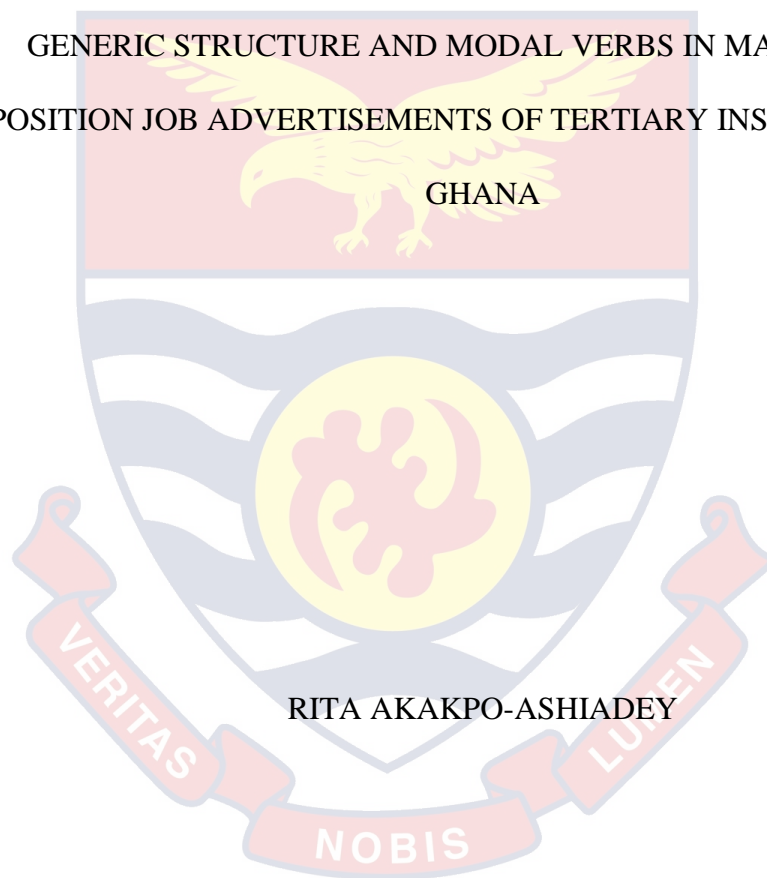


UNIVERSITY OF CAPE COAST

GENERIC STRUCTURE AND MODAL VERBS IN MANAGERIAL  
POSITION JOB ADVERTISEMENTS OF TERTIARY INSTITUTIONS IN

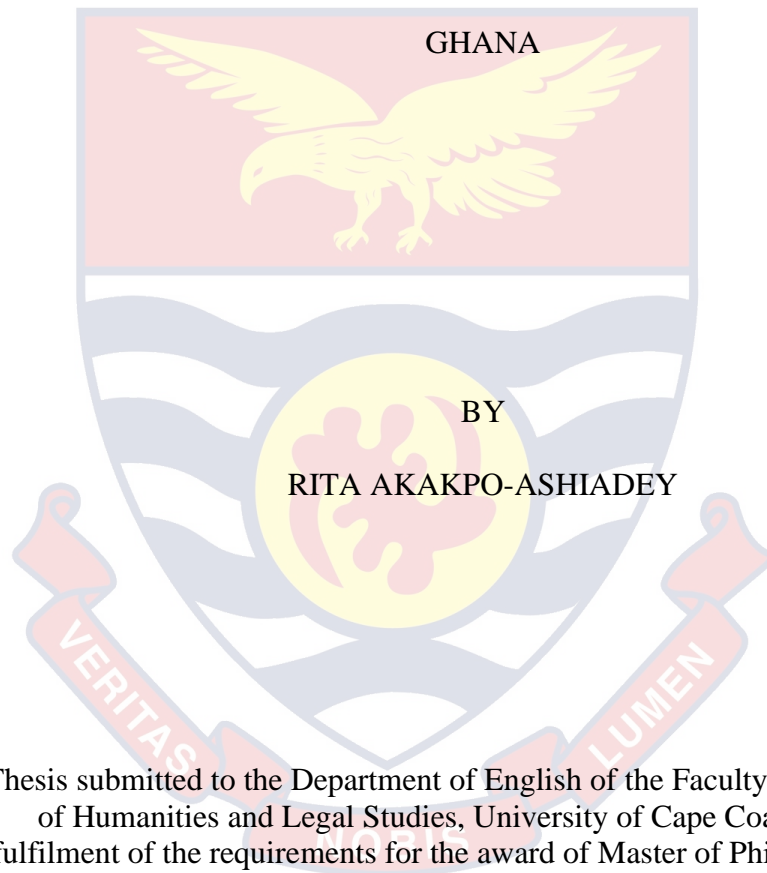


RITA AKAKPO-ASHIADEY

2019

UNIVERSITY OF CAPE COAST

GENERIC STRUCTURE AND MODAL VERBS IN MANAGERIAL  
POSITION JOB ADVERTISEMENTS OF TERTIARY INSTITUTIONS IN



Thesis submitted to the Department of English of the Faculty of Arts, College  
of Humanities and Legal Studies, University of Cape Coast, in partial  
fulfilment of the requirements for the award of Master of Philosophy Degree  
in English

JULY 2019

## DECLARATION

### Candidate's Declaration

*I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.*

Candidate's Signature ..... Date .....

Name: Rita Akakpo-Ashiadey

### Supervisors' Declaration

*We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.*

Principal Supervisor's Signature ..... Date .....

Name: Professor J. B. A. Afful

Co-Supervisor's Signature ..... Date .....

Name: Dr. Kwabena Sarfo Sarfo-Kantankah

## ABSTRACT

In recent times, job advertisements have become one of the effective platforms through which many institutions market themselves to the outside world. Although there have been some studies on such advertisements, much attention has not been given to the rhetoric of managerial position job advertisements of tertiary educational institutions in Ghana, where these institutions have increased in number at an exponential rate. The present study, therefore, explores the generic structure and modal verbs in tertiary institutions' managerial position job advertisements (MPJAs). Focusing on the qualitative method approach, 30 texts were studied. The study, first, revealed that MPJAs of tertiary institutions placed in the newspaper *Daily Graphic* adopted a five-move pattern (institution identification, vacancy declaration, job details, application details, and authority signing); a linear move pattern from the first move to the last; and the largest textual space given to Move 3 (Job Details). The study further showed that the most frequent use of 'must', which enabled advertisers of MPJAs to place obligation on the potential applicants, revealed the authority of the advertisers over the potential applicants. Again, the use of the strong modal 'must' was very excessive and so it can be concluded that MPJAs resonate the authority or power of the advertisers over the potential applicants. These findings suggest that tertiary educational institutions in Ghana construct their MPJAs in a similar fashion. The study, therefore, has implications for similar MPJA texts construction pedagogy and further research.

## KEY WORDS

Advertisement

Generic Structure

Managerial Position

Modal Verbs

Tertiary Institutions



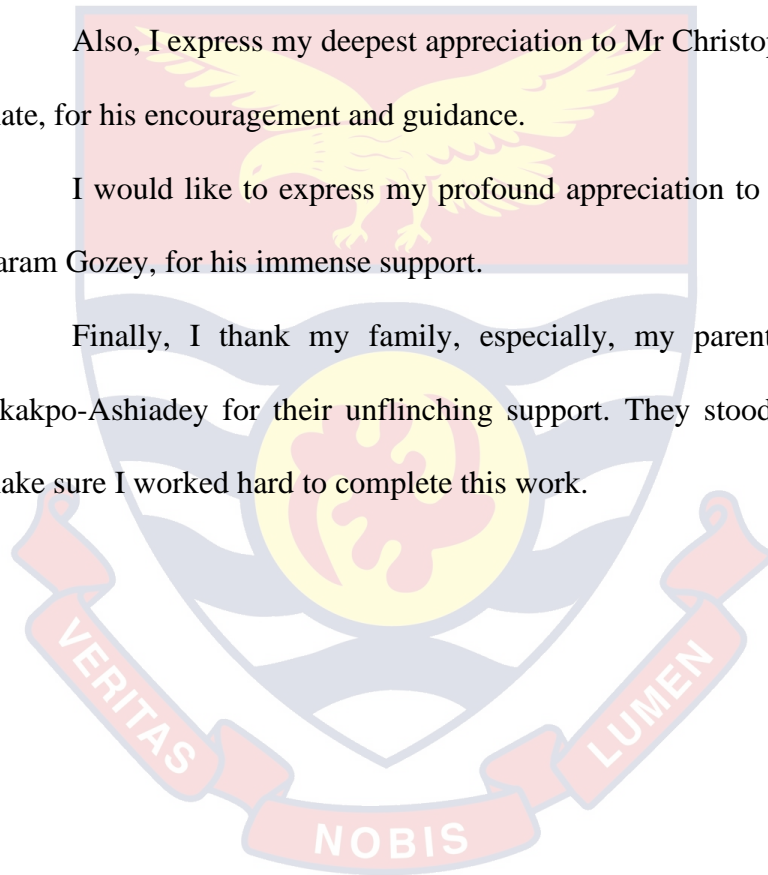
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Finally, I thank my family, especially, my parents, Mr and Mrs Akakpo-Ashiadey for their unflinching support. They stood their ground to make sure I worked hard to complete this work.



## DEDICATION

To my children,

Kekleli, Nayram, Mawudeka, and Mawunyefia



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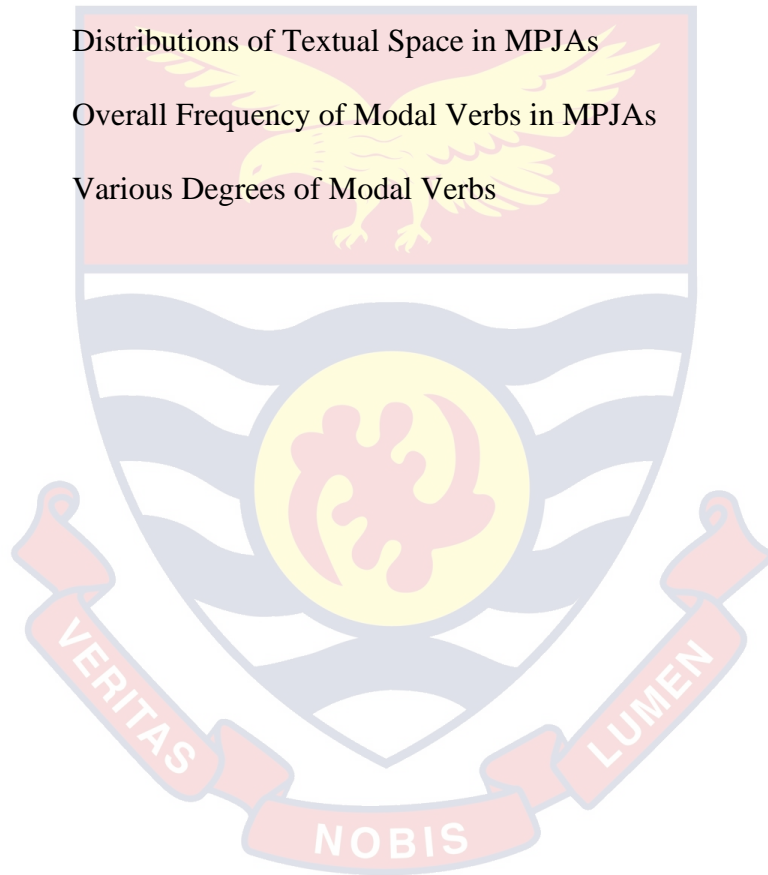
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## LIST OF ABBREVIATIONS/ ACRONYMS

ATU	Accra Technical University
BNC	British National Corpus
CC	Contextual Configuration
CV	Curriculum Vitae
ESP	English for Specific Purposes
GA	Genre Analysis
GIMPA	Ghana Institute of Management and Public Administration
JA	Job Advertisement
KNU	Kwame Nkrumah University of Science and Technology
UGL	University of Ghana, Legon
MPJA	Managerial Position Job Advertisement
NNC	Non-Native Corpus
NR	New Rhetoric
RA	Research Articles
SFL	Systemic Functional Linguistic
STU	Sunyani Technical University
UCC	University of Cape Coast
UDS	University of Development Studies
UEW	University of Education Winneba
UHAS	University of Health and Allied Sciences
UMT	University of Mines and Technology, Tarkwa
UPS	University of Professional Studies
VC	Vice-Chancellor

## CHAPTER ONE

### INTRODUCTION

#### Introduction

This research attempts to report generally on the language of job advertisements in educational institutions. To orient the reader to the work, this chapter presents background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, and organization of the study.

#### Background to the Study

Advertisements have become an integral part in many educational institutions. The use of advertisements can be traced to the many promotional writings and posts that these institutions display in the public domain such as advertisements for managerial positions, admission, history and profile of schools which can be found in school magazines, website blogs, and newspapers. These forms of communication serve as a means by which various tertiary institutions create positive self-images to sell themselves to the outside world.

In recent times, advertisements have become a great tool used in the recruitment of managers and heads of many institutions, especially, universities, in announcing the positions of Vice- Chancellor, Principal, Rector and President. Leung and Poulin (2007, p.45) asserts that, 'in the recruitment process, job description is one of the major mechanisms utilized to transfer company and job information to job seekers.' Jobs and businesses are fast growing in the world today, with every business owner or service provider positioning him/herself as a competitor to the other. It is, therefore, becoming

a common practice to see companies sell their products just as employers and institutions sell their jobs to deserving candidates. This exercise is not out of place in that as the world moves forward in terms of economic and social development, there is also the need for such businesses to grow.

The success of every business depends on the human resources (manpower) that are employed to manage its affairs. This implies that employers must carefully recruit workers that will be effective in order to fulfil the vision of the organization. One of the successful means by which employers can recruit qualified and competent workers is through job advertisements (JAs). Job advertisement over the years has been an interesting and popular area of research.

Nowadays, many institutions use job advertisements (JAs) as one of the platforms through which they present themselves to the outside world. These JAs are often found in newspapers, magazines, and on online platforms. They portray certain identities about the institutions. It is also common to witness how people, businesses, and various institutions use language in these adverts in order to present their uniqueness and distinctiveness.

Moreover, in order to build and maintain a positive self-image, these institutions of higher learning require workers to deliver quality services. Therefore, recruitment of workers, especially, of the head or managerial positions, is of utmost importance to these institutions. For the above reasons, every organization aims at recruiting workers who are equal to the task. Quite often, both public and private tertiary institutions in Ghana post managerial positions job advertisements (MPJAs) in newspapers, especially the *Daily Graphic*. These JAs invite applications from qualified persons to apply for the



various sensitive managerial positions in well-established tertiary institutions (universities).

Over the years, job advertisements (JAs) as a genre has been a viable area of research for many scholars such as Ansary and Babaii (2002), Behnam and Behnam (2012), Kudelova (2016) and Patpong (2008). Even though all JAs seem to have common features and follow similar rhetorical patterns, there may still be differences in their construction, particularly pertaining to the use of language. Language, according to Halliday (1978), has a use and it functions differently in whatever context or situation it is used. Some of these institutions deploy language to market themselves. Tertiary institutions are not excluded from this practice. Edu-Buandoh (2010) argues that language may serve as an ideological tool that many institutions use to sometimes change their discourse so as to participate in an existing economic activity. Invariably, the technological changes in the world today have compelled universities to become more competitive. They, therefore, use language to promote and paint a positive image of themselves.

### **Statement of the Problem**

Genre analysis (GA) serves as an important tool for giving an insightful and detailed description of academic and professional genres. Generally, every text in English is identified by its structure or form and its communicative purpose or function. These two characteristics help to identify a group of texts as a genre. Swales (1990) defines genre as a group of events, the members of which share some set of communicative purposes which are identifiable by members of that community and they serve as a basis for creating a genre. Bhatia (1993, p.14) explains the definition above in these

words: ‘genres display constraints on allowable contributions in terms of their intent, positioning, form and functional value’. He further suggests that although a writer has much freedom to use linguistic resources in any way s/he likes, s/he must conform to certain standard practices within the boundaries of a particular genre. The on-going discussion points to the fact that one cannot write any meaningful text when the features which characterize it as a genre are not considered.

There seems to be a paradigm shift of most academic institutions from engaging in academic discourse to marketization discourse in promoting and carving a positive image for themselves (Edu-Buandoh, 2010). Her discourse analysis of four public universities revealed that there is a gradual shift from academic discourse to marketization discourse in the running of these institutions. Therefore, there is the need for further empirical evidence either to support the claims of these changing trends or to provide a rather devotional claim of these emerging ideologies.

It becomes evident from the assertions provided above that over the years, researchers have not given much attention to the rhetoric of managerial position job advertisements of tertiary educational institutions, being institutions of higher learning. Consequently, the present study explores the rhetorical move structure and a key aspect of the linguistic resources in tertiary institutions managerial position job advertisements.

### **Objectives of the Study**

The purpose of this study was to explore the generic structure and a key linguistic resource of managerial positions job advertisements (MPJA) in tertiary institutions. Specifically, the study sought to investigate:

1. The generic structure of managerial position job advertisements of tertiary institutions in Ghana.
2. The use of modals verbs in managerial position job advertisements (MPJAs).

### **Research Questions**

This research was guided by the following questions:

- 1) What is the generic structure of managerial position job advertisements of tertiary institutions in Ghana?
- 2) How is modality used in the managerial position job advertisements of tertiary institutions in Ghana?

### **Significance of the Study**

This study, first of all, contributes to the growing explorations on genres in academic and other professional contexts. Using Swales' (1990) and Bhatia's (1993) approach of analysing a text to explore the generic structure of managerial positions job advertisements (MPJAs) will help to establish MPJAs as a genre. Furthermore, the study has theoretical implications. Swales' approach is going to be tested as a viable approach of analysing varied and many texts as many scholars have utilized this approach to establish the generic structure of some aspects of advertisement. In simple terms, successful application of this approach in the current study will widen the scope of works based on this framework. The result will also serve as empirical literature for those interested in undertaking further research in the same area.

## Delimitations of the Study

This study covers the managerial position job advertisements (MPJAs) of tertiary educational institutions in Ghana. Even though a number of institutions such as the Colleges of Education, the public tertiary institutions including Polytechnics (now Technical Universities) can be classified as tertiary institutions, not all of them were studied. This means that Colleges of Education and private universities were not part of the institutions studied. The private tertiary institutions were excluded due to their insufficiency in the newspaper, *Daily Graphic*

The public universities with other analogous public institutions were the focus of the study. This was due to the fact that the university is not only the highest educational body in the country but also the highest degree certificate awarding educational institution anywhere in the world. Universities serve as trendsetters to other tertiary educational institutions. Some of these public institutions also serve as mentoring institutions to other new institutions. It was therefore, appropriate to work with their advertisement as a source of data. In addition, public universities were chosen for the reason that they follow almost the same practices. For instance, in order to recruit a Vice-Chancellor or Rector for public institutions, the institutions advertise in national newspapers. Also the recruitment of workers such as the staff (teaching and non-teaching), Deans, Provosts and the Vice-Chancellors greatly lies within the mandate of the governing council of the university.

Further, advertisements collected from these public educational institutions were delimited to top managerial positions of the universities, such as the Vice-Chancellor, Pro-Vice-Chancellor, Registrar or the Provost. The

reason for this choice is based on the fact that when it comes to management and developmental issues of the university, these people are the core officers involved.

Lastly, the researcher intends to work with the hardcopy /print in data processing and analysis. Therefore, data were gathered from *Daily Graphic*, which is a popular and easily accessible state-owned newspaper. This newspaper is mostly subscribed by the tertiary institutions so obtaining access to used newspapers to obtain the data for this study was not very difficult.

### **Organization of Thesis**

This study is organized in five chapters. Chapter One highlights the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations, and organization of the study. Chapter Two reviews theories, key concepts, and empirical literature on the chosen topic. Chapter Three of the study describes the research design, study area, population, sampling procedure, data collection instruments, data collection procedure, data processing and analysis. Chapter Four analyses the texts and discusses the results of the study. The final chapter of the work, Chapter Five, highlights the summary, conclusion, and recommendations for further studies.

### **Chapter Summary**

This chapter discussed the background to the study, statement of the problem, objectives of the study as well as the research questions that underpinned the study. Also discussed were the significance of the study, delimitation and the organisation of the study. The next chapter reviews literature related to the current study.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter reviews related literature so as to explore the theories and concepts that underpin the current study. Specifically, this study is guided by the genre theory. I elaborate on other theories and show how the ESP approach is related to the current study. This chapter, finally, reviews empirical literature connected to the study. The review is meant to provide some state of knowledge to guide the current study, by guiding the interpretation and discussion of the results.

#### Theoretical Review

##### Genre Theory

*Genre* can be described as an abstract, socially recognized ways of using language. Genre analysis is based on two central assumptions which are the features of a similar group of texts, depending on the social context of their creation and use, and that those features can be described in a way that relates a text to others like it, and to the choices and constraints acting on text producers (Hyland, 2002).

Genre is a set of incorporated realities made up of typifications of conventionalised forms. It is through the recurrent use of these forms that individuals develop relationships, as well as get things done. Proponents of the genre theory such as Bhatia (1997), Miller (1984), and Swales (1990) identify participant relationships as essential to language use and accept that every successful text will display the writer's awareness of its context and the readers, which form part of that context (Hyland, 2002). Genre can also be

said to be the effects of the action of individual social agents, acting both within the bounds of their history and the constraints of particular contexts, and with knowledge of existing generic types (Kress, 1992).

Swales (1990), on the other hand, describes genre as texts with a shared set of communicative purpose; that which is shared by members of the discourse community. These theoretical perspectives point to the fact that the purpose for which language is used determines the distinctive type of text or the kind of community. Bhatia (1993) also opines that linguistic analyses of frequency of lexico-grammatical features are useful in that they provide empirical evidence to confirm or disprove some of the intuitive claims that are frequently made about the lexical and syntactic characteristics of spoken and written discourse. Yunick, (1997) equally maintains the importance of these types of analyses, since quantitative work serves to identify not only phenomena general to many genres across cultures and languages, but also significant patterns of meaning which may not emerge from ethnographic analyses alone.

### **The Three Schools of Genre Theory**

It is worth noting that genre theorists have provided varied emphases on context or text as to whether they focus on the roles of texts in social communities and or the ways in which texts are organised to reflect and construct these communities. Three different broad schools of genre theory can be noted in terms of their different conceptions and pedagogical approaches to genre: North American New Rhetoric; Systemic Functional Linguistics (SFL), also known as the Sydney School (Freedman & Medway, 1994); and the English for Specific Purposes (ESP) traditions.



## The New Rhetoric School Approach to Genre

It is acknowledged that the New Rhetoric is popularized by North American scholars such as Miller (1984/1994), Bazerman (1998), Bizzell (1992), and Berkenkotter and Huckin (1995), who reflect a different approach to the conceptualization and analysis of genre. Rather than focusing on formal characteristics of the texts in isolation, they give attention to the socio-contextual aspects of genres and how these aspects change through time (Martin-Martin, 2003). Here, attention is given to social purposes, or actions, that these genres articulate within these situations (Berkenkotter & Huckin, 1995; Hyons, 1996; Paltridge, 1997). Fundamentally, the concern for the New Rhetoric (NR) activists is investigating the functional and contextual aspects of genres. Their methodological orientation seems to be ethnographic, involving participant observation, unstructured interviews and others, rather than analyzing texts with the aim of discovering something of the attitudes, values and beliefs of the communities of text users that genres imply and construct (Hyland, 2002). This approach to genre strictly opposes the idea of explicitly teaching genre conventions and tends to favour a critical approach to the analysis of genre. For example, Freedman and Medway (1994) criticize the Systemic school position, for its “uncritical acceptance of the status quo” and for not “subverting the power of existing genres and legitimizing new ones”. They perceive genre as inescapably implicated in political and economic processes, but at the same time as shifting, revisable, local, dynamic and subject to critical action. Martin-Martin (2003), however, contends that the question these authors suggest needs to be brought into genre inquiry, and this has to do with their position in relating the gender and racial ideologies

underpinning writing practices, or issues of power relations, status and resources.

From the foregoing, it becomes palpably clear that New Rhetoric School does not consider the description of lexico-grammatical forms and rhetorical moves only but also the investigation of their social, cultural and institutional contexts.

### **The Systemic Functional Linguistics (SFL) Approach to Genre**

Systemic Functional Linguistics (SFL) rests on the premise that language use must be seen as taking place in social contexts: language is neither good nor bad; it is either appropriate or inappropriate to the context of use. It is concerned with the relationship between language and its functions in social settings; that is, language is a resource for making meanings and that grammar is a resource for creating meaning by means of wording (Sadighi & Bavali, 2008). Language structure is integrally related to social function and context. Thus, language has a specific purpose in a particular culture. The term 'Functional' talks about what a particular language is meant for. The term 'Systemic', looks at the structure or the organization of language which is amalgamated to form a unit often referred to as *text*, serving a particular function within a particular context. Hence, "systemic" is concerned with the internal structure of the way things are composed; that is, clauses and sentences are combined to create meaning in order to serve a particular function or purpose within a particular context.

For SFL, a text can be described in terms of two complementary variables, which are the immediate situational context in which the text was produced (register or context of situation) and the overall purpose or function

of the interaction - genre of context of culture (Martin-Martin, 2003). According to Martin-Martin (2003), registers are reflected in the kinds of linguistic choices that typically realize three aspects of a text: field, mode and tenor. The “field” of discourse reveals the system of activity within a particular setting, which includes the participants, processes and circumstances involved. Tenor also describes the social relationship that ensues between the participants: and lastly, “mode” is identified by the channel or wavelength of communication, whether it is spoken or written. In SFL, each of these situational variables has a predictable and systematic relationship with lexicogrammatical patterns, and functions to produce three types of meaning, i.e. the ideational, the textual, and the interpersonal (Eggins, 2004)

In another relation, Hasan (1985) introduced the term ‘Contextual Configuration (CC)’. Each of these three terms (that is, field, tenor and mode) is considered a variation that is represented by some specific values and each functions as an entry point to any situation. For instance, the variable ‘field’ may have a value of praising or blaming, tenor may be between parents-to-child whereas mode may be written, spoken or computer-mediated. Now, any of the options above can be combined with the other to form a configuration. Thus. these possible configurations are realized:

- 1) parent praising a child in speech
- 2) parent blaming a child in writing
- 3) parent blaming a child in speech

We realize that each of the configurations above realizes the field, tenor, and mode of discourse. Hence, CC can be defined as a specific set of values that realizes field, tenor, and mode (Hasan,1990). The implication is that, for one

to describe the contextual configuration of a particular text, the variables mentioned above must be present.

The notion of CC is relevant in talking about the structure of a text. Moreover, all the three variables must be present in a CC in instituting the structure of a text. Hasan (1985) proposes that some features of CC can be used in making certain predictions about a text structure. According to Hasan (1985), obligatory elements define the genre to which a text belongs. It implies that these elements must be present in a text before it could be classified under a genre. The second group of elements is the optional elements. Optional elements, by definition, are those that can occur but are not obliged to occur. The last group of elements is iterative elements; these are a set of elements that occur more than once in a text and this phenomenon is referred to as *Iteration* or *Recursion* (Hasan, 1985). These iterative elements are mostly optional ones.

### **The ESP Approach to Genre**

English for Specific Purposes (ESP) is concerned with the development of teaching procedures appropriate to learners, whose main objective is learning English for a purpose other than just learning the language system, thereby situating genre fundamentally as a social phenomenon. This approach to genre is highly favoured by Swales (1981, 1990) and Bhatia (1993). Here, genre is viewed as a basis for teaching English to non-English-speaking individuals of the form of language use in academic and professional settings; therefore, genre is anchored on communicative purpose Dudley-Evans (2000) and Swales (1990) complementarily admits that this purpose may be educational or professional. This purpose is constituted by

certain conventions of rhetorical elements, which are shared and shaped by members of a discourse community as a result of their experience or training within a specific community. For this reason, as Ventola and Mauranen, (1996) have postulated, any digression in the use of lexico-grammatical or discursive features will be noticed as atypical by the discourse community and may have negative consequences, such as the rejection of a research paper. Hence, one's ability to function competently in a range of written genres is a pre-requisite for genre theorists who favour ESP.

Unlike the New Rhetoric (NR) perspective that opposes the idea of explicitly teaching genre conventions, ESP researchers, like the systemicists, focus on teaching formal features of texts; that is, generic structures and grammatical features, so that non-English background students can learn to control the rhetorical organization and stylistic features of the academic genres of English-speaking discourse communities (Martin-Martin, 2003). Bhatia (2002), attempts to provide standardized genre terminology in ESP that moves away from an empirical position in supporting the teaching of genre. He, therefore, proposed a three-tier hierarchy which comprises from top to bottom. These are: Generic values > Generic colonies > Individual genres.

Thus, 'generic values' are describable on the grounds that generic values are independent of any grounded realities of social context, which are narration, description, explanation, evaluation and instruction; and these are actualized through lexico-grammatical reactance which, in turn, depends on the nature of the specific genre which it is a part of. Also, 'genre colonies' are clusters of genres rather than in broad rhetorical contexts, which are identified on the basis of flexibility and fluid overlapping of generic boundaries, for

example, promotional genres, reporting genres, letter genres and expository genres. Further, 'individual genres' are grounded in rhetorical contexts as in, book blurbs, book reviews, advertisements, sales letters, and job applications. By way of the new approach in looking at genre, Bhatia (1997) has noted that genre analysis has become one of the major influences on the current practices in the teaching and learning of languages in disciplines like engineering, science, law, and business. By offering a dynamic explanation of the way expert users of language manipulate generic conventions to achieve a variety of complex goals associated with their specialist discipline, attention is focused on the variation in language use by members of various disciplinary cultures (Bhatia, 1997).

Essentially, it has been realized from the three schools of genre theory that different groups are targeted, but the one which suits the current study most is the ESP approach. This is due to the fact that the ESP targets language use like those in the Ghanaian context. The ESP provides opportunity for rhetorical structures of text to be investigated through the communicative functions and the typical recurrent patterns. The grammatical elements are also emphasized in the ESP perspective. The ESP approach in considering genre will inform the current study as the study focuses on advertisement, which ultimately falls within the scope of individual genre in Bhatia's three-tier hierarchy. I shall, therefore, pay attention to ESP, as the goal of this approach to genre looks at the conventionalized forms in terms of rhetorical moves and lexico-grammatical reactance (modality in focus) that inform the production of managerial position job advertisements (MPJAs).

It is obvious from the foregoing that genre theorists acknowledge that every form of disciplinary writing has a communicative purpose, and recurrent ways of doing things which are known to members of that disciplinary discourse community. In this work, therefore, I try to consider norms that are shared by members of managerial job advertisement of the various universities.

### **Conceptual Review**

This section presents relevant information or concepts that direct this study, especially, those related to advertisement. Modality (modal auxiliaries) will be discussed.

### **The Concept of Advertisement**

Advertisement can be explained as a paid dissemination of information through a variety of mass communication media to motivate a desired action (Durmaz, 2011). Ivanovic and Collins (2003) also see advertising as the business of announcing that something is for sale or a means of persuading customers to buy a product or patronize a service. From the perspective of Ivanovic and Collins (2003) above, advertising means the process of promoting goods and services to consumers and the public as a whole is often associated with the exhibition and purchase of goods by means of using persuasive language. Advertisement can also be seen as a means of educating and creating awareness about an establishment and serves as a means of communicating to them. Durmaz (2011) does not only restrict himself to the issues of publicly declaring the sale of goods and services but captures it broadly as to “motivate a desired action”. Quite succinctly, the explanation allows us to perceive advertising in a more general sense as to

include public announcement of vacant job positions for people to be privy to the job opportunities and take a decision as to that effect. It is in light of this definition that I situate my study.

Regarding issues of advertising, Bullmore (2015) emphasises that advertising is any paid-for communication intended to inform and influence one or more people. The first element *paid for* distinguishes advertising from free publicity. In the second element, the use of *communication* shows transmission of message and obviously through the use of a certain medium; the third element *intentional* reveals the goal-oriented nature of advertisement; and lastly, the element with *inform* or *influence* indicates the persuasive nature of advertising, as noted in Durmaz' (2011) definition. Drawing on Bullmore's point of view on advertisement, I attempt to conceptualise advertisement in a diagrammatic form to create a vivid mental picture about the various dimensions of advertisement and offer a detailed exposition on the various dimensions.

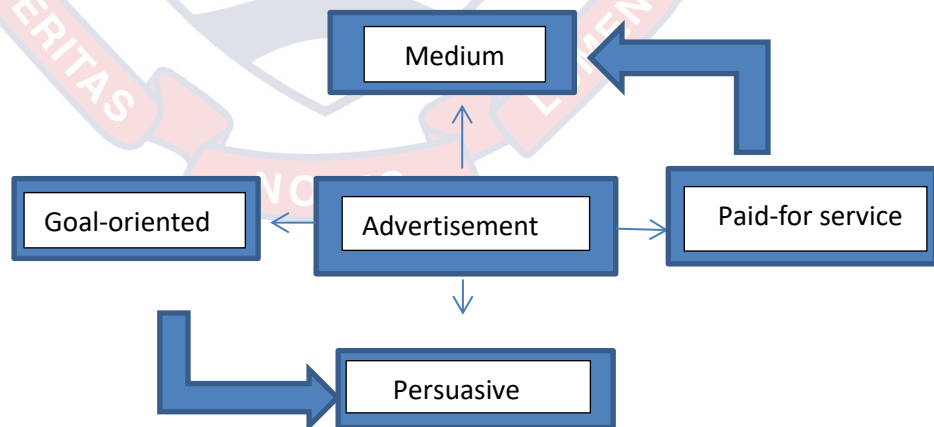


Figure 1: Different dimensions of advertisement (Rita Ashiadey, 2019)

Figure 1 shows the four dimensions of advertising, which highlight two broad aspects of advertising: types and medium. As shown in Figure 1,



the medium of advertising and paid-for service are knitted together in that the medium of advertising generally determines the amount of money to be paid. An advert can be aired or promoted on television, radio, newspapers, and internet; any of these media put different charges on the advertisement; and, medium of advertising may also determine the amount of money one will pay for an advert to be run. Correspondingly, the persuasive and the goal-oriented nature of advertisement have been brought together for the reason that the rationale for advertisement may determine, to a very large extent, the persuasiveness of the advertisement. If an advertisement is geared towards promoting goods and services to enhance purchasing drive, the promoters of the advert are more likely to adopt a very tactful and convincing approach to persuade people into buying the product or seeking the needed services. If the advertisement aims to get people to occupy certain vacant positions, the approach used may not necessarily be to convince people beyond reasonable doubt to apply for the job; rather the people will be informed of the challenging nature of the job so that the applicant will consider their qualification before applying for the job.

### **Types of Advertisement**

I shall consider two broad issues in terms of the types of advertisement: promotional advert and job opportunities advert. It is worth noting that the type of advertisement determines the kind of language to be used.

The first type of advert to talk about is the promotional one. The term 'promotional advert' is the type of advert that is directed at publicising information about a particular product or service in order to get people to buy

the product or opt for the needed service. This type of advert obviously is done with the sole aim of promoting one's goods and services. It is on this same score that Ivanovic and Collins (2003) have postulated that advertising is the business of announcing that something is for sale, or of trying to persuade customers to buy a product or service. Littlefield and Kirkpatrick (2016) likewise see advertising as production of information intended to persuade buyers so as to maximize profit. Since the aim of this type of advert is to maximize profit, a more tactful and convincing approach is used to get people to buy the product or seek the needed services.

Job opportunity advert is the type of advert done to publicly make known a job vacancy in order for qualified and interested parties to submit their application. The aim of this type of advert is to get people to occupy vacant positions in various institutions, and so the intention may not be to use certain linguistic resources to convince people to apply at all because there is no intention to recoup the cost of advertisement. On this same score, Kursmark and Louise (2005) note that advertising is to develop concepts and increase awareness. These explanations are direct issues of advertisement to a more general consideration, which does not necessarily have to be the promotion of goods and services. It is within the ambit of these definitions that I situate job opportunities advertisement; and since this type of advert aims to get people to apply for certain positions, certain crucial information should be expected so as to direct people on the required qualification and probably how to apply for the job.

### **Managerial Position Job Advertisement (MPJA)**

For Bhatia (1997), genre is the study of linguistic behaviour in institutionalized academic or professional settings. He talks about the common ground that can be found among the various genres. He classifies advertisements, promotional letters and job applications as some of the common promotional genres. He identifies them to have a large degree of overlap in terms of communicative purpose, a reason for which they seem to form a closely-related discourse colony and serving a common promotional purpose but they also display subtle differences. Print advertisements can be categorized further into groups such as; straight-line advertisement which promotes the use product of appraisal, image building adverts rely on creating credentials and picture-caption advertisements rely on visuals as a way of persuasion. Managerial position job advertisement (MPJA), as a print advertisement and a promotional genre, shares many features of other promotional genres but there are also little differences in their communicative purpose and structure.

MPJA, unlike others, employs service appraisal, establishing credentials and visuals. MPJA does not only promote services or products but also solicits some form of response from potential audience. Even though promotional letters are characterized by language of persuasion, MPJA does not only use persuasion, but persuasion with demand.

Quite clearly, there is a considerable link between managerial position job advertisement (MPJA) and sales promotion letters in that, as Bhatia (1997) points out, sales promotion letters are unsolicited and that businessmen are busy and so are not likely to waste their precious time on such promotional

efforts; hence, according to her, the letter must be short and effective. In the same vein, MPJA must be short and detailed. However, what is different between MPJA and sales promotion letters is that the inherent or the prototypical goal of MPJA is not to promote a product in order to make profit in the end, and so its persuasiveness may be reduced unlike sales promotion letters, as Bhatia (1997) acknowledges. That notwithstanding, MPJA seeks to promote an office for people who want to apply for the position. It is for this reason that it shares some commonalities with sales promotion letters; however its focus is reduced because MPJA offers a job opportunity in high office and, therefore, more prestigious of which people who are qualified are most likely to apply without any delay. In the light of this, I share the view that promotion letters and MPJA may share some similarities in rhetoric structure but may be different in focus or communicative purpose.

Therefore, given the types of advertisements, namely; promotional and job opportunity advertisement, as I have expatiated above, MPJA falls under job opportunity advertisements. This is because the focus of this type of advert is to get people to occupy certain positions that are vacant in various institutions and this is obviously what MPJA seeks to achieve.

### **Medium of Advertisement**

The concept, 'medium of advertising' has been described as types of advertisement (Bruneau, 2010: Durmaz, 2011). However, I seek to consider it as a medium of advertisement for the reason that it is the platform on which the advert is being run that can be considered to be the medium. Therefore, for me, it is not apt to refer to the platform through which the advert is aired as

types. It must be noted that almost any platform or medium can be used for advertisement. Below are some platforms or medium of advertisement.

Commercial advertisement may comprise wall paintings, billboards, street furniture components, printed flyers and rack cards, radio, cinema and television adverts, web banners, mobile telephone screens, shopping carts, web popups, skywriting, bus stop benches, human billboards, magazines, newspapers, town criers, sides of buses, banners attached to the sides of airplanes ("logojets"), in-flight advertisements on seatback, tray tables or overhead storage bins, taxicab doors, roof mounts and passenger screens, musical stage shows, subway platforms and trains, elastic bands, on disposable diapers, doors of bathroom stalls, stickers on apples in supermarkets, shopping cart handles (grabertising), the opening section of streaming audio and video, posters, and the backs of event tickets and supermarket receipts. Any place an "identified" sponsor pays to deliver their message through a medium is advertising (Durmaz, 2011). It can be deduced from this exposition on the various medium of advertising that the medium of advertising can be put into two broad categories: physical advertising and digital advertising.

Physical advertising is any medium of advertising that has been presented and, therefore, the target audience can have physical contact with the platform of advertising. Such medium of advertising include: press advertising, billboard and mobile billboard advertising, coffee cup advertising, outdoor (street) advertising and others. However, I shall discuss two of these media of advertising: press advertising and billboard and mobile billboard advertising for the purpose of this study.

Press advertising describes advertising in a printed format such as a newspaper, magazine, or trade journal. Bennett (2010) opines that newspapers are a good medium for targeting individuals at or near the purchase decision. Magazines, through their editorial features and pictures, forge relationships with their readers that often last over time. There are several types of magazines: consumer or business and vertical or horizontal. There are hundreds of consumer magazines targeting every demographic and psychographic segment.

Billboard and mobile billboard advertising is another medium of advertising that can be discussed in tandem with physical advertising. Billboard advertising is a situation whereby promoters of a certain product or service capitalise on the use of the roadside by projecting billboards as a means of advertising various goods and services. Mobile advertising goes beyond the strategy of relying on consumers to pass a stationary billboard posted along a highway to include the strategic use of moving vehicles to promote different products to a wider range of potential clients. Generally, mobile billboards are mounted billboards, which can be devoted to vehicles built solely for carrying advertisement along routes preselected by clients. They can also be specially equipped cargo trucks or, in some cases, large banners strewn from planes. The billboards are often lighted; some being backlit, and others employing spotlights. Some billboard displays are static, while others change; for example, continuously or periodically rotating among a set of advertisements. Mobile displays are used for various situations in metropolitan areas throughout the world, including: target advertising, one-day, and long-term campaigns, conventions, sporting events, store openings

and similar promotional events, and big advertisements from smaller companies.

Digital advertising is the kind of medium whereby information is disseminated through the digital space that is through electronic transmission of information that has been encoded digitally. These medium of advertising are defined to cater for television advertising or music in advertising, radio advertising, and online advertising. Television advertising is run by various television stations. According to Durmaz (2011), television advertising seems to have a rapid growth of information technology and electronic media. He adds that TV has the most effective impact as it appeals to both eye and the ear; and Kotler (2002) admits that certain forms of advertising such as TV advertising typically require a large budget. This is because possibly one needs quiet a huge amount of money to be able to set up a television station, and, therefore, the need to increase charges on services to make up for the high cost of setting up the TV station.

Radio seems to be universal and almost everybody listens to it. Numerous advertisements for various products have been run on it. It is rare for a company to shift all of its marketing allocation into promotions. However, because a radio advertisement, for example, may be needed to inform the consumer of the promotion (William, 2002), most companies, resort to radio advertisement, possibly due to its inexpensive way of reaching people.

Quite succinctly, online advertising is a form of advertisement that uses the internet and World Wide Web for the purpose of delivering marketing messages to attract consumers or customers. Miller (2011) admits that with

online advertising, one pays for space on a web page and that customers greatly depend on email to contact customer service on pre- and post-sale bases. Mullen and Daniels (2016) point out that although these email addresses can be captured for the purpose of outbound email marketing with the customer's consent – the outbound service reply should include a reminder in the footer that promotes e-mail registration for marketing messages and newsletters. Through this medium of e-mail, advertising, branding, and selling of products and services are accomplished by using internet as the medium.

### **Modality**

Mood and modality are part of linguistic features that are found under the Systemic Functional Grammar. Mood, according to Halliday and Mathiessen (2004), is the major interpersonal system of the clause. It provides interactants involved in a dialogue with the resource for giving or demanding a commodity, either information or goods and service. It is the resource of enacting speech functions through the grammar of a clause such as statements, questions and commands (Halliday & Matthiessen, 2004). The clause is also an interactive event involving a speaker, writer and audience. A speaker assigns himself/ herself a particular role as well as a complementary role to the listener in the act of speaking.

It is also realized that the finite element is a small number of verbal operators expressing tense (is, has) and modality (can, must), and the mood is the element that realizes the selection of mood in the clause and it is also the domain of agreement between subject and finite (Halliday & Matthiessen, 2004). It is sometimes known as the modal element and it corresponds both to mood and modality. Modal operators can be classified according to degree



such as; *can, may, could, might* under low, *will, would, should*, as medium and *ought to, need, has to, had to* under high. Palmer (1986) describes modality as the expression of the speaker's attitude or opinion regarding the proposition that a sentence expresses. Prominent among these various manifestations of modality in a clause are modal auxiliary verbs, which include *may, must* and *shall*, sentence adverbs such as *probably, certainly* and *regrettably*. Modal auxiliary verbs are used to express modalities such as permission, obligation and ability, possibility and necessity. Quite recently, Ngula's (2015) treatment of the concept aligns with that of Palmer given above as he notes that modality in the context of linguistics is a semantic category that deals with a wide range of meaning fields of modal expressions.

Therefore, the rationale behind such an acceptance of the definition of modality stems from the fact that the set of modals can be recognized in keeping with formal criteria, without reference to semantic deliberations; and that, non-auxiliary modal expressions can only be identified by their demonstration of modal meaning, and not by virtue of their syntactic and/or morphological properties. In this case, Brewer (1987) proposes that the need to define the concept of modality may be evaded by asserting that all non-auxiliary modal expressions must enter into a paraphrase relationship with one or more of the modal auxiliaries. For instance, *be able to* may be established as a manifestation of modality because it may be substituted for *can* in certain contexts. He, however, does not fail to admit that such an approach not only ignore the greater precision of meaning conveyed by non-auxiliary modal expressions but also it methodically and unsatisfactorily perpetuates the

unchallenged and obscured nature of the relationship between the meaning of the modal and the concept of modality (Brewer, 1987).

Brewer, in his attempt to define the concept of modality, has provided a link between modal expressions and modality. Firstly in his exposition, modality is the meaning expressed by the modal auxiliaries. Secondly, he explains modality as a concept that can be characterized independently of the modal auxiliaries. In the first explanation, he means that the modal auxiliaries express all possible modal meanings and are the only expression of these meanings and that the modal auxiliaries express all possible modal meanings, which can also be expressed by non-auxiliary forms. In the second explanation, the modal auxiliaries express only but not necessarily all modal meanings; and the modal auxiliaries express neither all nor only modal meanings. This exposition on the link between modal expressions and the concept of modality seems to provide a vivid position on how the concept of modality should be considered.

According to Lyons (1977), modality is a speaker's or writer's opinion or attitude towards the proposition that a sentence expresses, or the situation that a proposition describes. Quirk et al (1985) assert that modality is the manner in which the meaning of a clause is qualified so as to reflect the speaker's judgment of the likelihood of the proposition it expresses being true. From the foregoing, it becomes clear that modality is all about a speaker's view of a particular situation. The two definitions by Lyons, and Quirk et al above also place modality as a semantic concept, except that they both save themselves from the criticality of Brewer of restricting the meaning of modality to modal expressions. It is, therefore, the ideal situation of the link

between modal expressions and modality that I strongly believe has invoked the necessity of delineating between two different types of modality.

It is worth noting that modal verbs or modal expressions are widely noted to communicate two broad meanings: epistemic and deontic. Epistemic modality deals with the degree of a speaker’s commitment to the truth of the proposition that forms the complement of the modal, but deontic modal meanings are concerned with the necessity or possibility of acts performed by morally responsible agents, as in obligation and permission (Bybee & Fleischman, (1995): Coates, Kratzer, Lyons, Palmer and Sweetser) Etymologically, the word ‘epistemic’ is derived from Greek, meaning ‘knowledge’: that is, qualifications concerning the speaker’s knowledge about a proposition. Deontic is also derived from Greek to mean ‘binding’, which is a matter of imposing obligation or prohibition. Table 1 illustrates these two notions more vividly.

**Table 1: The Dichotomy of Modality**

Epistemic	Deontic
1. You must be kidding	You must see him tonight
2. He should be fine by now	You should call her this afternoon

It is pertinent to acknowledge that aside from the issues of ‘epistemic modality’ and ‘deontic modality’, a third main area of modality, often known as dynamic modality (Von Wright, 1951; Palmer, 1990) has been introduced to deal with notional categories of real-world ability, possibility and intention or willingness. For example, these modal expressions: *I can do all things*; and *I will become a best researcher some time to come*, seek to further illustrate the idea of dynamic modality. The argument, as in reference to several other

scholars (e.g., Coates & Leech, 1980; Coates, 1983; Kratzer, 1981; Sweetser, 1982), can be made that a three-way classification of modal meaning seems to be confusing; and this is possibly due to the fact that deontic and dynamic modality which are both considered to be non-epistemic categories may sometimes be indistinct. Notably, deontic and dynamic modalities are grouped under agent-oriented modalities, which is distinguishable from that of epistemic modality. On the basis of this categorisation, Quirk et al. (1985) propose two groupings: extrinsic and intrinsic modalities. In tandem with this two-way classification, it can be said that Quirk et al (1985) attempt to navigate the vicissitudes surrounding the diverse and varied classifications of modalities by assembling all non-epistemic uses under the big umbrella of ‘root modality’ with the view to limiting the indistinct propensities, which normally emanate from the discrepancy between deontic and dynamic modalities. Another type of modality is ‘alethic modality’. Etymologically, alethic is derived from the Greek word ‘aletheia’ meaning truth. Alethic modality is adherent to the degree of certainty of a proposition. For example, ‘they may ride on the bus.’ May in the statement expresses a degree of certainty coming from what is already known.

It has been argued by some scholars such as Coates (1983) and Palmer (1990) that modal verbs have been semantically analysed in two main ways. One, they are considered to be ambiguous between root and epistemic meanings (Palmer, 1990; Coates, 1983). Secondly, they are seen as unitary semantics, which is pragmatically developed into epistemic or root interpretations in the process of utterance comprehension (Kratzer, 1977, 1981; Papafragou, 1998a, 1998c; Perkins, 1983;) Accordingly, a purely

ambiguous approach to the English modals can quickly be discredited because of its lack of machinery with which to motivate a connection between the root and epistemic clusters of modal meanings. However, a pragmatically informed monosemous analysis seems capable of unifying the tradition of modal categories as aspects of utterance comprehension; on this analysis, modal verbs come out as operators, which indicate a logical relation between their complement and a set of propositions, modal verbs will receive root or epistemic interpretations.

### **Epistemic modality with semantic reading**

Modal verbs have been semantically analysed in two ways. In one respect, modality is considered to be ambiguous between root and epistemic meanings (Coates, 1983; Palmer, 1990), while in another sense it has a unitary semantics reading, and developed into epistemic or root interpretations in the process of utterance comprehension (Kratzer, 1977; Perkins, 1983).

Papagragou (1998) also argues that the strongest explanation of the later development of epistemic interpretations of modals, marks an operation on mental representation. That is, a successful use of epistemic modals requires the speaker to perform deductive operations on abstract propositions, which is based on the content of a person's beliefs. It is in this light that Coates (1983) defined epistemic modality to be concerned with the speaker's assumptions or assessment of possibilities. In most cases, it indicates the speaker's confidence or lack of confidence in the truth of the proposition expressed. Vold (2016) has pointed out that "epistemic modality concerns the reliability of the information conveyed, and epistemic modality markers can be defined as linguistic expressions that explicitly qualify the truth value of a

propositional content”. He further acknowledges that, given epistemic modality, the evidence available to the speaker determines the level of confidence and force that backs an assertion, a statement or a proposition.

Typically, modal verbs such as *may*, *would*, *could*, *must* are the linguistic expressions used to indicate epistemic modality. It must, however, be noted that other lexical items apart from modal verbs help express epistemic modality (e.g. adjectives like possible, ‘likely’, ‘probable’; adverbs such as ‘perhaps’, ‘maybe’, ‘possibly’; lexical verbs like ‘seem’, ‘appear’, ‘guess’ and nouns like ‘hope’, ‘possibility’, and ‘assumption’ (Holmes, 1998; Hoye, 1997).

The interpersonal meta-function is the interaction between a speaker and an addressee as well as the grammatical resources for engaging in social roles, in general, and speech roles in a dialogue form. Hence, interpersonal function corresponds to tenor which is concerned with asking questions and making statements or giving commands. Thus, language is used to interact with others to negotiate relationships and to express opinions and attitudes. The linguistic resources used to achieve this domain of meaning include clause structures, modality and appraisal (Arancon, 2013). Flowerdew (1998) equally notes that the interpersonal function is concerned with the writer’s attitude to the message and it is typically realised through modal verbs as in *should*, *may* and various types of modal adjuncts, for example, *probably*, *obviously* and others.

### **Empirical Review**

This section under the literature review considers studies which have been conducted in the area of job advertisement, managerial positions and

recruitment which are relevant to the current study. Empirical studies on linguistic features, especially modals, are also reviewed. This section begins with studies that primarily focused on the generic structures of job advertisements.

### **Rhetorical structures of job advertisements**

One of the earliest studies, Fairclough (1993), explored the generic structure of three university job advertisements. The study noted that the university job advertisement had four main implicit divisions: institutional identification, main heading giving the title of the post, details of the post including the qualities of successful applicant and conditions, and application procedures. The institutional identity began with promotional features of the institution, which was constructed through the heading, logo and slogan of the advertising institution. It was also revealed that parts of the generic structure were composed of narrative, although not common to all. This study shares common features with the current thesis relative to the generic structure identified by Fairclough and the managerial position job advertisements (MPJAs) under study. Fairclough's findings provide understanding to the current research and also guide the discussion of the findings of the current research.

In another study, Nugroho (2009) focused on the generic structure of print advertisement, using SFL and multimodal approaches. The study pointed out that there was well pre-thought interplay between language and visual elements in advertisement to convey a message to readers. For instance, the generic structure of advertisement comprised the combination of both linguistic and visual elements to present Primary Announcement which

involved names and surrounding words, Secondary Announcement detailing, Primary Announcement and finally Enhancer which provides more information about the announcement in general. The finding differs greatly from Fairclough's (1993) study. Although these elements were not explicitly demarcated for rhetorical structure of general advertisement, one could read the presentation of the results as generic structure of advertisement studied.

Kheovichai (2014) studied the discursive organisation of university job advertisement. Apart from Identification of institutions, the study revealed that the job advertisement was constructed with the structure of recruiting, working, financing, developing/creating, requiring, urging contact, and promising works and conditions. To a very large extent, the description of the generic structure of this study differed from other findings (e.g., Fairclough, 1993; Nugroho, 2009). Although these expressions were not explicitly identified as different structural components of job advertisement in general, these parts correlated with typical generic structure of announcing vacancy, mandate of institution, aid support from outside, current development, requirements and application invitation. Just like Fairclough (1993), the author claims that academic job advertisements align themselves with business job advertisement in becoming more promotional than before. At least, the finding of this study provides significant information for the current research, in terms of similar genre and rhetorical structure.

From a diachronic perspective, Walters and Fage-Butler (2014) studied the genre of Danish job advertisement development over fifty years, using the Critical Discourse Analysis approach. The study revealed six principal sections of the current trends of presenting job advertisements: *Title*,



*Organisational identity, Job description, Personal specification, Practical information and Contact information.* This finding was in line with other findings (e.g., Fairclough, 1993; Łacka-Badura, 2015) despite the number of rhetorical structures identified and slightly different genres. The generic structure started with a Title. Organisational identity comprises *company name, field of occupation, culture and values, organisational history, financial status, and company size.* The Job description was made up of *job title, location/department, responsible to and for, main purpose of job, responsibilities/duties, and economic and physical working conditions.* Personal specification included *educational qualification and experience, disposition, and specific aptitudes.* Practical information included *application deadlines, date of the position to be filled, date for interviews, recruitment process contracted out to another company, and availability of follow up/extra information offered.* Contact information consisted of *company address, E-mail address and phone number.* This study is very relevant to the current research because they seem to share almost the same characteristic features of the job advertisements. The only difference is that the present work additionally explores some linguistic aspects, which was not the focus of Waters and Fage-Butler (2014).

In exploring the generic structure of recruitment job advertisement, Łacka-Badura (2015) identified six components. Similar to Fairclough's (1993) findings, the components included Job identification, Announcing availability of the position of job title, Presenting the organisation, Specifying responsibilities and requirements involved, Offering benefits, and Instructing candidates how to apply. Apart from the first-two components identified as

optional elements, the rest of the parts were obligatory parts of the recruitment job advertisement. This study's results are very important to the current research because it shares similar features of the managerial job advertisements of the universities in Ghana.

Kudelova (2016) investigated managerial job advertisements in online editions of British and American Newspapers. The paper was divided into two parts: the theoretical part which provides an introduction to advertising and its related definitions, types, strategies in writing advertising and a description of newspaper in terms of their classifications and advertising. The second part is the empirical aspect where a corpus of forty (40) British and American job advertisements (JAs) on chosen managerial positions published between September 2015 and April 2016 were analyzed from the linguistic perspective, according to pre-defined linguistic criteria. The focus was on lexis, grammar, and visuals. The objective of the analysis was to compare British and American JAs and to ascertain similarities and differences between them. The study revealed that there has been a significant change in advertising during the recent years, hence, this switching from slowly dying printed media to digital forms of advertising. Besides, Kudelova has the following findings: job advertisements consisted of two parts, the job title which was used as a broad headline in all JAs but was placed differently in the data analyzed. While it was placed left in the British advertisement, it was right-sided in the American advertisement. Other features that were identified and noticed to be bulleted in the paper in which they were identified included: qualifications with emphasis on education in the American job advertisements. British advertisements emphasised salary issues as being an attractive part of JAs. The researcher also

identified contact details as a relevant aspect of JAs. Over here, the names and e-mails of the candidate are the only pieces of information that are required. The researcher concluded that JAs in both British and American contexts do not differ so much in respect of the use of visuals. They differed rather in content and in some lexical aspects of the language though they were not significant.

Some studies have focussed on language use in job advertisements. Dyer (1982) seems to affirm that in advertisements, attention should be paid to language more than any other part of the advertisement and, therefore, establishes that language in MPJAs appears to be simple; and Armstrong (2006) corroborates this in asserting from his studies that the use of sexist language in advertisements by a few who wish to deviate a bit should be avoided. Kudelova (2016), however, distances herself a bit from the focus of these researchers. These studies reveal very useful information which, to a very large extent, will provide empirical prognosis of the current study as to the language structure of advertisements. Thus, the present study examines both the structural dimension of advertisement and language use.

In a recent study, Messum, Wilkes, Peters and Jackson (2016) examined job vacancy advertisements (JVAs) through a qualitative review of studies by looking at employability skills. The study used the Critical Appraisal Skills Programme (2014) for the qualitative research, with an integrative review of 40 studies. The study, thus, determined the range of application, research methods used and findings, as well as the advantages and challenges associated with analyzing JVAs as a method of identifying employability skills required by employers. The study showed that there

appears to be a worthwhile alternative to employer surveys, with the advantages of currency, accessibility and low cost. It was also noted from the study that researchers argue that results from their research challenged professional competency sets and found current curriculum wanting (France, 2011). According to the study, one third of the studies recommended that the findings be used to inform curriculum development.

Behnam (2010) in his thesis titled: 'An Investigation of Schematic Structure of Job Advertisement Genre: A Comparative Study', is of the view that different contexts use different schematic structures to convey their intended meanings. Therefore, with the knowledge of the existence of such differences and similarities across cultures and languages, as the basis, he explores the differences and similarities that exist between the schematic structure of English and Farsi job advertisements. This study is relevant to the current one in that both of them are concerned with the structure of the English job advertisements. In 'The language used in Advertising', Behnam and Piadeh (2004) analysed, from different perspectives, both in English and other languages like Persian in which an analytical framework based on Cook's (1992) discourse of advertising and Saussure's (1917) theories were used.

We can, so far, see that some earlier studies have attempted to qualitatively describe the generic structure of job advertisements. Although varied job advertisements, it can be noted that they all relate to the same promotional genre family. Different studies identified different classifications of the rhetorical structures of the job advertisement genre. Interestingly, all the studies provide general information about the institution or organisation advertising a vacancy, details of job, details of qualification or requirements

for vacant job, and information on how to apply for the job. The major approach to the study of the job advertisement was found to be qualitative, utilising content analysis approach. The current research follows the genre perspective to investigate the text construction of managerial position job advertisement of tertiary institutions in Ghana.

### **Other Linguistic resources of job advertisements**

In Lago and Hewitt's (2004) study, personal qualities of applicants in job advertisements are explored from the lexical and semantic perspectives. The results revealed that the lexical items that dominated the description of quality of applicants were a perfect balance between nouns and adjectives. Besides the high frequency of nouns and adjectives, the compound groups of each class of words were also high in occurrence in presenting the qualities of job applicants. Semantically, personal qualities in job advertisement were found to be interrelated values relative to team/group values, individual/vitality values, work-related values and wisdom/intellect.

Viskari (2008) explored the linguistic elements of advertising language of user guides, focusing on the use of imperatives, pronouns, modal and auxiliary verbs, product and brand names, positiveness, and passive voice. The aspect that is of relevant to this research is modal verbs. The study revealed that modal and auxiliary verbs were common in the data studied. Specifically, *can* and *will* were the commonest in advertising language. Other less occurring modal verbs included *must* and *should*. This finding contrasts Leech's (1966) claim that auxiliary verbs are rarely used in the language of advertising genres. Viskari indicates that advertisement genres employ modal and auxiliary verbs because they tend to sound directive. The results of this study have an

important contribution to make to this thesis because the micro-structural aspect of the Viskari's analysis focuses on exploring modality and modal verbs.

Ward, Baruah, Gbadebo, and Jackson (2016) investigated job advertisements focusing on technical skills used, generic skills and the use of adjectives. The study revealed that linguistic expressions were used to present different generic skills of what employers expected from prospective employees. Out of the lot, *customer focused or service* recorded the highest occurrence, which was closely followed by *Team work*. *Communication skills* and *personal organisation* were the next skills which were evenly distributed in the construction of job adverts. The study also identified 25 unique adjectives which were used to express the background, the company, the job, the offered package, personal attributes and behaviours, and proficiency. Some commonly used adjectives included *basic, high, excellent, effectively, impeccable, proficient, solid, fluent, good, outstanding*, etc. Although these adjectives and generic skills found in this study are not explored explicitly in my research, they provide understanding and insight into the structure and nature of job advertisement in general, especially in the identification of the moves.

Setiawan, Bakhti and Yuliah (2017) examined the linguistic composition of Indonesian job advertisement, focusing specifically on the syntactic structures of 50 English advertisements. The study revealed that noun phrases (55.81%) were the most occurring syntactic feature followed by sentences (37.94%). The rest included gerund and adjective phrase recording less than 10%. The noun phrases and the sentences occurred mostly in the

middle parts of the ads. However, the sentences were dominant in the beginning of the ads while the noun phrases occurred mostly in the middle. The end part of the ads was dominated by imperative mood structures. Although this study does not have the same focus as the current study, the two share a common genre, i.e, job advertisement.

### **Chapter Summary**

This chapter reviewed relevant theoretical and conceptual issues related to the present study. It pointed out that the ESP perspective served as the main theoretical framework. It also examined previous studies on the generic structure of advertisements, mainly job advertisement, as well as modality in order to create an empirical context within which to situate the current study. Clearly, as explicated in the foregoing discussion, several researchers or scholars (Amstrong, 2006; Dyer, 2009; Kudelova, 2016) have worked on the generic structure of job advertisement. Scholars (e.g., Fairclough, 1993; Ghirviriga, 2012; Ngula, 2015) have studied modal expression and modality, considering both sets of studies on the generic structure on JAs and modal expressions and modality. Besides, detailed studies on frequency of occurrence of the Moves of job advertisement, textual space, and sequencing of Moves appear very rare in the literature. Again, researchers on the African continent have paid little attention to modality in different genres. It is in the light of this that I explore the generic structure and modal expressions in tertiary institutions MPJAs.

## CHAPTER THREE

### METHODOLOGY

#### Introduction

This chapter focuses on how the study was conducted in order to answer the research questions. It means that the processes the data went through to be analysed are all recounted in this chapter. Specifically, it deals with issues like the research design, the kind of data, sample size, sampling technique and sampling procedure, reliability and procedure of data analysis.

#### Research Design

Fundamentally, the qualitative research design was largely used in this study, although some aspects of quantitative design were employed. The study primarily employed the qualitative design because it was purely descriptive in nature. In addition, content analysis approach, which according to Ogah (2013) is useful for a study when the materials will be examined to identify various forms of information carried it them, was also used in identifying the rhetorical structure and the modality usage in the study. In most cases, examples from the MPJA texts were used in illustrating language use by the tertiary institutions, which is purely a reliance on qualitative approach in justifying the analysis and results of the study.

The other aspect which was quantitative in nature was the application of some descriptive statistics: frequency and percentage. This approach became appropriate because I sought to, in one aspect establish the recurring patterns of the generic structure of the tertiary MPJA text by relying on frequencies, percentages and numbers. What this simply means is that frequency of occurrence of Moves/Steps was identified; Move sequencing and



textual space relied on quantitative approach to assist in identifying the recurring patterns. We can say that some aspects of quantitative approach were used to complement the qualitative approach in the presentation and interpretation of the data. This is justified by the fact that, according to Cresswell (2008), the researcher interprets how the qualitative results help to explain the initial quantitative results. Overall, the study used the qualitative design to make a thorough description of the findings, reporting in detail the move structure and elements of modal expressions used in the language of tertiary educational institutions in creating the MPJAs.

**Source of Data: *Daily Graphic***

The data for the study comprised tertiary institution MPJA texts taken from a Ghanaian newspaper, *Daily Graphic*. According to the National Media Commission (NMC), as reported by African Media Development Initiative (AMDI): Ghana Context (n.d.), Ghana has 106 newspapers (11 dailies, 67 weeklies, 23 bi-weeklies and five tri-weeklies). To AMDI, many of the titles now in existence have sprung up in the past five years, providing readers with a wide range of new publications. At the national level, among the 11 national dailies, the state-owned *Daily Graphic* is the oldest and most widely-read newspaper in Ghana, and is distributed in all 216 districts nationwide. Established in 1950 and 100% government-owned, the *Daily Graphic* currently has the highest circulation figure in the country. The patronage of the *Daily Graphic* informed the choice of the source of the data so that accessing the paper anywhere was possible and to ease pressure in collecting the needed data for the study. Because of the popularity of the *Daily Graphic*, most

tertiary institutions publish their adverts in it to be circulated to the general public.

The *Daily Graphic* contained the advertisements of both public and private tertiary institutions. In order to recruit a Vice-Chancellor or Rector for institutions, they resort to the use of advertisements which are published in national newspapers, especially the *Daily Graphic*. Thus advertisement in the *Daily Graphic* is a real source of contextual language use by these institutions.

### **The Sample Size**

The sample size of data for this study was thirty (30) MPJA texts. The thirty MPJAs were chosen due to the availability of data from the newspaper, the *Daily Graphic*. The 30 data set was selected from 12 public tertiary educational institutions which published their search for managerial positions in the newspaper. Although more than 30 MPJAs texts were found in the newspaper, the study limited the data size because some of the tertiary institutions published more advertisements, mostly on the same vacancies, on different dates. For instance, the University for Development Studies (UDS) and Ghana Institute of Management and Public Administration (GIMPA) had more than 6 texts each occurring in the initially selected data, while some of the public institutions had only one in the available newspapers searched, all of the *Daily Graphic*. Selecting more than six from each institution meant that the results on the generic structure of the MPJA could be influenced from these two institutions. So the highest number of data for a particular institution was limited to four which were not repetitions of the same advert, and by that only two institutions had the four each (see Table 2). The data size was also settled on as a result of the common recurrent patterns which were initially

observed. Apart from the availability of the managerial vacancy adverts in the newspaper, the twelve institutions were also involved because the researcher wanted to find out if there could be variation in the generic structure of the public MPJA texts.

### **Sampling Technique and Data Collection Procedure**

Among all the one hundred and six (106) newspapers in Ghana, only one (1) was considered for the study. The *Daily Graphic* was chosen because that was the newspaper that could help me obtain easy access to the data I was looking for to suit the nature of my study. This sampling technique was employed because the particular data collected were useful for the analysis of the work. In Parahoo's (1997) view, the purposive technique as a method of sampling data is where the researcher deliberately chooses who or what to include in the study, based on their ability to provide necessary data. Therefore, the purpose of selecting the *Daily Graphic* stems from the fact that it is the oldest and most widely-read newspaper in Ghana, and is distributed in all 216 districts nationwide, as already pointed out. The *Daily Graphic* was selected over other newspapers in that it was most likely to capture the MPJAs, and thus could serve the purpose of the study.

A data set of thirty MPJAs was collected by the researcher from two different places in Ghana: Department of English library, University of Cape Coast, and St. Teresa's College of Education library, Hohoe. Data was gathered on tertiary institutions' adverts published from 2012 to 2018 to enable the researcher to increase data for analysis. This period was appropriate to getting access to available and current data. About two months were used in search of the data from these two institutions. Moreover, collecting data from

these different places was due to the fact that I was a member of the two institutions, so searching through the archives was a little convenient to me. Admittedly, collecting data from newspaper archives can be very stressful, especially, with the kind of data I was collecting for this work. It is commonly known that tertiary institutional managerial job positions do not become vacant yearly, so one has to search through a lot of papers before obtaining one text needed, although the paper is produced regularly and is well circulated all over the country.

Table 2 gives details of the institutions and the number of data selected in each case. For brevity and easy identification, I have shortened the names of the institutions. Some of the institutions have conventional abbreviation already in existence, e.g. UCC and KNUST. So the institutions were labelled as follows: University of Cape Coast (UCC), Kwame Nkrumah University of Science and Technology, Kumasi (KNUST), University of Health and Allied Sciences, Ho (UHAS), University of Ghana, Legon (UGL), University of Education, Winneba (UEW), Accra Technical University (ATU), Ho Technical University (HTU), University of Mines and Technology, Tarkwa (UMaT), University for Development Studies (UDS), Ghana Institute of Management and Public Administration (GIMPA), Sunyani Technical University (STU) and University of Professional Studies (UPS).

**Table 2: Distribution of data sample size across the institutions**

Institution	Number	Institution	Number
ATU	3	UCC	2
GIMPA	3	UDS	3
HTU	2	UEW	3
KNUST	4	UHAS	4
UGL	3	UMaT	1
STU	1	UPS	1

### Inter-Rater Reliability Test

According to Cresswell (2008), *reliability* is the measurement of consistency of a particular attribute. Because the research design of this study is largely qualitative, inter-rater reliability test was done to measure the reliability of the analysis and the results. In order to ensure inter-rater reliability, samples of the data texts were given and independently examined by three different postgraduate students who were working in the same area of research in the same Department, the Department of English, University of Cape Coast: one of them was a PhD student, the other one was an MPhil holder, the last one was a final year MPhil student who had defended his thesis, waiting for graduation. The objectives and the research questions of the study were explained to them who would attempt answering the questions by undertaking preliminary analyses of the MPJAs. This was done to identify common forms of language usage (generic structure, move structure and the use of modal verbs). This was based on detailed analysis and discussion, following the lead of Swales (1990), Bhatia (1997) and Kudelova (2016) on

generic structure and frequency of move structure; Vold (2016), Coates (1983), Holmes (1988), Ngula (2015) and Vold (2016) on the issues of modality and some other linguistic forms in the English language.

After two weeks of independent examination of the generic structure and modality of the text, we met for discussion and the test achieved similarity of 90%, 85% and 90% respectively, where my own achieved 70%. I recorded a lower percentage based on the fact that I considered each heading in the advertisement as a move, e.g. name of institution, purpose of advertisement, profile of institution, the position, qualities of the applicant, terms of appointment, mode of application and sender. In all, I realized eight moves. On the other hand, the three raters came up with five moves, the reason being that some of the moves were merged into one, e.g., the position and the qualities of the applicant were merged to become Job Details. Also, we realized some disparities in the classification of modals after the test. While I classified 'will' and 'shall' as strong and medium modals respectively, the raters considered will as medium and shall as strong based on the legal use of shall. We resolved the difference and came to conclusions on the Moves and Steps to use in the MPJA text of the tertiary institutions. This was finally shown to my supervisors for their expert scrutiny and appraisal before applying the identified model to the analysis. The experience of this process emphasised the need to always rely on inter-rater reliability test to achieve some level of reliability and validity of analysis and results of research in qualitative paradigm.

## Data Processing and Analysis

This sub-section talks about how data collected were analysed to arrive at the expected findings and results. Content analysis was employed. Ogah (2013) has indicated that content analysis is used for a study when the researcher intends to follow collection of data in which material that conveys a certain kind of information is examined to identify various forms of messages that are carried in the material. According to him, the materials whose content may be analysed include various forms of writing such as essays, articles, poems, songs, movies, pictures, educational materials and advertisements. Data were generally examined by looking at the contextual configuration of the text, establishing the generic structure of tertiary MPJA and, finally, identifying the modal elements that were used in the language of these advertisements.

In relation to the initial stage of the data analysis, coding was done to justify authentic sources of the data, clarity of text and easy identification of data for the purpose of interpretation and discussion. The coding process adopted the style used under the sub-heading “Sampling Technique and Data Collection Procedure”. The only difference is that numbers and dates of publication of each text in the *Daily Graphic* were included for the source to be easily traceable. Basically, the coding process followed three parameters: three selected initials of the institution, the number of texts involved and the date of publication of the text. For instance, the texts were labelled as follows: *UCC-1, UCC-2, KNUST-1, KNUST- 4, UMaT-1, UEW-1, UEW-2, UDS-1, ....* in that order. The numbers added to the initials determined the number of texts

collected from a particular tertiary institution. If three texts were taken from a particular institution, for instance, the numbers would range from 1-3.

Two research questions guided the study, which served as the basis for looking at the generic structure and the modality. What it means is that two levels of analysis were done. The first step examined the generic structure of the MPJAs of the tertiary institutions, based on Swales' (1990) and Bhatia's (1993) approaches, by concentrating on Move/Step identification and description, frequency of occurrence, Move sequencing and Textual space. For the Move/Step identification, the definable communicative function of the sections of the MPJA texts was employed, as each text was examined. In the case of the frequency of occurrence, the Moves/Steps were organised into tables in the form of frequencies and percentages. To identify the patterns of the Moves, each text was examined to look at the way the sequencing was done and after that they were tallied to form frequencies and percentages to arrive at the common recurrent pattern. In order to account for Textual space, the number of individual words were counted for each Move. A word was taken as a letter or strings of letters with space before and after it.

In the case of Modality usage in the MPJA, the modal verbs were examined to organise them into frequencies and percentages. Thus, the quantitative analysis allowed me to assign numbers and percentages to the use of modals whilst the qualitative part of the analysis enabled me to appreciate the use of these modals. Also, I relied on the three-way classification type of modals into weak/low, medium/moderate and strong/high (Halliday, 1994, 2004, Holmes, 1988 and Hyland and Milton, 1997) to group my list of deontic modals into 'high, median and low'. This scale enables one to express what is



said as a possibility, frequency, obligation and will of different degrees. Thus, while the quantitative part of the analysis of the research questions dwelt on frequencies and percentages, the qualitative aspect focused mainly on thematic analysis, pointing to emerging themes and functions as identified in the data.

### Chapter Summary

Chapter Three described the data and the research methods that were employed in the data collection and procedure of analysis. The study was underpinned by the principles of qualitative research design. The *Daily Graphic* served as the source of the data in the form of MPJA text of tertiary institutions in Ghana. The purposive sampling technique was employed in selecting 30 MPJA texts of twelve public tertiary institutions to study the generic structure and modality usage. The procedure of data analysis was highlighted in this chapter, which principally relied on content analysis approach. Based on the results of inter-rater test, the Chapter gave details of reliability of the analysis in establishing the generic structure and the use of modal verbs in MPJAs by tertiary educational institutions in Ghana.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This chapter presents the results and the discussion so as to answer the research questions posed in Chapter One: *(1) What is the generic structure of the managerial position job advertisement of tertiary institutions in Ghana?* *(2) How is modality used in the managerial position job advertisement of tertiary institutions in Ghana?* In order to answer the research questions of the study, two levels of analysis were utilized guided by the Swalesian and Bhatian approaches of genre analysis. The first level of analysis encompassed the macro-structure of the MPJA which is meant to answer research question one. The second level of analysis dealt with the lexico-grammatical elements of the advertisement genre under study by looking at it from the perspective of modal usage to answer research question two. By the macro-structure, the schematic/generic structure of the MPJAs was explored. The discussion of the study provides some attempted interpretation and explanation of the results of the analyses in this study. The qualitative interpretation is mainly used but some aspects of quantitative analysis are also employed to give the general picture of the typical occurrence of the rhetorical structure and language use of the advertisement genre.

#### The Schematic Structure of MPJAs

This section presents the result of the schematic structure analysis of the genre under study. The macro-structure of the managerial position job advertisement (MPJA) was first of all identified to account for the rhetorical structure which was typically employed by the tertiary institutions in their

quest for managers. By the organisational structure, the distribution of steps, textual space and the sequencing of moves in the MPJAs were considered. The study proceeds to look at move/step identification in the genre first before the other results are presented.

### Identification of Moves and Steps

Based on the Swalesian approach of genre analysis, the communicative functions of the MPJA were used in identifying the moves and the steps. Table 3 shows the moves and the steps which were identified in the MPJAs

**Table 3: Move/Step identification of MPJAs**

Moves/Steps	Functions
<b>M1: Institution identification</b> <b>S1: Name</b> <b>S2: Logo</b> <b>S3: Motto</b>	This move primarily provides the identity of the institution advertising a vacant position or where the addressees can apply to.
<b>M2: Vacancy declaration</b> <b>S1: Position</b> <b>S2: Declaring authority</b> <b>S3: Background info.</b>	This move projects the main theme or the focus of the entire advert.
<b>M3: Job details</b> <b>S1: Function/Description</b> <b>S2: Qualification &amp; experience.</b> <b>S3: Terms of appointment</b>	This particular move provides details of what the position is all about and the qualification for applying for it.
<b>M4: Application details</b> <b>S1: Mode of application</b> <b>S2: Deadline</b> <b>S3: Address &amp; Contact</b> <b>S4: Shortlisting info.</b>	It gives the details of how to apply for the advertised position.
<b>M5: Authority signing</b>	This move presents the authority whose signature is behind the entire advertisement.

## Moves/Steps Descriptions of the MPJAs

This particular section pays attention to the detailed description of the managerial position job advertisements of tertiary institutions in Ghana. Each move is discussed in detail, with the steps under each one of them.

### *Move 1: Institution identification*

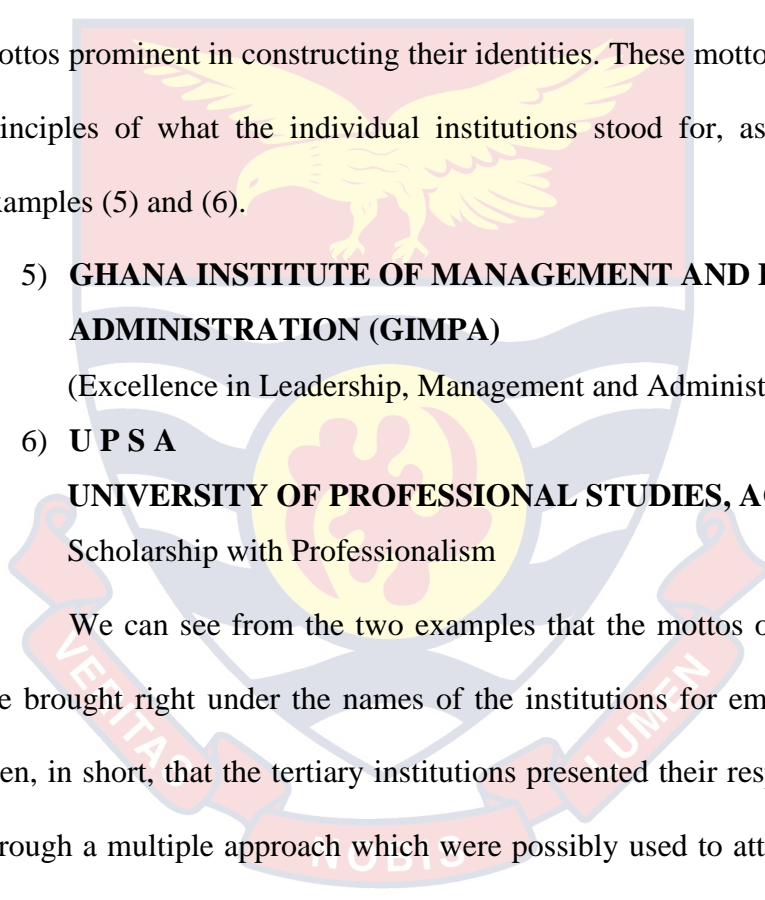
Fairclough (1993) argues that the body of a job advertisement mostly starts with the features of the institution advertising a vacant position. This observation was the same on the MPJA and, therefore, the first move was described as the *Institution Identification* move as the advertising institution with three steps as constituents. The main function of this move is to point out the identity of the tertiary institution involved in searching for the managerial position declared vacant in order to establish the general source and credibility of the institution giving the information to the public. These institutions were presented as the owners of the advertisements in the newspapers. In order to identify a particular institution behind the advertisement, three elements were generally found under this move presented in three Steps. The first Step indicated the specific name of the institution putting out the advert. For example:

- 1) **KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (KNUST)** (KNUST-2)
- 2) **UNIVERSITY OF EDUCATION, WINNEBA** (UEW-3)
- 3) **UNIVERSITY OF HEALTH AND ALLIED SCIENCES, HO.** (UHS-3)
- 4) **UNIVERSITY OF CAPE COAST** (UCC-1)

The second Step, Logo, was presented in the managerial position job advertisement of the tertiary institutions for specific purpose of identifying the institutions through their symbols. Mostly, the logo used appeared catchier

than the names of the institutions used. That provided quick space for readers to identify the institutions and, therefore, became “attention catchers” better than even the names. It means that the logos were more conspicuous, especially the well-known ones, than the institutional names.

The last step which assisted in identifying the institutions was the motto of the individual institutions. The mottos of the institutions could be seen in the logos used, but efforts were made by the institutions to make the mottos prominent in constructing their identities. These mottos represented the principles of what the individual institutions stood for, as can be seen in examples (5) and (6).

- 
- 5) **GHANA INSTITUTE OF MANAGEMENT AND PUBLIC ADMINISTRATION (GIMPA)**  
(Excellence in Leadership, Management and Administration) (*GIM-1*)
  - 6) **U P S A**  
**UNIVERSITY OF PROFESSIONAL STUDIES, ACCRA**  
Scholarship with Professionalism (*UPS-1*)

We can see from the two examples that the mottos of the institutions are brought right under the names of the institutions for emphasis. It can be seen, in short, that the tertiary institutions presented their respective identities through a multiple approach which were possibly used to attract the attention of the public to read the notice and respond appropriately. It can be noted that, apart from a few studies (e.g., Walters & Fage-Butler, 2014), most of the studies that described the structure of job advertisement identified the first component of the adverts as organisational identity (e.g., Fairclough, 1993; Kheovichai, 2014; Łacka-Badura, 2015). The steps identified in Move 1 largely corroborate Walters and Fage-Butler’s (2014) findings, although logo was not discussed in that study.

### ***Move 2: Vacancy declaration***

The second move was labelled as *Vacancy declaration* because that move was used to declare to the public and readers about what the institutional advertisement was all about. Similarly, some studies identified the second component of the job advertisement genre as the title of position being declared vacant (e.g., Fairclough, 1993; Łącka-Badura, 2015). That section of the advertisement seemed to be the most significant because it presented, in quick view, why the institution has appeared in the newspaper and what the institutions sought to do in that public space. Specifically, this move served as a call to the general public and served as the main purpose of the entire advertisement. This important move was presented through three steps: *Position, Authority declaring* and *Background information* of the institutions. The first step, *Position*, was used in announcing the position the institution was seeking to fill. Mostly, the Step was presented as summary centred in the advertisement. This step announced the specific vacant position or in some cases general positions to be occupied. Examples are provided in (7) to (10).

- |   |           |
|---|-----------|
| 7) <b>EXECUTIVE SEARCH</b>                | (UPS-1)   |
| 8) <b>STAFF VACANCY</b>                   | (UEW-1)   |
| 9) <b>APPOINTMENT OF PROVOST</b>          | (KNUST-2) |
| 10) <b>APPOINTMENT OF VICE CHANCELLOR</b> | (UHAS-1)  |

We can see that examples (9) and (10) present the captions of the managerial position job advertisement in specific terms and for that matter specific positions being declared vacant, but examples (7) and (8) appear more general than the other two. The *executive search* used in example (7) is presented later as representing search for the *Vice-Chancellor*.

Another means of declaring the vacancy was to establish the authority behind announcing the vacant position. This part was labelled Step 2. This Step gives details of the caption or Step 1 under *vacancy declaration* to emphasise the specific source of the information being put out there. What it means is that the printed expressions used to announce the vacancy are taken to be the words unanimously decided by the governing council or the authority behind the institution. This Step reflected the authority and its declaration on the status of the position and date for vacancy. This was to establish and enhance the credibility of the source of the information beyond the name of the institutions. Three examples are given in (11) to (13).

- 11) The council of the Kwame Nkrumah University of Science and Technology (KNUST), Kumasi, announces that the position of the **REGISTRAR** of the university shall become vacant on **1<sup>st</sup> January, 2017**. (KNUST-1)
- 12) The Council of the University of Mines and Technology (UMaT), Tarkwa, announces that the position of Vice Chancellor of the University shall become vacant on October 1, 2012. (UMaT-1)
- 13) The Council of the University of Education, Winneba, announces for the information of the Academic Community and the General Public, a vacancy for **PRINCIPAL, COLLEGE OF AGRICULTURE EDUCATION, MAMPONG-ASHANTI** (UEW-1)

The third Step in vacancy declaration is described as *Background information*. This information is provided by the institutions to further establish credibility by relying on the achievement of the institution and the legal instrument regulating it. This Step recounted the history of the institution or what the institution is all about in order to make it more appealing to the public and suitable candidates. Extracts (14) and (15) are provided to

demonstrate how the institutions presented themselves and their credibility in declaring a vacancy.

14) Established in the year 1951, KNUST is the foremost and leading Science and Technology institution in Ghana and one of the most esteemed and finest in Africa. The University has a Student Population of 42, 590 and staff strength of 3,443. KNUST provides an environment for teaching, research and entrepreneurship training in science and technology for the industrial and socio-economic development of Ghana and other African countries. KNUST also offers service to the community and is positioned to attract scholars, industrialists and entrepreneurs from Africa and the international community. (*KNUST-1*)

15) The University was established in 2004, by University of Mines and Technology, Tarkwa Act, 2004 Act 677. The vision of the University is to become a Centre of Excellence in Ghana and Africa for producing world-class professionals in the fields of mining, technology and related disciplines. The mission of the University is to provide higher education with special reference to mining and related fields; promote knowledge through active research; and provide professional services to the national and international communities through extension activities. (*UMaT-1*)

We can see from examples (14) and (15) that the institutions try to establish credibility in the background information by indicating the established dates of the institutions, legal instrument that created the institution especially in (15), population of students and staff, achievements, and services provided.

### ***Move 3: Job details***

The section of MPJAs that informs the audience about what the job entails is ascribed as Move 3, *Job details*. To get to know general and specific information about a declared vacant position, this move served the definable



purpose. This move was conveyed through three different steps. The first Step was identified as Function or Description of job. The second was tagged Qualification and Experience; and the last was described as Terms of Application Step. Step 1 was purposely put there to give description or the duties and responsibilities of the position advertised to the public to clarify the roles to be performed by the most suitable candidate. It is through this Step that the readers get to know what the vacant position is all about. Two samples are given in (16) and (17) to exemplify the way the institutions constructed Step 1.

#### **16) THE FUNCTIONS**

The Vice-Chancellor is the Principal Academic and Administrative Officer, and also the Chief Executive of the University. Subject to general control by Council on policies, the Vice-Chancellor shall be responsible for the promotion of good order and the efficient management of the University. His/her other functions shall be as prescribed by the University's Act and Statutes. *(UPS-1)*

#### **17) THE POSITION**

The Registrar, who is the Chief Administrative Officer, is responsible for the day-to-day administration of the University under the Vice-Chancellor and in accordance with policy directives of the council.

The Registrar is also Secretary to the University Council and the Academic Board. He/she provides strategic advice and briefings to the Vice-Chancellor and is expected to provide leadership and management across a wide range of activities. *(KNUST-1)*

In extracts (16) and (17), we can see that the details of the position relating to nature of position, responsibility and duties are explicitly provided for prospective candidates to understand the position before applying.

The *Qualification and Experience* Step outlined the kind of skills, abilities and personality deemed fit to occupy the declared vacant position. This step could be taken as the first stage of vetting or shortlisting, with the kind of lines drawn to disqualify unsuitable candidates. In this Step, what the institutions expect from the respondents are clearly spelt out in relation to academic qualification, abilities, skills and experiences of those who qualify and wish to apply for the position. One example of how the institutions constructed the *Qualification and Experience* Step is demonstrated in (18).

### 18) THE PERSON

#### **Candidate seeking appointment as Principal must:**

- Be of Professorial Status or equivalent Grade in an analogous institution.
- Possess a Ph.D. in Agriculture Science Education. Agriculture Science scholars with professional qualification(s) in education may apply.
- Be a distinguished scholar with a capacity to motivate and direct staff.
- Exhibit a high sense of industry, leadership qualities and organisational skills and must be above reproach.
- Possess excellent communication and inter-personal skills and capacity to manage and control crisis situations.
- Be visionary, business-oriented and able to establish rapport between industry and the University.
- Be sober with maturity and drive for sound and impartial judgement.
- Be able to attract grants and funds for Research and Development activities for the College.
- Be able to serve at least a full FOUR-YEAR term of Office before attaining the compulsory retiring age of SIXTY (60) years. (UEW-2)

We can notice from extract (18) the qualifications required of a potential candidate are provided. This includes academic qualification, personal experiences and expected skills to qualify the applicant for the vacant position declared. Ward et al. (2016) claim that personal details are useful for shortlisting and interview selection process of identifying the right candidate to occupy the declared vacant position.

The third Step, *Terms of Appointment*, describes and outlines the condition of service attached to the position. Mostly, Step 3 consists of two main issues attached to the position: tenure and salaries. The institutions specify the tenure of office of the position advertised in order to limit those who are qualified but have less years to serve the term. The salaries and other benefits attached to the vacant position are not disclosed but the way the institutions advertise them means that they are reassuring and enticing. This section appears to be the bait to encourage a lot more applicants to apply in order to search for the most suitable ones to occupy the vacant positions. Three examples of Step 3 are presented in (19) to (21).

#### **19) TERMS OF APPOINTMENT**

The appointment which is fulltime shall be for a term of four (4) years and may be renewed for another term only. Salaries and fringe benefits attached to the post are very attractive and will be specified in the instrument of appointment by the Council. (UPS-1)

#### **20) Terms of Appointment**

- i. The Appointment, which is full-time, shall be for **THREE (3) YEARS** in the first instance and may be renewed for another term of Three (3) Years after evaluation of performance, altogether making a maximum of Six (6) Years. The Candidate

may opt to be a Faculty Member after serving the Two Terms before his/her **SIXTIETH (60<sup>TH</sup>) BIRTHDAY**.

- ii. The Successful Applicant shall be expected to assume duty by **AUGUST 01, 2016**.
- iii. Salary and fringe benefits attached to the post are attractive  
(*KNUST-2*)

## **21) Terms of Appointment**

- To be determined by the University Council consistent with the University Act and Statutes.
- Salary and fringe benefits attached to the post are attractive.  
(*UHAS-1*)

Extracts (19) to (21) provide information about the condition of service attached to the declared vacant position or job. All the examples provided highlighted the benefits and salaries attached to the position. Because it is within the public space, the actual benefits are undisclosed, a phenomenon which has been expressed by Łacka-Badura (2015). Extracts (19) and (20) indicate the specific tenure of office and renewed after four and three years respectively. However, tenure of office information in (21) is not explicit. Fairclough (1993) adds this step to *application procedures* (referred to Application details in the current research). However the present research considers this step appropriate under job detail because its communicative function seems to provide more information about the work to be occupied than guiding candidates on how to apply for the new job in the advertisement.

### ***Move 4: Application details***

The fourth Move, *Application details*, was generally conceived as a means to respond to the vacancy declaration because it is a guide to how interested or suitable applicants could respond to the call of the institutions.

Fairclough (1993) labelled this section as *procedure for applying* because it shows how to apply for the position advertised. Walters and Fage-Butler (2014) also labelled this component of the job advertisement as *practical information*, perhaps due to the fact that, that is where potential candidates tend to act by responding to the declared job vacancy. This definable move spells out what institutions expected the prospective candidates to see and return to them. The move was conveyed to the readers through 4 identifiable Steps. The first Step, *Mode of application*, shows the means through which candidates could present acceptable applications for consideration. This Step usually directs candidates to compose a proposal and attach the necessary documents that the institution needs to appoint a new office holder. Some of the institutions provided the sources from which the application forms could be accessed, as in example (23). Examples (22) and (23) demonstrate the presentation of the *Mode of application* Step, usually with three common captions: *how to apply*, *mode of application* or simply *application*.

## 22) APPLICATION

**Interested Candidates are requested to submit an application letter together with the following:**

- Six (6) copies of Curriculum Vitae, including Names and Addresses of Three (3) Referees; and,
- Six (6) copies of two-Page Statement of Candidate's Vision for the College. (UEW-1)

## 23) MODE OF APPLICATION

Suitable candidate should send 5 copies of each of the following documentation:

- i. Completed Application Form (UHAS 1): Application Form for Academic staff (available at the University's website): [www.uhas.edu.gh/staff-employment-forms](http://www.uhas.edu.gh/staff-employment-forms)

- ii. A detailed and up to date Curriculum Vitae
- iii. Names of two referees, one of whom should have served as candidate's superior officer within the past two years (*UHAS-1*)

It is obvious that examples (22) and (23) provide details about how to apply for the declared vacancy. The two examples indicate the number of copies each candidate is expected to provide, the accompanying documents such as CV, vision statements, where to get application forms, and referee's report.

Step 2 is the closing date or *Deadline* for the submission of the applications. Applicants were asked to strictly adhere to the date stated in the advertisement in order to have their application considered. Setawan et al. (2017) indicate that this part of job ads provides the instruction of how to send the application and it is mostly written in the imperative mood as demonstrated in extracts (24) to (27).

- 24) The closing date for submission of application is **May 10, 2016** (*UDS-1*)
- 25) Applications in hard and soft copies should reach the following address not later than 20<sup>th</sup> July, 2016. (*UPS-1*)
- 26) Applications should be forwarded under registered cover marked "Application for Vice Chancellor, UMaT" to reach any of the following address, not later than JUNE 30, 2012 (*UMaT-1*)
- 27) Please note that it is the duty of the applicant to ensure that the package reaches the designated address before close of day on 12<sup>th</sup> November 2016 at 5:00 pm. (*KNUST-1*)

Examples (24) to (27) provide clear cases of the way the institutions provided their command to their potential candidates relative to the deadlines they had

to meet. We can see that all the four examples provided are emphatic about the specific date for the submission of solicited applications.

Step 3 was labelled as *Contact address* of the institutions where the completed applications were supposed to be returned. It appears that only few studies labelled this step as *contact information* (e.g., Walters & Fage-Butler, 2014), which means the same as contact address relative information for potential candidates to get in contact with the would - be employer. However, majority of studies are not explicit about it, probably, the contact information was categorised as part of *application procedure* (Fairclough, 1993), as *urging contact* (Kheovichai, 2014), as *how to apply* (Łacka-Badura, 2015) or as *enhancer* (Nugroho, 2009). It simply indicated the destinations of the applications and at the same time the specific source of the information to the potential candidates. Such addresses sometimes identified the committee that would receive and work on all the applications and because some of the applicants could come from outside Ghana, the address indicated the country's name for directions for the applications to reach their rightful destinations. Some of the addresses also indicated that those outside Ghana could apply but due to constraints of documents reaching the destination on time outside addresses were provided too. Two of such addresses are exemplified in (28) and (29).

#### **28) The Chairman**

Search Committee for Principal  
C/o The Registrar  
University of Education, Winneba  
Post Office Box 25  
Winneba, C/R  
Ghana

(UEW-1)

29) The Chairman  
Search Committee for Provosts  
C/o The Registrar  
Kwame Nkrumah University  
of Science and Technology  
Private Mail Bag  
University Post Office  
Kumasi  
Ghana

OR

The Chairman  
Search Committee for Provosts  
C/o The Office Manager  
University of Ghana Overseas Office  
Ghana Universities House  
321 Cite Road  
London ECIV ILJ  
United Kingdom\_ (KNUST-2)

Obviously, all that examples (28) and (29) express is the destination of the applications. We can see that some institutions (29) provide both local and foreign addresses to widen the search for the appropriate candidate to fill the vacancy declared.

The last Step, 4, was named *Shortlisting information*. This Step provided information to the candidate on the expectation after their applications. This was to help them understand what could happen after applying to such positions, that those considered would be given notifications. This also means that inability to get feedback suggests inability of the application to meet the expectations of the committee. Three examples given in (30) to (32) provide instances of how this Step was constructed.



30) **PLEASE NOTE THAT ONLY SHORT-LISTED CANDIDATES  
WILL BE CONTACTED** (GIMPA-1)

31) Only shortlisted Candidates will be contacted (KNUST-1)

32) **(Please note that only short-listed applicants would be contacted).**  
(UDS-3)

It is clear from examples (30) to (32) that shortlisting information is provided for candidates. We can see that, apart from example (30), the rest indicate the relevance of this information by highlighting either in bold, uppercase or in both as in (30).

#### ***Move 5: Authority signing***

Move 5 was labelled *Authority signing* because it was not part of the application details only. This move was specifically set aside for readers to understand the office or the authority signing the entire advertisement. Although the name of the institution advertising the vacant position is prominent for everyone to see, the specific authority who served as a secretary or the one behind the creation of the various segments of the entire advertisement in the public space is known through Move 5. In other words, we can simply refer to the writer as the organiser of the genre to appear the way it appears to the general public. The literature seems to be absolutely silent on this Move. This move needed to be set aside because it related to the entire genre and not a specific portion or move of the vacancy advertisement genre for advertising the recruitment of public officers. The way the genre presented this move is exemplified in (33) and (36).

33) **THE CHAIRMAN  
SEARCH COMMITTEE  
(POST OF VICE-CHANCELLOR)** (UCC-1)

34) REGISTRAR (UHAS-1)

**35) SIGNED**

**REGISTRAR**

*(UEW-1)*

36) REGISTRAR

*(KNUST-2)*

We can see from examples (33) to (36) that only one item is significant, thus the main authority responsible for the construction of the managerial position job advertisement text. In most cases, we find the REGISTRAR behind the text (34-36) but on a few occasions the CHAIRMAN of the search committee as can be seen in (33).

**Frequency of Occurrence**

This section presents the results of the analysis on how often the Moves and Steps appeared in the texts. In simple terms, the Frequency of occurrence demonstrates the number of times a particular Move or Step occurred in all the MPJAs in order to present the general picture of the genre under study. The literature on generic structure of job advertisements reveals that very few studies (e.g., Łacka-Badura, 2015) are explicit about the frequency of occurrence of the functional sections of the text's structure. It is also meant to show how much importance was attached to specific Moves and Steps in the construction of the MPJAs genre by the institutions. Table 4 shows how often the moves and steps appeared in the MPJA.

**Table 4: Frequency of Occurrence of Moves/Steps in MPJAs**

Moves/Steps	Frequency	
	(No. of MPJA =30)	Percentage (%)
M1: Institution identification	30	100.0
S1: Name	30	100.0
S2: Logo	29	96.7
S3: Motto	7	23.3
M2: Vacancy declaration	30	100.0
S1: Position	30	100.0
S2: Declaring authority	19	63.3
S3: Background information	15	50.0
M3: Job details	30	100.0
S1: Function/Description	30	100.0
S2: Qualification & Experience	30	100.0
S3: Terms of appointment	20	70.0
M4: Application details	30	100.0
S1: Mode of application	30	100.0
S2: Deadline	30	100.0
S3: Address and contact	30	100.0
S4: Shortlisting information	13	43.3
M5: Authority signing	18	70.0

As can be seen from Table 4, all the moves recorded not less than 70% of frequency. Moves 1 to 4 recorded 100% of occurrence in all the texts, indicating that the 30 MPJA texts which were studied contained the four elements of the moves as core. This finding largely confirms Łacka-Badura's (2015) claim that presenting the organisation, advertising the vacancy, indicating the responsibilities/requirements, providing information on benefits, and instructing candidates with right information to respond to recruitment job advertisement are obligatory. However, the occurrence of *job identification* and *announcing the availability of the position job title* were optional elements (Łacka-Badura, 2015), which contrast the findings of the current study. This

difference might be due to the data studied in the two works. Łacka-Badura's (2015) study focused on general job advertisement texts, while the current research studied texts of Managerial Position Job Advertisements (MPJAs) of tertiary institutions.

The obligatory occurrence of Moves 1 to 4 means that, in order to advertise a vacant managerial position in a newspaper, the institutions largely identified themselves through their names and other elements. They all indicated their intention for appearing in the paper by declaring a search for suitable candidates to occupy a vacant position; the details of the job were elucidated; and the details of filing the application and how to get in contact with the institutions were considered very crucial to all the institutions. The frequency of occurrence of moves is not surprising because "job advertising is widely regarded as one of the most popular recruitment methods" (Łacka-Badura, 2015). What was not considered compulsory by all the institutions was the authority or the office that signed the advert being put out there; i.e. Move 5, which occurred 18 times out of the 30 texts studied. These findings confirm Dudley-Evans' (2000) claim that it is these common conventions of the rhetorical elements shared by the discourse community that shape the creations of the text, and in this case the MPJA, by the tertiary educational institutions studied in this thesis.

In terms of the Steps, quite a number of them recorded 100%. In order to identify the institutions, all the institutions indicated their specific names, as Move 1 Step 1 recorded 100% of occurrence. The Logo, Step 2, recorded 96.7% which means that only one institution did not bring its logo as part of constructing its identity in advertising their managerial vacant positions in

newspapers. Out of the 30 texts, only 7 (23.3%) indicated the motto of the institutions. This might be due to the institution's intention to reinforce their core principles to remind the public of their integrity. Such institutions included Ghana Institute of Management and Public Administration, Accra Technical University, and University of Professional Studies, Accra. This means that the rest of the institutions did not present themselves conspicuously through their motto, because, such mottos were present in the logo.

Under Move 2, the three Steps which were identified recorded 100% of occurrence except in Step 1 (Position) declaration (see Table 4). This rate of occurrence might be due to the fact that the main purpose of the institution appearing in the newspaper was about declaring a position vacant to invite suitable applicants. Consequently, all the institutions saw the need to bring this specific Step. In relation to which authority was behind declaring the vacancy, more than half of the institutions presented the specific authorities as either *governing council* or *a statutory act*. By this, 19 (63.3%) texts brought the second Step to justify the authenticity of the source of the information in spite of the integrity of the institutional names present. It also means that 11 of the texts left the specific authority vacant for the public to discern that once the information is coming from the institutions, there was a specific authority behind it but not stated in clear terms. Step 3, which gave brief background information about the achievements and integrity of the institutions, recorded 50% of appearance in the text. Half of the institutions containing some background information might be due to generic integrity of the institutions. Some of these public institutions are well-known and they expect applicants from outside Ghana to also respond to advertisements on the vacant position.

This might be due to the reason why a number of the institutions provided addresses which were UK based. One of those institutions was Kwame Nkrumah University of Science and Technology.

Two of the three Steps which occurred in Move 3 recorded 100% occurrence each, but the last Step (Terms of appointment) appeared 20 times out of the 30 texts studied. All the institutions used Step 1 to point out the functions or the description of the positions being advertised in order to provide details of what the vacant position was all about. In all the texts, some of the specific duties of the vacant positions were given for the public or candidates to appreciate what they were about to take up. From Table 4, we can see that all the institutions presented the qualification, the experiences and or skills they required the candidates to have for consideration to be appointed to occupy the vacant position. In terms of Step 3 (Terms of appointment), 70% of occurrence was recorded. This means that more than half of the institutions indicated the tenure of office and the kind of remunerations or benefits a suitable candidate could be getting to make the position more appealing to the applicants, which is not explicitly stated apart from the tenure. It also means that 10 of the texts did not contain any condition of service. Those managerial positions which attracted condition of service included Vice Chancellors, Pro-Vice Chancellors, Registrars, Deans, Directors, Provost, Rectors and Principals. Surprisingly, some Directors, Deputy-Directors and Registrars did not receive any terms of appointment. For the purpose of clarity, two examples of Step 3 are given in (37) and (38) to demonstrate how the institutions constructed them.

### 37) TERMS OF APPOINTMENT

The appointment which is fulltime shall be a term of four (4) years and may be renewed for another term only.

Salaries and fringe benefits attached to the post are very attractive and will be specified in the instrument of appointment by the Council.

(UPS-1)

### 38) Terms of Appointment

- The Vice-Chancellor shall hold office for an initial term of four (4) years. The appointment may be renewed, upon application for a further term of up to four (4) years only if that is not beyond the statutory retirement age of sixty (60) years.
- The terms and conditions of the appointment shall be determined by the Governing Council of the University consistent with the Technical Universities Act 2016 (Act 922) and Statutes of Accra Technical University.
- The salary and Conditions of Service attached to this position are very attractive and are comparable to those in analogous universities in Ghana. (ATU-2)

We can see from examples (37) and (38) that there are two basic elements that determined the construction of the terms of appointment: tenure of office and salary. We can see that the tenure of office is specified but not the remuneration or incentives. Łacka-Badura (2015) asserts that there could be issues of controversy if the amount or range or salary involved is specified in the public domain. Furthermore, there was inconsistency in bringing this third Step in some cases. For instance, Kwame Nkrumah University of Science and Technology, Kumasi, brought the condition of service in one case and in another case did not indicate it in the text. In texts KNUST-3 and KNUST-4 terms of appointment were brought in the case of *Director* and *Deans* respectively, but in the case of *Registrar* in texts KNUST-1, there was no condition of service indicated. It could be that the institutions do not want

to declare the conditions to the public due to controversy because Łacka-Badura (2015) argues that declaring salary, for example, openly might defile privacy

The only Move (Application details) which had four Steps under it was the fourth one. In all, three of the Steps (Mode of application, Deadline and Address & Contact,) recorded 100% of occurrence while the last one (Terms of appointment) recorded less than 45% (see Table 4). Full occurrence of the three Steps in the text suggests that all the institutions expected the potential candidates to respond to the vacancy declared in a certain way. For instance, Step 1 (Mode of application) pointed out that the applicants needed to get their applications ready by attaching certain important documents like curriculum vitae, specified pages of statement of candidates' vision for the new positions, addresses of a required number of referees and guidelines for presenting them. The results also showed the necessity for all the institutions to indicate the Step 2 (Deadline) of the applications. The closing date was relevant in determining those that could meet the deadline and for the committee to work on the applications to start processing the applications to arrive at the right candidate to fill the vacancy declared.

The Address and contact Step was very relevant in keeping the correspondence between the advertisers and the applicants so all the institutions realised the need to indicate it in all the texts they constructed. Thus, this recorded 100% of occurrence. However, the Step 4 (Shortlisting information) frequency was less than 44% (see Table 4). This is an indication that most of the institutions did not consider this Step as one of the most relevant elements.



### Move Sequencing in MPJAs

This particular section pays attention to the arrangement in which the moves were ordered in the MPJAs genre of the tertiary institutions. Move sequencing refers to the ways in which the moves are arranged in a particular genre. This kind of arrangement helps in the identification of typical features of a genre. For clarity, the move sequencing of each text has been provided in order to make informed decision about the MPJA common features. The results are presented in Table 5.

**Table 5: Moves Sequencing in the MPJA**

Text	Move sequence	Text	Move sequence
ATU-1	1-2-3-4-5	STU-1	1-2-3-4
ATU-2	1-2-3-4-5	UCC-1	1-2-3-4-5
ATU-3	1-2-3-4-5	UCC-2	1-2-3-4
GIMPA-1	1-2-3-4	UDS-1	1-2-3-4-5
GIMPA-2	1-2-3-4	UDS-2	1-2-3-4
GIMPA-3	1-2-3-4	UDS-3	1-2-3-4
HTU-1	1-2-3-4	UEW-1	1-2-3-4-5
HTU-2	2-1-2-3-4-5	UEW-2	1-2-3-4-5
KNUST-1	1-2-3-4	UEW-3	1-2-3-4-5
KNUST-2	1-2-3-4-5	UHAS-1	1-2-3-4-5
KNUST-3	1-2-3-4-5	UHAS-2	1-2-3-4-5
KNUST-4	1-2-3-4-5	UHAS-3	1-2-3-4-5
UGL-1	1-2-3-4-5	UHAS-4	1-2-3-4-5
UGL-2	1-2-3-4	UMaT	1-2-3-4-5
UGL-3	1-2-3-4-5	UPS-1	1-2-3-4-5
Summary/Common Pattern > <b>1-2-3-4-5</b> (19) - 63.34%			
1-2-3-4 (10) - 33.33%			
2-1-2-3-4-5 (1) - 3.33%			

Generally, the Move sequence appears to follow a common pattern. Three, but unexclusive, basic patterns of sequencing were identified. Table 5 shows that almost all the tertiary institutions presented the moves in orderly manner, except one which will be discussed later. The Move sequence 1-2-3-4-5 occurred 19 times, representing 63.34%, out of the total number of 30.

This means that the most frequent order of arranging the Moves occurred as M1 (Institution identification), M2 (Vacancy declaration), M3 (Job details), M4 (Application details) and finally M5 (Authority signing). The second pattern (from 1-2-3-4) recorded 10 occurrences, representing 33.33%. This second sequence shares the same pattern with the first one, except that the last Move added to the former differentiates it from the latter. The least frequent sequencing pattern recorded only 1 occurrence which represents 3.33%. The only odd order of moves (2-1-2-3-4-5) was presented in the text HTU-2. This means that part of Move 2 was projected at the beginning of the text before the common trend of introducing the specific institution putting out the advertisement in the newspaper. Extract (39) demonstrates the order of presenting some portions of M2 before M1 of such a text.

**39) EXECUTIVE SEARCH (M2)**  
**HO TECHNICAL UNIVERSITY (M1)**  
**VACANCY FOR THE POSITION OF VICE-CHANCELLOR (M2)**  
*(HTU-2)*

Noticeably, the first line in extract (39), EXECUTIVE SEARCH, is part of Move 2, which is commonly found after Move 1. This example shows the determination of that particular institution to emphasise the vacancy first before its name. The way the institution brought part of the second Move suggested that the focus was on the vacant position search than any other element. What this simply implies is that the institution wanted to catch the attention of the potential readers and candidates easily. Apart from this, the rest of the institutions wanted to project their own identity before telling the public what they intended communicating to them. Setiawan et al. (2017) describe Move 1 and 2 as the beginning parts of job ads which introduces the

company advertising a vacancy and at the same time announcing the vacancy that must be filled. Nonetheless, the results indicate that the general and most recurrent pattern which the institution used largely started from Moves 1-2-3-4-5. It was as though most of the institutions had a common way of presenting their MPJA genre. Although it is not explicitly expressed in the literature, the findings of the current research appear to be in line with the order in which many studies that described the organisational structure of job advertisements (e.g., Fairclough, 1993; Łacka-Badura, 2015; Walters & Fage-Butler, 2014). This is not surprising because Swales (1990) point out that genre is a kind of communicative event, which is shared by a group, of which the members share some set of communicative purposes which are identifiable by members of that community. The definable communicative purposes serve as the basis for creating a genre such as the MPJA of tertiary educational institutions.

### **Textual Space of MPJAs**

The notion of textual space measures how much attention is given to a particular Move or Step. It illustrates the total number of words, phrases, clauses or sentences used in constructing a text. In this study, only words are considered for textual space because I deem it suitable to know the specific number of words devoted to each given Move to measure its relevance. With respect to the other structures, they might be of varying length and of words because they are grammatical units which are higher than individual words. Table 6 illustrates the results of words counted.

**Table 6: Distributions of Textual Space in MPJAs**

Text	M1	M2	M3	M4	M5	TOTAL
ATU-1	9	161	<b>1038</b>	119	1	<b>1328</b>
ATU-2	9	176	<b>174</b>	144	1	<b>504</b>
ATU-3	8	165	<b>333</b>	147	1	<b>654</b>
GIMPA-1	<b>15</b>	80	<b>233</b>	122	0	450
GIMPA-2	<b>15</b>	80	<b>235</b>	123	0	453
GIMPA-3	<b>23</b>	32	<b>460</b>	50	0	565
HTU-1	11	82	<b>213</b>	78	0	384
HTU-2	4	197	<b>297</b>	149	1	648
KNUST-1	9	123	<b>204</b>	159	0	495
KNUST-2	10	38	<b>295</b>	132	1	476
KNUST-3	11	154	<b>294</b>	116	1	576
KNUST-4	11	43	<b>206</b>	95	1	356
LGL-1	4	33	<b>14</b>	30	1	82
UGL-2	8	24	<b>244</b>	58	0	334
UGL-3	5	20	41	<b>77</b>	1	144
STU-1	5	37	<b>304</b>	123	0	469
UCC-1	5	148	<b>126</b>	138	6	423
UCC-2	5	7	<b>256</b>	133	0	401
UDS-1	6	28	<b>122</b>	77	1	234
UDS-2	9	23	<b>153</b>	52	0	237
UDS-3	9	22	<b>155</b>	52	0	238
UEW-1	5	39	<b>250</b>	111	2	407
UEW-2	5	39	<b>254</b>	110	2	410
UEW-3	5	30	<b>300</b>	121	2	458
UHAS-1	9	<b>142</b>	<b>342</b>	<b>123</b>	1	<b>617</b>
UHAS-2	9	<b>142</b>	<b>342</b>	<b>123</b>	1	<b>617</b>
UHAS-3	9	<b>131</b>	<b>347</b>	<b>122</b>	1	<b>610</b>
UHAS-4	8	<b>145</b>	<b>340</b>	<b>123</b>	1	<b>617</b>
UMaT-1	13	114	<b>212</b>	129	1	469
UPS-1	10	45	<b>230</b>	77	1	363
<b>TOTAL</b>	<b>264</b>	<b>2500</b>	<b>8014</b>	<b>3213</b>	<b>28</b>	<b>14019</b>
<b>Percentage</b>	<b>1.9%</b>	<b>17.8%</b>	<b>57.2%</b>	<b>22.9%</b>	<b>0.2%</b>	<b>100%</b>
<b>Average</b>	<b>8.8</b>	<b>83.33</b>	<b>267.13</b>	<b>107.1</b>	<b>1.4</b>	

Table 6 displays the general and specific text length of each of the texts used for the study, counting together to give overall text length of the 30 texts as 14,019 words. We can also see that the Move that recorded the highest textual space is Move 3, which recorded more than half of the word spaces given on the MPJA genre. What this means is that Move 3 (Job details) which recorded 57.2% of the five moves was given a largest textual space. The

larger the textual space given, the more relevant the Move. This finding agrees with the assertion that job employers use Move 3 to emphasise the generic skills and qualification/experiences needed for such high-grade positions (Ward *et al.*, 2016). It is through provision of detailed and specific requirements that inappropriate applications can be avoided. Ward *et al.* (2016) believe that presenting the requirements in advertisement is a way of selling the company or the institution to prospective candidates. The implication is that the tertiary institutions spent more time trying to expand the details of what vacant position is declared to the public by indicating the details of the role or function of the job, details of qualifications, skills and experience required, and the conditions of service. The details given emphasise the central purpose of the advertisement (vacant position being sought for) and reinforce the Move 2 (Vacancy declaration). This finding is not surprising because it is reasonable to provide the right information for job applicants to learn and understand the details of the job more to satisfy their needs (Łacka-Badura, 2015). In other words, Move 3 highlights the general communicative purpose of the advertisement put out in the public space; so no wonder it was given the most needed attention in the advert text constructed. This section of the text provides the details of what the job is about and who qualifies to apply for the vacancy declared.

The second largest textual space was Move 4 (Application details), which recorded 22.9% of the textual space given. It also shows how important candidates are expected to do the right thing and submit the appropriate documents to the advertisers because that part is the response to the advert and the road to successful filling of the vacancy. Move 2 (Vacancy declaration)

was given attention next to the Move 4, for recording 17.8% of the textual space. This section was given such attention because it was one of the major means of establishing credibility of the information given to the public. Move 1 recorded a textual space percentage of 1.9 but was considered significant due to its role of guiding the readers to establish the identity of the advertisement. The least textual space was allocated to Move 5, 0.2%, which indicated the secretary or the writer of the advert in the newspapers. This means that the institutions did not consider the actual writer of the advert very useful because the institutions name was probably enough to establish the credibility of the information put out there.

In relation to individual tertiary institutions and the textual space given to the MPJA, we can see some variations. The institution that was found to have given the highest textual space is Accra Technical University, recording average textual length of 828.66 per text across the Moves. The second highest given textual space was given by University of Health and Allied Sciences, Ho. However, the least textual space of each given Move is from the texts created by the University of Ghana, Legon, recording the overall average of 186.66 per words (see Table 6). This is due to the fact that readers and applicants were always referred to the University's site to get the details of the advertisement. Examples (40) and (41) show how the texts were constructed economising space on the newspaper advertising space.

40) Details regarding this advertisement can be found under “Employment Opportunities” (Other Links) at the University of Ghana

**Website:** <http://www.ug.edu.gh>

(UGL-1)

41) **DETAILS:**

Interested applicants should visit the Employment Opportunities (Featured Links) at the University of Ghana **website**

**[www.ug.edu.gh/hrodd](http://www.ug.edu.gh/hrodd)** for details. (UGL-3)

We see that it is only in University of Ghana's texts that Move 4 (application details 77) is more than Move 3 (Job details) of 41 words. This confirms the fact that LGN texts were constructed within a small space in the newspaper advertisement and therefore reserves the rest of the information on their own website.

In terms of individual Moves' textual space, GIMPA produced the highest number of Move 1 probably because of the university's name and the motto given. For instance, example (5) provides an illustration to this fact. Again, we can see from Table 6 that Accra Technical University and University of Health and Allied Sciences, Ho, produced the highest textual space in terms of Move 2, Move 3 and Move 4. This might be due to the fact that these institutions appear newly promoted and newly established government assisted institutions so they need to establish their credibility well in order to attract the attention of the best suitable candidates. This is because the former institution could produce as many as 1038 words for only M3.

In all, the Move sequencing favoured the ordering of the Moves from 1 -5, and the descending order of textual space pattern was identified as M3 > M4 > M2 > M1 > M5. The order in which the sequencing arrangement occurred in the MJAP corroborate Walters and Fage-Butler's (2014) study, especially their five principal areas: Organisational identity, Job description, Personal specification, Practical information and Contact information.

So far, the five Moves identified (*Institution identification, Vacancy declaration, Job details, Application details* and *Authority signing*) in the MJAP share close similarity with what Walters and Fage-Butler (2014) found in Danish job advertisements, although the labelling differs slightly from each other. Walters and Fage-Butler's (2014) study described Danish job advertisements with six principal areas: Title, Organisational identity, Job description, Personal specification, Practical information and Contact information. For instance, we can see that M1 (Institutional identification) overlap with Walters and Fage-Butler's Organisational identity, while M2 (Vacancy declaration) share common features with their Title component. However, most of the steps under Walters and Fage-Butler's major labelling differ from those found in this study. For instance, under Organisational identification, *financial status* and *company size* are not declared in the MJAPs. Similarly, *recruitment process contracted out to another company* and *date for interview* under Practical information were not found in the MJAP text. The similar rhetorical Moves pattern identified in this study makes the MPJA text of educational tertiary institutions unique. At the same time, it does not come as a surprise because advertising and promotional genres seem to have common rhetorical features. For instance, Bhatia (1993) claims that job application letters and sales promotional letters share common communicative purpose. These genres share almost similar rhetorical Moves. Based on the Moves identified in this study, we can argue that the first four Moves are core/obligatory because they all appeared in all the MPJA texts studied; while the last Move (*Authority signing*) appears optional, which recorded 70% of occurrence. Shokouhi and Amin (2016) contend that



researchers identify optional elements as those that occur randomly and obligatory elements as those, the absence of which renders a text difficult to be classified under a particular genre. The author is right in the sense that what identifies a group of texts as a genre are the features that they share in common. These features are often recognized as obligatory. Therefore, if a particular text lacks these obligatory features, then it cannot be classified as belonging to any particular genre. Optional elements alone cannot establish a text or a group of texts as a genre.

The study has indicated that tertiary institutions create more textual space for Move 3 (Job details) than all the other Moves of the MPJAs. Setiawan et al. (2017) describe this part as the most important in terms of contents of job positions or the requirement of companies for filling the vacancy. This finding is not surprising because, in the view of Amos et al (2008) recruitment advertising genres are largely based on context and the content of the job which is described by following the process of determining what the job requires, describing content of the job, the task that forms the job, the skills and abilities required as well as the responsibilities attached to the job.

### **Modal Verbs in MPJAs**

This section of the chapter presents the results of the analysis and discussions on the use of modals in the MPJAs. Emphasis was placed on the overall frequency of the modal verbs and their functions, as observed from the text. Table 7 below shows the frequency of modal verbs in MPJA.

**Table 7: Overall Frequency of Modal Verbs in MPJAs**

Modal Verbs-Deontic	Frequency	Percentage (%)
Must	272	52
Should	74	15
Shall	50	11
Will	38	9
May	26	6
Would	11	4
Can	10	3
<b>Total</b>	<b>481</b>	<b>100</b>

As can be seen from Table 7, MPJAs make extensive use of the modal ‘must’, out of the 481 modal auxiliary verbs identified in the data, an overwhelming 272 (52%) of the use of the modal ‘must’ was realised in the data. This was followed by the use of ‘should’ at 74 (15%). Also, another modal verb that was frequent in the data is ‘shall’ with a frequency of 50 (11%). The least frequently used modal verb in the data was ‘can’ with the frequency of 10 (3%). The quantitative analysis of the study depicted that the excessive use of the strong modal ‘must’ shows the authoritative nature of managerial job advertisements, as issued by the council of the universities. It could also be seen as providing a caveat to the applicants to follow the advertised instruction strictly. It is, therefore, an indication of the fact that the advertisement of this nature is solely devoted to giving direction to interested parties who would want to apply for the position. Ngula (2015) following the leads of Biber Conrad and Leech (2002) and Nuyts (2001) has worked on epistemic modality and classified them according to weak, medium and strong degrees. Ngula (2015) provides considerable insight and knowledge into the analysis of the use of the deontic modality, particularly modal verbs. I equally endeavoured to

classify them into weak, medium and strong degrees based on Halliday’s (1994, 2004) model of degrees and scales of modality. Table 8, therefore, shows the categorisation of the various degrees of modal verbs representing deontic modality used in the data.

**Table 8: Various Degrees of Modal Verbs**

Degree of Modality	Modal Verbs
Weak	May, would
Medium	Should, will, can
Strong	Must, shall

As shown in Table 8, among the modal verbs identified in the data as indicating deontic modality, two of them are weak forms, which are “may” and “would”; three of them are medium: “should”, “will” and “can”; the additional two are strong forms: “must” and “shall” as indicated earlier. Ngula (2015) identified *will*, *must* and *won’t* which are all modal verbs which show strong degrees of modality; he also identified *should*, *shouldn’t*, *would*, and *wouldn’t* as medium forms; and *could*, *couldn’t*, *maybe*, *may* and *might* as being weak degrees of modality. The classification of deontic modalities according to medium and strong degrees in the present study, however differs from Ngula’s (2015) classification according to epistemic modalities. While Ngula (2015) classifies *shall* under the medium degree and *will* under the strong degree, the current study categorizes *will* under medium and *shall* under strong modalities respectively. Moreover, in the present study, the results did not show any negative form of the modal expressions. The various modalities are discussed below.

### Use of the strong modal ‘must’

The exertion of power or authority over the potential applicant as realised through the use of the strong modal verb, particularly with ‘must’ is more noticeable in Move 3, Step 2, which states the qualifications and experiences of the potential applicant, as in the following examples.

1a. Candidates *must* be full professors who are internationally acclaimed scholars (UEW-3).

1b. The candidate *must* be of professorial status and must have PhD/Doctoral degree in the field of Engineering, Manufacturing, Commerce, Applied Science and Arts, or Social Science (KNUST-2, June 15 2016).

1c. Candidates *must* also show evidence of the following qualities:

- demonstrate capacity to manage a University;
- ability to foster and promote good internal and external relations of the University (UHAS-3).

Clearly as depicted in extracts 1a, 1b and 1c, managerial position job advertisement employs the use of the strong modal ‘must’ particularly with Move 3, which is the qualities of the potential applicant in order to place an obligation on the interested parties. This is very essential because the use of the modal is to send a strong signal to the applicants not to worry themselves in applying for the vacant position if they do not fall within the qualifications. This, therefore, places a great deal of obligation on the applicants to endeavour to ensure that they qualify before they decide to apply. Thus, in extract 1a, the candidate is under an obligation to attain ‘full professorship’ in order to qualify for the position. Therefore, the implication for the use of the obligatory modal element ‘must’ is that if you do not satisfy the qualification and you apply, the obvious result will be that you will not be considered for the position. Same can be said for Example 1b. However, in Example 1c, it is

interesting to note that the qualities as specified seem to be intrinsically inclined in that the qualities cannot be extrinsically assessed as compared to those in examples 1a and c, which can be assessed through the person's CV. Nonetheless, the qualities in 1c could be determined during interview if that is to be expected.

The use of the modal element 'must' in introducing the qualities a potential applicant must possess is also emphatic on the fact that those qualities are necessities (Quirk et al, 1990) or obligatory for the applicant to have in order to be deemed fit for the position. These qualities are prerequisites for a person to apply for that position. The heavy message embedded in the strong words of this section of the text indicates the kind of exposure and foundation a person must build for him/herself in order to head a university.

#### **Use of the strong modal 'shall' (obligation)**

'Shall' placed third in terms of the frequency of occurrence of all the modal verbs generated from the analysis of the data of managerial position job advertisements; and its usage occurred with both Move Two, Step One (the position) and Move Four, (application details).

4a. The Rector *shall* advise the Council on matters affecting policy, finance, governance and administration of the Institute and *shall* be bound by directions of the Council (UPS-1).

4b. The appointment, which is full time, *shall* be for four (4) years in the first instance. (UGL-3).

4c. Only shortlisted candidates *shall* be contacted. (KNUST-2).

It is noticeable from the examples (4a-c) that managerial position job advertisements employ "shall" in presenting issues regarding the position being advertised, the tenure of office and the giving of notice to applicants that

if they are not considered for the position, it means they do not qualify for it and also to signal applicants to tender their applications on time as with examples 4a, b and c. Shall is considered a strong modality because its usage in the lines above indicate obligation and certainty which makes it stronger than the modal verb 'will' in this context. These uses of 'shall' also come on the back of the statutes of the universities, which is why they indicate obligation and certainty, they relate to the legal uses of 'shall'.

### **Modal verbs with medium degrees**

Aside from the use of the strong modal verbs in managerial position job advertisements in respect of some specific moves, advertisers again resorted to the use of medium modal verbs like 'will', 'should', and 'can' for some specific function as in tandem with certain moves.

### **Use of Medium Modal verbs: 'will', 'should', can**

#### **Medium modal, 'will' (prediction)**

One of the medium modals that featured in MPJAs is the use of 'will'. Though 'will' did not appear frequently in the data like 'must', it played a significant role as a medium modal in managerial position job advertisements. The modal 'will' expresses prediction (a strong level) but in the company of 'perhaps', it becomes more like probability (a medium level). Its use in the data showed a strong form of prediction, thus expressing a near future. The following examples explain this point further.

- 2a. Very attractive terms of conditions of service *will* be specified in the instrument of appointment (UCC-1)
- 2b. Very attractive terms and conditions of service *will* be specified in the instrument of appointment (GIMPA-1).
- 2c. The appointment *will* be for four (4) years in the first instance, and may be renewed for a further term of two (2) years only (UPS-1).

2d. The position of Rector of Sunyani Polytechnic *will* become vacant on 31st August, 2016 (STU-1).

2e. The current Vice-Chancellor's term of office *will* end on 31st December, 2016 and as a result, the Governing Council of the University of Professional Studies, Accra (UPS) announces the Executive Search for a suitable person to be appointed the Vice-Chancellor of the University (UPS-1).

It is worthwhile and quite revealing to note that the use of 'will' like the use of 'must' as I have discussed is associated mainly with some specific moves. Thus, in Examples 2a, b and c, the use of the medium modal 'will' occurred in Move 3, Step 3, 'Terms of appointment. This really helps the advertisers to predict what the applicant is likely to obtain or better still the benefit of attaining or getting the position as in examples 2a and b. It also helps them to predict or state tenure of office of the applicant as in example 2c. Also, using the medium modal 'will' shows the certainty with which the prediction is done as the benefits associated with the position are assured or will definitely be provided; and again, it is to assure the applicants that the position of the incumbent Vice-Chancellor will surely be vacant, given the specified time frame.

Moreover, in examples 2d and 2e, the use of the medium modal 'will' appears in order to assure applicants with high degree of certainty that the tenure of office of the person occupying the position is definitely going to end, and that the application for the position is worth it. The use of 'will' this way falls within the second move (profile of the institution and statement of purpose). The use of 'will' in this regard is to be expected because 'will' as a modal verb is used in statements expressing near future. In terms of the

strength of the modal ‘will’, Collins (2009) points out that the strength of epistemic ‘will’ is comparable to that of ‘must’.

The modal verb ‘should’ as used in managerial job advertisement is quite frequent with the second highest frequency 74 (15%). The use of ‘should’ in the data featured prominently in Move four (4), which is ‘Application Details’, as shown in extracts 3a-3c below.

- 3a. All referees *should* be asked to send their independent reports to the Chairman of the Search Committee with full details of the applicant not later than the closing date of this advertisement (UHAS-1).
- 3b. Application *should* be in sealed envelopes, marked FOR POST OF RECTOR’ and submitted by courier to... (UPS-1)
- 3c. Interested candidates *should* submit two (2) copies of their Curriculum Vitae (UMaT-1).

Extracts 3a, - 3c show that managerial position job advertisements make use of the medium modal ‘should’; and in particular with Move Four (4): application details. Therefore, inferring from this result, Quirk and Greenbaum (1990) have posited that the modal auxiliary ‘should’ is used to express obligation and logical necessity; and hence the exclusive use of ‘should’, without consideration for ‘must’ which could equally be used in this sense, mainly with the mode of application could mean that the advertiser may be trying to be a little stronger owing to the fact that the applicants have read the qualification and may be rest assured that they qualify for the position. For this reason, the advertisers only try to proffer some form of advice as Wiredu (2007) has noted that the modal verb ‘should’ is used to express some form of advice or strong recommendation. This is so because logically if you have read an advert about a position you are interested in and you fail to file in the application per the directives given, then it becomes your own decision.



However, with the qualities of the applicants as with the use of ‘must’, you have no choice than to satisfy the conditions that qualify you for the position.

The use of ‘can’ in managerial position job advertisements is less, with the frequency of 10 (3%) of all the modal verbs generated from the data gathered for this study. The use of ‘can’ occurred in rare cases in the mode of application. The following examples illustrate the use of ‘can’ in MPJA.

5a. Employment forms *can* be obtained either by downloading from [www.central.edu.gh](http://www.central.edu.gh) or from the Office of the Director Human Resource Directorate (UEW-3).

5b. Curriculum Vitae, including names and address of three (3) referees who *can* attest to the qualities sought, one of whom must be from the last or current place of employment (GIMPA-1).

Though ‘can’ was not used most often in the data, its usage enabled advertisers, as Quirk and Greenbaum (1990) noted, to be able to point to potential applicants, their ability to obtain and something in connection with the application as shown in the examples (5a-b). It is for this reason that though less frequently used, ‘can’ appeared in the application details.

#### Use of Weak Modal Verbs

Analysis of the data revealed two weak modal verbs, i.e. ‘may’ and ‘would’. The weak modal verbs were infrequently used, comprising 37 (10%) (of all the degrees of modality - 481) used in managerial position job advertisements. This result is not surprising since the advertisers of the position are considered to be in the superior position giving instructions to potential applicants.

As I have already noted concerning the weak modal verb, ‘may’ was infrequent in the data; and its usage was uncommonly associated with tenure of office and the position. Examples are given below.

6a. ...and provide the council with returns, reports and other relevant information that it *may* require... (UGL-3).

6b. The appointment, which is full time, shall be for four (4) years in the first instance and *may* be renewed for two (2) years after evaluation of performance (UHAS-3).

Noticeably, as indicated in extracts 6a and 6b, managerial positions job advertisements adopt the weak form of modal 'may', in expressing prediction or possibility as expressed in example 6a. Even though 'may' is used to express a formal request, over here, it is also revealing the fact that it is not mandatory for anybody who holds the position to be appointed the second time; a second appointment will be based on certain conditions, perhaps the achievements of the position holder within the first term of office or as to whether the person's age would permit him/her to take on another term. Hence, the weak form of prediction with 'may' is very apt.

Quite expectedly and consistently, the modal verb 'would' (a weak modality) was infrequent in the data, occurring undeterminably in mode of application and duties of the position. This is evident in the examples below.

7a. ...build on existing resources, and services to create a modern library which *would* respond to teaching, research and learning programmes of the university (UDS-1).

7b. A short vision statement of 4-6 (A4 size) pages outlining how applicant *would* respond to the University's Mission and Vision Statements... (UMaT-1).

Quirk and Greenbaum (1990) have opined that the modal 'would' is used to express willingness and insistence. It can then be realised from examples 7a that 'would' is used to express insistence while 7b encodes willingness. Therefore, in 7a, it can be inferred that the advertiser insists that if the one who occupies the position is able to build on the existing resources and

create a modern library, it will certainly respond to teaching, research and, learning in the university. In 7b, however, the statement means the willingness of the applicant to respond to the University's Mission and Vision Statements. I should admit that in the absence of 'would' 'shall' or 'will' could have been used. Sekyi-Baidoo's (2003) notes that the use of the past modal 'would' in extracts 7a and 7b above refers to this use of 'would' as attitudinal past, which is an instance of politeness. According to him, the attitudinal past modal is used in polite and formal contexts because it distances the speaker from his request or command. However, this evidence of politeness in the data is not surprising and unusual even though there has been instances suggesting the superiority of the advertisers to the applicants. Considering the context in which the modal verb 'would' is used here, it can be said that the move or step allows the applicant a choice to decide on what they can bring on board. That explains why a weak modality is used here but not a strong one which indicates authority. Be that as it may, newspaper reportage is formal and therefore this rare and unusual use of the modal 'would' cannot be considered any form of deviation.

### **Chapter Summary**

This chapter presented the results of the analysis of MPJAs of tertiary institutions collected from a popular Ghanaian newspaper, the *Daily Graphic*. Both the generic structure and modal verbs were explored, based on the approaches of Swales (1990) and Bhatia (1993). The next chapter presents the overall summary of the work.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Introduction

This chapter presents an overview of the entire work. It comprises a summary of the study, which is followed by the key findings; and based on the key findings, conclusions are drawn for consideration. Again, relying on the key findings of the study, recommendations together with suggested topics for further studies are presented.

#### Summary of the Study

The purpose of this study was to explore the generic structure and modal auxiliaries in managerial position job advertisements (MPJAs) of tertiary institutions in Ghana. In order to accomplish the purpose of the study, two research questions were formulated: (1) what is the generic structure of managerial positions job advertisements of tertiary institutions in Ghana? (2) How is modality used in the managerial position job advertisement of the tertiary institutions in Ghana?

The study adopted the qualitative design to answer the research questions. The design helped in choosing the purposive sampling procedure in selecting the data for the study. Also the Bhatian and Swalesian approaches to genre analysis were employed in identifying the rhetorical structure of the MPJA. The content analysis approach was further used in order to identify the generic structure of the texts and also to identify the modal expressions that were present in these texts.

## Key Findings

After the analysis and a thorough discussion of the various newspapers detailing MPJAs of tertiary institutions, the following findings were reached. The findings are presented according to the research questions.

Research Question One: What is the generic structure of managerial position job advertisements of tertiary institutions in Ghana?

This question aimed at identifying the typical rhetorical structure of the MPJAs of tertiary educational institutions in Ghana. The rhetorical structure entailed identification of Moves/Steps, frequency of occurrence of the Moves/Steps, sequencing of the Moves and textual space of the Moves. The results identified are the following findings:

1. The study revealed that managerial position job advertisements of tertiary institutions are typified by five Moves: *institution identification* (M1), *vacancy declaration* (M2), *job details* (M3), *application details* (M4) and *Authority signing* (M5). Each of the Moves comprised three Steps, except Move 4 with four Steps and Move 5 with no Step under it.
2. Apart from Move 5 (Authority Signing) which recorded 70% of occurrence, the rest of the Moves occurred in all the data studied.
3. Typically, the commonest pattern of the Moves occurred from Move 1-2-3-4-5 (*institution identification - vacancy declaration - job details - application details - authority signing*).
4. In terms of giving significance to textual space of the Moves, the Moves occurred in the descending order of Move 3 > Move 4 > Move 2 > Move 1 > Move 5 (*job details, application details, vacancy declaration, institution identification and authority signing*).

Research Question Two: How are the elements of modal expressions used in the managerial position job advertisement of the tertiary institutions?

The purpose of this research question was to identify how modal auxiliary verbs were used in presenting MPJAs of the tertiary institutions in the *Daily Graphic* in Ghana. The results showed the following findings:

The study depicted that the use of deontic modality was conspicuously present in the current data. It was, therefore, known from the foregoing discussion that MPJAs reveal the authority of the advertisers over the potential applicants. This is shown by the frequent use of the modal 'must' and 'should' which were used by the advertisers of the vacant position to place an obligation on the potential applicants. The frequency of use of the modal 'must' was followed by the modal 'shall'; but the modal verbs 'can' and 'would' recorded the least frequencies. In line with these results, further consideration was given to their degrees: strong, medium and weak. It was identified that the modal verbs 'shall' and 'must', being strong forms of modality, recorded the highest frequency; and followed by the medium forms: 'should', 'will' and 'can'; whereas the weak modal verbs 'may' and 'would' were least frequent in the data.

### **Conclusions**

This section highlights the conclusions drawn out of the key findings that emanated from the study.

First, the study showed that MPJAs of the tertiary institutions follow a well-structured systematic order, with relevant detailed information, which clearly depicts how recruitment advertisement is done. That is, the generic structure followed a linear pattern with four core Moves and one optional

Move (authority signing). Therefore, the conclusion that can be drawn from this result is that with MPJAs, applicants are able to follow the line of information systematically. The general public, especially, those who have love and passion for reading, who do not know much about the position stand to be informed since the advertisement also seeks to sell the institution to the general public. The study also showed very clear and informative communicative intents of the various Moves, which go to prove that the various tertiary institutions who put out the advertisements are professionals who know their job very well.

Secondly, the study revealed the presence of deontic modality in the present data, implying that MPJA is a matter of necessity or possibility of acts performed by morally responsible agents, as in obligation and permission. Again, the use of the strong modal ‘must’ was high and so it can be concluded that MPJAs resonate the authority or power of the advertisers over the potential applicants. Hence, it means that the advertisers in this case, have the power to either reject the application or accept the application of any applicants. Again, from the study, it became noticeable that the advertisers of the managerial position adopt certain modal auxiliaries in certain Moves: for instance the use of the modal ‘must’ in Move 3 and this when juxtaposed with the expositions on modal verbs by some authorities (Quirk and Greenbaum, 1990; Ngula, 2015), it became clear that the advertisers followed a well-researched and carefully articulated use of modal verbs. This means that MPJAs are given a very calculated professional outlook, reflecting the privileged positions of the tertiary institutions.

## Implications of Findings

The key findings and the conclusions drawn from the study, have implications for theory, methodology, and pedagogy.

Firstly, with regard to theoretical implications, the major point worth noting is the theoretical claim that, genre is a group of texts that have the same features, same communicative purpose and are shared by members of the same discourse community, (Bhatia 1993, Hyland 2002 and Swales 1990). Going by these assumptions, and based on the results produced by the current study then MPJAs can be considered a genre.

Secondly, the findings of the study have methodological implications. Swales' (1990) and Bhatia's (1993) approaches of analysing a text to explore its generic structure have once again been proven as a viable tool for analysing varied text to determine their generic structure. Moreover, Halliday's (1994, 2004) model of the degrees and scales of modality was useful in the classification of modal verbs as 'low, median and high' and are recommended to be used in analysing texts.

Lastly, the results have also indicated an implication for pedagogy. As noted from the literature, proponents of English for Specific Purposes (ESP), are concerned about the teaching of formal features of texts; that is their rhetorical structures and grammatical features so that students can control the rhetorical organization and stylistic features of academic genres. It will therefore be more helpful if the study of academic genres can be made more prominent in the curriculum of Ghanaian schools



### Suggestions for Further Research

Some areas are suggested for further studies to help enrich literature in this area. Firstly, the study focused on analysis of MPJAs of the *Daily Graphic*. Future studies can focus on some other newspapers such as the *Daily Guide*, *Daily Statesman*, *The Dispatch* and the *Mirror*. Secondly, the present study focused on generic structure and modality in MPJAs; therefore, further studies can be undertaken on other linguistic resources for example; the use of tense and the effects of pre-modifiers employed by advertisers of managerial positions. In another vein, future studies can focus on the use of epistemic modality since the current work explored deontic modalities. Again, the present study looked at MPJAs; future studies can consider the appointment letters of managerial positions of tertiary institutions. Lastly, further studies can be done to compare MPJAs and other similar positions advertised in different domains in order to establish similarities and differences in constructing MPJAs as well as to consider the use of other multi-modal approaches in analysing these advertisements.

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## APPENDIX

Samples of MPJA texts taken from the Daily Graphic

