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TEXT THEORY IN THE CONTEXT OF TOURIST DISCOURSE AND ITS RELEVANT ISSUES IN TEACHING

Abstract. This article is devoted to explaining text theory within the framework of tourism discourse and to analyzing current issues encountered in teaching tourism-related texts. Today, tourism is viewed not only as an economic sector but also as a space for cultural and linguistic interaction among people. From this perspective, texts presented through tourist advertisements, posters, brochures, and websites are considered the primary tools of tourism communication.

The study analyzes promotional posters created by travel agencies for various destinations, identifying how tourism texts are structured and which linguistic and cultural means are used to influence the audience. The results of theoretical and discourse analysis demonstrate that tourism texts are aimed not merely at providing information, but at influencing tourists' emotions, constructing an attractive image of travel, and encouraging decision-making. Evaluative vocabulary, cultural codes, and calls to action play a particularly significant role in such texts.

The article also addresses the application of text theory in the context of tourism discourse within the educational process. During one week of practical classes, a noticeable change was observed in students' perception of tourism texts: they began to view them not only as sources of information, but also as tools of persuasion. This confirms the effectiveness of using authentic, real-life materials in teaching tourism texts.

The findings of the study can be applied in the training of tourism professionals, as well as in research within the fields of tourism discourse and applied linguistics.

Keywords: tourism discourse, text theory, tourism text, pragmatics, cultural code, tourism education.

Introduction

Today, tourism is viewed not only as an economic sector but also as a space where interpersonal communication, cultural representation, and the exchange of experiences take place. The interaction between tourists and destinations, as well as between service providers and consumers, is largely

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shaped through texts. Tourist advertisements, brochures, guides' narratives, and tourism websites all constitute integral components of tourism discourse.

Tourism discourse is characterized by a set of distinctive features. Texts within this discourse are not intended solely to convey information; rather, they aim to attract the reader's attention, create a specific impression, and encourage tourism-related decision-making. For this reason, tourism texts frequently employ emotional coloring, evaluative language, cultural symbols, and markers of national identity. This specificity necessitates a separate linguistic examination of tourism texts.

Text theory is regarded in linguistics as a key scholarly field that explains the structure, meaning, and function of texts. However, texts operating within the framework of tourism discourse differ from traditional texts in terms of their pronounced pragmatic orientation and clearly defined communicative goals. Consequently, the analysis of tourism texts requires not only a general text-theoretical approach but also a consideration of their specific discursive context.

In the process of training professionals for the tourism sector, tourism texts are widely used in educational practice. Nevertheless, practical experience shows that the teaching of tourism texts often remains limited to linguistic or informational aspects. The discursive nature of the text, its cultural implications, and its pragmatic purpose are not always sufficiently taken into account. This limitation hinders future specialists from fully understanding tourism communication and applying it effectively in professional contexts.

From this perspective, examining text theory within the context of tourism discourse and identifying key issues in its teaching constitutes an important scholarly task. Addressing this issue enables a deeper understanding of the specific features of tourism texts and contributes to the more effective organization of the teaching process.

The aim of this article is to analyze the main principles of text theory within the framework of tourism discourse and to systematize the key challenges that arise in its teaching. To achieve this aim, the concept of tourism discourse, the distinctive features of tourism texts, and contemporary academic approaches to their instruction are examined.

Literature Review

In the contemporary tourism industry, linguistic and cultural aspects play a crucial role. Tourism discourse is not merely a medium for transmitting information; rather, it represents a complex communicative system that facilitates interaction between tourists and destinations [1, 2]. Through social, cultural, and pragmatic dimensions, tourism discourse influences tourists' perceptions, emotions, and decision-making processes [3, 4]. Tourism texts—including brochures, guide texts, tourism websites, and advertising slogans—not only convey information but also shape tourists' emotional responses, encourage specific actions, and enhance the attractiveness of destinations [5, 6].

G. Dann conceptualizes tourism discourse as a form of institutional communication, in which texts are oriented toward a specific target audience [5]. In addition to providing information, tourism texts stimulate tourists' emotions, increase their interest, and shape their motivation to travel. A. Jaworski further develops this idea by emphasizing the social and cultural impact of tourism texts. According to his research, tourism texts actively employ cultural codes and symbols, which play a significant role in constructing the image of a destination [2, 3].

From the perspective of text theory, tourism texts exhibit several stable characteristics. First, they demonstrate an address-oriented nature: texts are always directed at a specific audience and take

into account the cultural and social context of tourists [9, 10]. Second, they possess a strong pragmatic orientation, as they aim to attract, persuade, and motivate readers toward particular actions [11, 12]. Third, tourism texts frequently rely on cultural codes and stereotypes, enabling the creation of a recognizable and memorable image of a destination [13, 14]. These features transform tourism texts from mere sources of information into cultural and cognitive communicative products [6, 7].

The pragmatic aspect is one of the core characteristics of tourism discourse. N. Fairclough and T. van Dijk view tourism texts as instruments of social and cultural influence [15, 16]. Such texts do not simply transmit information; they shape tourists' interpretations and cultural orientations. Through tourism texts, tourists' expectations are formed, motivation is enhanced, and decision-making related to travel is facilitated. This is particularly significant in the context of globalization, as tourists accumulate preliminary experiences through texts even before embarking on a journey [17, 18].

In modern language and tourism education programs, the teaching of tourism discourse occupies an important position. However, numerous studies indicate that several challenges persist in this field. J. C. Richards and T. S. Rodgers note that language teaching often prioritizes grammar and vocabulary, while insufficient attention is paid to text structure, discursive features, and pragmatic functions [22]. J. Harmer further emphasizes the need to balance theoretical instruction with practical application in the teaching process [23].

L. M. Mikhaylova, E. Vasilyeva, S. Zharkynbekova, and S. Issina argue that teaching tourism discourse requires a comprehensive approach that integrates linguistic, discursive, and pragmatic components [10, 11, 19]. Only through mastering such an approach can students effectively produce tourism texts, understand their impact in professional contexts, and apply them appropriately in real-life situations.

Franceschi V. and Hartle S., as well as R. Hallett and J. Kaplan-Weinger, point out that current curricula rarely integrate theoretical knowledge with practical tourism texts [5, 4]. This gap between theory and practice often results in students' insufficient development of professional competencies. P. Bori highlights the importance of critically analyzing tourism texts, as this enables students to understand persuasive strategies, cultural codes, and emotional effects embedded in such texts [6].

Furthermore, foundational studies in text theory and discourse analysis—particularly those by Halliday M. A. K. and Hasan R., Brown G. and Yule G., E. Kubryakova, and R. Barthes—provide analytical tools for examining text structure, cohesion, semantics, and communicative functions [16, 17, 21, 18]. These approaches make it possible to systematize tourism texts, identify their distinctive features, and incorporate them effectively into the educational process.

In conclusion, the literature review demonstrates that tourism discourse is a multidimensional phenomenon integrating linguistic, cultural, and pragmatic aspects. Discourse analysis and text theory offer a solid methodological foundation for understanding tourism texts. However, their full application in pedagogical practice remains underdeveloped. Systematizing and integrating scholarly approaches can enhance the effectiveness of teaching tourism discourse and contribute to the development of future professionals' competencies [1–23].

Results

The conducted study demonstrates that the key principles of text theory within the context of tourism discourse are clearly manifested in the authentic textual materials used by travel agencies. The application of theoretical, discourse-analytical, text-linguistic, and pedagogical methods made it

possible to confirm that tourism texts differ fundamentally from traditional informational texts. The findings emphasize that tourism discourse represents a complex communicative phenomenon characterized by strong addressee orientation, pragmatic intent, and a pronounced cultural dimension.

Theoretical analysis revealed that the texts found in travel agency promotional posters belong to the domain of institutional discourse. Rather than merely describing tourism products, these texts function to influence tourists' emotional perception and guide their decision-making processes. As highlighted in the literature, tourism texts primarily perform a persuasive function rather than an informative one, and the analyzed posters fully support this assumption. Although the textual volume of these posters is limited, their pragmatic and semantic load is exceptionally high. Thus, the theoretical analysis confirms that tourism texts are based on the principle of "minimal text – maximum impact."

The findings indicate that the effectiveness of tourism texts lies in the strategic selection and organization of linguistic resources. The frequent use of evaluative adjectives, emotionally charged expressions, and culturally marked references contributes to the creation of an appealing and memorable representation of the destination. These elements not only enhance the persuasive power of the text but also facilitate rapid comprehension and emotional engagement on the part of the tourist. Consequently, tourism texts operate as optimized communicative units in which linguistic economy is combined with high pragmatic efficiency, reinforcing their role as a central mechanism of tourism communication.

Table 1 – Key Textual Features of Travel Agency Promotional Posters Identified through Theoretical Analysis

Feature	Description
Communicative purpose	Encouraging the purchase of a tourism product
Text length	Short and concise
Lexical choice	Evaluative and emotionally charged
Addressee	Clearly defined tourist audience
Cultural content	Symbolic and stereotypical

Discourse analysis was conducted based on promotional posters containing textual content produced by specific travel agencies. Widely distributed advertising posters promoting destinations such as Turkey, Dubai, Paris, and the Turkistan region of Kazakhstan were selected for analysis. These posters clearly illustrate the key linguistic and pragmatic features of tourism discourse (Figure 1). The results of the discourse analysis indicate that the structure and content of the texts displayed in the posters follow a shared typological model. In particular, the texts systematically employ strategies of direct or indirect address to the tourist, promise-making, persuasion, and the acceleration of decision-making. Expressions such as "All Inclusive," "Luxury tour," "unforgettable vacation," and "spiritual journey" are aimed not at providing precise descriptions of the tourism product, but at constructing a positive and attractive image in the tourist's imagination.

The analysis revealed that visual and textual elements in the promotional posters function in close interaction, reinforcing the persuasive potential of tourism discourse. Linguistic components are frequently supported by visual imagery depicting luxury, comfort, cultural heritage, or emotional experiences, which intensifies the overall communicative impact. This multimodal combination strengthens the pragmatic effect of the text by appealing simultaneously to rational expectations and

emotional aspirations of potential tourists. As a result, tourism posters operate not only as informational media but also as powerful instruments of symbolic representation, shaping destination branding and influencing tourists' pre-travel perceptions and choices.



Figure 1 – Advertising Posters of Travel Agencies Promoting Various Destinations

Contextual analysis demonstrated that cultural and social codes specific to each destination are clearly reflected in the texts. These features are particularly evident in the promotional posters produced by travel agencies (Figure 1). For example, posters promoting Turkey emphasize comfort and leisure, whereas texts advertising Dubai foreground elitism, luxury, and a modern lifestyle. In contrast, posters designed for Turkistan predominantly highlight historical memory, spiritual values, and symbols of national culture. This diversity confirms that tourism texts are not universal in nature but are consistently shaped by specific cultural contexts.

The results of text-linguistic analysis provide deeper insights into the structural characteristics of travel agency poster texts. Although the texts presented in Figure 1 display a relatively limited use

of cohesive devices, a high level of coherence is maintained. This phenomenon can be explained by the brevity of the texts and their close interaction with visual components. Lexical-semantic analysis further reveals that tourism texts prioritize abstract evaluative vocabulary over precise denotative information. Words such as “exclusive,” “unforgettable,” “premium,” and “luxury” constitute the core semantic elements of the text and directly influence tourists’ emotional perception.

Table 2 – Findings of the Text-Linguistic Analysis

Textual Feature	Degree of Occurrence
Cohesion	Low–moderate
Coherence	High
Evaluative vocabulary	Very high
Imperative forms	Frequent
Cultural codes	Moderate–high

The application of the comparative-analytical method involved comparing the texts of travel agency promotional posters with traditional informational and academic texts. The comparison revealed fundamental differences in the structure and function of tourism texts. While traditional texts prioritize informational accuracy and logical coherence, tourism texts foreground emotional impact, persuasion, and motivational appeal. This distinction confirms the necessity of considering tourism discourse as an independent object of scholarly investigation.

Table 3 – Comparative Characteristics of Tourism and Traditional Texts

Parameter	Tourism Text	Traditional Text
Primary purpose	Persuasion	Information provision
Emotional tone	High	Low
Cultural component	Active	Limited
Interaction with the addressee	Direct	Indirect

As a result of applying systematization and classification methods, the core features of travel agency promotional poster texts were standardized. The findings indicate that tourism texts are based on three stable components: addressee orientation, pragmatic goal-directedness, and cultural content. Although these components appear at varying degrees across the analyzed posters, they are consistently present and constitute the structural core of tourism discourse.

The results of pedagogical approbation confirm the relevance of the theoretical assumptions within the educational process. Practical classes were conducted over the course of one week with second-year tourism students (27 participants), during which authentic promotional posters from travel agencies were analyzed. At the initial stage, most students perceived the texts primarily at an informational level and experienced difficulties in identifying their pragmatic and cultural layers. In particular, understanding the manipulative nature of emotionally evaluative vocabulary proved to be challenging.

During the classes, students frequently raised questions such as: “*How does this text persuade the tourist?*”, “*Must a cultural code necessarily be national?*”, and “*How does this text affect an international tourist?*” The final discussion at the end of the week revealed a qualitative shift in students’ perception of tourism texts. They began to interpret texts not merely as linguistic structures, but as instruments of influence within tourism communication.

Thus, the research findings demonstrate that the use of authentic travel agency promotional posters in teaching text theory within the context of tourism discourse is highly effective. The results obtained through all applied methods clearly reveal the complex, multidimensional, and pragmatic nature of tourism texts and provide a solid foundation for developing the professional communicative competence of future tourism specialists.

Discussion

The conducted study demonstrates that text theory within the framework of tourism discourse is actively realized in contemporary tourism communication. The analysis of promotional posters used by travel agencies confirms that tourism texts function not merely as informational tools, but primarily as communicative mechanisms that influence tourists' emotions, imagination, and decision-making processes. This finding is fully consistent with studies that conceptualize tourism discourse as a form of institutional and persuasive communication [1], [2], [3].

The results further reveal that the brevity of texts used in tourism posters does not diminish their content; on the contrary, it enhances their persuasive impact. In many cases, slogans consisting of only a few words are sufficient to construct a vivid image of leisure or travel in the tourist's mind. Instead of precise factual information, such texts predominantly rely on evaluative units such as "*unforgettable*," "*exclusive*," and "*luxury*." This clearly illustrates the principle of "minimal text – maximum impact" characteristic of tourism discourse and indicates that limiting analysis to classical text theory alone is insufficient for understanding tourism texts [5], [6].

A closer discussion of the discourse analysis results shows that the texts of travel agency posters follow a specific pragmatic scenario. The tourist is not addressed as a neutral reader, but as a potential consumer ready to take action. Consequently, expressions such as "*book now*," "*limited availability*," and "*don't miss the discount*" are frequently employed. These linguistic strategies are designed to accelerate the decision-making process and reveal the manipulative dimension inherent in tourism discourse. This observation aligns with existing research on persuasive strategies in tourism advertising texts [4], [6], [15].

Interpreting the results of text-linguistic analysis allows for a deeper understanding of the structural features of tourism texts. The limited presence of cohesive devices in poster texts does not indicate weakness; rather, it reflects the close interaction between textual and visual components. In tourism posters, meaning is often constructed not through logical textual links, but through shared emotional and cultural scenarios. From this perspective, coherence in tourism texts is achieved less through grammatical structure than through overall impression and imagery. This finding highlights the need to adapt the concepts of cohesion and coherence from text theory to the specific conditions of tourism discourse [16], [17], [21].

The results of the comparative-analytical analysis clearly demonstrate that tourism texts should not be equated with traditional informational or academic texts. While academic texts prioritize logical accuracy and informational completeness, tourism texts foreground emotion, impression, and persuasion. This distinction supports the argument that tourism discourse constitutes an independent object of linguistic inquiry [12], [14].

Discussion of the systematization and classification results reveals that travel agency poster texts consistently contain three core components: addressee orientation, a clearly defined pragmatic goal, and cultural content. Although these components manifest at varying levels in individual posters, they collectively preserve the internal logic of tourism discourse. This structure underscores

the importance of teaching tourism texts not as isolated collections of words, but as holistic communicative models within educational contexts [10], [19].

The discussion of pedagogical approbation results further highlights the practical significance of the study. Over the course of one week, students' perceptions of tourism texts underwent a gradual transformation. Initially, students approached the texts primarily from an informational perspective; by the end of the instructional period, they began to recognize their persuasive, influential, and image-building functions. Students' questions and contributions during discussions indicate the emergence of a critical understanding of tourism discourse. These findings confirm the effectiveness of integrating theoretical concepts with authentic, real-world materials in the teaching of tourism texts [22], [23].

Overall, the discussion of the findings suggests that limiting the teaching of text theory in the context of tourism discourse to traditional linguistic analysis is insufficient. Only a comprehensive approach that integrates discursive, pragmatic, and cultural dimensions enables future tourism professionals to fully understand tourism communication and apply it consciously and effectively in professional practice. This study provides a solid foundation for improving tourism education programs and further developing methodologies for teaching tourism discourse [8], [11].

Conclusion

This study demonstrates that text theory within the context of tourism discourse is not merely a set of abstract theoretical concepts, but an effective analytical tool for understanding real communicative processes in the contemporary tourism industry. The analysis of promotional posters used by travel agencies clearly shows that tourism texts are not limited to the transmission of information; rather, they influence tourists' emotions and imagination, forming a preliminary image of travel even before the journey begins. From this perspective, tourism texts may be regarded as the first and most significant channel of communication between the tourist and the destination.

The findings confirm that the structure and content of tourism texts are directly determined by their communicative purpose. Short and concise poster texts exert influence on tourism-related decision-making through the use of evaluative vocabulary, cultural codes, and calls to action. In such texts, the strength of impact proves to be more important than informational completeness. This specificity indicates that analyzing tourism discourse solely within the framework of traditional text theory is insufficient and highlights the necessity of examining it within a broader discursive context.

The combination of research methods applied in this study made it possible to reveal the multidimensional nature of tourism texts. Theoretical analysis identified the institutional character of tourism discourse, while discourse analysis and text-linguistic analysis demonstrated how texts are oriented toward the addressee and which linguistic and cultural means are employed to exert influence. Comparative analysis clearly showed that tourism texts should not be conflated with academic or purely informational texts, as they possess their own internal logic and communicative function. Pedagogical approbation further confirmed that these theoretical insights are both relevant and effective within the educational process.

One of the most significant outcomes of the study was the observed shift in students' perceptions of tourism texts during practical classes. Initially, students approached the texts primarily as sources of information; by the end of the instructional period, they began to recognize their persuasive, influential, and image-building functions. This transformation underscores the importance of using authentic, real-life materials in teaching tourism discourse.

Based on the research findings, several practical recommendations can be proposed for the training of tourism professionals. First, teaching tourism texts should not be limited to linguistic structure alone, but should also address why the text is created and for whom it is intended. Second, incorporating authentic materials such as travel agency posters, website texts, and advertising content into the curriculum can significantly enhance students' professional thinking. Third, teaching students to critically analyze tourism texts—by identifying persuasive strategies and mechanisms of influence—can help shape them into conscious and effective communicators in their future professional practice.

Future research may extend the present study by comparing tourism texts across different cultural contexts, examining the specific features of texts used on digital tourism platforms, or investigating tourists' reception of tourism texts. Such directions would contribute to a deeper understanding of tourism discourse and further refinement of methodologies for teaching it.

In conclusion, a profound understanding of text theory within the context of tourism discourse and its practical application in education plays a crucial role in shaping the professional communicative competence of future tourism specialists. This study represents a modest yet meaningful step toward strengthening the connection between theoretical reflection and pedagogical practice in the field of tourism discourse studies.

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ТУРИСТИК ДИСКУРС КОНТЕКСІНДЕГІ МӘТІН ТЕОРИЯСЫ ЖӘНЕ ОНЫ ОҚЫТУДАҒЫ ӨЗЕКТІ МӘСЕЛЕЛЕР

Аңдатта. Мақала туристік дискурс аясындағы мәтін теориясын түсіндіруге және туристік мәтіндерді оқытуда кездесетін өзекті мәселелерді талдауға арналған. Туризм бүгінгі таңда тек экономикалық қызмет саласы емес, сонымен бірге адамдар арасындағы мәдени және тілдік қарым-қатынас кеңістігіне айналып отыр. Осы түркізілген алғанда, туристік жарнамалар, афишилар, буклеттер мен веб-сайттар арқылы берілетін мәтіндер туристік коммуникацияның негізгі құралы ретінде қарастырылады.

Зерттеу барысында туристік агенттіктердің әртүрлі дестинацияларға арналған жарнамалық афишилары талданып, туристік мәтіндердің қалай құрылатыны, қандай тілдік және мәдени құралдар арқылы әсер ететіні анықталды. Теориялық талдау мен дискурс-талдау нәтижелері туристік мәтіндердің ақпарат беруден гөрі туристік эмоциясына ықпал етуге, белгілі бір сапар бейнесін қалыптастыруға және шешім қабылдауға итермелегуге бағытталатынын көрсетті. Мұндай мәтіндерде бағалаудың лексика, мәдени кодтар және әрекеттегі шақыру элементтері ерекше рөл атқарады.

Мақалада туристік дискурс контексінде мәтін теориясын білім беру үдерісінде қолдану мәселесіне де назар аударылды. Бір апталық практикалық сабактар барысында студенттердің туристік мәтіндерді қабылдауы өзгеріп, олар мәтінді тек ақпарат көзі ретінде емес, ықпал ету құралы ретінде түсіне бастағаны байқалды. Бұл туристік мәтіндерді оқытуда нақты, өмірден алғынған материалдарды қолданудың тиімді екенін көрсетті.

Мақала нәтижелері туризм мамандарын даярлау үдерісінде, сондай-ақ туристік дискурс пен қолданбалы лингвистика саласындағы зерттеулерде пайдалануға ұсынылады.

Кілт сөздер: туристік дискурс, мәтін теориясы, туристік мәтін, прагматика, мәдени код, туризмді оқыту.

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ТЕОРИЯ ТЕКСТА В КОНТЕКСТЕ ТУРИСТИЧЕСКОГО ДИСКУРСА И АКТУАЛЬНЫЕ ПРОБЛЕМЫ ЕЁ ПРЕПОДАВАНИЯ

Аннотация. Статья посвящена объяснению теории текста в рамках туристического дискурса и анализу актуальных проблем, возникающих при обучении туристическим текстам. В современном обществе туризм рассматривается не только как сфера экономической деятельности, но и как пространство культурного и языкового взаимодействия между людьми. В этом контексте тексты, представленные в туристической рекламе, афишах, буклетах и на веб-сайтах, выступают основным инструментом туристической коммуникации.

В ходе исследования были проанализированы рекламные афиши туристических агентств, посвящённые различным дестинациям, что позволило выявить особенности структуры туристических текстов, а также языковые и культурные средства воздействия. Результаты теоретического анализа и дискурс-анализа показали, что туристические тексты ориентированы не только на передачу информации, сколько на эмоциональное воздействие на туриста, формирование образа путешествия и стимулирование принятия решения. Особую роль в таких текстах играют оценочная лексика, культурные коды и элементы побуждения к действию.

В статье также рассматриваются вопросы применения теории текста в контексте туристического дискурса в образовательном процессе. В ходе недельных практических занятий было зафиксировано изменение восприятия туристических текстов студентами: они стали воспринимать их не только как источник информации, но и как средство воздействия. Это подтверждает эффективность использования аутентичных, приближённых к реальной практике материалов при обучении туристическим текстам.

Результаты исследования могут быть использованы в процессе подготовки специалистов в сфере туризма, а также в научных исследованиях в области туристического дискурса и прикладной лингвистики.

Ключевые слова: туристический дискурс, теория текста, туристический текст, прагматика, культурный код, обучение туризму.