A Corpus-Based Approach to Analysing Evaluative Adjectives in Student-Generated Tourism Texts

Matias Vedaschi Ozzola[1] & Carmen M. Yeste Ruíz[1]

[1] School of Interpreting and Translation, University of Las Palmas de Gran Canaria, Las Palmas de Gran Canaria, Spain

Correspondence: Matias Vedaschi Ozzola, School of Interpreting and Translation, Universidad de Las Palmas de Gran Canaria, Spain.

Abstract

This study explores the potential of integrating corpus-based analysis of evaluative adjectives into foreign language instruction. Research has indicated that exposure to authentic corpus data can reinforce language proficiency and promote precise adjective usage across various communicative contexts. To investigate these claims, 60 first-year translation and interpreting university students at a B2 proficiency level participated in the study. They were tasked with selecting and applying adjectives to describe Gran Canaria, emphasizing lexical choices that capture the island's identity within a tourism-related context. Our research employed a mixed-methods design, combining quantitative frequency analysis with qualitative assessments to reveal patterns in adjective usage and measure their practical utility. The findings indicate that a corpus-driven approach significantly enhances learners' awareness of adjective classifications and their ability to use adjectives in nuanced ways across different registers.

Keywords: corpus-based analysis, evaluative adjectives, foreign language instruction, tourism discourse

1. Introduction

According to Pierini (2009) adjectives are essential elements in language that enhance nouns by providing additional meaning. Adjectives serve two main purposes: describing physical or inherent characteristics of things and expressing subjective views or emotional responses about them. Adjectives are powerful because they can convey complex evaluations in just one word. They are particularly important in several types of writing: book reviews; marketing materials; advertisements; and fiction writing, which relies on them to paint pictures of characters and settings (Pierini, 2009). In this paper we examine evaluative adjective usage in tourism language, focusing on the Canary Islands and the island of Gran Canaria in particular, where tourism plays a vital economic role now that the tourism industry has embraced the internet as a crucial platform for reaching potential customers globally and marketing tourist offerings to both domestic and international audiences. Our study specifically analyses how first-year translation and interpreting university students select and use evaluative adjectives when describing the island of Gran Canaria, with particular attention to their lexical choices.

Authors have assigned various labels to the term *evaluation* because of its complex nature. Martin and White (2005) preferred the term *appraisal* and developed the Appraisal Theory to explore language's evaluative functions. This theory examines how language expresses emotions, judgments, and valuations, along with the resources for amplifying and engaging with these evaluations. Appraisal serves as an umbrella term covering three main categories: Attitude, Graduation, and Engagement. Attitude encompasses the resources used to express judgments, affects, appreciations, and valuations. Meanwhile, Engagement and Graduation deal with the resources that engage with and enhance Attitude. Hence, in this paper, evaluative adjectives will refer to those adjectival instances belonging to the Attitude category.

Research on evaluative adjectives in academic contexts has evolved. Studies in the 2000s examined these adjectives across different academic genres.

Swales and Burke (2003) discovered that spoken academic discourse contains more evaluative adjectives than written text. Stotesbury (2003) analysed journal articles across disciplines, revealing that humanities and social sciences used more evaluative attributes than natural sciences, with economics showing particularly high usage compared to linguistics. Samson (2006) found that evaluative adjectives serve multiple simultaneous functions in

economics texts, including engaging readers and supporting authors' interpretations.

Pierini (2009) categorizes adjectives into two main groups: descriptive and evaluative. Descriptive adjectives are more objective and serve to provide concrete, factual information. In contrast, evaluative adjectives express personal opinions or judgments and are used to convey subjective assessments. According to Hunston and Thompson (2000), evaluation refers to judgments, feelings, or viewpoints about something. They also delineated three functions of evaluation: expressing an opinion, maintaining relationships, and organizing discourse.

Hewings (2004) grouped evaluative adjectives into eight categories after completing a corpus-based analysis on the lexical choices (adjectives) used by peer reviewers in journals: a) Interest (*interesting*, *tedious*); b) Suitability (*good*, *odd*); c) Comprehensibility (*clear*, *confusing*); d) Accuracy (*true*, *wrong*); e)Importance (*useful*, *meaningless*); f) Sufficiency (*sufficient*, *small*); g) Praiseworthiness (*impressive*, *disappointed*); h) Perceptiveness (*sophisticated*, *unaware*)

More recent research has expanded the scope of investigation. Kartal (2017) used the Contemporary Corpus of American English (COCA) to study adjective patterns across academic disciplines, finding that evaluative adjectives constitute approximately 40% of all adjectives used. This study highlighted implications for language learning and writing instruction, suggesting that corpus data could help improve students' adjective usage.

Shevlyakova et al. (2020) took a different approach, using Google Books to analyse how adjectives describe human characteristics in Russian texts. Their study of 17,000 adjectives revealed patterns in describing physical appearance, gender differences, and age across the 19th and 20th centuries. They found distinct patterns in adjective usage with gendered nouns and tracked how these patterns shifted over time in response to historical events.

Research on adjectives in tourism-specific English has revealed distinct patterns and functions. Pierini (2009) conducted a corpus analysis of tourism phraseology using web-based data, examining a corpus of nearly 200,000 words. This study demonstrated how lexical choices in tourism discourse are influenced by multiple factors, including the domain, type of discourse, message content, medium, and the tourism promoter's ideological perspective.

The field advanced with Toral et al. (2017), who developed a method to identify unique attributes associated with specific tourist destinations. Using statistical methods (ANOVA—analysis of variance—and Tukey's test), they found that these distinctive attributes were the strongest predictors of tourist destinations and could be valuable for creating targeted marketing strategies.

Durán-Muñoz (2019) focused on adjective usage in adventure tourism discourse, analysing the ADVENCOR corpus of over 1 million tokens from promotional texts. This research confirmed the extensive use of evaluative adjectives in adventure tourism materials and highlighted their crucial role in tourist persuasion. The author demonstrated significant differences between adjective usage in tourism discourse compared to general English. According to the author, adjectives in tourism discourse serve as evaluative tools that persuade potential visitors by highlighting qualities that make attractions worth visiting. These adjectives evoke aesthetic feelings that tourists might experience, making destinations more appealing. This occurs through both stand-alone adjectives and combinations with nouns that become common collocations in tourism language. Additionally, promotional texts typically feature cumulative and excessive use of adjectives alongside hyperbolic wording and absolute or structural superlatives.

In contrast to studies using preexisting corpora, relatively few researchers have conducted corpus-based analyses focusing on student-generated materials. Popescu (2007) analysed writing errors by examining essays from 30 intermediate-level Romanian university students majoring in economics. The study revealed that errors in collocations were the most frequent type of mistake that these second-year students made. Based on these findings, Popescu recommended that teachers should prioritize and dedicate significant attention to teaching collocations in their language instruction.

Tran (2013) examined how the evaluative adjectives "interesting" and "nice" are used in academic contexts, both written and spoken. The author analysed the grammatical patterns and evaluative functions of these words using multiple corpora, including COCA, The Michigan Corpus of Academic Spoken English (MICASE), Google Books, and a collection of over 50 conversational exchanges. Tran found that these near-synonyms have nuanced differences in meaning, which can pose difficulties for less proficient language learners. The research has suggested that helping students understand the specific functions of these adjectives is beneficial. Once learners grasp the meanings, structures, and functions, they can practice using these near-synonyms in authentic conversational settings. The author recommended that both educators and students analyse other near-synonyms

using corpus tools, following the methodology outlined in the paper, to better understand how language is used in practice.

In their study, Castillo Rodríguez et al. (2020) identified errors that native Spanish speakers mace in learning English as a foreign language during their university studies (Degree in Early Years Education, Degree in Primary-School Education and a Master Degree in Secondary Education). Their goal was to develop new teaching methods to minimize or eliminate these mistakes. The researchers emphasized that corpus tools should be integrated into language teaching because they can enrich student learning experiences while complementing, rather than replacing, traditional teacher instruction.

In the present study, we used the following questions to guide our research: Can analysing evaluative adjectives through corpus data help language learners better understand how different types of adjectives are used across various contexts? If teachers expose students to authentic language examples from corpora, can this enhance their understanding and proper use of evaluative adjectives according to the level they are studying? Does determining how frequently words appear help establish their practical value for learners?

2. Method

We examined 60 Spanish first-year Translation and Interpreting university students who had attained a Common European Framework of Reference for Languages (CEFRL) B2 proficiency in English—a prerequisite for admission. In line with the CEFRL, the degree requires applicants to demonstrate Independent User competence at B2 level, ensuring they can understand complex texts, engage in detailed discourse, and produce coherent written and spoken communication. We tasked participants with writing 100– to 120-word reviews about Gran Canaria, their home island and study location. Students composed these reviews without access to reference tools such as dictionaries or the internet. In their writing they aimed to establish the island's identity in a way that would attract both domestic and international tourists. Following tourism discourse research principles established by Dann (1996), Janoschka (2004), and Gotti (2006), the reviews featured strongly positive evaluative adjectives to emphasize the island's attractive qualities and inspire potential visitors.

The research methodology involved three main steps:

1) Collection of reviews through a form

2) Creation of an adjective frequency word list from the 60 texts, with each adjective categorized according to the CEFRL levels using the Cambridge Online Dictionary (https://dictionary.cambridge.org/es/)

3) Classification of adjectives into descriptive and evaluative categories based on Pierini's (2009) research, followed by further categorization of evaluative adjectives using Hewings' (2004) framework.

3. Results

In Table 1 we present the adjectives found in the 60 reviews, their frequency, and the level according to the CEFRL.

Table 1. Number of occurrences of adjectives and their CEFRL level

Adjective	Occurrences	%	CEFRL Level
Adventurous	6	2.6%	B2
Amazing	4	1.7%	B1
Appealing	1	0.4%	C1
Beautiful	5	2.2%	A1
Bigger	2	0.9%	A1
Breathtaking	15	6.6%	B2
Charming	3	1.3%	B1
Cheaper	3	1.3%	A1
Cozy	1	0.4%	B1
Crystalline	1	0.4%	C2
Delicious	4	1.7%	B1
Diverse	2	0.9%	B2
Dramatic	1	0.4%	B2
Dynamic	1	0.4%	B2
Endless	1	0.4%	B2
Exciting	5	2.2%	A1
Exotic	1	0.4%	B2
Exhilarating	1	0.4%	C1

Famous	7	3.1%	A1
Golden	3	1.3%	A2
Great	1	0.4%	A2
Green	2	0.9%	A1
Hidden	1	0.4%	B1
Historic	1	0.4%	B1
Ideal	1	0.4%	B2
Idyllic	1	0.4%	B2
Important	9	3.9%	A1
Impressive	8	3.5%	B2
Incredible	1	0.4%	B2
Lively	4	1.7%	B1
Lush	3	1.3%	B2
Luxurious	1	0.4%	C1
Memorable	1	0.4%	B2
Most visited	7	3.1%	A1
Must-go	1	0.4%	Not in the dictionary
Must-visit	1	0.4%	Not in the dictionary
Must-see	1	0.4%	Not in the dictionary
Natural	8	3.5%	B1
Never-ending	1	0.4%	C1
Overpopulated	1	0.4%	C1
Peaceful	3	1.3%	B2
Perfect	21	9.2%	A2
Picturesque	2	0.9%	B2
Pleasant	4	1.7%	A2
Rainy	1	0.4%	B1
Refreshing	1	0.4%	C1
Relaxing	3	1.3%	B1
Rich	7	3.1%	A2
Rural	1	0.4%	B2
Small	4	1.7%	A1
Stunning	5	2.2%	B2
The best	9	3.9%	A1
The largest urban	5	2.2%	B2
Typical	1	0.4%	B1
Unforgettable	2	0.9%	B1
Unique	9	3.9%	B2
Unspoilt	1	0.4%	C1
Vast	3	1.3%	B2
Versatile	1	0.4%	C2
Vibrant	1	0.4%	B2
Volcanic	2	0.9%	B2
Warm	5	2.2%	A1
Warm-hearted	1	0.4%	C1
Wonderful	15	6.6%	A2
Year-round	1	0.4%	C1

Analysis of the 60 student reviews revealed the use of 65 adjectives ranging from CEFR A1 to C2 levels. The most frequently used adjective was "perfect," appearing 21 times (9.2% of total adjective usage).

The island is **perfect** for hiking, surfing, or diving.

Your **perfect** vacation is waiting!

Surf and windsurf enthusiasts will find **perfect** waves on the island's northern beaches.

The second most common adjective was "breathtaking" with 15 occurrences (6.6% of total usage).

[…] **breathtaking** sunsets, Gran Canaria delivers an unforgettable escape for both domestic and international visitors.

[…] you can find a lot of different landscapes, as **breathtaking** beaches, unique mountains, […]

I am talking about the **breathtaking** island of Gran Canaria, one of the seven islands that form the Canaries.

"Wonderful" appeared with equal frequency, occurring 15 times and representing 6.6% of total adjective usage.

Sun lovers can relax on the **wonderful** beach of Maspalomas.

Las Canteras, […], is located near a **wonderful** shopping centre […]

There's always something **wonderful** to do […]

The adjectives "unique," "the best," and "important" each appeared nine times, with each representing 3.9% of the total adjective usage.

It is undoubtedly a **unique** destination to relax.

The cuisine, dynamic nightlife, and **unique** atmosphere of Gran Canaria […]

[…] and taste **the best** food in Canarian restaurants.

[…] Gran Canaria is **the best** option.

Gastronomy is very **important**.

[…] you can visit the most **important** landmarks […]

The adjectives "impressive" and "natural" each appeared 8 times (3.5% of total usage), whereas "famous," "most visited," and "rich" occurred 7 times each (3.1%).

I would say the most **impressive** location is Las Canteras […]

[…] you can't miss its **natural** spots.

The **famous** Maspalomas dunes offer a desert-like experience, […]

[…] Pico de las Nieves or Guayadeque are **the most visited** ones […]

The island's **rich** gastronomy, […]

"Adventurous" appeared 6 times (2.6%), and "warm," "the largest urban," and "exciting" each occurred 5 times (2.2%).

[…] while **adventurous** trails like those in Roque Nublo beckon hikers.

[…] from **warm** beaches and dunes, to lush forests.

[…] Las Canteras, **the largest urban** beach.

The island is also perfect for water sports, **exciting** nightlife, […]

Several adjectives including "amazing," "delicious," and "small" were used 4 times each (1.7%).

Gran Canaria has it all, **amazing** beaches, […]

[…] **delicious** Canarian cuisine, and a variety of outdoor activities, […]

Gran Canaria is a **small** island […]

Adjectives such as "vast," "relaxing," and "cheaper" appeared 3 times each (1.3%), while words like "green," "diverse," and "unforgettable" occurred twice (0.9%). Thirty adjectives, including "versatile," "rainy," "hidden," "idyllic," and "dynamic," were used only once (0.4%).

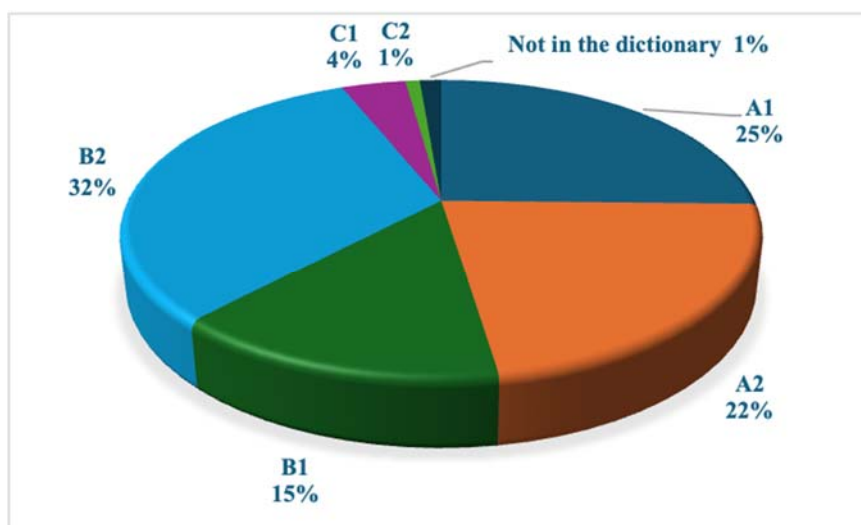Figure 1 indicates the number of occurrences according to their level of the CEFRL.

Figure 1. Percentage of occurrences according to the CEFRL level.

Analysis of the data shows the distribution of adjective usage across different proficiency levels. Students predominantly used B2-level adjectives, accounting for 32% (73 adjectives) of the total, despite this being their current proficiency level. A1-level adjectives represented the second-largest category at 25% (58 adjectives), followed by A2-level adjectives at 22% (51 adjectives). B1-level adjectives constituted 15% (33 adjectives) of the usage. We observed the lowest percentages at advanced levels, with C1 representing 4% (9 adjectives) and C2 just 1% (2 adjectives). Additionally, 1% of the adjectives used (three instances) were not found in the Cambridge Online Dictionary.

4. Discussion

According to Leech (1989) adjectives represent one of the largest open word classes in English, following nouns and verbs. Both grammatically and semantically, they carry equal significance as other content words in the language system. This word class plays a crucial role in English, particularly in specific discourse types and genres, bacuase adjectives enable speakers to classify entities and events while describing their characteristics (Edo Marzá, 2012).

The classification of adjectives has generated extensive, diverse scholarly work, with numerous categorization systems emerging from different approaches. One significant classification system focuses on prototypicality, dividing adjectives into "central" and "peripheral" (or "non-central") categories (Biber et al., 1999, pp. 507–508). Central (prototypical) adjectives exhibit specific characteristics: they are gradable; they can form comparatives and superlatives; and they can function both attributively and predicatively. In contrast, peripheral adjectives lack some or all of these features, making them less prototypical in nature. Beyond this basic distinction, researchers have developed different classification systems based on various criteria, including morphological, functional, syntactic, pragmatic, and semantic features, or combinations thereof.

Dixon (1982) proposed a semantic-based classification system that identifies 10 distinct categories of adjectives: dimension, physical properties, colour, age, value, speed, human propensity, similarity, difficulty, and qualification. An alternative semantic classification system includes Lee's (1994) framework, which presents 24 semantic classes.

Among functional classification systems, Halliday (1985, p. 163) categorizes premodifying adjectives into "epithets" and "classifiers." Epithets, which indicate qualities, are further divided into two subcategories: "experiential" epithets that describe objective properties, and "attitudinal" epithets that express the speaker's subjective attitude toward the referent. Classifiers, by definition, identify specific subclasses of the noun they modify.

Kerbrat-Orecchioni (1980) approached adjective classification from a pragmatic perspective, distinguishing between "objective" and "subjective" adjectives based on their role. The subjective category encompasses both emotional and evaluative adjectives, with evaluative adjectives further subdivided into nonaxiological and axiological types.

In another group, which could be defined as functional, Halliday (1985) calls premodifying adjectives "epithets" or "classifiers". Epithets indicate some quality and can be subdivided into "experiential" and "attitudinal" if they express the speaker's subjective attitude towards the referent, such as in the adjectives excellent, amazing or delightful. Classifiers, as their name indicates, would be those adjectives that indicate a particular subclass of the thing in question: wireless connection, gas heater and so forth. Therefore, the property alluded to by the epithet may be an objective property of the thing itself (experiential epithet) or an expression of the speaker's attitude towards it (attitudinal epithet).

In our study we have followed Pierini's (2009) categorization. Edo Marzá (2012) stated description and evaluation share a common feature: the central role of the writer's viewpoint (whether as describer or evaluator) in constructing discourse. This viewpoint encompasses physical (spatial and temporal), psychological, sociocultural, and ideological perspectives. Therefore, understanding how viewpoint is expressed through available linguistic resources becomes crucial (Short, 1994).

5. Analysis

Tables 2 and 3 show the occurrences of descriptive and evaluative adjectives of the corpus of this study according to Pierini's (2009) description.

Table 2. Number of occurrences of adjectives divided into descriptive according to Pierini (2009).

Descriptive adjectives	Occurrences
Bigger	2
Cheaper	3
Crystalline	1
Diverse	2
Famous	7
Golden	3
Green	2
Hidden	1
Historic	1
Lush	3
Most visited	7
Natural	8
Rainy	1
Rural	1
Small	4
The largest urban	5
Typical	1
Vast	3
Volcanic	2
Warm	5
Year-round	1
Warm-hearted	1
Wonderful	15

Table 3. Number of occurrences of evaluative adjectives according to Pierini's (2009) definition.

Evaluative adjectives	Occurrences
adventurous	6
amazing	4
Appealing	1
Beautiful	5
Breathtaking	15
Charming	3
Cozy	1
Delicious	4
Dramatic	1
Dynamic	1
Endless	1
Exciting	5
Exotic	1
Exhilarating	1
Great	1
Ideal	1
Idyllic	1
Important	9
Impressive	8
Incredible	1
Lively	4
Luxurious	1
Memorable	1
Must-go	1
Must-visit	1
Must-see	1
Never ending	1
overpopulated	1
Peaceful	3
Perfect	21
Picturesque	2
Pleasant	4
Refreshing	1
Relaxing	3
Rich	7
Stunning	5
The best	9
Unforgettable	2
Unique	9
Unspoilt	1
Versatile	1
Vibrant	1

The analysis of adjective usage reveals that out of the total adjectives that students employed, 21 instances (32%) were classified as descriptive adjectives, while evaluative adjectives accounted for 44 instances, representing 68% of the total.

In Table 4 we present a categorization of adjectives identified in our corpus, classified according to Hewings' taxonomy, along with their respective frequencies of occurrence.

Table 4. Division of evaluative adjectives into Hewings' categories.

Category	Adjectives	Occurrences
Interest	Adventurous, dramatic, dynamic, exciting, exhilarating, exotic, lively, vibrant	20
Suitability	Appealing, charming, cozy, delicious, ideal, idyllic, overpopulated, peaceful, perfect, picturesque, pleasant, refreshing, relaxing, unspoilt	47
Comprehensibility		
Accuracy		
Importance	Great, important, memorable, must-go, must-visit, must-see, unforgettable	16
Sufficiency	Endless, never ending, rich	9
Praiseworthiness	Amazing, beautiful, breathtaking, impressive, incredible, luxurious, stunning, the best, unique, warmhearted, wonderful	73
Perceptiveness	Versatile	1

The distribution of evaluative adjectives, analysed within Hewings' theoretical taxonomy, exhibited the following pattern: adjectives denoting "suitability" predominated with 14 instances (31.8%), followed by "praiseworthiness" with 11 instances (25%). "Interest" accounted for 8 instances (18.2%), while "Importance" represented 7 instances (15.9%). Less frequent categories included "sufficiency" with 3 instances (6.8%) and "perceptiveness" with a single instance (2.3%). Notably, the categories of "comprehensibility" and "accuracy" were unrepresented in the corpus, an absence that can be attributed to the semantic constraints of place descriptions, which typically fall outside the scope of these categorical definitions in Hewings' framework.

In analysing these results, the distribution of evaluative adjectives reveals patterns in how students portray Gran Canaria. The emphasis on "praiseworthiness" (25% of unique adjectives, 43.9% of occurrences) aligns with the promotional nature of tourism texts. Students frequently employ strong positive adjectives, creating an appealing image of the island. "Suitability," while having the largest variety of adjectives (31.8%), accounts for a smaller percentage of occurrences (28.3%). This suggests students explore diverse ways to convey Gran Canaria's desirability, but the core message remains positive. The variety within "suitability" might stem from describing different aspects of the island, such as beaches, landscapes, and activities. The less frequent categories (Interest, Importance, Sufficiency, Perceptiveness) indicate secondary themes. This distribution suggests a focus on positive evaluation, emphasizing the island's attractive qualities and exciting experiences, aligning with the purpose of promoting tourism.

As detailed in Table 1, a significant portion (63.6%) of the evaluative adjectives employed fall within the B2, C1, and C2 levels of the CEFRL. This indicates that students utilize vocabulary that surpasses their current B2 proficiency level, incorporating more advanced lexical items into their writing.

6. Conclusions

This study examined how 60 first-year Translation and Interpreting university students with a B2 proficiency level used evaluative adjectives when describing Gran Canaria for tourism purposes. The results showed a predominance of positive evaluations, aligning with the promotional nature of tourism discourse. This finding highlights the emphasis that tourism discourse places on the persuasive function of evaluative language.

Interestingly, a significant portion (63.6%) of the evaluative adjectives used were classified at CEFRL levels B2, C1, and C2, demonstrating that students often incorporate vocabulary beyond their current proficiency level in this context. The analysis reveals a significant trend that suggests that focusing language instruction solely on general vocabulary may not be the most effective approach. Instead, incorporating higher-level vocabulary, specifically evaluative adjectives from B2 and C1 levels, could better prepare students for the complexities of persuasive writing, particularly in contexts like tourism promotion. This targeted approach could enhance their ability to create more nuanced and impactful texts.

Although our study provides insights into B2 learners' lexical strategies, its focus on a single cohort limits the generalisability of the findings. Future research could compare these results with those from native speakers or other learner groups, such as individuals from differing linguistic backgrounds. This comparison could explain the role of academic training and L1 influence in shaping lexical choices, thereby enhancing our understanding of the connexion between language proficiency and domain-specific communication.

Authors' contributions

Matias Vedaschi Ozzola and Carmen M. Yeste Ruíz were responsible for study design and revising. Matias Vedaschi Ozzola was responsible for data collection. Both lecturers drafted the manuscript and revised it. All authors read and approved the final manuscript.

Funding

Not applicable.

Competing interests

Not applicable.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Canadian Center of Science and Education.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

References

Biber, D., Johansson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. London: Longman

Cambridge Online Dictionary. (2024). Retrieved December 12, 2024, from https://dictionary.cambridge.org/es/

Castillo Rodríguez, C., Díaz Lage, J. M., & Rubio Martínez, B. (2020). Compiling and analyzing a tagged learner corpus: a corpus-based study of adjective uses. *Círculo de Lingüística Aplicada a la Comunicación*, *81*, 115–136. https://doi.org/10.5209/clac.67932

Curado Fuentes, A. (2007). A corpus-based assessment of reading comprehension in English. In *Corpora in the Foreign Language Classroom* (pp. 309–326). Amsterdam: Rodopi. https://doi.org/10.1163/9789401203906_020

Dann, G. (1996). *The Language of Tourism: A Sociolinguistic Perspective*. Wallingford, CAB International.

Dixon, R. W. (1982). *Where have all the adjectives gone? and other essays in syntax and semantics*. The Hague: Mouton. https://doi.org/10.1515/9783110822939

Durán-Muñoz, I. (2019). Adjectives and their keyness: A corpus-based analysis of tourism dis-course in English. *Corpora*, *14*(3), 351–378. https://doi.org/10.3366/cor.2019.0178

Edo Marzá, N. (2012). A comprehensive corpus-based study of the use of evaluative adjectives in promotional hotel websites. *Odisea: Revista de Estudios Ingleses*, *12*, 97–123. https://doi.org/10.25115/odisea.v0i12.222

Gotti, M. (2006). The Language of Tourism as Specialized Discourse. *Translating Tourism: Linguistic/Cultural Representations*, 15–34.

Halliday, M. A. K. (1985). *An Introduction to Functional Grammar*. London: Arnold.

Hewings, M. (2004). An 'important contribution' or 'tiresome reading'? A study of evaluation in peer reviews of journal article submissions. *Journal of Applied Linguistics*, *1*, 247–274. https://doi.org/10.1558/japl.2004.1.3.247

Hunston, S., & Thompson, G. (2000). *Evaluation in Text: Authorial Stance and the Construction of Discourse*. Oxford: Oxford University Press. https://doi.org/10.1093/oso/9780198238546.001.0001

Janoschka, A. (2004). *Web Advertising: New Forms of Communication on the Internet*. Amsterdam, Benjamins.

https://doi.org/10.1075/pbns.131

Kartal, G. (2017). A corpus-based analysis of the most frequent adjectives in academic texts. *Teaching English with Technology*, *17*(3), 3–18.

Kerbrat-Orecchioni, C. (1980). *L'enonciation. De la subjectivité dans le langage*. Paris: Armand Colin.

Lee, S. (1994). *Untersuchungen zur Valenz des Adjektivs in der deutschen Gegenwartssprache*. Berlin: Lang.

Leech, G. (1989). *An A-Z of English. Grammar & usage*. London: Nelson.

Martin J. R., & White P. R. (2005). *The language of evaluation*. New York: Palgrave. https://doi.org/10.1057/9780230511910

Pierini, P. (2009). Adjectives in tourism English on the web. A corpus-based study. *Círculo de Lingüística Aplicada a la Comunicación* (CLAC), *40*, 93–116.

Popescu, T. (2007). College Essay-Writing: A corpus-based analysis. In *Translation studies: retrospective and prospective views* (pp. 182–188). Europlus: Galati.

Samson, C. (2006). … is different from …: A corpus-based study of evaluative adjectives in economics discourse. *IEEE Transactions on Professional Communication*, *49*(3), 236–245. https://doi.org/10.1109/TPC.2006.880741

Shevlyakova, A. V., Solovyev, V. D., & Bochkarev, V. V. (2020). *A corpus-based study of adjectives that describe people* (vol. 2813, pp. 88–100). Proceedings of the International Conference "Internet and Modern Society".

Short, M. (1994). *Understanding Texts: Point of View. Language and Understanding* (pp. 170–190). Oxford: Oxford University Press.

Stotesbury, H. (2003). Evaluation in research article abstracts in the narrative and hard sciences. *Journal of English for Academic Purposes*, *2*(4), 327–341. https://doi.org/10.1016/S1475-1585(03)00049-3

Swales, J. M., & Burke, A. (2003). It's really fascinating work: Differences in Evaluative Adjectives Across Academic Registers. In *Corpus Analysis: Language Structure and Language Use* (pp. 1–18). Amsterdam/New York, Rodopi. https://doi.org/10.1163/9789004334410_002

Tran, L. A. (2013). A corpus-based analysis of the evaluative adjectives interesting and nice in written and spoken English. In *Hawaii Pacific University TESOL Working Paper Series 11* (pp. 2–28).