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Teaching English for Tourism initiates a sustained academic discussion on the teaching and learning of English to tourism professionals, or to students who aspire to build a career in the tourism industry. Responding to a gap in the field, this is the first book of its kind to explore the implications of research in English for tourism (EfT) within the field of English for specific purposes. This edited volume brings together teachers and researchers of EfT from diverse national and institutional contexts, focusing on connecting current research in EfT contexts to classroom implications. It considers a wide range of themes related to the teaching of EfT, including theoretical concepts, methodological frameworks, and specific teaching methods. The book explores topics relating to the impact of changing technologies, the need for cultural understanding, and support for writing development, among others. Teaching English for Tourism explores this growing area of English for specific purposes and allows for researchers and practitioners to share their findings in an academic context. This unique book is ideal reading for researchers, post-graduate students, and professionals working in the fields of English language teaching and learning.

New material featured in this edition includes updates and replacements of older data sets, a broader range of disciplines represented in models and examples, a discussion of discourse analysis, and tips for Internet communication.

In the early twentieth century, the field of anthropology transformed itself from the "welcoming science," uniquely open to women, people of color, and amateurs, into a professional science of culture. The new field grew in rigor and prestige but excluded practitioners and methods that no longer fit a narrow standard of scientific legitimacy. In *Rhetoric in American Anthropology*, Risa Applegarth traces the "rhetorical archeology" of this transformation in the writings of early women anthropologists. Applegarth examines the crucial role of ethnographic genres in determining scientific status and recovers the work of marginalized anthropologists who developed alternative forms of scientific writing. Applegarth analyzes scores of ethnographic monographs to demonstrate how early anthropologists intensified the constraints of genre to define their community and limit the aims and methods of their science. But in the 1920s and 1930s, professional researchers sidelined by the academy persisted in challenging the field's boundaries, developing unique rhetorical practices and experimenting with alternative genres that in turn greatly expanded the epistemology of the field. Applegarth demonstrates how these writers' folklore collections, ethnographic novels, and autobiographies of fieldwork experiences reopened debates over how scientific knowledge was

made: through what human relationships, by what bodies, and for what ends. Linking early anthropologists' ethnographic strategies to contemporary theories of rhetoric and composition, *Rhetoric in American Anthropology* provides a fascinating account of the emergence of a new discipline and reveals powerful intersections among gender, genre, and science.

The impact of the Internet on political communication has been significant and multifaceted: it expanded the reach of political messages; opened the floodgates of decontextualization and intercultural misunderstanding; made room for new genres and forms; and allowed for the incorporation of every previously existing communication mode into complex multilayered documents. *Political Communication Online* places these developments in their social and media context, covers various disciplinary backgrounds and how they can contribute to a common understanding of the evolving online media landscape, and proposes a novel methodological tool for the analysis of political communication online. Seizov offers an approach that places context at the core of the theoretical and methodological discussion by discussing the traits of online communication that make it a unique communication environment. The book then brings together different disciplines which have important contributions for the study of political communication online but have not been integrated for this purpose so far, such as visual communication, multimodal research, and cognitive psychology. Seizov introduces the book's main theoretical and methodological contribution to multimodal document analysis, the annotation scheme "Imagery and Communication in Online Narratives" (ICON), and explores how the ICON approach works in practice. Taking four distinct genres of online political communication – news, election campaigns, NGOs, and social movements – the book presents the analyses of convenience samples from each of them in detail. This text features a comprehensive theoretical discussion of vital current developments in online political communication, places these developments in context, and couples that with a practical demonstration of the novel methodology it proposes.

Open publication As a result of globalization, higher education institutions throughout the world are adopting English for parts of their education. Higher education is becoming increasingly international and thus linguistically diverse, for educational, idealistic and financial reasons. This book presents a much-needed description of English as a lingua franca (ELF) from an international university setting and focuses on form and pragmatic issues, using authentic spoken data. It provides useful insights into how communicative effectiveness can be achieved in spoken lingua franca communication.

Genre analysis has a long-established tradition in literature, but interest in the analysis of non-literary genres has been very recent. This book examines the theory of genre analysis, looks at genre analysis in action, taking texts from a wide variety of genres and discusses the use of genre analysis in language teaching and language reform.

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