



Universidad Nacional de Córdoba
Facultad de Lenguas

MAESTRÍA EN LENGUA INGLESA
Orientación en Lingüística Aplicada

**An exploration of evaluative meanings
in tourist brochures:
The case of British castles**

Trabajo de tesis presentado por
Lic. Paula M. Faletti

Directora
Dra. Liliana Anglada

Córdoba
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Abstract

This study intends to identify, analyse and compare interpersonal meanings in the discourse of tourist brochures featuring British castles. More specifically, it aims at identifying the authors' evaluative stance, delineating the interpersonal configuration of the tourist attraction and the tourists as the target audience, and establishing evaluative patterns in the texts. The focus is on the ways in which the overall evaluative stance is construed through the incorporation of multiple realisations of evaluation, the expression of graded values and the voicing of viewpoints in the discourse of tourist brochures. The theoretical framework is the APPRAISAL System developed by Martin (2000), Martin and Rose (2003), and Martin and White (2005). APPRAISAL provides the methodological tools to explore, describe and explain how language is employed to express evaluation and how authors adopt attitudinal positioning. Quantitative and qualitative methods of analysis were integrated and they enabled the researcher to make use of the patterns identified by quantification as the basis for a detailed in-depth qualitative interpretation of discourse. The results obtained from this study confirm the hypothesis that there are differences in the discursive construction of the tourist and the attraction depending on the authorial voice. Those differences reflect the attitudinal positioning adopted by the authors, their degree of commitment to the value positions being advanced in the texts and their negotiation of solidarity with the target audience. The co-articulation of interpersonal meanings builds a prosody that enhances particular evaluative colourings and may serve to attract visitors to the destination advertised.

*This thesis is dedicated to my Dad, who has been a role model for me
and is always watching over me from above.*

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Chapter 1

INTRODUCTION

1.1. Background of the Study

Tourism is one of the major global service industries, with eight consecutive years of sustained growth and over 1,323 million tourists travelling in 2017 (World Tourism Organisation, 2018). It has a far-reaching impact on a vast number of people, including professionals working in the field and would-be tourists. The growth in the demand for tourist products has stirred a particular interest in the linguistic tools that allow the speakers/writers to attract their target audiences (i.e., the potential travellers or clients). Operators promoting a tourist destination need to implement specific marketing strategies, including promotion. Communicating the product's value to the potential tourists has become paramount to those who intend to sell the destination to a wide audience. When promoting attractions, the tourism industry avails itself of a domain-specific discourse. The language of tourism, which is employed by thousands of speakers in a myriad of communicative situations, is characterised by heterogeneity, dynamism and a variety of lexical sources. It makes use of specific terminology, although the level of specificity does not parallel other specialised discourses, such as those of Law or Medicine. Its specificity lies at the communicative level, in the discursive and textual strategies employed in any tourist activity (Calvi, 2006). The language used in tourist texts is considered an effective tool in tourism promotion. Promotional texts “persuade, lure, woo and seduce millions of human beings, and, in so doing, convert them from potential into actual clients” (Dann, 2003, p. 2). This makes this specialised language value-committed and rhetorical. Its use implies an attempt at exercising power or persuasion on the part of the writer over the audience. It functions to provide potential tourists with the information they need in order to decide whether to buy a particular tourist product over another and, to that end, it bespeaks values such as exclusivity or originality. Apart from that, it reflects sociological values such as the search for authenticity, recreation or emotion (Dann, 1996, 2003).

The language of tourism is characterised by certain lexicogrammatical features that contribute to guaranteeing success in its persuasive intent (Calvi & Bonomi, 2008; Durán Muñoz, 2012; Jörgensen, 2004). At the syntactic level, scholars have highlighted the extensive use of nominalisation, processes in the imperative form, superlatives and

impersonal phrases. These resources for targeting audiences are intended to emphasise the superiority of the promoted attraction compared to others and to facilitate the identification readers to accommodate any type of tourist and make him or her feel part of the travel experience promoted. When it comes to lexical features, the language of tourism has been found to employ hyperbolic terms, collocations and clichés. It draws from a variety of fields, such as geography, history of art, economics and gastronomy. Cultural references and foreign words have also been spotted in tourist texts. Another frequent strategy present in the language of tourism is the use of positively-loaded evaluations to refer to the tourist attractions (Calvi & Mapelli, 2010). All the lexical choices mentioned, especially evaluative terms, seem to be the result of a careful selection process which seeks to render the text seductive and make the tourist attraction appealing, thus meeting the visitor's expectations. In fact, these choices are vital to the success of a tourism text, since they act as triggers for tourists to make decisions. Precisely this topic is the focus of this study.

The tourism industry produces a panoply of texts which can be placed on a cline according to the amount of information they convey and their persuasive force. These include travel advertisements, websites, catalogues, articles in newspapers and specialised magazines, guidebooks and tourist brochures. According to Holloway, Humphreys and Davidson (2009), "tourism is an intangible product that customers are obliged to purchase without having the opportunity to inspect it and often from a base of very inadequate knowledge" (p. 577). Tourists rely on a vicarious version of the tourist attraction to which they have access only through other travellers' comments and the travel agents' limited personal knowledge of tourist products. In other words, tourism texts become the principal means of informing customers about the product and, at the same time, they persuade them to purchase it.

Of particular interest for this work is the tourist brochure, which is one of the most frequently used instruments for the promotion of tourist attractions. Tourist brochures are said to fulfil different communicative functions, namely to inform, to persuade and to induce action. On the one hand, the referential or informative function is particularly noticeable, since brochures provide accurate descriptive information for tourists about tourist products, including practical data (e.g., timetables or infrastructure) as well as cultural or historical facts. On the other hand, brochures aim at creating a need in the visitor to buy or enjoy the promoted attraction, thus fulfilling a

persuasive function. This feature draws them close to advertisements (Calvi, 2010). The persuasive or vocative function is also apparent in that brochures create symbolic expectations and construct imaginary experiences, via linguistic and non-verbal elements, on which potential tourists base their decisions. Brochures ultimately direct the visitor's behaviour by providing instructions and strong suggestions to encourage visitors to purchase the tourist product (Dann, 1996; Morgan & Pritchard, 2000). By means of the tourist brochure, authors inform tourists, facilitate emotional experiences and, at the same time, position the audience to adopt certain views and attempt to influence their consumption behaviour. Therefore, writers need to master certain features of the language of tourism that will ensure the success of the tourism product being promoted. In other words, it is essential for authors to make sure that the brochure achieves its intended results.

1.2. Delimitation of the Problem

As stated in the previous section, the language of tourism attempts to seduce the audience into becoming tourists, and then, to some extent, to control their attitudes and behaviour. In this respect, it is not ideologically neutral, since it relies on persuasive writing in order to create a representation of the tourist attraction that matches the potential tourist's expectations (Calvi, 2010; Dann, 1996; Gotti, 2006; Maci, 2007). Tourist brochure writers try to persuade the reader to affiliate with the information that is put forth in the tourist text. This complicity with the potential tourist that the writers aim at can be achieved, among other strategies, by the deployment of evaluative resources.

Evaluation is a multifaceted phenomenon which has been studied from various perspectives (Biber, 2006; Hunston, 2011; Thompson & Alba-Juez, 2014). It has been defined as "the expression of the speaker or writer's attitude or stance towards, view point on, or feelings about the entities or propositions that he or she is talking about" (Thompson & Hunston, 2000, p. 5). The expression of evaluation is a complex phenomenon because it permeates all the levels of linguistic description. Realisations of evaluation can be identified at the phonological level, for example, when prosodic features such as pitch or intonation encode evaluative meaning. Evaluation can also be made manifest at the syntactic level in the system of modality. The most tangible

realisations, however, happen at the lexical level when expressions are infused with an evaluative load. As a consequence, the analysis of evaluation in a text goes beyond the function that a certain structure may fulfil, to the ways in which particular meanings are construed across patterns of lexicogrammatical choices (Hood, 2004). Different layers of meaning may also interact with the various contexts in which a text unfolds. In addition, evaluation may be explicit (i.e., lexical items may carry an intrinsic positive or negative value) or invoked, that is, indirectly expressed through non-attitudinal lexis yet perceived to be intended to trigger an evaluative response in the audience.

The focus of analysis in the present study will be on how writers establish evaluative prosodies that resonate across their promotional discourse and try to accomplish reader positioning by means of their semantic choices. It seems pertinent, then, to bring into play a model of discourse analysis apposite to the study of evaluative resources. The theory drawn upon for this study is Systemic Functional Linguistics (henceforth SFL), which will be delineated in the following chapter (Halliday, 1994, 2004; Martin, 2000, 2002, 2004; Martin & Rose, 2003, 2007). SFL theorises language as social semiotic, as a meaning-making system from which users choose linguistic resources when they engage in communication. It regards language as organised into different strata and performing three major metafunctions: it construes a world of experience (ideational metafunction), it establishes relationships between people (interpersonal metafunction) and it organises discourse (textual metafunction). In SFL the meaning potential of language is described in terms of interrelating sets of options organised as systems (Economou, 2009). Meaning is realised metafunctionally –as interpersonal, ideational and textual meanings– by the choices language users make out of the possibilities available in the language systems. In other words, meaning choices can be realised across different systems of lexicogrammar (Hood, 2004). EVALUATION¹, alongside INVOLVEMENT and NEGOTIATION, is one of three major resources that construe interpersonal meaning. It is located in the interpersonal dimension of language, at the level of discourse semantics – the stratum that maps meaning systems available at the level of text. Analysing Evaluation in language involves the study of the resources writers make use of when adopting a particular stance in an attempt to align the readers with the value position advanced in the text. These aspects of the interpersonal

¹ This thesis follows SFL notational conventions in using SMALL CAPS to refer to discourse systems.

metafunction have been elaborated on by Martin (2000), Martin and Rose (2003), and Martin and White (2005) in the APPRAISAL model.

APPRAISAL emerged as a complementary perspective to the systemic studies of interpersonal meaning. The elaborations of the APPRAISAL framework, which will be further explained in Chapter 2, have served as the theoretical underpinnings for the study of the discourse semantics of an evaluative stance in tourist brochures. APPRAISAL provides the methodological tools to explore, describe and explain how language is employed to express evaluation and adopt attitudinal positioning. It is a framework for mapping attitudes (emotions, judgements and valuations) construed in a text, graduating (amplifying or downtoning) lexicogrammatical elements, adjusting authors' commitment to their views and encoding a stance in relation to the events and the participants in the text. Evaluative resources in the APPRAISAL model are distributed in three semantic fields, each of which is divided into various subtypes. The field of ATTITUDE covers the emotional, ethical and aesthetic aspects of evaluation, GRADUATION explores the adjustments of amplitude and precision of attitudes, and ENGAGEMENT focuses on the interplay of voices (as sources of evaluation) within the text (Macken-Horarik & Isaac, 2014). Instances of APPRAISAL co-articulate with one another, providing a continuous colouring that builds across the text and construing the overall value of a given message. The prosodic structure of interpersonal meaning ultimately reveals the positioning of the author behind the text (Hood, 2010; Martin & White, 2005).

In that sense, APPRAISAL offers a comprehensive set of tools for systematically modelling evaluative stance. In the last fifteen years, this model has been applied extensively to the study of evaluative meanings in a wide range of contexts. However, it has not been widely used to understand interpersonal stance in tourism texts.

Interest in the study of tourism as a linguistic and discursive practice has grown quite recently. Researchers have embarked on the analysis of the peculiarities of tourism texts and have grounded their contributions in a variety of theoretical and methodological approaches. There has been research into aspects related to tourism advertising and marketing, tourism as a commodity, destination branding and tourism as a sociological phenomenon (Alonso Fernández, 2007; Ávila Domínguez, 2008; Cristofori, 2015; Dann, 1996; Grillot, 2007; Hanzae & Saedi, 2011; Jaworska, 2016; Jørgensen, 2004; Sourander, 2009). The language of tourism has also been studied from

the perspective of ESP (English for Specific Purposes), Critical Discourse Analysis, and visual semiosis (Gotti, 2006; Nigro, 2006; Vestito, 2006). The analysis of the verbal strategies exploited in tourism promotion across languages constitutes another interesting approach, of which there is an incipient body of research. A few researchers have studied certain lexicogrammatical features present in tourist brochures, such as the use of descriptive words, hyperbole and choices in mood and modality (Ling Ip, 2008; Lipsa, 2013; Maasalmi, 2013; Maci, 2007; Pierini, 2009; Yang, 2013). Yet, these scholars anchor their research in a variety of theories or focus on aspects that are unrelated to the domain of interpersonal meanings. The promotional and persuasive intent of tourist brochures is concerned with positioning an audience so that it adopts certain value positions. This entails the deployment of certain linguistic features such as evaluative resources, which constitute the focus of analysis in this study. As will be described later, research into the deployment of evaluative expressions in tourist brochures is scant and the issues of evaluative stance and prosodic structures remain under-researched.

The present study explores, from a discourse semantics perspective, the construction of an evaluative stance in the promotion of tourist attractions, that is, the semantic choices that reveal how writers use language both to take up value positions towards the tourist attraction advertised and to invite their audience to align with those value positions. The study pays particular attention to the similarities and differences in the evaluative strategies used by the authors in two sub-corpora. Their purpose is clearly to attract and persuade the potential client by selling extraordinariness. The tourist brochures analysed foreground interpersonal meanings that reveal attitudinal orientations, construe solidarity between writer and audience and contribute to the creation of a desired reading position.

1.3. Research Questions and Objectives

This study seeks to identify, analyse and compare interpersonal meanings in the discourse of tourist brochures featuring British castles. More specifically, it aims at identifying the authors' evaluative stance in two groups of brochures, those issued by government organisations and those designed by family trusts.

The questions that guided the research were the following:

- (a) How are evaluative resources deployed in the discourse of tourist brochures?
- (b) How are the different authorial voices reflected in the texts?
- (c) What is the interpersonal configuration of the tourist attraction and the tourist?
- (d) What are the emerging evaluative patterns in the corpus?

It was hypothesised that the government organisations and the family trusts would differ in their evaluative stance. In order to find out how these differences (or similarities) were manifested linguistically in terms of the use of evaluative resources, an in-depth textual analysis based on the detailed annotation of the brochures was conducted.

In the following sections of the thesis, the focus will be on the ways in which the overall evaluative stance is construed through the incorporation of multiple realisations of evaluation, the expression of graded values and the voicing of viewpoints in the discourse of tourist brochures. Another focus of attention will be placed on how the interplay of APPRAISAL resources align the readership with the evaluation stance detected. The hypothesis that guided this research is that there are differences in the discursive construction of the tourist and the attraction depending on the authorial voice (i.e., the voice of government organisations or that of family trusts). Those differences reflect the attitudinal positioning adopted by each group of text producers, their degree of commitment to the value positions being advanced in the texts and their negotiation of solidarity with the target audience.

The present study is also intended to shed new light on pedagogical and theoretical issues. To begin with, it aims to contribute to the ongoing development of the APPRAISAL framework as introduced by Martin and White (2005) and it attempts to explore new ground by analysing the evaluative resources deployed in tourist brochures. The findings of this study are expected to enrich the body of research in APPRAISAL, particularly by applying the model to a discourse domain that has not been widely explored yet and by contributing to the mapping of the APPRAISAL system networks. This study uses a mixed methods approach, which will be described in Chapter 3, and offers an in-depth analysis of a relatively small number of texts. A combination of quantitative corpus techniques and qualitative research procedures was chosen on the assumption that it facilitates the description and interpretation of both explicit attitudinal

meanings and nuanced or implicit patterns of evaluation (Dörnyei, 2007; Holmes & Meyerhoff, 2003).

Finally, it is my hope that this study will offer some insights into the mechanisms of meaning-making in discourse and the specificities of tourism discourse for those in the tourism industry who are involved in the production of promotional texts. This study may also be of interest to those in the field of ESP teaching and learning. The analysis of APPRAISAL resources may provide the tools, on the one hand, to describe and understand writer identity and intentionality, and on the other hand, to appreciate multiple layers of meaning and several voices working simultaneously within tourism texts. It is hoped that the analysis in the present study will foreground stylistic features, ways of infusing interpersonal colouring and lexicogrammatical patterns useful for the production of effective tourism texts.

1.4. Overview of the Chapters

This work is organised in five chapters. Chapter One introduces the research problem and the motivations that led to conduct the study. It also makes reference to the research questions and objectives. Chapter Two describes the theoretical framework the study is based on. It also presents a survey of the literature on the application of APPRAISAL to different genres and an account of previous research on the language of tourism. Chapter Three describes the methodology and contains a description of the research design, the corpus, and the procedure followed to collect and analyse the data. The next chapter presents the results obtained from the analysis of the data in relation to the research questions that guided the study and introduces field-specific refinements to the APPRAISAL model. Finally, Chapter Five summarizes and discusses the research findings. It also outlines the contributions and implications of the study, its limitations, suggestions for future research, and some final considerations.

Chapter 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

The purpose of this chapter is to present the theoretical framework within which this study was carried out and a survey of the relevant literature. The chapter starts by characterising the tourist brochure, discussing its generic features and describing its lexicogrammatical resources. Next, it presents an overview of Systemic Functional Linguistics and APPRAISAL, which serve as the theoretical underpinnings for this study. Then, it examines previous research on the language of tourism and finally, it provides a brief account of studies that have applied the APPRAISAL framework to different genres.

2.1. The Language of Tourism

Tourism, in the act of promoting attractions and persuading potential clients, has a discourse of its own. According to Calvi (2006), the language of tourism is marked by heterogeneity, dynamism and variegated lexical sources. It may be classed as a domain-specific language due to its use of specific terminology, even though the level of specificity does not compare to other specialised forms of discourse such as those in the fields of Law or Economics. Its specificity is situated at the communicative level, in the discursive and textual strategies employed in any tourist activity. The language of tourism has been employed for years as a powerful tool in tourism promotion to seduce and persuade potential tourists and, by its purposeful use, to turn them into actual clients (Dann, 2003). Therefore, the language of tourism is not ideologically neutral but value-committed and it is rhetorical, in that it functions an attempt at exercising power or persuasion on the part of the speaker over the addressee (Dann, 1996).

When approaching the study of tourism and its language as a social phenomenon, we need to consider four major sociological perspectives that have been extensively discussed in the tourism literature since the 1970s (Dann, 1996; Morgan & Pritchard, 1998). The first is the *authenticity* perspective. According to MacCannell (1989), what motivates tourists to travel is a search for a more authentic or genuine lifestyle. However, the author admits that the tourism industry offers a fabricated experience of local cultures and traditions, that is, a case of “staged authenticity”. This quest for authenticity leaves traces in the language of tourism, for example in the

description of a travel destination or product as *a nostalgic old village, a traditional house or a real piece of the true Crown*².

Another perspective is the *strangerhood* perspective, which focuses on the idea of novelty and strangeness as key features and primary motives in any tourist endeavour. The travel experience thus becomes a discovery and an adventure. Cohen (1972) remarks that tourists search for both familiarity and strangeness when travelling and he places tourists on a cline, ranging from *mass tourists*, who deliberately seek familiarity when they are away from their own culture, to the *drifters* who are very much interested in experiencing strangeness. At the linguistic level, this is reflected in the deliberate connections between exotic destinations and familiar places that are established in order to seduce and persuade potential tourists. Phrases such as *Bangkok: the Venice of the East* are aimed at making western tourists feel at home even when they are in a foreign country in the eastern world. This strangeness-familiarity dichotomy is also illustrated by certain terms such as *original, primitive, exotic, unspoilt, timeless or traditional*, which abound in the travel literature (Dann, 1996; Morgan & Pritchard, 1998).

The view of tourism as a game engenders the *play* perspective, which is usually identified with Cohen's (1972) *recreational* tourist. This sociological strand of study is associated with the tourists' search for the out-of-the-ordinary (theme parks and artificial sites), a representation of hyper-reality (as in the fantasy worlds of Disneyland) and a recurrence of terms such as *imagine, fairy-tale, spectacle or contemplate* in the tourist texts (Dann, 1996).

Finally, the *conflict* perspective is concerned with political, intellectual and cultural power in the tourism industry. It deals with how destinations are portrayed in promotional material to create attractiveness and how imagery may restrict people into certain mindsets or misrepresent tourist destinations. In this view, tourism discourse reflects the cultural values of a society and has recourse to stereotyped images (e.g., of aboriginal groups or oriental outfits), cliché-ridden language and literature myths to reinforce views and representations of the world (Dann, 1996; Morgan & Pritchard, 1998).

² The linguistic examples in this section have been taken from Edwards and Curado (2003), Dann (1993), Morgan and Pritchard (1998), and the corpus of the present study.

Dann's (1996) research into the specific discourse domains used for promotional purposes in tourism texts led to the development of the thematic categories known as the three Rs, the three Hs, the three Fs, and the three Ss. The first group includes the concepts of romanticism, regression, and rebirth, all of which point to the need to escape from reality (e.g., *Our hotel has what you need to relax*). Instead, the three Hs (happiness, hedonism and heliocentrism) refer to the search for pleasure, as illustrated by the following nouns: *comfort, indulgence* or *paradise*. The three Fs, which cover fun, fantasy, and fairy tales, revolve around the notion of tourism as recreation, as can be seen in expressions such as *Get ready for the time of your life!* Finally, the three Ss (sea, sex and socialisation) centre on the desire to interact, as shown by the choice of key words such as *sharing, friendliness, hospitality* or *appeal* (Dann, 1996; Edwards & Curado, 2003).

2.2. Tourism Texts

The tourism industry produces a wide range of texts from different genres, which can be placed on a cline according to the amount of information they convey and their persuasive force (Calvi, 2010; Holloway, 2004). Travel advertisements usually amalgamate visual and verbal elements, rich metaphoric language and a strong persuasive stance. Tourism websites, instead, display descriptive information, travel suggestions, sections reserved to specific users, search tools, and a profusion of multimedia. Catalogues aim at showcasing tourist products, ranging from city tours and package holidays to hotel facilities and day visits. Articles featured in newspapers and specialised magazines combine descriptive discourse and practical information. They are predominantly informative, though they exhibit a promotional essence as well. Guidebooks are the most traditional among tourist textual genres. They are usually targeted at different kinds of tourists, such as backpackers or families, though they all present a similar organisational structure comprising descriptions, itineraries, maps and useful tips. Guidebooks serve a twofold purpose since they help travellers to choose a holiday destination and they also guide them during their trip. Finally, tourist brochures³ are undoubtedly one of the most frequently

³ I have adopted the term *brochure* throughout this study. Yet, *leaflet* is used interchangeably in the literature. Leaflets are said to be smaller in size (one folded page maximum) and briefer in the information they contain (single sentences or bullet-point lists).

used instruments in the tourism industry for the promotion of tourist attractions. They feature attributes of destinations and direct verbal and pictorial messages addressed to potential visitors (Calvi, 2006; Edwards & Curado, 2003). The following section will be devoted to the characterisation of tourist brochures and their lexicogrammatical features.

2.3. Tourist Brochures

According to Calvi (2010), tourist brochures are multi-page publications of a reduced size, which makes them easy to carry around. They are normally created from single sheets and then folded, and they are usually distributed among tourists who are interested in a particular destination or attraction. Greimas and Courtès have highlighted that brochures are “the spatial representation of a tension between an individual and a targeted valuable object” (as cited in Mocini, 2009, p. 154). Their promotional nature accounts for their complimentary distribution and their persuasive, even seductive, language. Brochures provide potential tourists with the information they need in order to decide whether to buy a particular tourist product over another. That is why they are usually tailored to suit their target audience. A brochure aimed at tourists visiting the historic university town of Cambridge on a guided tour is expected to supply information about traditional landmarks and cultural events, whereas one whose intended readers are young backpackers is likely to offer suggestions about nightlife or adventure activities. In other words, travel brochures are meant to seize prospective tourists’ attention, stimulate their interest and create a desire to visit the destination in question. Once the tourist is at the destination, brochures provide practical as well as historical or cultural information. According to Camarero Izquierdo and Garrido Samaniego (2004), brochures fulfil an educational and cultural awareness-raising role. Unlike other forms of business, tourism relies on brochures as a principal marketing tool. They can act as “a substitute for a product which cannot be physically seen or inspected prior to purchase” (Holloway, 2004, p. 287). In sociological terms, they represent a signifier for the signified product, which is the actual travel experience.

As far as brochure design is concerned, factors such as specific audience tailoring, overall communicative purpose and aesthetic and formatting requirements have an impact on the planning and production of a brochure. In this respect, Hiippala (2007) has pointed out: “Composition, colour and typography make up the canvas on which language and image operate” (p. 11). Together with a vast array of linguistic

devices, the use of photographs is the most dominant visual rhetorical strategy employed in tourist brochures to convey reality and objectivity (Mocini, 2009). Nevertheless, most photos appear to have been digitally manipulated in order to match the audience's perception of the tourist destination, thus creating the aforementioned sense of "staged authenticity" (Jørgensen, 2004; MacCannell, 1973). Research into the use of cliché photos in tourist brochures has identified archetypal examples such as bright sunshine, a blue ocean and picturesque villages filled with cheerful local residents. Yet, Holloway, Humphreys and Davidson (2009) state that "the text and images contained in brochures must not only be attractive but also truthful, accurate and easily understood. Good layout, high-quality photography and suitable paper are all essential if a brochure is to do its job effectively" (p. 209).

2.3.1. Generic Considerations

There is a vast literature on genre description but, in general terms, theorists define genre as a highly structured and conventionalized communicative event, which has a communicative purpose understood and shared by the members of a discourse community (Bhatia, 2014; Swales, 1990). Groups of closely related genres with largely similar communicative purposes have been called *genre colonies*, a label which points to the versatility of genres (Figure 1).

Bhatia (2014) explains that the communicative purposes that a genre serves can be realised by a combination of rhetorical acts, which he has named "generic values," including arguments, narratives, descriptions, explanations and instructions. These do not appear to follow any specific sequencing or structuring in terms of moves and are typically combined to give shape to various professional genres, such as promotional or reporting ones. Within promotional genres, one can find "a constellation of several closely related genres with an overlapping communicative purpose of promoting a product or service to a potential customer" (Bhatia, 2014, p. 68). In this framework, a travel brochure is a textual artefact that cannot be classified as a pure genre but as a hybrid category, since it is designed to provide information but, at the same time, it is promotional in character and tone.

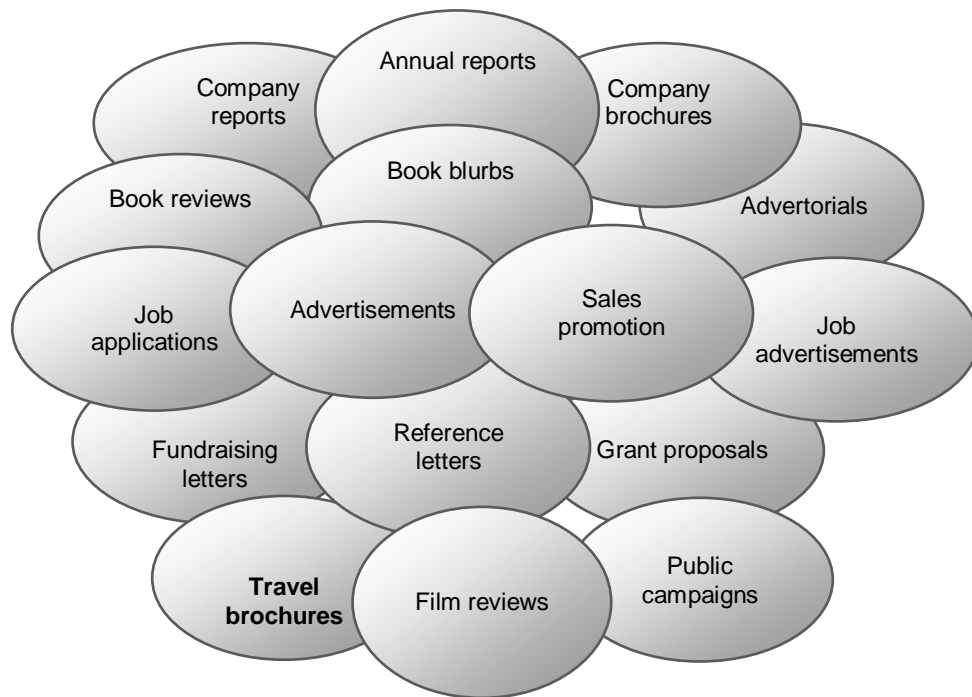


Figure 1. Colony of promotional genres (Bhatia, 2014, p. 71).

2.3.2. The Discourse of Tourist Brochures

After some considerations as regards genre, it is relevant to consider the lexicogrammatical features that characterise the discourse of tourism texts. At the lexical level, positive adjectives are often used to add distinction and appeal and to convey a sense of refinement. In some cases, adjectives are used to convey a sense of exaggeration, as in the following nominal groups: *magnificent windows*, *awe-inspiring masterpiece* or *breathtaking views*⁴. The reason behind the use of this strategy is to create a powerful impression by describing the attraction through hyperbolic terms. Agorni (2012a) adds that “some of these expressions have already become standardised, others display a strong sense of novelty and a strong evocative force” (p. 6). Maasalmi (2013) and Lipsa (2013) refer to this technique of relying on glowing terms as “language euphoria.” Besides, certain collocations and clichés are employed to create a sense of safety (e.g., *superb service*, *ideal location*) or a high-class image (e.g., *sumptuous menus*, *glamorous lounges*). Durán Muñoz (2012) explains that lexical choices undergo a careful selection process in order to meet the visitor’s expectations.

⁴ The linguistic examples in this section have been taken from the corpus of the present study.

In fact, these choices bear an important role in the success of a text such as a brochure, since they act as trigger elements for tourists making decisions.

“Languaging”, a technique that involves the use of foreign or invented words, induces “a sense of exotic feeling in the tourist” (Durán Muñoz, 2012, p. 337), particularly in the field of gastronomy. The reader is not supposed to know these words so their use contributes to portraying the writer as a trustworthy authority. Cultural references are also present in tourist texts, as they represent cultural identities and, therefore, may appear seductive to the potential tourist. These include names of dances, traditional dishes and festivals, among others.

The presence of specific terminology is another feature that characterises the language of tourist brochures. In her thorough description of the lexis of travel genres, Calvi (2000) explains that tourist texts draw from a variety of fields, such as geography, history of art, economics and even gastronomy. She distinguishes three levels of specialisation. The most specific level contains the technical terms connected to travel agents, tour operators, hotels and tourist services. It is characterised by acronyms and coded information, both of which favour rapid communication (e.g., *all-inclusive* or *ETA: Estimated Time of Arrival*) as well as compounds and derivatives (such as *buffet-breakfast* and *seasonality*). The next level includes elements borrowed from other fields but which have gained a new meaning or connotation and have become part of the tourism lexical repertoire (e.g., *charter flight*). At the most general level, we can find non-specific wordings that are used in tourist texts to provide descriptions and evaluations (e.g., *idyllic beaches*). This level will be the focus of analysis in this work.

When it comes to the syntactic features that characterise the language of travel brochures, scholars have pointed out the extensive use of nominalisation, as in phrases such as *On arrival at the hotel*, which creates a sense of abstraction and distance. The writers of tourist brochures use imperatives profusely “in order to urge the tourist to avail him/herself of the opportunities which are on offer” (Durán Muñoz, 2012, p. 337). In terms of verb tenses, the present simple predominates and its use contributes to depicting the experience as everlasting, as in *Visitors enjoy panoramic views from this high ground*. This verb tense also helps to make history come to life as in *The knight leaves the fortress that dominates the walled town*. The past tense, on the other hand, is the dominant choice when describing the history of the attraction (e.g., *The orangery was built at the end of the sixteenth century*).

In terms of resources for audience targeting, the use of impersonal phrases to describe experiences facilitates readers' identification rather than creating a distance. That is, the use of words such as *visitors* or *anyone* is, in fact, a strategy to accommodate any type of tourist and make him or her feel part of the travel experience promoted. It is also interesting to see the strategic use of the pronoun *you* for the sake of reader inclusion, to seduce the reader of a tourist brochure by addressing him/her directly. This technique, together with the selection of words that make the visitor feel unique and special, has been labelled "ego-targeting," and is, according to some researchers, another strategy employed to attract the attention of visitors and promote a certain tourist attraction (Dann, 1996; Jørgensen, 2004; Maasalmi, 2013). Ego-targeting can be achieved by the use of certain adjectives (e.g., *unique*, *private* and *own*) which suggest that the reader is an individual looking for something special that is just for him/her.

Tourism texts also feature the use of superlatives (e.g., *the best*, *the greatest*) with the aim of comparing a tourist product to similar ones and highlighting its superiority, thus attracting the potential visitor's attention. The use of comparisons and metaphors has also become widespread in tourist brochures and it functions "to compare a destination with paradise, to provide the destination with certain symbolic values or merely to transfer meaning from one context to another" (Jørgensen, 2004, p. 37). These literary ornaments play a key role in sustaining tourists' attention and persuading them to opt for the promoted attraction (Dann, 2003; Gumiero, 2012; Lipsa, 2013).

Sourander (2009) observes that brochures are "very susceptible to academic scrutiny as a media text, especially due to their rather explicit function of attempting to influence the recipient's consumption behaviour" (p. 8). As well as informing, brochures guide the tourists' steps, address their senses, facilitate emotional experiences and, ultimately, persuade the potential visitor (Mocini, 2009, 2013; Steinecke, 2010). The persuasive intent of a text is concerned with positioning an audience to adopt certain value positions. Therefore, mastering the features of the language of tourism seems to be crucial when attempting to seduce visitors and, as Kabalin Borenić, Marinov and Mencer Salluzzo (2013) put it, this mastery "can well make the difference between the success and failure of a tourism product" (p.4). The prevalence of the promotional trait in the language of tourism entails, among other features, the use of evaluative resources.

As Mocini (2013) states, “brochure writers colour their promotional discourse by mingling attitudinal meanings in order to establish evaluative prosodies resonating across the whole text” (p. 1), thus accomplishing reader positioning.

After this brief account of the type of language used in tourist brochures and the prevalence of evaluative expressions in them, a summary of the theory that framed this thesis is in place. The next sections present the theoretical framework in which this study is grounded.

2.4. Systemic Functional Linguistics

This study draws primarily on Systemic Functional Linguistics (henceforth SFL), the theoretical model articulated by Halliday (1994, 2004), as well as on the interpretations and developments by Eggins (2004), Martin (2000, 2002, 2004), Martin and Rose (2003, 2007) and Thompson (1996, 2014). SFL is “a multi-perspectival model, designed to provide analysts with complementary lenses for interpreting language in use” (Martin & White, 2005, p. 7). One central tenet of SFL is its view of language as a meaning-making resource, a system with a vast potential instantiated in the form of text. Taken as an instance of language in use, a text realises and is always situated in a specific context. At a macro-level, context comprises a broad context of culture constituted by different contexts of situation at a micro-level; the latter are in turn realised through specific language choices. According to Coffin (2006), the context of culture is described as “the sum of all the meanings it is possible to mean in a particular culture or ‘sub’-culture, such as an academic discipline or school subject” (p. 27). The context of situation is conceived of as having three variables: the Field (the sphere of action, including participants, processes, goals and circumstances), the Tenor (the social actors involved, their statuses and roles) and the Mode (the role language plays in the interaction, its channel and its rhetorical mode). They are collectively referred to as register variables and they capture the relations between the social situation and the linguistic choices language users make (Coffin, 2006; Economou, 2009).

The SFL model posits that dimensions of the situational context mentioned above correspond to three macro-functions that language performs simultaneously in every act of communication. Field is said to be associated with the ideational

metafunction, which involves the construction and representation of the world around us. In turn, Tenor is closely linked with the interpersonal metafunction, which is concerned with “the enactment and negotiation of social relations and identities” (Chouliaraki & Fairclough, 1999, p. 50), whereas Mode is connected with the textual metafunction, that is, the organisation of meanings into coherent and relevant texts.

Another key theoretical principle underlying the SFL model is the notion that language is organised in terms of different strata (Martin, 1997). The level of expression is concerned with segmental and prosodic realisations of meaning (phonology and graphology) and the content plane with the construal of meaning (lexicogrammar and discourse semantics). Each of these strata interrelates with the register variables (Field, Tenor and Mode) and with one of the three above-mentioned language metafunctions. The relationships are summarised in Table 1.

Table 1

Metafunctions, Context Variables, Language Strata and Systems

Metafunction ↔ CONTEXT VARIABLE		Ideational ↔ FIELD	Interpersonal ↔ TENOR	Textual ↔ MODE
		LANGUAGE SYSTEMS		
LANGUAGE STRATA	Discourse semantics	<ul style="list-style-type: none"> Ideation External conjunction 	<ul style="list-style-type: none"> Negotiation Involvement Appraisal 	<ul style="list-style-type: none"> Identification Internal conjunction Periodicity
	Lexicogrammar	<ul style="list-style-type: none"> Transitivity Specialised lexis Taxis 	<ul style="list-style-type: none"> Mood Modality Polarity Attitudinal lexis 	<ul style="list-style-type: none"> Theme / Rheme Information unit Conjunction Reference Cohesion Ellipsis and substitution
	Phonology / Graphology	<ul style="list-style-type: none"> Tone sequence Sentence 	<ul style="list-style-type: none"> Tone, voice quality Formatting 	<ul style="list-style-type: none"> Tonicity; Tonality Punctuation; Layout

Note: Adapted from Economou (2009), Halliday (2004), Martin and Rose (2007).

As can be seen in Table 1, three interpersonal systems are located at the level of discourse semantics: NEGOTIATION, INVOLVEMENT and APPRAISAL. NEGOTIATION is related to “the interactive aspects of discourse, speech function and exchange structure” (Martin & White, 2005, p. 33) and focuses on the patterning and sequencing of speech function choices especially in spoken discourse. INVOLVEMENT is concerned with evaluative meanings that create tenor relations, particularly solidarity between interactants, by means of non-gradable lexical resources such as technical and specialised vocabulary, slang and vocatives (Economou, 2009). Martin and White (2005) explain that there has not been much work in this area and that they simply want to “flag the existence of a wide array of resources that are used to negotiate group identity and so co-operate with appraisal and negotiation in the realisation of tenor relations” (p. 34). The system that is relevant to the analysis of tourist brochures presented here is APPRAISAL, which focuses on the evaluative resources used by speakers, that is, on “how evaluation is established, amplified, targeted and sourced” (p. 9). It is concerned with the linguistic resources by which speakers express their emotions and assessments, adopt a stance towards entities and events, and negotiate socially-determined value positions. In the following section, APPRAISAL is examined in more detail.

2.5. APPRAISAL

The theoretical underpinnings of APPRAISAL (Martin & Rose, 2003; Martin & White, 2005) have their roots in SFL. This model came to the fore as a complementary perspective to the systemic studies of interpersonal meaning. It provides the resources to describe and explain how language is employed to express evaluation and adopt attitudinal positioning. It is concerned

with the subjective presence of writers/speakers in texts as they adopt stances towards both the material they present and those with whom they communicate. It is concerned with how writers/speakers approve and disapprove, enthuse and abhor, applaud and criticise, and with how they position their readers/listeners to do likewise. It is concerned with the construction by texts of communities of shared feelings and values, and with the linguistic mechanisms for the sharing of emotions, tastes and normative assessments. It is concerned with how writers/speakers construe for themselves particular authorial identities or personae, with how they align or disalign themselves with actual or potential respondents, and with how they construct for their texts an intended or ideal audience. (Martin & White, 2005, p. 1)

The same linguistic phenomena mentioned in the quotation above have also been investigated from alternative perspectives, under the labels of “evaluation” (Hunston, 2011; Hunston & Thompson, 2000; Thompson & Alba-Juez, 2014) and “stance” (Biber, 2006; Biber & Finegan, 1988, 1989; Conrad & Biber, 2000).

Using the SFL formalism of the system network, APPRAISAL domains are shown as semantic systems that open into sets of more delicate semantic choices. Selecting an option at the entry level of the system leads to further, more delicate sub-options. When analysing texts, a researcher can make more general or more subtle distinctions thanks to the degrees of delicacy offered by the system (Economou, 2009). In this respect, Hood (2010) states that “the level of delicacy chosen for analysis will depend on the questions asked of particular texts and the kinds of differences and similarities that emerge in comparisons across texts” (p. 27). For some systems, values are located along a scale of intensity. These scaled systems imply a move from categorical to graded analysis, that is, from typology to topology (Martin & White, 2005).

APPRAISAL resources are distributed in three main semantic fields: ATTITUDE, ENGAGEMENT and GRADUATION. These fields include resources for encoding attitudinal values, grading meanings and expanding or contracting space for other voices in discourse. In the following sections, these three semantic domains are discussed.

2.5.1. ATTITUDE

ATTITUDE is the semantic field that explores the positions adopted with respect to the experiential meaning of the messages, the intersubjective assessment attached to participants and processes. It is concerned with feelings, from emotional reactions, to judgements of behaviour and evaluation of things (Martin & White, 2005), and it comprises three sub-systems, AFFECT, JUDGEMENT and APPRECIATION, each with further sub-categories, as illustrated in Figure 2.

AFFECT points to the gradable resources used to express emotions and reactions before the phenomena we perceive. As Martin and White (2005) remark, “it is concerned with registering positive and negative feelings: Do we feel happy or sad, confident or anxious, interested or bored?” (p. 42). AFFECT can have multiple realisations. It can appear as a quality attributed to a participant (e.g., *The tourist is happy*), as a manner of process (as in *They walked around the gardens cheerfully*), as a

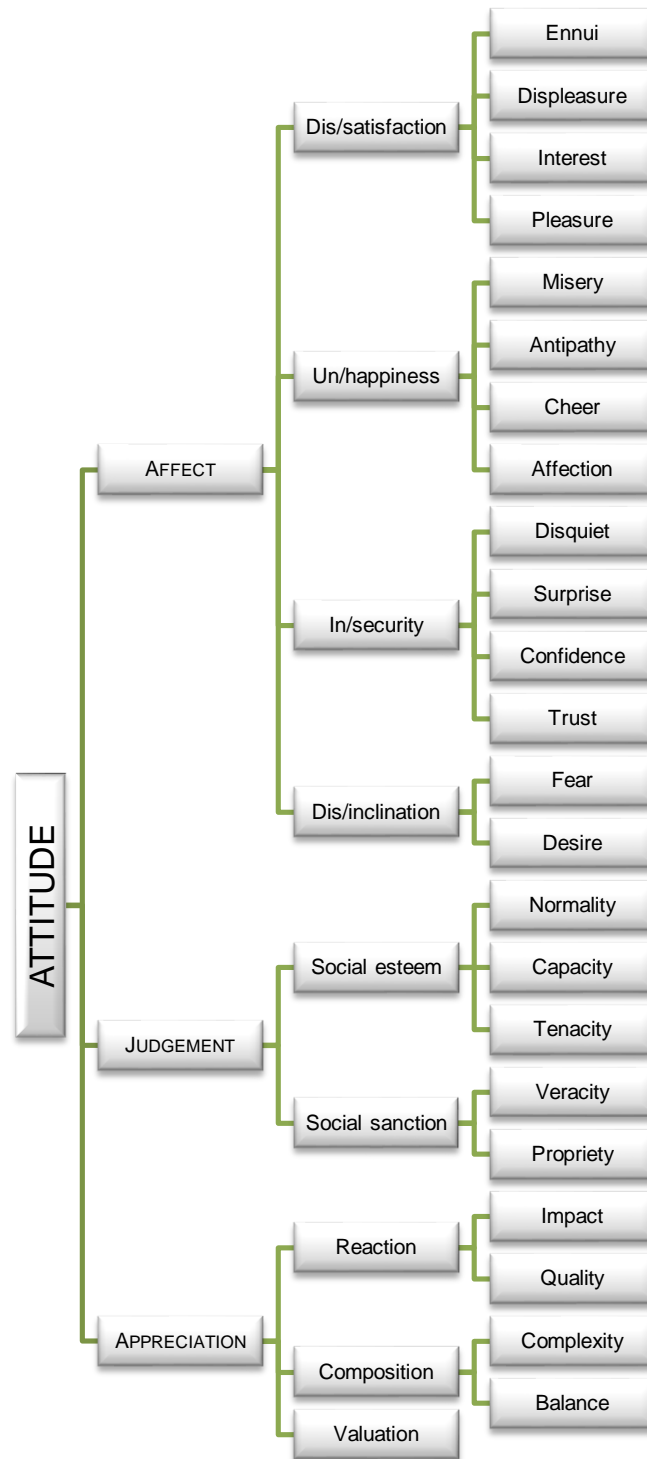


Figure 2. The system of ATTITUDE (Adapted from Martin & White, 2005).

process (*His arrival at the destination pleased him*) or as a comment (*Reluctantly, the group entered the room*).

When classifying AFFECT, Martin (2000) and Martin and White (2005) draw on the following six factors. The first is connected to whether the emotions are construed as positive or negative (e.g., *a satisfied tourist* vs. *an irritated tourist*). Second, feelings

can be realised as an emotional surge (e.g., *the tourist smiled*) or as an internal disposition or ongoing mental state (e.g., *the tourist was engrossed in...*). Third, feelings can be the result of the participant's mood or the reaction to a particular emotional trigger (e.g., *the visitor was overjoyed vs. the visitor enjoyed the guided tour*). Another factor is related to whether the emotions involve a reaction to a present or past stimulus (realis) or an intention with respect to a stimulus that is irrealis (prospective) (e.g., *the child liked the games vs. the child would love to see the toys*) (Martin & White, 2005). A further variable involves the degree of the intensity of the emotions, that is, how they are located along a cline ranging from low to high values, as in *the couple disliked/hated/loathed the tour*. Finally, Martin and White (2005) classify AFFECT into sets of emotions related to un/happiness, in/security, dis/satisfaction and dis/inclination.

The Un/happiness⁵ variable comprises emotions linked to affairs of the heart (emotions such as sadness, hate, happiness and love) subsumed under the sub-categories *misery*, *antipathy*, *cheer* and *affection*. In/security covers feelings concerned with peace and anxiety in relation to our surroundings and the people we relate with. It is further subdivided into *disquiet*, *surprise*, *confidence* and *trust*. The Dis/satisfaction variable concerns the pursuit of goals and our feelings of achievement and frustration. It subsumes the categories *ennui*, *displeasure*, *interest* and *pleasure*. Finally, Dis/inclination is concerned with irrealis AFFECT and the interplay of emotional reactions to things we want to happen or not. It comprises emotions such as *desire* and *fear*, and it often implicates a trigger (Martin & White, 2005).

The attribution of the emotional response to the author or someone else has led to the distinction between *authorial* AFFECT (1st person) and *non-authorial* AFFECT (2nd and 3rd person) (White, 2001). With the former, the author is the source of the emotion and assumes some responsibility for their evaluation. With non-authorial AFFECT, instead, the author reports on someone else's emotional reactions, a reason why it has been equated it with dialogic expansion (see section 2.5.2).

The next sub-field within ATTITUDE, JUDGEMENT, is concerned with the evaluation of human conduct, particularly in the areas of morality, veracity or legality, according to social norms, social expectations and ideological positions. Martin and White (2005) point out that “with judgement we move into the region of meaning construing our attitudes to people and the way they behave – their character” (p. 52).

⁵ Initial letters have been capitalised to distinguish the technical from the common-sense usage of the terms.

JUDGEMENT can be regarded as the institutionalisation of feelings about how individuals should behave. Two dimensions of human behaviour have been identified: social esteem and social sanction. Social esteem implies admiration and criticism, and “tends to be policed in the oral culture, through chat, gossip, jokes and stories of various kinds” (Martin & White, 2005, p. 52). Judgements of social esteem comprise *Normality* (we assess to which extent people are unusual), *Capacity* (we appraise how capable they are) and *Tenacity* (we assess how resolute someone is). Social sanction, on the other hand, “is more often codified in writing, as edicts, decrees, rules, regulations and laws about how to behave ... with penalties and punishments as levers against those not complying with the code” (Martin & White, 2005, p. 52). In this category, we judge to which extent someone is truthful (*Veracity*) and how ethical someone is (*Propriety*). As with AFFECT, JUDGEMENT can comprise positive and negative evaluations, graded along a cline from high to low values, and can be realised as qualities attributed to participants (e.g., *intelligent*), as circumstances (*reliably*) or as nominalised qualities (*honesty*).

The last sub-field within ATTITUDE, APPRECIATION, includes the resources used for the appraisal of processes, semiotic objects, natural phenomena and entities, particularly their form, appearance, composition, impact and importance. As Martin (2000) remarks, it “can be thought of as the institutionalisation of feeling, in the context of propositions (norms about how products, performances and naturally occurring phenomena are valued)” (p. 159). APPRECIATION can be subdivided into three variables: Reaction, Composition and Valuation. The first, Reaction, is concerned with whether things grab our attention (*Impact*) or please us (*Quality*) and it is linked to affection. Composition, which is more related to sensory perception of proportionality and aesthetic detail, can be further classified into *Balance* (when something hangs together) and *Complexity* (when it is difficult to follow). Finally, Valuation concerns non-aesthetic appraisal, that is, whether things are valuable, original, authentic or suitable. This sub-category is especially sensitive to Field in that the value we assign to the appraised entity depends on its social significance. As can be seen in the system of Attitude in Figure 2, Valuation has not been further classified into subcategories, a point that will be taken up later in section 4.1.4 of this work.

As with every typology, there are borderline instances that do not fit in comfortably, for example, when the same attitudinal lexis is used to judge and appreciate, or when it simultaneously construes AFFECT and JUDGEMENT. In these cases, Martin and White (2005) suggest focusing on the lexicogrammatical realisation, the

characteristics of the source of APPRAISAL and the nature of the target of evaluation. These might be useful when attempting to distinguish the different sub-fields of ATTITUDE.

Bednarek (2008), Coffin (2002), Lee (2009), Ngo and Unsworth (2015), and Oteíza and Pinuer (2012), among others, have expressed the need for refinements in the sub-fields of ATTITUDE. According to these authors, some categories do not have clear-cut boundaries; therefore, they allow for divergent interpretations. Modifications to Martin and White's (2005) typology have been proposed as a result of detailed investigation of evaluation in specific contexts such as academic writing, news reportage or wine appreciation. In fact, since the establishment of the APPRAISAL model, there have been proposals for alternative or refined typologies to contribute to the ongoing development of the framework and to enhance the effectiveness in the analysis of evaluative stance.

Besides the classifications covered so far, Martin and White (2005) include a further classification that concerns ATTITUDE. Attitudinal values may be placed along a cline from explicit to implicit. *Inscribed* ATTITUDE is the one that is explicitly coded through evaluative lexis. White (2006) explains that this label “applies to the use of locutions which carry an attitudinal value (positive or negative assessment) which is largely fixed and stable across a wide range of contexts” (p. 40). In other words, those linguistic resources carry an intrinsic positive or negative value and this value can be graded up or graded down. These locutions act as signposts for the interpretation of the ideational meanings that surround them.

Instead, in the cases where there is no single item carrying a specific value and ATTITUDE is indirectly expressed via ideational tokens, we speak of *invoked* ATTITUDE. Martin and White (2005) describe different strategies for invoking ATTITUDE. Ideational meanings may *provoke* an attitudinal response by means of an idiom or a lexical metaphor, which, though not overtly positive or negative, are evaluative nonetheless (e.g., *a prisoner of his own volition; as cool as a cucumber*). An attitudinal interpretation may be *invited* in two ways. The deployment of resources of GRADUATION (see section 2.5.3) may *flag* or connote a positive or negative orientation to the experiential meaning (as in *The project was smaller in scale*), whereas deliberately selecting ideational meanings based on culturally shared values *affords* an ATTITUDE (e.g., a *traditional* classroom may be read either as a room with a board and desks in rows or as *old-fashioned* and *oppressive*).

Choices in the field of ATTITUDE interact with one another as a text unfolds and co-articulate to form a prosody that spreads through the text. “Prosodies of interpersonal meaning are variously described as the spread, sprawl, smear or diffusion of interpersonal meanings that accumulate, reinforce, or resonate with each other to construct an evaluative key over an extended segment of text” (Hood, 2010, p. 141). Martin and White (2005) identified three different kinds of prosodic patterning in discourse: domination (one that flows from a point of textual prominence), intensification (one that involves repetition, amplification and turning up the volume) and saturation (a pattern in which the numerous instantiations of ATTITUDE accumulate to give a certain colouring to the discourse). Martin and Rose (2003) add that “the prosodic pattern of APPRAISAL choices constructs the ‘stance’ or ‘voice’ of the appraiser, and this stance or voice defines the kind of community that is being set up around shared values” (p. 54).

2.5.2. ENGAGEMENT

The ATTITUDE system of ENGAGEMENT offers a framework for exploring the way language is deployed to recognise or ignore other voices or points of view and to express the author’s positioning with respect to the content and the interlocutors. The system subsumes expressions previously studied under the terms modality, polarity, evidentiality and attribution (Martin & White, 2005), and it is informed by Bakhtin’s (1981, 1986) notion of dialogism. Two opposing categories make up this ATTITUDE system at the most basic level: MONOGLOSSIA and HETEROGLOSSIA. Monoglossic statements are equivalent to bald or categorical assertions that offer no space for negotiation or other positions. However, they should not be interpreted as “intersubjectively neutral, objective or factual” (Martin & White, 2005, p. 99). Attending only to the truth conditions of an utterance may overlook the fact that textual arrangements that convey the notion of taken-for-grantedness have a strong ideological effect (e.g., *After months of poor management of funds*). Heteroglossic statements, instead, recognise alternative voices or points of view. There are two broad categories that may open up or close down the heteroglossic space in a text: dialogic expansion, which shows acknowledgment of other voices, and dialogic contraction, which serves the communicative purpose of refuting, contradicting or confronting alternative views. External voices may be overtly introduced by means of projection (quotes and reported

speech) or implied through modalisation. Martin and White (2005) provide a classification of heteroglossic meanings, each divided into more delicate sub-categories, summarised in Figure 3.

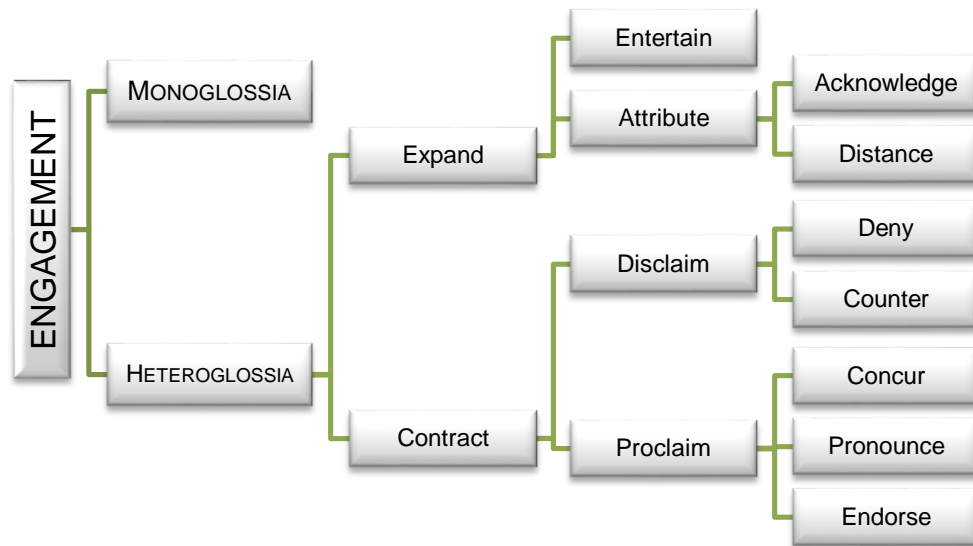


Figure 3. The system of ENGAGEMENT (Adapted from Martin & White, 2005).

Dialogic expansion subsumes two sub-categories: *Entertain* and *Attribute*. *Entertain* refers to options for presenting a proposition as grounded in the authorial voice's own subjectivity, as one of a range of possible positions, thus signalling solidarity with alternative viewpoints. It may be realised by means of modal auxiliaries, modal adjuncts, attributive projections (e.g., *I suspect that*), appearance-based declarations (e.g., *it appears, it seems*), expository questions and directives. In the case of *Attribute*, the author grounds the proposition in the subjectivity of an alternative voice, which is one of a range of possible voices. In this way, the proposition is dissociated from the authorial voice, which has no involvement and appears as if it were merely presenting information, either to *Acknowledge* or to *Distance* dialogic alternatives. This is achieved via reporting structures, nominalisations (e.g., *the assertion that*), adverbial adjuncts (e.g., *according to*) and impersonal structures (e.g., *it is believed that*).

The sub-category dialogic contraction includes resources to contract rhetorical spaces for other voices. These semantic choices are divided into *Disclaim* and *Proclaim*, each with further sub-types. The former involves rejecting an alternative position. Although *Disclaim* recognises alternative meanings, these are “directly rejected, replaced or held to be unsustainable” (Martin & White, 2005, p. 118). Within *Disclaim*,

Deny includes expressions of negation and *Counter* subsumes resources for concession and counter-expectation (e.g., *although* or *surprisingly*). *Proclaim* allows us to present a “proposition as highly warrantable (compelling, valid, plausible, well-founded, generally agreed, reliable, etc.)” (Martin & White, 2005, p. 98), thus ruling out alternative positions. It subsumes the sub-category of *Concur*, which relies on locutions for overtly signalling reader-writer shared knowledge or point of view (e.g., *of course*, *naturally*). Another sub-category within *Proclaim* is *Pronounce*, by means of which the authorial voice is emphasised and resistance is suppressed (as in *The facts of the matter are...*). Finally, in the last sub-category under *Proclaim*, resources of *Endorse* present the proposition as well-founded (as in *The author has demonstrated that ...*).

2.5.3. GRADUATION

The system network of GRADUATION allows for the exploration of evaluative meaning in terms of degrees instead of categories. It accommodates resources for scaling ATTITUDE and ENGAGEMENT values. According to Martin and White (2005), all appraisal-bearing expressions have the potential to be graded, allowing authors “to present themselves as more strongly aligned or less strongly aligned with the value position being advanced by the texts and thereby to locate themselves with respect to the communities of shared value and belief associated with those positions” (p. 94).

The system of GRADUATION subsumes two sub-categories to adjust meanings by degree: FORCE and FOCUS (see Figure 4).

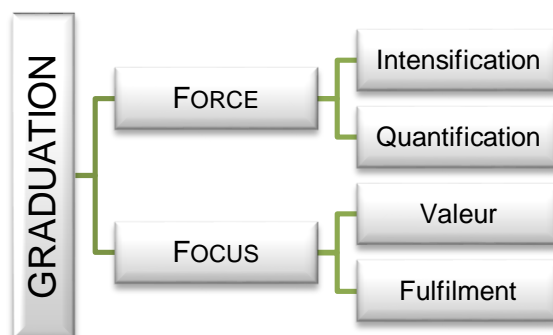


Figure 4. The system of GRADUATION (Adapted from Hood, 2010).

The resources we find in the dimension of FORCE allow for the graduation of the interpersonal impact of a proposition (i.e., to adjust their volume). The *Intensification* of a value can be upscaled or downscaled. At the level of the lexicogrammar, the intensification of qualities may be realised via isolated items, including pre-modifiers (e.g., *rather, very, extremely*), comparatives/superlatives and maximizers (e.g., *completely, always, constant*). When attitudinal values are realised as processes, they can be adjusted by means of circumstances of manner (e.g., *understand comprehensively*). In the case of whole proposals, lexicalised modulation can adjust the intensity as in *It is vital that you comply with the regulations*. Intensification may be infused in a single item (e.g., *competent, skilful, explore*), or instantiated as repetition of the same item (as in *they laughed and laughed and laughed*) or of semantically-related items (e.g., *He's immature, reckless and unreliable*). When an attitudinal value is expressed as an entity, degrees of FORCE express *Quantification*. This concerns the scaling of entities with respect to number, amount and extent in time and space (e.g., *many, for ten years, in the world, a crowd, eastern vs. western societies*) and the quantification of processes as frequency (e.g., *She is very often irritable*). As mentioned in section 2.5.1., FORCE as Intensification and Quantification can also grade experiential meanings and invoke an attitudinal interpretation. The grading of a process or modulation can imply an evaluative potential. For example, *look into* construes a neutral meaning whereas *explore* infuses the notion of greater intensity of the activity. In the case of *need to* and *ought to*, the necessity or obligation is amplified in the latter. Similarly the adjustment of quantity (e.g., *a pervasive phenomenon, a sizeable volume of literature*) encodes a subjective orientation and “flags” an attitudinal reading (Hood, 2010).

GRADUATION as FOCUS comprises a variety of resources to mark category membership or prototypicality. FOCUS as *Valeur* applies to entities which are normally not scalable from an experiential perspective and it involves the sharpening or blurring of categorical boundaries, thereby adding attitudinal meaning to expressions which do not normally have it (e.g., *a true friend* versus *a friend sort of*). Sharpening entails “maximal investment by the authorial voice in the value position (either negative or positive) being advanced” whereas softening implies “a conciliatory gesture directed towards maintaining solidarity with those who hold contrary views” (Martin & White, 2005, p. 139). The adjustment of the boundary around a process has been labelled FOCUS as *Fulfilment* and it involves the sharpening or softening of the degree of

completion (e.g., *fail to finish, manage to explain*) or actualisation (e.g., *appear to be, suggests*).

This section has succinctly described the main dimensions concerning evaluation that the APPRAISAL model provides. The systems of ATTITUDE, GRADUATION and ENGAGEMENT are the ones that have guided the identification of evaluative instances in the texts under analysis. In the next section, the objective is to provide a survey of the research that formed the backdrop for this study.

2.6. Previous Studies

2.6.1. The Study of Tourism Discourse

The study of tourism as a linguistic and discursive practice has developed relatively recently. Scholars who have joined the debate on the peculiarities of tourism texts have tackled various aspects of the phenomenon and grounded their contributions in a variety of theoretical and methodological approaches.

The new challenges posed by the expansion of tourism around the world have prompted research into aspects related to tourism marketing, destination branding, tourism as a commodity and advertising campaigns (Alonso Fernández, 2007; Ávila Domínguez, 2008; Chernysheva, Skourtis, Assiouras & Koniordos, 2011; Grillot, 2007; Hanzae & Saeedi, 2011; Jörgensen, 2004; Sourander, 2009). Since Dann's (1996) seminal work on the language of tourism and its influence on people's behaviour, sociological issues such as the search for authenticity or recreation in tourist endeavours and the representations of local people in tourism discourse have been of interest to researchers such as Cristofori (2015), Edwards and Curado (2003) and Jaworska (2016). The language of tourism has also been studied from the perspective of ESP, with authors like Calvi (2000), Gotti (2006) and Nigro (2006) addressing the issue of whether the language of tourism should be considered a form of specialised discourse.

Different texts used in the promotion of tourist products have been the central focus of a profusion of research. Drawing on Critical Discourse Analysis, Vestito (2006) explored the construction and transmission of cultural meanings and dominant ideologies in English tourist guidebooks about Italy. Calvi & Bonomi (2008), in turn, studied the lexis of messages posted in travellers' forums and blogs, particularly word frequencies and keywords. Focusing only on British advertising, Pierini (2009) studied the use of adjectives in tourism websites. More recently, Politis and Vanzou (2012)

analysed the structure, the form, the visual resources and the functional value of an official newsletter in English and Greek so as to determine the ways in which this promotional genre fulfils its communicative purposes. Having SFL as the underpinnings of her research, Yang (2013) performed an analysis of stylistic features in an article in a travel magazine. She studied how transitivity, mood, modality and schematic structure conflate to realise the communicative functions of the tourism information text. Maci (2007) described the visual and verbal strategies exploited by tourist offices webpages to structure texts into specific genres and achieve strong generic coherence. While Calvi and Mapelli's (2010) work centred around the use of cultural lexemes in websites, Suau Jiménez (2012) identified and analysed the rhetorical strategies applied in tourism promotion sites to persuade what she calls "the tourist 2.0."

The analysis of the verbal strategies employed in tourism promotion across languages constitutes another interesting approach, of which there is now a growing body of research. Agorni (2012a, 2012b) focused on the notion of the translator as a mediator and studied how decisions made at the linguistic and explanatory levels may affect the effectiveness of the promotion of tourist destinations. By examining Chinese-to-English translations of tourism websites, Kong's (2011) study aimed at interpreting how the act of translating brings about multiple self-representations as an ideological attempt to influence the perceptions of the audience. Also in the field of translation studies, Guo (2008) explored the interpersonal system of Mood in two comparable corpora: English translated texts from the Beijing official tourism websites and the original English texts from the Sydney official tourism websites. In a similar vein, Durán Muñoz (2014) worked with a corpus of texts taken from Spanish adventure tourism websites and identified certain pragma-linguistic features which could prove useful to translators and minimise possible translation difficulties. Finally, Gumiero (2012) chose to explore various genres in the field of tourism, focusing on the most common media used, their communicative strategies and the typical characteristics which make English and Italian publications different.

Though seemingly set apart from the present study, both in focus and theoretical underpinnings, the aforementioned studies present an overview of contributions in the field and offer a thorough characterisation of the language of tourism. The search for research revolving around the language employed in tourist brochures in particular has proved to be difficult. A few studies that analyse lexicogrammatical features in tourist

brochures, however, can be mentioned. Although anchored in other theories or focusing on other aspects under the SFL umbrella –other than those addressed in the present work– these studies also constitute valuable antecedents in the area.

One study that is worth mentioning is Villar (2009), which analysed interpersonal meanings underlying the generic structure potential of online tourist brochures. Her work revolved around the systems of mood and modality as well as evaluation, and her research goals were to model clause writing in the ESP class and to apply her findings to assisted writing activities. Along the same lines, Mongkholjuck (2008) focused on the analysis of the textual structure and lexicogrammatical features of tourist brochures produced and distributed in Thailand. This study described each generic move at length with the aim of establishing organisational structures and rhetorical patterns to be used by ESP learners. Combining tools from semantics and pragmatics, Lipsa (2013) analysed tourist leaflets from Romania and the United States of America, yet with the objective of describing similarities and differences between them in their use of verbal and visual devices for successful tourism promotion. In particular, her findings concerning the use of descriptive words are of interest to this study.

Focusing on the multimodal nature of brochures, Hiippala (2007) studied how the representation of Helsinki changed in content and appearance through the analysis of the language, image, colour, composition and typography used in the brochures issued by City Tourist Office, whereas Francesconi (2011) sought to investigate the role of visual and verbal modes in destination image formation by analysing a Maltese brochure. Both studies are a contribution to the description of the tourist brochure as a genre presented here.

In line with the goals of this study, Ling Ip (2008) analysed the choice of descriptive words in travel advertising, particularly the use of “hyperbolic language ... to enhance its persuasive power so as to attract business” (p. 1), yet her case study focused on other stylistic devices as well, such as the use of imperatives and directives. In her analysis of a Hong Kong brochure, she also discussed the use of visual resources such as salience, modality and collage. Another study which had a bearing in the present investigation is Maasalmi’s (2013), a corpus-based comparison of the use of adjectives in American, Canadian and British travel brochures. Though this author’s main goal was to determine if there were linguistic differences in the language used by

the tourism industry of different countries, the findings concerning adjective diversity in the creation of destination image provide some interesting insights.

Although it does not follow the APPRAISAL model, Edo Marzá's (2011) paper has also shed some light on the high incidence of evaluative adjectives in promotional hotel websites to attract potential travellers by conveying the notion of "extraordinariness". What makes this study different from this thesis is the notion of evaluative adjective that she adopted, which was the result of a combination of semantic, pragmatic and functional criteria. Apart from that, Edo Marzá's study was grounded in the analysis of adjectives' syntactic behaviour and collocational patterns (with the help of a concordance software program) and it resulted in a proposal for the categorisation of evaluative adjectives.

As in the research reported here, Salmaso (2011) looked into the frequency in the use of evaluation instances in tourist promotional texts. Aside from the theoretical basis, the major differences with the present work lie in the fact that her analysis was software-assisted and it compared only the use of evaluative adjectives in a compilation of several promotional texts which introduced typologies of accommodation from the USA and the UK.

A study that had a bearing on the work reported here is Mocini (2013). He sought to study the expression of evaluation in a corpus of British tourist brochures. Although the present study and Mocini's share the same theoretical basis, what distinguishes them is that the latter examines only one corpus of brochures produced by tour operators specialising in the promotion of Italy, while the former analyses two sub-corpora of brochures. Mocini's findings pointed to two main categories of APPRAISAL in his corpus: AFFECT and APPRECIATION. He concluded that the iteration of appraisal-bearing items built up a prosody which persuaded the reader and increased the perceived value of a tourist destination.

2.6.2. APPRAISAL Applied to Other Genres

Following White (2001), who viewed APPRAISAL as an ongoing research project, researchers have applied the model to a variety of different text types from different contexts, be it in the form of qualitative analysis of entire texts or quantitative corpus-based studies. To mention a few areas, APPRAISAL categories have been used to describe

the discourse of narratives (Macken-Horarik, 2003; Macken-Horarik & Isaac, 2014), politics and history (Achugar, Fernández & Morales, 2011; Araya Seguel, 2001; Coffin, 2006; Matruggio, 2010, 2014; Oteíza; 2010). Two studies deserve a special mention. Coffin (2002) carried out a close examination of the ways in which values and judgements are expressed in student history essays in upper secondary school in Australia. Although her aim was to raise awareness of the voices reflected in the texts for educational purposes, Coffin elaborated on the rhetorical consequences of the inclusion of different voices in the texts. Oteíza and Pinuer (2012) presented a re-elaboration of the APPRECIATION sub-system to allow for a better analysis of the particularities and complexity of historical discourse.

With the aim of developing descriptions of evaluative meanings and stance in visual-verbal texts, some researchers have applied the APPRAISAL model to images, particularly to news photos (Economou, 2009; Komarawan, 2012; Peng & Feng, 2012). Alves de Souza (2006), instead, opted for analysing attitudinal resources employed in national anthems to construe and negotiate feelings with the audiences, whereas Heras (2012) characterised the language of Catholic homilies. Being an ideology and value-laden discourse capable of influencing audiences, news reportage has been analysed using APPRAISAL categories (Achugar, 2004; Bednarek & Caple, 2017; Birot, 2008; Coffin & O'Halloran, 2005; Kaplan, 2007; Pascual, 2014). White's (2006) exploration of the linguistic mechanisms employed in news reporting was particularly useful in understanding how readers are positioned with respect to a particular attitudinal stance and how evaluative positioning may be indirectly activated.

For the purpose of analysing evaluative language in English and Spanish consumer-generated reviews on books and movies, Carretero and Taboada (2014) carried out a contrastive study focusing on GRADUATION instances embedded in ATTITUDE spans. This study was particularly helpful in the identification and interpretation of GRADUATION values emphasising or downtoning evaluative meanings. There has also been research in the world of wine appreciation (Hommerberg, 2011; Wislocka, 2014). Particularly enlightening was Hommerberg and Don's (2015) study, which proposed an annotation scheme and extended the original APPRAISAL system of ATTITUDE, adding sub-categories which were relevant for the context of winespeak. Other areas in which research using APPRAISAL categories of analysis has advanced our understanding of the specific discourses are academic literacies (Hood 2006, 2010;

Hood & Martin 2007, Lee, 2010; Pascual & Unger, 2010), media genres (Inako, 2015; Liu, 2017; Zappavigna, 2012) and law (Knight, 2010; Körner, 2000; Martin, Zappavigna, Dwyer, & Cléirigh, 2013). Finally, in the field of business discourse, Fuoli (2012) and Fuoli and Hommerberg (2015) were helpful for this study in that, although tackling evaluation in a company's social reports, they carefully described annotation procedures and difficulties.

The discussion under section 2.6 has covered a wide spectrum of works that, in one way or another, have served the purpose of guiding the research reported here. The present study intends to add to the ongoing development of APPRAISAL research by examining the evaluative resources employed in a corpus of tourist brochures. While previous studies on the subject are concerned with sociological issues, advertising, marketing of tourist destinations or genres other than brochures, this study explores, from a discourse semantic perspective, the construction of an evaluative stance in texts promoting tourists attractions. It pays particular attention to the similarities and differences in the evaluative strategies and resources used by the authors in two sub-corpora.

This chapter has introduced the theoretical background for the study reported here. It first dealt with the characteristics of the tourist brochure, including format, layout, generic features and typical language. It also characterised the lexicogrammatical features of the language of tourism. Then, it outlined the main tenets of Systemic Functional Linguistics and introduced the fine-grained categories within APPRAISAL which were applied in this study. Finally, it presented a review the literature that provided the backdrop against which the research was conducted. The following chapter presents the research methodology used in the study.

Chapter 3

METHODOLOGY

The previous chapter presented the theoretical background for this study and a survey of relevant previous research. This chapter describes the methodology adopted to collect and analyse the data. Every researcher is faced with the need to find the analytical tools suitable for their project. The choices in method for this work were informed, among other factors, by the objectives of the study, the data to be analysed, and the researcher's expertise.

As mentioned in section 1.3, this study sought to identify, analyse and compare interpersonal meanings in the discourse of tourist brochures featuring British castles issued by government organisations and family trusts. Specifically, I intended to provide answers to the following questions: (a) How are evaluative resources deployed in the discourse of tourist brochures?, (b) How are the different authorial voices reflected in the texts?, (c) What is the interpersonal configuration of the tourist attractions and the tourists?, and (d) What are the emerging evaluative patterns in the corpus? In the following sections, I explain the research design, describe the characteristics of the corpus and its selection procedure, and refer to a pilot study carried out before the main study. Finally, I describe the steps followed in the analysis of the data.

3.1. Research Design

As stated earlier, the aim of this study was to analyse the interpersonal meanings in the discourse of tourist brochures, particularly the authorial stance reflected in the use of evaluative language. To this end, Dörnyei's (2007) suggestion of a mixed methods approach was followed. Employing mixed methods enables researchers to exploit the best of both paradigms, to improve the validity of their research and to offer a multi-level analysis of complex phenomena.

On the one hand, the qualitative paradigm appeared to be the best suited for this research study, since linguistic phenomena are described by identifying discourse patterns that emerge from the texts. This type of research favours the analysis of

interpersonal discourse semantics, particularly how evaluation is deployed in the texts and allows for the interpretation of social, cultural and ideological meanings. Yet, this study also relied on quantitative analysis. Simple quantification techniques, such as frequency of categories and mean frequencies, were useful in establishing linguistic patterns across the texts and obtaining results that might be potentially generalizable and compared to other corpora, thus improving external validity (McEnery & Wilson, 2001).

A mixed methods design arguably contributes to a better understanding of the linguistic phenomena. As Holmes and Meyerhoff (2003) put it, quantitative and qualitative methods of analysis should be integrated, enabling the researcher to make use of the consistent patterns identified by quantification as the basis for a detailed in-depth qualitative interpretation of discourse. This integration might take place at different stages in the research process, for example during the process of data collection or when analysing data. What I have adopted in this study is what Creswell (2009) calls “data transformation”, which entails creating codes or categories qualitatively and then counting the number of times they are instantiated in the text.

In terms of objectives and depth, this research work has a corpus-based design and falls into the category of exploratory-descriptive. According to Hernández Sampieri, Fernández Collado and Baptista Lucio (2010), exploratory research is carried out when, according to the literature review, the problem or field of study has been scarcely researched or has not been studied from a particular angle or theoretical framework. Descriptive research, in turn, measures different dimensions or aspects of the phenomenon under consideration in an attempt to provide a thorough description.

3.2. Selection of the Corpus

The present study analysed the data extracted from a small, untagged corpus that consisted of 30 brochures of historic castles in the United Kingdom, written in English and published after 2013. Fifteen of them were issued by government agencies, charities or non-profit organisations (sub-corpus labelled “Government Agencies and Charities”, hereafter GAC), whereas the remainder were released by private or family trusts (sub-corpus labelled “Private Trusts”, henceforth PT). The brochures in the two sub-corpora

were randomly selected from a representative body obtained from the internet through various searches and following the selection criteria described below. The sampling procedure followed is “stratified random sampling” (Dörnyei, 2007), which entails dividing the population (all the brochures that meet the criteria mentioned before) into groups or strata (for example, by type of author or geographic location) and then selecting a random sample of a proportionate size from each group.

The internet is an enormous repository of texts for corpus compilation, providing a wealth of authentic data for linguistic research, representative of different discourse types and genres. The brochures were collected in electronic format. The .pdf versions were downloaded from the internet and then converted to plain text format so as to facilitate the analysis. It is important to note that the fact that the brochures were compiled electronically and used in their digital format does not alter the genre of the texts since the original .pdf files were intended to be printed and distributed in paper format.

The converted plain text consisted of 17,175 words, of which 9,745 correspond to the PT sub-corpus and 7,430 to the GAC sub-corpus. McEnery and Wilson (2001) note that a corpus normally consists of “a finite body of text, sampled to be maximally representative of a particular variety of language, and which can be stored and manipulated using a computer” (p. 73). This implies that, in terms of size, the corpus selected should be large enough to provide a sufficient number of instances of the linguistic features under study and to reveal their patterns of use, enabling researchers to examine what is typical, as well as what is rare in the language. At the same time, and following Bednarek (2008), this study used “a corpus of a size that is amenable to manual analysis”, which makes the analysis “more detailed and more interpretive” (p. 99).

For the purpose of ensuring homogeneity and representativeness, several selection criteria were established. All the brochures had to advertise attractions of the same type (i.e., historic castles). The size of the brochures was also taken into consideration and, therefore, designs ranged from 4 to 8 full-colour panels of compact size, usually meant to be folded. The lists of the tourist attraction brochures that made up the two sub-corpora can be found in the Appendix.

The justification for the choice of castles as tourist attractions is twofold. To begin with, according to VisitBritain, castles and other historic houses are one of the most popular heritage attractions and are ranked second in the list of activities undertaken by tourists⁶. Heritage is one of the main travel motivators and it is associated with a search for authenticity (Robinson, Heitmann, & Dieker, 2011). Besides, it was my own experience as a tourist and my personal interest in these sites that led me to focus on the language employed to describe them.

The United Kingdom was chosen as the location of the heritage sites considering that brochures of British castles are frequently featured in ELT coursebooks. For the sake of representativeness and variety, brochures of castles located in different parts of the United Kingdom were gathered. They were issued by different organisations (e.g., English Heritage, Historic Scotland, The Royal Collection Trust, among others) and advertising agencies (in the cases of privately-owned castles). It was expected that the selection of brochures issued by various organisations would prevent a unique authorial stance from being reflected in the texts.

3.3. Pilot Study

Before the main study, a small-scale pilot study was conducted to ascertain the validity and reliability of the methodology adopted for the identification of instances of evaluation and the analysis of the data. Two brochures were randomly selected and analysed, one belonging to the GAC sub-corpus and issued by the Royal Collection Trust and the other from the PT sub-corpus. Following Cohen, Manion and Morrison (2007) and with the aim of ensuring validity in the data analysis procedures, the two brochures with tagged evaluative tokens were presented to two colleagues with expertise in this type of discourse analysis. They examined the appropriateness and consistency in the tagging of APPRAISAL categories. The data tagged were considered reliable since the two annotators agreed on the labels assigned to linguistic realisations and discrepancies were discussed until consensus was achieved (Fuoli, 2012; Fuoli & Hommerberg, 2015).

⁶ According to the findings of the Annual Survey of Visits to Visitor Attractions undertaken by VisitEngland.

In the case of the first brochure, results showed that most of the evaluative tokens in the field of ATTITUDE corresponded to APPRECIATION. They were congruently realised by adjectives with a positive polarity. The entities evaluated were the castle itself, the rooms and works of art. Valuation was the category most frequently identified, with a tendency to refer to the qualities of originality and exclusivity. Only two instances of AFFECT were identified in the brochure. This might be associated with the creation of distance between author and audience and with a lack of emotional stance on the part of the writer. Finally, this brochure showed a scarcity of tokens of JUDGEMENT, the sub-system that evaluates human behaviour in reference to social norms, which might be linked to the communicative purpose of the brochure and the formality and impersonality of the text.

The analysis also explored the domain of GRADUATION with the aim of examining the resources employed to intensify/diminish or sharpen/blur evaluative expressions. All of the tokens corresponded to the sub-system of FORCE, equally distributed between Intensification and Quantification. This tendency appeared to raise the “volume” of the interpersonal construction.

When it comes to ENGAGEMENT, the analysis revealed that 97% of the clauses in the brochure were monoglossic in orientation and contained factual propositions referring to the architecture and the history of the castle. The responsibility for the utterances lay with the author, which was interpreted as an attempt to align the audience with the value positions being advanced in the propositions. MONOGLOSSIA, together with resources for dialogic contraction, is said to close down the intersubjective space, exclude alternative voices and construe the audience as sharing the same, single worldview.

As far as the second brochure is concerned, the one published by a family trust, most of the evaluative tokens identified also fell in the sub-field of APPRECIATION, mirroring the figures in the first brochure. However, more instances of AFFECT were tagged, with an emphasis on the notions of interest and pleasure. By featuring emotions, the author elicited an emotional response from the audience, which may bring about an unquestioning alignment. Judgements of social esteem were present in the second brochure, most of them belonging to the category of Capacity.

In terms of ENGAGEMENT, MONOGLOSSIA prevailed in this brochure as well, hence excluding dialogic alternatives. The GRADUATION of meanings was achieved by means of Intensification of attitudinal tokens, particularly by the use of terms with semantically infused upscaling. This reinforced the presence of ATTITUDE and allowed the writer to appear as maximally committed to the value positions being advanced in the brochure.

This pilot study was intended to test the analysis and interpretation the data. It provided an opportunity to apply the APPRAISAL systems and refine the data analysis procedures employed in this study, which are fully described below.

3.4. Data Analysis

The present study followed a bottom-up approach, since it started with the analysis of appraisal-bearing expressions and then attempted to delineate patterns of evaluation. Following Martin and White (2005), this type of analysis entails “starting with realisations and working back to the ‘mood’ of a text” (p. 70). The first step in the data analysis process was to operationally define the categories to be employed when identifying and coding instances of APPRAISAL. A more detailed account of the systems used, anchored in Martin and White (2005), and their further degrees of delicacy was presented in Chapter 2. It was deemed useful to include in the analysis the more delicate sub-options subsumed under the three broad semantic domains, subcategorising, for instance, an attitudinal token as APPRECIATION Reaction: Impact.

The second step was to segment the two sub-corpora of texts into clauses. The sections of the brochures that provide information about ticket prices, directions, opening hours and map information were not included in the corpus, since they are seldom, if ever, coloured with evaluative language.

Next, came the tagging of the two sub-corpora according to the theoretical framework adopted. The identification and codification of instances of APPRAISAL was carried out manually. This choice was motivated both by the size of the corpus and the belief that corpus software tools might not prove entirely suitable in this type of discourse analysis. The use of computer software for the identification and codification of APPRAISAL values has been put to the test and shown to have some advantages,

namely that it simplifies the tagging of linguistic units of interest, especially in the case of large corpora; it allows the automatic calculation of instantiations, and it makes statistical analysis easier. However, the researcher faces several challenges when annotating APPRAISAL, not necessarily overcome if software tools are employed. One common challenge is that some linguistic realisations have the potential of simultaneously encoding different attitudinal values. Likewise, some evaluative lexis may conflate values pertaining to ATTITUDE with GRADUATION or ENGAGEMENT values. A further challenge stems from the distinction between inscribed and invoked APPRAISAL. Therefore, and for the sake of an exhaustive, context-dependent and more detailed analysis in this study, manual annotation of the corpus was adopted.

All positive and negative instances of APPRAISAL, both inscribed and invoked, in the fields of ATTITUDE, ENGAGEMENT and GRADUATION were identified. Then they were coded and transferred to tables for quantification purposes (See Table 2).

Table 2

Analysis of APPRAISAL Instances

#	Clause	Appraising item	Appraised item	Appraiser	ATTITUDE	Inscribed / Invoked	Polarity	ENGAGEMENT	GRADUATION

Note: Adapted from Martin (2000).

The first column after the clause, “Appraising item”, refers to the lexicogrammatical elements construing APPRAISAL, whereas the next, “Appraised item” indicates the entity that is being appraised. As not all instances of APPRAISAL come from the author of the brochure, “Appraiser” is meant to show the source of evaluation. For example, quotations and reported speech may be included in texts to disassociate the proposition from the authorial voice and attribute it to other voices. Thus, in the column “Appraiser”, author or other voices could be entered. In the next columns, we find each of the semantic domains (and their sub-systems) into which the appraisal-bearing token falls, viz. type of ATTITUDE, explicitness (invoked or inscribed), polarity (positive or

negative), type of ENGAGEMENT and GRADUATION. I used the coding system proposed by Martin and White (2005), which involves the notation “t” for ideational tokens and abbreviations for sub-system labels (e.g., t + SAT means token for positive AFFECT: Satisfaction). It was found that in some clauses, there was more than one evaluative item appraising the same or more than one entity or proposition. In this case, each instance was analysed separately. Table 3 presents a sample analysis.

Table 3

Sample Analysis of APPRAISAL Instances

#	Clause	Appraising item	Appraised item	Appraiser	ATTITUDE	Inscribed / Invoked	Polarity	ENGAGEMENT	GRADUATION
1.	Changing the Guard at Windsor Castle encompasses colourful spectacle and British pageantry.	colourful spectacle	Changing the Guard	A	+REAC (Quality)	INS	+	M	-

Note: A stands for *Author*, +REAC for *positive Reaction*, and M for *MONOGLOSSIA*.

A few problems were encountered during the process of data identification and codification. As stated earlier, identifying and classifying appraisal-bearing expressions is a complex and subjective task (Fuoli, 2015). An evaluative item may receive numerous interpretations and the boundaries between the categories may be fuzzy. One of the most difficult tasks is deciding whether an item serves an evaluative function in a particular text or not. Fuoli (2015) explains that analysts are faced with the need to decide whether apparently neutral expressions bear some kind of explicit or implied evaluation and to make the appropriate interpretation in a given context. By way of example, Bednarek (2007) presents the clause *There is something very American about the National Archives collection of presidential libraries* to show that an adjective that does not normally inscribe evaluation (*American*) may carry an evaluative meaning in a certain context. In those cases in which annotation was difficult due to multiple interpretations or due to a seemingly neutral meaning, the analysis of the co-text and the overall meaning conferred by the author prevailed.

A further difficulty regarding appraisal-bearing items is that they may be instantiated by “an open-ended range of expressions of varying length and complexity”

(Fuoli, 2015, p. 4). They may belong to any word class and consist of a single item or a group of words (as in *exquisite collection* or *one of the oldest inhabited castles in the world*). Therefore, it was crucial to understand and decide which part of the clause was to be transcribed as the evaluative token. The presence of lexical items with a strong likelihood of encoding evaluation (e.g., adjectives and adverbs) does not eradicate the inherent subjectivity of the annotation process (Hunston, 2011). Since it was not possible to compile an exhaustive list of expressions to be used in the analysis, decisions in this regard were the analyst's ultimate responsibility.

Yet another issue to be addressed during the identification of evaluation instances is how to code and count evaluative expressions that are interrupted by either non-evaluative items or tokens belonging to another category (Fuoli, 2015). Separating the two parts of the token would result in the misleading duplication of the instances identified. For this reason, in examples such as *the most beautiful garden I have ever seen*, the split GRADUATION expression (i.e., *the most* and *I have ever seen*) was counted as one token, set apart from the attitudinal value *beautiful*. Decisions such as the latter have a direct impact on the analysis, especially if quantitative data are drawn from the annotations, since the analysis of a clause could yield different numbers of instances depending on the choices made.

A decision had to be made as regards the codification and quantification of expressions carrying more than one APPRAISAL value. Martin and White (2005) discuss the case in which “an activity is explicitly appreciated as a thing, and also as an evoked JUDGEMENT of whoever accomplished it” (p. 67). They also note that certain words such as *guilty*, *proud* or *jealous* may simultaneously construe AFFECT and JUDGEMENT (p. 60). In other cases, the appraisal-bearing expressions may encode ATTITUDE and ENGAGEMENT, as in *I am confident that ...*, which realises AFFECT: Security and HETEROGLOSSIA Contract: Proclaim. When tokens activated more than one sub-type of ATTITUDE or two different APPRAISAL systems, double-coding (Lee, 2009) was used; in other words, the two values present in the same linguistic realisation were tagged separately.

The following step in the data analysis process was to use descriptive statistics so as to determine patterns of use in the data set. At this stage of the research work, as Cohen et al. (2007) point out, invalidity may be offset by using suitable statistical

analyses and making inferences supported by the data. One way of looking at APPRAISAL results was in terms of a table of frequencies of each category. However, as the two corpora and the texts themselves vary in size, different statistics were also used. The mean frequency of each APPRAISAL domain and subtype was calculated to determine what percentage of all the tokens belong to a certain category. This mean provided information about the author's APPRAISAL profile (O'Donnell, 2014). To offset imbalances between corpora, the occurrences were normalised to a frequency per 1,000 words. O'Donnell (2014) explains that looking at the appraisal-bearing items per 1,000 words when comparing different data sets allows us to see how evaluative the authors appear to be and how much they favour certain APPRAISAL domains, giving us a "general measure of the evaluative 'warmth' of [each] writer" (p. 103).

However, normalised scores are not proof that the differences in frequency of occurrence of a certain category are significant. In the cases where the differences were more noticeable, a log-likelihood test of significance was applied. Log likelihood is calculated by constructing a contingency table containing the following information: observed frequency in corpus 1, observed frequency in corpus 2, total number of words in corpus 1 and total number of words in corpus 2. The log-likelihood value can be then calculated according to this formula:

$$E_i = \frac{N_i \sum_i O_i}{\sum_i N_i}$$

A web-based log-likelihood wizard is available online⁷, provided by the Computing Department of the University of Lancaster. If the resulting figure is greater than 3.84, the probability of the result (i.e., the difference between the two corpora) happening by chance is less than 5%. ($p < 0.05$).

Comparing the evaluative density in the two data sets was also deemed appropriate since those findings would help to determine what proportion of the discourse was devoted to evaluation. The formula employed to do that was based on

⁷ Log-likelihood and effect size calculator. Available at <http://ucrel.lancs.ac.uk/llwizard.html>

Shiro (2003): the total of appraising items was multiplied by the sub-corpus word-count and then divided by 1,000 (the normalisation value adopted to validate the comparison):

$$Density = \frac{\textit{Appraising items} \times \textit{words}}{1,000}$$

Finally, the findings were interpreted in the light of current research and relevant literature. The interpretation of the data focused on the representation of the tourist and the attraction advertised.

This chapter has described the study's methodological approach. First, the research design and the data collection procedures adopted were presented. Second, the pilot study carried out in order to refine the procedures was described. Finally, the steps followed in the codification and analysis of data and the decisions made when difficulties arose were explained. The next chapter presents the results obtained from the analysis of the data in relation to the research questions posed in the study.

Chapter 4

RESEARCH FINDINGS

After the description of the methodological aspects of the study in the previous section, this chapter presents the results obtained from the data analysis, offers an interpretation of the findings and introduces field-specific refinements to the APPRAISAL model.

4.1. ATTITUDE

In this first section, I will examine the use of resources of ATTITUDE in the two sub-corpora, GAC and PT. Since they differ in the number of words, the APPRAISAL values found were normalised to a frequency per thousand words to offset imbalances between the sub-corpora. Table 4 shows the number of instances of ATTITUDE, the normalised value and the difference between the two sub-corpora. As can be seen from the figures below, the PT sub-corpus shows an overall higher use of ATTITUDE resources in comparison to the GAC sub-corpus. This higher inscription of attitudinal meanings in PT can be said to build a prosodic patterning across the texts, which will be elaborated on in section 4.1.1. The following sections provide a breakdown of the categories in the domain of ATTITUDE. I elaborate first on the modes of realisation.

Table 4

ATTITUDE in GAC and PT

ATTITUDE system	GAC		PT		Difference
	Instances	Normalised value	Instances	Normalised value	
AFFECT	84	11.3	159	16.3	+5.0
JUDGEMENT	28	3.8	57	5.8	+2.0
APPRECIATION	369	49.7	487	50.0	+0.3
Total	481	64.7	703	72.1	+7.4

Inscribed ATTITUDE makes reference to evaluation which “has been directly inscribed in discourse through the use of attitudinal lexis” (Martin & White, 2005, p.

61); that is, realisations of inscribed ATTITUDE encode a positive or negative value which can be graded up or down. In contrast, in the absence of attitudinal lexis, ideational meanings may be employed to invoke evaluation. Both sub-corpora showed a preference for explicitly encoding ATTITUDE. As can be seen in Figure 5, most of the instances found in GAC and PT fall into the category of inscribed ATTITUDE. The accumulation of inscriptions of ATTITUDE functions to construct an evaluative stance.

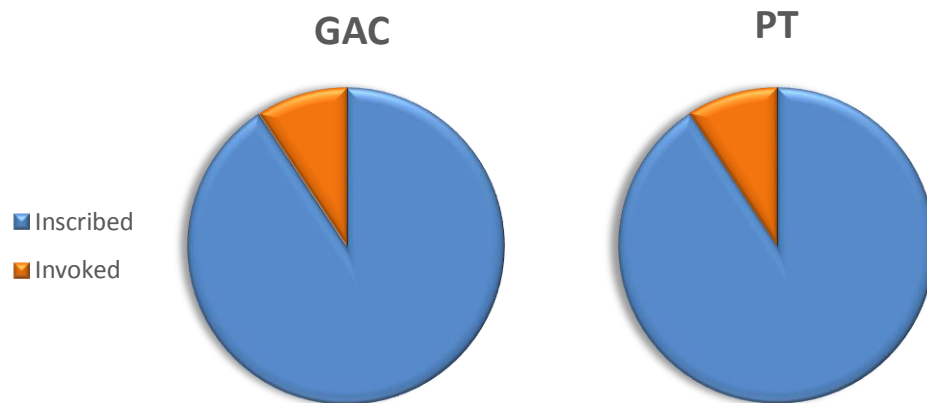


Figure 5. Inscribed vs Invoked ATTITUDE.

Realisations of inscribed ATTITUDE were similar in both sub-corpora. The congruent form for the expression of ATTITUDE (i.e., adjectival) accounted for 65.6% of the instances in GAC and 54.8% in PT. In the examples that follow the expressions in italics were interpreted as instantiations of inscribed ATTITUDE.

- (1) Set your sights on *spectacular* views from the castle turrets. [GAC11]
- (2) Discover the *exciting* and *innovative* Walled Gardens at Arundel Castle. [PT1]

In some cases, as (1) and (2) above, ATTITUDE was encoded as epithets in a nominal group. ATTITUDE was also encoded in attributes in relational clauses, as can be seen in (3) and (4):

- (3) Our guides, often in costume, are *enthusiastic* and *knowledgeable* about the history of the Castle. [PT2]
- (4) There is always something new to explore and the views are *stunning*. [GAC8]

Attitudinal meanings can also be inscribed by means of a range of grammatical structures, including processes. This means that ATTITUDE as AFFECT can be expressed as an affective mental process infused with attitudinal meanings, as shown in the examples below.

- (5) I hope that something of its special charm and intriguing history will *fascinate* you as much as it has *captivated* me. [PT15]
- (6) *Marvel* at the phenomenal fountains, the beautifully restored Privy Gardens, and get enjoyably lost in the magnificent Maze. [GAC4]

The infusion can be unpacked as process plus circumstance or attribute, as in *fascinate* (*attract* + *very much*), *captivate* (*keep* + *interested*), or *marvel* (*be* + *impressed*). The representation of ATTITUDE as infused processes occurred in 21.1% of the cases in GAC and in 23.6% in PT.

Another lexicogrammatical realisation that can inscribe ATTITUDE is the adverbial of manner. This resource for the construal of attitudinal meaning was not frequent. In fact, manner of process only accounted for less than 2% of the occurrences in both sub-corpora. It is exemplified in (7):

- (7) The Gardens and grounds are planted *sympathetically*, and managed with an organic eco-friendly ethos to encourage wild flowers, beneficial insects and wildlife. [PT1]

Finally, explicit ATTITUDE can also be construed by means of nominalisations. This type of construction was slightly more frequently chosen in PT than in GAC. Consider by way of example the following:

- (8) We are proud to fulfil Denys' wish to continue to open the Castle to the public and display his Collections for the *enjoyment* of the Nation. [PT5]
- (9) Discover the historical *importance* of the Moot Hill, the ancient crowning place of the Kings of Scots. [PT13]

When not overtly expressed as in the examples (1) to (8) above, ATTITUDE can be invoked through indirect means, such as the use of metaphor or non-core lexis. Most of the instances of invoked ATTITUDE identified in the corpus were tagged as APPRECIATION and corresponded to lexical metaphors alluding to the castles,

particularly to their historical value and architectonic features, as the following examples illustrate:

- (10) Set high on a hill in West Sussex, this great castle *commands the landscape* with magnificent views across the South Downs and the River Arun. [PT1]
- (11) In contrast, the old Kitchen and Bakery will *fuel your imagination* of ‘below the stairs’ life in 1825. [PT2]
- (12) Over time *this seasoned warrior* has mellowed into *a venerable host*. [GAC13]

In other cases, metaphorical realisations of JUDGEMENT invoked an attitudinal reading, as in (13):

- (13) Our team of friendly staff are just as keen to share Powderham with you and *go the extra mile* to help you have a truly memorable day. [PT10]

A frequent means of invoking or “flagging” ATTITUDE is the grading of experiential, non-attitudinal meanings, which will be described later in section 4.2.3.

Invoked attitudinal meanings depend on communal cultural values, that is, on a shared understanding and interpretation of contextual factors between writer and audience. This might be one reason why authors most often opted for inscribing ATTITUDE in the texts, activating meanings through explicit attitudinal resources. If writers had chosen to express ATTITUDE implicitly, readers might not be able to decode the different layers of evaluative meaning functioning simultaneously. That would go against the primary aim of promotional genres, which is to entice the reader to buy a product.

Before we move on to present the findings for each domain of ATTITUDE, I will refer to the patterns found in terms of polarity. Given the promotional nature of the texts, it is not surprising that both corpora showed a marked tendency towards positive ATTITUDE. The texts displayed a noticeable preference for positive evaluations, as can be seen in Figure 6.

The higher percentages of positive appraisal of the entities promoted contribute to the prosodic nature of ATTITUDE. The promotion of tourist attractions hinges on the cumulative effect of a range of positive assessments which configure the value positions that the authors want the target audience to align with.

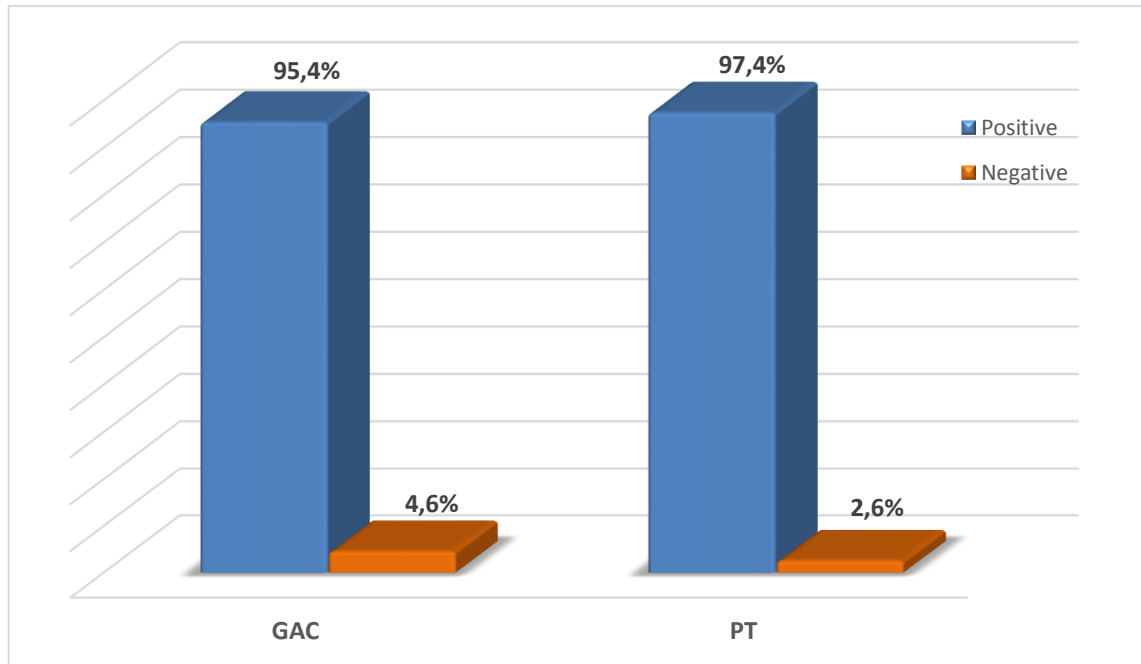


Figure 6. Polarity in GAC and PT.

Positive polarity in GAC and PT served to overtly stress the worthiness of the experience, as can be seen in the examples below:

(14) This *fairytale* castle is *the perfect setting* for a *very special* wedding day. [PT1]

(15) Or just simply soak up the atmosphere and *enjoy your very own little bit of paradise*. [GAC6]

Both GAC and PT included a few instances of negative values. It appears that negative appraisal in the brochures was mainly employed to make reference to certain events in the castle history, as shown in (16) and (17). In other cases, the negative attitudinal framing was linked to former inhabitants' personality traits or turbulent past, as illustrated in (18) and (19).

(16) You'll hear how the lucky inheritance of a *smuggler-infested island* helped turn the castle into a comfortable home. [PT3]

(17) Discover how it felt for *the outnumbered English soldiers* to face the force of the much larger French army. [GAC7]

(18) This is where one can learn of [Denys Eyre Bower's] *eccentric* and *complicated* life, which features *failed* marriages and a *notorious scandal* and subsequent imprisonment. [PT5]

(19) ... and also to share anecdotes about the family, past and present, even the *paranormal* ancestors! [PT9]

There is nothing to indicate that the inscription of such negative values aims at directing the readers towards a negative position. In fact, these assessments in the negative axis of polarity appear within a context of positive appraisal. This rhetorical strategy of briefly disrupting the positive polarity functions to intrigue the potential visitors and make them want to know more about the historical figures or events that took place in the castle. This strategy construes the audience as aligned with the position that this particular colouring also makes the attraction worth visiting. This first section has provided a description of the use of attitudinal resources in the corpus. The focus in the next sections is on the three sub-systems within the system of ATTITUDE.

4.1.1. AFFECT

Values of AFFECT instantiate feelings in relation to emotional states, dispositions or responses to some specific emotional trigger. By including AFFECT instances, authors construe an attitudinal stance and negotiate solidarity with the readers. As noted earlier, the findings revealed a higher use of AFFECT tokens in PT than in GAC. A log-likelihood test of significance was conducted to test whether the difference in frequency of AFFECT instantiations between the two sub-corpora was significant. As can be seen in Table 5, the log-likelihood value was 7.64. For the difference to be significant at the $p < 0.05$ level, it must be above 3.84.

Table 5

Log-Likelihood Test of Significance

	Observed frequency in PT	Relative frequency in PT	Observed frequency in GAC	Relative frequency in GAC	LL Log-likelihood
AFFECT	159	1.63	84	1.13	7.64

It follows that the difference in the deployment of AFFECT in GAC and PT is statistically significant. This difference might indicate that the texts in the PT sub-corpus foreground feelings and, in so doing, they emotionally involve the reader, while those in the GAC sub-corpus tend to background emotions, thus creating a more detached stance.

In the typology of AFFECT proposed by Martin and White (2005), emotions are grouped into four major sets, whose instantiations in the data are described below. Figure 7 shows a comparison between the two sub-corpora. As mentioned earlier, here values were also normalised to a frequency per thousand words.

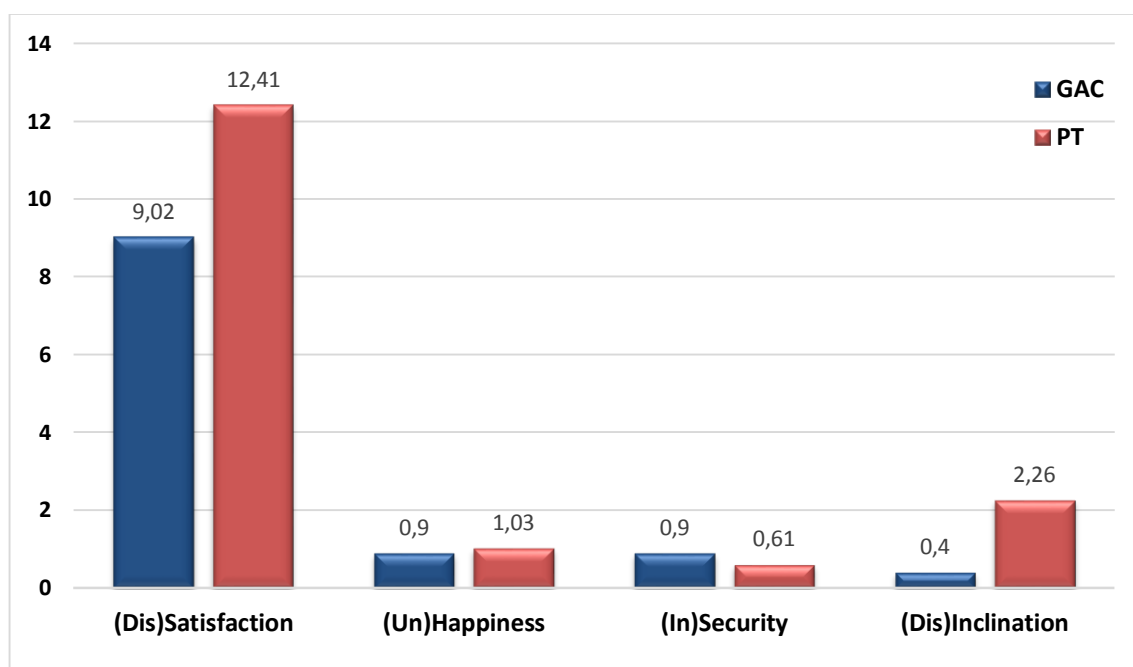


Figure 7. AFFECT in GAC and PT.

There was a discernible preference for meanings of Dis/satisfaction in the texts. This variable concerns emotions such as ennui, displeasure, curiosity, interest and admiration. Most of the instances fell in the last two sub-categories and were mainly realised by processes. 66% of the values of Dis/satisfaction in PT were coded as processes, with a tendency towards the imperative mood as in (20). Such proposals, encoded in imperative mood structures, position the readers as emoters, compelling them to experience the same feeling expressed by the process in question. The processes most widely used were *discover*, *enjoy*, *admire* and *welcome*. The remaining values of

Dis/satisfaction appeared as feelings expressed by the owners of the castles in their welcoming messages, as shown in (21) and (22).

(20) *Marvel* at the Pompeiian wall and classical statuary in the Italian Garden. [PT8]

(21) My wife and I are *delighted* that you have chosen to visit Blenheim Palace to *discover* and *experience* the treasures of our historic home and its glorious surroundings. [PT4]

(22) I hope you *enjoy* your visit and share the enormous *pleasure* we derive from Floors and its surroundings. [PT7]

The pattern described above was similar in GAC, although the variety of processes encoding Dis/satisfaction was narrower. *Discover* and *enjoy* were the processes most frequently employed, accounting for 73% of the instantiations of the sub-category (See [23]). There were only a few epithets and nominalisations enacting interest or admiration in positive terms; an example of the former can be seen in (24).

(23) *Enjoy* panoramic views over the surrounding countryside from the ruins of the atmospheric Terrace Range Hardwick Old Hall. [GAC1]

(24) Queen Mary II was an *avid* collector of rare plants. [GAC4]

Expressions of Un/happiness describe “emotions concerned with ‘affairs of the heart’ – sadness, anger, happiness, and love” (Martin & White, 2005, p. 49). With only 10 instantiations out of a total of 703 in PT and 7 out of 481 in GAC, this was one of the sub-categories of AFFECT least drawn upon by the authors. The low frequency of occurrence in the expression of Un/happiness might be an indication of the authors’ intention to objectify the evaluation. Most of the tokens found in PT were realised congruently as a disposition or an ongoing mood with respect to entities that are realis and were located at the median value of the intensity cline. The occurrences encoded as processes correspond to non-authorial AFFECT. The examples below show inscriptions of Happiness in the texts analysed:

(25) Children also *love* our interactive Nature Walk. [PT15]

(26) I hope you *like* what you see and will come back and visit us again. [PT6]

With comparatively fewer instances, GAC showed no encoding of authorial Happiness as processes but featured non-authorial expressions of cheer and misery, as can be seen in the following examples.

(27) It was built by the Cavendish family as a *celebration* of the Jacobean fashion for chivalry and romance. [GAC1]

(28) A highly acclaimed Prisons of War Experience in the castle vaults vividly recalls the conditions the captives *endured*. [GAC5]

Tokens of In/security involve emotions concerned with eco-social well-being (i.e., disquiet, surprise, confidence and trust). These feelings were backgrounded as they accounted for only 8.3% of AFFECT values in GAC and 3.8% in PT. The pattern observed was similar in both sub-corpora. The In/security values identified were positive, within the field of confidence, and attributed mostly to the reader, as shown in the following examples. The authors encouraged feelings of curiosity and peace in relation to the readers' potential environs by means of invitations, most of them in the imperative mood.

(29) From military treasures to impressive period art, tapestries sculpture and furniture, the marble halls and grand State Rooms will *intrigue* and *surprise* you. [PT1]

(30) *Why not relax* in the tranquil setting of the Tiltyard Café during your visit to the gardens. [GAC4]

Unlike feelings of In/security, Dis/inclination, which covers emotions concerned with fear and desire, were instantiated more frequently in PT (13.8% of AFFECT values) than in GAC (with only 3.6% of the instantiations of AFFECT). The words *hope* and *look forward to* were frequently repeated in PT, as exemplified below, but they were not present in GAC. Positive values of Inclination were most often ascribed to the owners of the properties, who referred to their wishes and desires in the first person.

(31) My family and I very much *hope* you will enjoy your visit to Eastnor Castle, our home. [PT6]

(32) We *look forward* to welcoming you to Inveraray Castle. [PT9]

AFFECT is said to encode the most personal of interpersonal meanings. The generally low frequency of occurrence in the corpus and, in particular, the backgrounding of feelings in GAC can be taken as a means of creating a more detached stance.

4.1.2. JUDGEMENT

JUDGEMENT encompasses evaluative resources for assessing human behaviour and character according to social norms, social expectations and ideological positions. Figure 8 presents the different sub-categories of JUDGEMENT that were found in the two sub-corpora (again, values were normalised per 1,000 words).

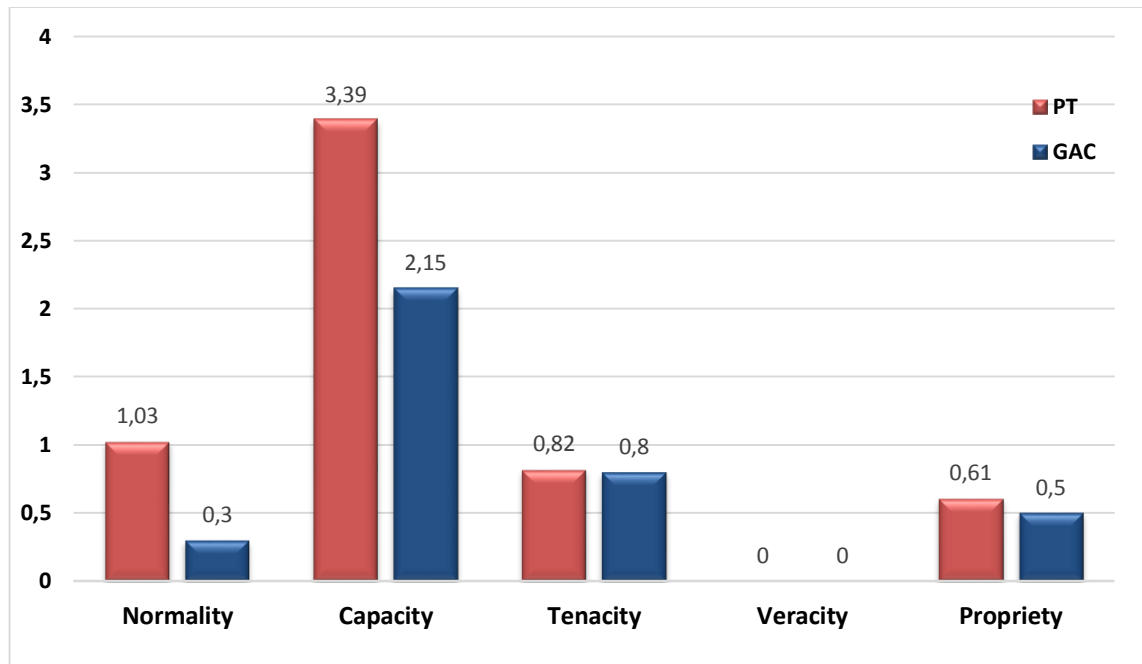


Figure 8. JUDGEMENT in GAC and PT.

The dimension of social esteem involves assessments by which a person will be lowered or raised in the esteem of their community. It includes notions of admiration and disapproval. Only 1.1% of the judgements of social esteem were negative. The underuse of such evaluations can be taken as an attempt on the part of the writers to avoid voicing criticism and to favour values that enhance a person's image. The first sub-category, Normality, refers to judgements we employ when we assess how unusual people are. Values of positive Normality appeared much more frequently in PT than in GAC. They were used to evaluate the owners or their ancestors in positive terms. PT also featured items such as *ill-fated*, which were used to assess some historical figures negatively. The instances below exemplify positive Normality in both sub-corpora.

(33) Edinburgh Castle hosts three military museums which tell the stories of the regiments and the ‘*bonny Scots fighters*’ involved in famous conflicts through the centuries. [GAC5]

(34) Ask our attentive guides about the bed-hangings worked on by the *famous* Mary, Queen of Scots. [PT13]

Capacity values were the most common type of JUDGEMENT found in the data. Most of the instances in both GAC and PT can be placed towards the higher end of the scale of capacity. One instance that can be said to instantiate the maximum point on the scale of reputation is the adjective *gifted*. Out of a total of 28 values of JUDGEMENT in GAC, 60% corresponded to positive Capacity ones, signalling the castle staff’s expertise, professionalism and dedication as well as artists’ talents, as illustrated in the sentences below.

(35) A *talented* team of actors and actresses help bring the compelling history of Stirling Castle to life with a daily programme of costumed events within the Palace, Great Hall and castle grounds. [GAC12]

(36) You will get personal service from *an experienced and passionate events team*, as well as the distinctive atmosphere of an historic castle, one with centuries of stories for your guests to take away. [GAC13]

Similarly, 57% of the occurrences in PT allowed the authors to appraise how capable someone is. The entities appraised were the castle staff, as in GAC, plus the castle owners themselves. In the first case, JUDGEMENT served to stress their knowledge and responsibility, whereas in the second, qualities such as power and attentiveness came to the fore. The examples below illustrate some of the instances found in the data.

(37) Our guides, *often in costume*, are *enthusiastic* and *knowledgeable* about the history of the Castle. [PT2]

(38) *The family has played a major part* in the rich history of Scotland as well as Great Britain as a whole. [PT9]

Both data sets presented instances of judgements of Tenacity, which reveal how resolute someone is. These attitudinal meanings were employed to evaluate someone’s determination to accomplish a particular task, mostly former castle owners, historical figures and the staff, as in the following instances:

(39) Denys was a *passionate* collector who *devoted his life* to the collection of beautiful art and artefacts, many of which are on display. [PT5]

(40) It is also Scotland's shrine to *those who gave their lives* in World War II and many other conflicts. [GAC5]

Judgements of social sanction are connected to rules and laws about how to behave which entail legal or moral consequences. Through values of Veracity, we judge to what extent someone is truthful; that is, we assess their behaviour in the moral domains of sincerity and honesty. Judgements of Propriety, instead, comprise resources to evaluate behaviour in terms of what is considered ethical. There were no occurrences of meanings of Veracity in the brochures analysed. As far as Propriety is concerned, few instances of negative Propriety appeared in GAC (see [41]) whereas PT showed a preference for positive values, as shown in (42).

(41) The *infamous* Gunpowder Plotters *spent time* at the Tower for their failed attempt on the life of King James I. [GAC13]

(42) Discover the rich history of The Dukes of Norfolk, the Earls of Arundel and Surrey and the Castle from our *friendly* and informative guides. [PT1]

4.1.3. APPRECIATION

In line with the pilot study carried out before the research reported here, the domain of APPRECIATION turned out to be the sub-system where occurrences were more significantly represented in the two sub-corpora. Since APPRECIATION subsumes the resources used for the appraisal of phenomena and entities, it was expected that Appreciation would prevail in texts devoted to the description of historic buildings. Figure 9 displays the different sub-categories of APPRECIATION found in the two sub-corpora (values were normalised per 1,000 words).

The first variable within APPRECIATION, Reaction, accounted for 44.2% of the instances in GAC and 54.4% in PT. The values reflected the degree to which the entities attract readers' attention and the emotional impact entities have on the putative audience. Inscribed evaluations of Impact (i.e., whether things grab our attention or not), were used 89 times (24%) in GAC and 142 times (29.1%) in PT to assess the

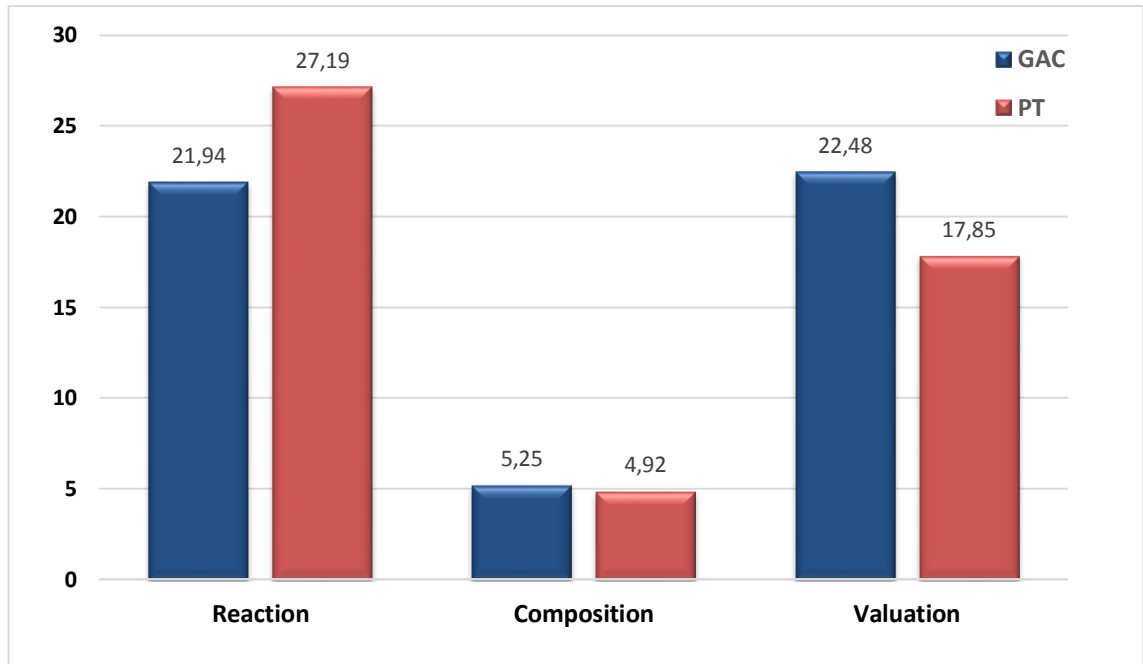


Figure 9. APPRECIATION in GAC and PT.

castle, its surroundings and its interiors in positive terms. All the values found in the data were located on a high scale of intensity as illustrated by tokens such as *wonderful*, *spectacular*, *superb* and *stunning*. The following sentences exemplify other inscriptions of Impact.

(43) Energetic visitors can climb 200 steps to the top of the Round Tower and take in *brehtaking* views of the Castle Precincts, London's skyline and the River Thames. [PT15]

(44) The gardens and pleasure grounds surrounding the 50-acre lake form a *magnificent* Capability Brown landscape, with *sweeping* lawns, borders and *majestic* specimen trees. [GAC13]

Such combination of APPRECIATION values as in (44) contribute to the spread of interpersonal meanings that Martin and White (2005) describe as *saturating prosody*, that is, a patterning of evaluation that propagates across the text and creates a continuous attitudinal colouring.

While inscribed Impact highlights the writer's response, assessments of Quality focus on the evaluated entity. Values of Quality accounted for 19% of the instantiations

in GAC and 24.4% in PT, and referred mostly to the castle interiors, the gardens and certain objects, as shown in the following examples.

(45) Enjoy the *grandeur* of the *finely preserved* interior with its fascinating furniture, tapestries and rare collection of paintings by renowned artists including Van Dyck, Gainsborough and Canaletto. [PT1]

(46) Wander round the *beautiful* Venus Garden with its *secluded* love seats and intriguing statues. [GAC1]

Reaction values like the ones above might be interpreted metafunctionally, that is, as related to interpersonal significance, signalling the author's emotional investment. They represent a clear orientation towards the readers and an attempt to influence them. In contrast to instantiations of inscribed AFFECT, which are explicitly associated with an emoter, Reaction is said to present the evaluation less subjectively, as an inherent feature of the appraised entity. From a topographic perspective, however, this sub-category of APPRECIATION is located closest to AFFECT and has been referred to as "covert AFFECT" (Bednarek, 2008; Martin, 2000).

Composition, another variable within APPRECIATION, entails sensory perception of proportionality and aesthetic detail. Composition values were used in 10.5% of the APPRECIATION instances in GAC and 9.8% in PT. Within Composition, Balance is concerned with the way we perceive proportion between the different parts of an entity. Most of the values found in the data were positive and were deployed to assess gifts, produce and castle premises, as exemplified below.

(47) The Food Shop stocks *a wide selection* of culinary related gifts and *an expanding range* of Scone Palace's own preserves. [PT13]

(48) Famous as a royal prison to Charles I and now home to the Carisbrooke donkeys, this medieval castle is *remarkably complete*. [GAC3]

Assessments that highlight the degree of detail or intricacy of an entity fall under the label of Complexity. Similar frequencies of occurrence were found in both sub-corpora. Those occurrences made reference mostly to the castle gardens, as can be seen in (49), and they served the purpose of highlighting their elaborateness. In a few cases, Complexity was deployed when the authors referred to different historical events as in (50).

(49) During late summer and autumn the gardens mellow and are *a tapestry of rich autumn colours*. [PT9]

(50) Built on top of an extinct volcano, it has witnessed many defining events in Scottish history, and within the castle are many reminders of the country's *rich and turbulent* past. [GAC5]

Finally, Valuation, the last category within the domain of APPRECIATION, concerns non-aesthetic appraisal in terms of variables such as worth, usefulness or timeliness. This category accounted for 45% of the APPRECIATION values in GAC, whereas a lower percentage was found in PT (35%). The following sentences illustrate some of the instantiations in the two sub-corpora.

(51) The intriguing story of 'The Life and Loves of Katherine Parr, Queen of England and Mistress of Sudeley' comes to life with Dr. David Starkey along with her *original* books and letters in this *unique* exhibition. [PT15]

(52) The castle was the birthplace of King James VI, only child of Mary, Queen of Scots, and *played an important role* in the lives of many Scottish monarchs. [GAC5]

From a topological perspective, APPRECIATION as Valuation is the closest to JUDGEMENT, since instances of Valuation encode assessments of the social significance of entities according to culturally or ideologically established conventions. Valuation is also especially tied with field, since the criteria for assessing entities and their ideational worth are specific to each discourse context. In other words, the encoding of worth or value is, for the most part, institutionally specific. Taking this point into account, this semantic domain needs to be further detailed so as to incorporate more delicate options to appraise a variety of entities. When classifying and labelling attitudinal values in the present work, new categories were added to the original system of ATTITUDE: APPRECIATION to accommodate field-specific instantiations of Valuation. These will be elaborated on in the section below.

4.1.4. New Categories of APPRECIATION: Valuation

As noted in the previous section, instantiations of Valuation in both sub-corpora pointed to some highly valued properties of the entities on which APPRAISAL fell, that

is, the castle premises, the history of the castle and some artistic objects in particular. However, Valuation has been broadly glossed as addressing the question “Is it worthwhile?” and, therefore, it subsumes a wide range of semantic realisations. As stated in 4.1.3, it was deemed necessary to increase the level of delicacy of this sub-system in order to account for values that had not been covered in the literature so far. The number of realisations of Valuation and the new sub-categories identified in the two sub-corpora allowed for the observation of some recurring patterns and for the proposal of more delicate sub-types of Valuation which I suggest should be added to the original system of ATTITUDE: APPRECIATION as it is described in the literature on APPRAISAL. The analysis performed as part of this study reinforces the premise that the APPRAISAL model can be adapted to discourse analysis in specific fields. Figure 10 shows the modified version of the system of APPRECIATION with the new levels of delicacy suggested for the analysis of tourism texts.

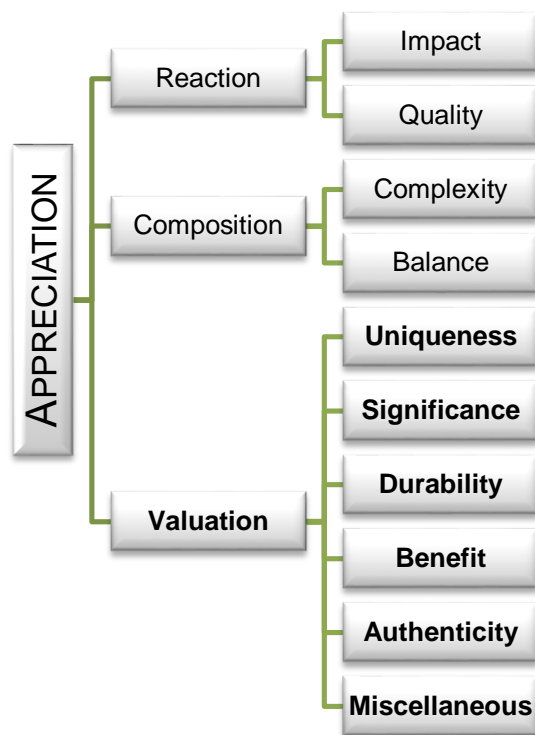


Figure 10. New categories of APPRECIATION: Valuation.

Some of the labels suggested for these fine-grained categories coincide with those suggested by other authors such as Lee (2009), Ngo and Unsworth (2015), and Oteíza and Pinuer (2012) for the analysis of ATTITUDE in the fields of academic writing, ESL research and history textbooks. However, as Valuation is sensitive to context,

related to personal opinions and oriented to ideational worth, the probe questions for each sub-category may well differ.

One type of APPRECIATION: Valuation found in the corpora was *Uniqueness*. Uniqueness subsumes notions such as exclusivity, singularity and distinctiveness, and hence, it can be seen as socially valued among the potential visitors to which the brochures are addressed. This was identified as the most frequently used field-specific sub-category within Valuation. The examples below illustrate how Uniqueness was instantiated in the two sub-corpora.

- (53) Standing at the mouth of the Seiont river, the fortress (with its *unique* polygonal towers, intimidating battlements and colour-banded masonry) dominates the walled town also founded by Edward. [GAC2]
- (54) For heritage lovers it is *a jewel in England's crown*. [PT15]
- (55) This *rare* and fascinating collection of art and artefacts includes portraits of the Stuart Kings and Queens, as well as two portrait miniatures of Samuel Cooper. [PT5]
- (56) The King's Great Hall on the first floor is a *truly special* space for dinners and receptions, and a magnificent experience at night. [GAC13]

It is worth noting that certain tokens such as *award-winning* or *luxury* were not found in GAC but were abundant in PT. These instances could be interpreted as construing a more materialistic notion of Uniqueness. In contrast, instantiations of this category in GAC were mostly related to the values of singularity and distinction.

Another type of Valuation identified in the corpus was *Significance*. The values in this category answer the suggested probe question *Is it important?* Most instances found referred to the role played by the castle in British history. It seems that the authors chose to foreground the historical weight and power of the tourist attraction in their attempt to persuade visitors. The examples below illustrate the category Significance.

- (57) The Castle has also *played an important part* in several battles. [GAC9]
- (58) The *iconic* castle has been *central to many dramas* – both historical and fictional. [PT9]
- (59) Its *larger-than-life* character, enduring traditions and amazing tales have made the Tower something of *a stronghold for powerful symbols* of London. [GAC13]

(60) Passing in and out of *royal hands with Richard III, Henry VIII, Anne Boleyn, Elizabeth I and Charles I* all *playing their part* in its fascinating history, Sudeley is *famously* the burial place of Queen Katherine Parr. [PT15]

Durability makes reference to the entity's potential to last and maintain its strength or quality for an extended amount of time. The lexical instantiations found in the data revealed how authors chose to reinforce the castle's solidity, longevity and endurance, as can be seen in the examples below.

(61) At the centre of this *ancient* fortress and World Heritage Site is its *oldest* and most recognisable building – the White Tower. [GAC13]

(62) Many of the original features such as the crenelated Norman keep, gatehouse and barbican and the lower part of Bevis Tower *survive*. [PT1]

Another sub-type of Valuation that was present in the data is *Benefit*. The proposed probe question for this new category is *Is it an asset?* The expressions in this category construed the attraction, particularly its premises and services, as convenient and gratifying, and highlighted the advantages or beneficial effects they have, as can be seen in (63) and (64).

(63) Set in *tranquil* gardens, hidden deep in the Kent countryside with its watery sounds and secret glades, it is a truly picturesque place. [GAC6]

(64) *Tranquil* woodland lodges in the grounds of Blair Castle, *modern*, comfortable and *fully equipped*. [PT3]

Authenticity was used in the corpus to stress the genuine nature of the attractions and what they offer. The instantiations found in the data played a two-fold role. They contributed to highlighting the attraction's worth and encouraged the visitor to enjoy an authentic experience. The examples below illustrate the sub-category.

(65) Visitors can also enjoy the Victorian Kitchen with its array of *authentic* kitchenalia, the enormous cooking range and bread ovens dating from 1805, the restored Scullery and the fascinating Housekeeper's Room! [PT5]

(66) Explore *the ruins of the castle's original domestic buildings*, adapted by successive castle inhabitants. [GAC3]

Figure 11 summarises the distribution of the new Valuation sub-types in the corpus. The category Miscellaneous was included to incorporate all the expressions that did not fall under any of the other labels.

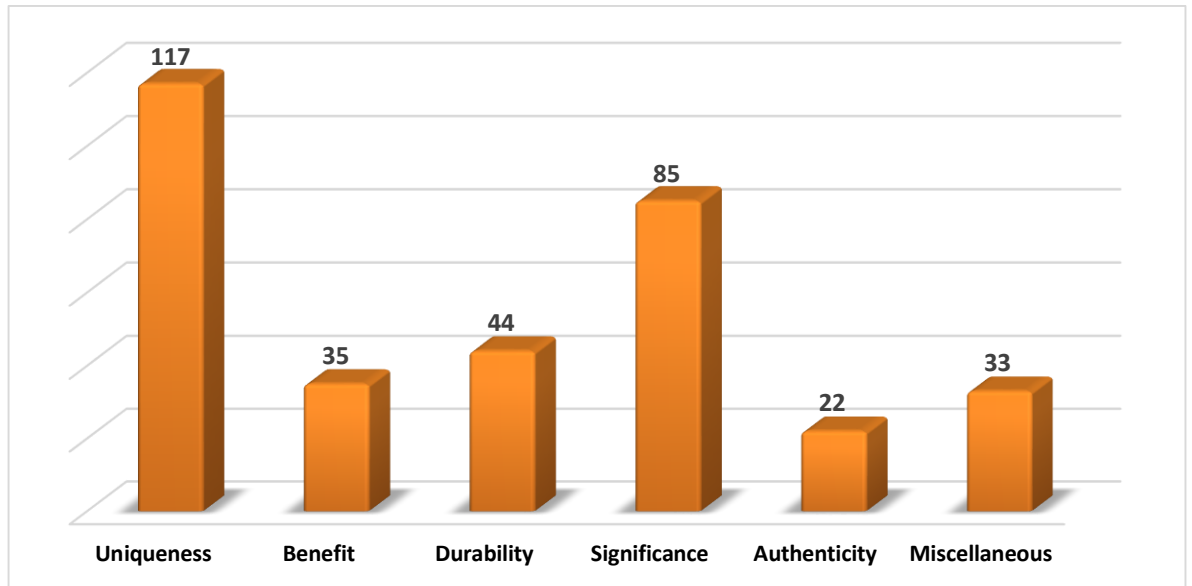


Figure 11. Valuation sub-categories in the corpus.

This section has proposed an extension to the original APPRAISAL model, as it includes more delicate levels of analysis of expressions of Valuation. These new sub-categories may be used as a tool for enhancing the precision in the analysis of attitudinal meanings in tourist texts. However, they are not intended to be exhaustive, since they are circumscribed to the tourist brochures analysed in the present study. Further research is necessary to test the new categories in a larger corpus and in other types of tourist texts.

4.2. GRADUATION

GRADUATION encompasses resources for scaling ATTITUDE values, that is, for encoding evaluative meaning in terms of degrees instead of categories. While FORCE helps writers to modulate the impact of what they say, FOCUS involves GRADUATION according to prototypicality. Table 6 summarises the instances of GRADUATION found in the two sub-corpora, and the two following sections briefly discuss the findings concerning FORCE and FOCUS.

Table 6

GRADUATION in PT and GAC

GRADUATION System	Category	PT		GAC		Norm diff	
		Instances	Normalised value	Instances	Normalised value		
FORCE	Infusing	90	12.11	133	13.65	+1.54	
	Intensification	Isolating	37	4.98	31	3.18	-1.8
		Repetition	7	0.94	23	2.36	+1.42
	Quantification	Amount	45	6.06	40	4.10	-1.96
		Extent	82	11.03	55	5.64	-5.39
	Total		261	35.13	282	28.93	-6.2
Focus	Valeur	2	0.27	4	0.41	+0.14	
	Fulfilment	Completion	8	1.08	3	0.31	-0.77
	Total		10	1.34	7	0.72	-0.62

4.2.1. FORCE

The dimension of FORCE subsumes resources for the graduation of the interpersonal impact of a proposition. GAC showed a comparatively higher number of instances of FORCE than PT, a difference that was found to be statistically significant⁸. These heightened values signal a high degree of investment by the authors. Specifically, writers in GAC chose to upscale their positive assessment of the premises and the history of the castle. These choices construe the writers as maximally committed to the value position advanced in the texts and, therefore, as strongly aligning the readers into that value position. The Intensification of values prevailed over Quantification in GAC, whereas instantiations of Intensification and Quantification in PT were evenly divided, as can be seen in Figure 12 below (the blue shadings represent Intensification and the orange ones correspond to Quantification).

Intensification was mostly infused in single items, as illustrated in (67) and (68), the majority of which were upscaled. In these cases, the amplification was not encoded

⁸ A log-likelihood test of significance was conducted to test whether the difference in frequency of FORCE between the two sub-corpora was significant. The log-likelihood value was 5.07. It must be above 3.84 for the difference to be significant at the $p < 0.05$ level.

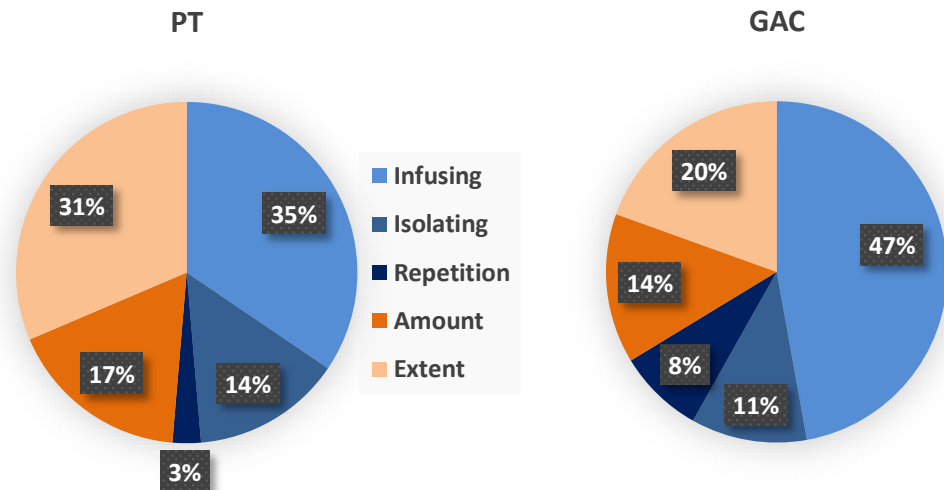


Figure 12. GRADUATION in PT and GAC: FORCE values.

in separate words. Instead, the degree of intensity was conveyed by the ATTITUDE values encoded in the adjectives themselves. Attitudinal tokens are in italics and GRADUATION is underlined. Where the grading is encoded within the attitudinal term, the item is both underlined and italicised.

(67) There is always something new to explore and the views are *stunning*. [GAC8]

(68) Uncover history in the halls and chambers which house *fabulous* interiors, art collections and dramatic architecture. [PT11]

In the examples above, *stunning* amplifies a core value and it could be unpacked as *attractive + extremely*. Similarly, *good* is amplified into *fabulous*, which might be interpreted as *good + really*.

In fewer cases, the Intensification of qualities was carried out by means of isolation, that is, by the addition of items which perform the function of setting the level of intensity. The upscaling was realised by pre-modifiers, comparatives/superlatives and maximizers. The following examples were found in the data.

(69) One of the most *impressive* buildings is the Great Hall, which was built in 1511 for important ceremonies and feasts. [GAC5]

(70) We are extremely proud to have recently loaned many of Denys Bower's Ancient Egyptian artefacts to the Houston Museum of Natural Science in Texas. [PT5]

Realisations of Intensification as isolation such as the ones presented above do not act to dichotomise the attitudinal resources as positive or negative, but to locate them on a cline, with the ensuing rhetorical effect of foregrounding emotional responses.

The other sub-category within FORCE is Quantification, which concerns the scaling of phenomena with respect to number, amount, frequency and extent in time and space. Several instances of this type of grading of phenomena were identified in the data. The category Extent predominated and the rhetorical impact of these resources was best seen in clauses that describe the history of the castle. These tokens, which appeared more often in GAC than in PT, served to reinforce notions of strength, tenacity and longevity, and therefore, to offer a positive image of the attraction, as can be seen in the examples below:

(71) Built at the end of the 11th Century, it has been the family home of the Dukes of Norfolk and their ancestors for nearly 1000 years. [PT1]

(72) Edinburgh Castle hosts three military museums which tell the stories of the regiments and the 'bonny Scots fighters' involved in famous conflicts through the centuries. [GAC5]

(73) After all these years Caernarfon's immense strength *remains* undimmed. [GAC2]

4.2.2. FOCUS

As shown in Table 6, only few occurrences of GRADUATION as FOCUS were identified in the data. As Hood (2010) has pointed out, the nominalisation of a process can appear more or less bounded in terms of completion or fulfilment. In example (74), the process *achieve* is presented as fully realised. Instead, (75) exemplifies how categorical boundaries can be sharpened, thus invoking Valuation. In this case, the co-articulation of FOCUS with inscribed ATTITUDE (*iconic*) reinforces the positive evaluation of the entity.

- (74) [The collection] is perhaps one of Denys Bower's greatest achievements. [PT5]
 (75) For many, the *iconic* White Tower is the 'real' Tower of London [GAC13]

4.2.3. GRADUATION invoking ATTITUDE

Apart from the explicitly evaluative choices found in the data, some lexical items describing the attraction, the services offered and certain historical events did not convey any overt positive assessment. However, coupled with GRADUATION, these experiential meanings invoked an attitudinal interpretation and acted to reinforce a prosody of positive evaluation. One of the most common resources was the grading of processes as can be seen in the following examples:

- (76) The room from which Charles I tried to escape is furnished as a typical Stuart bedroom. [GAC3]
 (77) Stroll through the glasshouse – bursting with colourful flowers and plants. [GAC14]

In (76) the focusing of the process not as a completed action but as degree of fulfilment is realised through the conation in the verbal group (Halliday, 2004); that is, the process is presented as partially realised. Instead, in (77) the enhancement of the process is infused as *stroll* is invested with a meaning of *walk + relax/pleasure*. In a similar vein, verbs such as *explore* and *discover*, which accounted for 77% of the intensified processes, could be unpacked as *look + thoroughly/carefully*.

The grading of meanings with non-specific expressions of quantity was frequently identified in the data. The examples below illustrate the sub-category Amount. These adjustments of quantity encode a subjective orientation. The sentence in (78) invokes a sense of relativity whereas that in (79) intensifies the quantification. References to specific amounts were taken to invoke positive assessments, as seen in (80), which reinforces the value of sturdiness over time.

- (78) We have a number of books and memorabilia relating to the Clan as well as general interest publications, maps, DVDs and guides on Scottish history, the town of Inveraray and the Castle. [PT9]

(79) See the deep prisons where countless prisoners were held over the centuries.

[GAC5]

(80) The Elephant Hedge bisects the formal garden and is reputedly 400 years old.

[PT12]

The combination of neutral experiential meanings and resources of GRADUATION reinforces the inscribed ATTITUDE permeating the texts and encodes a subjective colouring that can be interpreted attitudinally.

4.3. ENGAGEMENT

ENGAGEMENT supplies the resources to recognise or ignore other voices or points of view and to express the author's positioning with respect to interlocutors. In terms of dialogistic positioning, the results of the analysis of the two sub-corpora indicate that texts in GAC and PT were eminently monoglossic; that is, they offered no space for negotiation or other positions. This could be anticipated by taking into consideration one of the main communicative purposes of the brochures, that is, providing a factual description of sites along with the promotion of tourist attractions. However, the effects of choosing MONOGLOSSIA are quite complex. Far from being intersubjectively neutral or objective, monoglossic discourse construes an audience that shares the value position with the writer and that takes the position for granted. As can be seen in (81) and (82), the propositions are not up for discussion. Twenty-one percent of the monoglossic clauses in GAC and 15.8% of those in PT were realised by processes in the imperative, as in (83). This mood choice is inherently monoglossic since it does not make reference to or allow for the possibility of alternative positions.

(81) Overlooking one of Europe's great historic capitals, Edinburgh Castle has a magnificence all its own. [GAC1]

(82) The stunning views of the surrounding countryside are matched by glorious gardens. [PT2]

(83) Marvel at the strength of this military stronghold and see the extent of its firepower. [GAC5]

Despite the preponderance of MONOGLOSSIA, the author's was not the only voice in the texts. As can be seen below, there were instances of HETEROGLOSSIA in the shape

of dialogic expansion and contraction. Table 7 presents a breakdown of the values of ENGAGEMENT identified in the corpus.

Table 7

ENGAGEMENT in GAC and PT

ENGAGEMENT System		Category	GAC		PT		% diff	
			# of clauses	%	# of clauses	%		
MONOGLOSSIA			463	86.1	580	85.2	-0.9	
HETEROGLOSSIA	Dialogic expansion	Attribute	Acknowledge	7	1.3	4	0.6	-0.7
			Distance	0	0	0	0	0
		Entertain	40	7.4	35	5.1	-2.3	
		Total	47	62.6	39	38.7		
	Dialogic contraction	Proclaim	Concur	3	0.6	5	0.7	+0.1
			Pronounce	4	0.7	30	4.4	+3.7
			Endorse	0	0	8	1.2	+1.2
		Disclaim	Deny	11	2	8	1.2	-0.8
			Counter	10	1.9	11	1.6	-0.3
		Total	28	37.4	62	61.3		
	Total			75	13.9	101	14.8	-0.9

The main difference that can be drawn from the table is that dialogic expansion, which leaves open semiotic space for other voices, prevailed in GAC, accounting for 62.6% of the heteroglossic clauses, whereas in PT only 38.7% of the clauses introduced other positions, as illustrated in Figure 13. This result indicates that the authors in GAC were more inclined to opening up the dialogic space, presenting the propositions as one of a range of possible positions. One feature that characterises the texts in PT is the presence of welcoming messages, usually placed at the beginning of the brochures and followed by the signature of the castle owner. These propositions seem to contribute to the predominance of dialogic contraction in PT in that they do not make allowances for dialogically alternative positions other than the owners’.

Within dialogic expansion, most of the instantiations in both data sets corresponded to the sub-category Entertain, typically encoded in resources of modality. The propositions were introduced by deductive formulations or presented as more or

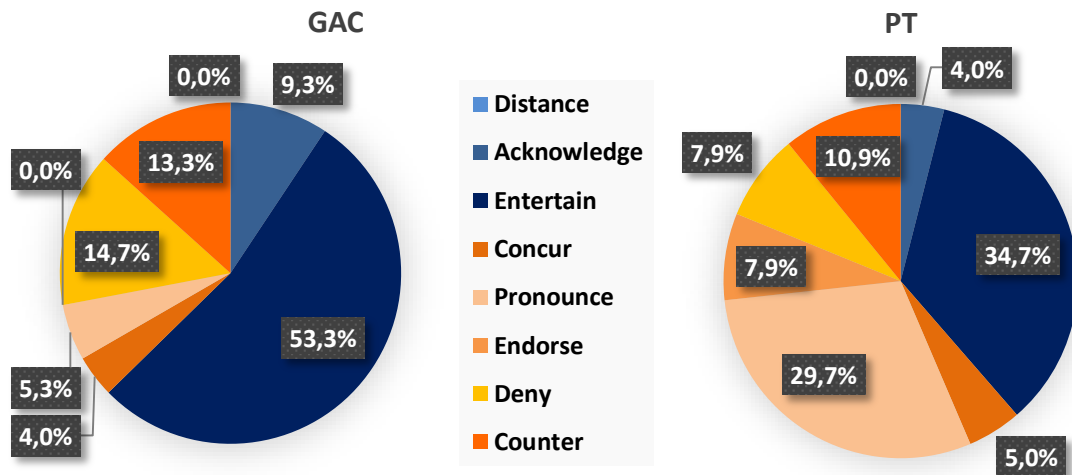


Figure 13. HETEROGLOSSIA: Dialogic expansion vs Dialogic contraction.

less likely; therefore, they were taken as one of a number of possible alternative positions. Consider the following by way of illustration:

(84) *Mighty Caernarfon is possibly the most famous of Wales's many castles.*

[GAC2]

(85) *The lacquer collection is one of the finest in western private hands.* [PT5]

Only in few cases did the writers make use of the other expansive subcategory, Attribute, to show agreement with the positioning of other voices. Four instances were identified in PT and 7 in GAC, all corresponding to Acknowledge, and they all referred to myths, folk tales or historical chronicles. One example of Acknowledge follows:

(86) *Legend says the giant used to wade ashore and steal cattle, until one night he was lured into a pit and slain.* [GAC11]

As said before, there was an apparent tendency in PT to use dialogic contraction over expansion. Results showed that the distributions of instantiations across contractive categories were unequal in the two sub-corpora. GAC authors engaged in a less direct dialogistic positioning and made use of Disclaim, with similar figures in Deny and Counter. In the case of uses of Deny, authors negotiate with alternate positions, as in (87), where *is no architectural accident* is implicitly dialogic with *is architectural accident*. However, they reveal a strong opposition to the proposition and attempt to dissuade the audience from aligning with it. By means of Counter, instead, authors challenge or resist alternative ideas. Consider (88) by way of example:

(87) The castle's majestic persona is *no* architectural accident. [GAC2]

(88) Many people think of Nottingham Castle and see local legend Robin Hood and his archenemy the Sheriff of Nottingham. *However*, the site's history features much more. [GAC9]

The category that prevailed in PT was Proclaim, particularly Pronounce, which reflects strong authorial investment. Although these resources acknowledge an alternative position, they present the authorial voice against it, therefore increasing the interpersonal cost of introducing a contrary dialogistic position. The explicit authorial interpolations and the challenge of alternative positions reinforce the effect created by the predominance of MONOGLOSSIA in the corpus.

(89) These changes reflect individual taste and ideas and *I believe* give the house such life and charm. [PT7]

(90) I hope that something of its special charm and intriguing history will fascinate you *as much as it has captivated me*. [PT15]

As for Concur and Endorse, results show that these categories were scarcely used in both sub-corpora: they were used when authors wished to overtly agree with some projected dialogic partner, as in (91).

(91) *It's easy to imagine* why the Duke of Wellington, who held this office for 23 years, enjoyed his time here so much. [GAC4]

4.4. Evaluative Density

By comparing evaluative density in both corpora, it is possible to determine what proportion of the text was devoted to evaluation. The following graph shows the values for each sub-corpus (normalised per 1,000 words). We can observe a clear difference in values between the two data sets. The evaluative density in PT was found to be 53.9% higher than that in GAC, as illustrated in Figure 14.

The figures reveal how frequently authors chose to encode APPRAISAL values and how interpersonal meanings accumulated, thus creating prosodies. The lower value of evaluative density in GAC might be interpreted as an intention to establish some distance with the audience or to stick to a more impersonal, objective or detached style. In the same light, the recurrence to APPRAISAL values in PT could be attributed to a

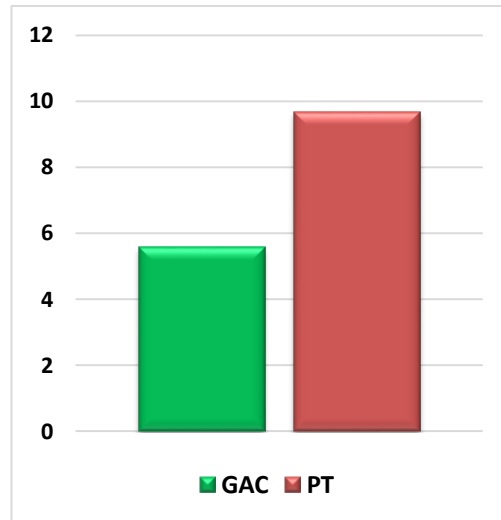


Figure 14. Evaluative density in GAC and PT.

desire on the part of the writers to construe a position of high commitment to the values advanced in the texts and to establish a closer relationship with the reader or potential visitor. The evaluative density adds to the strength of the evaluation in that texts which are saturated in terms of evaluative meanings tend to display some redundancy. This implies that the audience is able to accurately decode the evaluative meanings and that each new evaluative resource confirms those interpretations.

This chapter has described the results obtained from the quantitative analysis of the data and has presented an interpretation of the findings. The following chapter will be devoted to the discussion of the findings, the contributions of the present work and its theoretical and pedagogical implications. Suggestions for further research will also be outlined.

Chapter 5

DISCUSSION AND CONCLUSIONS

This final chapter presents four sections. The first one offers a summary of the research findings. The next section discusses the contributions and the implications of the study. After that, reference is made to some of its limitations. The final section identifies directions for further research and concludes with the final considerations.

5.1. Discussion of Research Findings

The study reported in this thesis aimed to identify, analyse and compare interpersonal meanings in the discourse of tourist brochures featuring British castles issued by government organisations and family trusts. The following questions guided the research: (a) How are evaluative resources deployed in the discourse of tourist brochures?, (b) How are the different authorial voices reflected in the texts?, (c) What is the interpersonal configuration of the tourist attractions and the tourists?, and (d) What are the emerging evaluative patterns in the corpus?

The analysis of the corpus suggests that the preference for certain types of evaluation and the backgrounding of others create prosodies that resonate across the texts, which can, in turn, be associated with particular rhetorical effects and authorial identities. To begin with, and in response to the first question, the analysis revealed that the explicit encoding of attitudinal meanings was the authors' preferred strategy for expressing their evaluative stance. As has been pointed out in the literature, items that carry an intrinsic positive or negative value which may be graded up or graded down serve as signposts in the audience's interpretation of the ideational meanings that co-occur in the text. Inscribed APPRAISAL naturalises the author's views and makes the reading position clear. In short, inscriptions of ATTITUDE are harder to resist than invoked interpersonal meanings and constitute clear indications of the attitudinal colouring that the writers want the audience to share. The realisations of inscribed ATTITUDE in the texts which were the focus of this study were similar across the corpus. As stated in the previous section, authors most often opted for the congruent form for the expression of ATTITUDE (i.e., adjectival), which is easier for readers to decode.

Tourist brochures are hybrid textual artefacts that serve a two-fold purpose: they provide information about a tourist destination and, at the same time, they are promotional in character and tone. Taking this into consideration, it was expected that the corpus would show a marked tendency towards positive ATTITUDE. Based on the findings, it is possible to state that that was the case. In fact, the repeated use of positive appraisal to evaluate the entities promoted reinforced the value positions the authors wanted the target audience to align with and served to overtly stress the worthiness of the promised experience. By depicting tourist attractions with positively-loaded attitudinal resources, authors voiced an affiliation that they expected the audience to adhere to. These findings echo the use of qualitative adjectives that Dann (1996) identified in his data as one of the verbal techniques deployed to attract tourists' attention. In his detailed analysis of the language of tourism, he referred to a periodicity of high-flown adjectives as "hyperbole". In addition, the study that Cristofori (2015) carried out produced results similar to those reported here. She observed the use of a technique that she labelled *Magic*, which was also described in Dann (1996). This technique entails employing words with a peculiar evocative power in order to represent the tourist attraction as non-real or magic. Magic is present when the choice of words invites an alienation from reality, as in *magical evening*, *depart*, *escape* or *fairy-tale landscape*. The use of this technique, which allows potential tourists to picture themselves in an enchanting destination and arouses their desire to experience the fantasy world portrayed in the brochure, often played a role in the configuration of the texts in the corpus examined for the present study.

Based on the results of the pilot study, it was expected that APPRECIATION would be the domain most frequently identified in the corpus. Indeed, it was found that the resources used for the appraisal of processes, natural phenomena and entities were the most frequently used both in GAC and PT. In addition, it is worth mentioning that most values found in the data were located on a high scale of intensity. This profusion of APPRECIATION values was deployed to assess the castle, its surroundings and its interiors in positive terms. Two adjectives that were frequently used, *wonderful* and *stunning*, reflect the degree to which the attractions capture the audience's attention, the emotional impact they have and the aesthetic value they convey. The tourist attractions were also appraised non-aesthetically in terms of variables like *worth* and *timeliness*. This combination of APPRECIATION values can be said to create a saturating prosody,

that is, to spread interpersonal meanings across the text, thus creating a continuous attitudinal colouring. These findings might be linked to what Vestito (2006) concluded about the semantic macrostructures of the discourse about Italy in guidebooks. Although this author studied specific words following van Dijk's (2001) method of Critical Discourse Analysis, she concluded that the representations of Italy encoded in what she labelled "emotive words" mainly highlight the beautiful, the romantic and the cultural and historic heritage.

As regards the second question posited in this study, in terms of dialogistic positioning, it was expected that the texts, having the dissemination of factual information as one of their main communicative purposes, would not offer space for negotiation or include other positions. The analysis of the ENGAGEMENT resources deployed in the corpus confirmed the monoglossic nature of the texts. Nevertheless, a phenomenon that appears to be intersubjectively neutral, carries a load of subjectivity, since monoglossic discourse construes an audience that shares a value position with the writer and takes that position for granted. Although the general tendency observed was towards MONOGLOSSIA, there were instances of heteroglossic discourse. Within the infrequent cases of HETEROGLOSSIA, the texts issued by government organisations revealed a preference for dialogic expansion; that is, they were more inclined to acknowledging other voices and presenting the propositions as one of a range of possible positions within the diversity of worldviews found in any culture. The use of expansion values in GAC together with a lower degree of personalisation might be said to construe a rather tentative authorial voice. However, this was substantially offset by a prevailing monoglossic discourse. In the case of PT, the tendency to use dialogic contraction, either to dissuade the audience from aligning with a certain position or to challenge alternative ideas by means of resources of contraction, shapes a readership that is not strongly opposed to the view being advanced. Patterns of ENGAGEMENT such as the ones found in the corpus, which entail addresses to the audience in the form of directives, plentiful monoglossic values and high authorial investment, make for a forceful authorial voice that aligns the readers to the position that they should adopt, the position that the attraction in question is worth visiting.

The analysis of ATTITUDE in the corpus reveals an overall higher use of inscribed attitudinal values, particularly of upscaled APPRECIATION, which can be interpreted as construing the writers as strongly committed to the value positions put

forward in the texts. The high frequency of inscriptions of ATTITUDE is evidence of a convinced author, a persuasive and authoritative textual persona. A similar pattern emerges from the analysis of GRADUATION resources, which reveals how frequently authors chose to upscale their appraisals. These heightened values graduated through Intensification, mainly in assessments of the premises and the historical background of the attractions, are indicative of a high degree of investment by the authors, who, in turn, are construed as maximally committed to the positions advanced in the brochures and, therefore, as ultimately attempting to align the readers into those positions.

As far as the third research question is concerned, the findings suggest that the exponentially higher evaluative density in PT can be taken as indicative of a desire on the part of the writers to construe a clear position and establish a close relationship with the reader or potential visitor: the writers seem to aspire to portray themselves as a sensitive and caring family, instead of an unfriendly, indifferent company or organisation. In contrast, the lower value of evaluative density in GAC can be interpreted as an authorial strategy to establish a distance with the audience and to reinforce a more impersonal, objective or detached style. Similarly, in trying to interpret the statistically significant higher number of AFFECT tokens found in PT in comparison with those found in GAC, it is possible to hypothesise that the texts issued by family trusts may have aimed at foregrounding feelings, thus emotionally involving the reader. These authors invite the prospective tourists to share intersubjectively loaded assessments and, in this way, they put solidarity between writer and audience at risk. Acceptance of such invitation implies that author-reader solidarity will be increased. In contrast, the fact that GAC showed little encoding of AFFECT, taken as the most personal of interpersonal meanings, can be interpreted as a means of creating a more detached stance. These findings are congruent with Mocini's (2013). This researcher concludes that although the texts that he studied do not construe AFFECT directly (as in the case of GAC), authors rely on other attitudinal meanings, such as APPRECIATION, and manage to trigger a positive response on the part of the audience, who become emotionally engaged by the prosodic nature of the evaluation, thus naturalising the position of the compliant reader. This conclusion fittingly characterises the effects produced by the texts in the GAC sub-corpus.

In trying to summarise the interpersonal configuration of the attractions advertised in the brochures, it can be argued that inscribed evaluations of Reaction

forged a patterning of evaluation that spread across the texts and created a steady attitudinal colouring. The values identified reflected the degree to which the castle, its surroundings and its interiors capture the audience's attention and provoke an emotional impact. Heightened expressions of Reaction reinforced the character of the entities as *magnificent, spectacular, breathtaking* and *stunning*. In terms of Valuation, the attractions were the target of positively-loaded evaluations of social significance based on culturally or ideologically established conventions. Through values of Uniqueness, the authors foregrounded qualities that are socially valued among the potential visitors, one of them being exclusivity. PT construed a more materialistic notion of Uniqueness, whereas GAC drew the readers' attention to values of singularity and distinction. Tokens of Significance were used to refer to the role played by the castles in British history. In what appears to be an attempt to persuade visitors, writers chose to foreground the historical weight and power of the tourist attraction. By means of expressions of Durability, the attractions' solidity, longevity and endurance were stressed. The expressions in the category Benefit functioned to construe the attraction promoted as convenient and gratifying. Finally, with the aim of highlighting the genuine nature of the attractions and what they offer, instantiations of Authenticity were used in the corpus. The accumulation of all these resources served to stress the attraction's worth and to encourage the potential tourist to visit the castles.

Some of the findings in this study echo what other authors have concluded concerning evaluation in tourism texts, even though their focus, methodological approach or theoretical basis differ from those in the former. Such is the case of Tressider (2011), who claims that one of the most significant themes within the semiotic language of tourism is the signposting of authenticity. In keeping with one of the new categories of APPRECIATION: Valuation suggested in the present work, this author argues that both tourist texts and images offer representations that direct the reader to a worldview in which heritage and authenticity are central. In a similar vein, in her analysis of how local people are represented in large corpora of promotional tourism discourse, Jaworska (2016) claims that the tourist experience is strongly motivated by a desire for authenticity and that is why tourism texts focus heavily on and foreground authenticity in their descriptions. Authenticity, as a sub-category featured in the corpus of the present study, can also be linked to a concept developed in Dann (1996): *keying*. Keying is a strategy that involves representing the attraction as something authentic by

means of specific key words such as *genuine* or *real* in promotional material in the tourism industry.

The new categories of APPRECIATION: Valuation (namely, Authenticity, Significance, Uniqueness, Benefit and Durability) could be linked to the four sociological perspectives in the study of tourism and its language that have been extensively discussed in the tourism literature and mentioned in section 2.1 (Dann, 1996; Edwards & Curado, 2003; Morgan & Pritchard, 1998). The first is the authenticity perspective, according to which travellers' search for a more genuine experience is usually mirrored in the description of a travel destination or product. Encodings such as *authentic nursery*, *traditional dishes* or *classic Georgian styling*, which reflect this perspective, have been identified among the resources subsumed under the label of Authenticity in this study. The strangerhood perspective in Dann's work, instead, focuses on the notions of novelty, adventure and strangeness as underlying motives for any travel experience. At the linguistic level, we can establish links between Dann's qualifying adjectives (e.g., *untouched by civilization*, *quaint*, *newly discovered*) and the Valuation sub-category of Uniqueness, reflected in appraisals such as *exotic collection*, *unspoilt grounds*, or *a living piece of paradise*. The play perspective is usually identified with a view of tourism as an out-of-the-ordinary game, as a special experience that does not often match the natural conditions of the destination promoted. Such a portrayal of the destination seems to be best-suited by the APPRAISAL realisations subsumed under the labels of Uniqueness and Impact, for example, *fairy-tale castle*, *colourful spectacle* or *the finest treasures*. Finally, the conflict perspective is concerned with how political and cultural power have an impact on the way destinations are depicted in promotional material. In this view, the language of tourism reproduces myths, stereotypes and clichés which do not necessarily represent the destination, its inhabitants or its culture. Some of the lexical choices that convey this perspective are *wild*, *culture*, *civilised* and *nature*. In the study reported here, it is Valuation: Significance the sub-category that contributes to a stereotype-ridden representation of tourist destinations by means of lexical choices such as *prestigious functions* or *famed scones*.

The fourth research question that guided the present work aimed at identifying evaluative patterns that emerged from the texts. This search for patterns was based on the assumption that the specific patterns of interpersonal resources in a corpus delineate

its rhetorical character and reveal the ways in which it seeks to influence the audience. A preponderance of positive, heightened ATTITUDE values, together with upscaling GRADUATION and contractive values of ENGAGEMENT, as is the case in PT, seems to contribute to emotive, highly personalised promotional texts that seek to establish solidarity between the writers and the audience. Such solidarity is successfully achieved by construing the reader as sharing a similar worldview. On the other hand, a corpus like GAC, which evinces a lower evaluation density, backgrounds AFFECT and features expansive ENGAGEMENT values, will appear as more detached. In other words, whereas authors in GAC seek to establish an impersonal writer-audience relationship, characterised by a lack of emotional display and an emphasis on intensified distinctiveness that backgrounds the organisations' emotional involvement, PT attempts to bond with their readership by establishing a common ground of shared value positions and feelings.

One study that is worth mentioning because it also examined how discourse attempts to attract and persuade the potential client is Edo Marzá (2011). In that work, Edo Marzá studied evaluative adjectivation in a corpus of hotel websites, relying on Hunston and Thompson's (2000) criteria to analyse the selling of suitability, convenience and extraordinariness. Although the entities on which the evaluation fell were different from those in the present study, there are some points in common. She observed that evaluative adjectives referring to the aspect, image, appearance, that is, the aesthetic qualities, of the evaluated entities were frequently used. This coincides with the results concerning the subcategories within APPRECIATION in this study. APPRAISAL of the tourist attractions in the brochures examined was characterised by values that reflect the degree to which those entities capture the readers' attention, the emotional impact they have on the putative audience and how they grab their attention through instantiations of Impact and Quality.

The presence of collocations portraying the overall extraordinariness of the hotels in Edo Marzá's corpus matches the prevalence of realisations of Valuation in the corpus of tourist brochures. Specifically, her results concerning extraordinariness could be associated with one of the new sub-categories within Valuation proposed in this study. Uniqueness, the most frequently used category in the corpus, subsumes notions such as exclusivity, singularity and distinctiveness, and can be viewed as socially valued among the readership of the brochures. Finally, Edo Marzá reported the

identification of emotive words appealing to the hotel guests' emotions and sensations. Such findings can be linked to a combination of the realisations of APPRAISAL in the corpus of this study. The adjectives identified by Edo Marzá tally with those values of APPRECIATION: Impact and AFFECT: Satisfaction that contributed to the attitudinal colouring of the tourist brochures.

The classification of evaluative adjectives proposed by Edo Marzá (2011) does not unequivocally match the categories of APPRAISAL in Martin and White's (2005) model. Apart from that, whereas Edo Marzá focused on evaluations encoded in adjectives, evaluations within the APPRAISAL model can be inscribed or invoked through a variety of lexicogrammatical realisations besides the canonical adjectival form. In spite of these discrepancies, similarities can be drawn between Edo Marzá's study and the work reported here as regards the notions of distinctiveness, attractiveness and pleasure portrayed in the texts (under the labels of Uniqueness, Impact and Satisfaction mentioned before). In both cases, those assessments were aimed to appeal to customers' subjectivity and persuade them to purchase the tourist product advertised.

Along the same lines, Pierini (2009) investigated the use of adjectives in the discourse of accommodation and took into account lexicogrammatical, semantic and pragmatic aspects. Through the analysis of frequency lists and concordances, she identified sixteen semantic categories that represent relevant values in the discourse of tourist accommodation. Among those categories, exclusiveness, tradition, authenticity and extraordinariness, which serve to assess the social significance of entities following culturally-agreed parameters, tie in with the sub-types of Valuation found in this study. As a matter of fact, a number of the adjectives identified by Pierini could well be tagged as instantiations of Uniqueness, Significance and Authenticity, some of the new categories of APPRECIATION: Valuation that have emerged in the research reported here. Other adjectives which Pierini classified under the labels of size, wellness and aesthetic appreciation may be analysed as instances of APPRECIATION: Reaction and Impact, while those categorised as emotional impact in Pierini's work largely, though not unambiguously, match encodings of AFFECT within the APPRAISAL model.

The findings of the present study reveal that the GRADUATION of the interpersonal impact of a proposition was predominantly carried out by Intensification of qualities. Though in most cases the upscaling was infused in single items, in some

cases, the graduation was realised by pre-modifiers, comparatives/superlatives and maximizers. Within what could be the GRADUATION domain, though not following Martin and White's (2005) APPRAISAL model, Pierini (2009) found that the grammatical means more frequently exploited to intensify the semantic values encoded by the adjectives was the use of the superlative form. This correlates with the findings in Dann (1996), who identified superlative forms as one of the forms of 'extreme language' in tourism discourse, and with those in Lipsa (2013), who argues that descriptive adjectives in the superlative degree abound in American tourism leaflets, rendering them more persuasive and effective. Further links can be drawn between the present work and Pierini (2009). She analysed the sequencing of adjectives (i.e., the dense adjectivisation reflecting the combination of description, emotional impact and evaluation) as increasing the persuasive force of the texts she studied. Her findings can be associated with the notion of saturating prosody mentioned earlier, by which a continuous attitudinal colouring is built in the text by the iteration of interpersonal meanings.

To sum up, and as pointed out in the literature cited above, it is possible to assert that interpersonal meanings, conveyed through both inscribed and invoked evaluation, are exploited thoroughly in the language of tourist brochures for promotional purposes. Also, it is worth noting that the model of APPRAISAL, though not infallible, offers a solid framework for analysing such persuasive intent in the texts. The analysis of APPRAISAL carried out in the present study reveals that the discourse of the brochures displays a constellation of attitudinal meanings that serve to configure a compliant audience and, as a result, attract visitors to the destination advertised. The fact that the texts studied construe a purported audience who share similar values with the writers is a manifestation of the premise that "affect negotiates empathy (sharing emotions), judgement negotiates character (sharing principles) and appreciation negotiates taste (sharing preferences)" (Martin, 2004, p. 329). Evaluative meanings co-articulate and resonate throughout the texts, creating prosodic configurations that "enhance a particular attitudinal colouring across phases of text" (Hood, 2004, p. 144). The persuasive influence exerted by the resources of ATTITUDE in the brochures analysed is substantially enhanced by means of instantiations of GRADUATION which function to turn up the volume of the propositions. These intensification resources construe the writer as strongly committed to the views advanced in the text, which, in the case of

tourist brochures, clearly point to the cultural and historical value of the castles promoted. The discursive persona emerging from the text amounts to an authoritative, dedicated and meticulous writer, who invites the audience to align with his/her value position. All in all, the language used to promote the tourist attractions in the two sub-corpora analysed here serves as an alluring link between the potential tourist's expectations and the product or service offered in the brochure. In other words, the lexicogrammatical resources become a central point of attention and should be therefore carefully selected by the writer so that they can exert a persuasive power and make texts appealing and convincing.

5.2. Contributions and Implications of the Study

The present study has contributed to the ongoing development of the APPRAISAL framework by Martin and White (2005). As mentioned in section 2.6, a review of the literature on APPRAISAL has shown that new research in the area of evaluative meanings covers a variety of text types and contexts. APPRAISAL has been applied in the analysis of numerous registers and discourse domains. However, most of the studies have been oriented towards news reporting, narratives, politics and history, the language of tourism remaining under-theorised. White (2001) explains that the contributions of research into new discourse domains normally result in suggestions for extensions and elaborations of the APPRAISAL framework which are field-specific. He also contends that APPRAISAL is not meant to be taken as a set of established categories but as an adaptable tool for analysing discourse in specific fields. Taking into account that interpersonal choices carry semantic information which is impregnated with the meanings prevalent in particular contexts, such as the promotion of tourist attractions, this thesis has attempted to explore new ground by analysing the evaluative resources deployed in tourist brochures. The suggested refinements in the sub-system of APPRECIATION: Valuation have been based on the fact that APPRECIATION is the domain that is most sensitive to context. As Macken-Horarick and Isacc (2014) put it, "this field sensitivity has resulted in repeated modification of appreciation network options to capture the evaluation preferences of specific discourse contexts, texts and topics" (p. 74). The new categories developed in section 4.1.4 have added field-specific delicacy and have attempted to render the framework for discourse analysis more efficacious.

Furthermore, the research presented here has explored how APPRAISAL meanings can be combined with the options in the GRADUATION domain. It has also focused on the combination of meanings enacted through the “coupling” of ideational meanings and resources of GRADUATION. The grading of experiential meanings identified in the corpus is another resource by which authors can give a subjective colouring to an objective meaning, thus inviting an attitudinal reading. In Hood’s (2004) words, the GRADUATION of experiential meanings involves “subjectifying the objective” (p. 231) and Bednarek and Martin (2010) add that “the coupling of experience with evaluation, when shared by interlocutors, creates a bond” (p. 26). One of the aspects explored here has been how evaluations of this kind (i.e., invoked) bring shared experience together with community values and therefore invite writer-reader affiliation.

The description of linguistic choices in this study provides some insights into language strategies for those people working in the tourism industry. Knowledge of the mechanisms of meaning-making in discourse and of the specificities of tourism discourse becomes of utmost importance for professionals in the field. Interpersonal choices add to the array of interrelated factors that give rise to persuasiveness and make the discourse of promotional genres effective. Effectiveness plays a decisive role in attracting potential visitors to the tourist destinations promoted. It is essential then for professionals in the field not only to be aware of the stylistic resources and rhetorical strategies used in texts such as travel brochures, but also to be able to apply the right features and techniques to tourism advertising and promotion, in order to be at an advantage in a highly competitive market.

In another note, this study may also be of interest to scholars and practitioners in the field of ESP. On the one hand, APPRAISAL has been shown to provide a powerful tool to describe and understand writer identity and intentionality. This type of description may help students in ESP programmes to appreciate and understand tourism texts, particularly when multiple layers of meaning and several voices function simultaneously within the text. Identifying APPRAISAL patterns could help students to unpack implicit evaluative meanings, to identify biases and to recognise the ways in which they, as readers, are positioned by a text. The analysis of tourism texts aimed at awakening a critical attitude in students could revolve around some guiding questions⁹

⁹ Adapted from Pascual (2014).

such as: *What feelings are present in the text? Who are these emotions associated with? What entities are evaluated in the text? What qualities do those entities have and how are they assessed? Whose voices can be identified in the text?* On the other hand, the results reported here are expected to promote students' linguistic awareness of the interpersonal resources they may include when producing tourism texts with the purpose of attracting potential visitors. The analysis carried out in the present study has revealed some stylistic features and lexicogrammatical patterns which may help students to write better. Students may benefit from using the resources of APPRAISAL in that they will be able to infuse their tourism texts with suitable interpersonal colouring thus conveying evaluation effectively. More specifically, the new categories of APPRECIATION: Valuation proposed may allow them to opt for a more delicate codification of instances of ATTITUDE in similar types of texts and, in this way, to achieve evaluative precision.

Awareness of the tools for dialogic positioning may help student-writers to develop control over the way they position their intended readers, too. What is posited here is that the APPRAISAL model, together with the refinements suggested in the present work, constitutes an effective language teaching tool, which is solidly based on SFL and can be used to address the specific needs of certain learners or language users, such as those in the tourism industry. The APPRAISAL model and its on-going developments provide teachers with tools to make interpersonal choices explicit, enhance students' repertoire of attitudinal meanings and the linguistic resources for conveying those meanings and discuss the rhetorical consequences of such choices.

5.3. Limitations of the Study

The goal for the present study was to identify, analyse and compare the evaluative resources deployed in a corpus of tourist brochures featuring British castles issued by government organisations and family trusts. With this interpersonal concern in mind, the analysis revolved around APPRAISAL patterns and hence excluded other research topics related to the interpersonal metafunction of language at the lexicogrammatical stratum, that is, Mood or Modality.

A caveat derives from the corpus size. Although the corpus has provided a sufficient number of instances of the linguistic features under study and allowed for an analysis of their patterns of use, the generalisability of the findings should be tested in a larger corpus. Carrying out similar studies with a higher number of tourist brochures written by different authors or issued in other English-speaking countries could provide further support for the results and for the new categories of APPRECIATION: Valuation that have been put forth here. In fact, Martin (2017) has underlined the central role that corpus studies play when it comes to gathering supportive evidence for system choices for ATTITUDE.

As mentioned in Chapter 3, automatic tagging software was not deemed to be completely accurate or reliable, especially when it comes to borderline cases or interpersonal meanings belonging to different categories conflated in one instantiation. The present work showed that manual annotation may enable the researcher to overcome such difficulties. By manually tagging realisations, all APPRAISAL values were identified and counted and the researcher was able to bear in mind the context and co-text. It must be acknowledged, however, that manual corpus annotation is unquestionably a complex process and by no means exempt from the subjectivity of the researcher. Since the identification and tagging of instances of APPRAISAL in a corpus is a rather time-consuming process, the number of data that can be analysed is more limited in comparison with that which can be handled by automatic corpus techniques. A step that was taken to address the limitation imposed by this lengthy process was the simplification of the coding scheme and the use of a specially designed table to ease the manual annotation process (see Tables 2 and 3 in section 3.4).

One particular criticism to which researchers working in the field of APPRAISAL have been subjected is that they are said to specifically identify and select tokens or text fragments that corroborate their hypotheses. Wodak and Meyer (2009) refer to this as “cherry picking”, which means choosing examples that match the researcher’s preconceptions. This implies that researchers may fail to decode or make explicit other features or samples that do not endorse their arguments. Although the analysis presented here may be tainted by the aforementioned partiality, every effort has been made to identify, tag and quantify every instance of APPRAISAL and to provide a variety of examples.

The analysis carried out in this study led to the introduction of modifications to the APPRAISAL model so that it would fit the specific context under study, namely tourism texts. The new categories were useful in allowing for a more accurate and delicate analysis of APPRECIATION values. Nevertheless, the addition of categories such as Durability or Authenticity to the sub-field of Valuation leads to a methodological caveat, since researchers who are not familiar with the new categories or the genre may find it challenging to tag samples in a corpus successfully. Another issue that arises from the expansion of the original APPRAISAL model relates to decisions concerning how detailed or inclusive the new categories should be so that the researcher does not run the risk of making the annotation process even more complicated. Clear definitions for each proposed category and more than a few examples are necessary to overcome this difficulty, and this, in turn, necessitates further research.

5.4. Suggestions for Further Research and Final Considerations

The implications and limitations discussed in the previous sections open up avenues for future research that may expand on and further illuminate the findings presented in this study. A direction for further inquiry that emerged during the analysis of the corpus but could not be pursued due to the scope of the study and the resources available is the analysis of interpersonal meanings and authorial voices in other types of tourism texts. The review of the literature offered in Chapter 2 included some research studies whose corpora were made up of articles, travellers' forums or travel blogs. It would be interesting to carry out a study similar to the one presented here but to include other genres such as guidebooks or travel websites in the corpus. Working with a larger corpus would allow for the new categories added to the Valuation sub-field to be tested. This way, more definite probe questions and transparent standards of annotation could be gathered. The analysis of a larger collection of tourism texts would enable us to further explore the use of double-coding when tagging instantiations that encode meanings belonging to two different APPRAISAL categories. Future work may also throw further light on the question of infused GRADUATION, a category that pervaded the corpus in this study. Such values are located along a scale taking as points of departure both the co-text and the researcher's subjective view of the degree of intensity of a particular realisation. The evaluation of entities by means of the grading of experiential

meanings has been identified as a tool to achieve objectivity. Inscriptions of ATTITUDE encode a choice of positive or negative alignment, whereas GRADUATION invoking ATTITUDE encodes evaluation in terms of degrees. It would be interesting to study how inscribed appraisals and invoked ones construct different kinds of solidarity.

Another issue that was beyond the scope of the study and could be of interest for future research is the comparative analysis of the interpersonal meanings encoded in the pictures that accompany the text in the brochures. Verbal and visual devices work in tandem in tourism promotion. The subsystems of APPRAISAL have already been used to analyse evaluative meanings in photos and it would be useful to apply the same type of analysis to tourism texts. How tourist attractions are visually appraised and whether pictures and texts encode the same meanings need further exploration.

Another potentially fecund area of inquiry is the comparison of the evaluative resources deployed in travel brochures written in English and in Spanish. It would be enlightening to see what interpersonal meanings prevail, whose voices are brought to the texts and how those meanings are encoded in the two languages. Knowledge of the linguistic resources deployed across the two languages might also be of help to translators who need to make decisions at the linguistic level in order to achieve successful cross-cultural communication. As translators act as mediators between text producers and text consumers, the information in the source text needs to be made effectively available to a target audience that most probably will be different from that of the original text.

The work undertaken here is one of the first attempts to explore the use of evaluative resources in tourism texts from a systemic-functional perspective. It was meant to be a contribution to the ongoing research in the field of SFL in general and to the analysis of APPRAISAL resources in particular. While there is considerable work in progress in the field of APPRAISAL applied to various discourse domains, sustained analysis of the subcategories of ATTITUDE, particularly of APPRECIATION, in corpora from a variety of contexts will further enrich the growing body of research on the APPRAISAL model, as was attempted in this study.

Appendix

List of tourist attraction brochures¹⁰

Sub-corpus Private Trusts (PT)
1. Arundel Castle and Gardens (Arundel Castle Trustees Ltd)
2. Belvoir Castle (Belvoir Castle)
3. Blair Castle (Blair Castle Estate Ltd)
4. Blenheim Palace (The Blenheim Palace Heritage Foundation Charity)
5. Chiddingstone Castle and Gardens (The Denys Eyre Bower Bequest)
6. Eastnor Castle (Eastnor Castle Enterprises)
7. Floors Castle (Roxburghe Estates)
8. Hever Castle and Gardens (Hever Castle Ltd)
9. Inveraray Castle (Argyll Estates Office)
10. Powderham Castle (Powderham Castle)
11. Raby Castle (Raby Estates)
12. Rockingham Castle (Rockingham Estates)
13. Scone Palace (Stormont Trading)
14. Sherbone Castle and Gardens (Sherbone Castle Estates)
15. Sudeley Castle (Sudeley Castle Estates)
Sub-corpus Government agencies and charities (GAC)
1. Bolsover Castle (English Heritage)
2. Caernarfon Castle (CADW)
3. Carisbrooke Castle (English Heritage)
4. Dover Castle (English Heritage)
5. Edinburgh Castle (Historic Scotland)
6. Inghtham Mote (National Trust)
7. Leeds Castle (Leeds Castle Foundation- Charitable Trust)
8. Lincoln Castle (Lincolnshire County Council)
9. Nottingham Castle (Nottingham City Council)
10. Sandringham (Sandringham Estates)
11. St Michael's Mount (National Trust)
12. Stirling Castle (Historical Scotland)
13. Tower of London (Historic Royal Palaces)
14. Walmer Castle (English Heritage)
15. Windsor Castle (Historic Royal Palaces)

¹⁰ In alphabetical order and followed by the organisation that published them.

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