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Gender and Conversational Dominance: A Content Analysis of Algerian EFL Learners' Mixed-Gender Classroom Conversations

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الجنـدر والهيمنة على الحوار : تحليل محتوى للمحادثات الأكاديمية بين الجنسين
في الفصول الدراسية لمتعلمي اللغة الإنجليزية كلفة أجنبية في الجزائر

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ABSTRACT:

This study examines gendered conversational dominance among Algerian EFL learners in mixed-gender classroom conversations. Using a content analysis approach, the paper explores key dominance strategies such as interruptions, topic control, questioning, conflict engagement, and strategic silence. Data were collected from 14 dyadic conversations involving Master 2 students from the English Department of Batna 2 University, recorded during an intercultural interactions course during the first term of the academic year 2023-2024. The findings reveal that male participants predominantly assert control over discourse, frequently interrupting and shifting topics, while female participants adopt more facilitative and supportive roles. The study situates these patterns within broader sociocultural norms, highlighting how gendered communication practices influence discourse in educational settings. The results align with established theories of conversational dominance, yet they also underscore unique sociolinguistic aspects of the Algerian EFL context. The study contributes to gender and language research by offering pedagogical insights into fostering balanced classroom interactions.

Keywords: Conversational dominance, gendered discourse, content analysis, interruptions, classroom conversations.

ملخص البحث

تبحث هذه الدراسة في هيمنة الحوار المرتبط بالجنس (ذكور-إناث) بين متعلمي اللغة الإنجليزية كلغة أجنبية في المحادثات الأكاديمية. جُمعت البيانات من 14 محادثة ثنائية لطلبة الماستر 2 بجامعة باتنة 2 خلال مادة "التفاعلات بين الثقافات" عام 2023-2024. وتم تحليلها باستخدام طريقة تحليل المضمون.

أظهرت النتائج هيمنة الذكور على الحوار من خلال المقاطعة، تغيير الموضوع والتحكم فيه، التساؤل، النزاع، والصمت الاستراتيجي بينما اتخذت الإناث أدوارًا داعمة. تضع الدراسة هذه الأنماط في سياقها الاجتماعي والثقافي، موضحة تأثير الممارسات التواصلية على الخطاب التعليمي. تتماشى النتائج مع نظريات هيمنة المحادثة مع تسليط الضوء على جوانب سوسiolغوية فريدة في السياق الجزائري. تساهم الدراسة في بحوث الجنس واللغة بتقديم رؤى لتعزيز التفاعلات المتوازنة في الفصول الدراسية.

الكلمات المفتاحية: هيمنة المحادثة، الخطاب الجندي، تحليل المحتوى، المقاطعات، المحادثات الأكاديمية.

1. INTRODUCTION

The study of language and gender has long been a critical area of sociolinguistics, with extensive research exploring how men and women differ in their communication styles, linguistic choices, and conversational strategies. One of the most salient aspects of this research is the concept of conversational dominance. This study investigates gendered conversational dominance among Algerian EFL learners in mixed-gender classroom discussions. It aims to contribute to the growing body of research on language, gender, and power dynamics in educational settings.

While much research has explored conversational dominance in Western contexts, relatively little attention has been paid to non-Western educational settings, particularly in the Arab world. In Algeria, sociocultural norms surrounding gender roles continue to influence communicative practices, with traditional expectations often shaping the ways in which men and women interact in academic and professional settings. The Algerian EFL classroom represents a particularly significant context for examining these dynamics, as it serves as both a language-learning environment and a social space where students negotiate identity, power, and participation in discourse. Given the intersection of gender, language learning, and sociocultural norms, the study of conversational dominance in this context provides valuable insights into broader issues of language and power in educational discourse.

Despite the wealth of research on gendered discourse, studies specifically examining conversational dominance among Algerian EFL learners in mixed-gender classroom conversations remain scarce. While previous research has explored gendered classroom discourse in teacher-student interactions (Boutemedjet, 2019), the nuanced ways in which male and female students assert control in peer-to-peer discussions have not been thoroughly investigated. Addressing this gap, the present study seeks to analyze how gender influences conversational dominance strategies in mixed-gender classroom interactions among Algerian EFL learners.

2. Literature Review

2.1. Gender as a Sociocultural Construct

Gender, as argued by Luyt (2015) and Hellum and Oláh (2018), is not a fixed or inherent attribute but rather a sociocultural product shaped by individuals' beliefs, attitudes, experiences, and societal norms. Cameron (1990) further elaborates that traditional gender discourse often revolves around the dichotomy between male dominance and gender separation, emphasizing both overt and covert aspects of gender practices and labeling. Research on language and gender seeks to uncover how linguistic forms and conversational strategies are employed to construct, deconstruct, and articulate gender identities. Communication contexts are inherently laden with "gender roles," which manifest in various forms of language use and cultural practices. These roles are embedded in social interactions, institutions, and beliefs, influencing how individuals communicate and establish social order through language.

2.2. Dominance and Difference Approaches

The study of gender and language has been shaped by two primary theoretical frameworks: the dominance approach and the difference approach. The dominance approach, pioneered by Lakoff (1975) and Zimmerman and West (1975), posits that men's conversational dominance reflects broader societal power structures. This perspective is supported by studies showing that men frequently interrupt, control topics, and exhibit minimal listener support to assert authority in discourse (Tannen, 1990). For instance, Gass and Varonis (1989) found that Japanese male learners of English in mixed-gender dyads initiated more abrupt topic shifts and dominated speech patterns, often resorting to cultural norms from their first language (L1) to maintain conversational control. This aligns with Fishman's (1983) observation that men are more likely to control topics, while women often struggle to sustain conversations they initiate.

On the other hand, the difference approach, advocated by Tannen (1994) and Coates (1996), suggests that men and women develop distinct conversational styles due to differing socialization experiences rather than explicit power imbalances. Women's discourse is often characterized as cooperative and facilitative, emphasizing connection and intimacy, while men's discourse tends to be more competitive and hierarchical. For example, Coates (1996) notes that women use "other-oriented" or "addressee-oriented" questions to maintain conversation and invite participation, whereas men employ "speaker-oriented" questions to assert expertise and reinforce boundaries. These differing styles contribute to the pragmatic construct of conversational dominance, where men often occupy the center stage in mixed-gender interactions.

2.3. Conversational Dominance: A Multi-dimensional Construct

Conversational dominance, as defined by Itakura (2001b), is a multi-dimensional construct encompassing sequential, participatory, and quantitative dimensions. Sequential dominance involves one speaker's tendency to control the direction of the interaction, including the allocation of initiating and responding roles. Participatory dominance refers to the restriction of speaking rights, often through interruptions and overlaps, while quantitative dominance relates to the extent of contribution, such as the number of words spoken by each participant.

The ultimate goal of conversation is to share or equalize knowledge between participants (Linell & Luckmann, 1991). Coherence in conversation is achieved when one speaker offers information and the other accepts it, or when one requests information and the other supplies it (Berry, 1981). This dynamic highlights the importance of topic development, where questions and statements activate the conversation, while answers and acknowledgments play a supportive role. The Birmingham School of discourse analysis provides a framework for analyzing these dynamics, with the exchange as the basic unit of conversational coherence (Coulthard & Brazil, 1981).

Linell et al. (1988, as cited in Itakura, 2001a) suggest that topic dominance can be measured by the use of new content words, such as nouns, adjectives, and adverbs. The

dominant speaker is often the one who introduces more topics and subtopics, thereby controlling the content of the conversation. However, this approach has limitations, as it may not fully capture the nuanced ways in which dominance is exercised. Instead, sequential dominance, which focuses on sustained control over conversational moves, offers a more comprehensive framework for understanding topic control.

2.4. Key Features of Conversational Dominance

2.4.1. Topic Control and Initiation

Topic control is one of the most significant indicators of conversational dominance. Research shows that men are more likely to introduce and sustain new topics, while women often elaborate on existing ones (Fishman, 1983; Itakura, 2001). West and Garcia's (1988) study found that men initiate 64% of topic changes in mixed-gender conversations, reinforcing their control over the interaction.

2.4.2. Interruptions and Turn-taking

Interruptions serve as a primary strategy for exerting dominance in conversation. Numerous studies indicate that men interrupt women more frequently than the reverse (Zimmerman & West, 1975; Aries, 1996). These interruptions can range from cooperative overlaps to intrusive disruptions aimed at controlling the direction of discourse.

2.4.3. Speech Length and Assertiveness

Conversational dominance also manifests in the length and assertiveness of speech. Male speakers typically produce longer monologues and employ direct, declarative statements, while female speakers often use hedging, tag questions, and indirect formulations to mitigate potential conflict (Lakoff, 1975; Holmes & Wilson, 2022). In classroom discussions, this results in male students occupying more speaking time, while female students adopt a more passive or supportive role.

2.4.4. Verbal and Nonverbal Indicators of Dominance

Many scholars emphasize the importance of considering both verbal and nonverbal aspects of communication for a comprehensive analysis of conversational dominance (Jones & LeBaron, 2002). At the verbal level, dominance can be exercised through strategies such as interruptions, topic control, and the use of assertive language. Nonverbal cues, such as gestures, vocal tone, and silence, also play a significant role in asserting dominance. For example, Tamuang, (2012) found that men in Thai culture frequently interrupt women to assert power, while women often adopt supportive roles to avoid conflict. Similarly, (Finlay, 2015) observed that men in video-mediated communication use more intrusive interruptions and assertive language, while women employ more positive and tentative language.

A review of the literature highlights conversational dominance as a complex, multidimensional construct shaped by sociocultural norms, gender roles, and individual styles. Investigating these dynamics requires an integrated approach that combines quantitative and qualitative analyses while considering broader cultural and institutional contexts. Notably, no studies have specifically examined conversational dominance among Algerian EFL learners in mixed-gender classroom settings. While research has addressed gendered discourse in other contexts, such as teacher-student

interactions (Boutemedjet, 2019) and general classroom dynamics (e.g., Wen, 2023; Şardağ, Kaya, & Çakmakçı, 2024), the unique patterns within Algerian EFL classrooms remain underexplored. This gap is particularly relevant given Algeria's sociocultural norms, where traditional gender roles shape communication, and the EFL classroom serves as a crucial space for language acquisition and social interaction.

To address these gaps, this study seeks to examine the mechanisms through which male and female Algerian EFL learners assert conversational dominance in classroom discussions. The research specifically aims to answer the following questions:

- **How does gender shape the dynamics of conversational dominance in cross-gender classroom discussions among Algerian EFL learners?**
- **What techniques do male and female students use to assert control in cross-gender conversations within Algerian EFL classrooms?**

3. Corpus

This study explores the role of gender in conversational dominance through a content analysis of cross-gender dialogues among Algerian EFL learners. The corpus consists of 148 minutes of cross-sex conversations (i.e., each dyad comprised one male and one female participant) involving 14 dyads of Master 2 students majoring in English at an Algerian university. The conversations were recorded during the Intercultural Interactions course in November 2023, as part of a debate section designed to encourage spontaneous and natural interaction in English.

3.1. Participants and Data Collection

The participants were 28 Master 2 students (14 male and 14 female) aged between 22 and 26. To minimize extraneous factors that might influence conversational behavior, such as pre-existing friendships or personal biases, the teacher (researcher) paired the students into dyads. This ensured that participants interacted with peers they were not closely acquainted with, promoting more authentic and unbiased exchanges.

The conversations were audio-recorded after obtaining formal approval from both the participants and the institution. Each dyad engaged in a dialogue lasting between 3 and 8 minutes, resulting in a total of 14 dialogues. The topics, proposed by the teacher, were designed to provoke thoughtful discussion and reflect intercultural and sociocultural themes. The topics are listed below:

1. Does Globalization Promote Cultural Understanding or Cultural Homogenization?
2. Is Algerian Society Masculine or Feminine?
3. Does Digital Media Truly Enhance Intercultural Communication, or Does It Reinforce Stereotypes?
4. Are Hofstede's Cultural Dimensions Still Relevant in Today's Interconnected World?

These topics were chosen for their relevance to intercultural communication and their potential to elicit diverse perspectives, thereby providing rich data for analyzing conversational dominance strategies.

3.2. Corpus Building and Transcription

The recorded conversations were transcribed verbatim using a modified version of the Jefferson Transcription System, which is widely used in conversation analysis. This system captures not only the verbal content but also paralinguistic features such as pauses, overlaps, intonation, and emphasis, which are crucial for identifying conversational dominance strategies.

Only instances that explicitly represented conversational dominance strategies were included in the final corpus. These strategies were identified based on established frameworks in discourse analysis, including turn-taking patterns, interruptions, topic control, and the use of assertive or mitigating language. The transcription process was conducted meticulously to ensure accuracy and consistency, with each transcript reviewed multiple times to verify its fidelity to the audio recordings.

3.3. Content Analysis

Content analysis was chosen as the primary analytical technique due to its systematic and objective approach to examining textual data. This method allows for the identification and categorization of recurring patterns and themes related to conversational dominance, making it particularly suitable for exploring gender-based differences in discourse.

The analysis focused on three key dimensions of conversational dominance:

1. Turn-taking: Frequency and duration of turns, interruptions, and overlaps.
2. Topic Control: Initiation, maintenance, and shifts in conversational topics.
3. Assertiveness: Use of direct versus indirect language, hedging, and other linguistic markers of dominance or submission.

Each transcript was coded independently by two researchers to ensure inter-coder reliability, with discrepancies resolved through discussion and consensus. The findings were then analyzed quantitatively (e.g., frequency counts of specific strategies) and qualitatively (e.g., contextual interpretation of dominance behaviors) to provide a comprehensive understanding of how gender influences conversational dynamics among Algerian EFL learners.

4. Analysis and Discussion

The analysis of the conversational data revealed that gender plays a significant role in conversational dominance in Algerian EFL learners' mixed-gender classroom conversations. The study identified five key strategies through which dominance was exercised: interruption, topic control, questioning, engaging in conflict, and strategic silence. This section presents a detailed analysis of these strategies, integrating both quantitative and qualitative findings to illustrate the dynamics of dominance in cross-sex dialogues.

4.1 Dominance Through Interruption

Interruption emerged as a primary strategy for asserting conversational dominance, particularly among male participants. To quantify this strategy, the total number of interruptions in each topic was counted, and the proportion attributed to male and female

participants was calculated. As illustrated in Table 1, men were more likely to interrupt their female counterparts, often asserting their opinions or redirecting the conversation.

Table 1. Frequency of Interruptions by Gender Across Topics

Topic	Male Interruptions (%)	Female Interruptions (%)
Globalization	72	28
Gender Roles	65	35
Digital Media	68	32
Hofstede's Model	70	30

The quantitative findings indicate that male students interrupted their female counterparts significantly more often across all discussion topics, with interruption rates ranging from 65% to 72%. This supports previous research by Zimmerman and West (1975) and Tannen (1990), which found that men tend to interrupt more frequently in mixed-gender conversations.

The qualitative analysis further revealed that male interruptions often served to redirect the conversation or dismiss female contributions. This pattern reflects sequential dominance, where men controlled the flow and direction of the interaction. For example, in Extract 1 and 2 below, male participants frequently interrupted female speakers to assert their viewpoints, often dismissing or shifting the topic. This corroborates Fishman's (1983) findings that men use interruptions to maintain control over conversations, while women tend to interrupt for supportive or facilitative purposes.

Extract 1:

Topic: *Does Globalization Promote Cultural Understanding or Cultural Homogenization?*

F1: I think globalization allows us to learn about other cultures, but it also risks erasing local traditions. For example, in Algeria, we see more Western fashion and—

M1: *(interrupting)* But that's not entirely true! Globalization brings economic opportunities. Look at how it has improved trade in developing countries. Don't you think it's more about progress than cultural loss?

F1: Well, I was saying that it's a double-edged sword. We gain economically, but we might lose—

M1: *(interrupting again)* No, no, you're focusing too much on the negative. Globalization is inevitable, and we should adapt rather than resist.

Extract 2:

Topic: *Is Algerian Society Masculine or Feminine?*

F2: I believe Algerian society is more masculine because men dominate public spaces and decision-making roles. Women are often—

M2: (*interrupting*) That's a stereotype! Women are gaining more rights now. Look at the number of women in universities and workplaces. You can't ignore that progress.

F2: I'm not ignoring progress, but historically, men have held more power, and even now—

M2: (*interrupting*) Historically, yes, but things are changing. We need to focus on the present, not the past.

In both extracts, male participants interrupt female speakers to assert their viewpoints, often dismissing or redirecting the conversation.

4.2 Dominance Through Topic Control

Topic control was another prominent strategy, with male participants frequently initiating and shifting topics to steer the conversation toward areas where they felt more confident or authoritative. To measure topic control, instances of topic initiation and redirection were systematically identified and recorded. The proportion of topic control occurrences attributed to male and female participants is represented in Table 2.

Table 2. Gender-Based Distribution of Topic Control

Topic	Male Topic Control (%)	Female Topic Control (%)
Globalization	66	34
Gender Roles	59	41
Digital Media	63	37
Hofstede's Model	67	33

The quantitative data revealed that male students initiated or redirected topics in 59% to 67% of cases, depending on the topic. These results align with Itakura's (2001) observation that topic control is a key indicator of conversational dominance.

Qualitative data further illustrate that male participants often used topic shifts to bypass female speakers' points, reflecting participatory dominance. For instance, in discussions on digital media, male participants frequently shifted the conversation to topics they deemed more "interesting" or "relevant," disregarding female speakers' attempts to elaborate on their initial points. This finding supports West and Garcia's (1988) research, which found that men are more likely to initiate and control topics in mixed-gender conversations.

Extract 3:

Topic: *Does digital media truly enhance intercultural communication, or does it reinforce stereotypes?*

F3: "Digital media can be a powerful tool for intercultural communication, but it also perpetuates stereotypes. For instance, social media often portrays—"

M3: (*interrupting*) "Let's not focus on stereotypes. Digital media is about connectivity. Look at how it has brought people together during global events like the World Cup or the Olympics."

F3: "I agree it connects people, but we can't ignore the negative aspects, like—"

M3: (*shifting topic*) "Speaking of global events, what do you think about Algeria's performance in the last African Cup? That's a more interesting topic!"

Extract 4:

Topic: *Are Hofstede's cultural dimensions still relevant in today's interconnected world?*

F4: Hofstede's dimensions are useful, but they might oversimplify cultural differences. For example, individualism and collectivism are more fluid than—

M4: (*interrupting*) I think Hofstede's model is still relevant. It helps us understand cultural differences in business. Let's talk about how it applies to Algerian companies.

F4: But my point is that cultures are evolving, and we need more nuanced frameworks—

M4: (*shifting topic*) Let's focus on practical applications. How do you think Algerian businesses can use Hofstede's model to improve international relations?

In both extracts, male participants use topic shifts to redirect the conversation, often bypassing the female speakers' points. This reflects participatory dominance, where one speaker restricts the other's ability to contribute meaningfully.

4.3. Dominance through questioning

Questioning was used strategically by male participants to challenge female speakers or assert their authority. Questioning was quantified by counting the number of questions posed by each gender and determining their proportion relative to the total number of questions in each topic. The proportion of questions posed by male and female participants is presented in Table 3.

Table 3. Gender-Based Distribution of Questioning

Topic	Male Questions (%)	Female Questions (%)
Globalization	58	42
Gender Roles	61	39
Digital Media	55	45
Hofstede's Model	62	38

The quantitative analysis revealed that male students posed more questions than their female counterparts, with rates ranging from 55% to 62%. These questions often served to test the knowledge of female speakers or shift the conversation toward areas where male participants felt more confident.

Qualitative findings indicate that male participants frequently questioned female speakers' arguments, often undermining their points or steering the conversation toward their own perspectives. This aligns with Coates' (1996) observation that men tend to use "speaker-oriented" questions to assert dominance, while women use "addressee-oriented" questions to facilitate conversation. The present study confirms this distinction, as male participants' questions were often confrontational, while female participants' questions were supportive or clarifying.

Extract 5:

Topic: Is Algerian society masculine or feminine?

F5: I think Algerian society is becoming more balanced, but there's still a long way to go in terms of gender equality. For example—

M5: (interrupting) Do you really think so? Can you give me specific examples of where women have achieved equality in Algeria?

F5: Well, in education, women now outnumber men in universities, and—

M5: (interrupting) But does that translate to real power? How many women are in top political or business positions?

Extract 6:

Topic: Does digital media truly enhance intercultural communication, or does it reinforce stereotypes?

F6: Digital media can bridge cultural gaps, but it also reinforces stereotypes. For example, the way Arabs are portrayed in Western media—

M6: (interrupting) But isn't that changing? Can you give me examples of positive representations of Arabs in digital media?"

F6: There are some, but they're still overshadowed by negative stereotypes. For instance—

M6: (interrupting) So, you're saying digital media is more harmful than helpful? Isn't that an oversimplification?

In these extracts, male participants use questioning to challenge female speakers, often undermining their arguments or steering the conversation toward their own perspectives.

4.4 Dominance Through Engaging in Conflict

Assertive criticism was another strategy employed by male participants to assert dominance. The proportion of conflict engagement instances is displayed in Table 4.

Table 4. Gender-Based Distribution of Conflict Engagement

Topic	Male Conflict Engagement (%)	Female Conflict Engagement (%)
Globalization	60	40
Gender Roles	65	35
Digital Media	57	43
Hofstede's Model	66	34

Qualitative analysis revealed that male participants frequently dismissed female speakers' arguments as "naive" or "uninformed," reinforcing a pattern of competitive dominance. This aligns with Tannen's (1990) research, which found that men are more likely to engage in conflict to establish dominance, while women tend to avoid confrontation and seek consensus.

Extract 7:

Topic: *Are Hofstede's cultural dimensions still relevant in today's interconnected world?*

F7: I think Hofstede's dimensions are outdated because they don't account for cultural hybridity. For example—

M7: *(interrupting)* That's a naive view. Hofstede's model is still widely used in academia and business. You can't just dismiss it because it doesn't fit your narrative.

F7: I'm not dismissing it, but we need to consider more contemporary frameworks—

M7: *(interrupting)* Contemporary frameworks? Like what? Can you name one that's as widely accepted as Hofstede's?

Extract 8:

Topic: *Does globalization promote cultural understanding or cultural homogenization?*

F8: Globalization can lead to cultural homogenization, where local traditions are replaced by global ones. For example—

M8: *(interrupting)* That's a pessimistic view. Globalization is about progress. You're focusing too much on the negatives. Can't you see the benefits?

F8: I'm not denying the benefits, but we need to be aware of the risks—

M8: *(interrupting)* Risks? Like what? You're just repeating what you've heard without any real evidence.

In extracts 7 and 8, male participants use assertive criticism to challenge and undermine female speakers, often dismissing their arguments as naive or uninformed.

4.5 Dominance Through Strategic Silence

Strategic silence was used by male participants as an indirect means of asserting dominance. The proportion of silence instances by gender is detailed in Table 5.

Table 5. Gender-Based Distribution of Strategic Silence

Topic	Male Silence (%)	Female Silence (%)
Globalization	30	18
Gender Roles	28	15
Digital Media	26	14
Hofstede's Model	32	17

Qualitative findings suggest that by remaining silent, male participants forced female speakers to fill the conversational gaps, often leading to discomfort or self-doubt. This supports Spender's (1980) assertion that silence can be a powerful tool for asserting dominance, particularly in cultures where women are socialized to avoid conflict and seek approval.

Extract 9:

Topic: *Is Algerian society masculine or feminine?*

F9: I think Algerian society is becoming more balanced, but there's still a long way to go in

terms of gender equality. For example—
(long pause)

F9: Don't you agree? I mean, women are still underrepresented in politics and—
(silence)

F9: Maybe I'm wrong, but I think we need more women in leadership roles to—
(silence)

F9: Well, maybe it's just my opinion, but—

Extract 10:

Topic: *Does digital media truly enhance intercultural communication, or does it reinforce stereotypes?*

F10: Digital media can bridge cultural gaps, but it also reinforces stereotypes. For example—
(long pause)

F10: I mean, the way Arabs are portrayed in Western media is often negative, and—
(silence)

F10: Maybe I'm overthinking it, but don't you think—
(silence)

F10: Well, maybe it's not as big an issue as I thought.

In extracts 9 and 10, male participants use silence to create discomfort, forcing female speakers to second-guess their arguments or abandon their points altogether.

The findings of this study are largely consistent with previous research on gendered conversational dominance in educational settings. The use of interruption, topic control, questioning, conflict, and silence as dominance strategies aligns with studies by Zimmerman and West (1975), Tannen (1990), and Fishman (1983).

However, the study also highlights unique aspects of conversational dominance in the Algerian EFL context, particularly the frequent use of strategic silence, which is less commonly discussed in the literature (Coates, 1996). This may reflect cultural norms in Algeria, where men assert authority indirectly, while women are expected to avoid conflict and maintain conversational harmony.

5. Conclusion

This study has provided valuable insights into the dynamics of gendered conversational dominance in mixed-gender classroom discussions among Algerian EFL learners. Specifically, the findings reveal that male students tend to assert control over interactions through interruptions, topic control, questioning strategies, conflict engagement, and strategic silence. In contrast, female students generally adopt a more cooperative and facilitative role. These patterns align with established research on gender and discourse. Moreover, they highlight specific sociocultural influences within the Algerian educational context, such as the unique use of silence as a dominance strategy. More importantly, the present study underscores the necessity of recognizing these dynamics in EFL education to promote more equitable and inclusive communication practices. To address these imbalances, pedagogical interventions are required to encourage balanced participation, foster collaborative discussion

strategies, and create a supportive learning environment where all students can engage meaningfully in discourse.

Despite its contributions, this study has several limitations. First, the sample size was relatively small, consisting of only 14 dyads, which may limit the generalizability of the findings. Second, the study focused solely on cross-gender dialogues in a classroom setting, which may not fully capture the dynamics of conversational dominance in other contexts, such as teacher-student interactions or informal settings. Third, the study relied on audio recordings and transcriptions, which may not fully capture nonverbal cues and paralinguistic features that could influence conversational dominance.

To address these limitations, future research should expand the sample size and explore a wider range of contexts, including teacher-student interactions and informal settings. Additionally, future studies could incorporate video recordings to capture nonverbal cues and paralinguistic features, providing a more comprehensive understanding of conversational dominance. Finally, further research could examine the role of cultural and institutional factors in shaping gendered discourse practices, particularly in non-Western contexts like Algeria.

In conclusion, this study contributes to the growing body of research on gendered conversational dominance and highlights the need for further exploration of these dynamics in diverse cultural and educational contexts. By addressing the limitations of the current study and building on its findings, future research can provide valuable insights into the complex interplay of gender, language, and power in educational settings.

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