

**Book review**

**TEACHING ENGLISH FOR TOURISM  
BRIDGING RESEARCH AND PRAXIS**

**Editors: Michael Joseph Ennis and Gina Mikel Petrie**

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This book, published in 2020, forms part of series The Routledge Research in Language Education, which to date counts with 66 publication within the topic of Language Education. It is organized into two parts with distinct purposes: while the first one is concentrated on the theory and inspects concepts, the second one explores the praxis of teaching and learning of English for Tourism (EfT). Included are brief biographies of nine contributors to the book, of whom two are also the editors of the volume, showing that each of them counts with experience in teaching English in different settings and for varied purposes. Combined with their expertise in areas related to linguistics, sociocultural contexts, intercultural competence, language instructions and more, the readers are getting a point of view from the practitioners working in the field.

Michael J. Ennis and Gina M. Petrie, editors of the volume, intended to encompass within it experienced researchers interested in increasing the visibility of EfT, which has been considered as a part of ESP teaching. The attempt of the publication is to provide more detailed information about teaching and learning of EfT, which is rather under-recognized. As mentioned in the introduction, they aimed to respond to the lack of consolidated information about its teaching and learning since “the research and scholarship that does exist seems to be scattered across the vast field of ELT” (p. 2 of the book).

The book opens with the *Introduction: A response to the disparate/desperate circumstances* where Michael J. Ennis and Gina M. Petrie talk about EfT as a neglected branch of ESP and mention that most of the work disseminated via academic journals and major publishing houses concentrates instead on English of Tourism (EoT). This lack of research leads them to confirm the uniqueness of EfT teaching and learning and the need for this publication.

First part, *English for Tourism: Theories and Concepts*, contains three articles. The common theme that unites contributions in this part is the need to look for what lies beneath and what shapes the teaching of EfT while reflecting on the situation in which the learners encounter themselves.

In the first article, *What is “English for Tourism”? A “grounded review” of textbooks and secondary literature*, Michael J. Ennis carries out an analysis of corpora taken from English and into-English translated texts prior to 2016 in two subcategories – EoT and EfT. Their comparison proved that the sample contained little research on teacher training for EfT, which according to Ennis highlights the importance of the present volume (p. 29). Second article, *Exploring stakeholders’ language desires in English for tourism: An argument for uniqueness* is based on

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'rights analysis', taking into consideration motivation and desires of EfT students which are often neglected. Here Gina M. Petrie suggests considering dreams of students instead of solely focusing on the dreams of consumers (p. 45). This concept of needs and motivation for learning English also appears in the next chapter, *The Politics of Englishes for Tourism: A World Englishes Perspective*. McHenry, who uses World Englishes (WE) as a theoretical framework with its concepts of native speaker, standard English and speaker autonomy suggests that WE perspective is useful in EfT classes as "it means focusing on the users and use of English in tourism contexts" (p. 87 of the book).

Second part, *Teaching English for Tourism: From Theory to Praxis*, consists of six articles. Each of them recounts a classroom experience where English is taught as a foreign language and at the same time serves as a language of instruction. They present a practical example of teaching EfT in various environments.

In *The changing nature of tourism discourse: Practical applications for the classroom*, Suzanna Miles describes how an EfT class in Italy explored the specialized discourse of promotional texts, which led them to material creation for potential visitors to the region. Staying in Italy, *English for tourism in the non-native English classroom: Machine translation and corpora* by Dominic Stewart discusses how the machine translation can assist the non-native EfT students in translating promotional texts and turning them into persuasive discourse. In *Cultural languaging" in English for tourism: Integrated learning of language and intercultural skills in tourism education* Ana Gonçalves stresses out that the language proficiency needs to go hand in hand with the intercultural communicative competence and presents examples of cultural languaging from Portuguese EfT classroom. *The international nonwork experience and development of students' language skills and cultural intelligence in an English for tourism purpose course* by Jeannette Valencia Robles examines experiences and behaviors of Spanish EfT students during their stay abroad, particularly the use of communicative strategies employed in their cross-cultural interactions. Massimo Verzella and Agnieszka M. Sendur in their chapter *A telecollaboration project on writing for tourism: Exploring thematic patterns in feedback exchanged by Italian, Polish and Ukrainian students with US peer reviewers* focus on how virtual exchange carried out without a mobility program can help EfT students to foster intercultural communicative competence, focus on target audience and look at English as a lingua franca that helps them to communicate in the various contexts. The closing chapter, *Teaching and assessing academic writing for tourism studies: An example of reflective practice from the field* by Michael J. Ennis, describes the process of designing and implementing course material for teaching EfT in Italy and shares valuable insights that could significantly help other instructors in the field.

In addition, the book includes 23 pages of selected bibliography, divided into two main categories: *Course books* and *Research and scholarship*, each of them further arranged by regions and countries for easier navigation.

This publication opens a space for discussion of teaching experiences and can serve as food for thought for anyone interested in how the teaching and learning of EfT is shaped. As mentioned by Ennis, the problem faced by ESP instructors who teach tourism students does not lay in lack of tourism textbooks in the market but rather in how to adapt material to make it suitable for a particular environment where "English is learned as a foreign language (EFL) and serves as both a lingua franca (ELF) and a medium of instruction (EMI)" (p. 194). Concepts applied to teaching and learning EfT in the first part concentrated on the research and experiences described in the second part offer this particular point of view. As editors urge their readers "to pick up where we have left off" (p. 5), there is hope that this publication will encourage further investigation in the area and that more professional will share their experiences to continue enriching the field of EfT.

In conclusion, in the world of ESP there is still a limited number of publications similar to this. Therefore, the present volume should be considered as a worthwhile and novel contribution that can further the exploration of EfT teaching and learning.