

**EXPLORING COMMUNICATIVE COMPETENCE: A
MULTIMODAL ANALYSIS OF MOCK INTERVIEWS OF
CSS CANDIDATES IN PAKISTAN**

By

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BSML-English., National University of Modern Languages, Islamabad, 2020

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In English

To

FACULTY OF ARTS & HUMANITIES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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ABSTRACT

Thesis Title: Exploring Communicative Competence: A Multimodal Analysis of Mock Interviews of CSS Candidates in Pakistan

This study aimed at identifying the most frequent types of competence manifested by CSS candidates during their mock interviews. Also, it studied the intersemiotic relationship between gestures and language during the interview. This research adopted mainly qualitative research method, however, linguistic choices and types of gesture were quantified in the form of percentages to substantiate the interpretation of the findings. The data included 10 mock interviews using purposive sampling technique. The study employed SF-MDA as a methodological framework of analysis and Celce-Murcia's model (2007) as a theoretical framework. The four types of competence out of six such as, linguistic, discourse, interactional and strategic competence, were used from the model as checklists functioning as a research tool. Moreover, the concepts of SF-MDA extended by Lim (2011) for gesture analysis were used to analyze gestures. The findings of the study suggested that interviewee 1 and 7 manifested a well balanced approach in all types of competence, however, other interviewees had high percentage in strategic competence indicating that they had less proficiency in L2. Secondly, interviewees 1 and 7 used the highest percentage of indexical actions helping them in maintaining 'positive face' during the interview. Thirdly, the intersemiotic relationship between language and gestures gave the emergent meanings of leadership qualities like transcendence, courage, humility, drive and judgment among interviewees 1, 7 and 9. The key findings of the study pointed towards the idea that communicative competence is a multimodal phenomenon and multimodal competence is of inherent importance in an interaction like a job interview. Thus, the study draws attention towards the emerging field of multimodal literacy for analyzing the texts in the present day research.

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ACKNOWLEDGMENT

All praise to ALLAH, the Most Merciful, who bestowed His blessings on me and gave me strength to complete this arduous task.

I would like to express my deep gratitude to all those who extended their unflinching support to me in accomplishing this task. My deepest and sincere gratitude is due to my supervisor, Dr. Salma Qayyum, who guided me sincerely throughout my research and never wavered in her commitment and support. Without her guidance, this thesis would not have turned into a reality. I am also thankful to our honorable Head of Department (GS) Dr. Farheen Ahmed Hashmi and Dean Dr. Muhammad Safeer Awan.

I am deeply thankful to my parents, my brother and my cousins who always supported me during this whole learning phase. Their support has encouraged me to pursue my research despite the problems and shortcomings. It is solely because of the confidence of my parents that I turned this dream into a reality. Besides that, I want to thank my friends and class fellows who also extended their support to me in pursuance of my research.

DEDICATION

This thesis is dedicated to my late mother for all her endless prayers and support throughout my life.

CHAPTER 1

INTRODUCTION

Effective communication is at the heart of every social interaction taking place in formal or informal settings. It consists of verbal or non-verbal modes or semiotic resources working in harmony with each other in any context, defining the register of that communicative event. The semiotic resources or modes are at the core of the meaning-making process (Jewitt, Bezemer & O'Halloran, 2016). A job interview or the employee recruitment interview is one of the most important social interactions in any society. A myriad of research has been done in the domain of interview room discourse and the verbal and non-verbal cues during the interviews manifested by the interviewees like works of Eaves & Leathers (2017), Anonye (2018) and Suraprajit (2020).

On the part of interviewee, multiple factors are considered prior to recruitment. Communicative competence (often used synonymously to effective communication) is one of them. Communicative competence is defined as the ability of a person to recognize the communicative situation in a scenario and make choices accordingly (Hymes, 1967). The notion of competence emerged in the 1960s when Noam Chomsky (1965) introduced the terms 'performance' and 'competence' for actual use of language and knowledge of language (related to grammatical rules and vocabulary) respectively. According to Chomsky, competence is a static phenomenon while performance is dynamic.

Dell Hymes (1967) coined the term communicative competence as a reaction to this static concept of competence. He argued that competence consists of sociolinguistic (sociocultural) and psycholinguistic factors other than grammatical knowledge. The conceptualization of communicative competence was further refined by the Canale & Swain model of communicative competence (1980), Canale (1983), Bachman (1990), Celce-Murcia (1995) and Celce-Murcia (2007). These models of communicative competence are discussed later in the literature review section. The phenomenon of communicative competence has been explored from ESL (English as Second Language) perspective with its implications in foreign

language learning and teaching or other pedagogical implications particularly using theoretical assumptions of the above-mentioned models of communicative competence.

This research study employs Celce-Murcia (2007) model as a theoretical lens to analyze the variables that comprise the phenomenon of communicative competence during job interviews. As this model addresses only one aspect of the study i.e., competence, therefore, a few conceptions have been adopted from theoretical foundations of multimodality to account for the multimodal communication of the candidates during the interview. Within a multimodal framework, the notion of intersemiosis has been adopted from Systemic Functional approach to Multimodal Discourse Analysis (SF-MDA) to study the interplay of linguistic and non-linguistic semiotic resources employed by the candidates in conveying meaning in an effective manner. The relationship between modes of image and text has been extensively researched within multimodal discourse analysis, however, this research investigates the intersemiotic relationship between language and gestures.

Moreover, verbal and nonverbal communication (like gestures and gaze, etc.) have been explored during interviews but minimal research been conducted from the perspective of multimodal approach. This research aims at exploring the role of gestures and their relation with speech during the course of interview by the candidates and how the intersemiotic relationship is making them communicatively competent. It is derived from the assumption of Halliday (1985) that it is the choice of different linguistic or non-linguistic semiotic resources that makes difference in meaning making or communicative effect of the text produced.

Furthermore, based on these choices, communicative competence of the speaker can be measured because competence is realized through the choices made in the form of multiple modes of communication. That is why Celce-Murcia (2007) have categorized different kinds of competences during any communicative event particularly taking place in ESL classrooms. This provides the rationale for adopting the theoretical considerations of Celce-Murcia model (2007) as the model enumerates

the variables that can be used to quantify the communicative competence of the speaker.

The data collected are limited to mock interviews of successful CSS (Central Superior Services) candidates of the year 2021 within Pakistani context and do not include the samples from employee recruitment interviews of other organizations of the private and public sector. The CSS recruitment process involves a written exam (6 compulsory subjects + 6 optional= 1200 marks), a psychological test, and- at the final stage- an interview with the FPSC panel (Federal Public Service Commission) which is of 200 marks. According to the statistical figures, CSS aspirants who applied in the year 2021 are 39,650 out of 4,45,000 graduates per year in Pakistan which is almost 8.9 percent, a very high ratio in any job sector (Daily Pakistan, 2021). This provides the incentive for studying the mock interviews of CSS candidates as it is one of the largest competitive exams in Pakistan. The researcher does not have access to their real interviews due to privacy policies of FPSC. Therefore, the data have been collected in the form of recorded mock interviews before appearing for the final interview available on YouTube channels of well-known CSS preparatory academies i.e., World Times Institute and Civil Services Preparatory School (CSPs) of Lahore and Islamabad respectively. These academies not only provide a platform for the preparation of written exams but also conduct mock interviews exactly on the format of FPSC by either including the retired civil servants or former FPSC members in the interview panel.

Thus, the current study is an exploration of the phenomenon of communicative competence using the methodological framework of multimodal approach. The study stands on the assumption that the use of multiple modes of communication by the candidates adds to their competence.

1.1 Statement of the Problem

CSS is one of the largest exams conducted in Pakistan for which thousands of aspirants apply every year. Since it is a competitive exam, the candidates are evaluated on the basis of multiple competences at different stages i.e., written exam, psychological assessment and viva voce (interview). The interview stage is quite

crucial as it decides the final selection of the candidate. Therefore, this study explores the linguistic and non-linguistic (gestures) modes used frequently by the successful CSS candidates during their mock interviews. Based on the parameters defined by Celce-Murcia model (2007) of communicative competence, the research focuses on highlighting the types of competence and studying the non-linguistic modes like use of gestures using SF-MDA as framework of analysis. Thus, this exploration may serve as a guideline for the future aspirants of CSS who are preparing for their interviews.

1.2 Research Questions

1. What are the most frequent types of competence manifested by the CSS candidates?
2. How are these competences realized through different modes of communication?
3. Does the intersemiotic relationship between gestures and linguistic modes affect the competence of the candidate during the interview?

1.3 Research Objectives

1. To identify the most frequent types of competence manifested during the CSS mock interviews
2. To explore the modes of communication that help in manifesting communicative competence
3. To analyze the intersemiotic relationship between gestures and linguistic modes during the interviews

1.4 Significance of the Study

The present study has implications within a variety of realms. Firstly, it may generally benefit, the people hunting jobs who have to appear for interviews. Secondly, it is particularly beneficial for the CSS aspirants who are aiming to appear in the interview after successful clearance of exams. Thirdly, it gives insight into the idea of communicative competence manifested by the candidates in the interview room settings. Lastly, it extends the notion of applying SF-MDA to multimodal texts particularly when language and gestures are selected as semiotic resources. Moreover,

it paves the way for other researchers when analyzing interview room discourses even if they are not exploring communicative competence. Thus, the current study has both methodological and phenomenological implications.

1.5 Delimitation

This study is limited to the mock interviews of aspirants of a national-level exam conducted in Pakistan i.e., no other job interviews have been considered from other job sectors. In addition to that, only 10 interviews have been considered for analysis as SF-MDA is an intensive and time taking process.

1.6 Chapter Breakdown

This research work is divided into 5 chapters. Chapter 1 includes an overview of the present study, research questions, objectives, problem statement, significance of the research and its limitations. Chapter 2 establishes the theoretical grounds for this research by highlighting all the related literature that was produced at different periods of time. Chapter 3 presents the theoretical framework used for analyzing the data and research methods for data collection and data analysis. Chapter 4 deals with the analysis and interpretation of the data. Chapter 5 encapsulates the major findings and crux of the whole research.

CHAPTER 2

LITERATURE REVIEW

This chapter deals with defining the major concepts used in this research and the application of these concepts in previous literature. It also includes the evolution of certain concepts like communicative competence and multimodality at different periods of history and contributions of different researchers in the respective fields. Moreover, with each previous study discussed the relation with the present study has been elaborated and the research gap has been mentioned.

2.1 Communicative Competence

Communication is a process in which exchange of information occurs between persons with the help of signs or symbols that have accepted or approved meanings associated to them according to the society (Merriam-Webster, 2021). People achieve their routine tasks by communicating in several ways. However, whether the message has been communicated well i.e., the intended goal has been reached, depends on the “underlying ability of the interlocutors”, commonly known as communicative competence. Theoretically speaking, it is measured by the effectiveness (outcome of the message) and appropriateness (conveyed according to the social situation) of the message being conveyed (Gruyter, 2008, p.15-16).

2.2 Historical Background

Historically, the term competence was introduced in 1960s when Noam Chomsky, a prominent linguist, made distinction between the terms competence and performance. Competence refers to the underlying knowledge that a speaker of a language possesses. It's an abstract and idealized knowledge of the rules and structures of a language. Competence encompasses the ability to generate and understand an infinite number of grammatically correct sentences within a language system. It is essentially what speakers know about their language, including its syntax, semantics, and phonology. Performance refers to the actual use of language in real-life situations. It includes the production and comprehension of

speech, as well as the factors that may influence language use in specific contexts, such as memory limitations, distractions, or processing constraints. Performance is affected by various external factors, such as memory, attention, and processing speed, which may lead to deviations from the idealized competence. Chomsky's distinction highlights the importance of separating the abstract knowledge of language from its actual use, allowing linguists to study both aspects independently.

Later on, an anthropological linguist, Dell Hymes provided a counter argument against the notion of competence in 1972. According to Hymes (1972, p.281), in studying the phenomenon of communication and language, following questions need to be addressed:

- Whether (and to what degree) something is formally possible
- Whether (and to what degree) something is feasible (in terms of implementation)
- Whether (and to what degree) something is appropriate according to the context
- Whether (and to what degree) something is, in fact, done or performed

He stressed the importance of these questions against the ideal situation given by Chomsky for inherent ability of grammatical rules under the umbrella of competence. As a result, Hymes (1972) coined the term communicative competence instead of linguistic competence, which includes all the cognitive, psychological, social, and contextual factors raised in the form of questions above, thus, it comprised of both linguistic and sociolinguistic competences.

With the evolution in the research in the domain of communicative competence from the perspective of teaching and assessment, various models have been proposed by Canale and Swain (1980), Canale (1983), Bachman (1990), Bachman and Palmer (1996) Celce-Murcia, Dornyei & Thurrell (1995) and the most recent one (used as theoretical framework in this research) i.e., Celce-Murcia (2008). This is an updated version of the model (1995).

2.3 Models of Communicative Competence

The chronological sequence of evolution as given by Celce-Murcia (2008, p.43) is illustrated in figure 1 below:

Figure 1

Chronological Evolution of 'Communicative Competence'

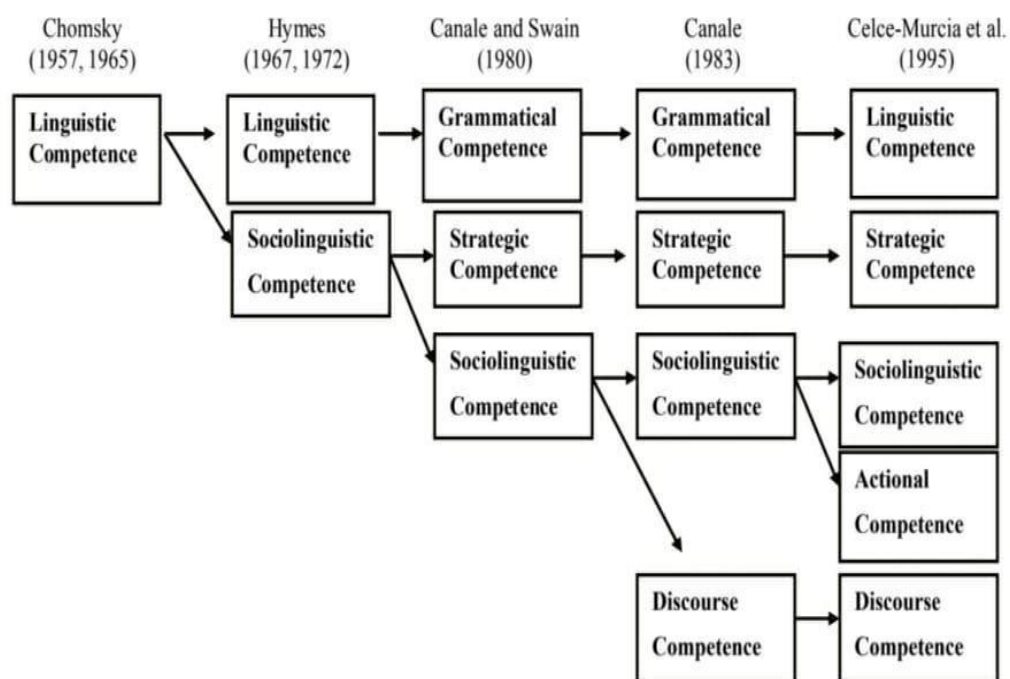


Figure 3.1 Chronological evolution of 'communicative competence'

Note: The figure shows the evolution of the concept of competence at different periods of time in history. From Celce-Murcia (2008, p.43)

Similarly, Celce-Murcia, Dornyei & Thurrell (1995, p.12) provided the comparison between Bachman and Palmer (1996) and their proposed model which is shown below in figure 2:

Figure 2

Comparison of the Celce-Murcia model (1995) with Bachman and Palmer's Model of Communicative Language Abilities

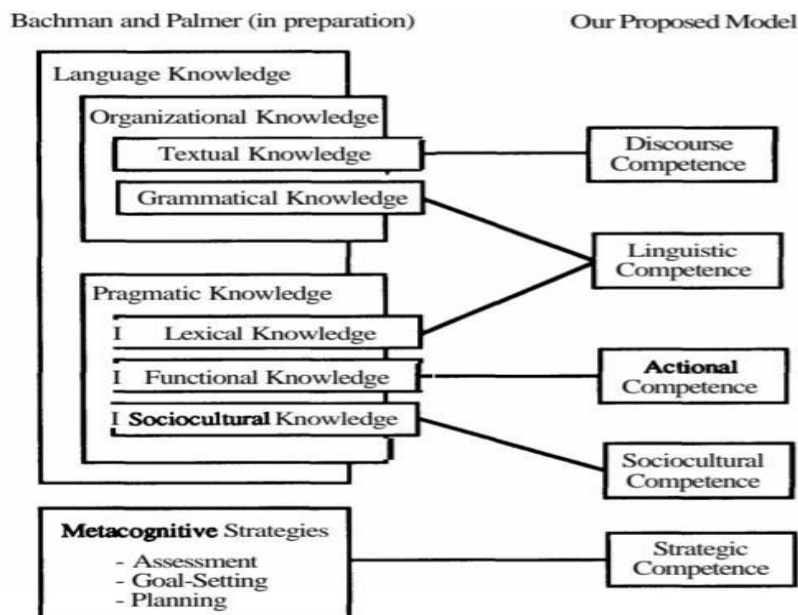


Figure 3. Comparison of the Proposed Model with Bachman and Palmer's (in Preparation) Model of Communicative Language Abilities

Note: This image manifests the distinction between Celce-Murcia model (1995) and Bachman and Palmer's model (1996). From Celce-Murcia et al. (1996, p.12)

After Chomsky (1965) and Hymes (1972), Canale & Swain (1980) divided communicative competence into three sub-categories; grammatical, sociocultural and strategic competence; Canale (1983) added the fourth category of discourse competence to it. Grammatical competence was defined as the knowledge about rules, vocabulary, pronunciation, and spellings; socio-cultural competence included appropriate use of register and vocabulary in a given situation; discourse competence included the organization of different cohesive texts; and strategic competence included verbal and nonverbal strategies to enhance the efficiency of communication.

This model provided an influential contribution in the language instruction and testing domains (Celce-Murcia, Dornyei & Thurrell, 1995).

Another model by Bachman (1990) and Bachman & Palmer (1996) contributed to the research of communicative competence based on the results of Canale & Swain (1980). They categorized the linguistic knowledge into two broad categories; organizational knowledge and pragmatic knowledge along with metacognitive strategies (assessment, goal-setting, and planning). Organizational knowledge consists of grammatical and textual knowledge (equal to discourse competence in Canale's model (1983)). Pragmatic knowledge comprises lexical, functional and sociocultural knowledge.

The need to further refine the concept of communicative competence, to address the pedagogical implications, led to the emergence of Celce-Murcia et al. (1995) model. A comparison has been drawn above. The 1995 model differs in addition of actional competence to Canale's model (1983). However, in comparison to Bachman & Palmer's (1996) model, the functional knowledge was named as actional competence, lexical knowledge was categorized under pragmatic knowledge in Bachman & Palmer (1996) while in Celce et al. (1995) it was considered under linguistic competence. The drawn comparisons reveal the fact that, since the beginning of evolution, all differences lie in the elaboration of sociolinguistic competence. Thus, finally, the most recent version has been proposed by Celce-Murcia (2008) that includes additionally, the formulaic and interactional competence, however, the discourse competence remains of central importance in this model.

2.4 Literature Related to the Models of Communicative Competence

As the phenomenon of communicative competence evolved, its implications extended to EFL and ESL learning classrooms. This is the reason that Communicative Language Teaching (CLT) emerged as a method of language teaching. Tas & Khan (2020) argue that revisiting the phenomenon of communicative competence with different theoretical concerns is not enough, therefore, they propose TICSAs (Taxonomy for Identification of Course book Speaking Activities) as a means of

practical implementation in CLT classes. During their research study, they emphasized that TICSA can be used as instrument to focus on the communicative competence of foreign language learners.

Similarly, Shehzad, Janjua & Asghar (2019) employed CEFR (Common European Framework of Reference), based on Bachman & Palmer (1996), Celce-Murcia et al. (1995), Canale & Swain (1980) and Hymes (1972), as a framework to evaluate the testing practices in essay writing at undergraduate level in Pakistan. They assessed the practices with reference to communicative competence of the students in essay writing. However, the results of the study were not very positive as there was no standard criterion for assessing communicative competence of students in essay writing. Therefore, Shehzad et al., (2019) suggested that there should be some marking key to measure communicative competence of students.

In another study, Mo Xue (2013) investigated the influence of group activities on the English communicative competence of Chinese graduates living in the United States. Although, the students were initially reluctant (due to cultural shock), but with the passage of time, they learnt to adjust. The results of the study showed that they had improved in their grammatical (e.g., improvement in pronunciation and vocabulary), strategic (learnt use of synonyms), and sociolinguistic competence (use of different phrases in any particular situation).

2.5 Multimodality

Multimodality is an organized sequence of multiple modes interacting with each other to form meaning in a holistic manner (Jewitt et al., 2016). A mode is a resource that helps to make meaning tangible, physical, and material. Modes are socially produced and become cultural resources of meaning-making like images, texts, sounds, gestures, lights, colors, etc. (ibid).

Discourse is a social practice that is shaped by social and cultural environment that surrounds it i.e., the way language is used in communication, is not just about individual words or sentences. Instead, it is deeply influenced by the social and cultural context in

which it occurs. Discourse is not just about exchanging information; it is a form of social interaction. It involves how people use language to communicate, negotiate meaning, and establish relationships within a social setting. This can include verbal and non-verbal cues, as well as the norms and conventions of communication within a particular community or group. Features like multiplicity, fluidity, complexity, diversity, multi-dimensionality, and relativity have been introduced in the post-modern era. Resultantly, our everyday perception of things, even understandings have become interpretative and more inclusive considering all the other factors and parameters. Therefore, meaning, nowadays, is constructive and modes of discourse are multimodal. This leads to reconsideration of the existing ways of understanding and analyzing discourse. Multimodal Discourse Analysis (MDA) has become a need of the hour, specifically with the advancement in technology in recent times. We are living in a digital world where meaning-making is not possible without taking into consideration all the modes of communication during interpreting the embodied meanings through various modes.

Realizing this need, some researchers began research by investigating all the modes of meaning. Among the pioneers are O'Toole (1994), Kress & Leeuwen (1996), O'Halloran (1999, 2003), Anthony Baldry (2000), Norris (2004), and Bezemer & Jewitt (2002, 2009, 2016). However, the foundational, ideological, and theoretical approach of all their works is led by the Systemic Functional theory (SFT) of language by Michael Halliday (1994). The SFT was based on the idea that it is the choice of semiotic resources (linguistic resources in case of language only) that makes a difference in meaning. This idea was extended to other visual, aural, and physical texts. For instance, O'Toole (1994) extended SFT to semiotic resources other than language in his book *The Language of Displayed Art* (O'Halloran, 2006, p.1). He, mainly, extended the SFT ideas in analyzing the architecture of buildings, museums, paintings, sculptures etc., and what meanings have been communicated through different semiotic arrangements. Likewise, Baldry (2000) is the founder in extending SFT to the semiotic modes used in information technology. Kress & Leeuwen (1996) came up with their Social Semiotic theory and concept of visual grammar to read images (ibid). In addition to this, Jewitt (2002) has done a remarkable contribution to multimodal

discourses of classrooms in her book *Multimodality and Literacy in School Classrooms*.

2.5.1 Approaches to Multimodality

According to Jewitt et al. (2016), there are three main approaches to multimodality:

- Conversation Analysis
- Systemic Functional Linguistics
- Social Semiotics

Conversational Analysis (CA) aims at recognizing order in the ways in which people interact and is based on the conceptualization of sequentiality (one action is followed by another). Its empirical focus is on video recordings of natural social interactions and usually involves detailed transcription and analysis of some parts of the interaction (ibid).

Social Semiotics aims at highlighting the social actors and the power relations between them and is based on the idea of motivated sign given by Kress (1993) against Saussure's idea of arbitrary relation between signifier and signified. It focuses on artefacts like, print media, child's drawing and an advertisement in a magazine (ibid).

Systemic Functional Linguistics (SFL) is an approach that analyzes how language is arranged in a systematic manner performing certain social functions. This approach was originally developed by Halliday in 1960s. It aims at developing understanding and functionality of semiotic resources when they combine in a multimodal phenomenon. It is based on the idea that meaning is conveyed by the arrangement of linguistic choices i.e., how the text is organized in the form of 'systems'. In other words, meanings are encoded in the systems and the text we see is a result of choices from that system (Halliday, 2008, cited in Jewitt et al., 2016).

Other than these the multimodal research has been expanded to other arenas of knowledge like geo-semiotics, multimodal (inter)actional analysis, multimodal

ethnography, a corpus-based approach to multimodality and multimodal reception analysis.

2.6 Systemic Functional Multimodal Discourse Analysis (SF-MDA)

Halliday considered language as one of the semiotic resources among many others that constitute a culture and social interactions. Although he focused on the study of language only, but SFT is a theory of meaning whose basic postulates are equally applicable to other semiotic resources. Thus, SF-MDA is a practical implication of SFT to the multiple semiotic resources used in construing meaning, while SFL refers to the application of SFT to language only (Jewitt et al., 2016). SFT is the most appropriate for multimodal studies because its basic premise that semiotic resources aid the meaning-making process is applicable to all other meaning-making systems like gestures, music, etc. (ibid). The key concepts of SFT in SF-MDA are function, system, register and genre, multimodal systems, processes and texts and intersemiosis and resemiotisation.

2.6.1 Function

It is one of the foundational principles in SFT. According to SFT, the semiotic resources perform four meta-functions:

- Experiential meaning (to construct our experience of the world)
- Logical meaning (to connect the occurrences or happenings)
- Interpersonal meaning (to study social relations)
- Textual meaning (to produce well-connected messages)

Experiential and logical meanings combine to form ideational meaning. These meta-functions are important in SF-MDA because they provide one platform to study semiotics choices and the relations between the choices which are intersemiotically existing (O'Halloran & Lim, 2014, cited in Jewitt et al., 2016).

2.6.2 Systems

Systems are the means through which above-mentioned meanings are realized. For example, for language, ideational meaning is realized through processes, participants and circumstances, interpersonal meaning through modality and personal pronouns, textual meaning through cohesive devices like conjunctions, deixis etc. Likewise, visual systems for image have been described by Leeuwen (2006) and O'Toole (2011). Also, the systems for real life social interaction include speech, gestures, posture, eye movement, facial expressions (for details see multimodal interactional analysis by Norris (2004)).

2.6.3 Register and Genre

These are the concepts based on which interpretations are made in relation to the context of use. Register constitutes three variables i.e., field (ideational meaning), tenor (interpersonal) and mode (textual). Genre is a set of choices that are associated with a certain goal or communicative event of any particular culture used by the owners of that culture (Martin (2002) as cited in Jewitt et al., 2016). In SF-MDA, this notion of register is used to interpret meanings in multimodal texts considering already existing social practices.

2.6.4 Multimodal Systems, Processes and Texts

It involves the identification of individual systems of meaning with different meaning potentials and then, finding the emergent meaning after interrelations between these systems forming a text. In terms of SF-MDA, systems of meaning are formulated, a unit of analysis is defined and then semiotic interaction is analyzed in the multimodal text (ibid, 2016).

2.6.5 Intersemiosis and Resemiotisation

These are the processes of interaction and combination of semiotic choices and re-construction of meaning within multimodal texts and across the texts. For instance, a wide range of research has been done on intersemiotic relation of text and image.

2.7 Related Literature in the Field of SF-MDA

Lim (2021) employed SF-MDA approach for analyzing the intersemiotic relation between language and gestures used by teachers in the classrooms. He argued that the image-text relationship studied in SF-MDA and by Kress & Leeuwen (1996) can be extended to gesture text relation. Moreover, an extensive description has been given regarding intersemiotic parallelism and intersemiotic polysemy. Considering SF-MDA as a methodological approach, it provides insight into multimodal grammatics and further implicates the professional development in teaching by introducing the phenomenon of structured informality. In addition to that, Lim (2017) provides detailed framework for transcribing and annotating multimodal interaction.

Similarly, O'Halloran (2006) gives a detailed systemic functional perspective to multimodal discourse analysis. It includes analysis of various multimodal texts such as electronic and film media, print media, and artifacts like buildings, sculptures etc. Furthermore, Nguyen & Romera (2014) investigated the role of body communication cues during job interviews using multimodal analysis. They used manual annotations for body movements and some automatic hand-speed descriptors. They concluded that body communication cues play a role in predicting personality traits and thus, the probability of getting hired.

2.8 Literature Related to Nonverbal Modes of Communication

The research in nonverbal communication goes back to the pioneering study done by an Iranian communication thinker, Albert Mehrabian in 1967 (British Library, 2021). According to Mehrabian, there are three core elements in effective face-to-face communication: nonverbal behavior (e.g., facial expression), tone of voice and literal meaning of the spoken word. His key theory includes 7-38-55% communication rule. The rule was formed after conducting two experiments on non-verbal communication behaviors. Analyzing the results of the experiment he concluded that more meanings are conveyed through nonverbal means than by speech thus formulating the rule:

Verbal liking = 7%, Vocal liking = 38% and Facial liking = 55%. However, there is a lot of criticism on the methodology of experiments conducted by him which are also limited in their applicability i.e., applicable to certain situations only.

Furthermore, Leathers & Eaves (1986, 2007, 2017) conducted very extensive research in successful nonverbal communication. They provide an elaborate overview of different bodily movements, facial expressions, postures, eye behaviors, and other nonverbal behaviors adopted by people for effective communication in different communicative situations. They stressed the importance of nonverbal modes in their functionality i.e., the purpose of meaning conveyed during communication (like information, persuasion, etc.), accuracy of communicating meanings and how efficiently the meanings are communicated (Eaves & Leathers, 2017). They illuminate the definitional perspectives of nonverbal communicative modes like visual, auditory, olfactory, vocalic etc. and then, discuss each nonverbal mode one by one in every chapter of their book *Successful Nonverbal Communication: Principles and Applications* (2017, 5th ed.).

Multiple researches have been done since Mehrabian's work in the domain of nonverbal communication in different social settings e.g., employment interviews, political speeches, TV interviews etc. Gotcher (1990) investigated the role of nonverbal immediacy in creating first impressions during job interviews. They interviewed both the interviewers and interviewees, asking them which nonverbal behaviors are important for making positive first impressions. The research is based on Leathers & Eaves' (1986) work as a theoretical framework. The findings of the study showed that both the interviewer and interviewee think almost the same nonverbal behaviors are necessary for a positive impression in interview settings. This is because values are rooted in culture and both of them are part of the same US society where open gestures, sustained eye contact, smile, and confident body posture are considered cues of positive body language during a job interview. Thus, the importance of nonverbal cues cannot be denied.

2.9 Research Gap

As it can be observed from the previous literature, research has been conducted from the perspective of nonverbal cues in job interviews and the phenomenon of communicative competence has been investigated for second language learning and teaching perspective. However, there is a void of research from the perspective of SF-MDA in analyzing job interview room discourse and investigating the communicative competence of the interviewees other than L2 perspective, thus, providing the incentive to conduct the present study.

CHAPTER 3

RESEARCH METHODOLOGY

This research study follows a mixed method approach; however, it is mainly qualitative in nature. Quantitative data includes frequency of the competences and qualitative data includes notes taken through observation of gestures as a non-linguistic mode. The research method used is textual analysis as it is suitable to the analytical nature of the study. This method helps the researcher to delve deep into the data and bring into light new insights. However, the findings of the study are quantified also in order to support the qualitative interpretations as pragmatic interpretations are criticized for their subjectivity. Therefore, validity and reliability can be increased if the data is interpreted in a systematic and organized manner (Jiang, 2013).

Data analysis will be done based on the parameters defined in the Celce-Murcia model for communicative competence. Multimodal analysis is just a method of analysis adopted in order to study gestures and how they are meaningful in communicating a confident body language, thus increasing the candidate's communicative competence. This justifies the reason for studying gestures along with linguistic modes and the influence they have in making the person competent in a situation like a job interview. So, it was not possible to study the phenomenon of communicative competence without considering non-linguistic mode like gestures. Also, it is not an external notion but already one of the parameters for communicative competence given in Celce-Murcia model. Based on these parameters the researcher will describe and analyze the mock interviews.

Celce-Murcia (2007) model has been taken as a model for the research inquiry as it defines all the types of competences comprehensively that need to be considered while assessing second language speaker's communicative competence. The data under consideration for this research are in the form of recorded interviews and the medium of communication is English language which is spoken as a second language in Pakistan, therefore, the chosen model acts as a lens to look at the data.

In addition to this, the model provides different types of competences which provide the basis for measuring the communicative competence of each candidate. Besides, the model offers an elaborate list of subcategories within each type of competence. These sub-categories provide an incentive to study the interviews from the perspective of multimodal analysis as each subcategory suggests how a certain competence is manifested through various modes of communication. That is why the researcher will use multimodal discourse analysis as a method of analysis in order to study those multiple modes of communication. The in-depth study of the model reveals that each competence can be realized through verbal and non-verbal modes (e.g., interactional competence, see in the theoretical framework section).

Also, research question 3 can be addressed efficiently with the help of a multimodal framework. This provides another reason to analyze the data considering it as a multimodal text. The integrated use of Celce-Murcia model with SF-MDA as a method of analysis provides an organized research design that addresses majority of the queries related to the body language and competence during formal interviews particularly on the part of the interviewee. Hence, the design is dependable for other researchers who intend to study what are the factors that make a candidate communicatively competent during formal interviews.

3.1 Theoretical Framework

This research takes into consideration the theoretical assumptions of two different theorists: first, the assumptions of multimodal discourse analysis by Jewitt (2014) and second, the types of competences by Celce-Murcia model (2007). The reason for merging two theories is that the research focuses on two key ideas communicative competence and inter-semiotic relationship between gestures and speech in conveying certain meaning or any kind of competence. Thus, one idea is addressed by one specific theory. According to Jewitt (2014), there are four key assumptions on which the phenomenon of multimodality lies regardless of whatever the theoretical perspective has been taken as given below:

- “Language is part of an ensemble of modes, each of which has equal potential to contribute to meaning.
- Each mode of communication realizes different meanings and looking at language only as sole medium of communication reveals a partial view of what is being communicated.
- People select from various modes in order to make meaning and that the interaction between these modes and distribution of meaning between them are part of meaning production process.
- Meanings that are made using multimodal resources, like language, are social. These meanings are further shaped by the norms, rules and social conventions for the genre that are current at the particular time, in the particular context” (As cited in Adami, 2015, p.3).

At the same time, another model related to communicative competence has been adopted as a lens to analyze the communication of the candidates. Celce-Murcia (2007) model of communicative competence is the most recent or the updated version on the phenomenon of communicative competence since the time of its coinage by Dell Hymes (1967). Although, the model was proposed keeping in mind the L2 teaching and learning strategies, but it is equally applicable to the situations where communication abilities of the speaker are being tested in any social interaction like job interviews even if they are using L1 for their communication (Celce-Murcia & Dornyei, 1995).

According to Celce-Murcia model, there are six types of competences that play a role in determining the communicative competence of the speaker in an integrative manner. The researcher has used four of these types of competences as parameters to analyze the communicative competence of the interviewees. Following are these competences:

- Sociocultural Competence
- Discourse Competence
- Linguistic Competence

- Formulaic Competence
- Interactional Competence
- Strategic Competence

Figure 3

Revised Schematic Representation of 'Communicative Competence'

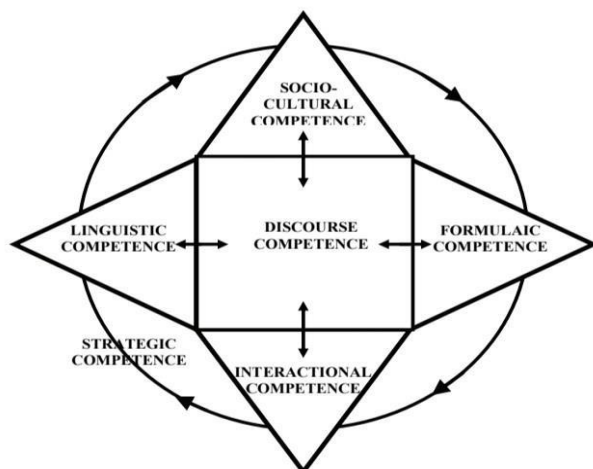


Figure 3.3 Revised schematic representation of 'communicative competence'

Note: The schematic representation of Celce-Murcia model (2007) that is used in the conceptual framework of his thesis. From *Rethinking the Role of Communicative Competence* by Celce-Murcia (2007, p .45)

3.1.1 Sociocultural Competence

According to Celce-Murcia, sociocultural competence is defined by the sociocultural variables in the speech of the speaker like social contextual factors, stylistic appropriateness and cultural factors.

3.1.2 Discourse Competence

The subareas of discourse competence according to the current model are:

- Cohesion: knowledge of usage of reference (anaphora/cataphora), substitution/ellipsis, conjunction and lexical strings.

- Deixis: knowledge of how to connect text in situations like through use of personal pronouns, spatial terms, temporal terms and textual reference.
- Coherence: e.g., managing old and new information, maintaining organizational schemata through different recognized means.
- Generic Structure: knowledge of the user to identify the discourse segment as conversation, narrative, report, lecture, interview, etc.

3.1.3 Linguistic Competence

Linguistic competence includes four types of knowledge:

- Phonological: e.g., segmental (syllable, vowel, consonant) and suprasegmental (Intonation, stress etc.)
- Lexical: knowledge of function (pronouns, determiners, prepositions, verbal auxiliaries) and content words (nouns, verbs, adjectives)
- Morphological: includes derivational processes, inflections, and parts of speech.
- Syntactic: coordination, subordination, embedding, sentence types, word order and constituent/phrase structure.

3.1.4 Formulaic Competence

Formulaic competence consists of subcategories like routine fixed phrases, collocations, idioms and lexical frames.

3.1.5 Interactional Competence

Interactional competence has three subcomponents in this model:

- Actional competence: includes knowledge of different speech acts in target language e.g., information exchanges, interpersonal exchanges, expression of opinions, problems, and future scenes.

- Conversational competence: how to interrupt, collaborate, establish topic, open and close conversation and how to get hold.
- Non-verbal /Paralinguistic competence: kinesics, gestures, eye contact, non-verbal turn taking signals, proxemics (use of space by participants), haptics (touch), non-linguistic utterances with interactional import (e.g., ahh, ohh), role of pauses and silence.

3.1.6 Strategic Competence

Communication strategies adopted by speakers for repairing or fluency in their conversation are of following types:

- Achievement: strategies like miming, code-switching, circumlocution, approximation.
- Stalling or Time gaining: includes use of phrases like could you repeat that? Where was I?
- Self-monitoring: phrases of self-repair like, I mean that...
- Interacting: e.g., confirmation check, clarification/help

This research has taken into consideration only 4 out of above mentioned 6 competences i.e., linguistic, interactional, strategic and discourse competence by keeping in mind the objectives of the study. Moreover, only 'kinesics' (gestures) will be examined from interactional competence. Similarly, lexical and syntactic from linguistic competence, cohesion, coherence, and deixis from discourse competence and all the subcategories from strategic competence.

3.2 Data Collection and Data Representation

3.2.1 Data Sample

The data collected for the analysis consisted of 10 mock interviews of successful CSS candidates of 2021 taken from YouTube channels of CSP academy and World Times Institute academy. The sample has been drawn through purposive

sampling as it contains mock interviews of CSS candidates only and no other job sector interviews. Additionally, each interview is of 25-30 minutes approximately which is sufficient to identify the types of competences being manifested by the candidates and to analyze the use of gestures that are employed by the interviewees.

3.2.2 Method of Data Collection

The data have been collected quantitatively as well as qualitatively. For quantitative data collection, the interviews in the form of video are converted into written text using otter.ai (a website that allows 6000 minutes free each month for converting audio to text). A sample of transcription of interview 3 can be seen in Appendix A. The frequently occurring linguistic expressions and gestures have been counted manually by the researcher and the observations are collected in the form of annotations. Tables and graphs are drawn for all the recurring patterns whether verbal or non-verbal and then, these results are analyzed and interpreted in the light of the model. For qualitative data collection, the observations have been taken by the researcher by watching the interview repeatedly. The analysis of each interview is divided into four types of analysis: linguistic analysis, gestural analysis, inter-semiotic analysis, and analysis of types of competences.

3.2.2.1 Linguistic Analysis

The linguistic analysis has been divided into Word Cloud analysis and SFL analysis which focuses on the frequency of occurrence of transitivity processes and modality in the text. A visual representation of the most frequent lexical choices has been provided in the form of a word cloud for each interview generated by www.wordcloud.com.

The statistical data for frequencies of transitivity processes and modality have been represented in the form of tables in chapter 5. The percentages of transitivity processes and modality are calculated from 30% of the total number of sentences spoken by each interviewee. This has been done as 30% is considered as ideal sample of the total population in qualitative researches collecting quantitative data. The total number of sentences are counted using an online sentence counting site as

<https://www.textfixer.com/tools/online-sentence-counter.php>. Likewise, out of total sentences, 30% of the sentences were calculated using this site again.

The frequency of each type of transitivity process and modality was counted manually from representative sample of each interview. Then, percentage is calculated out of total number of clauses in that sample i.e., total number of clauses in 30% sentences. Also, some paragraphs that were rich in data from a representative sample of each interview have been given in linguistic analysis section as an excerpt 1, 2, 3, and so on. Moreover, the highlighted words in the excerpts show the presence of modality in the text.

3.2.2.2 Gesture Analysis

Gesture analysis includes types of actions (indexical, presenting and representing actions) manifesting ideational function. Then, graduation, attitude and engagement were coded as manifestations of interpersonal function as per Lim (2011).

To quantify these parameters, percentages were calculated out of total number of seconds of each interview. For example, engagement was realized through expansion of space using hand and head movement and retained eye contact. Then, it was counted manually by repetitive observations and annotations of each interview that for how many seconds out of the total time taken by the interviewee eye contact was retained and for how much time hand gestures and head movement were used. Then, for calculating percentage for attitude, out of total gestures observed, the gestures showing positive attitude were divided by total gestures and same was followed for gestures showing negative attitude. The positive or negative attitude is defined according to the nature of gesture made following the coded meanings of Lim (2011). The graduation was identified through the speed of gestures being performed as fast, medium and slow and for how much time gestures showed certain speed.

For each interview 4-5 images have been added as data for gesture analysis and intersemiotic analysis is also linked to these images. The images are collected by taking screenshots of the gestures of the interviewees during the interview while the video was set at 720p quality. A sample of collection of images from interview 7 showing different

gestures can be seen in Appendix B. In addition to that, the cumulative results are represented in the form of pivot charts using MS Excel in chapter 5.

For inter-semiotic analysis, the types of actions observed from gestural analysis and their relationship with the co-occurring linguistic expressions were interpreted and a discussion was generated how the emerging meanings from the semiotic choices are adding to the communicative competence of the interviewees.

3.2.2.3 Analysis of Types of Competences

For analysis of types of competences, the four types of competences i.e., linguistic, interactional, discourse and strategic were identified and interpreted according to their frequency of occurrence in each interview. The details of types of competences have already been given under theoretical framework section. The types of competences were quantified in the form of percentages. The percentage was calculated by dividing the number of times certain type of competence occurred to the total minutes of the interview. The frequency of occurrence was calculated by watching the video again and again and pausing it while noting down the observation. The cumulative result is given in the form of table in chapter 5.

3.3 Method of Data Analysis

The analysis of each interview was divided into four types of analyses namely, linguistic analysis, gesture analysis, intersemiotic analysis and analysis of types of competences. The data analysis section encapsulates following steps:

1. Firstly, linguistic analysis was sub-divided into two sections i.e., transitivity and modality section and word cloud analysis section. The discussion was generated on the basis of frequency of occurrence of transitivity processes and value of modality. The word cloud analysis represented the frequently used lexical choices by the interviewees.
2. Secondly, the gesture analysis was done using Martinec's (2000, 2005) classification of types of actions. The frequency of occurrence of each type was calculated and then interpreted for each interview individually.

3. Thirdly, the intersemiotic analysis used these images for analysis. The intersemiotic analysis was done using the concepts of contextualising relations and co-contextualising relations, intersemiotic polysemy and intersemiotic parallelism, semantic divergence and semantic convergence, ideational concurrence and ideational complementarity. Hence, a thorough analysis of each interview is done one by one in chapter 4.
4. Lastly, all the results and analysis were interpreted in the light of phenomenon of communicative competence and some pragmatic theories like Cooperative Principle by Grice (1975) and Politeness theory by Brown & Levinson (1978). Moreover, a framework of leadership qualities by Seijts et al., 2015) was also taken into consideration during interpretation of cumulative results in chapter 5. Furthermore, the discursive meanings emerging from the findings were generated and implications of the findings in terms of CSS interview in Pakistani context were also highlighted. The parameters used in the data analysis are as under:

Table 1*Parameters and categories for analysis*

Category	Parameters
Language	<ol style="list-style-type: none"> 1. Transitivity 2. Modality
Gesture	<ol style="list-style-type: none"> 1. Hand movement 2. Head movement 3. Eye Contact 4. Types of Action (Presenting, Representing, Indexical)- For Ideational meaning 5. Attitude, Graduation & Engagement for Interpersonal meaning
Types of Competence	<ol style="list-style-type: none"> 1. Linguistic Competence 2. Interactional Competence 3. Discourse Competence 4. Strategic Competence

Note: These parameters are actually the modes of communication through which competence of the interviewee is analyzed in this thesis.

3.3.1 Systemic Functional Multimodal Discourse Analysis (SF-MDA) as a Method:

This research study has employed Systemic Functional Linguistics (SFL) approach to multimodality as both (SFL and multimodality) have similar underlying roots since Halliday's Social Semiotic approach to language first introduced in 1978 (language

was viewed as a ‘semiotic resource’ of meaning making). Thus, the three meta-functions of the language proposed by Halliday (1978) are:

- Ideational (what the text is about)
- Interpersonal (relationship between interlocutors)
- Textual (how the message is organized)

Similarly, in multimodal texts these three meanings are realized visually what an image/gesture conveys the aspect of the real world (ideational/representational meaning), how the aural/visual/kinesics’ mode engages with the viewer/listener (interpersonal/modal meaning of image) and how the elements in an image are arranged to archive its intention/ effect or how different aural and kinesics modes interact to form a social meaning coherently (textual meaning).

Multimodality is a field of application rather than a theory (Bezemer & Jewitt, 2010). Therefore, this research employs the concepts SF-MDA (Systemic Functional Multimodal Discourse Analysis) as a method of analysis. SF-MDA is considered a subfield of social semiotics that is concerned with systematic organization of semiotic resources as tools for creating meaning in society. Generally, according to Jewitt, Bezemer & O’Halloran (2016), it follows three steps:

1. Identification of semiotic resources/ systems (in terms of SF-MDA they are systems that organize to form meaning) that are performing any of the meta-functions
2. Analysis of the system (semiotic) choices made by the participants and
3. Interpreting the combination of these systems in order to form the text according to the current situation or context

The meta-functionally organized systems used in this study are given in the table 1 above. The choices made by the interviewees are interpreted according to the genre of job interview room discourse. Following are the four types of analyses and the definitions of related concepts used during analysis of the data:

3.3.1.1 Linguistic Analysis

According to the Systemic Functional Linguistics (SFL) developed by Halliday originally in 1960s to study language as a source of meaning-making. According to his classification, three meta-functions described above can be realized by following features of language:

Ideational meaning = Participants, Processes, Circumstances (Realized in the form of Nouns, Verbs, Adjectives, Adverbs)

Interpersonal meaning = Mood, Modality, Person (Realized in the form of Pronouns, Modal Verbs)

Textual meaning = Cohesion, Theme (Realized in the form of conjunctions usually)

However, in this study only limited features of language are adopted for linguistic analysis of interviewees' language. This study takes into consideration types of transitivity processes, lexis (lexical choices in the form of verbs, nouns, conjunctions, adjectives, adverbs) and the use of modality by the interviewees.

3.3.1.1.1 Types of Processes in Transitivity

Halliday & Matthiessen (2004) define reality as processes of doings, going on, happening, sensing etc. In other words, it is a manifestation of human experience. Halliday (1994) classified transitivity into six types of processes as material, mental, relational, behavioral, verbal and existential.

Material processes are the ones that involve tangible actions and doings like driving, cooking etc. Mental processes are the representation of a person's conscious mind and how they experience the world (Harbi et al., 2019). Mental processes include verbs like feel, think, perceive, know, etc. Relational processes are the ones which tell the state of being and possession of something. They may be of two types; relational-identifying and relational attributive. Relational-identifying tells about the state of being while relational-attributive describes the quality of something i.e., having or possessing a quality e.g., she is a teacher (relational-identifying) and he has a lot of patience (relational- attributive). Behavioral processes are used to describe natural behaviors along with reflecting inner state of mind e.g., smiling, laughing, complaining, etc. Verbal processes include the act of saying something e.g., say, tell,

etc. Existential processes are the ones used to describe existence, being and happening of something e.g., there is a long journey ahead, there will be a lot inflation next year.

3.3.1.1.2 Modality

Modality is a manifestation of speaker's contribution during a conversation or any communicative event (Halliday 1970, as cited in Yu & Wu, 2016). It can bring positive and negative connotation to the interpersonal meaning of the discourse. According to Halliday & Matthiessen (2004) modality is divided into two types Modalization (Probability and Usuality) and Modulation (Obligation and Inclination) as shown below. Modalization perform the speech function of proposition (giving information). Modulation performs the speech function of proposal (desire, request, and command). Moreover, modality can be of low, median or high value depending upon the modal verbs used for realizing it as shown below.

Figure 4

Combination of Modality type and value

Table 3 Combination of MODALITY type and value

MODALITY type		Modality value		
		Low	Median	High
Modalization	Probability	can/could/may/might possibly, I guess	will/would probably, I think	must/should certainly, I know
	Usuality	can/could/may/might sometimes	will/would usually	must/should always
Modulation	Obligation	can/could/may/might it's permissible...	should/had better, it's desirable...	must/have to/ought to it's necessary
	Inclination	willing to	will/would like to	must/have to

Note: A tabulated version of modality type and value representing the level of possibility of an action. From Yu & Wu (2016).

3.3.1.2 Gesture Analysis

According to Lim (2017), the relationship between the form and function of a gesture is a source of realizing meta-functional meanings described by Halliday (1985). The gesture analysis is divided into two steps as:

1. Identification of the formal gesture
2. Functional meaning of that gesture (Interpretation according to the culture and generic structure of interview)

The formal feature chosen for this research is hand movement and head movement that act as a unit of analysis for studying the gestures during the interview. Following classification of gestures by Lim (2017) has been adopted and also their equivalent in types of action as per Martinec's (2004) classification are utilized for analyzing gestures in this research:

Figure 5

Classification of gestures

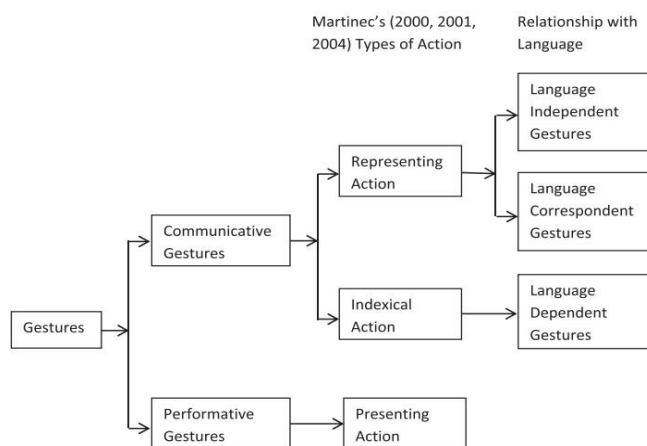


Figure 1. Classification of gestures.

Note: Types of gestures used as a lens for gesture analysis in this thesis. From Lim (2017).

Gestures are classified into two major categories. Communicative gestures are the ones that are intentionally made to enact certain meaning. Performative gestures are the ones that are not performed willfully to communicate meaning although, they may be done in order to do any task e.g., scratching your head or picking up a pen in a classroom.

Communicative gestures are further classified into three subcategories according to the relationship they share with language i.e., Language Independent Gestures, Language Correspondent Gestures and Language Dependent Gestures. Language Independent Gestures are the gestures which can convey meaning without language use while Language Dependent Gestures are the ones which co-occur with language and cannot convey meaning alone. Language Correspondent Gestures are the gestures that co-exist with language; however, their meanings can be interpreted without language.

Considering that gestures are basically the actions performed by human body, Martinec (2000) classified actions into three categories based on the Systemic Functional Linguistic approach. These include presenting action, representing action, and indexical action. Presenting action is similar to performative gesture which does not contain any communicative meaning. Indexical action is equivalent to Language Dependent Gesture. Other than that Representing action can be Language Independent or Language Correspondent Gesture. In addition to that, these actions realize what type of meaning i.e., Ideational, interpersonal or textual used by the teachers has been extensively discussed by Lim (2017). These extensive annotated gestures proposed by Lim (2017) for classroom discourse are employed to identify and code actions in interview room discourse for this study in order to validate the interpreted meaning of every gesture or action by the interviewee.

3.3.1.3 Intersemiotic Analysis

Intersemiosis is at the core of SF-MDA. This research uses the extended concept by Lim (2019) to find the intersemiotic relationship between language and gesture originally developed for co-deployment of language and image. The way co-

occurrence of spatial angles is studied in language-image co-contextualizing relations, likewise, in language-gesture relationship temporal co-instantiations are identified for intersemiotic study.

Lim (2004) categorized the meanings between language and gesture into two types based on the relationship they share i.e., semantic convergence and semantic divergence. These two concepts were derived from the image-text relationship in which the terms co-contextualizing relations and re-contextualizing relations were used. When the two semiotic resources give similar meaning, they share a co-contextualising relationship (semantic convergence). Semantic convergence results in ideational concurrence of emergent meaning. On the other hand, if the meanings from two resources diverge, they share a re-contextualising relation (semantic divergence). The Semantic divergence produces ideational complementarity. The concepts of ideational intersemiotic concurrence and ideational intersemiotic complementarity were introduced by Unsworth (2006)). These ideas are further elaborated in the data analysis chapter with examples from data. To visualize the general relation between these concepts we can write them for our understanding as:

Co-contextualising relation = Semantic Convergence / Semantic Divergence

Re-contextualising relation = Semantic Divergence/ Semantic Convergence

Semantic Divergence = Ideational Complementarity = Intersemiotic Polysemy

Semantic Convergence = Ideational Concurrence = Intersemiotic Parallelism

In addition to these phenomena, the two mechanisms i.e., intersemiotic parallelism and intersemiotic polysemy defined by Liu & O'Halloran (2009) are also observed during intersemiotic analysis of the data. Intersemiotic parallelism occurs when forms and meanings of both semiotic choices are same while in case of intersemiotic polysemy forms may vary but they have multiple related meanings (Cited in Lim, 2019).

3.4 Ethical Considerations

As the interviews are available on a well-known YouTube channel which is accessible freely for public consumption, therefore, the interviewees have not informed about the interviews being used for research purposes. As Watson et al., (2007) state, the internet is like a public property which can be accessed by anyone, at any time without taking consent of the owner of the website or any social media platform (As cited in Fatima, 2017). However, the faces of the interviewees have been blurred in the images of gestures being used for the analysis considering their right to maintain privacy and keep their identities unknown.

CHAPTER 4

DATA ANALYSIS

This chapter deals with the interpretation of the quantified data according to the recurrent frequencies of occurrence of semiotic choices made in all the interviews. It contains 4-5 selected images of gestures for gesture and intersemiotic analysis and the excerpts from linguistic data for linguistic analysis. The analysis of each interview is divided into four parts: linguistic analysis, gesture analysis, intersemiotic analysis and analysis of types of competence.

4.1 Interview 1

4.1.1 Linguistic Analysis

The selected excerpt from interview 1 is shown below.

Excerpt 1

Sir Pakistan it is a country situated in the Southeast. Almost 75 years old country with diverse ethnicities, linguistic variety, cultural variety, country rich and natural with human resource and it is situated both at geostrategic gateway at the confluence of the Middle East and Central Asia. It is a country with tremendous potential which has thus far been underutilized partly due to the our own mistakes our own mismanagement and also due to a harsh external climate where we are we have to contend with certain geostrategic realities that force our hand in many ways and the potential of the country can be seen in its achievements in different fields. We have scientists of the caliber of Doctor Abdus Salam. We have sportsmen of the caliber of Jahanghir Khan, Jansher Khan. Our cricket team is one of the best teams in the world. We have great potential in tourism. Five Peaks greater than 18,000 feet in height and we have an expat population that is one of the most productive diasporas in the world. So it is a country rich in potential although the potential is unfulfilled but it will be fulfilled In Sha Allah with due diligence.

It will be a provocative it will be a provocative uh attempt by the Indian Foreign Office and it will also be if the G20 leaders consent ascent given sent to this Summit and they attend that Summit. There it will also not reflect well on Pakistan's foreign policy because then it will reflect and it will show that in the wider international Community the opinion that Kashmir is still a contested State and not an internal state of the Indian Union it will it will be watered down. So I feel that it will not be a good thing for the Pakistan position on Kashmir if that happens.

So the contours of the accountability bureau is that we have to define there has to be consensus across the board over what the scope of their operations would be. We have to solve the problem that if we include bureaucratic decisions within the ambit of their past powers then it does not lead to more bureaucratic red-tapism. We have to also and we have to bring a human element to their conduct because the 90-day physical remand and the way it was being abused in previous years there was an example of the University of Sargodha Professor who died in NAB custody. These such cases have to be made sure that this remand is more humane in this reason but main issue is that even when the accountability court pursues a case such cases are not then prosecuted in courts so there has to be a more synergy between NAB prosecution and the carrying out of the punishment for the trials in the accountability.

4.1.1.1 Transitivity and Modality

The results obtained from the observations taken for interview 1 show that the most frequent of all processes is material process (41.6%), then relational (40.8%) and mental (16%) subsequently out of 125 clauses. Firstly, the use of material processes manifests the action-oriented approach of the interviewee when he is asked about contours of accountability. This shows his linguistic competence in selecting appropriate set of verbs and nouns wisely. Secondly, frequent use of relational processes in paragraph 1 particularly relational-attributive manifests his extensive knowledge about the country and the area from where he belongs. The repeated use of parallel structure 'We have' for Pakistan (Para. 1) is realization of his discourse competence as given in description of Celce-Murcia model (2007). Also, instead of using the existential process like 'there are mountains...' or relational-identifying process like 'Pakistan has sportsmen like these..', he has used

relational-attributive process which indicates sense of attachment and possession of country as his own. It also shows his linguistic competence i.e., how to arrange the sentence syntactically so that it is effective and persuasive. Thirdly, mental processes are used frequently by interviewee 1 which is manifestation of his ability to express his opinion adroitly. The verbs like believe, feel, inspire, think, and reflect, all are depicting his actional competence, a subcategory of interactional competence. Also, within mental processes the use of mental-affective process like feel shows his sense of belongingness to the country.

Moreover, as per detailed analysis of the clauses from the selected extract almost all of them depict the indicative mood (finite mood) and within that they are declarative clauses which realize the nature of the interview i.e., exchange of information or assessing the knowledge of the interviewee. Then, the repetitive use of first person 'we' for Pakistan shows his sense of belonging to his country which is performing the interpersonal function of speaker's deep affinity with his country and how ready he is to serve his country, therefore, convincing the panel why he should be the right choice to select him as an officer. In addition to that, it depicts the interviewee's discourse competence i.e., how to establish his point of view as an honest and considerate officer through right choice of clause structure.

Furthermore, there is frequent use of modality (24%). Mood and modality perform the interpersonal function and help the speakers in making their intended image of themselves in front of the listener involved in the conversation (Yu & Wu, 2016). The frequent use of median and high modality realized through use of will and have-to shows the speaker's inclination towards the necessity of the actions that need to be taken on urgent basis. It may also indicate his high ambitious nature or high spirits to bring change and fix things in his homeland. It shows his actional competence under interactional competence to present problems and then how to deal with them with a strategy considering the nature of his authoritative job as an administrator.

the country. This may imply his sense of honesty towards his country and desire to see it constructive and progressive in a time to come particularly from the perspective of his responsibilities of probable job of an administrator.

In addition to that, the repetitive use of words also and yes can be seen in the cloud. The constant use of word yes shows his affirmative response to the panel while listening which performs the interpersonal function of a good listener and also manifests his actional competence i.e., how to pay heed to the other speaker while he/she is speaking. The frequent word also indicates his ability to talk at length; providing valuable additions to his answers to the questions. This is the ability of the interviewee to avail the opportunity to convince the panel in a certain topic being discussed.

The cohesive devices used frequently are conjunctions and hesitation markers. As per word cloud analysis, conjunctions like, 'so, also, because, but' are the most frequent ones. Other than that, hesitation marker 'uh...' is spread all over the speech of the interviewee. These hesitation markers help to maintain continuity in speech and avoids the unnecessary silence hindering the fluency process. This indicates the strategic competence of the speaker. In addition to that, frequent use of words Sir and Yes Sir indicate the engagement of the speaker in the conversation i.e., constant affirmative response to the interviewer. It keeps the continuity of the discourse intact which is one of the component of discourse competence. Also, it can be a time-gaining strategy used by the speaker. All of these discourse markers are making all the spoken text coherent. As far as, theme is concerned it can be seen in the cloud that majority of the discussion revolves around Pakistan, its people, relations with other countries, political scenario and police system of Pakistan.

4.1.2 Gesture Analysis

Figure 7

Indexical Action for Importance



Note: Screenshot taken while taking observations of the interview.

Figure 8

Indexical action for emphasis



Figure 9

Indexical Action for an on-going process

**Figure 10**

Indexical action for writing



According to the observations taken from interview 1, they show that under communicative gestures, indexical actions are most frequently used by the interviewee. For example, interviewee 1 uses 5 times the gesture for writing with his fingers closed of one hand as if holding a pen for writing while making the other hand like a notebook to write on. Two times this gesture has been used for signature, once for showing a legal document,

once for a performance report and once for indicating components of any project in Pakistan.

Likewise, the 'carrying process of something' co-occurs with the movement of hands to show flow of on-going process. Similarly, in order to put emphasis on 'integral part of police service', the gesture of thumb and index finger making almost symbol of zero is made along with the word. It also serves the purpose of realizing the importance of something using indexical action. Another example of indexical action is when the interviewee makes gradual hand movements from inward to outward direction in order to strengthen the word 'revitalize'. Also, with closed fists, he stresses the idea of 'legitimate' ways towards progress.

The only presenting action (performative gesture) during the whole interview is of sitting conveying the ideational meaning of 'state processes. No Language Independent gesture has been performed using hands however, they could have been identified through facial expressions which are not under the scope of this study. Also, the gesture of writing can be identified as Language Correspondent gesture within Representing gestures as it can convey the meaning of writing process (verb) without its verbal equivalent.

The interpersonal meanings are realized through engagement, attitude and graduation as per Martinec (2001). Engagement occurs through 48.75% head movement, 98% hand movement, and 100% retained eye contact out of total time of 1996 seconds. Out of 12 gestures 11 of them showed a positive attitude while only one was negative in nature. In addition to that, graduation in this interview is maintained by the slow and gradual movement of hands which are in synergy with their verbal counterparts convey the interpersonal meaning of emphasis and deliberateness (Lim, 2011). The gesture of constant open palms during speech represents the textual meaning of reinforcement and receptivity (unit of analysis is directionality) and also depicts a positive attitude in terms of interpersonal relation. It also represents the expansion of engagement space giving the meaning of openness to the conversation and reducing the social distance between the two interlocutors (Hood, 2011 as cited in Lim, 2011). Thus, one gesture may manifest two meta-functions at the same time.

The all-pervasive use of indexical actions or Language dependent gestures in the interview is an indication of the interpersonal meaning of engagement and rapport-building with the interviewer (Lim, 2011). This rapport-building ability with the use of gestures enhances the communicative competence of the interviewee particularly his interactional competence i.e., the ability to establish a topic.

4.1.3 Intersemiotic Analysis

Since indexical actions has been used most frequently as compared to the other actions, therefore, co-instantiation of language and gesture may result in co-contextualising relations or re-contextualising relations. As it is observed above in figure 10, the gesture of writing made with fingers is creating reinforcing effect to the words being said, thus it is an instance of ideational concurrence or semantic convergence while they are sharing co-contextualising relations. Likewise, in figure 9 it is an example of intersemiotic polysemy, the gesture is adding a semantic layer to the words being spoken. The slow movement of hands for an on-going process with the words share a co-contextualising relation. It is a manifestation of ideational complementarity as it is complementing the words being said. Image 7 is an indexical action, a co-contextualising relation depicting intersemiotic polysemy and ideational complementarity as the gesture made is adding to the meaning of importance. Image 8, is an example of a co-contextualising relation between gesture and language used. It shares the intersemiotic polysemy and ideational complementarity as the closed fists are adding to the meaning of strength and emphasis.

The emergent meanings from the intersemiotic relationship between gestures and language of the interviewee 1 are that indexical actions manifesting meanings of importance and receptivity are adding to the personality of the candidate. Linguistic choices supported by gestures are manifesting speaker's discourse competence. Furthermore, the intersemiotic relationship between language and gestures, like maintaining a hundred percent eye contact with proper head and hand movements, and appropriate linguistic choices, is making the interviewee communicatively competent.

4.1.4 Analysis of Types of Competence

Linguistic competence is the syntactical and lexical knowledge of a person which is observed through the linguistic patterns used frequently while speaking. In interview 1, the interviewee uses conditional sentences, coordinating clauses and declarative sentences. The coordination is observed through the syntactic patterns of coordinating conjunctions ‘but, or, and, for’ at different times of the interview e.g., 7:44, 16:26. Likewise, conditional sentences have been used at 3:01-3:04, 12:19-12:20, 20:38, 32:20. However, declarative sentences and some interrogative structures have also been observed at 21:22 and 14:23 time of the interview respectively. The use of conditional sentences manifests the possibility of occurrence of any event in terms of future scenarios when the interviewee is asked about his opinion, thus, it shows that he is quite linguistically competent.

Interactional competence is the knowledge of usage of speech acts according to the social situation and the use of body language according to the genre of speaking or writing. The use of gestures i.e., use of hand and head and the meanings manifested by them has been discussed in detail in 4.1.2. Then, the actional competence is evident in the interview when interviewee is asked his opinion about political situation and future scenario of Pakistan. The instances include 9:09, 12:04, 12:19, 18:58, 20:38 and 28:03. The repetitive use of expression ‘I believe, I feel, I think...’ during these minutes of the interview suggest the interactional competence of the interviewee i.e., how to express opinions and possibilities about near future, how to create cause and effect syntactic structures while disagreeing (18:58, 29:25, 9:50). Moreover, his constant use of expression ‘yes sir, yes’ while listening to the interviewer shows his knowledge of interpersonal exchange of information which is an instantiation of actional competence-a sub-category of interactional competence.

Discourse competence is the sequence of ideas and structures in order to create a coherent text that is easy to comprehend (Celce-Murcia, 2007). Discourse competence is maintained through the linguistic and interactional competences. The use of conjunctions like since, although, similarly, also etc., deictic expressions like ‘these, this particular phase..., these cases’, etc. references like ‘then united India’ (34:32, 17:50), sequencing of ideas into numbers (2:12, 9:09), and temporal sequences like, previous years, afterward,

then, prior to that (31:21, 29:50, 22:27, 19:58) by the interviewee is creating a unified spoken text. Moreover, the use of pronoun 'it' (e.g., at 15:36) frequently is also creating coherence in the speech. The ability of the interviewee to produce a coherent whole text in response to the questions of the interview panel is manifesting his discourse competence.

Strategic competence is the ability of a person to handle the situation using any strategy while communicating his/her ideas in order to avoid any communication barrier. The interviewee 1 has used time-gaining, self-monitoring and interactional strategies during the interview. Time gaining strategy is manifested by the repetition of certain expressions (5:59, 10:38, 19:50, 20:50) and hesitation markers like, uhh..., um..., prevailing throughout the interview. Self-monitoring is realized through self-repairing (over-elaboration) of phrases like, 'My elder sibling is...she's my elder sister' (0:59-1:00), then at 7:11-7:13 use of words 'given...forwarded', 12:52 and at 21:58. Interactional strategies include expression of non-understanding and confirmation check *and* confirmation request. Expressions of non-understanding include 'I'm not sure I'll read up on it...' (24:42), 'I didn't read about that...' (26:18), 'My knowledge to this end is limited..' (32:54). The confirmation request is manifested as 'If I'm not wrong...' (22:33) and at 31:07. Use of these strategies is making the interviewee 1 strategically competent i.e., without any unnecessary pauses and silence which may hinder the communication process.

4.2 Interview 2

4.2.1 Linguistic Analysis

Excerpt 2

The main job of a Foreign Service officer is to represent his country and his ended friendships and the national interest of the country while being posted as an ambassador or as a secretary or as whatever he is posted in the respective country wherever he is posted. He has to represent what is the national interest of his country and how he can promote those national interests. And while he's serving in the country, he has to form policies so that what in what at what times we are engaging with other nations or with international organizations.

The US withdrawal from Afghanistan it was a hasty process. It was a history process. It was a real plan. Because earlier under the Trump era, it was to be done by my 2021 but with the office, but with the taking of office of Joe Biden, he decided and it was planned. He had the plan to delay the withdrawal for some time, but under the same circumstance, circumstances that one that was ongoing in Afghanistan, the US had made a decision of history withdrawal because it was no more effective for them to stay in Afghanistan and the current and the domestic situations in the country in the United States. One that the general message of the people who were earlier very willing to send their forces to the Afghanistan to fight for them. They were no, they were no devastated. They knew that their funds are just being wasted. There is no more result for them, and they were pressurizing the government to do the withdrawal.

So district already is mainly divided into seven tehsils, but is further divided into seven tehsils, namely Gujarkhan, Taxila , Rawalpindi, Kahuta, Kallar Syedan Kotli Satiyan and Murree. It is the importance of Rawalpindi in the current scenario is that it is a garrison city, the presence of Army and the presence of military headquarters General Headquarters of army this it gives a major, major priority and a major benefit to the city of Rawalpindi. It is also the neighboring city of Islamabad capital, where the civilian government has the secretariat. And as far as the importance of Rawalpindi is concerned, it is important for the country and two perspectives in the tourism sector. It provides the opportunities for ancient tourism in the in the form of Taxila, where we have ancient Buddhist sites and the Gandhara civilization and also provides opportunities for alpine tourism in this in the tehsils of Kotli Satiyan and Murree.

4.2.1.1 Transitivity and Modality

As per observations taken for the types of processes being used by the interviewee 2, relational processes (47.46%) are the most frequent ones, then material processes (46.6%) and after that mental processes (5.1%) out of 118 clauses. The presence of relational processes indicates dissemination of information being asked about district Rawalpindi and Pakistan. In this situation, most of them are relational-identifying processes which denote the existence of any information related to the participant/subject of the sentence indicated by the verb 'be'. The usage of these verbs for providing

information during interview setting is an instantiation of actional competence- interactional competence i.e., the interviewee's knowledge how to narrate and describe whatever is being asked understanding the nature of speech function being performed. Secondly, the material processes are used frequently which indicate the 'happenings' of events nationally and internationally as asked by the interviewers. Comparatively less use of mental processes indicates less opinionated answers and high relational processes shows answers are more of descriptive nature.

Similarly, use of less modality (8.5%) indicates the speaker is quite confident of the facts. Most of the time the modal verb *can* is used to show capability of the doer of certain actions. The remaining examples of modality includes high value modal verbs like *has to*, *have to*, as highlighted in paragraph 1 of excerpt 2 above. The high modality value indicates interviewee's attitude towards the responsibilities of a representative in Foreign office i.e., leaving the impact that there is no possibility of not performing his duties considering it equivalent to the fact that a foreign officer has to perform these duties without any doubt. So, this is how through the use of modality interviewee's attitude can be interpreted i.e., how certain or uncertain he is about the things being questioned as no speaker observes the world in a completely unbiased manner, his attitude is reflected in his conversational choices (Coates, 1995 as cited in Yu & Wu, 2016).

and ‘currently’ are examples of temporal sequence in a discourse. Both of these are instantiation of discourse competence. The words ‘country’ and ‘government’ encapsulate the theme of the conversation between the interviewer and interviewee. In general, the cloud represents the linguistic competence of the interviewee i.e., adroit choice of content (major, main, country, government, currently, issue, well, happened, economy) and function words (well, also, can).

4.2.1 Gesture Analysis

Figure 12

Presenting action of scratching



Note: Screenshot taken while taking observations of the interview

Figure 13

Indexical action 'to set a benchmark'

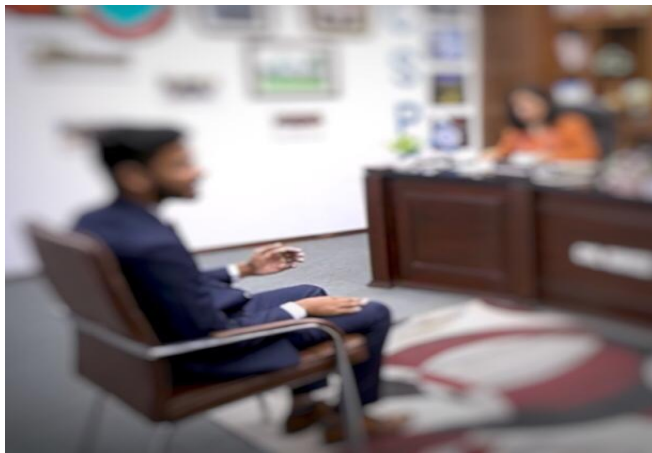
**Figure 14**

Indexical Action for Proper Proof

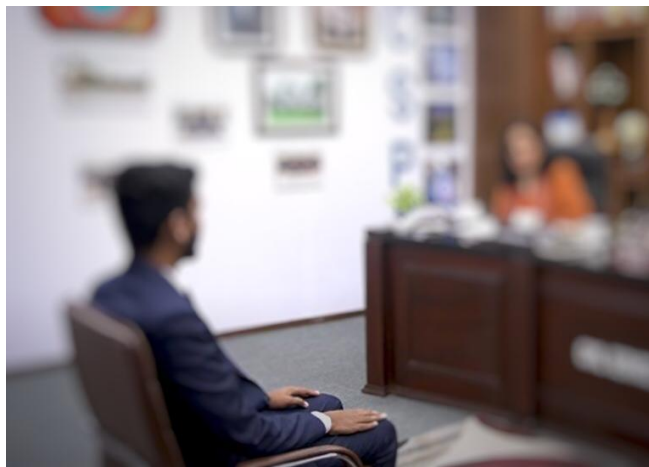


Figure 15

Indexical Action for Emphasis

**Figure 16**

Presenting action of sitting



According to the observations made of interview 2, 12 gestures were frequently used and out of them four can be classified as indexical actions, six can be classified as representing actions and two as presenting actions. The representing actions include nodding of head while saying ‘yes sir’ in response to an interviewer’s question and negating something with head moving left to right or right to left saying ‘no sir’ or simply

when he doesn't know the answer he says 'I don't know sir I'll look into that..' with negating head. The indexical actions include use of left hand for emphasis as shown in image 15. Likewise, use of index finger and thumb to put stress on the linguistic expression 'to set a benchmark' as shown in image 13 and use of middle finger along with index finger and thumb to draw a picture for a 'proof' as shown in image 14. All of these gestures co-occur with language and are language dependent in terms of meaning. Also, one of the two presenting actions is shown in image 12 i.e., scratching of face with finger. Although, it has nothing to do with communicating any meaning yet it may implicitly convey the message of anxiousness of the interviewee as per cultural interpretation. The second presenting action is of sitting with both hands on legs with palms in downward direction as shown in image 16. It is observed during the interview that interviewee 2 spends most of the time in this posture without the use of hand movement which may give the ideational meaning of his less expressing and reserve nature and even if he is making use of hands they are not supported by language. Although the results showed that use of hands is 98% of the time and head movement is 2% only. This shows hand movement is there but it is not meaningful movement. This may affect the factor of interactional competence negatively.

Furthermore, according to Lim (2011) interpersonal meanings are realized through attitude, engagement and graduation as developed by Martin & White (2005) in their Appraisal theory for language which was further extended by Hood (2011) for gesture. The positivity or negativity of Attitude is coded according to the nature of gesture made (Lim, 2011). Speed is used to measure graduation in interpersonal meanings (Lim, 2011). Engagement is realized through contraction and expansion of space between the interlocutors (ibid). Also, eye contact can also be used as a measure of engagement.

The observations taken for the interpersonal meaning of attitude, engagement and graduation show that there is less engagement through hand or head movement but eye contact was retained 97% of the time i.e., 1556 seconds. Then, 98% of the total gestures the interviewee showed positive attitude only 2% gestures represented negative attitude like scratching of face and close fists sometimes. Then the graduation in terms of language

was a bit fast than normal but 98% of the gestures used were of medium speed. However, the gestures lacked the human element i.e., judicious use of gestures.

4.2.3 Intersemiotic Analysis

Intersemiosis occurs when the two semiotic resources like language and gesture happen at the same time also known as ‘temporal co-instantiations’ of resources that are coexisting (Lim, 2011). The occurrence of indexical actions in images 13, 14 and 15 the intersemiotic relation being shared between language and gestures is of co-contextualizing relations. The co-contextualizing relation is leading to semantic concurrence as both gesture and language share the same meaning i.e., of stress, emphasis and importance. The meanings of linguistic expressions ‘proper proof’ and ‘to set a bench mark’ are being reinforced by the gestures. On the other hand, in the image 12 there is semantic divergence between the gesture and the meaning being conveyed by the gesture. It shares the re-contextualizing relation between anxious behavior and scratching of face which leads to ideational complementarity. The emergent meaning about the interviewee’s competence is that he needs to be more confident and calm. Although he manifests good linguistic competence yet interactional competence needs further consideration.

4.2.4 Analysis of Types of Competence

As far as linguistic competence of interviewee 2 is concerned, the most recurrent syntactic structure is of coordination. The use of coordinating conjunctions like ‘and’, ‘or’, ‘but’ prevails in the interview at various periods of time like, at 1:26, 2:03, 18:50 and 24:51. Other than that, there are instances of cause-effect sentences indicated by the frequent use of ‘because’ and expression ‘so that’. Also, there is an instance of embedding of noun clause at 7:45 ‘...people who are general masses....’

Interactional competence is manifested through actional competence i.e., information giving, showing attention to the panel by repetitive use of ‘yes sir’ while performing the function of interpersonal exchange through language (3:34), remembering information (6:44), expressing opinions and explaining situations to the panel e.g., at 21:20, 11:04 etc.

Discourse competence is realized by the frequent use of parallel structures, sequencing of ideas in the form of numbers, a few temporal and deictic expressions and use of pronoun 'it'. Parallel structures can be seen at 0:40, 1:47, 8:46, 9:11 and 14:43. Sequencing of ideas occurs at 19:33, 9:51, 8:15 and 5:46. Temporal sequence is followed at 6:07, 15:59 (previously), 19:14 (earlier-now) and 17:05 (previous-current). Deictic expressions at 10:07 and use of 'it' at 1:20, etc.

Strategic competence is the most frequent of all competences manifested by interviewee 2. There is interactional strategy, self-monitoring, time-gaining and achievement strategy frequently used by the interviewee 2. Within interactional strategy, interpretive summary or confirmation check for meaning (8:13, 13:50, and 13:57) has been used and expressions of non-understanding (Celce-Murcia, 1995, p.38) are also used at 13:50, 14:29, 21:28 and 22:30. They are used when the speaker is not sure about anything. Within self-monitoring, self-rephrasing (24:37, 19:04, 17:53, 15:17, 10:55, 10:41, 10:36, 7:51, 6:07, 5:20) has been used. Then, use of time-gaining strategy has been manifested in the interview by hesitation markers like uh... (6:14), a lot of self-repetition (0:37, 2:25, 5:44, 11:50, 11:55, 18:01, 18:30, 8:33, 18:35, 23:08, 23:13, 24:33) and use of a filler 'you know' has been used. Moreover, achievement (compensatory strategies) has been manifested by re-structuring of phrases like at 6:14, 15:04, and 18:43.

The all-pervasive instances of strategic competence in the interview 2 reflect on the idea that interviewee 2 needs to work on other competences of communication. Although he is competent enough to manage his on-the-spot shortcomings, but they cannot replace the notion of being completely communicatively competent where linguistic, interactional and discourse competences are as frequently manifested as strategic competence.

4.3 Interview 3

4.3.1 Linguistic Analysis

Excerpt 3

Sir philosophy is everything basically any idea that any person thinks of is part of philosophy that is basically the start of philosophy, but as a subject the term philosophy

means the love of wisdom, so it is any question that arises in a person's mind and they feel the need to find answers for that question that wraps up philosophy as a subject.

Sir I would say that it is to keep calm and to take everything as a challenge and to respond back. It is basically a two-way communication to analyze the person's strengths and weaknesses and whether the person has the required skills for the job that they are applying for.

Sir I like her because of her communication skills and because of her writing. It is quite different from the other writers she is quite conventional in her thinking. She brings out the different aspects of the society that people normally don't talk about because they could label it as a taboo. Besides that she defends the rights of minorities and refugees or those segments of the society that are not really looked into.

Sir I believe that the custom officer has to have a very wide outlook because to ensure that the exports of a country are being sent through proper channels so that they will fetch some returns for the country as well because as we know some of our borders are quite porous and things are being sent out without

Sir, It starts with the conception of an idea and that is part of the initiation phase in which you plan a project and then comes the thorough planning of the idea which includes the triple constraint of time, scope and cost which is calculated for the certain project and then it is the implementation of that idea followed with evaluation and control of how the process is taking place whether there are any discrepancies that can be corrected and finally it is the closure of the project and then the feedback.

4.3.1.1 Transitivity and Modality

The statistical results of interviewee 3 show that, the most frequent are the relational processes (45.71%), material processes (40%) and mental processes (11.43%) subsequently out of 70 clauses. The transitivity processes are one of the sources for representing the ideational meaning (experience) of the speaker in tangible form other than lexis. The high frequency of relational processes depicts that descriptive nature of the answers given by interviewee 3. The descriptive nature is an instantiation of actional competence i.e., ability of the interviewee in terms of giving information and

discussing various topics as per genre of interview settings. Then, the high frequency of material processes shows the nature of answers that explain how certain policies are working and how certain actions are taking place in the country. The least use of mental processes shows the interviewee has less opinionated answers, thus indicating either she lacks knowledge or is less logical in terms of opinion-oriented questions.

Modality used by interviewee 3 is 11.43% out of 70 clauses. It can be observed from excerpt 3 that interviewee 3 has used high modality 'has to' and 'will' when talking about duties of a custom officer, hence it depicts the obligatory structure of the sentence (para.4, excerpt 3). On the other hand, she uses median value modal verb 'would' and low modality value 'could' in para. 2 and 3 respectively. In para.2, she is giving opinion and stays moderate without being over-confident and under-confident while stating her opinion. In para.3, the use of 'could' indicates the possibility of people's reaction that might or might not occur, thus low modality value is used. This is realization of her understanding regarding role of an officer as obligation while her interpersonal relation with the interviewer while using median value of modality. It further indicates that she is neither being too authoritative nor is being submissive while stating her opinion in front of the panel. This is in turn a realization of her interactional competence.

4.3.1.1 Word Cloud Analysis

Figure 17

Word Cloud of Interview 3



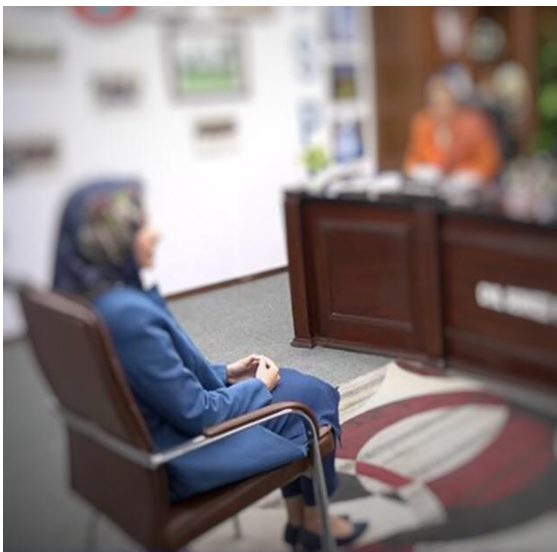
As per word cloud, the most frequent lexical items have been visualized as basically, sir, Pakistan, quite, Saudi-Arabia, yes, different, philosophy, idea, believe and people. The word 'basically' is used frequently as a 'filler' by interviewee 3 during her speech. Fillers are used by the speakers as time-gaining strategy to maintain continuity of communication (Celce-Murcia et al., 1995). Then, the repetitive use of 'Sir' and 'Yes' is an indication of addressing the interviewer 'formally' as per register of the interview settings and constantly saying 'yes' while listening to the question shows 'interactive competence' of the interviewee. Other than that, words 'Pakistan' and 'Saudi-Arabia' has been frequently part of discussion because the interviewee mentioned in her introduction that she was born and raised in Saudi Arabia. Pakistan is part of almost all the clouds of interviewees because it is obvious from the nature of job for which all the interviewees are being interviewed, it is related to bureaucracy of Pakistan. So, questions related to Pakistan, its economy, its political relations and its international relations remain under discussion in all the interviews. Similarly, the words idea, philosophy and people, all of them belong to the

theme of the discussion. However, there is less use of modal verbs and conjunction as it is observed in other interviewee's clouds. This may reflect comparatively less analytical ability or ability to make an interpersonal relation that leaves an impact on the interview panel.

4.3.1 Gesture Analysis

Figure 18

Representing Action of Clasped Fingers



Note: Screenshot taken while noting observations

Figure 19

Presenting Action of Sitting

**Figure 20**

Presenting Action of Pensive state



Figure 21

Presenting Action of Fixing Scarf



As per frequency of occurrence only 5 gestures were observed of interviewee 3. Two of them were representing actions and 3 were presenting actions of sitting posture (image 11), fixing scarf (image 13) and sitting with clasped hands (image 12). No indexical action was observed during the interview. Head movement was used 3% of the total time and 0.1% hand movement was used which means very less communicative gestures were performed and the interviewee stayed in performative gesture of sitting for maximum period of the time. However, eye contact was retained 100% of the time. Images 18 and 19 are the most frequent of all the gestures made by interviewee 3. Image 18 shows clasped fingers most of the time, a closed body posture which is considered less engaging in terms of interpersonal relation between the two interlocutors. The locked hands give the message of confinement and less open to conversation. Image 20 is identified as ‘pensive state’ according to Lim (2011) which is a performative gesture but has no contribution in active communication process. Similarly, image 21 is again a presenting action which is also a performative gesture. It may bring dynamism in communication but also is distracting during the communication process. From these results, ideational meaning can be interpreted that interviewee does not welcome debate and discussion openly which is usually observed in paralinguistic features of effective speakers as according to Celce-Murcia et al. (1995) paralinguistic features play the role of backchannels signals and add

depth to the message being conveyed. Within interactional competence, this indicates interviewee's low non-verbal competence.

In terms of interpersonal meaning, 33% gestures showed negative attitude while 66% were positive in nature. Engagement with the interviewers was maintained mainly through eye contact and very less use of space with hands and head movement. The speed of gestures was medium 99% of the time 1125 seconds, which shows very calculated and measured gestures were employed by the interviewee.

4.3.3 Intersemiotic Analysis

Intersemiotic study is dependent on co-deployment of various modes. However, in the situation of interviewee 3, no indexical actions have been performed which are actually known as language-dependent gestures. A few language-correspondent gestures (representational gestures) were observed like nodding head with 'yes sir' while responding to the interviewer or negating head with expressions like 'No sir, I don't know'. Although there is semantic convergence between these two representing gestures and language yet there are no gestures made by the interviewee 3 that add value to the conversation or interpersonal exchange between the interviewee and interviewer.

4.3.4 Analysis of Types of Competence

Linguistic competence of interviewee 3 is manifested through the use of subordination clauses and embedded clauses which depict her knowledge of syntactic structures and their functions. For example, the use of 'which' and 'that' followed by the more information given about the noun or verb mentioned in the precedent clause as can be observed at 6:13 (...job that they are applying for...), 2:51, 5:08, 8:16, 12:20, 14:37 and 15:02. Moreover, it shows her ability to provide additional information whatever is being asked from her. Other than that, there is an instance of coordination sentence at 1:13 using 'and' as a coordinating conjunction.

Interactional competence includes instances from both actional competence and non-verbal competence. Non-verbal competence is discussed in gestural analysis section

4.3.2. Actional competence can be observed at 1:34, 10:41, 11:37, 12:41, 13:36, 15:33, 17:01, 17:17 and 18:04. All of these timestamps of the interview manifest the interviewee's ability to perform speech acts which are in accordance with the situational settings of the interview genre. For example, at 1:34, the repetitive use of 'yes sir, yes sir...' while listening to the question of the interviewer is an instantiation of showing attention to the speaker which is one of the functions of interpersonal exchange between two interlocutors. Similarly, at 10:41, the interviewee expresses opinion using expression 'I believe...' Likewise, at 12:41, 13:36, 17:01 and 17:17 the interviewee admits her lack of knowledge formally when she does not know the answer which is quite 'appropriate' according to the interview settings register. It is in accordance with one of the criteria suggested by Hymes (1972) for communicative competence of a person 'whether (and to what degree) something is appropriate according to the context' (p.281). Next example, that occurs at 18:04 instantiates the formal way of apologizing in interview settings 'Sir I'm sorry, I cannot recall right now..'. Also, at 15:33, formally expressing gratitude and acknowledging the interviewer once he is done with his part of questions is another instantiation of interpersonal exchange between interviewer and interviewee in interview settings. Thus, all the instances of actional competence bring to light the interactional competence of interviewee 3 particularly in context of job interview.

Discourse competence is manifested using cohesive devices like anaphoric references (2:39, 4:07, 4:08) use of pronouns (2:35, 4:06, 4:07, 4:08, 8:32, 8:34), temporal sequences (0:58, 1:20, 2:43, 2:54, 7:31, 7:34, and 13:57), textual deixis (1:04, 2:58) and cause and effect clause (10:46-10:49) to bring coherence in the speech.

Strategic competence is adopted to maintain communication continuity and to compensate for the right vocabulary items while speaking. Interviewee 3 uses it at multiple times of the interview like 4:38, 6:24, 8:23, 11:16, 11:24, 11:44, 11:30, 14:32, 15:38 and 16:46. It includes Time-gaining strategy, Self-monitoring and interacting strategies. Time-gaining strategies are realized through hesitation markers like uh..., umm..., fillers like 'basically' and 'you know' and self-repetition. Self-monitoring occurs through self-repairing of sentences at various periods of interview. Interactive strategy occurs expressions of non-understanding and confirmation checks (16:46) from the interviewer.

Although interviewee 3 has successfully managed to maintain communication continuity, it indicates knowledge gap of the interviewee about certain topics being asked.

4.4 Interview 4

4.4.1 Linguistic Analysis

Excerpt 4

Sir there are various measures that Pakistan can adopt in order to promote international tourism. First of all, we need to market ourselves in a better way and to do that we need to create/improve our soft image on the world stage. We can do that by social media marketing and we can even hire International bloggers to promote Pakistan as a safe country that is one step. Other than that, we need to create ease for the tourists who are visiting Pakistan so that they visit again uh for example we need to ease the visa system we need to provide them with facilities they should be provided with security so that they feel safe and sound whenever they visit and they recommend it to others as well. And we need to promote the beautiful areas of Pakistan if Malaysia can be truly Asia then why can't we promote the most beautiful Capital Islamabad that we have it is one of the most beautiful capitals.

Sir I believe there are various methods that we can adopt in order to conserve water in the country and first of all I think individually we need to take a step and prevent the wastage of water it should be a social media campaign. It should be run to create awareness about the importance of this issue, the Water Crisis that is being faced by the country and so the Citizens need to be educated so that they take steps individually in order to preserve water to conserve water. Secondly our irrigation system is quite old and it leads to a lot of wastage of water so I think that needs to be worked upon it needs to be improved and thirdly, we need to build more dams. By building more dams we'll be able to store more and more water.

Uh commonwealth was a system introduced by the colonizer specially the British in order to support the new countries that were formed after they were freed from the colonizers. uh There are various countries which are under the same uh organization currently and they include India, Pakistan, South Africa, New Zealand, Australia. The

purpose of the Commonwealth is to ease the countries, the newly created countries to function in the right manner so that they become independent.

4.4.1.1 Transitivity and Modality

As per the observations of the interview 4, the most frequent of all is the material process (51%), then relational processes (35.42%) and mental process (11.46%) out of 96 clauses. The highest percentage of material processes indicates that the conversation between interviewee 4 and interviewer was based on actions and happenings. As it is evident from the paragraph 1 and 2 in excerpt 4 that interviewee 4 is answering about how we can promote international tourism in Pakistan and secondly how we can conserve water in Pakistan. So, both types of questions needed actions that could be taken, thus justifying the usage of material processes. Then, the usage of relational processes is more frequent and within relational, relational-identifying are frequently present. Relational-identifying processes are the ones that depict the state of being or existing of something usually to describe or convey information about a particular thing, place or idea (Flowerdew, 2013). As can be seen in paragraph 3 of excerpt 4, in answer to the question about the commonwealth, the interviewee is giving information. In both cases, the correct choice of type of processes according to the question represents linguistics competence as well as interactional competence of the interviewee. However, there is less use of mental processes which shows the interviewee relies on more facts and figures than developing her own opinion using expressions like I believe, I think..etc. in the beginning of each sentence. However, there are rare instances of such expressions where she is clearly asked to express her opinion.

Modality used by interviewee 4 is 23.96% which is quite high as compared to interviewee 2 and 3. Most of the modal verbs used manifest high modality value as can be seen in excerpt 4 i.e., ‘need to’. The high modality value indicates speaker’s attitude to get things done, the sense of necessity and obligation. According to Yu & Wu (2016), the choice of modalised expressions show that how the speaker makes the listener believe about the validity of information being conveyed in the interaction. Also, it manifests speaker’s image as authoritative. The authoritative ability of a bureaucrat

4.4.2 Gesture Analysis

Figure 23

Indexical Action for Upward Direction



Note: Screenshot taken while noting observations of the interview

Figure 24

Indexical Action of Contrast

**Figure 25**

Presenting Action of Sitting



Figure 26

Indexical Action of Social Bonds



The gestural analysis of interview 4 suggests that in total there were 19 gestures noticed. Out of them, 12 were indexical actions, 1 presenting and 6 representing actions. The majority is of communicative gestures and only 1 performative gesture is observed. The most noticeable gestures can be seen above in image 23, 24, 25 and 26. Image 23 represents the upward direction of a thumb with the linguistic expression ‘directly above the Khana Kaba’ while answering to the question about the place where angels prostrate. This creates a reinforcing effect and adds to the value of answer and gives the ideational meaning of communicative body language. Image 24, is a visualization of contrasting conjunction ‘however’ while talking about other side of the story or opinion. As the gesture is indexical in nature, so it is dependent on its linguistic expression to create meaning. Image 25 represents the presenting action of sitting or posture during the interview settings which is ‘appropriate’ according to the context of interview room. Image 26 is another representation of ‘social bonds’ the interviewee is talking about. It is also an indexical action. The high frequency of indexical actions validates the idea that the interviewee has strong interactional strategies and thus, is communicatively competent. Moreover, she has the knowledge to use hand and head movement for communication purposes wisely. As far as representing actions are

concerned, they are mostly associated with negating and nodding with answers no or yes respectively.

The interpersonal meaning is realized through 100% graduation that is deliberate use of hands at medium speed. Engagement is realized through 96% of the time eye contact is retained while 63% of the time hand gestures out of 1160 seconds, were used to occupy space for engaging. Also, 90% of the gestures represent positive attitude and 10% show negative attitude. Thus, the results show that the interviewee 4 has high competence in making interpersonal relation in terms of engaging the interviewer and putting forward her opinions with co-deployment of gestures. This not only results in interactional competence but also brings coherence in the discourse and thus, the discourse competence.

4.4.3 Intersemiotic Analysis

The intersemiosis occurs frequently as indexical actions have been deployed multiple times. For example, in image 23 above, the co-contextualising relation between the gesture and its linguistic expression occurs, both are mutually reinforcing each other's meaning, resulting in semantic convergence and ideational concurrence. Image 24 is instantiating the re-contextualising relation between the gesture and the linguistic expression. If the gesture was used alone, it would not have necessarily meant as 'contrast'. Since it is co-deployed with language, therefore, the meaning is re-semiotised and re-contextualisation occurred leading ideational complementarity. Although, there is possibility of semantic divergence i.e., the gesture may have denoted something else but with the linguistic expression used 'however' they are ideationally complementing each other. Likewise, image 26 is an instantiation of semantic convergence as per cultural interpretation. The hands in this position represent a bond or bonding thus, it is leading to intersemiotic function of ideational concurrence. The use of these gestures co-deployed with linguistic mode is making the interviewee communicatively competent as it is adding to the effectiveness of speech being produced.

4.4.4 Analysis of Types of Competence

Linguistic Competence of interviewee 4 is realized through the use of syntactic structures of sub-ordination and embedded clauses. Embedded clauses provide additional information which brings clarity for the listener which resultantly makes the communication effective. The instances during the interview can be seen at 5:57, 8:55, 8:46 and 13:15.

Interactional Competence is realized through different language functions performed by the interviewee i.e., expressing opinion, suggesting, interpersonal exchanges of giving attention, greetings, expressing gratitude and apologizing. The instances can be seen at 1:10 (Interpersonal exchange), 5:47 (expressing opinion), 11:37 (suggesting), 11:45 (suggesting), 12:52 (apologizing) and 16:33 (expressing opinion).

Discourse competence is the most frequent of all in this interview. The appropriate use of parallel structures, temporal sequences, references, connectors and cohesive devices is making her conversation a unified spoken text. The examples can be observed at 2:23 (connector for contrast), 2:28 (In addition to that...), 4:43 (sequencing of ideas), 4:57 and 7:19 (parallel structure), 5:03 (Anaphoric reference), 8:28 (temporal sequence), 10:52 (sequencing of ideas), 13:19 (temporal deixis), and 15:18 (anaphoric reference).

Strategic competence has also been manifested by interviewee 4 skilfully at 1:55 (use of filler 'actually'), 2:01 (re-structuring of sentence), 5:54 (self-repetition), 13:42 (self-repair), 14:42 (hesitation marker), 17:13 (filler 'actually') and 17:14 (self-repair). All of these strategies i.e., time-gaining, self-monitoring and achievement represent interviewee's ability to manage effectively the communication gap.

4.5 Interview 5

4.5.1 Linguistic Analysis

Excerpt 5

Yeah recently the Finance Minister of Pakistan Shaukat Tareen he went to uh you know Washington America he was uh you know there to have a bailout of the IMF uh IMF

bailout which you know six billion. It was approved from IMF to Pakistan so you know the bailout is supposed to come out but IMF has not granted it because there are some structural uh irregularities in Pakistan economy that is why you know the next the negotiation have not remained successful so Pakistan is still uh trying its best to have the bailout.

There are certain reforms which is demanding from Pakistan. The first thing is that uh the IMF wants Pakistan to increase the uh increase the tax uh you know taxes uh from you know it it wants Pakistan to earn more and more taxes from the people. Secondly it wants Pakistan to reduce its import imports and it wants Pakistan to reduce its expenditure on development on different uh projects.

The theory of check and balance is that there are three branches of government there the executive the legislature and the executive legislature and Judiciary so these three are supposed to have a check and balance on each other so that they can perform their their you know their activities well and nobody should you know uh you know try to nobody should excel its limits you know whatever has been given to them in the constitution of U.S.

Yes that could be here and there are certain certain check and balances as well and because we have the Judiciary here as well and it uh you know it sometimes takes so much of actions and uh you know it also takes the judicial reveals as well so we we do have that system as well. Uhhh it is functioning but I can I can I can say a lot about it because there are some certain problems and certain factors which are you know impeding the uh well-functioning of the system in Pakistan.

4.5.1.1 Transitivity and Modality

Processes are of vital importance in transitivity. The process is usually present in the verbal group of the clause, it is identified by the 'goings-on' or happenings in the clause (Bloor and Bloor, 1995, as cited in Alfiana, 2012).

The results of interview 5 for transitivity processes show that relational processes (50%) are the most frequent of all (out of 80 clauses). Then material processes (32.5%) and mental processes (10%). The high frequency of relational processes in interviewee's

speech indicates her inclination towards explanatory nature of things or events occurring instead of looking at them as series of actions being performed (material processes). Although there is certain percentage of material processes used by the interviewee yet she has natural or unintentional proclivity towards choosing relational processes in terms of telling how things are as can be seen in paragraph 2 and 3 in excerpt 5 above. The least use of mental processes indicates her choice to be less subjective in nature and thus, less personal opinions about the world around.

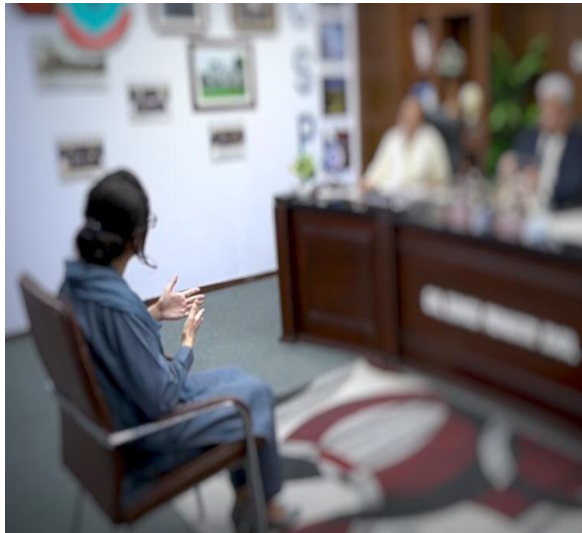
Modality used by interviewee 5 is 15% of her total time. The modality is another way of revealing the speaker's inclinations, likelihood and possibilities. As it is evident in paragraph 2 of excerpt 5 above the likelihood of IMF has been realized using high modality. Likewise, the use of high modality value 'should' is used to define clear boundaries to not exceed limits in any circumstances as nothing is above the law of a country. On the other hand, in paragraph 4, she has used low modality value 'could be' when asked about implementation of check and balance theory in Pakistan. The low modality value indicates less possibility of occurrence of certain action. So, she is not much optimistic about check and balance in Pakistan thus, revealing her underlying perspective about rule of law in Pakistan.

accordance with descriptive nature of the conversation. Most of the conversation revolves around information giving by the interviewee.

4.5.2 Gesture Analysis

Figure 28

Indexical Action for Equal in length



Note: Screenshot taken while taking observations of the interview

Figure 29

Presenting Action of Sitting

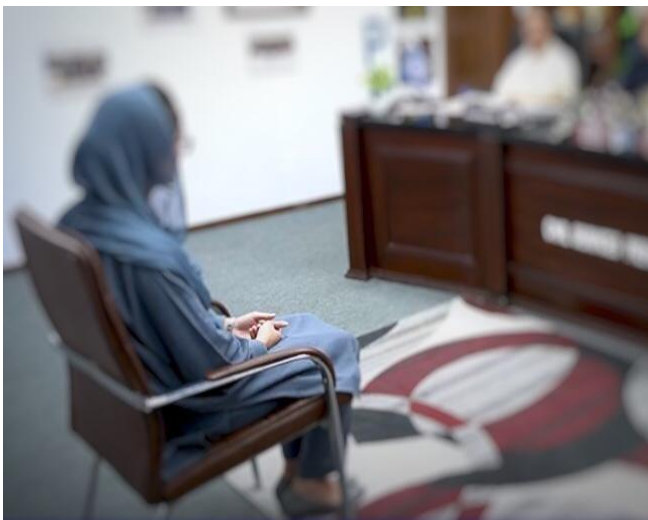


Figure 30*Presenting Action of Fixing Scarf***Figure 31***Representing action of emphasis*

From the frequency of occurrence, it is observed that out of 17 gestures (14 are communicative gestures), indexical actions and representing actions are equal in frequency i.e., 7 each while 3 presenting actions (performative gestures) have been observed. One presenting action is of 'sitting' (image 29), second is of 'fixing scarf' (image 30) and third is of 'fixing glasses'. The representing actions in image 31 is

language correspondent gestures which is serving the function of emphasis with the word ‘to explore’ as Lim (2011) says that possibility can be realized by the oscillations of hand movements. Also, the open palms in image 31 signify the ability to put stress over the idea being conveyed. The only indexical action as shown in image 18 is of parallel hands gesture showing ‘equal in length’ when asked about Equinox. Thus, two modes are reinforcing the meaning being conveyed.

In terms of interpersonal meanings which are realized through engagement, attitude and graduation of gestures being made. As per statistical results, out of 17 gestures made, 70% of them were positive while the remaining 30% were negative in nature. Graduation included 70% of medium gestures while 30% were a little fast in speed. Maximum engagement occurred through 96% of the retained eye contact and 55% of hand movement out of total time 1187 seconds through expansion of space. Head movement is used 13.06% out of 1187 seconds particularly for representing actions for responding with affirmation and negation to the interviewers. In short, interviewee 5 built a very engaging relation with the interviewers however, some fast gestures may signify the anxious behavior of the interviewee.

4.5.3 Intersemiotic Analysis

O’Halloran (2005) introduced the term ‘intersemiosis’ for describing the emerging meanings from the use of different semiotic choices (As cited in Lim, 2011). The intersemiotic analysis of interview 5 shows re-contextualising relations. For example, in image 31, the interviewee uses the linguistic expression ‘to explore’ with the hand gesture shown. Although there is no semantic convergence apparently between linguistic and gestural mode used yet they are signifying the emergent meaning of interviewee’s expressive nature. The phenomenon of ideational complementarity takes place here as both are making the interviewee communicatively competent in conveying her view and to put emphasis on the idea. In image 28, there co-contextualising relation between the hand gesture of parallel hands and linguistic expression of ‘equal in length’. Both are semantically converging leading to ideational concurrence. The emergent meaning across semiotic choices made is of interviewee’s high interactional competence and discourse competence. Discourse competence in

terms of coherence that is brought in the communication through these gestures co-deployed with language. Also, these gestures are helping in time-gaining strategy to think while speaking, thus manifesting strategic competence of interviewee 5.

4.5.4 Analysis of Types of Competence

Linguistic competence is manifested through simple sentences mostly by the interviewee 5. There is a lot of ellipsis (4:54) and it is impregnated with fillers as can be seen in strategic competence part below. So, in terms of syntactic structures there are no complex structures whereas the lexis includes ‘participants’ mainly as discussed earlier in 4.5.1.2.

Interactional competence is quite evident from the use of hand movement discussed in 4.5.2. However, in terms of actional competence most of the time the information giving function (5:37) is being manifested in the form of relational-identifying clauses as discussed in 4.6.1.1. Similarly, apologizing function is performed when she does not know the answer at 11:05, 11:15 and 14:57. A few expressions of expressing opinion can be seen at 10:19 and 6:29. The co-deployment of gestural and linguistic modes is aiding the purpose of interactionally competent in the context of interview room settings.

Discourse competence is attained by the use of ellipsis, reference and sequencing of ideas. For example, anaphoric reference occurs at 5:41, 12:18 and 17:18, sequencing of ideas at 14:58 and 4:20, temporal sequence at 13:51, spatial deixis at 6:08 (‘here’ for Pakistan). However, much coherence is not maintained using linguistic choices rather through gestures or compensation strategies from strategic competence. A very few cohesive markers can be observed during the speech of interviewee 5.

Strategic competence is the most prevalent of all competences in interview 5. There are a lot of fillers, use of self-repetition, self-repair and re-structuring. Filler ‘you know’ is used after every sentence almost for example at 2:19, 2:28, 2:39, 2:49, 3:24, 3:28, 4:14, 5:49 and 5:50. Self-repetition occurs at 1:13, 1:28, 4:12, 5:37, 6:29, 7:27, 8:02, 8:03, 9:28 and 12:31. Self-repair at 18:17 and 19:03. Re-structuring occurs at 4:54, 6:52, 11:28 and 16:32. Moreover, at 4:45, there is an instance of confirmation request and at 11:05, 11:15, 12:04, there are instances of interactive strategies to cope with the communication gaps.

Such extensive usage of strategic competence manifests the interviewee 5 has strong ability to keep the continuity of communication, however, she needs to work more on her discourse competence.

4.6 Interview 6

4.6.1 Linguistic Analysis

Excerpt 6

Meezan bank wants to promote the Islamic banking culture in Pakistan, that Islamic banking is a major sector in the world right now. It is almost a market of \$7 trillion dollars. And this is one of the solutions for the financial inclusion of most of our citizens that are not financially included in the system, because they feel that the system is interest based. So if we give them this system, which is not interest based, which is based on profit model that is approved by the Islamic scholars. Meezan bank believes that Pakistan can grow and the same can be true for visa for the Islamic banking.

Certainly, there is one common instrument that is Mudarba. In common setting you can say that, it is parallel to saving account in that system you invest some amount of money with Meezan bank and then Meezan bank invest that amount of money in different other projects in assets management. After a year there is a certain profit that usually makes and it is not exact percentage because then that will make interest . It is a range between average five to eight percent a year and then bank shares the profit between You and Bank, this is one system and then there is “AJARA” as well which is rent-based system. It is a substitute for the leasing system that conventional banking offers. In the Ajara system, bank rents a car to you and you pay the rent to bank for for a period of five years and that rent is based on Khyber, that is official interest rate for the bank and then in the end of those 5 years the bank gifts you that car. So in that way there is no interest involved and the same time the risk is always on the bank, if something happens to the car, you are not the owner so you are not liable.

The view of economy, I believe is not very optimistic at the time. And that can be reflected with the first of all with the twin deficits that Pakistan is projected to have in this year, which are the fiscal deficit and the external deficit trade deficit. And in addition to

that, our tax to GDP ratio this year is also very low. And it has remained so for the past as long as I can remember, but this is crucial for the time because now Pakistan is in the IMF program. So if we cannot meet our targets, it will be it will be really bad for Pakistan. So, I believe these are the two basic problems of Pakistan's economy at the moment.

4.6.1.1 Transitivity and Modality

According to the statistical results (out of 140 clauses) of the types of processes in interview 6, there is a slight difference in percentages of material (45%) and relational (43.57%) processes. Then, there are mental (5.71%) and verbal (3.57%) processes in small frequency. The approximately similar frequency of material and relational processes used by interviewee 6 indicates his balanced approach i.e., occurrence of actions or events and dissemination of information. For example, in paragraph 1 and 2 of excerpt 6, it is observed that when the interviewee is asked about the policies of Meezan bank and how it works, it is explained with a material processes. However, certain details about the bank are narrated using relational processes. Then, very less use of mental processes depicts interviewee's less subjective approach. He does not want to be part of opinions explicitly rather he suggests or expresses his opinion in a subtle manner while answering the questions. However, there are certain examples of mental-cognitive process like I believe... where he uses it but it is quite low in percentage comparatively to other mental processes. In fact, the percentage shown in statistical data of mental processes might be due to frequent use of word 'believe'.

Modality used by interviewee 6 is 16.43% of 140 clauses. Modality used is either of median value 'will' or low modality value 'can'. There is only one instance of 'high' modality 'wants to' in excerpt 6. The use of low modality indicates the interviewee is either not sure of the information being told or there is less possibility of occurrence of that action. The high modality value 'wants to' in paragraph 1 shows that interviewee is aware of the motto of the bank. The use of 'can' is depicting probability that there is chance that policies of Meezan bank help Pakistan grow or not (Paragraph 1). The use of low modality also signifies less authoritative behavior of the interviewee.

4.6.2 Gesture Analysis

Figure 33

Indexical Action of Pointing I



Note: Screenshot taken while taking observations of the interview

Figure 34

Representing Action for Moving

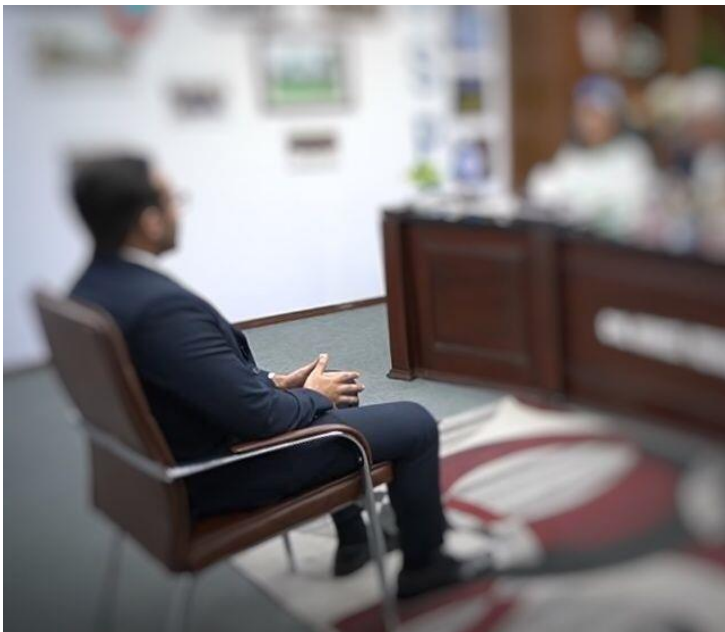


Figure 35

Indexical Action for Counting

**Figure 36:**

Presenting Action of Sitting



The observations taken of the gestural analysis show that out of 20 gestures observed, 11 were indexical actions (language dependent gestures), 7 representing and 2 presenting actions. The presenting action includes ‘sitting posture ’ (image

36) which is appropriate to the interview settings. The second presenting action that occurred during interview was of 'coughing'. As shown in image 33, the language dependent gesture of pointing towards himself while giving his own example during the interview adds value to the ideational meaning of 'reinforcement' of the idea being communicated. Similarly, in image 34, when the interviewee is talking about 'moving from one place to another' along with the use of hands gesture with open palms. The open palms denote the meaning of receptivity (Lim, 2011). Also, it is a language-correspondent action (a subtype of representing action) the use of open palms may represent something else when it is not co-deployed with the particular linguistic expression used by interviewee 6 here. The other representing actions include negating head when the interviewee does not know the answer and nodding head while listening to the interviewer. The image 35 is another example of an indexical action when interviewee 6 used fingers along with verbal utterance of first, second, third points being elaborated during the interview. It is adding value to the meaning of rapport building with the interviewer. In other words, interactional competence is signified here in terms of usage of non-verbal modes to make the communication effective. Also, the co-occurrence of non-verbal mode along with verbal is helping in making the discourse a coherent whole.

In terms of interpersonal meaning, the statistical data collected shows that hand movement is used 15% and head movement is used 22% of the total time i.e., 1655 seconds. The engagement between the interviewer and interviewee occurs through 99% eye contact and 15% hand movement for the expansion of space. High percentage of engagement signifies strong interpersonal relation built between the interviewer and interviewee and thus, succesful rapport building. Likewise, out of 20 gestures observed, 75% showed positive attitude while 25% were negative in nature. Graduation speed of 90% of the gestures was medium while only 10% were slow in pace which mainfested less energetic nature of the interviewee as validated by the feedback given by the interview panelat the end of the interview.

4.6.3 Intersemiotic Analysis

The images of gestures displayed above in 4.6.2., when co-exist with their linguistic counterparts, create an emergent meaning as Matthiessen (2009) uses the term ‘semiotic harmony’ for the orchestration of multiple semiotic modes (As cited in Lim, 2019). Image 22 and image 24 above signify co-contextualising relations between gesture and language used. These co-contextualising relations further share semantic convergence in terms of the meaning being conveyed individually as well as after their co-deployment. For example, in image 33, the pointing gesture towards oneself by the interviewee enhances the emotive expression while communicating. Similarly, in image 35, the counting by the interviewee along with the use of fingers results in ideational concurrence and intersemiotic parallelism, a mechanism described by Liu & O’Halloran (2009). Then, in image 34, both semiotic choices share re-contextualising relation. Although there is semantic divergence yet they result in ideational complementarity as the movement of hands with the words ‘moving from one country to another’ are complementing each other while meaning interpretation is done. It also instantiates another type of mechanism by O’Halloran (2009) that is intersemiotic polysemy, when semiotic choices are different in form but similar in meaning. The semiotic cohesion done by interviewee 6 is giving the emergent meaning of interviewee’s active involvement in the conversation with present-mindedness rather than a passive attitude which adds to his communicative competence.

4.6.4 Analysis of Types of Competence

Linguistic competence of interviewee 6 is realized through syntactic structures of sub-ordination clauses, embedded clauses, and conditional sentences. For example, Sub-ordination clauses at 1:15, 3:31, and 19:08, conditional sentences at 6:20 and 11:33, Embedded clauses at 4:29 and 24:46. The use of such syntactic structures highlights interviewee’s grip on language and maturity of thought.

Interactional competence is also prevalent in terms of non-verbal competence discussed in detail in 4.6.2. However, there are certain instances of actional competence at 1:25, 2:21, 5:48, 9:08, 11:47, 14:30, 22:02, 22:17 and 26:13. These instances

manifest apologising, remembering information, interpersonal exchange for greetings in the beginning, showing gratitude, advising and expressing opinion.

Discourse competence is maintained through the use of pronouns (10:19,12:48) references (3:18, 4:27, 6:06, 8:12, 12:36,19:24) temporal sequence (3:12, 5:01, 6:26, 16:44, 19:36) sequencing of ideas (11:47, 6:03) and cause and effect conjunctions like because, so (7:07, 11:33, 21:21). The repetitive use of ‘because’ and ‘so’ brings logic to the statement produced and manifests reasoning ability of the interviewee. The use of connectors, ‘in addition to that’ and anaphoric references like ‘it’ and temporal sequence expressions like right now, at the same time, for a few decades etc., all of them are making the speech of interviewee 6 well-organized, well-thought and aptly out into words.

Strategic competence occurs only in the form of self-repair (14:30, 6:34) and interactive strategies of apologising expressions when interviewee does not know the answer at 2:34, 16:31, 20:39, 22:17 and 26:13. However, the interviewee needed at very few times of the interview to make the use of his strategic competence. Most of the time, he had manifested linguistic, interactional and discourse competence.

4.7 Interview 7

4.7.1 Linguistic Analysis

Excerpt 7

Sir, the national security policy of the government was formulated some days ago and the salient features are actually to improve the security or to actually look for the economic security of the country. So its main focus was to move from the military security to the economic security as our stakeholders also talk about it that how we can play a better role in the region and in the global dynamics by working on our economic policies, the mass media, talking about the there was a clause about literature as well. So that is like an umbrella term for all the changes that they are trying to adopt and it is a long term policy, it is going to be there for five years, and there can be modifications that that could be made by the upcoming government.

Sir, I am not sure about the updated status. But as for the previous one, they were talking about making some structural adjustments in our economic system and they were asking for more autonomy for state bank as well. So, as far as the economic policies of the country are concerned, the government is having major share in defining them in making them and it is playing a major role in this regard. But IMF is actually asking for giving more autonomy, more authority to state banks so that it can be a decisive factor or it can play a major role in the formulation of policies rather than the government. State bank should have more autonomy over the government. Sir, actually, there is a conspiracy. There have been talks in Pakistan about how IMF is trying to influence the economy of Pakistan.

Yes, sir. I believe that there are some challenges that our government is facing. And these challenges are inevitable. Every government faces these kinds of challenges. But there are some lacunas in our system. So if we talk about the political challenges that this government is facing, there is a lack of consensus and because of that lack of consensus, the primary function of the political system of a country or the primary function of the legislative branch of a country which is legislation that cannot be done because of the lack of consensus, and that we just saw when the governing party presented the mini budget as well. So we will see that how there is a lack of consensus between all the political parties in our political system.

No, sir. As per my knowledge of political science, I don't think this is a good policy because for making a better political system, all the political parties in the country they need to work in consensus for the betterment of the people, for the betterment of the people who are being ruled. So, this is not a good policy to be a confrontation to be at loggerheads all the time and not going towards the betterment.

4.7.1.1 Transitivity and Modality

According to the observations taken of interview 7, the most frequent type of processes are relational processes (51.66%), material processes (30.46%) and mental processes (16.56%) out of 151 clauses. The presence of relational processes indicates dissemination of knowledge and information as Lim (2011) stated “they contribute to the scaffolding of understanding and knowledge construction” (p.302). Therefore,

frequent use of relational processes by interviewee 7 signifies her knowledge about national and international affairs of Pakistan and general issues related to governance and political system as can be seen in paragraph 2, 3 and 4 of excerpt 7 above. It is also validated through the word cloud of interview 7 through the most prominent lexical choices made by the interviewee in 4.7.1.2. Thus, interviewee 7 has a sound knowledge base as well as the ability to convey that knowledge effectively. In other words, she fulfills the two criteria of being 'effective' and 'appropriate' (according to the situation of context) for communicatively competent as defined by Hymes (1972). After, relational processes, use of material processes and relatively high mental processes than other interviewees shows her command over verbal or linguistic competence as well as interactional competence i.e., her ability to express opinions and then substantiate them with logic and reason. In addition to that, the use of mental-cognitive processes like 'I think' and 'I believe' in her speech shows her analytical abilities.

The modality used by interviewee 7 is 19.87% out of 151 clauses. As can be seen from excerpt 7, most of the time median and low modality values have been used. There is only one instance of high modality value i.e., 'need to' to depict sense of obligation and responsibility of government over the people of the country. The use of 'can' is used by interviewee 7 for commenting on the government policies and suggesting what can be the possible steps taken. Moreover, the use of low and median modality values shows moderate way of expressing opinion instead of going with exact facts and figures, however, the frequent use of relational processes exemplifies stating information as things are or as things exist instead of stating it in probability or obligation.

4.7.2 Gesture Analysis

Figure 38

Representing action of reinforcement



Note: Screenshot taken while taking observations of the interview

Figure 39

Presenting action of sitting



Figure 40

Indexical action for counting



Figure 41

Representing action for emphasis

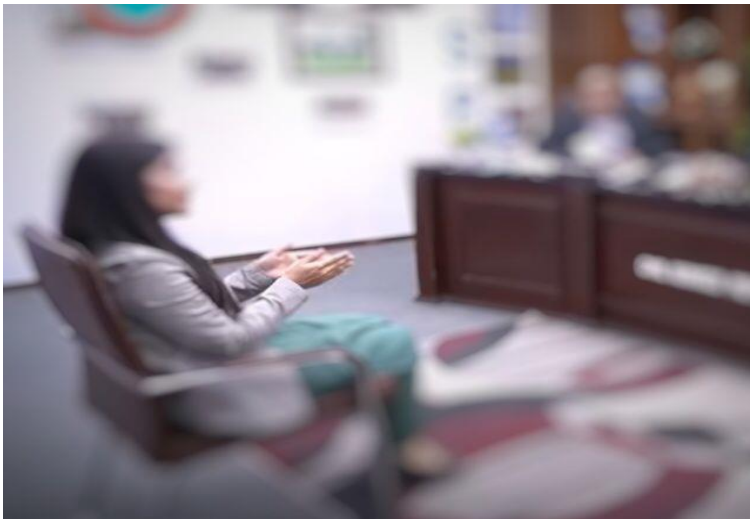


Figure 42*Indexical action for umbrella*

The observations taken for interview 7 show that it is impregnated with the use of non-verbal semiotic choices by the interviewee. There are 28 gestures observed in total, out of which 18 are indexical, 7 representing and 3 presenting actions. The high frequency of indexical actions indicates interview is rich in gestures which are meaningful and create strong impact while communicating. The 3 presenting actions include sitting (image 39), fixing hair and smiling. The representing actions in image 41 of parallel hands (at 22:21) with verbal utterance ‘most important’ is used to put emphasis on the thing being talked about. Likewise, image 38 manifests the gesture for reinforcing the verbal utterance being said as she says ‘these are the attributes of...’ These are identified as representing actions because they may exist independently or with some other verbal utterance for importance and reinforcement ideas. Furthermore, images 40 and 42 represent indexical actions because gestures align with the words spoken and thus, are dependent on language for meaning making. Image 40 represents the use of fingers for counting while image 42 represents symbol of umbrella while speaking ‘the umbrella term’. The constant use of head and hand movement is giving the ideational meaning of maximum engagement and dynamism in the communication.

The interpersonal meanings are realized through graduation, attitude and engagement. The hand movement is used 22% while head movement 56.87% of the total time that is 2001 seconds. The engagement is achieved through 100% eye contact and 22% expansion of space using hands. The speed of gestures is medium throughout the interview which are being deliberately used to emphasize ideas being communicated. Other than that, 85.71% gestures are positive in nature while 14.28% depict negative attitude. Hence, communication tension is reduced in the interpersonal relation between the interviewer and interviewee by the use of these gestures.

4.7.3 Intersemiotic Analysis

The temporal co-instantiation results in semiotic cohesion in order to create emergent meaning (Lim, 2019). As discussed above in 4.7.2., the interviewee used indexical actions most frequently. As can be seen in image 40, the co-contextualising relations between the gesture and language occurs. The temporal co-instantiation results in semantic convergence which further leads to intersemiotic parallelism as both counting verbally and with fingers enhancing the effect of meaning created. Likewise, in image 42, the expression ‘umbrella term’ with the gesture of open arms and hands is again sharing co-contextualising relations leading to intersemiotic parallelism and ideational concurrence. However, in images 38 and 41, there is re-contextualising relation between the gesture and the language. To elaborate further, in image 38 as the words ‘these are the attributes of...’ are spoken with this gesture, there is no concordance between the forms apparently, however, they are complementing each other in creating meaning of ‘reinforcement’. This is the result of the use of intersemiotic polysemy (Liu & O’Halloran, 2009) and ideational complementarity (Unsworth, 2006), the two concepts sharing similar definitions but given by two different researchers for text-image relations in visual texts. However, these concepts were extended by Lim (2011) for language-gesture relations and have thus been used in this research. In short, the semiotic cohesion of language and gestures by interviewee 7 is giving the emergent meaning of high interactional competence.

4.7.4 Analysis of Types of Competence

Linguistic competence of interviewee 7 is manifested through use of coordination clauses and embedded clauses. Other than that, use of modality and transitivity processes also manifest the interviewee's competence. Instances of coordination clauses with the frequent use of coordinating conjunctions like 'and', 'or' and 'so' at 2:23, 6:42, and 13:44. Embedded clauses include relative clauses or noun clauses at 7:55, 11:20, 19:41, and 31:38.

Interactional competence is extensively manifested through non-verbal modes as discussed in 4.7.2. In addition to that, actional competence is manifested through interpersonal exchange of greetings with smile and nodding head (18:16, 10:22), expressing opinion (3:58) and apologizing (12:46, 15:17, 31:13) on not knowing the answer.

Discourse competence is realized through the use of temporal sequence, conjunctions, spatial deixis and parallel structures. Temporal sequence occurs at 0:46, 0:54, 0:57, 16:31, 30:35 and spatial deixis at 0:52. Parallel structures are used at 16:18 and 30:35. However, discourse becomes coherent with the use of hesitation markers and coordinating conjunctions as well. In addition to that, use of gestures also add to the coherence of the discourse as it is quite evident in the case of interviewee 7.

Strategic competence is realized using fillers, self-repair, hesitation markers, and interactive strategies for expressions of not understanding, like 'Sorry, I'm not aware of it...' (12:46, 15:17, 31:13). Fillers like 'actually' is used frequently (2:23, 5:10, 7:50) by the interviewee 7 as it is validated in the word cloud analysis section 4.8.1.2. The use of hesitation marker uh..uh.., occurs at 16:39, self-repair at 23:32 and self-repetition at 4:08.

4.8 Interview 8

4.8.1 Linguistic Analysis

Excerpt 8

Sir basically, I would discuss this in three points there is a multi-pronged strategy which needs to be dealt to deal with this issue. One thing is the awareness program we

are wasting a lot of water. People need to understand the importance of this particular issue that water is very scarce. Yes. Second one is that, Sir, We need to shift our methods of agriculture as well. Currently world is shifting towards drip irrigation and modern techniques of agriculture which use very less water.

No Sir, that is one particular crop obviously that needs flood or the water but there are other crops too, which can be used to drip irrigation and sprinkler system. And third thing Sir our agriculture our basically dying industries and textile industries they are consuming a lot of water too and there are now modern techniques which require far less water to die the exact amount of you can say cloth or to manufacture the textile products as well. So we need to convince our textile industries as well to shift to the modern methods of manufacturing processes which will use very less water as compared to the current.

Sir first of all, I would try to bring the attention towards the issue of climate change. We are one of the most vulnerable countries which are hit by the climate change as well and America plans to invest into this particular issue too. So we need to give them the idea that we are very far less contributors towards carbon. We need some funds and we need some modern techniques which can be shifted towards our country as well. Second thing is the trade element. We can tell them that already there is a very large room for improvement of FDI's. Pakistan is a very good country. We are making some laws for ease of doing business as well. So why not invest in Pakistan with respect to renewable energy resources as well. Third thing is the Afghanistan issue as well. We can tell America that we can be basically very much helpful for you as far as you're, you plan to withdraw the forces from America and you cannot do that without our help. And we can provide you with proper intelligence and with the influence on Taliban.

Sir, to eradicate this corruption and to minimize it, either we need to be strengthening the institutions, that there need to be certain mechanisms which need to be installed.

4.8.1.1 Transitivity and Modality

As per the observations taken of interview 8, the most frequent type of process out of 100 clauses is material process (46%), relational process (34%) and verbal process

(12%) subsequently. The high frequency of material processes depicts the interviewee's action-oriented approach particularly the use of modality with material processes shows what measures and steps 'need to be' taken in order to address issues in Pakistan as it is evident in the paragraph 1, 2 and 3 of excerpt 8 above. On the other hand, the frequency of relational processes shows stating facts and figures or the dissemination of knowledge which is common to a CSS interview room discourse as the questions are asked to evaluate interviewee's knowledge over national and international matters. The unexpected high frequency of verbal processes relatively to other interviewees by interviewee 8 may signify that he has quoted speech or words of other political figures or famous personalities. Other than that, there is evidence in the word cloud, the frequent use of word 'say' which is part of a filler 'you can say that' used by interviewee 8 frequently. Due to this repetitive use, the percentage of verbal process has increased.

As far as modality is concerned, interviewee 8 has astonishingly used highest percentage of modality in his interview i.e., 35% of the 100 clauses. Within modality, high modality value 'need to' is used most frequently. The high modality in the speech indicates authoritative nature and the inclination of the interviewee towards necessity of the tasks to be done and steps to be taken. The other modality value used is 'can' which is low modality value. The use of modality may also indicate that the interviewee does not intend to state things as facts rather he adds the probability factor in it particularly when expressing opinions.

4.8.2 Gesture Analysis

Figure 44

Representing action for emphasis



Note: Screenshot taken while taking observations of the interview

Figure 45

Indexical action for pointing



Figure 46

Presenting action for sitting

**Figure 47**

Representing action of open palms



The observations taken for interview 8 show that there are 11 gestures manifested in total, out of which only 1 is indexical, 1 presenting and 9 representing actions. The representing actions usually are like nodding head with 'yes sir' and negating head with 'No Sir' or 'I don't know Sir'. The other representing action includes the one shown in image 44 above. This is the most frequent of all gestures used by the interviewee 8. The open palms represent expansion of space, and thus maximum engagement. However, the use of hands or hand movement does not signify any meaningful gesture except for emphasis on the idea being communicated. Then, the only presenting action is of sitting as shown in image 46. The only indexical action as shown in image 45 while speaking 'second one is that Sir' in response to the point added by the interviewer while talking about the water crisis issue as can be seen in paragraph 1, line 4th of excerpt 8. It is indexical in nature because hand gesture co-occurs with the linguistic deictic expression 'that'. Image 47 signifies 'openness and invitation' as per coding of Lim (2011). The interviewee is positively involved in the discussion here showing positive attitude, however, gesture can be identified as language independent gesture- a subcategory of representing action.

The interpersonal meanings are realized through 55.71% use of hand movement, 0.01% head movement and 100% eye contact for engagement out of total time 1630 seconds. Likewise, for graduation, the speed of gestures was retained medium during the whole interview. However, the speed of speaking was observed a little faster than normal. Out of 11 gestures, 8 showed positive attitude while 3 reflected negative attitude. Negative in a way that showed lack of knowledge of the interviewee for example when he negated with head on not knowing answer. In brief, interviewee 8 successfully maintained an engaging conversation despite the less use of indexical actions.

4.8.3 Intersemiotic Analysis

The intersemiosis occurs with co-deployment of various modes. In the case of interviewee 8, there is less co-deployment of gestures and language. However, he relies more on linguistic mode for communication. The indexical action in image 45 instantiates semantic convergence and thus, the intersemiotic parallelism because pointing with hand and speaking 'that point' are semantically concurrent. Then, in image 44, the representing action, there is re-contextualising relation between the

gesture and the linguistic expression because there is no direct relation between parallel hands and emphasis but with language it is being used to stress over the idea being talked about, thus resulting in intersemiotic polysemy. The emergent meaning of intersemiosis of interviewee 8 suggests that he maintained the sense of formality with calculated use of gestures as *per decorum* or the context of the interview.

4.8.4 Analysis of Types of Competence

Linguistic competence of interviewee 8 is realized through the use of coordination clauses, conditional sentences, embedding, and cause and effect clauses. Coordination clauses use coordinating conjunctions like *but*, *so*, *and*, *for* connecting two ideas. For example, at 4:41, 9:40, 9:46, 10:18 and 18:03 while conditional sentences are used at 6:03. Then, embedded clauses in the form of relative clauses are used at 7:21, 19:49, and 14:02. Cause and effect clauses are used at 4:41, 9:46, 22:03, 22:46 and 26:32. The adroit use of syntactic structures and well-formed sentences is making the communication of interviewee clear and effective in terms of conveying meaning.

Interactional competence is manifested through interpersonal exchanges of greetings (0:27), expressing opinions (21:59) acknowledging lack of information (18:24, 19:06, 16:06, 1:12, 2:12, 3:40) and ability to disagree on certain points within the contextual situation of the interview. However, there is less use of non-verbal modes.

Discourse competence is realized through a number of features like, sequencing of ideas (23:17,14:36, 6:43, 4:20), temporal deixis (7:04, 22:35), references (25:07, 17:29, 14:49, 14:05, 13:09, 7:21), spatial deixis (16:35), and parallel structures (22:20). These in-detail instances manifest the idea that ideas are communicated in a very coherent manner without any unnecessary pauses and silences or ambiguities, thus, substantiating the idea that interviewee is communicatively competent.

Strategic competence is realized through the use of fillers (3:05, 4:00, 8:26, 12:09, 15:23, 16:13, 16:36, 18:40, 19:44, 20:26, 20:54, 21:01, 22:46), self-repair (12:58, 24:33), other-repetition (11:43) and confirmation request (16:06). The ability of the

interviewee to cope with communication problems skillfully is advocating him to be strategically competent.

4.9 Interview 9

4.9.1 Linguistic Analysis

Excerpt 9

I would advise them to be inclusive. I understand that they do not have ample experience of governance because they have been running an insurgency for the past 4 decades, for decades, 40 years, so I would advise them to be inclusive to try to stop the brain drain that is happening over there and that they are cognizant of the value of the expertise that other people bring. That would be my primary advice moving forward. I will try to get them to get in line with the with the expectations that have been set forth for them internationally, while not compensating or while not sacrificing their core values which they deem to be Islamic. Because they need to be motivated by Islam. So that would be my advice to them.

So, social media is a quite an interesting development that has taken center stage over the past few years. On the positive side, social integration, we interact with each other we understand each other's value. There is a global culture that has emanated from social media. I know what people in America think Americans don't know what we think. So, in case of the Taliban such as you have mentioned, they had a very interesting and proactive social media campaign to raise their voice if without social media, we would not be hearing the stories that we hear from the Taliban. So as a medium for communication, and medium for meeting expectations or conveying expectations, it is quite a positive platform. But on the other hand, if we see the Brexit vote referendum, or the 28th, or the 2016 presidential elections, I feel that social media has played a negative role as well. It has created filter bubbles, where people are fed the same thoughts all over over and over again and has therefore created polarization in our society. The solution for this would be regulation, and I think US is cognizant of that they are currently working on anti-trust measures. So that would be my view on social media.

4.9.1.1 Transitivity and Modality

As per the observations taken for interview 9 out of 140 clauses, the frequency of occurrence of material (35.71%) and relational processes (35%) is nearly same, however, mental processes (23.57%) occur in highest frequency as compared to the frequency of mental processes in all other interviews. The nearly same frequency of material and relational processes indicates interviewee's balanced approach i.e., action-oriented as well as dissemination of knowledge on multiple topics under discussion. The high frequency of mental processes signifies interviewee's inclination towards subjective approach while expressing opinions. Moreover, as can be seen in paragraphs 1 and 2 of excerpt 9, within mental processes the sub-category of mental-perceptive is repetitively used as indicated by the verbs understand, deem, advise etc. The use of mental-perceptive process again validates the idea that the interviewee expresses opinion based on his own perception rather than being objective. Also, it indicates his analytical and critical nature of looking at things as he mentions his profession as an analyst working for a magazine already. So, that is reflected in his communication process of interview.

The use of modality by interviewee 9 is 15% of the 140 clauses. The use of modality is relatively less than other interviews. Within modality, median value of modality 'would', 'would be' is used repetitively by the interviewee as can be seen in excerpt 9 above. The median value of modality indicates his moderate approach towards probability of occurrence of events. It also reflects a neutral authoritative approach in terms of obligations as an officer i.e., neither very controlling nor neglecting that creates lawlessness as he himself says during the interview that 'I have developed a realist outlook...' (18:35). So, as a realist he claims to look at things as they are rather than seeing them as black and white. In other words, his analytical abilities are reflected through the constant linguistic choices of median modality and choice of mental-perceptive processes.

4.9.2 Gesture Analysis:

Figure 49

Indexical action of I

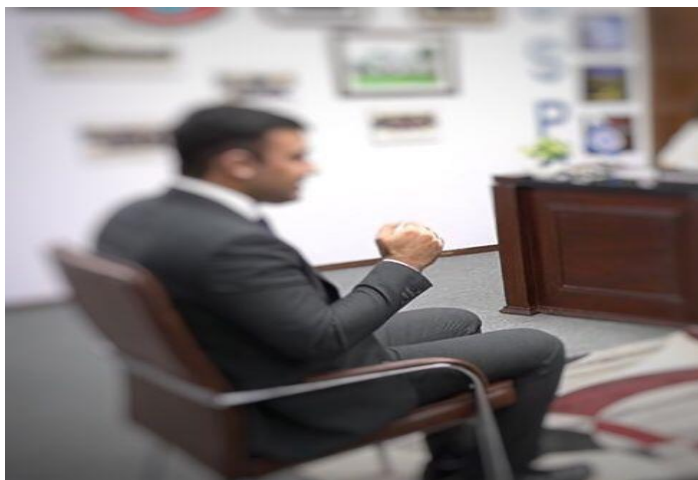
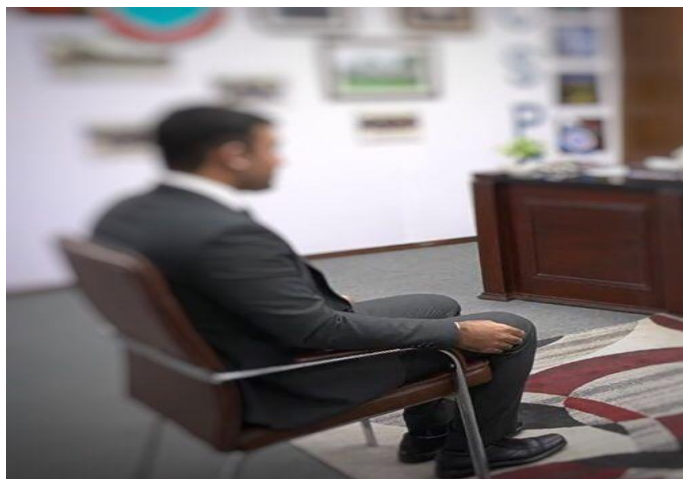


Note: Screenshot taken while taking observations of the interview

Figure 50

Indexical action of pointing towards head



Figure 51*Indexical action of emphasis***Figure 52***Presenting action of sitting*

The observations taken for gesture analysis of interview 9 show that there were 21 prominent gestures, out of which 14 were indexical, 2 presenting and 5 were representing actions. Indexical and representing actions are categorised as communicative gestures while presenting actions as performative gestures as described in Research methodology section (chapter 3). The indexical action in image 50 represents the co-instantiation of linguistic expression ‘it just slipped my mind’ with the pointing of finger towards head. The gesture is dependent on language for creating

meaning in this case. Then, in image 49, the pointing of hand towards himself while saying 'I identify as a Pashtoon' conveys the meaning of 'reinforcement' while communicating. Similarly, the image 51 gesture occurs when the interviewee says the expression 'battle it out' (23:06) the hand gesture is used at the same time to put emphasis on it. In addition to that, other indexical actions occur at 12:37, 12:56, 23:40, 24:50 and 29:27. The representing actions that are mostly language-correspondent gestures include nodding head and negating head while saying yes sir and no sir respectively. The two presenting actions (performative gestures) include smiling and sitting (as shown in image 52). The sitting position of the interviewee suggests his comfort posture with loose hands. Moreover, the smiling gesture of the interviewee may also be considered a visualisation of 'behavioural process' of transitivity system discussed in 4.9.1.1.

In terms of interpersonal meanings, engagement is done through 99% retained eye contact, 49.2% hand movement and 0.097% head movement out of total time 1830 seconds. The speed of gestures was retained medium through out the interview, thus keeping the graduation 100% medium. Then, out of 21 gestures 19 (90.5%) were positive in nature and 2 (9.5%) exhibited negative attitude. From the indexical actions performed, it gives the meaning of subjective involvement of the interviewee in the conversation, thus developing a relation of two critics having discussion on current scenario of Pakistan instead of that hierarchal relation of interviewer and interviewee i.e., interviewer being authoritative and interviewee being dominated.

4.9.3 Intersemiotic Analysis

The intersemiotic analysis of interview 9 suggests that the indexical actions being performed share co-contextualising relations with their linguistic counter parts in order to perform the emergent meaning of reinforcement. For example, in image 49, the gesture is reinforcing the linguistic expression being spoken 'it slipped from my mind'. There is semiotic convergence in the two ideas as the interviewee points towards 'head' (signifying mind) and moved his finger for the action of 'slipping' from mind as both are enhancing each other, so the phenomenon of intersemiotic parallelism exists here. Also, the co-occurrence of both modes is giving emergent meaning of 'forgetfulness'

of the interviewee. Likewise, in image 50, there is semiotic harmony between the gesture and linguistic expression. In other words there is ideational concurrence between the word 'I' and pointing towards oneself. However, in image 51, there is co-contextualising relation but there is intersemiotic polysemy i.e., both gesture and linguistic counter part have different forms yet they are complementing each other. The gesture is being used to 'emphasise' or 'put stress' over the words 'battle it out', thus, it can be said there is ideational complementarity. The emergent meaning of 'importance' is being realized here as per Lim's (2011) coding of meaning for indexical actions. The ability of the interviewee to convey his point of view with meaningful gestures in semiotic cohesion with their linguistic counterparts is depicting interactional competence of the interviewee.

4.9.4 Analysis of Types of Competence

Linguistic competence of interviewee 9 is mainly realized through the use of embedded clauses at 13:57, 11:13, 5:32 and 5:22. The use of noun clauses and relative clauses is indicating interviewee's command over complex sentence structures.

Interactional competence occurs in the form of functions of greetings (0:29), advising (4:01, 4:53), prediction about future scenarios (7:47) and disagreeing (19:00). The non-verbal competence is discussed in 4.9.2. in detail. The interviewee's competence is manifested through his proper use of contrast and compare conjunctions while giving opinions (19:00,18:20) i.e., whenever he talks he gives both sides of the coin and conclude it with appropriate remarks at the end of every argument.

Discourse competence is realized through the use of parallel structure (4:37, 6:10, 6:34), references (1:04, 1:09, 2:01,4:27, 4:49, 10:05, 10:36, 11:51), spatial deixis (2:21), temporal deixis (1:12, 1:22, 1:52) and coordinating conjunctions (18:20, 11:51, 8:11, 7:42, 4:49).The ability of the interviewee to connect the ideas with constant use of references and coordinating conjunctions is bringing ease for the listener to comprehend and thus, making the goal of interviewee easier i.e., to communicate effectively.

Strategic competence is realized through the use of fillers (22:01), hesitation markers (21:21, 5:52), self-repetition (3:14, 16:07, 18:52, 20:10, 22:54, 26:24), self-repair (3:06, 4:11, 9:24, 20:22, 28:20), re-structuring (20:47, 18:45), confirmation request (24:51) and code-switching (29:07). The frequent use of these strategies is making the interviewee's speech fluent and, thus, strategically competent.

4.10 Interview 10

4.10.1 Linguistic Analysis

Excerpt 10

Sir, I believe that Bahawalpur should be given the status of a province because due to certain reasons, and the province should not be on the linguistic basis but on that editorial and administrative purposes. It will give us the benefits in a way that the accountability will increase and capital to city assess will improve and it will create more jobs as well. And we can enhance the accountability processes as well. So I believe that the Bahawalpur should be given the status of province.

So, first state that the Pakistan should raise this issue on international forums like United Nations, all the Islamic countries should unite together and should work on this issue. And there should be talks peace talks on Kashmir between Pakistan and India.

Sir, Kulbhushan Yadav case was spying in Baluchistan. He was an Indian Navy officer and the Kulbhushan Yadav case relates to article 36 of the Vienna Convention counselors relations on 1963. India has accused Pakistan that Pakistan is not giving the access to appoint counselors on Yadav case.

Sir, treaty of Hudaibia is also called the peace treaty that was signed between the Holy Prophet representing Medina and the Quraysh representing the Makkah. There were the conflicts between the Makkah and Medina. Holy Prophet went there to perform Umrah but there were certain conflicts among them. And this treaty is also called Peace Treaty just for that purpose that this treaty resolves many conflicts.

4.10.1.1 Transitivity and Modality

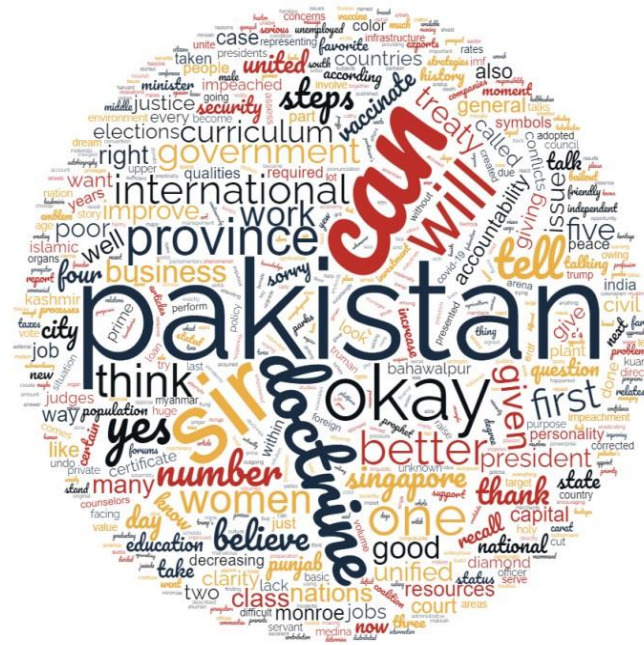
As per the observations, the most frequent of all types of processes (out of 55 clauses) is material process (70.91%), then relational (23.64%) and mental processes (3.64%). The interviewee 10 has used the highest percentage of material process as compared to all other interviewees and least mental process than others. The frequent use of material processes suggests her focus on ‘what needs to be done’ in terms of actions in present circumstances of Pakistan. The least use of mental processes indicates she avoids her personal involvement or subjectivity while giving views rather she relies more on facts and figures. Also, she might be reluctant or reserved in expressing opinions as it is validated by the feedback given at the end of the interview by the interview panel that “she does not talk-at-length regardless of the opportunity given’. Then, within mental processes she has used mental-cognitive processes like ‘believe’ (paragraph 1, excerpt 10) rather than any mental-affective process. This indicates she is inclined towards the logical side of things than emotion or personal perceptions. Then, next is relational processes used by interviewee 10. Within relational processes, relational-identifying processes are being used for stating information formally rather than relational-attributive processes which indicate sense of attachment with the country. For example, in paragraph 2, last line in excerpt 10 she says, ‘there should be peace talks between Pakistan and India...’ instead she could have used a relational-attributive process as ‘We should have peace talks with India...’ That structure would have indicated her attachment and sense of belonging or patriotism with the country as Lim (2011) says that use of relation-attributive processes brings solidarity and affability with the interlocutor and thus, reducing the power relation between the interviewer and interviewee.

The use of modality is the highest of all the interviews so far i.e., 25.45% of 55 clauses. Within that, use of median value ‘will’ and ‘should’ indicates her authoritative and objective nature regarding probability of occurrence of events and obligation towards the solution-oriented steps that need to be taken for Pakistan as she says ‘...Pakistan should raise this issue...’ in paragraph 2 line 1 of excerpt 10 above.

4.10.1.2 Word Cloud Analysis:

Figure 53

Word Cloud of Interview 10



The word cloud of interview 10 suggests that the most lexical choices are Pakistan, can, will, doctrines, yes, sir, okay and province. The words will and can are discussed under modality above in 4.10.1.1. In fact they are validating the results discussed above. The use of yes, sir and okay indicates her actional competence of giving attention to the speaker while listening as part of interpersonal exchange function. The word province suggests the repetitive questions about Bahawalpur province as the interviewee belongs to this province of Pakistan. Then, the word Pakistan indicates the theme of discussion during the interview.

4.10.2 Gesture Analysis

Figure 54

Presenting action of sitting



Note: Screenshot taken while taking observations of the interview

Figure 55

Indexical action for numbering

**Figure 56**

Representing action of emphasis



Figure 57:*Representing action of open palms*

According to the observations taken of interview 10, out of 10 gestures, 4 were indexical, 2 presenting and 4 representing actions. The indexical action in image 55 represents language dependent gesture for reinforcing the idea, giving the ideational meaning of ‘counting or numbering’. Then, in image 56, she uses this gesture when counting about qualities of a diamond and ‘one of these is color’ with gesture in image 56 (4:54). She says it with this gesture of hand for emphasis. The only purpose it is serving is engagement. Then, in image 57, the gesture of open palms is an emblem of ‘openness and invitation’ according to Lim (2011). It may exist as a language-independent gesture. Furthermore, the remaining 2 representing actions include nodding of head with linguistic expression ‘thank you sir’, ‘no sir, I want to look into that’ with negating head and ‘sure sir’ with nodding head. All of these are language-correspondent gestures which may exist without language also in some other situation. The two presenting actions include sitting posture with clasped hands as shown in image 5. According to Lim (2011), this gesture is coded as ‘pensive’ as if the person is in thoughtful state. The second presenting action is of smile on her face which is identified as a behavioral process in transitivity system by Halliday & Hasan (1985).

Then, the interpersonal meanings are realized through engagement, attitude and graduation. Engagement is done through 20.61% of hand movement, 17.56% of head movement and 94.4% of retained eye contact out of total time of 1310 seconds. Out of 10 gestures only 2 (20%) showed negative attitude, however, remaining 8 (80%) were positive in nature. The graduation, realized through speed of gestures, retained medium throughout the interview. However, despite the use of hand movement and head movement, there was less use of deliberate use of meaningful gestures which may signify her reserved and less expressive or less opinionated nature.

4.10.3 Intersemiotic Analysis

Intersemiosis occurs when semiotic choices interact with each other to create emergent meaning (Jewitt et al., 2016). In general, gestures were used very less for communication by interviewee 10. In other words, there were less communicative gestures made. The indexical action in image 55 indicates semantic convergence as both the gesture and language are communicating the same meaning i.e., sequencing the ideas in the form of numbering. Also, they both share identical forms; therefore, it results in intersemiotic parallelism. Then, in image 56, the gesture and language share semantic divergence as both are different in forms and there is no apparent relation between the expressions ‘its color’ and the gesture of hand in image 56. As a result of this, there is intersemiotic polysemy giving emergent meaning of emphasis on the point being added.

4.10.4 Analysis of Types of Competence

Linguistic competence is achieved through the use of a few embedded clauses (8:44), however, majority of the sentences are simple sentences. The lexis of interviewee 10 is already discussed in 4.10.1. Although interviewee 10 made simple sentences yet they were clear and elucidated well.

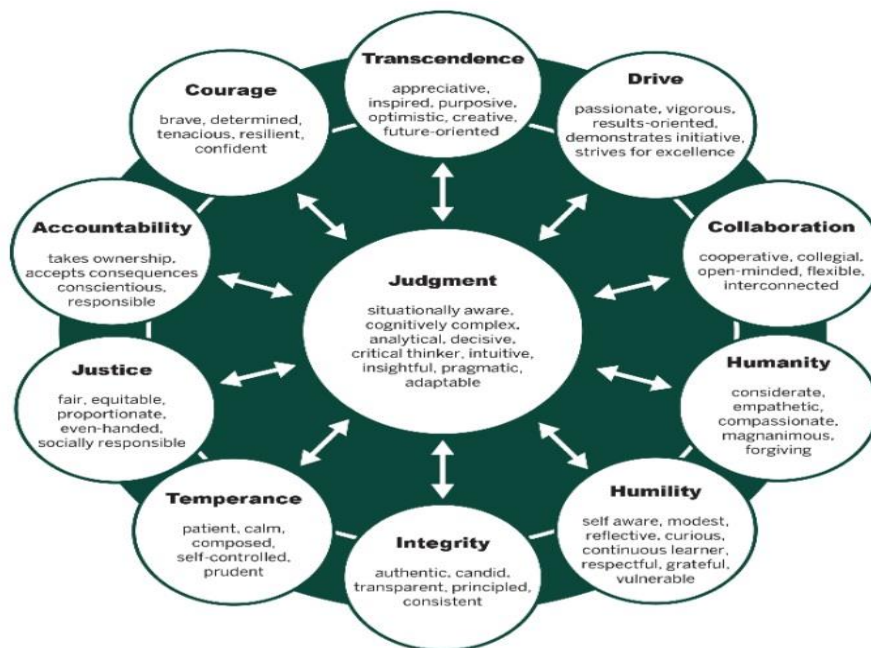
Interactional competence is realized through interpersonal exchanges (21:22) and expressing opinions (21:11, 20:30). The non-verbal competence is discussed under 4.10.2. Furthermore, interviewee 10 remained formal and composed as per ‘appropriacy’ and genre of interview room discourse particularly in terms of interaction with the interview panel.

Discourse competence is achieved through the use of temporal deixis (18:30), use of pronoun (13:12), reference (7:19) and sequencing of ideas (1:42). There is very less use of connectors and contrasting conjunctions in her speech like 'but, so, because' as the interviewee 10 expresses her answers in a very brief and quick manner without much elaboration in detail. She answers every question in a very calculated way without opening up much.

Strategic competence is realized through self-repetition (14:50, 21:01, 21:13), hesitation markers (11:55, 5:58), confirmation request (16:20), expression of non-understanding under interactive strategy (9:50, 9:26, 3:07) and self-repair (13:28, 7:38). Despite the fact that interviewee 10 managed to communicate fluently with the help of her strategic competence, she cannot be considered well-articulated in communicating her ideas.

4.11 Overall Analysis of Cumulative Results of Interviews and Phenomenon of Communicative Competence

This section presents the overall analysis and interpretation of the cumulative results of the observations reported above. The statistical data for percentages and frequencies of gestures have been generated using pivot charts of *MS Excel* and discussed below. The interpretation is done in the light of pragmatic theories like Politeness theory by Brown & Levinson (1978) and Grice's Cooperative principle (1975) in order to validate my argument. Moreover, the ten dimensions of character of a leader given by Seijts et al. (2015, 2017) are identified as a result of semiotic choices made by the interviewees. The ten dimensions include; judgment, courage, drive, transcendence, accountability, justice, collaboration, humility, temperance and integrity.

Figure 58*Dimensions of a character of a leader*

Citation: Crossan, M., Seijts, G., Gandz, J. (2016). Developing leadership character. New York, NY: Routledge Publishing.

Note: A chart representing qualities of a leader given by Seijts which is used as a validating source while interpreting the results of this research work. From Seijts et al. (2017).

It has been interpreted how different modes of communication are encoding these dimensions or the integrative use of multiple semiotic choices is leading to a certain dimension of a character in the interviewee.

4.11.1 Cumulative Results of Linguistic Analysis

The results of the statistical data for the percentages of transitivity processes and modality for all the interviews are shown below:

Table 2*Percentages of Types of Processes and Modality*

Interview No.	Material processes	Relational processes	Mental Processes	Existential Processes	Verbal Processes	Modality
Interview 1	41.6%	40.8%	16%	1.6%	0.8%	24%
Interview 2	46.6%	47.46%	5.1%	-	0.85%	8.5%
Interview 3	40%	45.71%	11.43%	-	2.86%	11.43%
Interview 4	51%	35.42%	11.46%	2.1%	-	23.96%
Interview 5	32.5%	50%	10%	-	1.25%	15%
Interview 6	45%	43.57%	5.71%	-	3.57%	16.43%
Interview 7	30.46%	51.66%	16.56%	-	1.32%	19.87%
Interview 8	46%	34%	8%	-	12%	35%
Interview 9	35.71%	35%	23.57%	0.71%	5%	15%
Interview 10	70.91%	23.64%	3.64%	-	1.81%	25.45%

Note: A table showing frequency of occurrence of each type of process in all the interviews.

The cumulative results for the linguistic analysis of all the interviews show that interviewee 10 used highest percentage of material processes, interviewee 7 used relational processes, interviewee 9 used mental processes and interviewee 8 used highest percentage of modality among all the interviewees while interviewee 1 used nearly same percentage of relational and material processes along with an average percentage of modality.

The frequent use of material processes by interviewee 10 shows her action-oriented approach and task-oriented behavior which is indication of one of the qualities of a leader's character defined by Seijts (2015) as drive. Drive indicates how much a person is passionate, initiative taker and task-oriented, for example, at 12:12 she shows her intention 'to serve the nation'. Moreover, another quality of transcendence by interviewee 10 is manifested at 11:25 when she is asked why she chose civil service and not business despite having a professional degree. She replied by mentioning her dream of becoming a civil servant as '...as every

youngster I had a dream to become a civil servant...’(11:29) This shows her quality of transcendence which is exhibited by her purposive nature or goal-oriented nature which is a quality of a good leader (Hornby, 2015, as cited in Wijayanti et al., 2022). Also, it reveals her future-oriented personality, a quality manifested by most leaders (Seijts, 2017). Then, the third quality which she manifested is humility as she accepts her mistakes and shows learning behavior when she says ‘I stand corrected’ (6:59) and ‘I cannot recall at this moment’ (9:50) during the course of the interview. According to Seijts & Gandz (2018) reflective leaders correct themselves and admit mistakes easily if they find that they were wrong (As cited in Wijayanti et al., 2022). Thus, through the right use of verbs and speech acts interviewee 10 has shown her strong interactional competence. Also, her qualities as a prospective leader underlying the right choice of expressive and commissive speech acts (Searle, 1979) are making her a competent candidate.

Then, the use of the highest percentage of mental processes by interviewee 9 indicates the quality of judgment, again one of the qualities of leader’s character by Seijtis (2015). Judgment is characterized by being intuitive (ability to understand things using feelings), critical thinking (ability to observe sharply and criticize things by looking at both sides of a coin), analytical (understanding things using logical thinking), situationally aware and insightful (ability to see situations clearly in difficult circumstances) (Wijayanti et al., 2022). Interviewee 9 uses the expressions ‘I feel..’, ‘I think.. and I believe..’ which shows his intuitive, logical and analytical abilities while expressing opinions using assertive speech acts. For example, at 4:57 when he is asked about ‘what would he advise the government of Pakistan while dealing with TLP?’, he responds as an analytic and intuitive both while saying that ‘...TLP is a unique situation...I feel that it should not be resolved with strict measures...’(5:12). Also, as a critical thinker he explains the situation with logic, thus showing high value of judgment, which is considered the widely accepted quality of a leader. So, through the appropriate choice of verbs he is manifesting his underlying competence to be selected.

The highest percentage of relational processes by interviewee 7 shows her vast knowledge about things, however, she manifests qualities of judgment, humility and transcendence during her interview. For example, at 14:44 when she is asked if she was made prime minister of Pakistan how would she deal with a situation particularly in case of US-China rivalry. She responded to it quite creatively, depicting transcendence. Likewise, at 15:15 she apologizes for not knowing the answer which shows her humility of accepting ignorance. Likewise, she shows quality of judgment when asked about making Gilgit-Baltistan a province, she responded it as a critic and analytic considering all the perspectives. So, these leadership qualities are making her a competent candidate as they are being realized through her strong communication abilities.

The highest use of modality by interviewee 8 manifests his leadership quality of drive i.e., task-oriented and striving for excellence. He uses high modality values like ‘need to’ repetitively to take initiatives to fix things in the country as can be seen in excerpt 8 in 4.8.1 section. Bruttel & Fischbacher (2013) state that it is the quality of a leaders that they are natural problem-solvers and their focus is always on providing best possible solutions with their creative minds (As cited in Wijayanti, 2022).

Since, interviewee 9 is asked about prevailing issues in Pakistan and what are their solutions, he has dealt the answers with his creativity and provided vigorous solutions using modal verbs. Then, there is another leadership quality manifested by interviewee 8 is of collaboration (Seijts, 2015). Collaboration is defined by inviting others and working towards a common goal (Hornby, 2015, as cited in Wijayanti et al., 2022). In other words, it shows an inclusive behavior of a person. Interviewee 8 has manifested this collegial and cooperative behavior through redundant use of pronoun ‘we’ including himself, the listeners and Pakistan as a country. Rachmawati (2017) states that use of ‘we’ as an inclusive helps in including listeners as part of conversation (As cited in Wijayanti et al., 2022). The use of ‘we’ in the sentences shows friendly and inclusive behavior of the speaker

(Wijayanti et al., 2022). So, through the use of appropriate communication choices, interviewee 9 has proved himself as a competent interviewee.

In addition to these, interviewee 1 manifests qualities of transcendence and courage during his speech. Transcendence in terms of optimism and determination as is manifested by his constant use of modality will and have to. Likewise, in excerpt 1 under section 4.1.1, paragraph 1 last line, he uses promising speech act that ‘inshaAllah, the unfulfilled potential will be fulfilled with diligence...’. Likewise, he manifests with quality of humility when talking about his organization for helping people, he says, ‘In my humble capacity, I have co-founded an NGO called Idrak..’ at 1:27. This shows his humble character, a quality of a leader manifested through his linguistic choices.

On the contrary, the interviewee 2 has used least percentage of mental processes as well as less modality. The use of less modality indicates less enthusiasm or less drive or passion as a leader. Secondly, the less use of mental processes reveals his less analytical abilities. Also, somehow when he is narrating information it lacks his voice or his personal perspective on things. It indicates he is lacking another quality of a leader that is judgment as can be seen in excerpt 2, section 4.2.1. Similarly, least use of material processes and comparatively low modality in interview 5 indicates less task-oriented approach (drive) and less courage, the two qualities of a leader. Also, there is no optimism indicated in the speech of interviewee 5, a quality of being transcendent. So, lack of these underlying qualities is making them less competent or at least this is what manifested through their semiotic choices in the communication.

4.11.2 Cumulative Results of Gesture Analysis

Interview is an interaction between the interviewee and interviewers. From the perspective of interviewee, he/she makes sure that this interaction is positive one leaving a persuasive impact on the interview panel. Fox & Spector (2000); Schuh (1973) stress on the idea that communicative skills of an interviewee and his engaging abilities in a conversation are of equal importance and value as his work

experience during a job interview (As cited in Jiang, 2013). Moreover, Prazak (1969) states that a person equipped with strong interpersonal skills has more possibility of getting hired particularly due to their ability to influence the interviewer (As cited in Jiang, 2013).

Nonverbal modes of communication play an integral role in making the interaction pleasant or unpleasant. Likewise, the role of gestures in performing ideational function or interpersonal function has been discussed in detail for all the selected interviews in the section above. The cumulative results of frequently used gestures are given below in figure 60, figure 61, figure 62 and figure 63. Figure 59 represents frequency of types of actions as per Martinec's (2007) classification of types of actions. Figures 61, 62 and 63 represent the three dimensions used for interpersonal meanings according to the appraisal system of Martin & White (2005). As discussed earlier in gesture analysis of each interview that interpersonal meanings are encoded in some gestures too other than language. Also, the gestures that co-occur with language also have interactive role in terms of interviewee's relation with the interviewer. However, some gestures are used only to communicate ideational meanings. Therefore, with the help of pragmatic theories like Cooperative principle by Grice (1975), Politeness theory by Brown & Levinson (1978) the cumulative results related to gestures used are interpreted below. Cooperative principle is based on four maxims of quality, quantity, relevance and manner during conversation, assuming that both the interactants follow these maxims to have smooth conversation. Politeness theory is based on the idea that every person has a face, defined as a public self-image which is developed and preserved with emotional investment (Jiang, 2013).

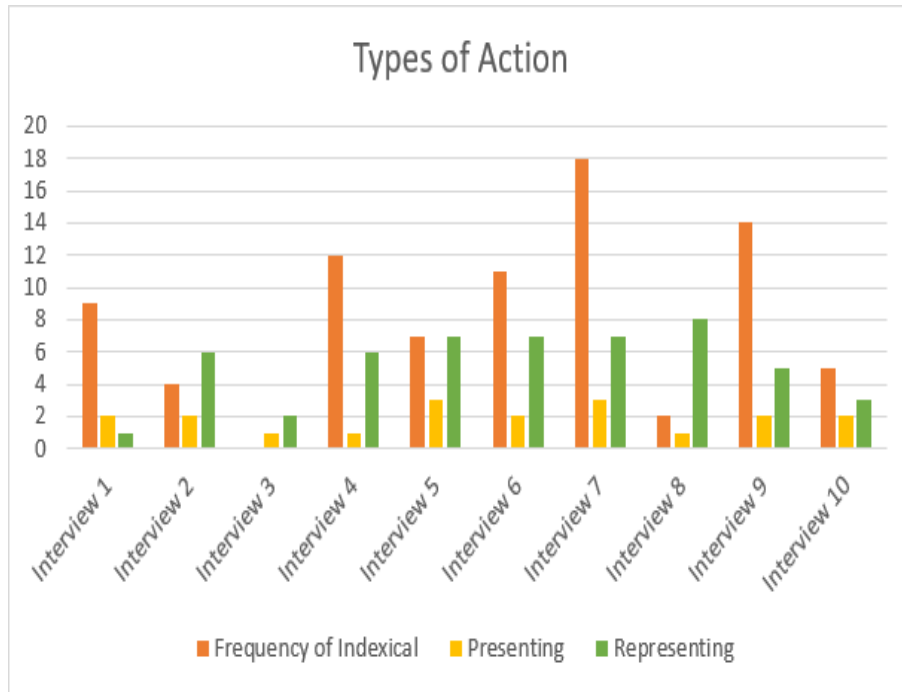
According to the results in figure 59, the highest frequency of indexical actions is used in interview 7, high representing actions in interview 8 and equal number of presenting actions in interview 5 and 7. The frequent use of indexical actions by interviewee 7 represent her high maintenance of meaningful gestures for effectively representing her ideas and information being communicated. Then, in figure 61, 62 and 63, interview 7 manifests reasonable percentages of graduation, attitude and

engagement acting as an evidence for her strong interpersonal skills. Hunston & Thompson (2000) argue that appraisal systems presented by Martin (2000; 2005) help the researcher in analyzing the interpersonal meaning of the speaker i.e., how they engage, put forward their opinion and develop a relation with the listener (As cited in Jiang, 2013). The gestures of interviewee 7 shared in section 4.7.2 show the use of deliberate and medium paced use of gestures (focus is on speed of gesture for graduation), frequent use of hand and eye-contact for engagement and presenting actions of smiling and head movement showing positive attitude. All of these help in maintaining an interpersonal relationship of solidarity with the interviewer, thus reducing the power relation between them i.e., interviewer having more power and control and interviewee being controlled one. Likewise, at 24:50, she replies with a smile while answering to a misunderstanding caused by a maneuvering question to dodge her mind by the interviewer as she says, “..you made me uh..mistrust my concepts..”. The interviewer responds with acknowledgment saying, “ok sorry...” with a smile. These both acts show the positive politeness maintaining the interaction of interview in a lighter mode after some tough questions. Then, at 25:32, she accepts her lack of knowledge with a smile on her face while maintaining her ‘positive face’. As far as, cooperative principle is concerned, she followed all the maxims i.e., she was relevant in her answers, her knowledge in terms of authenticity was to-the-point and she conveyed it in a very confident manner.

Similarly, interviewee 1 has manifested use of gestures and expansion of space with the help of hand movement which is making his conversation more engaging and thus making his ‘positive face’ in front of the panel particularly in terms of making strong interpersonal relation with the interviewer. Also, the use of gestures with language is intersemiotically giving the emergent meaning of his image as ‘well-articulated and eloquent’ as validated by the interview panel at the end of the interview. Moreover, he has followed all the maxims of cooperative principle i.e., he is relevant (relevance), objective (quality) and analytical (manner) while responding to the answers.

On the other hand, interviewee 3 has least number of indexical actions used as per figure 1, least number of hand gestures (figure 60), very slow pace of gestures in terms of graduation (figure 61), showed a bit negative attitude (figure 62) and no expansion of space (figure 63). At 7:52, she narrates wrong fact or percentage violating the maxim of 'quality' under cooperative principle. Also, she does not respond back to the interviewer with assurance that she will check it later neither with gesture nor with linguistic expression. She just sat with blank face. This can be interpreted as 'negative face' or the negative image of her in front of the interview panel. She could have replied with assurance like, ok sir I'll look into that in order to maintain relation of positive politeness with the interview panel. Moreover, the less use of gestures is making the interview experience less engaging, thus less interactive.

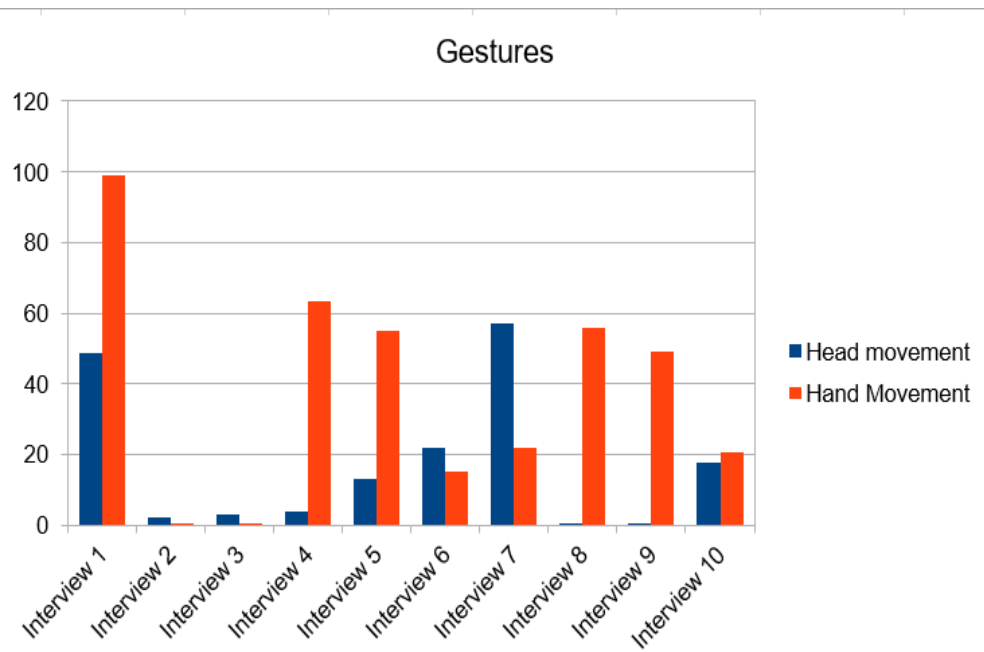
Furthermore, in the case of interviewee 5, she has used a lot of fast gestures which may bring dynamism in the communication but they can be distracting (figure 61). The faster-than-normal gestures may indicate anxious behavior of the interviewee which brings 'negative face' before the interview panel. Then, very less use of hand and head movement by interviewee 2 (figure 60) is making communication robotic as said in the feedback part of interview by one of the panelists. Also, it makes communication less engaging and the interviewee less competent.

Figure 59*Frequencies of types of action*

Note: Types of actions and the frequency of occurrence used as parameters for gesture analysis

Figure 60

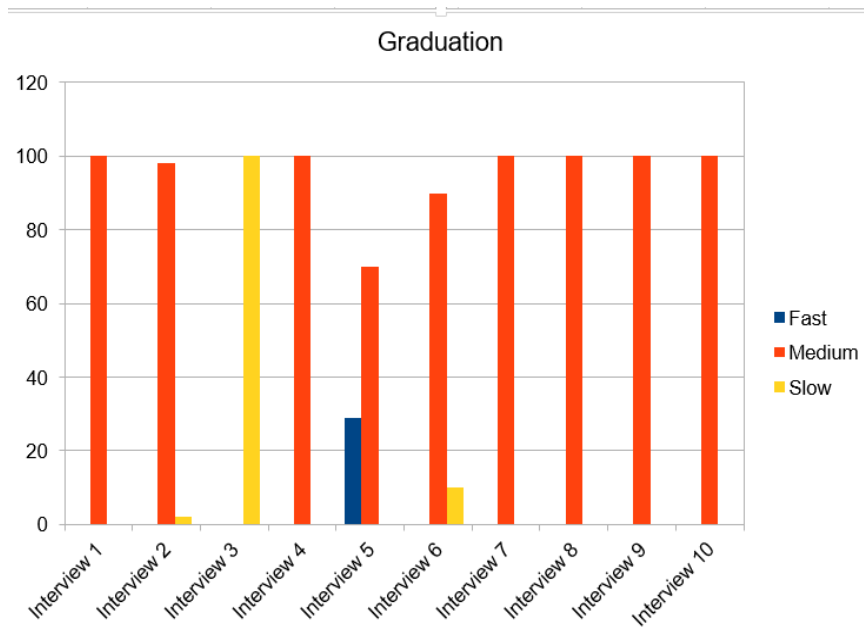
Percentages of types of gesture



Note: Frequency of occurrence of head and hand movement in all the interviews as parameter during gesture analysis

Figure 61

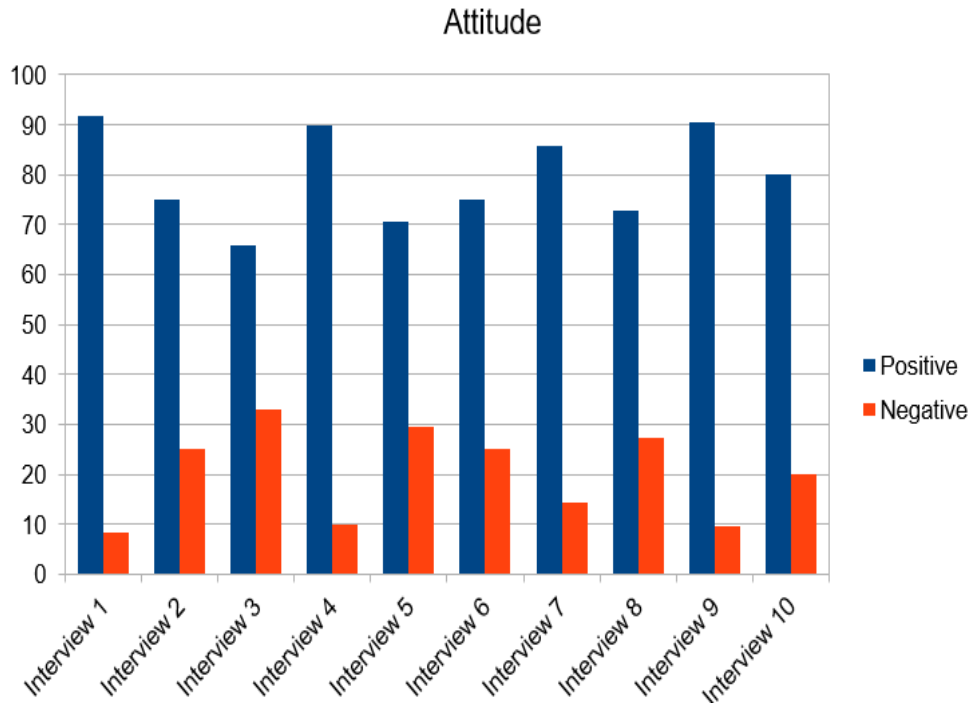
Percentages of graduation



Note: Percentage of speed of gestures in all the interviews (calculated out of total time of the interview)

Figure 62

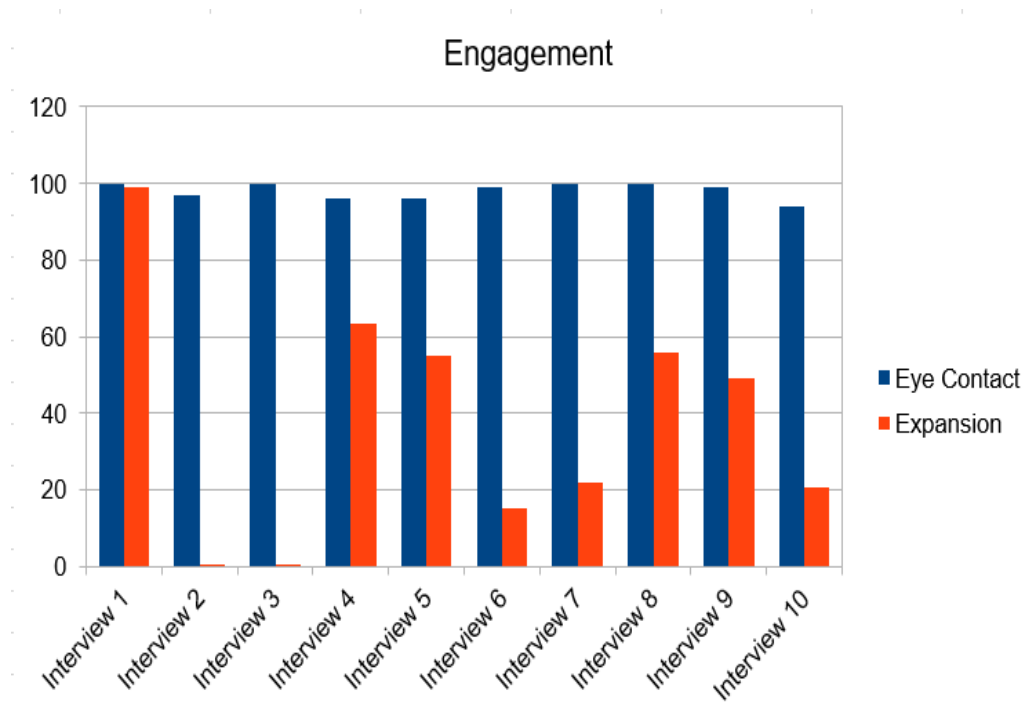
Percentages of attitude



Note: A chart showing percentages of attitude of the gestures adopted by the interviewees (categorized as positive and negative)

Figure 63

Percentages of engagement



Note: A chart representing percentages of gestures like eye contact for maximum engagement during communication

4.11.3 Cumulative Results of Types of Competence:

Table 3

Percentages of Types of Competence

Interview No.	Linguistic Competence	Interactional Competence (Verbal)	Discourse Competence	Strategic Competence
1.	24.24%	27.27%	27.27%	39.39%
2.	23.07%	15.38%	57.69%	127%
3.	42.66%	90.67%	96%	58.67%
4.	21.05%	26.31%	52.63%	36.84%
5.	5%	30%	30%	145%
6.	25.38%	32.63%	65.26%	25.38%
7.	21.21%	18.18%	24.24%	27.27%
8.	51.85%	29.62%	51.85%	62.96%
9.	13.11%	19.67%	65.57%	59.01%
10.	4.54%	13.63%	18.18%	50%

Note: A table showing percentages for the frequency of occurrence of each type of competence in all the interviews

Table 3 above represents the approximate percentages recorded according to the frequency of occurrence of certain type of competence in each interview. The frequency is calculated by maximum number of examples of each competence. Then, this frequency is divided by the total minutes of the interview and to calculate percentage the answer is multiplied by hundred. These recurrent occurrences are quantified in order to have a general idea of what type of competence is most frequently used as intended in the beginning of this research study.

It can be observed from Table 3 that in all the interviews strategic competence and discourse competence are the frequent ones. Out of 10 interviews, 6 interviews (interview 1,2,5,7,8,10) have the highest frequency of occurrence in strategic competence while the other 4 interviews (3,4,6,9) have high frequency in discourse

competence. After, strategic and discourse competence, interactional competence (knowledge of speech acts according to the context of situation) and at last is the linguistic competence. This indicates two important factors related to the phenomenon of communicative competence; one is that high frequency in strategic competence suggests that interviewees are facing issues in speaking for which they need compensatory strategies to cope with the situation. It is likely that they are using English as their second language (L2). Secondly, the high frequency of discourse competence shows that although they are using English as their second language, yet they are capable of conveying their ideas in a coherent manner and also they are well aware of the generic structure of the interview. Third is the interactional competence, although most of the time it is maintained through gestures (non-verbal cues) yet through the linguistic choices the interviewees have tried to verbalize clearly like ‘In my opinion’, ‘my advice would be...’ while performing the speech functions of expressing opinion and advising. This manifests the actional competence of the interviewees which is one of the subcategories of interactional competence. The last one is linguistic competence. The one reason for low frequency of occurrence of this competence might be because of the consideration of few subcategories only in this research like intonation patterns and pronunciation factors have not been observed during the interviews. It has only considered the basic syntactic structures and frequent lexical choices shown in the form of word clouds.

The second reason is that the main focus of this research is to study communicative competence from the perspective of interview room interaction rather than L2 teaching and learning perspective as Celce-Murcia et al. (1995) say that their model can be adapted according to the communicative needs of the situation for which it is being used. In addition to that, the high frequency of strategic competence, discourse competence and interactional competences may point towards the interactive nature of the communicative event i.e., job interview. Also, the repetitive use of speech acts like, greetings, saying thank you, apologizing on lack of knowledge indicate personality trait of humility in the interviewee which is one of the leadership qualities. It is also suggestive of the idea that under the

implicit choice of words lies the competence of the interviewee as a leader who is ready to take the responsibility for the position he/she is being interviewed. However, interviewees 1 and 7 have used almost equally divided percentages of all types of competence i.e., strategic and discourse competence are not abnormally high as compared to the other interviewees. Also, the less use of strategic competence also indicates their proficiency in the L2 i.e., English.

CHAPTER 5

CONCLUSION

This chapter concludes the study by summarizing the key research findings in relation to the research questions and research objectives set at the beginning of the study as well as the importance and contribution thereof. Moreover, it also suggests how these findings are applicable to the respective fields and proposes what further research can be done by future researchers.

This research study aimed at exploring the phenomenon of communicative competence during mock interviews of CSS candidates in Pakistan and types of competence they represent using different modes of communication. However, the focus of the study was only on gestures and language as modes of communication and how they create meanings when they co-exist. For this purpose, Celce-Murcia's (2007) model of communicative competence was extended to interview room settings in order to identify the types of competence while SF-MDA was used for analyzing language and gestures of the interviewees during multimodal interaction of interview. The data were divided into four types of analysis: linguistic, gesture, intersemiotic and types of competence.

5.1 Types of Competence

As far as the research question 1 is concerned, the findings of the study suggest that the most frequent types of competence are discourse competence and strategic competence. However, interviewee 1 and 7 manifested a well-balanced approach in terms of manifesting different types of competences given in Celce-Murcia model (2007). The remaining interviewees had relatively high percentage of strategic and discourse competence. The high percentage of strategic competence indicated the notion that interviewees needed coping strategies as they were speaking L2 during the interview, however, they were able to maintain coherence in their speech as suggested by the high percentage of discourse competence. The low percentage of strategic competence by interviewee 1 and 7 suggest that they had relatively high proficiency in L2 i.e., English.

5.2 Manifestation of Competences

The most frequent types of competence are manifested in the form of indexical actions and consistent eye contact (showing interactional competence). Likewise linguistic competence is manifested consistently through the frequent use of material processes, mental processes and relational processes.

The results of the gesture analysis showed that interviewees 1 and 7 used a high number of indexical actions which means they had more communicative gestures which were meaningful in nature. Also, they deliberately made use of gestures at medium pace along with consistent eye contact which helped them in maintaining a positive interpersonal relation with the interviewer. However, interviewees 3 and 5 used lowest percentage of gestures which made their communication less engaging.

The linguistic analysis showed that interviewee 10 used the highest percentage of material processes, interviewee 9 used the highest mental processes, interviewee 7 used the highest percentage of relational processes and interviewee 8 employed the highest percentage of modality. In other words, the linguistic choices in the form of different types of transitivity processes and modality, and choice of various types of gestures were used to manifest underlying competence of the interviewees particularly interactional competence was the most evident of all as per nature of the interview interaction. Also, it was interpreted according to Seijts's (2015) ten dimensions of a character of a leader. Therefore, this addresses the second research question raised at the beginning of the study.

5.3 Intersemiotic Relationship between Language and Gestures

In order to address research question 3, by the in-depth analysis of all the interviews it was interpreted that through the collective use of language and gestures, the interviewees were able to showcase leadership qualities like drive, transcendence, humility, courage, and judgment. Hence, it can be inferred that language and gestures when employed intersemiotically create an effective communicative event. In other words, the intersemiotic relation between language and gestures produced the emergent meaning of leadership qualities in interviewees' personalities consequently, making them competent. The number of leadership qualities manifested by interviewees 1, 7 and 9 was relatively

high. Also, the co-contextualizing relations leading to intersemiotic parallelism between the gestures and language, helped the interviewees in manifesting their competence like maintaining a positive face and following the four maxims of conversation by Grice (1975). Thus, the co-deployment of gestures and language manifested the interactional competence of the interviewees according to the generic structure of the job interview. Hence, it can be said that the implicit semiotic choices made by the interviewees whether intentional or unintentional, were adding to their communicative competence as well as making them a competent candidate among others as validated by the feedback given by the panel at the end of each interview. Briefly, if we encapsulate the idea that what factors contribute to the communicative competence of an interviewee during a job interview or how we can define communicative competence in an interview, they are as following:

1. Correct usage of language/ Proficiency in the language in which interview is conducted
2. Knowledge of interpersonal interaction
3. Ability to maneuver gesture and language in such a way that they manifest character dimensions of a good leader

5.4 Research Findings

From the analysis of mock interviews of CSS candidates, it can be interpreted that although, almost all of the interviewees held the competence i.e., basic knowledge of correct language usage (manifested in linguistic competence) yet the underlying pragmatic functions performed by the semiotic choices were making difference in their competences. By pragmatic function here means the functions of politeness and cooperation during the interview room discourse. It is inferred from the analysis that it is not merely the proficiency of language, rather the choice of semiotic mode has consequential effect on the competence of the interviewee during interview room discourse which outstands him/her among other candidates. The personality traits of a leader given by Seijts (2015) are the ideational meanings emerging from the use of transitivity processes and use of modality. In essence, these character dimensions of a leader e.g. judgment, courage, transcendence, humility and drive are being realized through the use of both modes of communication i.e., language and gesture. Lastly, the

intersemiotic relationship between the gestures and language is providing two emergent meanings; one is interviewee should know how to build strong interpersonal relation with the interviewer considering all the pragmatic theories related to cooperation and how to maintain positive face in an interview through gestures and language. In other words, how to make the interview interaction effective leaving a positive impression on the panel. The second emergent meaning is that interviewee should make linguistic choices maneuvered in such a way that should manifest his leadership qualities while answering to the questions of the panel as manifested by interviewee 1, 7 and 9.

To sum up the discussion, it is observed that communicative competence of a person during a job interview is defined by a number of factors. Firstly, beginning from the authentic knowledge of correct language usage to the ability to express in complex linguistic structures is one of the competences particularly for L2 speakers. Secondly, the knowledge of speech acts according to the situation and the pragmatic function associated with those speech acts also defines the communicative competence of the interviewee. Thirdly, the knowledge of use of gestures is very necessary as it is seen that deliberate use of gestures and their interplay with language during communication enriches the communicative intent that interviewee wants to convey. In other words, it can be said that communicative competence is the art of knowing what to convey and how to convey according to the social interaction in which communication is taking place.

5.5 Implications

From the implication point of view, the findings of this study can be quite useful for the job seekers preparing for job interviews, particularly if they work on the intentional employment of the certain semiotic choices highlighted in detail in chapter 5 of this study. Also, in Pakistani context the patterns and frequent choices highlighted in this study can also be helpful for CSS candidates preparing for their interviews after successful clearance of the written exam like the most frequently used patterns identified in the present study can be used by them during their interviews.

In addition to that, in terms of contribution, this study paves a way for the researchers in the field of multimodal analysis particularly from the framework of Systemic

Functional Multimodal Discourse Analysis. The study provides an organized method for using SF-MDA as a framework to study interview room discourse. Moreover, it is an extension of Celce-Murcia's model (2007) to job interview interaction as it has usually been used for teaching and learning L2 before, however, in this study the idea of communicative competence has been extended. Also, this research study draws attention towards the need to study interview room interaction as a multimodal interaction instead of focusing on language alone and the role of multiple modes in making interview room experience successful as SF-MDA provides a holistic approach to study such interactions. Thus, this study has implications in both methodological milieu of multimodality and phenomenological milieu of communicative competence.

5.6 Recommendations for Future Researchers

The recommendations for future researchers can be at several platforms of academic research. Firstly, if the data is increased to 30 interviews it can be studied from the perspective of genre analysis. Secondly, in Pakistani context if other job sectors are also included, wider research can be conducted in order to have more rich results. Thirdly, this study has taken into consideration only two semiotic sources i.e., language and gesture from a multimodal text. Future researchers may consider multiple modes like facial expressions, settings of the room, dressing of the interviewee, intonation patterns etc. Moreover, the interview experience can also be studied as a multimodal interaction particularly when interviewers' body language and semiotic choices are also studied which will give insight into another genre of art of interviewing i.e., what semiotic choices can make difference in evaluating the interviewees at various levels. In Pakistani context, it might be used for improving the evaluating standards by FPSC during CSS interviews. Also, research can be conducted to study communicative competence of interviewees when focus is entirely on L2 speaking considering all types of competence from the Celce-Murcia model as this study only focused on four out of six competences.

To conclude this thesis, it can be said that communicative competence is a multimodal phenomenon, and it can be enhanced by the adroit use of multimodal semiotic choices. In other words, multimodal competence is of inherent importance in

improving the candidate's communicative competence; and for that interviews need to be studied by a multimodally literate researcher. This draws attention towards the emerging field of multimodal literacy for analyzing texts in the present-day research.

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Appendix A

Transcription of Interview 3

Zainab: Assalam u Alikhum!

Interviewer 1: Come Come Come. Good to see you.

Zainab: Thank you sir!

Interviewer: Just settle down and you can introduce yourself to us quickly.

Zainab: Sir I am Zainab Hafeez. I was born in islamabad and I was raised in Saudi Arabia. My family was living in Saudi Arabia as my father is an electrical engineer and he was working for the government of Saudi Arabia. I did my schooling from a British International School where I did my O-levels after that I switched to the Pakistan embassy school in Saudi Arabia where I did my FSC and then I came to Pakistan for pursuing my higher education. I've done my Bachelor's in Business Administration followed with my Master's in Project Management. My work experience is as a business development executive at a medical firm and also I've taught for a short while English communication skills to FSC students currently I am working as a research analyst at a private firm.

Interviewer: Good, I think last week there was a news item that Saudis, they have allowed they are going to allow citizenship to these skilled people who are there.

Zainab: Yes Sir, so this is a part of the Vision 2030 plan of MBS, the De Facto leader of Saudi Arabia, they're trying to open up the Saudi society to allow more foreigners to come in.

Interviewer Do you qualify for that citizenship?

Zainab: Sir we've shifted back to Pakistan now as a family so I am not sure if I can qualify for that now but if I was still living in Saudi Arabia then there were ways to get into that.

Interviewer: But that is not only for the resident but they are telling this is for all.

Zainab: Yes sir, it's basically the policy behind that is those people who are scientists or they have some sort of qualification they can add to the economy of Saudi Arabia because basically-

Interviewer: Project management is one of the very important qualifications now.

Zainab: Yes sir

Interviewer: Can you tell us what the cycle of project management is? Basic cycle you know, how it works?

Zainab: Sir, It starts with the conception of an idea and that's part of the initiation phase in which you plan a project and then comes the thorough planning of the idea which includes the triple constraint of time, scope and cost which is calculated for the certain project and then it's the implementation of that idea followed with evaluation and control of how the process is taking place whether there are any discrepancies that can be corrected and finally it's the closure of the project and then the feedback.

Interviewer: Zainab, have you looked into the Planning Commission of Pakistan website, the website of planning commission.

Zainab: So not the website but I do have a slight idea about the Planning Commission.

Interviewer: No there are certain i mean instructions in the planning of project planning there's a pc1, pc2, pc3, pc4, pc5. Have you seen it?

Zainab: No Sir, I haven't seen it.

Interviewer: You must see it, you must see it and be fully prepared on that all.

Zainab: Alright sir.

Interviewer: You will say project management, there could be a question how the projects are made in Pakistan what is the process of project planning and approval.

Zainab: Yes sir

Interviewer: Now you say that your favorite personality is Fatima Bhutto, why? Why Fatima Bhutto?

Zainab: Sir I like her because of her communication skills and because of her writing, it's quite different from the other writers she's quite conventional in her thinking and she brings out the different aspects of the society. That people normally don't talk about because of they could label it as a taboo and besides that she defends the rights of minorities and refugees or those segments of the society that are not really looked into.

Interviewer: How many books she has written?

Zainab: She has written quite a lot of books but I've only read one of her books
The Crescent Moon, Shadow of the Crescent Moon.

Interviewer: She has got a lot of rulers in her family. Has she been here she been working with rulers here?

Zainab: Sir she's not part of the political party.

Interviewer: That is not what I'm talking about. I am saying is she a social scientist? Is she a political leader or a social scientist?

Zainab: Yes, so she does work for a different think tanks she comes to Pakistan for a short while and then she attends different seminars and awareness campaigns as well which is how I got to know about her as well I watched a few videos of hers where she was speaking for the rights of minorities.

Interviewer: Okay my last question is just tell us what is philosophy?

Zainab: Sir philosophy is everything basically any idea that any person thinks of is part of philosophy that's basically the start of philosophy, but as a subject the term philosophy means the love of wisdom, so it's any question that arises in a person's mind and they feel the need to find answers for that question that drops, wraps up philosophy as a subject

Interviewer: What is the philosophy of interview?

Zainab: Sir I would say that it's to keep calm and to take everything as a challenge and to respond back

Interviewer: I'm talking about what is the philosophy for interview? Why this is a two-way communication?

Zainab: It's basically a two-way communication to analyze the person's strengths and weaknesses and whether the person has the required skills for the job that they're applying for.

Interviewer: Thank you

2nd Interviewer: How will you define GDP?

Zainab: Sir it's a factor to measure the economic strength of a country because the gross domestic product is basically the total amount of products or services that a nation has sold in a certain period of time.

2nd Interviewer: Which sectors contribute towards the GDP and their share of contribution?

Zainab: Sir, in terms of Pakistan, Agriculture, Services and Manufacturing are the major contributors to the GDP

2nd Interviewer: What is this Services sector and then Agriculture industry, How can we improve the level of GDP right now? What is the tax to GDP ratio?

Zainab: I cannot recall exactly the figure but I've read that the tax to GDP ratio is improving it was previously below 10% but I think it's around 11% currently because the current government has improved it about 18%.

2nd Interviewer: 18%?

Zainab: From the previous year the previous government this current government is working on tax reforms due to which they have improved the tax collection to about 18% from the previous government.

2nd Interviewer: 18%?

Zainab: That is what the Economic Survey of Pakistan says.

2nd Interviewer: Please when you go back you should be clear. Try to be clear on these issues, Alright. What was the policy of strategic depth and what did Pakistan gain from it?

Zainab: Sir basically in the strategic depth Pakistan tried to show itself as a friendly country with the neighboring countries and especially China we've been developing good relations with China and especially the CPEC project that we're working on with China is broadening our relations with the with the entire region as well.

2nd Interviewer: CPEC was related to China?

Zainab: Sir basically it's about the relations that a state develops in terms of its position on the map and so our position on the map is quite important because it serves as a connection point between east and west.

2nd Interviewer: PAS is your first choice. How in your view this service contributes towards the development of the country?

Zainab: Sir basically the Pakistan Administrative Services is a lot about administration which involves the civic duties as well which is basically the municipalities that are part of the service such as ensuring that people have the basic necessities of life such as water. Ensuring that the sewerage is being done and cleanly and preserving the cleanliness of the country and ensuring that everything happens in a very dutiful manner.

2nd Interviewer: Okay Customs is your choice, your third choice, what functions are performed by the Customs Department?

Zainab: So the Customs Department is basically concerned with the inflow and outflow of things such as if we're importing something from abroad there will be certain tax on that commodity duties excise duties.

2nd Interviewer: Not Excise duties, Custom duties.

Zainab: Yes sorry sir, Custom duties,

2nd Interviewer: And and when you export something again you will have duties on it so as a Customs Officer how do you ensure that you are you see the duties which under your supervision they are they are, they are, they are right, you see they are according to the value of the goods that are being exported and they are being doing rightly there is no under-invoicing or over-invoicing?

Zainab: Sir I believe that the Custom Officer has to be it has to have a very wide outlook because to ensure that the exports of a country are being sent through proper channels so that they will fetch some returns for the country as well because as we know some of our borders are quite porous and things are being sent out without.

2nd Interviewer: What how will you ensure that is no under-invoicing and over-invoicing being carried out in the imports and exports of the goods because that is where you see there is a lot of pilferage, a lot of leakages?

Zainab: Yes Sir basically the team that is in involved in the customs there has to be strict supervision on them so that there's no middleman involved that might you know leverage with the people or provide them with certain discounts for personal advantage.

2nd Interviewer: And do we have Anti-money laundering law?

Zainab: I'm not sure about the law but currently the country is working on the two factors that the IMF has you know told us to work on which is to reduce money laundering and to work on Anti-terror financing.

2nd Interviewer: That is because we have Anti-money laundering law you see there are provisions of Anti-money laundering law which deal with terrorist financing which lead which deals with money laundering so we have Anti-money laundering law and what are the three stages of money laundering three, four stages? How it is done?

Zainab: Sir it's basically when people collect a lot of money and then they store it in offshore accounts which is not really documented and so they don't have to pay any duties on that or it's not acknowledged.

2nd Interviewer: What are the three four ways in which it is done there's certain stages of money laundering one two three four until you see it is completed in those four stages?

Zainab: Sir I am not aware of this.

2nd Interviewer: Please when you go back look at it.

3rd Interviewer: Do you know anything about the Khalistan movement?

Zainab: Yes Ma'am basically the Sikhs that are demanding a separate state it's a quite an old movement. They've always wanted a separate state for themselves which they would call Khalistan and so the people the Sikhs communities are quite numerous in the UK and they're the ones that fund this movement so I believe this might be the one that is involved in the referendum too.

3rd Interviewer: And is it only in London or do they plan or what what are their plans?

Zainab: No ma'am they are in the Sub-continent too. There a lot of them in India especially and a few in Pakistan as well and quite across the globe but they want a separate homeland for the Sikhs.

3rd Interviewer: How do they plan to get it?

Zainab: Mam I will have to look into that.

3rd Interviewer: Because referendum is the first step what are the other steps that they intend to take. Okay you need to study. That they recently COP26 concluded.

Zainab: Yes ma'am

3rd Interviewer: What was the outcome?

Zainab: The outcomes weren't very different from the previous outcomes of the previous conference on parties basically the agenda behind the COP was to reduce the carbon footprint in the world which is causing the climate change but the issue still remains that the developed countries such as the US and especially the European Union they're not taking a very front role in reducing the carbon footprint and so mostly they're just involved in dialogue rather than actual actions to reduce the carbon footprint.

3rd Interviewer: What is Nuclear Suppliers Group?

Zainab: Yes Ma'am the Nuclear Suppliers Group is basically a group of countries that supply nuclear weapons but with the ruling that it won't be used for proliferation of nuclear weapons, It's basically involved in nuclear non-proliferation.

3rd Interviewer: This is what they claim!!!

Zainab: Yes ma'am

3rd Interviewer: So how come Australia which is member of NSD decided to get nuclear-powered submarines from U.S.A.?

Zainab: Ma'am it's always been the case that the nations that are quite strong in terms of their financial status and within terms of the allies that they have such as Australia is now allied with the U.S.A. very closely as we've seen in August as well so these states mostly they speak a lot about nice things such as reducing nuclear proliferation and all that but they're the ones that are involved in these activities mostly and they're the ones that can afford such activities as well.

3rd Interviewer: Thank you very much

Zainab: Thank you Ma'am

Interviewer 4: What is non-polarity?

Zainab: Sir basically non-polarity is neutrality not and engaging with any one side of a scenario.

Interviewer 4: What is multi-polarity?

Zainab: Multi-polarity is basically as we see in the current World Order the different states when they they get more power and they start asserting themselves in the international world order that's called multi-polarity

Interviewer 4: Okay that's fine. Okay when cold war began and when ended?

Zainab: Sir it started around 1947 and it ended around 1991 I believe.

Interviewer 4: Okay what is the climax or high points of cold war?

Zainab: Sir the climax was when the missiles USSR and USA were both you know facing each other and the world was almost at the edge of World War III in the Cuban missile crisis.

Interviewer 4: Which Year?

Zainab: Sir I believe it was around 1970 and i believe if I am not wrong.

Interviewer 4: 1962, John F Kennedy was the president of USA at that time and check all these okay. When NPT concluded?

Zainab: Sir I am not sure about the year.

Interviewer 4: Okay okay tell me when Scientific Society was established and who established this society?

Zainab: Sir the Scientific Society was established by Sir Syed Ahmad.

Interviewer 4: In which year?

Zainab: I am not quite sure of the year but it would be around 1860 maybe i don't know, 1860 I believe or.

Interviewer 4: 1867, Sorry 1864 Scientific Society was established and ultimately construed in 1867. Do not be confused about all this. Okay tell me what was the exact year when separate electorate, the biggest demand of Muslims incorporated Indian National Council Act?

Zainab: I believe it must be in the Lucknow Pact 1916, when the Congress and the Muslim League both finally met in terms of the separate electorate.

Interviewer 4: Okay tell me who negotiated cabinet mission plan on behalf of Indian National Congress?

Zainab: Sir I am sorry I cannot recall.

Interviewer 4: Okay all right so. It was Abdul Kalam Azad.

Interviewer 1: Okay Sir Okay Thank you sir! Thank you.

Appendix B

Images from Interview 7



Indexical Action for Emphasis



Indexical Action for Friendship & Harmony



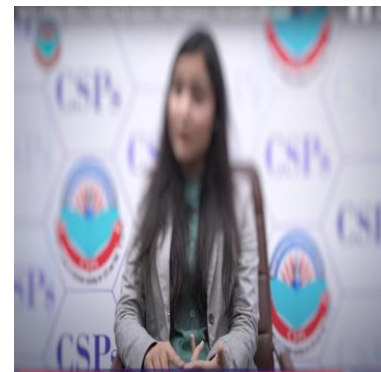
Indexical Action for Stress saying 'political stability'



Indexical Action to put Stress



Indexical Action for Umbrella term



Indexical Action for Counting

