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Enero- Junio Año 20 Núm. 1

Nuevas
adquisiciones



Libros
2024

Lingüística, traducción
e idiomas
(Libros electrónicos)



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Stephen A. Bastien

Boletín de adquisiciones
Enero – Junio 2024 Año 20 No 1



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DG Osman Lucero Anzures
Diseño editorial

DG Osman Lucero Anzures
Formateo y desarrollo gráfico

DG Osman Lucero Anzures
Fotografía portada (Banco de imágenes ENALLT-UNAM)

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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 2024.

El presente boletín integra libros 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.

Portada

Kelly, D. (2014). *A handbook for translator trainers: a guide to reflective practice*. London: Routledge.

Palabras clave: Traductores -- Capacitación, de

The community of translator trainers is growing constantly, as new courses are set up in diverse contexts throughout the world. After a brief overview of current approaches to translator training, this book offers practical guidance to sound training practices in different contexts.

<https://www.taylorfrancis.com/books/9781315760292>

Referencia Bibliográfica

Palabras clave

Abstract

Enlace

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Enero – Junio 2024

Año 20 No. 1

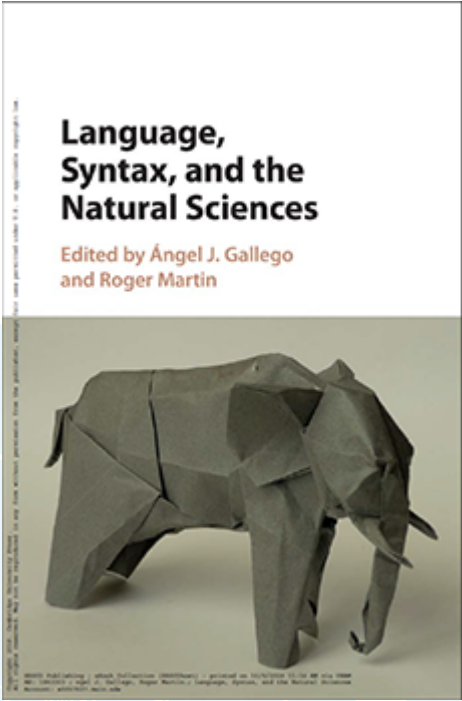
Índice temático

Adquisición del lenguaje.....	14, 15	Metatranslation.....	11
Biolingüística	16	Minimalist theory (linguistics).....	7
Blended learning.....	12	Oral Communication.....	13
Communication.....	10	Psychology / interpersonal relations.....	8
Communication in science.....	6	Referencia lingüística	14, 15
Fuentes de referencia – Filosofía.....	9	Science—language	6
Generative grammar.....	7	Self-Perception.....	8
Grammar, Comparative and general—syntax	7	Self-presentation	8
Interpersonal Communication.....	13	Semiotics.....	10
Language arts & disciplines / general.....	6	Social Psychology	8
Language arts & disciplines / linguistics / general.....	7	Social role.....	8
Language arts & disciplines / linguistics / semantics.....	7	Social science / anthropology / cultural & social.....	8
Lenguaje y lenguas – Filosofía.....	9	Social science / sociology / social theory	8
Literary forms.....	11	Translation.....	11
Literatura infantil – Traducción	17		

Lingüística, traducción e idiomas (Libros electrónicos)

Índice onomástico

Abbott, B.....	9
Allen, S.	15
Coillie, J. van.	17
Gallego, Á. J.	6, 7
Goffman, E.	8
Gundel, J. K.....	9
Hassan, R.....	14
Hermans, T.	11
Kress, G.....	10
Linder, K. E.	12
Martin, R.	6
Norris, S.....	13
Rialland, A.	14
Salazar Orvig, A.....	14
Serratrice, L.....	15
Uriagereka, J.	16
Verschueren, W.	17
Weck, G. de,.....	14



Gallego, Á. J., & Martin, R. (Eds). (2018). Language, Syntax, and the Natural Sciences. Cambridge University Press.

Palabras clave: Language arts & disciplines/general; Communication in science; Science–language

Language, apart from its cultural and social dimension, has a scientific side that is connected not only to the study of ‘grammar’ in a more or less traditional sense, but also to disciplines like mathematics, physics, chemistry and biology. This book explores developments in linguistic theory, looking in particular at the theory of generative grammar from the perspective of the natural sciences. It highlights the complex and dynamic nature of language, suggesting that a comprehensive and full understanding of such a species-specific property will only be achieved through interdisciplinary work.

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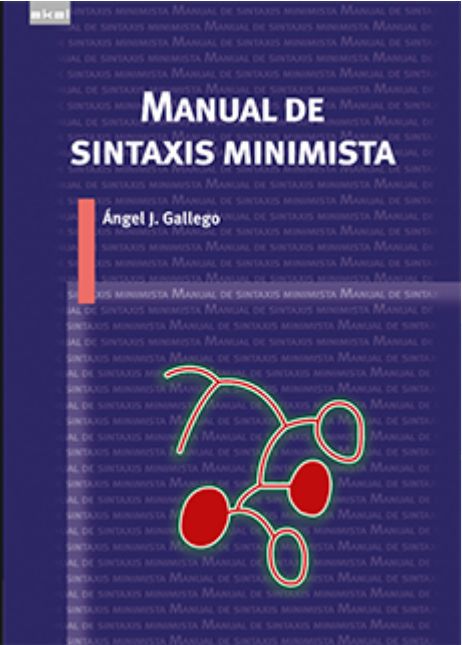
Gallego, Á. J. (2022). Manual de sintaxis minimista. Ediciones Akal.

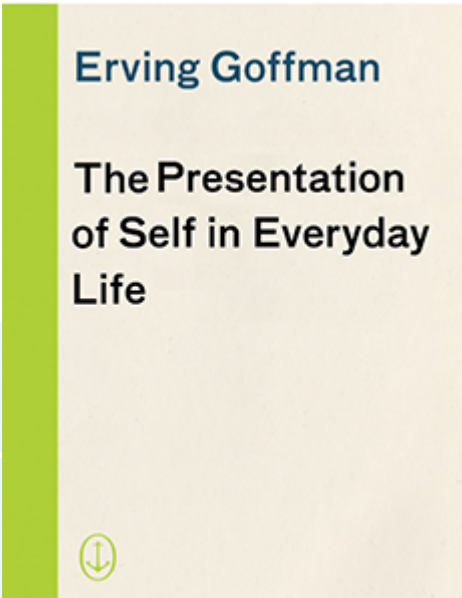
Palabras clave: Language arts & disciplines/linguistics/semantics; Language arts & disciplines/linguistics / general; Generative grammar; Grammar, Comparative and general–syntax; Minimalist theory (linguistics)

Este libro está dirigido a cualquier estudiante, investigador o lector interesado en la perspectiva generativista del lenguaje, desde quien simplemente quiere ponerse al día con las últimas propuestas de Chomsky hasta quien se sienta intrigado por la implementación de un programa minimista en la teoría lingüística. En la Wikipedia, minimalismo se define como «cualquier cosa que haya sido reducida a lo esencial, despojada de elementos sobrantes». Es usual escuchar esa etiqueta aplicada a actividades muy diversas (p. e., la música, la arquitectura, la pintura o incluso la decoración y la cocina), pero no a la lingüística, o a ninguna disciplina académico-científica, para el caso: no hay una biología, una literatura o unas matemáticas minimistas. Simplemente eso ya debería despertar nuestra curiosidad, estemos o no familiarizados con Chomsky y lo que ha dicho. A lo largo de los capítulos se van introduciendo términos técnicos que se describen e ilustran en el momento relevante, y aparecen recogidos en un índice de materias al final del libro.

El libro consta de cuatro capítulos, que más o menos cubren los trabajos publicados por Chomsky desde 1993 hasta 2019, un cuarto de siglo aproximadamente. El primero de ellos esboza los objetivos del minimalismo desde una perspectiva relativamente general y es, por tanto, accesible a todo el público. En el segundo se presentan las modificaciones de la arquitectura de la gramática en el paso de la teoría de Rección y Ligamiento al minimalismo, y, además, se discuten las operaciones computacionales básicas, el ensamble y la concordancia. En el tercero se discute el peso de uno de los factores no exclusivos del lenguaje y su impacto en el funcionamiento de este: la eficiencia computacional. Para ello se explora la noción de «fase» (Chomsky 2000 et seq.), que no es otra cosa que la versión actualizada de los «nudos frontera» de Chomsky (1977) o las «barreras» de Chomsky (1986). Finalmente, el cuarto capítulo está dedicado a la variación lingüística (los «parámetros»), a su caracterización desde los años ochenta a la actualidad y a aquellos aspectos que hay que tener en cuenta para estudiarla desde un punto de vista minimista.

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Goffman, E. (1959). The Presentation of Self in Everyday Life. Anchor.

Palabras clave: Social science/anthropology/cultural & social; Psychology/ interpersonal relations; Social science/sociology/social theory; Self-Per-ception; Social role; Self-presentation; Social Psychology

About The Presentation of Self in Everyday Life

A notable contribution to our understanding of ourselves. This book ex-plores the realm of human behavior in social situations and the way that we appear to others. Dr. Goffman uses the metaphor of theatrical perfor-mance as a framework. Each person in everyday social intercourse pre-sents himself and his activity to others, attempts to guide and cotnrol the impressions they form of him, and employs certain techniques in order to sustain his performance, just as an actor presents a character to an audience. The discussions of these social techniques offered here are ba-sed upon detailed research and observation of social customs in many regions.

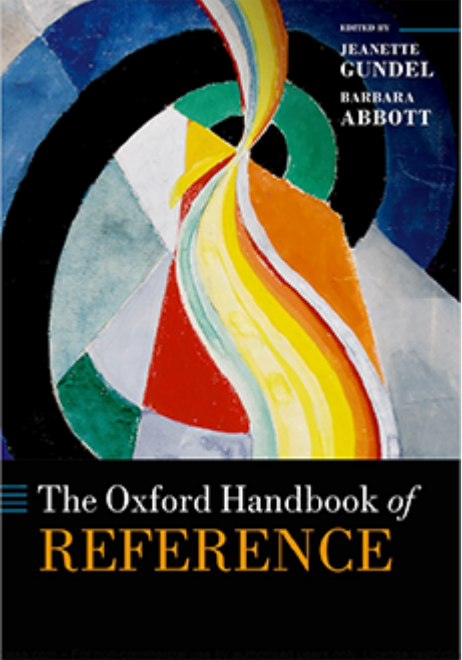
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Gundel, J. K., & Abbott, B. (2019). The oxford handbook of reference. Oxford University Press.

Palabras clave: Lenguaje y lenguas –Filosofía; Fuentes de referencia– Fi-losofía

Reference, the ability to refer to and pick out entities, is essential to human language and thought/cognition. The chapters in this volume attempt to provide a state of the art overview of this ability. The book is divided into two sections. The chapters in Part I, Foundations, are concerned with basic questions related to different types of referring expression and their inter-pretation. They address questions about the role of the speaker (including speaker intentions) and of the addressee, as well as the contribution of (the semantics of) the linguistic forms themselves, in establishing referen-ce. They are also concerned with the nature of such concepts as definite and indefinite reference and specificity and the conditions under which reference may fail. The chapters in Part II, Implications and Applications, address questions about the acquisition of reference by children, and the processing of reference in the brain (neurolinguistics, psycholinguistics) as well as by machines, including robots (computational linguistics).

<http://digital.casalini.it.pbidi.unam.mx:8080/9780191510960>





Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. Routledge.

Palabras clave: Semiotics; Communication.

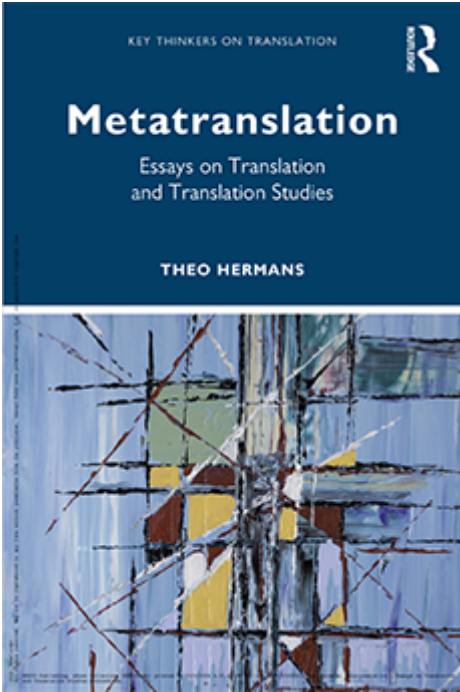
The 21st century is awash with ever more mixed and remixed images, writing, layout, sound, gesture, speech, and 3D objects. Multimodality looks beyond language and examines these multiple modes of communication and meaning making.

Multimodality: A Social Semiotic Approach to Contemporary Communication represents a long-awaited and much anticipated addition to the study of multimodality from the scholar who pioneered and continues to play a decisive role in shaping the field. Written in an accessible manner and illustrated with a wealth of photos and illustrations to clearly demonstrate the points made, *Multimodality: A Social Semiotic Approach to Contemporary Communication* deliberately sets out to locate communication in the everyday, covering topics and issues not usually discussed in books of this kind, from traffic signs to mobile phones.

In this book, Gunther Kress presents a contemporary, distinctive and widely applicable approach to communication. He provides the framework necessary for understanding the attempt to bring all modes of meaning-making together under one unified theoretical roof.

This exploration of an increasingly vital area of language and communication studies will be of interest to advanced undergraduate and postgraduate students in the fields of English language and applied linguistics, media and communication studies and education.

<https://research-ebSCO-com.pbidi.unam.mx:2443/linkprocessor/plink?id=0e5f14a1-3ecd-3c48-8791-9fcd9fa19d25>



Hermans, T. (2023). *Metatranslation: Essays on Translation and Translation Studies*. Routledge.

Palabras clave: Literary forms; Translation; Metatranslation

Metatranslation presents a selection of 14 key essays by leading theorist, Theo Hermans, covering a span of almost 40 years. The essays trace Hermans' work and demonstrate how translation studies has evolved from the 1980s into the much more diverse and self-reflexive discipline it is today.

The book is divided into three main sections: the first section explores the status and central concerns of translation studies, including the growing interest in sociological, ideological and ethical approaches to translation; the second section investigates the key concepts of translation norms and of the translator's presence, or positioning, in translated texts; the historical essays in the final section are concerned with both modern and early modern discourses on translation and with the use of translation as an instrument of war and propaganda.

This synthesis of the work of a highly influential pioneer in translation studies is essential reading for researchers, scholars and advanced students of translation studies, intercultural studies and comparative literature.

<https://research-ebSCO-com.pbidi.unam.mx:2443/linkprocessor/plink?id=edb016cd-edfb-3310-a84b-29ee8fb3b66d>



Linder, K. E. (2017). The blended Course Design Workbook: A Practical Guide. Stylus Publishing.

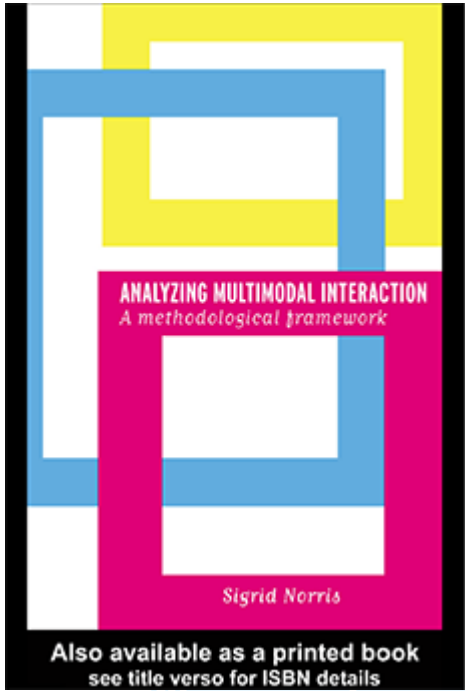
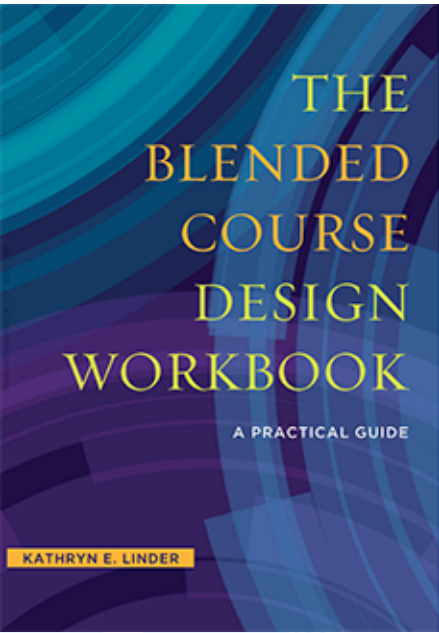
Palabras clave: Blended learning

This user-friendly workbook equips faculty and administrators with best practices, activities, tools, templates, and deadlines to guide them through the process of revising traditional location-based courses into a blended format.

Providing a step-by-step course design system that emphasizes active learning and student engagement, this book walks readers through the development of course goals and learning objectives, assignments, assessments, and student support mechanisms with an eye toward technology integration. New to this edition are the most up-to-date research on blended courses, fresh templates, tips on the latest pedagogical trends related to artificial intelligence, and two additional chapters on facilitation strategies and group work and collaboration. The authors engage in equity-minded approaches to supporting student success throughout and address the needs of specific groups, such as students with disabilities, working students, and students who are parents or caregivers.

Offering detailed instructions for each stage of course design, this book is a must-have for college instructors looking for a blended course design blueprint.

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Norris, S. (2004). Analyzing Multimodal Interaction: A Methodological Framework. Taylor & Francis.

Palabras clave: Interpersonal Communication.; Oral Communication

Our perception of our everyday interactions is shaped by more than what is said. From coffee with friends to interviews, meetings with colleagues and conversations with strangers, we draw on both verbal and non-verbal behaviour to judge and consider our experiences.

Analyzing Multimodal Interaction is a practical guide to understanding and investigating the multiple modes of communication, and provides an essential guide for those undertaking field work in a range of disciplines, including linguistics, sociology, education, anthropology and psychology. The book offers a clear methodology to help the reader carry out their own integrative analysis, equipping them with the tools they need to analyze a situation from different points of view. Drawing on research into conversational analysis and non-verbal behaviour such as body movement and gaze, it also considers the role of the material world in our interactions, exploring how we use space and objects - such as our furniture and clothes - to express ourselves. Considering a range of real examples, such as traffic police officers at work, doctor-patient meetings, teachers and students, and friends reading magazines together, the book offers lively demonstrations of multimodal discourse at work.

Illustrated throughout and featuring a mini-glossary in each chapter, further reading, and advice on practical issues such as making transcriptions and video and audio recordings, this practical guide is an essential resource for anyone interested in the multiple modes of human interaction.

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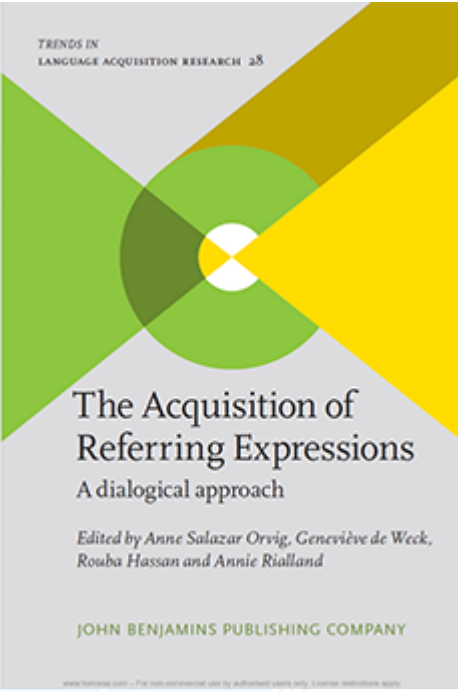
14

Salazar Orvig, A., Weck, G. de, Hassan, R., & Rialland, A. (Eds.). (2021). The acquisition of referring expressions: A dialogical approach. John Benjamins Publishing Company.

Palabras clave: Referencia lingüística; Adquisición del lenguaje

This book describes the repertoire and uses of referring expressions by French-speaking children and their interlocutors in naturally occurring dialogues at home and at school, in a wide range of communicative situations and activities. Through the lens of an interactionist and dialogical perspective, it highlights the interaction between the formal aspects of the acquisition of grammatical morphemes, the discourse-pragmatic dimension, and socio-discursive, interactional and dialogical factors. Drawing on this multidimensional theoretical and methodological framework, the first part of the book deals with the relation between reference and grammar, while the second part is devoted to the role of the communicative experience. Progressively, a set of arguments is brought out in favor of a dialogical and interactionist account of children's referential development. This theoretical stance is further discussed in relation to other approaches of reference acquisition. Thus, this volume provides researchers and students with new perspectives and methods for the study of referring expressions in children.

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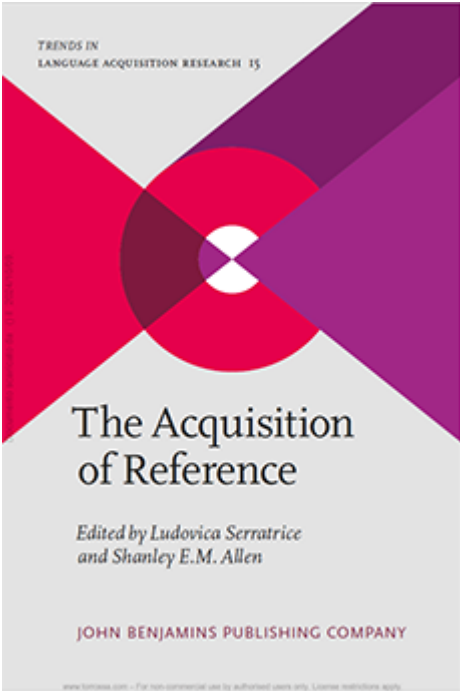
15

Serratrice, L., & Allen, S. (Eds.). (2015). The Acquisition of Reference. John Benjamins Publishing Company.

Palabras clave: Referencia lingüística; Adquisición del lenguaje

Referring to entities is one of the key functions of language; learning to understand and use the relevant referential expressions is one of children's major linguistic achievements. The 13 chapters of this volume bring together a wealth of information on the acquisition of referential processes in infants, pre-schoolers and school-age children drawing on data from more than 25 languages ranging from Italian to Inuktitut, and from Norwegian to Turkish. This book presents the state-of-the-art of corpus and experimental research on the acquisition of reference. The breadth of aspects of referential acquisition will make the volume appealing to a wide audience of researchers, including linguists and psycholinguists working on phonological, morpho-syntactic, and discourse-pragmatic aspects of language development. The cross-linguistic perspective adopted by several of the contributors will be of particular interest to researchers investigating the relevance of typological differences. The state-of-the-art approach makes the research accessible to specialist and non-specialist researchers alike, and will provide an invaluable resource for graduate-level courses.

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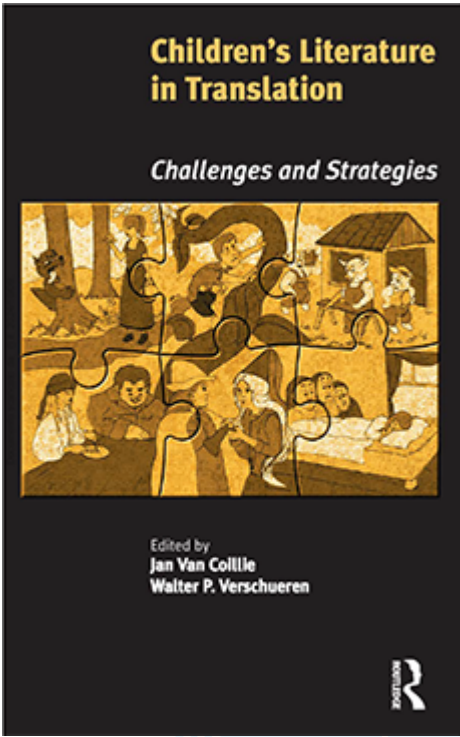
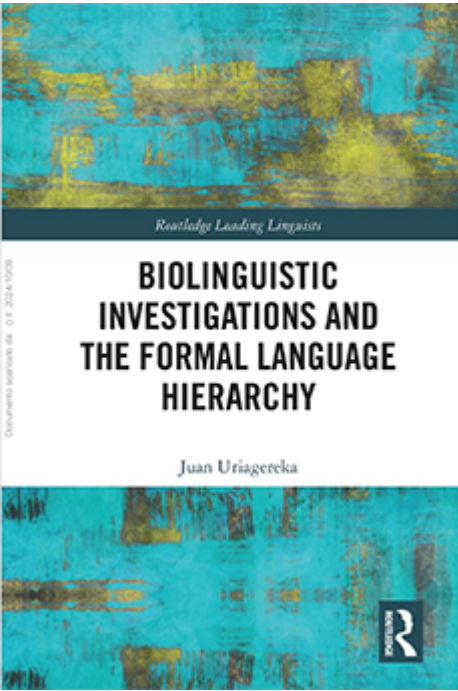


Uriagereka, J. (2018). *Biolinguistic investigations and the formal language hierarchy*/edited by Juan Uriagereka. Routledge.

Palabras clave: Biolingüística

This volume collects some of Juan Uriagereka’s previously published pieces and presentations on biolinguistics in recent years in one comprehensive volume. The book’s introduction lays the foundation for the field of biolinguistics, which looks to integrate concepts from the natural sciences in the analysis of natural language, situating the discussion within the minimalist framework. The volume then highlights eight of the author’s key papers from the literature, some co-authored, representative of both the architectural and evolutionary considerations to be taken into account within biolinguistic research. The book culminates in a final chapter showcasing the body of work being done on biolinguistics within the research program at the University of Maryland and their implications for interdisciplinary research and future directions for the field. This volume is essential reading for students and scholars interested in the interface between language and the natural sciences, including linguistics, syntax, biology, archaeology, and anthropology.

<http://digital.casalini.it.pbidi.unam.mx:8080/9781351622264>



Verschueren, W., & Coillie, J. van. (2014). *Children’s literature in translation: challenges and strategies*. Routledge.

Palabras clave: Literatura infantil – Traducción

Children’s classics from Alice in Wonderland to the works of Astrid Lindgren, Roald Dahl, J.K. Rowling and Philip Pullman are now generally recognized as literary achievements that from a translator’s point of view are no less demanding than ‘serious’ (adult) literature. This volume attempts to explore the various challenges posed by the translation of children’s literature and at the same time highlight some of the strategies that translators can and do follow when facing these challenges. A variety of translation theories and concepts are put to critical use, including Even-Zohar’s polysystem theory, Toury’s concept of norms, Venuti’s views on foreignizing and domesticating translations and on the translator’s (in)visibility, and Chesterman’s prototypical approach.

Topics include the ethics of translating for children, the importance of child(hood) images, the ‘revelation’ of the translator in prefaces, the role of translated children’s books in the establishment of literary canons, the status of translations in the former East Germany; questions of taboo and censorship in the translation of adolescent novels, the collision of norms in different translations of a Swedish children’s classic, the handling of ‘cultural intertextuality’ in the Spanish translations of contemporary British fantasy books, strategies for translating cultural markers such as juvenile expressions, functional shifts caused by different translation strategies dealing with character names, and complex translation strategies used in dealing with the dual audience in Hans Christian Andersen’s fairy tales and in Salman Rushdie’s *Haroun and the Sea of Stories*.

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