
Successful Communicative Strategies for Managing a Faculty Hiring Interview

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ABSTRACT: *This paper investigates the job interview discourse during faculty staff hiring, in the Department of the English Language and Literature, within an EFL context. A discursive approach to the talk is applied to examine successful applicants' communicative strategies to get positive feedback from their interviewers, according to the communicative purposes of the faculty hiring interview and requirements of an assistant lecturer position. To attain this goal, a micro-level discourse analysis considered extracts of twenty (N=20) job interviews that were recorded during real faculty hiring interviews held in English at two Algerian universities. Successful candidates were selected depending on their performance during four common interview phases: self-introduction, research presentation, negotiation of expertise and related position tasks, and discussing future plans. The qualitative analysis yielded an inventory of successful candidates' communicative strategies that could be enhanced and introduced to design English for Specific Purposes (ESP) courses in for training students in interview communication.*

KEYWORDS: Discursive approach, faculty hiring interview, job interview, successful applicants, communicative strategies

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Introduction

Research on the job interview as an institutional discourse has a long tradition among previous studies that have been conducted to investigate applicants' successful and unsuccessful linguistic features during job interviews both in monocultural and multicultural contexts such as (Scheuer, 2001; Kerekes, 2006; Lipovsky 2006, 2008; Cambell & Roberts, 2007; Choi, 2014). For decades, most previous studies have focused their lenses on native interviewers and non-native applicants' interactions, placing native speakers' English as the standard of English education that non-natives should adapt to match their perspectives eg: (Akinaso & Ajitutu, 1982; Louw, 2009; Louw, Derwing & Abbott, 2010). Other research, in job interviews, has emphasized the importance of 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, there has been less previous evidence for the case of English as a foreign language (EFL) in a mono-cultural context in which authentic job interviews are conducted for faculty hiring between interlocutors who share the same culture as non-native speakers using English as a means of communication for interviewing purposes. Within the same vein, a recent survey endeavoured to investigate applicants' perceptions and interviewers' practices being the two major parties in the faculty-hiring interview (Tiaiba & Nedjai, 2020; 2022) in which calls were solicited for further faculty hiring interview discourse scrutiny to account for what constitutes successful communication based on firm theories that match the faculty-hiring interview's communicative purposes and the requirements of an assistant lecturer position in the department of English. 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, 2006) 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 introduce themselves or negotiate their expertise when responding to the questions. It is also important to point out that both interviewers and interviewees 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 Jiang, 2013). Based on the forgoing communicative purposes in the context of the faculty hiring interview conversation (hence Politeness and Cooperative Principles) namely investigating applicants' linguistic choices (hence, 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 employment suitability according to the requirements of an assistant lecturer position (Tiaiba & Nedjai, 2022), the stance taken in this study is to combine the job analysis method to identify the requirements of the position with the discursive approach that relate to communicative purposes of the FH 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).

Thence, the current study raises the following research questions:

1. What are the communicative strategies used by successful candidates to manage positive images during the faculty-hiring interview for an EFL assistant lecturer position?
2. In what way do they differ from failing candidates?

1. Literature Review

In the current study the discursive approach stands as an eclectic approach or an umbrella term for a fusion of different theoretical and analytical research strands for the spoken discourse analysis building on the faculty hiring interview conversation's communicative purposes. 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) each of which is reviewed substantially.

1.1 Systemic Functional Linguistic Model (SFL)

The 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 at paradigmatic and 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 possible choices that were put aside by the speaker (Eggins, 1994,p.3). 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 is used for presenting one's experiences ('the experiential meta-function'), 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 meta-function'), which deals with ways of using language between people such as questioning and ordering..
- while the textual meaning 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 meta-function, whereby interactants construe their experience of the world, in order to analyze how applicants present themselves, their field of research and related expertise to be hired for the faculty position. Previous studies have reported that applicant's relevant 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). When applicants are asked to present their academic or professional experience/ expertise, they tend to use features of the experiential meta-function , which includes:

- 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);
- participants in the process;
- 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 meta-function 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 1.

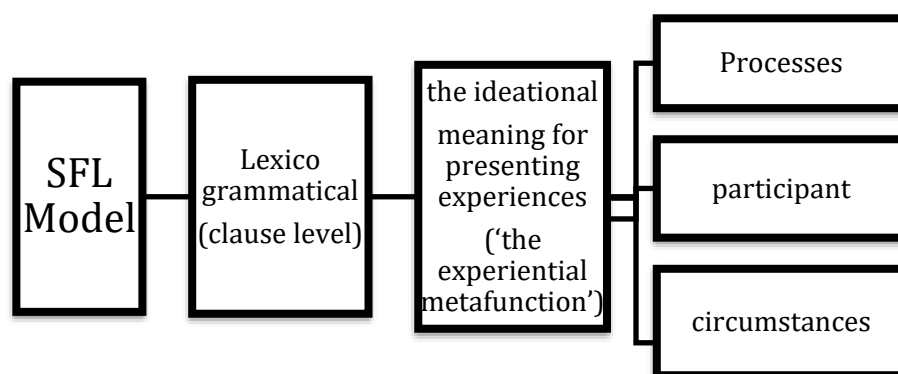


Figure N°1. Features of SFL Model

1.2 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.

1.2.1 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 co-operators 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.

1.3 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 ; Lakkof, 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 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

1.4 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 analysing 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), to name just a few examples.

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 3). 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. 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 employs 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.

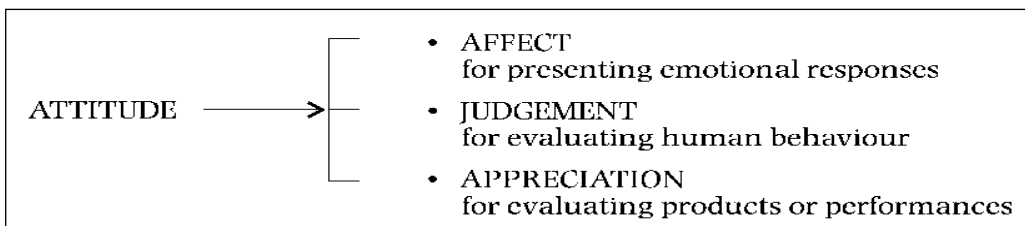


Figure N° 2. System of Attitude

Source Martin and White (2005)

1.5 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, they are 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; 2012 Lipovsky, 2006 as cited in Lin et. Al.). 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).

1.6 Requirements of an Assistant Lecturer Position

To identify the requirements of a given job and the competencies that are necessary to be performed, a process of job analysis should be conducted by hiring committees in a specific institution before developing a job interview. 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 (Dipboye, 1994, p.80).

According to a survey conducted by Tiaiba and Nedjai (2022, p 102), the requirements of an assistant lecturer position can be listed in terms of:

- communication skills namely fluency and accuracy ;
- Knowledge of duties and responsibilities of the position ;
- potentials in coordination and team work ;
- potentials in advising students and conducting research ;
- potentials in problem-solving and classroom management;
- and demonstrating readiness and potentials in teaching tasks of in general.

2. Method

In this study, a micro-level discourse analysis of extracts from authentic recorded FHI is conducted to describe applicants' linguistic and pragmatic choices to introduce themselves, present their research fields, discuss their future plans and negotiate their expertise with their interviewers. A qualitative approach is applied in the analysis of data drawing on the discursive approach. The corpus of study entails twenty (N=20) recorded faculty-hiring interviews that were held between 2015 and 2017 at two Algerian Universities. 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). With regard to ethical considerations, a number of measures are considered in order to protect the confidentiality and privacy of both applicants and interviewers. Only convenient extracts from those interviews are used in the analysis by ensuring the anonymity of applicants and coding all the personal information like names of persons, their cities of residence, and universities of studies. The classification of applicants into successful and unsuccessful is based on the analysis of their interactional strategies during the interviews drawing on the theoretical framework besides the ethnographic notes taken during the audition of the interviews. Extracts from four convenient interview phases were analyzed: self-introduction, research presentation, negotiating expertise and position related tasks, and future plans wherein some illustrations from both successful candidates and failing candidates' strategies are provided. Analysis of the corpus was based on the framework presented in Figure N°3.

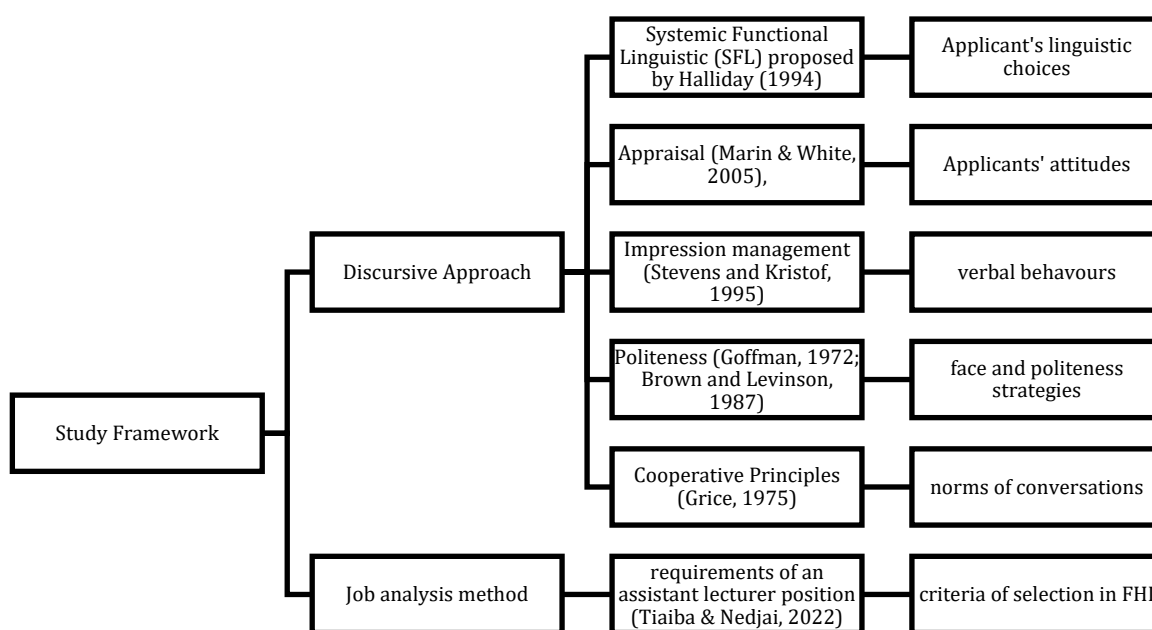


Figure N°3. Framework of the Study

2.1 Participants

Participants at the FHI consist of faculty recruitment committees representing the interviewers, and applicants representing interviewees. The interviewers were six from the first university and three from the second university where interviews were recorded. As for the interviewees, twenty candidates (11

males and 09 females) applied for an assistant lecturer position in the English department. The candidates had either a doctorate or a Magister's degree in a variety of disciplines, including linguistics, literature, civilization and translation. Sampling, in this study was purposive and included all candidates who applied when this study was conducted, with consent of responsible managers.

3. Results

Results of the study revealed that a total of ten candidates from twenty were regarded felicitous based on the qualitative analyses of the extracts with reference to the research questions that sought to depict the communicative strategies used by successful candidates besides the ways in which successful candidates differ from failing ones. To illustrate the answers of passing and failing candidates, some convenient extracts were selected and compared during each move of the interview.

3.1 Candidates' Self-introduction

○ *Passing candidates*

The first phase of the interview is usually initiated by asking the candidate to introduce oneself. When the interviewer asked candidate (P1) 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 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*”.

Another illustration of self-introduction phase is related to the passing candidate (P2). Although he was relatively a novice postgraduate; yet he introduced himself using a top-down strategy to promote for his major achievements by revealing no gaps in his academic history. He stated that was as a Ph.D candidate “*I am currently starting my second year as a Ph.D. student in [univ-name 1]*”, his Magister degree “*So u :: I had my magister there*”, his ranking as a top of the class “*I graduated as the top of my class*”, his BA degree, “*I had my BA in [univ-name2] in the university of [city-name2]*”, and his one year teaching experience in a middle school, which he described as “*I know it's a different job description but it was an experience*”, meaning that he was aware of the requirements of the current position.

○ *Failing Candidates*

When candidate (F1) was asked to introduce himself, he stated his name and that he had just post-graduated from a doctoral school from [univ-name1]. He mentioned also the name of university where he got his BA.

“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:: (3)

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.

Unlike candidate (P1, & P2), it was noticed that candidate (F1) had used short turns that were unspecific in providing details: he was requested by interviewers every time to add more details : *“where are you from?” “Where exactly”, “how old are you?”*. His used long poses besides lengthening some words, which meant that he needed more time to think. Moreover, a big gap was noticed in his academic history *“I have just graduated from Magister ”*, with regard to his age *“39 years old”* and the period he took to get his MA (according to the ethnographic notes)

3.2 Candidates’ Presentation of their Research Paper/Field

○ *Passing Candidates*

In this phase of the interview, the candidate was asked to speak about the research that she had carried during her post-graduation studies. 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::: 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] 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 ”*

○ *Failing Candidates*

With regard to candidate's (F2) answer about his research paper, 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 add more details "*uhum*" but he kept silent and no further details regarding the main research elements were provided (like the model of analysis, major conclusions).

3.3 Candidates' Negotiating Expertise and Position-related Tasks

○ *Passing Candidate*

The third phase of the interview tackled a number of points related to the task of teaching and expertise negotiation. To illustrate the difference between passing and failing candidates' performance, a common question about teaching methods is selected. When candidate (P4) was asked about the teaching methods that he has been using to teach literature, since he had previously worked as a part-time teacher. 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 teaching 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 ...*".

○ *Failing Candidates*

Within the same vein of teaching approaches and methods, candidate (F3) was asked to talk about the competency-based approach (CBA) principles, being the major approach adopted by the Algerian educational system, when this research was conducted. The candidate answered that she had no idea about teaching approaches. "*Well I have no idea about teaching approaches cause we didn't study this module*" (the candidate major was translation English-Arabic). Her answer showed that her field of expertise did not meet the requirements of the position.

3.4 Candidates' Future Plans

○ *Passing Candidate*

The fourth phase of the interview is concerned with applicants' 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.

○ *Failing Candidate*

When the interviewer enquired about candidate's (F4) future plans, she replied "*not yet*". He was surprised and echoed her answer "*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 (as she was criticized about the topic of her Magister in the outset of the interview). It was apparent that candidate (F4) could not convince the interviewers of her ability to lead or plan for significant research, which is an important requirement in the position.

4. Discussion

In the light of the research questions posed in the outset, qualitative analyses showed that passing candidates made use of various communicative strategies to project a positive image and gain favourable feedback from their interviewers. Basic findings were directly in line with previous research and tied with the requirements of the position as identified in the previous study conducted with interviewers (Tiaiba & Nedjai, 2022), wherein successful candidates for an assistant lecturer position construct solidarity and affiliation (Kerskes, 2006; Lipovsky, 2008), 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 and their speech was informative and specific when providing details (Scheuer, 2001; Lipovsky, 2006; Lin et al., 2012; Choi, 2014). Repetition and narrative strategies were moderately used as pointed by some researchers (eg: Cambell & Roberts, 2007; Choi, 2010). With regards to the pragmatic strategies, successful applicants were relaxed, confident, speaking at ease, sharing laughter with interlocutors (Kerskes, 2006; Choi, 2010). Moreover, successful candidates were self-promoters for their qualifications and accomplishments (Stevens & Kristof, 1995; Bolino & Turnley, 1999; Kerkes, 2006; Cambell & Roberts, 2007;). They also employed politeness strategies and maintained their face enhanced while interacting with their interviewers by expressing thanks when receiving praise, apologizing when self-interrupted reciprocating to jokes and laughter (eg: Brown & Levinson, 1987; Wayne & Ferris 1990; Stevens & Kristof, 1995). A standing strategy of passing candidates was demonstrating personal and professional skills from previous experiences with clarifying examples. They have also 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 (Lipovesky 2008) by employing relevant lexis to teaching and classroom management (Cambell & Roberts, 2007). Some results emerged from the qualitative analyses went beyond previous studies particularly when candidates presented their research field, and negotiated expertise along with position-related tasks.

Findings have also revealed that passing applicants managed to keep interlocutors' interest in their talk and were able to present and summarize research following adequate moves for all the research elements. Besides leading and planning for original and daring research, passing candidates demonstrated self-reflection on their previous research. Furthermore, their answers unfolded extensive reading in their topic, wide knowledge of the theories, and general culture in their research field. Most of the passing candidates manifested a personal philosophy or vision about learning and teaching and higher order thinking and ability to solve problems. They demonstrated intellectual maturity when answering questions (conforming or disagreeing politely by providing relevant arguments). Finally, they revealed no gaps in their academic and professional career.

Contrary to passing candidates, it was found that failing candidates were unable to build solidarity with their interviewers and were viewed as non-belongers (Cambell & Roberts, 2007). They demonstrated little enthusiasm and awareness of the position requirements and possessed no clear future research plans.

It was commonly noted that they tended to use short vague and unspecific talk (Scheuer, 2001; Lipovsky, 2006). Additionally, while some candidates' speech was marked by a high number of lengthening and repetition strategies (Lin et al., 2012; Choi, 2014), others were unable to account for the gap in their academic and professional history (Kerekes, 2007). Based on the qualitative analysis of all the recorded interviews (N= 20) during four convenient phases, Table 1 summarizes the major strategies.

Table 1: An Inventory Of Successful Candidates' Communicative Strategies For Managing A Faculty Hiring Interview

Phase	Communication Strategy	Source
<i>Self-presentation</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 language 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>(Lipovesky, 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 their greatest achievements	<i>(Brown & Levinson, 1987; Wayne & Ferris 1990; Stevens &Kristof, 1995)</i>

Research Presentation	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>
Negotiation of expertise and related position tasks	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>
Future Plans	33. Having clear and well stated future plans regarding research	<i>(Lin, et al., 2012)</i>

CONCLUSION

The prime thrust of this paper was to investigate the FHI discourse, particularly applicants' linguistic choices to manage positive image about them in order to bring successful applicants' strategies for designing ESP training courses in job interview communication. Although the present study has provided an evaluative perspective on faculty hiring interview discourse, the claimed gains from this descriptive study should be presented with reservation due to the restriction of the external raters in qualitative analyses. Further investigations are necessary to validate the conclusions drawn from this study by using experimental design to test 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 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, while non-verbal communication may constitute an object of exploration for further investigation of the faculty hiring interviews.

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