

**MINISTRY OF EDUCATION AND TRAINING**

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**A DISCOURSE ANALYSIS  
OF JOB ADVERTISEMENTS  
IN ENGLISH AND VIETNAMESE**

**Field: THE ENGLISH LANGUAGE**

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**M. A. THESIS IN THE ENGLISH LANGUAGE**

**(A SUMMARY)**

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## CHAPTER 1: INTRODUCTION

### 1.1. RATIONALE

Along with the development of the society, advertising - a complex discourse genre - has widely been recognized as one of the most considerably enlarging fields and has been of great interest of many disciplines. Advertising is an indispensable part of modern commercial society and has become a remarkably effective tool of all sorts of business.

Job advertising is a special form of advertising and is an extremely essential strategy for businesses to recruit well-qualified personnel. With the rapid economic growth and career needs' increase, job advertisements (JAs) have become a vital means for employers and job-seekers to find each other. In order to capture the public's attention, JAs need to have distinguishing features of layout, discourse structure, lexis, grammar, cohesive devices, and so on. Therefore, "A *Discourse Analysis of Job Advertisements in English and Vietnamese*" is expected to be beneficial.

### 1.2. AIMS AND OBJECTIVES OF THE STUDY

#### 1.2.1. Aims of the Study

This study aims to analyze the discourse features of EJAs and VJAs as well as discover similarities and differences of these features between the two languages.

#### 1.2.2. Objectives of the Study

- To describe discourse features of EJAs and VJAs in terms of the *discourse structure, grammatical features, lexical features, and cohesive devices*.

- To compare and contrast these features between the two languages to find out similarities and differences.

- To suggest some applications for learners of English, recruiters as well as copywriters in writing effective and persuasive JAs.

### 1.3. SCOPE OF THE STUDY

The research is restricted to some discourse features such as the *discourse structure, grammatical features, lexical features* and *cohesive devices* of English and Vietnamese JAs collected from online newspapers, the similarities and differences of these features between the two languages as well as their implications.

### 1.4. RESEARCH QUESTIONS

1. What are the discourse features of English and Vietnamese JAs?
2. What are the similarities and differences as well as the frequencies of occurrence in the *discourse structure, grammatical features, lexical features* and *cohesive devices* of JAs in English and Vietnamese?
3. What are the implications for teaching and learning in both languages?

### 1.5. ORGANIZATION OF THE STUDY

The study consists of five chapters: Chapter 1 (Introduction), Chapter 2 (Literature Review and Theoretical Background), Chapter 3 (Methods and Procedures), Chapter 4 (Findings and Discussion) and Chapter 5 (Conclusions and Implications).

## CHAPTER 2: LITERATURE REVIEW AND THEORETICAL BACKGROUND

### 2.1. PREVIOUS RESEARCHES RELATED TO THE STUDY

Under the heading of discourse analysis, many scholars including Brown and Yule [3], Cook [5], Halliday and Hasan [20], Hatch [22], Nunan [34], and so on have dealt with a wide range of its

subfields such as coherence, cohesion, context, conversation analysis, information structure, speech act theory, topic, and so on.

In Vietnam, discourse analysis has drawn much attention of many researchers such as Diệp Quang Ban [47], Nguyễn Thiện Giáp [56], Nguyễn Hòa [29], [58] and Trần Ngọc Thêm [65].

Besides, a number of studies related to advertising and its characteristics in English and Vietnamese have been conducted such as [6], [17], [59] and [61]. Following the trend, more and more doctoral dissertations and master theses investigate various aspects of advertising genres such as Ngô Thị Hồng [32], Phan Thị Uyên Uyên [35] and Tôn Nữ Mỹ Nhật [41].

## **2.2. THEORETICAL BACKGROUND**

### **2.2.1. Theory of Discourse Analysis**

#### **2.2.1.1. Notion of Discourse and Discourse Analysis**

In this paper, the term *discourse* is basically understood as human language in use for communication.

Stubbs [39, p.1] states: “*Discourse analysis is concerned with not only language use beyond the boundaries of a sentence, but also interrelationships between language and society, and the interactive or dialogic properties of everyday communication*”.

#### **2.2.1.2. Spoken and Written Discourse**

Discourse can be categorized in many different ways, one of which is the classification of discourse into spoken and written forms, which are distinguished from each other by the means of paralinguistic and extralinguistic factors as well as distinctive linguistic features. However, the differences between them are not absolute, and the characteristics that we tend to associate with written language can sometimes occur in spoken language and vice versa.

### **2.2.1.3. Cohesion and Coherence**

#### *a) Cohesion*

According to Cook [5, p.14], cohesion refers to the formal links between sentences and between clauses that cause texts to cohere or stick together. These formal links are created by verb form, parallelism, referring expressions, repetition, lexical chains, substitution, ellipsis and conjunction.

#### *b) Coherence*

Palmer [35, p.89] remarks: “*Coherence refers to the rhetorical devices, to ways of writing and speaking that bring about order and unity and emphasis.*”

### **2.2.1.4. Discourse Structure**

Any kind of discourse has its own structure, which varies from rather loose texts to well-organized ones and from genre to genre. The way in which discourse is organized much depends on its core meaning rather than grammar. Halliday [18, p.339] views *discourse structure* as “*a dynamic order determined by the semantic unfolding of the discourse*”.

## **2.2.2. Overview of Advertising and Job Advertisements**

### **2.2.2.1. Definition of Advertising**

Advertising is a device to arouse the public’s attention to a commodity for sale or a service offered or desired by means of printed or broadcast paid announcements. The purposes of advertising are not only to capture audience’s attention towards a product or service, give information about that product or service but also to persuade the readers or listeners about its usefulness, attraction as well as advantage, and induce them to use it or take some action.

### 2.2.2.2. Ideological Functions of Advertising

According to Fairclough [15, p.202, cited in 13, p.130-131], advertising has three ideological functions, namely *building images*, *building relations* and *building consumers*.

### 2.2.2.3. Language of Advertising

In “*Học và sử dụng tiếng Anh trong lĩnh vực quảng cáo thương mại*” [61], translated by Lê Huy Lâm và Phạm Văn Thuận, linguistic characteristics of advertisements are: *creative*, *popular*, *truthful*, *ideological* and *artistic*.

### 2.2.2.4. Means of Advertising

The main media of advertising include magazines, newspapers, radio, television and Internet. Besides, there are some other means of advertising such as billboards, posters, outdoor signs, banners, in-store video displays, printed flyers, calendars, and so on.

### 2.2.2.5. Discourse Structure of an Advertisement

According to Delin [13, p.126], the structure of an advertisement generally includes the four components: *Headline*, *Body copy*, *Signature* and *Slogan*.

### 2.2.2.6. Notion of Job Advertisements

Business and Finance Dictionaries & Glossaries [<http://dictionary.babylon.com>] defines: “A *job advertisement* is a *collective term covering newly created positions, unfilled positions or positions about to become vacant, for which an employer has recently taken active steps to find a suitable candidate*”. Also, according to BNET Business Dictionary [<http://www.bnet.com>], a job advertisement is “a *public announcement by a company in a newspaper, on television or radio, or over the Internet, intended to inform people that a job is available*”.

## CHAPTER 3: METHODS AND PROCEDURES

### 3.1. RESEARCH METHODS

We carry out our investigation based on the combination of several methods, namely *qualitative*, *quantitative*, *statistics*, *descriptive*, *analytic*, *synthetic*, *comparative*, *contrastive*, and *inductive*. Among them, the *descriptive* and *contrastive* methods are the dominant ones which are most frequently used in the thesis.

### 3.2. DATA COLLECTION

The collected data for analysis in this thesis come from online popular and prestigious newspapers in the United States, the United Kingdom and Vietnam such as New York Times, The Daily Telegraph, The Guardian, The Sun, The Sunday Times, The Times, Washington Post, Lao Động, Người Lao Động and Tuổi Trẻ.

### 3.3. DESCRIPTION OF SAMPLES

We choose to investigate only 200 JAs (100 in English and 100 in Vietnamese) which have been publicized since 2008 and have the average length from 200 to 300 words.

### 3.4. DATA ANALYSIS

We analyze JAs in English and Vietnamese in terms of the *discourse structure*, *grammatical features*, *lexical features* and *cohesive devices* and make a comparison of English and Vietnamese JAs right after the analysis results of each category are revealed.

### 3.5. RESEARCH PROCEDURES

The procedures for the study will be as follows: Collecting and classifying data, analyzing data, comparing and contrasting, putting forward some implications for teaching and learning and giving suggestions for further researches.

### 3.6. VALIDITY AND RELIABILITY

## CHAPTER 4: FINDINGS AND DISCUSSION

### 4.1. DISCOURSE STRUCTURES OF EJAs AND VJAs

#### 4.1.1. Discourse Structure of EJAs

##### 4.1.1.1. *Headline*

Headline is placed at the beginning of an advertisement and is considered to be the nucleus of the whole advertisement. According to Albert [1, p.163], the purposes of a headline are to “*attract attention, arouse interest and thereby induce further reading*”.

*Structurally*, the headline of an EJA is normally the *job title* itself. Besides, many headlines also provide extra information such as the *location*, the *industry*, the *contract’s type* and the *recruiter’s name*, but one or more of which can be absent. *Typographically*, the headline is often boldly marked in capitals with large font sizes. *Grammatically*, the headline is usually made up of a noun, or a noun phrase, or some noun phrases with no article. The noun phrase denoting the job title can be singular or plural.

##### 4.1.1.2. *Body Copy*

Delin [13, p.127] remarks: “*In advertising that relies on language, the body copy does the main informative and persuasive work of the advertisement*”.

In terms of content, the body copy of an EJA provides detailed information of what is being advertised such as *descriptions of the recruiter* and *of the position*, the *requirements* for the role, *salary* and *benefits* within the role, as well as *response* and *application instructions*. However, not all EJAs fully cover these components. Depending on particular circumstances, one or more the above elements can be facultative. As regards its form, the above information can be presented in paragraphs with complete sentences

or can be divided into small sections under subheads where phrases are preferred. Also, the body text is displayed in normal type, often tabulated and to the point.

##### 4.1.1.3. *Logo*

In most EJAs, appearing right after the headline or in one of the top corners is the employer’s logo. A logo is a special graphic mark representing a commercial enterprise or an organization to aid and promote instant public recognition. Thus, logos are made impressive and unique via the use of letters, colors, designs, shapes, and additional graphic elements. From our data, logos are recognized to have three types: *purely graphic symbols*, or *purely company/organization names* (logotypes), or *a combination of both*.

##### 4.1.1.4. *Slogan*

In EJAs, the slogan is closely attached to the logo of the company (logotype). Together with the logotype, the slogan adopts a distinct personality of its own and is a representative of the company.

*Linguistically*, slogans use the words, phrases and structures which are simple, easy to remember but catchy and creative. Common grammatical structures of slogans are *simple sentences* and *phrases of various kinds* such as *noun phrases*, *prepositional phrases* or *verb phrases*. *Typographically*, slogans are often printed in the font size that is smaller than that of the company/organization’s names with various colors, fonts and designs.

#### 4.1.2. Discourse Structure of VJAs

##### 4.1.2.1. *Headline*

Most headlines of VJAs are *noun phrases* indicating *job titles* only. A very small number of them are composed of the *job title*

and extra information such as the *quantity of vacancies* the post needs or the *industry* the job belongs to.

*Typographically*, VJAs' headlines are often in capitals with bold large types and various colors. *Grammatically*, they are always singular noun phrases.

#### **4.1.2.2. Body Copy**

In VJAs, body copy is the most important and detailed part. The analysis shows that some common contents mentioned in body copies are *job summary*, *descriptions of the recruiter*, *descriptions of the role*, *requirements* for the role, *salary* and *benefits*, *application file*, *application instructions* as well as *contact information*.

In terms of the *layout*, the body copy of a VJA is normally divided into short sections under subheads with the domination of phrases over sentences. *Typographically*, the body text is in normal point-size, and the subheads are often in bold types.

#### **4.1.2.3. Logo**

Many VJAs are realized to have a logo appearing below the headline or at the left top corner of the advertisement. Logos come in one of the three kinds: *graphic symbols* only, *company/organization names* (logotypes) only, or *an association of both*.

### **4.1.3. Comparison of English and Vietnamese JAs in Terms of Discourse Structure**

#### **4.1.3.1. Similarities**

Both English and Vietnamese JAs exhibit a quite close, fixed discourse structure and many similarities. Firstly, the headlines are normally composed of *noun phrases* directly mentioning the *job titles*. Next, the logos are designed with the diversity in typefaces, colors and designs to draw the public's attention. Finally, the body

copy is always the most informative and persuasive part covering common items such as *job descriptions*, *company descriptions*, *requirements*, *salary*, *benefits* as well as *response* and *application instructions*. Such information can be presented in paragraphs or small sections with the domination of phrases over sentences.

#### **4.1.3.2. Differences**

Firstly, in addition to the *job title*, more extra information is given in the headlines of EJAs. Secondly, in the body copy of EJAs, *response* and *application instructions* are primarily for how to apply for the job online while in VJAs, the preferred application way is to apply directly or by post. Finally, slogans which are the characteristic of EJAs are hardly found in VJAs.

## **4.2. GRAMMATICAL FEATURES OF EJAs AND VJAs**

### **4.2.1. Grammatical Features of EJAs**

#### **4.2.1.1. Sentence Types**

According to Thorne [40, p.37], sentences can be classified into four types: simple sentences, compound sentences, complex sentences and compound-complex sentences.

*Table 4.1. Distribution of Sentence Types in EJAs*

<b>Sentence Types</b>	<b>Number</b>	<b>Percentage</b>
<b>Simple</b>	374	56.8%
<b>Compound</b>	27	4.1%
<b>Complex</b>	249	37.8%
<b>Compound-Complex</b>	09	1.3%
<b>Total</b>	659	100%

#### **4.2.1.2. Voice**

According to Wikipedia, the **voice** of a verb describes the relationship between the action (or state) that the verb expresses and

the participants identified by its arguments (subject, object, etc.). When the subject is the agent or doer of the action, the verb is in the **active voice**. When the subject is the patient, target or undergoer of the action, it is said to be in the **passive voice**.

It is noteworthy that sentences in active voice outnumber ones in passive voice in EJAs, which is illustrated in the table 4.2.

**Table 4.2. Distribution of Voice in EJAs**

Voice	Number of Sentences	Percentage
Active	583	88.5%
Passive	76	11.5%
<b>Total</b>	659	100%

#### 4.2.1.3. Time Category

In English, time category is expressed by tenses. According to Quirk and Greenbaum [36, p.40], tense is “*the correspondence between the form of the verb and our concept of time*”, and tense is used to denote three periods of time: *past time, present time and future time*. In fact, the verb form shows the time at which an action takes place.

**Table 4.3. Distribution of Time Category in EJAs**

Time Category	Number	Percentage
Simple Present Tense	405	61.5%
Present Perfect Tense	12	1.8%
Present Continuous Tense	59	8.9%
Simple Past Tense	4	0.6%
Forms of Future	179	27.2 %
<b>Total</b>	659	100%

## 4.2.2. Grammatical Features of VJAs

### 4.2.2.1. Sentence Types

According to Diệp Quang Ban [46, p.112], in terms of grammatical structure, there are three kinds of sentences: simple sentences, compound sentences and complex sentences.

**Table 4.4. Distribution of Sentence Types in VJAs**

Sentence Types	Number	Percentage
Simple	140	89.7%
Compound	14	9%
Complex	2	1.3%
<b>Total</b>	156	100%

### 4.2.2.2. Voice

Vietnamese linguists have different views on the existence of passive voice. According to Diệp Quang Ban and Nguyễn Thị Thuận [48], Hoàng Trọng Phiến [62], Lê Xuân Thái [64], although passive voice does not exist as a real grammatical category, Vietnamese has its own ways of expressing passive meanings, that is, by means of words “*bị*”, “*được*” or “*do*” and word order: *Goal + bị/được/do + (Agent) + Vtransitive*.

**Table 4.5. Distribution of Voice in VJAs**

Voice	Number of Sentences	Percentage
Active	125	80.1%
Passive	31	19.9%
<b>Total</b>	156	100%

### 4.2.2.3. Time Category

Similar to voice, the existence of tense in Vietnamese has raised many controversies. This thesis follows the points of view of Nguyễn Anh Quế [63], Aubaret and Nguyễn Lâm [cited in 43], who

believe that in order to express the time of action or event in Vietnamese, the Vietnamese insert specific lexical items, particularly function words “*đã*, *đang*, *sẽ*” in the sentence, usually before the verb to locate whether the situations or events are in the past, the present or the future time.

*Table 4.6. Distribution of Time Category in VJAs*

Time Category	Number	Percentage
Present (Đang + V)	129	82.7%
Past (Đã + V)	02	1.3%
Future (Sẽ + V)	25	16%
Total	156	100%

#### 4.2.3. Comparison of English and Vietnamese JAs in Terms of Grammatical Features

##### 4.2.3.1. Similarities

Firstly, as regards the sentence types, simple sentences prevail over other kinds of sentences with 56.8% in EJAs and 89.7% in VJAs. Besides, compound sentences also appear in both English and Vietnamese JAs with the modest frequency (4.1% and 9%). Secondly, in voice, active sentences are frequently used in both EJAs (88.5%) and VJAs (80.1%). Finally, in terms of time of action, the present time predominates in most EJAs and VJAs.

##### 4.2.3.2. Differences

Firstly, in terms of sentence types, compound-complex sentences are present in EJAs but absent in VJAs. Besides simple sentences, complex sentences are quite popular in EJAs with 37.8% while they are rare in VJAs (1.3%). Secondly, as for voice, although Vietnamese does not have passive voice as a morphological aspect, it is surprising that VJAs use more passive constructions than EJAs

(19.9% vs. 11.5%). Lastly, the time of actions or events in VJAs is determined nearly by the function words: “*đã*”, “*đang*” and “*sẽ*”. Meanwhile, EJAs make use of various tenses: simple present, present perfect, present continuous, simple past and forms of future.

#### 4.3. LEXICAL FEATURES OF EJAs AND VJAs

##### 4.3.1. Lexical Features of EJAs

###### 4.3.1.1. Expressions Denoting Degrees and Qualifications

Most EJAs expect candidates to have a specific educational background depending on the advertised position(s). Required degrees and qualifications are almost a very important part in an EJA. They are often noun phrases presented in complete sentences or separated in enumeration.

###### 4.3.1.2. Expressions Denoting Personal Qualities and Professional Skills

Besides the educational background, good personal qualities and professional skills are essential elements that the candidates are demanded to satisfy. Different jobs will require job-seekers different typical personalities and skills. Similarly, expressions denoting personal qualities and professional skills are noun phrases.

###### 4.3.1.3. Expressions Denoting Occupational Experience

EJAs highly appreciate previous occupational experience that candidates have, so experience is almost the compulsory element in EJAs. Sometimes, some positions give specific years of experience in the role or related field. It is always expressed by noun phrases.

###### 4.3.1.4. Expressions Denoting Foreign Language and Computer Proficiency

It is undeniable that mastering some foreign language and information technology is extremely necessary and useful in modern



life nowadays. Therefore, many EJAs require candidates to have some degree of proficiency in foreign languages and computer. Once again, advertisers use noun phrases to present this requirement.

#### ***4.3.1.5. Expressions Denoting Duties***

Key duties of the post are an indispensable part in an EJA. This part appears in almost all EJAs presenting main responsibilities that the ideal candidate will take in charge. They are often presented by non-finite verb phrases, either infinitive verb phrases or gerunds.

**Table 4.7. Summary of Lexical Features of EJAs**

<b>Expressions</b>	<b>Occurrence</b>	<b>Percentage</b>
<b>Denoting Degrees and Qualifications</b>	49	7.2%
<b>Denoting Personal Qualities and Professional Skills</b>	186	27.2%
<b>Denoting Occupational Experience</b>	121	17.7%
<b>Denoting Foreign Language and Computer Proficiency</b>	16	2.4%
<b>Denoting Duties</b>	311	45.5%
<b>Total</b>	683	100%

### **4.3.2. Lexical Features of VJAs**

#### ***4.3.2.1. Expressions Denoting Degrees and Qualifications***

Degrees and qualifications are considered to be one of the important parts in VJAs, and Vietnamese recruiters use both noun phrases and verb phrases to express these requirements.

#### ***4.3.2.2. Expressions Denoting Personal Qualities and Professional Skills***

In VJAs, personal qualities and professional skills are optional, and they are often presented by adjective phrases, noun phrases or verb phrases.

#### ***4.3.2.3. Expressions Denoting Age and Sex***

Unlike EJAs, Vietnamese ones give specific requirements of age and sex of the candidates as an important section. Each kind of job needs applicants of certain ages and sometimes requires only males or females to fill in the post depending on its particularities.

#### ***4.3.2.4. Expressions Denoting Occupational Experience***

Candidates with previous experience in the related sector are always highly appraised, so occupational experience occurs in VJAs with high frequency and is expressed by verb phrases or noun phrases.

#### ***4.3.2.5. Expressions Denoting Foreign Language and Computer Proficiency***

Along with the development of society and technology information, and with the globalization tendency, many companies and organizations expect their staff to have some degree in foreign language(s) and computer proficiency. *Noun phrases, verb phrases* and sometimes *adjective phrases* are used to express this requirement.

#### ***4.3.2.6. Expressions Denoting Duties***

The job descriptions or duties within the post are often clearly presented in most VJAs. Like EJAs, verb phrases are common expressions used to list key responsibilities of the job.

We summarize the distribution of lexical features of VJAs in the table 4.8.

Table 4.8. Summary of Lexical Features of VJAs

Expressions	Occurrence	Percentage
Denoting Degrees and Qualifications	93	14.3%
Denoting Personal Qualities and Professional Skills	80	12.3%
Denoting Age and Sex	138	21.2%
Denoting Occupational Experience	104	16%
Denoting Foreign Language and Computer Proficiency	97	14.9%
Denoting Duties	139	21.3%
Total	651	100%

#### 4.3.3. Comparison of English and Vietnamese JAs in Terms of Lexical Features

##### 4.3.3.1. Similarities

Both English and Vietnamese copy-writers mention common elements in their JAs such as *degrees* and *qualifications*, *personal qualities* and *professional skills*, *occupational experience*, and *duties*. Moreover, many kinds of phrases, especially *noun* and *verb phrases* are used to denote these requirements. Among these, expressions denoting duties occupy the largest proportion in both EJAs (45.5%) and Vietnamese ones (21.3%).

##### 4.3.3.2. Differences

In terms of kinds of expressions, *age* and *sex* are only mentioned in VJAs. Moreover, *expressions denoting education level* take up higher rate in VJAs (14.3%) than in the English ones (7.2%). However, English recruiters attach special importance to *personal qualities* and *professional skills* the candidates own. The requirement of being proficient in foreign language and computer is mentioned

frequently in VJAs (14.9%) because of its necessity and usefulness. In contrast, there are only a few *expressions denoting foreign language* and *computer proficiency* in EJAs (2.4%).

#### 4.4. COHESIVE DEVICES IN EJAs AND VJAs

##### 4.4.1. Cohesive Devices in EJAs

###### 4.4.1.1. Reference

According to Halliday and Hasan [20, p.31], reference is a semantic relation. They divide reference into two types: *Exophora* and *Endophora*. *Endophoric reference* also has two kinds: *Anaphora* and *Cataphora*. *Anaphoric reference* points the reader or listener backwards to a previously mentioned entity, process or state of affairs. *Cataphoric reference* points the reader or listener forward - it draws us further into the text in order to identify the elements to which the reference items refer. Both anaphora and cataphora are generally realized by *personals*, *demonstratives* and *comparatives*, in which personal pronouns are the most frequent.

On the basis of the data analysis, we find that in EJAs, the majority of reference is *anaphoric*. *Personal pronouns* are the most commonly used to refer to previously mentioned people or things, and no comparative reference is found in EJAs.

###### 4.4.1.2. Parallelism

According to Cook [5, p.15], parallelism is “*a device which suggests a connection, simply because the form of one sentence or clause repeats the form of another*”.

Parallelism is thoroughly utilized in nearly every part of EJAs. Moreover, parallelism can occur at various levels such as phrase level, clause level or sentence level, of which parallelism at phrase level is the most popular in EJAs.

#### 4.4.1.3. Repetition

One of the important and popular devices that makes job advertisements cohesive and coherent is the repetition of key words or phrases, and in EJAs, repetition appears frequently.

*Table 4.9. Distribution of Cohesive Devices in EJAs*

Types of Cohesive Devices	Number	Percentage
Reference	296	46.3%
Parallelism	262	41%
Repetition	81	12.7%
Total	639	100%

#### 4.4.2. Cohesive Devices in VJAs

##### 4.4.2.1. Reference

In VJAs, reference is not a major cohesive device, so it occurs with low frequency. All reference forms in VJAs are anaphoric, of which personal pronouns take up the most, and there are no possessive determiners and comparative reference in VJAs.

##### 4.4.2.2. Parallelism

Although parallelism is not a typical cohesive device in most Vietnamese texts, it is found quite popular in VJAs. Like in EJAs, parallelism at phrase level occurs most frequently.

##### 4.4.2.3. Repetition

In Vietnamese, according to Đinh Trọng Lạc and Nguyễn Thái Hòa [60, p.210], *repetition is a stylistic device in which words or phrases are repeated once or more in order to widen the meaning, make strong impressions or arouse the readers'/listeners' emotions.*

In VJAs, repetition is used quite popularly in order to stress an important message and impress the readers.

*Table 4.10. Distribution of Cohesive Devices in VJAs*

Type of Cohesive Devices	Number	Percentage
Reference	38	15.1%
Parallelism	127	50.6%
Repetition	86	34.3%
Total	639	100%

#### 4.4.3. Comparison of English and Vietnamese JAs in Terms of Cohesive Devices

##### 4.4.3.1. Similarities

*Reference, parallelism and repetition* are three popular and effective cohesive devices in both EJAs and VJAs. Firstly, *reference forms* in both English and Vietnamese JAs are *anaphoric*. *Personal pronouns* are most used to refer to previously mentioned entity, and *no comparative reference* is found. Secondly, *parallelism happening at phrase level* is the most often in both languages. Lastly, the *repetition* of key words or phrases proves effective in emphasizing some message or indicating strong feelings on the audience.

##### 4.4.3.2. Differences

The first difference is that *reference* in EJAs takes up the highest frequency with 46.3%, but in VJAs, it occupies the least percentage with 15.1%. Moreover, *parallelism* is found to be slightly more frequently used in VJAs (50.6%) than in English ones (41%), and *repetition* in VJAs appears with a much higher percentage than in English ones (34.3% vs. 12.7%).

## CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

### 5.1. CONCLUSIONS

“*A Discourse Analysis of Job Advertisements in English and Vietnamese*” is a study of how JAs are structured and what

characteristic discourse features are used in these advertisements. In order to reach these goals, we carry out to analyze the *discourse structure, grammatical features, lexical features, and cohesive devices* of EJAs and VJAs, then compare and contrast these features to find out similarities and differences between two languages. This thesis is also aimed to make an original contribution to the theoretical studies of discourse analysis and advertising in general as well as the discourse features of JAs in English and Vietnamese in particular.

To answer the research questions put forward, the study is firmly based on the theories of discourse analysis of Cook [5], Halliday [18], [20], Nunan [34] and Yule [45] in English as well as of Diệp Quang Ban [47] and Trần Ngọc Thêm [65] in Vietnamese. Analyzing 200 samples of JAs in English and Vietnamese, we gained interesting results as follows:

In terms of *discourse structure*, English and Vietnamese JAs have many similarities as well as differences. EJAs display a four-part structure: *headline, body copy, logo* and *slogan*; meanwhile, there are only three parts in Vietnamese ones: *headline, body copy* and *logo*. *Headline* and *body copy* seem to be stable, compulsory and informative, *logo* and *slogan* are quite flexible. Serving as the beginning of job advertisements, *headline* is normally composed of noun phrases indicating the job title only (popularly in VJAs) or the job title and extra information (EJAs). The most informative part - the *body copy* often covers common items such as *job descriptions, company descriptions, requirements, salary, benefits* as well as *response* and *application instructions*. Besides, *logos* of companies, which are purely *graphic symbols*, or purely *company/organization names* (logotypes), or a *combination of both* always attract the

audience's attention because of the exclusive use of *letters, colors, designs, shapes, and additional graphic elements*. Lastly, *slogans*, which are absent in VJAs are relatively popular in EJAs.

In terms of *grammatical features*, the paper research deals with the three characteristic aspects, that is, *sentence types, voice* and *time category*. As regard sentence types, *simple sentences* predominate other kinds of sentences. Similarly, *active voice* is used more often than *passive voice* in both EJAs and VJAs. Moreover, *present time expressions* prevail over others in most JAs because they are used to provide general facts about the recruiters and help make a JA sound updated and new.

As for *lexical features*, typical expressions that are commonly used in JAs are focused to analyze, mainly about their semantic aspect. We find that in EJAs, recruiters are often concerned with the factors such as *degrees and qualifications, personal qualities and professional skills, occupational experience, and duties*. Beside these factors, VJAs always mention *age* and *sex* of the ideal candidate as a compulsory part. Both English and VJAs emphasize the *duties* that the post will take. This explains for the highest percentage in both EJAs (45.5%) and Vietnamese ones (21.3%).

Finally, main *cohesive devices* in both EJAs and VJAs are *reference, parallelism* and *repetition*. Of the three kinds of reference: *personal reference, demonstrative reference* and *comparative reference*, personal one appears most frequently in both languages. Also, *parallelism* often happens at *phrase level*, especially *noun phrases* and *verb phrases*. Besides, the *repetition of key words* or *phrases* proves effective in emphasizing some message or indicating strong feelings on the audience. Among three types of *cohesive*

*devices*, *reference* is most used in EJAs, while *parallelism* takes priority in VJAs.

## 5.2. IMPLICATIONS

This thesis is hoped to be useful for not only teachers and learners of English but also recruiters and copywriters both theoretically and practically.

### **To teachers:**

JAs are a good source for English teaching materials at schools, particularly at colleges specialized in English. Therefore, helping students know how to effectively write advertisements of various kinds in general and JAs in particular is not an easy task of teachers. Hopefully, the research result of this thesis will facilitate such a difficult task. It equips the teacher with general knowledge or understanding of discourse analysis and advertising as well as the discourse features of JAs in English and Vietnamese. Mastering deeply the discourse structure, grammatical features, lexical features, and cohesive devices of JAs helps teachers be more confident and flexible in designing their lectures in order to convey them to the students most effectively. Moreover, through the contrastive analysis, drawing out the similarities and differences between EJAs and VJAs, teachers can nurture learners' ability to learn prominent linguistic peculiarities of each language, and then give them a good insight into the language they get involved in.

### **To students:**

Also, this study will be of much benefit to learners of both languages. A good understanding of discourse analysis, advertising and JAs helps students enrich their knowledge and provides them with sound background and necessary strategies to know how to

write an effective and persuasive JA, which can be required in their curriculum or in their future job. Furthermore, learning a language does not mean learning only its vocabulary and grammar rules in isolation, discourse competence is also of crucial importance, for differences in cultures and values are embedded in the way people use their language. Thus, the comparison between English and Vietnamese JAs that this research paper has already made will help students deal with this.

### **To recruiters and copywriters:**

Clearly, JAs are an intermediate but vital means for employers to recruit well-qualified candidates. In order to carry out a successful recruitment process, one of the most foremost and important tasks of a recruiter is to write a brief but effective JA attracting job-seekers' attention and interest. The result of the study will ease this difficulty by supplying recruiters and copywriters with the most important and detailed information of a JA.

## 5.3. LIMITATIONS OF THE STUDY

## 5.4. SUGGESTIONS FOR FURTHER RESEARCH

Within the limitation of time and materials, the study is by no means complete and still remains some other aspects awaiting investigation. We strongly suggest further studies on the following areas:

- A contrastive analysis of stylistic devices of EJAs and VJAs.
- An investigation into speech acts in EJAs and VJAs.
- An investigation into culture influences on EJAs and VJAs.
- An investigation into pragmatic features of EJAs and VJAs.
- An investigation into coherence in EJAs and VJAs.