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Cross-cultural Job Interview Communication in
Business English as a Lingua Franca (BELF) Contexts:
A Corpus-based Comparative Study of Multicultural
Job Interview Communications
in World Maritime Industry

by
Seunghee Choi

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Department of English
School of English, Drama, and
American & Canadian Studies
College of Arts and Law
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Abstract

With the aim of establishing a guideline for how to teach successful job interview communication in a multi-cultural Business as a Lingua Franca (BELF) setting, this thesis 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.

For this purpose, authentic job interview communications conducted in four different countries between non-native speakers of English (both English as a Second Language and English as a Foreign Language speaker) including India, the Philippines, Sri Lanka, and Vietnam were collected. The data from 40 job interviews in total was transcribed for corpus analysis, and finally a Corpus of ELF Job Interviews in a Multicultural Business World (hereinafter CELF-JOIN) has been compiled for this research.

Based on the analysis, a wide range of BELF job interview features were investigated in terms of contextual and schematic structures, interactional pragmatic features and lexicogrammatical 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.

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감사의 글

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박사과정 중, 대학에서 실무 경험을 쌓을 수 있도록, 또한 박사 논문의 이론적 지식을 실제 교육현장에 적용할 수 있도록 기회를 제공해 주신 경운대학교 전주영 교수님, 감사합니다. 또한 방대한 자료를 코퍼스로 구축하고, 컴퓨터로 분석하여 실질적으로 논문을 작성하는데 큰 도움을 준 나의 사랑하는 학생들, 선현와 준형이에게도 감사의 마음을 전합니다. 선현이와 준형이의 도움으로 그 많은 일들을 주어진 시간 내에 마무리 할 수 있었습니다. 또한 바쁜 학교 생활과 박사논문으로 힘들어할 때, 진심어린 위로와 도전할 수 있는 용기를 준 성진이에게도 따뜻한 감사의 마음을 전합니다.

그리고 그 무엇보다도, 그 누구보다도..

사랑함으로, 인내함으로, 또 긍휼한 마음으로

제 인생을 계획하시고, 세밀히 설계하시고, 매 순간 인도하시는

살아계신 하나님 아버지께 모든 감사와 영광을 돌립니다.

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표현할 수 없을 만큼의 감사한 마음을 가득 담아

최승희 올림

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CHAPTER 1 INTRODUCTION

1.1 General Aims

This dissertation investigates authentic job interview spoken discourse exchanged in the global maritime industry in order to provide guidelines for successful multi-cultural job interview communication in a Business English as a Lingua Franca (BELF) context. In order to precisely understand the successful communicative features of job interviews in a BELF context and, further, to apply these to practical language teaching, successful and unsuccessful authentic job interviews were collected from four countries, namely, India, the Philippines, Sri Lanka, and Vietnam. All of the samples are interactions between people with different linguistic and cultural backgrounds, none of whose mother language is English. From the collected samples, a Corpus of ELF Job Interviews in the Multicultural Maritime Business World (CELJF-JOIN) has been compiled for this research. In terms of macro-level (text structures from various angles) and micro-level (distinctive linguistic features) genre analysis theories, schematic structural and lexico-grammatical features of BELF job interviews will be closely examined and distinctive differences between successful and unsuccessful groups will be compared in detail. Based on the findings, pedagogical implications for learners in the BELF setting will be discussed.

1.2 The Background to This Study

Since a wide range of international companies and organisations are expanding their business territories into widespread global regions, not only has the importance of one shared and practical communicative code been considerably emphasized, but the efficient and effective use of the communicative tool within different cultural and linguistic backgrounds

has become accentuated (Crystal, 2003; Graddol, 2006). In the BELF job interview context, in particular, an in-depth understanding of this shared communicative code is required, considering that no shared common background in terms of language and culture exists between the interlocutors and, furthermore, no previous interpersonal relationship has been established at the point of the job interview. In most of the research on job interviews so far, however, native speakers' English has been set as the norm for successful communications and, therefore, increasing ESL/EFL speakers' communicative proficiency to that standard has been the educational focus (Campbell & Roberts, 2007; Sniad, 2007; Louw, 2009; Louw, Derwing & Abbott, 2010). Most of all, even though this norm has been greatly challenged in the BELF setting which is becoming more and more prevalent in today's global business context (Björkman, 2008; Cogo, 2008; Firth, 2009), no research has yet been conducted on job interview communications between BELF speakers, or how things get done in a successful manner at the door of the global job market. Therefore, a systematic investigation and analysis of this topic not only allows a better understanding of the distinctive linguistic characteristics of the BELF job interview in a multicultural setting but also provides an insight into how ESP language classes should be organised for learners hoping to join the BELF community.

1.3 Research Questions

In order to precisely understand the successful communicative features of job interviews in a BELF context and, further, to apply these to practical language teaching, several research questions have been established under the primary consideration of what distinguishes successful job interviews from unsuccessful ones in a multi-cultural BELF context.

The first main question has four sub-research questions for more detailed and thorough

investigations.

- From a non-linguistic structural point of view, what kinds of contextual structures such as a length of interview time, overall token distributions (i.e. amount of talk produced by interlocutors), turn-taking and other various situations during job interviews (e.g. phone ringing, interruption by other staff) affect the results of job interview outcomes of successful and unsuccessful groups?
- From a linguistic structural point of view, what kind of information is mainly exchanged between interlocutors in a BELF job interview setting and are there any schematic structural differences between the interviews of successful and unsuccessful applicants? If so, what contributes to generating the different communicative outcomes?
- From an interactional point of view, what types of interactional communicative strategies are used in order to establish an enhanced interpersonal and relational atmosphere between the interlocutors during BELF job interviews? Do these affect the communicative outcomes? If so, are there any differences between successful and unsuccessful groups?
- From a linguistic point of view, what sorts of discourse strategies are utilised in organising ideas and in presenting them with the use of lexico-grammatical resources from word to phrase levels, and what functions do they create in job interview communication? Are these related to the communicative outcomes? If so, are there any linguistics differences between successful and unsuccessful groups?

Based on the findings, pedagogical discussions will be conducted with a focus on how successful communicative characteristics found in response to previous research questions can be applied in an actual BELF job-interview classroom, and what should be specifically emphasised for generating the most effective and successful communicative outcomes in the target context.

1.4 Overview of the Thesis

In pursuit of the research questions outlined above, the theoretical background of this thesis will be reviewed with the four major considerations in the following chapter. First, the status of English as a means of global business communication will be closely studied, particularly focusing on the recent issues with regard to English as a Lingua Franca in Business (BELF) and business English education in a BELF context. Second, business English and its education will be discussed in terms of genre theory by dividing this into two sub-categories, which are macro-level structures and micro-level linguistic features. Third, corpus linguistics, which is the basis of the data analysis of this thesis, will be closely examined with a particular attention on specialised corpora and corpus-based genre analysis. Finally, previous literature on job interview will be studied with four major topics: job interview structures, lexico-grammatical features, pragmatic functions and their pedagogical implications in a multi-cultural business setting.

In chapter three, research methods applied in this thesis will be presented in detail with three major sub-topics. First, how the authentic job interview data had been collected for this research will be explained by providing the details of the interview context, participants and the company which gave permission for this recording. In addition, the general characteristics of the corpus, or Corpus of ELF Job Interviews in a Multicultural Business

World (CELF-JOIN), which had been collected and compiled for this research, will be detailed. Further, an explanation on the transcription scheme and analysis software, AntConc 3.2.4w, will be made. Finally, the data analysis procedures, which are largely divided into two major areas of macro- and micro- level genre analysis, will be presented.

In chapter four, which begins the analysis and discussion of the data, the contextual features of the job interview between successful and unsuccessful groups will be examined. As an external frame of the job interview, the elements of contextual features between two groups, which are the interview time, overall token distributions, turn-takings and contextual situations, will be compared and discussed in advance of the analysis of its textual structures and linguistic features in the following chapters.

In chapter five, the analysis on the textual organisations of CELF-JOIN will be first conducted as a starting point of examining textual characteristics of the job interviews. The analysis will be mainly focused on the overall schematic structures of the job interview interactions by categorising them into several stages of discourse structures, or moves and steps. After that, specific organisational features inherent in two different groups will be closely investigated with four major considerations on move and step occurrences, token distributions, the token distributions per occurrence and finally participation rate between interlocutors.

In chapter six, successful group (hereinafter, SG) and unsuccessful group (hereinafter, UG) interlocutors' communicative styles will be examined in detail based on several pragmatic interactional features such as lengthening, repetition and laughter, which are transcribed according to VOICE (Vienna-Oxford International Corpus of English) transcription scheme. The use of these markers between SG & UG will be closely examined and their communicative functions will be discussed in detail.

As the final stage of analysis, chapter seven will discuss the linguistic aspects of the job interviews. For this, the data analysed in the previous chapters will be consolidated according to the schematic structures presented in chapter five. The overall discourse strategies including information organisational tactics, lexical and grammatical choices and pragmatic realisations will be closely examined and the results will be combined according to the schematic structures for further discussion and comparison.

Based on the findings, the pedagogical implications of this for the ESP classroom in BELF contexts will be discussed in depth and practical suggestions for future class design will be made in chapter eight. Finally, the conclusion of this paper will be made.

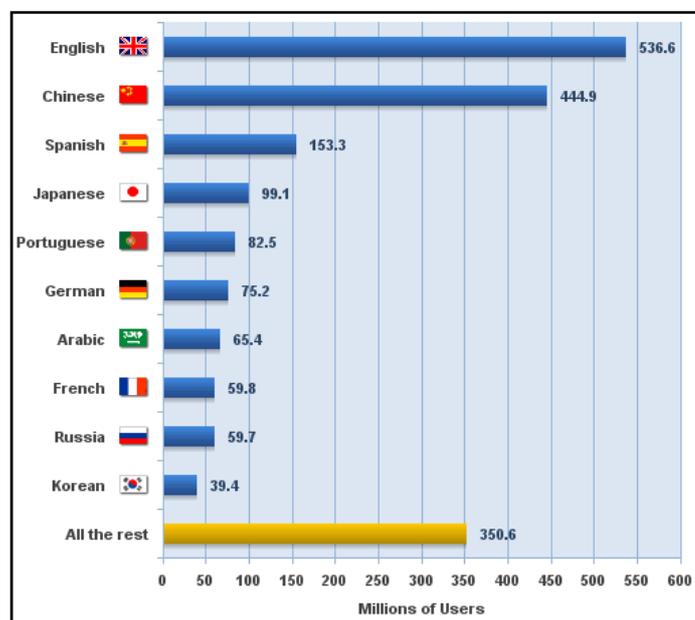
CHAPTER 2 LITERATURE REVIEW

2.1 English as a Means of Global Business Communication

As the world becomes more and more globalized in almost all areas including business, most global organisations and multi-cultural companies around the world have already come to recognise the importance of one shared language as a practical tool for internal and external communication. To fulfil this purpose, English, which is currently the most widespread language in the world, has been adopted as the primary mode of communication as a result of a number of historical developments over recent centuries.

The growing dominance of English and its universal power has been demonstrated in a variety of specific academic, social and commercial communications throughout the world. For example, among international periodical publications around the mid 1990s, more than 75% and 90% respectively of social and natural science articles were presented in English and 98% and 83% respectively of German academics in physics and chemistry disciplines currently use English as their working language (Hamel, 2007, p.53). The prevalence of English in business is even more remarkable: 85% of international organisations grant English an official status, and Asia and the Pacific regions conduct approximately 90% of their proceedings solely in English (Mckay, 2002). Specifically, in international e-commerce, English has already become a default language (Svartvik & Leech, 2006) which is used by about one third of the total number of online users (536 million out of 1.7 billion users) as illustrated in the chart below (Internet World Statistics, 2010).

Figure 1. Top 10 Languages in the Internet in 2010



For these reasons, 91% of employees in multinational companies stated in surveys that a good command of English is highly important to their work performance, and 89% suggested that better career development opportunities will be given if employees are able to communicate in English at a satisfactory level (Desai, 2009).

Even though there are many controversies and debates on the super-power of English over other languages, it is certainly evident that English is positioned as the most common and widely shared language for international communication, and that it is not likely to be replaced in the near future (Crystal, 2003; Graddol, 2006; Powell, 2010).

In terms of the world's population engaged in English communication, and the different number and distribution according to the user groups such as L1 (English as a First Language), ESL (English as a Second Language) and/or EFL (English as a Foreign Language), Kachru (1985) suggests three concentric circles – inner, outer and expanding (Figure 2). Even though it is not possible to perfectly fit all of the countries in the world into the following

categorisations, this depiction can provide a deeper insight into the current distribution of English users according to various nations.

Figure 2. Kachru's three 'circles' of English



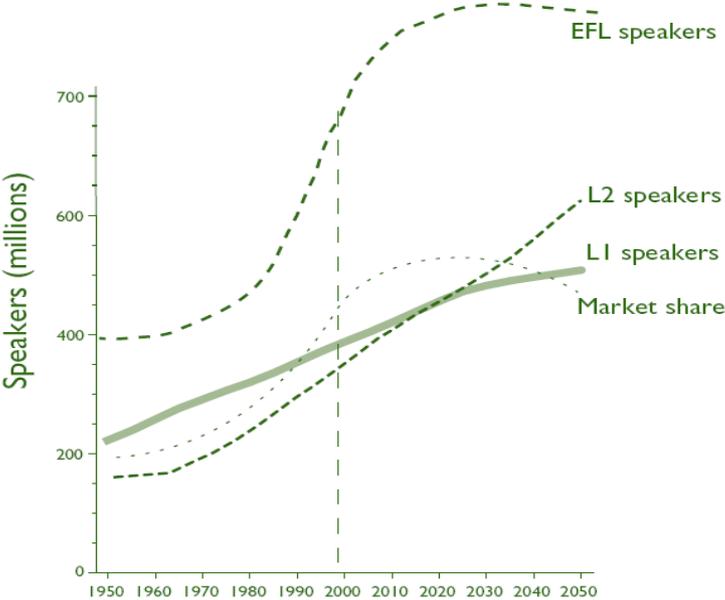
According to Crystal (2003, pp. 59-61), the 'inner circle' includes areas where English is the primary medium of communication, such as the USA, the UK, Canada and New Zealand. The main reason why English has spread in these regions is the migration of English speakers. The speakers here, amounting to 320-380 million, are usually considered to be native speakers who learned English 'in a natural setting from childhood as [a] first or sole language' (Kachru & Nelson, 2001, p.15).

The 'outer circle' refers to countries in which English is used as a Second Language (ESL) in a multilingual setting that is largely due to the colonisation of English-speaking countries, or in which English has obtained an official status according to the government's language policy. It includes 300-500 million English users from India, the Philippines, Singapore and over fifty other countries.

Finally, the 'expanding circle' is where English is taught as a Foreign Language (EFL). This circle includes countries like Korea, China, Greece and Japan, and the number of users amounts to 500-1,000 million. Since these countries have not, historically, had any

colonial period equal to that of the inner circle countries, and do not give any special status to English officially, English is generally used for international communication, and the users' proficiency varies from 'minimal familiarity with English' to 'native-like fluency' (Mckay, 2002). However, one thing that needs to be pointed out here is that the dominance and importance of expanding circle language users, which accounts for the largest portion of English users, will become increasingly significant since the increasing population in this group engages in every part of world communication using English (Graddol, 2001; Seidlhofer, 2004; Powell, 2010). Graddol (2001) supported this idea with his 'engco forecasting model', provided by The English Company (UK) Ltd, which estimates the numbers of L1, ESL, and EFL speakers from 1950 to 2050, as shown in Figure 3.

Figure 3. Engco Forecasting Model from The English Company (UK) Ltd



As shown in Figure 3, whereas the number of EFL speakers rises steeply and forms a majority group, L1 speakers seem to be excluded from the majority. In addition, interactions

between EFL speakers are expected to be the most common type in this group. That is, though the power of English may increase, the current power of native speakers cannot be sustained – and, indeed, may in fact reduce in the future where international communication is concerned. For this reason, the traditional view that native speakers’ English should be a norm of communication and language teaching in a global context has been greatly challenged (Kachru & Nelson, 2001; Graddol, 2006; Björkman, 2008; Firth, 2009), and new perspectives on language teaching that focus on how to communicate effectively with people from various English origins have become more prominent (Margie, 2008; Koester, 2010). Graddol (2001) also pointed out that English Language Teaching (ELT) market shares open to L1 speakers will decline in the future, as illustrated in Figure 3, while the participation of ESL and EFL speakers from other domains will significantly increase as a wider range of global English emerges. This clearly indicates why the communications out of the inner circle should be more spotlighted, and systematic research on this needs to be carried out for a majority of English language users belonging to these groups, specifically in a global business context. For the reason, this research focuses on speakers in the outer and expanding circles and their language use in a multicultural business setting, which will be the mainstream of English communication in the near future.

This trend has naturally led to the formulation of a new paradigm for international communication which is focused on ‘mutual intelligibility’ and ‘functionality’, beyond the dispute over a ‘world standard’ version of English, or English as a Lingua Franca (ELF), and research into ELF is actively being conducted (Seidlhofer, 2004; Firth, 2009; Ehrenreich, 2010). In the following sections, therefore, the various aspects of ELF communication that specifically focuses on international business contexts, or Business English as a Lingua Franca (BELF), will be reviewed, and its implications with respect to language teaching will

be discussed in detail.

2.2 English as a Lingua Franca in Business

2.2.1 The Definition of (Business) English as Lingua Franca

English as a Lingua Franca (ELF) has been widely accepted as a practical communicative tool in world communication between speakers ‘who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication’ (Firth, 1996, p.240). When narrowing its focus down specifically to business interaction in a lingua franca setting, the term ‘Business English as a Lingua Franca’ (BELF) can also be used as a similar concept (Louhiala-Salminen, Charles & Kankaanranta, 2005). No matter which is used, these terms can be seen as representing a functional language system intended to facilitate effective communication between non-native speakers in multi-cultural settings. However, (B)ELF is not necessarily confined to non-native speakers’ communication, but rather can be expanded to communication between native and non-native speakers (Seidlhofer, 2009), even though this takes a small portion of (B)ELF interactions considering that native speakers only account for 25% of the world’s English users (Crystal, 2003). Seidlhofer (2009, p. 236) defines the scope of EFL interactions as follows:

It is of course true that ELF research has had its primary focus on Kachru’s Expanding Circle, but obviously communication via ELF frequently happens in and across all three of Kachru’s circles.

To sum up, BELF includes all interactions across all levels of Kachru’s concentric circles, which typically take place between non-native speakers, and focuses on how they

successfully communicate for the achievement of communicative goals based on mutual intelligibility in a multicultural setting, regardless whether or not it conforms to English native speaker norms’, which has been the major concern and regarded as a standard in past language education.

2.2.2 The Characteristics of (B)ELF

There are various similar terminologies that describe the dominance of English as a medium of international communication, including ‘English as an International Language’ (EIL), ‘International English’, and ‘World English’ (Brutt-Griffler, 2002; Jenkins, 2003; Mair, 2003). Even though these terminologies have a common ground with regards to the central role of English in international communication, (B)ELF has three major distinctive characteristics – neutrality, practicability, and cultural-diversity – compared to the others.

First, it is ‘a neutral and shared communication code’ (Louhiala-Salminen, Charles & Kanraanranta, 2005, pp. 403-4). Considering that English is used between non-native speakers, it can serve as a ‘neutral’ instrument to all the interactants. Also, considering that it is used as a common communicative tool in global business communication, it can be seen as a ‘shared’ language system between interlocutors. In BELF communication, therefore, the focus is not on ‘nativeness’, but on ‘communication strategies’ (Seidlhofer, 2004; Hülmbauer, Böhringer & Seidlhofer, 2008), since native speakers English is no longer regarded as a yard stick for measuring non-native speakers English competency (Ehrenreich, 2010, p.410). Rather, language competence in BELF interactions can be evaluated with reference to the ‘clarity and accuracy of content (rather than linguistic correctness)’ and ‘knowledge of

business-specific vocabulary and genre conventions (rather than only “general” English)’ (Kankaanranta & Planken, 2010, p. 380). In other words, once BELF users fully acquire the practices and genre knowledge shared by the business community which meet listeners’ expectations and contribute to mutual interpretation (Koester, 2010), it is likely to enhance the competence of language users in professional encounters, regardless of ‘nativeness’.

Second, BELF has a highly practical nature which focuses on efficient, relevant and economic use of language (Seidlhofer, 2001, p.141) by considering English as merely ‘one tool in a business toolkit’ (Charles, 2008). Since the main concern of BELF is effective and harmonious communication in a given context between non-native speakers for the successful completion of work, the focus is not on errors and/or miscommunication, but on mutual understanding and accommodation (Firth, 1996; Porcini, 2002; Seidlhofer, 2004; Rogerson-Revell, 2008). This practical nature of BELF is well reflected in certain linguistic features, which will be discussed in the next section.

Finally, BELF has an inherent cultural diversity with no preference or bias towards one specific culture, since the communication usually takes place between non-native speakers who have a variety of cultural backgrounds (Pözl & Seidlhofer, 2006; Kankaanranta & Planken, 2010). Even though BELF communication can be influenced by the interlocutors’ different cultural identities and distinctive linguistic features, it does not significantly hinder the natural flow of communication, but rather contributes to the successful achievement of communicative goals since the interactants fully recognize the differences and try to accommodate them (Marriott, 1995; Rogerson-Revell, 1999; Scollon & Scollon, 2001; Hülmbauer, 2007) by forming ‘a temporary in-group of (fellow) non-natives’ (Planken, 2005, p. 397).

The traits of BELF mentioned above make it possible to challenge the traditional

view that lingua franca speakers are ‘disadvantaged’ users of English, in turn suggesting a new perspective – that they can be ‘advantaged’ users of English who are able to perform their communicative goals successfully, with a thorough understanding of the genre-specific features of the target context, and who have practical natures that are oriented towards getting things done and recognizing cultural diversity (Firth, 1996; Seidlhofer, 2004).

2.2.3 Linguistic Features of BELF

The communicative goals and strategies inherent in BELF communication, as discussed above, significantly affect the form, function and use of language, and serve as distinctive linguistic features. By conducting an extensive empirical study through ELF corpus (the Vienna-Oxford International Corpus of English), Seidlhofer (2005a, p.340) dealt with a wide range of linguistic phenomenon relating to BELF by focusing on ‘what it looks and sounds like and how people actually use it and make it work’. In other words, BELF interactions are usually concerned with ‘lexico-grammar’ (‘what it looks’), ‘phonology’ (‘sounds like’) and ‘pragmatics’ (‘how people actually use it and make it work’), as follows.

First, one of the distinctive linguistic features of BELF communication is its various lexical and grammatical features, which emphasize ‘communicative efficiency’ rather than ‘correctness’ (Cogo, 2008). That is, in BELF interactions the focus is not on the ‘form’, but on the ‘function’, which delivers speakers’ original intentions correctly and accurately. Several studies (Seidlhofer, 2004; Cogo & Dewey, 2006; Hülmbauer, 2007; Breiteneder, 2009) have investigated ELF-oriented lexico-grammatical features and identified their systematic uses and functions within an ELF setting. Some of the major lexico-grammatical features identified are as follows (Seidlhofer, 2005b, p.92).

- Omission of the third-person singular present tense (e.g. *I like, she like*)
- Dropping the use of definite and indefinite articles (e.g. *he is teacher*)
- Interchangeable use of who and which (e.g. *things who* and *people which*)
- The regular use of invariable tag questions (e.g. *isn't it* in most cases)
- Pluralization of uncountable nouns (e.g. *informations, knowledges, advices*)
- Extended use of semantically flexible verbs (e.g. *take an operation*)

Also, in an effort to enhance mutual intelligibility, the active use of various strategies, such as repetition or paraphrasing, can be utilised (Kaur, 2009). Not only in non-native speakers' encounters but also in native- and non-native speakers' (or between more and less competent speakers), the cooperative nature of (B)ELF is well demonstrated through 'foreigner talk', which is the deliberate modification of language by simplifying and reducing lexical and grammatical elements, produced by native (or proficient) speakers in order to facilitate smooth communication (Haegeman, 2002). That is, the correct use of lexico-grammar and effective communication are not necessarily correlated in (B)ELF interactions; therefore, the language competency in BELF settings needs to be reconceptualized (Hülmbauer, 2007).

Second, in terms of phonology, Smith (1992, p.88) conducted an experiment to verify whether 'the spread of English is creating greater problems of understanding across cultures' by considering speakers from nine different L1 backgrounds including inner, outer and expanding circles. He found that non-native speakers' different phonological features affected by their first language did not represent a considerable communicative barrier between interlocutors in an ELF setting; rather, British and American native speakers' English was the least understandable among the interlocutors and, further, native speakers themselves were not the best listeners. Jenkins (2000) illuminated the phonological characteristics of ELF in more depth, emphasizing the 'mutual intelligibility' between ELF users by investigating communicative breakdown due to pronunciation problems between non-native speakers. Through this analysis, she suggested critical phonological features for enhancing mutual

intelligibility in international communication, or Lingua Franca Core, such as consonant cluster simplification, vowel length, and nuclear stress. Some of these features can be regarded as ‘errors’ from a native speaker’s point of view, but she argues that they can be seen as legitimate features of international communication between ELF members as long as intelligibility is achieved, so that in this sense it is not always reasonable to see the native speakers’ varieties as standard forms of international communication.

Finally, BELF interaction also exhibits several pragmatic functions through various verbal and non-verbal features, as usually observed in native speakers’ language (Kankaanranta, 2009). The variety of lexico-grammatical and phonological features of BELF discussed earlier are not separable, but rather are closely interconnected with pragmatic functions showing cooperation, negotiation, and accommodation, beyond just efficiency and intelligibility (Firth, 1996; Connor, 1999; Pitzl, 2005). This means that even though the linguistic realisation can be inconsistent with native speakers’, or ‘unconventional’ (Widdowson, 2003, p.48), BELF also has several linguistic resources for relational communication, which are not merely intended for transactional purposes. For example, as Kordon (2006) points out, even though the number of patterns showing strong agreement was very limited, for instance ‘of course’ and ‘sure’ in non-native speakers’ interactions, its communicative functions for positive rapport-building were successfully attained. Also, by using highly strategic linguistic choices like simplification (Keller, 1994), code-switching (Klimpfinger, 2007), and/or repetition (Lichtkoppler, 2007), which can be seen as ‘errors’ in language-learning contexts, BELF interlocutors make an interactional effort to enhance accommodation and cooperation, which ultimately contribute to ‘productivity’ and ‘respectability’ between ELF users (ibid.).

2.3 Business English Education

2.3.1 Teaching Business English in a Global Context

Business English, which is one of the major strands of ESP (English for Specific Purposes) teaching, is usually concerned with ‘how people communicate using talk or writing in commercial organisations in order to get their work done’ (Bargiela-Chiappini, Nickerson & Planken, 2007, p.3). To provide optimised business English classes to target learners, therefore, several determining factors need to be identified before organising a class, such as who the ‘people’ are, what the channel of communication (‘talking or writing’) is, and what kinds of ‘work’ should be done. Also, since language plays a vital role in successful communication within a specific context, much deeper insight is needed with regards to how the language structures and linguistic items are intertwined in the given context, in order to deliver the interlocutors’ intention and achieve their goals the most effectively and appropriately (Adolphs, 2008; Koester, 2010).

In addition, since English-medium communications in business are no longer limited to native speakers, but rather have expanded into interactions between native and non-native speakers and between non-native speakers, teaching approaches and techniques should be differentiated according to the learners’ first language (e.g. L1, ESL and/or EFL), as well as their social (e.g. pre-/job-experienced learners) and linguistic levels (e.g. basic/ intermediate/ advanced learners). This means that comprehensive considerations regarding the target learners, business contexts, purpose of interactions, relationship between interlocutors, etc. should be given when designing business English classes (Robinson, 1991; Dudley-Evans & St John, 1998; Frendo, 2005).

In the following sections, accordingly, business English as a part of ESP will be

introduced and different areas of business English according to the discipline and target learners will be discussed more in detail. Several current issues and considerations for business English teaching will then be reviewed, and finally suggestions for business language teachers will be discussed.

2.3.2 The Classification of Business English

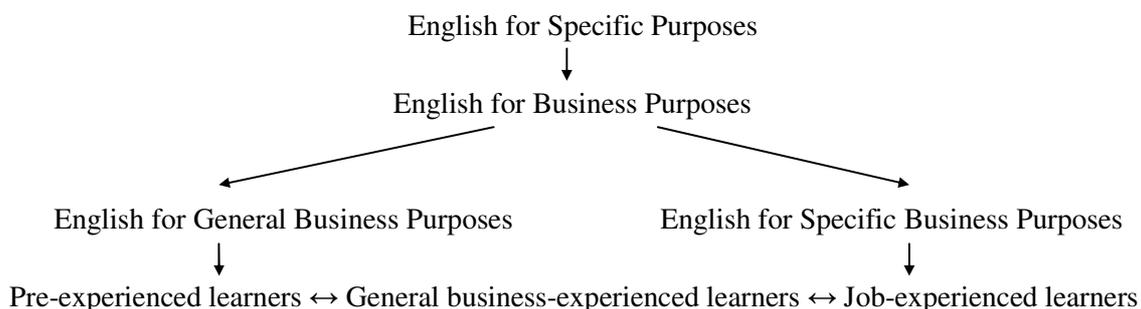
The importance of ESP (English for Specific Purposes) has been emphasized over the last few decades, specifically within Teaching English as a Foreign or Second Language environments (Dudley-Evans & St John, 1998). At early stages, the focus of ESP was mainly on teaching English for Academic Purposes (EAP) to those who wished to specialise in a specific academic domain at a higher level of education (pre-study), or who were already engaged in the target field of study (in-study) (Kennedy & Bolitho, 1990). However, the increasing demand for business English due to massive expansion of world business in recent years means that English for Business Purposes (EBP) has come to occupy the largest portion of ESP areas (Dudley-Evans & St John, 1998).

The most basic and simplistic sub-categorisations of EBP are English for General Business Purposes (EGBP) and English for Specific Business Purposes (ESBP) (Jordan, 1989, p. 150), even though there are various sub-divisions that exist according to different spotlights such as the time the course takes place (i.e. pre-experience, simultaneous/in-service and post-experience) (Strevens, 1977) and/or different professional areas dealt with (e.g. English for Medical Purposes, English for Vocational Purposes) (Dudley-Evans & St John, 1998). Whichever view is taken, EGBP is generally targeted at 'pre-experience learners or those at the very early stages of their career' and deals with a wide range of English in various

business settings such as ‘meeting people’, ‘making arrangements’, and/or ‘travelling’ by utilising genre-oriented lexis and grammar in addition to all four major language skills (listening, reading, speaking, and writing) (Dudley-Evans & St John, 1998, p.55-6). On the other hand, ESBP pays more attention to job-experienced learners’ own business contexts. The learners are encouraged to utilise their accumulated ‘business knowledge and skills to the language learning situation’. This more focused approach, accordingly, puts its focus on improving one or two major job-relevant language skills for specific business interactions (ibid.).

Learners can also be classified into three categories according to their job experiences – *pre-experiential*, *job experiential*, and *general business-experiential*. Frendo (2005) defines these categories as follows. First, *pre-experiential* learners are those wishing to enter the business community; they are usually university students with ‘no or little experience of business world’. Learners at this level might want language teachers to help them understand the overall nature of the business world, as well as the business language itself. Second, *job-experiential* learners have a general or in-depth understanding of how business works and what their specific needs for learning business English are. Finally, *general business-experiential learners* are between *pre-experiential* and *job-experiential learners*. The learners in this group may study business English in order to seek a new job, or for an explicit business purpose following ‘a certain amount of work experience’. The positions and categorisations of business English in terms of ESP and the types of learners can be summarized as per the diagram below.

Figure 4. Business English in ESP and the learners



Considering that this research deals with the job interview communication of job seekers whose working experiences range from three to 25 years, it belongs to the category of ESBP and the target groups to which pedagogical implications can be applied are general business-experienced and job-experienced learners.

2.3.3 Major Considerations for Teaching Business English

In order to gain a more in-depth understanding of teaching business English, Dudley-Evans and St John (1998, p.61) suggest that four major areas, ‘from the macro-level of discourse communities and genre to key communicative events and the micro-level of grammar and lexis’, need to be identified and defined.

2.3.3.1 Discourse Community

Discourse community refers to ‘how the language and discourse used in business communication relate to the context – *the business relationship* – in which it takes place’ (Dudley-Evans & St John, 1998, p.61, own italics). This view is focused on examining how discourse is influenced by the relationship between interlocutors. Three critical factors are

suggested by Dudley-Evans and St John (1998) in assessing the relationships in business contexts.

The first determinant is a matter of new or old relationships between interlocutors. Through the analysis of business negotiation, Charles (1996) pointed out that discourse between newly-established or long-sustained groups showed considerable differences from rhetorical organisations with regards to pragmatic strategies and patterns, making the discourses distinctive from each other.

The second consideration is the balance of power. Many researchers (Holmes & Stubbe, 2003; Koester, 2004b; Vine, 2004) have reported that power differences in terms of knowledge and experience in the workplace greatly affect various linguistic and non-linguistic presentations of language such as the selection of speech acts, lexical choices, turn-taking and/or the amount of contribution made in conversations. These different sets of choices contribute not only to 'creating' and 'maintaining' relational power, but to modulating the power to make things more collaborative (Dudley-Evans & St John, 1998, p.62).

The other factors relate to cultural values and attitudes. This is mainly related to the view that English is used as an international business communications tool, as discussed earlier. Since approaches to problems can differ from culture to culture – where a culture is comprised of a group of people who share common 'attitudes, behaviors, belief and values' (Frendo, 2005) – and, furthermore, since Western models of communication cannot be a norm for representing complex and diverse cross-cultural communication (Limaye & Victor, 1991), efforts to recognize and exploit the differences can be very crucial to driving better business outcomes.

In these perspectives, this research mainly focuses on the interlocutors having newly

established relationships, a quite hierarchical relational power and different cultural and social values, since the nature of a job interview in a multi-cultural setting exactly fits into these categories. Therefore, how the interlocutors engaged in these types of job interview interactions to successfully achieve their goals of communication, and to be accepted in an organisation, will be another critical point of discussion in the following analysis chapters.

2.3.3.2 Business Genre & Key Communicative Events

Another important aspect of workplace language to be understood and explained is the concept of 'genre'. In a business context, the term 'genre' refers to 'different types of spoken and written texts' with a specific communicative goal or purpose, which has a distinguishable form, structure, and language (Koester, 2004a, p. 7). Bhatia (1993, p.13) defines genre as:

A recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs.

In terms of ESP, genre can be determined by a specific communicative goal or purpose, systematic and predictable informational structures (referred to as 'moves' by Swales), and lexical and grammatical items working in the structures for the ultimate attainment of the overall communicative goals. In this perspective, genre studies can be understood as a group of methods which try to analyse texts in terms of their 'characteristic overall structures' and 'recognizable linguistic features including special vocabulary and grammar' (Koester, 2004a, p.10), and to explain why these features were adopted and utilised by a professional writer or speaker of the genre as well as how the features contribute to the achievement of communicative goals in a target context (Bhatia, 1993).

In recent decades, increasing attention has been paid to ‘genre’ in various areas of applied linguistics and English Language Teaching (ELT) as one of the most effective tools for interpreting texts. In terms of genre analysis, the starting point can be to identify the rhetorical organisation of the text into a series of discourse units that share identical communicative purposes (Bhatia, 1993). Swales (1990), who first suggested analysing the schematic structures of research articles in EAP areas, referred to these units as ‘moves’, and claimed that each move has its own communicative function in the text and ultimately makes a contribution to reaching the overall goal of the text (Connor, Davis & De Rycker, 1995). Moves can be sub-categorised according to their micro-communicative functions, which are referred to as ‘steps’ (Swales, 1990) or ‘strategies’ (Bhatia, 1993). The combination of move and step structures in one particular genre ‘shapes the schematic structure of the discourse and influences and constrains choice of content and style’ (Swales, 1990, p. 58). In this sense, genre analysis begins with understanding a communicative framework by distinguishing one functional category from others, identifying the strategies utilised in the category, and finally observing how these are strategically organised and structured in relation to others in the target context. In the area of ESP, the importance of genre analysis has been emphasised, since new channels of business communication have emerged (e.g. faxes, voicemails and e-mails) in recent decades; furthermore, new media reflecting diverse social and economic needs have increased (Louhiala-Salminen, 1997; Orlikowski & Yates, 2004; Gimenez, 2006).

Accordingly, the different forms and regulations inherent in each communication need to be studied and analysed for those who want to enhance their communicability by conforming to certain business conventions and standards expected between business interlocutors. Bhatia (1993) pioneered the field of business genre analysis, specifically in terms of rhetorical structures. He proposed a division of the structures of texts into macro-

level (i.e. moves) and micro-level (i.e. strategies, which are a series of writers' own communicative tactics in a certain move), and suggested the rhetorical structures of 'job application letters' and 'sales promotion letters', both of which can be considered promotional genres since they each have the common ground of promoting someone (the applicant themselves) or something, as exemplified below.

Table 1. Rhetorical structures of two promotional genres: 'job application letters' and 'sales promotion letters'

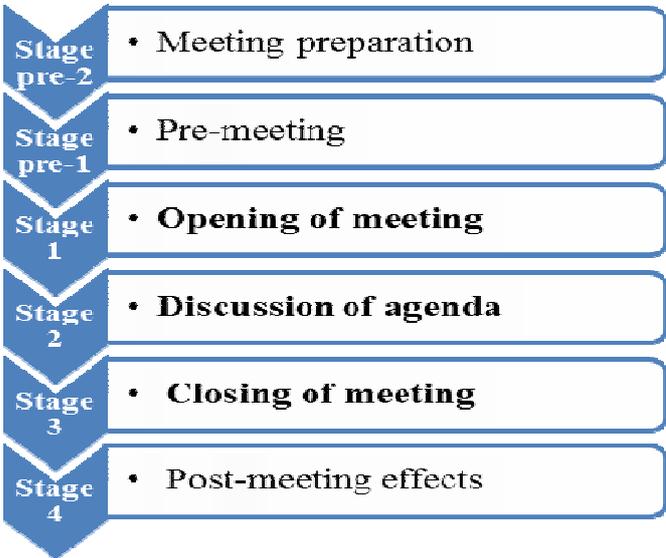
Job Application Letters	Sales Promotion Letters
Move 1: Establishing Credentials	Move 1: Establishing Credentials
Move 2: Introducing Candidature	Move 2: Introducing the Offer
Step 2A: Offering the candidature	Step 2A: Offering the product
Step 2B: Essential detailing of the candidature	Step 2B: Essential detailing of the offer
Step 2C: Indicating value of the candidature	Step 3C: Indicating value of the offer
Move 3: Offering Incentives	Move 3: Offering Incentives
Move 4: Enclosing Documents	Move 4: Enclosing Documents
Move 5: Soliciting Response	Move 5: Soliciting Response
Move 6: Using Pressure Tactics	Move 6: Using Pressure Tactics
Move 7: Ending Politely	Move 7: Ending Politely

This has become a touchstone of rhetorical analysis within other fields of professional discourse for further research, specifically in written texts such as 'business letters of negotiation' (Dos Santos, 2002), 'tax computational letter' (Flowerdew and Wan, 2006) and 'enquiry letters' (Jalilifar & Beitsayyah, 2011).

Spoken discourse in professional settings has also been continuously studied in terms of conversational structures, even though it has not received much attention compared to

written discourse, which is mainly due to the ‘highly informal and complex [nature of] its structure’ (Dahal, 2010). Handford (2010, p.69) proposed a structure for business meetings, which consists of six stages including three that are obligatory (emphasised in bold in the list below), by elaborating the previous models suggested by Bargiela-Chiappini and Harris (1995) and Holmes and Stubbe (2003) as illustrated in Figure 5.

Figure 5. Rhetorical structures of business meetings



As shown above, even though different terms and definitions exist according to different scholars, analysis of schematic structures in a number of genres has been widely conducted both in EAP and ESP areas as the most influential and significant tool for observing the generic organisations of a target genre and understanding the specific communicative functions which contribute to the achievement of the overall goal of the communication.

2.3.3.3 Function, Grammar and Lexis

In business contexts, all the factors discussed above, such as discourse community, channels of communication, and subject matter, are closely related to ‘the final choice of language output’ (Nelson, 2000). Biber, Conrad and Upton (2007, p.62) also emphasised that linguistic devices including ‘word choices’, ‘phrase types’ and ‘grammatical features’ cannot be separated from the context, and are closely interconnected to perform a specific communicative function at every stage of a text. Therefore, the characteristics of the overall linguistic features in a specific genre should also be a major consideration in teaching business English.

Therefore, a close observation of linguistic elements, such as a set of lexical and grammatical items which generate appropriate meanings within a given context, is highly necessary (Thornbury & Slade, 2006). It not only helps to identify specific language use in a target genre and different linguistic choices ‘within and across moves and steps’ (Bianchi & Pazzaglia, 2007, p.262), but also makes it possible to understand how the recurrent lexical and grammatical combinations create distinctive communicative functions and contribute to the achievement of the overall goal of the text (Koester, 2010).

To approach a text from this perspective, Halliday (1978, p.43) proposed the concept of ‘lexico-grammar’, which considers lexis and grammar as a set of one single inseparable linguistic unit that realises meanings in a given social context:

The lexical system is not something that is fitted in afterwards to a set of slots defined by the grammar. The lexicon – if I may go back to a definition I used many years ago – is simply the most delicate grammar. In other words, there is only one network of lexico-grammatical options. And as these become more and more specific, they tend more and more to be realised by the choice of lexical item rather than by the choice of a grammatical structure. But it is still part of a single system.

This view of grammar and lexis is clearly contrary to the widely accepted traditional

distinction between ‘syntactic components’ and ‘lexicon’ proposed by Chomsky (1965); rather, it considers ‘language as meaning conveyance of words working in grammatical parameters’ (Hunt, 2007). That is, lexico-grammar puts its primary focus on how to exchange meanings, how the meanings are realised in a form of grammar and finally how these unified items conduct a communicative function in a specific social context such as academic or professional settings.

In this sense, lexico-grammar and pragmatics are considered to have mutually interconnected and interrelated natures in that the main concern of lexico-grammar is to understand how the two unified lexical and grammatical items formulate meanings and carry out appropriate communicative functions in a certain context (Upton & Connor, 2001; Cogo & Dewey, 2006; Choi, 2010). However, until recently, this has not received much attention since the traditional view of language categorises it into syntax, semantics and pragmatics (Thibault & Van Leeuwen, 1996), and further because according to theories of pragmatics which have been widely accepted, lexico-grammar and pragmatics have been viewed as separate (Adolphs, 2008). This point of view has been challenged by a computer-based discourse analysis system, or corpus-based analysis, which makes it possible to identify recurring and salient lexical items from individual words to multi-word units, and to observe their grammatical forms and communicative functions in context (Sinclair, 1991, 1996; Stubbs, 1995, 1996). In other words, the ‘systematic exploration of utterance function[s]’, which has been regarded as a main concern of pragmatics, can now be discussed and analysed in terms of lexico-grammars within a given context (Adolphs, 2008, p.6). Cogo and Dewey (2006) also pointed out this ‘mutually constitutive nature’ between lexico-grammar and pragmatics, emphasising the fact that the use of lexical and grammatical items is significantly influenced by speakers’ pragmatic motives, and in turn that pragmatic strategies and functions

are highly dependent on lexico-grammatical choices.

Various aspects of lexico-grammatical and pragmatic studies have been conducted in terms of schematic frameworks (i.e. move and step structures) in ESP areas. As an example, in genre analysis of 'letters of application', Henry and Roseberry (2001) divided texts according to 11 moves (e.g. from 'opening' to 'signing off'), and several subsequent strategies in two specific moves (e.g. 8 strategies in the move of 'promoting candidate' and 4 strategies in the move of 'polite ending') and conducted an analysis of frequently occurring and repetitive lexico-grammatical features in each move, and their communicative functions. This study clearly shows that pragmatic features such as directness and politeness, which had been analysed in the frame of pragmatics, can be discussed at the level of lexico-grammar in a given contextual and social framework.

To sum up, in order to make business genre pedagogies more powerful and effective, systematic approaches to the interrelations between texts and contexts should be first identified and discussed. Then, the schematic structures reflecting the overall goal of the text and the linguistic resources for making meanings and conducting certain communicative functions at each stage should be analysed and explicitly taught to learners. By doing this, students can fully understand how texts are organised and constituted distinctively in terms of their purpose, audience and message (Macken-Horarik, 2002), and this significantly contributes to raising learners' genre awareness, which enables them to 'analyse, compare, criticise, deconstruct, and reconstruct' (Hammond & Macken-Horarik, 1999, p. 529) the target genre text. This systematic approach to genre can encourage learners' active and effective involvement in a target situation and ultimately contribute to enhancing their career opportunities and give them wider ranges of choices in life (Hyland, 2003). In this perspective, the analysis of BELF job interview communications in a multicultural setting and the

application of findings to a real ESP classroom not only encourage learners to have enhanced awareness of the target genre, but also help them to put their accumulated genre knowledge into practice during their real job seeking activities, which can be directly related to successful outcomes.

2.4 Corpus Linguistics

Corpus refers to a large compilation of computer-based spoken and written texts, which are naturally produced in ‘real life language use’ (Say, 2010, p.2). It is considered the most powerful tool to supplement qualitative and quantitative resources used within various areas of linguistic research and language teaching (McEnery & Wilson, 2001; O’Keeffe, McCarthy & Carter, 2007). Conrad (2003, p. 385) emphasizes the multifunctional aspects of corpus-based approaches, stating that it ‘encompasses great diversity in the kinds of research questions addressed, the specific techniques employed, and the contexts in which it is applied’, and its applications have been being extended and diversified with the aid of improvements in computer technology.

Corpus linguistics challenges the traditional view of language proposed by Chomsky (1964, 1965, 1968) that ‘language competence’ – which is the encapsulated knowledge of a language a speaker possesses, produces and understands based on intuition – should be at the forefront of linguistic studies. Rather, corpus linguistics involves a strong belief that ‘performance’, which understands and analyses ‘a real language phenomenon’ in the context of situation and culture, should be a primary consideration (McCarthy, 2001, p.48) in language studies, bearing in mind that native speakers’ intuition is not always reliable and sufficient to investigate actual language use and to discuss its specific linguistic behaviours

in a given context, in both a quantitatively and qualitatively valid and acceptable way (Sinclair, 1991). Also, a large-scale corpus investigation challenges a divergent view of lexis and grammar, suggesting that meanings and forms cannot be inseparable in that the choices of lexical items reflected in speakers' intentions make particular meanings and forms within a given context. Halliday (1973, p. 93) describes this interrelated nature of meaning and form as follows:

Grammar is the level at which the various strands of meaning potential are woven into a fabric; or, to express this non-metaphorically, the level at which the different meaning selections are integrated so as to form structures.

That is, the introduction of corpus makes it possible to observe and interpret how lexis and grammar behave together to conduct their own communicative functions in the target situations (Hunston, 2002). In this sense, corpus linguistics can be seen as 'a newly emerging empirical framework that combines a firm commitment to rigorous statistical methods with a linguistically sophisticated perspective on language structure and use' (Stefanowitsch, 2005).

In the following sections, therefore, for more detailed discussions of corpus linguistics in a workplace setting, various types of business corpus will be reviewed and discussed, with a particular focus on a small and specialised corpus. Then, several considerations of corpus design will be examined in detail. Finally, the way in which macro- and micro-level genre analysis can be conducted through various corpus linguistic techniques will be examined, and its pedagogical implications will be discussed.

2.4.1 Specialised Corpora

Specialised corpora, which are defined as 'delimited by a specific register, discourse

domain, or subject matter' (De Beuagrade, 2001, p. 11) and 'designed with a particular purpose in mind' (Flowerdew, 2004, p.21), can be largely divided into academic and professional genres, and various types of academic (e.g. student dissertations and some parts of research articles) and professional (e.g. job application letters and business annual reports) texts fall into these two categories (Bhatia, 1993).

A carefully and strategically compiled specialised corpus makes it possible to interpret the data 'in the context of situation' and 'in the context of culture' (Flowerdew, 2004). That is, the utilisation of specialised corpus makes it possible to overcome one of the criticisms corpus linguists have been faced with, that 'a corpus presents language out of its contexts' (Hunston, 2002, p.23). This is because a more comprehensive and broader exploration of linguistic features and their intended meanings becomes possible within the socio-cultural contexts established via the more narrowed and focused communicative goals, participants and environments, which are not easily detected and are thus ignored in the mega-corpus environment. Also, a specialised corpus allows for more in-depth investigation of qualitative features with its controllable and manipulatable data size (Flowerdew, 2004). The closer observation of concordance lines in a targeted genre corpus makes for a more sophisticated analysis which can investigate the relationship between meaning and form and how these work in the given situation, thus significantly contributing to backing up the corpus-based quantitative data and adding more value to it. Furthermore, the specialised lexical items and structures revealing 'more regular patterning and distributions' of the targeted domain gives pedagogically fruitful and valid evidence, which enables language practitioners to characterize the field more effectively and precisely (O'Keeffe, McCarthy & Carter, 2007, p.198).

There are several specialised corpora available for this purpose. One of the most

representative is the Hong Kong Corpus of Spoken English (HKCSE, 2011), which was developed by the English Department at Hong Kong Polytechnic University in 1998. It contains approximately 900,000 words across four sub-corpora in the areas of academia, business, conversation and public. Specifically, it features a wide range of real spoken business discourse such as job interviews, presentations and service encounters recorded in Hong Kong between native English speakers and/or non-native English speakers whose mother tongue is Cantonese or another non-English language. One of the most remarkable business corpora compiled by an individual is Mike Nelson's Business English Corpus (BEC), which was formulated as part of his PhD dissertation project (Nelson, 2000). This contains one million words of written and spoken texts, and distinguishes 'about business' from 'doing business' according to the immediate relevance to the business. For example, spoken texts relating to business that have come from radio and TV, and which therefore do not have a direct relevance to business interactions, are categorised into 'about business', while discourse which is used in real business interactions such as job interviews, negotiations, and meetings is categorised into 'doing business'. These different sub-categorisations of business corpora have provided a greater insight into the study of language use in the target professional field, and have become an invaluable data source for more explicit language teaching for those who are currently engaging or wishing to engage in the target professional fields (Cheng & Warren, 2000).

In addition to the large-scale business corpora listed above, various types of small-sized specialised corpora have been compiled according to the researchers' own research purposes, interests, and various socio-cultural contexts, and the studies have yielded more empirically meaningful and insightful findings which are not easily investigated from the business corpora already compiled (Hunston, 2002; O'Keeffe, McCarthy & Carter, 2007). More

detailed discussions on this will be conducted in the following sections, with reference to various examples of previous studies.

In order to make the research findings of small, specialised corpora more valid and meaningful, some considerations should be taken into account before compiling the corpus, specifically in terms of 'size' and 'representativeness'. First, in terms of 'size', as many researchers have pointed out there is no strict universal rule or explicit criterion for appropriate data size; rather, this aspect is highly variable depending on what the purpose of the research is, and what genre-specific features will be investigated (Flowerdew, 2004). That is, once a sufficient amount of target linguistic structures and patterns, which can confirm the suppositions addressed by the research questions, have been observed, the corpus can be considered to have reached an adequate data size for the research (Meyer, 2002). Depending on the research aim, accordingly, a relatively smaller or larger corpus can be purposefully selected, as Sinclair (2005, p. 15) claims:

This is only one example, but it is good news for builders of specialised corpora, in that not only are they likely to contain fewer words in all, but it seems as if the characteristic vocabulary of special area is prominently featured in the frequency lists, and therefore that a much smaller corpus will be needed for typical studies than is needed for a general view of the language.

The variation in the data size of specialised corpora also applies to representativeness. Generally, representativeness refers to 'the extent to which a sample includes the full range of variability in a population' (Biber, 1993, p. 243) to ensure validity and generalization of the research data. When it comes to specialised corpora, however, even though several suggestions on measuring representativeness have been suggested, such as 'degree of closure' (McEnery & Wilson, 2001, p. 166) or 'saturation' (Belica, 1996, pp. 61-74), which refers to the point at which linguistic features such as lexical items show finite and limited linguistic

variations, it is not possible to find a completely objective means of ensuring and/or evaluating representativeness, since it is established from the individual researchers' subjective criteria based on their own study purposes (Flowerdew, 2004). In this sense, as Flowerdew points out, (*ibid.*, p.26), it seems reasonable and persuasive to consider specialised corpora to be representative 'if they contain numerous texts from a variety of authors so that no one authorial style would dominate and typical lexical or grammatical patterns would be revealed'. In this sense, the CELF-JOIN (85,214 tokens) seems to have an adequate size as a small specialised corpus which is specifically designed for the purpose of investigating the particular linguistic features in BELF job interviews in a multicultural setting. More detailed information on this will be presented in the Chapter 3.

2.4.2 Corpus and Genre Studies

As discussed with respect to genre studies, two major perspectives of genre - internal discourse structures and the distributions and functions of linguistic features inherent in the structures - have been actively investigated with the aid of corpus linguistics in the past few decades (Upton & Connor, 2001; Koester, 2010; Huettner, 2010). Corpus-based genre approaches have enabled researchers to deal with large amounts of written and spoken genre texts from various perspectives, and have created more fruitful and richer descriptions of the language of a specific genre compared to others (Adolphs, 2008). However, it has been pointed out that the majority of corpus-based genre studies are weighted towards one side of genre. For example, genre studies focusing on the quantitative perspective of lexical and grammatical items do not significantly consider the influence of higher organisational structures on the lexico-grammatical distributions, and studies dealing with discourse

structures based on qualitative approaches do not focus much on the linguistic patterns and the ways in which their communicative roles perform in the given structures (Kanoksilapatham, 2011). To understand genre from a wider and fuller perspective and apply this to a real ESP classroom, however, both aspects of genre should be considered in the analysis of corpus-based studies. In the following sections, therefore, the major corpus-based approaches used in the analysis of macro-level genre structures and micro-level lexicogrammatical features will be reviewed and discussed as a theoretical basis for further discussion.

2.4.2.1 Corpus-Based Move Analysis

To understand language use in discourse structures, the first step is to identify ‘the segments of discourse that provide the building blocks of texts’, as Biber, Connor and Upton point out (2007, p.11):

One of the major methodological problems to be solved by any corpus-based analysis of discourse structure is deciding on a unit of analysis. That is, the first step in an analysis of discourse structure is to identify the internal discourse segments of a text, corresponding to distinct propositions, topics, or communicative functions; these discourse segments become the basic units of the subsequent discourse analysis. For a corpus study of discourse structure, all texts in the corpus must first be analysed for their component discourse units.

For this purpose, two major approaches, top-down and bottom-up, have generally been adopted in previous corpus-based studies. In top-down approaches, the possible structural components performing one shared communicative function are first identified, and the corpus is segmented according to the structural framework; the corpus analysis of textual features is then carried out for each structural segment. In contrast, in bottom-up approaches, the linguistic features are first explored through corpus, and the discourse organisations of

texts are then segmented according to the similar linguistic patterns detected and sorted by the corpus. The detailed steps of these two approaches are illustrated below.

Table 2. Two Major Approaches of Genre Studies in Corpus Linguistics (Extracted from Biber, Connor and Upton, 2007, pp.12-4)

	Top-down corpus-based analyses	Bottom-up corpus-based analyses
Required step in the analysis: realisation in this approach		
1	Communicative/Functional Categories :Develop the analytical framework: determine set of possible functional types of discourse units, that is, the major communicative functions that discourse units can serve in corpus	Segmentation :Segment each text in the corpus into discourse units, based on shifts in vocabulary or other linguistic features
2	Segmentation :Segment each text into discourse units (applying the analytical framework from Step 1)	Linguistic analysis of each unit :Analyze the full range of lexical/grammatical characteristics of each discourse unit in each text of the corpus
3	Classification :Identify the functional type of each discourse unit in each text of the corpus (applying the analytical framework from Step 1)	Classification :Identify the set of discourse units types that emerge from the corpus analysis, based on linguistic criteria; that is, group all discourse units in the corpus into linguistically-defined categories or 'types'
4	Linguistic analysis of each unit :Analyze the lexical/grammatical characteristics of each discourse unit in each text of the corpus	Linguistic description of discourse categories :Describe the typical linguistic characteristics of each discourse category, based on analysis of all discourse units of a particular type in the corpus
5	Linguistic description of discourse categories :Describe the typical linguistic characteristics of each functional category, based on analysis of all discourse units of a particular functional type in the corpus	Communicative/functional categories :Describe the functional bases of each discourse category, based on post-hoc analysis of the discourse units identified as belonging to a particular type
6	Text structure :Analyze complete texts as sequences of discourse units shifting among the different functional types	
7	Discourse organisational tendencies :Describe the general patterns of discourse organisation across all texts in the corpus	

The decision on which approach to utilise has largely been affected by the size of the corpus. Generally, the top-down approach has been regarded as a more appropriate method in structuring small-sized corpus, since dividing and coding structures according to their communicative functions requires researchers to make qualitative considerations, and accordingly this can be highly labour-intensive. To address this limitation, the bottom-up approach has been introduced, and this enables the structural segmentations of large-scale corpora, with the aid of automatic computational corpus techniques (ibid.). Since the size of the corpus (i.e. CELF-JOIN) utilised for this research is relatively small (40 cases, 85,214 tokens), a top-down approach was applied in coding the move and step structures.

According to Kanoksilapatham (2007), the corpus-based discourse structure analysis, or move analysis, has several advantages in understanding genre. First, investigation of which linguistic features are salient and how they interact with each other within and across moves can be conducted in a more scientifically valid and reliable manner compared to the traditional genre approaches, since researchers' conscious or unconscious interventions and manipulation of data are prevented. In addition, it allows statistical analysis of the move distributions and locations, and further helps to visualize their structural typicality. That is, the information obtained from the statistical data with regards to the number of occurrences of each move and their word lengths provides a fuller understanding of which move type is 'obligatory, expected, or merely optional' (ibid., p.39), and the number of words usually considered to be appropriate in the target genre. Furthermore, since the general positioning of each move can be observed, it is possible to examine the habitual and strategic relationships between moves and their co-functions in the texts. These all contribute to raising 'the ability to develop genre prototypes' (ibid., p.40), which can be significantly important for learners, specifically those who are unfamiliar with the target genre, with regards to comprehending the

texts and reproducing them on their own.

2.4.2.2 Corpus-Based Lexico-Grammar Analysis

The rhetorical organisations and specific communicative purposes given in the genre text are realised by the selection of certain lexico-grammatical features (Adolphs, 2008), and this contributes to the realisation of pragmatic functions and strategies intended by the speakers and/or writers (Handford, 2010). The interrelationship among structures, lexico-grammar, and pragmatic functions develops linguistic repertoire and formulates the distinctive typicality of genre (ibid.). In this sense, Sinclair and Renouf (1988, p.148) suggest a corpus-based ‘lexical syllabus’ in a language teaching context, which is focused on (a) the commonest word forms in the language; (b) the central patterns of usage; and (c) the combinations which they usually form. Koester (2010) also suggests four empirical corpus-based research methods for understanding lexico-grammatical characteristics of genre – frequent words, keywords, collocations and chunks – as specified in the following:

First of all, the investigation of a single word in a target context, or frequent words, has been regarded as a primary focus of language studies, since it carries ‘the basic unit of meaning’ and entails ‘important grammatical characteristics’ (O’Keeffe, McCarthy & Carter, 2007). The list of words frequently occurring in the texts can be automatically calculated by corpus software, and this allows for scientifically valid interpretations of the lexical materials in the texts (Gilner & Morales, 2008), which helps to identify common linguistic items which are not intuitively recognizable (Cheng, 2004). For this reason, Leech (2001) considers that frequency lists have ‘an advantage of convenience over other yardsticks of usefulness’ in setting teaching priorities in all areas of the curriculum, syllabus and teaching materials, considering that a limited number of words which repeatedly occur in the target genre show

higher proportional occupancy throughout the whole text (Choi, 2010). For this reason, Sinclair (2005) considers the identification of frequent words as the starting point of an investigation, particularly with respect to specialised corpora, stating that ‘the characteristic vocabulary of the special area is prominently featured in the vocabulary lists’ (Sinclair, 2005). However, even though the list of frequent words is at the centre of corpus studies as a main provider of empirical evidence, the frequency list cannot be enough by itself to provide an understanding of all the linguistic characteristics of a genre, since it is separated from its context with regards to when, where and by whom the discourse was produced. Therefore, the investigation needs to be expanded to include lexical combinations and patterns, the creation of concordance lines from the list, and an exploration of their usages in context (Koester, 2010).

Based on the frequency of each word in the corpus, keyword analysis provides a more distinctive set of words between two corpora or interlocutors (Baker, 2004; Murphy, 2010). That is, it allows researchers to draw more specific distinctions between target and reference corpus or between two speakers or writers by calculating the statistical differences between them, and then identifying any significant word distributions presented in the target corpus whose frequency is ‘unusually’ higher or lower than others (Scott, 1997, p.236). Words with an unusually higher or lower frequency are called ‘positive keywords’ and ‘negative keywords’ respectively, and this analysis can be conducted by computer concordancing software such as Wordsmith (Scott, 1996) or Antconc (Anthony, 2006) As pointed out earlier, however, even though frequency and keyword lists can be ‘a kind of window onto discourse’ (Koester, 2010, p. 191), they are not ‘the best starting point for obtaining a description of meaning, because meaning arises from words in particular combinations’ (Sinclair 2004, p. 108).

In this perspective, single words need to be re-evaluated in terms of ‘the integrated chunks of meaning’ (O’Keeffe, McCarthy & Carter, 2007), considering the fact that a significantly high proportion of discourse (e.g. 70% of words in the London-Lund Corpus) is comprised of recurrent lexical combinations ranging from two to four words (Altenberg & Granger, 2001), which are ‘in some way bound lexically, syntactically and semantically to each other’ (Souter, 1996). Nattinger (1980, p. 341) also insists that these ‘ready-made units appropriate for a particular situation’ should be at the centre of language teaching. In other words, the focus of vocabulary education should be on raising learners’ knowledge with regards to which patterns can be utilised in the target situations, how they co-occur with other lexical items, and finally how they vary according to the communicative situation. Considering all these features, lexical items need to be studied in terms of their ‘habitual co-occurrence with other words’ (collocation) and their pragmatic realisations through general semantic preference (semantic prosody).

Collocation refers to the ‘characteristic co-occurrence patterns of two (or more) lexical items’ which occur significantly more often than random chance and form a semantically more meaningful unit than the individual words (Dickinson, 2009). In the corpus-based study of collocations, three major concepts need to be defined: ‘node’, the central word to be searched for; ‘collocates’, the words that co-occur with the node; and ‘span’, the range of collocates being investigated. The span of 4:4 (i.e. four words to the left and four to the right of the node word) is generally accepted as being meaningful and appropriate for corpus-based language studies (Sinclair, 1991).

Semantic prosody, as proposed by Louw (1993, p. 157), can be defined as ‘a consistent aura of meanings which a form is imbued by its collocates’. Thus, it can represent an evaluative, attitudinal or pragmatic meaning that a certain pattern of collocations has

(Sinclair, 1999). This can be either a negative or a positive connotation about something, or can be literary effects which original words themselves cannot convey, such as irony and humour. For example, the frequent collocates followed by the verb *cause* include *problems*, *serious illness*, and *death*, and these all form negative images. On the other hand, the collocates of the verb *provide*, such as *service* or *support*, create a positive aura (Zethsen, 2006). That is, beyond the original meanings the individual words have, semantic prosody reveals how the choice of word and its collocates conduct a functional role in the texts and how they are strategically selected to reveal the writers/speakers' communicative stance and purpose (Sinclair, 1996).

Considering all the features discussed so far, it becomes clear that the scope of analysis should extend beyond single words to encompass combinations of words and the manner in which these combinations behave semantically and functionally in context, as Sinclair suggests (1996, p. 94):

So strong are the co-occurrence tendencies of words [collocation], word classes [colligation], meanings [semantic preference] and attitudes [semantic prosody] that we must widen our horizons and expect the units of meaning to be much more extensive and varied than is seen in a single word.

Finally, chunks can be defined as the most commonly re-occurring sequences of lexical combinations in a certain genre (O'Keeffe, McCarthy & Carter, 2007), and can also be referred to as lexical bundles (Biber, Conrad, & Cortes, 2003), formulaic sequences (Schmitt, 2004), clusters (Handford, 2007) and even N-grams (Anthony, 2006), with a similar theoretical basis. Lexically, these are highly meaningful sets of 'building blocks' within the texts (Hyland, 2008, p.1), but syntactically they cannot be considered complete structural units that are definable by a traditional grammatical perspective such as phrases or clauses (Murphy, 2010). Furthermore, considering that analysis of chunks is based on genre-specific

language studies, it can be highly meaningful and revealing to compare chunks between modes of discourse (i.e. spoken and written) and different registers in a specific area (e.g. business letters, academic prose) (Biber, Conrad and Cortes, 2004). That is, the distributions and functions of chunks can significantly vary according to the target communicative situation, and this means that knowledge of this formulaic unit of language in a certain context can greatly contribute to meeting learners' immediate language needs and to enhancing their overall language competence, especially in ESP. In Chapter 7 of this study, the lexico-grammatical items from frequent words to chunks will be examined within the frames of schematic structures of job interviews, and then the linguistic results between successful and unsuccessful groups will be closely compared. In addition, any differences which affect the final outcomes of the job interview will be discussed in detail in order to provide a fuller view of linguistic resource map and their communicative functions in the target context.

2.5 Job Interview

A job interview can be seen a 'gatekeeping activity', whereby 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; Schiffrin, 1994). The way in which the gatekeepers inform their 'lives, beliefs, and practices' (Schiffrin, 1994, p.146), 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).

Furthermore, these aspects ultimately play important roles in determining the success of job interviews. That is, candidates' external and internal qualifications are scrutinised to verify that, as a newly joined member, they can be suitably fit into the institutional framework, and can pursue, share and realise the existing institutional values and identities. Within pertinent narrative structures, therefore, the capability of synthesising the personal and institutional by matching 'their motivations and values with those of the organisation' is highly necessary for candidates to succeed in job interviews (ibid, p.267).

A wide range of studies investigating gatekeepers' successful and unsuccessful linguistic and non-linguistic features in various settings, such as monocultural and multicultural contexts, have been conducted (Gumperz, 1982; Scheuer, 2001; Kerekes, 2006, 2007; Campbell & Roberts, 2007; Latham & Budworth, 2006). Many researchers have paid particular attention to multicultural job interview settings in which interviewers and applicants have different cultural and linguistic backgrounds. These 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). That is, 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, the development of authentic pedagogical materials for practical English classes has been pointed out as being highly necessary (Kasper, 1997; Gibbs, 2005; Takahashi, 2005).

However, most studies to date have been biased toward 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). This is reasonable when the applicants' target working environment largely belongs to the native speakers' world, and in which they share one universal cultural and linguistic background. However, 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, has been greatly emphasised in the recent research on English as an international language (Seidlhofer, 2004; Louhiala-Salminen, Charles & Kankaanranta, 2005; Hülmbauer, Böhringer & Seidlhofer, 2008). Thus, the concept of pragmatic competence needs to be reconceptualised and redefined, and the pedagogical materials should also be redesigned based on in-depth considerations of this rapidly changing global business environment.

In the following sections, therefore, putting desirable language education for successful communication in a multicultural job interview setting as a matter of primary importance, previous research on job interviews will be reviewed in terms of macro-level genre analysis and micro-level lexico-grammar perspectives. Then, the ways in which lexical and grammatical items combine to realise meanings within the given structures, and how the meanings at different levels create pragmatic functions which ultimately contribute to the success of job interviews, will be addressed. Finally, the pedagogical implications of these features in a multi-cultural business language classroom will be discussed.

2.5.1 Macro-level Structures of Job Interviews

The macro-structures, or moves, of job interviews have been discussed from a wide range of angles (Scheuer, 2001; Kerekes, 2007; Louw, 2009), wherein it is suggested that institutional discourse requires an in-depth understanding not only of micro-level lexicogrammatical 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.

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. Through analysis of the move patterns inside these typical job interview procedures, Kerekes (2006) indicates that 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 realise these.

2.5.2 Micro-level Lexico-grammar and Its Pragmatic Functions in Job Interviews

A great deal of research has been conducted through various analytical approaches to improve understanding of the distinctive linguistic features of job interviews and their pragmatic functions (Scheuer, 2001; Kerekes, 2006; Campbell & Roberts, 2007; Lipovsky, 2008). One such empirical study that took a lexico-grammatical perspective was that of Lipovsky (2008), which analysed the applicants' lexico-grammatical choices that affect

favourable impressions in interviews, based on the Systemic Functional Linguistics (SFG) theory proposed by Halliday (1994). In Lipovsky's study, the applicants' language choices, such as their use of verbs (e.g. for representing the process of actions), adjuncts (e.g. for describing where, when and how) and intensifiers (e.g. for emphasising a positive impression) were closely investigated. In addition, the types of lexico-grammatical choices exerting a positive influence on building 'affiliation and solidarity', which are significantly linked to success in job interviews, were carefully observed.

Even though it is potentially quite complex to define which types of linguistic resources represent exact parameters of successful job interviews, since the occurrences and patterns of these could vary even within one identical macro-move (Kerekes, 2006), several common pragmatic traits can be derived from these linguistic resources. This makes it possible to gauge decisive criteria for successful and unsuccessful discourse in job interviews. The three major characteristics of successful job interviews from the previous literature can be summarised as follows: utilising various strategic interactional styles, building co-membership and/or solidarity, and finally recontextualising by combining personal experiences and beliefs with those of the institution (Scheuer, 2001; Kerekes, 2006, 2007; Campbell & Roberts, 2007, Sniad, 2007; Lipovsky, 2008, 2010; Louw, 2009, Louw, Derwing & Abbott, 2010)

First of all, a variety of strategic and tactical interactional features have been observed in the discourse of successful candidates. Their interactions with interviewers are not confined to the production of 'a text in the dialogue', but rather create 'a picture of themselves' (Adelswärd, 1988, p.1) by actively utilising a number of linguistic devices. One of the most predominant features reported in successful candidates' discourse is a positive and self-affirmative presentation. According to Lipovsky (2008), out of 28 expressions revealing

applicants' feelings, 26 were positive and only two were negative. Furthermore, the feelings presented mostly focused on their enthusiasm and interest toward their careers and positions. On the other hand, candidates' negative feelings precipitated interviewers' negative evaluations of them, making them appear to have a lack of confidence in their field. In this sense, applicants' ability to present themselves in an affirmative manner can be a critical factor that is directly related to the result of a job interview, since the presentation at the interview can be a mirror of their future attitude at work (Riley, cited in Lipovsky, 2008, p.417). Along the same lines, a demonstration of applicants' confidence, dedication, ambition and enthusiasm towards the profession is regarded as equally important, and is highly interconnected with interviewers' judgments of them as 'trustworthy' and 'highly employable' candidates (Kerekes, 2006, p.49). These 'expressions of emotional attachment' not only help employers to discover hidden qualities of applicants which cannot be easily detected solely from their CVs (Lipovsky, 2008, p.420), but also lead interviewers to place less emphasis on more practical considerations regarding previous experience and qualifications (Scheuer, 2001). In addition, efforts to make an interaction informative and clear also play a key role in the success of the interviews. That is, elaborating answers by 'volunteering information at a strategic point' (Kerekes, 2006, p.47), and active requests for clarification when necessary (ibid, p.52), lead to a positive evaluation of the applicants by creating mutually collaborative interactions with their interviewers. On the other hand, the use of considerably vague language, casual and lax modes of speaking, and indirectness have all been reported as negative factors that hinder effective and efficient gatekeeping communication (Kerekes, 2007).

Another critical factor in the success of job interviews is establishing co-membership and/or solidarity between interlocutors (Lipovsky, 2006; Sniad, 2007; Louw, 2009). Co-

membership refers to the common grounds shared between interactants in specific attributes such as race, interest and acquaintance, which performs an important role in terms of reducing communicative barriers between the speakers (Erickson & Shultz, 1982). Since co-membership fosters a tight link between the interactants, it contributes to generating a sense of homogeneity, which makes it possible to cooperatively establish a positive conversational rapport that can be highly pivotal in the final result of the interview (Erickson & Shultz, 1982; Tannen, 1990; Johnston, 2003; Kerekes, 2006). Lipovsky (2006, p.1150) also supports this; her research findings suggest that shared career values and backgrounds between the interviewers and candidates facilitate the establishment of solidarity both in terms of 'role co-membership' as lecturers and researchers, and 'institutional co-membership' as co-workers belonging to the same institution. These common grounds help them to understand one another more clearly and thoroughly, while creating a favorable and comfortable atmosphere throughout the interview process. Kerekes (2007) also found that applicants whose backgrounds are similar to those of their interviewers, specifically in terms of education and race, showed a strong tendency to create solidarity with ease. Further, the pronounced effects of building solidarity in terms of interview outcomes was emphasised by the fact that the interviewers maintained a more tolerant attitude towards the applicants who had successfully built co-membership with them, even when the applicants failed to provide appropriate answers.

Finally, successful candidates tend to skillfully and actively recontextualise their 'subjective lifeworld' in terms of professional perspectives (Scheuer, 2001). That is, strategically synthesizing personal and institutional discourse is a matter of importance for applicants to be judged as having an 'acceptable identity' in relation to the target institution at the end of the interview (Campbell & Roberts, 2007, p.244). This integration between

personal and professional identities should be seamless and complete so that no incongruity and intentional manipulation are revealed (ibid.). Various ‘hybrid forms’ of language strategies have been reported as effective ways of accomplishing this communicative task (Kotthoff, 2000; Scheuer, 2001; Campbell & Roberts, 2007): an informal mode of speech with ‘broad stylistic repertoire’ (Scheuer, 2001, p.231), such as narratives and chit-chat, which dramatises applicants’ personal experiences and events, and ultimately facilitates the personalisation of interactions that are positively appreciated by interviewers; describing previous experiences from a professionally analytical point of view; and finally, utilising active euphemisation when describing negative situations and challenging circumstances.

2.5.3 Pedagogical Implications in a Multi-cultural Business Setting

The macro-structure and micro-linguistic features of successful job interviews discussed so far have been regarded as aspects that can be improved via language training, and various pedagogical approaches have been discussed within several practical studies (Sniad, 2007; Louw, 2009; Louw, Derwing & Abbott, 2010). These studies have demonstrated that the problematic features of applicants’ discourse identified by gatekeepers as deficiencies can be addressed, and even positively re-developed, via explicit interventions from language teachers. This implies that proactive and systematic pedagogical approaches need to be made (Lipovsky, 2006) in the language classroom for learners to obtain a positive and satisfactory outcome from actual job interviews in the real business world.

Through mock job interviews, Sniad (2007) investigated teaching strategies of job interviews designed for unemployed minority adults hoping to join a customer service field. Methods used to help students familiarise themselves with favourably acceptable and

positively evaluated interviewing behaviours were studied, along with how a professionally suitable identity established from this contributes to the learners' socialisation into real job-seeking activities. In this context, the language class itself became the learners' small target world, - the hospitality industry- and a sense of co-membership was intentionally fostered by both teachers and students via the active utilisation of key interactional features of the target industry. In addition, actual job interview environments were created, such as hostile scenarios in line with those the candidates may have actually faced, and the ways in which the learners coped with such challenging situations were evaluated by the teachers. This authentic task-based role-playing approach confirmed that helping learners to draw 'a realistic picture' of future job interviews, and to evaluate their positive and negative language behaviours within interviewers' interactional expectations, were very effective in increasing the learners' interactional competencies.

Louw (2009) also emphasised the importance of explicit language instruction and its effectiveness in job interview training, with specific focus on multi-cultural communication settings in which non-native speakers of English hope to join the native speakers' business world. The pragmatic difficulties faced by non-native speakers were detected and evaluated by an expert panel through simulated job interviews, and the deficiencies were addressed as part of the learners' language training. This pedagogical intervention considerably contributed to improving the candidates' pragmatic skills during the second round of interviews, which clearly demonstrates the effectiveness and necessity of explicit ESP training in the future language classroom.

As mentioned earlier, however, previous studies have been considerably biased toward a partial angle, or a consideration of native speakers' English as the norm of interaction. However, the importance of Business English as a Lingua Franca (BELF) is becoming more

and more prominent in the current business context. Kerekes' study (2001) also supports the idea that the critical factor for succeeding at interview is not merely based on the applicants' language proficiency and a common cultural background with interviewers. Specifically, it could be meaningless to judge the criteria of successful interactions within job interviews solely from the native speakers' point of view in multi-cultural business settings, wherein no predominant cultural influence exists, and therefore the L1 perspective of communicative competency is no longer a matter of importance in successful communication (Seidlhofer, 2004). In a BELF environment, accordingly, what should be taught in the language classroom is not how to use this practical communicative tool like a native speaker, but how to use the tool smoothly and effectively to meet the actual needs of communication.

CHAPTER 3 RESEARCH METHODS

3.1 Data Collection

3.1.1 Interview Contexts

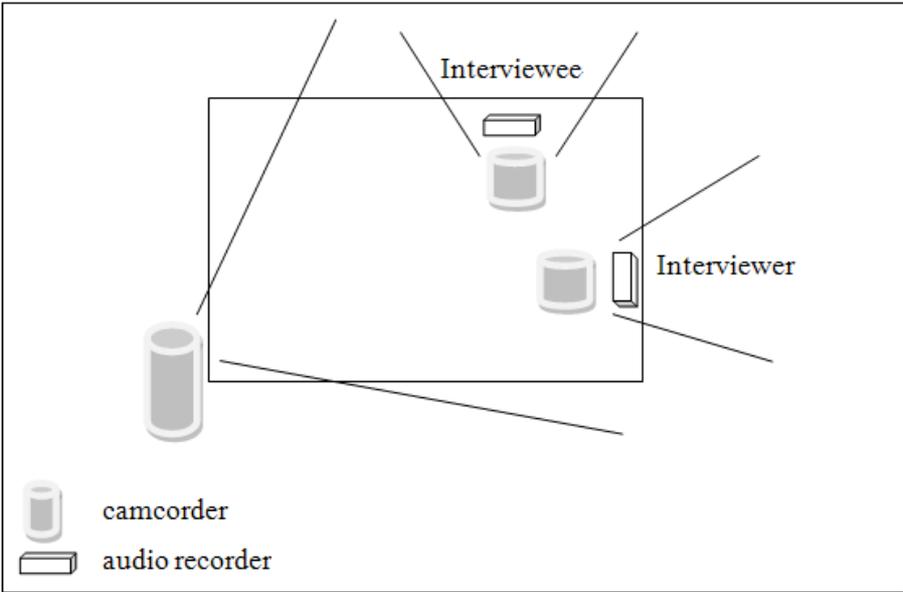
The recording of job interviews was conducted in five different cities in four different countries: Cebu and Manila in the Philippines, Colombo in Sri Lanka, Cochin in India and Danang in Vietnam. The recordings were carried out over 17 months, from February 2011 to June 2012, during which the official job interviews for Oman Drydock Company S.A.O.C.'s international staff members took place in these four different countries. The total number of interview cases selected and utilised for this research was 40 – 10 from each country – and these are comprised of 20 successful and 20 unsuccessful cases, according to the results of the verbal interactions. The results of the job interviews were decided, and the candidates were notified, during or immediately after the interviews. The interview outcomes after the face-to-face verbal interactions between the interviewers and applicants were the sole criteria for categorising the collected cases into successful and unsuccessful data. This means that additional verification processes, such as medical check-ups and the further matters like issuing working visas, which might have affected the company's final recruitment decisions, were not considered. 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.

In addition, the applicants that participated all passed through a document screening stage, as well as a brief English test before undergoing the face-to-face job interviews; this ensured that they had all the necessary qualifications for the target position required by the company.

That is, when attending the interviews, the applicants were all at the same starting point and were evaluated under the same criteria, regardless of their different educational and career backgrounds. This is well demonstrated from the interview outcomes, which show that more qualified applicants, in terms of the objective judgment criteria (i.e. personal, educational and career backgrounds specified on their curriculum vitae), sometimes yield negative outcomes compared to less qualified applicants, and vice versa.

The job interviews were mainly conducted on a one-to-one basis (i.e. one interviewer at manager level in charge of the applicant’s target department, and one applicant) and sometimes via a panel interview (i.e. one applicant with more than two interviewers at manager level from the applicant’s target and/or human resources department). To record the data in as clear and detailed a manner as possible in either of these interview modes, three video camcorders (i.e. one for the interviewer, another for the applicant, and a third for the whole scenario) and two audio recorders (one placed on the interviewer’s side, and the other on the applicant’s side) were utilised, as illustrated below.

Figure 6. Job interview recording context



3.1.2 Participants

3.1.2.1 Company

The company that gave permission for the authentic job interviews to be recorded for this project is called Oman Drydock Company S.A.O.C. (hereinafter ODC). Most of their actual working facility is located in one of the developing desert areas of central-eastern Oman, called Duqm, and the managerial department is located in the capital of Oman, Muscat. ODC was established by the Government of Sultanate Oman and is operated by Daewoo Shipbuilding & Marine Engineering Co., Ltd (hereinafter DSME) in South Korea. Since ODC commenced its official operations in September 2010, after several years of preparation starting in 2006, including constructing facilities and establishing the various business systems, a diverse range of job opportunities are currently offered at multiple career levels, from entry to management, and in wide-ranging technical to non-technical specialisations such as engineering, finance and project management.

Employees of ODC span nine different nationalities (as of 2011) from diverse cultures; they include Omanis, Koreans, Filipinos, Indians, Sri Lankans, Pakistanis, Nepali, Bangladeshi and Vietnamese. According to the HR personnel, there is no dominant nationality or culture— this is considered one of the most distinct characteristics of BELF. In this regard, all employees from different nations (linguistically, all ESL and EFL countries) are treated equally and are offered the same opportunities from management in all areas of career development, promotion and employee welfare schemes. In this multi-cultural working environment, ‘harmonious relationships’ between co-workers are specifically promoted, as highlighted by the company’s website; accordingly, applicants who can pursue and realise this value of ODC have been sought from around the world.

3.1.2.2 Interviewers

Seven interviewers were engaged in this project. Most of these (six out of seven) were Korean (EFL users), and the other was Indian (ESL user). All seven interviewers held managerial positions and were in charge of recruiting employees for different departments, from human resources to engineering. The interviewer who participated most frequently is I1 (25 cases out of 40, including one-to-one and panel interviews). The reason for his high participation in the job interviews is that as a manager of the human resources department he attended most of the interviews to pose questions primarily regarding applicants' non-technical qualifications, such as their attitude towards work, and job expectations regarding their future duties. The other interviewers mostly came from different technical departments to verify the applicants' specialties in their target areas. A detailed profile of the interviewers is summarised in Table 3.

Table 3. Profile of interviewers

Code	Department	Position	Years of experience in the field (as of 2011)	No. of interviews conducted*
I1	Human Resources Dept.	Senior manager	17	25
I2	Hull Dept.	Senior manager	27	9
I3	Outfitting Dept.	Senior manager	18	9
I4	Production Support Dept.	Senior manager	20	2
I5	Production Control Dept.	Assistant Manager	8	7
I6	Human Resources Dept.	Assistant Manager	7	1
I7	Painting Dept.	Senior manager	18	2

* Including the number of one-to one and panel interviews

The interviewers' English language proficiency varied from low-intermediate to high-advanced, as can be seen from the recorded data and the interviewers' self-evaluations.

However, even though some of the interviewers found great ‘difficulty’, as stated by them, in expressing their ideas in a natural and fluent manner in English, and even had a considerably lower command of English than some of the applicants, all of the interviewers led the interactions successfully and achieved their ultimate communicative goals at the end of the interviews, which was to be able to decide whether to select the applicant as a new member of the institution.

3.1.2.3 Interviewees

As mentioned above, since ODC is a multi-cultural company in which people from more than nine different countries are working together, the applicants also come from different cultural and linguistic backgrounds. Half of the applicants in this study (i.e. 20 cases from India and the Philippines) use English as a second language, and the remainder (i.e. 20 cases from Sri Lanka and Vietnam) use English as a foreign language. In other words, almost half (47.5%) of the interviews involved communications between EFL (interviewer(s)) and ESL (applicants) users, and only one represented an inverse case (2.5%). The remainder (50%) involved communication solely between EFL users. Detailed information on the applicants is summarised in Table 4 (successful group) and Table 5 (unsuccessful group).

Table 4. Profile of successful applicants

Code	Nationality	Gender	Groups	Position	Job Category	Age	Degree	Working years
P01-F-ME	Filipino	M	Engineering	Hull Engineer	Technician	27	Bachelor’s	5
P02-F-ME	Filipino	M	Engineering	Safety Officer	Technician	32	Bachelor’s	9
P03-F-FA	Filipino	F	Administration	Daily Operation Staff	Staff	33	Bachelor’s	11
P04-F-FA	Filipino	F	Administration	Daily Operation Staff	Staff	24	Bachelor’s	3
P05-F-FA	Filipino	F	Administration	Daily Operation Staff	Staff	39	Bachelor’s	13
P06-S-ME	Sri Lankan	M	Engineering	Hull Assistant Manager	Manager	30	Bachelor’s	7
P07-S-ME	Sri Lankan	M	Engineering	Electrical Manager	Manager	48	Master’s	25

P08-S-ME	Sri Lankan	M	Engineering	Maintenance Engineer	Technician	29	Bachelor's	3
P09-S-ME	Sri Lankan	M	Engineering	Maintenance Manager	Manager	41	Bachelor's	14
P10-S-ME	Sri Lankan	M	Engineering	Painting Assistant Manager	Manager	42	Bachelor's	21
P11-I-MA	Indian	M	Administration	HR Specialist	Manager	29	Master's	6
P12-I-ME	Indian	M	Engineering	Painting Foreman	Technician	44	Diploma	17
P13-I-ME	Indian	M	Engineering	Hull department Engineer	Technician	24	Bachelor's	3
P14-I-ME	Indian	M	Engineering	Accommodation Assistant Manager	Manager	41	Diploma	24
P15-I-ME	Indian	M	Engineering	Hull Foreman	Technician	27	Secondary school	9
P16-V-ME	Vietnamese	M	Engineering	Facility Assistant Manager	Manager	44	Bachelor's	18
P17-V-MA	Vietnamese	M	Administration	HR Specialist	Manager	28	Master's	4
P18-V-ME	Vietnamese	M	Engineering	Painting Assistant Manager	Manager	37	Bachelor's	13
P19-V-ME	Vietnamese	M	Engineering	Piping Foreman	Technician	39	Secondary	13
P20-V-ME	Vietnamese	M	Engineering	Hull Assistant Manager	Manager	32	Bachelor's	10

Table 5. Profile of unsuccessful applicants

Code	Nationality	Gender	Field of work	Position	Job category	Age	Degree	Working years
F01-P-ME	Filipino	M	Engineering	Safety Officer	Technician	24	Bachelor's	5
F02-P-ME	Filipino	M	Engineering	Safety Officer	Technician	30	Bachelor's	3
F03-P-FA	Filipino	F	Administration	Daily Operation Staff	Staff	26	Bachelor's	5
F04-P-FA	Filipino	F	Administration	Daily Operation Staff	Staff	26	Bachelor's	3
F05-P-FA	Filipino	F	Administration	Daily Operation Staff	Staff	33	Bachelor's	13
F06-S-ME	Sri Lankan	M	Engineering	Electrical Foreman	Technician	32	Bachelor's	10
F07-S-ME	Sri Lankan	M	Engineering	Mechanical Engineer	Technician	38	Bachelor's	13
F08-S-ME	Sri Lankan	M	Engineering	Hull Manager	Manager	43	Bachelor's	18
F09-S-ME	Sri Lankan	M	Engineering	Machinery Engineer	Technician	36	Bachelor's	14
F10-S-ME	Sri Lankan	M	Engineering	Electrical Engineer.	Technician	33	Bachelor's	11
F11-I-MA	Indian	M	Administration	Material Controller	Technician	37	Bachelor's	13
F12-I-ME	Indian	M	Engineering	Hull Engineer	Technician	26	Bachelor's	3
F13-I-ME	Indian	M	Engineering	Hull Engineer	Technician	35	Diploma	6
F14-I-ME	Indian	M	Engineering	Hull Assistant Manager	Manager	31	Diploma	14
F15-I-ME	Indian	M	Engineering	Hull Foreman	Technician	42	Bachelor's	16
F16-V-ME	Vietnamese	M	Engineering	Production Control Ass. Manager	Manager	33	Bachelor's	11
F17-V-ME	Vietnamese	M	Engineering	Hull workshop Engineer	Technician	34	Bachelor's	11
F18-V-ME	Vietnamese	M	Engineering	Paint Assistant Manager	Manager	36	Bachelor's	13
F19-V-ME	Vietnamese	M	Engineering	Machinery QC Engineer	Technician	33	Bachelor's	11
F20-V-ME	Vietnamese	M	Engineering	Outfitting Assistant Manager	Manager	31	Bachelor's	9

All of the applicants were coded according to the following: the outcome of the interview (*P* for pass and *F* for fail); identification numbers from 1 to 20 in each group; nationality (*F* for Filipino, *I* for Indian, *S* for Sri Lankan, and *V* for Vietnamese); gender (*M* for male and *F* for female) and finally field of work (*A* for administration and *E* for engineering). Therefore, *P01-F-ME* refers to a candidate who ‘passed’ the interview, was ‘No. 1’ in the successful group, and was ‘Filipino’, ‘Male’ and applying for an ‘Engineering’ role.

The samples for this research were selected largely on a random basis excluding gender balance and nationality. In terms of gender balance, first of all, since the ODC is a male dominant workplace due to its nature of business (e.g. ship repair jobs), the number of female candidates was not high enough, compared to male candidates. Therefore, three female samples respectively from SG and UG were utilised and all of the female candidates are from the Philippines and all applied for an administrative position. Second, to avoid cultural bias from one specific country, the samples from four countries were evenly adopted for the analysis (i.e. five each from four countries). The overall detailed profile of all the applicants is summarised in Table 6.

Table 6. Profile of all applicants according to different categorisations

		Successful candidates	Unsuccessful candidates	Total
Education	Secondary School	2	0	2
	Diploma	2	2	4
	Bachelor	13	18	31
	Master	3	0	3
	Total	20	20	40
Gender	Female	3	3	6
	Male	17	17	34
	Total	20	20	40

Job Categories	Admin	5	4	9
	Engineer	15	16	31
	Total	20	20	40
Position	Manager	10	5	15
	Technician	7	12	19
	Staff	3	3	6
	Total	20	20	40
Age	On Average	34.5	33	33.75
Years of Experience	On Average	11.4	10.1	10.75

That is, two groups of applicants can be summarised according to the different job categorisations as shown above: 34 males and 6 females (respectively 17 males and 3 females in each group); 9 administrative (5 successful and 4 unsuccessful candidates) and 31 engineering (15 successful and 16 unsuccessful candidates) applicants with regards to their fields of work; 15 managers (10 successful and 5 unsuccessful applicants), 19 technicians (7 successful and 12 unsuccessful interviewees) and 6 staff (3 from each group) according to their job categories; 2 secondary school and 2 diploma, 13 bachelor's and 3 master's degree holders in the successful candidate group, plus 2 diploma and 18 bachelors' degree holders in unsuccessful group based on their educational backgrounds. In addition, the applicants' ages, on average, were 33.75 (34.5 in the successful and 33 in unsuccessful group), while the total for their previous years of work experience was 10.75 (11.4 in successful and 10.1 in the unsuccessful group).

Several factors within each group, such as the distribution of genders, and the applicants' fields of work, age and previous working years, are almost equal, but there are some quantitative differences in terms of educational background and the target job categories. For example, whereas there was a more diversified educational spectrum, ranging from secondary

school to master's degree, in the successful candidate group, a relatively limited range, from diploma to bachelor's degree, was observed in the unsuccessful group. With regards to the job categories, furthermore, distributional differences between managerial and technical positions exist in each group. That is, half of the successful candidates were applying for managerial positions, which is double those within the unsuccessful candidates (respectively 10 and 5), while more than half of the unsuccessful candidates (12 out of 20 (60%) – 5 more applicants than in the successful group) were aiming for technical positions, even though the two groups had the same number of applicants aiming for a staff position (3). Even though some of these quantitative differences between two groups certainly exist in terms of education and target positions, it does not seem to influence the outcomes of the analysis, as all the applicants in the managerial group were college-graduated white collar workers who are the leaders of material worker groups, and therefore go through almost identical interviewing procedures under the same evaluation criteria; and other major issues such as gender, age, field of work and previous work experience are almost balanced.

3.2 Ethical Procedures

In advance of the research, all possible ethical issues with regards to the recording and processing of authentic job interview spoken data were carefully considered. First of all, the applicant's consent form ensuring the prevention of any ethical issues was created and submitted to the Humanities and Social Sciences Ethical Review Committee, University of Birmingham. The form was reviewed and approved by the committee in January, 2012 (Appendix 1). Under the guideline, the other forms were created and distributed respectively to interviewers (Appendix 2) and the company (Appendix 3) before recording, and the

recordings were made only of the participants who gave permission. Before the distribution of consent forms, furthermore, the details of the consent forms were fully explained in a verbal format in order to prevent any misunderstanding or confusions on this.

Specifically, in case of the applicants, several issues were clearly communicated as follows before the job interview was conducted: first, they were clearly informed that anonymity and confidentiality would be securely ensured so that the applicants' personal information, including name, school graduated from and previous workplace, would not be recognizable in any case; in addition, it was guaranteed that video and audio recorded during the interview would be reviewed only by researchers engaged in this research and would not be made accessible to public; In addition, availability of withdrawal was specified until the stage wherein the data had been incorporated into outputs submitted for publications; Most importantly, it was fully explained that the matter of permission for recording would have no bearing upon the company's assessment of the candidate's appropriateness for the job being applied for. These procedures have been maintained from the beginning of the research and all other remaining ethical issues such as storage of data after publication will be followed exactly as instructed by the committee.

3.3 Corpus of ELF Job Interviews in a Multicultural Business World

From the 40 authentic job interview samples described so far, a 'Corpus of ELF Job Interviews in a Multicultural Business World' was created for this study (CELF-JOIN). The total duration of the recordings taken from the interviews is 11 hours, 33 minutes and 48 seconds. The recording started right after any type of initial interaction began (e.g. greeting or shaking hands), and ended as soon as the last verbal or non-verbal interaction was conducted.

However, the length of the interview does not necessarily indicate that the interviewers and applicants had continuous verbal interactions throughout, because in some cases a significant amount of time was taken to review the applicants' résumés in detail, test their specialities in written form, and discuss their adaptability with other interviewers. This is called 'contextual situations' and is specified in the corpus as in the following examples: <Reviewing doc. (10)>, <Applicant starts to solve a problem on paper and interviewers discuss his qualifications. (63)>, <Interviewers fill in the interview evaluation form (34)>. Descriptions of the contextual situations are given in brackets (< >), and the number of seconds the situation lasted is also specified immediately after the detailed contextual statement. The total duration for the contextual situations from both groups is 1 hour, 6 minutes and 25 seconds. Therefore, the entire time for verbal interactions between interviewers and interviewees, excluding this contextual time, is 10 hours, 27 minutes and 23 seconds. This means that the average interaction time per candidate interview was 15 minutes, 41 seconds, and this varies significantly from person to person (i.e. from 7 minutes, 32 seconds to 29 minutes, 51 seconds). The successful candidate group had longer interaction times overall (17 minutes, 12 seconds on average), compared to the unsuccessful candidate group (14 minutes, 9 seconds on average).

In addition, the total number of tokens is 85,214 (2,130 tokens on average per interview case), which consists of 50,188 and 35,026 tokens respectively from the successful group (2,509 on average per candidate) and the unsuccessful group (1,751 on average per candidate). In terms of interaction time and tokens used, the data for the successful candidates accounts for a quantitatively larger portion of the corpus, showing 1.22 times longer duration of interactions and 1.43 times more token production than those of the unsuccessful candidates. A detailed description of the corpus is specified in Tables 7 and 8.

Table 7. Detailed description of corpus for the successful candidates

	Recording time (A)	Time for contextual situation (B)	Interaction time (A-B)	Token
P01-F-ME	12:04	00:05	11:59	1565
P02-F-ME	18:10	00:49	17:21	2575
P03-F-FA	21:38	01:31	20:07	2804
P04-F-FA	13:34	02:56	10:38	1528
P05-F-FA	10:03	00:14	09:49	1460
P06-S-ME	16:00	00:59	15:01	2274
P07-S-ME	36:46	20:17	16:29	2225
P08-S-ME	30:07	00:16	29:51	3821
P09-S-ME	34:27	06:14	28:13	3589
P10-S-ME	11:14	00:00	11:14	1693
P11-I-MA	08:25	00:11	08:14	1252
P12-I-ME	14:29	00:04	14:25	2255
P13-I-ME	17:22	02:16	15:06	2134
P14-I-ME	15:47	00:08	15:39	2486
P15-I-ME	18:56	01:41	17:15	2500
P16-V-ME	25:07	01:11	23:56	3436
P17-V-MA	25:10	00:00	25:10	3991
P18-V-ME	17:14	00:00	17:14	2665
P19-V-ME	22:46	00:29	22:17	3570
P20-V-ME	14:20	00:00	14:20	2365
Total	06:23:39	39:21	05:44:18	50,188

Table 8. Detailed description of the corpus for the unsuccessful candidates

	Recording time (A)	Time for contextual situation (B)	Interaction time (A-B)	Token
F01-P-ME	08:52	01:10	07:42	795
F02-P-ME	16:05	02:30	13:35	1664
F03-P-FA	14:01	00:00	14:01	1622
F04-P-FA	08:29	01:30	06:59	704
F05-P-FA	12:50	00:24	12:26	1647
F06-S-ME	13:27	02:05	11:22	999
F07-S-ME	13:08	00:13	12:55	1561
F08-S-ME	11:36	00:19	11:17	1352
F09-S-ME	18:10	00:48	17:22	1998
F10-S-ME	12:45	00:23	12:22	1448
F11-I-MA	10:08	02:36	07:32	1176
F12-I-ME	24:27	00:40	23:47	3311

F13-I-ME	16:10	00:07	16:03	1954
F14-I-ME	37:12	10:29	26:43	3482
F15-I-ME	13:40	00:50	12:50	1617
F16-V-ME	29:00	01:32	27:28	3659
F17-V-ME	07:42	00:05	07:37	870
F18-V-ME	11:02	00:54	10:08	1212
F19-V-ME	09:32	00:25	09:07	1144
F20-V-ME	21:53	00:04	21:49	2811
Total	05:10:09	27:04	04:43:05	35,026

3.4 Data Processing for Corpus Analysis

To analyse the information collected through corpus-based approaches, all of the spoken data was transcribed with two major aims in mind: analysing the lexico-grammatical features in depth, and understanding the various pragmatic features within them. For this, verbatim transcription, which details all of the speakers' utterances including non-meaning conveyance words such as *ems*, *ers* and *you knows*, was conducted first, as a point of departure. The data was then transcribed in more detail, to analyse a wide range of pragmatic features in depth according to VOICE (Vienna Oxford International Corpus of English) transcription and spelling conventions designed for transcribing different English varieties in ELF communication.

3.4.1 Data Transcription (VOICE Transcription Scheme & 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, which is designed to analyse ‘the diversity of ELF speech in a standardized way’ (VOICE project, 2007), has been utilised and partially adapted for this research. Two schemes are summarised in Tables 9 and 10.

Table 9. VOICE transcription scheme utilised for this project (partially adapted)

Categories	Example	Description
1. SPEAKER IDS	Interviewers I1: I2:	I for Interviewer N. for assigned Interviewers’ N. (e.g. 1,2,3..)
	Interviewees F1-P-ME: F2-S-WA: P1-I-ME: P2-I-WA:	F (Fail)/ P (Pass) 1 (Assigned N.) e.g. 1,2,3... P (Name of country) e.g. P for the Philippines M (Man)/ W(Woman) A (Engineering)/A (Administration)
2. INTONATION	I1: that’s what my next er slide? does	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-V-ME : I’m:- I feel confident- (.) I (.) that’s I can contribu:te in the your company (.)	Every brief pause in speech (up to a good half second) is marked with a full stop in parentheses.
	P20-V-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-V-ME: Uh: I: am <1>for</1> I1: <1>How</1> many years?	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.

	I1: it is (.) to identify some<1>thing </1>where (.) F1-P-ME: <1> mhm </1>	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: <=>Even though: you- your demand is, for example, I need only (.) one hundred [currency1]	Lengthened sounds are marked with a colon ":".
	P20-V-ME: I have assistant member (.) uh: about two (thousand) from: in the mother:: [org2]. (.) It mean [org3] dockyard.	Exceptionally long sounds (i.e. 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)	With word fragments, a hyphen marks where apart of the word is missing.
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 name is marked [P1/last], etc. If a speaker's full name is pronounced, the two tags are combined to [F1] [F1/last], etc.

	[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.
	[org2]	Companies and other organisations need to be anonymised as well. Their names are replaced by [org1], etc.
	[place12]	Names of places, cities, countries, etc. are anonymised when this is deemed relevant in order to protect the speakers' identities and their environment. They are replaced by [place1], etc.
	[name1]	Other names or descriptors may be anonymised by [name1], etc., as in e.g. Charles University.
12. 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.

Table 10. VOICE spelling conventions utilised for this project (partially adapted)

Categories	Example	Description
1. CHARACTERS	a b c d e f g h i j k l m n o p q r s t u v w x y z	Only alphabetic roman characters are used in the transcript. No diacritics, umlauts or non-roman characters are permitted in the running text.
2. BRITISH SPELLING		British English spelling is used to represent naturally occurring ELF speech.
3. SPELLING EXCEPTIONS	center, theater, behavior, color, favor, labor, neighbor defense, offense, disk, program, travel (-l-: traveled, traveler, traveling)	The 12 words listed on the left and all their derivatives are spelled according to American English conventions (e.g. colors, colorful, colored, to color, favorite, favorable, to favor, in favor of, etc.).
4.	I1: the students that (.) decide	Although words may not be fully

FULL REPRESENTATIONS OF WORDS	freely to enter (.) this kind of master knows (.) for example that he can (.) at the end achieve (.) sixty credits	pronounced or may be pronounced with a foreign accent, they are generally represented in standard orthographic form.
5. 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	All standard contractions are rendered whenever uttered. This refers to verb contractions with <i>be (am, I, are), have (have, has, had), will and would</i> as well as non-contractions.
6 DISCOURSE MARKERS	All discourse markers are represented in orthography as shown below. The lists provided are closed lists. The items in the lists are standardised and may not represent the exact sound patterns of the actual discourse markers uttered.	
	yes, yeah, yah	Backchannels and positive minimal feedback (All lemmatised as <i>yes</i> in frequency and keyword list)
	okay	
	mhm, hm	(closed sound-acknowledgement token) (All lemmatised as <i>mhm</i> in frequency and keyword list)
	aha, uhu	(open sound-acknowledgement token)
	no	Negative minimal feedback
	er, erm	Hesitation/filler (All lemmatised as <i>er</i> in frequency and keyword list)
	huh	tag-question/ eliciting agreement
	yay, yipee, whoohoo, mm:	Exclamations/joy/enthusiasm
	a:h, o:h, wow, poah	astonishment/surprise
	haeh	questioning/doubt/disbelief
	oops	apology
	ooph	exhaustion
	ts	click consonant
ur	disapproval/disgust	
oow	pity, disappointment	

3.4.2. Data Analysis Software

The transcribed and annotated corpus data will be analysed using a newly updated concordance tool, Antconc (version 3.2.4w from <http://www.antlab.sci.waseda.ac.jp>). With Antconc 3.2.4.w, various linguistic features will be analysed by utilising the different corpus-based research methods discussed in 2.4.2.2 (i.e. frequent words, keywords, collocations and chunk) as detailed in following section.

3.5 Data Analysis Procedures

3.5.1 Macro-Level Genre Analysis

First, in advance of analysing the textual structures, such as the moves and steps of the job interviews, a contextual framework, which examines the texts from a wider perspective, will be outlined. This will be called the ‘contextual structure’. A variety of non-linguistic features which might reflect successful interactions, such as the length of the job interview, the amount of language spoken by both interviewers and the applicants, the number of turn-takings with different patterns, and the different types of contextual situations used (e.g. discussions between interviewers and written technical tests, refer to Section 3.3), will be analysed and compared between successful and unsuccessful applicants. The findings will be examined in more detail in relation to the textual structures (i.e. moves and steps), and also with respect to the lexico-grammatical and pragmatic features.

As a next step, a textual structure analysis focusing mainly on move and step structures will be carried out. In this stage, a top-down approach will be applied since the size of the corpus data is relatively small, and the structural framework seems to be quite explicit, from

opening to ending, mainly based on the types of questions (e.g. biographical, competency-based, hypothetical and technical). Therefore, as discussed in section 2.4.2.1, the order of analysis will follow the general procedures of top-down approaches suggested by Biber, Connor and Upton (2007, p.11): developing communicative/functional categories, segmenting each text according to these categories, identifying and classifying the functional type of each discourse, analysing the linguistic features, describing the linguistic characteristics of each category, structuring the whole of the text as a sequence of discourse units, and describing the organisational tendencies within the discourse.

In order to establish a macro- and micro-rhetorical textual organisation in this regard, various kinds of sources were adopted in order to enhance reliability of the results based on a coherent and consistent structural formation within the common core communicative goals. Four major sources were utilised for this purpose: interview assessment forms; follow-up interview with interviewers; interviewers' comments addressed to the applicants during the interview, which points out what interviewers expect from applicants' answers in each stage; and a close observation of move and step collocations. First of all, three different versions of interview assessment forms designed by ODC, which include details of several interview evaluation criteria and an explanation of what will be examined at each specific stage, were utilised. Since one of these forms was actually applied during the appraisal process and served as a major source by which to judge the applicants' qualifications, the information sorted and combined from these three different interview assessment forms was an obvious basis on which to organise the move and step structures of this study. Extracts of the samples of the three evaluation forms are shown below (the full versions of each are not presented in this thesis for business confidentiality issues).

Table 11. Interview Assessment Form Sample 1

POINTS with Guidelines	5	4	3	2	1	COMMENTS
NOTE: Applicants are to be assessed on the points listed. “3” represents an average performer and is considered satisfactory.						
Education/Qualifications/Training: <ul style="list-style-type: none"> ● Meets minimum required qualifications? ● Has undertaken relevant training courses (details)? 						
Experience: <ul style="list-style-type: none"> ● Has minimum required years of experience? ● Has experience relevant to job applied for? ● Has sufficient technical knowledge and work skills? 						
Communication: <ul style="list-style-type: none"> ● Can be understood easily? ● Listens well and asks questions to clarify? ● Understands interviewer easily? 						

Table 12. Interview Assessment Form Sample 2

POINTS (Superior-5; Good-4; Average-3; Fair-2; Poor-1)	5	4	3	2	1	Remark
Qualifications: Education, Training & Accomplishments						
Experience: Relevant experience, Relevant skills & Achievements						
Characteristics: Achievement oriented, Cooperative, Responsible, Open, Dedicated, Mature, Professional, Showing an ability to learn						

Table 13. Interview Assessment Form Sample 3

Competency Profile						
Appraisal Factors: [Use 'Tick Mark' or "Circle" to rate]		4	3	2	1	N.A.
Rating → 4 – Excellent 3 – Satisfactory 2 – Fair 1 – Poor N.A. – Not Applicable						
Personal Attributes	Initial Appearance & Confidence					
	Attitude & Industriousness					
	Integrity/Dedication/Flexibility					
	Leadership/Planning Skills					
	Stress Tolerance					
	Analytical and Problem Solving Skills					

In addition, the discussions with interviewers during the follow-up interviews made the classifications of the move and step structures more qualitatively valid. The following example extracted from *F03-P-FA* effectively illustrates the interviewers’ original intention regarding one specific question relating to *sexual harassment*.

Researcher: What did you have in mind when you mentioned ‘sexual harassment’?
Interviewer: During the conversation, I noticed that she has a quite strong personality. So I just posed a hard question on purpose in order to observe how she reacted and solved the given problem, even though those kinds of cases happen very very rarely in the workplace.
 (Extracted from F03-P-FA, conducted in Korean and translated into English)

Questions regarding *sexual harassment* are not common in ordinary job interviews, and therefore it difficult to judge what was sought and expected by the interviewers in the first instance. By listening to interviewers’ own explanations after the interviews were finished, however, it was possible to understand the hidden purpose of the question, which was to verify the applicants’ problem-solving skills in an unexpected situation that might arise in the future working environment, and this ultimately helped to draw clearer guidelines on how to categorise such questions into appropriate rhetorical structures.

Finally, the discourse itself between and during interviews, both among interviewers and posed to applicants, also served as a useful tool by which to enhance the credibility of schematic structures. The below examples clearly demonstrate this.

Among interviewers

Interviewer 1: You have more questions on technical matters?

Interviewer 2: No more.

Interviewer 1: Then, it's okay to ask some questions on personnel matters?

(Extracted from P19-V-ME,
conducted in Korean between interviewers and translated into English)

To applicants

I1: <=>So why-why do you apply this position, (.) in this company? (1) You should know some the: you know.

F5-P-WA: This is the: uh (.) shipment company, sir? (.) Or:

I1: Shipyard.

F5-P-WA: Shipyard.

I1: Yes. (1) an:d you should know: (1) if you selected (.) an:d then (.) where you will: be placed, (.) and what kind of work you will do, (1) an:d the: those kind of things you should understand. (.) Then, you can apply to (1) the new: you know (.) new company: (.) You don't know about this company well?

(Extracted from F05-P-WA)

The first extract is taken from a conversation between interviewers, which indicates that the verification process regarding the applicant's technical background and qualifications was finished, and another probing phase regarding personnel matters such as career choices and personal attributes was about to start. This cue sign from the interviewers draws a clear distinction between two different moves. In addition, the latter extract demonstrated the kinds of strategic information which applicants should clearly deliver from interviewers' points of view during the target stage (such as providing a plausible reason for the application), to make a favourable impression. These informational guidelines suggested by the interviewers contributed to exploring and establishing the foundations of the rhetorical structures, and several informational strategies within them. Finally, after categorising and coding each

structure from the sources, their structural collocation patterns were closely observed and analysed in order to outline the final textual structure of this study.

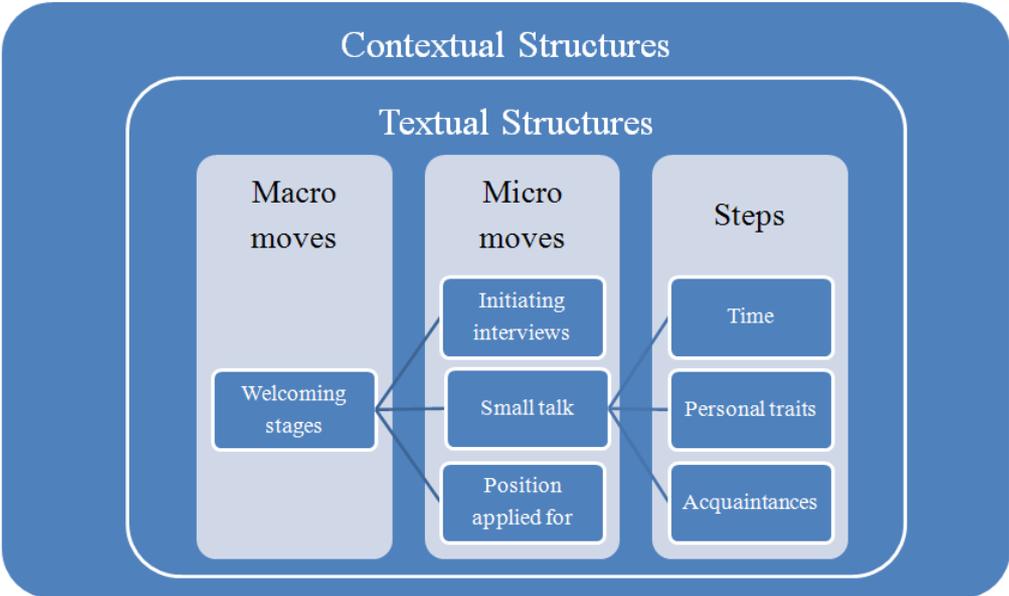
Based on the methods detailed above, the moves were categorised according to two different perspectives: *macro-moves* and *micro-moves*. Macro-move is a superordinate-level of rhetorical textual organisation, which encompass several subordinate-level schematic structures, or micro-moves. The series of macro-interview stages range from the beginning to the end of the interview, such as *welcoming*, *exploring*, *probing* and *ending*. The first stage is usually the welcoming macro-move, wherein hospitality is shown to the applicants by initiating interaction in a warm and friendly manner; the next stage is often the *exploring macro-move*, during which the interviewers begin to verify the applicants' personal information mostly by requesting applicants' self-introduction; the *probing macro-move* is used to examine applicants' general educational and professional backgrounds, and to scrutinise their qualifications in terms of the level of their technical knowledge in the target field. Finally, the *ending macro-move* is conducted to conclude the interview. In this sense, the macro-move does not have its own individual communication functions, but rather a generic and procedural stage encompassing several communicative sub-stages (i.e. micro-moves) inside.

Micro-moves are a series of practical (but optional) and functional categories of the job interviews, and form a main skeleton of the structure as sub-moves of each macro-move, to realise the overall communicative functions of specific macro-moves. For example, during the welcoming macro-move, several micro-moves, such as *initiating interview*, *position applied for* and *small talk* can be included.

Finally, *steps* refer to the various strategies utilised within each micro-move to effectively and tactically deliver the ideas to other interlocutors. Steps can be found both in interviewers'

questions and interviewees’ answers (or sometimes vice versa). For example, when breaking the ice at the beginning of the interview (e.g. using small talk as a micro-move within the *welcoming macro-move*), the applicants brought up various strategic topics and information, such as *personal traits* (e.g. a shared background and the applicant’s appearance etc.) and *acquaintances* (e.g. a partner or friends of the applicant already working for ODC), which seem to be beneficial for promoting applicants themselves and thus increase their possibility of being selected. The relationship between the *contextual structure* (refer to Section 3.5.1) and the *textual structure* (macro- and micro-moves and steps) can be visualised using the examples in Figure 7.

Figure 7. The relationship between contextual and textual structures

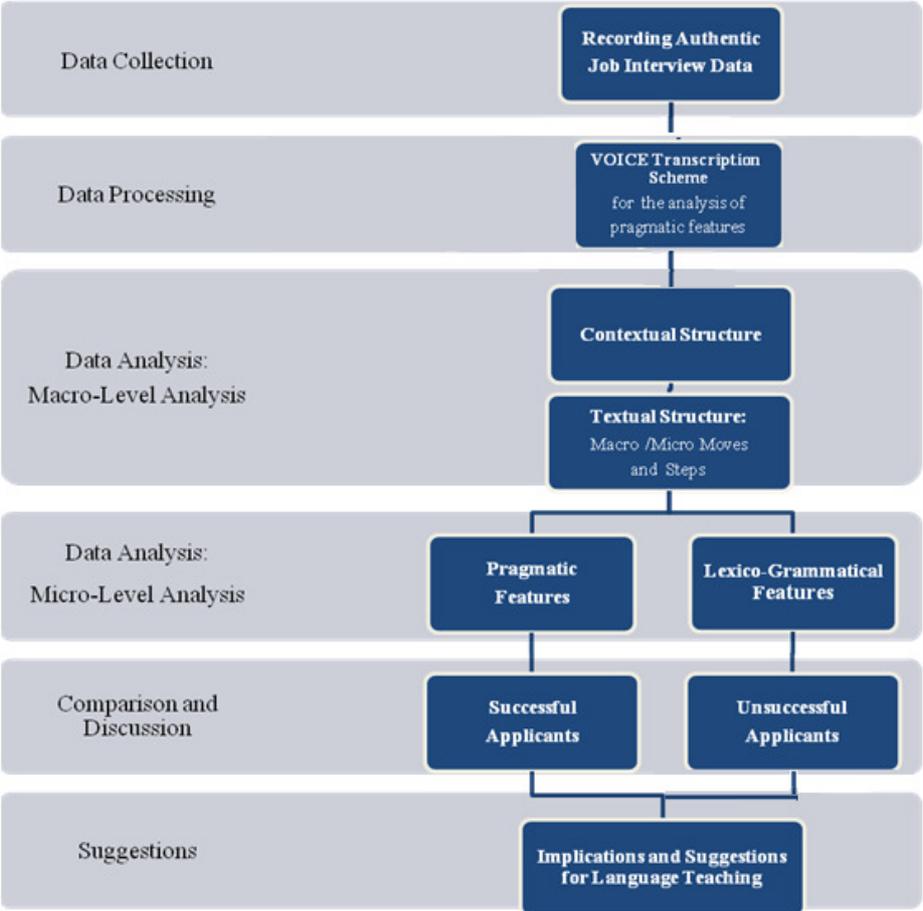


3.5.2 Micro-Level Genre Analysis

To investigate the communicative strategies realised by the lexico-grammatical features

in each move and step structure, different levels of linguistic patterns, from words to clauses, will be observed and analysed. In addition, in order to explore the functions of non-linguistic features such as pauses, repetitions and overlaps, the texts transcribed based on the VOICE scheme will be utilised, and the ways in which these pragmatic interactional markers are combined and/or interact with lexico-grammatical features in a given situation will be discussed in depth. Finally, all of the results, ranging from the analysis of the contextual framework to the linguistic and non-linguistic features used by successful and unsuccessful applicants, will be compared and discussed in order to determine the language teaching implications. The overall procedures of the research methods can be visualised as per Figure 8.

Figure 8. A flow chart displaying the methods used in this study



3.5.3 Corpus Analysis Procedures

In order to explore the lexical features, frequency lists for the SG and UG were created in relation to both the whole corpus, and the individual schematic structural stages. Next, keyword lists for SG and UG, which reveal words that occurred at an unusually higher (positive keywords) or lower frequency (negative keywords) compared to the other group, were created by using the UG corpus as a reference corpus for the SG, and vice versa. The keyword-generation method adopted for this purpose was log-likelihood. In order to ensure a more precise and accurate lexical analysis, the Someya Lemma List available at the Antconc webpage and partly adapted by researcher was utilised (all words were treated as lowercase in these stages). The investigation into lexis was then enlarged to the level of chunks in order to observe repetitively occurring phrases from two- to four-word combinations, which provides insight into how words combine to create purposeful meaning and generate pragmatic functions in the target contexts. Finally, the recurrent lexical items, from words to phrases, were observed at the level of phraseology in order to investigate how they interact with each other within the target context.

3.6 Limitation of the Research

In advance of the analysis, cautions against generalising the research results into the general BELF job interview communications and its ESP curriculum are merited, specifically in terms of data collection.

First of all, the data gathered for this thesis is from a company located in the Middle East and from applicants from four different Asian countries. Therefore, the cultural

perceptions and communicative behaviours are different from other BELF communicative situations such as those of Europe, America and/or Africa.

Second, even though a considerable effort has been made to diversify applicants' job interview samples from different BELF regions, since the company participating in this research is just one Middle Eastern ship-repair company, the company's values, business standards and culture are largely reflected in the selection process. In this sense, the findings cannot be applied to all other BELF job interview communications held in different sectors of business.

Finally, the amount of data analysed for this research is 40 samples in total, respectively 20 samples from each group. Since building a spoken corpus requires a considerable amount of human labour and time, a more extensive corpus, which would ensure enhanced representability of data, is not fully available from a practical perspective for a personal research project. Considering that this is a small and specialised corpus designed for the analysis of specific structural and linguistic features in a certain communicative situation (or a job interview setting in a multicultural BELF context), however, the result drawn from this corpus can be quite reliable in discussing pedagogical implications.

Considering all the limitations that this research entails, the discussion and pedagogical implications to be made throughout this paper are relevant for a multi-cultural BELF job interview situation, unless otherwise stated.

CHAPTER 4 ANALYSIS: CONTEXTUAL STRUCTURE

4.1 Introduction

In this chapter, the various types of contextual structures of job interviews will be compared and analysed across two groups in advance of an analysis of its textual structures and linguistic features. As mentioned in Section 3.5.1, *contextual structures* here refers to the outside frame of the job interview in terms of examining the discourse from an extra linguistic structural point of view. That is, it is not directly related to the interactants' linguistic aspects, but rather to the non-linguistic traits of job interview contexts. The discussions following will be conducted in terms of four major considerations: interview time, overall token distributions, turn-taking and contextual situations.

4.2 Contextual Structure of CELF-JOIN

4.2.1 Interview Time

As discussed earlier, the overall recording time of the successful group (hereinafter, SG) was 1.24 times longer in duration than that of the unsuccessful group (hereinafter, UG), amounting to approximately six hours and twenty minutes for SG and five hours and ten minutes for UG. The longer interview duration of SG also applied to interaction time – respectively around five hours and forty minutes for SG and four hours and forty minutes for UG – which solely includes direct verbal interactions between interviewers and interviewees and excludes the time for contextual situations, such as discussions between interviewers, written technical tests and interruptions by other staff members during the interview. Detailed

information on this is presented in Table 14.

Table 14. Comparison of interview time between SG and UG

	SG	UG
Recording time (hr: min.: sec.)	6:23:39	5:10:13
Interaction time (hr: min.: sec.)	5:43:41	4:40:50
Average recording time per person (min.: sec.)	19:13	15:30
Average interaction time per person (min.: sec.)	17:11	14:02
No. of tokens per minute during interaction	146.02	124.72

SG’s time was also 1.24 times longer in duration for recording (19 minutes 13 seconds vs. 15 minutes and 30 seconds), and 1.22 times longer for interaction time (17 minutes 11 seconds vs. 14 minutes and 2 seconds) compared to UG. In all respects, the amount of the interaction for SG was around 20% higher than that of UG.

Furthermore, in terms of the number of tokens used during the interaction time, SG produced 17.70% more tokens than UG, respectively using 146.02 and 124.72 tokens per minute on average. Considering the fact that the same interviewers were involved for each group, it is reasonable to say that the gaps seen in the average tokens between the two groups were mostly caused by the applicants’ different speaking styles, rather than those of the interviewers. Even though more investigation on this is needed, and will be provided in the following linguistic analysis sections, possible interpretations of this in light of previous literature (Scheuer, 2001; Kerekes, 2006, 2007; Lipovsky, 2008) are also available. Previous studies have demonstrated that successful candidates have a strong tendency to volunteer more information in order to actively elaborate their answers, whereas unsuccessful applicants

are likely to be less sensitive to this, and use a more lax mode of speaking. That is, the successful candidates in this research were more likely to be actively involved in the interactions by promoting themselves in a tight-speaking manner, compared to the unsuccessful candidate group. This seems to ultimately contribute to increasing or decreasing the informational density in SG and UG respectively, within an equal interaction time (i.e. per minute).

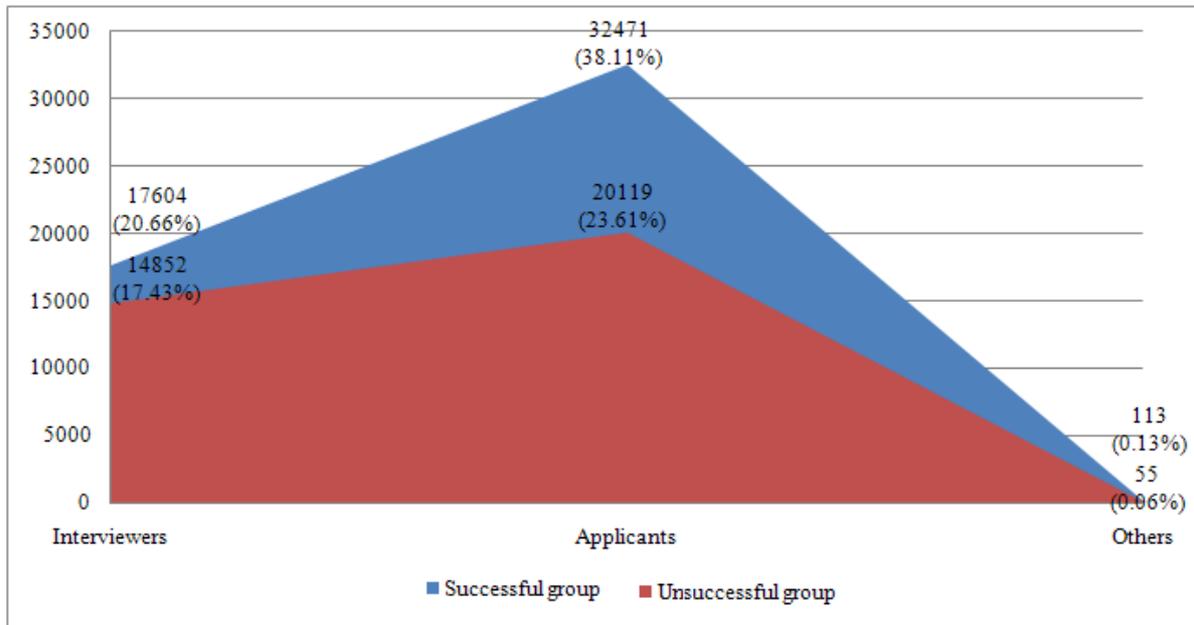
To sum up, both in terms of quantity and quality of time, SG yielded more productive and positive outcomes than UG by having longer interview durations, or promotional opportunities, and further by making their communication more informative based on intensely organised self-advertisement within the restricted time given. In the next section, the tokens used throughout the interactions between the two groups, and further between the interviewers and applicants, will be closely observed in order to compare and analyse their distributional differences across the whole corpus.

4.2.2 Token Distributions

Overall, CELF-JOIN, which is comprised of 20 sets of applicant data for each group, contains 85,214 tokens. The size of SG (50,188 tokens, 58.9% of the total corpus) was 1.43 times bigger than that of UG (35,026 tokens, 41.1%). The detailed organisation of CELF-JOIN according to the participants in each group can be visualised as per Figure 9. The participants are divided into three groups: interviewers, applicants and others (e.g. staff who assisted in the job interview process but did not influence the interactions). However, since the portion of ‘others’ in this corpus is extremely small (0.13% in SG and 0.06% in UG out of the total corpus), and therefore does not seem to have any significant meaning for the

discussion, it is not included in all of the tables and figures provided in the following sections.

Figure 9. Detailed organisation of CELF-JOIN according to participants

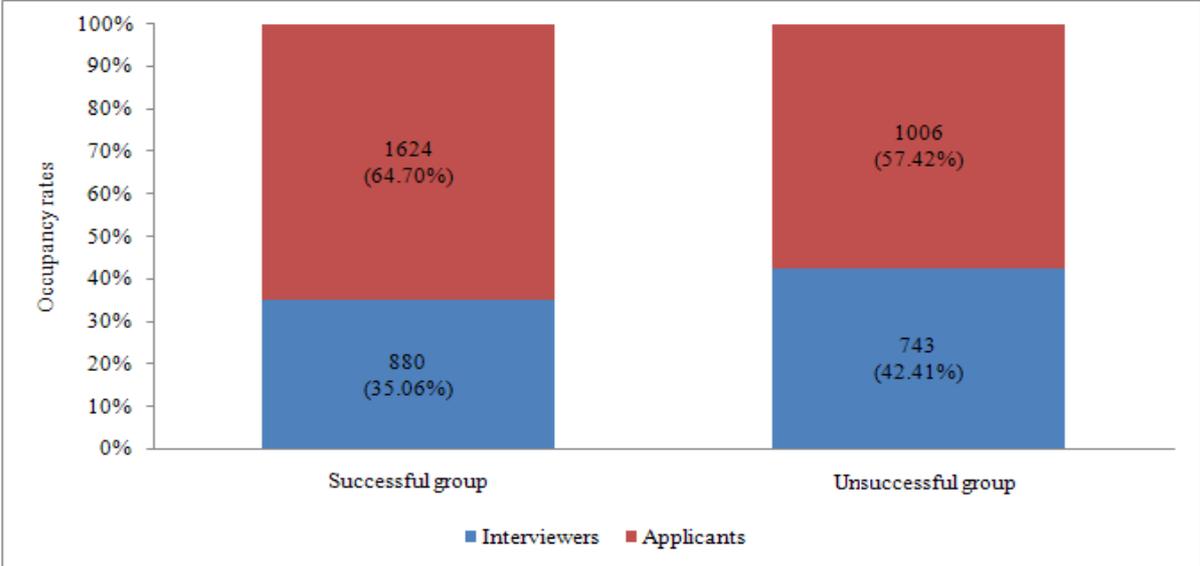


In term of the overall corpus, the group of participants that occupied the biggest proportion of discourse was the SG applicants (38.11%), followed by the UG applicants (23.61%). The proportional gap between these two groups was 14.50%, whereas the gap between the interviewers was only 3.23% (respectively 20.66% in SG and 17.43% in UG). This means that the successful candidates produced 1.62 times more tokens than the unsuccessful candidates did, whereas the interviewers for the two groups displayed differences of only 1.19 times in their token distribution. In other words, while the interviewers conducted the interviews using smaller numbers of token differences (19% gap) in the case of both SG and UG, the applicants' reactions in each group differed considerably (62% gap). Higher token usage occurred in SG compared to UG, when providing answers. This is supported by Scheuer's (2001) study, which revealed that the 'felicitous candidates'

produced almost twice the number of words than ‘infelicitous applicants’ did in response to questions. This coincides with the previous discussion, which suggested that successful applicants engaged in the interview process in a quantitatively more active way both in terms of total token production and token production per minute. This leads to the conclusion that the size of corpus between the two groups is largely dependent on the amount of tokens produced by each applicant group, rather than by the interviewers.

Finally, Figure 10, shown the average token distribution ratio between the interviewers and candidates within each SG and UG group, clearly shows the successful candidates’ higher token occupancy rates during the interactions, compared to those of the interviewers.

Figure 10. Token distribution rates of interactions between interviewers and applicants



Out of 2,510 tokens per interview case on average for SG, the interviewers used 880 tokens at a rate of 35.06%. However, the successful candidates produced 1,624 tokens, amounting to 64.70%, which means that they spoke 1.85 times more than their interviewers did throughout

the interactions. In UG, on the other hand, the number of tokens that the candidates and interviewers produced per interview case was 1,006 (57.44%) and 743 (42.40%); in other words, a token production rate only 1.36 times higher was observed for the candidates compared to the interviewers. The successful candidates' significantly higher domination of the interactions implies that the power of job interviews does not always lie on the side of the interviewers, despite the fact that they are regarded as having a full control over the conversation; rather, the power can considerably vary according to how the applicants approach the interactions, in terms of active and aggressive attitudes.

To sum up, the successful candidates' intense engagement during interactions is closely connected to the success of the job interview. Longer interactions seem to increase the possibility of applicants promoting their qualifications and skills in depth, and the duration depends considerably on the applicants' interactional styles and attitudes. This implies that it is important to increase learners' awareness of this aspect by informing them that interactional style and attitude can be considered a major criterion for successful and unsuccessful interview outcomes. However, systematically applying this into an actual language teaching classroom requires further discussion to identify what, exactly, brings about these quantitative differences between the two groups in terms of structuring their answers using effective and strategic choices of lexical items.

4.2.3 Turn-taking

Turn-taking refers to 'speech exchange systems' between interlocutors (Sacks, Schegloff & Jefferson, 1974, p. 696), which relates to who speaks first and next, and how they take turns. In this study, a 'turn' is determined by the start of any utterance made by the next

speaker as the previous speaker finishes his/her speech or takes a brief or lengthy pause during the turn, as exemplified below.

Example 1. The principle of turn-taking

1. **I1:** You're very (.) you know, varied- (1) various experience (.) and the: among here, (1) er: which company and which position (.) make you most- most- mostly proud of yourself and er: good achievement.
2. **P5-P-WA:** <=>erm, well, I, well, I would say that (.) erm: my stint also: in:- in:- overseas and also here in the [place 1] contributed that to (.) er: (1) what I: er: become: at the moment so: I became more tolerant of other people: I: adjust very well: I thrive in a multi-cultural er: work setting: (1) and: I'm flexible: and: you know: you (.) I would say that erm: erm: I:(.)'ve accomplished a lot, (.) I: contributed a lot to the company, (.) erm: because I (.) initiated the [name1],
3. **I1:** <=>hm
4. **P5-P-WA:** er: it's a system for HR: I also: have erm: revised the: manuals, policies and procedures for the company. (.) So: I could say that (.) I'm proudest of: my achieve<10>ment.</10>
5. **I1:** <10>What</10> kind of HR system?
6. **P5-P-WA:** It's an [name2] (.) system (.) that is yeah erm: fitted (.) to the company's needs.
7. **I1:** <=>hm: Self developed?
8. **P5-P-WA:** Yes, (.) yes. (1)
9. **I1:** Alright. (3)

As illustrated above, new turns generally begin after the previous speakers' speech is finished (turn 4, 5, 8 and 9). Besides this, several turns were initiated right after the other speakers' turns were finished without any noticeable pause (turn 2, 3 and 7) and some others overlapped with the previous turns (turn 5). In addition, minimal responses during a short break (turn 3) also counted as a turn. All of the cases were regarded as one single turn in this study.

In SG, the total number of turns exchanged between the interviewers and applicants

was 5,121. Out of the total turns, 2,573 (50.24%) were taken by the interviewers, 2,526 (49.33%) by the applicants, and 22 (0.43%) by other staff. In a similar proportion, out of 3,705 turns in UG in total, 1,876 (50.63%) were taken by the interviewers, 1,810 by the applicants (48.85%) and 19 (0.51%) by others. Since conversation is established based on interactions, it is quite natural that the turns were evenly occupied and contributed by each interlocutor group at almost the same participation ratio (around 50%), even though there were sometimes more than two interviewers, and conversations (or turn exchanges) between the interviewers themselves took place in some of the cases.

When turns consisting of only minimal responses (hereinafter, TMRs) are considered (e.g. turn 3), however, the two groups reveal significant differences in their turn patterns. Prior to discussing the TMRs, the scope of minimal responses needs to be clarified for the subsequent consideration of a multi-cultural communicative environment. Generally, 'minimal responses' refer to the utterances of 'a listener during a speech event to signal a certain level of engagement with the speaker' (Fellego, 1995, p.186), such as *mhm*, *yeah* and *hm*. In Fishman's (1978) study, however, the functions of minimal responses (i.e. *yeah*, *umm*, *huh* and *only that*) were more broadly defined as those that are used to request clarification, give a sceptical response and reveal critical attitude, rather than merely to express active listenership, demonstrate a sense of support, and signal understanding and agreement. Therefore, the minimal responses need to be defined from a wider perspective, with broader categories than those suggested by Fishman. Considering that the CELF-JOIN deals with multi-cultural communications involving five different nationalities, furthermore, the minimal responses actually uttered by speakers do not exactly match those of previous studies. Under the diversified categorisations made on the basis of the major communicative functions suggested by Fishman (1978), therefore, various kinds of minimal responses uttered by

different speakers with different cultural backgrounds were transcribed according to the VOICE transcription scheme with reference to their communicative functions. That is, the signals of active listenership in terms of a *positive minimal response* (e.g. *yes, yeah, mhm*), and also the signals for *hesitations* (e.g. *er:, erm:*), *negative feedback* (i.e. *no*), *clarification* (i.e. *haeh?*) and *eliciting agreement* (i.e. *huh?*).

In the following analysis, minimal responses which consist of a single turn, are only considered. The number and patterns of minimal responses throughout the corpus, regardless of whether they are sole components of one single turn (e.g. turn 3) or insertions in other speech (e.g. turn 7), will be discussed in more depth in the lexico-grammar analysis section of this paper. Here, therefore, the turns comprising only minimal responses will be examined in order to more closely consider the turn-taking patterns of the two different groups.

First of all, the percentage of TMR is 28.57% (1,463 out of 5,121 turns) in SG and 22.70% (841 out of 3,705 turns) in UG. SG showed relatively more TMR (a difference of 5.87%) compared to UG, as detailed in Table 15.

Table 15. Comparison of turns for minimal responses between SG and UG

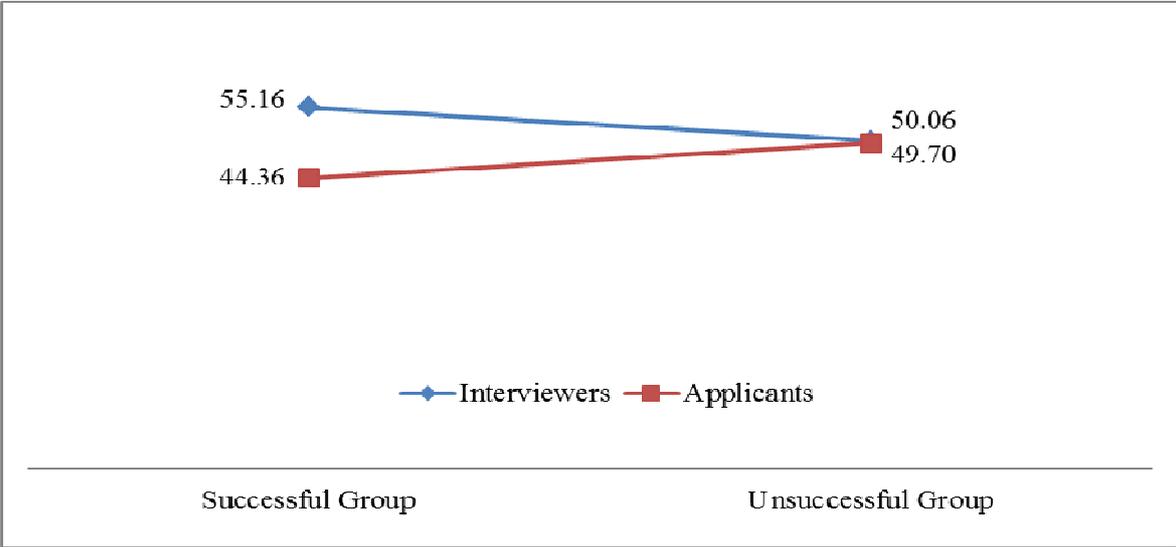
	SG			UG		
	TMR	Turns in total	Amount of TMR in the speakers' total turns (%)	TMR	Turns in total	Amount of TMR in the speakers' total turns (%)
Interviewers	807	2,573	31.36	421	1,876	22.44
Applicants	649	2,526	25.69	418	1,810	23.09
Others	7	22	31.82	2	19	10.53
Total	1,463	5,121	28.57	841	3,705	22.70

Interestingly, whereas the interviewers and applicants in UG showed similar TMR, respectively 22.44% and 23.09% (a difference of 0.65%) out of their total number of turns

used in the interactions, the SG interviewers used 5.67% more TMR than their applicants during the interviews, at a ratio of 31.36% and 25.69%, respectively. That is, among the four participant groups (i.e. SG interviewers, SG applicants, UG interviewers, UG applicants), the interviewers in SG responded the most attentively and interactively, by allocating more than 30% of their turns to show active listenership to their interlocutors, or successful applicants. This implies that the interviewers' attitudes towards the applicants in SG were generally more favourable and positive, and it also means that the successful candidates' discourse, or self-promotion, was more attractive and informative for the interviewers in relation to their evaluations.

In addition, in terms of TMR distributions within each group, the SG interviewers' higher participation was highlighted, as shown in Figure 11.

Figure 11. TMR distribution rates in each group



Out of the total 1,463 TMR in SG, the interviewers (807 turns, 55.16%) produced 10.80% more TMR than their applicants (649 turns, 44.36%), whereas both interviewers and applicants in UG recorded similar rates of TMR in their conversations (50.06% from the

interviewers and 49.70% from the applicants). This suggests that stimulating a high level of interviewer engagement during interactions is very critical and highly relevant to successful job interview interactions.

The distribution of five detailed patterns of TMR, or *positive and negative feedback, hesitations, clarifications and eliciting agreement*, gives a clear idea of the different minimal response usage between two groups, as shown in Table 16.

Table 16. Detailed patterns of TMR in terms of turn-taking strategies

Types of TMR	Interviewers		Applicants		Interviewers		Applicants	
	SG		UG		SG		UG	
	TMR	Percentage	TMR	Percentage	TMR	Percentage	TMR	Percentage
Positive feedback	768	95.17	384	91.21	615	94.76	380	90.91
Hesitations	23	2.85	14	3.33	14	2.16	23	5.5
Negative feedback	0	0	1	0.24	9	1.39	8	1.91
Clarifications	11	1.36	17	4.04	11	1.69	7	1.67
<i>Eliciting agreement</i>	5	0.62	5	1.19	0	0	0	0
Total	807	100	421	100	649	100	418	100

The most predominantly used TMR in all four interlocutor groups was *positive feedback*, with the average rate of 93.01%. SG showed relatively more *positive feedback* (95.17% for the interviewers and 94.76% for the applicants) compared to UG (respectively 91.21% and 90.91%), with gaps of 3.96% and 3.85%. The areas showing higher rates in UG were *hesitations* and *clarifications*. In the case of *hesitations*, wherein a turn does not begin right after the other speaker's turn is finished, due to uncertainty, embarrassment and/or long thought processes, the unsuccessful candidates (5.5%) produced 2.55 times more hesitations, compared to the successful candidates (2.16%). Also, in terms of *clarifications*, which involve asking other speakers to explain something more clearly and in more depth due to uncertainty relating to the information provided, the interviewers in UG showed the highest rate (4.04%)

of the four interlocutor groups. That is, the interactions in SG featured a considerably higher level of positivity, with productive verbal signals that encourage the other interlocutor's involvement, and this seemed ultimately to contribute to making exchanges more interactive and relational; as pointed out by Kerekes (2006), a mutually collaborative interactional style is a core of successful job interview interactions. In UG, on the other hand, even though *positive feedback* took up a major part of the TMRs, two negative factors, *hesitations* and *clarifications*, which are symbols of delayed responses and misunderstandings, showed that there is a certain level of interruption even in a natural and smooth communicative flow.

When TMRs are excluded from the total turns, furthermore, it is possible to observe how the actual communicative turns containing certain types of promotional content were exchanged between the interlocutors. The distribution of total turns, including and excluding TMRs between the two groups, is visualised in Figure 12 and 13.

Figure 12. Distribution of turns with and without TMRs in SG (turns for non-interviewers/-applicants (i.e. 'others') not specified)

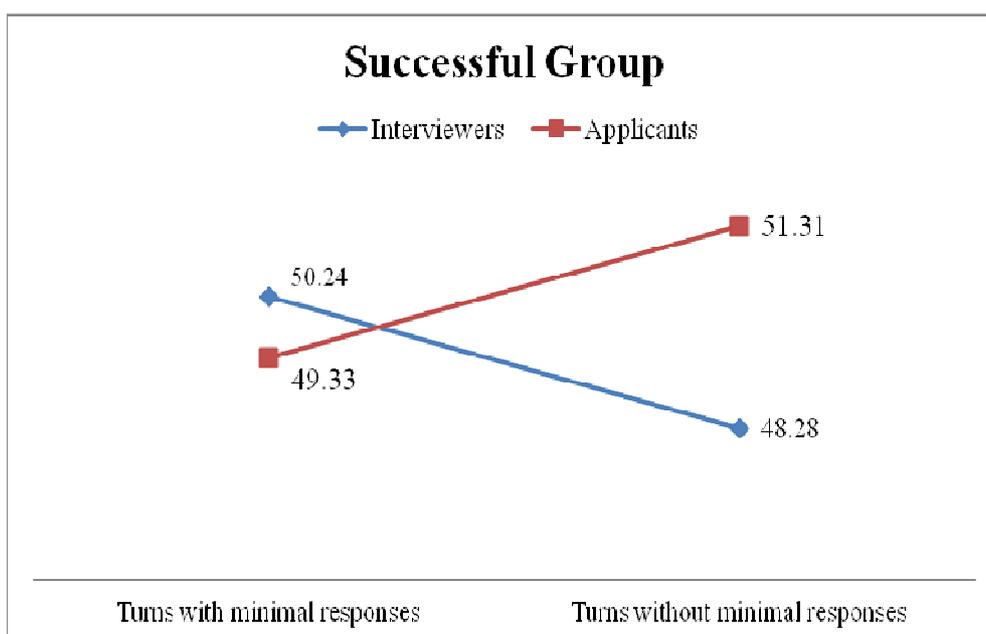
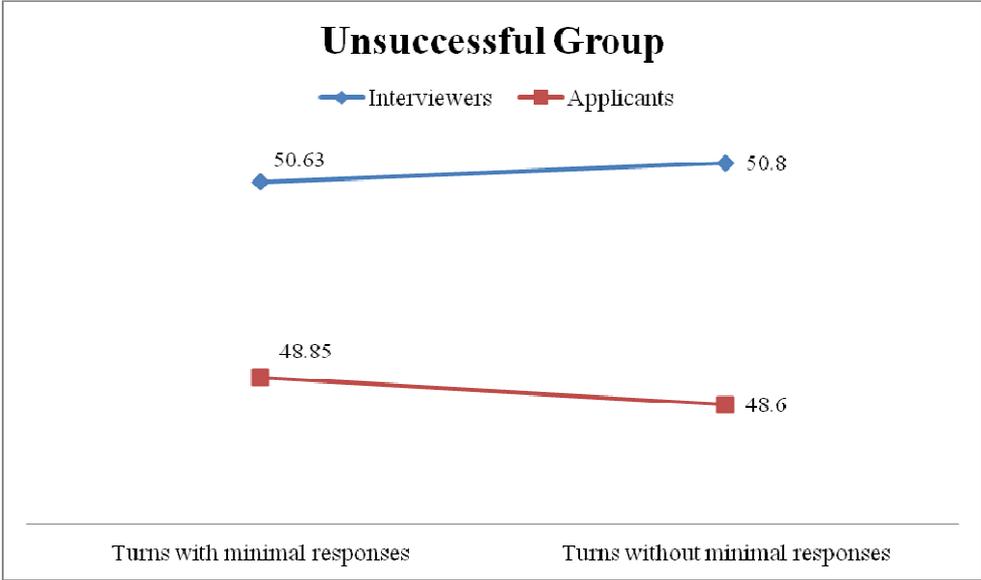


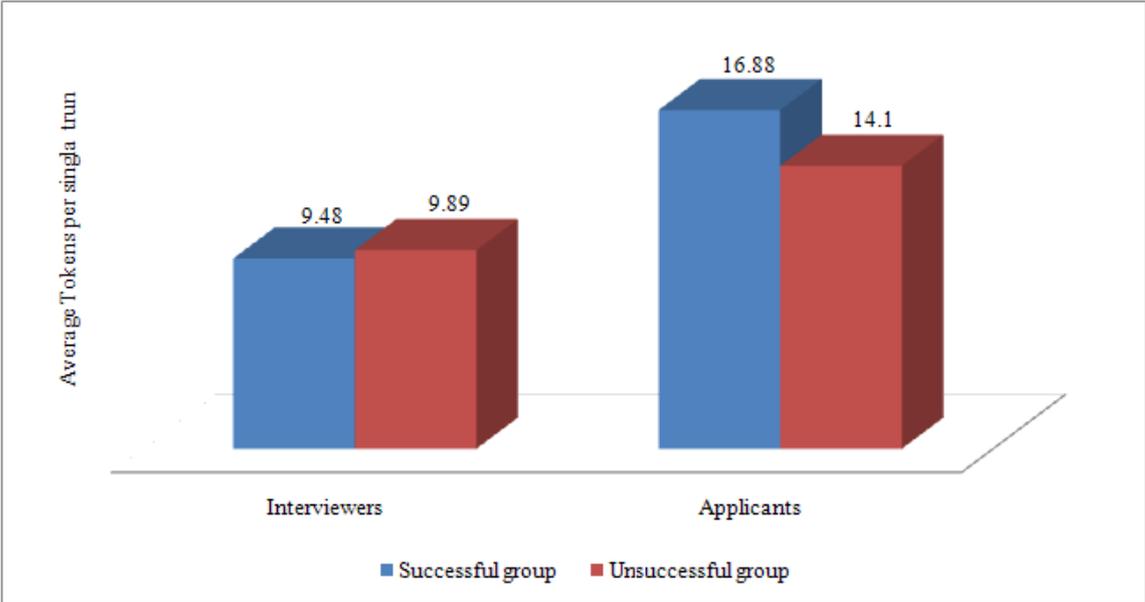
Figure 13. Distribution of turns with and without TMRs in UG (turns for non-interviewers/- applicants (i.e. ‘others’) not specified)



In SG, the number of interviewers’ turns was slightly higher than that of their applicants when TMRs are considered (50.24% and 49.33%, 0.91% difference). However, this distributional rate is reversed when TMRs are excluded from the total turns. That is, the SG applicants took more turns for information exchanges (51.31%), compared to the interviewers (48.28%), and this can be seen as counterevidence of higher occupancy of TMRs in the interviewers’ speech, as previously discussed. However, UG did not show significant differences in either case (with differences of 1.78% and 2.2%, including and excluding TMR, respectively), and slightly higher turn occupancy was maintained for the interviewers (50.63% and 50.8%). Therefore, it seems reasonable to suggest that the applicants in SG tried to take more opportunities (or turns) to express themselves, and used relatively more active participation, compared to the applicants in UG, while the interviewers in SG promoted the applicants’ engagement by more interactively reacting to them as attentive listeners, rather than overly controlling the conversation as gatekeepers with absolute hierarchical power.

Furthermore, the number of average tokens per turn, excluding TMRs, also provides critical evidence of the successful candidates' active participation (Figure 14). Since almost all of the minimal responses comprised one single word, such as *yeah*, *haeh?* and *uhm*, the turns only comprising minimal responses (or TMRs) were not regarded in the following analysis, in order to precisely observe how much of the information was actually exchanged per turn during the job interview interactions.

Figure 14. Average tokens per single turn (excluding TMRs)



As shown in Figure 14, the tokens used by the interviewers per turn were almost identical in both groups (9.48 and 9.89 tokens in SG and UG). This seems to have been caused by the fact that the interviewers conducting the interviews, and the questions prepared and posed to the applicants in both groups, were almost identical. However, the tokens produced by the successful applicants (16.88 tokens) equated to 20% more than those of the unsuccessful candidates (14.1 tokens), which means that 2.78 more tokens per turn were used

by the successful candidate group.

As discussed so far, the SG candidates endeavoured to increase their engagement within the job interview interactions to a greater extent than the UG candidates did. This was achieved via higher turn distributions for information exchanges, and more token productions per turn. In addition, the interviewers in SG allocated more than 30% of their turns to show their full attention to their candidates' utterances, with a significantly higher level of positive feedback compared to the other participant groups. In other words, the major characteristic of SG can be highlighted as applicants' active participation based on their interviewers' high level of attention, which led the gate-keeping context more informationally abundant, interactively active, and relationally rich.

4.2.4 Contextual Situations

'Contextual situations' refers to the interaction that occurs during the interview but do not form part of the verbal interaction itself (refer to Section 3.3). That is, these mainly relate to the time used to conduct/take a brief technical test, discussions between the interviewers in their L1 in the middle of interviews, or interruptions made by other staff members. Since these situations are both directly and indirectly connected to evaluations of the interviewees' qualifications, and are the causes of discontinuing verbal interactions between the interlocutors in either a positive or negative way, the different types and durations of the contextual situations in each group can provide several clues in evaluating the applicants' performances throughout the overall interview procedures.

The contextual situations can be categorised into seven different types: reviewing interviewees' document, discussions between interviewers on the interviewees' qualifications, filling out evaluation forms, testing technical knowledge, interruptions by interviewees,

clarifications for clear communication and interruptions by interviewees.

First of all, *reviewing interviewees' documents* refers to the time taken to skim through the applicants' CVs, usually at the beginning of the interview, and/or to check their credentials through various types of certificates and licenses, as shown in bold in the extract below.

Example 2. Contextual situations of reviewing interviewees' document

<P2-P-ME:> Good morning. (2)
<I1:> Good morning: (1) Have a seat.
<P2-P-ME:> Thank you.
<Context:> **<Reviewing doc. (26)>**
<I1:> Okay, let me (.) have some: (1) time for review your: <1>CVs:</1>
<P2-P-ME:> (1) Take your time. <1>No problem</1>
<I1:> Okay.
<Context:> **<Reviewing doc. (13)>**
<I1:> Alright. (.) er: (1) er: What's your name?

Second, *discussions between interviewers on the interviewees' qualifications* refers to situations in which the interviewers conducted a short discussion on the applicants' eligibility for the target position, by evaluating their career backgrounds, technical knowledge and attitudes during the interview. The discussions were usually conducted in the interviewers' L1, or Korean, so that the applicants did not understand what was being discussed. In the below extract, the interviewers conducted a short discussion (15 seconds) just after the computer-based technical test was completed.

Example 3. Contextual situations of discussions between interviewers on the interviewees' qualifications

<Context:> <Clearing the PC. (5)>
<F14-I-ME:> Mostly I work on desktop (.) not like on this laptop.
<Context:> <Discussion between interviewers. (15)>
<I1:> So: (.) just I will ask some few questions (.) huh? about (1) your position. Now, you are working as: a:: assistant manager, right?
<F14-I-ME:> <=>Yeah.

Third, *filling out evaluation forms* refers to situations in which the interviewers make a final judgment on their interviewees at the end of the interview in written form, as explained in the Research Method section, with reference to three types of evaluation sheet samples. However, this stage is largely optional, because in most cases the interviewers filled out the forms when their applicants had left the room, rather than spending time on completing the evaluation in front of the candidates.

Example 4. Contextual situations of filling out evaluation forms

<I1:> <=>What- what kind of experience? (1)
<F2-P-ME:> er: (.) to enhance my: er (.) er::: my professional sir (1) so (2) yes.
<Context:> <Filling in the interview evaluation form. (27)>
<I1:> You have any question to- to me?
<F2-P-ME:> Haeh?
<I1:> Any question to me? (3)

Fourth, *testing technical knowledge* is a stage that involves verifying applicants' professional specialties through various kinds of technical tests; for instance, explaining ship drawings, completing computer tasks, and solving technical problems.

Example 5. Contextual situations of testing technical knowledge

<Context:> **<Preparing for the test. (13)>**
<I4:> I can test one more things? (.) Okay? (1) You can written here:
<P9-S-ME:> Yeah.
<I4:> er: simply, (1) maybe, (1) ten sentence in here.
<P9-S-ME:> Yeah. (1)
<I4:> That your- (1) your future plan, (.) if you join with (.) us (.) huh?
<P9-S-ME:> <=>Yes, I will write. (.) Just how to:
<I4:> <=>Yes.
<P9-S-ME:> <=>your: my:- my ability improve your:
<I4:> <=>Yeah, yeah.
<P9-S-ME:> <=>Yeah.
<Context:> **<Testing written ability. (36)>**

Fifth, *interruptions by interviewees* refers to discontinuity of the interviews due to undesirable occurrences on the part of the applicants, such as their phones ringing, as shown below.

Example 6. Contextual situations of interruptions by interviewees

<F10-S-ME:> er: there is my duties: (.) onboard vessels, (.) er: repairing of generator: as well as panel boat, (1) especially: these: (1) automatic transport switches (.) as well as: motor maintenance.
<Context:> **<Phone ringing. (4)>**
<F10-S-ME:> Sorry.
<I4:> Turn off.
<F10-S-ME:> Yes.
<Context:> **<Turning off phone. (5)>**

Sixth, *clarifications for clear communication* in a non-verbal communicative form usually occurred when the interviewers did not catch the applicants' exact meaning. When misunderstandings occurred or were about to occur, both parties tried to make the communication clearer and more effective by writing the word or figure down on a piece of paper.

Example 7. Contextual situations of clarifications for clear communication

<I2:> Okay. (.) Tell me about the: MGPS system.
 <P7-S-ME:> <=>haeh?
 <I2:> MGPS system, (.) do you know MGPS?
 <Context:> <Writing the word down to aid communication. (4)>
 <P7-S-ME:> MG:- (2) GPS (1) Magnetic er: Global Positioning System. (1) So: Global Positioning System which (.) er: you find, (.) er: (1) is it alright?
 <I2:> Yeah. That's right.

Finally, *interruptions by other staff members* were not directly related to the insiders' (i.e. interviewers' and interviewees') communications, but rather to outsiders' (i.e. assistant staff members' or colleagues') disturbances, including notable noise and/or interference during the conversation to discuss unrelated administrative matters, as in the example below.

Example 8. Contextual situations of interruptions by other staff member

<I1:> So: (1) if: the company select you: then: er: when can you join to ODC?
 <P3-P-WA:> I can join: immediately, (.) anytime the company wants, (1) I have already.
 <Context:> <Interruption by other interviewer. (35)>
 <I1:> So: you can join: immediately
 <P3-P-WA:> <=>Yes. (4)

The number of the occurrences of these seven types of the contextual situations is presented in Table 17 in detail.

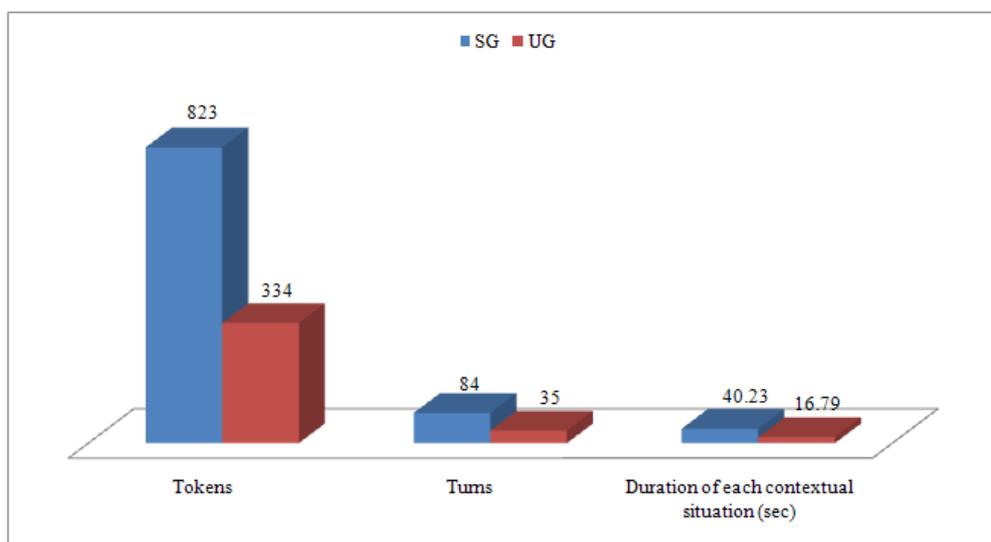
Table 17. Occurrences and time duration of contextual situations in SG and UG

Type of contextual situation	Number of Occurrences (Percentage of total (%))		Total Duration (sec.) (average time per occurrence)	
	SG	UG	SG	UG
Clarifications for clear communication	2 (3.28)	16 (15.24)	10 (5)	134 (8.38)
Reviewing interviewees' documents	17 (27.87)	30 (28.57)	272 (16)	585 (19.50)
Interruptions by interviewees	2 (3.28)	6 (5.71)	24 (12)	35 (5.83)

Filling out evaluation forms	3 (4.91)	1 (0.95)	34 (11.33)	27 (27)
Discussions between interviewers on interviewees' qualifications	17 (27.87)	25 (23.81)	260 (15.29)	371 (14.84)
Testing technical knowledge	15 (24.59)	25 (23.81)	1,722 (114.80)	600 (24)
Interruptions by other staff members	5 (8.20)	2 (1.91)	132 (26.40)	11 (5.50)
Total	61 (100)	105 (100)	2454 (40.23)	1763 (16.80)

The total number of interruptions within contextual situations in SG and UG was respectively 61 and 105. It is difficult to precisely compare the occurrences for contextual situations because the length of the interviews for the two groups differed significantly: however, considering the fact that the total length of the SG interviews (50,188 tokens) was 1.43 times longer than that of UG (35,026 tokens), 1.72 times more occurrences for contextual situations in UG means that considerably more incidents relating to discontinuities in verbal interactions arose throughout the interview process. Figure 15 illustrates the frequency with which one contextual situation occurred in terms of tokens, turns and time duration on average in the interview interactions.

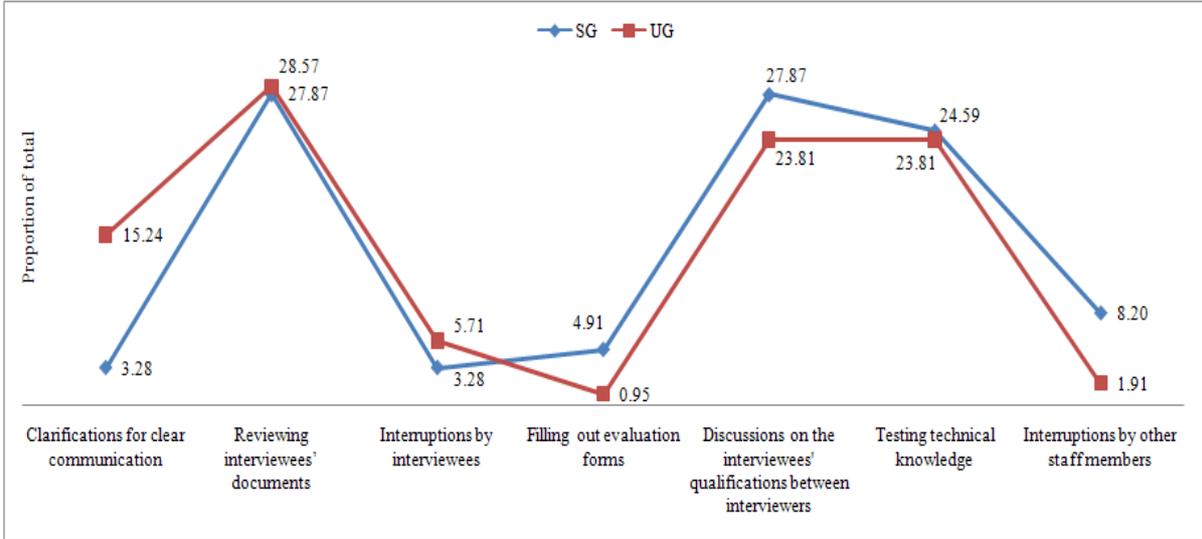
Figure 15. Average frequency of occurrence of contextual situations in terms of tokens, turns and time duration



To begin with, in terms of the total tokens, one single contextual situation occurred per 334 tokens in UG and 823 tokens in SG. This means that SG produced 2.47 times more tokens than UG before one contextual situation occurred. In other words, SG maintained considerably longer interactions, with smoother communicative flow and less interference. On the other hand, the frequent situational obstructions in UG hindered continuous verbal interactions, and ultimately these seemed to make the focus of the interlocutors' communications more distracted. Similarly, in terms of turns, the interactions within UG were discontinued 2.40 times more often than for SG, with one contextual situation arising every 35 turns, whereas for SG this occurred once every 84 turns. Last but not least, the duration of each individual situation in SG was considerably longer than UG, at 40.23 and 16.79 seconds, respectively. This confirms that the communication flow of SG interactions was maintained relatively more seamlessly, with fewer interferences but longer individual contextual situations, whereas UG was obstructed more often, with a shorter time duration.

Through observation of the different types of contextual situations, furthermore, the predominant contextual patterns of each group were examined. It would not be reasonable to evaluate the statistical importance of these results, because some contextual situations did not occur often enough for their meanings and implications to be discussed from a quantitative point of view; however, a general understanding can be obtained of how different contextual situations were observed in the two different groups, and how they affected the outcomes of the job interviews. The distributions of each contextual situation can be visualised as per Figure 16.

Figure 16. The proportion of individual contextual situations in SG and UG



First of all, three of the most frequently occurring patterns in the SG and UG groups were *reviewing interviewees' documents* (28.57% and 27.87%), *discussions on the interviewees' qualifications between interviewers* (27.87% and 23.81%), and finally *testing technical knowledge* (24.59% and 23.81%), which showed time differences of 1.03, 1.17 and 1.03, respectively, between the two groups. The major common feature of these three contextual situations is that they are neutral – i.e. neither positive nor negative in nature, since they were typical and natural parts of the interview process.

On the other hand, two negative features, *clarifications for clear communication* and *interruptions by interviewees*, were observed 4.65 and 1.74 times more often in the UG conversations. This means that the interactions in UG were more frequently interrupted due to unclear communications (i.e. where it was necessary to write words or figures down on paper), or the applicants' unprofessional etiquette (i.e. phone ringing), which arise from deviant communicative behaviours on the part of the insiders. On the other hand, the occurrence rate of outsiders' interruptions, or *interruptions by other staff members*, was considerably higher in SG than in UG. That is, whereas SG's interactions were affected by outsiders, UG's were

disturbed by the insiders, or the applicants themselves. The frequent occurrences of negative contextual situations caused by the UG applicants seemed to cause the interviewers to draw unfavourable impressions, by making the applicants appear unlikely to make desirable colleagues in the future workplace, both in terms of communication and attitude. The extract below exemplifies how one applicant's attitude during the interview process was considered critically from the interviewer's perspective.

Example 9. The interviewer's evaluation on the appropriate attitude

<I4:> <=>hm:, (2) please show me the: <2>your</2> phone?
 <P8-S-ME:> <2>which one</2> Phone?
 <I4:> <=>Yeah. (1)
 <P8-S-ME:> Yeah, of course.
 <I4:> Now <3>turn on?</3>
 <P8-S-ME:> <3>you want me</3> to
 <I4:> <=>turn on or turn off?
 <P8-S-ME:> No, it's turn on. (1)
 <I4:> If: some bad- something is call you, you will receive phone call: maybe?
 <P8-S-ME:> Maybe now?
 <I4:> hm (1)
 <P8-S-ME:> Yeah, maybe. (.) Shall I: turn it off or what do you want me to do?
 <I4:> You have to (.) prepared before.
 <P8-S-ME:> I'm sorry. (1) Okay, if you want, (.) I will. **<Phone being turned off.>**
 <I4:> **I don't want. (.) That's attitude.**
 <P8-S-ME:> Sorry. (2) Okay. I make it silent.
 <I4:> hm

Even though very little time was taken up for the contextual situation in the above extract, it clearly shows how the applicant's unprofessional attitude during the job interview was negatively evaluated by the interviewer.

Finally, SG (4.91%) showed a 3.96 times higher rate in *filling out evaluation forms* than UG (0.95%). Even though this was a highly optional situation, which only occurred three

times in SG and once in UG, the interviewers' comments at the end of and after the interviews gave possible clues of its further implications. Generally, in the case of UG, the interviewers spent considerable time on evaluating the applicants, rather than providing an instant judgment. I1's comment to the researcher after F3's interview clearly supports this.

In terms of professional qualifications, she speaks English well... and seems to take care of her duties professionally... and also to do whatever jobs are assigned to her very quickly... but we should wait and see. If there's really no one suitable for this position, I'll consider. Anyhow she might be difficult to accept for the role.

Even though the objective qualifications of F3 were good enough, she did not receive instant positive evaluations at the end of the interview, but rather was put on a list for further evaluation. This suggests that beyond simply counting the occurrences of target contextual situations (i.e. *filling out evaluation forms*), the reasons for the interviewers' instant 'yes' and delayed 'no' verdicts need to be investigated in more depth, in conjunction with their pragmatic competencies realised through the applicants' different discourse structures and lexico-grammatical choices. This will be addressed in later sections.

Next, in order to examine the quality of each contextual situation in terms of time distribution, the average time spent on each individual situation was calculated. As pointed out earlier, SG spent a lot more time (40.23 seconds) on each contextual situation than UG did (16.80 seconds). Again, this implies that SG had considerably longer spaces of time to spend on individual contextual situations but these occurred less frequently throughout the conversations. In contrast, UG had a shorter duration (16.80 seconds) when each individual contextual situation occurred but they were considerably more frequently interrupted by this, compared to SG. Ultimately, this seemed to significantly contribute to maintaining fluid mutual communication in SG by keeping the interactions more focused, with fewer distractions.

To summarise, the occurrences, lengths and patterns of contextual situations between the two groups showed significant differences from both quantitative and qualitative points of view. Quantitatively, for UG, more contextual situations arose, mostly from the UG applicants themselves through certain types of negatively evaluated behaviours (i.e. communicative clarifications and unprofessional attitudes). From a qualitative perspective, SG kept a smooth communicative flow by maintaining a longer interaction time without much hindrance. These overall positive communicative situational features also seemed to contribute to drawing a quick positive judgment from their interviewers at the end of the interactions.

4.3 Conclusion

From the discussions in Chapter 4, contextual structures of BELF job interviews have been closely observed in terms of interview time, overall token distributions, turn-taking and contextual situations. SG applicant group features quantitatively higher opportunities for self-promotion by providing information during a longer space of time but with more tightly-structured discourse. In addition, SG interviewers reacted towards their applicants in a highly positive manner, by allocating more than one third of their turns only to give positive feedback. Furthermore, the SG group's smooth communicative flow by refraining from initiating negatively evaluated contextual situations was also one of the critical differences, compared to those of UG.

CHAPTER 5 TEXTUAL STRUCTURES – SCHEMATIC MOVE AND STEP STRUCTURES

5.1 Introduction

In the previous chapter, the general non-linguistic characteristics of successful and unsuccessful job interviews have been discussed. In order to understand the distinctive characteristics inherent in each job interview interaction from a more holistic point of view, however, multi-dimensional aspects of these, which are other possible factors influencing the different interview outcomes, should be closely examined under consideration of discourse structures and then of linguistic sources. In this chapter, therefore, the schematic structures of job interviews will be closely examined by focusing on the different levels of textual organisation, such as moves and steps, and finally on how these are interconnected with the contextual situations discussed in the previous chapter in terms of the successful and unsuccessful attainment of communicative goals in the job interview discourse.

5.2 Schematic Structures: Macro- and Micro- Moves and Steps

5.2.1 An Overview of Schematic Structures of Job Interviews

The move and step structure of CELF-JOIN was established based on four different sources in order to enhance the reliability of the results and ensure these are broadly-based and viewed from multiple perspectives, as detailed in the Research Methods section 3.5. These different sources of information contributed to forming a coherent and consistent schematic structure under the focal communicative goals set at each stage of the job interviews. The schematic structure of CELF-JOIN is presented below.

Table 18. Schematic structure of CELF-JOIN

1. Welcoming stage

- 1) Initiating interview
 - (1) Commencing interview
 - (2) Opening salutation
 - (3) Inviting/taking a seat
 - (4) Submitting/reviewing CV
- 2) Position applied for
(Checking/supplying information about)
 - (1) Current target position
 - (2) Clarification of position applied for
 - (3) Re-application
- 3) Small-talk
(Talking about)
 - (1) Time-related topics
 - (2) Personal traits
 - (3) Acquaintances

3. Probing stage

(Requesting/demonstrating)

- 1) Educational qualifications
 - (1) Education
 - (2) Training
- 2) Work experience
 - (1) Career experience
 - (2) Remarkable achievements
- 3) Technical knowledge
 - (1) Specific skills
 - (2) Functional knowledge
 - (3) Key competencies
- 4) Career choices
 - (1) Job expectations
 - (2) Interests
 - (3) Long-term objectives
- 5) Personal attributes
 - (1) Self-motivation
 - (2) Attitude
 - (3) Characteristics

2. Exploring stage

(Enquiring/providing information about)

- 1) Personal information
 - (1) Name
 - (2) Age
 - (3) Nationality/Hometown
 - (4) Marital status/Family members
 - (5) Religion
 - (6) Health/Drinking/Smoking
- 2) Self-introduction

4. Ending stage

- 1) Negotiating job offer
(Conducting talks about)
 - (1) Salary negotiation
 - (2) Position negotiation
 - (3) Explanation of company and duties by interviewers
 - (4) Employee benefit schemes
 - (5) Time of joining
 - 2) Further questions
 - 3) Closing
 - (1) Interview result notification
 - (2) Closing comments
 - (3) Closing – Appreciation
- * Side chat
(various interruptions made by other parties)

In CELF-JOIN, four macro- and 13 micro-moves, and 37 steps, were observed as explained in 3.5 in detail. A detailed schematic structure of this study, and an explanation of each structure in terms of definition, purpose and content, will be briefly presented and discussed in the following in advance of a detailed analysis of the schematic structures of each stage in later sections.

5.2.1.1 Welcoming Macro-move

As the first phase of job interview interactions, the *welcoming stage* plays the important role of establishing an initial relationship between the interviewers and applicants in a cordial manner. This can be regarded as a kind of preparation and initiation stage of the job interview interactions, before the official investigation process, which scrutinises applicants' personal details and qualifications. This stage generally begins when the applicants come into the interview room or produce any initial verbal or non-verbal signals. The *welcoming stage* is comprised of three micro-moves: *initiating interview*, *position applied for* and *small-talk*. To begin with, the first micro-move, *initiating interview*, which is located at the very beginning of the interview, includes four steps: *commencing interview*, *opening salutation*, *inviting/ taking seat* and *submitting/ reviewing CV*. First, *commencing interview* refers to the several types of starting stages, such as when the applicants enter the meeting room and ask for being interviewed, and/or when the interviewers give verbal cues of permitting the interview. Next, in the *opening salutation*, the interviewers and applicants greet each other and show their respective appreciation for the applicants' attending and being invited to the interview. The interviewees then asks about their *seat* (e.g. *Where should I sit?*), and the interviewers give them permission to be seated (e.g. *Have a seat please.*). This step, *inviting/taking a seat*, can come before or after the *opening salutation*, depending on the situation. Lastly, the final step, *submitting/reviewing CV*, occurs. This step is usually

comprised of the interviewers' request to submit the CV in advance of posing official interview questions, and times taken for reviewing the document.

The second move is *position applied for*. This move confirms the applicants' target department and position in the company. Three different steps are observed in this move: *current target position*, *clarification of position applied for*, and *re-application*. *Current target position* involves a brief verification process conducted by the interviewers to confirm the position the applicant is applying for, even though it has previously been checked by an assistant and stated on the application form. *Clarification of position applied for* occurs when the interviewers re-check the applicant's target position, usually when there are inconsistencies between the applicant's previous experience and the position they are applying for. Finally, *re-application* involves asking for reasons regarding recurrent applications when the applicant has previously failed the interview, and when the current interview is therefore not their first. In this step, questions about the position applied for last time, the number of re-applications, and the differences between the last and current interview in terms of qualifications are asked.

The final move in the welcoming stage is *small-talk*, wherein the interviewers and applicants exchange informal and casual conversation in order to build a relationship by creating a relaxed and friendly atmosphere. In CELF-JOIN, three topics of small-talk, or steps, were observed: *time-related topics*, *personal traits* and *acquaintances*. To begin with, the interviewers utilised several different types of time information that were directly (e.g. waiting time or interview preparation time) and indirectly (e.g. current local time or wake-up time) related to the job interviews. This serves as a 'relationship smoother'. Conversations regarding personal traits, such as a shared ethnic background, appearance and voice, also serve this purpose. Lastly, the interviewees' acquaintances, such as friends in ODC whom the

interviewers might be familiar with and currently work with, or girl-/boyfriends, in the context of the applicants' daily personal lives, were also asked about, in order to lead the conversation in a less formal direction.

5.2.1.2 Exploring Macro-move

The second macro-move is the *exploring stage*, which is an official starting point for checking the applicants' personal information and requesting that they introduce themselves. In this stage, questions intended to probe the applicants' suitability for the target position based on the technical qualifications and characteristics are not yet asked. However, the stage plays an important role in warming up the official interview process before thorough verification is made in the next probing stage. This exploring macro-move is divided into two micro-moves: *personal information* and *self-introduction*. The first micro-move is the stage used to identify the applicants' basic *personal information*, which does not have a direct relevance to the job qualifications themselves. Several types of personal information, such as name, age, nationality, marital status, family members, religion and health status (e.g. physical fitness, drinking and smoking habits), are discussed during this stage. The next micro-move is *self-introduction*, wherein the applicants describe their educational and career backgrounds in order for the interviewers to understand their professional eligibility. This is quite an opportunistic stage for the applicants, since it enables them to strategically present their promotional points to the interviewers by prioritising the most impressive and convincing career highlights at the beginning of the investigation process. Considering that the interviewers listen to the self-introduction in a very careful and attentive manner, and then address questions to each of the promotional points made by the applicants as a starting point of evaluation, the degree of selective information revealed and how it is tactically presented

seems to be considerably important.

5.2.1.3 Probing Macro-move

This macro-move is the highlight of the whole interview process, which thoroughly investigates and evaluates not only the applicants' hard skills such as professional expertise, qualifications and background, but also their soft skills, such as personality and attitude toward the future job. In other words, this stage is designed to verify every aspect of the applicants from a holistic point of view in order to decide on their eligibility for the target position. For this reason, this macro-move takes the biggest portion of the interview process both in terms of quantity and quality. The probing macro-move is comprised of six micro-moves: *educational qualifications*, *work experience*, *technical knowledge*, *career choices* and *personal attributes*.

First of all, *educational qualifications* is comprised of two steps, or *education* and *training*. That is, no matter whether formal or non-formal, the applicant's entire educational and qualifications background is included in this micro-move. The first step, *education*, which generally refers to formal education, mostly deals with academic information, such as university, major, degree and GPA. When discrepancies or deficiencies arise in the applicants' educational records in terms of their career paths, the interviewers point these out and give the applicants an opportunity to offer rational justification. In terms of non-formal education, furthermore, various types of additional industrial training completed by the applicants are discussed with reference to the certificate titles, the content and length of the training, and the issuing authority.

The second micro-move of the probing stage is *work experience*. This stage includes all questions related to previous career experience, specifically, in the present case, in the field

of ship repair. Two steps, *career experience* and *remarkable achievements*, are utilised in this move. To start with, general questions on the applicants' career background, including the name of their previous workplace, department, position and main duties are usually asked initially. A wide range of follow-up questions, such as difficulties in previous workplaces, reasons for leaving the job, and deficiencies in their career history are then posed. In addition, in order to verify the candidates' professional knowledge and ways of approaching certain duties given in the previous workplace, task-based questions are frequently asked in this step. As the second step, any remarkable achievements obtained during the course of the candidates' career are also discussed, even though the direction of some questions within this step are not merely confined to the applicants' past career perspectives, but rather to their whole lives.

The third micro-move is *technical knowledge*, in which interviewees try to verify the specific types of skills and knowledge the applicants possess in relation to the target field. Beyond the simple descriptions of personal job history solicited in the previous stage, the applicants' skills and expertise developed and accumulated from their past work experiences are scrutinised more in detail, via the utilisation of three steps: *relevant skills* (any specific skills), *functional knowledge* and *key competencies*. To begin with, any types of specific skills required for the future workplace are highlighted and further tested for. For example, in the case of engineering staff, tests were conducted regarding how to use relevant computer software; applicants applying for administrative positions were required to demonstrate their language proficiency and reporting skills. In addition, the candidates' functional knowledge relating to the target position was examined. Here, not only were highly technical questions relevant to the applicants' target positions posed (from a theoretical to practical level), but also any lack of technical knowledge, once detected by the interviewers, was pointed out, and

clarification requested. Finally, without posing a specific technical question, the interviewers sometimes requested that their applicants describe their key competencies, which can 'contribute' to the company and 'convince' the interviewers to select the applicants as future employees.

The next move is *career choices*, which examines what kinds of career expectations the applicants have toward the company and the position, how intense their interest is in the future jobs and duties, and finally how much definite and specific future career plans they had specifically for the growth of the company as a future working partner. In other words, from the fourth micro-move of the probing stage, or *career choices*, the interviewers start to investigate the applicants' attitudes and strong desire for the future job, rather than their levels of professional expertise. For this reason, unlike other technical moves, in the study this stage was generally conducted by I1, who is a manager of the human resources department (25 out of 40 cases). Three steps are usually utilised in this move: *job expectations*, *interests*, and *long-term objectives*. First of all, *job expectations* involves confirming that the applicants' understanding of the target jobs (i.e. roles and duties) are well matched to the future work practices and environment offered by the company in order to identify their perception of the future roles (i.e. what to perform and how to achieve), and also to examine their passion for the position. For this purpose, descriptions of and reasons for applying to the target position were mainly requested. In addition, in our specific case, the applicants' levels of interest in Oman and ODC were explored. The interviewers checked whether the applicants had a thorough comprehension of distinctive Omani cultural characteristics, and of ODC's main business area, goals and missions, and further examined the applicants' willingness to accept the new business environment by accommodating any changes coming from different business cultures and practices. Finally, their long-term objectives, mainly in terms of career

development, were discussed. In this stage, any specific and goal-oriented future career plans the applicants had were first explored, and then what kinds of contributions they could make from these in terms of the future development of ODC were carefully considered.

As the final micro-move of this stage, *personal attributes*, which looks closely at the applicants' personal aspects such as aptitude, characteristics and devotion to work, is utilised through three strategic steps: *applicants' self-motivation*, *attitude* and *characteristics*. The first step, *self-motivation*, relates to the applicants' dedication and determination with respect to the success of the future work, as expressed through the previous moves. To verify this in a holistic and comprehensive manner, several questions from different angles are posed in the following step, *attitude*. The questions in this step are mainly related to the applicants' methodological approaches and attitudes towards diverse ranges of difficulties expected in the future multi-cultural business context. After a brief discussion on these issues, the applicants' solutions and approaches to these are sought in terms of demonstrating their soft skills, such as leadership, decision making, stress tolerance and problem solving. The final step involves exploring the applicants' characteristics in terms of how they will conduct their duties as future co-workers. Several direct (e.g. *Tell me about your personality.*) and indirect (e.g. hobbies, strong and weak points, and friends) questions are employed for this purpose.

5.2.1.4 Ending Macro-move

The final macro-move is the *ending stage*, which finalises all the verification phases of the interview process and then closes the interactions. After the overall examinations of the qualifications and aptitudes based on the applicants' statements are completed through the previous macro-moves, further discussions on the future working conditions of the company are conducted, led primarily by the interviewers, and then questions are invited by the

interviewers before closing the job interview interactions. For these purposes, three micro-moves are used in this stage: *negotiating job offer*, *further questions* and *closing*. To begin with, the first micro-move, *negotiating job offer*, includes a series of negotiation steps including salary (e.g. current and expected salary), benefit schemes (e.g. for employees and their families) and joining time. In addition, the employees' duties and current company policy are sometimes explained by the interviewers. As the second, but also the last, official interview questioning step, any inquiries that the applicants might have about the company, position and future duties are invited by the interviewers. Based on the outcomes of all the interview interactions, the last micro-move, *closing*, is conducted using the three following steps: *interview result notification*, *closing comments* and *appreciation*. First, the interview result is often directly or indirectly given to the applicants; in other cases, the result is notified later on, as discussed earlier. Closing comments are then made to inform the applicants that all interview procedures have been completed; this includes statements for wrapping up (e.g. *So interview is over, okay?*) or appraisal (e.g. *You did a good job.*). Finally, both interlocutors exchange ending salutations, and show appreciation respectively for being invited to, and attending, the interview, as a sign of terminating the interaction.

Since interviews involve spoken discourse, which has complex organisational structures due to its spontaneous nature, it was not possible to standardise the precise and strict schematic structural patterns. To draw clearer guidelines for this, therefore, the interviewers' different types of questions were first sorted and categorised, rather than starting by observing the content of the applicants' answers. This is because the structure and content of the applicants' answers can vary from person to person, even with regards to the same question. The question asking for self-introduction in the extract below illustrates this point well.

Q) Tell me about yourself

Answer from P10)

Actually: hh as the: for my career (.) is about (.) almost twenty five years now. (.) With er: I started from the bottom as a blaster paint. (1) I work in the [org1] dockyard (.) then after that I joined [org2] Drydock. (1) Eight years I work in [org2] Drydock (.) and [org3]. (.) And time to time I've been in [place1] (.) for a- (.) for a (.) inspection of the vessels (2) er: in [place1] (1) through several places. (1) So: altogether (.) my: career is I can say about almost twenty five years (.) experience (.) in different (1) the trade...

Answer from P4)

So: good morning, my name is [P4/first/abbreviation], I'm twenty three years old, (.) single, (.) erm: no boyfriend, no kids, I'm the youngest of four kids, erm: My eldest sister is a: territory manager in a pharma company, erm: the second one is: er: supervisor in equipment firm. The third one is a welder erm: located now in [place1](.) Okay. (.) erm: My father used to be a driver but now (.) he is staying at home. (.) My mom is a housewife (.) erm: I am currently connected (.) in: a: recruitment firm located in [place2] wherein (.) I assist candidates and I endorse them to our clients and: I also do end to end recruitment services.

The focus of the first self-introduction in the extract above was mainly on work experience, whereas the second was on family members, even though a brief career explanation followed. That is, the informational strategies that the two applicants adopted were not identical and therefore the content of one schematic structure became significantly different. In this sense, both can reasonably be said to belong to the *self-introduction* micro-move, rather than *work experience* and/or *small-talk*.

In the next section, in order to observe the quantitative differences of the schematic structures between the two groups, the occurrences and token distributions of moves and steps will be closely analysed and discussed.

5.2.2 Overall Quantitative Structural Organisations and Distributions

The occurrences of individual schematic structures can provide important sources

from which to draw quantitative differences between the two groups. In other words, a clearer understanding of distinctive structural focuses and strategies inherent in the discourse of the two groups can be made available by observing what stages of the job interviews are specifically highlighted, and to what extent, and how these are similar and/or different in terms of their quantitative volumes and patterns. For this purpose, the quantitative figures of move and step structures will be analysed from several different perspectives, and the organisational interconnection between the data gathered in each stage will be discussed from a holistic point of view. In the following, therefore, the occurrences of moves and steps will serve as a starting point of analysis, and their token distributions will then be closely examined: first, in terms of overall token distributions; second, in terms of token distributions per single move and step occurrence; and third, in terms of participation ratio between the interviewers and applicants according to each stage of the job interview schematic structures.

5.2.2.1 Move and Step Occurrences

First of all, the number of moves and steps used in the applicants' individual interview case was examined in order to understand how many structural stages were utilised per single interview case on average, and what implications can be drawn from the statistical differences between the two groups, as shown in Table 19 (repetitive usages of one specific micro-move dispersed over one applicant job interview, if any, were counted as one single move occurrence).

Table 19. The number of moves and steps used in the individual interviews

SG			UG		
Applicant N.	Micro-move	Step	Applicant N.	Micro-move	Step
P01	8	14	F01	8	14
P02	12	21	F02	9	15
P03	9	18	F03	10	15
P04	10	18	F04	7	15
P05	8	13	F05	9	14
P06	12	15	F06	11	16
P07	10	14	F07	9	14
P08	13	19	F08	9	12
P09	11	24	F09	8	12
P10	9	15	F10	10	12
P11	8	12	F11	7	12
P12	8	10	F12	10	19
P13	9	14	F13	8	13
P14	11	18	F14	10	17
P15	10	17	F15	10	15
P16	10	16	F16	9	15
P17	12	20	F17	9	12
P18	11	18	F18	9	12
P19	11	14	F19	10	12
P20	8	14	F20	11	17
Total	200	324	Total	183	283

In terms of moves, SG used 9% more than UG, at 200 and 183 each, throughout the whole interview interactions. This means that SG utilised 10 moves per applicant on average, whereas UG used 9.15 moves, which is about one move fewer than that of SG. In addition, SG showed 14% more step usages than UG, with the respective occurrences of 324 and 283 in total, and 16.2 and 14.15 on average, per single interview case. The highest number of moves and steps observed in the applicants' individual interviews was 12 moves (in P2, 6 and 17's interviews) and 24 steps (in P9's interview); the lowest was seven moves (in F11's interview) and 12 steps (eight cases in total, seven cases from UG). The higher occurrences of moves

and steps in SG make two possible interpretations available. From the applicants' perspective, the SG candidates tried to employ more varied strategies to structure ideas for their personal promotion. Given that most of the questions signalling the start of new moves were posed by the interviewers, on the other hand, it is possible to say that more opportunities to offer a wide range of qualifications were given to the SG applicants by their interviewers. The correlation between these two perspectives, or how the two interlocutors affect each other in generating different numbers of move and step structures, needs to be discussed in more depth in conjunction with the detailed observation of distinctive schematic structural patterns, and their token distribution between SG and UG, in further sections.

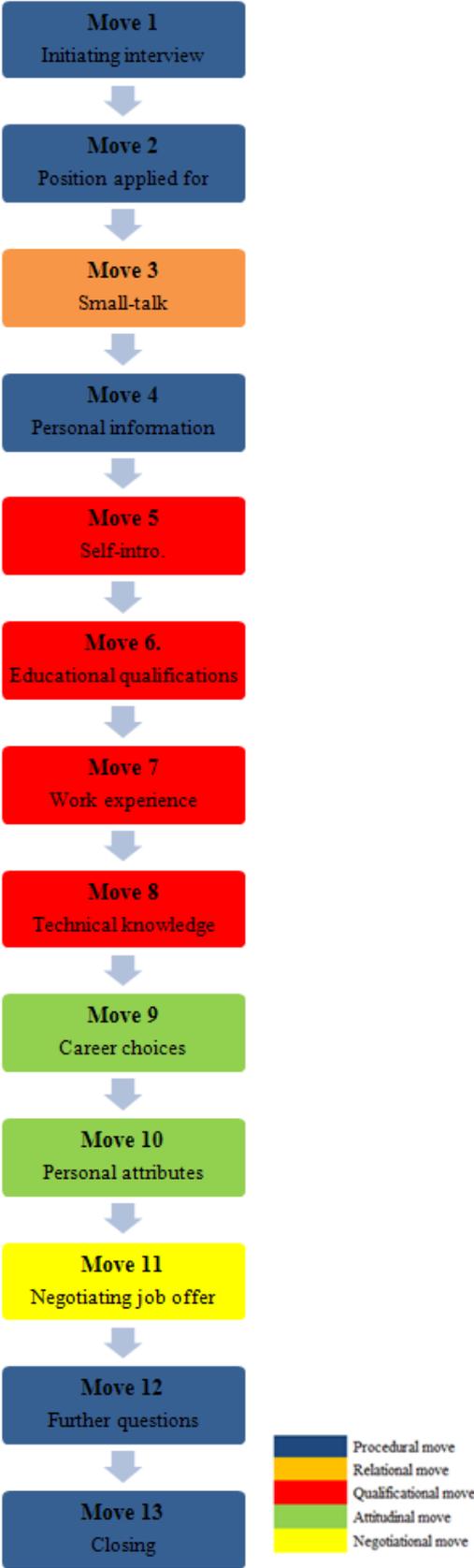
Prior to discussing this, however, for a clearer and better understanding of the purpose and characteristics inherent in each move structure, all the moves are divided into five different categories (as shown in Table 20): *procedural*, *relational*, *qualificational*, *attitudinal* and *negotiational*.

Table 20. Five types of moves according to their communicative characteristics

Name of Move	Type of Move
Move 1. Initiating interview	Procedural
Move 2. Position applied for	Procedural
Move 3. Small-talk	Relational
Move 4. Personal information	Procedural
Move 5. Self-intro.	Qualificational
Move 6. Educational qualifications	Qualificational
Move 7. Work experience	Qualificational
Move 8. Technical knowledge	Qualificational
Move 9. Career choices	Attitudinal
Move 10. Personal attributes	Attitudinal
Move 11. Negotiating job offer	Negotiational
Move 12. Further questions	Procedural
Move 13. Closing	Procedural
Move 14. Side chat	Other

First, procedural moves are those involved in progressing through a series of job interview stages that do not have direct relevance to verification of the applicants' career and personal qualifications. Several early and later moves, such as *initiating interview*, *position applied for*, *further questions* and *closing* are included in this category. Second, relational moves include the small-talk stage, which aims to soften the atmosphere at the beginning or in the middle of encounters, usually by bringing up daily and personal common issues. Third, qualificational moves are the highlight of job interviews, and aim to examine overall aspects of the applicants in terms of both career and educational backgrounds. Fourth, attitudinal moves look closely into the applicants' adaptability to the target positions through examining their personal beliefs, attitudes and interests towards the work. Finally, the negotiational move involves discussions of future working conditions between the interviewers and applicants. *Side chat* does not need to be taken into consideration here, because it is not directly related to the interviewers' and applicants' interactions, but rather is comprised of various interruptions made by other parties. Generally, the beginning and end of the interview are comprised of procedural moves, as an outside framework of the interactions. The other four moves – in sequence relational, qualificational, attitudinal and negotiational – compose the inner part of the framework, as visualised in Figure 17.

Figure 17. The flow of general move structures of job interviews



Based on the overall schematic structures and their types of categorisation presented above, the quantitative features, or the occurrences, of move and step structures will be examined from various angles.

- Micro-moves

First, the total number of individual micro-moves per group was analysed. Observation of which moves were more- or less-frequently utilised in the course of the job interviews can not only offer ideas regarding the mandatory and optional stages of the target genre (Henry & Roseberry 2001), but also enable an examination of the different schematic structural organisations and patterns between the two groups. The number of micro-move occurrences in SG and UG, and their total sum, is presented in Table 21, in order of highest to lowest occurrence.

Table 21. The number of move occurrences in SG and UG

N.	Name of Move	SG	UG	Total (out of 40)	Percentage (%)
1	13. Closing	20	20	40	100
2	04. Personal information	20	18	38	95
3	07. Work experience	18	20	38	95
4	09. Career choices	19	19	38	95
5	10. Personal attributes	20	18	38	95
6	01. Initiating interview	19	17	36	90
7	08. Technical knowledge	17	14	31	77.5
8	11. Negotiating job offer	16	15	31	77.5
9	05. Self-intro.	16	13	29	72.5
10	02. Position applied for	10	11	21	52.5
11	06. Educational qualifications	6	11	17	42.5
12	12. Further questions	9	4	13	32.5
13	03. Small-talk	8	2	10	25
14	14. Side chat	2	1	3	7.5
	Total Frequency	200	183		

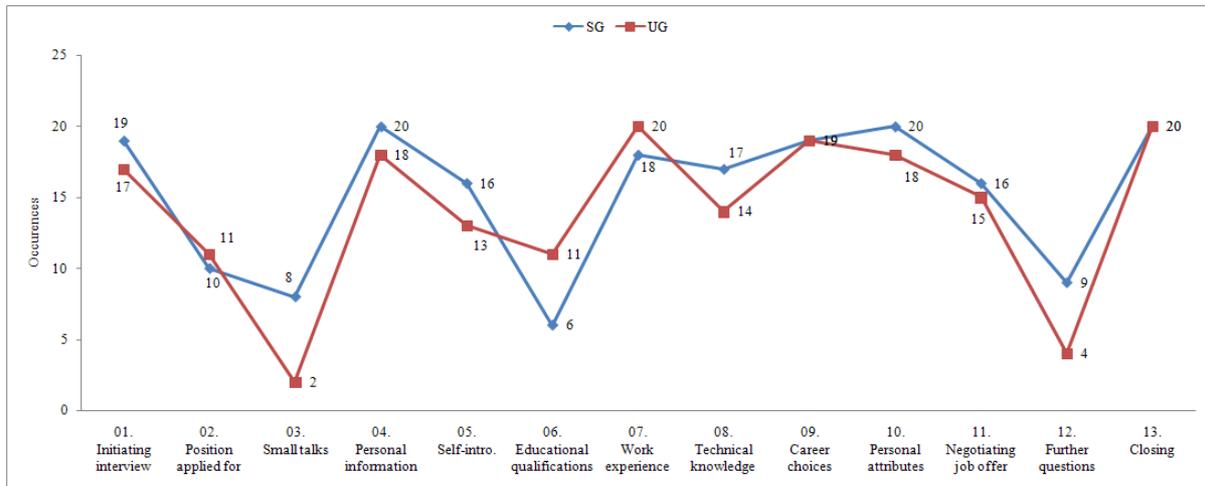
Out of 14 moves, the number of micro-moves that occurred in more than 70% of the interactions was nine (equating to 64.29% of the total 14 moves), from *closing* (100%) to *self-introduction* (72.5%). Among these, the five most dominant moves were observed in more than 95% of all the applicants' interactions. The *personal information* and *closing* moves here seem to play an essential structural role of framing the interaction at the beginning and end of the interviews, as parts of procedural moves. The other three (i.e. *work experiences*, *career choices* and *personal attributes*), which belong to the main processes of scrutinising the applicants' qualifications, demonstrate which types of professional aspects are regarded as vital in the job interview evaluations. That is, the interviewers focused mainly on the relevant career experiences the applicants had built so far (i.e. *qualificational move*), how strongly they wanted to develop their careers in the industry and company in the future, and finally how suitable their personal attributes, both in terms of attitude and characteristics, were for the job (i.e. *attitudinal move*). Therefore, it is reasonable to say that these three moves (i.e. one qualification and two attitudinal assessments) can be the most important job interview schematic structures as the most repetitively occurring content-based organisations.

On the other hand, the five least-used moves were *side chat* (3), *small-talk* (10), *further questions* (13), *educational qualifications* (17), and *position applied for* (21). The fewer occurrences of *small-talk* (i.e. *relational move*) implies that in most cases the interviewers concentrated on the actual appraisal procedures, without sparing time to make the mutual relationship more intimate by using ice-breaking topics before and in the middle of the interview process. In the same vein, fewer occurrences of the move *further questions*, which are only created by the interviewers' questions in the latter part of the interviews, indicate that the interviewers did not regard receiving the applicants' inquires about the job as an obligatory procedural stage. The move *position applied for* also occurred less frequently.

This appears to be a result of the fact that the position was not only written on the candidates' application forms, but also usually detailed to the interviewers in advance of the interview process by assistant staff. Interestingly, *educational background*, which is expected to be an essential phase of the job-hunting genre (e.g. in the resume and cover letter), was observed relatively less, in 17 out of 40 cases (42.50%). This seems to suggest that the interviewers were more interested in the applicants' actual work experience, knowledge, passion and aptitude for the job, as mentioned earlier, rather than paying attention to their educational qualifications, because the minimum requirements in this regard had already been met and assessed before the interviews. In this sense, it is possible to maintain that more attention should be paid within job interview education to ways in which to promote learners' actual job competence and strong desire for future duties, specifically in the case of experienced job seekers. Furthermore, it indicates that although job application letters and job interviews share a common purpose (job-hunting), the focus within teaching written and spoken communication should be differentiated, given that educational qualifications is regarded as one of the most critical factors in the written job-seeking discourse (Choi, 2010). To briefly sum up, the essential moves of job interviews are mostly related to the applicants' actual current working capabilities accumulated through past experiences in the real business field, which can also be applied to the future working practice, rather than to a series of stages for procedural and relational interactions. This gives a clear idea for both ESP teachers and learners of what should be prioritised within education and training in relation to job interviews, especially when written and spoken genres for job hunting are both considered.

Second, closer investigation of the occurrences of the individual micro-moves between SG and UG were conducted to investigate which micro-moves were more or less utilised between the two groups, as shown in Figure 18.

Figure 18. The number of micro-move occurrences between SG and UG



Overall, SG utilised generally more micro-moves in their interactions, as discussed earlier. There were seven micro-moves with similar levels (around 10% difference) across the two groups: *initiating interview*, *position applied for*, *personal information*, *work experience*, *career choices*, *personal attributes* and *negotiating job offer*. Interestingly, out of these seven, six moves were mandatory and occurred in more than 70% of the interview interactions on average; the other move (i.e. *position applied for*) is not an essential stage since information on this was generally provided by other sources, as mentioned earlier. In terms of using mandatory moves, therefore, the two groups did not show considerable differences. On the other hand, the micro-moves presenting the biggest gaps were *small-talk*, *further questions* and *educational qualifications*. An interesting point to note here is that SG showed four times higher frequency in the use of the move *small-talk*, which is related to relational interactions for the exchange of non-career-related personal topics. Also, higher adoption of the micro-move *further questions* implies that the interviewers gave more favourable opportunities to SG applicants in an effort to answer any of their inquiries. In this sense, this move can be positioned between relational and procedural moves. In terms of qualificational moves,

whereas SG applicants were given 1.21 times more chances to demonstrate their *technical knowledge*, which involves present-focused soft skills, UG applicants undertook 1.83 times more verification procedures with respect to their *educational qualifications*, which can be seen as past-centred hard skills. This means that the interviewers' orientations within the qualificational examinations between the two groups were somewhat dissimilar, in that SG applicants' current technical specialties and UG applicants' past educational credentials were paid attention to. Furthermore, these quantitative differences between the two groups were generally observed in optional moves (three out of five, or *educational qualifications*, *small-talk* and *further questions*), which occurred in fewer than (approximately) 40% of the interactions, whereas the obligatory moves did not show substantial differences. To summarise, in terms of the essential stages of the job interviews, or obligatory moves, the two groups did not demonstrate notable differences; in the uses of optional moves, however, the characteristics of SG and UG interactions differed considerably in terms of their relational and present-/past-oriented nature in the verification of their qualifications. In order to understand the sub-structures of these micro-moves in more depth, the occurrences of various informational strategies utilised in the moves, or steps, will be closely examined in the following section.

● Steps

The occurrences of the steps were first examined in order to investigate the prevailing step structures employed in each micro-move. The occurrences according to the groups and their total sum (out of 40) are presented in Table 22. As with the micro-moves, the repetitive occurrences of one particular step throughout one applicant job interview, if any, were counted as one single step occurrence.

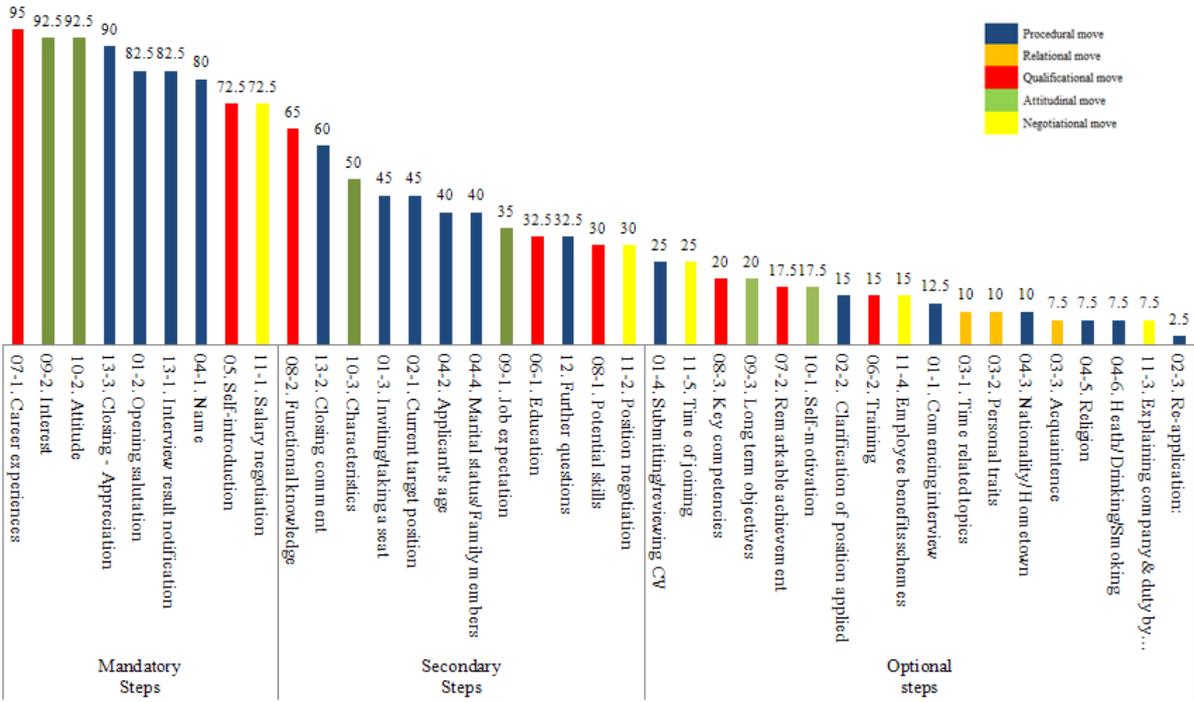
Table 22. The number of step occurrences in SG and UG

Micro-moves and steps	SG	UG	Sum	Percentage
Move 1. Initiating interview				
Step 1. Commencing interview	1	4	5	12.50
Step 2. Opening salutation	18	15	33	82.50
Step 3. Inviting/taking a seat	10	8	18	45.00
Step 4. Submitting/reviewing CV	7	3	10	25.00
Move 2. Position applied for				
Step 1. Current target position	8	10	18	45.00
Step 2. Clarification of position applied for	3	3	6	15.00
Step 3. Re-application	0	1	1	2.50
Move 3. Small-talk				
Step 1. Time-related topics	3	1	4	10.00
Step 2. Personal traits	3	1	4	10.00
Step 3. Acquaintances	3	0	3	7.50
Move 4. Personal information				
Step 1. Name	16	16	32	80.00
Step 2. Age	5	11	16	40.00
Step 3. Nationality/Hometown	3	1	4	10.00
Step 4. Marital status/Family members	6	10	16	40.00
Step 5. Religion	1	2	3	7.50
Step 6. Health/Drinking/Smoking	2	1	3	7.50
Move 5. Self-introduction	16	13	29	72.50
Move 6. Educational qualifications				
Step 1. Education	3	10	13	32.50
Step 2. Training	3	3	6	15.00
Move 7. Work experience				
Step 1. Career experience	18	20	38	95.00
Step 2. Remarkable achievements	4	3	7	17.50
Move 8. Technical knowledge				
Step 1. Relevant skills	8	4	12	30.00
Step 2. Functional knowledge	14	12	26	65.00
Step 3. Key competencies	4	4	8	20.00

Move 9. Career choices				
Step 1. Job expectations	9	5	14	35.00
Step 2. Interests	19	18	37	92.50
Step 3. Long-term objectives	5	3	8	20.00
Move 10. Personal attributes				
Step 1. Self-motivation	6	1	7	17.50
Step 2. Attitude	20	17	37	92.50
Step 3. Characteristics	12	8	20	50.00
Move 11. Negotiating job offer				
Step 1. Salary negotiation	16	13	29	72.50
Step 2. Position negotiation	5	7	12	30.00
Step 3. Explanation of company and duties by interviewers	3	0	3	7.50
Step 4. Employee benefit schemes	5	1	6	15.00
Step 5. Time of joining	6	4	10	25.00
Move 12. Further questions	9	4	13	32.50
Move 13. Closing				
Step 1. Interview result notification	17	16	33	82.50
Step 2. Closing comments	13	11	24	60.00
Step 3. Closing – Appreciation	18	18	36	90.00
* Side chat	2	1	3	7.50
TOTAL	324	283	607	

First of all, the total number of steps adopted during the whole process of the job interviews was 324 in SG and 283 in UG. As discussed above, this means that the SG used 14% more steps in total by utilising 16.2 steps on average per single interview case, which is generally about two more steps than used by UG (14.15 steps) throughout the interactions. Based on the findings presented in Table 22, three categorisations of steps can be made according to their occurrences: mandatory steps (70% and above), secondary steps (69-30%), and optional steps (less than 30%), as shown in Figure 19.

Figure 19. Distributions of mandatory, secondary and optional steps



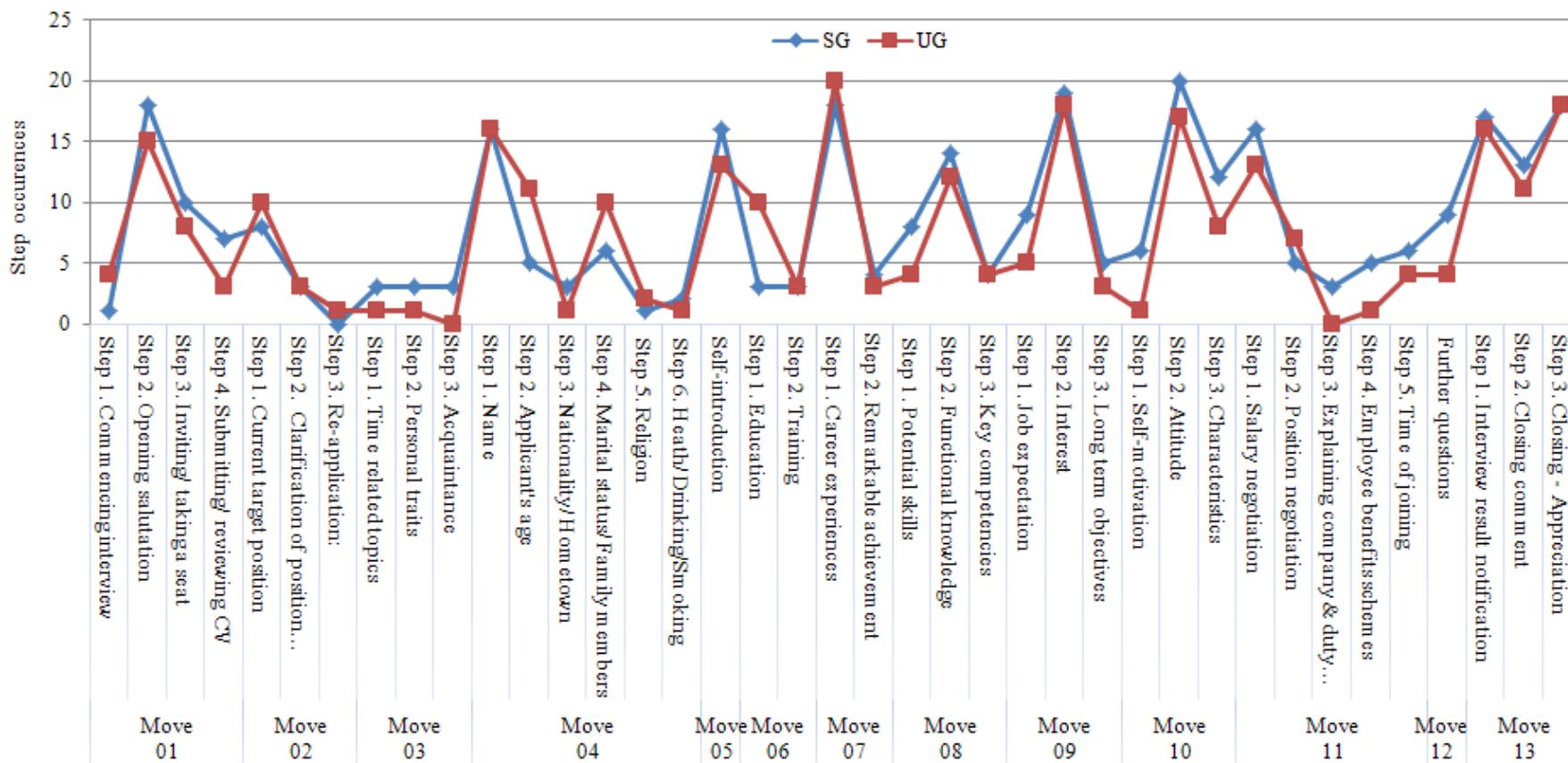
A total of nine steps were observed in more than 70% of the job interviews, from *career experiences* in Move 7 (95%) to *salary negotiation* in Move 11 (72.5%), as shown in Figure 19. These dominant steps are evenly distributed across the overall micro-moves from beginning to end, or one each for the micro-moves 1, 4, 5, 7, 8, 10, 11 and 13, and this seems to play an inevitable role of constituting a major structural framework of the job interviews by providing important information within each micro-move. In this sense, they can be regarded as key information structures of the job interviews, which language practitioners and applicants should focus on and become familiar with within the target ESP curriculum.

On the other hand, 18 steps occurred relatively less often, i.e. in less than 30% of the job interviews (fewer than 10 cases): seven of these are procedural steps (e.g. *commencing interview*, *clarification of position applied for* and *re-application*); three are included in

relational moves, or small-talk (e.g. *time*, *personal traits* and *acquaintances*); three are stages in which the applicants' educational background is probed (e.g. *training*), along with some aspects of previous experiences (e.g. *remarkable experiences*); two are intended for examining attitudinal mind-set, such as passion towards work (e.g. *self-motivation*); finally, the remaining three are related to negotiational moves arising from the interviewers' voluntary explanations of future working conditions, rather than questions (e.g. *explaining company and duties* and *employee benefit schemes*). In other words, most of the less-emphasised steps (13 out of 18, or 72.22%) do not have a direct relevance to the examination of the applicants' career qualifications; rather, they are mostly related to the procedural and relational steps.

The number of step occurrences in SG and UG was then investigated in order to analyse which steps are dominant or minor in one group compared to the other, and how these frequency differences give rise to distinctions from a structural point of view. Specifically, the steps contributing more quantitatively to SG interactions will be discussed in detail. A graph comparing the step occurrences between the two groups is provided in Figure 20.

Figure 20. Comparison of step occurrences between SG and UG



Overall, SG showed relatively higher frequency from the beginning of the interactions, or Move 1. In particular, respectively 20% and 25% more step occurrences in *opening salutation* and *inviting/taking a seat* in SG implies that their interactions commonly started in a more formal but friendly manner with welcoming/greeting and inviting to take a seat/acceptance patterns. Even though this stage is defined as a procedural step from a structural point of view, in that it frames the beginning of the official job interview interactions, the two communicative characteristics that SG showed were more closely related to forming the interactional relationships.

Move 2, which is regarded as a purely procedural stage for confirming the target position that the applicants applied for, did not reveal meaningful differences between the two groups; however, in the following relational stage, through small-talk, or Move 3, SG dominated in terms of frequency. Even though these were all regarded as optional steps in terms of overall schematic structures, 4.5 times more occurrences in SG (nine vs. two) suggests that more efforts to make the mutual communication intimate and relaxed were made between the SG interlocutors.

On the other hand, in Move 4, quantitative variations across the steps were shown according to which information was asked about and checked by the interviewers. In some cases, the level of frequency was almost identical (e.g. *name*, *religion* and *health*), but in other cases, considerably higher figures in UG were observed (e.g. 2.2 times and 1.67 times higher in *age* and *marital status*). Even though *age* and *marital status* had already been verified during the prior screening process, and also were not included in the official interview evaluation criteria, the ways in which the two sets of interactants approached this step needs to be further investigated in terms of linguistic features in order to confirm its relevance to the unsuccessful outcomes of job interviews.

Next, *self-introduction* occurred 23% more often in SG. This means that the SG applicants had more chances of drawing their personal and career profile in a concise manner during the early stage of the job interviews; this can be a questioning point in the evaluations that follow. With the *education* move, UG received 3.3 times (10 in UG and three in SG) more questions to probe them about their *educational background*, as previously discussed, even though no gap was observed in the step for *training*.

In Move 7, *career experience* and *remarkable achievements* during the working period were almost identical in terms of number of occurrences, but the steps for asking about *relevant skills*, which involve very specific questions that ask about the applicants' particular business capabilities (e.g. dealing with computer software and reporting certain tasks in English) were two times more prevalent in SG. Since this step is highly interconnected with the in-depth investigation of very specific and practical working skills, which can be applied in practice right after the applicants are hired, the intention of the questions with regards to confirming the applicants' exact qualifications in a thorough and detailed manner can be seen as a reflection of the interviewers' high interest in the applicants.

In Move 9, furthermore, the occurrence of a mandatory step, or *interests*, did not show meaningful differences, appearing 19 and 18 times for SG and UG, respectively. In the use of two optional steps (i.e. *job expectations* and *long-term objectives*), however, SG showed 1.8 and 1.6 times higher frequencies, respectively. As mentioned earlier, these types of stages are very future-oriented, and are designed to predict the applicants' future working attitudes and career objectives in the company. Therefore, more opportunities for these, which enable the interviewers to determine the applicants' dedication to future work, can be interpreted as a positive sign of higher probabilities of acceptance as new members of the business community.

Similar to Move 9, SG showed significantly higher occurrences across all steps in Move 10 where the applicants' strong motivation for future jobs, and their professional working attitudes and characteristics are demonstrated. Specifically, in terms of *self-motivation*, whereas 30% of SG applicants (6 cases) utilised this stage to reveal their eagerness toward the future duties, only one of the UG applicants adopted this stage for the same purpose. As discussed in Move 9, this clearly confirms how active demonstration of the applicants' inner aspiration for the target position is positively evaluated in a job interview communication.

In terms of negotiation (Move 11), more steps can generally be observed in SG (four out of five). Specifically, *employee benefit schemes* and *explaining company and duties*, which are highly informative steps and are usually offered by the interviewers, were used substantially more in SG (respectively five and three times), even though they are not mandatory stages, and were only adopted in UG once (i.e. *employee benefit schemes*). In addition, Step 5, which involves negotiating the *time of joining* the company, was also relatively more frequently utilised in SG. This can be also considered to be a result of the interviewers' positive reactions towards the applicants, and the fact that they then give the applicants a favourable impression of the company via a positive description of the future working environment and benefit schemes, and finally by discussing possible times for joining, even though these cannot be taken as a signal of absolute acceptance for the role.

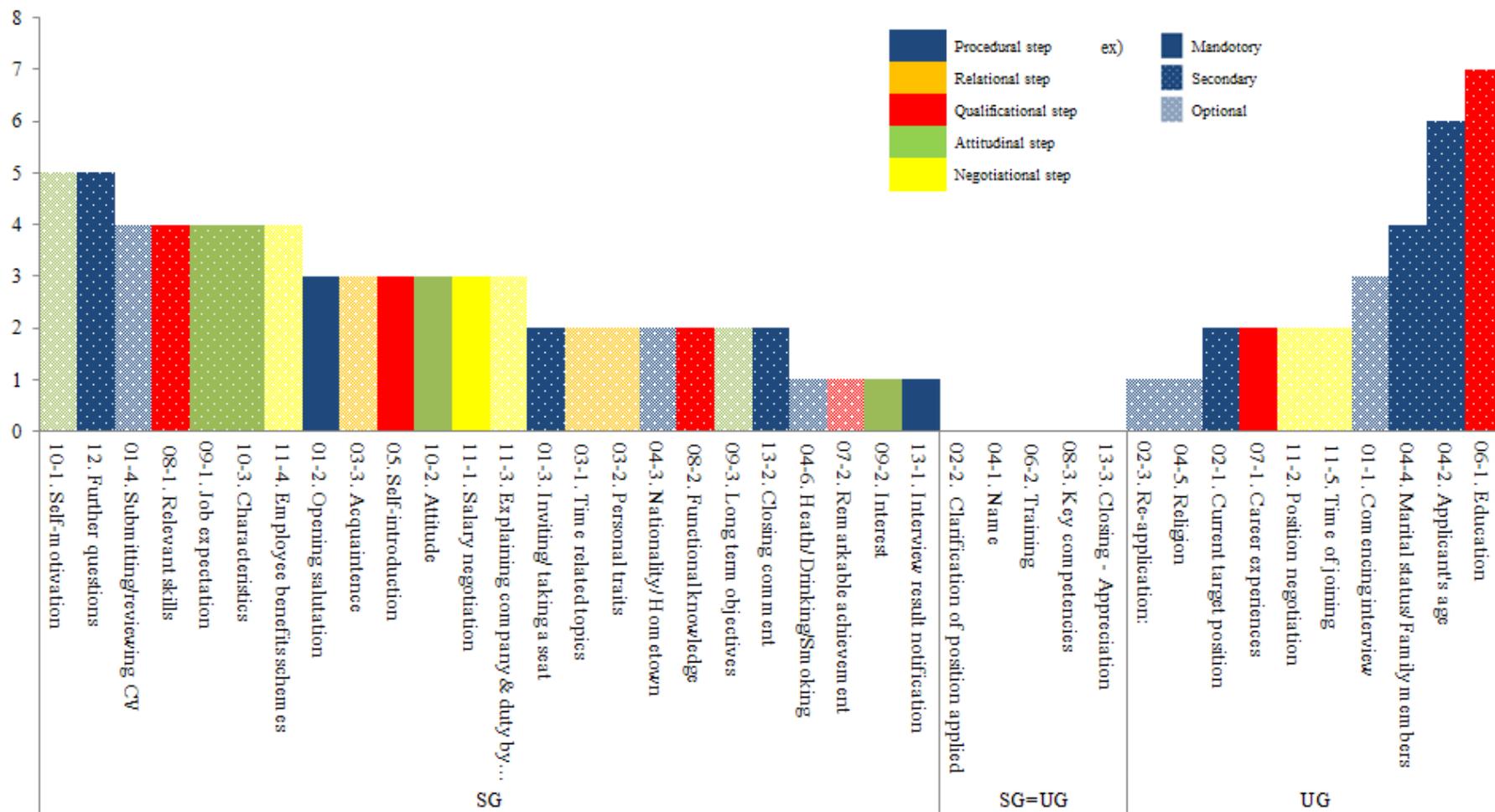
In a similar vein, the interviewers were more likely to provide additional chances for the SG applicants to answer questions in Move 12, as previously discussed. In the final closing move (Move 13), the use of three procedural steps (i.e. *interview notification*, *closing comments*, and *appreciation*) was almost identical across the two groups. This suggests that no matter whether the outcome of the evaluation is positive or negative, both groups of

interactions tended to be finalised according to an officially formalised procedure.

To sum up, the step occurrences of SG were generally higher than those of UG across most parts of the overall discourse organisation. Specifically, moreover, SG interactions demonstrated stronger communicative characteristics in terms of revealing a mutually relational, future-oriented, and informative nature. That is, from the beginning, SG applicants showed higher tendencies to express their friendliness and appreciation through the opening salutation, and the interviewers invited them to take a seat in return; they then had more chances to increase the intimacy of their relationship by touching on non-business-oriented general daily issues. In addition, the more frequent use of steps dedicated to future-oriented discussions, such as *job expectations*, *long-term objectives* and very specific *relevant skills* which can be directly applied to the future workplace, made the interactions more positive and promising by enabling the interviewers to examine various aspects of the applicants' qualifications in the frame of the company's current business culture and practices.

In terms of the distributional patterns of the five different step characteristics (i.e. procedural, relational, qualification, attitudinal and negotiational), and how essential they are (i.e. mandatory, secondary and optional), furthermore, it is possible to observe different rhetorical structural dominance between two groups. Figure 21 illustrates the gaps in step occurrences between the two groups by dividing them into the three sections, respectively from left to right on the graph: first, the dominant steps in SG; second, the same step occurrences between the two groups; and third, the dominant steps in UG.

Figure 21. The number of gaps in steps between SG and UG



First of all, in terms of the five step characteristics, considerable differences were observed between the two groups. First, the dominant distributional patterns for SG are quite well-balanced across the five different types with a relatively evenly distributed ratio. For example, out of the steps showing predominance over UG, 33.33% were procedural and 25% were attitudinal, and 16.66% were qualificational, while 12.5% were negotiational and relational. In addition, the average frequencies of these steps varied based on how essential they were (i.e. mandatory (25%), secondary (29.17%) or optional (45.83%). However, those of UG were significantly biased toward procedural moves (66.66%), which were observed to be less significant stages in terms of effective personal promotion, whereas negotiational (22.22%) and qualificational (11%) steps were observed to have a small distribution ratio. This clearly shows that the SG candidates devoted more time to advertising their career expertise and eagerness for the future position via active utilisation of qualificational (dominance in four out of eight qualificational steps in total) and attitudinal (dominance in six out of six) steps, whereas the UG candidates failed to this, and the procedural steps strongly prevailed. Also, some qualificational steps that showed higher prevalence in UG than SG (i.e. *education* and *career experience*) were related to the past, which is somewhat contrary to that of SG, as discussed earlier.

Different distributional ratios were also observed between the two groups in terms of how essential they are within the schematic structures. While SG showed 25% mandatory, 29.17% secondary and 45.83% optional step dominances in their discourse structures, in UG these were 11.11%, 33.33% and 55.55%, respectively. Given that 23% (9), 30% (12) and 46% (18) of the total 39 steps across the whole discourse structures are mandatory, secondary and optional steps respectively, the SG interactions were almost consistent with the average distributional patterns, while those of UG were largely oriented towards the optional side

(9.40% higher than average), while being considerably far from the average occurrences of the mandatory steps (11.97% lower than average). This also coincides with the previous literature (Kerekes, 2006), which suggests that distinctively repetitive structural patterns between successful and unsuccessful job interviews exist.

To briefly sum up, the two groups demonstrated different occurrence patterns in terms of both the five distinctive step characteristics, and the essentialness of these. While strong dominance was observed in the informationally obligatory and promotionally effective steps within SG, UG showed considerably different characteristics, with strong tendencies to use optional and process-focused step preferences, which do not contain core selling points. In this respect, it can be highly important to help students to first comprehend the general rhetorical organisation of job interviews; subsequently, their explicit and implicit communicative functions and implications, as well as the key points of the discourse structures, should be strongly emphasised. This would enable learners to achieve successful outcomes from job interviews by taking advantage of effective communicative strategies.

In the following sections, in-text quantitative features, or the number of tokens produced between the two groups, will be closely examined and discussed by looking into the different volumes of speech in each macro-/micro-move and step structure, as well as their distributions across the whole interview process.

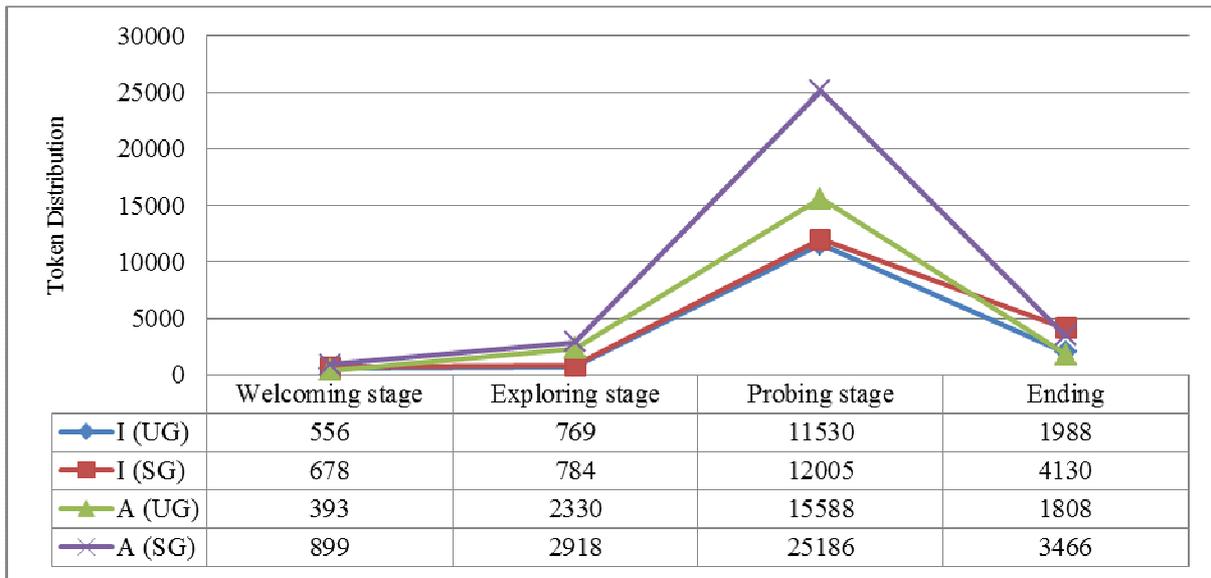
5.2.2.2 Token Distributions

● Macro-moves

The token distributions based on macro-moves was first examined in order to observe the general different quantitative volumes of the individual stages between the four different participant groups (SG applicants, SG interviewers, UG applicants, UG interviewers), and

how these made their interactions distinctive from one another (Figure 22). Tokens from other sources (i.e. staff) were not included in the following analysis.

Figure 22. Token distributions across four macro-moves between SG and UG

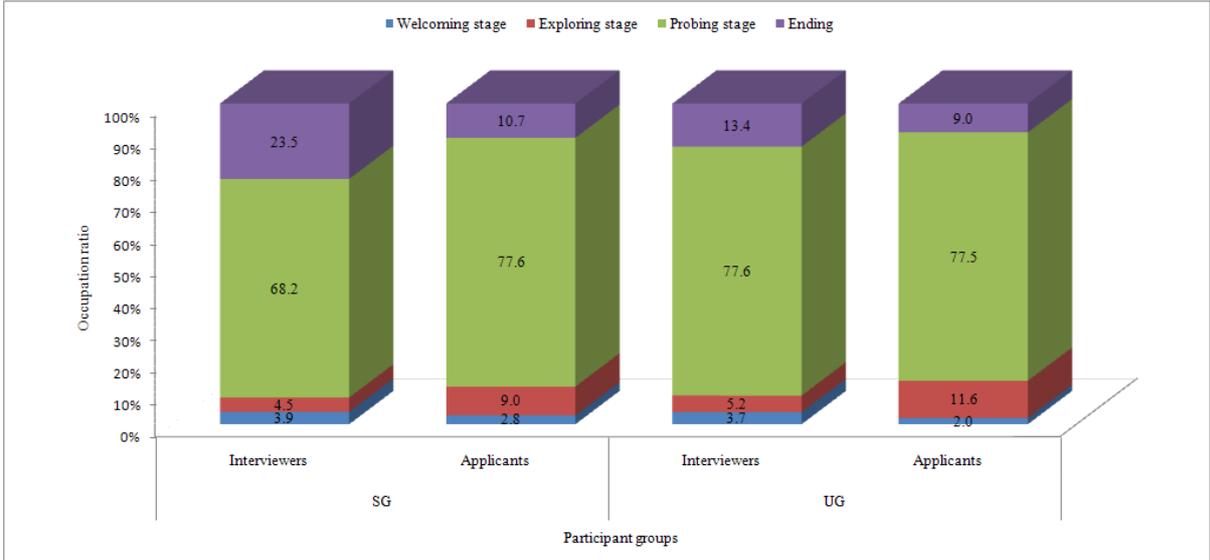


As discussed earlier in the analysis, the token differences between the two groups mostly resulted from the different volumes of the applicants' speech (12,350 token gap, 61% higher token usage in SG), rather than that of the interviewers (2,754 token gaps, 18% higher token uses in SG). To put this another way, when the interviewers used 100 tokens for questioning, the SG applicants replied using 184 tokens, whereas the UG applicants used 135 tokens, which is 49 fewer than those used by SG. That is, the SG and UG applicants' reactions to the interviewers' questions considerably varied, and this resulted in quantitatively significant token differences, even though certain token gaps within the interviewers' speech also existed. As Figure 22 indicates, the macro-move with the highest number of tokens was the probing stage, where the four participant groups all showed the highest level of token productions. However, whereas the token gaps between the interviewer groups in this stage

were relatively small, at 475, which equals 17.24% of the total gaps (2,754 token gaps), the applicant groups demonstrated a significantly considerable gap at 9,598 token differences, which accounts for 77.71% of the total token gaps. On the other hand, during the final stage of the job interviews, or the ending macro-move, the interviewers' considerably different volumes of speech between the two groups can be highlighted. When interacting with the SG applicants, the interviewers produced 2.08 times (2,142) more tokens compared to when they spoke with the UG applicants, and this amounts to 77.78% of the total token gaps arising for the interviewers throughout the whole process. That is, the areas showing the biggest token gaps were inconsistent between the groups of interviewers and applicants, respectively revealing distinctions in terms of the probing and ending macro-move.

Figure 23 demonstrates this from a different angle by providing information regarding the different distribution patterns of each macro-move according to the four participant groups.

Figure 23. Occupation ratio of the macro-moves in the four participant groups



First of all, the overall distribution for the SG interviewers, which included fewer token productions (68.2%) in the probing stage than those of UG (77.6%) provides clear counterevidence of the previous contention that the SG applicants used the biggest volume of speech during this stage. This implies that the role of the interviewers in SG as speakers significantly decreased, while the role of listener came to be highlighted as they encouraged their applicants to talk more. That is, these 'listen more' and 'talk more' strategies of the SG interviewers and applicants during the probing stage, at the peak of the self-promotional stages, seems to make a considerably favourable impact in terms of generating positive outcomes in the job interview evaluations. On the other hand, the larger quantity of the SG interviewers' token usages (23.5%) during the ending stage, compared to any of the other groups (approximately 10% occupancy in general), indicates that in the final macro-move the SG interviewers turned into active speakers in order to negotiate job offers and to provide answers to the applicants' questions before closing the conversation. In other words, the interviewers expressed greater willingness to provide more information on the company and future working conditions, to actively negotiate these when necessary, and finally to provide answers to the applicants' inquires. This clearly suggests that the SG applicants were positively evaluated during the probing stage as active self-promoters, and therefore significantly changed the roles of the SG interviewers during the ending stage from evaluators, to promoters of the company. In the following sections, these aspects will be discussed in more depth at the level of micro-moves and steps. Analysing the token distributions from higher structural organisation down to lower levels, and further exploring the implications from the combined outcomes, will be significantly beneficial with regards to understanding the distinctive characteristics of successful job interview schematic structures from a holistic point of view.

● Micro-moves & Steps

First of all, the overall token distributions across all of the micro-moves and steps were examined according to the speakers (i.e. interviewers, applicants and others) in each group, as shown in Table 23 and illustrated in Figure 24 and Figure 25 for more direct comparison of the total tokens respectively within the individual micro-moves and steps between the two groups, SG and UG.

Table 23. Micro-move token distributions according to the groups of speakers

Schematic Structures		SG				UG			
Macro-moves	Micro-moves	I	A	O	Total	I	A	O	Total
Welcoming stage	01. Initiating interview	294	151	4	449	204	53	12	269
	02. Position applied for	167	375	0	542	316	277	0	593
	03. Small-talk	217	373	0	590	36	63	2	101
Exploring stage	04. Personal information	404	329	0	733	458	312	6	776
	05. Self-intro.	380	2589	0	2969	311	2018	0	2329
Probing stage	06. Educational qualifications	174	574	0	748	346	508	6	860
	07. Work experience	3692	7785	0	11477	4750	6437	9	11196
	08. Technical knowledge	2637	4719	0	7357	2148	2730	3	4881
	09. Career choices	1600	4238	0	5838	2057	2931	5	4993
	10. Personal attributes	3902	7870	0	11772	2229	2982	0	5211
Ending stage	11. Negotiating job offer	2583	2484	0	5067	1352	1519	10	2881
	12. Further questions	944	715	0	1659	69	88	0	157
	13. Closing	603	267	8	880	567	201	0	768
	14. Side chat	7	2	98	107	9	0	2	11
Total		17604	32471	110	50188	14852	20119	55	35026

Figure 24. Micro-move token distributions between SG and UG

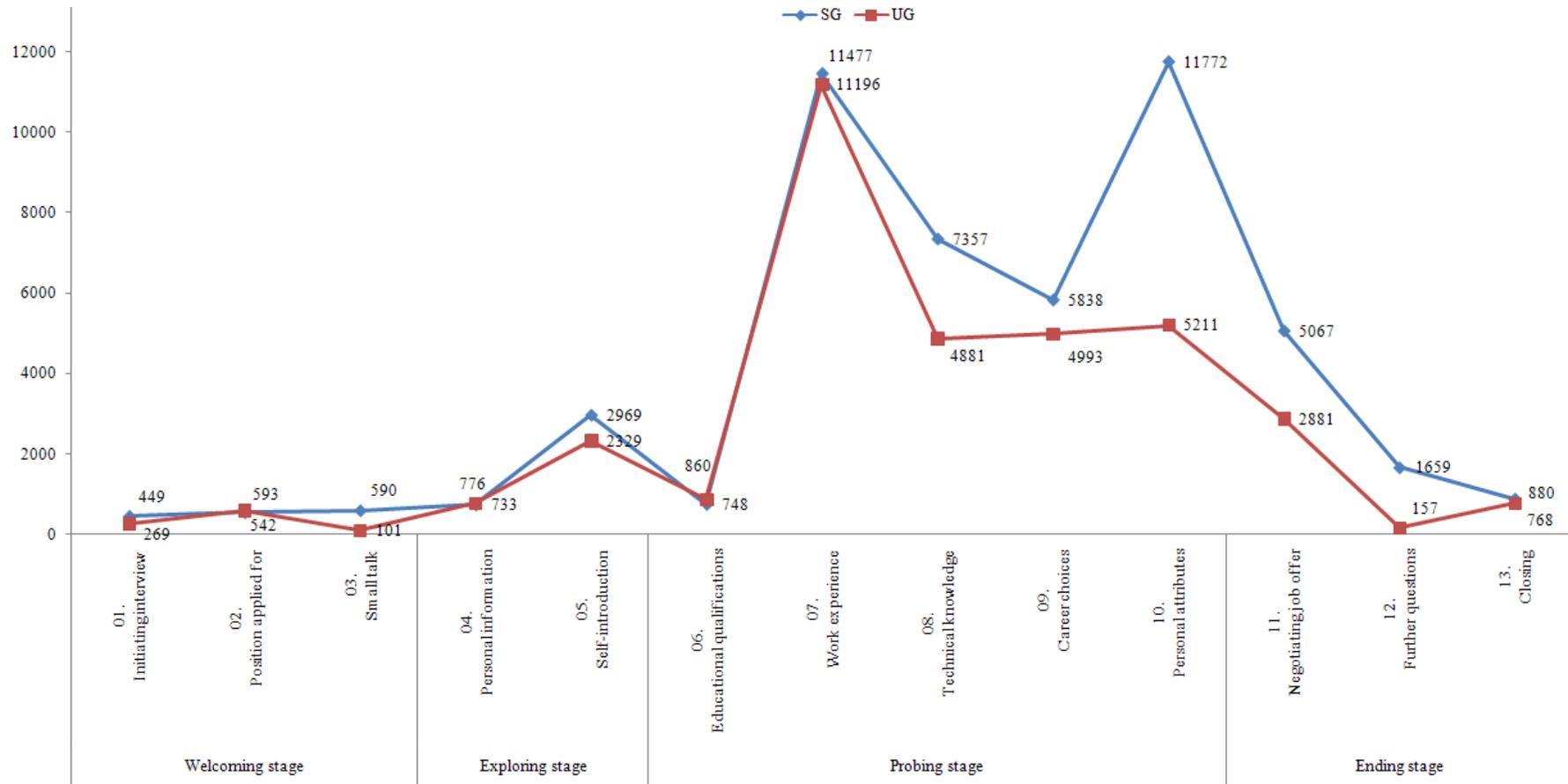
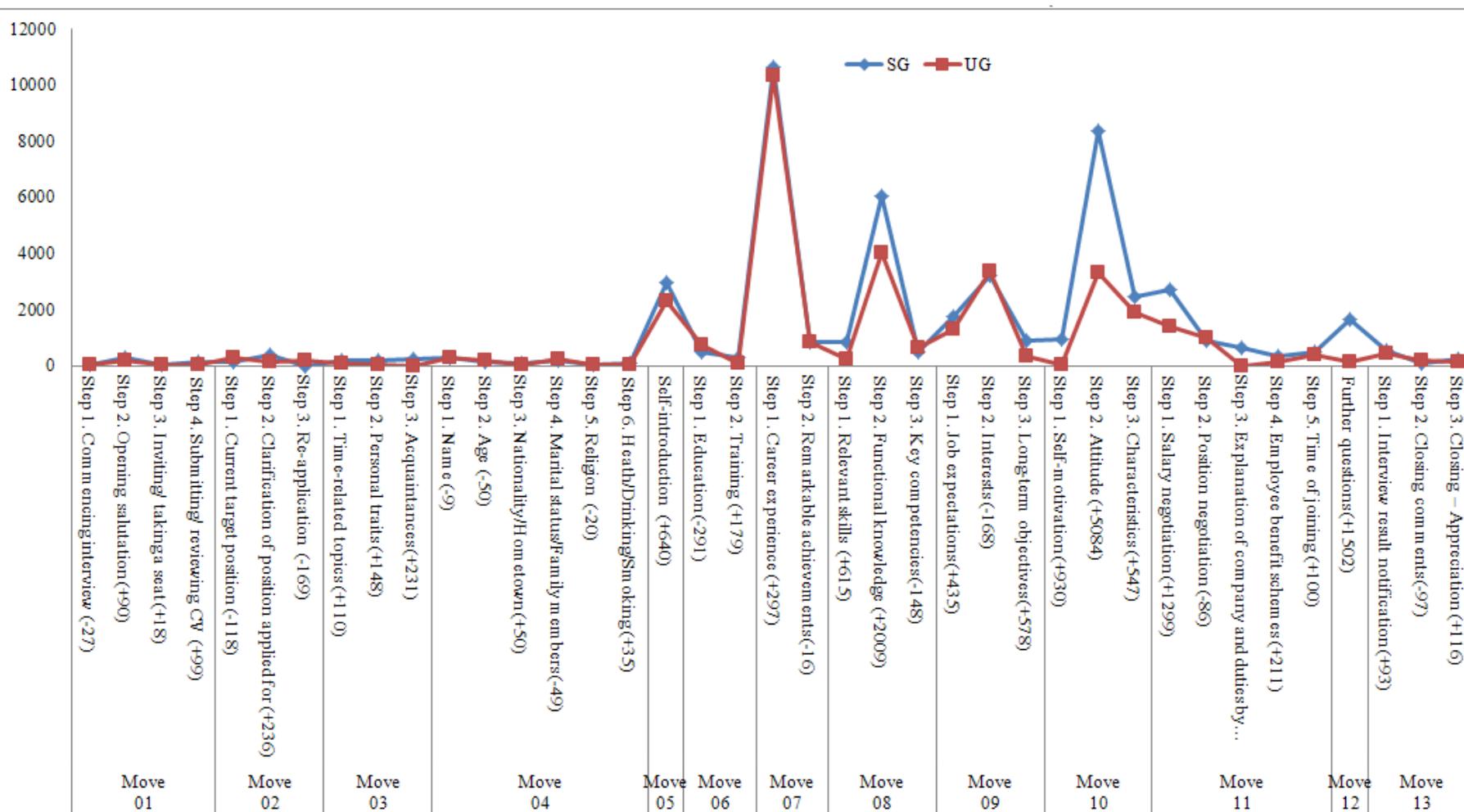


Figure 25. Step token distributions between SG and UG



Overall, the micro-moves showing the highest number of token uses in SG were *personal attributes*, followed by *work experience* and *technical knowledge*. In UG, similar patterns were observed, with higher token dominance in *work experience*, *personal attributes* and *technical knowledge*. Even though the orders of the highest token productions of these micro-moves across the two groups were not exactly matched, they all belong to the probing stage, which aims to examine various aspects of the applicants' hard and soft skills, and this seems to be directly related to the largest token distributions of the probing stage within the whole macro-move structure.

When token production between SG and UG is compared, meaningful distinctions between the two groups were not presented in the welcoming (Moves 1 and 2) and exploring macro-moves (Moves 3, 4 and 5), whereas those from the probing (Moves 6, 7, 8, 9 and 10) to the ending macro-moves (Moves 11, 12 and 13) became apparent, with significant token gaps. Specifically, from the middle of the probing stage, in which the applicants' technical knowledge was scrutinised (Move 8), obvious gaps between SG and UG can be seen from the graph. SG showed higher token usages in exploring the applicants' *relevant skills* (615 (3.7 times) more tokens), and this token difference significantly increased when the applicants demonstrated their *functional knowledge* which can be practically applied to the target working situation (2,009 (1.5 times) more tokens). That is, in SG, more interaction generally took place to investigate the applicants' actual knowledge and potential abilities.

In Move 9, which aims to find out why the applicants are interested in the company and position, SG's greater attention to *long-term objectives* is noticeable from the graph (578 (2.8 times) more tokens). Given that the main topics in this stage focus on the applicants' future career and educational development, the interviewers' increased interest in the SG applicants' future career visions seems to reveal the highly constructive nature of the SG

interviews.

In particular, it is striking that all of the steps used to scrutinise the applicants' *personal attributes* (Move 10) are utilised to a greater extent by SG in verbally more active and aggressive ways, specifically in demonstrating the applicants' *attitudes* towards work (5,084 (2.5 times) more tokens). The SG applicants' considerable effort to convey their future working attitudes in this mandatory stage, which the majority of both groups of applicants (20 in SG and 17 in UG) were asked, can be seen as significantly meaningful, in that it can be a reflection of showing their high interest in, and strong passion for, the target job. SG's quantitatively higher token usages in *self-motivation* (930 (63 times) more tokens) and *characteristics* (547 (1.3 times) more tokens) can also be accentuated, even though it does not seem to be reasonable to place as much importance on these as that given to *attitudes*, given that these two steps did not frequently occur as optional and secondary stages, and the number of step occurrences between the two groups showed a considerable gap (6 in SG and 12 in UG for *self-motivation*, 6 in SG and 1 in UG for *characteristics*). Overall, SG applicants' active verbal participation in these stages well demonstrate the point that the SG interlocutors put more focus on scrutinising their personal attitudes and interests towards the company and future working positions, after the applicants' technical specialties had been verified. The results above clearly indicate that a considerable part of the job interview interactions was allocated to probing the applicants' external and internal qualifications, and these stages are therefore the determining factors within the interviewers' decision-making process. This also suggests to ESP teachers and learners that even though the other moves can occur as mandatory stages of job interviews, and therefore need to be dealt with as primary training topics, more attention should be paid to these qualificational micro-moves if learners are to deliver both informationally well-structured and quantitatively more abundant ideas

within job interview settings.

In addition, SG used significantly more tokens in the latter part of the job interviews by negotiating job offers and exchanging questions and answers on the position. In Micro-move 11, which is the starting point of the ending macro-move, the steps of *salary negotiation* and *explaining company and duties by interviewers* showed major distinctions. As a mandatory stage of the job interviews, salary negotiations were more actively made by SG, producing almost twice the number of tokens (1299 (1.9 times) more tokens) than UG. This implies that more active participations were made between the SG interlocutors at the most central stage of the practical discussions on future working conditions. However, since the step for this stage was observed in SG as being optional (three cases in SG), the token differences related to providing explanations about the company and future duties by the interviewers (Step 3) arose not due to the volume of speech but totally by the different number of the step occurrences between two groups. In this sense, this step, if employed, can be seen as a highly positive marker by which to predict favourable interview outcomes.

In a similar vein, the last stage, *further questions*, was more dominant in SG (1,502 (10.6 times) more tokens); this seems to have been caused by the different numbers of opportunities given, or the inclusion or omission of the step inviting any questions, to each group of applicants (nine in SG and four in UG). However, it can be said that the SG participants mutually devoted more time to answering any outstanding inquiries and offering detailed answers to them, considering that the token differences are considerably bigger (1,502 token gaps) compared to its occurrence gap, and furthermore the fact that all of the previous analysis data reveals SG's quantitative prevalence in this stage.

To sum up, SG's token production was considerably higher than that of UG. This mainly comes from the SG applicants' larger volume of speech, or more active provision of

external career qualifications, and internal professional mind-set as revealed in the probing macro-move, and the SG interviewers' favourable attitudes during the ending macro-move by offering information on the company, negotiating future working conditions, and inviting the applicants to ask questions. Specifically, during the probing stage, the SG applicants' 'talk more' strategies as self-promoters were significantly emphasised in advertising both their technical (i.e. *relevant skills* and *functional knowledge*) and personal (i.e. *self-motivation* and *attitudes*) qualifications, which can directly influence future work performance. On the other hand, the interviewers' highest engagement in the ending macro-move occurred in *salary negotiation*, specifically with the SG applicants. These stages, which created quantitative distinctions between SG and UG, seem to be interconnected based on the future-oriented aspects that deal with practical matters in the future working environment. Therefore, it is reasonable to suggest that successful interviews are largely dependent on how the applicants demonstrate their current technical knowledge and, more importantly, how strongly they reveal their passion and eagerness for the work; this is directly connected to triggering the interviewers' strong interests toward the applicants and revealing their wish to recruit the applicant in the following negotiation stage

However, even though the Figures above clearly demonstrate which parts of the moves and steps contain considerable token differences compared to others, the token distributions discussed thus far need to be reconsidered from the perspective of the occurrences of the schematic structures, or whether they are mandatory or optional, in order to proceed with a more precise and accurate discussion. This is because a discussion of the token differences between SG and UG will be more meaningful when the target steps are mandatory, and therefore observed frequently across the whole corpus. On the other hand, some of the other steps can be less persuasive if those are optional or their occurrences are

remarkably oriented to one specific group. In order to consider the quantity of occurrences and of token volumes from an integrated point of view, therefore, the average token distributions per individual move and step will be discussed in the following section.

5.2.2.3 Token Distributions per Occurrence

● Moves

To compare the quantity of tokens distributed in each micro-move and step with that of occurrences, the average tokens observed per single occurrence of each stage was calculated as presented in Table 24. In order to observe the token distributions from a micro-move to step level, the patterns representing average token usage in terms of micro-moves and steps are also represented in Figures 26 and 27.

Table 24. Token distributions per single micro-move occurrence

Schematic Structures		SG			UG		
Micro moves	Move/Steps	Total tokens (A)	N. of moves /steps (B)	Tokens per step (A/B)	Total tokens (A)	N. of moves /steps (B)	Tokens per step (A/B)
Move 01	Move 1 in total	449	19	24	269	17	16
	Step 1. Commencing interview	7	1	7	34	4	9
	Step 2. Opening salutation	259	18	14	169	15	11
	Step 3. Inviting/taking a seat	55	10	6	37	8	5
	Step 4. Submitting/reviewing CV	128	7	18	29	3	10
Move 02	Move 2 in total	542	10	54	593	11	54
	Step 1. Current target position	156	8	20	274	10	27
	Step 2. Clarification of position applied for	386	3	129	150	3	50
	Step 3. Re-application	0	0	0	169	1	169
Move 03	Move 3 in total	590	8	74	101	2	51
	Step 1. Time-related topics	186	3	62	76	1	76
	Step 2. Personal traits	173	3	58	25	1	25
	Step 3. Acquaintances	231	3	77	0	0	0

Move 04	Move 4 in total	733	20	37	776	18	43
	Step 1. Name	296	16	19	305	16	19
	Step 2. Age	143	5	29	193	11	18
	Step 3. Nationality/Hometown	59	3	20	9	1	9
	Step 4. Marital status/Family members	168	6	28	217	10	22
	Step 5. Religion	8	1	8	28	2	14
	Step 6. Heath/Drinking/Smoking	59	2	30	24	1	24
Move 05	Move 5 in total	2969	16	186	2329	13	179
	Self-introduction	2969	16	186	2329	13	179
Move 06	Move 6 in total	748	6	125	860	11	78
	Step 1. Education	471	3	157	762	10	76
	Step 2. Training	277	3	92	98	3	33
Move 07	Move 7 in total	11477	18	638	11196	20	560
	Step 1. Career experience	10650	18	592	10353	20	518
	Step 2. Remarkable achievements	827	4	207	843	3	281
Move 08	Move 8 in total	7357	17	433	4881	14	349
	Step 1. Relevant skills	843	8	105	228	4	57
	Step 2. Functional knowledge	6021	14	430	4012	12	334
	Step 3. Key competencies	493	4	123	641	4	160
Move 09	Move 9 in total	5838	19	307	4993	19	263
	Step 1. Job expectations	1734	9	193	1299	5	260
	Step 2. Interests	3207	19	169	3375	18	188
	Step 3. Long-term objectives	897	5	179	319	3	106
Move 10	Move 10 in total	11772	20	589	5211	18	290
	Step 1. Self-motivation	945	6	158	15	1	15
	Step 2. Attitude	8388	20	419	3304	17	194
	Step 3. Characteristics	2439	12	203	1892	8	237
Move 11	Move 11 in total	5067	16	317	2881	15	192
	Step 1. Salary negotiation	2708	16	169	1409	13	108
	Step 2. Position negotiation	899	5	180	985	7	141
	Step 3. Explanation of company and duties by interviewers	662	3	221	0	0	0
	Step 4. Employee benefit schemes	327	5	65	116	1	116
	Step 5. Time of joining	471	6	79	371	4	93

Move 12	Move 12 in total	1659	9	184	157	4	39
	Further questions	1659	9	184	157	4	39
Move 13	Move 13 in total	880	20	44	768	20	38
	Step 1. Interview result notification	543	17	32	450	16	28
	Step 2. Closing comments	92	13	7	189	11	17
	Step 3. Closing – Appreciation	245	18	14	129	18	7

Figure 26. Micro-move token distributions - average number of tokens per micro-move between SG and UG

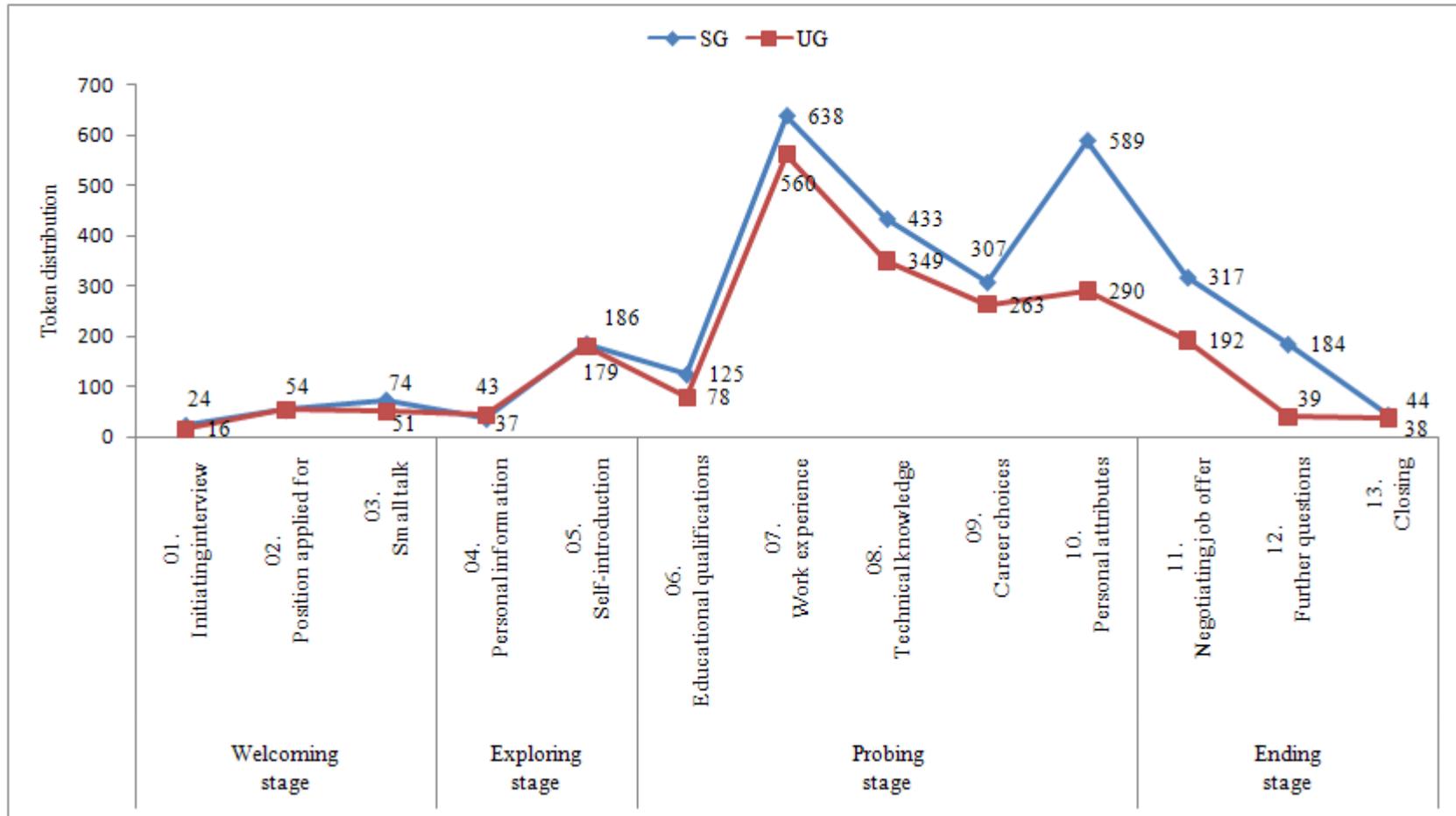
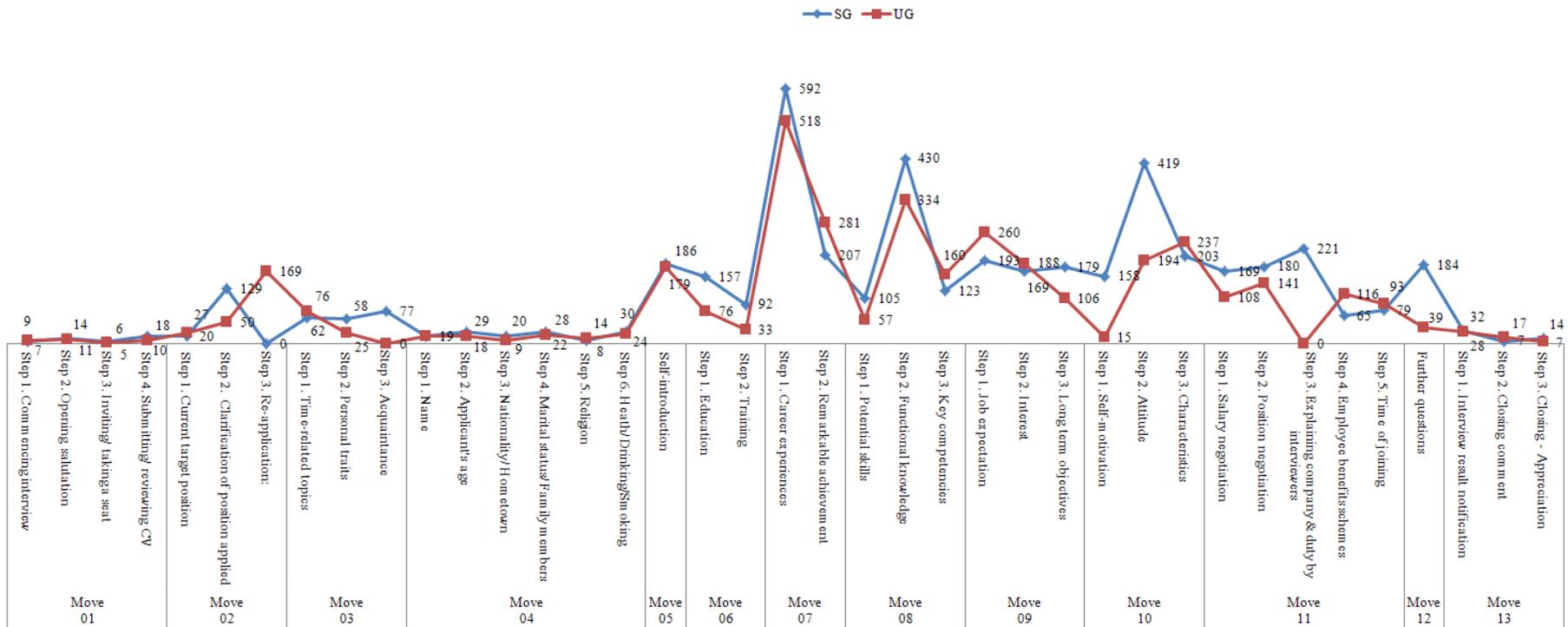


Figure 27. Step token distributions - average number of tokens per step between SG and UG



In terms of micro-moves, the highest levels of average token distribution in SG were *personal attributes* (3,902), *work experience* (3,692), *technical knowledge* (2,637), *negotiating job offer* (2,583) and *career choices* (2,673). Although their top five micro-moves were identical to those of SG, UG showed them in a slightly different order: *work experience* (4,750), *personal attributes* (2,229), *technical knowledge* (2,148), *career choices* (2,057) and *negotiating job offer* (1,352). This clearly demonstrates that quantitatively extensive information needs to be delivered within these five micro-moves, and therefore one focus of job interview training should be on this aspect, including a considerations of how to organise strategic and effective structures with ample sources of promotional materials to reveal the applicants' suitability for the target position both in terms of technical expertise and personal aptitude.

When the two groups are compared, the patterns between SG and UG are almost parallel from the welcoming to the exploring stages, However, some of the following steps showing visual distinctions in the graph require further discussion. In Move 2, to begin with, the second step (*clarification of the position applied for*) which seeks and offers clarification regarding the applicant's reasons for applying for the target position, SG showed almost two times more average token usages per occurrence. Since this stage involves checking essential but basic information that should be usually notified to the interviewers in advance of the job interview, the detailed characteristics resulting in the larger volume of SG speech in this stage need to be investigated in more depth in the following discussions. Second, in the next step, which entails asking about times and reasons for re-applications, meaningful implications regarding the average token gap (169 tokens only in UG) cannot be made because all of the SG applications were the candidates' first, and accordingly no re-applications had been made by any of them.

In Move 3, the two groups showed appreciable gaps only in *small-talk*. SG used 23 more tokens per occurrence, which is 1.46 times more than that of UG. Even though the amount of speech does not take up a significant portion of the whole conversation, considering the fact the more frequent occurrences and relatively larger volumes of speech in this stage were observed in SG, it is clear that the SG candidates attempted to be more engaged in creating a relaxed and friendly atmosphere.

Noticeable differences between the two groups begin from the probing stage and continue to the ending stage, with considerable more token distributions in SG. In the micro-move *educational qualifications*, first of all, SG produced higher numbers of tokens when demonstrating their past educational and training experience (i.e. 81 and 59 more on average per occurrence). Even though UG showed higher dominance in these steps in terms of the total quantity of token productions due to the UG interviewers' relatively more frequent adoptions of the steps, the average numbers of tokens produced by UG in these stages per occurrence were 52% and 64% lower than those of SG. In other words, even though there were fewer requirements for the SG applicants to describe their educational backgrounds, they tended to give more detailed and fuller explanations for this when asked; on the other hand, the UG applicants failed to make their information quantitatively abundant, although more frequent requests were made for such information, and this attributed to a larger volume of these two steps in UG than in SG in general.

Evident distinctions were also discovered from the end of Micro-moves 9 to 12, wherein a wide range of future-oriented topics are discussed and negotiated: specifically SG's strong dominance in the following five steps (time differences between SG and UG are shown in parenthesis): *long-term objectives* (1.69), *self-motivation* (10.53), *attitude* (2.16), *salary negotiation* (1.56), and *further questions* (4.72). On the other hand, UG produced 51

more tokens per occurrence within *employee benefits schemes*, which amounts to 1.78 times more than those of SG. As a highly optional step (occurring five times in SG and once in UG) of the job interview, however, it does not seem to be reasonable to draw a meaningful implication from this higher average token usage at this stage.

All of the stages showing the strong dominance in SG are highly inter-connected in terms of demonstrating how the applicants will approach future work with professionally passionate and personally mature attitudes, and how the company actively reveals their purchasing needs for those qualified applicants. That is, the reason why attention needs to be paid to this area is that these stages serve as an actual starting point for exploring the applicants' internal qualities using the interviewers' subjective evaluation criteria, right after considering the objective qualificational verifications in terms of the applicants' education and experiences explicitly specified on their CV, and typical technical questions with fixed answers. In this sense, it is reasonable to claim that the applicants' strong desires and the interviewers' high interest respectively in demonstrating and exploring professional mind-set are greatly affected in the SG's significantly more token productions in this stage. Furthermore, as previously discussed, the interviewers' favourable evaluations in this exploration seem to be highly connected to the higher incidence of discussions to negotiate future job conditions, and exchange questions and answers to solve future-oriented issues during the final stage. This implies that not only the applicants' explicit backgrounds and skills, but also their implicit professional spirit, can be regarded as major job interview evaluation criteria.

To summarise, the general patterns of average token production per occurrence were similar to the overall token distribution, which did not reveal significant differences between the two groups in the earlier part of the interactions, though gaps were significantly apparent

toward the later parts of the interviews. Both groups produced the largest number of average tokens during the several stages within the probing macro-move, but SG's greater attention to *long-term objectives, self-motivation, attitude, salary negotiation* and *further questions* was significantly highlighted. The SG applicants' and interviewers' higher token dominance in these steps well reflects their strong interests in and desires to respectively sell and understand the applicants' qualifications, which are future-oriented professional passions for the target job, rather than fact-based past experiences. In the next section, in order to add more detailed explanations for the previous discussions, and to explore any new findings that have not yet been discovered, the token distributional differences between the two groups of interviewers and applicants (i.e. participation rate) will be compared and discussed, as a final stage of analysis of the token distributions.

5.2.2.4 Participation Rate between Interlocutors

- **Macro-moves**

The last point to be discussed from the token distributional point of view is the different participation rate of the job interview conversations between the interlocutors in each stage. Since the contribution made in conversations can be one barometer by which to evaluate the balance of power between interlocutors (Holmes & Stubbe, 2003; Koester, 2004b), a discussion of the participation rate will reveal how the two groups of applicants create and maintain relational power with their interviewers, and further adjust this power in order to generate mutually collaborative communication environments (Dudley-Evans & St John, 1998, p. 62). The proportion of each interlocutor's occupancy, and how many tokens the applicants produced compared to their interviewers, are shown in Table 25.

Table 25. Participation rate per speaker group, according to macro-moves

	SG			UG		
	Interviewers (% in brackets)	Applicants (% in brackets)	Total (% in brackets)	Interviewers (% in brackets)	Applicants (% in brackets)	Total (% in brackets)
Welcoming stage	678 (42.99)	899 (57.01)	1577 (100)	556 (58.89)	393 (41.41)	949 (100)
Exploring stage	784 (21.18)	2918 (78.82)	3702 (100)	769 (24.81)	2330 (75.19)	3099 (100)
Probing stage	12005 (32.28)	25186 (67.72)	37191 (100)	11530 (42.52)	15588 (57.48)	27118 (100)
Ending stage	4130 (54.37)	3466 (45.63)	7596 (100)	1988 (52.75)	1808 (47.97)	3796 (100)

During the welcoming stage, considerable differences existed not only in the number of overall tokens used between the two groups (628 (1.66 times) more tokens in SG), but also in the token distribution rate. Whereas the SG applicants produced 32.60% more tokens than their interviewers, the UG applicants showed opposite results by using 29.32% fewer tokens in their conversations. This means that the SG applicants tried to be active in exchanging greetings and small-talk by leading the majority of interactions, which possibly lead to the interviewers forming a positive first impression during the initial stage of the meetings. On the other hand, the UG applicants seemed to fail to do this by passing the control of the conversation to the interviewers, making them put more effort into making the initial interactions run smoothly.

In the exploring macro-move, given that the interviewers in both groups produced an almost identical numbers of tokens (15 token differences), the significant number of token differences between the two applicant groups (588 token differences) implies that the SG applicants conveyed quantitatively more abundant information on themselves through two micro-moves, or *personal information* and *self-introduction*, during this stage. The SG

applicants' more detailed and fuller explanations on themselves during the exploring stage appears to play an important role in helping the interviewers to skim through, recognise, and pick out the core points of the applicants' qualifications, which drew the interviewers' attention and interest, for further in-depth investigations during the probing stage. Therefore, it seems to be very important to observe which information is specifically emphasised in this self-descriptive stage by the applicants; this needs to be investigated in more depth in later sections.

During the probing macro-move, the different strategies between the two interlocutor groups, which were stated earlier as 'talk more' and 'listen more', are well illustrated. The SG group demonstrated the applicants' 'talk more' and the interviewers' 'listen more' strategies, with the respective participation rate of 67.72% (A) and 32.28% (I) out of the total exchanges in this stage (A-I = 35.44%). However, the gap between UG interlocutors were not comparatively considerable (A-I = 14.96%) with ratio of 57.48% (A) and 42.52% (I), even though the applicants' relatively higher participation in the conversation can still be observed. In terms of the quantity of speech in the probing stage, therefore, the fact that SG applicants' produced approximately two times more tokens than their interviewers, in comparison to 1.35 times more in UG, leads to a strong assumption that the SG applicants' tactical and intentional efforts were specifically focussed on this stage in order to provide quantitatively abundant content for self-promotion.

In the ending macro-move, the general token distribution within each interlocutor group did not show distinctive differences, except for slightly higher participation rates of both sets of interviewers. However, the amount of SG interviewers' speech was substantially higher (2,142 tokens) than that of UG, considering that the total token gaps between the two interviewer groups was only 2,754, as previously discussed in detail. In addition, the SG

interviewers' highest engagement (54.37%) during this stage can be highlighted, compared to their participation rates in the other parts of the macro-moves (welcoming (42.99%), probing (32.28%), and exploring (21.18%)). Even though the UG interviewers showed a similar level of engagement, at 52.75%, however, the other macro-moves also demonstrate their considerable participation, specifically in the welcoming stage (58.89%), and also in other probing (42.52%) and exploring macro-moves (24.81%). That is, the SG interviewers' highest level of involvement was dedicated to attracting their applicants via the sufficient provision of information for negotiations and answers during the final stage of the job interviews, whereas the UG interviewers did not make extra efforts in this regard compared to the engagement shown in other macro-moves. In order to observe how each micro-move is organised in quantitatively different or similar ways in terms of participation rate, the detailed and distinctive features of this within the micro-moves between the two groups will be compared and discussed in the following sections.

● **Micro-moves and Steps**

From an observation of the participation ratio between the two interviewer and applicant groups, the different degrees of contribution made by each participant group across all micro-moves and steps can be more closely observed and compared, as suggested in Table 26 and illustrated in Figure 28 and 29. Since different micro-move and step occurrences between the two groups were respectively considered in the calculation, the figures presented below represent the average participation rate when each micro-move and step occurred within the interactions.

Table 26. Participation ratio per speaker group according to micro-moves and steps

Micro -moves	Steps	SG Interviewers		SG Applicants		UG Interviewers		UG	
		Ave. Tokens	Parti. ratio	Ave. Tokens	Parti. ratio	Ave. Tokens	Parti. ratio	Ave. Tokens	Parti. ratio
Move 01	Move 1 in total	15	66	8	34	12	79	3	21
	Step 1. Commencing interview	2	29	5	71	6	83	1	17
	Step 2. Opening salutation	9	65	5	35	9	78	2	22
	Step 3. Inviting/taking a seat	3	49	3	51	3	77	1	23
	Step 4. Submitting/reviewing CV	14	77	4	23	8	86	1	14
Move 02	Move 2 in total	17	31	38	69	29	53	25	47
	Step 1. Current target position	7	35	13	65	16	58	12	42
	Step 2. Clarification of position applied for	37	29	91	71	22	43	28	57
	Step 3. Re-application	-	-	-	-	92	54	77	46
Move 03	Move 3 in total	27	37	47	63	18	36	32	64
	Step 1. Time-related topics	27	44	35	56	32	42	44	58
	Step 2. Personal traits	18	31	40	69	4	17	19	83
	Step 3. Acquaintances	27	35	50	65	-	-	-	-
Move 04	Move 4 in total	20	55	16	45	25	59	17	41
	Step 1. Name	11	57	8	43	11	58	8	42
	Step 2. Age	16	56	13	44	11	62	7	38
	Step 3. Nationality/Hometown	10	49	10	51	6	67	3	33
	Step 4. Marital status/Family members	14	51	14	49	14	62	8	38
	Step 5. Religion	7	88	1	13	10	71	4	29
	Step 6. Heath/Drinking/Smoking	17	58	13	42	5	21	19	79
Move 05	Move 5 in total	24	12.8	162	87.2	24	13.35	155	86.65
	Self-introduction	24	13	162	87	24	13	155	87
Move 06	Move 6 in total	29	23	96	77	31	41	46	59
	Step 1. Education	36	23	121	77	32	42	44	58
	Step 2. Training	22	24	70	76	10	32	22	68
Move 07	Move 7 in total	205	32.17	433	67.83	238	42.46	322	57.54
	Step 1. Career experience	195	33	397	67	216	42	301	58
	Step 2. Remarkable achievements	46	22	161	78	144	51	137	49
Move 08	Move 8 in total	155	35.85	278	64.15	153	44.03	195	55.97
	Step 1. Relevant skills	41	39	64	61	33	58	24	42
	Step 2. Functional knowledge	153	36	277	64	139	42	195	58
	Step 3. Key competencies	40	33	83	67	86	54	75	46
Move 09	Move 9 in total	84	27.41	223	72.59	108	41.24	154	58.76
	Step 1. Job expectations	50	26	143	74	87	33	173	67
	Step 2. Interests	45	27	123	73	80	43	107	57
	Step 3. Long-term objectives	58	32	122	68	62	58	44	42
Move 10	Move 10 in total	195	33.15	394	66.85	124	42.77	166	57.23
	Step 1. Self-motivation	76	48	82	52	3	20	12	80
	Step 2. Attitude	146	35	274	65	88	45	107	55
	Step 3. Characteristics	44	22	159	78	92	39	144	61
Move 11	Move 11 in total	161	50.98	155	49.02	90	47.09	101	52.91
	Step 1. Salary negotiation	90	53	79	47	51	47	57	53
	Step 2. Position negotiation	70	39	109	61	69	49	72	51

	Step 3. Explanation of company and duties by interviewers	166	75	55	25	-	-	-	-
	Step 4. Employee benefit schemes	18	28	47	72	44	38	72	62
	Step 5. Time of joining	34	43	45	57	41	44	51	56
Move 12	Move 12 in total	105	57	79	43	17	44	22	56
	Further questions	105	57	79	43	17	44	22	56
	Move 13 in total	30	69	13	31	28	74	10	26
Move 13	Step 1. Interview result notification	25	81	6	19	23	80	6	20
	Step 2. Closing comments	6	82	1	18	12	69	5	31
	Step 3. Closing – Appreciation	5	40	8	60	4	59	3	41

Figure 28. Micro-move participation rate between interlocutors in SG

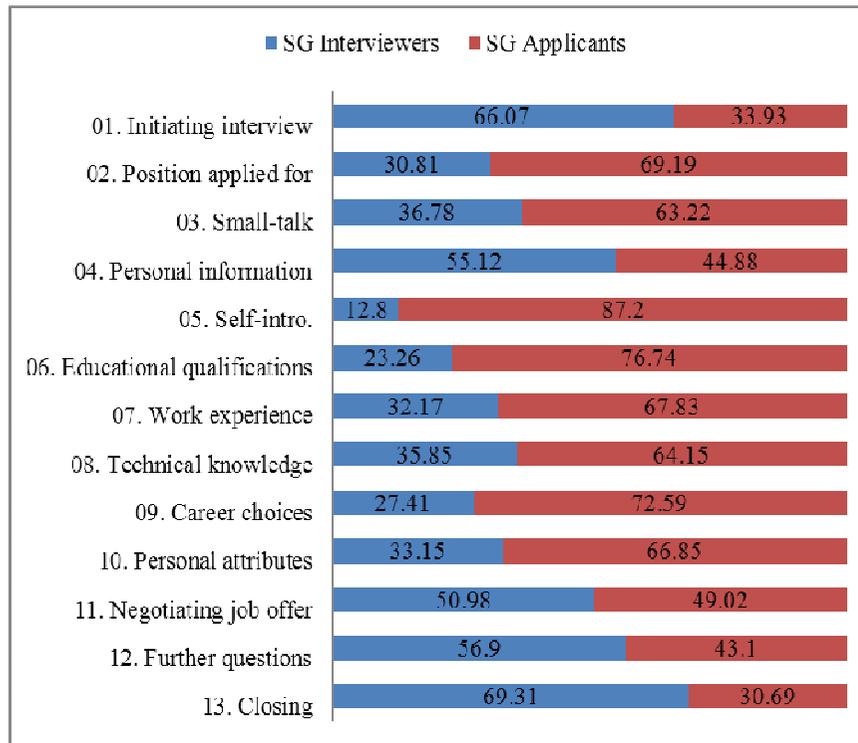
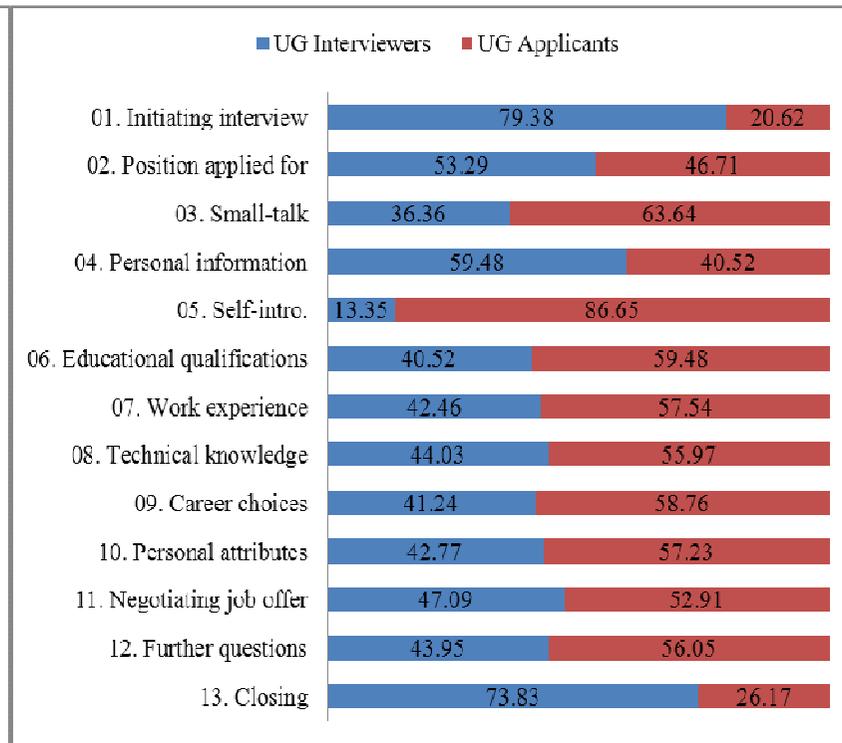


Figure 29. Micro-move participation rate between interlocutors in UG



Overall, the UG interviewers' and SG applicants' higher participation can be seen. In terms of the interviewers, the three micro-moves in which the interviewers showed more active participation in SG than in UG were *further questions* (56.90% vs. 43.95%; 12.95% higher), *negotiating job offer* (50.98% vs. 47.09%; 3.89% higher) and *small-talk* (36.78% vs. 36.36%; 0.42% higher). On the other hand, almost all of the other moves showed the UG interviewers' higher levels of engagement. The top five stages in which the interviewers demonstrated stronger participation in UG than in SG were *position applied for* (53.29% vs. 30.81%; 22.48% higher), *educational qualifications* (40.52% vs. 23.26%; 17.25% higher), *career choices* (41.24% vs. 27.41%; 13.83% higher), *initiating interview* (79.38% vs. 66.07%; 13.31% higher) and finally *work experience* (42.46% vs. 32.17%; 10.29% higher).

Across the steps of Move 1, the SG applicants' higher participation is highlighted, specifically in *commencing interview* and *inviting/ taking a seat*. Considering the fact that the previous step, *commencing interview*, is highly optional (12.5% out of total interaction), and is also an administrative stage in which utterances from assistants that invite the applicants into the room are also included, the SG applicants' relatively higher engagement at the very beginning of the interviews (71.4% in SG and 17.2% in UG) means that they tried to be active in terms of opening up the relationship between the interview participants right from this official stage of the job interview. In the next stage, *inviting/taking a seat*, during which the interviewers or interviewees invite applicants to take a seat, or ask about being seated, respectively, an almost equal numbers of tokens was produced by the two SG participant groups (49% and 51%), whereas the tokens were considerably biased toward the interviewers (76.7%) in UG. This implies evenly harmonised mutual relationships in which to request and respond to information were created by the SG interlocutors (their initial efforts to create rapport with their interviewers in this regard can be closely linked to the amount of *small-talk*

afterward), whereas a lack of responses from the applicants was seen in UG. Specifically, the UG applicants' lower levels of participation, and the interviewers' increased output at the beginning of the job interviews (*initiating interview*), may have had a negative influence on forming favourable first impressions of the UG applicants by failing to deliver an active and positive posture in opening the relationship.

In Move 2, the UG interviewers' higher engagement in the micro-move of *position applied for* clearly shows that repetitive requests to clarify the reason for applying to the target position were made by the interviewers in UG before initiating their interviews. This is quite interesting when considering the fact that SG produced nearly twice the number of tokens in this stage, on average, compared to those produced by UG. That is, in terms of average quantity of speech, the interviewers talked 2.28 times less in SG (7 vs. 16 tokens, respectively, in SG and UG) during the initial stage of discussing the current target positions; however, they utilised 1.68 times more tokens again in SG (37 vs. 22) to clarify the previous step, and the SG applicants also showed considerably higher token usages than the UG applicants in this regard (91 vs. 28). That is, during the initial stage of asking about the current target position, both applicant groups replied using almost the same number of tokens (13 vs. 12); however, when further clarification was requested for this, the SG applicants' highly active verbal approaches, with three times more token production (91 vs. 28), can be highlighted. This clearly implies that even though SG spent considerably more time on clarifying the applicants' target position, the larger volume of speech was mainly derived from the SG applicants' more active explanations, rather than the SG interviewers' repetitive requests. Regardless of whether, for UG, this result was mainly caused by the UG applicants' unclear clarifications or the assistant staff members' insufficient information provision prior to the interviews, this lack of basic and essential information appears to have made the UG

interviewers produce more tokens for recurrent and unnecessary confirmational procedures.

In Move 3, even though the SG *small-talk* did not show any differences in terms of participation ratio from that of the UG applicants, the average token productions per occurrence, both by the SG interviewers (27 tokens) and the SG applicants (47 tokens), were considerably higher than those of the UG group (18 and 43 more tokens each). This has particular significance, in that successful job interview interactions cannot be established from one-sided communication; rather, interactions must be co-built in mutually supportive and constructive manners, as suggested by Kerekes (2006). That is, the SG applicants' positive verbal actions and attitudinal postures throughout these stages can be seen as significant evaluation criteria, even though they cannot be measured in an exact numerical manner (Scheuer, 2001). Closely looking at the steps, when talking about common and general topics such as *time*, the interlocutors in the two groups shared the conversation in a fairly even manner (both around 43% for the interviewers and 57% for the applicants). In the case of personal issues such as appearance, voice and age, however, the majority of speech came from the applicant groups (68.79% in SG and 82.61% in UG applicants). Finally, a strong human-relational strategy, wherein applicants emphasise a connecting link with their interviewers by mentioning acquaintances within ODC, were only observed in SG. Although closer observation of whether this relational common ground has a positive effect on the interview outcome is required, the SG applicants' specific attempts to mention something familiar in their interviewers' perspectives during this stage can be highlighted, in that many researchers (Lipovsky, 2006; Sniad, 2007; Louw, 2009) also claim that establishing co-membership and/or solidarity via the active use of homogeneous topics (e.g. race, interests and acquaintances) between interlocutors can be one of the most effective tools by which to reduce communicative barriers and enhance rapport.

In Move 4, the only obligatory step, *name*, does not provide particularly meaningful distinctions between the two groups, given that identical token productions and distributional ratios between the interlocutors were used (both 11 and 8 tokens, and around 57% and 43% participation rate by the interviewers and applicants). In the two secondary steps (i.e. *applicants' age* and *marital status/family members*), on the other hand, whereas SG applicants produced relatively balanced volumes of conversation, with higher token productions, the UG applicants showed slightly lower levels of engagement (approximately 38%) in the conversation. Given that talking about *marital status* and *family members* can act as another form of small-talk which allows interviewers to understand the applicants' personal family relationships, mutual interactions during this stage seem to contribute to forming a more intimate and closer atmosphere during the earlier stage of the job interview.

From Move 5, where a self-introduction is requested, the differences between the two groups were not clearly detected in terms of average token distributions. Almost identical proportional distributions between the two groups were observed, with around 13% in the interviewers and 87% in the applicant groups, and slightly more tokens observed from the SG applicants (162 tokens on average) compared to the UG applicants (155 tokens on average), which equates to just seven (4.51% times) more tokens. Even though SG yielded higher quantitative figures in some other fields, such as the total occurrences of this step and the total number of tokens across the whole corpus, the individual case per occurrence did not show a meaningful distinction. This means that the kind of information promoted during this stage within the given time and tokens could be a deciding factor within the interviewers' evaluations. From this perspective, the importance of this stage for the applicants can lie in the increased opportunities it presents for them to promote themselves in a concise manner during the initial stages of the interviewers' verification process; further, when such

opportunities are given, organising the promotable qualifications using highly strategic methods via the active utilisation of powerful and effective lexical and grammatical linguistic resources is key. Any distinction in this between the two groups will be closely observed from a linguistic point of view in the following sections.

In Move 6, the SG applicants received questions requesting information on their educational backgrounds considerably less frequently (3 in SG and 10 in UG), and the token production in this stage was also 17.46% lower than that of UG applicants in overall corpus. Interestingly, however, the average amount of the SG applicants' speech per occurrence was almost three times higher than that of the UG applicants (121 vs. 44), even though the interviewers produced almost the same number of tokens (36 in SG and 32 in UG) in each group for questioning. For this reason, the SG applicants' participation ratio in each occurrence of this step amounted to 77.28%, whereas that of UG was 58.33%. This clearly shows that the SG applicants reacted to the interviewers' questions by providing ample information, and in a dedicated manner, as also demonstrated in some of the other steps. In the next step, or *training*, which is a highly optional stage that occurred three times in each group, the SG applicants not only showed a considerably higher number of tokens (70 vs. 22 tokens each in SG and UG), but also revealed relatively more conversational dominance (75.81% vs. 68.37%) compared to the UG applicants. In these steps, overall, whereas the UG applicants did not provide quantitatively abundant information by which to verify their educational qualifications, even in the face of more frequent requests for this, the SG applicants showed stronger willingness to offer this information via a relatively higher participation ratio.

Move 7 features the highest level of token productions both in SG and UG, specifically in Step 1, which aims to investigate the applicants' previous work experience.

This clearly demonstrates that this point is at the peak of the verification process during the interactions, and is also one of the most important factors during the job interview evaluation. The most prominent feature observed in the Figure 28 is the SG interviewers' 'talk less' and the SG applicants' 'talk more' strategies, as pointed out earlier. This was not only applied in Step 1, but also, more notably, in Step 2, even though the total number of tokens was considerably lower in Step 2 than in Step 1. For example, the interviewers used 21 and 98 fewer tokens when investigating the SG applicants in Steps 1 and 2, respectively, compared to their examination of the UG applicants, however the SG applicants produced 96 and 24 more tokens in the same stages compared to the UG applicants. That is, the majority of SG conversations within these stages were comprised of the applicants' speech, which entails specific details given in response to the interviewers' requests, with a higher participation ratio of 67.05% and 77.87% in each step. This clearly contrasts with the figures of UG, which recorded 58.26% and 48.75% of the applicants' engagement. In terms of both the volumes of speech and the participation ratio, the SG applicants held a dominant position within the *career experience* step, and this seems to have been positively evaluated by the interviewers, along with their active participation shown during the previous probing stage, *educational qualifications*.

Move 8 highlights the SG applicants' active engagement in all stages of the interactions. Specifically, the highest number of tokens was produced for *functional knowledge*, which implies that the main focus of verification during this micro-move was on examining the applicants' practical skills accumulated through previous hands-on experience in the target fields. In this step, the SG interviewers and applicants exchanged considerably substantial amounts of speech, at 153 and 277 more tokens compared to the UG interactants; these SG figures equate respectively to 10.07% and 42.05% higher token productions than in

UG. In addition, the SG applicants' relatively higher levels of engagement in the conversation during this stage (64.35%), compared to their interviewers (35.65%), is also notable. The other two steps, *relevant skills* and *key competencies*, also entailed quantitatively more token production and qualitatively higher participation in the conversation from the SG applicants. This means that the SG applicants paid considerable attention to demonstrating their up-to-date technical knowledge and practical skills that would be directly applicable to the workplace and role, and made substantially more effort than the UG applicants to respond to the interviewers' attempts to probe these. On the other hand, the UG interviewers produced generally more token than their applicants, excluding the step for *functional knowledge*. This implies that the UG applicants did not sufficiently validate their technical specialties or meet the interviewers' informational expectations, even though a substantial number of attempts were made by the UG interviewers to examine these.

In Move 9, all of the three steps revealed the SG applicants' higher levels of participation (70% overall), and further demonstrated the UG applicants' lower contributions to the conversation (ranging from 41.69% to 66.59%) with fewer token usages. This phenomenon is significantly highlighted in Step 2, or *interests*, wherein the applicants were asked to reveal their aspirations with respect to the company. In SG, the interviewers produced only 45 tokens, but gained 2.73 times more tokens (123 tokens) on average in response from their applicants; on the other hand, the opposite outcome was seen in UG, with the interviewers' using more tokens for questioning (80 tokens, 1.78 more tokens than those used in SG), and the applicants using fewer tokens in response (107 tokens, 14% lower than the SG applicants' average responses). In addition, this applies to Step 3, in which the applicants revealed their long-term career plans with respect to the company. The interviewers' used 40.91% more utterances than their applicants in UG, and 52.49% fewer in

SG. In other words, when the interviewers used 62 tokens for questioning in UG, their applicants responded using 44 tokens on average, whereas the SG applicants talked 2.10 times more than their interviewers, with 122 and 58 tokens, respectively. Even though the UG interviewers tried to verify the applicants' future plans with respect to the company using a considerable amount of speech, the applicants did not seem to fully express their responses in a quantitatively satisfactory way. This is clearly contrary to the SG situations, in which 'fewer efforts' and 'more gains' were made from the interviewers' perspective, and 'more efforts' and 'bigger gains' were made from the applicants' point of view.

Move 10, which is at the peak of examining the applicants' professional mind-set, demonstrates the fact that enthusiastic and pro-active approaches to revealing this inner quality are considered vital with respect to job interview evaluations. Not only were the occurrences of the three steps of this micro-move in SG (i.e. *self-motivation*, *attitude* and *characteristics*) highlighted, but the number of tokens that the SG applicants produced were overwhelmingly higher than those produced by the UG applicants, at 6.83, 2.56 and 1.10 times higher average tokens, respectively, per occurrence. Even though Step 1, *self-motivation*, was a highly optional stage that was mostly utilised in SG (six out of seven cases), SG's dominance in the other two steps (Steps 2 and 3), which occurred highly repetitively as mandatory and secondary stages, can be seen as significantly meaningful, in that both the applicants' participation in the conversation and the average token productions were considerably high. Specifically, in Step 3, during which the applicants' characteristics were scrutinised, the interviewers were given more quantitatively fruitful answers from fewer questioning efforts by the SG candidates (44 and 159 tokens for questioning and answers), while the opposite was true in UG (92 and 144 tokens, respectively). That is, the same rules discussed in the previous stages can be also applied in these steps.

In Move 11, *salary negotiation*, which is the only mandatory step within this micro-move, needs to be focused on. As discussed previously, the overall quantity of speech for salary matters in SG was far higher than that of UG. More specifically, this higher volume of conversation came from the evenly distributed discussion between the SG interviewers and applicants, with a 53.06% and 46.94% participation ratio. Even though UG also maintained a similar ratio, with slightly higher occupation from the applicants, the total amount of speech was considerably lower than that of SG. That is, the SG interactants were highly dedicated to discussing the most practical issue, i.e. financial benefits, that the company provides and the applicants will get in return from the company as a compensation for their professional dedications and contributions. In addition, the SG interviewers' significantly higher token usages compared to their applicants (166 vs. 55) for providing information on the company and for introducing the applicants' future duties in Step 3 were specifically highlighted, considering that this involves voluntary provision of company-related information by the interviewers, and further that this step only occurred in SG. As the interview process came to an end, the SG interviewers' active participation in the conversation increased, once their applicants' selling points had all been promoted and the time to make a decision had arrived.

Within Move 12, during which the interviewers invite any further questions, three distinctive differences were observed between the two groups. First, opportunities to ask questions were more frequently given to the SG applicants (nine in SG and four in UG), and this means that most of the UG applicants did not have a chance to pose questions with regards to the future working conditions, as discussed earlier. Second, the average amount of speech from SG in this step was significantly higher, at 6.17 and 3.59 times greater volume from the interviewers and the applicants, respectively, compared to in UG. Finally, the SG interviewers' participation in the conversation was relatively greater, at a ratio of 56.90%,

compared to 43.95% in UG. From the SG point of view, in other words, more opportunities were given for the applicants to interact with their interviewers in terms of talking about future work-related issues, and substantially more discussions were mutually generated during this opportunity; further, more active provision of information was made by the interviewers. All three of these factors clearly demonstrate mutual construction and engagement in the conversation, in that this step is highly dependent on the interviewers' initial questions, and responses to the question and other inquiries are left to the applicants' own volition (this will be discussed in detail in the following chapter); finally, the interviewers' active attitudes towards the applicants' inquiries are revealed, and more detailed explanations spotlighted.

The final stage of the job interview involves the *interview result notification, closing comments* to finalise the procedures, and *appreciation for the opportunity and time*. One thing to be noted here is that when expressing appreciation at the end of the interviews, SG used larger amounts of speech, specifically in the applicant group (1.25 and 2.66 times higher token production than the UG interviewers and applicants). Not only in terms of the quantity of the conversation, but also in terms of the participation rate, the SG applicants expressed a sense of gratitude in a more active way by occupying 60.41% of the exchanges. On the other hand, the UG applicants were less involved in this, at only 41.09%, which was lower than that of their interviewers (58.91%). In both steps the beginning and ending interaction steps, therefore, more attention was given in SG, and specifically from the SG applicants, to forming friendly and cordial relationships.

In summary, from the analysis on participation ratio per occurrence throughout the schematic structures, it was found that the SG group showed significant communicative dominance with quantitatively and proportionally higher participation than UG in the specific

stages. Generally, the SG applicants' active engagement in the welcoming, exploring and probing stages, with the use of 'talk more' strategies, seems to be closely interconnected with the interviewers' favourable impressions, since the applicants formed an emotional intimacy from the very beginning of the interactions, offered more core information on themselves, and actively delivered their technical expertise at the peak of the promotions. Even though some of the moves are not considered mandatory and occurred more frequently in UG, the SG applicants made this stage more qualitatively powerful via their active involvement based on detailed demonstration. That is, apart from the content, the enthusiasm which the SG applicants revealed in demonstrating their qualifications during these stages through active participation was likely to have functioned as one of the most positive and effective promoting tools. Further, the applicants' more thorough explanations of these qualificational aspects seems to have added more value by providing the SG interviewers with an effective predictive tool by which to gauge the depth of the applicants' expertise and future working attitudes, which will have a direct influence on their performance in the future workplace. All of these seemed to strongly influence the SG interviewers' 'talk more' strategy during the final stage, wherein they made themselves active promoters of the company. On the contrary, the UG interviewers engaged most actively during participation in the welcoming stage, while the UG applicants' did not show the same level of attention in return. In addition, the UG applicants' considerably lower quantitative token productions and participations in the exploring and probing macro-move did not stimulate their interviewers' interest and active participation in the final stage.

5.3 Conclusion

Up to now, quantitative differences in move and step structures between SG and UG have been closely observed in terms of overall token distribution, token distribution per single move and step occurrence, and participation ratio between the interviewers and applicants. From the findings, it was possible to identify the most important stages of job interviews directly affecting a positive job interview outcome such as *work experiences*, *career choices* and *personal attributes* which belong to qualificational and attitudinal moves. Based on these, a fuller demonstration of the applicants' strong passion and desire, or suitability, for the target job can be a critical parameter in deciding the success of job interview communication. Considering SG applicants' strong dominance in optional moves such as building relationships through *small-talk* and showing strong interest through *further questions*, however, active involvement in these should not be underemphasized.

In addition, through the volume of talk which SG and UG applicants produced in each stage, it was found that SG applicants were more active in providing information in informationally mandatory and promotionally critical steps (e.g. *relevant skills*, *functional knowledge*, *self-motivation* and *attitude*), whereas those of UG were more oriented toward optional and process-oriented sides. That is, SG applicants' 'talk more' strategies in these effective advertising stages are directly related to their interviewers' 'listen more' strategies, and these ultimately changed the roles of their interviewers as self-promoters, who are eager to "buy" the applicants' presented qualifications, at the end of the communication.

This verbal eagerness and activeness of SG applicants' is also well reflected in the participation ratio. SG applicants' strong engagement was observed from the very beginning of the job interview to make a favourable first image, and this is highlighted during the stages

of qualificational moves where the applicants' self-promotion is at a peak. Participational dominance is passed over to their interviewers in the latter part of the job interview communication, or during *negotiating job offer*, where future working conditions and the related information are provided, and later during *further questions*, where answers to the applicants' questions are provided. That is, the flow of participation ratio in SG clearly demonstrates the different levels of the interlocutors' interest and anticipation toward one another during the entire process of the job interview communication.

The analysis of the data from various angles provides in-depth insights into English job interview training: first, the different numbers of move and step occurrences gives a clear idea of which parts of information should be focused on in the job interview education setting as mandatory stages, and provides general implications regarding how the typical occurrences can be differentiated according to successful and unsuccessful candidate groups; second, the token distribution in each schematic structure suggests a guideline of the appropriate volumes of mutual interactions in the target stage, or how much of the information should be exchanged for the successful attainment of the communicative goals within the given stage; finally, the participation ratios outlined can help learners to understand how much mutual effort and conversational contributions are generally considered appropriate in developing interactions in a harmonious and co-constructive manner.

CHAPTER 6 TEXTUAL STRUCTURES –PRAGMATIC INTERACTIONAL FEATURES

6.1 Introduction

In job interview communications, pragmatic competence has been regarded as one of the key issues (Gumperz, 1982; Roberts, Davies & Jupp, 1992; Lipovsky, 2008, 2010) and how to apply the successful pragmatic features into learners' authentic job interview situations has been one of the main concerns of ESP education (Sniad, 2007; Louw, Derwing & Abbott, 2010). Aside from linguistic features, however, interlocutors' speaking styles or verbal orientation through the use of overlap, latching and repetition strategies, for example, can be an important parameter in deciding successful and/or unsuccessful discourse by providing clues to gauge different levels of interactional communicative approaches to other interlocutors. Even though previous literatures in Section 2.5 emphasised the importance of collaborative and attentive communicative efforts and warned of the danger of applicants' lax mode of speaking (Kerekes, 2007) in the job interview contexts, a systematic approach to interlocutors' attitudinal behaviours has not been fully investigated.

In this section, therefore, with the aim of understanding interactional characteristics in terms of interactional styles inherent in communications within SG and UG, and how these influence the outcomes of job interviews, several kinds of interactional pragmatic markers, which have been transcribed as specific types of communicative markers (e.g. ':', '-' and '@') according to the transcription scheme specified in the research methods section, will be closely observed and discussed in the following orders: latching, overlap, lengthening, repetition and laughter.

6.2 Pragmatic Interactional Features

6.2.1 Latching

In this paper, latching refers to immediate turn changes – i.e. when a speaker initiates a new turn without a pause as soon as the prior turn from another speaker is completed (VOICE project, 2007). This strategy can provide clues as to how the interlocutors exchange turns in an instant manner and how much the conversation is organised in a tightly speaking manner. According to Hutchby and Wooffitt (2007, p.48), furthermore, the latching was described as the turns with little gap or minimal gap, and largely indicates that ‘participants themselves orient to the ideal for coordination’. In the following, therefore, the occurrences and patterns of latching between the two groups were compared in order to observe how, and in what ways, these two groups utilise various latching strategies (i.e. *questions, responses, confirmations, hesitations, clarifications, attacks and defences*) in developing their communications.

First of all, the total number of latching turns occurring in each group was 1,629 in SG (898 from the interviewers and 731 from the candidates) and 935 in UG (508 and 427, respectively), as shown in Table 27.

Table 27. Occurrences of latching strategies in SG and UG corpus

	SG		UG	
	Interviewers	Applicants	Interviewers	Applicants
All turns	2,573	2,526	1,876	1,810
Latching strategies	898	731	508	427
Percentage (%)	34.90	28.94	27.08	23.59
Average in groups (%)	31.95		25.37	
Average in total (%)	29.19			

Out of the total turns, the interviewers in SG showed the highest rate of latching turns (34.90%), followed by the applicants in SG (28.94%). In terms of total rates on average, furthermore, SG used 1.26 times more latching tactics (31.98%) than UG (25.37%) when they initiated their turns. Out of the four participant groups, on the other hand, the unsuccessful candidates showed the lowest level of latching turns (23.59%, which was 5.59% lower than the overall average 29.19%). Thus, it can be said that the interactions between the interviewers and candidates in SG were more tightly connected by providing the responses immediately following the other speakers' utterances. Specifically, the interviewers in SG were most actively involved in the conversations with these instantaneous responses, whereas the unsuccessful candidates showed the least responsiveness by organising their turns in a relatively loosely connected manner.

In terms of the distributions of latching between each interviewer and candidate group, the interviewers (55.13% in SG and 54.33% in UG) showed higher latching domination than the candidate groups (44.87% in SG and 45.67% in UG) throughout their conversations, and the gaps between the two groups did not seem to have meaningful differences (0.79 differences in both the interviewer and candidate groups). This means that both interviewer groups took their turns more immediately than their applicants did throughout the interactions. In order to more clearly understand the speakers' purposes of using latching, furthermore, the patterns of latching were categorised in terms of positive (*questions, responses and confirmations*) and negative (*hesitations, clarifications, attacks and defences*) cases.

First, *questions* refers to times when a speaker poses a question. The questions are reactions either to the previous speaker's response to a request for more details, or a new inquiry relating to the next interview topic. Second, *responses* indicate the listeners'

immediate reactions to the speakers, regardless of whether these involve positive (e.g. *yes*) or negative (e.g. *no*) feedback. Examples of *questions* and *responses* are illustrated in the below extract.

Example 10. Example of questions and responses

- | | | |
|---|------------|---|
| 1 | <I2:> | What is this one? |
| 2 | <F7-S-ME:> | <=>E (1) F (.) (muff coupling) (.) er: the: ma: Bearing, er: maam: (1) muffler bearing. (i.e. response) |
| 3 | <Context:> | <Turning pages> |
| 4 | <F7-S-ME:> | Pillar gauge |
| 5 | <I2:> | <=>What is this one? (i.e. question) |
| 6 | <F7-S-ME:> | <=>Pillar gauge, (1) pillar gauge. (i.e. response) |
| 7 | <I2:> | Where can you use this one? |
| 8 | <F7-S-ME:> | <=>Yes, because to clearance machines, (.) clearance. (i.e. response) |

F7 provided immediate responses three times when demonstrating his technical knowledge without any hesitations, and I2 also quickly took his turn by asking another question (i.e. *What is this one?*) to verify the applicant's specialty without permitting any time to contemplate. The conversation during this verification stage seems to have been very tightly organised by both the interviewer and interviewee via the use of *question* and *response* latching strategies.

Next, *confirmations* refers to situations in which the next speaker repeats the same word or phrases as the previous speaker in order to enhance mutual clarification and understanding. This is somewhat different to *clarifications*, in that clarifications occur only when a listener fails to catch the exact meaning of what another speaker has said, and/or has difficulties in understanding due to the other interlocutor's unclear pronunciation. In other words, *confirmations* were usually expressed in collaborative and positive manners, whereas

clarifications were conveyed in more aggressive and negative formats; however, both can be seen as strategies for avoiding confusion and miscommunication by checking mutual intelligibility before or as miscommunications occurred. These are well-illustrated in the below extracts.

Example 11. Example of confirmations

- 1 <I1:> Mis. [F4/first], (.) Welcome (1), and: let's see: First of all, your:, how old are you now?
- 2 <F4-P-WA:> **Twenty five, Sir.**
- 3 <I1:> **<=>Twenty five:** (.) And you are still single. (1) You're married (.) or single? **(i.e. confirmation)**

Example 12. Example of clarifications

- 1 <I1:> My last question: (.) Would you tell me about yourself (.) and: (3) what kind of person you are. (1) And: how your: friend (.) describe about yourself.
- 2 <F14-I-ME:> Sorry? I'm: a bit
- 3 <I1:> **<=>How:?. (.) what kind of person you are.** (1) How do your best friend (.) talk about you? (3) What kind of person you are? **(i.e. clarification)**
- 4 <F14-I-ME:> Me?
- 5 <I1:> Yes. (3)

In the first extract, the interviewer repeated F4's answer to confirm his age (i.e. *Twenty five*) in order to ensure clear understanding during the initial stage of the interview. The latter extract shows F14's misunderstanding of the interviewer's questions, in which I1 repeated these questions in order to provide clarification. That is, whereas *confirmations* involves a kind of mutual cooperation for better understanding, *clarifications* can be seen as signs of misunderstanding and/or miscommunication.

Hesitations are used when the speaker initiates their turn with fillers like *erm* and *er* in an immediate manner, before producing meaningful utterances. Finally, *attacks* and *defences* are used respectively to point out the interlocutor's negative aspects by defining the

aspects as deficiencies, and to defend this negative evaluation by providing justifications and excuses. The below extract shows how *hesitations*, *attacks* and *defences* are used.

Example 13. Examples of hesitations, attacks and defences

- 1 <I4:> <=>You don't have any experience in the shipyard (.) still now. (1) **(i.e. attack)**
- 2 <P8-S-ME:> er:, sorry, I didn't get your point.
- 3 <I4:> Still now:, until now:, (.) you don't have any experience in the shipyard.
- 4 <P8-S-ME:> Ship- shipyard you mean?
- 5 <I4:> <=>Yeah, yeah.
- 6 <P8-S-ME:> er: yeah , (.) you can say like that (.) <6>but</6> I have experience in (.) welding.
- 7 <I4:> <6>hm</6>
Welding?
- 8 <P8-S-ME:> Yes.
- 9 <I4:> You can do welding?
- 10 <P8-S-ME:> <@>**</@> (.) Not welding, I mean: the designs.
- 11 <I4:> Designs.
- 12 <P8-S-ME:> Yeah. With it the:
- 13 <I4:> <=>Which kind of designs? **(i.e. attack)**
- 14 <P8-S-ME:> Oil and gas field<7>:</7> facilities.
- 15 <I4:> <7>hm</7>
<=>hm (1) er: ship- shipyard is different (1)<8>with er:</8> oil and gas facility, **(i.e.attack)**
- 16 <P8-S-ME:> <8>er:</8>
<=>er:: (1) Yeah. (.) It's little bit different, it's not the same **(i.e. hesitation)**
- 17 <I4:> <=>hm
- 18 <P8-S-ME:> <=>but (.) I believe er:: (1) concept wise. (.) There should be some similarities, isn't it? **(i.e. defense)**

In the above extract, I4 tried to point out P8's lack of experience in the shipyard industry, even though he had several years of work experiecess in the facility operation field (i.e. the target position applied for) in the oil and gas industry. I4 aggressively pushed this point by asking P8 to clarify *which kind of designs* he had worked on, and reasserted this in his next

utterance by stating that a *shipyard is different [from an] oil and gas facility*. In response to this question and attack, P8 first took a hesitant stance (i.e. er:~), but in his next turn tried to defend himself by insisting that *there [are] some similarities*, and by adding a tag question *isn't it* (i.e. 'aren't there?') to intentionally elicit positive feedback from the interviewer, rather than accepting his criticism. The detailed occurrences of the different types of latching outlined above are provided in Table 28.

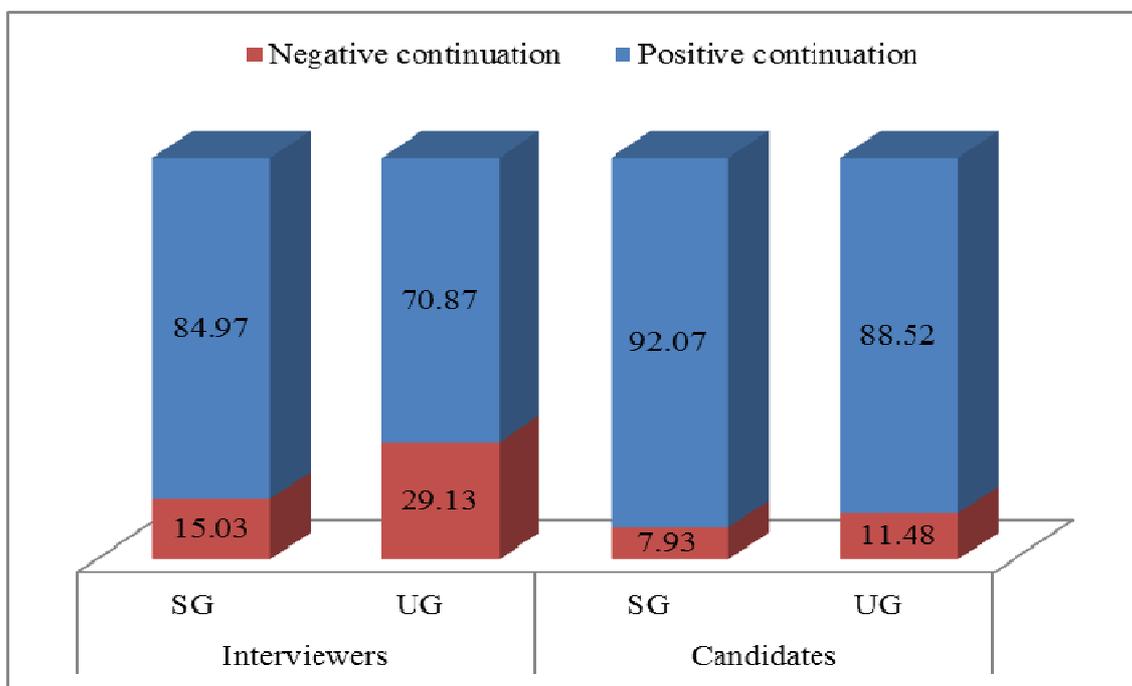
Table 28. Types of latching strategies

Latching Strategies		Group		Interviewers				Candidates			
				SG		UG		SG		UG	
Types	Patterns	N.	%	N.	%	N.	Ratio	N.	%		
Positive latching strategies	Questions	198	22.05	107	21.06	7	0.96	0	0.00		
	Responses	545	60.69	227	44.69	641	87.69	340	79.63		
	Confirmations	20	2.23	26	5.12	25	3.42	38	8.90		
	Sub-total	763	84.97	360	70.87	673	92.07	378	88.52		
Negative latching strategies	Hesitations	10	1.11	7	1.38	4	0.55	9	2.11		
	Clarifications	67	7.46	81	15.94	22	3.01	21	4.92		
	Attacks	58	6.46	60	11.81	0	0.00	0	0.00		
	Defences	0	0.00	0	0.00	32	4.38	19	4.45		
	Sub-total	135	15.03	148	29.13	58	7.93	49	11.48		
Total		898	100.00	508	100.00	731	100.00	427	100.00		

In terms of positive and negative latching, the interviewers in UG showed the highest level of negative latching with the ratio of 29.13% (148 out of 508). This means that almost 30% of the UG interviewers' latching was intended to express negative evaluations of the UG applicants. Considering that only 15.03% of this was observed in SG, the negative latching strategies used by the interviewers occurred 1.94 times more frequently in UG. Generally, however, the proportion of the interviewers' negative latching strategies in both groups was higher than those of the applicants, respectively 7.1% (15.03% vs. 7.94%) and 17.65%

(29.13% vs. 11.48%), as illustrated in Figure 30.

Figure 30. Negative and positive latching strategies in both groups

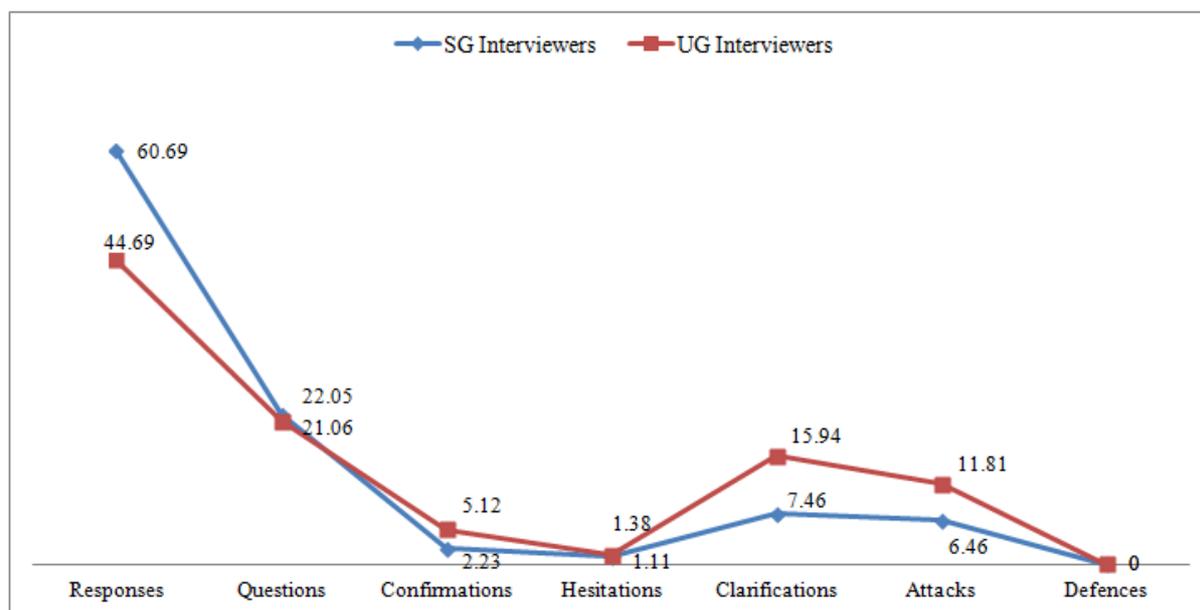


On the other hand, the group that utilised positive latching strategies the most was SG applicants, with the ratio of 92.07%, which is 3.55% higher than that of UG (88.52%). Whereas the gaps with respect to positive latching strategies in the interviewer groups were considerable, amounting to 14.1% (84.97% vs. 70.87%), those of the interviewees were relatively small, at 3.55% (92.07% vs. 88.52%). This demonstrates that the interviewers' attitudinal variations toward the different groups of applicants were considerably larger than those of the applicants; in other words, the interviewers' reactions through latching strategies can also be seen as one of the linguistic devices that make it possible to predict whether the candidate has been successful or unsuccessful in their interview.

The detailed patterns of negative and positive latching strategies also significantly

vary between two groups. The pattern differences according to the interviewer and applicant groups are presented in Figures 31 and 32.

Figure 31. Interviewers’ patterns of negative and positive latching strategies

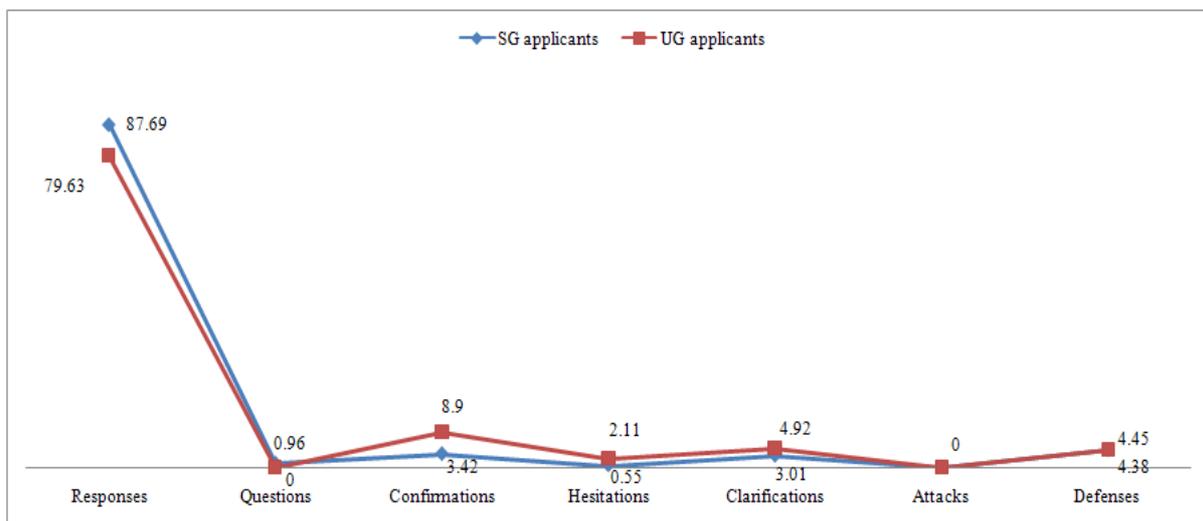


In terms of the interviewers, first of all, the pattern revealing the most distinctive difference was *responses*, which gives instant feedback in terms of acknowledgement of information. Whereas 60.69% of total strategies were comprised of *responses* in SG, in UG this figure was only 44.69%, which is 0.73 times lower than SG, with a total gap of 16%. This clearly shows that interviewers gave positive reactions to the applicants in SG in a more timely manner. In term of *confirmations* and *clarifications*, which can be means of preventing miscommunication, the utilisation of both strategies in UG can be specifically highlighted. The interviewers used more of both *confirmations* (2.23% in SG and 5.12% in UG) and *clarifications* (7.46% in SG and 15.94% in UG) in UG – respectively 2.30 and 2.14 times more than in SG. The higher proportion of these two features in UG indicates that there were certainly more possibilities for hindrance in the natural communicative flow, and more

conscious efforts were required to attain the given communicative purpose in each stage. In addition, the higher use of *attacks* in UG (11.81%, 1.83 times higher than in SG) indicates that the interviewers pointed out the deficiencies of unsuccessful candidates in a more direct and aggressive manner; in other words, more drawbacks were revealed for the unsuccessful candidates when demonstrating their qualifications and suitability for the position. That is, the higher occupancy of *confirmations*, *clarifications* and *attacks* in the UG interviewers' latching strategies may suggest that the interviewers encountered certain problems in the UG applicants' responses not only in their ways of communication, but also in their approaches to demonstrating their career qualifications. Finally, the proportion of *questions* and *hesitations* was almost identical, and *defences* did not occur in either group. In short, considering the fact that *questions*, *hesitations* and *defences* did not show meaningful differences between the two groups, the factors affecting the interviewers' positive and negative latching strategies appear to be more *responses* in SG and more *clarifications* and *attacks* in UG.

In terms of the applicants (Figure 32), the gaps between the two groups of applicants were narrower than those of the interviewers.

Figure 32. Applicants' patterns of positive and negative latching strategies



The area showing the biggest gap was *responses* (8.06% differences). This means that successful candidates (87.69%) used 1.1 times more active *responses*, compared to the unsuccessful candidate group (79.63%) via the use of latching strategies. In addition, *questions*, which were not adopted at all in UG, were utilised by SG at a rate of 0.96%. Even though this proportion was significantly lower compared to the other patterns, posing questions to interviewers in an instant manner can be a reflection of the SG applicants' active posture and engagement for making the mutual exchanges more interactive. In accordance with the results of the interviewers discussed above, the candidates in UG used more *confirmations* (8.9% vs. 3.42%) and *clarifications* (4.92% vs. 3.01%) than the SG applicants did. This implies that the extra effort for clear communication was made also by the UG applicants, not just the UG interviewers. That is, both of the interlocutors in UG made additional efforts to make their communication clearer and more accessible. Also, more frequent use of *hesitations* by the UG applicants (2.11% vs. 0.55%) indicates that there were certain communicative obstacles for the UG applicants when they attempted to unfold their ideas in a smooth and effective manner.

Overall, the successful candidates utilised more positive latching strategies (i.e. *responses* and *questions*), whereas the unsuccessful candidates showed more negative latching features (i.e. *hesitations* and *clarifications*), as did both of their interviewers. As mentioned earlier, however, one thing to note here is that the gap between these negative and positive latching strategies in the interviewer groups (14.1%) was far bigger than that of the interviewee groups (3.55%). In other words, the interviewers showed considerably different attitudes towards the two different applicant groups through the use of negative and positive latching strategies, whereas both applicant groups utilised almost comparable levels in this regard. Therefore, it seems reasonable to say that negative latching strategies used by the

interviewers are closely correlated with, and/or have an effect on, the success or failure of the interview outcomes. However, the reasons for inducing interviewers' negative responses need to be investigated in more depth, in conjunction with textual structures and lexicogrammatical features, in further sections.

6.2.2 Overlaps

In addition to latching strategies, the interlocutors' overlap tactics were also investigated in order to examine why, and for what reason, the interviewers and applicants tried to take the floor even before the other's turn had finished. An overlap, here, refers to simultaneous speech between interlocutors, which signals the interactants' high involvement in the conversation (Tannen, 1989) by showing their positive (e.g. enthusiasm and interest) and negative (e.g. urgency and annoyance) reactions to each other's speech (McCarthy, 1991). In this analysis, the types of overlaps are divided into seven different categories according to their positive (*questions, responses and confirmations*) and negative natures (*hesitations, clarifications, attacks and defences*), as already defined and discussed in the previous section on latching, and illustrated with the examples 10-13 showing latching.

First of all, the total number of overlaps used in each group, and their occurrences per total turn, were examined in order to understand how frequently the overlap strategies were employed in both groups, as shown in Table 29.

Table 29. Occurrences of overlaps in terms of total turns

Types \ Groups	Successful Group		Unsuccessful Group	
	Interviewers	Applicants	Interviewers	Applicants
N. of total turns	2,573	2,526	1,876	1,810
N. of overlaps (Percentage within group (%))	297 (48.37)	317 (51.63)	166 (47.16)	186 (52.84)
Percentage (%)	11.54	12.55	8.85	10.28
Group total average (%)	12.04		9.55	
Total average (%)	10.81			

The number of overlaps that occurred in each group was 614 in SG (297 from the interviewers and 317 from the applicants) and 352 in UG (166 from the interviewers and 186 from the applicants). The relative proportion of the overlaps between the interviewers and applicants in SG (48.37% vs. 51.63%) and UG (47.16% vs. 52.84%) was almost identical. Both applicant groups showed more overlaps than their interviewers throughout the overall job interview interactions. In general, 12.04% and 9.55% of the total turns in SG and in UG, respectively, included overlap strategies. However, the relatively higher use of overlaps out of the total turns in SG (12.04%) implies that mutual engagement in the conversation was more active between SG interviewers and applicants compared to those in UG (9.55%), and this made the SG interactions more tightly organised, regardless of whether the reactions were positive or negative.

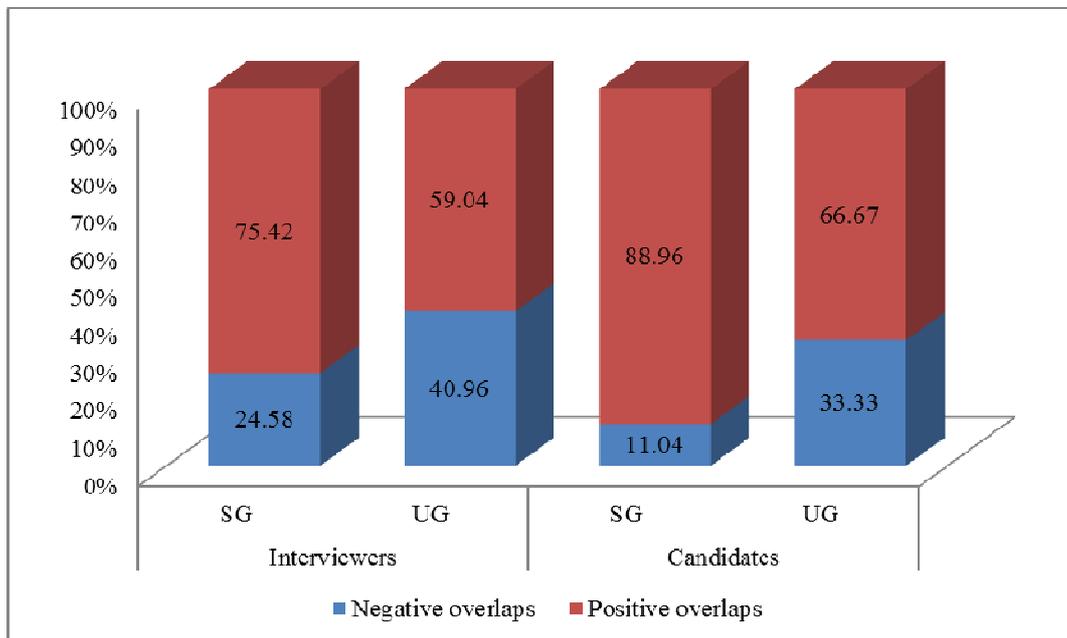
Next, the different types of overlaps were examined in order to investigate why these overlap strategies were adopted by each interactant group, as shown in Table 30.

Table 30. Types of overlaps

Overlaps		Interviewers				Applicants			
		SG		UG		SG		UG	
Types	Patterns	N. of Con.	%	N. of Con.	%	N. of Con.	%	N. of Con.	%
Positive overlap strategies	Questions	47	15.82	19	11.45	1	0.32	1	0.54
	Responses	176	59.26	73	43.98	279	88.01	122	65.59
	Confirmations	1	0.34	6	3.61	2	0.63	1	0.54
	Sub-total	224	75.42	98	59.04	282	88.96	124	66.67
Negative overlap strategies	Hesitations	13	4.38	7	4.22	8	2.52	20	10.75
	Clarifications	27	9.09	11	6.63	7	2.21	4	2.15
	Attacks	33	11.11	50	30.12	1	0.32	0	0.00
	Defences	0	0.00	0	0.00	19	5.99	38	20.43
	Sub-total	73	24.58	68	40.96	35	11.04	62	33.33
Total		297	100.00	166	100.00	317	100.00	186	100.00

Whereas SG showed 82.19% of positive overlaps on average (75.42% and 88.96%, respectively, for the SG interviewers and applicants), UG only showed 62.86% of these (59.04% and 66.67% each); in other words, less than one fifth of the overlaps in SG was used to provide negative feedback on another speaker's utterances, whereas almost two fifths of overlap strategies in UG comprised negative markers, revealing 2.09 times higher use than in SG. The details of this are visualised in Figure 33.

Figure 33. Negative and positive overlaps in both groups

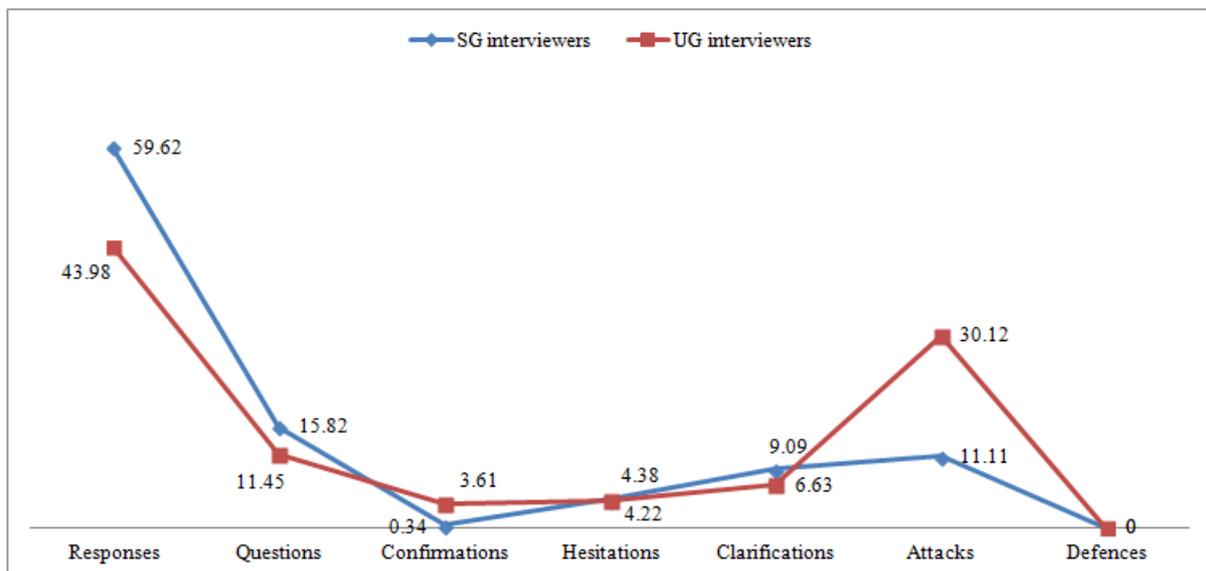


The participant group showing the highest level of negative overlaps was the UG interviewers (40.96%), followed by the UG candidates (33.33%). On the other hand, the group showing the highest level of positive overlaps was the SG applicants (88.96%), followed by the SG interviewers (75.42%), which is respectively 1.18 and 1.13 times higher than those of UG. This clearly shows that both interactants in SG tried to ensure their instant and active involvement, even in the middle of the other speakers' turns, in order to deliver favourable impressions, whereas those in UG utilised these more to express several kinds of oppositions towards their interlocutors' speech. In both groups, however, the interviewers showed more negative overlaps than their applicant groups, but this gap was bigger for the SG interlocutors (13.54%, 2.23 times higher than the applicant group) than that of UG (7.63%, 1.23 times higher). Thus, it can be said that the SG applicants generally refrained from using negative overlap strategies, but maximised the positive engagements even during

the interviewers' turns to show their active and attentive listenership. Also, this seems to effectively reveal the SG candidates' high level of conscious concentration on the interactions, which led the conversation in a more positive direction.

The detailed types of overlaps according to each interactant group are visualised in Figures 34 and 35.

Figure 34. Interviewers' patterns of negative and positive overlaps



First of all, in terms of the interviewers, the most significant difference in overlap strategies was observed in *attacks*, which the interviewers utilised almost three times more in UG (30.12%) than in SG (11.11%). This means that the UG applicants were more frequently interrupted by their interviewers, probably due to giving inadequate or incomplete answers in terms of their qualifications, technical skills and attitude towards the work, as demonstrated in the following example.

- 1 <I1:> <=>Alright? (.) Now I want to know about yourself. But you have no interested to know about this company.
- 2 <F2-P-ME:> No, of course <I1> I do.</I1>
- 3 <I1:> <11> How can</I1> it be match up? (1)
- 4 <F2-P-ME:> Of course, I have interest sir (.) but: I- I don't know the real (.) name of the company (1) but (.) I'm willing to: er:
- 5 <I1:> <=>Why?
- 6 <F2-P-ME:> <=>to <I2>work</I2>
- 7 <I1:> <12>Why?</I2>, why you want to(.) you are willing to work here? Why?
- 8 <F2-P-ME:> <I3>erm:</I3>
- 9 <I1:> <13>You</I3> don't know this company what the business and what the:, where the location (.) and how:, when: (1) Why- why do you want to work here? (1)
- 10 <F2-P-ME:> I want to work sir (.) Because I want to:-(.) to experience the: your company sir. and then

By the use of overlap strategies (turn 11, 12 and 13), the interviewer cut off F2's turns in order to criticise his lack of knowledge on ODC and regarding this as a serious lack of interest in the company and of professional attitudes. The criticisms made in an abrupt manner created considerable communicative tension between the interlocutors and had a negative effect on the atmosphere.

Following *attacks*, positive *responses* were observed as having the second biggest gap. Even though *responses* were the most dominantly utilised strategy in both groups, the interviewers used more responses with the successful candidates (59.26%) than the unsuccessful candidates' (43.98%). Also, the relatively more frequent use of *questions* within SG (15.82%) compared to UG (11.45%) indicates that the SG interviewers tried to solve job-related issues with a comparatively stronger interest by posing further questions, even while the SG applicants had not yet finished their answers to previous questions as illustrated below.

- 1 <I1:> You're very (.) you know, varied- (1) various experience (.) and the: among here, (1) er: which company and which position (.) make you most- most- mostly proud of yourself and er: good achievement.

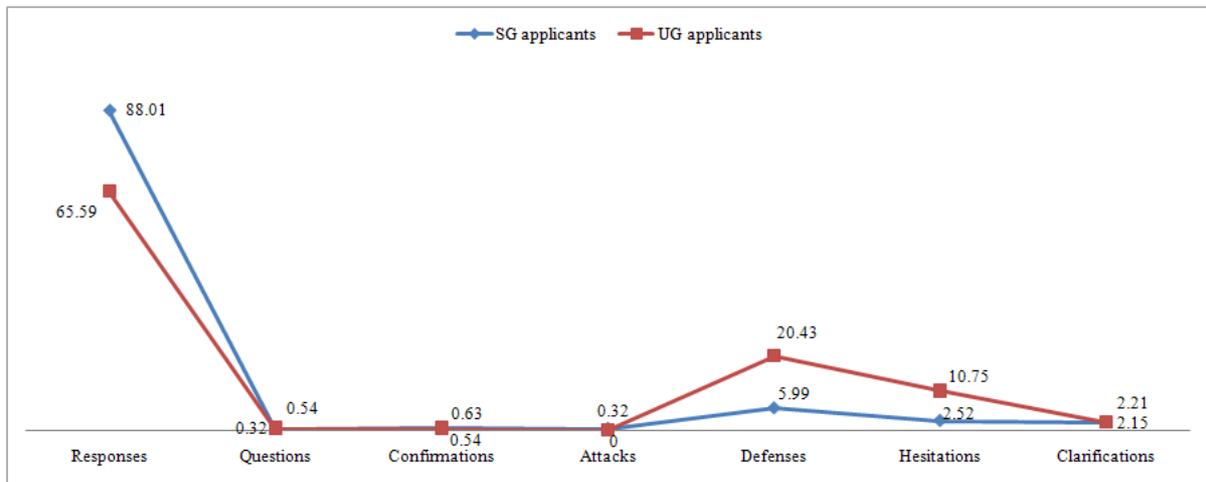
- 2 <P5-P-WA:> <=>erm, well, I, well, I would say that (.) erm: my stint also: in:- in:- overseas and also here in the [place1] contributed that to (.) er: (1) what I: er: become: at the moment so: I became more tolerant of other people: I: adjust very well: I thrive in a multi cultural er: work setting: (1) and: I'm flexible: and: you know: you (.) I would say that erm: erm: I: (.)'ve accomplished a lot, (.) I: contributed a lot to the company, (.) erm: because I (.) initiated the [name1],
- 3 <I1:> <=>Hm
- 4 <P5-P-WA:> er: it's a system for HR: I also: have erm: revised the: manuals, policies and procedures for the company. (.) So: I could say that (.) I'm proudest of: my achieve<10>ment.</10>
- 5 <I1:> <10>What</10> kind of HR system?
- 6 <P5-P-WA:> It's an [name2] (.) system (.) that is yeah erm: fitted (.) to the company's needs.

In the middle of P5's description on the biggest achievement in the previous company (i.e. developing HR system in turn 2 and 4), I1 posed a question about further details on the HR system. Since I1 belongs to the Human Resources department of ODC, his strong interest in this issue seems to be directly reflected in his verbal attitude.

Overall, the gaps of these two dominant patterns, or *responses* and *questions*, between the two groups (19.65%) are almost comparable to the gaps for *attacks* (19.01%). That is, the interviewers' overlaps in SG were more future-oriented according to the question and answer patterns, whereas those in UG were more deficiency-focused, with reproofs and negative appraisals.

In terms of the applicants, three distinctive differences – *responses*, *defences* and *hesitations* – were observed, as shown in Figure 35.

Figure 35. Applicants’ patterns of negative and positive overlaps



First, a very high level of *responses* (88.01%) was observed in the overlaps from the SG candidates. Even though the UG candidates also utilised *response* strategies at the highest rate (65.59%) among all seven strategies, the gaps between the two groups in this regard were considerably large, at a rate of 22.42%. Interestingly, this gap in *responses* almost coincides with the sum of the total gaps (22.67%) for *defences* (14.44%) and *hesitations* (8.23%), which the UG candidates used respectively 3.41 and 4.27 times more than the SG candidates did. Since *defences* are usually regarded as reactions to the interviewers’ *attacks*, it seems reasonable to say that the higher rate of *attacks* by UG interviewers has a close correlation with the higher *defence* rate in the UG applicants’ overlaps, as clearly demonstrated in the below extract (i.e. SG interviewer attacked P4’s lack of experience in the target culture, area and job (turn 7), but P4 expressed her strong capability to overcome this by the use of defence strategy (turn 10))

- 1 <I1:> The problem is you have no: (.) experience: just a year- just fresh: (1) graduated
- 2 <P4-P-WA:> <=>mhm
- 3 <I1:> <=>who employed just two years only.

- 4 <P4-P-WA:> mhm
5 <I1:> And the: you have no experience in the middle east.
6 <P4-P-WA:> <10>hm</10>
7 <I1:> <10>and</10> also you have: no experience in abroad. (i.e. attack)
8 <P4-P-WA:> mhm
9 <I1:> Furthermore, you have no experience in shipyard ope<11>ration</11>
also. <12>so how you can</12> contribute to the company?
10 <P4-P-WA:> <11>mhm</11>
<12>But I am capable</12> (i.e. defence)

<=>Okay(.) As a fresh grad, I think my fresh ideas: (.) and (.) also I can be an asset to the company (.) because my: I- I- I'm a fast learner person wherein I can adopt- I can adopt easily (.) erm: into: er: a: given situation, sir. (2)

Furthermore, when considering *hesitations* as delayed responses due to uncertainty or a lack of confidence, around four times more *hesitations* in the UG candidate group seemed to contribute to generating the interviewers' negative impressions of them as illustrated by the example below (F2's long hesitation in turn 2 after receiving questions about his characteristics and the interviewer's negative comments followed in turn 3).

- 1 <I1:> <3>Yes</3> What <4>do you</4> think about yourself?
2 <F2-P-ME:> <4>erm:</4>
er: I am: erm: hardworking person.
3 <I1:> <=>I know(.) but(.) <5>you</5> know as a
safety officer you must be: much more <6> er: <un>XXXXXXXXXX</un></6>

When all things are considered, the UG applicants put themselves in a relatively more passive, defensive position, with a considerable amount of justifications and delayed response markers, whereas the SG applicants made themselves active interlocutors with a great deal of positive engagements throughout the interactions.

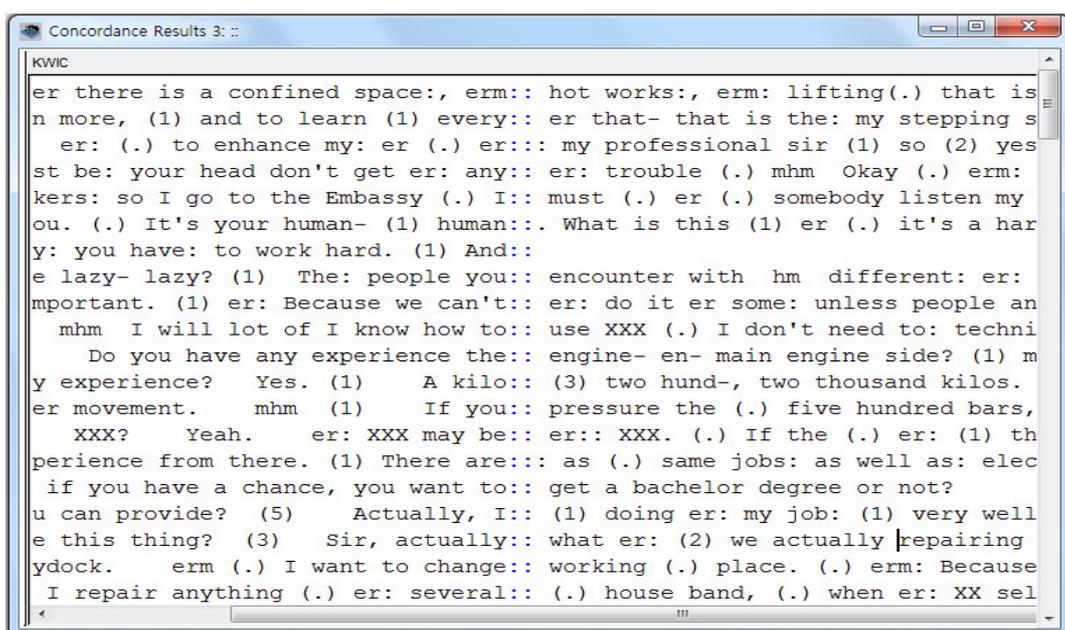
To sum up, SG and UG showed significant differences in terms of utilising the overlap strategies, both in relation to overall quantity and particular usage. Not only did SG produce a higher volume of overlaps in order to make their conversations fully interactive,

but the interlocutors also utilised various positive, future-oriented strategies, such as the interviewers' questions and the applicants' instant reactions, which helped the overall interactions to be very supportive and encouraging. On the other hand, in UG the interviews were a bit more loosely organised, with lower overlap engagements but a comparatively larger number of deficiency-focused markers, such as *attacks*, *defences* and *hesitations*, which seemed to lead the UG interactions in a more negative direction.

6.2.3 Lengthening

Lengthening is considered to be 'a planning tool' in the spontaneous discourse, and involves making a specific vowel or consonant longer in a particular word (Van Donzel & Koopmans-van Beinum, 1996, p.1030). On CELF-JOIN, a recognisable lengthening was marked as a colon ':', and unusually longer sounds, which reached two or three seconds, were marked using double or triple colons, or '::' and ':::', as illustrated in the below extracts.

Example 14. Examples of lengthening in CELF-JOIN



Almost all of the lengthening strategies were included in the one-second, and two- or three-second lengthened words were extremely rare in all of the participant groups, of illustrated in Table 31.

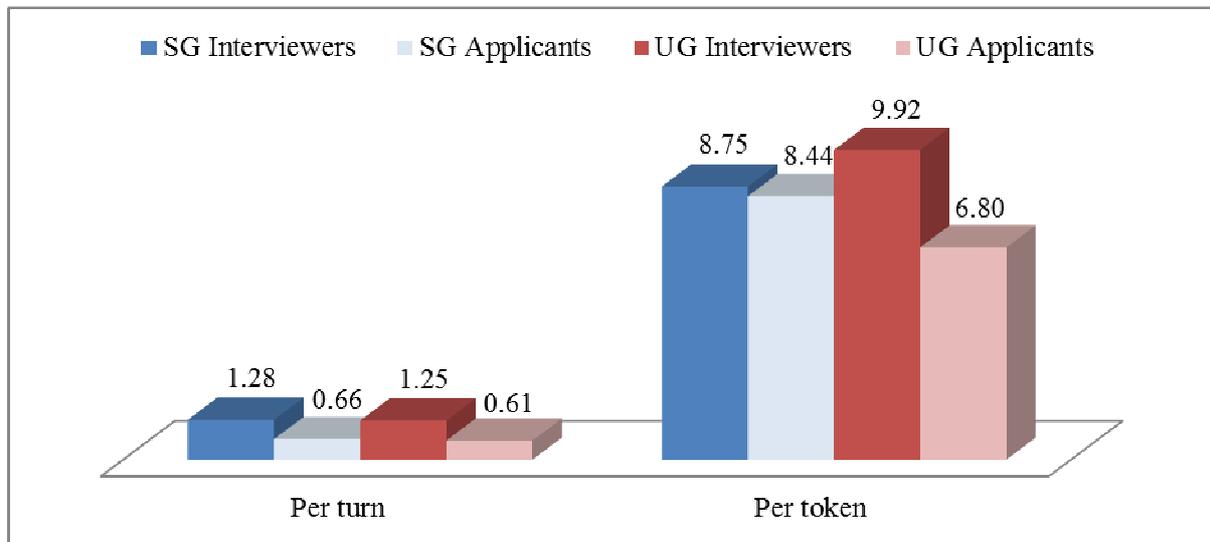
Table 31. Distribution of lengthening in CELF-JOIN

	SG Interviewers		SG Applicants		UG Interviewers		UG Applicants	
Lengthening (:)	1990	98.91	3766	97.87	1498	99.73	2971	97.47
Lengthening (::)	21	1.04	80	2.08	4	0.27	70	2.30
Lengthening (:::)	1	0.05	2	0.05	0	0.00	7	0.24
Total	2012	100	3848	100	1502	100	3048	100

Almost 99% of both interviewers' lengthening strategies belonged to the one-second category, whereas the applicant groups showed a slightly lower rate in this regard, at 97.87% for the SG applicants and 97.47% for the UG applicants. In terms of the distribution of the lengthening strategies, meaningful differences between SG and UG were not found, but gaps between the interviewer and applicant groups were detected, with slightly higher uses of longer lengthening in both applicant groups.

In addition to the distribution, the occurrences in terms of tokens and turns were also observed in order to check which groups of interactants showed the highest and lowest levels of lengthening in their interactions, and further to analyse how the differences distinguished the interactions from one another. Detailed figures on this are provided in Figure 36.

Figure 36. The use of lengthening strategies per turn and token



In terms of turns, first of all, the average occurrence of lengthening was almost identical between two speaker groups, or the groups of the interviewers and applicants. Both applicants utilised lengthening strategies almost twice per turn (once per 0.66 turn for the SG applicants and per 0.61 turns for the UG applicants), whereas those of the interviewers were almost double this (once per 1.28 turns for the SG interviewers and per 1.25 turns for the UG interviewers). A much clearer understanding of how frequently this lengthening strategy was utilised becomes available when they are considered in terms of tokens. Interestingly, both speakers in SG showed evenly distributed lengthening patterns by producing these once per approximately eight tokens. This means that the communicative behaviours in lengthening were almost identical between the SG interviewers and applicants; further, mutually standardised levels of communicative behaviours were demonstrated. On the other hand, even though the same interviewers participated in the UG interviews, fewer adoptions of lengthening tactics in their speech, or when questioning and responding, were demonstrated. This means that the interviewers' speech became relatively more natural towards the UG

applicants, with fewer instances of hesitations. This is clearly in contrast to the UG applicants' communicative behaviours, which revealed the highest levels of lengthening strategies (once per 6.80 tokens) among all four interactant groups. Considering the fact that the applicants' main role during the job interviews is to answer questions, higher repetitions of lengthening strategies while answering the interviewers' questions seems to make the positive tension of the job interview relatively loosed and further the communicative attentions from their interviewers somewhat distracted. That is, the significant gaps in using lengthening strategies between the UG interlocutors seemed to make the UG applicants' delayed communicative behaviours more prominent, whereas the almost identical communicative styles in SG led the interactions in a pragmatically more harmonised direction.

To summarise, the applicant groups used relatively more (both in terms of frequency and length) lengthened words in their communication, compared to their interviewers, and approximately twice the amount of lengthening was observed on average per single turn. In terms of tokens, however, differences between the two groups were highlighted, in that commonly shared lengthening behaviours were demonstrated in SG whereas those of UG were significantly disparate between the interlocutors, which gave particular prominence to the UG applicants' pragmatic deficits.

6.2.4 Repetition

Repetitions in this section refer to all types of repeated words and phrases, including self-interruption, false starts and word fragments. Even though several communicative functions inherent in repetitions, such as emphasis, highlights and clarity, have been discussed from a pragmatically more varied perspective in prior literature (Rabab'ah &

Abuseileek, 2012), the major consideration in relation to repetition here is largely focused on its negativity with regards to maintaining the natural communicative flow, for the following reasons: first, self-interruption is seen as one of the major means of correcting speech errors; second, false starts are also seen as speech rearrangement strategies if something needs to be repaired for communicative clarity, from both syntactical and lexical perspectives; finally, word fragments are incomplete utterances in speech production, where some part of the words are missing, and self-corrections generally follow these. Of course, it has been pointed out in previous literature (Lichtkoppler, 2007; Kaur, 2009) that repetition or paraphrasing can be utilised as an effective communicative tactic in BELF communication in an effort to enhance mutual intelligibility, compared to communication between native speakers. In this sense, it is not acceptable to regard all of these features as speech disfluency in spontaneous communication, especially considering the fact that English is not a native language for any of the participants in this study, who rather use it as a working language, so that a certain level of these repetitions, compared to those of native speakers, are quite natural and acceptable, or can even be evaluated as positive efforts towards smooth communication. However, since self-correction, rephrasing and incomplete speech productions can be a significant factor that hampers the flow of mutual communication, the focus here will be on how frequently the communication was discontinued for these self-correcting activities, as a gauging tool for estimating the participants' communicative fluency, specifically from the applicants' perspective. Examples of repetitions are provided in Example 15, and detailed distributions of this according to four different groups are presented in Table 32.

Example 15. Examples of the repetitions

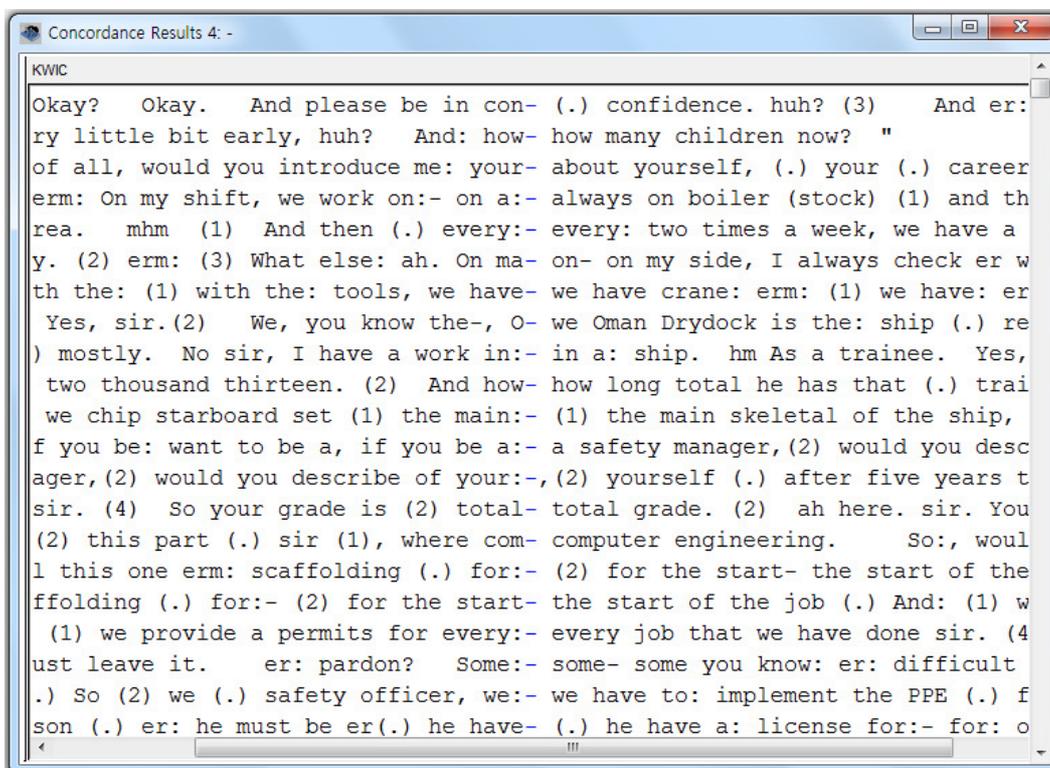


Table 32. Distributions of repetitions

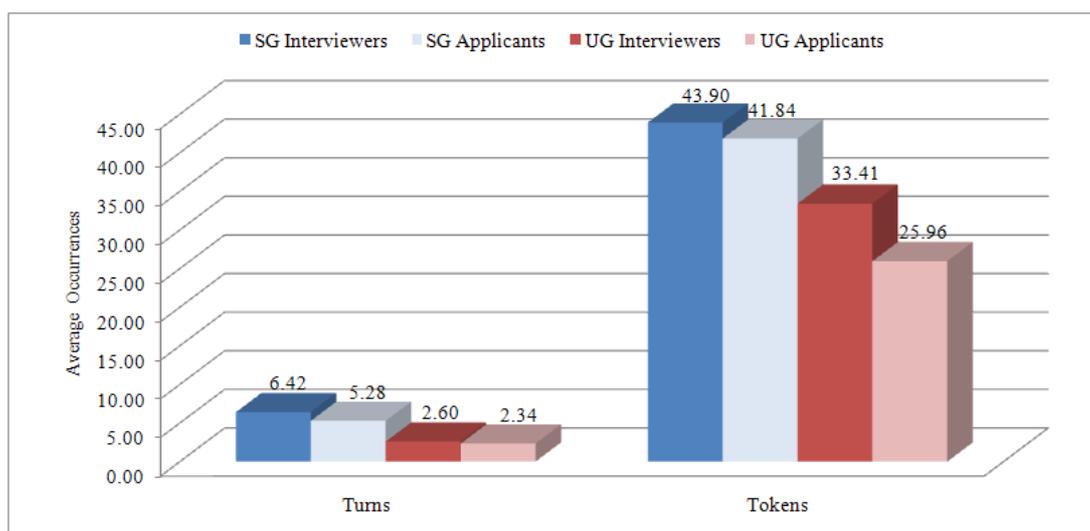
	SG Interviewers	SG Applicants	UG Interviewers	UG Applicants
Repetition (-)	401	972	355	775
Group total	1373		1130	
No. of turns per repetition	6.42	2.60	5.28	2.34
No. of tokens per repetition	43.90	33.41	41.84	25.96

The groups showing the repetitions from highest to lowest number in total were the SG applicants (972), UG applicants (775), SG interviewers (401) and UG interviewers (355). When the total number of repetitions within the groups (1,371 in SG and 1,130 in UG) is considered in terms of interaction time, it can be seen that SG produced repetitions once per

15.02 seconds, whereas this figure in UG was 14.91 seconds. The figures between the two groups do not reveal any noticeable differences. Given that SG uttered 17% more tokens per min. (146.02 tokens per min.) than UG (124.72 tokens), however, SG's utterances were relatively less frequently interrupted by self-repetitions (see turns per repetition in Table 32), maintaining higher levels of fluency.

In addition, when the average occurrences of the repetitions are considered in relation to turns, the SG interviewer group used the fewest repetition strategies (once per every 6.42 turns on average), whereas the UG applicants demonstrated the most repetitive employment of these by producing one repetition every 2.34 turns, as visualised in Figure 37.

Figure 37. Average occurrences of repetitions per turns and token



Specifically, both of the UG interlocutors showed higher utilisations of these repetition strategies in relation to number of turns than those of SG, with 1.21 and 1.11 times more frequent productions on the interviewers' and applicants' sides, respectively. However, considering the fact that the average tokens per turn between SG and UG differed (i.e. 16%

more tokens per turn for both the UG interviewers and SG applicants), the two interviewer groups seemed to produce almost identical levels of repetitions, whereas the UG applicants showed much stronger dominance in this regard than the SG applicants did, with higher repetitions within fewer token productions per turn.

This is also well demonstrated in the observation of the repetition behaviours in terms of their occurrence per token. Whereas the interviewer groups did not show considerable gaps in using repetitions, producing them once per 43.90 tokens in SG and 41.84 tokens in UG (token difference of 2.06), the gap between applicants was notably higher (token difference of 7.45), specifically due to the UG applicants' recurrent employment of repetition strategies (i.e. once every 25.96 tokens). This clearly shows that the communicative flow for the UG applicants was consistently hampered by their self-correction activities, and this seems to lead to negative evaluations of their verbal fluency. In particular, if these error corrections, restatements and incomplete partial productions of words and phrases had continuously occurred during their promotion of external and internal professional qualifications, it would have been regarded as a lack of confidence and reliability by their interviewers. For a more detailed diagnosis for teaching purposes, therefore, it seems to be highly important to observe why the repetitions were often used in the UG applicants' discourse, and how to make certain improvements at a mutually acceptable level between the interlocutors in a BELF context.

6.2.5 Laughter

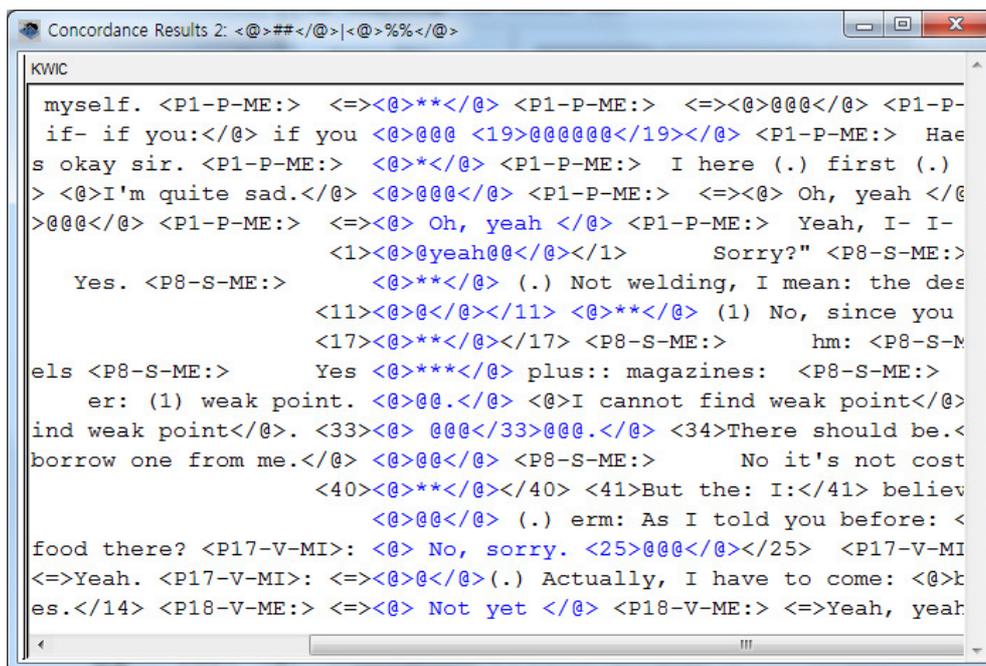
Laughter can be represented as a positive symbol of creating an enjoyable atmosphere during interactions. As Coates (2007) demonstrated, humorous talk through the

utilisation of laughter is based on mutual collaboration between speakers, and this is directly linked to the creation of group solidarity and intimacy, as supported by many other researchers (Jefferson, Sacks & Schegloff, 1978; Boxer & Cortes-Conde, 1997). In a survey research setting, furthermore, Lavin and Maynard (2001) discovered that survey interviewers' laughter management during the conversations contributed to maintaining rapport, enhancing participation, and eliciting answers from their respondents, and further that laughter has a direct correlation to longer interview time and casual conversational atmosphere between interlocutors. Considering that mutual collaboration, solidarity and intimacy between interactants are key issues in deciding the success of the job interview communication (Kerekes, 2006, 2007; Lipovsky, 2008, 2010), the role of laughter in a job interview context needs to be investigated.

To understand this not only from a quantitative but also from a qualitative perspective, therefore, the number of laughter occurrences, length of laugh and the innate characteristics of the laughter will be closely examined. For this, laughter is divided into three different categories according to the type of sound: first, bursting laughter, with a 'ha' sound, is marked as '@'; second, throaty laughter which makes a certain sound inside the vocal tract, like 'hm', rather than bursting out, is marked as '*'; finally, utterances spoken laughingly are marked between '<@>' and '</@>' symbols. The transcription of all three types of laughing starts with '<@>' and ends with '</@>'. In addition, one mark represents an approximate syllable number (refer to VOICE transcription scheme, p.67). For the annotation of these three types of laughter, the VOICE transcription scheme was applied in cases of open laughter and utterances spoken laughingly. In describing throaty laughter, however, a self-developed scheme was utilised in order to analyse different types of laughter and their communicative functions in a more detailed manner. For example, three instances of open

laughter ('ha ha ha') would be transcribed as '<@>@@@<@>', as shown in the example below.

Example 16. Examples of laughter



To more precisely examine the laughter occurrences in terms of frequency, the number of laughs was first counted, and then how many were employed in each case of laughter was examined. To take an example, '<@>@@@ Yes. @@@<@>\' means six open laughs (e.g. @), and one utterance spoken laughingly (e.g. 'yes'), which is equivalent to seven instances of laughter per single occurrence. The occurrences of laughter in each group, and their occurrences in terms of tokens and turns, are presented in Table 33.

Table 33. Occurrences of laughter and numbers of laughs

	SG Interviewers	SG Applicants	UG Interviewers	UG Applicants
N. laughs	30	82	10	43
Tokens per laugh	587	396	1485	468
Turns per laugh	86	31	188	42
Laughter occurrences per sec.	184		318	

In terms of time, the SG interlocutors exchanged laughs 1.73 times more frequently than those of UG, at once per 184 seconds, whereas in UG this was observed every 318 seconds on average. In addition, the applicant groups generally laughed more frequently than their interviewers did. The SG applicants showed the highest occurrence of laughter, with one laugh every 396 tokens and per 31 turns, while the UG applicants showed a relatively higher frequency of laughter than their interviewers, at once per 468 tokens and per 42 turns. Even though this was 18% and 36% less recurrent than the SG applicants in terms of turns and tokens, their efforts to make the interaction pleasant seemed to be much greater than the efforts of their interviewers. From the interviewers' perspectives, there were significantly more incidents of laughter in SG than in UG. To be specific, whereas the interviewers laughed once per 86 tokens when interacting with the SG applicants, this was 2.19 times lower for the UG applicants, as the UG interviewers employed this strategy only once per 188 tokens. In terms of both tokens and turns, the group showing significantly less adoption of laughter was the UG interviewers. They laughed 2.53 and 2.19 times less frequently with the UG applicants than they did with the SG applicants, respectively in terms of tokens and turns. In other words, the SG interactants demonstrated considerable levels of mutual cooperation to create a more pleasant and relaxed atmosphere throughout their job interview interactions by

taking advantage of laughter, with substantial efforts from the SG applicants in this regard. Significantly fewer reactions from the UG interviewers, however, seems to indicate the heavier mood of the UG job interviews, and this could have imposed psychological pressures on the UG applicants, which prevented them from expressing their ideas actively, and in a more comfortable atmosphere. Regardless of which participant group in UG caused the interviewers' significant lack of laughter (e.g. the UG applicants' lack of communicative ability or inadequate answers), the differences in laughter frequency between SG and UG were primarily caused by the interviewers' dissimilar attitudinal approaches towards the two groups of the applicants, rather than the applicants' communicative behaviours.

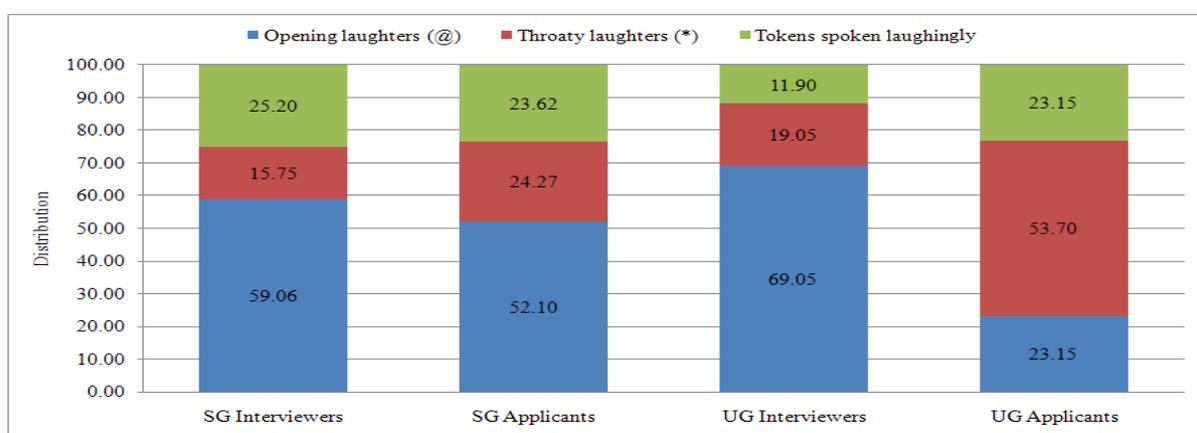
As well as the simple occurrence of laughter, the type, which provide the internal qualities of the laughter, revealing the degree of the speakers' sense of favour and pleasure shown in the target situations, demonstrated noticeable differences between the two groups. The detailed occurrences and their percentages according to the types of laughter are presented in Table 34.

Table 34. Laughter occurrences according to the three different types of laughter

Types of Laughter	SG interviewers		SG applicants		UG interviewers		UG applicants	
	N.	Percentage	N.	Percentage	N.	Percentage	N.	Percentage
Open laughter (@)	75	59.06	161	52.10	29	69.05	25	23.15
Throaty laughter (*)	20	15.75	75	24.27	8	19.05	58	53.70
Tokens spoken with laughter	32	25.20	73	23.62	5	11.90	25	23.15
Total	127	100.00	309	100.00	42	100.00	108	100.00
Laughter per incident	4.23		3.77		4.20		2.51	

First, when the total number of laughs is considered per single occurrence, it is possible to calculate how many laughs were produced in a single incident of laughing. For example, given that the UG interviewers laughed in 10 incidents (refer to Table 33) with 42 laughs, the average number of laughs per incident is 4.2. That is, when the UG interviewers laughed, they produced 4.2 laughs on average. In this sense, the group showing the highest number of laughs per occurrence was the SG interviewers, with 4.23 laughs, while those with the lowest level in this regard were the UG applicants, at 2.51 laughs, which is 33% fewer than those of the SG applicants, who laughed 3.77 times per case on average. Even though the interviewers showed considerable differences in the quantity of laughter by laughing almost three times more frequently with the SG applicants, the length of their laughter in SG and UG did not show meaningful distinctions. On the other hand, the UG applicants' shortest length of laughter per case is notable. This demonstrates that, in both quantitative and qualitative ways, the UG applicants did not fully utilise laughter as a strategy, which can be one of the most effective and powerful icebreaking devices and atmosphere smoothers, compared to the SG applicants. This can also be clearly confirmed by observing the types of laughter adopted during the interactions, as visualised in Figure 38.

Figure 38. Types of laughter adopted by each interlocutor group



As revealed in Figure 38, the most apparent difference across the four groups relates to the UG applicants' high level of throaty laughter (53.70%) and low level of open laughter (23.15%). On the other hand, the figures for each type of laughter were almost the reverse for the SG applicants, with a higher utilisation of open laughter (52.10%) and lower adoption of throaty laughter (24.27%). Given that the interpersonal meaning of each type of laughter is quite different, in that open laughter can be interpreted as a more genuine and cheerful way of expressing emotions, whereas throaty laughter can be considered a more restrained and passive form of conveying pleasant feelings, the SG applicants' highly positive and active ways of delivering their emotions seems to greatly contribute to creating a convivial atmosphere during the job interview interactions. That is, the different laughter behaviours between the applicant groups, in terms of number of occurrences, length of laugh, and finally its innate characteristics, seems to make the SG interactions more relation-oriented by helping the applicants to exhibit themselves more comfortably in a communication-friendly setting, whereas the UG applicants became more passive interlocutors through a lack of interpersonal communicative techniques.

6.3 Summary

From the above sections, various kinds of interactional pragmatic features which hint at the applicants' communicative attitudes in a BELF job interview setting have been closely observed in terms of latching, overlap, lengthening, repetition and laughter, in advance of the linguistic analysis.

SG interlocutors showed generally more engaged and interactive communicative attitudes with active utilisation of latching and overlap strategies. Furthermore, their patterns

of use were more oriented toward a positive and future-oriented nature (e.g. *question* and *response*), whereas those of UG were comparatively more deficiency-focused (e.g. *attacks*, *defences* and *hesitations*). These positive and negative communicative actions were also revealed by the groups' respective *laughter* and *lengthening/ repetition* strategies. Whereas SG maximised a collaborative and intimate communicative atmosphere with quantitatively and qualitatively more active production of laughter, the communicative flow of UG's interactions was repetitively hampered by UG applicants' self-corrections, incomplete partial production, and lengthened communicative styles.

In discussing pedagogical implications in a BELF job interview setting, therefore, not only the structural and linguistic features of the discourse, but also the interactants' favourable interactional approaches throughout the communication need to be emphasised, and how to incorporate these communicative features into the learners' actual interactions should be carefully considered.

In the next chapter, the distinctive quantitative features in the job interviews between SG and UG will be more closely analysed, both in terms of the information organisational strategies utilised inside each micro-move and step structure, the lexical and grammatical resources utilised to realise meanings, and finally the strategic interconnections between the structural and lexico-grammatical items used to carry out pragmatic functions.

CHAPTER 7 ANALYSIS: TEXTUAL STRUCTURES – LEXICO-GRAMMATICAL FEATURES

7.1 Introduction

In this chapter, the lexical and grammatical sources utilised inside the schematic structures will be closely examined, and the resulting data between SG and UG compared under three major considerations: first, lexico-grammatical resources from frequent words to phraseology; second, informational organisation structures and strategies employed inside the micro-moves; and finally, pragmatic functions realised through the various linguistic resources mentioned above. Furthermore, in order to draw a more complete picture in designing an ESP job-interview curriculum, the interviewers' post-interview comments regarding what they expected from the applicants and what information should primarily be provided to the learners in preparation for the job interview will be discussed.

For this purpose, an overview of general lexico-grammatical features throughout the SG and UG job interviews will first be compared, and the specific linguistic characteristics inherent in each group will then be analysed and discussed according to the schematic structures.

7.2 Lexico-grammatical Features of CELF-JOIN

7.2.1 Overview of General Lexico-grammatical Features

7.2.1.1 Interviewers

In order to understand the interviewers' linguistic characteristics when interacting with SG and UG applicants, their linguistic features will be analysed through an observation

of frequent words, keywords, lexical chunks and phraseology, and the differences between the two groups will then be compared. A list of the interviewers' top 50 frequent words is presented in Table 35.

Table 35. Top 50 frequent words used by the interviewers

Frequency						
	SG interviewers (17604 tokens)			UG interviewers (14852tokens)		
	Word	Freq.	Ratio	Word	Freq.	Ratio
1	you	1041	5.91	you	1034	6.96
2	the	828	4.70	be	605	4.07
3	be	722	4.10	the	598	4.03
4	hm	687	3.90	hm	336	2.26
5	er	454	2.58	your	290	1.95
6	to	340	1.93	er	279	1.88
7	okay	315	1.79	so	275	1.85
8	your	278	1.58	what	261	1.76
9	so	272	1.55	to	248	1.67
10	and	261	1.48	I	232	1.56
11	I	252	1.43	and	229	1.54
12	know	226	1.28	know	212	1.43
13	of	224	1.27	how	205	1.38
14	yes	224	1.27	okay	200	1.35
15	have	220	1.25	this	191	1.29
16	how	217	1.23	in	185	1.25
17	in	206	1.17	of	176	1.19
18	what	196	1.11	yes	151	1.02
19	can	174	0.99	me	149	1.00
20	a	156	0.89	a	143	0.96
21	we	151	0.86	have	138	0.93
22	that	147	0.84	do	120	0.81
23	this	134	0.76	work	113	0.76
24	do	133	0.76	about	108	0.73
25	not	127	0.72	can	103	0.69
26	it	124	0.70	not	103	0.69
27	for	123	0.70	tell	100	0.67
28	will	122	0.69	for	96	0.65
29	one	118	0.67	if	93	0.63
30	no	114	0.65	just	92	0.62
31	about	103	0.59	one	92	0.62
32	me	97	0.55	ship	92	0.62
33	if	96	0.55	company	91	0.61

34	work	96	0.55	experience	87	0.59
35	Oman	90	0.51	that	85	0.57
36	year	88	0.50	year	85	0.57
37	company	85	0.48	kind	84	0.57
38	two	85	0.48	it	79	0.53
39	like	83	0.47	repair	78	0.53
40	but	77	0.44	will	78	0.53
41	many	76	0.43	why	76	0.51
42	with	73	0.41	Oman	74	0.50
43	just	72	0.41	as	69	0.46
44	or	72	0.41	now	69	0.46
45	kind	71	0.40	but	67	0.45
46	drydock	70	0.40	or	67	0.45
47	all	68	0.39	think	65	0.44
48	experience	68	0.39	very	64	0.43
49	huh	67	0.38	F (name)	63	0.42
50	then	65	0.37	much	63	0.42
Total		10188	57.87		8593	57.86

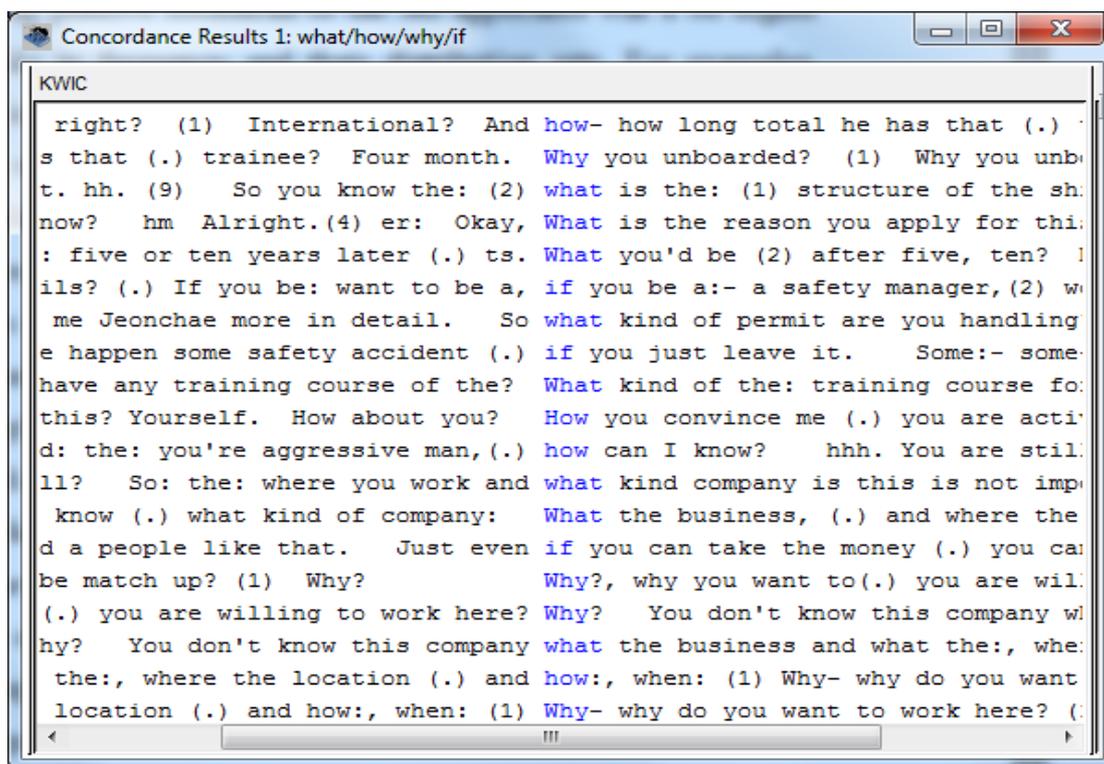
First of all, the top 50 words most frequently spoken by the interviewers, which amount to approximately 58% of their whole corpus, provide a general understanding on what kind of information is primarily requested from the applicants during the interview process, and how the interviewers reacted toward the two different groups of applicants. For example, interaction within the job interview is highly oriented towards the other speaker, i.e. *you*, as the most frequent word in both groups implies, in order to investigate the applicants' (i.e. *your*) *experiences*, knowledge on the *company* (e.g. *Oman* and *drydock*), and its major areas of business (e.g. *ship* and *repair*), and further to verify '*what they know*' and '*how they work*', through question markers such as *why*, *what*, and *how*, and using modal verbs like *will* and *can*. In addition, frequent words like *hm*, *yes*, *okay* and *no* clearly reflect the interviewers' reactions, and illustrate their roles as active listeners, not only as examiners. Even though the most frequent words in SG and UG clearly reveal the two general communicative roles of the interviewers as questioners and listeners, the specific uses of the words and their occurrence patterns seem to be quite contrasting.

First, the provision of positive feedback to the SG applicants was generally a bit higher both in terms of raw frequencies and their distribution rate. For example, the positive back-channelling indicated by *hm* ranked as the fourth most frequent word in both groups, but the distribution rate in SG (3.90%) was slightly higher than in UG (2.26%). In addition, the other minimal feedback markers, such as *yes* and *okay*, towards the SG applicants ranked more highly both in terms of raw frequency and distribution rate. This means that the interviewers showed more interactive and engaged attitudes towards the SG applicants' answers, with higher levels of communicative accommodation, probably based on the positive evaluations.

Second, a hesitant marker (i.e. *er*) ranked relatively high in both (5th in SG and 6th in UG), showing a somewhat higher distribution ratio (2.58% vs. 1.88%) in SG. Considering that CELF-JOIN is a spoken corpus and the interviewers all speak English as their second or (primary) foreign language, the repetitive occurrences of the hesitant marker are to be expected. However, the more frequent use of the interviewers' hesitant markers towards the SG applicants can possibly be understood to suggest that the interviewers tended to maintain a more cautious and prudent attitude when questioning and reacting to answers within this group.

Third, the use of all question markers like *how*, *what*, *why* and *if*, which were all included in top 50 list, were employed more repetitively when interacting with the UG applicants. This means that the interrogative sentences for the purpose of verifying certain types of the applicants' qualifications were more actively utilised when interacting with UG applicants, specifically focusing on *what* (8th), *how* (13th), *if* (29th) and *why* (41st).

Example 17. The concordance lines of *what, how, why* and *if*



Fourth, adverbs, which qualify the proposition for example by hedging (e.g. *kind*) or downgrading (e.g. *just*), were observed in both groups, but a relatively higher number of occurrences appeared in the UG interviewers' discourse. The characteristics of these two adverbs in the interviewers' discourse can be understood more clearly by observing the three-word lexical chunks of *kind*, and the concordance lines of *just*. First, in terms of *kind*, the most prominent lexical pattern is *what kind of*, which occurred 89 times in total (56 in UG and 33 in SG), followed by *kind of the* (17 in total). The right collocates of *what kind of* (e.g. *materials, job, project* and *contribution*) clearly indicates that this was employed when the interviewers requested clarification of the given information, and highlighted instances when the information given in the applicants' answers was not completely clear. The interviewer's comments toward F11 demonstrate how the word *kind* was generally adopted and negatively evaluated by the interviewers.

Example 18. Illustration of a negative connotation of *kind* in the interviewers' language

- 1 I1: I- I want to know how many (.) items you are remembering now.
2 F11-I-MA: ah: <@>**</@> It <10> is-</10> it (.) it was long time back sir. (.) That's why I'm- I'm unable to remember.
3 I1: <10> please</10>
Tell me (.) **what kind of** things you can.
4 F11-I-MA: ah: like generators sir: and: motors, isolators: (2) and er: (.) **all kind of** electrical goods, sir. (1)
5 I1: **All kind of**, (.) I don't like **all kind of** goods. <11>huh?</11> (1) Just tell me the: name of the electric goods.

Since evaluation of the applicants' past experiences and qualifications primarily depended on their self-descriptions, drawing a concrete and vivid picture with the detailed descriptive resources and presenting them in a confident manner seems to be highly important.

In addition, the word *just* was utilised with a similar connotative meaning. Out of 72 total occurrences in SG, only 23 (31.94%) cases were related to negative evaluations of the applicants' qualifications; however, UG showed significantly more incidents of this, with 49 negative cases (52.69%) out of 93 of their total usage, as exemplified in some of the extracts below.

Example 19. Illustration of a negative connotation of *just* in the interviewers' language

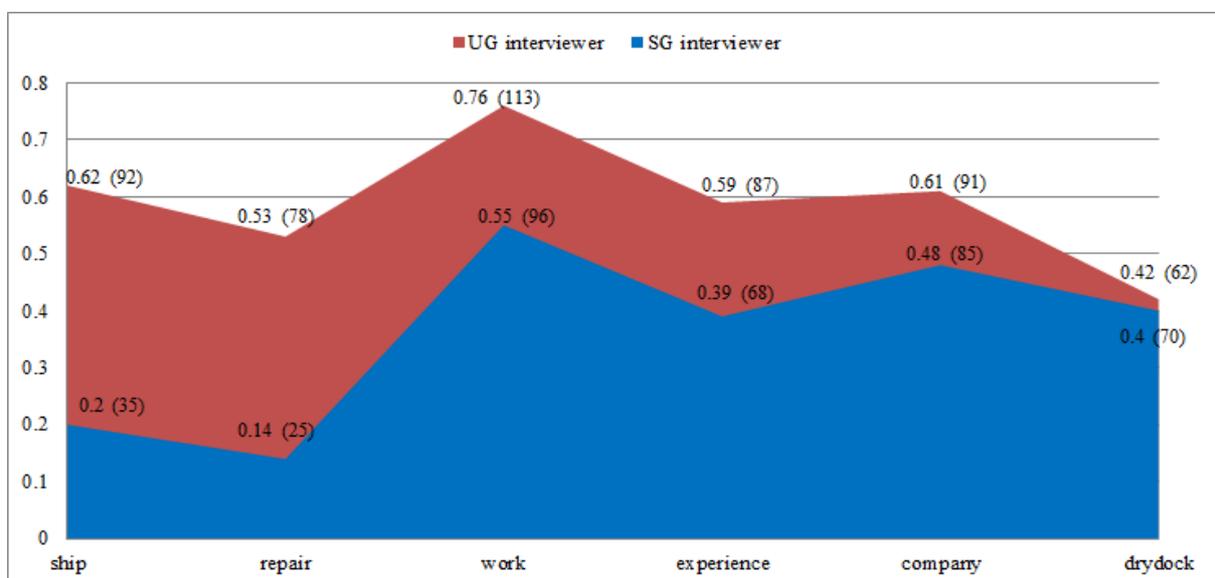
- 1 There is another handicap. (.) You are **just** (.) twenty year (.) eight years old, (.) such a young:
2 and then you have to apply this company not **just** for the money (1) I need a people like that.
3 Your experience mentioned here, you have only: **just** one year experience in [org1] shipyard.
4 who you are. (1) hm. hm. (3) And **just**: this- this situation is not the: interesting to me. (11)
5 expecting me? (1) hm: (.) ts (.) Okay, the: (2) you **just** to want to apply as a assistant manager, not normal: engineer:
6 really: you have: to work hard. (1) <13>And::</13> **just** work hard? uhm: I think that is the: very you know the basic

As shown from the first concordance lines, the negative usage of *just* expresses a certain problematic issue in relation to the recruitment (turn 1), including pointing out a professional mindset that goes beyond monetary drivers, a lack of experience and technical knowledge (turn 2, 3 and 4), indication of a failure to negotiate the position, or inadequate answers (turn

6 and 7). The higher incidence of these two types of negative evaluation markers provides a general understanding that the interviewers' assessments of the UG applicants' overall job interviews were unfavourable, and even critical.

Finally, words describing previous *experience*, specifically in relation to the ship repair industry, were relatively highly employed by the UG interviewers, as detailed in Figure 39.

Figure 39. The frequency of job-experience-related words



This seems to coincide with the above findings that the UG job interviews were more oriented towards probing the applicants' external qualifications using clarificational questions focused on the past, rather than investigating future-oriented internal capabilities. Even though their specific usages will be more closely observed in relation to their contexts in the next sections, the apparently higher occurrences of the target job and job-history-related words in UG, even with the smaller corpus size, implies that the focus of the UG interviewers' questions was more concentrated on verifying the applicants' background

knowledge on, and experiences in, the target field.

The lexical characteristics observed in the frequency list are further confirmed by the keyword list, which provides information on the words showing distinctive frequencies compared to the reference corpus. The keyword list for the SG and UG interviewers is provided in Table 36.

Table 36. Top 30 keywords used by the interviewers

N.	SG interviewers			UG interviewers		
	Word	Keyness	Occ.	Word	Keyness	Occ.
1	hm	70.627	687	F _(applicant name)	98.501	63
2	P _(applicant name)	45.27	37	repair	38.377	78
3	we	28.569	151	ship	37.125	92
4	maintenance	26.917	22	why	29.226	76
5	weld	26.917	22	what	23.623	261
6	facility	24.821	26	progress	23.453	15
7	overtime	18.353	15	this	22.083	191
8	with	18.301	73	navy	21.889	14
9	machine	17.993	20	me	21.69	149
10	er	17.727	454	tell	20.371	100
11	they	17.34	39	building	18.945	19
12	government	17.129	14	university	17.199	11
13	join	16.771	45	name	16.982	52
14	class	14.682	12	material	16.205	27
15	section	14.639	17	as	16.017	69
16	HR	14.193	20	machinery	15.765	14
17	step	13.459	11	fire	15.635	10
18	tender	13.459	11	engine	14.072	9
19	no	12.228	114	Fleming	14.072	9
20	air	12.147	18	you	13.806	1034
21	city	11.012	9	insulation	13.494	21
22	our	10.847	52	ton	12.212	28
23	okay	10.064	315	daughter	10.945	7
24	condition	9.788	8	erection	10.945	7
25	meter	9.788	8	right	10.836	28
26	hour	9.682	23	sorry	10.521	20
27	people	9.682	23	onboard	10.157	10
28	call	9.195	12	engineer	10.051	54
29	policy	9.195	12	apply	9.822	56
30	there	9.165	61	ashore	9.381	6

The pragmatic markers previously discussed showing positive and negative feedback (i.e. *hm*, *okay* and *no*) and revealing a hesitant stance (i.e. *er*) were dominantly observed in the SG interviewers' corpus as positive keys. In addition, the word *we*, which emphasised the company's own perspectives, was also more repetitively produced by the SG interviewers. Considering that the most repetitive three-word lexical chunks accompanying *we* were mainly used to highlight the company's facilities (e.g. *we have a swimming pool*), duties in the future work (e.g. *we have to cleaning the tank*), and details on the interview result notifications (e.g. *we will come back to you*), the more frequent adoptions of *we* within SG can be seen as a kind of familiarisation strategy used by the interviewers toward the SG applicants, in which they invite the applicants into the real business context of ODC and help them to draw a more concrete picture of the future working environment. This similarly applies to the word *our*, which is a possessive form of *we*, and ranked 22nd on the keyword list. In addition, the words used when negotiating a job offer, such as *join* (e.g. three-word lexical chunks in order: *if you join* (10), *join to ODC* (5), *join with us* (5), *you can join* (5), *you join to* (5)) and *policy* (e.g. *he will propose according to our company policy* and *we can offer you based on our policy*) were distinctive lexical items in SG.

On the other hand, the lexical items observed in the UG interviews revealed the opposite nature, with words like *sorry* (e.g. *this time I am very sorry* or *Okay, sorry. next: okay (.) you have, you have many chance.*) and *apply* (e.g. *If if you (.) lose your job, then apply again*), which were generally utilised as polite rejections. Considering alternative meanings of these two words (i.e. *sorry* as a miscommunication marker and *apply* as asking for the position being applied for), furthermore, the previous discussions showed that the UG applicants were more likely to be unsuccessful in maintaining smooth and flowing conversation, and to make more clarificational requests in order to verify information about

the target position. Moreover, as pointed out in the previous sections, questioning markers such as *why* (76), *what* (261) and *tell me* (94), and requests for supporting information on the applicants' educational background (i.e. *education*) were utilised much more frequently in UG.

Finally, through the observation of the top 5 lexical chunks ranging from two- to four-word combinations (Table 37), it is possible to observe the different patterns of the interviewers' questioning strategies in each group.

Table 37. Top five lexical chunks used by the interviewers, from two- to four-word lexical chunks

2 word lexical chunks				
	SG interviewers		UG interviewers	
	Word	Freq.	Word	Freq.
1	you know	201	you know	169
2	you have	96	tell me	95
3	do you	80	you have	89
4	of the	72	kind of	82
5	know the	68	do you	77
3 word lexical chunks				
1	you know the	63	what kind of	60
2	what kind of	39	you know the	41
3	you tell me	27	you tell me	32
4	you have to	24	tell me about	27
5	do you have	21	would you tell	25
4 word lexical chunks				
1	would you tell me	14	would you tell me	24
2	what do you think	13	what do you think	17
3	do you have any	12	tell me about your	13
4	do you know the	12	why do you want	13
5	can you tell me	10	you tell me about	13

As Table 37 suggests, the interviewers' repetitive lexical patterns for questioning and

requesting can be divided into six major categories: *(can, would) tell me*, for requesting descriptions of certain qualifications and aspects of technical knowledge; *(do) you know (the)*, for confirming the applicants' prior knowledge in a specific manner (N.B. 79.6% of the two-word chunk *you know* in SG, and 81.66% in UG, were also used as a filler, rather than as a questioning marker); *(what do) you think?*, for asking the applicants' opinions on a specific issue; *(what) kind of*, for demanding further clarification or clarifying a specific type of materials/equipment; *you have to*, for requesting immediate action in the job interview situation, or future dedications in the real working context.

In terms of two-word lexical chunks, first of all, *you know* was the most repetitively utilised in both groups. Since the interviews involved naturally occurring spoken conversations, however, the communicative function of *you know* was mostly as a conversational filler (160 (79.6%) in SG and 138 (81.66%) in UG), rather than as a questioning markers (41 (20.4%) in SG and 31 (18.34%) in UG). Two distinctive lexical chunks in UG that were followed by *you know* were *tell me* and *kind of*, which, as discussed earlier, were used as an explicit and direct way of questioning and of re-clarifying information previously mentioned by the applicants.

In terms of three-word lexical chunks, the above-listed expressions in UG were most often elaborated using *what kind of* (60), *you tell me* (32), *tell me about* (27), and *would you tell me* (25). The chunks *what kind of* (39) and *you tell me* (27) were also observed in SG, but with significantly fewer occurrences, especially considering that the size of the SG interviewers' corpus is approximately 19% bigger than that of UG. This becomes clearer when looking closely into the three communicative functions of *tell me* in their relevant contexts: first, pointing out negative communicative attitude (e.g. *Just tell me: very loudly*); second, asking questions (e.g. *would you tell me why: you apply: to Oman Drydock*

Company); finally, demanding more detailed explanation (e.g. *would you tell me that's more: (.) much more details?*). Whereas the communicative functions of *tell me* in SG mostly revolved around posing questions (49 cases, 92.88%), with a small portion used for requesting detailed information (four cases, 7.55%), UG showed a bigger distribution in the latter function (i.e. asking for detailed info) with a percentage of 27.37% (26 cases), and some examples of criticising negative attitudes (i.e. for clear interaction) during the communications (two cases, 2.11%). This implies that the SG applicants received considerably fewer clarificational requests by ensuring that they provided plentiful information, and therefore met their interviewers' informational expectations. In terms of another lexical chunk, *you know the*, the two groups did not seem to reveal meaningful differences, considering that approximately 55% of the occurrences of this in both groups (29 in SG and 22 in UG) served to ask about specific qualifications and knowledge in a very detailed manner (e.g. *you know the tender law?*), and the other portion (app. 45%) was used as a communicative filler, in extension to *you know*. Another interesting three-word lexical chunk in SG is *you have to*. Out of 24 occurrences, 75% served to offer explanations of future duties, and, further, to ensure the applicants' dedication (e.g. *if you: are selected, then: the you: have to control (.) a lot of the: nationality*). This can be seen as a positive signal, in that the interviewers expanded the scope of their questions into the applicants' authentic future responsibilities that might be assigned to them, once accepted, and further request their dedication to this, beyond just evaluating the applicants' past working history according to document-based questions. In addition, their favourable evaluation toward the SG applicants were also revealed from the fifth-ranked lexical chunks *do you have (any)*, of which 50% of occurrences served to answer any inquiries that the SG applicants might have at the end of the interview (e.g. *Do you have any question for me?*).

Another distinctive lexical chunk in the four-word combination in both groups was *what do you think* (13 in SG and 17 in UG), which usually served to elicit the applicants' opinions on a certain issue. However, the practical meaning in the target situations varied from SG to UG, respectively revealing positive to negative contextual connotations. This can be divided into six different categories, as shown in Table 38.

Table 38. The contextual connotation of *what do you think*

Contextual connotations	SG		UG	
	Occ.	Percent.	Occ.	Percent.
Self-evaluation on past work experience.	3	23.1	1	5.88
Pointing out deficiencies	2	15.4	7	41.18
Future career plan	2	15.4	1	5.88
Negotiating position when mismatch between target position and career history arose	0	0.0	3	17.65
Evaluating the applicants' understanding of duties	3	23.1	1	5.88
Future difficulties	3	23.1	4	23.53
Total	13	100	17	100

As suggested, the most dominant pragmatic function of *what do you think* in UG is to criticise the applicants' qualificational deficiencies by asking how the applicants evaluate their weakness, and, further, how they can overcome this (e.g. *It can be a very weak point, (.) what do you think?*). Also, any difficulties that the UG applicants might face in the future workplace were sometimes highlighted (four cases, 23.53%), and their ways of approaching these were further examined (e.g. *case of difficulties (.) will: come to you (.) those kind of the situations. (.) What do you think about this?*). The third repetitive pragmatic function observed was to seek the applicant's opinion when negotiating a position (e.g. *But offer: as a engineer category. (.) What do you think? (3) Like senior engineer, not just normal engineer*). All the instances of this in UG were observed when there was a lack of consensus between

the position offered by the interviewer and the position applied for by the applicant. That is, this chunk, which was observed when negotiating a job offer, contains a negative contextual connotation considering that a certain disparity between two interlocutors existed, and they were trying to reach a consensus on this critical issue by minimising the opinion gap. To briefly summarise, the UG interviewers' usage of this lexical chunk, *what do you think*, were mostly biased in a negative direction (82.36%) in terms of pointing out the UG applicants' qualificational deficiencies, testing their reactions to possible future difficulties, and modulating disagreements of opinion.

On the other hand, even though several identical functions were also employed in the SG interactions, the six communicative functions were more evenly distributed than in UG. In addition, the pragmatic functions of the target chunks had a positive nature in general. For example, first of all, when requesting the SG applicants' self-evaluations on their past work experience, the contexts were all confined to their lives in the Middle East or Oman, where the target company (23.1%), ODC, is currently located (e.g. *your: staying in: Middle East. (.) What do you think about the life in Middle East?*). Beyond evaluating a simple past experience, in other words, the interviewers seemed to mirror the applicants' future working attitudes and adaptability to the target culture from their impressions of past experiences in order to check that the applicants were qualified enough to become new members of ODC, where a high level of cross-cultural capabilities is required. Furthermore, through explorations of the applicants' future career plans within ODC (e.g. *All right. (.) So: what do you think about your future plan?*), the interviewers seemed to attempt to make the SG applicants more strongly involved in the future working situations (23.1%), probably by putting them in a position of future co-workers who can make some contributions for the growth of the company. In addition, the SG applicants received more questions in relation to

their future duties (15.4%) in the target position once hired (e.g. *So as an assistant manager, (.) what do you think? And how you- do you: you know (.) going to manage all those things*). This is quite contrary to the UG situation, in that no failures in relation to the position were observed (with this lexical chunk); rather, the focus was on how the applicants would approach the future duties to be assigned, if accepted. In short, using the same lexical chunk *what do you think*, the SG interviewers created a considerably more positive atmosphere by bridging the applicants' previous job experiences and their future working contexts and duties, rather than highlighting their deficiencies, as they did toward the UG applicants.

In summary, the interviewers' discourse in SG and UG showed significant differences from word to phrase levels. In addition, the connotative meanings within the individual target contexts varied considerably, even where the same lexical items were utilised. Generally, the interviewers showed more positive reactions towards the SG applicants via the active use of various minimal feedback devices, fewer under-evaluative markers (e.g. *just*), and clarificational requests for more detailed information (e.g. *kind of*). Most of all, their interactions with the SG applicants were more oriented toward future working contexts (e.g. *join* and *you have to*) in terms of inviting them to be provisional members of the company with a detailed description of future duties and environments (e.g. *you have to*), based on emphasis of the mutual relationship (e.g. *we* and *our*). This is quite contrary to the interactions with the UG applicants, in which the interviewers showed more negative markers in their assessments (e.g. *sorry* and *apply*) with higher levels of terms and phrases used to verify past experience (e.g. *experience*, *education* and *tell me*) and by focusing their evaluations more on the applicants' deficiencies (e.g. *what do you think*) even when using the same lexical chunks as those employed in SG.

7.2.1.2 Applicants

In this section the different communicative reactions between the SG and UG applicants, as responses to the interviewers' questions, will be closely analysed from frequent words to lexical chunks, and their phraseology in the target contexts will then be examined and compared. The list of the applicants' top 50 frequent words is presented in Table 39.

Table 39. Top 50 words most frequently used by the applicants

Frequency						
N.	SG applicants (32471)			UG applicants (20119)		
	Word	Freq.	%	Word	Freq.	%
1	the	1766	5.44	er	1495	7.43
2	I	1615	4.97	I	1118	5.56
3	er	1450	4.47	the	845	4.20
4	be	1212	3.73	be	810	4.03
5	yes	1005	3.10	yes	628	3.12
6	to	867	2.67	and	502	2.50
7	and	629	1.94	to	419	2.08
8	have	599	1.84	have	332	1.65
9	in	569	1.75	in	329	1.64
10	we	492	1.52	we	275	1.37
11	that	472	1.45	work	274	1.36
12	you	443	1.36	a	257	1.28
13	a	404	1.24	sir	256	1.27
14	for	372	1.15	my	205	1.02
15	my	360	1.11	that	202	1.00
16	it	345	1.06	for	194	0.96
17	work	329	1.01	it	169	0.84
18	so	292	0.90	of	165	0.82
19	not	287	0.88	then	153	0.76
20	of	278	0.86	this	147	0.73
21	can	267	0.82	not	142	0.71
22	one	253	0.78	you	134	0.67
23	then	237	0.73	so	132	0.66
24	if	232	0.71	can	131	0.65
25	this	220	0.68	will	120	0.60

26	no	200	0.62	one	116	0.58
27	will	196	0.60	also	115	0.57
28	but	187	0.58	org	111	0.55
29	two	175	0.54	there	111	0.55
30	know	173	0.53	year	108	0.54
31	do	172	0.53	as	103	0.51
32	because	170	0.52	if	100	0.50
33	with	166	0.51	ship	97	0.48
34	they	161	0.50	do	94	0.47
35	there	160	0.49	because	93	0.46
36	also	152	0.47	two	93	0.46
37	sir	149	0.46	engineer	88	0.44
38	ship	144	0.44	no	88	0.44
39	okay	143	0.44	some	87	0.43
40	org	143	0.44	place	83	0.41
41	as	142	0.44	know	79	0.39
42	company	127	0.39	company	78	0.39
43	place	125	0.38	all	76	0.38
44	from	119	0.37	time	75	0.37
45	time	118	0.36	like	74	0.37
46	some	112	0.34	thousand	73	0.36
47	year	112	0.34	first	72	0.36
48	like	109	0.34	what	72	0.36
49	want	109	0.34	repair	68	0.34
50	get	108	0.33	but	67	0.33
Total		18667	57.49		11655	57.93

First of all, in terms of personal pronouns, the first person pronoun *I* was adopted most frequently in both groups, taking second place on each frequency list. The UG applicants showed higher utilisation of this, with a ratio of 5.56% (1,118 occurrences) out of their total tokens, compared to SG who showed a 0.59% lower distribution rate (4.97%, 1,615 occurrences). By more active utilisation of other personal pronouns such as *we* (1.52% in SG and 1.37% in UG), *they* (0.50% in SG and 0.30% in UG) and *you* (1.36% in SG and 0.67% in UG), however, the SG applicants tried to diversify the subjects of their sentences by inviting others into the context of their personal promotions, rather than relying on their own

perspectives. This is well reflected in the lexical chunks, *they*, *we* and *you*. The top five three-word repetitive lexical patterns of *we* were *we have to* (73), *we have a* (14), *we can have* (7), *we can do* (6) and *we need to* (6). To take an example, three major communicative purposes of *we have to* can be divided into three categorisations based on its concordance lines: first, to explain their current working situations (e.g. *from (.) seven thirty to (2) four p.m. we have to work*); second, to illustrate a certain working procedure (e.g. *then (1) er: after gauging (.) we have to do (.) grinding*); finally, to prove their problem-solving skills (e.g. *firstly we have to convince them (.) and we have to compromise*). The use of *we* in place of *I* seems to strengthen the business relationship regardless of when and where the target situations occur (i.e. past, current or future business contexts). That is, placing the notion of team at the front of the sentences, over the notion of the individual, seems to promote the contexts as being shared among the members of the target business, and in this sense, seems to contribute to the establishment of professional co-membership with their interviewers (Lipovsky, 2006). From the case of *you*, furthermore, it is possible to observe the SG applicants' attempts to draw their interviewers into the centre of the job interviewing context. This is well supported by the most prevalent three-word combination *you have to* (29). This chunk was utilised with the almost identical communicative functions of *we have to* (e.g. *you have to take very precaution*), but drew more direct engagement from the interviewer with respect to the target situation by using *you* straight away, as illustrated in the concordance lines below.

Example 20. The usage of *you have to* in the SG applicants' discourse

Hit	KWIC
10	nd (.) further: it is damaged, (.) you have to identify (.) where is the exact portion. And
11	damaged. So: from there, (.) er: you have to improve the (.) er: (.) bearings. (.) er: (1)
12	twelve, (.) question number twelve: you have to (.) er: remove: in a (.) with the help of a (1)
13	w bearing, you must be very (.) er you have to take very precaution (.) because the- (.) the :
14	part (.) is getting damaged. So you have to put it into the- (.) the: location (.) where (
15	st be: very: er: carefully that er you have to do (.) because (.) the state of winding off the
16	is er: un- under the drydock. So you have to get it replaced (.) if you find: anything (.)
17	line of mark. But (.) still: (1) you have to attend certain things. (2) So: till five: that
18	things. (2) So: till five: that (.) you have to work. (1) So when you get the wash, (.) then,
19	not be a problem. (1) Because (.) you have to obey, (1) obey to the seniors. (1) Senior mana
20	al, (.) hand rails, (.) everything you have to do the painting. [orgl] shipyard, this is one
21	er my qualification and experience you have to decide. (1) ah, when I was in [place6], I rec
22	anything I know that the welding. You have to give the chances for (.) this one then I will l
23	Then I speak: (.) to kindly, then you have to do the work. Then, I have not the commanding p
24	starting with the welder. (.) Then: you have to give the opportunity that I know that the he's
25	ave tell four or only five persons you have to give the overtime then I- (1) I check (.) who :
26	1) working time. A better salary: you have to : give that sir. The last times then I already
27	in: the company, right? : erm:. Do you have to :- (1) do your company have any: (1) facility
28	the: for a: working (.) First, (.) you have to the plan. First (.) Before ship (.) come in
29	(.) Now you (.) er too young. Now you have to : er: skill and have to can well in. (.) And (.

It seems reasonable to say that continuously inviting the other speaker into the conversation using the second-person pronoun *you* can be seen as a positive attempt to strengthen the relational and interactional communicative environment, rather than putting the focus of communications more on the applicants themselves with *I*. More interaction-oriented communicative approaches of the SG applicants can also be seen in their fewer adoptions of the lexical item *sir*, which is regarded as a highly formal and polite way of addressing a man in a higher position from a hierarchical perspective. The UG applicants produced this term 1.72 times (256 occurrences, 1.27%) more often than the SG applicants (149 occurrences, 0.46%) did, and this high level of linguistic formality and rigidity seems to be one of the major interactional impediments in creating a friendly, collegial and conversational atmosphere. In addition, the SG applicants were more active in terms of expressing appreciation, via phrases like *thank you* and *thank you very much*. For instance, 46 cases

(10.38%) of *you* out of 443 total utterances were related to expressing gratitude, and its occurrence was much higher than that of the UG applicants, who produced it only 19 times throughout their whole interactions. Overall, the occurrences, patterns and usage of the personal pronouns within the frequency list demonstrates that the SG applicants were more devoted to creating a relatively strong interpersonal and interactional relationship with their interviewers, compared to the UG applicants, and did this by adjusting the hierarchical balance of the conversation until it was linguistically more equivalent, and, further, by inviting others to be involved in the middle of job interviewing contexts.

Second, the use of pragmatic markers differed significantly between the two groups. The markers on the above list can be divided into two different categories, or positive feedback showing support and agreement (e.g. *yes* and *okay*), and negative linguistic fillers revealing a hesitant stance (e.g. *er*). In terms of the positive markers, the word *yes* (including *yeah*) was used in the two groups with an almost identical level of frequency in terms of both rank (5th in SG and UG) and distribution ratio (3.10% in SG and 3.12% in UG). However, another form of positive feedback, *okay*, was more actively utilised by the SG applicants, with 143 (0.44%) occurrences, which is 2.65 times more than those of the UG applicants (54 occurrences, 0.27%). In addition to positive minimal feedback, negative utterances (i.e. *no*) for expressing disagreement or disapproval were also more aggressively employed by the SG applicants, with twice (200 cases, 0.62%) the number of occurrences compared to the UG applicants (88 cases, 0.44%). This clearly implies that the SG applicants demonstrated a greater degree of responsiveness towards their interviewers, regardless of whether in relation to positive or negative reactions. In this sense, it is possible that their attentive listenership was used to create a supportive and collaborative communicative atmosphere, and ultimately to contribute to more quantitatively abundant and qualitatively

active interactions throughout their evaluation process. On the other hand, considerably greater employment of hesitant markers, which clearly reveal a sense of uncertainty in terms of how to respond, was highlighted in the UG applicants' discourse. The apparently higher adoption of hesitant markers (1,495 tokens, 7.43%) compared to the SG applicants (1,450 tokens, 4.47%), which ranked in first place on the UG applicants' frequency list (even though the volume of speech was considerably lower than for SG, and the job interviews questions were generally identical across both groups), obviously suggest that there were considerable communicative barriers in relation to getting across their ideas and promoting their qualifications.

Third, in terms of connectives, differences in the occurrences and usages of adversative (i.e. *but*) and coordinating (i.e. *and*) conjunctions were observed. Whereas the SG applicants utilised the adversative conjunction *but* more actively, with a ratio of 0.58% (187 tokens out of their whole corpus), relatively fewer incidents of this appeared in UG, with 37 tokens (0.33%) in total. On the other hand, comparatively more adoptions of the coordinating conjunction *and* were exhibited by the UG applicants' (502 tokens, 2.50%) compared to the SG applicants (629 tokens, 1.94%). The different pragmatic actions between the two groups in their use of contrasting connectives can be more clearly understood from the prevalent lexical chunks surrounding these in each context. To begin with, the SG applicants used the adversative *but* largely for the purposes of defending themselves against the interviewers' unfavourable comments and negative judgements on their qualifications. For example, out of the top five two-word lexical chunks, *but*, which occurred 93 times in total (i.e. *but I* (41), *but er* (21), *but the* (20), *but you* (6), and *but if* (5)), more than half of these (52.69%) were used to overcome negative evaluations from the interviewers using an aggressive verbal attitude (e.g. *you can say like that (.) but I have experience in (.) welding*). On the contrary, not only

were considerably fewer patterns of these employed by the UG applicants from a quantitative point of view, but from a qualitative perspective the phraseologies of the top five two-word combinations were more likely to be statements (70.97%), which served merely to provide facts about previous events (e.g. *So: I join to: [org1]*). **But er (1): after: I:- my plan: er: to marriage**), or to describe a certain working procedure (e.g. *specially winding. (1) I'm- I'm- I know: but (.) I will not inspect it*), rather than to actively self-protect against the interviewers' criticisms.

In the case of coordinating conjunctions, *and*, which is generally used to link two or more ideas, was used more actively by the UG applicants, who produced 502 tokens (2.50%) in total across their interactions; this is 0.56% higher than that of the SG applicants (1.94%). The most repetitive two-word lexical patterns of this in UG – *and then* (55), *and er* (52), *and I* (31) and finally *and the* (28), which were also observed at highest ranks, but lower frequency, in SG – further suggests that one of the most prevailing discourse strategies for structuring information utilised by the UG applicants was enumeration enabling them to list their ideas in a certain sequential order. This somewhat simple communicative tactic in developing the promotional discourse can be also observed in the UG applicants' slightly more frequent utterances of the adverb *also* (115 tokens, 0.57%) and *then* (153 tokens, 0.76%), which have similar communicative functions in terms of adding extra information and introducing further ideas, generally in a chronological order. Interestingly, however, various other communicative tactics such as conditional (i.e. *if* – 0.71% in SG and 0.50% in UG), causal (i.e. *because* – 0.52% in SG and 0.46% in UG) and consequential (i.e. *so* – 0.80% (260) in SG and 0.56% (112) in UG were observed only for the conjunctive purpose) lexical items were all more actively employed by the SG applicants for thematic developments. On the whole, it can be said that the SG applicants were more proficient in

utilising a wide range of narrative strategies by taking advantage of more diversified connecting devices, and ultimately this seems to make a meaningful contribution towards heightening the dramatic effect in their self-promotion. In contrast, the enumeration-oriented descriptive method used by the UG applicants appears to diminish the effect of their personal advertisement to a certain extent by making their promotion somewhat monotonous, and therefore less attractive. In addition, this inactive speech style can be seen as a reflection of their passive attitudes, considering that the evaluation during the job interview is largely dependent on how the applicants behave, and reveal this in the most appropriate verbal form.

Finally, two modal verbs or phrases with a high frequency of occurrences in both groups included *can*, for demonstrating capabilities (0.82% in SG and 0.65% in UG); and *have*, for imposing obligations (0.72% in SG and 0.40% in UG). All of these modal verbs were more actively utilised by the SG applicants, with the difference gaps between the two groups ranging from 0.17% (i.e. *can*) to 0.32% (i.e. *have to*). Not only were there quantitative differences, but the communicative functions of each modal verb were not identical. To illustrate, one of the strong collocations of the modal phrase *have to* were *I* and *we*, as the subjects of sentences, and therefore *I have to* and *we have to* were the most repetitive three-word lexical chunks in SG and UG, respectively. In the case of *I have to*, for example, three major communicative functions were detected: first, to illustrate future working attitudes and dedications (e.g. *working in the Oman (.) and then I have to learn...I have to develop my skill*); second, to express a certain kind of necessity for past, current and future environments (e.g. *I mean at least per: one year I have to see my parents*); and finally to describe the duties and obligations in past workplaces (e.g. *if we have some Korean visitors, (.) I have to, call a taxi cab*), which reflects a non-standard ELF use of the present tense considering that *had to* should have been used for grammatical accuracy. The SG applicants adopted this largely to

express professional attitudes towards the future working situations, or towards ODC (51 occurrences out of 91, 56.04%), but the UG applicants' usages were more oriented toward revealing their past working duties and responsibilities (12 out of 26, 46.15%), with a relatively lower distribution rate in revealing the future working expectancy from both quantitative (42.31%) and qualitative perspectives. This linguistic characteristic is likely to coincide with the previous assertion that the overall schematic structure of the SG job interviews is more directed towards discussing the future working situations and testing their commitment. In this sense, the higher incidence of these types of lexical items evidently supports a strong correlation between the schematic structures and the linguistic resources, and reveal how these two discourse elements heavily influence each other in attaining a particular communicative purpose. This forward-looking discourse style of the SG applicants is also well illustrated with the more recurrent adoptions of *can*, which commonly demonstrates a future capability with respect to carrying out certain tasks. The most repetitive three-word lexical patterns were *I can do* (15), and a wide range of other verbs illustrating competency, such as *work, contribute, handle, join* and *manage*, were also observed.

Through close observation of the frequent word list, four major communicative tactics of the SG applicants were featured: diversified utilisation of personal pronouns by inviting others, including the interviewers, into the centre of the context via the use of *we, they* and *you*; a higher level of responsiveness toward the interviewers' discourse in both positive and negative ways to demonstrate their attentive listenership and, further, to make the atmosphere within the job interview interactions more friendly and relational; a wider range of communicative tactics in terms of more adoptions of several connectives showing contrast, causal and consequences for the purpose of more active dramatisation of self-promotion; and stronger future-oriented lexical characteristics, specifically through the use of modal verbs

demonstrating future working attitudes and dedications, particularly with *have to* and *can*. These distinctive lexical characteristics peculiar to the SG applicants can be further confirmed by comparing their keyword list to that of UG, as shown in Table 40.

Table 40. Top 30 keywords used by the applicants

N.	SG applicants – Keywords			UG applicants – Keywords		
	Word	Keyness	Occ.	Word	Keyness	Occ.
1	you	64.292	443	er	189.344	1495
2	the	48.427	1766	sir	102.809	256
3	that	23.533	472	F (name)	86.791	56
4	even	22.505	39	move	36.85	23
5	to	22.269	867	outfitting	34.591	18
6	P (name)	21.669	38	propeller	30.748	16
7	mean	19.388	100	navy	26.379	27
8	but	17.736	187	hull	24.988	62
9	need	17.365	79	bolt	24.982	13
10	same	17.197	46	electrical	24.062	27
11	type	16.737	39	workshop	21.811	17
12	compressor	15.778	16	clearance	21.139	11
13	copper	14.792	15	engineer	20.997	88
14	overseas	13.805	14	engine	20.118	16
15	with	13.152	166	FCAW	19.217	10
16	they	12.827	161	and	17.678	502
17	coat	12.819	13	entire	17.296	9
18	tender	12.819	13	rockwool	15.374	8
19	meter	11.833	12	tight	15.374	8
20	reduce	11.833	12	diploma	15.219	11
21	sometime	11.77	29	complete	15.198	22
22	get	11.618	108	computer	14.589	16
23	okay	11.519	143	fifteen	14.589	16
24	if	11.198	232	pipe	14.589	16
25	so	11.152	292	experience	14.129	54
26	weld	10.869	42	material	13.731	29
27	matter	10.847	11	couple	13.452	7
28	slag	10.847	11	pressurize	13.452	7
29	aha	10.058	16	different	12.853	26
30	owner	10.058	16	repair	12.731	68

As described above, the SG applicants showed distinctively more utilisations of personal pronouns such as *you* (1st) and *they* (16th). Also, relatively higher frequency of positive minimal feedback *okay* (23rd), and one of the interactive markers *aha* (29th) to express surprise and acknowledgement were also featured. In addition, active adoptions of various connective markers such as *but* (8th), *if* (24th) and *so* (25th) were highlighted, as pointed out earlier. Moreover, linguistic items emphasising and amplifying original lexical meanings, such as *even* (4th) and *mean* (7th) were also more actively employed by SG. For example, out of 39 total occurrences of *even*, 15 entailed its use as a conjunctive adverb to introduce the subordinate clauses *even though* (12) and *even if* (3) to express unexpected consequences, contrasts and concessions. These can be seen as an extension of the SG applicants' diversified connective strategies. The other 24 were all used to accentuate the applicants' previous behaviours and past events, where *even* was used as an emphatic adverb (e.g. *sometime **even** six thirty in the morning we will start the work* or ***even**: during my: er: undergraduate period I learned er: (1) concepts*). Another lexical item, *mean*, was also used mostly to elaborate a concept previously mentioned through restatement and clarification, in line with repetitive lexical chunks like *I mean* (39 cases, e.g. ***I mean**, (.) concept should be similar*) and *it mean* (40 cases, e.g. ***It mean** er: I want to working for paint job*), even though the grammatically correct form should be *it means* (*it mean*, *it means* and *it's mean* were all considered the same). In short, the overall linguistic characteristics of the SG applicants' keywords clearly support their relational and diversified interactional styles with a broader range of communicative strategies to make their self-promotion more dynamic and powerful.

On the other hand, the UG applicants' preferred lexical choices were the hesitant markers *er* and *erm* (1st), the formal address *sir* (2nd), and the linking connective *and* (16th), as noted above. In addition, lexical items indicating educational background (e.g. *diploma*,

20th), and previous work experiences (e.g. *experience*, 25th and *navy*, 7th) were also highly utilised in the UG’s promotions. As pointed out earlier, these two features related to past-oriented qualifications were one of the most prevalent structural discourse characteristics used by the UG applicants. This is certainly in contrast to the future-oriented discourse styles of the SG applicants. Interestingly, most of the other top 30 keywords used by the UG applicants were not the general lexical items utilised for day-to-day conversations, but rather specialised technical terms (e.g. *outfitting*, *propeller*, *hull*, *bolt* and *workshop*), intended to verify their specialties. This once more confirms the previous claims that the UG applicants’ interactions were more oriented towards non-relational and objective job-qualification issues, with considerable focus on the verification of document-based factual working capabilities, rather than on their possibility of being future members of ODC that possess professional mind-sets that fit into the company’s goals and missions.

Lastly, the top 10 lexical chunks ranging from two- to four-word provide a fuller understanding of how these two groups demonstrated different interactional behaviours with different communicative strategies. To begin with, the general characteristics presented by the lexical chunks in the two groups were almost identical to previous findings, as suggested in Table 41.

Table 41. Top 10 chunks used by the applicants, from two- to four-word lexical chunks

2 word lexical chunks				
	SG applicants		UG applicants	
	Word	Freq.	Word	Freq.
1	have to	237	I am (I'm)	200
2	I have	212	I have	136
3	in the	202	It is (it's)	100
4	I am (I'm)	179	have to	84

5	It is (it's)	179	I can	74
6	we have	138	we have	67
7	I can	105	and then	56
8	do not (don't)	84	in the	56
9	to the	78	I will	54
10	want to	74	yes sir	51
3 word lexical chunks				
1	I have to	93	we have to	37
2	we have to	74	I have to	26
3	I do not (don't)	64	I want to	25
4	I want to	37	as well as	15
5	you have to	29	I am (I'm) working	14
6	do not (don't) know	26	mother nation navy	14
7	then I have	22	I have a	13
8	I know that	20	F first F	12
9	in mother nation	20	in mother nation	11
10	in the org	18	in org shipyard	11
4 word lexical chunks				
1	I do not (don't) know	24	F first F last	9
2	then I have to	17	I had to maintain	5
3	in the mother nation	14	I know how to	5
4	I do not (don't) have	12	in mother nation navy	5
5	I do not (don't) want	12	name first name last	5
6	and then I have	9	at the moment I	4
7	that is (that's) why I	9	I come to org	4
8	P first P last	8	I do not (don't) have	4
9	that is (that's) what I	8	I am (I'm) F first	4
10	so we have to	7	I am (I'm) in the	4

However, one of the most interesting lexical items observed distinctively more often in the SG applicants' discourse was negative statements incorporating the key phrase *do not* (i.e. *don't*, 84 occurrences in total). The lexical patterns related to this included *I do not* (64), *do not (don't) know* (26), *I do not (don't) have* (12)/*want* (11). Considering that the use of negative words and phrases are highly restricted in a promotional genre, in line with Choi's (2011) findings, which showed that the negative lexical item *not* was used only twice out of 60 authentic resume samples consisting of 23,460 tokens, the repeated use of negative lexis in

successful discourse can be regarded as quite unexpected and unusual. Close observation of these lexical patterns, however, indicates that the use of negative statements does not necessarily represent negativity within the discourse, but rather can be tactically utilised as a promotional communicative tool. For instance, the most prevalent lexical pattern containing negative meaning, *I don't know* (26), has two major communicative functions: first, 'not knowing' (e.g. *I don't know well how far it is from Muscat*), which is associated with the applicant's previous knowledge in both general and technical fields and directly related to the interviewers' questions; second, 'not sure' (e.g. *one thousand four (.) I:- I don't know. (1) belong to you*) in order to completely respect the interviewers' decisions during salary negotiations after revealing their current salary, which relates to non-qualificational and skill-based issues. Not only was approximately one third (eight out of 26, 30.77%) of the SG applicants' usages of this related to the latter function, i.e. 'not sure', which does not entail a negative connotation, but most of the formal statements indicating 'not knowing' (11 out of 18, or 61.11%), were followed by defensive communicative markers in order to reveal active self-protective attitudes by creating a strong defensive sense of 'I don't know but...'. The two extracts below clearly illustrate this point.

- **I do not know** exactly the tender procedure **but** (.) **it can be learned if I am**, (.) **if I- I will focus on that one**. (extracted from P03-F-FA)
- **I don't know** the which company. **But if** the: [org2], [org2], Oman:, O- Oman shipyard (.) working same- same [org2] (.) **Okay. For me, no problem. Anything, I can control. I can work (.) I can do**. (extracted from P19-V-ME)

Even though two SG applicants initially revealed an insufficient knowledge respectively regarding their target duties and the company (i.e. ODC) in answering the interviewers' questions, they tried to overcome these objectively negative deficiencies by exhibiting positive working attitudes possibly by meeting the interviewers' subjective satisfactions. That

is, rather than focusing on their deficiencies, the SG applicants placed greater emphasis on how these could be overcome by using affirmative and constructive postures, and this ultimately seems to contribute to turning the job interview situation from negative to positive.

Furthermore, another repetitive pattern, *I don't want*, clearly supports the previous point that the negative statements cannot be completely understood in terms of their literal meanings; rather, the context should first be taken into consideration, as illustrated in the concordance lines below.

Example 21. Concordance lines of *don't want* in the SG candidates' discourse

1	nted cases. (1) So: my security is the one that I	do not want	to (.) because:
2	airport. (.) even during midnight. That's what I	don't want	(.) because: (1) I have (.) some: reports
3	rities: and (.) so that I can meet the deadline I	don't want	(.) backlog works.
4	(.) on time: (.) er: report: of my work. I	don't want	like backlogs, (.) I don't want delay on my works
5	: of my work. I don't want like back logs, (.) I	don't want	delay on my works. (5)
6	Physically I	don't want	fighting.
7	No sir, I don't need karate. I	don't want	to fight anyone.
8	I (.) usually:- (1) I, unnecessary:, I	don't want	to trick anyone. (.) Unnecessary: I don't
9	contract. Actually: money not important but I	don't want	to: boycott (.) my- my promise, my contract.
10	It's okay. No problem. (2) ah: No. Family:, I- I	don't want	to: take the family there because (.) she
11	and they have (.) property damaged, (.) I	don't want	to happen in my site. (.) So this is er:
12	Yes. Okay. My weakness is: (1) erm: I	don't want	(.) to be get bored. (.) I want er: as music

Out of 12 occurrences of *I don't want* in the SG applicants' discourse, only two had the exact literal meaning of not desiring something, used in a negative sense to describe the reason for quitting the previous job (turn 1 & 2) and to talk about the candidate's weak points (turn 12), even though the latter was not used to suggest something totally negative. The other nine instances were all used to emphasise the candidates' favourable professional aspects using a kind of double negation. That is to say, by employing verbs implying negative connotations, such as *backlog*, *delay*, *fight*, *trick* and *boycott*, the SG applicants created the lexical pattern of '*I don't want to + negative attitudinal verb*' in order to strategically emphasise their

professional beliefs and principles which would be essential and indispensable in the future working contexts. In this sense, the recurrent negative lexical chunks accompanying *don't* in the SG applicants' discourse was more of the diversified communicative strategy by which to demonstrate the applicants' internal capabilities, than a marker of the interviewers' unfavorable impressions.

To summarise, the different orientation of the schematic structures between the two groups, i.e. the future-oriented internal capabilities in SG and the past-centred external qualifications in UG, seems to be well reflected in each group's linguistic characteristics. Specifically, one thing to be highlighted with reference to the above discussion is the SG applicants' active verbal attitudes, even when negative attacks and evaluations were being made by their interviewers. In order to challenge the situation and turn its unfavourable nature into a constructive one, the SG applicants utilised the moment as another opportunity for their own promotion. This can be more effectively achieved with the aid of diverse narrative strategies and a higher level of relational markers showing strong responsiveness and appreciation. By putting themselves into the contexts of the future working environments and inviting their interviewers into the interviewing contexts, the professional co-membership between the interlocutors was more skilfully and competently attained. On the other hand, the UG applicants demonstrated a more hesitant stance throughout the whole process of the job interviews, and used more hierarchically oriented terms, which seemed to create a more rigid and strained interactional atmosphere. This is also supported by their higher adoptions of technical and specialised terms as keywords. Finally, more simplified descriptive strategies observed through a major dominance of series of connectives, with comparatively fewer adoptions of other functioning connective markers, was likely to make the tone of the applicants' promotional discourse more monotonous and less appealing.

7.2.2 Lexico-grammar in the Schematic Structure

In this section, the distinctive linguistic characteristics of the two interlocutor groups in SG and UG will be closely examined according to the schematic structures suggested in Table 18, with the aim of providing more detailed and practical suggestions on how the ESP job interview course should be organised, and what needs to be emphasised to the target learners during classes. However, the scope of the discussion will vary according to the different token sizes of the individual schematic structures. For example, the welcoming and exploring stages will be explored based on their macro-moves, whereas the other two structures will be examined according to their micro-moves and steps. This is because the token distributions of each micro-move and step out of the whole corpus considerably differed between the *welcoming* (2,544 tokens, 2.99%) and *probing* (64,333 tokens, 75.50%) stages, and accordingly the number of the tokens in the two initial stages were not high enough to draw quantitatively meaningful results; furthermore, most of the steps (14 out of 17) in these two phases were not mandatorily employed.

7.2.2.1 Welcoming Macro-move

The *welcoming macro-move* is comprised of three micro-moves and 10 steps: first, *commencing interview, opening salutation, inviting/ taking a seat and submitting/ reviewing CV in initiating interview*; second, *current target position, clarification of position applied for and re-application in position applied for; time, personal traits and acquaintance in small talk*. Each stage is a kind of warming-up phase, before the job interview officially commences, and entails expressing hospitality, confirming target position, and exchanging chit-chat.

Before presenting the corpus data on these three micro-moves, several findings regarding the different communicative practices between the two groups need to be noted. In the first micro-move, *initiating interview*, the number of the interactions exchanged by each interlocutor group (or between the interviewers and applicants) differed between SG and UG. For example, in SG, the interviewers adopted any of these four steps (e.g. greeting and seat-taking) 39 times, and received 36 responses from their applicants in return (92.31% response rates), whereas the UG interviewers did not get much verbal feedback (72.43% response rates) from their applicants, receiving 20 responses to 28 incidents of utterances. In terms of initiating interaction at the very beginning stage of the job interview (i.e. saying ‘hello’ first), furthermore, the SG applicants were considerably more active, expressing this before their interviewers had made any kind of utterance (respectively 10 and four applicants in SG and UG). One of these situations in SG clearly illustrates how this aggressive way of greeting was positively evaluated by the interviewers.

- 1 <P5-P-WA:> Good afternoon.
- 2 <Context> **She has a favourable impression (i.e. 인상 좋아 보이시네)**
- I1 to other staff in Korean
- 3 <I1:> Good afternoon: Ma'am: (1) Please have <1>a seat.</1>
- 4 <P5-P-WA:> <1>Okay,</1> thank you.

P5 greeted the interviewer with a very cheerful and pleasant tone of voice as soon as she entered the interview room, where the interviewer was having a conversation with his colleague. The applicant’s friendly greeting immediately caught the interviewer’s attention; the evaluation of the first impression made by the interviewer in his native language translates as ‘she seems to be a good person’ or ‘she makes a favourable impression’. These two different communicative behaviours between the two applicant groups in terms of responsiveness (i.e. SG’s significantly higher and UG’s lower response rate) and active

involvement in initiating the job interview interactions seem to be closely linked with SG's strong dominance in the following relational stage, or *small talk*.

In the second micro-move, *position applied for*, the interviewer's comment toward one of the UG applicants, who had applied to ODC twice before, making this his third application, clearly demonstrates why job interview training is highly required, and what should be stressed during the education.

- 1 <I1:> So: <clearing throat> (2) I mean the: this is- is how many times you apply this company? (2)
- 2 <F12-I-ME:> This is the third time.
-
- 3 <I1:> **So, (.) what's the different (2) with last your interview and: (.) this time interview?**
- 4 <F12-I-ME:> And I have more: er: six month experience I had.
- 5 <I1:> Just six month more experience you did.
- 6 <F12-I-ME:> <=>Six or seven, (.) not more than that. (1)
- 7 <I1:> It will not much, so much interac- (.) attractive to me. (2)

The interviewer posed a question regarding differences (or any developments in terms of the candidate's qualifications or experiences) between previous and current job interviews after recognising that the applicant had applied several times before. This could be seen as an opportune moment for self-advertisement, in which the candidate could demonstrate considerable enhancements to his qualifications, and his deep interest and passion for the company, to the extent that he has continuously re-applied. However, he failed to demonstrate this inner and hidden aspiration, and instead merely stated that six more months of work experience had been accumulated, with the under-evaluative comment *not more than that* (turn 6). This directly drew the interviewer's negative evaluation that these extra months were not attractive (turn 7) to him. The interviewer's comment towards the applicant's self-promotion has significant implications for language teachers that job interviews should go

beyond a simple description of the quantitatively countable and measurable previous career events, by attaching qualitatively strong personal and career values to them.

The second thing to be pointed out relates to the information structures expected by the interviewers when step two (i.e. *clarification of the position*) occurred. Since the structure of the hierarchical positions in each company can significantly differ, the exact and detailed descriptions on the current and target position can minimise any confusion that might arise between the interviewers and applicants. Further, it prevents this optional and somewhat unnecessary and negative clarificational stage from being longer. The interviewer's questions towards F15 in this stage reveal which types of information should be clearly delivered to the interviewer as shown in the below extract.

- 1 <I1:> <=>Total how manys experience (.) in a shipyard?
2 <F15-I-ME:> Sir: seven years.
3 <I1:> haeh?
4 <F15-I-ME:> <=>Seven years.
5 <I1:> Seven years. (.) What is your current position in [org1] now. (2)
6 <F15-I-ME:> So <1>I:</1>
7 <I1:> <1>current</1> position in [org1] shipyard?
8 <F15-I-ME:> Sir., I will: talk about this (.) as my ability (.) to (.) do the work<2> (.) to control work.</2>
9 <I1:> <2>I mean (.) what</2> is your current position in the (.) [org1] shipyard. (2) What's <3>your position?</3>
10 <I3:> <3>What- (.)</3> what position [org1] shipyard?
11 <F15-I-ME:> <=>er Supervisor.
12 <I1:> Supervisor.
13 <F15-I-ME:> <=>Supervisor.
14 <I3:> What- what- (.) what is a- a supervisor job? (2) You control is worker?
15 <F15-I-ME:> Ah, Yes. er: er: To maintain these (.) steelworks, (1) hull- (.) hull work. (2)
16 <I3:> How many worker is (.) down to you?
17 <F15-I-ME:> <=>er: nearly thirty five, always.
18 <I3:> Thirty five is er:
19 <F15-I-ME:> <=>Thirty five, yeah.
20 <I3:> A supervisor is meaning is er our company is a foreman.
21 <Assistant:> Foreman, yeah. (6)

In order to get informationally adequate responses (i.e. the current position held by the applicant, their job description, and the size of the previous team under his/her management) from the applicant, two interviewers posed a series of questions in a repetitive and continuous manner. If the applicant had made these aspects clear by him-/herself during the initial stage of questioning, the interviewers' additional verbal efforts (e.g. *I mean what is your current position and a supervisor is meaning...*) could have been avoided, and, further, the structural redundancy could have been minimised. In addition, fuller and more in-depth descriptions of the previous duties could have highlighted the applicant's qualificational credibility and attitudinal sincerity as a mirror of future presentations in the workplace.

A final qualitative observation from the SG interactions in step two was the SG applicants' affirmative and optimistic attitude even when unfavourable situations occurred, as exemplified in the below extract.

- 1 <I3:> Okay. ju- ju- ju- just a moment , (.) I'm confused. (.) You apply to the design department or the hull department?
- 2 <P1-P-ME:> Hul- Hull Department (2)
- 3 <I3:> Hull Department, no need is tribon.
- 4 <P1-P-ME:> <=><@>Yeah, yeah, thank you, thank you, <12>sorry, sorry, sorry,</12> er::</@>
- 5 <I3:> <12><@>@ @ @< /@></12>
- 6 <P1-P-ME:> <@> I just explaining my:</@>
- 7 <I3:> <=>er:
- 8 <P1-P-ME:> <=><@>Thank you sir , (.) thank you, thank you</@> for:- for the: (1) suggestion.

This situation is highlighted when the applicant fails to describe the duties in the target department (i.e. the hull department) by mentioning an irrelevant technical item (i.e. Tribon). The interviewer pinpointed the applicant's inadequate understanding (turn 3), and in response the applicant expressed acknowledgement (i.e. *yeah*), appreciation (i.e. *thank you*) and

apology (i.e. *sorry*) immediately (i.e. $\langle \Rightarrow \rangle$), and showed his positive frame of mind through a chain of laughter (i.e. $\langle \langle \langle \rangle \rangle \rangle$) in front of the critical comment (turn 4). The interviewer's overlapping laughing in turn 5 shows that the applicant's verbal reaction was favourably received by the interviewer. The applicant then tried to make some excuses (i.e. *I just explaining my* in turn 6) and expressed accommodation (i.e. *thank you for the suggestion*) and appreciation once again. That is, after the interviewer's single critical comment was made, the applicant used several instant communicative actions including 'acknowledgement', 'apology', 'accommodation', 'excuses' and 'appreciation', rather than just accepting the criticism or hesitating before using further verbal actions. Via the applicant's active and constructive involvement, a negative communicative situation in which the interviewer could have been considerably judgemental turned into a rather relational and interpersonal situation, thus forming a favourable atmosphere.

In the third micro-move, exchanging *small talk*, the SG applicants' active and voluntary development of the given theme was featured. As the SG's higher engagement in this move (eight occurrences, with 74 tokens on average) compared to UG (two occurrences, with 51 tokens on average) was already pointed out, the mutual effort to make this stage both interactionally and informationally abundant was highlighted, specifically by the SG applicants' sides. The extract below shows how an SG applicant developed a topic development that was about personal appearance and first begun by his interviewer.

- | | | |
|---|----------------------------|---|
| 1 | $\langle I1: \rangle$ | You look so handsome. |
| 2 | $\langle P2-P-ME: \rangle$ | Ah: really? Thank you very much. (1) |
| 3 | $\langle I1: \rangle$ | $\langle @ \rangle @ @ \langle / @ \rangle$ |
| 4 | $\langle P2-P-ME: \rangle$ | But in [place1] (.) [place1] |
| 5 | $\langle I1: \rangle$ | mhm |
| 6 | $\langle P2-P-ME: \rangle$ | They told me I'm like a lady. |

- 7 <I1:> er: look lady?
 8 <P2-P-ME:> <=>Yeah.
 9 <I1:> <=>Look like lady?
 10 <P2-P-ME:> They kiss me in [place1].
 11 <I1:> Haeh:?
 12 <P2-P-ME:> Yeah. really, the Lebanese (1) on our project on: (1) power plants.
 13 <I1:> Okay. hh. Alright.

After the interviewer complimented the applicant on his appearance (turn 1), the applicant made a small interjection exhibiting surprise (i.e. *Ah: really?*), and expressed appreciation (i.e. *Thank you very much*). Even though the small talk can be considered over when the interviewer laughed in reply (turn 3), the applicant tried to elaborate by providing an example of his previous experience using the connective device *but* (turn 4). That is, even though the chit-chat was originally initiated by the interviewer, the applicant attempted to develop it by bringing up a past event to demonstrate his supportive and co-constructive communicative attitude. This collaborative communicative habit in SG seems to be closely linked with their larger volume of small talk compared to UG.

From the lexical items utilised in the *welcoming macro-move*, the distinctive communicative characteristics between the two groups can be more clearly detected and understood. First of all, the list of frequent words of the four interlocutor groups presented in Table 42 clearly demonstrates which kind of information was primarily exchanged in these initial stages of the job interview.

Table 42. Most frequent words used in the welcoming macro-move

Frequency								
	SG interviewers		UG interviewers		SG applicants		UG applicants	
	Word	Ratio	Word	Ratio	Word	Ratio	Word	Ratio
1	you	5.35	you	7.01	I	5.47	yes	9.37
2	hm	3.90	be	3.96	yes	4.94	er	6.58
3	okay	2.75	apply	3.24	er	4.63	I	6.58
4	be	2.46	okay	2.88	be	3.68	be	4.05
5	er	2.46	so	2.70	@	3.58	engineer	4.05
6	have	2.46	er	2.52	the	2.84	good	2.28
7	the	2.31	I	2.52	sir	2.42	sir	2.28
8	good	2.17	morning	2.52	you	2.21	the	2.28
9	@	2.02	engineer	2.34	*	1.89	hull	2.03
10	I	2.02	position	2.34	for	1.89	morning	2.03
11	a	1.73	what	2.34	in	1.58	you	2.03
12	to	1.73	good	2.16	a	1.47	workshop	1.77
13	your	1.73	time	1.62	good	1.37	have	1.52
14	for	1.59	for	1.44	so	1.37	in	1.52
15	me	1.45	the	1.44	thank	1.37	a	1.27
16	yes	1.45	this	1.44	but	1.05	or	1.27
17	apply	1.30	F (name)	1.26	my	1.05	time	1.27
18	thank	1.30	hm	1.26	it	0.95	manager	1.01
19	and	1.16	to	1.26	to	0.95	my	1.01
20	how	1.16	a	1.08	hull	0.84	not	1.01
21	afternoon	1.01	have	1.08	morning	0.84	project	1.01
22	ah	1.01	Oman	1.08	not	0.84	thank	1.01
23	first	1.01	thank	1.08	engineer	0.74	that	1.01
24	morning	1.01	welcome	1.08	manager	0.74	actually	0.76
25	so	1.01	and	0.90	okay	0.74	and	0.76
26	welcome	1.01	hull	0.90	working	0.74	as	0.76
27	CV	0.87	interview	0.90	actually	0.63	four	0.76
28	just	0.87	last	0.90	because	0.63	navy	0.76
29	know	0.87	me	0.90	first	0.63	no	0.76
30	look	0.87	right	0.90	have	0.63	place	0.76
Total		51.16		56.12		52.05		62.78

The corpus data from both interviewer groups shows the typical characteristics of initiating job interview interactions, or extending hospitality (e.g. *welcome* and *good*

morning/afternoon), appreciation for the application (e.g. *thank you, apply, interview* and *Oman*), requesting CV (*your* and *CV*), and clarifying the target position (e.g. *engineer* and *position*), employing *you* (i.e. applicant) mostly as the subject of the clause. In terms of feedback markers, however, the SG interviewers showed a higher level of agreement and acknowledgement, with *hm* (2nd and 3.90% in SG/18th and 1.26% in UG), *okay* (3rd and 2.75% in SG/4th and 2.88% in UG), *yes* (16th and 1.45% in SG/62nd and 0.54% in UG) and finally *ah* (22nd and 1.01% in SG/34th and 0.72% in UG). In addition, the interviewers produced laughter only when interacting with the SG applicants (for this, the symbol marks for open (@) and throaty (*) laughter were also included in the token analysis of this section), with 14 occurrences of open laughter (9th) and a ratio of 2.17%. That is, the interviewers were more dedicated to forming an encouraging and supportive atmosphere when communicating with the SG applicants. However, these communicative efforts were not only made by the interviewers, but were mutually collaborated and co-constructed by the SG applicants, who also revealed considerably more frequent adoptions of open (3.58% in SG vs. none in UG) and throaty laughter (1.89% in SG vs. 0.51% in UG) and a slightly higher level of appreciation (1.37% in SG vs. 1.01% in UG).

Interestingly, the use of positive minimal responses (i.e. *yes* and *yeah*) by the UG applicants ranked first on their frequency list, with a ratio of 9.37%. This is 3.90% higher than that of the SG applicants. However, more varied responsive markers (2.22% in total) were adopted by the SG group, such as *okay* (0.78%), *ah* (0.44%), *sorry* (0.44%), *oh* (0.33%), *sure* (0.11%) and *hm* (0.11%), compared to the UG applicant group who only adopted one kind of these (i.e. *ah*, with a ratio of 0.25%). Also, the hesitant (i.e. *er* and *erm*) feedback devices were more actively employed by the UG applicants, with a considerable gap (1.95% difference). In other words, even though the typical positive minimal feedback *yes* was

apparently more frequently observed in UG, other markers, showing a wider range of verbal reactions, were more actively utilised by SG.

These distinctive linguistic features of the SG's interpersonal and collaborative communicative natures were also confirmed by their high level of relational markers and relevant lexical chunks (Table 43).

Table 43. Lexical chunks in the welcoming macro-move

2 word lexical chunks								
	SG interviewers		SG applicants		UG interviewers		UG applicants	
	Word	Freq.	Word	Freq.	Word	Freq.	Word	Freq.
1	@ @	10	@ @	21	Good morning	11	Good morning	8
2	a seat	5	* *	9	position you	7	I am	7
3	Good afternoon	5	Thank you	8	you apply	7	morning sir	5
4	let me	5	Good morning	6	a seat	4	in the	3
5	your CV	5	you sir	6	apply for	4	Thank you	3
3 word lexical chunks								
1	@ @ @	6	@ @ @	11	apply for us	3	Good morning sir	5
2	Have a seat	4	applied for the	4	Have a seat	3	er hull project	2
3	a seat please	3	does not matter	4	Mister F last	3	I am in	2
4	First of all	3	Thank you sir	4	position you apply	3	is the third	2
5	let me have	3	Good morning sir	3	up this morning	3	am in the	2

For example, the lexis showing the highest occurrence both in the SG interviewers' and the applicants' lexical chunks was open laughter (i.e. @). This clearly shows that their repetitive use of laughter (e.g. @@@) features a more relation-oriented nature by making the interaction more communicative.

To sum up, as the discussion so far indicates, the major communicative actions in the *welcoming stage* made by both groups in common were greeting each other, showing appreciation, inviting the applicant to take a seat, asking for the applicant's CV, and exchanging small talk. However, the communicative behaviours between the two groups

were quite different, specifically from the applicants' perspectives, where the SG candidates showed more active responsiveness and involvement in the conversations by initiating interactions, developing given themes and adopting more diversified narrative strategies. In return, the SG interviewers demonstrated more active listenership with a higher level of minimal responses and positive feedback. These collaborative efforts from the two parties made the very beginning stage of the SG job interview interactions considerably more supportive and interpersonal. Within the UG applicants' interactions, the information structures which are expected by the interviewers at certain stages and therefore minimise ineffective and negative communicative stages were not properly developed and the efforts to combine intangible personal values and beliefs with tangible previous events to overcome these kinds of unfavorable communicative situations were not clearly provided. Even though several positive linguistic features in the *welcoming stage* were more distinctively presented in SG, as above discussed, they were not necessarily linked with the final outcome of the job interview; the positive evaluations given to candidates at the initial stage (possibly largely from the interactional communicative features mentioned above) were not maintained until the last stage due to a series of failures in the following stages in some interview cases.

7.2.2.2 Exploring Macro-move

The *exploring macro-move* is largely divided into two micro-moves, *personal information* (move 4) and *self-introduction* (move 5). Move 4 is again comprised of several subordinate information strategies, such as *name*, *age*, *nationality/hometown*, *marital status/family members*, *religion* and *health status*. Since the only mandatory step in this micro-move was the applicant's name (80%, 32 out of 40 cases), followed by two secondary steps, which were *age* and *marital status* (40%, 16 out of 40), occurrences of the lexical items

expressing these two steps were dominant, as suggested in Table 44. One thing that needs to be pointed out here is that the latter two secondary steps were adopted almost twice as often in the UG interactions, and the lexis used to describe these was more distinctively shown in both the UG interviewers and the applicants' frequent word list. However, since these two factors had been fully reviewed throughout the previous document screening stages and the examination, it seems to be quite difficult to state that the more frequent occurrences of these two steps had a negative impact on the final interview outcomes.

Table 44. Most frequent words used in Move 4

Frequency								
	SG interviewers		UG interviewers		SG applicants		UG applicants	
	Word	Ratio	Word	Ratio	Word	Ratio	Word	Ratio
1	be	6.05	you	7.81	yes	10.94	F _(name)	11.96
2	P _(name)	6.05	be	7.59	P _(name)	9.12	yes	9.82
3	you	6.05	F _(name)	6.72	be	6.69	last _(name)	5.83
4	er	4.60	how	4.12	I	6.38	first _(name)	5.52
5	first _(name)	4.36	your	4.12	first _(name)	4.56	be	4.91
6	your	4.36	first _(name)	3.69	last _(name)	3.95	I	3.68
7	okay	3.15	er	3.47	er	2.74	er	3.37
8	name	2.91	old	3.25	no	2.74	sir	3.07
9	how	2.42	last _(name)	2.60	sir	2.74	@	2.76
10	hm	2.18	name	2.60	my	2.43	thirty	2.76
11	last _(name)	2.18	now	2.60	@	1.82	twenty	2.15
12	mister	1.94	okay	2.39	eight	1.82	one	1.84
13	what	1.94	marry	2.17	thirty	1.52	year	1.84
14	@	1.69	what	1.95	name	1.52	a	1.53
15	can	1.69	and	1.74	single	1.22	eight	1.53
16	I	1.69	single	1.74	you	0.91	*	1.23
17	old	1.69	one	1.52	*	0.91	marry	1.23
18	full	1.45	so	1.52	eighty	0.91	my	1.23
19	re	1.45	twenty	1.30	forty	0.91	nine	1.23
20	single	1.45	thirty	1.08	full	0.91	old	1.23
21	so	1.45	yes	1.08	have	0.91	correct	0.92

22	of	1.21	daughter	0.87	it	0.91	five	0.92
23	place	1.21	have	0.87	me	0.91	middle <small>(name)</small>	0.92
24	the	1.21	I	0.87	middle <small>(name)</small>	0.91	no	0.92
25	ah	0.97	many	0.87	place	0.91	place	0.92
26	not	0.97	mister	0.87	the	0.91	pronunciation	0.92
27	now	0.97	year	0.87	twenty	0.91	single	0.92
28	call	0.73	ah	0.65	two	0.61	sometimes	0.92
29	eight	0.73	all	0.65	very	0.61	two	0.92
30	eighty	0.73	child	0.65	a	0.61	ah	0.61
Total		69.49		72.23		52.05		62.78

As the list of the interviewers' frequent words suggest, their questions were mainly focused on the applicant's name (*what, be, your* and *name*), age (e.g. *how, old, be* and *you*), marital status (e.g. *you, be, married, single*) and family members (e.g. *daughter* and *child*). The applicants' frequency list also shows that their lexical items were mostly related to responses to these typical questions (e.g. *first/middle/last (name), twenty, forty, old, and single*). Interestingly, the lexical items related to referring to the applicants' names were observed a bit more often in the SG interviewers' discourse, and were mostly for the purpose of asking the applicant's name, with words like *P (name), first (name), name* and *mister*. On the applicants' sides, on the other hand, UG demonstrated a slightly higher rate in this regard (e.g. *F/first/last name*), even though there were fewer requests from their interviewers. Specifically, the lexis ranked in 21st and 26th place (i.e. *correct pronunciation*), which clearly demonstrates that there was a certain communication breakdown between the UG interlocutors when exchanging information on the applicants' names. The extract below shows that the clear delivery of this plays a pivotal role in opening a relationship, specifically in multi-cultural communicative environments in which the names of people from other countries are not familiar to the other speakers in terms of their order (between first and last names) and pronunciation.

- 1 <I2:> What's your name?
 2 <F9-S-ME:> I'm a: [F9/first] [F9/middle] [F9/last].
 3 <I2:> Oh:, it's very difficult. (.) Just- just can I call you [F9/middle]?
 4 <F9-S-ME:> <clearing throat> [F9/middle], <1>yeah,</1> no problem.
 5 <I2:> <1>Yeah.</1>
 No problem. (1)

When the interviewer asked the applicant's name, F9 provided his considerably long Sri Lankan name at quite a fast pace (turn 2). His interviewer did not catch the exact name, expressing his inadequate understanding with a negative comment in turn 3. He then tried to make the name clearer by picking one of the applicant's easiest and clearest names out of his full name, which was his middle name in this case. From the extract, it is possible to say that delivering the applicant's name in a clear and comprehensible manner at a moderate speed seems to be quite important in enhancing the clarity of the information, which is apparently fundamental and essential in forming and developing a business relationship at the initial stage. Given that the target communication took place in a multi-cultural business context, furthermore, the speaker's voluntary effort to make this process smoother and more effective can be seen as highly necessary, and can be done by offering an appropriate name in advance of the interviewer's request.

The next move, *self-introduction*, is almost the only stage in which the applicants can control the content of self-promoting materials, such as educational/work experience and technical specialties in a given time period, when these are requested using an open-ended question without demanding any specific details. The SG applicants produced more tokens (16 cases, 2,589 tokens) than those of UG (13 cases, 2018 tokens); in total, the average number of tokens per move occurrence was almost identical, at 161.8 and 155.2 respectively. In addition, the main questions posed by the interviewers in this stage toward both groups of applicants were similar, with questions like *tell me about yourself* or *would you introduce me*

about yourself. Through the several variations made in the questions, however, it is possible to obtain a more in-depth understanding of what the interviewers wanted to know and expected from their applicants in this stage.

First of all, would you tell me: your- about yourself, (.) your (.) **career background, experience**. (.) Just tell me briefly

Please introduce yourself... **your experience... technical background**. (F18)

Tell me about **your experience** and **your background**, (1) **previous company: how long:** you know (.) you can talk to me

... about **your career:** and **background** and **skill:, specialty, everything**. Just make it (.) er brief your career to us. (P16)

Tell us about (.) more about yourself (.) **your (.) experience, your educational background:, your personal background:** Okay, Try to impress us (.) in a better way so: (.) we can hire you. (P17)

(**Key words** are shown in bold, and recommended attitude for a better presentation are underlined)

As the key words in the above questions suggest, what the interviewers hoped to get from the applicants' self-introduction was mostly focused on three major professional issues: *educational background, career experiences* and *specialties*. Further, detailed information regarding previous work experience, which may relate to which companies the applicants had previously worked for and how long they had built their relevant career experiences. In addition, from the interviewers' questions, appropriate communicative approaches towards the questions, or speaking in a brief and impressive manner, were also suggested, as the underlined phrases clearly demonstrate. This presentational attitude was also pointed out by one of the interviewers (i.e. the manager of the human resources department) in the post-interview.

Interviewers would like to know more about an applicant in a shorter period of time (in a self-introduction stage). We mostly loose our attention from the middle part of the self-introduction, if the applicant talks something too long by himself.

That is, the most important thing in the self-introduction stage for the applicants to keep in mind is that they should convey powerful and effective promotional content with consideration to three major issues – education, career background and specialties accumulated through their experiences – and present this in a concise but impactful communicative style so that the interviewer can catch their core qualifications quickly and easily. However, the provision of specific details on each topic is usually required in the middle or after the self-introduction, exactly at the point of the interviewers’ interest; thus, a thorough plan of how to expand and elaborate on themes needs to be prepared in advance.

From the frequent words classified as nouns, verbs and adverbs from both applicant groups, it is possible to observe what kinds of information were primarily presented during the interviewers’ requests for the self-introduction. For this, the top 80 words, which occupied 69.59% of Move 5 and occurred more than 10 times, were first calculated and then categorised according to their grammatical characteristics, as shown in Table 45.

Table 45. The words most frequently used in Move 5

Frequency						
	Nouns		Numerals		Verbs	
	Word	Occ.	Word	Occ.	Word	Occ.
1	org	74	two	34	be	162
2	year	47	one	31	have	67
3	place	40	thousand	22	work	54
4	ship	30	twenty	18	do	11
5	name	23	all	17	know	11
6	company	22	some	16	control	11
7	shipyard	21	first	15	graduate	10
8	job	20	five	15	move	10

9	engineer	19	many	13	Adverbs	
10	work	18	three	13	then	40
11	department	17	nine	11	also	24
12	mother	17	nineteen	11	there	19
13	project	17	four	10	now	17
14	manager	16	Pronouns		well	16
15	nation	15	I	281		
16	experience	14	you	29		
17	university	14	we	23		
18	drydock	13	Discourse Markers			
19	maintenance	12	er	325		
20	time	12	yes	74		
21	worker	11	Connectives			
22	hull	11	and	166		
23	plant	10	so	34		
24	repair	10	if	10		

From the list of nouns, first of all, it is possible to confirm that the main theme of the *self-introduction* is largely consistent with the interviewers' requests: educational background (i.e. *university*), career experiences and specialties (i.e. *org (i.e. organization), ship, company, work, shipyard, experience, drydock, plant and repair*). To support the topics and increase the credibility of the suggested information, details on the main topics were also provided with information on the working period (i.e. *year and time*), place (i.e. *name of the place, mother nation*), a specific field of the work (i.e. *department, maintenance and hull*), given position (i.e. *engineer and manager*) and finally what/who the applicant had been responsible for (i.e. *job, project and worker*). The wide range of numerical items clearly supports this by adding greater value to each fact via a specific description of the number of working years (e.g. *thousand, nineteen and nine*) and an enumeration of past activities (i.e. *first*). In addition, a relatively limited number of verbs (i.e. only eight) within the list generally describes what experiences and skills the applicants have (*have/have done/had to*), where and how they were required to *work* and '*do*' the job, what they *know* and where they *graduated* from. This kind

of information was linked using various connectives and adverbs in a certain sequence in order to develop the target topic, as some of the top 10 repetitive lexical chunks, such as *and I*, *then I*, *after that* and *and then*, demonstrate. As the overall lexical items from the applicants' answers show, the main focus of the applicants' answers was on demonstrating their past work experience and duties, rather than promoting their educational backgrounds.

From the keyword list, it is possible to obtain a fuller understanding of which types of information were highlighted most frequently between the two groups of applicants, as shown in Table 46.

Table 46. Keyword list for Move 5 between SG and UG applicants

	SG applicants		UG applicants	
	Word	Keyness	Word	Keyness
1	the	21.152	er	36.985
2	you	15.63	F (name)	13.208
3	need	10.373	not	11.557
4	power	9.221	workshop	11.557
5	drydock	8.431	always	9.906
6	eleven	8.068	program	9.906
7	for	6.998	move	9.509
8	apply	6.916	ah	8.255
9	both	6.916	English	8.255
10	local	6.916	especially	8.255
11	it	6.82	follow	8.255
12	worker	6.475	train	6.681
13	degree	5.763	product	6.604
14	HR	5.763	water	6.604
15	our	5.763	shipyard	6.552
16	price	5.763	five	5.373
17	ton	5.763	charge	4.953
18	many	4.818	diploma	4.953
19	blast	4.61	duty	4.953
20	client	4.61	generator	4.953

First of all, the distinctively more frequent employment of the second-person pronoun *you* was seen in SG. Out of a total 26 occurrences, 22 were used to provide a description of the applicants' previous duties by borrowing *you* as the subject of their phrases (e.g. *you inform to the chief engineer*), whereas the other four were used to express appreciation when opportunities for self-introduction were given, as shown in the below extract.

Thank you for your: question. (.) My- my full name's is (.) [P17/first] [P17/last].
(Extracted from P17-V-FA)

Thank you with XXX (.) to meet you come to here: And that's a: my name (.) [P20/last].
(Extracted from P20-V-ME)

Even though showing appreciation is not a mandatory stage included in the core schematic structures mentioned above, making a brief remark on this could be one of the phatic communicative stages showing the applicant's courtesy. In the same line, as a final stage of the self-introduction to signal that the applicant's turn for this stage is going to be over, the word *apply* was more actively utilised by the SG applicants (e.g. *That's why I'm **applying** for this position now*). This can be seen as a clear communicative cue that the applicant is wrapping up the target stage, and has maintained full authority over the floor until the very last moment of the promotion. This is clearly in contrast with some of the other applicants, which handed the floor over to the interviewers without any obvious statements to close their self-advertisement, as observed in the extracts below.

- 1 <P8-S-ME:> So I managed er: lot of parties (.) in order to: complete: projects on time.
- 2 <I4:> hm (2) That's all?
- 3 <P8-S-ME:> Yes.

After explaining his previous duties (i.e. managing a number of parties) and his working

attitudes (i.e. completing projects on time), P8 stopped talking without any indication that he was going to do so. For a brief moment (two seconds), the interviewer did not recognise that the applicant had finished his turn, and had to clarify this with the applicant. This vague ending to self-advertisement can give rise to a negative judgment on the applicants' verbal competencies, specifically in terms of their communicative presentations, and this unfavorable image can be reinforced if unclear and evasive speaking styles are repetitively observed. Unlike the other moves, relative authority is generally granted to the applicants to structure their speech from beginning to the end here (if there are no interruptions by the interviewers in the middle of this mini-advertisement); it is thus highly necessary to guide learners to recognise the mandatory and optional steps of this move in a clearly defined manner, and then organise their ideas based on these.

As suggested by the SG applicants' keyword *drydock* (5th) and the UG applicants' *shipyard* (15th), moreover, the SG applicants' more strategic adoptions of the target job-specific lexis should be pointed out. Even though it is not easy to precisely define the degree to which specialised vocabulary related to the target area was used by each group of applicants, two representative lexical items describing the objective field of the target business (i.e. *drydock* and *shipyard*) can be useful yardsticks by which to measure the general phenomenon in this regard. For example, a *shipyard* is a kind of umbrella term for a *drydock*, considering that shipyards cover both ship-building and -repair business. Since the business area of the ODC (i.e. Oman **Drydock** Company) is currently confined to the ship repair service, the word *drydock*, which refers to exactly the same field, can be seen as a more target-context-oriented terminology. That is, the use of more concrete and targeted field-specific lexical items can stimulate the interviewers' higher interest and attention by giving a strong sense of the applicants' conformance to the target company in the initial promotion

stage. In this sense, the importance of finding alternative words with a higher degree of goal-oriented professional value needs to be stressed to the learners, specifically considering that this is the foremost selling moment within the job interview process, and decides the applicants' professional first impressions.

From the UG applicants' perspectives, two major things need to be discussed from their keyword list; that is, the higher use of hesitation markers (i.e. *er* and *erm*) and the adoption of inappropriate supporting details, as observed through the use of *not* (3rd) and *English* (9th). First of all, the UG applicants' considerably more frequent use of hesitative markers in the self-introduction stage clearly demonstrates that sufficient preparation for the job interview had not been undertaken, even though this is a highly predictable and fundamental stage, as a basis of promotion which can be expanded upon and developed into other schematic structures in more depth in the later stages of the job interviews. In the post-interview stage, the manager of the human resources department indicated this as 'a lack of confidence' and '[a] deficit of professionalism', wherein such applicants are generally evaluated as those who are 'less active and systematic' from the perspective of the organisation. Since the self-introduction belongs to the mandatory move, and plays an important role in forming the first impression from a professional perspective, thorough preparation for making a professional and effective presentation, without much hesitation, needs to be emphasised.

Next, the UG applicants' inappropriate choices of sub-topics and supporting details are well demonstrated through the use of the word *not* and *English*. To begin with, some cases of the lexical item *not*, which makes a negative statement, were used to explain the reasons for quitting the previous job, with lack of salary stated as a primary reason for this, rather than suggesting a more acceptable rationale from a career development perspective.

This is well illustrated in F20's discourse, in which the reason given for leaving the previous job is that the salary was *not economic* and *not so good*. This is a highly critical issue in the professional world, and blatantly citing economic issues can be highly sensitive, especially in the initial stages of the job interview, when the interviewer's exploration of the applicant has not yet finished and therefore negotiations on salary cannot yet be made. It seems desirable to reserve this issue until the later stages of the job interview, when the applicants' promotional efforts are almost complete and their interviewers invite them to begin official negotiations. Money issues in the job interview will be discussed in later sections in more depth based on the interviewers' opinions on this. For the similar communicative reason, *English* was mentioned in one of the UG applicants' self-introductions (F17) in order to explain why he applied for this company and his desire to work overseas, as shown below.

I- er: I like: (1) erm: I like er: I'm: (.) to work in (1) er foreign (.) company. Yeah... Because- (.) because my er: **English** in: er: **English** talk...Yeah. (.) I- I until: er: I er:- we were: (.) er: develop (.) mys: **English** skill (.) in er: when I: (1) come to you. Yeah.

(Extracted from F17-V-ME)

The applicant mentioned a desire to better his English skills as one of the reasons for his current application (another reason was to support his family economically), stating that his English was not currently proficient. From this statement, the applicant was apparently admitting that he possessed an unsatisfactory level of English competency and low level of his aspiration for the target company and the target job, which are expected as the primary reason for an application from the interviewers' perspective. In addition, the frequent occurrence of hesitant markers and pauses can be regarded as other negative factors in the evaluation, as pointed out earlier. This implies that the final optional step of showing the reasons for the application needs to be established based on professionally acceptable and

suitable grounds by revealing a genuine interest and aspiration toward the company in a very concise manner.

The general move structure within the self-introduction observed through the frequency list is well exemplified by one of the successful applicants (P2-P-ME), who had applied for a safety manager position (the interviewer’s continuous backchanneling is not included in the script below).

Table 47. General move structure of the self-introduction

Personal background	erm: yeah I’m starting for er: (1) I was er: residing, I was born in: [name1] city, (.) maybe two hours from here, (.)
Educational background	er: I study in: this university here (.) er: [name2] University, (.) I graduated with a Bachelor of Science Industrial Engineering: degree. (.)
Career background – 1	Then er: I was (.) my first work was in RBM Engineering. This is a civil: er: construction. (.)
Career background – 2	After this (.) I join the: [org1] (.) in: [place1] (.) which we make the: [org2] cycle power plant (.)
Career background – 3	and after one year (.) I was transferred to another: new project (.) of our company. (.) This is the [org3] power plant number ten. Then (.) this is er: (1) thirty six turbines we have sir. So: we install these and (.) everything (.) lifting: and: er: excavation:, piping:, (.) electrical. (.) And then (.) after: [org3] power plant I go home to [mother nation] for vacation.
Career background – 4 (recent career events)	Then I try to apply to: [org4] which is [org5] (.) er probably the: service is to maintain the: turbine in the LNG plant (.) and the power plants (.) So: (1) er: (1) I try to:- (.) to:- to apply then I was accepted (.) after the exa- I pass the exam and the interview (.) so: I was hired (1) last March two thousand ten (.) and I joined the: GE (.) for the (.) I got the project for [place3] Gas twenty three, twenty four, twenty five, twenty six, twenty seven (.) for the maintenance of these. As of now, (.) I was standby and waiting for their: call (.) because I’m waiting for: the: (1) er: actually I have a project for [place4] (.) for the: power plant in the next (.) But (.) it was cancelled. So: I was (.) two month: two month vacant. (.)
Reason for applying to the company	So I decided to ap- (.) to apply. (1) That’s why I’m applying for this position now.

The applicant started his self-introduction by providing brief personal background

information in terms of where he lived, and educational background focusing on the name of his university and major. After this, a description of his career experiences was offered in a chronological order from past to present. The explanation tended to become longer, and to contain more detailed information, as it moved toward the latest experiences. Finally, the reason for applying to the company was clearly stated as a means of wrapping-up. However, a brief summary of the applicant's own expertise was not provided. Even though the specialties can be understood as another form of past work experience, considering that technical expertise is the product of accumulated hands-on experience, coordinating the three key elements in a more harmonised way seems to be critical, as it places more emphasis on the applicant's educational background (if relevant) in order to promote their long-standing interest in the target field, and by connecting their technical specialties compiled from school to recent career experiences.

Another example demonstrates how insufficient information provision in terms of the core schematic structures makes the self-promotion ineffective and less attractive.

I am mature, (.) disciplined, professional, (.) know how to get job (.) in this ever changing environment (1) and: I am a team: player (.) that knows how to communicate of any level (1) and: (1) I am flexible, (1) creative (1) and: leadership (.) and strong: interpersonal skills: and ability (1) to:- (2) to act as (.) you know secretary (1) and: (.) I am: (1) much (1) willing (.) to: work (2) independently (1) in your company. (Extracted from F02-P-ME)

The promoting resources for the self-introduction were not based on factual information regarding educational and work experiences, but rather on soft skills, which prevent the interviewer from tracing the course of the applicant's career and to draw a concrete picture of their work capacities. If each of the personal qualities (e.g. *disciplined, professional, a team player* and *flexible*) enumerated above had been developed with evident supporting details, the impact of each promoting point would have been enhanced, and the interviewers'

information expectancy substantially met. That is, the self-introduction should be designed with careful consideration of the three major schematic structures, which are anticipated by the interviewers and therefore can be seen as practical evaluation criteria; in addition, effective coordination of these needs to be made on the basis of the individual's professional emphasis.

To summarise, the self-introduction stage within the job interview should be a powerful and effective mini-advertisement that can convey a professionally favourable first impression as a starting point for selling the applicant's qualifications. For this, the schematic structures expected by the interviewers should be systematically organised from beginning to end in the following suggested order: appreciation as an opening remark, educational background, work experience, specialties, and finally a brief aspiration as a closing remark. The level of supporting details in each structure can be adjusted according to the applicants' choice and concentration strategy, which is based on their individual professional background. If an applicant's educational background is not closely relevant to the target position, for example, they can focus more on other schematic organisations, such as career experiences or specialties that are directly related to the target field or duties. In addition, the applicants' attention to the active utilisation of a highly target-context-specific lexis, and the presentation of this whole stage with strong vocal confidence based on thorough preparation is specifically required to make their initial promotion more powerful and attractive.

7.2.2.3. Probing Macro-move

7.2.2.3.1. Educational Qualifications

The micro-move *educational qualifications* is divided into two steps: *education*, which deals with all the regular courses that the applicants have completed; and *training*,

which refers to vocational education specific to the applicants' major technical areas for the attainment of better professional qualifications. The purpose of this move can be seen in the high level of education-specific lexical choices by the interviewers', as specifically revealed through the top 10 recurrent noun items in the interviewers' questions – *bachelor, university, degree, engineer, certification, graduation, major, place, diploma* and *name*. That is, what the interviewers want to verify in these stages is what kind of *degree*, either *diploma* or *bachelor*, the applicants hold, where they studied (e.g. *university, place* and *name*), what their *majors* (e.g. *engineer*) were, and finally what types of technical *certification* they had obtained. The extract below describes a typical example of the *education* move.

- 1 <I1:> **What you studied in university you are bachelor or master er:**
2 <F2-P-ME:> <=>er: I- I finished engineering sir, (.) computer engineering. (5)
3 <I1:> **Graduation. (1) er: graduation certificate? (3)**
4 <F2-P-ME:> I have here my (.) TOR sir.
5 <context:> <Reviewing doc. (28)>
6 <I1:> **University of [name1].**
7 <F2-P-ME:> Yes.
8 <I1:> <=>located in [place1].
9 <F2-P-ME:> <=>Yes sir.
10 <I1:> You:- your hometown is in [place1].
11 <F2-P-ME:> Ah. yes sir. (4)
12 <I1:> **So your grade is (2) total- total grade. (2)**
13 <F2-P-ME:> ah here. sir. You can see: (2) this part (.) sir (1), where com- computer engineering.
- ...
- 14 <I1:> **You have any training course of <1>the</1>?**
15 <F2-P-ME:> <1>Yes</1> I do. yes.
16 <I1:> <=>What kind of the: training <2>course</2> for safety?
17 <F2-P-ME:> <2>er:</2> <=>safety officer training course sir. I have here: my certificates.
18 <I1:> <=>Fire fighting also?
19 <F2-P-ME:> Yes, yes we do sir (.) and also er: NCBE.

Here, the interviewer asked about the type of degree (turn 1), the name of the university (turn 6), its location (turn 8), the applicant's academic achievement (turn 12) and finally any additional certifications (turn 14), in order. Since the school system and the name of the degree can vary from country to country, however, further clarification on the type of degree (e.g. *diploma* or *bachelor*) often occurred between the interlocutors, as shown in the example below.

- | | | |
|----|-------------|--|
| 1 | <I3:> | College? (2) |
| 2 | <F14-I-ME:> | Pardon sir? (1) |
| 3 | <I3:> | It's college? (2) |
| 4 | <F14-I-ME:> | College of er: |
| 5 | <I3:> | <=>Engineering. |
| 6 | <F14-I-ME:> | Engineering college. (2) |
| 7 | <I3:> | <15>How many years</15> |
| 8 | <F14-I-ME:> | <15>Sir, (.) Lan</15>guage I don't unders- okay, okay, okay. understand, understand. |
| 9 | <I3:> | <=>how many year? |
| 10 | <F14-I-ME:> | Two years sir. (5) |
| 11 | <I3:> | Okay. |

The interviewer seems to be quite confused about the applicant's degree written on his resume, due to the different educational system between the interviewer's and the applicant's countries. The interviewer tried to clarify this with his own cultural criteria that a college (turn 1) generally refers to a diploma course, but the applicant did not catch the exact intention of the interviewer's question (turn 6). The request for clarification (turn 7) and expression of misunderstanding (turn 8) by each speaker occurred at the same time. Finally, agreement on this issue was reached based on information regarding the number of years the applicant had attended college (i.e. two years, in turn 10 and 11). This clarificational process with regards to the degree is also well reflected in the UG interviewers' keyword list, as

shown in Table 48.

Table 48. UG interviewers' keyword list in the micro-move educational qualifications

N.	Keyword	Keyness	N.	Keyword	Keyness
1	university	11.73	16	yes	3.52
2	be	7.91	17	bachelor	2.56
3	as	5.87	18	ah	2.35
4	graduation	5.87	19	attach	2.35
5	not	5.87	20	college	2.35
6	in	5.84	21	different	2.35
7	so	4.99	22	English	2.35
8	your	4.73	23	grade	2.35
9	diploma	4.69	24	graduate	2.35
10	name	4.69	25	here	2.35
11	you	3.82	26	many	2.35
12	degree	3.81	27	quite	2.35
13	course	3.52	28	right	2.35
14	director	3.52	29	total	2.35
15	how	3.52	30	very	2.35

The fact that some words occurred more often in the UG interactions, such as *graduation*, *diploma* (e.g. *your graduation is diploma: or?*), *degree* (e.g. *what is your: (.) the degree?*) and *bachelor* (e.g. *you graduated as ba- (.) bachelor*), were related to this communicative activity. From this observation, it seems possible that the recurrent clarificational process, which was primarily observed in the UG interactions discussed in the previous sections, may have been partly due to the applicants' insufficient understanding of the target working culture and/or the other interlocutor's culture. Even though it is very difficult to have a thorough understanding of every difference between the native and target culture, the applicants need to make extra efforts to build a general background knowledge of the target working culture, especially in relation to practical issues that are related to their qualifications and the employment benefit scheme (this will be discussed in more detail in

later sections).

From the UG interviewers' keyword list, the negative marker *not* (5th), the comparative adjective *different* (21st), and the emphatic adverbs *very* (27th) and *quite* (30th) draw attention to another point from a pedagogical perspective, which is that the applicants should be prepared for critical comments regarding mismatches between their educational backgrounds and career experiences. The interviewers' questions extracted from two UG interactions clearly illustrate this point.

As a bachelor degree is **very not**, (.) I think it seems it's **not** so much easy, you: work as: a: general worker: in- in- in [place1]. (1) So (.) what is the reason you: like that (1) because that- (.) that work (1) is no need your: degree.

(Extracted from F03-P-FA)

But you: work in: in er [place1] as a: nursing director (.) for the nursing director. for the nursing (director secretary.) It's **quite different** field.

(Extracted from F05-P-FA)

In the first extract, the interviewer points out the inconsistency between the applicant's degree (i.e. bachelor) and her previous work experience as a general worker on an assembly line. The second extract relates to an inconsistency between the applicant's major and their previous working field. Since educational background can be regarded as the basis of professional development, and as a reflection of the applicants' long-term interest in the target working field, applicants need to pay attention to how to account for any inconsistencies arising between their education and previous career history, on grounds that are reasonable enough for the interviewers to accept. Appropriate approaches by which to cope with this criticism were suggested by the manager of the human resource department in the follow-up interview:

It would be the best if the major area is exactly fit into the target job, but these cannot be matched all the times. Because this type of question is usually posed to observe how the applicants respond to the situation, the applicants need to prepare the answers of this

question in advance in a logical manner. For example, “even though my degree does not have immediate relations with the target position, I think it could be a greater benefit for the company since I can approach to the given task in a different perspective with the other technical knowledge (to state with specific details) I have accumulated in my field of study and apply these into (specific duties/area in the target positions). I believe this can make a greater contribution and give more satisfaction to your company.” In this sense, this point can be either a strong point or a weak point according to how the applicants respond to the question.

From the applicants’ keyword list, furthermore, it is possible to confirm the different characteristics of the SG and UG applicants’ answers, as presented below.

Table 49. The applicants’ keyword list in the micro-move of *educational qualifications*

	SG applicants		UG applicants	
	Word	Keyness	Word	Keyness
1	the	13.68	here	21.17
2	management	8.94	sir	16.47
3	my	5.64	hull	7.56
4	about	5.11	money	7.56
5	job	5.11	mechanical	4.60
6	level	5.11	after	4.54
7	of	4.82	change	4.54
8	we	4.41	computer	4.54
9	culture	3.83	course	4.54
10	flexible	3.83	diploma	4.54
11	important	3.83	especially	4.54
12	lot	3.83	how	4.54
13	mind	3.83	some	4.54
14	most	3.83	will	4.54
15	now	3.83	yes	4.05
16	relate	3.83	before	3.02
17	technical	3.83	college	3.02
18	use	3.83	commerce	3.02
19	very	3.83	degree	3.02
20	what	3.83	difficulty	3.02

First of all, some of the UG applicants' keywords imply that the focus of their answers was largely on fact-based educational topics such as their *degree (college, diploma and course)* and major (*mechanical, computer and commerce*), whereas the SG applicants tried to go one step further on this point by adding value to the facts in the form of a description of what they had discovered and learnt from their educational activities. The extract below from one of the SG applicants shows how the applicant tried to attach sentimental value by explaining their reasons for going abroad for higher education.

erm, (.) my wish (1) the:- (2) erm: my- my wish long time ago, er er (.) my long time wish: (.) to go to: another country (.) to know: (.) not only the:- the knowledge (.) but also the culture. The culture is very-, (.) very-, (.) very: important... So: my reason- my decision (.) to go to: [place1/overseas], (.) I think, (.) it is my: one of my most (.) important decisions (1) to know the world. (Extracted from P17-V-FA)

The applicant's emphasis on *culture* and *cultural knowledge* revealed through a description of his previous educational experiences seems to be perfectly in line with one of the main business objectives of ODC, which puts great importance on the harmonious multi-cultural business environment. By making a strong connection between the target company's motto and the applicants' personal values, and demonstrating these via the use of firsthand educational experience (i.e. as a way of synthesising the personal and organisational persona (Campbell & Roberts, 2007)), the applicant seems to gain an extra advantage which not only reveals his eligibility in terms of educational background, but also increases his suitability in terms of multi-cultural business mindset. On the other hand, the UG applicants' approaches towards a similar question demonstrate how promotional communication can fail in a comparable situation. The extract below is an answer to the question of why the candidate was seeking a job overseas, even though the job did not exactly match her educational background.

But (.) as far as today's world ever changing business (.) my course: **is not (.) real useful** (1) because today (1) change (.) by time change that **money (.) money- money- much more money (.)** So maybe I think (.) <@>**</@> **I need money (.)** Because here in [home country] (.) the salary isn't fair:- fair: minimum (1) so: to:- to you meet another-, (.) another (.) field of working industry: and aside from that, (.) I want to:- to explore (.) more (.) on myself (.) and to: discover some new things: like (.) [place1] people, (.) oh I know how to speak: like this like that, (.) to communicate. (3)

This applicant failed to make her educational background sound meaningful, by denouncing her major area as *not real useful* in the current context of global business. The applicant thus effectively abandons her chances of self-advertisement. In order to make the whole promotional process within the job interview successful, the applicant should consider every stage of self-advertisement (e.g. education, career experiences and aspirations) as an important step through which to achieve successful communication, and therefore try to achieve small successes in the individual stages. Not only was there a communicative failure in the promotion of the applicant's educational qualifications, but professional attitudes in relation to deciding on a career path were not properly demonstrated, as economic issues were put forward as a primary reason for working overseas, with a kind of cultural diversity cited as a secondary reason. Even though money was the candidate's major reason for pursuing overseas work, it could have been omitted, or the orders of the secondary (i.e. exploring cultural diversity) and primary reasons (i.e. money matter) could have been reversed by making the monetary matter an ancillary benefit. In other words, making reasonable and acceptable excuses for choosing a job of different field with the use of euphemisms, and also emphasising her strong interest in multi-culturalism, would yield more effective outcomes, rather than under-evaluating her educational background and mentioning sensitive money issues.

During the final stage of asking about professional certifications (i.e. step 2), which

was employed in the six applicants' job interviews in total, respectively three from SG and UG, the different ways of organising and developing ideas, specifically in relation to surmounting qualificational shortcomings, were clearly demonstrated. In answer to almost identical questions, the UG and SG applicants exhibited significant differences by respectively accepting the shortcomings pointed out by the interviewers as a fact, and by demonstrating aggressive and ambitious verbal attitudes to overcome these, as shown in the extracts below from the UG and SG applicants.

● **From F20-V-ME:**

- 1 <I1:> Do you have NDT level (1) certification? (2)
- 2 <F20-V-ME:> **No**, the: last time I: (.) IBS for Singapore: er: they training: **but er: no certificate**. (1) **Just the: training** er: (1) for: the: knowledge.
- 3 <I1:> hm (3)
- 4 <F20-V-ME:> I have certificate er: sea swift er: for welding: inspection **only**.
- 5 <I1:> hm
- 6 <F20-V-ME:> NDT is **not**.
- 7 <I1:> hh

● **From P02-P-ME:**

- 1 <I1:> You have the: certification (.) of the Engineer? (.)
<16>Safety</16> Engineer?
- 2 <P2-P-ME:> <16> er: </16> Hm, (.) actually: we: don't have a safety engineer certification as of (.) but (.) we have (.) lots of (.) training certificates I have. (2) And I'm: also: <looking for certificate (7)> I ha- have a lots of certificates. (1) But (.) er: I am also a member of American Society of Safety Engineers. (.) Just a member of the American Safety Engineer.
- 3 <context :> <Looking for certificate (10)>
- 4 <I1:> Who issued this certificate?
- 5 <P2-P-ME:> Ah. this: er: was issues in [place6] City, this is our: er: speaker, Mister. [name3] (.) This is the newly opened last August, (.) Asia chapter, (.) This is new from the [mother nation], Asia chapter, (1) new on the [mother nation] new on (.) <17> (that)</17>

- 6 <I1:> that</17> says government- (2) government facility? <17>
- 7 <P2-P-ME:> What?
- 8 <I1:> I mean this, (.) this organisation.
- 9 <P2-P-ME:> Yeah:, They are based on [place7]. (1) What we get there is er we- we have a website, (1) then they they <un>XXX</un> give us manual. (5) This is a membership (.) card (1) for [mother nation] Association working Oil and Gas. (3)
- 10 <I1:> Okay. (3) Good enough. (2)

In both of the cases, the applicants received a question regarding having a relevant certificate for the target field (i.e. NDT level certification in UG and safety engineer in SG), but neither possessed it. In this same situation, the UG applicant did not actively defend the absence of the certificate, first stating (i.e. *no certification* in turn 2) and then confirming its absence (i.e. *NDT is not* in turn 6). Even though relevant training (i.e. *Just the: training er: (1) for: the: knowledge* in turn 2) and other types of certificate (i.e. *I have certificate... for welding: inspection only* in turn 4) were mentioned, the use of adverbs under-evaluating these values (*just* and *only*) seemed to be a barrier to overcoming the target deficiencies. On the other hand, the SG applicant tried to defend himself by stating that they held *lots of training certificates* (turn 2), and utilising these as promoting tools. Within this communicative process, the applicant's active attitude, or producing copies of certificates out of his folder and highlighting other additional qualifications (i.e. that he is a member of the American Safety Engineer Association in turn 2), were specifically employed. The applicant's attempt to overcome the criticism was successful, as the interviewer's interest in, and further questions on, this point demonstrate (turn 4, 6 and 8). The applicant's managed to elicit a positive verbal outcome from his interviewer (i.e. *Okay. (3) Good enough* in turn 10), whereas the response to the UG applicant was considerably hesitant (i.e. *hh* in turn 7). In response to the same question and using the same alternative promoting materials (i.e.

relevant training and qualifications, instead of the requested certificates), in other words, the two applicants generated different communicative outcomes. This clearly indicates that emphasising the importance of systematic approaches is highly required in job interview education in relation to the ways of approaching certain communicative situations (either negative or positive), organising ideas in a favourable and acceptable way from the interviewers' perspectives, and finally expressing this with powerful and effective lexical items, even with the limited number of the self-promoting sources.

7.2.2.3.2 Work Experience

The micro-move of work experience is the stage during which the applicants' career backgrounds are explored, and is comprised of two steps: previous *career experiences* and *remarkable achievements*. In order to effectively trace the applicants' past professional involvements and investigate their practical knowledge accumulated from these experiences, the interviewers utilised several questioning strategies by focusing on the key job-related issues: first, previous work experience (e.g. *would you explain me about your current work?*); second, verifying previous work experience (e.g. *please tell me what kind of things you can [do in a certain technical area]*); third, difficulties in previous workplaces (e.g. *what was the most difficult things you know when you working [org1] as a: assistant manager*); fourth, pointing out deficiencies in terms of career experience (e.g. *I think your experience not enough the painting and hull...how can you control: your worker and foremen, engineer?*), and finally reason to quitting the previous job (e.g. *why you stop working [org1]?*). In this section, therefore, an analysis of the overall lexical characteristics used by the SG and UG interviewers and applicants will be conducted. Following this, each of the five interviewers' major questioning strategies mentioned above, and the applicants' responses to these, will be

closely examined with a major focus on the interviewers' original intentions and expectations when posing the questions, and the applicants' appropriate lexico-grammatical choices in organising desirable answers in order to suggest practical pedagogical approaches to this area.

First of all, the three-word lexical chunks in this stage provide a general understanding of what information was sought by the interviewers, and how it was approached by the each group of applicants, as suggested in Table 50 and 51.

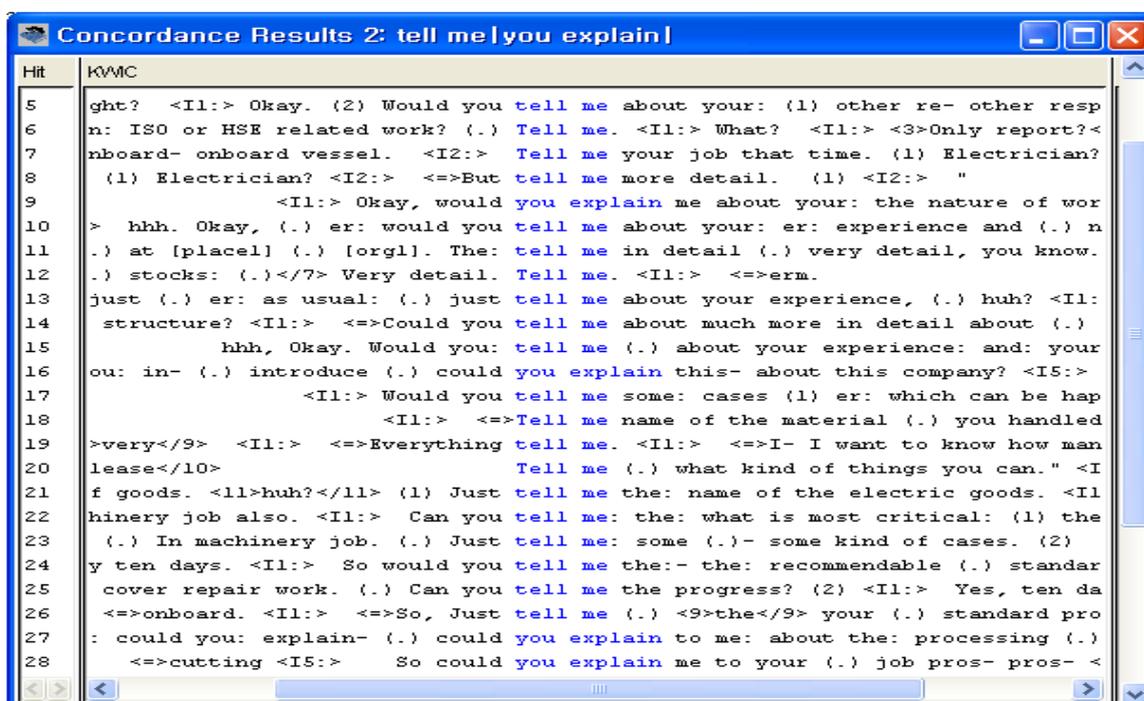
Table 50. The interviewers' three-word lexical chunks in the micro-move of career experiences

Lexical chunks				
	SG interviewers		UG interviewers	
	Word	Occ.	Word	Occ.
1	what kind of	10	what kind of	23
2	you know the	9	you know the	13
3	how many years	7	how many years	12
4	you have no	7	you tell me	12
5	you work in	7	would you tell	10
6	have no experience	6	in org shipyard	9
7	you have experience	6	me about your	8
8	you tell me	6	could you explain	7
9	how you can	5	many years experience	7
10	the the the	5	name of the	7
11	you do not	5	what is your	7
12	you have to	5	you have experience	7
13	experience in the	4	do you think	6
14	how do you	4	have experience in	6
15	how many days	4	nature of work	6

As the interviewers' top fifteen lexical chunks illustrate, the focus of the questions was on the applicant's career experiences in the target field (e.g. *you have experience*), the length of the working period (e.g. *how many years*), the duties in previous workplaces (e.g.

what is your), the name of their previous workplace (e.g. *in org shipyard*), their knowledge of a specific area (e.g. *you know the and what kind of*), their approaches to certain matters (e.g. *how you can and how do you*) and finally any deficiencies that the applicants have (e.g. *have no experience and you do not (know)*). One thing that is distinctive about the UG interviewers' discourse is the significantly higher number of requests for more detailed and specific information, with chunks such as *what kind of* and *you know the*, which took first and second place on the list. Furthermore, the higher ranks of questioning markers such as *you tell me, would you tell* and *could you explain* compared to those of SG clearly demonstrates that the UG applicants received more frequent requests for clarifications, generally for in-depth and detailed explanations with regards to the past work experience, as shown in the examples below.

Example 22. Concordance lines of *tell me* and *you explain* in the UG interviewers' questions



Some of these markers were used to ask general career questions, usually at the beginning of this stage, but most were intended to request details (e.g. *tell me detail, very detail*) and for investigating the applicant's technical proficiency through a description of their previous working procedures and practices (e.g. *can you tell me the progress?*). Considering that these kinds of expressions were rarely observed in the questions posed to the SG applicants, a lack of relevant information and evidence expected by the interviewers was specifically featured in the UG applicants' answers. From the SG perspective, however, more frequent employment of chunks pointing out deficiencies in terms of the SG applicants' work experience were highlighted, such as *you have no, have no experience (e.g. **you have no experience in the Middle East**)* and *you do not (e.g. **you don't** have any experience in the shipyard)*. It is quite interesting that more criticism with regards to objective qualificational issues was directed towards the SG candidates. I1's comment to the researcher before P4's job interview gives a clear indication of the interviewer's hidden intention on this. P4 did not have any job experience in the target field (i.e. ship repair business), region (i.e. Middle East) or overseas working experience.

I1: I will aggressively attack this kind of candidate in a strong tone to observe how they extemporaneously react to the situations given. This is not that I am dissatisfied with them, but to check their attitude and postures toward this.

In this respect, it could be possible that the SG applicants were generally more successful in drawing a positive communicative outcome, even with the more critical judgment on evident deficits within their career backgrounds. This implies that certain communicative tactics and strategies were more actively utilised by the SG applicants in order to turn the objectively negative weak points into subjectively positive strong points, as previously highlighted by the interviewers. That is, this once more confirms that the matter of importance in job interview

communication is not merely what the applicants have, but more how they present themselves.

From the repetitive lexical patterns used by the applicants, their general methods of structuring ideas and the distinctive linguistic characteristics inherent in the two different groups were also observed, as suggested in Table 51 below.

Table 51. The applicants’ three-word lexical chunks in the micro-move of career experiences

Lexical chunks				
	SG applicants		UG applicants	
	Word	Occ.	Word	Occ.
1	I have to	27	we have to	18
2	we have to	17	I do not	12
3	the the the	10	er there is	7
4	then I have	10	I had to	7
5	I do not	7	I have to	7
6	in mother nation	7	er er er	6
7	after that I	6	have to to	6
8	after that we	6	I I have	6
9	and then I	6	my my my	6
10	I am the	6	do not have	5
11	in the mother	6	er I have	5
12	in the org	6	had to maintain	5
13	it is a	6	I have done	5
14	the mother nation	6	I am I	5
15	to working in	6	some some some	5

To begin with, the most apparent lexical pattern commonly observed in each group was *I/we have to (had to)*. Almost all of the lexical chunks *I/we have to* (77.27% (34 out of 44) in SG and 48% in UG (12 out of 25)) were used to express the past working duties given to them, or what they *had to* do to conduct the assigned tasks in the previous workplace (e.g. *I have to arrange the meetings*). Even though the tense of the verb should have been *past*,

this grammatical rule was ignored in most of the cases. Specifically, none of the SG applicants employed *had to* at all, although 34 out of 44 should have been the past tense, if the grammatical rules had been followed. On the other hand, the UG applicants showed a relatively better command of English in terms of the correct use of the tense by employing *had to* (seven occurrences) in describing their past duties, and occasionally expanded this to the present perfect tense *have done* (10 occurrences). Of course, it is not reasonable to judge the applicants' overall grammatical competency only according to their use of verb tenses during a certain communicative stage, but the more diversified and correct usages of the verb forms in the UG applicants' discourse indicates that their language levels were not necessarily more unsatisfactory than those of the SG applicants. Rather, their use of the English language was relatively more correct and fluent.

Aside from this higher adoption of *have to* in both groups, however, several distinctions were also detected between the two groups in terms of the use of connectives sequencing the previous events and of the hesitant and repetitive communicative markers, which are dominantly observed, respectively, in the SG and UG applicants' discourse. To begin with, the SG applicants made more efforts to link the previous and following information, generally in chronological order through combinations of various connectives and sequencing adverbs such as *after that I* (e.g. ***after that I- I- transferred to...***) and *and then I* (e.g. ***and then I have to go in the [org2] shipyard***). During this description, specific information on the workplace, or where they had worked, was provided along with chunks like *in mother nation* and *in the org*, and the provision of this seemed to contribute a higher level of informational concreteness. For the UG applicants, on the other hand, strong communicative habits revealing hesitations (e.g. *er- er- er*) and repetitions (e.g. *have to- to* and *some- some- some*) were more repetitively observed. This clearly implies that even

though the UG applicants' implicit knowledge of the English language was not insufficient in light of their higher levels of varied and precise use of language, their explicit presentation skills were not sufficient to present their ideas in a more fluent and natural manner in the job interview context. This is also well-presented in their keyword list, as suggested in Table 52.

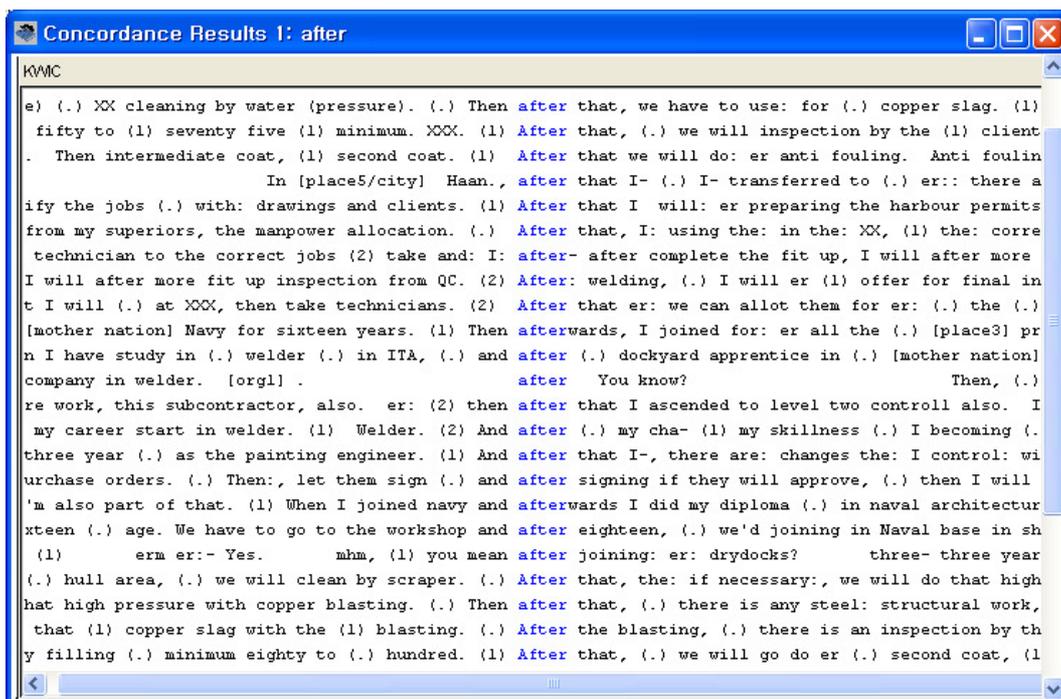
Table 52. The applicants' keywords used in the micro-move of career experiences

Keywords				
	SG applicants		UG applicants	
	Word	Keyness	Word	Keyness
1	the	27.98	er	60.00
2	need	25.44	sir	39.95
3	one	16.68	work	16.37
4	ninety	15.67	move	15.86
5	coat	12.05	outfitting	15.86
6	compressor	12.05	insulation	14.27
7	meter	12.05	pardon	14.27
8	gas	11.11	unit	12.68
9	hundred	9.68	material	11.59
10	from	9.67	electrical	11.10
11	system	9.64	every	9.51
12	tender	9.64	grand	9.51
13	type	9.64	hot	9.51
14	weld	9.37	maintain	9.51
15	line	9.00	rockwool	9.51
16	with	8.70	when	9.24
17	after	8.51	okay	9.05
18	charge	8.44	must	8.69
19	client	8.44	as	8.15
20	number	8.44	block	7.93
21	twelve	8.44	computer	7.93
22	water	8.44	fuel	7.93
23	would	8.44	life	7.93
24	certificate	7.96	she	7.93
25	equipment	7.96	manager	7.78
26	nineteen	7.96	make	7.63

27	position	7.96	think	7.33
28	by	7.66	repair	6.84
29	copper	7.23	drydocks	6.51
30	fit	7.23	some	6.41

As shown in the SG applicants' keywords, more specific information on the working years (e.g. *from nineteen ninety one to nineteen ninety six*, at 4th, 10th and 26th position in the list), in terms of exact figures relating to the previous work (e.g. *they got er:: one big project from*, at 3rd position; *we are having about hundred er: permanent workers*, at 9th; *it is in number one*, at 20th; *minimum (.) er ten to twelve days, sir*, on 20th), specific places (e.g. *from Singapore*, at 10th position), specific equipment and/or person(s) dealt with (*with the LNG* and *with some: government officials*, at 16th positions), and finally connecting the above-mentioned items in sequential order were utilised distinctively more often compared to the UG applicants, as illustrated in the concordance lines of *after* (at 17th position).

Example 23. Concordance lines of *after* in the SG candidates' discourse



From the UG applicants' perspective, on the other hand, the higher adoptions of hesitant markers such as *er* (1st), the formal means of address *sir* (2nd), and the miscommunication marker *pardon* (7th) were highlighted. From these lexical items, it can be seen that the communicative atmosphere between the UG interviewers and applicants was considerably more rigid and strained during demonstrations of work experiences. The lack of UG applicants' confidence in their speech, and deficits in terms of detailed supporting evidence, seemed to make their statements somewhat unreliable, and prevent their interviewers from drawing a clear picture of their professional capabilities; this ultimately led to the formation of a negative judgment. This means that the curriculum for ESP job interview education aimed at non-native speakers should be based not merely on language education itself, but on effective and successful presentations that are professionally competent, even with limited promoting materials. Furthermore, the emphasis needs to be placed specifically on the probing stage, in which evaluations of the applicants' future working capabilities are largely dependent on their descriptions of previous career experiences. In the following, therefore, detailed guidelines of how to approach the successful presentation of past work experience will be suggested by comparing the different patterns in terms of lexical-grammar and the different styles of pragmatics between the two groups. To draw more practical pedagogical implications, furthermore, the interviewers' evaluations of the applicants' answers, and their original expectations when posing the questions, will be discussed according to the seven sub-categories of this move (i.e. six strategies from the first step, *career experiences*, and one from the other step, *remarkable achievements*).

8 <F6-S-ME:> <=>Yes. (.) when I lived ship. (2) Manual generation, (1) er: transmission (1) er: and: controlling.

9 <I2:> mhm

10 <F6-S-ME:> <un>XXX</un> (4)

...

11 <I2:> When- when (1) work (1) at [place2] port? (.) <8>**How many years?**</8>

12 <F6-S-ME:> <8>er:</8>
Nine: teen (1) two thousand seven, sir.

13 <I2:> Two thousand seven.

14 <F6-S-ME:> Yes.

...

15 <I2:> Okay, when (2) three years you are (.) experienced onboard- onboard vessel.

16 <F6-S-ME:> Yes.

17 <I2:> **Tell me your job that time. (1) Electrician?**

18 <F6-S-ME:> Yes.

19 <I2:> <=>But **tell me more detail.** (1)

20 <F6-S-ME:> er: (3) cement (.) er: (1) packing factory and (.) unloading factory (.) <9>er:</9> on board.

21 <I2:> <9>mhm</9> <=>mhm

22 <F6-S-ME:> er: I work (.) shipping side and factory side (.) together. (1)

23 <I2:> **What kind of vessel**, what- what- what type? What kind of vessel, what type? (1)

24 <F6-S-ME:> What?

25 <I2:> er, type of vessel. (1)

26 <F6-S-ME:> Cement (.) carrier.

27 <I2:> Cement carrier?

28 <F6-S-ME:> <=>Yes sir.

F6, who was applying for the position of electrician, seemed to miss the initial opportunity to promote the core facts related to his previous work experience, and this failure made his interviewer ask additional questions to elicit more specific details, relating to duties (turns 1 and 17), working years (turn 11) and the type of vessel the applicant had been engaged with (turn 23), with a special focus on the electrician position (turn 7 and 17). In the middle of the conversation, not only did several instances of miscommunications arise on the side of both

interlocutors (turn 2, 7, 24 and 27), but more specific requests had to be made for the target information (turn 19). This seems to suggest that the conversation was not successful or satisfactory from the interviewer's perspective, both in terms of communicative clarity and informational abundance. Considering that these kinds of negative communicative stages could have been minimised, specifically between non-native speakers, if the applicant himself had provided the expected information in advance, emphasis on the interviewers' informational expectancy needs to be made during the ESP class.

● **From P13-I-ME:**

- 1 <I1:> Would you explain me about the: er: your nature of work in the [org2] Drydock?
- 2 <P13-I-ME:> <=>Yes, sir.
- 3 <I1:> So: (1) please introduce me more in detail.
- 4 <P13-I-ME:> The nature of work is **first of all** I am: identify the jobs (.) with: drawings and clients. (1) **After that** I will: er preparing the harbour permits and port permits. (2) **Then:** I arrange the materials (1) and then: manpower allocation I get from my superiors, the manpower allocation. (.) **After that,** I: using the: in the: <un>XX</un>, (1) the: correct (1) technician to the correct jobs (2) take and: I: **after- after complete the fit up,** I will after more fit up inspection from QC. (2) **After: welding,** (.) I will er (1) offer for final inspection. (2) **Then if** we: indicated that I will (.) at <un>XXX</un>, then take technicians. (2) **After that** er: we can allot them for er: (.) the (.) concerned jobs (.) and I get through the (.) sig- signature from: clients, (.) the allotment certificate. (3) **And I** (.) coordinate with the commercial department (.) for the jobs we have done in the: handbook (.) **and I** explain to them. (1)
- 5 <I1:> Okay.
- 6 <context:> <Discussion between interviewers. (2)>
<Okay! He has a quite good experience. (translated from Korean into English)>

The extract above from the one of the SG applicants clearly illustrates the importance of providing specific details in response to the initial request to explain previous work

experience. After the applicant's self-introduction was finished, which included a brief overview of the past work history, the interviewer picked up on one of the experiences that was directly relevant to the target industry (i.e. drydock) to request further explanation (turn 1). Since this was the point of the interviewer's interest, a detailed description (turn 3) was once more asked for. The applicant tried to describe the *nature of [his] work* in a relatively clear manner via the active utilisations of various connective markers (turn 4, shown in bold) without any clarificational interruptions from his interviewer, unlike in the UG applicant's conversation illustrated above. After the descriptions were complete, a highly positive comment was exchanged between the interviewers in Korean language, which was '*Okay! He has a quite good experience*'. This clearly points out the importance of providing detailed and comprehensive descriptions during this stage in order for the interviewer to be able to draw a more vivid and clearer picture of the applicants' past work experience in situations where a direct observation of the applicants' work performance cannot be made, and, accordingly, highlights the fact that dependence on the applicant's illustrations in the process of decision-making increases. In addition, this implies a strong connection between the two moves *self-introduction* and *work experience*, given the fact that *work experience* is a kind of developmental and elaborated thematic stage of the *self-introduction*, as demonstrated in the SG interviewer's questions (turn 1 and 3). In other words, if the core information requested by the UG interviewer (e.g. name of company, working years and position) in the *work experience* stage had been briefly provided during the *self-introduction* phase, more effective and in-depth promotion could have been made available at this stage. Therefore, each schematic stage should be dealt with in a more consolidated way, keeping in mind that success in a certain stage is likely to increase the chances of further success in the following interconnected communicative stages. Finally, the pattern of the interviewers' frequent

questions and the applicants' insufficient answers in UG, and vice versa in SG, confirms the previous assertion made in section 5.2.2.4 with regards to the importance of 'less effort'/'more gains' from the interviewers' perspective, and 'more effort'/'bigger gains' from the applicants' perspective in the job interview context. In line with this, the adoption of the suggested schematic structures, including various informational strategies and expected supporting details and thorough but concise descriptions of this, needs to be emphasised in the job interview ESP class by allocating a substantial amount of time for brainstorming activities to elicit as many effective self-promotional strategies as possible from the students.

- **Second strategy: pointing out job-experience-related deficiencies**

Another prevalent questioning strategy adopted by the interviewers in step 1 is to point out the applicants' deficiencies in terms of work experience. The negative comments made during this stage can be largely categorised into three issues: lack of previous work experience (in the target field); mismatch between previous work experience and target position; and frequent job changes. These interviewers' concerns were revealed through their repeated three-word lexical chunks, which directly pointed out the career weakness (e.g. *have no experiences* (7) and *you don't* (6)) or asked the applicants' opinions on this negative judgement (e.g. *do you think* (6), *what do you* (6), and *how you can* (4)). These deficiency-focused questioning strategies were observed in 16 applicants' job interviews, which was eight cases each in SG (1018 tokens in total) and UG (732 tokens). Considering that the number of the occurrences of this stage is the same between the two groups, the mere appearance of these types of negative questions cannot necessarily be seen as a negative marker of communication, which is directly connected to the final outcome of the job interview. This is clearly supported by the interviewers' comments in the pre- and post-

interview.

I1: I'll adopt an aggressive attitude toward the next applicant when questioning because she doesn't have enough experiences. This is not that I am not satisfied with her but to check her attitude and posture while reacting to this type of questions... In general, interviewers try to reveal the applicants' weaknesses. So this is to observe how they behave and cope with when their weakness is unexpectedly exposed by others.

I3: Even though we had learnt many things at schools, I think those were almost no use when joining a company as a rookie. So we are trying to focus on the applicants' prepared attitudes to accept (something new), rather than the experience itself.

That is, one of the interviewers' main considerations when posing this question was to observe the applicants' strong positive mental attitude to overcome their visible deficiencies, since this could be an indicator of the applicants' future working attitudes when they encounter unexpected problems in the workplace.

From the close observation of several cases, it is possible to understand how the different verbal attitudes between the SG and UG applicants were revealed and evaluated. When critical comments were made on a lack of experience, for example, whereas the SG applicants showed active and assertive attitudes to overcome this, the UG applicants showed a strong tendency to accept the negative remark stated by the interviewers, as shown in the below extracts from the UG and SG applicants.

● **From F19-V-ME:**

- 1 <I5:> <=>So: total your: experience of: (.) repair ship (1) is **only: one and half (1) years**, (.) right?
- 2 <F19-V-ME:> Yeah.
- 3 <I5:> Yeah. (.) **Only (.) the from: January, (.) two thousand one** to:
- 4 <F19-V-ME:> two thousand: <21>two.</21> yeah.
- 5 <I5:> <21>Yeah.</21> <=>Two thousand-, June (.) two thousand two.
- 6 <F19-V-ME:> Yeah, my er: (.) **just ship repair:: have er: (1) nineteen: (.) month.**

● **From P12-I-ME:**

- 1 <I1:> In shipyard, (.) how many years experience? (1) Just only shipyard, you mean, (.) shipyard experience.
- 2 <P12-I-ME:> <=>Shipyard experience.
- 3 <I1:> <=><3>Yeah.</3>
- 4 <P12-I-ME:> <3>Ship-</3> ship- er shipyard is: **minimum (.) five years, more than five years.**
- 5 <I1:> **Just** five years.
- 6 <P12-I-ME:> <=>er, Five year. (.) Three years in [org3], (.) two years in [org2/abb] and one years in [mother nation]. (.) So **all: together: six year, sir.**
- 7 <I1:> Six years.
- 8 <P12-I-ME:> <=>**I- I know my job (1) hundred percent.**
- 9 <I1:> <=>hm:
- 10 <P12-I-ME:> <=>**Don't worry about it.**
- 11 <I1:> <=>Okay, I will- I will give some technical question:
- 12 <P12-I-ME:> <=>Yeah.
- 13 <I1:> <=>La- later.
- 14 <P12-I-ME:> <=>Yeah.

Both of the interviewers pointed out the lack of experience in the target business with the negative evaluative comment *only* (i.e. **only: one and half (1) years** in turn 1 for the UG applicant) and *just* (i.e. **Just five years** in turn 5 for the SG applicant). Whereas the UG applicant accepted the criticism (turn 6) after confirming the insufficient number of years working in the target field (turn 5), the SG applicant tried to make the interviewer look past this via the use of certain linguistic devices, such as *minimum* (i.e. **minimum (.) five years** in turn 4), *more* (i.e. **more than five years** in turn 4) and *all together* (i.e. **all: together: six year, sir** in turn 6), instead of using under-evaluative markers such as *just* or *only*. Further, expressions revealing a high level of confidence in the job were used (e.g. *I- I know my job (1) hundred percent. Don't worry about it* from 8 to 10). These convincing verbal attitudes seemed to prevent the interviewer from making an instant negative evaluation of the applicant's evident deficiencies, but to reserve the decision for another stage by providing the

applicant with a further chance to overcome the deficiency.

In addition, when a mismatch between previous work experience and current target position was pointed out, the SG applicants made an effort to make a strategic link between previous and future duties by emphasising similarities between them. For example, one of the SG applicants who had worked in a different industry (i.e. the oil and gas field) in the same position he was applying for (i.e. safety officer) continuously tried to find some common ground between the duties in the two different fields in the face of the interviewer's direct criticism that the oil and gas field is *a little bit different* from the ship repair business. For this, several kinds of technical lexis related to safety, which can be commonly applied to both of the industries, were suggested (e.g. *LNG, delicate area, toxic and flammable gas, people, and confined space*) in the SG applicant's answer, and a conclusion that *the same safety control* will be applied to the LNG and the ship repair industry was drawn when closing his refutation. Another SG applicant, who was also from the oil and gas industry, took a similar approach to the same critical comment, highlighting that *it's a little bit different, it's not the same but I believe concept wise. There should be some similarities, isn't it?*, and then listed some of the relevant jobs he had specialised in (e.g. designing welding machines commonly used in both industries). In addition, in the face of continuous negative judgements from the interviewer, the applicant did not lose sight of his goal to overcome these, nor of his strong aspiration and willingness towards managing future duties (e.g. *I have attitude to learn. So I hope I can catch it*) in the final part of this stage, even in response to the interviewer's critical judgement *I think you are the: almost beginner*. These enthusiastic and future-oriented attitudes throughout this negative communicative stage finally derived an interjection from the interviewer (turn 2 in the below extract), generating a considerably favourable atmosphere with mutual laughter (turn 2 and 3) as illustrated below.

- 1 <P8-S-ME:> But the: I: believe: I can be the best student of you.
- 2 <I4:> <=><@>@@<42>@</@> Yeah!:</42>
- 3 <P8-S-ME:> <42><@>@@</42>@ @ @ @ @ @ @ @ @ @</@>

Aside from these two cases, most of the SG applicants did not generally accommodate the negative judgements of their deficiencies, but rather attempted to make active rebuttals of these via utilisation of various communicative tactics, such as finding common ground between previous and future jobs, showing motivation, and providing acceptable rationales.

To sum up, considering the fact that the basic career requirements had already been met through the document screening process, and also that the applicants' career backgrounds involve unchangeable facts at the time of the job interview, an emphasis on how to back up and overcome negative judgements via the active use of positive postures and utilisation of optimal lexical items should be provided to learners.

- **Third strategy: verifying previous experience**

Questions relating to previous experience were used to ascertain the genuineness of the applicants' work experience in relation to the specific duties and tasks undertaken in past workplaces. Since the main purpose of this stage was to briefly verify the applicants' informational authenticity, the interviewers' questions mainly focused on requesting a detailed list of the materials/duties the applicants had handled (e.g. *name of the (6) and all kind of (6)*). By asking about the maximum weight of propeller an applicant had dealt with, for example, the interviewer tried to find out what size of ship repair project the applicant had actually worked on (e.g. *two ton... your experience very small boat*) in the past. Even though

this was a rarely adopted strategy (five times in UG and once in SG), the extract below from one of the UG applicants highlights how the applicants should approach this type of question.

- 1 <I1:> <=>Tell me name of the material (.) you handled.
- 2 <F11-I-MA:> Material- material.
- 3 <I1:> <=>Name of the material.
- 4 <F11-I-MA:> <=>Na- name of the materials, generators, motors sir (1) and other (.) machineries.
- 5 <I3:> <=>All, all, all, all. <8>Don't say</8> machineries (.) huh?
- 6 <F11-I-MA:> <8>All <@>**</@></8> <=><@>*</@>
- 7 <I1:> <=>Name of <9>the</9> machinery, name of the, you know, (.) every equipment, (.) every material you handled. huh?
- 8 <I3:> <9>very</9>
- 9 <F11-I-MA:> <=>ah, Okay sir.
- 10 <I1:> <=>Everything tell me.
- 11 <F11-I-MA:> <=>Everything.
- 12 <I1:> <=>I- I want to know how many (.) items you are remembering now.
- 13 <F11-I-MA:> ah: <@>**</@> It <10> is-</10> it (.) it was long time back sir. (.) That's why I'm- I'm unable to remember.
- 14 <I1:> <10> please</10>
Tell me (.) what kind of things you can.
- 15 <F11-I-MA:> ah: like generators sir: and: motors, isolators: (2) and er: (.) all kind of electrical goods, sir. (1)
- 16 <I1:> All kind of, (.) I don't like all kind of goods. <11>huh?</11> (1) Just tell me the: name of the electric goods.
- 17 <F11-I-MA:> <11><@>*</@></11>
Electric was like, (1) they used for the ship yard sir, (.) er: (3) ship constructions. (1)
- 18 <I1:> What? (1)
- 19 <F11-I-MA:> I don't have the brief: (1) to tell you sir.
- 20 <I1:> <=>You don't know the name of the: (1) equipment?
- 21 <F11-I-MA:> <@>*</@>
- 22 <I1:> huh?
- 23 <F11-I-MA:> That's right sir.

In response to the interviewer's simple request for *the name of material* the applicant had handled (turn 1), the applicant provided very general and vague answers via the use of plural collective nouns (e.g. *generators*, *motors* and *other machineries* in turn 4). This was directly

criticised by the interviewer with an imperative clause (e.g. *don't say machineries* in turn 5), and a request for specific information was made (e.g. *name of the machinery, every equipment and every material* in turn 7). However, the applicant continuously failed to meet the interviewer's requests (e.g. *what kind of things you can* in turn 14 and *just tell me the: name of the electric goods* in turn 16), and this generated considerable suspicion about the applicant's overall career experience. Interestingly, however, the two interviewers that participated in this interview showed a strong interest in this applicant after reviewing his resume. The internal conversation between the interviewers before officially initiating a job interview (spoken in Korean) mainly focused on the matter of an appropriate future job allocation in ODC, rather than on the matter of recruitment, as shown below, by discussing his specialisation (i.e. *he specialised inventory management*) and the possible position and department he could be assigned to (i.e. *I think he can manage the inventory room of the production team... what about allocating him in parting department?*). Even with this hugely favourable impression formed from the candidate's written resume, the absolute deficiency of detailed supporting information demonstrating each experience point made the candidate's spoken promotion unsuccessful, and became a major cause of failure in the job interview.

- **Fourth strategy: difficulties in previous work experience**

This questioning strategy was also a largely optional stage in the step for *career experience*, which was observed in one SG and two UG job interview cases. The typical question used for this purpose was *what was the most difficult things to manage in [previous workplace]? and how to cope with this kind of situation?*. That is, the answers to this question should encompass two core ideas: a selection and description of difficult situations, and desirable approaches for dealing with these. Even though it is not possible to draw

meaningful pedagogical implications from the only three cases, it is possible to obtain a general understanding of how to appropriately answer this question and to avoid taboo topics, during this communicative stage, by observing a negatively evaluated example from one of the UG applicants.

- 1 <I1:> <=>Difficult situation
- 2 <F5-P-WA:> <=>Difficult situation. (4) In what way sir? In my work, In my whole life? (.) Or: (.) the most difficulties: (.) Actually, I am: when I was in abroad.
- 3 <I1:> haeh? <16>Abroad</16>
- 4 <F5-P-WA:> <16>I was</16> in [place1]. <17>This is</17> the most difficulties (.) **Because (.) you have to work: hard: and (.) also you have home sick, (.) when you go, (.) you will miss your family.** This is the most. (2)
- 5 <I1:> <17>[place1]</17>
What makes you most difficult (1) in- in- [place1] (.) in your life?
- 6 <F5-P-WA:> er: in my life? Because I'm: (1) actually I don't think- (.) er I don't (.) take it (.) er: difficult (.) all the time (.) **I want to: (1) have myself (.) to: be comfortable (.) because (.) also you don't have a choice because (.) this is the one, (.) this is the thing you want (.) So: you have to adjust yourself.**
- 7 <I1:> So: <18>homesick?</18>
- 8 <F5-P-WA:> <18>Be comfor</18> (.) Yes, the homesick (.)

As shown above, the applicant mentioned being *homesick* (turn 4) as the most difficult situation in a previous overseas job, and stated several methods (turn 6), such as *having herself to be comfortable* and *having to adjust yourself*, as means of overcoming this situation because there was no other choice. Immediately following this extract, the applicant mentioned, with moist eyes, her husband and six-year-old daughter as the major cause of her homesickness. Considering the fact that the job interview belongs to professional business discourse, several critical communicative errors seem to have been made within this short extract: inappropriate topic selection which is not relevant to business matters; mention of passive ways of overcoming the difficulties faced (i.e. acceptance and tolerance); and a release of personal emotions. In order to effectively dramatise the applicant's promotion and

successfully elicit the interviewer's sympathy in response to a difficult situation, in other words, the difficulty highlighted should be related to job-focused issues that could be shared among professionals in the same field. Furthermore, the applicant's attitude towards dealing with this negative and somewhat gloomy situation should be challenging and bright enough for the applicant's professional attitudes to more effectively stand out. Finally, personal emotions should be highly restrained, as the interviewer evaluated her tearful eyes as *a very dangerous thing* in the job interview context.

- **Fifth strategy: reasons for quitting previous jobs**

This question is devised to investigate the reasons for quitting and/or changing previous jobs. Also, frequent job changes were pointed out as a critical issue during this stage. In total, one fourth of the applicants, respectively six from UG and four from SG, were requested to verify this issue. Through the questions posed to some of the applicants, the interviewers' initial concerns toward this issue were clearly illustrated.

So: in the future also, if you: (1) join to: Oman: and if there's another: good (1) propose and the: (.) you know (.) position (.) to come to you. (.) Then also **you will change again...** Moving (1) from this company to other company less than one year, (.) two year, (.) it seems like: **not stable**. (Extracted from P04-F-FA)

You know, (.) tho:se kind of, you know, (.) **the: different case of difficulties (.) will: come to you: even though you join to: new company.** (.) Then, I think in that case also you: want to: avoid (.) those kind of the situations. (.) What do you think about this? (Extracted from P03-F-FA)

Why you work only one year? (.) In airfield, **if you working very: hard and very nice and good performance...** (Extracted from F15-I-ME)

As shown above, the interviewer evaluated frequent changes of jobs as unstable and thought that the applicant's decision to leave their job after a short period of time could be

made again (from P04). Second, the interviewer suggested that the applicant's future attitude towards problematic situations could be inappropriate, if similar situations to those that caused his resignation occurred again in the new company (from P03). As a mirror of previous working attitudes, furthermore, the interviewer evaluated the applicant's previous job performance in an indirect way by calling his diligence and work performance into question (F15). The manager of the human resources department stated this in the follow-up interview as one of the critical evaluation criteria which could be a considerable minus, *if adequate reasons for this are not properly suggested*, and then pointed out P5's answer, illustrated below, as an acceptable reason.

- 1 <I1:> So you stayed in:- in: [place2]. <11>uh:</11> just about one year.
- 2 <P5-P-WA:> <11>Yes.</11>
- <=>Yes, (.) over a year actually, one year an:d two months.
- 3 <I1:> Normally, it takes two year contract.
- 4 <P5-P-WA:> <=>Yes, <12>it's</12> It's actually a two year contract (.) but unfortunately (.) the company was: adversely affected by the: global recession. (.) As much as I wanted to you know stay: an:d I learned to love the place: an:d the company: the people: but you know the: situation prevented me to you know: stay: and I decided to: leave: the: the company because it's (.) actually, right now it's no longer: er:: existing:
- 5 <I1:> <12>why?</12>
- Oh.
- 6 <P5-P-WA:> <=>The company clo<13>sed.</13>
- 7 <I1:> <13>clo</13>sed.
- 8 <P5-P-WA:> Yeah
- 9 <I1:> <=>Oh: That's so <14>sorry:</14>
- <14>Yeah.</14> So I decided that to: go back
- 10 <P5-P-WA:> home: an:d look for better opportunities.
- 11 <I1:> mhm (1)

As described above, the applicant did not attribute her reason for quitting the previous job to her personal problems, but rather to the *unfortunate* outside situation caused by the global

recession's affect on the Middle East area, where ODC currently operates, even though she *wanted to stay and love the place, the company and the people*. She expressed a high level of satisfaction and a positive evaluation of her previous job, as well as a strong will to maintain the job (turn 4). However, the negative economic situation (i.e. business closure) *prevented* this. That is, in turn 4, her words of contentment and desire through the use of the lexical items revealing positive feelings were clearly in contrast with the situation she faced, and this seemed to have a favourable communicative effect by highlighting her strong professionalism and adaptability with respect to previous jobs. This aroused the interviewer's sympathy, as seen in his words of consolation (i.e. *oh: That's so sorry* in turn 9), since the interviewer himself had also observed the serious recession in the Middle East while working in ODC, and therefore a common ground in this regard could be shared between the interlocuters. However, the other applicants' negative evaluations of previous jobs, such as salary matters, heavy workloads, and dissonance between co-workers were not usually positively accepted by the interviewers, who proceeded to ask further negative tag-questions about whether the source of the problem was the applicant or the other parties around them. The negative follow-up questions were mainly concerned about the applicants' actions in a future working context, should identical or similar situations occur.

In designing the structure of answers, therefore, the applicants need to pay special attention to avoid negative evaluations of their previous work experiences (i.e. companies, duties and people), and refrain from bringing up delicate issues like salary matters at this stage, since this can occur again in the future workplace. In describing past situations, accordingly, the selection of the reasons should be reasonable enough for the interviewers to accept by avoiding expressing any concerns which could influence the evaluation of the applicants' future working attitudes. In addition, the verbal attitudes used to describe past

work experiences need to be positive and constructive so that the applicants' attitudinal professionalism can be indirectly revealed, and by doing so their reasons for changing jobs can be more favourably accepted.

- **Second step: remarkable achievements**

As the second step of *work experience*, *remarkable achievements* is a stage for verifying the applicants' most notable professional achievements by providing them with the chance to highlight their core job competencies. In total, seven of the applicants, respectively three from UG and four from SG, were asked questions on this area; for example, *introduce me about your: most important achievement last your eight years experience of the safety position*. Through the interviewers' evaluations of the applicants' answers, it is possible to understand the appropriate information structures expected during this stage.

First, a very detailed and specific event which can highlight the applicant's qualificational distinctions from other candidates should be provided. Through one of the UG applicant's (F5's) answers, the importance of this was highlighted. As a remarkable achievement during the past three years in overseas work, the applicant mentioned *working hard and loving her work*, but this was immediately met with the interviewer's strong criticism, with the comments like *just work hard?, I think that is the basic and nature things, I think you cannot understand your remarkable achievement*. Without a very detailed description of a particular career event which highlights one of the applicant's most exceptional achievements, the answers can be fundamentally misleading.

Furthermore, what and how much detail the interviewers expect when supporting evidence on one particular achievement is provided is demonstrated in the interviewer's comment toward F14 after asking about the biggest project he had carried out in the past.

- 1) Tell me **the name of the project**. (2) What was you did, most big, you know, **big project you did?** (2) Would you tell me **one: project for example?** (1) When you work in [org2] Drydock? (2) You involved such a big project, (.) if you have?

- 2) <=>Hm (.) Would you tell-, would- would you **describe: the project?** (.) **What kind of project:, how long:, (.) how much amount of work** (2) and **what was your role:** there. (6) huh? (1)

- 3) I want to know that project (.) **much more detail**, (.) you know **in detail**. (2) I: don't, (.) **what kind of, what type (.) of the ship:** (1) and **what kind of project** (1) and: **what kind of job you did**. (1) Can you explain me much more **in detail?** (3) Because I want to know, you know, (.) **your technical:, you know, the background**. (1) When you joined that project (1) as a hull, (.) you know, supervisor. (.) I want to know **what kind of job you did**. (2) But I- (.) **I didn't catch up exactly**.

As described, what the interviewer originally expected from the applicant's answer was the name of his biggest project, its specific type and duration of project, the amount of work and the applicant's role in it (first and second extract), in order to examine the depth of the applicant's technical background as a hull supervisor and how he contributed to the success of the project. However, the applicant did not fulfill the interviewer's desire for informational concreteness and detail, and finally the communication at this stage closed with the interviewer's negative evaluation, indicating a poor communicative yield (i.e. *but I- (.) I didn't catch up exactly*).

This is clearly contrasted with most of the SG applicants' responses, which pointed out one specific career event and also provided background details that emphasised the value of this from a professional perspective. For example, P2 highlighted receiving a specific award (i.e. *certification award*) from a previous company (i.e. *power-combined cycle plant*) when completing a specific project (i.e. *[org3] power plant*) in recognition of his knowledge and performance as a safety officer. In addition, P5 provided very specific details on one particular achievement (i.e. developing a system for HR) and the name of the system (i.e. *orange system*), which fit the company's needs. In addition, several kinds of contributions she

had made as a member of HR staff in a previous company were suggested (i.e. *revising manuals, policies and procedures*). Considering that demonstrating a particular achievement is a peak of promoting professional qualifications, a strategic approach in the selection of impressive, promotable events, and the specific details needed to make the achievement more substantial should be considered by and emphasised to learners.

7.2.2.3.3 Technical Knowledge

Technical knowledge, which is a micro-move for investigating the applicants' technical expertise, is divided into three steps: *relevant skills*, which are required for better operation of duties via the proficient use of computers and language; *functional knowledge*, which is directly related to high performance in a target technical area; and *key competencies*, which the applicants can advertise as a core skill. This is well illustrated in the three-word lexical chunks used by the interviewers, as suggested in Table 53.

Table 53. Interviewers' three-word lexical chunks in the micro-move *technical knowledge*

3 word lexical chunks				
	SG interviewers		UG interviewers	
	Word	Fre.	Word	Fre.
1	you know the	17	what kind of	14
2	what kind of	12	what is this	10
3	what is the	11	you know the	8
4	you tell me	7	do you know	6
5	do you know	6	I have to	6
6	is the meaning	6	is this one	6
7	kind of the	6	no no no	6
8	the meaning of	6	why I have	5
9	we have to	6	can explain to	4
10	what is your	5	explain to me	4
11	what is the	5	have to select	4

12	can you tell	4	how can you	4
13	do you have	4	what it is	4
14	how you can	4	you can explain	4
15	I mean the	4	contribution you can	3

The interviewers' main interest in this micro-move is to check whether the applicants possess certain knowledge and skills (e.g. *you know the ship structure?*, *what kind of the pipe material can be used* and *what is the frame space?*) and their key specialties (e.g. *what is your best skill?*). Sometimes, a specific hypothetical question related to technical problems was given (e.g. *we have to cleaning the tank*), and practical approaches to the problematic situation sought (e.g. *how can you: repair this?*).

In responding to the questions, the applicants commonly adopted the lexical chunk *have to* in order to demonstrate what actions should be taken (e.g. *we have to gauge the welding*), as shown in Table 54.

Table 54. Applicants' three-word lexical chunks in the micro-move *technical knowledge*

3 word lexical chunks			
SG applicants		UG applicants	
Word	Fre.	Word	Fre.
we have to	15	this is a	6
you have to	14	we have to	6
I do not (I don't)	10	I have to	4
the the the	10	it is a	4
we can have	7	all comes under	3
as per the	6	and all comes	3
has to be	6	comes under outfitting	3
must be very	6	er after er	3
we have a	6	er and er	3
you must be	6	er then er	3
be able to	5	I know I	3

if it is	5	I was unwell	3
point zero two	5	if it is	3
will be able	5	if there is	3
zero point zero	5	know I know	3

However, different linguistic characteristics were also demonstrated through the lexical patterns, in that the UG applicants more frequently produced hesitant markers when connecting previous and following ideas (e.g. *er after er*, *er and er* and *er then er*), whereas the SG applicants' more frequent adoptions of auxiliary verbs to describe methods by which to approach the given technical matters were observed (e.g. *the binding has to be checked*, *you must be very careful for that type of repair* and *we will be able to identify the location*). In addition, providing a source of reference (i.e. *as per the classification rules*) in SG to reinforce their technical knowledge by adding greater credibility was also featured. These differences were also well demonstrated by the applicants' keyword list, as suggested in Table 55.

Table 55. Applicants' keywords in the micro-move *technical knowledge*

	SG applicants		UG applicants	
	Word	Keyness	Word	Keyness
1	point	19.17	propeller	32.12
2	you	17.66	bolt	26.10
3	have	15.18	sir	25.49
4	so	10.44	clearance	22.08
5	that	10.05	this	22.04
6	twenty	10.04	FCAW	20.08
7	make	9.13	xxx	18.29
8	thing	9.01	door	16.06
9	copper	8.22	couple	14.05
10	sound	8.22	engine	14.05
11	of	7.38	come	13.20

12	dew	7.30	may	12.05
13	same	7.30	mooring	12.05
14	system	7.11	outfitting	12.05
15	but	6.98	outside	12.05
16	already	6.39	tight	12.05
17	available	6.39	xx	11.20
18	better	6.39	deck	11.09
19	important	6.39	shaft	10.69
20	maintenance	6.39	objective	10.04
21	slag	6.39	satisfaction	10.04
22	able	5.48	vessel	10.04
23	ask	5.48	work	9.95
24	human	5.48	pressure	9.75
25	improve	5.48	er	9.74
26	knowledge	5.48	before	9.46
27	replace	5.48	after	8.98
28	sonar	5.48	material	8.94
29	with	5.29	remove	8.34
30	to	5.16	computer	8.03

Three of the UG applicants' keywords, which are *xxx* (7th), *xx* (17th) and *er* (25th), need to be paid attention to, specifically in this stage, as these are typical negative communicative markers that reveal a lack of confidence through an unrecognisable sound (i.e. a kind of murmuring) and hesitation. Considering that in this stage a thorough investigation to measure the depth of the applicants' practical knowledge is made using direct technical questions, a high level of confidence should be demonstrated in the candidates' verbal presentation, leaving the content of the descriptions aside. In addition, whereas more than half of the UG applicants' keywords (17 out of 30, in bold) were related to technical terms, those of the SG applicants were significantly fewer (i.e. nine, in bold) but general words with positive connotations were largely included (e.g. *available*, *better*, *important*, *able*, *improve*, *knowledge*). This implies that the focus of the UG applicants' descriptions was more on the

technical matter itself, which was presented in a considerably unsure and unconvincing manner, whereas that of SG went beyond the technical specialty by adding value via a more natural and conversational attitude. In the following, closer observation of these different linguistic characteristics will be made according to the three steps within this move, and practical suggestions for teaching will also be discussed based on the applicants' comments and evaluations.

● **Relevant skills**

The interviewers' questions in this stage were very specific, and directly pointed out the names of particular skills; for example, *can you speak Arabic?* or *can you do AutoCAD?* Based on the observation, three major issues need to be discussed with respect to practical language education. First, an active presentation of the relevant skills should be emphasised to the learners based on a thorough investigation of the target position and prioritisation of the applicants' skills. Even without any direct questions, for example, one applicant's (F19's) active and voluntary emphasis on computer skills, or the use of AutoCAD computer software, can be highlighted in the extract below.

- 1 <I5:> Are you (.) the: are you use to: (.) er: Ex- Excel or: the (1) computer program, (.) Excel:
- 2 <F19-V-ME:> Yeah, computer: <28>I can er:</28>
- 3 <I5:> <28>Power point:</28> This is very basic (.) program.
- 4 <F19-V-ME:> Yeah, very basic. (.) It's our: work er: Excel and: AUTO CAD. (.) <29> I can AUTO CAD.</29> (.) er: Three D, (.) Three D. (.) I can do. <@>*</@>

After being asked about his capabilities with respect to using some Microsoft applications, the applicant voluntarily stated that he was able to use AutoCAD, and also noted the specific version. This can be particularly meaningful considering the interviewer's comment that the

ability to use Microsoft is not that special, but rather is regarded as a basis of computer competency (i.e. *this is very basic program* in turn 3). In this sense, the applicant's additional information can be understood as an intentional way of making his overall computer operating skills stand out. Even though the interviewer (I5) did not show much interest in this case, another interviewer's comment (I1) on this toward an applicant applying for a similar position indicates that such information can trigger the interviewer's interest (e.g. *oh! It is very interesting*), which can give additional points to the applicant.

Second, a further elaboration on what kinds of duties have been carried out via the use of the particular skill that the interviewers are interested in should be made using detailed and authentic examples. Two examples from UG and SG, respectively, demonstrate how the detailed elaboration affected evaluations during this stage.

● **From F03-P-WA:**

- 1 <F3-P-WA:> ...I am: ts er: translate (.) the new: [mother nation] worker, translate (.) English to Chinese language.
- 2 <I1:> Chinese language?
- 3 <F3-P-WA:> Yeah, Taiwanese Mandarin language
- 4 <I1:> Can you speak (.) Mandarin?
- 5 <F3-P-WA:> er: **a little**, (.) er. Taiwanese: language
- 6 <I1:> You mean you can type (.) and write also?
- 7 <F3-P-WA:> ah no. I **just only** speak, (.) I **just only a little bit**: <1> writer, yeah. </1>
- 8 <I1:> <1> ah: ah:</1>
- 9 <F3-P-WA:> **just**
<=>yeah. (1)

● **From P03-P-WA:**

- 1 <I1:> Okay, what- (.) how about your: er: reporting skill (.) like <14>er:</14>
- 2 <P3-P-WA:> <14>reporting</14> <15>skills</15>?
- 3 <I1:> <15>Yeah:</15>, your: work (.) making letter, document in English:, how do <16>you</16>
- 4 <P3-P-WA:> <16>yes,</16> I: er: as soon as

er (.) sometimes I will accompany with my boss (.) during the meetings, (.) and then I will prepare the: er: **summary of the meetings**, I will report to him (.) what- what transpires during the meeting. (1) So even if sometimes he will not say to me, he will not told me to: do: the: er: summary of the meetings, (.) still I will do the at least I also have some knowledge (.) what's going on- on the projects (.) that we: are joining.

These applicants applying for administrative positions were respectively asked to demonstrate their Chinese language and reporting skills. The UG applicant did not utilise this as an effective tool for promotion, and employed under-evaluating lexical markers such as *just*, *only* and *a little bit*, even though she had three years of work experience in Chinese-speaking countries and a certain level of knowledge on the Chinese language (i.e. translating between Chinese and English for rookies). She could have made this point more valuable and productive by precisely demonstrating that her level of Chinese writing and speaking skills were applicable to actual duties in the past and the future, if she felt it difficult to precisely measure her level of Chinese. Since language skills were also used to gauge the applicants' multi-cultural skills and adaptability to other cultures in some of the other interview cases, the importance of presenting language skills cannot be confined to the language itself, but rather should be expanded and combined with the other soft skills that can demonstrate the applicant's suitability to a multi-cultural working environment. On the other hand, the SG applicant tried to describe her reporting skills by providing specific past examples (e.g. making summary of the meeting). Not only were general working procedures illustrated for this purpose, but her policy of trying to be fully prepared even when there was no request to do so was specifically highlighted. This combination of highlighting a particular skill (i.e. reporting) alongside inner professional qualities based on an authentic example seems to double the promotional effect.

This combined approach to presenting professional skills was once more confirmed

in P9's interview, when his writing skill was tested. The interviewer (I4) requested that the applicant write a plan for his future after joining the company, in 10 sentences and within a given time. In the middle of the test, the interviewer continuously emphasised that the time was almost up. After completing this, the applicant was requested to read what he had written with *very good pronunciation*.

Example 24. P9's written test on his future working plan

- (1) If you select me as a Ass. Manager,
I will intend to implement following
action plan.
1. Implement proper preventive maintenance plan, job repair system in effectively, Therefore I can reduce break down time, cost of equipment repairs.
 2. Continually follow maintenance programs.
 3. Follow ISO-9001 systems, and continuous improvement.
 4. Supplying utility on time and under the inspection.
 - 5

It was explained to the researcher that the purpose of this test was not only to test the applicants' writing proficiency, but to examine their ability to solve a certain problem in a well-trained manner within a limited timeframe. Further, the applicants' English-speaking ability was evaluated when they delivered their ideas, and this was also used as an element of evaluation for successfully conducting managerial duties. Within one practical test, therefore, more than three professional skills were tested. To summarise, the exploration of the core skills required for the target position needs to be thoroughly investigated, prioritised and then supported by actual examples, keeping in mind that other related soft skills can be naturally incorporated into the situations described. Last but not least, active provision of the prioritised skills should be made when a chance for this arises.

- **Functional knowledge**

The interviewers' questions during this stage were quite varied according to the applicants' target positions. Three major communicative tactics need to be discussed from a pedagogical point of view: first, mutual collaboration for clear communication; second, a strong will to overcome any lack of technical deficiencies via active learning; and third, the suggestion of multiple, realistic solutions when approaching certain problems.

To begin with, the SG applicants' collaborative communicative attitude towards minimising misunderstanding caused by unclear communication (largely due to the interviewers' L1-interfered pronunciation and incomplete sentence structures) was specifically highlighted, as illustrated in the below extract.

- | | | |
|----|------------|--|
| 1 | <I2:> | Okay, the: after (1) steal: (.) replace:, (2) owner want (1) some: MBP test (.) the welding: joint (.) area. |
| 2 | <P6-S-ME:> | <=>mhm |
| 3 | <I2:> | Then you can found (.) some defect, (1) then how can you? (1) |
| 4 | <P6-S-ME:> | I didn't get it you means. er: Upon repair, we- we have seen er found that (.) it's welding is not sound. |
| 5 | <I2:> | <=>Yes. |
| 6 | <P6-S-ME:> | <=>So after doing radiography we have on. (1) You have seen it's not good. |
| 7 | <I2:> | mhm |
| 8 | <P6-S-ME:> | So (.) er: you have problem? <@>*</@> |
| 9 | <I2:> | Yeah (.) er, after welding. |
| 10 | <P6-S-ME:> | Yeah:. |
| 11 | <I2:> | The: QA, QC department (.) they check (1) the: |
| 12 | <P6-S-ME:> | <=>QC check, welding is <3>not good</3> |
| 13 | <I2:> | <3>welding </3> scene: but (1) have found some crack or: some: blowhole, |
| 14 | <P6-S-ME:> | Yeah. |
| 15 | <I2:> | How can you: repair this? |

After the interviewer's technical questions were posed (turn 1 and 3), P6 expressed

his unclear understanding (i.e. *I didn't get it you means*), but did not finalise his turn, instead trying to rephrase what the interviewer had previously said, as far as he could understand (turn 8). An active verbal attitude was then used to show his acknowledgement by giving minimal feedback (i.e. *yeah* in turn 10 and 14), and by repeating back what the interviewer had said (i.e. *QC check, welding is not good*). This active involvement to enable clear communication can also be observed in another SG candidate's interview.

- | | | |
|---|------------|---|
| 1 | <I2:> | Okay. (.) Tell me about the: MGPS system. |
| 2 | <P7-S-ME:> | <=>haeh? |
| 3 | <I2:> | MGPS system, (.) do you know MGPS? |
| 4 | <context:> | <Writing the word for clear communication (4)> |
| 5 | <P7-S-ME:> | MG:- (2) GPS (1) Magnetic er: Global Positioning System. (1)
So: Global Positioning System which (.) er: you find, (.) er: (1) is it alright? |
| 6 | <I2:> | Yeah. That's right. |

The applicant did not catch the meaning of the question at the initial stage, as the tag question indicates (i.e. *haeh?*), and after the interviewer repeated the request, the applicant tried to write the exact spelling down on paper for clarity, and asked for confirmation from the interviewer. These highly cooperative communicative behaviours can be quite meaningful, given that many of the UG applicants finalised their turns using miscommunication markers (e.g. *the pronunciation, I can't er:*), and handed further clarificational efforts over to their interviewers.

Second, this demonstration of the applicants' strong will for future learning after trying to answer the technical question posed should be underlined, specifically when technical deficiencies were pointed out. The extract below illustrates one applicant's attempt to stick to an explanation of a technical matter, even after being told that his answer was incorrect, rather than giving up the opportunity.

- 1 <I3:> This is what type of vessel?
- 2 <P1-P-ME:> Container ship (.) cargo. (2) This is a container ship. (.) I:- I'm not mistaken (.) or: (1) yeah. (1)
- 3 <I3:> Container?
- 4 <P1-P-ME:> Container ship.
- 5 <I3:> Actually, it's bulker.
- 6 <P1-P-ME:> Bulker (.) <21>Bulker carrier</21>
- 7 <I3:> <21> It's- </21> it's my drawing is a problem. (1)
- 8 <P1-P-ME:> Because: some: of the: container: will be: put in this: structure. (1)
But this kind of, (.) if you say this is er bulk carrier (.) this is maybe er: spiral (1) er type of tank (2) spi- spiral I think. (2)
Because I think there are three kinds of er: bulk carrier, spiral: the:- the normal (.) spherical ship (.) Then: other I forget other: (6)
er: (.) If you join us: maybe: (1) I will teaching you as manager.
- 9 <I3:> er: (.) If you join us: maybe: (1) I will teaching you as manager.
- 10 <P1-P-ME:> Yeah (.) <@>I'm- I'm- I'm open sir</@>
- 11 <I3:> <=>So: it's meaning, your (.) the: life is fifty percent for me.
- 12 <P1-P-ME:> <@>@ @ @ @ @ </@> <@>I'm quite sad.</@> <@>@ @ @ </@>

The interviewer drew a picture of a vessel (i.e. *bulker carrier*) and asked P1 to name it (turn 1). When P1 answered incorrectly (i.e. *container ship* in turn 2), the interviewer corrected it (i.e. *bulker carrier* in turn 5) and jokingly attributed the problem to his bad drawing (turn 7), rather than blaming the applicant. At this point, P1 tried to make a rebuttal and utilise his technical knowledge to re-explain it in the frame of the interviewer's answer (i.e. *if you say this is er bulk carrier, this is maybe er: spiral*), rather than letting the chance to demonstrate his technical specialties slip away. Even though a fully satisfactory answer was not given, this communicative attitude was quite favourably accepted by the interviewer (according to the post-interview) and became a motive for giving the applicant another chance by offering future teaching (turn 9), which was gladly accepted by the applicant. In a similar situation, another successful applicant (P8) was actively involved in the technical conversation by expressing his different opinion (e.g. *Yes:, but (.) er: can it: be er: suitable for a critical machine? I don't think so. If it is er: affecting for the::: output er: completely (.) or:*) based on the attentive listenership toward the explanation provided by his interviewer, even though

the applicant initially admitted that he was not familiar with the issue on the question (e.g. *I don't know, TBM*). Given that the field of the applicant's previous workplace (i.e. oil and gas) did not exactly match the target field, and therefore his inadequate level of technical knowledge was continuously pointed out during the work experience macro-move, his sustained verbal attitude to being more actively engaged in the discussion about technical matters throughout this stage, and specifically that dealing with unfamiliar technical topics, seems to have greatly affected the successful outcome of the communication.

Finally, demonstrating technical knowledge by providing various ways to solve the problem needs to be made on the basis of the reliable reference sources. As the SG applicants' repetitive three-word lexical chunk *as per the* indicates, efforts to increase the credibility of information and prove their high levels of technical specialties were made by actively borrowing from a reputable organisation as a source of the technical information. Not only did they provide just one source of data, however, but they often adopted and compared more than two using abundant examples in each case, which seemed to contribute to the promotion of their highly specialised technical expertise. The extract below from P6 clearly demonstrates this point.

<I2:> How can you: repair this?

<P6-S-ME:> **Fir- First**, (.) there are: repairs.: er: No. (.) Normally we do: radiograph, (.) radiograph testing. (.) After radiograph (.) we have (1) some- some defects are allowed (.) because **as per the classification rules**: you have some standard. **For example**, cracks are not allowed, (.) lack of penetration not allowed, (.) lack of sidewall duration er: sidewall duration not allowed. (1) But (.) blowhole, (1) er: porosity, (.) slag, (.) to certain extent, (.) allowed. **For example, if it is IACS (.) internation-, you know IACS rules**, (1) slag inclusion up to five millimeter if it is linear:, er: er: allowed. (.) So if it is crack, (.) definitely it is not allowed, then we have to (1) gauge the welding...

In this sense, it seems to be very important for ESP teachers to place emphasis on the importance of ensuring informational reliability within descriptions of technical knowledge,

and demonstrate this using practical examples by applying the technical standard to actual past working practices.

- **Key competencies**

The final step, *key competencies*, is designed to pinpoint the applicants' core specialities that they feel are their most promotable professional skills, and that are attractive enough to draw the interviewers' attention. The questions for this step clearly demonstrate the interviewers' original schematic intention and expectations from the applicants' answers.

So, please you need (.) to (.) convince me (.) So: "Mister. I1: you need- (.) you have to select me because of this reason" (.) is that. (Extracted from F03-P-FA)

What kind of your specialty can contribute to the company. (.) Let me (1) please (.) convince me...Why I have to recruit you? (3) (Extracted from F11-I-MA)

Then, what do you want to sell (.) to this company (.) about you? (.) What is your best skill and the what is your most good things to sell (.) to the company, to contribute (Extracted from P03-F-FA)

As the last stage of scrutinising the applicants' work experience and technical knowledge in advance of investigating their professional mindset, the interviewers offered the applicants a last chance to make a powerful advertisement in terms of their professional specialties. In this sense, the applicants' most central values as professionals should be highlighted in their answers. Therefore, vague answers which could apply to anyone should be avoided, as the interviewers' critical comments indicate in the example below.

- | | | |
|---|-------------|---|
| 1 | <I1:> | What kind of your specialty can contribute to the company. (.) Let me (1) please (.) convince me. |
| 2 | <F11-I-MA:> | Specialty: (.) No, I didn't get it sir. (.) I didn't get you. (.) Sorry. (.) What kind of specialty <19>means?</19> |

- 3 <I1:> <19>Why</19> I have to recruit you? (3)
- 4 <F11-I-MA:> Why you have to recruit me?
- 5 <I1:> <=>Yes,<@>*</@> (1) For what?
- 6 <F11-I-MA:> Oh, my: <@>*</@>
- 7 <I1:> huh? Tell me. (2)
- 8 <F11-I-MA:> I will work hard for the company sir. I work
- 9 <I1:> <=>No, no, no. Work hard everybody you know. (.) Everybody working <20>very hard</20>
- 10 <F11-I-MA:> <20>I will work</20> hard for the company.
- 11 <I1:> I need a specific, (.) you know, the: skill or: techniques: or: knowledge (1) not to: work he as a:- (1) to work as an employee:
- 12 <F11-I-MA:> Yes, sir.
- 13 <I1:> <=>I need something you know, (.) so that I can pay you a salary.
- 14 <F11-I-MA:> Yes, sir.
- 15 <I1:> <=>So, (.) why: I have to recruit? (3) <21>you</21>
- 16 <F11-I-MA:> <21>It's</21> a difficult question, sir.<@>*</@>

F11 first suggested his hard-working nature as his main competency (turn 8), but this was criticised by the interviewer in that it applies to everybody (turn 9), and therefore a description of more specific skills, techniques or knowledge was once again requested (turn 11). However, F11 did not answer this, and instead ended on a negative comment (i.e. *it's a difficult question* in turn 16). This clearly shows that the applicant did not have a concrete idea of how to respond to this type of question, from the selection of the topic to the presentation. This lack of awareness clearly highlights an important area of job interview education. Another similar response (i.e. *I can something good for your company. The only thing is that*) from one of the UG applicants (F12), who was on his third application to this company, clearly shows the importance of job interview education even for proficient English-language learners, as the interviewer's criticism below towards F12 demonstrated.

Every- everybody says like that. (1) Every: applicant (.) they said, (.) "I can do everything: (.) I can do good job. (2) But (.) not different with you. (1) Also, you are same with them. (2)

What Mister. [F12/first] (.) [F12/last] different with others? (2) What is different (.) with the others? (6) huh? (5) Try (.) this. (.) Tell anything. Tell me anything. (2)

That is, in both of the UG cases, the expected schematic structures and relevant information were not provided, even after the interviewers' several requests and re-clarifications of the question, and further even with quite a good command of English as ESL speakers. Considering that the latter applicant already had several failed applications, the ESP job interview curriculum should be primarily structured on the schematic information expected by the interviewers, and then expanded into tactical ways of presenting this in a verbal form using appropriate and effective lexical items.

The following extract shows how a successful candidate re-organised her idea after a request for informational distinction and detail was requested.

- 1 <I1:> <=>Then, what do you want to sell (.) to this company (.) about you? (.) What is your best skill and the what is your most good things to sell (.) to the company, to contribute
- 2 <P3-P-WA:> <=>First and foremost my: er: **dedication to my work**, (1) whatever it is I have to **love my work**, that's what (.) I, (.) **instilled in my mind** (.) I have to love my work <38>because **without the love**</38>
- 3 <I1:> <38>No, you don't you should be</38> you should inform to me much more: specific.
- 4 <P3-P-WA:> Ah, okay
- 5 <I1:> <=>**Highlights the: different things with the other candidates.** (1) What is your differences with the other candidates?
- 6 <P3-P-WA:> My differ: yes (.) One of my difference is the dedication of my work.
- 7 <I1:> mhm
- 8 <P3-P-WA:> And second is my **working experience** especially are me in **secretarial works** (1) **for: ten years** already I have been working as a secretary and at the same time **legal researcher**. (.) So: I-, I know already what are the secretarial works (.) that needs to be: implemented and (.) second is I have to: (1) be: (1) **deadlines**, (1) if there are some **deadlines**, (.) **give priorities**
- 9 <I1:> <=>mhm

- 10 <P3-P-WA:> <=>What are the priorities, (.) er. I know: I can anticipate what the priorities are: and (.) so that I can **meet the deadline** I don't want (.) backlog works.
- 11 <I1:> mhm
- 12 <P3-P-WA:> So I want (.) **on time: preparation-**, (.) on time: (.) er: report: of my work.
- 13 <I1:> Okay.
- 14 <P3-P-WA:> <=>**I don't want like back logs, (.) I don't want delay on my works. (5)**
- 15 <I1:> Okay (.)

Initially, her response to this question was very theoretical and abstract, with lexis revealing emotional values such as *dedication, love, instill* and *mind*, but without any concrete details about her actual specialties (turn 2). The interviewer cut into her description by requesting *much more specific information* (turn 3) by *highlighting the different things with the other candidates* (turn 5). In response to this, two other external (i.e. target work experience) and internal (i.e. punctuality) qualifications were promoted using material lexical items such as *secretarial work, ten years, legal researcher* and *meet deadlines*. Even though the interviewer's instant evaluation of this second attempt was not given, as he waited five more seconds for further details, no more requests or critical comments were made, which implies that the answer in the latter part was much closer to what the interviewer originally expected.

To sum up, the description of the applicants' key competencies needs to be pinpointed at the core and highly competitive professional skills that make the applicants distinctive from other candidates. In addition, the lexical items for this should be as specific as possible, based on facts, rather than adopting abstract and sentimental words that decrease the practical aspect while increasing the generality of the applicants' professional specialities.

When all stages for scrutinising the applicant's job experiences and technical knowledge were finalised, in some cases, the interviewers' verbal evaluations of these were generally given and the cue sign for the next stage, which is another part of the probing stage

to assess the applicants' professional mindset, was given.

Okay. I think er: technically (.) I think you are: enough. (2) hh Just I will ask you something about your personality (Extracted from P14-I-ME)

Okay. (.) That's enough. (1) So I think structural: things: (.) you- you need to: learn more: (2) but the:, there I have no doubt (.) about the welding skill. huh? I have no doubt (Extracted from P15-I-ME)

Sorry: (.) I am not- (.) I cannot feel something: interest about your experience. (1) Since I want to know more in detail your professional way (1) at the:- (1) the production: (.) you know. As a storekeeper of the company, I cannot feel any: (.) some specific area (2) from you. (.) You are just normal. (Extracted from F11-I-MA)

Most of all, this was an important clue when judging the interviewers' overall assessment of the applicants' technical expertise, which was either negative or positive. In addition, it was possible to observe whether, and to whom, another chance to overcome the lack of technical and career experience would be given (largely by asking for the chance to learn in future, as shown in P15-I-ME), even though the objective professional background was deemed insufficient. Finally, the extract clearly reveals that the main considerations of the job interview are to examine the applicants' external and internal professional qualifications. In the language classroom, in this sense, different pedagogical approaches and strategies need to be established based on in-depth considerations of the applicants' previous work experience and technical specialties (e.g. experienced businessman vs. fresh graduates), and the focus of education should be adjusted accordingly. These aspects will be more closely observed and discussed in the following two sections, *career choices* and *personal attributes*.

7.2.2.3.4 Career Choices

The micro-move of *career choices* is divided into three steps: *job expectations*, which investigates the applicants' cognisance of their future duties and position, *interest*,

which confirms their strong desire to become a member of ODC based on an in-depth understanding of the company and its geographical location, and finally *long-term objectives* as a future employee of ODC. The points covered in the questions are clearly demonstrated through the interviewers' three- and four-word repetitive lexical chunks, as shown below.

Table 56. The interviewers' lexical chunks in the micro-move of *career choices*

Lexical Chunks				
	Three words		Four words	
	Chunks	Occ.	Chunks	Occ.
1	what kind of	24	would you tell me	15
2	you know the	23	why do you want	13
3	you want to	19	do you know the	10
4	you tell me	18	do you want to	8
5	do you know	17	know about this company	8
6	why do you	17	you want to work	8
7	would you tell	15	you do not (don't) know	7
8	do you want	14	five years ten years	6
9	why you apply	13	what do you think	6
10	you know about	13	you tell me about	6
11	Oman Drydock Company	12	you tell me the	6
12	tell me about	10	after five years ten	5
13	about this company	9	do you want work	5
14	what is the	9	know about Oman Drydock	5
15	after five years	8	later what kind of	5
16	do you think	8	name first name last	5
17	know about this	8	no no no no	5
18	want to work	8	why you apply to	5
19	you apply to	8	years later what kind	5
20	you do not (don't)	8	you know about Oman	5
21	do not (don't) know	7	you know about this	5
22	know about Oman	7	you want work for	5
23	ten years later	7	as a assistant manager	4
24	the you know	7	so would you tell	4

25	what do you	7	tell me about your	4
26	about Oman Drydock	6	the reason why you	4
27	apply this company	6	the you know the	4
28	company Oman Drydock	6	what is the most	4
29	five years ten	6	what kind of person	4
30	name first name	6	what you know about	4

The questions largely focused on the applicants' understanding of ODC, their future duties and position (e.g. *What kind of business this company dealing, what you know about this company?* or *what do you think the: most of main duty as a assistant manager*), the reason for their application (e.g. *can you tell me the: reason why you apply to this company*), and their future career plans (e.g. *would you describe of yourself after five years ten years later*). In addition to the questions, the interviewers' responses to the applicants' answers showed repetitive patterns, such as *don't know about* (e.g. *you don't know about this company well?*) and a repetition of negative minimal responses, such as *no- no- no- no*. Interestingly, such negative feedback was only observed in the UG interactions. This indicates that the UG's promotion in this stage were more negatively evaluated, as they failed to demonstrate their strong interest toward the company and their future duties, which should relate to a thorough knowledge of the company based on prior investigation. The lack of advanced preparation is clearly revealed in the UG's more frequent use of the hesitant marker *er* (keyness of 37.56 and 2nd in the UG applicants' keywords list), as also pointed out in most of the other steps. In the following, detailed methods of organising ideas and lexical choices will be closely observed for each step, and the interviewers' evaluations on these will be discussed with respect to establishing practical pedagogical approaches.

- **Job expectations**

One of the most important functions in this stage is to gauge the applicants' strong and sincere professionalism in relation to the target job and duties. As a point of departure, the reason for applying for the target position was first sought; for example, *so, why do you apply for this: hull engineer position?* Since the purpose of these questions is to consider the applicants' eligibility with respect to the target position, other questions examining their understanding of future roles by requesting details on job descriptions can be also included in the same categorisation. Examples of the questions posed for this purpose are as follows.

What do you think the: most of main duty (1) as a assistant manager, (1) in hull department. What is most big duty? (Extracted from F14-I-ME)

So: what do you think- (1) what- what is the most, you know, big different (.) between engineer (1) and: (.) manager? (2) So what is the most big difference is of the function? (Extracted from F20-V-ME)

As described in the interviewers' questions, the first point of this stage is to check whether the applicants have a clear understanding of the future roles required by their target positions, or 'what they should do'. Behind this explicit intention, however, the interviewers' hidden expectations were also revealed through the repetitive clarificational questions posed to one of the UG applicants, as shown in the following extract.

Question 1) So: what do you think- (1) what- what is the most, you know, **big different (.) between engineer (1) and: (.) manager?** (2) So what is the most big difference is of the function?

Question 2) What- **what kind of (.) can you <18>tell me in detail?</18>**

Question 3) so you say that to:- (.) **to: build: a team:...What is the most important factor (2) to make a good team (.)** under your responsibility? (1) For example, if you: (.) er: repair: you know, (.) paint- paint (.) er **pipe- piping assistant manager.**

Question 4) Definitely under your control, (.) there will be so many, (.) the group (.) or foremen (.) or engineer and worker (.) will be there. (1) So: to: (1) if (.) your instruction is correct, (.) they will be a very good team. (.) But if (.) you are not manage well, (1) the team will be very weak. (1) So, (2) to make a much more strong team, (.) huh? under your responsibility (1) **as an assistant manager**, (.) **what is most important things (.) to make (.) good and strong team?** (3)

From the follow-up questions that were posed one by one after the applicants' answers, it is possible to understand that what the interviewer expected was a demonstration of the applicants' leadership skills (or how he would conduct the given duties) as the leader of a certain group, team or department, beyond a simple description of the target position. This intention was also directly stated in another applicant's interview (F14) via a critical comment: *I mean, how you are going to show your leadership to your people.* In this sense, the following example in F14 clearly shows the deficit of these two core schematic structures (i.e. what the job entails, and how the duties would be carried out).

- | | | |
|---|-------------|---|
| 1 | <I1:> | <=>So, what is difference: with (2) er: assistant manager and senior engineer (1) in your the: position? (.) What is main differences? (2) |
| 2 | <F14-I-ME:> | Assistant senior ma- senior engineer is: responsible for the (.) limited, (.) he has only limited responsibilities. (1) The assistant manager has to handle (.) a lot (.) projects. (2) |
| 3 | <I1:> | So that's er: such a scope of work difference? |
| 4 | <F14-I-ME:> | <=>Scope of work is different. |
| 5 | <I1:> | So:, senior engineer is handling only one project. |
| 6 | <F14-I-ME:> | Not only one project. |
| 7 | <I1:> | <=>hm |
| 8 | <F14-I-ME:> | <=>It's limited (.) responsibilities. (1) He is working under the (.) assistant manager. (2) |

As shown in turn 2, 4 and 8, the core schematic information expected by the interviewer was not provided, even with the interviewer's continuous clarificational requests. The very general and vague answers, which did not pinpoint the core values of the job did not seem to have any communicative effects. Considering that the applicants may have become leaders of

certain groups of various sizes and hierarchical power, in-depth considerations of what their duties would be, and how they would successfully complete given tasks with their team members, should have been made when designing answers during this stage. From this perspective, the example below, extracted from P17, illustrates the point of the question (the interviewer's minimal feedback is not presented, for presentational brevity).

- 1 <I6>: This for: er HR (.) executive post, (.) okay? (.) So how do you think you fit for- you're fit for that role?
- 2 <P17-V-MI>: <@>@@</@> (.) erm: **As I told you before: I used: to work as a: (.) warehouse Assistant: Manager.** So: it's meaning (.) I (.) can (.) control a: small team. (.) That's about (.) ten (.) casual worker (.) from different (.) nationality. So I have some experience (.) to control them, (1) to: delivery the job, (.) the- the: small task, (.) to them to fi- finish. **So. I think (.) my experience (.) and my skill (.) can (.) mostly (1) fit (1) to- (.) to the: this position.** (2) erm: (1) the most important things I:- (1) I think (1) I'm [mother nationality]. So: I can speak (.) English and [mother nationality language], (.) **So, (there is) a bridge, (.) a gap with the [mother nationality]: worker (1) who work in: over, (.) who work outside, work in: Oman: Company, like your company, (1) and: the employ:- (.) employer, I mean the:- (.) the- the boss, (.) all right? (.) So with (.) I am: the:-, the middle man (.) who can: communicate <=>with the [mother nationality] worker (.) er: in Oman and (.) the Oman boss.** (.) So if (.) something happen, (1) so: with the: [mother nationality] worker, right?, (.) they can: report to me, **Exac<7>tly</7>**
- 3 <I6>:
- 4 <P17-V-MI>: <7>sa</7>y (.) I have some difficulty: in this field, I have some: visit in: the outfield, right? (.) And: ask me (1) to: report it (.) <8>to the</8>: (1) upper: (.) level: of (.) management. (.) I mean the board director or the deputy: director or something like that. And so: ah if I know: like completely: (1) er: total- totally about that problem, right? (.) **I can report to:- to the higher: manager and (.) we can solve that problem.** (1) So: if on the other hand, if- if (1) the: there's some policy (1) er some: like: some- (1) something new from the- the (board director), that (.) can- (1) must (.) distribute to: the [mother nationality] worker, not only (.) [mother nationality] worker but (.) all other (.) er (.) many: (1) other nationality: worker, so I can: like (1) distribute them (.) again to them. (.) So they can: ta- ta- and know the: trouble.
- 5 <I6>: **Okay, (.) fair enough.**

In response to the interviewer's question regarding the suitability of the position, P16 tried to illustrate his ideas by bringing up his similar past work experience, which was working overseas as a manager of a small, multi-cultural, casual worker team (turn 2). This represented exactly the same situation as his target role in Oman, which was as a member of the human resources department who would lead a small group of Vietnamese workers in order to overcome any communicative problems occurring in the multi-cultural working environment, and to improve their working efficiency. The applicant's tactical mention of his past work history in advance of his explanation of future duties seemed to make a great contribution to expanding on his professional qualifications, and improving the reliability of the information he would provide in the next stage. After briefly stating his belief that *my experience and skill can mostly fit to this position*, he started to describe his future role and duties, including examples. Considerable satisfaction toward the applicant's answer was expressed by the interviewer through two favourable evaluations: *exactly* (turn 3) and *okay, fair enough* (turn 5). Even though descriptions of how his leadership would be demonstrated while conducting his duties were not clearly given, the applicant's comprehensive and accurate understanding of the future position and duties based on his relevant previous experience seemed to contribute to increasing his professional eligibility for the target position.

Finally, a strong professional conviction should be promoted. As an expert in a specific area, a demonstration of the applicant's keen interest and professional philosophy on the job itself need to be made. This is somewhat different from the previous points, which focus on what and how to conduct the job in the future ODC working environment, as the focus here is not just confined to a certain work activities, but rather includes the job itself. The following conversation with P2 clearly illustrates this point.

- 1 <I1:> Alright, then: er: would you tell me about your philosophy (.) for: as a safety controller? (.) What is your number one (.) you know, policy (1) for the safety controller.
- 2 <P2-P-ME:> **My number one policy is er: (1) I need (.) to (1) remove people from harm or any (.) and the (.) property of (.) my company (.) from being damaged** or (.) because (1) if- if some fatality happen: and property damaged, the company certification.. Oh (.) for example, I have, (.) you have project in: Korea, (.) I will not just (.) get this company because (1) they have fatalities (.) and they have (.) property damaged, (.) I don't want to happen in my site. (.) **So this is er: people, (.) property, (.) asset (.) It's er: my property**
- 3 <I1:> <=>It's quite cool

As a safety controller, P2 has a firm professional conviction that the *safety of people, property and asset[s]* should be ensured, and this was clearly stated using the example that a company with a fatality record cannot be competitive in a bidding market. His philosophy of the job, which was provided without any hesitation, led to the interviewer expressing a compliment (i.e. *it's quite cool*) on the applicant's high level of professionalism.

● Interest

This step deals primarily with the applicants' interest towards the country of work and the company by scrutinising their knowledge on ODC and Oman, where the company is located, and by asking for reasons why the applicants had applied to the organisation. From the interviewer's questions, it is possible to understand what should be delivered in this stage. First of all, the interviewers expected the applicants to have an in-depth understanding of the target country, Oman; as one interviewer stated, *if you don't know Oman, I think it's very difficult*, since the culture of Middle East can be considerably different from other Asian countries. Another interviewer's voluntary provision of information in this regard provides a general hint on the possible organisation of the answers.

Okay, so: (1) yeah, (.) we will (.) explain to you before joining what are the (.) dos and don'ts, (.) okay? and: the government, the culture, everything, okay? (Extracted from P17-V-FA)

Since the distinctive differences between current and target cultures can be a possible cause for problems for the applicants while working and living in Oman, the applicants' thorough understanding on this, or the *dos and don'ts*, seems to be highly necessary before making a job application. An in-depth analysis of cultural issues will be discussed in Section 7.2.2.3.5, which will consider the applicants' attitudes towards the multi-cultural working environment.

Second, reasons for applying to ODC should be clearly stated. From the several critical comments given to some of the UG applicants, the interviewers' schematic expectations on this question were clearly demonstrated. The example below, which was evaluated as *a typical model of unsuccessful candidates* by the HR manager, shows how failures in this stage can make all other promotional efforts meaningless.

- 1 <I1:> Okay, What is the reason you apply for this company? (2)
- 2 <F1-P-ME:> Sir, I want to: (2) I want, I need (.) a job sir.
- 3 <I1:> hm
- 4 <F1-P-ME:> That's all. (5)

In terms of the content of F4's answer and delayed verbal attitude, it is not possible to find any motivation for his application to this particular company, as he stated that his reason for applying was purely to get a job, not to join ODC itself. This was regarded as a highly *unprepared* and *unprofessional attitude* by the interviewer, and also became a major reason for a final negative evaluation of this candidate, or *no need to consider*. The HR manager's comment toward F14 provides an explicit indication of what should be focused on, and which information should be delivered, when addressing this question.

I- I have to find the reason why you must apply this company and why you must enter this company. (.) You must convince me then I can- (.) I can accept you. (.) If not sorry, (.) you have to take another opportunity (.) next time. (.) Tell me why: you apply this company?

That is, clear motivation for why the applicant wants to join ODC, which convinces the interviewers that the candidates will be suitable as new working partners, must be presented. This means that *why ODC* in terms of the applicants can be equal to *why you* in terms of the interviewers. More importantly, a demonstration of the applicants' strong eagerness to become members of ODC can be one of the critical criteria for whether they will be accepted. In this sense, the following examples extracted from the UG candidates show how their answers on this were inappropriate, and did not meet the interviewers' expectations.

● **From F12-I-ME:**

- 1 <I1:> There is a lot of chance and a lot company: (1) from GCC came (1) here (1) to select so many engineers, I think you had a chance. (1) But why you: (1) apply again ODC, (2) Oman Drydock? (1)
- 2 <F12-I-ME:> I'm interested in this company. That is why I am applying it for. (1) I- I: would like er: for a better exposure, I'm (1) er: trying for this abroad jobs. (5)

● **From F08-S-ME:**

- 1 <I2:> Why you want move to: Oman Drydock?
- 2 <F8-S-ME:> No, now er (.) I:- I have completed er: twenty three years continuous service in the navy. Now I am eligible to (.) leave: the navy (.) and: erm: I can ask for the my (.) retirement. (1) So: (2) because (.) still I am not financially so- sound situation, (1) That:- that's why I:- I'm searching for the (1) any other: job opportunity.

While F12 did not provide any detailed or concrete personal reasons for his application, and instead stated very general matters (i.e. *better exposure* and *abroad jobs*), F8 stated two clear personal reasons, or his retirement and unsound financial situation. However, these reasons were situational, rather than purposeful, and therefore no positive communicative outcomes

had been attained. As we have seen, pursuing financial matters in selecting a job and making this the primary reason for the job application was regarded as considerably negative; furthermore, the focus of the reasons for application should be oriented toward the target company, rather than individual situations.

Finally, thorough knowledge of the target company is an essential prerequisite. As the proverb says, ‘knowledge is power’, and this is quite true in job-interview interactions, specifically when it comes to demonstrating knowledge of the target company. Since the interviewers, as existing members of ODC, are already fully aware of the information on the company that is likely to be given by the applicants, the purpose of this stage is not to prove the applicants’ professional qualifications, but to check their preparedness and readiness to join the company. The following example on this question clearly demonstrates how such sincere and prepared attitudes were regarded as crucial and affected the final outcome of the job interview.

- | | | |
|----|------------|---|
| 1 | <I1:> | Before you applied (.) here: you should know (.) what kind of company: |
| 2 | <F2-P-ME:> | <=>Yes. |
| 3 | <I1:> | <=>What the business, (.) and where the location |
| 4 | <F2-P-ME:> | <=>Yes: <10>yes. </10> |
| 5 | <I1:> | <10>And</10> you know, what the future and plan:, and then you have to apply this company not just for the money (1) I need a people like that. |
| 6 | <F2-P-ME:> | Yeah. |
| 7 | <I1:> | Just even if you can take the money (.) you can work everywhere, any place, anywhere (.) any kind of work, (.) this is not a professional way.(1) |
| 8 | <F2-P-ME:> | Yeah |
| 9 | <I1:> | huh? (2) At this point, you: got the negative point, huh? You don't know about this company. |
| 10 | <F2-P-ME:> | Yes sir. |
| 11 | <I1:> | <=>Alright? (.) Now I want to know about yourself. But you have no interested to know about this company. |
| 12 | <F2-P-ME:> | No, of course <11> I do.</11> |
| 13 | <I1:> | <11> How can</11> it be match up? (1) |

As F2 failed to provide information on the company, the interviewer started to criticise the applicant (from turn 1), stating that he should have had more detailed knowledge on the company, such as the type of business, locations, and future plans. Further, a strong criticism of pursuing a high salary in selecting a company and ignoring these basic and essential features was made by defining it as an unprofessional attitude, and therefore negative points were given in the evaluation (turn 5, 7 and 9). In addition, the interviewer's final comment in turn 11 and 13 provide meaningful indications that the latter part of the job interview consists of a kind of exploring stage intended to confirm mutual interest and a sense of harmoniousness as future working partners. Therefore, thorough investigation of this issue needs to be emphasised in the job interview training, and three major issues discussed during this stage (i.e. knowledge of the target culture and company, and reasons for applying to the company) should be explored in detail, and then consolidated as a way of demonstrating the applicants' strong interest based on their comprehensive understanding of the target culture and the organisation, as strongly suggested by the HR manager.

Whenever you: apply and take interview, (.) basically, (.) you should know (1) for the company (.) and why they are require me (.) and why (.) I will apply for this company (.) First you decide, then apply (.) Don't attend those kind of interview (1) You understand what I mean? (Extracted from F02-P-ME)

● Long-term objectives

As a final stage of investigating the applicants' career choices, their long-term objectives were explored. Even though this was utilised as a highly optional stage, shown respectively in five and three job-interview interactions in SG and UG, the interviewers' questions give a clear pedagogical implication of what should be demonstrated in this stage.

1 <I1:> What do you think (.) your:- you know (2) your future after: five or ten years later (.) ts. What you'd be (2) after five, ten?

- 2 <F1-P-ME:> Maybe I will be the manager.
- 3 <I1:> haeh?
- 4 <F1-P-ME:> A safety manager, sir.
- 5 <I1:> Ah, Safety manager?
- 6 <F1-P-ME:> Yes, that is my: goal.
- 7 <I1:> So: (.) would you tell me that's more: (.) much more details? (.) If you be: want to be a, if you be a:- a safety manager,(2) would you describe of your:- , (2) yourself (.) after five years ten years later I will be er: this kind of person and I will do those kind of work. (2) Tell me more.
- 8 <F1-P-ME:> <=>First, I- I- I want to learn more sir, (.) I want to learn more, (.) I will be: more working: person, (2) I want to learn (2) more (.) that I don't know (.) from now (2) er: (1) what else. (1) I am going to make some hard work (2) and: (3) what else: (20)
- 9 <I1:> Okay, (.) thank you: [F/first] er:
- 10 <F1-P-ME:> <=>Yes, sir.

In response to the question about the candidate's *future (plan) after five or ten years*, F1 did not provide an appropriate answer, providing a very ordinary possibility, i.e. becoming a manager in the target field, without offering a specific process of how he would achieve his goal and successfully conduct his duties. This was critically pointed out by the interviewer in turn 7, but F1's reclarification was not specific or detailed enough (i.e. learning more and working hard) to draw the interviewer's agreement. Interestingly, at this point the interview was terminated as the interviewer decided that there was nothing more to be investigated with respect to F1 due to his lack of professionalism in terms of attitudes and preparedness. This clearly indicates that even though a certain communicative stage may be regarded as highly optional, the importance of it should not be underestimated. Rather, it may form a highly critical and decisive evaluation point that directly affects the final outcome of the communication. In this stage, therefore, the applicants need to highlight a concrete professional goal for the future in relation to their target field, and demonstrate detailed and practical approaches regarding how to attain the goal and how to make themselves exceptional in the field.

7.2.2.3.5 Personal Attributes

The micro-move of personal attributes, which was the second biggest move and in which SG showed a strong prevalence both in move occurrences and token distributions, can be divided into three steps: *self-motivation*, for examining the applicants' future dedication to work; *attitude*, which involves looking into their problem-solving skills and strong will to overcome any difficulties arising from the different cultural and working environment; and finally, *characteristics*, which involves matching their personality, hobbies, and strengths/weakness with the target position and duties. The repetitive three- and four-word lexical chunks clearly demonstrate the purpose of the interviewers' questions in this micro-move.

Table 57. The interviewers' lexical chunks in the micro-move *personal attributes*

Lexical Chunks – Interviewers				
	Three words		Four words	
	Chunks	Occ.	Chunks	Occ.
1	what is your	26	what do you think	12
2	you know the	19	do you think about	10
3	you have to	17	you are going to	9
4	how can you	16	how you are going	8
5	what do you	16	strong point and weak	8
6	do you think	14	how can you control	7
7	what kind of	13	point and weak point	7
8	foreman and worker	11	then how can you	7
9	how do you	10	your strong point and	7
10	I do not	10	tell me about your	6
11	you think about	10	what kind of person	6
12	and weak point	9	will come to you	6
13	are going to	9	can I ask your	5
14	no no no	9	I do not want	5

15	strong point and	9	kind of person you	5
16	tell me about	9	me your strong point	5
17	tell me your	9	of person you are	5
18	you are going	9	tell me your strong	5
19	your strong point	9	what is your hobby	5
20	how you are	8	you think about this	5
21	point and weak	8	can you tell me	4
22	about your personality	7	I do not know	4
23	can you control	7	I will not work	4
24	come to you	7	in that case how	4
25	do not want	7	what do you do	4
26	how to control	7	you have no experience	4
27	not follow you	7	and what kind of	3
28	then how can	7	are so many nationalities	3
29	there will be	7	can you control your	3
30	those kind of	7	can you kill to	3

First of all, several questioning markers asking about a specific issue (e.g. *what is your, you know the* and *tell me about*) and seeking an opinion on a certain topic (e.g. *what do you think*) were repetitively observed. In addition, as the frequent occurrence of *if* clearly implies (52 times, 22nd on the interviewers' frequency list, Appendix 4), this stage is highly focused on future issues that are likely to arise in the actual ODC working environment. Therefore, lexical items indicating hypothetical situations, which require not only leadership and problem-solving skills (e.g. *how can you control: your foreman and worker?* and *if a worker: and foreman, (.) engineer groups not follow you*), but also future actions and dedication (e.g. *you have to do hard work first*), were repetitively adopted. Furthermore, questions with regards to personality (e.g. *strong and weak point, about your personality* and *what kind of person*) and hobbies (e.g. *what is your hobby*) were also frequently observed as a way of proving the applicants' suitability.

More importantly, the significance of having an awareness of multi-culturalism,

specifically with respect to living in a Middle Eastern country and/or working together with various different nationalities, seemed to be particularly emphasised, as observed in some of the interviewers' top 100 frequent word list (Appendix 4); for example, *nationality* (32 occurrences, 40th on the frequency list), *different* (24 occurrences, 57th on the frequency list), *Indian* (14 occurrences, 82nd on the frequency list), and *multi* (14 occurrences, 83rd on the frequency list).

Example 25. The concordance lines for *different* in the interviewers' discourse

Hit	K/M/C
1	w: </51> religions, everything different than [mother nation]? <I1:> erm (
2	de: and no you know, (.) food different, you know, no pork, (.) no: alcoh
3	er: we have er: many (.) the different things you know. <I1:> So:, (.) .
4	: kind of, you know, (.) the: different case of difficulties (.) will: co
5	and many kind of (.) you know different cases will come to you: (1) So (.
6	hen they erm: come: something different situation, (2) it's- it;'s abroad
7	a know, cultural <I1:> <=>And different (.) religion (.) <14>differ</14>
8	ent food <I1:> and completely different weather <I1:> in the Middle East
9	ia. <I2:> <=>Then totally (.) different <13>culture</13> 0<14>man</14> an
10	's see. one example, (.) I'm [different nationality] worker. <I1:> And yo
11	o work, (1) You go!" (.) One [different nationality] says to you, <I1:> h
12	ties. <I1:> All: we (.) have different you know, (.) the: <I1:>
13	er: you</30> know (.) something different [org2] and Oman drydock: <I1:>
14	bility:, that will be (.) er: different than so many <I1:> <=>hm: <I1:
15	r language. <I1:> I mean the different concept.<35>Differ</35>ent cultur
16	mes they order you: something different with your: way. <I1:> <=>you thin
17	e to you. <I1:> <=>As a: (1) different culture. <I1:> And also: there's
18	think about this? (2) <I1:> Different culture, different religion, (2)
19	(2) <I1:> Different culture, different religion, (2) different food (1)
20	ture, different religion, (2) different food (1) and very far from [mothe
21	nationalities, (.) something different with your: (2) thinking (.) and i
22	ive instruction (1) something different with your idea. (2) So: in that c

As suggested above, the interviewers' main consideration during this stage was on how to overcome the differences (e.g. weather, nationality, food, culture and religion) between their home country and target working environment. This implies that those wishing to work in a

multi-cultural context need to carefully consider possible future differences, and then identify how to effectively demonstrate their ways of coping with and overcoming these in the job interview interactions.

The applicants' three-word lexical chunks also illustrate the dominant patterns in their answers to these questions. Since SG produced twice the number of tokens (11,772 tokens) produced by UG (5,211 tokens), it does not seem to be possible to exactly compare the lexical patterns of the two groups. However, the most frequently occurring chunks can provide a general indication on what was distinctively expressed in each group, as suggested in Table 58.

Table 58. The applicants' lexical chunks in the micro-move *personal attributes*

Lexical Chunks				
	SG Applicants		UG Applicants	
	Chunks	Occ.	Chunks	Occ.
1	I have to	38	I do not	7
2	we have to	37	because I have	5
3	I do not	25	I can manage	5
4	it is a	12	I will be	5
5	if it is	10	that I can	5
6	I am I	8	we have to	5
7	I want to	8	because I am	4
8	the the the	8	I am a	4
9	then I have	8	I go to	4
10	you have to	8	I have a	4
11	do not know	7	I have to	4
12	am I am	7	mother nation navy	4
13	so I have	7	yes I can	4
14	do not have	6	also because I	3
15	I know that	6	and of course	3
16	I am a	6	because of the	3
17	mean to say	6	complete the work	3

18	so we have	6	do not understand	3
19	that s why	6	electrical field also	3
20	that type of	6	er I can	3

The most distinctive pattern in SG was *have to*, with the subjects *I* (38), *we* (37) and *you* (8). As discussed above, *have to* was also one of the most repetitively used chunks in other stages, and was usually used in order to demonstrate past work experience and duties, instead of *had to*. This pattern was also applied to the discussion of future situations using verbs such as *do*, *talk* and *work*, generally in order to describe ways of suggesting future solutions to given hypothetical problems, as observed in the right-hand collocates (the frequency order/incorrect verb forms have all been corrected).

have to do, talk, work, look, eat, discuss, understand, listen, give, educate, compromise, ask, walk, take, study, stop, stay, speak, solve, send, respect, report, prove, prepare, mingle, make, joint, get, follow, finish, find, explain, direct, deploy, coordinate, convince, consider, come, attend, attain, advise

In order to discuss this in relation to the future, *if it is* (10) was also frequently adopted, along with other patterns of *if* such as *if you* (18), *if it* (16), *if the* (11) and *if I* (7). That is, the focus of the SG applicants' communication was to demonstrate how they would deal with a certain situation if it occurred in the future workplace. The future-oriented communicative behaviours in this stage were also reflected in another chunk, *I want to* (8 occurrences, e.g. *I want to do something for my salary*), which was used to reveal their future career attitudes.

On the other hand, the lexical items did not exhibit a particular pattern in the UG applicants' discourse, even when their lesser token quantity is taken into consideration. In addition, the patterns repetitively shown in SG and discussed above, which are used to

demonstrate future actions, were rarely observed in the UG discourse, and only occurred in nine instances of *have to* (i.e. *we have to* (5) and *I have to* (4)), while there were no occurrences of hypothetical situational chunks with *if* on the list. To more closely observe these in an individual communicative context inside these three steps, the different linguistic characteristics between the two groups, and the interviewers' comments and suggestions on these, will be discussed, and pedagogical implications will then be made based on the findings.

● **Self-motivation**

Self-motivation, which aims to check and confirm the applicants' future dedication to the work, was observed in seven applicants' conversations, respectively one in UG and six in SG. Even though this was not a frequently adopted step, the occurrences in each group can be considered quite meaningful in that the interviewers tried to elicit a sense of dedication toward future work mostly from the SG applicants. Considering that the only UG case was voluntarily spoken by the applicant (i.e. *I hope and I believe I made Oman working*) at the end of the interview before leaving, rather than in response to the interviewer's question, it can be said that the appearance of this step itself has a considerably positive meaning. From the interviewers' questions, the core values that were considered of great importance can be identified as flexibility, endurance, leadership and passion for future learning.

First of all, by requiring multiple roles regardless of whether the job applied for was office- or site-based, the interviewers wanted to verify the applicants' flexibility. In other words, an attempt to confirm the applicants' willingness to take on several other possible roles related to their main duties was made, even though those roles may not have been directly related to their major interests, as exemplified below.

- 1 <I4:> Do you- (.) do you prefer the (.) er: out of office work or:
2 <P9-S-ME:> <=>ah: both, (.) both okay, sir. (.) No problem.
3 <I4:> You have to:
4 <P9-S-ME:> <=>Yes, I have (.) both. Yeah, That's why I told you.
5 <I4:> <=>production supporting,
6 <P9-S-ME:> <=>Yeah.
7 <I4:> <=>not the design department.
8 <P9-S-ME:> <=>Yeah, (.) I know. <=>
9 <I4:> <=>and: the: production (.) parts.
10 <P9-S-ME:> And also want to control the: documentation also.
11 <I4:> Yeah.

The interviewer intended to identify P9's preference between site-based and office work (turn 1). Before the question was finished, however, P9 caught the meaning and expressed his willingness to take on either role (turn 2). In the additional requests made by the interviewer, P9 highlighted his sufficient understanding (i.e. *that's why I told you* and *I know*) of these issues via positive minimal feedback (i.e. *yeah*), without any verbal hesitations or delays (i.e.=).

Secondly, the physical and mental endurance with respect to future difficulties that the applicants might face when conducting their duties in ODC were also examined. Since the major work conducted in ODC is ship repair, which should be conducted to tight deadlines and in extremely hot desert weather, a high level of endurance is generally required of the applicants, especially those who manage the workers that are exposed to these harsh working environments.

- 1 <I3:> <=>you know This, you apply to the hull department.
2 <P13-I-ME:> Yes.
3 <I3:> <=>Huh? (1) hull department is the the: huh? (2) the: working is very hard work.
4 <P13-I-ME:> Yes, sir.

- 5 <I3:> <=>difficult work, (.) dangerous work, (1) dirty work. (1)
- 6 <P13-I-ME:> Yes sir.
- 7 <I3:> <=>You understand?
- 8 <P13-I-ME:> <=>Yes sir, I am already working like that.
- 9 <I3:> <=>Also (.) worker- (1) worker (.) is all: is very: terrible work. (1)
Because it's (.) the: they are is (.) working (.) condition
- 10 <P13-I-ME:> I underst<20>and.</20>
- 11 <I3:> <20>di</20>fficult: dirty something like that. (1) So (.)
with (.) working the hull department engineer (1) must be strong. (1)
- 12 <P13-I-ME:> Yes sir, I am <21>not as strong</21> physically, technically I'm
strong sir.

I3 continuously listed the negative aspects of working as a hull engineer in the ship repair field via lexical items such as *dirty*, *dangerous*, *difficult*, *hard* and *terrible*, and then tried to confirm the applicant's future commitment even under these circumstances. In response to the questions, P13 produced active minimal feedback as tokens of agreement, and then indicated the fact that his previous working situation was quite similar to this; finally, he emphasised the point that he is both physically and technically strong enough to handle such situations.

This challenging working situation for managers, engineers and workers is also connected to requests for demonstrations of the applicants' leadership skills, with specific focus on how to overcome problems between different hierarchies and between different nationalities in order to reach an agreement on the job-related issues. This will be discussed in more depth in conjunction with the following step, which deals with the applicants' problem-solving skills in the multi-cultural environment.

Finally, the applicants' passion for future learning was one of the major evaluation criteria in this stage. In the previous stages, this was voluntarily expressed by some of the applicants in order to reveal their strong will to back up a lack of technical knowledge by emphasising their future efforts to learn, specifically when a critical technical deficiency was

pointed out by their interviewers. In this step, however, the interviewers' demands for this were specifically highlighted. The suggestion that the candidate is willing to undergo future professional training as an ODC employee can be a considerably positive sign.

- 1 <I3:> er: (.) If you join us: maybe: (1) I will teaching you as manager.
2 <P1-P-ME:> Yeah (.) <@>I'm I'm I'm open sir</@>

From the above discussions, two major communicative characteristics of this step can be defined, as follows: first, from the interviewers' perspectives, this stage involves reassuring the interviewer of the applicant's future motivations before they make a positive final judgement; second, from the applicants' perspective, this step allows them to give highly active and positive verbal reactions (e.g. *no problem*) beyond simple acceptance (e.g. *yeah*) to demonstrate their strong eagerness to join the company. In this regard, the SG applicants revealed their strong attentive listenership via the use of latching (i.e. =), indicating their advanced recognition of the given problematic issues (e.g. *I am already working like that*), and highlighted their future dedication to the work (e.g. *physically, technically I'm strong sir*). This clearly showed that the applicants' strong motivations toward future work were directly reflected in their enthusiastic verbal attitudes, and these were considered critical in the evaluation of their professional mind-set.

● **Attitude**

The second step, *attitude*, is designed to observe the applicants' behaviours and professional attitudes towards several kinds of practical and hypothetical problems when joining ODC. The main focus of the interviewers' questions was on how to cope with possible problems arising from the multi-cultural working environment when carrying out

their duties, and from the environmental characteristics faced while living in Oman (e.g. different culture, hot weather and different food). The interviewers' questions clearly highlighted their major concerns (the applicants' minimal feedback is not presented).

When they erm: come: something different situation, (2) it's- it's abroad. all multi:, you know, cultural and different (.) religion (.) different food and completely different weather in the Middle East, It will make you so: much: you know (2) er: depressed and: (1) it will make you: a lot of difficulties and emotionally. What do you think? (Extracted from I1)

Actually, our drydock is (.) very remoted area. (1) I'm worry about (1) after join (1) our company, (1) after two, three months late, (.) you don't want stay in the: (2) our shipyard. (2) Yeah, (.) worry about (.) this one. (.) Because there nothing, (.) only:- (1) only our company. Yeah, without any: entertainment, (.) shopping center. (2) (Extracted from I3)

That is, the interviewers often attempted to assess the applicants' in-depth awareness of the possible difficulties and their adaptability to the environment. To demonstrate this, several kinds of strategies were utilised by the SG applicants. The first strategy was to show their firm determination towards joining the company as professionals, and therefore to convince the interviewers that any difficulties arising from the work could be completely overcome.

- 1 <P2-P-ME:> <=>No: problem, (.) I go there for work not for: (1) <9>for luxury.</9>
- 2 <I1:> <9>for luxury</9>
- 3 <P2-P-ME:> <=>Yes. (1) No luxury.
- 4 ...
- 5 <I1:> Alright. (.) What's your: (.) er: impressions (.) during your: staying in: Middle East. (.) What do you think about the life in Middle East?
- 6 <P2-P-ME:> Middle East is very: er: for me (.) is very: disciplinary country you know. (1) There are no: even I don't drink and smoke, (.) There's no: alcohol:, (.) cigarettes available but (.) for me:, it's not (.) because I'm not, (.) I'm- I'm not- I don't smoke and I don't drink. (.) So I just: (.) er: (.) I go to shopping (.) That's er: and this is a very: good:- (1), good: er: disciplinary country which you focus to work only. (.) After work (.) you go home:. Then: chat with your: colleague (.) after the work. Then tomorrow:, you work again. It's (1) more on work, work, work, work (.) Very: low: on: ts enjoying and (.) this is not the: why we go there is not to: (.) enjoy. (1) We go there is to focus to our work.

Second, suggestions of previous working environments that were quite similar to that of ODC, such as a multi-cultural context, isolated location and heavy workload, were made by the SG applicants. By emphasising that they had already gone through similar difficulties and successfully completed the tasks, they strongly promoted their potential adaptability in these areas.

P6-S-ME: But in here:, we're going to work. Here in- here also same, huh? (.) Even if you seen the heart of (.) in- inside [place1], huh? (.) Have you been to [place1] dockyard? huh? <@>If you see it,</@> (1) so- so isolated. We work er: even though I'm supposed to work till four o'clock, I work maybe till ten am (.) er: ten pm (.) sometime all the round (.) We have accommodation inside. So: no problem, we can stay. (1) There are:: huh? (.) If you are determined, you have (2) but I know once you get into the job, (1) you don't know, (.) its time is passing. (3)

P6 stated that even though his current company is located in the centre of the city, it can be seen as a very isolated place in that working hours are sometimes quite long, often running into the night, and therefore accommodation was provided inside the company. Along with presenting the similarities, the applicant's high level of concentration on his work was tactically presented to directly demonstrate his adaptability to the situation.

Another strategy is to mention the future monetary compensation from ODC in return for the situational difficulties. The salary offered by ODC was often considerably higher than that of their current jobs in their home countries; this was one of the major reasons for deciding to pursue overseas work, and thus direct references to this were also frequently made by the applicants during this stage. In comparison to the previous stages, in which mention of money as a major reason for choosing the job and company was considered somewhat unprofessional, it seemed to become quite acceptable in this stage, depending on how the applicants approached the issue.

1 <I1:> <42>So: how (.)- how</42> with (.) how you: you know? (.) Are you okay? (.) <43>Those</43> kind of condition. (2)

- 2 <P19-V-ME:> <43>Yeah</43> Very good for me. (1) Because<44> (.) if you goes</44>
- 3 <I1:> <44><@>@ @ @ @ @</@></44>
- 4 <I5:> <44><@>@ @ @ @ @</@></44>
- 5 <P19-V-ME:> If you goes (.) too much money you loose.
- 6 <I1:> hm:
- 7 <I5:> <=>Yes.
- 8 <P19-V-ME:> <=>If sometime you have problem, (.) because a- another country, (1) and the (1) lose in the [mother nation], (.) lose in the you:- your country.
- 9 <I1:> hm
- 10 <P19-V-ME:> Before many- many I get a, (.) many- many some have problem, (.) because <un>X</un> which you need friend, (.) sometime (.) you have problem (.) If you good (.) working (.) that time (.) very (.) <un>XXXX</un> (.) if that time (.) you also (.) you need (1) Sorry sir. <phone bell is ringing. (2)> Because: (.) it's Oman (.) drinking (.) you run (.) you very tired, (.) for tomorrow you do good work (.) not (.) not simply for your work.
- 11 <I1:> <=>Anyway, you can <45>(.) even though you</45> have a problem (.) good.
- 12 <P19-V-ME:> <45>Yeah, I know problem coming</45>
- 13 <I1:> Okay (.)

P19 stated that isolated location in desert, away from any entertainment facilities, was preferable to him (turn 2), since going out gives him more chance to spend money (turn 5), and some unexpected problems which could negatively affect his family's life in his home country (turn 8) could occur. In terms of his career, furthermore, he mentioned a preference for no entertainment since drinking can cause negative consequences on the following day due to tiredness. That is, P19 regarded this 'negative' situation highlighted by the interviewers as preferable, let alone acceptable, in both personal (i.e. monetary and family) and professional respects.

Finally, active attitudes to overcome these issues via the applicants' personal interests were also observed. This means that by stating their favourite activities, the applicants suggested that time outside of work could be fully enjoyable and satisfactory. This positive attitude was considerably welcomed, and ultimately led some interviewers to offer a full

explanation of the company's recreational facilities and other employee welfare services, as shown in the extract below.

- 1 <P17-V-MI>: er: the- (.) the point I want to mention about is (.) I'm the sport guy,
 2 <I6>: mhm
 3 <P17-V-MI>: so I like sport a lot.
 4 <I6>: <=>mhm
 5 <P17-V-MI>: So: I play- I can play football very well.
 6 <I6>: Football:
 7 <P17-V-MI>: And <21>I- (.) I try to play</21> tennis.
 8 <I6>: <21>Football: yes.</21> Football, yes.
 9 <P17-V-MI>: And I can swim.
 10 <I6>: <=>hm
 11 <P17-V-MI>: So: if (.) your company has some facilities: like swimming pool: or:
 football yard:
 12 <I6>: <=>mhm
 13 <P17-V-MI>: or: the tennis yard: so (.) <22>if you can provide</22>
 14 <I6>: <22>We- we- we have it, we</22> have a
 swimming man.
 15 <P17-V-MI>: <=>So (.) <23>you have provide</23>
 16 <I6>: <23> We- we- we have-</23> we have a very big
 swimming pool behind it, (.) certainly (.) <24>It's</24>- we have
 ocean there, (.) <@>the big sea is there. @@ Okay.</@> We'll
 have- (.) we provide all the facilities okay. We- it's, (.) er: it's (.) kind
 of a thing that you can match to the international level, (.) okay. So:
 (.) and er: (.) we- every weekend, there would be a transportation (.)
 er to the city-, (.) city, (.) name is Muscat, (.) okay, (.) like five fifty
 kilometers in (.) travelling, (.) takes around six hours to travel (.) to
 that (.) city (.) Okay? So, (.) every weekend, we will provide a
 transportation (.) so you can go there, (1) you can spend one or two
 days (.) and come back, (.) okay? So: that's kind of a (.) setup (.) we
 usually: we arrange for the people. (.) Okay. and: (.) basically: you'll
 be in the (.) shipyard, into the shipyard itself, (.) okay?
 17 <P17-V-MI>: <24>So</24>
 Yes.
 18 <I6>: <=>and: (.) we provide- (.) we provide your accommodation, we
 provide even (.) food: (.) like three times food, (1) like the: all the (.)
 transportation facilities, even laundry. We take care of our people,
 okay?

As described above, even though the initial topic posed by the interviewer deals with

considerably challenging issues, P17 tried to highlight the bright side by exploring the possibility of enjoying his time there with his favourite pastimes. During the description, the interviewer's highly collaborative attitude in order to provide a satisfactory answer is specifically notable. On the other hand, many of the UG applicants failed to draw a positive evaluation from the interviewers, due to their unclear and unelaborated responses in terms of both length and quality. In response to the same question, for example, a very simple answer was returned by F4, which revealed his passive acceptance of the situation, *It's okay, sir. (.)* *erm: another experience.* A lack of mutually agreeable reasons was another point of failure. Even though several strategies, such as advanced understanding of the job based on the applicant's past experiences and advice from acquaintances, were utilised, the interviewers' evaluation of this was not favourable if detailed and acceptable elaborations on each point were not made, as exemplified in the below extract.

- | | | |
|---|-------------|---|
| 1 | <I1:> | So, very: large amount of stress will come to you. (.) How you are going to solve this thing? (3) |
| 2 | <F13-I-ME:> | Sir, actually:: what er: (2) we actually repairing job is going there, on there, there huh? Actually: I know: repairing job is: er: very difficult and (1) what procedure is there, (1) I know.<@>*</@>
(2) Today: (.) my colleagues are also er:: tell me. But pressure is small. (9) |
| 3 | <I1:> | I think you are not prepared so much. |

As illustrated above, even though F13 insisted that the work *pressure is (=would be) small* according to his own knowledge and his colleagues' opinions (turn 2), the interviewer's considerably negative evaluation of this was that the candidate was *not so much prepared* (turn 3) and lacked a thorough understanding of the future working conditions. In order to make the answer more reliable and agreeable to the interviewer, more detailed descriptions and reasonable support for F13's opinion should have been made via the active utilisation of

his authentic past work experience and background knowledge.

In addition to the future working difficulties discussed above, problem-solving skills in the multi-cultural working environment was considered another important evaluation criterion in this stage. As clearly suggested in one of the applicant's statements that *there's transcript that how to work (with) the Filipino* in his previous workplace, the importance of understanding cultural differences cannot be underestimated, since a wide range of problems can arise from the applicants' inadequate understanding of the company's cultural diversity. Therefore, the interviewers tried to identify the applicants' general awareness of these issues, or requested solutions to practical problematic situations which could occur in the future workplace (e.g. relating to customers, superiors and subordinates).

With regards to exploring the applicants' understanding of the multi-cultural working environment, most of the applicants referred to previous work experiences that were similar to those of ODC.

<P11-I-MA:> erm: Like er: being an Indian, (.) it's er: we have (.) like different culture (.) within India. But as per of career (.) **I work for the [org1] (.) where fifty two nationalities are working**, Fifty two nationalities are working, (.) around fifteen thousand employees are working there. So: every day (.) er (.) minimum (.) we used to speak to hundred to two hundred employees. (.) Some people will have some problems, some people will have some queries, (.) so **we have to have a balanced approach**. (.) Nationality will not be a problem. (.) **Only we working for (.) one number er that is one company**. (.) That is ultimating: (1) Particularly being in HR, (.) **we should have a very (.) fat policy (.) and balanced approach**. (2)

In the above extract, the authentic example from the applicant's current workplace in which diversified nationalities (i.e. 52) work together was first mentioned, followed by how he had worked with them on a daily basis based on his professional philosophy (i.e. a balanced approach for a common objective) as a HR professional. In other questions, the applicants' in-depth understanding of certain co-worker group nationalities was sought. In the example

below, P12's thorough knowledge of the cultural differences and his approaches to a certain ethnic group were effectively promoted.

- 1 <I1:> How, (.) can you tell me one examples? (.) What kind of (.) the:, you know, the conceptions they have? (.) And how do you:-, (1) how did you, you know, solve the matters (.) with the [one specific nationality]?
- 2 <P12-I-ME:> **The [one specific nationality]:** of most [one specific nationality] is the high pressure (.) people, They're immediately getting angry, (.) er: ready to come to fight. (1) er: They have to do the: nicely, (.) friendly, (.) they have to (.) advice. (.) And friendly they have to advise the job to do. (1) Never get angry with them. (1) Never- er (.) never make mistake with them. (1) If you will get angry with them, you will make mistake with them, they will get angry, they will not do anything, they will go to (.) just sit down behind the foreman. So, we need to: talk with them nicely, talk with them friendly, (.) make as a friend, (.) all the workers. (1) Then we will do the (1) job, (.) share by share, (.) one by one. (1) This is easy for: (1) company, easy for me. Otherwise (.) there is a ego:, there is anger, there is got so many problem, (.) especially [one specific nationality].
- 3 <I1:> Okay. (1)

P12 illustrated general characteristics of one specific nationality (i.e. highly strong people who get angry easily), and then suggested a detailed approach to dealing with this (i.e. talk nicely, be friendly and become friends with them) with a hypothetical example which could occur in the future working situation (i.e. *If you will get angry with them...*). He also concluded that this would make work much easier. These three systematic informational stages of offering a brief explanation of general ethnic characteristics, applying this to a practical possible situation, and drawing a conclusion on why this is important within a company, seemed to greatly contribute to the effective demonstration of his strong multi-cultural awareness.

Secondly, the applicants' problem-solving and/or leadership skills were also major considerations of the interviewers in this step. Several practical issues raised for this purpose

primarily related to resolving problems with a wide range of working partners, such as senior and junior staff members, and customers. In response to these, the SG applicants' systematic and diversified approaches based on the provision of several practicable solutions according to the different situations were highlighted. Through a description of their problem-solving skills, other hidden professional qualifications such as their work philosophy, mindset and relevant soft skills, which cannot be explicitly revealed in resumes, were also naturally demonstrated. From P10's illustration of dealing with a hypothetical problem between his department (i.e. the painting department) and a future customer (i.e. a ship owner), the applicant's diverse ranges of professional soft skills based on his accumulated experiences can be clearly understood. The situation suggested in the extract below relates to a disagreement between a ship owner and the company on the amount of painting work completed during ship repair (i.e. the owner requested that only 30% of the ship be painted, but 50% actually needed to be painted for successful completion of the job)

- 1 <I2:> Okay: Sometime: (.) you have some argument with the owner (1) after blasting. (1) This is a (.) like the (.) owners say: (.) only: thirty percent.
- 2 <P10-S-ME:> Yeah.
- 3 <I2:> Sometimes yard (.) "No, no. This is not (.) thirty, this is fifty"
- 4 <P10-S-ME:> hm
- 5 <I2:> <=>Then how can you:: make:?
- 6 <P10-S-ME:> <=>Actually we have to compromise. (.) We have to understand: the owner, (.) we have to understand owner (.) and: we have to talk to them (.) about the ex- er exact extent (.) of the production. So we- we must have some basic knowledge of that with the exte- extent, (1) then we have to speak to them (.) with er: (.) about the: actual how much is that. If the owner comes like you said, with a thirty percent, (.) if the actual is: about you said fifty or sixty So: we have to:- (.) **we have to prove that (.) not the (.) not only the argu- arguing with them.** (1) We have to firstly we have to convince them (.) and we have to compromise, (.) **then we have to come to some certain (1) percentage.** (.) We-

we should not (.) yard should not- (.) the- the lost also (.) lose also anything. (1) So we have to consider (.) from that time. **We have to (.) actually respect to the owner (.)** and also (2) like in [org2] Drydocks some: er: **permanent owners, (.) they keep coming always.** (.) So there are regular owners. (1) There are regular owners. (.) **So we have to respect them.** (.) So it's depend owner. Sometime we may (.) lose, sometime we may gain (.) some vessels. (1) Sometime (.) example thirty percent- if the owner says thirty percent, (1) actually sixty, Then, we come to the, rebargain and we come to, example like a (.) forty five. (1) But (.) when you go for a j- job, (1) you may win sometime because of (.) the: by blasting it will come out very fast. (1) Sometime you will win? (2)

7 <I2:>

Okay,

As demonstrated in turn 7, the applicant had a strong sense of how to negotiate and compromise in line with the needs of others. In reaching a mutually agreeable conclusion based on a precise technical judgement, an emphasis was placed on the importance of maintaining a harmonious relationship with customers by refraining from unnecessary arguments. From this point, it is possible to understand the applicant's customer-centred philosophy, which prioritises customer satisfaction based on sincere respect. Not only on the customers' side but also from the company's perspective, furthermore, the applicant's recognition of the importance of making certain profits from the work was also clearly stated. That is, the typical communicative strategies adopted by the SG applicants to solve certain work issues involved first grasping the target situation as fully as possible, followed by conducting a thorough discussion and then finding a solution with the other party through sufficient negotiation in a mutually satisfactory direction. During P10's description of his approaches, furthermore, his professional soft skills were actively suggested and promoted. Furthermore, since a demonstration was given of a practical working situation which could be directly applied to the ODC working context, P10's promotion seemed to have been greatly enhanced compared to a simple enumeration of each soft skill.

On the other hand, the most distinctive characteristic of the unsuccessful answers was that they were mostly focused on problem solving on the basis of the applicants' sole judgement (whether right or not), while excluding any situational variations and others' opinions. This was clearly pointed out by the interviewers, specifically when the applicants were requested to demonstrate their interpersonal (or leadership) skills. For example, in response to a question on how to cope with disagreements with seniors, F15's lack of flexibility was revealed, or to follow the seniors if he believes they are right otherwise reporting to the company. When another applicant, F12, was asked how he would deal with a junior's negligence, a one-sided, oppressive management method, which was to *keep pressurising him*, was proposed, and this elicited the interviewers' negative judgement of the candidate's overall leadership skills (e.g. *just press?*). In answer to the same question, F14 showed a willingness to conduct the juniors' duties instead of/along with them, rather than making them take full responsibility for their given duties. This lack of leadership was sarcastically criticised by the interviewers, as follows.

He (your junior) will say "oh:, my assistance manager, very good man. yay: I- I can make lazy: I can you know take my free time: (.) And he (my senior) will work for me." (.) instead of you know, (.) my full time responsibility. (Extracted from F14-I-ME)

The discussions conducted so far clearly indicate the importance of diversification in approaching certain problems in the workplace so as to reveal a wide range of professional soft skills. In demonstrating this, several kinds of discourse strategies, such as finding common ground between previous and future work, and emphasising superior adaptabilities based on a high level of professionalism, were actively utilised. For this to be successful in a multicultural BELF environment, however, the applicants' in-depth knowledge of the multicultural working context should be prioritised, and this should form the fundamental basis of

their answers so that the natural mixture of multi-cultural awareness and other professional capabilities can maximise a communicative synergy effect.

● **Characteristics**

The final step, *characteristics*, is a stage for investigating the applicants' personal qualities and natures in order to examine their suitability for the target position. The interviewers seemed to have general expectations on these according to the applicants' different positions, as revealed through the following comment from a HR manager.

your character seems very: little bit some... you know, as a safety officer you must be: much more er:... The: must be more active but I think you're: little bit , (.) hh not so much active seems like that. (Extracted from F02-P-ME)

This indicates that the applicants' characteristics were continuously evaluated during the interview process through their communicative postures and methods of oral presentation, not only by the direct questions. Therefore, promoting a desirable self-image in accordance with their profession, and demonstrating this throughout the interview, should be prioritised to enhance the credibility of the applicants' answers, as the HR manager suggested. In addition, an examination of the applicants' personal attributes, including their personality, was regarded by the interviewers as just as important as their professional experiences and technical knowledge, as shown below.

Because I have to know: you. (1) Then I can select you, you know. (1) Only the CV is not enough. (2) Technically you are not talking you know: in dipth- in depths (1) and also personal you also you are not talking to me. (1) How can I select you? (1) huh? (.) I don't know still your: what kind of person you are. (Extracted from F14-I-ME)

Even though it would not be possible to judge which part is the most critical out of the whole

evaluation process, it seems evident that the applicants cannot be accepted, regardless of their high level of technical specialties, if a positive evaluation of the personal side is not successfully made. Two different comments from the interviewers clearly demonstrate that the final interview outcome cannot be inconsistent with the interim appraisal made during the interview process.

I5 (Extracted from F16-V-ME): There's nothing to doubt about his past career experiences. (Spoken following F16's probing stage in terms of past experiences and technical knowledge, conducted in Korean and translated into English)

I3 (Extracted from P13-I-ME): His behaviours seem to be quite okay and look smart. I think he can do his job very well, if I give a little bit of training (Spoken after P13's probing stage in terms of personal attributes. The evaluation of his technical knowledge was not that favourable, conducted in Korean and translated into English)

As suggested, even though a considerably favourable evaluation was given to F16 after demonstrating his technical expertise, the final outcome of the job interview after the examination of his personal attributes was unsuccessful. On the other hand, the latter case (P13) showed the opposite situation. This shows that revealing the applicants' strong professionalism (or their eagerness to build a constructive future relationship with the company) and demonstrating their professional expertise should be treated as equally important. Therefore, the combination of these two factors should be emphasised in the language classroom for learners to form and present an acceptable self-image which makes their technical specialties stand out more and be able to be implemented more successfully in the workplace.

In order to examine the applicants' characteristics, several direct and indirect questions were utilised, as shown in the following examples. The most repetitively used question asked about the applicants' personality in a direct way, with the questions like *tell*

me about your personality. Another way to assess this was through the applicants' hobbies. From the conversation between I6 and P17, the purpose of the questions and the point of the evaluation can be understood.

- 1 <I6>: And: it- just tell me something er: more about your (.) main- (.) main hobbies like. I just want to know your (.) personal side and
- 2 <P17-V-MI>: As I told you before, I like sport, So: er (.) I can swim and play football. (1) er: now, I have:- I try to play: football two:- twice (.) a week (.) and: play tennis, (.) the- (.) three times a week. And: sometimes we have free time: I go to the swimming pool:. (1) So I love sport a lot. An<35>d: it's a:</35>
- 3 <I6>: <35>So you:- means</35> you mingle with (.) other people like you have (.) like social- you are a pretty social (.) guy?
- 4 <P17-V-MI>: <=>Yeah.
- 5 <I6>: <=>Okay.

As stated in turn 1, the interviewer's intention was to understand more about the applicant's personal side. P17's active illustration of how much he enjoys sports based on sport types and frequencies (e.g. *football*, *swimming* and *twice a week*) led to a positive evaluation of him as *a pretty social guy who likes to mingle with other people* (turn 3). As seen from another interviewer's comment (I2) from the post-interview, another purpose can be identified for asking about hobbies. Since ODC is located in an isolated area in which other entertainment facilities do not exist, the hobbies practically available within the ODC environment are regarded as very important for the applicants outside of work, and for the interviewers to gauge their future adaptability to the working situations. Furthermore, considering that there is a certain expectation regarding the applicants' personalities according to their fields of specialisation (as exemplified in the first extract of this section, *characteristics*), questions of personality do not merely aim to investigate the applicants' nature itself, but stretches to an examination of their professional suitability and future adaptability, as extract below clearly demonstrates.

- 1 <I1:> So: I want to know about yourself, you seems like: er you know, your character.
- 2 <F2-P-ME:> What sir?
- 3 <I1:> Your personality.
- 4 <F2-P-ME:> Yes
- 5 <I1:> <=>your character seems very: little bit some:
- 6 <F2-P-ME:> <=>ah: my personality, <3>is it?</3>
- 7 <I1:> <3>Yes</3> What <4>do you</4> think about yourself?
- 8 <F2-P-ME:> <4>erm:</4> er: I am: erm: hardworking person.
- 9 <I1:> <=>I know(.) but(.) <5>you</5> know as a safety officer you must be: much more <6> er: <un>XXXXXXXXXX</un></6>
- 10 <F2-P-ME:> <5>yes</5> <6> patience, they must be patient sir</6> <7>sir</7>
- 11 <I1:> <7>and</7> The: must be more active but I think you're: little bit , (.) hh not so much active seems like that.
- 12 <F2-P-ME:> <=>Today? Today sir? (1) er: I- I'm sorry. <8>er:</8>
-
- 28 <F2-P-ME:> Of course, I am a professional sir. (1) And: handling erm: (1) people sir. (1) Patience, there must be patience (.) and then: (1) erm: (2) we have to conduct encouragement for:- for the advise like that (1) to- to enforce: (1)
- 29 <I1:> But I'm think-, I'm con-, I'm consider: as a safety officer:, I need people who is very much active (2) not the like negative and there's: (1) like that. What do you think about this? Yourself.
- 30 <F2-P-ME:> Yes, we have, (.) we have to: act er: positive always: because (.) er: we supervise people we are the: role model for them (.) so that they will work hard (.) if they will: (1) er see the safety officer(.) er: er: positive er: acting. (1)
- 31 <I1:> How about you?
- 32 <F2-P-ME:> Yes, I am sir (.) Yes, I am.
- 33 <I1:> How you convince me (.) you are active and: the: you're aggressive man, (.) how can I know?
- 34 <F2-P-ME:> <=>Oh, (1) my personality sir (.) I: (2) erm: (2) I: go to: er: (1) for physical sir. Physical. I go to gym always (.) workout and then: jogging at night (.) Again I run (.) for: er: physical: health sir (1) er: must be: physically fit (.) for this job.

In designing answers, therefore, applicants need to keep in mind the multi-purpose nature of

this question so that all of these factors are incorporated into their responses.

Questions asking about strengths and weaknesses can be also be put into this category. From the conversation below, it is possible to understand what the interviewers expected when posing such questions, and how failures in the applicants' answers can have a negative impact on the final outcome of the interview.

- 1 <I1:> So: would you- would you tell me about your- (.) your personality? (.) What is your strengths: and what is your weakness? (2)
- 2 <F13-I-ME:> My? (2)
- 3 <I1:> I mean your personality.
- 4 <F13-I-ME:> hm
- 5 <I1:> I don't know who you are. (1) Tell me your good point (1) and tell me about your weak point. (2)
- 6 <F13-I-ME:> er: I'm actually a married man. huh. (1) er: (.) My: (3) actually: my weak point is er: actually I'm: er: looking for here I: actually can: er is a city area. (2) So:, I usually go to: film- film. (.) That is all my weakness, everything. or:- or- (1) or nothing. (4) And my hobby is er: actually: watching: TV. <@>*/</@> (3)
- 7 <I1:> Watching TV? (1) I mean- I mean what's your good point.
- 8 <F13-I-ME:> <=>hm
- 9 <I1:> Strong point? (3)
- 10 <F13-I-ME:> My good point?
- 11 <I1:> <=>Yes.
- 12 <F13-I-ME:> Good point: (2) I'm working hard, (2) I: (15)
- 13 <I1:> So, you are not so much a good person? I think.
- 14 <F13-I-ME:> erm: erm.
- 15 <I1:> <=>I don't know. (5) So why mean, (.) why (.) this company have to select you? (3) What kind of contribution you can provide? (5)
- 16 <F13-I-ME:> Actually, I: (1) doing er: my job: (1) very well. (.) If you are:, you'll trust me, (.) I will prove it. (2)
- 17 <I1:> Just technically, okay. I understand.
- 18 <F13-I-ME:> Yeah.
- 19 <I1:> But I mean your personality, (.) mentality (.) I don't know (.) How can I know? (2) You have to tell me. (7)

As described in turn 1, 3 and 5, the purpose of asking about strong and weak points is to

understand more about the applicants' characteristics. However, the applicant did not provide answers in either a professionally or personally effective way (i.e. *film* or *watching TV*). This resulted in the interviewer's second request (turn 7 and 9), but the response to this was not satisfactory either (i.e. *I'm working hard* in turn 12) to the interviewer, who left a considerably long pause (i.e. 15 seconds) to tacitly wait for elaborations on this. As soon as the negative evaluation was directly made to F13 (i.e. *so, you are not so much a good person?*), the interviewer's intention within this question was clearly stated (i.e. major considerations when selecting the applicant, the applicants' future contribution toward the company, personality and mentality). Most importantly, the interviewer's comments in turn 17 and 19 provide meaningful insights once again that not only is the applicants' professional mindset a highly decisive factor of the final selection, but also that a failure in this stage considerably dilutes the success of all previous job interview stages.

A final questioning strategy in this step is to borrow other people's evaluations on the applicants, such as their friends and co-workers, as shown in the extract below.

- | | | |
|----|------------|--|
| 1 | <I1:> | How about your character? (.) How's: your: people (1) near- near by you: |
| 2 | <P2-P-ME:> | How can you (.) pardon? |
| 3 | <I1:> | <=> I mean the: (1) some around your, you know, best friends: or: relatives |
| 4 | <P2-P-ME:> | <=>mhm |
| 5 | <I1:> | <=>around yourself, (1) how the people evaluate about you |
| 6 | <P2-P-ME:> | <10>May I</10> |
| 7 | <I1:> | <10>about</10> your character. |
| 8 | <P2-P-ME:> | Actually, er: I have, (.) every project we have evaluation (.) <11> From our</11> |
| 9 | <I1:> | <11> I mean</11>, I'm: I'm asking about your personality. |
| 10 | <P2-P-ME:> | <=>Yeah. (.) er (.) They:- they:- they: told me that I'm: ts a very: cool and relaxing people (.) but when it comes to job, (.) I'm very strict. (.) That's why they call (.) they:- they call me on the site, (.) er (.) I told |

them always: if you are on the site (1), focus on work, (.) but if you're outside, we can joke (.) Because on site (.) we don't allow horse playing (1) because horse playing can- (.) can cause accident or fatality. (1) No joking at site especially on the LNG plant (1) It's er: (3)

The first thing to be pointed out from turn 1 to 9 is that even though P2 had demonstrated quite a high level of language and pragmatic competency throughout the interview, it took a considerable amount of time for him to understand the original intention of the interviewer's question at this stage. This may have been partly due to the interviewer's English accent being affected by his L1. However, considering that different English styles from different origins are a common communicative characteristic of BELF situations, P2's prior understanding on what the question was intended for can be considerably helpful in minimising unnecessary communicative breakdown. In turn 10, P2 started to provide the right answer by categorising his characteristics into personal (i.e. *cool and relaxing*) and professional (i.e. *very strict* as a safety controller). The latter part was specifically more emphasised via a detailed authentic example and concrete reasons for why this characteristic is important in successfully carrying out his job. His answer from a personal viewpoint was closer to demonstrating his suitability for the position in a professional respect.

To sum up, even though the explicit focus of the last step of *personal attributes*, or *characteristics*, was on the applicants' personalities, the interviewers' implicit intention was to learn more about the professional side, such as the candidates' career suitability and adaptability. In addition, several areas such as hobbies, weak/strong points, and evaluation from acquaintances were explored for a similar communicative purpose. Therefore, the applicants need to first understand the original intention of the questions, no matter which type is randomly adopted, and then illustrate their personality while drawing a favourable professional image that will perfectly match their future working environments, positions and

duties.

7.2.2.4 Ending Macro-move

The ending macro-move, which is a stage for wrapping up the job interview, is comprised of three micro-moves: first, *negotiating job offer*, to conduct a final discussion on the future salary, position and employee benefit schemes; second, *further questions*, to invite the applicant's inquires about the company; and finally *closing*, to provide the job interview results and express mutual appreciation. Excluding the second micro-move *further questions*, which was optional, and where relatively more opportunities were given to the SG applicants (i.e. nine in SG and four in UG), the other two micro-moves occurred as major communicative stages in which the applicants' negotiational and interpersonal skills could be demonstrated. In the following sections, therefore, the major communicative characteristics in this macro-move will be closely discussed according to the three micro-moves in terms of both lexical and pragmatic aspects, and the interviewers' evaluations and suggestions for successful communications will be discussed in order to draw pedagogical implications.

7.2.2.4.1 Negotiating Job Offer

Negotiating job offer encompasses several practical discussions between the interviewers and candidates, such as *salary*, *position*, *employee benefit schemes* and *time of joining*. Among these steps, the most prevalent, and the only mandatory communicative stage in this micro-move, was *salary negotiation*, which occurred 16 times in SG and 13 times in UG (29 total, 72.50%) out of 40. Therefore, the lexical chunks, which were the most distinctively spoken by the interviewer group, were closely related to money issues, as almost all of the top 10 three- and four-word lexical chunks clearly demonstrate (e.g. *how much of*

salary you expected? and *how much get in [home country]?*). In addition, for clear and practical negotiations, the current salary amount (e.g. *now, how much you earn?* and *current salary here in: [home country] now*) was often requested before the expected salary at ODC was asked about, as suggested in Table 59.

Table 59. The interviewers' lexical chunks in the micro-move *negotiating job offer*

Lexical Chunks – Interviewers				
	3 word lexical chunks		4 word lexical chunks	
	Chunks	Occ.	Chunks	Occ.
1	how much of	18	how much of the	9
2	how much you	12	how much of salary	7
3	you know the	10	much of the salary	7
4	in mother nation	9	how much you want	6
5	much of the	9	much of salary you	6
6	so if you	9	of the salary you	5
7	you can join	8	you join to ODC	5
8	much of salary	7	can I ask your	4
9	of the salary	7	I ask your salary	4
10	you want to	7	salary expectation if you	4
11	I want to	6	so how much of	4
12	if you join	6	so if you join	4
13	join to ODC	6	the how much of	4
14	much you want	6	what do you think	4
15	now how much	6	your salary expectation if	4
16	of salary you	6	about your salary expectation	3
17	so how much	6	here in mother nation	3
18	the salary you	6	how much do you	3
19	what do you	6	how much you get	3
20	you join to	6	I ask about your	3
21	your expected salary	6	I think you are	3
22	about your salary	5	I want to know	3
23	can I ask	5	if you are selected	3
24	I ask your	5	if you join to	3
25	if you selected	5	me about your salary	3
26	may I ask	5	much do you want	3

27	thousand five hundred	5	much you get salary	3
28	you tell me	5	Oman how much of	3
29	your salary expectation	5	one thousand five hundred	3
30	are going to	4	so if the company	3

The high dominance of salary-related lexical items in this mandatory micro-move clearly indicates that the scope of ESP job-interview training needs be enlarged into areas including negotiating practical money issues, which is part of the final stage of verifying the applicants' eligibility for the target position, specifically when target learners' future business markets are identical or similar to the case discussed in this thesis. This means that importance should be placed not only on how to promote technical qualifications and demonstrate personal attributes, but also how to successfully negotiate the future working conditions in order to yield mutually satisfactory and beneficial outcomes in order to establish a more practical and applicable job interview education curriculum.

From the keywords of each interviewer group, the different evaluations made towards the SG and UG applicants can be more clearly understood.

Table 60. Interviewers' keywords in the micro-move *negotiating job offer*

Keyword				
	SG interviewers		UG interviewers	
	Word	Keyness	Word	Keyness
1	section	11.79	better	12.82
2	year	10.10	correct	12.82
3	any	9.26	stay	12.82
4	policy	9.26	assistant	11.66
5	know	8.59	category	10.68
6	the	7.68	foreman	10.68
7	all	7.58	as	10.48
8	that	6.70	senior	9.77

9	we	6.58	manager	9.15
10	class	5.89	now	9.09
11	huh	5.88	October	8.55
12	our	5.80	pipe	8.55
13	of	5.68	until	8.55
14	almost	5.05	engineer	6.48
15	good	5.05	accept	6.41
16	performance	5.05	accommodation	6.41
17	tax	5.05	outfitting	6.41
18	they	5.05	worker	6.41
19	thing	5.05	you	5.67
20	be	4.29	then	5.25

As the UG interviewers' top three keywords indicate (i.e. *better*, *correct* and *stay*), the result of the negotiation between the UG interactants seemed to be unsuccessful, as these three words were all related to the total failure of the negotiations (i.e. *I think better you stay in [home country]*) and communicative breakdown, specifically when discussing the exact amount of money (i.e. *One thousand five hundred. It's correct?, This is correct? Okay, then: I think you can: stay: here (.) better*). Although these seem to have a positive meaning, in other words, these were used in a totally opposite direction in context. On the other hand, several lexical items in SG indicate the interviewers' positive evaluations, including mention of the possibility of extending working contracts to ODC (e.g. *If your performance is good (1) and: enough (.) er: to work with us*) and the provision of detailed information on what kinds of benefits ODC offer to employees via the use of words like *we* and *tax* (e.g. *we have no tax and we will offer you*). This clearly supports the above claims that the interviewers in SG became more active promoters of the company by directly engaging in conversation at this stage, at a higher participation rate compared to most of the other stages.

Several positive negotiation markers were also distinctively observed in the SG applicants' answers, as their keywords shown in Table 61 clearly demonstrate.

Table 61. SG & UG applicants' keywords in the micro-move *negotiating job offer*

Keyword				
	SG applicants		UG applicants	
	Word	Keyness	Word	Keyness
1	yes	15.28	er	35.11
2	not	9.63	manager	17.82
3	hm	9.60	hull	15.50
4	do	9.56	fifteen	13.63
5	actually	8.05	v- (partial repetition)	13.57
6	of	8.05	deputy	11.63
7	so	7.14	name	11.63
8	you	5.83	vehicle	11.63
9	now	5.77	level	9.69
10	maintenance	5.73	assistant	9.63
11	can	5.68	engineer	9.63
12	job	5.55	pipe	7.75
13	but	5.02	hundred	7.23
14	any	4.77	three	6.89
15	course	4.77	sorry	6.84
16	facility	4.77	and	6.27
17	hour	4.77	additional	5.81
18	overtime	4.77	general	5.81
19	policy	4.77	hospital	5.81
20	possible	4.77	naval	5.81

As the first and third keywords suggest, the SG applicants gave more positive verbal agreement to their interviewers via active backchannelling and minimal feedback (i.e. *yes* and *hm (=mhm)*). Considering that this is a negotiational communicative stage, these two features in SG can be quite meaningful both in terms of showing agreement and attentive listenership towards the other party, specifically compared to the UG applicants' higher adoptions of hesitant markers (i.e. *er*) listed at the top of their keyword list (Table 61). In addition, the SG applicants' strong flexibility was distinctively demonstrated through words like *any* (e.g.

positive (.) of (.) **any** task that you are assigned to), policy (e.g. *I'll follow the **policy** in the Oman*) and possible (e.g. *Do you think it's **possible**?*). In offering information on their current salary, furthermore, the SG applicants seemed to provide more specific information by mentioning a wage per hour (e.g. *fifteen [currency1] per **hour***) and per overtime unit (e.g. *five- hundred fifty (1) plus **overtime***). These three distinctive communicative characteristics in this stage – a high level of positive feedback, showing flexibility, and provision of detailed figures for clear negotiation – seems to be highly connected to the interviewers' positive reactions in a co-constructive manner, and led to their active involvement in this stage as buyers.

In the following, therefore, the two applicant groups' communicative behaviours, and the interviewers' evaluations in this stage, will be closely examined according to five different steps, and the pedagogical implications discussed based on the findings.

● **Salary negotiation**

Salary negotiation is one of the most critical stages out of the whole interview process, during which both interlocutors' agreement on practical financial matters should be made. In other words, no successful outcomes exist without mutual agreement. The importance of this was also revealed through one interviewer's question at the beginning of this stage: *shall we have **most important** (.) things? So: now, (.) how much are your: current salary here in: [home country] now.* Interestingly, however, the salary that ODC can offer to their employees is already fixed according to company policy, and is applied to applicants according to their qualifications and experiences. In this sense, *salary negotiation* cannot be regarded as the stage in which a real negotiation occurs between the two parties, but rather a stage for assessing mutual expectations and confirming the acceptance of these, as clearly

demonstrated by the HR manager's comment shown below.

So, how much of the: salary you think (.) This is most important to make a decision. This is- (.) I- (.) actually our com- (.) why- why I am asking you: er is because (.) **we have our all own: salary structure. So according to your: the: CV, er: we will evaluate your experience: and career: Okay?** And: I:- we can (.) offer you: how much of the salary (.) but (.) **if your demand: is too much high, Then: I think we cannot...**Also even though: you- your demand is, for example, I need only (.) one hundred [currency1] (.) but we will not offer one hundred [currency1]. We will, you know, (.) give our: you know policy: **But just I want to: check your idea and our policy is (.) similar: or not.** (Extracted from P19-V-ME)

From this perspective, the applicants' prior understanding of the company's salary structure is a prerequisite, and can be researched via job advertisements and internet sources, and provisional decisions on possible acceptable future salary ranges should be made before submitting an application. This was once more confirmed by the interviewers' negative evaluations of one applicant's extremely high salary expectations, which was directly linked with notice of the job interview failure.

Ah, okay, (1) **ah, sorry. this time (1) I think very- your (.) salary is very (.) too too high.** (1) So: I think better you stay in [mother nation]. It's better (.) In Oman: it's very difficult area...There are nothing, (.) just shipyard...So: (1) I recommend you stay here. It's better. (1) Your life is (.) enjoy here. (Extracted from F08-S-ME)

The interviewer (I2) directly stated that the F8's salary expectation could not be met by the company, and accordingly recommended that he stay in his home country since the working environment in Oman is considerably harsh and stressful. If the monetary benefits offered by ODC are thought to be sufficient, it will be much easier for applicants to accept and overcome them, as noted by some of the other applicants; otherwise, life in ODC will be quite unsatisfactory and this could be directly connected with easy abandonment of the job in the future. That is, applicants need to carefully consider whether the gap between current and

future salary will be satisfactory to overcome future difficulties in the new working environment in the compensation for their future dedications. In addition, one thing to be pointed out here is that the direct refusal of the applicant's high salary expectation in the above extract seems to be closely interconnected with unfavourable interview evaluations in previous stages, considering that in several SG cases the interviewers attempted to negotiate the salary even though the expectation was higher than the standard structure offered by the company. In this case, the interviewers' active promotions of the other benefits, such as no tax deductions, the provision of holidays, and possible extensions of contracted years, were highlighted.

Okay, just: for your reference, you know. Oman Drydock, (.) we will offer you: er: not just one or two years short term, you know, contract...We are normally two years contract, but (.) if your performance is good, you can reserve (.) much more long terms of, you know. continuous (work). For that point of view:, please, (.) er: you know, (.) understand our approach when we have a final: discussion. Okay? (Extracted from P12-I-ME)

As shown above, the interviewer seemed to take a more submissive attitude after outlining the benefits on offer, and asked for understanding about the company's approach (i.e. *please, (.) er: you know, (.) understand our approach*), even though the applicant's salary expectations could not be fully met.

On the applicants' side, the different communicative attitude between SG and UG was observed when dealing with this issue in terms of a higher level of flexibility, preparedness and detailed information. To begin with, the SG applicants revealed their flexibility even though there was a certain gap between the expected and actual salary offered by ODC, as exemplified in the extract below.

- 1 <I1:> <16>and</16> the: (.) may I (.) ask about your expected salary if you can: have a chance to: abroad?
<16> mhm </16>
- 2 <P4-P-WA:> <=>hm: I'm expecting not lower than (.) er: five hundred (.) [place3] [currency1]. (1)
- 3 <I1:> How much?
- 4 <P4-P-WA:> Five hundred [place3] [currency1], sir.
- 5 <I1:> Five hundred [place3] <17> [currency1]</17>
- 6 <P4-P-WA:> <17>Yes, sir</17>
- 7 <I1:> It's <18> (.) quite-</18>
- 8 <P4-P-WA:> <18> Do you</18> think it's <19>possible?</19>
<19>It's high:-</19> it's very: high:
- 9 <I1:> salary.
- 10 <P4-P-WA:> Oh, I'm sorry. So not lower than three hundred about.
- 11 <I1:> Ah, three hundred?
- 12 <P4-P-WA:> Yes, sir. (1)
- 13 <I1:> Five hundred [place3] [currency1] is how much is it (.) in [place4] [currency2]?
- 14 <P4-P-WA:> <=>erm: I think that would be: one: thousand three hundred sir.
- 15 <I1:> Yeah.
- 16 <P4-P-WA:> Am I right?
- 17 <I1:> <=>Right, right. Already (.) searched the: currency <20>(converter)</20>.
<20><@>@@@</@>
- 18 <P4-P-WA:> </20>. (1)
- 19 <I1:> So you: want around three hundred (.) [currency1]?
- 20 <P4-P-WA:> Yes, sir.
- 21 <context:> <Filling in the interview evaluation form (34)>

As stated above, P4's original expectation (turn 2) was 15% higher than the amount finally suggested (turn 10), following the interviewer's negative opinion on the initial amount stated (turn 9). That is, the applicant had already decided on a certain salary expectation range before the interview, and showed her flexibility within this limit during the negotiation. Furthermore, one thing that was highly praised by the interviewer after this job interview was the applicant's preparedness when dealing with the salary issue. P4, as a secretary, had an understanding of the general salary standards of Omani companies and knowledge on the exchange rate between the Omani riyal and the US dollar. This made a considerably

favourable impression on her interviewer, and became a motive for leaving a positive comment on her evaluation form as a *very well-prepared candidate*. That is, not only was the direct communicative goal of the salary negotiation stage successfully attained based on the practical considerations, but her flexibility and preparedness was naturally promoted in an indirect way. This is in stark contrast with some of the UG applicants, whose lack of preparation and unprofessional attitude was criticised; for example, *expectation? (.) erm: (3) I- I don't know your rate there sir. in: [currency1] sir?*. As previously demonstrated in the SG applicants' keywords, a high level of informational detail was usually positively evaluated, especially when specific information on the previous and future salary (e.g. per hour and per overtime unit) and the future company's welfare services (e.g. accommodation, meals and visa-related issues) were suggested. This seemed to lead to the interviewers' higher engagement with the negotiation via the provision of more elaborate information, and ultimately contributed to a more collaborative communicative environment during this stage.

● **Position negotiation**

Negotiating position is also a very critical process in the negotiation, and is directly linked to the interviewer's final decision on whether the applicants can be accepted. In this sense, the two steps *salary negotiation* and *position negotiation* are the core stages in this micro-move, and can affect the final outcome of the interview. Therefore, the applicants need to first check whether their expectations on these two factors match the company's policies, as well as whether their professional desires in terms of monetary and social recognition can be satisfactorily met, which is ultimately connected with the success of their career. From the interviewer's perspective, a critical consideration should be made in relation to the assignment of the position, since inappropriate appointment can bring a negative effect to the

organisation if existing employees consider newcomers to managerial positions as underqualified to be their superiors, as stated by I4. Therefore, the two parties need to be very careful in making decisions when further negotiation is required, even though the initial request is originally made by the applicants within their application.

The main reasons for negotiation of position can be largely divided into two: mismatch between previous company's and ODC's hierarchy system, and the applicants' inadequate qualifications in relation to their expected position. In the former case, detailed descriptions of the previous company's hierarchy systems, and on exactly where the applicant was within the organisation, seems to be highly required for the interviewers to draw a more concrete picture and to compare the previous system with that of ODC. I1 and I3's series of questions on this issue toward F14 (as shown below) clearly show the importance of this.

- Question 1** Assistant manager, Oman Drydock assistant manager is high position, (.) very high position to. It's (.) different with the- the other (.) [org2] Drydock: (2) er, I- I know is [org2] Drydock which is
- Question 2** Can you tell me abo- about your hierarchy (.) in your organisation in [org3] shipyard.
- Question 3** I mean, above you (.) is a- (.) assistant ma<4>nager</4> who is your line manager?
- Question 4** Deputy manager and then?
- Question 5** Manager, and then?
- Question 6** Senior manager, and then?
- Question 7** So: above you, you will have (.) deputy manager and manager (.) and senior manager.
- Question 8** Senior manager handling how many: (.) the employees in your department now? Yeah, I mean in your department. Your senior manager, Under your senior manager, how many employees are working now?
- Question 9** The: how many worker you control?

In order to make the negotiation more practically applicable to the future ODC working environment, I1 and I5 asked nine consecutive questions about the previous hierarchy and the size of work force controlled by the applicant. If the information specified above had been

willingly suggested by the applicant when the negotiation on this began, the lengthy clarificational process could have been considerably minimised, and at the same time his active and sincere verbal attitude could have been more positively evaluated.

The applicants' insufficient qualifications for the target position were another cause of negotiation during this stage. Even though the interviewers have the intention to hire based on the applicants' qualifications, and a rough agreement on future salary has already been made, a disagreement on the future position can be a critical reason for job interview failures, as shown in the extract below.

- | | | |
|---|-------------|---|
| 1 | <I1:> | So, if (.) for example, if we: er: offer the salary (.) er: within your: range. (.) But offer: as a engineer category. (.) What do you think? (3) Like senior engineer, not just normal engineer. (.) Senior engineer category but the salary is: er: little bit acceptable with your range. (.) Then, (.) what do you think? (2) |
| 2 | <context:> | <Interruption by the same nationality staff for clarification who helps interpret the question, when needed. (8)> |
| 3 | <F16-V-ME:> | erm (3) |
| 4 | <I1:> | I mean I am asking about your position to join. (.) You need assistant manager or you need a salary. (2) |
| 5 | <F16-V-ME:> | I needs: assistant manager, (.) first. |
| 6 | <I1:> | erm (.) so: even though salary is: er matchable with you but the: you just want only (.) assistant manager level. |
| 7 | <F16-V-ME:> | <=>erm yes. |

As expressed in turn 1, the interviewer wanted to offer a position as a senior engineer (i.e. the highest level of engineer) with almost the same salary as that requested by F16; this was then restated in turn 4. However, F16's persistence about the position was stated (turn 5) and confirmed (turn 6), even after I1's persuasive clarification on this point. It would be difficult to say that the applicant's stubborn attitude on the position was inappropriate, since different individuals have different preferences with regard to monetary aspects or social recognition when choosing their jobs. From the organisation's perspective, however, the continuous

disagreement on a certain issue caused by a lack of concession from the applicant in every negotiational effort, without the provision of any reasonable rationale, can be evaluated as a lack of flexibility and capacity for modulating and accommodating an opinion gap.

- **Explaining company and duties by interviewers/employee benefit schemes**

These two steps are highly optional stages, and were limited to the SG interactions, as discussed in the move analysis section. Therefore, the interviewers' provision of information on the company, such as the applicant's future duties and benefits, can be considered as a substantially positive sign of a favourable interview outcome. In addition, this was highly interconnected with prior stages, as previously discussed, as the applicants' detailed explanation of benefits received from previous companies was one of the major causes for eliciting the interviewers' voluntary provision of comparable information on ODC. In this sense, the occurrence of these steps shows a higher dependence on the applicants' verbal attitudes during the interactions, and the interviewers' positive evaluations of these.

One thing that can be distinctively observed in this stage of the communication is the applicants' significantly higher level of responsive and attentive listenership when information on this was offered by their interviewers.

1 <I6>: and: (.) er: there is- er (.) there is a: standardized HR plan (.) and policies and (.) procedures for the company, so it means (.) for each individual there is- (.) there is a plan, (.) HR plan. There is a career plan. (.) There will be a:- whenever you require, okay, you- your manager feels you need more training (.) to be provided to you: okay. (.) So even you can ask for a training. So everything will be provided to you, even- (.) even the monetary part, (.) even the increment part. Every- there we have a system like every- every year we have (.) er: (.) er like a default (.) increment, (.) okay? (.) We have certain (.) percentage (.) of increment happens to all the employees,

- 2 <P17-V-MI>: <=>Yeah.
- 3 <I6>: <=>Okay? along with (.) like a performance, (.) it depends on your performance. If your manager is satisfies with you, (1) it- it- it can go up (.) at any level, okay?
- 4 <P17-V-MI>: <=><@>**</@>
- 5 <I6>: <=>So: (.) definitely there's a growth (.) path (.) in- (.) once you join (.) us. (.) Okay, that's a (.) main advantage (1) you will get, (.) okay?
- 6 <P17-V-MI>: <=>Yeah.
- 7 <I6>: <=>Especially. (.) And second thing is the salary (.) which we offer, okay? (.) That will be like er: excluded from the tax, I said (.) before, (.) like it's exempted from the tax.
- 8 <P17-V-MI>: <=>Yeah. <29>I- I got it</29>
- 9 <I6>: <29>Okay.(.)</29> So whatever (.) single penny you earn: (.) it's like savings in <30>[mother nation]</30> account. so:
- 10 <P17-V-MI>: <30>Yes, yes.</30> That's the mostly (.) important part.
- 11 <I6>: <=>That's a (.) one of the (.) attractive part (.) in: the- for the job (.) in the Middle East.
- 12 <P17-V-MI>: Yeah: all the Middle East country, right?
- 13 <I6>: Yes.
- 14 <P17-V-MI>: <=>Yeah: that is good.
- 15 <I6>: Okay.

As described in the above extract, P17 gave continuous feedback in a considerably instantaneous manner during or right after the interviewer's promotions on salary, career advancement, training and tax exemption. The applicant's cooperative and enthusiastic communicative attitudes in his responses seemed to act as an effective encouragement tool for the interviewer to promote more information on the company, which caused the quantity of the interviewer's speech to be significantly higher than that of the applicant in this step. Furthermore, the interviewer's highly powerful and persuasive lexical choices (e.g. *definitely there's a growth, main advantage, single penny* and *attractive part*) clearly demonstrate that this is the time of the interviewer's promotion which shows their strong interests as a buyer by attracting the applicant to become a future member of ODC.

- **Time of joining**

The final discussion focused on the possible time of joining ODC; this occurred in four UG cases and six SG cases. Almost all of the applicants showed their willingness to join as soon as possible, based on a consideration of their current employment situations.

F5-P-WA: I can join (.) im:- immediately, sir

F16-V-ME: At least about a (2) fourteen days, I need.

P16-V-ME: two month later.

P17-V-MI: erm:. (2) I think next month (would) be the soonest time: for me: to prepare everything in my home country.

However, delayed joining time was not necessarily negatively evaluated, if proper reasons for this were clearly suggested. Rather, depending on the situation, a considerably favourable evaluation on the applicant's professional decision was made. For example, P18, who was working for a local shipbuilding company and had six months remaining on his contract, insisted on completing his current project and his contract, and emphasised his professional sincerity even though he could not make the joining time required by ODC.

We have er: difficult (.) have to difficult (.) First, er: we are: my project now very critical (.) If I stop early, (1) it mean: no- no good behavior (.) actually, behavior. Earlier second er: we have to pay for [org2]- (.) for a: contract. (1) Actually: money not important but I don't want to: boycott (.) my- my promise, my contract. (.) It mean the: habit. Because my (.) project now very: critical, we need us for helping for clear. (Extracted from P18-V-ME)

This is in contrast with one of the UG applicants who could join ODC in 30 days, even though he had a contractual period remaining, and was involved in an ongoing process in his home country.

No, if er: we is- I- I decide er: I- if I decide (.) and er:- (.) er (1) I will try to my boss and er: I need er: thirty days, (.) one month.

From this perspective, the immediate time of joining itself cannot be deemed a critical point of evaluation which can directly affect the success or failure of job interviews, if reasonable, professional excuses can be clearly demonstrated and the previous promotions throughout the probing and negotiational stages were positively evaluated by the interviewers. Furthermore, considering that quitting a previous job in an insincere and disrespectful manner can be regarded not only as highly unprofessional, but also as exhibiting an undesirable future attitude towards the future company, professionally responsible and considerate approaches to this issue should be clearly demonstrated.

7.2.2.4.2 Further Questions

The micro-move *further questions* is a stage for asking any additional questions that the applicants might have about the company and the job, before closing the interview. As the HR manager indicated in the post-interview, the content of the applicants' questions about the company can be quite meaningful, in that they can be a good chance for the interviewers to figure out what sort of things the candidates have in mind and what their major considerations are. However, since this was a largely optional stage, which was shown in nine SG and four UG job interviews, the total number of tokens was relatively lower than in other major moves. This was specifically caused by extremely smaller volumes of speech in UG, which produced 4.71 times fewer tokens per single occurrence compared to those of SG (184 and 39 tokens on average per occurrence in SG in UG, respectively), as discussed in the move analysis sections. When the context is considered in more detail, it becomes very evident that most of the UG applicants (three out of four) did not take this opportunity, and thus missed a chance to reveal their professional interests, whereas the majority of the SG

applicants (seven out of nine) posed several pre-prepared questions in an active manner when opportunities for this were given, as described in the examples below.

● **From F03-P-WA:**

- 1 <I1:> and er: you have any question to me? (1) Something?
- 2 <F3-P-WA:> erm: Nothing: (1)

● **From F06-S-ME:**

- 1 <I2:> Do you have any question? (1)
- 2 <F6-S-ME:> Ah: not sir, (1)

● **From P05-P-WA:**

- 1 <I1:> <=>Do you have anything to: take question to <25>me</25>
- 2 <P5-P-WA:> <25>Yes,</25> erm: Can I ask erm: if ever I'll be: er: selected, (.) erm: to whom this position will report to? (1) Like er:
- 3 <I1:> erm: Actually, I'm not sure which (.) department you will: <26>be:- belong</26> to: but (.) er: mostly: department head.
- 4 <P5-P-WA:> <26>Ah: Okay</26>
- 5 <I1:> mhm It's the senior manager <27>of each department.</27> You will be: you <28>have</28> to report to <29>directly.</29>
- 6 <P5-P-WA:> <27>Ah: Okay.</27> <28>hm</28> <29>hm:</29> Yeah.
- 7 <I1:> Alright?
- 8 <P5-P-WA:> <=>How many er: employees do you have right now? (.) <30>approximately</30>
- 9 <I1:> <30>hm:</30> We will have around three thousand <31>employees</31>
- 10 <P5-P-WA:> <31>Oh, really</31>. So it's growing
- 11 <I1:> <=>growing.
- 12 <P5-P-WA:> Yeah.
- 13 <I1:> <=>one of the growest, now.
- 14 <P5-P-WA:> Okay: (1)

As clearly shown above, the SG applicant's attitude was considerably more engaged and

enthusiastic, as she posed consecutive questions regarding the reporting line in her target department, and the total number of ODC employees, as soon as the opportunity was given, as shown in her overlapping speech (turn 2). Throughout the interviewers' responses, furthermore, the applicant's high level of supportive and active listenership, with various kinds of positive minimal responses (e.g. *hm*, *mhm* and *yeah*), was continuously maintained, and this was also reflected in the SG applicants' frequent word list (e.g. *yes* (23 tokens, 5th position) and *okay* (15 tokens, 15th position)). In addition, the most frequent patterns used by the SG applicants were all related to initiating a question, such as *can I ask*, *do you have* and *I just want*. This means that the SG applicants seemed to be considerably more faithful in conducting their communicative roles, not only as speakers but also as listeners.

From one of the other SG applicants' statements, furthermore, their communicative attitude emphasising their strong interest in the company was clearly demonstrated, even though no direct questions were posed towards the interviewers in response to their offer, as shown in the extract below.

- 1 <I1:> <=>So do you have any question (.) to: this (.) my company?
- 2 <P18-V-ME:> erm: (1) I think the: no need because the: I only: (.) checking all the- the:- (1) the internet (.) also the (.) previous (2) sometime (.) I mail to them (.) I already (.) some answers to questions (.) Okay (.) At that- at- at moment, (.) I cannot the: (.) thinking how can I (.) ask- (.) ask you more: (.) If that place: I have er (.) questions I (.) by email, I checking.
- 3 <I1:> Good. (1) Okay. (.)

As described in turn 2, even though P18 did not ask any questions, clear reasons for this were suggested in detail: the candidate had conducted advanced research on ODC through the internet, had sent several enquiry e-mails to the company, and was prepared to initiate future

e-mail contact if needed. By providing acceptable reasons based on his longstanding interest, therefore, the SG applicant created a very meaningful communicative result in this stage, even without providing any direct responses to the interviewer's offer to ask questions. In this sense, the key considerations of this stage are to reveal the applicant's in-depth professional interest toward the company by posing future job- or company-related questions, or to highlight their previous efforts to understand more about the company, which can be directly related to a demonstration of their enthusiasm and eagerness to become a new member of the target organisation.

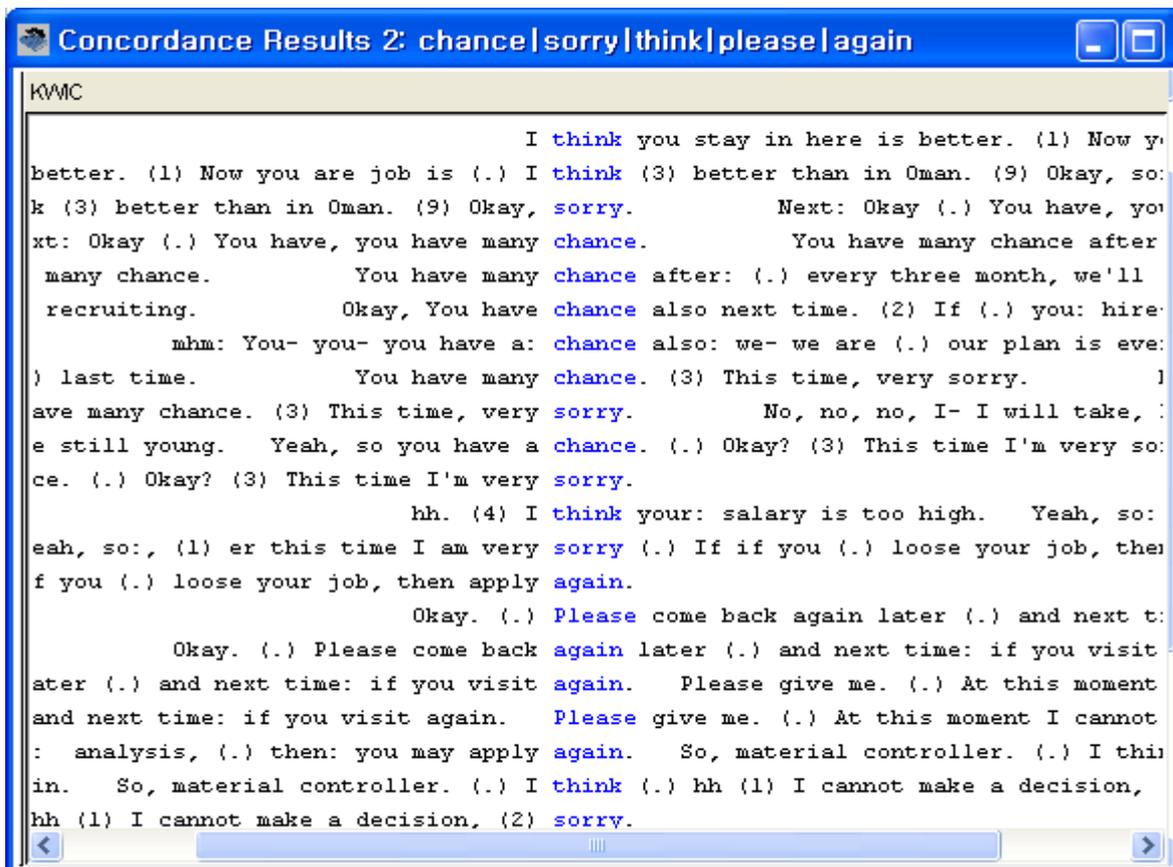
7.2.2.4.3 Closing

As the last macro-move of the interview interactions, three micro-moves (i.e. first, *interview result notification*; second, *closing comment* and finally *closing – appreciation*) play an important role in revealing the evaluations and outcomes of the job interview and wrapping up all of the communicative procedures with mutual appreciations and closing salutations. The top three-word lexical chunks (i.e. *back to you* (7), *come back to* (7), *thank you very* (7), *we will come* (7) and *please wait outside* (6)) confirms that the major purpose of communication in these three stages is to give notice of the interview outcome (whether successful, unsuccessful or pending), to give further instructions on what the applicants should do next, and to express appreciation for attending the job interview. The first two moves seem to share quite similar communicative characteristics, and to be closely interconnected, considering that the outcome of *job interview notifications* can be generally implied in the final *closing comment* of the interview, which includes a brief evaluation of the interactions. However, it is not straightforward to predict the exact outcome of the job interviews only from the corpus-based recurrent lexical items, since the means of implying or

providing notification of successful or unsuccessful job interview results differed substantially between interviewers, and the interviewers' evaluative closing comments (e.g. *quite good*) did not necessarily match the final outcome of the job interviews.

However, from the UG interviewers' top-five keywords that carry considerably negative connotations (i.e. *chance* (8.76), *sorry* (8.76), *think* (7.3), *please* (6.72) and *again* (5.84)), the final remarks toward the UG group of applicants can be seen as more pessimistic and rejective.

Example 26. Concordance lines of the UG interviewers' top five keywords



In addition, generally, in the UG cases, the interviewers had considerable time during which to reconsider their evaluation of the applicants, rather than providing an instant

judgment. For example, the final outcome was notified to only one UG applicant, in a written evaluation form provided right after completing the interview process. Another five received affirmative rejections in a verbal form, such as *you have many chance. This time, very sorry (F8) or this time I am very sorry. If- if you lose your job, then apply again (F10)*. In the other 14 cases, the interviewers reserved their judgments without giving any direct answers about the interview outcomes, via the simple statement *please wait outside. We will let you know the result (F13) or I will discuss and I will let you know the result (F18)*. In SG, on the other hand, the interviewers gave ‘yes’ answers directly to eight applicants at the end of the interviews in either written (3) or verbal (5) form. Also, five tentative ‘yeses’ were accompanied with positive comments like *‘thank you. I enjoy- I enjoyed your interview (P5)’* or *‘okay. er you have- you did a good job (P16)’*. Only seven applicants did not receive any clear ‘yes’ or ‘no’.

This can be seen as a kind of face-saving strategy (Brown & Levinson, 1987), both for the interviewers themselves and for the interviewees in terms of completing the interview procedure in a neutral atmosphere by avoiding unnecessary emotional confrontation caused by negative comments at the end of the face-to-face interactions. In addition, this demonstrates that positive evaluations are often swiftly made after a certain amount of mutual interaction, whereas negative decisions were usually delayed and reserved for reconsideration. This implies that certain SG interactional styles and approaches discussed so far have a powerful impact on drawing instant and positive consequences within the limited time of the job interview interactions, whereas those of the UG applicants lead to decisions being left for later re-evaluation.

The applicants’ verbal reactions towards their interviewers also significantly differed, as pointed out in earlier sections; the SG applicants expressed a sense of gratitude in a more

actively engaged manner, both in terms of their token productions and participation ratio, compared to the UG applicants. This was clearly reflected in both of the applicants' three-word lexical chunks, as shown in Table 62.

Table 62. The applicants' lexical chunks in the *closing* macro-move

3 word lexical chunks – Applicants				
	SG		UG	
	Chunks	Occ.	Chunks	Occ.
1	okay thank you	8	thank you sir	4
2	thank you sir	7	a nice day	1
3	thank you very	5	actually I have	1
4	you very much	5	alignment and other	1
5	thank you so	4	and I anyway	1
6	you so much	4	and other things	1
7	sir thank you	3	anyway I have	1
8	okay then I	2	anyway I m	1
9	and xx thank	1	be I will	1
10	belongs to the	1	be okay sir	1

Whereas the SG applicants' dominant patterns observed within the list are mostly related to expressing appreciation, those of the UG applicants' were relatively further away from showing gratitude, while the formality of their expressions was also markedly reduced, even considering the token differences between two groups (i.e. the total number of SG and UG tokens distributed during this *closing* macro-move is respectively 267 and 201). In this sense, the above assertions that the SG applicants had a strong tendency to make more effort to form a cordial and friendly communicative environment from the beginning to the end of the interactions can be strongly supported.

7.3 Summary

According to the findings, SG candidates demonstrated stronger desires and eagerness for the future work by providing more detailed information on their professional mindset, specifically in the later part of probing macro-moves whereas those of UG candidates were more inclined towards past-oriented qualificational issues. In terms of communicative behaviors, the SG applicants demonstrated more active adoptions of relational and interactional strategies, a wider range of narrative strategies with enhanced communicative clarity, and stronger attitudinal sincerity, naturally incorporating their key soft skills and core business values into the promotional discourse, their professional eligibility and suitability for the target position were more tactically promoted, and the communicative effects of these considerably amplified.

CHAPTER 8 DISCUSSIONS AND FURTHER IMPLICATIONS

8.1 Introduction

Up to now, macro-schematic structures and micro-linguistic features of authentic job interview interactions in BELF settings within four different EFL and ESL countries have been compared, with the aim of discussing and applying findings into actual job interview teaching for the learners hoping to join the multi-cultural business world. In order to carry out this research in a more pedagogically meaningful way, the spoken texts were divided into four macro- and 13 micro-moves, and 37 steps, and the quantitative differences in these structures between the two groups, such as move/step occurrences, token distributions and participation ratio, were compared. For a clearer understanding of communicative strategies and linguistic characteristics, various kinds of pragmatic interactional features across the whole interactions were first investigated, and then acceptable ways of organising and presenting ideas using appropriate lexico-grammatical items were suggested.

As the last stage of the discussion, the findings of each chapter of this thesis will be briefly summarised according to both the contextual/textual structures and lexico-linguistic resources, following the two major research questions and four subsequent questions proposed in Section 1.3. The pedagogical implications and future suggestions for teaching will then be discussed with respect to successful implementation of the favourably evaluated and positively accepted authentic macro- and micro-genre features for a real ESP job-interview classroom designed for those hoping to join the multi-cultural BELF business world. Finally, the implications for future research will be presented.

8.2 Research Findings

In response to the first research question suggested in 1.3, which aims at investigating what makes successful job interviews distinctive from unsuccessful ones in a multi-cultural BELF context, the findings of four sub-questions will be discussed in detail; contextual structure, schematic structures, pragmatic interactional features and lexicogrammatical features.

In the analysis of the contextual structures which examines the SG and UG's distinctive differences in terms of four major contextual perspectives (i.e. interview time, overall token distributions, turn-taking and contextual situations), two groups showed considerable differences. Most of all, the SG applicants' active involvement in the job interview interactions in terms of both quantitatively and qualitatively fruitful approaches were highlighted. That is, the SG candidates tried to take more promotional opportunities (i.e. higher token production in total, with longer interaction time), with intensely organised information for their self-advertisement within a restricted time frame (i.e. more tokens produced per minute) when the chances were given (i.e. more tokens produced per turn). This seems to have led their interviewers to provide significantly higher levels of positive feedback. All of these mutually collaborative interactional styles observed in the SG interactions on the surface made their conversation informationally abundant, interactively active and relationally rich. In addition, the SG applicants' efforts to maintain a smooth communicative flow with longer interaction time based on a fuller demonstration of technical specialties and fewer contextual self-interruptions, which enhances communicative clarity and attitudinal sincerity, were considerably accentuated.

In terms of the second question which seeks to identify schematic structural differences between two groups, three major differences between the two groups were

analysed: first, the occurrences of move and step structures; second, their token distributions per whole interactions and per single move/step; and finally the participation ratio between the interactant groups according to the individual schematic structures. From the findings, it was observed that the interviewers' particular interests when interviewing the applicants were on the candidates' actual working experiences, technical knowledge, passion and aptitude for the job, as demonstrated by the mandatory moves commonly followed for both groups. In terms of optional moves, however, the SG applicants were more adept at demonstrating their relational and future-oriented professional capabilities, whereas past-centred verificational requests were more predominantly made to the UG applicants. In addition, the SG interlocutors' 'listen more' and 'talk more' strategies, on the interviewers' and applicants' sides respectively, in the welcoming, exploring and probing stages, and vice versa in the ending stages, in which several practical negotiations take place, clearly demonstrates that the two SG interlocutor groups made a considerable effort to successfully attain the given communicative goals of the job-interview interactions, which are respectively 'buying' and 'selling' the applicants' professional qualifications. For this purpose, the SG applicants' distinctive interactional characteristics in each macro-move were clearly observed: expressing intimacy from the beginning of the interactions, active provision of the core promotional information during the exploring stage, and full demonstration of their up-to-date technical expertise, strong desires, passion and eagerness for the future work within the probing stage. Their enthusiastic participation as 'self-promoters' in the first three macro-moves seemed to be closely connected with the interviewers' strong interests and active participation in the last negotiation stage by turning their roles from 'evaluators' into active 'promoters' of the company.

In the pragmatic interactional features which the third of the research questions

investigate, five different strategies – latching, overlap, lengthening, repetition, and laughter – were analysed, and their individual usages were compared. The strong dominance of positive instant reactions through the latching and overlap strategies, which have more future-oriented natures (e.g. *questions*), were specifically highlighted in SG in relation to expressing mutual agreement and exchanging questions. However, those of UG were more oriented towards the negative side, or deficiency-focused characteristics (e.g. *attacks* and *defences*), with greater adoption of immediate reproofs and negative appraisals. Furthermore, the different use of lengthening and repetition strategies between the two groups (i.e. the UG applicants' considerable orientation towards a higher number of lengthening and repetition strategies) was also one of the critical parameters of evaluating a successful interaction, in that greater production of these markers can be understood as more frequent suspensions of natural communications, a lack of confidence and reliability. Finally, through the use of laughter, the SG interlocutors showed considerably higher effort in creating a more relationally-oriented communication environment, with significantly greater adoptions of laughter strategies compared to UG on both interlocutors' sides, the SG applicants' considerably longer duration of laugh per occurrence, and finally their higher utilisations of open laughter. All of these efforts in SG seemed to greatly contribute to forming a more relaxed and comfortable conversational atmosphere by delivering a favourable communicative impressions between the interactants.

In the final question which deals with the investigation of different lexicogrammatical features, different conversational characteristics between the SG and UG interactants were significantly highlighted. In terms of interviewers, first of all, considerably positive reactions toward the SG applicants were featured via the active use of various types of minimal feedback, along with the restricted use of downgrading markers such as *just* and

clarificational requests for more detailed information. Furthermore, considerably higher adoptions of future-oriented lexical items that describe possible responsibilities, and of relational and interpersonal markers with positive reactions showing support and agreement and with personal pronouns, *we* and *our*, emphasising mutual relationship, were also more frequently expressed towards the SG applicants. From the applicants' perspectives, the lexical items for expressing a high level of attentive listenership for a supportive and collaborative communicative atmosphere were significantly accentuated in SG. In addition, their wider range of narrative strategies and more structured informational organisations seemed to significantly contribute to a dramatic promotional effect and informational detail and concreteness. In addition, expressing the core ideas by naturally incorporating various professional values and soft skills, specifically focusing on multi-cultural understanding and knowledge, was also more actively employed by the SG applicants, in order to maximise the promotional effects.

8.3 Pedagogical Implications

Within the discussions of findings, the importance of systematic training and the development of a comprehensive job interview curriculum has been emphasised. Considering that the communicative outcomes of the job interview differed considerably even within almost identical communicative situations, it is evident that systematic educational approaches to enhance learners' employability are highly desirable in future BELF education. Explicit teaching can assist learners to find optimised ways of approaching various communicative situations in the job-interview context, so that they can organise their ideas in a direction that will be favourably evaluated, and finally demonstrate this with powerful

lexical items, which can ultimately lead them to attain a successful communicative outcome at the end of their actual job interviews. In this sense, the explicit pedagogical approaches can be closely linked with enhancing the candidates' 'communicative preparedness', which can encourage the interviewers to make positive judgements of the candidates' professional capabilities by increasing presentational confidence and informational reliability, while minimising a series of negative communicative markers and behaviours that can hamper the natural flow of communication. Based on the discussions above, therefore, the pedagogical implications and suggestions for future ESP job-interview teaching in BELF contexts will be suggested, with specific reference to seven major considerations.

First of all, the major focus of job interview language education should be on communicative competence for ensuring effective and efficient delivery of the learners' professional values in a mutually intelligible communicative manner, rather than on English competency, which is primarily concerned with language accuracy and correctness, as pointed out by many BELF researchers (Seidlhofer, 2004; Cogo & Dewey, 2006; Hülmbauer, 2007; Breiteneder, 2009). The research findings also demonstrate that the key to successful job-interview communication is not a high level of English-language competency, but an effective presentation of the candidate's qualifications based on the content of the information, their interactional style, professional verbal performance, and strong passion and desire for work, even in a case where they have considerably lower language capabilities. Therefore, the primary focus of ESP job interview training in a multicultural BELF setting should be on an in-depth consideration of communicative efficiency; following this, the English language necessary to express these core professional qualifications should be incorporated into the curriculum by focusing on its functionality, which is comprised of clearly understandable and simply structured language forms and choices.

In a similar vein, the importance of presentational competency should be strongly emphasised, prior to considering the organisation and promotional content. Presentational competency here can be understood as various kinds of positive communicative strategies, such as behavioural sincerity, attitudinal activeness and informational density. That is, as clearly demonstrated above, the SG applicants' sincere communicative efforts to make their interactions informative and smooth by providing more vivid and clearer descriptions within a limited time frame, and by eliminating unprofessional etiquette, not only led to the interviewers' favourable evaluations, but also prevented them from forming any negative judgments that could have arisen from the applicants' explicit career deficiencies. In terms of attitudinal activeness, furthermore, the SG applicants' intense engagement in the job interview communications, as shown by their higher participation ratio, made a significant contribution to their active and confident projection of themselves as future co-workers. When information is provided, more importantly, their active endeavours to make the BELF conversation intelligible and clear were significantly highlighted via reduced communicative breakdowns with unnecessary pauses, repetitions and lengthening, and by improving mutual cooperation in order to enhance informational clarity. As Kerekes (2006) demonstrated, furthermore, volunteering sufficient information about their qualifications was also featured in SG applicants' discourse so that interviewers are not obliged to pose many follow-up questions. Considering that all of these approaches were directly connected to the successful outcomes of the job interviews, comprehensive training in the enhancement of these kinds of presentational competencies should be systematically designed into the actual job interview classroom before giving content-based instructions on how to structure successful answers that utilise effective and strategic choices of lexical items.

In addition to presentational competency, interactional competency should be

highlighted in practical education. As indicated above, the SG applicants demonstrated a higher level of interactional competency by showing strong attentive listenership through minimal feedback, latching and overlap strategies, and further by demonstrating collaborative communicative efforts, for example, to initiate interactions, develop given themes, and utilise diversified narrative strategies. Since it was evident that these fully supportive and interpersonal communicative attitudes were strongly linked to the interviewers' positive reactions, and further with creating a more balanced and encouraging communicative atmosphere, explicit training to improve learners' lack of interactional competency should also be carefully taken into consideration when structuring the job interview curriculum. Furthermore, considering that the applications of these two communicative competencies into real BELF situations do not necessarily require a high level of language proficiency, as long as their practical functionality is ensured (even with a simplified language form), emphasis can be placed on this for learners at all levels and throughout the job interview education.

A comprehensive understanding of the different macro- and micro-structural characteristics inherent in the successful job interview interactions should be encouraged for raising learners' genre awareness. This can be helpful for teachers in prioritising primary training topics by categorising a series of job interview stages according to their importance and then by guiding learners to focus more on the essential schematic structures as a mandatory phase of job interview education. This can also direct the applicants' answers towards a more favourably evaluated direction based on the ample and diversified sources of promotional materials across the whole range of job interview structures such as from self-introduction to further questions within the highly strategic and effective organisational structures. In addition, a guideline regarding the desirable volumes of communicative exchanges in the target stage, or how much information should be delivered and what level of

conversational contributions made between interlocutors, can be practically suggested for successful achievement of the communicative goals in each stage. In this sense, an in-depth understanding of the specific communicative characteristics of the individual rhetorical structures can help learners to become more competent at controlling the overall job interview interaction in a more favourably evaluated direction by meeting the interviewers' schematic expectancies via adequate informational structures in terms of move structures, effective promoting materials, and active adoption of optimised communicative strategies.

Diverse narrative strategies that can be effectively utilised in the self-promotional discourse should be explicitly suggested, and their positive communicative effects presented in detail. As demonstrated in the SG candidates' discourse, a wider range of narrative strategies (e.g. various connective markers revealing contrast, causal links and consequences) and diversified communicative actions (e.g. showing various emotional values such as acknowledgement, apology, accommodation and appreciation) contributed not only to generating more dramatised promotional effects, but also to creating a relational communicative environment. Considering that fewer adoptions of these functional communicative strategies directed the UG applicants' self-advertisements into a more monotonous and less appealing discourse, the practical application of these diversified narrative strategies into the individual learners' job interview promotions should be explored with in-depth consideration of the appropriate schematic structures that can maximise the communicative impact of each narrative strategy.

The effective descriptive methods in promotion should be emphasised throughout the job interview class in such a way as to encompass a mixture of key professional values, beliefs and skills in a naturally revealing way. Considering that attaching qualitatively strong personal and career values to descriptions of quantitatively measurable career experiences

was regarded as critical when the interviewers drew the candidates' future performance and evaluated their eligibility, a natural incorporation of learners' external and internal qualifications into authentic and/or hypothetical professional situations needs to be emphasised during the class. For this, various kinds of activities to explore the core values and skills required by the target company and position should be conducted as an advanced stage of job interview education, and the most effective ways of combining personal values into the organisational framework should be actively sought when designing answers so that a sense of 'professional co-membership' between interviewers and candidates can be enhanced (Lipovsky, 2006).

Last but not least, the scope of job interview education should be enlarged to incorporate understanding of the target working cultures. During the job interview process, not only did understanding of the other interlocutors' (i.e. interviewers and interviewees) native culture not have much influence on the final outcomes of the communication, but the different cultural identities and distinctive linguistic features did not significantly hamper the smooth communicative flow, since these differences between the interlocutors were regarded as quite natural, and therefore practically acceptable, in the BELF communication setting. However, understanding of the target working culture, and a level of multi-cultural awareness, were regarded as critical parameters of final decision-making, given that a multi-cultural workplace should be harmonious, and operated as one unified company despite having many people from different cultural origins working under another different social, cultural and environmental setting in the host country. Therefore, a job interview class designed for learners in the BELF environment should provide systematic education by which to enhance the general cross-cultural awareness and increase learners' capabilities to deal with specific issues arising from the cultural differences; this should be a fundamental element of

curriculum design in order to ultimately drive successful communicative outcomes.

To sum up, several teaching suggestions have been provided as follows in order to organise the ESP job interview curriculum in the BELF setting: learners' presentational competency should be enhanced through several communicative strategies such as attitudinal activeness, conversational clarity, and informational density; interactional competency should be increased by mutually creating supportive and encouraging communicative environments based on active listenership and participants' participation; a more complete and wider picture should be provided of the whole job-interview interactional procedures in terms of schematic structures, to enable learners to become more competent at dealing with a wide range of positive communicative tactics and have fuller authoritative control; the importance of diversified narrative strategies should be emphasised for more dramatic promotional effects in such a way as to encompass key professional skills and beliefs that are well matched with the needs of the target company; and finally multi-cultural awareness should be increased, specifically focusing on the target working cultures, for successful business communicative outcomes in the future cross-cultural BELF communicative setting.

8.4 Implications of this Research

8.4.1 Further Research

Even though this research covers a wide range of topics in terms of genre analysis, a further detailed analysis in a BELF job interview communication needs to be carried out for a more complete and fuller understanding of this genre. First of all, since the job interview communication, which is the spoken mode of the job-hunting genre, is largely interconnected with its written productions, or the applicants' CV and cover letter, the pedagogical connections between these two different modes of job-hunting genres need to be further

investigated. From the findings, furthermore, ways of effectively producing these two modes of job-hunting communications should be applied in a practical ESP classroom, by considering not only the systematic structural and informational interconnections based on their shared communicative characteristics but also their genre-specific differences.

In addition, the paralinguistic features of a BELF job interview communication and their communicative effects within job interview interactions need to be further investigated. Considering that the outcomes of the interactions can be influenced not only by the applicants' verbal interactions but also by their non-verbal actions, the correlation between verbal and non-verbal communications between the two groups in terms of individual communicative stages can yield meaningful results in identifying the successful features of job interview communications in a more complete and holistic point of view.

8.4.2 Contribution of the Research

Keeping in mind that there is no doubt that English, as the *Lingua Franca* in the global business world, is the most essential and basic tool of real job-seeking activities, and that more and more language learners are now exposed to this phenomena, it is evident that a systematic job-interview curriculum designed specifically for learners in a BELF setting is of utmost importance. From this perspective, the in-depth analysis of authentic BELF job interviews, in terms of both the macro- and micro-genre features, not only plays an important role in terms of providing a solid theoretical background on how successful communication is achieved, but also provides a very practical and detailed map for establishing a job interview curriculum, which can lead learners to become more competent communicators in the face of the multi-cultural global business market. Specifically, this research, which has been

conducted on the basis of theories of corpus linguistics, has its significance that it was the first effort at building an authentic spoken job interview corpus data in a global multi-cultural business setting. Not only has none of the research targeted the BELF speakers' language use in a job interview setting, but also the distinctive communicative features between successful and unsuccessful communications based on a large compilation of spoken corpus data have not yet been explored so far. By using a corpus-based approach, this becomes fully accessible to analysis of a large amount of linguistic data in terms of a series of communicative structures and linguistic features inside both from specific and holistic points of view, and further compare the discourse of different groups in a more statistically valid way. In this sense, as the first corpus-based analysis of job interviews based on a large and systematically-gathered authentic data sample, and additionally, as the first systematic investigation of BELF job interviews in a multicultural setting, this research is expected to make an original contribution in a number of fields including BELF, research on job interviews, ESP and Business English teaching.

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Appendix

Appendix 1) Consent form – Applicant

- ★ This research is not part of the interview process and your decision to participate or not will have no bearing upon the company’s assessment of your appropriateness for the job being applied for, and the video recorded during the interview will be reviewed only by researchers who are engaged in this research and will never be open to public ★

Research Title:

HOW TO TEACH A SUCCESSFUL ENGLISH JOB INTERVIEW TO EFL LEARNERS IN A GLOBAL BUSINESS CONTEXT (to be amended)

Research Purpose:

This research aims to suggest a guideline for EFL (English as a Foreign Language) learners with regards to how to give a successful English job interview in a global business context based on the real job interview samples.

Declaration:

1. I understand that these recordings will be **transcribed and entered into a computer-based text analysis system (or corpus)**, I agree to these transcripts being used for research, language teaching and publication (books or articles) purposes by researchers and language specialists and I give my consent to this use.
2. I further understand that extracts from these transcripts will be **ANONYMIZED** so as to ensure that no person, place or company will be recognizable and therefore CONFIDENTIALITY will be ensured.
3. I am fully aware that **withdrawal is available** at any time and the data will not be used and be disposed of, in case I no longer want to engage in this research project before the data has been incorporated into outputs submitted for publication.

Thank you.

Researcher

Seunghee Choi
Date
University of Birmingham
English Department

Applicants

Name
Date
Signature

Appendix 2) Consent form – Interviewer

Research Title:

HOW TO TEACH A SUCCESSFUL ENGLISH JOB INTERVIEW TO EFL
LEARNERS IN A GLOBAL BUSINESS CONTEXT (to be amended)

Research Purpose:

This research aims to suggest a guideline for EFL (English as a Foreign Language) learners with regards to how to give a successful English job interview in a global business context based on the real job interview samples.

Researcher:

Seunghee Choi
(PhD student – Applied Linguistics)
English Department
University of Birmingham

Declaration:

I understand that these recordings will be transcribed and entered into a computer-based text analysis system (or corpus), I agree to these transcripts being used for research, language teaching and publication (books or articles) purposes by researchers and I give this consent to this use.

Thank you.

Interviewers

Name:

Date:

Signature:

Appendix 3) Consent form – Company

Research Title:

HOW TO TEACH A SUCCESSFUL ENGLISH JOB INTERVIEW TO EFL
LEARNERS IN A GLOBAL BUSINESS CONTEXT (to be amended)

Research Purpose:

This research aims to suggest a guideline for EFL (English as a Foreign Language) learners with regards to how to give a successful English job interview in a global business context based on the real job interview samples.

Researcher:

Seunghee Choi
(PhD student – Applied Linguistics)
English Department
University of Birmingham

Declaration:

Oman Draydock Company (hereinafter referred to as ODC) that these recordings will be **transcribed and entered into a computer-based text analysis system (or corpus)**, ODC agrees to these transcripts being used for research, language teaching and publication (books or articles) purposes by researchers and ODC gives this consent to this use.

Thank you.

Oman Drydock Company

Appendix 4) The interviewers' top 100 frequent word list in *personal attributes*

N.	Word	Fre.	N.	Word	Fre.
1	you	420	51	kind	26
2	be	285	52	tell	26
3	the	201	53	they	26
4	hm	178	54	with	26
5	your	164	55	as	25
6	to	126	56	all	24
7	and	116	57	different	24
8	er	110	58	don	22
9	I	104	59	strong	22
10	so	95	60	want	21
11	know	91	61	foreman	20
12	how	88	62	from	20
13	okay	88	63	manager	20
14	yes	76	64	now	20
15	have	73	65	weak	20
16	what	69	66	or	19
17	not	68	67	personality	19
18	can	62	68	also	18
19	of	59	69	company	18
20	no	58	70	engineer	18
21	this	53	71	mean	18
22	if	52	72	our	18
23	in	52	73	some	18
24	a	51	74	something	18
25	about	51	75	mother	17
26	will	50	76	example	16
27	do	48	77	just	16
28	that	48	78	many	16
29	like	47	79	two	16
30	but	44	80	look	15
31	very	43	81	come	14
32	then	40	82	indian	14
33	one	39	83	multi	14
34	work	39	84	three	14
35	point	36	85	yourself	14
36	me	35	86	area	13
37	for	33	87	good	13
38	it	33	88	he	13
39	go	32	89	manage	13
40	nationality	32	90	much	13
41	there	32	91	must	13
42	control	31	92	around	12
43	oman	31	93	ask	12
44	worker	31	94	cannot	12
45	time	30	95	hh	12
46	we	30	96	make	12
47	think	29	97	order	12
48	working	28	98	overtime	12
49	drydock	27	99	place	12
50	huh	26	100	ship	12