

Личность в психолого-педагогическом измерении / Personality in Psycho-Pedagogical Dimension

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Problems of teacher-student interaction in foreign language learning

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Abstract

Background. Studying the problems of teacher-student interaction in the process of learning a foreign language is believed to be quite significant since it is the nature of this interaction that largely determines not only the success of learning but also the student's attitude towards the language itself, culture, and the educational process as a whole. This is where pedagogy, psychology, linguistics, and cultural studies intersect, and any communication breakdowns may disrupt this complex structure. Unlike many other disciplines, language cannot be 'absorbed' passively. It is formed as well as developed in dialogue, in a communicative context. If the interaction between teacher and student is formal, asymmetric, or based on the fear of making mistakes, language ceases to be a means of communication and turns into a set of rules. Analyzing interaction problems helps to understand why students are afraid to speak, avoid spontaneous speech, and prefer silence to active participation. A common authoritarian model, in which the teacher dominates and the student only acts as a performer, often reduces communicative activity. Analyzing interaction problems allows us to identify, which teaching strategies truly promote the development of language competence and which merely create the illusion of learning.

Purpose. To analyze the problems of teacher-student interaction in the process of learning a foreign language, examine the influence of the classroom environment, define the roles of the student and the teacher, develop strategies for two-way positive communication between the teacher and the student, that fosters the ability to speak the foreign language.

Materials and methods. The study employed a combination of theoretical and empirical methods, including the analysis of scholarly literature, pedagogical observation, questionnaire surveys, interviews, and content and discourse analysis of classroom interaction. The research material consisted of audio and video recordings of foreign language classes, questionnaire data, interviews, teaching and learning materials, and the results of students' progress.

Results. The authors conclude that teachers' burnout leads to authoritarian approaches and lack of empathy, which in turn create more student' resistance and emotional withdrawal. The educational system itself sometimes perpetuates emotional exhaustion and disengagement.

The research results show that factors such as encouraging positive emotions, using structured but flexible curricula can significantly improve the quality of learning.

Keywords: teacher-student interaction; foreign language; emotional and behavioral aspects; uniqueness of roles; supportive learning environment; compatibility

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Проблемы взаимодействия преподавателя и студента в процессе изучения иностранного языка

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Аннотация

Обоснование. Изучение проблем взаимодействия преподавателя и студента в процессе изучения иностранного языка важно потому, что именно характер этого взаимодействия во многом определяет не только успешность обучения, но и отношение учащегося к самому языку, культуре и процессу образования в целом. Здесь сходятся педагогика, психология, лингвистика и культурология, и любые сбои в коммуникации разрушают эту сложную структуру. В отличие от многих других дисциплин, язык нельзя «усвоить» пассивно. Он формируется в диалоге, в ситуации общения. Если взаимодействие преподавателя и студента формально, асимметрично или основано на страхе ошибки, язык перестаёт быть средством общения и превращается в набор правил. Анализ проблем взаимодействия позволяет понять, почему студенты боятся говорить, избегают спонтанной речи и предпочи-

тают молчание активному участию. Распространенная авторитарная модель, где преподаватель доминирует, а студент выступает лишь в роли исполнителя, часто снижает коммуникативную активность. Анализ проблем взаимодействия позволяет определить, какие стратегии преподавания действительно способствуют развитию речевой компетенции, а какие лишь создают иллюзию обучения.

Цель. Проанализировать проблемы взаимодействия преподавателя и студента в процессе изучения иностранного языка, показать влияние обстановки в классе, обозначить роли студента и преподавателя, выработать стратегии двусторонней позитивной коммуникации преподавателя и студента, ведущие к раскрытию способности заговорить на иностранном языке.

Материалы и методы. В исследовании использовался комплекс теоретических и эмпирических методов, включающий анализ научной литературы, педагогическое наблюдение, анкетирование, интервьюирование, контент- и дискурс-анализ учебного взаимодействия. Материалом исследования послужили аудио- и видеозаписи занятий по иностранному языку, анкетные данные, интервью, учебно-методические материалы и результаты успеваемости обучающихся.

Результаты. Авторы приходят к выводу, что эмоциональное выгорание преподавателя приводит к авторитарным подходам и отсутствию эмпатии, что, в свою очередь, усиливает сопротивление учащихся и их эмоциональную замкнутость. Сама система образования отчасти способствует эмоциональному истощению и отчуждению.

Результаты исследования показывают, что такие факторы, как поощрение положительных эмоций, использование структурированных, но гибких учебных программ, могут значительно улучшить качество обучения.

Ключевые слова: взаимодействие учителя и ученика; иностранный язык; эмоциональные и поведенческие аспекты; уникальность ролей; поддерживающая учебная среда; совместимость

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Introduction

Due to permanently changing new technologies many recently advanced teaching styles have become invalid and need urgent innovation. **The scientific relevance** of this article lies in the fact that the authors carried out a detailed analysis of the importance of compatibility between teaching and learning styles.

The **purpose** of this research is to demonstrate the problems of teacher-student interaction when learning a foreign language.

Our tasks were to analyze the following problems:

1. The emotional impact of classroom experience
2. The unique dynamic between teacher-student roles
3. The strategies for creating a supportive learning environment

The article also addresses the role of curriculum structure and the potential pitfalls of fostering competition in the classroom. The interaction between a teacher and a student in foreign language learning is multifaceted, encompassing emotional, behavioral, and relational dimensions. The authors came to the scientifically innovative conclusion that by fostering compatibility, encouraging positive emotions, establishing meaningful connections, and creating structured yet flexible curricula, teachers can significantly enhance the learning experience. The strategies, which have been worked out in the process of the research, confirm a significant theoretical importance of the work. Avoiding competitive practices and promoting collaboration further ensures that students feel supported and motivated to succeed, which underscores practical importance of the research. Ultimately, the role of the teacher extends far beyond imparting knowledge – it is about inspiring and guiding students toward effective communication and cultural understanding. The fact, that all the conclusions were based on the scientific investigations and personal experience prove the veracity and validity of the present research.

Compatibility between a student and a teacher when learning a foreign language is of great importance. The compatibility should be evident not only in personality traits but also in the alignment of teaching and learning styles. Mismatches in teaching methods or expectations can lead to misunderstandings, disengagement, and reduced effectiveness in the classroom. Teachers should aim to adapt their teaching approaches to meet the needs of diverse learners, while students benefit from being open about their preferences and difficulties. Learning style refers to the way a person processes and receives new information, while teaching style is how a person relays new information and what kind of environment they create in the classroom. Teaching styles differ depending on the personal preference of the teacher, the abilities, values as well as the discipline. Learning styles, however, are

more innate, but can also be acquired. There are many ways to process information, for example, by repetition, studying in a group or individually, by explaining to others; some people need systematic instructions, some benefit from understanding the bigger picture and then working out the details, and many others. These differences in learning styles depend on personal experience, innate abilities, IQ, curiosity, self-esteem, social standing in the class, interest in the discipline, self-discipline, and previous knowledge. “In EFL classroom interaction, positive politeness strategy was applied to deal with asking for and giving an opinion, asking for and giving suggestion, stating approval and disapproval” [5, p. 213].

Over the years many researchers have attempted to identify and name different learning styles, “VARK learning styles” is the one of the most popular. The idea is that students have one dominant learning style: visual (V) by seeing, auditory (A) by hearing, read/write (R) or kinesthetic (K) by doing [3, p. 5].

Another popular one is the Index of Learning Styles (ILS), which is a more adaptive categorizing method, because it does not classify students as one type of learner or the other but rather indicates their tendencies. According to this model, there are four dimensions of learning styles, and each dimension has two opposite sides:

1. Active and reflective learners: active learners tend to understand new information better by doing something with it, while reflective learners prefer thinking about it quietly first.

2. Sensing and intuitive learners: sensors like facts, details and practical information and skills, they are better at memorizing, but they do not like surprises and complications. Intuitive learners like a more innovative approach, they are better at understanding theoretical and abstract concepts, and they hate repetition.

3. Visual and verbal learners: visual learners are better when they have access to presentations, timelines, maps, charts, pictures, and verbal learners better understand spoken or written explanations. Some people learn best by seeing and hearing at the same time.

4. Sequential and global learners: sequential learners benefit from direct and linear explanations, they understand new information better when they

know what it consists of and all of its details. Global learners are faster and absorb new information in chunks before grasping the full concept [2, p. 108].

To believe in these categories or to adhere to them is a choice of each teacher, but in order to help students learn faster and better, it is preferable that the teacher recognizes the differences of each student and includes new teaching techniques in their arsenal, for example, a visual presentation in their explanation.

The emotions experienced during language learning often shape a student's perception of the language itself. For many students, classroom lessons are the primary and sometimes only source of language exposure, especially at the beginning stages. Positive or negative emotions during these lessons can significantly influence motivation and engagement. If students associate the language with positive emotions, such as enjoyment or pride in their progress, they are more likely to remain motivated and confident in their abilities. On the other hand, negative experiences, such as stress, frustration, or fear of failure, may hinder progress and lead to a decline in enthusiasm. Teachers play a pivotal role in creating an emotionally supportive environment where students feel encouraged and valued. Emotions can both enhance and hinder the learning process. They determine one's behavior at a particular moment as they affect attention, will, and memory.

The emotional status of the teacher and the students is in constant mutual influence, regardless of the form of study: in person or online. The teacher's understanding of the role that emotions play in the educational space, how the emotional mood of one person in a group or the whole group's emotional state can change the dynamics of the learning process, will allow to develop more effective pedagogical influences on students. Since emotions are part of all thoughts and influence people's actions, the ability to manage emotions becomes one of the leading social competencies when interacting not only with the outside world, but also with oneself. "The repercussions of a positive student-teacher relationship transcend academic parameters" [19, p. 392].

An important feature of a successful teacher is the ability to recognize students' emotions and adjust their learning style. "Teachers should develop empathy, motivation skills, and support for students in difficult learning

situations. It has already been identified that “care” can be readily gendered in academia” [18]. Positive reinforcements are among the most useful tools for a teacher, and the type of language the teacher uses greatly affects student’ perception of their mood, interest and motivation.

The idea of usage of motivative expressions is mentioned in various articles. Some of the authors give their own examples. We summarized the data and added our own expressions found in the process of our research.

Some speech tools that perform an emotional and evaluative function: *Great! Great idea! This is such an original/unique/exceptional solution! What a thoughtful/attentive/responsive person! I knew you could do it! Fantastic! Wow! Amazing job! Cool! It takes your breath away! Wonderful! Brilliant! That’s great! Great job! Outstanding! Perfect! I’m so proud of you! Super! That’s great! Great creativity! That’s great! You’re just fantastic! Wonderful! A great discovery! Exceptional! It’s brilliant! Great job! An incredible job! Absolutely phenomenal! I love it!*

The following phrases can be used to regulate discipline: *I’d appreciate it if you stopped interrupting. I understand your chat is very interesting, but I wish you didn’t talk when I’m talking. I understand you are excited, anyway, I hope you will be quiet soon and we can ... That’s brilliant you all have so many ideas. Raise your hands to answer, please.*

To increase motivation, we recommend using the following phrases: *Who wants to be the first/best in...? Try harder! Go on! Nearly right. Close! You can do it! Almost! Way to go!*

To finish the lesson in a positive emotional way and raise willingness for further study, we suggest expressing appreciation about their current performance. The quote bellow, which contains the student’s opinion, confirms our assumption. “When teachers tell me something good about my performance, I feel really happy and I was like that all day in my classes. You feel good and motivated. I feel like participating more because I know I am doing things right” [17, p. 6].

Students not only listen to the phrases the teacher uses, but also read into the sincerity of their voices, look at their faces, and watch their body language. Therefore, these phrases are only useful if they do not contradict all other factors.

In university settings, relationships between teachers and students are often formal or limited due to the sheer number of students and classes. “It is very important to understand the concept of communication, the elements that must be fulfilled to create effective communication, and the role that communication plays in the context of the learning process” [10, p. 115].

However, foreign language teaching requires a more personalized approach. “Giving the students the same chances in speaking is the main point to be successful in promoting effective interaction in the classroom” [15, p. 176].

Language learning is inherently about communication, and focusing solely on theoretical skills is insufficient and useless. Establishing a meaningful relationship where the student feels comfortable asking questions and interacting with the teacher is crucial. Since the teacher holds the position of authority in the classroom, they should take the initiative in building these connections. This can be achieved through active listening, showing genuine interest in the students’ progress, and creating opportunities for open communication. “When students experienced boredom, they perceived less teacher enthusiasm and humor” [1, p.113].

A teacher is not just a language-learning tool, but a person, and a student is not just a passive recipient of the knowledge, but a person. “Many studies have revealed that a teacher’s role exceeds the notion of ‘teaching’ [20, p.92]. This concept must be understood by both parties in order to have beneficial relationships. Based on the research done, it can be concluded that the teacher has more power and responsibility in building a teacher-student relationship, because students respond to what the teacher initiates. However, students could and should take a more active role if the relationship is not beneficial to their learning progress. The end goal of those interactions is for the student to be able to communicate in a foreign language, and if the relationship they have with the teacher negatively affects that goal, students should attempt to remedy it, if at all possible.

In order to assess how students would react to a problem in their relationships with the teacher, we asked a group of students with different learning experiences and from different universities to answer the following question: “In a hypothetical situation you experience problems with your teacher, you sense that there is a tension in your interactions and you be-

lieve that it affects your grades and your performance in class. How would you attempt to fix it?

- A) Talk to the teacher directly;
- B) Transfer to another group;
- C) Keep quite or ignore it.

For the most part, the participants chose option C (38%), with option A (31%) being a close second. Those who chose option B and those who were indecisive between B and C were presented in equal proportions (15%). We asked the students to explain the reasoning behind their choices. Those who chose option A, i.e group A, said that they believed it was better to face problems head-on in order to understand its cause and what action they could take to resolve it. All the participants in group A were certain in their communication and problem resolution skills; they highlighted that the only reason they did not see this option working was if the teacher was not engaging and was not willing to resolve the situation. Group A also said that the personality of the teacher did not affect their choice, but in case the problem could not be resolved, they would choose option B.

Groups B and C both chose a non-confrontation approach due to the fear of worsening the situation. The participants said that they were afraid of provoking a negative reaction from the teacher if they took a direct approach as the students were unsure how the teacher might react if they brought up the problem. Ways in which students in group C might resolve the problem differ; some said that they would work harder to win the teacher back, hoping that their efforts would be noticed and recognized. Others, however, said that they would do that was asked of them and nothing more to fix the problem in hopes that it would go away on its own. Group B said that they believed it was pointless to talk to the teacher and reason with them, but they also did not want to let the problem to affect their grades and performance in class, they saw transferring as the most reasonable approach.

To draw useful conclusions from the survey, we need to understand that students provided answers based on their personal experience and on the experience of their peers. This important detail allows us to see that most students do not feel comfortable approaching and discussing problems with their teachers, many just do not see the point. The relationship between stu-

dents and the teacher depends on both parties. The teacher should initiate said relationships, but if a student does not want to develop them, then there will be no results. The teacher, in return, should take an interest and act if a student comes to them with a problem.

Teachers took their own survey to allow us to see the perspective of the teacher in a similar situation. They were asked to answer one question: “In a hypothetical situation, you have a problem with your student, they are a troublemaker and are disruptive in class. How would you go about resolving this issue?

- A) Fail them during the exam;
- B) Talk to them;
- C) Ignore the situation.

According to the survey results 54% of teachers chose option A and would fail the student or be completely indifferent during the exam to try to force them to change groups. This suggests that many teachers see direct consequences – such as failing the student – as a reasonable method for addressing disruptive behavior. This approach seems to be favored by teachers who believe that forcing students to face the consequences might lead to a change in their behavior or even a shift to another group. However, 20% of teachers chose option B and would try to talk to the student to figure out a possible solution and find out what caused their behavior. Teachers in this group acknowledge that talking to the student often does not lead to a successful resolution, suggesting frustration with this strategy’s effectiveness. While this is the least favored approach, it indicates that some teachers still value communication and trying to understand the root causes of the student’s behavior. The remaining 26% of participants opted for option C. Ignoring the situation and not falling for the provocations of the student in the eyes of group C is a difficult way to deal with the situation, but the most possible. Teachers in this group noted that while they would attempt to talk to the student, they would ultimately decide to ignore the provocations, possibly due to the perceived difficulty or ineffectiveness of the other strategies.

The results of this poll help us to better understand the interpersonal relationships from the teachers’ standpoint. The majority of the teachers are in group A. This suggests a lower degree of flexibility in the relationship,

where teachers see their role more as disciplinarians than as mentors, which can hinder the development of a more collaborative and supportive environment. The survey results also suggest that teachers do not always view themselves as proactive in preventing issues but rather as reacting to problems once they arise. This reflects a possible lack of preparation in managing interpersonal conflicts in the classroom, which negatively impacts the overall group atmosphere and teacher-student relationships.

With the results from both surveys, we can see key problems that both students and teachers are facing. Many students seem to lack trust in their teachers' ability to resolve conflicts constructively. While some students feel comfortable addressing issues directly, a significant number are either afraid of confrontation or unsure how to approach the teacher, suggesting a need for greater emphasis on building communication skills for both students and teachers. The trend towards avoiding is relevant in both surveys. This could lead to unresolved issues, which might affect both academic performance and overall student well-being. These results suggest that improving communication skills and building trust between students and teachers could lead to more open, constructive relationships and better conflict resolution in academic settings. Teachers may need to foster a more approachable and supportive environment to encourage students to address issues before they escalate.

At the initial stages of language learning, students often resemble children in their communication abilities, regardless of their actual age or maturity. They struggle to express their thoughts, articulate even basic ideas, and rely heavily on the teacher for validation and support. The teachers should take this into consideration when interacting with students because it can shed light on the students' behavior in class. These dynamic highlights the importance of the teacher's role as a guide and mentor. Teachers should approach their students with patience and empathy, recognizing that this dependency is a natural part of the learning process and will evolve as the students gain confidence and proficiency. Positive reinforcement is an invaluable tool for teachers that should be used throughout the learning process, being the most effective at the start. The importance and application of positive reinforcement have been deeply researched by educators and even

animal trainers, who have found it to be one of the most useful tactics for learning and directing behavior across ages and species.

So what are positive or negative reinforcements? In short, it is what a teacher decides to focus on, it is also a difference of approach. The main goal of teaching cannot be reached without establishment of the correct emotional climate: “Teachers face increasingly more demands and challenges in the classroom” [7, p. 397]. In other words, a teacher should praise progress and reward accomplishments rather than criticize mistakes. We can think about it this way: negative reinforcement is giving 100 points to a student and deducting a point for every mistake, positive reinforcements is starting with 0 and adding a point for every correct answer. In the end, the result will be the same, let us say 75 points, but there is a difference in perception. It works better in verbal interactions between students and their educators. Negative reinforcement has always been the default go-to method of learning, because it is easier. Positive reinforcement takes time, patience and dedication on the teacher’s part. It involves creating a system of rewarding a desired type of behavior. For example, verbal recognition, giving some kind of physical reward, positive feedback in front of others, rewarding with opportunities, giving points for asking a question in class, or for volunteering to answer a question. Every teacher is free to create a system that works best for them and their students, but the teacher must keep two things in mind while creating this system. First, it is to be clear and predictable, so the students understand what kinds of behavior are being encouraged. Second, the teacher should use a variety of rewards, because different people are more responsive to verbal recognition or physical rewards or new opportunities, so that this method is equally effective for everyone. Additionally, positive reinforcement helps to create a supportive and motivating learning environment. When students feel recognized and valued, they are more likely to engage actively in lessons and take risks in their learning without fear of failure. They overlook the risk of being mistaken in favor of trying something new. Incorporating positive reinforcement into education requires a shift in mindset both for teachers and students. It moves away from a fear-based learning model toward one that fosters confidence, self-motivation, and a love for learning. When used effectively, positive reinforcement not only improves academic

performance but also strengthens relationships between educators and students, making the classroom a place where students feel safe, encouraged, and inspired to grow. “As a behavior setting, the classroom runs on interactions between and among participants” [16, p. 369].

It does not mean that teacher have to forfeit correcting mistakes altogether, students still obviously need to understand and correct their mistakes, otherwise there is not much learning involved. Teachers should still deduct points for mistakes during tests, because it is more time-efficient. However, if the student only receives negative feedback from the teacher, it is all they will think of their abilities, that they always make mistakes and cannot seem to get anything right, regardless of their actual level.

Learning a new language is a demanding process that can cause significant stress and frustration. An effective way to mitigate these emotions is to create an understandable and predictable curriculum. A clear structure allows students to anticipate the flow of lessons, prepare for upcoming tasks, and better understand what is expected of them. Consistency in teaching methods, regular feedback, and clear learning objectives can all contribute to a sense of stability and reduce anxiety. Predictability fosters a sense of control and confidence in students, enabling them to focus more on their learning. It helps students be better prepared for certain tasks and understand what is expected of them.

It is important to note that the difficulties discussed in the previous sections rarely exist in isolation. They are interconnected, being mutually reinforcing, and often produce a cumulative effect that diminishes the quality of interaction between teachers and students. The following section explores several additional issues that substantially affect the dynamics of language learning and communication in the classroom.

A widespread issue in foreign language teaching is the excessive focus on grammatical accuracy. Many teachers, guided by long-standing pedagogical traditions, place primary emphasis on correctness rather than fluency. While accuracy is an essential component of language competence, constant attention to error correction often causes anxiety and inhibits spontaneous speech. Instead of perceiving mistakes as a natural and valuable part of the learning process, students begin to associate them with failure and embarrassment.

This approach transforms the classroom into a space of constant monitoring rather than exploration. Excessive correction may interrupt the flow of communication, leading students to speak less and think more about avoiding mistakes than about expressing meaning. Focused feedback, on the other hand, where teachers target only specific categories of errors, tends to be more efficient and less emotionally taxing.

Moreover, institutional expectations often reinforce this perfectionist approach: grading rubrics and standardized tests prioritize grammatical form over communicative competence. As a result, students internalize the idea that fluency is secondary, which limits creativity and willingness to experiment with new linguistic structures. The overemphasis on correctness thus restricts authentic interaction and transforms learning into performance under pressure rather than a process of discovery.

Closely related to the problem above is the scarcity of individualized feedback. In large classes, teachers are frequently unable to provide detailed, personalized comments. Heavy workloads, time constraints, and administrative pressure lead to generalized responses that fail to address specific student needs. When feedback is vague such as “work on your grammar” or “improve your writing style” students do not know where to begin or how to progress. They lose a sense of direction and become demotivated. The absence of personal attention also communicates to learners that their progress is not noticed or valued. Consequently, they turn to grades and peer comparisons as substitutes for meaningful guidance.

Lack of individual feedback contributes to the erosion of self-regulation skills. Instead of evaluating their own learning, students depend on external approval. They become reactive rather than proactive, waiting for instructions rather than initiating questions or seeking solutions. In this way, the teacher’s silence – or generic commentary – can be as harmful as overt criticism. Meaningful feedback is not merely a correction; it is a dialogue that builds confidence and encourages growth.

Another crucial yet often underestimated problem is teacher burnout. Emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment are the core components of burnout as described in Maslach’s model. In the context of foreign language teaching, burnout directly affects

classroom atmosphere and the quality of communication. Teachers who experience chronic fatigue or frustration tend to rely on routine methods and avoid innovation. Their patience and empathy decline, and they may unintentionally project negativity onto their students. A teacher who feels emotionally drained is less likely to notice subtle signals of their students' confusion, anxiety, or disengagement. Over time, this leads to a colder, more mechanical classroom environment in which genuine communication becomes rare.

“Research confirms that burnout not only lowers teaching effectiveness but also transmits emotional fatigue to students, reducing their motivation and engagement” [7, p. 25]. This emotional “contagion” can create a feedback loop: unmotivated students increase the teacher's stress, which in turn further diminishes classroom energy. Preventing burnout requires institutional support, peer collaboration, and opportunities for teachers to reflect on their emotional well-being. Without addressing this psychological dimension, even the most well-designed curricula will fail to produce positive results.

A recurring problem in many educational contexts is the passive role of students who rely entirely on the teacher as the sole source of knowledge and authority. In such classrooms, learners expect constant guidance, correction, and approval. They hesitate to act independently, fearing mistakes or disapproval. As a result, their learning becomes externally driven rather than self-directed. This dependence is reinforced by traditional teacher-centered methods that position the instructor as the “giver” of information and the student as a “receiver”. The structure discourages autonomy and self-reflection. Students who are accustomed to being told what to do rarely develop strategies for self-evaluation, time management, or goal setting. They tend to ask repetitive questions such as “Is this correct?” or “What should I do next?”, even when instructions are clear.

Such passivity severely limits language development. Communication in a foreign language requires risk-taking, initiative, and self-expression – qualities incompatible with fear of independence. Encouraging autonomy does not mean abandoning guidance; rather, it means gradually transferring responsibility from teacher to learner through reflective tasks, peer review, and project-based learning. The challenge is to create a classroom culture in which curiosity and experimentation are rewarded rather than punished.

Perhaps the most subtle yet far-reaching issue lies in the insufficient practice of reflection by teachers themselves. Reflection is not merely a post-lesson summary; it is a continuous process of questioning one's assumptions, analyzing the outcomes of pedagogical choices, and adjusting future actions. However, many educators either lack time or do not view reflection as an essential part of professional growth.

Without systematic self-analysis, teachers are likely to repeat ineffective strategies. They may continue overcorrecting errors, providing minimal feedback, or responding to disruptive behavior with punishment instead of dialogue. Reflection allows teachers to recognize these patterns and to understand how their attitudes and emotions shape classroom dynamics. "As Schön and Argyris is proposed, effective practitioners operate in two reflective "loops": the single loop, which focuses on immediate problem-solving, and the double loop, which re-examines the underlying principles guiding one's actions" [9, p. 104].

The interaction between teachers and students in the process of foreign language learning represents a multidimensional system influenced by emotional, behavioral, and institutional factors. Within this system, numerous difficulties emerge that prevent effective communication, mutual understanding, and the development of learner autonomy. The following list summarizes all major problems discussed in the article.

1) Incompatibility of teaching and learning styles

Differences between the way teachers teach and the way students perceive information lead to misunderstanding, disengagement and reduced learning effectiveness. Teachers often fail to adapt their approach to diverse cognitive and perceptual preferences (e.g., VARK or ILS models).

2) Emotional disconnection and lack of emotional awareness

Teachers sometimes overlook the emotional climate of the classroom. Negative emotions such as anxiety or frustration reduce motivation and memory retention. Students' and teachers' moods constantly influence one another. "This use of emotion can be helpful or harmful, raising classroom standards or lowering them" [6, p. 825].

3) Lack of effective communication and trust

Students often feel uncomfortable discussing problems or conflicts. Teachers tend to react to issues rather than prevent them. Mutual distrust reduces the possibility of constructive dialogue.

4) Authoritarian and punitive approaches

Many teachers rely on discipline and sanctions rather than empathy and dialogue. Such behavior creates fear and distance rather than respect and collaboration.

5) Low student initiative and avoidance of confrontation

Students prefer silence and avoidance over active communication. Fear of worsening the situation leads to unresolved tension.

6) Lack of trust and emotional openness

Both teachers and students hesitate to express feelings or concerns. This results in superficial interaction and low emotional investment.

7) Overreliance on negative reinforcement

Teachers focus on mistakes rather than progress. Students develop self-doubt and anxiety instead of confidence.

8) Unstructured or unpredictable curriculum

Absence of clear organization increases stress and confusion. Predictable routines and clear expectations reduce anxiety and improve learning.

9) Insufficient teacher preparation in conflict management

Teachers often lack training in handling interpersonal difficulties. This leads to reactive, punitive, or avoidant behavior when problems arise.

10) Overemphasis on grammar and correctness

Continuous correction and focus on perfect language use create tension and fear of mistakes. Communication becomes mechanical, and students lose fluency and creativity.

11) Lack of individualized feedback

Students receive generic comments without guidance for improvement. Large class sizes and teacher workload prevent personalized instruction.

12) Teacher burnout and emotional exhaustion

Chronic stress leads to reduced empathy, patience, and creativity. All these sequences lead can convert into student burnout: “Burnout lowers classroom energy and contributes to disengagement” [11, p.74].

13) Student passivity and overdependence on the teacher

Learners rely excessively on the teacher’s control and evaluation. They lose motivation for self-regulated learning and initiative.

14) Limited reflective practice among teachers

The complexity of these problems lies in their interconnectedness. They rarely appear in isolation; rather, they create a self-sustaining system of negative feedback loops that reinforce one another.

The first two that affect each other heavily are emotional climate and communication. The student's ability to communicate (especially when we talk about language students) would be blocked in the atmosphere of stress, which will lead to the lack of success. Some other researchers also share this opinion: "Learning will be successful if the process is communicative" [12, p. 28]. Both lack of emotional awareness and trust reduce openness in communication. Ineffective communication increases misunderstandings and emotional tension, which in turn deepen disconnection. Over time, this emotional distance fosters student avoidance and teacher burnout. As a result, what we have is a cold, mechanical classroom atmosphere in which dialogue and empathy are replaced by silence and formality.

The next two are incompatibility of teaching style with the learning style and passivity of the students. Incompatibility of styles leads to students' frustration and reduced confidence. Frustrated students become passive and overdependent, expecting the teacher to "translate" everything for them. Teachers, in turn, interpret this passivity as lack of interest, which can reinforce negative feedback and emotional fatigue. A vicious circle of disengagement takes hold of the classroom, because students stop trying and teachers stop adapting.

An obvious, but no less important interconnection is between obsession with correctness in grammar and loss of motivation. Overemphasis on correctness suppresses fluency and creativity, creating fear of mistakes. This fear discourages participation, feeding student passivity and avoidance. Constant correction without positive reinforcement increases frustration for both teachers and students, eventually leading to teachers' burnout and loss of motivation in students, resulting in the classroom becoming performance-oriented, where accuracy replaces communication as the primary goal.

Lack of feedback, reflection, and growth creates a completely new set of problems that continuously affect each other. "It is known that teachers influence their students, students may equally have an impact on their teachers' instruction and teacher-student relationships" [14, p. 178]. Lack of indi-

vidualized feedback denies students personal direction, leading to passivity. At the same time, limited reflection prevents teachers from realizing that their feedback is ineffective. Burnout further reduces the teacher's capacity to reflect, forming a self-reinforcing triad of inefficiency. Both the teacher and students stagnate because the teacher repeats unproductive methods, and the students fail to progress.

It is important to recognize that sometimes the educational systems we have can hold the learning progress back, even though we can hardly do anything to change them. Institutional pressure fuels burnout like nothing else. Large class sizes, rigid curricula, and grading systems intensify teacher burnout. Burnout leads to authoritarian approaches and a lack of empathy, which, in turn, creates more student resistance and emotional withdrawal. The absence of institutional support also limits opportunities for reflective practice. The educational system itself perpetuates emotional exhaustion and disengagement.

The absence of a clear and structured curriculum can increase students' dependency on the teacher. Unpredictable lessons generate confusion and anxiety. Students who do not understand expectations become more dependent and hesitant to participate. Teachers under pressure to "catch up" with the syllabus have less time for individual feedback or reflection. Structural instability magnifies psychological insecurity on both sides.

Low teacher preparation in conflict management combined with student avoidance ensures that most interpersonal issues remain unresolved. Unaddressed conflicts escalate silently, contributing to emotional disconnection and burnout. Without reflection, teachers repeat the same mistakes in new situations. That results in tensions accumulating beneath the surface until motivation and respect collapse.

Conclusion

The study of teacher-student interaction in foreign language learning reveals that the process of mastering a new language is, above all, a process of human communication. It is not confined to the transfer of linguistic knowledge but involves emotions, attitudes, and social behaviors that shape the learner's experience. The research and analysis presented here demonstrate

that effective teaching arises from the balance between structure and flexibility, authority and empathy, correction and encouragement.

The key challenges identified are mismatched teaching and learning styles, emotional tension, lack of communication, excessive focus on correctness, limited feedback, teacher burnout, student passivity, and insufficient reflection, which collectively form a system of interdependent barriers. When unresolved, these barriers hinder the development of mutual trust and reduce the quality of education. However, when recognized and addressed through conscious pedagogical effort, they can be transformed into opportunities for growth. The specialists in the field of psycholinguistics came to the similar conclusion: “Research on language teacher agency and language teacher emotions has demonstrated that both are central components of teacher identity and practice” [8, p. 52].

Building productive relationships requires both parties to engage in open, reflective communication. “Enjoyment is one of the most relevant and frequently experienced discrete emotions for both teachers and students in classroom learning contexts” [4, p. 11]. Teachers must cultivate empathy, adaptability, and emotional intelligence, while students should develop autonomy, confidence, and responsibility for their own learning. Educational institutions, in turn, should support this process by creating conditions that prevent professional burnout and encourage innovation and reflection.

Ultimately, successful teacher-student interaction is not limited to the achievement of linguistic competence. It fosters personal development, intercultural understanding, and the formation of communicative confidence that extends beyond the classroom. The goal of teaching a foreign language, therefore, is not merely to produce grammatically correct speakers but to nurture individuals capable of meaningful, creative, and humane communication in a globalized world.

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