

Qualities of Effective EFL Teachers in the 21st Century: A Reflection From Ecuador

Edgar E. Heredia-Arboleda

Faculty of Education, Universidad Nacional de Chimborazo, Riobamba, Ecuador

Mónica J. Torres-Cajas

Faculty of Education, Universidad Nacional de Chimborazo, Riobamba, Ecuador

Danilo R. Yépez Oviedo

Faculty of Education, Universidad Nacional de Chimborazo, Riobamba, Ecuador

Adriana C. Lara-Velarde

Faculty of Education, Universidad Nacional de Chimborazo, Riobamba, Ecuador

Abstract—English Language Teachers (ELTs), to be effective in the teaching and learning process in contemporary society, need to be not only competent with qualities of instructional skills but also with qualities of personal traits. This paper aims to offer ELTs reflection around the most vital qualities of personal traits, which are required to contribute to the design of more effective EFL teaching and learning milieus. To that end, and supported by a pilot study carried out to construct a master's degree program in Teaching Local and Foreign Languages in an Ecuadorian Public University, we gathered, in four major categories, the scattered and unclassified qualities of personal traits which are available in the related literature. In this framework, the qualities of personal traits that ELTs must possess are bound with virtues such as perpetual learning, humanism, instructional-personal communication, and cross-culturalism. In general, this article may be helpful for ELTs to visualize the qualities of personal traits, which are needed to face the English as a Foreign Language (EFL) education of the 21st century.

Index Terms—Qualities of Personal Traits, Qualities of Instructional Skills, ELTs (English Language Teachers)

I. INTRODUCTION

Nobody casts doubt on the importance of learning English in our contemporary society. After all, this language establishes communication with other people whose native language is not English. In this connection, English language teachers have a tremendous responsibility because, through their expertise, language apprentices consolidate multicultural and linguistic abilities, which permit them to access the acquisition of new knowledge, and consequently to better job opportunities.

This responsibility becomes more complex due to the international standards orienting the English language teaching. In fact, UNESCO (2003) has declared learning a foreign language as a linguistic right of human beings. To that is added the regulations launched by the Common European Framework of Reference for Languages (CEFR), which stipulates the English level to be achieved, especially by those having an EFL (English as a Foreign Language) background.

The duty of English language teachers (ELTs) is, without a doubt, colossal because solely through an effective teaching and learning process, the success or failure of students in their academic achievement is determined. Under this light, ELTs are to display a wealth of qualities that facilitate the acquisition of effective learning. Ultimately, the academic performance of language learners revolves around ELTs' qualities. According to Alzobiani (2020), ELTs' qualities are divided into instructional skills (academic profile) and personal traits (virtues inherent to the profession).

Seen in this light, the governments, through various knowledge devices such as UNESCO, CEFR, in conjunction with public education policies and the local ministries which regulate elementary, secondary, and university education, are in charge of standardizing the qualities of instructional skills that ELTs are to attain (Alrefae and Al-Ghamid, 2019). These qualities serve ELTs to insert themselves in the labor world. In the Ecuadorian context, the qualities of instructional skills deal with an intermediate proficiency B2 and an EFL or ESL bachelor's degree.

Unfortunately, the qualities of instructional skills, stated by the Governments and knowledge devices, seem to be superficial to what really assures an effective teaching and learning process. In fact, much of the teaching and learning effectiveness is intertwined with ELTs' qualities of personal traits, as they motivate and inspire students to learn (Alzebaree & Hasan, 2020), but aside from the qualities of instructional skills solicited by the aforementioned knowledge devices, what are the specific qualities of personal traits that ELTs should empower themselves with?

Research on effective EFL teachers discloses numerous qualities of personal traits which foster students' language learning success. These qualities encompass communication skills linked to socio-affective skills such as patience,

friendliness, enthusiasm, interest in their career, interest in their students, sense of humor, confidence, cooperation, motivation, caring, flexibility, understanding, among others (Abu-Rahmah, 2008; Al-Mahrooqi, Denman, Al-Siyabi & Al-Maamari, 2015; Al-Maqtri & Thabet, 2013; Baytur & Razi, 2015; Chen & Lin, 2009; Febriyanti, 2018; Gao & Liu, 2013; Khodabakhshzadeh & Shirvan, 2011; Lee, 2010; Malikow, 2005; Park & Lee, 2006; Salahshour & Hajizadeh, 2013; Slate, 2009; Taqi, Al-Darwish, Akbar & Al-Gharabali, 2015; Wichadee, 2010).

As observed above, ELTs do not have to be only competent in qualities encompassing the instructional skill but also in qualities of personal traits to guarantee, this way, an effective teaching and learning process. It is true that there are abundant qualities of personal traits in the scientific literature. Nonetheless, these qualities are scattered and unclassified. Therefore, it is confusing to determine which of them are the most pertinent to respond to the challenges that Ecuadorian ELTs face in the 21st century.

In view of the above, and motivated by a feasibility study executed for the creation of a master's degree program in Teaching Local and Foreign Languages in a Public University located in the highlands of Ecuador, we have decided to synthesize, in 4 major categories, the scattered and unclassified qualities of personal traits of the related literature. We pretend, with this synthesis, to offer ELTs reflection around the most vital qualities of personal traits, which are required to contribute to the design of more effective EFL teaching and learning milieus.

To make the analysis useful to teacher educators, we have divided the reflection into the following sections. The first part is about a reflection on ELTs as eternal learners. The second part is oriented to discuss the role of ELTs from a humanitarian approach. The third deals with exploring the profile of highly qualified ELTs. Finally, a meditation about ELTs as effective cross-cultural mediators is conducted.

II. ELTS AS ETERNAL LEARNERS

The changes that education has gone through in this century are meaningful and, at the same time, convoluted, meaningful in the sense that technological advancements have permitted educational institutions to tailor pedagogy to suit student needs. In the 21st century, there are no longer educationalists presenting information for students to repeat it. On the contrary, educators are just mediators in the teaching and learning process.

The role of mediators is then partly centered on using technological advancements. Now, educators cannot narrow down the teaching contents to what can be solely located in the onsite modality. Conversely, they are expected to utilize alternative online tools such as virtual platforms in order to strengthen the students' cognitive capacities. It is then to foster the critical academic spirit of apprentices by means of a well-balanced switch between the onsite and the online modality.

However, exogenous factors have modified the significance of education to such an extent that the role of mediators is also convoluted, at least from the online one-sidedness. The pandemic COVID-19 has obligated the whole academic community to adopt the online modality as a unique means of epistemological reflection. Against this background, instructors at all levels have encountered students' demotivation due either to their precarious economic conditions or teaching inexperience towards the 100% online modality.

Although training programs on ICT use have indeed been executed before the complete adoption of the online modality, this has not guaranteed the effectiveness of the teaching and learning process. And it is that the online modality is never going to overlap the onsite one because face-to-face human interaction is irreplaceable and essentially vital for learning to occur. (Kuhl, Tsao, Liu, 2003).

In this context, ELTs have been genuinely creative in order for the teaching and learning process to go on. Some instructors, actually, have accommodated their teaching methods to what is available in educational institutions. In other words, educators, in the absence of technological facilities such as students' computers with an internet connection or a lack of virtual spaces like ZOOM or MICROSOFT TEAMS, have implemented the use of smartphones with the collaboration of parents, or even onsite visits to students with no internet connection (COMERCIO, 2020).

It is evident that ELTs have found ways for not neglecting the academic wellness of their students. ELTs' preoccupation with finding new paths for efficacious instruction just makes us think that the qualities of personal traits do not have to be taken lightly. To put it differently, ELTs, with advanced instructional skills, but without the socio-affective or the non-academic in nature, are simply instructors incapable of inspiring and motivating students to acquire the target language.

Under this light, ELTs are to be eternal learners. Their passion for learning cannot be static; otherwise, they are doomed to failure. Their learning has to be meaningful in order to impact their students' attention. Capturing the attention of students does not only involve, as ELT, demonstrating advanced instructional skills but to figure out, through empathy, confidence, understanding, etc., the reality of students, which, in the majority of cases, is ignored.

Certainly, the qualities of personal traits comprise human characteristics that are appended to ELTs' professional role. Characteristics, which by the way, can be fostered and reinforced through professional development programs, as well as a personal search. Therefore, ELTs' role as eternal learners is an ongoing pursuit of what makes the teaching ability meaningful towards students' learning, that is, the personal traits.

Wang, Gibson & Slate (2007) classify personal traits into interpersonal traits and intrapersonal traits. On the one hand, interpersonal refers to reading the intentions and wishes of others, even if they are hidden. On the other hand, the

intrapersonal alludes to self-knowledge and all related processes, such as self-confidence and self-motivation. Overall, the combination of both gives rise to emotional intelligence.

Emotional intelligence covers several no measurable qualities such as confidence, self-esteem, self-control, empathy, enthusiasm, etc. The list was indeed included in the introduction section regarding the qualities of personal traits. As ELTs, sometimes, we are only concerned with the measurable; however, we have forgotten that it is interconnected to the emotional base. And it is that we remember more when something or someone thrills us (Immordino-Yang & Damasio, 2007).

In this vein, ELTs should develop a new empowered vision about language education, an educational vision involving emotional learning through EFL. ELTs, hence, must never cease to be eternal learners, especially in terms of the qualities of personal traits, as in them, emotional intelligence dwells. ELTs with awareness of emotional intelligence can be the perfect mediators of knowledge, mediators who engage students to seek further learning.

ELTs committed to perpetual learning with qualities of personal traits will be, therefore, practitioners capable of modifying learners' negative attitudes that affect the success of EFL acquisition. ELTs with qualities of personal traits will be the ones that provide extra learning opportunities for students to debug anxiety, low self-esteem, or lack of motivation. In short, ELTs with qualities of personal traits are the ones who teach students how to cope with difficult situations and negative emotions for them to use the target language beyond the classroom.

III. ELTs FROM A HUMANITARIAN APPROACH

Humanism is an intellectual movement that was developed during the XV and XVI centuries. Humanism aims to exalt in its totality the qualities of human nature by placing the human being as the core thereof. The concept of humanism is somewhat polysomic. However, this polysemy targets the aim mentioned above; that is, the human being is in the center of all reflections either from a theistic or atheistic sense.

Although the concepts around humanism might give the impression that this movement is narcissistic, as it places exclusively human beings in the center of the debate, thus excluding nature, this is not like so because humanism elevates the integration of individuals' human values to the extent of turning individuals into protectors of the environment and its components. True humanism then seeks to produce renaissance in individuals for them to be guardians of life and liberty.

The constant reflection in the social sciences has also brought with it a new intellectual movement called anti-humanism. Such movement is a newfangled trend which is gaining terrain in academics. This movement holds Jewish bases; in turn, it pretends to add a nuance of strength to the ontology and epistemology of the western world. In fact, from the educational-ethical viewpoint, anti-humanism intends to educate individuals from the otherness.

In being a fragment of anti-humanism, the otherness aims to deconstruct anthropocentrism, that is, the sense that considers the human being as the center of all things and the absolute end of creation. Moreover, the otherness takes into account the point of view, the conception of the world, the interests, and the ideology of the other by not taking unilateralism for granted.

The intentions of otherness, in theory, are captivating, as they are more oriented to achieve a facultative acceptance rather than a prescriptive recognition like in humanism. With a facultative acceptance, we mean that the acceptance is not linked to the law but the human condition and love; it is to accept others for the simple reason that they are humans. In contrast, prescriptive recognition refers to recognize others by law, although our sense of good and evil does not allow it.

The power conflict is evident in both humanism and anti-humanism. In both movements, knowledge devices are required to embrace acceptance or recognition so that there is no acceptance or recognition without the other. In this regard, a preoccupying question arises here, if we talk about acceptance or recognition of others, this entails ontology and epistemology, what is the dividing line for not accepting or recognizing fake realities and knowledges?

If the response is the logic, then it is going to exclude the absurd and nonsensical. Approaching the logic towards humanism or anti-humanism implies that in both cases, segregation must exist. Maybe another troubling question appears here, is the logic absolute? That is, are the laws of logic ubiquitous norms present in all cultures? Evidence gathered in distinct cultures shows that the laws of logic are universal (Leech, 2015; Naranjo & Naranjo, 2019).

If the laws of logic are universal, then not everything is recognizable in humanism nor acceptable in anti-humanism. In other words, the logic must be approached to the legality system of humanism, not separated. In the case of anti-humanism, the logic must be present in the facultative acceptance of others; otherwise, any incongruity can be accepted as ontology or epistemology under the excuse of interdependent acceptance.

Drawbacks can be easily located in both movements. However, in anti-humanism, it is possible to visualize concerns which are not answered logically. Such concerns are, for instance, the fact that humanism was always wrong, the fusion between materialism and idealism, or the fact that the individual was always a pre-wired collectivist and not autonomous with free will. The pillars of anti-humanism are weak and need undeniably more exploration to determine its veracity.

The analysis conducted above is worthwhile to understand that humanism is still relevant in the context of the 21st century. Humanism, far from being a pessimistic movement as posited by the anti-humanism, is an invitation to optimism and hope where the individual, in being an end, is the builder of his/her destiny and promoter of his/her own

history with responsible attitudes towards himself/herself and towards others, that is, the individual is fully responsible for his/her existence.

Along these lines, humanism ought to be the space where educators and stakeholders develop a more complete vision of themselves and their world, to be so the only ones responsible for educational quality. In the EFL field, ELTs have to be the substrate of realizable values, such as reason, freedom, empathy, the capacity for action, enthusiasm, cooperation, etc. ELTs should be then autonomous but not individualistic; in turn, this autonomy should be projected in their learners.

Individualism is a confusing word because it can be associated with autonomy; however, both words are different. On the one hand, individualism is grasped as the tendency of a person to act according to their own will, without counting on the opinion of other individuals. On the other hand, autonomy is the person's faculty to act according to their reasoning, with a certain degree of facultative interdependence.

In this respect, ELTs displaying individualism can provoke a collapse of educational quality in terms of rapport. ELTs, without rapport, fall into the category of traditional educationalists, that is, educators only concerned with fulfilling their work hours, but not educators preoccupied with understanding what in essence impacts on the academic performance of their students at school and elsewhere, that is, a harmonious and close relationship between ELT and learner.

ELTs must not, therefore, neglect humanism in their practicum. On the contrary, this movement should encourage ELTs to be more liable with students in terms of qualities of personal traits. It is then about developing a caring and supportive relationship to understand the linguistic and academic challenges which language apprentices face. Humanitarian ELTs, overall, ought to be autonomous practitioners who support students to learn in the classroom and beyond thereof.

IV. HIGHLY-QUALIFIED ELTS

Nowadays, globalization of knowledge demands its professionals to be highly competitive, to fulfill the expectations of educational quality. In this sense, defining the profile of highly qualified ELTs is not an easy task, as it requires considering components of both professional and personal domains. With a professional domain, we refer to all qualities of instructional skills. Conversely, the personal domain is attributed to the qualities of personal traits.

The definition of highly qualified ELTs has been a subject of attention for many researchers in the EFL field. After all, defining the profile of effective ELTs might provide a better understanding to the EFL community to invigorate the teaching and learning process. In this regard, a highly qualified ELT is a professional who appropriately dominates the target language, manages teaching methods adequately, and creates a suitable rapport with learners (Borg, 2006).

A highly qualified ELT is then a competitive professional who can wisely balance the qualities of instructional skills and the qualities of personal traits, but is there any proclivity towards instructional skills or personal traits on the part of ELTs or learners? Research conducted in the perceptions of teachers and learners regarding highly qualified ELTs profiles shows that there are indeed significant differences in the perceptions of these two populations.

In fact, while teachers are more concerned with reinforcing their qualities of instructional skills, students are more preoccupied with finding in them qualities of personal traits. Research also claims that even in qualities of personal traits, ELTs and learners come across a substantive differentiation; for example, while ELTs prefer to limit their communication skills, learners are more in favor of such communication skills gain territory in the classroom (Metruk, 2021; Mohammaditabar, Bagheri, Yamini & Rassaei, 2019).

In the face of the above, research results remain inconclusive, considering the fact that perceptions of both teachers and learners are dynamic and flexible. With this antecedent, there are always opportunities to add more nuances of analysis to what has already been explored, like in this case, to the profile of highly qualified ELTs. In doing so, ELTs' insights on the practices of effective language teaching may be stimulated.

So far, it has been said that highly-qualified ELTs are those balancing in their practicum qualities of instructional skills and qualities of personal traits. If we focus our attention on instructional skills, we might say that a highly qualified ELT is someone that demonstrates grandiose and personal academic achievements. Now, if we look at the personal traits, a highly-qualified ELT would be a professional compromised in seeing further in their pupils' learning.

Taking up the issue of perceptions of teachers and students regarding highly-qualified ELTs profiles, we can say that the determining factor for students to use the target language within and beyond the classroom is centered on research results presented above. In other words, highly-qualified ELTs are those not only intrigued with submitting in their institutions, qualities of instructional skills, but also those giving more attention to the qualities of personal traits (Al-Seghayer, 2017).

On this matter, highly-qualified ELTs are those who identify, first and foremost, the attributes and virtues that students expect to see in their classrooms. These attributes and virtues have to do with being humorous, creative, enthusiastic, young, friendly, polite, intimate, tolerant and devoted. They also deal with self-awareness, ability to observe, interpersonal skills, think critically, diversity, sensitivity to context, attitude towards change, etc.

While it is true that ELTs should center their educational awareness with more emphasis on the qualities of personal traits, it is no less true that the qualities of instructional skills must not be scrutinized; that is not our intention as researchers. Instructional skills also play a preponderant role in the learners' success of language acquisition. Ultimately, what would become of students if teachers did not have EFL teaching expertise?

According to Gabrielatos (2002), in order to tackle the instructional skills adequately, highly-qualified ELTs must be inserted in a framework of three categories. Gabrielatos highlights in the first instance the qualities of personal traits, then methodology, and finally language. With methodology, he refers to ELTs' knowledge skills towards the EFL or ESL field, whereas language points out the knowledge in use through speech.

So that an effective ELT is not only someone who possesses grandiose EFL or ESL qualifications but how effective these qualifications are being utilized in the classroom. By getting back to the point of methodology, highly-qualified ELTs are receivers of methodological theories; in turn, they are theorizers of their practice and practitioners of their own theories. In the same vein, effective ELTs are competent in language but sensitive to their own language proficiency and learners' language level.

The pretensions of this section are presented as a colossal task due to the intention of defining somehow the profile of highly qualified ELTs. We know that it is indispensable to balance the qualities of instructional skills and personal traits for learners to attain a proficient language level. However, at the end of the day, the intrapersonal and interpersonal will overlap the instructional; therefore, personal initiatives and professional development programs should be carried out in order to reinforce the qualities of personal traits and instructional skills in ELTs.

V. ELTs AS EFFECTIVE CROSS-CULTURAL MEDIATORS

The interdependence among cultures becomes more robust as time passes by. An illustration of this is visualized in the economic and educational interchange among worldwide nations. In the educational space, cultural interdependence is perhaps an issue treated scientifically on a regular basis by educationalists pertaining to different fields of knowledge.

In EFL or ESL terms, ELTs have to deal with cultural interdependence more intensely due to the presence of both a mother tongue and a target language. The acquisition of a target language is not only an issue focused on learning grammatical patterns to achieve a proficient level but also to learn traditions, customs, knowledge, or ways of life of a host culture.

In this light, ELTs must conduct a role of cross-cultural mediators in their practicum, but why not take a multicultural or intercultural stand from the EFL context? The problem with multiculturalism in EFL teaching is that there is no ontological or epistemological interaction among cultures. By contrast, interculturality is bonded to developing deep ontological and epistemological relationships with no or limited norms.

On the same topic, cross-culturalism refers to accepting cultural diversity in ontological and epistemological terms but taking into consideration individual changes and one culture as the norm while other cultures are compared or contrasted to the grassroots one. Broadly speaking, this definition might sound totalitarian. Nonetheless, unlike the aforementioned two, cross-culturalism establishes moderately logical limits that avoid accepting nonsensical issues.

These logical limits are not attested, for instance, in multiculturalism. In fact, much of this model relegates the cultural interaction to limited spaces such as living alongside people from different cultural backgrounds. Besides, there is no inclusion of ontology and epistemology in the superstructure of a host culture.

The logical limits become worse in the interculturality. In this model, it is true that ontology and epistemology are contemplated in the superstructure of a host nation. However, the relativization of logic is very preoccupying. Relativizing the logic can lead the superstructure of a country, which is composed of education, science, laws, etc., to impose fake knowledge or realities on citizens.

It can be then argued that cross-culturalism is the best option to be taken in the EFL field because it considers the acceptance of other ontologies and epistemologies but with logical limits. In other words, when fake realities or knowledge appear in the educational interaction, ELTs can raise awareness on learners that certain cultural practices attempting to be recognized as formal knowledge or legitimate reality are an attack against logic and common sense.

The EFL field is the perfect place for learners to interchange knowledge and realities. That is why in order to provide effective teaching, ELTs are expected to incorporate ethnic literature in their classrooms (Carrasquillo & Rodríguez, 2002). However, the incorporation of ethnic literature should be carefully examined before taking it into practice.

In being cross-cultural mediators, ELTs have to figure out that treating learners' worldviews in the classroom has a positive repercussion on their learning; for that reason, they must be included in the instructional planning. ELTs also have to comprehend that the discussion around learners' worldviews is not only focused on dances, vestments, or typical food. On the contrary, a wealth of legitimate realities and formal knowledge can be inspected in depth before treating them in an educational curriculum.

In this light, ELTs should not forget the qualities of personal traits, as well as the qualities of instructional skills in incorporating ethnic literature in an educational program. In point of fact, these qualities, with the support of logic, can serve as filters to discern between the legitimate and the illegitimate in terms of ethnic literature.

Cross-culturalism, in the EFL field, can consequently be interpreted as a fundamental quality that ELTs must possess, a quality that does not permit them to tolerate the intolerable when dealing with counterfeit realities or knowledges. On the contrary, it stimulates their ontological and epistemological sensitivity to contribute, in this way, to the design of more effective EFL teaching and learning settings.

VI. CONCLUSION

This paper aims to offer ELTs reflection around the most vital qualities of personal traits, which are required to contribute to the design of more effective EFL teaching and learning milieus. Certainly, there are abundant qualities of personal traits that ELTs can incorporate in their practicum to improve the effectiveness of the teaching and learning process.

From our outlook, we cannot diminish the importance of every single quality of personal trait which can be located in the literature. On the contrary, we firmly believe that they are all relevant. However, the qualities of personal traits that better cope with the online and onsite defiance that ELTs are facing in contemporary EFL education are the ones treated here.

In this sense, it is compulsory to remember that ELTs must always be eternal learners, not only preoccupied with enhancing their academic profiles but also learners worried about strengthening virtues inherent to their profession, particularly those of emotional intelligence. Likewise, humanism should still guide the ELTs' practicum, as it empowers them with an autonomous outlook endowed by responsibility towards themselves and their learners.

Correspondingly, in order to be highly qualified professionals, ELTs should always bear in mind that there must be an appropriate balance between qualities of instructional skills and qualities of personal traits. In the same vein, ELTs, in having the opportunity to teach not only a language but also culture, should keep up with their students' worldviews and incorporate them with logical limits into their curricular planning.

To conclude, ELTs' challenges when teaching English are complex, although the biggest challenge is perhaps to create interesting situations for learners to use the language not only in the classroom but beyond it. In this regard, ELTs should take into account the learners' favorite perceptions regarding qualities of personal traits without detracting from the qualities of instructional skills. Future research may hence test training programs that facilitate in ELTs the reinforcement of both qualities, but with more emphasis on the qualities of personal traits.

ACKNOWLEDGEMENTS

Since this paper resulted from a pilot study to create a Master's Program in Teaching Local and Foreign Languages, firstly, we would like to thank the Research Department of Universidad Nacional de Chimborazo for their continuous support for completing the project. Secondly, we express our gratitude to the participants interested in studying this graduate program; their insights were precious to visualize, from a broader perspective, the qualities of effective EFL teachers.

REFERENCES

- [1] Abu-Rahmah, M. I. (2008). Qualities of the good language teacher as perceived by prospective teachers of English in the Arab world. *Journal of Educational and Psychological Studies*, 2(1), 98–144. <https://doi.org/10.24200/jeps.vol2iss1pp98-144>
- [2] Al-Mahrooqi, R., Denman, C., Al-Siyabi, J., & Al-Maamari, F. (2015). Characteristics of a Good EFL Teacher: Omani EFL Teacher and Student Perspectives. *SAGE Open*, 5(2), 1-15. <https://doi.org/10.1177/2158244015584782>
- [3] Al-Maqtri, M. & Thabet, A. (2013). The qualities of the good English teacher as perceived by Saudi and Yemeni college students of English. *Greener Journal of Educational Research*, 3(2), 072-079. <https://doi.org/10.15580/gjer.2013.2.022313491>
- [4] Alrefaee, Y. Al-Ghamdi, N. (2019). Refusals among Yemeni EFL Learners: A Study of Negative Pragmatic Transfer and Its Relation to Proficiency. *Asian EFL Journal*, 25, 5-1, 191-214. <https://doi.org/10.5539/ijel.v9n6p172>
- [5] Al-Seghayer, K. (2017). The central characteristics of successful ESL/EFL teachers. *Journal of Language Teaching and Research*, 8(5), 881–890. <https://doi.org/10.17507/jltr.0805.06>
- [6] Alzebaree, Y., & Hasan, I. A. (2020). What makes an effective EFL teacher: High School Students' Perceptions. *Asian ESP Journal*, 16(2), 169-183. Retrieved from https://www.academia.edu/42778270/What_makes_an_effective_EFL_teacher_High_School_Students_Perception (accessed 02/07/2021).
- [7] Alzobiani, I. (2020). The Qualities of Effective Teachers as Perceived by Saudi EFL Students and Teachers. *English Language Teaching*, 13(2), 32-47. <https://doi.org/10.5539/elt.v13n2p32>
- [8] Baytur, B., & Razi, S. (2015). Characteristics of effective EFL teachers from the perspective of Turkish EFL learners. *The International Journal of Human and Behavioral Science*, 1(2), 1–9. <https://doi.org/10.19148/ijhbs.105745>
- [9] Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), 3–31. <https://doi.org/10.1191/1362168806lr182oa>
- [10] Carrasquillo, A. L., & Rodríguez, V. (2002). *Language minority students in the mainstream classroom*. NY: Multilingual Matters.
- [11] Chen, J. & Lin, C. (2009). Exploring characteristics for effective EFL teachers from the perceptions of junior high school students in Tainan. *STUT Journal of Humanities and Social Sciences*, 2, 219- 249. Retrieved from https://society.stust.edu.tw/Sysid/society_en/files/Vol.%202/7.%20Exploring%20Characteristics%20for%20Effective%20EFL%20Teachers%20From%20the%20Perceptions%20of%20Junior%20High%20School%20Students%20in%20Tainan.pdf (accessed 04/07/2021).
- [12] COMERCIO. (2020, June 11). 'Los chicos van a recordar que la docente Carolina llegó a la puerta de su casa en plena pandemia' [Students will remember that teacher Carolina arrived to the door of their house in full pandemic]. *COMERCIO*, pp. 1-2.
- [13] Febriyanti, E. R. (2018). Investigating English department students' perceptions about a good English language teacher. *International Journal of Language Education*, 2(2), 83–95. <https://doi.org/10.26858/ijole.v2i2.6378>

- [14] Gabrielatos, C. (2002, March 23–27). *The shape of the language teacher* [Paper presentation]. 36th Annual International Association of Teachers of English as a Foreign Language Conference, York, England.
- [15] Gao, M. & Liu, Q. (2013). Personality traits of effective teachers represented in the narratives of American and Chinese pre-service teachers: A cross-cultural comparison. *International Journal of Humanities and Social Science*, 3(2), 84-95. Retrieved from https://www.academia.edu/4857091/Personality_Traits_of_Effective_Teachers_Represented_in_the_Narratives_of_American_and_Chinese_Preservice_Teachers_A_Cross-Cultural_Comparison (accessed 04/07/2021).
- [16] Immordino-Yang, M. H., & Damasio, A. (2007). We feel, therefore we learn: The relevance of affective and social neuroscience to education. *Mind, brain, and education*, 1(1), 3-10. <https://doi.org/10.1111/j.1751-228x.2007.00004.x>
- [17] Khodabakhshzadeh, H. & Shirvan, M. (2011). Discovering Iranian EFL teachers' personality traits through their conceptions of effective teaching. *Canadian Social Science*, 7(4), 21-33. <http://dx.doi.org/10.3968/j.css.1923669720110704.051>
- [18] Kuhl, P. K., Tsao, F. M., & Liu, H. M. (2003). Foreign-language experience in infancy: Effects of short-term exposure and social interaction on phonetic learning. *Proceedings of the National Academy of Sciences*, 100(15), 9096-9101. <https://doi.org/10.1073/pnas.1532872100>
- [19] Leech, J. (2015). Logic and the Laws of Thought. *Philosophers Imprint*, 15(12), 1-27. Retrieved from <https://quod.lib.umich.edu/p/phimp/3521354.0015.012/1> (accessed 16/07/2021).
- [20] Lee, J. (2010). The uniqueness of EFL teachers: Perceptions of Japanese learners. *TESOL Journal*, 1(1), 23-48. <https://doi.org/10.5054/tj.2010.214881>
- [21] Malikow, M. (2005). Effective teacher study. *National Forum of Teacher Education-journal*, 16(3) 1-9. Retrieved from <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Malikow,%20Max%20Effective%20teacher%20Study.pdf> (accessed 04/07/2021).
- [22] Metruk, R. (2021). Male and female University students' perceptions of an effective EFL teacher. *International Journal of Instruction*, 14(2), 703-718. <https://doi.org/10.29333/iji.2021.14239a>
- [23] Mohammaditabar, M., Bagheri, M. S., Yamini, M., & Rassaei, E. (2019). Iranian EFL teachers' perspectives of qualities of a good language teacher: Does educational context make a difference? *Cogent Education*, 6(1), 1651442. <https://doi.org/10.1080/2331186x.2019.1651442>
- [24] Naranjo, N. C. P. (2019). Post modernismo cultural: un atentado contra la lógica. [Post Cultural Modernism: An Attempt Against Logic]. *Revista de Filosofía*, (92), 123-142. Retrieved from <https://produccioncientificaluz.org/index.php/filosofia/article/view/33807/35565> (accessed 16/07/2021).
- [25] Park, P. & Lee, W. (2006). The characteristics of effective English teachers as perceived by high school teachers and students in Korea. *Asia Pacific Education Review*, 7(2), 236-248. <https://doi.org/10.1007/bf03031547>
- [26] Salahshour, N., & Hajizadeh, N. (2013). Characteristics of effective EFL instructors. *Procedia-Social and Behavioral Sciences*, 70, 163–173. <https://doi.org/10.1016/j.sbspro.2013.01.052>
- [27] Slate, J. (2009). Hispanic college students' perceptions of characteristics of effective elementary school teachers: A multi-stage mixed analysis. *Journal of Educational Research & Policy Studies*, 9(1), 1-24. Retrieved from <https://files.eric.ed.gov/fulltext/EJ896276.pdf> (accessed 04/07/2021).
- [28] Taqi, H. A., Al-Darwish, S. H., Akbar, R. S., & Al-Gharabali, N. A. (2015). Choosing an English teacher: The influence of gender on the students' choice of language teachers. *English Language Teaching*, 8(12), 182–190. <https://doi.org/10.5539/elt.v8n12p182>
- [29] UNESCO (2003). *Education in a Multilingual World. En Guidelines in Language and Education*. Paris: UNESCO Education. Retrieved from www.unesco.org/education (accessed 02/07/2021).
- [30] Wang, J., Gibson, M. & Slate, R. (2007). Effective teachers as viewed by students at a two-year college: A multistage mixed analysis. *Issues in Educational research*, 17(2), 272-295. Retrieved from <https://www.iier.org.au/iier17/wang.html> (accessed 07/07/2021).
- [31] Wichadee, S. (2010). Defining the effective English language teacher: Students' and teachers' perspectives. In A. M. Stoke (Ed.), *JALT2009 conference proceedings* (pp. 27–35). JALT.



Edgar E. Heredia-Arboleda is currently a Professor of the Languages Career at Universidad Nacional de Chimborazo. His bachelor's degree was granted by the same Institution where he is working. In addition, he completed his master's program at the Escuela Superior Politécnica del Litoral. In terms of his professional training, he has taken national and international courses in the assessment of the Anglo-Saxon Language. His research interests are focused on supporting minority groups. He is also concerned with developing, in his scientific contribution, a fundamental understanding within cultural studies.



Mónica J. Torres-Cajas. PhD in Education, Superior Diploma in Methodology for Teaching English as a Foreign Language, Master of Arts in University Teaching and Educational Research, Master of Arts in Applied Linguistics to English Learning. Professor at Universidad Nacional de Chimborazo at Languages Career at Sciences of Education Faculty for about 24 years. She has participated in national and international conferences as a speaker. Her investigations have been published in indexed magazines and journals. She has published a book “Basic English Methodology: Cooperative Learning Guidebook for Training English Teachers”.



Danilo R. Yáñez-Oviedo, Superior Diploma in curricular design, Master in Higher Education Management, Doctor of education. Professor at Universidad Nacional de Chimborazo at Languages skills of Engineering Faculty for about 15 years. He was a school teacher for about 20 years. His investigations have been published in indexed magazines and journals.



Adriana C. Lara-Velarde. Professor at Universidad Nacional de Chimborazo. She has done research in the methodological area of the English Language. Her academic training includes: A Master's in Teaching English as a Foreign Language at the Universidad Técnica de Ambato. A Bachelor's degree in Arts.