



Communication Patterns in English Among Male and Female Students

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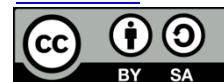
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ABSTRACT

Language serves as the primary medium of human communication, reflecting social interaction patterns. Previous studies suggest gender differences in communication, both verbal and nonverbal (Hu & AlSaqqaf, 2024). In the educational context, these differences may influence English as a Second Language (ESL) learning (Alshahrani, 2024). This research aims to identify and analyze communication patterns in English among male and female students in academic settings. The study investigates the communication strategies used, the significant differences between genders, and the contributing factors to these differences. Using qualitative methods, data is collected through observations, interviews, and document analysis involving 30 male and 30 female students. The findings will provide insights into gendered communication styles and their implications for language education.

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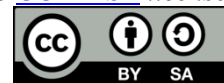
Kata Kunci:

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ABSTRAK

Bahasa berfungsi sebagai media utama komunikasi manusia, mencerminkan pola interaksi sosial. Studi sebelumnya menunjukkan adanya perbedaan gender dalam komunikasi, baik verbal maupun nonverbal (Hu & AlSaqqaf, 2024). Dalam konteks pendidikan, perbedaan ini dapat memengaruhi pembelajaran Bahasa Inggris sebagai Bahasa Kedua (ESL) (Alshahrani, 2024). Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis pola komunikasi dalam Bahasa Inggris di antara mahasiswa laki-laki dan perempuan di lingkungan akademik. Studi ini menyelidiki strategi komunikasi yang digunakan, perbedaan signifikan antara gender, dan faktor-faktor yang berkontribusi terhadap perbedaan tersebut. Menggunakan metode kualitatif, data dikumpulkan melalui observasi, wawancara, dan analisis dokumen yang melibatkan 30 siswa laki-laki dan 30 siswa perempuan. Temuan ini akan memberikan wawasan tentang gaya komunikasi yang dipengaruhi gender dan implikasinya bagi pendidikan bahasa.

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INTRRODUCTION

Language is a crucial tool for human interaction, enabling individuals to express thoughts, emotions, and social identity. In the context of second language acquisition (SLA), communication plays a vital role in learning outcomes. Studies indicate that gender affects communication styles, with males tending to be direct and assertive, while females exhibit more collaborative and expressive tendencies (Nugroho & Suseno, 2025). While previous research has explored gender differences in language, little attention has been given to real-time English interactions among students. This study seeks to bridge this gap by analyzing spontaneous verbal communication in classroom settings, focusing on discourse markers, turn-taking strategies, and engagement levels.

This study seeks to bridge this gap by analyzing how male and female students use English in classroom discussions. Specifically, it examines the use of discourse markers, turn-taking strategies, engagement levels, and the broader implications of these differences on learning effectiveness. By investigating these aspects, this research aims to provide insights into gendered communication patterns and how they can be addressed to create more inclusive and effective language-learning environments.

The primary objectives of this study are:

1. To identify communication patterns in English among male and female students. By observing classroom interactions, this study will categorize the linguistic features and communication tendencies of each gender.
2. To analyze gender-based differences in communication strategies. This involves examining aspects such as assertiveness, politeness strategies, response patterns, and engagement frequency in academic discussions.
3. To examine the factors influencing these differences, including social and academic environments. Understanding how cultural norms, classroom settings, and confidence in English proficiency shape communication styles will help educators develop tailored instructional strategies.

By addressing these objectives, this study aims to contribute to the growing body of research on gender and language, providing practical recommendations for improving second-language instruction and fostering balanced participation in academic discourse. Understanding these gender-based differences can help educators create a more inclusive learning environment that encourages equal opportunities for all students to develop their English communication skills (Alshahrani, 2024). Additionally, this research sheds light on the social and psychological factors that influence language learning, offering insights into how self-perception and confidence affect students' willingness to engage in discussions (Al-Khresheh, 2024). The findings may also be useful for curriculum developers in designing teaching methods that accommodate diverse communication styles, ensuring that both male and female students can maximize their language proficiency (Madrid Valencia, 2024).

Moreover, by highlighting real-time verbal interactions, this study fills an important gap in existing literature, which has often prioritized written discourse over spontaneous spoken communication (Putra, 2025). Finally, the implications of this study extend beyond academia, as



effective communication skills are crucial for professional and personal success in a globalized world.

LITERATURE STUDY

Gender and Language Theories

Tannen (1990) proposed that men and women have distinct communication approaches: men are often more competitive, whereas women are more cooperative. Recent studies confirm that these differences persist in academic environments (Nugroho & Suseno, 2025).

Communication Patterns in English

Research by Putra (2025) shows that gender differences in English communication can be observed in strategies like code-switching, modality use, and negotiation techniques in academic discussions (Azkia, 2025). These differences suggest that male and female students adopt distinct linguistic strategies, influencing participation dynamics and learning outcomes.

Factor Influencing Communication Patterns

1. Cultural and Social Norms

Social structures and cultural expectations play a crucial role in shaping gendered language use. In many societies, men are encouraged to be more assertive and dominant in conversations, whereas women are often expected to be more polite and accommodating (Tiwari, 2024). These ingrained social norms affect students' confidence in expressing opinions, leading to differences in classroom participation and discussion dynamics. Additionally, cultural expectations regarding gender roles may influence the way students perceive their own communication abilities and interactions with peers.

2. English Proficiency

A student's confidence in their English proficiency significantly impacts their communication style. Research indicates that students with higher self-efficacy in English tend to be more engaged in discussions and assertive in their speech patterns (Al-Khresheh, 2024). Male students often display greater confidence in speaking English publicly, even if their grammatical accuracy is lower, while female students may be more hesitant despite having strong linguistic competence. This discrepancy can result in differences in participation frequency and engagement in class activities.

3. Academic Environment

The structure of classroom interactions, as well as teacher and peer engagement, influences students' communication behavior. In classrooms where open discussions and debates are encouraged, male students tend to take more speaking turns and challenge opposing viewpoints. Conversely, female students are more likely to use collaborative strategies such as seeking agreement and using polite hedging expressions (Madrid Valencia, 2024). The role of educators is critical in balancing participation by fostering an inclusive atmosphere that encourages all students, regardless of gender, to actively contribute to discussions. These factors collectively shape how students communicate in English, emphasizing the need for



tailored instructional strategies that address gender-based communication differences. Understanding these influences allows educators to implement teaching methods that foster confidence, inclusivity, and equal participation among male and female students.

METHOD

Research Approach

This study employs a qualitative, descriptive-analytical method to explore gendered communication in English learning environments. A qualitative approach allows for an in-depth examination of students' communication behaviors in natural academic settings (Alshahrani, 2024). The descriptive-analytical method enables researchers to observe and interpret communication patterns without altering the learning environment. By focusing on verbal exchanges, discourse markers, and participation strategies, this study aims to provide insights into how gender influences communication in second-language acquisition.

Data Collection Techniques

1. Observation

This study involves analyzing classroom discussions and group interactions to identify gender-based differences in communication styles. The observations focus on turn-taking, speech patterns, and engagement levels in real-time academic settings.

2. Interviews

Interviews are conducted with both male and female students to explore their perceptions of communication in English. These interviews provide insights into their confidence levels, preferred communication strategies, and challenges they face in academic discourse.

3. Document Analysis

The study also reviews transcripts of academic conversations to examine the use of discourse markers, politeness strategies, and overall language structure. This analysis helps in understanding how gender differences manifest in written and spoken English interactions.

Research Subjects

The study involves 30 male and 30 female students learning English in an academic setting. These students come from diverse linguistic and cultural backgrounds, providing a broad perspective on gendered communication patterns. The selection of participants ensures a balanced representation, allowing for a comprehensive analysis of how male and female students interact in English. Their engagement in classroom discussions, group activities, and academic tasks will be closely examined to identify differences in communication strategies and participation levels.

RESULT AND DISCUSSION

The results of this study indicate clear differences in communication patterns between male and female students when using English in academic settings. Male students tend to employ more direct and assertive speech patterns, often taking longer speaking turns and displaying a preference



for competitive discussions. On the other hand, female students exhibit a more cooperative and expressive approach, frequently using hedging strategies and collaborative discourse markers. These differences reflect distinct linguistic tendencies, as male students prioritize efficiency and dominance in conversations, whereas female students focus on relationship-building and mutual understanding.

Observations revealed that male students were more likely to interrupt or challenge their peers in debates, whereas female students frequently sought consensus before making statements. The use of modality markers such as "maybe" or "I think" was significantly higher among female students, suggesting a more cautious and inclusive communication style. Additionally, male students tended to use fewer politeness strategies, often favoring direct statements, while female students incorporated more expressions of agreement and supportive language. Interviews suggested that male students felt more comfortable speaking in front of a large audience, while female students preferred smaller group discussions where they could receive supportive feedback.

This preference aligns with the finding that female students generally engage in discourse that values collaboration over competition, reinforcing their tendency to avoid confrontational exchanges. Further analysis identified three primary factors influencing these communication differences:

1. **Social Expectations and Stereotypes** Cultural norms shape how students perceive their roles in communication, with males expected to be more dominant and females more accommodating. These expectations influence students' self-perception, affecting their willingness to speak up and the communication strategies they employ in academic settings. For example, female students often express hesitation in challenging their peers' viewpoints, whereas male students are more comfortable asserting opinions without concern for social approval.
2. **Confidence in English Proficiency** Higher self-efficacy in language use correlated with a more assertive speaking style, particularly among male students. Students who perceived themselves as proficient in English, regardless of actual ability, demonstrated greater confidence in academic discussions, often taking leadership roles in group interactions. In contrast, female students, despite having comparable or even higher linguistic competence, were more reserved in expressing their opinions due to self-perceived language limitations.

3. Classroom Dynamics

The structure of classroom discussions influenced participation, with female students thriving in collaborative settings and male students excelling in competitive environments. Environments that encouraged open-ended discussions and teamwork allowed female students to express themselves more freely, whereas debate-style discussions tended to favor male students, who were more comfortable asserting their viewpoints. Additionally, instructor bias—intentional or not—may contribute to gendered participation disparities.

These findings suggest that gender plays a crucial role in shaping communication styles, which has direct implications for English language instruction and classroom management. By recognizing these differences, educators can design teaching strategies that encourage balanced



participation, ensuring that both male and female students develop confidence in using English effectively.

Furthermore, the results of this study align with the findings of Putra (2025), who observed similar gender-based communication patterns in English language classrooms. Putra's study found that male students were more likely to dominate discussions and employ direct speech, while female students relied more on politeness strategies and collaborative discourse markers. These parallels suggest that gender differences in communication styles are consistent across various academic contexts, reinforcing the need for instructional strategies that address these disparities.

CONCLUSION

This study highlights the distinct communication patterns of male and female students when using English in academic settings. Male students are more assertive and competitive, whereas female students emphasize collaboration and inclusivity. These differences stem from various factors, including social norms, language proficiency, and classroom dynamics.

To promote more balanced and effective communication, educators should consider:

1. **Encouraging Equal Participation** Implementing structured turn-taking strategies to ensure that both male and female students contribute equally in discussions. This may include assigning speaking roles or using moderated discussion formats to prevent domination by one gender.
2. **Using Mixed Teaching Strategies** Incorporating a combination of competitive and collaborative learning methods to accommodate diverse communication styles. For example, integrating debate sessions with peer-led discussions can provide a balanced approach that benefits all students.
3. **Building Confidence in Language Use** Conducting language confidence workshops and speech training sessions to support students, particularly female students, in developing stronger verbal communication skills. Encouraging positive reinforcement and providing constructive feedback can also help students gain confidence in expressing their ideas in English.
4. **Addressing Instructor Bias**
Training educators to recognize and mitigate gender-based biases in classroom interactions. This may involve monitoring participation patterns and actively encouraging underrepresented voices to participate more actively in discussions.

By implementing these strategies, educators can create more inclusive and effective learning environments that foster meaningful communication among students and support equal opportunities for all learners to develop their English proficiency.

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