

Discourse of tourism: rhetoric and metaphorical aspects (in education and tourist brochures)

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Abstract. Modern transportation and communication technology, the Internet, have put people closer together, made the world a tiny place indeed, thus making interaction and cooperation between countries faster and ever more consistent. Growing numbers of interpersonal connections on the global scale often level traditions and cultures. Development of mass culture is making people, to some extent, similar. The urge to stabilise one's internal structures of personality had become a natural reaction to these processes, that is why creating positive cultural image is now a pressing need for many. Tourism as a type of cross-cultural communication is one of the powerful stimuli for that need as well as the source of positive perception of one's environment. In this article we will address the *following issues*: text rhetoric of educational and tourist brochures as well as their discourse, connected by genre of educational tourism brochure. We argue that it is possible to build and enhance the positive image of a region by means of linguistics, i.e., using a particular method of discourse – language of tourism – and various techniques that we point out when we describe specific features of discourse of education and discourse of tourism.

1 Introduction

The conceptual background of our research is presented by works of various scholars that look into the language of tourism and its discourse (G. Dann, A. Jaworski, E. Castello, S.Masi, I. Kissi, E. Manca, Kang, N. & Yu, Q., M. Gomez, S. Gandin etc.). We also used some postulates of theory of linguistic portrait by Martin Nielsen.

This article aims at describing the rhetoric of discourse of tourism as a factor that affects formation of a region's positive image, consolidation of regional identity, and attracting tourists as well as students to a region or an education institution that we wish to promote.

To illustrate how a professionally compiled brochure text can influence the desire to visit a city/region/educational institution, we address the following objectives: 1) identify the role of the discourse of tourism in the formation of consumer and narrative types of cultural attitudes to a territory, i.e. regional identity based on those types of attitude to the environment; 2) discriminate and describe specific features of the language of tourism as a discourse method that influences the construction of a positive region's image; 3) examine two types of discourses (tourism and education) and describe tourist and education brochures

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(including online brochures) from the linguistic, rhetoric and metaphoric perspective; 4) describe how knowledge promotion metaphor is created in education brochures; 5) provide a thorough analysis of the main steps in the creation of a persuasive text message.

The above-mentioned objectives determine various types of research methodology. We have chosen the following research procedures: lexical analysis, semiotic analysis, discourse analysis, linguistic analysis and text interpretation, comparative analysis of tourist brochures and education brochures. At some point of our research, we have also used elements of definitive and contextual analysis as well as quantitative analysis.

The target of the research procedure described in this article is two intertwined discourses - tourism and education - as linguistic actions and their results (= text).

We describe methods, techniques and rules that an author of a brochure employs to make the message of the text that he or she creates convincing and perceptible. The scientific novelty of the information given in this article is that by observation and classification of the main components of the language of tourism we point out the significance of education metaphors and describe a new type of a metaphor, that is, knowledge promotion metaphor, that has not been described heretofore, as well as we identify its place in the rhetoric of educational brochures (those brochures that describe an educational institution).

We look into the specifics of communication parties and message itself that can be meaningful and important to create an effective tourist or education brochure text. Therefore, we performed lexical and grammar analysis of how expressive text means can be used in the discourse of education and tourism and how they could interact.

The results of our research about certain patterns and techniques used in tourist and education brochures could be applied to make such texts ever more efficient. The research data could also be used to produce study guides for students that study linguistics, philology, translation, or students of other tourism/education related fields.

We claim that:

the author of tourist or education brochures follows the same rules that a rhetorician would follow, uses hermeneutic comprehension techniques to optimize the meaning, objectified in a text.

the main motive of metaphorization, that is aimed at taking readers for potential tourists/students, defines the text rhetoric, shaping a knowledge promotion metaphor, which we claim to be a heretofore non-defined type of learning metaphors (other known types being: knowledge acquisition, participation and knowledge creation metaphors).

the understanding of a brochure of an educational institution is similar to understanding a literary text: its author wishes to put the reader into reflexive stance to deconstruct the meaning by using certain hermeneutic techniques.

2 Materials and methods

Regional identity is the key concept in defining the way we see contemporary tourism. Creating and promoting imaginary or wishful places is directly connected with the concept of regional identity, which makes it a powerful and popular tool in contemporary tourism, where authors often attempt to create new symbolic meaning for places, reinforce and promote their specific features. This article pays particular attention to analyzing tourist brochures that actively use con-temporary language of tourism to communicate meaning.

Sabrina Francesconi reasonably points out that the language of tourism depicts the tourist destinations and services in persuasive, encouraging and alluring manner, and makes them visual with dynamic images and vivid colours [9]. Hence, we cannot assume that the texts of the discourse of tourism as well as the discourse of education are simply pragmatic advertising texts. They could be categorised as a specific type of mass-communication,

multimodal discourses, which combine the features of advertising, popular science, didactic discourses and other polycode discourses (using verbal, iconic, graphic codes).

If the discourse of tourism has the argumentative potential, contributing to effective persuasion to visit a destination for leisure or for self-education purposes, then the argumentative potential of the discourse of education may be to persuade a recipient to get education in a certain place or area, a city or a country. Thus, educational institution cannot and should not be considered separately from the area where it is located, nor from the country. It is quite clear that, in promoting a tourist destination, we would not only provide our recipient with new information, but also draw attention to educational institutions, and information about those can become an integral part of a tourist brochure. If we engage in promotion of an educational institution, providing at least some information about its neighbourhood seems to be a necessity. It could well be that the line between a tourist and a student, or a student and a citizen might fade because some initial texts of the discourse of education and the discourse of tourism had been made to fit this purpose. Therefore, in this article we propose to consider the discourse of tourism and the discourse of education in their interaction, in the attempt to identify as many general and specific patterns and mechanisms to create an effective message as possible.

Specific representation of time is one of the language of tourism properties. For instance, frozen time ("... Tour around Kibiji, a region perpetually alive with history and romance." [10]), denial of time and connection to the past, ("At Suwa Taisha, one of the oldest sanctuaries in Japan, people still worship the spirit of nature and perpetuate the mysterious and primeval festival of Onbashira [11]")

Another language property of tourist brochure is representations of magic and presence of magical fairy images, which assumes detaching from reality and ordinariness. ("The forest indeed felt like a magical place. The entire ground was covered in a thick layer of moss, which also grew on rocks and gnarly roots of trees...." [11], "Uncover the ancient mysteries of Egypt on this action-packed itinerary that is purpose-built for families." [12].)

Moreover, there is emphasis on the motive of realizing brochure reader's (potential tourist) dreams. ("And what better way to do so than exercise your right to freedom by traveling around the world and making the trip of your dreams come true?" [13]).

Graham Dann notes that the language of tourism is the language of social control [14], which tries, by the use of a number of resources, to "control" readers, aiming to "turn" them into tourists, but giving the impression of unlimited freedom of action. In this respect, the focus is on the conative function, implemented through the following features of language of tourism: the use of "consumer's" imperative that "coaxes" a reader to visit an advertised area, region or country, i.e. it is proposed to become a consumer of a "product". ("Get ready to go beyond the main streets and into the heart of a destination" [12]).

Analyzing the language of tourist brochures allows to identify a number of verbal techniques, that, by their impact on a reader, form the following groups:

Differentiation technique draws attention to original and peculiar qualities of the object being described, by using different expressive means and stylistic devices. (Metaphors: "For others, it's travelling with a group of people, getting out of that bubble of familiarity..."; epithets: "Every Intrepid adventure starts with curiosity"; [12], etc.)

Personalized targeting (or "self-targeting" as Dann put it, i.e. "targeting a person" [14]). This technique is based on manifestation of self: "your needs, your satisfaction", and seamless transition to your inner self, your identity. ("You want freedom and flexibility as well as the highlights – that's why we craft tours that give you both" [12])

Appealing to mythology implies a kind of return to the ancient times, to the natural, the unspoiled and the true: "Be mesmerised by the mother of all Inca cities – Machu Picchu" [12].

Describing specifics of local cuisine makes a bright indicator of identity, that is able of creating, preserving and passing on the unique qualities and characteristics of the people, their culture and territory that they dwell in (“Food is a great entry point to a new culture, whether you’re making bread in an earthen oven during a Berber homestay or watching your kids help a local Yangshuo chef select produce for dinner at the market, our trips include food experiences that enhance your adventure and give your family a taste of the local flavours.” [12].

To determine the most enduring features of the representation of a phenomenon (here: local residents, guests or the region) we use the concept of motive. Thus, the main motive in presenting the so-called local residents is the hospitality motive or cordiality. You are always welcomed, respected, and appreciated. (“The combination of rich culture, friendly people, exciting activities, great food and stunning scenery make Thailand an ideal family destination.” [12]).

The motive of safety is becoming one of the leading motives in the COVID-19 era. Now it is very important to persuade that the travel destination is not on-ly attractive, but also safe. The motive is realized in two ways – by appealing to reason and senses.

Being safe is now synonymous to being happy: “Riviera Travel’s industry-leading health and safety practices, flexible booking options and “our happiness guarantee”, will ensure you have an unforgettable holiday without compromise” ([15]). The motif of safety can be hidden by appealing to traveler’s bravery. To travel nowadays is synonymous to being brave: “Whether you’ve been travelling with your kids for years or you’ve never left home, we want to lead you to those moments of discovery, to satisfy that curiosity, to be Intrepid. Because now, more than ever, the world needs more Intrepid people. [12]”.

Authenticity and genuineness motive depicts local people as the true representatives of their land, close to nature, generous and persistent. “By sharing laughter, stories and adventures with local people, you and your kids can learn about different ways of life, together. More importantly, you’ll find common ground.” [12])

Personification as a discursive method that creates positive image of a region becomes one of the most popular and effective ways to promote a tourist destination, and consolidation of regional identity. At the same time, there are a few ways to use personification in regional discourse: metonymic use of a regional leader as a representative of the whole region and shaping its image; using a legendary or fiction character as a regional symbol. This option of personification of regional image is currently one of the most popular and effective ones, as all of its instruments are based on employment of mythology. As an example, consider creation of such “myths” as “Village Gadovo – Homeland Gorynych the Drag-on”, “Caves of Staritsa – home of Kashchei the Immortal”, and the new museum – “Museum of Goat” in Tver.

Using personification in discourse of tourism gives meaning to a certain territory, it is also a kind of myth creation activity or mythologization. Therefore, personification of regional image, based on mythologization, is a way to create the image of a territory, which should be the most memorable and emotionally perceived by both local residents of a territory and by guests. Thus, there is consolidation of regional identity based on the narrative style of cultural relations with the environment, which involves mythic connection and sense of belonging to a “small home” through “narratives”, so called “tailored myths”, family histories.

Personification itself shall be one of the meanings, which a reader comes to think of when reflecting on the reality that they find in a text of a tourist brochure.

3 Results

3.1 Rhetorical and metaphorical characteristics of education and tourist brochures

Authors of texts – tourism or education – are a kind of “rhetoricians”. Prior to what is normally referred to as “communication”, at “pre-communication stage”, i.e. before drafting a text as discourse of tourism or discourse of education, its author, as a rhetorician, would try to answer three basic questions: what to say (what information to bring to recipients’ attention and how much information)?; how to say (by what means of expression would best reflect certain piece of information)?; where to say (which section of a brochure best fits certain piece of information)?

We consider the first three stages (canons) as they are the most important ones for our research, and how they are followed in discourse of tourism and discourse of education (see. Table 1).

Table 1. The first three stages (canons) in discourse of tourism and discourse of education

| Inventio (What to say?) | Dispositio (Where to say?) | Elocutio (How to say?) |
|--|--|--|
| <p>Emphasis on certain ideas, promises or, as we put them, <i>motives</i>:</p> <p><i>1) the motive of trust and support:</i> “it never ceases to amaze me how students from very diverse cultures, religions and creeds, live and study together so well and make such long-lasting friendships.” [16]</p> <p><i>2) the motive of experience and self-confidence:</i> “I have been associated with the summer programme for many years and in that time thousands of young people have attended our courses.” [16]</p> | <p>Arrangement of primary and secondary information in a text affects comprehension and shapes reactions of recipients. The above mentioned Concorde College brochure opens with the Message from the Principal (placed in page 1), main points being reiterated towards the end of the article/section.</p> | <p>We would like to address the specifics on metaphorization at this particular stage, and define a brand new type of metaphor – knowledge promotion metaphor.</p> |

Thus, as we speak of *rhetoric of discourse of tourism* and *rhetoric of discourse of education*, and consider their manifestations in tourist and education brochures, we look into ways to efficiently communicate with the reader (persuade), induce positive emotions and attitudes, that could lead to a visit to a certain travel destination or an application to the educational institution described.

Research in *Media Studies* has defined some significant features of *rhetoric communication parties*. Effective persuasive message is made up by four types of factors: *specific features of a communicator* (for instance, their expertise and genuineness), *specific features of audience* (presence of education needs, motivation to gain knowledge, to avoid failures, presence of structured attitudes, etc.), relations between communicator and audience, *specific features of a message* (such as use of inward and outward verbs, adjectives with rich positive connotations) (see Table 2).

Table 2. Effective persuasive message of rhetoric communication parties

| Specific features of a communicator | Specific features of a recipient | Specific features of the message |
|--|---|--|
| <p>Communicator's expertise ("We enjoy a reputation for providing effective language lessons and running well-organised activities and excursions...[17])</p> <p>Communicator's genuineness ("We believe strongly that an enriched and exciting curriculum will embed and continue the rapid improvement...[17])</p> | <p>Presence of needs: to acquire knowledge; to provide access to education for someone (one's child, for example); to promote safety.</p> <p>Motivation to avoid failures / to achieve success <i>("Our school is a happy, caring and safe place, where all children achieve success and go on to fulfil their potential and contribute to society"</i> [18])</p> <p>Structure of attitudes (recipient's attitudes towards the subject or issue that is being addressed to in a text). Communicator is reaching out to both emotions and reason.</p> | <p>Structure of a message. A message could be more effective should it have more or less defined introduction, main argument, and brief summary.</p> <p>Lexis of a message.</p> <p>1) Frequent use of "we" is caused by communicator's desire to picture the educational institution as something solid, integral, and unite.</p> <p>2) Frequent use of verbs that are pointed at the recipient (or <i>outward verbs</i>: <i>offer, provide, aim, want, strive, wish for</i>) and verbs that are pointed at the communicator (or <i>inward verbs</i>)</p> <p>3) Reinforcing important nouns (curriculum, school, teachers, approach) with adjectives that mean personal features and qualities (such as <i>good, caring, friendly, happy and secure</i>), intellectual qualities (<i>creative, enriched</i>), socially important characteristics (<i>rich and innovative</i>).</p> |

We pay particular attention to describing the specifics of tourist and education brochures as a particular genre. Like Natalia Ruzhentseva, who defines tourist brochure as a complex and multicomponent secondary genre [19], and Martin Nilsen, who considered brochure as

a genre and offered its linguistic profile [20], we give a detailed account of internal and external textogramme matrices of tourist and education brochures (see Table 3).

Table 3. The internal and external textogramme matrices of tourist and education brochures

| External Matrix | | |
|----------------------------------|--|--|
| | Tourist brochure | Education brochure |
| Communication intention | Provide information about a travel destination, attract potential tourists' attention. | Provide information about an educational institution, attract potential students' attention. |
| Object communication recipient / | Potential tourists and visitors, general public | Potential students, their parents or lawful guardians |
| Source / Sender | Department / ministry of tourism, companies or individuals | Educational institution (as well as its board or administration) |

External matrix assumes consideration of such features as size, format, paper quality, images or infographics, and verbal characteristics, presence of macrostructure, isotopy of denotative and connotative groups, intertextuality, inclusion of sender and recipient.

Another significant genre characteristic of tourist and education brochure is presence of obvious *macrostructure* (see Table 4).

Table 4. Genre characteristic of tourist and education brochure

| | |
|---------------------------|--|
| School brochure | Contents; references to celebrities that have visited the destination; useful addresses; list of important sights and events. |
| Primary school prospectus | Message from the Principal; the creed, school's mission; general information about the school and its structure; schedule; supervising agencies; emphasis on inclusion and equality in education; health and safety; rules of conduct. |

Genre specific features of education brochures are: (1) presence of macro- and microstructure; (2) close proximity of education and tourist brochure to creolised texts; (3) connection between elements of discourse of education and discourse of tourism by various rhetoric relations.

3.2 Knowledge promotion metaphor as a new type of education metaphor

Perception of learning in general is quite metaphorical. Before our research there used to be three types of metaphor of education: knowledge acquisition metaphor, participation metaphor, and knowledge creation metaphor. A. Sfard [21] gives the following characteristic to dichotomy of the learning process (see Table 5).

Table 5. The characteristic to dichotomy of the learning process

| | Acquisition metaphor | Participation metaphor |
|---------------------------|--|---|
| Learning goals | Individual enrichment | Community building |
| Learning is... | Acquisition of something | Becoming a participant |
| Student is... | Recipient, consumer | Peripheral participant, apprentice |
| Teacher is... | Knowledge provider, facilitator, mediator | Expert-participant, preserver of practice |
| Knowledge / Concept is... | Property, possession, commodity (individual, public) (personal and public) | Aspect of practice, of discourse, action |
| Knowing is... | Having, possessing | Being part of the whole, participation, communicating |

Sami Paavola and Kay Hakkarainen claim that, in the modern world, participation in science-related work requires continuous development from both individual experts and groups, companies, as well as creation of innovative products and reliable new knowledge [22]. Here the new perception of reality and its reflection in *knowledge creation metaphor* is emphasised. Analysing texts of education brochures that are at the crossroads of discourse of tourism and discourse of education, allows to highlight yet another type of education metaphor – *knowledge promotion metaphor*. Now the focus is on the process of attracting a person as a recipient of knowledge (a student) to the place where knowledge could be given (school, community, city, country, perhaps, website or other resource). Visualization of knowledge promotion metaphor becomes part of a broader process – *metaphorization*, which, based on metaphors and other tropes (epithet, synecdoche, metonymy, etc.) contributes to inducing recipient's reflection during perception of the text of educational brochure. Metaphorization is a type of rhetorical technique that helps putting the recipient into reflective position. In discourse of education recipient is a potential student, and reflective attitude is the process of choosing an educational institution in the course of reading a text of an education brochure.

In order to trace the way text of education brochure affects its reader, we use rhetorical-reflexive analysis – examine and describe the impact of rhetorical means, techniques and methods on reflection of the processes of understanding and use of hermeneutic techniques in reception of education discourse text.

The notion of hermeneutic techniques that contribute to effective inference of reflective position [23], is the key factor to understand the nature of the effect that a text could have on reader's imagination, and, therefore, their desire to visit a given travel destination. Particular attention should be paid to the group of so-called authorly hermeneutic techniques, i.e. rhetorical techniques that are used by the author of the text of education brochure to infer reflective position on the recipient. We shall look into metaphorization techniques in more detail. Metaphorization techniques, actualised through a metaphor or implemented by other tropes (epithets, hyperbole, synecdoche, etc.) are intended to achieve differentiation, identification of unique features and characteristics of the object described by the using different expressive means and stylistic techniques. The following Table (see Table 6) shows the main ways of metaphor implementation on different linguistic levels in education brochure:

Table 6. The main ways of metaphor implementation on different linguistic levels in education brochure

| | | Phonemic and graphic level | |
|------|-----------------------------------|--|---|
| oeia | onomatopoeia | At Wiggles & Giggles Day Nursery our aim is for your children to have a safe place for them to have fun, learn and develop their education. [24] | Often used in titles for young learners' courses. |
| | alliteration | A safe learning environment that promotes academic excellence and social well-being for all students grades six to eight. [25] | Used in student and/or staff reviews to support the main idea of a message (here – the idea of safety). |
| | assonance or vocalic alliteration | Our activities are based on the play styles and schemes our children prefer as well as creating new experiences for them. [24] | Very frequent is the word <i>our</i> . Thus, the motif of pride is emphasised. |
| | euphonia | It is our goal to foster curiosity, develop a strong educational foundation and establish a life-long love of learning for each and every child. [26] | Euphony is often used to enhance positive perception of a message. |
| | graphon | CEP—which allows the district to offer FREE breakfast & lunch to all students at no charge. [25] | Euphematic use of capital letters draws parents' attention to key topics and issues. |
| | | Lexical level | |
| | vocation-related terms | CEP —which allows the district to offer FREE breakfast & lunch to all students at no charge. [25] | Professional lexis and jargon are used quite frequently. Moderate use of those makes author seem more reliable in the eyes of a reader. |
| | metaphor | We also pride ourselves on supporting the parents as their child <i>enters new milestones</i> and achievements. [24] | The meaning that is built by metaphors emphasises positive points of education. |
| | epithet | A supportive and responsive environment inclusive of a diverse population of learners. [25] | One of the most frequently used tropes that allows to emphasise descriptions and point out various positive qualities of the educational institution. |

4 Discussion

We shall point out how language of tourism could be applied to proposed educational tourism brochure. Popular mobile apps, online magazines and websites of education institutions and travel destinations make it quite logical to use the proposed text to create an online brochure, as we put it. Online brochure may be a complete clone of the printed version or a website with custom design and additional functions. Both options allow for unification of education brochure and tourist brochure into one subtype – educational tourism brochure. This should

allow to use all data from our research and support our claims, that any complete account of a travel destination has to include information about its education institutions, and vice versa – there has to be at least some information about the neighbourhood, history, and culture when we want to talk about an educational institution.

Online educational tourism brochure should be a standalone website about a travel destination, that includes information about education institutions and more or less detailed account of the region, the city and at least some information about the country. Structure of such websites is similar to a printed brochure, and the information from the website could, if needed, be used to draft a hard copy.

Using knowledge promotion metaphor helps to create a text that arouses reflection, calls for positive meanings — emotions, promotes an education institution and the city.

Detailed account of the rhetoric of discourse of tourism and discourse of education allows to describe main aspects of creating an effective message (brochure text) that could be used in all stages of writing brochures for cities/regions as well as for education institutions.

Discourse of tourism and discourse of education, therefore, become a link in the chain of building and enhancing image of a region.

The discovery of the whole new type of metaphor – knowledge promotion metaphor – can be the major stimulus to further research of metaphor in general, as well as to look at the genre of education brochure as the powerful instrument that affects public opinion and increases aspirations for better education.

Hermeneutic prospective of brochures gave us significant insights in regards to its author and reader. In the process of reading an education tourist brochure that has, for instance, various motives in description of locals/guests/the region, detailed infographics and semiotics of images, accurate system of rhetoric relations, colourful metaphors, readers tend to understand the text, process the information, reflect on it — thus creating so called “secondary text” that demonstrate approaches to the meaning.

The findings of our research show the following directions that could make use of the concept of knowledge promotion metaphor: One of the most promising aspects would be creating effective paper based/online brochures, various mobile applications with GPS and augmented reality technologies. Such applications can be automated guides (route is set by the app), guidebooks (app gives notifications about the sites that are close to user, provides information on them), and augmented reality photo album (app superimposes historical photos/videos on the image in your screen, for example, photos of the Old Volga Bridge in Tver with lampposts). Providing content this way seems practical, engaging, and fun.

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