



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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**Exploring the Effectiveness of Interviews as a Tool
to Develop Learners' Communicative Skills**

*A case study of Master one students Department of English
at Chadli Bendjedid University – El-tarf*

Dissertation Submitted in Partial Fulfilment of the Requirements
of the Master's Degree in *Didactics of English*

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Academic Year: 2021/202

DEDICATION

“At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”

Albert Schweitzer

It gives me immense pleasure to dedicate my dissertation to my beloved parents, Mohammed Saleh and Dhahbia, the source of my happiness and the symbol of love; my lovely grandmother, Zohra; my aunt Nadia, my first supporter; my brothers, Houssem Eddine and Abd Erraouf; and my dear Soundes, my little sister, who have been standing by my side till the end.

I also dedicate this work to my friends Nour El-Houda, Khaoula, Ines, Narimene, Amar, and Youcef, who have been my biggest supporters for months and given me full trust and attention to accomplish this work.

A special thanks to my dear friend Adel, my motivator, who always encouraged me to finish my studies and was there for me especially when things proved hard. So, many thanks to him.

Without forgetting my adorable uncle, Mohammed, May Allah have mercy on him in his large heaven.

Darine

It is with genuine gratitude and warm regard that I dedicate this work to my hero my father Nacir who have never failed to give me financial and moral support, for giving all my needs during the time I developed this work and for teaching me that even the largest task can be accomplished if it is done one step as a time.

And to my paradise my mother Nacera Saidia who leads me through the valley of darkness with light of hope and support, whose words of encouragement and push for tenacity ring in my ears and who with love and effort have accompanied me, without hesitating at any moment of seeing my dreams come true, which are also her dreams.

My sisters Aziza, Aya and Tasnim have never left my side and are very special. I also dedicate this dissertation to my many friends who have supported me.

I will always appreciate all they have done especially my bestfriends Amani, Hadil, and Narjes. To All the people in my life who touch my heart and who stands by me when things look bleak.

Khouloud

ACKNOWLEDGEMENT

Above all, we thank Allah, who gave us the power and patience to accomplish this work. Our deepest thanks go to our supervisor, Miss Soumaia Allaoui, for her advice and guidance throughout the stages of this work.

We thank the members of the board of examiners for having accepted to read and evaluate our work. We are so thankful to our teachers from the department of English who have given us support right from the first year at Chadli Bendjedid University of El Tarf.

We would like to extend our deepest gratitude to all the participants who took part in fulfilling this research work.

We would also like to thank all our classmates for the nice times we spent together helping each other. Special thanks are addressed to our lovely families and friends for their trust, support, and prayers.

Thank you.

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LST OF ABBREVIATIONS AND ACRONYMS

EFL: English Foreign Language

Q: Question

ABSTRACT

The present work is concerned with the development of communicative skills through interviews. It attempts to discover the effectiveness of interviews in developing the learners' communicative skills. Since the primary aim of learning any foreign language is to use it in communication, the research was conducted with first-year master students at the Department of English in Chadli Bendjedid University , El Tarf. In this research, it is hypothesized that if learners acquire and use interviews effectively in their education and learning process, they will develop their level of communicative skills. The investigation was based on a descriptive design. To achieve the aim of the study, the data was collected by one research tool, which is a questionnaire for both teachers and students. The latter was addressed to Master One students and teachers at the Department of English Language. The questionnaire was distributed to thirty students and ten teachers. Based on the collected data and the study results, it is concluded that students' communicative skills could be developed through interviews. Some pedagogical recommendations were suggested to support the use of interviews to develop communicative skills.

Key terms: Interviews, Communicative Skills, Master One students.

المخلص

يهتم العمل الحالي بتطوير مهارات التواصل من خلال المقابلات. يحاول اكتشاف فعالية المقابلات في تطوير مهارات التواصل لدى المتعلمين. نظراً لأن الهدف الأساسي من تعلم أي لغة أجنبية هو استخدامها في التواصل، فقد تم إجراء البحث مع طلاب ماستر في السنة الأولى في جامعة الشاذلي بن جديد - الطارف. في هذا البحث، من المفترض أنه إذا اكتسب المتعلمون المقابلات واستخدموها بشكل فعال في عملية التعليم والتعلم، فسوف يطورون مستوى مهارات التواصل لديهم. استند التحقيق إلى تصميم وصفي. ولتحقيق هدف الدراسة تم جمع البيانات باستخدام أداة بحث واحدة وهي الاستبيان. هذا الأخير كان موجهاً إلى متعلمي ومعلمي اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية. وزع الاستبيان على ثلاثين طالباً وثمانية معلمين. بناءً على البيانات التي تم جمعها ونتائج الدراسة، يتم الاستنتاج أن مهارات التواصل لدى الطلاب يمكن تطويرها من خلال المقابلات. تم اقتراح توصيات لدعم استخدام المقابلات لتطوير مهارات التواصل.

الكلمات المفتاحية: المقابلات، مهارات التواصل، متعلموا اللغة الإنجليزية الأجنبية.

CHAPTER ONE

INTRODUCTION TO THE STUDY

Introduction

In this era of globalization, the English language plays an important role in the world where most people use it as a means of communication. In our educational system, the English language is measured as a foreign language and has been introduced in educational institutions as an essential subject to learn, starting from middle school to university.

Language learning can be an inspiring and exhilarating task, especially for those who learn a language that is different from their mother tongue in grammar and word structure. Previously, the communicative skills were neglected; they focused on the written form of the language. This does not mean that these skills are completely discounted by teachers in the classroom. In fact, they always try to advance them implicitly in their lessons. They use multiple techniques to make their learners participate and share their ideas and points of view. They also try to expand the learners' vocabulary, pronunciation, and accents.

It is obvious that the majority of EFL students face some obstructions when they are using the English language. That is why they should develop their communicative skills for appropriate communication. Developing communicative skills is an essential goal for EFL students. These skills can be developed via different tools and ways which can also make the learning process easier and funnier. In this vein, the interview is one of the teaching ways used by teachers to engage their students in active communicative tasks. To know the futility of the use of interviews, this research work is centered on such a goal to reach desirable results.

Introduction to the Chapter

This chapter contains the statement of the problem, the aim of the study, research questions in relation to the research hypotheses. In addition to the significance of the study and the research methodology used to conduct data for this research. Also, it consists of limitations of the study faced during the work. At the end, this chapter discusses the structure of the study.

Statement of the Problem

EFL students aim to improve their communicative skills in a manner that make them able to use the language spontaneously and efficiently. That could be a challenge due to the fact that generally the English language is used only in the classroom environment. Therefore, teachers try to use different methods, tools and activities in order to make learning an easy and funny process. The interviews are one of these tools that this study intends to discover whether they are effective or not in improving students' communicative skills.

Aim of the Study

This research work aims to investigate the effectiveness of interviews in developing EFL learners' abilities in communicative skills through the use of English in real situations either inside or outside the classroom.

Research Questions

To achieve the aim of the study, the following questions should be answered:

1. Does the interview develop learners' communicative skills?
2. What are the communicative skills that would be developed through interviews?

Research Hypotheses

On the light of the aforementioned research questions, it is hypothesized that:

1. If learners use interviews effectively in their education and learning process, they will develop their level of communicative skills.

2. There is an advantageous relationship between student's communicative skills and their use of interviews.

Significance of the Study

On the basis of previous studies like in "Essential Interviewing: A Programmed Approach to effective Communication", also in "Using Discussion Pedagogy to Enhance Oral and Written Communicative skills. It can be deducted that EFL learners use interviews in the classrooms from time to time and that interviews are one of the effective ways and tools used to develop the learners' communicative skills. It is expected that this study will provide some contributions to the area of communicative skills development.

This research will identify interviews, the most used types in the classrooms and the educational environment, also the importance of interviews and its use as a tool to develop learners' communicative skills. In addition to that, it would deal with communicative skills.

Methodology

In order to find out the effectiveness of interviews as a tool to develop learners' communicative skills, this research relied on the descriptive design as the most suitable one. A questionnaire was designed and addressed to the students of the English Department at Chadli Bendjedid University. It was answered by 30 students.

Limitations of the Study

As a consequence of the COVID-19 that affected the whole world, the academic educational system in the university partitioned Students' Classroom sessions into groups; a fact that hardened the duty of collecting questionnaire answers. Besides, the other difficulty that limited this work is the lack of sources particularly about interviews in which most information are revolving around job interviews only.

Structure of the study

The present dissertation is organized into five chapters. This first chapter has been devoted to setting the background for the present thesis. It consists of the statement of the problem, the aim of the study, the research questions, the research hypotheses, the significance of the study and the research design methodology. It highlights the limitations and the structure of the present study.

CHAPTER TWO
LITERATURE REVIEW

Introduction

This chapter provides literature on the use of interviews by EFL students to develop their communicative skills. It is divided into three parts. The first part focuses on interviews including their definition and parts, their structure, purpose and types. The second part deals with communicative skills in terms of their definition, types and their importance. It also provides the ways that improve effective communicative skills for students. The third part looks at the relationship between interviews and the communicative skills and hence their effects on the latter.

Part One

Interviews

Definition of Interviews

The interview is a formal meeting that occurs between two persons (Interviewer and interviewee). The interview consists a collection of questions asked by the interviewer, which are expected to be answered by the interviewee (Interview: Definition, Types of Interview, 2019).

Interviews are significant tools that involve a two-way exchange of information either one-on-one or by group of interviewers. The interview gathers important information from the interviewees and can help determine whether they are or are not a good match for the new goals (Notes on Interviews: Meaning, Importance and Types, 2016).

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The interview is common approach for data collection that involves the researcher and the subject communicating verbally. In survey designs as well as exploratory and descriptive investigations, interviews are frequently employed. Interviewing can be done in a variety of ways from formal to informal, fully unstructured in which the subject is free to speak about whatever they like (Nigel, Nick & Amanda, 1998).

Parts of Interviews

A formal encounter between two people is known as an interview (interviewee and interviewer). The purpose of the interview is to obtain information from the interviewee through questions.

The interviewer and the interviewee are two different people during the conversation. Questions are only asked by interviewers. Typically, interviewees make an effort to respond to the interviewers' queries and identify themselves. (Interviewee vs. Interviewer: What's the Difference? | Indeed.Com, n.d.)

The Structure of Interviews

There are five main stages for an appropriate structure of an interview. Those stages are as follows: (5 Stages of a Job Interview – Process Steps, n.d.)

Introductory Stage

This stage is where the interviewer welcomes the interviewee and begins to build a connection with him. Although it takes only a few minutes, it is the most important stage because it is there where the first impression can be found.

Small Talk

Following the introductions, it's a good idea to engage in some small conversations with the interviewees. Small chat is vital since it is one of the most effective ways to create rapport and foster a strong relationship.

Setting the Topic

After a small conversation, it is necessary to acquire some information after deciding what the topic of the interview is about. This is a crucial phase since it demonstrates how prepared or unprepared the interviewee is, as well as their ability to think quickly.

Free Discussion (Asking and Answering)

An interview is a two-way exchange of ideas, with the person interviewing your information as much as you interview them. It includes the preparation of questions in a list-form related to the set topic and other topics and the interviewee answers them. Finally, the interviewee makes up a story based on the information given by the interviewer.

Description

Closing out an interview is just as important as the other stages. It's just as essential to make a strong first impression as it is to leave the person with a positive image of you.

The Purpose of Interviews

The main aim of interviews is to collect and exchange information, create a source of knowledge. Also, check and test the interviewee knowledge, examine their skills and scrutinize

their behavior and attitude. Interviews can be beneficial if they are well conducted, they can aid learners to learn the principles of an effective communication and how to give arguments. Interviews can be a successful tool for them to practice the spoken language including vocabulary choice, error free sentence and mainly for the non-verbal issues such as anxiety, shyness. In addition, interviews create a relation between the interviewee and the interviewer as well as reducing the distance between the human beings (What Is the Purpose of an Interview? How to Prepare | Indeed.Com, n.d.).

Types of Interviews

According to Nigel, Nick, & Amanda, (1998), the depth and freedom with which a subject can answer will be controlled by the interview design and question formulation. Some interviews are meant to generate long, comprehensive responses while others are geared to elicit brief, focused ones. The amount of structure put on an interview will vary along a continuum but there are three main types to take into account: structured, semi-structured, and unstructured.

Structured Interviews

According to George (2022) the most systematized type of interview is the structured interview. On the contrary to semi structured or unstructured interviews, the interviewer asks preset questions in a specified order in structured interviews. Closed-ended questions are common in structured interviews. They can be dichotomous or multiple-choice with participants answering "yes" or "no" to each question. Open ended structured interviews occur although they aren't as prevalent as they once were.

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Structured interviews are used when the interviewers already have clear understanding of the topic and they are able to create well-structured questions easily. Also, when they have not enough time or money and they need to get your data analyzed quickly.

It is simple to conduct and analyze a structured interview. By asking the same set of questions, possible biases are reduced and analysis is less ambiguous. It's a task that the interviewer will be able to accomplish on his own if he remains organized.

Structured interviews have both advantages and disadvantages. The first advantage is that context effects and other biases are reduced by the fixed nature of structured interviews. By asking all participants the same questions in the same order, the possibility of bias is reduced due to the order or type of the questions answered, as well as, any contextual influences. The second advantage is that structured interviews increased credibility, reliability and validity as the same questions are provided to all participants in the same order, making it easy to compare responses. However, the bad side of structured interviews is that they are formal in nature because organized interviews are so strict. There is little chance for the interviewer and the participant to develop a relationship

Structured interviews are conducted in formality that may make participants feel nervous or anxious which can influence their responses. Limited flexibility is the second problem once the questions have already been chosen. They cannot be changed or omitted without affecting the interview's quality. A question must be offered to all respondents even if it is poorly written, unnecessary or useless. The last issue is that they have limited scope. The scope of most structured interviews is limited since they are close-ended. There is not much opportunity for complexity in the replies and participants cannot go into great depth.

It's difficult to determine how much a participant's answer represents their true sentiments if they do not truly identify any of the single or multiple-choice responses (George, 2022).

Semi-Structured Interviews

Semi-structured interviews combine the benefits of both structured and unstructured interviews. In contrast to an unstructured interview, the interviewer knows what questions they will ask ahead of time. The content and order of the questions are not fixed. Interviews that are semi-structured are frequently open-ended allowing for flexibility. It's easier to compare responses when you ask the same questions in the same order but it might be restrictive. Less structure can aid in the detection of trends while still allowing for comparisons across respondents.

Semi-structured interviews are the ideal option when the interviewer has had previous interview meetings. Critical questions are exciting, and it's easy to pose a leading question or make a person uncomfortable. Also, participant responses can help the interviewer develop a stronger knowledge basis for future study by guiding future research topics. (George, 2022)

Unstructured Interviews

As stated in Blog (2001) the term "unstructured interview" refers to a non-directive interview. When collecting important information from the respondent in keeping with the interview's aim, the interviewer does not rely on a list of standardized questions but instead he provides spontaneous questions. Because of its informal and free-flowing character, an unstructured interview is asked to an everyday chat in certain ways. They are utilized in a range of subjects.

Unstructured interviews use feedback systems to guide the discourse in the direction of the study. The researcher creates additional questions depending on the interviewee's replies, allowing him or her to acquire more detailed and accurate information about the topic of the study. (Blog, 2001).

Advantages and Disadvantages of Unstructured Interview

In fact, unstructured interviews can be both advantageous and disadvantageous (Unstructured Interview: Definition, Advantages, Disadvantages – Wisestep, 2016)

Advantages of Unstructured Interview

- It allows for a better knowledge of the interviewer.
- It is more adaptable and easier.
- It is a very useful tool for evaluating the interviewer.
- It bridges the gap between the interviewer and the interviewee in terms of communication.

Disadvantages of Unstructured Interview

- It is time consuming.
- There's a possibility the interviewer gets taken away from the entire interview.
- Not suitable for all the participants.

There are other types of interviews that could be helpful in the learning process. They include the following:

Face-to-Face Interviews

Face-to-face interview is a data gathering tool in which the interviewer talks directly with the respondent while using the questionnaire that has been produced. This approach allows for the collection of factual data, attitudes, preferences and other information obtained from the respondent during the conversation. As a result, the face-to-face interview approach assures the quality of the data acquired and boosts response rates (Face-to-Face Interview, n.d.).

One of the oldest and most extensively used ways of doing primary research is face-to-face interviewing. Interviews have a number of benefits including the ability to employ visual aids and the detection of social indicators and body language. Furthermore, by treating the questionnaire like a productive conversation and deducing the validity of each response, the interviewer might acquire a better understanding of individual replies. Although face-to-face interviews are extremely successful, they may be expensive and time-consuming. F2F interviews require big efforts up front to find, recruit and arrange the interview not to mention the travel time and costs of meeting the responder in person. (Face-to-Face Interviews - Advantages and Disadvantages, n.d.)

Telephone Interviews

A telephone interview is a data collecting method in which the interviewer speaks with the respondent over the phone using the questionnaire that has been created. For this type of questioning, standardized questionnaires with closed-ended questions are usually used. As a result, the telephone interview is brief and focuses on gathering specific information. Telephone interviews can be very effective and economical ways of collecting data where the sample can be accessible via the telephone. However, it is difficult to incorporate visual aids and the respondents cannot read cards or scales (Telephone Interviews, n.d.)

Focus Group Interviews

Focus group interviews are interviews with a group of people that gather a range of data. These interviews can include as few as four people or as many as 10 but the best number can be between four and eight. During bigger focus group interviews, it is common for some individuals to dominate the conversation while others stay in the background (What Are Focus Group Interviews and Why Should I Conduct Them? - Statistics Solutions, 2018).

The difference for the focus group interview protocol is that they use prompts. A prompt might be a remark or a question that you ask the focus group members and then stand back from. Rather than asking slow questions, you allow spontaneous discussions to arise in response to the suggestion and then, simply bring the conversation back to the original issue. Interviews and communicative skills are linked together, simply, the more you practice interviews, the more you

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develop your communicative skills (What Are Focus Group Interviews and Why Should I Conduct Them? - Statistics Solutions, 2018).

Part Two

Communicative Skills

Among the most valuable skills to learn is effective communication. Communication is defined as the transmission of information in order to achieve clearer sense. It can be done verbally (via verbal exchanges), graphically (via graphs, charts, and maps) or telepathically (body language, gestures, pitch of voice, and tone). Each of these ways of communication is vital Soft Skills for a great career. (Communication - Importance of Good Communication Skills, 2022).

In today's environment, communicative skills are becoming increasingly crucial for individuals. It is among the most in-demand talents in the corporate world. Reading, writing, and reflective listening are really the three most crucial communication skills for kids. Such abilities are taken for convenience since they seem to be straightforward to acquire. However, this is not the case. When it comes to reading and writing, only one thing must be done which is adjusting to one's advancing age and concentration. Reading, verbal communication and writing skills could all be improved with these two features. Speeches and talks in addition to reading and writing presentations are part of the academic syllabus. That was used in education to help students flourish as individuals (Abinaya, 2022).

A person with strong communication skills can understand and be understood by anyone. Listening, speaking, observing and empathy are indeed significant aspects in the perspective of these skills. These abilities are required in everyday life to communicate ideas

to others, develop a positive outlook, demonstrate tolerance for others and deliver speeches and interviews. Many people can succeed in their careers by honing these abilities.

(Communication Skills Archives, n.d.)

Definition of Communication Skills

Communication is a fundamental life technique, just as important as the skills required to succeed in college or make a living. Your ability to communicate greatly influences your satisfaction. You keep and maintain companions when you communicate effectively. At work, you are appreciated. Your children admire and rely on you. When you are less effective at interacting, your life will suffer in one or maybe more areas. Life is made easier by effective communication. (McKay, M., Davis, M., & Fanning, P. 2009).

The process of communication is two-way, not really the same as broadcasting or merely transmitting data. To put it another way, it entails both send or receive data. As a result, it involves not only speaking and listening, but also having common comprehension being conveyed and retrieved. If you're the 'sender' of knowledge, this entails first presenting it properly (whether in writing or in person), then posing questions to ensure that your listeners comprehend. After that you should listen to their answers and if required offer additional information. If you're the receiver, you have to listening carefully to what's being said. Then,

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reflecting back or posing questions to make sure you both understand (Skills you need.com 2011-2022, n.d.).

Communication skills are the tools you utilize once providing various types of information. It could be communicating new ideas, emotions, or even a refresh on your task. Speaking, observing, Listening and empathizing are all communication skills. It's also vital to know the distinctions between interacting in person, over the phone, and through digital channels like email and social media. You can learn and practice various types of communication skills to help you be a good communicator. Because many of these skills interact, it is critical to keep practicing communication skills in a variety of situations when possible. (Communication Skills Archives, n.d.)

Types of Communication Skills

There are top ten communication skills and ways that can be improved (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Active Listening

Active listening refers to the person's close attention to the speaker. People who are active listeners are well-regarded by others because of the attention and respect they offer others. Despite that this seems simple, it is a skill that is difficult to be developed and ameliorated. You could be an effective listener by concentrating on the interlocutor, ignoring obstacles such as mobile phones, computers, or other products, and planning questions, remarks, or concepts to respond thoughtfully. or ideas to thoughtfully (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Adapting Communication Style to the Audience

Various communication styles are appropriate in various situations. To make the most of the presentation skills, consider your audience and the most effective way to communicate with them. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Friendliness

Characteristics such as kindness and honesty frequently foster trust and understanding in friendships. Workplace relationships require the same characteristics. When interacting with others, keep a positive attitude, keep an open mind, and ask questions to help you understand where they're coming from. Small gestures like asking someone how they're doing, smiling while they speak, or congratulating them on a job well done can help you build productive relationships with both managers and colleges. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Confidence

When ideas are presented with confidence, people are more likely to respond. Making eye contact when addressing someone, sitting up straight with your shoulders open, and preparing ahead of time to ensure your thoughts are polished are all ways to appear confident. Confident communication will come in handy in your daily life. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Giving and Receiving Feedback

Strong communicators can both accept and provide valuable feedback to others. Input must respond to questions, offer solutions, or help reinforce the task or subject matter under consideration. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Volume and Clarity

It is critical to be clear and audible when speaking. Adjusting your speaking voice to be heard in a variety of settings is a skill that is essential for effective communication. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Empathy

Empathy is the capacity to comprehend the feelings of others. This communication is beneficial in both group and one-on-one situations. In both cases, you will need to understand other people's moods and find a suitable answer. When someone is trying to express frustration, for example, empathy can help you realize and spread their feelings. Simultaneously, understanding when someone is feeling upbeat and enthusiastic can allow you to gain guidance for your thoughts and ideas. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Respect

Knowing when to initiate communication and when to respond is an important aspect of respect. Allowing others to speak without interruption is regarded as a necessary communication skill in a team or group setting. Respectfully communicating also entails using someone else's time wisely—staying on topic, asking clear questions, and responding fully to any questions you've been asked. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Understanding Non-verbal Cues

Nonverbal cues such as body language, facial expressions, and eye contact play an important role in communication. When you're listening to someone, you should pay attention to both what they're saying and their nonverbal cues. By the same token, you should be aware of your body language when communicating to ensure that you are sending appropriate cues to others. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

Responsiveness

Fast communicators are perceived as more effective than slow communicators, whether returning a phone call or responding to an email. (Top 10 Communication Skills for Career Success Indeed.Com, n.d.)

The Importance of Communicative Skills for Students

Every day, we receive, send, and process a large number of messages in this civilized life. However, effective communication entails more than just providing information; it also involves knowing the emotions underlying the relevant data. Correspondence can strengthen social connections. In everyday life, they can help us understand people and situations better. Practicing communication skills can help us avoid conflicts, compromise, and make better decisions. (Valène & Kristina, 2022).

Coming differences, building trust and respect and creating conditions for sharing creative ideas and solving problems. In an attempt to establish communication with others, there is always the possibility of misunderstanding. This can lead to conflicts and frustrations in personal or professional relationships. By developing strong communication skills, you can improve your relationships with your friends, colleagues, boss and so on.

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Learners are expected to communicate positively at all stages of education. At school, children who lack well-developed interpersonal skills risk falling behind their peers or becoming utterly exhausted or withdrawn. Academic success is dependent on effective communication skills which begin with simple oral communication. In class, students are frequently asked to respond to questions. These questions can range from those with clear factual answers to those that require putting ideas together and making arguments. Answers to questions must be clearly articulated so that teachers can assess students' comprehension. Students are regularly insulted with oral communication difficulties when they are unable to communicate on par with their peers. If a student stutters or mumbles, he or she may find it difficult to speak up in class. (Abinaya, 2022)

According to Abinaya (2022) the importance of communicative skills for students are as follows:

It also stated that interaction is critical to success both in business and in personal life. Effective communication allows for better understanding of people and situations.

Helps Learn More from Teachers

When learners are trying to study in high school and university, they gain plausible and in-depth knowledge of the issues. In order for students to learn better. Teachers must pose the question and address their subjective and objective doubts. Teachers can teach in their preferred style once they understand where they are confused about the subject. This will help students achieve high grades. Because of their anxiety, hesitation, and lack of trust, most educators do not pose the question. Communication skills enable them to listen to and comprehend the perspectives of teachers in the classroom. They can ask better questions and

encourage students to learn more after recognizing what teachers say about them. That is why teachers frequently motivate and instruct students. (Abinaya, 2022)

Being Friendly with Others

It is critical to be courteous to others at school and college. Regulated verbal and non-verbal interaction assist students in getting to know people. Going to class with your best friend relieves stress. It is absolutely critical in a marketable situation and under certain circumstances. Strong friendships with a high level of trust can be formed with good communication skills. And students are more enthusiastic about coming to class every day. When everyone respects others, communicates when necessary, and expresses themselves constructively in a given situation, everything is possible. This is how communication skills improve the other person's ability to interpret and share their feelings. It will foster strong, close friendships that can often lead to company and love later in life. (Abinaya, 2022)

Helps in Career Development

Students use objective vocabulary in their words when engaging with interviewers, and positive facial gestures to enable them to get a job after graduation, as a simple communication tool. This is how effective communication shapes the personalities of students. Many students struggle with communication issues during interviews, which is why studying and improving communication skills can help them advance in their careers. (Abinaya, 2022)

Enhancement in Teamwork and Collaborative Attitude

Positive attitudes, appreciation from others, and a collaborative effort to solve the problem with other team members are all clear indicators of effective business communication. Effective communication boosts company efficiency. It will increase your

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chances of promotion and increase the motivation of other members. Communication performance improves cooperative and productive actions in this way, which has lengthy advantages. Students will be able to deal with customers at work through the use of email, audio, and video conferencing in the future. Their career advancement would suffer if they were not successful in emails, tweets, and social engagement. As a result, listening, writing, and verbal contact across the Internet of Things (IoT) play an important positive and negative role in students' personal and professional development. (Abinaya, 2022)

Develop Professionalism of Students

Educators will become doctors in the coming years, and they'll need to learn to communicate with patients effectively. They must demonstrate compassion, friendliness, and integrity when speaking and acting with patients. Countries require strong political, economic, and social leaders. Students will become politicians, businessmen, executives, bureaucrats, and leaders in the future. And they can't help them get votes, clients, or people's support unless they engage effectively with them and listen to their concerns. They must listen because it is their job, and they must have the patience to deal with frustration and a variety of other issues. Communication is expression, and freedom of expression is our right, but it must be done correctly, with the right people, for the right cause, and in the right way. (Abinaya, 2022)

Important in Social Networking

To assess and improve communication skills. Debates, communication in group activities, and family functions allow students to Listening to other people's opinions during a

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conversation is critical for reaching new conclusions about the subject. And since it is not possible without effective communication and positive expression, it is critical for students to understand that they must respect the feelings of others. We use rude language with our parents, in meetings, with friends, and with our employers. It is critical to communicate without upsetting the feelings of others. As a result, students must learn communication skills in order to be more creative, passionate, enthusiastic, and open-minded. It's not bad, but too much of it can have a negative impact on their personality. (Abinaya, 2022)

Memory Enhancement

Our presence of mind improves when we speak, listen, articulate, and understand what we're saying. Talking while focusing on listeners rather than a cell phone can help to improve brain capacity and memory. In order to succeed in their endeavors, students must have a sharp mind and a strong memory. The use of communication skills improves their attention and ability to respond. The mind's involvement improves their vocabulary, communication skills, and memory like a genius. Every student aspires to be a genius, but this is impossible to achieve without effective communication skills. (Abinaya, 2022)

Ways to Improve Effective Communication Skills in Students

As Singh (2022) states In many aspects of life, effective communication skills are required for success. In a classroom, the quality of communication has a tremendous impact on the atmosphere. Preparing students to be the greatest professionals in their industries is a top priority in modern education. Effective communication is critical in any career. Take part in class discussions, gain experience, and be more productive in group assignments. Students

with great communication abilities can benefit from this. You might be asking how to help pupils enhance their ability to communicate effectively.

Motivate Students to Initiate and Engage in Conversation

It is critical to urge children to initiate and engage in discussion in order to build their effective communication abilities. The majority of pupils may not want to speak at all. This makes it difficult for children to appropriately express their emotions when they are sad or worried. As a result, encourage them to participate in activities. Begin and facilitate conversations during creative activities, paired reading activities, and game play. Discuss feelings in the classroom about situations that have occurred to pupils. If you provide support and scaffolding for kids to develop greater communication skills. (Singh, 2022)

Create a Safe Ambiance

Create a helpful and safe environment in which students can open up and share their ideas and opinions, allowing them to strengthen their communication skills. It is critical for kids' academic performance to have an environment that allows them to seek assistance if they need it. Having an open-door policy and allowing kids to speak freely about anything is a great way to encourage successful communication. (Singh, 2022)

Active Listening

Show students that you care about what they have to say by listening closely. Listen to students, not just to respond and provide an answer. Sometimes, simply sharing a meal can be extremely beneficial in fostering a caring and supportive environment. Listening to

students is one of the most important ways to improve their communication skills. Listening actively to students encourages them to ask more questions in the classroom. (Singh, 2022)

More Teamwork

It is also an important way to improve students' effective learning. Doing group projects and more team activities is an excellent way to shift focus away from competing with one another and toward working together to achieve great results. This method can encourage communication, collaboration, and cooperation as well as assist students in communicating more effectively with their classmates. (Singh, 2022)

Allow Students to Share Opinions

Allowing students to express their opinions in the classroom is also an important way to improve students' communication skills. Asking for their opinions in class will help them develop communication skills. Teach students to express themselves in the classroom, because that is when they become more comfortable and capable of speaking on any topic. (Singh, 2022)

Positive Feedback

When a student performs well, teachers may overlook providing positive feedback. Positive feedback motivates students to improve their performance in all areas. Giving positive feedback is an important part of encouraging students to communicate effectively. It has been demonstrated that students who receive praise are more likely to believe that they can complete tasks and be successful. Another benefit of positive feedback is that it can help to build a student's confidence, create a supportive environment, and foster good harmony. By improving students' communication skills, you can improve outcomes for impacted students and encourage a more open and collaborative learning environment. (Singh, 2022)

A Must Know Communicative Skills

Listening

One of the most important aspects of speech is listening. Productive hearing involves not only comprehending spoken or written information, but also comprehending how the speaker feels during communication. If a speaker can see and feel that someone is listening and understanding, it can help interlocutors build a stronger, deeper relationship. Careful listening can also foster an environment in which everyone feels comfortable expressing ideas, opinions, and feelings, as well as planning and solving problems in a creative manner.

Straight Talking

Conversation is the bedrock of communication and should not be overlooked. Even a casual, friendly conversation with coworkers can aid in the development of mutual trust and even the detection of problems before they become serious. A little friendly banter with a stranger can lead to a business opportunity. If you're approachable and friendly, you'll be able to talk to almost anyone.

Non-verbal Communication

We send a lot of nonverbal messages when we talk about things that are important to us. Nonverbal cues include body language, facial expression, hand movements, gestures, eye contact, attitude, tone of voice, muscle tension, and the way you or we breathe. The way you look, listen, create, react, and gesture conveys far more about your feelings than words ever could. Body language and gestors abilities are fundamental. Because, according to Salesforce's research on interpersonal communication, nonverbal communication accounts

for 93% of all communication. Understanding others and using nonverbal signals will help you connect with others, express yourself, deal with difficult situations, and build better relationships at home and at work.

Stress Management

In small doses, stress can be very beneficial and motivating at work. However, when stress becomes constant and fully takes effect, it can impair communication, clarity of thought, and appropriate behavior and action. When you are stressed, you may misinterpret others, send confusing nonverbal signals, and exhibit odd behavior patterns. You will be able to influence the other person in a conflict if you improve your stress management skills.

Open-Mindedness

Be confident in what you say and in your interactions with others. Being confident can be as simple as maintaining eye contact, maintaining a relaxed body stance, and speaking clearly. Try not to make statements sound like questions, and avoid sounding aggressive or demeaning. (Communication - Importance of Good Communication Skills, 2022).

Respect

Respecting or even recognizing what everyone has to say is an important aspect of communication. Respect can be as simple as listening to what they have to say, using their name, and not being distracted. Respecting others makes the other person feel valued, which leads to a more honest and productive conversation. (Communication - Importance of Good Communication Skills, 2022).

Using the Correct Medium

Since there various forms of communication, it is crucial to pick the appropriate one for use. For instance, communicating in person about serious matters (layoffs, salary changes, etc.) is more appropriate than sending an email regarding the matter. (Communication - Importance of Good Communication Skills, 2022).

Ways to Foster Students' Communicative Skills

In addition to teach good conversation skills explicitly, establish listening and speaking procedures and teach respectful vocabulary that mentioned before:

Teach Students Empathy

When teaching students to communicate, it is critical that they establish compassion and an understanding of how the other person is thinking and feeling. We must teach some students this lesson. When students realize that their point of view isn't the only one, they become better listeners and speak more respectfully to others. (Teach Your Students Effective Communication Skills With These 8 Tips!, n.d.)

The Non-verbal

As Peter Drucker said, "The most important thing in communication is hearing what isn't said."

Teach the Power of Pausing

Educate students to take a break, reflect, and inquire. This one will allow them both to see another's point of view and will allow them to hear quite effectively. Teach them to ask questions like, "So, what do you mean?" or "Why?". (Teach Your Students Effective Communication Skills With These 8 Tips!, n.d.)

Practice Speaking and Listening in Natural Settings

Whereas talking and listening are essential in teaching, they are also beneficial in other aspects of students' lives. Begin by having students discuss their preferences, then role-playing contexts they would perhaps experience, besides a statement with a companion or even how to disagree completely with somebody in a position of responsibility (Teach Your Students Effective Communication Skills With These 8 Tips!, n.d.)

Encourage Introspection

Students can begin to understand the origins of their emotions and thoughts. Recognizing oneself is still as important as recognizing others around them. (Teach Your Students Effective Communication Skills With These 8 Tips!, n.d.)

Turn Taking

Students can start to understand where their emotions and thoughts come from. Recognizing themselves is still just as crucial as recognizing others around them. (Teach Your Students Effective Communication Skills With These 8 Tips!, n.d.)

Effective Communication in the Classroom

Skills for Teachers

According to Sward, R (2020), "Communication is key in the classroom: successful teaching is generally considered to require only 50% knowledge and 50% communication skills." As a result, teachers have to be proficient in the use of the modes of communication that include listening, speaking, reading and writing and they have to transmit such knowledge to their students effectively in the classroom environment. It has been demonstrated that being able to do so has an impact on the academic success of students as well as the teachers' own career success. Teachers benefit from effective communication skills in three areas: with students, parents and with colleagues.

Communicating with Students

Communication skills are especially important in interactions with students because the act of teaching itself necessitates them. In your role, you are responsible for comprehending and breaking down complex information; clearly communicating this information to your students (both verbally and in written resources); presenting in a way that maintains their attention; and listening to and resolving their questions or problems.

The better your communication skills, the more efficiently you will be able to complete these tasks. As a result, your students will make greater academic progress. According to research, interactive, engaging teaching environments created by capable teachers are directly related to student success. Furthermore, the way you communicate with your

students can influence their perceptions of classroom environment, their role in the classroom, themselves and their abilities, and their motivation to succeed. (Sword, 2020).

Communicating with Parents

Teachers will also need to interact effectively with parents. This could happen through a variety of mediums such as phone calls, emails and in-person meetings. So, you must be fluent in both verbal and written communication.

This is especially important because they will frequently have to discuss sensitive topics like behavior issues, learning problems and the student's strengths and weaknesses without making the parent feel confused or defensive. It is critical that they remain clear while remaining tactful at all times. Failure to communicate effectively with parents may lead to parental doubts about their ability to teach, as well as complaints and a lack of understanding of the students' performance and educational needs (Sword, 2020).

Part Three

How can Interviews Affect Communicative Skills

Generally, interviews can affect EFL learners' communicative skills. The elements that allow an interviewer to maximize the value of his or her limited time with the interviewee are preparation and organization. Your learners can be effective interviewers and pick up some language skills in the process. They can be beneficial if they are well conducted. They can help students learn the fundamentals of an effective communication and argumentation skills and practice the spoken language, including vocabulary choice, error-free sentences, and mainly for non-verbal issues such as anxiety and shyness. Because interviews raise self-confidence. Interviews can provide learners an opportunity to demonstrate proficiency. They may be

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especially appropriate in courses like oral, written, where mastery of specific skills is required in the course. A brief discussion of interviews can quickly identify what students have done as well as what they know. In some courses, it may be appropriate to conduct longer small group interviews (perhaps for team project reports), which require a smaller time commitment than individual interviews. Also, it can improve body language, especially the perceptual aspects (posture, facial expressions, and hand gestures), which is a great method to convince the other part of the conversation your ability to understand and interpret other people's bodies language can help the learner to pick up unspoken issues or feelings and add strength to their own verbal messages, both in person and on screen. Furthermore, it will make the learner more professional and choose his words carefully. It will give a great impression on the one he is talking to and makes him positive about his ideas and thoughts, because an interview isn't a theater play or a movie, it isn't supposed to be staged. Learners can improve sounds natural. in addition, using the natural ability to phrase, even if they aren't all perfect, helping learners to smartly avoid awkward situations and spice up the conversation (Verner, 2011).

Learning to Interview Builds a Range of Communicative Skills

Nothing beats the look on a student's face after finishing an interview with an expert. When done correctly with planning and practice such a conversation provides teenagers with a sense of accomplishment, relevance, and agency in the world (Clapman, 2020).

Students must listen, focus, think on their feet, and respond appropriately to what the other person says during an interview. When students prepare for an interview, they must assess what they don't know (a metacognitive skill) and learn a great deal about the interview subject, or the interview will be awkward. This is real life, with real consequences if they are unprepared and real rewards if they succeed the heart of project-based learning (Clapman, 2020).

Listening and truly attempting to understand where the other person is coming from is an exercise in empathy and learning how to connect. These life skills will help students prepare for college and jobs, and interviewing is an excellent way to address communication, evaluating pertinent information, pulling important quotes and emphasizing salient points standards (Clapman, 2020).

Practice General Interview Skills

According to Clapman (2020) before guiding students through the process of developing good questions, make sure they understand the fundamentals of interviewing. You can give them interview practice by having them work in groups of three: Two students act out an interview while a third, the evaluator, provides coaching and suggestions on the points listed below.

They should practice several skills:

- Prepare a list of questions, keeping in mind that they do not have to ask all of them.
- Maintain eye contact, including looking up if they look down to check their list of questions.
- When a response prompts them to consider a question they did not intend to ask, they ask follow-up questions.
- Write open-ended questions with the five Wh questions who, what, where, when, and why (plus how) to encourage the interviewee to speak for an extended period of time.

However, an interview is more than just a conversation, so inform students that they must control the flow of the back-and-forth. If the conversation is devolving into a topic they don't want to discuss, they can switch things up by asking a different question from the list or

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switching to a different topic. If the subject goes on too long or appears incoherent, the interviewer student can practice asking the subject to restate an answer (Clapman, 2020).

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The present chapter is devoted to the methodology used throughout the research work for gathering data. It provides an overview of the research framework that includes the sample of the population used as students and teachers as participants. It also clarifies the research design and instruments employed as well as the research procedures that helped in the achievement of this practical side.

Research Framework

Sampling and Population

Students

The target population of this study are of first year Master students of the department of English at the University of Chadli Bendjedid El Tarf, during the academic year 2021/2022. This level has been chosen because interviews and communicative skills are part of their curriculum. The sample included 30 students who were selected randomly from a total number of sixty-two.

Teachers

Concerning teachers' participation in this research work, only (8) participants answered the questionnaire from a total number of (14) that belong to the department of English of Chadli Bendjedid University.

Research Instruments

The present study tends to “Explore the Effectiveness of Interview to Develop Learners’ Communicative Skills”. To collect the needed data, the questionnaire has been the main tool for doing so; one designed for first year Master students and the other one for teachers of the same University.

The Students’ Questionnaire

The students’ questionnaire is composed of 2types of questions closed questions (yes/no) and open-ended questions where the respondents are asked to put (×) in the appropriate box; or to answer in a paragraph form or short sentences. The obtained results of the questionnaire help to investigate the role of interviews in developing EFL students' communicative skills.

Since the main aim of this study is to investigate the students’ attitudes towards the usefulness of interviews in the EFL classroom. The questionnaire was handed out to a total of thirty students. The questionnaire formed of seventeen questions which consist of fifteen open-ended question and two closed-ended questions. The latter was divided into three sections which attempts to find the students’ perceptions about the use of interviews in the EFL classroom and to which extent interviews help them to improve and overcome their difficulties in communicative skills. The first section is about "general background" that consists of three questions related to students ’gender, age and level in the English language. The second section which is about "interviews" includes seven questions related to students’ attitudes towards their use in the EFL classrooms. The third section of the questionnaire which is about "the communicative skills" contains seven questions that focus on students’ knowledge and use of the communicative skills as well as the relationship between interviews and communicative skills. The last question is about recommendations

Teachers' Questionnaire

This questionnaire was addressed to the EFL teachers of the University of Chadli Bendjedid. It was handed out to a total of eight teachers. The questionnaire was divided into three sections contained thirteen questions which consist of open-ended questions and close-ended questions. The first section is about "general background" consists of questions related to teachers' period of experience, the classes they teach and students' level. The second section is about "interviews" and students' preferences; it includes five questions related to the use of interviews in the EFL classes. The third section of the questionnaire is about "the communicative skills" containing five questions; this section focuses on ways used by teachers to improve effective communicative skills. The last question is about recommendation.

Research Design

The present research based on a descriptive design that made use of both quantitative and qualitative data. Quantitative data is used during the measurement of statistical data that was collected from both questionnaires. The qualitative data is used to present findings of previous researchers that dealt with the topic of the role of interviews in terms of effectiveness in the development of students' communicative skills besides to its use during the interpretation of the data collected and the discussion of the research's hypotheses.

Research Procedures

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Our research tools are supposed to be both interviews and questionnaires for students and teachers but in regard to the circumstances of the COVID-19 pandemic in which the students were partitioned into groups during their classroom sessions, we canceled the interview and we have sent them online questionnaire. Since only three students responded the questionnaire online, we decided to provide it by hand and due to the time constraints of their classroom sessions, they answered it outside the classroom.

The process was not easy with the teacher's questionnaire either. We tried to provide it by hand but the majority of teachers were not available, only two of them have answered it, that is why we sent it via email to other teachers from our department of English language to get a total of eight answers.

Conclusion

This chapter sheds light on the methodology used during the research to obtain the required results. It illuminated the reader about the manner of the research's conduct and the tools used that form the practical side of the work for which new data are presented about the effectiveness of interviews in developing the communicative skills of first year Master students as a case study. Finally, the findings from the research tools will be analyzed in order to answer the research questions and to check the validity of the hypotheses in the next chapter.

Chapter Four

Results and Analysis

Introduction

The current chapter presents the analysis of the data collected from both teachers' and students' questionnaires in order to prove or disapprove the reject the proposed hypothesis. To achieve our aim, which is identifying the attitudes of both mentioned towards utilizing interviews to develop the communicative skills of EFL learners.

Students' Questionnaire Analysis

The questionnaire opted was aiming at investigating the effectiveness of interviews in improving the class' communicative skills. The data obtained from this questionnaire are presented in the tables and charts down below.

Q1: Select your gender:

A. Male

B. Female

Table 1. *Distribution of Students by Gender*

Options	Frequency	Percentage
Male	06	20%
Female	24	80%
Total	30	100%

The first question presents the student's gender as it shows in the table below. It indicates the number of females is 80% and the number of males is 20%. On the basis, it is noticeable that females have a tendency to be more expected to learn English language rather than males.

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Q 2: Select your age.

A. 20-22

B. 22-25

C. More than 25

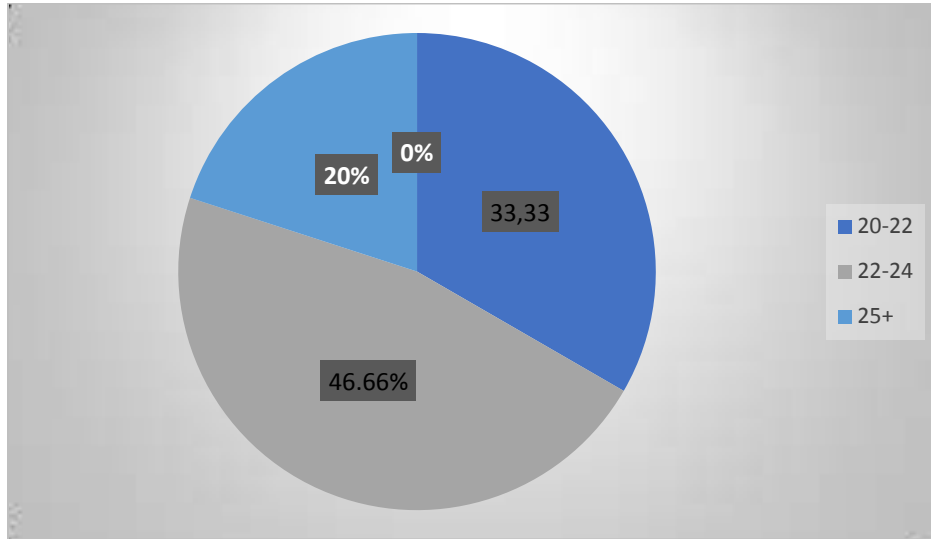


Figure 1. *Student's Age*

The above figure shows that students whose age is between 22-24 form the majority of students' number with a percentage of 46.66% while the ones whose age is between 20-22 form just a percentage of 33.33%. A minority of students whose age is more than 25 form 20% only.

Q 3: How do you rate your level in English language?

A. Poor

B. Average

C. Good

D. very good

E. excellent

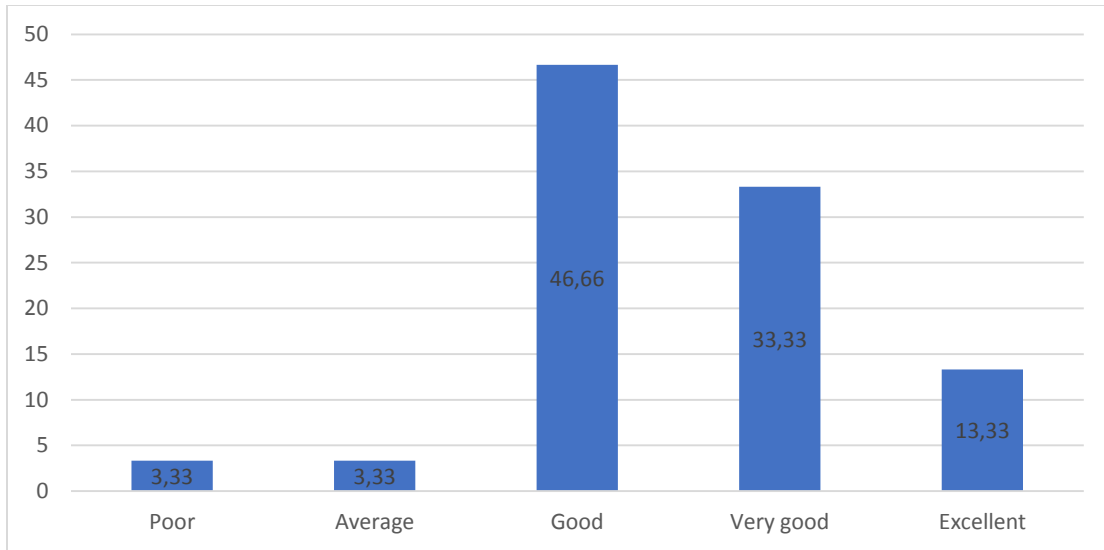


Figure 2. *Student's Level*

The second figure clarifies that the majority of students 46.66% believe that their level in English is good. A rate of students who form 33.33% state that their level in English is very good while a minority of students 13.33% have an excellent level. However, the levels poor and average shared the same percentage 3.33%. In such a way, we observe that most students have a good level in English.

Q 4: Are you familiar with Interviews?

a-Yes

b- No

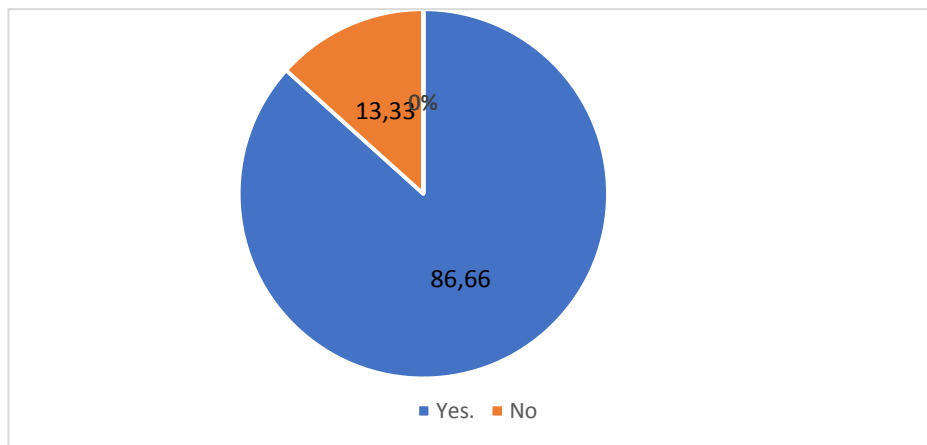


Figure 3. *Familiarity with Interviews*

This figure reveals that the majority of students 86.66% have experienced the previous use of interviews. This indicates that interviews are useful tools that students rely on in their communicative contexts.

Q 5: How often do you use interviews in the classroom?

- a- Always
- b- Sometimes
- c- Never

Table 2: *The Use of Interviews Inside Classroom*

Options	Frequency	Percentage
Always	00	00%
Sometimes	26	86.66%
Never	04	13.33%
Total	30	100%

This table indicates that the majority of students 86.66% use interviews inside the classroom. 13,33% declared that they have never used them inside the classroom while none of them used them « always ». This can be a proof that interviews are recognized tools that teachers rely on to achieve students' communicative competence.

Q 6: What is the importance of interviews?

Only 19 students answered this question with a percentage of 63.33%. 11 students who form a percentage of 36.66% did not answer it at all.

The participants' answers were as follows:

Student 1 indicated that interviews help to know the reliability in the society.

Student 4 declared that they help in boosting students' engagement and face to face interaction.

Student 9 said that interviews help in learning new vocabularies and adapting new skills.

Student 8 said that they make students ready and professional for their future interview jobs.

Student 12 stated that interviews make the interviewers more confident.

Student 14 declared that interviews help in building relationships between the interlocutors and checking people's intellectual level.

Student 15 mentioned that interviews develop proficiency and fluency.

Students: 3, 4, 5, 6, 11, 13, 12 and 15 agreed that interviews are a good training to enhance, develop and improve the students' skills especially the speaking skills.

Also, they added that interviews help students to communicate with others.

Students: 7, 9, 10, 14, 15, 9, 16, 17, 18 and 19 shared the same view that

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interviews are important in collecting, sharing and exchanging data, point of

views and ideas.

Q 7: Which type of interviews you usually use?

- a- Structured interviews.
- b- Semi-structured interviews.
- c- Unstructured interviews.
- d- Face-to-face interviews.
- e- Telephone interviews.
- f- Focus group interviews.

Table 3. *Types of Interviews Used*

Type	Frequency	Percentage
Structured interviews	02	6.66%
Semi-structured interviews	06	20%
Unstructured interviews	01	3.33%
Face to face interviews	17	56.66%
Telephone interviews	06	20%
Focus group interview	03	10%
Total	35	116.66%

This question aims to know which type of interviews is mostly used. From the above table, it is noticeable that the majority 56.66% of students prefer using face-to-face interviews. Both semi-structured and telephone interview are ranked second with percentage of 20%. Then, focus group interviews in the third place with percentage of 10%. The fourth place is taken by the structured interviews 6.66%. Finally, unstructured interviews in the least choice option with

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3.33% which prove that face-to-face interviews are the most preferable interview type for students as it gives them the chance to get involved in a give and take process (interaction) with others.

Q 8: From the previous types, which one your teacher uses in the classroom?

Table 4. *Interviews Used inside the Classroom*

Type	Frequency	Percentage
Structured	04	13.33%
Seme-structured	06	20%
Unstructured	01	3.33%
Face-to-face	10	33.33%
Telephone	00	00%
Focus group	09	30%
Total	30	100%

The gathered results show that most students use different types of interviews inside the classroom. As usual, face-to-face interviews are the first chosen with 33.33% of student use them. 30% of them chose focus group interviews. While 20 % used unstructured interviews, just few of them 13.33% opted structured interviews and 3.33% chose unstructured interviews. None of them have chosen telephone interview which indicates that face-to-face interviews are useful inside the classroom as much as outside it.

Q 9: In interviews, you prefer to be:

a- Listener (interviewee)

b- Speaker (interviewer)

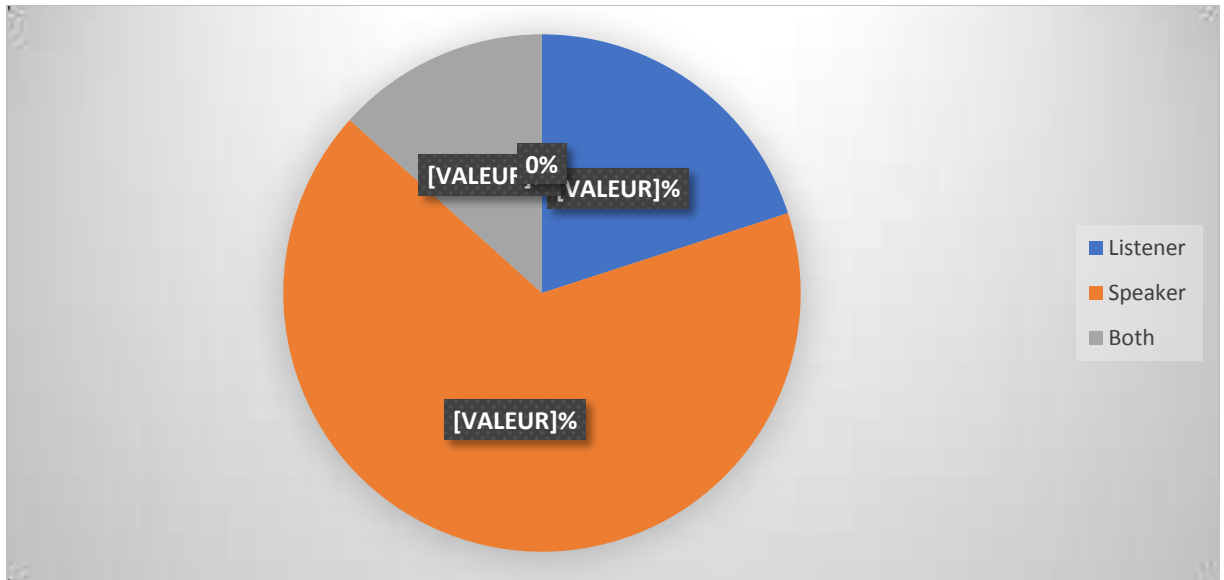


Figure 4. *The Preferable Interviews*

This figure shows that 66.66% prefer to be speakers while 20% of them favor to be just listeners. 13.33% of students prefer to be both speakers and listeners. This would mean that most students prefer to be interviewers.

Q 10: What are the most influenced aspects among these?

- a- Speaking
- b- Listening
- c- Writing
- d- Reading
- e- Fluency
- f- Grammar

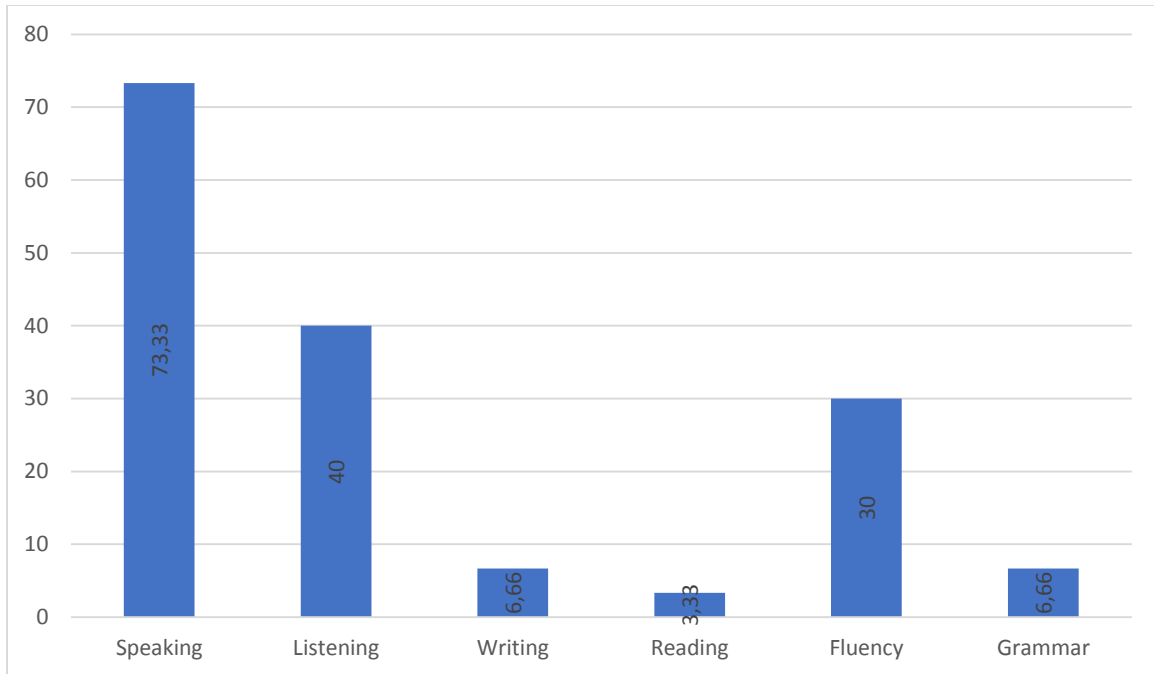


Figure 5. *The Influenced Aspects*

The figure 5 shows that the majority of students 71.33% believed that interviews have an influence on the speaking skill, 40% of them agreed that it influences listening and 30% chose fluency. However, writing and grammar were both chosen with a percentage of 6.66%. Last but not least, only 3.33% chose reading. This proves that interviews develop the speaking and listening skills more than the other skills which means that they develop students' fluency

Q 11: When you use interviews

- a- Collect and exchange information.
- b- Check the interviewee knowledge.
- c- Develop your communicative skills and how to give arguments.
- d- Practice the spoken language.
- e- Create relationship between the interviewee and the interviewer.

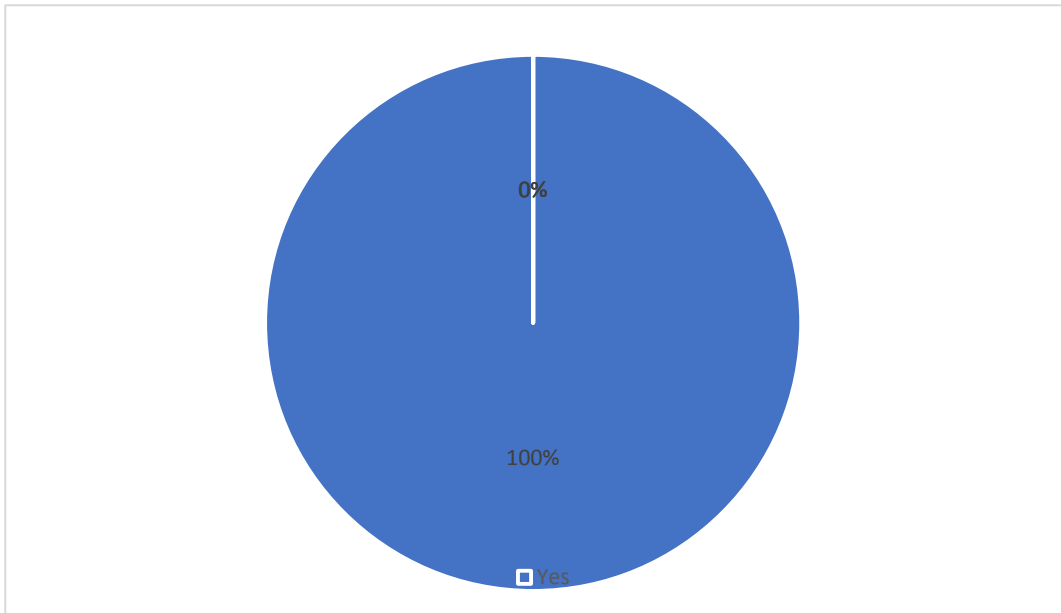
Table 5. *The Uses of Interviews*

Options	Frequency	Percentage
Collect and exchange information	18	60%
Check the interviewee knowledge	02	6.66%
Develop your communicative skills and how to give arguments	09	30%
Practice the spoken language	01	3.33%
Create relationship between the interviewee and the interviewer	05	16.66%

The table above concluded that the main role of interviews is collecting and exchanging data which is the choice chosen by 60% of the students. 30% mentioned that they develop the learners' communicative skills. 16.66% agreed that they create a relationship between the interlocutors. However, few of them stated that they check the interviewees' knowledge. While only one student said that they help to practice the spoken language. As a result, it is noteworthy to say that interviews have multiple uses.

Q 12: In your opinion, do interviews help you to develop your communicative skills?

a- Yes



b- No

Figure 6. *The Development of Communicative Skills Through Interviews*

The whole participants 100% agreed that interviews develop the learners' communicative skills.

Q 13: Which type of communicative skills you master?

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- a- Verbal
- b- Non-verbal
- c- Both

d- Table 6. *Communicative Skills Mastered by Students.*

Type	Frequency	Percent
Verbal	05	16.66%
Non-verbal	07	23.33%
Both	18	60%
Total	30	100%

As it is shown in the table above, 60% of students chose both verbal and non-verbal communicative skills. 20.33% prefer the non-verbal skills and only 16.66% master the verbal ones. These results show that learners need to master both verbal and non-verbal communicative skills in order to avoid failed communication.

Q 14: which way your teacher use, you find it suitable for you to develop your communicative skills in the classroom?

- a- Motivating students to initiate and engage in conversation
- b- Create a safe ambiance
- c- Active listening
- d- More teamwork
- e- Allow students to share opinions
- f- Positive feedback.

Table 7. *Ways to Develop Communicative Skills Inside the Classroom.*

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Options	Frequency	Percentage
Motivating students to initiate and engage in conversation	10	33.33%
Create a safe ambiance	06	20%
Active listening	04	13.33%
More teamwork	04	13.33%
Allow students to share opinions	09	30%
Positive feedback	05	16.66%
Total	38	126.65%

As it is shown in table above, 33.33% of the total sample affirm that their teachers motivate them to speak in order to develop the communicative skills inside the classroom. Others provided that their teachers create a kind of a safe ambiance with a percentage of 20%. Then, 16.66% have chosen the provision of positive feedback and 13.33% for both active listening and teamwork. These results prove that communicative skills can be improved by different ways in addition to interviews.

Q 15: What is the importance of communicative skills?

- a- Help to learn more from teachers
- b- Being friendly with others
- c- Help in career development

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- d- Enhancement in team work and collaborative attitude.
- e- Develop professionalism in students.

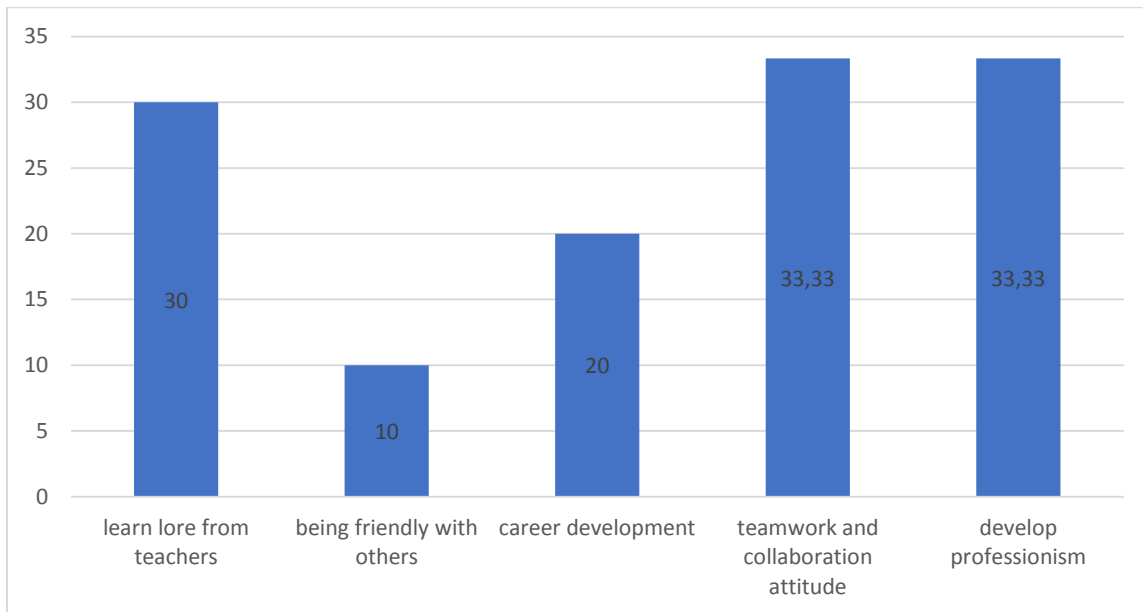


Figure 7. *Importance of Communicative Skills*

Figure 7 shows the importance of communicative skills in which the highest percentage with 33, 33% indicated that they develop professionalism for students and enhancing teamwork and collaborative attitude. 30% pointed that they help them to learn more from the teacher while 20% mentioned that they help in career development. The remaining 10% provided that they help them in being friendly with others. Thus, communicative skills are vital for students' successful real-life contact and career.

Q 16: Which one of these ways your teacher uses to enhance your communicative skills?

- a- Teaching conversational skills.
- b- Teach students empathy.
- c- Establish listening and speaking procedures.
- d- Teach respectful vocabulary.

e- Turn taking.

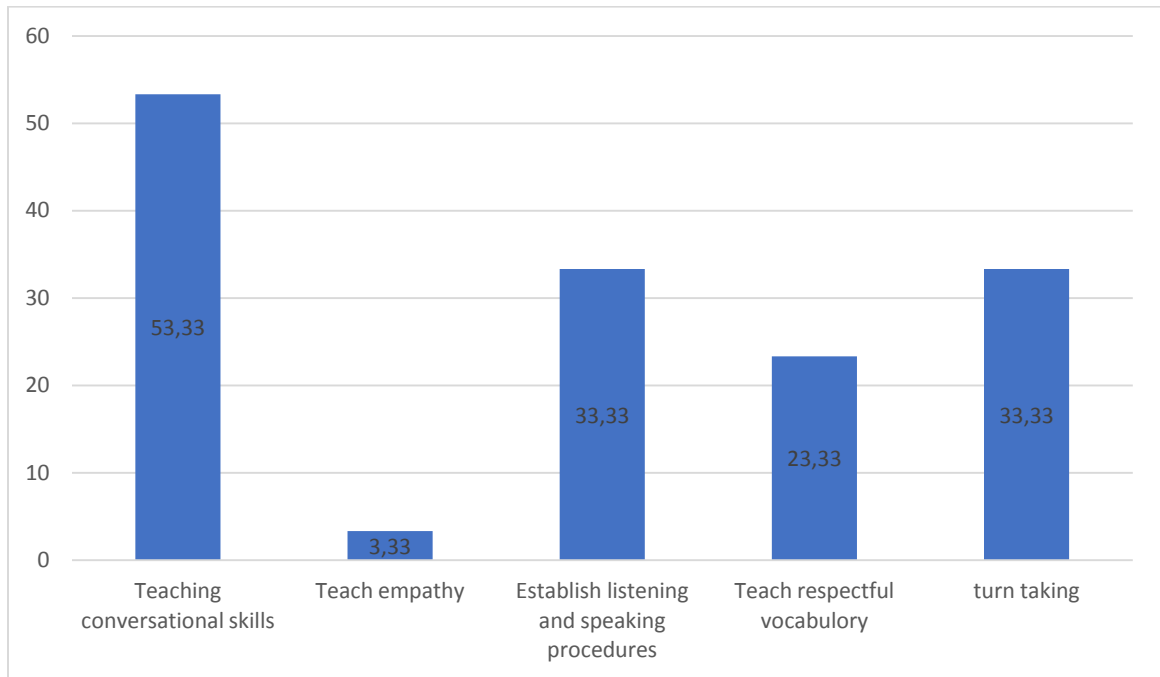


Figure 8. *Ways Used to Enhance the Communicative Skills*

According to the above figure, the majority of the participants 53, 33% replied that most of their teachers prefer to teach them conversational skills. 33, 33% of them pointed that listening and speaking procedure of turn taking as a method has been used in the classroom by their teachers for enhancing their communicative skills while 23, 33% of them responded that they preferred to be taught respectful vocabulary. A minority of students 3, 33% advanced the view that they like the use of empathy of the above mentioned from their teachers. Therefore, it is likely to say that students' answers reveal that their teachers apply different methods to improve their conversational skills.

Q 17. Depending on your knowledge, what is the relationship between interviews and communicative skills?

The answers of the students were as follows:

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Student 1: they complete each other because you need communication within interviews.

Student 2: they both need to be familiar with the context of the conversation. So, they can understand each other and do not block the conversation.

Student 3: sometimes interviews take time to program the face-to-face or the other interviews methods while communication can be without programming.

Student 4 and 8: interviews help you to develop the communicative skills.

Student 5: interviews positively affect learner's communicative skills. It helps in improving speaking and listening skills of the learners.

Student 6: interviews enhance the communicative skills through the practice of conversation and the use of the listening skills and speaking as well.

Student 7: interviews and communicative skills are hand in hand to make a suitable conversation in a well correct form because having feedback without vocabulary you cannot express your idea correctly.

Student 8: it is good for developing speaking and listening skills.

Student 9: interviews help students to get rid of their shyness and anxiety. So, they will find themselves talking more and be more expressive by using verbal or non-verbal communication skills.

Student 10: more interviews meaning more practice, more practice meaning more learning skills.

Student 11: they are both linked because when being very good at conversation you can do interviews well.

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Student 12: people could interview each other and any person can interview another person but the most important thing that the interviewer do is to have the communicative skills to get the answers from them.

Student 13: develop active feedback and speaking and listening skills.

Student 14: interviews and communicative skills are separable because body language in delivering the message.

Student 15: they complete each other, you won't be afraid of speaking in group.

Student 16: the more you practice interviews the more you develop our communicative skills and master the language.

Student 17: the more you're good in communication the easier it gets when you are doing an interview whether in exchanging information or in speaking.

Student 18: through interviews, learners can connect, share information and different point of views and with the practice they will develop their communicative skills.

On the basis of the above answers, interviews and communicative skills are linked together, simply, the more you practice interviews, the more communicative skills are developed.

Teachers' Questionnaire

The answers collected from this questionnaire aim at discovering the influence of interviews on developing learners' communicative skills. This questionnaire has been answered by 8 teachers. Their answers are as follows

Teachers' Questionnaires Analysis:

Q 1. How many years did you teach?

- a- 5 years
- b- 10 years
- c- 15 years
- d- 20 years
- e- More

Table 8. *Teachers' Experience*

Choices	Frequency	Percentage
5 years	02	25%
10 years	02	25%
15 years	03	37.5%
20 years	00	00%
More	01	12.5%
Total	08	100%

The table above explains that teachers' experiences of differ from one teacher to another. 37.5% have an experience of 15 years while a percentage of 25% have an experience between 5 and 10 years. However, only 12% have the experience of more than 20 years and none of them

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00% taught for 20 years This indicates that they are skillful teachers and we can learn from their experiences and answers of the questionnaire.

Q 2. Select the level you teach

- a- First year
- b- Second year
- c- Third year
- d- Master 1
- e- Master 2

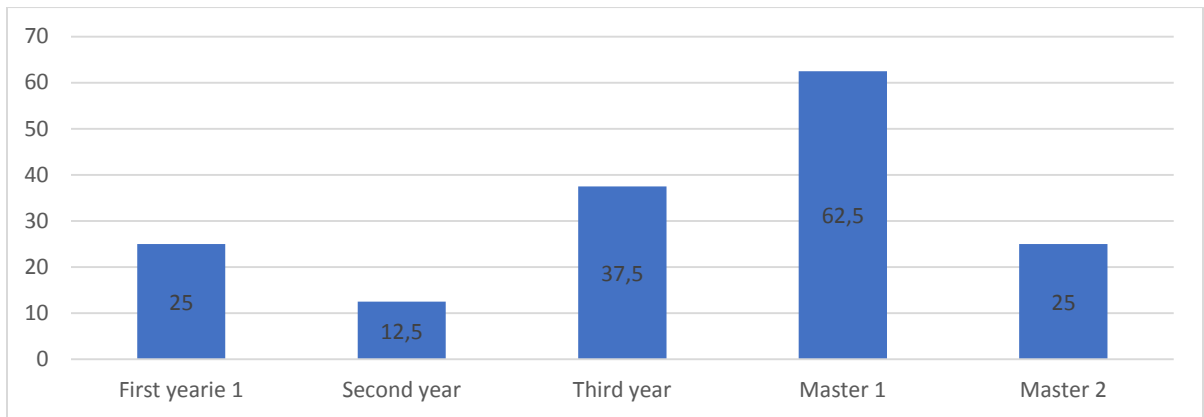


Figure 9. The Taught Level

The above figure shows that teachers taught different levels. The majority of them 62.5% taught Master 1 students while 37.5% teach third year. The percentage of 25% represents those who taught both levels first year and Master II. However, 12.5% is related to the ones who taught Second year students. We have mainly focused on the ones who have been teaching students of Master I because their curriculum includes the study of interviews.

Q 3. How do you rate your students' level in English language?

- a- Poor
- c- Good

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- b- Average
- f- Excellent

d- Very good

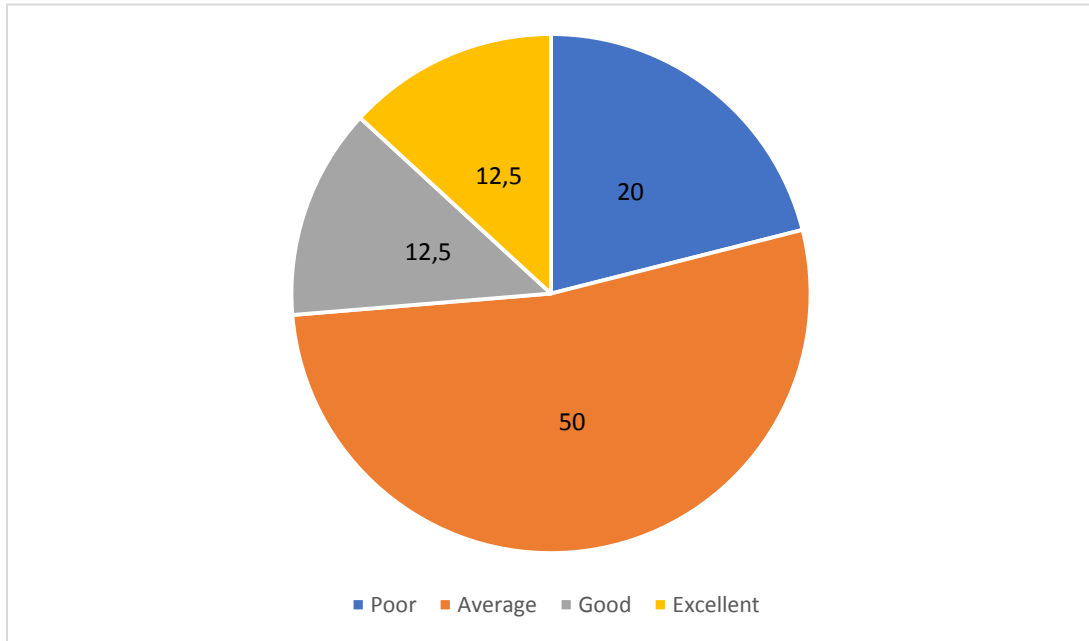


Figure 10. *Students' Level*

The figure above shows that half of students 50% have an average level while 20% share the same level which is poor. The percentage of 12.5% represents both levels good and excellent and none of the students have very good level. This question aims to evaluate students' level in English language from teachers' perspective.

Q 4. Are your students familiar with interviews?

- a- Yes
- b- No

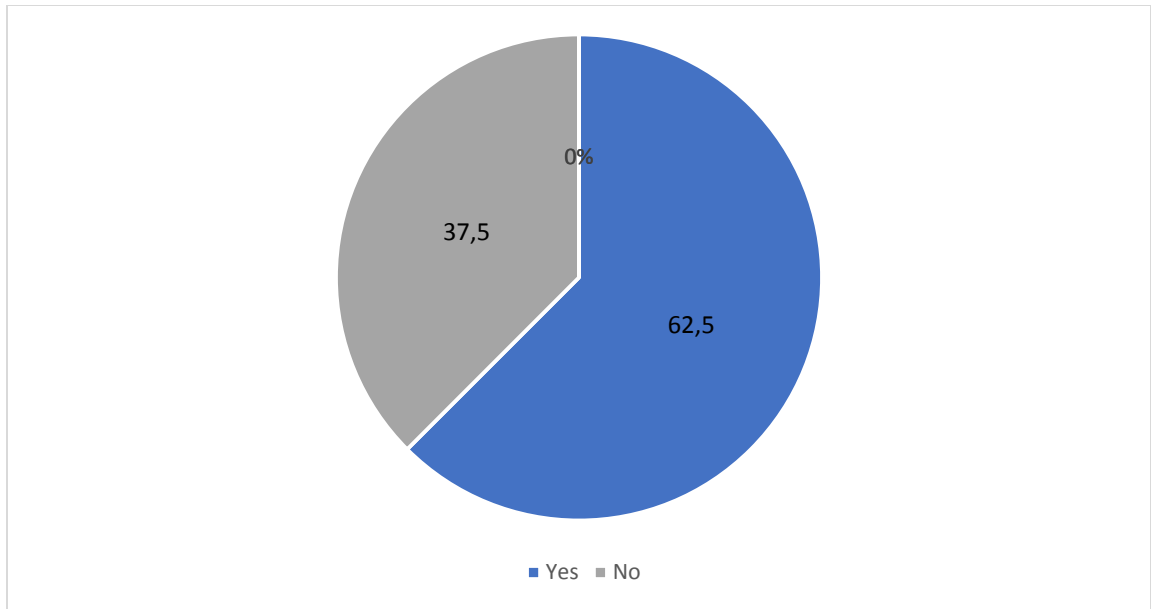


Figure 11. *Familiarity with Interviews*

The figure above shows that 62.5% of teachers agreed that they are familiar with interviews while the rest that represent 37.5% are not familiar with them. Hence, this reveals that most teachers have an idea of such tools which increases the chance for their use in the classroom and take advantage of their usefulness when necessary.

Q 5. How often do you use interviews in the classroom?

- a- Always
- b- Sometimes
- c- Never

Table 9. *The Use of Interviews at Classroom*

Options	Frequency	Percentage
Always	00	00%
Sometimes	06	75%
Never	02	25%

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Total	8	100%
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The table shows that the majority of teachers 75% sometimes use interviews in the classroom. However, 25% never use them while none of them use them always. This implies the idea that interviews are used by the majority of teachers in some cases, according to specific contexts or situations.

Q 5. Are interviews important in EFL classroom? If yes justify.

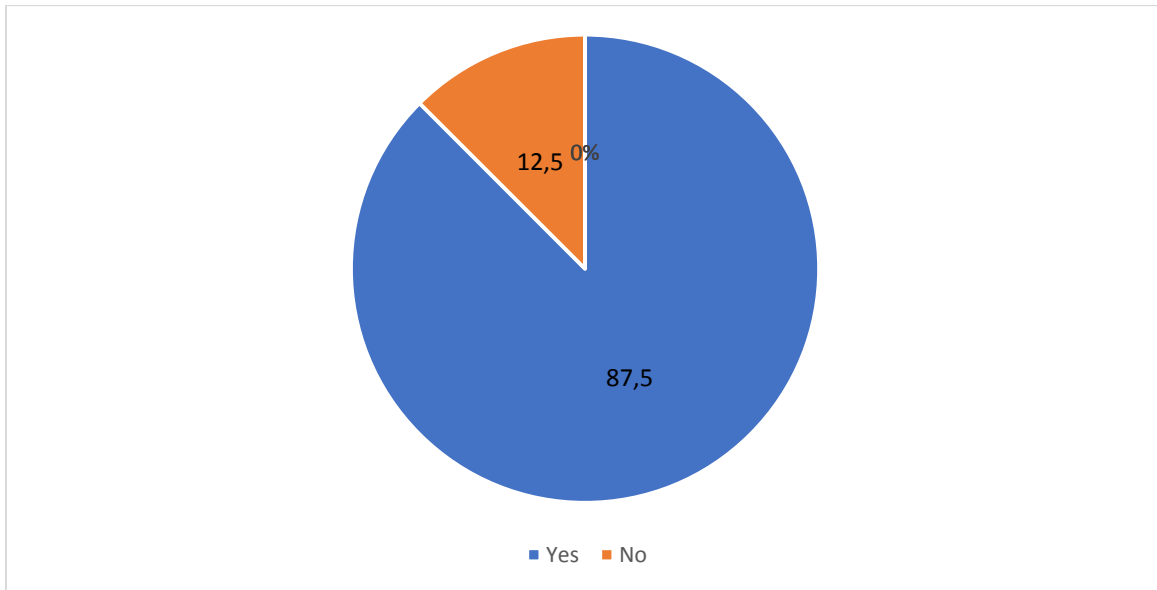


Figure 12. *Importance of Interviews in EFL classroom*

Justification:

Teacher 1 said that they are important because interviews are similar to dialogues and speech presentations; all help in raising students' confidence, diction and fluency to communicate in the target language.

Teacher 2 stated that they are important for students to develop their production in skills (speaking and listening) and to enhance their bulk of vocabulary, register as well as to lower

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their filter of anxiety and get motivated and be more confident and expressing their ideas. In addition, interviews are important when students go to study abroad to be familiar with questions of scholarships.

Teacher 3 declared that they are important to speak more and be familiar with discussions.

Teacher 4 said that interviews are not important at all, and they are useless because of the type of courses to be taught.

Teacher 5 mentioned that are important as far as the research method is concerned. They are so, students will be able to make choices and give opinions.

The majority of teachers agreed that interviews are important and their importance differs depending on the type of the courses they give.

Q 6: Do you encourage students to use interviews as a practice of listening and speaking in natural settings like home?

a- **Yes**

b- **No**

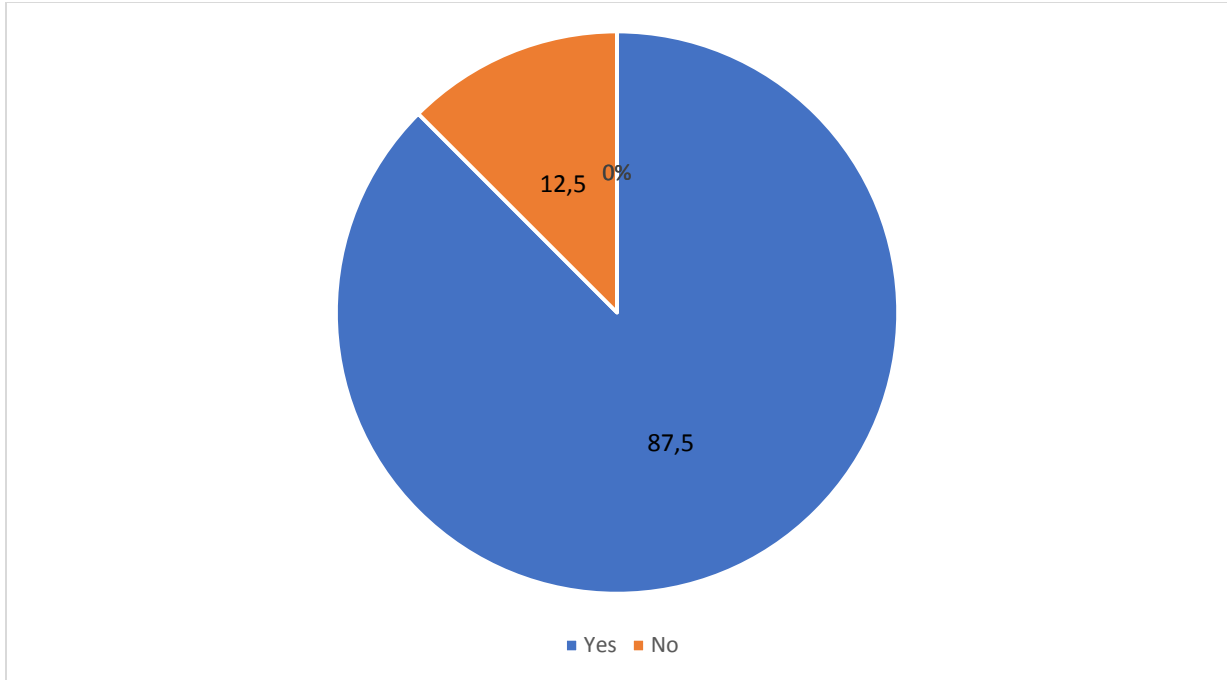


Figure 13: *The Use of Interviews Outside the Classroom*

The figure above explains that most teachers 87.5% support the use of interviews outside the classroom while the rest 12.5% do not. This means that interviews are reliable tools to develop students' skills.

Q 7: Which type of interviews do you use the most?

- a- Structured or standardized interview
- b- Semi-structured interview
- c- Unstructured or in-depth interview
- d- Face to face interview
- e- Telephone interview
- f- Focus group interview

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Table 10. *The Most Used Interviews*

Types	Frequency	Percentage
Structured interviews	01	12.5%
Semi-structured interviews	02	25%
Unstructured interviews	00	00%
Face-to-face interviews	03	37.5%
Telephone interviews	00	00%
Focus group interviews	00	00%
Total	06	75%

This figure represents the types of interviews that teachers use the most. The higher percentage 37.5% belongs to face-to-face interviews while 25% represents the ones who use semi-structured interviews. 12.5% of teachers use the structured interviews. However, unstructured, telephone and focus groups interviews are useless 00%. Thus, it can be said that face-to-face interviews are widely used in EFL teaching.

Q 8: Which type of communicative skills you see it important for students?

- a- Verbal
- b- Non verbal
- c- Both

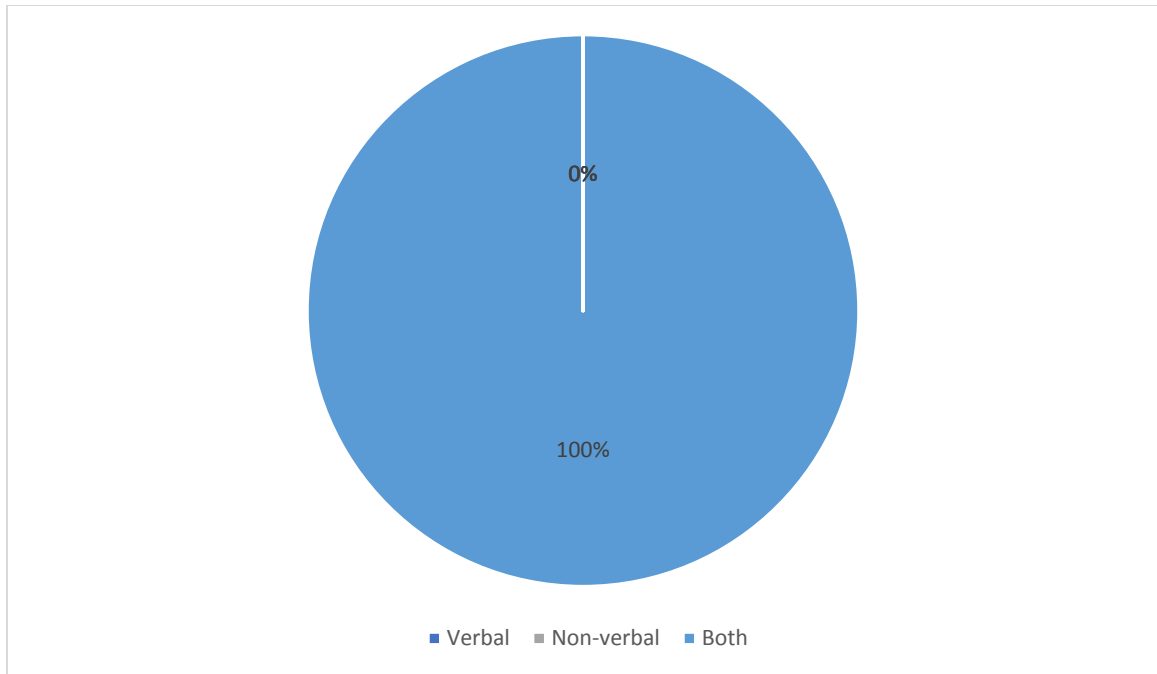


Figure 14. *The Most Important Communicative Skills*

The figure above shows that the whole teachers 100% agreed that both, verbal and non-verbal communicative skills important for EFL learning and teaching.

Q 9: What do communicative skills enhance more?

- a- Listening and speaking
- b- Writing and reading

Table 11. *The Advantages of Communicative Skills*

Options	Frequency	Percentage
Listening and speaking	07	87.5%
Writing and reading	01	12.5%
Total	08	100%

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The table represents that 87.5% of the teachers agreed that communicative skills enhance listening and speaking more than writing and reading. In contrast, 12.5% said that they enhance writing and reading more. On the basis of such answers, this indicates that communicative skills enhance the productive skills.

Q 10: Which way you use to improve effective communicative skills in the classroom?

- a- Motivate students to initiate and engage in conversation
- b- Create a safe ambiance
- c- Active listening
- d- More teamwork
- e- Allow students to share opinions
- f- Positive feedback

Table 12. *Ways to Improve Communicative Skills Inside the Classroom*

Options	Frequency	Percentage
Motivate students to initiate and engage in conversation	05	62.5%
Create a safe ambiance	01	12.5%
Active listening	02	25%
More teamwork	00	00%
Allow students to share opinions	04	50%
Total	17	175%

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The table shows the importance of communicative skills for students. 50% of teachers agreed that it helps in career development while 37% mentioned that their importance lies in the development of professionalism for students where 25% stated that it is important in both to enhancement of teamwork and collaborative attitudes and none of them said that they are important to being friendly with others.

Q 11: What is the importance of communicative skills for students?

- a- Helps to learn more from teachers
- b- Being friendly with others
- c- Helps in career development
- d- Enhancement in team work and collaborative attitude
- e- Develop proffessionalism in students

Table 13. *The Importance of Communicative Skills for Students*

Options	Frequency	Percentage
Helps to learn more from teachers	02	25%
Being friendly with others	00	00%
Helps in career development	04	50%
Enhancement in team work and collaborative attitude	02	25%
Develop professionalism for students	03	37.5%
Total	11	137.5%

The table shows the importance of communicative skills for students 50% of teachers agreed that it helps in career development while 37% mentioned that it is important in

EXPLORING THE EFFECTIVENESS OF INTERVIEWS AS A TOOL TO DEVELOP LEARNERS' COMMUNICATIVE SKILLS

develop professionalism in students where 25% stated that it is important in both to enhancement in teamwork and collaborative attitude and none of them said that it important to being friendly with others.

Q 10: What are the most appropriate ways to teach effective communicative skills to students?

a-Teaching conversation skills

b-Teach students empathy

c-Establish listening and speaking procedures

d-Teach respectfull vocabulary

e-Turn taking

Table 14. *Techniques to Teach Effective Communication Skills to Students*

Options	Frequency	Percentage
Teaching conversation skills	03	37.5%
Teach students empathy	01	12.5%
Establish listening and speaking procedures	06	75%
Teach respectfull vocabulary	02	20%
Turn taking	01	12.5%
Total	13	157.5%

The table above represents the most appropriate ways to teach effective communicative skills to students. 75% prefer to establish listening and speaking procedures while 37% like to teach conversation skills. Whereas 20% teach respectful vocabulary and 25.5% find that teaching

students empathy and turn taking as the most appropriate ways for effective communicative skills.

Conclusion

In conclusion, it is noteworthy to say that this chapter which is devoted to the data analysis of both students and teachers' questionnaires unveils the cover over the skepticism about the effectiveness of interviews in improving students' communicative skills. It leads us to compare between the perspectives of both students and teachers about the topic and deduce whether their responses answered the questions of the research that are stipulated in the first chapter as well as checking the validity of the mentioned hypotheses. All of these are going to be focal points of the next chapter.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

Introduction

The present chapter aims at interpreting and discussing the main findings derived from the students' questionnaire as well as that of the teachers. As the objective of the present work is to highlight the role of interviews in developing students' communicative skills, the findings are analyzed and interpreted in order to answer the research questions and to confirm or refute the hypotheses raised in the introductory chapter. It comprises two parts; the first one is devoted to the discussion of the results obtained from students' questionnaire then the data reached from the teachers' questionnaire.

Discussion of the Hypotheses

Hypothesis One

In the present study, we have hypothesized that learners use interviews effectively in their education and learning process, they will develop their level of communicative skills. This hypothesis has been examined from the questionnaire with both students and teachers which shows that interviews help in developing learners' communicative skills especially speaking, listening and fluency (see figures 5 and 6). Thus, this hypothesis is validated.

Hypothesis Two

In the present research, we have also hypothesized that there is an advantageous relationship between students' communicative skills and their use of interviews. Interviews and communicative skills are linked together, the more learners practice interviews the more they develop their communicative skills and master the language. Thus, this second hypothesis is also validated.

Discussion of the Research Questions

Question One

The questionnaire shows that the majority of students are familiar with interviews since most of them use interviews sometimes inside or outside the EFL classroom. This means that they have background knowledge about it. They use interviews to collect and exchange information, develop their communicative skills. The research results provide a positive answer to the question whether interviews develop learners' communicative skills as both participants supported such a view.

Question Two

On the basis of the questionnaire analyses, it can be said that interviews affect learners' communicative skills by influencing their way of speaking and interacting with others since a lot of skills would be developed by using them. Besides that, they develop their professionalism, enhancement in teamwork and collaborative attitude; help them to learn more from teachers. From this we can respond to what are the communicative skills that would be developed through interviews.

Pedagogical Implications

The present findings of this study imply a number of suggestions that are useful for EFL learners to boost their communicative competence through the use of interviews as one of the crucial means to be used. This can be apparent in the sense that they are essential in developing learners' communicative skills. Besides, they help them to apply verbal and non-verbal gestures to clarify meaning. Classroom sessions are more helpful in teaching communicative skills than outdoors in different contexts; learners have more situations and more to use much more

vocabulary. Moreover, interviews have an effective role on learners' development of communicative skills such as friendliness and understanding nonverbal cues.

Recommendations

On the basis of the results obtained from this study, a set of recommendations are proposed that could be helpful either for teachers or students.

Recommendations for Learners

- Learners should use interviews as a tool for prompting communication in general and communicative skills in specific.
- Learners should get benefit from interviews to develop their volume, clarity, empathy and self-confidence because this could not happen without communicating with others.
- Learners can use interviews to develop the intercultural competence because there is a talk with different participants in different situations.
- Learners need interviews during their studies to gain strong communicative skills which are required to have a scholarship in order to study abroad. They also need them in their job applications after finishing their studies.

Recommendations for Teachers

- Teachers should use interviews in oral classes to give learners various opportunities to speak and interact with each other while interviewing.
- Teachers should encourage learners to use interviews outside classroom settings.

- Teachers should consider interviews as an activity or exercise to practice communicative skills in the EFL learning.

Conclusion

This chapter discusses the results obtained after the students' questionnaire. Moreover, the study suggests some implication and makes recommendations for EFL learners to fully use interviews as a strategy to develop their communicative skills.

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Appendices

Appendix A

Students' Questionnaire

1. Q1: Select your gender:

Only one answer possible

a. Male

b. Female

2. Q 2: Select your age:

Only one answer possible

a. 20-22

b. 22-25

c. More than 25

3. Q 3: How do you rate your level in English language?

Only one answer possible

a. Poor

b. Average

c. Good

d. Very good

e. Excellent

4. Q 4: Are you familiar with interviews?

Only one answer possible

- a. Yes
- b. No

5. Q 5: How often do you use interviews in the classroom?

Only one answer possible

- a. Always
- b. Sometimes
- c. Never

6. Q 6: What is the importance of interviews?

7. Q 7: Which type of interviews do you usually use?

Only one answer possible

- a. Structured interviews
- b. Semi-structured interviews
- c. Unstructured interviews
- d. Face-to-face interviews
- e. Telephone interviews
- f. Focus group interviews

8. Q 8: From the previous types, which one your teacher uses in the classroom?

Q 9: In interviews, you prefer to be:

Only one answer possible

- a. Listener (interviewee)
- b. Speaker (interviewer)

9. Q 10: What are the most influenced aspects among these?

Only one answer possible

- a. Speaking
- b. Listening
- c. Writing
- d. Reading
- e. Fluency
- f. Grammar

10. Q 11: When do you use interviews

Only one answer possible

- a. Collect and exchange information.
- b. Check the interviewee knowledge.
- c. Develop your communicative skills and how to give arguments.
- d. Practice the spoken language.
- e. Create relationship between the interviewee and the interviewer.

11. Q 12: In your opinion, do interviews help you to develop your communicative skills?

Only one answer possible

- a. Yes
- b. No

12. Q 13: Which type of communicative skills you master?

Only one answer possible

- a. Verbal
- b. Non-verbal
- c. Both

13. Q 14: which way your teacher use, you find it suitable for you to develop your communicative skills in the classroom?

Only one answer possible

- a. Motivating students to initiate and engage in conversation
- b. Create a safe ambiance
- c. Active listening
- d. More teamwork
- e. Allow students to share opinions
- f. Positive feedback.

14. Q 15: What is the importance of communicative skills?

Only one answer possible

- a. Help to learn more from teachers
- b. Being friendly with others
- c. Help in career development
- d. Enhancement in team work and collaborative attitude.
- e. Develop professionalism in students.

15. Q 16: Which one of these ways your teacher uses to enhance your communicative skills?

Only one answer possible

- a. Teaching conversational skills.
- b. Teach students empathy.
- c. Establish listening and speaking procedures.
- d. Teach respectful vocabulary.
- e. Turn taking.

16. Q 17. Depending on your knowledge, what is the relationship between interviews and communicative skills?

Appendix B

Teachers' Questionnaire

1. Q 1. How many years did you teach?

Only one answer possible

- a. 5 years
- b. 10 years
- c. 15 years
- d. 20 years

2. Q 2. Select the level you teach

Only one answer possible

- a. First year
- b. Second year
- c. Third year
- d. Master 1
- e. Master 2

3. Q 3. How do you rate your students' level in English language?

Only one answer possible

- a. Poor
- b. Average
- c. Good
- d. Very good
- e. Excellent

4. Q 4. Are your students familiar with interviews?

Only one answer possible

a. Yes

b. No

5. Q 5. How often do you use interviews in the classroom?

Only one answer possible

a. Always

b. Sometimes

e. Never

6. Q 6. Are interviews important in EFL classroom? If yes justify.

Only one answer possible

a. Yes

b. No

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7. Q 7: Do you encourage students to use interviews as a practice of listening and speaking in natural settings like home?

Only one answer possible

a. Yes

b. No

8. Q 8: Which type of interviews do you use the most?

Only one answer possible

- a. Structured or standardized interview
- b. Semi-structured interview
- c. Unstructured or in-depth interview
- d. Face to face interview
- e. Telephone interview
- f. Focus group interview

9. Q 9: Which type of communicative skills you see it important for students?

Only one answer possible

- a. Verbal
- b. Non-verbal
- c. Both

10. Q 10: What do communicative skills enhance more?

Only one answer possible

- a. Listening and speaking
- b. Writing and reading

11. Q 11: Which way do you use to improve effective communicative skills in the classroom?

Only one answer possible

- a. Motivate students to initiate and engage in conversation
- b. Create a safe ambiance
- c. Active listening
- d. More teamwork
- e. Allow students to share opinions
- f. Positive feedback

12. Q 12: What is the importance of communicative skills for students?

Only one answer possible

- a. Helps to learn more from teachers
- b. Being friendly with others
- c. Helps in career development
- d. Enhancement in team work and collaborative attitude
- e. Develop professionalism in students

13. Q 13: What are the most appropriate ways to teach effective communicative skills to students?

Only one answer possible

- a. Teaching conversation skills
- b. Teach students empathy
- c. Establish listening and speaking procedures
- d. Teach respectfull vocabulary
- e. Turn taking