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THE GENRE OF JOB ADVERTISEMENTS: ESP COURSE BOOKS VERSUS LINKEDIN

Abstract: The present paper aims to examine whether the rhetorical structure of job advertisements presented in English for Specific Purposes course books (hereafter ESP) corresponds to that employed in designing LinkedIn job advertisements with a view to uncovering overlaps and discrepancies between them. To that end, two analyses were performed both quantitatively and qualitatively. Following Swales' (1990) move-step approach and Lacka-Badura's (2015a, 92-93) model, the first analysis was based on the sample advertisements provided in ESP course books, while the second one focused on a corpus of LinkedIn job advertisements. The comparative analysis suggests that although online advertisements have retained the core elements exemplified by the course book samples, they have also adopted new features. This finding calls for a better symbiosis of the traditional and the modern in materials writing and teaching.

Keywords: corpus linguistics, ESP, job advertisements, genre, move-step analysis

1. INTRODUCTORY REMARKS

The digital revolution has profoundly transformed the corporate world and the way in which various departments in an organization conduct their business operations, one of them being human resources management. One of its key functions has always been attracting, recruiting and selecting high-quality expertise that would enhance corporate performance and profitability by way of job advertising (Dessler 2013, 128), which refers to "placing press, online or other media advertising to attract potential candidates to respond" (Brown and Swain 2009, 224). Although the core of this practice has remained the same, the medium of advertising vacancies has changed in recent decades. Once popular press advertising has become obsolete and the contemporary

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society has placed an impetus for new mediums of advertising to address the rapid technological advancement, which has led to the emergence of electronic recruitment (Beardwell, Holden and Claydon 2004, 209), a trend that is here to stay for apparent reasons. Electronic recruitment minimizes recruitment cycle time, reduces costs, reaches a wider audience and provides global coverage (Beardwell, Holden and Claydon 2004). With this in mind, it is not surprising that employers are increasingly turning to the Internet for job advertising in their professional practice.

Numerous researchers have demonstrated the enormous research potential of recruitment advertisements. Relying on the relevant body of literature, Harper (2012) maintains that job advertisements are conducive to analysis due to the fact that they are easily accessible, organic and of use to potential job seekers. Some researchers focused on the practical implications for employers and job seekers, including Arcodia (2002) who examined skills sought by Australian employers, Backhaus (2004) who focused on establishing how companies build their reputation through e-advertising and Gaucher and Friesen (2011) who discovered that wording in job advertisements may sustain gender inequality. Others examined the rhetorical structure of job advertisements following Swales' (1990) theory of genres first applied in the analysis of academic discourse, but broadened the scope of study to encompass business genres as well, including job advertising. Among them are Brutanix (1996), Bhatia (1993), Gillaerts (2012) and Lacka-Badura (2015a), which are the main sources for this paper.

However, not enough attention has been given to the examination of job advertisements as teaching materials provided in ESP, or, more specifically English for Human Resources Management (HRM) textbooks, and to the question of whether the input they provide still fulfills its objective in the world where job postings are mainly announced on online platforms. This is a pertinent question to ESP materials writers and teachers whose task is to equip future HR practitioners with the know-how of devising effective job advertisements. E-recruitment has undoubtedly brought about the need for re-examination of what we teach and how we teach, while making the best use of the modern in face of the old.

The aim of this paper is to compare the genre of job advertisements in English for Human Resources Management (HRM) course books and on LinkedIn with a view to revealing gaps and overlaps, and to suggest practical implications for ESP teachers and materials writers. The present paper is structured in five sections. Following a brief introduction, Section 2 discusses job advertisements as a genre, both on the Web and in English for HRM course books. Section 3 briefly outlines the methodology used, while Section 4 focuses on the analysis of the two corpora and their comparison while offering practical implications. Finally, concluding remarks are stated in Section 5.

2. LITERATURE REVIEW

The concept of genres has its roots in the genre theory first proposed by Swales (1990). In his research on academic discourse, Swales (1990, 58) defines the concept of genre as "a class of communicative events, the members of which share some set of communicative purposes (...) recognized by the expert members of the parent discourse community". Job advertisements meet this criteria and may thus be regarded as a genre (Lacka-Badura, 2015a, 88-89). First, they are communicative events that realize a number of primary communicative functions such as attracting suitable candidates, informing them about the vacancy, persuading them to apply, deterring unsuitable candidates, building credibility and positive public image (Lacka-Badura 2015, 88). Secondly, they are written in a structured and conventional way incorporating certain key components and specialized, industry-specific lexis, and are shared among members of the discourse community (Lacka-Badura 2015, 89). Lastly, recruitment advertisements draw on shared genre conventions, enabling job advertisement writers to meet candidates' expectations of the nature of the advertised vacancy, and candidates to assess the attractiveness of the advertisement and their fit for the role (Lacka-Badura 2015a, 89).

The genre analysis of job advertisements commenced with the examination of classified advertisements where prominent researchers Bruthiaux (1996) and Gillaerts (2012) reached important findings related to their rhetorical structure. Both Bruthiaux's (1996, 125-126) and Gillaerts' model (2012, 263-276) included information about the company, candidate, duties of the job, requirements, contact information, but they showed differences in the temporal focus as well as the greater specificity of Bruthiaux's (1996) 'reward' move over Gillaerts' (2012) move of 'specifying the offer'. More contemporary research is provided by Lacka-Badura (2015a) who studied how the rhetorical structure and linguistic features of online job advertisements contribute to employer branding. Her (2015a) corpus consisted of 400 online job advertisements and in order to analyze their structure, she followed Swales' (1990) move-step approach, where *moves* refer to the bigger rhetorical units that perform a communicative function and may contain smaller elements known as *steps* that serve '"to achieve the purpose of the move to which they belong" (Lacka-Badura 2015a, 45). Lacka-Badura (2015a, 92) further developed a model for job advertisement analysis by synthesizing the components of a typical job advertisement proposed by Bruthiaux's (1996) and those proposed by HR researchers and practitioners so that each component corresponds to a particular move : step structure (Table 1).

Table 1. Rhetorical model of job advertisements (Lacka-Badura 2015, 92-93).

MOVE	Communicative function realised by the move
MOVE 0	Job identification (job overview/summary)
MOVE 1	Announcing availability of the position STEP 1: Stating job title STEP 2: Announcing job opportunity (*We are looking for…*); (optionally: repetition of basic information about the vacancy)
MOVE 2	Presenting the organisation – building credibility STEP 1: Revealing the name of employing organisation STEP 2: Specifying type of activity (products, services) STEP 3: Announcing achievements STEP 4: Communicating/referring to organisation's vision/ /mission/values/culture STEP 5: Providing links to other sources of information (company website) STEP 6: Including Equal Employment Opportunity statement STEP 7: Employer's LOGO
MOVE 3	Specifying responsibilities and requirements involved STEP 1: Describing position and tasks involved STEP 2: Specifying candidate's personality STEP 3: Specifying requirements and competencies (qualifications and experience)
MOVE 4	Offering benefits STEP 1: Specifying the amount of salary (or salary range) STEP 2: Describing the salary as attractive/competitive STEP 3 Salary depending on/commensurate with experience STEP 4: Promising other benefits
MOVE 5	Inviting applications/Instructing candidates how to apply STEP 1: Specifying contact method STEP 1a: The *Apply here/ Apply for this job* button generated by the website STEP 2: Deadline for applications STEP 3: Specifying requirements related to application process STEP 4: Urging responses/high pressure tactics

2.1. Recruitment advertising on the Web

It has been made manifest in literature that genres are flexible, dynamic and have a huge propensity to evolve and change (Caballero 2008, 22). One such change has occurred due to the integration of the latest technologies to conduct business practices in digital ways (Garzone 2012, 33). As a result, there are terms such as digital genres and electronic genres (Askehave & Nielsen 2005) and cybergenres (Caballero 2008). There are two ways of approaching electronic genres, the first one being 'the reading mode' in which a digital text is analyzed as the usual traditional correspondent, and 'the navigating mode' which treats digital texts as interactive mediums with all their functionalities (Garzone 2018, 203). In the present research, digital texts will be analyzed in the reading mode

since we are concerned with comparing the text of the course book ads with the text of online ads.

One commonly used platform for recruitment advertising on the Web is LinkedIn. Founded in 2003, it is "the most important professionally oriented social networking site" (Garzone 2018, 204). It is an open access platform that offers many functionalities such as "to connect with the professional world, stay informed through professional news and knowledge, get hired and build careers" (Weiner 2014, as quoted in Garzone 2018, 204). HR managers may post vacancies or reach out to users that meet specific job requirements via direct message (Garzone 2018, 204), which is why LinkedIn is one of the most practical recruitment tools today.

2.2. Recruitment advertising in ESP textbooks

One of the aims of higher education is to familiarize students with various forms of texts that they are likely to encounter in their academic and professional lives. In our context, job advertising is part of an ESP course called *English for Human Resources* offered at the Faculty of Organizational Sciences in Belgrade, Serbia. The lesson objective is to familiarize students with the genre and register of job advertisements and enable them to design a job advertisement effectively. The following course books are employed for lesson input and the present paper: *Cambridge English for Human Resources*, *Oxford English for Human Resources* and *Check your English Vocabulary for Human Resources* since they are likely to be the most comprehensive course books that deal with this topic on the market. It is worth mentioning here that general English and business English course books have been disregarded due to the fact that they include samples of simplified job advertisements designed to serve as a prompt for writing emails, which is not the aim of this paper.

3. METHODOLOGY

The present paper aims to establish the extent to which the rhetorical structure of job advertisements (hereinafter JAs) in the three course books corresponds to the structure of LinkedIn JAs, as well as to determine whether there are any variations in the realization of moves and steps. In order to do that, this study is quantitative, qualitative and comparative. It employs the general principles of corpus linguistics and genre analysis. More specifically, it is based on the Swales' (1990) move-step approach and takes into account the model of a job advertisement proposed by Lacka-Badura (2015a, 92-93). Even though this model cannot be taken as a framework but rather a proposal due to the fact that "decisions pertaining to classification of a given stretch of language as a move or step cannot be entirely objective" (Lacka-Badura 2015a, 92), it seems to be most conducive to the present study as it focuses on on-line JAs.

The first data for analysis is obtained from the relevant units covered in the three ESP course books: 'Recruitment advertising' (*Check Your Vocabulary for Human Resources*) and 'Selection' (*Oxford English for Human Resources*), since they each contain one example of a job advertisement. The third course book, *Cambridge English for Human Resources*, does not contain an example of a job advertisement, so we have decided to include unit 2 'Employee resourcing and talent management' that covers job descriptions and person specifications since their elements are integral parts of job advertisements. We have also synthesized the information found in this unit in a job advertisement, hence the first corpus involves the move-step analysis of the three job advertisement samples.

The second corpus comprises 70 online job advertisements retrieved from LinkedIn between September and December, 2024. The reasoning behind choosing LinkedIn as the only platform is the fact that it is one of the most predominantly used platforms for recruitment in Serbia. In order to find relevant job ads easily, the job search feature on LinkedIn was used, entering filters for location, position, experience level and date posted. The corpus sample contains ten JAs from each of the following countries which collectively make up the total of 70 JAs: the USA, Australia, Ireland, New Zealand, Serbia, Singapore and the UK. Further, a diverse range of company sizes has been ensured, from small (11-500 employees), medium (501-10,000) and large companies (over 10,000 employees), as well as varied experience level from junior to senior positions. Regarding the position, we targeted Training Managers, Project Managers and Production Managers since those are the positions covered by the relevant units in the three course books, but from a variety of industries including construction, education, information technology, media, retail, hospitality, healthcare and other.

The present study involves the following stages:

1. Conducting the move-step analysis of the course book advertisement samples, entering data manually in an electronic document, sorting, organizing and synthesizing data;
2. Manually copying JAs from LinkedIn to individual Word documents according to the established criteria, highlighting moves and steps in each LinkedIn JA manually, sorting and synthesizing information in an Excel file, data interpretation;
3. Comparing the move-step analyses between the two corpus samples to establish the frequency of individual moves and steps, shared moves and variations in step realizations and drawing conclusions.

4. RESULTS AND DISCUSSION

4.1. Rhetorical structure of JAs in ESP course books

What follows below is the analysis of the rhetorical structure of the three JAs available in the aforementioned course books, relying on Lacka-Badura's (2015a,

92-93) JA model. The first one is taken from *Check your English Vocabulary for Human Resources* provided in the unit entitled 'Recruitment advertising'. The task itself comprised completing a sample job advertisement in the form of a gap-filling exercise where the words appropriately inserted are marked with numbers 1-21.

Table 2. Job advertisement provided in *Check Your English Vocabulary for HR (Wyatt 2005, 43)*

JOB ADVERTISEMENT	MOVE-STEP ANALYSIS
Leading manufacturing company APB has a (2) vacancy for the (3) post of	MOVE 2: STEP 1 MOVE 1: STEP 2
Sales manager	MOVE 1: STEP 1
to begin work in our busy Manchester office from this September.	MOVE 1: STEP 2
The successful (4) applicant will be suitably (5) qualified and should have had extensive (6) experience in sales management. They will be able to work as part of a (7) team, and should have (8) drive and the ability to (9) motivate and inspire their (10) colleagues.	MOVE 3: STEP 2 MOVE 3: STEP 3
In return, we can offer an (11) attractive (12) rewards (13) package, which includes a (14) basic (15) salary of £20K per (16) annum, 10% (17) commission on all sales, a guaranteed annual (18) increment of £1K, and other (19) benefits/ perks such as a company car and free meals.	MOVE 4: STEP 2 MOVE 4: STEP 1 MOVE 4: STEP 4
If you are interested in working for this us, send your (20) CV with a (21) covering letter to:	MOVE 5: STEP 3
APB Ltd, Norton Towers, Blackberry Way, Whittersley, WH8 4RT.	MOVE 5: STEP 1
APB is an equal opportunities employer.	MOVE 2: STEP 6

The advertisement begins with the name of the employing organization (2:1) and the announcement of the job opportunity (1:2) using different wording from the standard 'We are looking for...'. This is followed by the job title (1:1) highlighted in boldface for emphasis. Information is given about the starting month of employment and location realized through 1:2. What follows is a

description of the candidate's personality (3:2) and requirements, competencies and experience (3:3). These steps are closely interwoven, which confirms Lacka-Badura's (2015a) theory that steps tend to co-occur and are, thus, difficult to separate at times. The employing organization then states that the salary is attractive (4:2), specifies the exact amount of salary (4:1) and promises other benefits such as a company car and free meals (4:4). Following benefits, the employing organization specifies the requirements for applying such as sending a covering letter (5:3) and contact method (5:1). Finally, the advertisement ends with Equal Employment Opportunity statement (2:6).

The second job advertisement is taken from *Oxford English for Human Resources*, unit 2 'Selection'. The analysis of the moves is presented below.

Table 3. Job advertisement provided in *Oxford English for HR* (Pledger 2007, 15)

Job Advertisement	**MOVE-STEP ANALYSIS**
Travel Adviser **The Office, Crawley** **Virgin Atlantic**	MOVE 1: STEP 1 MOVE 1: STEP 2 MOVE 2: STEP 1 MOVE 2: STEP 7
The Image At Virgin Atlantic we're renowned for our high standards of customer service and know that first impressions count. Our Reservations Team creates a rapport with our callers, understanding their needs, and providing advice and assistance on all their travel requirements. The responsibilities are varied and include promoting Virgin's ever-expanding range of services, whilst maintaining our high levels of customer service.	MOVE 2: STEP 1 MOVE 2: STEP 4 MOVE 2: STEP 2
The Demands Speaking to around 100 callers each day, you need to be self-motivated whilst maintaining high levels of accuracy in this busy environment. On your shift pattern, there will be a variety of start and finish times, including some early mornings and late nights. Don't forget, shift work means you might have to work weekends and bank holidays.	MOVE 3: STEP 1 MOVE 3: STEP 2 MOVE 3: STEP 3

The Interview The interview process consists of a group interview, which will last approximately one and a half hours. You will then take part in a series of exercises. Our experienced recruitment assessors will monitor your performance and look for specific competencies such as customer relationships, service orientation, and attention to detail. If you are successful through the group stage, you will be asked to attend an individual interview with two recruitment assessors. You will be notified of the outcome of this final stage in writing.	MOVE 5: STEP 3 MOVE 3: STEP 3
The Rewards The starting salary is generous and, as a shift worker, you will also receive a shift allowance. There is an increase to the basic salary on successful completion of your six-month probationary period. On completion of the probationary period, you will be entitled to a generous holiday allowance and a discretionary benefits package which includes a pension, life assurance, Virgin Group discount scheme, and concessionary travel (one of the best in the business!).	MOVE 4: STEP 2 MOVE 4: STEP 4 MOVE 4: STEP 3 MOVE 4: STEP 4

The advertisement begins with the job title (1:1), the basic information related to the location of the office (1:2) and the name of the company (2:1) with the company logo (2:7) in the header of the JA. The next section of the JA presents information about the company, first restating its name (2:1), then communicating its company culture by claiming that they pride themselves on their excellent customer service (2:4) and further specifying the type of services they provide (2:2) such as understanding the clients' needs, providing advice and assistance on travel requirements, as well as some of their responsibilities, which may also be interpreted as the applicant's future tasks and duties (3:1). This section is followed by a description of the tasks involved (3:1), namely speaking to around 100 callers a day, specifying the candidate's personality (3:2) and stating requirements (3:3). The next section specifies the requirements related to the application process or, more specifically, the interview and its various stages (5:3). Finally, the salary is described as generous (4:2) along with a shift allowance (4:4), an increase to the basic salary after the probationary period (4:3) and some benefits that are to be provided after the completion of the probationary period (4:4).

The proposed advertisement based on the third course book involves the information on job description and person specification outlined in unit 2 'Employee resourcing and talent management' and is presented below.

Table 4. Job advertisement adapted from *Cambridge English for HR* (Sanford 2011, 23-24)

Job Advertisement	Move-step analysis
Cable TV Project Manager	MOVE 1: STEP 1
Location: Moscow **Employment Type:** Full-time, Hybrid Work Arrangement	MOVE 0
Key Responsibilities: • Achieve 20% market share in the first year. • Develop and implement brand identity and business plans. • Negotiate client contracts and liaise with team members across our Moscow office. • Carry out building inspections to ensure they meet with legal regulations. • Occasional business travel to New York office.	MOVE 3: STEP 1
Requirements: • MBA required; telecom qualifications preferred. • At least 3 years of experience in the telecom sector (5+ years is a plus). • Proven leadership and project management skills. • Creativity, mental toughness, and good judgment. • Fluent in Russian and English.	MOVE 3: STEP 3 (qualifications) MOVE 3: STEP 3 (experience) MOVE 3: STEP 3 (competencies) MOVE 3: STEP 2 (personality) MOVE 3: STEP 3 (competencies)
Benefits: • Fully expensed company car. • Hybrid work model (city-centre office and home working).	MOVE 4: STEP 4

The JA starts by stating the job title (1:1) and job summary (MOVE 0), followed by all steps of MOVE 3 related to job responsibilities and requirements, and ending

with the promise of other benefits (4:4). As evident from the synthesized model, the JA does not contain any information about the employing company, salary information or application instructions due to the fact that the two documents are not advertising a particular vacancy. However, this JA best exemplifies MOVE 3 which is one of the central elements of a JA (Lacka-Badura 2015a).

Having synthesized the information on the components of all three ads, the following table is used as a model for comparing the analysis of the corpus of LinkedIn JAs.

Table 5. Synthesis of moves and steps of JAs in three course books on English for HRM

MOVES	Check your English Vocabulary for HR	Oxford English for HR	Cambridge English for HR
MOVE 0			+
MOVE 1: STEP 1	+	+	+
MOVE 1: STEP 2	+	+	
MOVE 2: STEP 1	+	+	
MOVE 2: STEP 2		+	
MOVE 2: STEP 3			
MOVE 2: STEP 4		+	
MOVE 2: STEP 5			
MOVE 2: STEP 6	+		
MOVE 2: STEP 7		+	
MOVE 3: STEP 1		+	+
MOVE 3: STEP 2	+	+	+
MOVE 3: STEP 3	+	+	+
MOVE 4: STEP 1	+		
MOVE 4: STEP 2	+	+	
MOVE 4: STEP 3		+	
MOVE 4: STEP 4	+	+	+
MOVE 5: STEP 1	+		
MOVE 5: STEP 1a			
MOVE 5: STEP 2			
MOVE 5: STEP 3	+	+	
MOVE 5: STEP 4			

Based on this synthesis, the core elements of JAs are the job title (1:1), candidate's personality (3:2), requirements (3:3) and other benefits (4:4), which are crucial for attracting suitable candidates. Somewhat less prevalent are the steps of announcing the opportunity (1:2), company name (2:1), duties (3:1),

describing salary as attractive (4:2) and stating the application requirements (5:3). Not surprisingly, company information (2:5), achievements (2:3) and other instructions on how to apply (MOVE 5) are not included in any of the three advertisements, which means that course books disregard the fact that such information is relevant in the process of responding to JAs. In the overall context of ESP textbook samples of JAs, this can be seen as a major drawback as it does not match modern JAs which naturally contain such elements for the purpose of building reputation (Backhaus 2004).

4.2. Rhetorical structure of JAs on LinkedIn

Relying on the model of ESP textbook samples of JAs analyzed against the theoretical framework provided by Lacka-Badura (2015, 92-93) the percentage of online JAs realized through particular moves and steps has been summarized in the table below.

Table 6. Realization of moves and steps in the corpus of on-line LinkedIn JAs

MOVES and STEPS	NUMBER OF Jas	PERCENTAGE OF Jas
MOVE 0	**70**	**100%**
MOVE 1: STEP 1	**70**	**100%**
MOVE 1: STEP 2	**34**	**48.6%**
MOVE 2: STEP 1	**70**	**100%**
MOVE 2: STEP 2	**43**	**61.4%**
MOVE 2: STEP 3	**29**	**41.4%**
MOVE 2: STEP 4	**40**	**57.1%**
MOVE 2: STEP 5	**16**	**22.9%**
MOVE 2: STEP 6	**27**	**38.6%**
MOVE 2: STEP 7	**70**	**100%**
MOVE 3: STEP 1	**69**	**98.6%**
MOVE 3: STEP 2	**39**	**55.7%**
MOVE 3: STEP 3	**68**	**97.1%**
MOVE 4: STEP 1	**16**	**22.9%**
MOVE 4: STEP 2	**14**	**20%**
MOVE 4: STEP 3	**5**	**7.1%**
MOVE 4: STEP 4	**39**	**55.7%**
MOVE 5: STEP 1	**14**	**20%**
MOVE 5: STEP 1a	**70**	**100%**
MOVE 5: STEP 2	**6**	**8.6%**
MOVE 5: STEP 3	**6**	**8.6%**
MOVE 5: STEP 4	**2**	**2.9%**

As evident from the table, job summary (MOVE 0), job title (1:1), company name (2:1), logo (2:7) and 'apply here' button (5:1a) are present in the entire corpus with no exception, proving to be the core elements of online JAs. Clearly, online advertisements attach more importance to employer branding by including basic information about the company (2:2) in 61.4% of the JAs, 57.1% of the JAs which communicate the employer's culture and mission (2:4) and 41.4% of the JAs which announce company achievements (2:3). Duties (3:1) and requirements (3:3) follow suit as the core elements and appear in 96.6% of the JAs and 97.1% of the JAs, respectively. Surprisingly, the percentage of advertisements that include personality characteristics (3:2) is below our initial expectations, accounting for only 55.7% of all JAs, presumably because employers prioritize objective criteria and rely on personality tests for character assessment. As regards MOVE 4 realizing the function of offering benefits, the most prevalent information is related to other benefits (4:4) and is present in 55.7% of the JAs. Rarely do job advertisements under investigation mention the salary amount (22.9%) or describe salary as competitive or attractive (20%), which could be due to the recruitment strategy, confidentiality, flexibility and budget constraints.

There are some variations in how certain steps are realized in the corpus. Some of the more varied ones are formulaic realizations of 1:2, posed in the form of conditional sentences or through questions. In addition, there are also variations in the realization of MOVE 0 where it sometimes contains only basic information, and sometimes additionally includes working hours, contact duration, working method and salary amounts. A high number of advertisements also employs the informal e-mail structure, with informal greetings and endings. There are also components that do not appear in Lacka-Badura's (2015a, 92-93) model and they are: information on the training sessions provided by the company, information about the hiring process, information about confidentiality and personal data protection, reassurance to apply when insecure, section stating information about the hiring and an assumption of rejection if candidates do not receive a reply.

4.3. Comparison of the rhetorical structure of the course book JAs and the LinkedIn JAs

Based on the move-step analysis of the three course book JAs and 70 LinkedIn JAs, some key findings have emerged. Namely, job summary (MOVE 0), job title (1:1), logo (2:7) and 'apply here' button (5:1a) are included in 100% of the JAs on LinkedIn, while tasks (3:1) and requirements (3:3) appear in over 97% of the JAs on LinkedIn, making them most prevalent steps in the digital corpus. In contrast, course book JAs include job titles and requirements consistently, but job summary and logo appear only in one course book sample, 'apply here' button understandably in none, highlighting the divide between the traditional and digital medium. LinkedIn JAs also place a greater emphasis on employer

branding through logos, company information and mission statements, while course book JAs often omit this information due to their fictive nature. Apart from job titles and requirements, the course book JAs commonly include personality traits (3:2) and other benefits (4:4). Traits appear in all JAs in the course books, but in only 55.7% of the LinkedIn JAs, thus reflecting a real-world preference for skills and experience over personality. Salary is specified in only 22.9% of the LinkedIn JAs and one course book JA, plausibly due to confidentiality and relevance.

To summarize, both corpora samples prioritize job titles, tasks and requirements, but LinkedIn JAs better reflect current trends that include concise job summaries, elements of employer branding digital features and creative language use. While course book ads are short (119-282 words), fictive, designed for vocabulary and comprehension practice and limited in number, LinkedIn ads are longer (300-1,000 words) and thus richer in language, authentic, contextualized and communicative, which makes them more effective for teaching not only the genre itself but also how it relates to other genres in the job application process while exposing them to the target environment completely by way of technology.

5. CONCLUSION

This paper has attempted to examine whether the rhetorical structure of job advertisements provided in the English course books for Human Resources Management can still be applied in today's context of electronic job advertising. In this attempt, we have analyzed and compared three sample course book advertisements to a sample of 70 job advertisements posted on LinkedIn using the Swales' (1990) move-step approach and Lacka-Badura's (2015a, 92-93) advertisement model. The main finding is that online job advertisements have mostly remained conventionalized, which confirms previous findings (Lacka-Badura, 2015a). Their structure overlaps with the core elements of the course book samples in that their shared core elements are the job title (1:1), duties (3:1) and job requirements (3:3). It follows that course books are still indispensable in that they provide a concise model of a job advertisement, which is a good starting point for learning the basics about the genre. However, LinkedIn advertisements also embrace features of the digital world such as company logo (2:7), 'apply here' button (5:1a), links to other information (2:5), which are neglected in the course books. In addition, LinkedIn job advertisements put a greater emphasis on employer branding and many companies include information on company activity, mission and culture, as well as achievements, which are underrepresented in course books. Further, LinkedIn advertisements are "set in a complex environment and are therefore fully contextualized"(Garzone 2018, 205), which is necessary for students to be exposed to in order to be fully engaged with the genre. Course books should, therefore, be modernized and supplemented

with exercises that familiarize students with e-recruitment, employer branding, digital tools, variations in structure and language that better reflect today's market demands. Alternatively, LinkedIn advertisements could compensate for this lack as supplementary teaching material. This opens a new avenue for further research which could compare the level of attainment and engagement between a control group where traditional course book materials are used and an experimental group that uses only LinkedIn advertisements and engages in the exploration of meaning, form and language use. There are some limitations of the study worth mentioning. First, the sample of online advertisements is rather small, collected from a single platform during a limited time period, advertising only three positions and analyzed in the reading mode, disregarding the functionalities of the virtual environment. These are the constraints that could be eliminated in further research. Regardless, it is clear that genres do change with the changes in the environment in which they occur and these changes should be taken into consideration by materials writers and language teachers so that they best meet the demands of modern ESP courses such as English for HRM.

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ОГЛАСИ ЗА ПОСАО КАО ЖАНР У УЏБЕНИЦИМА ЕНГЛЕСКОГ ЈЕЗИКА ЗА ПОСЕБНЕ НАМЕНЕ И НА ПЛАТФОРМИ LINKEDIN

Резиме

Овај рад има за циљ да пружи одговор на питање да ли се и у којој мери реторичка структура огласа за посао која је обрађена у уџбеницима енглеског језика за посебне намене, тачније у области људских ресурса, подудара са реторичком структуром огласа за посао који су доступни на платформи за интернет оглашавање, LinkedIn. Како бисмо то утврдили, спровели смо анализу двају корпуса, а потом их упоредили да бисмо дошли до практичних закључака. Најпре смо издвојили релевантне лекције у савременим реномираним уџбеницима који се баве огласима за посао и анализирали њихову реторичку структуру, ослањајући се на теорију жанрова коју је први увео Свејлз (1990) и на модел огласа за посао који је предложила Лака-Бадура (2015а, 92-93) позивајући се на рад својих претходника. Потом смо прикупили корпус од 70 огласа за посао на платформи LinkedIn на основу унапред одређених параметара и мануелно анализирали њихову реторичку структуру. Након упоређивања добијених резултата, утврдили смо да, иако су емигрирали у дигитални свет, огласи за посао су умногоме задржали своје првобитне компоненте. Ипак, дигитализација је такође унела и нове компоненте које нису обрађене у савременим уџбеницима. Ово сазнање има практичну примену у настави страних језика и у дизајну материјала и уџбеника, а то је да је потребна јача симбиоза између традиционалног и новог.

Кључне речи: корпусна лингвистика, реторичка структура, оглас за посао, теорија жанрова, LinkedIn