A CORPUS-BASED STUDY OF ENGLISH HUMAN RESOURCES VOCABULARY USED

IN ONLINE JOB ADVERTISEMENTS: THAI OWNED JOB PORTALS IN THAILAND

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การศึกษาคลังคำศัพท์ภาษาอังกฤษทางทรัพยากรมนุษย์ที่ใช้ในโฆษณารับสมัครงานออนไลน์: จ๊อบพอร์ทัลเจ้าของคนไทยในประเทศไทย

ณัฐพร ถาวรกุล

A CORPUS-BASED STUDY OF ENGLISH HUMAN RESOURCES VOCABULARY USED

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BY

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Title   A CORPUS-BASED STUDY OF ENGLISH HUMAN RESOURCES VOCABULARY USED IN ONLINE JOB ADVERTISEMENTS: THAI OWNED JOB PORTALS IN THAILAND

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This study aims to investigate the vocabulary used in English Human Resources (HR) advertisements and to examine the differences in the vocabulary used among the obtained entry-level, mid-level, and senior-level job advertisements. The data were analyzed with computer-based software, Antconc (Version 3.5.8). The framework of this study was based on the dictionary of human resources management by Heery and Noon (2008). The obtained data included 16,973 words token of 9,271 words. After grouping to the HR vocabulary, 2,364 multi-word units (MWUs) were found in the online job advertisements that were selected from JobThai, JobTH, and Phuketall, between October and December 2021. It was found that the 50 most frequently used multi-word units (MWUs) were clearly reflected in the 9 of the 14 main themes of human resources identified by Heery and Noon (2008), which are as follows: 1) employee resourcing, 2) employee development, 3) employee reward, 4) management roles, techniques, and strategies, 5) employee involvement and participation, 6) work organization and working time, 7) international HRM, 8) health, safety, and welfare, and 9) national and international regulation of employment, respectively. Moreover, the most common multi-word units (MWUs) that appeared only at the entry-level was *The candidate*, occurring 42 times or accounting for 0.59%, in the theme of employee resourcing. Secondly, the most common multi-word units (MWUs) in the middle level was *candidate database*, occurring 31 times or accounting for 0.35%, in the theme of employee resourcing. Lastly, the most common multi-word units (MWUs) at the senior level was *organizational strategies*, occurring 25 times or accounting for 2.49%, in the theme of work organization and working time. Therefore, the theme patterns at the entry level are the same as for the middle level, although they should have different responsibilities. While the results at the senior level showed that the specific multi-word units (MWUs) should be found at the senior level.

Keyword : human resources advertisements corpus-based study

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter I

Introduction

Background of the Study

Vocabulary has been accepted as the most indispensable part of learning English (Alqahtani, 2015; Hyso & Tabaku, 2011; Oljira, 2015; Syslová, 2017; Yunhao, 2011). Language learners need to master the vocabulary used in their respective contexts, such as education, business, law, and music, to become proficient in the language. It is undeniable that each field of the English language has the specific purpose necessary to communicate within that particular context (Ahmadi, 2018; Crystal, 2003; Nagy, 2014; Paltridge & Starfield, 2014). For example, in a business context, the language learners could face difficulties in business classes if they lack sufficient and relevant vocabulary used in the class. Therefore, language learners must focus on the vocabulary required in specific contexts and memorize the necessary business vocabularies. As Pilucka (1998) noted, business English classes should provide the authentic and accurate business language of case studies to the learner due to the difference in language used in the classroom and in real business situations. It is beneficial to give learners opportunities to use the terminology and language constructs used explicitly in a real business context.

In the business world, English for Specific Purposes (ESP) differs from general English usage (Donesch, 2012; Zhu, 2008). In an organization, specific vocabulary is used to convey accurate meanings. For example, "*pool*" is defined as a group of applicants (A&C Black, 2006), *"coaching"* is a face-to-face development experience for employees (Oxford University Press, 2008)*,* and *"lean"* is defined as slim and efficient (A&C Black, 2006). Furthermore, in an international organization, employees need to use English to communicate with the employer, clients, and colleagues. Nonetheless, employees could face failing the probationary work period if they lack sufficient and relevant vocabulary utilized in that specific workplace (Pilucka, 1998). Therefore, it would be imperative for language learners to become aware of the vocabulary needed

within business contexts and focus on mastering the relevant vocabulary, which would benefit learning the language and applying the knowledge to the workplace context.

English for Specific Purposes (ESP) is a center for teaching and learning a specific vocabulary in various fields. It focuses on developing language proficiency in one particular discipline, namely academics, accounting, agrology, business, IT, teaching, and engineering (William, 2014). Subsequently, English for Specific Purposes (ESP) has played an essential role as one of the key elements to successful communication for non-native speakers in a language interaction, especially in business and workplace contexts (Hutauruk, 2015). It is widely shown that to become proficient communicators in the business context, language learners need to learn specific vocabulary relevant to the department they work for. Until recently, this has been a common problem for English language learning workers due to a lack of a corpus for context-driven vocabulary (Herţeg, 1918; Liangpanit, 2010). Moreover, knowing specific vocabulary in relevant and specific disciplines would be valuable for communication and career development in the workplace because English for Specific Purposes (ESP) teaches an indispensable language to perform efficiently in the business world (Rao, 2019). As Afzal (2019) explained, the ability of foreign language learners in English language learning depends significantly on knowledge of a corpus of vocabulary. For that reason, the more understanding of corpus the language learner has in their discipline, the better language acquisition for that language learner.

Furthermore, a corpus of English vocabulary in relevant disciplines is an abundant data source. Keeping this in mind, a language learner should have access to an easily manageable archive of vocabulary for the different disciplines in the English language. Srichai (2016) proposed that a computer program is an effective tool to create a corpus in the linguistic field due to the large documentation size. Computers have influenced the tools used for language usage and learning. Corpus databases have been developed from time to time to help support language learning and teaching. Consequently, several programs such as Wordsmith, Antconc, etc., have been used for corpus purposes.

Heery and Noon (2008) stated that in the organization, the management of HR has a significant impact on an organization, acting as the foundation of the organization as people management, which includes recruiting, training, and development with regards to the central role of most companies, as well as its involvement in every business to support and organize the company's growth. For this reason, Heery and Noon (2008) generated the HR vocabularies, which are divided into 14 themes to cover all the HR vocabulary used in the HR field. Anoosha, (2012) noted that the most important aspect of human resources is recruiting potential employees and maintaining staff in their organization. There are many steps in the recruitment process to find qualified candidates for specific positions. Online job advertisements are appeared as the first step in dealing with the hiring of candidates, while specifically referring to the qualifications needed for each position and could have an impact on the quality of those employed in the company (Argue, 2015; Ekwoaba et al., 2015; Gusdrof, 2008). Meanwhile, Otto et al. (2018) described many challenges in the recruitment process, such as poor productivity of human resources. It would be difficult for an employee to work successfully in the workplace without the knowledge of and experience with the vocabulary explicitly used within that discipline. Moreover, lacking knowledge of the vocabulary prescribed in the relevant online job advertisement for the human resources department would be problematic when dealing with clients on the phone or in face-to-face conversations, consultations, or interviews. For this reason, in a corpus-based analysis, extensive data is available for researchers. A corpus-based analysis in the human resources department (HR) could be one of the most interesting areas to research.

Therefore, this research study proposed that the required vocabulary used in the human resources department relates directly to the vocabulary used in the recruitment and selection process. This suggests that job seekers lacking knowledge of specific vocabulary related to HR discipline would find the creation process of online job advertisements problematic, making them unlikely candidates for the position advertised (Heery and Noon, 2018). Hence, this study used the corpus tool to analyze the specific

frequency of vocabulary appearing in advertisements for the human resources department positions. The Antconc program was used to build a corpus list of vocabulary for this study. The findings of this study aimed to assist the HR employees who lack specifically relevant HR vocabularies, and the HR employees who created online job advertisements used in the human resources positions. Subsequently, this study created a database of pertinent vocabularies for language learners and job seekers to improve their employability.

Statement of the Problem

According to the Cambridge English Language Assessment (2016), English is assumed to be the international language used in the workplace, with over 85% of global organizations using English as one of their workplace languages. Nowadays, it has been shown that an international company is considered successful if it can apply the language used with clients and employees to create online job advertisements, applying the vocabulary used in the workplace as a part of the recruitment and selection process (Argue, 2015). For this reason, English used in the organization has proven to be successful in the hiring process to attract potential employees and reduce the language barrier. The importance of the candidate's ability to use the English language assists the company is interacting with their future clients and colleagues. The lack of knowledge of relevant vocabulary in the workplace and the inability to effectively use that vocabulary could seriously affect the efficiency of the business, making potential candidates less suitable for employment (Crump, 2012; Kitjaroenpaiboon, et al, 2021; Kitjaroenpaiboon & Getkham, 2015; Mankikar, 2014). Moreover, the HR employees who are in charge of writing online job advertisements would not be able to analyze online job advertisements, which is consequently detrimental to the company. Subsequently, this could lead to the termination of service contracts. Furthermore, with the placement of an unqualified employee, with the inability to effectively execute interviews, the company's revenue could be affected (Jahan, 2012).

Purposes of Study

1.To investigate the English HR vocabulary used in online job advertisements for HR positions.

2.To compare the English HR vocabulary used among entry, middle, and senior HR positions in online job advertisements.

Research Questions

1. What is the most English HR vocabulary used in online job advertisements for HR positions?

2. What is the English HR vocabulary used among entry, middle, and senior HR positions in online job advertisements?

Significance of the Study

This study aims to construct a list of HR vocabularies commonly used in the recruitment and selection process, as expected to be used in the workplace, to support language learners and HR employees who are in charge of creating online job advertisements in equipping themselves with knowledge of the list to improve their employment opportunities. This study obtained the most frequently used HR vocabulary in online job advertisements, supporting recruitment agencies using the list as a guideline for training new employees or existing employees who lack sufficient HR vocabulary in the field. Hence, it could be beneficial for the employee who works in the human resources department interested in human resources and training new staff.

With regards to the benefits of creating a list as part of a guideline for training new staff in the human resources department, the findings of this study could also be helpful for English for Specific Purposes (ESP) or Business English teachers. In addition, this study could provide English language learners with some samples of HR vocabulary used in the human resource business.

Scope of the Study

This study is limited to the 150 online job advertisements for positions in the human resources field from JobThai, JobTH, and Phuketall in the fourth quarter of 2021(October - December 2021) that were convenience selected to create a reasonable sample list of HR vocabulary used in the workplace. Online job advertisements were narrowed down to the workplace-based in Bangkok and Phuket, due to varying terminology and meanings in other countries impairing the authenticity of the data collected. In addition, online job advertisements were only selected from direct postings from companies and not from recruitment agencies because it has been found that most agencies would edit and generalize the job descriptions, while companies would add more specific detail to their job descriptions, adding a more accurate representation of expected language used in the workplace. The study used the Antconc program to generate the vocabulary used in online job advertisements. Heery and Noon 2018, a dictionary of HR vocabulary was used for grouping themes vocabulary found in online job advertisements.

Definition of Terms

The definition of terms in this study are as follows:

Online Job advertisements

Job advertisement refers to the companies hiring new staff, the job being offered, and details of the work context (Feldman; Bearden; Hardesty, 2006). In this study, job advertisements were selected specifically from the online job postings in the field of human resources from JobThai, JobTH, and Phuketall, posted only in October - December, the fourth quarter of the year 2021 to ensure current and authentic language usage. The selected online job advertisements were in the human resources, where knowledge of terminology was expected within an international context.

Human Resources Management

Human Resources Management (HRM) refers to the concept of management that controls employees' productivity in the company.

Corpus-based Study

Corpus-based investigation refers to an extensive amount of information, which is in the form of writing on a computer (Petcharat, 2016), from online job advertisements, diverted into a collection of vocabulary. This study was created from 150 online job advertisements selected randomly from JobThai, JobTH, and Phuketall.

HR Vocabulary

HR vocabulary refers to comprehensive terms used in HR management, which covers all areas of the field, such as recruitment and selection, appraisals, payment systems, dismissal, other aspects of industrial relations, and the terms used in real life (A&C Black, 2006). In this study, HR vocabulary refers to single-word units (SWUs) and multi-word units (MWUs).

Hiring refers to the act of looking for potential employees to join the organization (A&C Black, 2006).
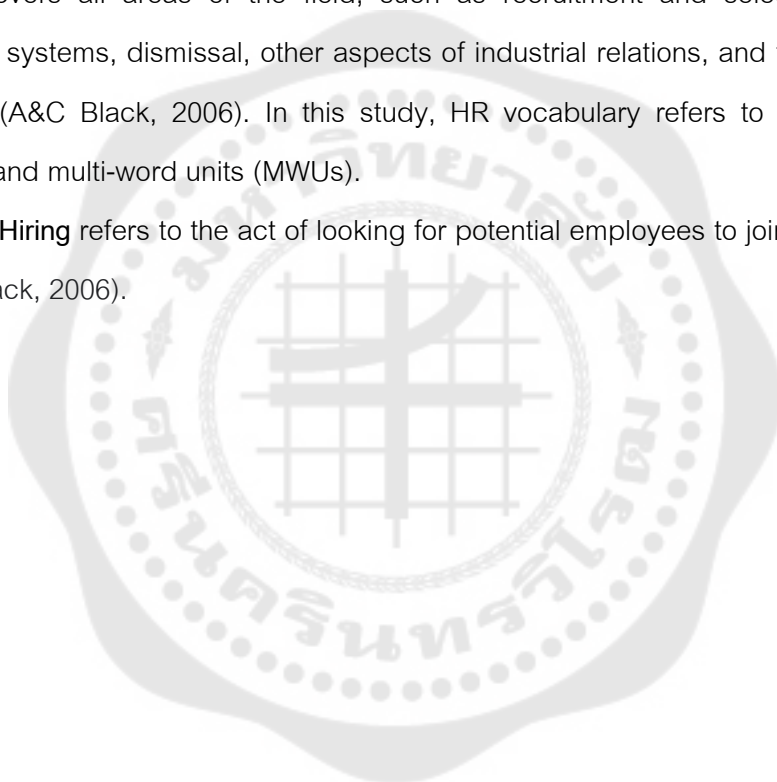
Chapter II

Literature Review

This chapter focuses on four categories, namely an overview of a definition of human resources management, a function of human resources management, an overview of sources in recruitment, and a summary of the online job advertisements. The second part defines the overview of human resources positions in organization, human resources vocabulary used, and a corpus-based approach. The third part entails the description of corpus vocabulary learning, an English of Specific Purpose (ESP), and an overview of the AntConc program. Lastly, the fourth part depicts the related studies.

A Definition of Human Resources Management

There are many research studies underpinning the definition of human resources management. This study was advocated by Michael Armstrong's definition of human resources management to support this review. Armstrong provides an important perspective of the meaning, which is covering the main practices, theories, functions, and up to date that it associates with workers to understand the overall concept of the definition of HRM.

Michael Armstrong (2006) believes that the terms human resources management (HRM) and human resources (HR) transform from personnel management, which includes the meaning and responsibilities of the processes in organizations. Furthermore, human resources is an extensive approach to managing and developing people in the organization (Amstrong & Tylor, 2014).

In addition, Amstrong (2010) mentions that the aspect of human resources management focuses on the method of managing people in the company. It also includes the overall obligation of human resources management as strategic HRM, human capital management, knowledge management, corporate social responsibility, organization development, resourcing (workforce planning, recruitment and selection, and talent management), learning and development, performance and reward

management, employee relations, employee well-being, the provision of employee services, and international dimensions.

As described by Amstrong (2010), human resources management plays an important role in the organization, due to the function of human resources management as the producer of an organization's success, tapping from the people in the company. Moreover, Amstrong mentioned that human resources can be defined by many models, consequently used in varying aspects as the organizations differ, depending on the organization's use and adaptation of the definition according to their needs.

A Function of Human Resources Management

At present, many organizations have different business structures. As a results, the functions of human resources management are relative, subject to the strategies adjusted to comply with the organization. There is no such thing as a standard strategy (O'riordan, 2017).

Complementary to this, Masanja (2019) supports that the scope of human resources management is sophisticated and broad. He notes that it would be embarrassing to assume to cover all of the functions of human resources management. Nevertheless, it can be categorized into four important parts, namely acquisition, training and developing, retaining, and maximization of the utilization of human resources, as can be seen in Figure 1 below.
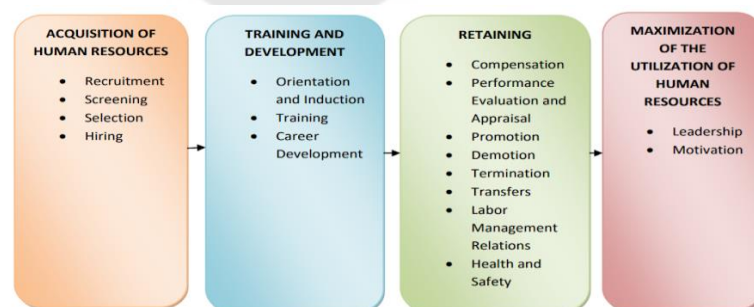
Figure 1: Human Resources Manual. A Practical Guide for Human Resources Practitioners

(Masanja, 2019, p.8)

Firstly, acquisition consists of the four main parts of human resources functions, which consist of recruitment, screening, selection, and hiring. As a results, the first part of human resources planning involves the demand and supply of the human resources department. On the other hand, the recruitment part comprises the overall processing, such as the screening and selection process, as well as the hiring of employees in the organization. The second scope is training and developing, which consists of mentoring, coaching, career planning, and the initial step of operation training. The purpose of this function is to bring out the best potential performance of the employees and to apply their duties and role responsibilities in the organization. The third function is retaining employees, involving compensation, performance evaluation, appraisals, promotion, transfers, discipline, demotions, labor-management relations, health, and safety. This aforementioned function's main purpose is to maintain and retain the employees' continued work with the organization. Then, the last function of maximization is the utilization of human resources, whereas this stage supports leadership to motivate employees, encouraging leadership skills so as to work effectively. Moreover, using this function could utilize motivation skills with employees to increase productivity in the organization.

Recruitment and Selection

Recruitment and selection play the most important role of responsibilities to ensure a successful outcome in an organization. This recruitment process is the first step in attracting desired potential candidates to join a company. Recruitment refers to the rhetorical aspect of selecting, matching, and fitting a potential and quality candidate to complement the organization (Lepak & Gowan, 2016).

Hoi (2013) mentioned that the purpose of recruitment is to choose the best person for the right position. Recruitment is greatly significant in the empowerment of the best performance outcome of the employees to contribute to the organization. Similarly, Noe, Hollenback, Gerhart, and Wright (2014) supported that the recruitment goal is to choose the most qualified people to decide which candidate is the best fit for the

company. In addition, Łącka-Badura (2015) showed that recruitment aims to support the appropriate search of candidates for job openings.

With this in mind, the recruitment process consists of many activities. Dayal (2015) explained that recruitment is the process of searching for potential candidates for employment. The process would only be successful if the candidates are selected by the hirers or employers. The selection of the candidates should be done through scientific selection, where the organization obtains candidates from many sources such as advertisements, employment exchanges, internal promotion, etc. Furthermore, Armstrong (2006) believes that there are three steps to handling this process, namely 1) delimiting requirements, 2) attracting candidates, and 3) selecting candidates. Delimiting requirements include job description, job specification, as well as conditions, and terms. Attracting candidates refers to candidate sourcing as internal sources and external sources, advertising, and outsourcing recruitments. Selecting candidates refers to reviewing candidates, the interview process, testing, evaluating, offering, reference checking, and preparing contract documents.

Stephen et al. (2019) supported that recruitment is the most preeminent process in the company, especially in international organizations. The process of recruitment should start from the arrangement of the requested number of positions to be filled in the organization. Moreover, the specific expertise of the required positions also needs to be considered in the recruitment process. The process of occupation analysis in recruitment is to bring in the potential candidate to join the organization. The recruitment process entails the collection of applicants from internal or external sources. Internal sources refer to current employees in the organization wanting to move to other positions or gaining more responsibilities in their occupation. The internal recruitment process is manifested as a method of promoting, maintaining, and reducing complaints regarding fairness from employees in organizations. On the other hand, external sources are defined as job postings, both in print and electronic media, as unsolicited applications, advertisements, and agencies. Once the perspectives are verified, the next process were selected, whereas the selection process consists of the recruitment,

involving the gathering, measurement, and evaluation of candidates for each requested position. For that reason, this process is imperative for the selection of the right candidates who suit and tie in with the organization, as is illustrated in Figure 2.

Figure 2: A Study of The Effectiveness of Recruitment in Selecting Qualified Talents in Service Organization

(Hoi, 2013)

Overview of Sources in Recruitment

According to Muscau (2015), sources of the recruitment process are the aforementioned main factors to find potential candidates for the organization. It comprises two primary recruitment sources, namely internal and external sources. Firstly, internal recruitment sources refer to promoting the employee within the organization, considering the terms of condition, job motivation, job transfer, or investigating the potential and performance of the employee in the organization. There are several advantages of internal source recruitment, such as cost-effectiveness, ease of attracting candidates, faster and more proficient selection, motivation of employees within the organization, etc. On the other hand, the disadvantages of internal source recruitment are that it prevents new or fresh ideas or perspectives, as well as the possibility to cause conflict between colleagues, encouraging interpersonal conflict, etc. Secondly, external recruitment sources refer to finding a suitable candidate for a position elsewhere than the organization (Ahmed, 2019). The advantages of external resources often attract specialists, professionals, or experts in that field, increasing the bank of potential candidates to choose from, ensuring a current labor market, and

allowing for a variety of choices for the best candidate to join the organization. The new employees from external sources can contribute new ideas and perspectives to improve the organization and consequently reduce training costs. In contrast, the disadvantages are higher expenses for recruitment, and the possibility of not finding the best candidate, creating a risk of increasing the turnover rate in the organization.

To summarize, in terms of effective recruiting, the external recruitment benefits businesses by allowing them to reap the benefits of their employees, by reason of the various candidate choices, expanding the talent pool, no bias, no team taking sides, saving time, reducing the interview process to keep the confidential information of each position, lower the training cost, to bring new ideas to improve the organization, gain more experience, skills, and abilities from the employees. As a results of the benefits gained through external recruitment over internal recruitment, human resources management also leverages the external to recruit future employees to join the organization today. Because of the above, the purpose of this study was also to focus on external sources, particularly JobThai, JobTH, and Phuketall, which were used in this study.

Overview of Online Job Advertisements

Online Job Advertisements

Online Job advertisements are considered the first step to attracting potential candidates to the organization (Anastasiou, 2014). Normally, online job advertisements include details of the process before announcing a position. The strategy of online job advertisements consists of various parts, namely 1) to fill several positions within the committee, 2) to set requirements for the online job advertisements, 3) to define or review a job description and job specification, and 4) to post on a website. Carnevale, Jayasundera, and Repnikov (2014) have found that online job description online potentially provides the most details for labor market data, due to the information provided in online job advertisements that are related to the real scope of work in the organization of the employers. Simultaneously, El-Dali (2019) conveyed that

advertising language influences lifestyle and daily routine communication among people in the organization.

For this reason, the language in online job advertisements also has a specific language and style. Online job advertisements contain short, clear, and easy-to-understand content for job seekers interested in the job posted, with the use of rhetorical and eloquently styled language. The most important aspect of language in advertisements is the language communicated to the audience. The language used for online job advertisements is simple to language commonly used in persuasive advertising when promoting goods, attracting the attention of readers, and persuading potential customers (El-Dali, 2019; Lapsanská, 2006; Lazović, 2014).

To sum up, it is beneficial to business English learners and job seekers to notice authentic examples of the fundamental concept of online job advertisements discussed in this research study, consisting of job analysis, job description, and job specification as shown in Figure 3.

Figure 3: Online job advertisements

Overview of Job Analysis

In addition to finding authentic job applications, it is necessary to analyze the intricacies of position information before the recruitment process can begin. Job analysis is an essential initial process to identify information given for responsibilities, tasks, skills, and abilities in each job requirement to fulfill a job vacancy (Bodnarchuk, 2012; Heron, 2005; Rehman, 2009; Rahman, 2020; Singh, 2008; Suthara, Chakravarthib, Pradhan, 2014). The necessary process of job analysis performs a multi-functional role

in human resources management. It acts as the main factor in shaping and controlling the job identity of the employee (Suthara, Chakravarthib & Pradhan, 2014).

Furthermore, I-Wei and Brian (2002) supported that job analysis is the systematic process of assisting those at the management level in decision-making, to generate the details of information in varied types of positions and therefore complying with the purpose of job analysis. Job analysis impresses rational ideas and information on job details to guide the direction of sourcing and selecting the potential employees (Augustine, Umana, Inyang, Isaac, 2019; Raju & Banerjee, 2017).

That being said, job analysis is essential for recruitment, as it identifies the details of the job even before recruitment can start. Furthermore, job analysis plays the essential duty of achieving company goals, thus bringing suitable candidates into the organization. For these reasons, the component of job analysis consists of two major parts, namely job description and job specification (Amos, Pearse, Ristow & Ristow, 2016; Hoi, 2013; Stoilkovska & Serafimovic, 2017; Yıldıza & Çaylan, 2017). The mind map of the job analysis process is shown in Figure 4 as described by R.Wayne Mondy, and Joseph J. Martocchio, 2016.
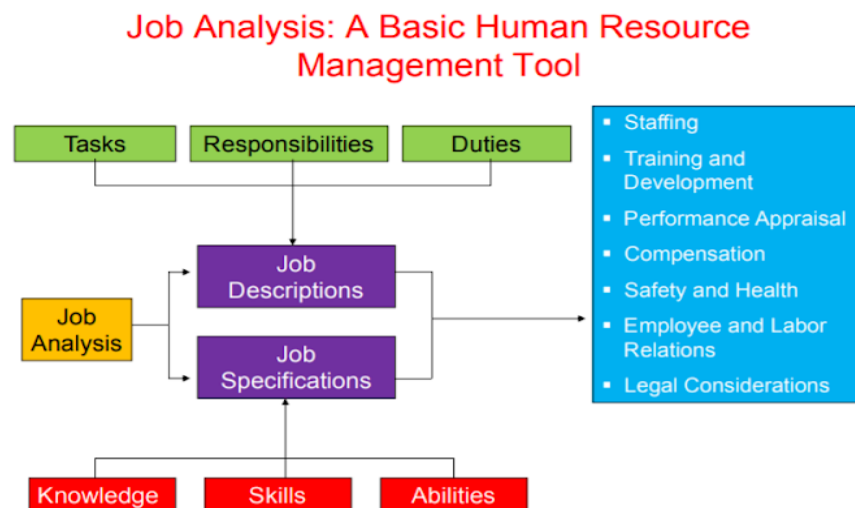
Figure 4: Human Resources Management

(R.Wayne Mondy, Joseph J. Martocchio, 2016, Chapter 4.)

Job Description and Job Specification

Thus, if the job description is a declaration and explanation of job information and job purpose, then it should support authentic information of job responsibilities, duties, and tasks in actual workplaces. Job responsibilities are a concept of content outcome from job analysis which is a component of clearly the expectation of (a) tasks, (b) responsibilities, and (c) duties to perform for a specific position. The job description is not designed to cover or list overall duties, responsibilities, or tasks because it can be changed or add new assignments at any time without informing employees.

(a) Responsibilities

Job responsibilities refer to something that the person has to take care of, handle, and be in charge of overall in their position in the workplace (UC Santa Cruz, 2013; Ahmad., el ta,2019).

(b) Duties

Duties can be referred to as composed of tasks, performance, work, or services that are coming out of a position, profession, or role of a person in the workplace (Foote & Robinson, 2002; Rentor, Setiawan & Lusanjaya, 2017).

(c) Task

The task can be referred to the collection of job groups that the employees must conduct for the organization to achieve goals in the company. Additionally, tasks are a cover of duties and responsibilities, which includes the individual task or work together with others which are called a team task that should be performed or productivity (Huvila, 2008).

Hence, the job description should include a job title, the department, and location within the organization, as well as a job summary. Included in the job summary, there should be visible signs of the main purpose of the position, expected tasks, duties, and responsibilities, as well as ad hoc or occasional requirements, described working conditions, materials used within the position, limitations on authority, persons to report to, supervision provided or received, and lastly, risks associated with the position. It is expected for job specifications to be included in job descriptions since

job descriptions are often written based on the information data given in the initial steps of the process and followed by the inclusion of job specifications (Amos, Pearse, Ristow, Ristow, 2016; Dias, 2012; Itika, 2011). Concurrently, job specification concentrates on the applicant's personal characteristics, qualifications, experience, and capability needed to support the vacancy successfully. Subsequently, job specifications determine the terms and conditions of employment, consist of training and qualifications, (a) knowledge, (b) skills, and (c) abilities (KSAs), experience, and reaction to body language (Amos, Pearse, Ristow, Ristow, 2016; Itika, 2011; Dias, 2012).

a Knowledge—knowledge of works refers to the collective element of the wisdom of explicit and tacit, technical know-how, inventiveness, interconnections, utilization, networking, and innovation that is an understanding of the content of the information obtained from experience or education (El- Farr,2009).

b Skill—A skill is a capacity of an individual to take the action appropriately in different situations, which includes knowledge, tools know-how, analytic and hands-on strategies, and a cluster of personal behavior, belief, and values (Siekmann & Fowler, 2017; Vasanthakumari, 2019).

c Ability—An ability is required for competence to perform in their work goals with typical standards to achieve targets and productivities for the job position. (Tengland, 2011; Jansson, 2014).

Additionally, job descriptions and job specifications serve as the appraisal of information data, as it controls the direction the organization was taken, due to the job construction generated for employees in the organization. Consequently, job descriptions and job specifications need to be up to date with current job requirements to specify the challenge, as well as to support the organization in improving the quality of the job holders in each individual job vacancy as required by the employer (Al-Marwai & Subramaniam, 2009). It is important to emphasize that job descriptions and job specifications empower human resources management to sort out potential and suitable candidates with their skills and abilities for the purpose of helping target efforts to recruit in the organizations (Sims, 2002).

In summary, job vacancy data gathering through job analysis is an initial part of an elementary-driven organization, consisting of two main components, namely job descriptions to set the quality as well as standards for potential employees. At the same time, job specifications are also set to indicate the working style of employees in the organization. As a results, job vacancy advertisements become imperative in organizations to learn more about the details for utilization of this information.

Overview of Human Resources Positions in Organization

The organization's career path can be separated into three parts: top-level management, middle-level management, and operating or lower-level management (Braun, 2015; Gyansah and Guantai, 2018; Małgorzata, 2016; Okafor Obiefuna, 2014; Ronn, 2010; Roth, 2016; Saleem and Amin, 2013; and Vargas-Hernández & Vega, 2017).

Human resources departments always have a variety of job types and titles. The job title can be shaped by the size of the organization, the company industry, and the vision of the owner to set the responsibilities of the human resources position in their organization chart (Indeed Editorial Team, 2021). It also depends on various factors of each company. The human resource department job title can be divided into three levels, which consist of the entry-level positions, middle-level positions, and senior-level positions (Hierarchy Structure, n.d.; Supasaktumrong 2019).

Entry-level positions:

The primary responsibilities of entry-level positions are typically in charge of administrative, recruiting, assisting in human resource initiatives, carrying out activities requested by management, completing administrative, transactional duties, or performing a specialized support function in the human resources department (Chowdhury and Miah, 2016, and Society for human resource management (SHRM), 2016). The entry-level positions might include the job title as a staffing coordinator, staffing specialist, HR assistant, HR associate, HR representative, HR administrator, HR analyst, strategic partner, compensation HR analyst, employment manager, HR mentor,

recruiter, senior HR associates, HR analysts, staff coordinator, HR associate, HR assistant, HR trainee, etc (Indeed Editorial Team, 2021).

Middle - level positions:

The primary responsibilities of middle-level positions are typically in charge of managing projects, programs, initiatives, implementing plans devised by senior management, and assigning work to lower-level employees. The middle level positions might include the job title as HR manager, HR generalist, Senior HR specialist, HR specialist, HR generalist, HR supervisor, Personnel manager, Senior Executive HR, HR Supervisor, HR Specialist, Employee Relations Manager, Executive HR, Associate, Executive HR, HR Administrator Assistant, HR Administrator, HR Technical Supervisor, etc (HumanresourcesEDU, n.d.).

Senior-level positions:

The primary responsibilities of senior-level positions are typically in charge of developing and leading implementation plans and analyzing business information, responsible for all decision-making in the department. An example of a senior HR job title might include Senior HR manager, HR Principal, HR director, Chief human resources officer, Vice president of human resources, etc. (Hierarchy Structure, n.d.).

Moreover, Miller-Merrell (2022) explained that the structures of the human resources can be divided as sizes of the organization into three structures below:

1.HR Organizational Reporting Structure in a Small Business or Startup (100 employees or fewer)

Figure 5: HR Organizational Reporting Structure in a Small Business

2. HR Organizational Reporting Structure for a Mid-sized Businesses (100-999 employees)
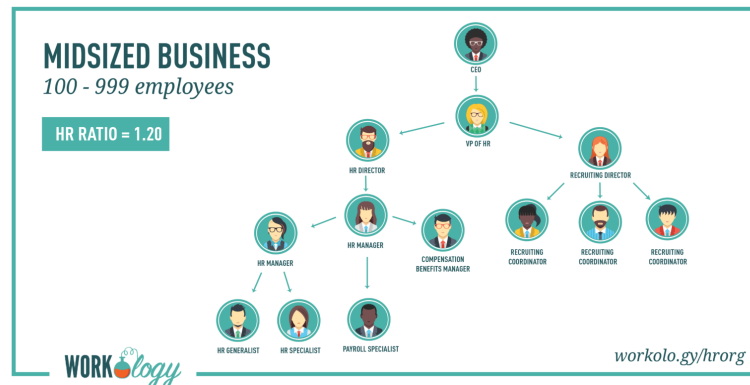
Figure 6: HR Organizational Reporting Structure for Mid-sized Businesses

3. HR Organizational Reporting Structure for Large Companies (more than 1,000 employees)
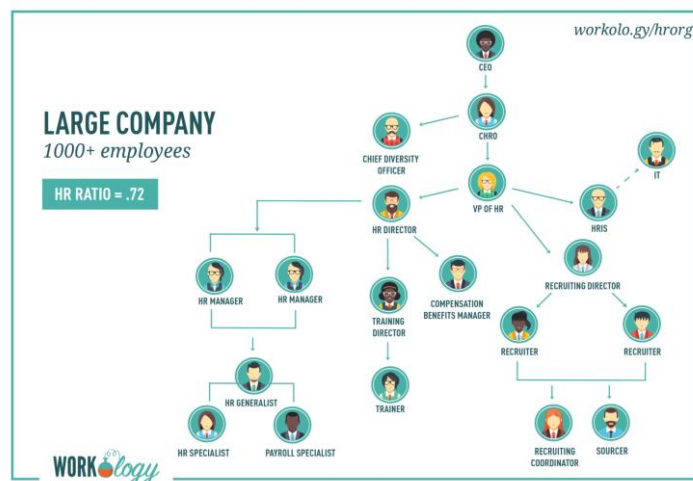
Figure 7: HR Organizational Reporting Structure for Large Companies

In contrast, Supasaktumrong (2019) and Poonyaniti (2014) stated that the company could be divided into three levels, which consisted of the entry, middle, and senior level positions. Organizations might face problems among these levels of

management because each organization has a different perspective on managing HR levels. Many organizations do not evaluate or pay attention to individual development plans (IDP), which is one reason for problems at all management levels, particularly when considering CEOs' or owners' negative attitudes toward using human resource development tools. In summary, the structure of human resource management's title or level depends on the organization's size and other factors that shape and set the position level and title within the human resources department (Kuljittthrasith, 2011).

This study used three levels, which consist of the entry-level, middle-level, and senior-level as criteria, as the previous review literature above were analyzed as the research question in this study.

Human Resources Vocabulary

Overview of the Classification of Vocabulary in Human Resources Management

Heery and Noon (2008) classified HR vocabulary in human resources management of nearly 2,000 words into 14 main sections:

1. Employee resourcing

2. Work organization and working time

3. Employee development

4. Employee reward

5. Employee involvement and participants

6. Conflict and control of employee

7. Discrimination and equality

8. Health, safety, and welfare

9. Management roles, techniques, and strategies

10. Employee representations

11. Collective bargaining

12. National and international regulation of employment

13. Concepts and theories used to study

14. International HRM

The purpose of classification is needed, due to the potentially obscure and difficult nature of the language used by human resources management. Therefore, the classification acts as a guide to identify key terms and measure the frequency of HR vocabulary themes for the readers. The classifications are as follows (Heery & Noon, 2008):

1. Employee resourcing refers to the process of the workforce and releasing employees in case of no longer needed or wish to move on. It consists of 3 parts, which are a full process in recruitment and selection (such as interview, job description), general terms, reflecting approach in management (e.g., employee branding, human resources planning, organizational and downsizing), and an immigration issue and the movement of workers to find employment. For example, job description, headcount, and employee branding.

2. Work organization and working time refer to the organization of work and working time. It includes the development of the organization, development of labor, work-life balance, and specific features in the organization such as annual hours, contracts, and lean production. For example, half-day, line manager, and team leader.

3. Employee development refers to the employee's requirement of skill and competencies, training and development activities, and overall informal process workers learn as training needs are analyzed, learning workplace, and workplace learning. For example, employee development, happy sheet, and performance management.

4. Employee reward is identified by all aspects of reward management, comprising the payment system and payment structure, workplace benefit, the techniques of remuneration, and economic and psychological theories that impact the process of employee reward in the organizations. For example, compensation, payroll, and salary incentive.

5. Employee involvement and participation identified the techniques developed by the employer's communication in aspects of business decision making, the management agenda of worker participation, and financial participation. For example, culture management, norms, and mindset.

6. Conflict and control in employment are identified by expression, regulation, and control of conflict in employee relationships. For example, strike, work to rule, and sabotage.

7. Discrimination and equality are identified by protection overall employment law and management, sex, race, disabilities, age, religion or belief, sexual orientation, and legal concepts and terminology such as equal value, gender quality, duty, and equality bargaining. For example, racism, gender, and Asian.

8. Health, safety, and welfare are identified by the main elements of health and safety law and processes of inspection and enforcement. For example, risk assessment, obesity policy, and provision of little research.

9. Management roles, techniques, and strategies are identified by different management functions and roles of the organizations of managers and employers, such as SWOT and PEST analysis, and terms used to analyze different aspects of management strategy. For example, HR roles, human resources strategy, and takeover.

10. Employee representation is identified by two aspects, which are: the majority of unions, the primary representative organizations of employees, the definitions of union types, union roles, and aspects of union organization and behavior. Other definitions included in this category refer to alternative systems of worker representation, such as those based on work councils or non-union staff and professional associations. For example, block votes, union mergers, and non-governmental organizations (NGO)

11. Collective bargaining is identified by industrial relations. It includes a range of terms that relate to the central activity of collective bargaining, the collective relationship between employers and trade unions. For example, certification, disclosure of information, and labor-management partnership.

12. National and international regulation of employment identified and covered by government regulation of the employment relationship, international regulatory bodies, including the Euro-pean Union and the International Labor Organization. The trend toward globalization and the resulting pressure on international labor markets, the formulation of international labor standards, the specific institutions, and policies, such as counter-mobilization, jurisdiction, social partnership, as well as union exclusion. For example, welfare to work, mediation, and social pact.

13. Concepts and theories used to study HRM are identified by social science concepts and theories that are used to study or analyze HRM, key theoretic, and methodological concepts. For example, employee relations, sex work, and low trust.

14. International HRM is specifically with the management of employees in large transnational corporations. For example, work permits, migrant workers, and offshoring.

The Corpus-based Approach

Overview of the Definition of Corpus

There are several famous scholars who defined a corpus-based approach in numerous fields. It is for this reason that Sinclair (1991) detected that the corpus refers to the nature of gathering language words, which showed the character and diversity of the language. A word in the corpus-based approach would not necessarily have meaning, although the meaning occurs with multiple words in a sentence. Crystal (1992) advocated that a corpus is a group of written or spoken linguistic data, which can be used as an explanation or means of a language. Moreover, Bennet (2010) explained that a corpus is a large collection of naturally occurring words in the language and is stored as a collection in an electronic system. After the turn of the century, there have been many scholars who have contributed to developing a linguistic corpus such as Leech, Biber, and Johansson, to name a few, with John Sinclair (Bennet, 2010) as one of the most well-known contributors. In conclusion, the corpus refers to a design that assists in the accumulation of linguist information through the use of electronic systems to convey the meaning of the language.

Type of Corpus

According to Bennett (2010), corpus linguistics consists of four types of corpora, namely 1) generalized corpora; 2) specialized corpora; 3) learner corpora; and 4) pedagogic corpora.

Firstly, generalized corpora refer to a huge word bank with over 10 million words and contains a diversity of the language. The generalized corpus provides an overall view of language to users, for example, The British National Corpus (BNC), the American National Corpus (ANC), and The Corpus of Contemporary (COCA). These corpora predominantly consist of language used in newspapers, fiction, non-fiction, informal conversations, government proceeding, and business meetings.

Secondly, the specialized corpus contains the type and purpose of language used in different fields. The specialized corpora are mostly used in English Specific Purpose (ESP) due to the focus on specific questions for particular answers, such as the academic word list (AWL), which is made up of academic text, and the CHILDES Corpus (Hunston, 2002) which consists of language only used with children.

Thirdly, the learner corpus is a branch of the specialized corpora used by students. The learner corpus is designated and convenient to use for research, and depends on the type of learner corpus, for example, the Standard Speaking Test Corpus (SST) is an oral interview test on the speaking abilities of Japanese learners.

Lastly, the pedagogic corpus is a language corpus used in the classroom. It is composed of an educational setting of teacher and student language usage, such as academic textbooks, and spoken transcripts.

Corpus Vocabulary Learning

Nation and Meara (2013) stated that the corpus for vocabulary learning should be learned by the needs of the learners and the usefulness of the vocabulary items. The usefulness of the items was determined by measuring their frequency and range in a relevant corpus. The three main points of the vocabulary that were needed to be learned were (1) the variable frequencies, with some items appearing multiple times and some appearing only once, (2) a relatively small number of words needed to cover a

significant part of the token in the text, and (3) a significant number of low-frequency items making up a small part of the token in the text. It was possible to create a list of words that would be especially useful to people when starting to learn a language to count the frequency of a sizable, relevant corpus.

The list of the most useful words in English contains around 2,000 high-frequency words. It was found that approximately 2,000 words were an appropriate size for language learning. It seems clear that high-frequency words need to be learned as the first primary vocabulary language learning to use frequency counts from high-frequency words to low-frequency words. At the same time, language learners also need to keep learning at low frequencies incidentally during their own time. Teachers need to be more focused on the high-frequency words, but at the same time, also make a situation for the students to learn the low-frequency words. Moreover, the teacher needs to create a special-purpose vocabulary list for the needs of language learners (Nation & Meara, 2013).

Nation and Meara (2013) explained that there are four main strands of vocabulary learning: (1) learning vocabulary from meaning-focused input (listening and reading), (2) learning vocabulary from the meaning-focused output (speaking and writing), (3) deliberate vocabulary learning, and (4) developing fluency with vocabulary across the four skills. Learning vocabulary from meaning-focused input (listening and reading) involves learning a language by imitating the mother language as native speakers. First, learners should avoid unknown vocabulary, not over two percent of 50 words. Second, learners need to input the vocabulary of one million tokens or more per year. Third, learners need to pay attention to the unknown vocabulary.

Moreover, regarding the listening part, the learner should listen to the same story repeatedly for several days to input the ability to know the vocabulary. Then, in learning vocabulary from the meaning-focused output (speaking and writing), the learners must first create activities to use new vocabulary. Later, learners need to practice speaking activities with others. Finally, because the fixation on a particular word

is a cumulative process, it can help learners strengthen and enrich their knowledge of the word (Nation & Meara, 2013).

Regarding deliberate vocabulary learning, the direct vocabulary learning of the learner and the result shows the effective development of learning. The guidelines of this learning were (1) to retrieve words rather than ever before because direct vocabulary learning stimulates the connection of words and meanings, (2) it allows the learners to use words appropriately, (3) the vocabulary repetitions are spaced out every hour or the next day, (4) repeat the words aloud to yourself, (5) process the most challenging words to learn thoughtfully, as the learners need to use the technique of language context and situation to support this learning, (6) avoid interference, (7) avoid a serial learning effect, and (8) use context or learn in phrases for help to understand vocabulary (Nation & Meara, 2013).

Finally, regarding the development of fluency with vocabulary across the four skills, this technique aims to improve the vocabulary used to develop listening, speaking, reading, and writing. There are two approaches to developing fluency in vocabulary. The first regards the well-beaten path approach, which includes repeated practice on the same material, topic, and rehearsed talks. The second approach is to make connections and associations with known items, called the richness approach to fluency. This approach includes a wide variety of contexts and situations. In sum, four main strands of vocabulary for learning MWUs should be learning and focusing on extensive meaning-focused language use rather than deliberate study. This is because native speakers speak appropriately and influentially. After all, they have stored vast numbers of MWUs they can draw on when using the language (Nation & Meara, 2013).

As Nation and Meara (2013) explained, learners could not expect vocabulary to play the same role in learning languages in general English because the vocabulary in each sort of text also found the different vocabulary used. English has distinctive vocabulary registers for particular areas of discourse. For this reason, learners need to learn academic vocabulary, legal vocabulary, business vocabulary in English, and so on. Therefore, using the corpus for vocabulary learning is required for language learners

because it counts and selects the awareness of the distinction between high-frequency and low-frequency words. Learners need to use them as a shortcut for learning because English has numerous words, a scenario that may differ from other language usages.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) defines the needs of a particular group of learners (Donesch-Jezo, 2012). There are two main types of ESP: (1) English for academic purposes (EAP), which helps students prepare for studying in foreign universities, and (2) English for occupational/professional purposes (EOP/EPP), which helps learners prepare for functioning in a particular profession. ESP courses cover topics from engineering, law, medicine, IT, and business management (Donesch-Jezo, 2012; Hutauruk, 2015; Javid, 2013).

Hutauruk (2015) mentioned that the main difference between ESP and general English is the learners and their purposes for learning English. ESP learners tend to be adults who have already learned some English and have some knowledge of various content subjects with which ESP teachers are unfamiliar. ESP learners need a language to develop specialized communication skills to perform specific work-related tasks. ESP focuses on the language used in the actual professional context rather than teaching grammatical structures and vocabulary unrelated to the student's major (Musikhin, 2016). Contrary to general English, which is frequently separated from the future situations of students, the content of an ESP course is integrated into an area of subject matter related to the present and future situations of students (Hutauruk, 2015).

To sum up, as shown above, the ESP mainly focuses on developing communicative competence in the target profession. The best practice for learners to achieve this is real situations related to the subject specialists and the English teachers who use the information on matters concerned with the subject discipline. For this reason, this study used online job advertisements that required professionals in the human resources (HR) field to study prepare learners and HR employees from this field of expertise for workplace situations.

Overview of the AntConc Program

Numerous programs are available for data analysis; however, this study uses the AntConc Program because a freeware corpus analysis toolkit for concordance and text analysis, and this program has the function of counting, which is suitable for the purposes of this study. This program was devised by Laurence Anthony, professor of Applied Linguistics at the Faculty of Science and Engineering, Waseda University, Japan. He has been in the post of Director of the Center for English Language Education in academia and industry for over 25 years (Anthony, 2019).

Overview of the Function of the AntConc Program

Anthony (2019) explained that the Antconc program is available for Windows and Mac. The Antconc program provides seven functions (Click F1-F7) that are suitable and easy to use, as described in Figure 8 and depiction below:
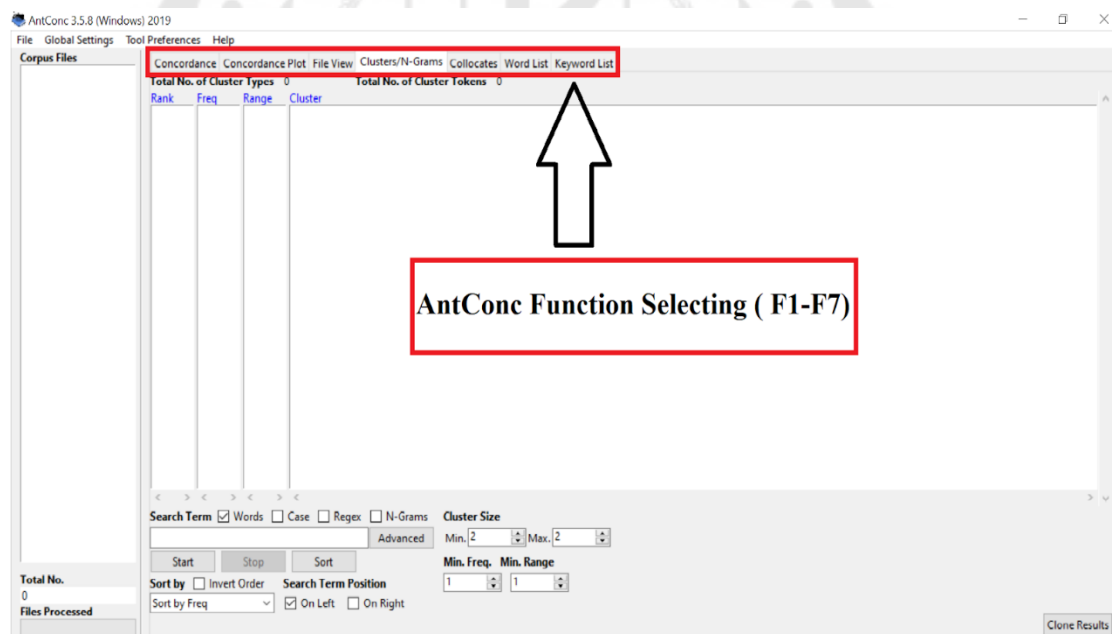
Figure 8: AntConc (Version 3.5.8) Computer Software

(Anthony, 2019)

1.0Concordance Tool: this tool reveals Key Words in Context (KWIC). The Concordance Tool shows the words and phrases used in a corpus of texts.

2.Concordance Plot: this tool provides the results as a barcode and position setting, displaying the position results to search from the target text as a user set.

3.File View Tool: this tool shows the original text for users, supporting details of initial data to use with other tools, and functions of AntConc after the user inputs data into this program.

4.Clusters/N-Grams tool: the Clusters tool provides words or patterns and groups depending on the search target. In addition, the frequency of searched text is provided by these tools. In contrast, the N-Grams tool scans a common expression in a corpus.

5.Collocates Tool: it shows the patterns of a searched term, frequency word, and non-sequential language. In addition, this tool also provides the statistical measure between the searched term and the collocate.

6.Word List: this tool counts the overall words in the corpus. It shows the words with the highest frequency in the text. This tool is easily used in multiple modes of text, in either upper or lower case.

7.Keyword List: this tool supports unusually frequent or rare words in the corpus, so as to compare words in a different text corpus. Keyword lists identify the characteristic words in the corpus, such as parts of speech or ESP study.

In this study, the most suitable function of AntConc within this study would be the wordlist. This study used Antconc 3.5.8 for synthetic data to reveal word lists in the selected online job advertisements.

Related Studies

There have been previous corpus studies, consisting of different perspectives in the wordlist, and special HR vocabulary used in job advertisements.

Kochetova, Sorokoletova, Ilyinova, and Volkova (2017) studied a corpus-assisted comparative study of British job advertisements, with a focus on job categories of leading and non-leading positions determining a sociocultural perspective within the framework of the corpus-based approach. The size of each position corpus is approximately 50,000 words. The above-mentioned study stated that there is much research on job advertisement with various perspectives, although not really in a framework of corpus study. Hence this study used this gap in research to investigate the most used social and cultural words, in leading and non-leading positions in job advertisements, used for recruitment of potential employees joining an organization. The results showed that the vocabulary used in job advertisements for senior positions is more clearly and precisely worded than in junior positions. Evidently, senior positions mostly contained three keywords such as change, power, and planning. On the other hand, the junior position mostly contained three keywords such as help, organization, and reciprocity. The study pointed out that the language used for senior positions indicates a focus on explicit visions of leadership as indicated by the employers. In contrast, the language used for entry positions mainly focuses on supporting and adhering to the expectations of the organization.

Xu, Gu, Zhou & Zhang (2017) investigated a large Job posting Corpus for Text Classification (JCTC). This study claimed that the data of job postings obtained was massive and showed an absence of the text classification in 644,7752 job postings from 2,536 China-listed companies, from August 2014 to August 2015, with the use of the corpus construction to manage the job posting. The data of job postings were collected from China HR, Zhaopin, from 51 job online recruitment websites in China, using the People's Republic of China Grand Classification of Occupations (CGCO) as the job classification standard. The results of the Job posting Corpus for Text Classification (JCTC) claimed that this study categorizes 102,581 potential online job postings into 465

categories. Lastly, this study claimed that the results of the Job posting Corpus for Text Classification (JCTC) clearly help to analyze information on the labor market for organizations in China and other countries.

Kheovichai (2013) explored marketization in the language of UK university recruitment, specifically as critical discourse analysis and corpus comparison of university and finance industry job advertisements employs Critical Discourse Analysis (CDA) as a conceptual framework and uses both corpus linguistics and close text analysis to analyze university and business in the job advertisements. This study compares job advertisements from jobs.ac.uk, and eFinancialCareers.com between 1970 to 2010, dividing the data from job advertisements of 3,000 online academic university jobs and 3,000 financial jobs. The findings indicated that university job advertisements support business discourse more so than finance job advertisements. In addition, the study explained the results as seen through the lens of the corpus approaches as firstly, changing value systems, the results showed the academic and business job corpora according to frequency and found a strong positive correlation ($r = 0.787$, $p < 0.01$). Secondly, changing actions and attributes, whereas the 1970s university job advertisements focused on working and recruiting but the 2010s university job advertisements and financial job advertisements concentrated on performing various kinds of activities, as well as development and financing. Lastly, the researcher of this study argued that universities should be more selective about business discourse because it can bring out organizational value and vision to successfully promote the public interest.

To summarize, the preceding study truly indicates the importance of job advertisements, although some researchers have overlooked the importance of job advertisements. It could be because no one realizes that creating a job description is the first priority, rather than focusing on the management of the organization, but it is literally very important in the initial stages to recruit good people to join the organization, that it helps HR to find the right people on the right job to the company and it can be amplified the organizational growth. It is essential for the organization to caution the

external sources to seek new employees to join the company. Notably, employers and the human resource department must conduct extensive research and learn in order to establish job descriptions that are beneficial to the organization. Hence, the aforementioned components of this study focusing on the frequency of word usage and the difference of words used at different levels in a job posting would improve the ability of employees in the company to use business vocabulary to deal with the candidates and clients, and a guideline for training new staff in the human resources department, it could also be helpful for English for Specific Purposes (ESP) or Business English teachers, and it could provide English language learners with some samples of vocabulary used in human resource business.
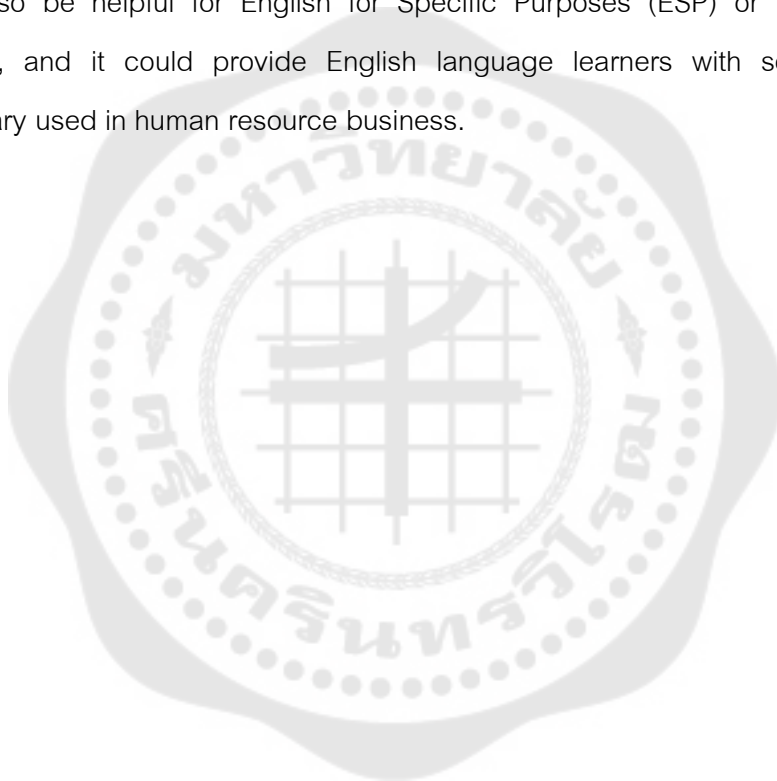
Chapter III
Methodology

This chapter illustrates the research design, instruments, data selection, data collection, and data analysis.

Research Design

A corpus-based approach investigated the English HR vocabulary used by human resources in online job advertisements within the field of human resources positions in the fourth quarter of 2021 (October - December 2021). After a survey with over 20 job portals in Thailand, it was found that only three websites allow collecting the data for this study. A survey for job postings were seen in Table 1 below:

Table 1: A survey for job postings

No.	Job portal websites	Nationality	Number of jobs posted in a human resource positions	Allowed to collect the data
1	JobThai	Thai	794 positions	Yes
2	JobTH	Thai	711 positions	Yes
3	Phuketall	Thai	Over 100 positions	Yes

The researcher choose the job portal website that belong to Thai owner and available to collect the data for this study. The selection of the data in this study is convenient sampling, as previously said, it was found that the most related job postings in human resources mentioned above were JobThai, JobTH, and Phuketall:

1. JobThai.com (www.jobthai.com) has the holder as a Thai nationality corporation, JobThai.com currently has over 80,000 job openings, over 1,100,000 resume users, over 120,000 visitors each day, and over 1,500,000 page views per day, and over 150,000 resumes per month of applicants to the company.

2. JobTH.com (www.jobth.com) has the holder as a Thai nationality corporation, this website is ranked by the Thai Web Statistics Center and Thai Web Table of Contents (http://business.truehits.net/jobs_and_recruitment/) as the "No. 1" website in Thailand as the "Apply for Business" category of Jobs-Employment" (Thai Web Statistics Center and Thai Web Table of Contents, 2021). JobTH is the best job search website, with over 80,000 daily visitors for job openings from both job seekers and recruiting firms, over 3,000,000 applicant database applications to the company, over 150,000 resumes per month, and a number of web users of over 1,000,000 UIP per month.

3. Phuketall (www.phuketall.com) has the holder as a Thai nationality corporation and is most famous for job posting in Phuket, with over 40,000 job openings, and over 3,000 visitors per month.

Online job advertisements samples were convenience selected from JobThai, JobTH, and Phuketall. This study focused on a job portal website holding the status of a Thai nationality corporation and the availability to collect the data for this study. It was determined that the most appropriate online job advertisements in human resources as mentioned were JobThai, JobTH, and Phuketall. Online job advertisements divided the data into three groups: the group human resources management job postings focused on the entry, middle and senior levels.

The framework of this study was based on Heery and Noon's (2008) list of HR vocabulary used in human resources within the discipline of human resources and divided into three main sections, containing over 2,000 running words of specific terminology.

Instruments

      The Antconc version 3.5.8 and human resources related dictionary (Second Edition published in 2008) were used in this study.

      The Antconc version 3.5.8 is the main program of instrumentation. The Antconc program was downloaded from https://www.laurenceanthony.net/software/antconc/ and is used for analyzing the frequency of HR vocabulary found in online job advertisements. The features of this program function to count the number of word types, word tokens, and search hits, as shown in Figure 9:
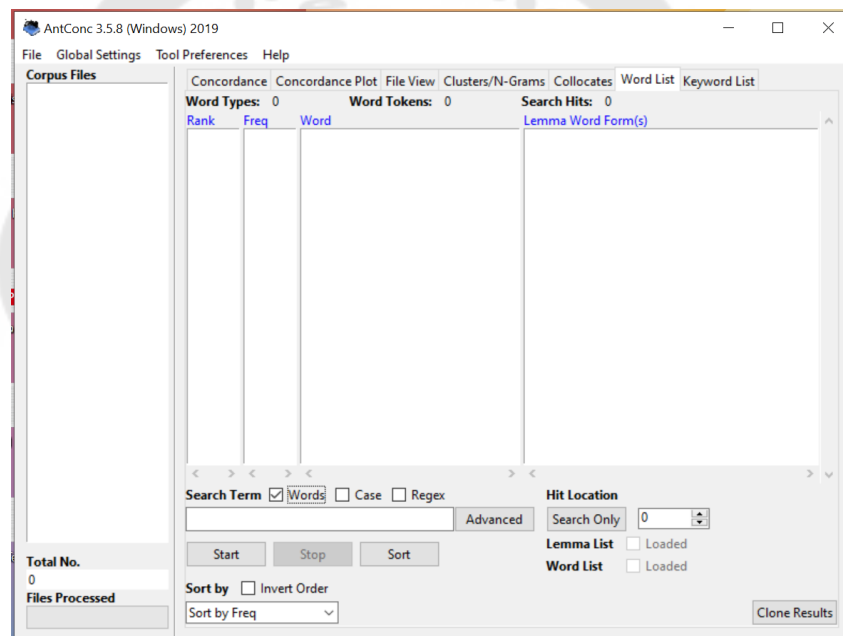
Figure 9: AntConc (Version 3.5.8) Computer Software

(Anthony, 2019)

      In addition to counting the word types, word tokens, and search hits, it also supports the results of word rank, word frequency, lemma words, specific words, stop list words, and target corpus, as illustrated in Figure 10:
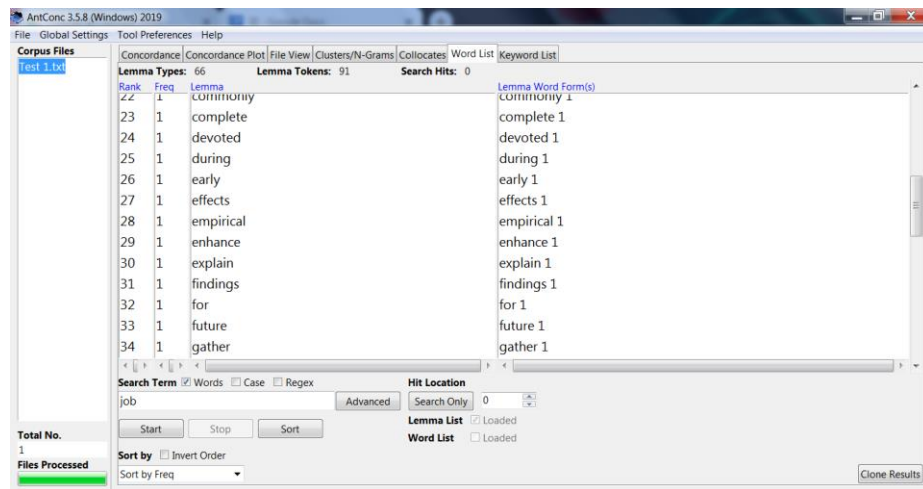
Figure 10: AntConc (Version 3.5.8) Computer Software (Anthony, 2019)

Furthermore, this research study focuses on the most English human resources vocabulary found in the online job advertisements in the human resources department, using Antconc to facilitate and find the frequency of human resources vocabulary appearing in online job advertisements.

Moreover, a dictionary of human resource management (Second Edition published in 2008) was used to scope the identified HR vocabularies for analysis in this research because this dictionary categorized HR vocabularies into 14 main themes.

Data selection

The criteria to select the data in this study were explained as follows; Firstly, the survey from job postings over 20 websites in the fourth quarter of 2021 (October - December 2021) showed that these three website owners were available for free to collect the data for this study. Secondly, this study was chosen the job portal website that has had the holder of a Thai nationality corporation because it was an intense overview of the market and indeed the character of the employers and the employees, and it was a wide variety of jobs because the job seekers also looking for a job as diverse and different. In addition, it was easily accessible to enter a job search on the

website. Lastly, website it was found that the most related job postings in human resources as mentioned above were JobThai, JobTH, and Phuketall:

1.JobTH.com (www.jobth.com) has the holder as a Thai nationality corporation, the number of posted in human resources position around 711 positions, this website is ranked from Thai Web Statistics Center and Thai Web Table of Contents (http://business.truehits.net/jobs_and_recruitment/) as "No. 1" website in Thailand as the "Apply for Business" category of Jobs-Employment" (Thai Web Statistics Center and Thai Web Table of Contents, 2021). JobTH is the best job search website, with over 80,000 daily visitors for job openings from both job seekers and recruiting firms, over 3,000,000 applicant database applications to the company, over 150,000 resumes per month, and a number of web users, and over 1,000,000 UIP per month.

2.JobThai.com (www.jobthai.com) has the holder as a Thai nationality corporation, JobThai.com currently has over 80,000 job openings, over 1,100,000 resume users, and over 120,000 visitors each day, and over 1,500,000 page views per day, and over 150,000 resumes per month of applicants to the company.

3.Phuketall (www.phuketall.com) has the holder as a Thai nationality corporation and is most famous for job posting in Phuket, with over 40,000 job openings, and over 3,000 visitors per month.

In addition, only 150 online job advertisements were a selected from JobThai, JobTH, and Phuketall in the fourth quarter of 2021 (October - December 2021), the job posing in HR positions, only the English online job advertisements were selected for this study. Furthermore, the sampling of 150 online job advertisements was selected from three groups. The first group consisted of 50 online job advertisements in human resources at the entry level positions. The second group entailed 50 online job advertisements in human resources at the middle level positions. The third group consisted of 50 online job advertisements in human resources at the senior level positions. Lastly, only English online job advertisements were chosen, and electing online job advertisements only from direct postings from companies and excluded recruitment agencies.

Data Collection

The 150 human resources online job advertisements were collected from JobThai, JobTH, and Phuketall websites in the fourth quarter of 2021 (October - December 2021). The dictionary of human resource management (Second Edition published in 2008) was used to classify the data from JobThai, JobTH, and Phuketall to generate the HR vocabulary analysis. The online job advertisements were selection criteria collected from job postings in the fields of human resources, which were generally categorized into three positions in the human resources department, consisting of the first group of entry-level, the second group of middle level, and the third group of senior level. Once the online job advertisements were collected, the raw data was converted into .txt files. Subsequently, the AntConc program analyzed data from the .txt files. The analysis followed the function word list to count the single-word units (SWUs) and multi-word units (MWUs) appearing in the online job advertisements. Subsequently, the data results were transferred to Microsoft Excel (spreadsheet) files to examine the difference in terms used among the three categories and find the English human resources vocabulary used in online job advertisements.

Data Analysis

Antconc was used to find the English human resources vocabulary used in the advertisements. Secondly, the data was divided into three levels: the first group was entry-level, the second group was middle level, and the third group was senior level. Thirdly, the results found from Antconc were added to an excel spreadsheet. Fourth, the excel sheet was divided into columns of HR vocabulary, arranged from highest to lowest frequency words. Fifth, an excel spreadsheet was used to build the corpus to investigate the HR vocabulary used the most in online job advertisements.

Regarding the second research question, the data from the excel sheet were initially divided into three categories and manually separated into the first group of entry-level, the second group of middle level, and the third group of senior-level to compare the HR vocabulary used in these three levels. Secondly, as the results were recorded, a

dictionary was used simultaneously as a human resources terminology standard. Thirdly, the most common HR vocabulary used among the entry, middle, and senior levels were compared according to HR themes. Fourth, the results of this study were examined by three experts in the field of human resources. The Index of Item-Objective Congruence (IOC) (see Appendix) was used to evaluate the results of the study based on the score range from -1 to +1.

The score = 1, if the expert is sure that this item measured the attribute.

The score = −1, if the expert is sure that this item does not measure the attribute.

The score = 0, if the expert is not sure that the item does measure or does not measure the expected attribute.

The three experts selected were the employees in the fields of human resources with experience in the recruitment agencies, and in-house HR. One expert worked as a Principal Consultant (Executive Search Division) and had over ten years of experience in a recruitment agency. The second expert worked as an HR manager and had over two years of experience in the role of HR supervisor and two years of HR management in a recruitment agency and in-house HR. Finally, the third expert three worked as an HR officer and had two years of experience in a recruitment agency and one year of experience in in-house HR. Finally, according to the protocol of the university, this study also administered an ethical proposal, and it was approved by the university ethics committee.

Chapter IV
Results of the Study

This chapter presents the results of the HR vocabulary used in online job advertisements from three websites, which consisted of JobThai, JobTH, and Phuketall. The results were arranged into two sections according to the research questions. The first section presents the HR vocabulary used in online job advertisements found in the study. The second section presents the difference in English HR vocabulary used among entry, middle, and senior levels in human resources management online job advertisements.

The data collected amounted to 9,271 words from a bank of 16,973 word tokens. After grouping, the potential multi-word units (MWUs) used in HR online job advertisements were 2,364 MWUs. Table 2 presents the most frequently found English HR multi-word units (MWUs) in online job advertisements, the themes of multi-word units (MWUs) were categorized by the themes of human resources management identified by Heery and Noon (2008) as shown below:

Table 2 The 50 most frequently used multi-word units (MWUs) in online job advertisements

Rank	Multi-Word Units	Freq	Range	%	Theme
1	training programs	289	252	1.70	Employee Development

Table 2 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
2	recruitment process	210	203	1.24	Employee Resourcing
3	communication skills	171	168	1.01	Employee Development
4	labor law	141	136	0.83	National and international regulation of employment
5	payroll system	142	131	0.84	Employee Reward
6	human resource	89	62	0.52	Employee Resourcing
7	HR function	69	63	0.41	Management roles, techniques, and strategies
8	performance management	65	63	0.38	Employee Development
9	leadership skill	67	67	0.39	Employee Development
10	hiring process	56	51	0.33	Employee Resourcing
11	interpersonal skills	56	54	0.33	Employee Development

Table 2 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
12	sourcing candidates	46	44	0.27	Employee Resourcing
13	welfare benefits	43	42	0.25	Employee Reward
14	compensation benefits	42	42	0.25	Employee Reward
15	problem-solving	42	42	0.25	Employee involvement and participation
16	the candidate	42	39	0.25	Employee Resourcing
17	interviews proficiency	36	36	0.21	Employee Resourcing
18	candidate database	31	30	0.18	Employee Resourcing
19	interview process	29	28	0.17	Employee Resourcing
20	talent management	29	24	0.17	Employee involvement and participation

Table 2 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
21	negotiation skill	25	25	0.15	Employee Development
22	organizational strategies	25	21	0.15	Work organization and Working time
23	learning development	24	16	0.14	Employee Development
24	management solutions	24	21	0.14	Employee involvement and participation
25	social security	19	17	0.11	Employee Reward
26	selection process	18	18	0.11	Employee Resourcing
27	Hr development	15	15	0.09	Employee Development
28	onboarding	16	16	0.09	Employee Resourcing
29	dynamic environment	16	16	0.09	Work organization and working time
30	ad hoc	14	14	0.08	Employee Development

Table 2 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
31	business strategic	14	14	0.08	Management roles, techniques, and strategies
32	work permit	14	13	0.08	International HRM
33	organization development	14	13	0.08	Employee development
34	employee relation	13	11	0.08	Management roles, techniques, and strategies
35	employee development	13	13	0.08	Employee development
36	shortlist candidates	12	12	0.07	Employee Resourcing
37	talent pipeline	12	12	0.07	Employee Resourcing

Table 2 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
38	line manager	12	9	0.07	Work organization and working time
39	employment contract	12	12	0.07	Employee Resourcing
40	payroll management	12	12	0.07	Employee Reward
41	job advertising	11	11	0.06	Employee Resourcing
42	probation evaluation	11	11	0.06	Employee Resourcing
43	expatriate staff	10	10	0.06	International HRM
44	provident fund	10	10	0.06	Employee Reward
45	renewal visa	10	10	0.06	International HRM
46	HR manager	10	10	0.06	Management roles, techniques, and strategies

Table 2 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
47	safety programs	9	9	0.05	Health, safety, and welfare
48	engagement strategies	9	9	0.05	Employee involvement and participation
49	pro active	8	8	0.05	Management roles, techniques, and strategies
50	benefit programs	8	8	0.05	Employee Reward

*These results are proven by HR experts

Table 2 shows the 50 most frequently used English human resources (HR) multi-word units (MWUs) in HR advertisements. The multi-word units (MWUs) *training programs* had the highest frequency of occurrence (289 or 1.70%), while the multi-word units (MWUs) *pro active*, and *benefit programs* had the lowest frequency (8 or 0.05%). According to the results in the table above, it was found that the most commonly used 50 multi-word units (MWUs) reflected in the 9 themes of 1) employee resourcing, 2) employee development, 3) employee reward, 4) management roles, techniques, and strategies, 5) employee involvement and participation, 6) work organization and working time, 7) international HRM, 8) health, safety, and welfare, and 9) national and international regulation of employment, respectively.

According to Heery and Noon (2008), to examine the most common multi-word units (MWUs) that appear in online job advertisements, the most commonly used 50 multi-word units (MWUs) were categorized into 9 themes:

1.**Employee Resourcing** consisted of 1) recruitment process, 2) human resource, 3) hiring process, 4) sourcing candidates, 5) the candidate, 6) interviews proficiency, 7) candidate database, 8) interview process, 9) selection process, 10) on boarding, 11) shortlist candidates, 12) talent pipeline, 13) employment contract, 14) job advertising, 15) probation evaluation

2.**Employee Development** consisted of 1) training programs, 2) communication skills, 3) performance management, 4) leadership skill, 5) interpersonal skills, 6) negotiation skill, 7) learning development, 8) Hr development, 9) ad hoc, 10) organization development, 11) employee development

3.**Employee Reward** consisted of 1) payroll system, 2) welfare benefits, 3) compensation benefits, 4) social security, 5) payroll management, 6), provident fund, 7) benefit programs

4.**Management roles, techniques, and strategies** consisted of 1) hr function, 2) business strategic, 3) employee relation, 4) hr manager

5.**Employee involvement and participation** consisted of 1) problem solving, 2) management solutions, 3) talent management, 4) engagement strategies

6.**Work organization and Working time** consisted of 1) organizational strategies, 2) dynamic environment, 3) line manager

7.**International HRM** consisted of 1) work permit, 2) expatriate staff, 3) renewal visa

8.**Health, safety, and welfare** consisted of 1) safety programs

9.**National and international regulation of employment** consisted of 1) labor law

To compare the difference in English HR multi-word units (MWUs) used among entry, middle, and senior levels in human resources online job advertisements, the

themes of multi-word units (MWUs) were categorized based on the themes of human resources management identified by Heery and Noon (2008) as shown below:

Table 3 The 50 most frequently used multi-word units (MWUs) in online job advertisements (Entry Level)

Rank	Multi-Word Units	Freq	Range	%	Theme
1	recruitment process	151	146	2.13	Employee Resourcing
2	payroll system	89	86	1.26	Employee Reward
3	training programs	83	68	1.17	Employee Development
4	communication skills	74	71	1.04	Employee Development
5	hr functions	66	60	0.93	Management roles, techniques, and strategies
6	labor law	53	50	0.75	National and international regulation of employment
7	the candidate	42	39	0.59	Employee Resourcing
8	interviews proficiency	36	36	0.51	Employee Resourcing

Table 3 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
9	interpersonal skills	35	33	0.49	Employee Development
10	hiring process	34	32	0.48	Employee Resourcing
11	human resource	32	25	0.45	Employee Resourcing
12	sourcing candidates	30	28	0.42	Employee Resourcing
13	welfare benefits	16	14	0.23	Employee Reward
14	negotiation skill	15	15	0.21	Employee Development
15	social security	13	12	0.18	Employee Reward
16	shortlist candidates	12	12	0.17	Employee Resourcing
17	ad hoc	12	12	0.17	Employee Development
18	employment contract	12	12	0.17	Employee Resourcing
19	job advertising	11	11	0.16	Employee Resourcing
20	work permit	10	9	0.14	International HRM

Table 3 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
21	renewal visa	10	9	0.14	International HRM
22	compensation benefits	9	9	0.13	Employee Reward
23	provident fund	9	9	0.13	Employee Reward
24	dynamic environment	8	8	0.11	Work organization and working time
25	talent pipeline	8	8	0.11	Employee Resourcing
26	line manager	8	6	0.11	Work organization and working time
27	employer branding	8	7	0.11	Employee Resourcing
28	problem solving	8	8	0.11	Employee involvement and participation
29	probation evaluation	8	8	0.11	Employee Development

Table 3 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
30	pro active	8	8	0.11	Management roles, techniques, and strategies
31	leadership skill	7	7	0.10	Employee Development
32	learning development	7	6	0.10	Employee Development
33	on boarding	6	6	0.08	Employee Resourcing
34	candidates pool	4	4	0.06	Employee Resourcing
35	exit interview	4	4	0.06	Employee Resourcing
36	expatriate staff	4	4	0.06	International HRM
37	employee turnover	4	4	0.06	Employee Resourcing
38	headcount goals	4	4	0.06	Employee Resourcing
39	salary rates	4	4	0.06	Employee Reward
40	employee relation	3	3	0.04	Management roles, techniques, and strategies

Table 3 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
41	security fund	3	3	0.04	Employee Reward
42	job description	3	3	0.04	Employee Resourcing
43	wages deductions	2	2	0.03	National and international regulation of employment
44	hand on	2	2	0.03	Employee Development
45	business development	2	1	0.03	Employee Development
46	appraisal identifies	2	2	0.03	Employee Development
47	withholding tax	2	2	0.03	National and international regulation of employment
48	soft skills	1	1	0.01	Employee Development
49	organization development	1	1	0.01	Employee Development
50	headhunting identifying	1	1	0.01	Employee Resourcing

*These results are proven by HR experts

Based on Antconc, Table 3 presented 1,089 multi-word units (MWUs) from the corpus of 4,584 most frequently appeared running multi-word units (MWUs), the top 50 most frequently occurred multi-word units (MWUs) from the three websites at the entry-level. The multi-word units (MWUs) *recruitment process* had the highest frequency of occurring 151 times or accounting for 2.13%, while the multi-word units *headhunting identifying* had the lowest frequency of occurring 1 time or accounting for 0.01%. Some multi-word units (MWUs) had an equal frequency of use, such as *shortlist candidates*, *ad hoc*, *employment contract*, occurring 12 times or accounting for 0.17% or *soft skills*, *organization development*, *headhunting identifying* occurring 1 time or accounting for 0.01%.

According to Heery and Noon (2008), to examine the most common multi-word units (MWUs) that appeared in online job advertisements, the 50 most frequently multi-word units (MWUs) from the entry-level were matched into the 8 themes shown respectively in the details as the following:

1.**Employee Resourcing** consisted of 1) recruitment process, 2) the candidate, 3) interviews proficiency, 4) hiring process, 5) human resource, 6) sourcing candidates, 7) shortlist candidates, 8) employment contract, 9) job advertising, 10) talent pipeline, 11) employer branding, 12) on boarding, 13) candidates pool, 14) exit interview, 15) employee turnover, 16) headcount goals, 17) job description, 18) headhunting identifying

2.**Employee Development** consisted of 1) training programs, 2) communication skills, 3) interpersonal skills, 4) negotiation skill, 5) ad hoc, 6) probation evaluation, 7) leadership skill, 8) learning development, 9) hand on, 10) business development, 11) appraisal identifies, 12)soft skills, 13) organization development

3.**Employee Reward** consisted of 1) payroll system, 2) welfare benefits, 3) social security, 4) compensation benefits, 5) provident fund, 6) salary rates, 7) security fund

4.**Management roles, techniques, and strategies** consisted of 1) hr functions, 2) proactive, 3) employee relation

5.**National and international regulation of employment** consisted of 1) labor law, 2) wages deductions, 3) withholding tax

6.**International HRM** consisted of 1) work permit, 2) renewal visa, 3) expatriate staff

7.**Work organization and working time** consisted of 1) dynamic environment, 2) line manager

8.**Employee involvement and participation** consisted of 1) problem solving

Table 4 most frequently used multi-word units (MWUs) in online job advertisements (Middle Level)

Rank	Multi-Word Units	Freq	Range	%	Theme
1	training programs	206	184	2.32	Employee Development
2	communication skills	91	91	1.02	Employee Development
3	labor law	67	65	0.75	National and International regulation of employment
4	leadership skill	60	60	0.68	Employee Development
5	recruitment process	59	57	0.66	Employee Resourcing
6	Performance management	58	56	0.65	Employee Development

Table 4 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
7	payroll system	53	45	0.60	Employee Reward
8	human resource	52	35	0.59	Employee Resourcing
9	welfare benefits	43	42	0.48	Employee Reward
10	problem solving	32	32	0.36	Employee involvement and participation
11	candidate database	31	30	0.35	Employee Resourcing
12	interview process	29	28	0.33	Employee Resourcing
13	compensation benefits	27	27	0.30	Employee Reward
14	hiring process	22	19	0.25	Employee Resourcing
15	interpersonal skills	21	21	0.24	Employee Development
16	selection process	18	18	0.20	Employee Resourcing
17	learning development	17	10	0.19	Employee Development
18	sourcing candidates	16	16	0.18	Employee Resourcing

Table 4 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
19	talent management	15	13	0.17	Employee Development
20	salary structure	12	12	0.14	Employee Reward
21	hr manager	10	10	0.11	Management roles, techniques, and strategies
22	visa extension	10	10	0.11	International HRM
23	safety programs	9	9	0.10	Health, safety, and welfare
24	organization development	9	9	0.10	Employee Development
25	on boarding	8	8	0.09	Employee Resourcing
26	negotiation skills	8	8	0.09	Employee Development
27	employee relation	8	6	0.09	Management roles, techniques, and strategies
28	talent echelon	8	6	0.09	Employee Development

Table 4 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
29	screening applications	8	8	0.09	Employee Resourcing
30	expatriate staff	6	6	0.07	International HRM
31	dynamic environment	6	6	0.07	Work organization and working time
32	employer branding	6	5	0.07	Employee Resourcing
33	income tax	6	4	0.07	National and international regulation of employment
34	social security	5	4	0.06	Employee Reward
35	multi task	5	5	0.06	Work organization and working time
36	hand on	4	4	0.05	Employee Development
37	talent pipeline	4	4	0.05	Employee Resourcing

Table 4 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
38	line manager	4	3	0.05	Work organization and working time
39	work permit	4	4	0.05	International HRM
40	conditions wages	4	4	0.05	Employee Reward
41	probation evaluation	3	3	0.03	Employee Development
42	talent acquisition	3	3	0.03	Employee Resourcing
43	exit interview	2	2	0.02	Employee Resourcing
44	ad hoc	2	2	0.02	Employee Development
45	safety health	2	2	0.02	Health, safety, and welfare
46	business development	2	2	0.02	Employee Development
47	benchmarking activities	2	2	0.02	Management roles, techniques, and strategies

Table 4 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
Rank	Multi-Word Units	Freq	Range	%	Theme
48	pool manage	2	2	0.02	Employee Resourcing
49	human rights	1	1	0.01	International HRM
50	provident fund	1	1	0.01	Employee Reward

*These results are proven by HR experts

     Based on Antconc, Table 4 presented 961 multi-word units (MWUs) from a corpus of 5,668 most frequently appearing multi-word units (MWUs), the top 50 most frequent multi-word units (MWUs) from the three websites at the middle level. The multi-word units (MWUs) *training programs* had the highest frequency of occurring 206 times or accounting for 2.32%, while the multi-word units (MWUs) *provident fund* had the lowest frequency of occurring 1 time or accounting for 0.01%. Some multi-word units (MWUs) have an equal frequency of use, such as *safety programs, organization development*, occurring 9 times or accounting for 0.10% or *human rights, provident fund* occurring 1 time or accounting for 0.01%.

     According to Heery and Noon (2008), to examine the most common multi-word units (MWUs) that appeared in online job advertisements, the 50 most frequently multi-

word units (MWUs) from the middle level were matched into the 9 themes shown respectively in the details as the following:

1.**Employee Resourcing** consisted of 1) recruitment process, 2) human resource, 3) candidate database, 4) interview process, 5) hiring process, 6) selection process 7) sourcing candidates, 8) on boarding, 9) screening applications, 10) employer branding, 11) talent pipeline, 12) talent acquisition, 13) exit interview, 14) pool manage

2.**Employee Development** consisted of 1) training programs, 2) communication skills, 3) leadership skill, 4) performance management, 5) interpersonal skills, 6) learning development, 7) talent management, 8) organization development, 9) negotiation skils, 10) talent echelon, 11) hand on, 12) probation evaluation, 13) ad hoc, 14) business development

3.**Employee Reward** consisted of 1) payroll system, 2) welfare benefits, 3) compensation benefits, 4) salary structure, 5) social security, 6) conditions wages, 7) provident fund

4.**International HRM** consisted of 1) visa extension, 2) expatriate staff, 3) work permit, 4) human rights

5.**Management roles, techniques, and strategies** consisted of 1) hr manager, 2) employee relation, 3) benchmarking activities

6.**Work organization and working time** consisted of 1) dynamic environment, 2) multi task, 3) line manager

7.**Health, safety, and welfare** consisted of 1) safety programs, 2) safety health

8.**National and international regulation of employment** consisted of 1) labor law, 2) income tax

9.**Employee involvement and participation** consisted of 1) problem solving

Table 5 most frequently used multi-word units (MWUs) in online job advertisements (Senior Level)

Rank	Multi-Word Units	Freq	Range	%	Theme
1	organizational strategies	25	21	2.49	Work organization and Working time
2	management solutions	24	21	2.39	Employee involvement and participation
3	labor law	21	21	2.09	National and international regulation of employment
4	hr development	15	15	1.50	Employee Development
5	talent management	14	11	1.40	Employee involvement and participation
6	business strategic	14	14	1.40	Management roles, techniques, and strategies
7	employee development	13	13	1.30	Employee Development
8	payroll management	12	12	1.20	Employee Reward

Table 5 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
9	engagement strategies	9	9	0.90	Employee involvement and participation
10	hr rules	8	8	0.80	Management roles, techniques, and strategies
11	management outsourcing	8	5	0.80	Employee Resourcing
12	operational needs	8	8	0.80	Work organization and working time
13	performance management	7	7	0.70	Employee Development
14	benefit programs	7	7	0.70	Employee Reward
15	changing environment	7	6	0.70	Employee involvement and participation
16	communication skills	6	6	0.60	Employee Development

Table 5 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
17	team effort	6	6	0.60	Work organization and working time
18	compensation benefits	6	6	0.60	Employee Reward
19	Interpersonal skill	6	6	0.60	Employee representations
20	policies procedures	6	6	0.60	Management roles, techniques, and strategies
21	human resources	5	2	0.50	Employee Resourcing
22	build relationships	5	5	0.50	Management roles, techniques, and strategies
23	organizational improvement	5	4	0.50	Employee development
24	cluster director	4	2	0.40	Concepts and theories used to study/analyse HRM
25	organization development	4	3	0.40	Employee development

Table 5 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
26	salary structure	4	4	0.40	Management roles, techniques, and strategies
27	leadership role	4	4	0.40	Employee Development
28	leveraging people	4	4	0.40	Management roles, techniques, and strategies
29	business priorities	4	4	0.40	Work organization and working time
30	hr trends	4	4	0.40	Concepts and theories used to study/analyse HRM
31	provides consultation	4	4	0.40	Management roles, techniques, and strategies
32	guide stakeholders	4	4	0.40	Management roles, techniques, and strategies
33	maintain competitiveness	4	4	0.40	Management roles, techniques, and strategies

Table 5 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
34	hr function	3	3	0.30	Management roles, techniques, and strategies
35	business dynamics	2	2	0.20	Work organization and working time
36	employee relation	2	2	0.20	Management roles, techniques, and strategies
37	business leaders	2	2	0.20	Employee Representation
38	benchmark activities	2	2	0.20	Management roles, techniques, and strategies
39	employees welfare	2	2	0.20	Employee Reward
40	recruitment organization	2	2	0.20	Employee Resourcing
41	new hire	2	2	0.20	Employee Resourcing
42	on boarding	2	2	0.20	Employee Resourcing

Table 5 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
43	including negotiating	2	2	0.20	Conflict and control in employment
44	problem solving	2	2	0.20	Employee involvement and participation
45	ceo coo	2	2	0.20	Concepts and theories used to study/analyse HRM
46	business transformation	2	2	0.20	Employee involvement and participation
47	follow up	2	2	0.20	Employee development
48	internal improvement	1	1	0.10	Concepts and theories used to study/analyse HRM
49	social security	1	1	0.10	Employee Reward
50	business insights	1	1	0.10	Management roles, techniques, and strategies

*These results are proven by HR experts

Based on Antconc, Table 5 presented multi-word units (MWUs) of 314, from a corpus of 863 most frequently appeared multi-word units (MWUs), the top 50 most frequent multi-word units (MWUs) from the three websites at the senior level. The multi-word units (MWUs) *organizational strategies* had the highest frequency of occurring 25 times or accounting for 2.49%, while multi-word units (MWUs) *business insights* had the lowest frequency of occurring 1 time or accounting for 0.10%. Some multi-word units (MWUs) have an equal frequency of use such as *talent management*, *business strategic* occurring 14 times or accounting for 1.40% or *social security*, and *internal improvement* occurring 1 time or accounting for 0.10%.

According to Heery and Noon (2008), to examine the most common multi-word units (MWUs) that appeared in online job advertisements, the 50 most frequently multi-word units (MWUs) from the senior level were matched into the 10 themes shown respectively in the details as the following:

1.**Management roles, techniques, and strategies** consisted of 1) business strategic, 2) hr rules, 3) build relationships, 4) policies procedures, 5) salary structure, 6) leveraging people, 7) provides consultation, 8) guide stakeholders, 9) maintain competitiveness, 10)hr function , 11) employee relation, 12) benchmark activities, 13) business insights

2.**Employee Development** consisted of 1) hr development, 2) employee development, 3) performance management, 4) communication skills, 5) organization development, 6) leadership role, 7) follow up, 8) organizational improvement

3.**Employee Reward** consisted of 1) payroll management, 2) benefit programs, 3) compensation benefits, 4) salary structure, 5) employees welfare, 6) social security

4.**Employee involvement and participation** consisted of 1) management solutions, 2) talent management, 3) engagement strategies, 4) changing environment, 5) problem solving, 6) business transformation

5.**Work organization and Working time** consisted of 1) organizational strategies, 2) operational needs, 3) team effort, 4) business dynamics, 5) business priorities

6.**Employee Resourcing** consisted of 1) management outsourcing, 2) human resources, 3) recruitment organization, 4) new hire, 5) on boarding

7.**Concepts and theories used to study/analyse HRM** consisted of 1) cluster director, 2) hr trends, 3) ceo coo, 4) internal improvement

8.**Employee Representation** consisted of 1) interpersonal skill, 2) business leaders

9.**National and international regulation of employment** consisted of 1) labor law

10.**Conflict and control in employment** consisted of 1) including negotiating

Based on research question two, what is the difference in English HR vocabulary used among entry, middle, and senior levels in online job advertisements? The results were reported as the following:

In the entry-level, the special 17 multi-word units (MWUs) were only found at entry-level and does not found at middle and senior levels were categorized into 5 themes found are shown in Table 6:

Table 6 The multi-word units (MWUs) only appeared at entry-level and did not appear at middle and senior levels

Rank	Multi-Word Units	Freq	Range	%	Theme
1	The candidate	42	39	0.59	Employee Resourcing
2	interviews proficiency	36	36	0.51	Employee Resourcing

Table 6 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
3	shortlist candidates	12	12	0.17	Employee Resourcing
4	employment contract	12	12	0.17	Employee Resourcing
5	job advertising	11	11	0.16	Employee Resourcing
6	candidates pool	4	4	0.06	Employee Resourcing
7	employee turnover	4	4	0.06	Employee Resourcing
8	headcount goals	4	4	0.06	Employee Resourcing
9	job description	3	3	0.04	Employee Resourcing
10	headhunting identifying	1	1	0.01	Employee Resourcing

Table 6 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
11	salary rates	4	4	0.06	Employee Reward
12	security fund	3	3	0.04	Employee Reward
13	wages deductions	2	2	0.03	National and international regulation of employment
14	withholding tax	2	2	0.03	National and international regulation of employment
15	appraisal identifies	2	2	0.03	Employee Development
16	soft skills	1	1	0.01	Employee Development
17	pro active	8	8	0.11	Management roles, techniques, and strategies

*These results are proven by HR expert

According to the findings, the 17 multi-word units (MWUs) in online job advertisements existed only in the entry-level. After grouping, the most frequently used multi-word units (MWUs) were in the theme of employee resourcing. In multi-word units (MWUs) *the candidate* had the highest frequency of occurring 42 times or accounting for 0.59%, while the multi-word units (MWUs) *headhunting identifying*, and *soft skills* had the lowest frequency of occurring 1 time or accounting for 0.10%.

According to Heery and Noon (2008), to examine the most common multi-word units (MWUs) that appeared in online job advertisements, the 17 multi-word units (MWUs) from the entry-level were matched into the 5 themes shown respectively in the details as the following:

1.**Employee Resourcing** consisted of 1) the candidate, 2) interviews proficiency, 3) shortlist candidates, 4) employment contract, 5) job advertising, 6) candidates pool, 7) employee turnover, 8) headcount goals, 9) job description, and 10) headhunting identifying

2.**Employee Reward** consisted of 1) salary rates, 2) security fund

3.**National and international regulation of employment** consisted of 1) wages deductions, 2) withholding tax

4.**Employee Development** consisted of 1) appraisal identifies, 2) soft skills

5.**Management roles, techniques, and strategies** consisted of 1) pro active

In the middle level, the special 16 multi-word units (MWUs) were only found in the middle level and did not found in the entry, and the senior levels were categorized into 8 themes, the details of multi-word units (MWUs) in each themes found are shown in Table 7:

Table 7 The multi-word units (MWUs) only appeared in the middle level and did not appear in entry and senior levels

Rank	Multi-Word Units	Freq	Range	%	Theme
1	candidate database	31	30	0.35	Employee Resourcing
2	interview process	29	28	0.33	Employee Resourcing
3	screening applications	8	8	0.09	Employee Resourcing
4	talent acquisition	3	3	0.03	Employee Resourcing
5	pool manage	2	2	0.02	Employee Resourcing
6	selection process	18	18	0.20	Employee Development
7	negotiation skills	8	8	0.09	Employee Development
8	talent echelon	8	6	0.09	Employee Development
9	hr manager	10	10	0.11	Management roles, techniques, and strategies

Table 6 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
10	benchmarking activities	2	2	0.02	Management roles, techniques, and strategies
11	safety programs	9	9	0.10	Health, safety, and welfare
12	safety health	2	2	0.02	Health, safety, and welfare
13	income tax	6	4	0.07	National and international regulation of employment
14	multi task	5	5	0.06	Work organization and working time
15	conditions wages	4	4	0.05	Employee Reward
16	human rights	1	1	0.01	International HRM

*These results are proven by HR experts

According to the findings, the 16 multi-word units (MWUs) in online job advertisements existed only in the middle level. After grouping, the most frequently used multi-word units (MWUs) were in the theme of employee resourcing. In addition, the multi-word units (MWUs) *candidate database* had the highest frequency of occurring 31 times or accounting for 0.35%, while multi-word units (MWUs) *human rights* had the lowest frequency of occurring 1 time or accounting for 0.10%.

According to Heery and Noon (2008), to examine the most common multi-word units (MWUs) that appeared in online job advertisements, the 16 multi-word units (MWUs) from the middle level were matched into the 8 themes shown respectively in the details as the following:

1.**Employee Resourcing** consisted of 1) candidate database, 2) interview process, 3) screening applications, 4) talent acquisition, 5) pool manage

2.**Employee Development** consisted of 1) selection process, 2) negotiation skills, 3) talent echelon

3.**Management roles, techniques, and strategies** consisted of 1) hr manager, 2) benchmarking activities

4.**Health, safety, and welfare** consisted of 1) safety programs, 2) safety health

5.**National and international regulation of employment** consisted of 1) income tax

6.**Work organization and working time** consisted of 1) multi task

7.**Employee Reward** consisted of 1) conditions wages

8.**International HRM** consisted of 1) human rights

Finally, in the senior level, the special 36 multi-word units (MWUs) were only found at the senior level and did not found in the entry, and middle levels were categorized into 9 themes, the details of multi-word units (MWUs) in each themes found are shown in Table 8:

Table 8 The multi-word units (MWUs) only appeared in senior-level and does not appear in entry and middle levels

Rank	Multi-Word Units	Freq	Range	%	Theme
1	business strategic	14	14	1.40	Management roles, techniques, and strategies
2	hr rules	8	8	0.80	Management roles, techniques, and strategies
3	policies procedures	6	6	0.60	Management roles, techniques, and strategies
4	build relationships	5	5	0.50	Management roles, techniques, and strategies
5	leveraging people	4	4	0.40	Management roles, techniques, and strategies
6	provides consultation	4	4	0.40	Management roles, techniques, and strategies
7	guide stakeholders	4	4	0.40	Management roles, techniques, and strategies
8	maintain competitiveness	4	4	0.40	Management roles, techniques, and strategies

Table 8 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
9	benchmark activities	2	2	0.20	Management roles, techniques, and strategies
10	hr development	15	15	1.50	Employee Development
11	employee development	13	13	1.30	Employee Development
12	strong interpersonal	6	6	0.60	Employee Development
13	organizational improvement	5	4	0.50	Employee development
14	leadership role	4	4	0.40	Employee Development
15	follow up	2	2	0.20	Employee development
16	organizational strategies	25	21	2.49	Work organization and Working time
17	operational needs	8	8	0.80	Work organization and working time

Table 8 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
18	team effort	6	6	0.60	Work organization and working time
19	business priorities	4	4	0.40	Work organization and working time
20	business dynamics	2	2	0.20	Work organization and working time
21	management solutions	24	21	2.39	Employee involvement and participation
22	engagement strategies	9	9	0.90	Employee involvement and participation
23	changing environment	7	6	0.70	Employee involvement and participation
24	business transformation	2	2	0.20	Employee involvement and participation
25	cluster director	4	2	0.40	Concepts and theories used to study/analyse HRM

Table 8 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
26	hr trends	4	4	0.40	Concepts and theories used to study/analyse HRM
27	CEO COO	2	2	0.20	Concepts and theories used to study/analyse HRM
28	internal improvement	1	1	0.10	Concepts and theories used to study/analyse HRM
29	payroll management	12	12	1.20	Employee Reward
30	benefit programs	7	7	0.70	Employee Reward
31	hr strategies	6	6	0.60	Employee Reward
32	management outsourcing	8	5	0.80	Employee Resourcing
33	recruitment organization	2	2	0.20	Employee Resourcing

Table 8 (Continued)

Rank	Multi-Word Units	Freq	Range	%	Theme
34	new hire	2	2	0.20	Employee Resourcing
35	business leaders	2	2	0.20	Employee Representation
36	business insights	1	1	0.10	Management roles, techniques, and strategies

*These results are proven by HR experts

According to the findings, the 36 multi-word units (MWUs) used at the senior level were found in the HR advertisements, the most frequently used multi-word units (MWUs) on the theme of Management roles, techniques, and strategies. The multi-word units (MWUs) *organizational strategies* had the highest frequency of occurring 25 times or accounting for 2.49%, while the multi-word units (MWUs) *business insights*, and *internal improvement* had the lowest frequency of occurring 1 time or accounting for 0.10%.

According to Heery and Noon (2008), to examine the most common multi-word units (MWUs) that appeared in online job advertisements, the 36 multi-word units (MWUs) from the senior level were matched into the 8 themes shown respectively in the details as the following:

1.**Management roles, techniques, and strategies** consisted of 1) business strategic, 2) hr rules, 3) policies procedures, 4) build relationships, 5) leveraging people,

6) provides consultation, 6) guide stakeholders, 7) maintain competitiveness, 8) benchmark activities, 9) business insights

        2.**Employee Development** consisted of 1) hr development, 2) employee development, 3) strong interpersonal, 4) organizational improvement, 5) leadership role, 6) follow up

        3.**Work organization and Working time** consisted of 1) organizational strategies, 2) operational needs, 3) team effort, 4) business priorities, 5) business dynamics

        4.**Employee involvement and participation** consisted of 1) management solutions, 2) engagement strategies, 3) changing environment, 4) business transformation

        5.**Concepts and theories used to study/analyse HRM** consisted of 1) cluster director, 2) hr trends, 3) CEO COO, 4) internal improvement

        6.**Employee Reward** consisted of 1) payroll management, 2) benefit programs, 3) hr strategies

        7.**Employee Resourcing** consisted of 1) management outsourcing, 2) recruitment organization, 3) new hire

        8.**Employee Representation** consisted of 1) business leaders

    A summary of the Multi-Word Units (MWUs) only appeared among entry, middle, and senior levels were shown in the comparative Table 9 below:

Table 9: Multi-word units (MWUs) appeared in three levels.

ENTRY LEVEL MWUs	MIDDLE LEVEL MWUs	SENIOR LEVEL MWUs
1. the candidate	1. candidate database	1. business strategic
2. interviews proficiency	2. interview process	2. hr rules

Table 9 (Continued)

ENTRY LEVEL MWUs	MIDDLE LEVEL MWUs	SENIOR LEVEL MWUs
3. shortlist candidates	3. screening applications	3. policies procedures
4. employment contract	4. talent acquisition	4. Build relationships
5. job advertising	5. pool manage	5. leveraging people
6. candidates pool	6. selection process	6. provides consultation
7. employee turnover	7. negotiation skills	7. guide stakeholders
8. headcount goals	8. talent echelon	8. maintain competitiveness
9. job description	9. hr manager	9. benchmark activities
10. headhunting identifying	10. benchmarking activities	10. hr development
11. salary rates	11. safety programs	11. employee development
12. security fund	12. safety health	12. strong interpersonal
13. wages deductions	13. income tax	13. organizational improvement
14. withholding tax	14. multi task	14. leadership role
15. appraisal identifies	15. conditions wages	15. follow up
16. soft skills	16. human rights	16. organizational strategies

Table 9 (Continued)

ENTRY LEVEL MWUs	MIDDLE LEVEL MWUs	SENIOR LEVEL MWUs
17. pro active		17. operational needs
		18. team effort
		19. business priorities
		20. business dynamics
		21. management solutions
		22. engagement strategies
		23. changing environment
		24. business transformation
		25. cluster director
		26. hr trends
		27. CEO COO
		28. internal improvement
		29. payroll management
		30. benefit programs

Table 9 (Continued)

ENTRY LEVEL MWUs	MIDDLE LEVEL MWUs	SENIOR LEVEL MWUs
		31. hr strategies
		32. management outsourcing
		33. recruitment organization
		34. new hire
		35. business leaders
		36. business insights

Chapter V
Conclusion and Discussion

This chapter presents the conclusion of this study and the discussion of the results found in the corpus from online job advertisements based on a list of multi-word units (MWUs) used in human resources management by Heery and Noon (2008). Then the implications of the study, limitations of the study, and suggestions for further studies are presented.

Conclusion

This study aimed to investigate the vocabulary used in English Human Resources (HR) advertisements and examine the differences in the vocabulary used among entry, middle, and senior levels in the obtained advertisements. The data were analyzed with computer-based software named Antconc (Version 3.5.8). The framework of this study was based on the dictionary of human resource management by Heery and Noon (2008). The obtained data included 16,973 words token of 9,271 words. After grouping to the HR vocabulary, 2,364 multi-word units (MWUs) that were selected from JobThai, JobTH, and Phuketall between October and December 2021. It was found that the 50 most frequently used multi-word units (MWUs) were clearly reflected in the 9 of the 14 main themes of human resources management identified by Heery and Noon (2008), which are as follows: 1) employee resourcing, 2) employee development, 3) employee reward, 4) management roles, techniques, and strategies, 5) employee involvement and participation, 6) work organization and working time, 7) international HRM, 8) health, safety, and welfare, and 9) national and international regulation of employment, respectively. The multi-word units (MWUs) *training programs* within the theme of employee development had the highest frequency of occurrence (289 or 1.70%), while the multi-word units (MWUs) *pro active* within the theme of management roles, techniques, and strategies had the lowest frequency (9 or 0.05%).

Moreover, the results showed that the most commonly used HR multi-word units (MWUs) at the entry-level appeared in the themes of 1) employee resourcing,

2) employee development, 3) employee reward, 4) management roles, techniques, and strategies, 5) national and international regulation of employment, 6) international HRM, 7) work organization and working time, 8) employee involvement and participation, respectively. In addition, among the HR multi-word units at the middle level in the HR advertisement, the most commonly used multi-word units (MWUs) appeared in the themes of 1) employee resourcing, 2) employee development, 3) employee reward, 4) international HRM, 5) management roles, techniques, and strategies, 6) work organization and working time, 7) health, safety, and welfare, 8) national and international regulation of employment, 9) employee involvement and participation, respectively. Finally, at the senior level, The most frequent multi-word units (MWUs) appeared in HR advertisements in the themes of 1) management roles, techniques, and strategies, 2) employee development, 3) employee reward, 4) employee involvement and participation, 5) work organization and working time, 6) employee resourcing, 7) concepts and theories used to study/analyse HRM, 8) employee representation, 9) national and international regulation of employment, 10) conflict and control in employment, respectively.

The most common multi-word units (MWUs) that appeared only at the entry-level was *The candidate*, occurring 42 times or accounting for 0.59%, in the theme of employee resourcing. Secondly, the most common multi-word units (MWUs) in the middle level was *candidate database*, occurring 31 times or accounting for 0.35%, in the theme of employee resourcing. Lastly, the most common multi-word units (MWUs) at the senior level was *organizational strategies*, occurring 25 times or accounting for 2.49%, in the theme of work organization and working time.

Moreover, the results showed that the 17 HR multi-word units (MWUs) that only appeared at the entry-level were within the themes of 1) employee resourcing, 2) employee reward, employee development, 3), national and international regulation of employment 4) employee development and 5) management roles, techniques, and strategies, respectively. In addition, the 16 most commonly used HR multi-word units (MWUs) that only appeared in the middle level were in the themes of 1) employee

resourcing, 2) employee development, 3) management roles, techniques, and strategies, 4) health, safety, and welfare, 5) national and international regulation of employment, 6) work organization and working time, 7) employee reward, and 8) international HRM, respectively. Finally, the 36 most commonly used HR multi-word units (MWUs) that appeared only at the senior level were found to be in the themes of 1) management roles, techniques, and strategies, 2) employee development, 3) work organization and working time, 4) employee involvement and participation, and 5) concepts and theories used to study/analyse HRM, 6) employee reward, 7) employee resourcing, 8) employee representation respectively.

Discussion

Analysis of the most common multi-word units (MWUs) used in online job advertisements from JobThai, JobTH, and Phuketall provided interesting information.

From Bennett's (2010) explanation, specialized corpora are used primarily in ESP, in which a specialized corpus contains the type of language used for specific purposes in different fields. From the results of this study, it can be considered that language learners and HR employees need to focus on the overall meaning of employee resourcing and employee development themes, such as the most frequent HR MWUs in this corpus study. Moreover, Nation and Meara (2013) stated that a corpus for vocabulary learning is needed for language learners and HR employees because it counts and selects the awareness of the distinction between high-frequency and low-frequency words. Learners need to use these words as a shortcut to learn because English has numerous words that may differ from general English. The importance of this study's results is that the high and low-frequency words specifically at each level in online job advertisements, creating the HR vocabulary lists to be a more accessible asset to language learners and the HR employees. This can be proved in the specialized corpus from HR positions, which contains the type and purpose of language used in a different perspective from general English. This occurs because of the results mentioned above regarding the teaching and learning language used by ESP teachers. This results should be used to benefit language learners in meaning-focused language

usage. It is necessary to learn classified MWUs in HR positions, even if their meaning may be complex for language learners and HR employees (Heery & Noon, 2008). For example, standard MWUs, such as ad hoc or broad banding, could communicate a specific meaning unknown to others outside the field. Therefore, the classification acts as a guideline to identify key terms and measure the frequency of MWUs for language learners (Kitjaroenpaiboon & Getkham, 2016a, 2016b; Kitjaroenpaiboon et al., 2021). In addition, the result shows that the frequency of MWUs used in online job advertisements confirms the importance of ESP, as it can help HR employees prepare for functioning in a particular profession in the HR field (Hutauruk, 2015).

The analyses of different multi-word units (MWUs) used among entry, middle, and senior levels online job advertisements from JobThai, JobTH, and Phuketall provided interesting information.

The results of this study showed the classification of different MWUs used among entry, middle, and senior levels online job advertisements. The findings showed that the most frequent theme that appeared only at the entry-level was the theme of employee resourcing. The theme of employee resourcing proved Muscau's (2015) idea that the sources of the recruitment process, which aim to find potential candidates for the organization, were the aforementioned main factors. Furthermore, the themes of employee development, and management roles, techniques, and strategies, the results of Chowdhury and Miah (2016) and the Society for Human Resource Management (SHRM) (2016), It was found that the primary responsibilities at the entry-level were typically in charge of recruiting, assisting in HR initiatives, carrying out activities requested by management, and performing a specialized support function in the HR department.

The theme that appeared most frequently only at the middle level was employee resourcing. It was found that the most frequent themes here were the same ones that were most frequent at the entry-level. These results were not aligned with those obtained by HumanresourcesEDU (n.d.), in which it was mentioned that the primary responsibilities of middle-level positions were typically managing projects,

programs, initiatives, implementing plans devised by senior management, and assigning work to lower-level employees. However, it is clear from these results that the theme patterns at the middle level are the same as for the entry-level, although they should have different responsibilities. These contradictory results can be interpreted through the lens of Nation and Meara (2013). They affirmed that in the corpus for vocabulary learning, the learners could not expect the vocabulary to play the same role in general English. The vocabulary in each sort of text was also used differently. English has distinctive vocabulary registers for particular areas of discourse. Therefore, learners must learn the vocabulary in a specific field. These results can be interpreted and compared to those obtained by Supasaktumrong (2019), who mentioned that Thai companies might overlap among HR levels because the owner or CEO did not pay attention to HR functions. Hence, job responsibilities between entry and middle levels might not be distinctive in Thai organizations. Finally, the most frequent themes appearing only at the senior level were management roles, techniques, and strategies. These results showed that job responsibilities at the senior level were based on the vocabulary used in HR by Heery and Noon (2008). Their list specified what terms should be found at the senior level. Consequently, the primary responsibilities of senior-level positions were typically to be in charge of developing, leading implementation plans, analyzing business information, and being responsible for all decision-making in the HR department (Hierarchy Structure, n.d.).

Concurrently, El-Dali (2019) conveyed that language in online job advertisements influences lifestyle and daily communication among people within an organization. Indeed, the results found at the senior level confirmed Kochetova et al.'s (2017) findings. In that study, the language used for the senior level revealed a focus on explicit visions of leadership, as indicated by the employers. In contrast, the language used for the entry and middle levels mainly focuses on supporting and adhering to the expectations of the organization. It could be implied that the MWUs used in HR advertisements play an essential role in human resources for HR employees who need to create online job advertisements for their organizations. Therefore, it is necessary for

the employees preparing the online job advertisements and teachers to concentrate on particular high-frequency and low-frequency words to improve learners' reading and writing skills.

Implications of the Study

The findings in this study are advantageous for HR employees. First of all, it would be useful for the employees who need to create online job advertisements by selecting the frequency of multi-word units (MWUs) to prepare and analyze online job advertisements for their organizations. As Sims (2002) stated, job descriptions and job specifications empower human resources to sort out potential and suitable employees according to their skills and abilities, helping to target recruit efforts. Furthermore, the scope of this study should be used to emphasize language proficiency in the HR department. As Xu, Gu, Zhou, and Zhang (2017) claimed that the results of the job posting corpus could provide valuable information in the labor market for organizations in China and other countries. This study proved that a list of multi-word units (MWUs) from the corpus of human resources in online job advertisements would assist people in the business field in improving their English language to increase their speed in obtaining business information. The results of this study could also assist teachers who could use the results for classroom teaching material. In addition, the findings of this study would provide a source of multi-word units (MWUs) and create an alternative learning option for English for Specific Purposes (ESP) learners who study in the HR field.

Limitations of the Study

There are some limitations to this study that should be considered. Firstly, the data collected from this study might be regarded as a local online job advertisement posted from a job portal with only three sources. Secondly, the source of the data was limited from the international job portal for this study due to the control of PDPA law because the PDPA outlines the obligations of data controllers and processors to inform

and request data owners of any collection, use, or disclosure of their personal information (Hanh, 2022), for this reason, some companies try to avoid to get the conflict of PDPA law. Thirdly, online job advertisements in the corpus might be written by Thai people. For this reason, the corpus might not be as representative as other international job portals. Lastly, because of the small size of the corpus, the findings cannot be easily generalized. A study on a larger corpus may yield different findings.

Suggestions for Further Studies

Due to the study's limitations, some changes should be made in future studies. For example, this study was only conducted with a corpus of human resources management. There should be similar research with other genres, such as technology or food industries. In addition, future studies may select different corpus-based tools for the studies according to chosen frameworks.
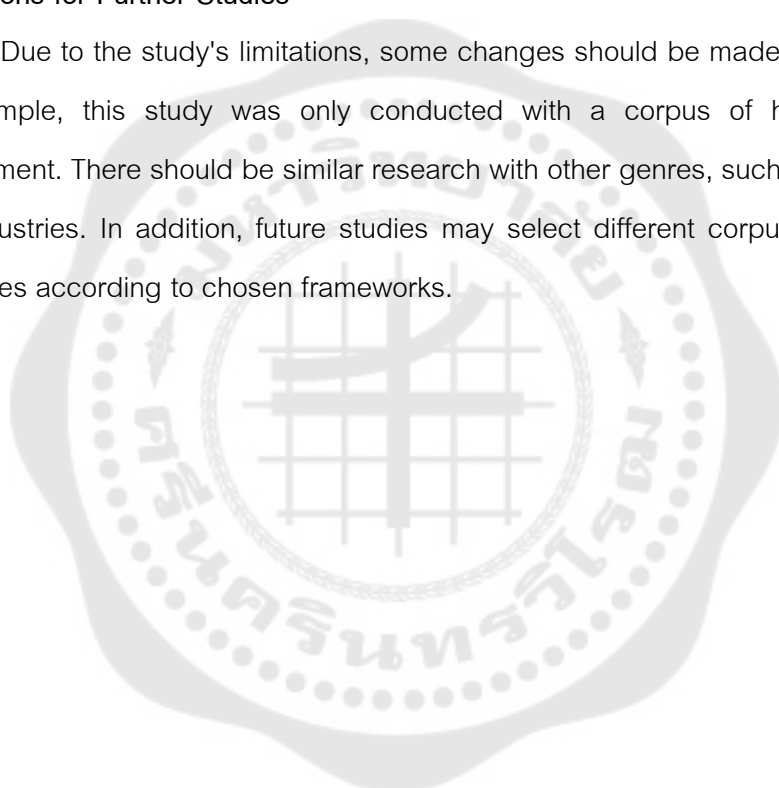
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APPENDIX

APPENDIX 1

The multi-word units (MWUs) only appeared in entry-level

Rank	Multi-Word Units (MWUs)	Freq	Range	%	Themes
1	recruitment process	151	146	2.13	Employee Resourcing
2	payroll system	89	86	1.26	Employee Reward
3	training programs	83	68	1.17	Employee Development
4	communication skills	74	71	1.04	Employee Development
5	hr functions	66	60	0.93	Management roles, techniques, and strategies
6	labor law	53	50	0.75	National and international regulation of employment
7	the candidate	42	39	0.59	Employee Resourcing
8	interviews proficiency	36	36	0.51	Employee Resourcing
9	interpersonal skills	35	33	0.49	Employee Development
10	hiring process	34	32	0.48	Employee Resourcing
11	human resource	32	25	0.45	Employee Resourcing
12	sourcing candidates	30	28	0.42	Employee Resourcing
13	welfare benefits	16	14	0.23	Employee Reward
14	negotiation skill	15	15	0.21	Employee Development
15	social security	13	12	0.18	Employee Reward
16	shortlist candidates	12	12	0.17	Employee Resourcing
17	ad hoc	12	12	0.17	Employee Development
18	employment contract	12	12	0.17	Employee Resourcing
19	job advertising	11	11	0.16	Employee Resourcing
20	work permit	10	9	0.14	International HRM
21	renewal visa	10	9	0.14	International HRM
22	compensation benefits	9	9	0.13	Employee Reward
23	provident fund	9	9	0.13	Employee Reward
24	dynamic environment	8	8	0.11	Work organization and working time
25	talent pipeline	8	8	0.11	Employee Resourcing

The multi-word units (MWUs) only appeared in entry-level

Rank	Multi-Word Units (MWUs)	Freq	Range	%	Themes
26	line manager	8	6	0.11	Work organization and working time
27	employer branding	8	7	0.11	Employee Resourcing
28	problem solving	8	8	0.11	Employee involvement and participation
29	probation evaluation	8	8	0.11	Employee Development
30	pro active	8	8	0.11	Management roles, techniques, and strategies
31	leadership skill	7	7	0.10	Employee Development
32	learning development	7	6	0.10	Employee Development
33	on boarding	6	6	0.08	Employee Resourcing
34	candidates pool	4	4	0.06	Employee Resourcing
35	exit interview	4	4	0.06	Employee Resourcing
36	expatriate staff	4	4	0.06	International HRM
37	employee turnover	4	4	0.06	Employee Resourcing
38	headcount goals	4	4	0.06	Employee Resourcing
39	salary rates	4	4	0.06	Employee Reward
40	employee relation	3	3	0.04	Management roles, techniques, and strategies
41	security fund	3	3	0.04	Employee Reward
42	job description	3	3	0.04	Employee Resourcing
43	wages deductions	2	2	0.03	National and international regulation of employment
44	hand on	2	2	0.03	Employee Development
45	business development	2	1	0.03	Employee Development
46	appraisal identifies	2	2	0.03	Employee Development
47	withholding tax	2	2	0.03	National and international regulation of employment
48	soft skills	1	1	0.01	Employee Development
49	organization development	1	1	0.01	Employee Development
50	headhunting identifying	1	1	0.01	Employee Resourcing

APPENDIX 2

The multi-word units (MWUs) only appeared in middle level

Rank	Multi-Word Units (MWUs)	Freq	Range	%	Themes
Middle Level						
1	training programs	206	184	2.32	Employee Development
2	communication skills	91	91	1.02	Employee Development
3	labor law	67	65	0.75	National and international regulation of employment
4	leadership skill	60	60	0.68	Employee Development
5	recruitment process	59	57	0.66	Employee Resourcing
6	performance management	58	56	0.65	Employee Development
7	payroll system	53	45	0.60	Employee Reward
8	human resource	52	35	0.59	Employee Resourcing
9	welfare benefits	43	42	0.48	Employee Reward
10	problem solving	32	32	0.36	Employee involvement and participation
11	candidate database	31	30	0.35	Employee Resourcing
12	interview process	29	28	0.33	Employee Resourcing
13	compensation benefits	27	27	0.30	Employee Reward
14	hiring process	22	19	0.25	Employee Resourcing
15	interpersonal skills	21	21	0.24	Employee Development
16	visa work	20	19	0.23	International HRM
17	selection process	18	18	0.20	Employee Development
18	learning development	17	10	0.19	Employee Development
19	sourcing candidates	16	16	0.18	Employee Resourcing
20	talent management	15	13	0.17	Employee Development
21	salary structure	12	12	0.14	Employee Reward
22	hr manager	10	10	0.11	Management roles, techniques, and strategies
23	safety programs	9	9	0.10	Health, safety, and welfare
24	organization development	9	9	0.10	Employee Development
25	on boarding	8	8	0.09	Employee Resourcing

The multi-word units (MWUs) only appeared in middle level

Middle Level				
Rank	Multi-Word Units (MWUs)	Freq	Range	%	Themes
26	negotiation skills	8	8	0.09	Employee Development
27	employee relation	8	6	0.09	Management roles, techniques, and strategies, Concepts and theories used to study/ analyse HRM
28	talent echelon	8	6	0.09	Employee Development
29	screening applications	8	8	0.09	Employee Resourcing
30	expatriate staff	6	6	0.07	International HRM
31	dynamic environment	6	6	0.07	Work organization and working time
32	employer branding	6	5	0.07	Employee Resourcing
33	income tax	6	4	0.07	National and international regulation of employment
34	social security	5	4	0.06	Employee Reward
35	multi task	5	5	0.06	Work organization and working time
36	hand on	4	4	0.05	Employee Development
37	talent pipeline	4	4	0.05	Employee Resourcing
38	line manager	4	3	0.05	Work organization and working time
39	work permit	4	4	0.05	International HRM
40	conditions wages	4	4	0.05	Employee Reward
41	probation evaluation	3	3	0.03	Employee Development
42	talent acquisition	3	3	0.03	Employee Resourcing
43	exit interview	2	2	0.02	Employee Resourcing
44	ad hoc	2	2	0.02	Employee Development
45	safety health	2	2	0.02	Health, safety, and welfare
46	business development	2	2	0.02	Employee Development
47	benchmarking activities	2	2	0.02	Management roles, techniques, and strategies
48	pool manage	2	2	0.02	Employee Resourcing
49	human rights	1	1	0.01	International HRM
50	provident fund	1	1	0.01	Employee Reward

APPENDIX 3

The multi-word units (MWUs) only appeared in senior level

Rank	Multi-Word Units (MWUs)	Freq	Range	%	Themes
	Senior Level				
1	organizational strategies	25	21	2.49	Work organization and Working time
2	management solutions	24	21	2.39	Employee involvement and participation
3	labor law	21	21	2.09	National and international regulation of employment
4	develop hr	15	15	1.50	Employee Development
5	talent management	14	11	1.40	Employee involvement and participation
6	business strategic	14	14	1.40	Management roles, techniques, and strategies
7	employee development	13	13	1.30	Employee Development
8	payroll management	12	12	1.20	Employee Reward
9	improvement responsible	10	8	1.00	Employee Development
10	engagement strategies	9	9	0.90	Employee involvement and participation
11	hr rules	8	8	0.80	Management roles, techniques, and strategies
12	management outsourcing	8	5	0.80	Employee Resourcing
13	operational needs	8	8	0.80	Work organization and working time
14	performance management	7	7	0.70	Employee Development
15	benefit programs	7	7	0.70	Employee Reward
16	changing environment	7	6	0.70	Employee involvement and participation
17	communication skills	6	6	0.60	Employee Development
18	team effort	6	6	0.60	Work organization and working time
19	compensation benefits	6	6	0.60	Employee Reward
20	strong interpersonal	6	6	0.60	Employee Development
21	policies procedures	6	6	0.60	Management roles, techniques, and strategies
22	human resources	5	2	0.50	Employee Resourcing
23	build relationships	5	5	0.50	Management roles, techniques, and strategies
24	organizational improvement	5	4	0.50	Employee development
25	cluster director	4	2	0.40	Concepts and theories used to study/analyse HRM

The multi-word units (MWUs) only appeared in senior level

Rank	Multi-Word Units (MWUs)	Freq	Range	%	Themes
26	organization development	4	3	0.40	Employee development
27	salary structure	4	4	0.40	Employee Reward
28	leadership role	4	4	0.40	Employee Development
29	leveraging people	4	4	0.40	Management roles, techniques, and strategies
30	business priorities	4	4	0.40	Work organization and working time
31	hr trends	4	4	0.40	Concepts and theories used to study/analyse HRM
32	provides consultation	4	4	0.40	Management roles, techniques, and strategies
33	guide stakeholders	4	4	0.40	Management roles, techniques, and strategies
34	maintain competitiveness	4	4	0.40	Management roles, techniques, and strategies
35	hr function	3	3	0.30	Management roles, techniques, and strategies
36	business dynamics	2	2	0.20	Work organization and working time
37	employee relation	2	2	0.20	Management roles, techniques, and strategies, Concepts and theories used to study/ analyse HRM
38	business leaders	2	2	0.20	Employee Representation
39	benchmark activities	2	2	0.20	Management roles, techniques, and strategies
40	regarding welfare	2	2	0.20	Employee Reward
41	recruitment organization	2	2	0.20	Employee Resourcing
42	hire orientation	2	2	0.20	Employee Resourcing
43	on boarding	2	2	0.20	Employee Resourcing
44	including negotiating	2	2	0.20	Conflict and control in employment
45	problem solving	2	2	0.20	Employee involvement and participation
46	CEO COO	2	2	0.20	Concepts and theories used to study/analyse HRM
47	business transformation	2	2	0.20	Employee involvement and participation
48	follow up	2	2	0.20	Employee development
49	internal improvement	1	1	0.10	Concepts and theories used to study/analyse HRM
50	social security	1	1	0.10	Employee Reward

APPENDIX 4

Expert Opinion Scores (IOC) for Entry Level

IOC (Entry Level)						
Corpus (Multi-words)	Expert Opinion Scores			Total Scores	IOC	Conclusion
	Expert 1	Expert 2	Expert 3			
1	1	1	1	3	1	Accept
2	1	1	0	2	0.67	Accept
3	1	1	1	3	1	Accept
4	1	1	1	3	1	Accept
5	1	1	1	3	1	Accept
6	1	1	1	3	1	Accept
7	1	1	1	3	1	Accept
8	1	1	1	3	1	Accept
9	1	1	1	3	1	Accept
10	1	1	1	3	1	Accept
11	1	1	1	3	1	Accept
12	1	1	1	3	1	Accept
13	1	1	1	3	1	Accept
14	1	1	1	3	1	Accept
15	1	1	0	2	0.67	Accept
16	1	1	1	3	1	Accept
17	1	1	1	3	1	Accept
18	1	1	1	3	1	Accept
19	1	1	1	3	1	Accept
20	1	1	1	3	1	Accept
21	1	1	1	3	1	Accept
22	1	1	0	2	0.67	Accept
23	1	1	1	3	1	Accept
24	1	1	1	3	1	Accept
25	1	1	1	3	1	Accept

Expert Opinion Scores (IOC) for Entry Level

IOC (Entry Level)						
Corpus (Multi-words)	Expert Opinion Scores			Total Scores	IOC	Conclusion
	Expert 1	Expert 2	Expert 3			
26	1	1	1	3	1	Accept
27	1	1	1	3	1	Accept
28	1	1	1	3	1	Accept
29	1	1	1	3	1	Accept
30	1	1	1	3	1	Accept
31	1	1	1	3	1	Accept
32	1	1	1	3	1	Accept
33	1	1	1	3	1	Accept
34	1	1	1	3	1	Accept
35	1	1	1	3	1	Accept
36	1	1	1	3	1	Accept
37	1	1	1	3	1	Accept
38	1	1	1	3	1	Accept
39	1	1	1	3	1	Accept
40	1	1	1	3	1	Accept
41	1	1	1	3	1	Accept
42	1	1	1	3	1	Accept
43	1	1	1	3	1	Accept
44	1	1	1	3	1	Accept
45	1	1	1	3	1	Accept
46	1	1	1	3	1	Accept
47	1	1	1	3	1	Accept
48	1	1	1	3	1	Accept
49	1	1	1	3	1	Accept
50	1	1	1	3	1	Accept

APPENDIX 5

Expert Opinion Scores (IOC) for Middle Level

IOC (Middle Level)						
Corpus (Multi-words)	Expert Opinion Scores			Total Scores	IOC	Conclusion
	Expert 1	Expert 2	Expert 3			
1	1	1	1	3	1	Accept
2	1	1	1	3	1	Accept
3	1	1	1	3	1	Accept
4	1	1	1	3	1	Accept
5	1	1	1	3	1	Accept
6	1	1	1	3	1	Accept
7	1	1	0	2	0.67	Accept
8	1	1	1	3	1	Accept
9	1	1	0	2	0.67	Accept
10	1	1	1	3	1	Accept
11	1	1	1	3	1	Accept
12	1	1	1	3	1	Accept
13	1	1	0	2	0.67	Accept
14	1	1	1	3	1	Accept
15	1	1	1	3	1	Accept
16	1	1	1	3	1	Accept
17	1	1	1	3	1	Accept
18	1	1	1	3	1	Accept
19	1	1	1	3	1	Accept
20	1	1	1	3	1	Accept
21	1	1	0	2	0.67	Accept
22	1	1	1	3	1	Accept
23	1	1	1	3	1	Accept
24	1	1	1	3	1	Accept
25	1	1	1	3	1	Accept

Expert Opinion Scores (IOC) for Middle Level

IOC (Middle Level)						
Corpus (Multi-words)	Expert Opinion Scores			Total Scores	IOC	Conclusion
	Expert 1	Expert 2	Expert 3			
26	1	1	1	3	1	Accept
27	1	1	1	3	1	Accept
28	1	1	1	3	1	Accept
29	1	1	1	3	1	Accept
30	1	1	1	3	1	Accept
31	1	1	1	3	1	Accept
32	1	1	1	3	1	Accept
33	1	1	1	3	1	Accept
34	1	1	0	2	0.67	Accept
35	1	1	1	3	1	Accept
36	1	1	1	3	1	Accept
37	1	1	1	3	1	Accept
38	1	1	1	3	1	Accept
39	1	1	1	3	1	Accept
40	1	1	1	3	1	Accept
41	1	1	1	3	1	Accept
42	1	1	1	3	1	Accept
43	1	1	1	3	1	Accept
44	1	1	1	3	1	Accept
45	1	1	1	3	1	Accept
46	1	1	1	3	1	Accept
47	1	1	1	3	1	Accept
48	1	1	1	3	1	Accept
49	1	1	1	3	1	Accept
50	1	1	1	3	1	Accept

APPENDIX 6

Expert Opinion Scores (IOC) for Senior Level

IOC (Senior Level)						
Corpus (Multi-words)	Expert Opinion Scores			Total Scores	IOC	Conclusion
	Expert 1	Expert 2	Expert 3			
1	1	1	1	3	1	Accept
2	1	1	1	3	1	Accept
3	1	1	1	3	1	Accept
4	1	1	1	3	1	Accept
5	1	1	1	3	1	Accept
6	1	1	1	3	1	Accept
7	1	1	1	3	1	Accept
8	1	1	0	2	0.67	Accept
9	1	1	0	2	0.67	Accept
10	1	1	1	3	1	Accept
11	1	1	1	3	1	Accept
12	1	1	1	3	1	Accept
13	1	1	1	3	1	Accept
14	1	1	1	3	1	Accept
15	1	1	0	2	0.67	Accept
16	1	1	1	3	1	Accept
17	1	1	1	3	1	Accept
18	1	1	1	3	1	Accept
19	1	1	0	2	0.67	Accept
20	1	1	0	2	0.67	Accept
21	1	1	1	3	1	Accept
22	1	1	1	3	1	Accept
23	1	1	1	3	1	Accept
24	1	1	1	3	1	Accept
25	1	1	1	3	1	Accept

Expert Opinion Scores (IOC) for Senior Level

IOC (Senior Level)						
Corpus	Expert Opinion Scores			Total Scores	IOC	Conclusion
(Multi-words)	Expert 1	Expert 2	Expert 3			
26	1	1	1	3	1	Accept
27	1	1	0	2	0.67	Accept
28	1	1	1	3	1	Accept
29	1	1	1	3	1	Accept
30	1	1	1	3	1	Accept
31	1	1	1	3	1	Accept
32	1	1	1	3	1	Accept
33	1	1	1	3	1	Accept
34	1	1	1	3	1	Accept
35	1	1	1	3	1	Accept
36	1	1	1	3	1	Accept
37	1	1	1	3	1	Accept
38	1	1	1	3	1	Accept
39	1	1	1	3	1	Accept
40	1	1	0	2	0.67	Accept
41	1	1	1	3	1	Accept
42	1	1	1	3	1	Accept
43	1	1	1	3	1	Accept
44	1	1	1	3	1	Accept
45	1	1	1	3	1	Accept
46	1	1	1	3	1	Accept
47	1	1	1	3	1	Accept
48	1	1	1	3	1	Accept
49	1	1	1	3	1	Accept
50	1	1	0	2	0.67	Accept

APPENDIX 7

Expert Opinion Scores (IOC) only Entry Level

IOC (Entry Level only)						
Corpus (Multi-words)	Expert Opinion Scores			Total Scores	IOC	Conclusion
	Expert 1	Expert 2	Expert 3			
1	1	1	1	3	1	Accept
2	1	1	1	3	1	Accept
3	1	1	1	3	1	Accept
4	1	1	1	3	1	Accept
5	1	1	1	3	1	Accept
6	1	1	1	3	1	Accept
7	1	1	1	3	1	Accept
8	1	1	1	3	1	Accept
9	1	1	1	3	1	Accept
10	1	1	1	3	1	Accept
11	1	1	1	3	1	Accept
12	1	1	1	3	1	Accept
13	1	1	1	3	1	Accept
14	1	1	1	3	1	Accept
15	1	1	1	3	1	Accept
16	1	1	1	3	1	Accept
17	1	1	1	3	1	Accept

APPENDIX 8

Expert Opinion Scores (IOC) only Middle Level

IOC (Middle Level only)						
Corpus (Multi-words)	Expert Opinion Scores			Total Scores	IOC	Conclusion
	Expert 1	Expert 2	Expert 3			
1	1	1	1	3	1	Accept
2	1	1	1	3	1	Accept
3	1	1	1	3	1	Accept
4	1	1	1	3	1	Accept
5	1	1	1	3	1	Accept
6	1	1	1	3	1	Accept
7	1	1	1	3	1	Accept
8	1	1	1	3	1	Accept
9	1	1	1	3	1	Accept
10	1	1	1	3	1	Accept
11	1	1	1	3	1	Accept
12	1	1	1	3	1	Accept
13	1	1	1	3	1	Accept
14	1	1	1	3	1	Accept
15	1	1	1	3	1	Accept
16	1	1	1	3	1	Accept

APPENDIX 9

Expert Opinion Scores (IOC) only Senior Level

IOC (Senior Level only)						
Corpus (Multi-words)	Expert Opinion Scores			Total Scores	IOC	Conclusion
	Expert 1	Expert 2	Expert 3			
1	1	1	1	3	1	Accept
2	1	1	1	3	1	Accept
3	1	1	1	3	1	Accept
4	1	1	1	3	1	Accept
5	1	1	1	3	1	Accept
6	1	1	1	3	1	Accept
7	1	1	1	3	1	Accept
8	1	1	1	3	1	Accept
9	1	1	1	3	1	Accept
10	1	1	1	3	1	Accept
11	1	1	1	3	1	Accept
12	1	1	0	2	0.67	Accept
13	1	1	0	2	0.67	Accept
14	1	1	1	3	1	Accept
15	1	1	1	3	1	Accept
16	1	1	1	3	1	Accept
17	1	1	1	3	1	Accept
18	1	1	1	3	1	Accept
19	1	1	1	3	1	Accept
20	1	1	1	3	1	Accept
21	1	1	1	3	1	Accept
22	1	1	1	3	1	Accept
23	1	1	1	3	1	Accept
24	1	1	1	3	1	Accept
25	1	1	1	3	1	Accept
26	1	1	1	3	1	Accept
27	1	1	1	3	1	Accept
28	1	1	1	3	1	Accept
29	1	1	1	3	1	Accept
30	1	1	0	2	0.67	Accept
31	1	1	0	2	0.67	Accept
32	1	1	0	2	0.67	Accept
33	1	1	1	3	1	Accept
34	1	1	1	3	1	Accept
35	1	1	1	3	1	Accept
36	1	1	1	3	1	Accept

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