UNIVERSITAT POLITÈCNICA DE VALÈNCIA

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A multimodal linguistic approach of the promotion of tourist destinations on Facebook

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Resumen

El objetivo de este estudio es identificar los elementos metadiscursivos y multimodales que se aplican en el ámbito de la promoción turística en los medios sociales. Nos centraremos en las redes sociales y más concretamente en las páginas de Facebook que promocionan Valencia y el Reino Unido. El corpus constará de dos páginas en inglés y dos páginas en español. El objetivo es identificar las similitudes en el uso de los elementos del metadiscurso e identificar si existen grandes diferencias. Habrá un enfoque multimodal en los emojis y su uso en las páginas También se hará referencia, por supuesto, a la cultura y al estilo en el que los escritores intentan persuadir a los lectores con diferentes mecanismos. Las herramientas que se utilizarán serán un corpus con los posts de Facebook que se extraerán personalmente, lo que permitirá cuantificar la unidad metadiscurso y luego evaluarla. En general, este estudio busca sacar conclusiones sobre la forma en que se utiliza e implementa el lenguaje en los posts de Facebook para promocionar y persuadir a los asaltantes.

Palabras clave: Metadiscurso, Multimodalidad, Persuasión, Postura, Turismo, Redes sociales, Facebook, Promoción, Comunicación, Implicaciones, Emojis

Résum

L'objectiu d'aquest estudi és identificar els elements *metadiscursivos i multimodals que s'apliquen en l'àmbit de la promoció turística en els mitjans socials. Ens centrarem en les xarxes socials i més concretament en les pàgines de Facebook que promocionen València i el Regne Unit. El corpus constarà de dues pàgines en anglés i dues pàgines en espanyol. L'objectiu és identificar les similituds en l'ús dels elements del *metadiscurso i identificar si existeixen grans diferències. Hi haurà un enfocament multimodal en els *emojis i el seu ús en les pàgines També es farà referència, per descomptat, a la cultura i a l'estil en el qual els escriptors intenten persuadir als lectors amb diferents mecanismes. Les eines que s'utilitzaran seran un corpus amb els posts de Facebook que s'extrauran personalment, la qual cosa permetrà quantificar la unitat *meatdiscoural i després avaluar-la. En general, aquest estudi busca traure conclusions sobre la forma en què s'utilitza i implementa el llenguatge en els posts de Facebook per a promocionar i persuadir als assaltants.

Paraules clau: *Metadiscurso, Multimodalitat, Persuasió, Postura, Turisme, Xarxes socials, Facebook, Promoció, Comunicació, Implicacions, *Emojis

Summary

The aim of this study is to identify metadiscourse and multimodal elements that are implemented in the realm of tourism promotion on social media. The focus will be on social media and more specifically Facebook pages that are promoting Valencia and the UK. The corpus will consist of two pages in English and two pages in Spanish. The aim is to identify similarities in the use of metadiscourse elements and identify if there are any great differences. There will be a multimodal focus on emojis and their use on the pages also There of course will be reference to culture and the style in which writers attempt to persuade readers with different mechanisms. The tools that will be used will be a corpus with the Facebook posts that will be extracted personally, which then will lead the meatdiscoural unit to be quantified and then evaluated. Overall this study looks to draw conclusions about the way in which language is used and implemented in the Facebook posts to promote and persuade raiders.

Key words: Metadiscourse, Multimodality, Persuasion, Stance, Tourism, Social media, Facebook, Promotion, Communication, Implications, Emojis

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Index

Chapter One: Introduction

1. Introduction

The idea of communicating a message through the way you communicate a message has always been something that has been a source of great interest personally. In the words of Hoffman (1996, p. ix) "There is of course a close relationship between language, culture and communication, but it is possible to look at them from different perspectives, and to focus on one or two at a time without disregarding others". With this in mind the idea of this study was birthed.

The goal of this study is to look at the way in which messages are communicated through language and then analyse the language. As language is constantly evolving and adapting to modern day society it is only normal that new ways to communicate ideas are also adopted and popularised. It is when you throw in the idea of culture, and the way that it can affect the language being used begs the question: does that then also affect the message ?

In this study, through the analysis of texts in English and Spanish we will attempt to answer a number of questions about the communication of a message and the language that is implemented to get a desired effect. This study will look at language used to promote Valencia, London and the UK. This will be done through Facebook pages and the linguistic content they post when promoting the places mentioned above. As alluded to before, language is constantly evolving and a new part of language is the use of emojis, especially on social media platforms like Facebook. Therefore the study will also look to comment on the multimodality of

emojis and the semiotic relationship that they have with the written part of Facebook posts.

In total this study looks to better understand the way in which messages are communicated and how the language that is used in those messages is able to tell us a lot about the desired effect behind what is being written.

1.1. Justification

The justification for choosing this study does not solely fall into one area but under the umbrella of three different ideas. Within these three ideas the justification of this study should become more clear and give a better understanding to the reader as to why each section from the methodology, framework to conclusions were approached in the exact way that they were approached. Overall the justification should be looked at as a brief breakdown of the thought process that went into choosing this particular study and shed light on what decisions were made before the in depth analysis began.

The first area of interest is that although the complete idea may not be totally original in definition, there is not another study that is identical in terms of looking at the same parts of social media and examining the distinct areas that are looked into here, that is, metadiscoursal elements and emojis in Facebook webpages in two differente languages. In the theoretical framework there will be a mention of previous studies that have taken place and how they and this study have similarities and compare in certain ways. However this study in part was chosen due to the fact there was not another study that really looked into this form of touristic promotion from the same angles that this study took. The angle being the selection of four Facebook groups that promoted touristic destinations and identifying and extracting precise information. Therefore, it was interesting to look into previous research and then be able to compare and make certain assertions before starting this study completely blindly. There is also of course the interest in looking into new avenues that may not have been fully researched and adding to the research done and potentially helping other students or researchers in the future with their angle of study. To summarise

this is a key area to help with the justification of the study as it gives legitimate purpose to the study due to it being of sorts original in its specific field.

The second section of the justification of the study is that as someone who has spent all of their life living in the places that this study looks to investigate there is a sense of personal vested curiosity and interest in looking deeper into how in fact the language used affects our interest in these places. It is clear that tourism between the United Kingdom and Spain has always been a clear favourite among tourists within Europe and potentially even worldwide. There are several reasons and theories as to why but when thinking about it from the perspective of a linguist there arise several interesting ideas and theories. As previously mentioned, having spent a lot of time between the two places, there has always been an interest in looking at the reasons for the amount of travel from a linguistic point of view. Not all holiday destinations are bought only off a photo therefore the discourse and promotion by Facebook pages such as the ones chosen must have some form of impact on the decisions of tourists when it comes to deciding to choose these places to travel and visit. Overall this personal interest and curiosity connected to the impact of the discourse on travel also adds to the justification of this study.

Lastly in everyday life and the business world social media has become the crux of promotional content and the language aspect is often forgotten due to images being far more salient and in some cases easier to digest. This was an area that particularly drew interest as more often than not language (if used at all) is forgotten and not viewed as one of enticing ways to gain a better insight to what exactly is being promoted. In this study the products are touristic destinations therefore although the location potentially could be able to sell itself with its own qualities. There is the linguistic level that may indeed push a destination from being viewed as an option to completely pushing it into the limelight through an amalgamation of web tools, multimodality and language implemented. For the foreseeable future social media will undoubtedly continue to be the best form of advertising for all companies, especially Facebook. Not only due to the interaction between users on pages like the ones chosen for this study but the ability for user interaction allows the use of language to carry more weight and have more value then potentially a picture

therefore it is important to look at the linguistic side of social media such as these pages.

To finish the justification of the study is something that helps avoid confusion for readers as it allows them to understand exactly what the motivations for the study were. Aside from that it also gives insight into the reasons that specific areas were followed and focused on (and why others weren't). Finally the motivations mentioned here in this section all helped build and shape the study as a whole and also allowed a better background to the study which in turn gives the study a more well rounded and clear motivation.

1.2. Objectives of study

Although sometimes confused, the justification and objectives are two different sections that should be distinguished from early on to make sure that the difference is understood. Having finished the justification section logically the objectives are what will follow. In essence the idea of this section is to state what is looking to be achieved during this study. Also making some predictions as to what the results of the study will be. At this stage it is impossible to say if they will be or are different from previous studies, all those questions will be answered in the results section once they have been collected. As for this section the idea will be to simply state the objectives that are looking to be achieved and later the results will be considered. This allows also for the study to remain focused on clear and important areas as opposed to getting stuck down irrelevant worm holes of information that have little or nothing to do with the study.

The first objective of the study is to take a deep dive into the social media platform Facebook .The analysis will happen in a way so that the can be compared and contrasted, therefore giving us information about certain language that can be used on one page in a certain instance but on other pages used differently for other purposes. This also links to a smaller objective of researching and commenting where necessary on the way in which the web has evolved. This will include looking at a brief history and understanding better the ways in which it has changed in order

to give users better and more opportunities to interact and connect on these platforms like Facebook. Also importantly to look at the way the owners of the chosen pages look to use the web as a promotional tool to get attention from users through discourse and multimodality.

The second objective of the study relates to metadiscourse and the analysis of that. Using Ken Hyland's (2005b) stance feature, to analyse the language that is used on the Facebook pages selected. This is to see how often linguistically a specific stance feature appears. Also to ascertain if they are used in the same way across all pages or whether there is a stark difference between pages due to a specific linguistic style they have chosen to adopt or due to a page being in Spanish or English. Within this objective it is also very crucial to think about ideas of promotional language. To attempt to look and identify if there is any blatant promotional language that is used while using the stance features and to look to see which feature it appears in most.

The third objective of the study is to identify whether or not there is a difference in the language that is used on the Facebook pages in English and Spanish. There are both two Facebook pages in each language so there is equal opportunity to analyse this factor. If in fact there is a difference in the way that language is used in English and Spanish, then the next step is to attempt to identify what the difference is. Such as if it pertains to the use of a particular stance feature or whether there is a whole new other factor to consider. This also falls into what was mentioned in objective two in terms of looking to identify similarities or differences and to comment on them.

The fourth objective of the study is in relation to multimodality. Within this study there will be a focus on multimodality, with a specific concentration on the use of emojis on the Facebook page's posts. The proposed objective is to identify the multimodal use of emojis within posts on the Facebook pages and analyse the use and the different types of emojis used. Also depending on the specific message that is being presented by the writer what emojis are used and to look to comment on whether they are able to work in a semiotic way with the text or if they simply are just used as stand alone items to add colour and have little to no relation to the text itself.

11

To conclude the objectives section, it once again, is important to make the point that these are the objectives of the study. This means that these are what we are looking to identify and analyse during the study, by the end the goal would be to ascertain whether or not they were feasible. During the period of study and research there is no doubt that other ideas and potential objectives may appear but the objectives mentioned in this section of the study should be viewed as the main ones for this study. Any others that appear during research or objectives that were not clearly answered will be included at the end of the study in the section looking at future potential studies and possible avenues for the future. To summarise, the objectives allow focus to remain on the theme of the study while pointing out clear goals for what is looking to be understood by the end.

1.3. Structure of the study

The structure of a study is always very important as it affects the way in which readers will digest and understand the information that is being shared. Due to this it is vital to make a clear and concise structure that is easy to follow and understand.

The study will begin by explaining the theoretical framework of the study. This in essence gives a breakdown of all the avenues that will be followed during this study. The definitions and description of the key subjects of the study will be provided. Such as: metadiscourse, multimodality and web related areas. It will also give background information about the study in terms of looking at past related studies and relating the sections to the main question of the study.

The next section of the study will be the methodology. This is fairly self explanatory, the section will go into depth about how exactly the information was extracted from the Facebook pages and how the pages were selected. It will also give a short description of the pages and Facebook itself in order to give a better and more precise understanding as to why Facebook was chosen. It also goes into detail about what was done with the language taken from the Facebook posts and how it was divided and placed into different linguistic sub sections.

After the methodology section it will move onto the results and discussion section. In this section the results from the corpus made from the Facebook posts will be talked about. In this section the objectives will be referenced to see if they were achieved and an overall general breakdown of the information will be explained and analysed. After this there will be some discussion as to why the results came out how they did and if they were what was expected or related to other studies.

The final part of the study will be the conclusion. Within the conclusion the whole study will be referenced as well as final thoughts and potential for further studies or future works. This section will bring the study to an end and state whether or not there is a clear stand out answer to the question of the study and if there is, is it the answer that was expected. If not how could this benefit other studies or future studies and is there a possibility for use of this study in the future or for someone to use it to help correlate their ideas or build off of it to launch a new study.

Chapter two: Theoretical framework

2. Introduction

Within this section of the study the theoretical framework will be discussed in great detail in order to give a clear outline of the study and what previous ideas, themes and studies have contributed to the progression and framework of this work. Within this section there will be three main areas that are looked at (as well as others that are intertwined and inherently connected through various ideas and sources). To begin with the section will look at the specific genre of webpages, more closely looking at tourism and the web, then the second part will be focusing on the phenomenon of multimodality, more specifically with a focus on emojis and their meaning and then in the last section the focus will be on Metadiscourse which is the framework of analysis to be applied for the corpus analysis

Overall this section should lead into the analysis of the web pages and give a clear idea of what exactly is looking to be achieved and focused on with regards to the main question of the study as a whole.

2.1. Webpages, Tourism, and the Web

In this section the focus will be on looking to make clear how webpages, tourism and the web are all related and link within this section to give a more clear understanding as to why they are included in the study as a whole. When talking about tourism in this section the focus will be looking at how tourism is linked with marketing and promotion of tourist destinations. Also the way in which the promotion of tourism has changed and how that it has become linked with social media and websites such as Facebook. This then also incorporates the Web and the way in which the evolution of the web encouraged the interaction and connectivity not only with people but with businesses looking to promote things such as tourist destinations.

2.1.1. Tourism

According to Cambridge dictionary, tourism can be defined as, "the business of providing services such as transport, places to stay, or entertainment for people who are on holiday". This is of course as true today as it was fifty years ago, however with the development of the internet and the rapid growth it has undergone, modern day tourism has a much larger scope and reach than ever before, and there is no sign that it will stop anytime soon. The fact is that tourism can mean slightly different things to different places. It is true that the dictionary definition mentioned is accurate but for some countries, cities or villages tourism can save or destroy the livelihood of thousands of people. We can look at the examples of places like Mexico, once internal factors begin to affect the country tourism is immediately affected. For example places that were once viewed as luxurious, such as Acapulco in Mexico, go from the destination to visit, to unknown or perhaps worse known for the wrong reasons and the tourism potential lost and forgotten. Therefore although in theory tourism can be seen as something on the surface as simple there are far more complexities which factor into tourism.

The style of tourism promotion is something that needs to be addressed, being one of the main focuses of this study it is important to mention the great progression that it has gone through in order to analyse where it is now. In the past some of the more common ways for people to learn about a holiday destination was through a travel agent, who would suggest places based on budget and any previous requirements made, for example a beach. There of course was also word of mouth and recommendations from family and friends.

As with any form of marketing, promotion and advertisement the first thought for the majority of businesses would be how can they use the internet to better get their product, message or idea out there to the masses, and due to information and update being the key functions of the tourism industry the Web 2.0 has had a great influence on the tourism business and tourist (Sigala 2011). This is no different with

the tourism industry, in all reality advances in technology could be viewed nowadays as the backbone of all the tourist industry, long gone are the days of families filing into travel agent's offices in order to look at the options for this year's summer holidays. The internet is a tool that gives all potential customers the options to endlessly research, book and dissect every last detail of their holiday all while being sat at home without paying a penny. There is of course an abundance of information on the internet when it comes to travel and therefore without a doubt there is a portion of it that simply can't be trusted when looking for credible information, but with the rise of the Web 2.0 things became a lot more personal and collaborative meaning that once again it wasn't a sweaty travel agent or your friend's cousin giving you travel advice. It became an uncountable mass of people sharing opinions and experiences within an online community all over the world which gave more credibility to websites/blogs/pages that have a good reputation and a loyal following. This is where social media also becomes a major factor in not only advertising but also the industry itself, you would be hard pushed to find any hotel, city or even country that doesn't have a number of verified social media accounts showing off its finest and most touristic parts. Overall the rapid growth and development of the internet has changed the world in so many different ways and given birth to a whole diverse and new style of interaction and accessibility, therefore there is little doubt that this will only continue to happen and the tourism industry will flow from the internet to airports and then around the world.

Debatably, one of the most important updates that have occured over the last twenty five years with regards to the internet would be the Web 2.0 and the impact that it has had on the way in which we now use and interact on it, even more so when we refer to tourism and aspects related. The Web 2.0 essentially is the next step of the internet where it developed into more interaction and communication between users through tools such as blogs, widgets, wikis and social media. These ideas are alluded to by Miltiadis D. Lytras et al "Web 2.0 a platform that focuses on openness, read-write paradigms, participation from all, is shifting authority of content creation in hands of end-users and is encouraging social networking." (2008, p. 134). Once again this quote reinforces ideas based around the Web 2.0 having a huge focus on the collaborative side that links directly to this study as social media's main role and functions are communication and interaction between users, especially

16

when we add the element of tourism reviews and promotion via specific pages or accounts.

As with all new concepts and ideas at their inception there is always debate and slight differences between what exactly is perceived to be the correct definition. One perspective is as said by O'Reilly "Web 2.0 doesn't have a hard boundary…You can visualise Web 2.0 as a set of principles and practices that tie together a veritable solar system of some or all of those principals" (2022, p. 1). This is key because within this study the social media is at the core of the analysis as the pages that will be looked at are all from the social media platform Facebook. Also when thinking about interaction and collaboration this immediately links to tourism as previously mentioned the way in which the industry is shifting it is becoming more and more apparent that consumers look for advice from other consumers instead of looking to so-called travel experts to give their opinion on a destination or hotel. This highlights the collaborative process of the Web 2.0 that is vital when looking at online interactions between customers, whether it is taking place on a blog, comments section of a website or a social media platform such as Instagram or Facebook the tourism industry is being curated and monitored by a community of online customers and users. As clearly stated by Lllinger:

> [...] by observing the external environment of tourism enterprises concerning Web 2.0, the most crucial fact is the continuous development of new technologies and innovations. Therefore tourism suppliers have to support a constant monitoring process of the market and always try and find new ways of adopting Tourism 2.0 to the newest trends. (2010, p. 30)

This highlights the constant evolution and concentration that is needed when looking at the tourism industry after the creation and development of the Web 2.0. Not only are the customers constantly updating and becoming a lot more active but the businesses themselves are also in constant need to update in order to not to fall behind the times. There would be little use in having an active Myspace account when Facebook, Instagram and even Tiktok are what the modern consumer would use.Therefore in order for the business to keep attracting new customers they must adapt to what is popular, whether that is the latest social media or the new style of

posting. For example using specific language, hashtags or even emojis to engage or attract attention. Growth being key for business and overall acceptance that social media is the way forward like mentioned here by Sigala (2011) the use and widespread adoption of different types of social media has become key for businesses with regards to the industry of tourism. Showing the business has had to get with the times or risk missing out greatly on an untapped source. Overall these key factors of the Web 2.0 all link to the study and add interesting insight into the multimodality and discourse of the chosen areas of focus.

2.1.2. Facebook and E-commerce

After the section on the importance of tourism and Web 2.0, this subsection leads into social media and the way in which it goes hand in hand with collaboration between users and tourism. To begin with this study will focus on perhaps the most famous and first well known social media platform globally, Facebook.

Facebook was created in the United States in 2004 originally as a way for Harvard college students to interact but soon blew up to be a worldwide phenomenon and as of 2006 anyone over the age of thirteen years old was able to create an account and connect with people all over the world for free. Facebook not only offers its users the option to create accounts for themselves but also to create pages that can also be visited by people all over the world by simply typing the name into the search bar. This gives businesses, fan accounts and almost anything in between the option to create promotional content and post it for free on Facebook via their pages.

Facebook would go on to introduce verified accounts, this is simply once a company, business or even celebrity had confirmed that the account or page belongs to them they will have a blue tick to signify that it is officially connected to that entity. This, therefore means that users could potentially have more faith in the page as it is officially connected to the entity and not a random third party owner who is using it for reasons related to scam or fraud. This then results in users interacting and using this page more often as it has the blue tick. It is on verified pages where marketing and advertising can be done, links to other websites and photos give

Facebook pages the ability to become something that can convert a business into a success by amounting followers, likes and good reviews by other users. It is in this area where it can be directly connected to the tourism industry and one of the many reasons Facebook was chosen for this study as it has many functions that Instagram for example does not.

It would be a flat out mistake for any form of business on a large or even small scale not to have a Facebook page to help better represent themselves to a wider audience. Therefore when we shift the focus directly onto tourism it is clear that Facebook page's would be one of the best and most obvious ways to promote tourism. According to the I Barómetro Social E-commerce in Spain (done by Social-Buy.com) with a sample of 1,300 Spanish enterprises and businesses, the sectors of tourism and hotels were those that resorted more often (84% of the Spanish enterprises) to the use of social media to promote their products/services. Amongst other findings from the I Barómetro, Facebook was the social media most commonly employed for social e-commerce (23.9%) followed by Twitter (12.4%). Likewise, the use of Facebook to promote services in the UK.

The page is able to post a message about a destination or hotel and attach a photo and a link. Below the post there is a comments section for previous and new customers to interact and share experiences and advice about the specific location or item. This works two fold as the page will strive for a higher level of service so that past customers not only come back and visit or help with the promotion but they also recommend and even comment on the post which in turn may attract other new customers and popularity to the page and touristic item being promoted, all on behalf of the business for free. This of course can work against the business if they have a lot of negative comments or reviews on their Facebook pages or websites. This where interactivity of the Web 2.0 and social media platforms is at its peak as users don't need to have anything else in common except the fact they have both found their way to a specific page, then are able to interact and get into discussions on the page in the comments section.

With regards to this study and the Facebook pages used, the goal was to have all these ideas and a good understanding of the platform and the different

functions that can be achieved on Facebook before any further analysis. The pages are not directly linked with a brand of hotels or one specific market, they are diverse with the content they post and the style in which they chose to use in the approach of tourism online. Like all other pages they also heavily rely on the interaction of users whether it's simply liking the page, liking the post or commenting and/or replying to other comments that have been made.

Section 2.2. Multimodality

Multimodality is something that surrounds us in everyday life and often goes unnoticed due to it being subtle at times and something that is not often considered when looking at promotion on places like websites or social media. However it certainly should be seen as crucial when looking at the promotion of pretty much anything and even more so when we link it to the concept of the study, the promotion of tourist destinations. When looking at the relevancy of multimodality, as the combination of different modes with potential meaning, and how it links to the web and social media we should take into account Kress' words, "the world of communication has changed and is changing still; and the reasons for that lie in a vast web of intertwined social, economic, cultural and technological changes" (2010, p. 5). Multimodality expands into a vast and diverse category of different factors that can be seen when looking at the Facebook pages that have been chosen for this study. Therefore, it is integral that we take time and consider these ideas and take a close look into their effect and the weight they hold within the space of promotion.

As always it is good to establish a clear definition for multimodality, to put it in a simple way and as said by Kress (2010) it is the mix of writing, image and colour and how they work in a semiotic way in order to communicate meaning. This could be anything from a sign on the motorway, a brand of washing up liquid or the way in which a news website has been designed. Multimodality in essence can be thought of as a mode of communication, through it, ideas can be communicated. For example an image can only communicate so much and the same can be said for a colour or an image but when the three are combined a clear message is

communicated. Red could be perceived as danger, when a huge cross is added that enforces that message and then finally the words in block capitals saying stop all add to the message and communicate that you should stop. This is an example of multimodality, and although the study carried out here does not have an extended focus on images or colours, it certainly includes the visual mode through the use of emojis and emoticons and thus, it is important to make sure that these ideas are something to bare in mind while other areas of multimodality are further researched in this study.

Taking all this into account, the reason that multimodality has been chosen to be part of the study and appears in this section is fairly simple as it's got so much influence on the promotion of the destinations considering that despite the use of visual modes, the messages posted on Facebook tend to be accompanied by emojis, as elements with a the role of emojis is highly interpersonal meaning the role of emojis is highly interpersonal. As clearly put by Ledin & Machin "how seemingly innocent designs want to persuade us that we have certain needs, that we can change ourselves and the planet by consumption" (2007, p. 1). This is the goal for travel promotion companies through their Facebook pages, the use of design and other devices both linguistic and visual to get interest in the places. The study would be lacking a big part of analysis that helps us better understand the reasons why certain posts are written in a specific way and attached to certain images. With regards to the Facebook pages under analysis in this TFM, they upload a cover photo and a profile picture, these along with the name of the page are the first things that the user will see and be drawn to. This means that the webpage design is key as it is the first multimodal element that attracts potential consumers. The cover photo goes along the top of the page almost as a banner and the profile picture is near the top left corner, which is where eyes would usually automatically go to, as it is the same with regular user profile pictures.

However, considering that my aim is to look into how writers convey their stance and engage with potential consumers of the destination, rather than looking at the multimodality of the Facebook webpage design, I have opted to look at how the written message is accompanied by multimodal elements, in this case emojis. Not only have they had a sudden surge in popularity with the youth, so much so a

film came out solely based on them, but also they have infiltrated everyday communication and even certain emojis have now been added to the dictionary therefore officially being recognised as communication as opposed to a cute add on to a text to a friend.

It is important to mention once again the basic stylining of the posts just to establish an idea but feel free to refer back to the methodology section for a more in depth and thorough description and break down. Moving onto the posts themselves they are done in a short punchy way and sometimes include hashtags and emojis. The reasons for these inclusions and this style of writing is so that people bother to read the post, if it was to be very long a lot less people would bother to read and just scroll on through Facebook without pausing to stop and read. Another area that needs to be mentioned when looking at the posts are attachments, these can come in the form of website links, photos or videos. They are often key when grabbing the attention of a reader and although they will not be looked at in great detail during this study as they are not wholly related to linguistic ideas and themes that are being focused on in this study. This is highlighted by Ledin & Machin "will carefully think through a visual design, in fact build its entre identity as an outlet from this point, to address a specific market segment…this means when such readers come onto the their pages they feel correctly engaged not only by the content but also by how it is presented" (2007, p. 3). The quote is referring to how news sites are designed, however Facebook and these promotional pages will also follow in this style in order to capture an audience.

2.2.1. Emojis and multimodality

To begin with it is vital to make the distinction between an emoji and an emoticon as although often confused as the same they are not. Emojis were created by the Japanese Shigestaka Kurita, the word comes from e which means picture and moji which means letter or character. Whereas emoticons are created by using letters or punctuation markers to create symbols that have similarities to faces made to show emotion. The key difference being that emojis represent a far greater

amount of communication forms such as: gestures, emotions, objects, facial expressions and symbols. The grand variety makes emojis almost their own separate language as you can communicate whole sentences through the use of emojis alone. As stated by Zappavigna,"Parallels are often drawn between emoji and paralanguage, for instance analogising with relations between gesture and speech. Like co-speech gesture, emoji may be dependent on their linguistic co-text to varying degrees" (2022, p. 2). Therefore looking through a multimodal lense we can draw links from emojis with gestures as they both work in a semiotic way to help further develop a message that is being conveyed by one person to another.

Emojis come into my study as they are often included on Facebook in a number of different ways. For the most part emojis fall into a set of three categories in each post: ideational, interpersonal and referential. These come from the linguist Micheal Halliday and his theory about groupings and the term metafunction.

In this case using table as a reference we can see that ideational refers or relates to the ideas of the post presented in the emojis used. For example there are a lot of Union Jack flags in this specific post because it is pushing ideas of British patriotism that goes hand in hand with the major event that is being promoted, the Queen's Platinum Jubilee, therefore the flags relate to the post and add to the text in the post in this multimodal way presenting and pushing the message.

When we look at interpersonal emojis they can be grouped into this category because these are emojis that share a message between two or more people and communicate an idea and also message. For example if you look below at this screen shot of a post and the emojis that are included the use of heart eyes emoji is used to communicate the feelings of the writer about the specific thing that they are promoting. In this case is a flower arrangement is what is being promoted in this post, it is true that these are also helped by the multimodality of the post due to it containing a photo attached but the photo is also enhanced by the emojis communicating the message that it is in fact beautiful in the opinion of the writer. However if the emojis were to be negative it would change the sentiment of the post and photo, this is mentioned by Matamoros-Fernandez (2018) when talking about racism and emojis online with reference to Flemish political parties.

23

Finally the third section of the groupings is referential. This is a fairly common use and easy to spot, as can be seen in this example of a post that contains referential emojis. The use of the pointing emojis is fairly self explanatory as its purpose is to highlight and point the reader's attention to a certain area such as a hyperlink to a website to the event, city or thing that they are promoting. In essence these types of emojis are used to point out or reference to something unpersonal that has been established in the post.

As with all areas within this study it is important to link it to past studies that previously have taken place and use them as a reference and guide when starting up a new investigation in a related area. It is also vital to note that there have not been any other identical studies that have taken place therefore in this case it is an original idea it does not mean that we are not able to go back and look at similar studies and make reference and highlight similarities with this study itself.

In total emojis will go on to have a large impact on this study and use the ideas previously mentioned when thinking about a multimodal analysis. It is crucial to bear them in mind and reference them when it comes time to talk about what has been discovered and taken from the results.

Multimodality as a section in this chapter should be something that is also referenced and thought about as a whole when looking to analyse the results. However with an emphasis making sure to keep the focus on the multimodal use of emojis and how they convey so much more than people would begin to assume. In total, multimodality is a key pillar in this investigation and the study would have been lacking a number of major avenues of investigation if it was to be left out completely.

Section 2.3. Metadiscourse

The last area that will be mentioned in the theoretical framework chapter of this study is Metadiscourse. This could be seen as the most important section as it is

something that the study really stands on when it comes to the detailed analysis of the posts that have been taken from the four different Facebook tourism pages. As put by one of the most integral academics in the world of metadiscourse Hyland "metadiscourse contributes to the rational, credible and affective appeals which have characterised persuasive discourse since the time of the ancient Greeks"(2005b, p. 63). From this you could directly link it to the persuasive and influential language used on Facebook pages in order to attract people to look at their products, in this case for this study, tourist destinations such as the UK and Valencia. Therefore this section will explain in great detail what I understand by metadiscourse and the taxonomy applied to the posts analysed in this TFM. All the steps and research that was done ahead of time in order, all the steps and research that was done ahead of time in order to fully understand metadiscourse.

To start off it is important to understand what metadiscourse means and why it has any relevance to this study as a whole. As simply stated by Hyland (2005b, p. 3)

> Essentially metadiscourse embodies the idea that communication is more than just the exchange of information, goods or services, but also involves the personalities, attitudes and assumptions of those who are communicating.

With this key definition there are plenty of ideas that can be drawn and immediately linked with this study. This is of course common with any social media, (especially Facebook) that attitude and opinions that are shared are one of the more attractive features as you can share your point of view so candidly in a way that was not very common for people who did not work in journalistic jobs before Facebook. Metadiscourse within Facebook also clearly links to the tourism industry and the way in which the pages are able to convey messages with what they say and how exactly they post about a specific destination. Blogs were the most popular form of reviews left by people talking about experiences that they experienced and what's more travel blogs no doubt were some of the most popular however, although popular among older crowds they never quite became as overall popular and widespread as Facebook. To finish, although on the surface metadiscourse may seem as though it could be linked to lots of different ideas and subjects, in its most simple form its discourse about discourse. As clearly written by Hyland "we now recognise that

without metadiscourse readers would be unable to contextualise a text and writers unable to communicate effectively" (2005a, p. 14), and on this the study takes shape.

2.3.1: A definition of metadiscourse and its defining features

Metadiscourse has been normally defined as the linguistic material, spoken or written, which does not add anything from the propositional or content viewpoint, but helps the reader to organise, interpret and evaluate the given information (Vande Kopple, 1985; Crismore et al., 1993). This is normally the definition of researchers working within the broader interactive approach (Vande Kopple, 1985; Crismore et al. 1993; Hyland and Tse, 2004). In contrast, the so-called narrow approach defines metadiscourse through reflexivity with Ädel (2006) and Mauranen (1993, 2010) as their main representatives. Most of the research carried out on metadiscourse has focused on its role in academic and scientific genres (Moreno, 1998; Salager-Meyer,1994; Hyland, 1998, Carrió-Pastor (2021), Del Saz-Rubio (2021). Such research is based on a view of writing as a social and communicative engagement between reader and writer.

In Hyland's words (1998:438), metadiscourse is defined as "those aspects of the text which explicitly refer to the organisation of the discourse or the writer's stance towards either its content or the reader". From this definition, two main ideas stand out, metadiscourse helps organise discourse, and engage the audience, but also indicates the writer's attitude. These ideas are relevant for promotional genres because it is in the interest of the company to influence and persuade the potential consumer, as their most important communicative goal. In other words, through the use of metadiscoursal elements in the Facebook pages, an author can engage with the potential reader of the text and can turn the text into a friendlier one, while conveying the content and establishing a relationship with the reader.

Amongst the most representative and influential metadiscourse taxonomies those proposed for academic writing by Vande Kopple (1985), Crismore et al (1993),

Hyland and Tse (2004), and Hyland (2005) stand out. In this model Hyland includes a number of different ways in which it is possible to break down academic and non academic works and examine the interaction that takes place between the reader and the writer and through this model we are better able to analyse and understand the interactions taking place and also to observe the writer's attitude or stance. Particularly relevant is Hyland's (2005) view on interaction as integrating stance and engagement. This is the model that was used when looking at the Facebook pages and therefore it is vital to explain exactly how the taxonomy and the different categories it integrates. Hyands has two features that are used, stance features and engagement features, in this study the focus was looking at stance and engagement features therefore it could be said that we are more focused on the way in which the writers on the Facebook pages chose to write and show their attitudes and opinions rather than engagement features that are slightly more focused on the readers attitudes to what has been written.

Stance features are used as ways for the writer to express a number of different things such as opinion, attitude, commitments, judgements and even express feelings. According to Hyland, stance features should be divided up into four categories that enable us to better understand the precise characteristics that each category brings when using stance features to analyse. The four features of stance are: Hedges, Boosters, Attitude markers and self mentions.

Section 2.3.2: Stance features

A. Hedges:

Hedges are mainly used as a way to express a form of uncertainty by the writer within the particular stance that they are taking. One of the most useful aspects of hedges is that it allows a writer to take a position but not one hundred percent commit to it therefore not commiting to be fact but still presenting it in a way that doesn't bind it to the writer. The use of hedges on the Facebook pages selected are important as they allow the writers to talk freely about the destinations.They are able to state why they should be visited but with the ability to take the onus off of them as

they have included phrases like one of the most beautiful beaches and therefore avoid any legal or commitment problems while keeping their stance on the product they are talking about,

B. Boosters:

Boosters are used to accentuate the certainty of an expression. They more often than not are found in the form of different adverbs that are used to highlight the writer's different feelings and attitude to a far larger extent which gives the text a better idea of the writer's position. Typical boosters are: definitely, obviously, greatly, deeply, severely, surely and considerably. Boosters can often be found on the travel pages of Facebook as they are an integral part of the advertising and promotional language that is used in order to entice people to visit the page and the destination itself. They quite literally boost the interest and appeal of the destinations that the writer is mentioning.

C. Attitude Markers:

Attitude markers are used in a simple enough way to help express the ideas that the writer is looking to get across whether it is distaste or enjoyment or another type of attitude, they are expressed explicitly and directly. Attitude verbs, modals and adjectives are things that are often show up in different forms of social media as it is common for people or pages to post their attitudes on current events or the particular product in order to keep posting regularly and with a flare of personality, this was also common with blogs when they were at their peak of popularity. In terms of Facebook touristic pages attitudes markers are going to be common and more often than not very positive and as mentioned explicitly beneficial at promoting the pages and the destinations. Effectively there most likely will not be a large amount of negative attitudes expressed by the writers on the four pages that are included within this study as they are all looking to promote and represent in the most positive way possible.

D. Self mentions:

Are used in a way that allows the writer to really assert his presence in the text, this is very important when we link it to Facebook page posts. It allows the writer to present the product and then accentuate their presence on the page through the use of first person pronouns and possessive adjectives. For example: I, we, me, our are used to highlight that the writer is there and a part of the text. On the Facebook pages posts the use of self mentions is is vital as it not only shares a personal side of the writer, which is often views as the downfall of the internet (lack of personability), but it also invites the reader to be a part of something and also works on the psychological side of this type of discourse where perhaps the readers may not want to miss out on a certain thing and wants to be included on our amazing trip therefore is a supremely powerful tool.

With regards to stance features and Facebook groups there is a lot to mention and of course it is not possible to include it all or it would turn into a completely different study that is not focused on the same things at this one. However it is important to talk about the fact that these features of metadiscourse are something that are crucial in the analysis. They exact method of how the information was taken and looked at from Facebook has been mentioned in the methodology section but the main point here is to stress the overall relevance and applicability of stance and how it is a key part of what this study focuses on. The examples included in section 2.4.1 are all basic in principle but are clearly visible and will be referenced in the results section of the study in order to make clear when and where they
were used.

2.3.3: Engagement Markers

Engagement features are also incredibly useful to this study as they add a lot of extra information that may have been forgotten otherwise. They also give extra information about what writers are looking to say or prove with their texts. In this study the use of engagement features will be applied to the posts on the Facebook

pages. Engagement features are essentially a way for writers to establish a connection between themselves and the readers. They do this by attempting to use five specific features in order for the reader to feel as though they are included in the dialogue and not just a passive observer but a participant who is involved. Hyland uses the following five categories to divide them.

A. Reader Pronouns:

For the writer to make clear that he or she is aware that there is a reader who is present and reading along, the writer uses reader-pronouns as a way to acknowledge this. It could be seen as a way to have some form of communication with the readers by almost directly addressing them as an individual or group. Some of the most common uses are with: you, your and we. These all have their own way of connecting with a reader and enhance the sense of unity between the two different groups. This is a feature that is used in the Facebook pages when referring to holiday destinations as it could be seen to put the reader in harmony with the writer about a specific activity or destination that they may be interested in.

B. Directives:

Directives are features that are used to influence and instruct readers. With directives readers are shown and recommended things a certain way that influences their thoughts or views on a specific item or event. Some of the most common directives are: consider, experience, consider, imagine and remember. Directives are used frequently on the Facebook pages as they can be good to push and highlight the destinations to tourists. Therefore promote specific items and areas by getting tourists' attention and directing and then focusing on the exact things that the writer is looking to promote.

C. Shared Knowledge:

Is a way that writers place themselves and readers on the same level in terms of beliefs and understanding. This is all assumed but done in a way that automatically places the reader a role in the argument, which in turn then recognises the reader's assumed understanding and contributions. Some of the more common set phrases that are used with the feature of shared knowledge are: it obviously shows that…, it's clear that…, we can see that… and we understand that, are some of the more popular ones used. This is an area that will not be focused on in this study as the style of posting does not work in conjunction with this are.

D. Questions:

Questions are used in order to get a reader's attention and interest, they are in texts and always have a question mark directly after in order to signify that it is indeed a question not just a statement. One of the most vital parts of using questions is that it gives the reader the ability to think about what is being said and allows them space to consider it.

E. Personal Asides:

They are used in a sense to better connect with a reader and make comments about what the writer has already said up to this point. For example if the writer is making an argument, then pauses and addresses the readers by commenting on what has already been said. These are not an area that was focused on during this study, however it could be argued that they are not very common in Facebook posts or blogs.

Although these are all the five features of engagement features within this study the ones that will be used and focused on are reader pronouns, questions and directives. These are focused upon as they are far more present on the Facebook posts and are more applicable to the study as whole. Overall engagement markers allow a further in depth analysis of the linguistic content of these Facebook posts thus allowing the study to gain further insight into precise language used by the page for the promotion of tourism through social media, in this case Facebook. It also allows us to verify if there is indeed a large difference or any difference at all between the use of engagement markers in English and in Spanish when looking at

the promotional aspect of the study. Working in conjunction with the Stance features that Hyland also championed the study will look to use both to better analyse the language used.

2.4. Relevant previous studies related to metadiscourse

When starting any kind of study, whether scientific or otherwise, it is always necessary to look back at any previous works or studies. It is important as if they are related or even the same they will be able to give some perspective and a better insight into exactly what has been previously established and what other avenues can be investigated. With this study there are no complete duplicates in the sense that this specific area has been looked at before, thus allowing a little more freedom when writing as there is less risk of plagiarisation. However it does not mean that other works should not be referenced and compared when researching works that may indeed help guide the study and allow deeper analysis in certain areas. As mentioned above, the field of metadiscourse has been extensively applied to academic and scientific genres. However, research on metadiscourse and promotional genres is less common but there are certain pieces of research that have applied Hyland's framework on other and/or related genres, and that will be revised.

For example, perhaps blogs could be viewed as the base of all social media, and therefore are paramount to reference and research when looking at previous studies. One interesting study for this TFM is that by Huang, Y. et al.(2020) in their study "A Study of In-teractional Metadiscourse in English Travel Blogs". Firstly both this study and theirs use Hyland's stance feature as key when looking at the language used on blogs or in my case Facebook. Also something that is worth mentioning when looking at previous studies that share fundamental ideas is that in their study they also look at British tourism (which is also the same for this study). The key difference being that they do not include a section devoted towards blogs that are not from the perspective of Spanish tourism which is the case for this current study.

Another study that is very much related and shares a number of comparisons with this study is Incelli's (2017) chapter on interpersonal markers in promotional discourse in travel agency websites. To begin with the study is looking at stance and how it is used to get the engagement of the audience, and although Incelli's study is based around tourist websites and this study on social media, there no doubt is overlap especially when looking at the promotion of tourist destinations. There are also some similarities in that both studies of two languages are being looked at, but the case of this particular study it is Italian and English instead of Spanish and English. Which means both studies will also look at this like how culture is conveyed differently in the languages and also the extent of similarities and differences in the use of discourse in their promotional strategies. However, it should be noted that even though geographically close Spain and Italy are very different culturally and language wise therefore the way in which language and discourse are analysed will be different from this study. Multimodality is also a factor that is present in both also, due to the fact tourism promotion usually always contains some form of multimodal promotion which once again is an area of interest in this study.

A study that also was looked at before in order to gain better insight into things such as e-commerce and e-tourism was Jiménez, F. (2019) "Engagement of readers/customers in the discourse of e-tourism promotional genres" . This study has a good overview on aspects such as e-tourism which mentions ideas of trust being vital when looking to promote and even sell something to a reader, there once again multimodality is used within the study. Also once again the idea of engagement is mentioned often as it is crucial when looking to promote, looking at specific markers that add to interaction, this is tied into stance and engagement. All these sections tie into and relate to the study in regards to looking at stance and engagement, and also the study of promotional aspects related to tourism. It differs in the way that there is a much larger focus on the commercial side focusing on the customer's reaction and engagement.

Similarly in the study Suau & Dolón (2007) The importance of metadiscourse in the genre "Promotion of Touristic Services and Products": differences in English and Spanish the study looks at promotion and the ideas of education students the

33

differences between the characteristics of English and Spanish, so that they can distinguish and identify them. This is one key area where both studies are different as the focus of this study has nothing to do with educating students on metadiscourse, although potentially could be an area for future study if linked with a social media platform like Facebook. However the similarities are obvious when we look at the use of a corpus to identify results about the language used when promoting touristic items and services.

In a similar vein, in Biri's (2021) chapter entitled Metadiscourse in Social Media: A Reflexive Framework she focuses on social media and the informal style of writing that more often than appears on the platforms of Twitter, Tumblr and Reddit. This study also does differ in the sense that it is looking at reflexive metadiscourse which is because its focus is looking to research references to communication as well as communication on these platforms. Therefore the study won't serve in the sense as a like for like study but more so to look at the social media aspect.

Overall, it can not be stressed enough the importance of looking at previous studies within the field of your discipline in order to gain a better insight and background on the fundamentals that may be included in your own study. Of course there are plenty more studies that can and will be referenced throughout this study. The ones that have been mentioned in this section have had a particular impact and relevance thus have been mentioned in order to clarify where the study looks to focus on and follow.

2.5. Conclusion

In theory every study should have a framework, especially those that are looking to be submitted to be reviewed and scrutinised. A framework not only gives the study a line to follow but it also gives background to the reader and allows a better understanding as to what to expect from the study in terms of the theory behind the research. This also validates what is being said and what is being

presented as it also is the section where previous works will be mentioned, referenced and often recur throughout the study.

This study's theoretical framework hinges on the three sections that have been mentioned: the web, multimodality and metadiscourse. These are the pillars that the study will rely on to investigate and produce answers to the overall question of the study. Once again it is important to bear in mind that this study (for the current moment) stands alone and could be seen as something that hasn't been researched in this exact way, meaning that although other studies will mirror and perhaps gives a bit of insight into what our potential results may be, there is no certainty in regards to what exactly the results will be. In summary the research for the study will follow along the theoretical framework and look to extract results and comment on them and attempt to respond to the question.

Chapter 3: Methodology

The way in which the information was extracted was done with care and with the intent of looking to analyse exactly what type of language is being used and how and why it would persuade people into either engaging with post in the form of likes or comments, or why there would be potential for people to see the post and feel persuaded to travel to these specific cities or take part in the activities being mentioned. The corpus was made up of fifty posts taken from four different Facebook pages. Two of the pages were about visiting Valencia and the other two were about visiting London and Great Britain, the pages were also split equally in terms of language. There were two pages in Spanish (*Love Valencia* and Love GREAT Britain-Turismo de Gran Bretana) and the other two pages were in English (Visit London and Visit Valencia). Overall the corpus was 200 posts that were taken equally from the four Facebook pages with the intent of breaking them down and looking to find similarities and differences within the pages and the languages, as well as the overall objective of the study to identify the linguistic and multimodal approaches to promotion and tourism via the social media outlet Facebook.

The pages were chosen methodically for a number of different reasons, firstly as previously mentioned two are in Spanish and two are in English therefore in this way we are able to make comparisons about language used and also even look into the multimodality of the pages and see if they produce many similarities despite being in two different languages, there may well be similarities in specific items and images used in the posts (ideas of globalisation could be an important area to consider in this area). Another reason the pages were chosen is that the majority are verified meaning that they are official pages that are run in such a way that there is no hidden motivations on the page and it is run in a secure fair way that allows a fair analyse as opposed to a page ran by a random person/entity who may well have an ulterior motive when creating a Facebook page about a city or place. One final reason that they were chosen is that they all had similar features in the way that they post and this is vital to the study as the posts are what the study looks to analyse while trying to answer the proposed questions of the study.

These pages were chosen over others for a large variety of reasons. To begin with they are all consistent with the way in which they post (it is not done in a random and erratic style, they follow a consistent model that is maintained over time and not abandoned or altered in order to appease specific groups or trends). Each page has a model that although may look very similar to each other have key differences and in this way we are able to analyse and look at linguistic and multimodal approaches to their promotion of the places they look to highlight. Another factor that was important when identifying which pages to use for the study was if they were active in the sense that there was sufficient traffic and overall activity on the pages, this falls into many categories such as likes on the page a whole, likes on posts, comments on posts, number of shares and many more factors. It should be noted that these were also, If not the first, some of the first suggestions when typing the names of the cities and places into the Facebook search bar, which means that they are the most popular or most searched pages about these cities or places.

3.1. Facebook Pages

<u>Visit Valencia - Spain</u>

This first page is one of two pages that is in English, this can immediately tell us that one of its main focuses is to attract forgein tourism (non Spanish speakers). The page is the official page for the visit Valencia website which is actually run in Spanish therefore this page is targeted at non Spanish speakers as opposed to other Spaniards visiting Valencia. The page posts at a fairly frequent rate and includes with all posts a photo and even sometimes a link to the website or other related websites. The page has received 27,202 likes and 28,047 people follow it which could be perceived as even more improve as to like something is a one of action and you don't have to see the page again but to follow a page means that you see all its posts and will be updated with any thing that it does therefore showing a large interest in this page.

<u>Love GREAT Britain- Turismo de Gran Bretana</u>

This page is in Spanish and is believed to be focused on advertising to Spanish speaking tourists. This page has the official facebook verification tick which means that it has been background checked and it is an authentic account. The page has 3,353,427 people who like the page and 3,353,685 who follow the page. These are huge numbers which says a lot about the pages content, it also has more people following then who like it which highlights that people are more likely to interact and there is a higher possibility of activity on the page as more people will see its posts. This page uses photos with every post which could be seen as one key multimodal effect that draws more people into commenting, tagging and liking the photo and the page.

<u>Visit London</u>

This page is in English and solely focuses on London as a city instead of the whole of Great Britain, it has 1,560,622 people who like it and it has 1,585,052 people who follow it. This page is also officially verified by Facebook therefore it is an authentic account. The style and frequency in which it posts seem to be fairly similar to the other accounts in terms of each post is accompanied by a photo and also on this page two hashtags which although not common on Facebook are still factors that get more people on the page due to the ease of simply following the hashtag. This page is directly linked to a website that goes by the same name and is linked when you click on the about section of the page.

<u>Love Valencia</u>

This page is in Spanish and has 64,385 people who like it and 69,225 who follow it. The page is also officially verified by Facebook. The description of this page is arts and entertainment so not necessarily aimed only at tourism for foreigners but it could also be for all types of people visiting Valencia. Each post is also accompanied by a photo, the majority of posts are about local events and places to eat or visit, this is the most specific of all the pages (names streets, events and places very specific to Valencia and may require some local knowledge). The

description of the page is leisure tourism and events in Valencia, this page is also active in terms of its posting stories that people are able to view. This means that it's looking for daily interaction as they post content on their story that is only up for twenty four hours meaning there is some part of it which can't be missed therefore adds to ideas of exclusivity. They also seem to add to their story multiple times a day to promote future events or repost things.

The selection of posts followed a simple process, once the pages had been found and verified as trustworthy the process of selection began. The start was chosen as May 2022 and the process would work backwards until there were fifty posts from each page. For the most part every post that was uploaded was selected and used unless it was repeated or it was a paid form of advertising which had nothing to do with the place being promoted, for example a highly rated international restaurant chain in London or Valencia such as the Hard Rock cafe. The actual posts themselves contained a wealth of information also aside from the just the written posts, for example it was made sure that the emojis, emoticons, hashtags and links were included in the gathering of the information as they are all not only key in looking at ideas of persuaviness and social media concepts but also give multimodal aspects to the posts and add relevant information that should not be skipped over during a study includes multimodality. The posts were collected on four separate excel sheets that recorded a number of specific details: the number of comments, the number of likes, the post and the emojis included in the post. These are all basic parts of the study that are required to be studied as they give some information as to the activity on the page and how much attention and interaction each post got. Also very importantly metadiscourse markers were included: Boosters, hedges, attitude markers, self mentions and engagement markers. All of this information was collected when going through the pages and noted on the excel in order to create a corpus with numerical information that could be understood and looked at in order to gain a broader perspective on all four pages and in both Spanish and English. Overall the process, although laborious, resulted in interesting and gives a good level of results that will be further discussed, analysed and referenced throughout the rest of this work.

In order to carry out the qualitative analysis of the metadiscoursal elements I will follow Hyland's taxonomy.

Chapter 4: Results and discussion section

After going through the process of finding the correct type of Facebook pages and information the next step was to process the results in a way that allowed results to be extracted and studied. This is of course something that is vital in all studies as it is of the utmost importance to the study as a whole and to see if the results add up to the previous ideas and hypotheses that have been made. The results will allow us to really get a better understanding of what elements of metadiscourse are really used on each page and then will allow us to see what language uses more specific elements (and in which contexts they are used) in order to highlight possible areas of cross-linguistic differences.

In the following sections I will present results from a quantitative point of view, that is, I will merely show the quantification of the different metadiscoursal units identified for each of the Facebook pages analysed. Then, I will qualitative provide examples of how these categories have been employed and will highlight similarities and/or differences between the two languages under study.

4.1. Quantitative Results

In order to present findings from a quantitative point of view, I will start with general findings, to later indicate the amount of metadiscourse elements for each language and category under analysis. Results in table 1 below indicate the distribution of metadiscourse units per corpus and category of metadiscoursal elements, together with the corresponding percentages.

Metadiscourse Elements	English Corpus	%	Spanish Corpus	%	Total	%
Hedges	17	2.2	10	1.3	**27**	3.6
Boosters	148	19.5	99	13	**247**	32.5

Attitude Markers	71	9.4	35	4.6	**106**	14
Self Mentions	26	3.4	20	2.6	**46**	6.1
Reader Pronouns	57	7.5	111	14.6	**168**	22.1
Directives	59	7.8	17	2.2	**76**	10
Questions	33	4.3	56	7.4	**89**	11.7
Total	**411**	54.2	**348**	45.8	**759**	**100%**

Table 1. Frequency of metadiscoursal units per category and language

To start with, the total number of metadiscourse elements extracted from the 240 posts was 759. For the English copus, there were 411 elements which represented 54.2% of the total, and in the Spanish one, I quantified 348 elements which represent 45.8% of the total amount of elements. In general, we can say that the use of metadiscoursal units is fairly similar in the two languages under analysis, with the English writers resorting to a higher number of metadiscoursal elements than the Spanish ones as indicated by the raw data. In general, the category with the highest frequency was boosters (32.5%), followed by reader pronouns (22.1%) and attitude markers (14%) and questions (11.7%). This indicates that there is a tendency to boost the content conveyed, and that engaging with the potential reader is also a must due to the high frequency of reader pronouns. Conveying attitude is also important as a pervasive strategy followed by questions. To a lesser extent, we find directives (10%), self-mentions (6.1%), and hedges (3.6%) which are the less frequent category of metadiscoursal units employed.

First of all, if we turn to the English corpus, it is pretty obvious that the most common metadiscoursal category is boosters (19.5%), followed by attitude markers (9.4%). These two categories are followed by *directives* (7.4%) and *reader pronouns* (7.5%), so we can say that the English pages are keener on instructing, inviting, suggesting the potential readers and of mentioning and including them in their posts. The least frequently deployed categories are *questions* (4.3%) and *hedges* (2.2%), so the English pages do not resort to questions that much, and they do not seem to

feel the need to hedge their posts, a finding that we will see is quite general in both corpora.
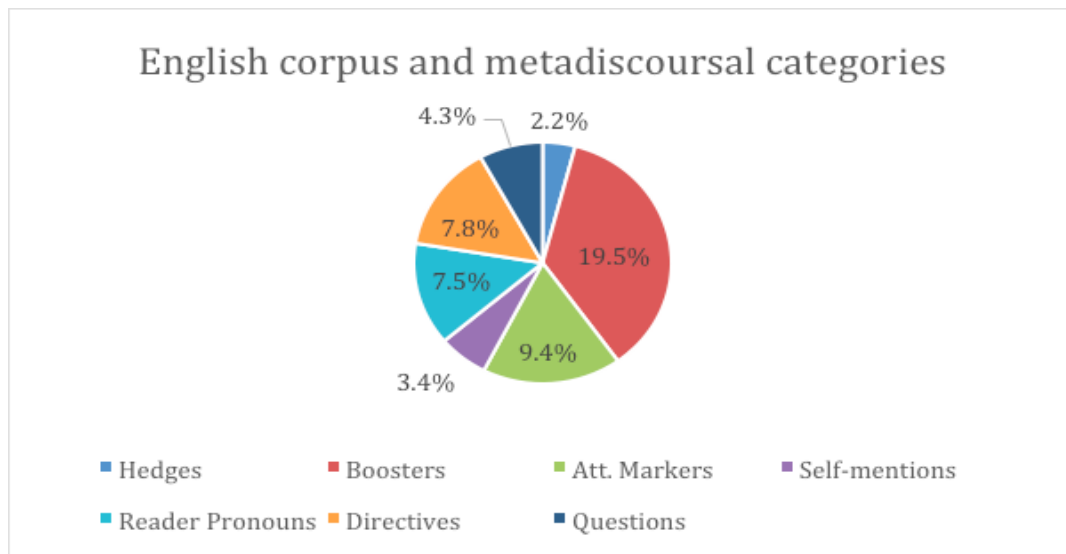

Chart 1: English Metadiscoursal categories

Regarding the Spanish distribution of metadiscoursal categories, figure X illustrates their frequency. *Reader pronouns* (14.6%) are the most frequently used category, a result that means that there is a willingness to engage with the potential reader by constantly referring to him in suggestions, invitations, recommendations and general advice for time spent . This category is followed closely by boosters. Attitude markers are less pervasively employed, especially in comparison with the English corpus, and are reduced to 4.6%. Questions represent 7.4% which means that they are more pervasively employed than in the English corpus, so the Spanish webpages question more.
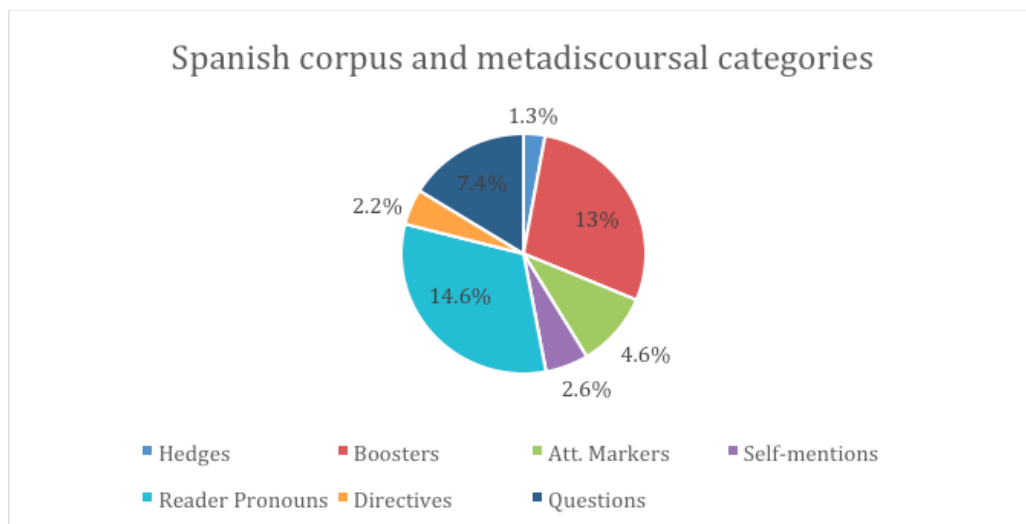
If we turn to compare the frequency of distribution of the different metadiscoursal categories in each corpora, the following findings stand out (see chart 3 below)
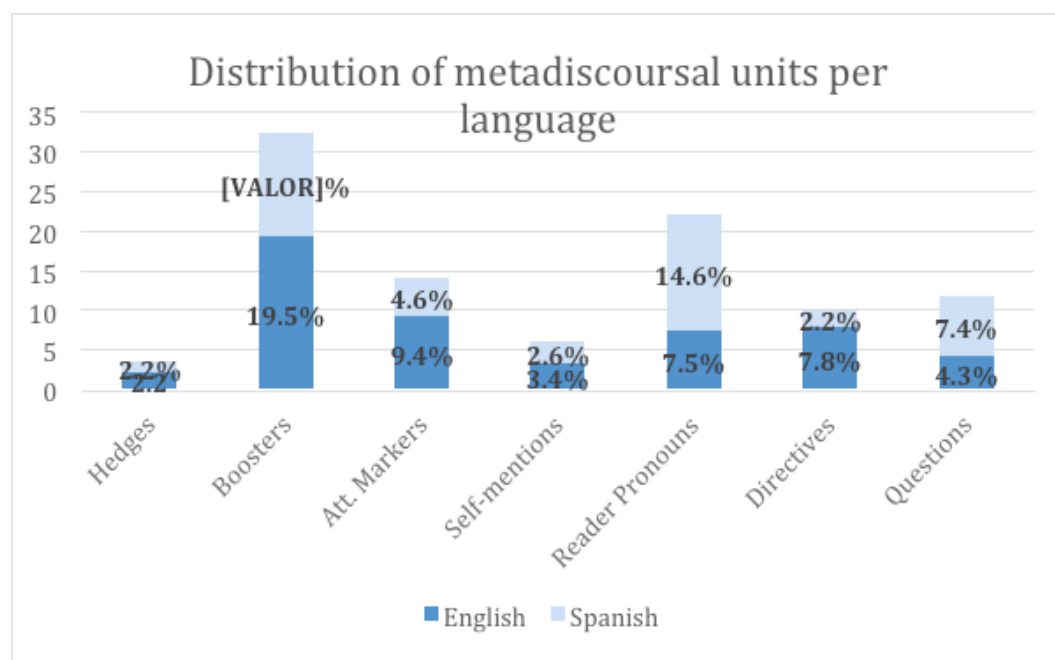

Chart 3: Metadiscoursal categories and their frequency in each language

This section was simply to look at the basic results of the corpus and understand how they will go onto to shape the other sections of the results chapter of this study. These figures will be referenced in the qualitative results section as they may add to how certain uses and factors are looked at in the grand scheme of things. It will be divided and gone through page by page.Table 2 below includes the distribution of each category for the different pages under analysis.

Metadiscourse Elements	Visit Valencia (ENG)	Visit London (ENG)	Love Valencia (SPN)	Love GREAT Britain- Turismo de Gran Bretaña (SPN)
Hedges	16	1	1	9
Boosters	112	36	20	79

Attitude Markers	36	35	20	15
Self Mentions	12	14	3	17
Reader Pronouns	42	15	20	91
Directives	48	11	6	11
Questions	15	18	1	55
Total	281	130	71	277

Table 2: Individual Facebook page breakdown

Facebook Pages	Number of Likes/reactions	Number of followers
Visit Valencia - Spain	27,202	28,047
Love GREAT Britain-Turismo de Gran Bretaña	3,353,427	3,353,685
Visit London	1,560,622	1,585,052
Love Valencia	64,385	69,225

Table 3: Facebook likes/reactions and followers.

Visit Valencia one of the English pages will be the first page that will be broken down in this section. An overview we can tell with reference to table 2 above that there was one stand out category that is *boosters* with 112 appearances which is also the highest across all four pages. Then there are the three categories on the lower side which are: *hedges* with 16 appearances*, self mentions* with 12 appearances *and questions* 15 appearances. This leaves *attitude markers* with 36*, reader pronouns* with *42 and directives* with 48. The category with the least is *self mentions* with only 12 appearances, which out of the four pages rates the second lowest among *self mentions*. This highlights the lack of the presence of the writer as they leave themselves out of the posts yet make sure to include a lot of *boosters* in order to accentuate what is being spoken about as opposed to bringing attention to themselves. The same reason could be given for a lack of questions also as the writer is being careful in this English corpus to make it about the post and less about them having a lot of direct interaction. Finally hedges scored 16 which was the

highest across all four pages but once again a relatively low figure, this seems to be a trend as hedging while promoting does not go hand in hand.

The next page is also one of the English pages, *Visit London* which had a total of 130 metadiscourse elements. In comparison to the other English page *Visit Valencia, Visit London* had a lot fewer elements across all the categories. However, what they both had in common is that *boosters* scored the highest across all categories and hedges scored the lowest. These once again could be put down to the same reasons as the writers will look to promote lots about the cities and promote the best bits using highly descriptive and positive adjectives while also not looking to *hedge* or take anything away from what is being promoted. Overall the categories range from 1 to 36, meaning that this page, on the whole, scored relatively low with its use of metadiscourse elements. I believe this to be the case as the style of posting was more revolved around the image that was attached to the post therefore the writer was able to write less and use the image as the main promotional tool. This page had the second highest number of likes/reactions (1,560,622) and followers (1,585,052) which also could be a factor as to why they chose to go with pictures over wordy posts that included a lot of meta-discourse.

The first of the Spanish pages that will be looked at is *Love Valencia*, which with a total of 71 scored the lowest of all four pages. The number of appearances ranged from 1 to 20, with *hedges* and *questions* both having one appearance each. Then with b*ooster, attitude markers* and *reader pronouns* all having 20. This of course leaves *self mentions* with 3. Hedges consistently scored low across the categories for reasons stated above, *Visit London* also only had one *hedge.* It is interesting to note that the three categories all scored 20 giving the usage a fairly even spread across all categories. This of course could be by design but also due to the style of the posts were done mainly in the form of updates and as opposed to the pages like *Visit Valencia* where it was very much a promotional page which utilised a lot more language elements. This style of updates also lends to the usage of *reader pronouns* as the writer is addressing the reader and looking to update them on what is happening in the city via the posts. Over the page was by the lowest scoring of all four but the Spanish pages go onto average each other out eventually as will mentioned now.

45

The final Facebook page that was looked at was Love GREAT *Britain-Turismo de Gran Bretaña.* With 277 (36.4%) it was the second highest scoring of all four pages and by far the stand out between the Spanish pages. Continuing with the trend, *hedges* were the lowest scoring category with only 9 but the major difference to them all was the fact that *boosters* was not the highest scoring category. *Boosters* scored 79 but raeder pronouns scored 91 which was the highest result. This completely comes down to the style in which the writer used when posting on Facebook. To begin with there was a lower number of *boosters* although 79 still shows the intention of looking to attract and promote tourism. However what I see to be the main focus was interaction with the reader. There the use of *reader pronouns* is key, as often the post would refer to the reader. *Questions* also scored 55 which was the highest score across the four pages also meaning that this was also an important element when looking to focus on the interaction between the reader and writer. It is also interesting to note that it could be seen as this style of posting pays off as the page had the highest number of likes/reactions, 3,353,427 and followers with 3,353,685 this can be seen In table 3 above.

Overall there are a number of key points that we can take away from looking at the figures collected from the corpora. Firstly that *boosters* are by far the most popularly used element bar the page *Love GREAT Britain- Turismo de Gran Bretaña* where it was the second most popular. Therefore we can deduce that *boosters* are common across both languages, there are no major discrepancies.

Secondly, that *hedges* are the least used and this is a conclusive fact in this study as all four pages showed that *hedges* were used the least across both English and Spanish pages. This makes sense as the idea of hedging while promoting these cities and experiences doesn't look to assist in a way that perhaps a *booster* would. What is more, it seems that those responsible for the Facebook pages do not feel there are politeness issues. In other words, since most of the speech-acts are invitations, suggestions, which are beneficial to the potential reader, the writers do not need to hedge what they say

Finally, the style of the writer really goes on to affect the way in which the elements are implemented. This is shown by the way in which the remaining elements vary from page to page and language to language. There is no logic or pattern but simply the way in which the writer chooses to write the posts.

4.2. Qualitative results

Qualitative results should be seen as equally important as quantitative ones, perhaps even more so in this study as we are looking at the content of the language that is being used. In this following section there will be a thorough analysis of each of the seven categories of metadiscourse elements used within the Facebook posts. The intention is to look and identify specific uses, styles, similarities and differences. There will be an analysis of the difference between Spanish and English uses of the elements, looking at the similarities and differences with the pages in the same language and a breakdown of the posts highlighting aspects that stand out.

4.2.1 Hedges

Hedging devices are generally used to signal "the writer's decision to withhold complete commitment to a proposition" (Hyland, 2005: 178). In the type of texts that I am investigating, this makes the use of modal verbs such as "puede", "can", together with conditional sentences "if"/ "si..", as good choices for hedging together with the use of *hedges* such as *one of the/uno de los*. In fact, *hedges* allow information to be expressed as an opinion rather than as a fact.

As mentioned in the previous section, *hedges* appeared the least amount of all of the elements of metadiscourse in the corpus. However, as stated in the previous section, hedges are more pervasively used in the English corpus of posts. The English corpus contains 17 hedges that make 2.2% of the entire corpus as opposed to the Spanish 1.3%.

There of course could be a number of reasons for this such as the specific area that this study is based on (tourism promotion), taking into account that the use

of metadiscourse units is highly determined by the genre under analysis and its objectives. Thus it is less likely that *hedges* would be implemented when looking to promote places that the pages are marketing and looking to put in a positive light. There is a higher likelihood that they would use other types of elements like boosters to promote and over exaggerate the places being mentioned on the Facebook posts. However that being said there are of course *hedges* that appear in corpus and therefore are valuable to the study as a whole so will be looked at in this section as a way to break down and identify trends and usages. It seems to me that the function of *hedges* in the Facebook posts is quite similar in the two languages, as I will show in the examples below.

To start off we will look at this example from the Facebook page, *Love Valencia*. This page is in Spanish and out of the 60 posts there is only one appearance of a *hedge*. The post itself is as follows:

1. ¡Exposición gratuita de Lego! La mayor cantidad de piezas expuestas y la más extensa hasta el momento de toda la Comunidad Valenciana se puede visitar en el Castillo de Alaquàs hasta el 16 de enero. Som Alaquàs.

The use of '*se puede*' can be seen here as a *hedge* as it is not stating with full emphasis that you have to go to el Castillo de Alaquàs mentioned but that you can if you would like to. It is not a directive as it's not telling you explicitly to go but more with the use of ambiguity the writer lightly mentions that this is something that could be worth visiting. This use of *hedge* once again could be seen as an element that may appear more often in promotional posts than other types of *hedge* as it doesn't take anything away from the location but simply gives the option to the reader to decide if they want to go to this place being spoken about. In this sense, as in the other examples, the responsibles for the Facebook page do not want to raise too many expectations, and in case something goes wrong, they can guarantee the customer's satisfaction (see Incelli 2017 for similar findings).

It is important to mention at this juncture that this is the only *hedge* that appears in the 60 posts on the Facebook page Love Valencia. It also is worth noting that this collection of this corpus took place during a huge cultural festival in Valencia

called Las Fallas and therefore a huge focus of the page was using language to promote the daily activities during the festival which is nearly a month long.

In comparison the Facebook page *Love Great Britain-Turismo de Gran Bretaña* (also in Spanish) had 9 *hedges* appear across the 60 posts. Although 9 is still a fairly low number there is a difference between this and the other Spanish page, *Love Valencia*. Therefore as we are looking at the qualitative results it is something to bear in mind when thinking about why there are 8 more uses across the 60 posts on this specific page in the same language. Although it may be difficult to say why, what this lack of hedges indicates is that the writers of these posts have decided not to take the interpersonal aspect that much into account as the writers of the rest of the webpages.

Love Great Britain-Turismo de Gran Bretaña

2. ¿Sabes en qué ciudad de Reino Unido puedes encontrar uno de los sectores de cerveza artesanal más refinados? Os dejamos esta foto como pista… ¡Dejanos en comentarios tu respuesta!

The *hedge* in this post is the use of the word '*puedes'*, it is used here to express the idea that if the reader so choses they are able to find what is being promoted by the writer, in this case artisanal beers. The writer is leaving the option for the reader to decide by themselves if they are interested enough to do what is being recommended by the writer. This could be seen as a form of politeness, as the writer is not forcing this upon the reader but simply mentioning it and saying that this may be something that could be potentially interesting for the reader to do while visiting this specific destination. Likewise, as stated above, the writers are protecting themselves in case the claim turns out not to be accurate.

3. Tanto si buscas un viaje a través de la historia descubriendo las historias de la Familia Real, como si eres un aventurero que explora la tan querida campiña real, en Gran Bretaña te esperan mil planes para disfrutar como un auténtico rey o reina.

Here the *hedge* that has been identified is the word '*si'. In* this context it is a *hedge* because it is used to alleviate any pressure or perceived certainty on the writer's behalf. It

could be seen as a form of politeness also as the writer is not looking to force a historical holiday on the readers but is suggesting that if they are looking for something along those lines, this specific activity may be something that they enjoy, the *hedge* here eliminates certainty and allows the writer to recommend without pressure.

4. Una de las noches más mágicas en la preciosa ciudad de Bristol tiene lugar cada agosto cuando sus paisajes se cubren de centenares de globos volando… ¿Habéis estado alguna vez en su festival internacional?

The utilised *hedge* here in post 4 is the '*Una de las'*, as the writer is not stating that it is the most beautiful night in Bristol but one of them. Instead with the use of the *hedge* the writer is suggesting that there are many nights that could be beautiful and this is one of them that should be mentioned. The hedge here despersonalises the writer, showing that they are not going to attempt to persuade or argue about what the best or most beautiful night is but simply state that there are these two that are also other beautiful nights and worth looking out for if you are in Bristol.

Turning attention to the English Facebook pages we can see if there is a difference with the way in which *hedges* are used throughout the corpus. To start off with the corpus that we will look at is the *Visit London* Facebook page. This page was the most popular out of all the pages chosen, we can say this as it has the highest amount of likes and reactions and people who follow the page. However this does not necessarily add up with the amount of *hedges* that appear as only one *hedge* has been identified as shown in the examples below.

Visit London

5. Changing the Guard – also known as Guard Mounting – is an iconic ceremony which is seen by millions of people each year. The ceremony marks the moment when the soldiers currently on duty, the Old Guard, exchange places with the New Guard. The handover is accompanied by the Guard's band with music ranging from traditional military marches to songs from musical shows and even familiar pop songs! The ceremony usually takes place every other day between three locations, Buckingham Palace, St James's Palace and Wellington Barracks and is one of the most iconic free events in London It's a tradition not to be missed. Do you have the ceremony on your London to do list? #LetsDoLondon #VisitLondon

The *hedge* that was used here is 'one of', this shows that the writer is leaving some distance between themselves and the statement. The writer still wants to make clear that what it is promoting is something that is valuable and worth the time but does not want to make the statement that it is the most iconic thing to do in London, therefore a *hedge* was utilised. The *Visit London* page has one *hedge*, this could have been for a grand variety of reasons such as the posts often were a lot shorter and punchy, the use of questions was high therefore it was unlikely that you would have a *hedge* within a question. In a way, it seems that since what the posts aim to do is persuade, convince or simply inform, the use of *hedging* is not a priority and their use is minimised.

Moving onto the other English Facebook page, Visit Valencia, there was a substantial difference in the number of *hedge*s used. There were 13 used through the 60 posts. The similarity with the other English page, Visit London, was that the *hedges* that were most commonly used within the page were also *one of* or *some of.*

Visit Valencia

6. This weekend La Marina Valencia will be buzzing with **some of** the world's best surfers. Don't miss the Surf Music and Friends Festival offering a wide range of activities, documentaries and music! Nous vous y attendons !

We can identify by the use of the '*some of*' the writer uses the *hedge* in order to continue to promote the event but avoid any potential issues by saying the best or something where there is total confidence behind the statement. The use of *hedge* works perfectly in conjunction with the rest of the text as it does not take away any excitement for the event but the writer cleverly once again places the *hedge* there as a way to negate any confusion or outrage.

7. Discover the authentic neighbourhoods of Ensanche and Ruzafa with this one-day route designed to highlight **some of** València's coolest districts

The *hedge* used here is '*some of*' and the purpose here is to simply state once again that this route will show you some of the coolest neighbourhoods but there are also other ones around Valencia that may not be included on this route but they are also cool. The writer leaves sufficient space between the statement and themselves so as to avoid any sort of discrepancy from other readers of the post who may disagree.

Overall the general use of hedges equates to 3.6% (27 in total) of metadiscourse elements used. The two corpora are fairly similar, the English pages making up 2.2% and the Spanish pages even less with 1.3%. This could be due to the fact that all four Facebook pages are looking to promote and push products and positive ideas about the touristic destinations. This also gives a better idea as to why there are a lot of other metadiscourse elements used such as *boosters*, however that will be discussed in the following section. In summary, *hedges* are implemented lightly throughout the corpus but they are an element in this corpus that is commonly used in regards to promotional posts on Facebook, this however does leave space for other investigations to be done and compared to see if this is any different with other platforms of social media.

4.2.2. *Boosters*

Moving onto the *boosters* section, this by far is the most pervasively employed category amongst the metadiscourse element across all corpora with 247 uses identified across all four Facebook pages. *Boosters* are an important element regarding the writer's stance and are used to emphasise the force or the writer's certainty in a proposition.

The high frequency of *boosters* can be explained due to various reasons but one of the main purposes could be related to the promotional aim of this genre. As *boosters* not only go hand in hand with promotional language, they also are readily available in both languages. Therefore there is a greater likelihood of their use across the four pages. The area that could be the most interesting is the way in which they are used across the two languages. The English pages had a total of 148 (19.5) *Boosters* and the Spanish pages used 99 (13%), together they made up 247

which was 32.5%, which by far stands out. Overall within this section the focus will remain on looking at the similarities and differences of uses of boosters and identifying key aspects that have valuable information.

To start the Facebook page *Love Valencia* had 16 uses of *boosters* across the 60 posts, here are some examples of the first uses.

Love Valencia

8. Hasta el 26 de junio puedes disfrutar de las Jornadas Gastronómicas de El Puig Turístico, Un Poble De L'horta en el que participan 6 restaurantes. Además tienen el pack de menú + ruta turística, un planazo que no te puedes perder.

9. .¡Vuelve Palo Market Fest! Los días 17, 18 y 19 de junio regresa este **eventazo** a los Jardines de Viveros con música, foodtrucks, market de diseñadores y talleres infantiles.

The *boosters* used here are "planazo" and "eventazo"*.* They are used to emphasise what great ideas are being promoted here by the page, it is not just a regular plan but something even more interesting and exciting, therefore the *booster* is used to highlight that and give the statement more importance. Typically in Spanish the use of azo/aza is to intensify or reference the size or importance of what is being said. Therefore the uses of these suffixes boost the statement in a way that would have not been the same if they were not included on the posts, and potentially may have missed out on people customers without the inclusion of a *booster* to garner more attention.

The next *booster* that was identified from the corpus was in post 5, which contained five *boosters* which was the most booster to appear in one post from this page. The post itself as follows:

10. #INGOYA, una experiencia **inmersiva** con más de mil imágenes del **genial** pintor envuelven al público gracias a proyectores de **última** generación y la música de compositores **clásicos**.

This post contains a wealth of *boosters*, to begin with there are four *boosters* in the form of adjectives used: immersive, brilliant, classic and last. These four are

used to bolster the sentiment that the writer has for the art that is being presented in this experience that is being promoted. The writer uses these also as without them the experience does not have the allure that it might have otherwise without it. The other *booster* that is used in this post is,

'más de mil', the writer uses a *booster* in this context to highlight that there is a large number of different images to present ideas of abundance and promote how great of an opportunity it is to see this amount of paintings.

11. Humans Fest 2022 se celebra del 9 al 18 de junio en distintas sedes de la ciudad. La 13ª edición llega con películas, documentales, mesas de debate, talleres, exposiciones y proyecciones **gratuitas** en tres barrios de València.

The *booster* that the writer employs here in post 10 is 'gratuita' which boosts the post in a number of ways. Firstly the writer includes this because not only does it promote the post but also might be a big persuading factor for more potential customers to be interested as it is free. Secondly the writer uses the *booster* near the end of the post after listing all the amazing features of the event, the writer then includes the booster to promote on top of what has already been mentioned the fact it is free as another reason to attend.

The next Facebook page that will be looked at is *Love GREAT Britain- Turismo de Gran Bretaña* which is also a Spanish page. This page had a total of 79 boosters that were identified during the search, which was the highest out of the Spanish corpus. To begin with we will look at post 15 from the corpus as it contained 3 different *boosters.*

Love GREAT Britain- Turismo de Gran Bretaña

12. ¡Hoy empieza el Chelsea Flower Show! Una oportunidad **única** para ver un festival de flores, plantas, jardines **como nunca antes lo has visto**. ¿Ya has tomado nota?

The first *booster* that the writer uses in this section is the use of exclamation marks, they are used here to highlight the start of the Chelsea flower show and as the use of exclamation marks are to highlight strong sentiment and emphasis, this

clearly boosts the statement. The next *booster* used is the adjective 'unica' which means uniquely, the writer uses this *booster* to make clear to the readers that this event is not something that is common and that it is a great opportunity. The final *booster* that has been implemented in this post is 'como nunca antes lo has visto', this is essentially saying how the Chelsea flower show itself is like something you have never seen before therefore adding to the post and pushing the idea that it is something that should be seen. The next post that will be analysed is post 24, which contains four *boosters* throughout.

13. A una hora de Londres en tren se encuentra la **preciosa** ciudad de Brighton,una escapada **genial** desde Londres para cambiar de ambiente y vivir un poco esta ciudad **playera** de UK, además con muchas actividades y lugares de **interés**. ¿Te apuntas?

This post uses *boosters* in the forms of adjectives such as preciosa, genial and playera. These *boosters* emphasise the point that the writer is trying to make about Brighton, describing it as a place a brilliant and beautiful seaside getaway from London, leaving no doubt about the fact that it is a place worth visiting for these reasons. The other *booster* in this post was the use of the word interes which is a noun that denotes the feeling or want to learn more about a place or a thing, which in this case is boosting the appeal of going to Brighton and discovering the beautiful places that are being promoted.

The last post that will be looked at from the Facebook page *Love GREAT Britain-Turismo de Gran Bretaña* is post 14

14. *Hoy empieza el Jubilee y para celebrarlo os compartimos esta playlist con los **temazos** de estos últimos 70 años. ¿Qué canción fue TOP 1 el año que nacistéis?*

In this post the writer uses the *booster* of temazos to leave no doubt about what they are referring to, which in this case is the list of hit songs that is being promoted in conjunction with the platinum jubilee. The use of the suffix -azo adds more emphasis to what is being said about the songs. It also is clever as it makes clear that the entire list has great songs and it doesn't matter what year you were born the song will still be great.

Moving onto the *boosters* that were identified in the English Facebook pages. To start the focus will be on the Facebook page *Visit London*. Within this corpus there were 36 *boosters* that were found and identified, it also should be noted that this specific page usually had much shorter posts. To start off, here there are two boosters that were identified in the post.

Visit London

15. **Candy cotton** skies How many **iconic** landmarks can you name in this photo? #LetsDoLondon #VisitLondon

The writer uses the metaphor of the sky looking as though it was made of candy cotton to work in conjunction with the photo that *boosts* the sentiment of the post. The writer eliminates all doubt making clear that it does not just look ok or good but it is so stunning that a metaphor is required to give an accurate description of the sky. The second *booster* in the post is the writer's use of the adjective iconic, it is used to describe the landmark that is being displayed in the photo. This once again shows the writer's confidence in what they are saying as not only do they use the *booster* to strengthen and give more certainty with the adjective but they also are referencing the photo that is part of the post therefore must fully stand by what they have written.

The next post that will be looked at is post 34 which contains two *boosters*.

16. The London Eye = the **ideal** backdrop for a **beautiful** sunset   #LetsDoLondon #VisitLondon

The writer here keeps the post short, yet still manages to include two boosters to fully highlight their thoughts on the London Eye and the sunset. The *boosters* are the two adjectives of ideal and beautiful. The writer almost writes in a formulaic type style by including the equals symbol to highlight and promote the London Eye. The *boosters* add to post in a way that without them the statement becomes fairly mundane and lacks much promotional language, it would be no different than simply pointing out an object. However the *boosters* that the writer employs add to post and make it a far more lucrative and exciting thing to promote.

17. Tea for two at @the_lanesborough for **ultimate** London vibes #LetsDoLondon #VisitLondon

In this post there is one *booster* used and the writer uses it with what appears to be a direct advertisement for a place to get tea in london. The writer uses the adjective ultimate as a *booster* in this post to accentuate the idea that this specific place that the *Visit London* Facebook page is promoting offers you the opportunity to experience London in the best way possible.

18. Exploring the **beautiful** streets of Chelsea is a must   Make sure it's on your London to do list #LetsDoLondon #VisitLondon

The example also shows the *booster* here of beautiful to back up what is being promoted, which in this case is the street art in Chelsea. It is also worth noting that the use of a *booster* is also essential in the second part of the sentence which talks about making sure that the reader includes the street art on their to-do list. This meaning that the *booster* adds to the promotion of the place therefore could be seen as essential in promoting tourists into visiting this particular area.

Now looking at the *Visit Valencia* Facebook page there is a large difference in the numbers that have been found as this page has 110 boosters. This page had the largest amount of boosters of all four pages. This in theory could be down to any number of factors, depending on whether or not the writer is a native English speaker or simply the style in which they have chosen to write the posts. For example if we can see that three *boosters* have been used:

Visit Valencia

19. This weekend La Marina Valencia will be **buzzing** with some of the world's s best surfers. Don't miss the Surf Music and Friends Festival offering a **wide** range of activities, documentaries and music! Nous vous y attendons !

The writer uses the adjective *buzzing* to describe what the atmosphere will be like during the weekend and then once again in the same sentence to describe the surfers as some of the best. Once again the writer uses the adjective here to enhance the statement, it would not be exciting or worth mentioning if the surfers and the atmosphere was going to be average. However through the use of the *boosters* here the writer is able to add interest and promote the event as something worth thinking about. Finally the use of the word wide in the sense also adds to the interest, there is not just a few things that will be going on, but a lot.

The next post that will be looked at is example 20 which integrates two boosters that are in the form of *boosters*.

20. The GVA Museo de Bellas Artes de Valencia is one of Spain's most important art galleries. It has a room dedicated to Spain's finest female artists. Be sure to dedicate time there on your next visit!

Example 20 shows the writer here is looking to promote the art gallery and therefore looks to use the *boosters i*n this post in order to bring attention to the gallery and highlight the aspects that make it so special. The use of the adjectives important and finest, are done to accentuate the specific details that the writer is looking to mention, they essentially point out key details that the page is looking to promote.

To conclude the use of the *boosters* across the four pages and two different languages could be seen as fairly similar yet different in a number of ways. To start, all pages heavily used boosters in the form of adjectives in order to present and spotlight specific aspects that they wanted to promote on these pages to tourists. In the English pages there were 49 more uses of *boosters* than the Spanish page, this could be due to many factors. There of course was some variation in the way that some pages would post therefore the writer would use *boosters* in different ways. For example one style of promotion was by using certain boosters that the photo attached to the post could then go on to verify, such as a beach that had golden sand or golden yellow sunset like in the *Visit London* page. This is very evident with

the Facebook pages in English, If there was a guess to be made it would be that the post was written after the photo therefore the use of a booster would have to be selected upon what the photo shows. The Spanish pages seemed to follow more of events and cultural moments therefore looked less to views and places that may simply contain *booster* due to the fact they could be described using adjectives. Overall the use of boosters in the promotion of tourism across the four Facebook pages remain similar. The way in which they differentiate is through the content that they post, this then of course influences the way in which the writers are then able to use language and *boosters* to describe and promote these goods. To finish, *boosters* will continue to be widely used in promotion overall but especially when looking to promote tourism locations as they add so much and completely change a sentence or in this case a post.

4.2.3. Attitude Markers

The next section that will be looked at is the metadiscourse element of *attitude markers.* In this study we can see that across the four Facebook pages there were a total of 106 (14%) *attitude markers deployed.* With the English pages having 71 (9.4%) uses identified and the Spanish pages having 35 (4.6%), therefore there was nearly double the amount of *attitude markers* used on the English Facebook posts than the Spanish.

This element is key when it comes to the writer looking to promote the touristic destinations as not only does it include persuasive elements but also psychological strategies. However a clear definition of attitude markers, as mentioned by Hyland (2000, p113), when talking about what attitude markers show, "the writer's affective, rather than epistemic, attitude to textual information, expressing surprise, importance, obligation, agreement, and so on". Bearing reference to what is said by Hyland it is clear that attitude markers will be an element that is used in some of the Facebook posts as they are looking to promote. With reference to the psychological aspect these strategies explained by Pratkanis and Aronson (2001) are varied but the most related to this study are: minimal group paradigm, threat and personal endorsement. Each strategy looks to push people into

thinking a certain way about something, the most related to *attitude markers* would be personal endorsement. The writer will give his attitude which could be seen as his personal endorsement and therefore by endorsing what they are posting about on Facebook will lead readers to have more faith and trust as they are linked to a verified and reputable Facebook page, thus more likely to be interested in what is being promoted.

The first page that will be looked at is *Love Valencia,* this page is part of the Spanish corpus and according to the results taken from it has 16 *attitude markers* that appear.

21. ¡La magia de Jorge Blass llega a València! El sábado 16 de julio se sube al escenario de Plazeta a la fresca con un espectáculo que te dejará boquiabierto.

In example 21 it is possible to identify two *attitude markers* that show the writer's feelings towards the magiavina Jorge Blass going to Valencia to perform. The first *attitude marker* is the use of the exclamation marks, this immediately and clearly shows the writer's attitude towards the magician and it is one of excitement and positivity. Equally exclamation marks can be used to show anger and negativity which also would have been a use of an *attitude marker*. The other *attitude marker* that is included in the post is the use of *boquiabierto* as it highlights the writer's attitude towards the magic show. In the writer's opinion, the show is so great that they believe it will leave the reader with their mouth wide open in amazement. The writer looks to be saying this from experience therefore it is the opinion and attitude of the writer.

22. **Nuevo duo explosivo**: La Casa de la Mar y The Black Turtle **crean una propuesta única** de ocio y gastronomía.

This next post also contains the use of two *attitude markers*, both of them are the writer describing their personal opinion and stance on the event that is being promoted by the Facebook page. The writer describes the new duo as *explosivo* and the idea as something *única,* here we can identify the use of the attitude adjectives

which of course reflect the way the writer feels towards this new event, product or item. The writer expresses his attitude here in a very clear way that will allow the reader to read and understand their opinion and perhaps feel as though this almost personal endorsement by the writer is enough for them to be persuaded to go.

The next Facebook page that will be looked at is also from the Spanish corpus and is the page, *Love GREAT Britain- Turismo de Gran Bretaña.* This page contains 15 *attitude markers* that have been identified and looked at.

23. ¡Hoy es el Día Mundial del Gin! Y si eres amante del gin, no puedes perderte este itinerario… ¡Haz click en el link!

The first attitude marker that can be identified in post 22 is the use of exclamation marks that the writer uses here in order to express their excitement and anticipation for the international gin day. Exclamation marks come from the verb to exclaim which by definition means to express strong emotion about something, therefore this can be seen here in the post. The other attitude marker that can be seen here is the use of the attitude verb of lose out. This could be seen as the writer expressing their attitude by saying that it is something that you can not lose out on while you still have the opportunity.

24. A una hora de Londres en tren se encuentra la preciosa ciudad de Brighton, u**na escapada genial** desde Londres para cambiar de ambiente y vivir un poco esta ciudad playera de UK, además con muchas actividades y lugares de **interés**. ¿Te apuntas?

The *attitude marker* that was used here of *interes* displays the writer's attitude towards the activities and places you can go to when you visit Brighton. The writer is essentially saying here that in their opinion these places and things are interesting to them therefore the reader can gauge from that if it is worth the effort to go and see or do. Also it is important to add that there is potentially a second *attitude marker*, the attitude adjective *genial* when talking about Brighton being a getaway. This shows the subjective opinion of the writer and how they feel about Brighton as a destination.

Moving onto the first of the two English Facebook page's, *Visit London.* The page has 35 *attitude markers* across the 60 posts that make up the corpus.

25. The views we have in London are simply unmatched @visitgreenwich #LetsDoLondon #VisitLondon

In post 24 we can see a clear use of an adjective of attitude used to accentuate the writer's attitude about the views in London. The writer simply states here that in their opinion the views that are in London are unmatched, therefore expressing their subjective attitude about the views and london. This also could be related back to the strategy of personal endorsement, where the writer endorses the views in London therefore influences people with their opinion to go and visit. Thus successfully promoting London and its views.

26. Spending the day in one of London's museums is **always a good idea!** #LetsDoLondon #VisitLondon

Example 26 may be one of the most clear and obvious examples of the use of an *attitude marker*. The use of the adverb of attitude of *always*, highlights the exact message and attitude that the writer is trying to get across with the post. In this case, visiting a museum in London is a good use of your time in London and always will be. Depending on the context this could also be seen as sarcastic, however due to the emoji that supports the attitude that is being transmitted through the text.

The final Facebook page that we will look at with regards to *attitude markers* is *Visit Valencia,* this page is the other page that is included in the English corpus.

27. We can't stop thinking about the beach. Did you know Valencia has some incredible beaches? **Here the weather will not disappoint!**

The *attitude marker* that we have as an example here in example 27 is also fairly obvious also, the writer states his subjective opinion on the weather. The attitude being expressed is that the weather in Valencia is so good that (in their opinion) it will not disappoint the reader if they visit. It is also reinforced by the fact that an exclamation mark is included meaning that it has been written to highlight itself as an expression of excitement and approval.

28. Albufera Natural Park is a must do while in València. The easiest way to explore is by going on the Albufera Tourist Bus. You can also buy a return ticket to València and a ride in one of the traditional boats for a real experience of the park.

In example 28 the writer explicitly expresses their attitudes here on two different occasions. The first is when they describe the Albufera Natural Park as a *must do,* this accentuates the writer's opinion on the park and on what they deem to be important and worthwhile when visiting Valencia. The second *attitude marker* that is included is the way in which the writer describes in their opinion the *easiest way to explore*. The use of the *attitude adjective* here clearly states the attitude of the writer when it comes to what they believe is the easiest way to explore Albufera.

To conclude, the use of the element of *attitude marker* is key when looking to assess and better understand what each post is looking to promote and how the writer feels about it. The way in which the writer phrases and places attitude markers clearly shows their opinion and what they think about the content of their post. It is clear from the table that within this study attitude markers appear far more often in the English corpus than the Spanish corpus. There could be a few reasons for this, for example one that is apparent is with Facebook page *Love Valencia.* The style in which the page promotes events or items is far less personal, the posts simply state the time, date and any other information required. Whereas the page *Visit London* has a very different style where there is a lot more of the writer's presence.

4.2.4. Engagement Markers

Under this heading I will comment on the use of *reader pronouns, directives and questions* addressed to the potential consumer. Engagement is the means by which writers include readers into the discourse. According to Hyland (2005b), *reader pronouns* are one of the strategies to engage with the other. Readers are addressed as if they were participants through personal or object pronouns such as you. Other engagement strategies are directives and questions in order to align with the audience or to suggest, order the reader to carry out particular actions for their own benefit. Overall to simply put it, *engagement markers* are used to get readers to respond in some format. In this case with regards to Facebook pages, the writer is looking for readers to either: comment, like, react, tag or even just pause to read the entire post. Together the three elements of *engagement markers* makeup 43.8% which is nearly half of metadiscourse elements identified, therefore it should be understood that they are employed throughout the posts across the three elements.

4.2.4.1. Reader pronouns

Reader pronouns are a simple way to engage the reader as it reads therefore they are very effective as an *engagement marker* as they personalise the text in a way that perhaps it may not have otherwise and creates an intimacy between writer and reader. Some of the most common *reader pronouns* are: *you, your, we, us and our.* This was one of two elements where there were more elements identified in the Spanish pages as there were 111 (14.6%) *reader pronouns* identified in the Spanish pages compared to the 57 (7.5%) in the English pages. This was also the second highest metadiscourse element in this corpra after *boosters.*

The following example, taken from the *Love Valencia* Spanish Facebook page illustrates this use.

29. Hasta el 26 de junio **puedes** disfrutar de las Jornadas Gastronómicas de   El Puig Turístico, Un Poble De L'horta en el que participan 6 restaurantes. Además tienen el pack de menú + ruta turística, un planazo que **no te puedes perder.**

In example 29 the writer uses two *reader pronouns* here to engage the reader in this post. The first occurs at the very start and the second at the end, this may have been done to keep the attention of the reader so they read the entire post. The first is the use of *puedes* to address the reader saying that *you* can enjoy the food, the use of the *reader pronoun you* which is implicit in the verb form. The second *reader pronoun* also is addressing the reader saying that they can not miss out on an amazing plan and therefore, implicitly implying that the plan is worthy. The use of *no te puedes* is addressing the reader saying that you can not miss out on an opportunity like this. We can also reference the work and strategies of Pratkanis and Aronson (2001) who came up with the strategy of threat. This is where people feel threatened by missing out on things that others have deemed to be good, therefore they feel threatened as though they may miss out on something which potentially could exclude them. Therefore they are more likely to be interested in what is being promoted when stated with the threat format. The use of the *reader pronouns* in the second example could be linked to the idea of the threat strategy as well.

30. El sábado 25 de junio a las 20:00h se celebra la 10K Alboraya Contra el Cáncer. ¡**Corre a apuntarte!** ♀

Example 30 from the Facebook page *Love Valencia,* illustrates the *reader pronoun* through a directive that invites the potential reader to take part at the end of the post. In this post the page is promoting the charity run against cancer in Alboraya. At the end of the post the writer uses the *reader pronoun* of *apuntarte* as a way to engage the reader and almost push them to sign up. The writer also uses a play on words, saying run and sign yourself up. This use of a *reader pronoun* and witty style of post is a great way to engage the reader and promote the upcoming event.

Example 31 below taken from Love Great Britain, directly addresses the potential reader with the implicit pronoun "you", while also including the pronoun "estamos" to refer to the company or webpage responsible.

31. **¿Sabes dónde estamos?**   ¡Reacciona a la foto para adivinar la ciudad!   : Bristol   : Birmingham

The *reader pronouns* that we can identify here is the use of the phrase *¿Sabes dónde estamos?.*   Here the writer is directly addressing the reader and engaging them by including them at the very start of the post. Also the *reader pronoun* engages the reader and entices them into looking at the other parts of the post, in this case the photo that is attached.

32. 31. ¿**Sabías** que en Glasgow hay una discoteca que genera energía con el movimiento de la gente bailando? Seguramente no, por esto **te recomendamos** echar un vistazo a nuestro artículo para descubrir un Glasgow que no **te imaginabas.**

In example 32 above we can identify three *reader pronouns* that are used in order to engage with the reader. The post is promoting the city of Glasgow in Scotland and how there is a nightclub that generates energy with movement. The first reader pronoun is *Sabías* when first engaged with the reader asking if they knew this specific thing. Then the next *reader pronoun* is the writer speaking directly to the reader recommending them to read an article about Glasgow. Finally the writer ends the post using the *reader pronoun* to engage the reader by tempting them with the idea that the newsletter has information that they wouldn't have imagined.

Visit London

33. Happiness — available from a sunset near you   #LetsDoLondon #VisitLondon

In example 33 we can identify the use of the *reader pronoun* and why it has been implemented in this way. The pronoun *you* has been used here to create a more direct and intimate conversation between the writer and the reader, thus engaging and even isolating the attention of the reader and potentially causing them to pay more attention to what is being promoted in the post. Also the post is accompanied by a photo which also plays up the overall effect of the message combining with the image.

66

34. Where **you'll** find **us** this afternoon Where's your favourite London pub? #LetsDoLondon #VisitLondon

In example 34 we can see it contains two reader pronouns in this short post. The first comes in the form of a contraction of the words *you* and *will 'you'll,* the writer uses this as a way to give the reader a deeper insight into what their plans are and therefore engaging with the reader on a deeper level. The other *reader pronoun* used is part of the same sentence, the use of *us* also develops the relationship between reader and writer. The writer is telling the reader that their plans are to be in this pub which once again creates a more personal relationship with the writer sharing their personality and favourite pub with the reader.

Visit Valencia

35. The Holy Grail continues making a story. We will tell you the story of how the relic ended up in the Valencia Cathedral.   Book your guided tour every Friday at 10am.

The *reader pronouns* used in example 35 are both deployed at the start of the post. The first *reader pronoun* is the word *we* which is often used by writers to refer to themselves in texts and also to create a more relaxed and light atmosphere, the use of we also helps share responsibility and give the impression that there is a company behind the scenes. The writer is looking and wanting to share the information about the holy grail with the reader. The writer then goes on to directly address the reader by using *you* and assuring the reader that the story will be told, creating a bridge between the two through the issuing of a promise.

36. Have **you** seen the many images of City of Arts on **our** instagram? Take a look, we can tell **you** how to organise a perfect trip!

Example 36 has three reader pronouns that all work in a functional way to promote the city of arts in Valencia. The reader pronoun *you* appears twice in the post, this completes two functions, the first being a direct attempt at establishing a

relationship between writer and reader. Then secondly attempting to transmit information in the most straightforward and quick way possible, asking about the Instagram account and how they can help plan a trip. The other pronoun used in this post is *our* which is used in relation to this Instagram account of the page, the use of *our* includes all the members of the page old and new, even potentially the reader if they chose to follow it. The writer does this not only to make the reader feel as though they are part of the community but also as an effort to promote another social media account related to the *Love Valencia* Facebook page.

Overall it is clear that reader pronouns are highly important when looking to promote anything via written text. This becomes even more obvious when considering that the Facebook pages are looking to promote tourism and therefore the writer will look to implement a number of different strategies, whether psychological or as simple as phrasing certain posts in a way to make sure that the reader understand it is an open invitation to them as they are part of what is being spoken about, travelling to Valencia or the UK. The data in this study clearly shows that they are popular in both languages however it is on the Spanish pages where they appear to be more common with 111 14.6% *reader pronouns* used across 120 facebook posts. The Spanish pages even used 12 more *reader pronouns* than *boosters* accentuating the frequent use and importance of them. The *English* pages also used them 57 times but were the fourth most used metadiscourse element therefore clearly showing a difference with the Spanish page. In total, this study *reader pronouns* should be considered a crucial part of promotion for the pages as the corpus data highlights common use.

4.2.4.2. Directives

Directives are an engagement strategy which aims to connect the writer with the reader. Directives tend to encourage the potential visitor to do something (Searle 1976) and they are normally conveyed either directly, through the use of an imperative, or in a more indirect form, in the form of recommendations, suggestions, guiding and advice.

68

The main types of *directives* are conveyed through imperatives which urge the reader to experience something, visit a place or buy/enjoy a specific item that is being promoted. Within this corpus the way in which directives are used tend to fall into a few categories, the first being instructional. This means that the writer instructs the reader to, for example, click a link or sign up here. The second being (as mentioned above) in the form of advice or recommendations. The third being a general statement in the form of an imperative such as, *enjoy your day!*. Throughout all four pages there will be clear examples of how *directives* are used as *engagement markers* in both English and Spanish with reference to the focus of the study, promotion of tourism. Both pages together had 76 *directives* which equate to 10% of the corpus, with the English (59 used) pages using them 42 times more than the Spanish pages (17 used).

Example 37 below from *Love Valencia*, illustrates two directives:

37. ¡Últimos días de la Feria de atracciones! **Acércate y disfruta** de las atracciones para grandes y pequeños. Además hay casetas de juegos (tiros, dardos, botellines, cuerdas…), bingos y tómbolas. Y si te apetece picar algo no faltan los puestos de comida.

The *directives* that the writer used here appear in the same part of the sentence and could be seen as highly effective as a promotional style. They are used in the form of two directives whose outcome is for the benefit of the potential reader, *Acércate y disfruta* is used to recommend that the reader goes and enjoys the last days of the fair before it finishes, so they are issued for the benefit of the reader. In this post the writer is looking to make sure that whoever is reading the post feels as though they are being given direct instructions by the writer.

38. **Prepárate** para partirte de risa con #LaFunciónQueSaleMal. Una comedia repleta de accidentes, errores y desgracias que los actores vivirán sobre el escenario. Hasta el 30 de enero

The *directive* that the writer implements in post 38 occurs at the very start, this may also be a strategy that is used as a way to immediately grab the attention of the

reader with an imperative that is more to be taken as an invitation. The writer may use the *directive*, *Prepárate,* in the imperative form to straight away get the reader's attention and engage with them while providing a light relief with the promotional content being about a comedy show. The writer uses the *directive* to grab the attention of the reader and then goes on to provide the context as to why they need to be prepared which relates to what is being promoted.

Love GREAT Britain- Turismo de Gran Bretaña

39. Para que mejoremos y os mostremos contenido más acorde a vuestros gustos y curiosidades, nos gustaría pediros unos minutos de vuestro tiempo para rellenar esta rápida encuesta. **¿Nos ayudáis?**

This *directive* comes at the end of the post 39 in the form of a request. This post itself has nothing to do with promoting any part of the UK or Great Britain but it is actually the page itself looking to ask the reader if they are able to help out with making improvements to the page by answering a questionnaire. Therefore the use of the *directive* here is to appeal and request that the reader takes part and helps the page by doing what is instructed. This type of requests are not very imposing and in a way it is hinted that if you answer the question the result will be also relevant for everybody reading the page, as it is aimed at improving the site and the content.

40. Seguramente conoces Brighton: su paseo marítimo, su "Pier", sus calles, pero… ¿conoces sus jardines ocultos, pequeños cafés en la playa o sus aventuras al aire libre? **Haz click** en este link para descubrir un Brighton que no te imaginabas

The *directive* here exaple 40 is instructional in the way that it is telling the reader what they need to do in order to discover a Brighton that they never would have imagined. The writer instructs that the reader to *haz un click* which is connected to a link that will further go on to promote Brighton which is the goal of the post as a whole. Therefore the writer uses enticing language alongside the instructional *directive* in order to push the reader to engage with the post. The use of these imperatives is not imposing as it gives the choice and what is more, the writer

justifies the order by creating the expectation that you will discover something you were not expecting. So there is always the promise of benefits for the potential reader or visitor of the Facebook page.

Visit London

41. **Take a seat** and let's enjoy this view   #LetsDoLondon #VisitLondon

The directive here is implemented in the form of a recommendation,*Take a seat*. As if the conversation was taking place 'here' and 'now'. The writer is recommending that the reader take a seat and enjoy the views of London, and thus the invitation is implicitly recreating a face-to-face offer.. The promotion aspect of this post does not come from the use of a *directive* to engage the reader but more so from the photo that is attached to the post. However the use of the causal language and the *directive* in the form of a recommendation allows the reader to take time to read the post, then perhaps look at the photo attached and then consider visiting London to enjoy views.

42. Exploring the beautiful streets of Chelsea is a must. **Make sure** it's on your London to do list #LetsDoLondon #VisitLondon

Here in post 42 the *directive* used in the style of recommendations,*Make sure* is a personal recommendation from the writer to the reader. The writer is promoting the area of Chelsea as a must for the reader to visit and to make it is on their list. Through the use of the *directive* which are recommendations the reader may feel more engaged and connected with the writer. Thus they may be more prone to go and visit Chelsea and include it on the itinerary.

Visit Valencia

71

43. With a Bioparc ticket, visitors can also participate in the park's daily activities. **Come and learn** about the park's conservation and preservation work.

The writer uses the *directives* in post 42 to directly invite the reader to go and visit the Bioparc. The use of imperatives *come* and *learn* are both inviting and promotional in the sense that the writer wants to entice the reader into visiting the Bioparc where they will have the opportunity to learn. The directives are simple and effective as they are aimed directly at the reader as an attempt to engage with the writer and potentially go to the Bioparc.

44. Are you a tennis fan? The giants of women's tennis are set to meet in Valencia for the BBVA International Open. **Be sure to buy your tickets**.

In post 44 we can see the *directive* at the end of the post in the form of a recommendation. The writer uses the *directive* as a warning and recommendation saying that the tickets are available and the reader should buy them, which could be viewed as there is potential for them to sell out or for them to miss out. The *directive* is a recommendation that is bolstered by the booster when talking about the giants of women's tennis.

Overall *directives* are crucial when looking at Facebook posts as they come in a variety of forms as mentioned before. They could be seen as more vital online as they are often used in the form of instructions or recommendation which is important when promoting touristic things, like all four pages do. Therefore *directives* could be seen as having a bigger role than originally thought. Their use is often subtle and not seen as something commanding, they appear across all pages in both Spanish and English. In all they have the fifth highest percentage of all the metadiscourse elements at 10% meaning on the whole they are not hugely implemented across the selected four pages. However it should be noted that the *English* pages do make up 7.8% of that therefore it could be that the *Spanish* pages do not implement *directives* as often as the *English* pages.

The final element of the group of engagement markers is *questions* which make up 11.7% of the corpus, with 103 used. The English pages used 33 (4.3%) however in stark contrast the Spanish pages used 56 (7.4%). Alongside *reader pronouns, questions* is the only other element that appeared more in the Spanish Facebook pages than the English, both of *which are engagement markers*.

Questions are used in various ways but the most simple way to look at them is a way to directly ask the reader something. They usually attract the reader's curiosity and therefore attention also meaning that the reader will be far more likely to take on board what the writer is saying. Another important factor is that *questions* give the writer space to really consider and think about what the writer is talking about. In this case the reader has time and space to consider the post and think about visiting and going to these places that are being promoted. Questions are sometimes an indirect way of informing the reader of activities that can be done, and they are also tentative and avoid the imposition that a directive conveys.

Love Valencia

45. Las esculturas de grandes dimensiones de Igor Mitoraj se encuentran en los lagos de la Ciudad de las Artes y de las Ciencias. **¿Has visto sus "héroes" y "dioses" griegos y romanos?**

Example 45 is the only *question* that appears in the *Love Valencia* corpus, there is a substantial amount more across the three other pages, including the other Spanish page. More about this will be mentioned in the conclusion of the *questions* section. The *question* used here at the end is rhetorical, and done so to almost push the reader into thinking and connecting with text in a way that they perhaps may not have without the use of the engagement marker here. It works two fold as the promotional content, which is about Igor Mitoraj's sculptures, as if the reader has read the text and has seen them or some knowledge about them they would be interested on going again and if not the reader then has more interest in going to see and learn about them and their historical background.

46. **¿Has visitado el Chelsea in Bloom este año?** La temática era "British Icons" y la verdad, es que nos ha encantado. **¿Cuál os gusta más?** ¡Reacciona a la foto para votar!

In post 46 the writer uses a *question* straight away, by doing this they look to immediately engage with the reader by asking them if they have seen Chelsea in bloom this year. The writer then goes on to explain a little bit about the theme and express their personal opinion on it. Directly after that the writer asks the reader's opinion on what arrangement they like the most. This is a very clever use of a *question* as it is at the end of the post therefore it allows the reader space and time to re-read the post and look at the photo attached all the while engaging with the reader and promoting. The last question also assumes that the reader does like one of the pictures and binds the reader into a relationship.

In example 47 below, the first question aims to peak the reader's interest while the second is an invitation to find out about it all.

47. Todos conocemos Liverpool: el lugar de nacimiento de algunas leyendas, su música, sus museos, su patrimonio marítimo…Pero, **¿sabías que hay una parte de Liverpool que nadie conoce? ¿te apuntas a descubrirla?** Haz click en el link:

The writer here uses *questions* to provoke interest and intrigue around the city of Liverpool in post 47. By asking the first *question* it immediately stimulates interest from the reader pushing them into thinking about what else there could be for them to learn about Liverpool. The second *question* then relates back to the promotional aspect of the post by then asking the reader if they want to find out, all they need to do is just click and follow the link.

Visit London

48. **Could this photo be any more London?**   #LetsDoLondon #VisitLondon

In post 48 the writer uses a rhetorical question here as a way to give the reader some space and time to think and consider what is being asked by the writer here. The *question* itself is fairly simple and in the post it would be attached to a photo, giving it more substance and allowing the reader to get a better grasp on what is being asked. The promotional side comes into play here as the use of the rhetorical *question* and photo are both working in conjunction to send the message about London and how attractive and worth visiting it is.

49. **Did you know** the Palace of Westminster serves as the meeting place for both the House of Commons and the House of Lords, the two houses of the Parliament of the United Kingdom #LetsDoLondon #VisitLondon.

The *question* used in post 49is implemented in a way to draw interest from the reader and encourage them to read the whole post as the answer is included. The writer includes the answer to the *question* as they also are looking to further promote and explain as much interesting information about London and in this post the Palace of Westminster, in order to get more attention from tourism. This use of a *question* is different and therefore engages the readers in a different way than a rhetorical question might.

Visit Valencia

50. **Are you in Valencia in June?** Then experience Mar i Jazz - a beautiful festival on the shores of the Mediterranean in one of València's most charming neighbourhoods.

The writer presents the *question* in post 50 in a very casual and friendly manner, as if it were a friend asking another friend about their plans in June. In this way the writer images the reader and forces them to think about what their plans may be and how they are going to spend their June and if it could potentially be in Valencia. The writer also is able to promote the Jazz festival and a neighbourhood in Valencia. In this way the reader is immediately asked a *question* then with the intrigue reads on to get more information.

51. Do you know what products come from València? Every Wednesday we organize a route to discover the best in local produce. Join and discover unique shops that you can find only in València.

Once again in post 51 the reader is greeted by a direct *question* from the writer, asking if they know specific information about Valencia. Firstly gives the reader a movement to think or guess what they believe to be the correct answers to be. Secondly, once again proves to be a common way to implement *questions*, however in this case the answer is not given to the reader. Finally, the reader is provided with the information of how they are able to find out what products come from Valencia and therefore mention the route that the post is looking to promote with this post. Thus the direct use of a *question* at the start has led the reader to read the entire post and potentially be interested in going on the route and discovering more about Valencia.

In conclusion, the use of the *engagement markers* of *questions* is effective at engaging readers in a variety of ways across the four pages. However it should be noted that only one question was identified on the Facebook page *Love Valencia*, therefore it also could be said that they are not always necessary to engage readers.However in contrast the page *Love GREAT Britain- Turismo de Gran Bretaña* had 56 questions which means that nearly every post in that specific corpus could have had a question. The other pages both in English and Spanish all did implement them in the posts. The *Visit London* page sometimes used questions in conjunction with photos attached to post as a way to further promote or highlight what is being asked such as in post 47 seen above. The amount of questions used clearly seems to depend on the writer and or the style of the post as the Spanish pages vary so strongly, the English pages not as much yet they are still used less than the Spanish pages.
Overall questions are a good way of engaging all readers as they could be proved to increase curiosity when flicking through posts on Facebook.

4.2.5. Self-mentions

Self mentions are a power tool that writers often use in a variety of ways in order to emphasise their presence in the discourse. The writer will use first person pronouns when implementing *self mentions* like: I, me, we and our. When referring to the focus of the study, Facebook posts often include *self mentions* as the writer is always looking to promote and highlight their thoughts and experiences, which in this case are more than likely positive. Overall *self mentions* are a metadiscoural element that greatly help the writer to communicate their discourse. This being said, self *mentions* are the metadiscourse element least used out of the whole corpus with only 46 used which equates to 6.1% of the corpus. The English corpus has 26 uses (3.4%) and the Spanish corpus has 20 (2.6%). It is interesting to note how close the usage is across the two languages with only six differences; they are the closest together in terms of usage across all the elements.

In this following section we will look at two examples of posts that contain *self mentions* from the Facebook page *Visit Valencia*.

Love Valencia

52. Circo Raluy Legacy te espera con 90 minutos repletos de emoción, acrobacias, actuaciones increíbles, magia y muchas sonrisas con su nuevo espectáculo TODO (LO)CURA. Participa en el sorteo de un pack de entradas en **nuestro instagram** @lovevalencia

The *self mention* is used here in post 52 to promote the Instagram account belonging to the Facebook page. The use of the word *nuestro* implies that it is not an account that belongs to one singular person but a community account that all can have access to. Therefore the reader is part of that group alongside the writer, who references their own existence by using the *self mention.* Also the promotional side of the post tempts the reader to follow the Instagram account in order to potentially win tickets to go and see the show.

The next posts that will be examined are from the corpus, the two examples will both contain *self mentions* and will be explained.

53. Su playa, su tirolina, su paseo, su pier, sus pintorescas calles, …Sin duda, Brighton es **una de nuestras** ciudades costeras favorita. ¿Cuál es tu rincón favorito de la ciudad?

54. **Empezamos nosotros**: su puesto de Fish and Chips a pie de playa

Here in post 53 the writer uses *self mentions* in a way to firstly share and connect with the reader in a real way by expressing that their favourite city is Brighton, the use of *nuestra* also makes it open and implies that multiple people are in agreement with this statement. Secondly, the writer then asks the reader a question directly which leads into the next self mention, that the writer implements, *empezamos nosotros*, which once again includes more than the writer themselves but a group. The use of *we* as a *self mention* was looked at in a study by Harwood (2007) and it was understood after interviewing people that readers felt more intrigued and stimulated by use of the *we*. Therefore the use of it here helps the writer promote Brighton and push the message of visiting Brighton via this Facebook post by potentially stimulating the interest of the readers.

55. **Todos conocemos** Liverpool: el lugar de nacimiento de algunas leyendas, su música, sus museos, su patrimonio marítimo…Pero, ¿sabías que hay una parte de Liverpool que nadie conoce? ¿te apuntas a descubrirla? Haz click en el link.

In post 55 the writer uses *we* once again but in this case it is done in a way that really includes the reader and validates their existence. This could be seen as implying that both reader and writer are both aware and understand what is being said, consequently creating a relationship between the two through the use of *self mentions.* Through this the writer looks to establish a relationship with the reader, and then go on to ask that they click the link to discover more about Liverpool.

The next posts that will be spoken about are from the *Visit London* corpus.

56. With a view like this, **I'm** never leaving London   #LetsDoLondon #VisitLondon

The use of *I* here by the writer is implemented to underline the writer's presence on this post. The writer looks to point out their opinion about London and the views with the use of the first person pronoun. The use of *I* also shows the personality and likes of the writer as the post is attached to a photo which again explains more about the writer and places them in a more friendly and human light instead of a faceless person who wrote the post with the aim of promoting London and its views.

57. The views **we have** in London are simply unmatched   @visitgreenwich #LetsDoLondon #VisitLondon

In this final example we can see that the writer implements the use of a *self mention* in order to not only reference the reader but include them in the sentiment of the post. The use of *we* means that the writer is included in this but also the reader meaning that the views that London has are not just available to the writer but available to them both. This makes it clear that the reader is included in this sentiment and is able to share it if they so chose to travel to London, which is the purpose of the promotion on this page.

In conclusion the use of *self mentions* within the corpus make up to 6.1% of the corpus as a whole, therefore they are not implemented a huge amount within these Facebook posts. When looked more specifically we can see that the Spanish corpus only has 20 *self mentions* which makes up 2.6% of the corpus. It is also important to consider that the Facebook page *Love Valencia* contains only 1 *self mention*, therefore this greatly impacts the percentage of not only the Spanish corpus but the entire percentage of *self mentions*. This could be because the page tends to follow a style of relatively impersonal posts, suggesting that perhaps the page is leaning towards the promotion of events, items and tourism based things rather than the city as a whole itself. Whereas the *Visit London* Facebook page follows a style of post where the writer really looks to include the reader and get across their message and personality through the written posts, as can be seen above in the examples. Overall the use of *self mentions* will remain a key tool in order to express feelings for writers

however when it comes to Facebook posts perhaps they will remain somewhat under used.

Chapter Conclusion

Metadiscourse is something that perhaps in the future will go on to have more and more prominence as a key tool when it comes to marketing. Looking through the information that has been broken down across this section there is a lot to think about and consider that could potentially go on to help tourist promotions on Facebook in the future. The major takeaways from the results are in line with what was discussed at the very start of this study in the goals section.

Firstly, the similarity with the use of all elements holds true. There is no great disparity between the overall use of the metadiscourse elements that have been looked at in this study. The overall total being 759 elements, with 441 of the English corpus equalling 54.2% and then 348 equalling 45.8%. These percentages on the whole are very close and therefore can be assumed that there is not a huge disparity with the use of metadiscourse elements.

Secondly, the biggest disparity between two elements would be between *boosters and hedges*. In this study, which of course is related to the promotion of tourism via Facebook pages, the belief was that the use of promotional language would be high and therefore *boosters* would be used by the writer in order to get across the sentiments of positivity and always looking to emphasise what they were saying by adding an adjective that boosts the sentiment of the post and potentially attracts more readers. In regards to *hedges*, in nature they do not go hand in hand with the promotion of things in general. The assumption was that they would not be used frequently as the writer would not be looking to downplay or be timid with their style of promotion when talking about Valencia or the UK as it would not be an advantage when trying to persuade readers to go and visit the places being talked about. This eventually showed as they came up as 3.6% of the corpus as a whole, which was the lowest out of all the metadiscourse elements with only 27 appearances. Compared with the 247 *boosters* which made up 32.5% of the corpus.

Lastly, a great deal of the results simply came down to the writer and their style of writing the posts. Facebook is a social media platform and people are not

looking to write or read essays on it. Therefore this limits the writer in how much they can say and how much will actually get absorbed by the reader before they move onto the next funny meme. This then limits them to slightly shorter posts which in turn leads to less metadiscourse elements being utilised throughout. Also it is important to bear in mind that this study did not look into the impact of images attached to the posts which also could either add or take away from the message of the post. If there is an image next to a post a lot of the time they are very self explanatory, meaning the post does not need to explain much and there will not be need for metadiscourse elements.

To finish, these results are just a snapshot of what could be understood and studied when looking at Facebook, let alone other social media platforms. Over time the use of language always evolves and changes meaning that it may be more fashionable to use less boosters or to hedge a lot more but overall these results highlight aspects that are interesting and unique in their own right.

4.3. Multimodal results and discussion section

Alongside looking at the results from the corpus related to the metadiscourse elements I also wanted to look at the multimodality of the posts with a focus on emojis. Although dealing with the topic of emojis and how they contribute to the overall meaning of the post in some depth would certainly be the topic of another TFM, I will try to offer some preliminary results after analysing the corpus.

It should be established from the start that there is no solid way to precisely quantify the results of emojis in terms of their importance. Who is to say what has a higher value between a yellow heart and a blue heart ? It is also crucial to bear in mind that their use could be seen as an indicator of cultural differences with the way in which emojis are used depending on the culture, country and style of post. This is also a factor that comes into play with this study as the pages are from both Spain and the United Kingdom. Thus, identifying and categorising emojis is not like

identifying boosters, considering that even though there may be a slight difference in usage, a booster in English more than likely would be a booster in Spanish, French and Dutch. There is also the option of simply counting the number of emojis used and using the figures to draw some kind of conclusion about their promotional value, but once again they could be seen as arbitrary as some pages lean hader on the use of emojis compared to others and it would be pure speculation to believe that one page has more like simply because it used five more sun emojis. Overall this section will present the information identified from the corpora and discuss the results with regards to the three categories established:the *ideational, interpersonal and referential*.

As stated above or in the methodology section, I am going to look at emojis considering their functions within the ideational, interpersonal, and referential domains. This will allow me to identify whether they add to the content conveyed, or whether they are aimed to engage the potential reader and thus build on the interpersonal aspect; or rather, whether they merely point or guide the reader throughout the post.

Categories	Spanish	%	English	%	Total	%
Ideational	77	30	54	21	131	51
Interpersonal	41	16	50	19.5	91	35
Referential	11	4.3	24	9.3	35	13.5
Total	**129**	**50.2**	**128**	**49.8**	**257**	**100%**

Table 4: Emoji Halliday category results

As stated in the introduction the emojis were classified into three main categories following Halliday's (1973) proposed theories: ideational, interpersonal and referential. In this way the emojis have been divided into three categories in order to better understand what their purpose is within the Facebook post. Within this section there will be an explanation and examples of posts that contained emojis relating back to the specific categories under analysis.

82

As shown in table 1 above, the amount of emojis found in the two languages is fairly similar, with a total of 129 emojis in the Spanish pages and 128 in the English ones. Regarding their distribution, the Spanish emojis are employed ideationally in a greater percentage than in the English corpus (30% vs 21%). In contrast, the English emojis seem to participate in an interpersonal and referential function with a higher frequency ,19.5% and 9.3% compared to Spanish pages of 16% and 4.3% as shown in the table above. If we look at the distribution per page, table 2 below gives us a general idea of the distribution of emojis. It seems that the Love Valencia page in Spanish is the one that agglutinates the higher display of emojis in comparison with the others. It has almost twice as much as the other Spanish one. Regarding the English ones, Visit London uses emojis more pervasively than Visit Valencia. If you add the percentages you may want to comment on some key findings

It seems that the referential function is the less frequently deployed, except for the Visit Valencia page. Their use of interpersonal devices is evenly distributed. Finally, the Ideational category is almost twice as much in one of the English and Spanish pages than in their English and Spanish counterparts.

Categories	*Visit Valencia ENG*	Visit London ENG	Love Valencia SPN	Love GREAT Britain- Turismo de Gran Bretaña SPN
Ideational	13	41	57	20
Interpersonal	25	25	21	20
Referential	19	5	6	5
Total	**57**	**71**	**84**	**45**

Table 5: Quantity if Emojis in Facebook Posts

In what follows, I will comment on the different categories in which they are used.
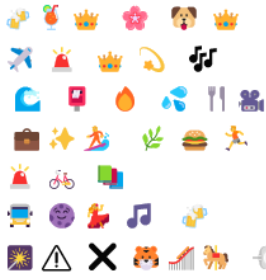
A. Ideational category

Emojis serving an ideational function	
Spanish Pages	**English Pages**
💐 🍹 👑 🌸 🐶 👑 ✈️ 🎆 👑 🌙 🎶 🌊 🩸 💧 🧗 🍽️ 🎥 💼 ✨ 🤸 🌿 🍔 🏃 🚨 🚴 💃 🎵 🏋️ 🚌 🟣 💃 🎵 🏋️ 🎆 ⚠️ ❌ 🐅 🎹 🐎 ⚪ 🎪 ✨ (walk) (wheelchair) (Chinese gate) (walking) (monocle)	⏰ 🟡 🍰 🎉 🐻 🌸 ☕ 🎵 🎹 🎨 🎶 🟡 ⛰️ 🟡 🖼️ 🧑 ☎️ ❄️ 🖼️ 🌈 GB 👑 🌍 🎾 🔍 🎣 (Surfer) (football) (Paella) (shopping bags)

Table 6. Emojis serving an ideational function in the Spanish and English pages

The category of ideational contains emojis that are related to what is being posted about, as said by Halliday and Hasan (1976) "the linguistic system that is concerned with the expression of 'content', with the function of language being about something". This of course was in reference to language as emojis did not exist in the 70's but in this study they are being placed into these categories as they also aid the language being used and therefore serve a similar function by alluding to the content conveyed with the help of a visual aid. For example with the page *Visit London* there were a lot of posts related to the platinum jubilee. Therefore the use of emojis such as the Union Jack flag or the emoji that symbolises the crown were very often as they were relevant to what was being posted in a way, see examples B and D below. It can be said they were aiding the comprehension of the post, as some kind of visual post that reinforces the written language. In this way, they had a support function.

The same could be said with *Love Valencia.* The post was posted when the Fallas festival was taking place, so there are a lot of emojis such as fireworks that were used as they are an integral part of the festival. *Ideational* emojis also appear in *Visit Valencia* and *Love GREAT Britain- Turismo de Gran Bretaña* as all of the pages look to promote cultural and interesting things to do and see.

Therefore, the emojis within this category are commonly used within these pages especially as they are related to the promotion of places to visit from a tourism standpoint, as these cultural events or landmarks are what the entire tourism industry relies on. The overall percentage of *ideational* emojis in the corpora was 51% which was the most of all three categories, the Spanish pages contained 77 which equated to 30% and the English page 54 which equated to 21%. Thus the promotion and the use of *ideational* emojis go hand in hand as they work in a semiotic way to further attract people to the Facebooks posts, whether it is the emoji that caught the eye of the reader while scrolling or the text was the sentiment or idea was reinforced by the use of the emojis, they are a vital part of promotion.

Examples of *ideational* emojis used from Facebook pages

58. **Visit Valencia**:   With a perfect climate and Mediterranean lifestyle, València is an enchanting destination.

59. **Visit London:** What time is it? Platinum Jubilee time   Enjoy the celebrations today! #LetsDoLondon #VisitLondon

60. **Love Valencia:** Cremà de la Falla del Regne

61. **Love GREAT Britain- Turismo de Gran Bretaña:** ¡Ya tan sólo quedan dos semanas para el Platinum Jubilee! Os animamos a participar en la celebración del histórico reinado que tendrá lugar del 2 al 5 de junio ¿Quieres saber cómo?

B. Interpersonal Category

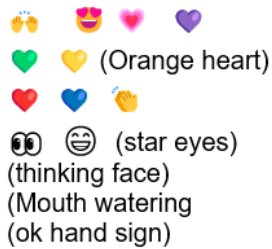Table 7 below displays the most commonly employed emojis having an interpersonal function.

Interpersonal Emojis used	
Spanish Pages	**English Pages**
🙌 😄 😊 🤚 💙 😎 🤎 👐 👀 💚 😍 🎉 👍 👩 👦 (hug emoji) 🤗 . ❤️ 😍 👍 😱	🙌 😍 💗 💜 💚 💛 (Orange heart) ❤️ 💙 👋 👀 😁 (star eyes) (thinking face) (Mouth watering (ok hand sign)

Table 7. Emojis serving an interpersonal function in the Spanish and English pages

The use of *interpersonal* emojis is also very common across the four Facebook pages as the writer's often look to try and share their sentiment, whether it is curiosity or excitement in a way that not only helps promote what they are looking to promote but also entices the reader to consider travelling. The interpersonal function is of great importance as we have seen in the analysis of metadiscoursal elements. Halliday (1985) describes *interpersonal* language as "the speaker or writer doing something to the listener or reader by means of language". With regards to the use of emojis this could be viewed as the writer using emojis as a way to express their feelings and emotions. In fact in his previous works Halliday (1973) also mentions this, "the expression of our own personalities and personal feelings on the one hand, and forms of interaction and social interplay with other participants in the communication situation". Therefore it could be seen that emojis carry an *interpersonal* value as they can be used by the writer to express their feelings in a number of ways about what they are posting therefore adding value to the text.

The reader also gets value from these as they are able to understand at a glance what the writer's feelings or the message is that they are trying to get across from simply looking at the emojis. In the corpora there were a total of 91 *interpersonal* emojis identified, 41 (16%) coming from the Spanish pages and 50 (19.5%) from the English pages. These were the second most common type of emojis used across the four pages making up 35% of the results as a whole. There was only a difference of nine between the two different languages with the English pages implementing the use of the emojis more. Finally it is also important as the

Facebook pages are looking to promote tourism destinations and there may be some people who do not speak with Spanish or English therefore emojis there is less space for misunderstanding when it comes to the posts.

Some examples of the use of these emojis with an interpersonal function are the ones below. For example, in 1 and 4, the invitation to discover the Ensanche and Ruzafa areas is precluded by the emoji   , which somehow conveys the personal attitude of the writer, who by using the emoji with the smile and two hearts as eyes, is somehow conveying or hinting at the fact that we will certainly love these destinations.

Likewise in example 63 below, the 3 emojis   convey that the view from Trafalgar is perfect, or that the only way to describe it would be with the emoji of that gesture.

Examples of *interpersonal* emojis used from Facebook pages

62. **Visit Valencia:**   Discover the authentic neighbourhoods of Ensanche and Ruzafa with this one-day route designed to highlight some of València's coolest districts

63. **Visit London:** The view from Trafalgar Square   #LetsDoLondon #VisitLondon

64. **Love Valencia:** El Puig Turístico, Un Poble De L'horta organiza visitas guiadas a la Cartuja de Ara Christi, declarada Bien de Interés Cultural en 1996. ¡Apúntate y disfruta por solo 1€!

65. **Love GREAT Britain**- Turismo de Gran Bretaña: ¿Sabes dónde estamos?   ¡Reacciona a la foto para adivinar la ciudad*!*

   : Bristol
    : Birmingham

C. Referential Category

As for the referential category, the amount of emojis employed is less than the other two categories. Most of them have a "pointing" or "signalling" function, as if guiding the potential reader throughout the text.

Referential Emojis	
Spanish Pages	**English Pages**
📍 ➡️ 👉 (ticket) 📅 👇 🔝 👉	👇 ✅ 📍 🔗 👉 (ticket) 🔝

Table 8: Emojis serving an referential function in the Spanish and English pages

The final category of the three is *referential,* this is potentially the most simple out of the three to identify as it refers to one part of a text (or in this case emoji) referring to another. The emojis that are referential are used in a way to point out things that the reader may need in order to either fully understand the post or even more related to promotional marketing simply pointing out links   that the reader can follow inorder to book tickets, find out more information and things related to tourism of the particular place. In essence the emoji used in one post refers to what has been said in the posts and refers the reader either to a specific section of the post or references back directly to the post itself. As put by Halliday (1990: 11) one section of the text will be seen and understood with reference to another section, therefore working semiotically together to create understanding and cohesion. In total there were 35 *referential* emojis that made up 13.5% of the total, 4.3% (11) from the Spanish pages and 9.3% (24) from the English pages. The page that had the most *referential* emojis was *Visit Valencia*, which had 19 which was by far the most as the other had either 5 or 6. This could be due to the style in which certain pages look to promote e.g including links or references within their posts. The most common *referential* emojis that were used in this study were: arrows pointing in certain directions, boxes with ticks, hands pointing in directions, calendar, tickets and paper clips. You can see in example 66 below the use if the   emoji is used to direct and point out where the reader can go to download a guide, which is the same with the use of the other arrow   emoji in example 68. Finally the use of the green box tick ☐ refers back to the text and the photo attached to the post, to signify they have found a place with view. These were all used in a way to make reference to the actual post, as without the post they would make little or no sense. However, working

in conjunction with the post allows for a better relationship and understanding between reader and writer.

<u>Examples of *referential* emojis used from Facebook pages</u>

66. **Visit Valencia:** Thinking of coming to visit Valencia?   Download the guide and find out why Valencia has to be your next getaway.

67. **Visit London:** Lunch with a view? Yes please   #LetsDoLondon #VisitLondon

68. ***Love Valencia:*** ¡Buenos días! No te pierdas los planes que puedes hacer esta semana en Valencia

69. **Love GREAT Britain- Turismo de Gran Bretaña:** Para que mejoremos y os mostremos contenido más acorde a vuestros gustos y curiosidades,nos gustaría pediros unos minutos de vuestro tiempo para rellenar esta rápida encuesta. ¿Nos ayudáis?

 In conclusion to wrap up this section it should be said that the multimodal impact that emojis have on Facebook posts is one worth considering when looking to analyse them. They not only work in conjunction with the texts they are included in, but they also work as a quick way in which to send a message. Whether that be an emotion, warning or instruction they work well as tools as well as adding more personality and colour to a text. That in turn allows the writer to show their presence more within the posts or texts. Moreover when you consider the fact that these posts are being written with the idea of promoting tourism the use of emojis as a multimodal tool could be seen as a requirement as social media in the present day has a semiotic relationship with emojis. With regards to this study it can also be confirmed that their presence is quite pervasive as there were 257 emojis recorded in a total of 240 posts across the four English and Spanish pages, therefore the use of emojis on the Facebook travel pages is high. When looking at the percentages of the two pages, the English pages had 49.8% and the Spanish pages 50.2%, showing that there was a small disparity (0.4%) between the two languages and that both frequently use emojis within their texts.

Chapter 5: Conclusion

This study looked to draw conclusions and further ideas about the way in which language is used and what the language represents. With this in mind the study can be looked at as successful. One of the big questions was whether or not there is a difference in the way in which posts and language was used between English and Spanish was found out to be not true. At least in the areas of this study both languages presented similar uses of metadiscoursal elements in the Facebook posts that were extracted for this study. With regards to the questions about social media and the way in which it has become part and parcel of marketing and promotion, that became very clear the more time was spent looking at the pages. Facebook pages are one of the big areas that people and companies are able to use for free and advertise what they please. Therefore pages like the four that were looked at in this study are crucial promotional tools that are utilised on a daily (if not more) basis to spread messages and content.

Then focusing on the multimodal side of the posts with a closer look at the use of emojis, it also became clear that there was a very real semiotic relationship between text and use of emojis. All of the pages implemented them in some facet and they are a major marketing tool due to their ease of use and understanding, therefore will be used again and again in marketing and promotion. As mentioned before, although there have been similar studies, this particular one stands alone due to its specificity and therefore should be looked at in this way. To finish this study was a step by step process that enabled me to draw a number of conclusions culminating in a clear and better understanding of language application in the area of tourism promotion on Facebook.

5.1. Limitations of the study

With any study there are always going to be limits to what you can do. With regards to this study there were a number of things that limited the study as a whole. To start with there was no control of who was writing the posts, this meaning that we are unable to say for certain if the writers on the Spanish pages were native to Spain or even Valencia and if the writer of the English pages were from London and the UK. This is a limiting factor as then it affects the way in which they write and present things as they may not be able to express the message they exactly want to get across. Another factor that is limiting was that although the four pages were divided into two groups per language, once again the style of the pages and the way in which the posts were put together in conjunction with photos or other attachments made it slightly more difficult solely as the use of language. Another factor being tha it was just limited to Facebook, if there was the opportunity, time and resources to have a corpus for the major three social media platforms the results may dramatically change. Finally and maybe most importantly was the time factor. If this study was able to take place across a year there may have been a more definitive answer that allowed us to take a more in depth result away. It was a shorter space of time and therefore a lot less posts but who is to say that the results may have been different if the time period took place over Christmas or a different time period.

5.2. Areas of future study

This study birthed a number of new ideas that may well be interesting areas of future studies all related to ideas from this study. One area that could be interesting is to simply broaden the study to more social media platforms and for a longer time period. Also in terms of multimodality there is the area for studies looking solely at the images that are posted on the Facebook pages and completely avoiding the language side of the study. It would be very interesting to look at the metrics to see if photos had a better impact and people were more likely to think about visiting a place because it had nice photos or a nice description. This could be done through

interviews, questionnaires and similar methods to get accurate results. Overall from this study there are many other lines and avenues to be explored in the future which will lead to more information and understanding around the topic.

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