteria were lecturers were great in delivering the lessons with comprehendable elaboration, used variety of relevant examples to ease the understanding of students, able to answer questions from the students on the spot and they had various knowledge and experiences to tell or share with students which made the lessons more interesting.

The ninth most effective criteria, understanding was chosen by participants because lecturers understood students' struggles studying online and they tried their best to make everything easier for their students. For example, when students had problem with their internet connection, the lecturers did not force them to join the meet but they gave them the exercise through whatsapp. Lecturers also gave participants extension on doing their tutorial tasks especially during the middle of the semester when they had many courseworks to submit. Moreover, students felt they could always tell lecturers about their problems and struggles because lecturers would try to understand and give them advices. Participants chose patient as one of the tenth most effective criteria because they found the lecturers really had patience to explain again and also provided clearer example when they had difficulty

understanding certain topics or in completing their courseworks. Not once they ignored students if students had problems regarding assignments or tasks.

In conclusion, the reasons given by participants clearly show why they chose those criteria as the 10 most effective criteria of IPG KPI English language lecturers.

Table 2

Comparison on Ten Most Effective Criteria of Effective English Language Lecturers Between Senior and Junior Students.

	JUNIOR				SENIOR			
No	Criteria	S	%	Rank	Criteria	S	%	Rank
1	caring	A	66.7	1	caring	A	61.2	1
2	helpful	B	53.3	2	helpful	B	61.2	1
3	friendly to students	A	50.0	3	dedicated	B	55.1	3
4	open minded	A	43.3	4	approachable	A	51.0	4
5	approachable	A	43.3	4	open minded	A	44.9	5
6	calm	A	40.0	6	considerate	A	40.8	6
7	considerate	A	36.7	7	knowledgeable	B	38.8	7
8	patient	A	36.7	7	understanding	A	36.7	8
9	good motivator	B	33.3	9	friendly to students	A	34.7	9
10	use good examples to explain	C	33.3	10	patient	A	32.7	10

Indicator:
A – Socio affective skills   B – Pedagogical knowledge
C – Subject matter knowledge

Table 2 shows the perceptions on 10 of the most effective criteria of IPG KPI English language lecturers between the junior and the senior students. The junior students perceived caring (66.7%) as the most effective criteria followed by helpful (53.3%) in second place. This perception was supported with the senior students' perception where they also chose caring (61.2%) and helpful (61.2%) as the most effective criteria, both with the same percentage in the first place. The third criteria chosen by the juniors was friendly to students (50.0%), whereas the seniors' perception of this criteria was ranked lower at the 9th place (34.7%). For the seniors, the third criteria was dedicated (55.1%) which was not in the juniors' top ten effective criteria. The fourth criteria perceived by juniors were open minded and approachable, both with the same percentage (43.3%), and this was almost similar to the perception of the seniors where approachable was the fourth criteria (51.0%) and open minded was the fifth (44.9%) in the list.

The 6th criteria chosen by the juniors was calm (40.0%), however this criteria was not in the ten criteria chosen by the seniors. Instead, considerate (40.8%) was the 6th criteria perceived by the seniors, while it was the 7th criteria (36.7%) chosen by the juniors. The 8th criteria perceived by the juniors was patient (36.7%) but for the seniors this was the 10th criteria (32.7%) in the list. The last two criteria in the junior students' list were good motivator and use good examples to explain had the same percentage (33.3%). However, these two criteria were not in the list of the senior students. Meawhile for the seniors, two criteria, knowledgeable (38.8%) at 7th place and understanding (36.7%) at 8th place, were not in the junior students' list. So, overall, seven of the criteria were chosen by both the junior and senior students, and three of the criteria were different for both group of students.

Another interesting fact to note is that out of the ten criteria perceived by the junior students, only two criteria (helpful and good motivator) were from pedagogical knowledge section and one (use good examples to explain) was from subject matter knowledge section. This data were also similar compared to the senior students who chose only three criteria (helpful, dedicated and knowledgeable) from pedagogical knowledge section and none from subject matter knowledge. This may be due to the fact that for the students, lecturers are already experts in pedagogical knowledge, and they had taken it for granted. To them, it was the lecturers' socio-affective skills that really made an impact on them, because it made them had a better relationship with lecturers and thus motivated them to do better in their studies. The fact that the juniors chose use good examples criteria, maybe because they were still new to tertiery level education, and found it more difficult to adjust to the style of learning. Thus, by getting good examples from lecturers, made them appreciated it more as it could help them to understand their lesson better.

In conclusion, it can be seen that there are similarities and slight differences in the perceptions between the junior and senior student teachers on the effective qualities of IPG KPI English Language lecturers.

Discussion and Recommendation

The present study revealed the student teachers' perceptions on the most effective criteria of English language lecturers in the IPG KPI context. As for the first category, personal qualities, several most effective criteria were found. The effective criteria were caring, helpful, approachable and open-minded. This is in line with previous studies that identified these criteria as the effective criteria of ideal English lecturers (Schaeffer et. al, 2003).

As for the professional qualities criteria, the study depicted one important effective criteria of the English language lecturers from the student teachers' perceptions which was considerate. However, other professional qualities perceived by the junior group of student teachers were dedicated and knowledgeable. A number of studies have found that the attributes of an effective English language lecturers include considerate, dedicated and knowledgeable (Park & Lee, 2006, Shishavan & Sadeghi , 2009; Arikan, 2010).

Another surprising criteria that both groups of student teachers agreed not to include in the effective criteria was subject matter knowledge. These findings may be an indicative that both groups believed that subject matter knowledge were not considered as one of the effective criteria to them as all English language lecturers have good knowledge in their subject matter. The most important factor is to have a stress-free classroom atmosphere. According Cheung, Shishavan and Sadeghi (2009), socio affective skills which include a wide range of items such as motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs could provide a stress-free classroom atmosphere.

Conclusion

The results of the study indicated that the majority of the student teachers (senior and junior) perceived the most effective criteria of the lecturers mainly from the socio-affective skills namely in the following attributes: caring, helpful, approachable, open minded, friendly to students, eager to help and understanding. The study also established that students' attitudes towards lecturers were positive and showed cordial relationship between lecturers and students. Finally, the study revealed that the students valued a positive relationship with the lecturers which made them felt comfortable in their learning. It is further concluded that student teachers' perceptions are an important data source of measuring English language lecturers' quality since it can be linked with student teachers' achievement. Additionally, student teachers' perceptions can act as a basis or framework for the English language lecturers of Islamic Education Campus to improve their skills, qualities and teaching efficiency.

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