



Analysing and teaching keywords in hotel brochure text

Wenhsien Yang

Department of Applied English,
National Kaohsiung University of Hospitality and Tourism,
Kaohsiung, Taiwan
yangwenhsien@mail.nkuht.edu.tw

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Abstract

This study examined written texts in English from the hospitality industry. Authentic printed hotel brochures together with ESP learners' productions from a genre-based writing instruction course were collected, forming the two corpuses to be examined. A corpus analysis generated wordlists as well as keywords. The results showed that the students' choices of lexis differed to some extent from the word use in the authentic texts. This finding suggests that in a genre writing class instructing ESP learners in how to compose authentic English informative and promotional texts, priority needs to be given to teaching keywords, as these are the words that an English-speaking audience would normally expect to read in such texts. In addition, the genre-based instruction of analysing keywords helps learners transform their personal-style texts into more conventionally-accepted texts. In conclusion, this paper argues that subtle choices and constraints make the information in hotel brochures authentic, persuasive, trustworthy, and motivating.

1 Introduction

Recently, a great number of ESP-related studies on professional disciplines such as medical English, legal English, commercial English, and academic English have been explored in the context of applied linguistics (Bhatia, 1993; Hyland, 2004b; Swales, 1990; Vergaro, 2004). English for hospitality and tourism (E/H&T), including catering, tourism and hotel management, has also started receiving equal attention from researchers (Henry & Roseberry, 1996, 1998; Moya Guijarro & Albentosa Hernandez, 2001; Lam, 2006; Moya Guijarro, 2006; Lien, 2008).

Based on the policies of national development, the hospitality and tourism (H&T) industries are key areas which are to be highly promoted within the next few years by Taiwanese authorities. Prospective professionals in these two areas are expected to be equipped with proficiency in English for international communication, in accordance with the current globalisation phenomenon. Enhancing students' English proficiency for international communication or for social purposes has thus become the top priority for English educators in poly-technical universities.



It has always been assumed that English for hospitality and tourism (E/H&T) should focus on listening and speaking skills, as these are the two skills that students are most likely to need in their future workplaces. Oral communication skills are indeed very practical in the workplace, especially for those who have to serve their guests face to face. Therefore, most of the published textbooks about English in this professional area are oriented toward oral communication, with few focusing on reading, not to mention writing skills.

English writing for hotel brochures is not currently a required skill for employees, and may be sacrificed by educational institutes due to the rapid pace of change in these industries, which makes it difficult to keep up with the latest requirements. However, this paper argues that the importance of writing skills in the H&T industry should not be underestimated because writing is permanent and it is expensive to correct written errors or mistakes in comparison with oral mistakes (Wildes & Nyheim, 2009). Besides, written information is often the initial source of information for guests, and creates the first impression of the services provided, even before the guests arrive at the venue. Accordingly, how to express hospitality accurately in written form makes English writing in the hospitality industry an important skill.

In this study, the focus is placed on analysing written English in hotel brochures, a specific genre used as an example to explore the basic component – lexis in teaching genre writing. Words are one of the most essential elements in writing, and various professions tend to emphasise the use of different keywords, making their written texts look authentic and fitting for the specific context. It is believed that a focused examination of lexical-grammatical features in a language can facilitate ESL/EFL learners' acquisition of appropriate vocabulary, as it allows them to compare authentic choices with their inter-language hypothesis (Ellis, 1995; Wennerstrom, 2003). Thus, it is assumed that priority should be given to the analysis and learning of the particular keywords of a genre if learners are expected to write professionally for specific purposes. In this study, the frequently-used words in authentic hotel brochures were compared with lists of keywords generated from students' writing. The goal of this project was to evaluate whether or not the students would perform better in their brochure writing after a teacher explicitly analysed the keywords, including the overused and underused words, in a genre-based instructional (GBI) context.

2 Literature Review

In lexicogrammar analysis, the concepts of register and genre are often relied on; however, the differentiation of these two terms is not always easy. Thus, they are sometimes used interchangeably because they overlap to some extent (Lee, 2001; Biber & Cornard, 2009). There is specific relationship between genre and register and they are sometimes complementary to each other. As Ventola (1995: 7) argues, "system choices from the genre networks are realised by the choices on the register, which in turn are realised by the language plane." According to Crystal (1991: 295), register is defined as 'a variety of language defined according to its use in social situations, e.g. a register of scientific, religious, formal English,' and it closely associates with the configuration of tenor, mode and field in Hallidayan grammar (Halliday, McIntosh, & Stevens, 1964). Hence, register analysis involves examining situations, linguistic features and functions of texts. However, genre is generally considered to be a level higher than register (Martin, 1993). According to Swales (1990), a genre consists of a series of goal-oriented communicative events formed out of schematic structures, and members in these events share the same communicative purposes. A genre is highly structured and conventionalised, and has specific constraints such as lexis and moves exploited by the members in a specific community to achieve communicative purposes



(Bhatia, 1993). In contrast to register, genre tends to be connected with the organisation of culture and social purposes around language (Bhatia, 1993; Swales, 1990). Corpus studies on conventionally recognisable texts built upon the concepts of genre can better attend to the dynamic/negotiated aspects of situated language use (Lee, 2001). Hence, analysing a genre can help ESP practitioners and learners identify how texts are structured and distinguished in social and cultural contexts in order to realise their communication purposes (Hyland, 2004a). In addition, genre-based pedagogy offers students “explicit and systematic explanations of the ways language functions in social contexts” (Hyland, 2004a: 18), which helps students acquire the specialist culture (Bhatia, 1997). Both Paltridge (2001) and Hyland (2007) advocate explicit instruction in analysing genres at both a broad (i.e., contextual) and a narrow (i.e., linguistic) level, and providing learners with the knowledge and skills necessary to communicate in particular situations and to gain access to socially powerful forms of language. Research on genre analysis has been incorporated in teaching English for academic purposes (e.g., Carstens, 2008; Cheng, 2006; Henry & Roseberry, 2007; Hyland, 2010; Hyon, 2008; Johns, 1995, 1997, 2007; Maingueneau, 2002; Samraj & Monk, 2008; Wennerstrom, 2003; Woodward-Kron, 2005; Wigglesworth & McKeever, 2010; Zhu, 2005) and for non-academic (or occupational) purposes (e.g., Hafner, 2010; Henry & Roseberry, 1996, 1998; Karlsson, 2009; Matt, 2007; Osman, 2008; Schneider & Andre, 2005; Wennerstrom, 2003). In particular, teaching genres has been shown to have a positive effect on the English writing of L1 Chinese students (Lee & Chen, 2009).

Genre analysis of promotional tourism and hospitality texts has focused on both micro and macro levels. Some studies have explored the issue at the micro level, that is, investigating the linguistic features of travel texts (e.g., Lam, 2006; Moya Guijarro, 2006; Moya Guijarro & Albentosa Hernandez, 2001), while other studies have examined texts at both micro and macro levels, that is, combining linguistic features and generic moves (e.g., Henry & Roseberry, 1996; Lien, 2008). In a genre analysis of promotional travel texts, Henry and Roseberry (1996) found four obligatory moves: the Identification, Facilities/Activities, Location, and Description moves. In a comparable study of promotional travel texts in Taiwan, Lien (2008) outlined three moves: Attracting reader’s attention, Detailing the product, and Stating information. The move analysis proposed by Lien overlaps with Henry and Roseberry’s analysis of moves. For instance, the move *attracting reader’s attention* is identical to the *facilities/activities* move, as they both present unique facilities or activities to attract readers. Move analysis provides an overarching framework for lexical analysis of tourist texts.

In order to write persuasive promotional travel texts, lexis is an important component. For example, subjective language such as emotional, commentary or axiological adjectives, is commonly used, and the consistent use of imperatives and simple present tense are also major features (Lam, 2006; Lien 2008; Moya Guijarro, 2006). To express hospitality and provide a sense of inclusion, first person pronouns such as *we*, *our* and *I* are usually seen in tourism texts (Lien, 2008; Yang, 2010a, 2010b). Surprisingly, common verbs such as *be*, *take*, *find* and *enjoy* also appear frequently. In addition to these linguistic features, Lien (2008) and Moya Guijarro and Albentosa Hernandez (2001) emphasise the importance of including iconic elements in travel texts in order to motivate readers. However, only Henry and Roseberry (1988) have conducted an evaluation of a genre-based approach on the teaching of tourist information in a Brunei university, from which they concluded that the genre group improved significantly on their motivation and texture scores compared to the non-genre group.



In contrast to most of the previous research on examining travel texts, the present experimental study focuses on the genre of hotel brochure text. This genre has received comparatively little attention in previous research projects; therefore, this study combines analysis of the genre with an investigation of the effectiveness of explicit genre-based instruction in an ESP course. Lexis, and keywords in particular, is believed to play a central role in authorship attribution and statistical approaches to style (Davis, 2009; Kirk, 2009). Keywords are important because they reflect what the text is really about in a targeted situation, “avoiding trivia and insignificant detail” (Scott & Tribble, 2006: 56). Hence, teaching keywords in a genre helps learners identify differences between texts, determine the content of texts, and identify textual and rhetorical styles (Archer, Culpeper, & Rayson, 2009; Baker, 2009).

3 Methodology

In 2010, 50 authentic hotel brochures written in English were collected from the UK, mainly from tourist bureaus, hotels and information centres in London and Birmingham. All the brochures were gathered by the researcher by visiting authentic contexts/sites in person to ensure the data gathered were the latest and were currently being dispensed to visitors. Most of the brochures were printed double-sided on a single page folded in three.

The students’ texts all came from the assignments of 24 English majors taking an 18-week genre-based writing course called *English Writing for Hospitality and Tourism* at a national university in Taiwan. All of the students, who had gained TOEIC scores of 750 to 980, had completed a one-year job placement in either a domestic or foreign H&T company, and this was their final year before graduation. From September 2010 to January 2011, the course was delivered using genre-based instruction (informative and promotional brochures, I&Pb) through analysing the genre at both macro and micro levels, as suggested by Paltridge (2001). During this three-part course, the students were required to submit three different H&T brochures, that is, hotel brochure #1 (the 1st phase), hotel brochure #2 (the 2nd phase) and a holiday brochure (the 3rd phase), for assessment purposes at the end of each phase. Each brochure was revised and resubmitted three times (termed as V1, V2, and V3) based on the instructor’s feedback. The data collected for this research project came from the second phase (i.e., hotel brochure #2). Therefore, there were 13 texts for the first version and 24 texts for the last two versions, giving 61 texts in total¹. In order to identify the changes, each version was analysed and compared to the authentic texts in terms of lexicogrammar usage at the micro level of genre instruction. Table 1 summarises the structure of the course.

After the texts were collected, all the words in both the authentic and the students’ brochures were transcribed and saved in text format in order to be analysed by the computerised tool, WordSmith v.5.0 (WS). Then, wordlists were created. The two sets of texts, that is, the 50 authentic texts and the 24 students’ texts, were imported to the WS working area and calculated separately. WS generated two wordlists, one for the authentic brochures and the other for the students’ brochures. The lists can be displayed either in frequency order or alphabetical order, showing how many times a word occurs in all texts and the percentage of its appearance. Figure 1 is a sample of the wordlist of the authentic brochures ranked by frequency, while Figure 2 is the students’ V2 wordlist.

¹ Only 13 students submitted the 1st version of the texts but all 24 students submitted both the 2nd and the 3rd versions of the texts after they were compulsorily required by the instructor.



Next, the keywording process was carried out, following a similar procedure to wordlisting. The major difference lies in the fact that there should be two wordlists in order to generate a keyword list. One is the study/main corpus from which keywords could be identified, and the other is a wordlist serving as the reference/comparison corpus. The word size of the latter corpus is usually much larger than that of the first one and also more general in terms of word selection. The reason why there are two different corpora is because keywording is used to examine items with unusual frequencies (Scott & Tribble, 2006), which helps researchers locate the specific words in one genre in comparison with a reference corpus. In other words, it is these keywords that characterise a specific language use. In this study, the keywords used for designing an English hotel brochure and students' unusual lexical choices were identified, as they are pedagogically useful in teaching students writing English for H&T purposes.

To generate the keywords of the authentic hotel texts, the British National Corpus (BNC) was used as the reference corpus, and the wordlist of the authentic texts was used for the study corpus. Similarly, to generate the students' overused and underused keywords, the main corpus was a wordlist of their texts and the comparison corpus was the wordlist of the authentic texts. In total, 602 keywords were identified in the hotel texts with reference to BNC, and the top 25 content and functional words are categorised as seen in Appendix 1. Appendix 2 displays all three versions (V1, V2, & V3) of keywords in the students' texts with reference to the wordlist of authentic texts. All shaded words are underused keywords compared to the reference corpus.

Steps	Descriptions
1.	Authentic texts (AT) collected
2.	The referred corpus established (RC)
3.	Analysing the genre texts at both macro and micro levels
4.	Students' writing the first version of the texts (V1)
5.	The studied corpus established (SC)
6.	Wordlists and keywords identified by comparing RC, SC & BNC
7.	Teachers' explaining contextual differences and teaching keywords
8.	Student's revising (as the second version, V2)
9.	(Repeat steps 5, 6 & 7)
10.	Student's finalising (as the third version, V3)
11.	(Repeat steps 5, 6 & 7)
12.	Teacher's evaluation of generic moves and linguistic choices
13.	English-speaking readers' evaluation of motivation and authenticity

Table 1. Summary of the course structure



N	Word	Freq.	%	Texts	%	Lemmas	Set
1	THE	1,397	4.52	50	100.00		
2	AND	1,238	4.01	50	100.00		
3	#	1,076	3.48	47	94.00		
4	A	698	2.26	50	100.00		
5	TO	616	1.99	50	100.00		
6	OF	613	1.98	49	98.00		
7	IN	426	1.38	48	96.00		
8	WITH	361	1.17	50	100.00		
9	FOR	348	1.13	48	96.00		
10	IS	315	1.02	47	94.00		
11	HOTEL	268	0.87	40	80.00		
12	YOU	264	0.85	38	76.00		
13	OUR	239	0.77	39	78.00		
14	S	223	0.72	45	90.00		
15	AT	194	0.63	40	80.00		
16	YOUR	193	0.62	40	80.00		
17	FROM	188	0.61	44	88.00		
18	OR	169	0.55	43	86.00		
19	ON	165	0.53	46	92.00		
20	ROOMS	152	0.49	43	86.00		
21	ALL	145	0.47	38	76.00		
22	ARE	145	0.47	42	84.00		
23	LONDON	142	0.46	28	56.00		
24	ROOM	136	0.44	41	82.00		
25	AN	127	0.41	39	78.00		
26	WE	119	0.39	32	64.00		
27	BAR	115	0.37	42	84.00		
28	BY	114	0.37	33	66.00		
29	THAT	106	0.34	35	70.00		
30	CAN	99	0.32	34	68.00		
31	HOTELS	98	0.32	15	30.00		

frequency alphabetical statistics filenames notes
4,316 Type-in

Figure 1. Screenshot of the wordlist of the authentic brochures

The two different keyword lists have different implications. On one hand, the keywords generated from the authentic texts as listed in Appendix 1 are essential words for designing hotel texts for informational and promotional purposes, and these words should be given priority treatment in class. On the other hand, the overused keywords generated from the students' texts should be avoided as they appear too frequently compared with their use in the authentic texts, while the underused words in their texts should be used more often for the opposite reason.

The above are the procedures applied for treating the three versions of the students' texts. Hence, in the end, three versions of keywords were created in order to probe if the students chose lexis differently after the GBI. The method of evaluating whether there were improvements in the texts was to have each student ask an English-speaking reader, mainly native English speakers, to read their three versions to decide which one was better in terms of its authenticity. The following section displays the results and offers likely explanations.



N	Word	Freq.	%	Texts	%	Lemmas	Set
1	AND	550	4.26	24	100.00		
2	THE	547	4.24	24	100.00		
3	#	480	3.72	24	100.00		
4	A	279	2.16	22	91.67		
5	TO	265	2.05	24	100.00		
6	IN	254	1.97	24	100.00		
7	OF	212	1.64	23	95.83		
8	IS	196	1.52	22	91.67		
9	HOTEL	169	1.31	22	91.67		
10	YOU	167	1.29	21	87.50		
11	FOR	123	0.95	22	91.67		
12	ARE	122	0.94	20	83.33		
13	WITH	121	0.94	21	87.50		
14	OUR	115	0.89	17	70.83		
15	ROOM	113	0.88	21	87.50		
16	CAN	105	0.81	20	83.33		
17	ROOMS	93	0.72	22	91.67		
18	FROM	92	0.71	20	83.33		
19	WE	85	0.66	18	75.00		
20	YOUR	82	0.64	18	75.00		
21	BIRMINGHAM	75	0.58	12	50.00		
22	ON	75	0.58	19	79.17		
23	HAVE	62	0.48	20	83.33		
24	ALL	61	0.47	20	83.33		
25	CONFERENCE	60	0.46	14	58.33		
26	OR	60	0.46	19	79.17		
27	BUSINESS	59	0.46	14	58.33		
28	SERVICE	51	0.40	17	70.83		
29	AT	50	0.39	19	79.17		
30	CITY	48	0.37	18	75.00		
31	FACILITIES	48	0.37	18	75.00		

Figure 2. Screenshot of the wordlist of the students' V2 brochures

4 Results and Discussion

4.1 The wordlist for authentic hotel brochures

Table 2 shows that there are 29,830 tokens constituting 4,316 distinct words in the wordlist of the authentic texts. The mean number of words of each brochure is 596.6, and 3-letter words are the most commonly used, followed by 4-letter words, 2-letter words and 5-letter words. In comparison, Table 3 exhibits that there are only 2,140 distinct words of 12,014 tokens on average in the students' 24 texts, and the mean number of words is 590 per text across the three versions. Figure 1 and Figure 2 in the preceding sections partially show the statistics of the texts as they simply display part of the high-frequency words used in the texts. The following Table 2 shows that in general the students' texts were similar in length to the authentic texts, but that they used less than half the number of distinct words when compared with the authentic texts (2,140:4,316).



Authentic texts (AT)	50
Total tokens ²	29,830
Distinct words (DW)	4,316
Keywords (KW) with reference to BNC	602
DW per 100 tokens	14.46
KW per 100 tokens	2.01
KW per 100 DW	13.94
Avg. tokens in an AT	596.6

Table 2. Total tokens, distinct words (DW) and keywords (KW) in the authentic texts (AT)

Students Texts (ST)	The 1 st version	The 2 nd version	The 3 rd version
Texts	13	24	24
Total tokens ³	10,109	12,431	13,504
Distinct words DW	1,862	2,220	2,340
DW per 100 tokens	18.41	17.85	17.32
Avg. tokens in a ST	777.61	517.95	562.66
Keywords (KW) Ref. to BNC	202	266	270
KW per 100 tokens and DW	1.99	2.13	1.99
	10.84	11.98	11.53
Keywords (KW) Ref. to AT	20	16	16
KW per 100 tokens and DW	0.19	0.12	0.11
	1.07	0.72	0.68
Keywords excl. special terms	20	16	12
KW ⁴ per 100 tokens	0.19	0.12	0.08
KW per 100 DW	1.07	0.72	0.51

Table 3. Total tokens, distinct words (DW) and keywords (KW) in the student texts (ST)

4.2 The keywords in the authentic hotel brochures compared to BNC

In the authentic texts, there are 602 keywords in total, 556 of which are overused words, while the 46 words in are underused compared to BNC. The higher ranking a word has, the more keyness it has in the study corpus. Hence, the word, *hotel* has the highest keyness in these hotel brochures. The 557th to the 602nd ranked words are underused when compared to BNC, which suggests that they are not as essential as the overused words from ranking 1 to 556. Perhaps these 46 words such as *like* and *to* are commonly used in BNC but not in hotel brochures. Hence, the pedagogical implication is that teachers should consider the top 556 words as a priority since they constitute the vocabulary which is most often used in authentic brochures.

² This is used for word list as the reference corpus.

³ This is used for word list as the study corpus.

⁴ Special terms are eliminated in this list.



The next step was that the above 602 words were classified into two main categories, that is, the top 25 content words and function words; the content words were then further divided into nouns, adjectives, adverbs, and verbs as shown in Appendix 1, though some words may belong to more than one category. From Appendix 1, it can be seen that the verbs *have*, *take*, *has*, *make* and *stay* are the top five keyness-words, but would presumably not be keywords in other genres. Furthermore, a number of the adjectives used in the hotel brochures are past participles such as *designed*, *equipped*, *conditioned* or *located*, and sentences beginning with participle phrases are also usual in this genre. This usage implies that the passive voice is dominant throughout authentic hotel brochures as it often is in other domains of academic discourse and language registers. Upon closer examination it is found that these keywords may collocate with certain words mainly in this genre. Take the verb *enjoy* for instance; the usage of gerunds following it is surprisingly rare in these texts; only one such example is found in the 158 entries, that is, *Guests may enjoy dining on the sun terrace of....* Instead, nouns or noun phrases mostly follow the verb *enjoy* such as *enjoy all these great facilities*, *enjoy a drink* or *enjoy the unique flavour of*. An excerpt of its collocations extracted by the function concordance of WS is shown below in Table 4.

N	Concordance
1	...of our clubs, you can join and <i>enjoy</i> all these great facilities...
2	...eating some me time, you'll <i>enjoy</i> free use of our Otium H..
3	...Or why not dine in style and <i>enjoy</i> superb food in the rela...
4	...refurbished, where guests can <i>enjoy</i> a drink or a bite to ea...
5	...advice you need to arrange and <i>enjoy</i> your special day. No st...
6	...ed to make it easier for you to <i>enjoy</i> the finer things in life...
7	...styled surroundings. Guests can <i>enjoy</i> fine dining or more rel...
8	...ave inter-connecting rooms and <i>enjoy</i> views over Hyde Park or...
9	...met. * Butler's Restaurant V <i>enjoy</i> the finest of English c...
10	...traditional afternoon tea and <i>enjoy</i> surroundings reminiscent of a...
11	...essentially English institution <i>Enjoy</i> a bewildering array of...
12	...Share a chat over coffee or <i>enjoy</i> an intimate dinner for...
13	...There's no better place to <i>enjoy</i> an English afternoon tea...
14	...Club InterContinental members <i>enjoy</i> a complimentary breakfast...
15	...NENTAL Guests of all 60 suites <i>enjoy</i> complimentary membership...

Table 4. The partial concordance of the verb *enjoy* in authentic texts

4.3 The wordlists for students' texts

Tables 2 and 3 indicate that on average the students used 2,140 distinct words across the three versions of their texts, while 4,316 distinct words were identified in the AT. This is a difference of 2,176 words, and the number of total tokens in AT is also much larger than that in ST. Surprisingly, it is found that in fact the number of DW in every 100 tokens in AT is



relatively fewer than that found in ST, that is, 14.46: 17.86⁵. This indicates that the students used more different or distinct words than those adopted in AT. ESP practitioners therefore need to highlight the words which are required in AT and address which words appearing in ST should be avoided.

4.4 The 3 versions of keyword lists in the students' texts compared to the authentic texts

As shown in Table 2, with reference to BNC, there are respectively 202, 266, and 270 words identified as keywords in ST, and the majority of these words overlap with the keywords in AT. This suggests that on the one hand these overlapping words are exactly the keywords that are used in hotel texts, but on the other hand the students used only about one third of the AT keywords. However, it would be more significant to examine which words are overused and underused by the students in terms of creating hotel brochure texts. Hence, the ST was used as the study corpus and the AT as the reference corpus to locate these words using WS.

In the end, three KW lists were generated as shown in Appendix 2. The shaded italic words are underused words, which should have been used more frequently, while the rest are overused words, which should not have appeared so often. The following are possible reasons to explain why some words are overused while others are underused.

The first reason is related to contextual differences, that is, the cultural factors existing in Taiwan and the UK, as well as micro personal experience. Following are some obvious examples. The students preferred using the word *buffet* in their brochures when introducing food and beverage (F&B) service. However, in the UK hotels *buffets* (all you can eat) are rare. Only 7 entries in AT are identified, which is only one-third of the number in ST. In fact, many Taiwanese go to hotels specifically to enjoy their buffets, and Taiwanese hotels also intentionally promote their F&B service by claiming the wide selection of dishes to attract guests. All-you-can-eat buffets are, indeed, indispensable for Taiwanese people when choosing a hotel, and this could be a strong cultural preference. Secondly, sometimes the students overused certain words simply because they had just experienced related activities and would like to include personal experiences in the texts to make them unique. Instances of this category include *chocolate*, *castle*, or *cat*. During the teacher-student feedback activities, it was found that some students had just come back from visiting a chocolate factory and a castle in the UK, and therefore they added these venues as the hotel excursion service. Besides, it could also be very likely that these students had experienced lodging in a hotel which offered chocolate on guests' arrival in their bedrooms. Hence, contextual factors and community constraints greatly affect textual conventions, and writers need to consider these boundaries (Johns, 2002). This situation may be improved if ESP learners are explicitly instructed on or become aware of the hotel cultures in a particular context.

The second reason is the fossilisation of English learning, meaning that Taiwanese ESP learners, as with ELT learners, tend to use formal English, especially a number of so-called elegant sentence patterns, to demonstrate their English proficiency. Therefore, the tendency to use the pattern *There is(are)...* means the words *there* and *are* become overused. Although it is grammatically acceptable to use these sentence patterns, they may make the language of the brochures either too formal or inauthentic. In other words, a pattern like this cannot convey the spirit of hospitality and friendliness. A sense of belonging is important for visitors in hotels, and appropriate word choices enhance this feeling. For example, the words *we* and *our*

⁵ The number 17.86 is based on the average of 18.41, 17.85 and 17.32 of the students' three versions in DW per 100 tokens (see Table 3.).



are found more frequently than *you* and *your* in authentic hotel brochures (Yang, 2010a, 2010b).

Finally, the last reason may be the result of the users' unilateral lexical knowledge, which can explain most of the overused words in the three keyword lists. This indicates that learners have limited vocabulary and thus they tend to use one word to express a particular meaning rather than several. Usually, words have several meanings and uses, but students may learn only one. Therefore, they tend to continuously use certain words, which then become overused. These words can be further classified as vague and improper choices. The students tended to use certain verbs such as *provide* to refer to all the services a hotel has for guests. They also used the words *different* and *equipment* to include all the things they were unable to specify more clearly, such as *different styles*, *different ways*, *different scales*, *different languages*, *sound equipment*, *necessary equipment*, and *latest equipment*, which are seldom seen in AT. Rather than saying *different*, it is suggested that all the possibilities be listed to give guests a clear idea of their choices. For example, the sentence "*Food and drinks are provided with many different exotic cuisines in the hotel*" should be rewritten as "*The hotel offers Thai, Japanese, and Chinese cuisines as part of its F&B service.*" In addition, they also overused the adjectives *supreme* and *glamorous*. The second sub-category refers to the inappropriate choice of words. Words such as *visitors* and *customers* should be replaced by *guests*. The words, *meeting* and *conference* should be differentiated in terms of the scale of room size, catering service or facilities attached. In addition, the preposition *during* was overused in ST, but was not found at all in AT. The last example is the word *room*, which was overused to refer to the hotel guest rooms (e.g., *single room*, *standard room* or *triple room*) mostly in ST. However, in AT this word has more forms such as *living room*, *guest room*, *fitness room*, *meeting room*, *health room*, *event room*, and *tasting room*. Students use a limited number of terms and thus simply chose a vague or improper word while writing.

It is believed that this situation can also be gradually improved through explicit teaching of vocabulary. For underused words, teachers can address the various uses of each word and encourage learners to try using it in a more creative way, and with regards to the overused words students can be instructed in how to replace them with more specific or appropriate words which may appear either in the AT wordlist or keyword list.

4.5 Evaluation of the three texts

As Table 3 suggests, in ST the number of keywords (excluding special terminology) across the three stages gradually decreased, that is, from 20, to 16, and then 12, and the keywords in every 100 DWs was 1.07, 0.72 and 0.08. Apparently, the students' overused words gradually diminished and this decrease suggests that they tried to apply more of the AT keywords after the instructor's explicit intervention. Therefore, the project succeeded in reaching one of its initial aims, namely to help the learners write more authentic-flavoured texts. However, it should also be noted that compared to their V1 writing, the students wrote fewer words in their V2 and V3 texts. This may also be one reason to account for the fewer appearances of the keywords in ST.

The quantitative analysis above is not the only measurement of the students' progress. Qualitative measurement was also used to evaluate the students' writing. The following table displays the result of the English readers' assessment. Over half of the evaluators were native English speakers, and their perceptions of the three texts and nationality distribution are displayed in Tables 5 and 6.



Students' texts	The 1 st Version		The 2 nd Version		The 3 rd Version	
	ANR ⁶	MVV	ANR	MVV	ANR	MVV
Better version	4.16	4.16	4.16	4.16	91.66	91.66

Table 5. The percentages (%) of the English readers' choices of the better brochure

	Nationalities	Percentages
English as the 1 st language (<i>EL1</i>)	UK, USA, South Africa, and Australia.	66.66%
English as a 2 nd /foreign language (<i>EL2</i>)	Hungary, Thailand, Malaysia ⁷ , Singapore, South Korea, Philippines, India, and Japan.	33.33%

Table 6. The nationality distribution and percentages of the English-speaking readers

Nearly all of the reviewers perceived that the third version was the best in terms of authenticity and motivation to pay a visit. The reason some early versions, V1 and V2, were used is because the evaluators regarded them as being as good as the third version, V3; therefore one version was sufficient. In most cases, it can be claimed that the last version was distinguished from the previous ones, confirming that the instruction was effective. After all, returning to the purpose of publishing an informative and promotional text for hotels, how to display correct information and explain incentive programs to potential guests, and at the same time increase their motivation, is the most crucial point. In their written comments, the reviewers discussed their preferences after reading the brochures, and noted that the students' texts were exactly what is aimed for and expected from a hotel brochure.

In sum, similar to Henry and Roseberry's (1998) research, this present study also confirms that explicit genre-based instruction does indeed improve students' writing. By analysing either the generic moves or linguistic features of a genre and then teaching them explicitly in class, ESP learners can become consciously aware of the constraints and choices allowed in a text which helps them achieve the specific communication purposes of the texts.

5 Implications and conclusion

Word frequencies and keyword lists are helpful in identifying essential words, grammar, and patterns in a special purpose area. In this study, 50 English hotel brochures together with the 24 students' self-designed texts were used as the samples to be analysed with Word Smith. In total, 602 keywords (KW) were identified in the authentic texts with reference to BNC; these words can play a significant role in English education for specific purposes in the hospitality

⁶ ANR denotes authenticity; MVV denotes motivation to visit.

⁷ English is spoken as one of the official languages in Singapore, Malaysia, Philippines and India.



and tourism industries, as they are the essential words required to compose effective promotional texts. In addition, this study analysed ESP learners' work in a GBI writing course. It was found that these ESP learners in Taiwan used different vocabulary when writing a specific genre text when compared with that used in authentic texts. The likely underlying reasons for this phenomenon may stem from three main influences: contextual differences/personal experience, fossilisation of English learning, and unilateral lexical knowledge. The decrease in overused keywords in the students' texts and the outsiders' positive evaluations both confirm that the students' third version was the best text in terms of its feeling of authenticity and the reader's desire to visit the hotel, which largely achieves the purposes of preparing an informational and promotional hotel brochure.

Words are one of the core elements in constructing a piece of writing. Choosing the right words and knowing their constraints help to construct the authenticity of a specific genre. The results of this research suggest that in each genre there are essential keywords which are frequently used, and ESP learners must learn to employ these words to write texts in that specific genre. Acquiring these words reduces inaccuracy and in-authenticity. Thus, it is hoped that ESP practitioners and learners can pay close attention to word frequencies and keyword lists for specific genres, pinpoint the authenticity and appropriateness of a particular genre, and disseminate these words in their professional community. As Paltridge (2001) argues, genre analysis provides ESP learners with not only knowledge and skills but also with access to socially powerful forms of language. Furthermore, presenting these lists in a form learners will read and use when writing will empower ESP educators to design curricula, materials, and activities, thus giving them a more central role (Hyland, 2004a, 2008).

Secondly, as Dudley-Evans (1995) reminds us, genre analysis or GBI should not become prescriptive but should be descriptive. It would be wrong for teachers to assert that many linguistic problems would be prevented or cured by analysing a genre and conducting GBI. What genre analysis can do is describe language use, not predict problems or cure them. Indeed, what a GBI classroom aims for is to equip ESP learners with abilities such as the generic competence (Bhatia, 2000) to "participate in and respond to new and recurring genres" (Paltridge, 2001: 7). Therefore, compared to EGP teaching, it may take teachers more time and patience to design and teach an ESP course, but depending on the methods of teaching EGP to teach ESP can be truly prescriptive and less effective.

Furthermore, it is suggested that ESP teachers teach the related grammar and contexts of the keywords. Rather than teaching general syntactic patterns, it is important to teach the grammar and context of the lexis and the lexical phrases. As shown in the data, some words may have totally different usage and meanings, and certain words are preferred in a particular genre. Genre-based instruction addresses this fact and raises learners' awareness of the allowable choices and constraints of a genre text.

In other words, researching and instructing the keywords of a particular genre can help teachers and learners perceive the *keyness*, *aboutness* and cultures of the words used in that genre. Using them appropriately and in a timely manner can allow prospective stakeholders to communicate with each other without confronting inauthentic, ambiguous or misunderstood situations in a professional community.

To conclude, this research is a preliminary investigation of an area that deserves further attention in Taiwan, and which can serve as a starting point for further research. In future



studies, researchers could investigate how the keywords are used in website texts, and brochure and web text could be compared. In addition, the difference in keyword usage between experimental and control groups can be compared to investigate the impact of keyword instruction. Since all of the authentic texts used in this study came from the UK, the research would be more representative if authentic texts from other English contexts could be included. Besides, in the E-era an increasing number of hotels have stopped publishing printed brochures and are putting all their information on their websites instead, as the Internet can offer much more space, information and cheaper prices in comparison with printed texts. Will it be likely that the choices and constraints on words are different owing to the expansion of word storage space? And will this lead to wordlists and keywords which differ from those in this paper when compared with BNC or other corpora? This issue is indeed worthy of further investigation.

6 References

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10 Appendix

Appendix 1: Top 25 Categorised Content and Functional Words in the UK Text

	Verbs	Nouns	Adjectives	Adverbs	Functional Words
1	Have	#	Our	more	the
2	Take	hotel	Your	also	and
3	Has	you	All	most	a
4	Make	rooms	One	out	to
5	Stay	room	High	just	of
6	Enjoy	we	Every	there	in
7	Walk	bar	Available	well	with
8	Offer	that	New	where	for
9	Offers	hotels	Great	then	be* (is)
10	Visit	it	Modern	some	at
11	Work	meeting	Perfect	away	from
12	Find	business	Free	fully	or
13	Design	service	Contemporary	not	on
14	Choose	guests	International	even	be*(are)
15	Need	suites	Stylish	simply	an
16	Welcome	bedrooms	Located	only	by
17	Relax	suite	Which	along	can
18	End	restaurant	No	truly	as
19	Use	facilities	Special	again	be
20	Call	dining	Complimentary	indoor	will
21	Exit	park	First	very	up
22	Escape	city	Royal	across	onto
23	Feel	day	Unique	next	over
24	See	centre	Designed	here	within
25	Turn	street	Two	nearby	towards

(from Yang, 2010a)



Appendix 2: Three keyword lists in ST with reference to AT
The keywords in students' 1st self-designed texts V1 compared to the authentic texts

N	Keyword	Freq.	%	RC. Freq.	RC. %	Keyness	P
1	BIRMINGHAM	98	0.945	47	0.1521	115.75	1E-15
2	CONFERENCE	70	0.675	52	0.1683	57.219	6E-14
3	CUSTOMERS	22	0.2122	1		53.166	1E-13
4	EQUIPMENT	38	0.3664	14	0.0453	52.586	1E-13
5	ARE	112	1.08	145	0.4692	41.595	2E-12
6	THERE	45	0.4339	31	0.1003	39.583	5E-12
7	PROJECTOR	14	0.135	0		38.692	8E-12
8	VISITORS	17	0.1639	2		35.356	3E-10
9	PROVIDE	27	0.2604	11	0.0356	35.271	4E-10
10	TWO	39	0.3761	28	0.0906	32.945	7E-09
11	DIFFERENT	23	0.2218	8	0.0259	32.798	7E-09
12	CAN	78	0.7522	99	0.3203	30.049	4E-08
13	SUPREME	14	0.135	2		27.792	1E-07
14	TUDOR	14	0.135	2		27.792	1E-07
15	CHOCOLATE	12	0.1157	1		26.69	2E-07
16	DURING	17	0.1639	5	0.0162	26.294	3E-07
17	CASTLE	14	0.135	3		24.582	7E-07
18	GLAMOROUS	11	0.1061	1		24.093	9E-07
19	#	261	2.5169	1076	3.4815	-24.32	8E-07
20	HOTELS	5	0.0482	98	0.3171	-30.57	3E-08

The keywords in students' 2nd self-designed texts V2 compared to the authentic texts

N	Keyword	Freq.	%	RC. Freq.	RC. %	Keyness	P
1	BIRMINGHAM	75	0.580900013	47	0.152074024	53.62804413	1.05793E-13
2	CAN	105	0.813260019	99	0.320326149	43.31893539	9.88533E-13
3	EQUIPMENT	36	0.278832018	14	0.045298647	38.50824738	8.73106E-12
4	PROVIDE	31	0.240105331	11	0.035591796	35.1747818	4.93422E-10
5	CUSTOMERS	17	0.131670669	1		34.53507996	1.26168E-09
6	PROJECTOR	14	0.10843467	0		34.22509384	1.98448E-09
7	TAIWAN	14	0.10843467	0		34.22509384	1.98448E-09
8	KAOHSIUNG	13	0.100689337	0		31.77973366	1.43438E-08
9	ARE	122	0.944930673	145	0.46916455	31.43531227	1.7695E-08
10	DIFFERENT	25	0.193633333	8	0.025884941	30.15326309	3.69968E-08
11	THERE	45	0.348540008	31	0.100304149	28.90882874	7.29416E-08
12	BUFFET	23	0.178142667	7	0.022649324	28.52201462	8.97145E-08
13	CONFERENCE	60	0.464720011	52	0.168252125	28.32373047	9.97054E-08
14	ROOM	113	0.875222683	136	0.440044016	28.22018051	1.05345E-07
15	fÜ	11	0.085198671	0		26.88934135	2.12519E-07
16	DELETE	11	0.085198671	0		26.88934135	2.12519E-07
17	TOUR	15	0.116180003	2		25.75036049	3.8563E-07
18	DURING	19	0.147161335	5	0.016178088	25.37663078	4.68672E-07
19	HOTELS	5	0.038726669	98	0.317090541	-40.70198059	2.65754E-12
20	O	3	0.023236001	87	0.28149873	-41.82489014	1.66976E-12
21	S	21	0.162652001	223	0.721542716	-64.14376068	2.92077E-14



The keywords in students' 3rd self-designed texts V3 compared to the authentic texts

N	Keyword	Freq.	%	RC. Freq.	RC. %	Keyness	P
1	BIRMINGHAM	81	0.5793	47	0.1521	55.905	8E-14
2	TAIWAN	18	0.1287	0		42.005	2E-12
3	KAOHSIUNG	15	0.1073	0		35.002	8E-10
4	WE	115	0.8224	119	0.385	32.953	7E-09
5	CAN	99	0.708	99	0.3203	30.499	3E-08
6	SUPREME	18	0.1287	2		30.493	3E-08
8	PROVIDE	29	0.2074	11	0.0356	28.835	8E-08
9	BUFFET	24	0.1716	7	0.0226	28.114	1E-07
10	PROJECTOR	12	0.0858	0		28	1E-07
11	CAT	12	0.0858	0		28	1E-07
12	GARFIELD	12	0.0858	0		28	1E-07
13	ARE	126	0.9011	145	0.4692	27.989	1E-07
14	DURING	21	0.1502	5	0.0162	27.28	2E-07
15	ROOM	118	0.8439	136	0.44	26.097	3E-07
17	<i>HOTELS</i>	5	0.0358	98	0.3171	-44.89	6E-13
18	<i>HOTEL'S</i>	3	0.0215	98	0.3171	-53.23	1E-13
