

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
ABOU EL-KASSIM SAADALLAH UNIVERSITY -ALGIERS 2-
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH

**A Discursive Approach to Interactions at Faculty Hiring
Interviews for an Assistant Lecturer Position:
Case of Msila and Setif 2 Departments of English Language and
Literature**

منهج استطرادي للتفاعلات في مقابلات تعيين أعضاء هيئة التدريس لمنصب استاذ مساعد
حالة قسم اللغة الإنجليزية وآدابها مسيلة وسطيف 2

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Submitted By : Imane TIAIBA

Supervised by: Prof. Fatma Zohra

MEBTOUCHE NEDJAI

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Board of Examiners:

Chairperson: Prof. Fatiha HAMITOUCHE, University of Algiers 2

Supervisor: Prof. Fatma Zohra NEDJAI MEBTOUCHE. ESBA Algiers

Examiner: Dr. Kamila AMMOUR. UMMTO Tizi-Ouzou

Examiner: Dr. Fizya BOUCHAMA. University of Algiers 2

Examiner: Dr. Nesrine BESSAI-AOUDJIT. University of Algiers 2

Examiner: Dr. Wafia TIHAL. ENSB Algiers

Declaration

I hereby declare that the content of this thesis is entirely the results of my investigation and that reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date: [05/12/2022](#)

Signature *Tiaïba Imane*


ABSTRACT

This study attempts to investigate the faculty-hiring interviews' (FHI) spoken discourse particularly applicants' linguistic choices to manage a positive image and gain positive feedback from their interviewers during authentic job interviews for an assistant lecturer position, held in the Department of English language and literature at two Algerian universities: Msila and Setif². The main thrust of the study is to introduce successful applicants' strategies to prepare university students for job interview communication. To that end, the study utilized an exploratory descriptive case study design, incorporating both quantitative and qualitative approaches in data analysis. Data were obtained through different research tools during two stages. In the exploratory stage, a survey is conducted with interviewers (N=12), to investigate their perceptions and practices in FHIs. Secondly, official documents that describe the selection and evaluation criteria of the FHIs were analysed including the Anchored Rating Scale (ARS), (April 2018); Circular N°7 dated 28 April 2011 relating to selection criteria for the competition on the basis of qualifications for recruitment to grades in Civil Service (p. 2-3); and Official Journal, N°. 23 dated on 04 May 2008,(p. 22). The descriptive phase applied a micro-level discourse analysis of authentically recorded FHI extracts (N=20) during four recurrent interview moves self-introduction, research presentation, negotiation of expertise and related position tasks, and discussion of future plans. To classify applicants into passing and failing, the study relied on a developed conceptual framework based on the job analysis method identified in the exploratory phase, in addition to a discursive approach adapted from the literature according to the communicative purposes of the FHI. The discursive approach to applicants' interactions stands on a fusion of different theoretical and analytical research strands for spoken discourse analysis (drawing on Systemic Functional Linguistics, Impression Management, Politeness and Cooperative Principles). Findings revealed that passing candidates constructed a positive image and solidarity with their interviewers using fluent and informative speech when promoting their scientific accomplishments, demonstrating readiness for teaching and meeting the preferences of the Department of English. The outcomes of this research could be particularly significant to students: if they were trained in interview communication criteria then they would learn how to enhance their employability chances; to the faculty hiring committees for improving their selection and evaluation practices, and to researchers for connecting professional practices with academic ones through the investigation of the job hunting genre in the academic sphere.

Keywords: faculty-hiring interview, job interview, discursive approach, job analysis, impression management

DEDICATION

It is with genuine gratitude and warm regards that I dedicate this work to:

the sun and the moon of my life 'my parents Hafnaoui & Nacira Leziar' ;

the inspirational partner, ' my husband Abdesalem' ;

the apple of my eye, 'my kids Youcef, Adam & Idris ' ;

my beloved sister 'Hiba' ;

my dear brothers, 'Hilel, Tahar, A.Aziz, & Assil' ;

my sweet nieces Assia & Khadidja ;

in memory of my grandmother Rachida, May Allah bless her soul,

Finally, to uncle Abdel-Hamid Belayadi & his wife

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LIST OF ABBREVIATIONS

ARS	Anchored Rating Scale
CBA	Competency-based Approach
DELL	Department of the English Language and Literature
EFL	English As a Foreign Language
ESP	English for Specific Purposes
FHC	Faculty Hiring Committee
FHI	Faculty Hiring Interview
FLL	Faculty of Letters and Languages
IM	Impression Management
HR/O	Human Resources/ Office
LMD	Licence Master Doctorate
HESRM	Higher Education and Scientific Research Ministry
OJ	Official Journal
NS	Native Speakers
NNS	Non Native speakers

TABLE OF CONTENTS

ABSTRACT	II
DEDICATION	IV
ACKNOWLEDGMENT	V
LISTE OF ABBREVIATIONS	VII
TABLE OF CONTENTS	VIII
LISTE OF TABLES	X
LISTE OF FIGURES	XII

GENERAL INTRODUCTION

1. Background of the Study	02
2. Statement of the Problem	04
3. Aims of the Study	06
4. Research Questions and Hypotheses	06
5. Significance of the Study	08
6. Overview of the Methodology	09
6.1 Exploratory Phase:	09
6.1.1 Survey with Faculty Hiring Committies (Interviewers)	10
6.1.2 Analysis of HRO Documents	10
6.2 Descriptive Phase	11
7. Structure of the Thesis	11
8. Definition of the Terms	13

CHAPTER ONE : EMPLOYMENT INTERVIEW AS A SELECTION METHOD

Introduction	14
1. 1 Definition of the Employment Interview	15
1.1.1 Structured Versus Unstructured Interviews	16
1.1.2 Definition of the Structure	17

1.1.3 Components of Structure at Employment Interview	18
1.1.5 Job Analysis for the Requirements of a Faculty Position	23
1.1.6 Development of Anchored Rating Scales	24
1.1.7 Developing a Structured Interview	29
1.2 Impression Management Theory	31
1.2.1 Definition of Impression Management (IM)	31
1.2.2 Impression Management (IM) in Job/Employment Interviews	32
1.2.3 Forms of Impression Management in Employment Interview	33
1.2.3.1 Assertive IM Tactics	34
1.2.4 A Framework for IM Tactics Used in Employment Interviews	35
Conclusion	39

CHAPTER TWO: EMPLOYMENT INTERVIEW AS AN INSTITUTIONAL DISCOURSE

Introduction	40
2.1 Pragmatic Competence for Successful Communication	41
2.2 Framing the Context of the Faculty Hiring Interview	42
2.2.1 Systemic Functional Linguistic Model (SFL)	46
2.2.2 Politeness Model	50
2.2.2.1 Face	50
2.2.2.2 Positive Politeness Strategies	52
2.2.3 Cooperative Principles	54
2.2.4 Appraisal Framework: Attitude System	55
2.3 Related Studies	60
2.3.1 Macro-level Analysis of Job Interviews	60
2.3.2 Micro- level Analysis of Job Interviews	63
Conclusion	72

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction	74
3.1 Research Design	74
3.1.1 Case Study Design	76
3.1.2 Explorative Research	77
3.1.3 Descriptive Research	78
3.2 Research Approach:	78
3.2.1 Quantitative	78
3.2.2 Qualitative	79
3.2.3 Mixed Method Approach: ‘Triangulation’	80
3.3 Research Questions	81
3.4 Research Stages	82
3.5 Methodology Description	84
3.5.1 Exploratory Stage	84
3.5.1.2 Survey with Faculty Hiring Committees (Interviewers)	92
3.5.1.3 Analysis of HR Documents	99
3.5.2 Descriptive Stage	101
3.5.2.1 Model of Analysis	101
3.5.2. 2 Faculty Hiring Interview Context	103
3.5.2. 3 Participant in the FHI	105
3.5.2. 4 Transcription Procedures	108
3.5.2. 5 Ethical Consideration	113
3.6 Limitations of the Study	113
3.7 Research Procedures	114
Conclusion	115

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION Of THE EXPLORATORY PHASE

Introduction	109
4.1 Analysis of the Interviewers’ (FHC) Survey	109
• Section one: interviewers’ background data	109

• Section two : content and evaluation of the faculty-hiring interview	114
• Section three : requirements of an assistant lecturer position	124
• Section four : the perceptions' of interview tactics during employment interview	127
• Section five: successful communicative strategies in faculty hiring interviews	132
• Section six: further suggestions	137
4.2 Document Analysis	140
4.3.1 Faculty Hiring Interview in Relation to the Hiring-Process	140
4.3.3 Duties and Responsibilities of an Assistant Lecturer	143
4.4 Discussion of the Exploratory Stage Findings	145
4.4.1 FHC's Survey	145
4.4.2 Document Analysis	147
Conclusion	149

CHAPTER FIVE : DATA ANALYSES AND DISCUSSION OF THE DESCRIPTIVE PHASE

Introduction	154
5.1 Descriptive Data Analyses	155
5.1.1 Discourse Analysis Of Passing Candidates' FHI Extracts	155
• Extracts of the FH Interview with candidate [P1-univ1-W]	155
• Extracts of the FH Interview with candidate [P2-univ1-M]	159
• Extracts of the FH Interview with candidate [P3-univ1-W]	163
• Extracts of the FH Interview with candidate [P4-univ1-W]	168
• Extracts of the FH Interview with candidate [P5-univ1-M]	171
• Extracts of the FH Interview with candidate [P6-univ2-M]	175
• Extracts of the FH Interview with candidate [P7-univ2-M]	181
• Extracts of the FH Interview with candidate [P8-univ2-M]	186
• Extracts of the FH Interview with candidate [P9-univ2-M]	189

• Extracts of the FH Interview with candidate [P10-univ2-W]	194
5.1.2 Discourse Analysis of Failing Candidates FHI Extracts	199
• Extracts of the FH Interview with candidate [F1-univ1-M]	199
• Extracts of the FH Interview with Candidate [F2-Univ1-M]	202
• Extracts of the FH Interview with Candidate [F3-univ1-W]	206
• Extracts of the FH Interview with candidate [F4-univ1-W]	210
• Extracts of the FH Interview with Candidate [F5- univ1-M]	213
• Extracts of the FH Interview with Candidate [F6-univ2-M]	216
• Extracts of the FH Interview with candidate [F7-univ2-W]	220
• Extracts of the FH Interview with candidate [F8-univ2-W]	224
• Extracts of the FH Interview with candidate [F9-univ2-W]	227
• Extracts of the FH Interview with candidate [F10-univ2-M]	232
Conclusion	235

CHAPTER SIX: DISCUSSIONS, RECOMMENDATIONS LIMITATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Introduction	237
6.1 Discussion of the Descriptive Phase Findings	237
6.1.1 Successful Candidates' Strategies	238
a) Strategies that are in accordance with previous research	238
b) Strategies that ties with the requirements of the position	239
c) Strategies that emerged from the qualitative analysis	240
6.1.2 Unsuccessful Candidates' Strategies	246
a) Findings that are in line with previous research	246
b) Emerging strategies from qualitative analyses	247
6.2 Recommendations	250
6.2.1 Recommendation for Students	250

6.2.2 Recommendations for Course Designers	252
6.2.3 Recommendations for Faculties and Hiring Committees	253
6.2.4 Recommendations for Human Resources Office	254
6.2.5 Recommendations for Policy Makers	255
6.3 Limitations of the Study	256
Conclusion	258
GENERAL CONCLUSION	259
REFERENCES	264
APPENDICES	
RESUME	
الملخص	

LIST OF TABLES

Table	Page
1.1 Structured Versus Unstructured Interviews	16
1.2 Comprehensive Typology of Interview Structure (Campion et. Al, 1997)	19
1.3 Interview components (Campion et al., 1997; Levashina et al., 2014)	20
1.5 Sample of a BARS Used in Faculty Hiring	26
1.6 A Framework of IM Tactics Used in Job Interview	34
2.1 Summary of Major Previous Research Findings in Employment Interview	66
3.1 Participants in the FHC Survey	82
3.2 Developed Framework for the Micro-level Discourse Analysis	94
3.3 Profile of Interviewers	97
3.4 Interviewees' Profiles	99
3.5 VOICE Transcription Conventions	100
4.1 Interviewers' Background Data	110
4.2 Interviewers Service in Office at University	113
4.3 Conducting and Evaluating FHI	114
4.4 Unreliability of Current Rating Scale according to Interviewers	116
4.5 Interviewers' Beliefs of FHI Construction	119
4.6 FHC Beliefs of the Requirements of an Assistant Lecturer Position	124
4.7 FHC Perceptions' of IM Tactics during Employment Interview	128
4.8 FHC Beliefs of Successful Communicative Strategies During Employment Interviews	132
4.9 Interviewers Opinions of FHI Most Important Phase	136
4.10 Hiring Criteria for an Assistant Lecturer Position	140
4.11 Duties and Responsibilities of an Assistant Lecturer	143
4.12 Comparing Position Description with Selection Criteria for FHI	148
4.13 A Conceptual Framework for FHI Analysis	149

5.1	Extracts of the FH Interview with candidate [P1-univ1-W]	154
5.2	Extracts of the FH Interview with Candidate [P2-univ1-M]	157
5.3	Extracts of the FH Interview with Candidate [P3-univ1-W]	161
5.4	Extracts of the FH Interview with Candidate [P4-univ1-W]	166
5.5	Extracts of the FH Interview with Candidate [P5-univ1-M]	169
5.6	Extracts of the FH Interview with Candidate [P6-univ2-M]	173
5.7	Extracts of the FH Interview with Candidate [P7-univ2-M]	178
5.8	Extracts of the FH Interview with Candidate [P8-univ2-M]	183
5.9	Extracts of the FH Interview with Candidate [P9-univ2-M]	187
5.10	Extracts of the FH Interview with Candidate [P10-univ2-W]	192
5.11	Extracts of the FH Interview with Candidate [F1-univ1-M]	197
5.12	Extracts of the FH Interview with Candidate [F2-Univ1-M]	200
5.13	Extracts of the FH Interview with Candidate [F3-univ1-W]	204
5.14	Extracts of the FH Interview with Candidate [F4-univ1-W]	209
5.15	Extracts of the FH Interview with Candidate [F5- univ1-M]	211
5.16	Extracts of the FH Interview with Candidate [F6-univ2-M]	215
5.17	Extracts of the FH Interview with Candidate [F7-univ2-W]	218
5.18	Extracts of the FH Interview with Candidate [F8-univ2-W]	222
5.19	Extracts of the FH Interview with Candidate [F9-univ2-W]	224
5.20	Extracts of the FH Interview with Candidate [F10-univ2-W]	230
6.1	Summary of Successful Candidates' Strategies	241
6.2	Summary of Unsuccessful Candidates' Strategies	247

LIST OF FIGURES

Figure	Page
1.1 IM Tactics Forms in Job Interview	31
2.1 Theoretical Framework for the Study	43
2.2 Features of the Experiential Meta-function	47
2.3 System of Attitude	54
2.4 Judgement and Appreciation as institutionalized Affect (after Martin 2000)	56
2.5: Subcategories of Attitude (adapted from Martin, 2000)	57
3.1 Summary of Research Design	73
3.2 Research Stages	80
3.3 Research Procedures' Timeline	106
4.1 Interviewers' Background Data	112
4.2 Interviewers' Service in Office at University	114
4.3 Conducting and Evaluating FHI	116
4.4 Unreliability of Current Rating Scale according to Interviewers	118
4.5 Interviewers' Opinions of How FHI should be Constructed	123
4.6 FHC Beliefs of the Requirements of an Assistant Lecturer	127
4.7 FHC Perceptions' of IM Tactics during Employment Interview	131
4.8 FHC Beliefs of Successful Communicative Strategies During Employment Interviews.	135
4.9 Interviewers Opinions of FHI Most Important Phase	137
Hiring Criteria for an Assistant Lecturer Position	143

GENERAL INTRODUCTION

1. Background of the Study	2
2. Statement of the Problem	4
3. Aim of the Study	5
4. Research Questions and Hypotheses	6
5. Significance of the Study	7
6. Overview of the Methodology	7
6.1 Exploratory Phase	8
6.1.1 Survey with Faculty Hiring Committees (Interviewers)	8
6.1.2 Analysis of HRO Documents	8
6.2 Descriptive Phase	9
7. Structure of the Thesis	9
8. Definition of the Terms	11

GENERAL INTRODUCTION

1. Background of the Study

This research constitutes a relatively new area that has emerged from an overwhelming desire to explore a new case study in which English is used as means of communication for occupational purposes during an authentic job interview situation. The job interview is sometimes referred to as the spoken mode of the job-hunting genre (which is interconnected with its written form like the applicants' résumés and cover letters). Given the relevance, it would be of interest to investigate the faculty-hiring interview for an assistant lecturer position within English as a Foreign Language (EFL) context to recruit postgraduate applicants.

In an increasingly competitive job market, the employability of postgraduates at Algerian universities is becoming of great concern to many stakeholders namely applicants, faculty hiring committees and Higher Education and Scientific Research Ministry (HESRM). This is due to the large pools of applicants and the short hiring windows, over the last years after the introduction of the License- master- doctorate (LMD) reform late, in 2005. The hiring process for an assistant lecturer position at Algerian universities consists of number of steps starting from streaming applicants on the basis of their qualifications and matching with the requirements of the position, evaluating their Curriculum Vitae (CVs) or resumes in terms of history of publications and relevant scientific contribution both in national/international events, related work experiences, and eventually applicants' performance during the job interview (Circular N°7, 2011). When

applicants academic profiles seem to be relatively close as it would be the case of novice post-graduates (with Magister or doctrate degree) their performance during the job interview (in the current case the faculty hiring interview) could make the difference in getting the position or not.

For decades, the job/employment interview has been one of the most researched topics in human resources management (HRM). Being a popular means of selecting personnel (Levashina, 2014), the employment interview continues to be a centrepiece of applicants' selection utilized by organisations and institutions over the world for assessing candidates (Macan, 2009). The job/employment interview has been explored via different scopes. For instance, in human resources field, researchers endeavoured to present adequate interview structure for more validity and reliability based on a number of components and procedures (Campion et. al ,1997; Levashina et. al, 2014), in different organizational and workplace contexts. Within the same sphere, many researchers have attempted to investigate how and why some individuals perform better in the interview than others. One resulting literature stream has shown that individuals attempt to project an image of a suitable job candidate by using self-presentation tactics, verbal and nonverbal behaviors, in other words impression management tactics, so that to positively influence interview scores (Barrick, Shaffer, & De-Grassi, 2009, as cited in Brain et. al, 2011).

On the other hand, a wide range of studies has been conducted to investigate the job interview as a form of spoken discourse namely applicants' successful and unsuccessful linguistic features during job interview in monoculture and

multicultural contexts that lead to favourable feedback from interviewers such as: Scheuer (2001); Kerekes (2006); Lipovsky (2006, 2008); Cambell & Roberts (2007) and Choi (2014).

In spite of this considerable research in job/employment interviews, no study up to date, to our knowledge, about academic job interviews for an assistant lecturer position was conducted within an EFL context. Thus, given the overwhelming reliance on the interview in faculty hiring decisions, this study sets out to fill in that gap of research by exploring authentic faculty hiring interviews that are held at two Algerian universities Msila and Setif 2, to hire assistant lecturers in the Department of English Language and Literature.

2. Statement of the Problem

Owing to the fact that the faculty hiring interview is a form of a gatekeeping conversation, it is centred between two parties: first, the interviewers, in the current case the members of the faculty hiring committees, who are asking questions and trying to appraise the performance or answers of applicants. Second, the interviewees representing candidates for an assistant lecturer position who are answering, in turn, questions and trying to get positive feedback from their interviewers. Interaction between the two parties of the job interview runs in accordance with the regulations set by the HR office at the university as a major stakeholder in making the final hiring decision.

A prior survey to this study conducted with pre-service applicants, that sought to investigate Algerian EFL doctoral students' perceptions of the job

interview for a faculty position using an online questionnaire, revealed considerable unconsciousness among participants regarding selection and evaluation procedures, besides students' needs to enhance their skills in the job interview communication (Tiaiba & Nedjai, 2020, p.138). To account for what constitutes successful communicative strategies and prepare students for real-life interview communication, researchers called for more investigation of the faculty-hiring interview content and evaluation criteria by incorporating other stakeholders like interviewers (p. 139). The present thesis is set forth to answer that call by investigating authentic faculty hiring interviews held at two Algerian universities to recruit assistant lecturers in the Department of English Language and Literature.

3. Aim of the Study

The overall goal of this study is to investigate authentic job interviews' spoken discourse, namely applicants' linguistic choices to manage a positive image about themselves during faculty hiring interviews for an assistant lecturer position in an EFL context of two Algerian universities. By doing so, it is endeavoured to make pedagogical implications and bring successful applicants' strategies for preparing university students in job interview's communication.

To reach the primary aim of the study, it is necessary to start with a job analysis for the requirements of an assistant lecturer position by exploring interviewers perceptions and practices in relation to the regulations and evaluation criteria set by the human resources office at university.

4. Research Questions and Hypotheses

Research questions are linked with the main aim of the study and are consequently centered on the major parties of the faculty hiring interviews (interviewers, evaluation criteria and interviewees' interactions). Thus, the current thesis raises the following questions:

RQ.1 What are the requirements for an assistant lecturer position according to FHCs?

1.1 How do FHCs perceive the positive impression management tactics used by applicants?

1.2 What make applicants' communication strategies successful or unsuccessful according to FHC?

1.3 What suggestions could be made to improve the FHI validity and reliability?

RQ.2 What are the evaluation criteria and the requirements of an assistant lecturer position according to HR documents?

RQ.3 What are the communicative strategies used by successful and unsuccessful candidates during the faculty hiring interview for an EFL assistant lecturer position?

Building on the four main research questions, this study states the subsequent hypotheses:

1. Investigating Faculty hiring committees' practices and perceptions of job interviews are constructed and evaluated according to job analysis for the requirements of an assistant lecturer position may contribute to making recommendations to improve interview validity and reliability.

2. Investigating the HRO documents, and OJ articles related to the faculty-hiring interview may raise FHC awareness of the requirements of the position to improve applicants' evaluation.
3. Investigating successful and unsuccessful candidates' linguistic and pragmatic strategies based on a discursive approach during authentic faculty hiring interviews may contribute in making pedagogical recommendations to prepare university students in interview communication.

5. Significance of the Study

This study focuses its lens on the faculty hiring interview discourse in which applicants' linguistic choices play an important role in managing a positive image and getting favorable feedback from interviewers. By combining the job analysis method with the discursive approach to account for what constitute successful strategies during verbal interaction, the main significance of this thesis is to bridge the gap between professional and academic practices during the faculty-hiring interview for an assistant lecturer position in an EFL context.

6. Overview of the Methodology

In pursuit of research questions and aims outlined above, this study utilized an exploratory descriptive case study design, incorporating both qualitative and quantitative data or triangulation approach.

The exploratory design in this study is utilized in order to explore the principles, practices, and perceptions of interviewers and official HR documents with the aim to guide research towards a descriptive design. The main purpose of the study remains descriptive in nature. Data in the current research were obtained through different research tools according to two phases:

6.1 Exploratory Phase

6.1.1 Survey with Faculty Hiring Committees (Interviewers)

The population in the survey consists of lecturers from the Department of the English language and literature who served as members in the faculty hiring committee during the employment interview to recruit assistant lecturers at the universities of Msila and Setif. The aim of investigating the beliefs and practices of the FHC is to identify the requirements of an assistant lecturer position. All teachers who served as interviewers in the faculty-hiring committees were included. Thus the questionnaire was sent to 13 participants but one questionnaire was not returned. A total number of 12 participants were involved in the study.

6.1.2 Analysis of HRO Documents

The human resources office at university is the major party in the faculty hiring process that sets the selection and evaluation criteria for assessing applicants' performance during the job interview. Given the relevance to identify the requirements of assistant lecturer position requirements, the following documents were scrutinized:

a) Current Anchored Rating Scale

- b) Circular N°7 dated on 28 April 2011 relating to selection criteria for the competition on the basis of qualifications for recruitment to grades in Civil Service (p. 2-3)
- c) Official Journal or Official Gazette (No. 23 dated on 04 May2008 ,p. 22.)

6.2 Descriptive Phase

The descriptive phase investigates applicants' interaction in the faculty-hiring interview. A micro-level discourse analysis of extracts from 20 authentically recorded FH interviews is conducted to describe applicants linguistic choices to present themselves, their research fields, future plans and negotiate their expertise with interviewers. In order to stream applicants' into passing and failing, the descriptive analysis employs a conceptual framework for discourse analysis based on the job analysis requirements of the exploratory stage (the survey with interviewers; and the criteria of selection in the anchored rating scale related to HR documents) , in addition to the communicative purposes of the faculty hiring interview drawing on a discursive approach (Systemic Functional Linguistic (SFL) proposed by Halliday (1994), Appraisal (Marin & White, 2005), Politeness (Goffman, 1972; Brown and Levinson, 1987) and Cooperative Principles (Grice, 1975).

7. Structure of the Thesis

The present thesis is organized around six chapters besides the general introduction and conclusion. The general introduction consists of the following sections: background of the study, the statement of the problem, the aims of the

study, research questions, significance of the study, overview of methodology, structure of the thesis and definition of the terms.

The review of literature presents the theoretical framework of the study and encompasses Chapter One and Chapter Two. The former introduces major aspects associated with conducting and evaluating the job interview in general namely analysing the requirements of the position. The latter tackles the faculty hiring interview communicative purposes and accounts the discursive approach preference in the study.

The undertaken methodology is thoroughly discussed in Chapter Three. The overall approach adopted is outlined in the research stages. Research questions are revisited, and the participants are described. Besides, a comprehensive review of the data collection tools is presented with an explanation of the procedures used in the analysis.

Chapter Four embarks on the task of analysing and discussing data obtained from the exploratory stage of research: the survey with the faculty hiring committee and official documents analysis. Besides, a conceptual framework is developed drawing on the main findings of this stage to be used in the analysis of the descriptive phase.

Chapter Five displays and discusses data obtained from the descriptive stage namely the micro-level discourse analysis of FH interview extracts depending on the conceptual framework. Both successful and unsuccessful candidates linguistic strategies are compared in the light of the research questions.

Finally, Chapter Six consists of discussions of the descriptive phase in which both successful and unsuccessful candidates linguistic strategies are compared in the light of the research questions. Major conclusions were presented along with recommendations, limitations of the study, suggestions for future research, and a general conclusion that serves as a reminder to the reader of the main points covered in this study.

8. Definition of the Terms

- **Discursive Approach:** can be seen as an eclectic approach or an umbrella term for a fusion of different theoretical and analytical research strands for spoken discourse analysis. In the current case, it draws on Systemic Functional Linguistic (SFL) proposed by Halliday (1994), Appraisal (Marin & White, 2005), Impression Management (Stevens & Kristof, 1995), Politeness (Goffman, 1972; Brown and Levinson, 1987) and Cooperative Principles (Grice, 1975).
- **Assistant Lecturer position:** an academic rank for faculty staff at a college or a university.
- **Faculty Hiring Committee:** the panel of interviewers in a jury, that conducts interviews and makes hiring decisions.
- **Anchored Rating Scale:** the evaluation sheet that is used to assess applicants during an interview.

CHAPTER ONE : CONDUCTING AND EVALUATING A JOB INTERVIEW

Introduction	14
1. 1 Definition of the Employment Interview	15
1.1.1 Structured Versus Unstructured Interviews	16
1.1.2 Definition of the Structure.....	17
1.1.3 Components of Structure at Employment Interview	18
1.1. 4 Job Analysis for the Requirements of a Faculty Position	22
1.1.5 Development of Anchored Rating Scales	23
1.2 Impression Management Theory.....	28
1.2.1 Definition of Impression Management (IM)	28
1.2.2 Impression Management (IM) in Job/Employment Interviews	29
1.2.3 Forms of Impression Management in Employment Interview.....	30
<i>1.2.3.1 Assertive IM Tactics</i>	31
<i>1.2.3.2 Defensive IM Tactics</i>	32
2.2.4 A Framework for IM Tactics Used in Employment Interviews.....	33
Conclusion.....	37

CHAPTER ONE : CONDUCTING AND EVALUATING A JOB INTERVIEW

Introduction

The aim of this thesis is to investigate the faculty-hiring interviews (FHI) spoken discourse particularly applicants' linguistic choices to manage a positive image and get positive feedback from interviewers, based on the requirements of an assistant lecturer position. To develop a conceptual framework for the analysis, it seems essential in the first section of this chapter to review the theoretical framework underpinning the structured job interview content and evaluation dimensions with special focus on job analysis procedures. The second section of the chapter reviews an important area of research associated with the employment interview which is Impression Management (IM) tactics used by applicants during an interview to project a favourable image and could hinder or enhance positive feedback from interviewers.

The employment interview is one of the most popular means of selecting personnel (Levashina, 2014) that has been a major research topic in human resources management (HRM). In many organizations and institutions in the world, the employment interview continues to be a centerpiece of applicants' selection. Besides applicants CVs or résumés, the interview has been the most widely used method for assessing candidates (Macan, 2009). Sometimes, 'it is rare, even unthinkable, for someone to be hired without some kind of interview' (Huffcutt &

Culbertson, 2010, p.185). In addition, many job applicants regard interviews as a fair selection device compared to other procedures and expect interviews in the selection process (Macan, 2009). However, when someone applies for an academic position, a different sort of interview is expected than when applying for a job in a private clinic, hospital, or school setting (Ezell, 2002).

1. 1 Definition of the Employment Interview

The employment interview is a selection tool designed to predict job performance using applicants' oral responses to inquiries (McDaniel et al., 1994). The employment interview has been also defined as ‘ face to face interaction conducted to determine the qualifications of a given individual for a particular position.’ (Huffcutt & youngcourt, 2007, p.182). Today, the employment interview is no longer restricted to face-to-face interaction, having been expanded to other media, including telephone (Oliphant, Hansen, & Oliphant, 2008) and computer-mediated video chat (Chapman & Rowe, 2002). Due to the fact that interpersonal interaction is a central component of the employment interview Levashina, et al., (2014, p.243) state the following definition :

“a personally interactive process of one or more people asking questions orally to another person and evaluating the answers for the purpose of determining the qualifications of that person in order to make employment decisions”.

Usually, the case of faculty hiring interview is no exception to the previous definitions. In many academic institutions, whether private or public, applicants

take the job interview as a major step in the hiring process in which a panel of interviewers ask candidates questions related to the requirements of the position either via structured or unstructured or interviews.

1.1.1 Structured Versus Unstructured Interviews

The employment interview can be either structured or unstructured (Dipboye, 1994). Interviewer judgments based on structured interviews are more predictive of job performance than those from unstructured interviews (Macan, 2009). Actually, a great number of quantitative and qualitative reviews of the employment interview research have concluded that adding structure to the interview process may enhance the reliability and validity of interviewer evaluations (Macan , 2009; Levashina, 2014). Table 1.1 hilights the major differences between structured and unstructured interview.

Table 1.1:

Structured Versus Unstructured Interviews

Structured Interview	Unstructured Interview
• interviewees are asked the same questions in the same order. • interviewees are evaluated using a common rating scale. • Interviewers are in agreement on	• interviewees may be asked different questions. • A standardized rating scale is not required. • Interviewers do not need to agree on

acceptable answers.

acceptable answers.

Source: adapted from (Campion et al., 1997)

Although multiple meta-analyses have found structured interviews to be more valid than unstructured ones (e.g., Huffcutt et al., 2014; McDaniel et al., 1994; Schmidt & Zimmerman, 2004), there is still no consensus on what a structured interview means exactly. In the literature, structure is conceptualized in several different ways.

1.1.2 Definition of the Structure

Campion, Palmer, and Campion (1997) summarized in their review that the empirical evidence unanimously finds that structure increases the psychometric properties of employment interviews. Accordingly, the structure in a job interview can be broadly defined as “any enhancement of the interview that is intended to increase psychometric properties by increasing standardization or otherwise assisting the interviewer in determining what questions to ask or how to evaluate responses” (Campion et al, 1997, p. 676).

The structure can be also seen as ‘ the degree of discretion that an interviewer is allowed in conducting the interview’ (Huffcut and Arthur 1994, p.186). Accordingly, two dimensions can be, henceforth, suggested:

- a) standardization of interview questions and,
- b) standardization of response scoring.

For each dimension, a number of components can be listed and presented subsequently.

1.1.3 Components of Structure at Employment Interview

The process of developing a structured employment interview involves a number of procedures that starts with job analysis and extends to other steps as stated by Dipboye (1994):

‘The usual recommendation is to start with a formal job analysis to determine the knowledge, skills, and abilities required of incumbents and the criteria for measuring their performance. On the basis of this analysis, as well as a rational consideration of costs and benefits, techniques are chosen for implementation that are considered to be best suited for the situation. A formal evaluation follows, and those techniques that achieve the desired outcomes are retained while those that fail are modified or discarded.’ (p.80)

The most comprehensive typology of interview structure that consists of content and evaluation dimensions was proposed by Campion et al (1997) under which 15 distinct components of structure are grouped.

Table 1.2

Comprehensive Typology of Interview Structure: Campion et al (1997)

The content dimension	The evaluation dimension
a) basing questions on a job analysis; b) asking the same questions of each applicant; c) limiting prompting, follow-up, and elaboration on questions; d) using better types of questions; e) using longer interviews or larger number of questions; f) controlling ancillary information; and g) not allowing questions from applicant until after the interview.	(a) rating each answer or using multiple scales; (b) using anchored rating scales; (c) taking notes; (d) using multiple interviewers; (e) using the same interviewer(s) across all applicants; (f) not discussing applicants/answers between interviews; (g) providing interviewer training; h) using statistical, rather than clinical, prediction.

Campion et al. (1997) developed their typology based on conceptual logic but did not offer any empirical evidence for its validity. To validate the interview typology structure, the fifteen components of interview structure were examined whether they were appropriately classified into their respective content and evaluation dimensions (Levashina et al, 2014) by using expert judgment categorization methodology proposed by Hinkin and Tracey (1999). Studies conducted from 1997 to 2010 on structured interviews were content analyzed in order to examine the usage of these 15 structure components in addition to three potential new components not covered by Campion et al but identified in the recent research (limiting rapport building, interview transparency, and recording of

interviews). A total of 104 interviews were analyzed extracted from 103 both empirical and non-empirical articles and book chapters. In addition, interview setting (field vs. mock interviews) and interview modality (face-to-face, phone, and technology-mediated interviews) were recorded as potential moderators of the structure component use.

Thus, the comprehensive model of the inclusion of structure components was derived (Levashina et. al, 2014) under which six components appeared very frequent than the other ones. These components are in bold: job analysis, same questions, better types of questions, anchored rating scales, rating each question and training. Table 1.3 provides Campion et al.'s (1997) fifteen components of interview structure plus three additional components suggested later by Levashina et al. (2014).

Table 1.3:

Interview components (Campion et al., 1997; Levashina et al., 2014)

Nr.	Component	Example/ Elaboration
<i>Interview Content (Campion et al.,1997)</i>		
1	Job Analysis	Using critical incident analysis to derive questions
2	Same questions to each candidate	Provide interview guides to all interviewers
3	Limit prompting	Explanation : prompting is seen as a source of bias
4	Better questions	Use of situational or past behaviour questions
5	Longer interviews	More questions reduce uncorrelated errors
6	Control ancillary information	Ancillary information like : forms, resumés, test scores,
7	No questions by applicants	Candidates questions are not allowed during the interview

Interview Evaluation (Campion et al., 1997)

8	Rate each question	Rate each answer or use multiple scales
9	Anchored rating scales	To use detailed anchored rating scales
10	Detailed note taking	Explanation : note taking is meant to reduce memory decay
11	Use multiple interviewers	Panel or board interviewers are assumed to increase reliability
12	Same interviewers	Same interviewers conduct interviews for all candidates
13	No discussion between interviewers	Do not discuss interviewees answers between interviewers
14	Interviewer training	Providing a frame of reference training
15	Use statistical prediction	Averaging across dimensional ratings

Added by Levashina et al. (2014)

16	Limit rapport building	Explanation : small talk is seen a potential source of bias
17	Recording of interviews	To record the interviews (audio, video or transcripts)
18	Interview Transparency	Provide information to interviewers about the constructs or goals

Source: Levashina et al., (2014,p 247)

Levashina (et al 2014) meta-analyzed and summarized the relevant literature to the structured employment interview and stated that there are eight topics that have been the focus of research for twenty years since the development of Campion et .al (1997) typology of structured interviews are:

- a) The definition of the structure;
- b) Reducing group differences through the structure;
- c) Impression management in structured interview;
- d) Measuring personality via structured interviews;

- e) Comparing situational (SQ) versus past-behavior questions (PBQ);
- f) Developing rating scales;
- g) Probing, follow-up, prompting, and elaboration on questions; and
- h) Reactions to structure.

In considering the issue of the present paper which seeks to investigate how job interviews for an assistant lecturer position are conducted and evaluated within an EFL context, the focus in this study will be on three components: (a) Job analysis, (b) using anchored rating scales; and (c) Impression Management (IM). Each of these items is subsequently presented.

1.1. 4 Job Analysis for the Requirements of a Faculty Position

Broadly speaking, the goal of a job analysis is to identify the requirements of the job and the competencies that are necessary to be performed. In many instances, a new job analysis will not need to be conducted; however, the critical requirements and competencies should be re-confirmed by subject matter experts (SMEs) in the concerned institution or organization (Kell et al., 2017). The process of job analysis seeks to identify:

- a) the job tasks and responsibilities;
- b) the required competencies to perform the job tasks and responsibilities successfully; and
- c) which of those competencies are required upon entry to the job. (Kell et al., 2017)

For the present research, in order to develop a conceptual framework to

appraise applicants' performance for an assistant lecturer position, conducting a job analysis seems a necessary step that is taken with faculty hiring committees members from the English department, who have served as interviewers during the faculty hiring interviews held at two Algerian universities Msila and Setif 2.

1.1.5 Development of Anchored Rating Scales

Anchored rating scales (ARSs) have been developed to help interviewers with applicant evaluation. Standardized, anchored scales to rate responses to each question comprise one element of interview structure (Campion, Palmer, & Campion, 1997). Therefore, ARSs can facilitate the complex judgmental tasks by providing behavioral, descriptive, or evaluative examples to illustrate points on the rating scale. To evaluate responses, the interviewer matches the applicant's responses with the written anchors for each question (Levashina et al., 2014). Previous studies (Taylor and Small 2002; Maurer 2002; Reilly et.al 2006) demonstrated that ARSs enhance reliability and validity of structured interviews by controlling different biases, making the same job-related information salient to all interviewers, and helping to ensure that applicant responses are rated consistently across interviewers.

According to Huffcutt, Conway, Roth, and Stone's (2001) meta-analysis , (as cited in Kell et al., 2017) more attention is given to the psychometric and structural characteristics of interviews than the constructs they assess. They identified seven major construct categories frequently assessed: applied social skills, cognitive abilities, interests and preferences, knowledge and skills, organizational fit,

personality traits, and physical attributes. Applied social skills are defined as “the ability to function effectively in social situations” (Huffcutt et al., 2001, p. 904) and consist of four narrower psychological constructs assessed by interviews, including (a) communication, (b) leadership, (c) negotiation and persuasion, and (c) teamwork and interpersonal skills.

Huffcutt et al., (2001) conceptualized communication as “the ability to express (and receive) ideas and information clearly, accurately, and convincingly” (p. 900). That is why communication has been consistently identified as a key 21st-century skill for students and workers across a variety of frameworks. Communication skills are frequently assessed in interview settings and have been shown to be related to hireability (Kell et al., 2017). Literature suggests that the major steps involved in developing an anchored rating scale based on the position requirements, can be listed as follow:

1. Decide on one proficiency-level range for all competencies (e.g., a range of 1-5 with 5 being the most proficient and 1 being the least proficient).
2. Create at least three proficiency levels, but aim for five to seven levels.
3. Label at least three proficiency levels (e.g., unsatisfactory, satisfactory, and superior).

Behavioral anchored rating scales (BARSs) are often derived from job analyses using the critical incident technique (Flanagan, 1954), which yields focused examples of workplace behavior provided by subject matter experts (SMEs) of the job(s) in question. These behavioral examples are analyzed for

content similarities and grouped together according to those similarities to derive job performance dimensions that are, inherently, defined in terms of workers' actions (Kell et al., 2017).

An example that illustrates a sample BARS with details about the proficiency level associated with the behavior expected from the applicant is shown in the following table that is extracted from Interview Protocol for Campus Visit (Nicolas Roulin) used in faculty hiring at the Asper School of Business, University of Manitoba .

Table 1.4 :

Sample of a BARS Used in Faculty Hiring

Question 1: Fit with the School/University					
Can you tell us how the Asper School of Business and/or the University of Manitoba would be the best place for you to further develop your research (and/or teaching) activities?					
Rating	1	2	3	4	5
Performance	Poor: Unclear response, with no specific plan/idea.	Fairly poor: Candidate mentions an interest to do research within the Canadian context, but nothing specific.	Acceptable: Candidate has a clear plan for expanding future research in Canada or MB. But there is no mention of Asper/UofM resources or collaboration with faculty members.	Good: Candidate has a clear plan for expanding future research in CAN/MB. Plan involves using Asper resources (e.g., Associates, CDC) <u>OR</u> collaboration with faculty members.	Outstanding: Candidate has a clear plan for expanding future research in CAN/MB. Plan involves using Asper resources (e.g., Associates, CDC) <u>AND</u> collaboration with faculty members.
Descriptive Notes					

In a word, this section highlighted major steps associated with the process of conducting and evaluating interviews. The focal concern is to conduct job analysis

for an assistant lecturer position in order to identify the required skills, competences and responsibilities expected from the applicants. Performance of applicants depends on also on the impression management tactics projected during the job interviews. In the following section, the theoretical background of impression management is extensively reviewed.

1.2 Impression Management Theory

This section presents Impression management (IM) in job interviews as a psychometric aspect that has been demonstrated in certain tactics used by applicants. In order to identify those IM tactics associated with managing a positive image during an employment interview especially the verbal ones, it is important to review the Impression Management theory by clarifying the major concepts in social organizational psychology. Then, the different IM forms in job interviews are reviewed. Eventually, a suggested IM scale is presented and discussed.

A basic motive of individuals is to be viewed by others in a favorable manner and avoid being seen negatively (Rosenfeld, 1997). Both in social and organizational settings, individuals try to influence the image others have of them by engaging in a variety of behaviors, consciously or unconsciously. A specific organizational setting that is ripe for this kind of behavior is the job interview situation in which the concern for a positive image is particularly salient. Interviews offer individuals the perfect opportunity to manage their impressions because both the interviewer and the applicant are attempting to fit the needs of the other (Godfrey, Jones & Lord 1986) due to its interpersonal nature, short duration, and high stakes (Levashina et.al, 2014).

1.2.1 Definition of Impression Management (IM)

Impression management (IM) is defined as "conscious or unconscious attempts to control the images that are projected in ... social interactions" (Schlenker

1980) or similarly as “the process by which people attempt to influence the image others have of them” (Rosenfeld, Giacalone & Riordan 2002). IM can be seen as a “desire to create particular impressions in others’ minds” (Leary and Kowalski, 1990, p. 35).

Impression management was first analysed by Erving Goffman (1959) in *The presentation of self in everyday life*. It describes

“the way in which the individual in ordinary work situations presents himself and his activity to others, the ways in which he guides and controls the impression they form of him, and the kinds of things he may and may not do while sustaining his performance before them” (Goffman 1959, p.9)

The topic of IM has originally been the focus of sociologists and social psychologists. But it has also received the attention of organizational researchers and become recognized as a common occurrence in organizational settings (Bolino & Turnley 1999).

1.2.2 Impression Management (IM) in Job/Employment Interviews

It is assumed that IM becomes more intentional and focused when people believe that they will gain valued outcomes by fostering particular impressions in others (Schlenker & Weigold, 1992). In a job interview situation, while the interviewer is attempting to gather information about the applicant, he or she is similarly trying to convince the interviewer of being indeed the best candidate (Kacmar, Delery & Ferris, 1992). For the applicant, the employment interview is often a very ambiguous and uncertain social situation (Rosenfeld, 1997); Yet, it is also crucial that interviewees at job interviews create a good impression since it can

result in a positive outcome. Thus, the applicant is expected to be "confident but not brash, polite but not sycophantic, lively and interested but not voluble or manic, sufficiently nervous to show an appreciation of the importance of the occasion but not visibly anxious throughout" (Fletcher 1989, p. 273). It has also been shown that when candidates of job interviews provide more details, personalize their responses and are more specific in their answers, they give a better impression of their expertise to interviewers (Scheuer, 2001, Lipovsky, 2006).

Given the expectations, it is reasonable that the individual will try to control his/her image. Literature suggests that there are different forms of IM tactics that applicants may choose to employ in order to achieve this purpose.

1.2.3 Forms of Impression Management in Employment Interview

From a general social psychological point of view, Schneider (1981) proposed that IM behaviors can take many forms, including verbal statements, nonverbal or expressive behaviors, modifications of one's physical appearance, and integrated behavior patterns (e.g., favor rendering). Stevens and Kristof (1995) suggested that in an interview situation the use of some of these behaviors would be limited due to interview time and context constraints. They suggested that IM behaviors that are used in job interviews can be basically classified as verbal and nonverbal, and that verbal IM tactics can be further classified as assertive or defensive. Kacmar et al. (1992), on the other hand, identified two sets of impression management tactics as self-focused-type and other-focused-type tactics. This study focuses specifically on verbal IM behavior (since the job interviews used in the study were recorded orally only) that split into many categories under assertive and

defensive tactics that are described next.

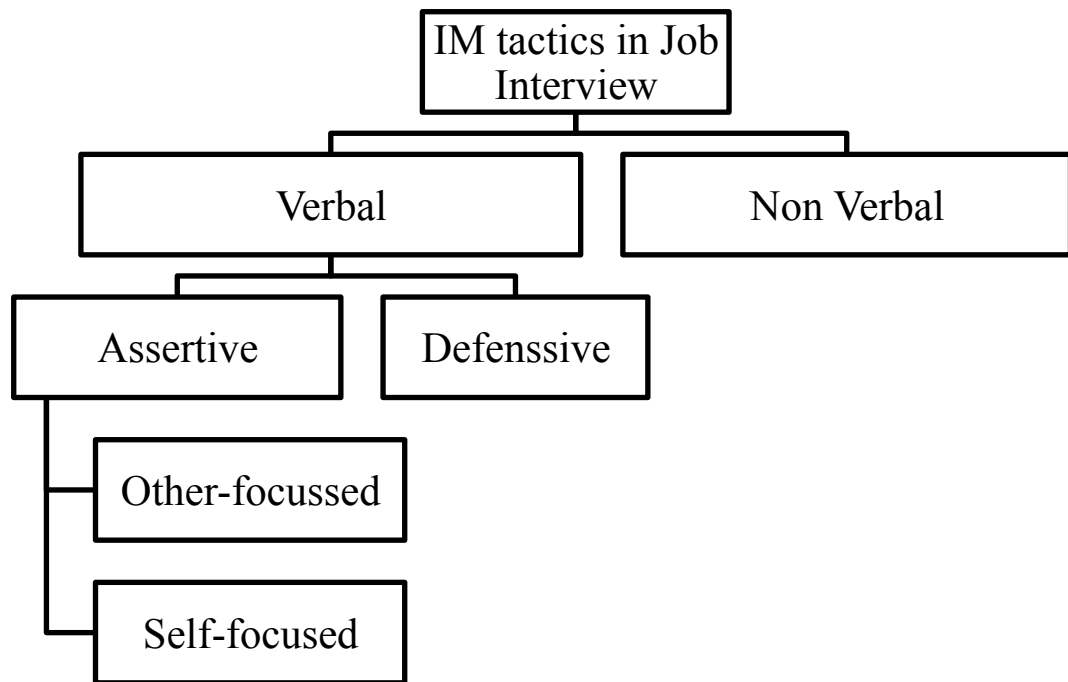


Figure 1.1: IM Tactics Forms in Job Interview

1.2.3.1 Assertive IM Tactics

Assertive IM tactics are used to acquire and promote favorable impressions (Tedeschi & Norman, 1985) and consist of both ingratiation and self-promotion tactics. The first group of assertive IM tactics entails the use of ingratiation tactics that are defined as behaviours that are designed to evoke interpersonal liking and attraction (e.g., Wortman & Linsenmeier, 1977). One form of ingratiation is opinion conformity, whereby an individual expresses values, beliefs, or opinions that are known to be held (or can reasonably be assumed to be held) by the target. A second form of ingratiation is other enhancement, whereby an individual expresses a favorable evaluation of the target (Wayne & Kacmar, 1991).

The second group of assertive IM tactics consists of Self-promotion tactics.

These tactics that may be described also as positive statements to describe oneself, one's future plans, or one's past accomplishments (Stevens & Krestof 1995) are a bit different from ingratiation tactics in that they are behaviors intended to evoke attributions of competence rather than attractiveness (Gardner & Martinko, 1988; Godfrey, Jones, & Lord, 1986). The applicant can promote perceptions of competence through the use of specific self-promoting utterances, entitlements, enhancements, and overcoming obstacles, all of which are subcategories of the overall self-promotion category. Through specific self-promotion utterances, the applicant attempts to convince the interviewer that he or she has positive qualities or traits. Entitlements are tactics that involve taking credit for positive outcomes or events, even if the credit is undeserved (Schlenker, 1980). Enhancements, in contrast, are used when an individual claims that the value of a positive event for which he or she was responsible is much greater than most people might think (Stevens & Kristof, 1995). Finally, overcoming obstacles is a tactic that is used to describe how an individual circumvented problems or barriers impeding progress toward a goal (Stevens & Kristof, 1995).

1.2.3.2 Defensive IM Tactics

Whereas the assertive IM tactics mentioned previously are designed to bolster one's image, defensive IM tactics are designed to protect or repair one's image (Higgins, Snyder, & Berglas, 1990; Schlenker, 1980; C. R. Snyder, Higgins, & Stucky, 1983). Researchers have identified a number of different defensive tactics, including excuses, justifications, and apologies (e.g., Gardner & Martinko, 1988). Excuses are claims that one is not responsible for a negative outcome or

negative behavior. Justifications, in contrast, involve accepting responsibility for a negative outcome but suggest that it is not as bad as it seems (Stevens & Kristof, 1995). Apologies take it one step further by accepting responsibility for a negative outcome or behavior along with the acknowledgment that certain actions were unacceptable and should be punished (Tedeschi & Melburg, 1984).

2.2.4 A Framework for IM Tactics Used in Employment Interviews

One commonly studied IM tactic identified in the literature is self-promotion and is an example of managing an image (Brian, 2011). Interviewees use self-promotion tactics to positively describe their job-relevant abilities, accomplishments, and experiences in an attempt to favorably influence interviewer perceptions of their competence or suitability for the job (Stevens & Kristof, 1995). Furthermore, recent meta-analysis showed substantial evidence that self-promotion, is positively related to interview scores (Barrick et al., 2009). Thus, the use of specific IM tactics by applicants during employment interviews for a faculty position, will contribute in managing a positive image. However, a scale for identifying and measuring the IM tactics used by applicants is needed. For this purpose, various studies have been conducted to develop a scale for measuring IM in job interviews (Stevens & Kristof, 1995; Bolino&Turnley 1999; Drory&Zaidman 2007; Kumar &Beyerlein, 1991; Wayne & Ferris ,1990; Erdogan ,2011). One such empirical studies is that of Erdogan (2011). The aim of her study was to understand and analyse IM in job interviews and explore its dimensions and develop a scale for the measurement of the construct based on the IM existing literature and qualitative

studies using different tools (focused group interviews, indepth interviews and critical incident technique).

In line with the present study that focuses on verbal IM tactics used to manage a positive image by applicants, a basic framework adapted from Erdogan list of IM items, their resources, and belonging categories are presented in Table 2.6

Table 1.5

A Framework of IM Tactics Used in Job Interview

Category		Items	Source
NONVERBAL		Give frequent smiles	<i>Stevens & Kristof (1995), Kumar & Beyerlein (1991)</i>
		Maintain eye-contact	<i>Stevens & Kristof (1995)</i>
		Dress chic and appropriately	<i>Qualitative</i>
		Shake hands firmly and confidently	<i>Qualitative</i>
		Arrive just in time for the interview	<i>Qualitative</i>
VERBAL BEHAVIOURS	Other-focused	Compliment the interviewer	<i>Bolino & Turnley (1999), Stevens & Kristof (1995), Wayne & Ferris (1990)</i>
		Find and discuss interests you shared in common with the interviewer	<i>Stevens & Kristof (1995)</i>
		Make prior research about the interviewer	<i>Qualitative</i>
		Praise the organization	<i>Stevens & Kristof (1995)</i>
		Indicate your love and respect for the organization	<i>Qualitative</i>
		Make prior research about the organization	<i>Qualitative</i>

VERBAL BEHAVIOURS	Self-promotion	Make the interviewer aware of your talents or qualifications	<i>Bolino&Turnley (1999)</i>
		Make the interviewer aware of your accomplishments	<i>Bolino&Turnley (1999)</i>
		Demonstrate your experience	<i>Drory&Zaidman (2007)</i>
		Demonstrate your knowledge and expertise	<i>Stevens &Kristof (1995)</i>
		Show your enthusiasm for the job	<i>Stevens &Kristof (1995)</i>
		Demonstrate your fit with the job	<i>Qualitative</i>
		Prepare before the interview to express yourself more Clearly	<i>Qualitative</i>
		Convince the interviewer that you will be successful at the job	<i>Qualitative</i>
	Modeling	Create the impression that you are a "good" person	<i>Wayne & Ferris (1990)</i>
		Create the impression that you are self-confident	<i>Drory&Zaidman (2007)</i>
		Present yourself as a hard-working and conscientious Person	<i>Qualitative</i>
		Present yourself as a friendly and polite person	<i>Wayne & Ferris (1990)</i>
	Deception	Avoid talking about your negative characteristics	<i>Qualitative</i>
		Avoid talking about negative experiences	<i>Qualitative</i>
		Overrate your strengths and accomplishments	<i>Qualitative</i>
		Underrate your weaknesses and failures	<i>Qualitative</i>
	Defensive	Provide apologies for failures	<i>Tsai et al. (2010)</i>
		Give excuses for negative events	<i>Tsai et al. (2010)</i>
		Defend yourself for negative experiences	<i>Tsai et al. (2010)</i>

Source: Irmak Erdogan (2011, p.90)

Conclusion

In the second section of this chapter, impression management (IM), or job applicants' attempts to create a particular image in interviewers' minds during employment interviews, is presented as a major research topic that has been studied extensively in the field of human resources. Much debate has been raised about IM in its psychometric aspect in job interviews especially about honest and deceptive tactics. Different types of IM tactics may be used in the employment interview through non-verbal or verbal forms. Verbal IM tactics can be assertive or defensive. Assertive IM tactics are used to proactively construct images of being good job applicants. Defensive IM tactics are used to reactively repair negative images of applicants like apologies. Finally, a number of studies have attempted to develop or suggest scales for measuring IM tactics in job interviews. The stance taken in this study is to identify the IM tactics in order to show how applicants manage a positive image about themselves. Thus, in the following chapter, the employment interview is presented as an institutional discourse and the impression management is highlighted in terms of the linguistic choices made by applicants to manage a positive image.

CHAPTER TWO: EMPLOYMENT INTERVIEW AS AN INSTITUTIONAL DISCOURSE

Introduction	39
2.1 Pragmatic Competence for Successful Communication	39
2.2 Framing the Context of the Faculty Hiring Interview	40
2.2.1 Systemic Functional Linguistic Model (SFL)	44
2.2.2 Politeness Model	48
2.2.2.1 <i>Face</i>	49
2.2.2.2 <i>Positive Politeness Strategies</i>	50
2.2.3 Cooperative Principles	52
2.2.4 Appraisal Framework: Attitude System	54
2.3 Related Studies	59
2.3.1 Macro-level Analysis of Job Interviews	59
2.3.2 Micro- level Analysis of Job Interviews	61
Conclusion	71

CHAPTER TWO: EMPLOYMENT INTERVIEW AS AN INSTITUTIONAL DISCOURSE

Introduction

In this chapter, the employment/job interview is approached from a linguistic perspective as an institutional discourse in an academic context that is ‘the university’ to hire EFL assistant lecturers in the Departments of English Language and Literature. During a job interview, the interaction between two parties is inevitably verbal in nature. Apart from some non-verbal and paralinguistic features, the primary focus is on the talk itself, which is a form of spoken discourse. In this study, a discursive analysis of the talk is applied to examine the communicative strategies used by the interactants. The communicative purpose of the job interview along with the aspects involved in the context of faculty hiring in terms of interaction relationship between interviewers and interviewees are presented, and the choices behind the theoretical framework components are introduced and discussed. Eventually, previous related studies are discussed.

2.1 Pragmatic Competence for Successful Communication

Many researchers point out that the pragmatic competence, which is acceptable and favourable from the interviewers’ perspective, is at the core of a successful job interview (Gumperz, 1982; Roberts, Davies & Jupp, 1992; Lipovsky, 2008, 2010).

Thus, the success of a job interview can largely depend on the extent to which the applicants' interactional style, or pragmatic skills, match the gatekeepers' expectations accumulated from their cultural and institutional values and beliefs (Gumperz, 1982; Kerekes, 2006, 2007; Campbell & Roberts, 2007). In addition, many studies have indicated that explicit training based on the findings from authentic job interviews is greatly beneficial for improving applicants' insufficient and inadequate pragmatic competence (Latham & Budworth, 2006; Sniad, 2007). For this purpose, developing authentic pedagogical materials for practical English classes has been pointed out as being highly necessary (Kasper, 1997; Gibbs, 2005; Takahashi, 2005). Accordingly, the outcomes of this study seek to bring successful communicative strategies for preparing students in job interview communication based on authentic materials that are extracted from authentic faculty hiring interviews held at two Algerian universities' context.

2.2 Framing the Context of the Faculty Hiring Interview

The employment interview can be seen as a 'gatekeeping activity'. Gatekeeping encounters, as defined by Schiffrin (1994, p.146), "are asymmetric speech situations during which a person who represents a social institution seeks to gain information about the lives, beliefs, and practices of people outside of that institution in order to warrant the granting of an institutional privilege." In this situation (interview) a gatekeeper (interviewer) makes a judgment regarding gatekeepers' (applicants') suitability for a position offered by an institution, and then decides whether or not to

grant permission for them to join as new members of the institution (Erickson & Shultz, 1982). The way in which the gatekeepers inform their ‘lives, beliefs, and practices’, as well as how they ‘perform’ (Scheuer, 2001) and ‘present’ (Lipovsky, 2006, p.1151) these in ‘fluent, coherent and consistent’ manners in terms of an institutional framework, are continuously evaluated by gatekeepers during the interview process (Campbell & Roberts, 2007, p.247; Choi 2014).

A wide range of studies has been conducted to investigate applicants’ successful and unsuccessful linguistic features during job interviews in different settings both in monocultural and multicultural contexts such as (Scheuer, 2001; Kerekes, 2006; Lipovsky 2006, 2008; Cambell & Roberts, 2007; Choi, 2010). Most previous studies have focused on native interviewers and non-native applicants’ interactions, putting native speakers’ English as the norm of English education, and regarding that of non-natives as something to be adapted and fixed to match the native speakers’ perspectives (Akinnaso & Ajirotutu, 1982; Louw, 2009; Louw, Derwing & Abbott, 2010). Other research, in job interviews, has stressed the importance multicultural working environments in which no dominant culture and no preference for one specific mother language exists, and in which English is used merely as a working tool for communication (Seidlhofer, 2004; Louhiala-Salminen, Charles & Kankaanranta, 2005; Hülmbauer, Böhringer & Seidlhofer, 2008; Choi 2014).

In spite of this ample research, little attention has been paid to the case of English as EFL in a mono-cultural s context in which authentic job interviews are

conducted for faculty hiring between interlocutors who share the same culture but are all non-native speakers using English as a means of communication for interviewing purposes. Besides, interpersonal interaction at job/employment interview has been investigated under such global and conceptual terms as communication strategies that could be vague and not concrete for both EFL teachers and learners. Thus, there is a need to take a linguistic turn to linguistically evidence on how interpersonal and pragmatic function in job interview conversation. In the case of faculty hiring, the job/employment interview can be regarded as a strategic conversation with dual purposes with regard to interviewer and interviewee. On the one hand, it assists the faculty hiring committee to evaluate and judge a potential applicant in terms of professional and academic skills, work experience, language proficiency, communicative effectiveness and collaborative or leadership ability, for prospective employment in their institution. On the other hand, the candidate or interviewee seeks to persuade the faculty hiring committee through a job interview that he or she has the skills, background and ability to do the job and is able to comfortably fit into the institution and working environment. But, in the case of novice or young postgraduates who may have relatively close CV profiles, especially when competing for a limited number of positions, applicants' linguistic choices to manage a positive image when interacting with their interviewers could make the difference in getting a positive feedback which eventually leads to winning the job or not.

On the account of the faculty hiring process, applicants are offered a job

interview on the assumption that they are priori qualified for filling in the position after the examination of their application forms and CVs in which candidates hold either Magister or Ph.D. degrees in English. In this respect, interviewers are expected to appraise and evaluate the applicants' answers. Frequently in the course of interview, interviewers tend to ask for information that was already introduced in the candidates' application forms or CVs. This suggests that interviewers are more interested in how candidates may 'perform' (Lipovsky) than how they may 'inform' (Scheuer, 2001). Accordingly, as the popular writer Paul Stevens states' the manner ' in which a candidate respond to questions is far more 'important' than the content of that answer (Stevens, 1991, p .76 as cited in Lipovsky, 2006). Thus, interviewers' appraisal of candidates' performance depends largely on the way they present themselves or negotiate their expertise when responding to the questions. It is also important to point out that both interviewers and interviewee are expected to make allowances for politeness strategy and cooperative principle in a job interview conversation because they ought to display an amiable and cultivated image of the institution and individual respectively (Stewart, 2010 as cited in Feng 2012).

Based on the aforementioned communicative purposes in the context of the faculty hiring interview conversation (hence Politeness and Cooperative Principles) namely investigating applicants linguistic choices (Systemic Functional Linguistics) to manage a positive image (hence, Impression Management) and gain positive feedback from their interviewers (hence, Appraisal) when presenting themselves, negotiating

their research expertise and suitability for a faculty position, this study employs a discursive approach drawing on Impression management (Stevens and Kristof, 1995), Systemic Functional Linguistic (SFL) proposed by Halliday (1994), Appraisal (Marin & White, 2005), Politeness (Goffman, 1972; Brown and Levinson, 1987) and Cooperative Principles (Grice, 1975) each of which is presented respectively.

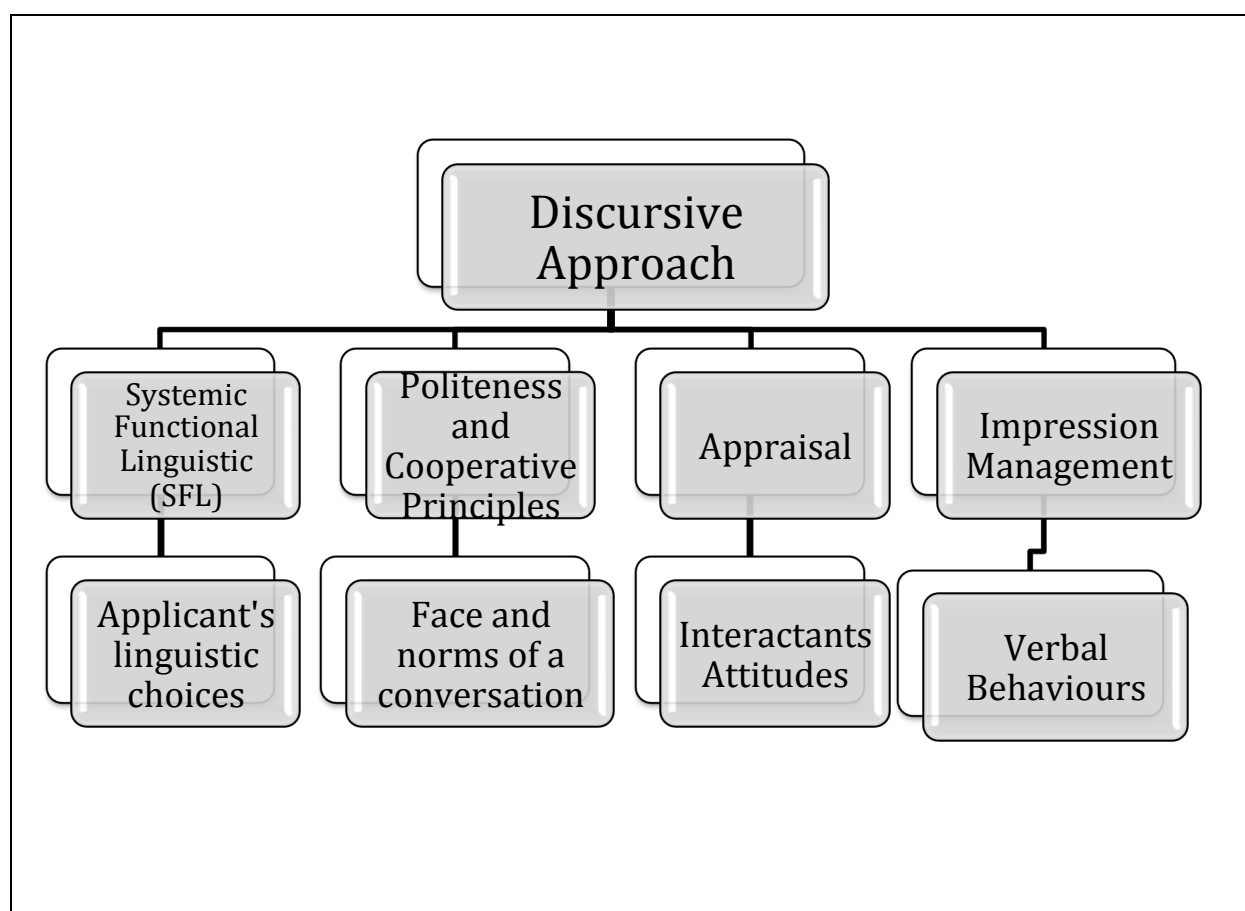


Figure 2.1: Theoretical Framework for the Study

2.2.1 Systemic Functional Linguistic Model (SFL)

Systemic Function Linguistic (SFL) approach regards language as a semiotic system, that is a resource that allows the creation of meanings by making choices

(Halliday, 1994, p.xxvi; Eggins, 1994, pp. 2–3). In Halliday's SFL, language as a social phenomenon is functional i.e. it is concerned with the mechanism of text structure, function and meaning of language. It begins an analysis of language in social context where a particular lexico-grammatical choice is constructed under the influence of the social and cultural context. Meaning is achieved through the linguistic choices in paradigmatic and the syntagmatic levels of discourse where the words are arranged in a clause or text. These choices may be phonological, lexico-grammatical or semantic. The analyst can interpret each of these choices in view of the choices that were put aside by the speaker, that is the different ways they could have expressed themselves, but did not select (Eggins, 1994,p.3).

Halliday's SFL (Halliday 1994; Halliday & Matthiessen 2004), emphasizing on semiotics, the code of language and how the utterances and texts specify all the meaning potentials, studies the functional and situational organization of language in the social context (Halliday,1985, p.11). It is concerned with how the speakers generate utterances and texts to convey their intended meanings through the "generalized metafunctions that relate language to the outside world where interactants and their social roles matter.

Accordingly, there are three concurrent layers of meanings: ideational, interpersonal, and textual (Halliday, 1994, p. xiii; Eggins, 1994,p.3; Eggins and Slade, 1997:pp 48-49):

- the ideational meaning for presenting one's experiences ('the experiential metafunction'), which deals with the ways speakers describe reality through

their choice of participants, actions/relations and circumstances (in other words, what they talk about),

- the interpersonal meaning that outlines the interactants' relationship ('the interpersonal metafunction'), which deals with ways of using language between people such as questioning, ordering, etc.,
- the textual meaning that encodes the other two meanings into a message, and deals with the ordering of the elements in the clause with regard to the speaker's purpose.

In this study, the SFL model is used with particular focus on the experiential metafunction, whereby interactants construe their experience of the world, to analyse how applicants present themselves, their field of research and related expertise to the faculty position. Previous studies have reported that applicant's volubility (to provide sufficient and precise information about oneself) ,in the course of an employment interview, plays an important role in getting a positive impression from interviewers eg: (Kerekes, 2001, Scheuer, 2001, Lipovsky 2006). Because the present data are also analysed in terms of impression management, the SFL approach made explicit the speaker's choices, and so allowed the interpretation of the inferences that the interviewers made about the candidates, based on the choices of language that the candidates made, consciously or unconsciously, and which conveyed an impression to the interviewers.

When applicants are asked to present their academic or professional experience/

expertise, they tend to use features of the experiential metafunction , which includes:

- 1) processes, that is types of 'goings on' such as doing, being, happening, sensing or meaning. Process refers to a semantic verb (doing, happening, feeling, sensing, saying, behaving, and existing) and anything that it expresses like event, relation, physical, mental or emotional state when sorted in the semantic system of the clause is classified into material, relational, mental, verbal, behavioral, and existential processes (Halliday, 1976,p.159);
- 2) participants in the process;
- 3) and circumstances associated with these processes, so she can exemplify events such as who did what, how, where and when (Halliday,1994,pp.106-109).

Thus, investigating features of the experiential metafunction will be useful for exploring the kind of linguistic resources that the candidates draw on for presenting their academic and professional experience to their interviewers and negotiating their expertise as shown in Figure 2.2

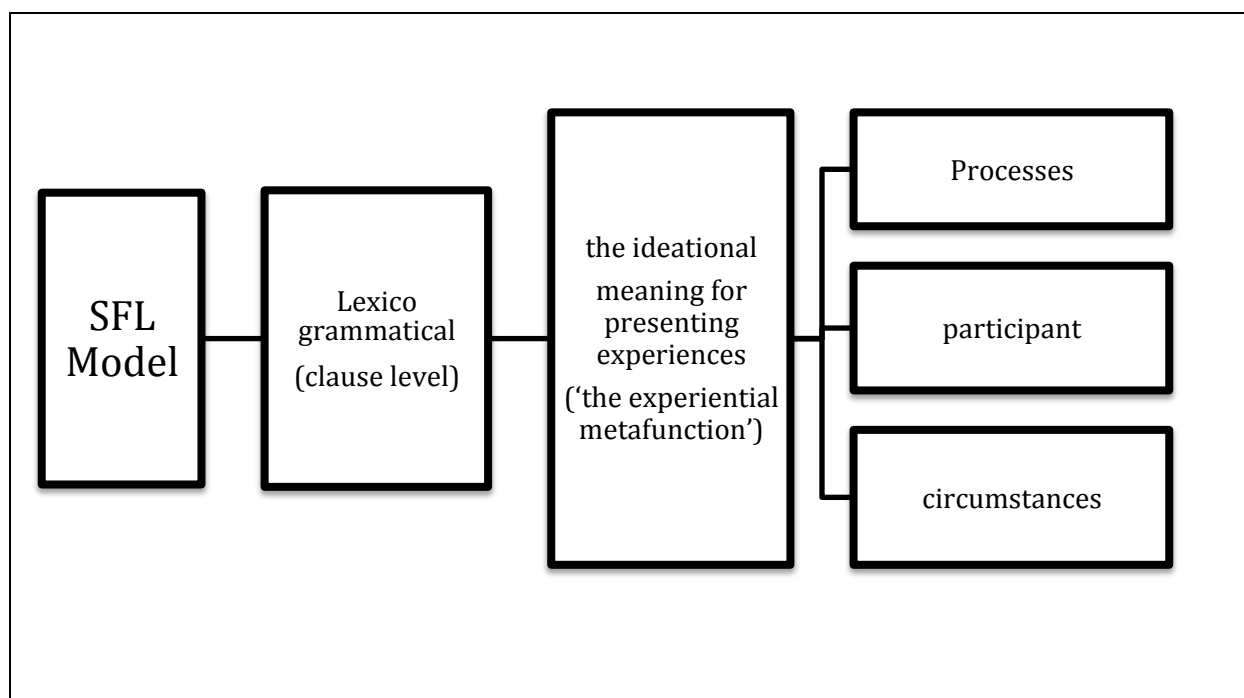


Figure2.2 : Features of the Experiential Metafunction

2.2.2 Politeness Model

While the SFL approach provides tools for describing what a speaker's linguistic choices are, the politeness theory on the other hand tends to depict the contextual factors, and intentions and beliefs that lead a speaker to make particular choices. Therefore, when candidates negotiate their expertise (Lipovsky 2006), they are guided by intentions and beliefs that motivate their language choices to present this expertise. The SFL approach described what the candidates said and how they said it, whereas the theory of politeness explained why they said what they said and why they said it in the way they said it. (Lipovsky ,2006, p.1152)

To be offered a job, an applicant needs to convince the interviewer, that he/ she is the best candidate to fill the position. However, the question is that how an applicant

can talk about his/her qualities and past achievements and still be polite without looking inferior to other candidates with the same paper qualifications, or will look delightfully modest. In other words, how can a candidate use self-promotion tactics and still make a good impression on their interviewer? This in turn triggers another set of questions. What is considered being polite in a job interview? What level of politeness is appropriate? How do interviewers assess the politeness of the candidate they are interviewing?

2.2.2.1 Face

Goffman (1972) states that face, is the positive image that people claim for themselves by what they say or do in a social encounter. Face is not static. It can be lost or enhanced. If someone's face is maintained during an interaction, they will have no specific feelings about this. However, if their face is enhanced, they will feel good, whereas if they lose face, they will feel bad, since face is linked to people's emotions. People, according to Goffman, are expected to have self-respect and defend their own face. In the same manner, they are expected to be considerate and protect the face of their interlocutors:

“A person's performance of face-work, extended by his tacit agreement to help others perform theirs, represents his willingness to abide by the ground rules of social interaction. Here is the hallmark of his socialization as an interactant ”.
(Goffman, 1972,p.31)

So, while the objective of interaction is not to maintain face, it is a condition for the interaction to run smoothly. In social encounters, interactants are expected to show

‘deference’ to each other while maintaining ‘demeanour’.

‘Deference’ is “that component of activity which functions as a symbolic means by which appreciation is regularly conveyed to a recipient of this recipient, or of something of which this recipient is taken as a symbol, extension or agent” (Goffman, 1972,p.56). Two ways to express deference are ‘avoidance rituals’ and ‘presentational rituals’:

- Avoidance rituals refer to proscribed or taboo acts that participants must refrain from doing in order to keep at a distance from their interlocutor (like avoiding personal questions about others’ privacy).
- Presentational rituals refer to acts whereby participants express their appreciation of, or concern about their interlocutor.

‘Demeanour’ is “that element of the individual’s ceremonial behaviour typically conveyed through deportment, dress and bearing, which serves to express to those in his immediate presence that he is a person of certain desirable or undesirable qualities” (Goffman, 1972,p.77).

2.2.2.2 Positive Politeness Strategies

Positive politeness is directed to hearer’s positive face, his “perennial desire that his wants should be thought of as desirable” (Brown & Levinson 1987, p.101). By using positive politeness strategies, the speaker conveys that they are cooperators with the addressee and that they have a common ground. Positive politeness involves such

strategies as compliments or jokes and can be used more freely in the conversation without having to mitigate a specific face threat. When the speaker's positive face is attended to throughout the whole conversation, the social distance between the speaker and the addressee is reduced.

Much of the application of face by communication scholars is based upon the scholarship of Brown and Levinson (1987). Sociolinguists, Penelope Brown and Stephen Levinson used Goffman's face theory as a foundation for explaining human interactions that revolved around being polite. In developing politeness theory they expanded and added to face theory by arguing that we have two faces; one based on a desire for approval and acceptance by others (positive face), and the other based on a desire to proceed without being impeded upon (negative face). So how does this relate to being polite? Think about why you tell someone, "Thank you" after they have done a favor for you. By saying "Thank you," you confirm the person's positive face—the desire to be seen as a kind person.

Brown and Levinson (1987) list 15 positive politeness strategies. With first eight of the strategies, the speaker claims common ground, "indicating that the speaker and hearer belong to the same set of persons who share specific wants, including goals and values" (p.103). The latter strategies are used to convey that speaker and hearer are co-operators and have the same goals. Consequently, if speaker requires something from the hearer, he can use the strategies to hint that by attending to the speaker, the hearer is acting in his own interest as well:

a) Notice,

- b)** Attend to H 2. Exaggerate (interest, approval, sympathy with hearer)
 - c)** Intensify interest to H
 - d)** Use in-group identity markers
 - e)** Seek agreement
 - f)** Avoid disagreement
 - g)** Presuppose/raise/assert common ground
 - h)** Joke
 - i)** Assert or presuppose speaker's knowledge of and concern for hearer's wants
 - j)** Offer, promise
 - k)** Be optimistic
 - l)** Include both speaker and hearer in the activity
 - m)** Give (or ask for) reasons
 - n)** Assume or assert reciprocity
 - o)** Give gifts to hearer (goods, sympathy, understanding, cooperation)
- (Brown & Levinson, 1987, p. 102)

2.2.3 Cooperative Principles

According to Brown and Yule (1988), conversation analysts have been particularly concerned with the use of language to negotiate role-relationship, peer-solidarity, the exchange of turns in a conversation, the saving face of both speaker and

hearer eg : (Labov, 1972a ; Brown and Levinson, 1978 ; Sacks, Schegloff & Jefferson 1974 ; Lakoff, 1973).

In a conversation, it is necessary for speakers to keep conscious of their listeners' 'face' work as one of the most important considerations. Brown and Levinson (1978) pioneeringly points out face is the public self-image which is emotionally invested and that everyone intends to claim and preserve for himself but it can be lost, maintained or enhanced. Therefore, face work should be persistently attended to in job interview conversation to exhibit and behave politeness.

On the other hand, of much greater interest to the discourse analyst is the notion of conversation implicature which is derived from a general principle of conversation plus a number of maxims which speakers will normally obey (Brown and Yule, 1988 ,p.31). The general principle is called Cooperative Principle, which Grice (1975, p.45) presents in the following terms:

“Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged “

The conversational conventions, or maximums, which support support this principle are listed as follows :

- ***Quantity*** : Make your contribution as informative as it is required (for the current purpose of exchange). Do not make your contribution more informative than is required.

- **Quality** : Do not say what you believe to be false. Do not say that for which you lack adequate evidence.
- **Relation** : Be relevant
- **Manner** : be perspicuous. Avoid obscurity of expression. Avoid ambiguity. Be brief (avoid unnecessary prolixity). Be orderly

2.2.4 Appraisal Framework: Attitude System

The Appraisal Framework is extended from M.A.K. Halliday's Systemic Functional Linguistics (SFL) theory (Halliday, 1994). The model appeared from work of other researchers in functional linguistics on the role of evaluation in narrative in the context of secondary school and workplace literacy. A wide range of researchers have applied the Appraisal in analyzing both spoken and written texts across different domains, like conversation (Eggins and Slade, 1997; Precht, 2003), institutional talk (Lipovsky, 2008), spoken academic discourse (Hood & Forey, 2005), media discourse (e.g. White, 1997, 1998, 2006; Martin, 2004), medical discourse (Jordens, 2002), as major points in case.

The Attitude system essentially is derived from the Appraisal framework (Martin and White, 2005). The Appraisal framework describes the resources used by speakers/writers to share their feelings about and evaluate things and people, to construct personae and to negotiate their social relationships (White, 2005). The system of Attitude in particular deals with all types of evaluative assessments, both positive and negative. This might include how speakers/writers express their feelings (e.g. I

love teaching), assess people's behaviour (e.g. a competent teacher), or appraise the worth of things (e.g. an interesting university), hence the three categories of Affect, Judgement and Appreciation (Figure 2.3).

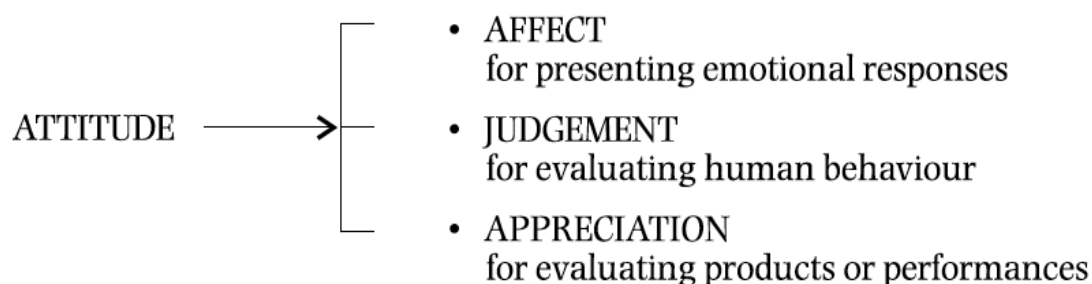


Figure2.3 : System of Attitude

Affect records positive and negative feelings, Judgements construe our evaluations of conscious participants (our attitudes to people's behaviour and character), whereas Appreciations target things, either concrete or abstract (their 'value', their 'composition' and how we react to them). According to Martin (2000, p. 147), all three sub-systems encode feeling, and Judgement and Appreciation both derive from Affect: 'Judgement institutionalizes feelings as proposals (about behaviour), whereas appreciation institutionalizes feelings as propositions (about things)'. This is represented in Figure 2.4

Each category of Attitude includes various subcategories, as Figure 2.4 illustrates. Feelings that involve reactions to a 'realis' stimulus (e.g. I like teaching) are also distinguished from intentions towards an 'irrealis' stimulus (e.g. I want to

teach). This distinction is useful in the context of job interviews, where candidates may be questioned about their projects.

Moreover, the system distinguishes between inscribed Attitudes that are made explicitly (e.g. a keen student , and invoked Attitudes that are implied (e.g. a student reading all the class material). In the latter example, the student's dedication to her/his study is implied, rather than being stated plainly through explicit lexis, as in the former example. This shows how evaluations can be implied through ideational meanings relating one's experience. In the Appraisal framework, implicit evaluations are identified as 'tokens'. These evaluations allow a wider range of readings than inscribed attitudes, and the interpretation of invoked Judgments depends much on the reader's/listener's perspective (Martin, 2000).

Lastly, Attitudes are gradable, so they can be amplified or downgraded (e.g. very/a bit difficult). Another kind of scaling involves sharpening or softening semantic categories that are a priori not scalable (e.g. a real/some kind of teacher). In the Appraisal system, this is referred to as Graduation (e.g. Hood, 2004; Hood and Martin, 2007; Martin and White, 2005).

From the point of view of Appraisal theory, individuals express their feelings and beliefs to share their view of the world with their interlocutors rather than merely comment on it (Eggins and Slade, 1997; Martin, 2000; Martin and Rose, 2003; Martin and White, 2005). This is why 'all appraisal involves the negotiation of solidarity – you can hardly say how you feel without inviting empathy'(Martin, 2000, p.170). This is because 'reports of one's own emotional reactions are highly personalizing. They

invite the addressee to respond on a personal level, to empathize, sympathize or at least to see the emotion as warranted or understandable' (Martin and White, 2005,p.6). Thus, attitudinal evaluations seem to play a key role in constructing relations of affiliation and fostering solidarity between interactants. On the other hand, individuals run the risk of alienating others in the evaluating process, as appraisal resources hold both a 'bonding and schismatic power [. . .] just as it is impossible to include without also excluding, so it is impossible to appraise without running the gauntlet of empathy and alienation' (Martin, 2000,p.166).

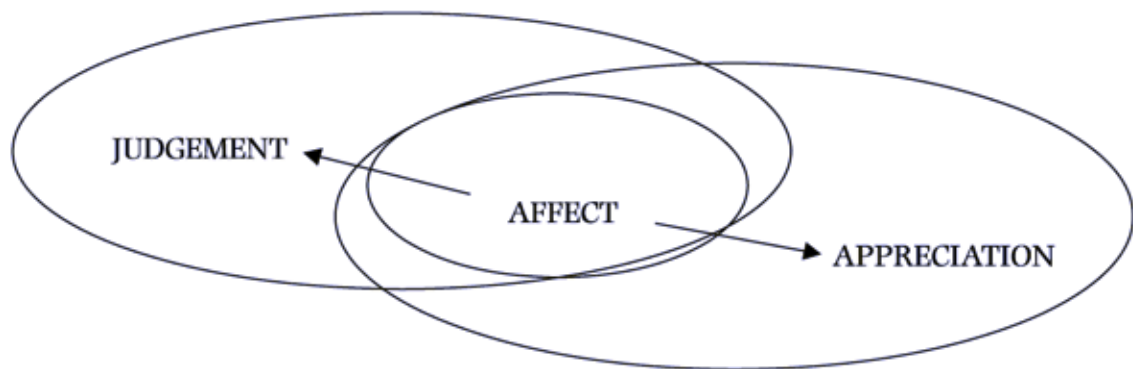


Figure 2.4 : Judgement and Appreciation as institutionalized Affect (after Martin 2000)

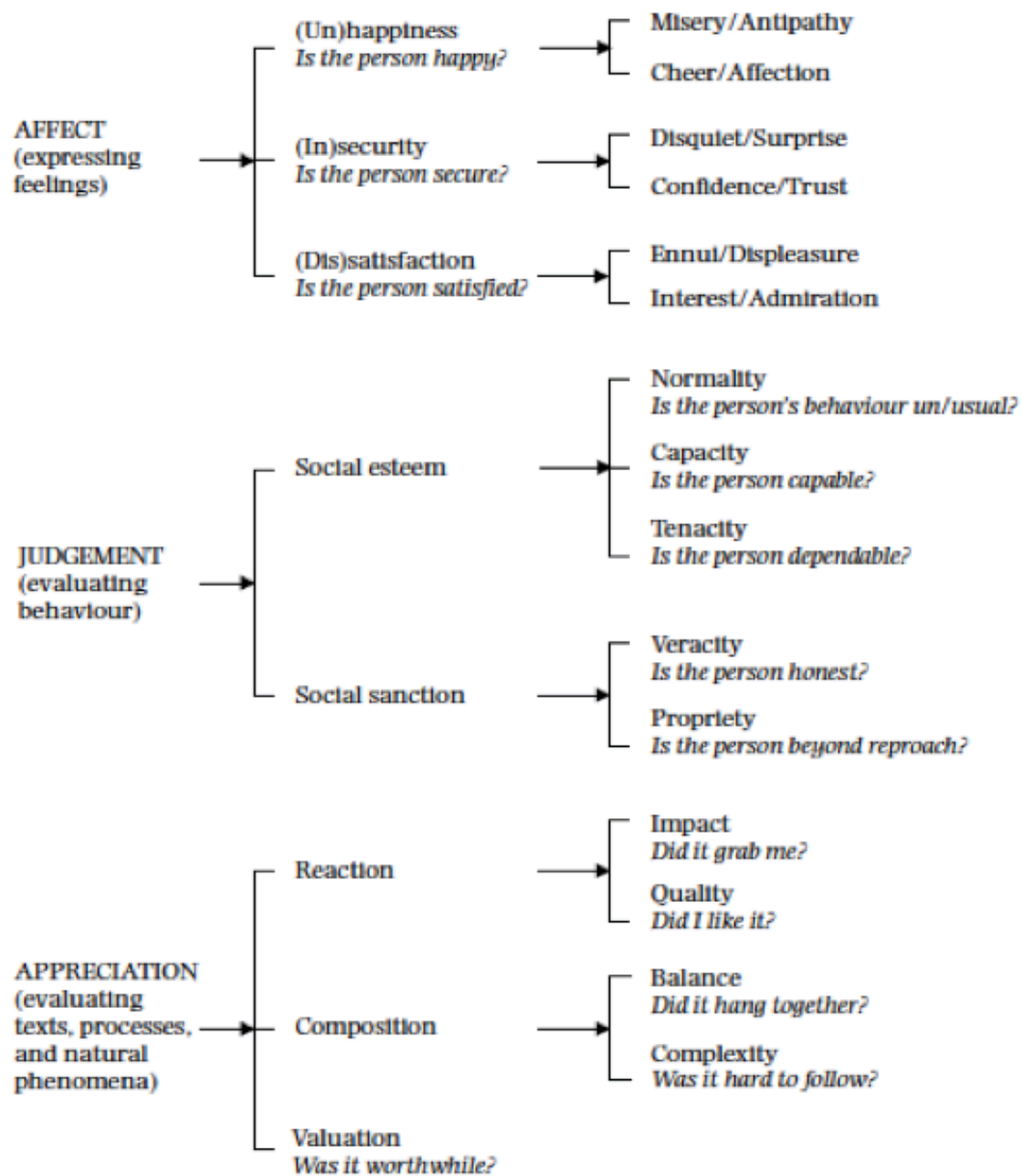


Figure 2.5: Subcategories of Attitude (adapted from Martin, 2000)

Because the system of Attitudes deals with all types of evaluative assessment whether positive or negative and it is based on lexical items (from both interviewers and interviewees), this study employees the system of Attitudes with the SFL model to

investigate how candidates share their feelings and beliefs about themselves and their work with their interviewers to construct affiliation and solidarity. It has been shown by some researchers like Lipovsky (2008) that there are two strategies whereby candidates may construct affiliation and solidarity with their interviewers: expressing their enthusiasm for and interest in their work and profession, and demonstrating their professional ability.

2.3 Related Studies

2.3.1 Macro-level Analysis of Job Interviews

The macro-structures, or moves, of job interviews have been discussed from a wide range of angles eg : (Scheuer, 2001; Kerekes, 2007), wherein it is suggested that institutional discourse requires an in-depth understanding not only of micro-level lexico- grammatical and pragmatic features, but also of macro-level rhetorical structures. In this respect, Scheuer (2001) categorised job interview structures into five stages: *introduction*, where participants briefly introduce themselves; *general information*, in which they are provided with detailed information about the company and its major procedures by the committee chairperson; *asking questions*, by utilising various communicative practices like narration, conversation, and discussion between interactants; *detailed information*, which involves administrative procedures when the final decision is made; and finally *ending*, when the applicant leaves the interview. In her study that is based on authentic job interviews, Scheuer (2001) investigates communicative characteristics successful and unsuccessful job interviews and states

that asking for information that was already presented in the candidate's application suggests that interviewers are more interested in how candidates might "perform" than how they might "inform" them. In addition, She ha demonstrated that certain communicative styles and re-contextualization formed by applicants when they "bring into the context of interviews, discourses from other parts of life, from prior work experiences, education, the sphere of private life, and so on", proved to be more successful in job interviews.

Kerekes (2007) also developed standardised procedures for job interviews by observing a number of authentic job interviews taking place in a job agency. These procedures include: *introduction*, *work preferences*, *work qualification* and *wrap-up phase*. *Introduction* involves the initial stage of commencing interaction by greeting and checking basic personal information. *Work preferences* refers to the stage in which the type of job the candidate is seeking, and their availability in terms of working time and/or location, are verified. *Work qualification* can be seen as the investigation phase, in which it is verified that the applicants' skills, strengths and deficiencies can be matched up with the qualifications required by the target company. When all the interviewing procedures are complete, any legally required documents for recruitment are dealt with during the wrap-up stage. Throughout the analysis of the move patterns inside these typical job interview procedures, Kerekes (2007) indicates that the moves , which occurred repeatedly in successful and unsuccessful candidates' communications were quite different. For example, successful candidates more frequently utilised the moves of previous working experiences and flexibility in negotiating job preferences

and requirements than those in the unsuccessful group, whereas unsuccessful candidates showed strong dominance in using the moves of inadequate references, requesting a high level of salary and insufficient clarification of previous leaves of absence. However, whichever moves (either positive or problematic) are utilised during job interview communication, attitudes towards negotiating and approaching these issues differ considerably between successful and unsuccessful groups. This implies that the importance of rhetorical structures in job interviews not only relates to the different frequencies and patterns of individual moves, but also to the applicants' ability to negotiate and compensate for any problematic issues arising during each move in an adequate and constructive manner. This clearly shows that the focus of job interview analysis should not merely be on the distinctive occurrences of individual moves, but should also consider how to deal with the moves using optimum communicative strategies, based on effective choices regarding the lexical and grammatical resources used to realize these strategies.

2.3.2 Micro- level Analysis of Job Interviews

In order to understand the distinctive linguistic features of job interviews and their pragmatic functions, a great deal of research has been conducted through different analytical approaches (Scheuer, 2001; Kerekes, 2006; Campbell & Roberts, 2007; Lipovsky, 2006, 2008; Choi, 2014) in different settings.

One such empirical study that used a lexico-grammatical perspective and the

theory of politeness was that of Lipovsky (2006), The study highlights how candidates' lexico-grammatical choices, when negotiating their expertise, play a role in their interviewers' impressions of them. The study is based on the analysis role-played interviews in French and authentic interviews in either French or French and English and can be described as NS to NNs setting. The analysis shows that the candidates' enactment of their expertise (how they talk about it) is more important for the impression they make on their interviewers than their actual skills and professional experience. Successful candidates volunteer relevant, sufficient and precise information through numerous full clauses, material processes that describe what they did at work, circumstantial adjuncts that express where, when, how, etc, they performed tasks at work, and show in group knowledge through technical language.

Drawing on Systemic Functional Linguistics Appraisal theory, in particular its system of Attitude Lipovsky (2008) states that success in job interviews can also depend on the interviewers' favourable opinion of the candidates' presentation, and how well candidates shape their talk to interact interpersonally with their interviewers, so as to construct affiliation and solidarity. Two strategies are identified whereby candidates may construct affiliation and solidarity with their interviewers: expressing their enthusiasm for and interest in their work and profession, and demonstrating their professional ability. Expressing negative feelings and opinions were proved to have damaging effect on candidates success in job interviews.

Kerekes (2007) studied job interviews as co-constructions of the interlocutors; she looked for patterns in failed and successful interviews. Difficulties due to differences in linguistic and cultural backgrounds were described not only in relation to speaking but also in how interlocutors interpreted and responded to each other. Success or failure could be credited to their shared interests and resulting positive rapport they co-constructed. It is interesting to consider that meaning can be created in part through interactional competence and not entirely through individual linguistic, discourse, pragmatic and strategic competences which have previously been thought to comprise communicative competence. In other words, individuals bring resources to the interaction and the interlocutors jointly construct the outcome. So the question becomes whether to focus on *personal characteristics* or *verbal interactions*? Kerekes addressed this by acknowledging that there are numerous factors and actions, which determine the results in job interviews. This presents implications for job candidates and employers and also learners and facilitators. In summary, Kerekes reported that it is in a job candidate's best interest to learn how to make a favourable impression in an interview. However, she also stated that it would be more constructive if a style of interview were developed which actually allowed candidates to be questioned on significant factors with true predictive value so they could better understand how to represent themselves.

Campbell and Roberts (2007) illustrate how pragmatic competence determines L2 learners' success in communicating. Their research, based on video-recorded job interviews, addressed the interaction between institutional and personal discourses

involved in competency-based interviews, and determined that international candidates are disadvantaged in interviews. From the interviews, the skills of the unsuccessful candidates, who were judged to be inconsistent, untrustworthy, and non-belongers by recruiters, were compared to those who were able to produce an acceptable persona and succeeded in the interview. Campbell and Roberts describe three ways of producing this acceptable persona: first, through personalized and particular language use to describe institutional procedures; second, with personal history and an analytic overview to show institutional values; and finally, by recasting difficult job experiences as challenging and thus institutionally acceptable. The authors stress the importance to learners of having access to both the language used in job interviews and the culturally specific information regarding both “organizational roles and personal life-worlds” (p. 117).

Another empirical study worth mentioning in this context is that of Choi (2014) that aims at establishing a guideline for how to teach successful job interview communication in a multi-cultural Business as a Lingua Franca (BELF) setting. The researcher examines authentic job interview communications in the world maritime industry, compares overall features of successful and unsuccessful communications, and discusses pedagogical implications for ESP language teaching. A Corpus of ELF Job Interviews in a Multicultural Business World has been compiled for her research. A wide range of BELF job interview features were investigated in terms of contextual and schematic structures, interactional pragmatic features and lexico- grammatical characteristics. From the findings, pedagogical implications were drawn as ways to

enhance learners' schematic structural awareness, utilise diversified narrative strategies, increase interactional and presentational competency and finally to raise their multi-cultural awareness for successful business communicative outcomes in the future cross-cultural BELF job interview communicative setting.

Lin et al (2012) investigate the differences in the language strategies used by successful and unsuccessful candidates at job interviews in order to train university students for this task. Seventeen students attended simulated job interviews for entry level jobs in the accounting field and were interviewed and assessed by an experienced Human Resource manager. The relationship between successful and unsuccessful interviews is explored using a discourse based approach and ethnographic notes. It is demonstrated that successful candidates provide more elaboration while the unsuccessful candidates do not provide much details when answering the questions. In terms of language strategies, when too many backchannels are used, it implies that the interviewees need more time to think and are not prepared with the range of lexical items needed for the types of questions asked during such kinds of interviews. So, students need to be made aware that for successful outcomes to interviews to occur, they need to adopt strategies that can give a good impression of themselves at interviews. Hence, by using greater elaborations, personalized answers and more details of themselves, the candidates are able to contribute to giving a positive impression. This study has shown that a discursive approach to teaching and learning of language strategies used by successful candidates during job interviews may be useful and benefit tertiary students who are preparing themselves to face interviews at

workplace; and could provide material for training courses. Table 2.1 presents a summary of previous research frameworks comparing successful and unsuccessful communicative strategies.

Table 2.1:

Summary of Major Previous Research Findings in Employment Interview

<i>Approach</i>	<i>Communicative Competence</i>	<i>Context</i>	<i>Type of Interview</i>	<i>Successful strategy</i>	<i>Unsuccessful strategy</i>	<i>Source</i>
Critical discourse Analysis and sociolinguistics	Recontextualisation and communicative styles	NS/ NS (Danish) mono-cultural setting	Authentic	1)Volubility 2)Long turns	1) lack of volubility 2) short talk	Scheuer (2001)
Systemic Functional linguistics (SFL)Halliday &Eggins, 1994) and Politeness theory	Negotiation of expertise	NNS/NS Cross cultural setting (French and English)	Authentic/ Role played	1)Volubility and informativeness 2) specificity	1)Lack of informativeness 2) vagueness	Lipovesky (2006)

SFL (Halliday & Eggins, 1994) Appraisal theory Attitude system (Martin 2005)	Construct or block affiliation and solidarity	NNS/NS Multicultural setting	Authentic / Role played	1) Expressing enthusiasm and interest in the work 2) Showing professional ability	1) Lack of confidence 2) Nervousness 3) negative judgement	Lipovsky (2008)
Interaction between institutional and personal discourses involved in competency-based interviews	How pragmatic competence determines L2 learners' success in communicating	NS /NNS (multicultural setting)	authentic	1) personalize particular language use to describe institutional procedures; 2) describe personal history 3) use an analytic overview to show institutional recasting difficult job experiences as challenging and institutionally acceptable.	1) inconsistent, 2) untrustworthy, and 3) non-belongers	Cambell & Roberts, (2007)
Discourse Analytical approach (Ethnographic participant observation)	Trustworthiness and Co-membership	NS/NS NS/NNS Crosscultural setting.	Authentic interviews (employment agency)	1) positive presentation 2) establish rapport /solidarity with their interlocutor, and	1) supplying inappropriate references, 2) demanding too high a salary, and	Kerskes (2006)

and interactional sociolinguistic approaches				3) demonstrate flexibility regarding job requirements and preferences.	3)failing to account for gaps in one's work history.	Kerekes (2007)
Ethnographic participant observation and interactional sociolinguistic approaches	co-constructions of interactional competence	NS/NNS NS/ NS Intercultural setting	Authentic interviews (employment agency)	1)Trustworthiness, 2)Directness, 3)Confidence and assertiveness, 4)Ability to sell oneself	1)untrustworthiness, 2)casual and lax speaking styles, 3)lack of credibility	
Macro-level analysis (schematic) Micro-level analysis (lexico-grammatical)	How to communicate in a multicultural setting using Business English as a Lingua Franca	NNS/ NNS Multicultural setting	Authentic in maritime industry setting	1) <i>Contextual structure</i> : Higher token production, longer interaction time, fewer contextual-self interruption 2) <i>Schematic Structure</i> : More macro moves and steps. SC are more self-promoters 3) <i>Pragmatic Interactional features</i> : eg use of open laughter (relaxed and comfortable)	1) Contextual structure: lower token production, shorter interaction time 2) Less moves and steps 3) Higher number of lengthening and repetition strategies (lack of confidence	Choi (2010)

					4) <i>Lexico grammatical</i> and reliability <i>features:</i> use of downgrading markers(just) , clarification requests, narrative strategies		
Micro- analysis of language strategies		Making good impression	NNS/NNS in ESL setting Monocultural setting	Mock interviews	1)more elaborated and personalised answers 2)provide more details 3)less back-channels	1) Less details 2) too many back- channels	Lin et al (2012)

Based on the relevant literature, the SFL model, Appraisal, politeness and cooperative principles, the impression management theory, the related studies that have investigated the job interview using both micro-level analysis in terms of the lexico-grammatical choices made by successful and unsuccessful applicants during job interviews like ,for instance,(Lipovsky 2006; Cambell &Roberts, 2007; Choi, 2010); and macro- level analysis in terms of the schematic structure and the moves and turns such as , Scheuer, 2001; Kerekes 2007; Choi 2010) , this study examines extracts from authentic faculty hiring interviews for an assistant lecturer position in the department of English Language and Literature, using a micro level analysis of convenient interview moves or phases in which applicants present themselves, their research field or papers and negotiate job related skills during the course of the interview.

Conclusion

In conclusion, this chapter focused on the relevant literature underpinning the job interview as an institutional discourse. Moreover, aspects of the theoretical framework drawing on the SFL approach, Appraisal, Cooperative principles, and politeness have been introduced to show how job applicants' lexical-grammatical choices may enhance or hinder their images during interviews. Finally, successful and unsuccessful communicative strategies have been summarised and grouped. Further details about the description and analysis of data related to the present study and other research tools are to be presented in the research methodology chapter.

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction.....	72
3.1 Research Design.....	72
3.1.1 Case Study Design	74
3.1.2 Explorative Research	75
3.1.3 Descriptive Research.....	76
3.2 Research Approach	76
3.2.1 Quantitative.....	76
3.2.2 Qualitative.....	77
3.2.3 Mixed Method Approach: ‘Triangulation’	78
3.3 Research Questions.....	79
3.4 Research Stages.....	80
3.5 Methodology Description	81
3.5.1 Exploratory Stage.....	81
3.5.1.1 Survey with Faculty Hiring Committees (Interviewers).....	81
3.5.1.2 Analysis of HR Documents.....	91
3.5.2 Descriptive Stage	93
3.5.2.1 Model of Analysis.....	93
3.5.2. 2 Faculty Hiring Interview Context	95
3.5.2. 3 Participant in the FHI.....	97
3.5.2. 4 Transcription Procedures	99
3.5.2. 5 Ethical Consideration.....	104
3.6 Limitations and delimitation	105
3.7 Research Procedures	106
Conclusion	106

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

In the previous two chapters, a literature study was conducted with the aim of investigating the requirements of an assistant lecturer position, and the communicative purposes of the faculty-hiring interview as an institutional discourse. In this chapter, the research methodology used to conduct this study is described. The research methodology focuses on the manner in which the research was planned, structured and executed in order to comply with scientific criteria (Mouton & Marais, 1996). This chapter first outlines the overall approach adopted. The theoretical background is presented to justify the choice behind it and establish a link to what was done by the researcher. The research questions are then revisited, and the population and sample are described. Besides, a comprehensive review of the data collection tools is presented. Also, an explanation of the procedures used to analyze the data is provided.

3.1 Research Design

Research design is defined as a plan or blue print according to which data is collected to investigate the research hypothesis or question in the most economical manner (Huysamen, 1993, as cited in De Vos & Fouche, 1998, p.76). Depending on the nature of the study, the researcher may use either qualitative or quantitative research methodology, or both of these methods. For

the purposes of this study, a combination of the qualitative and quantitative methods was applied.

Based on the research aims, this study utilized an exploratory descriptive case study design, incorporating both qualitative, quantitative data and triangulation approach. Each of these concepts are presented and defined in relation to the current research. Data in the current research were obtained through different research tools a survey with interviewers in the faculty hiring committees, document analysis of HR office with official journal articles related to the current issue, and discourse analysis of authentic recorded faculty hiring interviews. Figure 3. presents the framework of the research design.

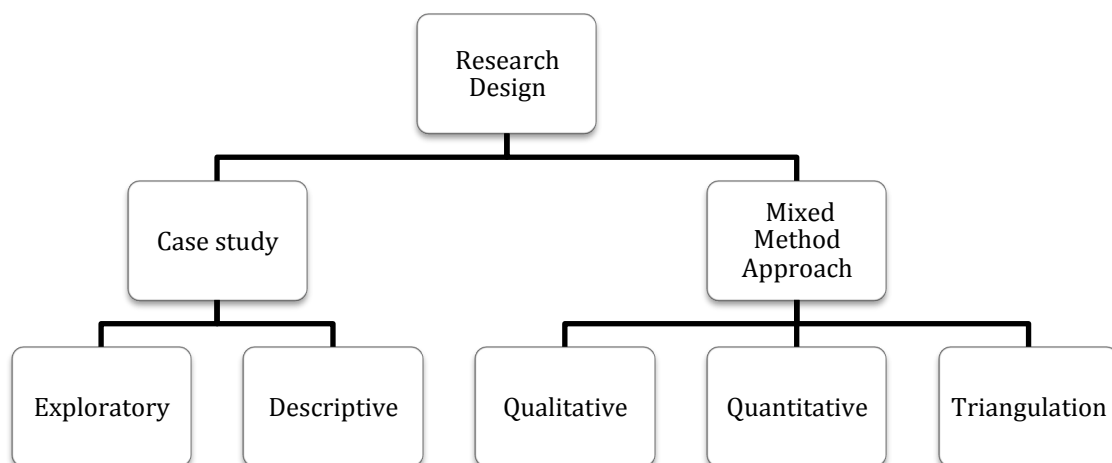


Figure 3.1 Summary of Research Design

3.1.1 Case Study Design

Case study method enables a researcher to carefully scrutinize the data within a particular context. Generally, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. A case study research design was regarded as being suitable for this study as it leads to detailed insights, discoveries, and interpretations from the subjects of the study namely the interviewers and interviewees at two Algerian universities, as major party in the current research. It is assumed by Cohen et al (2000) and Flyvbjerg (2004) that case studies provide a comprehensive examination of a single example and in so doing they deliver a unique illustration of real people in real situations. Therefore, opting for this design was useful in investigating authentic hiring interviews at two Algerian universities. Moreover, case-based research leads to detailed data about the phenomenon being studied; no matter what particular research methods have been used (Henning et al., 2004, pp. 32-33). A case study is particularly useful when one is trying to provide a wealth of details and a nuanced view of participants' experiences in a particular context, especially, when the research rests on the premise that the research participants' perceptions cannot be understood by theory alone, as it does for this research (Flyvbjerg, 2004, pp. 421-423). Thus the researcher selected the case study design due to its advantages as:

- ✓ it provides illustrations of effects of phenomena in real-life contexts,

- ✓ it allows for the presentation of research in a more publicly accessible format that is capable of serving multiple audiences and,
- ✓ it contributes to the learning processes of others who can use them to aid in their understanding of the issue (Hayes, 2000).

3.1.2 Explorative Research

The exploratory research design is a preliminary of unfamiliar problem in which the researcher has little or no knowledge. The current research is regarded as exploratory in the sense that little research has been conducted to investigate the job interview discourse within an academic EFL setting. In other words, this study attempts to bridge professional practices with academic ones. Neuman (2003) asserts that, an exploratory design is employed when the study topic is either new, or when relatively little has been written about it. For Rubin & Babbie (2001:92), the exploratory design is related to the purpose of the study, with the main aim to explore a topic and to provide a certain level of familiarity with it.

Moreover, the employment interview is explored through the lenses of applicants, interviewers and official documents pertained to the hiring interview to have better understanding of the practices of all parties during authentic hiring interviews. Consequently, the exploratory research is destined for the following reasons: *(a)* to satisfy the researcher's curiosity and interest; *(b)* to have better understanding of the hiring interview principles and

practices; (c) to improve evaluation; and (d) to pave the way for subsequent research.

3.1.3 Descriptive Research

The exploratory design in this study was further with the aim to guide research towards a descriptive design. The main purpose of the study remains descriptive in nature. Bless and Higson-Smith (1995) advocate the intention of the researcher when stating that a descriptive research design will be employed when the researcher is concerned in determining the opinion of a group of people towards a particular issue at a particular time. Neuman (2003, pp.21-22) views the descriptive design as representing “a picture of the specific details of a situation, social setting or relationship”. Within the study at hand, the framework developed as an outcome of the exploratory phase is subsequently used in the micro- analysis of faculty hiring interviews.

3.2 Research Approach

3.2.1 Quantitative

Although the quantitative approach usually pertains to cold research that manipulates and controls variables within the experimental design (Leedy, 1993), yet the current research uses some aspects of the quantitative research namely in employing numbers (statistics) in order to describe the characteristics of the unit of analysis. Data obtained from the subjects of the study is presented in terms of frequencies and percentage. In this research, answers to close-ended questions of the research questionnaire are quantified in

order to have a relatively common picture with a sense of objectivity regarding interviewers' practices and perceptions of the aspects associated with faculty hiring interviews.

3.2.2 Qualitative

Qualitative research focuses on the qualitative aspects of human nature in order to describe, explain, predict and control behavior. For Rubin & Babbie (2001), the qualitative method pursues a deeper understanding of the human experience, especially when observations and theories cannot easily be reduced to numbers. The method of qualitative research is inductive as opposed to deductive. Rubin & Babbie indicate that inductive research involves the developments of generalizations from specific observations. A qualitative approach therefore enables the researcher to observe subtle events that may be difficult to measure through other methods.

The qualitative research paradigm is grounded on the following assumptions:

- humans are complex and experience life is manifested in individual ways,
- truth is subjective and depends on the context,
- the researcher can investigate life experiences and perceptions of other people by observing them or communicating with them,
- the researcher is an instrument of the research and cannot be entirely objective,

- bias is acknowledged and reflexivity is used,
- a valid sample can be obtained if the researcher selects informants who are living the experience under study and continues with data collection until data saturation occurs,
- qualitative research involves being with people in their normal environment
- qualitative research involves description of human experience derived from analysis of data (LoBiondo-Wood & Haber 1998, pp. 255-257).

The current research also uses the qualitative method basically in the analysis of the open-ended questions in the research questionnaire, the document analysis and the micro- level analysis of the faculty hiring interviews.

3.2.3 Mixed Method Approach: ‘Triangulation’

Combining both qualitative and quantitative approaches is sometimes referred to as the ‘Mixed Method Approach’. It is frequently used in order to maximize the chance of collecting more reliable data and to minimize the impact of biased findings. However, the fact of using more than one method can be also referred to as ‘triangulation’. In social sciences realm, the term ‘triangulation’ can be summarized as observing a subject of study from different angles. In the current study, the faculty-hiring interview is investigated through various scopes including interviewers (faculty hiring

committees), HR documents besides the analysis of applicants' interactions during FHIs. In addition, both quantitative and qualitative data are used in order to have a broad understanding of the current issue.

3.3 Research Questions

In this study, the research questions are linked with the main aims of the study and are consequently centered on the major parties of the faculty hiring interviews (interviewers, related documents and interviewees interactions). Each question is further revisited in the description of the methodology of the surveys. Thus, based on the aims of the current research, the following research questions are raised:

RQ.1 What are the requirements for an assistant lecturer position according to FHCs?

1.1 How do FHCs perceive the positive impression management tactics used by applicants?

1.2 What make applicants' communication strategies successful or unsuccessful according to FHC?

1.3 What suggestions could be made to improve the FHI validity and reliability?

RQ.2 What are the evaluation criteria and the requirements of an assistant lecturer position according to HR documents?

RQ.3 What are the communicative strategies used by successful and unsuccessful candidates during the faculty hiring interview for an EFL assistant lecturer position?

Building on the four main research questions, this study states the subsequent

3.4 Research Stages

The present research is divided into two main stages: the exploratory stage and the descriptive one. The focal concern of the exploratory phase or stage is to identify the requirements of an assistant lecturer position by conducting a job analysis with interviewers and analyzing official documents related to conducting and evaluating the FHI.

In the descriptive phase, the corpus of the study that contains 20 interviews are transcribed and analyzed based on the explorative findings. The focus of the analysis is on the moves of the interview related to applicants' self-presentation and negotiation of their expertise and future plans. Figure 3.2 below summarizes the current research phases.

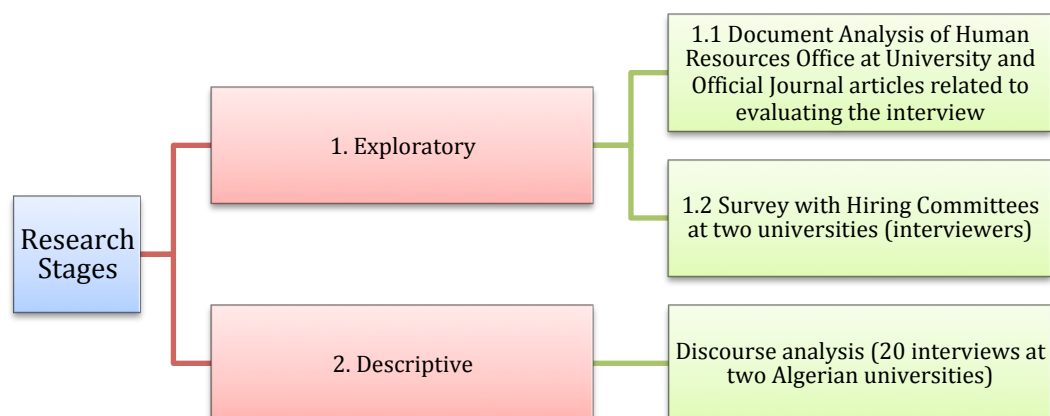


Figure 3.2 Research Stages

3.5 Methodology Description

3.5.1 Exploratory Stage

3.5.1.1 Survey with Faculty Hiring Committees (Interviewers)

This section describes the undertaken methodology in the survey conducted with faculty hiring committee members i.e. the interviewers during FHIs for an assistant lecturer position.

3.5.1.1.1 Population and sampling

The population in this survey consists of lecturers from the Department of the English language and literature who served as members in the faculty hiring committee during the employment interview to recruit assistant lecturers. Initially, the researcher gathered information about those members who represented a total of 13 subjects. Due to their small number, all

interviewers from both universities Setif 2 and Msila, were included in the survey. One questionnaire was not returned within the limit of time. It is worthy to mention that only lecturers from the Department of the English Language and Literature were included in the study. The total number of subjects was 12. Table 3.1 shows the number of participants in each university.

Table 3.1

Participants in the FHC Survey Distribution

	Setif 2 University	Msila University	Total
Participants	08	04	12

3.5.1.1.2 Data collection instrument

○ Questionnaires as a survey instrument

The study at hand employs a self-compiled questionnaire that was created using Google sheets. The researcher opted for the questionnaire as a data collection tool in this survey due to the following reasons :

- Its simplicity in handling large sizes or large geographic areas. In this case, the subjects of the study belong to different geographical areas in Algeria;
- Data entry and tabulation can be easily achieved with many computer software like Microsoft Excel or SPSS;

- Most people are familiar with questionnaires.
- Cost effectiveness in the sense that the number of questions is increased in comparison to face-to- face interviews
- Reliability through which bias can be reduced, and respondents are not interrupted.

In spite of the afore-mentioned advantages, there are some drawbacks to the questionnaire as a research tool especially that:

- Questionnaires are structured instruments in which there is little flexibility in the response format,
- the inability to explore responses further,
- lack of personal contact and not using visual communications that may have impact on important issues (Kane, 1985)

○ **Types of questions**

Within a questionnaire different types of questions can be used including open-ended questions in which the informant has to write a short answer in the form of number or a short text; close-ended questions or multiple choice questions in which the informant has to select one answer among a set of possible answers. In addition to that, the questionnaire can employ one of the widely used scaling technique known as Likert Scales in which the informant respond to a set of statements on a particular topic. A typical Likert scale uses five categories varying from strongly agree to strongly disagree which help the

respondent to choose the statement that closely describes their attitudes (Siniscaleo and Aurait, 2005)

To render the questionnaires (of interviewers) more reliable both types of questions are used: open-ended, close-ended questions with close-ended questions predominate. The ideal situation, when constructing a questionnaire, according to White, (2005,p.131) is a section of close-ended questions suitable for statistical processing by a computer and a section with open questions that is to be processed manually.

The afore-mentioned types of questions are basically used within questionnaires to generate three types of data about the participants: factual, behavioral, and attitudinal.

a) *Factual Data:* (also called 'classification' questions or 'subject descriptors') just as the name 'fact' implies, they typically cover demographic characteristics (e. g., age, gender) as well as any other background information that may be relevant to interpreting the findings of the survey (Dornyei, 2003,p.8). In this research, factual data are used in the first section of the questionnaire to describe the background data of participants in terms of academic grade or title of the informant, teaching experience, field of research/speciality, experience as FHC, service in the administration if any.

b) *Behavioural Data:* are used to find out what the subjects of study are doing or have done in the past. They generally ask about participants'

actions, life-styles, habits, personal history, and the likes. In this research, behavioural data is presented in terms FHC practices during the hiring interviews.

c) Attitudinal Data: this category of questions seeks to find out what people think. It concerns their attitudes, opinions, beliefs, interests, and values. Attitudes, as a major point in case, concern evaluative responses to a particular target. Though opinions can be subjective as attitudes, but people are always aware of their opinions but they may not be fully conscious of their attitudes (Aiken, 1996 as cited in Dorneyei, p.3). Beliefs, however, have a stronger factual support than opinions and often concern the question as to whether something is true, false, or 'right'. As for interests, they are regarded as preferences for particular activities, while values on the one hand concern preferences for 'life goals' and 'ways of life'. They are also used to describe the utility, importance, or worth attached to particular activities, concepts, or objects (Dorneyei, 2003,p.9).

In line with the survey used with FHC to explore their perceptions and practices during of the faculty hiring interview attitudinal questions in the form of likert scales of agreement, frequency and importance were the major type of questions employed.

Besides, the questionnaire's merits mentioned formerly, the researcher opted for the questionnaire as data collection tool due to the following reasons:

- The nature of the study where respondents need to be given prompts and definitions of concepts in order to yield more reliable data (to see their opinions and practices in relation to the theoretical background of the study)
- Most respondents refuse to be interviewed and to be recorded due to time constraints.
- The impossibility to hold focus group discussion with the subjects of the study at the same time.
- The study is held at two universities in different geographical areas, so sending the questionnaire via emails would save time, effort and cost.
- The possibility to use different types of questions (open-ended, close-ended) in addition to the use of Likert scales to have yield deep insights of the issue at hand.
- The possibility for respondents to answer it easily and to keep record of it on line for the researcher.

3.5.1.1.3 Research setting

The current study took place in the department of the English Language and Literature at two Algerian Universities, M'sila and Setif 2 university. The choice of these two universities is purposive due to the following reasons:

- Cost effectiveness, as the two universities are geographically close to the researcher,
- permission to audit and record FHI was attained from those universities only (a third university refused)

3.5.1.1.4 Description of the questionnaire

The questionnaire had 16 general questions organized along six sections and was designed to capture the main perceptions and practices of the faculty hiring committee members during the employment interviews for an assistant lecturer position. The questionnaire incorporates both open-ended questions and closed questions including multiple-choice questions with predefined answers offering respondents the possibility to choose and rank among several options or the possibility to grade on the five-point agreement, and importance scale. For these questions, an optional space was provided to elaborate on the answer. Further description of the sections and items are presented below:

- i. **Background Data of the Informant:** includes 5 items of short-answer questions.
 - (Q1) academic grade of the informant
 - (Q2) teaching experience
 - (Q3) field of research/speciality
 - (Q4) times of participation in FHC
 - (Q5) service in the administration if any

The aim of items (Q1, Q2, Q3, Q4,Q5) is see the general profile of interviewers in faculty hiring committees upon which the beliefs and practices depend in this case study.

- ii. **Content and Evaluation of the Faculty Hiring Interview:** includes 4 items. This section aims to see the extent to which the practices of the faculty hiring interview are related to research of the job interview as a selection method namely conducting a job analysis for the requirement of an assistant lecturer position with subject matter experts (SMEs), using a reliable anchored rating scale, selecting appropriate interview format (structured/ unstructured) and questions types (situational/ behavioural). Further description of the items follows:

- **(Q6) the way FHC is appointed:** a short-answer question is supplied
- **(Q7) Conducting job analysis before developing the interview:** Yes/No choice answer is provided followed by a sub-question in case the answer is (Yes) for more details
- **(Q8) FHC opinion of the existing rating scale suggested by HR office:** a multiple choice question is provided followed by a sub-question in a 5 point Likert scale of agreement in case the answer is 'No'.
- **(Q9) FHC beliefs or opinions on how the job interview should be constructed for more validity and reliability:** a 5 point-Likert scale of agreement is provided based on Lavashina et, al model (2014)

and Campion et al (2007). The 5 Likert scale was used as it is simple, flexible, and reliable (Dornyei & Taguchi, 2009).

- iii. **Requirements of an Assistant Lecturer Position:** this section includes one item (Q10) that aims at showing FHC beliefs of the requirements of an assistant lecturer position in the department of the English Language and Literature. This question uses a 5point-Likert scale of importance where respondents can rate the importance of the skills and competencies that interviewees should show during real faculty hiring interviews. Items in the scale were derived from previous related studies (see Table 2.7), the current rating scale of HR office (see appendix D :1) and official texts (see appendix D : 2, 3)

- (Q10) FHC beliefs of the requirements of an assistant lecturer. This question is followed by an open-ended question for further answers.

- iv. **Impression Management (IM) in Faculty Hiring Interviews:** this section includes one item (Q11) which is constructed using a 5 point-Likert scale of agreement. The grids in the table were adopted from the IM theory and relevant literature (see chapter one, section 2). The aim of this section is to see what IM tactics are favoured by the FHC that would enable applicants to manage a good image of themselves during faculty hiring interviews.

- (Q11) FHC perceptions of IM tactics during employment interview

v. Successful Communicative Strategies in Faculty Hiring Interviews:

in this section, there are two items (Q12, Q13) that are constructed with 5 point-Likert scale followed by an optional open question to elaborate on each items. The grids in the table are extracted from previous relevant studies identified in the literature review (see chapter 1), in addition to the skills and requirements identified by HR documents and official legislations (see appendixes D, E)

- (Q12) FHC beliefs of Successful Communicative Strategies in employment interviews.
- (Q13) FHC beliefs of the employment Interview Most Important Phase or the last section of the questionnaire is devoted for FHC further suggestions and it incorporates 3 items (Q14, Q15, Q16) that aim to have deep insights from respondents regarding rethinking the role and score of FHI, suggestions for more validity and reliability of the interview, and the recommended communicative strategies for training EFL doctoral students in order to be prepared for FHI.
- (Q14) FHC Opinions of reconsidering the role and score of the employment interview.
- (Q15) FHC suggestions for more validity and reliability of the employment interview for novice applicants.
- (Q16) FHC Opinions of recommended communicative strategies for EFL doctoral students' training

3.5.1.1.5 Questionnaire administration procedures

Questionnaires were sent to all the subjects of study that consist of 13 contacts via emails in late September 2019. The majority of answers were received by December 2019, which was set as a deadline. The researcher received 12 answers before starting the analysis. The last answer was received after the deadline and therefore it was overlooked as the analysis process has been already initiated.

3.5.1.1.6 Pilot test of the questionnaire

Before the administration of the questionnaire, the pilot study of the research instrument was conducted with three participants and it resulted in few changes which are:

- Some spelling and grammatical correction of words
- The use of 5 point scale of agreement and importance instead of 3 in the Likert scales.

3.5.1.1.6 Data analysis method of the questionnaire

The questionnaire data is analysed using the Microsoft Excel software using numbers and percentage to represent data.

3.5.1.2 Analysis of HR Documents

Document analysis can be viewed as a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Similar to other analytical methods in qualitative research, document analysis requires that data be examined and

interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008 as cited in Bowen 2009). The rationale for document analysis is sometimes to be used in combination with other qualitative research methods as a means of triangulation—‘the combination of methodologies in the study of the same phenomenon’ (Denzin, 1970, p. 291). For Stake (1995) and Yin (1994), document analysis, as a research method, is particularly applicable to qualitative case studies (intensive studies producing rich descriptions of a single phenomenon, event, organisation, or program).

In this case study, the researcher was oriented by the Dean of the FLL to the HR office at Sétif 2 university to get the documents related to conducting and evaluating the FHI for an assistant lecturer position. The aim is to identify evaluation and selection criteria. Three documents deemed relevant to the study:

- a) Anchored Rating Scale (April, 2018)
- b) Circular N°7 dated on 28 April 2011 relating to selection criteria for the competition on the basis of qualifications for recruitment to grades in Civil Service (p. 2-3)
- c) Official Journal or Official Gazette (No. 23 dated on 04 May 2008 ,p. 22.)

3.5.2 Descriptive Stage

This section presents methodology procedures undertaken in the descriptive stage of the study at hand. It introduces the model for the micro-level analysis of faculty hiring interviews' corpus, the interviews' context, transcription's conventions and procedures, the profiles of both interviewees and interviewers, ethical considerations and the research procedures.

3.5.2.1 Model of Analysis

The descriptive analysis employs a developed framework based on the findings of the exploratory stage (the survey with interviewers ; and the criteria of selection in the anchored rating scale related to HR documents), drawing on a conceptual framework namely Systemic Functional Linguistic (SFL) proposed by Halliday (1994), Appraisal (Marin & White, 2005), Politeness (Goffman, 1972; Brown and Levinson, 1987) and Cooperative Principles (Grice, 1975). Ethnographic notes will be also used to appraise applicants' performance during four convenient interview moves: self-introduction, research presentation, negotiating expertise and position-related tasks, and future plans. The model of analysis is described in the table that follows.

Table 3.3

Developed Framework for the Micro-level Discourse Analysis

	Target Interview Moves /Phases in the Analysis			
	<i>1.Applicat's Self-presentation</i>	<i>2.Research-presentation</i>	<i>3. Negotiation of expertise and related position tasks</i>	<i>4.Research Future Plans</i>
<i>Job analysis for the Requirements of an Assistant lecturer Position</i>	This method identifies the duties, competencies skills and selection criteria according to FHCs survey and official HR documents analysis.			
<i>Systemic Functional Linguistics (SFL)</i> <i>(Halliday , 1994)</i>	This theory deals with applicants lexico-grammatical choices to create meaning by focusing on ideational meaning through their choice of participants, actions/relations and circumstances. The SFL approach described what the candidates said and how they said it			
<i>Politeness (Goffman, 1967)</i> <i>Brown and Levinson, 1987)</i>	This tends to depict the contextual factors, and intentions and beliefs that lead a speaker to make particular choices. The theory of politeness explained why candidates said what they said and why candidates said it in the way they said it			
<i>Appraisal (Marin & White, 2005)</i>	The system of Attitudes is employed in this study with the SFL model to investigate how candidates share their feelings and beliefs about themselves and their work with their interviewers to construct affiliation and solidarity. There are two strategies whereby candidates may construct affiliation and solidarity with their interviewers: expressing their enthusiasm for and interest in their work and profession, and demonstrating their professional ability.			
<i>Cooperative Principles (Grice, 1975)</i>	This theory is meant to see the maxims of communication which speakers will normally obey : clarity of speech, fluency, accuracy and relevance.			
<i>Impression Management Theory (Stevens and Kristof, 1995)</i>	Which verbal tactics are used by applicants to manage a positive image to convince the interviewer of being indeed the best candidate : Self-promotion tactics, Entitlement, Ingratiation,			

3.5.2. 2 Faculty Hiring Interview Context

The recording of faculty hiring interviews was conducted in the department of the English Language and Literature at two different universities in two different cities in Algeria: Msila and Setif 2 . The recordings were carried out over two years from 2015 to 2017. After the research project for the current study was developed and the major aim was set, a written permission to attend and record faculty hiring interviews was sought from the Dean of the faculty of Letters and Languages at Sétif 2 in which the researcher is affiliated. In 2015, a total number of seven interviews conducted to hire assistant lecturers for the department of the English Language and Literature were gathered. Following the same procedures in 2017, three other interviews were recorded in the same university. To reach saturation in sampling, it was necessary for the researcher to record interviews at other universities. Therefore, it was necessary to trace recruitment adverts and the dates of the faculty hiring interviews, in other universities. For that purpose, the researcher joined a group on social media (Facebook) concerned with recruitment across Algerian universities (see Appendix G). Two other universities were selected that deemed relevant and feasible for the researcher. Again, written requests were sought by the researcher and sealed by the Dean of the FLL of Sétif 2 to the Deans of the Faculty of Letters and Languages (FLL) of the target universities, but only one of them approved. Therefore, the researcher managed to record ten interviews at Msila University. The total number of interview cases selected and utilised for this research was 20 – 10 from each university and

these are comprised of successful and unsuccessful cases, according to the results of the verbal interactions in the faculty hiring interview only. It is worthy to note, here, that due to ethical issues and confidential regularities of hiring interviews, the deliberations' results of the job interviews were not notified to the researcher during or immediately after the interviews. Thus, the criteria for categorizing the collected cases into successful and unsuccessful are based on the developed conceptual framework for the analysis. This means that additional criteria for the hiring processes, such as the verification of the CV, the history of publication, relevant experience, which might have affected the university's final recruitment decisions, were not considered in this research. Therefore, the final results for each candidate at the end of the recruitment procedures are not necessarily identical to those of the verbal interviews used for this analysis.

The faculty hiring interviews were mainly conducted via a panel interview (i.e. one applicant with three interviewers). To record the interviews, the researcher was present with the panel of interviewers as an observer using recording devices (a laptop and a smartphone). For the first university, the interviews were conducted in the office of the FLL Dean. While in the second university, interviews were conducted in a large room (library reading room) concurrently with other hiring interviews for the departments of French and Arabic languages and Literature. These circumstances affected the quality of the sound because of noise and made it a bit difficult for the researcher to

transcribe interviews that it took much time and effort to accomplish the task properly.

3.5.2. 3 Participant in the FHI

Participants in the FHI consist of faculty hiring committees representing interviewers, and applicants representing interviewees. The profiles of each party is represented respectively.

3.5.2. 3.1 Interviewers

Interviewers in the faculty hiring interviews are nine : six of them were from Setif 2 and three of them were from Msila University. Their profiles are described in table 3.4

Table 3.4

Profile of Interviewers

Year and Place of Interview Recording	Code	Field
Setif 2 univesity 2015	I1	Prof in the Arabic Language
	I2	MC.A in DELL Psychopedagogy and TEFL
	I3	MA.A in Literature and Civilization
Setif 2 university 2017	I1	Prof. in the Arabic Language
	I2	MC.A in Didactics in French Language
	I3	MC.A in Applied linguistics and TEFL
Msila University 2017	I1	MA.A in TEFL
	I2	MA.A in civilization
	I3	MA.B in Literature

3.5.2. 3.2 Interviewees

Interviewees in the faculty-hiring interview consist of 20 applicants for an assistant lecturer position at two universities. It is important to note that one applicant applied for both universities and was recorded twice. But each case is taken separately as the context of each university is different. In addition, the time of each interview is presented in minutes and seconds. The profiles of applicants are further described in table 3.5

Table 3.5

Interviewees' Profiles

Code	Gender	Speciality	University of application	Date of recording	Duration of the interview Mm: sec
1	Male	Linguistics	Setif 2	2015	07:17
2	Female	TEFL	Setif 2	2015	11:22
3	Female	Linguistics	Setif 2	2015	08:31
4	Male	Linguistics/TEFL	Setif 2	2015	13:43
5	Female	Business English	Setif 2	2015	07:24
6	Male	Literature	Setif 2	2015	07:40
7	Male	Literature	Setif 2	2015	09:08
8	Female	TEFL	Setif 2	2017	14:17
9	Female	TEFL	Setif 2	2017	11:30
10	Male	American studies	Setif 2	2017	09:20
11	Male	Translation	Msila	2017	19:07
12	Female	Translation	Msila	2017	10:56
13	Female	Translation	Msila	2017	14:34
14	Male	Translation	Msila	2017	14:20
15	Male	Linguistics/ TEFL	Msila	2017	29:43
16	Male	Linguistics/ TEFL	Msila	2017	09:41
17	Female	Literature	Msila	2017	08:04
18	Male	Literature	Msila	2017	33:22
19	Male	American studies	Msila	2017	22:08
20	Female	Literature	Msila	2017	13:47

3.5.2. 4 Transcription Procedures

The corpus of study, entailing twenty ($N= 20$) recorded faculty-hiring interviews at two Algerian Universities, was transcribed using F5 software for

Mac downloaded from <http://www.audiotranskription.de/english/>. Moreover, in order to represent the various speakers' utterances, and a wide range of pragmatic features, extracts from faculty hiring interviews were transcribed according to VOICE (Vienna Oxford International Corpus of English) transcription and spelling conventions. The VOICE transcription scheme was designed with three important points of emphasis in mind. These state that the transcription should: 'capture the reality of spoken interactions as precisely as possible'; 'be replicable...by other researchers', and be 'computer-readable' (VOICE project, 2007). This detailed and precise transcription scheme seems to make in-depth understanding of pragmatic features possible by allowing researchers to investigate a particular set of linguistic features beyond words, phrases, and clauses, and explore their distinctive communicative functions. In addition, the VOICE spelling convention has been utilised and partially adapted for this research. The conventions used for this study are represented in the following table.

Table 3.6

VOICE Transcription Conventions

Categories	Example	Description
1. SPEAKER IDS	Interviewers I1: I2:	I for Interviewer N. for assigned Interviewers' N. (e.g. 1,2,3..)
	Interviewees F1-SU-M: F2-MU-W: P1-SU-M:	F (Fail)/ P (Pass) 1 (Assigned N.) e.g. 1,2,3... SU(Setif 2 University) MU (Msila University) M (Man)/ W(Woman)

	P2-MU-W:	
2. INTONATION	I1: that's what my next er slide?	Words spoken with rising intonation are followed by a question mark “?”
	I1: that's point two. Absolutely yes.	Words spoken with falling intonation are followed by a full stop “.”
3. PAUSES	P20-ME : I'm:- I feel confident- (.) I (.) that's I can contribute in (.)	Every brief pause in speech (up to a good half second) is marked with a full stop in parentheses.
	P20-ME : Of course, (.) I already know before. (2)	Longer pauses are timed to the nearest second and marked with the number of seconds in parentheses, e.g. (1) = 1 second, (3) = 3 seconds.
4. OVERLAPS	P20-ME: Uh: I: am <1>for</1> I1: <1>How</1> many years? I1: it is (.) to identify some<1>thing </1>where (.) F1-P-ME: <1> mhm </1>	Whenever two or more utterances happen at the same time, the overlaps are marked with numbered tags: <1></1>, <2></2>,...Everything that is simultaneous gets the same number. All overlaps are approximate and words may be split up if appropriate. In this case, the tag is placed within the split word.
5. LATCHING	F1-P-ME: yes I1: <=>really. so it's it's quite a lot of time.	Whenever a speaker continues, completes or supports another speaker's turn immediately (i.e.without a pause), this is marked by “<=>”.
6. LENGTHENING	I1: e:r i'd like to go t- t- to to this type of course	All repetitions of words and phrases (including self-interruptions and false starts) are transcribed.
	I1: e:r i'd like to go t-	Exceptionally long sounds (i.e.

	t- to to this type of course	approximating 2 seconds or more) are marked with a double colon “...”
7. REPETITION	I1: e:r i'd like to go t- t- to to this type of course	All repetitions of words and phrases (including self-interruptions and false starts) are transcribed.
8. WORD FRAGMENTS	I1: <=>And please be in con- (.) confidence. hm? (3)	I1: <=>And please be in con- (.) confidence. hm? (3)
9. LAUGHTER	F2-P-ME: I just want to know (.) what is the name of your company, <@>sir.</@> I1: <@>@@@@@</@> You can ask to your agent.	All laughter and laughter-like sounds are transcribed with the @ (i.e. 'ha', open laughter) or * (i.e. 'hm', throaty laughter) symbol, approximating syllable number (e.g. ha ha ha = @@@). Utterances spoken laughingly are put between<@></@>tags.
10. UNCERTAIN TRANSCRIPTION	F1-P-ME: I will comply with the (safety) policy (.) On morning, (.)	Word fragments, words or phrases which cannot be reliably identified are put in parentheses ().
11. ANONYMISATION	[P13] [F2/last]	Whenever speakers who are involved in the interaction are addressed or referred to, their names are replaced by their respective speaker IDs. A speaker's first name is represented by the plain speaker ID in square brackets [P1], etc. A speaker's last
	[first name3] [last name3]	Names of people who are not part of the ongoing interaction are substituted by [firstname1], etc. or [last name1], etc. or a

		combination of both.
	[Univ2]	Universities and other organisations need to be anonymised as well. Their names are replaced by [Univ1], etc.
	[name1]	Other names or descriptors may be anonymised by [name1], etc., as in e.g. Constantine University.
12. FULL REPRESENTATION OF NUMBERS, TITLES & ABBREVIATIONS	oh/zero, two, three, ... one hundred, nineteen ten, eighteen twenty-seven, ...	Numbers are fully spelled out as whole words. British English hyphenation rules apply
	missis (for Mrs), mister, miss, mis (for Ms),	doctor, professor, ... Titles and terms of address are fully spelled out
13. CONTRACTIONS	i'm, there're, how's peter, running's fun, ... i've, they've, it's got, we'd been, ... tom'll be there, he'd go for the first, ... we aren't, i won't, he doesn't, ... what's it mean, where's she live, how's that sound ... let's	Whenever they are uttered, all standard contractions are rendered. This refers to verb contractions with be (am, is are), have (have, has, had), will and would as well as not-contractions. Additionally, 's is used to represent does when reduced and attached to a wh-word. It is also used to represent the pronoun us in the contracted form let's.
14. UNINTELLIGIBLE SPEECH	F1-P-ME: uh grounding <un>XXX</un>, if there is some: (1) a (.) generator or (3) always use a safety: blanket in: making hard work. (4)	Unintelligible speech is represented by x's approximating a syllable number and placed between <un></un>tags.
	All discourse markers are represented in orthography as shown below. The lists provided are closed lists. The items in the lists are	

15. DISCOURSE MARKERS	standardized and may not represent the exact sound patterns of the actual discourse markers uttered.	
	yes, yeah, yah okay, okey-dokey mhm, hm aha, uhu	Backchannels and positive minimal feedback (closed sound-acknowledgement token) (open sound-acknowledgement token)
	No n-n, uh-uh	Negative minimal feedback
	er, erm	Hesitation/filler
	huh	tag-question
	yay, yipee, whoohoo, mm:	Exclamations joy/enthusiasm
	haeh	questioning/doubt/disbelief

3.5.2. 5 Ethical Consideration

In this research, ethical measures are considered in order to protect the confidentiality and privacy of both applicants and interviewers. Initially, written permissions were sought from the Deans of both faculties of letters and languages at Setif 2 and Msila in order to audit and record the faculty hiring interviews in which the researcher promised in writing to use the data for research purposes only. In addition, the researcher refrained from recording the deliberations of the interviews and knowing the score given to each candidate. Moreover, the recordings of interviews will be kept with the researcher unless requested by the board of examiners. Only convenient extracts from those interviews will be used and appended in the analysis by ensuring the anonymity of applicants and coding all the personal information like names of persons, their cities of residence, universities of studies. The classification of

applicants into successful and unsuccessful will be based on the analysis of their interactional strategies during the interviews drawing on the conceptual framework regardless of the final results of the hiring contest.

3.6 Limitations and delimitation

As with the majority of studies, the design of the current study is subject to some limitations that ought to be mentioned. One major limitation was inter-rater reliability. As it was not possible to include external raters in the study, and analyses were merely performed by the researcher herself, pilot coding was not achieved. This is due to the confidentiality of the faculty hiring interviews. Thirdly, reaching saturation in recording faculty hiring interviews at other universities apart from Setif 2 and M'sila was not possible as a third university refused the request of the researcher to attend the target interviews. The last constraint that should be mentioned is that the classification of candidates into passing and failing was based on the researcher conceptual framework of analysis and ethnographic notes as the results of deliberations were not notified to the researcher and the final hiring decision was not based on applicants' performance during the employment interview only.

In order to minimize the potential weaknesses that these limitations might cause for the whole research, the triangulation technique was employed throughout the research in approaches, instruments and samples to ensure the trustworthiness of the data and results.

3.7 Research Procedures

All research procedures undertaken during this study in relation to the timeline, starting from setting the aims and developing the research project and ending by drawing conclusions and finalising the study are briefly be summarised in the following figure :

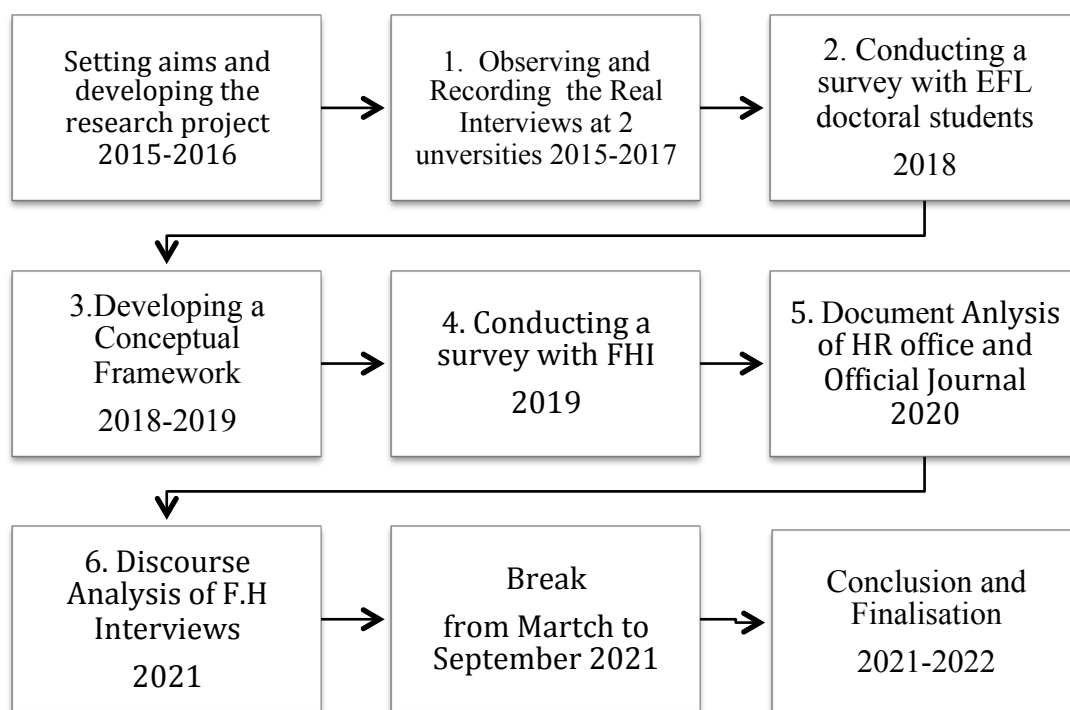


Figure 3.3 Research Procedures' Timeline

Conclusion

This chapter has mainly described the research design and approaches in which the study is organised and carried out. It has also presented the different procedures and instruments used during both research stages: the exploratory

and the descriptive one and provided the rationale behind the researcher choices. Opting for a mixed-method approach and triangulation of resources yielded a broad understanding of the current issue. The next chapter presents the data analysis of the exploratory research phase namely, the interviewers' survey and HR documents analysis.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION Of THE EXPLORATORY PHASE

Introduction.....	109
4.1 Analysis of the Interviewers' (FHC) Survey	109
<i>Section One: Interviewers' Background Data.....</i>	<i>110</i>
<i>Section Two : Content and Evaluation of the Faculty Hiring Interview... </i>	<i>114</i>
<i>Section Three: Requirements of an Assistant Lecturer Position:.....</i>	<i>124</i>
<i>Section Four : FHC Perceptions' of IM Tactics during Employment</i>	
<i>Interview.....</i>	<i>127</i>
<i>Section Five: Successful Communicative Strategies in Faculty Hiring</i>	
<i>Interviews</i>	<i>132</i>
<i>Section Six: Further Suggestions.....</i>	<i>137</i>
4.2 HR Document Analysis	140
4.3.1 Faculty Hiring Interview in Relation to the Hiring Process	140
4.2.2 Duties and Responsibilities of an Assistant Lecturer	143
4.3 Discussion of the Exploratory Stage Findings.....	145
4.3.1 FHC's Survey	145
4.3.2 Document Analysis.....	147
Conclusion	150

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION Of THE EXPLORATORY PHASE

Introduction

This chapter presents data analysis of the exploratory phase namely analysis of the survey conducted with faculty hiring committee members (interviewers) in addition to documents analysis of HR office at university that relate to the faculty hiring interview selection and evaluation criteria. Findings in the exploratory phase, particularly the job analysis for the requirements of an assistant lecturer position, are to be employed further in descriptive stage. The last section of this chapter discusses the first and second research questions and sub-questions.

4.1 Analysis of the Interviewers' (FHC) Survey

This sections presents the analysis of the survey conducted with interviewers or faculty hiring committees members and it seeks to answer the following research questions :

RQ.1 What are the requirements for an assistant lecturer position according to FHCs?

1.1 How do FHCs perceive the positive impression management tactics used by applicants?

1.2 What make applicants' communication strategies successful or unsuccessful according to FHC?

1.3 What suggestions could be made to improve the FHI validity and reliability?

Section One: Interviewers' Background Data

- Analysis of Q1,Q2,Q3,Q4 related to background data

Table 4.12

Interviewers' Background Data

	Category	Frequency	Percentage
Academic Rank	<i>MAA</i>	06	59%
	<i>MCB</i>	01	18%
	<i>MCA</i>	02	9%
	<i>Professor</i>	01	9%
Teaching experience in Years	<i>5-10</i>	4	36%
	<i>10-15</i>	1	9%
	<i>15-20</i>	1	9%
	<i>More than 20</i>	5	46%
Field of Expertise	<i>TEFL & Applied Linguistics</i>	3	27%
	<i>ESP</i>	2	18%
	<i>Literature</i>	3	27%
	<i>Civilisation</i>	2	18%
	<i>TEFL & Educational</i>	1	9%
	<i>Psychology</i>		
Experience as FHC member	<i>Once</i>	2	18%
	<i>Twice</i>	2	18%
	<i>Three times</i>	2	18
	<i>Four Times</i>	1	9%
	<i>More than Five Times</i>	5	41%
Total		12	100%

Table 4.1 represents the background data of respondents' answers to four questions (Q1, Q2, Q3, Q4) in the first section of the survey. Participants in the

survey were 12 subjects from two Algerian universities .The first question is pertained to interviewers academic rank and showed that most interviewers were assistant lecturers A (M.A A) with 59%, followed by associate lecturers A (MC.A) with 18% and associate lecturers B (MC.B), and Professors with 9% for each category.

As for interviewers teaching experience in (Q2), most respondents 46% said that they had been teaching for more than 20 years followed by 36% of participants whose experience was between 5-10 years, then 9% of them between 10-15years and the same rate 9% went for the last option between 15-20 years. It can be noticed than both experienced and unexperienced teachers were involved in the faculty hiring committee.

With regard to interviewers field of expertise or research area, in (Q3), 27% said that it was TEFL and applied linguistics and the same rate also was for Literature. ESP and Civilisation represented 18% for each and a rate of 9% for TEFL and Educational Psychology. Consequently, interviewers had various research area, therefore a broad prospect could be drawn.

To turn to Q4, which is concerned with the respondents experience among faculty hiring committees, 41% of them said that they were members more than five times. 9% of them stated that they served as interviewers four times. 18% said that they have participated three times and the same went for the others who were interviewers twice and once for each option.

It can be inferred from the background data presented in the previous answers to Q1,Q2,Q3,Q4 that the members in faculty hiring appointment is not restricted to high ranked experienced professors only, but include, in many cases professors with comparatively short experience. This could be related either to availability of professors at both departments or simply linked to the Dean choice of members.

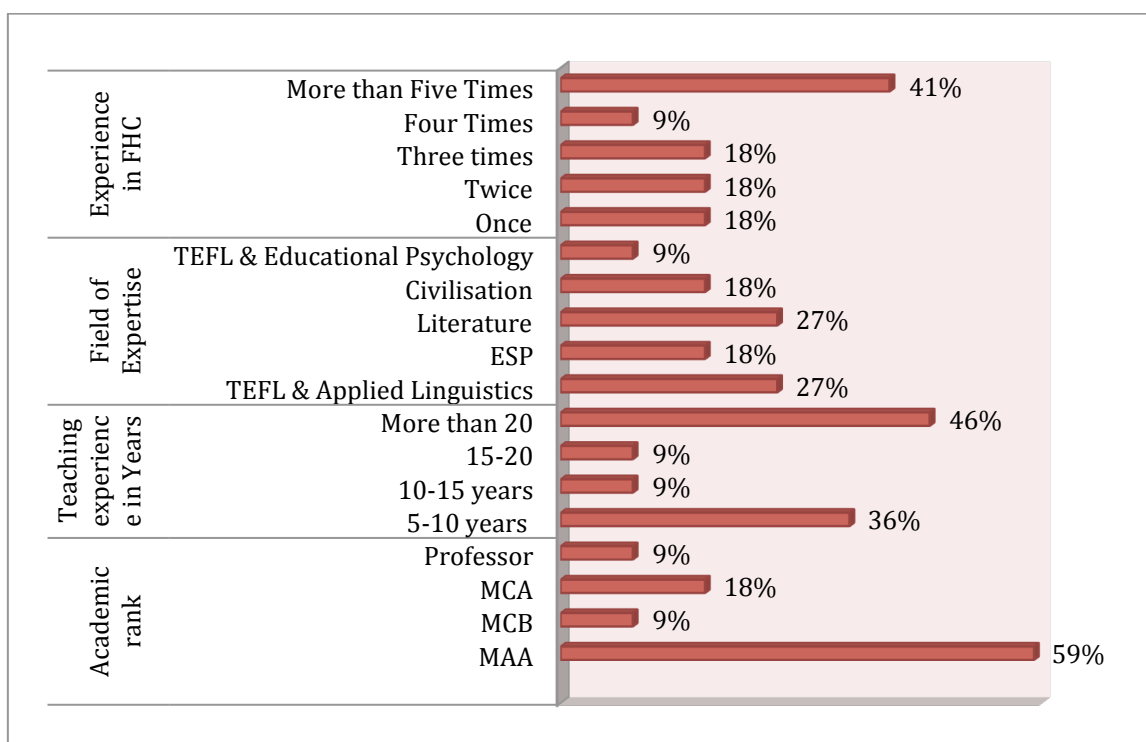


Figure 4. 1 Interviewers' Background Data

1. Analysis of Q5 : Have you served at any position in the administration of the Department or University?
 - Please specify if your answer is (YES)

Table 4.2

Interviewers Service in Office at University

	Frequency	Percentage
<i>Head of the department</i>	6	50%
<i>Vice- head</i>	2	18%
<i>Head of Section</i>	2	18%
<i>Head of Scientific Council</i>	1	9%
<i>Member in the Scientific Committee</i>	1	9%
Total	12	100%

Table 4.2 elicits data obtained from the analysis of Q5 which asked interviewers whether they served at any position in office besides teaching in the department of the English Language and Literature. According to their answers, 50% of them served in the position of the head of the department. 17% said that were vice head (adjoint). The same rate 17% was given for the position of head of the section in the DELL. 8% of them served as a member in the scientific committee of the Department and also 8% for the position of the Head of the scientific council of the faculty of Letters and Foreign Languages. It is noticed that all faculty interviewers had previously served in office which means that they were used with the regulations of the faculty and were knowledgeable as far as a faculty position is concerned. It is apparent that all the faculty hiring members have an

experience in office that enable them to be familiar with the regulations of the institution.

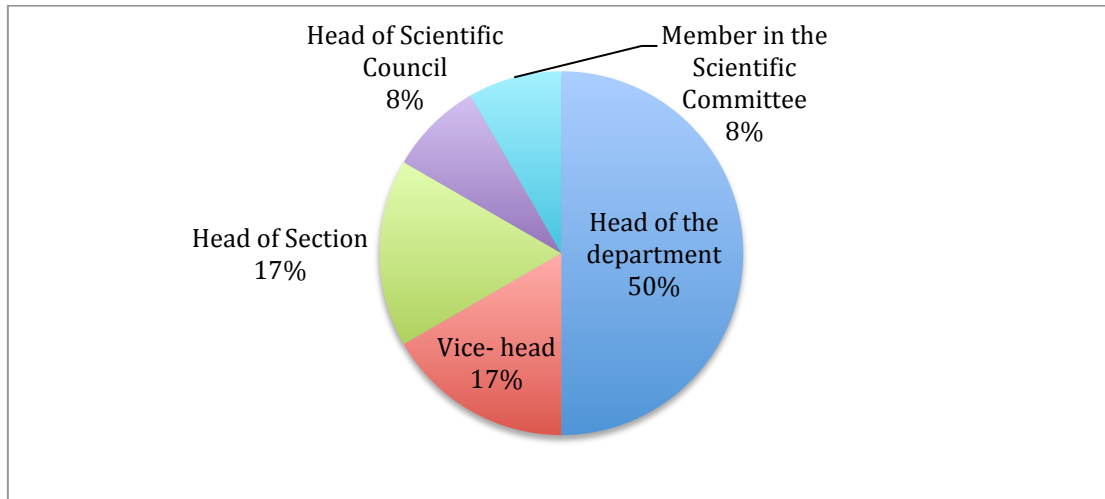


Figure. 4.2 Interviewers' Service in Office at University

Section Two : Content and Evaluation of the Faculty Hiring Interview

- Analysis of Q6, Q7, Q8

Q6 : How is the hiring committee appointed for the interview in your Department?

Q7 : Do you conduct any job analysis for the position requirements before developing the questions of the job interview?

Q8 : Do you think that the rating scale suggested by human resources at your university for evaluating the employment interview is reliable?

Table 4.3

Conducting and Evaluating FHI

	Category	Frequency	Percentage
Q6 : Appointing FHC for the interview	By the dean	12	100%

Q7 : Conducting	YES	4	33%
Job Analysis	NO	5	42%
before FHI	Undecided	3	25%
Q8 :FHC beliefs	YES	2	17%
of Current Rating	NO	7	58%
Scale Reliability	UNDECIDED	3	25%
Total		12	100%

Table 4.3 demonstrates answers of Q6, Q7, Q8, that are related to the way the faculty hiring interview is conducted and evaluated. In Q6, all the interviewers said that the faculty hiring committee was appointed by the Dean. As for interviewers' answers to Q7, where they were asked whether they conduct any job analysis for the requirements before the interview, 42% of them said No while 25% were undecided and 33% said yes. It was noticed that the participants who answered with Yes belonged to the same university. In Q8, interviewers were asked whether the current rating scale suggested by the HR office at university was reliable, 58% answered No and only 17% said yes while the rest 25% were undecided. Actually, Q6, Q7, Q8 are related to the components of the job interview as a selection method and shows that the job analysis that should be conducted before developing the interview is inconsistent and the rating scale is unreliable according to the answers of participants.

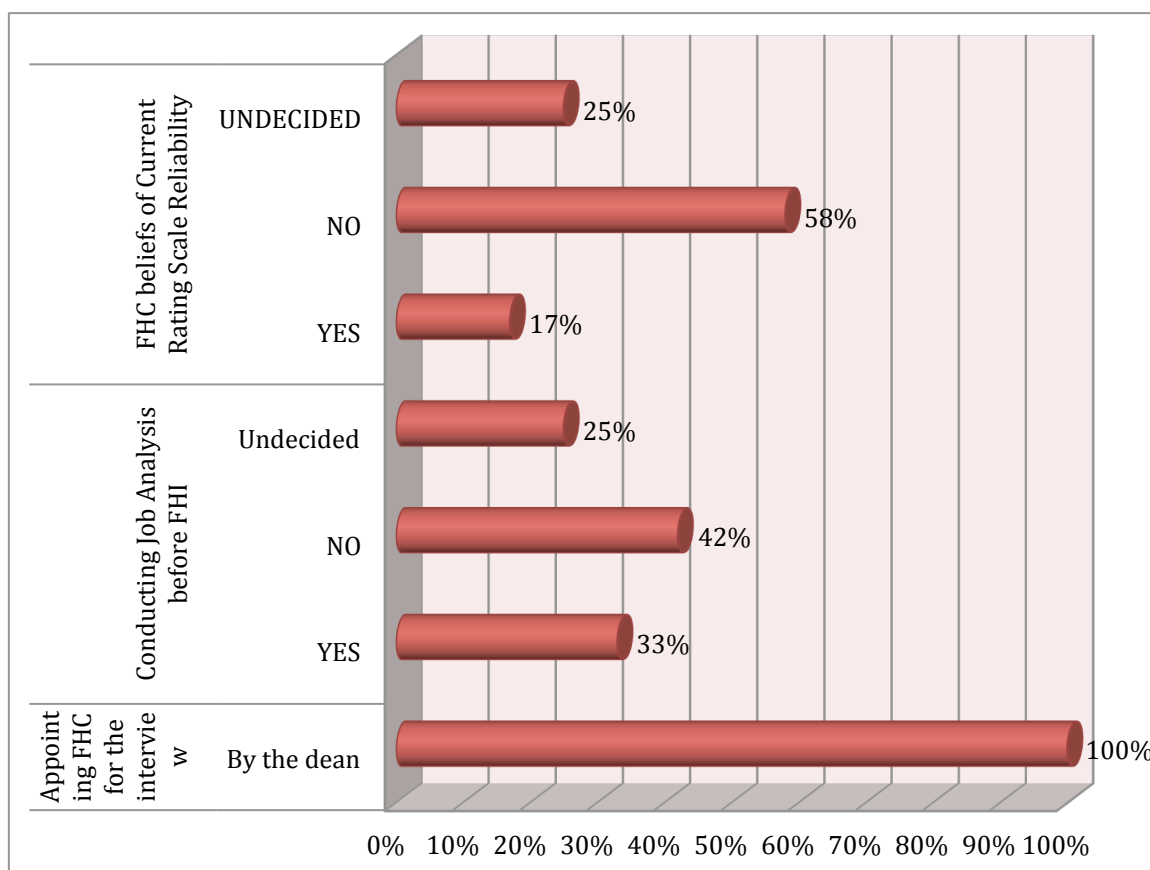


Figure 4.3 Conducting and Evaluating FHI

- Analysis of Q 8.1 : If your answer is (No), please specify the reasons

Table 4.4

Unreliability of Current Rating Scale according to Interviewers

Q 9	Total	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	Total
Item 1	7	57%	29%	14%	0%	0%	100%
Item 2	7	71%	29%	0%	0%	0%	100%
Item 3	7	0%	57%	29%	14%	0%	100%
Item 4	7	14%	86%	0%	0%	0%	100%
Item 5	7	14%	86%	0%	0%	0%	100%
Item 6	7	43%	29%	0%	14%	14%	100%
Item 7	7	14%	86%	0%	0%	0%	100%
Item 8	7	0%	43%	29%	29%	0%	100%
Item 9	7	0%	29%	43%	29%	0%	100%

Table 4.4 displays data obtained from the interviewers' answers to the follow-up of (Q8) concerning their beliefs of the unreliability of the current rating scale suggested by the HR office. Their beliefs were rated according to agreement scale where 57% strongly agreed that the FHI was not based on the analysis of the requirements of an assistant lecturer (MA.B) position.

Second, 79% strongly agreed that the current rating scale was standard to all departments and did not consider the DELL department where interviews were held in English. Third, 57% agreed that the aims of the criteria were not defined. Moreover, 86% agreed that the communication competencies were not determined and the same rate for the non-verbal behaviours that were not determined in the current scale. As for the matching between the duties of an assistant lecturer as stated in the regulations, and the criteria in the scale only 48% agreed with it while the others were either undecided or disagreed. Also 79% agreed that candidates' specific skills were not clearly described. In the last item, which stated that interviewers feedback may be based on the impressions they had on candidates rather than their performance, the majority were undecided 48%, while the rest were equally divided between agreement and disagreement with 29% for each party.

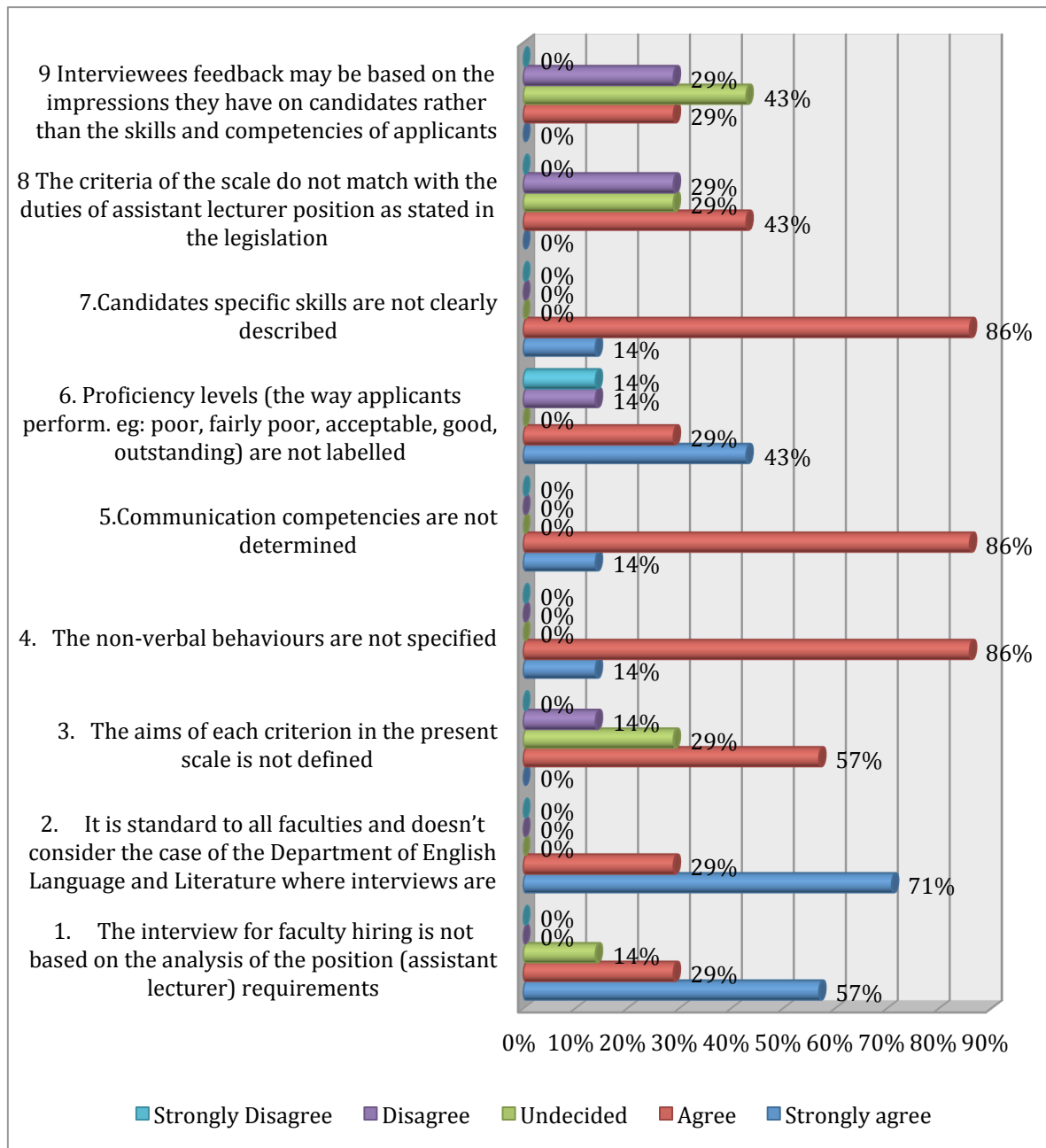


Figure 4.4 Unreliability of Current Rating Scale according to Interviewers

○ Analysis of Q9

Q9 : In you opinion, how should the job interview be constructed for more validity and reliability?

Tale 4.5

Interviewers' Beliefs of FHI Construction

Q9	Total	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
Item 1	12	67%	25%	8%	0%	0%	100%
Item 2	12	50%	50%	0%	0%	0%	100%
Item 3	12	50%	25%	8%	8%	8%	100%
Item 4	12	25%	17%	0%	42%	17%	100%
Item 5	12	42%	42%	0%	8%	8%	100%
Item 6	12	42%	42%	8%	0%	8%	100%
Item 7	12	8%	17%	17%	33%	25%	100%
Item 8	12	25%	50%	17%	8%	0%	100%
Item 9	12	25%	25%	8%	33%	8%	100%
Item 10	11	36%	45%	0%	18%	0%	100%
Item 11	12	33%	58%	8%	0%	0%	100%
Item 12	11	45%	36%	0%	18%	0%	100%
Item 13	12	33%	33%	17%	8%	8%	100%
Item 14	11	36%	45%	9%	0%	9%	100%
Item 15	11	36%	27%	27%	9%	0%	100%
Item 16	12	42%	17%	17%	25%	0%	100%
Item 17	12	17%	42%	0%	33%	8%	100%
Item 18	12	50%	42%	0%	8%	0%	100%

Table 4.5 illustrates interviewers' opinions of how FHI should be constructed in relation to a number of criteria. As for basing the interview on job analysis requirements (in this case the MA.B position requirements), 67% of interviewers strongly agreed followed by 25% who agreed with this initial step in the interview construction. Also equal portions of interviewers with 50% for each one strongly

agreed and agreed with stating aims, target skills and required competencies before developing interview questions.

In addition, 50% of respondents strongly agreed and 25% agreed that proficiency levels of interviewees' answers to each question should be stated (in relation to the rating scale).

For the items 4 and 5, which are related to whether interviewees should be asked the same or different questions, it was found that interviewers held different opinions but the majority strongly agreed that different questions could be asked 42% , and the same rate agreed with that. On the other hand, 42% of them disagreed with asking the same questions to interviewees and 25% strongly agreed with this option. However, some interviewers who disagreed with asking the same questions added that applicants could be asked the same questions but in a different way for more equality. But, in general, interviewers preferred asking different questions

With regards to using a common rating scale in the evaluation of interviews (item 6), 42% of interviewers strongly agreed and 42% agreed with it, while 33% disagreed with not using a common rating scale in addition to that, 25% strongly disagreed. Thus, interviewers favoured using a common rating scale.

In items (8,9), interviewers were asked whether they should agree on acceptable answers to the questions of the FHI (item 8) or not (item9). It was found that interviewers had different opinions: 50% of them agreed, followed by 25% who agreed while the same rate agreed with item (item 8). 25% strongly agreed with not having acceptable answers before the interview. In addition, 33% disagreed with

item (item 9). So, it can be inferred that the majority of interviewers preferred to agree on acceptable answers to facilitate evaluating interviewees' answers.

When interviewers were asked about what type of questions that should be asked whether situational (item 10), behavioural (item 11), or combining both (item 12) their answers were as follows. 36% strongly agreed and 45% agreed with behavioural questions. 33% strongly agreed and 58% agreed with situational questions. While 45% strongly agreed and 36% agreed with asking both types of questions. Though the rates were slightly similar, it is noticed that interviewers opted for situational questions due to the fact that most applicants could be novice and had no previous experience, so it is better to present them with hypothetical situations than to ask them about past behaviours.

When interviewers were asked about using the same time for report building with candidates 33% of them strongly agreed, followed by 33% who agreed and the others stood either undecided 17% or disagreed.

For item (14) which asked whether interviewers should be trained in the interview question beforehand, 33% of them strongly agreed and 45% agreed, while 9% disagreed and the others were undecided.

As for the item 15, which is about taking notes of interviewees answers, 36% of interviewers strongly agreed and 27% agreed. On the other hand, 27% of them were undecided and the rest 9% disagreed.

When interviewers were asked whether interviews should be recorded for further review of details (item 16), 42% of them strongly agreed and 17% agreed. However, 17% were undecided and 25% disagreed.

In item (17), interviewers were asked whether the focus in faculty hiring interviews should be on verbal behaviours of applicants. 17% of them strongly agreed, 42% agreed and 33% were undecided. Only 8% disagreed.

With regard to item (18), interviewers were asked whether Non-verbal behaviours (like dressing, eye-contact – smiling) should be considered in faculty hiring interview. 50% strongly agreed and 42% agreed. Only 8% were undecided.

Analysis of interviewers opinions about FHI construction showed that they had a propensity towards the structured job interview in which questions should be based on the analysis of the job requirements by defining the target aims, skills, and competencies ; using a common rating scale ; agreeing on the expected answers before the interview ; asking the same questions that should be constructed differently. This goes in the same line of reasoning with previous research about the job interview (Macan, 2009; Levashina 2014) which asserted that adding structure to the interview process may enhance the reliability and validity of interviewer evaluations.

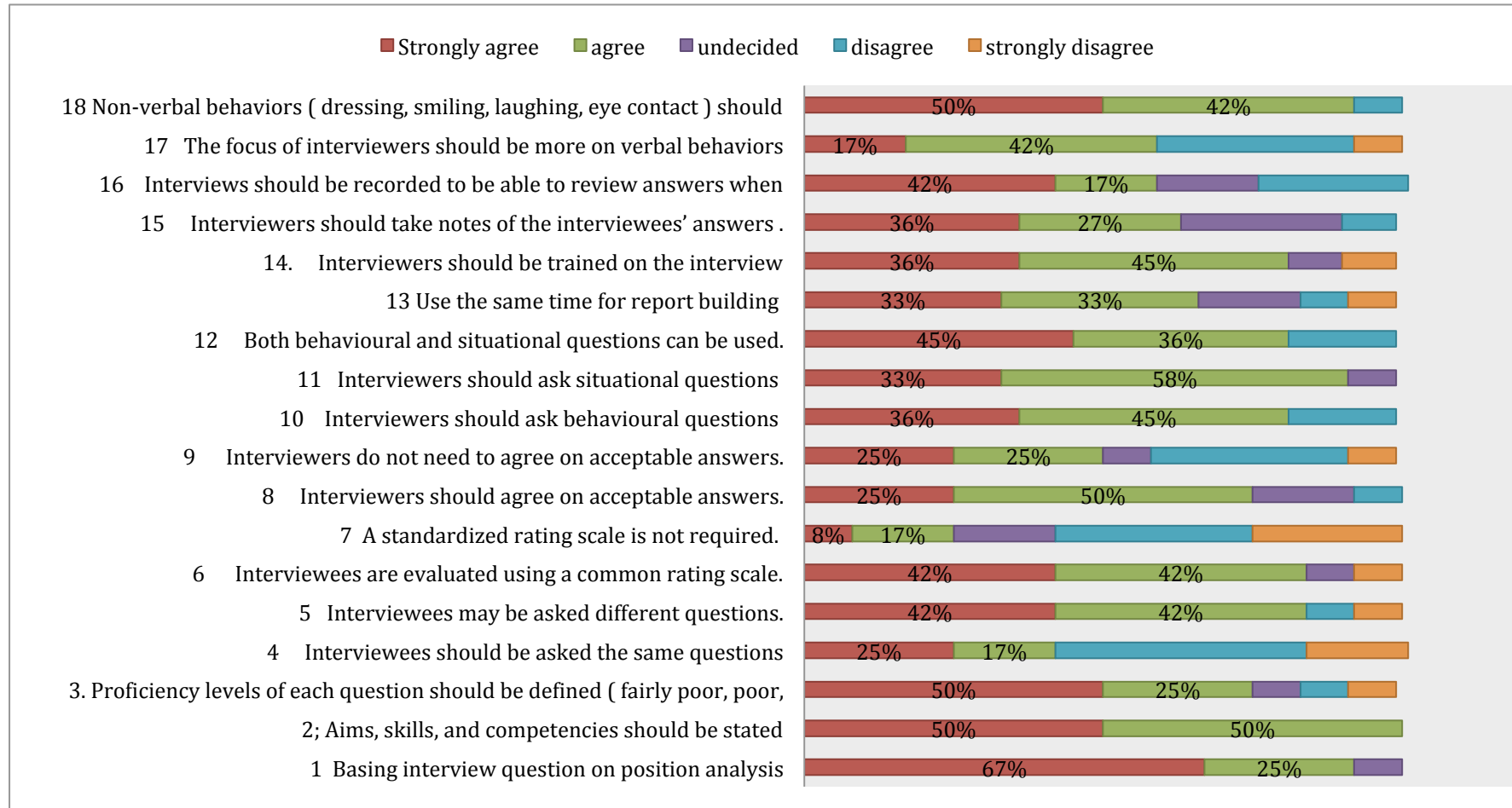


Figure 4. 5 Interviewers' Opinions of How FHI should be Constructed

Section Three: Requirements of an Assistant Lecturer Position:

- Analysis of Q10 : What are the requirements of an Assistant Lecturer Position, in the Department of English Language and Literature? Please tick the suitable answers

Table 4.6

FHC Beliefs of the Requirements of an Assistant Lecturer Position

Q 10	Total	Very important	Important	Undecided	Less important	Not important	Total
Item1	12	92%	0%	8%	0%	0%	100%
Item2	12	67%	17%	8%	8%	0%	100%
Item3	12	83%	17%	0%	0%	0%	100%
Item4	12	58%	33%	8%	0%	0%	100%
Item5	12	58%	25%	0%	17%	0%	100%
Item6	12	92%	8%	0%	0%	0%	100%
Item7	12	50%	33%	8%	8%	0%	100%
Item8	12	50%	25%	17%	0%	8%	100%
Item9	12	58%	42%	0%	0%	0%	100%
Item10	12	75%	25%	0%	0%	0%	100%
Item11	12	67%	25%	0%	8%	0%	100%

In this question (Q10), interviewers were asked to rank the requirements of an assistant lecturer position from very important – important- undecided- less important and not important. In item (1), almost all interviewers 92% said

that it was very important to know the duties and responsibilities of an assistant lecturer, and only 8% of them were undecided.

For item (2), which is about the knowing the internal law of the institution, 67% of interviewers considered it very important, 17% said it was important and 8% were undecided and those who thought it was less important gave the same rate 8%.

With reference to item (3), which is about showing readiness to work under different conditions 83% of them said it was very important and 17% believed it was important.

For expressing enthusiasm and interest in the institution (university) 58% of interviewers considered it very important, 33% said it was important and 8% were undecided.

When interviewers were asked about the importance of applicants' demonstrating flexibility towards the requirements of the institution, 58% thought it was very important and 25% reckoned that it was important.

With regard to interviewers answers of item (7), which is about applicants' fluency and accuracy of speech ,92% said that it was very important and 8% believed that it was important.

In item (8), interviewers regarded knowing new and innovative teaching methods very important with 50%, while 33% of them asserted that it was important and 8% of them were undecided. The rest 8% regarded it less important.

For applicants' potentials in classroom management (item 9), 50% of interviewers believed it was very important; 25% said it was important ; 17% were undecided and 8% thought it was less important.

Moreover, in item (10), that is related to applicants' potentials in problem-solving, 75% of interviewers said it was very important, and 25% of the believed it was important.

In the last item (11), interviewers regarded applicants' potentials in teamwork and collaboration as very important with 67%, the other 25% said that it was important.

Some applicants added that all the presonal, social and professional qualities are very important for such a posotion and also stated that applicants should show psychological readiness for the job of teaching, readiness to cope with unexpected situation; ability to shorten class, make up for others as well; and defining the goal that should be reached.

What can be infered from question 10 is that the major requirements for can be classified under three headings : communication skills namely fluency and accuracy ; awareness of duties and responsiblities of the postion ; and demonstrating readiness and potentials in the task of teaching in general. This is what make interviewing for a faculty position quite different from other job interviews.

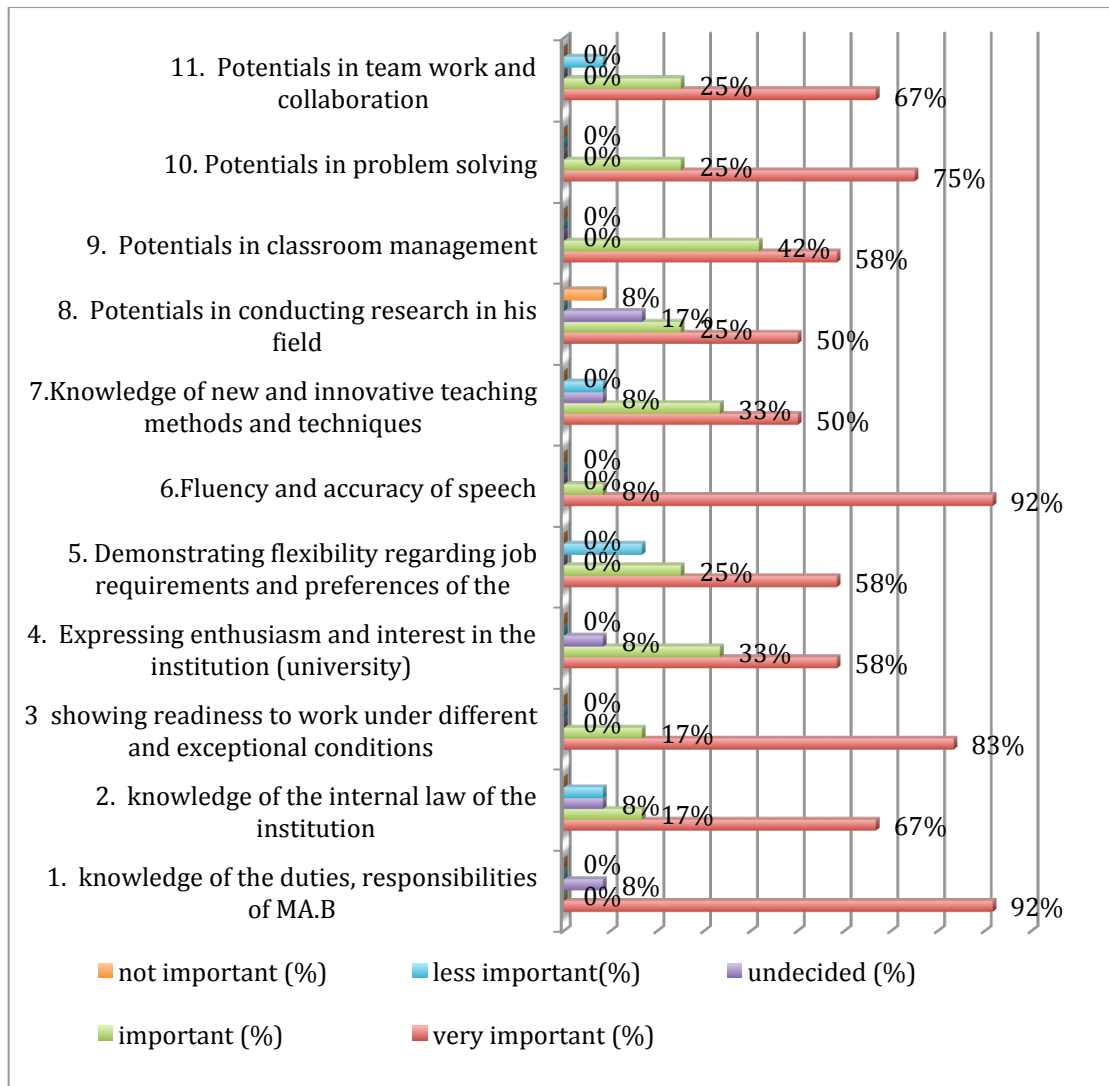


Figure 4.6 FHC Beliefs of the Requirements of an Assistant Lecturer

Section Four : FHC Perceptions' of IM Tactics during Employment Interview

- Analysis of Q11 : In your opinion, which impression management tactics used by candidates during faculty hiring interviews can lead to constructing a positive image? Please tick the suitable answers

Table 4.7

FHC Perceptions' of IM Tactics during Employment Interview

Q11		Total	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
Non-verbal behaviours	1	12	25%	58%	8%	8%	0%	100%
	2	12	25%	58%	0%	17%	0%	100%
	3	12	8%	25%	8%	58%	0%	100%
	4	12	75%	25%	0%	0%	0%	100%
Verbal Behaviours	5	12	25%	33%	17%	25%	0%	100%
	6	12	33%	25%	17%	25%	0%	100%
	7	12	25%	17%	17%	42%	0%	100%
	8	12	50%	25%	17%	8%	0%	100%
	9	12	67%	33%	0%	0%	0%	100%
	10	12	50%	25%	17%	0%	8%	100%
	11	12	58%	42%	0%	0%	0%	100%
	12	12	58%	42%	0%	0%	0%	100%
	13	11	82%	18%	0%	0%	0%	100%
	14	12	83%	17%	0%	0%	0%	100%
	15	12	67%	25%	8%	0%	0%	100%
	16	12	50%	0%	17%	33%	0%	100%

Table 4.7 shows that interviewers had different attitudes towards applicants' verbal and non-verbal behaviours IM tactics during FHI. As for the non-verbal behaviours, in question 11, interviewers were asked to rate the impression management tactics from strongly agree, agree, undecided-disagree –strongly disagree). As for the non-verbal behaviours, 58% of interviewers agreed with IM tactics (1,2) related to applicants' smiles, eye contact and dressing chic (others added dressing properly); and 25% of them agreed strongly. Which means that the majority had a positive attitude towards those tactics. On the other hand, 58% of them disagreed with the tactic of shaking hands firmly and confidently. This is may be due to some social and cultural backgrounds. Moreover, the majority strongly agreed with applicant's arrival just on time for the interview.

For the verbal behaviours, in the second part of table 4.17, applicants' compliments to interviewers, praise, love and respect to university (items 5, 6,7) are grouped under ingratiation in IM tactics. For these tactics, attitudes of interviewers ranked around 25% to 33% for 'strongly agree' option and 17% to 33% for 'agree' option, while 17% of interviewers were undecided. For the interviewers who had negative attitudes about ingratiation tactics their rate of disagreement was around 25% to 42%.

Moreover, all interviewers had positive attitude of applicant tactic (9) to make interviewers' aware of one's experience and expertise where 67% strongly agreed, and 33% agreed. In addition, 50% of interviewers strongly agreed and 25% agreed with tactic (10), which is about making interviewers

aware of one's accomplishment. In tactics (11, 12) the majority of interviewers 58% strongly agreed and 42% agreed with applicant showing enthusiasm, knowledge and expertise to the position.

For items (13, 14) related to applicant showing fit for the position, and being successful in the job, it was found that all interviewers showed agreement with 82% who strongly agreed and 17% who agreed. Also, in tactic (15) that is about the applicant describing himself as hard working, and self-confident, 67% of interviewers strongly agreed and 25% agreed.

The last tactic (16) which is about applicant providing justification or apologies for negative experiences or failures, 50% strongly agreed with this tactic, 17% were undecided and 33% disagreed. This last belongs to defensive tactics which is partly appreciated by interviewers in this case.

It can be inferred that interviewers had positive attitudes to IM tactics related to self-promotion (items 8, 9, 10, 11, 12, 13,14 ,15). This goes in the same line of reasoning with previous studies that showed substantial evidence that self- promotion, is positively related to interview scores (Barrick et al., 2009)

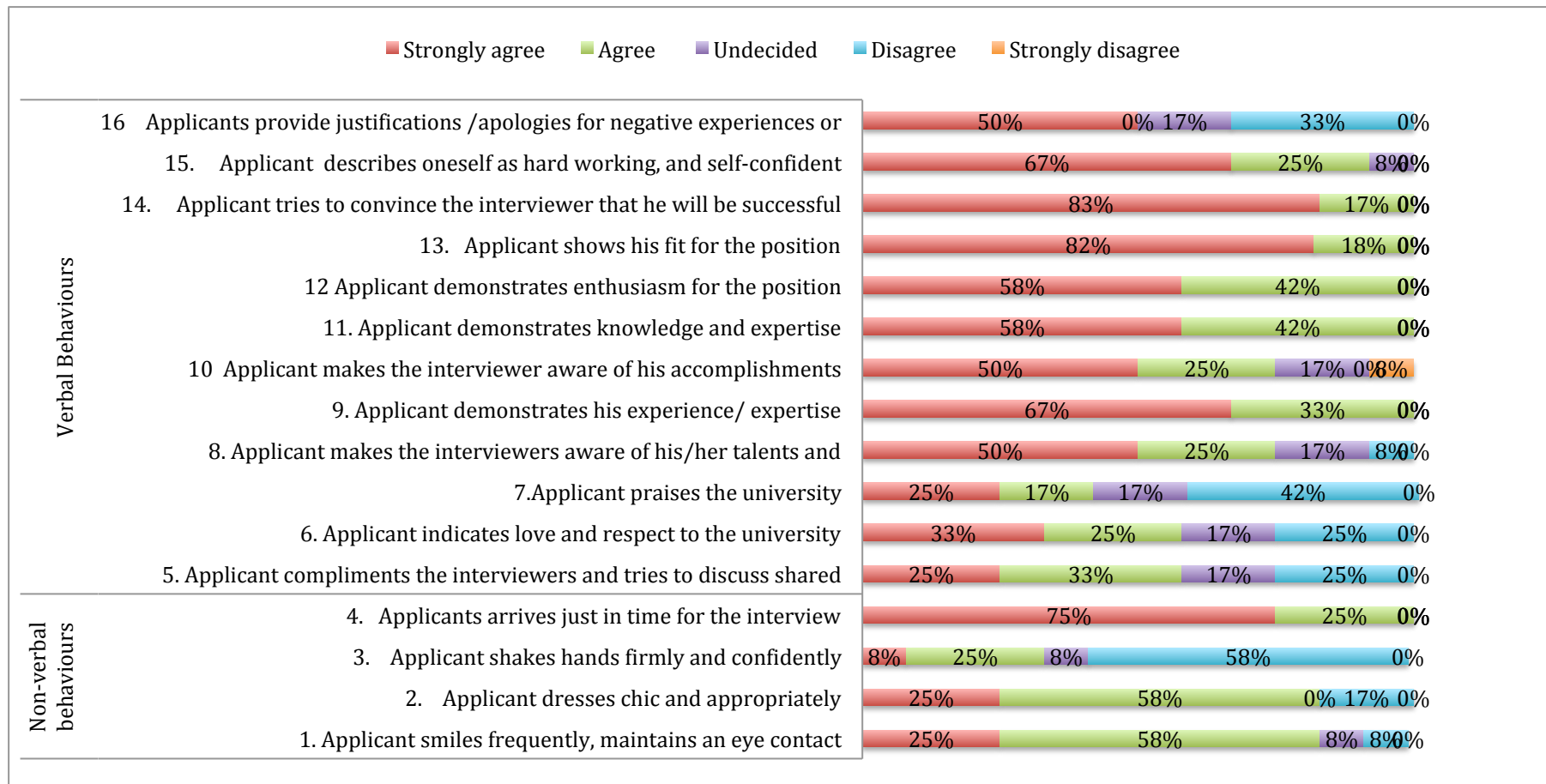


Figure 4.7 FHC Perceptions' of IM Tactics during Employment Interview

Section Five: Successful Communicative Strategies in Faculty Hiring

Interviews

- Analysis of Q12 : In your opinion, what are the successful communicative strategies that the applicant should use to get a positive feedback, during the faculty-hiring interview ?

Table 4.8

FHC Beliefs of Successful Communicative Strategies During Employment Interviews

Q 12	Total	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
Item 1	12	25%	58%	0%	17%	0%	100%
Item 2	12	75%	17%	8%	0%	0%	100%
Item 3	12	42%	50%	0%	8%	0%	100%
Item 4	12	42%	50%	8%	0%	0%	100%
Item 5	12	33%	33%	17%	17%	0%	100%
Item 6	11	9%	45%	18%	27%	0%	100%
Item 7	11	18%	45%	18%	18%	0%	100%
Item 8	12	25%	50%	17%	8%	0%	100%
Item 9	11	36%	27%	18%	18%	0%	100%
Item 10	12	8%	17%	17%	58%	0%	100%
Item 11	12	25%	50%	25%	0%	0%	100%
Item 12	11	9%	9%	27%	45%	9%	100%
Item 13	11	18%	36%	27%	18%	0%	100%

In Q 12, interviewers were asked to rate applicants' successful communication strategies, gained from the literature and the related studies, that are used in the faculty hiring interview to gain a positive feedback. Accordingly, 25% strongly agreed and 58 % agreed with volubility and informativeness of applicants in item (1).

Specificity was also recommended with 75% for strongly agree option, and 17 % agree option.

The strategies of positive self-presentation (self-promotion), and using elaborated and personalised answers gained the same rate of agreement with 50% for each strategy in addition to 42% for strongly agree for both items.

Also, interviewers believed that a longer interaction time with short self-interruption could be a successful strategy with a rate of 33% for strongly agreed, and 33% for agree.

For using long turns, more moves and steps, interviewers held different attitudes. Some of them regarded this strategy as successful 45% chose agree, and the others saw it unsuccessful 45% which means that the length of turns depends on what applicants try to convey.

Moreover, pragmatic strategies like establishing rapport and solidarity with interlocutors were also regarded as successful with 50% who opted for agree and 25% chose strongly agree.

With regards to applicant's ability to sell oneself, 36% of interviewers strongly agreed and 27% agreed, while the rest were undecided 17% or disagreed 17%.

For other language strategies like using a high number of lengthening and repetition strategies, they were regarded as unsuccessful ones with 58% of interviewers disagreed and the same thing for using many back-channels 49% disagreed and 9% strongly disagreed.

Last but not least, using downgrading marks, clarification requests and narrative strategies were also grouped among successful strategies by interviewers with a rate of 36% for agree and 18% for strongly agree while rest were undecided 26%.

The attitudes of interviewers in faculty hiring interview went in the same line with most previous related studies in which candidates should be voluble in providing necessary and specific information, with more accuracy and fluency in their speech, with less backchannels and hesitation marks eg :(Lipovsky, 2006 ; Kerkes , 2007 ; Lin et al ,2012 ; Choi 2014)

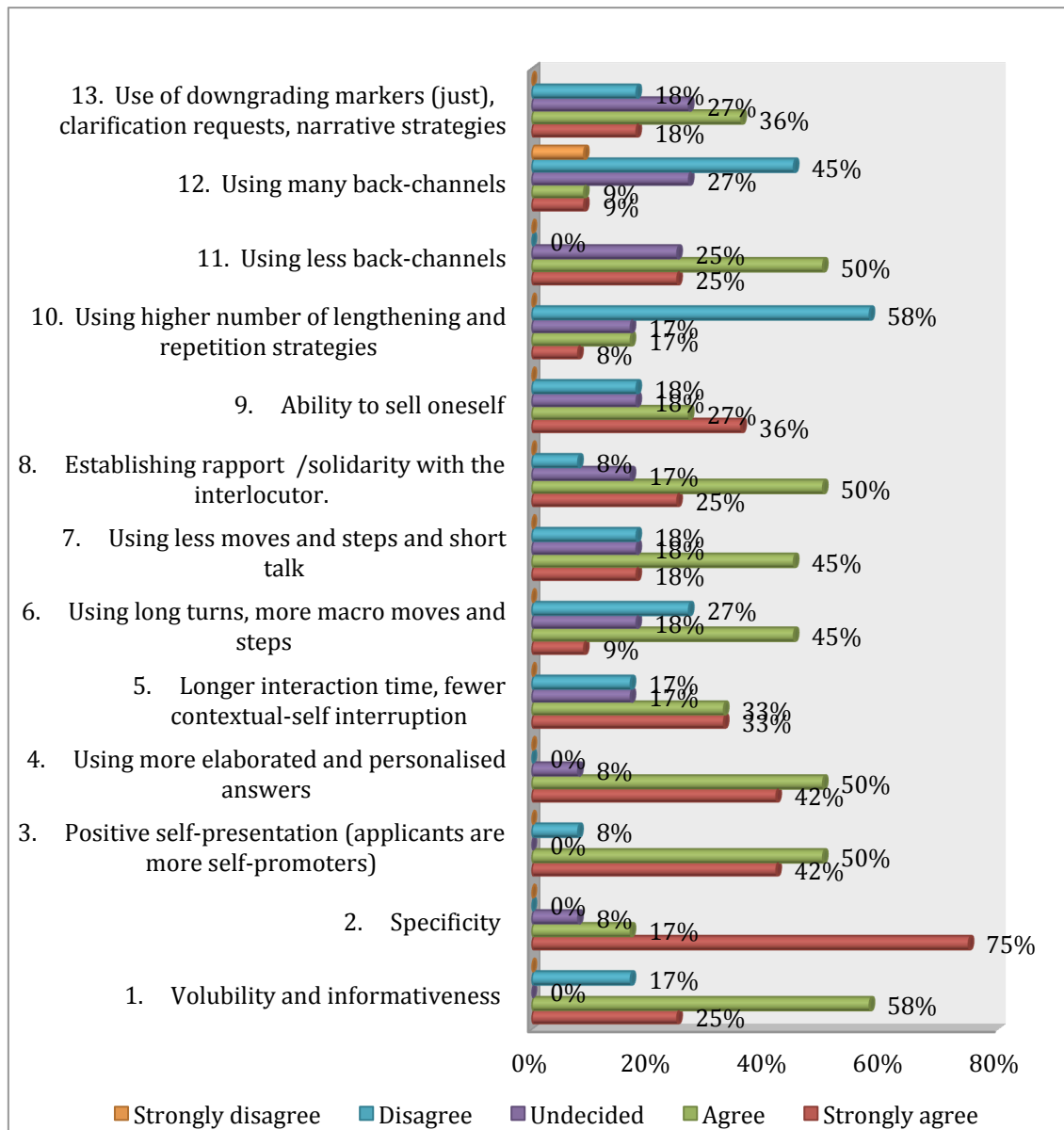


Figure 4. 8 FHC Beliefs of Successful Communicative Strategies During Employment Interviews.

- Analysis of Q13 : Which phase (or move) in the faculty hiring interview plays a more important role in the performance of the applicant?

Table 4.9

Interviewers Opinions about FHI Most Important Phase

Q 13	Total	Very important	important	Undecided	less important	Not important	Total
1	12	75%	8%	8%	8%	0%	100%
2	11	36%	64%	0%	0%	0%	100%
3	11	55%	45%	0%	0%	0%	100%
4	11	64%	18%	0%	18%	0%	100%
5	11	64%	27%	9%	0%	0%	100%
6	11	55%	27%	0%	18%	0%	100%

In Q 13, interviewers were asked to rate the importance of FHI phases (very important-important- undecided- less important – not important). According to their answers, all phases of the were important but the most important one is the introduction when applicants present themselves 75% (very important). For the phase of negotiating past-related experience, it was considered very important by 36%, and important by 64%. With regard to the phase of talking about research field in Magister or Ph.D, it was regarded very important by 55% of respondents and important 45%. The phase of presenting future plans, it was considered very important by 64% and important by 18%. For the phase of discussing technical knowledge of the position like duties, responsibilities an the so related themes, 64% of interviewers regarded it very important and 27% as important. For the concluding phase, 55% of respondents

believed it was very important and 27% as important, only 18 said it was less important.

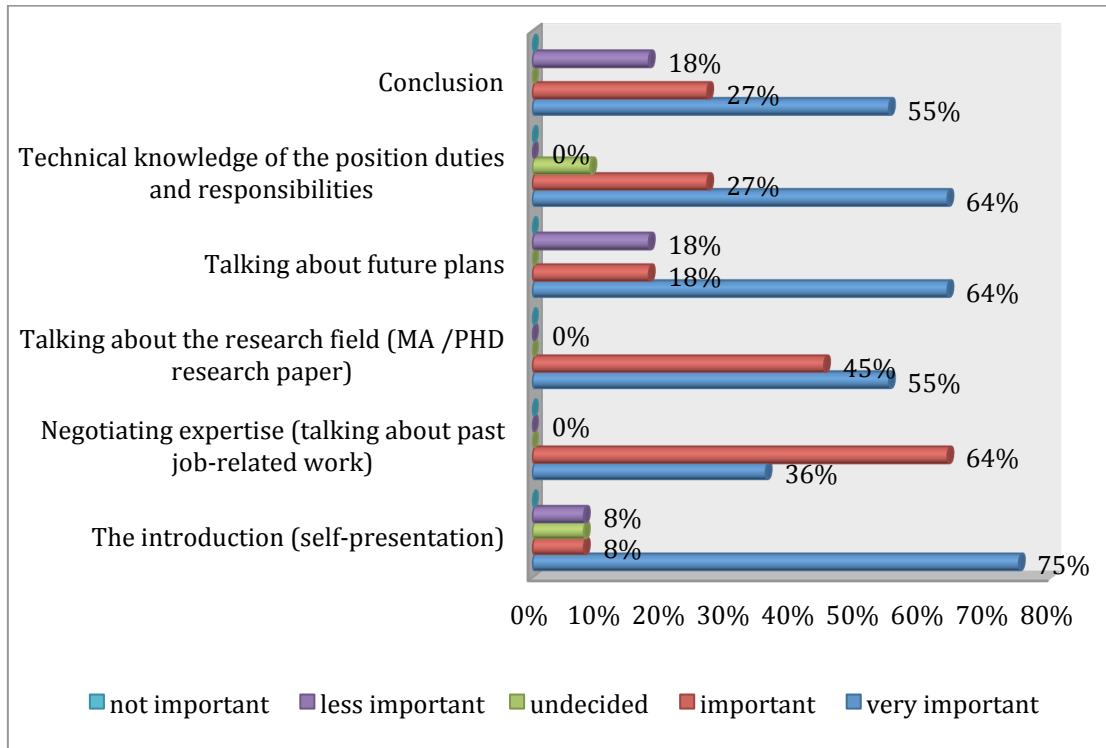


Figure 4.9 Interviewers Opinions of FHI Most Important Phase

Section Six: Further Suggestions

a) FHC Opinions of Reconsidering the Role of the Employment Interview

When interviewers were asked whether the employment interview (FHI) should be given more weight in the hiring process (especially in terms of the score) in (Q14) they all answered with ‘Yes’ and some of them asserted that it should be “more than the CV itself”. They believed that “The interview, being the only direct, objective way of evaluating the applicant, it should reach a total of at least 80% of the final score in the hiring process”. Some of them stressed the “reliability” of the interview as a major condition. Others stated that, besides reconsidering the role of the interview in the hiring process, it is

important to take into account some preferences like the geographical background of candidates that should be close to university so that they could do their duties easily like “attending meetings” and “the possibility to fill in any gap left by medical leaves or other serious conditions”.

b) FHC Suggestions for Employment Interview Validity and Reliability

When interviewers were asked about possible suggestions (Q15) to make the hiring interviews for an assistant lecturer position more valid and reliable especially in the case of applicants who have similar CVs in terms of qualifications and experience (like novice Ph.D. post-graduates), their answers and elaborations yielded the a number of themes. For them, it is crucial that faculties :

- develop a checklist which could be associated with conducting a search committee before the interview to agree on criteria for selection,
- improve selection by asking problem-based questions,
- auditing applicants in a teaching demonstration (basing the interview questions on applicants’ conference in the presence of students and FHC),
- appoint subject matter experts in the interview panel by the head of the department not the Dean of the faculty,
- appoint interviewers who should be specialised both in their subjects and the interviewing process as well,
- apply international norms to hire qualified applicants,
- focus on applicant’s readiness to be successful,

- set a training period for interviewers to practise interview questions,
- considering applicant's age, marital status, date of thesis defense in the evaluation,
- involve different educational stakeholders eg : (sociologist, psychologist, specialised in legislation, in language etc) in the panel of interviewers,
- make interview short in duration and focused,
- ask the same questions but formulated differently,
- focus on whether the applicant will be a successful teacher,
- recommend over letters of references
- focus on competence and proficiency

C) FHC Opinions of Recommended Communicative Strategies for EFL Doctoral Students' Training

When interviewers were asked about the communicative strategies that they would suggest for EFL doctoral students' training, the following themes appeared in their answers as summarised below:

- ***Communicative competence*** : doctoral students should be trained in both verbal and non-verbal communicative competence as suggested by the competency based approach with special focus on the speaking skill.
- ***Politeness strategies*** : applicants should be trained also to behave properly and avoid being superfluous '
- ***A sense of responsibility*** is highly needed to be shown
- ***Interactional skills*** : Informativeness, preciseness, establishing rapport with interlocutors

- ***Negotiation skills*** : Communicative strategies referring to the management of speech functions and mechanisms used by the speaker to achieve certain goal
- ***Punctuality and self-confidence***: doctoral students should train themselves how to - come in time - combat their stage fear - convince their opponents.

4.2 HR Document Analysis

This section displays qualitative analyses of data obtained from Human Resources and official documents analysis that are related to the faculty hiring interview and the requirements of an assistant lecturer position. For that purpose, three documents are scrutinised : a) legislations describing the faculty hiring interview in relation to the hiring process, the current anchored rating scale, the requirements of an assistant lecturer position. The aim of this section is to answer research question Number RQ3

RQ3: What are the evaluation criteria and the requirements of an assistant lecturer position according to HR documents?

4.3.1 Faculty Hiring Interview in Relation to the Hiring Process

Table 4. 10

Hiring Criteria for an Assistant Lecturer Position

<i>Criteria</i>	<i>Detailed Description of Score</i>			<i>Total Score</i>	
				20/20	100%
1. Suitability of applicant's field of speciality with the requirements of the position	○ <i>Matching between applicant's speciality and the position's requirements</i>	<i>Level 1</i> <i>Level 2</i> <i>Level 3</i> <i>Level 4</i>	2 1.5 1 0.5	5/5	25%
	○ <i>Remark of of the Degree</i>	<i>Very good / very honorable</i>	3		
	○	<i>Good / honorable</i>	2		
2. Training that completes the required certificate in the same speciality	○ <i>First enrollment in Ph.D</i>		2	5/5	25%
	○ <i>Second enrollment in Ph.D</i>		3		
	○ <i>Third enrollment in Ph.D</i>		5		
3. Applicant 's Publication and Participation in Conferences	○ <i>International</i>		0.5- 2	2/2	10%
	○ <i>National</i>		0.25-2		
4. Applicant's Relevant Work Experience	○ <i>Part-time teaching after getting the required degree</i>		0.25-2	4/4	20%
	○ <i>Part-time teaching before getting the required degree</i>		0.5-2		
5. Employment Interview	○ <i>Applicant ability to analyse and Summarise</i>		1	4/4	20%
	○ <i>Fluency and Accuracy of speech</i>		1		
	○ <i>Ability to communicate</i>		1		
	○ <i>Special Scientific Skills</i>		1		

Source : Circular N°7 dated on 28 April 2011 relating to selection criteria for the competition on the basis of qualifications for recruitment to grades in Civil Service (page 2-3)

Table 4.10 is compiled by the researcher based on HR documents (Circular N°7, 2011 :p 2-3). It describes the selection criteria related to the hiring process for an assistant lecturer position with the corresponding score for each criterion. It shows that there are five major axes in the selection process in which the employment interview represents 20% of the total score. The Suitability of applicant's field of speciality with the requirements of the position represents 25% and the same rate for applicant's training that completes the required certificate in the same speciality (in this case Ph.D. for candidates who have Magister degree). Applicant 's publication and participation in conferences are estimated with 10% of the total score, and relevant work experience, mainly as part-time teachers at university, rates 20% out of the total score.

The employment interview, which is the major focus of the current study, is further divided into four criteria in which the total score is equally distributed with one mark for each criterion as follows : *Applicant ability to analyse and Summarise (1pt), Fluency and Accuracy of speech (1pt), Ability to communicate(1pt), and Special Scientific Skills (1pt),*

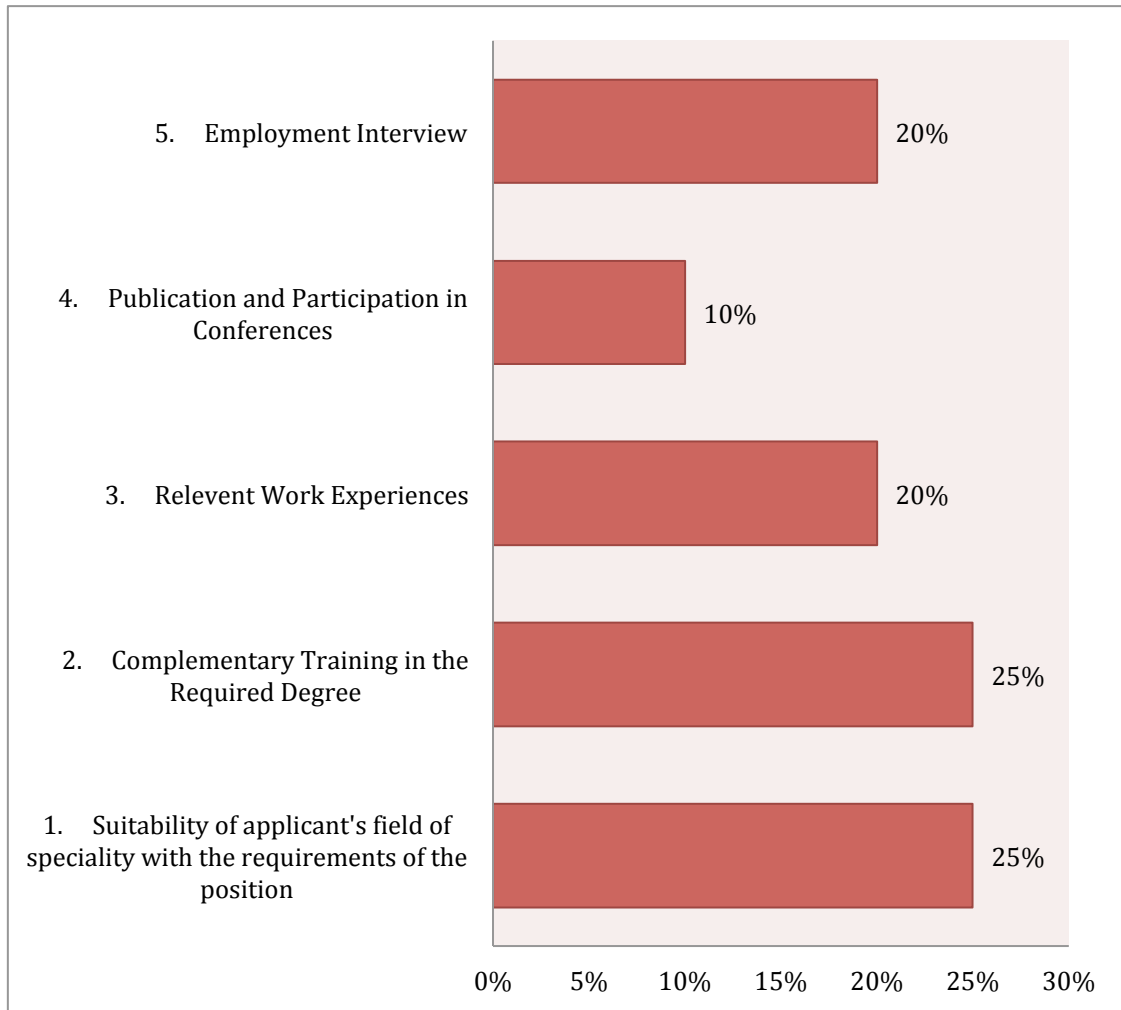


Figure 4.10 Hiring Criteria for an Assistant Lecturer Position

4.2.2 Duties and Responsibilities of an Assistant Lecturer

The process of conducting job analysis for the requirements of an assistant lecturer requires determining skills and competencies matching to the duties and responsibilities on which job interview questions should be based to see the suitability of applicants to the position.

Table 4.11

Duties and Responsibilities of an Assistant Lecturer

Duties and Responsibilities	Themes
1) Assisting in teaching and tutorials	<i>Teaching tasks</i>
2) Correcting exam papers	
3) Participating in the deliberations of exams	
4) coordinating with the pedagogic committee	<i>Collaboation</i>
5) Receiving students for 3 hours per week to advice and guide them	<i>Tuorial and counselling</i>

Source : Official Journal or Official Gazette No. 23 dated on 04 May 2008 page 22

Table 4.11 shows that the duties of an assistant lecturer are related to teaching tasks in general. However, some themes appeared in parallels like collaboration and counseling. Some researchers think that conducting a job analysis for the requirement of the position is not always necessary, however, basing interview questions on predefined skills would improve its reliability and validity.

It is worthnoting that the above mentioned documents are the only official texts that describe the hiring process in general and the interview in particular. No further regulations to the interview process were available.

4.3 Discussion of the Exploratory Stage Findings

This section discusses important findings with regard to the research questions that are raised in relation to each research tool.

4.3.1 FHC's Survey

The aim of this survey is to investigate the FHCs' beliefs and practices of the hiring interview with reference to the following research questions :

RQ1:What are the requirements for an assistant lecturer position according to FHCs?

1.1 How do FHCs perceive the positive impression management tactics used by applicants?

1.2 What make applicants' communication strategies successful or unsuccessful according to FHC?

1.3 What suggestions could be made to improve the FHI validity and reliability?

Major findings are summarized below :

- a) ***Requirements of the position*** : can be listed in terms of candidate's
- communication skills namely fluency and accuracy ;
 - awareness of duties and responsibilities of the position ;
 - potentials in coordination and team work ;
 - potentials in problem-solving and classroom management;
 - and demonstrating readiness and potentials in the task of teaching in general. (Q11)

- b) ***Positive IM tactics*** : self-promotional tactics can be positively related to interview scores and can contribute in managing a positive image of applicants (in Q11, interviewers had positive attitudes towards tactics related to self-promotion in items 8, 9, 10, 11, 12, 13,14 ,15 of the Likert scale).
- c) ***Successful communication strategies*** : according to FHC, in order for applicants to be successful in their communication during faculty hiring interview they need to show :
- volubility or informativeness (25% strongly agreed and 58 % agreed with volubility and informativeness of applicants in item, Q12),
 - specificity in providing information (75% strongly agree, Q12),
 - elaborated and personalised answers (50% agree, 42% strongly agree),
 - less backchannels and hesitation marks (50% agree, 25% strongly agree).
 - ***FHC suggestions to improve the FHI validity and reliability:***

Analysis of interviewers opinions of FHI construction and evaluation to improve validity and reliability revealed

- Their tendency to use the structured job interview in which questions should be based on the analysis of the job requirements by defining the target aims, skills, and competencies ; using a common rating scale ; agreeing on the expected answers before

the interview ; asking the same questions that should be constructed differently. (Q9).

- The need to reconsider the score and role of the job interview in the faculty hiring process (Q14).
- Making interview short in duration and target specific skills or competencies,
- recording interviews to review them when need be,
- asking problem-based questions in the interview,
- basing the interview questions on a demonstration lesson presented by the applicant in the presence of students and FHC),
- appointing subject matter experts in the interview panel,
- involving different educational stakeholders in the interview, and
- providing a training for the interviewers before the FHI (15).

4.3.2 Document Analysis

Analysis of the three HR documents in terms of the position requirements and criteria of selection can be summarized in table 4.12

Table 4.12

Comparing Position Description with Selection Criteria for FHI

<i>Duties and Tasks of MA.B</i>	<i>Criteria of Interview Selection</i>	<i>Criteria of the ARS of HR office</i>
-teaching tasks, -collaboration, tuorial and -counselling and advising.	-applicant ability to analyse and summarise, -fluency and accuracy of speech, -ability to communicate, and -special scientific skills	-Non-verbal behaviour (look), -communication skills, -fluency and accuracy of speech and -special skills.
Source : (Official Gazette N 23, 2008 : page 22)	(Circular N°7, 2011)	(HR office- Setif 2 : 2018)

Table 4.12 shows that the requirements of an assistant lecturer position described in the official journal (Official Gazette N 23, 2008 : page 22) are divided into teaching tasks besides collaboration with other teaching staff, and counselling or advising students (supervising undergraduates' dissertations). As for the criteria of selection described in Circular (N°7, 2011), they are listed in terms of applicant's ability to summarise and analyse, fluency and accuracy of speech, communication skills and special skills. For the anchored rating scale, obtained from HR office (2018), it shows that the criteria of evaluation are represented in the applicant's look and non-verbal behaviours besides

communication skills, fluency and accuracy of speech in addition to special skills.

In the descriptive analysis, based on the requirements of the position, identified in the survey with FCH & the criteria of selection gained from the study of HR documents related to FHI, four recurrent interview moves will be selected to evaluate applicants' performance namely: self-introduction, research presentation, negotiating position related tasks (teaching, counselling) and future plans to analyse applicants linguistic choices to manage a positive image and get positive feedback from their interviews.

Table 4.13 will be used to summarise the interaction between interviewers and applicants with reference to the questions posed by FHC, and the interview moves and turns numbers.

Table 4.13

A Conceptual Framework for FHI Analysis

Discursive Approach plus requirements of the an assistant lecturer position			
Interview Move/ phase	Interviewers' Questions	Answers' Turns	Successful / Unsuccessful
<i>1. Introducing oneself</i>	The questions asked by the interviewers in each phase	Corresponding interviewees' answers turns numbers	Analysis of applicants' answers based on the conceptual framework and streaming them into passing or failing
<i>2. Research Presentation</i>			
<i>3. Negotiation of expertise and related position tasks</i>			
<i>4. Future Plans</i>			

Conclusion

This chapter embarked on the task of analysing and discussing data obtained from the exploratory stage of research in which three research tools were analysed : the survey with applicants, the survey with the faculty hiring committee and official documents analysis. Both methods of analysis qualitative and quantitative were employed to present data. A conceptual framework was developed drawing on the corresponding theories and research findings to be used in the analysis of the descriptive stage in which a micro-level of discourse analysis is applied on the corpus of the study.

CHAPTER FIVE:

DATA ANALYSIS Of THE DESCRIPTIVE PHASE

Introduction	153
5.1 DESCRIPTIVE DATA ANALYSES	153
5.1.1 DISCOURSE ANALYSIS OF PASSING CANDIDATES' FHI EXTRACTS	154
<i>Extracts of the FH Interview with candidate [P1-univ1-W]</i>	<i>154</i>
<i>Extracts of the FH Interview with Candidate [P2-univ1-M]</i>	<i>157</i>
<i>Extracts of the FH Interview with Candidate [P3-univ1-W]</i>	<i>161</i>
<i>Extracts of the FH Interview with Candidate [P4-univ1-W]</i>	<i>166</i>
<i>Extracts of the FH Interview with Candidate [P5-univ1-M]</i>	<i>169</i>
<i>Extracts of the FH Interview with Candidate [P6-univ2-M]</i>	<i>173</i>
<i>Extracts of the FH Interview with Candidate [P7-univ2-M]</i>	<i>178</i>
<i>Extracts of the FH Interview with Candidate [P8-univ2-M]</i>	<i>183</i>
<i>Extracts of the FH Interview with Candidate [P9-univ2-M]</i>	<i>187</i>
<i>Extracts of the FH Interview with Candidate [P10-univ2-W]</i>	<i>192</i>
5.1.2 DISCOURSE ANALYSIS OF FAILING CANDIDATES FHI EXTRACTS	197
<i>Extracts of the FH Interview with Candidate [F1-univ1-M]</i>	<i>197</i>
<i>Extracts of the FH Interview with Candidate [F2-Univ1-M]</i>	<i>200</i>
<i>Extracts of the FH Interview with Candidate [F3-univ1-W]</i>	<i>204</i>
<i>Extracts of the FH Interview with candidate [F4-univ1-W]</i>	<i>209</i>
<i>Extracts of the FH Interview with Candidate [F5- univ1-M]</i>	<i>211</i>
<i>Extracts of the FH Interview with Candidate [F6-univ2-M]</i>	<i>215</i>

<i>Extracts of the FH Interview with candidate [F7-univ2-W]</i>	218
<i>Extracts of the FH Interview with candidate [F8-univ2-W]</i>	222
<i>Extracts of the FH Interview with candidate [F9-univ2-W]</i>	226
<i>Extracts of the FH Interview with candidate [F10-univ2-M]</i>	231
Conclusion	234

CHAPTER FIVE:

DATA ANALYSIS Of THE DESCRIPTIVE PHASE

Introduction

In the foregoing chapter, data obtained from the exploratory phase were comprehensively analysed and discussed in light of the respective the two research questions and sub questions to present the requirements of an assistant lecturer position. This chapter displays descriptive data obtained from the microanalyses of the FHI extracts using a discursive approach (drawing on the SFL model, Appraisal, Cooperative principles, Politeness, and Impression Management). Both successful and unsuccessful candidates' strategies are presented, within four convenient interview phases: Introducing oneself, research presentation, negotiation of expertise and related position tasks, and future plans. Eventually, descriptive data are discussed with respect to the last research question.

5.1 Descriptive Data Analyses

In the first section of this chapter, descriptive data is divided into two categories: Passing and failing candidates. At first, data obtained from successful candidates is presented and interpreted based on the discursive approach and the requirements of the position. Interaction between interviewers and interviewees is reported with reference to the turn's number in each phase of the convenient extracts, and demonstrated in tables.

5.1.1 Discourse Analysis of Passing Candidates' FHI Extracts

Table 5.1:

Extracts of the FH Interview with candidate [P1-univ1-W]

Interview Move/ phase	Interviewers' Questions	Turns
<i>*Self-introduction</i>	○ What is your name? ○ Where are you from?	(1- 4)
<i>*Research Presentation</i>	○ You are specialized in Business English. Tell me what was your research paper about?	(5- 6)
<i>*Negotiation of expertise and position- related tasks</i>	○ Why did you select this university to apply for this position?	(7-10)
	○ Have you ever taught before?	(11-18)
	○ What is your approach to teaching?	(19-24)
	○ How do you establish the relationship between authority and discipline as a teacher?	(25-30)
<i>*Future Plans</i>	○ What do you like the most or what do you dislike the most in teaching?	(31-34)
	○ What are your plans for the future as far as research is concerned of course?	

Major interview phases with candidate [P1-univ1-W] can be divided into four as shown in table 6.1 above. In the first move, that is self-introduction, the candidate is asked directly about her name and where she was from. The questions were closed, and the candidate answered precisely and shortly.

For the second move or phase of the interview, the candidate is asked about her research paper. In her presentation, she has specified the field in which she carried her research, “it was about marketing”. Then, the case study of her research with the precise period and place, “I worked with marketing students at [univ-

name1] um during the academic year 2013-2014”. The candidate mentioned the major achievement in her research which is creating a lesson plan based on needs analysis by involving both parties: teachers and students in addition to the research tools, “I used questionnaires and interviews”. In a word, in her research presentation, the candidate summarized her work using the aim, the tools, the case study that consists of the major elements of conducting research.

The third phase of the interview consists of questions related to the tasks of teaching and previous experience. Initially, the candidate was asked about the reason behind applying for that university. She has tried to establish a sense of belongingness by saying “simply because it is my home”. She elaborated on her answer further by stating her relevant teaching experience as a part-time teacher assisting one lecturer from the same faculty, “under the supervision of [Mr name1]”. Moreover, the candidate was asked about her approach to teaching. Drawing on her field of speciality “ESP” and previous teaching experience, the candidate stated that that there should be ‘cooperation between the teacher and the students’. She has further expressed her approach that was based on respecting learners’ knowledge and avoiding being authoritative. Her answer to the follow-up question which was about establishing relationship between authority and discipline in the classroom was personalized and based on the evidence that people think that she was “a likeable person”. This lead all the interviewers to share an open laugh in favour of what she said. It was noticed in this phase that the candidate used a number of lexical items related to the task of teaching and classroom management that reflected her skills in these tasks.

As for future plans, in the last phase of the interview extract, the candidate stated that she was planning to pass the CELTA and the DELTA exams in order to get international certificates that would be a starting point for further professional career.

Answers of candidate were considered fairly accepted and her communication was to some extent successful due to the following reasons:

- The candidate adapted her answers to interviewers questions by using short and precise turns when the questions are closed (like the case of what is your name? When? Where?); and longer turns when questions were open (like tell us about your research paper?). Besides, the candidate used some interrogative clauses at the beginning of her answer to echo interviewers questions or ask for clarification, this strategy was meant to gain time for thinking and organizing ideas.
- The candidate's answers respected the norms of communication or maxims in quality, quantity, manner and relevance in the sense that her speech was accurate fluent with very little backchannels or hesitations reflecting confidence and face enhancement.
- As for attitudes, the candidate tried to establish solidarity and affiliation with the interviewers by extending a sense of belongingness to university and expressing it as being her “ home” and relating answers to her previous experience in the same institution and naming one member of the faculty as a reference.
- With regards to impression management tactics, the candidate indulged in

some self-promotional tactics and was mainly concentrating on demonstrating her personal features, being “likable” by students and professional skills “..this is the master key to you know to manage the class”

Table 5.2 :

Extracts of the Interview with Candidate [P2-univ1-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ What's your name please? - Where are you from?	(1-2) (3-4)
<i>* Research Presentation</i>	○ Tell us please about the topic of your research paper	(5-12)
<i>*Negotiation of expertise and related position tasks</i>	○ Why did you select this university exactly? ○ Have you ever taught before? ○ what methods are you using since you are teaching here? ○ What's the difference between teaching about literature and teaching literature? ○ Do you think that students can be forced to learn? ○ Concerning TD how did you use to evaluate students?	(13-14) (15-16) (17-18) (19-20) (21-22) (39-40)
<i>*Future Plans</i>	○ What's for your future plans for research?	(23-24)

Table 5.2 demonstrates extracts of candidate's [P2-univ1-M] answers during four phases: Introducing oneself, research field presentation, negotiation of expertise and related teaching tasks, and future plans. The first phase of the interview involves two closed questions about the candidate's name and where he was from, which he responded respectively and briefly.

In the second phase of the interview, research presentation, the candidate responded to the interviewer's question "Tell us please about the topic of your research paper" by naming the title of his research paper with reference to the title and the author of the novel. Then he stated what he has actually done to investigate the problem of his research. He stated two research questions. He further divided his presentation into two parts: thematic and stylistic and presented each part with examples. Broadly speaking, the candidate indicated the following steps within his research presentation: the title of his research, names of the novel and the author, the problematic and research questions; and the frameworks used in the analysis. This shows that the major elements of a research summary (like it would be the case for a research abstract) have been covered.

The third phase of the interview tackled a number of points related to the task of teaching and negotiation of expertise. To begin with, the candidate was asked why he chose that university to apply. He replied by stating various arguments in which he tried to construct affiliation and solidarity with interviewers: academic "I have studied here", professional "I worked here for two years", personal "it is close to my home", and attitudinal "I enjoy teaching here" and "I like everything about this university".

For the question related to past experience, as a part-time teacher, the candidate mentioned his two-years experience in the same university with reference to the level "third-year students" and the subject "teaching comparative literature". In line with the teaching experience, the candidate was further asked about the teaching methods that he has been using to teach literature. His answer to the

question was based on the ground philosophy that “we should teach literature, not about literature”. The interviewer appreciated the answer “ yes good point” and asked the candidate to state the difference between teaching literature and about literature. The candidate answered accordingly by giving real examples to demonstrate his point of motivating students to read literature throughout selecting adequate short stories and plays “ I can use Hamlet which is 150 pages or Heart of Darkness” that can be helpful for students, “ these are masterpieces” instead of using long novels that can prove difficult or demotivating for students “ I can’t teach using Charles dickens TALE OF TWO CITIES 500 pages or gain air”. The interviewer further asked the candidate whether students could be forced to learn. The applicant echoed the keyword of the question asked by the interviewer “forced?”, then replied that he could not force students to learn but motivate them using all the possible ways including “the new intelligences” based on his observation of his students’ attitudes about literature which they regarded as “ a boring module, a difficult one”. Moreover, when the candidate was asked about the way to evaluate students, he answered accordingly demonstrating his awareness of the process of assessment: “I have the mark of the quiz every two months plus a project work and I count it with the exam”.

The last phase of the interview is concerned with applicant’s future plans. In response to this question, the candidate said that he has already started writing his doctorate proposal and stated the title, the genre of literature “there emerged a new genre in literature... called 9/ 11th or the terrorist novel”, and the three novels that he has chosen to work on “ I’m trying to work on [author’s name 2] an American

writer, [author's name 3], Pakistani American and [author's name 1] of course”.

He further explained to the interviewers the key concepts of the selected genre of literature. Eventually, the candidate was asked about one of the authors. So, he provided the interviewers with relevant details reflecting his wide knowledge and interest in his field and topic of research.

Candidate [P2-univ1-M] is considered felicitous in the FHI as his communication can be regarded, to a large degree, successful based on the following arguments:

- Apart from turns (2, 4) in which short answers were given in response to the closed questions of the interviewers, the candidate was voluble in providing sufficient and relevant details in the different phases of the interview using long turns when necessary.
- The candidate appeared relaxed and confident, speaking at ease, and managed to enhance his face throughout his clear and hesitation-free speech. He ran the interview as an ordinary discussion in which he took initiative to promote himself by demonstrating his competency throughout his short experience as a part-time teacher basing his answers on pragmatic evidence. Most of his answers were structured in a logical flow of ideas. This enabled him to have control over the questions of the interview as most of the subsequent questions stemmed from his preceding answers. He tried to build affiliation and solidarity by stating a number of arguments to express his positive attitude about the university.

- The candidate showed his awareness and knowledge of the position requirements namely different teaching methodologies and evaluation tasks. He has used a number of relevant lexes (such as motivating students, using new intelligences, teaching literature, not about literature, evaluating students using projects, quizzes, exams, and so on and so forth). This revealed the candidate's readiness for teaching in particular.
- The candidate's future plans regarding research were clear and well stated reflecting his extensive reading in his field and devotion to research. In most of the interview phases the candidate seemed giving a lecture and not being interviewed.

In a word, the candidate met the requirement of position namely awareness and readiness for teaching and doing research in addition to building solidarity throughout demonstrating his expertise and enthusiasm.

Table 5.3:

Extracts of the FH Interview with Candidate [P3-univ1-W]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self- introduction</i>	○ What is your name? ○ Where do you live? ○ You will have no problem if you come to work here in [city-name2] ? ○ Have you applied to a position in [univ- name 1]? ○ Tell us the reality. You will apply if they open posts in the future?	(1-4) (5-6) (7-10) (11-12) (13-18)
<i>*Research Presentation</i>	○ In your dissertation or thesis, what was your research problem and main conclusions ? ○ how much time did it take you to finish your PHD? 7years?	(21-24) (29-30)
<i>*Negotiation of expertise and related position tasks</i>	○ What are the characteristics of a good teacher? ○ So you did not work in secondary school or in education in general? ○ What are your responsibilities and duties when you start teaching? ○ When we ask you to work extra hours?	(19-20) (31-34) (35-38) (39-40)

Table 5.3 shows the answers of candidate [P3-univ1-W] in which turns are classified into three convenient phases structured in a thematic sequence.

The first phase of the interview is meant for self-introduction. The interviewer asked the candidate about her name then initiated a joke that her name was so long that it would create some problems later especially for her kids. The candidate reciprocated to the joke and stated that her name was longer than her tallness and shared a laugh with the interviewers. Then, the candidate was asked where she lived. When she answered that it was in [city-name1]. The interviewer wanted to

know whether she could commute to work regularly. She replied that she had a car. The interviewer further asked the candidate whether she had applied for a position at the university in her home city, she answered that there were no positions in her speciality and that she chose [univ-name1] because two of her relatives were already working in [univ-name1] and appreciated working there. Moreover, the interviewer wanted to know which university she would choose if she had chances at other universities “Tell us reality ...nothing but reality <@@>”, and she affirmed “nothing but reality <@>... I will choose [univ-name1]”.

The second phase of the interview comprises questions related to research presentation. The interviewer asked the candidate about her research problem and main conclusion. The candidate stated her title “enhancing students’ motivation and speaking skill to the implementation of cooperative learning activities ”, and the interviewer asked what the main conclusions were. The candidate stated a number of activities that the teacher should use to enhance motivation and her answer was interrupted by noise caused by other jury members talking to each others, still she tried to complete her answer keeping her serenity. She was furthered interrupted by one of the interviewers who asked her how much time it took her to finish her Ph.D. and whether it was 7 years. She replied that it took her six years to accomplish her research and one year to deal with administrative procedures in order to defend her viva. She told the jury about a hard experience that she had undergone when she lost her laptop and lost all her work and had to restart from the beginning. “So it was such a hard year that I spent with much difficulty”. In spite of that, she was able to start over and finish within deadline limits.

The third phase of the interview is concerned with negotiating expertise and related tasks. When the applicant was asked about the characteristics of a good teacher she said that the good teacher was the one who was not concerned with transmitting knowledge but putting life in that knowledge, so that people can use it and the students could feel the change. She supported her answer by citing Yeats: “education is not about paling a vase but it is about delighting of fire and this fire I do believe that it comes through a positive change that the teacher has to transmit to his students through..”. She added that she preferred to say “learners” instead of “students” as she did not see the process of teaching as an organized square. Next, the interviewer asked the candidate how she would confront students as she looked young and she answered that she had been teaching for seven years in the Department of English in her home city and that when someone mastered his job it would be easy. Then she mentioned her previous experience in the private sector as a teacher of English for two years, a headmistress in another private school for two years also, in which she taught English and Spanish. The interviewer asked her whether she has a degree in Spanish and she answered that she was self-educated in this language.

The candidate was further asked: “ what are your responsibilities and duties when you start teaching?” She answered that she did not see them as responsibilities but she would do them with pleasure. She declared that her pleasure was “ the positive change” to encourage students, organize seminars and study days with the staff of the faculty: “I have already done this in [univ-name2], I worked with the American corner and we organized seminars and workshops”. The interviewer

commented that what she understood concerned one duty and asked her to name others. She replied, “Supervision, invigilation at exams... these are obvious”. She had also shown readiness for working extra hours when need be.

Candidate [P3-univ1-W] is regarded successful due to the following arguments:

- The candidate’s communication appeared clear, fluent, and accurate with very few backchannels and hesitations using sufficient turns when talking and relevant lexis to the position. The candidate also reflected confidence and face enhancement throughout reciprocating to jokes and sharing laugh with interlocutors.
- The candidate managed to build affiliation and solidarity with her interviewers by showing interest in working in [univ-name1] even if she got other chances “... I will choose [univ-name1]”. In addition, she demonstrated her flexibility towards work preferences by accepting to take extra hours when need be. She manifested her love and enthusiasm for teaching by describing it as “a positive change” referring to Yeats, and revealing her experience as a part-time teacher for seven years in [univ-name 2], besides working in a private school for two years. She also engaged in some self-promotional tactics by stating her experience in self-learning Spanish and teaching it in another private school. She has additionally stated her experience as a headmistress to a private school too. Eventually, She showed her ability to overcome challenges when she refereed to her experience of loosing her laptop and restarting the work over.

- The candidate indicated a positive attitudes towards the position requirements of teaching tasks: “I don’t see them as responsibilities but I will do them with pleasure” when she named those task: “supervision, invigilation at exams... these are obvious” besides doing research and aspiring for a positive change: “ We have to love what do and do what we love so what others see as obligations and duties I do them with great pleasure.”

In brief, this candidate managed a positive image of herself and succeeded to build solidarity with interviewers by showing a great interest in working at that university besides her positive attitudes and enthusiasm for teaching in general, and the requirements of the position in particular.

Table 5.4:

Extracts of the FH Interview with Candidate [P4-univI-W]

Interview Move/ phase	Interviewers’ Questions	Turns
<i>*Self-introduction</i>	○ Would you like to introduce yourself please?	(1-10)
<i>*Research Presentation</i>	○ Tell us please about your research paper. What was it about?	(11-26)
<i>*Negotiation of expertise and related position tasks</i>	○ Why did you decide to be a teacher?	(27-30)
	○ How do we encourage students to work and to learn?	(31-32)
	○ Tell us. Have you ever taught?	(35-36)
	○ Can you tell us about your experience as a teacher	(37-38)
<i>*Future Plans</i>	○ Tell us please about your plans for the future as far as research is concerned of course	(33-34)

Table 5.4 depicts four major interview phases with the candidate [P4-univ1-W]. The interview was initiated by asking the candidate to introduce herself. She stated her name, age and the name of university from where she got her current degree but she did not specify it, at first, “ I have a degree in English”. The interviewer asked her to clarify the name of the degree and she replied that she meant “the Magister”. Then, she informed the interviewer that she got her BA there in [univ2-name],in 2008.“So, I finished my studies here in [univ2-name]”, and furthered her studies to get the Magister degree in 2015 from [univ-name1]. When the applicant was asked where she was from, she answered “I’m from [city name 3], and I live here at my relative’s house.”

During the second phase, the candidate was asked about her research paper. She said that her paper was a kind of comparison between [scholar- name]’s views of language teaching and learning, and modern didacticians and linguists. One of the interviewers showed his interest in the topic of her research and asked her if she had a copy of her research and whether she could bring it in the future. “Do you have a copy of your research? We need it!, can you bring it?”. The candidate laughed and affirmed that she would do that, in the future. Then, she continued explaining the major similarities and differences in her study with reference to the relevant concepts and scholars.

The third phase of the interview was devoted for negotiating expertise and related position tasks. When the applicant was asked why she chose to be a teacher she replied that she had a passion for teaching and because her father was a teacher too. She affirmed her positive attitude towards teaching “I like to inspire my

students and to instill love of learning ”. The interviewer asked her how she would encourage students to work and learn. The candidate echoed the question and said that she would motivate them, develop their communicative skills and provide a higher quality of education. Another question posed to the candidate was whether she had taught before. She replied that she had worked as a tutor for a private school, and as a part-time teacher in [univ-name3] for 2 years besides working for some business companies. When the candidate was asked to tell about her experience as a teacher she said that she had learnt a lot, most importantly “how to hold students’ attention and how to work on a very tight deadline”. She also had the chance to improve her English communicative skills.

In the fourth phase of the interview is related to the applicant’s future plans as far as research was concerned. She stated that she wanted to continue working on [scholar-name1] ‘s views as she was impressed by his ideas.

The candidate [P4-univ1-W] has used a number of strategies that lead her communication to be successful:

- Throughout the interview, the candidate’s speech was fluent, accurate relevant to the interviewer questions, and free from hesitations.
- The candidate echoed some questions and keywords to gain time for thinking and organizing her thought.
- She managed to gain positive feedback from the interviewers when presenting her research topic that was original and interesting especially when one interviewer requested a copy of her research to read it.
- She used a number of related lexes when explaining her comparative study and

demonstrating her expertise from her previous experience as a tutor and a part-time teacher.

- She has demonstrated a positive attitude towards teaching based on her “passion for teaching” and desire “to instil the love of learning ” beside her interest and belongingness to that university by using ‘here’ to refer to [univ-name2]

All in all, the candidate managed to meet the requirements of the position namely her readiness for teaching and potentials in doing research besides her interest in working at [univ-name2] which lead her to establish solidarity with the interviewers.

Table 5.5:

Extracts of the FH Interview with Candidate [P5-univ1-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>*Self-introduction</i>	○ would you like to introduce yourself please?	(1-9)
<i>*Research Presentation</i>	○ tell us please about your research paper what was it about exactly?	(10-11)
	○ what's meant by creative writing?	(14-15)
<i>*Negotiation of expertise and related position tasks</i>	○ Have you ever taught before?	(16-25)
	○ And this year where are you teaching	(18-19)
	○ Could you tell us about this experiment. How was it?	(24-25)
	○ What's the difference according to you?	(26-27)
	○ Why did you decide to be a teacher?	(28-29)
	○ Who is a good teacher for you?	(30-31)
	○ Why did you select our university?	(32-33)
<i>*Future Plans</i>	○ What about your plans for future?	(12-13)

Table 5.5 displays extracts' turns of the fifth interview with the candidate [P5-univ1-M] that comprises four phases. Firstly, the applicant was asked to introduce himself. Accordingly, he stated his name, the university of graduation [univ-name1], his degree "I have a Magister degree", and speciality, "in creative writing". Immediately the interviewer showed interest in his speciality and said that they needed him. The candidate expressed thanks to the interviewer then added that he was having his experiment the previous year in that university [univ-name2] with a [lecturer's name] who was in charge of teaching creative writing. Subsequently, the candidate was asked where he was from and he informed the interviewers that he was from [town-name1], that was a district of [city name 2]. Thus, from the outset, the candidate caught interviewers' interest by informing them of his speciality and tried to construct affiliation with them by reporting his experimental research at the same university with one of the faculty members.

Secondly, the candidate was requested to tell about his research paper. He said that it was about the factors affecting the writing performance of students' creative writing. He described his research using a number of processes: "I examined", "I found", "I described", "I gave". Then he named some examples of the factors that affect students writing, "...are for example outnumbered classes, their lack in mastering the elements of creating long picture writing". He also stated the type of writings he worked on. The candidate was asked what creative writing meant. He replied that it referred to writing outside the boundaries of academic writing. He explained his point by giving examples "creative writing is to write for example a novel, a short story, a personal essay. It is to be creative in your writing". You write

without anything that pushes you except your motivation". The candidate's answers were precise and straight to the point with illustrations.

Thirdly, the interviewers posed a number of questions to negotiate expertise and related position tasks with the candidate. As the previous teaching experience, the applicants said that he taught before in a middle school and as a part-time teacher at [univ-name 2] too in the previous and current years. He named the modules that he was in charge of teaching: "I'm teaching MTU first year", "last year I was teaching creative writing". Next, the applicant was asked to describe how his teaching experience at university was. He said that it was interesting and that it helped him to understand the atmosphere of university as it was different from teaching in the middle school. When interviewers asked him to state the difference, he said that at university students were mature enough and could do many things: "They can listen, they can ask questions without being shy. They can do whatever they need in order to advance in their studies. They can ask questions without any complications". After that, the candidate was asked why he decided to be a teacher. He replied that he loved English and teaching it that is why he joined the teachers' college when he got his baccalaureate: "I chose to study English because I like English and then I love teaching it. So I chose the [uni-name1] to become a teacher. " The candidate was asked later, who a good teacher was for him. He said that the good teacher was the one who did well with his students. Then he expanded his answers by mentioning some of the teacher's roles like classroom management, helping students to understand lessons and keeping discipline as well by avoiding troubles with students. The last question within this phase was why he chose that

university. He said because he had worked there and appreciated working there.

As for the fourth interview phase, it was concerned with applicant's future plans. In response to this question, the candidate said that his goals were first to get a job and to go ahead with his studies. He stated that he was preparing his research proposal for the doctorate thesis.

This candidate [P5-univ1-M] is regarded a passing applicant due to his successful communication strategies namely in the linguistic and pragmatic choices he made besides having a fluent, accurate and clear English,

- He caught the interest of his interviewers from the beginning when his field of speciality matches with the preferences of the FHC.
- His face was enhanced after getting a positive feedback “ great. We need you”. He engaged, then, in constructing affiliation with his interviewers by reporting his previous research experiment, and his experience as a part-time teacher in that university besides belonging to the same province in which this university is situated.
- Though he used moderate turns (in terms of clauses numbers and length), yet his speech was precise and informative and based on pragmatic evidence in the sense that he provides clarifying examples whenever need be. For instance, when talking about his the factors that affect students' creative writing, he named some of the factors. Also when talking about classroom management.
- He shows positive attitudes towards teaching based on past experience being a graduate of teachers' college and a teacher in the middle school “I chose to

study English because I like English and then I love teaching it. So I chose the [uni-name1] to become a teacher ”.

- He demonstrated potentials in classroom management and used a number of lexis related to the teaching task.
- He showed potentials in leading interesting research through his Magister topic, besides deciding about his future plans by working on his research proposal though he was a fresh postgraduate.

Table 5.6:

Extracts of the FH Interview with Candidate [P6-univ2-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>*Self-introduction</i>	○ Can you talk about yourself please?	(1-6)
<i>*Research Presentation</i>	○ Would you please tell us about your Magister dissertation?	(7-10)
	○ I want to know whether your study was qualitative in nature?	(11-14)
<i>*Negotiation of expertise and related position tasks</i>	○ What modules can you offer to teach?	(15-16)
	○ If the head of the department asks you to teach grammar, phonetics	(17-18)
	○ How are you going to impose discipline in the classroom?	(19-22)
	○ In teaching there are two important approaches: teacher-centered and learner centered. Can you do a comparison between them? And which one will you choose?	(25-26)

Table 5.6 reveals a summary of extracts' turns from the interview with the candidate [P6-univ2-M] in three phases. The first phase was initiated by asking the

candidate to talk about himself. His answer to the question was quite different from other candidates. Beyond stating personal information like his name and current degree, the candidate expressed his perspective as a researcher and his philosophy of teaching ‘....part of me is like doing research and trying to seek knowledge wherever it is available’. Then he argued for his choice of education in general “I chose education because I think it is the best way I can make at least a slight change through it”, and foreign languages in particular “ I chose foreign languages because I believe that if somebody has the access to more than one language he will have the access to at least more than one perspective to this nature or to this world”. Afterwards, he justified his choice of English “ So through English I can provide to myself first and then to the others a new way a new perspective approaching things approaching reality and knowledge”. Next, he moved to speak about his past teaching experience “ I've taught in many places in the public sphere and in the private sphere” and named the institutions where he worked. Moreover, he mentioned his participation in an exchange program “I was so lucky I was admitted to a program exchange program in the [country-name], [scholarship-name]”, besides his teaching experience for one year “ I've taught 1 year in the [country-name]”. In turn, one of the interviewers praised him “ that's why you have a great American accent”. The candidate was flattered and expressed his thanks by sharing a laugh then he added, “I 've taught for one year there in one of the leading universities. As I told you I was so lucky”.

In the second phase of the interview, the candidate was asked to talk about his Magister dissertation. He said that it was concerned mainly with rhetoric and the

major aim was how Algerian students argue when they write in English. Then, he explained his main hypothesis and the theory he used. The interviewer commented that it was contrastive analysis, and the candidate agreed “ yes... one of the Applied Linguistics they called it contrastive error but a kind of contrastive analysis”. The interviewer, further, wanted to know whether his study was qualitative in nature. The candidate said that his dissertation dealt mainly with the quantitative approach but he regretted not relying on the qualitative data by using interviews and questionnaires with students. He regarded that as “ a shortcoming ” in his study, “ it's a weakness in my study”. When the interviewer asked him why he regretted that, he said he thought of knowledge to be twofold “ I can't have a complete theory or a complete just view about something without with a human being himself ”. He considered that it would have added a lot. He gave an example of culture to explain his view “ if I:: made an interview with the students themselves who wrote those dissertations they would add to my knowledge so maybe somebody would talk of himself or herself as being a francophone... somebody who has inclination to religion maybe somebody who reads the Quran a lot and it influences his rhetoric in a way or in another”. So the candidate was reflecting on his research and demonstrating real examples of his perspective of a researcher, as he stated earlier in the phase of self-presentation.

The third phase is concerned with negotiating expertise and position related tasks. When the applicant was asked what modules he could offer to teach, he said that he used to teach literature which he liked a lot, besides he was good at civilization as his experience in [country-name] had provided him with backgrounds

in this civilization. So, his offer was based on his previous experience besides his attitudes towards the subjects that he could teach. The interviewer wanted to know whether he would accept to teach “grammar, phonetics” if the head of the department asked him to do so. He replied that he could hand to teach grammar but phonetics required him to read more. Next, the candidate was asked how he would impose discipline in the classroom. He replied that he would follow “the age scale” and explained his point that if he taught first year, second year he would try to be tougher than if he taught Master students as he used to teach different levels. The last question addressed to the candidate within this phase was about teaching approaches. He was asked to compare between the learner-centered approach and the teacher-centered approach, and which one he would choose. He said that he belonged to a novel approach and demonstrated his point by citing one representative of that novel school “I agree with one of its representative [scholar-name] in which he thinks that the one who has the strongest argument is the teacher”. So for him there was no teacher and student, but there was strong argument and weak argument. He added, that “ in a way it was a learner centered approach I always open the chance to my students to participate in the teaching process” and concluded that “it was not necessary that I had the knowledge and I should give the knowledge it’s sharing the activity we do all of us”.

Candidate [P6-univ2-M] was regarded successful due to the following reasons

- Apart from his speech that was fluent, accurate, and native English like, he appeared a different candidate that any institution would seek to hire, from

the outset of the interview. Instead of stating personal information just like other candidates did, he presented himself as a researcher and teacher who is seeking to make a change and accounted for all his choices and philosophy during his career. He managed to promote himself by demonstrating his academic and professional experience through which he gained many qualifications mainly his experience with the exchange program, his first contact with natives in [country-name], his teaching experience in one leading universities. This enabled him to gain a positive feedback from his interviewers “that's why you have a great American accent”.

- He used a number of politeness strategies by expressing thanks when receiving praise “thank you thank you very much (laughing) it's so kind of you”, apologizing when self-interrupted “I'm sorry I can't speak (coughing)” , reciprocate to jokes and laughter and above all remaining modest when presenting his greatest achievements “I was so lucky I was admitted to a program Exchange program in the [country-name] [scholarship-name]”, “ I taught in one leading universities [univ-name]...as I told you I was lucky”
- He demonstrated positive attitudes towards the position requirements (teaching and doing research) “I chose education because I think it is the best way I can make at least a slight change through it” , and flexibility to the choices of the institution when he was asked about the modules that he could offer to teach.
- He showed that he possessed a high quality of a researcher throughout his “self-reflection” on his previous research, and dared to present his

shortcoming of not employing qualitative data in his research, without losing confidence. He confirmed his research philosophy “I think knowledge is twofold I can't have a complete...view about something without with a human being I think that it would add a lot to my research”

- He manifested potentials in classroom management and potentials in dealing with students through using relevant lexes mainly using “age scale to deal with students”, and opting for a novel approach “ strong-argument and sharing knowledge” between teacher-centered and learner-centered approach to teaching.

All in all, the candidate [P6-univ2-M] met the requirement of the position as he used long turns and voluble discussion. He employed a wide range of linguistic and pragmatic strategies that unveiled high intellectual qualities, both as a research and a teacher, gained from his previous academic and professional experience. His performance during the interview was outstanding and dissimilar to other candidates.

Table 5.7:

Extracts of the FH Interview with Candidate [P7-univ2-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ Would you introduce yourself, please? ○ Where are you from ?	(1-7)
<i>*Research Presentation</i>	○ what was the theme of your research? ○ what was the problematic? ○ so what aspects of postcolonial theory have you adopted when undertaking this research?	(8-9) (10-11) (12-15)
<i>*Negotiation of expertise and related position tasks</i>	○ What are the courses that you can offer to teach? ○ If the head of the department asked you to teach phonetics, grammar. ○ What is your greatest strength? ○ What about greatest weakness? ○ In case one of your students I asked you a question that you don't know how are you going to respond to that? ○ Why should we teach literature? ○ Do you know CBA? ○ What are the criteria of a good teacher?	(22-23) (24-25) (26-29) (30-31) (32-34) (36-39) (40-43) (44-47)
<i>*Future Plans</i>	○ What are your future plans for research?	(16-21)

Table 5.7 reveals a summary of convenient turns related to four main stages of the interview conducted with the candidate [P7-univ2-M]. Initially, the candidate was asked to introduce himself. He told the interviewers his name [P-univ2-M] [last], his age “ I’m 32” and his experience as a high school teacher “ I have been teaching during seven years as a high school teacher”. Then he said that he got his

Magister degree from [univ-name1] in 2016, with reference to the speciality “option post-colonial literature” and the supervisor with whom he worked. He was asked where he was from and he replied [city-name1]. He, further, added that he wanted to say something about his personality. According to his friends, he was regarded as “ a ground man”. He said that he did not speak much and preferred listening to others and to his students. He explained that throughout listening to students and sharing their feelings he meant to gain their trust in order to be able to make them engaging in what he did, and that was the main objective of any teacher.

In the second stage of the interview, the applicant was asked about the theme of his research. He said that it was “Questing for Masculinity in [Author’s name] [novel-title].” The interviewer wanted to know about the problematic of this research, he replied that it was about the strategies adopted by the main characters in their quest for masculinity because after the feminist era, according to him, man had suffered from a lot of problems such as the invasion of the feminist thought, and men had become weak under several circumstances. He went forward revealing the background of his study with illustration. Then, the interviewer asked him what aspects of postcolonial theory he had adopted when undertaking that research “I adopted the gender theory”.

The third stage of the interview was meant to negotiate expertise and position related tasks. When the candidate was asked what courses he could offer to teach, he said that in the previous year he had taught in [univ-name2], written expression but his favorite module was literature. The interviewer asked him again “ if the head of the department asked you to teach phonetics, grammar?” He replied “why not?”

and that he was ready to teach any module. Next, the candidate was asked about his greatest strength. He replied that it was communication because he knew how to communicate with his students and listen to them. For his weaknesses, he said that people sometimes thought of him as a romantic man because he used soft words with his students to get their attention and get them involved (he meant to say an emotional person but couldn't express it well). Another question raised by the interviewer was "In case one of your students I asked you a question that you don't know how are you going to respond to that?" The candidate asked for clarification, "a question that I don't know or a question that I don't want to answer? ". The interviewer said, "I mean a question that you don't know are you going to bluff? ". He replied that he had no problem to say he didn't know and that he was going to check for it, but he wouldn't leave his students without answer. After that, the candidate was asked, "why should we teach literature?" . He said that he used to read a lot and had read so many books. Then he added, "students must read literature. Literature is a kind of shelter for them". He believed that literature was used as a means to evacuate some students, those who did not integrate in the whole class, "let them find their way in literature in reading in dreaming why not it's kind of let's say a shelter for them". Furthermore, the candidate was asked whether the Competency based approach (CBA) was workable at university, and what he was going to do in case the curriculum does not comply with the approach. He said that it was the role of the teacher to adjust to adjust syllabuses to be applicable in a scientific with the help of many teachers. The last question asked to the candidate, within this stage, was about the criteria of a

good teacher. He answered, “Good teachers keep Legacy... Good teachers never cease to learn” He stressed his point by adding that “while I dare to teach I never cease to learn, we must keep learning all the time to perfect what I'm doing... Good teachers seek perfection in everything they pursue”. The interviewer commented that perfection didn't exist. In return, the candidate stated, “in our way to seek perfection we can do good things seeking perfection is not a sin this must be the dream of everyone.” So his answer was far from ordinary; yet, it was convincing and was appreciated by the interviewers (based on the ethnographic notes)

In the last stage, the candidate was asked about his future plans as far as research is concerned. He answered that he was going to undertake a research about [literature -name]. One interviewer commented that it was a very daring topic and wanted to know the corpus of the study. The candidate showed the motif behind his choice “I want to explore what ideological content could be found in such literature” and named the novels that he had selected: two writers [authors' name2] representing the Arab literature who had written only one novel and [author's name 3][book title 2] who belonged to Mexican Literature. He added that his study “was a comparative literature”

This candidate was considered passing due to his successful communication strategies that can be viewed in terms of:

- Clear, fluent, and accurate speech with only a few back-channels,
- using long and informative turns;
- positive self-presentation in the first phase of the interview when he focused on promoting for himself as a teacher who started teaching in a high school at

early age through which he gained adequate experience and qualities in dealing with students especially the way to make them engaged in learning;

- potentials in leading and planning for different and daring research,
- awareness of his points of strength and weakness mainly in teaching,
- demonstrating flexibility towards the preferences of the head of the department regarding the modules to be taught,
- demonstrating competence in classroom management and positive attitudes towards teaching and life-long learning “good teachers keep Legacy... good teachers never cease to learn”,
- demonstrating philosophical views that reflect extensive reading and readiness for the requirement of the position.

Table 5.8:

Extracts of the FH Interview with Candidate [P8-univ2-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ would you introduce yourself?	(1-2)
<i>*Research Presentation</i>	○ so can you tell us about the main results in the dissertation that you have conducted what was it about	(3- 4)
<i>*Negotiation of expertise and related position tasks</i>	○ why did you choose [univ-name3]?	(5-6)
	○ in case you get the job are you ready to take/ work extra hours?	(7-8)
	○ I want to ask you about teaching what is your greatest strength?	(9-10) (10-11)
	○ What do you teach?	(11-12)
	○ what about your greatest weakness?	(13-14)
	○ as a teacher are you like to be authoritative or authoritarian	(19-20)
<i>*Future Plans</i>	○ Have you enrolled in Ph.D. or not yet?	(15-16)
	○ are you going to have a continuation to all what you have initiated in the magister or are you going to change direction?	(17-18)

Table 5.8 displays a summary of the FH Interview with Candidate [P8-univ2-M] in four stages. As usual, the interview was initiated by asking the candidate to introduce himself. He stated his name [P8-univ2-M] [last], age “ I’m 28 years old”, where he graduated from, “ I graduated from [univ-name1]”, and where he post-graduated from, “post-graduated from [univ-name2]”. and expressed his attitudes towards teaching “I like teaching”. So, his self-presentation was brief and no further details were required from the interviewers.

In the second phase of the interview, the candidate was asked to tell about

the main results in the dissertation that he had conducted. He stated the theme of his research “ it’s about intercultural communication at the middle school level uuu it is entitled Cultural (...) in the Algerian EFL classroom”. Then, he pinpointed to the major aims of his study that he described to be “ three fold”, and listed each them respectively. After that, he mentioned the main results of his study that were matched with the main aims of his study and the research tools. So his research presentation covered the main theme of the study, the aims and the main results obtained from all the participants in the study.

The third phase of the interview is concerned with negotiating expertise and position related tasks. When the candidate was asked why he chose [univ-name3] to apply, he said because he was from the same city [city-name3]. Thereafter, he was asked whether he would accept to work extra hours in case he got the job, he said “of course, why not?”, he added that the required working hours were nine, and it was possible to take more. Further, the candidate was asked about his greatest strength. He answered that it might be his philosophy in teaching, “I am trying to implement learner autonomy through rights analysis”. He said he had been teaching ESP and Oral expression, for four years as a part-time teacher in that university [univ-name 3], and he used to ask his students in the first meeting with about their opinions and suggestions of learning tasks in an attempt to emphasize rights analysis. When the candidate was asked about his greatest weakness, “he said yes there should be”. The last question within this phase was " as a teacher are you like to be authoritative or authoritarian? ” answered that in case he said “yes ”, then he might be “contradictive” to his philosophy of teaching “right analysis”.

The last phase of the interview is devoted for research future plans. The candidate was asked whether he was going to have a continuation to all what he had initiated in the Magister or he was going to change direction. He answered that it would be a continuation of his Magister topic, which was about intercultural communication teaching. But in Ph.D. it would be about "school reform" of the second generation, and its consequence on the intercultural communication in learning a language," so it is to some extent it is a continuation for the Magister".

Communication of the candidate [P8-univ2-M] was regarded successful owing to the following remarks:

- On the whole, his speech was fluent, clear, and understood,
- He was precise and concise in providing direct and specific information about his academic achievement. By referring to his age "I'm 28 ", he demonstrated that there were no gaps in his academic history. This reflects devotion and commitment,
- He revealed the ability to summarize and present his research following major moves mainly the aims, the tools, and conclusions,
- He demonstrated flexibility towards the preferences of taking extra hours when need be,
- His research plans were clearly set, and built upon his previous research experience,
- He showed positive attitudes teaching " I love teaching", and tried to build affiliation and solidarity with his interviewers throughout his awareness of his points of strength and weakness from his respective experience as a part-

teacher in that university, and his philosophy of implementing “rights’ analysis” putting his students’ at the Centre of the learning process. This reflects his potentials in classroom management and readiness for teaching in general.

So this candidate met requirements of the positions namely readiness for teaching and doing research.

Table 5.9:

Extracts of the FH Interview with Candidate [P9-univ2-M]

Interview Move/ phase	Interviewers’ Questions	Turns
<i>* Self-introduction</i>	○ Who are you?	(1-2)
<i>*Research Presentation</i>	○ What was your Magister dissertation about?	(3-6)
	○ From where did you get the idea of this research?	(7-8)
<i>*Negotiation of expertise and related position tasks</i>	○ What is your greatest strength?	(12-13)
	○ and what is your greatest weakness?	(14-15)
	○ When you are hired inshallah you have to supervise students what approaches are used to conduct a research in civilisation or in American studies in general?	(18-19)
	○ Why did you choose to be a teacher?	(20-21)
<i>*Future Plans</i>	○ What is your Ph.D. about ?	(9-11)

Table 5.9 summarizes the faculty-hiring interview held with the candidate [P9-univ 2-M], in which four convenient phases were reported. At first, the

candidate was asked, “who are you? ”. He echoed the question, then stated his name. He said that he was starting his second year as a Ph.D. student in [univ-name1] in American studies at the same university from where he had his Magister degree, and graduated as the top of his class in a group that included a [scholarship-name] master belongingness in American studies. He added that he had his BA in [univ-name2] in the university of [city-name2]. He referred also to his one-year teaching experience in a Middle School. So, the candidate promoted for himself using a top-down strategy stating his current achievement as a Ph.D. student, his Magister degree, his ranking as a top of the class in competition with one candidate who benefited from [scholarship-name], his BA degree, and his teaching experience which he described as " I know it's a different job description but it was an experience ", meaning that he is aware of the requirements of the current position.

In the second stage of the interview, the candidate was asked about the topic of his Magister dissertation. He answered that his dissertation’s title was ‘the Gender Pay Gap Between Men and Women in [country-name] ’. He added, "I tackled the differences, the inequality in salaries and wages between men and women in the [country-name] through a::: economic social and the historical lens ". Then, he stated the background of his study, the setting, and tried to provide illustrations of his problematic based on historical social and economical evidence. As the interviewers were silent, the applicant asked, "Am I boring you here? ", in order to whether he should continue or stop talking about his research. The interviewers answered “ No“, and asked him to go ahead. Therefore, the applicant pursued his presentation and provided more clarifications of his research and the

theories he used as far as he research was concerned. One interviewer asked him “ from where did you get t the idea of this research? ”. He said that he got this idea when he had this idea when he was a student in his BA degree in [univ-name2], a teacher [teachers’ name] suggested somehow the basis of this research of inequality between American the African –American people but he chose that topic.

The third phase of the interview was concerned with the candidate's future plans. When the interviewer asked him, “What is your PhD about? ” he said that it was about the actual consequences of reaching absolute equality between men and women in everything in [country-name]. So it was a kind of extension of his Magister topic. After that, he held a deep discussion about his theory "the preference theory " with the interviewer.

The last phase of the interview was meant for negotiating expertise and related position tasks. The candidate was asked about his greatest strength. He replied « I think I’m a fast learner, a team team person and I actually work really great ». With regard to his “greatest weakness”, he said he knew that this question was among the frequently asked questions, and that he tried to look it up to find a perfect answer “ for the :: weakness question it is a kind of tricky one yeah but I think (2) I have many weaknesses ”. So he admitted that he had many weaknesses but he has in many strengths, in return, and listed his points of strength again “ sorry, I am a fast learner, a team person and even though I make many <=> greatest effort to learn.” After that, the interviewer asked the candidate about the approaches he would use to supervise students: “when you are hired inshallah you have to supervise students what approaches are used to conduct a research in civilisation or in American

studies in general? ” The candidate replied that his field of expertise in instructing students was very limited but he learnt a great deal from his supervisor. Then, he discussed some theories with his interviewers in this regard. The last question asked to the candidate within this phase was “Why did you choose to be a teacher?” He answered that he had followed my passion in learning and eventually teaching. Another question asked to the candidate was whether he was ready to work extra hours. He said, “If I get the job? Of course I will work them. I have no problem.” He further added that he was present in the contest of teachers at [univ-name2], and when the interviewers asked him whether he would choose their university if he had two chances, he said that he would choose to work in [univ-name3]. Besides, he expressed his will to help in that department; “ I would do everything that I can”. Eventually, the interviewer praised the candidate’s performance, “So you were well enough in introducing yourself ” and asked him he had not work as a part-time teacher in that department. He replied that he had just graduated and was focusing on his dissertation took all my time.

The candidate [P9-univ 2-M] was regarded successful owing to the following arguments:

- His speech was clear, fluent, and accurate with very few hesitations.
- He used long and informative turns, particularly when presenting his research field and negotiating expertise.
- He engaged in positive self-promotion tactics when he used a top-down strategy to present himself focusing on his greatest achievement as a PhD

student, and his rank as a “top of the class”, his competition with one candidate who benefited from a scholarship [scholarship-name].

- He demonstrated readiness and awareness of the position’s requirements " I know it's a different job description but it was an experience ".
- He made use of politeness strategies to enhance his face and to check/invite his interlocutors’ interest "Am I boring you here? ", besides some repetition and narrative strategies when discussing theories with his interviewers.
- In spite of the fact that he has no previous experience as a part-time teacher, yet, his speech was confident and reflected extensive reading in his topic; wide knowledge of the theories, “ feminist and preference theory ”, and general culture in his research field “American Studies”.
- He showed that he is a person that reflects on his points of weakness and tries to improve them by focusing on his points of strength that match with the requirement of the position “ I’m a fast learner, a team person... I make great efforts to learn”
- He revealed positive attitudes towards teaching “I followed my passion in learning and eventually teaching” and potentials in leading research actually “I learnt a great deal from my supervisor” besides working on an original idea of research through which he gained the interest of the interviewers.

Broadly speaking, the candidate [P9-univ2-M] managed to construct solidarity with his interviewers and gained positive feedback of his performance.

Table 5.10:

Extracts of the FH Interview with Candidate [P10-univ2-W]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ who is P10-univ 2-W ?	(1-2)
<i>*Research Presentation</i>	○ would you please tell us about the research you have carried ?	(3-4)
	○ Since you dared and since you worked great enough to on an inductive case what were the limitations or the difficulties that you have met in the investigation of this work?	(5-6)
<i>*Negotiation of expertise and related position tasks</i>	○ concerning our students they avoid stylistics in texts. How are you going to foster them to use stylistics in research?	(7-8)
	○ Well I usually use short stories to teach students literature instead of novels of huge volume, do you agree with my philosophy?	(9-10)
	○ well a novel of 600 pages can we use in teaching?	(11-12)
	○ how can you be a good teacher?	(13-14)
	○ if you become a teacher and face problems (...) are you ready to solve all these problems?	(15-18)

Table 5.10 above displays extracts from the interview with the candidate [P10-univ 2-W], in which three major phases were described. The initial phase started with the applicant's self-presentation. In her answer to the question " who is

P10-univ 2-W? ”, the candidate stated her name, the university from where she got her BA, and the year of graduation. She added that she had been working “as a secondary school teacher since that,ten years until now”. She said that she had begun her post graduation studies in 2013 and had finished the previous year. So, she was brief and demonstrated that she had no gaps in her professional and academic career since her graduation.

In the second phase of the interview, the candidate was asked to speak us about the research that she had carried. She said that her research was in “American literature”, and it was about “[Author’s name] [novel title]”, in which she conducted a stylistic study concerning the use of metaphor and simile in the novel. Then, she stated the aim of her study “my aim was to uuu to uncover the artistic principles behind (incomprehensible) of those simile and metaphor”; and the research questions. “. After that, she referred to the methodology that she had used “I’ve used stylistics”, and the model she employed in her study, “I relied on [researcher-name] 1969 concerning the analysis of metaphor and I relied on his analysis of simile and also of [category-name] 1993”. Furthermore, she explained the adopted models. After that, she mentioned her findings, “ So in the findings u:: most of u:: most of abstractions most of obstructions are described using similes and metaphors in order to make them concrete also most of the unfamiliar objects unfamiliar objects to the reader are described in terms of familiar things”. It was noted that the candidate referred to the major elements when presenting her research (the major theme “stylistic study concerning the use of metaphor and simile” including the field “American literature”, and the case study “[Author’s name] and

[novel title]”; the aims; the research questions; the methodology, and the findings). One interviewer had a positive impression on her presentation, as he commented, “from what I listened to I had the impression that you really master your topic ”, and described her work to be daring, “since you dared and since you worked great enough to on an inductive case study” then asked her about the limitations or the difficulties that she had met in the investigation of that work. She answered that the only difficulty that she had faced was to stay objective all the time, “ the limitation was to remain objective all the time sometimes after all I am one of the readers so it’s my interpretation”

In the third phase, the interviewers asked a number of questions to negotiate expertise and position-related tasks. The first question within this phase was concerned with why students avoided stylistics in texts, and how the candidate was going to foster them to use stylistics in research. She answered that, “stylistics is not difficult I mean students just don’t know what stylistics is that’s the problem”. She added that students were always afraid of something called “stylistics”, they tended to choose “psychoanalysis, feminism” .So, she thought that she could convince her students that it was easy by giving them, for example, some texts to analyse at class. The next question was whether she agreed with using short stories to teach students literature instead of novels of huge volume. She replied that she didn’t think that there is a difference between “novella and novel ”. When the interviewer asked her whether it is possible to use a novel of 600 pages in teaching, she said, “I think you can you can use it but not at the early level it is not for example for second year third year ...at Master yes we can use it ”. She explained that it was possible to ask

students, for example to choose certain chapters or certain pages and to summarise them. According to her, “it is not necessary to ask them to read the whole story and they are going to copy and paste but you can detect that”. The next question addressed to the candidate was “how can you be a good teacher? ”. She said that you should be positive, cooperative and flexible. Then the interviewer asked her whether she was ready to solve problem if she become a teacher there. She replied that she was a teacher and had already faced many problems. She thought that teaching at university was better because students were adults whereas she was dealing with teenagers in the secondary school then she laughed. The interviewer told her that at university she might find different problem that she had never encountered in the secondary school. She replied with a laugh that reflects confidence “different problems will need different solutions and I’ll find solutions <@>”.

The applicant [**P10-univ 2-W**] was considered felicitous due to her successful communication in terms of the following points:

- Her speech was fluent, accurate with little hesitations,
- She was informative and specific in providing relevant answers between using long turns when and moderate/short turns when necessary.
- She has promoted for herself when revealing no gaps in her academic and professional career, reflecting devotion and involvement in between teaching and pursuing post-graduation studies.
- She demonstrated intellectual maturity in answering questions in which she disagreed politely and provided relevant arguments: this was viewed when

she was asked about using short stories instead of long novels, “I think you can you can use it but not at the early level it is not for example for second year third year ...at Master yes we can use it ”, also “it is not necessary to ask them to read the whole story”. When she was asked about dealing with different problems at university ““different problems will need different solutions and I’ll find solutions <@>”.

- She revealed potential in leading research when she presented and summarised her research using adequate moves for all the research elements (the major theme “stylistic study concerning the use of metaphor and simile” including the field “American literature”, and the case study “[Author’s name] and [novel title]”; the aims; the research questions; the methodology, and the findings). Besides being self-reflecting about the limitation of her research: “ the limitation was to remain objective all the time sometimes after all I am one of the readers so it’s my interpretation”
- She showed readiness for motivating students to work on topics that are considered difficult: “stylistics is not difficult I mean students just don’t know what stylistics is that’s the problem”, “I can give them uuu some uuu texts to analyse at class so it is not something difficult”
- She managed to gain a positive feedback from her interviewers and to construct solidarity mainly when the interviewer said “from what I listened to I had the impression that you really master your topic ”
- She demonstrated awareness of the position’s requirements: “a good teacher should be positive, cooperative and flexible”

5.1.2 Discourse Analysis of Failing Candidates FHI Extracts

Table 5.11:

Extracts of the FH Interview with Candidate [F1-univ1-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>*Self-introduction</i>	○ well first of all would you like to introduce yourself?	(1-5)
	○ and where are you from?	(6-7)
	○ where exactly?	(8-9)
	○ How old are you if you don't mind?	(10-11)
<i>*Research Presentation</i>	○ your field of study?	(18-19)
	○ linguistics? and what was the research paper about?	(20-21)
	○ we want to know more.	(22-31)
<i>*Negotiation of expertise and related position tasks</i>	○ have you taught before?	(12-13)
	○ do you have an idea about teaching?	(14-15)
	○ and why did you select this university for this position?	(36-37)
<i>*Future Plans</i>	○ what are your plans for future research?	(28-33)

Table 5.11 summarises the faculty- hiring interview conducted with the candidate [F1-univ1-M] in which four convenient phases were reported. Initially, the candidate was to introduce himself. He said his name and that he had just graduated “from magister in June from: a doctoral school of [univ-name1] ”and he had studied his Bachelor in [univ-name2]. The interviewer asked him where he was from and he said that he was from [city-name 2]. Then he was asked to precise where exactly and he answered that it was [town-name 3]. He was further asked about his age, and he replied that it was 39 years old.

In the second phase of the interview, the candidate was asked to present his research paper. He said that he had investigated some of the factors that prevent students from speaking in the oral expression session. The interviewer asked him to continue speaking by saying “ we want to know more”. The candidate added, “ uuu mainly, I have focused on uuu language speaking anxiety. oral language speaking anxiety. and motivation and also::: uu linguistic problems”. Then stated that he had researched the three these three sections and found that “ language anxiety plays::: a major role in::: hindering uu students’ participation which”. He was asked by the interviewer to repeat his answer, he said “hindering”. The interviewer repeated his request again by saying “ the word before hindering” but the candidate avoided that and continued his answer.

The third phase is related to negotiating expertise and position-related tasks. The candidate was asked whether he had taught before. He replied, “No, I haven’t”. The interviewer asked him further whether he had an idea about teaching. He said, that he “ well uuuu (2) yes but it does not think like experience” but he asked his colleagues who have already aught “ I:: (2) often ask them about the problems they face and: (2) how they manage”. The interviewer wanted to know what kind of those problems. The candidate tried to give an example by saying that he had in mind the fact that “ we have certain:: (2) like for example in [univ-name2] 20% of the students who are I think real students of English not necessarily excellent but::: who have::: who have at least the minimum and the other 80% and how:: how they do to: to to take care of the 20% who are good while not::: not forgetting about the other:: who whose level is not good enough ”. Though he took some time to think,

his answer was ambiguous and his example did not clarify his point. He was asked then to state his field of study that he had missed to mention earlier. He said it was “linguistics”. Another question asked to the candidate within this phase was “ why did you select this university for this position?” He replied that he did not know much about that university but he wanted to live in that city.

In the last phase of the interview, the candidate was asked about his future plans as far as research was concerned. He answered that he had not decided yet about his Ph.D. proposal.

The candidate [F1-univ1-M] was regarded unsuccessful due to the following arguments:

- though he was asked open questions, he used short turns and was uninformative and imprecise in providing details: he was requested by interviewers every time to add more details eg: “we want to know more”, “where are you from? Where exactly”
- His speech was influent in the sense that used many backchannels and long poses, which meant that he needed more time to think.
- He was unable to construct affiliation and solidarity with interviewers: as he showed neither readiness for teaching nor interest in the university “I don’t know much about the university uu but I wanted to live:: ...in this city”
- He escaped one request of the interviewers to repeat one word.

- He was unable to account for the gaps in his past academic and professional career: though he was 39 years old, he had never taught before, and undecided about future plans.
- He failed to provide a clarifying example of what the challenges of teaching could be when he referred to the experiences told by his colleagues.

Table 5.12 :

Extracts of the FH Interview with Candidate [F2-Univ1-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ what's your name?	(1-4)
	○ where are you from?	(5-6)
	○ what does it mean ?	(6-7)
	○ [acronym] are you speaking French or English?	(9-10)
	○ just your field of study. What is it?	(19-20)
<i>*Research Presentation</i>	○ What is the sparky problem in your magister research papers?	(11-15)
<i>*Negotiation of expertise and related position tasks</i>	○ Why did you select this university exactly?	(17-18)
	○ Have you ever taught before?	(21-24)
	○ where?	(25-26)
	○ and where are you exactly teaching?	(27-28)
	○ Another question concerning methodological approaches: What methods would you use when here at the university?	(30-33)
	○ concerning the question asked by I2. You said that you selected our university	(40-49)

	because it is famous ○ How do you encourage students to learn.... as a future teacher? ○ You will be teaching students TD. How are you going to set evaluation process?	(50-53) (55-56)
<i>*Future Plans</i>	○ And what are your future plans for research?	(34-37)

Table 5.12 represents a summary of the main interview phases held with the candidate [F2-Univ1-M] withing four phases. Firstly, the candidate was asked about his name and where he was from. He told his name and gave an acronym of the name of his city. The interviewer asked him about the meaning of that acronym and which language he was using French or English. The candidate then gave the correct name.

In the second phase, research field presentation, the candidate was asked about his research paper in the Magister . he said that it was about the power of the word in [Author's book Title] [Author's book Title], and that it was a stylistic study of the novel that was written by [Author name] the famous English writer. The interviewers expected the candidate to say more “uhum” but he kept silent.

The third phase of the interview encompassed negotiating expertise and position-related tasks. The applicant was asked why he had selected that university exactly. He answered that [univ-name 1] was a famous university where he could go ahead in his studies and he had many colleagues and many teachers who had taught there . He concluded, “so the reputation of university is:: is my point” . One

of the interviewer commented on this answer by asking the candidate: “do you think is it a fact or an opinion? Do we have to say famous?”. The candidates said that it was a fact. But the interviewer made it clear that there was a difference between facts and opinions. He then advised the candidate “it is not a fact it is an opinion and when answering questions please avoid opinions...This is just a piece of advice for future interviews”. Thereafter, the interviewer asked the candidate whether he had taught before. He answered, “yes, I’m teaching right now”. The interviewer wanted to know, “where?”, and the candidate said “in [city-name 1]”. Again the interviewer asked the candidate to precise his answer “and where are you exactly teaching?”. “at the department of English of [univ2-name]”, answered the candidate. Another question asked to the candidate was concerning methodological approaches: “What methods would you use when here at the university?”. He replied that he would like to use the communicative approach to teaching. Another question asked to the candidate was “How do you encourage students to learn?”. He said that there were different. He gave an example: “a single smile can can make a student uu work more”. And added that, “depends first on the level of students. If you are teaching in a kindergarden it is not same when teaching in middle school and the secondary school and at university.” He stated that, “ at university you have to bring students topics that they like that’s why you are going to:: to help them get interested in in what you are doing”. Again the interviewer asked him for more details “ how? ” So, the candidate tried to gave an example of the content choice from his current experience in [univ-name2] as a part-time teacher, “If you take literature you give them talk about wisdom eh you talk about stories they like , you

talk about poetry, you talk about plays and drama and then the stage ok.” He further added, “ in this way you are going to create the outside world and you take it into the classroom.” That’s what interests students ok that you bring life into the classroom. The last question asked within this phase was about how would the candidate set the evaluation process for his students in TD. He said that there will be the mark of written exam and the mark of: ” then he confessed , “I really don’t have any experience in teaching ”

As for the future plans, the candidate the candidate said that he would first subscribe for the doctoral thesis. Then, he added, “ I most likely would like to: to continue working on [Writer’s name]. The second thing is to have a training abroad”. And the field was literature, “I’d like to study literature.”

The candidate [**F2-Univ1-M**] was regarded a failing one as he was not able to build solidarity with his interviewers and to match the requirements of the position:

- Although he engaged in ingratiation tactics by trying to praise the institution and describing it as “ a famous university”; yet, he gained negative feedback from his interviewer concerning the distinction between facts and opinions: “it is not a fact, it is an opinion and when answering questions please avoid opinions...This is just a piece of advice for future interviews”
- Used short talk that missed details wherein interviewers were requesting more details every time they asked questions: “ what does it mean? Are you speaking French or English?” “Uhum?” “Where are you teaching?” “where exactly”

- His presentation of his research paper run out of informativeness of the major research elements and main conclusions.
- He provided irrelevant examples of how to encourage students to learn. He said: “it depends first on the level of students. If you are teaching in a kindergarten it is not the same when teaching in middle school and the secondary school and at university.”
- His answers were impersonalized and vague in the sense that he was generalizing rather than specifying the examples.
- Instead of trying to gain interviewers trust by showing readiness and enthusiasm for teaching, he tried to draw their empathy by stating “I really don’t have any experience in teaching ”

Table 5.13 :

Extracts of the FH Interview with Candidate [F3-univ1-W]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ Would you like please to introduce yourself?	(1-2)
<i>*Research Presentation</i>	○ Tell us please about your research paper. ○ Tell us more .tell us more ○ your field of study please? What is it? ○ when you start teaching you will be classified as associate lecturer class B. What are the duties of MAB? have you checked that on the official journal?	(3-4) (4-9) (10-11) (34-35)
<i>*Negotiation of expertise and related position tasks</i>	○ Have you ever taught before? ○ Do you think that teaching is a difficult task? ○ Since it requires all this efforts how would you encourage a student to learn? ○ are you afraid? ○ why did you select this university for this position?	(12-13) (14-15) (16-17) (20-21) (22-23)
<i>*Future Plans</i>	○ tell us please about your future plans as far as research is concerned?	(18-19) (28-33)

Table 5.13 displays a summary of the major turns extracted from the faculty hiring interview that was held with the candidate [F3-univ1-W]. In the first phase of the interview, the candidate was asked to introduce herself. So, she stated her name, her age and that she was a graduate of [univ-name1] in [city name1]. Then she said where she was from “well I live in:: [city name 2]” and closed her speech after a period of silence “ (2) umm that’s it uhh”

In the second phase, the interviewer asked the applicant to tell about her research paper. She said that her research paper was about “brainstorming the pre-writing strategy” in which she investigated its use in the [univ-name 2] with second year students. Then, the candidate appeared so stressed and couldn’t continue talking: “ and ummm (2) well ummm I can’t (hhhh)”. The interviewer asked her to continue “Tell us more .tell us more ”. She added that she had made some research on writing in general where the process the pre-writing strategy brainstorming was used and then she had come to a conclusion that, “the the pre-writing strategy brainstorming is actually used in our writing classes but not really uuu practiced by students”. The interviewer asked her, “do you use brainstorming just in writing? ” She answered “no no brainstorming is used:: in all domains in all uu skills but writing is::: mmm well this pre-writing strategy is more important in writing than any other:: skill ”. After that, the interviewer asked her about her field of study and she replied that her field was “applied linguistics ”

The third phase was concerned with negotiating expertise and position-related tasks. When the interviewer asked the candidate whether she had taught before. She answered that she had taught for one year and a half in a secondary school, and when she passed the magister exam she and resigned. She was also a part time teacher there at the [univ-name 2] for one year. Another question asked to the candidate, “Do you think that teaching is a difficult task? ” She answered that it was a difficult task, “ You know uuu transmitting knowledge has never been that easy”. She tried to explain her point that dealing with many learners who have different learning styles require many efforts “it needs efforts it needs:: belief in this job and

it needs love for the job”. Next, the interviewer asked her, “ since it requires all this efforts how would you encourage a student to learn? ” She said that she would do that, “by showing::: by showing interest in doing this I mean::: make him love this::: what I do what I give ok and then (3)”. A further question asked to the candidate was why she had selected that university. She answered that it was for the location, “well uuu my choice for::: I mean I wouldn’t lie ok for the location first because it’s the nearest one for me where I live”. The second thing was, “because umm I see that it has got many qualified teachers”. She added “ I have already met them and I did my research here I met teachers. I did my interviews with them and::: I was really uuu saying that with::: a staff like:: teachers of the university of [univ-name 2] I would beee I would go wherever I want” . The last question within this phase was about the duties of the assistant lecturer, “have you checked that on the official journal?” The candidate said that she hadn’t read but she knew approximately about the duties that was “to practise about theory in lecture I give them exercises things like that to practice what they studied if needed you explain again”

The last phase of the interview was meant for negotiating applicant’s future plans. When the interviewer asked the candidate about her future plans, at first she appeared so stressed and was hesitant to produce comprehensive statements, “ yes. well um for future plans I I I really I mm I am committed to carrying now with my scientific research and I want to go far ok? uuu I want to do I mean I want to go far in the:: research in my scientific research I want to uuu (3) I mean”? The interviewer asked her whether she was afraid and she replied, that she was a bit

stressed. When the candidate was asked again about future plans for research she said that she would like to carry on with genre analysis by analyzing specific texts, “ I was inspired by uuu [**Author’s name**] he has a book about genre analysis”. When the interviewer asked for more details about the writer, she answered, “I’m not really sure am not sure”

The candidate [F3-univ1-W] was unsuccessful, as she could not construct solidarity with interviewers owing to the following arguments:

- She appeared so stressed and uncomfortable that she was unable to project a positive image of herself, “ and ummm (2) well ummm I can’t (hhhh)” , “ahh I’m a bit stressed hh”, and this made her hesitant and unconfident about her answers, “I’m not really sure am not sure”.
- She provided broad answers without any sound arguments or clarifying examples “no no brainstorming is used:: in all domains in all uu skills..”
- In her research presentation, the problem was vague and short in providing details in which the major elements were absent.
- While negotiating expertise and position-related tasks, the candidate was unable to exhibit readiness to teaching though she had previous experience as a part-time teacher, “umm I didn’t read (about the duties of an assistant lecturer) but I know about it approximately”

All in all, the candidate was unable to control her anxiety that made her communication so hesitant and ineffective. Besides, she could not meet the requirements of the position.

Table 5.14:

Extracts of the FH Interview with candidate [F4-univ1-W]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ would you introduce yourself please?	(1-14)
<i>*Research Presentation</i>	○ So why did you get this mark in your dissertation?	(17-18)
<i>*Negotiation of expertise and related position tasks</i>	○ what did they tell you about [univ- name 3] ?	(15-16)
	○ so if we hire you here in [univ-name 3] how are you going to come to your work?	(19-24)
	○ what are your duties as an associate lecturer B?	(26-32)

Table 5.14 displays a summary of the FHI held with candidate [F4-univ1-W]. It comprises three major phases. Initially, the candidate was requested to introduce herself, “would you introduce yourself please?”. So, she stated her name, her marital status and her city “ married I have a two-years-old son yes I’m from [city-name 1]”. Then, she mentioned that she was a graduate of [univ-name 1] and her four months experience as a secondary school teacher before passing the Magister contest and pursuing studies in [univ-name 1]. She added that she was ranked second in class, during the first theoretical year of her Magister studies. After that, she told the jury about the challenges she encountered with her supervisor who abandoned working with her after achieving the first chapter. When the interviewer inquired about the reasons, she said: “no one knew”. Thereafter, she recounted her bad reaction to the challenges she had : “I was:: uum pregnant. sorry umm my

hypertension (2) 18/ 19 uhhu I:: gave birth to my son in the seventh month (2) He was a:::: he could not breathe. He stayed in the hospital for two months. So I stopped everything I abandoned this school”. After that, when she heard that some of her friends had not finished their dissertations within the limits of deadline, she was encouraged to go back to the [univ-name 1], she got another supervisor, and restarted working from the very beginning and I finished her dissertation in seven months. Next, the candidate said she was teaching as a part-time teacher in [univ-name 2], and she applied in [univ-name3] as she had some friends teaching there who had advised to apply for that university.

In the second phase, which was supposed to be related to research presentation, one of the interviewers asked the candidate why she got a low mark in her Magister dissertation. She replied that they were five candidates and the administration refused to organize their VIVAs, as they had problems with the administration, “ but we didn’t know, we didn’t understand the reasons”. No discussion was held about the research paper.

The third phase is related to negotiating expertise and position related-tasks. The interviewer asked the candidate whether she could commute to work regularly in case she was hired in that university. She answered “yes”. Subsequently, the candidate was asked about the duties of an assistant lecturer B. She replied after a pose of silence, “(3) umm I don’t know”. The interviewer commented on her answer by saying , “how can come to teach if you don’t know your duties?” then he

stated the duties of the assistant lecturer B. Eventually, the candidate affirmed that she would read more about her duties.

The candidate [F4-univ1-W] was unsuccessful as she failed to project a positive image about herself due to the following reasons:

- She engaged in defensive tactics and was trying to link her past negative failures to other people rather than showing her academic and professional qualifications.
- Instead of building solidarity with interviewers by demonstrating readiness and enthusiasm to the position, the candidate attempted to gain the interviewers empathy: sometimes, by telling the challenges she has faced during her Magister; and at other times, by presenting herself as a victim of the supervisor, “yes we uu we tried to::: uuum to to understand but she gave no reasons.”
- She was unable to account for the gap in her academic history and her respectively low mark in the Magister dissertation “ but we didn’t know, we didn’t understand the reasons”.
- She did not meet the requirements of the position particularly knowledge of the duties in spite of her one-year experience as a part-time teacher, “umm I don’t know”.

Table 5.15:

Extracts of the FH Interview with Candidate [F5- univ1-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ I would like you first to introduce yourself? ○ where do you live?	(1-10) (11-12)
<i>*Research Presentation</i>	○ what did you work about in you magister dissertation? ○ when you did your research, what are the reasons behind this difference especially in the US? ○ What was your problematic? ○ I understand. Why you didn't conduct a comparative study?	(23-29) (29-30) (31-32) (33-34)
<i>*Negotiation of expertise and related position tasks</i>	○ If you have a second position in the university of [univ-name 3] what will you chose [univ-name 2] or [univ-name 3]? ○ do you have a car? ○ how are you going to manage moving continuously to your work? ○ ok, so you will not ask the head of department to arrange your schedule and adapt it according to your needs and ask just for two days and so on and so forth?	(18-20) (35-36) (37-38) (39-40)

Table 5.15 displays a summary of the main interview phases conducted with the candidate [F5- univ1-M]. The candidate was late for nearly one hour for the interview. When he arrived, he greeted the panel of interviewers then apologized for being late “I’m sorry:: I apologize for keeping:: you this late for an hour ”. At first, he was asked to introduce himself. He stated his name and his field “I’m American studies student”, besides his magister degree, “I got my magister this year in [univ-name1]” . Afterwards, He moved directly to talk about his research topic “ Well I:: I chose a topic that was really uumm restricted or exclusively a female topic which is the gender pay gap in the United States.” But he was so stressed and lost words that he requested a cup of water, “ Sorry I’m really nervous. I really appreciate if you let me drink water”. After relaxing and drinking water, he said that he forgot to mention that he was a student in [univ-name 2], “I graduated from::: on 2013 I remember ”.

In the second phase of the interview, the applicant was enquired about his Magister dissertation, “ What did you work about in you magister dissertation?” The candidate replied that it was about “the difference in wage between men and women in the United States”. Then he added, “wages yeah the gender pay gap yeah” The interviewer asked for more details “ heh what else?” Subsequently, the candidate started explaining “Although the USA tries to give a typical picture that it is the land of equality between the two genders.” But the interviewer interrupted him and wanted to know about the reasons behind this difference in that country. The applicant tried to state some of the differences but he was so hesitant and repeated the words “well, there are many. There are many. The main few, the main

reasons the main::: the main :: motifs behind this or the main causes actually sorry were actually economic, social and even political.” Again, the interviewer asked him about his research problem “What was your problematic?” The applicant answered the problem was “the pay gap”, and when the interviewer asked him why he had not conducted a comparative study he answered, “ because I was concerned with American studies in my speciality”.

In the next phase of the interview, the candidate was asked where he lived. When he replied that he was from [city-name 2], the interviewer enquired what he would choose in case he had a second opportunity in [univ-name 3] in his city. The candidate escaped answering that question: “well I don’t like to be hypothetical about::: but until up to this point, there is no position in [univ-name3]. ” But the interviewer insisted on him to choose between the two universities. Subsequently, the candidate declared that he would choose [univ-name 3] because it was closer to his home and he had some personal commitments. He added that he would place [univ-name 2], as a second choice in case of a third opportunity.

The candidate [F5- univ1-M] was regarded failing as was not able to establish solidarity with interviewers due to the following reasons:

- As he arrived late, he was so nervous and stressed that he could not organize his thoughts and answers, “I’m sorry:: I apologize for keeping:: you this late for an hour ”, “well I was a student in [univ-name 2]. I forgot to mention that”
- He was hesitant and could not control his anxiety, “ Sorry I’m really nervous”.
- He was unable to demonstrate his research problem and convince the interviewer of the significance of his study, “ well, there are many. There are

many. The main few, the main reasons the main::: the main ::: motifs behind this or the main causes actually sorry were actually economic, social and even political”

- He placed that university as a second choice in case he had other opportunities, “of course I will choose [univ-name 3] because it is closer to my home”

Table 5.16:

Extracts of the FH Interview with Candidate [F6-univ2-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	Would you introduce yourself?	(1-2)
<i>*Research Presentation</i>	○ what's the problematic you have tackled in your Ph.d?	(3-10)
	○ In what sense are the findings of your research a kind of solution to bridge up the gap of culture?	(11-12)
	○ how far are you going in your Ph.D? Have you defended your Ph.D or not yet?	(15-18)
<i>*Negotiation of expertise and related position tasks</i>	○ don't you think that your research your area of expertise you fit maybe to open an office to work in legislation and to translate documents is better than teaching. Teaching is something else ?	(13-14)
	○ away from translation what is in your view a good teacher is?	(19-24)
	○ what are the modules that would you offer to teach if we hire you?	(25-26)
	○ what is your greatest strength?	(29-30)
	○ greatest weakness?	(31-32)
	○ if one of your female student addresses you 'I love you I want to marry you'	(35-44)

Table 5.16 represents a summary with the interview conducted with the candidate [F6-univ2-M] during three major phases. At first, the candidate was asked to introduce himself. Subsequently he stated his name then said that he has Ph.D in translation studies in the Arabic English [univ-name1] in [city-name1]. He added that graduated from [univ-name2] university in [country-name] and his speciality was translation English Arabic in 2016. Afterwards, he talked about his MA dissertation “uuu my thesis MA thesis was about translating major problems in translating marriage and divorce documents from English to Arabic okey?”. Then he mentioned his previous teaching experience “I uuu worked in [country-name], I taught for one semester two modules uuu master students technical translation and business translation. I taught uu also last year to [univ-name 3] module of English for MA students of journalism communication and journalism sciences (2)”

In the second phase of the interview, the candidate was asked about the problematic of his MA. He replied that he had collected ten documents of marriage and divorce and translated them into English. When the interviewer asked him about the problematic he said, “the prob the problematic is to find uuu the the the problems that I found in translation. Okey. Why? I choosed marriage and divorce? That we have special okey we had names as you know signs of legal English and Arabic legal lang Language is not the same.” Then, he provided examples “*hadana, Ida*”. Afterwards, the interviewer asked him about the contribution he made in his research, and he replied, “the whole work I: the whole work I considered the whole work as a kind of bridge okey? Because uuu We receive too many foreigners in

Algeria every year and we have to prepare such documents in English in order to: uu to don't find any troubles in reading those documents or translating them outside.”

Within the third phase that was related to negotiating expertise and position-related tasks, the interviewer told the candidate that his area of expertise fitted maybe to open an office to work in legislation and to translate documents better than teaching. The candidate agreed with the interviewer's opinion but stated that he preferred to continue his Ph.D. and to teach because the contest of sworn translators had not been launched since 2011. So he regarded teaching at university as an alternative to that. Furthermore, the interviewer asked the candidate whether he had defended his Ph.D. (as there was a confusion when he stated that he was a Doctor in translation at the beginning), and the candidate said “no, not yet”. Another question posed to the candidate was “what is in your view a good teacher is?” He replied that a good teacher should have good knowledge in his field and know how to send a message for students. When the interviewer asked for other things he said, “maybe the he should be punctual should have sincere with his students and with administrators uu administration and uu as the whole general this is uu somethings uu”. Afterwards the candidate was asked about the module he could offer to teach. He replied “may be research research methodology”. Then, the interviewer asked him about his greatest strength and weakness. As for his strength, he said: “I'm serious punctual and I can work uu”. With regard to his weakness he replied maybe he was nervous. The last question asked within this phase was to classroom management. The interviewer presented a hypothetical

situation to the applicant “if one of your female student addresses you ‘I love you I want to marry you, how are you going to react?’” He replied that if she did this in front of students, he would ignore her. But alone, he could discuss with her and show that she was wrong. The interviewer laughed and commented, “you can just answer her I’m married”

The candidate [F6-univ2-M] was regarded failing because he could not construct solidarity with interviewers due to the following arguments:

- Though he tried to be voluble in providing details; yet, his speech was inaccurate and influent with higher number of lengthening and repetition strategies which reflects lack of confidence and reliability
- His answer was confusing to the interviewers namely in having Ph.D. while he was still a doctoral student,
- He used casual and lax speaking styles.
- His field of expertise did not match with the requirements of the position,
- He demonstrated less flexibility towards the preferences of the departments, with regards to the modules he could teach, “maybe research mor research methodology”
- He failed to show potentials in classroom management.

Table 5.17:

Extracts of the FH Interview with candidate [F7-univ2-W]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ can you introduce yourself, please?	(1-2)
<i>*Research Presentation</i>	○ what was the theme you have tackled in your magister? ○ what was the problematic you have dealt with? ○ where did you study?	(3-4) (5-10) (11-12)
<i>*Negotiation of expertise and related position tasks</i>	○ Why do you think we have to teach translation in the department of English? ○ what is the difference between teaching translation and teaching English ? ○ what other modules you can offer to teach? ○ why did you choose Teaching? ○ You are a translator but you could have chosen to work in a translating office? ○ would you please say something about CBA? ○ where do you live? ○ In the age of digital revolution ICTs... are you going to adopt these let's say material in your classroom? ○ why have not you come before to the department of English?	(13-14) (17-18) (19-20) (21-22) (23-24) (27-28) (31-32) (29-30) (33-37)

Table 5.17 shows a summary of extracts from the job interview conducted with the candidate [F7-univ2-W] during three main phases. The interview was initiated by asking the candidate to introduce herself. She told her name. Then, she mentioned her work experience in a translation office besides working as a part-

time teacher in [department's name] in [univ-name1]. She said that she had a master's degree and she was doing her Ph.D in the [univ-name 2] in translating children's literature.

During the second phase of the interview, the candidate was asked about the theme of her Magister. She said that she had translated four chapters and a conclusion of book [Book-title] written by [Author's name]. When the interviewer inquired about the problematic she had dealt with, she replied that they dealt with 'theoretical part' and, "it was about how uu can we create new uu terms in Arabic yes from uu from English into Arabic". She further added " I created a new term it was uu nerd I used. *Naht* -the example is given in Arabic: *Mahous-tarjama Mahous-technologia Muhawtak* " The interviewer asked her where she studied, and she told him that it was at a private institution in [univ-name 2].

The last phase of the interview tackled negotiating expertise and position related tasks. The interviewer asked the candidate why she thought they had to teach translation in the department of English. She replied "the uu Algerian as bilingual people so uu we need uu to deal with translation ". Next, the candidate was asked what the difference between teaching translation and teaching English was. She thought teaching English was not specialized. According to her, "I don't know we can't find uu better than a translator to teach uu translation in the department of English because we have the techniques, the methods better than the English uu teachers." After that, the candidate was asked about the module that she could offer to teach. She said, "maybe grammar, uu written expression, uu listening (3) such as modules " (irrelevant module- non-belonger). A further

question posed to the candidate was “why she chose Teaching? She replied that she loved teaching, she practiced this job at university and she followed a training course about “ How to teach English ”. Conversely, when the interviewer told her that she was a translator and she could have chosen to work in a translating office, she replied she wanted to have her own office but she couldn’t get our official credential for her. Another question was about “the best teacher” . Accordingly, she said that “the best teacher is the one who minimizes teacher’s talking time and maximizes the student’s talking time cuz the student is the one who is practicing language”. Subsequently, the candidate was asked to say something about CBA. She stated that she had no idea about teaching approaches, “cause we didn’t study this module” . Moreover, the candidate was asked whether she was going to adopt some of the ICTs materials in her classroom. She replied that it was a good idea. When the interviewer knew that the candidate was from the same city, he asked her why she had not come before to the department of English in order mark her presence as that was better than to teaching students in other departments. She answered that she wanted to improve her English with her students, “I want to work , to teach, and learn”. One interviewer commented on her answer, “when you face students you cannot be a learner you have to be teaching” but she argued, “why not? the teacher is also a learner, we can learn from them” However, the interviewer insisted on his opinion, “No! at home when you prepare you are a learner”

The candidate [F7-univ2-W] was failing as she was unable to construct affiliation with interviewers in the sense that :

- in some answers, she was irrelevant and non-belonger: when she was asked why she had not come before to the department of English in order mark her presence she said “I want to work , to teach, and learn”. Also, for the modules that she could offer to teach, she said “listening”, while this module did not exist.
- She was contadicting herself : she said that she chose teaching because she loved it on the one hand. On the other, she said that she wanted to have her office for translation but she couldn’t get the credential.
- Although the candidate said that she took a course about “ how to teach English », yet when she was inquired to talk about the teaching approach CBA, she replied , “I have no idea about teaching approaches cause we didn’t study this module”
- Her field of expertise did not meet the requirement of the position as she had less flexibility towards the preferences of the department, : “maybe grammar, uuu written expression, uuu listening such as modules”

Table 5.18

Extracts of the FH Interview with candidate [F8-univ2-W]

Interview Move/ phase	Interviewers' Questions	Turns
<i>*Self-introduction</i>	○ Who is [F8-univ2-W]? ○ Where are you from?	(1-4) (5-6)
<i>*Negotiation of expertise and related position tasks</i>	○ Your speciality is translation. Why do you think it is important to teach translation to EFL students? ○ ...What made you choose English as for example a language you are likely to teach in the future instead of French or Arabic? ○ what are the modules that you can offer to teach? ○ Can you tell me something about the position the value of translation in Algeria since it is a tool of civilization mark intact? ○ why did you choose teaching? Do you think that teaching as easy as translation? ○ don't you think that teaching is a hard work? ○ could you tell us about the CBA the competency based Approach?	(7-8) (9-10) (11-12) (13-14) (15-16) (21-26) (27-28)

Table 5.18 demonstrates a summary of extracts from FHI with the candidate[F8-univ2-W]. The interview consists of two phases only. In the first phase, the applicant was enquired to present herself. She stated her name, her age “I am 33 years old” her marital status, “single”, her current position “currently I:: work as a:: French teacher in a Middle School”, and her last degree “I recently have a:: master's degree in translation”. The interviewer asked her to clarify, “Magister

or Master the degree you have?”. She replied it was “Magister”. She added that she was from [city-name1] when the interviewer asked her where she was from.

The second phase was devoted from negotiating expertise and position related tasks. The interviewer initiated this phase by asking the candidate, “Why do you think it is important to teach translation to EFL students?” . She started her answer by asserting the importance of translation in Algeria, and stated , “we are bilingual society”. She then added , “we are not natives so it is a natural choice to:: teach translation for each student either French students or even students who learn English”. But her arguments were not clear , “for me it’s a natural choice to teach translation ...Or even students learn learn English for me it's the natural choice. It’s good for students because uu students should not be only focused on English but:: should also attempt to talk in their mother tongue. So they should have some translation strategies ”. Another question posed by the interviewer, “What made you choose English as for example a language you are likely to teach in the future instead of French or Arabic?”. She replied that there were many reasons behind that choice mainly her personal preference to English than French, and because English is gaining more importance nowadays, “it’s obvious that everybody is supposed to learn or master this language”. Though she tried to provide some arguments for her choice, yet, her skills seemed to be equal in the three languages, “ So I believe in the more importance of English, Of course Arabic is my mother tongue but I can teach French too”. A further question asked to the candidate was about the modules that she could offer to teach. She said grammar and British civilization as she had “special interest in history especially the British civilization is very interesting”

Moreover, the candidate was asked to tell something about the value of translation in Algeria since it was a tool of civilization mark intact. She said that it was important and tried to illustrate her answer by claiming that Algeria was in the centre of the world.,”So uuu Translation is very important and seeing the history of the country itself translation is just helpful you know we are people who translate when we speak when we speak we translate...even Arabic as our language, it’s a language that contains a lot of translation in itself”. Afterwards the candidate was why she chose English. She said that she was a teacher in a middle school and she had caught a picture of it. Then the interviewer inquired why did people choose teaching though it was a hard work. She replied that she “loved it”. When the interviewer commented that a translator cannot teach, she told him, “why not? It’s a natural choice for a translator to be a language teacher, excuse me.” At the end, the candidate was asked to talk about the CBA . She said that it was trying “ to instill and install competencies in your learners instead of teach them behaviors not uuu just uuu static information”. Then she added that it was about “the behaviors you teach them le savoir fair le savoir être things like that”.

The candidate **[F8-univ2-W]** was unsuccessful as she could not build solidarity with the interviewers owing to the following arguments:

- Her field of expertise and past teaching experience did not match with the preferences of the department (she was a French teacher, and she was applying for an EFL position

- She used short turns and provided less details regarding her previous experience (whether she was permanent or not, how long she has been teaching)
- She used unconvincing arguments to demonstrate her view “we are not natives so it is a natural choice to:: teach translation for each student either French students or even students who learn English”
- She could not support her arguments with strong evidence from her past experience, “you teach them le savoir fair le savoir être things like that”.
- She has less flexibility towards the preferences of the departments namely in the subjects to be taught.
- She used casual and lax speaking styles by overusing some expressions “it’s a normal choice” that reflected her poor vocabulary repertoire in English.

Table 5.19 :

Extracts of the FH Interview with candidate [F9-univ2-W]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ Would you introduce yourself please?	(1-4)
<i>*Research Presentation</i>	○ what was the topic you have approached in your dissertation? ○ what approach have you resorted to when you tackled this topic? ○ Sorry is your study was your study a feminist or a womanist? ○ ok don't you feel that the idea of womanist itself is still a time in idea or notion itself? ○ honestly speaking don't you thin that dealing with oppression with feminism in such an African American context is (incomprehensible) old-fashioned and and and honestly speaking were the examiners of the examining panel satisfied about your research? did your study bring novelty?	(5-6) (7-8) (9-10) (13-18) (21-28)
<i>*Negotiation of expertise and related position tasks</i>	○ what or which modules are you ready to offer? ○ what is your greatest strength? ○ your greatest weakness?	(33-36) (37-38) (39-40)
<i>*Future Plans</i>	Your plans for future research?	(29-32)

Table 5.19 presents a summary of extracts from FHI with the candidate[F9-univ2-W] during four phases. In the outset, the candidate was asked to introduce

herself. Accordingly, she stated her name, her age “I’m 38 years old” and her home city. Then she mentioned the year and place of her graduation “I’m from [name1] Yes, I graduated from the university of [univ-name1] seventeen years ago”, and the last degree she had ,“ I got my magister degree in literature only this year”

During the second phase of the interview which was devoted for research field presentation, the interviewer questioned the candidate, “ ah yeah you have defended your dissertation just this year? ” and she replied “yes”.Furthermore, the candidate was enquired about the topic of her dissertation. At first she stated the title “ From Oppression to Liberation : Race and Gender in [Author’s name] [the book name] ”. Then she talked about the major issues raised in her researchrace, “race,gender, oppression and liberation” in which she pointed that her study examined the societal and political conditions in the south of the united states of America ...and u:: the negative effects on black women’s minds and lives uuu yes”. She tried to illustrate some of the target issues from the novel, “The protagonist and all the black females in [Author’s name] [book title] are oppressed physically and mentally by both black and white men”. She also refered to the authors motifs, “ Um [Author’s name] in fact in this novel doesn’t only chronicle black women’s suffering torment and agony but even goes beyond the boundaries of oppression and recommended certain solutions for these mental and physical abuses ”. The interviewer asked her what approach she had resorted to when she tackled that topic. She replied that the study drew on elements of feminism in general and black feminism on particular . But the interviewer asked her to clarify, “Sorry is your study was your study a feminist or a womanist”. She replied it was “a womanist ”.

The interviewer commented, “ don’t you feel that the idea of womanist itself is still a time in idea or notion itself? ” and inquired why she had chosen [book’s title 1] instead for example [book’s title 2]?. She told him **that she** liked the novel and I I had already watched the film of [Author’s name] and was attracted by the novel, the protagonist and the idea of oppression in the South. However, the interviewer was not convinced with her answer , “honestly speaking don’t you think that dealing with oppression with feminism in such an African American context is old-fashioned” and asked her whether the panel of examiners were satisfied about her research. He further said questioned her, “what novelty is your study or did your study bring novelty because we have a a a a big heritage of womanist and feminist let’s say studies”. She tried to defended her choice by stating that the idea of oppression concerning woman was a worldwide issue it still existed nowadays, “for that reason I don’t think (@@) it is an old fashioned theme or topic or”. The interviewer stated again, “the literary and analytical scene is saturated with such feminist studies” and advised her that she could have juxtaposed an Algerian writer with it or an African author.

In the third phase of the interview, which was concerned with negotiating expertise and position-related tasks, the candidate was asked what modules she could offer to teach. She replied that she did not know about their department but, “I am ready to teach all the modules assigned to me since it is part of my work”.

Another question asked to the candidate was about her greatest strength. She answered after a pose of silence “(4) literature”. As for her weaknesses, she said, “I don’t know (@@@)”

The last interview phase was concerned with applicant's future plans. When the interviewer enquired about the candidate's future plans she replied "not yet". He was surprised and questioned her again "not yet?". She said that she was still reading and didn't have a clear idea about what she was going to do in the future. The interviewer closed the last phase by advising the candidate to work on interesting topics in the future, "I have an impression that you will be a great researcher, try to choose something interesting something of that a desire to really fetch what is behind this work.

The candidate [F9-univ2-W] was considered failing despite her fluent and accurate speech as she could not build solidarity with interviewers as:

- She was unable to account for the gap in her academic history I graduated from the university of [univ-name1] seventeen years ago, and I got my magister degree in literature only this year"
- She has presented no previous relevant teaching experience.
- Her research theme was uninteresting and she could not convince the interviewers of the significance of her topic.
- She gained negative feedback from the interviewer regarding her field of expertise.
- She had no clear future research plans

All in all, this candidate failed, as she could not convince the interviewers of her ability to lead or plan for significant research, which is an important requirement in the position.

Table 5.20:

Extracts of the FH Interview with candidate [F10-univ2-M]

Interview Move/ phase	Interviewers' Questions	Turns
<i>* Self-introduction</i>	○ would you introduce yourself please? ○ so you have studied in [univ-name1] and they sent you a scholarship to [country name 1]?	(1-4) (5-6)
<i>*Research Presentation</i>	○ what was the topic of your dissertation? ○ what about the sample? The sample of this study? Have you tackled some native speakers? ○ So concerning your native speakers you have chosen are they all Americans or British Australian? ○ Do you believe that as an Algerian shall pronounce shall I speak as an American? ○ you didn't tell us about your research problematic: is it important to be taught by a native or it is not important?	(7-10) (11-12) (13-16) (17-18) (19-20)
<i>*Negotiation of expertise and related position tasks</i>	○ Are you going to stay with us in [univ-name 3] or you are going to change university after 3 or 4 years? Have you applied to other universities? ○ Do you think, as a teacher or you would be a teacher, the way you teach girls is the same way you teach boys? ○ now if a girl disturbs you, for example. How would you react? ○ and if a boy disturbs you do you do the same?	(21-25) (25-28) (29-30) (31-32)

Table 5.20 displays a summary of FHI extracts held with the candidate [F10-univ2-M] during three main phases. Initially, the candidate was asked to introduce himself. So, he stated his name “I’m [F10-univ2-M] [last]”, his age “ I’m uu 29 years old”, his home city, “ I’m from [city-name1]”, his graduation university, “I graduated from [univ-name 1] university of [country name 1]” and his field of speciality, “the field is uuu curricula and instruction of English language uuu it’s the same as it’s the same as as:: didactics in [country name2]” .When the interviewer asked him whether he got a scholarship from the [univ-name 2] to [country name 1], he replied “No” it was not a scholarship but he went on his own expense.

Secondly, the candidate was enquired about his topic of his dissertation. He said that the topic of his dissertation was a comparison between Native English speaking teachers and non-native English speaking teachers: their effects on students’ oral fluency. When the interviewer asked him about the sample of his study and whether he tackled some native speakers he said that he took 15 native English speaking teachers in [country-name1] and fifteen non-native English speaking teachers. He used interviews with teachers and questionnaires with EFL students, “I interviewed them about their perceptions of the effect of oral fluency on:: their students (umh) uuu also I uuu I delivered the questionnaire to the students uu to EFL students uuu it differed uuu in terms of perceptions between teachers and students regarding the students they they don’t have that knowledge of uu making the difference between native and non native uuu speaking teachers ” The interviewer wanted to know more about the natives involved in the study. The candidate said that almost of them were American teachers, besides they were not

certified in teaching English as a Foreign language, “ so they were they were just hired as uuu native teachers”. The candidate was further enquired to state the problematic of his research, “is it important to be taught by a native or it is not important? ” He said that, “ the teachers’ uuu expertise is uuu counts more than his being native or non-native because”. He argued that in his study he had found that some non native English speaking teachers were doing better in the classroom than native English speaking teachers.

The last phase of the interview was concerned with negotiating expertise and position-related tasks. The interviewer initiated this phase by asking the candidate whether he was going to stay in [univ-name3], in case he was hired there, he was going to change after 3 or 4 years, and whether he had applied for universities. The candidate told the interviewer that he had set for some other contests to enlarge his chances in [univ-name 2],[univ- name 3], [univ-name 4],[univ-name 5], [univ-name 6] . He said, “Frankly uu I I my parents are old I have to take care of them . So:::If I get the job uuu la::: sooner or later I::: I will turn, I will go back to [city-name 1] just for the sake of my parents .”The next question was related to classroom management. The candidate was asked whether he would teach the two genders in the same way. He thought that it would not be the same in terms of personality in which each gender has a special way to deal with. Furthermore, the interviewer asked him, in case a girl disturbed him, how he would react. At first he laughed, “a girl disturbs <@@>” then said , after a period of silence , “ I think it depends on uuu on why she did that, I should ask her first then I will start start the remedy process ” . Then, the interviewer asked him, in case a boy disturbed him, “do you do

you do the same? ” He answered that he would talk to face to face and try to integrate him in the classroom atmosphere, “ so that he can not find himself in uuu away from the classroom.”

The candidate [F10-univ2-M] was unsuccessful, as he could not build solidarity with the interviewers drawing on the following reasons:

- His speech was not fluent and was marked with many hesitations, lengthening and repetitions of words, “I:: I think I believe that it’s a question uu it’s it doesn’t matter ss aaa uu since I mean as the student the student get get uu the right meaning of the:: pronunciation it doesn’t matter whether I’m:: speaking American English or British English ”
- His research topic did not gain the interest of the interviewers
- He demonstrated less skills in problem solving and classroom management, “I think it depends on uuu on why she did that, I should ask her first then I will start start the remedy process”
- Though he was frank in changing university in soon or late, he could meet the preferences of the department of a candidate who place their institution first.

Conclusion

In this chapter, qualitative data obtained from the FHIs corpus, in the descriptive stage were extensively presented and analysed drawing on the conceptual framework. The next chapter discusses the major findings and concludes the study.

CHAPTER SIX: DISCUSSIONS, RECOMMENDATIONS, LIMITATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Introduction	236
6.1 Discussion of the Descriptive Phase Findings.....	236
6.1.1 Successful Candidates' Strategies	236
<i>Strategies that are in accordance with previous research</i>	<i>236</i>
<i>b) Strategies that ties with the requirements of the position</i>	<i>238</i>
<i>c) Strategies that emerged from the qualitative analysis</i>	<i>238</i>
6.1.2 Unsuccessful Candidates' Strategies	244
<i>a) Findings that are in line with previous research.....</i>	<i>244</i>
<i>b) Emerging strategies from qualitative analyses.....</i>	<i>245</i>
6.2 Recommendations	250
6.2.1 Recommendation for Students.....	250
6.2.2 Recommendations for Course Designers	252
6.2.3 Recommendations for Faculties and Hiring Committees.....	253
6.2.4 Recommendations for Human Resources Office	254
6.2.5 Recommendations for Policy Makers.....	255
6.3 Limitation of the Study.....	256
Conclusion	258

CHAPTER SIX: DISCUSSIONS, RECOMMENDATIONS, LIMITATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Introduction

This chapter discusses and compares successful and unsuccessful candidates' communicative strategies in the light of the fourth research question (RQ,4). Based on the main results, a number of recommendations are provided to the different stakeholders in the faculty-hiring interview. Besides, research limitations are briefly presented. Eventually, suggestions for further research are supplied.

6.1 Discussion of the Descriptive Phase Findings

This section discusses the main research findings in the descriptive phase namely the discourse analyses of FHI extracts with reference to the last research question (RQ4):

- What are the communicative strategies used by successful and unsuccessful candidates during the faculty hiring interview for an EFL assistant lecturer position?

6.1.1 Successful Candidates' Strategies

Communicative strategies used by successful candidates when presenting themselves; demonstrating their research field; negotiating their expertise and position-related tasks; and discussing their future plan are threefold:

Strategies that are in accordance with previous research

Overall some results were consistent with what has been found in previous research studies wherein successful candidates for an assistant lecturer position construct solidarity and affiliation (Kerskes, 2006; Lipovsky, 2008), and gain

positive feedback from their interviewers (Lipovsky, 2008; Lin et al., 2012) throughout a number linguistic and pragmatic strategies namely using accurate, fluent, clear speech with little or no backchannels or hesitations (Grice, 1975; Lin et al., 2012; Choi, 2014). In addition, they tended to use long turns that are voluble, direct and specific in providing details (Scheuer, 2001; Lipovsky, 2006; Lin et al., 2012; Choi, 2014). Successful candidates also employed repetition and narrative strategies (Cambell & Roberts, 2007; Choi, 2010), and adapted their answers to interviewers' questions by using short and precise turns when the questions were closed and longer and informative turns when questions were open. As for the pragmatic strategies, it was found that successful candidates were relaxed, confident, speaking at ease, sharing laughter with interlocutors (Kerskes, 2006; Choi, 2010). Besides, they introduced themselves positively by promoting for their qualifications and accomplishments (Stevens & Kristof, 1995; Bolino & Turnley, 1999; Kerskes, 2006; Cambell & Roberts, 2007;). Meanwhile interacting with interviewers, successful candidates made best use of politeness strategies: expressing thanks when receiving praise, apologizing when self-interrupted reciprocating to jokes and laughter, remaining modest when presenting their greatest achievements Brown & Levinson, 1987; Wayne & Ferris 1990; Stevens & Kristof, 1995). They further kept a strong argument by demonstrating personal and professional skills from previous experiences and clarifying examples. When negotiating expertise, passing applicants demonstrated flexibility towards the preferences of the department in terms of the subjects to be taught and working extra hours (Kerskes, 2006), and revealed enthusiasm and readiness for the task of

teaching (Lipovsky 2008) by employing relevant lexis to teaching and classroom management (Cambell & Roberts, 2007)

b) Strategies that ties with the requirements of the position

There were some strategies that emerged from the qualitative analyses during the different phases of the interview. These strategies match with the requirements of the positions that were gained from the survey with the FHC, and the documents analysis in the previous chapter (chapter five):

- communication skills namely fluency and accuracy ;
- awareness of duties and responsibilities of the position ;
- potentials in coordination and team work ;
- potentials in problem-solving and classroom management;
- and demonstrating readiness and potentials in the task of teaching in general.
- Matching the field of speciality with the preferences of the FHC.

c) Strategies that emerged from the qualitative analysis

The third type of results obtained from qualitative analyses go beyond previous reports, showing some emerging strategies within the faculty-hiring interview especially in the phase of research presentation and negotiating expertise and position-related tasks. The emerging results can be listed as what follow :

- Passing candidates managed to keep interlocutors' interest in their talk.

- They revealed no gaps in their academic and professional career.
- They demonstrated a personal philosophy or vision about learning and teaching.
- They demonstrated potential in leading and planning for original and daring research.
- They were able to present and summarize research following adequate moves for all the research elements.
- They reflected extensive reading in their field/ topic, wide knowledge of the theories, and general culture in their research field.
- They demonstrated self-reflection on previous research.
- They reflected devotion for conducting research and passion of reading
- They showed higher order thinking and ability to solve problems.
- They demonstrated intellectual maturity when answering questions (conforming or disagreeing politely by providing relevant arguments)

Table 6.1 introduces successful applicants' strategies during four moves in the faculty hiring interview.

Table 6.1

Summary of Successful Candidates' Strategies

Phase	Communication Strategy	Source
<i>Self-introduction</i>	1. Adapting answers to interviewers questions by using short and precise turns when the questions are closed and longer and informative turns when questions were open.	<i>Qualitative</i>
	2. Specific and voluble speech (providing more details).	<i>(Scheuer,2001;Lipovesk, 2006; Lin et al., 2012; Choi, 2014)</i>
	3. Respecting the norms of communication or maxims in quality, quantity, manner and relevance by using accurate, fluent, clear with very little backchannels or hesitations.	<i>(Grice, 1975; Lin et al.,2012; Choi,2014)</i>
	4. Revealing no gaps in one's academic and professional career, to reflect devotion and involvement	<i>Qualitative</i>
	5. Face enhancement through relaxation, confidence, speaking at ease, reciprocating to jokes, sharing laughter with interlocutors.	<i>(Kerskes, 2006; Choi,2010)</i>
	6. Positive self-presentation (self-promotional tactics: personal qualifications and greatest achievement like being top of class, benefiting from a scholarship)	<i>(Stevens & Kristof, 1995; Bolino&Turnley, 1999;Kerkes, 2006 Cambell &Roberts, 2007;)</i>
	7. Demonstrating a personal philosophy or vision about learning and teaching	<i>Qualitative</i>

	8. Gaining immediate positive feedback or praise from the interviewers.	<i>(Lipovsky, 2008; Lin, et al., 2012)</i>
	9. Appearing as a different candidate that any institution would seek to hire	<i>Qualitative</i>
	10. Demonstrating academic qualifications and professional experience	<i>Bolino & Turnley (1999)</i>
	11. Using politeness strategies: expressing thanks when receiving praise, apologizing when self-interrupted reciprocating to jokes and laughter, remaining modest when presenting his greatest achievements	<i>(Brown & Levinson, 1987; Wayne & Ferris 1990; Stevens & Kristof, 1995)</i>
<i>Research Presentation</i>	12. Revealing potential in leading research and planning for original and daring research	<i>Qualitative</i>
	13. Ability to present and summarize research using adequate moves for all the research elements	<i>Qualitative</i>
	14. Reflecting extensive reading in one's field/ topic, wide knowledge of the theories, and general culture in one's research field.	<i>Qualitative</i>
	15. Demonstrating self-reflection on previous research	<i>Qualitative</i>
	16. Reflecting devotion for research.	<i>Qualitative</i>
	17. Reflecting passion of reading	<i>Qualitative</i>
	18. Matching the field of speciality with the preferences of the FHC.	<i>Qualitative</i>
	19. Keeping interlocutors' interest in one's talk,	<i>Qualitative</i>
	20. Using repetition and narrative strategies	<i>(Cambell & Roberts, 2007; Choi, 2010)</i>

<i>Negotiation of expertise and related position tasks</i>	21. Self-reflection on one's points of strength and weakness mainly in teaching	<i>Qualitative</i>
	22. Demonstrating flexibility towards the preferences of the department (subjects taught, working extra hours)	<i>(Kerskes ,2006)</i>
	23. Demonstrating intellectual maturity when answering questions (conforming or disagreeing politely by providing relevant arguments)	<i>Qualitative</i>
	24. Demonstrating personal and professional skills from previous experiences and clarifying examples	<i>(Lipovsky, 2008)</i>
	25. Showing awareness and knowledge of the position requirements.	<i>Qualitative</i>
	26. Establishing solidarity and affiliation with the interviewers by extending a sense of belongingness/ showing interest in the university,	<i>Kerskes, 2006; Lipovsky, 2008)</i>
	27. Demonstrating expertise and enthusiasm for teaching	<i>(Stevens & Kristof 1995)</i>
	28. Demonstrating competence in classroom management and positive attitudes towards teaching	<i>Qualitative</i>
	29. Employing relevant lexes to teaching and classroom management	<i>(Cambell & Roberts, 2007)</i>
	30. Meeting the requirements of position namely awareness and readiness for teaching and doing research	<i>Qualitative</i>
	31. Basing answers on pragmatic evidence or providing clarifying examples from previous experience	<i>Qualitative</i>
	32. Showing higher order thinking and ability to solve problems	<i>Qualitative</i>

<i>Future Plans</i>	33. Having clear and well stated future plans regarding research	(Lin, et al.,2012)
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6.1.2 Unsuccessful Candidates' Strategies

Contrary to the findings related to the first stream of candidates, communicative strategies used by failing candidates revealed two categories:

a) Findings that are in line with previous research

When comparing results to previous research, it is apparent that many unsuccessful candidates strategies were consistent with what has been reported. Though the context may differ; yet, failing candidates tend to use short vague and unspecific talk (Scheuer, 2001; Lipovesky, 2006). A similar pattern obtained in the results was using inaccurate, influent speech with a higher number of lengthening and repetition strategies (Lin et al.,2012; Choi,2014). Very often the speech of failing candidates was marked by casual and lax speaking styles (Kerskes,2006). Some candidates appeared so anxious and nervous that that reflected lack of confidence and uncertainty about their answers (Choi,2014). When introducing themselves used defensive tactics to justify their past negative experiences rather than self-promotional tactics (Tsai et al.,2010). So, they were trying to drag empathy rather than building solidarity with interviewers (Lipovseky, 2006). That is why most unsuccessful applicants appeared as non-belongers (Cambell &Roberts, 2007) and Failed to gain interviewers trust as they exhibited no readiness and enthusiasm for teaching (Lipovesky,2006). A similar finding was related to some applicants inability to account for the gaps in their academic and professional history (Kerekes2007).

b) Emerging strategies from qualitative analyses

Key findings were also yielded from qualitative analyses showing some emerging strategies that were considered unsuccessful. These results could be viewed in terms of the overuse of some expressions that reflected poor vocabulary repertoire in English wherein applicants provided broad answers without sound arguments or clarifying examples with unconvincing arguments to demonstrate one's view. Their representation of the research field or topic was deficient in terms of major elements. While negotiating expertise and position-related tasks were unable to support their claims with strong evidence from one's previous experience. Besides that, they demonstrated little or no flexibility towards the preferences of the departments regarding the subjects to be taught and projected no skills in problem-solving and classroom management when they were presented with some hypothetical situations. A major downfall of failing candidates was associated with their ignorance of the position duties. Though some candidates tried to be honest when stating that they would prefer other universities closer to their home cities, in case of alternative opportunities, this option was deconstructing with the interviewers' solidarity. Lastly, the absence of future plans qualitative was a basic flaw for failing candidates. Table 6.22 summarises the major findings of unsuccessful candidates' strategies.

Table 6.2

Summary of Unsuccessful Candidates' Strategies

Phase	Communication Strategy	Source
<i>Self-introduction</i>	1. Arriving late	<i>Qualitative</i>
	2. Using short vague and unspecific talk	<i>(Scheuer, 2001; Lipovesky, 2006)</i>
	3. Inaccurate, influent speech with higher number of lengthening and repetition strategies.	<i>(Lin et al.,2012;Choi ,2014)</i>
	4. Using casual and lax speaking styles	<i>Kerskes (2006)</i>
	5. Overusing some expressions and reflecting poor vocabulary repertoire in English.	<i>Qualitative</i>
	6. Nervousness and stress, anxiety, lack of confidence	<i>Choi (2014)</i>
	7. Defensive tactics to justify for past negative experiences rather than self-promotional tactics	<i>Tsai et al. (2010)</i>
	8. Dragging empathy rather than building solidarity with interviewers	<i>Lipovseky (2006)</i>

Research presentation	9. Poor representation of the research topic (absence of major elements)	<i>Qualitative</i>
	10. Inability to account the gap in one's academic and professional history	<i>Kerekes (2007)</i>
	11. Broad answers without sound arguments or clarifying examples	<i>Qualitative</i>
Negotiating expertise and position-related tasks	12. Employing unconvincing arguments to demonstrate one's view	<i>Qualitative</i>
	13. Ignoring interviewers' questions or requests.	<i>Qualitative</i>
	14. Inability to support arguments with strong evidence from one's previous experience	<i>Qualitative</i>
	15. Demonstrating little or no flexibility towards the preferences of the departments regarding the subjects to be taught.	<i>Qualitative</i>
	16. Providing irrelevant answers, or examples	<i>Qualitative</i>
	17. Preferring other universities in case of alternative opportunities	<i>Qualitative</i>
	18. Ignorance of the position duties	<i>Qualitative</i>
	19. Applicant as non-belonger	<i>Cambell & Roberts, (2007)</i>
	20. Failing to show potentials in classroom management.	<i>Qualitative</i>
	21. Failure to gain interviewers trust by showing readiness and enthusiasm for teaching	<i>Lipovesky (2006)</i>

Future Plans	22. Absence of future plans	<i>Qualitative</i>
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6.2 Recommendations

On the basis of the major findings of the study outlined formerly, a number of recommendations could be made to the different stakeholders involved in the faculty hiring interviews namely students, course designers, faculties and hiring committees, Human resources and policy makers in general.

6.2.1 Recommendation for Students

Doctoral students, as future applicants and pre-services teachers, need to consider the new demands of the increasingly competitive employment market with the large pools of applicants and short hiring windows. Thus, winning a faculty position requires a myriad of communicative, academic and personal skills.

- ✓ As the phase of research presentation was found recurrent and decisive during the faculty-hiring interview, students should select from the outset original research topics for their doctrate theses, in which they can make significant contribution and gain potentials in research skills.
- ✓ Because novice postgraduates may have little or no previous experience, it was found that students' awareness of the different research approaches and wide knowledge of their field of expertise could play an important role in projecting devotion for research, which is a major requirement of the position. Thus, doctoral students are induced to read extensively in their field of speciality and to be aware of the different approaches in conducting research

- ✓ Due to the fact that interviewers were much interested in the way applicants performed during the faculty-hiring interview rather than how 'they informed' of their CVs, students should train themselves to increase their communicative skills by obeying the maxims of communication (fluency, accuracy, relevance and quality) and politeness strategies. They could expose themselves to hypothetical or mock interviews and train themselves to answer frequent questions and record their answers to check them later on and improve trials until they are satisfied with their performance.
- ✓ Students should train themselves to overcome their anxiety and nervousness that could hinder their communication during real employment interviews. They should increase their self-confidence and trust by listening to authentic interviews then practising questions and answers again and again so they can be ready for any types of questions.
- ✓ Students should be aware of the requirements of the position and read all related official texts pertained to their duties and responsibilities.
- ✓ Part-time teaching as a relevant experience to pre-service teachers was found helpful for novice graduates to aid them have a broad view of requirements of the position and the preferences of departments.

- ✓ Constructing affiliation and solidarity with interviewers was regarded a standing pattern in winning a faculty hiring-interview. Subsequently, students need to train themselves to promote for their achievements and to base their answers on strong arguments.
- ✓ Because the position for an assistant lecturer is respectively demanding and requires competitions with other candidates with similar profiles, applicants aspiring to win the faculty hiring interview need to present themselves differently and to demonstrate a distinctive personal philosophy based on strong evidence, using more elaborated and formal speech.

6.2.2 Recommendations for Course Designers

Training students and preparing them for job interview communication was a key finding of the survey conducted with pre-service applicants (Tiaiba & Nedjai, 2020). Thus, to pave students' way towards employability and enhance their communicative skills, course designers are substantially induced to:

- ✓ Design ESP courses based on the present situation and target needs analyses of doctoral students to communicate effectively in different speaking situations particularly employment interviews.
- ✓ Integrate interview communication skills in the ESP syllabi
- ✓ Adapt real employment interviews as authentic teaching materials for the ESP course.

- ✓ Integrate the findings of the current study namely successful and unsuccessful communication strategies to enhance students speaking skill.
- ✓ Train students in the rhetorical and generic structure of the faculty-hiring interview's different moves and steps namely self-introduction, research presentation.
- ✓ Provide students with enough opportunities to practise the speaking skill and sub-skills on a regular basis for authentic purposes to prepare them for real-life employment communication (eg: clarifying, exemplifying, summarising etc)

6.2.3 Recommendations for Faculties and Hiring Committees

As a major stakeholder in the hiring process, faculties should consider a number of procedures to improve assistant lecturers selection and insure fairness and validity of the employment interview particularly:

- ✓ Developing profiling grids for teachers in which the competencies of language teachers are presented or adopting, for example, the European Profiling Grid (EPG) which is a form of table that consists of a list of categories of teacher competence; with series of six 'phases of development' ranging from novice teacher to experienced and expert teacher. Each cell of the grid contains descriptors for one area of competence at one phase of development. By doing so, faculties can set the minimal of the skills that applicants should have, and the skills that on which faculty staff can be trained after recruitments.

- ✓ Appointing different educational stakeholders in the panel of interviewers like, for instance, specialists in personnel psychology.
- ✓ Conducting search committees to decide about the requirements of the position, the target skills and competencies to be addressed in the interview.
- ✓ Asking problem-based questions in the interview to ensure fairness between applicants with prior and no previous experience.
- ✓ Making interview short in duration and target specific skills or competencies.
- ✓ Recording interviews to review them when need be.
- ✓ Providing training for the interviewers before the FHI.
- ✓ Basing the interview questions on a demonstration lesson presented by the applicant in the presence of students and FHC.
- ✓ Asking applicants the same questions that should be constructed differently to ensure fairness, and agreeing on the grids of accepted answers.
- ✓ The afore-mentioned recommendations could be combined in a faculty guide to the hiring interview to validate the hiring process.

6.2.4 Recommendations for Human Resources Office

Overall, the practices of faculty hiring committees during the hiring interview are based on the official texts and regulations of the HR office at the university. The HR office at the university should revise the current texts and provide more details about how the faculty interviews should be conducted and evaluated. Practices

should relate to the duties and requirements of the position. As for applicants' evaluation, the results of documents analyses provided evidence of the unreliability of the current anchored rating scale (Tiaiba & Nedjai, 2022 p.101). Consequently, HR office should reconsider the current evaluation scale namely in terms of verbal and non-verbal behaviour, communicative skills, academic and professional competencies and position requirements in general. Those grids should be specified, and the levels of performance should be labelled during each question or phase in the interview (eg: *1 Poor* , *2 Fairly poor*, *3. Acceptable*, *Good*, *5 Outstanding*) The marks of the interview should be equally attributed.

6.2.5 Recommendations for Policy Makers

Final recommendations are addressed to the policymakers, as an important stakeholder in the faculty-hiring interview. It is worthy to note that the hiring interview score represents 20% of the overall score in the hiring process with four (4) attributed marks from a total of twenty (20) marks used to rate applicants in different criteria. In spite of the promising findings yielded in this study, the score and role of the interview with respect to the other selection criteria of the hiring process remain, to some extent, insufficient. Therefore, the role and score of the hiring interview should be reconsidered especially since novice post-graduates entering the job market for the first time may have similar profiles in terms of qualifications and experience as the employment interview can be a crucial means in the final hiring decision.

6.3 Limitation of the Study

Although the present study has provided an evaluative perspective on an important issue that relates to FHIs, there is a number of limitations that had been encountered and should be considered.

Firstly, data obtained from the survey, during the exploratory stage, are self-reports, and interviewers' perceptions are never static. Besides, findings cannot be generalised, as the sample of the study was purposive and not representative of the whole population. The researcher also acknowledges the absence of the perceptions of faculty principals as important stakeholders in the final hiring decisions. Consequently, this study is limited in terms of scope and place.

Secondly, the claimed gains from this descriptive stage of the study should be presented with reservation as the researcher performed analyses; and no external raters were possible to be involved. It is worthy to note that streaming candidates into passing and failing was based on the conceptual framework of analysis and the ethnographic notes taken during interview recording as the results of deliberations were not notified to the researcher. Another limitation to this study is associated with reaching saturation in the corpus of interviews. This is due to the impossibility of recording more faculty hiring interviews at other universities, apart from the universities of Setif 2 and M'sila, due to permission constraints.

6.4 Suggestions for Further Research

On the basis of the promising findings presented in this paper, future studies should aim to replicate results using a larger scale by incorporating other parties and decision-makers to have a more reliable view.

Moreover, further investigations are necessary to validate the kinds of conclusions that were drawn from this study by using experimental design to test these assumptions related to the main parties in the interview:

a) for interviewers: whether training interviewers in conducting and evaluating the faculty hiring interviews following Levashina et al., (2014) & Campion et al., (1997) could enhance its reliability and validity.

b) for interviewees: whether teaching successful candidates' communicative strategies using a discursive approach could enhance students' performance during the faculty hiring interview.

Additionally, even though the current study focused its lens on the microanalyses of faculty-hiring interviews wherein a wide range of topics in terms of the discursive analysis were covered (SFL, appraisal, cooperative principle, politeness and impression management), detailed macro-analyses level of the faculty hiring interview could be carried out for a more complete and fuller understanding of this genre as a spoken mode of the job-hunting genre (which is interconnected with its written form like is the applicants' CV and cover letter), and to link professional practices with academic ones.

Lastly, the current study focused on the verbal communication of applicants during the faculty-hiring interview, non-verbal communication may constitute an object of exploration for further investigation of the faculty hiring interviews.

Conclusion

This chapter has concluded all the stages of the current study. On the basis of the main aim of the study and drawing on the research findings, a number of recommendations were presented for students, course designers, faculty hiring committees, HR office and decision makers. The encountered limitations were stated. Eventually, directions for future research are suggested.

GENERAL CONCLUSION

This study was carried out to investigate the faculty hiring interviews, for an assistant lecturer position discourse where specific linguistic choices made by interviewees (applicants) may contribute to successful or unsuccessful communicative strategies, and plays an important role in the hiring decision from the interviewers. A significant contribution of this study would be bridging the gap between professional and academic practices during the faculty-hiring interview for an assistant lecturer position in an EFL context. The study took place in the department of English Language and literature at two Algerian universities, Msila and Setif 2, and sought to bring successful applicants' strategies for preparing university students in job interview's communication. The study opted for an exploratory descriptive case study design incorporating a mixed method in data analyses. Data in the current research were obtained through different research tools during two research phases. The exploratory phase focused on the perceptions, practices of faculty hiring committees in addition to HR official texts principles in describing the position requirements. The first survey was carried out with members of faculty hiring committees ($N=12$) using a questionnaire. The second research tool consists of analysing official human resources documents principles regarding FHI evaluation grids. Results highlighted the requirements of the position interviewers in terms of pedagogical tasks and skills namely potentials in classroom managements, readiness for teaching in general, awareness of duties and responsibilities, besides scientific tasks particularly leading research and advising

student among others. The exploratory phase yielded a conceptual framework involving major interview moves and the requirements of the position that was employed in the descriptive stage.

Within the second phase, microanalyses of authentic FHI extracts ($N=20$) were performed using a discursive approach (drawing on the SFL model, Appraisal, Cooperative principles, Politeness, and Impression Management). Candidates were classified into successful and unsuccessful depending on their performance throughout four convenient interview phases: self-presentation, research presentation, negotiation of expertise and related position tasks, and future plans. As far as successful candidates were concerned, results of FHI discourse analyses were threefold: firstly, strategies that were in accordance with previous research wherein successful candidates for an assistant lecturer position construct solidarity and affiliation, and gain positive feedback from their interviewers throughout a number linguistic and pragmatic strategies namely using accurate fluent clear speech with little or no backchannels or hesitations. In addition, they tended to use long turns and were relevant, voluble, direct and specific in providing details. With regards to pragmatic strategies, it was found that successful candidates were relaxed, confident, speaking at ease, and sharing laughter with their interlocutors. Besides, they introduced themselves positively by promoting for their qualifications and accomplishments. When negotiating expertise, passing applicants demonstrated flexibility towards the preferences of the department, and revealed enthusiasm and readiness for the task of teaching by employing relevant lexis to teaching and demonstrating skills in classroom management. The second category of successful

strategies tied with the requirements of the position. These strategies could be viewed in terms of applicant's awareness of duties and responsibilities of the position, potentials in coordination and team work, potentials in problem-solving and classroom management, readiness and for teaching in general, and matching the field of specialism with the preferences of the FHC. The third category of successful strategies appeared from the qualitative analyses wherein passing candidates kept interlocutors' interest in their talk, depicted intellectual maturity when answering questions, revealed no gaps in their academic and professional career, demonstrated a personal philosophy of learning and teaching, demonstrated potential in leading and planning for original and daring research, showed ability to present and summarize research, reflected extensive reading, wide knowledge of the theories, general culture in their research field and demonstrated self-reflection on previous research. To turn to unsuccessful candidates' strategies, it was found that they have particularly failed to build solidarity with their interviewers, therefore got negative feedback as their fields of expertise did not match the requirements of the position or the preferences of the department. Conversely to successful candidates, failing applicants used short turns and their answers were vague and uninformative. Their speech was hesitant with many poses and backchannels. They were unable to account for past gaps in their academic and professional career. Most importantly, unsuccessful candidates were so anxious that they reflected lack of confidence and uncertainty. Further downfalls were mainly linked with their ignorance of duties and unawareness of classroom management techniques. Besides, their research

themes were unconvincing and bore no novelty or significant contribution. Lastly, the absence of clear future plans was noticed common among failing applicants.

On the basis of the obtained results, a number of recommended the necessity to rethink the role and score of the job interview in faculty hiring, to improve question types and the anchored rating scale's criteria of selection by specifying the levels of performance for each criterion; to train interviewers and develop profiling grids for novice teachers. Pedagogical implications emphasized integrating job interview communication in the ESP curriculum at university in order to enhance postgraduates' employability. Eventually, in the light of the encountered limitations, future research was oriented to replicate current findings using further research design and tools to explore the target issue extensively.

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List of Appendices

- A.** Permissions to Attend and Record FH Interviews at Setif 2 university
- B.** Permissions to Attend and Record FH Interviews at Msila university
- C.** Faculty Hiring Committee's Questionnaire
- D.** Human Resources Anchored Rating Scale
- E.** Circular N°7 dated on 28 April 2011 relating to selection criteria for the competition on the basis of qualifications for recruitment to grades in Civil Service (page 2-3)
- F.** Official Journal or Official Gazette No. 23 dated on 04 May 2008 ,page 22
- G.** Recruitment Group on Social Media –Facebook-
- H.** FHI Transcription of Candidate [P1-univ1-W]
- I.** FHI Transcription of Candidate [P2-univ1-M]
- J.** FHI Transcription of Candidate [P3-univ1-W]
- K.** FHI Transcription of Candidate [P4-univ1-W]
- L.** FHI Transcription of Candidate [P5-univ1-M]
- M.** FHI Transcription of Candidate [P6-univ2-M]
- N.** FHI Transcription of Candidate [P7-univ2-M]
- O.** FHI Transcription of Candidate [P8-univ2-M]
- P.** FHI Transcription of Candidate [P9-univ2-M]
- Q.** FHI Transcription of Candidate [P10-univ2-W]
- R.** FHI Transcription of Candidate [F1-univ1-M]
- S.** FHI Transcription of Candidate [F2-Univ1-M]
- T.** FHI Transcription of Candidate [F3-univ1-W]

- U.** FHI Transcription of Candidate [F4-univ1-W]
- V.** FHI Transcription of Candidate [F5- univ1-M]
- W.** FHI Transcription of Candidate [F6-univ2-M]
- X.** FHI Transcription of Candidate [F7-univ2-W]
- Y.** FHI Transcription of Candidate [F8-univ2-W]
- Z.** FHI Transcription of Candidate [F9-univ2-W]
- AA.** FHI Transcription of Candidate [F10-univ2-W]

APPENDIX (A) : Permission to Attend and Record FH Interviews

الجمهورية الجزائرية الديمقراطية الشعبية
جامعة محمد لمين دباغين سطيف 02.

د. السيد : محمد كلية الآداب واللغات

الأستاذة : حياة إسماعيل
المنصب : أ.م.ب
القسم : اللغة والأدب الجزائري
الهاتف : 06.62.88.95.75

الغرض : طلب حضور مسابقة توظيف الأساتذة.

يشرفني أن أقدم إلى حضرتكم بطلبي هذا والمتمثل في حضور
مسابقة توظيف الأساتذة الخاصة باللغة الجزائرية وذلك من أجل تسجيل
هذه المقابلات لغرض استعمالها في البحث العلمي. وأحييكم عامي
أعني مسجلة بالسنة الأولى دكتوراه علوم في جامعة الجزائر 02. كما
أتعهد باستعمال هذه التسجيلات لغرض البحث العلمي فقط.
في انتظار ردكم بالقبول، تقبلوا مني فائق التقدير والاحترام.

امضاء الأستاذة:



وزارة التعليم العالي والبحث العلمي
كلية الآداب والعلوم الإنسانية
المسؤول
محمد كلية الآداب واللغات
الدكتور صلاح الدين زوال

سطيف في 14.06.2017

APPENDIX (B) PERMISSIONS TO ATTEND AND RECORD FH INTERVIEWS AT MSILA UNIVERSITY

مسيلة يوم: 2017/09/20
الى السيد عميد كلية الآداب واللغات
بجامعة محمد بوضياف المسيلة

الأستاذة: طليبة إيمان
الصفة: أستاذة مساعدة ب
قسم: اللغة والأدب الإنجليزي سطيف 2
الهاتف: 0672225568
البريد الإلكتروني: imane.ti@hotmail.fr

الغرض: طلب إذن لحضور مقابلات توظيف الأساتذة المساعدين

يشرفني أن أقدم الى حضرتكم بملئى هذا والمتأمل في حضور مقابلات توظيف الأساتذة المساعدين في قسم اللغة والأدب الإنجليزي التي ستقام يوم 25 سبتمبر 2017 بجامعة محمد بوضياف ، مسيلة وتسجيل مقتطفات منها لغرض استعمالها كعينات بحث في أطروحة الدكتوراه لغرض استكشاف استراتيجيات التواصل الناجحة عند المترشحين، بعد أن سبق لي جمع عينات من جامعة سطيف كما هو موضح في الوثيقة المرفقة، وأحييكم علما أنني مسجلة في السنة الأولى دكتوراه علوم بجامعة الجزائر وأشغل حاليا منصب أستاذة مساعدة ب في جامعة سطيف 2، واتعهد باستعمال هذه العينات لغرض البحث العلمي فقط وفقا للقانون وأخلاقيات البحث العلمي.

في انتظار ردكم بالوافقة، تقبلوا مني فائق التقدير والإحترام.

الوثائق المرفقة:

- نسخة من شهادة التسجيل في دكتوراه العلوم
- نسخة من إذن بحضور مسابقة توظيف الأساتذة في جامعة سطيف 2

امضاء المعنية



عميد كلية الآداب واللغات
عمار بن قريشي

APPENDIX (C) : Faculty Hiring Committee's Questionnaire

Dear respondent,

You are kindly requested to fill in this questionnaire that seeks to investigate the faculty-hiring interview (FHI) for an assistant lecturer position (Maître Assistant B), in the Department of English Language and Literature at **SETIF 2** University. The aim of the questionnaire is to identify the requirements of an assistant lecturer position and to suggest guidelines for conducting and evaluating faculty hiring interviews. The questionnaire is addressed to Subject Matter Experts (High ranked and/or experienced teachers) and the members of faculty hiring committees in the Department of English Language and Literature. Your answer will be kept anonymous and will be used for research purposes only. Your help is deeply appreciated

- Please put a tick ☒ in the suitable answers and write where necessary

I. Background Data of the Informant

1. Your academic grade:

MA.B	MA.A	MC.B	MC.A	Professor

2. Your teaching experience in years:

5-10 years	10-20years	More than 20years

3. Field of speciality :
4. How many times have you been a member in a faculty hiring committee?
.....
5. Have you served at any position in the administration of the Department or University?
-Yes . - No
- Please specify if your answer is (YES)

II. Content and Evaluation of the Faculty Hiring Interview

6. How is the hiring committee appointed for the interview in your Department?

.....

7. Do you conduct any job analysis for the position requirements before developing the questions of the job interview?

Yes No Undecided

- If (YES) , please specify how?

.....

8. Do you think that the rating scale suggested by human resources at your university for evaluating the employment interview is reliable?

Anchored Scale for Evaluating the Employment Interviews for a Faculty Position

Name of the candidate	Criteria				Total (04 points)
	Non-verbal Behaviours and look (01 point)	Communication skills (01 point)	Fluency and accuracy of speech (01 point)	Special skills (01 point)	

Yes ... No ... Undecided ...

8.1 If your answer is (No), please specify the reasons in the table bellow:

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
a. The interview for faculty hiring is not based on the analysis of the position (assistant lecturer) requirements					
b. It is standard to all faculties and doesn't consider the case of the Department of English Language and Literature where interviews are held in English.					
c. The aims of each criterion in the present scale is not defined					
d. The non-verbal behaviours are not specified					
e. Communication competencies are not determined					
f. Proficiency levels (the way applicants perform. eg: poor, fairly poor, acceptable, good, outstanding) are not labelled					
g. Candidates specific skills are not clearly described					
h. The criteria of the scale do not much with the duties of assistant lecturer position as stated in the legislation					
i. Interviewees feedback may be based on the impressions they have on candidates rather than the skills and competencies of applicants					

Others? Please specify

.....

9. In you opinion, how should the job interview be constructed for more validity and reliability?

- **Please tick the suitable answers**

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a. The questions of the interview should be based on the analysis of job (position) requirement					
b. Aims, skills, and competencies should be stated					
c. Proficiency levels of each question should be defined (fairly poor, poor, acceptable , outstanding answer)					
d. Interviewees should be asked the same questions (prepared before the interview)					
e. Interviewees may be asked different questions. (during the interview)					
f. Interviewees are evaluated using a common rating scale.					
g. A standardized rating scale is not required.					
h. Interviewers should agree on acceptable answers.					
i. Interviewers do not need to agree on acceptable answers.					
j. Interviewers should ask behavioural questions (applicants are presented with work situations they likely experienced in the past and are asked to describe how they responded to those situations previously)					
k. Interviewers should ask situational questions (candidates are presented with hypothetical work situations and asked to describe how they would respond to those situations)					
l. Both behavioural and situational questions can be used.					
m. Use the same time for report building (time to make applicant feel at ease before the interview)					
n. Interviewers should be trained on the interview (to practice the questions beforehand)					
o. Interviewers should take notes of the interviewees' answers					
p. Interviews should be recorded to be able to review answers when necessary					
q. The focus of interviewers should be more on verbal behaviors (applicants' answers)					
r. Non-verbal behaviors (dressing, smiling, laughing, eye contact) should be considered also					

III. Requirements of an Assistant Lecturer Position

10. What are the requirements of an Assistant Lecturer Position, in the Department of English Language and Literature? Please tick the suitable answers

	Very Important	Important	Undecided	Less Important	Not Important
a. Applicant's knowledge of the duties, responsibilities of an assistant lecturer					
b. knowledge of the internal law of the institution					
c. showing readiness to work under different and exceptional conditions					
d. Expressing enthusiasm and interest in the institution (university)					
e. Demonstrating flexibility regarding job requirements and preferences of the institution (university)					
f. Fluency and accuracy of speech					
g. Knowledge of new and innovative teaching methods and techniques					
h. Potentials in conducting research in his field					
i. Potentials in classroom management					
j. Potentials in problem solving					
k. Potentials in team work and collaboration					

Others? Please specify

IV. Impression Management (IM) in Faculty Hiring Interviews

11. In your opinion, which impression management tactics used by candidates during faculty hiring interviews can lead to constructing a positive image? Please tick the suitable answers.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
IM Non-verbal Behaviours	a. Applicant smiles frequently, maintains an eye contact					
	b. Applicant dresses chic and appropriately					
	c. Applicant shakes hands firmly and confidently					
	d. Applicants arrives just in time for the interview					
IM Verbal Behaviours	e. Applicant compliments the interviewers and tries to discuss shared interests.					
	f. Applicant indicates love and respect to the university					
	g. Applicant praises the university					
	h. Applicant makes the interviewers aware of their talents and qualifications (like being top of his class)					
	i. Applicant demonstrates their experience/ expertise					
	j. Applicant makes the interviewer aware of their accomplishments					
	k. Applicant demonstrates knowledge and expertise					
	l. Applicant demonstrates enthusiasm for the position					
	m. Applicant shows their fit for the position					
	n. Applicant tries to convince the interviewer that they will be successful in their job					
	o. Applicant describes oneself as hard working, and self-confident					
	p. Applicants provide justifications /apologies for negative experiences or failure					

V. Successful Communicative Strategies in Faculty Hiring Interview

12. In your opinion, what are the successful communicative strategies that the applicant should use to get a positive feedback, during the faculty-hiring interview?

- Please tick the suitable answers

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
a. Volubility and informativeness (the applicant provides more details without being prompted)					
b. Specificity (applicant avoids vagueness, be direct and precise)					
c. Positive self-presentation (applicants are more self-promoters)					
d. Using more elaborated and personalised answers					
e. Longer interaction time, fewer contextual-self interruption					
f. Using long turns, more macro moves and steps					
g. Using less moves and steps and short talk					
h. Establishing rapport /solidarity with the interlocutor.					
i. Ability to sell oneself					
j. Using higher number of lengthening and repetition strategies					
k. Using less back-channels					
l. Using many back-channels					
m. Use of downgrading markers (just), clarification requests, narrative strategies					

Others?Please specify

.....

13. Which phase (or move) in the faculty hiring interview plays a more important role in the performance of the applicant?

	Very important	Important	Undecided	Less important	Not important
a. The introduction (self-presentation)					
b. Negotiating expertise (talking about past job-related work)					
c. Talking about the research field (MA /PHD research paper)					
d. Talking about future plans					
e. Technical knowledge of the position duties and responsibilities					
f. Interview closing					

Others? Please specify

.....

VI. Further Suggestions

14. Do you think that the employment interview should be given more importance in the hiring process (especially in terms of the score)?

.....

.....

.....

.....

.....

15. What do you suggest further to make the hiring interviews for an assistant lecturer more valid and reliable especially in the case of applicants who have similar CVs in terms of qualifications and experience (like new Ph.D. graduates)?

.....

.....

.....

.....

.....

.....

.....

16. What communicative strategies do you recommend further for the training of EFL doctoral students in order to be prepared for faculty hiring interviews?

.....

.....

.....

.....

.....

.....

Thank you for your collaboration.

APPENDIX (D): Human Resources Anchored Rating Scale

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي و البحث العلمي

جامعة محمد لمين دباغين سطيف 2

كلية الآداب واللغات

قسم اللغة و الأدب الإنجليزي

محضر لجنة المحاورة بتاريخ: 2018/09/12

للمسابقة على أساس الشهادة للالتحاق برتبة أستاذ مساعد قسم "ب"

(المقرر رقم 01 المؤرخ في 2018/06/11)

الرقم	الاسم و اللقب	المعايير				المجموع 04/
		السلوك والهيئة 01/	وضوح وسلاسة الخطاب 01/	القدرة على التواصل 01/	مهارات علمية خاصة 01/	
01						
02						
03						
04						
05						
06						
07						
08						
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10						
11						
12						
13						

الرئيس

أعضاء اللجنة

**APPENDIX (E): Circular N°7 dated on 28 April 2011 relating to
selection criteria for the competition on the basis of qualifications for
recruitment to grades in Civil Service (page 2-3)**



II- تنقيط معايير الانتقاء

يتم تقييم المترشحين حسب المعايير المذكورة أعلاه، ويترتب عنه منح علامة تتراوح بين 0 و 20 نقطة.

غير أن للتنقيط المخصص لكل معيار من المعايير سالفة الذكر وكذا المعايير الثانوية، يتغير حسب طبيعة المنصب المراد شغله والخصوصيات المرتبطة به، وفق الكفايات الآتية:

أ- للائحق برتبة أستاذ مساعد قسم "ب"، للتعليم العالي

1- ملاءمة شعبية اختصاص تكوين المترشح مع متطلبات الرتبة المراد الإلتحاق بها (0 إلى 5 نقاط):

1.1- تطابق تخصص الشهادة مع متطلبات الرتبة المراد الإلتحاق بها (0 إلى نقطتين):

ترتب تخصصات المترشحين، حسب الأولوية التي تحددها المؤسسة أو الإدارة العمومية المعنية، والمذكورة في قرار أو مقرر فتح المسابقة على أساس الشهادة.

تنقط التخصصات كما يلي:

- التخصص (ات) 1: نقطتان؛
- التخصص (ات) 2: 1,5 نقطة؛
- التخصص (ات) 3: نقطة واحدة؛
- التخصص (ات) 4: 0,5 نقطة.

2.1- تقدير الشهادة (0 إلى 3 نقاط):

- تقدير "حسن جدا" أو "مشرف جدا": 3 نقاط؛
- تقدير "حسن" أو "مشرف": نقطتان؛

2- التكوين المكمل للشهادة المطلوبة في نفس التخصص (0 إلى 5 نقاط):

- التسجيل الأول في الدكتوراه: نقطتان؛
- التسجيل الثاني في الدكتوراه: 3 نقاط؛
- التسجيل الثالث في الدكتوراه: 5 نقاط.

3- الأشغال والدراسات المنجزة من طرف المترشح في مجال تخصصه (0 إلى نقطتين):

- منشورات أو مداخلات دولية: 0,5 نقطة عن كل إصدار أو مداخلة في حدود نقطتين؛
- منشورات أو مداخلات وطنية: 0,25 نقطة عن كل إصدار أو مداخلة في حدود نقطة واحدة.

4- الخبرة المهنية المكتسبة من طرف المترشح (0 إلى 4 نقاط):

- 0,5 نقطة عن كل سنة تدريس، بعد الحصول على الشهادة المطلوبة للإلتحاق بالرتبة المعنية، في حدود أربع (4) نقاط +
- 0,25 نقطة عن كل سنة تدريس، قبل الحصول على الشهادة المطلوبة للإلتحاق بالرتبة المعنية، في حدود أربع (4) نقاط.

5- المقابلة مع لجنة الإنتقاء (0 إلى 4 نقاط):

- القدرة على التحليل والتلخيص: نقطة واحدة؛
- وضوح وملاسة الخطاب: نقطة واحدة؛
- القدرة على التواصل: نقطة واحدة؛
- المهارات العلمية الخاصة: نقطة واحدة.

ب- للإلتحاق برتب التعليم والتكوين الخاصة بالقطاعات الأخرى

1- ملائمة شعبة اختصاص تكوين المترشح مع متطلبات الرتبة المراد الإلتحاق بها (0 إلى 5 نقاط):

1.1- تطابق تخصص الشهادة مع متطلبات الرتبة المراد الإلتحاق بها (0 إلى نقطتين):

- ترتب تخصصات المترشحين، حسب الأولوية التي تحددها المؤسسة أو الإدارة العمومية المعنية، والمذكورة في قرار أو مقرر فتح المسابقة على أساس الشهادة، تنقط للتخصصات كما يلي:
- التخصص (ات) 1: نقطتان؛
- التخصص (ات) 2: 1,5 نقطة؛
- التخصص (ات) 3: نقطة واحدة؛
- التخصص (ات): 0,5 نقطة.

**APPENDIX (F): Official Journal or Official Gazette No. 23 dated on 04
May 2008 ,page 22**

28 ربيع الثاني عام 1429 هـ 4 مايو سنة 2008 م	الجريدة الرسمية للجمهورية الجزائرية / العدد 23
الفرع الثاني أحكام انتقالية المادة 31 : يدمج في رتبة معيد، المعيدون. الفصل الثاني سلك الأساتذة المساعدين المادة 32 : يضم سلك الأساتذة المساعدين رتبتين (2) : - رتبة الأستاذ المساعد قسم "ب". - رتبة الأستاذ المساعد قسم "أ". الفرع الأول الأستاذ المساعد قسم "ب" الفقرة الأولى تحديد المهام المادة 33 : يكلف الأستاذ المساعد قسم "ب" بما يأتي : - ضمان الأعمال الموجهة أو الأعمال التطبيقية، حسب الحجم الساعي المنصوص عليه في المادة 6 أعلاه. - تصحيح أوراق الامتحانات التي يكلف بها. - المشاركة في مداورات لجان الامتحانات. - المشاركة في أشغال فرقته أو لجنته البيداغوجية. - استقبال الطلبة ثلاث (3) ساعات في الأسبوع من أجل نصائح وتوجيههم. الفقرة الثانية شروط التوظيف والترقية المادة 34 : يوظف بصفة أستاذ مساعد قسم "ب" بمقرر من مسؤول المؤسسة : - على أساس الشهادة، الحائزون دكتوراه دولة أو شهادة دكتوراه في العلوم أو شهادة معترف بمعادلتها. - عن طريق المسابقة على أساس الشهادة، الحائزون شهادة الماجستير أو شهادة معترف بمعادلتها. يجب أن تكون شهادة الماجستير المحصل عليها في إطار المرسوم التنفيذي رقم 98 - 254 المؤرخ في 24 ربيع الثاني عام 1419 الموافق 17 غشت 1998، المعدل والمتمم والمذكور أعلاه، أو الشهادة المعترف بمعادلتها بتقدير "قريب من الحسن" على الأقل.	الفصل التاسع الأحكام العامة للأصناف المادة 25 : يدمج الأساتذة الباحثون المنتمون لأسلاك ورتب شعبة التعليم والتكوين العاليتين المنصوص عليها في المرسوم التنفيذي رقم 89 - 122 المؤرخ في 15 ذي الحجة عام 1409 الموافق 18 يوليو سنة 1989 والمذكور أعلاه، ويرسمون ويعمل تصنيفهم، عند بداية سريان مفعول هذا المرسوم، في الأسلاك والرتب المطابقة، المنصوص عليها في هذا القانون الأساسي الخاص. المادة 26 : يرتب الأساتذة الباحثون المذكورون في المادة 25 أعلاه، في الدرجة المطابقة للدرجة التي يحوزونها في رتبهم الأصلية. ويؤخذ باقي الأقدمية المكتسبة في الرتبة الأصلية في الحسبان عند الترقية في رتبة الاستقبال. المادة 27 : يدمج المتربصون الذين عينوا قبل أول يناير سنة 2008 بصفة متربصين ويرسمون بعد استكمال الفترة التجريبية المحددة في المرسوم التنفيذي رقم 89 - 122 المؤرخ في 15 ذي الحجة عام 1409 الموافق 18 يوليو سنة 1989 والمذكور أعلاه. الباب الثاني مدونة الأسلاك المادة 28 : تحدد مدونة أسلاك الأساتذة الباحثين كما يأتي : - سلك المعيدين. - سلك الأساتذة المساعدين. - سلك الأساتذة المحاضرين. - سلك الأساتذة. الفصل الأول سلك المعيدين المادة 29 : يبقى سلك المعيدين في طريق الزوال. الفرع الأول تحديد المهام المادة 30 : يكلف المعيد بما يأتي : - ضمان الأعمال الموجهة أو الأعمال التطبيقية حسب الحجم الساعي المنصوص عليه في المادة 6 أعلاه. - تصحيح أوراق الامتحانات التي يكلف بها. - المشاركة في مداورات لجان الامتحانات. - المشاركة في أشغال فرقته أو لجنته البيداغوجية.

APPENDIX (H): FHI Transcription of Candidate [P1-univ1-W]

1. I1: what's your name please?
2. **P1-univ1-W:** [P-univ1-W] [last]
3. I1: good. Where are you from?
4. **P-univ1-W:** I'm from [city-name 1]
5. I2: you are specialized in Business English. Tell me what was your research paper about?
6. **P1-univ1-W:** my research paper was about uu marketing. I worked with marketing students at [univ-name1] um during the academic year 2013-2014 the research was about marketing. I created I catered a lesson plan for them. It is based on needs analysis and the research, the tools I used was the questionnaire. The questionnaire for the students, and for the English teacher and for the the specia the specialist teachers there. It was the questionnaires and the interviews. So it was all about marketing
7. I2: why did you select this university to apply for this position?
8. **P1-univ1-W:** well . Simply, this is my home.
9. I2: good.
10. **P1-univ1-W:** I cannot find a simpler answer for that.
11. I1: have you ever taught before?
12. **P1-univ1-W:** sorry?
13. I2: have you ever taught before?
14. **P1-univ1-W:** yeah I taught linguistics under the supervision of [teacher name]
15. I2: where?
16. **P1-univ1-W:** here at [univ-name2] at the English department
17. I: when?
18. **P1-univ1-W:** when? It was 2000:: 2000:: 2013
19. I2: ok. What is your approach to teaching
20. **P1-univ1-W:** my approach? uum you mean the functional or the structural approach or u:::: ?

21. I2: feel free to say what ever you know
22. **P1-univ1-W**: ah ok. uuh Well especially in the field of the ESP, you know there is a cooperation between the students and the teacher so the teacher is no longer the authority.
23. I2: great
24. **P1-univ1-W**: So we give the opportunity to the students to to feel whatever they:: you know to respect their knowledge and so this is the best way to go.
25. I1: **P-univ1-W**, you have just said that the teacher in ESP courses is not the authority. How do you establish the relationship between authority and discipline as a teacher?
26. **P1-univ1-W**: well, uuu you know uuu since the students are adults you don't have to be authoritative to:: uu to control or to manage the class. It's just you know uuu you just manage to uum to gain their respect. And with respect you know all things will work so smoothly.
27. I2: okey. What do you like the most or what do you dislike the most in teaching?
28. **P1-univ1-W**: in teaching? Well you know, what I you know...uuu it is a daunting task of course but you know uum the students well it is not I am not, I am not going to:: to make it personal but the students they always say that I am likable
29. I1,I2,I3 : <@@@> okey okey
30. **P1-univ1-W**: so this is my .. the master key to you know to manage the class so I hope that it would go the same way with the other classes.
31. I2: ok ok . I just wanna ask you another question. What are your plans for the future as far as research is concerned of course?
32. **P1-univ1-W**: the research?
33. I2: yes
34. **P1-univ1-W**: well I am planning to to to pass the CELTA and the DELTA exams at the:: the British council in [country-name 1]. Since because I:: I ve been living in [city-name 2] for 9 months now I have everything there .I have a house there and everything settled there. So I am planning to pass the

CELTA and the DELTA exams at the British council of [city name2] and then you know because umm they are international certificate and diploma. So it is a start from there.

APPENDIX (I) : FHI Transcription of Candidate [P2-univ1-M]

1. I1: what's your name please?
2. **P2-univ1-M:** [P2-univ1-M] [last]
3. I1: Where are you from?
4. **P2-univ1-M:** [city-name1]
5. I2: ok M. Tell us please about the topic of your research paper
6. **P2-univ1-M:** it is about terrorism in [author name's] [novel title]
7. I2: yes. More?
8. **P2-univ1-M:** I attempted to talk or to describe the relationship between terrorism and literature. How did the writer use terrorism as a literary device. How did he respond to the images and examples of terror and horror in our modern age using (incomprehensible), metaphors, symbols and figurative language in general ok
9. I1: good
10. **P2-univ1-M:** this concerning the stylistic part. There is the thematic part. You know the West is still demonizing and vilifying Muslims because of the::: the (incomprehensive) of minority of dissident voices so how did the author try to change this idea about our community
11. I2: your field of study?
12. **P2-univ1-M:** Literature
13. I2: [P2-univ1-M], another question, why did you select this university exactly?
14. **P2-univ1-M:** well, I have studied here, I have been working here for two years, it is close to my home <@> am from [city-name1]. I enjoy teaching here, I like everything about this university.
15. I2: have you ever taught before?
16. **P2-univ1-M:** yes I have been teaching literature here for two years in name 2 with third year students; teaching comparative literature.
17. I1: concerning teaching literature what methodological methods are you using since you are teaching here?

18. **P2-univ1-M**: well, I prefer to use short stories poems and plays because they are short, the students can read them and I can practice in the TD using short stories or poems. If II can for example teach Charles dickens TALE OF TWO CITIES 500 pages like *Alf Layla w Layla* (1001 nights and one night) it is too much. So we have to teach literature and not about literature.
19. I1: yes good point. What's the difference between teaching about literature and teaching literature?
20. **P2-univ1-M**: teaching literature, the students must read I have to motivate them to read for example I use Hamlet which is 150 pages or Heart of Darkness or:: these are master pieces in English literature and the students can read them because they are short. I can't teach using 500 pages or gain air or I don't have ... there are a lot of works which they are difficult
21. I2: **P2-univ1-M** as a teacher, do you think that students can be forced to learn?
22. **P2-univ1-M**: forced? I can't force someone to learn I can only motivate him. I must do whatever it needs to make him read or to make him like the module of literature. You know a lot of students here at the university I noticed they hate literature. They see it as a boring module, a difficult one but I try to motivate them to use the new intelligences
23. I1: eheh . Great what's for your future plans for research?
24. **P2-univ1-M**: well I started writing doctorate proposal. It is about the *Descent of Muslims into the* (incomprehensive) of horror and terror in post 9/11th literature. You see, after the 9/ 11th the events in the United States, the attacks there emerged a new genre in literature. It is called 9/ 11th or the terrorist novel. I'm trying to work on [author's name 2] an American writer, [author's name 3], Pakistani American and [author's name 1] of course.
25. I1: em three authors. Just tell us something about [author's name 3] . What's special about her work?
26. **P2-univ1-M**: well, he is one of the famous Algerian writers. Well his works were translated into 40 languages. They are sold
27. I1: where is he from?
28. **P2-univ1-M**: he is from [place name 3] he...

29. I1: where is he living now?
30. **P2-univ1-M**::he is in [country-name1]. He.. he was in the army commander for 36 years
31. I1:in the army?
32. **P2-univ1-M**: yes
33. Algerian army?
34. **P2-univ1-M**: yes. And he use [author name 3] as a pen-name for protection fro...
35. I2: do you know his true name?
36. **P2-univ1-M**::yes [author's name 4]
37. I3: what were you teaching?
38. **P2-univ1-M**: both TD and lecture
39. I3: concerning TD how did you use to evaluate students?
40. **P2-univ1-M**: I have the mark of the quiz every two months plus a project work and I count it with the exam

APPENDIX (J): FHI Transcription of Candidate [P3-univ1-W]

1. I1: what is your name?
2. P3-univ1-W: [P3-univ1-W] [last]
3. I1: that's a long name which will cause you problems later on. Especially for your kids <@@>
4. P3-univ1-W: yeah longer than my high <@@>
5. I1: where do you live?
6. P3-univ1-W: [city-name1]
7. I1: and you will have no problem if you come to work here in [city-name2] ?
8. P3-univ1-W: I can drive
9. I1: ah you have a car
10. P3-univ1-W: yes yes
11. I2: have you applied to a position in [univ- name 1]?
12. P3-univ1-W: there are no posts in my speciality until now.
13. I1: tell us the reality. You will apply if they open posts in the future?
14. P3-univ1-W: I will tell you the reality
15. I1: nothing but reality <@@>
16. P3-univ1-W: nothing but reality <@> um my sister is studying Ph.D in [department's name] here in [univ-name 2] and my father also is a part time teacher at the [department's name] he told me that your university is a very good place for work.
17. I1: if you have other chances at other universities which one you are going to choose?
18. P3-univ1-W: [univ- name 2] in reality
19. I2: what are the characteristics of a good teacher?
20. P3-univ1-W: the teacher... I do believe that the good teacher is the one who is not only concerned with transmitting knowledge as ..umm .. you know... not that in general ...but is the one who gives life to this knowledge so that people can use it. So that people.. the students can feel that changes. There is aaa saying that I really mm very much like is that of Yeats ' education is not

about paling a vase but it is about delighting of fire and this fire I do believe that it comes through a positive change that the teacher has to transmit to his students through...I don't like to say students I prefer to say learners because students... when you say students it's like you'r in a square ...thing ... and.... Very::: organized information but learning is in general.. it's a matter of... it's not only a matter of what you... what is to be given... but learning in general.

21. **I2:** in your dissertation or thesis . What was your research problem and main conclusions?
22. **P3-univ1-W:** ah umm my thesis was about enhancing students' motivation and speaking skill to the implementation of cooperative learning activities
23. **I2:** what are the main conclusions?
24. **P3-univ1-W:** the main conclusion is that teachers should implement cooperative learning activities so that they enhance motivation in their learners. You know when you work in groups and there is this kind of the way (incomprehensible) we implemented several activities like role plays mainly and umm movies and so on and so forth and then he was he was (noise caused by other jury members) ahh. When they work together they imply their motivation and so on and so forth. And then and thus they lift (incomprehensible) out their speaking skill
25. **I3:** madam you are still young and you may confront with students. So how are you going to dominate them?
26. **P3-univ1-W:** <@@> umm well I have been teaching for seven years in the English department in my city but when you master it will be easy. As I was saying so far
27. **I3:** I think you are specialized in didactics right?
28. **P3-univ1-W:**yes
29. **I2:** how much time did it take you to finish your PHD? 7 years?
30. **P3-univ1-W:** no not seven years but six years I delivered my PHD on 2016 and had to wait until 2017 to defend it. So administrative procedures took me one year waiting. I lost my laptop and lost all my work and had to start from the beginning because my supervisor works with printed copies so every time

I got his feedback I correct my work and get rid of the hard copies. I had two other hard drivers but they were spoiled also. So it was such a hard year that I spent with much difficulty.

31. **I3:** So you did not work in secondary school or in education in general?
32. **P3-univ1-W:** In education? Yes I did. I worked in a private school as an English teacher for two years. Then a headmistress in another private school two years also and in the same time I taught English and Spanish
33. **I3:** Do you have a degree in Spanish ?
34. **P3-univ1-W:** no, I was self-educated and I taught it because I was the headmaster of that private school.
35. **I3:** what are your responsibilities and duties when you start teaching?
36. **P3-univ1-W:** I don't see them as responsibilities but I will do them with pleasure. We have to love what do and do what we love so what others see as obligations and duties I do them with great pleasure. What is my pleasure? it is 'positive change: we encourage students, we organize seminars, study days with the staff of faculty. I have already done this in [univ1-name]. I worked with the American corner and we organized seminars and workshops.
37. **I3:** what you understood is just one of your duties. What are the others?
38. **P3-univ1-W:** supervision, invigilation at exams... these are obvious
39. **I3:** when we ask you to work extra hours?
40. **P3-univ1-W:** that's interesting especially when there is a need when there is lack of teachers .

APPENDIX (K): FHI Transcription of Candidate [P4-univ1-W]

1. I1: would you like to introduce yourself please ?
2. **P4-univ1-W:** yes, my name is [P4-univ1-W] [Last] I'm 30 years old. I have a degree in English. I studied at the [univ- name1]
3. I: degree in English of what? Doctorate? Magister?
4. **P4-univ1-W:**I mean magister.
5. I: you mean. That's in your mind. yes?
6. **P4-univ1-W:** ok well. So I finished my studies here in [univ2-name] on 2008. I decided to further my studies in [univ-name 1] so I got my magister degree in 2015
7. I: in [univ-name1]
8. **P4-univ1-W:** in [univ-name 1] yeah
9. I: Where are you from?
10. **P4-univ1-W:** I'm from [city name 3] and I live here at my relative's house.
11. I2: ok [P4-univ1-W], tell us please about your research paper. What was it about?
12. **P4-univ1-W:**my research paper is a kind of comparison between Ibn khaldoun's views of language teaching and learning and modern didactitians
13. I2: and modern?
14. **P4-univ1-W::**didactitians and linguists
15. I2: we want to know more
16. **P4-univ1-W::**aaa well, in this work I tried to show the major similarities and differences between [scholar-name1]'s views and the modern linguist and basically I tried to ::: show that[scholar-name1] was the founder of (almalaka lissaniya) known as competence to [scholar-name2].
17. I1: do you have a copy of your research. We need it
18. **P4-univ1-W:**unfortunately I didn't bring it <@>
19. I1: not now in the future, can you bring it?
20. **P4-univ1-W:**yes sure <@@>
21. I2: you said comparison.

22. **P4-univ1-W:** yeah
23. I2: tell us about the similarities
24. **P4-univ1-W:** oh the similarities. The similarities ummm, well we know that [scholar-name 2] and the socialists both talked about the competence and langue. Yeah competence and langue to refer to the abstract level of the language and interestingly [scholar-name1] used the term (*almalka lissaniya*) to refer to a similar concept. Ummm [scholar-name 3] and umm they postulated the term ummm parole and performance as I said before Ibn khaldoun used the term (*al3ada aloughawiya*) to refer to the same concepts. These are the major similarities
25. I2: on the other hand, differences?
26. **P4-univ1-W:** uuu differences. Differences ..well.. I think that Ibn khaldoun he went into details when he talked aboutttt almalaka lissaniya or competence because he talked about the ummm the things that may have an effect on the change of this uuuu of the competence and these are the major differences
27. I2: why did you decide to be a teacher?
28. **P4-univ1-W:** umm because I have a passion for teaching and my father is a teacher as I have...
29. I2: just a matter of passion
30. **P4-univ1-W:** yes. It is a matter of passion and because I like to inspire my students and to instill love of learning
31. I2: how do we encourage students to work and to learn?
32. **P4-univ1-W:** how do I encourage my students to work? Well, I try to motivate them. Motivation is a corner factor for the teaching and the learning and ummm as I said to inspire them to develop their communicative skills ummm to provide higher quality of education
33. I2: tell us please about your plans for the future as far as research is concerned of course
34. **P4-univ1-W:** well, my plans for the future. I'm planning to:: further my studies, to work more in.. on [scholar name 1]'s views because I'm really very impressed by his ideas because they are so modern and uuuuu that's all.

35. I1: tell us. Have you ever taught?
36. **P4-univ1-W**:yes. I worked ass as a tutor for a private school and I have previous experience in teaching in [univ-name 3]for like two years and I worked for some business companies too
37. I1: can you tell us about your experience as a teacher
38. **P4-univ1-W**:yeah, I learnt a lot hhh. I learnt how to... the most important thing that I learnt is how to hold my students attention and umm ummmm How to work on a very tight deadline.... And uuuu I could have the chance to improve my English communicative skills

APPENDIX (L) :FHI Transcription of Candidate [P5-univ1-M]

1. I1: would you like to introduce yourself please? First of all you are welcome
2. **P5-univ1-M:** [P5-univ1-M] [last] I graduated from [univ-name1]. I have a magister degree in creative writing
3. I: that's interesting. We need you
4. **P5-univ1-M:** thank you. I was having my experiment last year in [univ-name2].
5. I1: with whom?
6. **P5-univ1-M:**with [lecturer's name]. She was the lecturer of creative writing this year I think they omitted it. So this is it
7. I1: where are you from?
8. **P5-univ1-M:**I'm from [town-name1]
9. I1: ok great
10. I2: **P5-univ1-M** tell us please about your research paper what was it about exactly?
11. **P5-univ1-M:** so it was about the factors affecting the writing performance of students creative writing. I examined some of the factors either those that affect the writings either positively or negatively so I found some elements or some factors that I described them and analysed them, then I gave some pedagogical recommendations. So the factors that affect the writing performance are for example outnumbered classes, their lack in mastering the elements of creating (long picture writing) because I worked on memoire writing, personal essay, that's it for my dissertation.
12. I2: and what about your plans for future?
13. **P5-univ1-M:**for my plans is first to get a job and to subscribe to go ahead with my studies or to continue my studies. So I'm preparing my research proposal for the doctorate thesis
14. I2: [P5-univ1-M] what's meant by creative writing?
15. **P5-univ1-M:** well, creative writing is writing outside the boundaries of academic writing for example essays. So creative writing is to write for example a novel, a short story, a personal essay. This what we mean by creative

writing. It is to be creative in your writing. You write without anything that pushes you except your motivation.

16. I: Have you ever taught before?

17. **P5-univ1-M**: yes I taught in a middle school and in [univ-name 2] last year and this year.

18. I2: yes, this year where are you teaching?

19. **P5-univ1-M**: here in name 2 university

20. I2: at name 2 university?

21. **P5-univ1-M**: yes. I'm teaching MTU first year

22. I2: ah

23. **P5-univ1-M**: last year I was teaching creative writing

24. I2: last year? Could you tell us about this experiment. How was it?

25. **P5-univ1-M**: it was interesting. Good. It helped me a lot to understand the atmosphere at the university. It is not the same like teaching in the middle school

26. I2: what's the difference according to you?

27. **P5-univ1-M**: the difference is on the students how they are mature enough. They can listen; they can ask questions without being shy. They can do whatever they need in order to advance in their studies. They can ask questions without any complications

28. I2: **P5-univ1-M**, another question. Why did you decide to be a teacher?

29. **P5-univ1-M**: I decided to be a teacher because I love teaching. I was teaching in (name1) first of all. So I had my baccalaureate and I chose to study English because I like English and then I love teaching it. So I chose the [uni-name1] to become a teacher.

30. I2: and who is a good teacher for you?

31. **P5-univ1-M**: a good teacher is (2) A good teacher is the one who does well with his students, manages them. He can make them understand the lessons and of course the one who doesn't have troubles with his or her students.

32. I2: why did you select our university?

33. **P5-univ1-M**: I selected it because I worked here. I appreciate working in it.

APPENDIX (M): FHI Transcription of Candidate [P6-univ2-M]

1. I1: can you talk about yourself please?
2. **P6-univ2-M:** yes sure (coughing) I'm [P6-univ2-M] [last] I have a master in English well parts of myself is studies of course.
3. I1: can you speak louder please?
4. **P6-univ2-M:** yes sure thank you. So, as I told you part of me is like doing research and trying to seek knowledge wherever it is available I chose education because I think it is the best way I can make at least a slight change through it and I chose mainly foreign languages, I'm sorry I can't speak (coughing), I chose foreign languages because I believe that' if somebody has the access to more than one language he will have the access to at least more than one perspective to this nature or to this world .So through English I can provide to myself first and then to the others a new way a new perspective approaching things approaching reality and knowledge. well this is my philosophy of teaching. Concerning my experience, I've taught in many places in the public sphere and in the private sphere I taught in eee [city-name 1] [univ-name2] I was so lucky I was admitted to a program Exchange program in the [country-name] [scholarship-name]. I've taught 1 year in the [country-name] .
5. I1: that's why you have a great American accent
6. **P6-univ2-M:** thank you thank you very much <@@@> it's so kind of you. I've taught for one year there in one of the leading universities. As I told you I was so lucky
7. **I1:** Which university?
8. **P6-univ2-M:** [univ-name3]
9. I2: would you please tell us about your Magister dissertation?
10. **P6-univ2-M:** yeah my dissertation was concerned mainly with rhetoric. I studied argument in Master's dissertation and the way students argue . Yeah, sorry it is concerned with rhetoric and the main concern is how students Algerian students argue when they write in English so my hypothesis and then

my theory so I say or I claim that Algerian students maintain the same cultural patterns when they write in English so it is like uuu change their ideas in a way so they can't Express themselves in the language they are talking or or they are using.

11. I2: so it was contrastive analysis
12. **P6-univ2-M:** yes exactly contrastive analysis one of the Applied Linguistics they called it contrastive error but a kind of contrastive analysis
13. I2 : I want to know whether your study was qualitative in nature?
14. **P6-univ2-M:** yeah Before my dissertation dealt mainly with quantitative eee method (quantitative) yeah but it is actually something that I really regret now I wish if I made interviews to students (yeah) I wish I could have made some ee you know interviews and questionnaires with students themselves with structures It's I think it is really shortcoming in my study it's a weakness in my study (yeah) not relying on the qualitative data . It adds a lot really a lot to my quantitative study.
15. **I2:** why do you regret that?
16. **P6-univ2-M:** I think knowledge is twofold I can't have a complete theory or a complete just view about something without with a human being itself or himself or herself I think that it would add a lot to my research for example if you talk about culture so if I:: made an interview with the students themselves who wrote those dissertations they would add to my knowledge so maybe somebody would talk of himself or herself as being a francophone somebody will talk of being I don't know somebody who has inclination to religion maybe somebody who reads the Quran a lot and it influences his rhetorics in a way or in another (reflective about his research)
17. I2: [**P6-univ2-M**] what modules can you offer to teach?
18. **P6-univ2-M:** well eee I used to teach literature before I really like literature I think I'm Good at civilization. If you agree my experience in the US provided me with some you know you know (backgrounds) yeah it is just like firsthand contact with I think The American civilization it would be really great

19. I2: if the head of the department asks you to teach grammar, phonetics
20. **P6-univ2-M**: yeah grammar I can hand for it yeah but phonetics I think I have to read more.
21. I2: How are you going to impose discipline in the classroom?
22. **P6-univ2-M**: well first of all I follow like the ee the age scale, I put a scale for the age so as example if I teach first year second year I will try to be be you know more tougher than if I teacher Master students because it is different the age is different cuz I used to teach ee you know adolescents, teenagers and
23. I2: middle school?
24. **P6-univ2-M** :no in private school , private section yeah..
25. I3: In teaching there are two important approaches: teacher-centred and learner centered. Can you do a comparison between them? And which one will you choose?
26. **[P6-univ2-M]**: I can say that I belong to ::aa I can say it's a novel approach or a novel school uu I agree with one of its representative [scholar-name] in which he thinks that the one who has the strongest argument is the teacher. So for me there is teacher and student, there is strong argument and weak argument. In a way it's a learner centred approach I always open the chance to my students to participate in the teaching process. It is not necessary that I have the knowledge and I should give the knowledge it's sharing the activity we do all of us.

APPENDIX (N) :FHI Transcription of Candidate [P7-univ2-M]

1. I1: Would you introduce yourself ,please?
2. **P7-univ2-M:** Yeah. My name is [P-univ2-M] [last]. I am 32 years old. I have been teaching during seven years as a high school teacher uuu I got my magister degree from uuu [univ-name1] in 2016 uuu yeah option post-colonial literature yeah my supervisor was [Dr. name] eee yeah well
3. I1: where are you from?
4. **P7-univ2-M:** I'm from [city-name1]
5. **P7-univ2-M:** well uum let's say something about my personality uuu I think that according to what I heard from my friends they see me as the one who is eee ground
6. I1: who is?
7. **P7-univ2-M:** ground ground man I like listening to others yeah I'm not kind of person who speaks a lot I :: I prefer listening listening to others listening to my students uuu share their feelings uuu I usually uuu speak a lot about what's my students feel because I need them to be near to me because when when they put when their trust on me when students put trust in you you can make him or you can I don't live with him to do what make him engaging in what you are doing and this is I think uuu the main objective of any teacher
8. I1: ok ... what was the theme of your research?
9. **P7-univ2-M:** yes u::: well I have u::: undertaken a research Magister research on Masculinity the title of my magister thesis is Questing for Masculinity in [Author's name] [novel- title].
10. I1: what was the problematic?
11. **P7-univ2-M:** the problematic is u::: what strategies adopted by the main characters in their Quest for masculinity you know after after u::m let's say the feminist era man has suffered from a lot of problems such as the invasion or the invasion of the feminist thought men had become or has become weak of course under several circumstances. But the challenge with the

increase of feminist thought in literature in politics and even in the social life women is gaining a new stages a powerful then they used to have in the past okay so men nowadays are in crisis. A crisis of losing the traditional norms of masculinity. We are talking nowadays of modern masculinity. Masculinity that shows tolerance shows uuu indulgence in certain sense uuu toward women. So this made women think that they will be equally compared to men.

12. I1: so what aspects of postcolonial theory have you adopted when undertaking this research?
13. **P7-univ2-M:** yes the Model I have chosen is [Author's name]. He belongs to the Indian literature (Incomprehensible) so I focused on uuu you have asked me a question about
14. I1: Theory what aspect of the postcolonial theory
15. **P7-univ2-M:** the gender Theory I I adopted the gender theory
16. I1: what are your future plans for research?
17. **P7-univ2-M:** I'm going to talk about or I'm going to study uuu or undertake research about [name] literature
18. I1: my goodness very daring.
19. **P7-univ2-M:** yeah because I want to explore what ideological content could be found in such literature.
20. I1: the corpus?
21. **P7-univ2-M:** the case study I have chosen for uuu to study uuu such theme uuu two Writers : [authors' name2] representing the Arab literature uuu he has written only one novel and [author's name 3][book title 2] belongs to Mexican Literature. It's a comparative literature.
22. I2: what are the courses that you can offer to teach?
23. **P7-univ2-M:** well last year I have taught in [univ-name2] uuu module written expression but uuu I want to uuu my favorite module let's say is literature.
24. I2: well if the head of the department asked you to teach phonetics, grammar.

25. **P7-univ2-M:** why not why not yes I'm ready to teach uuu phonetics. any module I hope you know yeah let's say I'm sure that I but I can teach yes yes I can teach phonetics grammar, written expression
26. I2: what is your greatest strength?
27. **P7-univ2-M:** mmh?
28. I2: greatest strength
29. **P7-univ2-M:** strength is communication because I know how to communicate with my students listen to each
30. I2: what about greatest weakness?
31. **P7-univ2-M:** my greatest weakness is sometimes I feel or I eee let let people think that I'm you know so romantic man I used some word such as you know just for the purpose of booking my students and get them involved in what I'm doing let's say soft words kind words yeah
32. I3: in case one of your students I asked you a question that you don't know how are you going to respond to that?
33. **P7-univ2-M:** a question that I don't know or a question that I don't want to answer.
34. I1: I know there is a big difference how wide the gap I mean a question that you don't know are you going to bluff?
35. **P7-univ2-M:** yes a question that I don't know. Why not it's not problem to say that I don't know this point but I'm going to check for it. Of course I don't let my student uuu without answer this is ethically uuu ethically uuu <@>
36. I2: I have two questions: why should we teach literature?
37. **P7-univ2-M:** listen when I chose to participate in [univ-name1] in Magister before I participated in that exam I used to read a lot yes I have read so many books
38. I2: I'm talking about classroom why should we teach literature in the classroom?
39. **P7-univ2-M:** students must must read literature. Literature is a kind of shelter for them. When they don't find the things they want they may find them in in literature. Literature <@> let's say let's use literature as means to to let's say

to evacuate some students I mean those who don't integrate well in in in in the whole for example in the whole class let them find their way in literature in reading in dreaming why not it's kind of let's say a shelter for them

40. I3: Do you know the CBA?

41. **P7-univ2-M**: yes of course

42. I2: do you think it is workable at University? Especially if you want to compare it to for example to the content of the syllabus? Is it compatible? This is one. Two, if you find that the curriculum does not comply with the approach what are you going to do?

43. **P7-univ2-M**: this is the role of the teacher to adjust to adjust syllabuses to be uuu let's say to be applicable. Of course it must be scientific with the help of many teachers ...

44. I3: What are the criteria of a good teacher?

45. **P7-univ2-M**: The criteria of a good teacher a good teacher good teacher keep Legacy .Good teachers keep Legacy... Good teachers never cease to learn. Never cease to learn. They must keep learning okay while I dare to teach I never cease to learn we must keep learning all the to per let's say to perfect what I'm doing . Good teachers must must let say eee (silence). Good teachers seek perfection in everything they pursue.

46. I3: but perfection doesn't exist

47. **P-univ2-M**: but in in our way to seek Perfection we can do good things seeking perfection is not a sin this must be the dream of everyone.

APPENDIX (O) :FHI Transcription of Candidate [P8-univ2-M]

1. I1: yes, would you introduce yourself?
2. **P8-univ2-M:** I am [P8-univ2-M] [last] I'm 28 years old I graduated from [univ-name 1] and post-graduated from [univ-name 2]. Here we are and I like teaching. That's all.
3. I1: so can you tell us about the main results in the dissertation that you have conducted what was it about
4. **P8-univ2-M:** it's about intercultural communication at the middle school level
uuu it is entitled Cultural (...) in the Algerian EFL classroom uum the aim is three fold first to evaluate the textbooks middle school textbooks and see in their structures if they (incomprehensible) cultural understanding and the second aim is to assess or to reveal learners' attitudes towards learning (incomprehensible) the third aim is also to reveal teachers EFL teachers opinions about their learners that is how to use textbooks. The main results findings are though the textbooks ok contain sufficient number of activities they do not know how to encourage learners to use these textbooks...Second, pupils show positive attitudes towards the foreign culture. The third result is that teachers have uu negative opinion about the used textbooks I mean in terms of the cultural content of the textbooks these are the main results
5. I2: why did you choose [univ-name3]?
6. **P8-univ2-M:** because I am from [city-name3]
7. I2: in case you get the job are you ready to take/ work extra hours?
8. **P8-univ2-M:** in this department? Of course why not uu we work 9 hours , and we can take more than 9
9. I2: I want to ask you about teaching what is your greatest strength?
10. **P8-univ2-M:** strength. Maybe my philosophy in teaching because I am in teaching for three years this is my fourth year I am trying to implement learner autonomy through rights analysis because the first meeting with my students is to ask them to ask about their opinions .
11. I2: What do you teach?

12. **P8-univ2-M:** I teach ESP (incomprehensible) and oral expression here in [univ-name 3]. In my first question what do you think of this and this . Do you have suggestions about this and that. This in my first lesson. So am trying to emphasize rights analysis
13. I2: what about your greatest weakness?
14. **P8-univ2-M:** weaknesses yeah there should be
15. I2: Have you enrolled in Ph.D. or not yet?
16. **P8-univ2-M:** this year yeah this year
17. I2: are you going to have a continuation to all what you have initiated in the magister or are you going to change direction?
18. **P8-univ2-M:** yes it is a continuation to it because of the the the the the dissertation Magister was about intercultural communication teaching but in Ph.D it is about about school reform you know second generation (incomprehensible) and a consequence of this on the intercultural in learning language so it is to some extent it is a continuation for the Magister
19. I3: as a teacher are you like to be authoritative or authoritarian
20. **P8-univ2-M:**yeah if I say that there is no much of (incomprehensible) I may be uuu contradictive to some extent

APPENDIX (P): FHI Transcription of Candidate [P9-univ2-M]

1. **I1 1:** Who are you?
2. **[P9-univ 2-M] :** Who am I? Well my name is **[P1-univ2-M]**. I am currently starting my second year as a Ph.D. student in **[univ-name 1]**, in American studies where I graduated as the top of my class in a :: group that included a **[scholarship-name]** master belongingness in American studies. So u :: I had my magister there. I had my BA in **[univ-name2]** in the university of **[city-name2]**. I taught for a year in a Middle School I know it's a different job description but it was an experience. So that's who am I. That's it
3. **I2 :** What was your Magister dissertation about?
4. **P9-univ 2-M :** my dissertation's title was 'the Gender Pay Gap' 'the gender pay Gap' which Gap? the gap between men and women. Throughout the recent history between the 1960s to 2014 the year when my my research started I tackled the differences the inequality in salaries and wages between men and women in the **[country-name]** through a economic social and the historical lens For example prior to the 1960s women had some changes figurative figuratively speaking u whether economically or socially for example women married woman especially were not allowed to be hired in many many fields for example teaching and women who married during/through their jobs would be fired. These were called retain bars or hire bars. These were instances for the so called marriage bars . These repeated the (unclear) of woman and uu well gave them no stimuli to advance their human capital whether in education or on job treatment. This led to a differences a difference of ... Am I boring you here?
5. **I(s):** <1>No No , go ahead
6. **P9-univ 2-M :**Yes, ok it was a difference of (22.8 %) in the wages in wages between men and women for example for each dollar a man makes , a woman makes 77.78 cents % okey ? So it is a large difference even though they composed 50% the labour market you see the problem. and u for every (unclear) in the **[country-name]**gender is highly criticized so there is no

academic or scientific rigour when we tackle this for example there are two sides in this debate this picture. There is the feminist theorist and there is what they call themselves the scholar's theory which is the preference theory. The feminist argue that these differences is is is because of a systemically sex discrimination in the American labour market the American labour market and in the American university and they back this up by several historical events and supreme court cases that lead to these direction which has some bases in fact and there is also the scholars or the preference theory which argue there are three (worlds) of woman, they don't compose, they don't want to say thing unlike men unlike men we want the best of both worlds we can have a family and many children while also pursuing ...

7. I2 : ... From where did you get the idea of this research ?
8. **P9-univ 2-M** : I had this idea when I was in [univ-name 2]. Actually... Mr [teachers' name] suggested somehow the basis of this research which said that there are many inequalities in [country-name] especially in American the African –American people so I followed that but...
9. I2 : what is your Ph.D. about ?
10. **P9-univ 2-M** :my Ph.D. is the actual consequences of reaching absolute gender equality..
11. (discussion about the preference theory in which the candidate explains it with examples)
12. **I2** : What is your greatest strength?
13. **P9-univ 2-M** : my greatest strength is is that well I think I'm a fast learner, a team team person and I actually work really great
14. I2: and what is your greatest weakness?
15. **P9-univ 2-M** :well greatest weakness .. This is get asked actually I tried to look it up to look it up and try to find the perfect answer for the :: weakness question it is a kind of tricky one yeah but I think (2) I have many weaknesses but concerning my greatest strengths sorry, I am a fast learner, a team person and even though I make many
16. I1: <=> greatest effort to learn

17. **P9-univ 2-M** : yeah greatest effort to learn yes
18. **I2**: when you are hired inshallah you have to supervise students what approaches are used to conduct a research in civilisation or in American studies in general?
19. **P9-univ 2-M** :So my my expertise my field of expertise , in instructing students is very limited but I actually I learnt a great deal from my supervisor (... discussion about some theories-ethnographic)
20. **I2** :Why did you choose to be a teacher?
21. **P9-univ 2-M**: well I followed my passion in learning and eventually teaching
22. **I3**: are you ready to work extra hours?
23. **P9-univ 2-M**: if I get the job? Of course I will work them. I have no problems. Actually, I was present in the contest of teachers at [univ-name2], they asked me whether I would choose their department, I actually chose to work here. I think I want to help in this department. I would do everything that I can
24. **I1**: So you were well enough in introducing yourself, so where were you before that time? Why you didn't work as a part-time teacher?
25. **P9-univ 2-M**: I have just graduated. I didn't actually work in any school because I was focusing on my dissertation took all my time.

APPENDIX (Q): FHI Transcription of Candidate [P10-univ2-W]

1. I1: who is P10-univ 2-W?
2. P10-univ 2-W: okey my name is [P-univ 2-W] [last]. I graduated from of [univ-name1] in 2006 uuu I've been working as a secondary school teacher since that 10 years until now uu I begun my post graduation studies in 2013 and finished uu last year. That's all
3. I1: would you please tell us about the research you have carried?
4. P10-univ 2-W: okey my research was in uu American literature it was uu about [Author's name] [novel title]. I conducted uu a stylistic study concerning the use of metaphor and simile in the novel uuu my aim was to uuu to uncover the artistic principles behind (incomprehensible) of those simile and metaphor. uuu my research research questions uuum first of all What did the use of those devices uuu reveal concerning the themes the setting the characters etc also. Does the use of those devices help the reader to reach uuu an objective interpretation of the novel uuu concerning methodology I've used stylistics ok uuu I relied on I based my research on uuu (incomprehensible) categories he they uuu they suggested four categories uuu lexical, grammatical figures of speech and context those metaphors and simile fall in the figure of speech category so I relied on [researcher-name] 1969 concerning the analysis of metaphor and I relied on his analysis of simile and also of [category-name] 1993 uuu it uuu we have it comprises the uuu three uuu sorry we have (.....) we have simile markers and simile ground and also the topic. Concerning metaphore we have tenor, vehicle and ground okey sometimes ground is omitted in some sentences . Uuu my findings. So in the findings uuu most of uuu most of abstractions most of obstructions are described using semiles and metaphors in order to make them concrete also most of the unfamiliar objects unfamiliar objects to the reader are described in terms of familiar things uuu
5. I2: from what I listened to I had the impression that you really master your topic .As you rejoined the process of your research...since you dared and

since you worked great enough to on an inductive case what were the limitations or the difficulties that you have met in the investigation of this work?

6. **P10-univ 2-W::** th::: the:: only difficulty was to stay objective all the time even if you are a reader even if you are basing your work on uuu the text sometimes the interpretation that you are going to give is yours so it's still it's still subjective so this was the limitation I faced to remain objective all the time.... Yes even in the interpretation of those similes and metaphors and you always tried to be objective so the limitation was to remain objective all the time sometimes after all I am one of the readers so it's my interpretation
7. I1: concerning our students they avoid stylistics in texts. How are you going to foster them to use stylistics in research?
8. **P10-univ 2-W::** okey uuu stylistics is not difficult I mean students just don't know what stylistics is that's the problem.. they are always yes they are always afraid of something called stylistics they tend to choose psychoanalysis, feminism, so stylistics I think I can convince my students that it's easy I can give them uuu some uuu texts to analyse at class so it is not something difficult to at stylistics uuu stylistic uuu research or u know
9. I2: Well I usually use short stories to teach students literature instead of novels of huge volume, do you agree with my philosophy?
10. **P10-univ 2-W::** I don't think there is quite a difference between novella, novel or
11. I2: well a novel of 600 pages can we use in teaching?
12. **P10-univ 2-W:** I think you can you can use it but not at the early level it is not for example for second year third year .. (yeah) at Master yes we can use it .You can ask them, for example you can ask them to choose certain chapters or certain pages and to summarise them, it is not necessary to ask them to read the whole whole story and they are going to copy and paste but you can can detect that
13. I3: how can you be a good teacher?
14. **P10-univ 2-W:** to be a good teacher you should be positive u can uuu

cooperative uuu flexible so these are you should uuu

15. I: if you become a teacher and face problems (...) are you ready to solve all these problems?
16. **P10-univ 2-W::** Yes I am a teacher and I faced many many problems you mean I find solutions (yeah) but I think here it is better the students are adults I'm dealing with teenagers <@ @ @>
17. I: but you may find problems that you didn't encounter in the secondary school problems here are different
18. **P10-univ 2-W::** okay different problems will need different solutions and I'll find solutions <@>

APPENDIX (R) : FHI Transcription of Candidate [F1-univ1-M]

1. I1: well first of all would you like to introduce yourself?
2. **F1-Univ1-M**: so my name is [F1-Univ1-M /last], uuu
3. I2: can you spell it please (respondent spells his name)
4. **I1**: yes introduce yourself
5. **F1- Univ1-M**: yeah so I've just graduated from: magister in June from: a doctoral school of [univ-name1] and I have studied::: my Bachelor in [univ-name2] university. And:: (2)
6. I1: <=> and where are you from?
7. **F1- Univ1-M**: I live:: I am from:: [city-name 2]
8. I1: where exactly?
9. **F1- Univ1-M**: [town-name 3]
10. **I1**: [town-name 3]. great. How old are you if you don't mind?
11. **F1- Univ1-M**: thirty nine
12. I2: **F1- Univ1-M** have you taught before?
13. **F1- Univ1-M**: no I haven't
14. I2: do you have an idea about teaching?
15. **F1- Univ1-M**:: well uuuu (2) yes but it does not think like experience but I asked my::: colleagues who already teach I:: (2) often ask them about the problems they face and: (2) how they manage
16. I2: problems like what?
17. **F1- Univ1-M**: uuuuum well I have in mind the fact that uuu (2) we have certain:: (2) like for example in [univ-name2] 20% of the students who are I think real students of English not necessarily excellent but::: who have::: who have at least the minimum and the other 80% and how:: how they do to: to to take care of the 20% who are good while not::: not forgetting about the other:: who whose level is not good enough
18. I2: [F1- Univ1-M] your field of study?
19. **F1- Univ1-M**: uuu linguistics
20. I2: linguistics? and what was the research paper about?

21. **F1-univ1-M:** uuu I investigated I investigated::: some of the::: factors that prevent students from speaking in the oral expression session
22. I2: we want to know more.
23. **F1-univ1-M:** yes uuu mainly, I have focused on uuu language speaking anxiety. oral language speaking anxiety. and motivation and also::: uu linguistic problems. So I have researched the three these three sections and::: I have found that uuu (2) indeed language anxiety plays::: a major role in::: hindering uu students' participation which
24. I2: repeat please?
25. **F1-univ1-M:** hindering
26. I2: the word before hindering
27. **F1-univ1-M:** uuuu anyway I
28. I1: you said anxiety
29. **F1-univ1-M:** yes anxiety and:: which in turns affect motivation. but it's not the only reason it's also: uu the lack of motivation from the part of certain students is also due to the:: lack of variety of speaking activities
30. I1: so on one hand anxiety ,on the other hand?
31. **F1-univ1-M:** lack of motivation
32. I1: Mr [F1-univ1-M] another question what are your plans for future research?
33. **F1-univ1-M:** hhh well I have not::: uuu
34. I1: <=> decided
35. **F1-univ1-M:** I have not decided yet about my Ph.D proposal.
36. I2: and why did you select this university for this position?
37. **F1-univ1-M:** uuu well frankly said I want to::: teaching I don't know much about the university uu but I wanted to live:: ...in this city because I have children and uu
38. I1: Mr **F1-univ1-M** just engage your brain and I want you to relate the following quote to teaching ok?

APPENDIX (S) :FHI Transcription of Candidate [F2-Univ1-M]

1. I1: what's your name?
2. **F2-Univ1-M**: my name is **F2-Univ1-M** [last]
3. I1: annunciate please louder
4. **F2-Univ1-M**: (the candidate spells his name)
5. I1: where are you from?
6. **F2-Univ1-M**: from [city-name1] (the applicant gave an acronym)
7. I1: what does it mean ?
8. **F2-Univ1-M**: it means [city-name1]
9. I1: [acronym] are you speaking French or English?
10. F2-Univ1-M: [city-name 1]
11. I2: **F2-Univ1-M**, I want just to ask you a question. What is the sparky problem in your magister research papers?
12. **F2-Univ1-M**:So my magister research paper was about the power of the word in [**Author's book Title**] THE POWER OF THE WORD IN [**Author's book Title**] .
13. I2: ah ok.
14. **F2-Univ1-M**: yes, it was a stylistic study of the novel that was written by [**Author name**] the famous English writer.
15. I2: uhum?
16. (silence)
17. I2: Why did you select this university exactly?
18. **F2-Univ1-M**: well [univ-name 1] is a famous university.. em a university where I can: go ahead in my in my studies in which I have:: many colleagues and:: many teachers who have taught me here ..I know them. that's why I want to (2) so the reputation of university is:: is my point
19. I2: just your field of study. What is it?
20. **F2-Univ1-M**:it's literature
21. I2: literature? Great. Have you ever taught before?
22. **F2-Univ1-M**: sorry?

23. I1: have you ever taught before?
24. **F2-Univ1-M**: yes:: I::: am teaching right now.
25. I1: where?
26. **F2-Univ1-M** in [city-name 1]
27. I1: and where are you exactly teaching?
28. **F2-Univ1-M**:at the department of English of [univ2-name]
29. I1: great . uhum
30. I1: Another question concerning methodological approaches: What methods would you use when here at the university?
31. **F2-Univ1-M**: uu you mean teaching?
32. I1: yes.
33. **F2-Univ1-M**: I I I would like to use the communicative approach to teaching
34. I1: the communicative approach uhum. And what are your future plans for research?
35. **F2-univ1-M**: well: the first I would take is to subscribe for the doctoral thesis
36. I1: uhum?
37. **F2-univ1-M**: and I most likely would like to: to continue working on [Writer's name]. The second thing is to have a training abroad
38. I1: uhum?
39. **F2-univ1-M**::and to... and that's all. And the field is literature. I'd like to study literature.
40. I1: concerning the question asked by I2. You said that you selected our university because it is famous
41. **F2-univ1-M**: yes the reputation of university.
42. I1: do you think is it a fact or an opinion? Do we have to say famous?
43. **F2-univ1-M**: well it is a fact.
44. I1: is it a fact?
45. **F2-univ1-M**: yes it is a fact because my teachers have been taught here at this university.
46. I1: I don't think so. When we talk there are things which are facts and opinions. If you ask other people are they going to say that it is a famous

university? All the people? Are they going to agree with you?

47. **F2-univ1-M** :no

48. I1: if they don't agree with you it is not a fact it is an opinion and when answering questions please avoid opinions. Try to use facts ok? Rather than opinions. This is just a piece of advice for future interviews

49. **F2-univ1-M**:I see yes

50. I2: ok **F2-univ1-M** another question . How do you encourage students to learn.... as a future teacher?

51. **F2-Univ1-M**: well there are there are different ways in which teachers motivate students to learn. So sometimes, we we we a single smile can can make a student uu work more in order to satisfy his teacher. Ok it depends first on the level of students. If you are teaching in a kindergarden it is not same when teaching in middle school and the secondary school and at university. At university you have to be as a teacher you have to be that uu to bring students topics that they like that's why you are going to:: to help them get interested in in what you are doing.

52. I2: how?

53. **F2-univ1-M**: well the choice. The choice of the content of your course. These:: theses these days I'm teaching at the [univ-name2] and I:: get students topics that they are interested in . If you take literature you give them talk about wisdom eh you talk about stories they like , you talk about poetry, you talk about plays and drama and then the stage ok. And in this way you are going to create the outside world and you take it into the classroom. That's what interests students ok that you bring life into the classroom.

54. I3: You will be teaching students TD. How are you going to set evaluation process?

55. **F2-univ1-M**:there will be the mark of: written exam and the mark of:: I really don't have any experience in teaching

56. I3: inshallah you will get experienced

APPENDIX (T) :FHI Transcription of Candidate [F3-univ1-W]

1. I1: would you like please to introduce yourself ?
2. **F3-univ1-W**:yes, of course. well my name is **F3-univ1-W** [last] uu I am 27 years old. uu I am a graduate of [univ-name1] in [city name1] and uuum well I live in:: [city name 2] (2) umm that's it uhh
3. I2: **F3-univ1-W** tell us please about your research paper. What was it about?
F3-univ1-W: yes, well my research paper was **brainstorming the pre-writing strategy** uuu I have investigated its use in the::([univ-name 2] with second year students and ummm (2) well ummm I can't (@)
4. I2: <=>Tell us more .tell us more
5. **F3-univ1-W**:: well I have umm made some research on writing in general where the process **the pre-writing strategy brainstorming** is used and then mm we have come to uuu a conclusion that the **the pre-writing strategy brainstorming** is actually used in our writing classes but not really uuu practiced by students
6. I2: <=> uhum
7. **F3-univ1-W**:yes
8. I2: do you use **brainstorming** just in writing?
9. **F3-univ1-W**: no no brainstorming is used:: in all domains in all uu skills but writing is::: mmm well this **pre-writing strategy** is more important in writing than any other:: skill
10. I2: your field of study please? What is it?
11. **F3-univ1-W**: uh applied linguistics
12. I2: have you ever taught before?
13. **F3-univ1-W**: yes uuu I have taught in uuu at the secondary school for like one year and a half then I got my I passed the exam magister exam. I stopped and resigned then studied for umm the magister, I did some::: um I I was a part time teacher here at the [univ-name 2] for one year and I came back:: this year.
14. I1: okk. uuu **F3-univ1-W** another question. Do you think that teaching is a

difficult task?

15. **F3-univ1-W:** it is it is a difficult task. You know uuu transmitting knowledge has never been that easy. Uuuuu you know uuu you can't enter class you meet different uuuuu different ways of learning styles ok? so you have to deal with all like 40 students you have to be uuu you have to meet their::: ummm I mean or:: (@) can I explain? yes it is a tough a tough job I mean being:: able to transmit knowledge is really umm (2) it needs efforts it needs:: belief in this job and it needs love for the job
16. I2: since it requires all this efforts how would you encourage a student to learn?
17. **F3-univ1-W:** how would I encourage a student to learn is by showing:: by showing interest in doing this I mean:: make him love this:: what I do what I give ok and then (3)
18. I2: ok ok **F3-univ1-W** another question tell us please about your future plans as far as research is concerned?
19. **F3-univ1-W:** yes. well um for future plans I I I really I mm I am committed to carrying now with my scientific research and I want to go far ok? uuu I want to do I mean I want to go far in the:: research in my scientific research I want to uuu (3) I mean
20. I2: <=> yes, are you afraid?
21. **F3-univ1-W:** ahh a bit stressed hh
22. I1: A question, why did you select this university for this position?
23. **F3-univ1-W:** well uuu my choice for::: I mean I wouldn't lie ok for the location first because it's the nearest one for me where I live. Second because umm I see that it has got many qualified teachers ok because I have already met them and I did my research here I met teachers. I did my interviews with them and::: I was really uuu saying that with::: a staff like:: teachers of the university of [univ-name 2] I would beee I would go wherever I want
24. I1: **F3-univ1-W** I'd like you to engage your brain and to tell me how the following quote is related to teaching?
25. **F3-univ1-W :**Yes

26. I2: What are your future plans for research?
27. **F3-univ1-W:** well I would like to uuu to carry on with genre analysis.
Analyzing texts specific texts
28. I3: eheh great
29. **F3-univ1-W:** yes because I was inspired by uuu [**Author's name**] he has a
book about genre analysis
30. I2: where is he from?
31. **F3-univ1-W:** I guess he is British? No? I'm not really sure am not sure
32. I3: you know when you start teaching you will be ranked as assistant lecturer
B. What are the duties of MAB? have you checked that on the official journal?
33. **F3-univ1-W:** umm I didn't read but I know about it approximately
34. I3: so approximately what are they?
35. **F3-univ1-W:** approximately is to practise about theory in lecture I give them
exercises things like that to practice what they studied if needed you explain
again

APPENDIX (U) :FHI Transcription of Candidate [F4-univ1-W]

1. **I1:** would you introduce yourself please?
2. **F4-univ1-W:** So first of all it's Mrs. [F4-univ1-W] [last] married I have two a two-years old son yes I'm from [city-name 1] I studied in [univ-name 1] for five years. Then I taught in secondary school for four months
3. **I1:** just four months?
4. **F4-univ1-W:** yes four months. I got entered to doctoral school.
5. interviewer: where?
6. **F4-univ1-W:** in [city-name 1] [univ-name1]. I stopped teaching in secondary school. I continued my studies. For the first theoretical year I was second in class uum then I started writing thesis with a supervisor from [city-name 2]. I reached the first chapter. I finished (2) and suddenly she sent me an email and she told me uuu forget my email and never call me back. Just like that.
7. **I1:** why?
8. **F4-univ1-W:** no one knew
9. **I1:** there must be a reason
10. **F4-univ1-W:** yes we uuu we tried to::: uuum to to understand but she gave no reasons. And you can check for that.
11. **I1:** what was your reaction?
12. **F4-univ1-W:** I was:: uum pregnant. sorry umm my hypertension (2) 18/ 19 uhhu I:: gave birth to my son in the seventh month (2) He was a::: he could not breathe. He stayed in the hospital for two months. So I stopped everything I abandoned this school. I:: stayed with my son until he get better for one year. One year and two months. And then I heard:: that some of my friends did not finish their uu theses. I was encouraged (2) I went to the school (1) I asked for:: another supervisor they granted me that. I started working from the very beginning and I finished my dissertation in seven months I mean it was my supervisor.
13. **I1:** it was a struggle
14. **F4-univ1-W:** yes it was a struggle. Yes umm I finished in seven months and

graduated last year.(1) I taught this year in [univ-name2]. I taught literature (2) and I applied here @. I have some of my friends who are teaching here (she named some teachers working at that university). So they recommended this university.

15. I2: what did they tell you about [univ- name 1] university?
16. **F4-univ1-W:** they uu said both the staff and the students are excellent (2) exactly. I was encouraged . I applied .
17. I2: So why did you get this mark in your dissertation?
18. **F4-univ1-W:** I will explain to you. We were five candidates and they refused to organize our vivas and we were writing petitions we had problems with the administration but we didn't know, we didn't understand the reasons.
19. I2: so if we hire you here in [univ-name 3] how are you going to come to your work?
20. **F4-univ1-W:** you mean travelling to work? here I am I came today.
21. I3: Will you be able to move regularly to your work? I mean in the future you won't ask for change or refuse extra hours. You won't complain about work conditions because you live far from here.
22. **F4-univ1-W:** the problem that there are few candidates who came.
23. I3: you don't care about them since you are here. I want to tell you that if you are hired you will have to accept to work in all conditions?
24. **F4-univ1-W:** yes of course I know
25. I3: what are your duties as an associate lecturer B?
26. **F4-univ1-W:** (3) umm I don't know
27. I3: how can come to teach if you don't know your duties?
28. **F4-univ1-W::** well if I don't know something I will read about it
29. I3: your duties are teaching supervising, attending cps there are about four or five cps in a year, deliberations committees
30. **F4-univ1-W:** I know these duties but::
31. I3: correcting exam sheets, invigilating during exams, this is not related to teaching hours but at the hand of the faculty. If needed you can invigilate for thirty hours per week.

APPENDIX (V) :FHI Transcription of Candidate [F5- univ1-M]

1. I1: so good morning
2. **F5-univ1-M:** good morning to you guys. I'm sorry:: I apologize for keeping:: you this late for an hour
3. I1: how are you?
4. **F5-univ1-M::** I'm doing very well thank you. I hope you are doing well too.
5. I1: I would like you first to introduce yourself?
6. **F5-univ1-M:**okey my name is [F-univ1-M] [last]. I'mmm American studies student. I got my magister this year in [univ-name1]. Well I:: I chose a topic that was really uumm restricted or exclusively a female topic which is the gender pay gap in the United States. I'll tackle it I tackled it from a::: a perspective that was::: really not the feminist but really from a:: empirical point of view. Sorry I'm really nervous. I really appreciate if you let me....
7. I1: you can relax then continue
8. **F5-univ1-M:** ok can I have some water please?
9. I1: yes please
10. **F5-univ1-M:** ehh (cleaning his thought) well I was a student in [univ-name 2]. I forgot to mention that. I graduated from::: on 2013 I remember
11. I1: where do you live? [city-name 1]
12. **F5-univ1-M:** no I live in M in [city-name 2]
13. I2: If you have a second position in the university of [univ-name 3] what will you chose [univ-name 2] or [univ-name 3]?
14. **F5-univ1-M:** well I don't like to be hypothetical about::: but until up to this point, there is no position in [univ-name2].
15. I2: I know but maybe
16. **F5-univ1-M:** so I'm here so let let us live the moment and @ leave thaaat mm
17. I2:but I'm asking you if you have two opportunities but [univ-name2] is still available

18. **F5-univ1-M:** of course I will choose [univ-name 3] because it is closer to my home.
19. I1: Why?
20. **F5-univ1-M:** yeah it's close to my home and I have many friends there. I have also some family circumstances. I should stay with parents. So Yeah I got a position also in [univ-name 4] university, but I would prefer [univ-name 2]
21. I2 : why?
22. **F5-univ1-M:** well, for many reasons. I have many friends here, I studied here, I like the city better . I prefer... although I have family in A but I like the city here better. But I would choose [univ-name 3]
23. I2 : what did you work about in you magister dissertation?
24. **F5-univ1-M:** the difference in wage between men and women in the United States
25. I1: wages?
26. **F5-univ1-M:** wages yeah the gender pay gap yeah
27. I2 : heh what else?
28. **F5-univ1-M:** Although the USA tries to give a typical picture that it is the land of equality between the two genders. On 2013 when I started research, there was a difference of 20% between men and women in the work market of the US though they represent 50%
29. I2: when you did your research, what are the reasons behind this difference especially in the US?
30. **F5-univ1-M:** well, there are many. There are many. The main few, the main reasons the main::: the main ::: motifs behind this or the main causes actually sorry were actually economic, social and even political. The social one: the US have a legacy legacy of discrimination even in 1950 those.....
31. I2 : What was your problematic?
32. **F5-univ1-M:** yeah. Well, we have a problem which is the pay gap though the USA:
33. I2: I understand. Why you didn't conduct a comparative study?
34. **F5-univ1-M:** because I was concerned with American studies in my speciality

35. I3: do you have a car?
36. **F5-univ1-M**: no I don't
37. I3: how are you going to manage moving continuously to your work?
38. **F5-univ1-M**: that's easy. I have some friends here and I'm also thinking about hiring a flat here in this city
39. I3: ok, so you will not ask the head of department to arrange your schedule and adapt it according to your needs and ask just for two days and so on and so forth?
40. **F5-univ1-M**: no I don't like to bother people at my work with my personal problems

APPENDIX (W) : FHI Transcription of Candidate [F6-univ2-M]

1. I1: Would you introduce yourself?
2. **F6-univ2-M:** uuu **F6-univ2-M** [last], uuu okey? doctor Ph.D in translation studies in the Arabic English [univ-name1] in [city-name1] uuu graduated from [univ-name2] university in [country-name] speciality translation uu English Arabic uuu 2016 okey? uuu my thesis MA thesis was about translating major problems in translating marriage and divorce documents from English to Arabic okey? And I uuu worked in [country-name], I taught for one semester two modules uuu master students technical translation and business translation. I taught uu also last year to [univ-name 3] module of English for MA students of journalism communication and journalism sciences (2) this is in brief uuu if have questions uuu
3. I1: what's the problematic you have tackled in your Ph.d?
4. **F6-univ2-M:** in: my MA um in my ah no ok in my Ph.d in my Ph.d I am working on
5. **I1:** so, let's start by the MA .The MA translation?
6. **F6-univ2-M:** yes translation uuu I collected ten uuu ten documents of uuu marriage and divorce documents Algerian ok and translated them into English so
7. I1: So what was the problematic?
8. **F6-univ2-M:** the prob the problematic is to find uuu the the the problems that I found in translation. Okey.Why? I choosed marriage and divorce? That we have special okey we had names as you know signs of legal English and Arabic legal lang Language is not the same. or uuu specially concerning the the the culture as we as we need the culture impact of religion for example
9. I2: give us some examples from your research from the cultural corner
10. **F6-univ2-M:**the cultural corner for example we have (incomprehensible) ok and we have the term '*hadana*' and we have the term '*Ida*' and it has many types so it is difficult to uuu to translate them into the culture English culture
11. **I1:** In what sense are the findings of your research a kind of solution to bridge

up the gap of culture?

12. **F6-univ2-M:** The whole work is: the whole work I considered the whole work as a kind of bridge okay? Because uuu We receive too many foreigners in Algeria every year and we have to prepare such documents in English in order to: uuu to don't find any troubles in reading those documents or translating them outside (2) this is kind of bridging okay? And uuu spread. Spread our culture our all the kinds for example legislative documents also in foreign languages. in order to: worldwide our language and our culture
13. **I1:** don't you think that your research your area of expertise you fit maybe to open an office to work in legislation and to translate documents is better than teaching. Teaching is something else ?
14. **F6-univ2-M:** okay this is uuu this is uuu translation okay? teaching translation open open opportunity to to to maybe to teach or uuu to work as in office or translator. Okay? so I prefer this to continue my Ph.D and to work to teach also uuu because till till now uuu maybe you know that the contest of uuu sworn translators did not open since 2011 okay? so this is an opportunity to: to teach because I have an experience in teaching and so:
15. **I2:** how far are you going in your Ph.D? Have you defended your Ph.D or not yet?
16. **F6-univ2-M:** yes yes yes
17. **I2:** have you defended it?
18. **F6-univ2-M:** no not yet?
19. **I1:** away from translation what is in your view a good teacher is?
20. **F6-univ2-M:** uuu master the speciality
21. **I1:** yes? I'm talking in general
22. **F6-univ2-M:** should have should have should have good knowledge okay? in his field and how he uuu send a message for (2) for example for a student
23. **I2:** that's all? What about other things?
24. **F6-univ2-M:** uuu the other marks uuu maybe he should be punctual should have sincere with his students and with administrators uuu administration and uuu as the whole general this is uuu somethings uuu

25. I2: what are the modules that would you offer to teach if we hire you?
26. **F6-univ2-M**: maybe research mor research methodology
27. **I2**: what is your greatest strength?
28. **F6-univ2-M**:: sorry?
29. I2: your greatest strength?
30. **F6-univ2-M**:: uuu serious punctual and I can work uuu that's all
31. I2: greatest weakness?
32. **F6-univ2-M**:: uuu (@@) maybe I:::can't mm nervous nervous yes
33. I3: Are you married?
34. **F6-univ2-M**: yes
35. I3: if one of your female student addresses you 'I love you I want to marry you'
36. **F6-univ2-M**: Oh my God
37. I3: can you tell me how are you going to react?
38. **F6-univ2-M**: Do you mean in class or come to me?
39. I3: it doesn't matter, at the end of the lecture or in front of her students...?
40. **F6-univ2-M**: In front of students a case, and alone a case
41. **I3**: in the two cases?
42. **F6-univ2-M**: (@@) in front of student as if I didn't hear her okey? But alone maybe uuu I can discuss with her what's the wrong with you? why are you saying and can't do that and I don know you and uuu
43. I3: you can just answer her 'am married'
44. **F6-univ2-M**: (@@) I'm engaged

APPENDIX (X) :FHI Transcription of Candidate [F7-univ2-W]

1. I1: yes can you introduce yourself, please?
2. **F7-univ2-W**:I am **F3-univ2-W** [last] I have been working in a translation office in [city-name1] I uuu taught in the [**department's name**] in [univ-name1] University I still teaching there (2) I have a master's degree and I'm doing my Phd in the [univ-name 2] in translating children's literature
3. I1: what was the theme you have tackled in your magister?
4. **F7-univ2-W**:I translated four chapters and conclusion of book [**Book-title**] written by [**Author's name**]
5. I1: so it was a practical one okey what was the problematic you have dealt with?
6. **F7-univ2-W**: no we dealt with uuu theoretical part
7. I1: yeah what was the problematic you dealt with?
8. **F7-univ2-W**:it was about how uuu can we create new uuu terms in Arabic yes from uuu from English into Arabic . I created a new term it was uuu nerd
9. I1: nerd?
10. **F7-univ2-W**:yes I used. *Naht* (the example is given in Arabic: *Mahous-tarjama Mahous-technologia Muhawtak*)
11. I1: where did you study?
12. **F7-univ2-W**: I studied in [univ-name 2]
13. I1: So you are supposed to teach translation. Why do you think we have to teach translation in the department of English? What is the value?
14. **F7-univ2-W**:the uu Algerian as bilingual people so uu we need uu to deal with translation
15. I1: you could have opted for French instead of English. What makes you interested in English ?
16. **F7-univ2-W** : as my major is English Arabic.
17. I1: Ah ok...what is the difference between teaching translation and teaching English ?

18. **F7-univ2-W**: (2) I think uu English is not specialised but teaching translation I don't know we can't find uu better than a translator to teach uu translation in the department of English because we have the techniques, the methods better than the English uu teachers.
19. I2: what other modules you can offer to teach
20. **F7-univ2-W**: maybe grammar, uu written expression, uu listening (3) such as modules
21. I3 why did you choose Teaching?
22. **F7-univ2-W**: I love teaching I practiced this job at university and I followed a training course about teaching How to teach English
23. I3: You are a translator but you could have chosen to work in a translating office?
24. **F7-univ2-W**: I have already worked in a translation office, I wanted to have my uu my own office but our government prevented to give credential official credential for us
25. I3: I want to ask you another question: who is the best teacher according to you?
26. **F7-univ2-W**: well uu I think the best teacher is the one who minimizes teacher's talking time and maximizes the student's talking time cuz the student is the one who is practicing language. He is the learner not the teacher.
27. I2: would you please say something about CBA?
28. **F7-univ2-W**: Well I have no idea about teaching approaches cause we didn't study this module
29. I3: A good teacher should be equipped with key tools of teaching methods, approaches. My question to you in the age of digital revolution ICTs, Facebook, Youtube and so on, are you going to adopt these let's say material in your classroom
30. **F7-univ2-W**: I think this is a good idea
31. I1: where do you live?
32. **F7-univ2-W**: I live in [name1]

33. I1: why have not you come before to the department of English in order at least to give a helping hand to the department in order to mark your presence for example in this way to teach English classes in the department of English is far better to teaching students in other departments
34. **F7-univ2-W**: But I want to improve my English with them too. with my students I want to work , to teach, and learn
35. I3: when you face students you cannot be a learner you have to be teaching
36. **F7-univ2-W**: why not ? the teacher is also a learner, we can learn from them.
37. I3: No at home when you prepare you are a learner.

APPENDIX (Y) :FHI Transcription of Candidate [F8-univ2-W]

1. I1: Who is **F8-univ2-W** ?
2. **F8-univ2-W**: my name is [F8-univ2-W] [last] I am 33 years old. single uuu currently I:: work as a:: French teacher in a Middle School and I recently have a:: master's degree in translation and here I am applying for this uuu (incomprehensive)
3. I1: Magister or Master the degree you have?
4. **F8-univ2-W**: Magister
5. I1: where are you from?
6. **F8-univ2-W**:I am from [city-name1]
7. I1: Your speciality is translation. Why do you think it is important to teach translation to EFL students?
8. **F8-univ2-W**:: Yes translation is uuu very important in our uuu in Algeria we are bilingual society we are not natives so it is a natural choice to:: teach translation for each student either French students or even students who learn English for me it's a natural choice to teach translation .Or even students learn learn English for me it's the natural choice. It's good for students because uu students should not be only focused on English but:: should also attempt to talk in their mother tongue. So they should have some translation strategies
9. I1: ok **F8-univ2-W** [last] as a language teacher you could have for example opted for French , English ,Arabic. What made you choose English as for example a language you are likely to teach in the future instead of French or Arabic
10. **F8-univ2-W**: Ok uuu well uu maybeee uuu there is more than one answer to that uuu first absolutely maybe personal preference uuu English is maybe my favorite language I prefer English more than French although I master French too and I uuu I think over all that English nowadays is more important than French it's obvious that everybody is supposed to to learn or master this language .So I believe in the more importance of English. Of course Arabic is my mother tongue but I can teach French too

11. I2: what are the modules that you can offer to teach?
12. **F8-univ2-W:** well if you don't mind grammar, civilization because I like history especially. civilisation because I have special interest in history... especially the British civilization is very interesting
13. I2: ... Can you tell me something about the position the value of translation in Algeria since it is a tool of civilization mark intact?
14. **F8-univ2-W:** absolutely it is important because Algeria if you look at the map it's it's really in the centre of the world. So uuu Translation is very important and seeing the history of the country itself translation is just helpful you know we are people who translate when we speak when we speak we translate...even Arabic as our language, it's a language that contains a lot of translation in itself. So...
15. I3: why did you choose teaching? Do you think that teaching as easy as translation?
16. **F8-univ2-W:** No. Well I'm a teacher already in the middle school I have already caught a picture of..
17. I3: Do you know the different approaches on teaching?
18. **F8-univ2-W:**uuu well yes
19. I3: do you know the teacher centre approach and the learner centered approach?
20. **F8-univ2-W:** yes yes
21. I3: don't you think that teaching is a hard work?
22. **F8-univ2-W:** It is not easy but nowadays the teacher...
23. I3: not easy but what about people choosing it?
24. **F8-univ2-W:** they choose it but uuu well I love teaching I love to exchange uuu
25. I3: yes but translation is different from teaching, a translator cannot teach
26. **F8-univ2-W:**why not? It's a natural choice for a translator to be a language teacher, excuse me.
27. I2: could you tell us about the CBA the competency based Approach you'r a teacher in the middle school, what is it ?

28. **F8-univ2-W:**uuu it's you you you try to instill and install competencies in your learners instead of teach them behaviors not uuu just uuu static information so it's about the behaviors you teach them le savoir fair le savoir être things like that
29. I2: Thank you

APPENDIX (Z): FHI Transcription of Candidate [F9-univ2-W]

1. I1: Would you introduce yourself please?
2. **F9-univ2-W**: yes my name is [F-univ2-W] [last] . I'm 38 years old .I'm from [name1] Yes, I graduated from the university of [univ-name1] seventeen years ago, and I got my magister degree in literature only this year.
3. I1: ah yeah you have defended your dissertation just this year?
4. **F9-univ2-W**:Yes, yes
5. I1: what was the topic you have approached in your dissertation?
6. **F9-univ2-W**: first of all the title of my dissertation is ‘ From Oppression to Libration: Race and Gender in [Author's name] [the book name] yes. The title itself raises four major issues: race, gender, oppression and liberation uuu the study in fact examines the societal and political conditions in the south of the united states of America exploring issues of racism, sexism, gender oppression and u:: the negative effects on black women's minds and lives uuu yes. The protagonist and all the black females in [Author's name] [book title] are oppressed physically and mentally by both black and white men . Um [Author's name] in fact in this novel doesn't only chronicle black women's suffering torment and agony but even goes beyond the boundaries of oppression and recommended certain solutions for these mental and physical abuses
7. I1: So you have tackled one of u:: let's say archaic writers of the African-American tradition okey? First of all what approach have you resorted to when you tackled this topic?
8. **F9-univ2-W**::yes the study draws on elements of feminism in general and black feminism on particular and here I mean womanism yes and here womanism is uuu a theory which depicts black females uuu perspectives experiences ...
9. I1: Sorry is your study was your study a feminist or a womanist?
10. **F9-univ2-W**: a womanist
11. I1: a womanist

12. **F9-univ2-W:** yes
13. I1: ok don't you feel that the idea of womanist itself is still a time in idea or notion itself?
14. **F9-univ2-W:**yes
15. I1: since as as as if we confirm (incomprehensible) womanism has to do with black women
16. **F9-univ2-W:** yes
17. I1: oppression and uuu the:: exertion of (incomprehensible) oppression is woman so do you think that when we classify women according to the black uuu the black scale and the white scale isn't isn't a contradiction ?
18. **F9-univ2-W:** umm no it is not a contradiction because white feminism is not concerned with white female experiences which are totally different from black women experiences in the south of the USA during that time for that reason I didn't see it as a contradiction but the concerns are different .yes
19. I1: why have you chosen uuuu [**book's title 1**] instead for example [**book's title 2**] and same opportunity to talk about the idea of (incomprehensible)
20. **F9-univ2-W:**I liked the novel and I I have already watched the film of [Author's name] yes I was attracted by the novel by the protagonist by uuuu the idea of oppression in the south yes
21. I1: honestly speaking don't you thin that dealing with oppression with feminism in such an African American context is (incomprehensible) old-fashioned and and and honestly speaking were the examiners of the examining panel satisfied about your research?
22. **F9-univ2-W:**sorry the last sentence ?
23. I1: were they satisfied about your research ?
24. **F9-univ2-W:**yes ?
25. I1: or they have really criticized you because the idea is not you itself what novelty is your study or did your study bring novelty because we have a a a a big heritage of womanist and feminist let's say studies in
26. **F9-univ2-W:**uuu because the idea of oppression concerning woman is uuu is a worldwide issue (it's ok it's ok) it still exists nowadays for that reason I don't

think (@@) it is an old fashioned theme or topic or

27. I1: Do you know as if there is inspiration their estimological backgrounds uuu the scene the literary and analytical scene is saturated with such feminist studies so if for example we have juxtaposed an Algerian writer with it ok it can be for example good or an African author
28. **F9-univ2-W**: yes
29. I2: I have some questions. Your plans for future research?
30. **F9-univ2-W**: not yet (@@)
31. I2: not yet?
32. **F9-univ2-W**: I'm still reading and I didn't have a clear idea about what I'm going to do in the future
33. **I2**: what or which modules are you ready to offer?
34. **F9-univ2-W**: uuu I don't know about your department but I am ready to teach all the modules assigned to me since it is part of my work
35. I2: if the head of the department asks you well to teach phonetics or Witten expression is it ok ?
36. **F9-univ2-W** yes I have no problem I prefer literature but I am ready to teach any module because it is part of my job yes
37. I2: what is your greatest strength?
38. **F9-univ2-W**: (4) literature
39. I2: your greatest weakness?
40. **F9-univ2-W**: I don't know (@@@)
41. I2: I have an impression that you will be a great researcher, try to choose something interesting something of that a desire to really fetch what is behind this work.

APPENDIX (AA) :FHI Transcription of Candidate [F10-univ2-W]

1. I1: would you introduce yourself please?
2. **F10-univ2-M:** uu first of all I'm [F10-univ2-M] [last] I'm uu 29 years old
I'm from [city-name1] uuu I graduated from [univ-name 1] university of
[country name 1] uuu the field is uuu curricula and instruction of English
language uuu it's the same a it's the same as as:: didactics in [country
name2]
3. I1: didactics?
4. **F10-univ2-M:** yeah it's just nomination
5. I1:so you have studied in [univ-name1] and they sent you a scholarship to
[country name 1]?
6. **F10-univ2-M:** N No. I got my uuu Licence in [univ-name1] university then I
uu followed my studies in [country-name1] university. It's not a scholarship,
I went uuu on my expense
7. I1: what was the topic of your dissertation?
8. **F10-univ2-M:** the topic of my dissertation was uuu about uuu competi.. it was
a comparison between:: native English uuu speaking teachers and non-
native English speaking teachers. Their effects on on students' oral fluency
9. I2: their effects on?
10. **F10-univ2-M:** students' oral fluency
11. I2: what about the sample? The sample of this study? Have you tackled some
native speakers?
12. **F10-univ2-M:** yeah uuu I I took uuu fifteen native speakers native English
speaker teachers uuu from uu they are teaching uu overthere in [country-
name1] and fifteen non-native English speaking teachers. I interviewed
them about their perceptions of the effect of oral fluency on:: their students
(umh) uuu also I uuu I delivered the questionnaire to the students uu to EFL
students uuu it differed uuu in terms of perceptions between teachers and
students regarding the students they they don't have that knowledge of uu
making the difference between native and non native uuu speaking teachers

13. I2: So concerning your native speakers you have chosen are they all Americans or British Australian? What is native English? Do we have one English or Englishes?
14. **F10-univ2-M:** yeah, we can say that uuu there is uuu a variety of English but uu concerning the circle of my study uuu the there almost almost all of them they were American uuu American teachers American EFL teachers. uuu in addition to that the the they were not all certified in teaching English as a Foreign language so they were they were just hired as uuu
15. I1: : <=> native teachers
16. **F10-univ2-M:** yeah no, because because Ijust they are native English speaking teachers
17. I: Do you believe that as an Algerian shall pronounce shall I speak as an American?
18. **F10-univ2-M:** (3)I:: I think I believe that it's a question uu it's it doesn't matter ss aaa uu since I mean as the student the student get get uu the right meaning of the:: pronunciation it doesn't matter whether I'm:: speaking American English or British English
19. I: you didn't tell us about your research problematic: is it important to be taught by a native or it is not important?
20. **F10-univ2-M:** yeah I think uuu the teachers' uuu expertise is uuu counts more than his being native or non-native because:: in my study I 've found that some non native:: English speaking teachers uuu are doing better in the classroom uu better than native English speaking teachers, since the the they have the knowledge
21. I2: Are you going to stay with us in [univ-name] or you are going to change university after 3 or 4 years? Have you applied to other universities?
22. **F10-univ2-M:** I set for uuu some :: other ee in other other contests of recruitment universities in [univ-name 2],[univ- name 3], [univ-name 4],[univ-name 5], [univ-name 6] to to to enlarge my chances... Frankly uu I I my parents are old I have to take care of them . So::If I get the job uuu la:: sooner or later I:: I will turn, I will go back to [city-name 1] just for the

sake of my parents

23. I2: Home sweet home
24. **F10-univ2-M**: no no it's not home sweet home but just for the sake just to take care of my parents just to be honest
25. I3: Do you think, as a teacher or you would be a teacher, the way you teach girls is the same way you teach boys?
26. **F10-univ2-M**: I think it is not the same
27. I3: how ?
28. **F10-univ2-M**: uu regarding the personality the personality uuu of the two genders uuu each gender ha has uu a given way a speci speci a special way to deal with for example to deal with girls for it's uuu
29. I3: now if a girl disturbs you, for example. How would you react?
30. **F10-univ2-M**: a girl disturbs <@@> (4) I think it depends on uuu on why she did that, I should ask her first then I will start start the remedy process
31. I3: and if a boy disturbs you do you do the same?
32. **F10-univ2-M**: I will talk to him uu face to face yeah then uuu I will try to integrate him in the classroom in the classroom atmosphere so that he can not find himself in uuu away from the classroom.

Résumé

Cette étude tente d'enquêter sur le discours parlé des entretiens d'embauche des professeurs (EEP), en particulier les choix linguistiques des candidats pour gérer une image positive et obtenir des commentaires positifs de leurs enquêteurs lors d'entretiens d'embauche authentiques pour un poste de maître assistant, tenus au Département d'Anglais dans deux universités Algériennes : Msila et Sétif². L'objectif principal de l'étude est d'introduire les stratégies des candidats retenus pour préparer les étudiants universitaires à la communication des entretiens d'embauche. À cette fin, l'étude a utilisé une conception d'étude de cas descriptive exploratoire, incorporant des approches quantitatives et qualitatives dans l'analyse des données. Les données ont été obtenues au moyen de différents outils de recherche au cours de deux étapes. Dans la phase exploratoire, une enquête est menée auprès des enquêteurs (N=12), pour enquêter sur leurs perceptions et leurs pratiques dans les I. Deuxièmement, les documents officiels qui décrivent les critères de sélection et d'évaluation des EEP ont été analysés, y compris l'échelle de notation ancrée (ARS) (avril 2018) ; Circulaire n°7 du 28 avril 2011 relative aux critères de sélection au concours sur titres pour le recrutement aux grades de la Fonction Publique (p. 2-3) ; et Journal officiel, n° 23 du 4 mai 2008, (p. 22). La phase descriptive a appliqué une analyse du discours au niveau micro d'extraits authentiquement enregistrés (N = 20). Pour classer les candidats en réussite et en échec, l'étude s'est appuyée sur un cadre conceptuel développé basé sur la méthode d'analyse des emplois identifiée dans la phase exploratoire, en plus d'une approche discursive adaptée de la littérature selon les objectifs communicatifs du FHI. L'approche discursive des interactions des candidats repose sur une fusion de différents axes de recherche théoriques et analytiques pour l'analyse du discours parlé (en s'appuyant sur la linguistique fonctionnelle systémique, la gestion de l'impression, la politesse et les principes coopératifs). Les résultats ont révélé que les candidats qui ont réussi ont construit une image positive et une solidarité avec leurs intervieweurs en utilisant un discours fluide et informatif lors de la promotion de leurs réalisations scientifiques, en démontrant leur volonté d'enseigner et en répondant aux préférences du Département d'anglais. Les résultats de cette recherche pourraient être particulièrement significatifs pour les étudiants : s'ils étaient formés aux critères de communication d'entretien, ils apprendraient comment améliorer leurs chances d'employabilité ; aux comités d'embauche des professeurs pour améliorer leurs pratiques de sélection et d'évaluation

Mots-clés : entretien d'embauche, approche discursive, analyse de poste, gestion des impressions

ملخص

تحاول هذه الدراسة تحليل خطاب مقابلات التوظيف خاصة الخيارات اللغوية للمتقدمين لإدارة صورة إيجابية واكتساب تقييم إيجابي من المحاورين أثناء مقابلات التوظيف الحقيقية لمنصب استاذ مساعد ، في قسم اللغة الإنجليزية في جامعتين جزائريتين: مسيلة وسطيف 2. الهدف الرئيسي للدراسة هو تدريب طلاب الجامعة على استراتيجيات التواصل الناجحة أثناء مقابلة العمل. وتحقيقا لهذه الغاية ، استخدمت الدراسة تصميم وصفي استكشافي ، مع دمج كل من النهج الكمي والنوعي في تحليل البيانات. تم الحصول على البيانات من خلال أدوات بحث مختلفة خلال مرحلتين. في المرحلة الاستكشافية ، تم إجراء دراسة استقصائية مع أعضاء لجنة المحاورة (العدد = 12) للتحقيق في تصوراتهم وممارساتهم أثناء المقابلات. ثانيًا ، تم تحليل الوثائق الرسمية التي تصف معايير الاختيار والتقييم من مكتب الموارد البشرية بما في ذلك: سلم التقييط ومعايير انتقاء الخاصة بالمقابلة بالإضافة الى الجريدة الرسمية عدد 23 بتاريخ 4 مايو 2008 (ص 22). طبقت المرحلة الوصفية تحليل الخطاب على المستوى الجزئي لمقتطفات أصلية مسجلة من 20 مقابلة خلال أربع مراحل : تقديم الذات ، عرض البحث ، التفاوض على الخبرة ومهام الوظيفة، ومناقشة الخطط المستقبلية. تم تصنيف المتقدمين بالاعتماد على إطار مفاهيمي مطور يعتمد على طريقة تحليل متطلبات الوظيفة في المرحلة الاستكشافية ، بالإضافة إلى نهج استطرادي مقتبس من الأدبيات وفقًا للأغراض التواصلية لمقابلة التوظيف. كشفت النتائج أن المرشحين الناجحين قاموا ببناء صورة إيجابية وتضامن مع المحاورين باستخدام خطاب طليق وغني بالمعلومات عند الترويج لإنجازاتهم العلمية ، وإظهار الاستعداد للتدريس وتلبية تفضيلات قسم اللغة الإنجليزية. تكمن أهمية نتائج هذا البحث بشكل خاص للطلاب: إذا تم تدريبهم على استراتيجيات التواصل الناجحة ، فسوف يعززون فرص توظيفهم

الكلمات المفتاحية: مقابلات توظيف، أعضاء هيئة التدريس، منهج استطرادي، إدارة الانطباع، التقييم