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*Turn Taking Behavior and Interruption between Pairs in Mixed Sex
Conversations
A Case Study of Department of English Students at the University of*

A Dissertation Submitted in Partial Fulfilment of the
Requirements for a **Master's Degree in Linguistics.**

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Abstract

The present research analyses turn taking behavior and interruption between pairs in mixed sex conversations. It aims to investigate the types and the functions of interruption among pairs in mixed sex conversations; it also investigates the effects of interrupting on interpersonal attitudes of these pairs. The sample of the study consists 15 male-female pairs who were randomly paired. The data of this study was in the form of recorded conversations, conversations were recorded, transcribed using Jefferson's symbols, and analyzed with Murata's interruption sub-categories. Employing a mixed-methods approach, the study used both quantitative analysis of audio recordings and qualitative insights from semi-structured interviews. The results of the study revealed a systematic distribution of interruptions between genders, with both engaging in competitive and cooperative interruptions. Females tend to use more cooperative interruptions, while males favor competitive ones. Both genders share similar interruption functions, with floor taking being predominant among males. Competitive interruptions serve assertiveness or disagreement, while cooperative interruptions convey agreement or clarification. Participants perceive interruptions as confrontational and disrespectful, eliciting negative emotions like anger and disrespect. Interestingly, interruptions in mixed-sex conversations are rarely acknowledged.

Keywords: Interruption, Conversation, Turn Taking, Mixed Gender, EFL Learners.

Dedication

This thesis is proudly dedicated to my beloved parents, who have always supported me and prayed for my success.

I dedicate this work to my sister Dyhia , I thank her for her presence and guidance all along my path toward this success.

Last but not least, thanks to all my friends, especially Sarah who has been such a good friend to me with her help and her positivity.

Wissam,

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List of Abbreviations

CA: Conversation Analysis

TCU: Turn Constructional Unit (component)

SSI: Semi Structured Interview

TRP: Transition Relevance Place

EFL: English as a Foreign Language

TA: Thematic Analysis

Definitions of Terms

Conversation analysis

Conversation analysis was first developed by Sacks, Schegloff, and Jefferson in the 1960s and 1970s, and has since become a widely used approach in various fields, including sociology, linguistics, anthropology, and communication studies. According to Schegloff (1996) conversation analysis is a research method that studies the Organization of speech in natural conversation. It aims to uncover the underlying patterns and rules of conversation including how participants initiate, respond and terminate speech acts. Hutchby & Wooffitt (2016) defined conversational analysis as “The systematic investigation of the talk produced in ordinary settings of human interaction”.(p.13)

Turn taking

It refers to the process of alternating speaking turns between two or more people in conversation. It is a fundamental aspect of human communication. It allows the efficient and effective Exchange of information and ideas. Turn taking involves one person speaking while the other person listens, and then switching roles. According to Yule (1996) turn-taking involves knowing when it is appropriate to start speaking, how long to speak for, and when to stop and give someone else a turn.

Interruption

It is the act of stopping or cutting another speaker's utterance before they have finished their thoughts or statements, this may break the flow and the continuity of the conversation. Interruption occurs in both personal and professional life. While interruptions can sometimes be cooperative, such as in collaborative brainstorming sessions, they can also be competitive and reflect power dynamics and conflicts. According to Pearson (1985), some individuals may interrupt others more frequently because they perceive their own message as more important than the speaker's does.

Gender

Linguistically gender is the grammatical categorization of speech acts that doesn't correspond with social and biological gender. Some languages distinguish between masculine and feminine others do not as we have neuter gender.

Mixed sex conversations

A mixed-sex conversation is a type of social interaction that involves communication between individuals of different sexes or genders. It is a dynamic process that can occur in a variety of settings, including personal relationships, workplace interactions, and social gatherings. During this kind of conversation, there are more opportunities to learn from each other and build successful bonds. However, it is important to note that this conversation can also present challenges and conflicts.

Minimal responses

Minimal responses can also be referred to as back-channel responses. Minimal responses serve as supportive signals from listeners to speakers, expressed through both verbal and non-verbal cues. These can take the form of brief utterances like "mm," "mhm," "yeah," or phrases such as "I agree" and "right." Additionally, non-verbal cues such as nodding, smiling, and specific body language contribute to conveying an engaged and interested listening stance during a speech event. These responses signify that the listener is actively paying attention and encourages the speaker to continue sharing their thoughts.

Chapter one: General Introduction

1.1 Overview

During the 1960s, with the advancement and influence of the feminist movement in the United States, the topic of language and gender gained significant attention within the field of sociolinguistics. Researchers shifted their focus from examining the formal aspects of language, such as pronunciation, vocabulary, and syntax, to exploring gender differentiation in conversational strategies, discourse style, and other related areas of study. Linguists, anthropologists, sociologists, and psychologists recognized the distinct patterns in daily communication between genders and endeavored to uncover underlying explanations using diverse perspectives.

Conversations are an essential part of our daily lives, serving as a means of social interaction. The language used in conversations reflects and perpetuates gender differences and social inequalities, embodying people's thoughts. Hierarchical structures can be sensed within conversations, reinforcing and upholding existing inequalities. It is widely recognized in folk linguistics that males and females possess different communication abilities and tend to employ distinct conversational strategies to achieve their interactional goals. This implies that they have varying understanding of when and how to engage in interactions appropriately. According to Stenstrom (1994), spoken interaction is a collaborative social activity that occurs in the present moment and is guided by two fundamental principles: turn taking and cooperation. To put it more simply, the smoothness of the conversation is influenced by the strategies adopted by the participants.

A crucial aspect of successful conversation is the adherence to the ideal model of conversational turn taking described by Sacks, Schegloff, and Jefferson (1974). The

fundamental rule of turn-taking states that only one person should speak at a time. The next speaker should begin talking at the Transition Relevance Place (TRP), which is the appropriate point where there is a pause or indication that the current speaker is relinquishing their turn. However, in real conversations, it is common for individuals to violate this rule. Some may talk simultaneously to demonstrate their attention, interest, enthusiasm, or support, often using minimal responses or back-channel items. Others may interrupt the ongoing speech to assert their dominance and control over the conversation. Irregularities in turn taking are a prevalent language phenomenon, especially in conflict-ridden conversations today. Hilton (2018, p. 9-11) explains that these irregularities often manifest as disrespectful behavior, whether in formal or informal conversations. During conflicted conversations, individuals frequently engage in turn-taking irregularities and intentionally display disrespect. Lee (2020, p. 615) defines irregularities in turn taking as instances when individuals disregard the person speaking in the conversation by interrupting or not actively listening.

Communication competence can vary among individuals, and people often employ different strategies based on various factors. Gender is one hypothetical factor that has been suggested to contribute to slight variations in communication styles between men and women. These differences in communication styles can potentially lead to misunderstandings and miscommunication. The study of gender differences in communication has long been a significant area of interest. One crucial aspect of this research is examining how men and women utilize their communication skills when interacting with each other. Reports indicate that men and women tend to employ different discourse strategies in communication. Generally, women's linguistic behavior is often perceived as less effective compared to men's. Common beliefs about gender differences in communication include the notion that men tend to be more direct,

authoritative, and forceful, while women are seen as more polite, gentle, and emotional Wood(2011, p.131). Tannen, in her work "You Just Don't Understand" (1992), emphasizes that women use conversation and communication to foster relationships and engage in cooperation and collaboration. In contrast, men tend to use conversation and communication to assert dominance, protect themselves from others, and generally view conversation as a competition or struggle to maintain independence and avoid failure (pp. 24-25).

A commonly cited finding indicates that in conversations involving both men and women, men tend to interrupt women more frequently than women interrupt men. James and Clarke (1993) reference several researchers who support this observation, including Rosenblum (1986), who states that men are more inclined to interrupt and overlap women's speech compared to the other way around. The phenomenon of interruption has attracted scholarly attention for several decades, with research conducted across various contexts. Studies have explored interruption in same-gender and mixed-gender interactions, involving children and adults, and manipulated factors such as power dynamics, status, topic, and task in natural, simulated, and controlled settings. Interruption has also been linked to personality traits like dominance and assertiveness. This gender difference was attributed to factors such as male dominance, female deference, gender role stereotypes, group processes, social expectations, and cultural variations. However, other studies have challenged these conclusions, suggesting that simultaneous talk (when multiple speakers talk at the same time) can be non-disruptive and associated with involvement, rapport, collaborative conversation, and shared understanding. Additionally, simultaneous talk is not necessarily more frequent among men. It can also serve a healthy and functional communication role.

However, despite significant efforts to understand interruption dynamics, there remains a lack of consensus regarding its definition, how it manifests in interactions, the most effective methods to measure it, and how to interpret its role and functions in conversation. Some researchers suggest that smooth turn-taking without interruptions signifies positive qualities such as liking, affiliation, and sensitivity to others' interactive needs, while untimely interruptions are associated with dominance, aggression, face-threatening behavior, and conversational discoordination. Early studies indicated that men were more likely to interrupt than women. This gender difference was attributed to factors such as male dominance, female deference, gender role stereotypes, group processes, social expectations, and cultural variations. However, other studies have challenged these conclusions, suggesting that simultaneous talk (when multiple speakers talk at the same time) can be non-disruptive and associated with involvement, rapport, collaborative conversation, and shared understanding. Additionally, simultaneous talk is not necessarily more frequent among men. It can also serve a healthy and functional communication role.

The starting point of this study is, therefore, an investigation of the conversational styles exhibited by male and female speakers. Specifically, the study will focus on the occurrence of interruption, including its frequency and function, among pairs within mixed-sex conversations. Moreover, the study aims to find the effects of interruption on interpersonal attitudes in this mixed sex conversation

1.2 Statement of the problem

Conversation is a technique that involves two or more people exchanging information and sharing conversational strategies such as who starts talking, when, and for how long. For a successful conversation, participants should adhere to the ideal model of the conversational turn-taking system, which claims that only one speaker

speaks at a time. A turn is a time when the speaker and the listener change their role, whether becoming a listener or a speaker. Normally, participants try to keep smooth speaker shifts so a conversation can continue, but in a specific stretch of talk, people often violate the turn-taking aspect of the conversation. According to Zimmerman and West (1975, p.116) interruption usually occurs in mixed-sex conversations, and these interruptions may cause miscommunication between men and women during a conversation. Therefore, the ultimate aim of this investigation is to find out the different conversational styles among male and female speakers, focusing on the phenomenon of interruption, its frequency, and function between pairs in mixed-sex conversation.

1.3 Research questions

To back up this research, some related questions could be formulated in the following way:

1. What are the types of interruption present between pairs in mixed-sex conversations?
2. What are the functions of interruption that are present among pairs in mixed-sex conversations?
3. What are the effects of interrupting on interpersonal attitudes in mixed-sex pairs conversations?

1.4 Assumptions

The study focused on turn-taking behavior and interruption between pairs in mixed-sex conversations.

Accordingly, the following assumptions are formulated:

1. We assume that women tend to adopt cooperative strategies while men are mostly competitive during mixed-sex conversations.

2. We assume that males tend to be competitive to show power and dominance via interrupting to control the topic or to develop a topic in different ways, whereas females interrupt cooperatively to manifest their solidarity, agreement, and closeness.
3. We assume that in mixed-sex pair conversations, women tend to perceive interruptions as indicative of power dynamics and gender biases, potentially affecting their perception of competence and dominance. Conversely, men are more likely to interpret interruptions as disrespectful and a lack of interest in their contributions.

1.5 The aim of the study

Gender and language is a topic that is often talked about in the field of sociolinguistics. Gender has become a key variable in the research for characteristics that affect the distribution of turns in conversation. From the perspective of the fundamental issue of power and status differences between men and women, Females and males seem to encounter frequent problems of communication and their conversation typically falls prey to miscommunication, therefore gender differences have been identified in several non-verbal aspects of conversation, including speech rate, voice quality, speech disruptions, and interruption. This study, however, aims at identifying and describing the types and functions of interruption in mixed-pair conversations and to provide a diagnosis of interpersonal attitudes in mixed-sex conversations among pairs.

1.6 Significance of the study

The research findings are expected to enrich the knowledge about Sociolinguistic phenomena in society since interruption is a phenomenon that occurs in our daily conversation. The research findings on interruption can help to release the gender differentiation in adopting a communicative strategy, and it touches on a major topic of feminist research, that is, the analysis and change of power imbalance between

men and women. It can bring new information for the department of English at the University of Bejaia since it is being dealt with for the first time and it may be useful for other students to broaden their knowledge of this phenomenon. As well as a greater awareness of the patterns of interruption and conversational dominance between genders will improve the inclusion of all speakers in discussion and topic development.

1.7 Organization of the Study

The organization of the study is critical since it helps readers in understanding the dissertation's different sections as well as in following and understanding the entire study. The current study comprises five chapters.

The first chapter gives a general overview of the present research including the addressed questions, the primary assumptions as well as the aim, and the significance of the study. This chapter lays the foundation for the study and aims to provide the reader with a clear understanding of the purpose and scope of the research.

The second chapter of this research study is specifically dedicated to the theoretical background concerning Turn Taking Behavior and Interruption. It is structured into three distinct sections. The first section focuses on conversation analysis, covering the two main variables; Turn-Taking and Interruption, as well as their different types and functions. The second section examines the relationship between conversation and gender, exploring the ways in which language and gender intersect and the gender-based differences in interruption patterns. Whereas, the third section presents a review of the relevant literature to this study and provides the background for this investigation.

The third chapter describes the methodology and the fieldwork process followed for data collection. It presents the research design adopted, the study

population and sample, as well as the data collection tools employed, which include recordings, semi-structured interviews, and data sheets.

The fourth chapter deals with data analysis and discussion of the findings, obtained from the previous data collection tools. The purpose of this chapter is to provide a comprehensive understanding of the patterns of interruption in gendered communication, and their interpersonal effects on the communication partners.

The final chapter is a general conclusion that summarizes the findings and offers recommendations for future research.

Chapter two: Theoretical Background

Introduction

This present chapter is a review of the theoretical background and research findings encountered in the literature that are relevant to the research theme: Turn-taking behavior and interruption. The first section begins by introducing conversational turn taking, providing a detailed explanation of the structure and dynamics of conversations. It further explores the turn-taking system, which encompasses the principles governing how individuals interact and exchange speaking turns. Additionally, this section delves into the various types and functions of interruptions in conversation. The second section examines the relationship between conversation and gender, specifically addressing the linguistic phenomenon known as language and gender. It explores the ways in which men and women utilize language differently, shedding light on the variations in their conversational styles and strategies. Lastly, the third section encompasses a review of prior studies conducted on interruption within mixed-sex conversations, regarding both Western and Eastern studies. It presents a synthesis of research findings from diverse cultural contexts, providing valuable insights into the similarities and differences observed in interruptive behaviors across different regions.

2.1 Section one: Conversational turn taking

2.1.1 Conversation analysis

Conversation is one of the most common ways people communicate with each other, and it is an essential part of their daily lives. Conversation, according to Liddicoat (2007), is "the way in which people socialize and develop and sustain their relationships with each other" (p. 1). Conversation analysis (CA) emerged as a method for studying conversations. It investigates the organization of conversation, the rules and procedures that people use when communicating, and in what way they are used. Hutchby and Wooffitt (1988) define conversation analysis as "a systematic analysis of the talk produced in everyday situations of human interaction"(p.11), adding "its actual object of study is the interactional organization of social activities" (p. 17). In other words, the primary aim is to fully understand the rules of conversation as well as the arbitrary choices made by the participants. Conversation analysis investigates "how

ordinary talk is organized, how people coordinate their talk in interaction, and what is the role of talk in wider social processes” (Hutchby & Wooffitt, 1988, p. 1). Weatherall (2002, p.106) explained that the purpose of conversation analysis is to investigate language and social interaction. Therefore, the analytic goal of CA is to demonstrate how actions, events, objects, etc., are produced and understood. Therefore, the production of gender is among the various actions that conversation analytic research can investigate. Conversation analysts usually focus on everyday conversation.

2.1.2 Turn-taking

The significance of conversation in our daily existence is becoming more and more apparent. Any exchange of talk between members of the community is a conversation. In order to understand the structure of the conversation, we should first explore some key CA concepts. One of the fundamental concepts is turn taking. When people talk to each other, they naturally take turns, and each turn has an intent behind it (Drew, 2012, p.131). Drew describes interactions as a connected sequence of turns in which each person 'does' something and the other person's response is determined by how they understood what the other was 'doing' in their turn. Mey (2001) posits that the talk mechanism, which includes turn-taking organization, can act as a conceptual landmark within an interaction. It states that turn taking is concerned with where and how the speaking turn occurs; how speakers select others or themselves as the next speakers. Bakeman and Gnisci (2005) claimed that turn taking is one of the basic mechanisms in conversation, and the convention strategies vary between cultures and languages (p. 71). Thus, turn taking adjusts when to speak and when to remain silent.

Sack et al. (1974) were the first to conduct research on turn-taking systems.

In that concern, they stated:

The system of turn-taking is when the current speaker chooses the next speaker, the next speaker has the right and is contractually obliged to take the next turn; if the current speaker does not select the next speaker, any of the participants have the right to become the next speaker. This could be considered as self-selection, and if none of the above cases happens, the current speaker can hold the floor and continue to speak. (Sacks et al., 1974, p. 61).

Clayman explains how turns in conversations are coordinated (2012, p.150). The goal is usually to have a minimal amount of silence and interruptions between turns. Turn taking is guided by the format of the event in some contexts, such as interviews, debates, and ceremonies, but there is no such format in regular speech, so participants in a conversation should determine their own turns. There are turn-yielding signals that indicate that the speaker is close to the end of his turn and ready to hand the floor over to someone else.

The turn-taking system for conversations was described by Sacks and colleagues (1978) in terms of two components, the turn-constructive unit (TCU) and the turn-allocation component, as well as a set of rules. The turn-constructive unit is a lexical component that refers to each person's perspective on how to begin and continue speaking, and thus how to fill a turn.

TCUs, which include sentential, clausal, phrasal, and lexical constructions, are used to compose a turn. The end of a TCU is the point at which the turn ends and the next speaker starts. The turn-allocation component is in charge of distributing turns. This mechanism includes any type of signal, verbal or nonverbal, indicating that it is the listener's turn to begin speaking. This signal could occur in the form of a cough, a word, a sound, or a look. The set of rules governs turn construction, identifies the next turn, and exchanges coordinates, in order to reduce gaps and overlaps between speakers.

To sum up, taking turns involves listening to the speaker, predicting the end of the turn, planning a response, and articulating that response at the appropriate time.

2.1.3 Turn-taking strategies

The turn-taking strategy is a technique used by speakers to manage a conversation. Turn Taking strategy has an essential function, such as ensuring that the conversation flows smoothly and avoiding clashes in conversation. Stenstrom (1994) classified turn-taking strategies into three types: turn taking, turn holding, and turn yielding.

2.1.3.1 Taking the turn

When a conversation starts, it means that someone has taken the initiative to speak. The speaker and listener must collaborate in order to guarantee that the conversation goes smoothly. For the first time, the speaker/first speaker engages in conversation with someone who has been invited to speak (the listener/second speaker).

After the first speaker has finished speaking, the listener adds a comment or gives an answer. This is known as taking-the-turn strategy. Thus according to Stenstrom (1994, p. 68), taking the turn can be challenging because the speaker who responds to the current speaker may not have prepared well. Therefore, he divided the turn strategy as follows: starting up, taking over, and interrupting.

2.1.3.1.1 Starting Up

It is the first step in starting a conversation. This is when an inappropriate speaker intends to maintain a discussion. In fact, there are two types of startups: hesitant startups and clean startups. The hesitant startup is when a speaker does not prepare well at the start of a conversation, which induces the speaker to use a hesitant beginning, such as filled pauses, for example, am, hmm, verbal fillers, etc. On the contrary, a clean startup is when the speaker is well prepared before taking the turn; he may use words such as 'well' which usually comes up at the beginning of the utterance. In addition, the speaker may try to attract the listener's attention at the beginning of the conversation using phrases like "Guess what? What have I got for you?" "Something strange happened today," and so on. Therefore, Sternstrom (1994) claimed that starting up strategy is essential in conversations (p.70).

2.1.3.1.2 Taking over

After the starting up strategy, another speaker answers directly by taking over the turn. So the second speaker comments or answers what was asked Stenstrom (1994, pp.70-73) argued that taking over the floor involves an uptake or a link. An uptake means another listener receives what the speaker says and then responds or uptakes the turn. Words like yeah and ah are often used to prove that someone will take over the turn. However, links mean that the next speaker carries on the turn by using connectors like: but, so.

2.1.3.1.3 Interruption

Howard and Stockwell (2020, p.88) suggest that in discourse situations, if the listener perceives that the current speaker has exceeded their appropriate turn-taking time or if the listener believes that they possess a critical contribution to the ongoing conversation, the listener may choose to take the floor by interrupting the current speaker. Coulthard (1985) also stated that a non-speaker who wishes to speak but cannot find a

suitable entry spot has the option of simply breaking in, though this is frequently perceived as rudeness. This implies that an interruption occurs when someone attempts to take the floor but is not given the opportunity to do so by the speaker. According to Stenstrom's theory, as cited in Yanti (2017), interruptions are classified into two types: alerts and meta-comments.

2.1.3.1.3.1 Alert

An alert is a signal produced by certain speakers that indicate the use of a louder sound and a higher pitch. This implies that the listener is attempting to interrupt the speaker's conversation in order to inform, share, or attract attention. It employs phrases such as, hey, listen, and look.

2.1.3.1.3.2 Meta-comments

The speaker actually comments on the talk itself with polite devices that allow the listener to raise objections without appearing too direct and without offending the current speaker. This device is used to interrupt politely in formal situations such as business, meetings, and serious discussions.

2.1.3.2 Holding the turn

As cited in Yanti (2017), Stenstrom suggests that holding the turn means continuing to speak. It occurs when the speaker is unable to control or maintain the floor because it is difficult to speak and plan what to say at the same time. The speaker may have to stop talking and begin a half-turn plan. Because of the audience, silence should be avoided. In other words, the speaker should play with time because the aim of maintaining the turn is to avoid getting lost in the middle of a conversation. Brown and yule (1983) stated that in order to give extra time to reorder the thoughts and realize what to say, we use some signals like (well, em, ah...) (p. 36). There are other expressions to use in order to avoid any kind of interruption and control the situation (first, after that, we add ...). Stenstrom (2001) also mentioned that there are some methods for holding the turn in order to avoid breakdowns; speakers should use verbal padding or padding, silent pauses, word repetitions, and new beginnings instead of alternating.

2.1.3.3 Yielding the turn

Turn yielding is the most important strategy in turn-taking (Taboada, 2006). It is about how the current speaker gives the floor to another speaker or the next speaker to speak. Yielding the turn strategy is divided into prompting strategy, appealing strategy, and giving up process Stenstrom (1994).

2.1.3.3.1 Prompting strategy

Stenstrom (2001) suggested that prompting is when the speaker asks the addressee to respond to a prompt. A prompt response will automatically yield the turn by making a "greeting," "offer," "apologizing," "inviting," and so on.

Weidong (2017, p.29) stated that simultaneous turns occur when participants begin their turns at the same time and no one relinquishes the floor to the other. The tolerance of overlaps and interruptions is high in French communication style, which is a common phenomenon.

2.1.3.3.2 Appealing strategy

Appealing means that the speaker provides an obvious signal for the listener in order to provide feedback, such as tag questions, all right, ok, you know, you see, what I mean is, etc., thus appeals to the addressee to react directly to his/her turn, Stenstrom (2001) .

2.1.3.3.3 Giving up strategy

It is the last strategy in yielding the turn; the speaker realizes that s/he has nothing else to say or that it is time for the listener to respond. Generally, this strategy is used when the speaker is unable to share the information in their mind; as a result, there is a pause, and the longer the pause, the greater the pressure on the listener to say something. Utterances such as "em" or simply "I give up" can define the yielding of the turning strategy and necessitate the involvement of another participant. Furthermore, the speakers can end with another clue that remains silent for a short period. To accomplish this, speakers employ specific cues to alert the listener that he or she has finished speaking, allowing someone else to replace them.

2.1.4 Turn-taking irregularities

Traugott and Pratt (1980) discovered that in performance, “the turn-taking system does not completely guarantee that conversation can run smoothly, For example, in a passionate or enthusiastic conversation, there are normally battles for the floor and relatively long periods with multiple speakers talking” (p. 244).

Zimmerman and West (1975) and Coates (1986) also found that turn taking does not always occur smoothly. According to their findings, there are points in the conversations where turn taking does not follow the smooth pattern they described, which is that the next speaker must determine who speaks after the first speaker. From there, they distinguished two kinds of disturbance in a conversation: interruption and overlap (p. 113).

2.1.4.1 Overlap

Overlap occurs when speakers produce simultaneous conversations (Liddicoat, 2007, p.82). It happens when the first speaker is still speaking, and the other speakers join in. So, the first speaker's last words and the next speaker's first words are heard together. According to the definition provided by Zimmerman and West (1975) in Coates' work (1986), overlap refers to a phenomenon where the next speaker slightly anticipates their turn by starting to speak not immediately after the current speaker, but at the very end of the current speaker's turn, thereby overlapping the last word or part of it.

Here is an example of the overlap between therapist and patient in Abbas's study (2020, p. 1259).

Therapist: my name is Dr. //....

Patient: // no your proper name isn't doctor

Therapist: at work I am Dr. Beddy

Patient: you're not a doctor, doctor, who, doctor who, diddly dang, wordly dang [Laughter from John], its good that, do you watch that it's fantastic that program?

Therapist: ok.

In the preceding example, a patient overlaps when a doctor introduces himself. The patient feels that the doctor is about to end the conversation after introducing himself, so the conversation takes place concurrently at the transition time.

2.1.4.2 Interruption

Interruptions are acts of interfering in other speech before it ends and this happens when the participants of the conversation do not attach to or respect the turn-taking system (Zimmerman and West, 1975). Listeners interrupting speakers by cutting them off happens frequently in various scenarios and casual settings. Coates (2013) argued that the concepts of interruptions, turn-taking, and holding the floor are interconnected with the notion of dominance. In other words, these linguistic behaviors can reflect and reinforce power dynamics in conversation, where the dominant speaker may interrupt or dominate the speaking space, while the less dominant speaker may struggle to hold the floor and express their ideas uninterrupted. Lestary et al. (2017) argued that people interrupt each other primarily "to complete turns and to cut other turns" (p.55). Individuals who disrupt the speaker are perceived as disrespectful (Jakob & Pertiwi, 2019), impolite (Ariyanti et al., 2021), and less sociable (Ariyanti et al., 2021). (Robinson & Reis, 1989). Some people, however, interrupt to demonstrate positive behavior toward the speaker by reassuring and supporting those (Li, 2002). As a result, people may use interruptions for a variety of reasons, which can be perceived as negative or positive. Tannen (2005) argues that certain people overlap others because of their enthusiasm and willingness to show their solidarity and interests in the speaker's talk, which is regarded as a positive way of interrupting.

Interruptions are indicated by (=) in the transcription of a conversation. Here is an example of an interruption made by a student and lecturer in the research of Jakob et al. (2019):

Student: ... I think after the analysis of the first teacher. I think this is not enough
For my = data and then I look another teacher

Lecturer: = saturated, saturated data.

Student: yes', and then aaa video.

In the previous example, a student replies to a question about his research proposal. The lecturer then interrupts the ongoing conversation by saying a few words.

2.1.5 Types of interruption

Murata (1994, p.385-400) divides types of interruption into two broad types of interruptions: competitive and cooperative.

2.1.5.1 Cooperative interruption

Cooperative interruption can be described as supportive and tactful toward the participants. Some of the characteristics of this interruption are topic and topic development; minimal responses; hedges; questions; turn-taking patterns (Coates 2004, p.127). Cooperation during a conversation is well demonstrated by the use of minimal responses, and the inclusion of conversation, which suggests active listening and encourages the speaker to continue talking. Another important aspect is 'collaborative floor' as coined by Edelsky (1993) (quoted. in Coates 2004, p.131). This term refers to a "more collaborative mode of organizing talk" (Coates, 2004, p.131) in which the floor is accessible to several people at once and feels more welcoming because anyone can share their remarks rather than only one main speaker at a time.

2.1.5.2 Competitive interruption

According to Murata (1994, p.385), a competitive interruption is a type of interruption that involves interfering with the topic, then changing the topic, disagreeing with or justifying the topic brought up by the speaker. So here the listener tries to dominate the speaker's conversation by interrupting. It differs from the cooperative style in that it is less collaborative. This means that, while cooperative interruption frequently involves the collaborative floor described above, competitive interruption will be characterized by the exact opposite. In a casual conversation, longer monologues will predominate over shorter units of speech (Coates 2004). Coates (2004) also adds that this is frequently associated with the fact that participants in such conversations will discuss a topic in which they are an expert.

2.1.6 Reasons of interruption

There are several reasons why an interruption happens; the criteria used to identify the causes of interruption are taken from Murata's theory (Murata, 1994, p.391).

2.1.6.1 Reasons for using cooperative interruption

Murata's cooperative interruptions primarily include Agreement, Clarification, and assistance.

2.1.6.1.1 Agreement

Agreement interruptions refer to how the current speaker agrees with the content of the speech. The agreement states that anyone who interrupts it demonstrates compliance, support, and approval. The goal is to show interest in the conversation topic and enthusiasm for the other person.

2.1.6.1.2 Clarification

Clarification interruptions can occur when the speaker is having a conversation but the person listening does not fully understand what the speaker is saying. It encourages listeners to interrupt so that the speaker's speech is disrupted, but this is done to clarify the speaker. Examples of clarification interruptions include 'sorry', 'excuse me ?' to ask the speaker to repeat what he or she said.

2.1.6.1.3 Assistance

Assistance occurs when the person interrupting believes that the speaker requires assistance. The goal of interruption assistance is to assist the speaker in finishing his sentence by providing words, phrases, and sentences.

2.1.6.2 Reasons for using competitive interruption

Murata's (1994) competitive interruption includes floor taking, topic changing, and disagreement Interruption.

2.1.6.2.1 Floor-taking

Floor taking can occur when one speaker intends to be the dominant speaker in a conversation. The speaker who wants to be dominant will attempt to guide the discussion. To achieve this, the speaker will interact to take over the topic that the other speakers are discussing. If another speaker interrupts, the speaker who is delivering the conversation chooses to stop speaking and gives the interrupter's turn. It is referred to as a floor-taking interruption.

2.1.6.2.2 Disagreement

Words like 'not like that,' 'no no,' 'wait a minute,' and 'it is not correct' are used to express disagreement. Disagreement usually happens when the listener does not share the same thoughts or disagrees with what the speaker is

saying. The listener interrupts to express disapproval to someone who is speaking by breaking up a conversation.

2.1.6.2.3 Topic change

Words like 'let's not talk about that' are examples of topic-changing interruptions. Topic change usually occurs when the listener is unsatisfied with the speaker's current topic. If the topic being discussed is beyond the estimation of the listener, he will spontaneously interrupt the speaker to change the topic.

2.1.6.2.4 Tangentialization

Tangentialization is a type of speech that reflects the listener's comprehension of the information conveyed by the current speaker, typically through summarization. This form of speech may be used by the interrupter to belittle or diminish the message of the current speaker by summarizing previously provided information. Additionally, tangentialization enables the interrupter to avoid receiving an unwanted piece of information by disregarding it, either because it has already been presented before or because the listener is already aware of it through other means.

2.2 Section two: Conversation and gender

Within this linguistic landscape, gendered speech patterns have emerged, creating a dichotomy between the perceived communication styles of men and women. They employ language in distinct ways, providing insights into the diverse conversational styles and strategies they adopt. Therefore, this section navigates the multifaceted terrain of language and gender, delving into the gendered intricacies of conversational interruptions. By scrutinizing the frequency and functions of interruptions, we unravel the layers of societal norms, power dynamics, and linguistic nuances that shape the way men and women communicate.

2.2.1 Language and gender

Language and gender have been central interests of many sociolinguists since the second half of the twentieth century, and new methods and research are still being developed. Robin Lakoff's *Language and Woman's Place (LWP)*, published in 1975,

and was one of the first publications to address the relationship between language and gender. She claimed that gender and language is based on socioeconomic injustice, implying that language is sexist. According to Mesthrie et al. (2009), the majority of sociolinguists agree that language has a significant impact on our perception of the world. Furthermore, language can also influence our gender and identity (Coates, 1996; Omoniyi & White, 2006). Our 'gender' refers to the cultural identities that are considered appropriate for men and women in any society (Cameron, 2006) and the roles we perform through language and various discourses (Butler, 1990).

Most research findings show that women and men speak differently. Coates (2004) claimed that a number of researchers believe that men use a more competitive style of language, whereas women use a more cooperative style of speech. As a result, women are perceived to be more cooperative, supportive, and tolerant in their interaction styles, compared to masculine styles that promote autonomy, competition, and confrontation (Holmes, 2006, p. 9). Men are more likely to assert their power by interrupting, challenging, denying, ignoring, and attempting to control the topic of discussion (Mesthrie et al., 2009; Wardhaugh, 2010). Comparing women's speech styles against men's has led to the belief that women's language is less important, gossipy, corrupt, illogical, idle, and euphemistic than men's (Wardhaugh, 2010). Several studies (Braid & Bradley 1979; Hall and Braundwall, 1981; Lakoff, 1975) have found communicative style differences among males and females. While females are seen as attentive, supportive, and friendly, males are found to be aggressive, direct, and dominant.

To sum up, gender differences in conversational turn-taking are a significant issue, because there are many misconceptions about how women interact with people of different social classes. Women are stereotyped as talkative creatures who use more tag questions, gossip language, and hedges than men. In contrast, men are perceived to speak as the authority figure, to interrupt more, to ask questions to gain information, and to dominate the entire conversation in mixed-sex conversations.

2.2.2 Gender differences in the frequency of interruptions

A commonly cited observation in the field of language and gender is that men tend to interrupt women more frequently than women interrupt men. According to Zimmerman and West's 1975 study, which involved the analysis of eleven mixed-sex conversations, only two out of forty-eight interruptions were attributed to women.

Furthermore, women did not employ any overlaps in their conversations with men, whereas men contributed nine instances of overlapping speech. These findings suggest a pattern in mixed-sex conversations where men tend to interrupt women, particularly infringing upon women's right to complete their turns, while women are concerned to not violate the man's turn but to wait until he has finished speaking (p116). Coates (2004, p.115) claimed that Other researchers (e.g., Eakins, 1979; Leet-Pellegrini, 1980; Rosenbulum, 1986; Aries, 1987; Mulac et al., 1988; Schick Case, 1988; Holmes, 1995; Gunnarsson, 1997) affirm the above statement and found that men are more likely to interrupt others, and men are also much more likely to interrupt women than women are to interrupt men. According to Leet-Pellegrini (1980), well-informed males talk more and infringe on the other speaker's turn more, because they use a style of interaction based on power, instead of solidarity and support, as well-informed females (Coates, 2004, p.116). Some studies, such as Ferguson's (1977), contradict this conclusion, finding no significant difference in the number of interruptions used in mixed-sex and same-sex conversations between men and women. Ferguson (1977), for example, finds no gender differences in the frequency of interruption in one of her studies (Beattie, 1983, p.125). The difference in interruption frequency may be caused by the definition and identification. There is a disagreement since Beattie (1983, p.125) says that women interrupt more frequently than men, while Zimmerman and West (1975) argue that in some cases, women can and do use interruption as frequently as men.

Kollock et al. (1985) found that interruption in conversation is associated with social status and power, this has been supported by subsequent research (James & Clarke, 1993; Coates, 2004). More interruptions appear to be used by speakers with power and high social status. Social status and power have been found to influence interruptions in conversation, research by West (1998) and Woods (1989) on doctor-patient interaction and workplace conversations involving a woman in a high-status position and her male subordinate, respectively, suggest that gender plays a significant role in the interruptive behavior. Similarly, Winter (1993) observed a similar pattern in his study of political interviews conducted by male and female interviewers (Coates, 2004, pp.115-116).

2.2.3 Gender differences in the functions of interruptions

Some linguists interpret interruption as an attempt to gain power, control the topic, and dominate the conversation by grabbing and holding the floor. Octigan and Niederman (1979) indicate that interruption is perceived as a violation and a sign of

dominance in the conversation, as noted by West (1984) who suggests that the interrupter violates the right of the current speaker to finish his turn (James & Clarke, 1993, p.232). Based on previous claims, it is not surprising to assume that men are more likely than women to grab the floor and initiate competitive interruptions toward women. However, no clear conclusions can be drawn from the existing research findings with certitude to support this hypothesis strongly and firmly.

A couple of distinctions have been discovered in comparison, and many research findings are contradictory, as discussed below: according to James and Clarke (1993, pp. 248-249), Dindia's (1987) finding can only partially support the notion that more disruptive and competitive interruptions occur in all male conversations, whereas Lovin and Brody's (1976) study appears to contradict this. Willis and Williams' (1976) findings suggest that women may face more disruptive and competitive interruptions than men, but other findings, such as Dindia's, do not support this conclusion.

As said before, the central issue is that there are no clear, simple, and objective criteria for determining or identifying whether the interruption is cooperative or competitive.

James and Clarke (1993, p.239) claimed that women tend to use simultaneous talk more frequently than men do as a means of showing engagement, involvement, curiosity, and enthusiasm. According to several studies, such as Tannen (1992) and Coates (2004), women are more willing than men to express agreement and support, and female listeners are more likely to offer backchannel responses. Furthermore, women tend to express interest in the perspectives and emotions of others by using tag questions. In light of these observations, it is appropriate to conclude that women are more likely than men to engage in cooperative and collaborative interruptions. McLachlan (1991) conducted a study in which it was found that female pairs, when addressing a problem on which they both agreed, exhibited a greater frequency of non-disruptive interruptions than male pairs did. Likewise, Kalcik (1975) and Coates (1989) reported that in all-female group studies that women tend to

Use interruptions to demonstrate interest and support. Moreover, when compared to all-male groups, all female groups displayed a higher occurrence of cooperative interruptions, serving a positive socio-emotional purpose, such as demonstrating interest and enthusiasm.

Based on the previous studies James and Clarke (1993, p.259) indicate supportive, collaborative, or cooperative interruptions are more common in all-female conversations than in all-male conversations.

Concluding that the functions of interruptions further deepen the complexity of gendered communication, some perspectives suggest that interruptions may be attempts to gain control and dominance, though the evidence supporting this claim is inconclusive. The prevalence of interruptions serves as a tool to analyze broader societal dynamics, unveiling insights into power structures, communication tactics, and the intersection of gender and language. It is crucial to recognize the constraints of forming sweeping generalizations and to stay mindful of the diverse ways individuals, irrespective of gender, engage in conversations.

2.3 Section three: Relevant studies

Turn taking and interruption are complex phenomena that have been extensively studied in communication, sociology, linguistics, psychology, and anthropology. According to Schegloff and Sacks (1978), turn-taking is a crucial aspect of conversation that enables speakers to coordinate their contributions and maintain communication flow through a set of rules. Interruptions, however, may disrupt this system and negatively affect communication by causing confusion or signaling a lack of respect for the speaker.

Previous research has suggested that men are perceived as interrupters in mixed-sex conversations, while women are not. West and Zimmerman (1975) conducted a study in which they observed and recorded conversations in public places and analyzed them for patterns of interruption, dominance, and participation. Their findings showed that men were more likely to interrupt women and that women tended to use more tag questions, hedges, and qualifiers to soften their statements. Additionally, women spoke less and were interrupted more frequently than men. Furthermore, Octigan and Niederman (1979) in their research on male dominance in conversations suggests that men tend to dominate conversations in mixed-gender settings, both in terms of the amount of time they speak and the topics they discuss. Their study involved observing conversations between men and women in a variety of settings, including academic and professional meetings, social gatherings, and personal interactions. They found that men tended to speak for longer periods of time than women, and were more likely to interrupt or talk over women during conversations. Men were also more likely to steer the conversation towards topics that interested them or that they felt knowledgeable about.

Octigan and Niederman claimed that this dominance in conversations may be related to societal norms surrounding gender, with men often being socialized to be more assertive and confident in their communication style, while women may be socialized to be more polite and accommodating.

Whereas, Kennedy and Camden's (1983) research findings contrasted with previous studies and theories on interruption behavior. Their analysis showed that interruptions were not always used to assert dominance; in fact, almost half of the interruptions observed were functional communicative acts. Additionally, their study challenged the idea that gender plays a significant role in interruption behavior, as commonly reported sex role speech behaviors were not observed in their sample. In this investigation, the type of speech behavior did not vary based on the communicator's gender; furthermore, females produced a significantly higher number of speeches and interruptions than males. In addition, Murray and Covelli conducted a study in 1987 on conversational overlaps between men and women, where they recorded conversations between couples in their homes, focusing on instances where both partners spoke at the same time. Their research led to the clear inference that interruption is a communicative strategy employed by certain women when conversing with both women and men. This stands in contrast to Zimmerman and West's study, which analyzed women's behavior through a selective process of "segments" and transcription that was heavily influenced by theoretical assumptions. The study by Murray and Covelli suggests that the occurrence of conversational overlaps and interruptions is not exclusive to men and may be influenced by individual and cultural contexts.

Contrary to these previous studies, a study conducted by Dindia titled "The Effects of Sex of Subject and Sex of Partner on Interruptions" (1987), aimed at investigating the effects of gender on the frequency and distribution of interruptions in conversations. The study found three key results. Firstly, there was no evidence that men interrupt more frequently than women or that women were interrupted more often than men. However, there were more interruptions in opposite-sex conversations (male-female and female-male) compared to same-sex conversations (female-female and male-male). Secondly, interruptions were distributed unevenly in both same-sex and opposite-sex conversations. In opposite-sex conversations, males did not interrupt females more often than females interrupted males. Finally, the study found that women's assertive behaviors were not more likely to be interrupted. Women did not interrupt less assertively, nor did they reply to interruptions less assertively. As well as the study of

Beattie (1981), in contrast to Zimmerman and West (1975), this study identified no gender differences in the frequency or type of interruption.

Research on interruption patterns in mixed-sex conversations has shown that interruption behavior is not universal and can vary across cultures. For example, in Western cultures, men are often observed to interrupt women more frequently than other men (Zimmerman & West 1975, Octigan & Niederman 1979). Whereas in some Eastern cultures, interruptions are less common and may be viewed as impolite or disrespectful. Additionally, some research suggests that cultural norms and values around gender and power may influence interruption patterns. For example, in cultures where gender inequality is more pronounced, men may be more likely to interrupt women as a way of asserting dominance or control. For example, Itakura and Tsui (2004) research on gender and conversational dominance in Japanese conversation examines how gender roles and cultural norms impact communication patterns in Japan. Itakura found that Japanese men tend to dominate conversations and interrupt women more frequently than women interrupt men. This is due in part to traditional gender roles and cultural norms that emphasize hierarchy and deference to authority figures. Moreover, Ueno's (2008) research on gender differences in Japanese conversation expands on Itakura's work, highlighting how gender roles and power dynamics affects communication patterns in different contexts. Ueno found that men tend to dominate formal and public settings, while women are more likely to lead informal and private conversations. In mixed-gender settings, men often interrupt women and speak for longer periods, while women use more polite and indirect language. Ueno also notes that the use of honorific language and other forms of linguistic politeness can reinforce gender differences in communication, as women are expected to use more deferential language when speaking to men in positions of authority.

Dahi (2011) conducted a study aiming to examine interruption patterns in conversations among Middle-Eastern couples, with a specific focus on the influence of gender and cultural factors. The research challenges the prevailing belief that women in the Middle East are perceived as submissive and engage in more listening than speaking during mixed conversations. The analysis is based on five recorded conversations involving Syrian couples. The findings reveal unexpected results that deviate from the initial hypotheses and shed light on potential distinctions between Middle-Eastern and Western cultures concerning conversation dynamics. Contrary to the initial hypotheses, women in the Middle-East are indeed perceived as submissive and tend to do more

listening than speaking in mixed conversations. Surprisingly, interruptions were almost evenly distributed between males and females in this study. In some instances, females even interrupted more frequently, which contrasts with the findings of Western studies where women are interrupted by men more often than vice versa.

To sum up, the role of interruption in mixed-sex conversations is shaped by a complex interplay of cultural, social, and psychological factors. Fishman (1983), conducted a study titled "Interaction: The Work Women Do" which examined mixed-sex conversations in various cultures. The study revealed that men were more likely to interrupt women than other women, and the extent of interruption varied across cultures. Fishman's study was one of the earliest to document gender disparities in interruption patterns and their cultural differences. This work brought attention to the methods by which power and status are established through language use and provided a foundation for future research on gender and language.

2.4 Conclusion

This chapter reviewed the literature of the central feature of conversation, which is turn taking. It viewed the relationship between turn taking and interruption, as well as language and gender, both of which have been extensively researched. Several Studies have found that interruptions are more common among men than women, and that men are more likely to interrupt women than other men. This gendered pattern of interruption has been attributed to a range of factors, including socialization, power dynamics, and cultural expectations. However, it's worth noting that not all studies have found a gender difference in interruption, and that the relationship between gender and interruption can be complex and context-dependent. This chapter also investigated the types and the functions of interruption. Studies have shown that interruptions can serve both positive and negative functions. For example, interruptions can help to clarify misunderstandings or signal agreement, but they can also be used to assert dominance or undermine the speaker's authority.

To sum up, this chapter helps us to understand the dynamics of turn taking and interruption to make an appropriate conversation.

Chapter Three: Research Design and Methodology

Introduction

As seen in the previous chapter, we have provided a theoretical background concerning turn taking behavior and interruption. The accessible literature aided us in gaining some clear and straightforward understanding of the subject under consideration. This chapter is devoted to the description of the research design and methodology opted in our current study including the sampling procedure and the data collection tools.

3.1 Methods and Study Design

The present study is a mixed method study that combines both quantitative and qualitative data collection and analysis procedures. Schiffirin (1987) supports the idea of using mixed method approaches for one study since they make complementary contributions to the study of discourse. According to Hancock and al. (2001, p.7), qualitative research is a type of research that focuses on the description and interpretation of social phenomena. It fitted this research as this study aimed to identify and describe types and functions of interruption in mixed-sex pair conversations. To support the qualitative analysis, the data will also be analyzed quantitatively with percentages showing the occurrence of interruption. According to Creswell (2012), the quantitative method provides us with statistics that allow us to measure specific aspects related to our field of investigation.

3.2 Population and sample

The population of this study consists of a group of English students at the University of Bejaia, who participate in activities outside of the classroom like hanging out with friends or having casual conversations. The study's sample is made up of 15 pairs of participants including 15 males and 15 females who are currently between the ages of (19 and 24). Our study is concerned with mixed sex pair conversation so one male and one female were asked to hold a conversation.

Participants were asked to pick a topic of their choice if they have one in order to collect authentic everyday talk (Speer, 2002). In cases where participants were unable to decide on a topic, we provide suggestions for them. The participants were aware that they are being recorded for research purposes without being informed what the purpose of the research is in order to collect reliable information. Conversations flowed naturally and energetically, where participants had the freedom to express themselves in Kabyle, their mother tongue, or English based on their preferences and the cultural context. This mix of languages adds a layer of richness to the interactions, fostering inclusivity and understanding among the participants.

3.3 Instruments of the study

The current study investigates turn taking behavior and interruption among pairs in mixed sex conversation. Data collection involved the use of audio recording to capture and document the conversations of 15 pairs. These recordings served as the primary source for analyzing turn-taking patterns, and the type and the functions of interruptions present in these conversations. Additionally, immediately following each conversation, a semi-structured interview was conducted with the participants. The purpose of these interviews was to elicit qualitative information pertaining the participants' interpersonal attitudes toward interruption within the specific context of mixed-sex pair conversations.

3.3.1 Recording

Recordings are essential tools in discourse research, the increasing availability of recording equipment has meant that research could be more data driven (Speer & Hutchby, 2003). For this study, we used a digital audio recording device to record conversations. It has only recorded participants' voices without recording the visual images of the participants in doing so; participant's anonymity, confidentiality and ease

are ensured. In this sense, the researchers ensure natural data driven and higher validity of generated talks. Audio recordings have been used extensively in CA research, as they allow a researcher to capture the actual words of an interaction and take note of how words are spoken in the interactions of interest (Gibbs et al., 2002). To ensure audibility of the data, the recording devices were tested beforehand and were placed away from possible interferences.

According to Ary et al. (2018), data that has been collected must be organized and managed in order to be described, classified, and interpreted (p. 456) . Thereafter, the data was transcribed following the Standard Transcription proposed by Jefferson in Lerner (2004, pp.24-31), it is a way to transcribe speech by using some symbols or other form devices in the transcript. Jefferson gives the following examples:

1. “//” double oblique indicating an interruption.
2. “=” equal sign indicating no break or gap.
3. “[]” brackets indicating an overlap

To avoid the researcher’s influence and bias, participants in this study were told to self-record their conversations without the presence of the researcher (Cameron, 2001). After the data gathering, we conducted a short interview for all participants.

3.3.2 Semi structured interview

Interview is an oral and face-to-face questionnaire involving two parties; an interviewer and an interviewee. In our research study as we are dealing with interruptions as depicted from a conversational analysis perspective, interviewing seems a good way to support the data gathered through recording sessions. This indeed allows us to dig deeper and enquire about missing spots in the data gathered earlier. There are many types of interviews, based on the study’s major objective, we have found out that the semi structured interviews (SSI) are more suitable for a sociolinguistic study.

In establishing the methodological framework for our inquiry into gender-based interruptions, we find inspiration in a corpus of insightful studies employing semi-structured interviews to elucidate nuanced communication dynamics. Angelina Subrayan's research, titled "Power-oriented and Rapport-oriented Interruptions among

Professional Women in Small Group Conversations," meticulously examines interruptions within professional settings among women. Additionally, Kate Blackburn and her colleagues contribute to the literature with their study, "Technological Task Interruptions in the Classroom," shedding light on interruptions in educational contexts a facet often overlooked in gender communication research. The utilization of semi-structured interviews in both Subrayan's and Blackburn's research aligns seamlessly with the qualitative approach we intend to adopt in our study. By embracing a similar methodology, our objective is to adeptly capture the intricacies of communication dynamics, affording participants the opportunity to articulate their perspectives on turn-taking and interruptions in mixed-sex conversations.

A semi-structured interview was conducted with participants immediately following recording sessions to investigate the impact of interruptions on the interpersonal attitudes of individuals engaged in mixed-sex conversations. The interviews were conducted in either English or Kabyle language based on the participant's preference. The collected interview data was subjected to analysis using Thematic Analysis (TA), a systematic research method that involves the identification, organization, and interpretation of patterns of meaning, known as themes, within a dataset. TA serves as a means to identify shared characteristics in the way a particular topic is discussed or written about, and to derive understanding from those commonalities.

Chapter Four: Data analysis and Discussion

Introduction

This section is considered as the most important part of this thesis. According to Woods and al. (1986), this particular section holds significant importance within the context of the thesis. They assert that during the process of conducting linguistic research, the researcher encounters a crucial task of comprehending the collected data and subsequently conveying its meaning to others. The researchers need to effectively interpret and communicate the data they have gathered to ensure clarity and understanding among the intended audience.

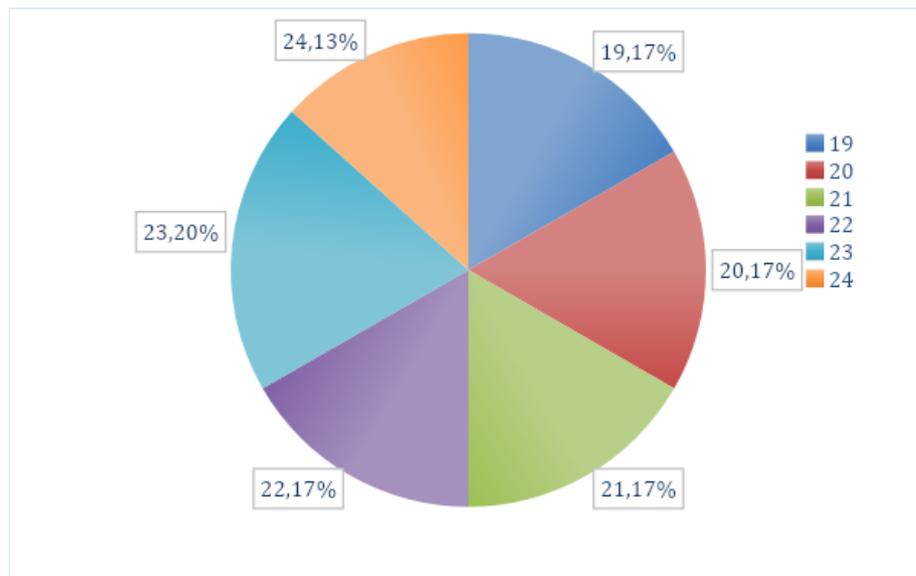
The major aim of the present research is to investigate the types and functions of interruptions between pairs in mixed-sex conversations. The study uses percentages as a direct tool for investigating language variation in a social setting, as recommended by Hazen (2017). To achieve this aim, the study employed two data collection tools, which have been described in the previous chapter. This chapter starts by providing details about the participants, including their age, gender, educational level. This information is important for understanding the sociolinguistic context of the study and the potential impact of these variables on language use. Subsequently, the focus shifts to the data analysis procedures, incorporating the presentation of tables to present the analysis of the obtained data, and to discuss the results, as the title of this chapter suggests. Additionally, examples are provided to illustrate the types and functions of interruptions. Lastly, a thematic analysis of the semi-structured interviews was conducted to explore the participants' interpersonal attitudes towards being interrupted.

Overall, this chapter provides important background information on the data collection procedures for the study, which is essential for understanding the results reported in subsequent chapter.

4.1 The participant's backgrounds

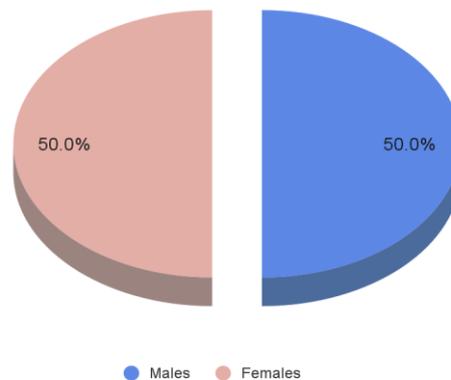
The background information collected from the students is crucial for ensuring that the sample fits the required conditions to fulfill the aim of the research.

Figure 1: the age of the participants



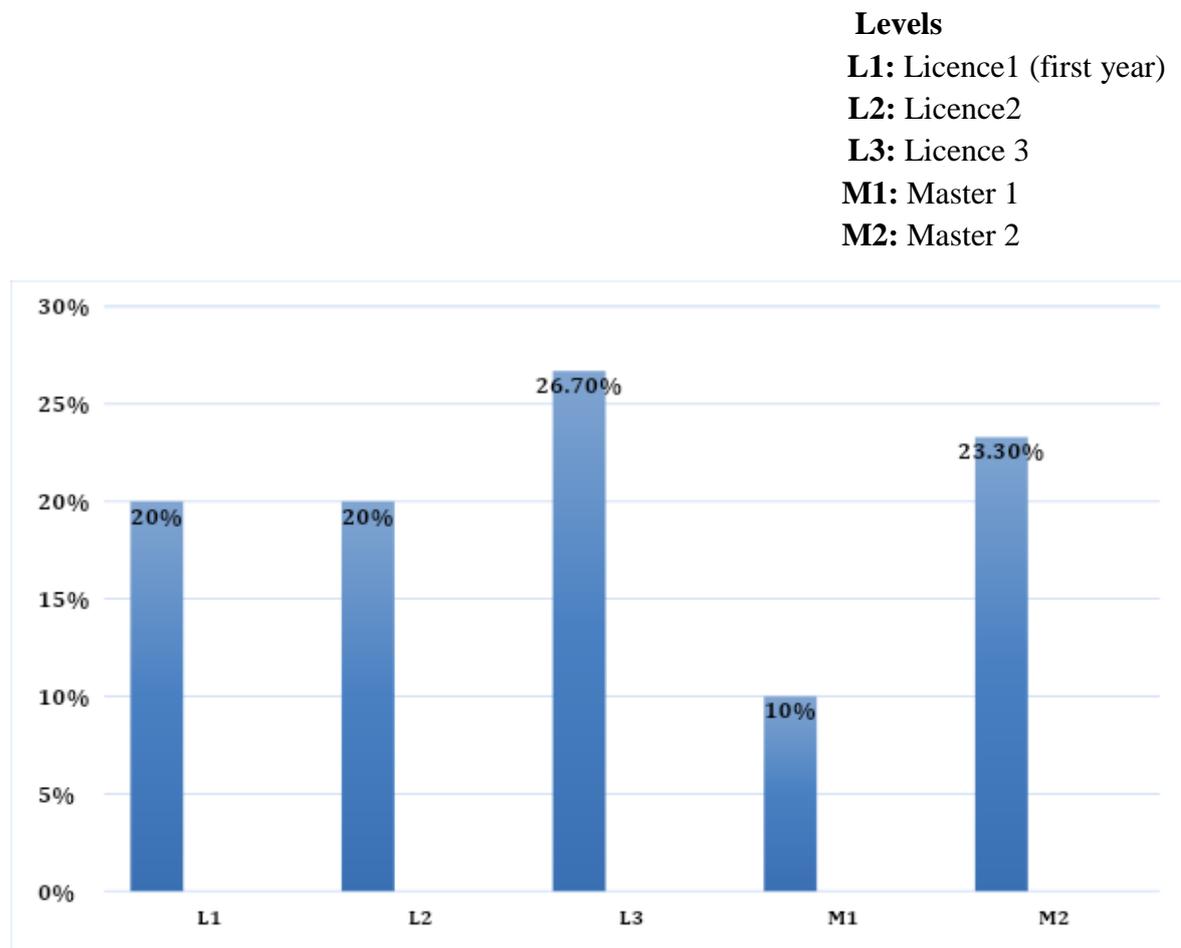
Age is an essential variable in determining what portion of the population we are targeting. The semi structured interview results show that participants' age range varies from 19 to 24. As displayed in the chart, the highest percentage (20%) of participants falling into the 23-year-old age group, while the lowest percentage (16%) falls into the 19-year-old age group.

Figure2: the age of the participants



Gender, like age, tends to determine which category of the population was treated, i.e. if our sample consists of males or females. Figure 2 shows the gender of the participants. . It shows that the total number of the participants is 30 students representing 100% of the whole sample. The sample includes 15 pairs (15 males and 15 females), each constituting 50 % of the whole sample. The number of females is clearly equal to the number of males since this variable of gender is taken into consideration in the present study. Ensuring equal representation of both males and females in the sample can help avoid potential gender biases and provide results that are more accurate.

Figure 3: the educational level of the participants



The educational level of a person is a measure of the level of instruction they have attained. It is generally assumed that individuals with higher levels of education possess a better understanding of the subject matter being investigated and are able to provide coherent responses to questions related to the topic. In this study, participants consisted of English students from the University of Bejaia, representing all levels of education. Specifically, the results indicated that 23.30% of the participants were master's degree level two students, 10% were master's degree level one students, 26.4% were third-year students, 20% were second-year students, and the remaining 20% were first-year students.

4.2 Data Analysis procedure

The collected data from both the recorded materials and semi-structured interviews underwent analysis and processing using a mixed-method approach. This methodology involved the use of tables that presented frequencies and percentages of the data, as well as providing examples of the transcribed interruptions made by the participants.

4.2.1 Analysis and Discussion of the audio recordings

In order to properly analyze and discuss the recorded conversations, it is crucial to establish and clarify the coding system utilized. The coding system employed is outlined as follows:

M: Represents a Male participant

F: Represents a Female participant

Table 1: Conversations sessions

Sessions	Date	Place	Duration
01	27 april 2023	Residence Hall , Bejaia	30 minutes
02	29 april 2023	Coffee shop, University of Bejaia	30 minutes
03	30 april 2023	Building 3 , University of Bejaia	26 minutes
04	02 may 2023	Building 3	12 minutes
05	02 may 2023	Building 3	9 minutes
06	02 may 2023	Building 3	11 minutes
07	02 may 2023	Fast food	10 minutes
08	03 may 2023	Building 8 , University of Bejaia	10 minutes
09	03 may 2023	Building 8, University of Bejaia	8 minutes
10	03 may 2023	Coffee shop	7 minutes
11	04 may 2023	Building 3	16 minutes
12	04 may 2023	Building 8	22 minutes
13	04 may 2023	Residence Hall , Bejaia	9 minutes
14	04 may 2023	Residence Hall , Bejaia	13 minutes
15	04 may 2023	Building 3	7 minutes

This table provides a clear overview of the recording sessions, including pertinent details such as the date, place, and duration of each session, making it easy to reference and analyze the data. It appears that the sessions were ranging from 7 to 30 minutes, and were conducted at various locations, including a residence hall, a coffee shop, fast food restaurant, and different buildings within the University of Bejaia.

Table 2: The frequencies of the Occurrence of Types of interruption between pairs in mixed sex conversations.

	<i>Strategy</i>	<i>Frequency</i>	<i>Percentage %</i>
<i>Gender</i>			
Males	Cooperative Interruption	89	18,46
	Competitive Interruption	151	31,32
		240	49,78
Females	Cooperative Interruption	104	21,58
	Competitive Interruption	138	28,63
		242	50,21
	Total	482	100

Upon analyzing the data presented in Table 2, several notable observations can be made regarding the interruption patterns within the mixed-sex conversations. Firstly, it is noteworthy that interruption attempts are distributed in a nearly symmetrical manner across the entire corpus. However, when examining the overall frequency of interruptions, there is a rough equality between the genders. Women utilized

interruptions for approximately 50.21% of their turns, while men employed interruptions for approximately 49.78% of their turns.

In terms of gender differences, males exhibited a higher proportion of competitive interruptions, accounting for approximately 31.32% of their interruptions. In contrast, women accounted for a slightly lower percentage of competitive interruptions, approximately 28.63%. Conversely, women displayed a higher frequency of cooperative interruptions compared to men, constituting approximately 21.58% of interruptions made by females, whereas males accounted for approximately 18.46% in this category.

1) Cooperative Interruption

Cooperative interruption occurs when the next speaker interrupts with positive reasons to support the conversation. Below is the occurrence of a cooperative interruption.

(Datum 1)

Minute: (1.14)

Dialogue:

M1: The right to have decent jobs, the right to have equality in // **salaries**

F1: // **salaries** yeah

M1: These are like some basic rights to claim.

The above conversation happened at the time when M1 and F1 were discussing feminism. During the conversation, M1 was listing the rights that women have fought for in the past, specifically mentioning the right to have decent jobs and the right to equality in salaries “The right to have decent jobs, the right to have

equality in // **salaries**". F1 interrupted M1 by interjecting with the phrase " //**salaries yeah.**" This interruption can be understood as F1 expressing agreement with M1's point about equal salaries. M1 then continued his statement by emphasizing that these rights are basic and fundamental, indicating that they are essential rights that should be demanded.

(Datum 2)

Minute: 4, 12

Dialogue:

F2: In Algeria, for instance, women continue to suffer abuse and illegality, in terms of //

M2: // in terms of salary

F2: Yeah, exactly regarding salary, as well as domestic violence against women.

Throughout the dialogue above, F2 and M2 discussed both the positive and negative aspects of feminism. In this example, F2 referred to women in Algeria who still suffer abuse and illegality where she said "In Algeria, for instance, women continue to suffer abuse and illegality // **in terms of**", F2 who was experiencing pause, made M2 interrupt and interject her to help say what she wanted to say by saying "// **in terms of salary**", suggesting that F2 was referring to the issue of women's salaries. F2 acknowledges M2's assistance and agrees with him, confirming that she was indeed referring to salary disparities by saying "Yeah, exactly regarding salary..." and she added that there are also instances where women experience

domestic violence. This means that the interruption made by M2 is a positive response to help F2 with her difficulty.

2) Competitive Interruption

Is a type of interruption where one of the speakers is involved in the conversation for negative reasons such as disagreeing with the topic of conversation, changing the topic, and so on. For further explanation, below is the occurrence of competitive interruptions.

(Datum 1)

Minute: 5, 17

Dialogue:

F3: Let's look at our society as an example. Who is most likely to cheat in marriage or in relationships?

M3: It depends. It can be the fault of women or // **men**

F3: // **No, no.** As women, since we were kids, we have been raised with the idea from our parents that we should respect men and fear them. On the other hand, men can do whatever they want because they are men.

The conversation above clearly demonstrates a competitive interruption initiated by F3. F3 and M3 were discussing the topic of infidelity in relationships and debating whether males or females are more likely to cheat. F3 interjected and requested M3's opinion on this matter by stating, "Let's consider our society as an example. Who is most likely to cheat in marriage or relationships?" M3 answered her by saying that "It depends. It can be the fault of women or // **men**". However, F3

promptly interrupted him, expressing disagreement and asserting, "// **No, no.** As women, since we were kids, we have been raised..." F3's interruption clearly indicated her disagreement with M3's statement and her belief that men are more prone to cheating on their partners.

(Datum 2)

Minute: 3, 35

Dialogue:

M4: I had a relationship with a girl whom I was friends with for 15 days. Because we did not get along together, so i decided to end the relationship in 15 days.

F4: why would you start a relationship from a friendship, I think like there is **//one point**

M4: **// we were friends**, we were friends then we moved to relationship but after 15 days I came to the realization that it cannot work.

M4 performed competitive interruption in the above utterances. M4 interrupted the conversation that was being carried out by F4. Here, F4 and M4 were talking about cheating and relationships, M4 shared his own experience of being in a relationship with a friend, which ultimately did not last long. F4 responded to him by saying "why would you start a relationship from a friendship, I think like there is **//one point**", M4 started speaking and took the floor from F4 by saying that "**// we were friends**, we were friends then we moved to relationship but ..." M4 prevented F4 from completing her sentence, and he took the floor from her indicating a negative response.

Table 3: The Frequencies of the Occurrence of Reasons (functions) of interruption in mixed sex conversation.

	<i>Functions of Interruption</i>	<i>Males</i>		<i>Females</i>	
		Frequency	Percentage %	Frequency	Percentage %
cooperative	Agreement	41	8,5	51	10,58
	Assistance	16	3,31	19	3,94
	Clarification	32	6,63	34	7,05
competitive	Disagreement	63	13,07	64	13,27
	Floor taking	65	13,48	53	10,99
	Topic Change	1	0,20	0	0
	Tangentialization	22	4,56	21	4,35

The table above reveals the accuracy rate of interruptions observed during recorded mixed-sex conversations involving 15 pairs of English students at the University of Bejaia.

Speakers who are involved in the conversation may have some reasons to interrupt other speakers. The data presented in **Table 3** indicates that interruptions occurred 482 times, with 240 instances involving males and 242 instances involving females. These numbers suggest that interruptions were nearly evenly distributed between male and female participants. The table shows seven distinct reasons for the interruptions observed in the study. Among these reasons, the occurrence of agreement was noted 41 times by males, accounting for 8.5% of the total interruptions made by males. Similarly, females exhibited agreement interruptions 51 times, representing 10.58% of the total interruptions made by females. The interruptions by males included instances of assistance, which occurred 16 times, constituting 3.31% of the total

interruptions made by males. Females, on the other hand, interrupted for assistance 19 times, representing 3.94% of their total interruptions. The third reason is clarification, males interrupted with this intention 32 times, accounting for 6.63% of their interruptions. Females exhibited clarification interruptions 34 times, making up 7.05% of their interruptions. These three above reasons are cooperative interruption reasons.

In the case of competitive interruptions, there is a disparity between men and women in disagreement interruptions. Men accounted for 63 interruptions, representing 13.07% of the total interruptions, whereas women accounted for 64 interruptions, representing 13.27%. This indicates a relatively equal distribution of competitive interruptions between the genders.

Regarding floor taking, men took the floor 65 times, which corresponds to 13.48% of the total talk, while women took the floor 53 times, representing 10.99%. This suggests that men exhibited a slightly higher frequency of floor taking compared to women.

Topic change, on the other hand, had the lowest occurrence. It only transpired once by men, representing 0.22% of the interruptions. This indicates a negligible incidence of topic change by men during the discussion.

Lastly, tangentialization occurred 22 times by men, accounting for 4.56% of the interruptions, and 21 times by women, representing 4.35%. These percentages indicate a similar tendency for tangentialization by both men and women.

1. Agreement

This type of interruption serves as a confirmation or validation of the speaker's viewpoint, indicating alignment or shared agreement among the participants.

(Datum 1)

Minute: 0, 47

Dialogue:

M1: Men and women have inherent biological differences, and one of them is that men tend to be stronger physically than women **//and**

F1: **//yeah**

M1: Women, for example, cannot work in building sites or do construction work or other **//works**

F1: **// that's true**

In the previous conversation, M1 and the F1 discussed the concept of role exchange between men and women, specifically whether men can perform traditionally female tasks and vice versa. M1 initially expressed the belief that “Men and women have inherent biological differences, and one of them is that men tend to be stronger physically than women **//and**” However, before M1 could continue his thought, F1 interrupted and responded with “**// yeah**” as an indication of agreement with his statement. M1 then proceeded to elaborate on his idea, stating that “ Women, for example, cannot work in building sites or do construction work or other **//works**” However, before M1 could complete his statement, F1 interrupted again, this time affirming his claim by stating “**// that's true.**” This interruption can be classified as an agreement interruption, as F1 interrupted M1 in order to express her agreement with his statements.

(Datum 2)

Minute: 6, 03

Dialogue:

F2: Me personally, I am against marrying someone I do not know. I believe it is crucial for individuals to have a certain level of familiarity with their prospective // **partner**

M2: // **Yeah**, that's true, not like the arranged marriages that existed in the past

F2: Yes.

The conversation above contains an agreement interruption made by M2. M2 and F2 were talking about cheating and what makes someone cheat on his partner, F2 expressed her belief that marrying someone without sufficient knowledge about them is not ideal by claiming that “Me personally, I am against marrying someone I do not know. I believe it is crucial for individuals to have a certain level of familiarity with their prospective // **partner**” before finishing her idea M2 interjects and interrupts her by saying “// **Yeah**, that's true, not like the arranged ...” This interruption served as an agreement because M2 agreed with what F2 said.

2. Assistance

Assistance is the reason why speakers sometimes interrupt to save other speakers from difficulties in the middle of their utterances.

(Datum 3)

Minute: 0, 28

Dialogue:

F3: Even though it was not in our country, women in the past have protested to advocate for their rights which //**are**

M3: // **primary**

F3: Exactly.

During the dialogue, M3 and F3 were discussing feminism and its origins. F3 mentioned that “women have protested to advocate for their rights, which //are”, here she was experiencing a pause, which made M3 interrupted her to assist and suggested the word “//primary.” F3 confirmed M3's interruption by acknowledging, “Exactly.” Therefore, M3's interruption served as assistance to help F3 express her intended thought.

(Datum 4)

Minute: 1.18

Dialogue:

M4: And we have feminism 2.0, which is like rigorous feminism, like I do not // know

F4: // Hating all men

M4: Yeah hating all men, and there was this hashtag on twitter...

As it appear in this conversation M4 and F4 were talking about feminism, M4 stated that “And we have feminism 2.0, which is like rigorous feminism, like I do not // know “M4 here could not complete his sentence so F4 assisted him by saying “//Hating all men”. Here the interruption made by F4 is an assistance to help M4 to continue his idea.

3. Clarification

The reason for clarification interruptions often arises when the ongoing speaker's message or intended meaning is not conveyed clearly in the conversation.

(Datum 5)**Minute:** 7, 30**Dialogue:**

F5: If a boy comes to me, and I flirt back, and how would you see it, is it my // **fault**

M5: //Come to you how? An offer?

F5: No, I mean he flirts with me and I flirt back

M5: That's cheating

The above dialogue depicts M5's request for clarification. F5 and M5 were discussing relationships and the possibility of interacting with new people while being in a committed relationship. M5 mentioned that he can meet and talk to other girls even if he's in a relationship, which prompted F5 to ask for his perspective if she were to engage in similar behavior by saying "If a boy comes to me, and I flirt back, and how would you see it, is it my // fault" Before F5 could complete her statement, M5 interjected and asked her to clarify her intention with the phrase "//Come to you how? An offer?" This interruption is for the reason of clarification.

(Datum 6)**Minute:** 19, 40**Dialogue:**

M5: You have to take the circumstances into consideration, and secondly if i give attention to another girl it does not mean i have feelings for her maybe she is just // **a**

F5: // **what do** you mean by attention? What does it mean to give attention to you?

This interruption occurred when M5 mentioned that “if I give attention to another girl it does not mean I have feelings for her maybe she is just // a” before he finished his utterance F5 sought clarification by asking, “// what do you mean by attention? What does it mean to give attention to you?” Her interruption was prompted by the need to get a clarification and a clear understanding of what M5 said.

4. Disagreement

In this case, the listener who disagrees with the current speaker, interjects to express disagreement and present his own perspective.

(Datum 7)

Minute: 01:10

Dialogue:

F6: we have to admit that generally men who // **cheat**

M6: // **No, not** necessarily, both men and women cheat

The conversation between F6 and M6 seems to revolve around the topic of cheating, and both individuals express their opinions on the matter. F6 initially suggests that men are more likely to cheat, but M6 interrupts her with a disagreement, stating “// no, not necessarily...” This indicates that M6 disagrees with the assumption that men are more prone to cheating. This type of interruption is a disagreement.

(Datum 8)

Minute: 4, 40

Dialogue:

F7: Personally, I believe that having a close male friend while in a relationship can be acceptable, as long as both you and your partner are comfortable with this.

However, if i become aware that my male friend has developed romantic feelings for me, I will decide //to

M7: // for me it is not worth it to put yourself in that situation. Being in a relationship means that your partner is typically your primary source of emotional support; you do not have to have a best friend.

In the conversation, F7 and M7 were discussing the acceptability of having a male or female best friend while being in a romantic relationship. F7 initially stated that she finds it acceptable, but she added that "...as long as both you and your partner are comfortable with this. However, if I become aware that my male friend has developed romantic feelings for me, it is me who will decide //to", At this point, M7 interrupted F7 directly and expressed disagreement with her viewpoint by stating, "// for me it is not worth it to put yourself in that situation. Being in a relationship..." M7 interrupted to express his disagreement with F7' perspective on the matter.

5. Floor Taking

Floor taking is a reason to interrupt that occurs when the next speaker wants to dominate the conversation.

(Datum 9)

Minute: 3, 59

Dialogue:

F8: is it okay for you if your wife has a boy // best

M8: // Look, I believe that if this best friend shares similar values and mindset as me, I would be open to the idea. First, I will talk with him and get to know him, then I will decide for myself.

In the previous dialogue, F8 asked M8 if he is okay with his wife having a boy best friend “is it okay for you if your wife has a boy // **best**”. Not finished with her utterance, M8 took over the turn saying “// **Look**, I believe that if this best friend shares similar values and mindset as me ...” This utterance is an irregularity done by M8. M8 as the next speaker interrupted F8, the previous speaker by cutting off the utterance. In this case, the interruption was a floor taking.

(Datum 10)

Minute: 9, 37

Dialogue:

M9: What is your opinion on couples who exert control over each other's lives, such as constantly telling their partner what they can and cannot // **do**

F9: // **normally, usually** individuals possess an understanding of appropriate behavior without the need of external instruction. I mean, they know what they should and should not do.

The dialogue above happened between M9 and F8. They were talking about relationships, and M9 asked F8 by saying “What is your opinion on couples who exert control over each other's lives, such as constantly telling their partner what they can and cannot // **do**”. However, before he could finish his sentence F9 took over the floor and she claimed that for her “// **normally, usually** individuals possess an understanding of appropriate behavior without the need of external ...” This interruption is a floor taking done by F9.

6. Topic Change

Topic change interruptions typically arise from various factors, including speakers experiencing discomfort with the current topic of discussion, the presence of

unexpected or inappropriate topics, and the emergence of tedious or uncomfortable subjects.

(Datum 11)

Minute: 08, 09

Dialogue:

M10: would you still have to work even if your husband is financially well off and capable of providing everything for you.

F10: Yes, for me, work holds immense significance as it defines my identity. And let's say Even if I were to go through a divorce, I would still have my own financial resources, ensuring that I am not left in a // **vulnerable**

M10: //let's talk about children, how are you going to take care of the children

In the conversation above, M10 and F10 were talking about why a woman has to work when her husband can provide all that she needs. M10 asked F10 about her opinion on this and she answered by saying that “ Yes, for me, work holds immense significance as it defines my identity. and let's say even if i were to go through a divorce, I would still have my own financial resources, ensuring that i am not left in a // **vulnerable** ” while at the same time M10 interrupted her and shift the topic to children by asking her “ //let's talk about children, how are ...”. M10, as the next speaker, cut F10's utterance in the middle of her utterance. He ignored that it was F10's turn to speak. Therefore, interruption in this dialogue is categorized as topic change because the next speaker changes a new topic of conversation.

7. Tangentialization

This interruption occurs due to the anticipation or familiarity of the next speaker with the content or direction of the ongoing conversation.

(Datum 12)**Minute:** 18, 50**Dialogue:****M11:** And this is not a really good way to live or behave**F11:** yeah

M11: but some women think like this and too bad, maybe there are boys who like women like this but //personally

F11: //you do not, but you are being one

In the conversation above M11 and F11 were talking about a woman who is in a relationship and still gives attention to other boys, and for M11 it is not appropriate for women to do so by saying “but some women think like this and too bad, maybe there are boys who like women like this but //personally” Unfortunately, before M11 finishes his utterance, F11 takes his turn and says “//you do not, but you ...”. From F11’s utterance she seemed to know what M11 was going to say so she interrupted him. This type of interruption is a tangentialization.

(Datum 13)**Minute:** 17, 58**Dialogue:**

F12: I know they are psychopaths, but they are sane, they look fine, they are intelligent and smart, especially T bag, he is intelligent even though he uses // it

M12: // Like in a wrong way, for bad purposes. , to hurt people**F12:** Yeah

During their conversation, F12 was providing an explanation of her dissertation topic on psychopathy to M12. As part of her discussion, she brought up the character of T-Bag from the TV series "Prison Break" and emphasized his

intelligence, stating, "especially T-Bag, he is intelligent even though he uses //it " However, M12 interrupted her with a tangentialization interruption, stating, "// **like in a wrong way**, for bad purposes." It was evident that M12 preemptively knew F12's intended statement and interjected to divert the conversation and avoid her from sharing that information.

4.2.2 Analysis and Discussion the semi structured interview

Before proceeding with the analysis and discussion of the interviews, it is important to clarify the coding system used. The codification employed is as follows:

M1: Male participant 1

F1: Female participant 1

According to Gallois and Markel (1975) and Murray (1985), interruption may not be disruptive if it occurs when the first speaker is likely to finish their statement or if the first speaker has already spoken for an excessive amount of time. However, if the initial speaker is unable to complete their thought or if the interruption disrupts the topic being discussed, it can be seen as disruptive. Furthermore, if the interruption is a statement rather than a question, it can also contribute to the perceived disruption (Covelli & Murray, 1981; LaFrance & Carmen, 1980; Murray, 1985). As a result, the severity of intrusions by a second speaker can vary (Murray, 1985).

One of the aims of the present study was to explore the possibility that conversational interruptions can have different social meanings, such as power or active engagement, and how such interruptions are perceived by individuals of different genders. According to the assertions made by the participants, we have identified four distinct factors that pertain to the impact of interruption on interpersonal attitudes during mixed sex conversations which are: Disrespect, power

dynamics, confrontation, and assertiveness. According to the studies conducted by Farley (2008) and LaFrance (1992), individuals who frequently interrupt others are not only seen as powerful but also tend to be viewed as impolite, argumentative, and disrespectful. These factors shed light on the perceptions and experiences of participants when it comes to interruptions in conversations.

While previous studies have recognized the impact of interruption on our perceptions, the relatively scarce existing literature has focused more on negative dependent measures like confrontation. According to the perspectives of Bateson (1972) and Goffman (1974), "doing interruption" can be seen as a means for individuals to demonstrate their engagement in the activities of argument or confrontation. This framing of the act as "argument" or "confrontation" implies that interruption is inherently intrusive, impolite, and potentially hostile in nature. Thus, it can be inferred that interruption, as defined within this context, is considered to be a disruptive and discourteous behavior. This aspect suggests that responses to interruptions during conversations can have multiple dimensions. The confrontational factor emphasizes the confrontational nature of certain interruptions. In situations involving arguments or competition, the main focus is on silencing the other person in order to assert one's own viewpoint. Participants from both genders described instances where interruptions occurred solely because the interrupter disagreed with the speaker's viewpoint, aiming to silence and impose their own perspective as the correct one. This behavior was characterized as unsettling, bothersome, and anger-inducing. Participants also highlighted how interruptions made them feel attacked and defensively responded to, indicating that interruptions were perceived as confrontational acts.

M1: It can be unsettling when someone interrupts me simply because they disagree with my viewpoint, attempting to silence me and impose their own perspective as the correct one.

M2: Some people have a habit of constantly interrupting others and dismissing their ideas or opinions in order to show off how much they know and to make others feel inferior. They do this to make themselves seem better than everyone else. This kind of behavior bothers me and makes me really angry.

F 1: It seems like his interruption was intended to bother me, as I felt attacked despite speaking calmly.

F 2: when someone thinks completely opposite of you , for instance ,concerning LGBT community I'm a person who doesn't support it, because it touches me as a human , I get interrupted just because I'm against what they believe it's true !

The second factor, referred to as disrespect, can be more accurately described as a manifestation of power. When an individual interrupts their partner, they are essentially conveying the message that their partner's presence or contribution is inferior to their own, therefore can be disregarded and overruled. According to LaFrance (1992), disrespect, characterized by four elements, includes indifference, rudeness, self-centeredness, and irritability. These components highlight the tendency of interruptions to disregard the other person's input. The key aspect is covert dismissal, where the partner's contribution is deemed insignificant and disregarded as lacking importance. Brown and Levinson (1987) postulated that instances of interruption in conversation can elicit negative emotional reactions, such as frustration, annoyance, and a sense of disrespect. Additionally, Gumperz (1979) asserted that interruptions not only disrupt the flow of discourse but also indicate

disinterest and devalue the contributions of individuals, potentially eroding their feelings.

Based on the participant interviews, it is evident that interruptions during mixed-sex conversations are perceived as disrespectful. Both male and female participants expressed feelings of anger, disrespect, annoyance, and offense when they were interrupted.

M1: “Like I said, I get angry, I feel disrespected by the other person.”

M 2: “It is disrespectful, and rude to me.”

M 3: “I experience a sense of disrespect from this individual, perhaps indicating their disinterest in what I was saying, this makes me really angry.”

F1: “For me is to impose your word to dominate the conversation, it is disrespectful and selfish “

F2: “When someone interrupts me I feel disrespected, and annoyed especially when I lose my idea because of him, yeah I get annoyed.”

F3: “If the person does it, once or twice it is okay if he is doing it multiple times I feel offended and non-respected.”

The third factor is power dynamics, also known as dominance. According Heritage (1987), there exists a correlation between interruptions and the perception of respect, wherein interruptions are perceived as a violation of conversational norms and result in the creation of a power imbalance. Interruptions have been perceived as reliable and objective indicators of personal and relational attributes, specifically those related to domineeringness and dominance. Disruptive interruption strategies employed during interactions contribute to an amplified perception of the interrupter's dominance. Interruptions can serve as manifestations of power imbalances within a relationship, wherein dominant individuals employ interruptions to exert control and

establish their authority. This dynamic fosters an environment of inequality and impedes open dialogue, as the less assertive individual may experience discouragement in expressing their viewpoints. When considering the power dynamics between the interrupter and the person being interrupted, it can be inferred that the interrupting individual holds a higher position of power. Within interpersonal interactions, power tends to be demonstrated through subtle reminders of the other person's lesser value, rather than overt displays of dominance over them (Henley, 1977). Individuals who engage in persistent interruption are often perceived as authoritarian and domineering (Rogers & Jones, 1975). Interruption, in this context, serves as a means to establish and uphold a hierarchical distinction or status differential between individuals. There is a commonly held belief that when men interrupt women more frequently than they are interrupted by women, it signifies an attempt by men to exert dominance and control over women during spontaneous conversations. Previous studies have indicated that men tend to display more "dominance behaviors," such as speaking for longer durations and interrupting more frequently, in conversations (Mast, 2002).

Below are several examples illustrating the responses of individuals when asked about the circumstances that result in interrupting someone or being interrupted by others:

M1: "There are people actually who want you to say what they think is the right thing, if not they interrupt you, they just want to control the topic."

M2: "For me honestly, interrupting someone is a way to exert control over the conversation. When they feel like they are losing influence or their ideas are being dismissed, they will often interrupt to regain the upper hand and make sure their point is acknowledged, like for example some people interrupt you by repeating the same

word two or three times just to get your attention and stop you then they carry on their idea.”

F 1: I think when he wants to change the topic or your idea and control it.

F2: Generally, I tend to interrupt someone when I feel a strong need to share my perspective or when I have important information to contribute. On the other hand, I find that people often interrupt me when they are eager to interject their own thoughts or when they disagree with what I am saying.

The fourth factor is assertiveness, which pertains to individuals who make their presence known in any conversation they engage in. In assertive situations, interrupters are perceived as actively participating in the conversation. Assertiveness is characterized by two components: being assertive and strong. This factor highlights that interrupters can be viewed as actively involved in the conversation. In terms of effectively addressing a significant interruption, the approach that demonstrates the highest level of assertiveness is known as "competition/continuance." This classification encompasses tactics that emphasize an individual's right to be heard, such as speaking louder, repeating or extending parts of one's own speech while someone else is speaking. It also includes the use of "continuance," where the speaker persists in claiming the opportunity to speak despite the simultaneous speech of others. On the other hand, a method that is less assertive and less obtrusive for resolving interruptions is known as "finishing." This approach involves completing the interrupted utterance while maintaining a sense of simultaneity. As mentioned earlier, this method allows the other person to take their turn in the conversation, but it leaves behind a complete unit of speech. "Dropping out" refers to abruptly stopping one's own speech when interrupted. It is considered the least assertive way of resolving an interruption. On the other hand, "self-retrieval" is the most assertive form

of retrieval when interrupted. It involves either continuing from where one left off or starting the utterance again to regain control of the conversation. By employing self-retrieval, the speaker asserts their right to continue speaking as if the interruption never occurred. In contrast, "other-retrieval" involves acknowledging the interruption, requesting a repetition, or incorporating parts of the other person's simultaneous speech into one's own next statement. This act retroactively gives the floor to the other person. In summary, self-retrieval shows assertiveness in reclaiming the speaking turn, while other-retrieval concedes the turn to the interrupting party (Jefferson & Schegloff, 1975).

Participants were asked about their responses to being interrupted and whether they felt intimidated, as well as how they chose to react. The following statements reflect their perspectives:

M1: I will be angry, but will not show it. Personally, I cannot tell him why you stopped me; I would let him finish politely.

M2: It depends on the context and the way I have been interrupted, that will decide if I carry on or stop.

M 3: In various situations, responses to interruptions may differ based on the specific circumstances. However, when confronted with disrespectful or rude interruptions, I choose to disengage from the conversation altogether.

M 4: For me no, I will not stop, I will continue my turn.

M5: Interruptions used to make me uncomfortable and shy somehow, but now I assert myself by resuming my train of thought after acknowledging the interrupter.

F 1: Me too actually I get annoyed and sometimes I just scream at the person like let me finish first.

F 2: I will stop talking and I will give him the floor.

F3: When someone interrupts me I just stop talking, I am not doing the same thing as them.

The aforementioned findings suggest that interruptions during conversations involving individuals of different genders can convey various social meanings, such as power dynamics, disrespect, confrontation, and assertiveness. The perception of interruptions is influenced by the specific context, circumstances, and the individuals involved. The results indicate that interrupters tend to be perceived as more confrontational, disrespectful, and assertive compared to those who are interrupted. According to Aries (1987), When the participants are considered equal, the interrupter is seen as confrontational or absorbed in the conversation, However, when the participants are unequal, the interrupter is perceived as displaying disrespect. It is worth noting that female interrupters were not evaluated differently than male interrupters in terms of the aforementioned characteristics. These findings align with another study that also found no significant differences between male and female interrupters regarding sociability, traditionality, and attractiveness (Robinson & Reis, 1989).

The participants expressed a range of negative emotions, including anger, disrespect, annoyance, and offense, when they were interrupted. Interruptions based on confrontation were particularly unsettling, bothersome, and anger inducing. They made participants feel attacked and compelled to respond defensively. Participants described various approaches to addressing interruptions, ranging from more assertive methods like speaking louder or continuing to express their thoughts despite interruptions, to less assertive strategies such as gracefully withdrawing from the conversation or allowing the interrupter to take the floor. Interestingly, the most

assertive form of resolution, competition/continuance, was rarely observed among both females and males. On the other hand, individuals of both sexes employed the less assertive forms of resolution, such as dropping out of the conversation or finishing within the interruption, with roughly equal frequency.

To summarize, the findings indicate that interruptions during conversations result in negative personality attributions. Regardless of the participants' sex, interruptions are perceived as disrespectful, confrontational, and dominant. However, individuals exhibit different responses to interruptions.

4.3 Discussion

The present subsection summarizes the results of the present study. The results are analyzed and compared in order to attain the objectives of this study and answer the research questions and assumptions.

The present study investigates interruptions as a linguistic phenomenon in mixed-sex conversations. Concerning the first research question, which is about finding the types of interruptions present between pairs in mixed sex conversations. The results of the study indicate that interruptions were distributed nearly equally between males and females, with a total of 482 interruptions occurred in the audio recorded conversations. The analysis shows that both genders exhibited an equal number of interruptions, with females accounting for 242 occurrences (50.21% of total interruptions) and males accounting for 240 occurrences (49.78% of total interruptions). Further examination of the data revealed that females engaged in a higher number of cooperative interruptions, with 104 occurrences (21.58% of total interruptions), and a lower number of competitive interruptions, with 138 occurrences (28.63% of total interruptions), compared to males. Conversely, males exhibited fewer cooperative interruptions, with 89 occurrences (18.46% of total interruptions), but more competitive interruptions, with 151 occurrences (31.32% of total interruptions), than females. While the disparity between two numbers is minimal, it is notable that competitive interruptions surpass cooperative interruptions for both males and females. Hence, in response to the first research question, it can be concluded that both males and females exhibit a similar number of interruptions. This is supported by the findings of Dindia's study in 1987 and Beattie's study in 1981, which both observed no significant gender differences in the frequency of interruptions. Distinguishing that male participants, contrary to females, exhibited a

higher frequency of disruptive interruption compared to cooperative interruption, thereby supporting Coates' (2004) assertion that women are more inclined than men to engage in cooperative and collaborative interruptions do. Additionally, McLachlan's (1991) study revealed that female pairs exhibited a greater occurrence of non-disruptive interruptions compared to male pairs. This finding aligns with Ersoy's (2008) claim that men possess a natural inclination towards competitiveness.

With regards to the second question which seeks to describe the functions of interruption that are present among pairs in mixed-sex conversations, the findings of the study identified seven distinct functions of interruption that occur between pairs. Cooperative interruption is divided into three subcategories: agreement, assistance, and clarification, while competitive interruption consists of four subcategories: disagreement, floor taking, topic change, and tangentialization. Floor taking gets the biggest percentage with 13, 48% and appears 65 times made by males, whereas females made the highest percentage of disagreement 13, 27 % and appears 64 times. The last function is Topic change with only one occurrence (0, 20%) made by males.

The highest occurrence of floor taking was observed among males, with a percentage of 13.48% (65 times). In comparison, females took the floor with a percentage of 10.99% (53 times). The second most frequent function was disagreement, where females accounted for 13.27% (64 times), while men disagreed at a slightly lower percentage of 13.07% (63 times), indicating a nearly equal occurrence between the genders. Regarding agreement, females displayed a higher frequency, constituting 10.58% (51 instances), while males exhibited a lower occurrence with a percentage of 8.45% (41 instances). Following agreement, clarification was performed by females at a rate of 7.05% (34 times) and by males at a

rate of 6.63% (32 times). Tangentialization was the fifth reason for interruption, and it was nearly the same between males and females. Males accounted for 4.56% (22 times) of tangential interruptions, while females accounted for 4.35% (21 times). Both males and females used assistance in their interruptions, with females providing slightly more assistance at a percentage of 3.94% (19 times), while males offered assistance at a percentage of 3.31% (16 times). Lastly, topic change occurred only once (0.20%) and was initiated by a male.

Regarding the answer of the second question, in our study on mixed-sex conversations, both males and females employed various functions of interruption, excluding topic change. This was because the participants willingly engaged in negotiation and discussed sensitive topics related to both genders from different perspectives. The reasons for interruption varied between males and females based on factors such as status, age, relationship, and so on. However, since our participants shared the same background and educational level, we were able to capture and analyze all functions and types of interruptions. This study bears resemblance to earlier investigations conducted by Lestary et al. (2017), Jakob et al. (2020), and Salman (2020), which explored various types of interruptions and their underlying motivations across different research contexts. These studies have revealed that interruptions can serve to either disrupt or bolster the ongoing discourse initiated by the speaker.

Concerning the third research question which attempts to explore the effects of interrupting on interpersonal attitudes in mixed-sex pairs conversations, the results of the study showed that both males and females perceived interruption as disruptive. Furthermore, interrupters were generally perceived as confrontational, disrespectful, and assertive. Such interruptions made participants feel attacked,

disrespected, and bothered. It appears that individuals involved in the conversation typically choose not to acknowledge interruptions, instead prioritizing the progression of the discourse. Only a small number of instances were observed where interrupted individuals commented on or acknowledged the interruption. The participants described employing various strategies to address interruptions, which spanned from more assertive approaches such as speaking louder or persisting in expressing their thoughts despite interruptions, to less assertive tactics such as gracefully disengaging from the conversation or allowing the interrupter to take control of the discourse.

To conclude, the results of the study helped us achieve our study objectives and provide answers to our research questions.

General conclusion

Gender differences in conversation have been the center of attention for researchers because of the probing issues regarding stereotypes, gender, society and culture. The current study focused on interruptions that occurred between pairs in a mixed-gender conversation. The case study was EFL learners from Bejaia University's Department of English Algeria. The present research shows that there is no difference in the types and the functions of interruptions used by males and females. The results in the study demonstrate that both women and men use cooperative and competitive interruptions. The competitive interruption outnumber cooperative interruptions made by both males and females, whereas women used more cooperative interruptions compared to men. It is of great necessity to acknowledge that cooperation and competition as talking styles cannot be simplistically separated out and attributed to one gender or the other. In the chosen conversations men participating the conversations with women is not to be assertive or competitive but to be involved and to achieve harmony and for fun. In the present study, one explanation for the lack of gender differences may lie in the fact that the conversations are mostly held in the private sphere, which is generally the domain of women. Additionally, the topics discussed in the conversations primarily revolved around personal experiences, emotions, and individuals, in which women are often regarded as experts. The results of this study also revealed that the effects of interruption on interpersonal attitudes in mixed-sex pair conversations found that both males and females perceived interruptions as disruptive. Interrupters were generally seen as confrontational, disrespectful, and assertive. Participants felt attacked, disrespected, and bothered when interrupted. Most individuals chose not to acknowledge interruptions and focused on the progression of the conversation. Only a few instances were observed where interrupted individuals commented on or acknowledged the interruption. Participants employed

various strategies to address interruptions, ranging from assertive approaches like speaking louder or persisting in expressing their thoughts, to less assertive tactics like gracefully disengaging or allowing the interrupter to take control. Based on these findings, the study challenges the notion that women have less assertive behavior when interrupted or engage in less assertive types of interruptions. It also suggests that women respond to interruptions in an equally assertive manner as men.

By examining how men and women use behaviors such as interruption and nonresponse to control the flow of conversation, we can learn how the genders can communicate more effectively in a mixed-gender setting. A woman who is made aware that men typically have greater control of topic choice in conversation, will know that it may take several attempts to establish a topic that she wishes to discuss. A man who knows that women tend to speak collaboratively and engage in “conversational duets” will be less likely to take offense to a woman interrupting to finish his sentence along with him.

Through awareness of these issues, both genders can work to ensure that every speaker, regardless of gender or so-called conversational power, has opportunities to contribute his or her ideas to the discussion of a collaborative group.

Limitations of the study

Following the discussion of the acquired data, it is assumed that the current study has answered the research questions. As a result, this sub-section seeks to provide some limitations. In research, obstacles constantly arise that limit the researchers from accomplishing the desired aims that they set out to achieve in the beginning of their research. As a result, Firstly, a notable limitation of our research pertains to the unavailability of printed sources pertaining to the investigated topic within our library at the University of Bejaia. Consequently, a significant portion of the literature had to be sourced online. Secondly, participants hesitated toward audio recordings, as they expressed concerns about preserving their identity. Convincing them to engage in such recording proved challenging. Lastly, the majority of recordings were conducted in participants' native language, and occasionally in French, which enhanced the realism of their emotions and thoughts. However, the need to constantly translate and contextualize the data proved to be time-consuming.

Suggestions for Further Research

Based on the findings of this study and previous related investigations, further research is necessary to address and examine other issues related to interruptions in conversations. Given the significant importance of conversation in our daily interactions, it is crucial to conduct extensive work and studies in this area.

While conducting research on interruption, researchers should conduct a study that compares conversations within the same gender and between mixed genders. This comparison could reveal whether the frequency of interruptions differs when conversing in same sex and mixed sex conversations. Moreover, the present study analyzed spoken discourse of males and females at the university level. It is suggested to investigate children's spoken discourse and compare it with adult language.

Furthermore, studies should be conducted on a larger sample size, encompassing various conversational contexts, in order to include diverse groups of participants and account for individual differences. As the results of this study may not be replicable in different situations, with different topics, or among different populations. It is worth noting that interactions between strangers tend to be more polite than those between individuals with closer relationships. Therefore, the results of this study may only apply to encounters between strangers. Replicating the study with participants from different populations in varied situations would provide a more comprehensive understanding. It is Also worth noting that in the analysis of interruptions, linguistics students are advised to pay greater attention to the functions of interruptions. The functions of interruptions demonstrate that they do not always indicate a desire to disrupt the conversation. Interrupters can also interrupt to assist the interrupted speaker in completing their utterance.

Conclusion

This research challenges traditional views on gender-specific communication patterns, particularly in mixed-gender conversations, focusing on interruptions. Early researchers such as West and Zimmerman (1975) suggested men interrupt women more, indicating gender-based dominance. However, Kennedy and Camden's findings countered this, emphasizing functional communicative purposes rather than dominance. Additional studies by Dindia, Murray, Covelli, and Fishman revealed nuanced perspectives, contradicting the idea that interruptions are inherently linked to gender, emphasizing context and cultural influences.

The research concludes that interruption types and functions do not significantly differ between men and women, suggesting talking styles are not strictly

gender-assigned. It underscores the disruptive and confrontational nature of interruptions universally, causing discomfort for both genders. Strategies employed in response to interruptions vary, challenging preconceptions about women's assertiveness. Furthermore, the research highlights the value of awareness in promoting collaborative communication between genders. Recognizing each gender's tendencies, such as men's control over topics and women's collaborative speaking styles, can enhance inclusive and respectful dialogue. Ultimately, the study encourages active contributions from both genders to ensure equal opportunities for expressing ideas in collaborative discussions.

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Appendix One: Recorded Discussion Topics

This supplementary appendix aims to provide additional insights into key subjects integral to our study. Participants engaged in discussions centered on specific topics that directly align with the primary themes explored in our main document. The inclusion of these discussions serves to enhance the breadth of our analysis and offer a more comprehensive perspective on the subject matter.

1. Exploring Feminism: Unveiling both Positive and Negative Aspects

Delving into the origins of feminism, this discussion illuminates the multifaceted nature of the feminist movement. Participants shared insights into both the positive and negative aspects, contributing to a nuanced understanding of this pivotal socio-cultural phenomenon.

2. Infidelity in Relationships: Unraveling the Gender Dynamics

Examining the complex issue of infidelity, this discussion investigates the question of who is more prone to cheating—men or women? Participants shared perspectives on the factors influencing infidelity, adding depth to our exploration of relationship dynamics.

3. Gender Role Reversals: Can Men Take on Traditionally Female Tasks and Vice Versa?

Participants explored the boundaries of traditional gender roles, discussing the extent to which individuals can and do transcend societal expectations. This conversation contributes to our understanding of evolving gender norms and challenges conventional perceptions.

4. Decoding the Motives behind Cheating

This topic delves into the intricate question of why individuals engage in infidelity. Participants shared diverse viewpoints on the underlying motivations, shedding light on the complexities of human behavior within the context of romantic relationships.

5. Balancing Commitment and Social Interaction: Navigating New Connections

Examining the dynamics of committed relationships, this discussion explores the possibilities and challenges of interacting with new people. Participants shared experiences and insights, offering a nuanced perspective on maintaining social connections while committed to a partner.

6. Navigating Friendships: Can Your Partner Have a Best Friend of the Opposite Gender?

Participants shared perspectives on the boundaries and challenges associated with opposite-gender friendships within the context of a romantic relationship. This discussion contributes to our exploration of trust and interpersonal dynamics.

7. Dominance and Control: Perspectives on Power Dynamics in Relationships

Delving into the nuanced aspects of dominance and control, this discussion sheds light on how participants perceive power dynamics within relationships. Insights

shared contribute to a deeper understanding of the complexities inherent in intimate connections.

Readers are encouraged to engage with this material to gain a more profound contextual understanding of our study's findings

Appendix Two: Semi-Structured Interview Questions

Participant Background Information:

Name:

Age:

Educational Level:

Interview Questions:

1. Perception of Interruptions:

How do you perceive interruptions in conversations?

2. Experiences with Interruptions:

Have other participants interrupted your conversations, and if so,

How frequently?

3. Emotional Responses to Interruptions:

How do you generally feel when someone interrupts you in a conversation?

4. Emotional Impact of Interruptions:

When someone interrupts you, do you feel intimidated or more encouraged to participate in the conversation?

5. Understanding the Motivation Behind Interruptions:

Why do you think the other person interrupted you?

6. Reactions to Interruptions:

How do you typically react when you are interrupted in a conversation?

7. Factors Influencing Interruptions:

What factors contribute to your decision to interrupt someone during a conversation?

Design of the Questions:

The design of these questions is rooted in creating a comprehensive understanding of participants' attitudes, experiences, and responses related to interruptions in conversations. The semi-structured nature of the interview allows for a balance between predetermined questions and the flexibility to explore unanticipated insights.

Rationale for Each Question:

1. Perception of Interruptions:

Provides insight into the participant's general attitude toward interruptions.

2. Experiences with Interruptions:

Gathers information on the frequency of interruptions, establishing a baseline for the participant's experiences.

3. Emotional Responses to Interruptions:

Explores the emotional aspect, helping to understand the participant's feelings when faced with interruptions.

4. Emotional Impact of Interruptions:

Differentiates between whether interruptions lead to intimidation or encouragement, delving into the emotional consequences.

5. Understanding the Motivation behind Interruptions:

Aims to uncover the participant's interpretation of the motives behind interruptions.

6. Reactions to Interruptions:

Provides insights into the participant's behavioral responses when faced with interruptions.

7. Factors Influencing Interruptions:

Explores the participant's perspective on what drives them to interrupt others during conversations.

Note:

These questions were carefully crafted to elicit detailed responses, facilitating a nuanced understanding of how interruptions are perceived, experienced, and reciprocated by the participants in conversations. The semi-structured format allows for adaptability, ensuring a rich exploration of the topic.

Resumé

Cette étude analyse le comportement de prise de parole et l'interruption entre paires dans une conversation mixte. Elle vise à étudier les types et les fonctions d'interruption parmi les paires lors des conversations mixtes, elle étudie également les effets de l'interruption sur les attitudes interpersonnelles de ces paires. La population de cette étude est constituée d'apprenants d'Anglais comme langue étrangère inscrits au département d'Anglais de l'Université de Béjaïa. L'échantillon de l'étude est composé de 15 paires homme-femme qui ont été appariées de manière aléatoire. Les données de cette étude se présentent sous la forme de conversations enregistrées et de leur transcription à l'aide des symboles de transcription de Gail Jefferson. Par la suite, les sous-catégories de Murata (1994) pour l'analyse des interruptions ont également été appliquées pour une analyse détaillée. Pour cette étude, les chercheurs ont utilisé une approche méthodologique mixte comprenant à la fois des méthodes quantitatives et qualitatives par le biais d'enregistrements audio et d'entretiens semi-directifs. Les résultats de l'étude ont révélé une distribution systématique des interruptions entre les sexes, les deux sexes s'engageant dans des interruptions compétitives et coopératives. Les femmes ont tendance à utiliser davantage d'interruptions coopératives, tandis que les hommes préfèrent les interruptions compétitives. Les deux sexes partagent des fonctions d'interruption similaires, la prise de parole étant prédominante chez les hommes. Les interruptions compétitives servent à l'affirmation de soi ou au désaccord, tandis que les interruptions coopératives transmettent l'accord ou la clarification. Les participants perçoivent les interruptions comme confrontantes et irrespectueuses, suscitant des émotions négatives telles que la colère et le manque de respect. Fait intéressant, les interruptions dans les conversations mixtes entre les sexes sont rarement reconnues.

Mots-clés : Interruption, conversation, prise de tour, sexe mixte, Apprenants d'Anglais langue étrangère

المخلص

تدرس هذه الدراسة أنماط سلوك التحوار والانقطاع بين الأزواج في المحادثات المختلطة. ويهدف إلى التحقيق في أنواع ووظائف الانقطاع بين الأزواج في المحادثات المختلطة، كما أنه يبحث في آثار المقاطعة على المواقف الشخصية لهذه الأزواج. تشمل عينة هذه الدراسة متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة بجاية. تتكون عينة الدراسة من 15 ذكرًا و 15 أنثى من نفس القسم تم أقرانهم عشوائيًا في 15 زوجًا. تتمثل بيانات هذه الدراسة في شكل محادثات مسجلة و نسخها باستخدام رموز نسخ جيل جيفرسون ، وبعد ذلك تم أيضا تطبيق الفئات الفرعية لمورانا (1994) لتحليل الانقطاع للحصول على تحليل مفصل. في هذه الدراسة ، استخدم الباحثون أسلوب المنهج المزيج بما في ذلك مزيج من الأساليب الكمية والنوعية وذلك من خلال استخدام التسجيلات الصوتية والمقابلات شبه المنظمة. أظهرت نتائج الدراسة توزيعًا منهجيًا للانقطاعات بين الجنسين، حيث يشارك كلا الجنسين في انقطاعات تنافسية وتعاونية. تميل الإناث إلى استخدام المزيد من المقاطعات التعاونية، بينما يفضل الذكور المقاطعات التنافسية. كما وجدت الدراسة أيضًا أن الذكور والإناث يستخدمون وظائف انقطاع مماثلة. كانت الوظيفة الأكثر شيوعًا هي أخذ الأرضية أو أخذ الدور التي استخدمها الذكور بشكل كبير، وأقلها تغيير الموضوع الذي حدث مرة واحدة فقط من قبل الذكور. ويقاطع المشاركون في كثير من الأحيان في شكل انقطاعات تنافسية عندما يريدون أخذ الكلمة أو التعبير عن عدم الموافقة، في حين أن حالات الانقطاع التعاوني تكون أكثر انتشارًا للإشارة إلى الاتفاق وطلب التوضيح. علاوة على ذلك، تبين أن الأفراد من كلا الجنسين يفسرون الانقطاعات على أنها أعمال مواجهة وعدم احترام وتأكيد. وبالتالي، عانى المشاركون من مشاعر سلبية، بما في ذلك الغضب والشعور بعدم الاحترام. علاوة على ذلك، لوحظ أن الانقطاعات نادرًا ما يتم الاعتراف بها في المحادثات المختلطة.

الكلمات الرئيسية: المقاطعة ، المحادثة ، أخذ الأدوار ، الجنس المختلط، طلاب اللغة الإنجليزية الأجنبية