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Direct and Indirect Speech Acts in Job Advertising

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Z á s a d y   p r o   v y p r a c o v á n í :

Studentka se ve své bakalářské práci zaměří na užití přímých a nepřímých řečových aktů v inzerci pracovních příležitostí. Nejprve představí inzerci jako komunikační proces a popíše typické rysy jazyka inzerce pracovních příležitostí s ohledem na jeho přesvědčovací funkci. Dále na základě studia relevantní odborné literatury z oblasti pragmatiky stručně uvede teorii řečových aktů a jejich klasifikaci, vymezí pojem ilokuční síla výpovědi a popíše hlavní rozdíly mezi přímými a nepřímými řečovými akty. Následně provede analýzu korpusu nashromážděných pracovních nabídek s cílem zmapovat frekvenci a kontexty výskytu jednotlivých řečových aktů a interpretovat jejich ilokuční funkce. Na závěr objasní užití přímých a nepřímých řečových aktů, jejich interpretace s ohledem na zkoumaný žánr a dopad na potencionálního uchazeče.

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Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně.

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Annotation

This thesis is devoted to the analysis of direct and indirect speech acts and their illocutionary force in job advertising. The theoretical part describes job advertising, its forms, content and persuasive function. Speech acts theory developed by J. Austin is introduced, their direct and indirect forms are distinguished and the illocutionary force of sentences is explained. The classification of speech acts developed by Searle is explained and functions as a basis for the analysis. The analytical part examines the occurrence of direct and indirect speech acts, their form and function, in provided job advertisements.

Keywords

speech acts, illocutionary acts, illocutionary force, job advertising, directness, indirectness, persuasive function, politeness

Anotace

Bakalářská práce zkoumá přímé a nepřímé řečové akty a jejich ilokuční funkce v inzerci pracovních příležitostí. Cílem je také zkoumat míru přesvědčovací funkce jednotlivých řečových aktů a jaký mají vliv na potenciální uchazeče. Práce je rozdělena na teoretickou část, v níž jsou popsány pracovní inzeráty, jejich obsah a jazyk s ohledem na přesvědčovací funkci a jsou vysvětleny a klasifikovány řečové akty, a část praktickou, která zkoumá řečové akty vysvětlené v teoretické části na konkrétních příkladech pracovních inzerátů.

Klíčová slova

řečové akty, ilokuční akty, ilokuční síla, inzerce pracovních příležitostí, přímost, nepřímost, přesvědčovací funkce, zdvořilost

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Introduction

This thesis deals with direct and indirect speech acts and their illocutionary forces in job advertisements posted in British online newspapers and job portals, namely The Daily Telegraph, The Guardian, www.jobsite.com, www.totaljobs.com, and www.reed.co.uk. The aim is to map the occurrence of speech acts and to analyse their form and function in the context of job advertisements.

The thesis is structured into two parts, theoretical and analytical. Firstly, job advertising with its specific features is introduced and the subsections of this chapter are concerned with the content of online advertisements in connection to the language used in these particular texts. Secondly, speech acts and their development are defined. The subsequent subchapter is concerned with Austin's theory of speech acts with the focus on the terms of locution, illocution, and perlocution. In the following subchapters, an illocutionary force is defined and performative verbs are explained. Subsequently, Searle's classification of speech acts, which the analytical part is based on, is introduced and explained in the context of job advertisements. The last chapter of the theoretical part distinguishes between direct and indirect speech acts and gives an adequate explanation on the structure and function of these acts.

The practical part subsequently uses the theoretical background and the occurrences randomly chosen from the provided job advertisements are analyzed. Firstly, the aim of the analysis is stated and the corpus and the methodology are described. The analysis is based on the corpus which consists of 157 occurrences found in the provided advertisements. Consequently, the corpus data are analyzed and divided into three main chapters which are based on Searle's classification of speech acts. Each chapter is further divided into subchapters according to directness and indirectness and a particular illocutionary force which appears in the sentences. Finally, the practical part is provided with the final summary and results of the analysis.

1   Job Advertising and its Communicative Function

Job advertising is a frequently used source when searching for new employees. As any other types of a text even job advertisements have their characteristics and are constantly being developed due to online advertising which is more and more often used instead of traditional newspaper advertising. This chapter will briefly introduce recruitment that job advertising is part of and then the function of job advertisements from the linguistic point of view will be explained. Persuasion and its effect will be discussed.

Perhaps one of the most important authors who deal with the recruitment processes is Jolanta Łącka-Badura who sees recruitment as "the process of searching for applicants for jobs, from among whom the right candidates will be selected". (2015, 2) Therefore, a recruiter's job is to attract a group of people from which qualified candidates are chosen, as also Byars and Rue explain. In most organizations, they claim, to seek and attract potential candidates is the role of a human resource department. For an organization, which aims to be run efficiently and effectively, recruiting the right person to do the job is a top priority. (2004, 136) Although, online job advertising is one of widely used methods to recruit new employees, the advertisements can also be placed in daily newspapers, professional publications, but also in media such as radio, television, and billboards. (Byars and Rue 2004, 136) According to Askehave's research on business communication, the task of business communication is to find appropriate words and encourage potential candidates to apply for the particular position, i.e. the purpose of a job advertisement is to attract the most suitable candidate for the job. (2010, 314)

1.1   Online Job Advertising

As aforementioned, employers have several options where to advertise their job offers. This chapter will be focused on online job advertising which has become the most widely used tool for job advertising. Due to accessibility of the Internet, nowadays, searching for a candidate through the advertising in print could be considered archaic. (Böhmová and Pavlíček 2013, 15) Undoubtedly, from the mid-1990s onwards, the Internet has become the most popular tool for advertising (Cook 1992, 31). Crystal estimates that "it now contains more written language than all the libraries in the world combined, and its informative contents rapidly increasing as more parts of the world come online" (2011, 10) and so the Internet is crucial in the field of job

advertising as the Internet is accessible almost everywhere. Between 70% and 90% of large companies use the Internet for advertising and more than 95% of them aim to use it in the future. (Łącka-Badura 2015, 15)

Human resources personnel have at least six possibilities how to find a potential candidate in the virtual environment, such as job portals, aggregators of job offers, job centers, web pages of particular companies (a tab "vacancies"), specialized forums and social networks. Even though social networks are more and more popular for advertising, in the long-term job portals are used more frequently by employers and potential candidates. (Böhmová and Pavlíček 2013, 15) Advertising on the Internet brings several major advantages of recruiting potential employees on the Internet. For instance, it is much cheaper to advertise on the Internet than in the newspapers, the advertisers do not have a limited space for advertising, and lastly, it is faster and easier for potential candidates to respond to the job offers. (Łącka-Badura 2015, 16)

In fact, all these advantages are widely used by the advertisers. With the large space available on the Internet, job advertisers have the advantage of the unlimited word limit to attract the candidates. By introducing a company in detail, they fulfil the informative function of job advertisements, and persuade an applicant to apply by telling what the company can offer. As companies have unlimited space for advertising the language of attracting the candidate is very important. Furthermore, almost every job advertisement offers a reply button so the candidate can react right away on the advertisement.

1.2 The Content of Job Advertisements

When a person is looking for a job, a job advertisement is usually the first place where he learns about what the organization is looking for and what skills, abilities, and previous experience are required by the employer. For the job advertisement to be effective, it must therefore include relevant information about the vacancy. (Łącka-Badura 2015, 5) Moreover, Cooper et al. observe that in the recruitment process, the content of job advertisements is probably the most important factor to successfully attract potential candidates. (2003, 83) Similarly, Secord says that the information in the advertisement is crucial (2003, 356). In previous years, human resource managers tried to ensure that the advertisements describe the requirements or qualifications that are necessary for the candidate to be successful. (Byars and Rue 2004, 140)

Moreover, in job advertisements, the communicative function between the speaker and the addressee is informative and persuasive, therefore, the declarative sentence type is very common. However, in job advertisements the function of a sentence often does not correspond to the sentence type, for instance the sentence *A letter addressed to the Headmistress should be included with your application* (126C) is in the declarative form but the function is a command which directs the reader to include a letter to the Headmistress. The form and function will be explained in detail in Chapter 3 which deals with direct and indirect speech acts.

1.2.1   Language of Job Advertisements

Job advertisements can be considered as a particular written discourse that employs language in order to persuade people towards certain acts; for example, applying for advertised jobs. Persuasion is definitely one of the most important issues of advertising in general. (Lakoff 1982, 27) Lakoff understands the process of persuasion as the attempt when one person tries to produce a change in the behavior and feelings in another person. (1982, 28) Similarly, in Encyclopedia Britannica persuasion is explained as "the process by which a person's attitude and behavior are influenced by communication from other people". (Britannica 2005) Persuasion is sometimes considered unpleasant and appropriate because it could be seen as manipulating people. However, there are cases such as job advertisements when persuasion is morally acceptable. The persuasive function of job advertisements is realized either through explicit messages (*Start your career!*), implicit message (the author wants to encourage the applicant that the position will bring him *Success in life*), or positive implicit messages about potential employer (*the international company with a long tradition*). (UJAK Funkční styl administrativní 2012)

In summary, when a person is looking for a job, a job advertisement is usually the first place where he can learn about skills, abilities, and experience companies look for. As advertising in newspapers has slowly become archaic, online job advertising has become the most widely used tool due to the large space available online and faster reaction by the applicants. Thus, to attract the potential candidate, the content and language of job advertisements are perhaps the most important factors. The advertisers mostly attract the potential candidate using sentences in the declarative form with the informative and persuasive function. The following chapter will give an introduction into speech acts theory which functions as the theoretical background for the analytical part.

2 Speech Acts

Theory of speech acts have been discussed by many linguists and philosophers. However, the most prominent authors who introduced the speech acts theory are John Austin and John R. Searle. After the development of speech acts being briefly described, Austin's theory will be discussed with the focus on locution, illocution, and perlocution. Afterward, Searle's classification of illocutionary acts will be explained in detail and the classification will serve as the theoretical background for the examination of direct and indirect speech acts in the analysis.

2.1 Speech Acts Background

A speech act is a sentence produced to express speaker's intention and the effect the sentence has on a lister and so Mey claims that saying that human language is not more than a combination of sound and meaning is a false assumption. In fact, speech acts are produced not in a philosopher's mind, but in real situations when language is used by people who have something in mind. Therefore, a production of language naturally needs an addresser (a person who creates a message) and an addressee (a person who receives the message), whose intentions in the communication are relevant and necessary to the correct understanding. (2001, 93-94) According to Culpeper and Haugh, philosophers of language have been interested in the truth value of sentences, which can be explained on the following two sentences.

a) Jonathan and Michael wrote this pragmatics book.
b) Jonathan and Michael did not write this pragmatics book.

If (a) is true, then (b) must be false and vice versa. (2014, 155) On the other hand, Culpeper and Haugh use Austin's theory, who observed that some utterances do not only describe or report something that is true or false but they are a matter of producing an action. (2014, 155) This important observation was a reason for a development of speech act theory, which was further developed by Searle, who studied under Austin in the fifties. By developing Austin's classification, Searle improved the weaknesses he found in Austin's system and further classified illocutionary acts based on their main function. (Mey 2001, 124) The illocutionary acts will be explained in detail in the following chapter concerning Austin's theory and the classification by Searle will be the focus of Chapter 2.3 and later used in the analytical part based on the occurrence of particular illocutionary acts in the corpus.

2.2 Austin's Theory of Speech Acts

Nordenstam quotes Austin who brought the idea that saying something involves "uttering certain noises (performing a "phonetic act") as belonging to a certain language with a certain vocabulary and grammar (performing a "phatic act")." If we say something with a meaning, we perform a "rhetic act". In fact, if we perform phonetic, phatic and rhetic acts together, we perform so called "locutionary act" (1966, 141). Therefore, locutionary act may be understood as the physical act of speaking with a proper grammar of some language in a relevant context. (Cruse 2000, 331) In addition, Mey simply defines the locutionary act as an act of saying something when a speaker produces an utterance and does not expect a reaction or an answer. For example, the utterance *I am cold* under normal circumstances functions as a statement when a speaker is only informing a listener about his state. (2001, 95)

Furthermore, when the utterance *I am cold* is understood in a certain way (as a statement), it has got an illocutionary force (see Chapter 2.1.1), and when a speaker utters it, he performs an illocutionary act. (Nordenstam 1966, 141) In other words, the illocutionary act is the act that the speaker produces in saying something. In many contexts, utterance of the statement *You will get your hands blown off* is understood as the act of warning. Therefore, a speaker does more than describe facts about a situation. (Riemer 2010, 109) Cruse explains that illocutionary acts are internal to the locutionary act. If contextual conditions are appropriate, the locutionary act and the illocutionary act has been produced at the same time. If someone says *I promise to buy you a ring*, they have performed the act of promising by simply saying these words. However, the same illocutionary act can be produced through different locutionary acts, for example, *I saw Jane today* and *I saw your wife today* (we assume that the addressee's wife is called Jane). Furthermore, the same locutionary act can realize different illocutionary acts, for instance, *I'll be there* can have a function of a promise, warning, and so on. (2000, 332)

Perlocutionary acts, on the other hand, are acts using language as a tool to produce a certain effect on the side of a hearer. Therefore, the act consists in having a certain effect rather than in saying something in a certain way, which is generally known as perlocutionary effect. (Cruse 2000, 332) For example, if someone utters *I am cold*, he may aim to direct the hearer towards the act of closing the door; this act is then understood as the perlocutionary effect. (Mey 2001, 96)

The focus of the analysis will be to study direct and indirect illocutionary acts defined by Searle and their illocutionary force. Therefore, the illocutionary force will be clarified in the following chapter in more detail.

2.2.1 Illocutionary Force

Searle and Vanderveken claim that an illocutionary act consists of an illocutionary force and a propositional content. For example, the following sentences *You will leave the room* and *Leave the room!* have the same propositional content – you will leave the room. However, the first sentence has the illocutionary force of a threat and the second sentence carries the illocutionary force of an order. (1985, 109) Similarly, Sbisa defines the force as one of the aspects of language use that make speaking the doing something. (2001, 1792-95) To give another example, as was mentioned previously, Mey states that under normal circumstances, by uttering *I'm cold*, I am making a statement. (not a wish or a promise), therefore, the speaker is simply informing someone. This particular aspect of a speech act is its illocutionary 'force' or 'point'. (2001,95-96)

Cruse further distinguishes between an explicit and implicit illocutionary force. In case of the explicit illocutionary force, sentences carry a specific lexical or grammatical linguistic signal. For example, the performative verb (the verb names the action it performs – see Chapter 2.2.2) 'promise' in the utterance *I promise I'll leave in five minutes* functions as a lexical signal to encode the illocutionary force. In case- of the grammatical signal, the grammatical form encodes the illocutionary force, such as the utterance "*Write the article!*" in the imperative form encodes the illocutionary force of ordering. What is not specified linguistically is mostly implicit. (2000, 333) For instance, the sentence *I'll leave in five minutes* does not explicitly show the illocutionary force of a *promise* using the performative verb and so the sentence may be understood simply as a *statement*. The explicit performative verbs are further defined in the following chapter as they appear in the analysis.

2.2.2 Performative Verbs

Austin initially focused on performative verbs, whose purpose is not to describe the action but to do it, such as *I pronounce you man and wife* with the performative verb *pronounce* indicating the action. Performative verbs name the action they perform. For instance, the verb *apologize*

names the apology which is performed in the utterance *I apologize that I came late*. (Culpeper and Haugh 2014, 156) These verbs function specifically to encode the illocutionary force of the sentence. They include the verbs *promise*, *warn*, *beg* and *thank*, as it is illustrated below. (Cruse 2000, 334)

    a. I *promise* you I will leave in five minutes.

    b. I *warn* you I shall leave in five minutes.

    c. I *beg* you not to leave too soon.

    d. I *thank* you for your staying.

Furthermore, performative verbs can occur with *hereby* (*I hereby declare the bridge open.*). The performative use of performative verbs is extremely restricted grammatically and the verbs must be in the simple present tense. The verbs may also be in the active voice or the passive voice. If the verbs are in the active voice, they must be in the first person (*I (hereby) promise to pay you next week.*) (Cruse 2000, 334-335) However, Austin realized that often the implicit performative sentences (without the performative verbs) sound more natural and it is not always easy to understand the performativity of the sentence. For instance, the utterance *I'll be back* can mean either *I promise that I'll be back* or *I warn you that I'll be back*. (Cutting 2014, 15) Therefore, Searle developed Austin's idea and created macro-classes of speech acts which are further explained in Chapter 2.3 and are also described in connection to job advertisements.

2.3   Searle's Classification of Illocutionary Acts

Searle found Austin's taxonomy of speech acts (verdictives, exercitives, commissives, expositives, behabitives) insufficient for many reasons, such as inconsistency and incompleteness. Therefore, he established five categories of illocutionary acts which he called representatives, directives, commissives, expressives, and declarations. (Mey 2001, 119-120) Each category classified by Searle is defined in connection to job advertisements.

    I.   Representatives

The point or purpose of representative illocutionary acts is to commit the speaker to something's being the case, to the truth of the expressed proposition., i.e. if a doctor proclaims a patient has a flue, then he expresses his own proposition or thought about what the matter is with the patient (Carbaugh 1990, 399) Similarly, the representative illocutionary acts are

defined by Yule as kinds of speech acts that state what the speaker believes to be the case or not. Representatives function as statements of facts, assertions, conclusions, and descriptions. (1996, 53) The acts usually represent a subjective state of mind and the speaker who produces a sentence does so in force of his or her belief. (Mey 2001, 120) For example, the sentence *It was a warm sunny day* has the function of a description and the sentence *The earth is flat* functions as a statement of a fact. These examples show that representative illocutionary acts have the sentence structure of declaratives with the basic word order of a language. (König and Siemund 2007, 7)

In job advertisements representatives appear with the illocutionary force of asserting and stating the qualifications skills, and experience that potential candidates must possess to be appointed. Another segment of representatives consists of utterances describing the tasks, duties and responsibilities of the job position. The third segment Łącka-Badura describes in her study are representatives which are performing the acts of informing and instructing. As the function of job advertisements is not merely to inform potential candidates but to encourage/persuade the most valuable candidates to apply, as well as to create a positive image of a company, these representatives sometimes serve as the acts of boosting about a company's position on the job market. (2013, 271) Representative illocutionary acts will be further explained on the following example.

(1) It's imperative that you're extremely data driven and, ideally, you'll have a good understanding of Lean or Six Sigma methodologies. (7C)

This sentence may be used by a job advertiser to simply inform the potential candidate about the skills that he should have to be appointed. To produce such sentence, the speaker uses the declarative structure with the illocutionary force of asserting or stating. Furthermore, the sentence is in the active voice and uses the auxiliary verb *will* + main verb to refer to the skills the applicant must have by the time of applying. Also, the sentence may be paraphrased by using the performative verb (see Chapter 2.2.2) as *We state that by the time you are appointed, you'll be extremely data driven and, ideally, you'll have a good understanding of Lean or Six Sigma methodologies.*

II.   Directives

As the name suggests, these speech acts show speaker's aim to make a hearer do something, i.e. the speaker 'directs' the hearer towards a certain goal and thus the obligation is created in

the hearer. (Mey 2001, 120) In fact, these sentences have the function of commands, requests, orders, and suggestions. (Yule 1996, 54) Furthermore, Yule explains directives can be positive (*Could you lend me a pen, please?*) and negative (*Don't touch that*). (1996, 54) Usually directives are very simple sentences with the function to urge somebody to do or not to do something, and therefore it is not necessary to consider tense, modality or aspect of the verb. (Biber 1999, 254) Also, Quirk et al. claim that directives typically take the form of imperative sentences. The imperative verb lacks tense distinction. In fact, imperatives are sentences which normally have no overt grammatical subject and whose verb has the base form. (1985, 231-241) However, it will be further explained in Chapter 4.4 that not only clauses with the imperative structure can serve as directives.

Directives which can be found in job advertisements are used by the advertisers in form of instructions (2). Other sentences which have the structure of directives are mostly commands, invitations, and suggestions. (Łącka-Badura 2013, 276-277)

(2) To apply please send a copy of your CV and covering letter stating your position you are applying for.

With this sentence (2) the advertisers politely instruct the readers about the application procedure. The example also shows that the imperative directives can be modified by the courtesy subjunct *please* used as a politeness marker. (Quirk et al. 1985, 569)

Another type of politeness markers used in directive illocutionary acts are modal auxiliaries *need*, *may*, *should* and *can*. These modal verbs are followed by the bare infinitive (You *should send* a copy.), they cannot occur in non-finite functions and can occur only as the first verb in the verb phrase, they have no -s form for the third person, and lastly, their past form can be used to refer to present and future time. (Quirk and Greenbaum 1190, 35-36)

III.   Commissives

The third type of illocutionary acts classified by Searle are commissives, which operate a change by means of creating an obligation. However, in contrast to directives, this obligation is created in the speaker, not in the hearer. (Mey 2001, 120) Similarly, Yule describes commissives as kinds of speech acts which express what speaker intends to do in the future. They have the illocutionary force of promises, threats, refusals, pledges, a guarantee and can be performed by one person but also by a group of people (*We will not do that.*). (1996, 54) Also,

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Al-Bantany claims in his study that when a person promises something to someone, they tell the hearer they will do or will not do something. In other words, the speaker verbally commits himself to do (or not to do) something in the future. A guarantee, on the other hand, is a firm promise that something will happen in the future or that something is true. By producing the illocutionary force of an offer, the speaker expresses the willingness to do something to satisfy the hearer's interest. (Al-Bantany 2013, 26)

In fact, Łącka-Badura says the illocutionary point of commissives consists in the speaker committing him/herself to performing a certain future action. Commissives which appear in job advertisements mostly perform the illocutionary acts of offering (3) and guaranteeing (2013, 275-276)

>*(3) In return we **offer** a great salary, pension, travel, benefits and the opportunity to create dramatic change for children.*

The verb *offer* is often used to explicitly show the speaker's intention. It is used to say that the speaker commits himself to provide the mentioned benefits to the reader. In other words, the author tells that reader that the successful candidate will have a right for a great salary, pension, etc. The important aspect of using the verb *offer* in the utterance expressing a future reference is that the reference is hidden in the meaning of the verb and the whole sentence and the author does not use the modal auxiliary verb *will* as it is the case of the following example with the force of a guarantee.

In its primary function, Alexander explains, the modal verb *will* relates mainly to prediction (Alexander 1988, 207) However, as seen on the example (4), the speaker tells the reader that the successful candidate is guaranteed to work with the most talented people in the area, rather than expressing the prediction. In fact, when producing the illocutionary act of a guarantee the speaker commits himself to fulfil it, on the other hand, the prediction does not have to be fulfilled by the person who produces it.

>*(4) You **will** work with the most talented people in the area.*

IV.   Expressives

According to Yule, expressives are those kinds of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure (*I'm delighted.*), pain (*Ouch. It hurts!*), likes (*I love it.*), dislikes (*I can't stand this.*), joy (*I'm so excited.*), or sorrow (*I'm really sorry.*). They can be caused by something the speaker does or the hearer does, but

they are about the speaker's experience. (Yule 1996, 53) In addition, Cutting claims that this group includes acts with the illocutionary force of 'apologizing' (*I'm so sorry.*), 'congratulating' (*Congratulations!*), 'deploring' (*I'm very disappointed in you*) and 'regretting' (*I'm sorry I disappointed you.*). The speech act expresses the inner state of the speaker. (2014, 16) According to Mey, it should be noted that expressives are typically subjective and so the acts are subject to limitations according to different social behavior. For example, in Japan it is not appropriate to apologize after stepping on someone's toes in the subway as it would be considered an evil intention. Another limitation is the truth of the expressive, i.e. if I congratulate a friend on an exam, I suppose that he has passed. (2001, 121-122)

Therefore, expressives do not usually appear in job advertisements as the aim of the advertisements is to inform and attract the potential candidates, not to express feelings of the author. (Łącka-Badura 2013, 278) The same applies to declarations which are briefly characterized in the following chapter.

V.   Declarations

Mey quotes Searle who claims that declarations "bring about some alternation in the status or condition of the referred to object or objects solely by virtue of the fact that the declaration has been successfully performed" (2001, 122). In order to perform a declaration appropriately, the speaker has to have a special institutional role, for example a priest who says *I now pronounce you a husband and wife* or an employer who says *You're fired!* to his employee. (Yule 1996, 53) The point of these illocutionary acts is that once carried out, the world changes in some way. For instance, if a person says *I resign*, then it means they no longer hold the position, i.e. they cause a change by proclaiming the sentence. (Cruse 2000, 343)

It has been said in this chapter that expressives and declarations do not normally occur in job advertisements so bigger focus has been given to representatives, directives and commissives which are crucial for the analysis of direct and indirect illocutionary acts. Directness and indirectness of speech acts will be explained in the following chapter.

3   Direct and Indirect Speech Acts

As Yule explains, when people express themselves, they do not only produce sentences which contain grammatical structures and words, they perform actions via those sentences. (1996,47) These actions are described by two types of speech acts – direct and indirect. These two types of speech acts can be distinguished on the basis of the grammatical structure. The English language distinguishes three basic sentence types (declarative, interrogative, and imperative) and three general communicative functions (statement, question, command/request) as shown in the examples below. (Yule 1996, 54-55)

a.   You wear a seat belt. (declarative, a statement)

b.   Do you wear a seat belt? (interrogative, a question)

c.   Wear a seat belt! (imperative, a command)

Declarative structure may express a wide range of illocutionary force. For example, the sentence *He's not coming* can be used to simply inform someone, but also to ask whether it is true (with a proper intonation), or it would be meant as a threat. (Cruse 2000, 337) Declaratives can therefore express most of the speech acts classified by Searle. Moreover, declarative sentences are not so restricted to tense-aspect combinations, in contrast to imperatives. (König and Siemund 2007, 7)

Another sentence type is imperative. The imperative structure is generally used to make someone do something, such as *Open the window!* which directs the hearer towards the act of opening the window. (Cruse 2000, 339) In most studies, as König and Siemund claim, these sentences are said to be directed to addressees in the second person (*Put it down!*). Sometimes commands, requests, etc. may be addressed to the first (*Let's do it!*) or the third person (*Let him be happy.*). However, more frequently imperatives appear with an understood second person subject. Unlike in declaratives, in imperatives, agreement affixes for person, number and gender are usually suppressed, as well as those which indicate tense and aspect. (2007, 21)

Subsequently, the third basic structure is interrogative. The interrogative sentences have a function of a question and are associated with the acts of requesting information. Moreover, these sentences can be further divided into two major classes, i.e. yes/no questions (*Do you believe in miracles?*) and so called Wh questions which imply that a speaker expects an answer of a true value. (*Who discovered America?*) (König and Siemund 2007, 12)

Thus, as Yule explains, whenever there is a direct relationship between a structure and a function, a direct speech act is produced. (1994, 54-55) The mood – declarative, imperative, interrogative – gives an indication of the force of the sentence. (Grundy 1995, 80). A speaker who is using a direct speech act wants to communicate the literal meaning of the words and therefore there is a direct relationship between the form and the function of the utterance. (Cutting 2014, 17)

On the other hand, when someone is using an indirect speech act, the form and function are not directly related. (Cutting 2014, 17) For instance, an interrogative form "*Can you pass the salt?*" clearly expresses a question. Usually, when asking a question, the speaker aims to get an answer. However, it is plausible that the function of the sentence is a request when the interpreter is requested to pass the salt to the speaker. Requesting the hearer to pass the salt is performed indirectly by performing another communicative act – asking about the hearer's ability to pass the salt. (Asher and Lascarides 2001, 183) Similarly, *I wonder when the train leaves* is in the declarative form with a function of a question when the speaker asks indirectly when the train leaves or it might be understood as a request to tell when the train leaves. In fact, most of the time when we make a request, we do it indirectly through the interrogative structure. (Grundy 1995, 81)

As Cutting explains, the classification of speech acts according to directness and indirectness is not always easy to recognise because sentences often have more than one macro-function (representative, commissive, directive, expressive, declarative). For example, the sentence *Why don't you come up and see me any time?* can be understood by the hearer as indirect directive (inviting) as well as direct representative (asking why). (2014, 18-19)

Thus, Yule claims that according to the basic rule, a declarative sentence which is used to make a statement is a direct speech act, but a declarative sentence used to make a request is an indirect speech act. For example, the utterance *It's cold outside* is in a declarative form with the illocutionary force of informing and therefore functions as a direct speech act. However, it may also function as a command/request *(I request you to close the door)* and therefore it can be considered an indirect speech act. In fact, indirect speech acts are generally associated with greater politeness in English than direct speech acts. (1996, 55- 56) In professional communication, such as job advertisements, indirectness is very common. Employers use indirectness frequently to achieve a degree of persuasion. (Łącka-Badura 2014, 279)

To summarize the theoretical part, job advertising was defined with the focus on online advertising and the persuasive language used in the advertisements. Subsequently, speech acts theory was defined with the use of pragmatics books and articles related to speech acts. Austin's theory of speech acts was clarified and the illocutionary force was explained in more detail. Subsequently, Searle's classification of speech acts was explained in connection to job advertisements. Lastly, direct and indirect speech acts were introduced. The classification of speech acts and their direct and indirect forms is the main focus of the analysis, which will be made next.

4   Directness and Indirectness in Job Advertisements

The main goal of this analysis is to map the occurrence of direct and indirect speech acts in provided job advertisements. Direct and indirect speech acts will be specified and interpreted based on the particular genre and their impact on the applicant will be clarified. The provided corpus is divided into three main groups according to the type of illocutionary acts, i.e. representatives, directives, and commissives. These three groups are further divided into sub-sections based on the illocutionary force of each speech acts type. The sentences in every sub-section are classified as direct and indirect which is marked in the brackets behind each sentence. Both direct and indirect speech acts are analysed according to their syntactic structure and communication function.

4.1   Aims of Analysis

The analysis aims at results that a large proportion of the micro-acts identified in the corpus is performed indirectly, which reflects the persuasive aspect of job advertisements. The analysis should demonstrate that the majority of the micro-speech acts in the corpus have the syntactic and semantic structure of representatives, their illocutionary points being those of informing, describing, stating, asserting, and boosting.

The first part of the analysis deals with the representative illocutionary acts which will be further divided into two sub-sections based on directness and indirectness of these acts. The first sub-section includes speech acts with the illocutionary force of asserting and stating, describing, informing, and boosting realized directly. The second sub-section includes the indirect acts with the aforementioned illocutionary forces, except the illocutionary force of informing, which does not appear as indirect in the corpus.

Another part of the analysis deals with the second largest group of illocutionary acts classified in the corpus, i.e. directives. The acts will be further divided into two sub-groups of direct and indirect acts. The first sub-group deals with direct instructions, polite instructions, requests, recommendations, commands, invitations, and suggestions. The second sub-group will be devoted to the indirect directives with the aforementioned illocutionary force and a degree of politeness they express. The effect of the persuasive aspect on readers will be discussed.

The last chapter will be devoted to direct and indirect illocutionary acts of commissives and their illocutionary force of offering and guaranteeing. First, the utterances realized directly with the verb offer will be analysed. The indirect acts and their persuasive function will be explained as next.

4.2 Corpus Data

The selected corpus of 50 randomly selected job advertisements has been analysed for the purpose of this analysis and 149 occurrences has been found. 14 advertisements have been chosen from the Internet editions of two major UK newspapers (The Daily Telegraph and The Guardian), and the remaining 36 were found on two of the leading UK job portals (www.jobsite.com, www.totaljobs.com, www.reed.co.uk). Few sentences have been chosen for the analysis and the rest of them can be found in the Appendix. The speech acts are divided into specific categories (micro-speech acts) based on Searle's classification – representatives, commissives and directives. Two micro-speech acts classified by Searle – declarations and expressives – are absent in the corpus due to their insufficient occurrence in the analysed job advertisements. The proportion of the particular illocutionary acts classified in the corpus can be seen in Table 1 below.

Table 1 Direct and Indirect Illocutionary Acts

		%	Direct speech acts	%	Indirect speech acts	%
Representatives	90	57,3	52	57,8	38	42,2
Directives	45	28,7	19	42,2	26	57,8
Commissives	22	14	9	40,9	13	59,1
In total	157	-	80	51	77	49

4.3 Representative Illocutionary Acts

Representative illocutionary acts (see Chapter 2.3) constitute the largest group of the speech acts found in the corpus. 90 speech acts, i.e. 57,3%, whose form and function justify their qualification as representatives have been identified in the corpus. In job advertisements representatives appear with the illocutionary force of asserting, stating, describing, informing, and boosting. To clarify the representative illocutionary acts, they will be divided into two subchapters according to directness and indirectness. Each subchapter will be further divided into sections according to the particular illocutionary force which can be seen in Table 2 showing the frequency of each illocutionary force found in the illocutionary acts of representatives.

Table 2 Illocutionary Force of Direct and Indirect Representatives

		%	Direct	%	Indirect	%
Asserting and stating	38	42,2	9	23,7	29	76,3
Describing	25	27,8	21	84	4	16
Informing	13	14,4	13	100	-	-
Boosting	14	15,6	9	64,3	5	35,7
In total	90		52	57,8	38	42,2

4.3.1 Direct Representatives

Representative illocutionary acts realized directly consist of 52 sentences, i.e. 57,8%, as it is shown in Table 2 in Chapter 4.3. For the precise understanding this group of direct representatives is divided into four parts based on the illocutionary force which occurs in these direct illocutionary acts. First, the sentences containing the illocutionary force of asserting and stating the qualifications, skills, and experience will be analysed. Subsequently, the acts of

describing the tasks, duties and responsibilities will be interpreted. The third segment of direct representatives will consist of sentences with the illocutionary force of informing a reader about an application procedure and lastly, the acts which realize the illocutionary force of boosting about the company will be interpreted.

I.　　　Asserting and Stating

The largest segment of representatives, containing 38 sentences (42,2 %) in the corpus (see Table 2), is realized through asserting and stating the qualifications, skills, and experience that the candidate must possess to be appointed. In 23,7 % cases the advertisers directly state what is necessary to be appointed. These sentences can be paraphrased by using the performative verb (see Chapter 2.2.2) *assert* or *state*, which is the case of the examples (1) and (2) below.

(1) *You do not necessarily need any experience but you do need to be able to demonstrate that you are a great team player as well as being able to work unsupervised during busy times and keen to learn. (4C)*

(2) *To succeed in this role of Logistics Manager you'll need to be of a graduate calibre and have experience working in a fast-paced engineering, manufacturing, logistics, warehouse or distribution environment along with experience of leading and motivating a team. (5C)*

The sentence (1) can be paraphrased using the performative verb as *We state that to be appointed you do not necessarily need any experience but…* and similarly the sentence (2) can be paraphrased as *We state that to succeed in this role of Logistics Manager you'll need to be….* Both sentences are in the declarative form and produce the same illocutionary force of *stating*. Furthermore, in the sentence (1) the speaker uses the active voice to directly refer to the reader, as well as by using the pronoun *you* (see chapter 4.3.3) as a subject at the beginning of the sentence. The subject is followed by the main verb *need to* expressing necessity. In fact, all sentences classified in the corpus as direct representatives with the illocutionary force of asserting and stating are in the active voice. In the sentence (2), on the other hand, the speaker also uses the active voice to directly inform the reader but the structure of the sentence differs. At the beginning of the sentence the speaker uses a non-finite structure with the verb *to succeed* which directly refers to the purpose of the sentence – to inform the candidate about the requirements that are necessary.

II.   Describing

Another segment of representatives found in the corpus, 25 sentences (27,8%), is realized through describing the tasks, duties, and responsibilities concerning the job position. It should be noted that this large number of sentences with the illocutionary force of describing are realized directly (84%) and begin with the pronoun *you* and the auxiliary verb *will*, as seen in the example (3). In fact, 14 sentences (56 %) with the illocutionary force of describing contain the pronoun you at the beginning. Because of this impressive number of occurrences of the pronoun you, and representatives as such, special attention will be given to the pronoun in Chapter 4.3.3.

(3) *You will prepare all required documentation for domestic and international shipments ensuring customs and regulatory compliance to enable transportation of goods to their given destination within defined timeless. (44C)*

With this sentence (3) the advertiser tells the reader that the position involves preparing *all required documentation for domestic and international shipments…* and simply describes the job position. However, as the sentence uses a dynamic verb *prepare*, it could be interpreted with another illocutionary force, such as a *threat* or *command* (*Prepare all required documentation…*) when the illocutionary force would be realized indirectly. Therefore, in the job advertisement used for this analysis the sentence is produced in the context of describing the job position but taken out of the context it could be considered another type of illocutionary acts – a directive realized indirectly, which means this particular sentence could be understood as more than one illocutionary act and it shows that the context is sometimes crucial when classifying speech acts.

Similarly, the sentence (4) below is also the case when the advertiser directly describes the duties and responsibilities that the successful candidate must fulfil.

(4) *You'll be directly responsible for motivating a large team and ensuring that your team can handle the workload peaks. (53C)*

In this case, however, the sentence contains a stative verb *be* and so it realizes only one illocutionary force, i.e. to inform the candidate that if appointed, he *will be directly responsible for motivating a large team and will ensure that his team can handle the workload peaks*, and therefore to directly describe the job position.

III. Informing

The third segment of representatives, although not so numerous (14 %), found in the corpus, contains sentences with the illocutionary force of informing the reader about the recruitment process and the application procedure. In this case, the advertisers produce representative illocutionary act to inform the reader about who is representing the company in the application procedure, which can be seen in the utterance (5) below.

(5) If your skills match the role you will hear back from us within 2 business days. (74C)

This example can be directly interpreted as *We inform you that you will hear back from us within 2 business days if…*. It is worth mentioning that all 13 sentences with the illocutionary force of informing candidates about the application procedure are realized directly, however, there are 3 cases in the corpus (see occurrences (71), (72), and (76) in Appendix), when the sentences also realize the illocutionary acts of directives. The example is as follows:

(6) We do not accept CV's as a form of application, applicants must submit a completed Creative Support application form which can be requested or downloaded via the listed methods. (71C)

One interpretation of the sentence (6) above can be informing the candidate about the application procedure via the declarative structure. Also, the sentence may be understood as a *warning* and therefore the illocutionary act of a directive. The crucial aspect to identify the illocutionary act is the context. This sentence was in the part of a job advertisement where the advertiser informs the reader about the procedure of applying and so the sentence has been classified as a representative.

IV. Boosting

The last segment of representative illocutionary acts, containing 14 sentences (15,6%) in the corpus, is realized through boosting about the company offering a job position. Most of the sentences (9) are produced directly (64,3%). The proportion can be seen in Table 2 (Chapter 4.3). With these speech acts companies try to attract a potential candidate by describing the company in the most positive view. Through these sentences the advertisers mostly aim to persuade the candidate to apply by telling the reader about the history of the organisation and what it has achieved and why it would be the best choice for the candidate. For instance, with the sentence (7) the advertiser is directly boosting about the company's success.

(7) This company is one of the fastest growing in the country and has enjoyed ten years of
sustained success. (81C)

This is a typical example of the advertiser producing directly the illocutionary force of *boosting*. In the first position is the subject *this company* followed by the stative verb *be*. This structure of subject + a stative verb is used in 8 direct sentences producing this particular illocutionary force.

4.3.2 Indirect Representatives

Indirect representatives consist of 38 sentences, i.e. 42,2 %, as Table 2 (Chapter 4.3) shows. The acts are further divided into three parts according to the illocutionary force which appears in the sentences classified as indirect. First, the indirect acts with illocutionary force of asserting and stating the skills, qualifications, and recommendations will be interpreted, followed by the acts realizing the illocutionary force of describing, and lastly the sentences with the illocutionary force of boosting will be interpreted.

I.   Asserting and Stating

The segment with the sentences containing the illocutionary force of asserting and stating the qualifications, skills and experience produced indirectly consist of 29 sentences, i.e. 76,3%. As direct illocutionary acts with the force of asserting and stating have a declarative form, the same applies to indirect speech acts. In direct representatives of asserting and stating it has been said that the sentences are mostly in the active voice. However, the speaker can address the reader indirectly via the passive voice, as is shown in the example (8) below.

(8) A good level of IT literacy (Excel and Datatrack), good personal organisational and
motivational ability are required for the position. (12C)

The sentence can be paraphrased using the performative verb to *state* the qualification, skills and experience by saying *We state that to be appointed you must have a good level of IT literacy….* The passive structure is usually considered more formal than the active voice but in case of job advertisements, especially indirect representatives of asserting and stating, it is not very common to use the passive structure. In fact, in the corpus only two occurrences have appeared in the indirect representatives of asserting and stating.

More frequently than the passive structure the advertisers use subject + stative verbs in present simple to indirectly state the qualifications, skills, and experience that are necessary. In fact, 6 sentences, i.e. 17,2 %, contain the stative verb *be*. For instance, the speaker in the sentence (9) uses the verb *be* which without a proper context gives the impression that the speaker states a person's qualities.

*(9) You **are** comfortable starting a conversation with anyone, answering their questions or meeting their requests, doing that bit extra for them and going the extra mile. (15C)*

However, in the context of job advertisements, the author indirectly states the skills that the potential candidate must possess to be appointed. To illustrate, the speaker in the example (9) may simply say that *To be appointed you must be comfortable starting a conversation with anyone, answering their questions or meeting their requests….*

Similarly, the stative verb *love*, without the context, expresses someone's feelings or attitude towards something. In the corpus, only one sentence appeared with the verb *love* and just as the verb *be* it is used to indirectly state what a quality the potential candidate must possess.

*(10)   You **love** motivating and engaging people in a range of developmental and rehabilitative activities. (29C)*

The example (10) can be also understood as *To be appointed, you need to prefer motivating and engaging people in a range of developmental and rehabilitative activities*, which would directly state the skills, qualities, or experience which are required. It should be noted that to recognize the illocutionary force of these sentences with the stative verb, the context must be taken into consideration. In the job advertisements used for this analysis these sentences have mostly appeared in sections which describe the skills, qualifications, and experience are necessary for the job position.

Another option how to express the illocutionary force of asserting and stating indirectly is using the auxiliary verb *will* + main verb. Although, the advertisers do not aim to express a future state or action, they rather inform the potential candidate he must possess prior to being considered, as is shown in the examples (11) and (12) below.

(11)   *You **will** have strong negotiation and excellent communication skills, a good understanding of inventory management (parts lists) processes and practice. (18C)*

(12)   *Your skills **will** include the ability to work under pressure and to deadlines, with the knowledge of sales processes and previous experience of working towards specific targets. (24C)*

The sentence (11) says that to be considered the potential candidate must *have strong negotiation and excellent communication skills...* to be appointed and similarly the sentence (12), which indirectly states the skills necessary for the position, may be understood as *To be considered you must be able to work under pressure and to deadlines....* It may be said that this grammatical structure of *will* + a stative or even a dynamic verb expresses the conditions the potential candidate must fulfil to be appointed.

II.   Describing

Not so large number of representatives (16 %) with the illocutionary force of describing realized indirectly have been found in the corpus. One occurrence in the corpus indirectly describes the duties and responsibilities that the position holds is by using a dynamic verb in present simple as it is shown in the sentence (13).

(13)   *As their Showroom Manager, you assist in managing and motivation the sales team, ensuring that they meet sales and customer care targets. (62C)*

Taken out of the context, the sentence would directly describe a current job situation of a person, i.e. what the person does in the present. But in the context of a job advertisement, the advertisers use the present simple to indirectly refer to future responsibilities that the job holder will have on a daily basis. Instead, the advertiser could simply tell the reader that *the role of the showroom manager involves assistance in managing and motivating the sales team....*

Furthermore, the illocutionary force of describing realized indirectly can be expressed using the grammatical structure of the auxiliary verb *will* + main verb as is shown in the example (14). This type of sentences is also used to describe duties and responsibilities but unlike the structure described above, the structure *will* + a dynamic verb in this case realizes more than one illocutionary act and so the context is crucial.

(14)   The successful candidate will ensure that they maintain and increase sales of milk and varied products to new and existing customers. (60C)

In the context of a job advertisement the advertiser indirectly refers to the reader by telling him that when appointed his task will be to ensure his colleagues *will maintain and increase sales of milk and varied products to new and existing customers*. These sentences are mostly used in sections describing the tasks, duties, and responsibilities the job holder will have to carry out. Without the context, the sentence may be understood also as an indirect threat or a command (*If appointed, ensure that you maintain and increase sales of milk and varied products to new and existing customers.*).

III.   Boosting

The representatives of the illocutionary force of boosting are produced indirectly in 35,7 %. Most of the sentences (80%) are realized either through the interrogative form or the declarative structure with the function of a question, which contributes to the persuasive language used in the job advertisements. For instance, the example (15) is in the interrogative form but rather than a question to get an answer, the speaker intends to awaken an interest in the reader and convince him to apply for the position.

(15)   How does working within an outstanding organisation that provides the best-in-class products and services around? (88C)

Rather than to ask a question the advertisers use the sentence to boost about the company and do not really expect an answer or an action from the hearer. Therefore, in case of the illocutionary force of boosting is realized through questions simply for the persuasive effect of the advertisement. Another way the advertisers produce the illocutionary force of boosting is through the declarative structure realizing a question as it is the case of the sentence (16) below.

(16)   An organisation that prides itself on its persistent drive for innovation and excellence in everything it does? (87C)

In this example, the declarative structure with a function of a question is used primarily to evoke positive feeling of enthusiasm in the reader, rather than to get the answer. The sentence

could be interpreted as *Don't you think it is a great opportunity to work for an organisation that prides itself on its persistent drive for innovation and excellent in everything it does?*.

Job advertisers post hundreds of advertisements online every day and so some of them use persuasive tools to attract the reader to the particular advertisement. The interrogative structure or the declarative structure with the function of a question are one of the most common tools used at the beginning of the advertisements.

4.3.3 You-perspective

In general, personal pronouns are used in order to direct the attention towards a certain person. In chapter 2.3 it was said that representatives aim to express what a speaker know or believes to be the truth, therefore they have an informative function and start with the pronoun *I* or *we* and a verb. However, in case of job advertisements analysed, 41 sentences (45,5 %) classified as representatives contain the personal pronoun you as a subject. This personal reference is a crucial element to contribute to the persuasive function of job advertisements. The sentence (17) below is the example the indirect representatives with the illocutionary force of asserting and stating realized indirectly.

> *(17)*   *It is essential that* **you** *have experience of working with others to understand the potential impact and implications of emerging strategy and policy and to develop risk-mitigation strategies where necessary. (31C)*

By using the pronoun *you*, the advertiser addresses the reader as a potential candidate and gives him the impression that the sentence is directed towards him. On the other hand, if the advertiser used the impersonal way to address the reader as *The potential candidate must have experience of working…*, it would not have the same persuasive effect. The fact that the pronoun is used in 19 sentences (65,5%) with the illocutionary force of asserting and stating realized indirectly, supports the purpose of the job advertisement, i.e. to persuade and insist on the candidate to apply.

In contrast, the pronoun *you* found in the sentences with the illocutionary force of describing predominates in 13 direct speech acts (61,9%).

> *(18)*   *You will be responsible for lots of multicurrency bank reconciliations, producing weekly banking reports for management, calculating and booking currency deals. (54C)*

In the occurrences of this particular illocutionary force realized directly, the pronoun *you* functions to tell the reader what he, as the successful candidate, will be responsible for, as it seen in the example (18). The interpretation of this sentence may be realized with the impersonal subject as *The candidate will be responsible for…* or again with the personal pronoun *you* as *When appointed, you will be responsible for….*

In case of the illocutionary force of informing the applicant about the application procedure the pronoun has been found only in one occurrence (74C) as this these sentences appear in the section of job advertisements which does not usually function to convince the applicant. Similarly, the illocutionary force of boosting includes only one occurrence (90C) of the pronoun as the function of these acts is to describe the company.

To summarize the illocutionary acts of representatives, in the corpus assembled from 50 randomly chosen job advertisements, representative illocutionary acts have a strong representation (57,3%), which is given by one of the function of job advertisements, i.e. the informative function. In the particular occurrences four different illocutionary forces have been identified, specifically asserting and stating, describing, informing, and boosting. In case of direct representative acts the illocutionary force of describing has the strongest representation. In the representatives realized indirectly it is the illocutionary force of asserting and stating with a high percentage.

Direct representative acts may often be interpreted through the performative verb *state* or *assert*. Indirect representative illocutionary acts appear as the declarative sentences in the form of passives, or with subject + stative verb in present simple, subject + will + stative verb, subject + dynamic verb in present simple, and subject + will + dynamic verb. In five occurrences, the indirect speech acts have been realized through the interrogative structure and the declarative structure with the function of a question.

The crucial factor of the persuasive function of job advertisements is the use of the personal pronoun you as a subject in the sentences, which is used to give the readers the impression that they are directly addressed by the advertisers. The following chapter deals with directive illocutionary acts, their functions, and the degree of politeness.

4.4 Directive Illocutionary Acts

Directives were previously defined in Chapter 2.3 as speech acts that make the hearer do something, i.e. he or she is directed towards a certain goal, and their function is that of a command, a request, an order, and a suggestion. These illocutionary acts appear as the second largest group of the speech acts in the corpus. Although directives are not as numerous as representatives in job advertisements used for the analysis, still 45 sentences, i.e. 28,7 %, have been identified as directives in the corpus. The utterances have been further divided into two main subgroups according to directness and indirectness. Each subgroup further contains two sections based on the illocutionary force as it is seen in Table 3 below.

Table 3 Direct and Indirect Directives

	Direct	**%**	**Indirect**	**%**
Instructions, polite instructions, recommendations	15	62,5	9	37,5
Commands, invitations, suggestions	4	19	17	81
In total	19	42,2	26	57,8

4.4.1 Direct Directives

The illocutionary acts of directives realized directly have been identified in 19 occurrences, i.e. 42,2 %, in the corpus. Because the sentences may produce several illocutionary forces, the group of direct directives have been divided into two sections. The first section will analyse and interpret sentences with the illocutionary force of instructions, polite instructions, requests, and recommendations and in the second section sentences with the illocutionary force of commands, invitations, and suggestions will be interpreted.

I.   Instructions, polite instructions, requests, recommendations

The first segment of directives with the illocutionary force of instructions, polite instructions, requests, and recommendations realized directly includes 15 sentences (62,5 % of all sentences with these particular illocutionary forces). Therefore, in 15 cases the advertisers directly instruct the reader about certain steps of the application procedure as seen on the example below.

(19)   To apply please send your CV to the e-mail address stated, quoting our reference and specifying which website you saw this position advertised on. (91C)

In this sentence, the advertiser uses the imperative structure with bare infinitive and no subject to instruct the reader. To express the obligation on the side of the reader may be shown by paraphrasing the sentence using the modal verb *must*, for instance *To apply you must send your CV to the e-mail address stated….*

To avoid using the modal verb *must* which may be considered impolite, the job advertisers use the pragmatic modifier *please* identified in all direct directives with the illocutionary force of instructing, requesting, or recommending in the corpus. The utterances with the subjunct *please* have been found as follows:

(20)   For more information, please send your CV to the link provided. (94C)

The modifier *please* is used as the politeness marker in the sentence by which the advertiser uses a direct instruction the make the reader send the CV to the link provided. The pragmatic modifier may be omitted, however, by using it the writer expresses a degree of politeness and respect for the reader. If the writer did not use the modifier *please*, the sentence could be understood as a direct command or a threat which would be inappropriate.

II.   Commands, invitations, suggestions

The second segment of directives classified as direct in the corpus includes those acts with the illocutionary force of commanding, inviting, and suggesting which appear only in 4 sentences (19%) with the rest of the sentences being indirect. The proportion can be seen in Table 3 in Chapter 4.4. The reason why such a large number of commands, invitations and suggestions are produced indirectly will be discussed in Chapter 4.4.2. When using a direct way

to command, invite or suggest something to the reader the advertisers use sentences similar to the example below:

(21)   *If you have some sales experience & are a confident communicator – apply now!* (115C)

The advertiser uses the dependent clause expressing a condition, followed by the main clause in imperative, to command the reader towards applying. By the conditional clause, the author tries to awaken the interest in the reader by telling him that if he has the qualification stated he is the right candidate and should apply for the position. Except a direct command to make the reader do something, in this case to convince the reader to apply for the position, the sentence may be understood as an invitation, such as *The candidates who have some sales experience & are confident communicators are welcome to join us*. Furthermore, the sentence could have another interpretation as it could refer to another illocutionary act of representatives by being paraphrased as *We state that we are looking for candidates who have some sales experience & are confident communicators*.

Furthermore, by using the pronoun *you* in the conditional clause, the author directly addresses the reader who may get the impression that he is the right potential candidate to apply. Thus, when the advertiser addresses the reader with the personal pronoun he supports his aim to convince the reader and gives the sentence, and the advertisement as such, a persuasive tone.

4.4.2 Indirect Directives

Directives which are realized indirectly have been found in 26 sentences (57,8%) as Table 3 in Chapter 4.4 shows. Due to a wide range of illocutionary forces, indirect directives have been divided into two segments. The first segment includes sentences with the illocutionary force of instructions, polite instructions, requests, and recommendations realized indirectly which appear in 9 sentences (37,5%), the second segments deals sentences of commands, invitations and suggestions realized indirectly in 17 sentences (81%).

I.   Instructions, polite instructions, requests, recommendations

In the previous chapter, it has been said that the modifier *please* in direct directives with the illocutionary force of instructions, polite instructions, requests, and recommendations functions as a politeness marker. In case of indirect directives of these illocutionary forces, politeness markers are also highly present. The degree of politeness is expressed via modal verbs *should*

and *may* which are used in 4 of indirect sentences with the illocutionary force of instructions, polite instructions, requests, and recommendations and rest of the occurrences appear with the illocutionary force of commands, invitations, and suggestions. Table 4 below shows the proportion of each modal verb in all indirect directives. It should be noted that it also contains the modal verb *can* which will be covered in the following section of commands, invitations, and suggestions.

Table 4 Modality in Indirect Directives

	Indirect directives	**%**
Should	4	36,3
May	2	18,2
Can	5	45,5
In total	11	42

The modal verb used to express an indirect obligation in directives is the modal verb *should*. Just as the modal verb *must*, *should* generally implies the speaker's authority, however, unlike *must* it implies the recommendation might have not been carried out. (Quirk et al. 1990, 227) This modal verb is used to express the illocutionary force of a polite recommendation as it is shown in the following example.

(22)   *Applications completed in all respects* **should** *reach this office till 31ˢᵗ May, 2017. (109C)*

When the author produces the sentence with *should* in the declarative structure, the modal makes the sentence (22) sound more natural and polite than the imperative *Send the application till 31ˢᵗ May, 2017*. The sentence could also be interpreted as *You are obliged to send the application till 31ˢᵗ May, 2017*.

Another modal verb which appears in the indirect directives identified in the corpus is the verb *may* which denotes the illocutionary force of expressing a possibility or a polite recommendation and is more formal than the modal verb *can*. The speaker of the utterance (23) has chosen the declarative structure instead of the direct imperative and further intensifies the polite manner by using the modal *may* in the passive structure *may be obtained* which all together shows a high degree of formality.

(23)   *Full details of this post and how to apply may be obtained by clicking the "Visit Website" button. (114C)*

The author could simply say *To get full details of this post and how to apply, click the "Visit Website" button bellow* but instead of commanding the reader towards certain action it is more appropriate to direct the reader through the possibility rather than the obligation. Therefore, the author of the sentence below is right to say that *if you want to get full details of this post and how to apply, you may click the "Visit Website" button* as a polite instruction and does not urge the reader to apply with a command or a threat, by which he shows some respect for the reader.

Except these modal verbs, there are 4 cases where the verb *need to* appeared in the corpus to imply the necessity to do something. In indirect directives functioning as instructions, requests, and recommendations in particular, the verb *need to* has been used, in one sentence, to express the necessity of the action on the side of the reader.

(24)   *To apply you **need** to submit your CV and a Supporting Statement that outlines your suitability for the role. (108C)*

For instance, this sentence can be interpreted directly using the imperative as *Submit your CV and a Supporting Statement that outlines your suitability for the role*, or via the declarative structure and the modal verb *must* as *You must submit your CV and a Supporting Statement that outlines your suitability for the role*.

The last pragmatic modifier worth mentioning, which has been found in the indirect directive illocutionary acts with the illocutionary force of instructing, requesting, and recommending, are intensifiers. Those are adjectives which have a heightening or a lowering effect on the noun they modify. Intensifiers are further classified as emphasizers, amplifiers,

and downtoners. (Quick et al. 1990, 429) In the job advertisements analysed there have been identified two cases of amplifiers as one is shown in the sentence (25).

(25)   Candidates are **strongly** encouraged to visit the school prior to applying. (111C)

The advertiser uses the declarative structure and the passive voice to indirectly realize the illocutionary force of recommending. Instead of using the direct imperative *Before you apply, visit the school!* which does not sound natural or appropriate in the context of job advertisements where the author invites the reader to visit the school, the advertiser urges on the candidate *to visit the school prior to applying* by using the intensifier (amplifier) *strongly* to heighten the verb *encourage* and implies the importance of the action carried by the reader.

II.   Commands, invitations, suggestions

Similar to direct directives with the illocutionary force of commands, invitations, and suggestions as is explained in the previous chapter, the indirect directives can be also structured with the adverbial clause of condition at the beginning as follows:

(26)   *If you have relevant skills and experience, or have worked in a similar role, we would be delighted to hear from you. (125C)*

The author of the utterance has chosen to start the sentence using the adverbial clause to express the conditions which must be fulfilled by the reader before he can proceed to contacting the employer. Thus, the advertiser indirectly directs the reader to contact him, but at the same time he tells the reader what the conditions prior to applying are. The author of the sentence may say as well: *Contact us, we would be delighted, but before you do that, you need to… .* Furthermore, it should be noted that this particular advertiser used the auxiliary verb *would* in a phrase *we would be delighted* by which he produces a polite invitation.

Another interesting aspect of directive illocutionary acts is the use of the modal verb *can* in indirect directives of commands, invitations, and suggestions which is the case of the sentence (27). In fact, the modal verb in this example appears in the declarative sentence type and the primary function of the utterance would be a statement. However, in the context of job advertisements authors tend to use the declarative structure to suggest a possibility by using the modal verb *can*.

(27)   *You **can** view our full profile, and complete an online application form, at our website via the button below. (120C)*

This way the author expresses a degree of politeness by giving the reader a possibility to make a choice for the action, rather than saying *To view our full profile and complete an online application, click the button below*. When the author does not use the imperative structure, he indirectly persuades the reader not only that he should reply through the way stated but he also suggests him to read more information on the role profile prior applying.

Another way job advertisers express indirect directives with the illocutionary force of a command is via the auxiliary verb *will* referring to the future and used in the passive structure as it is seen on the example below.

(28)   *CV's will not be accepted. (124C)*

The first basic interpretation is a statement realized through the declarative structure with the advertiser simply informing the reader. However, in the context of the job advertisement, when this type of a sentence is used to direct the reader towards applying, the writer aims to indirectly command or even warn the applicant not to send the CV. The sentence may be interpreted as *Don't send your CV as we do not accept them* or *Note that CVs will not be accepted*.

In conclusion, directive illocutionary acts have been classified in 45 occurrences (28,7%) and contain the illocutionary force of instructions, polite instructions, recommendations, commands, invitations, and suggestions.

Direct directives with the illocutionary force of instructions, polite instructions, and recommendations have appeared in 15 occurrences (62,5%), while in the indirect acts, most sentences (81%) include the illocutionary force of commands, invitations, and suggestions. Direct illocutionary acts of directives have the imperative form with the degree of politeness expressed through the pragmatic modifier *please*, and adverbial clauses of a conditions. Indirect directives, on the other hand, are realized through the declarative sentence structure with the degree of politeness being expressed through modal verbs, specifically *should*, *may*, and *can*. Other modifiers which have appeared in the corpus and have been commented on in this chapter are intensifiers. Next chapter will deal with the illocutionary acts of commissives, which also express the obligation in some degree.

4.5   Commissive Illocutionary Acts

In Chapter 2.3 commissive illocutionary acts were described as acts which describe what a speaker intends to do in the future. Therefore, unlike directives they create the obligation on the side of the speaker not the hearer. In the corpus, 22 sentences, i.e. 14%, have been classified as commissives illocutionary acts with the illocutionary force of offering and guaranteeing. These sentences appear in the part of job advertisements where the advertisers describe what the company can offer (e.g. benefits) to the potential candidate. As the typical illocutionary force of commissives is a promise, similarly the sentences classified as commissives in the job advertisements mostly appear with the illocutionary force of offering and guaranteeing. The illocutionary acts will be divided into direct and indirect and will be then analysed in connection to the illocutionary force of offering and guaranteeing. The proportion of direct and indirect speech acts is illustrated in Table 5 below.

Table 5 Direct and Indirect Commissives

	Direct	**%**	**Indirect**	**%**
Offering and guaranteeing	9	40,9	13	59,1

4.5.1   Direct Commissives

As seen in Table 5 above, 9 sentences, i.e. 40,9 %, classified in the corpus are realized directly and explicitly perform the illocutionary force of offering using the verb *to offer* after the personal pronoun *we* with a function of a subject which is shown on the example bellow.

> *(29)   We **offer** excellent employee benefits, free parking, a great starting salary and regular progression reviews. (136C)*

This sentence shows an important aspect of commissives illocutionary acts, i.e. the sentence refers to something that the speaker commits himself to do in the future. However, as the example (29) shows, the sentence is in the declarative form with the main verb *offer* in present simple. Therefore, the future obligation of the speaker is expressed through the meaning of the verb. The author may as well say *We promise that if appointed, you will be provided with*

employee benefits, free parking etc. Furthermore, the advertiser uses the pronoun *we* in the sentence to refer to the employees of the company. The use of the personal pronoun *we* in the commissive illocutionary acts further supports the persuasive function of job advertisements as the reader is given the impression of being addressed directly by employees of the company.

In contrast, job advertisers also use the impersonal way to attract the candidate by letting job advertisements providers to speak for them. Just as the example (30), the following sentence has the same structure and contains the verb *offer* which commits the speaker to the promised action.

(30)   *This UK market leader **offers** a comprehensive Graduate Sales Training*
         scheme in the first three months that will set you up for the rest of your career. (137C)

However, the difference between the sentences (29) and (30) is the choice of the subject as the latter contains the impersonal subject *This UK market leader* to attract the candidate which denotes persuasive function of the sentence beside the function of a promise for the future.

Moreover, two cases of direct commissive illocutionary acts have appeared with the main verb *offer* preceded by the modal auxiliary *can* which denotes the ability to fulfil the action. For instance, the sentence below may be interpreted as *We are able to offer you a competitive salary.*

(31)   *In return, we can **offer** a competitive salary, a range of career opportunities and*
         benefits, and a supportive working environment, set in leafy, tranquil grounds close to
         the heart of Putney and to the River Thames. (140C)

4.5.2 Indirect Commissives

As shown in Table 5 in Chapter 4.5, the corpus includes 13 utterances, i.e. 59,1%, with the illocutionary force of offering and guaranteeing realized indirectly. In these sentences, the advertisers do not explicitly say they offer something. Unlike direct commissives where the advertisers use the pronoun *we* as a subject and the verb *offer*, the advertisers use the pronoun *you* and a dynamic verb to indirectly express offering and guaranteeing as seen in the following example.

> *(32)*   *As a Logistics Manager within this innovative business **you'll receive** a competitive salary, share options and a sign on bonus (which is received each time you get promoted). (145C)*

It should be noted that the structure with the pronoun *you* and a dynamic verb usually denotes an action on the side of the hearer as it was explained in Chapter 4.4 dedicated to directives. In case of indirect commissives the advertisers use the pronoun *you* to directly refer to the reader by telling him that *You, as the successful candidate, will receive a competitive salary*.

Another option how offering or guaranteeing is realized indirectly in the corpus is by using the pronoun *we* followed by a dynamic verb, other than the explicit verb *offer*, in present simple. Even though only one sentence of this kind has appeared in the corpus, it is worth mentioning that the author used the sentence (33), which at first sight seems to be a representative functioning to describe the company or as a way of boosting in the part of the job advertisement, to say what the company offers.

> (33)   *We **invest** in our team and will support you with training to help you develop your skills. (146C)*

Thus, the job advertiser has intentionally produced the sentence to inform the reader and at the same time to attract the candidate by promising him that *we invest in our team and so can guarantee that we will support you*.

Similarly, the illocutionary force of offering and guaranteeing can be realized indirectly using a stative verb as in the example (34). Again, the author has chosen the pronoun *we,* representing the company, as a subject, but this time the subject is followed by the stative verb *have* which normally functions to describe a state of possession or ownership. Thus, just as the

example (33), this sentence can also be at first recognized as the representative illocutionary act of stating and informing. But if the context is considered, the sentence is used in the section about stating the benefits the company offers, so in this case the sentence is meant as a promise saying that *as the company has an employee benefits scheme, they can guarantee to give you, as the successful candidate, discounts etc*.

*(34)   We **have** an employee benefits scheme which gives you discounts across hundreds of brands and services and a contributory pension scheme. (150C)*

In summary, commissive illocutionary acts commit the speaker to do something in the future. As it was explained in this chapter, the acts have occurred in 9 directly realized sentences in the corpus, which all include the verb *offer* explicitly showing the illocutionary force of the sentences, i.e. the advertisers have obliged to fulfil what has been offered. Another option used by the advertisers to realize the act of offering and guaranteeing has been realized indirectly via the personal pronoun *you* followed by a dynamic verb which does not denote the action of the subject (the reader), but it denotes the action of the agent (the advertiser). Lastly, the advertisers tend to use the pronoun *we* followed by a dynamic verb, and the stative verb *have*, which can also denote the illocutionary force of informing and stating. Therefore, with the context being considered, it has been shown that the illocutionary force of a promise, i.e. offering and stating, may be realized through representative illocutionary acts.

4.6 Summary of the Analysis

This chapter will summarize results of the analysis and the illocutionary acts will be compared in terms of their structure, function, and mainly their indirectness.

In Chapter 4.3 representative illocutionary acts have been analysed in respect to their direct and indirect forms and illocutionary forces. It has been found that direct representatives (57,8%) predominate over indirect representatives (42,2%) as it is illustrated in Chart 1. Direct and indirect representatives classified in the corpus mostly contain the illocutionary force of asserting and stating, describing, informing, and boosting. The direct acts mostly appear with the illocutionary force of describing the tasks and duties of the job position and the indirect acts, on the other hand, appear with the illocutionary force of asserting and stating the qualifications, skills and experience. Except 5 occurrences where the structure of representatives is interrogative, all sentences are in the declarative form.

Chart 1 The Proportion of Direct and Indirect Acts in Representatives

Direct and Indirect Representatives

42%
58%
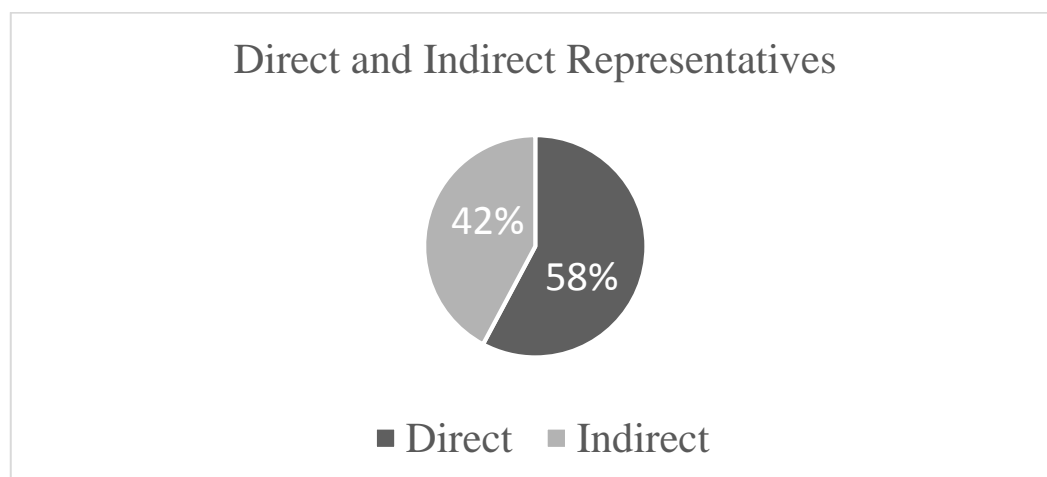
■ Direct ■ Indirect

Subsequently, the illocutionary acts of directives have been discussed and their appearance in 45 sentences (28,7 %) has been commented on in terms of their syntactic structure and illocutionary forces. Direct and indirect directives (see Chart 2) classified in the corpus mostly contain the illocutionary force of instructions, polite instructions, recommendations, commands, invitations, and suggestions. The direct acts (42,2%) mostly realize the illocutionary force of instructions, polite instructions, and recommendations, whereas the indirect acts (58%) consist of commands, invitations, and suggestions. Unlike representative illocutionary acts the declarative structure appears specifically in directives realized indirectly. Direct illocutionary acts of directives have the imperative form.

Chart 2 The Proportion of Direct and Indirect Acts in Directives

Direct and Indirect Directives

42%
58%

■ Direct ■ Indirect
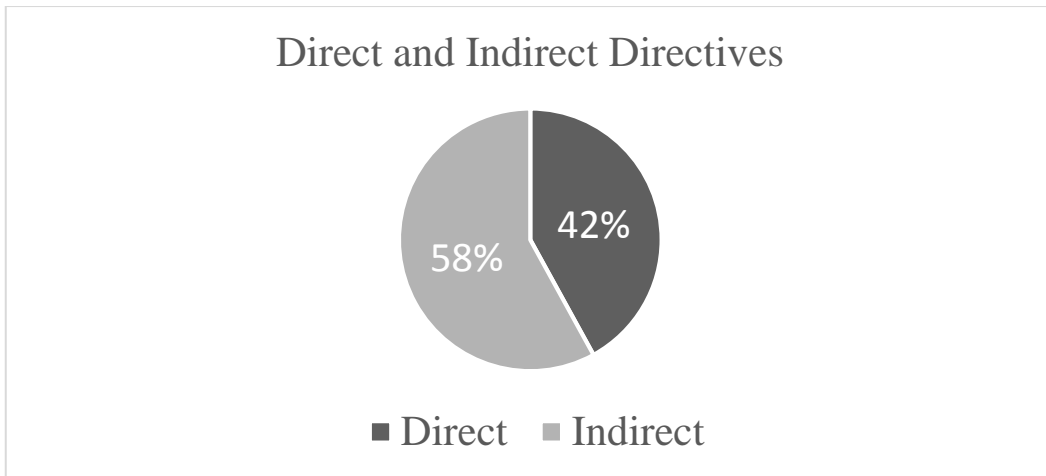
The third group, commissive illocutionary acts, constitutes of 22 sentences, i.e. 14%, classified in the corpus. Direct commissives include 9 sentences (40,9%) and are mostly realized through the illocutionary force of offering which is produced through the verb offer in the declarative sentence type. In contrast, indirect commissives constitute of 13 sentences (59,1%) with the illocutionary force of guaranteeing. The indirect acts are characteristic by using personal pronouns *we* or *you* as a subject, followed by a stative verb, a dynamic verb, or will + dynamic verb. Chart 3 below shows the proportion of the commissive illocutionary acts in terms of their directness and indirectness.

Chart 3 The Proportion of Direct and Indirect Commissives

Direct and Indirect Commissives

41%
59%
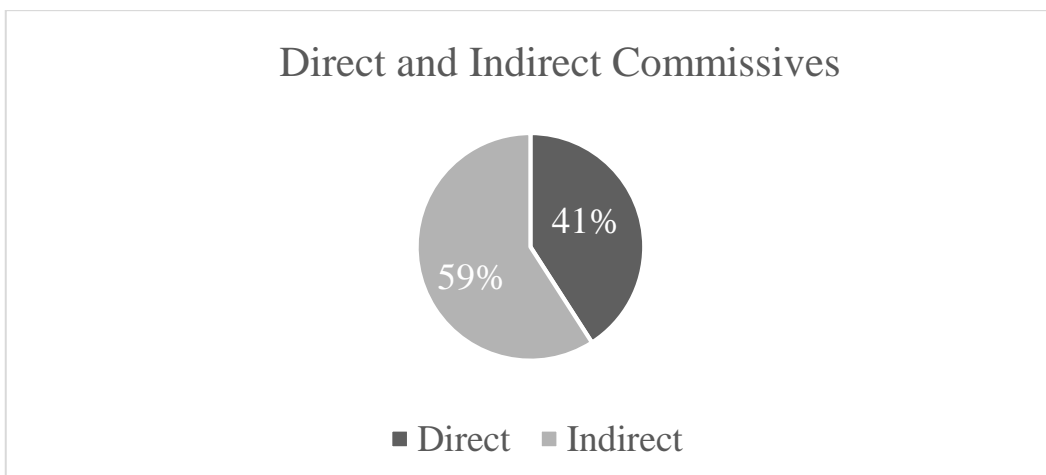
■ Direct ■ Indirect

Finally, each category found in the job advertisements analysed proved its purpose and persuasive function. As it is seen in Chart 4, direct speech acts predominate with representative

illocutionary acts which are used in the section of job advertisements dedicated to describing the skills or stating which skills are necessary, and to inform the candidate about the company. In contrast, the sections where authors state what the company can offer and where they direct readers towards applying predominantly include the acts realized indirectly. That is because of the persuasive tools mentioned in the analysis that the advertisers use and the degree of politeness expressed. As it was mentioned, the advertisers use the persuasive language in the form of indirect speech acts to attract and convince the potential candidate. In fact, the degree of persuasion is an important factor for the advertisement to fulfil its function effectively.

Chart 4 The Occurrence of Direct and Indirect Illocutionary Acts
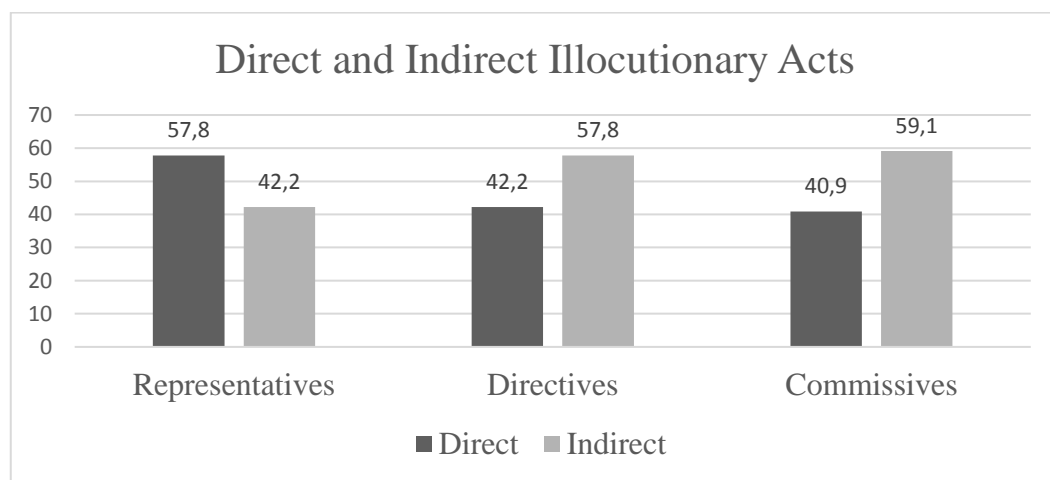
5 Conclusion

The aim of this thesis is to map the occurrence of direct and indirect speech acts in job advertisements which have been randomly chosen from two online British newspapers (The Daily Telegraph and The Guardian) and the leading UK job portals (jobsite.com, totaljobs.com, and reed.co.uk). The illocutionary acts in the context of the job advertisements are observed and contrasted.

The theoretical part initially focuses on the theoretical background of job advertising, the introduction into the theory of speech acts introduced by Austin, and Searle's classification of speech acts which serves as a basis for the analysis. The first chapter dealt with the function of online job advertising, its online form, content and language used in the texts. Job advertising is the most widely used tool when searching for employees due to the unlimited space the advertisers can use. Thus, as hundreds of advertisements are posted every day, the advertisers have to use the language which will serve as a tool to attract the candidate. The language which is typically used in job advertisement is persuasive and the degree of persuasion plays an important role in the readers' choice when deciding whether to apply or not.

In the second part of the theoretical background, the theory of speech acts was discussed. First, speech acts were briefly introduced based on the historical background. Subsequently, Austin's theory of speech acts was explained, specifically the terms locution, illocution, and perlocution. The crucial term for this thesis was the illocution. Illocutionary acts are the acts produced when a speaker utters a sentence with a particular function, i.e. he produces a sentence with a purpose. In connection to the illocutionary acts, the term illocutionary force was explained as it was internal for the analysis of direct and indirect speech acts. Another term that Austin used is a performative verb which function is to describe the action it performs. The following was focused on Searle's classification of speech acts. He further developed Austin's theory by classifying the illocutionary acts as representatives, directives, commissives, expressives, and declarations. Each category was defined and explained in connection to job advertising.

The last chapter of the theoretical part was devoted to direct and indirect speech acts. As it was explained, English distinguishes three basic sentence types (declarative, interrogative, and imperative) and three general communicative functions (a statement, a question, a command/request). The basic rule is that when there is a direct relationship between the form

and function, a direct speech act is produced. In contrast, the indirect speech act is known as the act where the form and the function are not related directly. However, as the declarative structure can express a wide range of illocutionary forces, this rule is not always precise.

The practical part was divided into three main sections based on Searle's classification of illocutionary acts. Although, declarations and expressives were explained in the theoretical part, they were not included in the analysis as they have not appeared in the job advertisements analysed. The first chapter of the analytical part was devoted to the illocutionary acts of representatives which were in 57,8% realized directly and proved their main function to inform the candidate about the job position. Direct acts were predominantly produced with the illocutionary force of describing the job position (84%). Indirect acts, on the other hand, were mostly realized with the illocutionary force asserting and stating (76,3%) the qualifications, skills, and experience necessary for the job position.

The second part of the analysis focused on direct and indirect directives which consist of 45 sentences (28,7%) assembled in the corpus. In case of the direct acts (42,2%), which have the imperative form, the illocutionary force of instructions, polite instructions, and recommendations predominates in the sentences (62,5%). In the speech acts realized indirectly (57,8%), commands, invitations, and suggestions have a strong representation (81%). This chapter proved that the large amount of indirect speech acts (58%) contributes to the persuasive mood of the advertisements. Furthermore, the use of pragmatic modifiers, such as *please* and modal verbs shows a high degree of politeness used by the advertisers in the directive illocutionary acts.

The last part of the analysis dealt with commissive illocutionary acts (14%) and their direct and indirect forms. Commissives appeared with the illocutionary force of offering and guaranteeing, which was in 59,1 % occurrence realized indirectly. The direct acts (40,9%) appeared with the verb offer in the predicate, whereas the indirect acts (59,1%) contained stative verbs (*have*) and dynamic verbs such as *invest* or *receive*. Commissives normally appear in the part of job advertisements used to convince the reader through the benefits the company can offer. The acts express what an author promises to do in the future, unlike directives which instruct the reader what he must do himself. Just as directives, commissives contribute to the persuasive function of the advertisements by being expressed indirectly to a considerable degree.

6 Resumé

Tato práce se zabývá výskytem a užitím přímých a nepřímých řečových aktů v inzerci pracovních příležitostí, jejich ilokuční sílou a přesvědčovací funkcí. Cílem práce je především zmapovat a zanalyzovat frekvenci a užití jednotlivých řečových aktů a zjistit, které řečové akty, a z jakého důvodu, převažují a jaký mají vliv na čtenáře při jeho rozhodování. Práce je rozdělena na část teoretickou, která je věnována především řečovým aktům s ohledem na ilokuční akty a ilokuční funkci, které slouží jako podklad pro část analytickou, a část analytickou. V analytické části je základě teorie a korpusu zmapován výskyt řečových aktů v inzerci pracovních příležitostí.

První část teorie je věnována pracovní inzerci, především online inzerci. Pracovní inzerce je definována jako důležitá součást náboru nových zaměstnanců a je jednou z nejčastěji používaných metod při hledání pracovní síly. Nejčastější formou inzerce v posledních letech je oslovování potencionálních uchazečů na internetu. Tento způsob hledání zaměstnanců využívá 70-90 % zaměstnavatelů. Ti mají několik možností, kde oslovit uchazeče, např. na pracovních portálech nebo sociálních sítích. Díky tomu, že mají zaměstnavatelé na internetu neomezený prostor, a tím i neomezený rozsah při psaní inzerce, je hlavním faktorem při oslovování potencionálních uchazečů lingvistická stránka inzerátu s ohledem na přesvědčovací funkci. Přesvědčovací funkce pracovní inzerce je důvodem, proč zaměstnavatelé záměrně používají nepřímé řečové akty k ovlivnění rozhodnutí daného čtenáře.

Řečové akty jsou vysvětleny ve druhé kapitole, a to na základě Austinovy a Searlovy teorie řečových aktů. Řečové akty jsou nejprve definovány s ohledem na cíl práce a jejich historický vývoj je stručně zmíněn. Austinova teorie lokučních, ilokučních a perlokučních aktů je vysvětlena. Zatímco lokuční akty vyjadřují primární význam věty, a tedy obsah či význam jednotlivých slov, ilokuční akty jsou chápány jako věty vyslovené s určitou funkcí. V souvislosti s ilokučními akty je jistá část věnována ilokuční síle výpovědi, která poukazuje na funkci věty v určitém kontextu a pro úspěšnou komunikaci je klíčová. Další pojem, kterým se Austin zabýval, jsou performativní slovesa. Performativní slovesa jsou skupinou sloves, která nepopisují stavy, či činnosti, ale samy vykonávají činnost, kterou sloveso vyjadřuje.

Austinovu teorii řečových aktů rozšířil Searle vytvořením členění ilokučních aktů, které rozděluje na základě jejich funkce. Tyto akty jsou rozděleny na reprezentativní, direktivní, komisivní, expresivní a deklarativní. Pro porozumění těchto aktů v kontextu pracovní inzerce jsou tyto akty definovány s ohledem na cíl práce. Reprezentativními řečovými akty vyjadřuje mluvčí stav, který označuje za pravdivý, či nepravdivý. Tyto akty mohou mít tedy funkci prohlášení, tvrzení, popisu nebo úsudku. V případě pracovní inzerce mají reprezentativní ilokuční akty ilokuční funkci tvrzení či prohlášení o dovednostech, kvalifikaci a zkušenosti potřebných pro danou pozici. Další funkcí reprezentativních aktů je funkce popisná, používaná pro popis úkolů, povinností a závazků spojených s výkonem práce. Třetí funkce je informativní, kdy zaměstnavatelé informují čtenáře ohledně náborového procesu. Poslední funkce je taková, kdy se inzerenti předhánějí v popisu společnosti jako té nejlepší na trhu.

Jako další byly definovány direktivní řečové akty jako jednání, při kterém je záměr mluvčího navést posluchače k určitému výkonu, který vede ke splnění cíle. Direktivní akty mají tedy funkci rozkazu, prosby, nařízení a návrhu. V kontextu pracovní inzerce se tyto akty objevují s funkcí instrukce, doporučení, výzvy, návrhu, či rozkazu. Dále byly popsány komisivní ilokuční akty, kterými se mluvčí zavazuje k vykonání činnosti. Tyto akty zahrnují ilokuční funkce slibů, hrozeb, odmítnutí, či přísah a mohou být vykonány jedincem nebo skupinou lidí. V případě pracovní inzerce se většinou jedná o akty s ilokuční silou nabídky a ručení, že potencionálnímu uchazeči budou poskytnuty jisté benefity. Jako poslední byly vysvětleny expresivní a deklarativní ilokuční akty, které se však v kontextu inzerce pracovních příležitostí neobjevují. Skrze expresivní akty mluvčí vyjadřuje subjektivní pocity. Deklarativní ilokuční akty jsou akty, kdy jejich prohlášením mluvčí mění situaci okolí.

V závěru teoretické části jsou vysvětleny přímé a nepřímé řečové akty, na které navazuje již praktická část. Pro porozumění, zda je vyjádření přímé nebo nepřímé, je důležité brát v úvahu kontext, ve kterém byla věta vyřčena. Přímé řečové akty jsou takové, kdy dochází ke shodě větné struktury a její funkcí. Naopak nepřímé řečové akty se liší tím, že struktura věty může mít jednu a více funkcí, která se s danou strukturou neshoduje. Tímto způsobem mluvčí komunikuje více než říká a v některých případech tak činí vědomě. V inzerci pracovních příležitostí inzerenti využívají nepřímé řečové akty záměrně jako nástroj pro přesvědčování uchazečů.

Praktická část se zabývá analýzou výskytu a užití ilokučních aktů a jejich přímých a nepřímých forem v inzerci pracovních příležitostí. Zkoumané vzorky byly převzaty z padesáti

náhodně vybraných inzerátů, které byly získány ze dvou významných online edicí britských novin (The Daily Telegraph a The Guardian) a tří předních pracovních portálů (www.jobsite.com, www.totaljobs.com a www.reed.co.uk). Z těchto pěti zdrojů bylo získáno 157 výskytů přímých a nepřímých řečových aktů.

Analytická část je rozdělena na tři části, první část zkoumá reprezentativní ilokuční akty, dále jsou analyzovány direktivní ilokuční akty a poslední část je zaměřena na komisivní ilokuční akty. Každá z těchto částí je dále rozdělena na sekci přímých aktů a sekci nepřímých aktů s ohledem na jejich ilokuční funkce.

První část analýzy je zaměřena na reprezentativní ilokuční akty, které tvoří 57,3 % výskytů, z čehož větší část tvoří přímé řečové akty (57,8 %). Přímé reprezentativní akty jsou tvořeny s ilokuční sílou vyjadřující tvrzení, popis, oznámení a zvyšování dojmu o image společnosti, tzv. boosting. Největší část přímých reprezentativních aktů tvoří věty s ilokuční silou popisu (84%), kdy inzerenti popisují úkoly, povinnosti a závazky. Ačkoliv téměř všechny věty mají strukturu oznamovací věty, každá ilokuční síla je vyjádřena jiným způsobem, a to buď stavovým nebo dynamickým slovesem a přítomným nebo budoucím časem. Nepřímé reprezentativní akty jsou vyjádřené stejnými ilokučními silami jako přímé akty, vyjma ilokuční síly oznamovací, a tvoří 42,2 % výskytů klasifikovaných jako reprezentativní akty. Tyto nepřímé akty se stejně jako přímé vyskytují formou oznamovacích vět. Avšak jejich nepřímost je vyjádřena ve formě trpného rodu (pasivum), nebo obsahují podmět + stavové sloveso v přítomném čase, a nebo podmět + pomocné sloveso will + dynamické sloveso. Pouze v pěti výskytech se objevila struktura tázací věty nebo struktura oznamovací s funkcí otázky. Klíčovým faktorem přesvědčovací funkce inzerce pracovních příležitostí je osobní zájmeno *you* na místě podmětu, což je použito za účelem vzbudit ve čtenáři dojem, že inzerát je adresován právě jemu.

Další část analýzy je věnována přímým a nepřímým direktivním ilokučním aktům, které tvoří 28,7 % výskytů. Nejdříve jsou zkoumány přímé řečové akty s ilokučními silami vyjadřující instrukce, doporučení, rozkazy, výzvy a návrhy, které byly klasifikovány ve 42 % direktivní aktů. I v případě přímých direktivních aktů, kdy mají tyto věty strukturu rozkazovací věty, se inzerenti snaží dodržet jistou úroveň zdvořilosti. Tato úroveň zdvořilosti je ve všech přímých direktivních aktech vyjádřena rozvíjejícím větným členem *please*. Inzerenti též na začátku věty používají vedlejší větu příslovečnou s funkcí podmínky, což slouží k přímému oslovení čtenáře a ovlivnění při jeho rozhodování. Na rozdíl od reprezentativních ilokučních

aktů, kde většinu tvoří přímé akty, u direktivní aktů jsou převážně řečové akty nepřímé. Tyto nepřímé věty mají ve všech výskytech oznamovací větnou strukturu a stejně jako věty vyjádřené přímo obsahují ilokuční sílu instrukce, doporučení, rozkazu, výzvy nebo návrhu. V této části analýzy bylo prokázáno, že velká část (42 %) vět vyjádřených nepřímo používá modální slovesa k vyjádření určité míry zdvořilost. Zatímco modální slovesa *should* a *may* se objevují v souvislosti s ilokuční silou vyjadřující instrukce a doporučení, modální sloveso *can* bylo identifikováno ve větách s ilokuční funkcí rozkazů, výzev a návrhů. Skrze direktivní ilokuční akty inzerenti vyjadřují jistý závazek či povinnost čtenáře jako potencionálního uchazeče o danou pozici.

Poslední část analýzy byla zaměřena na komisivní ilokuční akty, které stejně jako předchozí direktivní akty vyjadřují určitou míru povinnosti, avšak v tomto případě je ta povinnost na straně inzerenta. Komisivní ilokuční akty tvoří 22 výskytů, tedy 14 % z celkového počtu, a jejich ilokuční síla vyjadřuje nabídku a garanci. Přímé komisivní akty tvoří menší část (40,9%) a jsou vyjádřeny pomocí slovesa *offer* (nabízet) ve smyslu, že inzerent popisuje benefity, které bude daná pozice potencionálnímu uchazeči přinášet. Naopak nepřímé komisivní akty byly identifikovány v 59,1 % z celkového počtu komisivních aktů. V této části bylo zjištěno, že inzerenti k nepřímému vyjádření nabídky a garance používání podmět následovaný stavovými slovesy nebo dynamickými slovesy s významem slova *offer*.

V analytické části bylo celkově zjištěno, že téměř polovina výskytů je vyjádřena nepřímo, což přispívá k faktu, že hlavní funkcí inzerce pracovních příležitostí, je funkce přesvědčovací. Zatímco reprezentativní akty, které mají především za cíl informovat uchazeče, jsou ve většině případů řečové akty přímé, u direktivních a komisivních ilokučních aktů převažuje nepřímé vyjádření, a to hlavně z toho důvodu, že se inzerenti snaží vyjádřit určitou míru zdvořilosti.

Na závěr lze konstatovat, že každá kategorie identifikovaná ve zmapovaných pracovních inzerátech splnila svůj účel a přesvědčovací funkci, která je vyjádřena nejen nepřímými ilokučními akty, ale taky zdvořilostními rozvíjejícími větnými členy. Proto, aby inzerce splnila svou funkci, je míra přesvědčování potencionálního uchazeče jednou z nejdůležitějších funkcí. Ve větší míře se inzerenti snaží přesvědčit kandidáta skrze ilokuční silou vyjadřující tvrzení, která se objevuje ve větách, které mají za cíl informovat čtenáře o kvalifikaci, dovednostech a zkušenostech potřebných k výkonu dané pozice. Dále se přesvědčovací funkce projevuje ve velké míře ve výskytech s ilokuční silou vyjadřující rozkaz,

výzvu nebo návrh, které jsou použité v kontextu pokynů ohledně přijímacího procesu a také ve větách, skrz které inzerent uvádí benefity, které pozice přináší. Avšak vliv nepřímých aktů na uchazeče je velice subjektivní a v některých případech je obtížné říci, zda se skutečně jedná o záměr nepřímo čtenáře přesvědčit a ovlivnit jeho další jednání.

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8 Online Job Advertisements

http://www.jobsite.co.uk/job/bar-team-member-957735242?src=search&tmpl=sem&sctr=TV&position=2&page=1&engine=solr&search_referer=external-google

http://www.jobsite.co.uk/job/branding-account-manager-957672067

http://www.jobsite.co.uk/job/business-development-manager-financial-services-957541106

http://www.jobsite.co.uk/job/e-learning-developer-957323218

http://www.jobsite.co.uk/job/graduate-junior-it-support-analyst-957529778

http://www.jobsite.co.uk/job/graduate-sales-executive-learning-development-957541806

http://www.jobsite.co.uk/job/restaurant-manager-957586184

https://jobs.telegraph.co.uk/job/6170068/aerospace-exp-imp-coordinator/

https://jobs.telegraph.co.uk/job/6186503/doorstep-delivery-person/

https://jobs.telegraph.co.uk/job/6289420/trainee-health-care-assistant/

https://jobs.telegraph.co.uk/job/6381825/engineering-buyer/

https://jobs.telegraph.co.uk/job/6445986/trainee-health-care-assistant/

https://jobs.telegraph.co.uk/job/6475920/supply-chain-controller/

https://jobs.telegraph.co.uk/job/6482933/distribution-manager-global-brand/

https://jobs.theguardian.com/job/6466687/member-agriculture-pafda-2-/

https://jobs.theguardian.com/job/6467156/recovery-worker/

https://jobs.theguardian.com/job/6473617/policy-officer/?LinkSource=TopJob

https://jobs.theguardian.com/job/6483573/teacher-of-business/

https://jobs.theguardian.com/job/6484382/pupil-support-assistant-level-2-fif06854-/

https://jobs.theguardian.com/job/6485208/ecommerce-assistant/

https://jobs.theguardian.com/job/6487012/airport-rep-tenerife-part-time/?TrackID=8

https://www.reed.co.uk/jobs/are-you-a-sales-professional-relocating-to-london/31499232

https://www.reed.co.uk/jobs/digital-account-manager-tech-lifestyle-agency/31388565

https://www.reed.co.uk/jobs/finance-contracting-support-officer/31277431

https://www.reed.co.uk/jobs/graphic-designer-b2b-staffordshire/31356336

https://www.reed.co.uk/jobs/internal-account-manager-for-fantastic-company/31406711

https://www.reed.co.uk/jobs/junior-estimator/31399455

https://www.reed.co.uk/jobs/operations-support-technician/31815163#/jobs/smart-recruit-online-limited/p12020

https://www.reed.co.uk/jobs/paediatric-sister-charge-nurse-rscn-band-5-or-6/31522709

https://www.reed.co.uk/jobs/sales-heating-manager/31375948

https://www.reed.co.uk/jobs/senior-finance-manager/31486961

https://www.reed.co.uk/jobs/senior-test-analyst/31496000

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https://www.totaljobs.com/job/cleaner/great-traditional-pubs-job68223022?entryurl=%2fjobs%2fglass-collector%2fin-north-shields%2368223022

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https://www.totaljobs.com/job/graduate-entry-level-telesales-it-distribution/scott-cofton-associates-job67665773

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https://www.totaljobs.com/job/sales-executive/creative-personnel-job67016669

https://www.totaljobs.com/job/senior-secretary/putney-high-school-job67869056

https://www.totaljobs.com/job/vulnerability-engineer-java-cyber-software-engineer/datasource-job67509634

http://totaljobs.uk.com/fjob-8d21ef39aa81a3f7-lecturersenior-lecturer-in.html

http://totaljobs.uk.com/fjob-bbe929366eb97c40-senior-fire-safety.html

9 Appendix

9.1 Corpus Data

9.1.1 Representatives

9.1.1.1 Asserting and stating the qualifications, skills, experience

(1) The ideal candidate will have a demonstrable background of purchasing in a manufacturing environment, ideally of electrical or electronic components. (DSA)

(2) Applicants should have a good first degree and a Doctorate in Criminology or a related are, coupled with teaching experience at degree level. (DSA)

(3) Strong IT and communication skills are a must. (DSA)

(4) You do not necessarily need any experience but you do need to be able to demonstrate that you are a great team player as well as being able to work unsupervised during busy times and keen to learn. (DSA)

(5) To succeed in this role of Logistics Manager you'll need to be of graduate calibre and have experience working in a fast-paced engineering, manufacturing, logistics, warehouse or distribution environment along with experience of leading and motivating a team. (DSA)

(6) We value the unique background, experience and capability of each employee and embrace differences including gender, race, religion, disability, nationality, age, sexual orientation, ethnicity and personal style. (DSA)

(7) It's imperative that you're extremely data driven and, ideally, you'll have a good understanding of Lean or Six Sigma methodologies. (DSA)

(8) You must be experienced in a similar set up (High end Restaurant or Gastropub), be professional and friendly, willing to work well within a strong team. (DSA)

(9) Due to the location of the business, and that some related travel may be required, you will be required to have a full driving licence and own vehicle. (DSA)

(10) Due to location, a driving licence would be required. (ISA)

(11) You will have an excellent knowledge and understanding of the KS2 curriculum and will be prepared to deliver outstanding lessons to the Year 6 class. (ISA)

(12) A good level of IT literacy (Excel and Datatrack), good personal organisational and motivational ability are required for the position. (ISA)

(13) Ideally you will have strong multicurrency bank reconciliation skills and extensive knowledge of a corporate internet banking system. (ISA)

(14) The successful candidates will have an existing network of relationships within the VP, Director or C-level audiences in the financial services sector and be able to facilitate a profitable engagement with prospects. (ISA)

(15) You are comfortable starting a conversation with anyone, answering their questions or meeting their requests, doing that bit extra for them and going the extra mile. (ISA)

(16) The post holder will therefore require a sound understanding of technology trends in higher education and, ideally, experience of online and blended delivery methods. (ISA)

(17) Ideally you will have experience of working within the Financial Services industry however they will consider other sectors. (ISA)

(18) You will have strong negotiation and excellent communication skills, a good understanding of inventory management (parts lists) processes and practice. (ISA)

(19) It is important you are confident preparing year-end accounts from incomplete records. (ISA)

(20) You will have some sales experience in your background and be a confident, people person who is an excellent communicator. (ISA)

(21) You will be a clear and effective communicator with excellent writing, data entry and presentation skills. (ISA)

(22) Maybe you've already applied for a teaching training course and do not have enough experience? (ISA)

(23) The successful candidate will have a proven track record in sales or account management, and be ready to take the next step in developing a long-term career within a growing market. (ISA)

(24) Your skills will include the ability to work under pressure and to deadlines, with the knowledge of sales processes and previous experience of working towards specific targets. (ISA)

(25) Are you a social media whiz kid? (ISA)

(26) To be considered you'll boast at least 2 years of experience within a similar role and you'll have an exceptional portfolio displaying work across, flyers, social media, brochures and more. (ISA)

(27) You'll boast exceptional key stakeholder management capabilities and will collaborate with Head of Design, Marketing Manager and Senior Management within the wider business. (ISA)

(28) You love motivating and engaging people in a range of developmental and rehabilitative activities. (ISA)

(29) This opportunity will suit a bright Graduate or someone of that calibre with the drive and hunger to succeed. (ISA)

(30) You will be someone with sales ability and have a genuine interest in IT. (ISA)

(31) It is essential that you have experience of working with others to understand the potential impact and implications of emerging strategy and policy and to develop risk-mitigation strategies where necessary. (ISA)

(32) We are looking for a candidate with sound knowledge of heath knowledge of health and safety legislation, particularly risk assessments and landlords' obligations, and asset management. (ISA)

(33) You will have several years' experience in a business or public sector environment where you will have been responsible for effective project management, financial management and line management of other staff. (ISA)

(34) We would particularly welcome candidates with experience in the education sector. (ISA)

(35) You will have previous experience in team leadership and have outstanding customer service, always be willing to go the extra mile and have passion for the industry. (ISA)

(36) Most importantly they believe in their people who do make the difference and know how to provide freight excellence at all times. (ISA)

(37) With a good general education, a procurement / supply chain qualification and, ideally, membership of the CIPS, you have a proven track record within a fast-moving manufacturing supply chain, where you have liaised with suppliers around cost, quality and delivery. (ISA)

(38) Thoroughly familiar with MRP / ERP from an ordering perspective and with sound mathematical acumen, you are strong on the co-ordination of supplier delivery plans and requirements. (ISA)

9.1.1.2   Describing the tasks, duties, and responsibilities

(39) You will be the primary point of contact for many clients. (DSA)

(40) As HR officer, you will be reporting directly to the HR Manager as well as working closely with the rest of the HR team to support and develop HR practices across the Group. (DSA)

(41) Your main objectives will be to negotiate and place purchase orders of electrical components and other products, ensuring schedule reporting and delivery promises are maintained by suppliers. (DSA)

(42) You will help to direct the sales team's daily activities and provide help and advice as well as hands on support to achieve volume and margin objectives. (DSA)

(43) You will deal with the F&I elements of the sales, by obtaining proposal information and communicating with the finance company. (DSA)

(44) You will prepare all required documentation for domestic and international shipments ensuring customs and regulatory compliance to enable transportation of goods to their given destination within defined timeless. (DSA)

(45) The role involves taking calls and e-mails from user, diagnosing the nature of their issue via structured questioning techniques, recording them within the call logging application and resolving them at first point of contact. (DSA)

(46) The role will include the chance to work on company wide projects and external projects these will include both private and public sector projects. (DSA)

(47) Your role will be to acquire and apply policy expertise in a range of agreed regulation policy areas to contribute to GDC regulatory policy development. (DSA)

(48) You will be responsible for the daily management of a team of co-ordinators. (DSA)

(49) In this role, you will provide a professional and comprehensive admissions service and ensure that all prospective families receive a positive impression of the School. (DSA)

(50) This work will primarily involve assisting with the development and expansion of the University's existing portfolio of online distance learning and degree apprenticeship programmes. (DSA)

(51) You will be responsible for the support of the internal IT, telephony systems and applications. (DSA)

(52) As a Logistics Manager, you'll be in a critical position responsible for delivering a huge impact on the customer experience and bottom line performance. (DSA)

(53) You'll be directly responsible for motivating a large team and ensuring that your team can handle the workload peaks. (DSA)

(54) You will be responsible for lots of multicurrency bank reconciliations, producing weekly banking reports for management, calculating and booking currency deals using the banking system, posting month end journals, petty cash returns, preparing the month end cash schedules, managing and reconciling the cash float, ensuring the department is compliant with SOX and assisting with internal and external audit. (DSA)

(55) Responsible to the Purchase Manager, your brief will cover the purchasing of all electrical and electronic production components, making full use of the current reporting system and standardising the purchasing process in line with current purchasing processes. (DSA)

(56) The successful candidate will ensure that they maintain and increase sales of milk and varied products to new and existing customers. (DSA)

(57) Our customers are looking for their fresh items to be delivered before breakfast therefore candidates must be able to work nights/early mornings. (DSA)

(58) You will also be required to work sleep in 24 hour shifts where you sleep onsite. (DSA)

(59) You will enable individuals to progress in their recovery and it's only possible with the help of people like you. (DSA)

(60) The successful candidate will ensure that they maintain and increase sales of milk and varied products to new and existing customers. (ISA)

(61) You will be willing to undergo and maintain a high level of security clearance. (ISA)

(62) As their Showroom Manager you assist in managing and motivating the sales team, ensuring that they meet sales and customer care targets. (ISA)

(63) This role will be focused on extending our successful financial services industry practice, through adding significant new accounts to our existing portfolio, which includes Citi, Rabobank, BNP Paribas and Barclays. (ISA)

9.1.1.3 Informing about recruitment process and application procedure

(64) Hays Specialist Recruitment Limited acts as an employment agency for permanent recruitment and employment business for the supply of temporary workers. (DSA)

(65) Creative Support is not a recruitment sourcing agency; all employees are directly employed by our organisation. (DSA)

(66) We can only respond to successful candidates. (DSA)

(67) By applying for this job you accept the T&C's, Privacy Policy and Disclaimers which can be found at hays.co.uk. (DSA)

(68) This post is subject to an enhanced DBS check. (DSA)

(69) We sometimes ask for information relating to individuals for equal opportunities monitoring purposes only. (DSA)

(70) This vacancy is being advertised by Webrecruit Ireland Ltd. (DSA)

(71) We do not accept CV's as a form of application, applicants must submit a completed Creative Support application form which can be requested or downloaded via the listed methods. (DSA)

(72) We do not accept cold calls or sales/marketing contact from recruitment candidate sourcing/advertising agencies. (DSA)

(73) Upon receipt of your application we will email you a confirmation of receipt. (DSA)

(74) If your skills match the role you will hear back from us within 2 business days. (DSA)

(75) We regret that due to the high volume of applications we are only able to contact suitable candidates. (DSA)

(76) Applications are encouraged from graduates and people with life experience, as well as experienced care workers. (DSA)

9.1.1.4   Boosting about the company

(77) Ours is a global business well positioned for long term sustainable performance and culturally rooted in our core values of caring for people, continually driving innovation and excellence and earning trust, every day and in everything we do. (DSA)

(78) With over 40 years experience in heating, ventilation, air conditioning and refrigeration, this company has become a trusted air management partner for a wide variety of businesses from offices and manufacturing plants to specialist data centres. (DSA)

(79) Our client is a growing engineering company who design, manufacture and install servo-hydraulic testing equipment globally. (DSA)

(80) Our client has been around a very long time, with a strong proven track record within their field of excellence. (DSA)

(81) This company is one of the fastest growing in the country and has enjoyed ten years of sustained success. (DSA)

(82) This cool independent food company creates healthy mints and chewing gum, approved by dentists. (DSA)

(83) The ONE Group are the largest independent recruitment businesses across, Northamptonshire and Cambridgeshire. (DSA)

(84) Established 35 years ago, XCEL Aerospace is now a major supplier to some of the world's leading aerospace platforms. (DSA)

(85) Hitachi has over a hundred years of industrial and technology innovation, employs over 320,000 people and generates more than $95 billion of revenues a year. (DSA)

(86) It is easy to get excited when thinking about working for an award winning, leading automotive group. (ISA)

(87) An organisation that prides itself on its persistent drive for innovation and excellence in everything it does? (ISA)

(88) How does working within an outstanding organisation that provides the best-in-class products and services sound? (ISA)

(89) Fancy being part of a strong network of teachers in a forward-thinking Wandsworth primary school? (ISA)

(90) If you're looking for a career in sales then why not learn from the best in the business. (ISA)

9.1.2 Directives

9.1.2.1 Instructions, polite instructions, requests, recommendations

(91) To apply please send your CV to the e-mail address stated, quoting our reference and specifying which website you saw this position advertised on. (DSA)

(92) To apply for the role of Bioanalysis Laboratory Analyst (Graduate Opportunity), please apply via the button shown.(DSA)

(93) To be eligible please submit your CV in Word Format and include comments regarding your travel arrangements. (DSA)

(94) For more information, please send your CV to the link provided. (DSA)

(95) If this job isn't quite right for you but you are looking for a new position, please contact us for a confidential discussion on your career. (DSA)

(96) If this is of interest to you, then please call us on 01902 238014. (DSA)

(97) If you are talented Year 6 teacher seeking the opportunity to be a part of a fantastic primary school within Wandsworth then please send a copy of your CV today. (DSA)

(98) Please apply through the link or contact us for more information. (DSA)

(99) Please note you will receive an automated response advising you that we have received your CV. (DSA)

(100) If you are interested in this role please apply online and/or email an up-to-dat CV to debra.shaverin@reedglobal.com, or call 01473 295 090. (DSA)

(101) If this is of interest to you, then please call us on 01902 238014 to apply or send your CV to alison.crook@247professionalhealth.com and start your journey into care. (DSA)

(102) For immediate consideration for this and other similar vacancies please call us immediately or email your CV straightaway. (DSA)

(103) If you wish to work for the best in this truly beautiful, intimate restaurant, please apply now!! (DSA)

(104) These are great opportunities to make a difference for a world leader so if you'd like to find out more please send your CV to Dan Kirkpatrick by clicking the Apply Now button. (DSA)

(105) Bring your solid manufacturing supply chain experience to Xcel Aerospace, world-class supplier of aerospace components. (DSA)

(106) Warehouse Operatives required! (ISA)

(107) Any candidate from a science background who wants to break into medical sales should apply now. (ISA)

(108) To apply you will need to submit your CV and a Supporting Statement that outlines your suitability for the role. (ISA)

(109) Applications completed in all respects should reach this office till 31st May, 2017. (ISA)

(110) For "General Terms & Conditions" and "Procedure for the submission of application" you may visit our website via the button below. (ISA)

(111) Candidates are strongly encouraged to visit the school prior to applying. (ISA)

(112) Visits to the school are warmly encouraged. (ISA)

(113) The deadline for applications is midnight, Sunday 19th February 2017. (ISA)

(114) Full details of this post and how to apply may be obtained by clicking the "Visit Website" button. (ISA)

9.1.2.2   Commands, invitations, suggestions

(115) If you have some sales experience & are a confident communicator – apply now! (DSA)

(116) We need YOU so don't miss out and make sure you apply today! (DSA)

(117) Take the opportunity to be part of our dedicated team where innovation and the desire to make a difference are key. (DSA)

(118) So if the above sound like you, send us over a copy of your CV and portfolio. (DSA)

(119) We encourage and welcome applications from all sections of society and are more than happy to discuss reasonable adjustments and/or additional arrangements as required to support your application. (ISA)

(120) You can view our full role profile, and complete an online application form, at our website via the button below. (ISA)

(121) Opportunities at this school don't come around often and the current Year 6 teacher has been promoted therefore leaving a space open. (ISA)

(122) If you are looking to join a growing company, working with a celebrated brand that can offer excellent rewards; you need to apply for this position today. (ISA)

(123) If you are interested in making 2017 a year you won't forget why not apply now! (ISA)

(124) CV's will not be accepted. (ISA)

(125) If you have relevant skills and experience, or have worked in a similar role, we would be delighted to hear from you. (ISA)

(126) A letter addressed to the Headmistress should be included with your application. (ISA)

(127) Applications must be received by: Monday 27th February 2017. (ISA)

(128) With 9 years recruitment experience we can do one together at our office in London over a coffee and chat about your options and the next steps in securing you a role. (ISA)

(129) Informal enquires can be made to Karen Barton, Director of Learning and Teaching Innovation Centre on 01707 284327 or by email k.barton@herts.ac.uk. (ISA)

(130) If you have great communication skills and experience in the hospitality business, then they would love to hear from you. (ISA)

(131) Money motivated and ambitious applicants with the ability to succeed within graduate sales should apply immediately. (ISA)

(132) This is a real opportunity to shape your area of the business with ideas that could be rolled out across the entire organisation. (ISA)

(133) Working for one of the UK´s most successful leading multimodal Forwarders and logistics organisations, you can now get the opportunity to explore your options worldwide! (ISA)

(134) Just in time for you to apply! (ISA)

(135) As part of this growth phase, they now require an additional Engineering Buyer to join their Purchasing team. (ISA)

9.1.3 Commissives

9.1.3.1 Offering and guaranteeing

(136) We offer excellent employee benefits, free parking, a great starting salary and regular progression reviews. (DSA)

(137) This UK market leader offers a comprehensive Graduate Sales Training scheme in the first three months that will set you up for the rest of your career. (DSA)

(138) Here at 247 we offer introductory group sessions designed to provide detailed information about being a career with 247 and what support and guidance you can expect from us. (DSA)

(139) In return for delighting our customers, we offer a great salary on a local contract combined with excellent opportunities for progression in a growing business. (DSA)

(140) In return, we can offer a competitive salary, a range of career opportunities and benefits, and a supportive working environment, set in leafy, tranquil grounds close to the heart of Putney and to the River Thames. (DSA)

(141) The University offers a range of benefits including a guaranteed pension, professional development, family friendly policies and discounted memberships at the Hertfordshire Sports Village. (DSA)

(142) In return, we can offer you an award-winning development programme with access to apprenticeships along with 25% discount on food and drink for you and your entire party in all our pubs and venues. (DSA)

(143) This UK market leader offers a comprehensive Graduate Sales Training scheme in the first three months that will set you up for the rest of your career. (DSA)

(144) To reward you for your hard work and commitment, we offer an attractive benefits package that includes a generous pension scheme, flexi-time and 30 days' annual leave (not including bank holidays). (DSA)

(145) As a Logistics Manager within this innovative business you'll receive a competitive salary, share options and a sign on bonus (which is received each time you get promoted). (ISA)

(146) We invest in our team and will support you with training to help you develop your skills. (ISA)

(147) Not only will you receive a fantastic salary package; the successful candidate will also receive a company car for the role. (ISA)

(148) In return you'll be subject to a highly attractive package and bonus scheme within an organisation highly dedicated to developing its staff. (ISA)

(149) If you are looking for a career, with genuine opportunities to move up the ladder, then we are a company that want to help you, guide you and inspire you to achieve your full potential. (ISA)

(150) We have an employee benefits scheme which gives you discounts across hundreds of brands and services and a contributory pension scheme. (ISA)

(151) Recommend a friend who you think could be right, and you'll receive our referral voucher. (ISA)

(152) You will receive a full induction and diploma level 2/3 qualification as well as a tailored training program to the service user group. (ISA)

(153) In return, you'll get Great support and training, 20 days holiday per year plus bank holidays (increases 1 day per year up to 5 years) (ISA)

(154) In addition, our client will provide a company vehicle, laptop, mobile and any additional tools required to succeed. (ISA)

(155) There will be plenty of progression opportunities depending on the direction you want your career to go. (ISA)

(156) You will receive all the training you need to fast track yourself to success. (ISA)

(157) After 6 months, you will progress into a 24/7 shift pattern. (ISA)