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Enero- Diciembre Año 18 Núm. 1

Nuevas
adquisiciones



Libros
2022

Lingüística, traducción
e idiomas

(Libros electrónicos)



ENALL7 ESCUELA NACIONAL
DE LENGUAS, LINGÜÍSTICA
Y TRADUCCIÓN UNAM

Biblioteca
Stephen A. Bastien

**Boletín de adquisiciones
Enero - Diciembre 2022 Año 18 No 1**



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Presentación

Uno de los objetivos de la Biblioteca Stephen A. Bastien es consolidar una colección especializada en lenguas, lingüística, traducción y temas afines, con el objetivo de ponerlas a disposición de la Comunidad Universitaria y público en general interesado en dichos asuntos.

A través de los boletines trimestrales se busca dar a conocer a nuestros usuarios las adquisiciones más recientes que por medio del canje, donación o compra se han incorporado a nuestro acervo con la finalidad de actualizar y enriquecer nuestra colección.

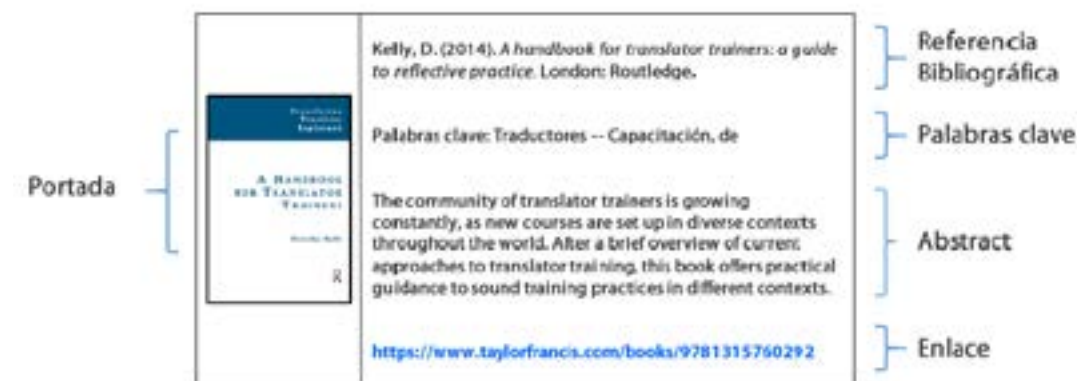
Editorial

En este número se presentan los materiales adquiridos por la Biblioteca Stephen A. Bastien de la Escuela Nacional de Lenguas, Lingüística y Traducción de la Universidad Nacional Autónoma de México durante el año de 2022.

El presente boletín integra libros electrónicos que están relacionados con la lingüística, traducción e idiomas.

Los documentos que integran este boletín se presentan como un listado ordenado alfabéticamente por título, además, se ofrecen la portada del libro, su abstract, la referencia bibliográfica completa y las palabras clave para describir con más precisión el contenido temático de cada documento. Finalmente se incluyen los enlaces a las obras para facilitar su consulta.

Se incluyen también dos índices. El primero es un índice temático por orden alfabético de su tema principal; y el segundo un índice onomástico ordenado alfabéticamente por el primer apellido del autor.



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Enero – Diciembre 2022

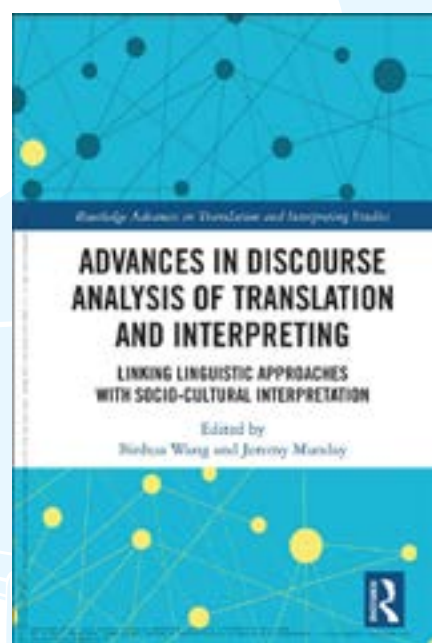
Año 18 No. 1

Lingüística, traducción e idiomas *(Libros electrónicos)*

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Wang, B., & Munday, J. (Eds.). (2020). *Advances in discourse analysis of translation and interpreting: Linking linguistic approaches with socio-cultural interpretation*. Routledge.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Linguistics / General; LANGUAGE ARTS & DISCIPLINES / Translating & Interpreting; PHILOSOPHY / Hermeneutics; Translating and interpreting—Political aspects—China; Translating and interpreting—Social aspects—China; Discourse analysis—China

This edited thematic collection features latest developments of discourse analysis in translation and interpreting studies. It investigates the process of how cultural and ideological intervention is conducted in translation and interpreting using a wide array of discourse analysis and systemic functional linguistic approaches and drawing on empirical data from the Chinese context. The book is divided into four main sections: I. uncovering positioning and ideology in interpreting and translation, II. linking linguistic approach with socio-cultural interpretation, III. discourse analysis into news translation and IV. analysis of multimodal and intersemiotic discourse in translation.

The different approaches to discourse analysis provide a much-needed contribution to the field of translation and interpreting studies. This combination of discourse analysis and corpus analysis demonstrates the interconnectedness of these fields and offers a rich source of conceptual and methodological tools.

This book will appeal to scholars and research students in translation and interpreting studies, cross-linguistic discourse analysis and Chinese studies.

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Poteau, C. E., & Winkle, C. A. (Eds.). (2022). *Advocacy for social and linguistic justice in TESOL: Nurturing inclusivity, equity, and social responsibility in English language teaching*. Routledge, Taylor & Francis Group

Palabras clave: EDUCATION / Teaching / Subjects / Language Arts; EDUCATION / Bilingual Education; EDUCATION / Multicultural Education; EDUCATION / Inclusive Education; English teachers—Training of—Social aspects; English language—Study and teaching—Foreign speakers; Second language acquisition; Social justice and education

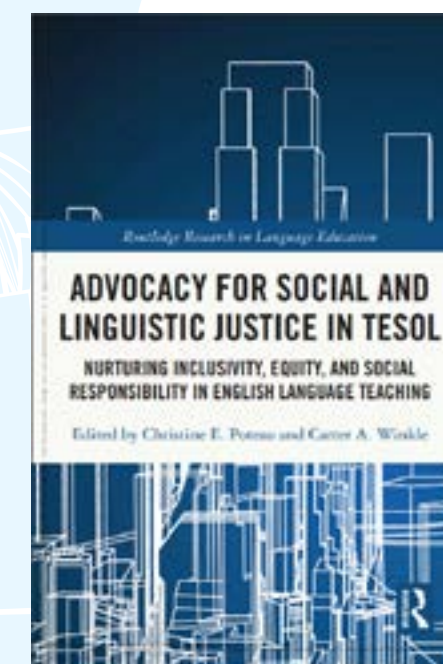
Recognizing the need for increased social justice in the fields of TESOL and English language teaching (ELT) globally, this volume presents a range of international case studies and empirical research to demonstrate how English language instruction can promote social and linguistic justice through advocacy-oriented pedagogies and curricula.

Advocacy for Social and Linguistic Justice in TESOL adopts a critical, and evidence-based approach to identifying effective practice in ensuring inclusive and equitable learning and teaching. Chapters address emergent issues including heritage language and L1 attrition, teacher and learner identity, and linguistic colonialism, as well as wider issues such as global citizenship and human rights. Focus is placed on empowering both educators and learners as advocates of social justice and consideration is also given to how social responsibility can be supported through enhanced teacher preparation and professional development.

Making a timely contribution at the intersection of advocacy, social justice, and English language teaching, this book will be key reading for postgraduate researchers, scholars, and academics in the fields of TESOL and ELT, as well as language education, applied linguistics, and the sociology of education more broadly. English language teachers and practitioners will also find this volume of interest.

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Kent, H. (2021). A-level German Writing Skills: Essays, Translations and Summaries. Hodder Education Group.

Palabras clave: STUDY AIDS / Study Guides; German language—Textbooks for foreign speakers—English; German language—Written German—Examinations—Study guides

Suitable for all abilities, this A-level German Writing Skills Workbook will help students to:

- Manipulate language effectively by rewording, reordering, and using complex grammar
- Plan and structure their writing clearly and express themselves with a broad range of vocabulary, using evidence to justify their opinions
- Prepare for assessment with exam-style questions
- Make the most of opportunities for self-directed learning with both self-marked and teacher-marked activities, with all answers online

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Nami, F. (Ed.). (2020). Digital Storytelling in Second and Foreign Language Teaching: Vol. First Edition. Peter Lang Inc., International Academic Publishers.

Palabras clave: FOREIGN LANGUAGE STUDY / Miscellaneous; EDUCATION / Bilingual Education; EDUCATION / Schools / Levels / Elementary; EDUCATION / Experimental Methods; EDUCATION / Multicultural Education; EDUCATION / Schools / Levels / Secondary; FOREIGN LANGUAGE STUDY / English as a Second Language; Audio-lingual method (Language teaching); English language—Study and teaching—Foreign speakers; Digital storytelling

Digital Storytelling in Second and Foreign Language Teaching offers a concise overview of the theoretical underpinnings, rationales, and related pedagogical implications of second and foreign language learning (S/FLL) through digital storytelling for those readers who want to begin experiencing this mode of teaching and learning. It provides educators and language teachers with a research-oriented, evidence-driven knowledge base of the current digital storytelling tools that are apt for learning/teaching different language skills at K-12, college, and university contexts, empirically assessing their effectiveness.

In addition to depicting a consolidated picture of digital storytelling (DST) for second and foreign language learning in theory and practice, the book helps readers gain a better understanding of the possible challenges and constraints against the effective integration of these tools for language learning purposes. In addition, case studies conducted in different contexts add to the existing body of research, providing researchers in the fields of language teaching and educational technology with an opportunity to benefit from research designs, findings, and methods. Further, the book expands readers' knowledge base on students and teachers' perception toward language learning by means of digital storytelling tools.

The implications discussed in different chapters of this book offer insights for the readers who are interested in conducting further research on this subject in other disciplines. As digital storytelling tools and presentation software which are specifically designed for educational purposes are becoming more accessible and widely applied, a nuanced understanding of how these tools should be best applied for educational purposes including language practice is becoming an imperative. The present publication aims at offering such an understanding, acting as a reference guide, and making DST a tangible instructional design for teachers, educators, learners, curriculum designers, and policy makers in the field of S/FLL and educational technology.

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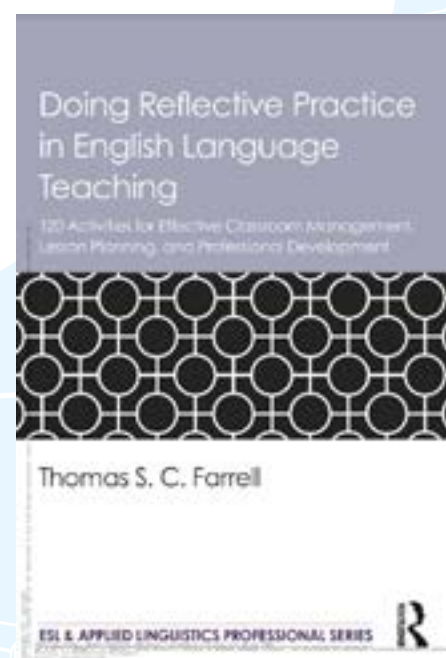
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Farrell, T. S. C. (2022). *Doing Reflective Practice in English Language Teaching: 120 Activities for Effective Classroom Management, Lesson Planning, and Professional Development*. Routledge.

Palabras clave: EDUCATION / Teaching / Subjects / Language Arts; EDUCATION / Professional Development; Reflective teaching; English language—Study and teaching

This practical and engaging book introduces readers to reflective practice in English language teaching. Assuming no background knowledge, Thomas S. C. Farrell clearly and accessibly walks through ways that teachers can integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development. Each chapter covers an important dimension of reflective practice and features many ready-to-use activities that are designed to empower teachers and allow them to overcome challenges they'll face throughout their careers. Covering many types of reflection and the many purposes it serves, this book addresses written reflection, lesson planning, classroom observation, classroom management, group communication and more. This resource is ideal for preservice and early career language teachers and is an important supplement to courses in language education and applied linguistics programs.

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Gambier, Y., & Doorslaer, L. van (Eds.). (2021). *Handbook of Translation Studies: Volume 5*. John Benjamins Publishing Company.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Translating & Interpreting; Translating and interpreting

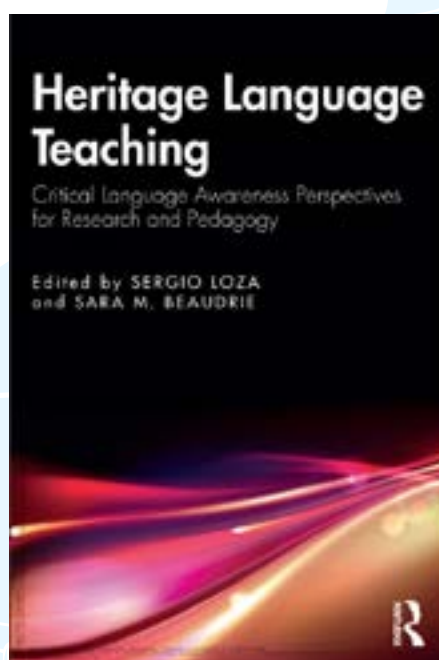
Up to now, the Handbook of Translation Studies (HTS) consisted of four volumes, all published between 2010 and 2013. Since research in TS continues to grow and expand, this fifth volume was added in 2021. The HTS aims at disseminating knowledge about translation, interpreting, localization, adaptation, etc. and providing easy access to a large range of topics, traditions, and methods to a relatively broad audience: not only students who prefer such user-friendliness, but also researchers and lecturers in Translation Studies, Translation & Interpreting professionals, as well as scholars and experts from other adjacent disciplines. All articles in HTS are written by specialists in the different subfields and are peer-reviewed.

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Loza, S., & Beaudrie, S. M. (Eds.). (2022). *Heritage language teaching: Critical language awareness perspectives for research and pedagogy*. Routledge.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Linguistics / General; Language awareness—United States; Spanish language—Study and teaching—United States; Heritage language speakers—Education—United States

This innovative, timely text introduces the theory, research, and classroom application of critical approaches to the teaching of minoritized heritage learners, foregrounding sociopolitical concerns in language education. Beaudrie and Loza open with a global analysis, and expert contributors connect a focus on speakers of Spanish as a heritage language in the United States to broad issues in heritage language education in other contexts – offering an overview of key concepts and theoretical issues, practical pedagogical guidance, and field-advancing suggestions for research projects. This is an invaluable resource for advanced students and scholars of applied linguistics and education, as well as language program administrators.

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Bennett, K., & Barros, R. Q. de (Eds.). (2019). *Hybrid Englishes and the Challenges of and for Translation: Identity, Mobility and Language Change*. Routledge

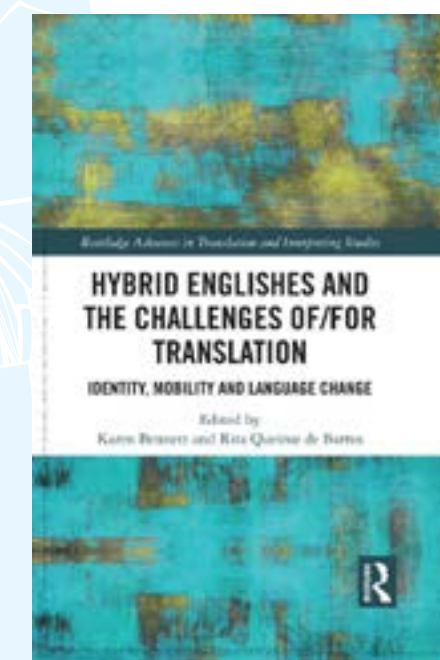
Palabras clave: LANGUAGE ARTS & DISCIPLINES / Linguistics / General; Communication, International; Languages in contact; Intercultural communication; English language—Influence on foreign languages; English language—Foreign countries; Untranslatability; Translating and interpreting

This volume problematizes the concept and practice of translation in an interconnected world in which English, despite its hegemonic status, can no longer be considered a coherent unified entity but rather a mobile resource subject to various kinds of hybridization. Drawing upon recent work in the domains of translation studies, literary studies and (socio-)linguistics, it explores the centrality of translation as both a trope for the analysis of contemporary trans-cultural dynamics and as a concrete communication practice in the globalized world.

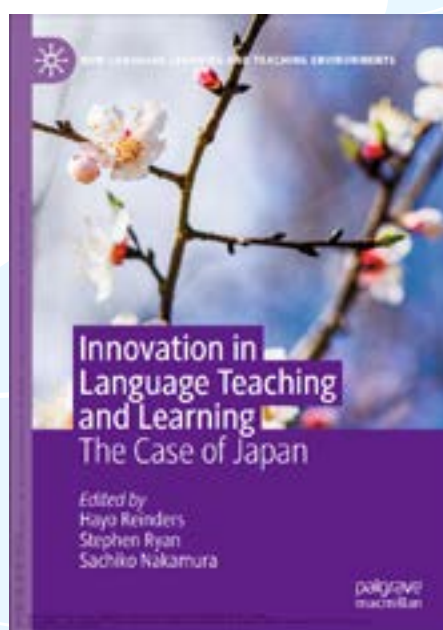
The chapters range across many geographic realities and genres (including fiction, memoir, animated film and hip-hop), and deal with subjects as varied as self-translation, translational ethics and language change. As a whole, the book makes an important contribution to our understanding of how meanings are generated and relayed in a context of super-diversity, in which traditional understandings of language and translation can no longer be sustained.

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Reinders, H., Ryan, S., & Nakamura, S.(Eds.) (2019). Innovation in Language Teaching and Learning: The Case of Japan. Palgrave Macmillan.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Linguistics / General; EDUCATION / Educational Psychology; EDUCATION / Language Experience Approach; EDUCATION / Computers & Technology; LANGUAGE ARTS & DISCIPLINES / Linguistics / Sociolinguistics; Educational innovations—Japan; Language and languages—Study and teaching—Japan

This book examines a wide range of innovations in language learning and teaching in Japan. Each of the chapters describes the impetus for a change or new development in a particular context, from early childhood to adult learning, details its implementation and provides an evaluation of its success. In doing so, they provide a comprehensive overview of best practice in innovating language education from teaching practice in formal classroom settings, to self-directed learning beyond the classroom, and offer recommendations to enhance language education in Japan and beyond. The book will be of interest to scholars of applied linguistics and language development, and in particular to those involved in managing change in language education that attempts to mediate between global trends and local needs.

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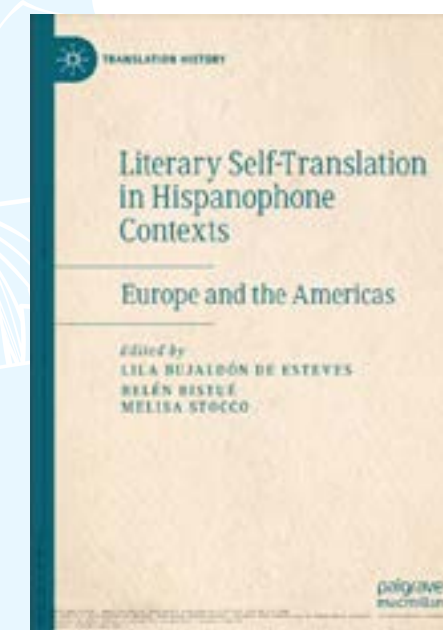
Bujaldón de Esteves, L., Bistué, B., & Stocco, M. (Eds.). Literary Self-Translation in Hispanophone Contexts - La Autotraducción Literaria En Contextos De Habla Hispana: Europe and the Americas - Europa Y América. Palgrave Macmillan.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Translating & Interpreting; FOREIGN LANGUAGE STUDY / General; HISTORY / Latin America / General; LITERARY CRITICISM / General; Self-translation

This edited book contributes to the growing field of self-translation studies by exploring the diversity of roles the practice has in Spanish-speaking contexts of production on both sides of the Atlantic. Part I surveys the presence of self-translation in contemporary Indigenous literatures in Spanish America, with a focus on Mexico and the Mapuche poetry of Chile and Argentina. Part II proposes to incorporate self-translation into the history of Spanish-American literatures- including its relation with colonial multilingual-translation practices, the transfers it allowed between the French and Spanish-American avant-gardes, and the insertion it offered for exiled Republicans in Mexico. Part III develops new reflections on the Iberian realm: on the choice between self and allograph translation Basque writers must face, a new category in Xosé Dasilva's typology, based on the Galician context, and the need to expand the analysis of directionality in Catalan self-translations. This book brings together contributions from some of the leading international experts in translation and self-translation, and it will be of interest to scholars and students in the fields of Translation Studies, Cultural Studies, Comparative Literature, Spanish Literature, Spanish American and Latin American Literature, and Amerindian Literatures.

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Jones, E. (2022). *Literature in motion: Translating multilingualism across the Americas*. Columbia University Press.

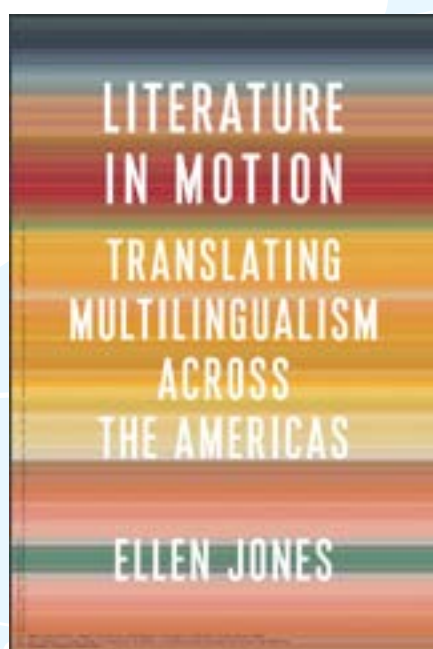
Palabras clave: LITERARY CRITICISM / Caribbean & Latin American; LITERARY CRITICISM / American / Hispanic & Latino; LITERARY CRITICISM / Modern / 20th Century; LITERARY CRITICISM / Modern / 21st Century; Portuñol literature—Translations—History and criticism; Portuñol literature—History and criticism; Translating and interpreting; Multilingualism and literature; Spanglish literature—Translations—History and criticism; Spanglish literature—History and criticism

Literature is often assumed to be monolingual: publishing rights are sold on the basis of linguistic territories and translated books are assumed to move from one “original” language to another. Yet a wide range of contemporary literary works mix and meld two or more languages, incorporating translation into their composition. How are these multilingual works translated, and what are the cultural and political implications of doing so?

In *Literature in Motion*, Ellen Jones offers a new framework for understanding literary multilingualism, emphasizing how authors and translators can use its defamiliarizing and disruptive potential to resist conventions of form and dominant narratives about language and gender. Examining the connection between translation and multilingualism in contemporary literature, she considers its significance for the theory, practice, and publishing of literature in translation. Jones argues that translation does not conflict with multilingual writing’s subversive potential. Instead, we can understand multilingualism and translation as closely intertwined creative strategies through which other forms of textual and conceptual hybridity, fluidity, and disruption are explored.

Jones addresses both well-known and understudied writers from across the American hemisphere who explore the spaces between languages as well as genders, genres, and textual versions, reading their work alongside their translations. She focuses on U.S. Latinx authors Susana Chávez-Silverman, Junot Díaz, and Gianina Braschi, who write in different forms of “Spanglish,” as well as the Brazilian writer Wilson Bueno, who combines Portuguese and Spanish, or “Portunhol,” with the indigenous language Guarani, and whose writing is rendered into “Frenghish” by Canadian translator Erin Moure.

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Félix-Brasdefer, J. C. (2019). *Pragmática del Español: contexto, uso y variación*. Routledge

Palabras clave: FOREIGN LANGUAGE STUDY / General; FOREIGN LANGUAGE STUDY / Spanish; LANGUAGE ARTS & DISCIPLINES / General; Spanish language—Variation; Spanish language—Discourse analysis; Pragmatics; Spanish language—Spoken Spanish

This long-awaited textbook represents a very useful resource for those who are interested in the burgeoning field of Spanish Pragmatics. Using easily accessible language, the book presents the field in broad strokes. Content in 10 chapters ranges from fundamental pragmatics concepts (e.g. speech acts, deixis, inference) to discourse analysis, (im)politeness issues, pragmatic variation (e.g. pronouns tú and usted in the Hispanic world), pragmatics teaching and learning, and research methods. The textbook will be invaluable for any undergraduate and graduate Spanish curriculum, for researchers of Spanish linguistics, and for those interested in linguistics in general

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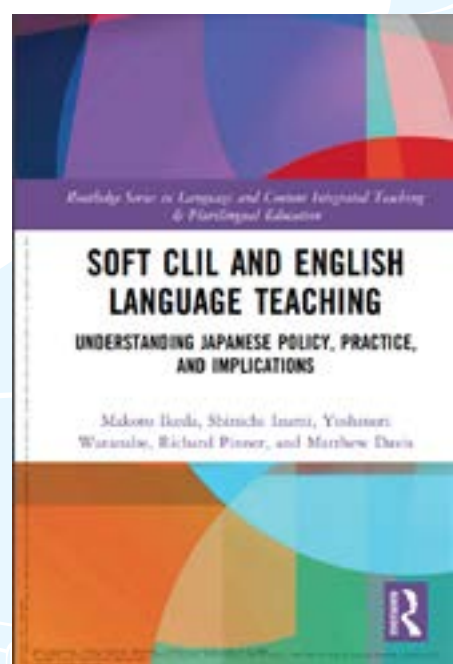
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18



Ikeda, M., Izumi, S., Watanabe, Y., Pinner, R., & Davis, M. (2022). *Soft CLIL and English Language Teaching : Understanding Japanese Policy, Practice and Implications*. Routledge.

Palabras clave: EDUCATION / Teaching / Subjects / Language Arts; EDUCATION / Bilingual Education; EDUCATION / Curricula; EDUCATION / Language Experience Approach; FOREIGN LANGUAGE STUDY / English as a Second Language; LANGUAGE ARTS & DISCIPLINES / Study & Teaching; EDUCATION / Learning Styles; Second language acquisition; English language—Study and teaching—Foreign speakers—Research—Methodology

Content and Language Integrated Learning (CLIL) is a transformative and powerful approach to language education and has had a significant impact on educational pedagogy in recent years. Despite burgeoning literature on the efficacy and implementation of CLIL, there remains a gap between CLIL and English Language Teaching (ELT). Many practitioners wonder how they can 'do CLIL' if their main classes are focused on English as a Foreign Language (EFL). This volume addresses these concerns by examining the experiences of various CLIL practitioners in the EFL context of Japan.

Chapters outline the CLIL methodology, the differences in 'hard CLIL' (subject led) and 'soft CLIL' (language-oriented) before focusing on the EFL interpretations of soft-CLIL. Although the distinction of hard CLIL and soft CLIL has been mentioned in several publications, this is the first book-length exploration of this issue, featuring chapters examining expectations, challenges, material support, implementation, and even motivation in CLIL classrooms. All of this culminates in a review of the potential and future of CLIL in EFL contexts, paving the way for more widespread and well informed implementation of CLIL all over the world.

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Nuss, S. V., & Martelle, W. W. (2022). *Task-Based Instruction for Teaching Russian As a Foreign Language*. Routledge.

Palabras clave: FOREIGN LANGUAGE STUDY / General; FOREIGN LANGUAGE STUDY / Russian; Second language acquisition; Task analysis in education; Russian language—Study and teaching—Foreign speakers.

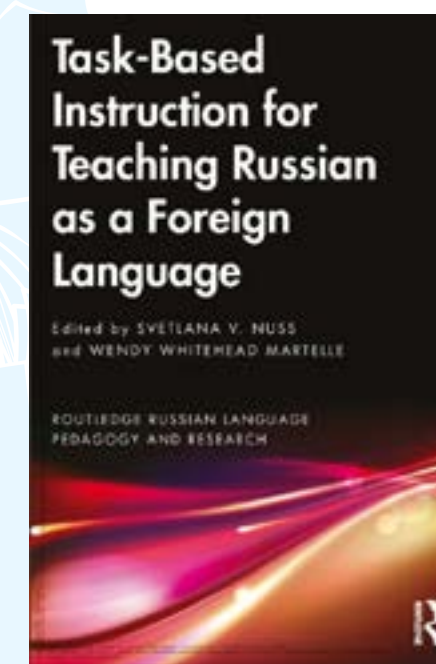
Task-Based Instruction for Teaching Russian as a Foreign Language presents the most recent developments in the field of task-based language teaching (TBLT) and highlights impactful research-based instructional practices of applying TBLT for the teaching of Russian.

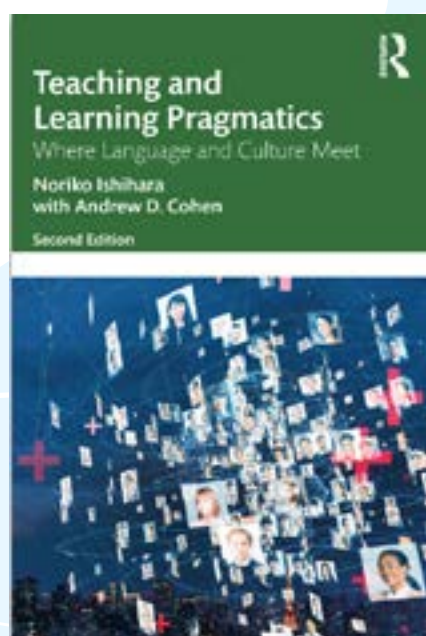
This comprehensive volume extends the current understanding of the nature and role of tasks in course development, authenticity in task design, the role of the instructor in TBLT, teaching culture through TBLT, the intersection of complex morphology and explicit grammar instruction with task-based approaches, collaborative interaction within TBLT, and technology-mediated tasks. This resource focuses on the unique set of factors and challenges that arise when applying TBLT in the instruction of Russian and other morphologically rich languages.

This edited volume will be of interest to teachers of Russian as well as researchers in Russian language acquisition, language pedagogy, and Slavic applied linguistics.

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Ishihara, N., & Cohen, A. D. (2022). *Teaching and learning pragmatics: where language and culture meet* (Second edition). Routledge.

Palabras clave: Pragmática — Estudio y enseñanza; Lenguaje y cultura— Estudio y enseñanza; Adquisición de segunda lengua; Comunicación intercultural; Libros electrónicos

An understanding of sociocultural context is crucial in second language learning—yet developing this awareness often poses a real challenge to the typical language learner.

This book is a language teachers' guide that focuses on how to teach socially and culturally preferred language for effective intercultural communication. Moving beyond a purely theoretical approach to pragmatics, the volume offers practical advice to teachers, with hands-on classroom tasks included in every chapter.

Readers will be able to:

- Understand the link between language use, linguacultural diversity, and multilingual identity
- Identify possible causes of learner errors and choices in intercultural communication
- Understand applied linguistics theories that support culturally sensitive classroom practices
- Develop a pragmatics-focused instructional component, classroom-based assessments, and curricula
- Help learners to become more strategic about their learning and performance of speech acts
- Incorporate technology into their approach to teaching pragmatics

This book aims to close the gap between what research in pragmatics has found and how language is generally taught today. It will be of interest to all language teachers, graduate students in language teaching and linguistics, teacher educators, and developers of materials for teaching language.

<https://doi-org.pbidi.unam.mx:2443/10.4324/9781003168188>

Wei Cai. (2022). *Teaching and Researching Chinese Second Language Listening*. Routledge.

Palabras clave: FOREIGN LANGUAGE STUDY / General; Chinese language—Study and teaching—Foreign speakers; Listening comprehension; Second language acquisition.

Teaching and Researching Chinese Second Language Listening focuses on Chinese L2 listening with theory and pedagogy at its heart. The objectives of the book are to recount the development of Chinese L2 listening pedagogy, to synthesize research on Chinese L2 listening, and to propose a Chinese L2 listening approach.

This book is the first to bridge the gap between Chinese L2 and general L2 listening and develop a much-needed systematic teaching approach to Chinese listening based on research findings in L2 listening, the unique features of the Chinese language, and the distinctive characteristics of the Chinese L2 learner population. This book grounds Chinese L2 teaching in solid theories of L2 acquisition and teaching. The research-informed and evidence-based Chinese L2 teaching approach proposed in the book seeks to move beyond the traditional product-oriented approach to integrate form-, meaning-, process-, and learner-focused listening. This book also discusses Chinese L2 listening from learners' perspectives: heritage versus non-heritage learners and motivation. These are presented together with theory and teaching practice.

The book is aimed at researchers, in-service teachers and students taking upper-level undergraduate courses and postgraduate courses for programs in Chinese applied linguistics and teaching Chinese as a second language (TCSL).

Chinese listening studies to date have mostly been published in the Chinese language, which severely limits their readership. This book is therefore written in English to fill the gap in current scholarship. Due to a large number of Chinese learners and the consequential booming programs in TCSL and CIE (Chinese international education), it is important to dedicate a book specifically to Chinese listening.

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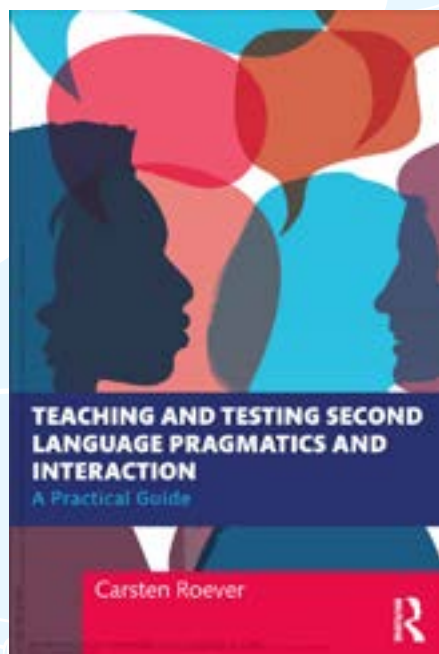


Roever, C. (2022). *Teaching and Testing Second Language Pragmatics and Interaction: A Practical Guide*. Routledge.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / General; LANGUAGE ARTS & DISCIPLINES / Linguistics / General; Pragmatics—Study and teaching; Second language acquisition.

Pragmatic ability is crucial for second language learners to communicate appropriately and effectively; however, pragmatics is underemphasized in language teaching and testing. This book remedies that situation by connecting theory, empirical research, and practical curricular suggestions on pragmatics for learners of different proficiency levels: It surveys the field comprehensively and, with useful tasks and activities, offers rich guidance for teaching and testing L2 pragmatics. Mainly referring to pragmatics of English and with relevant examples from multiple languages, it is an invaluable resource for practicing teachers, graduate students, and researchers in language pedagogy and assessment.

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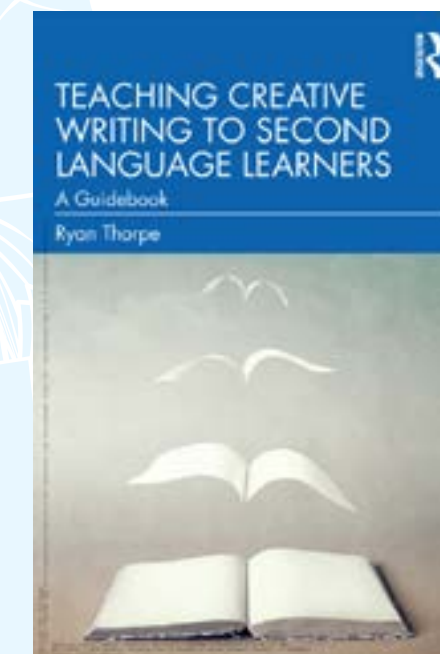
Thorpe, R. (2022). *Teaching Creative Writing to Second Language Learners: A Guidebook*. Routledge.

Palabras clave: EDUCATION / General; Creative writing; English language—Composition and exercises—Study and teaching; English language—Study and teaching—Foreign speakers; Second language acquisition; Creation (Literary, artistic, etc.)

This timely and accessible book offers engaging guidance to teachers of second language students on teaching creative writing in their classrooms. Creative writing is a tool that can inspire second language learners to write more, play with language, and enjoy and improve not only their writing, but also their speaking, listening, and reading skills. Addressing the expectations and perceptions of writing in another language, Thorpe demonstrates how to foster successful creative writing environments and teach and assess creative writing in a way that is tailored to the distinct needs of non-native speakers. Covering key topics such as cultural storytelling, voice, genre, and digital composition, assessment, and more, Thorpe shares successful creative writing instructional practices informed by current research in creative writing and second language education. Each chapter includes insights, advice, and student examples that can help new teachers take their first steps in more reflective second language creative writing classroom.

An invaluable resource for instructors of non-native students and an ideal text for pre-service teachers in courses in TESOL, writing instruction, and applied linguistics, this book invites you to use creative writing not only as a successful method for teaching L2 writing, but also as a way to improve student motivation and output, for more effective language learning.

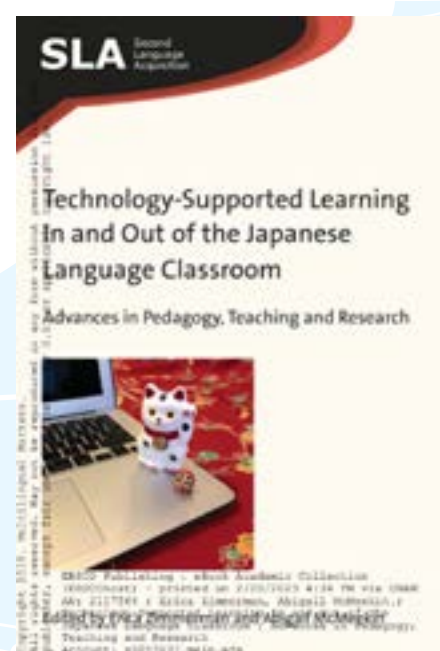
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Zimmerman, E., & McMeekin, A. (Eds.). (2019). *Technology-Supported Learning In and Out of the Japanese Language Classroom: Advances in Pedagogy, Teaching and Research*. Multilingual Matters.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Study & Teaching; EDUCATION / Computers & Technology; Japanese language—Computer-assisted instruction for foreign speakers; Japanese language—Study and teaching—Foreign speakers.

This book addresses several pressing concerns of teachers and researchers who are looking for ways to integrate technology use in and out of their classrooms and assess its usefulness in the learning process. It provides an up-to-date examination of technology-supported pedagogy and language acquisition in a variety of Japanese as a foreign or second language contexts. It equips readers with practical pedagogical information, including methods of implementation and learning assessment, and ideas for how technology can be applied to achieve a wide range of learning objectives. The topics examined include cultural learning, identity construction, speaking, reading, writing, pronunciation, collaborative online learning, digital and 3D virtual reality games, online text analysis, and participation in online communities. In addition, different e-learning configurations such as flipped, online, and distance learning classrooms are explored. Studies examine various current technologies (e.g. blogs, synchronous/asynchronous telecollaboration, corpus analysis software, modern pronunciation tools) and will have both direct and indirect consequences for teaching and learning a second/foreign language with technology across all languages.

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Goulah, J., & Katunich, J. (Eds.). (2020). *TESOL and Sustainability: English Language Teaching in the Anthropocene Era*. Bloomsbury Academic.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Study & Teaching; Critical pedagogy; Sustainability—Study and teaching; Ecolinguistics; English language—Study and teaching—Foreign speakers; English language—Study and teaching—Environmental aspects; Sustainability.

In the burgeoning field of ecolinguistics, little attention has been given to the ways in which English language teaching is and has become implicated in global ecological crises. This book begins a dialogue about the opportunities and responsibilities presented to the TESOL field to re-orient professional practice in ways that drive cultural change and engender alternate language practices and metaphors.

Covering a diverse range of topics, including anthropogenic climate change, habitat loss, food insecurity and mass migration, chapters argue that such crises require not only technological innovation, but also cultural changes in how human beings relate to each other and their environment. Arguing that it is incumbent upon the field of English language teaching to reckon with such cultural changes in how and what we teach, *TESOL and Sustainability* addresses the ways in which discourses such as eco-pedagogy, the critique of neo-liberalism, non-Western philosophy and post-humanist thought can and must inform how and what is taught in ESL and EFL classrooms.

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Bamberg, M. G. W. (1987). *The Acquisition of Narratives: Learning to Use Language*. De Gruyter Mouton.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Linguistics / General; Cohesion (Linguistics); Discourse analysis, Narrative; Language acquisition.

This monograph will document that this folk notion that regards the relationship between 'language' and 'narrative discourse' as two different knowledge domains is not only too simplistic but, in particular when it comes to the acquisition of knowledge within the two domains, leads to the wrong implications. It will be shown that for adult narrators the two domains are intrinsically interwoven, i.e. neither can the use of linguistic contrasts be explained without exploration of the discourse functions they serve in the narrative, nor can the constitution of the narratives be explained without a detailed analysis of the linguistic particulars. Further, with regard to the acquisition of this intrinsic relationship between linguistic contrasts and their discourse functions, it will be shown that it is the discourse level - or pragmatic function - from which narrators first draw conclusions with regard to what particular linguistic contrasts might "mean". And only later in development is the component added that gives rise to the assumption of a discourse independent linguistic knowledge. Due to the multifunctionality of formal contrasts, this monograph can be read from two perspectives: On the one hand, it is an exploration of syntax in use, and as such presents an investigation of children's early knowledge of language - or more precisely their early form-function mappings. As such it leads to a better understanding of what goes into children's early productions of narratives. On the other hand, this study is an investigation of the development of narrative skills. Its focus is on the construction of coherent wholes, in this particular case on picture book narrations. The understanding of how these wholes are constructed throws light onto the linguistic units that play a constitutive role in this construction process. These two dimensions of construction from the parts to the whole and from the whole to the parts are parts of a hermeneutic circle within which the reconstruction of the processes involved in the actual production of narratives and the comprehension are possible.

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Norton, J., & Buchanan, H. (Eds.). (2022). *The Routledge Handbook of Materials Development for Language Teaching*. Routledge.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / General; LANGUAGE ARTS & DISCIPLINES / Linguistics / General; Language and languages—Study and teaching; Language arts—Curricula; Applied linguistics; Teaching--Aids and devices.

The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research.

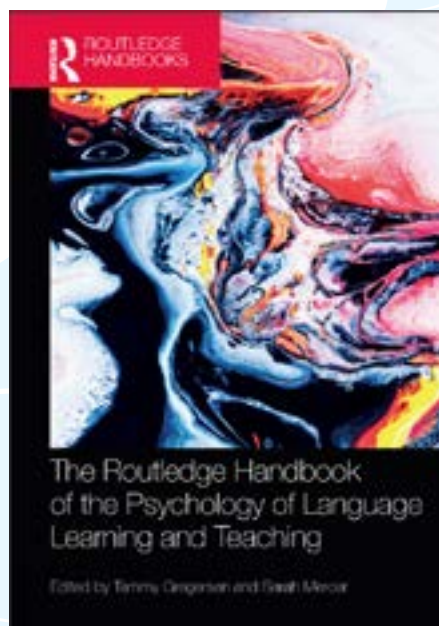
Key features include:

a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of 'best practice'; 'snapshots' of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research.

This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education.

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Gregersen, T., & Mercer, S. (Eds.). (2022). *The Routledge Handbook of the Psychology of Language Learning and Teaching*. Routledge.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Linguistics / General; Language and languages—Study and teaching—Psychological aspects; Language acquisition—Psychological aspects; Language and education.

This state-of-the-art volume is the first to capture a hybrid discipline that studies the role and linguistic implications of the human mind in language learning and teaching. This Handbook considers individual as well as collective factors in language learners and teachers from an array of new empirical constructs and theoretical perspectives, including implications for practice and “myths, debates, and disagreements” in the field, and points to future directions for research. This collection of stellar contributions is an essential resource for researchers, advanced students, and teachers working in applied linguistics, second language acquisition, psychology, and education.

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Robinson, D. (2019). *Transgender, Translation, Translingual Address*. Bloomsbury Academic.

Palabras clave: LITERARY CRITICISM / Comparative Literature; LANGUAGE ARTS & DISCIPLINES / Translating & Interpreting; LITERARY CRITICISM / LGBTQ+; SOCIAL SCIENCE / Gender Studies; Transgender people; Translating and interpreting.

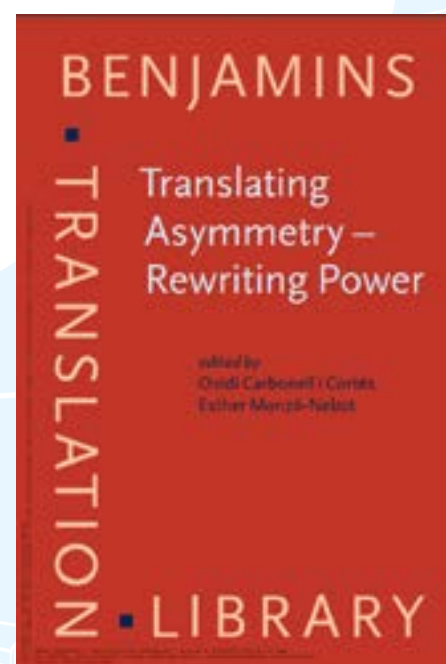
The emergence of transgender communities into the public eye over the past few decades has brought some new understanding, but also renewed outbreaks of violent backlash. In *Transgender, Translation, Translingual Address* Douglas Robinson seeks to understand the “translational” or “translingual” dialogues between cisgendered and transgendered people.

Drawing on a wide range of LGBT scholars, philosophers, sociologists, sexologists, and literary voices, Robinson sets up cis-trans dialogues on such issues as “being born in the wrong body,” binary vs. anti-binary sex/gender identities, and the nature of transition and transformation. Prominent voices in the book include Kate Bornstein, C. Jacob Hale, and Sassafra Lowrey.

The theory of translation mobilized in the book is not the traditional equivalence-based one, but Callon and Latour’s sociology of translation as “speaking for someone else,” which grounds the study of translation in social pressures to conform to group norms. In addition, however, Robinson translates a series of passages from Finnish trans novels into English, and explores the “translingual address” that emerges when those English translations are put into dialogue with cis and trans scholars.

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Carbonell i Cortés, O., & Monzó-Nebot, E. (Eds.). (2021). *Translating Asymmetry – Rewriting Power*. John Benjamins Publishing Company.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Translating & Interpreting; Asymmetry (Linguistics); Translating and interpreting—Social aspects.

The relevance of translation has never been greater. The challenges of the 21st century are truly glocal and societies are required to manage diversities like never before. Cultural and linguistic diversities cut across ideological systems, those carefully crafted to uphold prevailing hierarchies of power, making asymmetries inescapable. Translation and interpreting studies have left behind neutrality and have put forward challenging new approaches that provide a starting point for researching translation as a cultural and historical product in a global and asymmetrical world. This book addresses issues arising from the power vested in and arrogated by translation and interpreting either as instruments of change, or as tools to sustain dominant structures. It presents new perspectives and cutting-edge research findings on how asymmetries are fashioned, woven, upheld, experienced, confronted, resisted, and rewritten through and in translation. This volume is useful for scholars looking for tools to raise awareness as to the challenges posed by the pervasiveness of power relations in mediated communication. It will further help practitioners understand how asymmetries shape their experiences when translating and interpreting.

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Ma, Y., & Wang, B. (2021). *Translating Tagore's Stray Birds Into Chinese: Applying Systemic Functional Linguistics to Chinese Poetry Translation*. Routledge.

Palabras clave: FOREIGN LANGUAGE STUDY / Chinese; LANGUAGE ARTS & DISCIPLINES / Translating & Interpreting; LITERARY CRITICISM / Asian / Chinese; POETRY / Asian / Chinese; Systemic grammar; Translating and interpreting—China; Poetry—Translating; Functionalism (Linguistics).

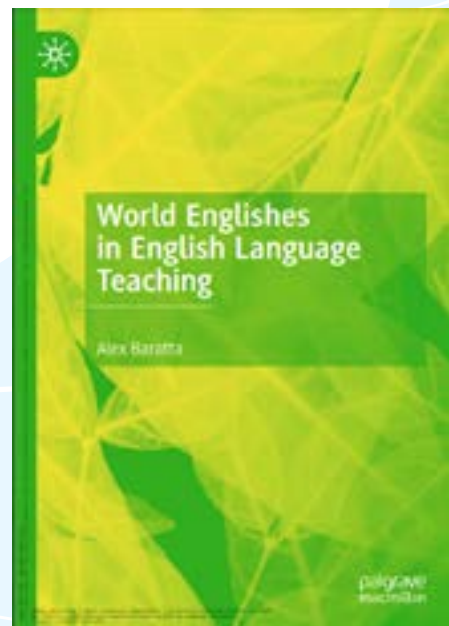
Translating Tagore's 'Stray Birds' into Chinese explores the choices in poetry translation in light of Systemic Functional Linguistics (SFL) and illustrates the ways in which readers can achieve a deeper understanding of translated works in English and Chinese.

Focusing on Rabindranath Tagore's 'Stray Birds', a collection of elegant and philosophical poems, as a source text, Ma and Wang analyse four Chinese target texts by Zheng Zhenduo, Yao Hua, Lu Jinde and Feng Tang and consider their linguistic complexities through SFL. This book analyses the source text and the target texts from the perspectives of the four strata of language, including graphology, phonology, lexicogrammar and context.

Ideal for researchers and academics of SFL, Translation Studies, Linguistics, and Discourse Analysis, *Translating Tagore's 'Stray Birds' into Chinese* provides an in-depth exploration of SFL and its emerging prominence in the field of Translation Studies.

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Baratta, A. (2019). *World Englishes in English Language Teaching*. Palgrave Macmillan.

Palabras clave: LANGUAGE ARTS & DISCIPLINES / Linguistics / General; LANGUAGE ARTS & DISCIPLINES / General; LANGUAGE ARTS & DISCIPLINES / Communication Studies; PSYCHOLOGY / Personality; EDUCATION / Teaching / Subjects / Language Arts; English language—Study and teaching.

The unprecedented growth and recognition of new world Englishes, call for English language teaching programs to consider the place and relevance of the paradigm of World Englishes to the content and delivery of their curricula. This concern is particularly compelling in the multi-varietal contexts such as Australia where speakers from different Kachruvian Circles interact frequently with one another. Investigating the place and pertinence of World Englishes in English language teaching in Australia this book explores the perceptions of English language teachers from culturally and linguistically diverse backgrounds working in Australia. Looking at the effect on teachers' confidence when dealing with different varieties of English, the pedagogical implications and the causes of varying degrees of perception among teachers. The author highlights the possible changes that could take place that would pave the ground for the development of World Englishes-informed curriculum and pedagogy for English as an International Language, which would in turn provide opportunities for learners to develop requisite competencies for intercultural communication. These are the skills which enable learners to successfully interact with speakers of various Englishes and negotiate and navigate with their interlocutors the differing cultural conceptualisations associated with the varieties of English during international and intercultural communication.

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