

## CONSTRUCTING AUTHENTICITY IN ENGLISH-LANGUAGE TOURISM BROCHURES

**Mohinur Ismoiljonova**

Uzbekistan State World Languages University

Faculty of English Philology

mhnrismoilova@gmail.com

Scientific advisor: **Novik Karina**

karri199825@gmail.com

**Abstract.** This study explores the pragmalinguistic mechanisms of authenticity construction in English-language tourism brochures and examines their pedagogical implications for teaching intercultural competence. It analyzes how speech acts, deixis, and evaluative language strategically construct authenticity as a discursive achievement.

**Key words:** tourism brochures, authenticity, pragmalinguistics, intercultural competence, language teaching.

**Annotatsiya:** Ushbu tadqiqot ingliz tilidagi turistik bukletlarda haqiqiylikni (autentiklik) shakllantirishning pragmalingvistik mexanizmlarini o'rganadi va ularning madaniyatlararo kompetensiyani o'qitishdagi pedagogik ahamiyatini tahlil qiladi. Maqolada nutq aktlari, deyksis va baholovchi leksika qanday qilib strategik jihatdan haqiqiylikni diskursiv natija sifatida yuzaga keltirishi tahlil etilgan.

**Kalit so'zlar:** turistik bukletlar, haqiqiylik (autentiklik), pragmalingvistika, madaniyatlararo kompetensiya, til o'qitish.

**Аннотация:** В данном исследовании изучаются прагмалингвистические механизмы конструирования аутентичности в англоязычных туристических брошюрах, а также рассматриваются педагогические возможности их использования для формирования межкультурной компетенции. Анализируется, как речевые акты, дейксис и оценочная лексика стратегически выстраивают аутентичность как дискурсивное достижение.

**Ключевые слова:** туристические брошюры, аутентичность, прагмалингвистика, межкультурная компетенция, преподавание языков.

### Introduction

In recent decades, the intersection of language, culture, and tourism has emerged as a significant area of inquiry within applied linguistics and intercultural education. Tourism brochures, as pervasive and influential genres of promotional discourse, offer rich material for examining how language constructs cultural meanings and mediates cross-cultural encounters [2].

One of the most powerful yet pedagogically underexplored dimensions of tourism discourse is the pragmalinguistic construction of authenticity. Tourism brochures function as complex cultural artifacts that shape how destinations are imagined, how cultural identities are represented, and how intercultural encounters are anticipated [3].

The relevance of this study lies in the growing recognition that language teaching must prepare learners for critical engagement with cultural representations across media

and genres. As English continues to function as a global lingua franca in tourism and other industries, learners increasingly encounter promotional texts that construct particular versions of culture and authenticity.

The aim of this study is to analyze the pragmalinguistic strategies employed in English-language tourism brochures to construct authenticity and to examine how this analysis can inform the teaching of intercultural competence in language education.

### **Materials and Methods**

The study is based on a corpus of 40 English-language tourism brochures collected from official tourism boards and regional marketing organizations across diverse geographical contexts, including the United Kingdom, Ireland, Australia, New Zealand, Canada, and the United States.

The research applies qualitative pragmalinguistic analysis, drawing on speech act theory as developed by John L. Austin and John Searle [4], deictic theory established by Stephen C. Levinson [5]. The classification of speech acts follows Searle's typology of assertives, directives, commissives, expressives, and declaratives.

### **Results**

The analysis demonstrates that English-language tourism brochures employ systematic pragmalinguistic strategies to construct authenticity across three interrelated dimensions: the representation of place, the representation of culture and community, and the construction of the tourist as an authentic traveler.

The distribution of speech acts reveals how authenticity is performed rather than merely described. Assertives predominate in passages presenting cultural and natural attractions. As noted by Echtner and Jamal, the commodification of cultural authenticity requires careful linguistic negotiation between economic transaction and genuine encounter.

Person deixis reveals systematic construction of relationships between tourists, hosts, and cultural traditions. First-person plural exclusive deixis (we, our, us) referring to local communities performs authenticity through claims of insider knowledge: "our ancestors," "our traditions," "our way of life."

### **Discussion**

The findings demonstrate that authenticity in English-language tourism brochures is constructed through systematic pragmalinguistic strategies that encode culturally specific assumptions about place, culture, and experience. These assumptions reflect Western cultural values that may not be universal or may be contested [6]. This observation has significant implications for language teaching and intercultural competence development.

The pedagogical relevance of analyzing authenticity construction lies in its potential to develop what Michael Byram terms "critical cultural awareness"—the ability to evaluate critically the cultural representations encountered in texts and interactions [1]. Tourism brochures offer particularly valuable pedagogical material because they combine accessibility with complexity: they are readily available, linguistically manageable for intermediate learners, yet ideologically dense and culturally specific in their representations.

### **Conclusion**

In conclusion, the present study has examined the pragmalinguistic construction of authenticity in English-language tourism brochures and explored the implications of this analysis for teaching intercultural competence. The findings indicate that the

linguistic construction of authenticity in tourism discourse encodes culturally specific assumptions that may be opaque to language learners. These assumptions—that authenticity resides in remoteness, resistance to change, and contrast with mass tourism—reflect particular cultural values that learners can be equipped to recognize authentic texts.

It can therefore be concluded that tourism brochures constitute valuable pedagogical resources for language education precisely because they are not neutral texts. By engaging learners in the analysis of these processes, language teaching can contribute to the development of critical intercultural competence—the capacity to interpret, evaluate, and mediate cultural representations across the diverse contexts of globalized communication.

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