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INTERVIEW FORMATS AND THEIR POTENTIAL FOR DEVELOPING SENIOR SCHOOL STUDENTS' ENGLISH LANGUAGE PRAGMATIC COMPETENCE

Анотація. Актуальність дослідження зумовлена необхідністю розвитку прагматичної компетентності учнів старшої школи, яка забезпечує здатність використовувати англійську мову відповідно до комунікативної ситуації, мети спілкування та взаємин між співрозмовниками. Метою дослідження є визначення потенціалу різних форматів інтерв'ю для розвитку прагматичної компетентності під час вивчення англійської мови. Методи дослідження включають аналіз наукової літератури, порівняльний аналіз та синтез. Результати свідчать, що структуровані, неструктуровані та трьохетапні інтерв'ю створюють різні можливості для розвитку прагматичних умінь. Структуровані інтерв'ю сприяють відпрацюванню типових мовленнєвих актів і ввічливих висловлювань. Неструктуровані інтерв'ю розвивають спонтанну взаємодію, гнучкість мовлення та здатність реагувати на непередбачувані відповіді. Трьохетапні інтерв'ю забезпечують практику чергування реплік, аудіювання та обміну інформацією. Висновки підтверджують доцільність поєднання різних форматів інтерв'ю відповідно до навчальних цілей. Їх використання допомагає учням практикувати контрольовану й спонтанну комунікацію, добирати доречні мовні засоби та вдосконалювати навички взаємодії в різних соціальних контекстах.

Ключові слова: прагматична компетентність, формати інтерв'ю, мовленнєві акти, структуровані інтерв'ю, неструктуровані інтерв'ю, трьохетапне інтерв'ю.

Abstract. The relevance of the study is determined by the need to develop pragmatic competence in senior school students, enabling them to use English appropriately according to the communicative situation, the purpose of communication, and the relationships between interlocutors. The aim of the study is to identify the potential of different interview formats for developing pragmatic competence in English language learning. The research methods include literature analysis, comparative analysis, and synthesis. The findings show that structured, unstructured and three-step interviews offer different opportunities for developing pragmatic skills. Structured interviews help students practise common speech acts and polite expressions. Unstructured interviews develop spontaneous interaction, flexibility in language use and the ability to respond to unexpected utterances. Three-step interviews provide opportunities to practise turn-taking, listening and information exchange. The conclusions confirm the value of combining different interview formats according to learning objectives. Their use helps students practise both controlled and spontaneous communication, select appropriate language forms and improve interaction skills in different social contexts.

Keywords: pragmatic competence, interview formats, speech acts, structured interviews, unstructured interviews, three-step interview.

Вступ

Pragmatic competence is an important part of communicative competence. It helps language learners use English appropriately in different situations. Developing this competence requires not only knowledge of grammar and vocabulary but also the ability to express intentions, understand others and choose suitable language for a particular context (Council of Europe, 2001). Interviews are a useful teaching technique because they encourage meaningful communication and provide opportunities to practice English (Sunny & Zainul, 2025). They are particularly valuable for high school students who need communication skills for everyday, academic and professional situations.

Мета і завдання

The aim of the study is to examine how different interview formats can help develop pragmatic competence in English among high school students. The objectives are to compare structured, unstructured and three-step interviews and identify the pragmatic skills that can be practised through each format.

Методи

The study uses literature analysis, comparative analysis, and synthesis to examine interview formats and their potential to develop pragmatic competence. The literature review covered academic publications on pragmatic competence, speech act theory and interview-based language teaching, published between 1987 and 2025.

Результати та обговорення

Interviews encourage students to use English to achieve specific communicative goals. According to speech act theory, developed by Austin (1962) and Searle (1969), language is used not only to produce sentences but also to perform actions. During interviews, students can practise different communicative functions, such as asking for information, expressing opinions, agreeing or disagreeing, thanking and responding to others. They also learn to choose appropriate language depending on the situation and their relationship with the other speaker.

The potential of interviews for developing pragmatic competence partly depends on their format. Structured, unstructured, and three-step interviews differ in the degree of freedom students have during communication and in how they interact with others.

Structured interviews use questions prepared in advance and follow a predictable order (Sunny & Zainul, 2025). They help students practise common speech acts, polite questions and appropriate responses. This format is useful for learning basic communication patterns and preparing for formal situations, such as job interviews or academic conversations. However, because the questions are planned, students have fewer opportunities to practise spontaneous communication and respond to unexpected situations.

Unstructured interviews allow participants to choose questions and develop their answers more freely (Sunny & Zainul, 2025). This format encourages students to ask follow-up questions, react to new information and adjust their language during the conversation. As a result, it can help develop conversation management, flexible language use and interaction skills. Students also practise politeness strategies and indirect speech acts, which help them communicate respectfully (Brown & Levinson, 1987; Sadock, 2006).

Three-step interviews are a cooperative learning activity in which students take turns being interviewers, respondents and recorders. Each participant has an opportunity to ask questions, answer them and record information provided by others. After the interviews, students share and discuss the information they have collected (Nguyen & Vu, 2021). This format helps develop turn-taking, listening skills and the ability to organise information. Working in small groups can also make communication less stressful for students and help increase their confidence (Hasriani, 2019).

The comparison shows that the three formats offer different opportunities for developing pragmatic competence. Structured interviews help students practise common communication patterns, unstructured interviews encourage spontaneous interaction, and three-step interviews focus on cooperation and information exchange. Therefore, these formats can complement one another in the English classroom.

Teachers can combine different interview formats depending on their learning objectives. For example, structured interviews can be used to introduce appropriate questions and polite expressions. Students can then move to less predictable conversations and cooperative interview activities

that require more independent communication. Interviews with people outside the classroom, including international guests, can also introduce students to authentic language use and different cultural communication practices (Mallapiang, 2014).

Висновки

Interviews are a useful teaching technique for developing English language pragmatic competence in senior school students. The comparison of structured, unstructured and three-step interviews shows that each format provides different opportunities to practise speech acts, politeness, turn-taking and conversation management. The choice of format should depend on the communicative skills teachers aim to develop. While previous studies have mainly focused on individual interview formats, this study shows how combining structured, unstructured and three-step interviews can help students develop different pragmatic skills more effectively. Combining different interview formats can help students practise both controlled and spontaneous communication and improve their ability to interact with others. Further research may focus on developing interview-based classroom activities and methods for assessing students' pragmatic competence.

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