



A Systematic Review of Teachers' Teaching Styles and Their Impact on EFL Student Learning Outcomes

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ABSTRACT

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In the field of English as a Foreign Language (EFL), teaching style is a crucial factor influencing students' motivation and engagement. However, because there are more separate studies than comprehensive syntheses, there remains a deficiency in the overall synthesis of what is commonly utilized and, from the perspective of learners, the most effective in teaching. This systematic review seeks to determine prevalent teaching styles in EFL classrooms and their perceived effects on students' engagement and motivation. Employing the SALSA framework—Search, Appraisal, Synthesis, and Analysis—30 peer-reviewed empirical studies from 2014 to 2024 were analyzed. Studies were chosen based on stringent inclusion criteria, including EFL/ELT environments and empirical data on teaching approaches linked to student results. Findings indicate that student-centered approaches, especially the Facilitator and Delegator styles, consistently correlate with enhanced learner autonomy, emotional backing, and active engagement. Traditional approaches like Expert and Formal Authority styles, although still in use, are shown to hinder intrinsic motivation when they are overly dominant. Moreover, contextual elements like culture, type of institution, and mode of learning (for instance, in-person or online) greatly influence the success of teaching methods. Although they are valuable, the majority of research depends on limited, perception-driven data with a narrow geographic focus and insufficient attention to young learners or informal education. Future studies must

tackle these constraints using longitudinal and experimental methodologies. The review underscores the critical significance of culturally relevant and adaptive teaching methods in enhancing EFL learning results.

Keywords: teaching style, EFL, student engagement, motivation, SALSA framework, learner-centered instruction

INTRODUCTION

In the context of teaching English as a Foreign Language (EFL), teaching style is one of the primary factors influencing student learning outcomes. A teaching style refers to the way a teacher explains content, interacts with students, and manages the classroom environment (Grasha, 2002). Numerous studies have shown that alignment between instructional methods and students' needs can either enhance or hinder their motivation, engagement, autonomy, and academic success (Chen et al., 2024).

Several empirical studies have demonstrated the effectiveness of a wide range of teaching methods from teacher-centered to student-centered approaches across various educational contexts and disciplines. For instance, (Siregar et al., 2023) found that in Indonesian EFL classes, motivational strategies that are meaningfully integrated into instruction significantly impacted students' self-confidence. (Kassem, 2018) further observed that student-centered learning initiatives positively influenced affective aspects such as self-efficacy and academic achievement among university students in Saudi Arabia.

Teaching style not only affects students' academic performance but also helps them understand their own learning processes. According to (Okay & Balçıkanlı, 2017), although many students view themselves as capable, they still prefer teacher-led instruction, revealing a gap between motivation and learner autonomy. (Wahyuni, 2023) emphasized the importance of reflective practice among EFL teachers as a means of evaluating and enhancing student learning outcomes.

Recent literature also suggests that multimodal and context-based teaching strategies can increase student engagement and comprehension. (Rohi & Nurhayati, 2024) reported that multimodal instruction in junior high school EFL classrooms enhanced student retention and learning attitudes. Similarly, (Toyama & Yamazaki, 2020) highlighted the importance of balancing students' learning preferences with teachers' instructional approaches to prevent cognitive overload and disengagement.

In higher education, teaching styles also influence students' agentic engagement—that is, their active participation in shaping the learning environment. (Chen et al., 2024) showed that autonomy-supportive teaching styles promoted agentic engagement through mastery learning goals, while controlling styles had a negative impact. Likewise, (Laland & Seed, 2021) found a positive correlation between students' motivation and their academic performance in university-level EFL contexts.

Although there are more studies in this field, there still does not exist a systematic and comprehensive review that throws more light on how different teaching styles affect

EFL student achievement. This is why this article attempts to conduct a systematic review of studies conducted between 2014 and 2024 that correlate teachers' teaching styles with EFL student performance.

Development of effective teaching techniques is now crucial in the context of EFL learning due to growing emphasis on learner-focused teaching and affective aspects of learning a language. A thorough analysis is necessary to determine the relative efficacy of the various teaching philosophies in fostering student motivation and engagement. These philosophies range from authoritative and expert-centered to collaborative and facilitative. A systematic literature review (SLR), which compiles empirical findings from different educational situations, can provide insightful information. In order to improve language learning results, educators, legislators, and curriculum designers will be better able to match instructional tactics with the needs and preferences of learners thanks to this review.

Although the significance of teaching style in EFL classes is well acknowledged, it is still unclear which particular styles are most common and which students believe to be the most engaging and motivating. Current research frequently uses context-specific or isolated case-based methodologies, which restricts generalizability. Additionally, a lot of research ignores students' opinions about the efficacy of teaching methods in favor of concentrating only on teacher viewpoints or learning objectives. Additionally, research that explicitly connects teaching methods to affective outcomes like motivation and classroom engagement—especially from the perspective of the learner—is not well integrated. By methodically contrasting empirical research on teaching methods in EFL situations and determining which strategies are both frequently used, this review fills in these gaps.

The connection between teaching methods and student learning in EFL contexts has been the subject of numerous studies. Congruence between teacher and learner styles had a favorable impact on motivation and proficiency, according to (Toyama & Yamazaki, 2020) analysis of the effects of matching teaching styles with students' learning styles in EFL classes at Japanese universities. Chinese learners' readiness to communicate was examined by (X. Chen et al., 2022), who found that democratic and student-centered teaching methods greatly increased students' participation both within and outside of the classroom.

Similarly, (Rahayu, 2018) emphasized the importance of teaching styles in shaping student engagement in Indonesian EFL classrooms, arguing that facilitator and delegator styles enhanced affective, cognitive, and behavioral dimensions of learning.

These studies underscore the relevance of teaching style in EFL pedagogy but also demonstrate the need for a consolidated analysis to draw broader, evidence-based conclusions. Therefore, the purpose of this systematic review is to synthesize existing empirical research on the types of teaching styles commonly employed in EFL classrooms and to identify which styles are perceived as most effective in enhancing student motivation and engagement, with the aim of informing future pedagogical practices and policy decisions. There are two research questions that have been outlined to direct the SLR and they are:

1. What types of teaching styles are commonly used in EFL classrooms?"
2. What teaching styles are perceived as most effective by EFL learners in enhancing

engagement and motivation?

METHODS

Review Design / Approach

The SALSA framework—Search, Appraisal, Synthesis, and Analysis—functioned as the structure for the Systematic Literature Review (SLR) of this study. Utilizing targeted searches on databases such as ERIC, ResearchGate, and Google Scholar, 30 published journal articles selected from the years 2014 to 2024. The articles were assessed based on their claimed impact on student motivation and involvement along with their relevance to instruction philosophies in contexts of EFL. The synthesis evaluated the perceived effectiveness of widely used teaching philosophies, such as formal authority, delegator, and facilitator. Based on the evaluation, the most effective ways to enhance engagement and participation in EFL classes were student-focused methods, particularly those of guides and delegators.

Search Strategy

The primary academic databases utilized for the literature search included ResearchGate, ScienceDirect, Google Scholar, and ERIC. These databases were selected because of their comprehensive indexing of peer-reviewed journal articles in the fields of English language teaching, applied linguistics, and education, in addition to their user-friendly nature. To encompass a complete decade of research and ensure that the findings represent modern and relevant teaching methods, the review was limited to peer-reviewed journal articles released from January 2014 through December 2024. To achieve consistency and facilitate accurate comprehension of methodological and theoretical frameworks, solely English-language articles were considered.

Inclusion and Exclusion Criteria

A specific set of inclusion and exclusion criteria was employed to ensure the research's quality, focus, and relevance in this systematic review. Studies meeting these criteria were eligible for review: they needed to be in English, published in peer-reviewed academic journals, and specifically focus on English as a Foreign Language (EFL) or English Language Teaching (ELT) contexts. Furthermore, the studies included had to specifically focus on teaching strategies, particularly in relation to student motivation and/or participation. To ensure that the findings were current and practically useful in education, only original empirical studies employing qualitative, quantitative, or mixed-methods approaches were considered. All selected publications were released between 2014 and 2024.

Studies that were conceptual or theoretical in nature—such as book reviews, editorials, opinion papers, or literature reviews—were not included. Non-peer-reviewed materials, unpublished theses, and conference abstracts were also left out. Furthermore, research that focused only on technical instruments (such as digital games or ICT) without talking about teaching styles or that addressed general educational practices without specifically mentioning EFL/ELT were not taken into consideration. Only full-text publications with adequate methodological information were kept. By using these standards, 30 excellent studies that specifically addressed

the review's research objectives made up the final dataset.

Screening and Selection Process

A total of 156 records were found in the first database search spanning ERIC, Google Scholar, ScienceDirect, and ResearchGate. There were 119 items left for the first screening after 37 duplicate entries were eliminated. Each article's relevance to the research questions—more especially, whether the study looked at teaching methods in EFL contexts and their effects on student involvement and/or motivation—was evaluated during the title and abstract screening phase. 63 articles were found to be possibly eligible for full-text evaluation at this stage.

The inclusion and exclusion criteria were strictly followed during the full-text screening stage. Articles that did not focus on EFL/ELT situations, were not empirical research, lacked adequate methodological description, or did not discuss teaching styles in relation to motivation or engagement were disqualified. Thirty journal articles in all were chosen for the final analysis following this thorough assessment.

Data Extraction

In order to methodically collect and arrange pertinent data from each of the 30 studies that were part of the review, a structured data extraction form was created. In order to answer the two main research questions about the kinds of teaching methods employed in EFL classes and their perceived efficacy in raising student motivation and engagement, this procedure aimed to guarantee consistency and comparability between studies.

The following categories were extracted for each study: Key findings, reported limitations, pedagogical implications, research aim(s) or guiding questions, research methodology and instruments used (e.g., qualitative, quantitative, or mixed methods), participant characteristics (e.g., number, age group, EFL level), context or setting (e.g., country, school level, or educational environment), author(s) and year of publication, and study title. A spreadsheet in Microsoft Excel was carefully employed to input these data points, allowing for thematic comparison and systematic analysis throughout the trials.

Frequent teaching style patterns (including facilitator, delegator, and formal authority), recent advancements in student engagement strategies, and contextual elements affecting the effectiveness of instruction in EFL contexts were entirely facilitated by this methodical extraction. It additionally assisted in recognizing methodological strengths and weaknesses, leading to a more detailed comprehension of the existing research environment.

Analysis of Data

The data obtained were examined using a blend of thematic synthesis and descriptive content analysis to address the two primary research questions. An open coding process was first conducted manually in Microsoft Excel to recognize common patterns, concepts, and themes within the chosen studies. This required a thorough examination of every article to identify essential components such as categories of teaching styles (e.g., facilitator, delegator, formal authority), observed impacts on student engagement and motivation, and contextual factors like educational level,

geographical area, or method of instruction. Following the open coding stage, related codes were grouped into broader thematic categories. These categories included (1) commonly used teaching styles in EFL classrooms; (2) styles perceived as most effective in enhancing learner motivation and engagement; (3) contextual and institutional factors influencing teaching style choices; and (4) pedagogical challenges or implementation issues such as large class sizes, style mismatches, or teacher limitations. These themes were then synthesized to identify consistent findings, contrasts, and emerging patterns across the body of literature.

In addition to thematic analysis, a descriptive mapping was conducted to summarize study characteristics based on publication year, geographic region, and methodological approach. This mapping revealed that the majority of studies were conducted in Asian countries—particularly Indonesia, Iran, China, and Pakistan and most focused on secondary or tertiary-level EFL education. While no specific software such as NVivo was used, coding and data organization were conducted systematically within Excel using color-coding and tagging strategies to ensure consistency and transparency in the analytical process.

RESULTS

1. Overview Of Include Studies

This systematic review comprised 30 peer-reviewed articles published between 2014 and 2024 respectively. Most of the studies were based in Asian nations, including Indonesia, Iran, and China, although there were also contributions from Saudi Arabia, Pakistan, Japan, Turkey, Ethiopia, Thailand, Vietnam, and Uzbekistan. The study was carried out in a range of EFL contexts. Secondary school pupils, college students, and EFL teachers were among the diverse range of participants in these investigations. While some studies only looked at one group, others included the opinions of both teachers and students. In terms of research design, 33% of the studies used qualitative techniques like case studies, interviews, and classroom observations; 27% used mixed-method designs that combined quantitative and qualitative data; and 40% of the studies used quantitative techniques like surveys, structural equation modeling, or path analysis. This distribution shows that there is a balanced methodological landscape in the study of teaching styles and how they affect learning outcomes and EFL student involvement. A thorough grasp of how various teaching philosophies are applied and interpreted in various EFL contexts is made possible by the diversity of research contexts, participants, and methodologies.

2. Emerging Themes or Categories

Four major thematic categories pertaining to teaching styles in EFL classrooms were identified through the analysis of the 30 reviewed studies: (1) the most common teaching styles used, (2) the teaching styles that students believe to be most effective, (3) student perceptions of teaching styles, and (4) contextual factors that affect those styles' efficacy.

First, Grasha's typology the Expert, Formal Authority, Facilitator, Delegator, and Personal Model styles was the basis for the most frequently mentioned teaching philosophies. While the Expert and Formal Authority styles were regularly employed

in more conventional or organized settings, the Facilitator and Delegator styles were most commonly found, particularly in learner-centered classrooms. Emergent forms such as "Quizzes" and "Entertain" were discovered in different Indonesian settings, reflecting local adaptations of conventional methods.

Secondly, regarding effectiveness, greater degrees of student enthusiasm and engagement were most often associated with the Facilitator and Delegator approaches. These methods encouraged student independence, engagement, and participation, all of which were in line with modern EFL pedagogies. On the other hand, although they are good at providing information and keeping things organized, the Expert and Formal Authority styles have occasionally been found to reduce students' intrinsic motivation, especially when overemphasized in the absence of encouraging contact.

Third, the research also looked at how students thought about various teaching philosophies. In all situations, students tended to prefer instructors who showed concern and socio-affective support, promoted autonomy, and promoted interactive learning. Positive learner attitudes and emotional engagement were consistently associated with the facilitator approach. Although students valued Expert-style teachers' clarity and organization, they frequently reacted better to teaching philosophies that struck a balance between structure, empathy, and interactivity.

Finally, it was discovered that teaching methods' efficacy varied depending on the situation. How a certain style affected learning results depended on a number of factors, including instructor background, student competency level, institutional culture, and the type of teaching (online vs. in-person). Multimodal techniques, for instance, worked particularly well in heterogeneous Indonesian classrooms, whereas online learning environments, like those documented during the COVID-19 epidemic, were more suited for styles that prioritized clarity and empathy.

In conclusion, the reviewed studies collectively highlight that although EFL classrooms employ a variety of teaching philosophies, the Facilitator and Delegator styles—in particular, those that encourage student-centered learning, emotional support, and active engagement—are thought to be the most successful in raising the motivation and academic achievements of EFL learners.

3. Patterns and Trends

A consistent pattern about the kinds of teaching approaches frequently employed in EFL courses surfaced across the evaluated research. The Facilitator and Delegator styles, which prioritized student-centered learning, autonomy, and active engagement, were the most widely used and successful. These approaches were frequently associated with higher levels of student engagement and motivation. Conversely, more conventional approaches like Expert and Formal Authority were still frequently employed but were frequently thought to be less interesting when they weren't counterbalanced by interactive techniques. Numerous studies have observed a discrepancy, especially at the university level, between the teaching philosophies of instructors and the learning preferences of their pupils.

Over the past ten years, there has been a slow change in the orientation of instructional styles. A more recent study (2019–2024) indicated a greater focus on learner independence, student agency and reflective education; previous research (2014–2017) frequently emphasized teacher-centered approaches methods. As a result of the COVID-19 pandemic and the rise of online and hybrid learning, more educators are adjusting their methods to keep students engaged in digital settings, leading to quicker integration of adaptable and nurturing teaching practices.

Research methodology indicates that the Grasha-Riechmann Teaching Style Inventory (TSI) was the most commonly used instrument for identifying teaching styles. Moreover, several studies utilized frameworks grounded in Self-Determination Theory, motivation measurement tools like the Attitude/Motivation Test Battery (AMTB), and questionnaires assessing teacher and student perspectives. Moreover, while various quantitative studies employed path analysis or structural equation modeling (SEM) to explore the connection among teaching style, motivation, and academic performance, qualitative techniques like interviews and classroom observations were often utilized to examine perceptions and classroom interactions.

In summary, the study revealed a clear preference for student-centered teaching approaches, especially the Facilitator and Delegator, as the most effective in enhancing learning outcomes, student motivation, and engagement in EFL classrooms. This trend reflects a broader educational shift towards teaching that is more engaging, adaptable, and supportive of autonomy to better fulfill the needs of students in both conventional and online learning environments.

4. Gaps and Inconsistencies

There are still a number of significant gaps and inconsistencies in the expanding corpus of research on teaching methods in EFL situations. These gaps point to areas where more research could clarify existing discrepancies or provide a deeper insight.

4.1. Inconsistent Teaching Style Definitions and Categorization

The uneven application of teaching style frameworks is a major problem in all of the analyzed research. While several studies make reference to Grasha's typology, others use more general phrases like "traditional" or "student-centered" without providing a specific definition. It might be challenging to compare results from different studies when emerging styles like "Entertain" or "Quizzes" are introduced without a theoretical foundation. This discrepancy makes it more difficult to combine findings or identify the precise behaviors that support good instruction.

4.2. Absence of Data on Student Outcomes

There is a conspicuous dearth of empirical evidence connecting effective teaching styles—particularly facilitator and delegator—to real learning outcomes, such test scores or long-term achievement, despite the fact that many studies highlight students' impressions of these styles. Although useful, self-reported data and qualitative perceptions are used in the majority of studies and may not necessarily offer objective evidence of efficacy. Therefore, rather than quantifiable performance data, perception-based indicators are frequently used to support the assertion that particular styles improve motivation and engagement.

5. Inconsistencies in Preferred Methods of Instruction

Regarding the instructional methods that students find most beneficial, some research present contradictory results. For example, although many people concur that student-centered techniques encourage participation, other research indicates that students still favor organized, teacher-led systems like Formal Authority or Expert in specific institutional or cultural contexts, especially when studying for important tests. These inconsistencies show how difficult it is to implement a "one-size-fits-all" strategy in EFL instruction, regardless of whether they are caused by cultural norms, student independence levels, or variations in academic environments.

6. Restricted Applicability to Different Educational Levels and Situations

Relatively few studies concentrate on elementary EFL learners or informal/non-traditional learning situations, with the majority of the literature centered on secondary and postsecondary education. Furthermore, EFL situations in Africa, Latin America, and some areas of Europe are still underrepresented in research, with the majority of studies being carried out in Asian nations, including Indonesia, Iran, China, and Saudi Arabia. This bias in geographic and educational scope restricts the findings' generalizability and necessitates further extensive, cross-cultural research.

DISCUSSION

1. Interpretation of Themes

The results show that the facilitator and delegator teaching philosophies are the most popular and successful in EFL courses. These learner-centered strategies encourage independence, participation, and cooperation among peers. Their efficacy is consistent with the Self-Determination Theory (Deci & Ryan, 1985), which contends that when students' requirements for autonomy, competence, and relatedness are satisfied, their motivation levels increase. Students frequently exhibit better levels of intrinsic motivation and greater academic commitment when professors take on a facilitative or delegative role. This points to a larger pedagogical movement away from conventional, teacher-led instruction and toward enabling students to take an active role in their own education.

More rigid teaching methods, like Expert or Formal Authority, are still preferred in some academic or cultural contexts, despite the fact that many students prefer interactive and autonomy-supportive instruction. For instance, pupils may feel more safe and concentrated under directive instruction in learning cultures that are exam-oriented or hierarchical. This demonstrates how crucial cultural fit is in influencing how effective instructional methods are thought to be. These results are explained by the Affective Filter Hypothesis (Krashen, 1982), which holds that when students feel emotionally supported and at ease with the teaching methodology, they are more open to learning. Therefore, if they meet learners' expectations and lower emotional barriers, even "less engaging" approaches may still be effective.

Numerous research also emphasized the discrepancies between students' preferred methods of learning and teachers' pedagogical approaches. Students who expect

more involvement or independence than they get may become less engaged, confused, or unmotivated as a result of these mismatches. Effective teaching, according to constructivist learning theory, happens when instruction is sensitive to the cognitive and emotional requirements of students. This highlights how crucial it is to match teaching philosophies with student expectations, or at the very least, to have adaptable settings where different philosophies can be used in response to student input and classroom conditions.

Last but not least, current research highlights the significance of teaching style flexibility, particularly in online and hybrid contexts, especially that which was carried out during or following the COVID-19 pandemic. Maintaining student enthusiasm and engagement was easier for teachers who used multimodal tools, emotional support, and more adaptable classroom management techniques. These methods demonstrate that emotionally sensitive, responsive instruction is crucial for lowering anxiety and improving learning, which is consistent with both the Self-Determination Theory and the Affective Filter Hypothesis. In summary, the analysis suggests that a teacher's ability to adapt and integrate approaches based on context and student needs is more crucial for successful EFL teaching than any single ideal method.

2. Critical Reflection

This section critically examines the advantages and drawbacks of the studies analyzed, focusing on sample sizes, research environments, methodological rigor, and possible biases. These reflections enhance our understanding of our confidence in the results and the areas needing development for future research.

2.1. Strengths: Diverse Perspectives and Contextual Richness

One of the primary benefits of the reviewed studies is the range of perspectives they provide, encompassing various educational levels, cultural contexts, and teaching environments. To enhance the depth of interpretation, various studies employed mixed-methods approaches that integrated quantitative surveys with qualitative interviews or classroom observations. To establish a strong conceptual basis, several of them also utilized established theoretical frameworks, including Grasha's Teaching Style Inventory, Self-Determination Theory, or the Affective Filter Hypothesis, to guide their evaluations. The variety of EFL settings, from Chinese and Iranian universities to Indonesian high schools, provided contextual richness in understanding how instructional approaches influence motivation and involvement.

2.2. Limitations in Sample Size and Limited Generalizability

Numerous studies featured small or localized sample sizes, often limited to a single school, university, or area, despite making important contributions. Various qualitative studies, for example, involved merely two teachers and a small group of students, making it difficult to generalize findings to broader populations. While comprehensive case studies provide valuable insights, their limited scope may not adequately represent the diversity of teaching philosophies across different EFL settings. Moreover, many studies were short-term, preventing any conclusions about the long-term effects of teaching methods on learning outcomes.

2.3. Issues of Research Quality and Instrumentation

Certain studies employed validated instruments, including motivation assessments or Grasha's TSI, whereas others utilized questionnaires developed by the researcher without providing information on validity or reliability testing. In certain instances, new phrases like "entertain style" were created without precise definitions, while theoretical terms like "facilitator" or "delegator" were used inconsistently. Additionally, causal interpretation is limited because few research incorporated experimental conditions or control groups. Because participants may give inflated accounts of their preferences or behaviors, relying solely on self-reported data from educators or students increases the possibility of social desirability bias.

2.4. Contextual and Cultural Bias

The majority of research was carried out in Asian EFL contexts, specifically in Saudi Arabia, China, Iran, and Indonesia. Although these environments offer insightful information, they also highlight a local focus that restricts the findings' worldwide applicability. There was an imbalance in the cultural perspectives on teaching approaches because underrepresented regions like Africa, Latin America, and Europe were hardly covered. Furthermore, there are still unanswered problems regarding how teaching methods work in various educational systems because the impact of cultural expectations of teacher authority and student behavior was frequently recognized but not thoroughly examined.

3. Implications

The implication for teachers is that since the Facilitator and Delegator techniques have been repeatedly linked to increased student interest and involvement, EFL teachers are urged to embrace more student-centered teaching methods. These teaching methods encourage student autonomy, engagement, and teamwork—all crucial components of EFL classes in the twenty-first century. Teachers should also aim for flexibility, modifying their approach according to the demands of their students, their level of skill, and the classroom setting (e.g., online vs. face-to-face). Moreover, reducing students' emotional barriers and fostering deeper learning experiences can be accomplished by utilizing socio-affective strategies, including creating nurturing environments, integrating games or humor, and offering constructive feedback.

Students must effectively learn anxiety-reduction and motivation-enhancing strategies, especially when instructional approaches do not consistently align with personal learning styles. Motivation can be enhanced in more structured classes through engaging in peer collaboration, self-guided learning, and seeking feedback. Prior to official assessments, learners can gain from low-pressure communication tasks such as informal discussions, collaborative projects, or digital narratives to reduce their anxiety about speaking. Resolving inconsistencies and developing more individualized learning pathways can also be facilitated by students being aware of their own learning preferences and sharing them with teachers.

The implication for Researchers by extending studies beyond underrepresented locations like Africa, Latin America, and non-formal EFL learning situations, future research should address the poor generalizability reported in many existing studies. To gain a better understanding of the long-term effects of teaching styles on learning outcomes, larger, more varied samples and longitudinal designs are required. Additionally, especially in hybrid or digital learning contexts, researchers should

investigate the effects of different combinations of teaching styles (e.g., combining Expert with Facilitator) on motivation and performance. Lastly, the reliability and relevance of results in the field of EFL will be strengthened by the use of validated instruments and experimental or quasi experimental methodologies.

4. Addressing the Gaps

There are still a number of significant research gaps despite the fact that the analyzed studies provide insightful information about teaching methods in EFL classrooms. Africa, Latin America, and Eastern Europe were notably underrepresented in the majority of studies, which were carried out in Asian contexts, mainly in Indonesia, Iran, China, and Saudi Arabia. To enable more comprehensive cross-cultural comparisons, future studies should examine the ways in which institutional and cultural variations affect the efficacy of different teaching philosophies. Furthermore, few research looked at how teaching methods affected particular language abilities like speaking, writing, or listening, whereas many concentrated on overall motivation and involvement. Additional targeted research is needed to understand how different styles influence the development of particular competencies.

Regarding methodology, most prior studies utilized perception-based surveys or qualitative data, often employing small and localized samples. Future research would benefit from larger-scale, longitudinal, or experimental designs that incorporate established tools and objective learning outcomes such as test scores or academic achievement. This would allow for more casual interpretations and enhance the reliability of the findings. Furthermore, in most studies, young learners in primary or early childhood EFL contexts received minimal focus, as the research primarily emphasized secondary and higher education. Further investigation is needed into how teaching methods impact younger students, whose motivational and cognitive characteristics differ from those of older learners. Moreover, even with their growing significance in the global EFL context, adult learners and individuals in non-formal educational settings remain largely unexamined. Addressing these gaps will enhance our understanding of teaching techniques and their impact on diverse EFL learners in a more thorough and inclusive manner.

CONCLUSION

This systematic literature review aimed to explore the various teaching philosophies commonly used in EFL classes and identify which philosophies students perceive as most effective in enhancing motivation and engagement. The review encapsulated a decade of research regarding the effects of instructors' teaching methods on EFL learning outcomes across various cultural and educational settings by examining 30 peer-reviewed journal articles released from 2014 to 2024.

The findings reveal that teaching methods focused on students, particularly the Facilitator and Delegator strategies, are highly favoured. These methods have been repeatedly linked to increased levels of learner autonomy, motivation, and participation. Though their efficacy frequently varies depending on institutional situations and cultural expectations, traditional approaches such as Expert and Formal Authority are still in use. Additionally, recent patterns show a move toward teaching

that is reflective, adaptive, and emotionally supportive—particularly in reaction to online and hybrid learning contexts. These trends support the applicability of the Affective Filter Hypothesis and Self-Determination Theory in comprehending the motivational and emotional aspects of EFL learning.

Not with standing its merits, this review has many drawbacks. A large number of the included research were carried out in specific geographic areas, especially Asia, which limits the findings' applicability to EFL contexts around the world. Furthermore, a number of research frequently lacked validated instruments or performance-based measures and mostly depended on perception-based data and small sample sizes. Since few research used experimental or longitudinal methods, it is challenging to determine the causal linkages between learning outcomes and teaching styles.

It is advised that future scholars expand their areas of study to include underrepresented regions like Europe, Latin America, and Africa. Since the majority of present research focuses on secondary and tertiary students, more studies are required at the primary, early childhood, and adult learning levels. Instead of focusing on general participation, researchers should investigate how particular teaching techniques affect specific language abilities, like speaking or writing. Future findings will be more reliable and applicable if more rigorous approaches are used, such as bigger sample numbers, validated instruments, and longitudinal or quasi-experimental designs. Future studies can better inform instructional strategies that promote inclusive and successful language instruction in a variety of EFL contexts by filling in these gaps.

AUTHOR(S) CONTRIBUTION

Eliasanti: Supervision. Nahdah F.A.: Conceptualization (lead), methodology (Supporting), editing (lead), writing –original draft (supporting). Zaidah F.A.: Conceptualization (supporting), methodology (lead), editing (supporting), writing – original draft (supporting). Catur V.: Conceptualization (supporting), methodology (supporting), editing (supporting), writing –original draft (lead).

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