

The Influence of teacher characteristics in becoming a memorable educator in language learning

Influencia de las características del profesor para convertirse en un educador memorable en el aprendizaje de idiomas

Pilar Diez, Martha Magdalena Guamán Luna

Abstract

This systematic review explores how teacher factors influence motivation and participation in English as a Foreign Language (EFL) classrooms. Accepting that teachers' psychological and interpersonal characteristics are important, this article examines the role of these teacher factors in designing learning experiences that matter. The goal is to understand how factors such as empathy, emotional intelligence, enthusiasm, and interpersonal skills influence students' motivation and participation. A systematic review was conducted following PRISMA guidelines, including studies were published between 2017 and 2025 analyzing empirical studies, as a result, 18 studies that were selected from Google Scholar, ERIC, SciELO, and Elsevier. The findings indicate that emotionally intelligent and empathetic teachers create emotionally safe learning environments that foster students' engagement in learning. Personality traits, such as enthusiasm, openness, and friendliness contributed to students' perceptions of the classroom and their participation in learning. Interpersonal skills, especially effective communication and cultural competence, also proved to be essential for creating an inclusive and motivating language learning environment. This study concludes that teacher training programs should be encouraged to include psychological and interpersonal characteristics and train teachers to develop these areas to assist with the success of their teaching practices and their learners' motivation and engagement in EFL contexts.

Keywords: teacher; intelligence; language; learning; interpersonal skills

Pilar Diez

Catholic University of Cuenca | Cuenca | Ecuador | pilar.diez.03@est.ucacue.edu.ec
<https://orcid.org/0009-0007-3186-8573>

Martha Magdalena Guamán Luna

Catholic University of Cuenca | Cuenca | Ecuador | mguamanl@ucacue.edu.ec
<https://orcid.org/0000-0002-7385-2154>

Resumen

Esta revisión sistemática explora cómo los factores docentes influyen en la motivación y la participación en las aulas de inglés como lengua extranjera (EFL). Aceptando que las características psicológicas e interpersonales de los docentes son importantes, este artículo examina el papel de estos factores docentes en el diseño de experiencias de aprendizaje importantes. El objetivo es comprender cómo factores como la empatía, la inteligencia emocional, el entusiasmo y las habilidades interpersonales influyen en la motivación y la participación de los estudiantes. Se realizó una revisión sistemática siguiendo las directrices PRISMA, incluyendo estudios publicados entre 2017 y 2025 analizando estudios empíricos, como resultado, 18 estudios que fueron seleccionados de Google Scholar, ERIC, SciELO y Elsevier. Los hallazgos indican que los maestros emocionalmente inteligentes y empáticos crean entornos de aprendizaje emocionalmente seguros que fomentan la participación de los estudiantes en el aprendizaje. Los rasgos de personalidad, como el entusiasmo, la apertura y la amabilidad, contribuyeron a las percepciones de los estudiantes sobre el aula y su participación en el aprendizaje. Las habilidades interpersonales, especialmente la comunicación efectiva y la competencia cultural, también demostraron ser esenciales para crear un entorno de aprendizaje de idiomas inclusivo y motivador. Este estudio concluye que se debe fomentar que los programas de formación docente incluyan características psicológicas e interpersonales y capacitar a los profesores para que desarrollem estas áreas que contribuyan al éxito de sus prácticas docentes y a la motivación y participación de sus alumnos en contextos de EFL.

Palabras claves: profesor; inteligencia, idioma, aprendizaje, habilidades interpersonales.

Introduction

During many decades, being a teacher, and especially an English teacher, has been defined as a facilitator of knowledge, a monitor of the different activities, or an architect during the process of learning. However, being a teacher extends far beyond of delivering content. The teachers' qualities play a paramount role to create effective and meaningful learning experience.

At present, there is ongoing research on teacher attributes and their impact on a foreign language class. Teacher's effects on students' engagement levels, motivational factors, classroom attendance, and the learning experience are crucial areas of concern. Psychological aspects, personality attributes, and social skills are considered the most important traits relating to a teacher's effectiveness and interaction with students. Cultural competence complements linguistic with socio-cultural knowledge, which is why it has been at the very core of the foreign language curriculum. Those teachers whose lessons include cultural materials help students learn in a way that connects language with identity and experience, thus providing an involvement or driving to learn. A great deal of emphasis must be placed on attributes which enhance the quality of student learning in a way that enables the improvement of the EFL teaching methodology.

In relation to teacher effectiveness, prior research has delved into the aspect of emotional intelligence, empathy, and teacher enthusiasm. Zhang (2022) and Song (2022), explain how emotionally intelligent teachers nurture students by reducing anxiety and promoting engagement. Furthermore, the personality traits model has also been applied in reviewing the characteristics of

teachers. For instance, teacher's extraversion and conscientiousness, in particular, are associated with greater pupils' participation (Ding et al., 2022. Stan, 2022). Furthermore, the importance of interpersonal skills such as effective and inclusive speech and clear cultural understanding has also been acknowledged (Al-Muslim et al., 2020). Culturally competent teachers are capable of building inclusive environments in which students from various backgrounds feel they belong, allowing for active participation and minimizing cultural barriers to communication.

The literature discusses the importance of teacher's attributes, but understanding their implications in the long term and how different cultures impact their effectiveness remains a gap. The majority of research has been done in Western educational systems which narrows the scope of applicability in EFL contexts. In particular, limited research has been done on how teachers' cultural awareness could influence classroom engagement in a multicultural setting. It is crucial for teaching methods to understand the correlation between cultural competence in promoting motivation and diversity inherent within the learning environment. This review seeks to cover these gaps by looking at research from different parts of the world and investigates more deeply the effects teacher's attributes could have on students' motivation and learning in school.

This study applies a systematic literature review approach, focusing on empirical studies that explore the association between teacher characteristics and student participation in class activities. The main titling questions for this review include the following: (1) How do psychological traits including empathy and emotional intelligence in teachers affect student motivation in language learning? (2) How do the personality traits of teachers influence the creation of positive and memorable learning experiences in foreign language classrooms? (3) What role do the interpersonal skills of teachers play in shaping students' perceptions of language learning? This research, in giving responses to the above questions, adds to the existing literature dealing with teacher efficiency in English as a Foreign Language (EFL) teaching, shedding light on using the psychological and interpersonal traits of the teacher to enhance class participation for improved student achievement in language learning. The framework for this study examines some important issues related to teacher characteristics and their role in learning a foreign language. The analysis is divided into the following parts: psychological characteristics, personality characteristics, interpersonal traits, and effectiveness of teaching and classroom management. Each grouping is accompanied by appropriate literature obtained from different references.

Psychological Traits of Teachers

Psychological traits like empathy and emotional intelligence are fundamental to motivating and engaging students (Zhang, 2022). Higher emotional support known as emotional intelligence tends to help learners lower their anxiety, thereby setting the stage for better learning (Song, 2022).

In addition, emotional regulation among teachers is associated with positive student achievement because it helps to control the level of effective classroom dynamics (Ding, 2021).

While empathy has been found to significantly impact students' engagement and self-esteem, it has also been noted to enhance students' willingness to participate in classroom activities (Zhang, 2022). Research on teaching has established a connection between mental, emotional, and empathetic characteristics with student engagement and avoidance of fear of failure (Al-Seghayer, 2017). Additional studies have connected emotional intelligence with job satisfaction and performance. The two psychological traits clearly have a pronounced effect on the ability of a teacher (Brandmiller et al., 2023).

Personality Traits

Teaching efficacy is correlated with an individual's personality, especially traits outlined in the Five Factor Model. Extraversion and conscientiousness mark the highest correlation with engagement and instructional effectiveness (Ding et al., 2022). High levels of extraversion assist in building lively classroom environments, therefore, active student engagement is stimulated (Stan, 2022). Meanwhile, conscientious people display lesson and class control orderly, which enhances students' learning achievements (Tajeddin & Alemi, 2019).

Other traits contributing to teaching effectiveness include agreeableness and openness to experience. Agreeable teachers maximize student-teacher relationships, which is very productive for enhancing student participation (Stan, 2022). Openness to experience makes it possible to accept novel techniques and changes in practices and new ways of teaching (Bremner, 2019). Moreover, research has pointed out that resilience and self-efficacy are dominant traits in personality likely to remain motivated and effective in difficult educational environments (Heilporn et al., 2021).

Interpersonal Skills

For students, as well as instructors, interpersonal skills are important for effective communication, which is the foundation of all the relationships that should be encouraged within the learning environment. Research indicates that effective teacher-student relationships motivate students to perform and participate more (Ding, 2021). The cultivation of a positive classroom environment that motivates students to take part in classroom activities is dependent on the instructor's interpersonal abilities (Zhang, 2022).

Moreover, interpersonal behaviors such as clearness and enthusiasm in teaching are important factors to consider in mitigating student boredom and increasing interest in a given subject

(Song, 2022). Teaching enthusiasm enhances student motivation, which results in better learning (Al-Muslim et al., 2020). Other studies show that having a positive relationship with students based on respect and care greatly helps in performing academically (Zhang, 2022).

Classroom Practices and Teaching Effectiveness

Teaching efficiency depends on various factors, such as personality traits, teaching styles, and discipline approaches. Many researchers point out that effective classroom management enhances student performance (Korpershoek et al., 2014). Establishing expectations and monitoring them with feedback leads to improved learning performance (Heilporn et al., 2021). Additionally, the saying that blended learning approaches have shown great engagement by pairing synchronous and asynchronous learning activities (Heilporn et al., 2021).

Other studies emphasize the importance of adaptive teaching methods since they respond to the different characteristics and needs of the students and consequently improve overall learning attainment (Brandmiller et al., 2023). Research on motivation and engagement perceptions also indicates that accordingly how you view a student will, in actual effect, establish how he learns and participates in class (Brandmiller et al., 2023). Good interpersonal skills in a teacher contribute much to positive engagement with the learners. Supportive classroom environments build belongingness which improves motivation as well as academic achievement (Ofojebe & Akudo, 2021).

Studies focusing on training teachers have reported the influence of playful strategies and procedures on student participation and the overall learning outcome (Higueras-Rodriguez et al., 2020; Piper et al., 2018). Furthermore, emotional intelligence is crucial in moderating teacher burnout and hence the quality of instruction and achievement by students (Mérida-López & Extremera, 2017). Ventista and Brown (2023), examined the effectiveness of continuous professional development and its impact on teaching and student learning outcomes.

Methodology

To ensure transparency and rigor in the selection of studies, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) (Moher et al., 2009). This method facilitated the identification, screening, eligibility assessment, and final inclusion of studies.

In this particular study, a systematic review of the literature was conducted to analyze how teachers' features affect their teaching of languages. The research was conducted with four primary academic databases: Google Scholar, ERIC, SciELO, and Elsevier. These research databases were selected as they include several articles on education and teaching languages.

To identify pertinent studies, the following keywords were searched individually, and the results were combined using the Boolean operators 'AND' and 'OR':

- EFL teacher characteristics
- Empathy in education
- Emotional intelligence
- Language learning
- Memorable learning experiences

The selection process consisted of four steps.

Initially, a potential study search was performed. Then, a title screening was completed to remove articles not related to teacher traits. Later, an abstract screening was performed to check if the remaining articles fit the research topic. Lastly, a full-text review was done, where relevant studies were analyzed to decide whether they should be included or not.

Inclusion and Exclusion Criteria

The selection of the articles was carried out with pre-defined inclusion and exclusion criteria (table 1) so that the research was relevant.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Focus on Topic	Studies on teacher qualities and psychological traits contributing to effective EFL teaching.	Articles unrelated to teacher qualities, including those outside the EFL/ESL field.
Publication Type	Peer-reviewed scientific journals and academic articles.	Publications older than five years or non-academic sources.
Study Design	Empirical studies, qualitative research, and meta-analyses.	Studies that do not align with qualitative research methodologies.
Publication Date	Articles published between 2017 and 2025.	Articles published before 2017.
Language	English-language publications.	Studies published in other languages.

Source: own elaboration

Selection Process and PRISMA Flow diagram.

The PRISMA guidelines provide a framework for conducting Systematic Reviews and Meta-Analyses (SRMAs) on research studies to facilitate a precision based, as well as stage-wise selection approach, transparently, devoid of bias. Additionally, the study selection process encompas-

ses: the identification, screening, eligibility, and inclusion phases are all displayed in the PRISMA flow diagram.

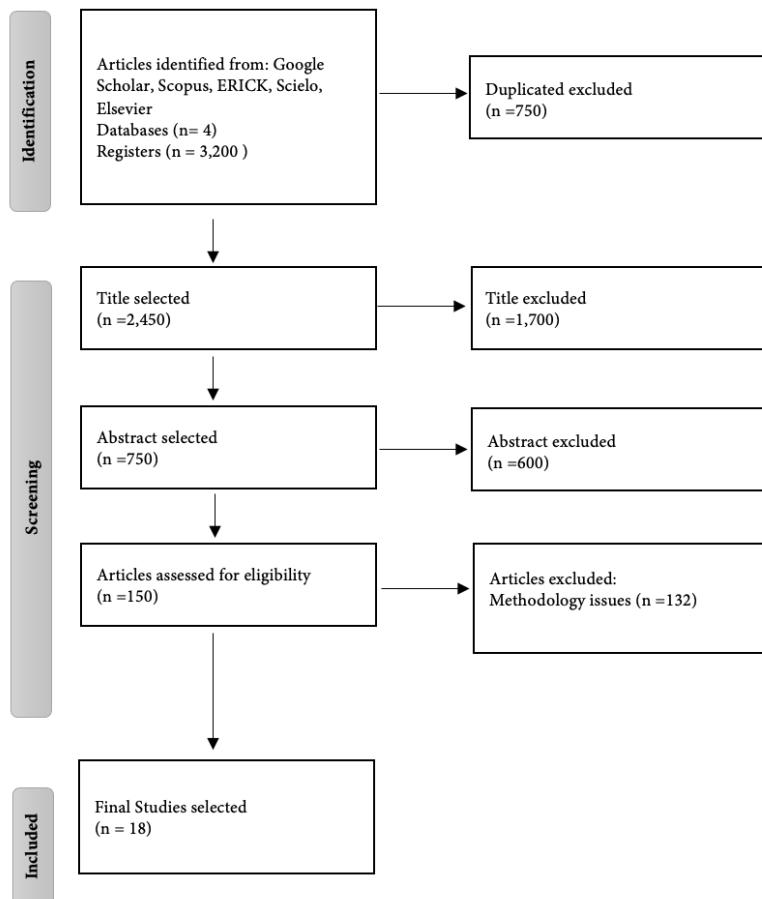
In total, around 3200 articles were found in the selected databases. The elimination of 750 duplicate records left 2450 unique studies. During the title screening phase, and subphase of relevant titles evaluation, around 1700 articles that were not in sync with our research objectives were removed.

In the subsequent abstract screening step, all 750 studies' remaining summaries were checked and among these, 600 articles for reasons such as lack of concentration on teacher characteristics, lack of sufficient data, or being out of scope for the study were removed.

After this step, 150 full texts were selected and scanned deeply in order to meet the inclusion criteria. 132 articles were left without the inclusion of empirical evidence because of contextual broad educational approaches and a lack of methodological guidelines pertaining to this study.

In the end, 18 studies fulfilling all the criteria were selected for the final review and analysis. These studies shed some light on how the teachers' traits impacted their effectiveness in language teaching.

Figure 1. PRISMA flow diagram



Source: adapted from Preferred Reporting Items for Systematic Reviews and Meta-Analyses by Moher et al. (2009).

Data Analysis and Synthesis

The relevant studies were evaluated and arranged in tables to facilitate comparisons. The studies were divided into four classes:

Geographical distribution of studies

The majority of the articles analyzed in this review were conducted in countries such as Indonesia, Colombia, Saudi Arabia, and Malaysia, focusing on students enrolled in local English as a Foreign Language (EFL) programs (Mohammaditabar et al, 2020; Seneechai et al, 2020; Al-Muslim & Ismail, 2020).

Teachers' attributes and their contribution to communicative language teaching were the concern of research conducted in Colombia and Saudi Arabia (Ramirez et al., 2018; Alzobiani, 2020). Teacher's empathy and other interpersonal skills alongside emotional intelligence were the focus of research conducted in Europe and North America (Jiang, 2022; Frenzel et al., 2021).

The Role of Psychological Traits in Student Motivation

Most studies revealed that teachers who displayed empathy, and emotional intelligence contributed positively (motivated) and actively to students' participation (Ramirez et al., 2018; Tati pang et al., 2022). Also, competence in culture was noted to help by addressing the needs of all students in the classroom (Saniati et al., 2024). Emotional help is given to students with lowered self-esteem who often suffer from anxiety allowing students to feel more confident in themselves (Mohammaditabar et al., 2020; Jiang, 2022).

Personality Traits and Their Influence on Learning Experiences

Students' perceptions about the quality of instruction are deemed to be influenced by the teacher's care, kindness, and approachability (Seneechai et al., 2020; Prasetyo et al., 2021). They reported that more of them interacted with the teacher who was reported to be friendly (Al-Muslim & Ismail, 2020; Alzobiani, 2020). While unmotivated teachers with no passion for work made students less interested and engaged in class (Ruzgar, 2021; Johnson, 2017).

The authors state that when teachers show genuine interest and create a friendly atmosphere, students are more motivated and engaged to participate and learn in class.

Personality Traits and Their Influence on Learning Experiences

Teachers with motivational talking skills inhibited students from feeling more motivated and involved in class (Frenzel et al., 2021; Prasetyo et al., 2021). Unfavorable teacher-student rela-

tionships lowered participation and engagement (Ubaque-Casallas, 2021; Jiang, 2022). Teachers who prohibit giving positive feedback and encouragement help students not to feel more confident (Jiang, 2022; Hezretgulyyeva, 2023).

This demonstrates the composition of how teachers' psychological traits, personality, and external aspects of their behavior, in particular teachers' interpersonal skills, determine the success of students in learning a language. The results of the research underline the fact that teachers are very important in motivating and facilitating the learning process.

Development

As outlined in the literature review above, teachers' attributes affect students' engagement, motivation, and achievement in language learning in greater detail. The reviewed documents are divided into central sub-themes such as the distribution of geographic regions, psychological characteristics, personality traits, and inter-personal attributes. These results explain how teacher qualities impact students' perceptions of the learning process and the quality of language teaching they receive particularly in English as a Second Language (ESL) classes.

In order to improve comprehension, the results are organized in tables that outline the most important findings from each one of the analyzed investigations. The analysis emphasizes the role of teacher empathy and emotional intelligence alongside their communication and teaching styles on learners' motivation and classroom environment. These results are analyzed logically in the next parts with all the relevant evidences from the studies that were reviewed.

Geographical Distribution of Studies

The reviewed literature shows many countries around the world, with most studies conducted in Indonesia, Colombia, Saudi Arabia, or Malaysia (Mohammaditabar et al., 2020; Seneechai et al., 2020; Al-Muslim & Ismail, 2020). A high number of articles were identified in Southeast Asia and Latin America, focusing on teacher characteristics in EFL education systems, where English is taught in non-native contexts (Tatipang et al., 2022; Saniati et al., 2024).

Studies from Colombia and Saudi Arabia have conducted descriptions of how teacher traits impact student engagement and motivation, often in programs governed by a specific model for communicative language teaching (Ramirez et al., 2018; Alzobiani, 2020). Other studies from Turkey and Malaysia investigate the relationships between teacher communication skills and approachability in student-centered learning methodology (Ruzgar, 2021; Al-Muslim & Ismail, 2020).

Teacher empathy, interpersonal skills, and emotional intelligence in relation to the classroom engagement and motivation are studied by European and North American researchers based in England, Canada, and Germany (Jiang, 2022; Frenzel et al., 2021). The geographical representation of selected studies is illustrated in table 2:

Table 2. Geographical Distribution of Selected Articles

Country	Number of Studies
Indonesia	5
Colombia	2
Iraq	1
Thailand	1
Malaysia	1
Turkey	1
England	1
North Macedonia	1
Iran and Oman	1
Turkmenistan	1
Germany, Canada, Croatia	1
Canada	1
Saudi Arabia	1
Total	18

Source: own elaboration

The Role of Psychological Traits in Student Motivation

Psychological traits of teachers, **empathy** and **emotional intelligence**, have been linked to higher student motivation and participation in foreign language learning. Empathy and emotional intelligence in teachers have always been attributed, by Ramirez et al. (2018) and Tatipang et. al. (2022), to providing an emotionally supportable environment in the classroom, and high student engagement.

Besides, the cultural skill of the teachers is also positively connected with an open classroom environment and promoting the unity and active involvement of all students (Saniati et al., 2024). Studies indicate that emotional intelligence is related to increased student involvement while lowering anxiety, which has been linked to improved performance and self-esteem in academic goals (Mohammaditabar et al., 2020; Jiang, 2022). Cultural skills are not only the ability to understand and respect the different cultural backgrounds, but the ability to create an open and inclusive environment in class. Table 3 presents key findings about the psychological traits analyzed in relation to student motivation.

Table 3. Key Findings on Psychological Traits in Student Motivation

Psychological Traits	Author and Year	Key Findings
Empathy and Emotional Intelligence	Ramirez et al. (2018), Tatipang et al. (2022), Prasetyo et al. (2021), Lestari (2023), Seneechai et al. (2020), Frenzel et al. (2021), Jiang (2022), Ruzgar (2021), Johnson (2017), Al-Muslim & Ismail (2020), Ubaque-Casallas (2021), Hezretgulyyeva (2023).	Teacher empathy and emotional intelligence are associated with increased student motivation and engagement. These traits create an emotionally safe environment where students feel supported and motivated to participate actively.
Cultural Competence	Saniati et al. (2024).	Teacher cultural competence is linked to an inclusive classroom environment. Teachers who manage cultural diversity promote a dynamic that improves participation and cohesion among students.
Emotional Intelligence and Anxiety in Learning	Mohammaditabar et al. (2020), Jiang (2022).	Emotional intelligence is related to reducing student anxiety, helping them feel more secure and engaged in academic activities.

Source: own elaboration

Personality Traits and Their Influence on Learning Experiences

Teacher's personality traits, passion, accessibility, and empathy, significantly impact students' perceptions of teaching effectiveness. Studies show that personality traits do, indeed, play an important role in students' evaluation of teaching quality (Seneechai et al., 2020; Prasetyo et al., 2021). Research has reported a relationship between teacher accessibility and student participation, with teachers facilitating the opening of channels for interaction and support (Al-Muslim & Ismail, 2020; Seneechai et al., 2020). Studies have reported that students show greater interest and participation in classes taught by teachers who are passionate about their subject (Ruzgar, 2021; Johnson, 2017). Table 4 presents the key findings about teachers' personality traits and their influence on students' learning experiences.

Table 4. Key Findings on Personality Traits and Their Impact on Student Perceptions

Personality Traits	Author and Year	Key Findings
Personality Traits and Student Perceptions	Seneechai et al. (2020), Prasetyo et al. (2021), Ramirez et al. (2018), Tatipang et al. (2022)	Teacher personality traits, empathy, and kindness are crucial for students' perception of teaching effectiveness. Students value teachers who establish positive relationships, which improves their perception of teaching quality.
Accessibility and Openness in Engagement	Al-Muslim & Ismail (2020), Alzobiani (2020), Seneechai et al. (2020), Jiang (2022)	Teacher accessibility is associated with increased student participation. Teachers who are accessible and open favor class interaction and student engagement.
Passion and Teacher Engagement	Ruzgar (2021), Johnson (2017), Seneechai et al. (2020), Tatipang et al. (2022)	Passion for teaching is considered a factor that increases student interest and willingness to participate actively in the learning process.

Source: own elaboration

Interpersonal Skills and Their Impact on Student Perceptions of Learning

This section presents findings on teachers' interpersonal skills, effective communication, teacher-student relations, and positive feedback. Effective communication skills in teachers result in greater student motivation, participation, and interaction in the classroom (Frenzel et al., 2021; Prasetyo et al., 2021). Effective communication is the key for a successful teaching since it directly motivates and engages students to participate in class.

Teacher-student relationships increase the tendency of students who want to take part, as personal connections build confidence and encourage participation (Ubaque-Casallas, 2021; Jiang, 2022). A positive and inclusive classroom environment makes students to feel valued. The use of praising comments and positive feedback help to build the students' confidence and motivate their participation (Jiang, 2022; Hezretgulyyeva, 2023). Table 5 presents key findings on teachers' interpersonal skills and their impact on student engagement and motivation.

Table 5. Key Findings on Interpersonal Skills and Their Impact on Student Engagement.

Interpersonal Skills	Author and Year	Key Findings
Communication and Student Motivation	Frenzel et al. (2021), Prasetyo et al. (2021), Ramirez et al. (2018), Tatipang et al. (2022).	Effective communication is associated with an increment in student motivation. Teachers who communicate clearly and accessibly achieve higher student participation in class.
Teacher-Student Relationship and Engagement	Ubaque-Casallas (2021), Memedi et al. (2023), Jiang (2022), Hezretgulyyeva (2023).	A close teacher-student relationship enhances engagement. Students who perceive a positive connection with their teacher participate more actively in class activities.
Encouragement and Feedback in Participation	Jiang (2022), Hezretgulyyeva (2023), Seneechai et al. (2020), Frenzel et al. (2021).	Encouragement and positive feedback are factors to promote student participation. Teachers who provide constructive and motivating feedback help increase student's confidence and willingness to participate in class.

Source: own elaboration

Psychological characteristics and interpersonal abilities of teachers are to the student's ability to participate and appreciate while learning a foreign language. Several papers shed light on the role of empathy, emotional intelligence, and personality characteristics such as accessibility and enthusiasm in shaping the classroom environment. Additionally, research shows that good teacher-student relationships are linked to higher student participation and motivation.

Findings also suggest that positive feedback and encouragement are related to higher student confidence and increased classroom participation. These results describe the connection between teacher characteristics, student perceptions of foreign language learning, and academic performance. The reviewed studies provide a basis for further research on how specific teacher qualities relate to student success in EFL settings.

This systematic review aimed to study how the psychological traits and social attributes of foreign language teachers affect the processes of meaning and memory construction and retention in language learning. Findings highlight how these non-content-focused attributes of teachers establish the motivation for and how English is taught in EFL classes. The discussion is framed in relation to each one of the research questions so that answers are coherent and logical.

From the review, it is evident that empathy and emotional intelligence are of utmost importance in motivating students to learn languages. As such characteristics help in the creation of emotionally safe spaces in which students are more willing to take part and engage in in-class exercises. These findings correspond with Ramírez et al. (2018) and Tatipang et al. (2022), who stress the positive impact of emotional intelligence on learners' active participation and engagement. In addition, Jiang (2022), proved that strong teacher-student relations lessen anxiety and promote attendance which adds to supportive evidence regarding the importance of these psychological factors within language classrooms.

Personality traits of the teacher like enthusiasm and approachability can have an impact on how the students perceive learning. As noted by Seneechai et al. (2020) and Ruzgar (2021), students tend to participate more when teachers show passion for teaching and when the teachers' attitude is inviting. While teacher open-mindedness encourages participation, too much participation may lead to students becoming passive learners, which hampers their ability to learn independently. There is a need for more research on how to balance teacher participation with fostering learner autonomy in EFL environments.

Interpersonal skills such as, communication and cultural understanding impact the students' attitudes towards the language classrooms. Teachers, who understand the cultural and linguistic differences, can connect in a better way with their students. For example, the use of material related to their cultures or tradition can make the class more meaningful and engaging. Good social interaction between teachers and students enhances participation and involvement. Nonetheless, one surprising result was the lack of studies concerning the role of cultural knowledge as an EFL motivation. As Saniati et al. (2024), argue, the consideration of cultural sensitivity in inclusive learning environments deserves a closer look. Yet, more attention is needed to the role teachers' cultural competence plays in student participation in multilingual and multicultural contexts.

The analysis also revealed a regional trend as most of the studies came from Indonesia, Colombia, Saudi Arabia, and Malaysia. This hints at a geographical concentration of studies about the qualities teachers possess in EFL environments, which indicates a deficit of research from other educational systems. The mentioned themes developed mostly in Western educational systems, concerning Frenzel et al. (2021) and Jiang (2022). This literature review provides the narrative of Southeast Asia, Latin America, and the Middle East. Further studies are required in view of examining the differential impacts of varied national educational and cultural policies on teacher effectiveness as it relates to student motivation.

Although it has some advantages, this review is not without limitations. To begin with, the studies included in this review seem to focus on a specific area that may not be applicable to other EFL contexts. Wider reviews should include studies from other regions to improve comprehensiveness. In addition, several of the studies used self-reported information which is bound to have some errors. Including some experimental or longitudinal studies could give more definitive information on the correlation between teacher qualities and student motivation. Lastly, this review was mainly concerned with teacher qualities and did not include other important aspects like school administrative policies, curriculum and instruction, and the use of modern technology in teaching the language. Further studies should consider the interaction of these factors with teachers' professional attributes in relation to students' motivation.

With such boundaries in mind, future inquiry should be conducted in a manner that allows for a fuller picture of the teacher's role in EFL contexts. An insight into the effect of cultural competence in creating inclusive and engaging learning environments is thus fundamental to understanding how this approach can be applied in diverse classrooms. Longitudinal studies might reveal the effect that teacher empathy, emotional intelligence, and interpersonal skills have in viewing student motivation so that long-term patterns develop and can then be observed and evaluated through consequences. Furthermore, it is important to investigate how strategies that aim at balancing teacher support and learner autonomy influence the ability to acquire independent learning skills without excessive dependency on teacher assistance. Cross-national comparisons would demonstrate the extent to which policy and pedagogical practices of various education systems affect students' participation in learning activities and help formulate recommendations to enhance engagement in different settings. Additionally, understanding the role that modern technology plays in the interaction between teachers and students in online and blended classes may assist educators in finding appropriate ways to use modern tools to foster motivation and engagement in different learning environments.

Conclusion

This review establishes that students with a higher level of motivation and engagement in EFL classrooms are, to a large extent, defined by some psychological features in teachers, namely empathy, emotional intelligence, enthusiasm, and communication competence. The students' preparedness to engage in interactions and embrace language-learning risks improves when a learning environment in which they can feel safe emotionally supports them. In promoting dynamism in class, enthusiastic teachers build self-esteem and foster student motivation. Conversely, excessive familiarity in teacher-student relationships leads to a drop in student engagement due to the state of structure and discipline within the classroom in further hindrance to student engagement.

The results, however, do contribute to an understanding of the teachers that exist in EFL. It is, therefore, not perfect. Analysis is conducted through a review of existing literature; therefore, there were no direct classroom observations conducted in this particular study. A considerable number of the studies were based on self-reported data, which can introduce a bias and limit the objectivity of the results. Moreover, little attention was paid to the effect of external factors, like school policies, class size, and cultural variations. Future research should also consider conducting experimental studies where teachers will actually observe real classroom interactions and research the long-term influence of teacher traits on student motivation. From a pedagogical perspective, those results call for psychological and interpersonal skill-based training programs for teachers. The training of teachers should assist them to promote emotional, sociocultural, and civic engagement in their students to ensure they become more active in the learning process. Such an encouragement to reflective teaching—where teachers collect and utilize student feedback—would also aid improve both teaching performance and student performance.

Further research should examine the importance of cultural sensitivity in EFL classrooms. In particular, little attention has been given to the interplay between teachers' cultural sensitivity toward their students and students' motivations. Comparative studies across educational systems could reveal the manner in which national policies and teaching pedagogies facilitate or hinder student engagement in language learning. There should also be further studies that focus on employing technology to motivate and create interaction in both traditional and online settings.

As a final point, promoting psychological and interpersonal features of teaching is a key foundation for the enhancement of language education. Incorporating these features into educators' training and classroom practices would assist teachers in developing active, effective, and, most importantly, fun-to-learn-for-all EFL classrooms.

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Authors

Pilar Diez. I graduated with a Bachelor's degree in Linguistics and English Literature, a Secondary Education Teacher in English, and a Technologist in Health Promotion. I have worked as an English teacher at the preparatory, elementary, and middle school levels for approximately 20 years. This is the first time I have written a scientific article.

Martha Magdalena Guamán Luna. Mgs, is an English teacher and Administrative coordinator at Catholic University of Cuenca. She has a master's degree in pedagogy for teaching English as a foreign language, which has helped her to improve her expertise in language education and instructional methodologies. Additionally, she has a magister degree in Educational management and leadership which reflects her interest in organizational development and leadership in educational institutions. Furthermore, she has a diploma in innovative pedagogies. With an undergraduate level, she has a licenciatura in Education Sciences with a specialization in English language education. She is a professor and researcher at Master's in Teaching English as a Foreign Language program since 2022. Her multifaceted expertise related to teaching, pedagogy, leadership, and methodology has inspired her to contribute with researching and publishing of articles.

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