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Unveiling the Impact of Classroom Discourse on Genders' Psychological Safety and Academic Stress Third Year High School students' in Tiaret City

Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of

Master in Linguistics

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Abstract

Classroom discourse holds immense significance in the realm of education as it stands as a pivotal factor for successful teaching and learning. This study aims to investigate the impact of classroom discourse on students' psychological safety and academic stress. The primary objective is to uncover the true influence and relationship between classroom discourse and students' psychological state, with a specific focus on gender-based psychological safety. Furthermore, we explore the effects of classroom discourse on students' academic stress levels. Through an examination of the language employed by teachers and students within the classroom, this research seeks to highlight its profound ability to shape students' future trajectories. It also emphasizes the critical importance of utilizing appropriate classroom discourse to enhance the quality of the learning environment, thus facilitating optimal performance for both students and teachers. By shedding light on these aspects, this study aims to contribute to the improvement of educational practices and foster a positive and productive learning atmosphere. The methodology adopted in this study is a mixed methods approach; it contains both qualitative and quantitative methods. Data was collected through questionnaires delivered to teachers and students besides observation session within the classroom. The results of the investigation revealed that classroom discourse eventually influences students' psychological safety and academic stress; it shapes students' success and achievement as well.

Key words: Classroom discourse; Psychological safety; Academic stress, Gender-based Psychological safety.

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Dedication

I dedicate this to my dear mother and father. Thank you for all your unconditional love, support, help, and guidance. You were present in every single detail. Your advice was and is still a light for me. I am so grateful to you. I hope that this work can make you proud.

I also dedicate this work to my family members, my friends, and my teachers.

Chaimaa

I dedicate this collaborative work to my parents, to my sister and my brother

To all my family members, to my friends and to those who helped me.

Sara

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General Introduction

General Introduction

The conversation in the classroom is essential to delivering a high-quality education. It describes the words, phrases, and speech that are used by both teachers and students in the classroom. The use of language has significant implications since it affects both the students' experiences and the learning environment.

When appropriate norms of classroom discourse are absent, negative outcomes can arise. A healthy classroom discourse fosters a sense of comfort, safety, and inclusion among students. In such supportive spaces, learners feel empowered to participate, share their thoughts and opinions, contribute actively, and engage in discussions. They are motivated to ask questions, make suggestions, and become active learners. This enthusiasm from students also motivates teachers to work harder. In addition, an inclusive education is promoted, where all students are embraced, accepted, and their diversities are valued.

However, when it is ineffective, classroom discourse can have a number of unfavourable effects. Students may experience a psychological sense of insecurity as a result of gender biases and stereotypes when they are reinforced. When a teacher treats some pupils differently than others, it can engender inequality and make the latter feel excluded, ostracized, and unwelcome. Students who experience psychological difficulties in unhealthy learning environments are less likely to feel safe. Their overall performance and degree of academic stress are thus impacted. The stress generated by such conditions has a negative impact on pupils' achievement, and academic results.

Recognizing the critical role of classroom discourse in the teaching process and its impact on students' learning outcomes, it becomes essential to establish effective and positive classroom environments. By employing an appropriate classroom discourse, many issues related to psychological safety and academic stress can be mitigated. Students can learn

effectively and thrive in a nurturing learning environment that supports their growth and achievement of goals.

With the aim of exploring the influence of classroom discourse on gender-related psychological safety and academic stress, we have chosen to investigate this topic. Our main focus is to uncover the barriers that hinder the implementation of effective and healthy classroom discourse, as well as to understand its real effects on learners specifically, their psychological well-being and academic stress. We seek to determine how classroom discourse shapes students' sense of psychological safety, their levels of academic stress, and ultimately, their academic performance and grades. By identifying the underlying causes, we hope to address these issues and promote a conductive learning atmosphere in which both students and teachers feel at ease and can support one another.

In our study we tend to ask questions to identify our path and our aimed objectives; we have one main question and its two sub questions. They are outlined as follows:

1. To what extent does classroom discourse affect genders' psychological safety and academic stress?

    a. How can we promote an effective classroom discourse?

    b. How could classroom discourse reshape students' achievement?

We have suggested three hypotheses:

1. Classroom discourse affects students' psychological safety and students' academic stress.

2. Classroom discourse can be promoted by the teachers' use of language.

3. Classroom discourse could be associated with academic success or failure.

This study is composed of three chapters. Chapter one represents literature review, it contains previous researchers' studies, it identify the impact of the language used in the classroom on students' psychological safety and academic stress and how this reflects on students' achievement. Then, the second chapter is devoted for the methodology and data analysis, in which we have identified the research design and the tools used. In order to conduct this study, we have designed online questionnaires for both teachers and students; the sample was collected from different high schools of Tiaret city only. Besides ten sessions of observation; it was done at the level of three high schools: Ahmed MEDAGHERI, Mohamed BEN ABDELKRIM, and Ghafoul SAHRAOUI. Finally, the last chapter is devoted to represent the results of the study; through a discussion of the findings, along suggested solutions and recommendations.

Chapter One: Inclusive Classrooms through Safe Discourse Strategies

1.1 Introduction

The discourse used by both teachers and students inside the classroom plays a critical role on students' achievement and teachers' performance as well. The way classroom discourse is practised in the learning environment could have both positive and negative outcomes; classroom discourse shapes students' psychological safety, students' academic stress and teachers' performance. An effective classroom discourse helps teachers create a suitable learning space for their students, where they feel accepted and safe. Additionally a supportive classroom discourse prevents many negative points such as: gender stereotypes and bias; besides it leads to inclusive education where all students are appreciated regardless their gender or origins. So the use of a suitable discourse in the classroom is mandatory to create an inclusive learning atmosphere where students' psychological safety, students' success and teachers' performance is guaranteed.

1.2 Inclusive Language for Psychological Safety

Inclusive language acknowledges and respects divergent backgrounds, and boost a more welcoming and supportive learning environment for all pupils. Inclusive learning is defined as a careful process of selecting expressions and words used with people to avoid bias problems, segregation and discrimination (Forsey, 2022). The use of an inclusive discourse is mandatory to foster safety and equality. Inclusive language is more that avoiding offensive and harmful speech, it is about accepting people's diversity (Andoh, 2022). Conversely, the misuse or inappropriate use of language can perpetuate stereotypes, reinforce biases, and contribute to exclusion. Students who feel marginalized due to language barriers, cultural differences, or other factors may struggle to fully engage in classroom activities and discussions, consequently, their achievement in the subject could not be satisfactory as expected even if the teaching methods adopted were effectively used. Language is important in shaping our

understanding of gender as well as the experiences of individuals within the educational system. When adopting a gender-inclusive language approach, teachers could contribute to psychological safety, promote equity, and create a classroom environment where all learners feel seen, heard, and respected.

Gender-inclusive language incorporates the usability of words and expressions that acknowledge the diverse gender identities, experiences and backgrounds of students. It transcends the traditional binary understanding of gender and embraces their divergence. By using gender-inclusive language, teachers embrace the diverse identities of their students and create as well an inclusive space where everyone feels integrated and appreciated. Gender inclusive language means the use of a conscious and careful language free of discrimination and bias terms. (United Nations, n.d.)

1.3 Psychological Safety and Gender Equity

First of all, respecting and using students' preferred names is essential to create psychological safety and validate their gender identities. Educators could initiate by introducing themselves with their pronouns and provide chances for their learners to share theirs. Furthermore, using gender-neutral pronouns when referring to a pupil whose gender is unknown or using the pronoun "they/them" can promote inclusivity. Gender natural pronouns are non-specific terms or words used in communication to address people in general, to avoid sexism (Forsey, 2018). Second of all, language can perpetuate impactful gender stereotypes and biases. Educators should be aware of the language they use and avoid assumptions that are based on traditional gender roles. By encouraging students to pursue diverse interests, talents, and career paths without imposing gender stereotypes, teachers augment psychological safety and equity respectively. Third of all, revising and updating classroom materials and textbooks could help in reflecting on diverse gender identities. Educators can

actively address instances of gender-based bullying, harassment, or discrimination in the classroom. By establishing clear guidelines against such behaviours and promoting inclusive language. Creating opportunities for open dialogue about gender, identity, and experiences allows students to express their thoughts and feelings. Educators' role, in this regard, is to encourage respectful discussions, active listening, turn-taking, empathy and inclusivity. Theses can foster psychological safety, which is considered as pillar of inclusion and integration. Jiménez (2022) indicated the importance of psychological safety; he cited that psychological safety has a critical role. It improves group members' courage, engagement and contribution, whenever the psychological safety is present the individuals are more likely to be active, contribute and try to do their best to make an impact. Moreover, Gallo (2023) in Harvard business review cited that psychological safety has really an impressive importance in realizing a suitable atmosphere for teams and has a crucial role to improve their performance. It boosts curiosity, motivation and encouragement among group individuals. They feel valuable and their input matter; it has a sound. They feel that they have the ability to express their opinion, thoughts and beliefs freely without hesitation or fear of being rejected. Whenever individuals are psychologically safe, they can think better and can give better solutions.

1.4 Psychological Safety Background

Maslow (1945) in the very recent years mentioned the concept of psychological safety under the term of psychological security in his hierarchy of needs (as mentioned in a review of psychological safety published by Atlantis Press, by Ming et al,2015) it was defined as: *"a kind of feeling of confidence, safety and freedom detachment out fear and anxiety, in particular, it contains the feeling a person meet current and future needs."*(p.433). This means that Maslow thought that the feeling of safety, security, protection and independence is

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a necessity and an obligatory requirement that people require and need in their life. An individual needs and has the right to feel at ease, protected and secured.

Another review of psychological safety was published by Atlantis Press written by Ming et al (2015) proposed several definitions classified in one table (p.435). A definition was introduced by Shein&Bennis(1965, cited by Ming et al 2015, p. 435):*"when organization changes, if members possess the ability of change, they will feel safe."*This means whenever the team members are courageous and brave, they will automatically appreciate change and if they want really this change, they will feel at ease safe and secure; because they dare by themselves to change, to go out of the box, to develop and prosper, the change was not a imposed on them, they chose to do so. After this, Kahn (1990) suggested that what is the most important at work is the safety of the members; that team members should be valuable, accepted and respected, they have the right to feel safe and secure, to be themselves and do not worry about others' opinions or judgments on them. Workers should know how to manage the situation at work and respect the context and their personalities as mentioned by Kahn (1990, as cited by Ming et al. 2015, p. 435):*"employees do not worry about self-image, position and negative impact of work, truly express themselves and show the different egos of different contexts."* (p.435)

Psychological safety does not mean that there is no different minds, way of thinking personalities, or origins yet it means to be accepted for who you are, the real you. It means an individual can feel safe, secure and accepted regardless of their culture, origins or gender. When safety is promoted, individuals can act spontaneously without being afraid of any external risks or negative feedbacks, psychological safety is all about creating a suitable atmosphere where differences, dissimilarities and diversities are comprehend and welcomed. It is just like when someone is home, with his family or his friends, there is no fear of being

rejected. He is free to talk spontaneously, suggest and contribute with his opinions and thoughts.

Sharma (2022) has contributed with his definition about psychological safety. He indicates that it means to feel free, secure and comfortable to show your real personality and act honestly without making efforts to change yourself for others, being you and not being afraid of others' reactions, feedbacks, or comments. It means that psychological safety stands for having a safe environment without being judged, humiliated or rejected. On the contrary, in a healthy and safe environment people feel secure, their efforts, attempts, ideas, opinions or even personalities are all welcomed without any bias or problems of rejection. Over all most researchers and studies focused on how psychological safety can have an impact on a team? And how can this affect their performance and activity. In a context that promotes safety and protection, rejection and discrimination are eliminated. Psychological safety is a crucial and an impressive issue that should be taken into consideration everywhere, it should be realized and promoted for the sake of promoting a supportive learning and working contexts. Where individuals feel happy and accepted so positive outcomes could be reached and realized.

1.4.1 Psychological Safety and the Schooling Context

Psychological safety in learning spaces and educational environments is gaining much interest; its specificities should transcend the working place to the classroom context. Vygotsky (1982), as cited by Baeva&Bordovskaia (2015) said that: "*the impact of the environment on child development will be measured among other influences as well as the degree of understanding, awareness, and comprehension of what is happening in the environment.*"(para.1). It means that learning environment has an effect on students, thus it will result in their development, growth, learning and performance. According to Baeva&Bordovskaia (2015) psychological safety stands for the absence of insecurity, thereat

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or danger at learning. It promotes safety, security and trust, once an individual feels safe, protected and accepted, this improves students' psychological state, it provokes happiness and motivation as well; which means improves automatically students' achievements' and performance.

Promoting learning and providing suitable learning spaces are compulsory elements should be taken into consideration; it should be highlighted in order to provide a constructive learning context to help students realizing their goals more effectively (Baeva&Bordovskaia, 2015).Psychological safety is a must everywhere and especially in learning and teaching areas, it is not easy for a learner to adapt and adopt new rules, systems and obtain positive results. Moreover, promotion of safety boosts students' creativity and achievement, when students are protected they are more likely to be successful.

1.4.2 Stages of Psychological Safety

According Clarke (2020), as cited by Berrett, (2020) there is a model of psychological safety's stages in his book: the four stages of Psychological Safety in which his states that there are four main stages of psychological safety:

a. **Inclusion Safety** it promotes an important human necessities to be included, each individual no matter where needs to feel accepted, tolerated, valuable among his own environment, he feel free to talk, share, try. When an individual is accepted in a group in here it will create a sense of integration, belonging that will improve individuals' confidence, trust, power, complicity and integrity. The inclusion safety should be promoted, it is a worthy step.

b. **Learner Safety** it is crucial to satisfy the main human requirements to study and empower, it allows the individual to feel free to grow through learning, discovering, asking questions, trying new things without being afraid of rejection or refuse but with

confidence and joy. In contrast when there is a lack of learner safety, the learner feels

insecure here there is a high possibility of percentage that the leaner will be passive

and will remain silent even if he has something to say or to add and even if it is true or

important; simply because he feels that he is not in a safe space to learn the why he

prefers. However when learner safety is promoted, learner curiosity will increase and

he will feel that the atmosphere of learning is perfect, that he can learn without

limitations.

c. **Contributor Safety** is one of the important human needs is realized by it, which is to

impact and effect, when contributor safety is improved, the members feel safe and

secure to give, help, make a impact, conduct a change. They will feel free and

encouraged to innovate, use their skills and show their capabilities because they are

sure that their opinions matter, they are heard and valuable. The individual when he

feel safe, he will automatically contribute and try to make an input and this will reflect

in his personality, this will encourage, give them hope and power to continue shining.

d. **Challenger Safety** it promotes human satisfaction to better things. It is the courage

needed by each individual to interfere, ask why? And say no when necessary.

Challenger safety provide the individual certain space to think about his own opinion

and way of thinking far from what others imposed on them. It helps individuals to

overcome their fear, problems and face it. It makes them feel more secure, safe and

whenever they need to change something they can do it without thinking a lot.

(Berrett, 2020)

1.5 Gender and Psychological Safety

A study done by University of Twente claimed that females are more positive than males

and tend to think positively, this promotes a safe atmosphere women can promotes a dynamic

environment and energetic one that help promoting psychological safety automatically.(Hiedjens, n.d) Thus, according to the aforementioned study females are better in terms of promoting psychological safety than males. Females have a strong and effective communication skills, they think positively and they try to spread positivity overall, they also try to encourage the members to achieve better results and can turn negative situation and benefit from it, better than males due to their positivity that help them a lot in establishing a suitable atmosphere and clear; psychologically safe and secure. This for sure has positive impact on people's psychological state and their performance as well. Thus, it suggests that gender plays a critical role to shape psychological safety, males and females do not have the same attitudes and behaviour which indicates that each gender impact differently. Additionally, gender and stereotype are interconnected elements that have the power to shape people's interpretations and believes on the others, the previously mentioned has a direct impact on treatment quality and equality, due to gender and stereotype many people endure hard and harmful experiences; many individuals are treated regarding their gender, status and origins. Undoubtedly, this has a negative impact on their psychological health, it puts at risk their safety and security. In the same context, Institute of Physics (2018) defined gender stereotype as a common shared judgment and opinion about gender, males and females; females are common that they are sensitive whereas males are common that they are brave and courageous. This common idea could have a negative results, it could be false which leads to misinterpretation. Gender and stereotype is initiated from cultural background and mentalities, people believe on what their early generations do believe in. For instance in Algeria people believe that women should be calm, mature and men should be powerful and harsh.

1.5.1 Outcomes of the Use Stereotype and Gender

Generally this over generalization has an unfavourable results as mentioned by the Institute of Physics (2018) that gender and stereotype figure people's perspective on others and people treatment toward others at the employment area, as it has an impact on students, it can effects their learning experience; due to the fact that they are recognized and classified according to their gender, it means that they are treated unequally and they do not have the same chances and facilities. To illustrate, in Algeria in many working context people are categorized according to their gender; many business owners' hire people depending on their gender: male/ female.

For the sake of the same argument, learners in Algeria do suffer from the same issue; there are teachers who treat students based on their gender for multiple reasons, for example there are females instructors do not like the other gender males, so they avoid contacting them in the classroom they are marginalized just because they are males. Other teachers see that males are better than males so they treat them in a good way, this can reach even evaluation, there are students who do not get their average just because of this gender stereotype. When a student is learning in an unhealthy environment, this affects their grades and performance as it impacts directly their mental health, their psychological safety. Under these circumstances learners will not feel at ease and comfortable in their learning space, they will feel unsecure and in danger since they are judged based on things that they do not have power on.

Stereotype, according to Britannica Dictionary (n.d), is defined: *"an often unfair and untrue belief that many people have about all people or things with a particular characteristic"*. This later means to have a certain image, belief about a group of people or a thing and you generalize it over everyone and everything. This exists in schools among students. And exists also categorization which has approximately the same idea; it is to

categorize people according to their gender, level, and so on. All these exists in schools and it effects students' psychological safety, they do not feel safe in such contexts also it provokes academic stress. When students studied in the same classroom, and they are not treated the same way, they will feel embarrassed and rejected, which will effects their state of safety and their stress.

1.5.2 Gender Bias as an Anti-Safety Asset

Bias is defined by Britannica dictionary as a shared and over generalized belief that some individuals are superior then the rest wrongly (Bias Definition & Meaning | Britannica Dictionary, n.d.). It means to favour one group over the other with no valid reasons. It is also mentioned by the Institute of Physics (2018) that unaware bias is an issue which results gender stereotyping, bias occur when people put in their mind a certain image about a certain group or individuals. Due to such acts of bias, gender stereotype is initiated. Taking control of our unfair bias is a must to convince as follows negative results as gender stereotype and categorization. Institute of Physics (2018) pointed out that bias has a negative impact on the students, because it influences the relation between the teacher and the learner, it affects students' engagement in the classroom. For example if an instructor is paying attention to males only, in this case females of course they will not engage to participate in such unhealthy atmosphere where they are not welcomed. Whenever a student feels marginalized or not favoured by the teacher or worse the teacher is interested just by a specific group or a specific gender, in this case the leaner will be introvert and he will not engage to participate in the class, he will be a passive learner.

1.6 Signs of Psychological Safety Delinquency

According to Sharma (2022) there are some signs which are like alarms, it indicates that there is a lack of safety and security, these elements include:

- Individuals do not accept their faults: when members feel afraid to commit mistakes and prefer to not participate rather than making errors, this means that they do not feel at ease, they do not feel safe and secure, and to avoid do many issues they avoid to make errors; to avoid negative feedback, pain and punitive measures.

- No disagreements raised: when individuals feel afraid, not safe and excluded they generally avoid criticism, asking questions, or saying no, raising suggestions; because they feel embarrassed and like they do not have the right to do so.

- Always same group leaders: whenever there are the same individuals who manipulate everything always this means the others are not feeling good or secure, they are just following to avoid problems.

- Depressed individuals: if safety and security is no more served, employees will never feel good or at ease. Psychological side of a human being play a big role, when a member feel not okay psychologically obviously there will be not perfect or high work done. So the more psychologically safety is present the more people are happy and the more the performance increases (Sharma, 2022).

1.6.1 Psychological Safety and Classroom Integration

Since Psychological safety is an important factor and has a impressive influence, it should be guaranteed, especially in learning environment among students, to help students feel better in their learning atmosphere and provide them with security, which helps them directly to their learning process, it improves their performance, grades, participation and

engagement in their classroom. According to Gallo (2023) there strategies that helps to improve psychological safety (as mentioned by Edmondson, n.d):

- Individuals' voice matter make your group know their value in the group and how much they are important, their opinions, thoughts, recommendations, comments matter and how can this have an input on the work at level of development and improvement. This means that students should contribute and their opinions should be valued.

- Give a chance to your group if you are a leader, if you are the responsible of the group let the others feel safe with you, feel free to learn, grow and develop; through trying new things, asking questions and daring to make errors without hesitation.

- Demand others' opinion and assume nothing as cited by Edmonson do not assume anything about others and always try to listen from them; listen to their thoughts give them the chance to show you what they think. Always give them opportunities to see what is inside their head.

- Psychological safety is not about being nice Edmonson pointed that there are many workshops in which people there are nice. However, they do not promote safety in the context. So, it is not about being friendly or lovely; it is about creating a healthy atmosphere and environment for individuals where they feel safe and integrated without any constrains

1.7 School Psychologists Enhance Student Achievement

Before talking about the role of school psychologist, first who is a school psychologist? A school psychologist is a certificated trainer, a competent employer that helps students overcome their different problems. School psychologist have also a duty to do with parents and teachers, he collaborates with them to provide a good learning condition to the learner and promoting all learners needs(School Psychologist, n.d).

School psychologist is among the most important members of school, due to the importance of work they do and the services they provide to students. According to (School Psychologist, n.d) mentioned that school psychologist has a vital position in collaborating with students, students' families, teachers and the administration. School psychologists promote consultations to students and instructions to guide them overcome their problems easily without causing psychological problems that has a direct impact on their studies and performance, they help students with effective academic tips to improve their level and facilitate their learning process. They also teach learners skills they need and teach them to accept and appreciate diversity and accept others' differences. Then they collaborate with both students' families and teachers, to identify students' problems and issues they try to know the origins of these problems and suggest some useful tips to fix these problems. In addition they help administration members as well they provide them with what they have noticed about students and some notes that should be useful for the administration to organize the school programs and system. For this reason, the presence of school psychologists is pivotal and critical, they facilitate education and learning as well and help to promote the best environment and conditions for everyone in the school, they help many students to know themselves, identify their problems and work on their weaknesses and grow. Their presence help in promoting a good atmosphere, which means provides psychological safety and once it

is provided the academic stress decrease and academic performance and students-teachers productivity increase.

1.8 Examining Academic Stress among Genders

A study was done by the American College of Health Association about genders differences in receiving stress and coping with it. The results of the study state that females stressed out more than males and care more about their studies and performance results(Graves et al., 2021).

High academic stress levels provoke low academic performance and can result academic failure. According to Stankovska, Gordana et al. (2018), as cited in Sathish & Subramanian, (2021) there is a strong relation between academic stress and academic performance, it suggests that academic stress can effect students' achievement. Moreover, a recent study conducted in 2019, it found that females experienced academic stress more than males, generally females students are more stressed than males' students about their studies they care more about grades and success (Graves et al., 2021). This indicates that stress has a direct impact on students' productivity and performance. For example, third year of secondary schools suffered from high levels of academic stress, they are under pressure along the academic year, thinking about the final exam, caring about the results and the grades, caring about family's feedback and punishments. These factors have a negative impact on students; it affects their performance, motivation and productivity. However, if students feel protected in their space automatically this affects positively their mental health and behaviour, students in such cases feel comfortable, they can work hard because it fosters their self-esteem, self-regulation and performance.
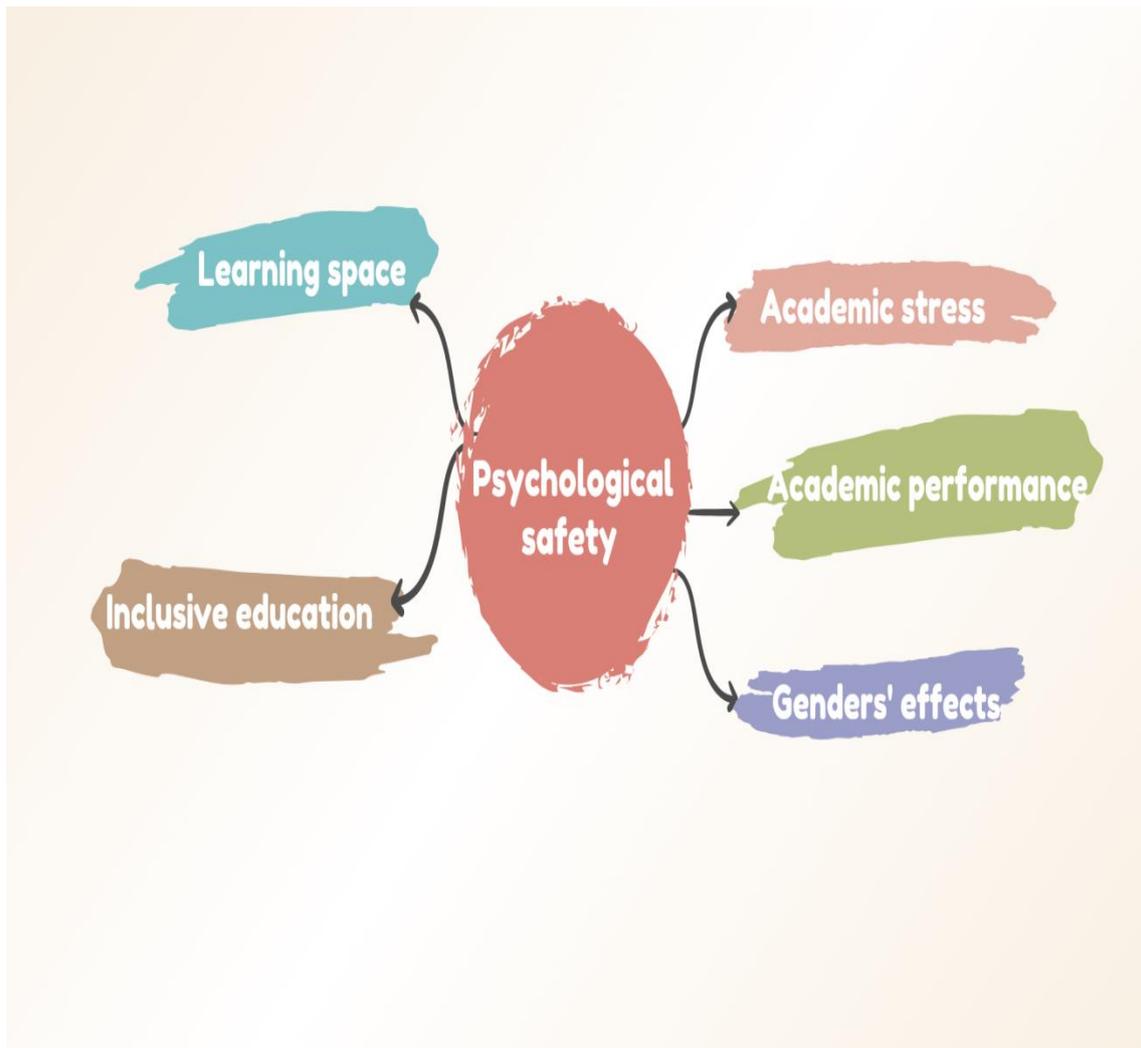
Figure 1.1: The Researchers' Design Created Through Canva

1.8.1 Classroom Discourse

Classroom discourse refers to a form of discussion; communication forms in general, a dialogue or particular talk that contains spoken language opposed to written language (Kholboboeva, 2020). Discourse is as a way and tool of communication, used by people to interact with each other for many reasons. The more the discourse used is safe the more the learner will feel safe an at ease, a safe discourse promotes safety inside the classroom for the students; when a teacher uses an aggressive discourse this leads to the absence of security and safety thus this later provokes an exclusive learning; which means that most of students will be passive students instead of active students who participate and contribute in the classroom.

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1.8.2 The Impact of Classroom Discourse

Recent definitions of classroom discourse surpass the standard definition to include communicating, reflecting, debating, expressing, objecting and reasoning. With teacher awareness, development and creativity, they are more conscious of the importance of these issues of dynamic discussion and interaction in the learning and studying process, this kind of classroom discourse becomes more present in learning environment (Hill, 2022).

Classroom discourse indicates what happen inside the classroom; it is a description of classroom's atmosphere and state. It is has to do with a type of discourse which deals within classroom's language, focusing on spoken forms; classroom conversational routines (Behnam&Pouriran, 2009, as cited by Al-Smadi& Rashid, 2017). Classroom discourse contains characteristics, like role taking rules, interactions, tones, teacher talkand students' participation. Clark and Clark (2008, as mentioned by Al-Smadi& Rashid, 2017) mentioned that it is a complicated operation in which students learn to comprehend and grow their personal identity. It suggests that classroom discourse describes the teacher's way to talk with his students inside the classroom and how students interact and communicate with each other. Moreover, classroom discourse is not about the language used in the teacher's explanation or students' participation only, rather it is about accepting and appreciating diversity among students, different mindsets and way of thinking in general it is accepting students diversity and know how to benefit from it, learners grow and prosper within correct and supportive classroom context.. In addition, it is mentioned that the term classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom. It is a tool through which most teaching takes place, so the study of classroom discourse is the study of the process of face-to-face classroom teaching. (Nuthall, Graesser, & Person, n.d.)

1.8.3 Main Important Factors of Classroom Discourse

Classroom discourse as many subjects, it contains factors which help to promote classroom discourse in a good way. According to Al-Smadi& Rashid (2017), classroom discourse factors include:

- **Teacher Talk**

"Teacher talk is the main source of learner information and the key for controlling class and students' behavior."(Guo et al., 2010, as cited by Al-Smadi& Rashid, 2017). Also, Brown (2001, as cited by Al-Smadi& Rashid, 2017), teacher talk is a very important element, it plays a crucial rule. It has both direct and indirect effect on students. Indirect impact is when teacher pushes and encourages students, motivating them, trying to create a good and comfortable atmosphere that help student to be at ease, making interactions and joking. Then about direct impact, it is about making students learn new things, helping them to grow their knowledge, ideas and discourses, correcting their mistakes in a good manner without embarrassment, guiding students, giving them instructions and pieces of advice.

- **Classroom Interaction**

Classroom interaction, according to Allwright and Bailey (1991), as mentioned in Al-Smadi & Rashid, (2017)*"input, practice opportunities, and receptivity"*(p. 132).It suggests that teachers should be flexible with students and give learners opportunities to share, talk and participate allowed interactions are required. Moreover, the instructor is the leader of the classroom, responsible for facilitating the educational process and promoting a supportive learning context. However, this position does not mean a manipulated teacher role. Conversely, teachers are responsible to promote student inclusion and encourage their contributions and interactions in the classroom (River, 1987, Al-Smadi & Rashid, 2017, p.

132). Classroom interactions are critical and crucial for teachers to achieve their aims. These interactions foster students' skills and give them chances to be integrated, appreciated, and valued within the learning context. Furthermore, it is important to recognize that the success of any classroom event or activity is highly dependent on the construction of an effective communication between teachers and students, as well as among the students themselves.(Daniels, 2001, as cited Al-Smadi& Rashid, 2017, p.132). In the other side, Wellington and Osborn (2001, Al-Smadi& Rashid, 2017) argued the language in classroom as a valued element, it fosters many critical factors as educational and communicative. According to Walsh (2006b, as cited in Al-Smadi& Rashid, 2017) interactions are:*"context shaped and context renewing"* (p.132).

- **Teacher Student Engagement**

Teacher student relationship and connection is also an important element. According to Khadidja (2010), as cited by Al-Smadi& Rashid, (2017) interaction happens between teacher and student, when the teacher try to make students talk and participate by addressing the speech to someone, a student or more, trying to talk with them gather their opinion, listening to their voices or trying to ask questions and open discussion or argumentation also lecturing, explaining talk made by the students. Students in this case will interact and cope with their teacher to succeed learning process. For teachers this is a very helpful point to integrate students in learning process and make them feel valuable. This stage help student to be an active learner, that always puts his own touch and contribute, not a passive learner who receive the information passively and consume it as it is.

- **Student-Student Engagement**

Effective classroom interaction plays an impressive role in promoting an active and supportive learning environment. As an author stated: "Interaction among and between

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students is another form of classroom interaction. Such interactions are noticed in classroom as students share notes, ideas and gratefulness. Interaction among students actively constructs skills and knowledge." (Scrivener, 2005, as cited by Al-Smadi& Rashid, 2017, p 133). Also, Naegle (2002, as cited by Al-Smadi & Rashid, 2017, p 133) confirmed that: "student interaction is a powerful way to reinforce what have been learned". Another researcher added that student to students' interaction promotes groups' interaction, it help student to practice language and exchange feedback by talking to each other (Mackey, 2007, as cited by Al-Smadi& Rashid, 2017, p 133). In addition, Lynch (1996, as cited by Al-Smadi& Rashid, 2017, p 133) stated: "group work is more likely to lead to negotiation of meaning than interaction with the teacher". Group work is always better; in group work students are motivated by each other and encourage one another which means allows interactions and feedbacks.

1.8.4 Classroom Discourse Background

Classroom discourse has changed over time; it is now different form traditional classroom. In the past classroom discourse was more focused on writing lessons, printed lectures, passive learner and active teacher. In the past, teachers were supposed to do everything in the classroom; they had to prepare the lesson then to introduce it and explain it to the learners. Students all what they have to do is to receive and understand the information. However, in recent time classroom discourse has changed, teachers now give more importance to discourse and active participation in the learning process. Learning should include both teachers and students engaging in fruitful and meaningful conversations, which help students, improve their achievement and performance. It is also very important to set meaningful objectives for discussions that encourage student's critical thinking and enhance students' comprehension, in addition promote the development of personal and professional skills such as: effective communication, problem solving (Hill, 2018).

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1.8.5 Patterns of Classroom Discourse

According to (Alpert, n.d, as mentioned by Nuthall, Graesser, & Person, n.d.) there are there patterns of classroom, it includes:

Quite

In this case the teacher is the boss of the classroom, he talk, explain and try to do everything, while students are passive. They receive the information as it is, they are rarely asked by the teacher. They do not participate or contribute, just consume what teacher present.

Controlled

In this case the teachers still the leader of the discourse; however there are some students who participate. Teachers ask students questions and address them, but at the same time they control the flow of the discussion, always guide them. Teacher have to check after thier work, whether students received well the information or not, they give some space for students to speak, however it contains certain limits they can talk briefly only not freely as much as they want to.

Active

In this case, teachers encourage and motivate students to talk and interact in the class, share their ideas, opinions, to talk freely without fear. Teachers are a monitor they guide them, instead of limiting them. They try to make them feel at ease and communicate to enhance their skills and develop them. And actually this is the good one, in that way students should be guided. They should be active learners and interact with their teacher and develop their critical thinking, not to be a passive learner, just keep listening and receiving the information presented as it is.
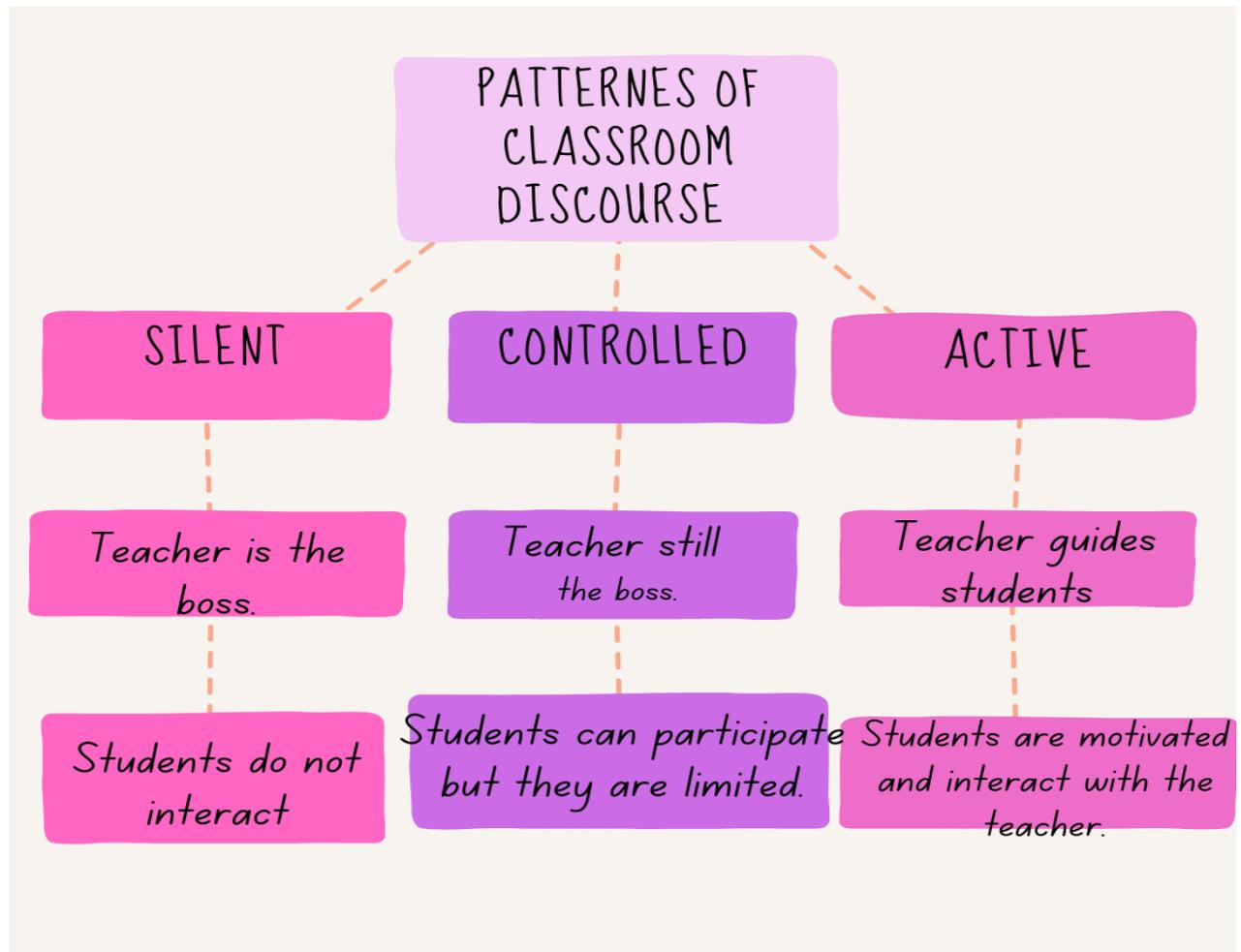
Figure 1.2: The Researchers' Created Design about Classroom Discourse Patterns

1.9 Inclusion through Classroom Discourse

Inclusive education is a type of schooling in which all students are accepted and included; it consists of including all students without segregation. It promotes chances to all students either with learning disabilities or non-learning disabilities to learn study and grow at the same learning space with equal chances and opportunities, without separating students according to their personalities, abilities or origins. As cited by the UNICEF: "*inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all.*"(UNICEF, n.d). Inclusive education promotes a suitable and healthy learning atmosphere, by promoting equality in classrooms and treats all students equally, to see them as students

and do not categorize them depending on their gender, wealth or status. Yet, it consists about dealing with all learners with the same manner without any exceptions; regardless of their origins and who they are. For the sake of the same argument, inclusive education is also defined as a model of teaching which consists on accepting all students regardless their differences, including them and teaching them in the same context. To confirm that all students are equal, all students have the same rights, plurality and diversity is accepted when inclusion education is present (Future Learn, 2021).

1.9.1 Embracing Diversity through Inclusive Education

Since inclusive education is an important factor, it means it has many constructive results.According to (Future Learn, 2021) Benefits of inclusive education include:

A. Boost student's confidence and self-esteem: when all students along their diversity study and learn in the same environment, this helps students' with learning disabilities gain more confidence and promotes their self-esteem. However if they are not accepted with among other students and they have a special learning space this affects their psychological side more and more, they will feel excluded and not accepted; they will see themselves as abnormal people. This has a very negative impact on their psychological side and their performance as well.

B. Communication skills development: students learning in larger groups have more opportunities to improve their communication skills. Yet, if some students are segregated for sure this impact on their communication skills.

C. Quality of education: by realizing inclusion education, it is possible to realize an equal education opportunities; this means you can ensure that all students study the same way, with the same quality.

Llego (2022), on the other hand, has combined additional features of inclusive education tools into an inclusive classroom, in which all students are equal regardless of who they are, it meets the requirements of all students, and it fosters and welcomes individuals' divergent traits, it boosts their self-esteem and confidence. It fosters positive relationships among students in the classroom. It enhances their abilities and academic outcomes by providing equal access to the same quality of education for all pupils. To demonstrate, when kids with learning difficulties have the right to be in a regular classroom, it helps them improve their skills as it builds their confidence and assures that he has the same program as all other students. It promotes safety and security for them, they feel accepted, included within the society so they consider their selves part of not an excluded group as if they learn in a separate and special group. Also, for the students with non-learning disabilities benefit from this inclusion, they learn how to appreciate diversity and accepting the others, decreases bullying among classmates and also it motives students to do better when they see people with learning disabilities studying, learning and doing their best to be successful. When inclusion is present, safety and security is guaranteed. All students can feel protected and safe in their learning environment since this space welcome different student without any exceptions or segregations.

1.10 Conclusion

To conclude, classroom discourse or the language used in the classroom should be chosen very carefully, because it has a big role to create a psychologically safe and secure space which effect also students' academic stress. The way students are treated effects their learning atmosphere either creating a suitable space in which students feel included, or a non-supportive space which provoke stress and anxiety. When students are psychologically safe, they feel safe and secure. They can engage in their learning context, participate without fear

of being excluded which promotes better understanding and enhances, learning results and academic performance.

Chapter Two: Methodology and Data Analysis

2.1 Introduction

This second chapter is dedicated for the process of research methodology and data analysis, it contains research design, the sampling, the methods and the tools used in this study in details. Moreover, this chapter contains a description of the different components and tools used to conduct the study that is about the impact of classroom discourse on gender's academic stress and psychological safety. In addition, it represents the results of the questionnaire in forms of representative graphs and tables with its interpretation.

2.2 Description of the Study

This study was conducted in Algeria, city of Tiaret. It is done at the level of eight high schools of Tiaret: Ahmed MEDAGHERI, BELHOUARI Mohamed, GHAFOUL Sahraoui, Mohamed BENABDELKRIM, Bey BOUZID, Mohamed DIB, AFLAH Ben Abdelwahab, and HIRECH Mohamed. 100 participants and 17 teachers have contributed to this study.

2.3 Research Design

2.3.1 Sample

The participants of this study are 100 students from seven high schools of Tiaret city, third year of secondary school, the use of this sample is purposeful, and it was chosen carefully. Third year of secondary schools are mature students, they have a long experience journey, and their responses are so helpful and meaningful for our study. In addition to 17 teachers from three high schools.

2.3.2 Data Collection Tools

In this research the approach used is a mixed approach; qualitative and quantitative to obtain reliable data and to ensure meaningful results.

2.3.3 Questionnaire

We used an online survey; an online is more helpful for both students and teachers, easy to be used and easy to be shared. We used the questionnaire for both teachers and students to have a clear and credible data. We asked them multiple questions regarding classroom discourse, psychological safety and academic stress.

2.3.4 Classroom Observation

We choose to use classroom observation besides questionnaire, as a supported and powerful tool, in order to enhance the quality and the quantity of our data. By the session of observation, we can notice things that are hidden which cannot be written or shared and it adds a meaningful comments and remarks to our information.

2.4 Analysis of Students' Questionnaire

Question 01: Select your gender
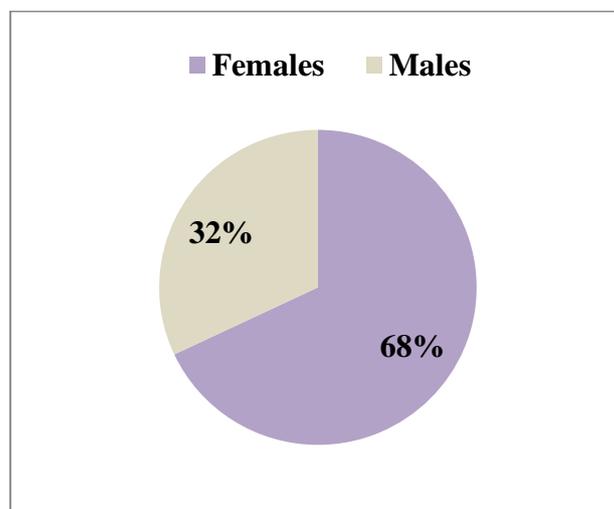
Figure 2.1: Genders' Percentage

The aim of this question is to know the gender of the participants. Females represent 68% percent of the participants and males represent 32%. The majority of participants are females;

females are more interested to contribute in questionnaires and studies rather than males. That is why females represent the majority.

Question 02: Do you feel that your opinions and ideas are heard in your learning environment?
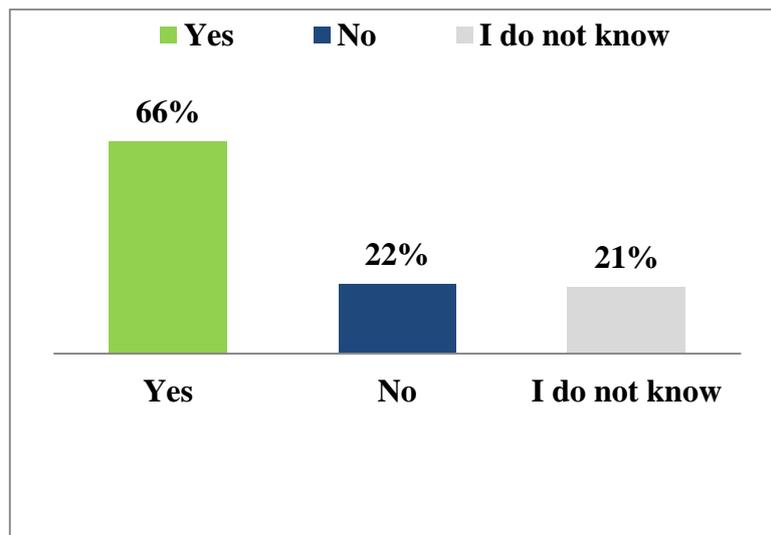
Figure 2.2: Measuring Students' Opinions Value

The aim of this question is to know if teachers value their students' opinions or not. According to the graph's results, it reveals that 66% of students feel that their opinions and ideas are heard in their learning environment, 22% do not feel valued, and 12% are hesitant. These statistics indicate that the majority of learners feel appreciated and accepted, it suggests that their teachers value and appreciate their contribution inside the classroom. Their teachers give them the opportunity to participate, talk and express their thoughts. These opportunities given by teachers stimulate and foster inclusion within learning context.

Question 03: Do you feel stressed in your classroom?
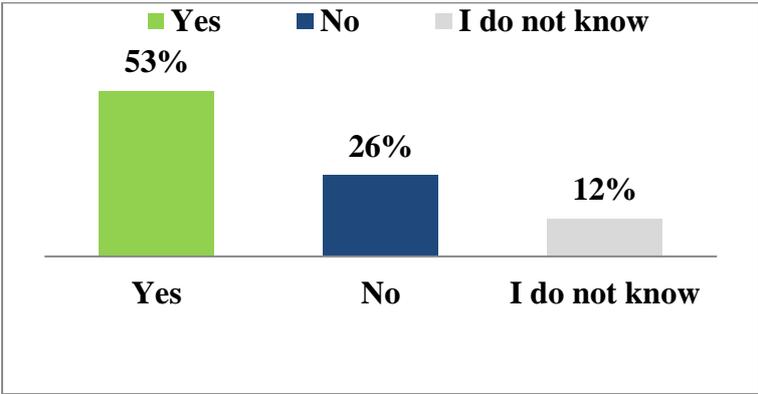
Figure 2.3: Students' Stress in the Classroom

The aim of this question is to measure students' stress within their learning space. According to the graph below, statistics show that 53% of students feel stressed in their classroom, 26% are comfortable in their classroom, 21% students are not sure. According to student's responses, the majority of learners feel stressed in their classes, it suggests that students are under pressure and anxiety in their context and this could happen due to different causes and factors. In addition, it hints that the majority of students are studying in a non-supportive environment that may cause students' academic stress and low performance due to stress issues.

Question 04: Do you think that your stress affects your performance and productivity?
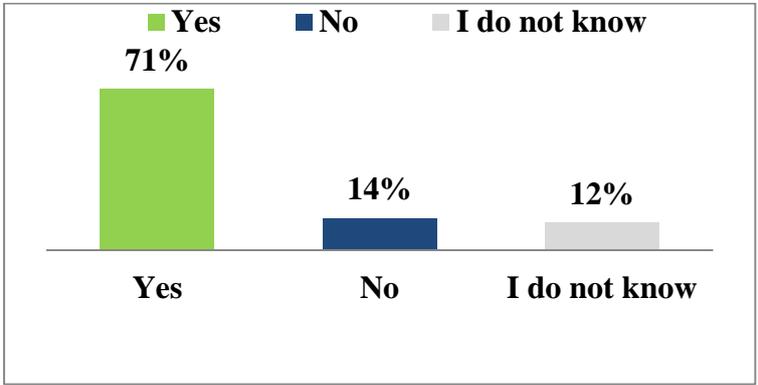
Figure 2.4: The Impact of Stress on Students' Productivity

The aim of the question is to identify stress' effect on students' performance and productivity. According to the following graph, it suggests that 71% of participants confirm that their stress affects their achievement, 14% see that their stress do not affects their achievement. The majority do notice this because they can do the difference when they are under stress and when they are not, they can see the difference in both cases and how it effects on them. They can notice the impact of the stress on their studies. Moreover, it suggests that students can do better when they are in a supportive learning environment free of fear and anxiety.

Question 05: Select the appropriate answer

In the following table we have listed a number of statements and our sample kindly asked to cross the appropriate answer according to his/her perspective.

Statements	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
a) Both genders are engaged in the classroom learning context.	13%	56%	22%	1%	7%
b) Females and males are treated similarly in the classroom.	40%	11%	21%	8%	20%
c) Females treated better than males.	9%	11%	27%	15%	38%
d) Classroom discourse affects my psychological safety.	13%	38%	26%	18%	5%
e) My teacher's behaviour affects my psychological safety and academic performance.	32%	42%	13%	3%	10%

Table 2.1: Gender Stereotypes' Effects

The objective of the query below is to evaluate the effects of gender bias and the impact of classroom discourse and teacher behaviour on students' psychological safety and their academic achievement. The result of statement (a) reveals that 69% agreed and strongly agreed that both males and females are integrated and engaged in their classroom. Whereas, in statement (b) when it comes to the treatment of both genders, 28% of the participants disagreed and strongly disagreed that they are treated equally, and 51% agreed and strongly agreed with the idea of being treated equally in their learning environment. Concerning gender stereotype in statement (c), 53% disagreed and strongly disagreed that females are treated better than males, 20% agreed and strongly agreed that females receive more favourable treatment in comparison to males, since the majority claim that females are not favoured over males. Regarding the influence of classroom discourse on students' psychological safety in statement (d), 51% of students agreed and strongly agreed that it affects their psychological safety, while 23% disagreed or strongly disagreed with the statement. Moreover, in statement (e) that deals with the impact of teachers' behaviour on students, the results reveal that 74% of students agree or strongly agree that teacher's behaviour affects both psychological safety and academic performance, while only 13% disagree or strongly disagree; according to the majority, teacher's attitudes and acts influence students' safety and achievement. Table results' indicates the importance of equal treatment, gender equality, supportive and healthy classroom discourse to guarantee a suitable learning and teaching space.

Question 06: Do your teachers encourage both genders to participate equally in classroom interaction?
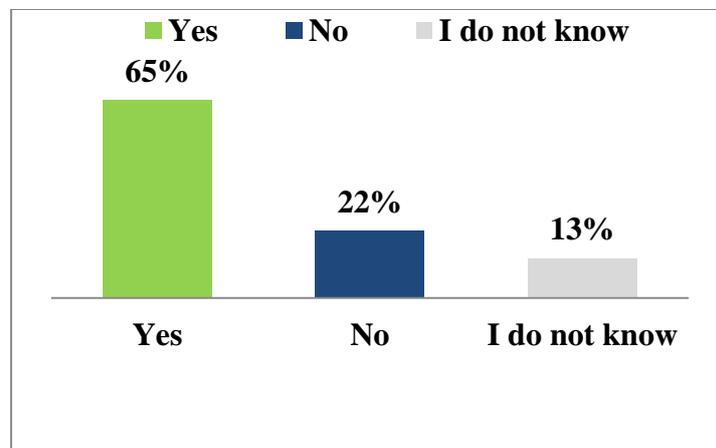
Figure 2.5: Genders' Encouragement inside the Classroom

The objective of this question is to assess if teachers are providing equal treatment and reinforcement to both female and male students. According to the statistics 65% of participants affirm that they receive equal encouragement in the class and their teachers push both genders to participate, 22% notice that teachers do not treat both genders similarly and 13% are uncertain. This result indicates that the majority of students are encouraged by their teachers within the classroom context, it means that teachers try to include all students in their learning space regardless their gender. This can have a positive outcomes on students, it fosters a supportive atmosphere free of fear and anxiety, this help both teacher and students it boosts their success and achievement.

Question 07: Do you think that classroom discourse affects your stress?
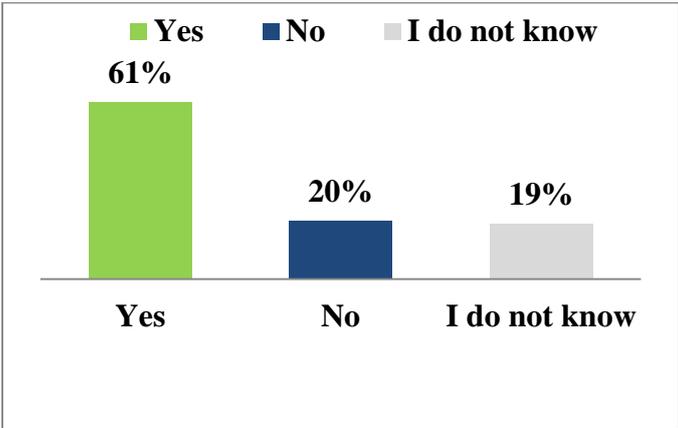
Figure 2.6: Impact of Classroom Discourse on Stress Levels

The aim of this question is to figure out the impact of classroom discourse on students' stress. Statistics show that 61% of learners state that classroom discourse influences their stress levels, 20% claim that the discourse used inside the classroom do not affect their stress and 19% are not sure about it. These results suggest that the majority of students are affected by the discourse used in their learning environment; it provokes high stress levels of stress. This means when teachers used inappropriate discourse it affects learners' stress and anxiety, which results a negative influence on their performance and success as well.

Question 08: Did you ever felt that you are not safe in your learning environment? If yes, explain why?
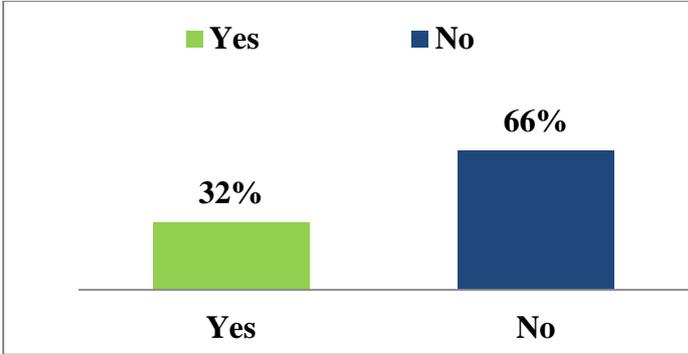
Figure 2.7: Safety in the Learning Environment

This question aims to measure students' safety and security in their learning environment.66% of students are safe in the classroom and 32% claim that they do not feel safe. The statistics indicates that safety is provided in the most schools, it shows that learners can feel secure and at ease while learning in school, and since it is an open question each student presents their own argument. There are students who claim that they are safe because of their strong personalities, others claim that they are safe because their learning environment is safe, and others that they receive a supportive treatment from teachers and administration. However, few students claim that they are not safe in school due to many factors; due to teachers' behaviour and attitude, absence of the administration and lack of the security and safety in schools. This means that students' safety and security depend on the schools' management, presence of the administration, besides teachers' treatments and behaviours.

Question 09: Do you think that teachers are aware of stereotype and bias within the classroom context?
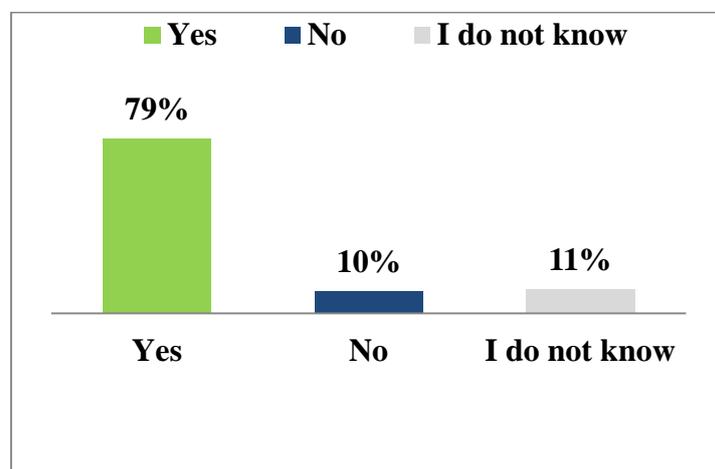
Figure 2.8: Teachers' Awareness of Stereotype Forms

This question aims to detect the teachers' awareness regarding bias and gender stereotype inside the classroom. According to the graph below, 79% of students confirm that teachers must be aware of bias acts and gender stereotype inside the classroom, 10% claim that it not a

must and 11% are unsure about this issue. The findings show that most students understand the significance and influence of gender stereotypes and bias on instructors' output, which ultimately affects students' psychological classroom inclusion. They believe that instructors must be aware of stereotypes, prejudice, and their impact. Learners argue that instructors must be aware of what is going on in the classroom; they must know their pupils and be alerted of unfavourable stereotype results. It implies that teachers must encourage their students and advocate equitable treatment for all students in order to demonstrate that they are all the same and have the same rights regardless of gender or cultural background. On the other hand, some pupils assert that their teachers are not biased and stereotypical and they are likely to treat all students equally.

2.5 Analysis of Teachers' Questionnaire

Question 01: Select your gender
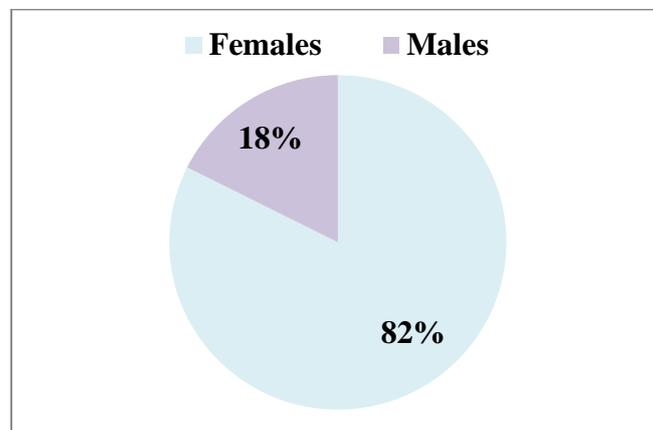
Figure 2.9: Genders' Percentage

This question aims to identify participants' gender. The majority are females, because they are interested to such contribution more than males, they are more helpful in matter of completing a questionnaire and participating.

Question 02: Do you think that all students are integrated in the classroom learning context?
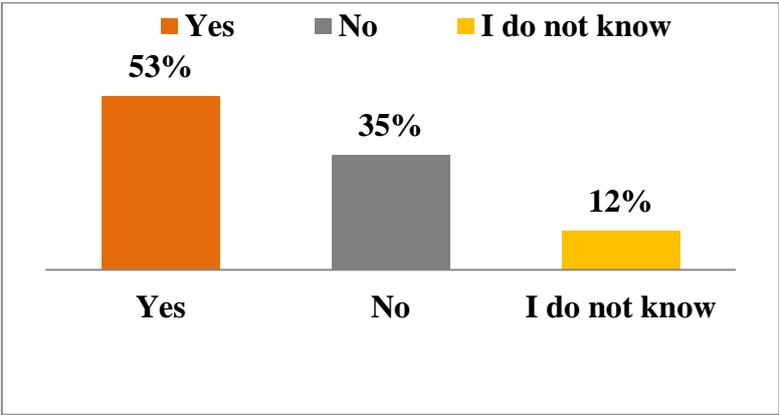
Figure 2.10: Students' Inclusion

The question aims to know if teachers see that their students are integrated in the classroom or not. The graph shows that 53% of teachers affirm that there is students' inclusion in their classroom, 35% claim that there is a lack of classroom inclusion. According to the results, most teachers proclaim that all students are integrated in the classroom; it suggests that there is classroom inclusion that fosters students' self-esteem and motivation. However, there are teachers who are not with this later idea, they think that there is a gap and not all students are included in the classroom. Here it depends on the teachers and students personalities and behaviour as well.

Question 03: Do you value and listen to your students' opinions and ideas?
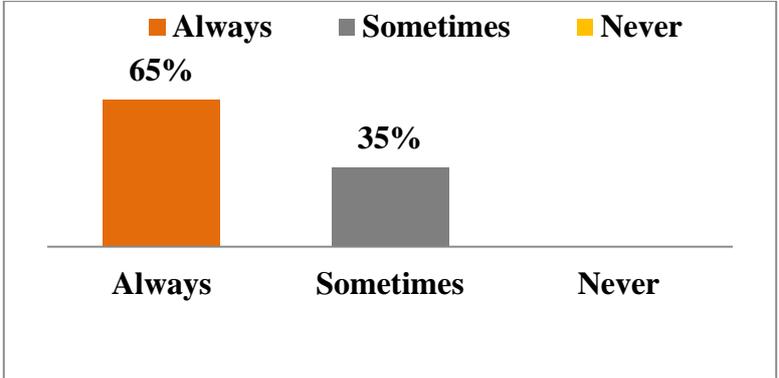
Figure 2.11: Unveiling Students' Insights and Perspectives

The objective of this question is to assess teachers' behaviour; if they value students' opinion. According to the graph 65% of teachers claim that they listen to their students' ideas and value them, 35% states that they do not value students' opinions. The results suggest that most teachers give importance to students' contribution; they consider their thoughts. Whereas, few of them claim that they do not care about what students think, this suggests that their thoughts are not appreciated. Overall, it depends on the teacher attitude and mindset.

Question 04: Select the appropriate answer

In the following table we have listed a number of statements and our sample kindly asked to cross the appropriate answer according to his/her perspective.

Statements:	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
f) I encourage both genders to participate in the classroom EFL context.	76%	12%	0%	6%	0%
g) I treat both genders equally.	94%	6%	0%	0%	0%
h) My Classroom discourse affects student's psychological safety.	23%	65%	0%	06%	06%
i) My students are excluded in my class activities.	0%	29%	19%	12%	41%

Table 2.2: Teachers and Gender Equality within Learning Context

The aim of the likert above is to collect answers from teachers, about their students; if they are integrated and if there is gender equality and classroom inclusion. According to statement (a) the results show that 76% of teachers confirm that they encourage both females and males to participate, 12% agree and very few percentage 6% strongly disagree with the statement.

According to the results most of students receive the same encouragement in their EFL context. Regarding statement (b) all teachers 100% agreed and strongly agreed with the statement and affirm that they treat both genders equally in the classroom, this indicates that teachers are not bias and teach all students similarly, they give them equal opportunities and chances. Then in statement (c) 23% of teachers strongly agree and 65% agree that their discourse used inside the classroom influences their students' psychological safety and 12% strongly disagree and disagree with the statement. The answers indicate that teachers discourse classroom have an impact on students, it indicates its importance on students psychological well-being. In addition, statement (d) aimed to measure students' inclusion and exclusion during their learning sessions. The results show that 53% of teachers strongly disagreed and disagreed with the statement, 29% agreed and 19% neutral. This means that most of teachers make sure to include all their students and push them to participate in the classroom activities. The table answers' indicates teachers' attitudes and behaviour toward their students in their learning context and its impacts on students' performance and inclusion.

Question 05: As a teacher, does your stress affect your performance and the way you treat students?
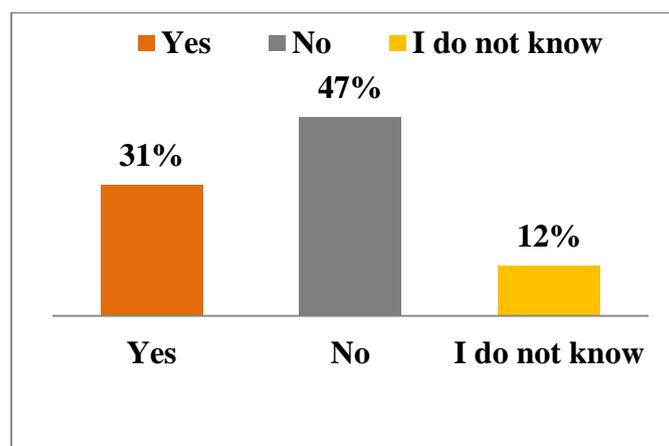
Figure 2.12: Influence of Teachers' Stress on their Performance

The objective behind this question is to figure out the state of the teachers under stress, if the stress affects their productivity. According to the graph above, 31% of the participants state that their stress does not impact on their productivity, 47% claim that stress influences their achievement and 12% are uncertain about it. Teachers' responses show that there are instructors who have control on their stress effects, they control themselves and do not let the stress influence their performance and behaviour. However, not all teachers are the same there are teachers who cannot manage their stress, thus it reflects on their work, and their behaviour in the classroom.

Question 06: Do you provide respect and safety in your classroom environment?
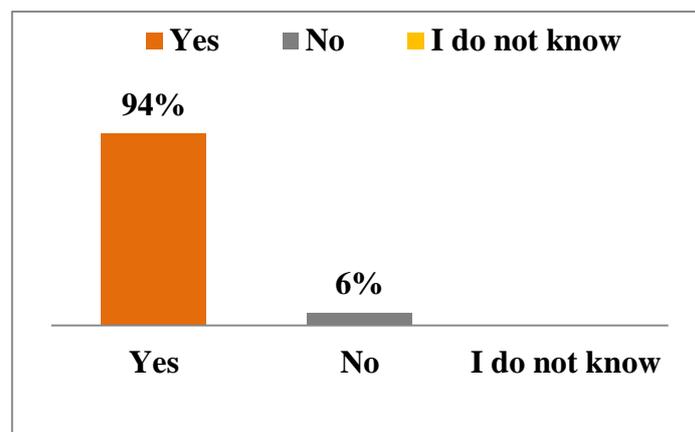
Figure 2.13: Promotion of Safety and Respect in the Learning Environment

This question aims to figure out how is the atmosphere of the classroom, if teachers try to provide a good atmosphere to their students or not. 94% of teachers claim that they promote a suitable learning environment, 6% claim that they do not provide a safe learning context. The statistics indicate that most of teachers provide a supportive atmosphere for their students, in which safety and security is guarantee. Few of them claim that they do not provide a suitable learning environment for their students. It means that it depends on teachers' personality and perspective; there are teachers who see that safety and respect are an obligatory component of a good classroom and others do not consider it.

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Question 07: Did you ever felt embarrassed by your pupils? How?
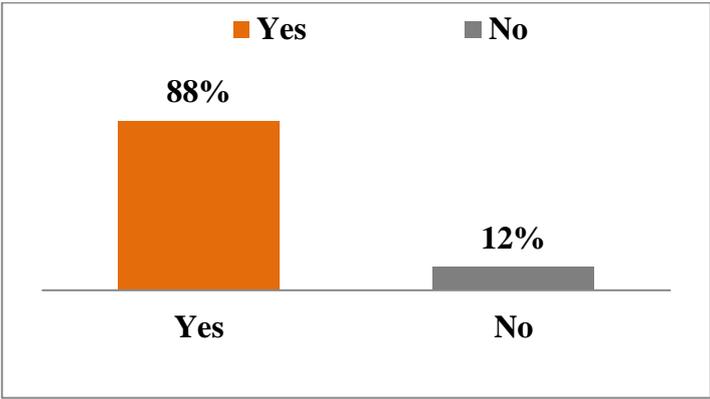
Figure 2.14: Teachers' Challenges

This question aims to identify teachers' challenges and embarrassments faced inside the classroom and identify its reasons. As demonstrated in the figure above, 88% of teachers state that they did not experience classroom embracement, and 12% did face this problem. The majority of teachers claim with no, and they say that they prepare their lessons very well so they feel comfortable in front of their students. However, few teachers affirm that they feel embarrassed by their students, when they are incapable to answer students' questions. It means that this depends on teachers' personality and competency.

Question 08: Do you think that negative feedbacks have positive outcomes?
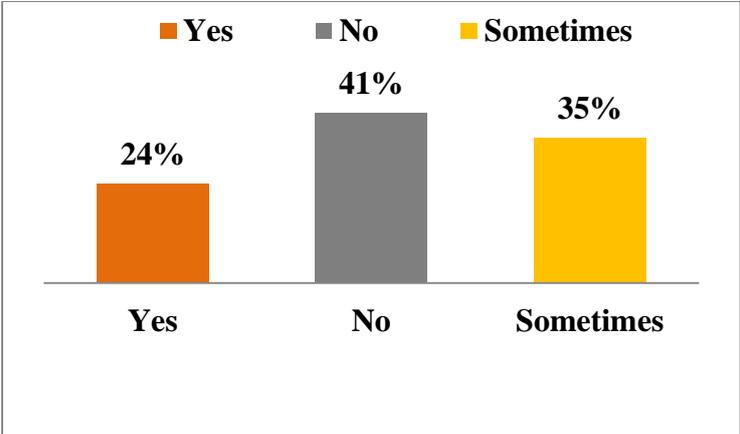
Figure 2.15: Teachers' Feedback Effects

This objective of this question is to detect the efficacy of teachers' negative feedbacks and remarks on students. As described in the figure, 41% of teachers claim that negative feedback have negative outcomes, 24% state that it has positive results and 35% claim sometimes it works and sometimes not. The findings indicate that majority of teachers claim that it has a negative impact, especially with this generation; students of this generation do not care and do not accept teachers' remarks. Other teachers claim that sometimes it has a good impact and sometimes it has a bad impact, the rest of them they confirm that students accept their remarks. It indicates that it depends on the manner of the teacher, and students' personality and perspective.

Question 09: Do negative remarks, negative feedback and punitions have an impact on students' psychological safety and students' performance? Do have a positive or a negative impact?

This question aims to figure out how students receive teachers' feedback. It is an open question; the responses differ from one teacher to another. Some teachers claim that is has a positive impact on students' behaviour and performance. Others claim that it has a negative impact on students and others claim that its impact depends on the context and the situation; the situation of the student, and the manner. It depends on many factors these feedbacks can have either a good impact; it can contribute on students' motivation and empowerment or a negative results that influences students' success.

Question 10: Do you provide negative feedback if the students' performance is not as expected?
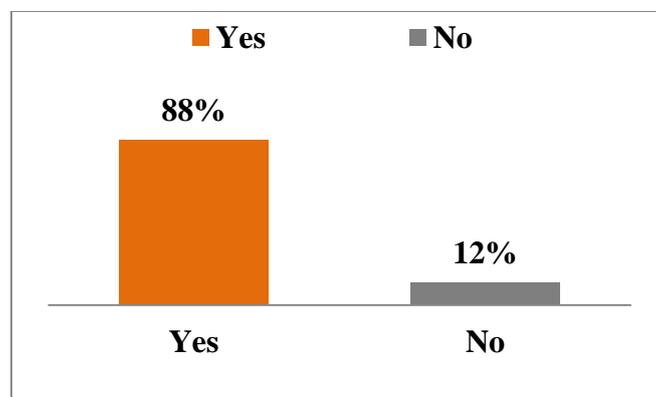
Figure 2.16: Influence of Teachers' Negative Feedback

The objective of this question is to see the reaction of the teachers when their students get bad remarks and if students accept these reactions or not. 88% of teachers claim with yes and 12% claim with no. The majority of teachers confirm that they give negative remarks and negative feedback when their students fail or get low grades. Teachers argue that there are students who accept teachers' reaction and benefit from it. However, some learners do not accept teachers negative remarks; it depends on the situation and on the students. Other teachers claim that they do not do so to avoid negative energy they give pieces of advice in general.

2.6 Observation Checklist

The observation process of this study was done in three High Schools: Ahmed MEDAGHERI, Mohamed Ben ABDELKRIM and GHAFOUL Sahraoui in Tiaret City. This operation was conducted in different classes of third year of secondary schools; the duration was 10 sessions in different classes with different teachers.

During this process, we have noticed many elements that are mentioned in the table below:

Observed Items	Interpretation
Use of Inappropriate Language by Teachers inside the Classroom with their Students.	Teachers in the high schools use violence words and inappropriate expressions, which are informal. They use a non-supportive language, that it has a negative outcome on students' self-esteem and safety. Some teachers use such discourse to behave students, or to indicate a serious problem. For instance if they students make a lot of noise inside the classroom, the teacher unconsciously use violent words and expressions to warn them.
Lack of Safety and Security in and outside the Institutions.	There is a lack of security and safety, which influence on students' state. As some students' indicate the lack of security in their responses. They do not feel safe in their learning context because of the lack of safety. For instance there is no policemen who are dedicated for schools along the year inside and in the classroom to protect them.
Overcrowded Classrooms and Disruption	This exists in different secondary schools in which students are so talkative, they make noise, they do not care about the teacher and they move freely in the classroom or even in the school. This affects on students' achievement, stress and on

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	teachers performance. When teachers encounter non-supportive classroom, empty of noise and disrespect, eventually it influences their stress and their performance as well. In such context teachers can not work properly, they face difficulties to explain the lesson and pass the message to all students.
Teachers foster an optimal learning context to provide a Supportive environment for students' growth and development.	The majority of teachers promote a supportive learning context, so that students can be comfortable and can engage in the classroom, they do their best to promote safety and inclusion, in such context students are motivated and actively engaged in the classroom. However there are some teachers who do not care at all, when they enter they just write the lesson or give the pen to a student to write the lesson. In this case it depends on teacher's personality and attitude.
We noticed that the majority of students feel fear, stress, anxiety, and an accumulation of feelings at the same time. Especially when the teacher is giving them an exercise or a task or sometimes when he asks questions abruptly and he wants them to answer, so they attempt to keep silent and they show their stress from the questions.	The observation suggests that many students experience fear, stress, and anxiety during classroom activities, especially when faced with hard tasks, or unexpected questions from their teachers. The students' silence and visible stress could indicate a fear of making mistakes or being judged negatively. It may also reflect the pressure and the expectations set by their teacher. This

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	observation highlights the importance of creating a supportive and inclusive learning environment that encourages open communication, reduces anxiety, and promotes a positive mindset towards learning.
We observed that there are teachers make efforts to encourage their students	Some teachers push and motivate their students; they make efforts to enhance their confidence and self-esteem. These teachers care about their students' motivation and academic performance. On the other hand, some teachers simply focus on delivering the lesson without considering their students' motivation or grades. In the fact some teachers prioritize their students' educational progress, while others may not prioritize these aspects as much.
The Relationship between Teachers and Students	We have noticed classroom connection in some contexts; we felt that there is a certain connection between the teacher and the students. It fosters classroom safety and inclusivity. Moreover, in such context all students are included and engaged without any hesitations. When teachers know how to treat their students, they are more likely to participate and contribute in such supportive classrooms.

Females' and Males' Inclusion in their Learning Environment	Sometimes teachers try to include both genders and they treat them equally, they do not care about their gender or origins, they treat them as students and they give them equal rights and opportunities. However, some instructors are not correct and prefer to encourage one gender to the other. It differs from one class to another and from one teacher to another.
Genders' Stereotype and Bias inside the Classroom	Some teachers use bias stereotypes and gender differences. They do not act with all students equally; they treat them according to their origin, gender. For instance, some teachers do treat weak students badly while they treat the others in a good way.

Table 2.3 The Researchers' Observation based Analysis

2.7 Conclusion

Classroom discourse is an outstanding issue that deserves greater attention and study, where education difficulties and challenges are rising. Classroom discourse should be valued since it has a significant impact on gender academic stress and psychological safety. It has the ability to increase psychological safety and minimize academic stress, allowing pupils to improve their performance and academic achievement while also reducing numerous educational issues and boosting inclusion.

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Chapter Three: Discussion and Recommendations

3.1 Introduction:

This chapter is consecrated for the analysis and the interpretation of the data gathered in the second chapter, it involves the methodology and data analysis. In this chapter we will talk in details about the results gathered. The data obtained is certain, sure and authentic, it was collected very carefully and each detail or information is confirmed to make sure of the validity of this research.

3.1.2 Discussion of the Students' Questionnaire

The questionnaire was delivered to different high schools in Tiaret, the participant are 3rd year students of multiple specialties, we have chosen this sample in particular, because 3rd year secondary schools are more aware of what is happening in their learning environment, they can notice teachers' treatment, administration treatment, they know its influence on their mental health and their academic success. Students had different profiles, 100 participants who study in different high schools, different environment, different levels, this choice was purposeful; we aimed to gather a fruitful data, so we can tackle our topic from diverse points of view in order to have more specific and reliable data.

The questionnaire of the students focused on three main points: classroom discourse, gender's psychological safety and academic stress. The questionnaire was designed specifically to students to know students' states in their learning environment, shed light on teachers' treatment and the type of the language used inside the classroom. Also to measure the interactions received in the classroom whether they are integrated, accepted or marginalized and segregated, if there is stereotype or bias acts. Try to figure out if the students feel at ease and can talk, express their ideas, thoughts freely or they are limited, whether they are comfortable or not.

3.2 Measuring Classroom Discourse Safety

As mentioned before, classroom discourse plays a crucial role on students, this discourse can have two types of impact either positive impact or a negative impact, when teachers use a healthy and suitable language inside the class students feel more at ease, they can investigate, participate and contribute with their ideas and opinions. When they know that their opinions are valued and that they are accepted regarding who they are really there will be an inclusion and all students will be interested to work with the teacher and learn. All this contribute and has an effect on the psychological state of the learner; a learner when he is accepted in his learning environment, his psychological state will be stable and he will feel safe and secure thus he will not have mental problems or issues that may have also a direct impact on his studies. However if safety it not provided in the learning space, the learner will face another psychological problems and they will feel unsafe and unsecure so they will be limited, they cannot talk freely, do not participate or talk in the classroom, learners in this case will be passive learners.

Most of students respond and indicate that their classroom discourse is safe, because teachers are careful while using language, words and expressions inside the learning space. Especially with the new rules of Algerian government that does not give the right to teachers to punish students severely, so teachers are very careful when treating students. Students feel that they are safe and the discourse addressed to them is correct and supportive. It suggests that teachers promote a suitable and supportive studying space, through the use of a safe discourse in the class the teacher help their learners to learn easily without struggling.

3.2.1 Empowering Individuals through Challenging Gender Stereotypes

Gender's stereotype and bias are common issues that make students suffer during their studies, in our study we tend to make questions about it and investigate this issue. The results

of our data show that the most of participants cite that they receive all the same treatment in the classroom and they do not feel that they are marginalized or unaccepted, the majority do not feel or notice any bias acts. It indicates that the teacher is promoting equality in the learning environment, and giving students same chances and source of knowledge regarding who they are. Participants respond that they are treated equally and there is no gender bias or stereotype noticed or felt this means that the majority of students are safe and integrated in their classroom this equality results positive results, it provokes students' academic success and performance.

Students confirm also that they are valued in the class and their teachers do value their opinions and they are taken into consideration, it means they have the ability to express their selves and contribute without being afraid of teachers' reactions or feedbacks. Also participants declare that they receive the same encouragement. Their teachers that encourage both genders push them and insist on them to be included in the classroom and contribute with their opinions without any limitations or fear of rejection.

Moreover, the majority confirm that they are comfortable in their classroom with their teachers and colleagues. It signifies that learners are studying in a suitable learning space, being in a peaceful environment, enjoying learning, daring to share and contribute without being afraid of being rejected. In the other hand, it indicates that their teachers are using a good method of teaching which consists of including all students and promoting a motivating atmosphere. For the sake of the same argument, when teachers treat all students the same way, they appreciate diversity and accept different mindsets, different, origins, both genders without segregating any group or preferring another this for sure impacts positively on learners psychological state and their safety, they assure that they are accepted no matter what is their gender or origins, because the teacher simply deal with them as students not as objects and they do not class them according to this. However students confirm that teachers should

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be aware about bias and gender's stereotype while teaching students, they see that it plays a big role in promoting their psychological safety and academic stress.

Once the instructor uses a supportive and motivating talk, the student automatically can feel accepted, appreciated which leads to safety, and consequently this later increases students' self esteem and improve their personalities. The participants do believe that teachers must be aware about gender stereotype and bias acts which has negative results on students' behaviour and performance.

By adopting a suitable language, accepting diversity and avoiding gender's stereotype and bias acts, teachers can help students a lot by providing a clear studying atmosphere which improve students' psychological safety level that decrease academic stress levels as well and improve students' academic success as well.

3.2.2 The Influence of Classroom Discourse on Students

Teachers use different classroom discourses inside their classrooms this differs from one teacher to another and from one context to another, it depends on the teacher's method, evidently the discourse used with students influence their psychological safety and their academic stress. According to our data, the majority of learners confirm that their teachers do not use unsafe discourse or violent language just in few cases; especially when the teacher is new in the domain or the teacher cannot manage the classroom well, in this case the instructor uses a more aggressive language, to manage the classroom and to have the power over them. However, when the teacher is competent and has an experience, he does not use violent or aggressive unless if the students are so talkative or hyperactive, otherwise the majority of teachers try to provide a healthy climate to their students. In both cases the discourse used in the classroom has an effect on them; psychologically, mentally and academically.

The more peaceful classroom discourse is the more peace and safety students will have. Once the instructor manages the classroom effectively and use respectful language inside the classroom, their learners will act the same way and they will use a respectful discourse with their teachers. In this case safety can be promoted easily in the learning environment thus students' psychological safety is guaranteed and academic stress released.

3.2.3 The Impact of Academic Stress on Students' Performance

Academic stress is a common issue among students and it is a very important factor which can have an impact on a various aspects. In our study, it is true that the majority of students show that they feel safe and their classroom discourse is safe as well. However, students confirm in the next responses and respond negatively on some kind of questions.

These aforementioned points were asked about academic stress, psychological safety and how does classroom discourse influence on it. The major part of students claimed that they feel stressed in their learning environment; they experienced anxiety due to their academic issues such as exams, grades, academic performance and external problems. In addition they have confirmed that the stress they experienced influences their performance and productivity; learners when they are anxious obviously this impact negatively on students conceivably results unpleasant degrees, it affects students' focus and capacities. Moreover, students were asked about the impact of classroom discourse on psychological safety, consequently the majority of the sample confirm that the discourse used in the classroom by both teachers and students; especially teachers toward students.

The kind of the speech, talk used in the classroom plays a meaningful and critical role on students' mental state; more precisely on the side of psychological safety, this means when teachers provide a suitable environment to their learners free of fear, danger and ill-treatment, where a student can be free, can act truly without neither pretending nor afraid of being

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rejected under which an inclusive classroom is created, where all students are included and

diversities are appreciated. Again participants were asked if they feel stressed in their

classroom, effectively the majority claimed that they feel stressed and anxious in the class,

this may be the results of many reasons as mentioned before grades, test, exams, external

problems all these factors may cause students' anxiety. This later influences obviously,

student behaviour, mental state, psychological safety which increases academic stress and

influences on students' performance and success.

3.2.4 Factors Affecting Students Academic Performance

Students in their learning environment are exposed to many external factors, which can

impact whether in a positive side or a negative side. Among these factors: stress and anxiety,

teacher's behaviour, learning environment. In this study we tended to know if these factors do

impact really on students' learning process. Participants answered and confirmed that anxiety

and stress affects on their grades, the quality of their performance and education, this

indicates that stress is a critical factor that plays an impressive role on students' performance

and education, especially when they experience high degree of stress this impact on their

abilities and capabilities such the ability to understand, to learn, to focus, to practice and to

investigate. Also it has a direct impact on psychological side which can cause anxiety, burn

out and so on.

Again, the participants prove that the behaviour and the discourse used in the classroom by

the teacher can increase their level of stress; this indicates that a teacher also plays a very

important role in increasing and decreasing students' stress, so they have the control over

students' performance and safety as well. Moreover, learners indicate through their answers

that they think that they are not safe in their learning environment, and they identify many

problems and factors that threat their safety: problems with their teachers, the absence of the

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administration, violence acts beside the schools, bullying, stress issues, lack of security in the schools, absence of the good conditions in the schools. These were some reasons that were presented by the participants which provoke lack of security and safety in the schools environment.

3.3 Discussion of the Teachers' Questionnaire Responses

3.3.1 Promotion of Inclusive Education by Appreciating Diversity

Inclusion in the field of education represents a very important element to shape the success of teaching students. In our study, we insisted to ask teachers about their method used in the classroom while teaching, more specifically about inclusion. The majority assumes that all their students are integrated without exceptions; it means they provide inclusive education; a clear, healthy and a suitable atmosphere to teach students in good way. It indicates that the teacher is trying to create a supportive learning space in which all differences are appreciated.

Moreover, teachers were asked if they treat both genders similarly or they do prefer one over the other and if they encourage both genders' to be included in the classroom, to participate and to contribute. Evidently teachers confirm that they do not differentiate between males and females in the classroom; both genders do receive the same treatment, same chances and opportunities regardless their gender. This means that teachers try to avoid gender's stereotype and bias treatment in their teaching space, to prevent many negative results such as: lack of students' psychological safety, low students' self-esteem, lower grades, and more focus issues and concentration problems. Teachers are aware that the way they deal with students has a direct and indirect impact on them; whether to push them forward, help them to succeed, to improve their selves, to develop and grow or to let them down and affect them negatively. Because teachers are aware of these effects and outcomes, they are trying to promote a well-designed teaching environment.

3.3.2 Promotion of Psychological Safety through Classroom Discourse

Safety is a critical element in each domain and field, in education safety is a must and a necessity as well. Learners need safety and security in their schools, teachers confirm by answering the questionnaire that they do value students' opinions and thoughts and that they are comfortable in the classroom. They also insist on that they provide safety and respect in their teaching environment. However, when we asked them if their stress affects their productivity and impacts on the way they treat students, at the level of this question some teachers agree that it has an effect and others disagree, it means that it depends on the teacher's personality, ability and skills, if they know how to manage their problems far away from their jobs or they just cannot separate their job from their personal life. Then, when students were asked about the impact of classroom discourse, approximately they all agree that classroom discourse shape students' results. Instructors have the power to identify students' academic success; by using a supportive classroom discourse and inclusion method students automatically feel much more at ease and they are more likely to have good grades and achieve academic success. Moreover we tend also to ask them if their students' are safe in their learning environment, the major part assume that learners are safe and safety is promoted in their classrooms to make students feel at ease.

3.3.3 Teachers' Challenges inside the Classroom

As the students can face problems that affect their learning and studying process, teachers also are exposed to problems in their teaching space that may challenge them. To investigate this point, we designed some questions; we asked teachers if they feel embarrassed by their students, some teachers said no they assume that they are competent, they prepare their lessons very well and they get prepared to any questions. Whereas, others affirm that they feel embarrassed in their classroom, due to the students' hard questions asked in the classroom,

when teachers cannot answer to some students questions this make them feel shy in front of their learners and weak. The way the learner use the language with teacher, the words used, the tone, the kind of questions asked can make the teacher under pressure and stress. Students' behaviour influence teachers' behaviour whether positively or negatively. On the other hand, when the instructor is competent and know how to design the lesson, how to pass the message to the students and know how to manage their classroom this way can feel at ease. So both teachers and learners have the responsibility to promote a healthy learning and teaching environment by respecting each other, helping each other and contributing to benefit from each other.

Moreover, teachers sometimes struggle to maintain and control their classes due to many factors as the large number of students in the classes, the absence of the administration which leads to negative outcomes; lack of clear and strict policies that make students feel free and do whatever they want. That makes teachers stressed and under pressure, angers the fact that they do not have the power to manage their classrooms.

3.3.4 Students' Reflections on Teachers' Feedback

The instructor is responsible of the learner' results and success so the instructor is obliged to survey their students' and their development, for this reason we asked teachers some open questions to if they survey their students, if they punish them, if they reaction negatively or positively, if their feedbacks are accepted and if it has a positive results. The major part of teachers confirm that they care about their students grades and they do punish them and do use negative feedbacks when their students get bad results and lower grades, however not all students appreciate these feedbacks there are some students who benefit from it and others not. It depends on the student's perspective and attitude toward studies and teachers, in the same line the impact of these feedbacks differ from one learner to another as well.

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3.4 Discussion of the Observation Results

The observation was done in three different high schools of Tiaret, we attended 10 hours with 3rd year classes, and we attended with different teachers and classes to collect valid data.

3.4.1 Appreciating Diversities via Inclusive Classrooms

The majority of teachers used inclusive education; they tend to include all the students in the classroom regardless their diversities and differences; there is females and males inclusion in order to promote a clear and safe learning environment in which a learner can feel included and accepted, when they can talk, contribute and participate with their own thoughts and idea. Teachers insist on everyone's in the class to follow the teacher while explaining, understand everything and participate by asking questions, making suggestions or comments. The majority of teachers appreciate when the learners participate and interact with the teacher, it is noticed that the teacher feels motivated too when the students are active because they help the teacher give all the best and make more efforts when, they see that the students are interested to learn and know more. Thus we can say that both students and teachers can shape and contribute to the promotion of inclusive classroom which one of the most elements of successful teaching and learning.

3.4.2 Use of Inappropriate Language

It is noted that sometimes teachers use some inappropriate language inside the classroom, especially with overcrowded classes and with the average students or those who are not interested at all. Some students provoke teachers by making noise which has negative consequences in the classroom they disrupt the others, make the teacher feel anxious and the learners in such atmosphere cannot feel at ease and they find difficulties to share their points of view, to participate or even to be active with the teacher in such learning spaces both

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learners and teachers find difficulties and problems to focus, to pass a message and to interact with each other correctly.

3.4.3 Students' Motivation

During the sessions of the observation, it is noted that there are two categories of learners; those who are interested, active learners and motivated to learn and those who are not interested at all and they do not care, there are students who do not even listen to the teacher when he is talking or explaining, no respect or interest seen. Whereas some students are disciplined even if they seemed not really interested, however they respect their teachers and their colleagues especially when the teachers are severs and do manage the classroom effectively. Students' motivation depends on the students himself, his personality, perspective, goals and discipline. Moreover the teacher also plays a big role to manage the classroom and guide the students not only the teacher also the administration is concerned. When the learners are motivated they help the teachers do their work perfectly and help learners to learn in a suitable atmosphere which allow them to learn, grow and develop. This is a shared responsibility between the students' family, the student, the instructor and the administration.

3.4.4 Administration Role

Each school has an administration, none institution can work without the existence of the administration, it is the pillar; it represents a critical element. All along the observation conducted, it is noticed how much the administration important is. In some high schools the students are disciplined due to the hard work of the administration members, they are working hard to promote safety, security and good atmosphere for both teachers and students. Whereas in other secondary schools students do not care, they are more than free, they talk; they go outside and do whatever they want to do as if there is no teacher in the classroom and no one

outside. This make the other learners feel insecure and the teacher will feel uncomfortable which will impact on the instructor performance and students' academic stress so students academic success. When a student do not sense at ease, this impacts his productivity and performance which results bad or lower grades.

3.4.5 Genders' Stereotype and Bias

It is noticed that teachers encourage all the students without exception, without bias or gender stereotype. Especially between males and females, they try to include both genders and they do not prefer one over the other. Whereas, there are some teachers who treat weak students differently; they treat them badly as they know nothing and they are not competent or qualified. This is a bad point which has many negative outcomes; these way weak students will be introvert students they will prefer to remain silent than to be humiliated by the teacher in front of all their colleagues. They will be passive learners, just listen and write no more, they will not dare to participate again because they are considered as weak students' marginalized members, these learners will feel excluded from the group and due to this complex, they may have psychological problems and academic issues which will have a direct impact on their academic success and grades.

3.4.6 The Importance of School Psychologists

School psychologist do have a crucial role in the schools they help both students and teachers in their journey and even the administration. Unfortunately, our high schools do not work with school psychologists, they do work only with school consultant who work to guide the students academically, to advise them what to choose as a field of study according to their grades and preferences; they help them figure out what suit them the most. Whereas students do not need only someone to guide them in their academic choices, but they also need a psychologist to consult their psychological problems and help them to overcome it, sometimes

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students need some psychological tips and advices to follow because they are exposed to psychological issues that only the psychologist know how to deal with such situations and what to do, moreover school psychologist help even teachers and administration members in figuring learners problems and try to fix them, they help teachers design the lesson successfully. School psychologists play a very critical role and they should be present in the entire learning environment.

It is true that school consultants plays an important role in the schools and they help students to shape their road, guide them and give them the best advices for their career. However still there is a gap; school consultants cannot do the job of school psychologists, even school psychologists cannot do the job of the consultant. Each one of them have duties, none can replace them.

For this reason, the presence of school psychologists in the schools beside the consultant is mandatory. Their presence help students, teachers and even the administration members, they facilitate their work and help them do their duty effectively. School psychologists play an important role in the educational system by offering comprehensive psychological services to children, families, and school personnel. Their major goal is to promote pupils' general well-being and academic achievement. They have the ability to discover and evaluate the learners' strengths, shortcomings, and special learning needs, they are able to evaluate data, and offer appropriate actions and assistance. Counselling and intervention services are provided by school psychologists to students who are experiencing emotional, social, or behavioural difficulties. They assist students in developing coping mechanisms, improving social skills, managing stress, and dealing with mental health concerns that may interfere with their learning and development.

3.5 Limitations

- High number of absentees among pupils.

- Absence of students' awareness: students do not even understand what a questionnaire is.

- Absence of discipline: some students are disrespectful, they do not respect anyone, and they do not care at all.

- Average level of students: they did not understand English version though they are in 3rd year. So we were obliged to translate the questionnaire in Arabic.

- Lack of volunteers and participants: many students ignore the questionnaire even teachers and there are some who refused to answer.

- There are some teachers who do not prefer anyone to attend their classes, because they do not manage it effectively.

- Lack of resources: books, articles which make our research harder.

- No previous work with the same title; we were obliged to work alone and shape our own work, when there is a previous work at least you can have a look and get some ideas to start with.

- No serious participants: since the questionnaire was online, students make time to respond to it after many attempts.

3.6 Recommendations

Our study aims to figure out teachers and students problems caused by the classroom discourse and how it affects gender's psychological safety and academic stress which it has a

direct impact on students' academic success and performance. Then after unveiling the main factors, we suggest solutions to reduce these issues and fix it.

- Promoting appropriate classroom language, to provide students a suitable and safe learning atmosphere.

- Make end to bias and gender stereotype act, all students should be treated the same way, and have the same rights and opportunities, they should be equal regardless their gender or who they are.

- Make strict and serious rules to be followed by all students to impose discipline.

- Providing schools with school psychologists, educational institutions do not recruit psychologists; they depend only on school counsellors. However each one has his/her own job duties, they do not provide the same service, psychologists diagnose psychological issues while counsellors advice and guide students in their academic path.

- Promotion of the good equipment of classrooms.

- Establishing a good relationship between teacher and students.

- Assuring security inside the schools and in front of them.

- Create more creative programs, more developed so that students will be more interested and they get in.

- Try to figure the factors of academic stress.

- Be in touch with students' families so that you can help students learn better after identifying their problems.

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- Encouraging students' participation and involvement.

- Reducing stereotypical expressions.

3.7 Conclusion

To conclude, classroom discourse is important, teachers should really pay attention to the discourse they used in their classrooms, and avoid all types of stereotype or bias they have to be more careful about these aspects, to be aware of the way they treat students to be more flexible and make students interact with them by pushing, motivating them and to treat them all in the same way without categorization. Educators should do their best to provide the suitable atmosphere of learning which is psychologically stable, safe and free of stress, fear and categorization. All this can help educators provide safe spaces to provoke positive academic results and enhance academic success and performance.

General Conclusion

General Conclusion

Our study investigates classroom discourse impact on students' learning environment, more precisely it aimed to detect the influence of the discourse used in the classroom on students' gender psychological safety and on students' academic stress, their inclusion exclusion are carefully determined.

Classroom discourse plays a critical role in teaching and learning process, if the classroom discourse id safe and healthy it will automatically results positive outcomes. However, if it is used ineffectively and incorrectly in the classroom, this later will have negative outcomes on students' performance and psychological state.

According to the results of our data gathered, it is noted that evidently the discourse and the type of the interaction used in the classroom have the power to shape many outcomes, if the teacher use an effective discourse in the classroom, their students will feel relaxed and at ease which motivate them and push them to participate, contribute and share their ideas and opinions. This aforementioned help the teacher to have an inclusive classroom where all students are included and active, they engage with the teacher and interact effectively.

However, if the teachers use an ineffective discourse to interact with the learners, students in this case will not dare to participate or talk, they feel limited and unsecure, they can not engage in an unhealthy environment, especially if the instructors use bias and gender stereotype; if they treat students according to their gender, origins or wellness. With this mindset teachers will cultivate an exclusive classroom, that contains introvert and passive learners who feel marginalized and segregated, they do not feel safe in their classroom.

Moreover, our data show that the kind of the discourse used in the classroom has also a direct influence on students stress, higher levels of stress are provoked due to teachers'

speech, talk or inappropriate language, and of course the high levels of academic stress affects and shape students' academic performance and success.

   To conclude, it is proved that classroom discourse have an impact on both gender's psychological safety and academic stress. Teachers should pay more attention to the use of the classroom discourse so they can provide a suitable learning environment and inclusive education to their students, so students can feel at ease where they can learn and study effectively.

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Appendices

Appendix 01

Students' Questionnaire

Dear students,

You are kindly invited to fill out this questionnaire which serves as a research tool in our

master degree investigation; your help and collaboration are highly appreciated.

Thank you.

Select the appropriate answer

Question 01: Gender

- Male ☐

- Female ☐

Question 02: Do you feel that your opinions and ideas are heard in your learning

environment?

- Yes ☐

- No ☐

- I do not know ☐

Question 03: Do you feel stressed in your classroom?

- Yes ☐

- No ☐

- I do not know ☐

Question 04: Do you think that your stress affects your performance and productivity?

- Yes ☐

- No ☐

- I do not know ☐

Question 05: Cross the appropriate answer

Statements	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
a) Both genders are engaged in the classroom learning context.					
b) Females and males are treated similarly in the classroom.					
c) Females treated better than males.					
d) Classroom discourse affects my psychological safety.					
e) My teacher's behaviour affects my psychological safety and academic performance.					

Question 06: Do your teachers encourage both genders to participate equally in classroom

interaction?

- Yes ☐

- No ☐

- I do not know ☐

Question 07: Do you think that classroom discourse affects your stress?

- Yes ☐

- No ☐

- I do not know ☐

Question 08: Did you ever felt that you are not safe in your learning environment? If yes explain why?

- Yes ☐

- No ☐

Question 09: Do you think that teachers are aware of stereotype and bias within the classroom context?

- Yes ☐

- No ☐

- I do not know ☐

Thank you for your collaboration.

Appendix 02

Teachers' Questionnaire

Dear students,

You are kindly invited to fill out this questionnaire which serves as a research tool in our

master degree investigation; your help and collaboration are highly appreciated.

Thank you.

Select the appropriate answer

Question 01: Gender

- Male ☐

- Female ☐

Question 02: Do you think that all students are integrated in the classroom learning context?

- Yes ☐

- No ☐

- I do not know ☐

Question 03: Do you value and listen to your students' opinions and ideas?

- Always ☐

- Sometimes ☐

- I do not know ☐

Question 04: Cross the appropriate answer

Statements:	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
a) I encourage both genders to participate in the classroom EFL context.					
b) I treat both genders equally.					
c) My Classroom discourse affects student's psychological safety.					
d) My students are excluded in my class activities.					

Question 05: As a teacher, does your stress affect your performance and the way you treat students?

- Yes ☐

- No ☐

- I do not know ☐

Question 06: Do you provide respect and safety in your classroom environment?

- Yes ☐

- No ☐

- I do not know ☐

Question 07: Did you ever felt embarrassed by your pupils? How?

- Yes [ ]

- No [ ]

Question 08: Do you think that negative feedbacks have positive outcomes?

- Yes [ ]

- No [ ]

- I do not know [ ]

Question 09: Do negative remarks, negative feedback and punitions have an impact on students' psychological safety and students' performance? Do have a positive or a negative impact?

Question 10: Do you provide negative feedback if the students' performance is not as expected?

- Yes [ ]

- No [ ]

Thank you for your collaboration.

Appendix 03

استبيان التلاميذ

أعزائي التلاميذ،

يرجى التكرم بملء هذا الاستبيان الذي يعتبر أداة بحث تساهم في إنجاز مذكرة الماستر الخاصة بنا. نقدر كثيرا مساهمتكم وتعاونكم معنا.

اختر الإجابة الصحيحة

السؤال 01: الجنس

- ذكر ☐

- أنثى ☐

السؤال 02: هل تشعر أن آرائك وأفكارك مسموعة في محيطك الدراسي؟

- نعم ☐

- لا ☐

- لا أعلم ☐

السؤال 03: هل تشعر بالقلق في قسمك ؟

- نعم ☐

- لا ☐

- لا أعلم ☐

السؤال 04: هل تظن أن قلقك يؤثر على أدائك وإنتاجيتك؟

- نعم ☐

- لا ☐

- لا أعلم ☐

السؤال 05: اختر الإجابة الصحيحة:

العبارات	موافق بشدة	موافق	محايد	معارض بشدة	معارض
1. كلا الجنسين مندمجون في سياق التعلم في الفصل الدراسي.					
2. يتلقى الإناث والذكور معاملة مماثلة في الفصل الدراسي.					
3. الإناث يعاملن بشكل أفضل من الذكور.					
4. يؤثر خطاب الفصل على سلامتي النفسية.					
5. يؤثر سلوك أستاذي على سلامتي النفسية وأدائي الأكاديمي.					

السؤال 06: هل يشجع أساتذتك كلا الجنسين على المشاركة في القسم؟

- نعم ☐
- لا ☐
- لا أعلم ☐

السؤال 07: هل تظن أن الخطاب الصفي يؤثر على قلقك؟

- نعم ☐
- لا ☐
- لا أعلم ☐

السؤال 08: هل شعرت يوما بأنك غير امن في محيطك الدراسي؟ إذا أجبت بنعم أذكر لماذا؟

- نعم ☐
- لا ☐

السؤال 09: هل تظن أن الأساتذة على دراية بتحيزاتهم في القسم ؟

- نعم ☐
- لا ☐
- لا أعلم ☐

شكرا لكم على مساعدتكم.

Appendix 04

استبيان الأساتذة

أساتذتنا الأعزاء،

يرجى التكرم بملء هذا الاستبيان الذي يعتبر أداة بحث تساهم في إنجاز مذكرة الماستر الخاصة بنا. نقدر كثيرا مساهمتكم وتعاونكم معنا.

اختر الإجابة الصحيحة

السؤال 01 : الجنس

* ذكر ☐

* أنثى ☐

السؤال 02: هل تعتقد أن جميع الطلاب مدمجون في سياق التعلم في الفصل الدراسي ؟

* نعم ☐

* لا ☐

* لا أعلم ☐

السؤال 03: هل تقدر وتستمع إلى آراء وأفكار تلاميذك ؟

* دائما ☐

* أحيانا ☐

* أبدا ☐

السؤال 04: اختر الإجابة الصحيحة

العبارات	موافق بشدة	موافق	محايد	معارض بشدة	معارض
1. أشجع كلا الجنسين على المشاركة في الفصل الدراسي.					
2. أنا أعامل كلا الجنسين بالتساوي					
3. يؤثر خطابي الصفي على السلامة النفسية للتلميذ.					
4. تلاميذي مستبعدون من النشاطات الصفية.					

السؤال 05: هل يؤثر القلق على أدائك وإنتاجيك كأستاذ؟

- نعم ☐

- لا ☐

- لا أعلم ☐

السؤال 06: هل توفر الاحترام والأمن في قسمك؟

- نعم ☐

- لا ☐

☐

- لا أعلم

السؤال 07: هل سبق لك أن شعرت بالإحراج من تلاميذك؟ كيف ذلك؟

- نعم ☐
- لا ☐
- لا أعلم ☐

السؤال 08: هل تظن أن ردود الأفعال السلبية لها نتائج ايجابية؟

- نعم ☐
- لا ☐
- لا أعلم ☐

السؤال 09: هل الملاحظات السلبية والتعليقات السلبية والعقوبات لها تأثير على أداء التلاميذ وعلى سلامتهم النفسية؟

السؤال 10: هل تقدم ردود فعل سلبية إذا لم يكن أداء الطلاب كما هو متوقع ؟

- نعم ☐
- لا ☐

شكرا على مساعدتكم.

الملخص

تتمحور هذه الدراسة حول تأثير الخطاب الصفي على السلامة النفسية للتلاميذ والضغوط الأكاديمية وعلى وجه التحديد السلامة النفسية المرتبطة بالجنس. من خلال تحليل خطاب الفصل الدراسي، يسلط البحث الضوء على أهمية الخطاب المناسب في تشكيل راحة التلاميذ والأداء الأكاديمي. كما توفر الأساليب المستعملة في هذه الدراسة معارف قيمة لتحسين الممارسات التعليمية وتهيئة بيئة تعليمية إيجابية.

Résumé

Cette étude analyse l'impact du discours en classe sur la sécurité psychologique des étudiants, le stress académique et la sécurité psychologique liée au genre. Les résultats soulignent l'importance d'un discours approprié pour le bien-être et la réussite académique des étudiants, fournissant des connaissances pour améliorer les pratiques éducatives et créer un environnement d'apprentissage positif.

Summary

This study examines how classroom discourse impacts students' psychological safety, academic stress, and specifically genders' psychological safety. Through analyzing classroom discourse, the research highlights the importance of appropriate discourse in shaping students' well-being and academic performance. The mixed methods provide valuable insights for improving educational practices and creating a positive learning environment.