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**Teachers Aggressive Oral Discourse:  
The Case of Second Year Master Students of Didactics of  
Applied Languages at Abdelhamid Ibn Badis University,  
Mostaganem**

Dissertation Submitted in Partial Fulfillment for the Requirement of Master  
Degree in Didactics of Foreign Languages

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## **Dedications**

I dedicate this humble work to my lovely family, my dear parents, brothers and sisters for their unconditional love and support all my life.

Special thanks to my best friends: Sidahmed, Noreddine, Hayat and Manel in particular for their emotional support.

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## Abstract

Effective learning environment is a crucial factor that must be maintained to reach learning outcomes and the teacher plays important role in creating it using the appropriate academic features of behaviour and discourse. In this prospect, our foremost objective is to investigate the forms, causes and effects of teachers' aggressive discourse that takes place in educational settings. More particularly, in the university. Furthermore, the present research aims at exploring the broad influence of this negative attitude of teachers on the personal level as well as on their learning achievements. A mixed methods research design has been chosen to collect both quantitative and qualitative data from the selected sample. The different data collection tools that have been chosen encompass a questionnaire and interviews. The results indicate that teachers' aggressive verbal discourse impact negatively teaching-learning effectiveness for both students and teachers. The study reveals the importance of the appropriate use of discourse by the teacher to maintain encouraging learning environment.

**Keywords:** Teachers' discourse, aggressive discourse, learning environment, learning outcomes, teaching effectiveness.

## List of Abbreviations

**CDA:** Critical Discourse Analysis

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## **General Introduction**

Encouraging learning environment and teacher's professionalism are two major factors that contribute to reach learning outcomes. On the contrary, inappropriate behaviors prohibits learning. When mentioning this last encountered in schools, the first thought is inappropriate behavior of students. However, teachers might show different inappropriate behaviors and those behaviors could lead to negative consequences on learning atmosphere and behavior of students (Bonfield, 2003; Dolin, 1995; Toale, 2001). Also, they eventually decrease total self-confidence and their learning skills. Particularly, aggressive behavior of teacher prevents student learning and affects teaching-learning activities either directly or indirectly.

Over the centuries, rhetorical theorists have formulated principles of argumentation. In contemporary communication studies, Infante and Rancer (1995) suggested that the central purpose of argumentation theory is to "enable people to argue constructively and effectively" (p. 320), this means that communication interactions involve some type of persuasion (p.175). A functional conception of argument focuses on purposes, goals, and objectives. Thus, argument can be goal-directed or a means of accomplishing one's wants. Some take argumentation too far to the point that it attacks others. The latter is referred to as verbal aggression.

Verbal aggressiveness is the predisposition to attack the self-concept of another person in order to inflict psychological pain, hurt, and embarrassment. The consequences of trait verbal aggressiveness and the use of verbally aggressive messages have been found to result in negative outcomes in a variety of interpersonal communication contexts. Teacher's verbal aggression can be seen in many forms which are mainly defamatory behaviors of teacher on students, this can be observed through using derogatory language, embarrassing or insulting student within his colleagues and verbal harassment to students by using inappropriate language. They eventually reduce students' development of a positive attitude toward learning behavior and thus it prevents learning and creates hostile emotions on students against learning process. Teachers who are verbally aggressive are working to ensure discipline in the class by showing the behaviors that could be characterized as negative type of discourse.

The source of motivation for this work is observing some types of verbal aggression used by some teachers that occur in the classroom setting. Also, by attending so many sessions along the year by being a student of the same population of the study, with master students in

the branch of Didactics of applied Languages in all the modules. A series of enquiries were formulated into the following questions:

- 1- What are the main forms of the aggressive discourse that are used by students and teachers in educational settings?
- 2- What are the main causes that lead to such kind of discourse in the classroom?
- 3- What are the effects of the teachers and students aggressive discourses on the learning outcomes?

As tentative answers to these questions, we suggest the following hypotheses:

- 1- The main forms of the aggressive discourse can either be either verbal or non-verbal.
- 2- The main causes that lead to the use of aggressive discourses by students can be Jealousy among students.
  - Students lack social and communication skills, racism.
  - The environmental factors and family influences.
  - Some psychological misunderstanding of power and control inside and outside classroom.
  - Students are overreactive and over-emotional (the age factor and the youth nature).

3-The effects of the aggressive discourse on the learning outcomes can be:

- The aggressive discourse among students weakens their chances of collaboration inside the classroom to reach the learning outcomes.
- No positive interaction between students, exchange of ideas, or the spirit for group work.
- It lowers the self-esteem for some and influences their personality strength.
- Socializing is hard to be achieved thus it leads to personal problems among students and the focus will change from learning to solving personal problems with students.
- The disruptive classroom atmosphere is no more appropriate for teaching and learning.

The aim of the study is to investigate the major causes that lead to the aggressive discourse use in the educational setting, more precisely, at the high school level. More

importantly, the study aims to conclude the most appropriate ways and techniques to eliminate such kind of discourses used by students and teachers.

The research aims to find out the main factors that contribute to the creation of the aggressive discourse inside classrooms. Also, to know the forms of verbal aggressive discourse used by teachers. Moreover, its impact on the personality and the learning achievements of the students. Moreover, key solutions will be provided at last. Also, more particularly, at Mostaganem University. Specifically, the main objective of this research is to raise teachers' awareness of the importance of implementing the technique of communication that decreases the occurrence of verbal aggressiveness in the educational setting.

Following the literature review, the methodology chapter will describe how the quantitative and qualitative methods were selected for this study as well as the processes used for gathering the data. Then, chapters presenting the results and discussing their contributions and implications for the field of teaching-learning interaction. The selected population includes second year master students of Didactics of Applied Languages at the department of English at Abdelhamid Ibn Badis University. Two main data collection instruments were adopted to collect both quantitative and qualitative data for the purpose of increasing credibility to this research. The first tool to be used is a questionnaire to obtain students' views regarding the forms, causes and the effects of teachers' verbal aggressiveness. The second tool is an interview conducted with students to check whether or not they maintain the same attitudes.

The dissertation is divided into three chapters. The first chapter provides an overview of the examined topic. First it gives an insight into the aggressive oral discourse including its definitions from different perspectives, its forms and causes that lead to the use of this kind of discourse. The second chapter is devoted to provide an insightful description of research methodology, the methods and approaches followed in undertaking this research methodology. The last chapter is concerned with the analysis and the discussion of the obtained results followed by a set of recommendations and suggestions to eliminate the aggressive discourse in the educational settings.

# **Chapter One**

# **Literature Review**

## Chapter one: Literature Review

### I.1 Definition of Oral Discourse

According to Henry and Tator 2002 "Discourse is the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds". Thus, the study of discourse is entirely context-dependent because conversation involves background information or knowledge shared between the communicants.

According to Cornbleet and Carter" speaking, in everyday conversation, usually takes place in real time, is conducted face-to-face, is interactional "(2001 :59). Spoken discourse is an interactive speech between two or more people.

Cook (1989: 8) states that oral discourse is often considered to be less planned and orderly than the written one, more open to the intervention by the receiver (more reciprocal), and less socially structured. According to Chafe in Renkema (1993: 86) the differences between oral and written discourse can also be described in terms of 'situation'. Oral interaction is part of a shared situation which includes both speaker and listener. In such a situation, information is also clarified by gesture, posture, facial expression, intonation, etc. Cook sheds light on the crucial role of the appropriate use of body gestures to convey the right meaning intended and a communicant should be aware of his/her oral discourse in a context to avoid misinterpretation and misunderstanding between the communicants .

### I.2 Verbal Aggression

In a verbal interaction , aggressive discourse is considered as a non-constructive way of conflict resolution and thus, an unproductive act that has destructive effect on communication outcomes which are basically the difficulty to information exchange , a decreased chances of understanding between the communicants . Verbal aggression as a conflict behaviour can occur within any type of communication (interpersonal, community , mass) and more particularly in any discourse situation regardless of time and national factors (Vorontsova, T., 2006:5,9). It has high control motives and tends to use power to dominate, control, defeat, or damage another's self-concept. Verbal aggressiveness is conceptualized as a personality trait that predisposes people to attack the self-concepts of others instead of, or in addition to, their positions on communication issues. This development is situated in relation to the character

## **Chapter one: Literature Review**

structure of the personality and also in relation to other aggressive personality traits: aggression, assertiveness, and argumentativeness.

### **I.2.1 Aggression**

Aggression is hostile, it shows little respect for the other, and fails to consider potential consequences of the action. Where assertive personalities have high affection, inclusion, and pleasure motives, aggressives have high control motives and tend to use force to dominate, control, defeat, or damage another's self-concept (Anderson & Martin, 1995)

### **I.2.2 Assertiveness**

It involves the appropriate expression of ideas, feelings, and boundaries with respect to other's rights, maintaining positive affect in the receiver. Moreover, considering potential consequences of the expression. Both positive and negative expressions are included, they seek to achieve personal and/or instrumental goals.

### **I.2.3 Argumentativeness**

The foundation of human society, both in the public and private spheres, is made up of the essential features of conflict and argument. Argumentativeness is an individual's predisposition to either oppose opinions on controversial issues while trying to refute the positions of the respondents or a rational activity that aims at convincing a reasonable critic of the acceptability of a standpoint by putting forward a constellation of propositions justifying the proposition expressed in the standpoint... Students are highly motivated to learn when they perceive their instructors as argumentative. Also, argumentativeness increases the intrinsic reasons for discipline and affective learning. Essential traits can be detected by students like assertiveness, reliability and competence on argumentative instructors as well as their efficiency, sociability and reliability. Thus argumentativeness has a crucial role to provide positive classroom climate and more importantly an effective emotional learning for achieving the learning outcomes (Hample, D. & Anagondahalli, 2015)

## **I.3 Speech Acts Theory**

Is a concept premised on the notion that an utterance has a definite function, meaning or purpose, for example, to suggest, to advise, to complain; and that these functions are

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expressible in established structural codes. Implicit in this notion is the assertion that there is a correlation between the 'form' and the 'function' of utterances. How words are used not only to present information but also to carry out actions. It considers the degree to which utterances are said to perform locutionary acts, illocutionary acts, and/or perlocutionary acts. (Austin, 1962).

First, locutionary act stands for the actual utterance performance and its direct meaning, including all of its verbal, social and rhetorical understandings, all of which correspond to the verbal, syntactic and semantic aspects of a meaningful utterance. Second, illocutionary act is the implied request or the meaning presented in the locutionary act's active result. Perlocutionary Act. In Austin's framework, *locution* is what was said and meant, *illocution* is what was done, and *perlocution* is what happened as a result. Third, perlocutionary act is the actual effect of both the locutionary and illocutionary acts, like persuading, convincing, scaring, enlightening, inspiring or otherwise to get someone to do or realize something intended or not. (Birner & Betty, 2013, p.187)

### I.4 Communication Profile Aspects

The communication profile aspects are composed of the nonverbal potential which refers to the body language like mimics, gestures and movements as a supplement to verbal communication in addition to the way of expressing individual's attitudes and sentiments and their sincerity while communicating. Moreover, verbal potential refers to oral manners which means sending messages so they could be better understood, in a manner that is complete, clear, unambiguous, definite, non-insulting and non-generalizing. Furthermore, respective potential refers to the willing component of the relation, tolerance and the respect of the collocutor, with all his flaws and virtues, no matter what his current mood and reaction are. This is shaped through the communication listening which stands for the emphatic ability to understand others and silence. Besides, Unconscious potential refers to understanding yourself and others in an interactive relationship. The communicants enter the communication process bringing their personalities, experiences, beliefs, values and norms with them but also with their defenses, prejudice, fears and frustrations. That means to have equal rights in communication and not to be superior or inferior in the communication process.

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### I.5 Reasons of Aggressive Discourse

Infante highlighted four main reasons that lead to the use of verbal aggressiveness, they are as followed :In the first place ,frustration occurs when which the goal of the conversation is blocked or interrupted by someone or having to deal with individual that is considered as unworthy .In the second place ,social learning has a major impact because the aggressive behavior is socially constructed from the observation of other persons in the same environment.In the third place,in psychopathology,the aggressive verbal attacks are the consequence of unresolved issues.At last,argumentative skill deficiency is shaped by having lack of verbal skills to deal with an issue and therefore resorts to verbal aggressiveness.(Infante et al 1984,p.50)

### I.6 Types of Verbal Aggression

Character assassination is a deliberate attempt to seriously damage the reputation, character, social status, or achievements of another person. The motivation for character assassination is typically rooted in the attackers' (assassin's) internal desire to psychologically harm and reduce public support for the victim. This should ultimately devastate or even destroy his or her chances to success. In some cases, character assassination is conducted to hurt the cause that the victim symbolizes or defends.(Icks et al 2014). Also,insults are meant for offending the other person either intentionally or unintentionally through actions or words.It actually has a goal of treating with insolence, indignity, or contempt.(Erving .1972 p. 214).Moreover,scolding is the act of speaking angrily to someone because you disapprove of their behaviour or criticize angrily someone who has done something wrong.In addition,teasing stands for the attempt to irritate or provoke with persistent petty distractions, trifling raillery, or other annoyance to laugh at someone or say unkind things about them,either because the person is joking or because s/he wants to upset the other person.Besides,mockery means Insulting or contemptuous action,speech or unkind, critical remarks or actions, or something so foolish that it can be easily criticized.Furthermore,verbal abuse represents improper and excessive use of language to humiliate someone, or to undermine someone's dignity.It is characterized by underlying anger and hostility, it is a destructive form of communication intended to harm the self-concept of the other person and produce negative emotions(Evans 2010).Verbal abuse is also known as "verbal bullying" because it is the act of directing negative statements toward someone, causing emotional

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harm. Verbal abuse consists of behaviors that are non-physical, but which can still be rather damaging, such as being threatening, insulting, or humiliating toward someone. Those who are verbally abusive tend to be so because they believe it will give them more power and control in the relationship. Also, Self Concept Attacks aims at destroying the idea or mental image one has of oneself (one's strengths, weaknesses, status, or self-image). At last, Profanity means Showing no respect for a god or a religion, especially through language.

Apart from these, Nonverbal Emblems are also destructive type of communication. Emblems are gestures that can be used instead of speech. Members of certain culture know their meaning –they are culturally learned, culturally dependent (same gestures have different meanings in different cultures). Some of them are culturally universal. Emblems have verbal counterparts, they accompany words (hand and head movements, shoulder shrugging etc).

A taxonomy of verbally aggressive messages, as Andrew S. Rancer suggests, includes ‘character and competence attacks, disconfirmation, physical appearance attacks, racial epithets, teasing, ridicule, threats, cursing, negative comparisons, and nonverbal aggression (e.g., rolling the eyes, gritting the teeth, looks of disdain, ‘flipping the bird’)’ (Rancer, 2012). The most common forms of verbal aggression are exaggeration (‘The whole school is crying because of you’), negative generalization (‘You are never...’, ‘You are always...’), threats (‘Just try not to do this’), ironic, sarcastic intonation, imitating student’s words, intonation, facial expressions, interruption students in conversation and others. (Demianova, 2014)

### I.7 Effects of Verbal Aggressive Discourse

The fundamental effect is the self-concept damage, it can cause a harmful and long lasting results than the temporal effects. The short term effects are: hurting feelings, anger, irritation, discouragement, humiliation, despair, and depression. The verbal aggressiveness that targets the individual’s self concept can follow an individual throughout their life. For instance, one study found that “the self-concept damage done by teasing a child about an aspect of physical appearance can endure for a lifetime and exert an enormous impact on the amount of unhappiness experience”. Moreover, the verbal aggressiveness is a major cause of violence. The main consequences of verbal aggression in the classroom can

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lead to social isolation, stress, health problems, and more importantly to students' problems in educational advancement. (Infante and Wigley, 1986, p. 61)

### **I.8 Types of Traits of Aggressive Discourse**

#### **I.8.1 Constructive Traits**

The constructive traits which produce satisfaction and increase the understandings between the different positions and thus boost the relationship contentment are assertiveness and argumentativeness. Assertiveness is often confused with aggressiveness because the assertive persons tend to have traits like dominance, independence, and competitiveness. . Infante and Rancer define argumentativeness as the "trait-like behavior that predisposes an individual to take a stand on controversial issues and attack the positions that other people take". Argumentative individuals focus on the topic rather than attacking an individual. Thus, productive argumentativeness can produce positive outcomes in communication through challenging and defending standpoints through justification. This allows for reasoning between individuals to resolve issues and terminate the disagreement. (Infante & Rancer, 1982, p. 72)

#### **I.8.2 Destructive Traits**

The destructive trait, hostility as well as the verbal aggressiveness results in dissatisfaction in communication and relationship deterioration. Thus, it symbolizes a destructive tool for revenge, teasing, also to manipulate others. Verbal aggressiveness is mainly tied with the hostility trait. Its focus is defending one's identity and attacking others; it is not for the sake of resolving the dispute but rather attacking individual's self concept. The verbally aggressive individuals do not provide as much evidence to support their standpoint. These individuals possess verbally aggressive traits because they lack the skill to argue rationally and effectively, therefore they use verbally aggressive messages as a defense mechanism. They are characterized by having argumentative skill deficiency and they see violence as their only alternative. These aggressive tactics cause a digression by using personal attacks which makes the dispute hard to be resolved. (Weger, 2006, p. 43)

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### I.9 The Objective of Aggressive Discourse

According to Vorontsova (2006) the main objective of aggressive verbal behaviour is the creation of a communicative imbalance also a communicative situation of inequality due to the limitations of communicative rights of the partner. The verbally aggressive individuals use their hostility in speech to express superiority or power over others. All of the types of aggression are destructive and often lead to escalation of the conflict. (p. 7)

### I.10 Communicative Competence

Communication competences include two types of skills: cognitive skills which help to find successful ways of achieving personal and relational goals, and behaviors which help in achieving of set goals (Itković et al., 1999).

A teacher's expertise is observable in the communication context whereas with regard to relations a more important role is played by his pedagogical, psychological and communication competence (Bratanić, 1997).

Competence of educators can be assessed and evaluated in the context of relationship according to the students' performance, established cooperation and mutual satisfaction. The quality of relationship often depends on the quality of communication, as Longo (2004) states: "*communication is the relationship, the relationship is communication*" (p. 5)

#### I.10.1 The Repertoire of Pedagogical Genres

The communicative competence includes the explanatory monologue, educational dialogues, assessment, generalization, meeting and greeting formulas, instructions and comments. According to Kosmeda in 2010, the teacher explains, informs, summarizes, instructs, motivates, and activates his/her students using a particular speech genre in order to shape the communicative competence.

#### I.10.2 Pedagogical Discourse

The assessment speech acts are basically used as stimulus and orientation. Teachers who engage in aggressive communication often adopt attack modes of thinking and action. The critical comments and the stereotypical remarks of the teacher can target the physical

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actions and intellect of the students. Unfortunately, for many teachers such forms as notation, sarcasm, and criticism become the norm in pedagogical communication.

Also, the criticism's destructive role is demonstrated in the suppression and distortion of the student's personality. Thus, in the conflict pedagogical subculture, many teachers' aggressive formulas become a kind of art; they tend to be inventive in this speech genre. For the implementation of the aggressive intentions, teachers use such language and stylistic means like metaphor, hyperbole, irony; as well as word-building are used. Hyperbole is an extravagant statement or figure of speech not intended to be taken literally. Verbal irony is a statement in which the meaning that a speaker employs is sharply different from the meaning that is ostensibly expressed. An ironic statement usually involves the explicit expression of one attitude or evaluation, but with indications in the overall speech-situation that the speaker intends a very different, and often opposite, attitude or evaluation. (Abrams, 2009)

### I.11 Verbal Aggression in Concensual Dispute Resolution

Verbal aggression is a hostile behaviour which has been defined by academics as *message behavior which attacks a person's self-concept in order to deliver psychological pain* ». The verbal aggressive persons argue by attacking the opponent rather than the problem. Verbal aggression is widespread because it is destructively reciprocal and escalative. Also, it exists unfortunately all-too-common event in human communication.

#### I.11.1 Verbal Aggression as an Antecedent

Verbal aggression generally provokes animosity from its goal, but in most experimental settings there are limitations against indirect or passive aggression and violence. People may respond to verbal aggression with verbal aggression (Ickes et al., this issue; Mosher, Mortimer, & Grebel, 1968; Mosher & Proenza, 1968; Wheeler & Smith, 1967). Besides, strong frustration from insult is necessary to produce verbal aggression as a response (Epstein & Krakower, 1974; Fisher, 1975). Consequently, retaliatory verbal aggression or other escalation forms are not the only choice to the angry one. Other alternatives exist like choosing not to exaggerate when reacting, this person can withdraw from the situation instead. Also, rationalizing silence can be a good option.

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### I.12 Verbal Aggression as a Consequence

Generally speaking, verbal aggression is intensified by negative life events and prevented by positive ones. Research on the augmentation of verbal aggression sheds lights on the stressors that increase verbal aggression. Disturbing life events (Charles & Mech, 1955; Day & Hamblin, 1964), viewing violent films (Sebastian, Parke, Berkowitz, & West, 1978), drugs (Haward, 1958), and brain damage (Vondráček, Horvai, & Študent, 1964) are all stressors that cause verbal aggression.

### I.13 Affect System

In the affect system, the « light side » forces that are associated with prosocial emotional characteristics are expressed through the cooperative affect system. This last shapes empathy and attachment which enhance verbal collaborativeness and comforting behavior (Hamilton, Buck, & Chory Assad, 2004). On the contrary, in the individualistic affect system, egocentrism and hostility are explicitly expressed, they both produce verbal aggressiveness and aggressive behaviour. The affect system shows the influence that exist between affective systems governing the personality antecedents to language attitudes. According to Hamilton (2008), Within the self-concept, empathy decreases egocentrism; within temperament, hostility decreases attachment

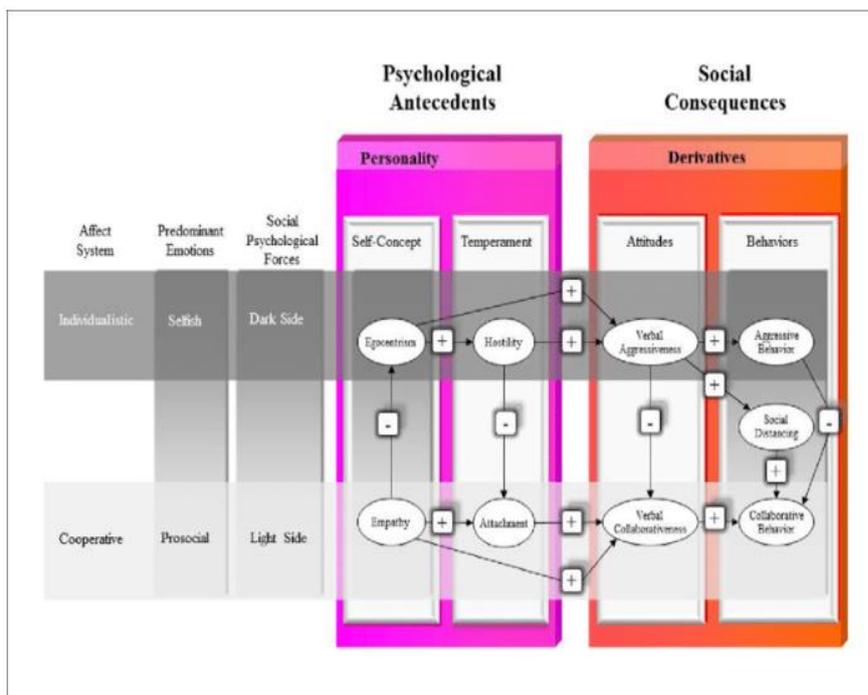


Figure 1 Opposing forces driving aggressing and verbal comforting

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### I.14 Attitudes and Behavior

Hamilton et al in 2008 state that verbal aggressiveness has two opposing effects on collaborative or comforting behaviour –one is positive and the other is negative. The negative effect is mediated by aggressive behavior such that verbal aggressiveness increases aggressive behavior with the latter producing an antipathy that decreases collaborative behavior. It was hypothesized that the positive effect involves a move away from aggression, a withdrawal from conflict that may have its roots in hostility guilt. Hamilton's model reveals that verbal aggressiveness increases social distancing, with the latter increasing collaboration. Social distancing, such as avoidance, would be functioning as a relational waypoint if people try to navigate a path from a "place" from which they want to escape (an aggressive setting) to a "locale" that is more comfortable which means a collaborative setting.

### I.15 Discourse and Power

Discourses are unconsciously functioning due to the individuals' conception of things. This is the reason why people are not really critical about what counts as « normal » ways to think, feel and behave as teachers. Thus, discourses can be dangerous because they strongly relate to the one who possesses power in society and have a particular way of valuing the normalities and the abnormalities in ways that « stack the deck » in favor of certain kinds of people (Gee, 2012, p. 165). ). In spite of creating a classroom environment where students were valued and empowered, Hyland in 2009 found that teacher's discourse could hinder her/his relationship with the students because of positioning them as abnormal .explain

### I.16 Critical Discourse Analysis

CDA is a method used in research to analyze people's language use. Data consist of everyday oral language. Researchers use many different approaches to critical discourse analysis in such disciplines as social policy, social work, linguistics, and education to study how language functions. The way to do discourse analysis can not be judged to be right or wrong.

Critical discourse analysis is emerging as a powerful tool for showing how it positions students, teachers, and others (Williamson, 2018). A number of approaches of critical discourse analysis debate on whether there should be a more standardized approach to critical discourse

## **Chapter one: Literature Review**

analysis which may offer greater consistency across research ; however, the cost is that it may take away researchers' abilities to make decisions about what approach to critical discourse analysis may address their research questions.

### **I.17 Approaches to Critical Discourse Analysis**

The approaches to critical discourse analysis vary in their use of text and content analysis. Some approaches focus more on text analysis. These approaches require a close focus on the study of word selection and use of grammar. Text analysis may include noticing word choice, tone, turn-taking, and body language. A researcher may pay close attention to certain words that a speaker or writer selects, to the ways a speaker emphasizes words in his or her talk, or to how a speaker situates his or her body (e.g., arms crossed, eye rolling, etc.)

Other approaches do not focus on the text's details but rather on the content, which involves .The study of the larger ideas, issues, and themes in individuals' discourses brought about by their backgrounds beliefs, values, and ideas thought to be true. This content examination may pay close attention to the content of a speaker or writer's discourse that may reveal his or her ideas about race, class, and gender. For example, when teachers at urban schools use language that reveals the belief that parents do not care about their children's education, this content would be noted. An important part of content analysis, then, is finding the links between individuals' discourses and the larger societal context in order to make connections to the history and power that language represents. (Gee, 2011)

### **I.18 Critical Discourse Analysis Aim**

CDA attempts to move beyond a description and interpretation of language to an explanation of how language works in the world (Rogers et al., 2005). Scholars purposely choose to use this research method to study identity because it allows them to examine how individuals make sense of themselves and their world. It basically combine together individuals' language to what they meant, or intended to accomplish (Gee, 2011). Together, , text and content analysis can guide the study of the ways individuals enact socially recognizable discourses and identities.

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### I.18.1 Convergence and Divergence

Power theme contained in discourse which represents the individualistic affect system operates in parallel to an affiliation theme ie the one representing the cooperative affect system. The framework proposes that categorizing others through egocentric labeling and representing them with negative symbols which reflects hostility drives verbal positioning that dehumanizes and expresses the power theme that gives rise to the targeting of victims (assault). Conversely, emphasizing commonality which is characterized empathy and stressing equality (contentment) is supposed to lead to verbal positioning that values diversity in here we refer to verbal collaboration within the affiliation theme and this gives rise to the protection of victims through collaboration.(Hamilton,2011)

### I.18.2 Micro-Aggression

Brookfield (2015) discusses the concept of micro aggressive behaviour in classroom.He claimed that micro-aggressions stand for the small acts of exclusion and marginalization committed by dominant group toward a minority (p.119 ).This racial form of aggression is not overt and unconsciously performed. In an experience described by Brookfield (2015), he had decided to summarize a class lecture by asking the students the main themes they had learned from the discussion.

When he was satisfied with the class summary, one of the students mentioned that he had missed asking the opinion of a female student of colour. Reflecting on this situation, Brookfield initially attributed his behaviour as forgetfulness, yet after further thought, he realized that this was an example of micro-aggressive behaviour. Incidentally, when he apologized to the student, she mentioned that a similar occurrence had happened in each of the classes she had taken at the university.

Thus, Brookfield described his historical background and the engrained societal stereotypes he had been taught as truths during his upbringing. He acknowledged that although he attempted to remain unbiased, the historical context in which he developed his identity remained part of his subconscious and actions .Therefore, individuals are assigned identities within society that include presumptions or bias, and simultaneously create personal identities. Although individuals are free to develop their self-image or identity, it is not, however, within the context of their choosing.Hall's (1993) comments that:

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*"cultural identities come from somewhere, have histories. But... far from being eternally fixed in some essentialist past, they are subject to the continual play of history, culture and power... identities are the names we give to the different ways we are positioned by, and position ourselves within, the narratives of the past "* (p. 5).

Both students and teachers develop socially and historically constructed identities within restrained possibilities. On the other hand, teachers are continually re-aligning and changing individual identities which are mainly influenced by corporate and social expectations (Vincent, 2003).

Educators must be aware of the difficulty in recognizing how identity is developed within and how it is influenced by historical context including the presumptions or biases that may remain at a subconscious level, and thus can be inadvertently expressed within the educational environment.

# **CHAPTER TWO**

## **Methodology**

## Chapter two: Methodology

### II.1 Introduction

While the previous chapter aimed at covering the main forms of the verbal aggressive discourse used by teachers in the educational settings, the present chapter attempts to provide a thorough description of the practical phase of this research work. Thereby, it sheds light on the research methodology followed in the collection of data including the approaches and methods that were chosen to undertake this research. Moreover, it describes the selected context and the sample population that contributed to the present study in order to give an accurate picture of this research. Finally, it highlights the data collection tools employed including a questionnaire and interviews.

### II.2 Research Methodology

Research is a systematic investigation or a careful consideration of study regarding a particular concern or problem using scientific methods, it describes, explains, predicts and controls the observed phenomenon which is required at the higher education for the sake of understanding certain issues to answer questions and find solutions to existing problems. Also, to establish facts and reach new conclusions. Moreover, it aims at gathering and analysing data to gain insight into a particular subject or field of study to seek truth and shape new understandings about different topics. Creswell (2012) defines it as "a process of steps used to collect and analyse information to increase our understanding of a topic or issue" (p. 3). Fred Kerlinger (1986) stated that « scientific research is systematic, controlled and critical investigation of propositions about various phenomena » This entails that research has to follow a systematic plan and suitable methodology.

Research methodology refers to the procedures used in making systematic observations or otherwise obtaining data, evidence, or information as a part of research project or study. It defines what the activity of research is, how to proceed, how to measure progress and what constitutes success. Research helps in decision making. Research activities may range from a simple collection of facts to validation of information to an exhaustive theory and model construction.

As far as our research is concerned, we opted for a mixed methods approach which entails a combination of both qualitative and quantitative paradigms "to gain better understanding of a complex phenomenon by covering numeric trends from quantitative data and specific details from qualitative data" (Dörnyei, 2007, p. 39). That is, qualitative research is empirical research where the data are not in the form of numbers (Punch, 1998, p. 8). This

## **Chapter two: Methodology**

means that research following a qualitative approach use a variety of methods to develop deep understanding of how people perceive their social realities and in consequence ,how they act within the social world.Whereas, quantitative research is used to quantify the problem by way of generating numerical data to quantify attitudes,opinions ,behaviours,and other defined variables to generalize results from a larger sample population .On the one hand,qualitative research provides depth and detailed analysis of thoughts,feelings,and behaviours to explore the ‘why’.On the other hand,in the quantitative research,a broader study can be made ,involving more subjects which enables more generalization of results.That’s why researchers need to use both approaches in a mixed methods paradigm to enhance the quality of research. to gain more accurate and in-depth data ,different tools of data collection were used to increase the credibility of data to obtain mutual confirmation and validation of results claiming that combining several instruments provides a richer and more complete picture of the study .

### **II.3 Procedure**

The present research was carried out with second year master students of Didactics of Applied languages at the department of English at Abdelhamid Ibn Badis University, Mostaganem.This study took place during the last semester .The first instrument used was submitting a questionnaire to students after explaining the topic discussed in general .Then, we conducted an individual interview with ten students from the same classroom.

### **II.4 Context of the study**

The study was conducted with second year master students of Didactics of Applied languages at the department of English at Abdelhamid Ibn Badis University, Mostaganem. During the academic year 2018-2019.The fact that the study aims at investigating the reasons behind the aggressive verbal discourse used by teachers in educational settings.Our choice of this context was mainly to emphasize on the negative behaviours of teachers in the classroom and more particularly on their aggressive verbal discourse.

### **II.5 Participants**

One of the most important tasks in the study design phase is to identify appropriate participants selection.Decisions regarding selection are based on the research questions, theoretical perspectives and evidence informing the study. Fraenkel, Wallen, and Hyun (2012) noted that a key step in research is the careful selection of the sample that is meant to contribute to the fulfillment of the study. They define the sample in a research study as "the

## Chapter two: Methodology

group on which information is obtained" (p. 91). Thus, it is purposeful to choose the participants that fits one's aim of research to reach trustworthy conclusions.

As previously mentioned, the selected sample of this research is composed of 20 second year master students of Didactics of Applied Languages (three males and nineteen females) who belong to Abdelhamid Ibn Badis University. This particular group of students was intentionally selected as informants to have a clear image about the reasons that lead instructors to use verbal aggressive discourse and how it affects their learning outcomes in the first place and also to the learning atmosphere in the classroom.

### II.6 Data Collection Instruments

For this study, two data gathering instruments were employed. This includes: student's questionnaire and interviews with the learners.

#### II.6.1 Questionnaire

The questionnaire is the first tool we have opted for to collect quantitative and qualitative data. Brown (2001) defines the questionnaire as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (as quoted in Dörnyei, 2007, p. 91). The questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect statistically useful information from a respondent. The main advantages of submitting a questionnaire are: First, the ability to gather a lot of data in less time. Second, Respondents can answer the questionnaire without revealing their identity. Also, many survey software comply with major data security and privacy regulations. Third, The responses can be compared with the historical data and understand the shift in respondents' choices and experiences. Yet, some disadvantages of questionnaire still exist like the limited and poor responses, lack of contact...

#### II.6.2 Description of the Students' Questionnaire

Multiple question types in the questionnaire were used to help increase responses to our research questionnaire as they tend to keep participants more engaged to obtain qualitative as well as quantitative data. Open-ended questions are open for the respondent to answer with more freedom. Instead of presenting a series of answers choices, the respondent writes as

## **Chapter two: Methodology**

much are as little as they want. This is ideal for exploratory questionnaires which collect qualitative data where the respondent can answer freely with little to no restrictions. The open-ended questions give space to participants to add further explanations and express personal opinions. The dichotomous questions aim at obtaining exact answers by providing the participants with yes/no questions or a set of suggested items to choose the appropriate answer(s). This question is generally used in case of the need of basic validation. Our questionnaire is intentionally divided into four sections and each section consists of a number of questions. Multiple choice questions present the respondent with a list of answer options and they can select one or more. The challenge with multiple-choice questions is providing incomplete answer options.

### ***II.6.2.1 Section One: Personal Information***

This section is devoted to the participants' personal information to have background knowledge about their gender, age, and their level.

### ***II.6.2.2 Section Two: Forms of Classroom Verbal Aggression***

The second section targets the main forms or types of verbal aggression that take place in the classroom setting. The first question aims to enquire whether the students have witnessed a verbal aggressive experience in the classroom setting. The second question tries to investigate the main responsible behind such behaviour. The third question aims to know students' reactions when -a teacher to learner- verbal aggression occurs in the classroom. The fourth question has to deal with the main types of verbal aggression that teachers use with their students. This question is followed by a space to reflect based on the student's personal experience. The last question investigates the main non-embellishments that teachers use with their students.

### ***II.6.2.3 Section Three: The Causes of Teacher's Verbal Aggressiveness***

This section is intended to reveal the main causes of teachers' verbal aggressiveness. In the first question, students are asked whether they use aggressive discourse with their teachers. This question is followed by a space to mention the reason behind such behaviour in case the answer is « yes » or « sometimes ». The next question aims to investigate whether

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students receive verbal aggression from their teachers followed by an other question to know why this happened .The third question focuses on the reaction of the students when their teachers use aggressive verbal discourse with them in the classroom setting .The fourth question investigates the main reasons that push students to use verbal aggressiveness with their teachers as well .Th last question investigates the major factors that lead teachers to use verbal aggressive discourse with their students .

### ***II.6.2.4 Section Four: The Effects of Teachers Verbal Aggressiveness on the Students Learning Outcomes***

This section targets the major effects of teachers' verbal aggressive discourse on the students personality as well as their educational achievements and learning outcomes.The first question aims to discover how teachers verbal aggressiveness affect the personality of the students.The second question tries to gather students' opinions about the the influence of teacher's verbal aggressiveness on the performance of the learner .The next question looks into students' perceptions regarding the impact of teacher's verbal aggressiveness on the communication skills of the students .The last question attempts to know its influence on the students social life .

### **II.6.3 Interview**

A structured interview was opted for in order to Verify the information obtained from our questionnaires's findings .A structured interview is made of pre-planned questions with the help of a recording device to gather information from the participants.According to Scott and others, "an interview is a purposeful exchange of ideas, the answering of questions and communication between two or more persons". Bingham and others define an interview as a 'conversation with a purpose".Moreover, structured interviews are standardized and follow a fixed format, and questions are given in a specific order. to increase the reliability, or consistency, of the interviews.Thus, the major aim of the researcher is 'to avoid as much error as possible during all phases of the research in order to increase the credibility of the results' (Brink 1989) .I n this sense, non-respondents Can distort the final results of any research project and if response rates are low or particular groups are unrepresented within the whole sample, valid conclusions cannot be drawn (Williamson 1981).

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### II.6.4 Description of the Students' Interview

An interview was conducted with ten students of Didactics of Applied Linguistics in order to validate or invalidate the questionnaire's answers regarding the forms, causes and effects of the teacher's verbal aggressive discourse on their learning outcomes. For this reason, the questions were deliberately similar to those of the questionnaire and other questions were repeated to check whether students' responses and attitudes changed or not. The interview is composed questions as follows:

- Questions (01) is intended to know whether or not students witnessed a case in which teachers used verbal aggressive discourse in the classroom.
- Questions (02) and (3) attempt to reveal the main forms of verbal aggression used by teachers (verbal and non-verbal) types of verbal aggression.
- Questions (04),(5),(6),(7) intends to discover the main reasons behind the use of verbal aggression by teachers in the educational setting.
- Questions (8) seeks to discover the effects of teacher's aggressive discourse on the personal level of the learner.
- Question (9) is directed to discovering the of teacher's aggressive discourse on the learning outcomes of the learner.
- Question (10) attempts to conclude the possible solution to eliminate teachers' verbal aggressiveness toward their students in the classroom setting.

### II.7 Validity

Validity refers to the accurateness of the research as a whole and the accuracy of each step independently. It is the highest aim every researcher wants to achieve. When we measure what we have intended to measure we reach a conclusion that is valid and verifiable. According to Kerlinger, 'the commonest definition of the validity is epitomized by the question: Are we measuring what we think we are measuring'. The first step to achieving validity in the research is to develop research objectives that really target the research questions that you have formulated.

An extensive analysis should be done in order to draw conclusions of our study .When interviewing the respondents, it is necessary to have 'good' informants because they have major influence on the validity of the data .A set of boundaries can be established during the

## **Chapter two: Methodology**

interview like: refusing to have the interview audio taped or not wishing to answer certain questions. As Patton (1990) has stated: 'The quality of the information obtained during an interview is largely dependent on the interviewer'.

### **II.8 Reliability**

Reliability is the degree to which the results of the research are consistent and repeatable. In different settings to compare the reliability of the research. If the collected data shows the same results after being tested using various methods and sample groups, this indicates that the information is reliable. If your method has reliability, the results will be valid.

### **II.9 Audio tapes**

This refers to the recording of participants' contributions to research in audio and visual media. Audio, video, and digital recordings (AVD) of research participants are considered identifiable data as they include images and/or voices of research participants. Investigators are expected to use procedures to protect the confidentiality of any participants who are recorded.

### **II.10 Conclusion**

This chapter attempted to delineate the research methodology followed in conducting this study, the context in which the investigation took place, and the participants that took part in the fulfillment of the research work. As far as data collection instruments are concerned, a guided framework was opted for using students' questionnaire and interviews with students to accumulate multifaceted data. Thus, the coming chapter will deal with data analysis, discussion of the findings, and recommendations.

# **Chapter three**

## **Data Analysis and Recommendations**

## II.11 Introduction

To have a thorough picture of the research topic and its purpose, an overview about aggressive oral discourse was provided in the first chapter followed by the presentation and description of the different tools that were used to collect data in the succeeding chapter.. The present chapter is concerned with the analysis and the discussion of the obtained data through this investigation to answer the previously stated research questions. Finally, some suggestions and recommendations will be laid out by the end of this chapter.

## II.12 Presentation of Questionnaire Results

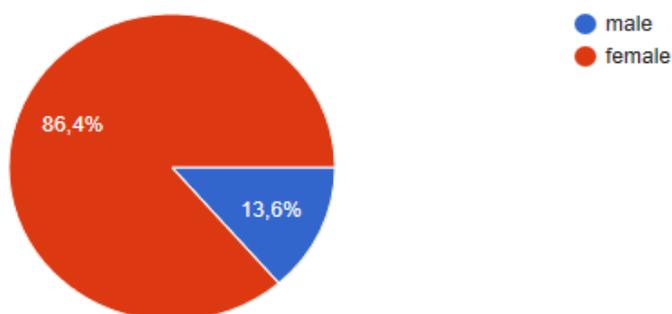
### II.13 Questionnaire

The questionnaire is divided into three parts: The first one aims to know the main forms of verbal aggression as well as the non-verbal ones that take place in the classroom setting .The second part attempts to discover the main causes that lead teachers to use such aggressive behaviour in the educational setting.The last part tries to conclude some solutions to decrease or eliminate verbal aggression used by teachers in the classroom setting.

### The Forms of Verbal Aggressive Discourse

#### *Question 1*

#### *Gender of the students*

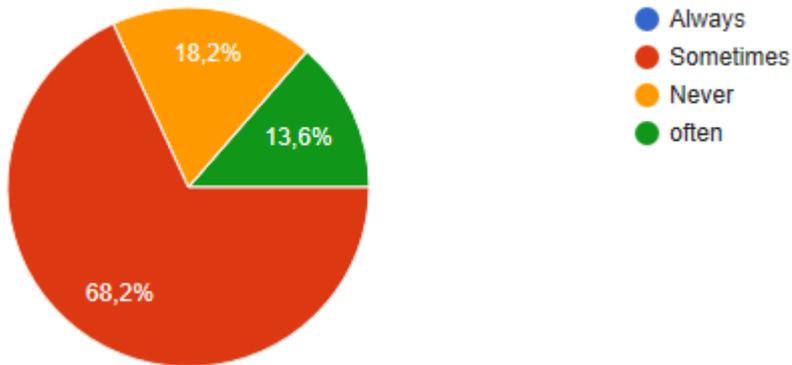


***Graph 1.1: (Frequency and percentage of gender)***

#### *Question 2*

### Chapter Three : Data Analysis and Recommendations

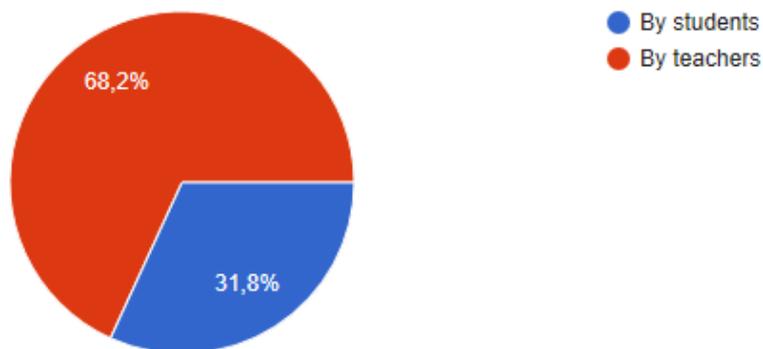
Have you ever lived a verbal aggression experience in the classroom setting?



*Graph 1.2: (Frequency and percentage of verbal aggression experienced by students in the classroom)*

*Question 3*

By whom the aggressive discourse is often used ?



*Graph 1.3: Frequency and percentage of teachers' and students' use of verbal aggression in the classroom*

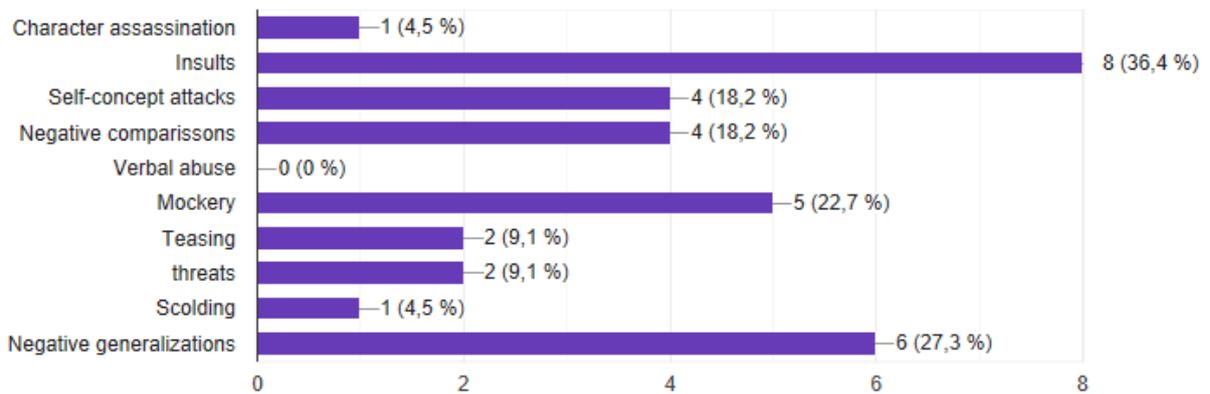
*Question 4*

### Chapter Three : Data Analysis and Recommendations



*Graph 1.4: Students' reaction when verbal aggression occurs inside classroom*

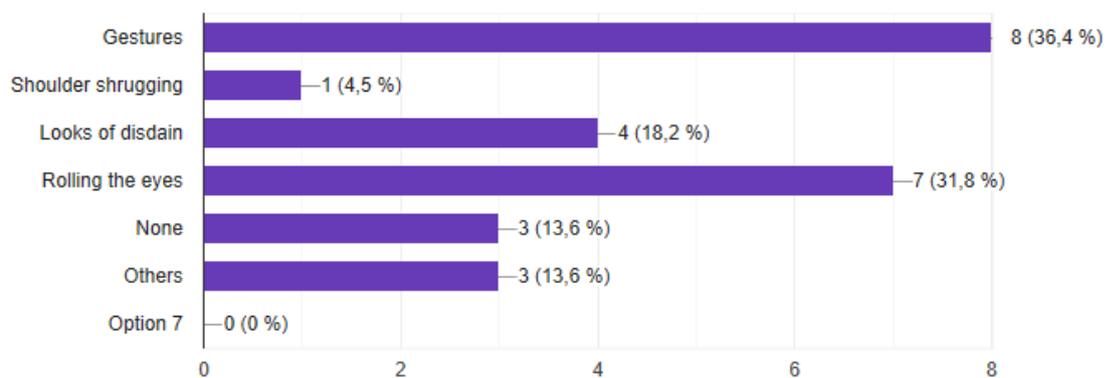
*Question 5* Have you witnessed one of the following types of aggression from a teacher ?



*Graph 1.5: Types of verbal aggression received from teachers*

*Question 6*

Which of the following non-verbal emblems did you witness from a teacher ?

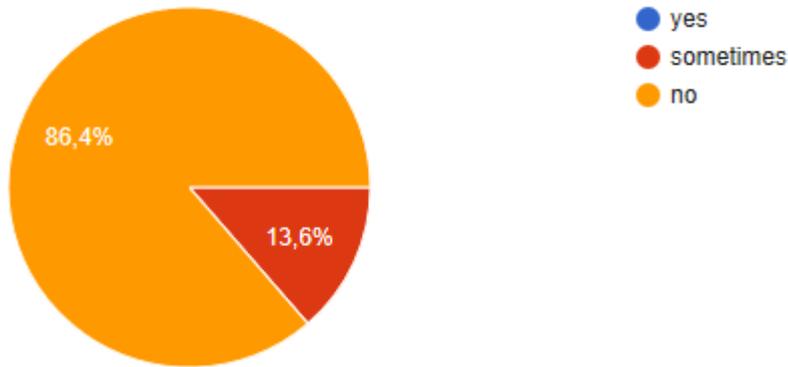


### Chapter Three : Data Analysis and Recommendations

#### **Graph 1.6: The Causes of Verbal Aggression**

##### *Question 7*

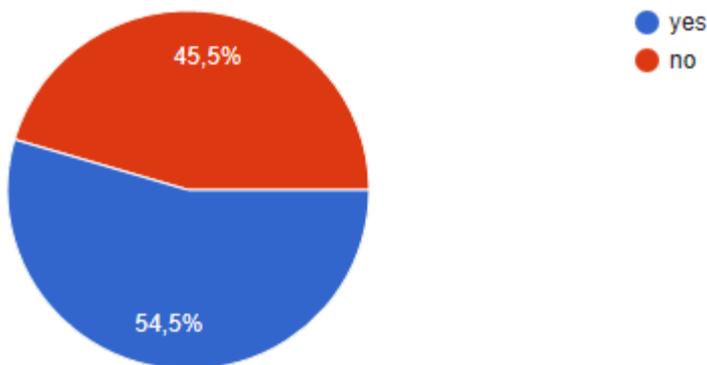
Do you use verbal aggressive discourse with your teachers ?



#### **Graph 1.7: Frequency and percentage of students' use of verbal aggressiveness with their teachers**

##### *Question 8*

Have you lived an experience in which you witnessed aggressive verbal discourse from your teacher?

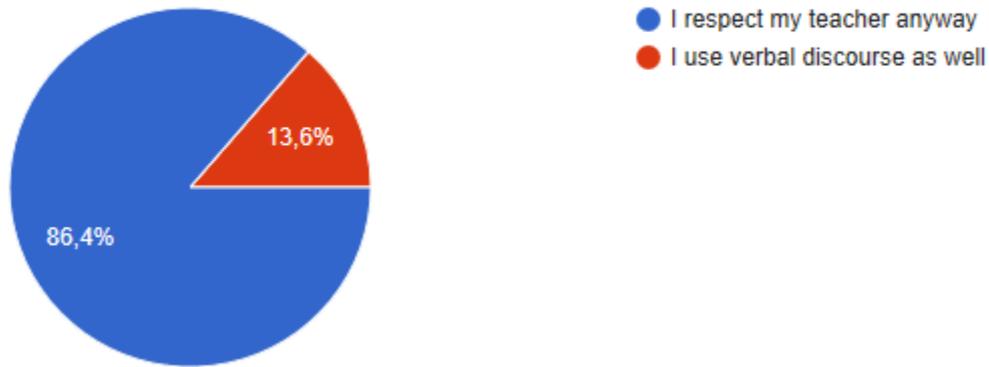


#### **Graph 1.8: Frequency and percentage of the verbal aggressiveness received from teachers**

##### *Question 9*

How do you react in case a teacher uses verbal aggressiveness with you ?

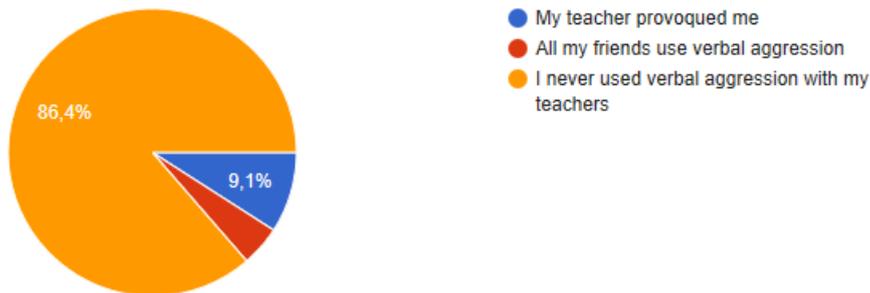
### Chapter Three : Data Analysis and Recommendations



**Graph 1.9: Students' reaction when receiving verbal aggressive discourse from a teacher**

#### Question 10

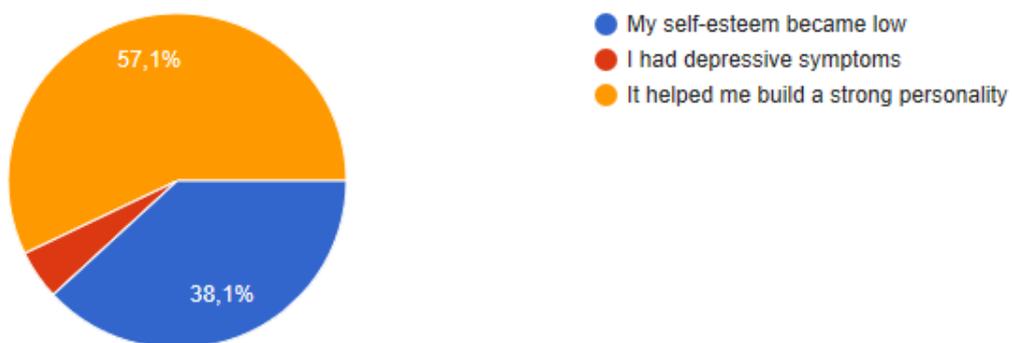
If you used verbal aggression with your teacher is it because :



**Graph 2.1: Causes that make students use verbal aggression with their teachers**

#### Question 11

How did vebal aggressiveness received from teachrs influence your personality ?

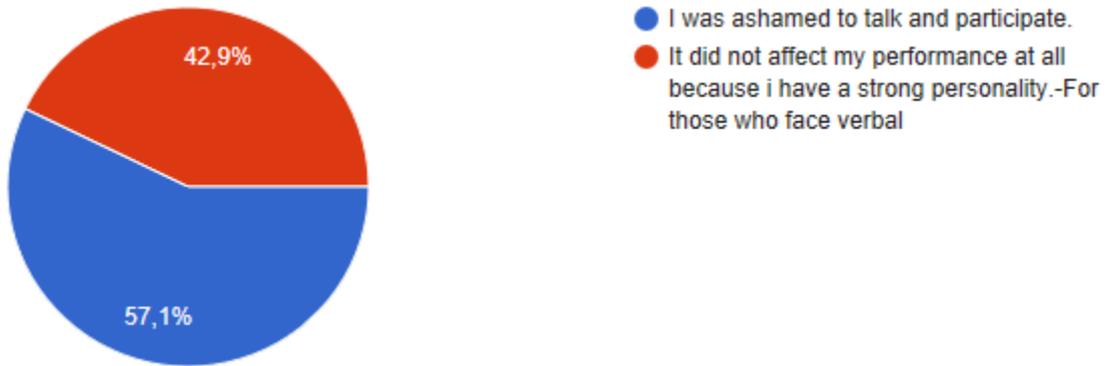


### Chapter Three : Data Analysis and Recommendations

**Graph 2.2: Effects of teachers' verbal aggressiveness on the personality of the learner**

*Question 12*

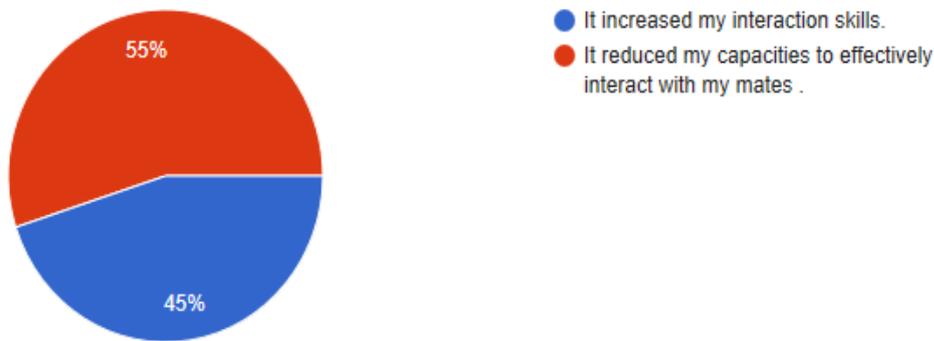
How did teacher's aggressive discourse affect your performance while learning ?



**Graph 2.3: Effects of teachers' verbal aggressive discourse on learning performance of the students**

*Question 13*

How did verbal aggression affect your communication skills ?

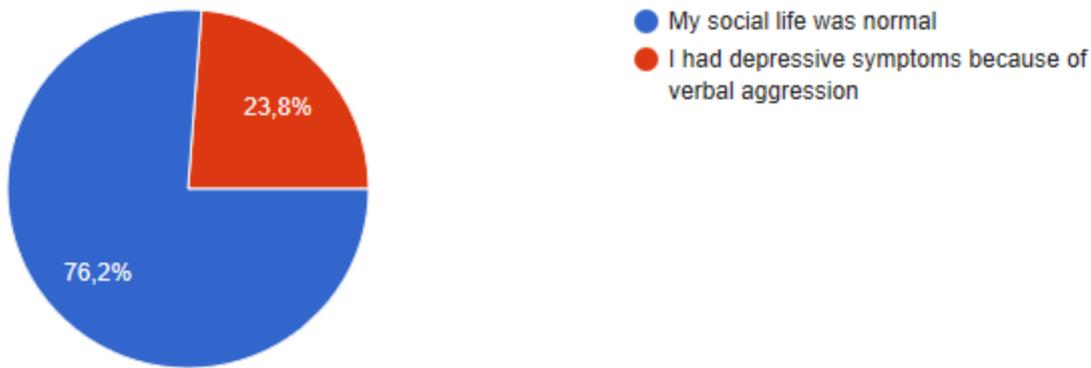


**Graph 2.4: Effects of teachers' verbal aggression on communication skills of the students**

*Question 14*

did verbal aggression influence your social life ?

## Chapter Three : Data Analysis and Recommendations



*Graph 2.5: Effects of teacher's verbal aggression on the social life of the students*

### II.14 Data Analysis

After collecting data from the responses provided by the informants including second year master students of Didactics of Applied Languages through a questionnaire and interviews, we attempt now to analyse those data and discuss them highlighting the several shortcomings and limitations that were encountered along the current study. However, data analysis will cover only the most important questions that are linked directly to the research questions in order to validate or invalidate our hypotheses.

### II.15 Analysis of the Students' Questionnaire

In this chapter we would discuss and analyse the responses that were collected directly from students composed of twenty-two participants 18 female and 3 male participants (86.4% female and 13.6% male) through a questionnaire concerning their opinions and attitudes towards teachers' verbal aggressive discourse so as to have a clear cut answers concerning the main forms, causes as well as the effects of such negative behaviour in the educational setting. As stated earlier, we have chosen the most important questions to be analysed; we will report the relevant comments students provided to answer the research questions. It has to be noted that some students did not answer all questions which may affect the results in a way or another.

#### II.15.1 Section One: The Forms of Verbal Aggression

The first answer to be discussed is question number 03 in section one from the questionnaire which seeks to know the frequency of the use of verbal aggressive discourse used by both teachers and students occurrence in the classroom setting. The results show

### Chapter Three : Data Analysis and Recommendations

that 68.2% of the aggressive discourse is used by teachers and 31.8% only is used by students. An other question was added to allow students to reflect based on their experiences.

Verbal aggression forms	percentage
Character assassination	4.5%
Self-concept attacks	18.2%
Negative comparissons	18.2
Mockery	22.7%
Teasing	9.1%
Threats	9.1%
Scolding	4.5%
Negative generalizations	27.3%
Insults	36.4%

#### *Table Types of verbal aggression received from teachers*

As it can be observed, insults(36.4% ) , Negative generalizations(27.3%),mockery(22.7%), negative comparissons(18.2%) and self-concept attacks(18.2%) have the highest percentage of the verbal aggressive forms that teachers use in the classroom setting .whereas teasing(9.1%),threats(9.1%)character assassination (4.5%) and scolding (4.5%) have the lowest one . Some students' experience with teachers' verbal aggression are listed as follows :

*"I remember once my teacher insulted me in front of my Cassmates because i didn't participate and i always hide in the back"*

*"A teacher used to mock at me because i was shy a little and i had one or two questions wrong, In this way he started mocking whenever he gets a chance."*

*"Actually I've witnessed many cases concerning verbal aggressiveness inside classroom when students and teachers also were exposed to it, but I always try to avoid troubleshooting because it doesn't work.Besides i always keep myself so calm silent that's return to my character and peraonality so for such reason i didn't lived such annoying experience"*

### Chapter Three : Data Analysis and Recommendations

"The use of verbal aggression by the teacher or student is not permissible and requires severe punishments for those who do so because it leads to physical and psychological harm"

"Teachers tend to use inappropriate words in the classroom and this can make the student uncomfortable"

"Mockery and negative comparison is always an issue inside the classroom"

"Teachers sometimes do not pay attention to what they say thinking insulting students is good to improve their behaviour or be more respectful ".

The following table shows student's responses to question six about the non-verbal emblems (gestures) witnessed from teachers.

Non-verbal emblems	Percentage
Gestures	36.4%
Shoulder shrugging	34.5%
Looks of disdain	18.2%
Rolling the eyes	31.8%
None	13.6%
Others	13.6%

**Table 1.1:** non-verbal emblems received from teachers

Clearly, the highest percentage of non-verbal emblems is for gestures (36.4%), shoulder shrugging (34.5%) and rolling the eyes (31.8%). While looks of disdain (18.2%) and other types of this non-verbal emblems have the percentage of (13.6%). Equally, (13.6%) of students claimed that they have not receive any type of these.

#### II.15.2 Section Two: The Causes of Verbal Aggression

Question eight aims to discover the causes that make teachers see verbal aggressiveness with their students. Then, they are asked to state the reason why this experience happened .

Verbal aggressive experience	percentage
No	45.8%
Yes	54.2%

**Table 1.2:** percentage of verbal aggression received from teachers

Some reasons mentioned by students are listed as follow:

## Chapter Three : Data Analysis and Recommendations

*"I was laughing"*

*"It happened because the teacher was angry (family problems) and one of the students said something funny, as a result, the teacher started using really aggressive words, and was about to hit him too"*

*"Generally when a learner comes late or when students are talking while the teacher was explaining"*

*"Contradicting their opinion"*

*"Because i blocked to answer to his question so he start attract me by words that decrease my self confidence"*

*"Because i do not participate"*

*"Because of mispronunciation and spelling mistakes"*

Question eleven attempts to know the major factors that contribute to the use of verbal aggressive discourse by teachers. Some answers are listed as follows:

*"The absence of awareness about psychology of learners"*

*"Lack of professionalism arrogance"*

*"Sometimes because students don' respect their teacher and refuse to listen"*

*"It depends on the personality of the teacher and his mindset and mood"*

*"The pressure maybe" "*

*"Anger and nervousness"*

*"Noise in the classroom noise, disrespectful behaviours"*

*"Maybe one of the students provoqued him/her"*

*"The psychological status of the teacher"*

*"The absence of self- regulation of the teacher"*

### II.15.3 Section Three: The Effects of Verbal Aggression

Question eleven tries to investigate the effects of teachers' verbal aggressive discourse on the personality of the learner.

### **Chapter Three : Data Analysis and Recommendations**

As it can be noticed, the majority of students with the percentage of (57.1%) acknowledged that it helped them to build a strong personality. Whereas (38.1%) of students stated that it reduced their self-esteem. Also, (4.8%) of students had depressive symptoms.

The next question aims to know whether or not teachers' verbal aggressive discourse influence learners' performance while learning. Clearly, the majority of students (57.1%) had a negative attitude inside the classroom which is being passive students; they stated that they were ashamed to talk and participate. While (42.9%) were not affected by teachers' verbal aggressiveness when interacting in the classroom.

The following question is concerned with the influence of teachers' verbal aggression on communication skills of students. We can observe that (55%) were negatively affected and thus teachers' verbal aggression reduced their capacities to effectively interact with their mates, while (45%) of them stated that it increased their interaction skills.

Concerning students' responses to the last question from section three about whether or not this last influenced their social life in general. We can observe that the majority of students (76.2%) were not negatively affected by teachers' verbal aggression and only (23.8%) were negatively affected and they eventually had depressive symptoms.

#### **II.16 Analysis of Students' Interviews**

The analysis of the students' interview aims at gathering important data about their attitudes toward teachers' verbal aggressiveness to know the main forms, causes and the effects of this last on students' achievements and educational success. For this reason, it was important to submit questionnaires and conduct interviews with students. When dealing with interviews, we intended to ask questions to students that are similar to the questionnaire's ones in order to compare between both answers and check any change in attitudes of students towards teachers' aggressive discourse. We will focus only on the most relevant questions that may support the results obtained from the questionnaire.

**Question 2: Why do some teachers use aggressive discourse with their students in the educational setting?**

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*"Some teachers are verbally aggressive by nature. So, they use creativity in every situation they seem to use negative gestures and sometimes they disrespect students to show control inside classroom".*

*"When a teacher is verbally aggressive this means that s/he could not manage the classroom especially when students are noisy or have negative behaviors inside classroom".*

*"I think it is a reflexion of the social, economic life of the teachers. Also, family problems and pressure at work can be a part of their aggressive discourse, but it's not a reason to hurt student's feelings".*

*"It is a character of novice teachers or unexperienced ones to ensure power".*

**Question 5: What are the forms of verbal aggression used by teachers you witnessed in the classroom?**

*"I witnessed direct verbal aggression like saying rude words to students inside classroom and indirect forms like rolling the eyes".*

*" shouting, insults, underqualifying students capacities, negative comparisons, sarcastic tone".*

*"Teachers often use indirect forms of verbal aggression like ignoring students when they participate because they have personal problems with them".*

**Question 8: What are the effects of the aggressive discourse on the personal level?**

*"It decreases the self-confidence of students"*

*"Teachers' verbal aggressiveness affects negatively teacher to learner communication"*

*"It lowers the students' self-esteem so that they can't collaborate with their classmates"*

**Question 9: What are the effects of teachers' aggressive discourse on the learning outcomes of the students?**

*"Students can't focus if they receive verbal discourse from their teachers".*

*"If students don't have safe learning atmosphere they can't reach learning outcomes".*

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*"The learning atmosphere can't be safe for the student if verbal aggressiveness is made by teachers".*

**Question 10: What do you suggest as solutions to eliminate teachers' verbal aggressiveness in the classroom?**

*"Teachers must have to be polite no matter what negative behaviors they receive from students.They have to be professional".*

*"Students should be respectful with their teachers because sometimes they provoke the teachers to be aggressive".*

*"Siminars, conferences should be present for teachers so as they are provided with special techniques to know how to deal with their students".*

*"I think that teachers must be aware of the appropriate methos for teaching and eliminating communication problems"*

### **II.17Discussion of the Results**

Students' answers in the interview confirmed what they had said in the questionnaire. Most of the students claimed that they received particular forms of verbal aggression from their teachers. Yet, it is important to have safe environment for learning. Eventually, teachers verbal aggressivse discourse lead to psychological harm of the student.

Concerning the causes that make teachers use verbal aggression with students, most of students stated that teachers do not tolerate mistakes, or because students misbehave in the classroom, the problem could be external and has nothing to do with teaching and learning. Some teachers dont teach in a professional way and this causes a real problem.

All students confirmed that teachers' verbal aggressive discourse affects negatively the personality of the learner in the first place. More importantly, their educational achievement is and learning outcomes are certainly influenced in a way or another.

#### **II.17.1 Factors Bearing on the Management of Verbal Aggression**

According to one author, "An overwhelming body of evidence shows that the integrative approach to conflict management is the most productive with regard to both

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interpersonal satisfaction and organizational outcome.” Moreover, taking an integrative approach does not entail simply rolling over and playing dead, but rather is most likely best achieved by taking an active, analytical, problem solving approach based on “argumentation,” rather than embarking on the destructive path precipitated by “verbal aggression.” (Infante & Rancer, 1996, p. 320 ).

Scholars assert that argumentativeness is really a constructive form of problem solving communication behavior. One prolific author on the topic, Dominic Infante, asserts that, on the one hand, “argumentativeness involves attacking the positions others take on issues” while “verbal aggressiveness involves attacking the self-concepts of others rather than their positions,” on the other.

### II.17.2 Politeness

According to this theory the interlocutors use particular strategies in order to achieve successful communication. These strategies enable to create maximally comfortable environment for communication.

The key ideas of politeness theory were offered in the works by P. Brown and S. Levinson “Politeness: some universals on language usage”. Relying on the works by American sociologist Erving Goffmann [Goffman 1967], the authors chose the notion of “face” as the basis of their theory. It reflects two opposite needs of a human: on the one hand, a desire to be approved of and appreciated by the interlocutor («positive face»), on the other hand, to have his/her independent point of view and relative freedom of opinion («negative face»). Therefore, politeness is understood as the ability of people to use interactive strategies depending on communicative situation. By their means the communicator is capable of making a good impression on the interlocutor and creating a positive self-image or, on the contrary, expanding his/her personal space (Holmes, 2006)

#### **The relational dynamics model** (Tafuya & Hamilton)

This issue proposes that within the individualistic affect system egocentric assertion of power (egocentrism) should augment verbal aggression, in part by increasing hostility; conversely, within the cooperative affect system empathy should augment verbal comforting and acts of affection (collaboration), in part by increasing strength of sibling bond (attachment). The Ickes et al. (this issue) data show a similar pattern. Conventional morality

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(programmed concern that might pass for empathy) decreases the use of rude language. On the other hand, ego-defensiveness (a manifestation of egocentrism) and intense negative affect (hostility) increase rude language use.

### II.18 Recommendations

#### II.18.1 A Proposal for Dealing with the Problem

Despite its significance in human relations, generally, and in consensual dispute resolution processes, specifically, little study has been done of the causes and management of verbal aggression outside the context of children and adolescents in educational and social environments and a few studies of adult verbal aggression in the workplace. A few general principles seem evident. They can be found in the Principles of Conflict Resolution, a developed by the Navy Department( Hunter,1997,p. 2) which, slightly reworked and augmented below, provides an excellent checklist for dealing with conflict resolution, in general, and verbal aggression, in particular:

- Think Before Reacting. Instinctive reaction, rather than reasoned response, risks emotionally driven negative escalation. “Take a deep breath.”
- Listen Actively. Effective listening (for parties and neutral alike) is the most important part of communication and dispute resolution. Engage in it. Encourage it.
- Assure a Fair Process. The fact and perception of procedural fairness and neutrality are critical to success.
- Attack the Problem Not the Participants. Isn't that the point?
- Accept Responsibility. Virtually every conflict has elements of “both to blame.” The point here is to avoid placing blame and to honestly acknowledge responsibility where appropriate.
- Use Non-Confrontational Communication. Be clear and honest but non-threatening. Use “I-Messages” which express your own perceptions, needs and beliefs, rather than criticizing or blaming others.
- Seek Interest. Resolving conflicts is highly dependent upon identifying what the disputants really want and what is important to them.
- Focus on the future. What resolution do the parties want for the future? How does the disputants' past relationship bear on potential solutions?

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- Options for mutual gain. Seek synergism: the proverbial win/win result. Remember: one great advantage of mediation is the power of the parties to reach a collaborative win/win resolution, rather than the zero-sum distributive results offered by adjudicative processes.
- Responding to anger, which is what verbally aggressive people are expressing, with anger in your own voice is pointless. It gets you nowhere. They are already angry and now you are too.
- Verbally aggressive people usually speak with hurtful words. Rather than being saddened by the painful words, realize that words cannot hurt you. You have a choice about how you respond. Taking their angry words personally only makes you feel bad and doesn't help them feel better either.
- Attempt to understand the meaning of the aggressive behavior
- Matched a solution intervention to the person's needs, You can use these same strategies to attempt to deescalate an aggressive situation.
- Listen to everything the angry person is saying and rephrase it back to them to make sure you understood them correctly.
- Use language like 'I understand why you would be upset' or 'I can see how that would be frustrating for you.'
- Ask the aggressive person for a suggestion to fix the problem or offer your own solution.
- What a verbally aggressive person needs is a place to vent their angry frustrations where someone will listen, empathize and try to find a win-win solution for both parties. Let the angry person know that you are willing to listen but only if they calm down so you can talk at a normal volume.
- Aggressive people are usually quick to be overwhelmed and then frustrated by a lot of sensory input. Traffic and crowded places for example have lots of sights, sounds, and decisions that have to be made. Too much is going on and it becomes difficult to process making a person frustrated by sensory overload.

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- When the person goes beyond frustration to aggressiveness, it can become a dangerous situation for the focus of their anger. This type of aggressive pattern is a fairly common one in our lives of daily stress. Removing some of the stimuli that are making sound is one of the best ways to deescalate and aggressive person.
- Allow them to have a more quiet environment for a moment so they can calm down their level of anxiety. Aggression to you may just be a panic attack for them that has put them in fight or flight mode.
- No one likes to be made fun of, but if you can be quick with a sincere joke, even one at your own expense and laugh, that ability to add humor is the best way to respond to a verbally aggressive person. A comment like ‘Hey, I understand. I get a little more likely to get angry right before lunch too’ or something non-hurtful that can possibly get a smile from the other person.

### II.18.2 PREVENTING PROBLEM BEHAVIOUR

There are a number of strategies that teachers can make use of to avoid problems occurring in the first place, because prevention is always better than the discipline cure.

#### II.18.2.1 *Creating a code of conduct*

An important part of effective classroom management is for the students to « know where they stand » « .This is often done ,with younger learners especially ,by establishing a code of conduct –although in fact ,such a code can be equally valid for use with unenthusiastic adult classes .An effective way of establishing a code of conduct is to include the student’s own opinions in the code ;these will frequently be as responsible and forthright as anything a teacher might come up with .with a class of adults ,for example,the teacher and students together can talk about a range of issues such as how often homework is expected ,what a good learner is,attitudes to mistakes and feedback ,and the use of their mother tongue (see d below).when a teacher and students have divergent views about what is acceptable and what is not ,the teacher should take their opinions into account ,but ultimately he or she will have to be firm about what he or she is prepared to accept .With low-level classes teachers may need to show quickly and calmly ,through exemple ,what is expected and what is not acceptable.(formula example)

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### ***II.18.2.2 Teachers and students***

Just as a teacher's behaviour may itself sometimes be the cause of disruptive event, so the way to teach and the relationship we have with students, can help to prevent problem behaviour from ever occurring. In particular, maintaining our student's interest and relating to them in appropriate ways holds the key to this.

### ***II.18.2.3 Interest and enthusiasm***

Students who are interested and enthusiastic do not generally exhibit problem behaviour. When we plan our classes, therefore, we need to bear in mind the need for such qualities as flexibility and variety. We also need, for example, to think how we can engage students in a reading or listening texts before starting detailed work on it; we need to do our best to introduce topics that are relevant to our student's experiences. Interest can be also generated by a teacher's performance. There is no doubt that students can be engaged by the energy and enthusiasm of their teachers.

### ***II.18.2.4 Professionalism***

Students generally respect teachers who show that they know what they are doing. This can be demonstrated not only by our knowledge of the subject, but also by evidence that we have invested time in thinking about and planning our lessons.

## **II.18.3 Reacting to problem behaviour**

Whatever the reason for problem behaviour, it should not be ignored when it happens. How a teacher reacts to it should depend upon the particular type of disruption and the person exhibiting the behaviour. Nevertheless it is advisable to have some general guidelines in mind for such situations.

### ***II.18.3.1 Focusing on the behaviour not the people***

We should take care not to humiliate an uncooperative pupil. It is the behaviour that matters, not the pupil's character. Though it may sometimes be tempting to make aggressive or deprecatory remarks, or to compare the student adversely to other people, such reactions are almost certainly counter-productive: not only are they likely to foster hostility on the part of the student and/or damage their self-esteem, they may also be ineffective in managing the situation.

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The way in which we deal with problem behaviour has an effect not just on the « problem student » but also on the class .We need to treat all students the same (something that adults as well as younger ages the favouritism is resented –by the favourite as well as everybody else) we must treat the individual fairly, not overreacting,nor making light of disruption , particularly if we and the class had agreed earlier it was unacceptable.

### ***II.18.3.2 Take things forward***

Where a simple look or brief comment is not sufficient ,we need to think carefully about how we respond .It is always better to be positive rather than negative.It is usually more effective for a teacher to say « lets do this « rather than saying « don ‘t do that ».taking things forward is better than stopping them in other words .Our objective will be to move on the next stage of an activity or to get a new response rather than focusing on the old one .In extreme cases we may decide to change the activity in order to take the steam out out of the situation and allow students to refocus .However ,we should be careful not to base such decisions only on the inappropriate behaviour of one or two students .Other ways of going forward are to reseat students ,especially where two or more of them have encouraged each other .Once separated in an effective (but not humiliating)way,students often calm down and the problem behaviour dies away .

## **II.19 Managing Verbal Aggressiveness**

- ✓ Avoid verbal aggressives: don't engage people who are known to be verbally aggressive—don't be an “enabler”
  - Example: I'm not going to argue with you unless we both have a chance to speak our minds and unless you refrain from insults.”
- ✓ Be polite: allow the other to speak without interruption, use a calm voice, practice empathy, allow opponent's to save face, Example: “I can understand why you are so upset. I would be to under the circumstances.”
- ✓ Define the argument: Make sure everyone agrees on what the issue or point of contention is,
  - Example: “We were arguing about where to spend Thanksgiving, not whether I'm selfish or inconsiderate.”
  - Example: “Let's deal with that issue in a minute. I want to get back to what we were just talking about.”

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- ✓ Recognize shifts from constructive to destructive
  - Example: “I realize you are upset, but that was uncalled for.”
  - Example: “please don’t shout at me. I can hear you just fine.”
- ✓ Do argue, Don’t attack: focus on the issues not on personalities
  - Example: “I’m not saying you are selfish or cheap, I’m saying you didn’t pay your share for the dinner, whatever the reason.”
- ✓ Be aware: Be attentive to the kinds of situations that can trigger aggressiveness
- ✓ Win-lose scenarios, personal rejection, “sandbagging” (storing up grievances)
- ✓ Know when to stop arguing: leave-taking is also a communication skill:
  - Example: “If you continue to call me names, I’m going home.”

### II.19.1 A Proposal for Dealing with the Problem

Despite its significance in human relations, generally, and in consensual dispute resolution processes, specifically, little study has been done of the causes and management of verbal aggression outside the context of children and adolescents in educational and social environments and a few studies of adult verbal aggression in the workplace. 29 Nor, somewhat surprisingly, does much seem to have been written about actually dealing with verbal aggression in the context of mediation.

Nevertheless, based on a general understanding of verbal aggression from the literature and experience in avoiding or at least managing it in the course of a three-decade litigation practice, a few general principles seem evident. They can be found in the Principles of Conflict Resolution, developed by the Navy Department 3 which, slightly reworked and augmented below, provides an excellent checklist for dealing with conflict resolution, in general, and verbal aggression, in particular:

- Think Before Reacting. Instinctive reaction, rather than reasoned response, risks emotionally driven negative escalation. “Take a deep breath.”<sup>31</sup>
- Listen Actively. Effective listening (for parties and neutral alike) is the most important part of communication and dispute resolution. Engage in it. Encourage it.
- Assure a Fair Process. The fact and perception of procedural fairness and neutrality are critical to success.
- Attack the Problem Not the Participants. Isn’t that the point?

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- **Accept Responsibility.** Virtually every conflict has elements of “both to blame.” The point here is to avoid placing blame and to honestly acknowledge responsibility where appropriate.
- **Use Non-Confrontational Communication.** Be clear and honest but non-threatening. Use “I-Messages” which express your own perceptions, needs and beliefs, rather than criticizing or blaming others.
- **Seek Interest.** Resolving conflicts is highly dependent upon identifying what the disputants really want and what is important to them.
- **Focus on the future.** What resolution do the parties want for the future? How does the disputants’ past relationship bear on potential solutions?
- **Options for mutual gain.** Seek synergism: the proverbial win/win result. Remember: one great advantage of mediation is the power of the parties to reach collaboration.

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