

**A SYSTEMIC FUNCTIONAL LINGUISTIC STUDY OF
EXPERIENTIAL MEANINGS IN TOURISM BROCHURES**

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ABSTRACT

The study investigates experiential meanings in tourism brochures on the topics golfing, diving and adventure from a Systemic Functional Linguistics (SFL) perspective, particularly the System of Transitivity by Halliday and Mathiessen (2014). Six tourism brochures from Malaysia and Thailand were studied which are two each on golfing, diving and adventure. The data were analysed from the System of Transitivity (Process types, Participants and Circumstantial elements). Previous studies have focused on the representation of destination images and culture in tourism brochures rather than linguistic realisations in tourism brochures (e.g. Camprubi, Guia & Comas, 2012; Hassan, 2014; Jalis, Che & Markwell, 2014). Hence, this study is significant in filling the research gap. The findings reveal that all process types were employed in all brochures. The findings show that material, relational and mental processes were the major process types in tourism brochures studied. Relational processes were mainly used in tourism brochures from Malaysia for promoting golfing while material processes were mainly used in tourism brochures from Thailand in promoting golfing. Material processes were highly used to promote diving and adventure in tourism brochures from Malaysia while relational processes were highly used to promote diving and adventure in tourism brochures from Thailand. The study concludes that two different process types, relational and material processes were highly used on the same topics of tourism brochures from Malaysia and Thailand while Circumstance of Space was highly used in all tourism brochures from Malaysia and Thailand. The study has proved that SFL is a useful analytical tool for studying authentic text and is able to bring out the implications of the language used in tourism brochures. It is hoped that the findings of the study will provide language practitioners valuable insights on how tourism brochures are written and what descriptive and persuasive features are used in them.

ABSTRAK

Kajian ini mengkaji makna *Experiential* dalam brosur pelancongan yang bertopik golf, penyelaman dan pengembaraan dari perspektif Linguistik Fungsional Sistemik (SFL), khususnya sistem *Transitivity* daripada Halliday dan Mathiessen (2014). Enam brosur yang dikaji terdiri daripada dua brosur golf, dua brosur penyelaman serta dua brosur pengembaraan. Teks dalam brosur pelancongan dianalisis berdasarkan sistem *Transitivity (Process types, Participants dan Circumstantial elements)*. Kajian sebelum ini menumpukan perhatian kepada persembahan imej destinasi dan kebudayaan dalam brosur pelancongan bukannya realisasi linguistik dalam brosur pelancongan (e.g. Camprubi, Guia & Comas, 2012; Hassan, 2014; Jalis, Che & Markwell, 2014). Kajian ini penting untuk mengisi jurang penyelidikan tersebut. Hasil kajian menunjukkan semua *process types* digunakan dalam semua brosur. Hasil kajian ini menunjukkan *material, relational* dan *mental processes* merupakan *process types* utama dalam brosur yang dikaji. *Relational processes* digunakan terutama dalam brosur golf Malaysia manakala *material processes* digunakan terutama dalam brosur golf Thailand untuk mempromosikan golf. *Material processes* digunakan terutama dalam brosur penyelaman dan pengembaraan Malaysia manakala *relational processes* digunakan terutama dalam brosur penyelaman dan pengembaraan Thailand bagi mempromosikan penyelaman dan pengembaraan. Kesimpulannya, dua *process types* berlainan, iaitu *material and relational processes* paling banyak digunakan pada brosur pelancongan yang bertopik sama dari Malaysia and Thailand manakala *Circumstance of Space* paling banyak digunakan dalam semua brosur. Kajian ini membuktikan bahawa SFL adalah alat analisis yang berguna bagi mengkaji teks otentik dan ia dapat mengemukakan implikasi tentang bahasa yang digunakan dalam brosur pelancongan. Hasil kajian ini diharapkan akan berguna bagi pengamal bahasa tentang bagaimana brosur pelancongan ditulis serta ciri-ciri deskripsi dan persuasif yang digunakan dalam brosur pelancongan.

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LIST OF SYMBOLS AND ABBREVIATIONS

Symbols and Abbreviations	Indications
Pr: Mt: Cr	Creative Material Process
Pr: Mt: Tr	Transformative Material Process
Pr: Men: Pe	Mental Process, Perceptive
Pr: Men: Cog	Mental Process, Cognitive
Pr: Men: De	Mental Process, Desiderative
Pr: Men: Em	Mental Process, Emotive
Pr: Rel: Attributive	Relational Process, Attributive
Pr: Rel: Identifying	Relational Process, Identifying
Pr: Ver	Verbal Process
Pr: Beh	Behavioural Process
Pr: Exist	Existential Process
Circ: temporal	Circumstance of Time
Circ: spatial	Circumstance of Space
Circ: manner: means	Circumstance of Manner, means
Circ: manner: quality	Circumstance of Manner, quality
Circ: manner: comparison	Circumstance of Manner, comparison
Circ: manner: degree	Circumstance of Manner, degree
Circ: cause: reason	Circumstance of Cause, reason
Circ: cause: purpose	Circumstance of Cause, purpose
Circ: cause: behalf	Circumstance of Cause, behalf
Circ: contingency: condition	Circumstance of Contingency, condition
Circ: contingency: concession	Circumstance of Contingency, concession
Circ: contingency: default	Circumstance of Contingency, default

Circ: accompaniment: comitative	Circumstance of Accompaniment, comitative
Circ: accompaniment: additive	Circumstance of Accompaniment, additive
Circ: role: guise	Circumstance of Role, guise
Circ: role: product	Circumstance of Role, product
Circ: matter	Circumstance of Matter
Circ: angle: source	Circumstance of Angle, source
Circ: angle: viewpoint	Circumstance of Angle, viewpoint

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CHAPTER 1: INTRODUCTION

1.0 Introduction

The present study entitled “A Systemic Functional Linguistic study of Experiential Meanings in Tourism Brochures” attempts to investigate how content is presented in tourism brochures, namely through the use of process types, participant roles and Circumstances in the System of Transitivity.

This chapter presents a brief overview of the current study. It comprising the background to the problem, follows by the research aims and research questions that underline the whole research. Next, it provides a brief description of the theoretical framework which is Systemic Functional Linguistics (SFL) and the research methodology of the study. The delimitations and organization of the study is also presented. This chapter ends with a chapter summary.

1.1 Background to The Problem

Tourism brochures are one of the marketing tools which are used for promotional and informative purposes. With the advent of Internet-based electronic commerce (E-commerce) in 1990s, electronic tourism brochures (E-brochures) are provided to complement traditional printed tourism brochures. They serve to attract existing and prospective tourists who are also internet users by providing information such as descriptions of the attractions, accommodation and maps. Electronic tourism brochures (hereafter tourism brochures) help readers to select their holiday destinations, to prepare for their trips and to assist them throughout their journeys. According to the number of internet user worldwide from 2005 to 2016 (2016), there are 3.5 billion internet users

worldwide. Hence, how content is presented in tourism brochures is crucial in promoting tourism.

The content of tourism brochures are presented through images and language. Images provide an overview of attractive places in pictorial form. They are often used to portray positive images of the attraction. However, images alone cannot provide sufficient practical information for planning and executing a trip. Language is an important element to convey information through descriptive words. Readers can obtain the information of a tourist attraction through these tourism brochures.

Previous studies have been carried out to study images in tourism brochures (Molina & Esteban, 2006; Hunter, 2008, 2012; Jalil, 2010; Molina, Gomez & Consuegra, 2010; Camprubi, Guia & Comas, 2012). Some studies focused on the representation images of attractive places in tourism brochures (Olsen, 2008; Jalil, 2010). Apart from focusing only on images in tourism brochures, there were research conducted to study how both images and language are used to portray culture (Hassan, 2014) and destination (Schellhorn & Perkins, 2004; Ip, 2008; Francesconi, 2011; Jalis, Che & Markwell, 2014). However, far too little attention has been paid to study how meaning was expressed through language in tourism brochures by using SFL (Jie, 2006; Mocini, 2009). There are much studies have focused on the representation of destination images or culture in tourism brochures from other perspectives other than experiential meanings from the point of view of SFL and linguistics. Halliday (1993) suggests that “The prototypical resource for making meaning is language” (p.113). Language analysis is important to show how the meaning is created through the lexicogrammatical features. Considering the fact that there is not much research on linguistics and tourism particularly Transitivity and tourism. The current study proposes to fill this gap.

The study may provide a better understanding of how tourism brochures are written to convey information to the readers in order to achieve the goals of tourism brochures,

which refers to promotional and informative purposes through the use of processes, participants and Circumstances in the System of Transitivity.

Furthermore, it is believed that the current study may contribute to the existing knowledge on the application of SFL theory in a real life example in this case the study of authentic tourism brochures found on the internet. The findings of the study will provide language practitioners such as writers of tourism brochures, journalists and students valuable insights on the usefulness of SFL as an analytical tool and how tourism brochures are written as well as what descriptive and persuasive features are used in them effectively.

1.2 Research Aim

The current study seeks to explore how content is presented in tourism brochures on the topics golfing, diving and adventure. It investigates experiential meanings in golfing, diving and adventure tourism brochures from a SFL perspective. It aims to identify what process types and circumstantiation types are used in tourism brochures. It also aims to show the predominant types of process, participant roles and Circumstances. This study also attempts to reveal the similarities and differences between tourism brochures from Malaysia and Thailand in the construal of experience.

1.3 Research Questions

Three research questions are raised in this study.

- 1) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Process Types and Participants in the System of Transitivity?

- 2) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Circumstantiation in the System of Transitivity?
- 3) What are the similarities and differences between tourism brochures from Malaysia and Thailand in the expression of experiential meanings?

1.4 Theoretical Framework

The current study employs the theoretical framework by M.A.K Halliday and Matthiessen (2014). Language is acknowledged as “a system of meaning” in this theoretical framework, SFL (Halliday & Webster, 2009, pg. vii). People use language as a resource to express themselves to achieve their purposes in daily life. How people use language is expressed by three metafunctions in SFL. Those metafunctions are experiential metafunction, interpersonal metafunction and textual metafunction. Table 1.1 provides technical name for metafunction, definition of metafunction and their corresponding status in clause. The works of other linguists such as Bloor & Bloor (2004), Thompson (2004), Butt, et al. (2000) and Martin, Matthiessen and Painter (Martin, et al., 1997) are additional references for this study.

Table 1.1: Metafunctions and Their Reflexes in Grammar (Halliday & Matthiessen, 2014, p. 85)

Metafunction (technical name)	Definition (kind of meaning)	Corresponding status in clause
experiential	construing a model of experience	clause as representation
interpersonal	enacting social relationships	clause as exchange
textual	creating relevance to context	clause as message

Halliday and Matthiessen (1999) writes that “ideationally, the grammar is a theory of human experience; it is our interpretation of all that goes on around us, and also inside ourselves” (p.511). Experiential meanings are part of the ideational metafunction. Halliday and Matthiessen (1999) also write that “interpersonally, the grammar is not a theory but a way of doing; it is our construction of social relationships, both those that define society and our own place in it and those that pertain to the immediate dialogic situation” (p.511). For the textual metafunction, Halliday and Matthiessen (1999) explain that “textually, the grammar is the creating of information; it engenders disclose, the patterned forms of wording that constitute meaningful semiotic contexts” (p.512). The experiential metafunction, interpersonal metafunction and textual metafunction works simultaneously to create meanings in relation to the context (Bloor & Bloor, 2004, p. 11).

For the purpose of the current study, the experiential metafunction will be employed as it construes experience or what is “going-on”. The experiential metafunction is realised in the system of Transitivity. Martin, Matthiessen and Painter (1997) following Halliday’s theory SFL explain that the system of Transitivity is “the overall grammatical resource for construing goings on” (p.100). A more detailed description of the theoretical framework will be provided in Chapter two.

1.5 Methodology

There are six steps in the research design – (1) data selection, collection and description, (2) data enumeration and notation, (3) preparation of coding decisions, (4) applying Transitivity analysis to answer Research Questions 1 and 2, (5) quantifying the findings of qualitative analysis in step 4 to answer Research Question 3 and (6)

interpretation of findings from steps 4 and 5. More elaborations of methodology are provided in Chapter 3 entitled Research Methodology.

1.6 Delimitations of the Study

This study confines itself to English tourism brochures in three topics: golfing, diving and adventure. The reason for focusing on golfing, diving and adventure is to make a comparison between tourism brochures from Malaysia and Thailand in the expression of experiential meanings. Further research might investigate tourism brochures from other countries using SFL as the theoretical framework. Further research might also explore other tourism promotional materials such as travel magazines or travel articles materials from different countries using SFL as the theoretical framework.

This study limits itself to three topics for making a comparison between experiential meanings in tourism brochures from Malaysia and Thailand. However, the similar length of tourism brochures could not be found between diving tourism brochures from Malaysia and Thailand. It is suggested that future research might compare tourism promotional materials with exact length.

This study limits itself in finding out how experiential meanings are expressed in golfing, diving and adventure tourism brochures from Malaysia and Thailand. It is suggested that future research can be conducted to investigate the interpersonal meanings in tourism brochures through the System of Mood and the textual meanings in tourism brochures through the System of Thematisation in future.

1.7 Organisation of the Study

The current study consists of five chapters. Chapter 1 presents the introduction of the study. Chapter 2, the Literature Review, presents the review of related literature and theoretical framework of the study. Chapter 3, Research Methodology explains the research design and the analytical tool used in the study. Chapter 4, Findings and Discussion presents selected findings and discussion on the findings. Chapter 5, the Conclusion presents the conclusion of the whole research, the implications of the study and recommendations for the both future and further research.

1.8 Chapter Summary

This chapter serves as the starting point to introduce the current study. It has given the introduction of the study by presenting the background to the problem, research aims, and research questions. It also justifies the most noteworthy of conducting the study. The introduction of both theoretical framework and methodology of the study has also been given in this chapter. This is followed by delimitations and organization of the current study. The following chapter will present literature relevant to the current study.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literatures for the current study. It provides the review of related literature comprising the background of electronic tourism brochure (e-brochures) and tourism, research on tourism, research on language of tourism, research using Systemic Functional Linguistics (SFL) framework and research on Transitivity in Tourism. It also presents an overview of SFL which comprises the background of SFL, context, metafunction, the resources of process types, participant roles and Circumstances in the System of Transitivity. Lastly, this chapter ends with a chapter summary.

2.1 Review of Related Literature

2.1.1 Background of Electronic Tourism Brochures

Brochure is one of the products of the printing press. It is believed that brochure emerged since 17th century as its word origin could be traced back to year 1748 (Difference between Brochure and Leaflet, n.d.). Brochure is often used as a marketing tool. Hence, tourism brochures are acknowledged as printed tourism promotional materials which are used for promotional and informative purposes (Mogan & Pritchard, 2000, p. 65). They are issued by the tourism industry such as tourism institutions and tourism enterprises. They are usually presented in the form of small booklets or foldable leaflets and disseminated in various locations such as airports, jetties, hotels and tourist information centers.

In the past, the distribution of tourism brochures was only available to those who arrived at the destination. Therefore, it was very hard for those outside the destination to

get tourism brochures of another country. However, the story is different with the advent of Internet-based electronic commerce (E-commerce) in 1990s. E-commerce has brought the process of buying and selling of goods, services and information to take place over the networks such as the Internet beside traditional commerce. It enabled the tourism industry to establish websites to promote tourism over the Internet. Subsequently, the tourism industry began to offer electronic tourism brochures in their websites in the form of Portable Document Format (PDF) with the advancement of technology. Later, Flipbook style of brochures is available in the mid-2000s. People could easily access electronic tourism brochures via the Internet everywhere at any time.

Electronic tourism brochures work as a counterpart for printed tourism brochures. They complement printed tourism brochures to promote tourism. Hence, the aims of tourism brochures remain unchanged – to induce the prospective tourist to travel and to provide information, construct identity and enhance awareness of destinations regardless of the manner the brochures are presented. Electronic tourism brochures can be read online or downloaded for reference from the websites of the tourism industry such as the official website of the tourism institution. Furthermore, readers could print out the electronic tourism brochures as well. The prospective tourists could select their holidays' destinations and plan their trip with the information in the digital version of tourism brochures before heading to their destinations.

2.1.2 Background of Tourism

Tourism refers to the activity of people who make a visit to a destination for any purposes beyond their usual environment for less than a year (International recommendations for tourism statistics 2008, 2010). It is one of the fastest growing economic sectors in the world. According to a press release, International tourist arrivals reached 1184 million in year 2015 (World Tourism Organization, 2016).

We can trace tourism back to the period of Roman Empire. People traveled for military, trade and political needs during the period of Roman Empire (about 27 BC to AD 476). Then, people traveled for pilgrimage in the Middle Age period (AD500-1400). Subsequently, the Grand Tour was popular among the privileged classes as they travelled throughout Europe for educational adventure in the 17th century. Later, more people travelled for leisure as a consequence of increased economic production in the Industrial Revolution period (about AD 1750 to 1850) (Holden, 2006).

Later, mass tourism developed as many people travelled together to further destinations in a short period of time with the technological advancement of transportation in the 19th century. Tourism sector continued to flourish with the advancement of technology such as the creation of aircraft and the Internet in the 20th century. Tourism nowadays is easier than before as people can obtain a great deal of tourism information through the Internet before arriving at their destinations. On the other hand, E-commerce enabled prospective tourists to purchase directly from the related websites for their air-tickets, accommodation, theme park entrance tickets, to name but a few. Hence, tourism nowadays is no longer limited to certain groups of people such as traders, soldiers or privileged classes. Everyone can travel for their own purposes in a guided tour or an independent travelling. Furthermore, there is also special interest tourism such as golfing, diving and adventure which focuses on activities to cater for specific interest of individuals. The current study examines the language use in these brochures.

2.1.3 Research on Tourism

Tourism has developed since its inception in ancient times in the period of Roman Empire and its growth can be reflected through its contribution in the world economy. In contrast, the study of tourism is relatively slow (Echtner & Jamal, 1997). Since

tourism has become a global phenomenon, it aroused the interest of scholars to study tourism.

Over the years, it has become a primary scientific field through the endeavors of scholars (Darbellay & Stock, 2011). Hence, there appears specialized tourism journals, university departments and even research centres to understand tourism. However, there are different views on the tourism research. Belhassen and Caton (2009) claimed that the study of tourism is still young since it is heavily influenced by other disciplines or research traditions. However, Xiao and Smith (2006) considered tourism a mature field of academic inquiry. On the other hand, Monterrubio (2012) regarded that tourism research has reached a maturity stage for the English-speaking world such as in the United States of America, United Kingdom and Canada but not for non-English speaking world such as in Mexico.

Tourism research is complex and complicated since it is rooted in different disciplines such as in natural and social science disciplines (Liszewski, 2011). In addition, it encompasses other disciplines such as anthropology, sociology, economics, psychology, business administration and geography. The nature of tourism has provoked debate on the study of tourism. Crouch and Perdue (2014) pointed out that tourism research has a multidisciplinary character. Pechlaner and Volgger (2014) claimed that an interdisciplinary approach is sufficient to study tourism instead of using a multidisciplinary approach. Indeed, Coles, Hall and Duval (2009) suggest to study tourism from a post-disciplinary. It is therefore not uncommon to use different approaches such as multidisciplinary, interdisciplinary and post-disciplinary approaches to study tourism. Furthermore, the tourism academy reached a consensus that tourism research is fragmented and eclectic (Belhassen & Caton, 2009; Tribe, 2010; Darbellay & Stock, 2012; Oviedo-García, 2016).

On the other hand, there were several researches which have examined research trends and methodologies of tourism research. Crouch and Perdue (2014) examined the multidisciplinary character of tourism research between 1980 and 2010. Their findings is an evidence that marketing, business and management issues have become the major focus in tourism research. In addition to that, Park, Philips, Canter and Abbott (2011) examined hospitality and tourism research in the first decade of the new millennium through analyzing six commonly cited journals from 2000 to 2009 in hospitality and tourism. The findings revealed that marketing, strategic management and human resources are the major research focuses in hospitality research while economic impact, econometrics, sustainable tourism, ecotourism, crisis and safety management, tourism education, and politics, policy, legal and government are the popular research focus in tourism research.

Furthermore, Benckendorff and Zehrer (2013) used co-citation and network analysis to examine the disciplinary structure of tourism research. Three leading journals in tourism research – *Annals of Tourism Research*, *Journal of Travel Research* and *Tourism Management* between 1996 and 2010 were their data source. They found that tourism as a social phenomenon; tourism planning and resident perceptions; and consumer behaviour and tourist perceptions of destinations were the major themes in the data. The findings also revealed that tourism research is still an inter-disciplinary research and is dealt with the perspectives of sociology, anthropology, psychology, geography and consumer behaviour.

Molina and Esteban (2006) studied the influence of usefulness of brochures on image formation and destination. A logistic regression analysis was employed to produce a model of the usefulness of brochures. Molina and Esteban (2006) concluded that “ the formation of destination image can be predicted by only two attributes of brochures: luring and sense of wonder” (p.1049). They also found that the choice of destination of

tourists was influenced by destination image in brochures (Molina & Estaban, 2006, p. 1050).

How Maori indigenous culture was portrayed in tourist brochures was studied by Olsen (2008). The researcher used Dann's methodology to examine visual elements which are images and pictures in tourist brochures. The results showed that the Maori is portrayed as a timeless traditional people.

Hunter (2008) studied a typology of photographic in tourist brochures and guidebooks. A content analysis was used to investigate the typology of photographic representations while a critical analysis was carried out to examine their social effects in tourism. The results showed a highly consistent across 21 destination countries and regions in depicting tourism destinations found in the typology of photographic representations.

How the images of Egypt as a tourism destination portrayed by United Kingdom tour operators' brochures was studied by Jalil (2010). The images of Egypt were assessed through content analysis. The results indicated that the images of Egypt were positively presented and their focuses were on physical attractions such as beaches, historical sites and luxury accommodation. It was also found that some tourist images of Egypt that featured negative attributes were not mentioned in the brochures.

Molina, Gomez and Consuegra (2010) aimed to clarify whether the use of information sources has influenced the formation of tourist destination. They also aimed to examine the relationship between overall destination attractiveness and image induced by brochures. Discriminant analysis was employed in their study. Molina, Gomez and Consuegra (2010) conclude that "the inclusion of image and tourist information in one model not only serves to highlight the importance of image, but also provides a better explanation for destination choice" (p. 727).

Another study was conducted by Camprubi, Guia and Comas (2012). They analysed the image fragmentation in promotional brochures of two destinations. Content analysis was carried out to examine the images. Image fragmentation pattern in terms of image content in both destination were found to be slightly different. The findings also revealed that structural pattern of both destinations were obviously different. This was because Destination Marketing Organization was solely responsible for the process of image formation in the case of Perpignan.

After studying the typology of photographic representations in brochures and guidebook in year 2008, Hunter (2012) examined the destination images of Seoul in tourism brochures. Visual methods content analysis was employed to identify the destination images. Snoek and Worring (2009) suggest that visual content analysis is “the process of deriving meaning descriptors for image and video data” (p. 3360-3365). The findings unveiled that the city’s waterways, historic city gates, shopping districts, festivals and cultural events were the highlights in the images of Seoul. Nevertheless, this study did not confirm whether the projected destination image was able to meet the intentions of tourism planners.

2.1.4 Research on Linguistics and Tourism

The research to date tended to focus on only language or both language and images in tourism discourse from other perspectives. Choi, Lehto and Morrison (2007) investigated how Macau’s destination image is represented through textual and visual information on the websites. The data consisted of 61 websites which included 12 magazines, 15 travel guides, 20 travel trade and 14 travel blog websites. Both CATPAC II, a text-mining software program and correspondence analysis were used as qualitative and quantitative approaches in the study. The researchers found that the words of “Portuguese”, “Chinese” and “China” as well as the image of the ruins of St. Paul’s

church were the most frequently mentioned terms and the most displayed image across all five sub-categories. Subsequently, Macau is reflected as a static and old city with lots of images of old buildings in the visual analysis. However, the findings unveiled that Macau's destination image is reflected differently in various online information sources. The findings indicated that the Macau tourism authorities failed to deliver their desired image of Macau to the English-speaking traveling public, travel intermediaries and travel media.

Ip (2008) studied Hong Kong travel brochures to examine how Hong Kong is presented in travel brochures through the choice of words and stylistic devices within various linguistic features and visual information. The author conducted both textual analysis and visual analysis to analyse the data. The findings revealed that hyperbolic language and glamorous images were highly used to persuade and tempt the reader to visit Hong Kong. Hence, the researcher concluded that selected language choices and images were used to present positive potential touristic experiences. On the other hand, negative aspects were ignored in presenting Hong Kong as a favorable tourist destination.

Focusing on the narrative dimension of the text, Mocini (2009) investigated the role of language in tourist brochures and how tourist brochures expressed meaning. The semiotics of the text was used as the theoretical framework in the study. The author found that a set of discursive and linguistics strategies was used in tourist brochures to persuade tourist to visit the destination.

In another study, Kim and Yoon (2013) examined the Korea tourism brand image in Lonely Planet and provided insight to enhance the Korea tourism brand image. Content analysis was utilised to examine the frequency of words and the adjective pattern in the data. Neuendorf (2017) suggests that "content analysis may be briefly defined as the systematic, objective, quantitative analysis of message characteristics" (p.1). They

found that words like 'bus', 'park', 'Seoul', 'Korea' and 'maps' are ranked as the top five words they used to describe Korean traffic conditions and attractions. Subsequently, the findings indicated that 'good' adjectives were the most frequently used in constructing positive Korean tourism brand image. Hence, selected words were used to construct a positive brand image of Korean tourism which was consistent with the study by Ip (2008) who examined Hong Kong travel brochures. Epidemiol (2010) suggests that "Correspondence Analysis is a multivariate graphical technique designed to explore relationships among categorical variables" (p. 638). The correspondence analysis found that the 'outdoor' category was described with 'old' facilities.

On the other hand, Jalis, Che and Markwell (2014) explored how Malaysian cuisine is utilized to market Malaysia as a tourist destination. Two travel guides, sixteen brochures and the presentation of Malaysian cuisine images and information in nine government websites were analysed in the study. They applied content analysis to investigate photographic and textual material. They found that the photographs showing "close-ups of the meal", "local fruit" and "local ingredients" were predominantly used in representing Malaysian cuisine. McKee (2011) suggests that "textual analysis is a way for researchers to gather information about how other human beings make sense of the world". The findings show that words under the category of 'sensory appeal' such as spicy, hot, tasty and aromatic were predominant in the textual analysis. Jalis, Che and Markwell concluded that the Malaysian Government has selected the appropriate images and words to market Malaysia as a tourist destination.

2.1.5 Research Using SFL Framework

Francesconi (2011) investigated how Malta as a tourist destination is constructed by images and writing in 2009 *Malta, Gozo and Comino* brochure. The researcher used

Multimodal analysis to analyse the data. The researcher used also Wordlist and Concord of Wordsmith Tools 5.0 software to understand the characteristics of the data and identify the linguistics co-text of a word in the data. The author concluded visual elements of archaeological and architectural marvels and verbal items of adjectives ‘traditional’ and ‘local’ were used to construct the value of heritage. Visual elements like a predominance of eye-perspective, of close social distance and of warm and verbal elements used interpersonal strategies such as pronouns and adjectives and used verbs like ‘host’ and ‘offer’ to construct the value of hospitality. The value of diversity was constructed visually through represented participants’ variety in different settings and systematic use of vocabulary such as ‘wide array’, ‘special blend’ and ‘unique variety’.

Hasan (2014) examined the Malaysian cultures were presented in tourism brochures by using language and visual imagery. A multimodal discourse analysis method was employed to analyse the linguistic cues and non-linguistic elements. She explored three Malaysian tourism brochures that feature Penang, Malacca and Sarawak. Five cultural elements – people from different ethnic groups, festivals, traditional lifestyles, traditional music and dance and traditional games, were found in her study. Her findings revealed that both linguistics cues and visual images were profound elements to portray the diverse Malaysian cultures.

2.1.6 Research on Transitivity in Tourism

A study carried by Laba, Riana and Schmoll (2015) described the discourse strategy and the aspects of lingual representation used in three national printed newspapers – Kompas, Bali Post and Nusa Bali. Their results revealed that nominalization, passivation and nomination-identification were the major discourse strategies which were applied on tourism discourse. Laba, Riana and Schmoll (2015) say that “the nominalization strategy is used to obscure the social actors who should be taking the

responsibility for the event of adding licenses” (p. 194). Laba, Riana and Schmoll (2015) state that “nomination-identification strategies are expressed by two or more propositions” (p.194). The results indicated that the people behaved passively in tourism industry and the investors tend to use tourism discourse to reconstruct socio-cultural life.

Jie (2006) examined the construction of China’s national identity in travel brochures. He employed register and genre analysis following SFL in the study. It was found that both material processes and relational processes were the predominant processes in transitivity analysis. The results also revealed active declarative mood was predominant in the brochures. Furthermore, sentences with long and full of nominalizations were also found predominantly in the text. His research was the only one that use SFL as the theoretical framework to study language in tourism brochures.

Considering the fact that there is not much research in linguistics and tourism particularly Transitivity and tourism. The current study propose to fill this gap. Hence, three research questions are formulated as followed:

- 1) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Process Types and Participants in the System of Transitivity?
- 2) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Circumstantiation in the System of Transitivity?
- 3) What are the similarities and differences between tourism brochures from Malaysia and Thailand in the expression of experiential meanings?

2.2 Overview of Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is concerned with how language is used in social contexts to fulfill humans' purposes. Hence, this approach emphasises on the language functions and the context in which the discourse occurs. SFL is different from other approaches since "the systemic analysis shows that functionality is intrinsic to language" (Halliday & Matthiessen, 2014, p. 31).

2.2.1 Background of SFL

Systemic Functional Linguistics (SFL) is a theory of grammar. It was largely developed by Michael Alexander Kirkwood Halliday, a British linguist in the early sixties. Halliday received a great deal of influences from Bronislaw Malinowski (1884-1942) and John Rupert Firth (1890-1960) in developing SFL. Halliday was inspired by Malinowski's notions of 'context of culture' and 'context of situation' (Bloor & Bloor, 2004, p. 244). Malinowski claimed that members of a community use language to convey their meaning in cultural terms and an utterance can be fully understood by taking account of the social context in which the utterance occurs (Bloor & Bloor, 2004, p. 244).

Firth developed Malinowski's context of situation and applied it in linguistic theory (Xu, 2013, p.1059, Rotimi, 2006, p. 157). Later, Halliday derived the concept of system, a paradigmatic set of choices from Firth (Halliday, 1985/2003, p. 186). Firth suggested that language should be described in both syntagmatic and paradigmatic terms. He claimed that studying the meaning should be the core concern of linguistics.

It is acknowledged that 'Scale and Category Grammar' is the precursor of SFL. Halliday proposed three scales and categories to describe language published in Word in 1961. Three scales refer to rank, exponence and delicacy while four grammatical categories are unit, structure, class and system. Subsequently, the name of the theory

was changed to SFL since Halliday had shifted his emphasis towards the system of language (Davies, 2014).

He initially formulated most of the principles in SFL to describe Chinese since Chinese was the first language that he studied thoroughly (Martin, et al., 1997, p. 1). Nevertheless, he did not limit himself from working out this theory for English. His endeavour has encouraged others to apply SFL on other languages such as German, Tagalog, French and Japanese.

2.2.2 Language and Social Context

Language operates in context and they are in a relationship of realization with each other (Christie & Martin, 2005, p. 4, Halliday & Matthiessen, 2014, p. 32). Sridevi (2011) suggests that “language as the realization of social context refers to the organization of language as a social semiotic” (p.182). Figure 2.1 presents the relationship between language and social context through “co-tangential circles” which is designed by Halliday (Ghadessy, 1999, p. 35).

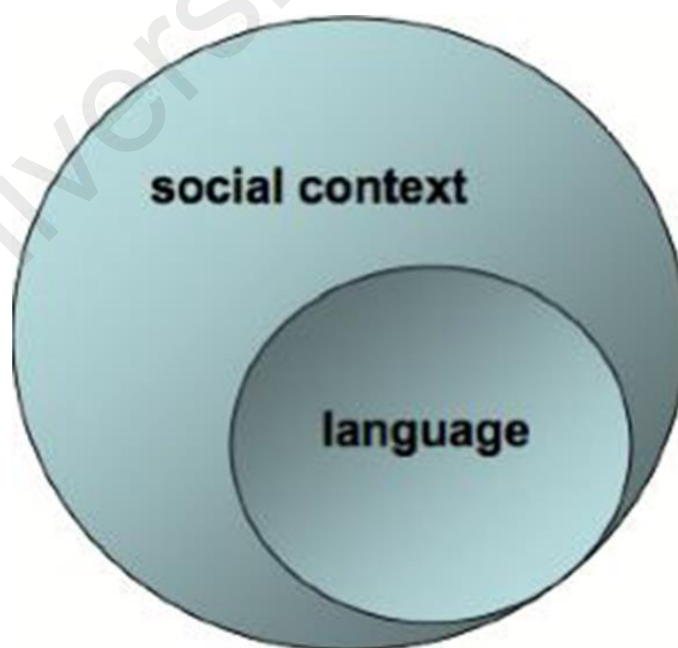


Figure 2.1: The Relationship between Language and Social Context. (Martin, 2014, p. 12)

Figure 2.1 shows that language is embedded in social context. Rose and Martin (2014) suggests that “ Halliday’s linguistic perspective on context, in which language construes, is construed by and over time reconstrues and is reconstrued by context”. Both language and social context interpret each other (Sridevi, 2011, p.182).

The notion of context consists of context of culture and context of situation (Sridevi, 2011, p. 184). Both contexts play a significant role in understanding how people use language to express their meanings. Context of culture are to do with the broad sociocultural environment such as ideology, social conventions and institutions (Droga & Humphrey, 2002, p. 2). Context of culture is also related to the notion of social purpose. It determines how people use language to achieve their common goals. Hence, context of culture is related to genre. For the current study, the context of culture refers to the issue of tourism brochures by the official government tourism authorities. The official government tourism authorities aim to use tourism brochures to promote tourism to existing and prospective tourists who come from different countries and different cultures.

Sridevi (2011) suggests that “ the context of situation is the immediate context in which the language is used” (p.184). It is related to register. There are three parameters in the context of situation which are field, tenor and mode (Butt, et al., 2000, p. 4). Halliday and Matthiessen (2014) note that “the combinations of field, tenor and mode values determine different uses of language” (p.34). According to Halliday (as cited in Halliday and Matthiessen, 2014), “ field values resonate with ideational meanings, tenor values resonate with interpersonal meanings and mode values resonate with textual meanings” (p. 34). Figure 2.2 shows the correlations between the metafunctions of language and the three register variables of field, mode and tenor.

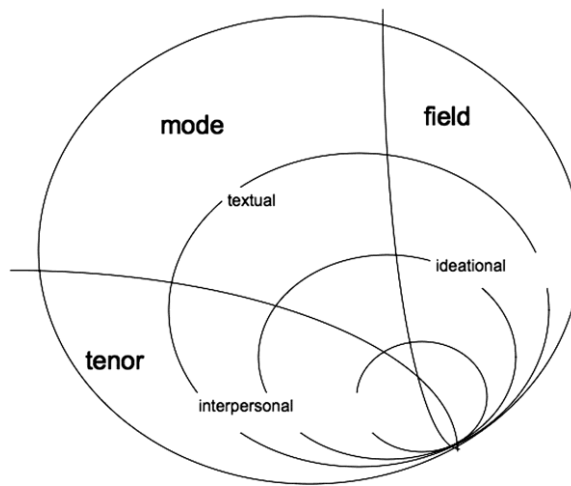


Figure 2.2: The Relationship between the Contextual Variables of Situation and the Metafunctions of Language. (Martin, 2014, p. 12)

According to Butt and et al. (2000), field refers to “what is to be talked or written about’ the long and short term goals of the text” (p.5). As Droga and Humphrey (2002) suggested, tenor refers to “who is involved in the writing/ reading or speaking/ listening and the nature of their relationship” (p.2). Sridevi (2011) suggests that “the mode refers to the organization of the language in discourse” (p.185).

For the context of situation in this study, the field relates to the promotion of activities such as golfing, diving and adventure in Malaysia and Thailand. As for the field, tourism brochures are to be written for promotional and informative purposes. As for the tenor, the participants involved in the current study are the text and the existing and prospective tourists who are also internet users. Tourism brochures provide information to communicate with the existing and prospective tourists. The mode for this study refers to the language are being used for tourism brochures. Experiential meanings and its corresponding grammar system – the system of Transitivity will be discussed in the following section 2.2.4.

2.2.3 Metafunction

The term ‘metafunction’ is used in SFL as Halliday and Matthiessen (2014) suggest that “The entire architecture of language is arranged along functional lines” (p.31). In SFL, ways of using language are divided into three metafunctions – ideational metafunction, interpersonal metafunction and textual metafunction. The three kinds of meaning are embodied in the structure of a clause. All the metafunctions work simultaneously in the creation of meaning (Bloor & Bloor, 2004, p. 11). Table 2.1 illustrates three lines of meaning in the clause.

Table 2.1: Three Lines of Meaning in the Clause (Halliday & Matthiessen, 2014, p. 83)

Metafunction	Clause as...	System	Structure
textual	message	THEME	Theme^Rheme
interpersonal	exchange	MOOD	Mood [Subject + Finite] + Residue [Predicator (+Complement) (+Adjunct)]
experiential	representation	TRANSITIVITY	Process + participant(s) (+circumstances), e.g. Process + Actor + Goal

We use language to establish and develop our personal and social relationship with others. This is known as Interpersonal metafunction in SFL. Halliday and Matthiessen (1999, p. 7) suggest that “the interpersonal metafunction is concerned with enacting interpersonal relations through language, with the adoption and assignment of speech roles, with the negotiation of attitudes, and so on – it is language in the praxis of intersubjectivity, as a resource for interacting with others”. Interpersonal metafunction is realized in the system of Mood. This metafunction is also regarded as ‘language as action’ since it is interactive and personal (Halliday & Matthiessen, 2014, p.30).

Halliday and Matthiessen (1999, p. 7) suggest that “the ideational metafunction is concerned with construing experience – it is language as a theory of reality as a

resource for reflecting on the world”. All the human experiences could be transformed into meaning (Halliday & Matthiessen, 2014, p.30). The ideational metafunction is realized in the system of Transitivity. In addition, the ideational metafunction consists of two subfunctions – the experiential and the logical (Halliday & Matthiessen, 2014, p.30). The experiential concerns the content or ideas while the logical deals with the relationship between ideas. Besides, the ideational metafunction is also regarded as ‘language as reflection’ (Halliday & Matthiessen, 2014, p.30).

Halliday and Matthiessen (1999, p. 8) suggest that the textual metafunction “is concerned with organizing ideational and interpersonal meaning as discourse – as meaning that is contextualized and shared”. This metafunction is to do with the word order of the sentences, and the arrangement of the message. We use the textual metafunction to arrange both the ideational meanings and interpersonal meanings into a linear and coherent whole (Butt, et al., 2000). In addition, the main concern in the textual metafunction is theme and rheme. Theme is the point of departure while rheme is the rest of the message in a text. Hence, textual metafunction is realized in the system of Theme.

The current study examine the ideational metafunction, particularly the experiential meanings in tourism brochures. The following subsection presents the system of Transitivity in which experiential meanings are realized.

2.2.4 System of Transitivity

As previously mentioned, experiential meanings are realized in the system of Transitivity. For experiential metafunction, Halliday and Matthiessen (2014) say that “Experiential metafunction “construes a quantum of change in the flow of events as a figure, or configuration of a process, participants involved in it and any attendant

circumstances” (p.214). In other words, experiential meanings encode our experiences of the world through the configurations of processes, participants and circumstances.

The core element in a configuration is the process (He & Yang, 2015, p.33). It serves to express changes in the flow of an event. The process is typically realized by the verbal group. Next, participants are entities which are directly involved in the process. They are typically realized by the nominal group. In contrast, circumstantial elements are indirectly associated in the process. They describe additional information of the process in terms of when, where, how and why. Table 2.2 illustrates typical experiential functions of group and phrase classes.

Table 2.2: Typical Experiential Functions of Group and Phrase Classes
(Halliday & Matthiessen, 2014, p. 222)

type of element	typically realized by
i) process	verbal group
ii) participant	nominal group
iii) circumstance	adverbial group or prepositional phrase

The process is typically realized by the verbal group. The participants are entities which are directly involved in the process. They are typically realized by the nominal group. In contrast, circumstantial elements are indirectly associated in the process. They describe additional information of the process in terms of when, where, how and why.

Table 2.3 presents clause as process, participants and Circumstances.

Table 2.3: Clause as Process, Participants and Circumstances
(Halliday & Matthiessen, 2014, p. 222)

Can	you	tell	us	about the political and cultural makeup of Nigeria
pro-verbal...	participant nominal group	-cess ...group	participant nominal group	circumstance prepositional phrase

Halliday and Matthiessen (2014) note that “the transitivity system construes the world of experience into a manageable set of Process Types” (p.170). This system consists of six process types in English – material, mental, relational, behavioural, verbal and existential. Material processes, mental processes and relational processes have a set subtype each while the rest of the processes do not have (Martin, et al., 1997, p. 102). All the process types are equally important. All the process types can be represented in a circle as a semiotic space as shown in Figure 2.3. Figure 2.3 represents the grammar of experience in terms of process types in English. The grammar of experience categorizes our experience of the world into outer experience, inner experience and generalization of our experience.

Halliday and Matthiessen (2004) say that “ the prototypical form of the ‘outer’ experience is that of actions and events: things happen, and people or other actors do things, or make them happen” (p.214). The outer experience is construed by material processes. Halliday and Matthiessen (2004) also say that “inner experience is partly a kind of replay of the outer, recording it, reacting to it, reflecting on it, and partly a separate awareness of our states of being” (p.214). The inner experience is construed by mental processes.

Halliday and Matthiessen (2014) suggest that the generalization of experience refers to “to relate one fragment of experience to another in some kind of taxonomic relationship” (p.214). This kind of experience is construed by relational processes. The major process types are material processes, mental processes and relational processes in the English System of Transitivity (Halliday & Matthiessen, 2014, p.215).

Behavioural processes, verbal processes and existing processes are intermediate between the major processes and they share some of the features of the major processes (Halliday & Matthiessen, 2014). Behavioural processes lie between material and mental processes and they represent the processes of consciousness and physiological states in

action. Verbal processes are on the borderline of mental and relational processes and they perform symbolic relationships which constructed in human consciousness in the form of language such as saying and meaning (Halliday & Matthiessen, 2014, p. 215). Meanwhile, existential processes are intermediate between relational processes and material processes and they are concerned with existence in which all the existential are recognized to 'be': to exist or to happen (Halliday & Matthiessen, 2014, p. 215).

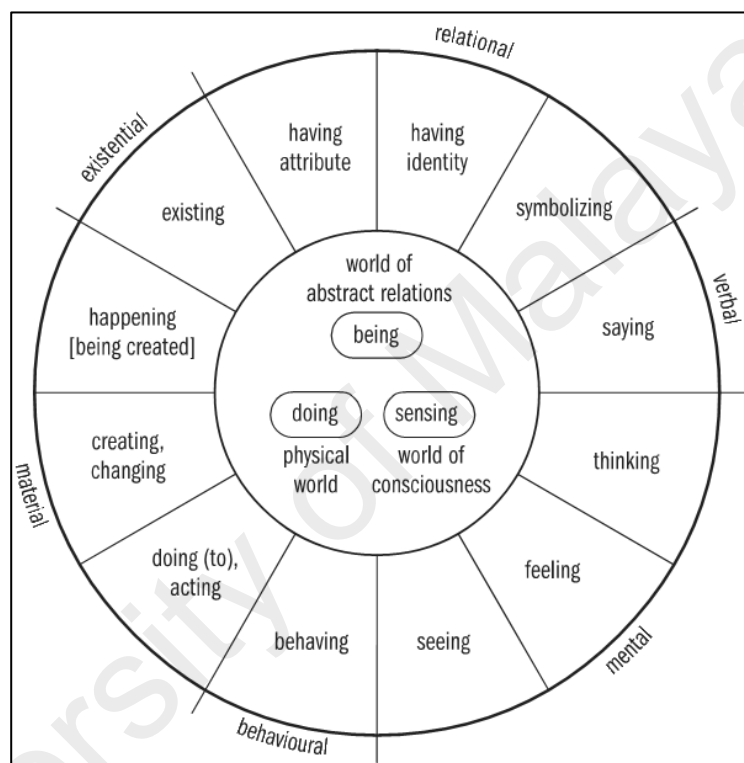


Figure 2.3: The Grammar of Experience: Types of Process in English (Halliday & Matthiessen, 2014, p. 216)

Figure 2.4 illustrates Transitivity system represented as a system network. Further description of process types will be presented in the following subsections.

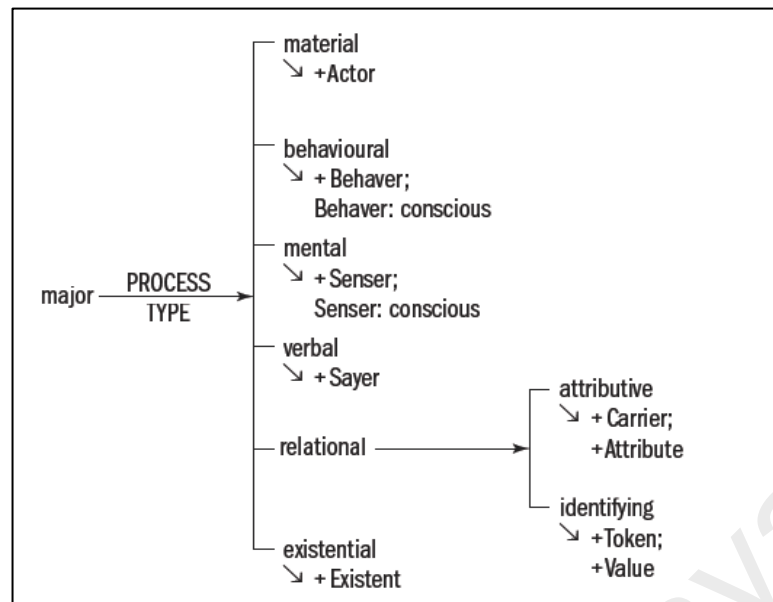


Figure 2.4: Transitivity: Process Type Represented As System Network
(Halliday & Matthiessen, 2014, p. 219)

2.2.4.1 Process Types and Participants

(a) Material Processes and Participants

According to Halliday and Matthiessen (2014, p. 224), “Material clause construes a quantum of change in the flow of events as taking place through some input of energy”. Material processes are used to construe doings and happenings (Martin, et al., 1997, p.103). They are associated with physical actions such as walking, jumping and jogging. In general, material processes can be probed with “what did X do” or “what happened” (Butt, et al., 2000, p. 52).

The participants of material processes are the Actor, the Goal, the Scope and the Beneficiary. The Actor is the ‘doer’ of the material processes. Thompson (2004) says that “Any material process has an Actor, even though the Actor may not actually mentioned in the clause” (p.90). The Goal is another participant of Material Processes. For the Goal, Halliday and Matthiessen (2014) suggest that “The term implies ‘directed at’; another term that has been used for this function is Patient, meaning one that

‘suffers’ or ‘undergoes’ the process” (p.226). The Goal is impacted by the performance of the process. (Halliday & Matthiessen, 2014, p. 239)

In contrast, the Scope will not be impacted by the performance of the process (Halliday & Matthiessen, 2014, p. 239). Barlett (2014) suggests that “when there is an Actor and a Scope, it is the Actor who has something happen to them” (p.52). Both the Goal and the Scope will occur separately as Actor + Process + Goal or Actor + Process + Scope. Halliday and Matthiessen (2014) suggest that the Scope “construe the domain over which the process takes place or construe the process itself, either in general or specific terms” (p. 239). The Beneficiary is the one who benefits from the doing (Martin, et al., 1997, p. 103). Table 2.4 shows participant roles in material processes.

Table 2.4: Participant Roles in Material Processes (Martin, et al., 1997, p. 105)

Type	Actor	Process	Goal	Beneficiary	Scope
action	she	built	the house	(for the kids)	
	she	gave	the house	(to the kids)	
	she	moved	the chair		
event	the chair	moved			
	she	climbed			the mountain

Halliday and Matthiessen (2014) further divided material processes into “Creative type” and “Transformative type.” For the Creative Material Processes, Halliday and Matthiessen (2014) suggest that “the Actor or Goal is construed as being brought into existence as the process unfolds” (p.230). The outcome of Creative Material Processes is the Actor or Goal and not a separate element (Halliday & Matthiessen, 2014, p.231).

For the Transformative Material Processes, Halliday and Matthiessen (2014) suggest that “a pre-existing Actor or Goal is construed as being transformed as the process unfolds” (p.230). As Halliday and Matthiessen (2014) say “in a ‘transformative’ clause, the outcome is the change of some aspect of an already existing Actor (‘intransitive’) or

Goal (‘transitive’))” (p.232). Table 2.5 shows type of doing of Creative and Transformation Material Processes.

Table 2.5: Type of Doing: ‘Creative/ Transformative’
(Halliday & Matthiessen, 2014, p. 230)

	Creative		Transformative	
	intransitive	transitive	intransitive	transitive
what happened?	What happened? - Rocks formed.	What happened? - The pressure formed rocks.	What happened? - The rocks broke (into small pieces).	What happened? - The pressure broke the rocks (into small pieces).
			What happened? - He ran (away).	What happened? - She chased him (away).
what happened to X?	What happened to rocks?- They formed.	What happened to rocks?-*The pressure formed them.	What happened to rocks?-They broke (into small pieces).	What happened to rocks?- The pressure broke them (into small pieces).
what did X do ?		What did the pressure do ?- It formed rocks.		What did the pressure do ?-It broke the rocks (into pieces).
			What did he do?- He ran (away).	What did she do? –She chased him (away).
what did X do to Y?		What did the pressure do to rocks?-* It formed them.		What did the pressure do to the rocks? – It broke them (into pieces).
				What did she do to him?- She chased him (away).

Table 2.6 shows examples of verbs serving as process in Creative Material Processes and Transformative Material Processes.

Table 2.6: Examples of Verbs Serving As Process in Different Material Clause Type (Halliday & Matthiessen, 2014, p. 234-236)

			Intransitive	Transitive
creative	general		appear, emerge, occur, happen, take place	
			develop, form, grow, produce	
				create, make, prepare
	specific			assemble, build, construct; compose, design, draft, draw, forge, paint, sketch, write; bake, brew, cook; knit, sow, weave; dig, drill; found, establish; open, set up
transformative	elaborating	state	burn, singe, boil, fry, bake, dissolve, cool, freeze, warm, heat, melt, liquefy, pulverize, vaporize, harden, soften	
		make-up	blow up, break, burst, chip, collapse, crack, crash, explode, shatter, tear; mend, heal	
			erupt	crush, demolish, destroy, damage, mash, smash, squash, wreck
			chop, cut, mow, prune, slice, trim [intransitive: 'easily']	
				axe, hack, harpoon, knife, pierce, prick, spear, skewer, stab, sting
		surface	polish, rub, dust, scratch, wipe [intransitive: 'easily']	
				brush, lick, rake, scrape, shave, sweep
		size	compress, decompress, enlarge, extend, expand, grow, stretch, reduce, shrink, shrivel	
		shape	form, shape; arch, bend, coil, contort, curl, uncurl, curve, deform, distort, fashion, flatten, fold, unfold, stretch, squash, twist	
		age	age, ripen, mature, modernize	
		amount	increase, reduce; strengthen, weaken	
		colour	colour; blacken, whiten; darken, brighten, fade; solarize	
			blush, redden, yellow, pale	

Table 2.6 Continued

			Intransitive	Transitive
		light	twinkle; glimmer, glisten, glitter, gleam, glow, flash, flicker, sparkle, shimmer	
			Shine	
				light, illuminate
		sound	boom, rumble, rustle, roar, thunder, peal	
			chime, toll, sound, ring	
		exterior (cover)	peel, skin, peel [intransitive: 'easily']	
				bark, husk, pare, scalp, shuck
				cover, strip, uncover, remove, drape, paper, plate, roof, unroof, wall-paper, shroud, wrap, unwrap
				clothe, attire, dress, strip, undress, robe, disrobe
				coat; butter, enamel, gild, grease, lacquer, paint, pave, plaster, stucco, tar, varnish, veneer, whitewas
		interior		gut, disembowel, dress, pit
		contact		hit, strike; bump; knock, tap; punch, slap, spank; elbow; kick; belt, cane, shoot, stone, whip
		aperture	open, close, shut	
		operation	run, operate, work; ride, drive, fly, sail [but also as motion]	
				captain, command, rule, govern; bring up, nurse, mother

Table 2.6 Continued

			Intransitive	Transitive
	extending	possession		give; offer; tip; advance; bequeath, will, leave, donate, grant, award; cable, fax, post, mail, e-mail, hand; deliver, send; lend, lease, loan; deny (sb sth; sth to sb)
			hire, rent, sell	
				feed, serve, supply, provide, present, furnish (sb with sth; sth to sb)
				deprive, dispossess, divest, rob, strip, cheat (sb of sth); acquire, get, take, grab, steal, pilfer, buy, borrow, hire, rent (sth from sb)
	enhancing	accompa- niment	join, meet; assemble, accumulate, collect, cluster, crowd, flock, herb; separate; disassemble, disband, disperse, scatter, spread	
		motion: manner	bounce, gyrate, rock, shake, tremble, spin, swing, wave; walk, amble, limp, trot, run, jog, gallop, jump, march, stroll; roll, slice; drive, fly, sail	
			come, go	bring, take
			approach, arrive, reach, return; depart, leave; circle, encircle, surround, cross, traverse; enter, exit, escape; follow, tail, precede; pass, overtake; land, take off	
			down, drop, fall/ fell, rise/raise; capsize, overturn, tilt, tip, topple, upset	

Table 2.7 shows examples of Creative Material Processes and Transformative Material Processes.

Table 2.7: Examples of the Creative and Transformative Material Clauses (Halliday & Matthiessen, 2014, p. 238)

		Actor	Process	Beneficiary	Goal	Range/Scope
creative	general	Icicles	formed.			
	specific	They	built	me	a house.	
transformati	elaboration	They	washed.			
		They	played			a game of tennis.
	extension	They	donated		a house.	
	enhancement	She	crossed			the room.

(b) Mental Processes and Participants

Halliday and Matthiessen (2014) say that “a mental clause construes a quantum of change in the flow of events taking place in our own consciousness” (p. 245). Mental processes are concerned with process of sensing in the inner world of consciousness. They deal with the flow of changes which taking place in our minds (Halliday & Mattiessen, 2014, p. 245). Mental processes comprise four subcategories which are ‘perceptive’, ‘cognitive’, ‘desiderative’ and ‘emotive’ (Halliday & Mattiessen, 2014, p. 256). Table 2.8 shows examples of verbs serving as mental processes.

Table 2.8: Examples of Verbs Serving As Process in Mental Clauses (Halliday & Matthiessen, 2014, p. 257)

	‘Like’ type	‘Please’ type
perceptive	perceive, sense’ see. notice, glimpse; hear, overhear; feel; taste; smell	(assail)
cognitive	think, believe, suppose, expect, consider, know; understand, realize, appreatiate; imagine, dream, pretend; guess, reckon, conjecture, hypothesize; wonder, doubt; remember, recall, forget; fear (think carefully)	strike, occur to, convince; remind, escape; puzzle; intrigue, surprise

Table 2.8: Continued

	‘Like’ type	‘Please’ type
desiderative	want, wish, would like, desire; hope (for), long for ,yearn for; intend, plan; decide, resolve, determine; agree, comply, refuse	(tempt)
emotive	like, fancy, love, adore, dislike, hate, detest, despise, loathe, abhor; rejoice, exult, grieve, mourn, bemoan, bewail, regret, deplore; fear, dread; enjoy, relish, marvel	allure, attract, please, displease, disgust, offend, repel, revolt; gladden; delight, gratify, sadden, depress, pain; alarm, startle, frighten, scare, horrify, shock, comfort, reassure, encourage; amuse, entertain, divert, interest, fascinate, bore, weary, worry

Two participants of mental processes are the Senser and the Phenomenon. The Senser is the inherent participant who is endowed with consciousness to experience the process of sensing. The Senser is either a human or an animate creature that has the ability to think, feel or perceive (Bloor & Bloor, 2004: 118). The Senser has to be construed metaphorically as ‘personified’ if it denotes as a non-conscious entity (Martin, et al., 1997, p. 105).

Halliday and Matthiessen (2014) suggest that the Phenomenon is “which is felt, thought, wanted or perceived, the position is in a sense reversed” (p.251). The Phenomenon may be a conscious being, an abstraction, an object, an institution, a substance, an act or a fact. On the other hand, the content of sensing may also be represented by a separate clause (Martin, et al., 1997: 106). According to Butt and et. al (2000), “Note that where a ranked clause is projected, the clause containing the mental process will be the projecting clause and the other will be a projected clause and can obtain any process type” (p.55). Table 2.9 illustrates participant roles in mental clauses.

Table 2.9: Participant Roles in Mental Clauses

(Halliday & Matthiessen, 2014, p. 256)

Subcategories	Senser	Process	Phenomenon
Perceptive	He	saw	the car.
Cognitive	He	knows	the car.
Desiderative	He	wants	the car.
Emotive	He	likes	the car.

(c) Relational Processes and Participants

Halliday and Matthiessen (2014) suggest that “Relational clauses serve to characterize and to identify” (p. 259). Relational processes comprise two subtypes which are ‘attributive’ and ‘identifying’ (Halliday & Matthiessen, 2014, p. 263). A relational attributive process is concerned with the general characteristics of a participant. For Attributive Relational Processes, Halliday and Matthiessen (2014) suggest that “An entity as some class ascribed or attributed to it” (p.267). Regarding the characteristics of Attributive Relational Processes, Halliday and Matthiessen (2014) suggest:

- (i) the nominal group functioning as Attribute construes a class of thing and is typically indefinite, it has either an adjective or a common noun as Head and if appropriate, an indefinite article.
- (ii) The lexical verb in the verbal group realizing the Process is one of the ‘ascriptive classes. If the Attribute is realized by a nominal group with a common noun as Head without a pre-modifying adjective, it is usually expressed as if it was a circumstance.
- (iii) The interrogative probe for such clauses is *what?, how? or what ...like*
- (iv) The clause are not reversible: there are no ‘receptive forms

(Halliday & Matthiessen, 2014, p. 268)

Relational Identifying Processes are concerned with identity, role or meaning (Butt et al., 2006, p. 59). For Identifying Relational Processes, Halliday and Matthiessen (2014) suggest that “some thing has an identity assigned to it” (p.267). Regarding the characteristics of Identifying Relational Processes, Halliday and Matthiessen (2014) suggest:

- (i) The nominal group realizing the function of identifier is typically definite. It has a common noun as Head, with *the* or another specific determiner as Deictic or else a proper noun or pronoun. The only form with adjectives as Head is the superlative.
- (ii) The lexical verbs of the verbal group realizing the Process is one from the 'equative' classes
- (iii) The interrogative probe for such clauses is *which?*, *who?*, *which/who...as?*(*what?* If the choice is open-ended)
- (iv) These clause are reversible. All verbs except the neutral *be* and the phased *become*, *remain* (and those with the following prepositions like *as* in *act as*) have passive forms. Clauses with *be* reverse without change in the form of the verb and without *by* marking the non-Subject participant
(Halliday & Matthiessen, 2014, p. 277-278)

There are three principal categories of relational processes which are intensive, possessive and circumstantial. (p.265). Table 2.10 shows the principal categories of relational processes.

Table 2.10: The Principal Categories of 'Relational' Clause
(Halliday & Matthiessen, 2014, p.265)

	(i) attributive 'a is an attribute of x'	(ii) identifying 'a is the identity of x'
(1) intensive 'x is a'	Sarah is wise	Sarah is the leader; the leader is Sarah
(2) possessive 'x has a'	Peter has a piano	the piano is Peter's; Peter's is the piano
(3) circumstantial 'x is at a'	the fair is on a Tuesday	tomorrow is the 100 th ; the 10 th is tomorrow

Both relational attributive processes and relational identifying processes have two different sets of participant roles. The Carrier and The Attribute are the participants in Attributive Relational Processes. The Carrier is the entity which 'carries' the Attribute while the Attribute is the characteristics (Thompson, 2004, p. 96).

The Token and the Value are the participant roles of Identifying Relational Processes. The Token refers to the specific embodiment while the Value is general category in

relational identifying processes (Thompson, 2004, p. 98). The participant roles in relational clauses are illustrated in table 2.11.

Table 2.11: Participant Roles in Relational Clauses
(Halliday and Matthiessen, 2014, p. 265-300)

Carrier	Process: relational, attributive	Attribute
John	became	a plumber
Peter	has	a piano
Pussy	is	in the well
Token	Process: relational, identifying	Value
Sarah	is	the wise one
Peter	owns	the piano
Tomorrow	is	the tenth.
Value	Process: relational, identifying	Token
The mother	is resembled	by the daughter

(d) Verbal Processes and Participants

Halliday and Matthiessen (2014) suggest that verbal processes are “clauses of saying” (p. 302). Verbal processes construe saying and they verbalize the thoughts in our consciousness through different modes of expressing and indication (Martin, et al., 1997). Like mental processes, verbal processes can project the words of the speaker in direct or indirect speech (Halliday & Mattiessen, 2014; Butt, et al., 2000).

Participant roles in verbal processes are the Sayer, the Receiver, the Verbiage and the Target. The Sayer is the core participant who serves to give the message. The Sayer is not necessary to be a conscious participant. Therefore, it can be a human or any other symbolic source (Martin, et al., 1997; Halliday & Mattiessen, 2014). Next, the addressee of the verbal processes is known as the Receiver (Martin, et al., 1997, p.108). The Receiver is often marked by a preposition ‘to’. Besides, the Verbiage represents the content of saying or the name of the saying while the Target is the object of a talk in

verbal processes (Halliday & Matthiessen, 2014, p. 306). Table 2.12 illustrates the participant roles in the verbal processes.

Table 2.12: Participant Roles in the Verbal Clauses
(Halliday & Matthiessen, 2014, p. 302-307)

I	ordered	a steak.			
Sayer	Process Verbal	Verbiage			
I	wasn't told	the whole truth.			
Receiver	Process Verbal	Verbiage			
Rather than criticize	my teaching ability,	he	actually	praised	it.
Process Verbal	Target	Sayer		Process Verbal	Target

(e) Behavioural Processes and Participants

Behavioural processes encode physiological or psychological behavior such as breathing, coughing, smiling, dreaming and staring (Halliday & Matthiessen, 2014). Behavioural processes consist of two participants which are the Behaver and the Behavioural. The former participant involves directly in the Behavioural process while the latter participant involves obliquely in this process. Halliday and Matthiessen (2014) suggest that "The participant who is 'behaving', labelled Behaver, is typically a conscious being, like the Sayer, the Process is grammatically more like one of 'doing'" (p. 301). For the Behaviour, Halliday and Matthiessen (2014) says that "the participant is analogous to the Scope of a 'material' clause" (p.301). The Behaviour serves to extend the process. Table 2.13 presents the participant roles in the behavioural clauses.

Table 2.13: Participant Roles in the Behavioural Clauses
(Halliday & Matthiessen, 2014, p. 301)

	Don't breathe!	
She	is laughing	
He	gave	a great yawn
Behaver	Behavioural process	Behavior

(f) Existential Processes and Participants

Existential processes construe the existence of an entity. Existential processes are realized typically with a copular verb with an empty ‘there’ as Subject and they mostly occur at the beginning of a text (Bloor & Bloor, 2004; Butt, et al., 2000). Halliday and Matthiessen (2014) suggest that “ Unlike participants and circumstances this existential *there* cannot be queried, theme-predicated or theme-identified” (p.308). Existential processes may also be realized with a copular verb, the Existent as Subject and usually a circumstantial adjunct (Bloor & Bloor, 2004). The Existent is the only one participant inherent in existential processes. This participant is the entity or event that being construed. Participant roles in the existential clauses are illustrated in Table 2.14.

Table 2.14: Participant Roles in the Existential Clauses
(Halliday & Matthiessen, 2014, p. 309)

there	was	a storm	
	Process	Existent: event	
there	is	a man	at the door
	Process	Existent: entity	circumstance
on the wall	there	hangs	a picture
circumstance		Process	Existent: entity

Table 2.15 presents a summary of process types and participants.

Table 2.15: Summary of Process Types and Participants (Thompson, 2004, 108)

Process type	Core meaning	Participants
material	‘doing’, ‘happening’	Actor (Goal) (Scope) (Beneficiary)
mental: perception cognition emotion desideration	‘sensing’: ‘perceiving’ ‘thinking’ ‘feeling’ ‘wanting’	Senser, Phenomenon
relational: attributive identifying	‘being and having’: ‘attributing’ ‘identifying’	Carrier, Attribute Value, Token/ Identified, Identifier

Table 2.15: Continued

Process type	Core meaning	Participants
verbal	‘saying’	Sayer (Receiver) (Verbiage) (Target)
behavioural	‘behaving’	Behaver (Behaviour)
existential	‘existing’	Existent

2.2.4.2 Circumstances

Circumstantial elements are optional elements which carry a semantic load in the system of Transitivity. They occur freely to add more information such as time, space, manner, cause and contingency in any processes. They highly rely on another process due to they are expansion of something else (Halliday & Matthiessen, 2014). There are three perspectives to look at the circumstantial elements. To express the meaning is one viewpoint. Expression such as ‘circumstances associated with’ or ‘attendant on the process’ are used to refer to ‘when, where, why and how’ (Halliday & Matthiessen, 2014). Looking at the clause itself is another perspective. Circumstantial elements are to do with Adjuncts in the mood grammar. Thus, it is impossible for them to become Subjects for the clause as exchange (Halliday & Matthiessen, 2014).

In addition, circumstantial elements consist of extent, location, manner, cause, contingency, accompaniment, role, matter and angle. Table 2.16 shows the list of circumstantial elements. Most of the circumstantial elements have their subtypes. The details of each circumstantial element will be discussed in the following subsection.

Table 2.16: Types of Circumstantial Elements
(Halliday & Matthiessen, 2014, p. 313-314)

	TYPE		Wh- item	Examples of realization
enhancing	1 Extent	distance	how far?	for; throughout ‘measured’ nominal group
		duration	how long?	for; throughout ‘measured’ nominal group
		frequency	how many times?	‘measured’ nominal group
	2 Location	place	where? [there, here]	At, in, on, by, near; to, towards, into, onto, (away) from, out of, off; behind, in front of, above, below, under, alongside... Adverb of place: abroad, overseas, home, upstairs, downstairs, inside, outside; out, up, down, behind; left, right, straight...; there, here
		time	when? [then, now]	at, in, on, until, till, towards, into, from, since, during, before, after adverb of time: today, yesterday, tomorrow; now, then
	3 Manner	means	how? [thus]	by, through, with, by means of, out of [+material], from
		quality	how? [thus]	in + a + quality (e.g. dignified) + manner/ way with + abstraction (e.g. dignity); according to adverbs in -ly, -wise; fast, well; together, jointly, separately, respectively
		comparison	how? what like?	like, unlike; in + the manner of ... adverbs of comparison <i>differently</i>

Table 2.16: Continued

	TYPE		Wh- item	Examples of realization
		degree	How much?	to + a high/low/...degree/extend; adverbs of degree much, greatly, considerably, deeply [often collocationally linked to lexical verb, e.g. love + deeply, understand + completely]
	4 Cause	reason	why?	because of, as a result of , thanksto, due to, for want of, for, of , out of , through
		purpose	why? what for?	for, for the purpose of, for the sake of , in the hope of
		behalf	who for?	For, for the sake of, in favour of, against [‘not in favour of’], on behalf of
	5 Contingency	Condition	why?	in case of, in the event of
		default		in default of, in the absence of, short of, without [‘if it had not been for’]
		concession		despite, in spite of
extending	6 Accompaniment	comitative	who/ what with?	with; without
		additive	and who/ what else?	as well as, besides; instead of
elaborating	7 Role	guise	what as?	as, by way of, in the role/shape/ guise/ form of
		product	what into?	into
projection	8 Matter		What about?	about, concerning, on, of , with reference to, in [‘with respect to’]
	9 Angle	source		according to, in the words of
		viewpoint		to, in the view/ opinion of, from the standpoint of

(a) The Circumstance of Extent

Halliday and Matthiessen (2014) say that “ Extent construe the extent of the unfolding of the process in space-time: the distance in space over which the process

unfolds or the duration in time during which the process unfolds” (p.315). Extent could be probed by *how far?*, *how long?*, *how many?* *how many times?* (Halliday & Matthiessen, 2014). It is also measurable in standard units in both time and space. Extend is either definite or indefinite for spatial and temporal. A nominal group with quantifier is a typical structure of extent. Table 2.17 illustrates definite and indefinite extent.

Table 2.17: Definite and Indefinite Extent (Halliday & Matthiessen, 2014, p. 317)

		spatial	temporal
extent	definite	five miles	five years
	indefinite	a long way	a long time

(b) The Circumstance of Location

Halliday and Matthiessen (2014) say that “Location construes the location of the unfolding of the process in space-time: the place where it unfolds or the time when it unfolds” (p.316). The circumstance of Location could be probed by asking ‘when’ and ‘where’. In addition, an adverbial group or prepositional phrase is the typical structure of the circumstance of Location. A temporal preposition may be omitted such as in ‘they left last week’ and ‘let’s meet next Wednesday’ (Halliday & Matthiessen, 2014). Furthermore, the circumstance of Location is also either definite or indefinite. Table 2.18 illustrates definite and indefinite location.

Table 2.18: Definite and Indefinite Location (Halliday & Matthiessen, 2014, p. 317)

		spatial	temporal
location	definite	at home	at noon
	indefinite	near	soon

(c) The Circumstance of Manner

Halliday and Matthiessen (2014) suggest that “the circumstance element of Manner construes the way in which the process is actualized” (p. 318). There are four categories of Circumstance of Manner, which refers to Means, Quality, Comparison and Degree (Halliday & Matthiessen, 2014, p.318) Both Means and Comparison tend to be realised by prepositional phrase. Halliday and Matthiessen (2014) say “Means refers to the means whereby a process takes place” (p.318). Means is typically realized by a prepositional phrase with the preposition ‘by’ or ‘with’ (Halliday & Matthiessen, 2014, p. 318).

Halliday and Matthiessen (2014) suggest “Quality is typically expressed by an adverbial group, with –ly as Head; the interrogative is *how?* or *how...?* plus appropriate adverb. (p. 319). Halliday and Matthiessen (2014) also suggest “Comparison is typically expressed by a prepositional phrase with *like* or *unlike*, or an adverbial group or similarity or difference” (p. 319). Halliday and Matthiessen (2014) say “Degree is typically expressed by an adverbial group with a general indication of degree such as *much*, *a good deal*, *a lot* or with a collocationally more restricted adverb of degree” (p.320). Table 2.19 illustrates examples of Manner circumstantials.

Table 2.19: Examples of Manner Circumstantials
(Halliday & Matthiessen, 2014, p. 321)

Type	WH-form	Examples
means	how? what with	(mend it) with a fusewire
quality	how?	(they sat there) in complete silence
comparison	what like?	(he signs his name) differently
degree	how much?	(they all love her) deeply

(d) The Circumstance of Cause

Halliday and Matthiessen (2014) say “the circumstantial element of Cause construes the reason why the process is actualized” (p. 320). Circumstance of Cause consists of

three subcategories which are Reason, Purpose and Behalf (Halliday & Matthiessen, 2014, p. 318). Halliday and Matthiessen (2014) say “a circumstantial expression of Reason represents the reason for which a process takes place” (p. 321). It usually realised by a prepositional phrase such as ‘from’, ‘through’ and ‘for’ (Halliday & Matthiessen, 2014, p. 321). It is associated with the sense of ‘because’ (Halliday & Matthiessen, 2014, p. 321).

Halliday and Matthiessen (2014) suggest that Circumstance of Purpose “represent the purpose for which an action takes place” (p. 321). It is associated with the sense ‘in order that’ (Halliday & Matthiessen, 2014, p. 321). circumstantial expression of Behalf expresses the process is done for the sake of the entity such as a person and on whose behalf (Halliday & Matthiessen, 2014, p. 322). Table 2.20 presents some examples of Cause circumstantials.

Table 2.20: Examples of Cause Circumstantials
(Halliday & Matthiessen, 2014, p. 322)

Type	WH-form	Examples
Reason	why? how?	(they left) because of the draught
Purpose	what for?	(it’s all done) with a view to promotion
Behalf	who for?	(put in a word) on my behalf

(e) The Circumstance of Contingency

The circumstance of Contingency refers to “an element on which the actualization of the process depends” (Halliday & Matthiessen, 2014, p. 323). Contingency consists of three subtypes which are Condition, Concession and Default (Halliday & Matthiessen, 2014, p. 323). A circumstantial expression of Condition has the sense of ‘if’ such as ‘in case of’ and ‘in condition of’ whereas Concession circumstantials have the sense of ‘although’. Subsequently, a circumstantial expression of default has the sense of

negative condition such as ‘if not, unless’ (Halliday & Matthiessen, 2014). Table 2.21 illustrates some examples of Contingency circumstantials.

**Table 2.21: Examples of Contingency Circumstantials
(Halliday & Matthiessen, 2014, p. 323)**

Type	Examples
Condition	Get back to the bedroom and change clothes in case of bloodstains .
Concession	In spite of its beacon , many ships have been wrecked on this rocky coast during storms or in dense fog.
Default	In the absence of any prior agreement between the parties as to the rate of salvage payable , the amount is assessed, as a rule, by the Admiralty Court.

(f) The Circumstance of Accompaniment

Halliday and Matthiessen (2014) suggest that “Accompaniment is a form of joint participation in the process and represents the meanings ‘and’, ‘or’, ‘not’ as circumstantials” (p. 324). There are two subcategories of Circumstance of Accompaniment which are ‘Comitative’ and ‘Additive’ (Halliday & Matthiessen, 2014, p. 324-325). Halliday and Matthiessen (2014) suggest that “The Comitative represents the process as a single instance of process, although one in which two entities are involved” (p.324). Halliday and Matthiessen (2014) suggest that “The Additive represents the process as two instances; here both entities clearly share the same participant function, but one of them is represented circumstantially for the purpose of contrast” (p.325). Table 2.22 demonstrates some examples of positive and negative aspects of Accompaniment circumstantials.

Table 2.22 Examples of Positive and Negative Aspects of Accompaniment**Circumstantials (Halliday & Matthiessen, 2014, p. 324)**

	WH-form	Examples
Comitative, positive: 'accompanied by'	who/ what with? and who/ what else?	Fred came with Tom Jane set out with her umbrella
Comitative, negative: 'not accompanied by'	but not who/ what?	Fred came without Tom I came without my key
Additive, positive: 'in addition to'	and who/ what else?	Fred came as well as Tom
Additive, negative: 'as alternative to'	and not who/ what?	Fred came instead of Tom

(g) The Circumstance of Role

The circumstance of Role expresses the meanings of 'be' and 'become' (Halliday & Matthiessen, 2014). Role consists of two subcategories which are Guise and Product. Guise serves to construe the meaning of 'be' while Product construes the meaning of 'become'. Table 2.23 presents examples of the circumstance of Role.

Table 2.23: Examples of Role Circumstantials**(Halliday & Matthiessen, 2014, p. 326)**

Type	Examples
Guise	As a young boy , he spent long hours with his father
Role	Proteins are first broken into amino acids .

(h) The Circumstance of Matter

For Circumstance of Matter, Halliday and Matthiessen (2014) suggest that "it is the circumstantial equivalent of the Verbiage, 'that which is described, referred to, narrated,

etc” (p.327). The circumstance of Matter is often associated with verbal and mental clause. The circumstantial element of Matter corresponds to the interrogative of ‘what about’. Matter projects the process through prepositions such as ‘about’, ‘concerning’, ‘with reference to’ and ‘of’. Table 2.24 provides some examples of the circumstance of Matter.

Table 2.24: Examples Circumstantials of Matter
(Halliday & Matthiessen, 2014, p. 327)

Examples
Tell me about the Paris Review .
We must warn of the consequences of this truth .

(i) The Circumstance of Angle

Halliday and Matthiessen (2014) says that “Angle is related either to (i) the Sayer of a ‘verbal’ clause, with the sense of ‘as...says’ or (ii) the Senser of a ‘mental clause’, with the sense of ‘as...thinks” (p. 328). The Circumstance of Angle comprise two subtypes which are ‘source’ type and ‘viewpoint’ type (Halliday & Matthiessen, 2014, p. 328). The circumstantial element of Angle construes the source of the information and viewpoint (Halliday & Matthiessen, 2014, p. 328). It is related to the Sayer of a verbal clause since it is expressed through prepositions such as ‘according to’ and ‘in the words of’ to represent the source of information. For Circumstance of Source, Halliday and Matthiessen (2014) say that “it is used to represent the information given by the clause from somebody’s viewpoint” (p.328). It is usually realised by prepositions such as ‘to’, ‘in the opinion of’ and ‘from the standpoint of’. Table 2.25 offers examples of Angle circumstantials.

Table 2.25: Examples of Angle Circumstantials
(Halliday & Matthiessen, 2014, p. 328)

Type	Examples
Source	According to the phlogistic theory , the part remaining after a substance was burned was simply the original substance deprived of phlogiston.
Viewpoint	It seems to me that answers to most such questions have to be learned by experiment.

2.3 Chapter Summary

This chapter has provided the related literatures on the tourism and SFL. Theoretical framework of Systemic Functional Linguistics (SFL) is also presented. Chapter three will outline the research methodology.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

This chapter begins by presenting the research methodology of the current study. This is followed by presenting the research design employed for the current study. This chapter ends with a chapter summary.

3.1 Research Methodology

That data are transformed into textual form are one of the main characteristics of qualitative research (Dornyei, 2007). In this study, tourism brochures with the topics of golfing, diving and adventure are transformed into textual form to prepare for data analysis.

3.1.1 Research Design

Three research questions are formulated for the current study already introduced in Chapters 1 and 2.

- 1) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Process Types and Participants in the System of Transitivity?
- 2) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Circumstantiation in the System of Transitivity?
- 3) What are the similarities and differences between tourism brochures from Malaysia and Thailand in the expression of experiential meanings?

The research design of the current study involves six steps. Figure 3.1 illustrates all the steps involved in carrying out the research.

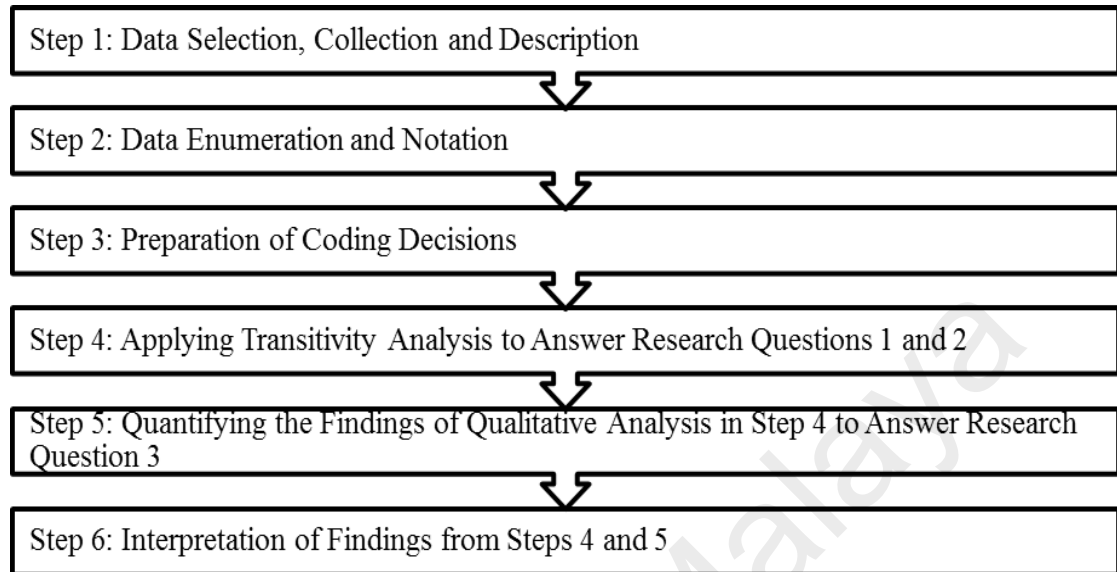


Figure 3.1: Research Design

Details of each step will be provided in the following sub-sections.

3.1.1.1 Step 1: Data Selection, Collection and Description

The current study draws on data from electronic tourism brochures (hereafter tourism brochures) which are issued by Tourism Malaysia and Tourism Authority of Thailand. Tourism brochures are produced for promoting both domestic and international tourism (Tourism Malaysia, 2014). A set of criteria is formulated in the course of data selection. Tourism brochures are selected for analysis if they fulfilled all the criteria. The criteria for selecting tourism brochures for analysis are illustrated in Table 3.1.

Table 3.1: Criteria of Data Selection

(a)	Genre	Tourism brochures
(b)	Medium	Written
(c)	Language	English
(d)	Publisher	Tourism Malaysia or Ministry of Tourism and Promotional Material Production Division, Marketing Services Department, Tourism Authority of Thailand
(e)	Topic	Golfing, diving and adventures
(f)	Audience	For existing and prospective tourist, particularly tourist who has interests on golfing, diving and adventures
(g)	Availability	Tourism Malaysia website and website of Tourism Authority of Thailand.

As shown in Table 3.1, criteria of data selection include genre, medium, language, publisher, topic, audience and availability. Six tourism brochures are selected to fulfill the criteria of data selection in order to achieve the research aims. The details of the selected tourism brochures for analysis are presented in Table 3.2.

Table 3.2: Details of the Selected Tourism Brochures for Analysis

Country	Malaysia	Thailand
Genre	Tourism brochures	Tourism brochures
Medium	Written	Written
Language	English	English
Publisher	Tourism Malaysia	Promotional Material Production Division, Marketing Services Department, Tourism Authority of Thailand
Topic 1: Golfing	Malaysia Your Golfing Paradise	Golf
Topic 2: Diving	Dive in Paradise	Into the Blue World
Topic 3: Adventure	Adventure with nature	Thailand for the young and adventurous
Source	http://www.tourism.gov.my/en/Master/Web-Page/Footer/Resources/E-Brochures/Brochures-List?page=1	http://www.tourismthailand.org/Multi-media/ebrochure-search?cat_id=-1&sort=0&page=1
Form	Portable Document Format (PDF)	flipbook

Table 3.2 shows that six tourism brochures consisting of two each from golfing tourism brochures, two each from diving tourism brochures and two each from

adventure tourism brochures. The raw data of the study are provided in Appendices C1 – C6 with the web addresses. These tourism brochures are collected from the official website of Tourism Malaysia (<http://www.tourism.gov.my/en/Master/Web-Page/Footer/Resources/E-Brochures/Brochures-List?page=1>) and official website of Tourism Authority of Thailand (http://www.tourismthailand.org/Multimedia/ebrochure-search?cat_id=-1&sort=0&page=1). These tourism brochures are offered for public use without imposing any cost.

As shown in Table 3.2, tourism brochures issued by Tourism Malaysia are represented in Portable Document Format (PDF) while tourism brochures obtained from Tourism Authority of Thailand are represented in flipbook style. Although the tourism brochures are in different formats, they are comparable as they have same features of tourism brochures with same topics and they are represented through images and language. Different page lengths of tourism brochures are also comparable as they are tourism brochures with the same topics. Table 3.3 presents tourism brochures with page lengths.

Table 3.3: Page Lengths of Selected Tourism Brochures

Country/ Topic	Malaysia		Thailand	
	Title	Length (pages)	Title	Length (pages)
Golfing	Malaysia Your Golfing Paradise	64	Golf	72
Diving	Dive in Paradise	52	Into the Blue World	32
Adventure	Adventure with nature	46	Thailand for the young & adventurous	50

The covers of the six tourism brochures are shown in Figure 3.2.

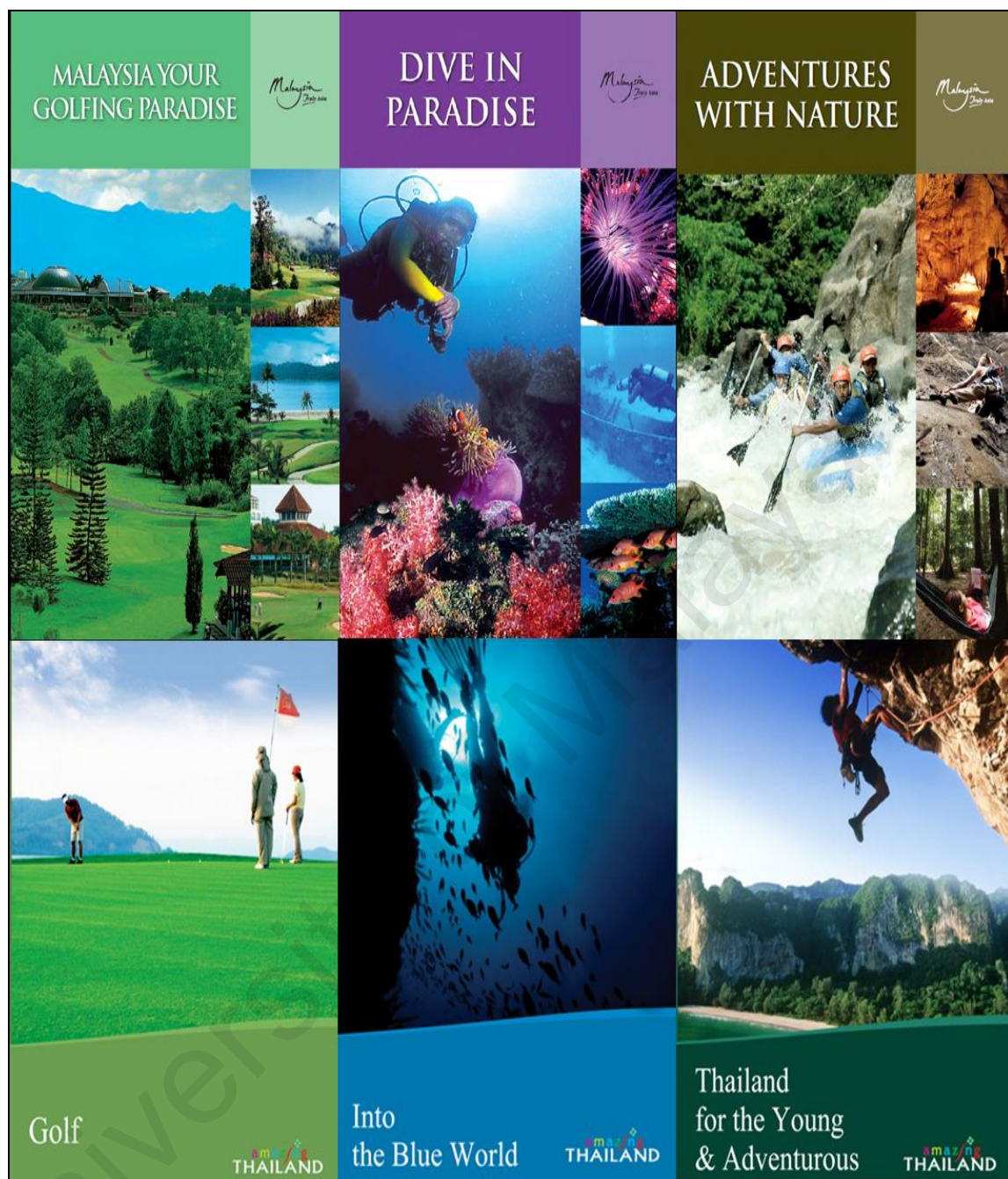


Figure 3.2: The Covers of All Tourism Brochures

The current study focuses on the main text of tourism brochures. Only lexicogrammatical features in tourism brochures are to be analysed not the ones listed in Table 3.4.

Table 3.4: Items That Are Excluded from the Analysis

<ul style="list-style-type: none"> • Images or pictures • Titles • Tables • Useful contact numbers • Contents • Maps • Further information of the places (such as website, admission fee, contact number, address, operating hours) 	<ul style="list-style-type: none"> • Golf courses directory • Spa directory • Reef fishes of Malaysia • Listing of dive & resort operators • Lists of popular rock sites and indoor climbing gyms • Other camping sites in Malaysia • Links to dive operators • Other golf course • Golf schools
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3.1.1.2 Step 2: Data Enumeration and Notation

Each tourism brochure is labelled with a specific notation which signifies the source of the data and the topic of the tourism brochures. The notation for each tourism brochure is presented in Table 3.5.

Table 3.5: Tourism Brochures and Notation

Tourism Brochure Titles	Notation
Malaysia Your Golfing Paradise	TM1
Dive in Paradise	TM2
Adventure with nature	TM3
Golf	TT1
Into the Blue World	TT2
Thailand for the young & adventurous	TT3

Table 3.5 shows each tourism brochure with a notation. ‘TM’ indicates tourism brochures from Malaysia while ‘TT’ indicates tourism brochures from Thailand. Number, ‘1’ specifies the topic of golfing, number, ‘2’ specifies the topic of diving while number, ‘3’ specifies the topic of adventure. All the sentences to be analysed in tourism brochures are also labelled for ease of reference. They are also labelled for page number and sequence in tourism brochures. Examples of data enumeration and notation from text TM2 is presented in Table 3.6.

Table 3.6: Examples of Data Enumeration and Notation from Text TM2

TM2/ P1/ S1	Imagine warm clear waters, colourful underwater reefs and fascinating aquatic life forms.
TM2/ P1/ S2	Imagine stunning, sheer walls and large, graceful pelagics.
TM2/ P1/ S3	Imagine breathtaking beaches of powdery soft sand.
TM2/ P1/ S4	These captivating sights will be yours to enjoy in the abundance of dive sites in Malaysia.
TM2/ P1/ S5	Pulau Redang offers vast coral gardens of unimaginable variety.

‘P’ indicates page number in tourism brochure while ‘S’ indicates sequence in tourism brochure. Once data enumeration and notation is completed, they are ready for the analytical process. The first and last notation of the data is presented in Table 3.7.

Table 3.7: First and Last Notation of Data

Topic	Tourism brochure titles	First notation	Last notation	Words Count
Golfing	Malaysia Your Golfing Paradise	TM1/ P1/ S1	TM1/ P64/ S586	10976
	Golf	TT1/ P5/ S1	TT1/ P62/ S352	8432
Diving	Dive in Paradise	TM2/ P1/ S1	TM2/ P52/ S421	6197
	Into the Blue World	TT2/ P3/ S1	TT2/ P32/ S176	3361
Adventure	Adventure with nature	TM3/ P6/ S1	TM3/ P46/ S389	7161
	Thailand for the young & adventurous	TT3/ P6/ S1	TT3/ P46/ S577	12346
Total		2501		48473

The first notation, the last notation and words count of each tourism brochure indicates that there are a lot of data in the current study. List of appendices is also shown in Table 3.8.

Table 3.8: List of Appendices

Appendix		Titles
A Coding and notation of data	A1	TM1 Malaysia Your Golfing Paradise
	A2	TM2 Dive in Paradise
	A3	TM3 Adventure with Nature
	A4	TT1 Golf
	A5	TT2 Into the Blue World
	A6	TT3 Thailand for the Young and Adventurous

Table 3.8: Continued

Appendix		Titles
B Transitivity analysis	B1	TM1 Malaysia Your Golfing Paradise
	B2	TM2 Dive in Paradise
	B3	TM3 Adventure with Nature
	B4	TT1 Golf
	B5	TT2 Into the Blue World
	B6	TT3 Thailand for the Young and Adventurous
C Raw data (Web addresses are provided)	C1	TM1 Malaysia Your Golfing Paradise
	C2	TM2 Dive in Paradise
	C3	TM3 Adventure with Nature
	C4	TT1 Golf
	C5	TT2 Into the Blue World
	C6	TT3 Thailand for the Young and Adventurous

Appendix A is coding and transcription of data and Appendix B is transitivity analysis of the data. Appendix C provides the web addresses of raw data of the study due to their large number of pages.

3.1.1.3 Step 3: Preparation of Coding Decisions

The units of analysis for the current study are verbal group, nominal group, adverbial group and prepositional phrase. Verbal group constitutes process types; nominal group constitutes participants while adverbial group and prepositional phrase constitute circumstance. Meanwhile Conjunctions, Conjunctive Adjuncts, Continuatives, Modals, Vocatives, Comment Adjuncts and Finite operators are not analysed in this study as they do not carry a transitivity function (Halliday & Matthiessen, 2014).

Coding decisions for data analysis are detailed information on features of process types, participants and circumstances. They guide the accurate analysis of data. Coding decisions for data analysis are provided based on the theoretical framework of the System of Transitivity proposed by Halliday and Mathiessen (2014) as elaborated in Chapter 2, Section 2.2.4. Table 3.9 shows the coding decision for data analysis. The data come from Halliday and Matthiessen (2014, p. 224-328) while examples are data

of the study. Process types are presented in bold while Circumstances are presented in underlined form.

Table 3.9: Coding Decisions for Data Analysis

No	Features	Coding	
1	Material processes (in general)		<ul style="list-style-type: none"> • “doing and happening” • “is realized by verb” • “quantum change in the flow of event” • “process unfolds through time” • “unmarked tense selection is present-in-present ” • “can be probed by ‘what happened?, what happened to X?, what did X do? What did X do to Y?” • Actor <ul style="list-style-type: none"> ▪ “does the deed” ▪ “is realized by nominal group” • Goal <ul style="list-style-type: none"> ▪ “affected by the process” ▪ “is realized by nominal group” ▪ “inherent in transitive clause” • Scope <ul style="list-style-type: none"> ▪ “not affected by the performance of the process” ▪ “(i) an entity that indicates the domain over which the process takes place” ▪ “(ii) another name of the process” • Beneficiary <ul style="list-style-type: none"> ▪ “affected by the performance of the process” ▪ “is construed by two functions of Recipient and Client” ▪ “realized by a nominal group denoting human being (personal pronoun and speech role)” ▪ “benefit from the performance of the process in terms of either goods or services” ▪ “appear with or without a preposition”
1a	Material Process, Creative	Pr: Mt: Cr	<ul style="list-style-type: none"> • “the outcome: the Actor or Goal is being brought into existence as process unfolds” • “no separate element representing the outcome” • Examples: <ul style="list-style-type: none"> • (1) Many golfers [Actor] have built [Process] homes [Goal] at the bungalow lots around the venue [Circumstance] (TM1/ P20/ S186). • (2) Mantanani’s reputation [Actor] as a dive destination [Circumstance] is growing [Process] as fast as its tourist arrivals [Circumstance] (TM2/ P14/ S115).

Table 3.9: Continued

No	Features	Coding	
1b	Material Process, Transformative	Pr: Mt: Tr	<ul style="list-style-type: none"> • “the outcome: pre-existing Actor or Goal is being transformed as process unfolds” • “separate element representing the outcome” • Examples: • (1) The clubhouses [Actor] offer [Process] modern amenities and fine dining facilities [Goal] (TM1/P1/S9). • (2) These parks [Goal] are managed and run [Process] by the National Parks Division of the Royal Forestry Department [Actor], and all [Actor] offer [Process] great cottages and guesthouses [Goal]. (TT3/ P22/ S254)
2	Mental processes		<ul style="list-style-type: none"> • quantum of change in the flow of events taking place in our own consciousness • realized by verbal group • unmarked tense selection is simple tense • can project another clause – idea • Senser <ul style="list-style-type: none"> • “a conscious being” • “human or human collective or part of a person” • “endowed with consciousness • “the one who ‘sense’ – feels, thinks, wants or perceives” • Phenomenon <ul style="list-style-type: none"> • “felt, thought, wanted, perceived” • “a thing or an act or a fact” • “realized by a metaphorical one: a nominal group with a nominalization as Head or by finite clause”
2a	Mental Process, Perceptive	Pr: Men: Pe	<ul style="list-style-type: none"> • “phenomenon is seen, heard, tasted or perceived” • Examples: • (1) Leaf fish and the odd-looking crocodile fish [Phenomenon] have been spotted [Process] here [Circumstance] (TM2/ P6/ S45). • Players [Senser] can experience [Process] distinctive elements of challenge [Phenomenon] in water features, undulating greens and tricky bunkers [Circumstance] (TM1/ P37/ S356).
2b	Mental Process, Cognitive	Pr: Men: Cog	<ul style="list-style-type: none"> • “thinking” • Examples: • (1) Imagine [Process] stunning, sheer walls and large, graceful pelagics [Phenomenon] (TM2/ P1/ S2). • (2) Understand [Process] your own physical limits and experience [Phenomenon] (TT2/ P31/ S160).

Table 3.9: continued

No	Features	Coding	
2c	Mental Process, Desiderative	Pr: Men: De	<ul style="list-style-type: none"> • “wanting” • Examples: • (1) In northern Thailand, [Circumstance] you [Senser] can choose [Process] among a number of locations [Phenomenon] (TT3/ P21/ S239). • (2) In Tiara Melaka Golf & Country Club, [Circumstance] you [Senser] decide on [Process] the challenge [Phenomeon] (TM1/ P32/ S301).
2d	Mental Process, Emotive	Pr: Men: Em	<ul style="list-style-type: none"> • “feeling” • Examples: • (1) Less than an hour south of Kuala Lumpur, [Circumstance] it [Phenomenon] has begun to attract [Process] both birds and bird watchers [Senser] (TM3/ P43/ S308). • (2) Golfers [Senser] can enjoy [Process] the view [Phenomenon] at the location of par 3 hole 7 [Circumstance] (TM1/ P6/ S44).
3	Relational processes (In general)		<ul style="list-style-type: none"> • “being and having” • “unmarked tense selection: simple present tense” • “two inherent participants” • “realized by verbal group” • “verbs that occur most frequently are ‘be’ and ‘have’”
3a	Process, Attributive	Pr: Rel: Attributive	<ul style="list-style-type: none"> • “characterize” • “class membership” • “not reversible” • “realized by verbal group” • “unmarked verb: “have” • Carrier <ul style="list-style-type: none"> ▪ the participant that carrying the attribute • Attribute <ul style="list-style-type: none"> ▪ “a class of thing” ▪ “realized by nominal group” ▪ “an adjective or a common noun as Head” and indefinite: an indefinite article” ▪ “cannot be a proper noun or a pronoun” • Examples: • (1) They [Carrier] have [Process] sophisticated modern layouts, a wide diversity of topographical [Attribute] with the finest grass [Circumstance] (TT1/P6/S8). • (2) Mandarin Valley, [Carrier] off the main jetty, [Circumstance] is [Process] a circus of manic fish life [Attribute] (TM2/ P11/ S89)

Table 3.9: Continued

No	Features	Coding	
3b	Relational Process, Identifying	Pr: Rel: Identifying	<ul style="list-style-type: none"> • “identity” • “common noun as Head, with <i>the</i> or another specific determiner as Deictic or a proper noun or pronoun.” • “<i>the</i> only form with adjective as Head is the superlative” • “interrogative: which?, who? which/who...as? or what?” • “reversible” • Token <ul style="list-style-type: none"> ▪ “operative clause: the Subject is Token” ▪ “naming and defining: the word is the Token” • Value <ul style="list-style-type: none"> ▪ “receptive clause: the Subject is Value” ▪ “naming and defining: meaning is the value” • Examples: • (1) The course [Token] also includes [Process] floodlighting [Value] for night action [Circumstance] (TT1/P25/S133). • (2) Pulau Sipadan [Token] is [Process] the ultimate diving destination [Value] with amazing sights of turtles, reef sharks and a 680-metre deep drop-off [Circumstance] (TM2/P1S9).
4	Verbal processes	Pr: Ver	<ul style="list-style-type: none"> • “unmarked verb: say” • “cover any kind of symbolic exchange of meaning” • “is realized by a verbal group where the lexical verb is one of saying” • “able to project” • Sayer <ul style="list-style-type: none"> ▪ “speaker of the speech” ▪ “put out a signal” • Receiver <ul style="list-style-type: none"> ▪ “addressee of the speech” ▪ “realized by a nominal group” ▪ “the nominal group occur on its own or marked by a preposition: <i>to</i> or <i>of</i>” • Verbiage <ul style="list-style-type: none"> ▪ “what is said” ▪ “name of the saying” • Target <ul style="list-style-type: none"> ▪ “entity that is targeted by the process of saying”

Table 3.9: Continued

No	Features	Coding	
			<ul style="list-style-type: none"> • Examples: • (1) Porcupine pufferfish, clown triggerfish, unicornfish and Moorish idols [Sayer] call [Process] this dive site [Target] home [Verbiage] (TM2/ P6/ S38). • (2) Malaysians [Sayer] also speak [Process] various languages and dialects [Verbiage] (TM3/ P46/ S352).
5	Behavioural processes	Pr: Beh	<ul style="list-style-type: none"> • “physiological and psychological behaviour” • “usual unmarked tense selection: present in present” • “a simple tense is found in its unmarked sense” • Behavior <ul style="list-style-type: none"> ▪ “the one who is behaving” ▪ “typically a conscious being” • Behaviour <ul style="list-style-type: none"> • “specify the range or domain of the process” • “being manifestations of the general function of range” • Examples: • (1) A night dive here may yield a chance encounter with these large fish as they [Behavior] sleep [Process] (TM2/ P4/ S35). • (2) Malaysia’s primeval and unexplored rainforests offer intrepid trekkers great opportunities to observe [Process] tropical flora and fauna [Behaviour] (TM3/ P12/ S33).
6	Existential processes	Pr: Exist	<ul style="list-style-type: none"> • “something exists or happens” • “typically verb: ‘be’ • “the word ‘there’ <ul style="list-style-type: none"> ▪ “feature of existence” ▪ “no representational function in transitivity system” • Existent <ul style="list-style-type: none"> ▪ “entity or event that is being said to exist” • Examples: • (1) There are [Process] regular weekly flights [Existent] from Kuala Lumpur to Tawau, the nearest airport [Circumstance] (TM2/ P7/ S64). • (2) At the finish of the round there [Circumstance] is [Process] a beautiful view [Existent] towards the clubhouse [Circumstance] (TT1/ P52/ S291).

Table 3.9: Continued

No	Features	Coding	
7	Circumstance of Temporal	Circ: temporal	<ul style="list-style-type: none"> • “duration, frequency or time” • “realized by adverbial group or prepositional phrase” • Interrogative: how long?, how many times?, when? • Examples: • (1) The Ted Parslow’s 18-hole par 72 course was opened <u>in 1994</u> in Jitra (TM1/ P6/ S55). • (2) Most birds are active <u>in the morning and late afternoon</u> when the temperature is cooler (TM3/ P44/ S329).
8	Circumstance of Space	Circ: spatial	<ul style="list-style-type: none"> • “distance or place” • “realized by adverbial group or prepositional phrase” • Interrogative: how far?, where? • Examples: • (1) Many golfers have built homes <u>at the bungalow lots around the venue</u> (TM1/ P20/ S186). • (2) Other national parks <u>in the state</u> offer a vast diversity of plant and animal life (TM2/ P3/ S24).
9	Circumstance of Manner, means	Circ: manner: means	<ul style="list-style-type: none"> • “means” • “typically realized by a prepositional phrase with the preposition <i>by</i> or <i>with</i>” • “interrogative: how? and what with?” • Examples: • (1) Pulau Redang is accessible directly <u>by air</u> (TM2/ P41/ S283). • (2) A novelty is to go <u>by railway</u> from Pangli Railway Station, where an antique train will take you on a scenic journey <u>through the Padas Gorge</u> (TM3/ P34/ S236).
10	Circumstance of Manner, quality	Circ: manner: quality	<ul style="list-style-type: none"> • “the way the process is actualized” • “typically realized by an adverbial group, with –ly adverb as Head” • Interrogative: how? or how...? plus appropriate adverb • “less commonly, Quality is realized by a prepositional phrase” • “general type: the preposition is <i>in</i> or <i>with</i> and the Head/Thing of the nominal group is the name of either manner of way of or a qualitative dimension” • Examples: • (1) Nevertheless, even seasoned professionals would not take it <u>lightly</u> (TM1/ P3/ S20). • (2) These suggestions will help you dive <u>safely and happily</u> (TT2/ P31/ S154).

Table 3.9: Continued

No	Features	Coding	
11	Circumstance of Manner, comparison	Circ: manner: comparison	<ul style="list-style-type: none"> • “the way the process is actualized” • “typically realized by a prepositional phrase with <i>like</i> or <i>unlike</i> or an adverbial group of similarity or difference” • Interrogative: what...like? • Examples: • (1) Mantanani’s reputation as a dive destination is growing <u>as fast as its tourist arrivals</u> (TM2/ P14/ S115). • (2) The grand centerpiece of the course is the clubhouse, which sits in the middle of an island at the center, while fairways just out into six different parts <u>like a spider’s legs</u> (TT1/ P25/ S131).
12	Circumstance of Manner, degree	Circ: manner: degree	<ul style="list-style-type: none"> • “the way the process is actualized” • “typically realized by an adverbial group with a general indication of degree or with a collocationally more restricted ” • “often occur immediately before or immediately after the process” • interrogative: how much? • Examples: • (1) However, the multitude of diving opportunities will leave <u>little</u> time for other pursuits (TM2/ P22/ S166). • (2) In Sarawak, there are also riverine or coastal cruises outside Kuching where one can watch crocodiles along the riverbanks or venture <u>a little</u> further out of the estuaries to see dolphins (TM3/ P30/ S203).
13	Circumstance of Cause, reason	Circ: cause: reason	<ul style="list-style-type: none"> • “reason” • “expressed by a prepositional phrase: <i>through, from, for</i> or a complex preposition: <i>because of, as a result of, thanks to, due to</i> and the negative: <i>for want of</i>” • “tend to be realised as separate clauses” • Interrogative: why? or how? • Examples: • (1) Pay special attention to tyres, which can damage more easily <u>due to the rough terrain</u> (TM3/ P40/ S289). • (2) The state is famous <u>for its world-renowned island resort of Langkawi, a paradise of sandy beaches, aquamarine waters and palm-lined international resorts</u> (TM1/ P4/ S27).

Table 3.9: Continued

No	Features	Coding	
14	Circumstance of Cause, purpose	Circ: cause: purpose	<ul style="list-style-type: none"> • “intention” • “realised by a preposition phrase with <i>for</i> or with a complex preposition” • interrogative: what for? • “realised as separate clauses” • Examples: • (1) The course also includes floodlighting <u>for night action</u> (TT1/ P25/ S133). • (2) Some, such as in Kuala Selangor Nature Park, have boardwalks <u>for the safety and convenience of visitors</u> (TM3/ P11/ S24).
15	Circumstance of Cause, behalf	Circ: cause: behalf	<ul style="list-style-type: none"> • “the action is for whose sake” • “expressed by a preposition phrase with <i>for</i> or with a complex preposition” • interrogative: who for? • Examples: • (1) It boasts major attractions <u>for nature enthusiasts</u> (TM1/ P2/ S17). • (2) The deep-water areas of the reef slopes are the habitat <u>for several rare creatures, such as Ribbon Eels, Crocodile Fish, Leaf Fish and so on</u> (TT2/ P18/ S103).
16	Circumstance of Contingency, condition	Circ: contingency: condition	<ul style="list-style-type: none"> • “circumstances of the process depends” • “if” • “expressed by prepositional phrases with complex prepositions <i>in case of</i>, <i>in the event of</i>, <i>on condition of</i>” • Examples: • (1) <u>In the case of turtles</u>, it can drive them away from a dive site altogether, depriving other divers of the pleasure of seeing them (TM2/ P48/ S355). • (2) The Melaka Sultanate <u>under his reign</u> grew to become one of the greatest trading empires of the era, attracting traders from China, India, Middle East and Europe (TM1/ P30/ S287).
17	Circumstance of Contingency, concession	Circ: contingency: concession	<ul style="list-style-type: none"> • “sense: ‘<i>although</i>’” • “expressed by prepositional phrases: <i>despite</i>, <i>notwithstanding</i>, or the complex prepositions: <i>in spite of</i> or <i>regardless of</i>” • Examples: • (1) <u>Regardless of your mode of transportation</u>, the rewards awaiting will definitely be worth it (TM2/ P34/ S230).

Table 3.9: Continued

No	Features	Coding	
			<ul style="list-style-type: none"> • (2) <u>Despite its central location</u>, just 30 minutes from the city centre and 20 minutes from Bangkok International Airport, this course has a refreshing rural appeal, thanks in part to the many species of waterfowl that inhabit the numerous lakes and ponds (TT1/ P12/ S51).
18	Circumstance of Contingency, default	Circ: contingency: default	<ul style="list-style-type: none"> • “negative condition” • “if not, unless” • “expressed by prepositional phrases with the complex prepositions <i>in the absence of</i>, <i>in default</i>” • Examples: • (1) <u>Unless trekking with a local guide</u>, it is not advisable to eat jungle fruit or drink from any water source. (TM3/ P13/ S45). • (2) <u>Unless biking with a knowledgeable partner</u>, it is not advisable to eat jungle fruit or drink from any water source. (TM3/ P40/ S286)
19	Circumstance of Accompaniment, comitative	Circ: accompaniment: comitative	<ul style="list-style-type: none"> • “represent the meanings ‘and’, ‘or’, ‘not’ as circumstantials” • “the process as a single instance of a process” • “two entities could be conjoined as a single element” • Examples: • (1) Pulau Perhentian, <u>with its sapphire waters, soft white sand, and trendy lifestyle</u>, offers endless varieties of fish of all colours and sizes (TM2/ P1/ S8). • (2) A self-contained tent <u>with aluminium poles and stakes</u> is best for mountain camping (TM3/ P14/ S70).
20	Circumstance of Accompaniment, additive	Circ: accompaniment: additive	<ul style="list-style-type: none"> • “represent the meanings ‘and’, ‘or’, ‘not’ as circumstantials” • “the process as two instances” • “both entities share the same participant function, but one of them is represented circumstantially for the purpose of contrast” • Examples: • (1) Of the pelagics, you may find turtles and hammerheads on their many forays <u>as well as the occasional trevally</u> (TM2/ P22/ S157) • (2) Khao Yai offers nighttime animal watch trekking <u>as well as viewing platforms</u> (TT3/ P23/ S270).

Table 3.9: Continued

No	Features	Coding	
21	Circumstance of Role, guise	Circ: role: guise	<ul style="list-style-type: none"> • “the role of participant” • “meaning of ‘be’ circumstantially” • interrogative: what as? • “usual preposition: <i>as</i>; complex prepositions: <i>by way of, in the role/shape/guise/form of</i>” • Examples: • (1) <u>As a rough guide</u>, the weight of your pack should not be more than a quarter of your body weight, the lighter the better for longer journeys (TM3/ P18/ S107). • (2) Mantanani’s reputation <u>as a dive destination</u> is growing as fast as its tourist arrivals (TM2/ P14/ S115).
22	Circumstance of Role, product	Circ: role: product	<ul style="list-style-type: none"> • “role of participant” • “meaning of ‘become’ circumstantially” • interrogative: what into? • Examples: • (1) Caves can be divided <u>into two categories: adventure and show caves</u> (TM3/ P25/ S148). • (2) Much later, it was reconstructed <u>into three ‘nine-hole par 36’ golfing ground</u> (TM1/ P36/ S338).
23	Circumstance of Matter	Circ: matter	<ul style="list-style-type: none"> • “circumstantial equivalent of the Verbiage” • interrogative: what about • “expressed by preposition such as <i>about, concerning, with reference to</i> and <i>to</i>” • Examples: • (1) You may consult your operator for more information <u>on prices and options</u> for live-aboards and exclusive dive trips (TT3/ P13/ S121). • (2) Revise your knowledge of diving and find information <u>about the sites</u> you will visit (TT2/ P31/ S156).
24	Circumstance of Angle, source	Circ: angle: source	<ul style="list-style-type: none"> • “have the sense of ‘as...says’” • “represent the source information” • “expressed by complex prepositions such as <i>according to</i> and <i>in the words of</i>” • Examples: • (1) <u>According to the French system</u>, 4 is considered easy whereas 8b is very difficult (TT3/ P29/ S360). • (2) <u>Based on the concept of Golfing beyond the Golf Course</u>, Hornbill Golf & Country Club enables a player to indulge in golfing amidst everything natural (TM1/ P48/ S456).

Table 3.9: Continued

No	Features	Coding	
25	Circumstance of Angle, viewpoint	Circ: angle: viewpoint	<ul style="list-style-type: none"> • “sense: ‘as...think’” • “represent the information given by the clause from somebody’s viewpoint” • “expressed by the simple preposition <i>to</i> or complex prepositions such as <i>in the view point</i>, <i>in the opinion of</i> and <i>from the standpoint of</i>” • No example is available in the data.

Notations for data analysis are formulated for ease of reference. Notations are used in analysis instead of writing the features in full. For instance, the notation of ‘Pr: Mt: Cr’ is used to indicate ‘Creative Material Processes’ in data analysis. Table 3.10 shows the notations for data analysis.

Table 3.10: Notations for Data Analysis

No	Features	Notation
1	Material Process, Creative	Pr: Mt: Cr
2	Material Process, Transformative	Pr: Mt: Tr
3	Mental Process, Perceptive	Pr: Men: Pe
4	Mental Process, Cognitive	Pr: Men: Cog
5	Mental Process, Desiderative	Pr: Men: De
6	Mental Process, Emotive	Pr: Men: Em
7	Relational Process, Attributive	Pr: Rel: Attributive
8	Relational Process, Identifying	Pr: Rel: Identifying
9	Verbal Process	Pr: Ver
10	Behavioural Process	Pr: Beh
11	Existential Process	Pr: Exist
12	Actor	Actor
13	Goal	Goal
14	Scope/ Range	Scope
15	Beneficiary	Beneficiary
16	Senser	Senser
17	Phenomenon	Phenomenon
18	Carrier	Carrier
19	Attribute	Attribute
20	Token	Token
21	Value	Value
22	Sayer	Sayer
23	Receiver	Receiver
24	Verbiage	Verbiage

Table 3.10: Continued

No	Features	Notation
25	Target	Target
26	Behaver	Behaver
27	Behaviour	Behaviour
28	Existent	Existent
29	Circumstance of Time	Circ: temporal
30	Circumstance of Space	Circ: spatial
31	Circumstance of Manner, means	Circ: manner: means
32	Circumstance of Manner, quality	Circ: manner: quality
33	Circumstance of Manner, comparison	Circ: manner: comparison
34	Circumstance of Manner, degree	Circ: manner: degree
35	Circumstance of Cause, reason	Circ: cause: reason
36	Circumstance of Cause, purpose	Circ: cause: purpose
37	Circumstance of Cause, behalf	Circ: cause: behalf
38	Circumstance of Contingency, condition	Circ: contingency: condition
39	Circumstance of Contingency, concession	Circ: contingency: concession
40	Circumstance of Contingency, default	Circ: contingency: default
41	Circumstance of Accompaniment, comitative	Circ: accompaniment: comitative
42	Circumstance of Accompaniment, additive	Circ: accompaniment: additive
43	Circumstance of Role, guise	Circ: role: guise
44	Circumstance of Role, product	Circ: role: product
45	Circumstance of Matter	Circ: matter
46	Circumstance of Angle, source	Circ: angle: source
47	Circumstance of Angle, viewpoint	Circ: angle: viewpoint

A total number of 47 features are to be analysed. Eleven features are concerned with process types, seventeen features are concerned with participants' role and nineteen features are concerned with circumstantial elements.

3.1.1.4 Step 4: Applying Transitivity Analysis to Answer Research Questions 1 and

2

Step 4 is concerned with a qualitative descriptive analyses or Transitivity analysis in this study. Transitivity analysis is carried out to analyse lexicogrammatical resources which are used to express experiential meanings in tourism brochures on the topics golfing, diving and adventure. Sentences in tourism brochures are identified for process

types, participants and circumstantial elements in Transitivity analysis. Table 3.11 illustrates analysis of an excerpt of five sentences in text TM2.

Table 3.11: Analysis of an Extract of Five Sentences in Text TM2

TM2/ P1/ S1	Imagine	warm clear waters, colourful underwater reefs and fascinating aquatic life forms.				
	Pr: Men: Cog	Phenomenon				
TM2/ P1/ S2	Imagine	stunning, sheer walls and large, graceful pelagics.				
	Pr: Men: Cog	Phenomenon				
TM2/ P1/ S3	Imagine	breathtaking beaches of powdery soft sand.				
	Pr: Men: Cog	Phenomenon				
TM2/ P1/ S4	These captivating sights	will be	yours	to enjoy	in the abundance of dive sites	in Malaysia.
	Carrier	Pr: Rel: Attributive	Attribute	Pr: Men: Em	Phenomenon	Circ: spatial
TM2/ P1/ S5	Pulau Redang	offers	vast coral gardens of unimaginable variety.			
	Actor	Pr: Mt: Tr	Scope			

Table 3.11 shows the transitivity analysis of five sentences taken from TM2. The verb, 'imagine' is the Cognition Mental Process for TM2/ P1/ S1, TM2/ P1/ S2 and TM2/ P1/ S3. The Cognition Mental Process, 'imagine' is used to construe the cognition of readers or prospective divers since they are the one being requested to imagine about 'warm clear waters, colourful underwater reefs and fascinating aquatic life forms', 'stunning, sheer walls and large, graceful pelagics' and 'breathtaking beaches of powdery soft sand' which are the Phenomenon. This is followed by an Attributive Relational Process, 'will be' in TM2/ P1/ S4. 'These captivating sights' is the Carrier as 'these captivating sights' is the participant that carrying the Attribute, 'yours'. The Carrier, 'these captivating sights' refers to all the imaginations in TM2/ P1/ S1, TM2/ P1/ S2 and TM2/ P1/ S3.

In TM2/ P1/ S4, 'to enjoy' is an Emotion Mental Process. The Emotion Mental Process, 'to enjoy' is used to construe the emotion of the readers or prospective divers as they will be the one who 'enjoy' 'in the abundance of dive sites' which is the Phenomenon. This is followed by a Transformative Material Process, 'offer' in TM2/ P1/ S5. The Actor is realized by 'Pulau Redang' while the Scope is realized by 'vast coral gardens of unimaginable variety' as the clause is in the active voice. The Actor, 'Pulau Redang' is the one who is being transformed through the action of offering. The Scope, 'vast coral gardens of unimaginable variety' is not impacted upon.

On the whole, the context of text shows what the readers or prospective divers have been requested to imagine through the use of Cognition Mental Process, follows by all the captivating sights will belong to the readers through the use of Attributive Relational Process, what the divers can enjoy in many dive sites in Malaysia through the use of Emotion Mental Process as well as the Circumstance of Space and the happening in Pulau Redang through the use of Transformation Material Process.

3.1.1.5 Step 5: Quantifying the Findings of Qualitative Analysis in Step 4 to answer Research Question 3

Step 5 is concerned with quantifying the findings of qualitative analysis in step 4 in order to answer research question 3. Findings for step 4 are presented in Chapter 4 Sections 4.1 and 4.2. Quantitative findings show the predominant feature of process types, participant roles and Circumstances from Malaysia tourism brochures and Thailand tourism brochures. To obtain the quantitative findings, calculation formulas are formulated. Table 3.12 shows calculation formulas used for quantitative analysis. Table 3.13 shows sample calculation for quantitative analysis from text TM2.

Table 3.12: Calculation Formulas Used to Obtain Quantitative Results

		Calculation formula
1	Process types	Percentages = $\frac{\text{Number of process type in each text}}{\text{Total number of process types in each text}} \times 100$
2	Participants' role	Percentages = $\frac{\text{Number of participant role in each text}}{\text{Total number of participant roles in each text}} \times 100$
3	Circumstances	Percentages = $\frac{\text{Number of Circumstance in each text}}{\text{Total number of Circumstances in each text}} \times 100$

Table 3.13: Sample Calculation for Quantitative Analysis from Text TM2

			Calculation formula
1	Process types	Creative Material processes	$\text{Percentages} = \frac{\text{Number of process type in TM2}}{\text{Total number of process types in TM2}} \times 100\%$ $= \frac{36}{631} \times 100\%$ $= 5.71\%$
2	Participants' role	Actor	$\text{Percentages} = \frac{\text{Number of participant role in TM2}}{\text{Total number of participant roles in TM2}} \times 100\%$ $= \frac{161}{995} \times 100\%$ $= 16.18\%$
3	Circumstance elements	Circumstance of Space	$\text{Percentages} = \frac{\text{Number of circumstance in TM2}}{\text{Total number of Circumstances in TM2}} \times 100\%$ $= \frac{220}{483} \times 100\%$ $= 45.55\%$

Table 3.13 shows that there are 5.71% of creative material processes, 16.18% of Actor and 45.55% of circumstance of Space are found in TM2, diving tourism brochure from Malaysia (See also in Chapter 4).

3.1.1.6 Step 6: Interpretation of Findings from Steps 4 and 5

Step 6 is concerned with the interpretations of both qualitative and quantitative findings from data analysis of tourism brochures. Interpretation of the qualitative findings will show the language use in tourism brochures based on the use of process types, participant roles and Circumstances. It is presented in Chapter 4, Sections 4.1.7 and 4.2.10. Interpretation of the quantitative findings will show the language use between tourism brochures from Malaysia and tourism brochures from Thailand based on their favoured process types, participant roles and Circumstances. It is presented in Chapter 4, Section 4.3.

3.2 Chapter Summary

This chapter has provided research design and research methodology of the study. The data used are tourism brochures on the topics golfing, diving and adventure from the official websites of Tourism Malaysia and Tourism Authority of Thailand. Findings of qualitative and quantitative analyses of the study will be presented in Chapter 4. The notation and transcription of the data, transitivity analysis of the data and raw data of the study will be presented in Appendix.

CHAPTER 4: FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the findings and discussions on the expression of experiential meanings in tourism brochures on the topics golfing, diving and adventure. The findings will be presented based on Research Questions 1, 2 and 3:

- 1) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Process Types and Participants in the System of Transitivity?
- 2) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Circumstantiation in the System of Transitivity?
- 3) What are the similarities and differences between tourism brochures from Malaysia and Thailand in the expression of experiential meanings?

Findings related to Research Question 1 will be presented in Section 4.1 while findings pertaining to Research Question 2 will be provided in Section 4.2. Findings related to Research Question 3 will be presented in Section 4.3. This chapter ends with a chapter summary.

4.1 Findings and Discussion Related to Research Question 1: How Experiential Meanings Are Realized in Golfing, Diving and Adventure Tourism Brochures through the Resources of Process Types and Participants in the System of Transitivity?

This section attempts to present the findings pertaining to Research Question 1. It uncovers the experiential meanings in tourism brochures on the topics golfing, diving

and adventure through qualitative analyses. The use of process types and participant roles of the System of Transitivity in each tourism brochure is examined. All the process types outlined by Halliday and Matthiessen (2014) which are material, mental, relational, verbal, behavioural and existential processes with their respective participants are used across six tourism brochures. The following subsections will present the use of process types with their respective participants.

4.1.1 Material Processes and Participants

Halliday and Matthiessen (2014) say that “Material clause construes a quantum of change in the flow of events as taking place through some input of energy” (p.224). Material Processes comprise two subtypes which are “creative type” and “transformative type” (Halliday & Matthiessen, 2014, p. 230). Material Processes are used in all topics of tourism brochures.

4.1.1.1 Creative Material Processes

For the Creative Material Processes, Halliday and Matthiessen (2014) suggest that “the Actor or Goal is construed as being brought into existence as the process unfolds” (p.230). The use of Creative Material Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Creative Material Processes used in golfing tourism brochures are presented in Examples 1 and 2.

Example 1: TM1/ P20/ S186

TM1/ P20/ S186	Many golfers	have built	homes	at the bungalow lots around the venue.
	Actor	Pr: Mt: Cr	Goal	Circ: spatial

Example 1 shows that the verb, ‘have built’ is a Creative Material Process. The Actor is realized by ‘many golfers’ while the Goal is realized by ‘homes’ as the clause is in the active voice. The outcome of the process is ‘home’. The context of text is about the doing of many golfers around Monterez Golf & Country Club through the use of Creative Material Process.

Example 2: TT1/ P15/ S126

TM1/ P15/ S126	The club’s golfing ground	is designed	by Australian Max Wexler	and	boasts	challenging fairways.
	Goal	Pr: Mt: Cr	Actor		Pr: Rel: Attributive	Attribute

In contrast, in Example 2, the verb ‘is designed’ indicates the clause is in the passive voice. The Goal is realized by ‘the club’s golfing ground’ while the Actor is realized by ‘Australian Max Wexler’. The Actor and the Goal are placed in opposite direction in the passive voice sentence. The Actor functions as an Agent. The outcome of the process is ‘the club’s golfing ground’. The context of text concerns the introduction of Bukit Jalil Golf & Country Club with information of who designed the club’s golfing ground through the linguistics resources of Creative Material Process.

(b) Diving

Two examples of Creative Material Processes used in diving tourism brochures are presented in Examples 3 and 4.

Example 3: TM2/ P6/ S42

TM2/ P6/ S42	As	they	move	left and right,
		Actor	Pr: Mt: Tr	Circ: spatial
	a gray wall	forms	from their sheer weight of numbers.	
	Goal	Pr: Mt: Cr	Circ: spatial	

Example 3 shows that ‘forms’ is a Creative Material Process. The Goal is realized by ‘a gray wall’. The Goal, ‘a gray wall’ is formed from their sheer weight of numbers. It is actually in the passive voice although it looks active. The Goal, ‘a gray wall’ is also the outcome of the Creative Material Process, ‘forms’. The context of text is about the formation of a gray wall along with the motion of marine creatures during a drift dive at the Barracuda Point through the use of Creative Material Process.

Example 4: TT2/ P7/ S10

TT2/ P7/ S10	The Gulf of Thailand	is	one of the seventeen seas	that
	Token	Pr: Rel: Identifying	Value	
	produce	the highest volume of marine resources		in the world.
	Pr: Mt: Cr	Goal		Circ: spatial

Example 4 shows that the verb ‘produce’ is a Creative Material Process. ‘That’ indicates that ‘the Gulf of Thailand’ is the one who ‘produces’ ‘the highest volume of marine resources’ which is the Goal as the clause is in the active voice. The Goal, ‘the highest volume of marine resources’ is also the outcome of the process. The text is about why Tha-le Thai is your destination for diving through the use of Creative Material Process.

(c) Adventure

Two examples of Creative Material Processes used in adventure tourism brochures are presented in Examples 5 and 6.

Example 5: TM3/ P21/ S126

TM3/ P21/ S126	Climbers [[used to moderate climates]]	should be prepared	for the high heat and humidity	here.
	Actor	Pr: Mt: Cr	Circ: cause: purpose	Circ: spatial

Example 5 shows that the verb ‘should be prepared’ is a Creative Material Process. The Actor is realized by the ‘climbers used to moderate’ as the clause is in the active voice. The Actor, ‘climbers [[...]]’ is the one who ‘should be prepared’ for the climates. The text shows preparation to withstand the tropical weather which is hot and humid through the linguistics resources of Transitivity.

Example 6: TT3/ P32/ S397

TT3/ P32/ S397	Over 650 routes	have developed	since the late 1980's.
	Goal	Pr: Mt: Cr	Circ: temporal

Example 6 shows that ‘have developed’ is a Creative Material Process. The Goal is realized by ‘over 650 routes’, which refers to climbing routes. The Goal, ‘over 650 routes’ is impacted with the development of the climbing routes. The context of text is related to the historical development of the climbing routes in Southwest Thailand through the use of Creative Material Process.

4.1.1.2 Transformative Material Processes

For the Transformative Material Processes, Halliday and Matthiessen (2014) suggest that “a pre-existing Actor or Goal is construed as being transformed as the process unfolds” (p.230). The use of Transformative Material Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Transformative Material Processes used in golfing tourism brochures are presented in Examples 7 and 8.

Example 7: TM1/ P46/ S436

TM1/ P46/ S436	Kelantan Golf & Country Club	offers	an 18-hole par 72 golf course
	Actor	Pr: Mt: Tr	Scope

Example 7: Continued

TM1/ P46/ S436	which	is set	on a relatively flat ground	with naturally lush coastal setting.
		Pr: Rel: Attributive	Attribute	Circ: accompaniment: comitative

Example 7 shows that ‘offers’ is a Transformative Material Process. The Actor is realized by ‘Kelantan Golf & Country Club’ as the clause is in the active voice. Bartlett (2014) suggests that “when there is an Actor and a Scope, it is the Actor who has something happened to them” (p.52). In this clause, something happen to the Actor, ‘Kelantan Golf & Country Club’ as it is the one being transformed through the action of offering ‘an 18th-hole par 72 golf course’. ‘An 18-hole par 72 golf course’ is not the Goal but the Scope because ‘an 18-hole par 72 golf course’ is not impacted upon. The text is related to Kelatan Golf & Country Club through the use of Transformative Material Process.

Example 8: TT1/ P15/ S68

TT1/ P15/ S68	Many of the fairways	give	sloping shots	and
	Actor	Pr: Mt: Tr	Scope	
	some of the greens	are situated	behind mounds.	
	Carrier	Pr: Rel: Attributive	Attribute	

Example 8 shows ‘give’ is a Transformative Material Process. The Actor is realized by ‘many of the fairways’ as the clause is in the active voice. The Actor, ‘many of the fairways’ is being transformed in the action of giving ‘sloping shots’. Meanwhile, ‘sloping shots’ is not the Goal but the Scope because it is not impacted upon. The

context of text is associated with the happening in the golf course of Green Valley Country Club through the use of Transformative Material Process.

(b) Diving

Two examples of Transformative Material Processes used in diving tourism brochures are presented in Examples 9 and 10.

Example 9:

TM2 / P48/ S359	Throw	litter	in a bin	or	take	it	back	with you	after a dive trip.
	Pr: Mt: Tr	Goal	Circ: spatial		Pr: Mt: Tr		Goal	Circ: accompaniment : comitative	Circ: temporal

Example 9 shows that there are two Transformative Material Processes which are ‘throw’ and ‘take back’. Both clauses are in the active voice. For the first clause, the Goal is realized by the ‘litter’. The Goal ‘litter’ is being transformed through the action of throwing as it will be moved to other place from its original location. For the second clause, the Goal is realized by ‘it’. According to the first clause, the Goal ‘it’ refers to litter in the second clause. The Goal ‘it’ is being transformed through the action of moving as the litter will be moved along with the diver after a diving session. The text is about some ideas for dealing with litter during diving through the use of Transformative Material Processes.

Example 10: TT2/ P14/ S79

TT2/ P14/ S79	Honeymoon couples or families	can dive,	whilst	others	enjoy	activities	on shore.
	Actor	Pr: Mt: Tr		Senser	Pr: Men: Em	Phenomenon	Circ: spatial

Example 10 shows that ‘can dive’ is the Transformative Material Process. The Actor is realized by the ‘honeymoon couples or families’ as the clause is in active voice. The Actor, ‘honeymoon couples or families’ is being transformed through the action of diving. The context of text is related to the happening in Chumphon, a seaside town with dive sites in the east through the use of Transformative Material Process.

(c) Adventure

Two examples of Transformative Material Processes used in adventure tourism brochures are presented in Examples 11 and 12.

Example 11: TM3/ P32/ S214

TM3/ P32/ S214	Bring along	sun cream or a wide-brimmed hat	for sun protection.
	Pr: Mt: Tr	Goal	Circ: cause: purpose

Example 11 is an imperative clause. It shows that ‘bring along’ is a Transformative Material Process. The Goal is realized by the ‘sun cream or a wide-brimmed hat’ as the clause is in the active voice. The Goal, ‘sun cream or a wide-brimmed hat’ is being

transformed as it will be taken to outdoors. The context of text is related to tip for river cruising through the use of Transformative Material Process.

Example 12: TT3/ P22/ S254

TT3/ P22/ S254	These parks	are managed and run	by the National Parks Division of the Royal Forestry Department,
	Goal	Pr: Mt: Tr	Actor

Example 12 shows that ‘are managed and run’ is a Transformative Material Process. The Goal is realized by ‘these parks’ while the Actor is realized by ‘by the National Parks Division of the Royal Forestry Department’ as the clause is in the passive voice. The Goal, ‘these parks’ is being transformed as it will be managed and run by the Actor continuously. The text shows the operation of these national parks through the use of Transformative Material Process.

4.1.2 Mental Processes and Participants

Halliday and Matthiessen (2014) say that “A mental clause construes a quantum of change in the flow of events taking place in our own consciousness” (p. 245). In other words, Mental Processes are concerned with sensing. Mental Processes comprise four sub-types which are Perception, Cognition, Desideration and Emotion Mental Processes (Halliday & Matthiessen, 2014, p. 256). Mental Processes are used in all topics of tourism brochures.

4.1.2.1 Perception Mental Processes

According to Halliday and Mathiessen (2014, p. 257), the verbs such as “perceive, sense; see, notice, glimpse; hear, overhear; feel; taste and smell” are used to construe Perceptive Mental Processes. The use of Perception Mental Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Perception Mental Processes used in golfing tourism brochures are presented in Examples 13 and 14.

Example 13: TM1/ P37/ S356

TM1/ P37/ S356	Players	can experience	distinctive elements of challenge	in water features, undulating greens and tricky bunkers.
	Senser	Pr: Men: Pe	Phenomenon	Circ: spatial

Example 13 shows that ‘can experience’ is a Perception Mental Process. The Senser is realized by the ‘players’ while the Phenomenon is realized by the ‘distinctive elements of challenge’. The Perception Mental Process, ‘can experience’ is used to construe the perception of the players. This is because the Senser, ‘players’ is the one who ‘experiences’ the challenge. The text is about what types of challenge the players can experience during golfing through the use of Perception Mental Processes.

Example 14: TT1/ P12/ S56

TT1/ P12/ S56	As	many of the par-4s	are		particularly	long,	and
		Carrier	Pr: Rel: Attributive			Attribute	
	the player		often	faces	strong winds,		
	Senser			Pr: Men: Pe	Phenomenon		
	the course		definitely	favours	the long hitter.		
	Phenomenon			Pr: Men: Em	Senser		

Example 14 shows that ‘faces’ is a Perception Mental Process. The Senser is realized by ‘the players’ while the Phenomenon is realized by the ‘strong winds’. The Perception Mental Process, ‘faces’ is used to construe the perception of the golf players since the Senser, ‘the player’ is the one who ‘faces’ the ‘strong winds’. The text is related to the kinds of winds the golf players may face during golfing through the use of Perception Mental Processes.

(b) Diving

Two examples of Perception Mental Processes used in diving tourism brochures are presented in Examples 15 and 16.

Example 15: TM2/ P7/ S59

TM2/ P7/ S59	On all dives,	you	should see	healthy numbers of green turtles and whitetip reef sharks.
	Circ: spatial	Senser	Pr: Men: Pe	Phenomenon

Example 15 shows that ‘should see’ is a Perception Mental Process. The Sensor is realized by ‘you’ while the Phenomenon is realized by the ‘healthy numbers of green turtles and whitetip reef sharks’. The Perception Mental Process, ‘should see’ is used to construe the perception of the divers since the Sensor, ‘you’ is the one who ‘should see’ ‘healthy numbers of green turtles and whitetip reef sharks’. The context of text is related to marine creatures the divers can see at Sipadan through the use of Perception Mental Process.

Example 16: TT2/ P25/ S134

TT2/ P25/ S134	You	can dive	alongside limestone cliffs and into underwater caves,	and	encounter	large and small marine creatures such as Leopark Shark, Frogfish and Ghost Pipefish.
	Actor	Pr: Mt: Tr	Circ: spatial		Pr: Men: Pe	Phenomenon

Example 16 shows that ‘encounter’ is a Perception Mental Process. The Phenomenon is realized by the ‘large and small marine creatures such as Leopark Shark, Frogfish and Ghost Pipefish’. The Sensor is not mentioned in the clause but it refers to the divers since the divers are the one who ‘encounter’ those large and small marine creatures. The text is related to what marine creatures the divers can encounter during diving in the Phi Phi Islands through the grammatical resources of Transitivity.

(c) Adventure

Two examples of Perception Mental Processes used in adventure tourism brochures are presented in Examples 17 and 18.

Example 17: TM3/ P30/ S187

TM3/ P30/ S187	For nature lovers	who	wish to experience	wildlife adventure	as an alternative to trekking,
	Circ: cause: behalf	Senser	Pr: Men: Pe	Phenomenon	Circ: role: guise
	river cruising	is		the perfect choice.	
	Token	Pr: Rel: Identifying		Value	

Example 17 shows that ‘wish to experience’ is a Perception Mental Process. The Senser is realized by ‘who’, which refers to nature lovers while the Phenomenon is realized by the ‘wildlife adventure’. The Perception Mental Process, ‘wish to experience’ is used to construe the perception of the nature lovers since the nature lovers are the one who ‘wish to experience’ the wildlife adventure. The text is associated with the nature lovers can experience river cruising as one kind of wild life adventure through the grammatical resources of Transitivity.

Example 18: TT3/ P24/ S298

TT3/ P24/ S298	Be sure to vacate	the waterfall	whenever	you	hear	the siren.
	Pr: Mt: Tr	Goal		Senser	Pr: Men: Pe	Phenomenon

Example 18 shows that ‘hear’ is a Perception Mental Process. The Senser is realized by ‘you’ while the Phenomenon is realized by ‘the siren’. The Perception Mental Process ‘hear’ is used to construe the perception of the Senser ‘you’, which refers to the adventures. This is because the Senser ‘you’ is the one who ‘hears’ ‘the siren’. The text

is related to suggestion for those hike and camp in the national park if hearing the siren at the waterfall through the use of Perception Mental Process.

4.1.2.2 Cognition Mental Processes

According to Halliday and Mathiessen (2014), verbs such as “think, believe, suppose, expect, consider, know; understand, realize, appreciate, imagine, dream, pretend, guess, reckon, conjecture, hypothesize; wonder, doubt; remember, recall, forget; fear (think fearfully)” serve as the Cognition Mental Processes (p.257). In simple word, Cognition Mental Processes are concerned with thinking. The use of Cognition Mental Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Cognition Mental Processes used in golfing tourism brochures are presented in Examples 19 and 20.

Example 19: TM1/ P12/ S102

TM1/ P12/ S102	The par 3 hole 6	on Valley Nine	is	one of the only holes	in the world	with a two-green challenge -
	Token	Circ: spatial	Pr: Rel: Identifying	Value	Circ: spatial	Circ: accompaniment: comitative
	upon teeing off	one	might wonder	which is the more daunting and demanding in task, the small left or the long right green.		
	Circ: temporal	Senser	Pr: Men: Cog	Phenomenon		

Example 19 shows that ‘might wonder’ is a Cognition Mental Process. The Sensor is realized by ‘one’ while the Phenomenon is realized by ‘which is the more daunting and demanding in task, the small left or the long right green’. The Cognition Mental Process, ‘might wonder’ is used to construe the thinking of the Sensor, which refers to the golfers since the Sensor, ‘one’ is the one who ‘wonders’. The text is about what the golfers might wonder when playing golf on Valley Nine through the use of Perception Mental Processes.

Example 20: TT1/ P6/ S16

TT1/ P6/ S15	These brightly clad ladies		in smart uniforms and straw hats		are		Thailand’s secret weapon in making golf such good fun.	
	Token		Circ: manner: quality		Pr: Rel: Identifying		Value	
TT1/ P6/ S16	They	know	lots		about the course,		smile	readily,
	Senser	Pr: Men: Cog	Phenomenon		Circ: matter		Pr: Beh	Circ: manner: quality
	can	probably	read		putts far better than you.			
	Pr: Beh				Behaviour			

Example 20 shows that ‘know’ is a Cognition Mental Process. The Sensor is realized by ‘they’, which refers to the clad ladies. The Phenomenon is realized by ‘lots’. The Cognition Mental Process ‘know’ is used to construe the thinking of clad ladies since the Sensor, ‘they’ is the one who ‘knows’ about the course. The surrounding text is about the knowledge of the clad ladies on the golf course through the use of Cognition Mental Process.

(b) Diving

Two examples of Cognition Mental Processes used in diving tourism brochures are presented in Examples 21 and 22.

Example 21: TM2/ P1/ S1

TM2/ P1/ S1	Imagine	warm clear waters, colourful underwater reefs and fascinating aquatic life forms.
	Pr: Men: Cog	Phenomenon

Example 21 shows that ‘imagine’ is a Cognition Mental Process. The Cognition Mental Process, ‘imagine’ is used to construe the cognition of the readers since the readers are the one being requested to imagine about ‘warm clear waters, colourful underwater reefs and fascinating aquatic life forms’ which are the Phenomenon. The text is about what the readers are being requested to imagine while reading diving tourism brochures through the use of Cognition Mental Process.

Example 22: TT2/ P31/ S160

TT2/ P31/ S160	Understand	your own physical limits and experience.
	Pr: Men: Cog	Phenomenon

Example 22 shows that ‘understand’ is a Cognition Mental Process. The Phenomenon is realized by ‘your own physical limits and experience’. The Cognition Mental Process, ‘understand’ is used to construe the understanding of the divers since the divers are the one being requested to ‘understand’ their limits and experiences. The

text is about what the divers need to understand for diving through the use of Cognition Mental Processes.

(c) Adventure

Two examples of Cognition Mental Processes used in adventure tourism brochures are presented in Examples 23 and 24.

Example 23: TM3/ P40/ S283

TM3/ P40/ S283	Use	good judgment	regarding the fitness level required	for the trail,	and	know	your physical limits.
	Pr: Mt: Tr	Goal	Circ: matter	Circ: cause: purpose		Pr: Men: Cog	Phenomenon

Example 23 shows that ‘know’ is a Cognition Mental Process. The Phenomenon is realized by ‘your physical limits’. The Cognition Mental Process, ‘know’ is used to construe the knowing of the adventurers since they are the one being requested to understand their physical limits. The text concerns what the adventurers need to know for adventure through the linguistics resources of Transitivity.

Example 24: TT3/ P9/ S62

TT3/ P9/ S61	These bicycle tours	are	safe	and	guid es	are included	within the trips.
	Carrier	Pr: Rel: Attributive	Attribute		Goal	Pr: Mt: Tr	Circ: spatial

Example 24: Continued

TT3/ P9/ S62	These trips	are	also	a great way	to get to know	Bangkok's brief history
	Carrier	Pr: Rel: Attributive		Attribute	Pr: Men: Cog	Phenomenon
	rather quickly	and	are	good value	for money.	
	Circ: manner: quality		Pr: Rel: Attributive	Attribute	Circ: cause: purpose	

Example 24 shows that 'to get to know' is a Cognition Mental Process. The Phenomenon is realized by 'Bangkok's brief history'. The Cognition Mental Process 'to get to know' is used to construe the knowing of the cyclists since the cyclists are the one who join the bicycle trips. The text is about what the cyclists can know if joining bicycle trips through the use of Cognition Mental Processes.

4.1.2.3 Desideration Mental Processes

According to Halliday and Mathiessen (2014), examples of verbs such as "want, wish, would like, desire; hope (for), long for, yearn for; intend, plan; decide, resolve, determine; agree, comply and refuse" serve as the Desideration Mental Processes (p. 257). The use of Desideration Mental Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Desideration Mental Processes used in golfing tourism brochures are presented in Examples 25 and 26.

Example 25: TM1/ P32/ S301

TM1/ P32/ S301	In Tiara Melaka Golf & Country Club,	you	decide on	the challenge.
	Circ: spatial	Senser	Pr: Men: De	Phenomenon

Example 25 shows that ‘decide on’ is a Desideration Mental Process. The Senser is realized by ‘you’, which refers to the golfers. The Phenomenon is realized by ‘the challenge’. The Desideration Mental Process, ‘decide on’ is used to construe the desideration of the golfers since the golfers are the one who ‘decide on’ ‘the challenge’, the Phenomenon. The text is related to what the golfers can decide in golfing through the use of Desideration Mental Process.

Example 26: TT1/ P34/ S178

TT1/ P34/ S178	Like so many of the Eastern Seaboard’s course		the Khao Khew Country Club		catches		a strong sea breeze	thus
	Circ: manner: comparison		Actor		Pr: Mt: Tr		Scope	
	players	have to plan	their shots	carefully	on account of the numerous large ponds, bunkers and hills	that	surround	the greens and fairways.
	Senser	Pr: Men: De	Phenomenon	Circ: manner: quality	Circ: spatial		Pr: Mt: Tr	Goal

Example 26 shows that ‘have to plan’ is a Desideration Mental Process. The Senser is realized by ‘players’ and the Phenomenon is realized by ‘their shots’. The

Desideration Mental Process ‘have to plan’ is used to construe the desideration of the players since the Senser, ‘players’ is the one who ‘plans’ ‘their shots’ which is the Phenomenon. The text concerns what the golf players have to plan for golfing through the use of Desideration Mental Process.

(b) Diving

Two examples of Desideration Mental Processes used in diving tourism brochures are presented in Examples 27 and 28.

Example 27: TT2/ P8/ S40

TT2/ P8/ S40	You	can choose	from drift dives, wreck dives, wall dives, cave dives, and night dives.
	Senser	Pr: Men: De	Phenomenon

Example 27 shows that ‘can choose’ is a Desideration Mental Process. The Senser is realized by ‘you’, which refers to the divers. The Desideration Mental Process, ‘can choose’ is used to construe the desideration of the divers since the Senser, ‘you’ is the one who ‘can choose’ ‘from drift dives, wreck dives, wall dives, cave dives, and night dives’ which is the Phenomenon. The text concerns the kinds of diving the divers can choose through the linguistic resources of Transitivity.

Example 28: TT2/ P25/ S137

TT2/ P25/ S137	If	you	want	more excitement,	the King Cruiser wreck	is	one of the most famous wreck dives	in the Indian ocean.
		Senser	Pr: Men: De	Phenomenon	Token	Pr: Rel: Identifying	Value	Circ: spatial

Example 28 shows that ‘want’ is a Desideration Mental Process. The Phenomenon is realized by ‘more excitement’. The Senser is realized by ‘you’, which refers to the divers since the Senser ‘you’ is the one who ‘wants’ ‘more excitement’. The text is related to the wanting of the divers through the use of Desideration Mental Process.

(c) Adventure

Two examples of Desideration Mental Processes used in adventure tourism brochures are presented in Examples 29 and 30.

Example 29: TM3/ P13/ S52

TM3/ P13/ S52	Choose	sturdy footwear	with proper ankle support and good traction.
	Pr: Men: De	Phenomenon	Circ: accompaniment: comitative

Example 29 shows that ‘choose’ is a Desideration Mental Process. The Phenomenon is realized by ‘sturdy footwear’. The Desideration Mental Process, ‘choose’ is used to construe the choosing of the adventurers since the adventurers are the one who ‘choose’

the footwear. The text suggests that sturdy footwear is suitable for adventure through the use of Desideration Mental Processes.

Example 30: TT3/ P9/ S48

TT3/ P9/ S48	You	can choose	among a number of tours	which
	Senser	Pr: Men: De	Phenomenon	
	covers	the Grand Palace area and its surroundings (Rattanakosin Tour)	as well as bicycle tours	to other lesser known areas.
	Pr: Mt: Tr	Goal	Circ: accompaniment: additive	Circ: spatial

Example 30 shows that ‘can choose’ is a Desideration Mental Process. The Senser is realized by ‘you’, which refers to the adventurers. The Senser, ‘you’ is the one who ‘can choose’ ‘among a numbers of tours’ which is the Phenomenon. The text is related to the choices of the adventurers in selecting tours through the use of Desideration Mental Process.

4.1.2.4 Emotion Mental Processes

According to Halliday and Mathiessen (2014), examples of verbs such as “like, fancy, love, adore, dislike, hate, detest, despise, loathe, abhor; enjoy, relish, marvel and attract” serve as the Emotion Mental Processes (p. 257). The use of Emotion Mental Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Emotion Mental Processes used in golfing tourism brochures are presented in Examples 31 and 32.

Example 31: TM1/ P12/ S99

TM1/ P12/ S99	Golfers	can relax	at the Golfers Terrace	for a drink.
	Senser	Pr: Men: Em	Phenomenon	Circ: cause: purpose

Example 31 shows that ‘can relax’ is an Emotion Mental Process. The Senser is realized by the ‘golfers’ and the Phenomenon is realized by ‘at the Golfers Terrace’. The Emotion Mental Process, ‘can relax’ is used to construe the emotion of the Senser, ‘golfers’ since the Senser, ‘golfers’ is the one who ‘can relax’ ‘at the Golfers Terrace’ which is the Phenomenon. The text is about an idea for golfers to relax through the use of Emotion Mental Process.

Example 32: TT1/ P58/ S320

TT1/ P58/ S320	At Laguna Phuket Golf Club,	you	can enjoy
	Circ: spatial	Senser	Pr: Men: Em
	the tranquility of a tropical island setting, the challenge of a world-class golf course, and the superb facilities	within Laguna Phuket Resort, Asia’s first fully integrated resort development.	
	Phenomenon	Circ: spatial	

Example 32 shows that ‘can enjoy’ is an Emotion Mental Process. The Senser is realized by ‘you’, which refers to the golfers. The Senser, ‘you’ is the one who ‘can

enjoy’ ‘the tranquility of a tropical island setting, the challenge of a world-class golf course, and the superb facilities’ which is the Phenomenon. The text is related to what the golfers can enjoy at Laguna Phuket Golf Club.

(b) Diving

Two examples of Emotion Mental Processes used in diving tourism brochures are presented in Examples 33 and 34.

Example 33: TM2/ P14/ S127

TM2/ P14/ S127	Their coral-encrusted hulls	attract	a variety of schooling fish and also large stingrays.
	Phenomenon	Pr: Men: Em	Senser

Example 33 shows that ‘attract’ is an Emotion Mental Process. The Senser is realized by ‘a variety of schooling fish and also large stingrays’. The Senser, ‘a variety of schooling fish and also large stingrays’ is the one who is being attracted by the Phenomenon, ‘their coral-encrusted hulls’. The text is related to the description under the sea.

Example 34: TT2/ P14/ S79

TT2/ P14/ S79	Honeymoon couples or families	can dive,	whilst	others	enjoy	activities	on shore.
	Actor	Pr: Mt: Tr		Senser	Pr: Men: Em	Phenomenon	Circ: spatial

Example 34 shows that ‘enjoy’ is an Emotion Mental Process. The Sensor is realized by ‘others’, which refers to people other than honeymoon couples or families. The Sensor, ‘other’ is the one who ‘enjoy’ the Phenomenon, ‘activities’. The text is about what other people can enjoy if they don’t dive through linguistic resources of Transitivity.

(c) Adventure

Two examples of Emotion Mental Processes used in adventure tourism brochures are presented in Examples 35 and 36.

Example 35: TM3/ P20/ S108

TM3/ P20/ S108	Rock climbing enthusiasts		will enjoy	conquering Malaysia’s rock faces and cliffs,	of	which
	Sensor		Pr: Men: Em	Phenomenon		
	there	are	many	to choose from	around the varied landscape.	
		Pr: Exist	Existent	Pr: Men: De	Phenomenon	

Example 35 shows that ‘will enjoy’ is an Emotion Mental Process. The Sensor is realized by ‘rock climbing enthusiasts’ while the Phenomenon is realized by ‘conquering Malaysia’s rock faces and cliffs’. The Sensor, ‘rock climbing enthusiasts’ is the one who ‘will enjoy’ the Phenomenon, ‘conquering Malaysia’s rock faces and cliffs’. The text is associated with what the rock climbing enthusiasts will enjoy through the use of Emotion Mental Processes.

Example 36: TT3/ P25/ S320

TT3/ P25/ S320	If	You	don't feel like			jumping,
		Senser	Pr: Men: Em			Phenomenon
	non-jumpers	can relax	and	witness	the action	from the garden bar.
	Senser	Pr: Men: Em		Pr: Men: Pe	Phenomenon	Circ: spatial

Example 35 shows that 'don't feel like' and 'can relax' are the Emotion Mental Processes. The Senser is realized by 'you', which refers to the non-jumper in the first clause. The Senser, 'you' is the one who 'don't feel like' the Phenomenon, 'jumping' in the first clause. The Senser is realized by 'non-jumper' in the second clause. This is because the Senser, 'non-jumper' is the one who 'can relax' the Phenomenon, 'the action'. The text is related to what the non-jumper can do if they don't like jumping through the use of Emotion Mental Process.

4.1.3 Relational Processes and Participants

Halliday and Matthiessen (2014) suggest that "Relational clauses serve to characterize and to identify" (p. 259). Relational processes comprise two subtypes which are 'attributive' and 'identifying' (Halliday & Matthiessen, 2014, p. 263). Relational Processes are used in all topics of tourism brochures.

4.1.3.1 Attributive Relational Processes

Halliday and Matthiessen (2014, p. 267) suggest that "an entity as some class ascribed or attributed to it" in Attributive Relational Processes. The Attributive Relational Processes are concerned with description or characteristics (Butt et al., 2006,

p.58). The use of Attributive Relational Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Attributive Relational Processes used in golfing tourism brochures are presented in Examples 37 and 38.

Example 37: TM1/ P5/ S37

TM1/ P5/ S37	The golf club	boasts	picturesque scenery of beautiful lakes and the majestic Gunung Jerai	in its background.
	Carrier	Pr: Rel: Attributive	Attribute	Circ: spatial

Example 37 shows that ‘boast’ is an Attributive Relational Process. ‘The golf club’ is the Carrier as ‘the golf club’ is the one who carries the Attribute ‘picturesque scenery of beautiful lakes and the majestic Gunung Jerai’. The text is related to the description of a golf club through the use of Attributive Relational Processes.

Example 38: TT1/ P33/ S169

TT1/ P33/ S169	The clubhouse facilities	are	excellent.
	Carrier	Pr: Rel: Attributive	Attribute

Example 38 shows that ‘are’ is an Attributive Relational Process. ‘The clubhouse facilities’ is the Carrier as ‘the clubhouse facilities’ is the participant that possessing the

Attribute, ‘excellent’. The text is related to the depiction of clubhouse facilities through the use of Attributive Relational Process.

(b) Diving

Two examples of Attributive Relational Processes used in diving tourism brochures are presented in Examples 39 and 40.

Example 39: TM2/ P18/ S140

TM2/ P18/ S140	Layang Layang	is	a ring of 13 coral atolls	in the midst of the South China Sea.
	Carrier	Pr: Rel: Attributive	Attribute	Circ: spatial

Example 39 shows that ‘is’ is an Attributive Relational Process. ‘Layang Layang’ is the Carrier as ‘Layang Layang’ is the participant that carrying the Attribute, ‘a ring of 13 atolls’. The text introduces Layang Layang through the linguistics resources of Attributive Relational Processes.

Example 40:

TT2/ P7/ S17	The coasts of Thailand	boast	many famous tourist towns, such as Pattaya, Samui, Phuket and Krabi.
	Carrier	Pr: Rel: Attributive	Attribute

Example 40 shows that ‘boast’ is an Attributive Relational Process. ‘The coasts of Thailand’ is the Carrier as ‘the coasts of Thailand’ is the participant that possessing the

Attribute, ‘many famous tourist towns, such as Pattaya, Samui, Phuket and Krabi’. The text is related to the depiction of the coasts of Thailand through the use of Attributive Relational Processes.

(c) Adventure

Two examples of Attributive Relational Processes used in adventure tourism brochures are presented in Examples 41 and 42.

Example 41: TM3/ P26/ S159

TM3/ P26/ S159	The Mulu Caves	in Sarawak	has	some of the biggest and longest networks of caves	in the world.
	Carrier	Circ: spatial	Pr: Rel: Attributive	Attribute	Circ: spatial

Example 41 shows that ‘has’ is an Attributive Relational Process. ‘The Mulu Caves’ is the Carrier as ‘the Mulu Caves’ is the participant that possessing the Attribute, ‘some of the biggest and longest networks of caves’. The text is associated with the description of the Mulu Caves through the use of Attributive Relational Process.

Example 42: TT3/ P8/ S36

TT3/ P8/ S36	Sunstroke and dehydration	are	very common	for those	unfamiliar	with the tropics.
	Carrier	Pr: Rel: Attributive	Attribute	Circ: cause: behalf	Circ: manner: quality	Circ: accompaniment: comitative

Example 42 shows that ‘are’ is an Attributive Relational Process. ‘Sunstroke and dehydration’ is the Carrier as ‘sunstroke and dehydration’ is the participant that carrying the Attribute, ‘very common’. The text is related to the depiction of sunstroke and dehydration through the use of Attributive Relational Process.

4.1.3.2 Identifying Relational Processes

Halliday and Matthiessen (2014, p. 276) suggest that “some thing has an identity assigned to it” in Identifying Relational Processes. Relational Identifying Processes are concerned with identity, role or meaning (Butt el., 2006, p. 59). The use of Identifying Relational Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Identifying Relational Processes used in golfing tourism brochures are presented in Examples 43 and 44.

Example 43: TM1/ P6/ S46

TM1/ P6/ S46	The development of Kulim Golf & Country Resort	includes	resort homes and a condominium cum bungalow project.
	Token	Pr: Rel: Identifying	Value

Example 43 shows that ‘includes’ is an Identifying Relational Process. The Token is realized by ‘the development of Kulim Golf & Country Resort’ while the Value is realized by ‘resort homes and a condominium cum bungalow project’ as the clause is in the active voice. The Token, ‘the development of Kulim Golf & Country Resort’ is also

the participant that possessing the Value. The text is related to the possession of the development of Kulim Golf & Country Resort through the use of Identifying Relational Process.

Example 44: TT1/ P46/ S247

TT1/ P46/ S247	This	is	the oldest golf course	in the Kingdom of Thailand.
	Token	Pr: Rel: Identifying	Value	Circ: spatial

Example 44 shows that 'is' is an Identifying Relational Process. The Token is realized by 'this' while the Value is realized by 'the oldest golf course' as the clause is in the active voice. The Value, 'the oldest golf course' is the identity that is ascribed to the Token, 'this'. The text is related to the identity of a golf course through the use of Identifying Relational Process.

(b) Diving

Two examples of Identifying Relational Processes used in diving tourism brochures are presented in Examples 45 and 46.

Example 45: TM2/ P1/ S9

TM2/ P1/ S9	Pulau Sipadan	is	the ultimate diving destination	with amazing sights of turtles, reef sharks and a 680-metre deep drop-off.
	Token	Pr: Rel: Identifying	Value	Circ: accompaniment: comitative

Example 45 shows that ‘is’ is an Identifying Relational Process. The Token is realized by ‘Pulau Sipadan’ while the Value is realized by ‘the ultimate diving destination’ as the clause is in the active voice. The Value, ‘the ultimate diving destination’ is the identity that is ascribed to the Token, ‘Pulau Sipadan’. The text is related to the identity of Pulau Sipadan through the use of Identifying Relational Processes.

Example 46: TT2/ P8/ S28

TT2/ P8/ S28	November to May	is	the season	for diving	in the Andaman Sea.
	Token	Pr: Rel: Identifying	Value	Circ: cause: purpose	Circ: spatial

Example 46 shows that ‘is’ is an Identifying Relational Process. The Value, ‘the season’ is ascribed to the Token, ‘November to May’. The text is associated with the building of an identity of November to May for diving through the use of Identifying Relational Process.

(c) Adventure

Two examples of Identifying Relational Processes used in adventure tourism brochures are presented in Examples 47 and 48.

Example 47: TM3/ P17/ S98

TM3/ P17/ S98	In Sarawak,	Gunung Santubong	is	one of the most popular mountains	with its spectacular view of Kuching.
	Circ: spatial	Token	Pr: Rel: Identifying	Value	Circ: accompaniment: comitative

Example 47 shows that 'is' is an Identifying Relational Process. The Token is realized by 'Gunung Santubong' while the Value is realized by 'one of the most popular mountains'. The Value, 'one of the most popular mountains' is the identity that ascribed to the Token, 'Gunung Santubong'. The text is related to the identity of Gunung Santubong through the use of Identifying Relational Process.

Example 48: TT3/ P27/ S322

TT3/ P27/ S322	Samui Bungee Jumping www.rockyresort.com	is
	Token	Pr: Rel: Identifying
TT3/ P27/ S322	the only well known bungee jump operator	in Samui Island.
	Value	Circ: spatial

Example 48 shows that 'is' is an Identifying Relational Process. The Token is realized by 'Samui Bungee Jumping www.rockyresort.com' while the Value is realized by 'the only well known bungee jump operator' as the clause is in the active voice. The Value, 'the only well known bungee jump operator' is the identity that is ascribed to the Token, 'Samui Bungee Jumping www.rockyresort.com'. The text is related to the identity of Samui Bungee Jumping through the use of Identifying Relational Process.

4.1.4 Verbal Processes and Participants

Halliday and Matthiessen (2014) suggest that verbal processes are “clauses of saying” (p. 302). Verbal Processes are used in all topics of tourism brochures. The use of Verbal Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Verbal Processes used in golfing tourism brochures are presented in Examples 49 and 50.

Example 49:

TM1/ P27/ S263	Staffield Country Resort		boasts	GPS technology facility	on its buggies
	Carrier		Pr: Rel: Attributive	Attribute	Circ: spatial
	which	informs	golfers	of the exact distance to the greens.	
		Pr: Ver	Target	Verbiage	

Example 49 shows that ‘informs’ is a Verbal Process. The Target, ‘golfers’ is targeted by the Verbal Process, ‘informs’. The Verbiage is realized by ‘of the exact distance to the greens’ which is the content of the saying. The text is about the kind information the golfers is being informed through the use of Verbal Process.

Example 50: TT1/ P30/ S160

TT1/ P30/ S160	Don't say	we	didn't warn	you!
	Pr: Ver	Sayer	Pr: Ver	Target

Example 50 shows ‘don’t say’ and ‘didn’t warn’ are the Verbal Processes. Negative verbs, ‘don’t say’ and ‘didn’t warn’ is used to show negation. ‘We’ is the Sayer as the Sayer, ‘we’ is the speaker of the saying. ‘You’ is the Target as ‘you’ is targeted by the Verbal Process, ‘didn’t warn’. The text is related to warning in golfing through the Verbal Processes.

(b) Diving

Two examples of Verbal Processes used in diving tourism brochures are presented in Examples 51 and 52.

Example 51: TM2/ P7/ S49

TM2/ P7/ S49	Divers	are	often	warned	during their first orientation dive
	Target	Pr: Ver			Circ: temporal

Example 51 shows that ‘are warned’ is a Verbal Process. The Target is realized by ‘divers’. The target, ‘divers’ is the one being warned. The text is associated to the warning during the first dive through the use of Verbal Process.

Example 52: TT2/ P31/ S161

TT2/ P31/ S161	Do not fail to inform		the dive leader	of any irregular symptoms.
	Pr: Ver		Target	Verbiage

Example 52 shows that ‘do not fail to inform’ is a Verbal Process. The Target is realized by ‘the dive leader’, who is targeted in the Verbal Process, ‘do not fail to inform’. The Verbiage is realized by ‘of any irregular symptoms’, which is the content of the saying. The text is about the advice for the divers whenever there is any irregular symptom.

(c) Adventure

Two examples of Verbal Processes used in adventure tourism brochures are presented in Examples 53 and 54.

Example 53: TM3/ P26/ S165

TM3/ P26/ S164	There	are	seasoned cavers	who	will be willing to act as	guides.
		Pr: Exist	Existent	Token	Pr: Rel: Identifying	Value
TM3/ P26/ S165	They	may be contacted		through the Malaysian Nature Society and adventure clubs or operators.		
	Target	Pr: Ver		Circ: manner: means		

Example 53 shows that ‘may be contacted’ is a Verbal Process. The Target is realized by ‘they’, which refers to the guides. The Target, ‘they’ is targeted in the Verbal Process, ‘may be contacted’. The text is related to the way to contact guides for exploring the caves through the use of Verbal Process.

Example 54: TT3/ P24/ S296

TT3/ P24/ S296	All national parks	do have	a warning system of sirens and flashing lights	
	Carrier	Pr: Rel: Attributive	Attribute	
	to warn	hikers and swimmers		of this.
	Pr: Ver	Target		Verbiage

Example 54 shows that ‘to warn’ is a Verbal Process. The Target is realized by ‘hikers and swimmers’, who is targeted in the Verbal Process ‘to warn’. The Verbiage is realized by ‘of this’, which refers to the danger. The text is associated with how warning is given to hikers and swimmers through the use of Verbal Process.

4.1.5 Behavioural Processes and Participants

Halliday and Matthiessen (2014, p. 301) suggest that Behavioural Processes are “processes of (typical human) physiological and psychological behaviour”. Behavioural Processes are used in all topics of tourism brochures. The use of Behavioural Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Behavioural Processes used in golfing tourism brochures are presented in Examples 55 and 56.

Example 55: TM1/ P41/ S399

TM1/ P41/ S399	Players	need to focus on	accuracy	as
	Behaver	Pr: Beh	Behaviour	
	they	will encounter	bunkers, watery hazards and tall trees	in the second nine.
	Senser	Pr: Men: Pe	Phenomenon	Circ: spatial

Example 55 shows that ‘need to focus on’ is a Behavioural Process. The Behaver is realized by ‘players’, who is the one ‘need to focus on’. The Behaviour is realized by ‘accuracy’, which refers to what is being focus on. The text is related to what the players need to focus during golfing through the use of Behavioural Process.

Example 56:

TM1/ P47/ S441	In this exotic destination,	different ethnic groups	practice	their native cultures
	Circ: spatial	Behaver	Pr: Beh	Behaviour

Example 56 shows that ‘practice’ is a Behavioural Process. The Behaver is realized by ‘different ethnic groups’. The Behaver, ‘different ethnic groups’ is the one who ‘practice’ ‘their native cultures’ which is the Behaviour. The text is related to the practices of different ethnic group through the use of Behavioural Process.

(b) Diving

Two examples of Behavioural Processes used in diving tourism brochures are presented in Examples 57 and 58.

Example 57: TM2/ P4/ S35

TM2/ P4/ S35	A night dive	here	may yield	a chance	
	Actor	Circ: spatial	Pr: Mt: Tr	Scope	
	encounter	with these large fish	as	they	sleep.
	Pr: Men: Pe	Phenomenon		Behaver	Pr: Beh

Example 57 shows that ‘sleep’ is a Behavioural Process. The Behaver is realized by ‘they’, which refers to the large fish. The Behaver, ‘they’ is the one who ‘sleep’. The text is related to the opportunity to see the fish while the fish is sleeping through the use of Behavioural Process.

Example 58: TT2/ P7/ S11

TT2/ P7/ S11	Twenty percent of the world’s coral reef fish and over 800 species	can be observed	in the reefs of Thailand.
	Behaviour	Pr: Beh	Circ: spatial

Example 58 shows that ‘can be observed’ is a Behavioural Process. The Behaviour is realized by ‘twenty percent of the world’s coral fish and over 800 species’. The Behaver is not mentioned in the clause, but it refers to the divers. This is because the divers are the one who can observe ‘twenty percent of the world’s coral fish and over 800 species’. The text is related to what the divers can observe in diving through the use of Behavioural Process.

(c) Adventure

Two examples of Behavioural Processes used in adventure tourism brochures are presented in Examples 59 and 60.

Example 59: TM3/ P40/ S290

TM3/ P40/ S290	If	you	wish to camp	overnight	as part of your biking expedition,
		Actor	Pr: Mt: Tr	Circ: temporal	Circ: role: guise
	read	the 'Camping' section		under 'Jungle Discoveries'	for camping tips.
	Pr: Beh	Behaviour		Circ: spatial	Circ: cause: purpose

Example 59 shows that 'read' is a Behavioural Process. The Behaver is not mentioned directly in the clause but it refers to the readers of the adventure tourism brochures. This is because the readers are the one being requested to 'read' the Phenomenon, 'the 'Camping' section in the adventure tourism brochures. The text is related to the behaviour of the readers through the use of Behavioural Process.

Example 60: TT3/ P31/ S375

TT3/ P31/ S374	They	have asked	that	no-one climb above the scared cave at all;	
	Sayer	Pr: Ver		Verbiage	
	climbing			along the sides	is allowed.
	Goal			Circ: spatial	Pr: Mt: Tr

Example 60: TT3/ P31/ S375

TT3/ P31/ S375	If	access	is to be maintained	it	is	essential
		Goal	Pr: Mt: Tr	Carrier	Pr: Rel: Attributive	Attribute
	that		this	is observed.		
			Behaviour	Pr: Beh		

Example 60 shows that ‘is observed’ is a Behavioral Process. The Behaviour is realized by ‘this’, which refers ‘no-one climb above the scared cave’. The text is associated with the behaviour of climbing above the scared cave through the use of Behavioural Process.

4.1.6 Existential Processes and Participants

Halliday and Matthiessen (2014, p. 307) suggest that Existential Processes “represent something exists or happens”. Existential Processes are used in all topics of tourism brochures. The use of Existential Processes is presented according to topics in the following subsections.

(a) Golfing

Two examples of Existential Processes used in golfing tourism brochures are presented in Examples 61 and 62.

Example 61: TM1/ P41/ S390

TM1/ P41/ S390	There	is	an 18 hole par 70 layout	for golfers	at the Fraser's Hill Golf Club.
		Pr: Exist	Existent	Circ: cause: behalf	Circ: spatial

Example 61 shows that the word, 'there' indicates the feature of existence. The Existent is realized by 'an 18 hole par 70 layout', which is being said to exist. The text is related to the existence of a golfing layout through the use of Existential Process.

Example 62: TT1/ P55/ S305

TT1/ P55/ S305	There	is	a golf lodge	at the course
		Pr: Exist	Existent	Circ: spatial
	and	the clubhouse facilities	are	good.
		Carrier	Pr: Rel: Attributive	Attribute

Example 62 shows that the word 'there' indicates the Existential Process. The Existent is realized by 'a golf lodge', which is being said to exist at the golf course. The text shows the existence of a golf lodge through the use of Existential Processes.

(b) Diving

Two examples of Existential Processes used in diving tourism brochures are presented in Examples 63 and 64.

Example 63: TM2/ P40/ S260

TM2/ P40/ S260	The pretty sinularia corals	exist	in very shallow waters.
	Existent	Pr: exist	Circ: spatial

Example 63 shows that ‘exist’ is an Existential Process. The Existent is realized by ‘the pretty sinularia corals’, which is being said to exist. The text concerns the existence of sinularia corals through the use of Existential Processes.

Example 64: TT2/ P13/ S66

TT2/ P13/ S66	For aquatic scenery,	there	are	hard corals, sea whips, and a few species of soft corals.
	Circ: cause: purpose		Pr: Exist	Existent

Example 64 shows that the word ‘there’ indicates the Existential Process. The Existent is realized by ‘hard corals, sea whips, and a few species of soft corals’, which is being said to exist. The text concerns the existence of corals through the use of Existential Process.

(c) Adventure

Two examples of Existential Processes used in adventure tourism brochures are presented in Examples 65 and 66.

Example 65: TM3/ P38/ S266

TM3/ P38/ S266	There	are	many cycle-friendly road routes	around Malaysia.
		Pr: Exist	Existent	Circ: spatial

Example 65 shows that the word ‘there’ indicates the Existential Process. The Existent is realized by ‘many cycle-friendly road routes’, which is being said to exist. The text concerns the existence of cycle-friendly road routes in Malaysia through the use of Existential Process.

Example 66: TT3/ P31/ S373

TT3/ P31/ S373	Furthermore,	there	is	actually	a sacred cave	in the cliff.
			Pr: Exist		Existent	Circ: spatial

Example 66 shows that the word ‘there’ indicates the Existential Process. The Existent is realized by ‘a sacred cave’, which is being said to exist. The text is associated with the existence of a sacred cave through the use of Existential Processes.

4.1.7 Overall findings on the use of process types and participant roles

All the processes are used in tourism brochures on the topics golfing, diving and adventure. Figure 4.1 presents the overall findings on the use of process types. Figure 4.2 presents the overall findings on the use of participant roles in tourism brochures.

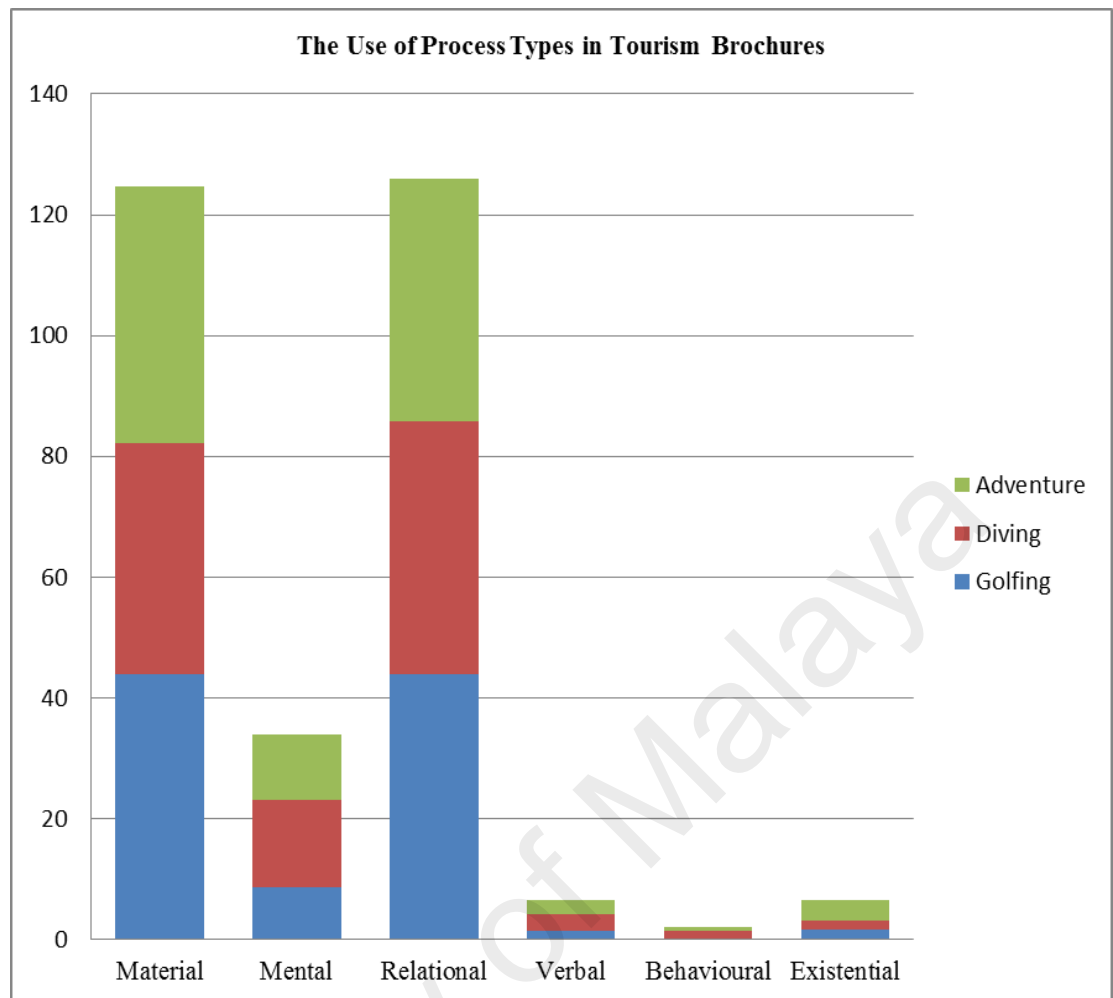


Figure 4.1: The Use of Process Types in Tourism Brochures

Figure 4.1 shows that all process types are used in tourism brochures. Relational processes are predominantly used in golfing, diving and adventure tourism brochures. The results indicate that tourism brochures have a descriptive feature. Tourism brochures are widely used to construe the facility of golf club [TT1/ P33/ S169], the identity of the golf club [TT1/ P46/ S247], the possession of the golf club [TM1/ P5/ S37], the identity of island [TM2/ P18/ S140], the description of caves [TM3/ P26/ S159] and the identity of bungee jumping operator [TT3/ P27/ S322].

Overall, material processes are second predominantly used in tourism brochures. The results indicate that there are many physical actions and events found in tourism

brochures on topics of golfing, diving and adventure. Material processes are used to construe happenings and events such as who design the club's golfing ground [TM1/ P15/ S126], what is offered by a golf club [TM1/ P46/ S436], how to deal with litter during diving [TM2/ P48/ S359], preparation to withstand high heat during adventure [TM3/ P21/ S126] and preparation for protection from sun protection [TM3/ P32/ S214].

Mental processes are used third highly in tourism brochures. The results indicate that there are many experiences related to perception, cognition, desideration and emotion in tourism brochures. Mental processes are used to construe what challenge the golfers can experience [TM1/ P37/ S356], what the divers can see during diving [TM2/ P7/ S59], hearing siren during adventure [TT3/ P24/ S298], wondering of the golfers [TM1/ P12/ S102], non-diver can enjoy on shore [TT2/ P14/ S79] and selection of suitable wear for adventure [TM3/ P13/ S52].

The results show that relational processes, material processes and mental processes are the main process types in golfing, diving and adventure tourism brochures whereas verbal processes, behavioural processes and existential processes are not the major process types in tourism brochures due to their low occurrences.

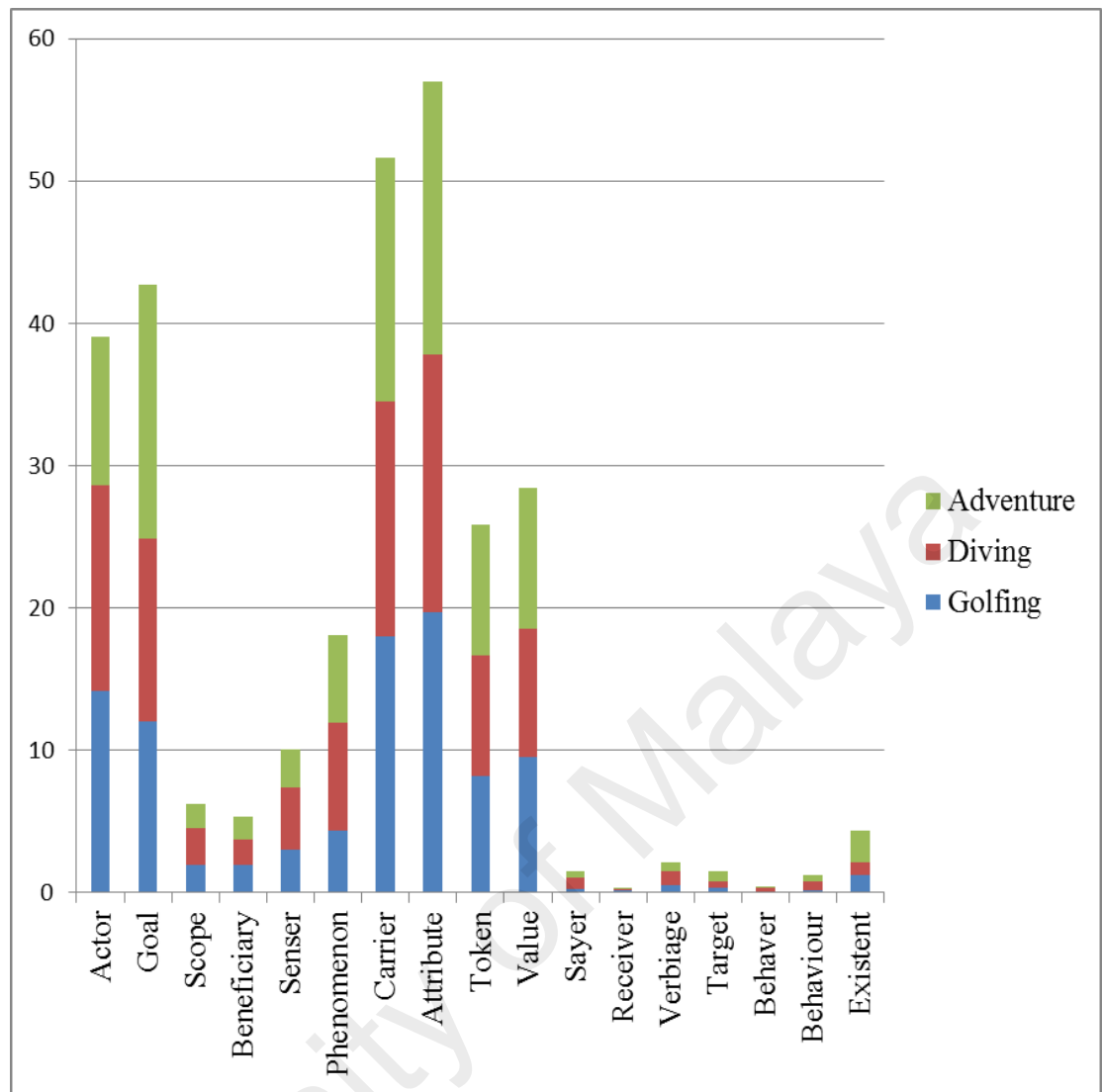


Figure 4.2: The use of participant roles in tourism brochures

Figure 4.2 shows that all the participant roles are used in golfing, diving and adventure tourism brochures. The result indicates that the important participant roles are the Attribute which is the predominant participant, follows by the Carrier, the Goal, the Actor, the Value, the Token, the Phenomenon, the Sensor, the Existent, the Scope, the Beneficiary and others. The results show that the overall findings on the use of participant roles are consistent with the result in Figure 4.1. The main participants of relational processes, which refer to the Attribute, the Carrier, the Value and the Token are highly used in tourism brochures. The main participants of material processes,

which refer to the Actor and the Goal are also highly used in tourism brochures. The participants of mental processes, which are the Senser and the Phenomenon are also highly used in tourism brochures.

4.2 Findings and Discussion Related to Research Question 2: How Experiential Meanings Are Realized in Golfing, Diving and Adventure Tourism Brochures through the Resources of Circumstantiation in the System of Transitivity?

This section attempts to present the findings pertaining to Research Question 2. It presents the experiential meanings in tourism brochures on the topics golfing, diving and adventure through qualitative analyses on the use of Circumstances. All the Circumstances outlined by Halliday and Matthiessen (2014) which are Circumstance of Time, Space, Manner, Contingency, Cause, Accompaniment, Role, Matter and Angle are used across six tourism brochures. The following subsections will present the use of Circumstances.

4.2.1 Circumstance of Time

According to Halliday and Matthiessen (2014), Circumstance of Time “construes the extent and location of the unfolding of the process in time: the duration in time during which the process unfolds or the time when it unfolds” (p.315-316). Circumstance of Time answers ‘*how long?*’, ‘*how many times?*’ and ‘*when?*’ (Halliday & Matthiessen, 2014, p. 313). Circumstance of Time is used in all topics of tourism brochures. The use of Circumstance of Time is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Time used in golfing tourism brochures are presented in Examples 67 and 68.

Example 67

The Ted Parslow's 18-hole par 72 course was opened in 1994 in Jitra. (TM1/ P6/ S55)

Example 68

You can arrive from the Phuket International Airport in just 30 minutes. (TT1/ P62/ S346)

Example 67 shows that 'in 1994' is a Circumstance of time. The Circumstance of time, 'in 1994' is used to construe when is the opening time for the Ted Parslow's 18-hole par 72 course. Example 68 shows that 'in just 30 minutes' is a Circumstance of Time. The Circumstance of Time, 'in just 30 minutes' is used to construe the duration of time to arrive Thai Muang Beach Golf & Marina from the airport.

(b) Diving

Two examples of Circumstance of Time used in diving tourism brochures are presented in Examples 69 and 70.

Example 69

They school in large numbers between March and July, mesmerising divers with their form and gracefulness through the water. (TM2/ P18/ S142)

Example 70

Pattaya has been a world-famous seaside resort for more than 40 years, and has a well-developed tourism industry. (TT2/ P12/ S48)

Example 69 shows that 'between March and July' is a Circumstance of Time. The Circumstance of Time, 'between March and July' is used to construe when the fish school in larger numbers. Example 70 shows that 'for more than 40 years' is a Circumstance of Time. The Circumstance of Time, 'for more than 40 years' is used to construe how long Pattaya has been a famous international seaside resort.

(c) Adventure

Two examples of Circumstance of Time used in adventure tourism brochures are presented in Examples 71 and 72.

Example 71

Most other mountains can be reached in two days as long as you are fit enough to tackle any steep terrain. (TM3/ P17/ S97)

Example 72

However, the Bangkok Bicycle Tours can be conducted all year round as they run during the evenings. (TT3/ P11/ S99)

Example 71 shows that ‘in two days’ is a Circumstance of Time. The Circumstance of Time, ‘in two days’ is used to construe the duration needed to reach most other mountains. Example 72 shows that ‘all year round’ and ‘during the evenings’ are the Circumstance of Time. The Circumstance of Time, ‘all year round’ indicates the time to conduct the Bangkok Bicycle Tours. Meanwhile, the Circumstance of Time, ‘during the evenings’ is used to construe when the bicycle tour run.

4.2.2 Circumstance of Space

According to Halliday and Matthiessen (2014), Circumstance of Space “construes the extent and location of the unfolding of the process in space: the distance in space over which the process unfolds or the place” (p.316). Circumstance of Space is concerned with ‘*how far?*’ and ‘*where?*’ (Halliday & Matthiessen, 2014, p. 313). Circumstance of Space is used in all topics of tourism brochures. The use of Circumstance of Space is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Space used in golfing tourism brochures are presented in Examples 73 and 74.

Example 73

The Ted Parslow's 18-hole par 72 course was opened in 1994 in Jitra. (TM1/ P6/ S55)

Example 74

There is a golf lodge at the course and the clubhouse facilities are good. (TT1/ P55/ S305)

Example 73 shows that 'in Jitra' is a Circumstance of Space. The Circumstance of Space, 'in Jitra' is used to construe the location of the Ted Parslow's 18-hole par 72 course. Example 74 shows that 'at the course' is a Circumstance of Space. The Circumstance of Space, 'at the course' is used to express the location of the golf lodge.

(b) Diving

Two examples of Circumstance of Space used in diving tourism brochures are presented in Examples 75 and 76.

Example 75

Dive equipment is readily available for rent at almost all dive centres. (TM2/ P46/ S335)

Example 76

April to October is the dive season in the Gulf of Thailand. (TT2/ P8/ S30)

Example 75 shows that 'at almost all dive centres' is a Circumstance of Space. The Circumstance of Space, 'at almost all dive centres' is used to express the location of renting dive equipment. Example 76 shows that 'in the Gulf of Thailand' is a

Circumstance of Space. The Circumstance of Space, ‘in the Gulf of Thailand’ is used to construe where to dive between April to October.

(c) Adventure

Two examples of Circumstance of Space used in adventure tourism brochures are presented in Examples 77 and 78.

Example 77

Most national parks in Malaysia provide camping sites. (TM3/ P13/ S61)

Example 78

Thrilling white water rafting is available in Thailand. (TT3/ P20/ S216)

Example 77 shows that ‘in Malaysia’ is a Circumstance of Space. The Circumstance of Space, ‘in Malaysia’ is used to construe the location of national parks that providing camping sites. Example 78 shows that ‘in Thailand’ is a Circumstance of Space. The Circumstance of Space, ‘in Thailand’ is used to express the location for white water rafting.

4.2.3 Circumstance of Manner

Halliday and Matthiessen (2014) suggest that “the circumstance element of Manner construes the way in which the process is actualized” (p. 318). There are four categories in Circumstance of Manner, which refers to Means, Quality, Comparison and Degree (Halliday & Matthiessen, 2014, p.318). Circumstance of Manner is used in all topics of tourism brochures.

4.2.3.1 Circumstance of Means

Halliday and Matthiessen (2014) say that “Means refers to the means whereby a process takes place” (p.318). Circumstance of Means is concerned with ‘*how?*’ and ‘*what with?*’ (Halliday & Matthiessen, 2014, p. 318). The use of Circumstance of Means is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Means used in golfing tourism brochures are presented in Examples 79 and 80.

Example 79

An idyllic hideaway on the legendary island of Langkawi, The Datai Bay Golf Club can be reached in 40 minutes by air from Kuala Lumpur. (TM1/ P6/ S49)

Example 80

The Royal Gems Golf & Sports Club is only 45 minutes by car from Bangkok if one travels along route 338. (TT1/ P29/ S154)

Example 79 shows that ‘by air’ is a Circumstance of Means. The Circumstance of Means, ‘by air’ is used to construe the transportation mode that reaching the Datai Bay Club in 40 minutes. Example 80 shows that ‘by car’ is a Circumstance of Means. The Circumstance of Means, ‘by car’ is used to construe how to reach the Royal Gems Golf & Sports Club in a short time.

(b) Diving

Two examples of Circumstance of Means used in diving tourism brochures are presented in Examples 81 and 82.

Example 81

The wrecks are located 40 to 50 minutes by speedboat from Labuan. (TM2/ P27/ S198)

Example 82

The collection or killing of marine life by any means is illegal without permission from the Thai government. (TT2/ P32/ S167)

Example 81 shows that ‘by speedboat’ is a Circumstance of Means. The Circumstance of Means, ‘by speedboat’ is used to construe how to reach the wreck from Labuan in a short time. Example 82 shows that ‘by any means’ is a Circumstance of Means. The Circumstance of Means, ‘by any means’ is used to construe collecting or killing the marine life in anyway is prohibited.

(c) Adventure

Two examples of Circumstance of Means used in adventure tourism brochures are presented in Examples 83 and 84.

Example 83

Peninsular Malaysia’s rafting sites are easily accessible by car or bus. (TM3/ P35/ S240)

Example 84

You can also travel to Chiang Mai from Chiang Rai (or vice versa) by bamboo rafts. (TT3/ P19/ S207)

Example 83 shows that ‘by car or bus’ is a Circumstance of Means. The Circumstance of Means, ‘by car or bus’ is used to construe how to access rafting sites in Malaysia. Example 84 shows that ‘by bamboo rafts’ is a Circumstance of Means. The Circumstance of Means, ‘by bamboo rafts’ is used to construe the way to get to Chiang Mai.

4.2.3.2 Circumstance of Quality

Halliday and Matthiessen (2014) suggest “Quality is typically expressed by an adverbial group, with –ly as Head; the interrogative is *how?* or *how...?* plus appropriate adverb. (p. 319). The use of Circumstance of Quality is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Quality used in golfing tourism brochures are presented in Examples 85 and 86.

Example 85

In its layout, the Rockies Nine and Palms Nine are well known, while the new Crocodile Nine is fast gaining popularity. (TM1/ P31/ S294)

Example 86

These brightly clad ladies in smart uniforms and straw hats are Thailand’s secret weapon in making golf such good fun. (TT1/ P6/ S15)

Example 85 shows that ‘fast’ is a Circumstance of Quality. The Circumstance of Quality, ‘fast’ is used to indicate the speed of gaining popularity of the new Crocodile Nine. Example 86 shows that ‘in smart uniforms and straw hats’ is a Circumstance of Quality. The Circumstance of Quality, ‘in smart uniforms and straw hats’ is used to construe the dressing of clad ladies in golfing.

(b) Diving

Two examples of Circumstance of Quality used in diving tourism brochures are presented in Examples 87 and 88.

Example 87

Pulau Redang is accessible directly by air. (TM2/ P41/ S283)

Example 88

Dive sites can be found almost everywhere around Phi Phi, and they can be easily reached by taking a long-tailed boat from a beach resort. (TT2/ P25/ S135)

Example 87 shows that ‘directly’ is a Circumstance of Quality. The Circumstance of Quality, ‘directly’ indicates how to access Pulau Redang by taking a flight. Example 88 shows that ‘easily’ is a Circumstance of Quality. The Circumstance of Quality, ‘easily’ is used to construe how to reach dive sites around Phi Phi.

(c) Adventure

Two examples of Circumstance of Quality used in adventure tourism brochures are presented in Examples 89 and 90.

Example 89

It is best to hire a guide for the trip, unless the trail is well marked. (TM3/ P18/ S103)

Example 90

Each national park within Thailand are managed independently therefore it is best to consult a travel company specialising in ecotourism and adventure travel to identify the best itinerary for you. (TT3/ P22/ S264)

Example 89 shows that ‘well’ is a Circumstance of Quality. The Circumstance of Quality, ‘well’ indicate how the trail is marked. Example 90 shows that ‘independently’ is a Circumstance of Quality. The Circumstance of Quality, ‘independently’ is used to construe how each national park in Thailand are managed.

4.2.3.3 Circumstance of Comparison

Halliday and Matthiessen (2014) suggest that “Comparison is typically expressed by a prepositional phrase with *like* or *unlike*, or an adverbial group or similarity or difference” (p. 319). The use of Circumstance of Comparison is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Comparison used in golfing tourism brochures are presented in Examples 91 and 92.

Example 91

The course also offers night golfing. (TM1/ P20/ S177) The city folks spend as much time here during the day as at night. (TM1/ P20/ S178)

Example 92

The Noble Place Golf Course and Country Club rises up to meet you like a fauna covered lunar landscape amongst the tree lined hills of Chon Buri. (TT1/ P36/ S190)

Example 91 shows that ‘as much time as at night’ is a Circumstance of Comparison. The Circumstance of Comparison, ‘as much time as at night’ is used to indicate total time the city folks spend for night golfing compared to daytime golfing. Example 92 shows that ‘like a fauna covered lunar landscape’ is a Circumstance of Comparison. The Circumstance of Comparison, ‘like a fauna covered lunar landscape’ is used to compare the meeting between the golf club and the golfers with fauna covered lunar landscape.

(b) Diving

Two examples of Circumstance of Comparison used in diving tourism brochures are presented in Examples 93 and 94.

Example 93

Just like Sipadan, Pulau Mabul has grabbed the world's attention for its own attractions. (TM2/ P8/ S66)

Example 94

The Whale Shark is often found during March and April, and sometimes, as many as three can be found nearby. (TT2/ P18/ S95)

Example 93 shows that 'like Sipadan' is a Circumstance of Comparison. The Circumstance of Comparison, 'like Sipadan' is used to compare Pulau Mabul with Pulau Sipadan in terms of the attention from worldwide. Example 94 shows that 'as many as three' is a Circumstance of Comparison. The Circumstance of Comparison, 'as many as three' is used how many Whale Shark can be found nearby.

(c) Adventure

Two examples of Circumstance of Comparison used in adventure tourism brochures are presented in Examples 95 and 96.

Example 95

Jungle trekking can take an hour or more and, with camping, as many days as desired. (TM3/ P11/ S29)

Example 96

Unlike the rest of the country, you will find that the parks are relatively cool all year round with temperatures averaging 30 degrees Celcius. (TT3/ P22/ S256)

Example 95 shows that 'as many days as desired' is a Circumstance of Comparison. The Circumstance of Comparison, 'as many days as desired' is used to construe days to spend for jungle trekking with camping according to desire. Example 96 shows that 'unlike the rest of the country' is a Circumstance of Comparison. The Circumstance of

Comparison, ‘unlike the rest of the country’ is used to compare the temperatures of the parks with other places in the same country.

4.2.3.4 Circumstance of Degree

Halliday and Matthiessen (2014) say that “Degree is typically expressed by an adverbial group with a general indication of degree such as *much*, *a good deal*, *a lot* or with a collocationally more restricted adverb of degree” (p.320). The use of Circumstance of Degree is presented according to topics in the following subsections.

(a) Golfing

An example of Circumstance of Degree used in golfing tourism brochures is presented in Example 97.

Example 97

Visitor who love challenging, adventurous outdoor activities will find much to satisfy their desires here; and if golf is high on your list, then it is definitely for you, because the Kingdom is renowned as Asia’s most popular golfing destination. (TT1/ P5/ S2)

Example 97 shows that ‘much’ is a Circumstance of Degree. The Circumstance of Degree, ‘much’ is used to construe how much to satisfy the desires of the golfers.

(b) Diving

Two examples of Circumstance of Degree used in diving tourism brochures are presented in Examples 98 and 99.

Example 98

To spice your diving menu a little, Lankayan also offers a couple of wrecks. (TM2/ P12/ S105)

Example 99

However, the multitude of diving opportunities will leave little time for other pursuits. (TM2/ P22/ S166)

Example 98 shows that 'a little' is a Circumstance of Degree. The Circumstance of Degree, 'a little' is used to construe how much to spice the diving menu. Example 99 shows that 'little' is a Circumstance of Degree. The Circumstance of Degree, 'little' is used to construe how much time leaving for the divers in the multitude diving opportunities.

(c) Adventure

An example of Circumstance of Degree used in adventure tourism brochures is presented in Example 100.

Example 100

In Sarawak, there are also riverine or coastal cruises outside Kuching where one can watch crocodiles along the riverbanks or venture a little further out of the estuaries to see dolphins. (TM3/ P30/ S203)

Example 100 shows that 'a little' is a Circumstance of Degree. The Circumstance of Degree, 'a little' is used to construe how much to venture for seeing dolphins.

4.2.4 Circumstance of Cause

Halliday and Matthiessen (2014) say that “The circumstantial element of Cause construes the reason why the process is actualized” (p. 320). There are three categories of Circumstance of Cause, which refers to Reason, Purpose and Behalf (Halliday & Matthiessen, 2014, p. 320).

4.2.4.1 Circumstance of Reason

Halliday and Matthiessen (2014) say “a circumstantial expression of Reason represents the reason for which a process takes place” (p. 321). In simple word, Circumstance of Reason is concerned with the cause of the process. The use of Circumstance of Reason is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Reason used in golfing tourism brochures are presented in Examples 101 and 102.

Example 101

It features an 18-hole course, famous among golfers for its signature holes and other clubhouse recreational facilities besides a 24-bay driving range. (TM1/ P21/ S201)

Example 102

Thai food has gained tremendous popularity due to its high nutritional value and its harmonious blend of flavours. (TT1/ P10/ S37)

Example 101 shows that ‘for its signature holes and other clubhouse recreational facilities’ is a Circumstance of Reason. The Circumstance of Reason, ‘for its signature holes and other clubhouse recreational facilities’ is used to express the reason the 18-hole course is famous. Example 102 shows that ‘due to its high nutritional value and its harmonious blend of flavours’ is a Circumstance of Reason. The Circumstance of Reason, ‘due to its high nutritional value and its harmonious blend of flavours’ is used to construe why Thai food is very popular.

(b) Diving

Two examples of Circumstance of Reason used in diving tourism brochures are presented in Examples 103 and 104.

Example 103

Divers are often warned during their first orientation dive that they are not allowed to enter the cavern for their own safety. (TM2/ P7/ S49)

Example 104

And Ko Ha Yai is a unique dive site due to the incomparable beauty of its underwater caves and strangely shaped island. (TT2/ P25/ S138)

Example 103 shows that ‘for their own safety’ is a Circumstance of Reason. The Circumstance of Reason, ‘for their own safety’ is used to express why the divers are not allowed to enter cavern in the first time. Example 104 shows that ‘due to the incomparable beauty of its underwater caves and strangely shaped island’ is the Circumstance of Reason. The Circumstance of Reason, “‘due to the incomparable beauty of its underwater caves and strangely shaped island’ is used to construe the reason of the dive site at Ko Ha Yai is unique.

(c) Adventure

Two examples of Circumstance of Reason used in adventure tourism brochures are presented in Examples 105 and 106.

Example 105

Pay special attention to tyres, which can damage more easily due to the rough terrain.
(TM3/ P40/ S289)

Example 106

It should be noted that most accidents in this sport happen because the climber, not equipment failure, thus making consultations with trained professionals very important.
(TT3/ P29/ S364)

Example 105 shows that ‘due to the rough terrain’ is a Circumstance of Reason. The Circumstance of Reason, ‘due to the rough terrain’ is used to construe the reason of paying special attention to tyres for mountain biking. Example 106 shows that ‘because the climber, not equipment failure’ is a Circumstance of Reason. The Circumstance of Reason, ‘because the climber, not equipment failure’ is used to construe the reason of accidents happen in rock climbing.

4.2.4.2 Circumstance of Purpose

Halliday and Matthiessen (2014) suggest that Circumstance of Purpose “represent the purpose for which an action takes place” (p. 321). In simple word, Circumstance of Purpose is concerned with the intention of the process. The use of Circumstance of Purpose is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Purpose used in golfing tourism brochures are presented in Examples 107 and 108.

Example 107

Nine holes are lighted up for night golfing. (TM1/ P18/ S162)

Example 108

Designed by Jack Nicklaus, the 18-hole course utilizes sandy wastes and enormous lakes for its hazards. (TT1/ P28/ S147)

Example 107 shows that ‘for night golfing’ is a Circumstance of Purpose. The Circumstance of Purpose, ‘for night golfing’ is used to construe the purpose of lighting up the Nine holes. Example 108 shows that ‘for its hazards’ is a Circumstance of Purpose. The Circumstance of Purpose, ‘for its hazards’ is used to construe the purpose of using sandy wastes and enormous lake in the 18-hole course.

(b) Diving

Two examples of Circumstance of Purpose used in diving tourism brochures are presented in Examples 109 and 110.

Example 109

Large black corals, gorgonian sea fans and barrel sponges vie for attention with gigantic soft tree corals. (TM2/ P7/ S56)

Example 110

Ko Tao is the second largest centre in the world for learning to dive. (TT2/ P8/ S35)

Example 109 shows that ‘for attention’ is a Circumstance of Purpose. The Circumstance of Purpose, ‘for attention’ is used to construe why the corals vie. Example 110 shows that ‘for learning to dive’ is the Circumstance of Purpose. Circumstance of Purpose, ‘for learning to dive’ is used to construe the purpose of Ko Tao, the second largest diving centre.

(c) Adventure

Two examples of Circumstance of Purpose used in adventure tourism brochures are presented in Examples 111 and 112.

Example 111

Tropical rainforests are dense, and the thick vegetation provides camouflage for the jungle denizens. (TM3/ P10/ S18)

Example 112

Also visit the Federation of International Youth Travel Organisations (FIYTO) www.fiyto.org website for travel ideas as well as a listing of accommodation in Thailand. (TT3/ P7/ S23)

Example 111 shows that ‘for the jungle denizens’ is a Circumstance of Purpose. The Circumstance of Purpose, ‘for the jungle denizens’ is used to construe the intention of the dense tropical rainforest and thick vegetation. Example 112 shows that ‘for travel idea’ is a Circumstance of Purpose. The Circumstance of Purpose, ‘for travel idea’ is used to construe the purpose of visiting the Federation of International Youth Travel Organisations.

4.2.4.3 Circumstance of Behalf

Halliday and Matthiessen (2014) suggest that “Expression of Behalf represent the entity, typically a person, on whose behalf or for whose sake the action is undertaken – who it is for” (p. 322). The use of Circumstance of Behalf is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Behalf used in golfing tourism brochures are presented in Examples 113 and 114.

Example 113

The Bukit Beruntung Golf & Country Resort is a premier five-star golf and country resort for the whole family. (TM1/ P23/ S213)

Example 114

From the greens to the fairways, the 15-year old course is always in excellent condition and thus and enjoyable course for all classes of players. (TT1/ P42/ S229)

Example 113 shows that ‘for the whole family’ is a Circumstance of Behalf. The Circumstance of Behalf, ‘for the whole family’ is used to construe the Bukit Beruntung Golf & Country is for whose sake. Example 114 shows that ‘for all classes of players’ is a Circumstance of Behalf. The Circumstance of Behalf, ‘for all classes of players’ is used to construe the 15-year old course is for whom.

(b) Diving

Two examples of Circumstance of Behalf used in diving tourism brochures are presented in Examples 115 and 116.

Example 115

Just off the west end of Perhentian Besar is another dive site for coral enthusiasts. (TM2/ P42/ S298)

Example 116

Underwater rocks are one of the most diverse habitats for soft corals and sea fans in Thailand. (TT2/ P20/ S112)

Example 115 shows that ‘for coral enthusiasts’ is a Circumstance of Behalf. The Circumstance of Behalf, ‘for coral enthusiasts’ is used to construe the dive site at the west end of Perhentian Besar is for whose sake. Example 116 shows that ‘for soft corals and sea fans’ is a Circumstance of Behalf. The Circumstance of Behalf, ‘for soft corals and sea fans’ is used to construe the underwater rocks is for whom.

(c) Adventure

Two examples of Circumstance of Behalf used in adventure tourism brochures are presented in Examples 117 and 118.

Example 117

There is an exciting choice of activities for all ages and groups – from amateurs and families to the serious enthusiasts and professionals. (TM3/ P7/ S8)

Example 118

Thailand is also an important area for a wide variety of migrant birds from Northern Eurasia. (TT3/ P34/ S431)

Example 117 shows that ‘for all ages and group’ is a Circumstance of Behalf. The Circumstance of Behalf, ‘for all ages and group’ is used to construe the activities is for whom. Example 118 shows that ‘for a wide variety of migrant birds’ is a Circumstance of Behalf. The Circumstance of Behalf, ‘for a wide variety of migrant birds’ is used to construe Thailand is for whose sake.

4.2.5 Circumstance of Contingency

Halliday and Matthiessen (2014) say that “Circumstances of Contingency specify an element on which the actualization of the process depends” (p.323). Circumstance of Contingency comprises three subtypes, which refers to “Condition”, “Concession” and “Default” (Halliday & Matthiessen, 2014, p.323).

4.2.5.1 Circumstance of Condition

According to Halliday and Matthiessen (2014), Circumstance of Condition “construe circumstances that have to obtain in order for the process to be actualized; they have the sense of ‘if’” (p. 323). The use of Circumstance of Condition is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Condition used in golfing tourism brochures are presented in Examples 119 and 120.

Example 119

The Melaka Sultanate under his reign grew to become one of the greatest trading empires of the era, attracting traders from China, India, Middle East and Europe. (TM1/ P30/ S287)

Example 120

Although the course is rather flat, its greens, water hazards and fairways are well placed and in excellent condition, particularly on the par-fives which are the course’s most difficult holes. (TT1/ P29/ S153)

Example 119 shows that ‘under his reign’ is a Circumstance of Condition. The Circumstance of Condition, ‘under his reign’ is used to construe the Melaka Sultanate grew under what condition. Example 120 shows that ‘in excellent condition’ is a Circumstance of Condition. The Circumstance of Condition, ‘in excellent condition’ is used to construe the greens, water hazards and fairways are placed in what condition.

(b) Diving

Two examples of Circumstance of Condition used in diving tourism brochures are presented in Examples 121 and 122.

Example 121

Snake Island is where you will get the chance to see banded sea snakes. (TM2/ P17/ S136)

Although venomous, they are shy creatures in the presence of humans. (TM2/ P17/ S137)

Example 122

In terms of price and luxury, the convenience of marine tourism is up to your pocket. (TT2/ P7/ S18)

Example 121 shows that ‘in the presence of humans’ is a Circumstance of Condition. The Circumstance of Condition, ‘in the presence of humans’ is used to construe the banded sea snakes will become shy under what condition. Example 122 shows that ‘in terms of price and luxury’ is a Circumstance of Condition. The Circumstance of Condition, ‘in terms of price and luxury’ is used to construe the convenience of marine tourism is depend on the condition of price and luxury.

(c) Adventure

Two examples of Circumstance of Condition used in adventure tourism brochures are presented in Examples 123 and 124.

Example 123

Under normal weather conditions, the two rivers are relatively constant in depth and speed. (TM3/ P34/ S228)

Example 124

Trafficking in protected species is also prohibited under the Protection of Wild Life Act 1972 in Peninsular Malaysia, with separate acts enforced in Sabah and Sarawak. (TM3/ P44/ S324)

Example 123 shows that ‘under normal weather conditions’ is a Circumstance of Condition. The Circumstance of Condition, ‘under normal weather conditions’ is used to construe the condition of the rivers for white-water rafting. Example 124 shows that ‘under the Protection of Wild Life Act 1972’ is a Circumstance of Condition. The Circumstance of Condition, ‘under the Protection of Wild Life Act 1972’ is used to construe the business of buying and selling of protected species of birds is illegal under the condition of the law.

4.2.5.2 Circumstance of Concession

Halliday and Matthiessen (2014) suggest that “Concession circumstantials construe frustrated cause, with the sense of ‘although’” (p.323). The use of Circumstance of Concession is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Concession used in golfing tourism brochures are presented in Examples 125 and 126.

Example 125

Regardless of where you are in Penang, the Bukit Jambul Golf Course is situated only a half hour's drive away. (TM1/ P9/ S69)

Example 126

Despite being rather flat in places, the course has exceptional par fives, each one with a thin fairway lined with trees. (TT1/ P24/ S123)

Example 125 shows that 'regardless of where you are in Penang' is a Circumstance of Concession. The Circumstance of Concession, 'regardless of where you are in Penang' is used to construe golfers can reach the Bukit Jambul Golf Course within 30 minutes from anywhere in Penang. Example 126 shows that 'despite being rather flat in places' is a Circumstance of Concession. The Circumstance of Concession, 'despite being rather flat in places' is used to construe that exceptional par fives is available at the course although the course is flat in places.

(b) Diving

Two examples of Circumstance of Concession used in diving tourism brochures are presented in Examples 127 and 128.

Example 127

Despite all precautions, accidents do happen in all water sports. (TM2/ P48/ S361)

Example 128

Although costing more in terms of time and money, this site has the best visibility in the area. (TT2/ P12/ S54)

Example 127 shows that ‘despite all precautions’ is a Circumstance of Concession. The Circumstance of Concession, ‘despite all precautions’ is used to construe accidents do happen although all precautions are done. The text suggests divers to take up dive insurance to protect themselves from paying high cost for medical treatment. Example 128 shows that ‘although costing more in terms of time and money’ is a Circumstance of Condition. The Circumstance of Condition, ‘although costing more in terms of time and money’ is used to construe the divers can get the best visibility in the off-shore islands such as Ko Rin although they need to spend more money and time.

(c) Adventure

Two examples of Circumstance of Concession used in adventure tourism brochures are presented in Examples 129 and 130.

Example 129

You may be surprised to learn that white waters in Thailand can go up to Level 5 (the highest level of rapids for white rafting). (TT3/ P20/ S217)

Despite this scary thought, milder white water rafting is available in Thailand. (TT3/ P20/ S218)

Example 130

Despite being more popular and famous for its pristine beaches, southern Thailand is the climbers hang-out. (TT3/ P32/ S393)

Example 129 shows that ‘despite this scary thought’ is a Circumstance of Concession. The Circumstance of Concession, ‘despite this scary thought’, refers to white water rafting with the highest level of rapids in Thailand as shown in the previous sentence in

the text. This circumstance is used to construe that Thailand provide also milder white water rafting beside the highest level of rapids for white rafting. Example 130 shows that ‘despite being more popular and famous for its pristine beaches’ is a Circumstance of Concession. The Circumstance of Concession, ‘despite being more popular and famous for its pristine beaches’ is used to construe southern Thailand is also for climbing.

4.2.5.3 Circumstance of Default

According to Halliday and Matthiessen (2014), “Default circumstantials have the sense of negative condition –‘if not, unless’” (p.323). The use of Circumstance of Default is presented according to topics in the following subsections.

(a) Golfing

The Circumstance of Default is not found in golfing tourism brochures.

(b) Diving

The Circumstance of Default is not found in diving tourism brochures.

(c) Adventure

Two examples of Circumstance of Default used in adventure tourism brochures are presented in Examples 131 and 132.

Example 131

Unless trekking with a local guide, it is not advisable to eat jungle fruit or drink from any water source. (TM3/ P13/ S45)

Example 132

Unless biking with a knowledgeable partner, it is not advisable to eat jungle fruit or drink from any water source. (TM3/ P40/ S286)

Example 131 shows that ‘unless trekking with a local guide’ is a Circumstance of Default. The Circumstance of Default, ‘unless trekking with a local guide’ is used to construe that taking jungle fruit or water source without a local guide is not a good idea. Example 132 shows that ‘unless biking with a knowledgeable partner’ is a Circumstance of Default’. The Circumstance of Default, ‘unless biking with a knowledgeable partner’ is used to construe taking jungle fruit or water source during mountain biking without a knowledgeable partner is not a good idea.

4.2.6 Circumstance of Accompaniment

Halliday and Matthiessen (2014) suggest that “Accompaniment is a form of joint participation in the process and represents the meanings ‘and’, ‘or’, ‘not’ as circumstantials” (p. 324). There are two subcategories of Circumstance of Accompaniment which is ‘Comitative’ and ‘Additive’ (Halliday & Matthiessen, 2014, p. 324-325).

4.2.6.1 Circumstance of Comitative

Halliday and Matthiessen (2014) suggest that “The Comitative represents the process as a single instance of process, although one in which two entities are involved” (p.324). The use of Circumstance of Comitative is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Comitative used in golfing tourism brochures are presented in Examples 133 and 134.

Example 133

With the legendary and majestic Gunung Raya (Mount Raya) as its backdrop, the Gunung Raya Golf Resort is one of the scenic golf venues on the island of Langkawi. (TM1/ P7/ S60)

Example 134

Nearby facilities are excellent as the course has its own hotel with all amenities. (TT1/ P24/ S124)

Example shows that ‘with the legendary and majestic Gunung Raya (Mount Raya)’ is a Circumstance of Comitative. The text shows that the Circumstance of Comitative, ‘with the legendary and majestic Gunung Raya (Mount Raya)’ and the ‘Gunung Raya Golf Resort’ are represented as a single instance of process. Example 134 shows that ‘with all amenities’ is a Circumstance of Comitative. The text shows that the Circumstance of Comitative, ‘with all amenities’ and ‘hotel’ are represented as a single instance of process.

(b) Diving

Two examples of Circumstance of Comitative used in diving tourism brochures are presented in Examples 135 and 136.

Example 135

A resort with charming bungalows lies on Pulau Mantanani for those interested in overnight stays. (TM2/ P15/ S128)

Example 136

In Thailand, there are more than 400 dive centres with international standards. (TT2/ P8/ S33)

Example 135 shows that ‘with charming bungalows’ is a Circumstance of Comitative. The text shows that the Circumstance of Comitative, ‘with charming bungalows and ‘a resort’ are represented as a single instance of process. Example 136 shows that ‘with international standards’ is a Circumstance of Comitative. The text shows that the Circumstance of Comitative, ‘with international standards’ and ‘400 dive centres’ are represented as a single instance of process.

(c) Adventure

Two examples of Circumstance of Comitative used in adventure tourism brochures are presented in Examples 137 and 138.

Example 137

A self-contained tent with aluminium poles and stakes is best for mountain camping. (TM3/ P14/ S70)

Example 138

The operators here have been conducting bungee jumping for some time and are therefore quite experienced in conducting this activity. (TT3/ P25/ S308)

Without a doubt this is a very dangerous sport and should not be endeavoured lightly. (TT3/ P25/ S309)

Example 137 shows that ‘with aluminium poles and stakes’ is a Circumstance of Comitative. The text shows that the Circumstance of Comitative, ‘with aluminium poles’ and ‘a self-contained’ are represented as a single instance of process. Example 138 shows that ‘without a doubt’ is a Circumstance of Comitative. The text shows that

the Circumstance of Comitative, ‘without a doubt’ and ‘this’, which refers to bungee jumping are represented as a single instance process.

4.2.6.2 Circumstance of Additive

Halliday and Matthiessen (2014) suggest that “The Additive represents the process as two instances; here both entities clearly share the same participant function, but one of them is represented circumstantially for the purpose of contrast” (p.325). The use of Circumstance of Additive is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Additive used in golfing tourism brochures are presented in Examples 139 and 140.

Example 139

Bukit Jalil Golf & Country Club has many other sporting facilities which include a driving range, tennis, squash and badminton courts as well as a bowling alley. (TM1/ P15/ S128)

Example 140

The resort runs a 20-room lodge as well as a 30-room condominium style accommodation with room rated ranging from 2,000 to 3,000 baht. (TT1/ P52/ S296)

Example 139 shows that ‘as well as a bowling alley’ is a Circumstance of Additive. The text shows bowling alley is also owned by Bukit Jalil Golf & Country Club circumstantially. Example 140 shows that ‘as well as a 30-room condominium style accommodation’ is a Circumstance of Additive. The text shows that a 30-room condominium style accommodation is also run by the resort circumstantially.

(b) Diving

Two examples of Circumstance of Additive used in diving tourism brochures are presented in Examples 141 and 142.

Example 141

Of the pelagics, you may find turtles and hammerheads on their many forays as well as the occasional trevally. (TM2/ P22/ S157)

Example 142

Resorts and restaurants are located in tourist areas such as Sai Khao Beach, as well as at other sites on the other 52 islands and islets of the archipelago (TT2/ P13/ S61)

Example 141 shows that ‘as well as the occasional trevally’ is a Circumstance of Additive. The text shows trevally can also be found of the pelagics circumstantially. Example 142 shows that ‘as well as at the other sites on the other 52 islands and islets of the archipelago’ is a Circumstance of Additive. The text shows other location of resorts and restaurants in tourist areas circumstantially.

(c) Adventure

Two examples of Circumstance of Additive used in adventure tourism brochures are presented in Examples 143 and 144.

Example 143

Famous caves in Sarawak include Niah and Mulu as well as Fairy Cave at Bau. (TM3/ P24/ S144)

Example 144

Khao Yai National Park extends into northeast Thailand and a popular destination for bird watching as well as all kinds of nature related activities such as camping, trekking, etc. (TT3/ P36/ S444)

Example 143 shows that ‘as well as Fairy Cave’ is a Circumstance of Additive. The text shows that Fairy Cave is also one of the famous caves in Sarawak. Example 144 shows that ‘as well as all kinds of nature related activities such as camping, trekking, etc’ is a Circumstance of Additive. The text represents that Khao Yai National Park is also a popular destination for ‘all kinds of nature related activities such as camping, trekking, etc’.

4.2.7 Circumstance of Role

For Circumstance of Role, Halliday and Matthiessen (2014) suggest that “this category construe the meanings ‘be’ and ‘become’ circumstantially” (p.326). There are two subcategories of Circumstance of Role which are ‘guise’ and ‘product’ (Halliday and Matthiessen, 2014, p. 326).

4.2.7.1 Circumstance of Guise

Halliday and Matthiessen (2014) suggest that “Guise correspond to the interrogative *what as?* and construe the meaning of ‘be’ (attribute or identity) in the form of a circumstance” (p.326). The use of Circumstance of Guise is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Guise used in golfing tourism brochures are presented in Examples 145 and 146.

Example 145

The club was opened in 1976 and is regarded as the oldest golfing venue in the state. (TM1/ P53/ S506)

Example 146

Although designed to service a large housing development, Krisda City Golf Hills stands on its own as an enjoyable well-maintained fun course. (TT1/ P16/ S72)

Example 145 shows that ‘as the oldest golfing venue’ is a Circumstance of Guise. The Circumstance of Guise, ‘as the oldest golfing venue’ is used to correspond to what the Sabah Golf & Country Club as in the state. Example 146 shows that ‘as an enjoyable well-maintained fun course’ is a Circumstance of Guise. The Circumstance of Guise, ‘as an enjoyable well-maintained fun course’ corresponds to what Krisda City Golf Hills as in the large housing development.

(b) Diving

Two examples of Circumstance of Guise used in diving tourism brochures are presented in Examples 147 and 148.

Example 147

Anchors cause great damage to corals and the authorities ensure that buoys are used as markers for dive sites. (TM2/ P48/ S375)

Example 148

Chumphon is a quiet seaside town and has not yet been developed as a large tourism destination. (TT2/ P14/ S73)

Example 147 shows that ‘as markers’ is a Circumstance of Guise. The Circumstance of Guise, ‘as markers’ correspond to what buoys as in dive sites. Example 148 shows that ‘as a large tourism destination’ is a Circumstance of Guise. The Circumstance of Guise, ‘as a large tourism destination’ corresponds to what Chumphon as in tourism.

(c) Adventure

Two examples of Circumstance of Guise used in adventure tourism brochures are presented in Examples 149 and 150.

Example 149

All in all, with over 600 species to be seen in the peninsula and about 580 species in Malaysian Borneo, Malaysia has emerged as a bird watching haven. (TM3/ P42/ S293)

Example 150

Within Kanchanaburi you will find the famous “Bridge Over River Kwai” or the “Death Railway” where World War II prisoners of war were used as forced labour. (TT3/ P10/ S75)

Example 149 shows that ‘as a bird watching haven’ is a Circumstance of Guise. The Circumstance of Guise, ‘as a bird watching haven’ corresponds to what Peninsula Malaysia and Borneo Malaysia as in bird watching. Example 150 shows that ‘as forced labour’ is a Circumstance of Guise. The Circumstance of Guise, ‘as forced labour’ corresponds to what World War II prisoners of war as in building the Death Railway.

4.2.7.2 Circumstance of Product

Halliday and Matthiessen (2014) suggest that “Product correspond to the interrogative *what into?*, with the meaning of ‘become’ likewise as attribute or identity (p. 326). The use of Circumstance of Product is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Product used in golfing tourism brochures are presented in Examples 151 and 152.

Example 151

Austin Hills' golf facility once encompassed an 18-hole par 36 layout that was designed by Peter Dalkeith Scott. (TM1/ P36/ S337) Much later, it was reconstructed into three 'nine-hole par 36' golfing ground. (TM1/ P36/ S338)

Example 152

Not only does the course have a lot of bunkers, sand traps and water hazards, there is also a lot of natural hazards in the shape of exposed rock formations, lakes, ponds and creeks. (TT1/ P35/ S186)

Example 151 shows that 'into three 'nine-hole par 36' is a Circumstance of Product. The Circumstance of Product, 'nine-hole par 36' is used to construe what Austin Hills' golf become later. Example 152 shows that 'in the shape of exposed rock formations, lakes, ponds and creeks' is a Circumstance of Product. The text shows that what natural hazards become through the use of Circumstance of Product, 'in the shape of exposed rock formations, lakes, ponds and creeks'.

(b) Diving

Two examples of Circumstance of Product used in diving tourism brochures are presented in Examples 153 and 154.

Example 153

Endowed with breathtaking beauty and superb underwater attractions, Pulau Perhentian is a destination in Southeast Asia with few peers. (TM2/ P42/ S285) This marine park is divided into two islands, Pulau Perhentian Kecil and Pulau Perhentian Besar. (TM2/ P42/ S286)

Example 154

Dive sites in Pattaya fall into one of 3 groups. (TT2/ P12/ S51)

Example 153 shows that ‘into two islands, Pulau Perhentian Kecil and Pulau Perhentian Besar’ is a Circumstance of Product. The text shows what Pulau Perhentian become through the use of Circumstance of Product. Example 154 shows that ‘into one of 3 groups’ is a Circumstance of Product. The text shows what Dive sites in Pattaya become through the use of Circumstance of Product.

(c) Adventure

Two examples of Circumstance of Product used in adventure tourism brochures are presented in Examples 155 and 156.

Example 155

Caves can be divided into two categories: adventure and show caves. (TM3/ P25/ S148)

Example 156

Elephant rides through the jungle is popular with visitors to Thong Pha Phum and Sangkhla Buri District in Kanchanaburi and can be incorporated into a longer trek featuring mountain biking and rafting. (TT3/ P41/ S534)

Example 155 shows that ‘into two categories: adventure and show caves’ is a Circumstance of Product. The text shows what caves can become through the use of Circumstance of Product. Example 156 shows that ‘into a longer trek featuring mountain biking and rafting’ is a Circumstance of Product. The text shows what elephant rides through the jungle be incorporated through the use of Circumstance of Product.

4.2.8 Circumstance of Matter

For Circumstance of Matter, Halliday and Matthiessen (2014) suggest that “it is the circumstantial equivalent of the Verbiage, ‘that which is described, referred to, narrated, etc’” (p.327). Circumstance of Matter is concerned with ‘what about’ (Halliday & Matthiessen, 2014, p. 327). The use of Circumstance of Matter is presented according to topics in the following subsections.

(a) Golfing

Two examples of Circumstance of Matter used in golfing tourism brochures are presented in Examples 157 and 158.

Example 157

Please browse through the following websites for further information on golf associations and academies in Malaysia. (TM1/ P60/ S525)

Example 158

Any golfer wishing to play a decent round at Lam Yuk Ka will have to think carefully about his shots as the course is based on a premium of accuracy, rather than power play. (TT1/ P18/ S89)

Example 157 shows that ‘on golf associations and academies’ is a Circumstance of Matter. The text shows what the further information is about in the websites through the use of the Circumstance of Matter, ‘on golf associations and academies’. Example 158 shows that ‘about this shots’ is a Circumstance of Matter. The text shows what to think about at Lam Yuk Ka through the use of Circumstance of Matter.

(b) Diving

Two examples of Circumstance of Matter used in diving tourism brochures are presented in Examples 159 and 160.

Example 159

Reef animals are easily stressed so please be mindful about this too. (TM2/ P48/ S352)

Example 160

Revise your knowledge of diving and find information about the sites you will visit. (TT2/ P31/ S156)

Example 159 shows that ‘about this too’ is a Circumstance of Matter. The text shows that what to be mindful about to avoid harassing of reef animals. Example 160 shows that ‘about the sites’ is a Circumstance of Matter. The text shows that information to be found is described through the use of Circumstance of Matter.

(c) Adventure

Two examples of Circumstance of Matter used in adventure tourism brochures are presented in Examples 161 and 162.

Example 161

Find out about the trail and surroundings, be sure that you have enough time to complete the entire route before darkness falls. (TM3/ P13/ S40)

Example 162

They also contain highly detailed information on the different types of forest and vegetation in Thailand’s varied regions that makes for an interesting read, especially for avid bird watchers. (TT3/ P37/ S458)

Example 161 shows that ‘about the trail and surroundings’ is a Circumstance of Matter. The shows what to be found out is described in rainforest adventure tips through

the use of Circumstance of Matter. Example 162 shows that ‘on the different types of forest and vegetation’ is a Circumstance of Matter. The text shows what the highly detailed information is about through the use of Circumstance of Matter.

4.2.9 Circumstance of Angle

Halliday and Matthiessen (2014) says that “Angle is related either to (i) the Sayer of a ‘verbal’ clause, with the sense of ‘as...says’ or (ii) the Senser of a ‘mental clause’, with the sense of ‘as...thinks” (p. 328). There are two types of Circumstance of Angle which are ‘source’ type and ‘viewpoint’ type (Halliday & Matthiessen, 2014, p. 328).

4.2.9.1 Circumstance of Source

For Circumstance of Source, Halliday and Matthiessen (2014) say that “it is used to represent the source of the information” (p.328). The use of Circumstance of Source is presented according to topics in the following subsections.

(a) Golfing

An example of Circumstance of Source used in golfing tourism brochures is presented in Example 163.

Example 163

Based on the concept of Golfing beyond the Golf Course, Hornbill Golf & Country Club enables a player to indulge in golfing amidst everything natural. (TM1/ P48/ S456)

Example 163 shows that ‘based on the concept of golfing beyond the Golf Course’ is a Circumstance of Source. The text shows the source information of Hornbill Golf & Country Club through the use of Circumstance of Source.

(b) Diving

The Circumstance of Source is not found in diving tourism brochures.

(c) Adventure

Two examples of Circumstance of Source used in adventure tourism brochures are presented in Examples 164 and 165.

Example 164

Your service operator will be able to give you instructions for appropriate climbs according to your skill. (TT3/ P29/ S356)

Example 165

Thailand uses the French system which is generally accepted as the best sport-route grading method. (TT3/ P29/ S358)

The reason for using the French grades in Thailand is because the first routes in the country were put up by the French. (TT3/ P29/ S359)

According to the French system, 4 is considered easy whereas 8b is very difficult. (TT3/ P29/ S360)

Example 164 shows that ‘according to your skill’ is a Circumstance of Source. The text shows the source information of climbing service operator to give instructions for climbing through the use of Circumstance of Source. Example 165 shows that ‘according to the French system’ is a Circumstance of Source. The text shows the source information of the Thailand used for sport-route grading method through the use of Circumstance of Source.

4.2.9.2 Circumstance of Viewpoint

For Circumstance of Source, Halliday and Matthiessen (2014) say that “it is used to represent the information given by the clause from somebody’s viewpoint” (p.328). The use of Circumstance of Viewpoint is not found in golfing, diving and adventure tourism brochures.

4.2.10 Overall findings on the use of Circumstances

Figure 4.3 presents the overall findings on the use of Circumstances in golfing, diving and adventure tourism brochures.

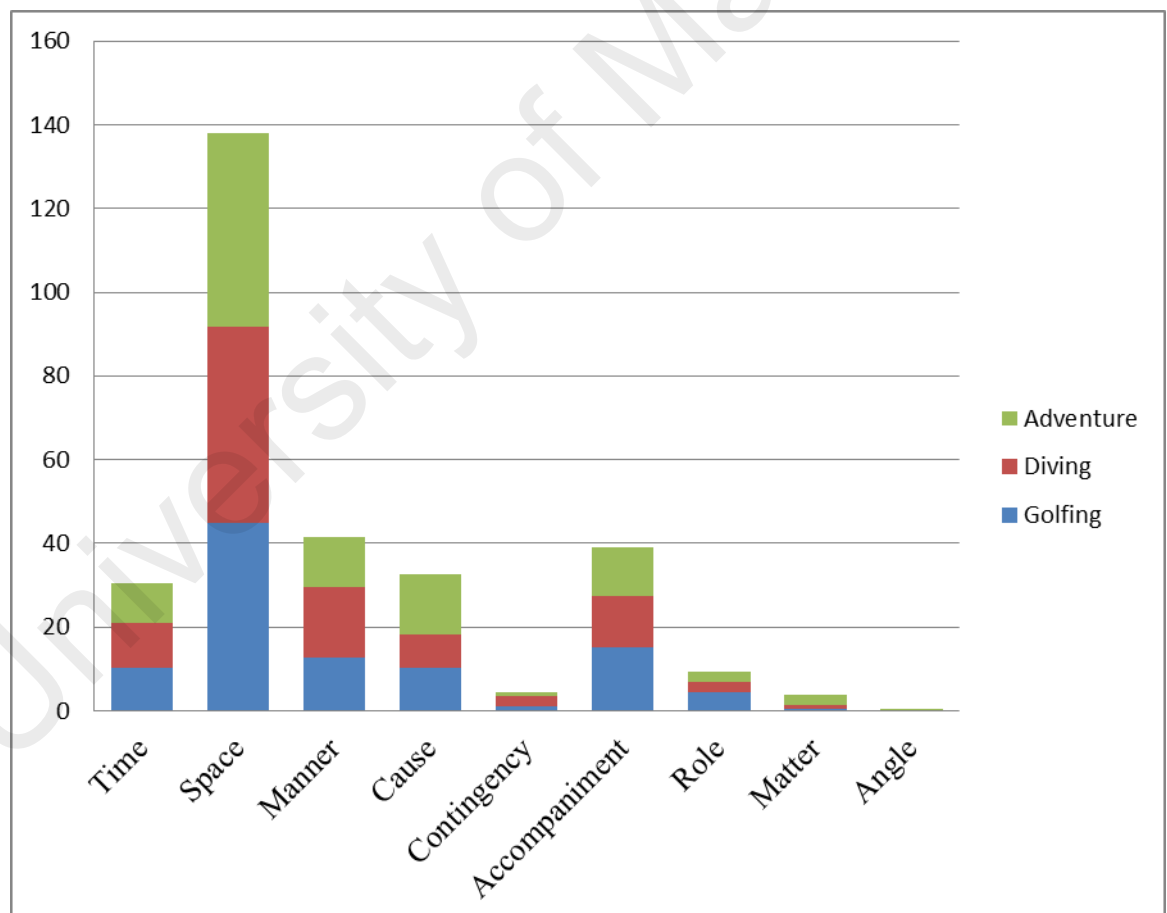


Figure: 4.3 The Use of Circumstances in Tourism Brochures

Figure 4.3 shows that all the main nine types of Circumstance are used in golfing, diving and adventure tourism brochures. The Circumstance of Space is predominantly used in tourism brochures. This shows that distance and place are important information for readers such as the location of a golf club [TM1/ P6/ S55], the location for renting dive equipment [TM2/ P46/ S335] and the location of white water rafting [TT3/ P20/ S216].

The Circumstance of Manner is the second predominant circumstance used in tourism brochures. Circumstance of Manner is used to construe how to reach the golf club [TT1/ P29/ S154], how the airplane access to Pulau Redang [TM2/ P41/ S283] and the comparison between temperature at the park and other areas of the country [TT3/ P22/ S256].

The results indicate that the Circumstance of Space, Manner, Accompaniment, Cause and time is the main circumstantiation types used in tourism brochures. In contrast, the Circumstance of Angle is used at minimum due to there is not much information related to viewpoint and source.

4.3 Findings and Discussion Related to Research Question 3: What Are The Similarities and Differences Between Tourism Brochures from Malaysia and Thailand in The Expression of Experiential Meanings?

This section attempts to present the findings pertaining to Research Question 3. It presents the similarities and differences between tourism brochures from Malaysia and Thailand in expressing experiential meanings. The following subsections will present the similarities and differences between tourism brochures from Malaysia and Thailand

in the use of process types, participant roles and Circumstances for the expression of experiential meanings.

4.3.1 Process Types and Participants

Process types are concerned with sorting of the world experiences into a set of manageable process types. (See chapter 2). The use of process types is presented according to topics in the following subsections.

4.3.1.1 Golfing

Text TM1 and TM1 are concerned with golfing. The distribution of process types used in TM1 and TT1 is provided in Table 4.1.

Table 4.1: Distribution of Process Types Used in TM1 and TT1

	TM1 (Malaysia Your Golfing Paradise)			TT1 (Golf)	
Process types	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Material :	375	39.64		353	48.29
creative	58	6.13		79	10.81
transformative	317	33.51		274	37.48
Mental	105	11.1		45	6.16
perceptive	28	2.96		8	1.09
cognitive	29	3.07		9	1.23
desiderative	7	0.74		7	0.96
emotive	41	4.33		21	2.87
Relational:	430	45.45		310	42.41
attributive	294	31.08		209	28.59
identifying	136	14.38		101	13.82

Table 4.1: Continued

	TM1 (Malaysia Your Golfing Paradise)			TT1 (Golf)	
Process types	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Verbal	18	1.90		8	1.09
Behavioural	4	0.42		1	0.14
Existential	14	1.48		14	1.92
Total	946	100		731	100

Note: Percentage (%) = $\frac{\text{Number of process type in each text}}{\text{Total number of process type in each text}} \times 100$

Total number of process type in each text

As shown in Table 4.1, there are some similarities and differences in the utilization of process types between Malaysia Your Golfing Paradise (TM1) and Golf (TT1). In TM1, the most predominant process type is relational process (45.45%), followed by material process (39.64%). In contrast, material process (48.29%) highly dominates the utilization of process type in TT1, followed by relational process (42.41%). The following dominant process type in both TM1 and TT1 is mental process whose occurrences are 11.1% in TM1 and 6.16% in TT1. In TM1, the next process type is the verbal process with 1.90%, followed by existential process (1.48%). As for TT1, existential processes come next with 1.92%, followed by verbal process (1.09%). The least used process type in both TM1 and TT1 is behavioural process with 0.42% in TM1 and 0.14% in TT1.

The findings reveal that TM1 and TT1 have preference for the three most highly used process types in this case material, relational and mental processes but with a slight difference in the most predominant and the second predominant process type. This shows that both writers of Malaysia golfing tourism brochure and Thailand golfing

tourism brochure use different lexico-grammatical structures in the expression of experiential meanings.

The findings reveal that relational process is used the most in TM1, however it is second highly used process type in TT1. This signifies that Malaysia golfing tourism brochure has more descriptions concerning ‘being’ and ‘having’ than Thailand golfing tourism brochure. However, both TM1 and TT1 use the subtypes of relational processes in a similar way which is more attributive relational processes as compared to identifying relational processes as shown in Table 4.1. In TM1, the percentage of attributive is 31.08% whilst the identifying is 14.38%. Similar in TT1, attributives (28.59%) are more than identifying (13.82%). This denotes that both tourism brochures from Malaysia and Thailand are more descriptive in nature. With this, the characteristics of the activity of playing golf could be expressed clearly to the readers. Two instances are presented to show a similar use of attributive relational process in TM1 and TT1.

Example 166

TM1/ P21/ S190	The clubhouse	boasts	an 18-hole par 72 course
	Carrier	Pr: Rel: Attributive	Attribute

Example 167

TT1/ P41/ S222	this Jim Engh designed course	boasts	18 holes of challenging golf	on undulating fairways and greens, lateral water hazards, “water carry holes”, dogleg holes and a subtle placement of bunkers.
	Carrier	Pr: Rel: Attributive	Attribute	Circ: spatial

As shown in Examples 166 and 167, attributive relational process is used to construe the characteristic of the clubhouse or golf course. This enables readers to better

understand the clubhouse and golf course. Two instances are presented to show a similar use of identifying relational process in TM1 and TT1.

Example 168

TM1/ P20/ S180	Its signature hole	is	the par 5, 11th green,	where
	Token	Pr: Rel: Identifying	Value	
	a stream and four bunkers	are	the obstacles	for golfers.
	Token	Pr: Rel: Identifying	Value	Circ: cause: behalf

Example 169

TT1/ P46/ S247	This	is	the oldest golf course	in the Kingdom of Thailand.
	Token	Pr: Rel: Identifying	Value	Circ: spatial

Identifying relational processes are used to construe the identity of signature hole and a stream and four bunkers as shown in Example 168. Meanwhile, the identity of a golf course is construed using an identifying relational process in Example 169. Hence, readers can know more about the identification of the golf course, bunkers and hole.

The findings reveal that material process is used predominantly in TT1 while it is second highly used in TM1. This signifies that Thailand golfing tourism brochure provides more information concerning the ‘doings’ and ‘happenings’ in golfing such as the design of a golf course and the facilities of a golf club such as resorts, spas treatment, swimming pool, dining and bowling alley as compared to Malaysia golfing tourism brochure. Material processes are used in a similar way in both TT1 and TM1 in terms of the subtypes. Both TT1 and TM1 use more transformative material processes than creative material process. In TT1, the percentage of transformative material processes is

33.51% whilst the creative material processes is 6.13%. Similar in TT1, transformative material processes (37.48%) are more dominant than creative material processes (10.81%). This signifies that both Malaysia and Thailand golfing tourism brochures are concerned more with the changes of the golf course which consisting of fairway, bunker, trap, hazard and others as well as the facilities of a golf club such as spas treatment, resorts, dining, swimming pool and bowling alley. Two examples are provided in Examples 170 and 171 to show a similar use of transformative material processes.

Example 170

TT1/ P15/ S68	Many of the fairways	give	sloping shots	and
	Actor	Pr: Mt: Tr	Scope	
	some of the greens	are situated	behind mounds.	
	Carrier	Pr: Rel: Attributive	Attribute	

Example 171

TM1/ P19/ S166	The Garden Course	offers	various levels of play.
	Actor	Pr: Mt: Tr	Goal

As shown in Example 171, something happen to the Actor, ‘many of the fairways’ as it is being transformed when offering the Scope, ‘sloping shots’ in Example 170. The context of text is concerned with the happening in the fairways. Meanwhile, the Actor, ‘Garden Course’ is being transformed through the action of offering the Scope ‘various levels of play’. The context of text is associated with the happening in the Garden golf course. Hence, the description of happenings makes the text in tourism brochures more comprehensible for readers. Two examples of creative material processes are presented to show a similarity in Examples 172 and 173.

Example 172

TT1/ P5/ S4	The first recognized 18-hole course, the Royal Hua Hin,	was built	by a Scottish engineer	in 1924.
	Goal	Pr: Mt: Cr	Actor	Circ: temporal

Example 173

TM1/ P10/ S79	The 36-hole golf course	is designed	by the world renowned Graham Marsh.
	Goal	Pr: Mt: Cr	Actor

A creative material process is used to construe happening in golfing in Examples 172 and 173. In Example 172, the Goal, ‘the first recognized 18-hole course, the Royal Hua Hin’ is being brought into the existence by the Actor, ‘by a Scottish engineer’. The context of text is related to the background of the Royal Hua Hin golf course. Meanwhile, the action of designing the Goal, ‘the 36-hole golf course’ is being brought by the Actor, ‘by the world renowned Graham Marsh’. The context of text is associated with basic ideas of the golf course. The utilization of creative material processes enables readers to know the ‘happenings’ and ‘doings’ in golfing.

Mental processes are also important as they are the third highly used process type in both TM1 and TT1. Mental processes are concerned with the experience of the world of the authors in their own consciousness. The authors are represented through the participants in the text indirectly and the readers are asked to put themselves into it to experience the golf players’ experience of the world in their own minds. This suggests the authors trigger the readers’ feeling, wanting, perceiving and thinking in promoting golfing. The subtype of mental processes, emotion is highly used as compared to cognitive, perceptive and desiderative. This denotes that the authors would like to

attract readers with the enjoyments in the activities of playing golf. Examples 174 and 175 show a similar use of emotion mental process.

Example 174

TM1/ P6/ S44	Golfers	can enjoy	the view	at the location of par 3 hole 7.
	Senser	Pr: Men: Em	Phenomenon	Circ: spatial

Example 175

TT1/ P58/ S320	At Laguna Phuket Golf Club,	you	can enjoy	the tranquility of a tropical island setting, the challenge of a world-class golf course, and the superb facilities	within Laguna Phuket Resort, Asia's first fully integrated resort development.
	Circ: spatial	Senser	Pr: Men: Em	Phenomenon	Circ: spatial

Example 174 shows that 'can enjoy' is an emotion mental process. It is used to construe the emotion of the Senser, 'golfers' since the Senser, 'golfers' is the one who 'can enjoy' the Phenomenon, 'the view'. The context of text is associated with the enjoyment during playing golf. As for example 175, 'can' enjoy' is an emotion mental process. It is used to construe the emotion of the Senser, 'you' since the Sense, 'you' is the one who 'can enjoy' 'the tranquility of a tropical island setting, the challenge of a world-class golf course, and the superb facilities'. The text is about the enjoyment at a golf club which is similar to example 174.

Other process types are obviously not as important as material, relational and mental processes in both TM1 and TT1. Verbal process is ranked as the fourth process type in

TM1 and the fifth in TT1. Verbal process is used to express speeches such as warnings and important information during golfing. Hence, readers are given advices on golfing through speeches.

Existential processes are ranked as the fifth in TM1 and the fourth in TT1. This process provides more information by highlighting the setting of golfing. Hence, this makes golfing looks more appealing to the readers. The least used process type is behavioural process. This denotes that the authors less emphasize on physiological and psychological behaviours in golfing.

The findings suggest that material, relational and mental processes are the major process types in golfing tourism brochures. The distribution of participant roles used in TM1 and TT1 is presented in Table 4.2.

Table 4.2: The Distribution of Participant Roles Used in TM1 and TT1

Participant role	TM1 (Malaysia Your Golfing Paradise)		TT1 (Golf)	
	Frequency, n	Percentage, %	Frequency, n	Percentage, %
Actor	187	12.78	169	15.62
Senser	58	3.96	22	2.03
Carrier	269	18.39	190	17.56
Token	115	7.86	93	8.60
Sayer	5	0.34	2	0.18
Behaver	3	0.21	0	0
Existent	13	0.89	17	1.57
Goal	204	13.94	206	19.04
Phenomenon	89	6.08	29	2.68
Attribute	293	20.03	209	19.32
Value	137	9.36	105	9.70

Table 4.2: Continued

	TM1 (Malaysia Your Golfing Paradise)		TT1 (Golf)	
Participant role	Frequency, n	Percentage, %	Frequency, n	Percentage, %
Scope	40	2.73	13	1.20
Beneficiary	32	2.19	19	1.76
Verbiage	7	0.48	2	0.18
Receiver	2	0.14	2	0.18
Target	5	0.34	3	0.28
Behaviour	4	0.27	1	0.09
Total	1463	100	1082	100

Note: Percentage (%) = $\frac{\text{Number of participant role in each text}}{\text{Total number of participant roles in each text}} \times 100$

Total number of participant roles in each text

Table 4.2 shows that Attribute is the predominant participant role in both TM1 and TT1 since the utilization of Attribute is 20.03% in TM1 and 19.32% in TT1. The second highly used participant role is Carrier (18.39%) in TM1 and Goal (19.04%) in TT1. The third participant is Goal (13.94%) in TM1 and Carrier (17.56%) in TT1. Actor comes as the fourth participant with 12.78% in TM1 and 15.62% in TT1. Value is used as the fifth participant role with 9.36% in TM1 and 9.7% in TT1. Next, Token serves as the next highly used participant role with 7.86% in TM1 and 8.6% in TT1. Phenomenon is the next participant with 6.08% in TM1 and 2.68% in TT1. This is followed by Senser with 3.96% in TM1 and 2.03% in TT1. The other participants are used sparse in both TM1 and TT1. The least utilized participant role in TM1 is Receiver (0.14%) while Behaver is not utilized in TT1. As shown in Table 4.2, Attribute, Carrier, Goal, Actor, Value, Token, Phenomenon and Senser are widely used in both TM1 and TT1 as they correspond with mental, relational and mental processes. The findings indicate that Attribute, Carrier, Goal, Actor, Value, Token and Phenomenon are the major participant

roles as they are corresponded with major process types (relational, material and relational processes) of golfing tourism brochures.

4.3.1.2 Diving

Text TM2 and TT2 are concerned with diving. The distribution of process types used in TM2 and TT2 is illustrated in Table 4.3.

Table 4.3: Distribution of Process Types Used in TM2 and TT2

	TM2 (Diving in Paradise)			TT2 (Into the Blue World)	
Process types	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Material :	254	40.25		109	36.21
creative	36	5.71		17	5.65
transformative	218	34.55		92	30.56
Mental:	94	14.90		42	13.95
perceptive	36	5.71		19	6.31
cognitive	20	3.71		7	2.33
desiderative	0	0		6	1.99
emotive	38	6.02		10	3.32
Relational:	250	39.62		133	44.19
attributive	170	26.94		86	28.57
identifying	80	12.68		47	15.61
Verbal	16	2.54		9	2.99
Behavioural	10	1.58		2	0.66
Existential	7	1.11		6	1.99
Total	631	100		301	100

Note: Percentage (%) = $\frac{\text{Number of process type in each text}}{\text{Total number of process type in each text}} \times 100$

Total number of process type in each text

As shown in Table 4.3, there are some similarities and differences in the utilization of process types between Diving in Paradise (TM2) and Into the Blue World (TT1). In TM1, the most predominant process type is material process (40.25%), followed by relational process (39.62%). In contrast, the most predominant process is relational process (44.19%), followed by material process (36.21%). The next dominant process type is mental process which have 14.90% in TM2 and 13.95% in TT2. Verbal process comes as the fourth process type in TM2 with 2.54% and in TT2 with 2.99%. In TM2, the second least used process type is behavioural process (1.58%) while the least used process is existential process (1.11%). As for TT2, existential process is the second least used process type whereas behavioural process is the least used process type.

The findings show that material, relational and mental processes are used as the major process types in both TM2 and TT2 with a slight difference in terms of the most predominant process type. This denotes that both writers of Malaysia and Thailand diving tourism brochures have different preference of lexico-grammatical structures in expressing the experiential meanings.

The findings show that material process is used the most in TM2, however it is used as the second predominant process type in TT2. This suggests that Malaysia diving tourism brochure gives more information concerning the 'doings' and 'happenings' in diving such as what can the diver do underwater and what is offered by the dive site or island. The utilization of subtypes of material processes is used similarly in both TM2 and TT2. Both TM2 and TT2 have more transformative material processes than creative material processes as shown in Table 4.3. This signifies that both Malaysia and Thailand diving tourism brochures are concerned more with the changes related to diving. Two examples are provided to show the use of transformative material processes.

Example 176

TM2/ P27/ S195	Inside,	you	will join	a host of smaller fish	like hawkfish, angelfish and lionfish.
	Circ: spatial	Actor	Pr: Mt: Tr	Scope	Circ: manner: comparison

Example 177

TT2/ P25/ S134	You	can dive	alongside limestone cliffs and into underwater caves,	and	encounter	large and small marine creatures such as Leopark Shark, Frogfish and Ghost Pipefish.
	Actor	Pr: Mt: Tr	Circ: spatial		Pr: Men: Pe	Phenomenon

Example 176 shows that ‘will join’ is a transformative material process. The Actor is realized by ‘you’ as the clause is in active voice. The Actor is being changed through the action of joining a host of smaller fish. The text shows the happening in diving. Example 177 shows that ‘can dive’ is a transformative material process. The Actor is realized by ‘you’ since the clause is in active voice. As the process unfolds, the Actor is being transformed through the action of diving. The text is about where a diver can dive. Examples 176 and 177 shows that transformative material processes enable readers to know more about actions and events under the sea. Two examples are presented to show the use of creative material processes in diving tourism brochures.

Example 178

TM2/ P6/ S42	As	they	move	left and right,
		Actor	Pr: Mt: Tr	Circ: spatial
	a gray wall	forms	from their sheer weight of numbers.	
	Goal	Pr: Mt: Cr	Circ: spatial	

Example 179

TT2/ P7/ S21	The development of SCUBA tourism	started	over 30 years ago.
	Actor	Pr: Mt: Cr	Circ: temporal
TT2/ P7/ S22	The high level of competition	helps to create	a very high standard.
	Actor	Pr: Mt: Cr	Goal

Example 178 shows that ‘forms’ is a creative material process. The text is associated with the formation of a gray wall. Example 179 shows ‘started’ and ‘helps to create’ are creative material processes. The texts are concerned with the beginning of the development of SCUBA tourism and the creation of high level of competition. The use of creative material processes enable readers to understand the happenings and events in diving.

On the one hand, the relational process is used as the predominant process type in TT2 while it is second highly used in TM2. This signifies that Thailand diving tourism brochure has more descriptions related to ‘being’ and ‘having’ than Malaysia diving tourism brochure. The subtypes of relational processes are used in a similar way in both TT2 and TM2 since there are more attributive relational processes than identifying relational processes. In TT2, the percentage of attributive relational process is 28.57% whilst identifying relational process is 15.61%. As for TM2, the percentage of attributive relational process is 26.94% whilst identifying relational process is 12.68%. This denotes that diving tourism brochures from Malaysia and Thailand are descriptive in nature. Two examples are presented to show the similar use of attributive relational process.

Example 180

TM2/ P43/ S309	Perhentian Besar	has	ample accommodation and several dive centres.		
	Carrier	Pr: Rel: Attributive	Attribute		

Example 181

TT2/ P18/ S97	Richelieu	also	has	the most abundant soft corals of any site	in Thailand.
	Carrier		Pr: Rel: Attributive	Attribute	Circ: spatial

Example 180 shows that ‘has’ is an attributive relational process. The Carrier, ‘Perhentian Besar’ is the one who carries the Attribute, ‘ample accommodation and several dive sites’. The text construes the characteristic of Perhentian Besar using attributive relational process. As for Example 181, ‘has’ is an attributive relational process. The Carrier, ‘Richelieu’ is the one who carries the Attribute, ‘the most abundant soft corals of any site’. The text is associated with the characteristic of Richelieu through the use of attributive relational process. The utilization of attributive relational processes enables readers to better understand the characteristics of island. Another two examples are provided to show the similar use of identifying relational process.

Example 182

TM2/ P45/ S324	Day trips	are	the only way of discovering Payar.		
	Token	Pr: Rel: Identifying	Value		

Example 183

TT2/ P26/ S141	Hin Muang- Hin Daeng	is	also	the best wall dive site	in Thailand.
	Token	Pr: Rel: Identifying		Value	Circ: spatial

Example 182 shows that ‘are’ is an identifying relational process. The Value, ‘the only way of discovering Payar’ is the identity that is ascribed to the Token, ‘day trips’ since the clause is in active voice. The text is related to how to discover Payar. Example 183 shows that ‘is’ is an identifying relational process. The Value, ‘the best wall dive site’ is the identity that is ascribed to the Token, ‘Hin Muang-Hin Daeng’ as the clause is in an active voice. The text is about the identity of Hin Muang-Hin Daeng. The utilization of identifying relational processes enables readers to know the identity of dive site and day trips.

Mental processes are the third process type in both TM2 and TT2. This signifies that the authors of tourism brochures would like to trigger the feeling, wanting, perceiving and thinking of the readers through the use of mental processes. In TM2, the utilizations of subtypes of mental processes in sequence are emotive, perceptive and cognitive. As for TT2, the utilizations of subtypes of mental processes in sequence are perceptive, emotive, cognitive and desiderative. This signifies that the enjoyments in diving are highlighted in Malaysia diving tourism brochure while Thailand diving tourism brochure focuses on what can be seen, heard and experienced. Two examples are presented to show the similar use of emotive mental processes.

Example 184

TM2/ P35/ S235	Wreck divers	will enjoy	the Soyak Wreck	with its many soft and hard coral adornments.
	Senser	Pr: Men: Em	Phenomenon	Circ: accompaniment: comitative

Example 185

TT2/ P13/ S64	If	you	would like to enjoy	a more beautiful underwater environment,
		Senser	Pr: Men: Em	Phenomenon
	you	should dive	at the rocks located to the south of Ko Chang, such as Hin Sam Sao and Hin Look bath.	
	Actor	Pr: Mt: Tr	Circ: spatial	

Example 184 shows that ‘will enjoy’ is an emotion mental process. The Senser, ‘wreck divers’ is the one who will ‘the Soyak Wreck’. The text is related to what can the diver enjoy through the use of emotion mental process. Example 185 shows that ‘would like to enjoy’ is an emotion mental process. The Senser, ‘you’ is the one who will enjoy ‘a more beautiful underwater environment’. The text is about what the diver can enjoy during diving through the use of emotion mental process. The use of emotion mental processes enables readers to put themselves into diving. Two examples are presented to show a similar use of perception mental processes.

Example 186

TM2/ P7/ S63	However,	divers	can still experience	the wonders of Sipadan on day trips	from nearby Pulau Mabul.
		Senser	Pr: Men: Pe	Phenomenon	Circ: spatial

Example 187

TT2/ P8/ S29	If	you	would like to	fully	experience	the tropical skies, sunlight and clear undisturbed waters,
		Senser	Pr: Men: Pe	Circ: manner: quality		Phenomenon
	February to April			is		best.
	Carrier			Pr: Rel: Attributive		

Example 186 shows that ‘can still experience’ is a perception mental process. The Sensor, ‘divers’ is the one who will experience the ‘the wonders of Sipadan on day trips’. The text is associated with the experience of diving in Sipadan through the use of perception mental process. Example 187 shows that ‘would like to experience’ is a perception mental process. The Sensor, ‘you’ is the one who will experience ‘the tropical skies, sunlight and clear undisturbed waters’. The text is about an experience of diving through the use of perception mental process. The use of perception mental process enables readers to put themselves into the experience of diving.

The percentages of verbal, behavioural and existential processes are below 3%. Hence, they are not as important as material, relational and mental processes in construing experiential meanings in diving tourism brochures. Verbal processes are ranked as the fourth process type in both TM2 and TT2. The authors provide advices and warnings on diving through the use of verbal processes. This could help readers to prepare for their diving. Behavioural process is the second least used process type in TM2 while it is the least used process type in TT2. This denotes that Malaysia tourism brochure emphasizes more physiological and psychological behaviours in diving. This enables readers to know how to behave during diving and how the animals behave under the sea. Existential process is the least used process type in TM2 but it is the second least used process type in TT2. This suggests that the setting of dive sites or island is less emphasized in both Malaysia and Thailand diving tourism brochures.

The findings suggest that material, relational and mental processes are the major process types in diving tourism brochures. The distribution of participant roles used in TM2 and TM2 is shown in Table 4.4.

Table 4.4: The Distribution of Participant Roles Used in TM2 and TT2

	TM2 (Dive in Paradise)		TT2 (Into the Blue World)	
Participant role	Frequency, n	Percentage, %	Frequency, n	Percentage, %
Actor	161	16.18	60	12.63
Senser	41	4.12	22	4.63
Carrier	158	15.88	82	17.26
Token	74	7.44	45	9.47
Sayer	6	0.60	5	1.05
Behaver	4	0.40	0	0
Existent	5	0.50	6	1.26
Goal	131	13.17	60	12.63
Phenomenon	77	7.74	35	7.37
Attribute	175	17.59	89	18.74
Value	80	8.04	47	9.89
Scope	38	3.82	6	1.26
Beneficiary	20	2.01	7	1.47
Verbiage	9	0.90	5	1.05
Receiver	2	0.20	2	0.42
Target	6	0.60	2	0.42
Behaviour	8	0.80	2	0.42
Total	995	100	475	100

Note: Percentage (%) = $\frac{\text{Number of participant role in each text}}{\text{Total number of participant roles in each text}} \times 100$

Total number of participant roles in each text

It appears from Table 4.4 that all participant roles are used in TM2 and TT2 except Behaver is not found in TT2. As shown in Table 4.4, Attribute, Carrier, Actor, Goal, Value, Token, Phenomenon and Senser are widely used in TM2 and TT2 as they correspond to material, relational and mental processes. Attribute serves as the most

predominant participant role in diving tourism brochures with the utilization of 17.59% in TM2 and 18.74% in TT2. Second highly used participant is Actor (16.18%) in TM2 and Carrier (17.26%) in TT2. Carrier (15.88%) comes as the third highly used participant role in TM2 while Actor (12.63%) is the third participant role in TT2.

Both TM2 and TT2 employed Goal as the fourth choice of participant role with 13.17% in TM2 and 12.63% in TT2. The next participant role is Value in both TM2 (8.04%) and TT2 (9.89%). This is followed by Phenomenon (7.74%), Token (7.44%) and Senser (4.12%) in TM2. In contrast, Token (9.47%), Phenomenon (7.37%) and Senser (4.63%) are the next participant roles in TT2. The other participant roles are used below 4% in both TM2 and TT2. Receiver (0.2%) is the least used participant role in TM2 while Behaver is not used in TT2. The findings indicate that Attribute, Actor, Carrier, Goal, Value, Phenomenon and Token are the major participant roles in TM2 and TT2 as they are corresponded with the major process types, material, relational and mental processes of diving tourism brochures.

4.3.1.3 Adventure

Text TM3 and TT3 are concerned with adventure. The distribution of process types used in TM3 and TT3 is shown in Table 4.4.

Table 4.5: Distribution of Process Types Used in TM3 and TT3

	TM3 (Adventure with nature)			TT3 (Thailand for the young and adventurous)	
Process types	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Material :	306	44.67		487	40.41
creative	22	3.21		30	2.49
transformative	284	41.46		457	37.93

Table 4.5: Continued

	TM3 (Adventure with nature)			TT3 (Thailand for the young and adventurous)	
Process types	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Mental:	79	11.53		126	10.46
perceptive	27	3.94		63	5.23
cognitive	20	2.92		37	3.07
desiderative	12	1.75		13	1.08
emotive	20	2.92		13	1.08
Relational:	250	36.50		529	43.90
attributive	168	25.53		337	27.97
identifying	82	11.97		192	15.93
Verbal	13	1.90		31	2.57
Behavioural	9	1.31		2	0.17
Existential	28	4.09		30	2.49
Total	685	100		1205	100

Note: Percentage (%) = $\frac{\text{Number (n) of process type in each text}}{\text{Total number of process type in each text}} \times 100$

Total number of process type in each text

As shown in Table 4.5, there are some similarities and differences in the utilization of process types between Adventure with Nature (TM3) and Thailand for the Young and Adventurous (TT3). In TM3, the most predominant process type is material process (44.67%), followed by relational process (36.50%). As for TT3, the most predominant process type is relational process (43.90%), followed by material process (40.41%). The next dominant process type in both TM3 and TT3 is mental process whose occurrences are 11.53% in TM3 and 10.46% in TT3. In TM3, the next process type is the existential process (4.09%), verbal process (1.90%) and behavioural (1.31%) process. As for TT3,

the next process type is the verbal process (2.57%), existential process (2.49%) and behavioural process (0.17%).

The findings reveal that TM3 and TT3 have preference for the three most highly used process types which are material, relational and mental processes but with a slight difference in the most predominant and the second predominant process types. This suggests that authors of both Malaysia and Thailand adventure tourism brochures have their own styles in using lexico-grammatical structures to express experiential meanings.

The findings reveal that material process is predominant in TM3 but it is second predominant in TT3. This suggests that Malaysia adventure tourism brochure is more concerned with the ‘doings’ and ‘happenings’ in adventure as compared to ‘being’ and ‘having’ in adventure. However, the utilization of subtypes of material processes is consistent in both TM3 and TT3 as there are more Transformative Material Processes than Creative Material Processes. In TM3, the percentage of Transformative Material Process is 41.46% whilst Creative Material process is 3.21%. Similar in TT3, Transformative Material Process (37.93%) is more dominant than Creative Material process (2.49%). This denotes that both Malaysia and Thailand adventure tourism brochures are concerned more with the changes related to adventure instead of the existence in adventure. Two examples are presented to show the similar use of Transformative Material Processes.

Example 188

TM3/ P20/ S119	With a few well known exceptions such as Gunung Kinabalu in Sabah and Gunung Mulu in Sarawak,	Malaysian Borneo	offers	enormous untapped opportunities	for rock climbing.
	Circ: accompaniment: comitative	Actor	Pr: Mt: Tr	Goal	Circ: cause: purpose

Example 189

TT3/ P24/ S285	In the northeast,	parks	offer	bizarre sand stone outcrops.
	Circ: spatial	Actor	Pr: Mt: Tr	Goal

Example 188 shows that ‘offers’ is a Transformative Mental Process. Something happens to the Actor since the Actor, ‘Malaysian Borneo’ is the one who is being transformed through the action of offering. The text is about happening in Malaysian Borneo. Example 189 shows that ‘offer’ is a Transformative Material Process. The actor, ‘park’ is being transformed through the action of offering. The text is associated with happening in parks. The use of Transformative Material Processes enables readers to know more about the happening in adventure. Another two examples are provided to show a similar use of Creative Material Processes.

Example 190

TM3/ P42/ S293	All in all,	with over 600 species	to be seen	in the peninsula	and
		Circ: accompaniment: comitative	Pr: Men: Pe	Circ: spatial	
	about 580 species	in Malaysian Borneo,	Malaysia	has emerged	as a bird watching haven.
	Phenomenon	Circ: spatial	Actor	Pr: Mt: Cr	Circ: role: guise

Example 191

TT3/ P23/ S279	The cave	has	a large opening	which	lets in
	Carrier	Pr: Rel: Attributive	Attribute		Pr: Mt: Tr
	a stream of light	upon,	Khuha Karuehat – an antique Gazebo	constructed	by King Rama V.
	Goal		Goal	Pr: Mt: Cr	Actor

Example 190 shows that ‘has emerged’ is a Creative Material Process. The Actor, ‘Malaysia’ comes into existence as a bird watching haven. The text is related to a happening in adventure. Example 191 shows that ‘constructed’ is a Creative Material Process. The Actor, ‘by King Rama V’ is the one who constructs ‘Khuha Karuehat – an antique Gazebo’. The text is about a happening in adventure. The use of Creative Material Processes enables readers to understand the happenings in adventure.

The findings also revealed that relational process is used the most in TT3 but it is used second highly in TM3. This suggests that Thailand adventure tourism brochure has more descriptions concerning ‘being’ and ‘having’ than Malaysia adventure tourism brochure. However, both TT3 and TM3 use the subtypes of relational processes in a similar way. In TT3, there are more Attributive Relational Processes (27.97%) than Identifying relational processes (15.93%). Similar in TM3, Attributive Relational Processes (25.53%) are more than Identifying Relational Processes (11.97%). This denotes that adventure tourism brochures are descriptive in nature. Two examples of Attributive Relational Processes are presented to show a similar use of Attributive Relational Processes.

Example 192

TM3/ P39/ S278	Many recreational forest reserves	in Malaysia	are	suitable	for off-road cycling.
	Carrier	Circ: spatial	Pr: Rel: Attributive	Attribute	Circ: cause: purpose

Example 193

TT3/ P11/ S108	The Thailand Ecotourism & Adventure Travel Association (TEATA)	at www.teata.or.th	is	also	a good reference website	for bicycle tours.
	Carrier	Circ: spatial	Pr: Rel: Attributive		Attribute	Circ: cause: purpose

Example 192 shows that ‘are’ is an Attributive Relational Process. The Carrier, ‘many recreational forest reserves’ is the participant that carrying the Attribute, ‘suitable’. The text is related to depiction of recreational forest reserves through the use of Attributive Relational Process. Example 193 shows that ‘is’ is an Attributive Relational Process. The Carrier, ‘the Thailand Ecotourism & Adventure Travel Association (TEATA)’ is the participant that carrying the Attribute, ‘a good reference website’. The text is associated with the depiction of a good reference website for bicycle tours through the use of Attributive Relational Process. The utilization of Attributive Relational Processes enables readers have to better understanding of characteristics of adventure. Another two examples are presented to show a similar use of Identifying relational processes.

Example 194

TM3/ P39/ S272	In Kuala Lumpur,	the ‘urban legend’ route	is	the Bukit Kiara jungle trail	for its accessibility and easy opportunity of meeting friendly fellow aficionados.
	Circ: spatial	Value	Pr: Rel: Identifying	Token	Circ: cause: reason

Example 195

TT3/ P6/ S3	Thailand,	is	the ultimate destination	for absolute adventures and exploration.
	Token	Pr: Rel: Identifying	Value	Circ: cause: purpose

Example 194 shows that ‘is’ is an Identifying Relational Process. The Value, ‘the ‘urban legend’ route’ is the identity that is ascribed to the Token, ‘the Bukit Kiara jungle trail’ as the clause is in passive voice. The text is about the identity of the Bukit Kiara jungle trail through the use of Identifying Relational Process. Example 195 shows that ‘is’ is an Identifying Relational Process. The Value, ‘the ultimate destination’ is the identity that is ascribed to the Token, ‘Thailand’. The text is associated with identity of Thailand through the use of Identifying Relational Process. The utilization of Identifying Relational Processes enables readers to know the identity of places of adventure.

On the other hand, mental processes are highly used as the third process type in both TM3 and TT3. This shows that the authors of adventure tourism brochures would like to trigger the feeling, wanting, perceiving and thinking of the readers through the use of mental processes. In TM3, the utilizations of subtypes of mental processes in sequence are perception, emotion and cognition and lastly desideration. Similar in TT3, the utilizations of subtypes of mental processes in sequence are perception, cognition and both desideration and emotion. This denotes that the authors of adventure tourism brochures from Malaysia and Thailand highlight what can be seen and experienced during adventure. Two examples are presented to show a similar use of perception mental processes.

Example 196

TM3/ P10/ S18	Tropical rainforests		are	dense,	and	
	Carrier		Pr: Rel: Attributive	Attribute		
	the thick vegetation		provides	camouflage	for the jungle denizens.	
	Token		Pr: Rel: Identifying	Value	Circ: cause: behalf	
TM3/ P10/ S19	It	takes	patience and a trained eye		to see	them.
	Actor	Pr: Mt: Tr	Goal		Pr: Men: Pe	Phenomenon

Example 197

TT3/ P25/ S320	If		you	don't feel like		jumping,
			Senser	Pr: Men: Em		Phenomenon
	non-jumpers		can relax	and	witness	the action from the garden bar.
	Senser		Pr: Men: Em		Pr: Men: Pe	Phenomenon Circ: spatial

Example 196 shows 'to see' is a Perception Mental Process. The Perception Mental Process, 'to see' is used to construe the perception of the adventurers as they are the one that seeing the Phenomenon, 'them' which refers to tropical forests. The text is about what to be seen during adventure through the use of Perception Mental Process. Example 197 shows that 'witness' is a Perception Mental Process. The Perception Mental Process, 'witness' is used to construe the perception of the adventurers as they are the one that witnessing the action of jumping of others. The text is related to what to be witnessed during adventure through the use of Perception Mental Process. The utilization of Perception Mental Processes enable readers to know what can be seen, experienced and heard during adventure.

The findings reveal that other processes are obviously not as important as material, relational and mental processes since their percentages are lower than 5%. Existential processes are ranked as the fourth in TM3 while it is ranked as the fifth in TT3. This denotes that the authors provide information to enable readers to have an idea about the setting of adventure. Verbal process is ranked as the fifth in TM3 while it is ranked as the fourth in TT3. This denotes that speeches are used to advise readers to get consultation on adventure from related person. Behavioural process is the least used process type in both TM3 and TT3. This signifies that physiological and psychological behaviours in adventure are not the focus of both adventure tourism brochures from Malaysia and Thailand.

The findings suggest that material, relational and mental processes are the major process types in adventure tourism brochures. Besides, the distribution of participant roles used in TM3 and TT3 is provided in Table 4.6.

Table 4.6: Distribution of Participant Roles Used in TM3 and TT3

Participant role	TM3 (Adventure with Nature)		TT3 (Thailand for the young and adventurous)	
	Frequency, n	Percentage, %	Frequency, n	Percentage, %
Actor	109	11.45	156	8.97
Senser	27	2.84	45	2.59
Carrier	163	17.12	296	17.02
Token	77	8.09	177	10.18
Sayer	3	0.32	7	0.40
Behaver	1	0.11	0	0
Existent	27	2.84	30	1.72
Goal	163	17.12	321	18.46
Phenomenon	62	6.50	102	5.87

Table 4.6: Distribution of Participant Roles Used in TM3 and TT3

	TM3 (Adventure with Nature)		TT3 (Thailand for the young and adventurous)	
Participant role	Frequency, n	Percentage, %	Frequency, n	Percentage, %
Attribute	174	18.28	348	20.01
Value	82	8.60	195	11.20
Scope	28	2.94	10	0.58
Beneficiary	17	1.79	25	1.44
Verbiage	6	0.63	10	0.58
Receiver	0	0	2	0.12
Target	5	0.53	14	0.80
Behaviour	8	0.84	1	0.06
Total	952	100.02	1739	100.03

Note: Percentage (%) = $\frac{\text{Number of participant role in each text}}{\text{Total number of participant roles in each text}} \times 100$

Total number of participant roles in each text

Table 4.6 shows that TM3 and TT3 have the same choices for the predominant participant role (Attribute), the seventh participant role (Phenomenon) and the thirteenth participant role (Verbiage). Attribute is the predominant participant role in both TM3 (18.28%) and TT3 (20.01%). The second highly used participant role is Carrier (17.12%) and Goal (17.12%) in TM3 as well as Goal (18.46%) in TT3. The third widely used participant role is Carrier (17.02%) in TT3. The next participant role is Actor (11.45%) in TM3 and Value (11.20%) in TT3. Value (8.60%) is the fifth participant role in TM3 while Token (10.18%) is the fifth participant role in TT3. Next, Token (8.09%) is the sixth participant role in TM3 while Actor (8.97%) is the sixth participant role in TT3. This is followed by the seventh participant role, Phenomenon with 6.50% in TM3 and 5.87% in TT3. As shown in Table 4.6, the utilizations of other participant roles are low (below 3%) in TM3 and TT3. Table 4.6 also shows that Receiver is not found in TM3

while Behavior is not used in TT3. The findings indicate that Attribute, Carrier, Goal, Actor, Value, Token and Phenomenon are the major participant roles in both TM3 and TT3 as they are corresponded with the major process types (material, relational and mental) of adventure tourism brochures.

4.3.2 Circumstances

The use of Circumstances is presented according to topics in the following subsections.

4.3.2.1 Golfing

The distribution of circumstantiation types used in TM1 and TT1 is presented in Table 4.7.

Table 4.7: Distribution of Circumstantiation Types Used in TM1 and TT1

	Malaysia Your Golfing Paradise (TM1)			Golf (TT1)	
Circumstantial elements	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Time	64	8.31		75	12.52
Space	359	46.62		259	43.24
Manner:	93	12.08		80	13.36
means	26	3.38		16	2.67
quality	63	8.18		57	9.52
comparison	4	0.52		6	1.00
degree	0	0.00		1	0.17

Table 4.7: Continued

	Malaysia Your Golfing Paradise (TM1)			Golf (TT1)	
Circumstantial elements	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Cause:	69	8.97		71	11.84
reason	13	1.69		11	1.84
purpose	35	4.55		27	4.50
behalf	21	2.73		33	5.50
Contingency:	8	1.03		8	1.34
condition	6	0.78		6	1.00
concession	2	0.25		2	0.33
default	0	0.00		0	0.00
Accompaniment:	134	17.40		78	13.02
comitative	118	15.32		74	12.35
additive	16	2.08		4	0.67
Role	39	5.07		24	4.01
guise	33	4.29		11	1.84
product	6	0.78		13	2.17
Matter	3	0.39		4	0.67
Angle:	1	0.13		0	0
angle	1	0.13		0	0
viewpoint	0	0		0	0
Total	770	100		599	100

Note: Percentage (%) = $\frac{\text{Number of circumstantiation type in each text}}{\text{Total number of circumstantiation type in each text}} \times 100$

Total number of circumstantiation type in each text

Table 4.7 shows that all circumstances are used in Malaysia Your Golfing Paradise (TM1) and Golf (TT1) except Circumstance of Angle is not used in TT1. In both TM1 and TT1, the predominant circumstance element is Circumstance of Space with 46.62%

in TM1 and 43.24% in TT1. This is followed by Circumstance of Accompaniment (17.4%), Circumstance of Manner (12.08%), Circumstance of Cause (8.97%), Circumstance of Time (8.31%), Circumstance of Role (5.07%), Circumstance of Contingency (1.03%), Circumstance of Matter (0.39%) and Circumstance of Angle (0.13%) in TM1. As for TT1, the next circumstance elements are Circumstance of Manner (13.26%), Circumstance of Accompaniment (13.02%), Circumstance of Time (12.52%), Circumstance of Cause (11.84%), Circumstance of Role (4.01%) and Circumstance of Contingency (1.34%) and Circumstance of Matter (0.67%).

The findings reveal that Circumstance of Space is very dominant in TM1 and TT1. This denotes that authors of tourism brochures from Malaysia and Thailand elaborate information related to distance and place such as where will golfers encounter strategically placed traps, where did many golfers decide to reside and where can golfers enjoy a special view. Two examples are presented to show a similar use of Circumstance of Space.

Example 198

Golfers can enjoy the view at the location of par 3 hole 7. (TM1/ P6/ S44)

Example 199

Navatanee is rated as the top golf course among a total of 255 courses in mainland Thailand (Golf Digest of USA, June 1999). (TT1/ P20/ S102)

Example 198 shows that ‘at the location of par 3 hole 7’ is a Circumstance of Space. It is used to construe the place for golfer to enjoy the view. Example 199 shows that ‘in mainland Thailand’ is a Circumstance of Space. It is used to construe the place of 255 courses. The use of Circumstance of Space enables readers to know the location and distance of the setting of golfing.

The findings also reveal that Circumstance of Accompaniment is second highly used circumstance in TM1 while it is used as the third circumstance in TT1. However, TM1 and TT1 are consistent in using the subtypes of Circumstance of Accompaniment. The Circumstance of Accompaniment is used to represent the meanings of ‘and’, ‘or’ and ‘not’ circumstantially such as it is easy in picking up a golf club with Malaysia’s fair and balmy weather and the Muang-Ake Vista is a course with very few hazards. Two examples are presented to show similar use of Circumstance of Accompaniment.

Example 200

Right in the middle of bustling KL is this serene green lung 45-hole course with two 18-holes and a 9-hole course. (TM1/ P16/ S134)

Example 201

They have sophisticated modern layouts, a wide diversity of topographical challenges with the finest grass. (TT1/ P6/ S8)

Example 200 shows that ‘with two 18-holes and a 9-hole course’ is a Circumstance of Comitative. Meanwhile, Example 201 shows that ‘with the finest grass’ is a Circumstance of Comitative. Both ‘with two 18-holes and a 9-hole course’ and ‘with the finest grass’ are represented as a single instance of process through the use of Circumstance of Comitative which is a subtype of Circumstance of Accompaniment.

Next, Circumstance of Manner is ranked as the third in TM1 while it is ranked as the second in TT1. This denotes that the author of TT3 elaborates more information related to how golfing is conducted such as how to reach the Datai Bay Golf Club in a short time, how Royal Perak Golf Club Berhad began as a nine-hole golf club and how do the golfing grounds maintain. The utilization of subtypes of Circumstance of Manner is

consistent except Circumstance of Degree is not used in TM3. Two examples are presented to show a similar use of Circumstance of Manner.

Example 202

This is the first 18-hoes golf course in the state of Johor. (TM1/ P37/ S358)

It was originally a water catchment area and the natural undulating terrain was maintained. (TM1/ P37/ S359)

Example 203

Although the fairways are slightly narrow, this should be of no difficult to the long drivers amongst you. (TT1/ P38/ S209)

Example 202 shows that ‘originally’ is a Circumstance of Quality. It is used to indicate the original of a golf course. Example 203 shows that ‘slightly’ is a Circumstance of Quality. It is used to indicate how narrow the fairways are. The use of Circumstance of Quality which is one of the subtypes of Circumstance of Manner enables readers to know about the golf course.

Circumstance of Cause is the fourth highly used circumstance in TM1 while it is used as the fifth circumstance in TT1. However, both TM1 and TT1 are inconsistent in using the subtypes of Circumstance of Cause. In TM1, the utilization of subtypes of Circumstance of Cause in sequence is Circumstance of Purpose, Circumstance of Behalf and Circumstance of Reason. As for TT1, the utilization of subtypes of Circumstance of Cause in sequence is Circumstance of Behalf, Circumstance of Purpose and Circumstance of Reason. This denotes that authors of TM1 and TT1 have different preference in using subtypes of Circumstance of Cause. This circumstance is used to construe information related to reason, purpose and for whose sake such as the purpose of using Bermuda Tidwarf, the reason that Tasik Puteri Golf & Country Club

famous is famous and for whose sake the golf course designed by Robert Trent Jones Jr. have become.

On the other hand, Circumstance of Time is ranked as the fifth in TM1 while it is ranked as the fourth in TT1. This denotes that authors of TM1 and TT1 use Circumstance of Time to enable readers to have ideas about duration and time related to golfing such as duration of time needed to reach the Datai Bay Golf Club by taking a flight, when did the Ted Parslow's 18-hole par 72 course open and when did the greens and fairway have a thorough renovation.

Circumstance of Role is ranked as the sixth in TM1 and TT1. However, the utilization of subtypes of Circumstance of Role is inconsistent in TM1 and TT1. There is more Circumstance of Guise than Circumstance of Product in TM1. Meanwhile, Circumstance of Product is more than Circumstance of Guise in TT1. Circumstance of Role is used to construe the setting of golfing such as the role of Krisda City Golf Hills, what the mining land of over 5652 has become and the role of Royal Perak Golf Club Berhad.

The seventh circumstance is Circumstance of Contingency in both TM1 and TT1. The utilization of subtypes of Circumstance of Contingency is similar in both TM1 and TT1 as shown in Table 4.7. This circumstance is used to construe information such as under what condition the Melaka Sultanate grew to become a great trading empire and the Bukit Jambul Golf Course is a half's drive not matter where you are in Penang.

Circumstance of Matter is used the second least in TM1 while it is used the least in TT1. It is used to construe what about in golfing tourism brochures such as browsing websites for information about golf associations and academies and the clad ladies know about the golf course very well. Circumstance of Angle is used the least in TM1

while it is not used in TT1. It is used to construe the source of concept of golf course which is followed by Hornbill Golf & Country Club.

This finding suggests that golfing tourism brochures are place and distance oriented since Circumstance of Space is very dominant in TM1 and TT1 as compared to the other circumstances.

4.3.2.2 Diving

The distribution of circumstantiation types used in TM2 and TT2 is presented in Table 4.8.

Table 4.8: Distribution of Circumstantiation Types Used in TM2 and TT2

	TM2 (Diving in Paradise)			TT2 (Into the Blue World)	
Circumstantial elements	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Time	42	8.70		30	12.71
Space	220	45.55		113	47.88
Manner:	82	16.98		39	16.53
means	12	2.48		14	5.93
quality	55	11.39		22	9.32
comparison	13	2.69		3	1.27
degree	2	0.41		0	0
Cause:	38	7.86		19	8.05
reason	10	2.07		2	0.85
purpose	22	4.55		6	2.54
behalf	6	1.24		11	4.66

Table 4.8: Continued

	TM2 (Diving in Paradise)			TT2 (Into the Blue World)	
Circumstantial elements	n	%		n	%
Contingency:	10	2.07		6	2.54
condition	6	1.24		5	2.12
concession	4	0.83		1	0.42
default	0	0		0	0
Accompaniment:	78	16.15		20	8.47
comitative	72	14.91		17	7.20
additive	6	1.24		3	1.27
Role	11	2.28		6	2.54
guise	8	1.66		5	2.12
product	3	0.62		1	0.42
Matter	2	0.41		3	1.27
Angle:	0	0		0	0
angle	0	0		0	0
viewpoint	0	0		0	0
Total	483	100		236	100

Note: Percentage (%) = $\frac{\text{Number of circumstantiation type in each text}}{\text{Total number of circumstantiation type in each text}} \times 100$

Total number of circumstantiation type in each text

Table 4.8 shows that all circumstances are used in Diving in Paradise (TM2) and Into the Blue World (TT2) except Circumstance of Angle. The most predominant circumstance is Circumstance of Spatial whose percentage of occurrences is 45.55% in TM2 and 47.88% in TT2. The following dominant circumstance is Circumstance of Manner which has 16.98% in TM2 and 16.53% in TT2. In TM2, the next circumstance is Circumstance of Accompaniment (16.15%), followed by Circumstance of Time (8.70%), Circumstance of Cause (7.86%), Circumstance of Role (2.28%) and

Circumstance of Contingency (2.07%). As for TT2, Circumstance of Time comes next with 12.71%, followed by Circumstance of Accompaniment (8.47%), Circumstance of Cause (8.05%), Circumstance of Contingency (2.54%) and Circumstance of Role (2.54%). The Circumstance of Matter is the least used circumstance in both TM2 and TT2 which has 0.41% in TM2 and 1.27% in TT2. Meanwhile, Circumstance of Angle is not used in both TM2 and TT2.

The Circumstance of Space is widely used in both TM2 and TT2 as compared to other circumstances. This denotes that the authors of diving tourism brochures use it to elaborate the distance and place of the setting of diving such as where to dive and where to see corals. Two examples are presented to show a similar use of Circumstance of Space in TM2 and TT2.

Example 204

At Hanging Gardens, you will enjoy the sight of crowded corals in a riot of colours. (TM2/ P7/ S50)

Example 205

November to May is the season for diving in the Andaman Sea. (TT2/ P8/ S28)

Example 204 shows that 'at Hanging Gardens' is a Circumstance of Space. It is used to elaborate the place that the diver can enjoy the sight of crowded corals. Example 205 shows that 'in the Andaman Sea' is a Circumstance of Space. It is used to construe the place for diving between November to May. The utilization of Circumstance of Space enables readers to know the place for seeing corals as well as diving.

Circumstance of Manner is ranked as the second highly used circumstance in both TM2 and TT2. This denotes that authors elaborate on how the activity of diving is conducted such as how to explore excellent wrecks and reefs, how to avoid the

monsoon seasons and how the diving centres can instruct the diver. In TM2, the utilization of subtypes of Circumstance of Manner in sequence is quality, comparison, means and degree. Similar in TT2, quality is the most dominant subtypes of Circumstance of Manner, followed by means and comparison while degree is not used in TT2. This denotes that the authors mostly elaborate diving through the use adverbial group as compared to the rest of subtypes of Circumstance of Manner. Two examples are presented to show a similar use of Circumstance of Manner in both TM2 and TT2.

Example 206

Schools of batfish will escort you warily while barracuda, snappers and small sharks lurk inside. (TM2/ P27/ S190)

Example 207

If you would like to fully experience the tropical skies, sunlight and clear undisturbed waters, February to April is best. (TT2/ P8/ S29)

Example 206 shows that ‘warily’ is a Circumstance of Quality. It is used to construe how the schools of batfish will escort the diver. Example 207 shows that ‘fully’ is a Circumstance of Quality. It is used to construe how the diver would like to experience diving. The utilization of Circumstance of Manner enables readers to understand the way of diving.

The Circumstance of Accompaniment is ranked as the third in TM2 while it is ranked as the fourth in TT2. There are more Circumstance of Comitative as compared to Circumstance of additive in both TM2 and TT2. Circumstance of Comitative is used to represent the meanings of ‘and’, ‘or’ and ‘not’ circumstantially in diving tourism brochures such as you will drift together with what and resorts and restaurants are located in tourist areas together with what other sites.

Circumstance of Time is ranked as the fourth in TM2 while it is the third in TT2. This denotes that Circumstance of Time is used to construe duration in time and when

in diving brochures such as when can the divers see a glimpse of the elusive whale shark, hawksbill or green turtles and when the water visibility is better.

The Circumstance of Cause is the fifth circumstance in both TM2 and TT2. The utilization of subtypes of Circumstance of Cause is inconsistent between TM2 and TT2. In TM2, there are more Circumstance of Purpose, followed by Circumstance of Reason and Circumstance of Behalf. In contrast, there are more Circumstance of Behalf, followed by Circumstance of Purpose and Circumstance of Reason in TT2. This signifies that the authors have different preference in using the subtypes of Circumstance of Cause. Circumstance of Cause is used to elaborate information related to the reason, purpose and for whose sake in diving such as why a night-time shore dive is recommended, why the dive equipment is available and for whose sake the lobster wall is for.

Circumstance of Role is used as the sixth circumstance in TM2 while it is ranked as the seventh in TT2. However, the utilization of subtypes of Circumstance of Role is consistent in both TM2 and TT2 as shown in Table 4.8. Circumstance of Role is used to construe the role of the setting of diving such as the role of Mantanai's reputation, the role of buoys for dive sites and the role of the sea for Sea Gysies.

Circumstance of Contingency is ranked as the seventh in TM2 while it is the sixth circumstance in TT2. However, the utilization of subtypes of Circumstance of Contingency is consistent in both TM2 and TT2. Circumstance of Contingency is used to construe the condition related to diving such as Snake Island will shy if there are human beings around and accidents will happen despite all precautions. Circumstance of Matter is used the least in both TM2 and TT2. It denotes that authors less emphasize on what about. Circumstance of Angle is not used in both TM2 and TT2. This denotes

that diving tourism brochures is not related to source of information and viewpoint of someone.

This finding suggests that diving tourism brochures are places and distance oriented since Circumstance of Space is very dominant in TM2 and TT2 as compared to the other circumstances.

4.3.2.3 Adventure

The distribution of circumstantiation types used in TM3 and TT3 is presented in Table 4.9.

Table 4.9: Distribution of Circumstantiation Types Used in TM3 and TT3

	Adventure with Nature (TM3)			Thailand for the young and adventurous (TT3)	
Circumstantial elements	Frequency, n	Percentage, %		Frequency, n	Percentage, %
Time	60	10.66		73	8.29
Space	267	47.42		402	45.63
Manner:	57	10.12		123	13.96
means	15	2.66		41	4.65
quality	36	6.39		71	8.06
comparison	5	0.89		11	1.25
degree	1	0.18		0	0
Cause:	70	12.44		143	16.23
reason	5	0.89		14	1.59
purpose	48	8.53		8	11.12
behalf	17	3.02		31	3.52

Table 4.9: Continued

	Adventure with Nature (TM3)			Thailand for the young and adventurous (TT3)	
Circumstantial elements	n	%		n	%
Contingency:	8	1.43		6	0.67
condition	6	1.07		1	0.11
concession	0	0		5	0.56
default	2	0.36		0	0
Accompaniment:	77	13.67		85	9.65
comitative	62	11.01		65	7.38
additive	15	2.66		20	2.27
Role	16	2.83		16	1.82
guise	13	2.30		14	1.59
product	3	0.53		2	0.23
Matter	8	1.43		31	3.52
Angle:	0	0		2	0.23
source	0	0		2	0.23
viewpoint	0	0		0	0
Total	563	100		881	100

Note: Percentage (%) = $\frac{\text{Number (n) of circumstantiation type in each text}}{\text{Total no. (n) of circumstantiation type in each text}} \times 100$

Total no. (n) of circumstantiation type in each text

Table 4.9 shows that all circumstances are used in Adventure with Nature (TM3) and Thailand for the Young and Adventurous (TT3) except Circumstance of Angle is not used in TM3. The most dominant circumstance in adventure tourism brochures is Circumstance of Space with 47.42% in TM3 and 45.63% in TT3. For TM3, this is followed by Circumstance of Accompaniment (13.67%), Circumstance of Cause (12.44%), Circumstance of Time (10.66%), Circumstance of Manner (10.12%),

Circumstance of Role (2.83%), Circumstance of Contingency (1.43%) and Circumstance of Matter (1.43%). In TT3, this is followed by Circumstance of Cause (16.23%), Circumstance of Manner (13.96%), Circumstance of Accompaniment (9.65%), Circumstance of Time (8.29%), Circumstance of Matter (3.52%), Circumstance of Role (1.82%), Circumstance of Contingency (0.67%) and Circumstance of Angle (0.23%) in TT3.

The findings show that Circumstance of Space is the most predominant circumstance in both TM3 and TT3. This denotes that the authors of adventure tourism brochures use Circumstance of Space to describe the setting of adventure in terms of distance and place such as where to paddling and where the proboscis is monkeys is found. Two examples are presented to show a similar use of Circumstance of Space.

Example 208

In Sabah and Sarawak, the ‘wet season’ is from July to October. (TM3/ P11/ S31)

Example 209

Close your eyes and imagine you’re paddling past strange and wonderful creatures in dark, damp, haunting caves. (TT3/ P16/ S176)

Example 208 shows that ‘in Sabah and Sarawak’ is a Circumstance of Space. It is used to construe the location of the wet season. Example 209 shows that ‘in dark, damp, haunting caves’ is a Circumstance of Space. It is used to construe an imagination about the place for paddling. The use of Circumstance of Space enables readers to know more about the setting for adventure in terms of distance and place.

The Circumstance of Accompaniment is used second highly in TM3 while it is ranked as the fourth in TT3. However, the utilization of subtypes of Circumstance of

Accompaniment is consistent in TM3 and TT3 since there are more Circumstance of Comitative than Circumstance of Additive in both TM3 and TT3. Circumstance of Accompaniment is concerned with the meaning of ‘and’, ‘or’ and ‘not’ circumstantially in adventure tourism brochures. Two examples are presented to show a similar use of Circumstance of Comitative.

Example 210

Choose sturdy footwear with proper ankle support and good traction. (TM3/ P13/ S52)

Example 211

With the hot and humid Thai weather even the fittest cyclist will find this trying. (TT3/ P8/ S35)

Example 210 shows that ‘with proper ankle support and good traction’ is a Circumstance of Comitative while Example 211 shows that ‘with the hot and humid Thai weather’ is a Circumstance of Comitative. The text shows that both ‘with proper ankle support and good traction’ and ‘with the hot and humid Thai weather’ are represented as a single instance of process.

The findings show that Circumstance of Cause is ranked as third in TM3 while it is used second highly in TT3. The utilization of subtypes of Circumstance of Cause is consistent in both TM3 and TT3. Circumstance of Cause is concerned with the reason, purpose and for whose sake such as why do the climbers should be well prepared, why Perak is famous and for whose sake that the lowland rainforests remain as the most extensive habitat. Two examples are presented to show the similar use of Circumstance of Cause.

Example 212

Some, such as in Kuala Selangor Nature Park, have boardwalks for the safety and convenience of visitors. (TM3/ P11/ S24)

Example 213

In Chaiyaphum's Pa Hin Ngam National Park, visit the "Edge of the World" for more weird outcrops. (TT3/ P24/ S287)

Example 212 shows that 'for the safety and convenience of visitors' is a Circumstance of Cause. It is used to construe the purpose of boardwalks. Example 213 shows that 'for more weird outcrops' is a Circumstance of Cause. It is used to construe the purpose of visiting the 'Edge of the World'. The use of Circumstance of Cause enables readers to understand why there are boardwalks and the purpose of visiting "Edge of the World".

Circumstance of Time is ranked as the fourth circumstance in TM3 while it is ranked as the fifth circumstance in TT3. It is used to construe time as well as duration in time in adventure such as when did the adventures and explorers come to Malaysia shores, how long is the tropical weather and when the rain is heaviest.

Circumstance of Manner is ranked as the fifth in TM3 and it is ranked as the third in TT3. The subtypes of Circumstance of Manner are used the very same in TM3 and TT3 except Circumstance of Degree is not used in TT3. Circumstance of Manner is used to construe how adventure is conducted such as do not explore unmapped caves alone, how to go from Peninsular Malaysia's rafting sites and how to take the warning system.

On the other hand, Circumstance of Role is ranked as the sixth in TM3 while it is used as the seventh circumstance in TT3. The utilization of subtypes of Circumstance of Role is consistent in both TM3 and TT3. The Circumstance of Role is used to construe the setting for adventure such as the role of rivers, the role of Malaysia for bird watching and the role of an owner of the Jungle Bungy Jump.

Circumstance of Contingency is the seventh circumstance in TM3 as well as the second least circumstance in TT3. The utilization of subtypes of Circumstance of

Contingency is inconsistent in TM3 and TT3. The Circumstance of Contingency is used to construe information such as advice about not eating jungle fruit or drinking water in the absence of knowledgeable biking partner and the two rivers are constant if the weather is normal. Circumstance of Matter is also ranked as the eighth in TM3 while it is ranked as the sixth in TT3. It is used to construe what about in tourism brochures such as finding out on the details of trail and surroundings and checking the restrictions of camping. Next, Circumstance of Angle is used the least in TT3 while it is not used in TM3. It is used to construe source of information such as climbers are given instructions based on their skill and the grades of route are based on the French system.

This finding suggests that adventure tourism brochures are place and distance oriented since Circumstance of Space is very dominant in TM3 and TT3 as compared to the other circumstances.

4.3.3 Overall Findings on Similarities and Differences between Malaysia Brochure and Thailand Tourism Brochures

Tourism brochures from Malaysia and tourism brochures from Thailand have a different choice of process type in expression of experiential meanings for golfing, diving and adventure tourism brochures. Table 4.10 presents summary of process types used in tourism brochures from Malaysia and tourism brochures from Thailand.

Table 4.10: Summary of Process Types Used in Tourism Brochures from Malaysia and Tourism Brochures from Thailand

Country	Malaysia		Thailand	
Topic	Process types	Percentage, %	Process types	Percentage, %
Golfing	Relational	45.45	Material	48.29
	Material	39.64	Relational	42.41
	Mental	11.10	Mental	6.16
	Verbal	1.90	Existential	1.92
	Existential	1.48	Verbal	1.09
	Behavioural	0.42	Behavioural	0.14
Diving	Material	40.25	Relational	44.19
	Relational	39.62	Material	36.21
	Mental	14.90	Mental	13.95
	Verbal	2.54	Verbal	2.99
	Behavioural	1.58	Existential	1.99
	Existential	1.11	Behavioural	0.66
Adventure	Material	44.67	Relational	43.90
	Relational	36.50	Material	40.41
	Mental	11.53	Mental	10.46
	Existential	4.09	Verbal	2.57
	Verbal	1.90	Existential	2.49
	Behavioural	1.31	Behavioural	0.17

As Table 4.10 shows, all process types are employed in all tourism brochures. Tourism brochures from Malaysia tend to use material processes as the most predominant process type as shown in Table 4.10. Meanwhile, tourism brochures from Thailand tend to use relational processes as the most predominant process type. Next, both tourism brochures from Malaysia and Thailand use mental processes as the third highly used process type. Besides, tourism brochures from Malaysia tend to use

behavioural processes the least while all tourism brochures from Thailand use behavioural processes the least. Table 4.10 also shows that other process types such as verbal, behavioural and existential processes are used at low percentage (below 5%). The results indicate that material, relational and mental processes are the major processes in expression of experiential meanings for golfing, diving and adventure tourism brochures. The findings also indicate that tourism brochures from Malaysia and Thailand use different of the most predominant process type on same topic of tourism brochures.

Table 4.11: Summary of Participant Roles Used in Tourism Brochures from Malaysia and Tourism Brochures from Thailand

Country	Malaysia		Thailand	
Topic	Participant roles	Percentage, %	Participant roles	Percentage, %
Golfing	Attribute	20.03	Attribute	19.32
	Carrier	18.39	Goal	19.04
	Goal	13.94	Carrier	17.56
	Actor	12.78	Actor	15.62
	Value	9.36	Value	9.70
	Token	7.86	Token	8.60
	Phenomenon	6.08	Phenomenon	2.68
	Senser	3.96	Senser	2.03
	Scope	2.73	Beneficiary	1.76
	Beneficiary	2.19	Existent	1.57
	Existent	0.89	Scope	1.20
	Verbiage	0.48	Target	0.28
	Sayer	0.34	Sayer	0.18
	Target	0.34	Verbiage	0.18
	Behaviour	0.27	Receiver	0.18

Table 4.11: Continued

Country	Malaysia		Thailand	
Topic	Participant roles	Percentage, %	Participant roles	Percentage, %
	Behaver	0.21	Behaviour	0.09
	Receiver	0.14	Behaver	0
Diving	Attribute	17.59	Attribute	18.74
	Actor	16.18	Carrier	17.26
	Carrier	15.88	Actor	12.63
	Goal	13.17	Goal	12.63
	Value	8.04	Value	9.89
	Phenomenon	7.74	Token	9.47
	Token	7.44	Phenomenon	7.37
	Senser	4.12	Senser	4.63
	Scope	3.82	Beneficiary	1.47
	Beneficiary	2.01	Existent	1.26
	Verbiage	0.9	Scope	1.26
	Behaviour	0.8	Sayer	1.05
	Sayer	0.6	Verbiage	1.05
	Target	0.6	Receiver	0.42
	Existent	0.5	Target	0.42
	Behaver	0.4	Behaviour	0.42
	Receiver	0.2	Behaver	0

Table 4.11: Continued

Country	Malaysia		Thailand	
Topic	Participant roles	Percentage, %	Participant roles	Percentage, %
Adventure	Attribute	18.28	Attribute	20.01
	Carrier	17.12	Goal	18.46
	Goal	17.12	Carrier	17.02
	Actor	11.45	Value	11.20
	Value	8.60	Token	10.18
	Token	8.09	Actor	8.97
	Phenomenon	6.50	Phenomenon	5.87
	Scope	2.94	Senser	2.59
	Senser	2.84	Existent	1.72
	Existent	2.84	Beneficiary	1.44
	Beneficiary	1.79	Target	0.80
	Behaviour	0.84	Scope	0.58
	Verbiage	0.63	Verbiage	0.58
	Target	0.53	Sayer	0.40
	Sayer	0.32	Receiver	0.12
	Behaver	0.11	Behaviour	0.06
	Receiver	0	Behaver	0

As Table 4.11 shows, both tourism brochures from Malaysia and Thailand use Attribute as the most predominant participant role. Tourism brochures from Malaysia use Carrier, Actor and Goal as the next three highly used participant roles. Tourism brochures from Thailand use Carrier, Actor, Goal or Value as the next three highly used participant roles. Besides, both tourism brochures from Malaysia and Thailand use Attribute, Carrier, Actor, Goal, Token, Value and Phenomenon as the first seven highly used participant roles as shown in Table 4.11. Next, tourism brochures from Malaysia

use Receiver at minimum percentage or not use at all. On the other hand, Behavior is not used in all tourism brochures from Thailand. Summary of circumstances used in tourism brochures from Malaysia and tourism brochures from Thailand is presented in Table 4.12.

Table 4.12: Summary of Circumstances Used in Tourism Brochures from Malaysia and Tourism Brochures from Thailand

Country	Malaysia		Thailand	
Topic	Circumstances	Percentage, %	Circumstances	Percentage, %
Golfing	Space	46.62	Space	43.24
	Accompaniment	17.40	Manner	13.36
	Manner	12.08	Accompaniment	13.02
	Cause	8.97	Time	12.52
	Time	8.31	Cause	11.84
	Role	5.07	Role	4.01
	Contingency	1.03	Contingency	1.34
	Matter	0.39	Matter	0.67
	Angle	0.13	Angle	0
Diving	Space	45.55	Space	47.88
	Manner	16.98	Manner	16.53
	Accompaniment	16.15	Time	12.71
	Time	8.70	Accompaniment	8.47
	Cause	7.86	Cause	8.05
	Role	2.28	Contingency	2.54
	Contingency	2.07	Role	2.54
	Matter	0.41	Matter	1.27
	Angle	0	Angle	0

Table 4.12: Continued

Country	Malaysia		Thailand	
Topic	Circumstances	Percentage, %	Circumstances	Percentage, %
Adventure	Space	47.42	Space	45.63
	Accompaniment	13.67	Cause	16.23
	Cause	12.44	Manner	13.96
	Time	10.66	Accompaniment	9.65
	Manner	10.12	Time	8.29
	Role	2.83	Matter	3.52
	Contingency	1.43	Role	1.82
	Matter	1.43	Contingency:	0.67
	Angle:	0	Angle:	0.23

As Table 4.12 shows, both tourism brochures from Malaysia and Thailand use Circumstance of Space the most. Both tourism brochures from Malaysia and Thailand also use Circumstance of Accompaniment, Circumstance of Manner, Circumstance of Cause and Circumstance of Time for the next four highly used circumstances. Table 4.12 also shows that Circumstance of Angle is not used or used at minimum percentage in both tourism brochures from Malaysia and Thailand.

In short, tourism brochures from Malaysia and Thailand use two different the most predominant process type, material and relational processes on the same topics of tourism brochures. Tourism brochures from Malaysia tend to use material processes as the most predominant process type while tourism brochures from Thailand tend to use relational processes the most. For participant role, both tourism brochures from Malaysia and Thailand prefer using Attribute, Carrier, Actor, Goal, Token, Value and Phenomenon as the major participant roles. Besides, both brochures from Malaysia and Thailand utilize Circumstance of Space the most.

The results provide a better understanding on the expression of experiential meanings in golfing, diving and adventure tourism brochures. Based on the results, tourism brochures from Malaysia and Thailand have features such as descriptive and persuasive features for promoting and providing tourism information. The expression of experiential meanings in tourism brochures is similar regardless of their country origin. The results have proved that the wordings in tourism brochures are sufficient for the promotional and informative purposes. The selection of wordings is largely focused on conveying the physical actions and events, description, characteristics and identity in the activities of golfing, diving and adventure, what the readers can feel, perceive, think or wish during golfing, diving and adventure and distance and places. The results have also proved that SFL is a useful analytical tool for studying authentic tourism text.

4.4 Chapter Summary

This chapter has presented the findings of the study. How experiential meanings are expressed through the resources of Transitivity (process types and participant roles) and the resources of Circumstance. Similarities and differences between brochures from Malaysia and Thailand are presented. This is followed by a discussion of the main findings. Conclusion is provided in the following chapter.

CHAPTER 5: CONCLUSION

This final chapter will provide concluding thoughts of the current study. Tourism has developed along with human needs throughout the years. People traveled for trade, military and political needs in the period of the Roman Empire (about 27 BC to AD 476) and for pilgrimage in the period of the Middle Ages (AD 500-4000). They travelled for educational adventure in the 17th century and leisure in the period of the Industrial Revolution. Some of these human needs, particularly travelling for trade and leisure are still prevalent nowadays. Fulfilling human needs for trade and leisure have become our motivation to leave our usual environments to visit new destinations.

In the past, prospective tourists can only obtain the information related to tourism through the printed promotional materials such as tourism brochures which can be obtained at the destinations or in travel agencies. The story is different today with the advancement of technology such as the Internet in the 20th century. Electronic tourism brochures are offered by the tourism industry through their websites over the Internet. Hence, prospective tourists can easily obtain various kinds of information regarding tourism from the Internet before arriving at their destinations.

The growth of tourism is greatly reflected in its contribution to world economy. The World Travel & Tourism Council World (2016) reports that “the total contribution of Travel & Tourism was USD 7,170.3bn (9.8% of GDP) in 2015 and is forecast to rise by 3.5% in 2016, and to rise by 4.0% pa to USD10, 986.5bn (10.8% of GDP) in 2026” (p. 1). The growth of tourism has also increased the attention of scholars to study tourism. There are many studies carried out in the past which studied the relationship between images and tourism (Molina & Esteban, 2006; Olsen, 2008; Hunter, 2008, 2012; Molina, Gomez & Consuegra, 2010, Jalil, 2010; Camprubi, Guia & Comas, 2012). Considering the fact that there is not much research on linguistics and tourism, particularly

Transitivity and tourism, the current study aimed to fill this gap. The study explored how content is presented in tourism brochures on the topics of golfing, diving and adventure. The experiential meanings in golfing, diving and adventure tourism brochures were investigated from a Systemic Functional Linguistics (SFL) perspective. The use of process types, participant roles and Circumstances in tourism brochures was identified. The similarities and differences between tourism brochures from Malaysia and Thailand in the construal of experience were also investigated. Three research questions were formulated to achieve the research aims of the current study already introduced in Chapters 1, 2, 3 and 4. Three research questions reiterated here are as follows:

- 1) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Process Types and Participants in the System of Transitivity?
- 2) How are experiential meanings realized in golfing, diving and adventure tourism brochures through the resources of Circumstantiation in the System of Transitivity?
- 3) What are the similarities and differences between tourism brochures from Malaysia and Thailand in the expression of experiential meanings?

The theoretical framework of SFL particularly the System of Transitivity was deployed in the study. The research design that comprised six steps was introduced in Chapter 3 as follows:

- (1) Data Selection, Collection and Description,
- (2) Data Enumeration and Notation,
- (3) Preparation of Coding Decisions
- (4) Applying Transitivity Analysis to Answer Research Questions 1 and 2

(5) Quantifying the Findings of Qualitative Analysis in Step 4 to Answer Research Question 3

(6) Interpretation of Findings from Steps 4 and 5

The current study provides a better understanding of tourism brochures through the expression of experiential meanings. The data comprised a total number of six tourism brochures on the topics of golfing, diving and adventure from Malaysia and Thailand. The study had quite a large database with 2501 sentences (See Table 3.7 in Chapter 3). The results indicate that the data are rich in process types, participant roles and Circumstances. The instances of use of process types, participant roles and Circumstances are provided in Appendix B1-B6.

The major finding of the tourism brochures showed all process types were represented in golfing, diving and adventure tourism brochures. Material processes were predominantly used in Thailand golfing tourism brochure (48.29%), Malaysia diving tourism brochure (40.25%) and Malaysia adventure tourism brochure (44.67%) to construe physical actions and events. Meanwhile, material processes were second predominantly used in Malaysia golfing tourism brochure (39.64%), Thailand diving tourism brochure (36.21%) and Thailand adventure tourism brochure (40.41%). The results show that the main feature of these tourism brochures is in providing information about activities related to golfing, diving and adventure. The findings are consistent with the earlier findings of Jie (2006) that material processes were highly used in tourism brochures.

Regarding relational processes, they were predominantly used in Malaysia golfing tourism brochures (45.45%), Thailand diving tourism brochures (44.19%) and Thailand adventure tourism brochures (43.9%). Relational processes were second predominantly used in Thailand golfing tourism brochure (42.41%), Malaysia diving tourism brochure

(39.62%) and Malaysia adventure tourism brochure (36.50%). The results show that tourism brochures give readers a good understanding of description, characteristics and identity related to activities in golfing, diving and adventure. The high use of relational processes in tourism brochures from the present study agrees relatively well with that from Jie (2006) and Halliday and Matthiessen (2014) who state relational processes are one of the main process types in the English Transitivity system.

Mental processes are the third highly used process types across all tourism brochures, which refer to Malaysia golfing tourism brochure (11.1%), Thailand golfing tourism brochure (6.16%), Malaysia diving tourism brochure (14.90%), Thailand diving tourism brochure (13.95%), Malaysia adventure tourism brochure (11.53%) and Thailand adventure tourism brochure (10.46%). The results show that tourism brochures give the readers a vivid picture of what they can feel, perceive, think or wish during golfing, diving and adventure. The findings are in line with earlier literature of Halliday and Matthiessen (2014) that the main processes types in the English transitivity system are material, relational and mental processes.

This study has shown that Attribute predominantly was used across all tourism brochures, which refer to Malaysia golfing tourism brochure (20.03%), Thailand golfing tourism brochure (19.32%), Malaysia diving tourism brochure (17.59%), Thailand diving tourism brochure (18.74%), Malaysia adventure tourism brochure (18.28%) and Thailand adventure tourism brochure (20.01%). The findings showed that there were more descriptions found in tourism brochures. The findings are in line with earlier research of Jie (2006), Ip (2008), Olsen (2008), Kim and Yoon (2013) and Jalis, Che and Markwell (2014) that found tourism promotional materials having a descriptive feature.

The results of the current study also show that all circumstantiation types were represented in golfing, diving and adventure tourism brochures except the Circumstance of Angle which was not found in the diving tourism brochures. The Circumstance of Space was predominantly used across all the tourism brochures, which refers to Malaysia golfing tourism brochure (46.62%), Thailand golfing tourism brochure (43.24%), Malaysia diving tourism brochure (45.55%), Thailand diving tourism brochure (47.88%), Malaysia adventure tourism brochure (47.42%) and Thailand adventure tourism brochure (45.63%). The findings show that tourism brochures give the readers the most information related to the distance and places. Consistent with findings by Choi, Lehto and Morrison (2007), the current study found that tourism brochures have persuasive features with the use of distance and place Circumstances.

These findings suggest that Malaysian tourism brochures have a high tendency to use material processes as the predominant process type while Thailand tourism brochures have a high tendency to use relational processes as the predominant process type. The findings also suggest that both Malaysia and Thailand tourism brochures reported the use of the Circumstance of Space as the predominant circumstantiation type.

Although the findings of the current study cannot be generalized, it has made several noteworthy contributions to our understanding of the use of language in tourism brochures. Both images and language are used in tourism brochures; however, the results indicate that language does convey the most information through their selection of wordings in tourism brochures. The results show that the wordings are significant in tourism brochures for promotional and informative purposes not only images.

The current study also provides a better understanding of the application of the Systemic Functional Linguistics (SFL) theory in real life examples in this case the study of authentic tourism brochures found on the internet. The study has proved that SFL is a

useful analytical tool in the description and interpretation of authentic textual analysis. The study may motivate language practitioners and learners of SFL to study SFL theory and use SFL as a theoretical framework in their own fields of study.

The study also enhances our understanding of how content is generally presented in tourism brochures. The study shows how tourism brochures have descriptive and persuasive features. The study may provide valuable insights to language practitioners such as writers of tourism brochures, and journalists to write tourism promotional materials effectively.

Future research may therefore concentrate on the investigation of the interpersonal meanings in tourism brochures through the System of Mood as well as the textual meanings through the System of Thematisation. In this way, the interpersonal relationship between writers of tourism brochures and readers of tourism brochures can be highlighted.

Further research might explore tourism brochures from other countries using SFL as the theoretical framework. In this way, further research might consolidate the findings of the current study. Further research might also investigate travel magazines or travel articles not just brochures from different countries using SFL as the theoretical framework. These studies may add to the value and insight of a new coming research.

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