

Undergraduate Students' Expectations of EFL Lecturers' Teaching Competencies: A Case Study at IAIN Parepare

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Abstract

This research aims to explore the expectations of English Language Education Study Program students at IAIN Parepare regarding the components of learning English as a Foreign Language (EFL). There were ten English Language Education Study Program students were interviewed, specifically seven of them were the third semester and three others from the fifth semester and the researcher got the saturated data within two months of research. Using a qualitative approach with a case study design, this research examines in-depth students' expectations of EFL lecturers. The data collection method was conducted through in-depth interviews with students to understand their expectations regarding the English language learning process. Research findings reveal that students have comprehensive expectations for the quality of teaching. They want professional lecturers, who have a deep understanding of the material and can create an interactive and fun learning environment. Learning methods are expected to be creative and practical, including a student-centered approach, discussion, role-play, communicative games, and technology integration. The feedback aspect is of particular concern, with students expecting to receive detailed explanations of mistakes, motivational feedback, and appreciation for their efforts. This research concludes that students want an English learning experience that is interactive, meaningful, and supports holistic competency development. The research findings provide important insights for curriculum development, improving the quality of teaching, and adapting learning strategies that are more aligned with student needs and expectations in today's higher education context.

Keywords

EFL, EFL Lecturer, English Language Learning, Student Expectations

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INTRODUCTION

English has become an important international language in various fields, including education, business, and technology. In many non-English speaking countries, English is taught as a foreign language (English as a Foreign Language or EFL) at the college level (Sardi et., 2017). As a foreign language, learning English is often a challenge for students. Understanding students' expectations for EFL classes is important so that the learning process can be designed to meet their needs and expectations.

In today's era of globalization, mastery of English as an international language has become increasingly crucial, especially for students in non-native English-speaking countries (Lauder, n.d.) like Indonesia, English as a Foreign Language (EFL) learning has become an integral component of higher education curricula in Indonesia, including at the State Islamic Institute (IAIN) Parepare. However, the success of EFL learning depends not only on the curriculum and teaching methods but also on students' expectations and perceptions of the learning components they receive (Rao, 2016). The researcher wonders to know about the student's expectations EFL three general components which are teacher/lecturer, student, and material.

Students' expectations of EFL learning can influence their motivation, engagement, and learning outcomes (Dörnyei & Ushioda, 2021). Therefore, understanding students' expectations becomes essential for enhancing the effectiveness of English language programs at the tertiary level. This aligns with the learner-centered approach increasingly emphasized in modern education, where learners' needs and expectations become primary considerations in designing and implementing learning programs (Weimer, 2013).

Many studies have been conducted to explore students' expectations of EFL classes. Previous research findings show that students have high expectations regarding the English language skills they want to achieve after taking EFL classes (Mutiah, 2019). They hope to improve their speaking, reading, writing, and listening skills in English. In addition, students also expect EFL classes to be student-centered and interactive, where they can be actively involved in the learning process (Larasati, 2018). They want opportunities to practice speaking and get feedback from lecturers.

Furthermore, students hope that the learning material in EFL classes is relevant to their daily needs and their future careers. They want to learn vocabulary and grammar that are useful for effective communication (Akbari, 2016). Apart from that, students also expect competent EFL class lecturers who have good knowledge of English and can create a pleasant class atmosphere (Sakkir et al., 2021). They want lecturers who can motivate and support them in the learning process. By understanding student expectations for EFL classes, lecturers and educational institutions can design curricula and learning activities that are more appropriate to student needs. This can increase student satisfaction and motivation in learning English.

The English Study Program at IAIN Parepare, as one of the Islamic higher education institutions in Indonesia, has the responsibility to prepare its students to

compete in a global context with adequate English language skills. However, there has been no comprehensive research exploring students' expectations of EFL learning components at this institution. The success of EFL learning depends on the complex interaction between various components, including teachers, students, and teaching materials (Richards, 2015). In the context of higher education, a deep understanding of students' expectations towards teachers, students, and teaching materials as the EFL learning components becomes crucial to enhancing learning effectiveness and achieving optimal outcomes.

Teachers, as primary facilitators in the learning process, play a vital role in shaping students' learning experiences (Sikko & Ding, 2020). The competence, teaching methods, and approaches employed by teachers can significantly influence students' motivation and achievement in EFL learning. Therefore, understanding students' expectations regarding teaching quality and style becomes an essential aspect of developing effective EFL programs.

Based on previous studies regarding students' expectations in English as a Foreign Language (EFL) learning, no research has specifically examined three learning components: lecturers, students, and learning materials simultaneously. Therefore, this study aims to investigate students' expectations of these EFL learning components in the English Study Program at IAIN Parepare. By focusing on these three aspects, this research hopes to provide better understanding about students' perceptions and needs in EFL learning at the college level. The findings of this study can serve as a foundation to develop curriculum, improve teaching quality, and adjust learning strategies that better match current students' expectations and needs. Furthermore, the results of this study will not only benefit the EFL program at IAIN Parepare but can also become a reference for other universities in Indonesia to enhance their English as a Foreign Language learning quality through understanding students' expectations of EFL learning components.

LITERATURE REVIEW

Understanding the concept of EFL, its differences from ESL, and the specific challenges and opportunities in the Indonesian context is crucial for developing effective teaching and learning strategies. Research on students' expectations in EFL classrooms at IAIN Parepare can provide valuable insights into how to navigate these challenges and leverage existing opportunities to enhance the quality of English language learning in Indonesia.

1. EFL Lecturer

EFL teachers serve as the primary facilitators of language learning, bearing multiple responsibilities that extend far beyond mere instruction. Contemporary research emphasizes the evolving role of EFL teachers, who must now function as cultural mediators, motivators, and facilitators of autonomous learning (Richards, 2017). Effective EFL teachers are expected to possess a diverse skill set, including profound linguistic competence, pedagogical content knowledge, and cultural awareness. Recent

studies have highlighted the importance of teachers' ability to adapt their teaching methods to meet diverse learner needs and to integrate technology effectively into their instruction (McKnight et al., 2016).

Diane Larsen-Freeman, an expert on English learning, emphasized the important role of educator in creating an effective learning environment. In her book "Techniques and Principles in Language Teaching", she explored various of language teaching methods and how the educator able to adapt it to meet the needs of the students (Larsen-Freeman, 2000). Furthermore, teachers' beliefs, attitudes, and teaching philosophies significantly influence their instructional practices and, consequently, student learning outcomes. The professional development of EFL teachers has also gained increased attention, with emphasis on continuous learning and adaptation to emerging pedagogical approaches and technologies (Vadivel et al., 2021).

2. Learning in the EFL Classroom

Learning in an English as a Foreign Language (EFL) classroom presents unique characteristics that distinguish it from other language learning contexts (Sardi et al., 2022). The methods and approaches used in EFL teaching have evolved over time, reflecting changes in language learning theories and learner needs.

a. Methods and Approaches in EFL Teaching

Several methods and approaches commonly used in EFL teaching include:

- i. **Communicative Language Teaching (CLT):** This approach emphasizes the use of language for meaningful communication, rather than just mastering grammatical structures (Thamarana, 2015). CLT focuses on developing learners' communicative competence through activities that involve real-life language use.
- ii. **Task-Based Language Teaching (TBLT):** This method involves students in practical tasks that require the use of the target language to complete them (Ellis, 2017). TBLT aims to provide learners with a purpose for language use and to create a need for certain linguistic forms to arise naturally.
- iii. **Content and Language Integrated Learning (CLIL):** This approach integrates language learning with content from other subject areas (Karabassova, 2022). CLIL can be particularly effective in contexts where exposure to the target language is limited outside the classroom.
- iv. **Blended Learning:** This approach combines face-to-face learning with online learning to increase flexibility and access to learning resources (Singh et al., 2021). Blended learning has gained significant traction in recent years, especially in light of technological advancements and the global shift towards digital learning environments.

b. Roles of Teachers and Students in the EFL Classroom

In modern EFL classrooms, the roles of teachers and students have shifted from the traditional model:

- i. **Teachers:** They now act as facilitators, activity designers, and resources, rather than just information providers (Harmer, 2014). This shift requires teachers to be

more adaptable and to continuously update their skills to meet diverse learner needs.

- ii. Students: They are expected to be more active in the learning process, participate in communicative activities, and take responsibility for their own learning (Da Luz, 2015). This learner-centered approach aims to foster autonomy and long-term language acquisition skills.
- c. Strategies to Enhance EFL Learning Effectiveness
Several strategies can enhance the effectiveness of EFL learning:
 - i. Use of technology and multimedia to create an immersive learning environment (Mulders et al., 2020). This can include language learning apps, virtual reality experiences, and online language exchange platforms.
 - ii. Implementation of project-based learning to increase student motivation and engagement (Stoller, 2006). Projects can range from creating digital stories to organizing language-focused events.
 - iii. Integration of culture in language learning to enhance cross-cultural understanding (Byram, 2008). This can involve exploring literature, films, and current events from English-speaking countries.
 - iv. Use of formative assessment to monitor student progress and adjust teaching (Black & Wiliam, 2009). Regular feedback and adaptive teaching strategies can help address individual learner needs more effectively.

3. Case Studies in Educational Research

Case studies are a frequently used research method in educational research, including in the context of EFL learning.

a. Definition and Characteristics of Case Studies

A case study is a research approach that involves an in-depth investigation of a particular phenomenon in its real-life context (Yin, 2018). Key characteristics of case studies include:

- i. Focus on a specific case or a small number of cases.
- ii. In-depth and comprehensive data collection.
- iii. Contextual analysis that considers various factors influencing the case.

b. Advantages and Limitations of the Case Study Method

- i. Advantages:
 - 1) Provides a deep understanding of complex phenomena.
 - 2) Allows exploration of specific contexts.
 - 3) Can generate new hypotheses for further research (Flyvbjerg, 2006).
- ii. Limitations:
 - 1) Limitations in generalizing results.
 - 2) Potential researcher bias in data interpretation.
 - 3) Requires intensive time and resources (S. Merriam, 2009).

c. Examples of Case Studies Related to Student Expectations in Language Learning

Relevant case study examples include:

- i. Lee's study on student expectations in intensive English programs in South Korea.

ii. Karataş and Okan's research on student expectations regarding technology use in EFL classrooms in Turkey.

4. Context of Higher Education in Indonesia

a. Higher Education System in Indonesia

Indonesia's higher education system comprises various types of institutions, including universities, institutes, colleges, and academies. The higher education curriculum in Indonesia has undergone several reforms to improve quality and relevance to job market needs.

b. Profile of IAIN Parepare and the English Department

IAIN Parepare is one of the state Islamic universities in Indonesia, located in South Sulawesi. The English Department at IAIN Parepare aims to produce graduates who are competent in English and have a good understanding of Islamic values¹.

c. Challenges and Opportunities in Teaching English at Islamic Higher Education Institutions

Challenges:

- i. Balancing English curriculum with Islamic studies.
- ii. Addressing disparities in English proficiency among students.
- iii. Limited exposure to authentic English language use.

Opportunities:

- i. Integration of technology in language learning.
- ii. International collaborations to enhance student learning experiences.
- iii. Development of contextual learning materials that align with Islamic values (Mappiasse & Sihes, 2014).

5. Student Expectations in EFL Learning

Student expectations in EFL learning represent a critical yet often overlooked aspect of the educational process. These expectations encompass various dimensions of the learning experience, including anticipated teaching methodologies, classroom dynamics, assessment practices, and learning outcomes (Shernof et al., 2017). Research has demonstrated that student expectations are shaped by multiple factors, including prior learning experiences, cultural background, and personal goals. In the context of higher education, particularly in specialized programs like English Education at IAIN Parepare, students often enter with specific expectations regarding their language learning journey.

The expectations can significantly impact their engagement, motivation, and ultimate success in the program. Understanding student expectations is crucial for educational institutions and teachers to design and implement effective learning experiences that align with learner needs and aspirations (Ananda, J., et al, 2024). Recent studies have identified several key areas of student expectations, including the desire for communicative teaching approaches, integration of technology, and opportunities for authentic language use (Chun et al., 2016).

In the Indonesian context, EFL students tend to expect more interactive and student-centered learning approaches (Emaliana, 2017). Specific to Islamic institutions like IAIN Parepare, Fadillah reveals that students also expect the integration of Islamic values in English language learning². This includes the use of Islamic texts as teaching materials and the application of communication ethics in accordance with Islamic teachings. Furthermore, Nguyen emphasizes that students' expectations are often related to the desire to acquire practical skills relevant to job market needs (Nguyen, 2019). At IAIN Parepare, this could mean expectations to acquire English language skills that can be applied in the context of Islamic education and the surrounding community.

RESEARCH METHOD

This study employs a qualitative approach with case study research. The qualitative descriptive research method is chosen as it aligns with the research objective, which is to explore and describe in depth the expectations of English Education Program students at IAIN Parepare towards English as a Foreign Language (EFL) learning components. Creswell & Poth (2018) state that qualitative research is suitable when an in-depth exploration of a complex phenomenon is required (Creswell & Poth, 2016).

The qualitative approach allows the researcher to gain a holistic and contextual understanding of students' expectations and uncover the nuances and complexities of their experiences in EFL learning. This aligns with Merriam & Tisdell's view that qualitative research aims to understand how people make sense of their experiences and construct their worlds (S. B. Merriam & Tisdell, 2015). Descriptive research is chosen as it enables the researcher to provide a detailed and comprehensive picture of the studied phenomenon. According to Yin, descriptive research aims to portray the characteristics of individuals, situations, or specific groups (Yin, 2018). In the context of this study, the descriptive type will help reveal and explain various aspects of students' expectations towards EFL learning components.

This research employs a case study design. A case study is selected as it allows the researcher to conduct an in-depth investigation of a phenomenon in its real-life context, particularly when the boundaries between the phenomenon and context are not clearly evident (Yin, 2018). In this case, the case study will help the researcher explore the expectations of English Education Program students at IAIN Parepare as a specific and bounded case. The case study design also allows for the use of multiple data sources and data collection methods, which will enhance the credibility and depth of the research findings. This aligns with the principle of triangulation in qualitative research (Denzin & Lincoln, 2011)

FINDINGS AND DISCUSSION

Most of the respondents expected a different way about the lecturers' professionalism in teaching patiently, friendly, and creatively as said by S1 that

“Menurut saya, dosen EFL yang ideal itu yang mempunyai sikap yang ramah dan sabar dalam mengajar”. S1 also expected the EFL lecturers to understand the material comprehensively so they could stimulate the students to be more active in the class.

“...Selain itu, seorang pendidik juga harus punya pemahaman yang mendalam tentang materi yang ingin diajarkan dan mampu menjelaskannya dengan cara yang sederhana tapi jelas agar peserta didik dapat dengan mudah memahami materi yang diajarkan...”

S2 also said the similar expectation to the EFL lecturer that the ideal lecturer is who teach patiently, has a comprehensive understanding and can deliver the material by the interesting way. *“Menurut saya, dosen EFL yang ideal itu harus sabar, punya pemahaman yang luas, dan bisa menyampaikan materi dengan cara yang menarik...”* as said also said by S6 that *“Dosen yang ideal itu sabar, ramah, mudah dijangkau, menguasai materi, dan bisa membuat suasana belajar menyenangkan...”*

Motivated lecturers were also expected by the student. S1 said that *“...Dia juga harus mendukung mahasiswa, nggak cuma menuntut, tapi juga membantu mereka berkembang.”* Motivated and communicative were the skills that expected by S8 who said that

“Dosen EFL yang ideal seharusnya kompeten dalam penguasaan materi, mampu menggunakan pendekatan yang komunikatif, sabar, menghargai perbedaan kemampuan mahasiswa, dan memiliki kemampuan untuk memotivasi...”

S8 continued and expected about the students' needs *“dosen ideal juga bersikap inklusif, mendorong partisipasi, serta memahami kebutuhan mahasiswa”*. This also relevant with what S4 expected about the students' learning needs *“...seorang pengajar EFL yang ideal adalah mereka yang tidak hanya menguasai bahasa Inggris dengan baik, tetapi juga mampu memahami kebutuhan belajar siswanya*. More specific S4 explained:

“Dalam konteks EFL, siswa sering kali merasa canggung menggunakan bahasa Inggris karena mereka tidak terbiasa dengan lingkungan berbahasa Inggris. Maka, penting bagi pengajar untuk menciptakan suasana belajar yang nyaman dan mendukung”

It also said by S1 about the comfortable learning atmosphere *“Dosen yang ideal juga mendukung mahasiswa untuk aktif didalam kelas, memberikan motivasi, dan menciptakan suasana belajar yang*

nyaman...” One of comfortable learning atmosphere drawn by S7 who said that *“Menurut saya, dosen EFL yang ideal itu adalah seseorang yang bisa sabar, komunikatif, dan mampu menciptakan lingkungan belajar yang interaktif...”* S7 continued about the ability to understand students’ needs and difficulties in learning English as a foreign language (EFL)

“...Selain itu, pengajarnya juga harus menguasai materi yang di ajarkannya dan memiliki kemampuan untuk memahami kebutuhan dan kesulitan siswanya dalam belajar bahasa Inggris. Karena ada beberapa mahasiswa yang masuk jurusan bahasa inggris tetapi mereka tidak memiliki sama sekali basic bahasa inggris.”

S10 expected the EFL lecturers to have good communication skills. *“...Menurut saya penting jika dosen EFL memiliki skill komunikasi yg baik, agar sebagai pelajar/mahasiswa kita dapat mengerti atau memahami apa yg mereka sampaikan.”*

S3 had different expectations. S3 expected a native lecturer to teach in the English class *“Saya kira itu, dosennya berasal dari luar negeri, trus yang ngajar juga orang bule, jadi bisa dibilang ekpektasi saya begitu, tapi ternyata bukan, ternyata dosennya tetap orang indonesia.”* S3 talked about lecturer’s teaching method. Although S3’s expectation was not fulfilled, S3 felt satisfied enough with the lecturer’s methods *“Saya tidak memiliki harapan sama sekali, karena metode mengajar yang digunakan dosen itu, menurut saya itu sudah lumayan lengkap, mulai dari grammar, vocab, listening, speaking Dll.*

When the researcher asked about their expectations about the EFL learning method, the researcher found that most of the students expected creative and practical learning methods like discussion, role-play, and communicative games as stated by S1 that:

“Harapan saya, metode mengajar yang digunakan itu beragam, tidak hanya berfokus pada penyampaian materi saja. Misalnya, menggunakan diskusi, role-play, atau permainan yang melibatkan penggunaan bahasa Inggris secara aktif...”

S1 continued that *“...Kalau bisa, mereka juga menggunakan pendekatan yang kreatif dan relevan supaya pembelajaran terasa lebih menarik dan tidak monoton”*. A similar expectation was stated by S2 who expected about variety of teaching methods *“Saya berharap dosen menggunakan metode yang bervariasi, nggak monoton. Misalnya, ada diskusi, praktik langsung, atau belajar lewat media digital. Jadi, belajar nggak hanya teori, tapi juga bisa*

diaplikasikan.”. S6 expected about the practical teaching method and not boring *”Saya berharap dosen mengajar dengan cara yang tidak membosankan, seperti diskusi, praktek langsung, atau menggunakan media menarik seperti video dan permainan.”*. S7 also stated that *“...Intinya menggunakan metode yang berbasis praktek seperti speaking activities, saya rasa ini akan membantu kami sebagai mahasiswa lebih percaya diri menggunakan bahasa inggris”*. The interactive method was expected by S8 who stated that *“Saya berharap dosen menggunakan metode yang interaktif seperti diskusi kelompok, role play, dan simulasi...”*. S4 expected the EFL lecturer to use communicative approach that stimulated the student to speak actively

“...saya berharap pengajar lebih banyak menggunakan pendekatan komunikatif yang mendorong siswa untuk aktif berbicara dan berinteraksi dalam bahasa Inggris, bukan hanya fokus pada tata bahasa atau hafalan kosakata. Selain itu, saya juga berharap metode yang digunakan lebih variatif dan kreatif. Pengajar sebaiknya memadukan teknologi seperti aplikasi pembelajaran, video, atau platform daring dengan aktivitas tradisional seperti diskusi kelompok atau role-playing...”

S5 expected the EFL lecturers to pay attention more to the students' soft skills not only to the theoretical.

“Menggunakan metode belajar yang digunakan untuk mengajar seorang yang berkeinginan berbahasa Inggris dan mendukung kita sebagai mahasiswa agar kita tetap meningkatkan skill dengan cara materinya itu lebih ke skill bukan teori.”

There were several EFL students expected the similar feedback from EFL lecturers. S1 expected detail and constructive feedback *“...Saya berharap dosen memberikan feedback yang jelas, detail, membangun. Feedback itu penting buat tahu apa yang sudah baik dan apa yang harus diperbaiki...”*. S1 continued the explanation that the EFL lecturers should explained specifically about students' mistake and gave the correction *“...Misalnya, kalau ada kesalahan dalam tata bahasa atau pengucapan, dosen bisa menjelaskan secara spesifik apa yang salah lalu memberikan penjelasan dan memberikan contoh yang benar...”*. S2 expected the very similar expectation

“...Saya berharap feedback dari dosen itu jelas, jujur, tapi tetap membangun. Kalau ada kesalahan, dikasih tahu apa yang salah dan bagaimana memperbaikinya, bukan sekadar dikritik. Evaluasi

juga sebaiknya sesuai dengan usaha yang sudah mahasiswa lakukan.”

S8 stated that constructive feedback should be given routinely “...*Feedback yang diberikan dosen diharapkan bersifat konstruktif, spesifik, dan diberikan secara rutin.*”. S7 also had the same expectation:

“Menurutku kak, feedback yang diberikan dosen itu sebaiknya jelas dan spesifik. Saya berharap dosen tidak hanya menunjukkan kesalahan, tetapi juga bisa memberikan solusi agar kami sebagai mahasiswa ini tahu bagaimana memperbaiki diri...”

S3 expected that there would be a motivated effect from the feedback given by the EFL lecturer “*Semoga saja dari masukan dosen tersebut, saya bisa langsung termotivasi dengan apa yang dosen katakan. Dikarenakan saya itu butuh masukan agar bisa mengetahui dimana letak kesalahan saya.*”. S10 also expected a clear feedback “...*Kita sbg mahasiswa membutuhkan feedback yg jelas...*”.

S4 Expected a similar feedback “...*Feedback yang ideal, menurut saya, adalah feedback yang spesifik dan jelas, bukan hanya sekedar mengatakan 'salah' atau 'kurang tepat'...*”. S4 explained another expectation further and stated that:

“...Saya juga berharap feedback diberikan secara seimbang. Maksudnya, pengajar tidak hanya menyoroti kesalahan, tetapi juga mengapresiasi apa yang sudah dilakukan dengan baik. Ini penting untuk menjaga motivasi siswa agar mereka tidak merasa terlalu tertekan.”

S6 also expected the constructive feedback “*Saya ingin dosen memberikan masukan yang jelas, langsung pada hal-hal yang perlu diperbaiki, dan membantu saya mengerti kekurangan saya.*”

S1 expected the EFL lecturers to not only score the student by the final evaluation but also appreciate the students' learning progress “...*saya harap evaluasi mereka tidak hanya melihat hasil akhir, tapi juga proses belajar kami, karena prosesnya itu sama pentingnya dengan hasil.*”. S2 also expected the similar way “*Evaluasi juga sebaiknya sesuai dengan usaha yang sudah mahasiswa lakukan*”. S8 had the same expectation “*Evaluasi tidak hanya fokus pada hasil akhir tetapi juga pada proses, seperti partisipasi dan usaha mahasiswa. Hal ini penting agar mahasiswa dapat memahami kelemahan mereka dan memperbaikinya.*”

S7 expected the EFL lecturer to not only evaluated the theoretical aspects but also the skill or the practical aspects “...*evaluasinya juga harusnya bisa adil, melihat semua aspek kemampuan mahasiswa nya, dan tidak hanya berfokus pada hasil ujian.*” S4 explained more about the similar expectation. “*Terkait evaluasi, saya berharap pengajar menggunakan metode yang beragam dan adil. Tidak hanya berfokus pada tes tertulis, tetapi juga melibatkan tugas-tugas praktis, seperti presentasi, diskusi, atau simulasi situasi nyata. Dengan cara ini, evaluasi tidak hanya mengukur teori, tetapi juga kemampuanthe s siswa dalam menggunakan bahasa Inggris secara aktif...*”

CONCLUSION

Based on the research regarding the expectations of IAIN Parepare English Language Education Study Program students towards English as a Foreign Language (EFL) learning components, several significant findings emerged. Students anticipate high levels of lecturer professionalism, characterized by diverse teaching methods that are patient, friendly, and creative. They desire educators who possess comprehensive material understanding and can effectively stimulate classroom engagement and student participation. Lecturer competency stands as a critical aspect of students' expectations, where they seek instructors who not only excel in English proficiency but also deeply understand learning needs and demonstrate excellent communication skills. The desired learning methods are creative and practical, encompassing approaches such as discussions, role-plays, communicative games, and student-centered learning strategies. Students also expressed a strong interest in technological integration, including learning applications, educational videos, and online learning platforms.

Feedback and evaluation received particular attention in this research. Students expect detailed explanations of their mistakes, motivational feedback that provides constructive corrections, and recognition of their learning efforts. They desire a continuous evaluation process that compares previous performance scores and encompasses both theoretical knowledge and practical skills assessments. Overall, this research reveals that students seek an interactive, meaningful English language learning experience that supports their holistic competence development. These expectations reflect a need for responsive, innovative, and student-centered teaching approaches in the context of English as a Foreign Language education. The findings underscore the importance of adapting pedagogical strategies to meet the evolving needs of contemporary language learners, emphasizing engagement, practical application, and personalized learning experiences.

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