

Travel Brochures for Teaching Product/Service Description

CATHERINE NGUOI CHUI LAM
General Studies Department, Politeknik Ibrahim Sultan
Johor Darul Ta'zim
Malaysia

ABSTRACT

Travel brochures can be well adapted for classroom use, owing to the extensive repertoire of adjectives and effective use of promotional language in the genre. This study was initiated to explore how descriptive adjectives are used in travel brochures so as to facilitate the teaching of product/service description among vocational students. Besides, exploring the generic structure of travel brochures will yield an insightful understanding on how promotional language works, through which vocational students can be enlightened to do their product/service description as promotional language is also considered an integral part of such genre. 6 travel brochures were chosen randomly and examined for their move structure based on Kathpalia's (1992) Nine-Move Structure while the use of descriptive adjectives was explored with reference to Biber, Conrad & Leech's (1999) semantic categorization of adjectives. The four most significant moves, namely, appraising the products, establishing credentials; offering incentives and urging action were identified. As the most prominent category of descriptive adjectives, evaluative and emotive adjectives were found to weave nicely into the texts through a plethora of linguistic techniques, i.e euphoria, ego-targeting, the creation of isotopies and personification, corresponding to the main function of travel brochures to lure the tourists. Based on the main findings, a sample lesson which suggests as to how the travel brochures can be incorporated into an ESL classroom is proposed.

KEYWORDS: descriptive adjectives; linguistic techniques; moves; promotional language

Introduction

A lot of genre-analysis studies have been conducted on different types of writing, such as academic genres (Gardner, 2012; Loudermilk, 2007), media texts (Bonyadi, 2012) and product reviews (Skalicky, 2013) to look into the rhetorical structure of the particular genre and how language is used to accomplish its communicative purpose. Promotional text, such as advertisement (Teo, 2008) and travel brochure (Maasalmi, 2013), is one of the highlights in this field as this type of texts, is easily accessible and due to the increasing competitiveness of the global market, the effective use of promotional language, which is an integral part of the discourse is made crucial.

Since travel brochures are authentic materials in the sense that a real language use is involved, the effective use of travel brochures as teaching materials can be motivating for the students (Guariento & Morley, 2001), attributing to the fact that the students need to be exposed to the way real language is used so that they can see the immediate relevance of acquiring it. Making use of authentic materials, such as travel brochures will thus help the educators to create a positive learning environment. Besides, as this type of texts is easily accessible, language instructors can easily adapt it for classroom use. However, as authentic materials are not initially designed for teaching purposes, a lot of questions remain as *How* and *When* to introduce such texts to the students.

In view of the extensive repertoire of adjectives in travel brochures, an analysis of the use of descriptive adjectives will provide insights into how travel brochures can be better adapted for classroom use, particularly in the teaching of description genre. Since product/ service description has always been an integral part of vocational curriculum, this study was thus initiated to explore the generic structure and the use of descriptive adjectives in travel brochures so as to shed some light on how descriptive adjectives can be used to facilitate the teaching of product/ service description. Besides, exploring the generic structure of travel brochures will help to shed some light on how promotional language is used to lure audience, which corresponds to the nature of the task of product/service description among vocational students. This is because an effective product/service description which involves providing enticing details about a particular product/ service is, in actual fact, in dire need of the promotional language. In other words, language is an important means of selling the products/ services. As such, the language needs of the vocational students can be better catered for if language instructors are aware of the importance of promotional language. The fact that genre analysis can provide insights into the design of English for specific Purposes (ESP) materials (Swales, 1990) has further reinforced the significance of this study, particularly in the attempt to accommodate the language needs of vocational students.

As such, this study attempts to analyze the language use in the particular genre, that is, travel brochures. In particular, this study seeks to answer the following research questions:

- (a) What is the generic structure of travel brochures?
- (b) How are descriptive adjectives used in travel brochures?

Scope of the study

Only descriptive adjectives were explored in this study whereas classifiers were excluded. This is because descriptive adjectives are mainly used for adding meaning to nouns (Biber, Conrad & Leech, 1999), therefore they are of more crucial importance as far as the teaching of description is concerned. Secondly, since the main purpose of this study is to enable the language instructors to have a grasp of the salient linguistic features, i.e adjectives needed for them to teach

description, only the verbal aspect, particularly written texts in the travel brochures were explored in this study.

Literature review

Genre analysis

Genre, as defined by Swales (1990), is a class of communicative events which have some shared communicative purposes while language, being an integral part of the discourse, is used to accomplish the established communicative purposes. The genre theory thus allows the generic structure of a particular genre to be studied so as to shed some light on how the particular genre can be effectively produced by the members of the discourse community.

Generic structure

In exploring the generic structure of a particular genre, there is a need to firstly understand the concepts of *move* and *step*. In the present study, Swales' Move-Step Model (1990) is adopted. A *move* is a rhetorical unit in a discourse which serves the function of performing a coherent communicative function. Thus, a *Move* can easily be identified based on the communicative purpose and linguistic boundaries in the text. The generic structure of a particular genre will normally be captured by a few obligatory moves and optional moves and each *move* will then be realized by one or a combination of steps.

Kathpalia's (1992) Nine-move Structure

Kathpalia's (1992) framework, which was developed from the study of straight-sell advertisements, has been used widely in genre-based studies. Teo's (2008) study is a case in point. Due to the similarity between travel brochures and straight-sell advertisements, as both are promotional texts in which promotional language is used as the means to achieve its communicative function, Kathpalia's (1992) nine-move structure, which consists of Headlines (HL), Targeting the Market (TM), Justifying the Product/Service (JP), Appraising the Product (AP), Establishing Credentials (EC), Endorsements/Testimonials (E/T), Offering Incentives (OI), Pressure Tactics (PT) and Urging Action (UA) was adopted as the framework of the present study.

The use of adjectives in promotional texts

The use of adjectives, as one of the prominent language features of promotional texts, was highlighted by Pakkinen (2005). It was reported that subjectively evaluative adjectives are more effective than factual adjectives, such as denominal and objectively evaluative adjectives, in projecting a positive image to the readers. Another interesting point highlighted in this study, is the use of comparative adjectives as a means to generate comparison and distinguish one product/service from the others so as to attract the readers to buy the product/service promoted.

The use of adjectives and superlatives in the tourist brochures are closely related to conative function, which is aimed to influence the emotions, attitudes and beliefs of the readers (Jørgensen, 2004). This is further consolidated by Kang and Yu's (2011) study, which was carried out to explore the language use in official tourism websites. Three main purposes of tourist brochures were highlighted, which are to provide tourism information, to attract the tourists and to cater for a wide range of readers, ranging from different educational background and economic classes to their diverse nationalities.

Linguistic strategies which involve the use of adjectives

Although the language of tourism is highly informative, its main role still lies in its persuasive force, which is achieved through the discursive and linguistic strategies used in the texts (Mochini, 2005). Three linguistic strategies which are related to the use of adjectives, namely, euphoria (Persson, 2012), ego-targeting (Maasalmi, 2013) and the creation of isotopies (Mochini, 2005), will be briefly discussed in the subsequent paragraph.

Euphoria is concerned with the use of positive and glowing adjectives, such as *awe-inspiring*, *unsurpassed*, *unrivalled* or *dazzling* in order to appeal to the readers (Cappeli, 2006, as cited in Persson, 2012). On the other hand, ego-targeting (Maasalmi, 2013) is a technique used to emphasize the grandeur of an attraction. Adjectives such as *best*, *special*, *unique* and *top* were used to emphasize how great and unique a particular attraction is and these best qualities are there just for the special 'you'. In this context, the dialogic structure 'we'/'you' will be used sparingly to create the so-called pseudo-dialogue so as to imply that you are the special one who deserves the best in everything. Another linguistic strategy is related to the creation of the isotopies of /uniqueness/ and /friendliness/, particularly in the promotional texts to achieve the persuasive force of the texts. An isotopy refers to a theme, i.e the level of meaning which is interpreted from the occurrence of different semantically relevant lexical items in a text (Wales, 1989, as cited in Mochini, 2005). In other words, a group of semantically related key words will be used to establish a theme, in the attempt to create the intended level of meaning

Methodology

Data collection

The data in this study were collected from 6 real printed travel brochures (*see* Table 1), featuring the two main attractions, namely, animals and theme-park rides. These brochures were chosen randomly from three different countries, namely, Australia, Malaysia and Singapore. The travel brochures were labelled accordingly as follows:

Table 1
Coding of samples

No.	Coding	Country	Main Attraction
1	A1	Australia	Animals
2	A2		Animals
3	M3	Malaysia	Theme-park rides
4	M4		Theme-park rides
5	S5	Singapore	Animals
6	S6		Theme-park rides

Data analysis

The data analysis consists of two parts, i.e move analysis and the analysis of the use of descriptive adjectives.

Move analysis

All the moves in travel brochures were first identified based on Kathpalia's (1992) Nine-Move Structure, which consists of Headlines (HL), Targeting the Market (TM), Justifying the Product/Service (JP), Appraising the Product (AP), Establishing Credentials (EC), Endorsements/Testimonials (E/T), Offering Incentives (OI), Pressure Tactics (PT) and Urging

Action (UA). Next, a frequency count was conducted to identify the most prominent move(s). Lastly, the examples were extracted for further analysis on how these moves were realized in the texts.

The analysis of the use of descriptive adjectives

Initially, all the descriptive adjectives found in the travel brochures were identified and categorized based on Biber, Conrad & Leechs' (1999) semantic categorization of adjectives. Next, the frequency of occurrence for each type of descriptive adjective was tabulated. The examples were then extracted and examined to explore as how they were used in the travel brochures.

Results and Discussions

The most prevalent move(s) in travel brochures

Table 2

Moves identified from the travel brochures

Moves	A1	A2	M3	M4	S5	S6	TOTAL	%
Headlines (HL)	√	√	√	√	√		5	83
Targeting the Market (TM)	√	√	√	√	√		5	83
Justifying the Product/Service (JP)	√		√	√	√		4	67
Appraising the Product (AP)	√	√	√	√	√	√	6	100
Establishing Credentials (EC)	√	√	√	√	√	√	6	100
Endorsements/Testimonials (E/T)	√	√					2	33
Offering Incentives (OI)	√	√	√	√	√	√	6	100
Pressure Tactics (PT)	√	√			√		3	50
Urging Action (UA)	√	√	√	√	√	√	6	100

Table 2 shows that all the nine moves in Kathpalia's (1992) framework were found in the travel brochures. However, it was noted that some moves are more prominent than the others. The four most significant moves are appraising the products, establishing credentials, offering incentives and urging action. The details are discussed as follows.

Appraising the products

All the travel brochures were found to realize this move by describing the main attractions available at the tourist destinations so that the readers know what is actually promoted by the brochures. Basically, the main attractions can be divided into two main categories, namely, the animals (A1, A2, S5) and the theme-park rides (M3, M4, S6). The description of other attractions, such as photography tours, exciting shows, facilities and guest services such as accommodation, restaurants, playgrounds, transportations, opening hours and ticketing information was also found to realize this move.

Appraising the products is one of the most prominent moves in travel brochures because it is essentially vital in providing tourism information for the readers besides promoting the tourist destinations so that the readers can choose the best tourist destination for their holiday vacation. As illustrated by the following excerpts:

Table 3
Examples of Appraising the products (AP) Moves

Code	Excerpts	Notes: realization of the move
	<i>Come face to face with creatures of the deep at ... Guests will be delighted with the free and unlimited use of the... playground and the ...</i>	Describe the main attraction
A2	<i>With a host of rides, shows and attractions, ... is a fun interactive destination for the young and the young at heart! Visit ... and experience a world of family fun in the all now ... interactive adventure zone.</i>	Describe other attractions Introduce new feature

Establishing credentials

This move was mainly realized through the presentation of company profile and association with the corporate partners in order to increase the readers' confidence in choosing the particular spot as the tourist destination. As demonstrated in the following excerpts:

Table 4
Examples of Establishing credentials (EC) Moves

Code	Excerpts	Notes: realization of the move
S5	<i>... playing an active role in spearheading numerous conservation activities over the years. ... Conservation Fund was registered in 2009 as a charity and an institution of public character, with the purpose of conserving endangered native wildlife.</i>	Presentation of company profile
S6	<i>... is proud to be associated with the following corporations: official partners ...</i>	Highlight the corporate partners

Offering incentives

This move was realized through the discounts and promotions offered by the companies. It is essentially effective in attracting the readers to visit the promoted tourist destination. As illustrated by the following excerpts:

Table 5
Examples of Offering Incentives (OI) Moves

Code	Excerpts	Notes: realization of the move
A2	<i>... offers discounted entry for domestic students and teachers to experience our park</i>	Discount
M4	<i>1 day unlimited ride pass Annual passport- pay only once to enjoy unlimited entry to ... theme park for 365 days Special online rates</i>	Promotion: unlimited ride pass, annual passport, special rates
S5	<i>\$... off admission- present this brochure and passport to enjoy offer Save \$... - ... (admission & Night Safari Tram ride)</i>	Discount
S6	<i>Save and enjoy priority access to the latest attractions, special previews, exclusive discounts on merchandise, dining and much more when you upgrade today's admission to an Annual Pass! Skip the regular queue by purchasing your ... Express!</i>	Priority access: Annual pass Universal express

Urging action

This move plays a significant role in urging the readers to take action with the purpose of converting them into potential clients. For instance, the readers were urged to make booking/reservation (A1, S5) and enquiries (A2), to buy tickets and annual passes (M3) as well as to check out for latest promotions (M3). As evidenced in the following excerpts:

Table 6
Examples of Urging action (UA) Moves

Code	Excerpts	Notes: realization of the move
A1	<i>Bookings essential. Phone 543620xxx for more information</i>	Booking
A2	<i>Please contact Guest Services on ... for more detailed information on each ride</i>	Enquiries
M3	<i>For latest promotions, visit www.xxx.my Buy tickets and Annual Passes online at ... webstore</i>	Latest promotions Purchase of tickets & annual passes
S5	<i>For advance reservations, please call (65) 6360 xxxx For advance booking & other tours, please call ... or email ...</i>	Reservation Booking

Other moves in the travel brochures

Headlines were found in almost all the brochures to capture the readers' attention. This move was mainly realized through the *product appeal* technique, which is meant to attract the readers to visit the tourist destination promoted. As demonstrated in the following examples:

Table 7
Examples of Headlines (HL) Moves

Code	Headlines
A1	<i>The Ultimate Wildlife Adventure!</i>
A2	<i>World's Best Adventure Playground!</i>
M3	<i>More than 40 rides, shows and attractions!</i>
M4	<i>Fun at the peak!</i>
S5	<i>World's Best Rainforest Zoo</i>

Targeting the market move was less significant in travel brochures because all the tourist destinations are meant for the family, including all the adults and their kids. As noted in the following excerpts:

Table 8
Examples of Targeting the market (TM) Moves

Code	Excerpts
A2	<i>Visit ... and experience a world of family fun ... The exciting new \$6 million family attraction caters for kids of all ages ...</i>
M3	<i>... is 76 acres of adventure geared with family fun Want to see your child on top of the world?</i>

Justifying the Product move was realized through highlighting the benefits/importance of visiting the particular tourist destination. As revealed in the following examples:

Table 9
Examples of Justifying the Product (JP) Moves

Code	Excerpts	Notes: realization of the move
M3	<i>It is packed with more than ... rides, shows and attractions.</i>	Highlight its benefits
S5	<i>Come explore the best rainforest Zoo in the world, where over 3000 animals and an exciting ecological adventure awaits you!</i>	Indicate its importance

Pressure tactic was only found in three brochures as demonstrated in the following table. This could be due to the intention of some of the companies to maintain their exclusive and reputable image. Besides, some companies might want to extend the promotion and attract more tourists, thus they have refrained themselves from exploiting this tactic. As highlighted in the following

excerpts, time constraint, quantity constraint and appealing to sympathy are some of the commonly used pressure tactics.

Table 10
Examples of Pressure Tactics (PT) Moves

Code	Excerpts	Notes: realization of the move
A1	<i>Seeing eye dogs are welcome at the zoo. Please notify AZ on ... at least 24 hours before your visit so arrangements can be made</i>	Time constraint
A2	<i>VIP Pass- 3 parks unlimited entry 'til 30 June 2011-limited time only- terms and conditions apply Places for ... are limited. Book online today ... Join the rescue mission today-we need your help</i>	Time constraint Quantity constraint Appeal to sympathy
S5	<i>Valid for tourists only till 31/3/12</i>	Time constraint

Endorsements/Testimonials move was only observed in Australia brochures (A1 & A2) due to the fact that the use of this move relies primarily on the historical background of the tourist destination. Some new tourist destinations might not have enough testimonials and the level of achievement which can be highlighted to convince the readers. In general, this move works by raising the readers' confidence through positive outsiders' evaluation, such as the awards received and public citation of its achievement. As demonstrated in the following excerpts:

Table 11
Examples of Endorsements/ Testimonials Moves

Code	Excerpts	Notes: realization of the move
A1	<i>Winner 2006 & 2008 ... Tourism Awards 2009 Hall of Fame- ... Tourism Awards ... Zoo Wildlife Warriors</i>	Testimonials Achievement
A2	<i>2010 Gold List Winner Best Family Resort 2010 Travel Awards- Getaway Best Family Experience 2010 Holidays- Top Ten Awards</i>	Testimonials

The use of descriptive adjectives in the travel brochures

Table 12
Descriptive adjectives used in the travel brochures

Adjectives	A1	A2	M3	M4	S5	S6	Total	%
Color (C)	4	6	0	0	2	4	16	5.1
Size/quantity/extent (SQE)	6	10	9	3	7	14	49	15.5
Time (T)	3	2	5	3	2	8	23	7.3
Evaluative/emotive (EE)	12	26	8	4	11	25	86	27.2
Miscellaneous descriptive (MD)	26	35	11	11	18	33	134	42.4
Location (L)	2	1	1	0	1	3	8	2.5
Total	53	80	34	21	41	87	316	100
Percentage (%)	42		17		41		100	

Table 12 shows that the two most prominent descriptive adjectives in the travel brochures are miscellaneous descriptive adjectives (42%) and evaluative/emotive adjectives (27%). This is followed by the descriptive adjectives used to describe the size, quantity and extent (16%), time descriptors (7%), colour descriptors (5%) and location descriptors (3%).

Miscellaneous descriptive (MD)

MD adjectives have emerged as the largest group of descriptors in the travel brochures. This is expected because MD adjectives are much more varied in general as compared to EE adjectives, in which the latter is mainly used to describe the positive attributes/ qualities of something

whereas the former can include almost any other descriptive adjectives, which does not fall into the other five categories of adjectives as examined in this study. Therefore, these adjectives can be further categorized into subcategories, such as animal, food, activities and services, in which these are all the main attractions at the tourist destinations promoted.

Table 13

Examples of Miscellaneous Descriptive (MD) adjectives

Subcategories	Examples
animal	<u>Naughty</u> wombat, <u>cuddly</u> koala, <u>spiky</u> Echidna, <u>cheeky</u> cheetah (A1), <u>agile</u> Gentoo penguin, <u>endearing</u> marine mammals (A2), <u>loving</u> seals (A2), <u>adorable</u> falabella, <u>playful</u> lemurs (S5), <u>inquisitive</u> mousedeer (S5)
food	<u>scrumptious</u> ice-cream, <u>fresh</u> sandwiches (A1), <u>fresh</u> food (M3), <u>quick</u> bites, <u>gourmet</u> sausages, <u>frozen</u> drink (S6), <u>hearty</u> breakfast (S5), <u>famous</u> burgers, <u>original</u> pizza slice, <u>favourite</u> dishes (S6)
activities	<u>live</u> action (A1), <u>educational</u> animal shows, <u>innovative</u> exhibit, <u>dynamic</u> programs (A2), <u>sensational</u> show (S6)
services	<u>free</u> courtesy couch/ pick-ups (A1), <u>private</u> bus services, <u>accessible</u> facilities (A2), <u>free</u> lockers, a <u>free</u> service (S6)

It was also interesting to note that personification technique was exploited by the writers through the use of MD adjectives. For instance, *naughty* (A1), *cheeky* (A1), *loving* (A2), *adorable* (S5), *playful* (S5) and *inquisitive* (S5), which are all the human qualities, were actually used to describe the animals, which are the main attractions at the tourist destinations, in order to paint a picture of a lively and interesting adventure to attract the readers to explore.

Evaluative/Emotive adjectives (EE)

Evaluative and emotive group of adjectives is one of the most significant categories of descriptive adjectives found in the travel brochures because of its main function to make the brochures as alluring and appealing as possible. As demonstrated in the following table, these adjectives were mainly used to highlight the attractions available at the particular tourist destination.

Table 14

Examples of Evaluative/ Emotive adjectives

Code	Examples
A1	<u>exciting</u> wildlife warriors show, <u>gorgeous</u> wildlife/ elephant/ tiger, <u>beautiful</u> bird
A2	<u>amazing</u> themed ride/ track, <u>awe- inspiring</u> species, <u>beautiful</u> dolphins, <u>fantastic</u> facilities, World's <u>best</u> adventure playground, <u>greatest</u> theme park deal, <u>premier</u> holiday destination, <u>spectacular</u> exhibit, <u>stunning</u> exhibit
M3	<u>unique</u> rides, <u>amazing</u> landmarks, <u>ultimate</u> family theme park
M4	<u>Exciting</u> rides, <u>special</u> online rates, <u>fun</u> career
S5	<u>exciting</u> adventure/parks, <u>unique</u> habitat, <u>magnificent</u> sea lion, <u>scenic</u> reservoirs, the <u>great</u> rift valley of Ethiopia
S6	<u>exquisite</u> cuisine, <u>unique</u> experience/ variety/concoction, <u>stylish</u> bistro

It was also noticed that some linguistic techniques were used extensively by the writers to create positive impression among the readers. The use of EE adjectives is closely related to euphoria and ego-targeting, which are the linguistic techniques commonly exploited in Tourism language. Adjectives such as *exciting*, *spectacular*, *gorgeous*, *beautiful*, *amazing*, *awe-inspiring*, *magnificent*, *stunning*, *fantastic*, *exquisite*, *fun*, *stylish* and *enjoyable* were used to create the euphoric atmosphere surrounding the tourist destinations so as to attract the readers to visit the places. Some examples are shown below:

Table 15

EE adjectives used to create the euphoric atmosphere

Code	Excerpts
A1	Come and see the slithering, swooping, jaw snapping action in ...'s <u>exciting</u> Wildlife Warriors show!
A2	The <u>stunning</u> new exhibit is home to the world's second largest penguin species, the king penguin as well as the agile Gentoo penguin, with its distinctive bright red bill and long tail.
M4	<u>Amazing</u> Malaysian, Singaporean and Asian landmarks recreated in Lego bricks.
S5	Travel around our 28-hectare Zoo in comfort with unlimited tram rides, or sail with us across one of Singapore's most <u>scenic</u> reservoirs to observe the animals native to our lush green rainforest.

On the other hand, adjectives such as *unique*, *ultimate*, *premier*, *special* and *great* were used as part of the ego-targeting technique to make the readers feel that they will definitely miss out the golden opportunities to experience a wonderful adventure, characterized by the unique and special attractions that they will not be able to find at other places. Some excerpts are shown below:

Table 16

EE adjectives used as part of ego-targeting technique

Code	Excerpts
A1	Our wandering wildlife team have a professional photographer with them so your <u>special wildlife encounter</u> will be captured.
M3	... is <u>the ultimate family theme park</u> where everyone's imagination runs free.
S5	Get closer to our animals and nature with this <u>unique habitat</u> that showcases the harmony of a forest ecosystem.

To conclude, EE adjectives are influential in projecting a positive image of the tourist destinations promoted, thus further confirming Pakkinen's (2005) conclusion that subjectively evaluative adjectives are more effective than factual adjectives in portraying a positive image in promotional texts.

Adjectives which describe the size, quantity and extent (SQE), time descriptors (T), colour descriptors (C) and location descriptors (L)

Adjectives which describe the size, quantity and extent (SQE), time descriptors (T) and location descriptors (L) are mostly factual adjectives, which serve the purpose of informing the readers about the rules and regulations, the show times as well as other details which are related to the attractions, such as the new package or the location of the attraction. Examples are demonstrated below:

Table 17

Factual adjectives found in the travel brochures

Adjectives	Examples
SQE	<u>Unlimited</u> entry, <u>limited</u> time only (A2), a <u>full</u> day (M3), <u>Unlimited</u> ride pass/entry/re-entry (M4)
T	<u>daily</u> photo sessions/ bird sessions (A1), <u>regular</u> intervals, <u>daily</u> show times (A2), <u>annual</u> pass (M3), <u>Annual</u> passport (M4), , <u>prior</u> notice (S5), <u>regular</u> queue (S6), <u>latest</u> packages (A1), <u>latest</u> attractions (S6)
L	<u>Outdoor</u> theme park, <u>indoor</u> theme park (M4), <u>Indoor</u> roller coaster, <u>outdoor</u> attractions, <u>outside</u> food (S6)

Besides, SQE adjectives and C descriptors were also used in the brochures to offer to the readers many visual nuances so as to appeal to their senses and fire their imagination of the attractions available at the particular tourist destination. For instance:

Table 18

Sensory adjectives found in the travel brochures

Adjectives	Examples
SQE	<u>little</u> Echidna, <u>baby</u> alligator (A1), <u>long</u> tail, <u>big</u> Al Baloney (A2), <u>huge</u> water play area (S5), <u>giant</u> fireballs (S6)
Colour	<u>Red</u> panda, <u>black</u> Cockatoos (A1), <u>black</u> skin, <u>golden</u> surf beaches, <u>green</u> rainforests, <u>colourful</u> Sea World home (A2), <u>White</u> rhinoceros, <u>green</u> rainforest (S5), <u>Blue</u> sky, <u>colourful</u> elixirs, <u>white</u> cross, <u>green</u> background (S6)

In conclusion, the main topic of discussion in the texts is one of the main factors accounting for the differences of the frequency count of descriptive adjectives in the travel brochures. It was noted that most of the MD adjectives were used to describe the animals, which are the main attractions at some tourist destinations, i.e A1, A2 and S5. Since animal is not the main attraction at M3 and M4, a relatively lower percentage of descriptive adjectives was noted. As for S6, most of the MD adjectives were used to highlight the food and services provided at the tourist destination in order to attract the readers.

Linguistic strategies which involve the use of adjectives

It was noted that Australia travel brochures, due to their relatively lengthy texts and the use of a wider range of descriptive adjectives, have effectively created the level of meaning, i.e isotopy in their attempt to appeal to the readers. For instance, the isotopy of /uniqueness/ was successfully created in the following text with the descriptive adjectives, such as *exclusive*, *unique* and *wonderful*.

“... *Animal Adventures provide an **exclusive opportunity** to join sea World’s Marine Mammal Trainers in a **unique interaction** with some of the ocean’s **most wonderful marine creatures**” (A2)*

Besides, the extensive use of **superlatives** which was evident in Singapore travel brochures, could have contributed to the high frequency of descriptive adjectives in Singapore brochures, as demonstrated by the following examples extracted from S5.

“*Stroll into **the world’s largest walk** through butterfly flight dome and be greeted by out playful lemurs, swooping fruit bats and inquisitive mousedeer.*”
 “*Come explore **the best rainforest Zoo** in the world, where over 3000 animals and an exciting ecological adventure awaits you!*”

These superlatives were used to highlight the distinguishing features and create comparison, corresponding to the intention of the writers of the brochure to single out the particular tourist destination from other tourist destinations (Pakkinen, 2005). Besides, the use of these adjectives is also related to the conative function of the brochures, which is to influence the emotion of the readers so as to convert them from the potential clients to the ultimate clients (Borra, 1996, as cited in Jørgensen, 2004).

Implications

Based on the findings from the study, a sample lesson for using travel brochures in the teaching of product/ service description is illustrated in Figure 1. This sample lesson is proposed based on the genre-based approach in view of the potential of the said approach in developing the learners' oral communication skills (Herazo, 2012).

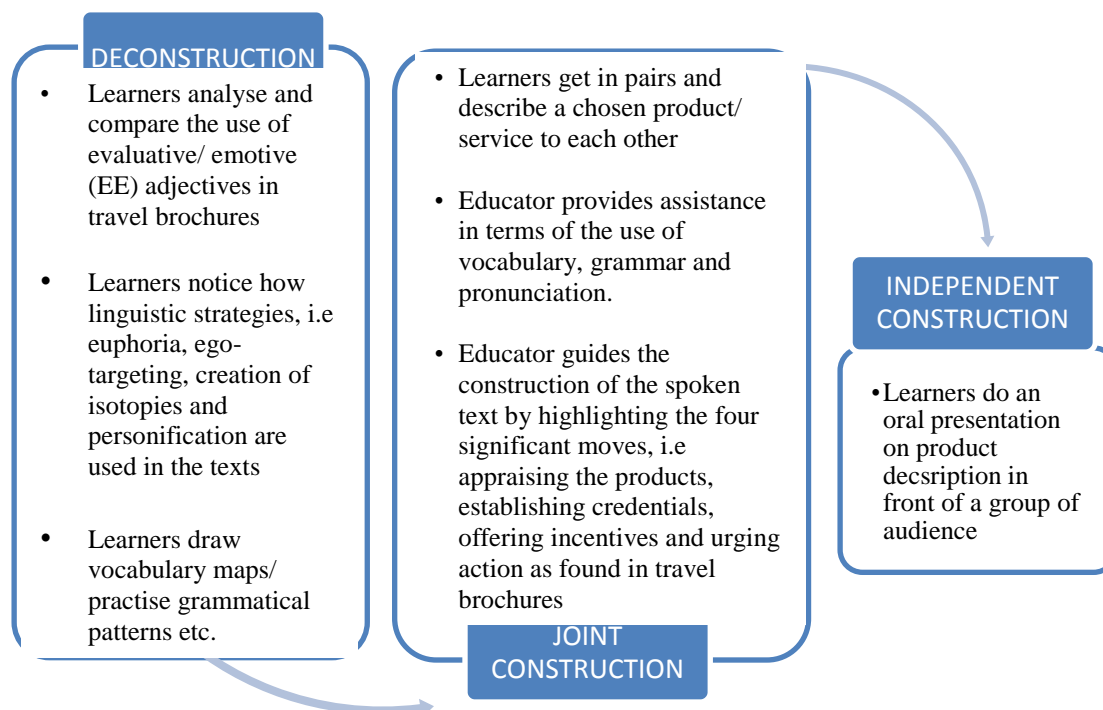


Figure 1: A sample lesson which incorporates the use of travel brochures

As it is highlighted in Figure 1, at *Deconstruction* stage, the learners are given the travel brochures from which they will be asked to analyse the salient lexico-grammatical items, i.e evaluative/ emotive adjectives used in the brochures. An educator-guided discussion, focusing on the target audience and the communicative purposes of the texts will be heated up. At the same time, the learners can be led to see as how linguistic strategies are used by the writers to achieve their communicative purposes. Since numerous examples of descriptive adjectives, particularly evaluative/emotive (EE) adjectives were found in travel brochures, educators can help the learners to build an enriched vocabulary repertoire on EE adjectives before they first approach the description genre. Travel brochure is the perfect place to begin with. Students can be asked to do a mini oral presentation with the EE adjectives identified from the brochures so as to prepare them for the task of product/service description. Other suggested activities are drawing vocabulary maps and practicing the particular grammatical patterns found in the travel brochures.

At *Joint Construction* stage, the educator can guide the learners towards constructing their spoken texts by giving additional assistance on how to enhance their product description through manipulating the four most significant moves identified from the travel brochures, which are appraising the products, establishing credentials, offering incentives and urging action. Lastly, at *Independent Construction* stage, the learners are expected to apply the learnt lexico-grammatical items in their oral presentation on product/service description.

Conclusion

In concluding, travel brochures can be well adapted to facilitate the teaching of product/ service description. This claim is supported by the extensive repertoire of descriptive adjectives found in travel brochures. Language instructors can create awareness among the students on the use of different types of descriptive adjectives for achieving different communicative purposes. These adjectives, particularly EE adjectives, colour and SQE descriptors which are influential in projecting a positive image of the subject described, can be used effectively to enhance description. Some linguistic techniques, such as euphoria, ego-targeting and the creation of isotopies were also found to be effective in enhancing the description genre, hence students can also be exposed to these linguistic techniques through the use of travel brochures in language classroom.

Besides, the four most significant moves, which are appraising the products, establishing credentials, offering incentives and urging action, found in travel brochures can be used as reference for vocational students to do their product/service description. On the whole, these points suggest that travel brochures can be better tailored and used as effective teaching materials in language classroom, with a splash of creativity and determination from the educators.

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