A Conversational Analysis on Classroom-Based Talk Show Production: Genderlect in Focus

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Abstract:- This qualitative-conversational analysis study aimed to analyze the conversational styles based on gender through the responses of the participants on a given specific topic. It also aimed to examine the significant difference of the students' way of answering when analyzed according to gender. Further, it aimed to elucidate why gender affects how they deliver their thoughts through a conversation. This study is anchored to the theory of "Genderlect" popularized by Deborah Tannen (1984), who proposes that there is a difference in language based on gender. She emphasized the existence of two major types of conversational styles. That shapes the communicative behavior of individual speakers: a high-involvement style and the opposing high-considerateness style. These styles can reflect the general linguistic behavior of women and men in conversation. She also added that there are linguistic features which were developed by men and women during conversation. Following the suggestive range of entries from Clark and Braun (2013) which is 10-100 participants, this study was solely focused in gathering data from forty (40) students, comprising twenty (20) male and twenty (20) female, specifically from the Senior High School, Grade 11. As to the participants' responses there were six (6) communicative behavior observed during the talk show production namely: speed; preference on topic/ argument; turn takings; directness; emotion/intimacy; establishment of authority and strategy. With regards to the six (6) linguistic features formed into themes emerged that women ask more questions than men; women use more fillers than men; both men and women use intensifiers for emphasis; women use more rebuttals compared to affirmatives than men, women use more adjectives than men. The results are believed to be significant for the language teachers, for it is important to know the different conversational styles of our students most especially that gender is one of the factors to be considered in the speech delivery of our students.

Keywords:- *Education, genderlect, qualitative-conversational analysis, Tagum City, Philippines.*

I. INTRODUCTION

Men and women are two different individuals who have diverse personality which gives them unique traits. This causes them to have dissimilar responses to the topics that are given to them. This is why we can observe men and women communicating very differently from one another. That male and female have different conversational styles which may affect their performance in their language subjects.

In Malaysia, researchers Majzub and Rais (2010) argue that male underachievement is a topic of critical importance in their country and around the world. In their research, they found that girls were outperforming boys in almost all subject domains whether they were science or non-science majors. Majzub and Rais (2010) also pointed out that the situation worsened as students progressed through the different levels of education with eventual tertiary level matriculation reflecting a 65–35% enrollment of females relative to males.

In the Philippines, Tamayo (2014) cited on his research paper, that boys are encouraged to concentrate on the sciences and mathematics while girls are expected to be more knowledgeable on languages and the arts. This simply shows that gender has an effect on how a male and female process their thought that may cause male students to have low grades in language subjects and worst is to drop the subject. With this, it is evident that there are problems in treating males' and females' responses with their language performance.

In my class, whenever I give students impromptu activities such as oral recitations and essays, the girls are observed to have more ideas to share compared to the boys that can be seen in the essays that my students submitted and even during oral recitations. In writing their papers, the girls have more personal content basing it from their experiences, because they are more open and expressive as compared to the boys. Boys, on the other hand, are observed to be more factual and are usually timid. These factors were observed to have affected the grades that my students received since I assessed my students on the contents of their written and oral outputs.

On the other hand, in Tagum Division, I have not found any study yet about conversational analysis which focuses on gender. In this study, I used the classroom-based Talk Show production to gather the data from the participants. I have seen the urgency to understand and analyze the conversational styles based on gender through the responses of the participants on a given specific topic. Moreover, I have found the need to conduct this study because as a language teacher, one of its prerequisites is to

address the needs of our students especially on analyzing their answers on a given topic.

These usual situations have encouraged me to carry out a study that would show understanding and will let me analyze the Conversational Styles based on gender wherein this is considered very significant in the field of teaching English and Oral Communication subject.

A. Purpose of the Study

The purpose of this conversational analysis was to analyze the different responses of gender based on conversational styles in a classroom-based talk show production. It also aimed to examine the significant difference of the students' way of answering when analyzed according to gender. Further, it aimed to elucidate why gender affects how they deliver their thoughts through a conversation.

B. Research Questions

This study specifically sought answers to the following questions:

1) What are the conversational styles present in the classroom-based Talk Show production of the male and female students in terms of Communicative Behavior?
2) What are the linguistic features found in the conversation of male and female students in the classroom-based Talk Show production?
3) How does gender affect the conversational styles in classroom-based Talk Show production?

C. Theoretical Lens

This study is gleaned through the theory of "Genderlect" popularized by Deborah Tannen (1990) which proposed that there is a difference in language based on gender. This theory fundamentally explained that the process of gender acculturation further develops the different linguistic features used by men and women speakers and how these features become identity markers for men or women in their social context. In addition, these linguistic features have been enumerated in details by Lakoff (1977) which includes the questions (tag questions and WH-questions), fillers, hedges, intensifiers, affirmatives and adjectives.

In connection with this theory, Tannen (1990) further explained and elucidated that the amount of talk contributed by women and men differ in public, contexts, formal or private, and last is intimate context. She further elucidated those men tend to value public, referentially orientated talk, while women value and enjoy intimate, affective orientated talk. Further, each gender contributed more in the situation in which they are most comfortable. However, Tannen pointed out that these conversational styles may be affected by the speech linguistic features of each gender. Yet, she explained that men appeared to regard public formal contexts as opportunities for display, while they are more reserved in private interaction which can be attributed those men are highly considerate speakers. On the other hand, women appeared to take more account of their receivers'

conversational needs which can be attributed those women are highly involved speakers.

Further, people who have high-involvement conversational style (rapport talk) tend to speak faster which can be classified in speed in speech, overlap or launch other people's speech or turn-taking, prefer personal topic and story-telling. Also, different childhood experiences of boys and girls affects and causes misunderstanding later on in their relationships during adulthood. She stated that during conversations, women use indirectness than direct speech, make less jokes, and it is highly observable that they reflect emotions and are more concerned with intimacy (Tannen, 1990 as cited by Erkaya, 2018).

On the other hand, people who have high-considerateness conversational style (report talk) have the opposite characteristics than high-involvement style, meaning, they tend to speak slower, wait for its turn to speak, and avoids personal stories. Men are more straightforward during conversations which mean that they are direct in their speech, make more jokes and are more concerned with establishing their status or authority (Tannen, 1990 as cited by Erkaya, 2018).

In context of the study, the classroom-based talk show production raw transcript was analyzed as to the existence of two major types of conversational styles as presented by Tannen (1990) of which for better and easier understanding, I enumerated conversational features which summed up the two major styles namely: (1) speed, (2) preference on topic or argument, (3) turn-takings, (4) directness, (5) emotion/intimacy, and (6) establishment of authority and strategy. Also, this transcript was further analyzed as to the occurrence of the six linguistic features found in the conversations of both genders namely: (1) question, (2) fillers, (3) hedges, (4) intensifiers, (5) affirmatives and last is the (6) adjectives.

D. Scope and Limitation of the Study

This study is delimited on understanding and analyzing the different responses of students based on their gender, which is selected and highly recommended of the advisers or English teachers from Division of Tagum, School Year 2019-2020. This study was conducted within the months of November 2019 to February 2020.

Following the suggestive range of entries from Clark and Braun (2013) which is 10-100 participants, this study solely focused in gathering data from forty (40) students, comprising twenty (20) male and twenty (20) female, there are one moderator for each production and twelve students for the production team, specifically from the Senior High School, Grade 11. The topics provided for each group were the foundation of their discussions. Other irrelevant answers provided by the students were not considered in the analysis of this study.

E. Importance of the Study

I believe that the results of this study would be beneficial in providing valuable information to the following individuals who would probably get affected in most of the

communication situation. This includes teachers, students, school administration, DepEd officials and future researcher.

This study will serve as an eye-opener for teachers on how students' perception differs according to their gender. Teachers need to be equal to the students, it will also help them give proper intervention if needed. This study will further help them assess and understand their students. They should be critical and should have no gender-related biases when it comes to their students' answers, since students of different gender vary in their perspectives and responses.

This will also help students to better understand how their gender affects their way of expressing ideas. To stop them from thinking that there is bias in giving grades when it comes to language subjects.

This study will also help the School Administrators to give action towards the diverse activities for genders. These activities will be an avenue for them to express themselves.

The DepEd officials will further understand the perceptions of students based on the given topic or situation. This will also allow them decide what are the various activities that they can offer for the students that focuses on gender.

Lastly, to the future researchers who want to conduct a study related to this inquiry. This will provide supporting data that they will need for their future research. Language and gender can be considered a very good study, especially that it has significance in learning English.

F. Definition of Terms

The following terms are defined both conceptually and operationally for further understanding about the study.

a) *Conversational Analysis.*

It is defined as an approach to the study of social interaction and talk-in-interaction that, although rooted in the sociological study of everyday life, has exerted significant influence across the humanities and social sciences including linguistics (Sidnell, 2016). In this study, this term refers to the method used on analyzing the gathered data.

b) Classroom-based Talk Show

A show in which various topics are discussed informally and listeners, viewers or the studio audience are invited to participate in the discussion (Merriam, 1965). In this study, classroom-based talk show has been chosen as an activity to gather data of what are the conversational styles based on gender. Additionally, talk show production refers to the avenue where the participants can express their ideas when given a specific topic.

c) Genderlect

A controversial concept that finds its origins in the field of early sociolinguistics, after Weinrich's (1953) claim that sex can be a relevant variable in language contact situations, and that has repeatedly been argued to reinforce social stereotyping (Motschenbacher, 2007). In this study,

genderlect theory was used as the basis of the relevant information to be discussed for further understanding.

G. Organization of the Study

In this section of my research paper, appropriate and comprehensive arrangement of the study is presented.

Chapter 1 presents the exploration and understanding of the study. The research questions are indicated and significant terms used are operationally and conceptually defined. The limitation of this study is also articulated in this section.

Chapter 2 presents the review of related literature, readings, studies and concepts of some researchers and concerned individuals that are similar to the present study. These literatures are obtained through books, internet articles, and other publications.

Chapter 3 describes the application or usage of qualitative research methodology, and articulates the data collection, data analysis and issues associated with participants' confidentiality. The chapter addresses information related to research design appropriateness, the study population and selection, and data collection approaches.

Chapter 4 discloses the results of the classroom-based Talk Show Production which contains tables and analysis of data referring to the research questions.

Chapter 5 discusses the major themes extracted from the results coming from the participants' ideas with supporting statements coming from the various authors. It is in this chapter that conclusions of the study, as well as its implications are cited.

II. REVIEW OF RELATED LITERATURE

This chapter presents the following studies, articles, concepts, and citations which are the supporting related facts that will give an insight about the understanding and analysis of the conversational styles among gender.

A. Genderlect

The study in the matter of gender distinction in language is broad and ancient. Given the extensive topics offered for analysis by this study, linguists come up with new hypothesis constantly. It is said that this study can even be dated back to the origin of language itself. During the Middle Ages, men were in charge of the standardization of grammar, vocabulary and structure. This caused the notion and treatment that women's use of English is unfitting in creating language (Coates, 2004 as cited by Rathmayr, 2014).

Genderlect is a term coined by Deborah Tannen (1990), during the nineteen-seventies, to describe the variation in language used by genders (Hidalgo-Tenorio, 2017). She also stated that there are other situations and variables which may possibly influence the linguistic performance of each gender, such as race, ethnicity, group, age, job, social class, family income, as well as sociocultural

and economic backgrounds (Labov, 1972 as cited by Hidalgo-Tenorio, 2017).

The investigation of the connection between gender and language is highly diversified. The variation of this academic discipline is not solely rooted in the area of linguistics. It also includes the fields of sociology, education, anthropology, psychology and literature. Experts in different fields of study have different philosophies and queries to elaborate, thus increasing the ways of approaching the topic of Genderlect (Tannen, 1994 as cited by Rathmayr, 2014).

B. Language and Gender

According to Eckert and McConnell-Ginet (2013), the study of language and gender is an interdisciplinary endeavor as it ranges from literary studies to psychology to sociology. It also includes anthropology, communication and linguistics. The first person who pioneered in this field, that women's speech had some features that were different from men's speech, was Lakoff during the nineteen-seventies. This article of Lakoff became a crucial part in the feminist movement.

El-daly (2011) mentioned three major themes that dominate the language and gender research from 1973 to the end of the twentieth century. Women have tendency to use forms which help them express uncertainty related to what they are talking about. In Lakoff's view, some of language aspects consisting of lexical distinctions, tag questions, and strength of directive speech acts, strong versus weak expletives, question intonation with statement syntax are more associated with women than with men. Women using these features are considered to be not only weak but also inferior and powerless.

Wardhaugh (2010), refers to the ideas of Lakoff (1975) which suggested that the discussion of 'Women's language' is related to 'men's language'. Male speech is the unmarked standard form and it sets the benchmark whereas female speech was considered to be a marked form. Therefore, female's language is thought to be less powerful. However, Wardhaugh, referred Lakoff's approach as a 'deficit' theory since her analysis was not centered on empirical research and her finding assured that women's speech had uncertainty and lack of confidence on the part of women.

C. Rapport Talk and Report Talk

According to Graham (2016), verbal communication also varies based on gender. The male's characteristics tend to avoid personal stories, attempts to dominate the conversation, are less likely to listen, are more aggressive and are more prone to interrupt a conversation. The female's characteristics, however, tend to share or offer personal stories, are concerned with equalized output, form groups, listen carefully and attentively, and allow themselves to be interrupted more. On the other hand, there are also non-verbal communication differences which is based on their body language, such as the facial expression, eye contact, posture, bodily proximity, and touching. Women shows more facial expressions compared to men. They prefer to have an eye contact to the person they talk to, whereas men

tend to avoid doing so. In terms of posture, women are more tensed while men are more relaxed. Women don't mind being close to another person, men on the other hand want enough space apart. Women touch a person with warmth and friendliness, men with sexual interest.

Women flourish on harmony and relating to others while men thrive to compete and achieve. Women use intuition, whereas men use analysis and reason. Women are more cooperative, while men are more assertive. When given a task or project, women ask many questions before starting while men want to begin working immediately. Women want to feel whereas men want to think (Graham, 2016).

D. Communication Style

According to Lieberman (2016), women are more likely to talk to other women to share problems or need help in making a decision, while men keep their problems and personal issues to themselves. Women look for something in common and ways to connect with other women, making them more relationship oriented. Men tend to assess a relationship based on status and dominance. Women share experiences and ask questions to build rapport, while men would rather tell and give information than ask questions. When on disagreements, women tend to let it affect all aspects of their relationship. Whereas men can disagree about one thing then move on to another subject like nothing happened. Women build relationships at work to get things done while men build relationships with each other as they work on tasks. Women nod their heads to show they are listening while men assume women agree with them and their ideas. Men nod their heads only in agreement.

According to Merchant (2012), in a psychological input, men and women differ in the way they act, from the way which they communicate to the way they attempt to influence others. These gender differences as to how one communicates and uses methods to influence another also have implications as to how men and women respond and relate to others. She added that the biggest difference in the style of communication between men and women can be traced down the fact that each group view the purpose of conversations differently. It has been supported by academic research conducted that there is in fact a psychological difference between men and women, that women regard communication as a tool to enhance and create social connections and relationships. Men, however, regard it as a tool to exert dominance and achieve tangible outcomes (Maltz&Borker, 1982; Leaper, 1991; Mason, 1994; Wood, 1996; as cited by Merchant 2012).

Merchant (2012) cited the statements of Basow and Rubenfield (2003), that women are more expressive, tentative, and polite in conversation while men are assertive and power-hungry. Also, men and women differ on how they relate to others because women strive to be more social in interacting with others, while men value more their independence. In general, academic research showed that women, in their interactions with others, are more social emotional while men are more independent, unemotional or unattached (Miller, 1976; Dinnerstein, 1977; Chodorow,

1978; Eagly, 1987; Grilligan, 1982; as cited by Merchant 2012).

In communication styles, theorists proposed that these gender differences place women at a disadvantage when interacting with others compared to men. It is because, when speaking, women are timid. Whereas men are known to be more assertive making an impression that they are more confident and proficient leaders (Lakoff, 1975 as cited by Merchant, 2012).

Gray (1992) as cited by Merchant (2012), men and women are so different in their approach to communicating that it was suggested that they are like from different planets. Furthermore, each gender has different needs, goals and values as to how they communicate. To maintain and create successful relationships, the key is understanding these differences and being aware of how each other communicates and adapting to one's style accordingly. He also identified that the main differences in communication styles between men and women are as follows: Men are goal-oriented, defining themselves through their capability to achieve results. Women, on the other hand, are relationship-oriented, defining themselves through their feelings and the quality of relationships they have. As for coping with stress, men withdraw themselves from the conversation or situation they are in while women reach out and talk about the reason or cause of their stress. Men have the need to feel needed, appreciated and admired. Women, though, strive to feel cherished, respected and devoted.

When faced with resolving a crisis or coming to a mutual agreement or conclusion, men and women differ in communication style as well. These kinds of situation, talking about and resolving conflict, have the most common communicative style mistake made by both males and females. When attempting to resolve a problem, men have the urge to follow their natural tendency to offer a solution while women are most likely to seek empathy and understanding from the other party and are naturally inclined to offer and give unsolicited advice. These natural tendencies, since men and women approach conversations differently, often create a rift and disagreement between men when communicating with the opposite sex (Gray, 1992 as cited by Merchant, 2012).

E. *Linguistic Features of Conversation*

In terms of speed, according to Priva (2016) that on the average, while both men and women exhibited the main trend, men conveyed more information than women at the same speech rate. However, it is added that women may tend to be more concerned with making sure their listeners understand what they are saying.

In addition, a study compared the speech rates between the male and female speakers across different speech tasks – first and second reading of the Rainbow Passage and spontaneous speech elicited in a conversation. In conclusion, the study revealed that the male speakers seemed to speak faster than the females although there was significant difference found only in the articulation rate for the second reading of the passage. Also, the author mentioned that male speakers showed significantly higher speaking rate during passage reading than in conversation but the difference in articulation rate between the two tasks was not significant (Lee & Doherty, 2016).

On the other hand, another study was conducted which sought to investigate the relationship between two complex ways of communicating which are the speaking and interpretation which manifest complex linguistic and neurological processes. Result showed that there was not any significant difference between male and female interpreters with regard to their quality of simultaneous interpretation. Moreover, with regard to the speed of speaking, there was a difference between genders for results showed that male speakers opted to talk faster compared to female speakers (Hasanshahi&Shahrokhi, 2016).

As to the preference of topic or argument, one difference is that females thought of men as arrogant whereas males thought females as highly emotional. These views may be due to differences in men and women's views about conversation. Further, women see conversations as the way to develop and preserve intimacy while for men, conversations are negotiations to achieve and maintain power. The idea that differences of genders in choosing topics could be caused by the different perceptions of men and women of styles in communication (Mahmud, 2010).

Male speakers tried to shift the topic to more comfortable and less risky one at some very important seconds of conversation when the woman tried to talk about women's capabilities and potentials. They also took use of asking questions from their female partners to put themselves in position of power and control the direction of interaction (Pakzadian, 2018).

A study about the Facebook messages of males and females revealed that the language used during discussion inside Facebook by self-identified females was more interpersonally warmer, more compassionate, polite, and sometimes slightly more assertive of which the author claimed that females were more personal and personally affective speaker whereas the language used more by self-identified males was colder, more hostile, and impersonal and thus, the author claimed that male speakers were more factual in speaking their thoughts and avoid simultaneous talks (Park et al, 2016).

When it comes to turn-taking, women are more likely to take turns in conversation which supports the notion that women's greater turn taking rates can be attributed to interpersonal insensitivity and full of assertiveness (Ghilzai& Baloch, 2016). Boys were found to talk more, interrupt more and participate more enthusiastically in the class where the teacher was a female whereas, in the class of a male teacher, the boys were the passive listeners, participating only when asked direct questions by the teacher (Iqbal &Azhar, 2019).

One study about the turn taking of male and female students in a gender-mixed classrooms revealed that in the Geography Department having female teacher, male

students were more dominating as compared to the female students who hardly participated in the class. They took more turns and participated better in the classroom discussion. In addition, they also interrupted the teacher and the female counterparts when they tried to contribute to the discussion. On the other hand, at the Department of Economics, female students had a greater number of turns. They dominated the classroom as compared to the male students. Thus, author concluded that the gender of the teacher played an important part in shaping the discourse taking place in the classroom (Iqbal &Azhar, 2019).

Another study about the turn taking system and repair strategies used by Iranian EFL learners in 10 EFL classrooms was conducted of which the results indicated that female students were mostly chosen by the teacher to talk turn in every classroom discussion especially with voluntary discussion while self-selection was commonly employed by the male students especially in choosing topics to discuss (Chalak and Karimi, 2017).

In speech, there are different degrees of directness which are determined in part by social and cultural conventions. In order to communicate effectively with a particular audience, a speaker or writer needs to maintain a balance between directness and politeness. Directness is the quality of being straightforward and concise by stating the main point early and clearly without embellishments or flowering words (Nordquist, 2020). Women used more an indirect communication pattern like in modest request which substantiates consideration and politeness with regard to others (Vaezi, 2015).

Furthermore, a study about the gender verbal communication behaviors of male and female revealed that specific behaviors were exhibited more by a particular gender. Author pointed out that males utilized more vocalized pauses with concrete examples than females do whereas females utterances manifest greater verbal fillers, questions, and qualifiers or adjectives then hedges than that of males. This consistency in the findings indicated that verbal communication behaviors of both genders influenced the directness of their speech (Opina, 2017).

A study about the level of intimacy and communication between couples was conducted of which the data showed that women felt they shared more personal information with their partners yet they were less trusting of and comfortable with their partners than men (Ubando, 2016). Talking about emotion and intimacy, sexual satisfaction and relationship satisfaction men and women are alike, feeling like their partner had a positive communication style led to greater feelings of intimacy as well as relationship satisfaction (Yoo, et al., 2013).

In both conversational styles, women report negative feelings, such as sadness, while men report feeling excited and calm more than women. As it is to be based with the experiences and expression, women show more intimacy or emotion in delivering their thoughts and ideas in speech, as women take the conversation more personal. Empirical findings consistently provide support for the sex differences

regarding emotional expressivity and results from numerous studies indicated that women are more emotionally expressive and intimate than men (Latu, Schmid Mast, & Kaiser, 2013).

Also, women are generally believed to be more emotionally expressive than men and are expected to smile more as well as to show more sadness, fear, and guilt. There are certain emotions that have been stereotypically linked to each gender, however, women are known to be self-reported experiencing more emotion who tend to be more expressive than men. As such, women express emotions, share personal feelings, relate stories, and listen empathetically whereas men engage in competitive joking and assertive speech to win control of the (Simon & Nath, 2014).

In establishing authority or status, there is the study about the courtroom speeches which showed that it was not women who used the features identified by Lakoff which includes questions, adjectives, intensifiers, fillers and affirmatives but those people who has less institutional power (Wardhaugh& Fuller 2015).

Men try to maintain dominance over topic by showing more assertive mode during stages of topic development and maintenance. Men by using different strategies like interrupting women, topic shifting, asking questions and raising topics, criticizing and engaging in conflict, and silence try to keep dominance over the conversation. Men by asking question, though it is not frequent, but tried to shift the topic to their advantage, refused to talk about uncomfortable issues, challenged women, got control of conversation and maintained their dominance. When men asked questions, they shifted the topic to their topic of expertise. So, they changed the topic to their own benefit and tried to prove their controlling role in conversation. The person who controls the topic is the person who controls the interaction (Hellum&Oláh, 2018).

Furthermore, men by being more self-oriented and women by being more other-oriented show varying degrees of dominance over the conversation. Men are seen as tending to use speaker-oriented questions, which are used to seek information, demonstrate power and expertise, and reinforce boundaries between speakers. Male speakers are more likely to use a strategy of creating a longer sequence of statements of their own in such a way as to discourage others from occupying center stage (Tenorio, 2016).

Questioning is important in the communication process since it could be a way for the speaker to establish rapport with his audience and listener. In using question like tag question, women opt to express themselves less forcefully than men which can be seen in the use of tag questions of which it can be associated as expressing tentativeness (Coates, 2016).

Intensifiers are the linguistic element which modify the degree of an agreeable expression. Men use fewer intensifiers than women and that this has not changed fundamentally over time (Fuchs, 2017). However, intensifiers have come to be used more frequently which

is possibly due to the spread of a stereotypically feminine. Further, the author noted that female and male middle class speakers have also become more similar in their use of intensifiers unlikely those from the upper and working class.

There are two major types of fillers which second language users frequently used. These are the lexicalized and unlexicalized fillers. Lexicalized fillers include what do you call this, okay, yeah, right, actually, etc. In other words, these are the lexicon or words that were used by the speaker to fill certain pauses. While unlexicalized fillers include ahm, ahh, ey, etc. or those prolonged sounds that the speaker used in certain pauses during the speech production. However, in context of the study, it was found out that women often used more fillers compared to men. Male and female students used all function of. They used fillers to fill pause, mark of hesitation, holding turn, empathizing, mitigating, and interrupting (Navratilova, 2015).

There are many types of hedges according to structure and this includes adverbial hedges, adjectival hedges, phrasal hedges, and generalized adjunct. In context of the current study, it is noticeable that women used more hedges compared to men speakers of which we can say that mostly, the speeches of women tend to be tentative. That female speakers use hedges like I think and I'm sure to a greater extent than male speakers. This observation is in line with the proposition that female speakers use hedges more often than male speakers (Engström, 2018).

There are many ways of which listeners and viewers can indicate affirmation with regards to the idea presented by the speaker. It can be a nod, smile, or waving of hands. However, in context of the current study, affirmation is observable in the conversation of both male and female speakers by quoting reference from that person's idea. They believe that non-verbal communication demonstrates investment in the conversation. This non-verbal signal may be a smile, a head nod or direct eye contact. When men are listening to others, they tend to remain still (Meier, 2018).

Overall, the research on gender differences in communication styles, both academic research and popular literature, lean towards the same conclusion that men and women truly differ in the way they communicate. Even though academic research is focused more on the characteristics and traits that men and women exhibit during communication, popular literature made the connection between psychological gender traits and communication styles and gender differences in terms of basic goals of conversations.

III. METHODOLOGY

This chapter discusses the methods and techniques that are used in gathering all the data that were needed for this study. This chapter includes the research design, research materials, role of the researcher, data collection procedure, data sources, data analysis, trustworthiness of the study, and ethical considerations.

A. Research Design

This study is qualitative research in nature which used corpus-based approach and conversational analysis. Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. This type of research has long appealed to social scientists because it allows the researcher to investigate the meanings that people attribute to their behavior, actions and interactions with others (Crossman, 2019).

Qualitative design was used in this study since this requires a Classroom-based Talk Show production. During the production, the researcher served as the observer. The production had five different topics which the participants gave their own idea based on their understanding about it. The researcher analyzed the data based on the participants' method of answering the questions and on how they responded to the given situations during the production.

In this study, I employed qualitative design using Conversational Analysis which is the study of recorded, naturally occurring talk-in-interaction. The aim of studying this interaction was to discover how the participants understood and responded to one another in their turns at talk, with a central focus on how sequences of action are generated. The objective of Conversational Analysis is to uncover the often-tacit reasoning procedures and sociolinguistic competencies underlying the production and interpretation of talk in organized sequences of interaction (Hutchby&Wooffitt, 1998 as cited by Nordquist, 2019).

Conversational analysis was used as the research strategy in this study of which it is considered as the naturalistic study of communication. In this research, talk is studied as a phenomenon in its own right. The classroom-based Talk Show production was used to lead on the investigation of everyday communication patterns in natural settings, that includes the explanation of the everyday participant's understanding, the first step to increase detailed and critical knowledge of the complex processes at work in talk. After having the classroom-based Talk Show Production, talk data were collected through participant-observation techniques, and analyzed through interpretation by participants, observer, or the researcher.

B. Research Materials

In this study, the research materials were the recorded and transcribed conversations from classroom-based Talk Show productions. The said Talk Show consists of five (5) productions good for forty-five (45) minutes to one-hour each. As Braun and Clarke (2013) recommend 10-100 corpora-based materials for analysis, a class coming from the Grade 11 (GAS) which consists of fifty-seven (57) students were designated to groups, namely, the participants, the moderator and the production team.

There were twenty (20) male participants and twenty (20) female participants, five moderators and the remaining twelve students were part of the production team. The participants were equally divided into five groups. Every

production consisted of one (1) moderator, four (4) males and four (4) female participants.

The participants were the ones who answered the questions given by the moderator. Their answer was the source of the collected data for this study. The groups were separated by gender in order to materialize the purpose of the study.
The moderators consisted of five (5) students who were given instructions to make sure that they were not biased during the conversation.

The moderators were responsible on making the conversation going, giving questions and follow-up questions during the talk show production.

Lastly, the production team consists of twelve (12) female students. The production team were responsible which made the flow of the classroom-based talk show in order.
The data were purposively gathered through the classroom-based Talk Show productions. Each conversation datum was recorded from the productions and was transcribed and analyzed.

C. Role of the Researcher
In qualitative studies, the role of the researcher is quite different. The research is considered an instrument of data collection (Denzin & Lincoln, 2003). This means that data are mediated through the participants rather than through inventories, questionnaires, or machines. According to Greenbank (2003), as the qualitative researcher, I need to describe relevant aspects of self, including any biases and assumptions, any expectations, and experiences to qualify my ability to conduct this research. In addition, it is useful for the qualitative researcher to keep a research journal explicating personal reactions and reflections.

Simon (2011) stated that the qualitative researcher should also explain if their role is *emic* – which is an insider, who is a full participant in activity, program, or phenomenon, or the role is more *etic* – which comes from an outside view, more of an objective viewer. There could be a great deal of variations in between – sometimes a researcher starts as an outsider and then becomes a member of the group. Or the reverse occurs – the researcher starts as a member of a group then becomes a more objective observant.

Thus, being the researcher in this corpus-based approach study, I considered myself as an *etic* which was an outsider view and was more of an objective viewer. Furthermore, I transcribed the recorded conversation in verbatim. Transcribing is a difficult process, even for the most experienced transcribers, but it must be done to convert the spoken word to the written word to facilitate analysis.

Significantly, being the researcher, my roles were as the analyst, recorder, transcriber, and translator. I was responsible in reading, understanding and evaluating the

transcribed conversations to better recognize the conversational styles of the participants.

As the analyst, I was responsible for researching, analyzing, interpreting and presenting the data related to this study which really helped me to further explain the results of this study.

Furthermore, since this study needed a video recording to have a valid result, one of my roles was to be responsible in recording the video during the classroom-based talk show.

Moreover, being the researcher, it is also my responsibility to transcribe the conversations made by the participants during the classroom-based talk show. Through the transcription, I and my debriefers were able to read the conversations on verbatim that helped us make an easier interpretation of the data. This also ensured that copies of the documents can be distributed to further help in the analysis.

Lastly, as the researcher, it is also my responsibility to translate the transcribed data. I am responsible in determining and understanding the meaning and context of the material and I converted this into the second language making sure on preserving the original meaning of the material.

In order to guarantee the reliability and validity of the analyzed conversational styles based on gender, the research sought after two (2) Doctors in Applied Linguistics who also became the reviewers of the analyzed data.

D. Data Sources
Following the suggestive range of entries from Clark and Braun (2013) which is 10-100, this corpora-based study used the recorded and transcribed conversation of male and female participants in classroom-based Talk Show production. In this study, the researcher conducted a Talk Show with five (5) productions with different topics.

Moreover, the video recorded and transcribed conversation classroom-based Talk Show production was the primary source of data in this study. Through utilizing different books, articles and videos that would relate to the chosen topics, the gathered data were analyzed thoroughly. Then, the styles of the conversation were categorized and interpreted.

E. Data Collection Procedure
The following procedures were undertaken in conducting this study as Creswell (2013) suggested:
First, the utmost way that I, the researcher, did was to secure an endorsement letter from the Dean of the Graduate Education of St. Mary's College of Tagum, Inc.

Second, was to ask for approval for the actual data gathering; as the researcher, I asked permission to the Schools Division Superintendent of Tagum and after which I asked consent from the principal of the school where I conducted the Classroom-Based Talk Show productions. Then, I asked consent from the Master Teacher and Grade

Level Head of the Senior High School Department on one of the public schools in the Division of Tagum.

Furthermore, I have given the participants an assent form for them to fill out, which explained in details on what were the content of the study. To address their queries about this, especially its confidentiality and privacy since this study requires to be recorded in video and assured them that I am the only one who were able to access the video. After which, I have sent a consent form to the parents of the participants. In addition to, I asked permission and consent to the parents of the participants that I will record their conversation through a video as the material of my study.

Third, was to conduct a classroom-based Talk Show production within November 2019 to February 2020. The said productions were good for 45 minutes to one hour. Students were oriented about the topic and it was up to them on how they responded the given questions by the moderator. This production was a good avenue for the natural conversation to arise. Data were collected through the video recorded production, which was stored in the device that I used during the production which is under my responsibility as the researcher. These were transcribed, translated and encoded.

Fourth, the analysis of the linguist corpora followed after gathering the data which used Conversational Analysis as its method. I used the conversational styles of Deborah Tannen (1990), which highlighted the high-involvement style which indicates that the speaker is speaking faster, overlaps other people's speech, and prefers personal topics or story-telling. Opposing to this is the high-considerateness style which indicates that the speaker is speaking slower, waiting for their turn to speak, and avoids personal stories. From these, I have given general terms namely: speed, preference on topic/argument, turn takings, directness, emotion/intimacy, establishment of authority and strategy.

Lastly, there was a peer-review debriefing which was done to ensure valid information. The outcome of the analysis was tabulated to draw conclusions and recommendations for future researchers on the same topic. The recorded video, transcripts, final report and methodology were examined by the experts who have Ph.D. in Applied Linguistics. This is to disclose unseen biases, perspectives and assumptions on the researcher's part. The collected data was securely stored under my responsibility as the researcher.

The Classroom-Based Talk Show Production was done with the chosen topics by the researcher. The topics were made sure that both genders (male and female) can give insights to make the talk show informative. The first production discusses about abortion, on what are the ideas of both genders if ever they faced such problem in their teenage life. The second production was about the ideas of teenagers about having relationship and about love. Third production was about defining depression and loneliness on the lens of teenagers. The fourth production was about social media etiquettes. Lastly, the fifth production was about implementing Sexual Orientation and Gender Identity Expression (SOGIE) Bill in our country. These topics were made sure that both genders could relate and could give their own ideas, opinions and insights.

F. Data Analysis

According to Taylor and Gibbs (2010), qualitative data analysis is the range of process and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating.

The data which were collected were also analyzed through the suggested Conversational Styles of Deborah Tannen (1990) namely the high-involvement style which includes, speaking faster, overlap other people's speech, and prefer personal topics or story-telling. Opposing to this is the high-considerateness style that includes, speaking slower, waiting for their turn to speak, and avoids personal stories. After thorough analysis of the data, the researcher did the coding and thematic analysis where main themes were extracted and interpreted in connection with the conversational styles.

During the classroom-based Talk Show production, it was recorded through video which was the main source in gathering the data. After having the productions, the video was thoroughly reviewed by the researcher and did the encoding. When the encoding was done, it was meticulously translated. Using the encoded and translated material, these was systematically analyzed using the suggested Conversational Styles of Deborah Tannen (1990).

Finally, with the help of my debriefer who has a degree relating to Applied Linguistics, the data which were analyzed and its interpreted results were checked and the suggestions were incorporated for improvement.

G. Trustworthiness of the Study

In order to provide a different set for criteria that can be used for ascertaining the quality, Stumpfegger (2017) cited Lincoln and Guba (1985) who have created the corresponding set of criteria for trustworthiness of qualitative research: credibility, transferability, dependability and confirmability.

Credibility is defined as the confidence that can be placed in truth of the research findings (Holloway & Wheeler, 2002 as cited by Macnee& McCabe, 2008). This establishes whether or not be research findings represent plausible information drawn from the participants' original views (Lincoln and Guba, 1985 as cited by Graneheim and Lundman, 2004).

To realize the credibility of this study, as a qualitative researcher, I have established a prolonged and diverse field experience, time sampling, reflexivity, member checking, and use of peer debriefing. I ensured that the place and participants that I have purposively chosen are the right ones to join the classroom-based Talk Show production.

Transferability refers to the aspect of applicability. The degree in which the results of this qualitative research, focusing in conversational analysis can be transferred to

other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through a description (Korstjens & Moster, 2017).

To address transferability, my responsibility as a researcher was to provide enough description of the participants and the research process. This implies that the reader, not I as the researcher, makes the transferability judgment because I do not know their specific settings. I provided rich account of descriptive data, such as the context in which the research was carried out, its setting, sample size, sample strategy, observation procedure and topics for the benefit of the next researcher.

According to Bitsch (2005), dependability refers to the stability of findings over time. Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Tobin and Begley, 2004 as cited by Cohen et al., 2011).

Since dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation (Lincoln and Guba, 1985), I asked help from various experts, panel of examiners, my research adviser, and my debriefer, who is an expert in linguistics and support it with other related studies. I ensured that my study was scrutinized by the experts in the field of Applied Linguistics.

For the conformability of this study, this paper will be subjected for further improvements since the responses of students would vary based on how each gender would deliver their answers, the depth and the content, and how each gender distinguishes the topics that will be given.

Moreover, other further refinements of this study will be suggested by the panel of examiners. Hence, to address the issues of confirmability, I relied on an independent audit of my research methods with my competent reviewers. My debriefers who have earned a degree relating to the field of Applied Linguistics for the linguistic dimension of my study since they are experts in the field of language. After the completion of my data analysis, my auditor thoroughly examined my analyses consisting of the original linguistic corpora and documents. Basing on an established precedent in qualitative research, they will assess the confirmability of the study, as well as the completeness and availability of auditable documents.

H. Ethical Consideration
In doing research, ethical considerations can be specified as one of the most important parts of the research. Studies may even be condemned to failure if this part is missing. Based to the Belmont Report which was written by a panel of experts and proposes three principles that should underlie the ethical conduct of research involving human subjects: Respect for persons, beneficence and justice.

Significantly, to protect the participants of this study based to Bryman and Bell (2007), as a researcher, I made sure to give my participants an informed consent which is comprehensible and easy to understand. In connection to this, video recording is prohibited, however, I made sure to follow protocols, and such as giving them a comprehensive informed consent which emphasized of when will I delete the recorded data, the timeframe of when the recorded video will be needed and who will have an access to these data. To further provide protection to the participants, the Republic Act No. 10173 also called as Data Privacy Act of 2012 was strictly followed.

In this study, the ethical considerations to be observed and practiced significantly gave emphasis on the participants to be involved in the classroom-based talk show production. Since the participants of this study were the students who have different responses on the topics that was given to them, I as the researcher followed the ethical standards as embedded in Belmont's Report to maintain the trust they gave.

The first principle discusses about that respect for person which was about treating the participants with secrecy, courtesy and respect. As a researcher, I treated the participants with privacy through using coding of name or alias during the production. Since this study used video recording, I made sure that I am the only one who have an access to the recorded video. I have asked the participants' permission if they agree on recording them thru a video. To further apply this principle, I recognized that each participant has the right and capacity to make his or her own decision. With this, their participation was voluntary; they have the right to withdraw from the study at any stage if they wish to do so. The participants were given informed consent and assent form which was written in English and in Vernacular language to easily understand the details of this study. I have respected their decision whatever it may be.

In addition, since most of the participants were minors or under aged, I have given them the informed consent to be signed by their parents which explained the purpose of the classroom-based Talk Show production. Also, for the minor participants, they were given a carefully explained assent form for them to understand their rights as participants of the study.

As stated in the Belmont Report, the second principle is about **beneficence** which is an ethical principle where any research risks will be lessened to refrain exposing or endangering the individuals and institution that will be involved in this study. Permission from the people in authority from the Graduate School Dean, the SMCT Research Ethics Committee was required to guarantee that no restrictions were violated during the entire process of the study. Also, I asked permission to the parents of the participants and the participants themselves that their responses were video recorded since the entire talk show production was recorded. To ensure ethical consideration, I used code name or alias to each of the participant of the production and made sure that I am the only one who have an access to the video for analysis.

Lastly, the third principle is **justice** which refers to equal share and fairness. In connection to justice, Gallardo (2012) cited Lincoln and Guba (1989) that, designing a study and analyzing and writing results, researchers are discouraged from prioritizing the perspective of the best or privileged while downplaying the views of the less fortunate. As a researcher, I ensured that the participants who were included in this study were equally treated. I made sure that the participants did not spend any amount and were provided with snacks or meals and tokens after the production and they were accommodated properly for the success of this study.

IV. RESULTS

This section of the study presents the result about the conversational styles present in the classroom-based Talk Show production of the male and female students by Tannen (1990), which proposes that there is a difference in language based on gender, and how gender affects the conversational styles in classroom-based Talk Show production among students.

The focus of the result was primarily on the features of conversational style introduced by Tannen (1990) who emphasized the existence of two major types of conversational styles: a high-involvement style and the opposing high-considerateness style. These styles can reflect the general linguistic behavior of women and men in conversation and Lakoff (1975) who noted that style refers to all aspects of a person's behaviour that are popularly thought of as "character" or "personality."

To address the questions about the conversational styles, present in the classroom-based talk show production of the male and female students, the following are presented below.

A. The Conversational Styles Present in the Classroom-Based Talk Show Production of the Male and Female Students

Anything that is said or done must be said or done in some way, and that way constitutes style. One of the goals in studying gender speech-style is to examine whether question asking is, as previously claimed, predominantly a characteristic of women's style. It is therefore worth noting the frequency of occurrence of questions individually and by gender.

The table below shows the existence of two major types of conversational styles. They shape the communicative behavior of individual speakers: a high-involvement style and the opposing high-considerateness style. These styles can reflect the general linguistic behavior of women and men in conversation. While women are said to prefer a high-involvement style, men might prefer a high-considerateness style.

Conversational Styles Mechanism	Comparative Analysis	
	Women	Men
Speed	• Shows a lower rate of speech	• Shows a faster rate of speech
Preference on topic/Argument	• Preference for personal (emotional) topics including affective talk.	• Preference for factual topic. • Showed avoidance on simultaneous talk
Turn Takings	• Showed minimization of inter and intraturn pauses	• Showed longer pauses within and between speech
Directness	• Tendency towards overall weakening of communicative intention. • More indirect speech use	• More direct expression of communication intention. • Less indirect speech use
Emotion/Intimacy	• Applied rapport in talking especially when the question is addressed directly to her. • Gossip as typical female speech activity • Listen Carefully / Attentively	• Applied report style in talking when the question is addressed directly to him. • Less likely to listen
Establishment of Authority and Strategy	• Frequent use of question and tag-question as strategy to structure talk. • Concerned with equalized input	• Less frequent use of question and tag-question. • Attempt to dominate the conversation.

Table 1 : Conversational Style: High Involvement vs. High Considerateness
Comparative Analysis in Terms of Communicative Behavior

The table above shows the conversational style and the comparative analysis of communicative behavior shown by both men and women. The result has shown that women used the highly involvement style and men the high considerateness style, with following conversational styles mechanism such as speed, preference on topic/argument, turn takings, directness, emotion/intimacy, and establishment of authority and strategy.

a) Men Talk Faster than Women
Both female and male participants showed their different conversational styles by manifesting their pacing in speaking. As the data were analyzed and the number of seconds in giving their ideas and opinion, it was found out that female participants showed a faster rate of speech compared to men. The figure below illustrates the rate of speech of both male and female among the 5 different productions.

Production Number	1		2		3		4		5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total Number of Utterances	917 words	2236 words	1347 words	2471 words	2476 words	3044 words	3676 words	2293 words	2174 words	3295 words
Total rate of Speed	7.7 min.	45.5 min.	8.7 min.	20 min.	13.3 min.	18.3 min.	20.6 min.	15.05 min.	12.1 min.	20.05 min.

Table 2 : Percentage of Speech Rate per Production

It was shown in the result of study that upon identifying the number of word utterances of male and female, at the same time its total rate of speed per production, it was found that men talked faster than women. It was also observed that women tend to use fillers and made long pauses in connecting their thoughts and ideas. Likely, women were indirect in their speeches. The following excerpt below shows the comparison of statement from both men and women.

Ahm, for me ahm if we talk ahm if we talk about abortion, it is a situation wherein ahm a mother wants to ahm remove a fetus inside her womb. Ahm maybe, to ahm because of the fear of responsibility of being a mother or lack of resources ahm of ahm saving the child. (30 secs.)(PR1_1F)

(For me, if we talk about abortion, it is a situation wherein the mother wants to remove a fetus inside her womb. Maybe, because of the fear of responsibility of being a mother, or maybe she lacks the resources in saving the child.)

The above statement is a response of the female participant when she was asked about her idea pertaining abortion. It is noticeable that her answers have reached 30 seconds with 52 words. Also, for the same question, the men responded as:

So, for me is that abortion is ending the life of the baby. Which is kananggipalaglagganinilaperowalanilagipadayun ug panganak kay… (12 secs.) (PR1_2M)

(So, for me, abortion is ending the life of the baby. This is aborting the child, since they do not want to give birth to the child.)

The male participants responded the same question with 26 words in 12 seconds. The lesser the words uttered per minute, the higher the speech rate.

Also, in Production 2, when the students were asked about their views about love and having relationship, both of them gave their ideas about the given task.

So, for me, ahm so love is like. So, for me, love is ahm create emotion towards other but ahm for me jud, love is sacrifice dli lang man satananpanahonmaka-feel tag love towards other sadilinimokadugo. So akoamafeelnako ang love towards my family kay sila man jud ang

pinakafirstna nag-love pudsaakoa, so saakoang mother, saakoang father silajudmakafeeljud ko na love kanang love is sacrifice kay bisan pa mag, bisan pa mag walaysud-an ing ana gud, ihatagnalangnilasaimoing ana ba, kung walasilaykwartaihatagnalangnilasaimo. So, para saakoa, love is like, love is sacrifice it's because kanang mas pilionnilana mas hatagan ka ug better bisagwalanasila. (58 seconds) (PR2_2F)

(So, for me, love is creating emotion towards others, but for me, love is a sacrifice which we cannot always feel this way. For me, I felt this love from my family since they are the ones who first loved me. A kind of love coming from my mother and father which even if they do not have viand or money yet they always give you these because of love. So, for me, love is a sacrifice because they choose to give you a better life.) (58 seconds) (PR2_2F)

During the second production which has a topic about love and relationship, men also gave their ideas about it.

So, for me, love is isa siyang… So, for me, love is isa siyangbugso ng damdaminngapanobayan, nanapakahirapahmpigilan o kung sabisaya ang gugma isa siya ka pagbatiganisakaugalingonnalisodkapugngan. Once naa nay isa ka taonamuabotsaimohaunyanahulog ka ana natao, go with the flow nanajud. (30 seconds) (PR2_2M)

(So, for me, love is a feeling which is hard to define and hard to control. Which is the same when we translate it into our mother-tongue. Once there will be that one person who will come and you will fell for that person, you will really pursue it.) (30 seconds) (PR2_2M)

b) Preference on Topic/Argument
Speakers have different conversational styles, especially in delivering thoughts and ideas. The result revealed that both men and women have different preferences expressing their ideas in presenting topics/arguments. It was shown that when women were asked about a certain topic, they manifested that they preferred to present their ideas by means of relating it to their personal life, in fact, they preferred topics including affective talk. Among the five productions; abortion, views about love and having relationship, depression, social media etiquettes, and SOGIE Bill, only in the topic of social media where women gave lesser inputs and ideas.

However, it was also shown that men preferred to talk about factual topic. When they were asked about certain topic as indicated in the corpora, they were more interested if they were knowledgeable about the certain topic. Among the five productions, men gave more emphasis on the topics relating to social media. Also, it was also noticeable that men showed avoidance on simultaneous talk. They ended the conversation after the question was being addressed. The excerpts below showed how men showed avoidance in simultaneous talk when the moderator asked a male participant about abortion.

No, dli ko musugot. (3 secs.) (PR1_1M)
(No, I won't agree.)

This was the response of the male speaker when he was asked about his idea if he would just let the child to be aborted since the mother would not take the responsibility of taking care the child. It was obviously shown that he did not expand his idea, it only lasted for 3 seconds, where in fact, he still may add some inputs pertaining to his negative confirmation about the topic being asked. This only shows that men manifested a sign to avoid simultaneous talk.

c)   Turn Takings
Speaker turns are characterized by frequently occurring simultaneous talk. Turn-taking in conversation and discourse occurred when participants speak one at a time in alternating turns. This feature usually occurs when the question is given to the participants of the speech at the same time. However, in this study, since there was a presence of a moderator, the speakers just waited for their turns to speak on their ideas. Moreover, there were also manifestations that male speakers showed turn takings when the ideas presented by the other speakers were not aligned to his presented ideas.They were aggressive and more prone to interrupt while women allowed themselves to be interrupted more.

In line with this study, turn takings are patterned to the styles of the speakers in giving fluency of presented ideas. It was found that female speakers showed minimization of inter and intraturn pauses while the male speakers showed longer pauses within and between speeches.

d)   Directness
In speech, directness is the quality of being straightforward and concise: stating a main point early and clearly without embellishments or digressions. Directness contrasts with circumlocution, verbosity, and indirectness (Nordquist, 2020).
It was revealed on the study that female speakers used fillers more frequently which resulted to a tendency towards

overall weakening of communicative intention. They are more mostly using indirect speeches.The intention to communicate indirectly is reflected in the form of an utterance. However, men speakers have more direct expression of communication intention, using less indirect of communication intention.

e)   Emotion/Intimacy
Speakers, more often than not, prefer not to say just what they mean directly. Rapport is the fine feeling of being "on the same wave length" that accrues when one gets what one wants without asking for it, when one feels understood without having explained oneself (Yoo, et al., 2013).

The results have shown that female speakers applied rapport in talking especially when the question is addressed directly to her gossip as typical female speech activity. Unlikely, male speakers applied report style in talking when the question is addressed directly to him. In this study, female speakers are more intimate and emotional in sharing and expressing their ideas and thoughts with a certain topic. Also, during conversations, women spend more time looking at their partners than men do.

f)   Establishment of Authority and Strategy
Men are more likely to interrupt women than to interrupt other men, as believed by many. When women talk with other women, interruptions are evenly distributed. When men talk with other men, interruptions are evenly distributed. However, when men and women talk with one another, almost all of the interruptions are by male speakers. While men do exert power and authority in controlling the course of conversations, women exert more effort in maintaining communication.

The results have shown that 61% of the conversational style used by male speakers was in the form of questioning, they attempted to dominate the conversation. Also, more aggressive, more prone to interrupt while women allowed themselves to be interrupted more.

B. *Linguistic Features Found in the Conversation of Male and Female Students in the Classroom-based Talk Show Production*
Table 2 presents the different conversational styles which the study revealed in the classroom- based talk show production of male and female students derived from different linguistic features. Conversational styles were determined through linguistic features such as *questions, fillers, hedges, intensifiers, affirmatives, and the use of adjectives.*

Types	Sample Statements	
	Female	Male
Questions	If who are the wealthy, they are the one capable of bearing a child, who are financial unstable, its them bears more child. (PR1_2F)	Uhm, for me, it is a difficult decision. Then, there you can apply your critical thinking skills that I've learned from our lesson. So, what should I be thinking? (PR1_4M) …uhm, and also, I will only post when there are

		events and occasion, like family reunions, and occasions about what happened in my life, and what have I attended, only those things, and nothing else. (PR4_1M) Abortion is a sin, if you're not ready, then why you let things happened? (PR1_2M)
Fillers	If I would be in the situation, as (state the name), I would not confront him instead I would file a case, and report it in uhm police. It is a cyber bullying which stepped on her dignity as a human (PR4_2F)	
Hedges	Uhm, for me, as I said a while ago, uhm, maybe, for me, maybe it is partly shameful especially teenage pregnancy, because they engaged in pre-marital sex which led to early pregnancy (PR1_1F) So, for me, depression has common negative effect or common negative feeling or mood like sadness, lost, loneliness, and depression could be felt by everyone, which is a result of family, friends, job or work, studies, financial, special someone, and personal problems (PR3_1F)	For me, abortion is really a bad doing. (PR1_4M) Uhm, for me, abortion is killing one's life. it is ending the life of a person (PR1_3M)
Intensifiers	So, let us differentiate sadness and depression. So, for me, the difference between the two is, every one of us may experience sadness, because even simple things can make us, like no attention we can get from friends and no replies from crush, it can only be felt in a very short time, unlike depression, we can look for some ways to overcome sadness. (PR3_1F)	So, if the environment is very positive, like your friends, neighbors and relatives are happy, you will also be happy. You will become positive as well. But if the family is sad, they will be very happy in coming to school and sad upon coming home (PR3_3M)
Affirmatives	For me, if it will be a given guide, if SOGIE bill will be implemented, I don't agree, yes, maybe they will be given with their rights, normal people, straight men and women and Christians, their rights will be degraded. (PR5_2F)	But I agree, I agree that SOGIE Bill be implemented, since there are no problems, it was endorsed because there was a problem found and need to be addressed. (PR5_4M)
Adjective Types	So positive effect is, yes you can share your thoughts in social media (PR3_2F) …when you know that they have bad comments for you…(PR5_4G) …because our life is very short... (PR3_1G)	So, we have different perception of what is life…(PR3_3M) …why we are depressed because we need attention. (PR3_3M) …easy to know and it is easy to understand…(PR4_4M)

Table 2 : Linguistic Features Found in the Conversation of Male and Female Students
in the Classroom-based Talk Show Production

g) Questions

Male and femalespeakers varied their usage of question in comparable ways and in accordance with the different types of talks. Based on the result, the corpora used in this study has shown that questions, as conversational linguistic feature, was manifested in the corpora Talk-Show script corpora when it was analyzed.
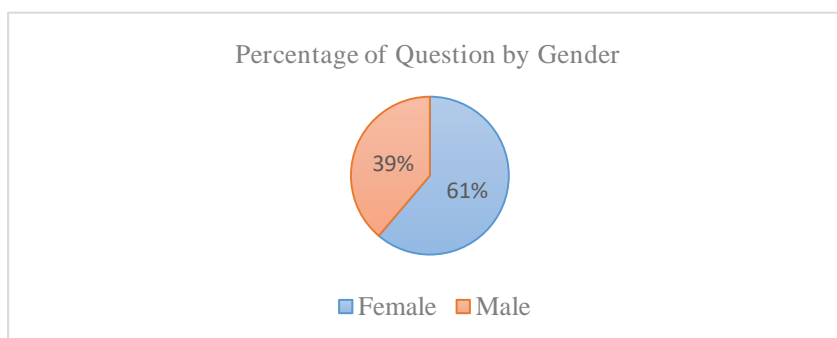

Fig. 1 Percentage of Question According to Gender

Figure 1 shows that female speakers used 61% of questions compared to 39% of the occurrences in the male speakers' speech. Questions are powerful linguistic forms as they give the speaker the power to elicit a response from listeners. There were 98 WH-questions found in the corpora and 61% of it comes from women, and 39 % from men.
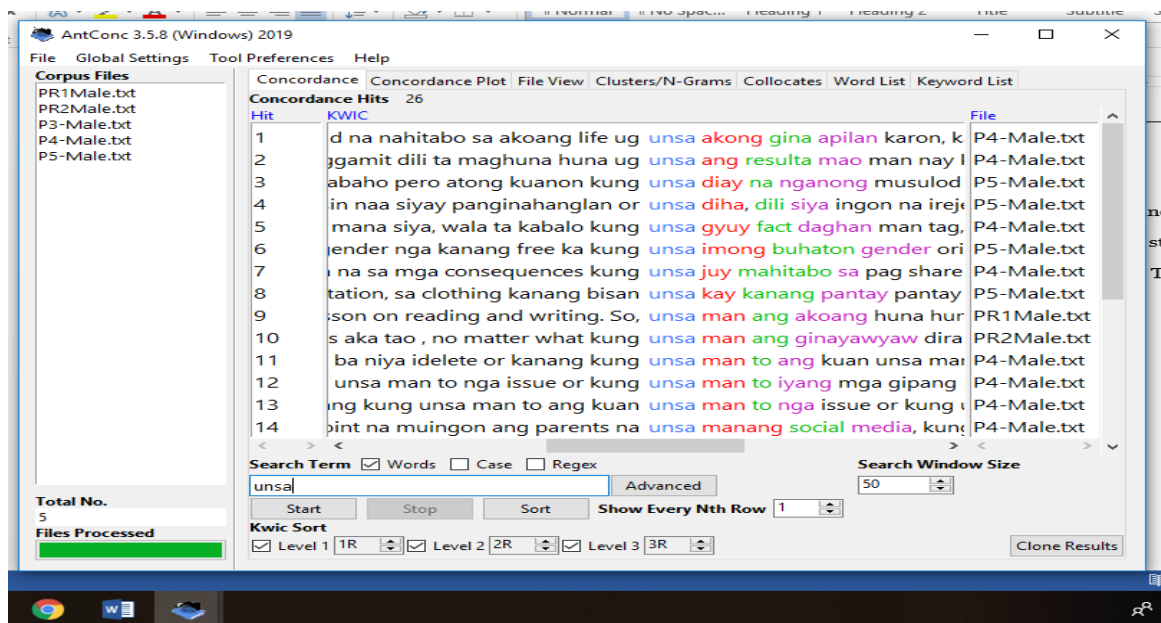

Fig. 2. Male Antconc Concordance display for the word *Unsa* (what)

Using the Antconc software application, it was found that male participants used *unsa* in questioning with 26 hits or appearance in the corpora. The word *unsa*originated fromthe participants' mother tongue which means *what*. It was usually used in asking question such as *giunsa* (how) *asa* (where), *kanus-a* (when) *kinsa* (who) as it was indicated in the following sentences below.

*…….ahmkuan sad kanang mu-post ko kung kanangnaayimportante ug mga occasions ra pud, mga family reunion ingon ana siyakanangmga occasions pudnanahitabosaakoang life ug **unsa**akongginaapilankaron, kana ra pudakongginakuan, ginapostdidto and nothing else.* (PR4_4M)

(…I will only post when there are events and occasion, like family reunions, and occasions about what happened in my life, and what have I attended, only those things, and nothing else.)

*Ahm, para saakoakuansiyakanangkuansiyana decision kananglisodpero then ddtoananimo ma-apply ang imohang thinking ang imong critical thinking based on our lesson on reading and writing. So, **unsa** man ang akoanghunahunaon? Kung akoa bang ipalaglag or akoangbuhionnalang so for me, buhionnako kay akoagudna, gikannasakoangmgakamot. (PR1_1M)*
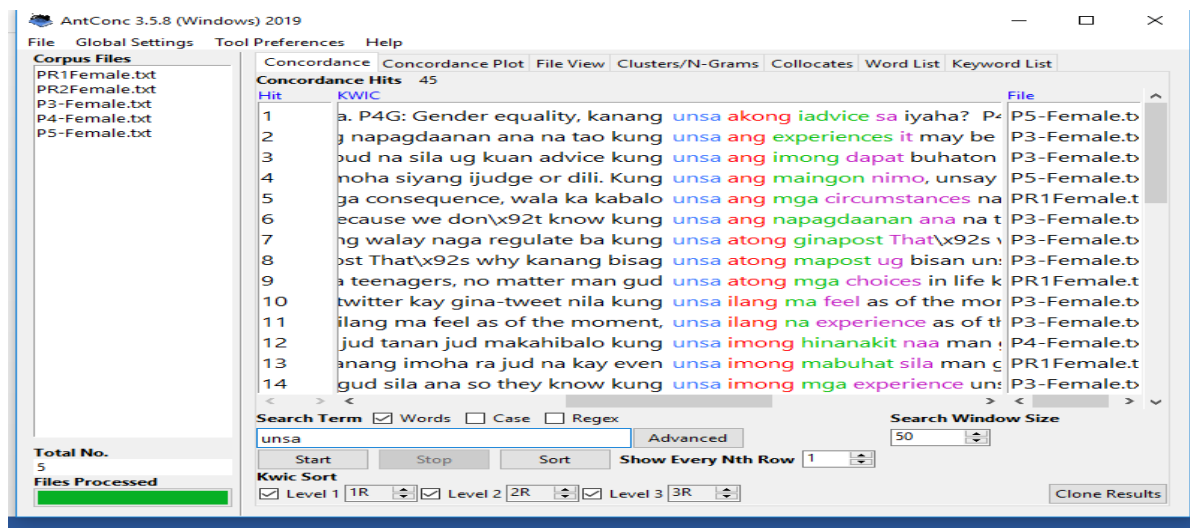
(For me, it is a difficult decision. Then, there you can apply your critical thinking skills that I have learned from our lesson. So, what should I be thinking? If I would abort the child, or I would let the baby live. So, for me, I would take care of the baby, since it comes from me.) *(PR1_1M)*

The sample statement from the corpora above was the response of the male participant when he was asked about the issue of abortion.

*……Ang time, pagmawala ang time walana kay bonding sa family, sa friends, so pagmuabotsa point namuingon ang parents **naunsa**manang social media, kung madaot ug mawalanasiya, kinsa man ka? **Asa** man ka padulong? (PR1_4M)*

(Time would just pass without spending it with the family and friends, so it would come to a point where my parents would say "what is in social media, if it will be gone, where will it lead you?) *(PR1_4M)*

The highlighted words are the WH-questions used as a linguistic feature in conversation which was used as a style in delivering thoughts. One of the goals in studying gender speech-style is to examine whether question asking is, as previously claimed, predominantly a characteristic of women's style. It is therefore worth noting the frequency of occurrence of questions individually and by gender.

Fig. 3. Female Antconc Concordance Display for the Word *Unsa* (what)

*Pero dilisilakadawatmismosailangsarilina**unsa**sila, dilinasilakadawat kay gusto gyudsilana mu-equal judsiladidto, musulodsilasakanang room sa comfort room samgababae, siguro acceptance ang pinakaunanailangbuhaton.* (PR5_4F)

(But they couldn't accept about what is their identity, they really wanted to be treated equally, they wanted to use the same comfort room as to women. Maybe acceptance is the number thing that they should do.

h) Fillers

In connection with the confidence and fluency of the participant's speech, another variable is examined. A filler is defined as a phrase which could appear anywhere in a sentence and which could be deleted from the sentence with no change in content.
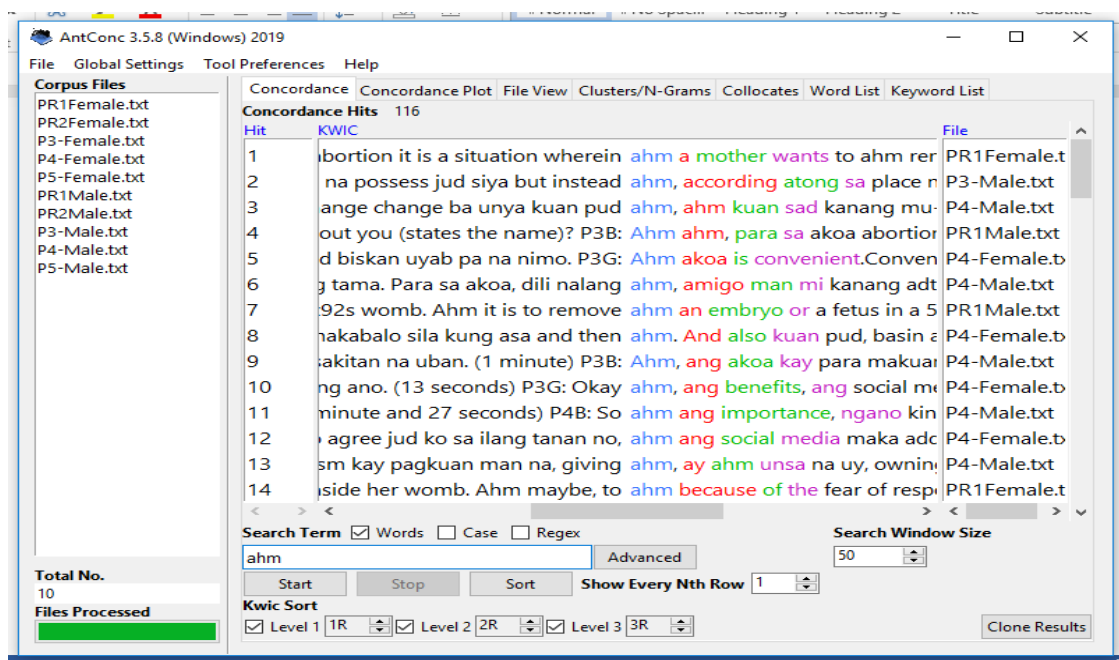

Fig. 4. The Ahm (Uhm) Antconc Concordance of Frequency

The result of the study revealed the total statement utilized fillers of both female and male is 116 in all of these were composed from the 5 productions. Female participants obtained 50 occurrence of filler *ahm*(uhm), while male participants used the filler *ahm*66 times. It shows that male presenters used more fillers than female presenters. This indicates that the fillers are often used while the male speaker was groping for words and this affected his fluency and confidence in his conversation.

*...Ako man lang gani ang naadirasa situation, ako man ganisi (states the name) dilinanakosiyai-confront diretsonanakosiyai-file ug case or ireportnakonasiyasa**ahm**pulis, it is a cyber bullying or cybercrime kananggikuannaniyagitapakan, gitapakannaniya ang akongdignidad ug akongpagkatao…(PR4_2F)*

(If I would be in the situation, as (state the name), I would not confront him instead I would file a case, and report it in ahm police. It is a cyberbullying which stepped on her dignity as a human)

The sample statement above is the answer given by a female participant …(PR4_2F), when she was asked about cyber bullying in social media. The use of filler was manifested when she was thinking of the right word to be used. Also, same with the male participant as he was asked the same topic about the use of social media.

*So, teenagers. So, you are referring saatoa? So ang **uhm** ang main reason gyudnganong**ahm**, para saakoa ha **kanang**nagagamitgud**kuan**mga social media kanang. Ang social media man gud kay **kanang**naga-entertain siyaba**kanangahm**, **hmm**. Dili lang man gudsiya isa lang, dili lang siya for entertainment, makakuha man pud ka dira ug information then **ahm**, isa pudkanang, **ahm** para saakoakanang, maonaakongginapagawsansakongmgagibati. Mao nasiya. (PR4_2M)*

(So, teenagers. Are referring to us? So, the main reason for me, those who used social media it is for entertainment. It is not just one, it is not just for entertainment but also, we can get information and that's my outlet of my feelings.)

Above statement has shown the frequency of the filler *uhm* and *kanang*as a sound or word that are spoken in conversation by one interlocutor to signal to others a pause, hesitation, transition, or even a placeholder. They fill a beat in the flow of sound.

***Ahm**, ang akoa kay para **ahmmakuan** ta, kailangannato ang social etiquettes because of **uhm**dili ta magpatakag share, nabisagasa share, wala ka kabalo unsay effect ana sauban, dili man ta parehastanan ug panghuna-huna. Ang ubannaaymalipagsabot, sailaha kay joke lang unyasailahaing ani natinuod. (PR4_3M)*

(For me, we need the social etiquettes because we should be careful in sharing, for we don't know its effect to others, for we have different thoughts. Others may understand wrongly, it may be a joke for others but not to others.)

The filler **uhm** was mentioned twice in a statement. Also, it was used as the first word in the statement. This finding indicates that the male presenters used fillers at a much higher frequency than the female presenters.

Aside from *ahm, kanang, kuan, and like* was also used by both female and male participants in the corpora. They are *Cebuano dialect* which likely means as *uhm* from the sentence with no change in content

i) Hedges

Women's speech is often described as 'tentative', and this assertion is linked to the claim that women use more hedges. Hedges are linguistic forms which express the speaker's certainty or uncertainty about the topic under discussion
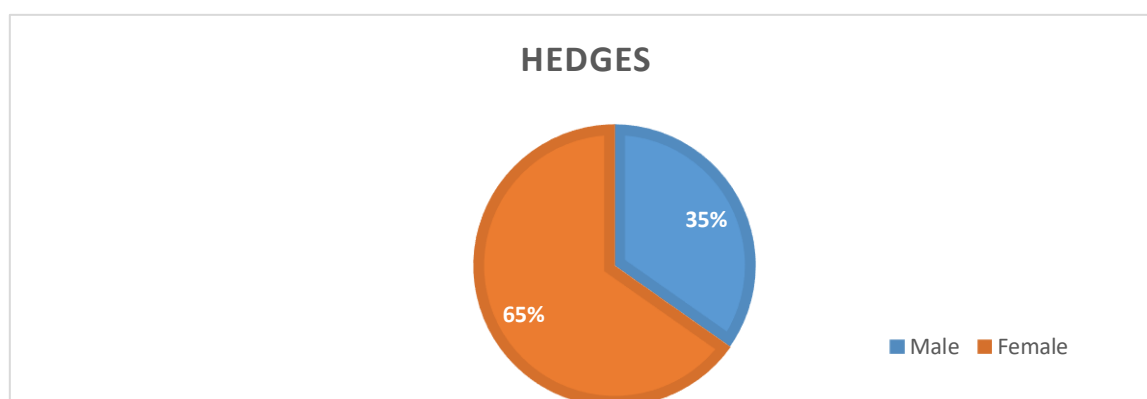

Fig. 5 Percentage of Hedges According to Gender

The result shows that female participants used more hedges than male participants. Out from 345 hedges occurred like *for me, maybe, not necessarily, mostly, and as general,* 120 of it were found among male participants and 225 among female participants. Figure 5 provides evidence that female speakers used more hedges (65%) compared to male speakers (35%) and this finding supports Lakoff's claim that women tend to use more 'hedges compared to men.

The following sentences below show the statement of both men and women with the use of hedges.

*So,**for me**, depression is a common negative effect or common negative feeling or mood like sadness, lost, lonely and ang depression is walasiyay pili every one of us has a possible of being depress and ang cause sa depress is yungmga problems sa family, friends, job or work, studies, financial and the our special someone and our personal problems.* (PR3_3F)

(So, for me, depression has common negative effect or common negative feeling or mood like sadness, lost, loneliness, and depression could be felt by everyone, which is a result of family, friends, job or work, studies, financial, special someone, and personal problems).

During the third production male also gave their idea about the difference between loneliness and depression.

***For me**, ahm depression is kind of an informality state of sadness that can cause death. Mao rato. (PR3_4M)*

(For me, depression is a kind of informal state of sadness that can cause death.)

j) Intensifiers

Intensifiers express both referential meaning (degrees of certainty) and affective meaning (politeness). Those are adverbs or adverbial phrases that strengthen the meaning of other expressions and show emphasis. Result has shown that both female and male participants used intensifiers in giving emphasis of the idea that they wanted to express.
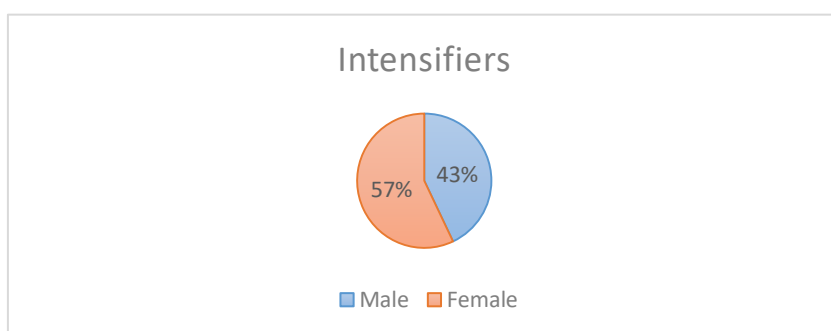

Fig. 6 Percentage of Intensifiers According to Gender

Figure 6 revealed that among 149 intensifiers used such as very, so much, and much, 85 of it was from the female participants which comprised of 57% while the male participants have 64 intensifiers used which comprised of 43 %. Female participants used intensifiers more than the male participants. However, the results are not consistent because not all female participants as to male participants used intensifier at all in his speech.   Thus, the assumption cannot be made that male speakers used intensifiers at a higher rate.

The sentences below are example of the statements from female and male participants using the following intensifiers when they were both asked by the moderator about their ideas about depression.

*So let us differentiate sadness and depression. So for me, ang difference between the two is that ang sadness daghan ta makafeel ana tanan because sa simple nabutangmapahimo tag sad, bisagkanangdilipagtagadsaimong friends ug sadilipag reply saimong crush so makafeelkag sadness ana kaysasa depression ang kana man gung sadness is kuannasiyakanang it can be felt for a **very short time**, short period of time lang nasiya kay ma overcome natonasiyapinaagisapagpangitag ways para mapalipay ka and dali ra kaayonasiya ma overcome.* (PR3_1F)

(So, let us differentiate sadness and depression. So for me, the difference between the two is that everyone of us may experience sadness, because even simple things can make us sad, like when we could not get attention from friends and no replies from crush, it can only be felt in a **very short tim**e, unlike depression, we can look for some ways to overcome sadness.) (PR3_1F)

On the other hand, the third male participant also gave his idea about depression.

*So, if the environment is **very positive**, kana pudna ang imohapungsilingan, ang imohang friends and imohang family, magkuanpudmagiging happy pud. Magiging positive pud. Pero pa gang family sige rag sad, sige lang ug ano, lahipud ang judgment ang ilahangginabuhat, muanhisilasa school mas very happy silaunyapaguli sad napudsila. (PR3_3M)*

(So, if the environment is very positive, like your friends, neighbors and relatives are happy, you will also be happy. You will become positive as well. But if the family is sad, they will be very happy in coming to school and sad upon coming home.) *(PR3_3M)*

k) Affirmatives
There were a small number of frequently used words which indicated a response and speakers moving to a new topic.
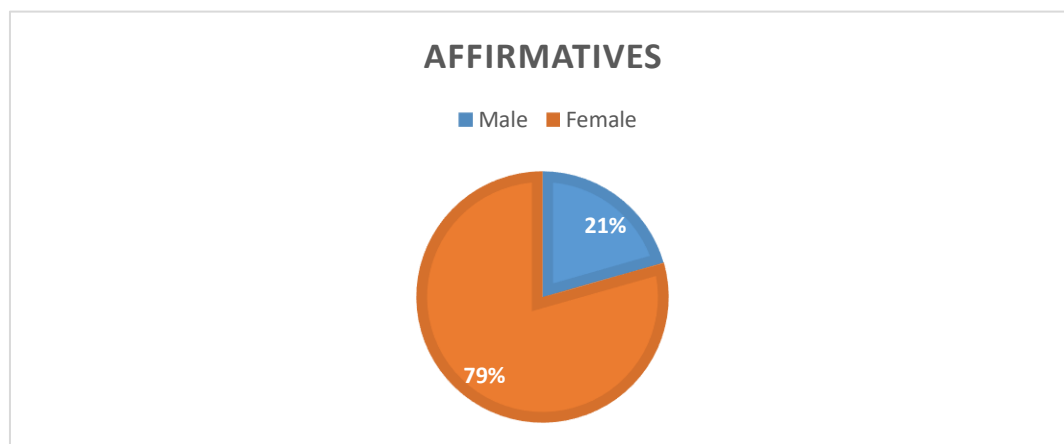

Fig. 7 Percentage of Affirmatives According to Gender

The figure shows the percentage of the used affirmatives according to gender as manifested in the classroom-based talk show. It was revealed that male participants have 21% out of 100% of affirmatives used in the corpora, whereas the female got 79% of affirmatives. The sentences below show the use of affirmative linguistic features in the corpora of classroom-based talk show.

…so akoa man gud kay kung tagaannatona ug guides, kung i-implement natonangsogie bill dili lang, ***yes siguro****makuanilahang mas matagaansilag rights pero ang rights sa lain which is ang Christians ang normal people lang ang babae o lalakimatapakanpud ang ilang rights …(PR5_2F)*

(For me, if it will be given a guide, if SOGIE bill will be implemented, I would not agree with. Maybe they will be given with their rights, normal people, straight men and women and Christians, their rights will be degraded.)

Yes*as affirmative was used when asked about the implementation of SOGIE bill. Also, when male participant was asked about this issue, he frankly responded as:

Yes, parehasailanggiingonnapantaypantay(PR5_4M)

(Yes, just like what they said about fairness.)

The female participant showed verbosity in her response to the question about SOGIE Bill compared to the male participant.

He added:

Pero ako mu agree gyud ko kay, mu-agree gyud ko naipatupad ang sogie bill kay ngano, walapudsiyaynakit-annaproblema, dilinasiyaidusodidto, idusokanikaninga law kay walajudnasiyaynakitanaproblema, gidusonasiya kay naayproblema ug kailangannasiyanaproblemanamasolveunyadili, diligyud ta. Mao rato. (PR5_4M)

(But for me, I agree. I agree that SOGIE Bill will be implemented, since there are no problems, and it was endorsed because there was a problem found and need to be addressed.)

l) Adjective Types
Adjectives are used to give compliments in conversations. As the corpora were analyzed, these major adjectives were used in the corpora.

Adjectives	Frequency	Sample Sentence
Different	28	So, we have different perception of what is life…(PR3_3M)
Mali (bad or wrong)	23	…when you know that they have bad comments for you…(PR5_4F)
short	20	…because our life is very short... (PR3_1F)
depressed	16	…why we are depressed because we need attention. (PR3_3M)
easy	16	…easy to know and it is easy to understand…(PR4_4M)

The table shows the most frequent adjectives used as conversational style of the students. *Different* was used 28 times, *bad or wrong* has 23, *short* has 20 occurrences, *depressed* with 16, and *easy* with 16 hits. In the corpora, 367 adjectives were utilized in the conversation.
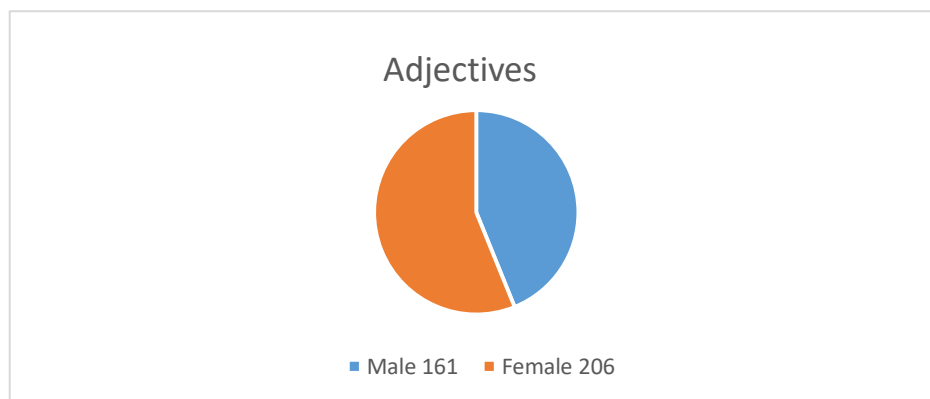

Fig. 8 Percentage of Adjectives According to Gender

Figure 8 shows the percentage of the use of adjectives as linguistic conversational style. The result has shown that among 367 with 56% adjectives occurred, 161 or 44% of it was from male participant of the talk-show, and 206 of it was from female participants. It clearly shows that female speakers used significantly more adjectives than males. The following sentences below are examples of responses of both male and female participants.
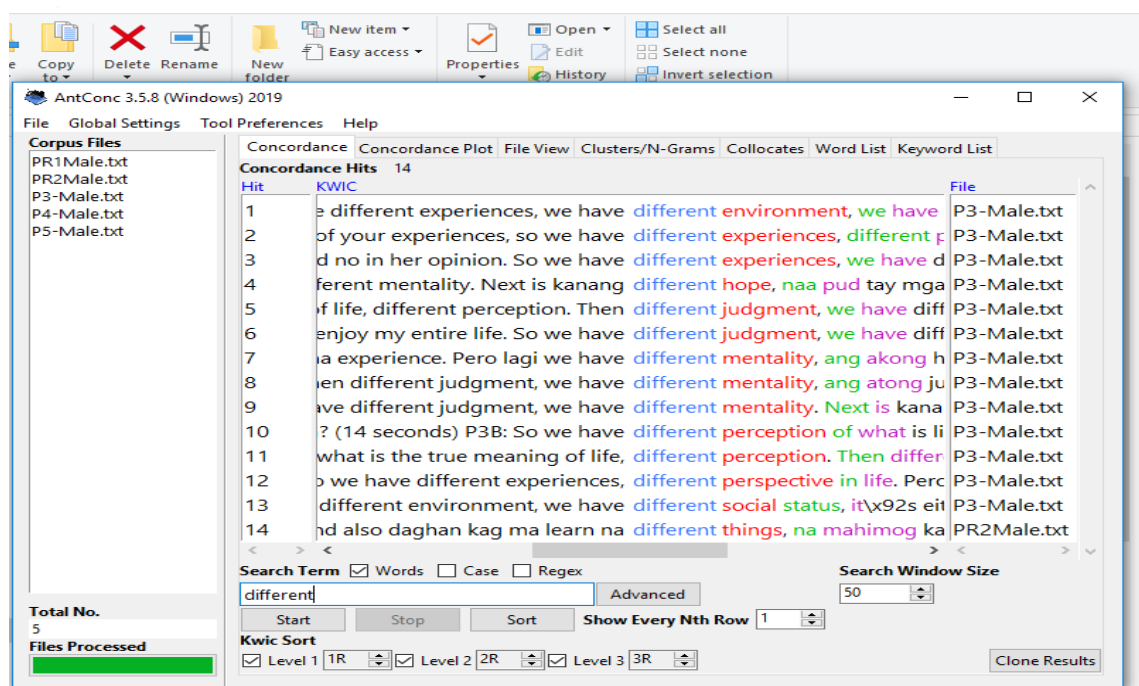

Fig. 9 The Occurrence of Different as Adjective Used by Male

The word *different* as adjective was the most frequently used adjective in the corpora of school-based Talk Show, however, the result has shown that it was mostly derived from one participant (PR3).

C. How Gender Affects the Conversational Styles in Classroom-Based Talk Show Production

From the first question of the study, it identifies what are the conversational styles of male and female present in their classroom-based talk show production of which these productions include questions, fillers, intensifiers, affirmatives and adjective types. It is now in this research question that those identified conversational styles presented

by Tannen (1990) will be analyzed as to how it affects the speech styles of both men and women.

D. Conversational Style Linguistic Feature: Questions
a) Women Ask More Questions than Men

Different studies have shown different results as to the ways how male and female ask questions during a discourse or in the discourse community. Studies concluded as well that tag questions unintentionally turn into a declarative statement which shows that speakers are uncertain and assertive. Further, studies indicated as well that women use more tag questions than men.

On the other hand, in the context of the current study, I was able to gather samples of the corpora of the study of which, both male and female participants use questions during their speech delivery and explain it further as to how it affects their delivery and what are the underlying implications in the discourse community.

Below are the samples of the corpora taken from the study.

Para saakoa man gud, makaingon ko na depress ko pagsigenalang ko ug katuloggani kay dili ko, dili man ko kanang, dili ko gusto kananghunahunaonnakopermintiakongproblemaba kay the more nahunahunaonnimosiyabasigmakahunahuna ko na mag suicide gani ana ba. So, matulognalang ka, diba?

(For me, I can say that I am depressed if I always sleep because I am not, I don't want to think always about my problem because the more I think of my problems, might be I could think of committing suicide. So, you just have to sleep, right?) (PR3_4M)

The moderator then asked a question to the fourth participant from the third production.

So depress juddiay ka?

(So, are you really depressed?)

Dili pud, feeling lang nakomatulog kay lami man matulog.

(No, it's not that. I just want to sleep because I love to sleep.) (PR3_4M)

b) Men Use Question to Verify or Confirm than Women

From the corpora above, it is a sample take from Production 3 of the classroom-based talk show activity which talks about depression. The corpora above are the responses taken from the male participant number 3 and another male participant number 4. From the sample, it is noticeable that men tend to ask questions to verify or it is a sort of confirmation from the speaker. The PR3_Moderator asked the PR3_4M as to whether he experienced depression basing on his statement since the speaker does not directly states or answer the question.

Para saakoaayawgsugotnama'depress ka tungodsa gamay nabutang kay bantog man gudnamudako ang problema kay tungodginapadakonato kay dilinatosolusyunandayun ang gamay natonaproblema. So, kung kabalo ka ngamuduol, first muduol ka saimong family, then friends naimongmasaligan, so kung kabalo ka nawalaymaminawsaimo or feeling nimo lonely ka why not tagaannimo ug oras ang imongsarili?

Tagaannimogoras kung as aka nagkulang, kung asa nag dapatnimobuhaton para dili ka ma stress or ma depress. (PR3_3F)

(For me, do not let yourself be depressed because of small things. The reason why problems become bigger because of ourselves. We don't give direct solutions of it. So, if you know how to approach, then approach your family, then your trusted friends. And if you know no one is willing to listen to you, why not give time for yourself? Give time to think where you are lacking. As what are the things you must do for you not to be stressed or depressed.)(PR3_3F)

Pero akong ma advice lang samganakaagina ug depression ug sa sad lang is keep praying kay dibaparehassagiingonganihani(States the name of PR3_2M) *na God is bigger than our problems kinsa man diaynaghatag ug problems? Dibasi God, gihatagnaniya para ma overcome nato and then sapag overcome nato ana nga trials and problems diba mas mu-increase atong faith saiyaha, the only thing to cope up with depression is pray aside samgagipangingonnilaganiha, dilinanako to balikon. (PR3_2F)*

(But all I can advise to those who experience depression and sadness is that keep praying; like as what has been mentioned by (States the name of PR3_2M) that God is bigger than our problems. Who do you think would give us problems? It is God, right? He gave it for us to overcome. Then, in overcoming those trials and problems, our faith to Him will strengthened. The only thing to cope with depression is to pray and aside from those things they mentioned a while ago.)(PR3_2F)

During the first production which has a topic about Abortion a female participant rebutted the answer of the male participant number 1,

<Rebutted the answer of PR1_1M>Ahm so I have also an idea, kasi yungsinabiniyakaninana it is between the decision of the man and woman so how about if dibanaa naman puymga cases na there are sexual abuse mga victim sa rape? They can't do anything with that ilahagyudnang pressure especially to women kay sila man ang mag carry sa child so lisodkaayosailahana mu-desisyon para sailangsarili knowing nawalasilaykauban kay dli man gudna about lang sa relationship diba? We have especially karon more on violence dghanna ug rape cases namakaingonjud ta nakanangna rape niposible baya judnamabuntis.) (P1_P2G)

(I have also an idea, because as what she mentioned a while ago, that it is the decision between man and woman. So, how about if there are cases that include sexual abuse like rape victims? They cannot do anything with that. It

gives pressure especially to women because they are the ones who will bear the child. So, it is really hard for them to decide for themselves knowing that they don't have partner because that is not about with relationship, right? We have especially now, more on violence. There are lots of rape cases that we can say, she has been raped, and she might get pregnant.) (P1_P2G)

c) Women Use Question to Emphasize Thoughts Than Men

The samples above were taken from the third production which discusses depression and abortion from the female participant. From the corpora, it is noticeable that women used question to give emphasis and to give heavy weight with their ideas, insights and opinions. It is through asking introspective question that women use so that its listener will get what is really their point to the extent that their listeners as well will tend to answer and confirm their question. Thus, women speakers as well opt to establish rapport with their audience and listeners.

Thus, after knowing and analyzing the responses of both men and women participants in the talk show production that discusses depression, we can conclude salient points as to how gender affects questioning as a conversational style. From the perspective of male participants, questioning was utilized by them to confirm and verify answer and question from their speaker or to the people they are talking to or referring to. Meanwhile, as to the perspectives of the female participants, we can infer those women speakers opt to establish rapport with their audiences or listeners by asking or throwing introspective questions that enables their listener to answer it and even believe and confirm their opinions, insights, and ideas.

E. Conversational Style Linguistic Feature: Fillers
a) Women Use More Fillers Than Men

Another conversational style to be examined as to how gender affects a conversation is the filler. In linguistic sense, a filler can be defined as a phrase which could appear anywhere in a sentence and which could be deleted from the sentence with no change in content. In addition, it is apparently a meaningless word, phrase, or sound that marks a pause or hesitation of the speaker (Navratoliva, 2015).

However, in the context of the talk show production of the participants of the study, I used AntConc, a software that was used to analyze the concordance or appearance in number of a certain or specific word or group of words. Further, as I conducted the classroom-based talk show activity, I can notice certain fillers of which both men and women speakers are using. Some of those include the mother-tongue term *kanang, ahm, kuan* and like. It is important to note that mother-tongue fillers occur because the medium of speaking in the activity is the mother-tongue of the participants.

Further, after I identified the most frequent occurring fillers, I used the AntConc software to analyze and identify its concordance or appearance in all of the five productions.

To analyze the appearance in male and female responses, I have separated all of their responses through notepad and run it in the software in separate administration.

From the female responses, the filler *kanan*g has 245 hits, *ahm* with 50 hits, *kuan* with 94 hits and the last one, the filler like has 16 hits. So, all in all, the total number of fillers used by the female participants is 405 words or fillers. On the other hand, from the male responses, the filler*kanang* has 184 hits, *ahm* with 66 hits, *kuan* with 130 hits and the filler like has 2 hits. Thus, the male speakers utilized a total number of 382 fillers in all of the five productions of the classroom-based talk show.

Given below are the samples of responses of both male and female participants taken from the corpora of the study.

Ahm for me ahm there are many circumstances siguro or kanang ideas ngakanang ma come up. Especially to the one carrying a child kay since first responsibility siguro. Next is ahm poverty, naa baya saatoa or most baya saatoadibamuragmakuanannatona kung kinsa pa tong nay wealth sila pa tong dli ma bear ug child, kung kinsa pa tong naghirap mas daghan pa sila ug ma bear ug child.

(Ahm for me ahm, there are many circumstances, maybe or *kanang* ideas that came up especially the one who is carrying a child because first, it's a responsibility. Next is ahm poverty. It is within us or most of us could say that those who are wealthy are the ones who don't bear child and those who are in poverty, they are the ones who bear child the most.) (PR1_2F)

As well as during the third production which has a topic about differentiating depression and loneliness,

Ahm for me, depression or lungkotito ay kuansiya kung muingon man gud tag depression murasiyaggisagolsagolnalungkot or kalungkutan. Kung muingon tag kalungkutan lang murag gamay ra kaayosiyana issue kanang a certain situation make you sad.

(Ahm for me, depression or sadness is *kuan,* it is, if we say depression, it's like a mixture of sad or sadness. If we will only say sadness, it is just a small issue, *kanang* a certain situation that makes you sad.) PR3_4F:

b) Fillers Reveal That Women Are More Hesitant in Conversation Than Men

From the samples above, it is noticeable that at the beginning of the utterance of the female speakers, they are using already fillers of which in the speech production, pause or a certain stop of speech is really occurring. This may imply that female speakers tend to speak directly or answer directly a question without thinking or organizing certain ideas or answers to talk to. Also, it is further noticed that throughout the speech production of the female

speakers, they are constantly using fillers of which it can be an implication that the female speakers are hesitant or still processing their ideas while they are still answering.

Ah, according to the study, abortion is a process or the removal of an embryo or fetus inside the mother's womb. Ahm it is to remove ahm an embryo or a fetus in a 5 to 7 months maybe hiding then ahm that process is unnecessary nasiyasaatoang society or even saatoangkuansaatoasainyohasababae. Then for me, kanangkasagaranpudsamgani-engaged anangmgakuanmga practices kanangmga situations kay ang mga teenagers kanangmgababae because ahmilahangkuannagkamalisilag way, kuanilangpagka-romantic sa isa ka lalake. Ni-engage sila ana namgabutangtungodsawalasilakabalosailahanggb uhattungodsapagkalamisakuansaatoangkinabuhi.

(Ah, according to the study, abortion is a process or the removal of an embryo or fetus inside the mother's womb. Ahm it is to remove ahm an embryo or a fetus in 5 to 7 months maybe because they are hiding it, which is an unnecessary process for our society, for us or even for the girls. For me, the one who engaged to that practice or situation is *kanang*teenagers, especially the girls because ahm they take the wrong way on being so romantic with boys. They engaged with things of which they are oblivious of what they are doing because life seems so wonderful.) (PR1_1M)

Para saakoakanangkuan depression kay ma feelsnimokanangsagolsagolnaganiparehasanang problems sa financial kana judtapos ang kuansa depression parehassaiyanggiingon (refers to P3B) long period of time kanangsa sadness ma feelgihaponnimoperokanangmapaaginimosamasol venimosadali ra nabutang.

(For me, *kanangkuan* depression is that you can already feel mix emotions just like financial problems. Then, kuan in depression, just like what he said (Refer to P3B), it's a long period of time *kanang*the sadness, you can still feel it but you can resolve it to the easiest way that you know.) P3_P2B

c) Less Fillers for Men Proved That They Are Confident Than Women

From the perspectives of the male speakers, it is noticeable from the first sample above that male speaker are the ones who spoke directly or answered directly the question if they do have an answer on their mind. They do not have fillers early in their speech production; thus, it can be gleaned that they are confident of their answers. However, just like female speakers, male speakers opted to use fillers in the middle of their speech delivery. By this, it can be concluded that even male speakers as well are hesitant of their answers at some point of time during their

delivery. Further, other reasons might be is that, they are still thinking of their answers, thus, committing certain pauses with the use of unconstructive fillers.

Consequently, if we are going to analyze the influence of gender in the fillers as conversational style, it can be significantly noted that male speakers are the ones who are composed upon giving their answers before speaking which means that they are composing first their answers before speaking. Moreover, female speakers are the ones who were eager and fervent in answering questions which resulted that they are already using fillers or even started answering with the use of fillers.

Thus, with the use of AntConc, it came out that female speakers used more fillers compared to male speakers. From the five classroom-based talk show productions, female speakers used a total of four hundred five (405) fillers while male speakers used only a total of three hundred eighty-two (382) fillers. Though, both genders used fillers in the whole speech production process, but it is significantly noted that a difference of twenty-nine (29) fillers from both genders indicated that female speakers tend to be more eager and impatient to answer questions and can be classified to be more hesitant upon delivering answers or speeches.

F. Conversational Style Linguistic Feature: Intensifiers

a) Both Men and Women Use Intensifiers for Emphasis

Intensifiers can be expressed to be both referential meaning (degrees of certainty) and affective meaning (politeness). With the previous researches conducted, intensifiers have also been called as boosters, strengtheners, and also up-graders. In English grammar, it is the adverbs or adverbial phrase that strengthens the meaning of other expressions and show emphasis (Fuchs, 2017).

However, during the conduct of the classroom-based talk show production of my participants which are the students, most common words that they are using that show emphasis or extreme meaning with the other word or group of words are the Cebuano term, *kaayo* then the adverb very and a little of the Cebuano term *sobra.* Again, the appearance of the Cebuano terms is highly observable because the medium of speaking in the conduct of the speech production is both English and the mother-tongue of the participants.

To show emphasis with the appearance and occurrence of the intensifiers as used by the participants, samples are illustrated below.

*Actually,dili mana siyadapati-implement kay mas mugaraba ang term, kay daghan**kaayog**mahitabokunwari kana maimplementnasiya, kunwari ang bata, dilisasiyahatagan ug gender pagkaanakniya kay dapatsiya ang mamilisaiyang gusto na gender pagdakoniya so saiyang birth certificate so ang ibutangsasa gender niya kay "XX" or hashtag hashtag kay dilipaman sure siyasaiyang gender.*

(Actually, it shouldn't be implemented because there will be a lot of things that might happen if it

will be implemented. Example of the child at birth, it will not be given its gender because the child must be the one to choose the gender when he/she grows up. So, in his/her birth certificate, his gender will be marked as "XX" or *"hashtag-hashtag"* because his/her gender is still unsure.) (PR5_3M)

*In my own opinion if you do something naingun ana (abortion)dapat you take responsibility even though the consequences are very big kasi **dako** man jud ug consequences if you commit abortion pero for me if ever mahitabonasaakoamang rape ko ug kanangbabaeunyamabuntis, I'll take the consequences because imohamanang responsibility nahimuon ang consequences niya.*

(In my own opinion, if you do something like that, you must take responsibility despite the huge consequences if you commit abortion. But, for me, if ever it will happen to me, to rape a girl then she will be pregnant, I'll take the consequences because that's your responsibility to take its consequences.) PR1_P3B

b) Women Use More Intensifiers Than Men

From the responses of the male speakers about their idea of abortion and Sexual Orientation, Gender Identity and Expression (SOGIE) Bill, the male speakers used the intensifier, *kaayo* and *very* to give their ideas emphasis with its audiences and listeners. In the first sample, the speaker put emphasis that once the bill will be approved, a lot of major changes will be occurring of which, the speaker supported this proposition with a supporting statement about the unidentified gender of the child at birth. However, from the second sample, the intensifier used is *very* which qualify the adjective big. Meaning, a very big consequence is waiting ahead of you if you will commit rape and/or abortion.

*So, para saakoa ma connect lang gihapon kay kung ma-obsess na ka sa isa ka taotungodsaimohang love saiyaha, uso man gudnakaron ang pre-marital sex tungodsa desire or lust sa isa ka tao so maona ang **pinaka**hadlokannabutang especially nastudent's pa ta, dghan pa kaayo tag mga priorities especially saatong studies ug family.* (PR2_2F)

(So, for me, if you will be obsessed with one person because of your love to him, it is rampant nowadays the pre-marital sex because of the desire or lust with one person, so, that is the most fearful thing especially we are still students. We still have a lot of priorities especially studies and family.) (PR2_2F)

*Actually, makaingon ko ngawala pa ko na depress kapila lang ko na sad so I would like to say that this is a **very** common misconception about teenagers nowadays, like us. Because we ahm, we misunderstand that kanang ang kining sadness*

nato kay depression nanisiya so daghankaayog post sa social media nakanang "depression is not a joke" dapatseryosohon ang depression kay pwedelagisiyamaka-lead ug suicide. (PR3_4F)

(Actually, I can say that I am not depressed but I am being sad many times. So, I would like to say that this a very common misconception about teenagers nowadays, like us. Because we, misunderstood that our sadness is already depression. So, there are a lot of posts in social media like, "depression is not a joke," We must be serious with depression because it may lead to suicide.) (PR3_4F)

From the responses above taken from the speech production of female speakers from the topic depression and love, it can be noted that female speakers tend to give emphasis in every important point they are saying during their speech production or delivery. From the first sample, it is observable that the female speaker put emphasis with her points by the used of the adjective most that pre-marital sex is one of the most fearful things happen among teenagers of which is supplemented with another intensifier word a lot, as teenagers are still having a lot of priorities with their studies and their families.

Consequently, using intensifiers as a conversational style, both genders frequently used intensifiers in their speech production which include the use of*kaayo* (very), *very*, *sobra*(very much) and *most*. Moreover, with the use of AntConc, it was found out that female speakers tend to use more intensifiers in their speech production as they have a total appearance of 50 intensifiers in all of the five productions. On the other hand, from the five productions, male speakers only used 31 intensifiers.

Hence, it can be importantly noted that female speakers tend to focus and give emphasis on ideas, insights and beliefs as they deliver it in the context of classroom-based talk show. This generalization is gleaned from the total difference of nineteen (19) intensifiers used by both genders which means that female speakers used 19 more intensifiers in the context of five speech productions which discussed different focus and topics.

G. Conversational Style Linguistic Feature: Affirmatives

It is used to express the validity or truthfulness of a basic assertion while a negative form expresses its falsity of ideas coming from the speakers of which the listener is listening to or after. However, in the context of the current study, since the classroom-based task is talk show, affirmative is being used by the male and female speakers whether to affirm the studies given by the other speakers or to rebut as well if others are not agreeing with the ideas presented by the previous speakers.

Kung or sainyoha kung inyongbuhatonpero dli siya required kumbaga dli sya required or dapatkabalonaka ani nabutangahm sex education or something mgaing ana nabutang dli siya   allowed

sainyohanainyongbuhatondependesainyohadepe ndesainyongbuhaton as a couple. (PR1_1M)

(It is up to you of what you are going to do. But for us, it is not required to do it. Like sex education or something like that, it is not allowed to do it or it is up to you of what you will do as a couple.) (PR1_1M)

During the first production which has a topic about abortion

<Rebutted the answer of PR1_1M> -Ahm so I have also an idea, kasi yungsinabiniyakaninana it is between the decision of the man and woman so how about if dibanaa naman puymga cases na there are sexual abuse mga victim sa rape. They can't do anything with that ilahagyudnang pressure especially to women kay sila man ang mag carry sa child so lisodkaayosailahana mu-desisyon para sailangsarili knowing nawalasilaykauban kay dli man gudna about lang sa relationship diba? We have especially karon more on violence dghanna ug rape cases namakaingonjud ta nakanangna rape niposible baya judnamabuntis. So walasilay choice magpa abort judsila so I think dirapud ang isa ka pressure sababae man gudwalasilaymabuhattama tung giingonni (states the name of P1G) nga ang fear ba ang shame sila man gud ang babaesila ang mag carry sila ang ma pressure perotama man pudgud ang giingonganinani (states the name of P1B) na ang necessary gyud kung dli man about sa rapist or other abuses I think naagyudsababae or lalaki ang desisyonpero after all dli man gud ka musugot kung kabalogyud ka. (PR1_2F)

(Rebutted the answer of PR1_1M - I have also an idea, because as what he mentioned a while ago that it is the decision between man and woman. So, how about if there are cases that include sexual abuse like rape victims? They cannot do anything with that. The pressure is really on the part of the women because they are the ones who will bear child. So, it is really hard for them to decide for themselves knowing that they don't have partner because that is not about with relationship, right? We have, especially now, more on violence. There are lots of rape cases that we can say, she has been raped, and she might get pregnant. So, they don't have choice, they need to abort the baby. So I think, that is the pressure of a woman, they cannot do anything and what has been mentioned by (states the name of P1G) is right that they have that fear and feeling ashamed because they are girls. They are the ones who will carry the baby and the pressure is there. But it is also true as what (states the name of P1B) mentioned that it is unimportant if it is about the rapist or other type of abuses but what is important is the decision of the girl or boy.) (PR1_2F)

a) Women Use More Rebuttals Compared to Affirmatives Than Men

From the samples, it is a sample response taken from the first production which discusses about abortion. If you can observe, it is noticeable that the female speaker rebuts or disagree with the idea presented by the male speaker. It is a rebuttal to the generalization presented by the latter. It was the female speaker who explained further why women committed abortion. It might be because she knows the feeling for, she is a woman as well.

However, on the latter part, the female speaker still affirms the idea of the male speaker that, if necessary, do not indulge oneself to pre-marital sex as it causes many consequences to the lives of the couple. This only implies that female speakers tend to be just and fair in giving opinions as well as in validating certain points, ideas, insights and propositions of the speaker.

<Added some ideas about PR2_4F's answer>Lisod man pudgud, lisod man pudgudkaayomainlove ang babae kay basin naasilaydilimahimobanamahimosalalaki like magkuan ug bulak so, ang kuanna baya ang culture na baya judnato ang lalakijud ang maghatag ug bulak, mga love letters, mgaunsa pa na, kanangmanguyabbaing ana. So, lisodpudkaayosa part no nadilinamo ma show ang among love towards other nanakagustodiay mi ana niya kay kailangan man jud ang lalaki ang mag first move. So, unsaonnalang kung walasiyay feelings saamoa? (PR2_4F)

(Added some ideas about *PR2_4F's* answer – It is difficult, when girls fall in love because they might do things that boys cannot like giving of flowers. So, it is our culture that boys will be the one to give flowers, love letters, those, what do you call this, like courting. So, it is really difficult in our part that we cannot show our love towards the other because it should be the boys who will do the first move. So, how about if they don't have feelings for us?) (PR2_4F)

<Rebutted the ideas of PR2_4F > Uging ana man ang instances nimo miss, kinsa to? Miss (states the name) kay kuan man guddibamaulawmosalalaki no nakuan, syempre kung love gyudnimo ang is aka tao , no matter what kung unsa man ang ginayawyawdirasauban, dili ka magpadalasaila, diba? (PR2_2M)

(Rebutted the ideas of *PR2_4F* - if that is your contentions miss,Who is that? Miss (state the name), it is like this, boys feel shy as well. Of course, if you really love that person, no matter what other people say, you will not be affected, right?) (PR2_2M)

<Rebutted the answer of PR2_2M> Dili man pudgud mi kay kung kunwari no love nako ang isa ka lalakitapos nag confess ko taposdili ko niya

love, unsaon man nakonadibaulaw man sakong part nga. (PR2_4F)

(Rebutted the answer of PR2_2M – We will not do it because, say for example, if I love that man, then I will confess to him then he doesn't love me, it will really be shameful on my part.) (PR2_4F)

(Rebuttal - They will learn to, they will learn.) PR2_2M

b) Both Men and Women Use Affirmatives to Confirm Ideas

From the sample responses taken from the second production which discusses about love, it is observable how male and female speakers defended and affirmed the idea and insights of their opponents or the other speakers. The female speaker claimed that it should not be the girls who will make the first move, send love letters and give flowers but boys. However, the male speaker defended the proposition and notion of the female speakers that if you really love that person, you will not be affected by the judgment of the other people.

Thus, after analyzing as to how gender affects the affirmatives as a conversational style, it can be gleaned that both genders, male and female affirm certain points if they do agree with the ideas, opinion, insights and proposition presented by the other speakers. On the other hand, both genders as well were poised and assertive speakers as they always rebut the ideas, opinion, insights and proposition presented by the other speakers if they basically do not agree with it. As a conclusion, it can be significantly noted that affirmatives know no gender when it comes to its conversational style for both genders are usually using it either to affirm or rebut ideas.

H. Conversational Style Linguistic Feature: Adjectives
a) Women Use More Adjectives Than Men

It is used to give compliments, qualification and quantification within conversations of which according to established researches, women are said to use evaluative (attitudinal) adjectives more than men like the adjectives *wonderful*, *lovely*, *gorgeous*. Further, a small range of adjectives were used in the conversations by the speakers to convey positive semantic message and politeness. However, in the context of the current study, adjectives were used as it functions in the sentence – to modify noun, verb or adverb. Meanwhile, in the responses of the participants, an analysis about adjectives will be made to identify as to what gender is more direct in explaining the topic and what gender tend to talk more or the verbose.

Below are the samples taken from the corpora of the study which includes the moderator and the answers of both male and female speakers.
Moderator: Anongaba ang depression?

(What is depression?)

PR3_4F: Ahm for me, depression or lungkotito ay kuansiya kung muingon man gud tag depression murasiyaggisagolsagolnalungkot or kalungkutan. Kung muingon tag kalungkutan lang murag gamay ra kaayosiyana issue kanang a certain situation make you sad. So gamay ra kaayonasiyangasitwasyon ang nakapalungkotsaimoha whereas ang depression natapok to tanansaimong life kadtongmga situation nanakapalungkotsaimoha. Mao nangana depress naka kay muragkanang kung ma-depress ka, mawalana ang imohang tan aw saimong old worth or value, murag ang imonghunahunadirisa earth, nganonging ani ang nahitabosaakong life. Muraging ana gud. Taposmaonausahay mag lead siya into suicide ang ubanpud kay maagapan pa man so, maka cope up silasa depression. (58 seconds)

(For me, depression or sadness is, if we say depression is like a mixture of sadness. If we only say sadness, it is just a small issue like a certain situation that makes you sad. So, that is a just small situation that makes you sad whereas depression is that it consolidates the entire situation in your life that makes you sad. That's the reason why you are depressed because if you are depressed, you will lose sight of your old worth or value. Seems like the way you think here on earth, why these things happened to me. Then, that's the reason why sometimes it leads to suicide while others can still be resolved, they can cope with depression.)

PR3_3M:So ahm depression versus sadness. Ahm sadness it is a reaction of a specific situation while depression for me it is an illness that kanangpwedesiyamaotuyingonnilana ani makapatay. Imohangmabuhatnapwedesiyamamatay ka, magcommitkag suicide. Ahm sadness is kanangkuan for example reaction example in a specific situation kanang sad ka tungod kay gutom ka, short period of time, diba? Ma sad mo ug wala nay kaunon? Usahay kung wala kay kwarta, ma sad pud ka. So ang depression for a kanangtaasnapanahon, depress ka it is because ahm not just by ahm mental, emotional kung dili ang kadtong 4 ka factors no nganakaapektosaimohanganokanangkaugalingon for example, saimohang social, socialization kulang ang imong socialization muingon ka nadilikaayo ka ginatagad, dilikaayo ka ginadawatdawatsa community or sa society and at the same time walapud kay kwartadiba? Unyaano that is financial. Next is, saimohang spiritual kulang ug mga advices, kulang ug mgakanangahm kana bang kanang good advice kuan from your parents and then your menta state dibausahay kay kuandili ka kabalo mu-estimate kung what is good and what is bad and then pagnagsagol ang upat it

will cause depression while sadness kuan lang nisiya kung atongi-label ang ahm sadness is 1 out of 10 while the depression is 10 over 10. Okay. (2 minutes and 19 seconds)

(So, depression versus sadness. Sadness, it is a reaction of a specific situation while depression for me, is an illness that could possibly kill a person. You can do things that could cause you death, you will commit a suicide. Sadness is like a reaction in a specific situation, you are sad because you are hungry. That is in a short period of time, right? Are you sad if you don't have something to eat? Sometimes if you don't have money, you will be sad. So, depression is for longer period of time. You are depressed not only mentally and emotionally or those factors, and that might affect yourself. For example, with your social being, you lack socialization. You can say that you are not fond of socializing with others because you are not accepted by the society and you do not have also money, right? Then, that is another financial issue. Next is with your spiritual being, you lack advices from your parents and then your mental state of being has been affected. Sometimes you do not know anymore how to weigh what is good and what is bad and then if all of those four factors combined, it will cause depression while sadness is like if we are to going to label it, sadness is 1 out of 10 while depression is 10 over 10.)

b) Men Can Be More Verbose Than Women Depending on the Topic

From the given samples above, it is a sample situation from the third production of the classroom-based talk show task of which the moderator of the talk show asked about the insights and opinions of both speakers as to what is depression for them. Both have shared answers and opinions as to what is depression of which it can be significantly noted that the male speaker is more verbose in explaining the topic by giving different situations and scenarios. Also, another indication that male speaker is verbose is the time allotment of which the male speaker obtained a total of 2 minutes and 19 seconds.

On the other hand, the female speaker can be classified as a direct speaker upon giving explanations for the reason of, in answering the same question, female speaker answered the question within 58 seconds only which means that the female defines directly the difference between sadness and depression by giving its definition and at least one example.

Thus, after analyzing adjectives as a conversational style as to how gender affects it, there is a salient result observed. It is now the male speakers who are more verbose compared to women upon answering question and it is now women who are direct. Further, we will not limit this observation to all of the five productions because it should be noted as well that every production discusses different topic. One of the reasons could be that, with depression being the topic, it so happened that the male speakers could relate more about the topic compared to female speakers.

V. DISCUSSIONS

This chapter contains the different conversational styles of both men and women found in the classroom-based talk show production with significant discussions which explain its importance in context of speaking with due consideration of the gender of the speaker. Further, the different gathered data which are the five productions of talk show discussing different topics became the basis of the discussion and summative deliberations that would form the conclusions of this research.

A. *Conversational Styles of Men and Women Comes From the Classroom-based Talk Show Production*

Speaking seems to be an essential skill in English since it is the way that allows people to communicate with another, to socialize with different people and a way that allows people to be united and understood. However, one factor that greatly influence the speaking skills and communication of a person is the gender. Thus, it is now in context of the current research to study the conversational styles of men and women and how it affects its communication process.

a) Speed

In speaking, proper pauses and juncture is very much important in order to assure the fluency of the whole speech. Further, this certain feature in speech communication affects the delivery of the speaker upon dealing in the discourse community. In context of the current study, it was noticeable that women showed longer speeches within a minute compared to men who has a lesser rate of speech.

Additionally, it was found out that male and female speakers were not significantly different with regard to their quality of simultaneous interpretation and communication. However, the findings showed that both genders did not hold the same with regard to their speed of speaking in their native language and it was shown that females produced faster oral production in comparison to the male interpreters. Therefore, it seems quite logical not to generalize the existence of gender-related differences in translation studies on all issues of translation and interpreting. As the results of the current study, it indicated that gender-related differences are not observed in all issues related to translation and interpreting.

Further, it is added that on the average, while both men and women exhibited the main trend, men conveyed more information than women at the same speech rate (Priva, 2017). However, it is added that women may tend to be more concerned with making sure their listeners understand what they are saying. For example, in conversation, women are more likely than men to "backchannel," or provide verbal cues like "uh, huh" to confirm understanding as the dialogue proceeds.

b) Preference on Topic or Argument

Different speakers also varied differently with their topic preference. They do have corresponding topics in mind

of which they tend to excel if the topic for discussion is in line with their desire. In context of the current study, women speakers prefer more personal and emotional topics including affective talk while men speakers opted to talk factual topics and they opted to avoid on simultaneous talk.

Moreover, this result conforms to the notion that differences of genders in choosing topics could be caused by the different perceptions of men and women of styles in communication (Mahmud, 2010). One difference is that females thought of men as arrogant whereas males thought females as highly emotional. These views may be due to differences in men and women's views about conversation. Further, women see conversations as the way to develop and preserve intimacy while for men, conversations are negotiations to achieve and maintain power.

Lastly, similar study about gender to topic and argument preference found out that male speakers tried to shift the topic to more comfortable and less risky one at some very important seconds of conversation when the woman tried to talk about women's capabilities and potentials. They also took use of asking questions from their female partners to put themselves in position of power and control the direction of interaction (Pakzadian, 2018). In contrast, female speakers appeared to utilize initiating moves primarily to support the male partners in a number of ways such as showing interest, enquiring for more details, endorsing male partners' claim of superior knowledge and experience, deferring to their power, opening up opportunities for them to demonstrate their superior knowledge and expertise, and exhibiting self-denigration and self-doubt.

c) Turn Taking
Turn taking refers to the process by which people in conversation decide who will to speak next. Once a topic is chosen and a conversation initiated, the matters of conversational turn taking arise. Based on the results of the study, women showed least inter and intraturn pauses while men showed longer pauses within and between speeches.

In addition, this finding was supported by the proposition that women are more likely to take turns in conversation which supports the notion that women's greater turn taking rates can be attributed to interpersonal insensitivity and full of assertiveness (Ghilzai& Baloch, 2016). They also found out that females have more curiosity to take turn in conversation while men stick to their own point, remain silent, and rejected the offer of turn taking. Thus, this can be attributed that woman are more talkative than men.

Lastly, other study revealed that boys were found to talk more, interrupt more and participate more enthusiastically in the class where the teacher was a female whereas, in the class of a male teacher, the boys were the passive listeners, participating only when asked direct questions by the teacher (Iqbal &Azhar, 2019). Similarly, the girls were found to participate actively in the class where the teacher was a male, while the girls hardly participated in the class of a female teacher. The boys were found to

dominate when the teacher was a female, whereas the boys were found to be very conscious in the presence of a male teacher.

d) Directness and Adjective
In this study, results showed that in terms of directness, women have the tendency towards weakening of communicative intention and they are more indirect with speech use by using flowering words upon giving samples, definition and example about the topic. On the other hand, men are more direct in expression of communication intention and they are less like to use indirect speech use because men speakers tend to answer the question succinctly and briefly.

Moreover, in speech,directness is the quality of being straightforward and concise by stating the main point early and clearly without embellishments or flowering words (Nordquist, 2020). It contrasts with circumlocution, verbosity, and indirectness. Also, the author added that there are different degrees of directness which are determined in part by social and cultural conventions. In order to communicate effectively with a particular audience, a speaker or writer needs to maintain a balance between directness and politeness.

Lastly, this result conforms to the study which concluded that women used more an indirect communication pattern like in modest request which substantiates consideration and politeness with regard to others (Vaezi, 2015). Also, it is indicated that men have a strong preference of using the answer as a direct communication of request. Furthermore, result of the study explained that women believed that implicit requests are popular, if not more popular, than the explicit ones.

e) Emotion and Intimacy
Emotion seems to be an important factor in the communication process since this enables the audience or the listeners of the speaker to fully grasp the idea, belief and stand of the speaker. In this study, results of analysis revealed that women speakers applied rapport in talking especially when the question is addressed directly to them. While men speakers applied report style in talking when the question is addressed directly to them.

Further, one study explored the connection between communication, intimacy, sexual satisfaction and relationship satisfaction of which the result of the study indicated that for men and women alike, feeling like their partner had a positive communication style led to greater feelings of intimacy as well as relationship satisfaction (Yoo, et al., 2013).

Finally, a study about the level of intimacy and communication between couples was conducted of which the data showed that women felt they shared more personal information with their partners, yet they were less trusting of and comfortable with their partners than men (Ubando, 2016). Further, in general conclusion of the study, men self-reported that they were very intimate in their relationships, yet their relationship satisfaction score was low. Thus, men

thought highly of their own intimacy, more so than women did.

f) Establishment of Authority or Status

Establishing authority in speech is important as it gauge a way for the speaker to speak with conviction and confidence. In this case, once it is fully established, it is easier for the speaker to speak out his/her thoughts and easier for him/her to let the audience and listeners believed in the speaker. However, in context of the current study, it was observed that women frequently used questions as strategy to structure talk while men opt to less use questions and tag questions.

Further, this result is in parallel to the study about the courtroom speeches which showed that it was not women who used the features identified by Lakoff which includes questions, adjectives, intensifiers, fillers and affirmatives but those people who has less institutional power (Wardhaugh& Fuller 2015). Thus, the findings of the study refuted the idea of tag questions as being the typical female language. But it confirmed the idea of Lakoff that the ways of speaking which are associated with women are associated with a lack of power and authority.

g) Question

Questioning is important in the communication process since it could be a way for the speaker to establish rapport with his audience and listener. Further, in context of the current study, questioning is both used by men and women speakers of which one of the purposes of both speakers in using it is to establish rapport with their audiences and listeners.

However, conducted studies have explained that in using question like tag question, women opt to express themselves less forcefully than men which can be seen in the use of tag questions of which it can be associated as expressing tentativeness (Coates, 2016). In that study, the participants were asked to decide whether a specific utterance was made by a male or a female and the results revealed that tag questions were mainly used by women.

Lastly, some authors reported some reasons as to why questioning is related to gender. It has been mentioned that there are two ways why women ended up asking a fewer question than men: either they put their hands up less frequently to ask questions and they are overlooked when they do so (Booluck, 2018). Further, the survey data suggested that raising of hands by the women plays a major role – women report asking questions less frequently than men.

h) Intensifiers

Intensifiers are the linguistic element which modify the degree of an agreeable expression. Thus, despite of the term intensifier, they include both elements increasing and decreasing intensity. However, the results of the study showed that men and women speakers used intensifiers to show emphasis on their thoughts and arguments during the speech production of which, it was also noticeable that

female speakers used more intensifiers compared to men speakers.

Additionally, this finding is in parallel to the notion that men use fewer intensifiers than women and that this has not changed fundamentally over time (Fuchs, 2017). However, intensifiers have come to be used more frequently which is possibly due to the spread of a stereotypically feminine. Further, the author noted that female and male middle class speakers have also become more similar in their use of intensifiers unlikely those from the upper and working class. Thus, the author suggested to have future research which will show and explain as to how social classes influence the used of intensifiers between genders.

i) Fillers

There are two major types of fillers which second language users frequently used. These are the lexicalized and unlexicalized fillers. Lexicalized fillers include what do you call this, okay, yeah, right, actually, etc. In other words, these are the lexicon or words that were used by the speaker to fill certain pauses. While unlexicalized fillers include ahm, ahh, ey, etc. or those prolonged sounds that the speaker used in certain pauses during the speech production. In this study, it was found out that women often used more fillers compared to men.

Also, the findings were supported that male and female students used all function of fillers. They used fillers to fill pause, mark of hesitation, holding turn, empathizing, mitigating, and interrupting (Navratilova, 2015). However, the most frequent fillers used by male and female students were filler as filling pause and fillers as mark of hesitation. There were no differences existed in the usage of fillers in each gender groups and also both male and female students used lexicalized and unlexicalized fillers. However, female students tended to use more filler in argumentative talks than male did.

Lastly, it is elucidated that there are two variables that are suggestive of filler frequency and word choice: age and gender (Baral, 2016). For instance, while men and women both use filler phrases at an equally high rate, the men prefer 'uh' while women opt for 'um.' Young people typically use filler words more, since they are "socially insecure," he says. Generally, most people grow out of it over time.

j) Hedges

There are many types of hedges according to structure and this includes adverbial hedges, adjectival hedges, phrasal hedges, and generalized adjunct. In this study, it was noticeable that women used more hedges compared to men speakers of which we can say that mostly, the speeches of women tend to be tentative.

Further, the findings were supported with the idea that female speakers use hedges like "I think" and "I'm sure" to a greater extent than male speakers. This observation is in line with the proposition that female speakers use hedges more often than male speakers (Engström, 2018). One reason is that women, as they are growing up, have to learn

a language that suits a lady in order to not be ridiculed or reprimanded. Further, another possible reason for this difference is that female speakers tend to insert hedges in their language to avoid the appearance of playing the expert.

Also, research concluded that female authors used more hedges than male authors in expressing their claims and ideas and male authors had much tendency to use possessive adjective than females.This suggested that females used hedging devices more than men in their writings (Mirzapour, 2016). Also, the creation of an appropriate authorial identity by means of self-mention resources is critical for article writers in any discipline in order to present themselves as competent member of the discipline.

k) Affirmatives
There are many ways of which listeners and viewers can indicate affirmation with regards to the idea presented by the speaker. It can be a nod, smile, or waving of hands. In this study, results showed that affirmation was observable in the conversation of both male and female speakers by quoting reference from that person's idea. Also, results have shown that women speakers tend to agree or affirm more compared to men by using words like "yes", "I agree" and "exactly."

Additionally, this result conforms the proposition which states that women use body language to affirm the person who is communicating to them. They believe that non-verbal communication demonstrates investment in the conversation. This non-verbal signal may be a smile, a head nod or direct eye contact. When men are listening to others, they tend to remain still (Meier, 2018). Women often interpret an absence of non-verbal affirmation from men as disinterest in the conversation, a lack of understanding or even an effort to negate what is being communicated. Women may even repeat themselves to provide more clarification or to entice the man to engage. Men may feel annoyed with this or they may even interpret the woman's behaviour as weak or as lacking in confidence.

Lastly, another study about affirmation in social media post shown that females do better in affirming certain post online by quoting others because they are quoting real person. On the other side, the male used what-if situation and then tried to quote a couple of questions (FajarIbkar, 2017). It is safe to say that both genders have the required manifestations in effective affirmation in online conversations. But still, the impact of the sentence depends on the understanding of those who read the quotation.

l) Implications for Teaching Practices
This qualitative, conversational analysis study is intended mainly to English teachers to achieve wider understanding and deeper consideration about the classroom activity participation and cooperation of both men and women students. The results of the study rendered explanations and reasons to the perspectives of the teacher as to why their students behave in certain way, talk this way and in that way, they communicate with their classmates this way. Further, with the findings of the study, it is hoped to

help the teachers to develop and strategize varied and differentiated instruction that is not gender-biased and thus, would cater the needs of both male and female students that will surely ensure the learning of the students to the optimum level of development.

In addition, since results showed that men and women speakers excelled in different level as to the high involvement and high considerateness styles of conversation with their different linguistic features, it is now the opportunity of the teacher to make use of these advantages in order for him to inculcate the enthusiasm of the students towards learning English as a language. This is a great avenue for the language teacher to further give activities that would enhance the capabilities of both genders in learning and applying English as a second language.

VI. RECOMMENDATIONS FOR FURTHER RESEARCH

This study used the conversational styles specifically the high-involvement and high-considerateness styles with the linguistic feature as presented by authors of which it is in context of the classroom-based talk show production which discussed different topics. The type task which became the primary focus of the analysis is quite challenging and interesting since it allowed me to observe directly as to how the male and female students speak out their thoughts and ideas and as to how they are going to answer questions.

However, I found out that in talk show production, there are some linguistic features in conversation of which it turned out that it is hard to analyze like the questions, intensifiers, turn taking and speed since the task is talk show which is basically driven by the moderator. Thus, I would suggest that the same linguistic features in conversational style will be further studied but the classroom-based task will be debate. I highly suggest debate because this task will give a chance to both speakers, male and female, to use their art of questioning as to rebut ideas. We can also observe the rate of speech in every speaker since debate has time allotment. Further, we can also observe how these speakers tend to use the intensifiers, hedges, adjectives and affirmatives as they are going to deliver their stand. Also, it is even better to have a topic that each gender could give their ideas, to make sure that there will be no biases during the conversation. It is also important to have a competent moderator which is highly recommended by the teacher during the conversation. Thus, a more effective and meaningful results could be drawn from this research and could add to the growing body of literature about gender in conversational styles.

A. Concluding Remarks
From the results of the study, I have concluded that women speakers are more verbose and indirect when it comes to delivering their speech since results have shown that women speakers talk more words within a minute and used more adjectives compared to men speakers. However, it is also another conclusion that amidst of the verbosity of the women speakers, they are the ones who are hesitant in delivering speeches compared to men as they obtained more

fillers compared to men speakers of which, it was noticeable as well that women speakers were the ones who were emotional as they incurred more personal experiences and reasons upon depending and giving answers.

On the other hand, I have also concluded that men are the ones who are direct in answering questions, who are more patient upon waiting their turn to speak and who are more confident upon delivering their speeches with conviction since results have shown that men speakers incurred lesser fillers compared to women. However, I have further concluded that even though women speakers opted to use more intensifiers than men speakers, the purpose of both speakers upon using such is to emphasize their thoughts and ideas.

Moreover, conducting this study has absolutely helped me understand as a teacher how important it is to know the different conversational styles of our students most especially that gender is one of the factors to be considered in the speech delivery of our students. I have been awakened to the magic and enigmas of speaking and it gives light to me as a teacher to develop more and more the speaking ability of both my male and female students. At the moment, I have fabricated an eagerness to it as I long to apprehend more of its secrets. It is then with inevitable relief and glory that I stand by these conclusions and draw this qualitative study to end.

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