

bo le tín

Colección Año 14 Núm. Especial

Nuevas
adquisiciones



Lingüística,
comprensión de lectura
y estudio y enseñanza
(Libros electrónicos)

Biblioteca
Stephen A. Bastien



ENALLT
Escuela Nacional de
Lengua, Lingüística
y Traducción-UNAM

**Boletín de adquisiciones
Diciembre 2018 Año 14 No. Especial**



Universidad Nacional Autónoma de México

Dr. Enrique Graue Wiechers
Rector

Dr. Leonardo Lomelí Vanegas
Secretario General

Ing. Leopoldo Silva Gutiérrez
Secretario Administrativo

Dr. Domingo Alberto Vital Díaz
Coordinador de Humanidades

Dra. Elsa Margarita Ramírez Leyva
Directora General de Bibliotecas



Escuela Nacional de Lenguas, Lingüística y Traducción

Dra. María del Carmen Contijoch Escontria
Directora

Dra. Claudia Guadalupe García Llampallas
Secretaria General

Lic. Laura Reyes Herrera
**Coordinador de la Biblioteca "Stephen A. Bastien"
y Sala de Recursos Audiovisuales**

Créditos

Lic. Laura Reyes Herrera
Ing. Miguel Ángel Ramírez Campos
Lic. Cipriana Andrea Molina Paredes

Responsable de contenidos

Lic. Laura Reyes Herrera

Revisión y supervisión

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)

Presentación

Una de las funciones de la Biblioteca es desarrollar 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 que visita la biblioteca y que estén interesadas en estos temas.

A través de los boletines trimestrales, se dan a conocer los nuevos títulos que por medio del canje, donación y compra se ingresan al acervo para actualizar y enriquecer nuestra colección.

Editorial

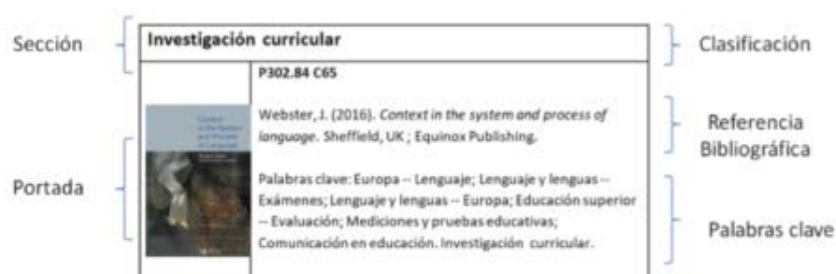
Se presentan los materiales adquiridos por la Biblioteca Stephen A. Bastien de la Escuela Nacional de Lenguas, Lingüística y Traducción de la Universidad Nacional Autónoma de México en 2018.

El objetivo es dar a conocer las nuevas adquisiciones de la biblioteca y ponerlas a disposición de la comunidad universitaria para su consulta y uso.

El presente boletín integra libros electrónicos que están relacionados con la lingüística, comprensión de lectura y estudio y enseñanza.

Los documentos se presentan en orden alfabético según su clasificación. Se ofrece la portada del libro, la clasificación y signatura topográfica para la fácil localización en el acervo de la biblioteca, la ficha bibliográfica completa y, finalmente, las palabras clave.

Contiene dos índices, el índice temático por orden alfabético de su primer descriptor y el índice onomástico ordenado alfabéticamente por el primer apellido del autor.

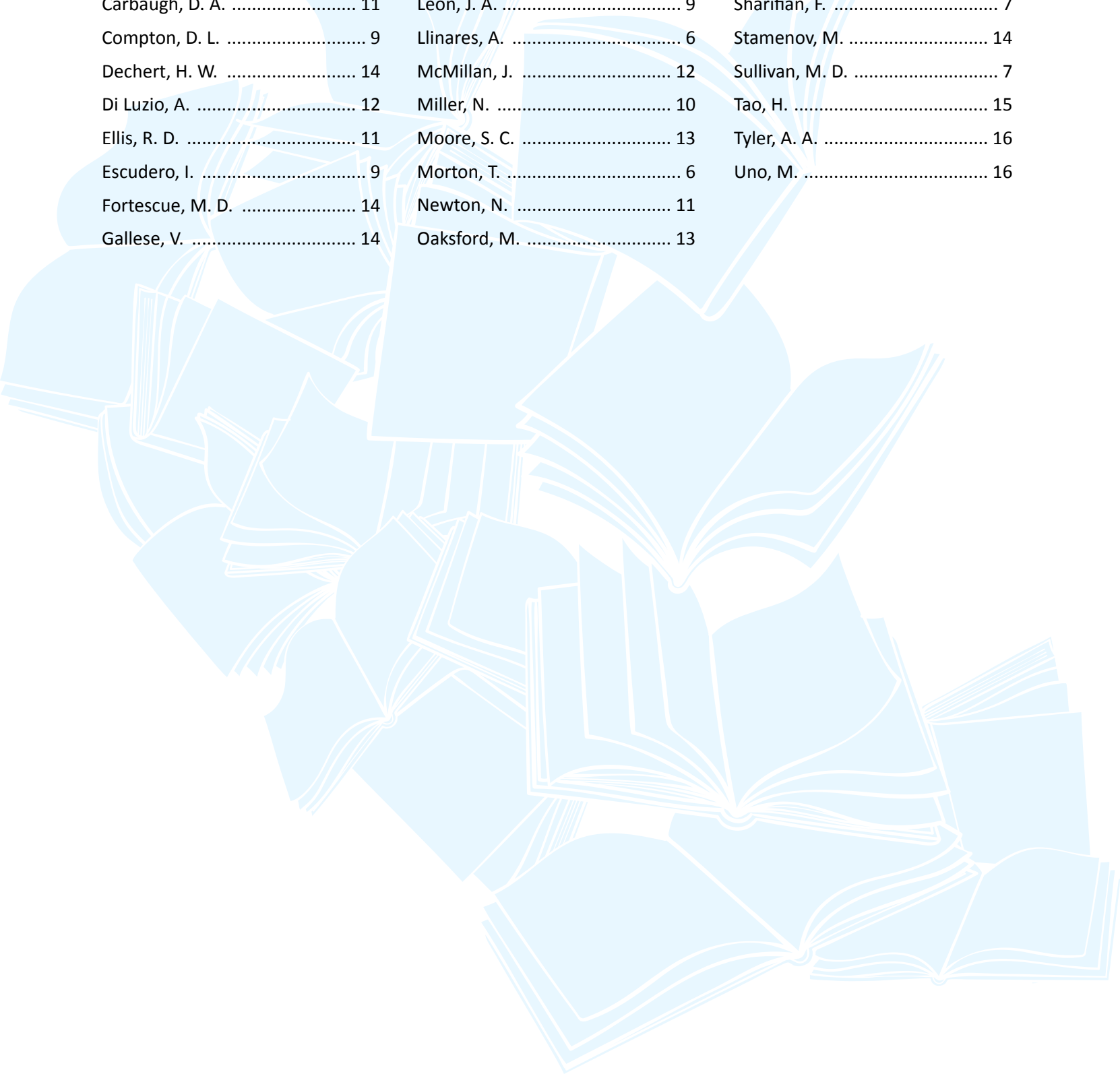


Índice temático

Abstracción	15	Lenguaje y lenguas -- Estudio y enseñanza	10
Artes del lenguaje (Superior) --		Lenguaje y lenguas -- Study and teaching --	
Correlation with content subjects	6	Foreign speakers	8
Autobiografía; Narración (Retórica)	11	Lenguaje y lenguas -- Uso	16
Bilingüismo	10	Neuropsiquiatría	13
Chino -- Estudio y enseñanza	15	Personas adultas mayores -- Language	7
Circuito neural	14	Pragmática	8
Complejidad (Lingüística)	6	Psicolingüística	14
Comprensión de lectura	9		
Comprensión de lectura -- Aspectos psicológicos	9		
Comunicación intercultural	12		
Conciencia (Psicología)	12		
Emociones y cognición	11, 13		
Internet en la educación	5		
Lenguaje y cultura	7		

Índice onomástico

Appel, G.	14	Gillett, G.	12	Orletti, F.	12
Assimakopoulos, S.	8	Günthner, S.	12	Ortega, L.	6, 16
Beauregard, M.	13	Gurzynski-Weiss, L.	8	Paquette, G.	5
Bialystok, E.	7	Han, Z.	6	Park, H. I.	16
Brockmeier, J.	11	Kecskes, I.	8	Parrila, R. K.	9
Cain, K.	9	Lamb, T.	10	Reinders, H.	10
Carbaugh, D. A.	11	Leon, J. A.	9	Sharifian, F.	7
Compton, D. L.	9	Llinares, A.	6	Stamenov, M.	14
Dechert, H. W.	14	McMillan, J.	12	Sullivan, M. D.	7
Di Luzio, A.	12	Miller, N.	10	Tao, H.	15
Ellis, R. D.	11	Moore, S. C.	13	Tyler, A. A.	16
Escudero, I.	9	Morton, T.	6	Uno, M.	16
Fortescue, M. D.	14	Newton, N.	11		
Gallese, V.	14	Oaksford, M.	13		



Boletín de adquisiciones

Diciembre 2018
Año 14 No. Especial

Lingüística, comprensión de lectura y estudio y enseñanza (Libros electrónicos)

Paquette, G. (2002). *L'ingénierie pédagogique : pour construire l'apprentissage en réseau*. Sainte-Foy, Québec : Presses de l'Université du Québec.

Palabras clave: Internet en la educación; Sistemas de enseñanza -- Diseño; Educación a distancia

Les nouvelles technologies de formation, si elles se limitent à faciliter l'accès aux informations, pourront certes jouer un rôle utile, mais elles ne suffiront pas à assurer un apprentissage de qualité. Progrès technologique et progrès pédagogique ne vont pas automatiquement de pair.

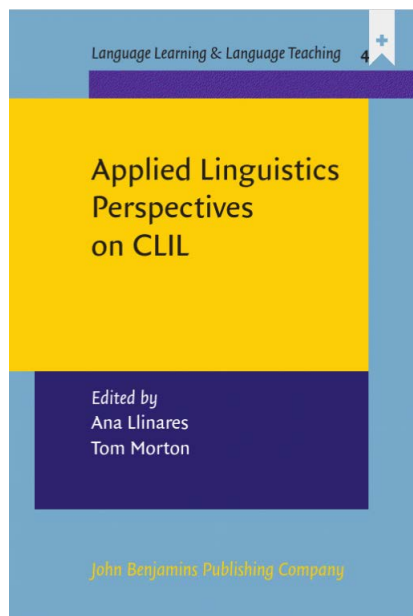
Cet ouvrage a pour but d'aider les éducateurs et les chercheurs à faire une plus large et une meilleure utilisation des extraordinaires moyens qui sont maintenant mis à leur disposition sur les réseaux pour apprendre, aider à apprendre ou concevoir de nouveaux moyens d'apprendre. Il vise à combler l'écart qui existe entre les méthodes traditionnelles de design pédagogique et les possibilités qu'apportent les nouvelles technologies de formation sur le plan pédagogique.

<https://ebookcentral.proquest.com/lib/unam/reader.action?docID=4795718>

GILBERT FAQUETTE
**L'ingénierie
pédagogique**
Pour construire
l'apprentissage en réseau

2002
Presses de l'Université du Québec
Le Défi / 215, boulevard Laurier, 400
Sainte-Foy, Québec, Canada G1V 2B2

© 2002, Presses de l'Université du Québec
Tous droits réservés. Toute réimpression ou utilisation non autorisée sans la permission écrite de la Presses de l'Université du Québec est strictement interdite. Toute reproduction ou utilisation non autorisée sans la permission écrite de la Presses de l'Université du Québec est strictement interdite.



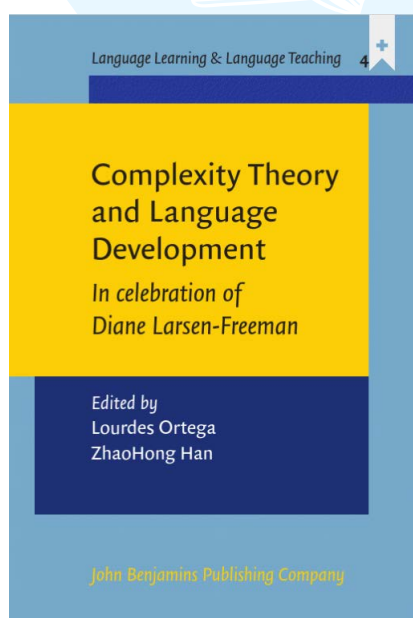
Linares, A., & Morton, T. (2017). *Applied linguistics perspectives on CLIL*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Artes del lenguaje (Superior) -- Correlation with content subjects; Lenguaje y lenguas -- Estudio y enseñanza (Superior); Lingüística aplicada -- Estudio y enseñanza

This book represents the first collection of studies on Content and Language Integrated Learning (CLIL) which brings together a range of perspectives through which CLIL has been investigated within Applied Linguistics. The book aims to show how the four perspectives of Second Language Acquisition (SLA), Systemic Functional Linguistics (SFL), Discourse Analysis, and Sociolinguistics highlight different important aspects of CLIL as a context for second language development. Each of the four sections in the book opens with an overview of one of the perspectives written by a leading scholar in the field, and is then followed by three empirical studies which focus on specific aspects of CLIL seen from this perspective. Topics covered include motivation, the use of tasks, pragmatic development, speech functions in spoken interaction, the use of evaluative language in expressing content knowledge in writing, multi-modal interaction, assessment for learning, L1 use in the classroom, English-medium instruction in universities, and CLIL teachers' professional identities.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=4804636>

6



Ortega, L., & Han, Z. (2017). *Complexity theory and language development : in celebration of Diane Larsen-Freeman*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Complejidad (Lingüística); Adquisición del lenguaje -- Estudio y enseñanza; Lenguaje y lenguas -- Estudio y enseñanza; Análisis del discurso; Análisis lingüístico; Educación -- Filosofía

This volume is both a state-of-the-art display of current thinking on second language development as a complex system. It is also a tribute to Diane Larsen-Freeman for her decades of intellectual leadership in the academic disciplines of applied linguistics and second language acquisition. The chapters therein range from theoretical expositions to methodological analyses, pedagogical proposals, and conceptual frameworks for future research. In a balanced and in-depth manner, the authors provide a comprehensive and interdisciplinary understanding of second language development, with a wealth of insights that promise to break the status-quo of current research and take it to exciting new territory. The book will appeal to both seasoned and novice researchers in applied linguistics, second language acquisition, bilingualism, cognitive psychology, and education, as well as to practitioners in second or foreign language teaching of any language.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=5108581>



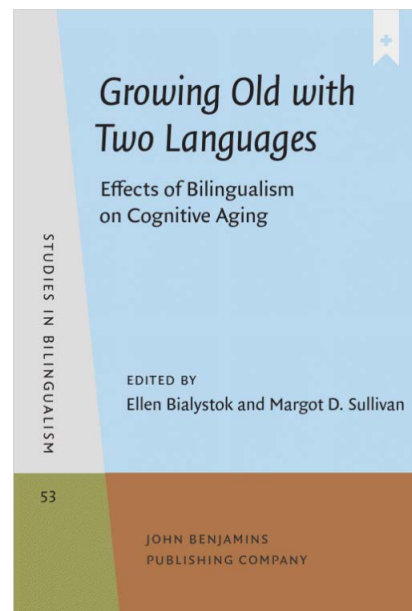
ENALLT
Escuela Nacional de Lenguas, Lingüística y Traducción - UNAM

Bialystok, E., & Sullivan, M. D. (2017). *Growing old with two languages : effects of bilingualism on cognitive aging*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Personas adultas mayores -- Language; Bilingüismo -- Aspectos psicológicos; Cognición -- Factores de edad; Personas adultas mayores -- Comunicación; Psicolingüística

This collection brings together two areas of research that are currently receiving great attention in both scientific and public spheres: cognitive aging and bilingualism. With ongoing media focus on the aging population and the need for activities to forestall cognitive decline, experiences that appear effective in maintaining functioning are of great interest. One such experience is lifelong bilingualism. Moreover, research into the cognitive effects of bilingualism has increased dramatically in the past decade, making it an exciting area of study. This volume combines these issues and presents the most recent research and thinking into the effects of bilingualism on cognitive decline in aging. The contributors are all leading scholars in their field. The result is a state-of-the art collection on the effect of bilingualism on cognition in older populations for both healthy aging and aging with dementia. The papers will be of interest to researchers, students, and health professionals.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=4983491>



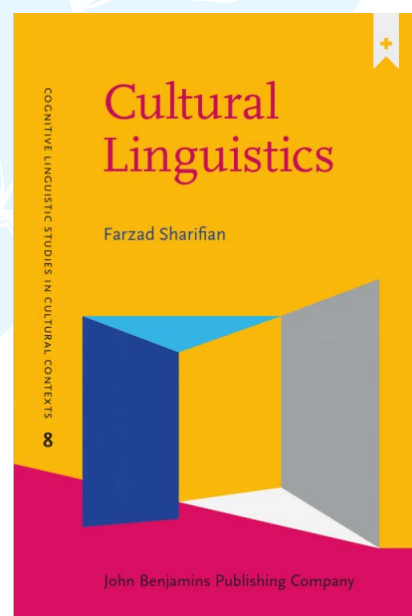
7

Sharifian, F. (2017). *Cultural linguistics : cultural conceptualisations and language*. Amsterdam : John Benjamins Publishing Company.

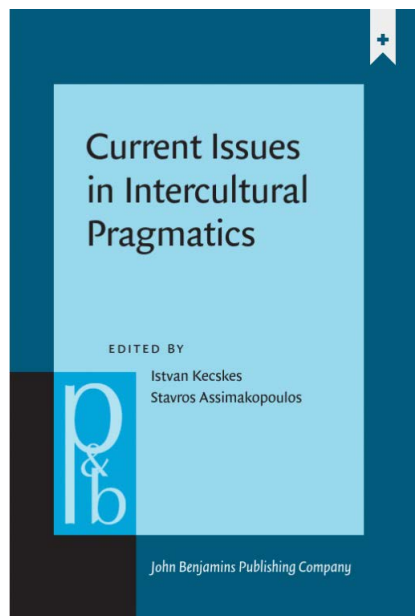
Palabras clave: Lenguaje y cultura; Comunicación intercultural; Gramática cognitiva; Lingüística antropológica

This ground-breaking book marks a milestone in the history of the newly developed field of Cultural Linguistics, a multidisciplinary area of research that explores the relationship between language and cultural conceptualisations. The most authoritative book in the field to date, it outlines the theoretical and analytical framework of Cultural Linguistics, elaborating on its key theoretical/analytical notions of cultural cognition, cultural schema, cultural category, and cultural metaphor. In addition, it brings to light a wide array of cultural conceptualisations drawn from many different languages and language varieties. The book reveals how the analytical tools of Cultural Linguistics can produce in-depth and insightful investigations into the cultural grounding of language in several domains and subdisciplines, including embodiment, emotion, religion, World Englishes, pragmatics, intercultural communication, Teaching English as an International Language (TEIL), and political discourse analysis. By presenting a comprehensive survey of recent research in Cultural Linguistics, this book demonstrates the relevance of the cultural conceptualisations encoded in language to all aspects of human life, from the very conceptualisations of life and death, to conceptualisations of emotion, body, humour, religion, gender, kinship, ageing, marriage, and politics. This book, in short, is a must-have reference work for scholars and students interested in Cultural Linguistics.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=5103899>



ENALLT
Escuela Nacional de
Lenguas, Lingüística
y Traducción - UNAM



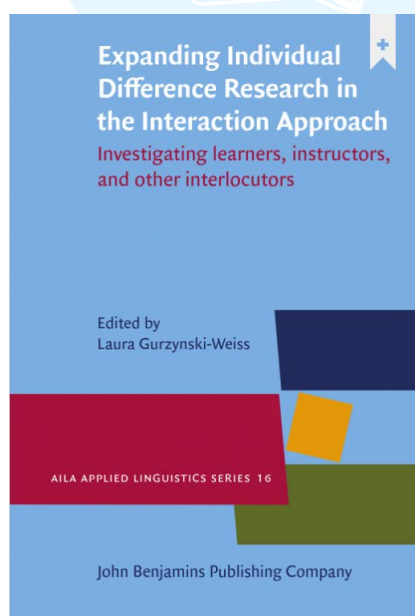
Kecskes, I., & Assimakopoulos, S. (2017). Current issues in intercultural pragmatics. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Pragmática; Comunicación intercultural; Actos del habla (Lingüística)

Having been established as a field in its own right for the last decade, intercultural pragmatics is increasingly being recognized as an important area of research among scholars working in pragmatics. The present volume is a collection of selected papers from the 6th International Conference on Intercultural Pragmatics and Communication - admittedly the biggest venue for researchers in the area, and comprises contributions that report on recent research that deals with or can directly inform work in intercultural pragmatics. Given the breadth of research areas that are represented herein, ranging from lingua franca and business communication to the study of cultural perceptions, translation and pragmatic development, this volume is bound to be of interest to not only students and scholars engaged in the area of intercultural pragmatics, but also to all those with a more general interest in the sociocultural turn in the study of pragmatics.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=4871435>

8



Gurzynski-Weiss, L. (2017). Expanding individual difference research in the interaction approach : investigating learners, instructors, and other interlocutors. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Lenguaje y lenguas -- Study and teaching -- Foreign speakers; Maestros de idiomas -- Capacitación de

Expanding Individual Difference Research in the Interaction Approach: Investigating learners, instructors, and other interlocutors demonstrates why investigating the individual differences of all interlocutors with whom learners interact - including peer and heritage learners, instructors, researchers, and native speakers - is critical to understanding how second and foreign languages are taught and learned. Through state-of-the-art syntheses detailing what is known about learners and instructors, and novel empirical studies highlighting new avenues of inquiry, the volume articulates the most pressing needs for individual difference research. The book concludes with a scoping review, which reveals the many interlocutors still yet to be empirically considered and outlines next steps for this research. Uniquely combining linguistic theory, research synthesis, and empirical study, this book encourages students and established scholars alike to expand their conceptualization of individual differences. By demonstrating the importance of considering the individual differences of all interlocutors, the studies are also highly relevant to those teaching second and foreign languages in diverse contexts.

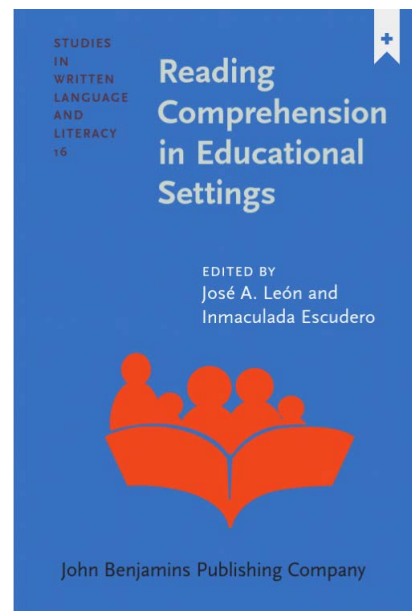
<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=5148933>

Leon, J. A., & Escudero, I. (2017). Reading comprehension in educational settings. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Comprensión de lectura

Text comprehension is a critical area of psychological and educational research, and has particular relevance to educational context. The general aim of this international volume Reading Comprehension in Educational Settings is to encourage excellence in research and to bring together teachers, students, researchers and other professionals from different disciplines (e.g. psychology, linguistics, neuroscience, education, information technology, and communication), as well as all those members of the general public who have an interest in the study of reading. The specific objectives of the different chapters in this volume are to analyze existing methods of studying the various aspects of reading comprehension, disseminate results already obtained by research groups working in the field and debate current and future trends in the study of reading.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=5061947>



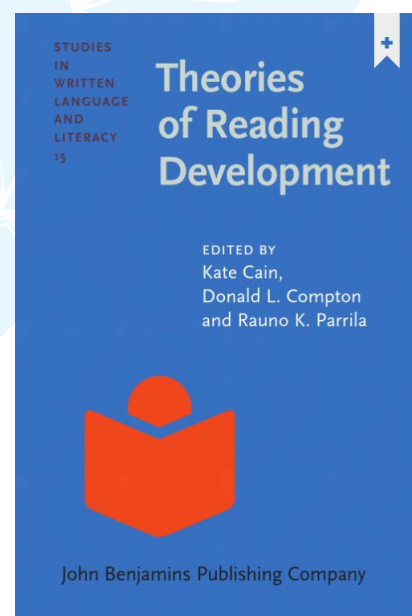
9

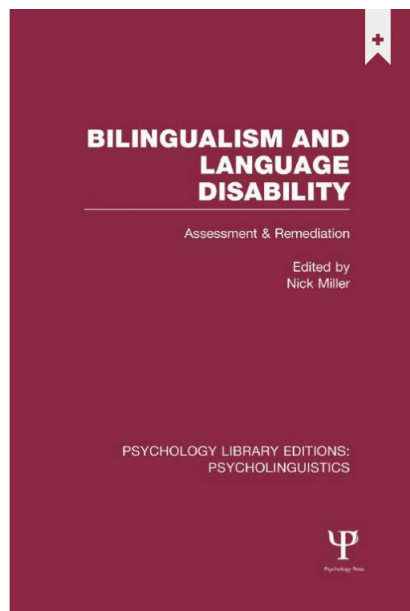
Parrila, R. K., Cain, K., & Compton, D. L. (2017). Theories of reading development. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Comprensión de lectura -- Aspectos psicológicos; Alfabetización -- Aspectos psicológicos; Adquisición del lenguaje -- Aspectos psicológicos; Lectura controlada -- Investigación; Psicopedagogía -- Investigación -- Metodología; Psicolingüística

The use of printed words to capture language is one of the most remarkable inventions of humankind, and learning to read them is one of the most remarkable achievements of individuals. In recent decades, how we learn to read and understand printed text has been studied intensely in genetics, education, psychology, and cognitive science, and both the volume of research papers and breadth of the topics they examine have increased exponentially. Theories of Reading Development collects within a single volume state-of-the-art descriptions of important theories of reading development and disabilities. The included chapters focus on multiple aspects of reading development and are written by leading experts in the field. Each chapter is an independent theoretical review of the topic to which the authors have made a significant contribution and can be enjoyed on its own, or in relation to others in the book. The volume is written for professionals, graduate students, and researchers in education, psychology, and cognitive neuroscience. It can be used either as a core or as a supplementary text in senior undergraduate and graduate education and psychology courses focusing on reading development.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=4983498>





Miller, N. (2014). *Bilingualism and language disability : assessment & remediation*. London : Psychology Press.

Palabras clave: Bilingüismo; Trastornos de lenguaje en niños; Adquisición del lenguaje

Society is becoming increasingly multi-lingual and this presents monolingual professionals, particularly those in special education and speech pathology, with severe problems. Is the language delay in a child from a bilingual environment a result of this background or is there a specific speech problem? Is a child's poor performance in school due to his problems of coping with two languages, or does he need remedial teaching? Originally published in 1984, this book is not concerned with second language learning, but with speech and learning difficulties in bilingual children as they are presented to remedial teachers, psychologists and speech therapists. To this end the first group of specially written articles deals with the patterns of language usage in bilingual communities and the social and psychological factors which shape these patterns; with processes in normal bilingual language acquisition; and with the relationship between cognitive development and growing up with two languages. Management issues and methods involved in helping children with language problems are also tackled: they include taking case histories, family liaison, counselling, bilingual programmes, mother tongue teaching, curriculum development and the training of personnel to work in the bilingual-bicultural field. This book provided a great deal of practical help, in a field that was relatively new at the time of writing, and helped to enlighten readers on the issues involved and assist in crystalising thought and directing future research.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=1562154>

10

Lamb, T., & Reinders, H. (2007). *Learner and teacher autonomy : concepts, realities, and responses*. Philadelphia : John Benjamins Publishing Company.

Palabras clave: Lenguaje y lenguas -- Estudio y enseñanza; Autonomía del aprendizaje; Libertad de enseñanza

Despite a shift in the field of learner autonomy towards a consideration of the role of the teacher and ways in which learner autonomy is bound up not only with the learners' but also the teachers' own learning and teaching experiences and their beliefs about autonomy, the interrelationships between the concepts are still largely unclear. This is due in part to the relatively short history of work in the field which, despite the emergence of some consensus in defining the concepts, has revealed ever-increasing levels of complexity as the multifarious nature of the contexts, drivers and manifestations of autonomy, both teacher and learner, becomes ever more apparent. The chapters in this book have individually considered either discrete or interrelated elements of learner and teacher autonomy in language learning. The purpose of this concluding chapter is to attempt to draw together the various strands which emerge in the book as a whole, and offer a synthesis of the driving question which the book was intended to address, namely where and how, if at all, the concepts of learner autonomy and teacher autonomy relate to each other. In doing so, the chapter will necessarily clarify what is meant by these two concepts.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=622774>

Learner and Teacher Autonomy
Concepts, realities, and responses

Edited by
Terry Lamb
University of Sheffield
Hayo Reinders
University of Hawaii

John Benjamins Publishing Company
Amsterdam / Philadelphia



Ellis, R. D., & Newton, N. (2005). *Consciousness & emotion : agency, conscious choice, and selective perception*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Emociones y cognición; Intencionalismo

The papers in this volume of *Consciousness & Emotion Book Series* are organized around the theme of “enaction.” Enactive emotional processes are not merely the recipients of information or the passive victims of input and learning. The organism first is engaged in an ongoing, complex pattern of self-organizational activity, for the purpose of maintaining a dynamical continuity of pattern across changes of subserving micro-constituents and environmental conditions, making use of multiple shunt mechanisms, feedback loops, and other complex dynamical features. Self-organizational structure is used to distinguish between action and mere reaction. Accordingly, the papers of this volume by leading students of emotion such as Jaak Panksepp, Luc Ciompi, Thomas Natsoulas, Farzaneh Pahlavan, Michela Balconi, Todd Lubart, Louise Sundararajan, Jordan Petersen and others address three main issues: I. Emotional influences on perception and thought II. Agency and choice III. Agency and moral value

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=622347>

Consciousness & Emotion

Agency, conscious choice,
and selective perception

Edited by

Ralph D. Ellis
Clark Atlanta University

Natika Newton
Nassau County Community College, NY

John Benjamins Publishing Company
Amsterdam / Philadelphia

11

Brockmeier, J., & Carbaugh, D. A. (2001). *Narrative and identity : studies in autobiography, self and culture*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Autobiografía; Narración (Retórica); Identidad (Psicología)

How does narrative give shape and meaning to human life? And what special role do narratives play in identifying one as a person in the world? This book explores these questions from the vantage points of various human and cultural sciences, with special attention to the importance of narrative as expression of embodied experience, mode of communication, and form for understanding the world and ultimately ourselves. Presenting a variety of perspectives — from narrative psychology and literary criticism, to discourse, communication and cultural theory — these studies examine the intricacies of narrative identity construction. With contributions from some of the leading scholars in the field, the book highlights the cultural field in which narratives shape forms of life. Using verbal and pictorial, linguistic and performative, oral and written, natural and literary autobiographical texts, the studies demonstrate how the construction of selves, memories, and life-worlds are interwoven in one narrative fabric.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=622888>

Narrative and Identity

Studies in Autobiography, Self and Culture

Edited by

Jens Brockmeier
University of Toronto & Freie Universität Berlin

Donal Carbaugh
University of Massachusetts at Amherst



db John Benjamins Publishing Company
Amsterdam / Philadelphia

ENALLT
Escuela Nacional de
Lenguas, Lingüística
y Traducción - UNAM

CULTURE IN
COMMUNICATION
ANALYSES OF
INTERCULTURAL SITUATIONS

ALDO DI LUZIO
SUSANNE GÜNTNER
FRANCA ORLETTI
*University of Rome III,
University of Konstanz*

JOHN BENJAMINS PUBLISHING COMPANY
AMSTERDAM/PHILADELPHIA

Di Luzio, A., Günthner, S., & Orletti, F. (2001). *Culture in communication : analyses of intercultural situations*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Comunicación intercultural

This volume is dedicated to questions arising in linguistic, sociological and anthropological analyses of intercultural encounters. It aims at presenting new theoretical and methodological aspects of Intercultural Communication, focusing on issues such as ideology and hegemonial attitudes, communicative genres and culture specific repertoires of genres, the theory of contextualization and nonverbal (prosodic, gestural, mimic) contextualization cues. The collected articles, which share an interactive view of language, focus on the methodological possibilities of explanatory analyses of intercultural communication. They address the question of how participants in inter-cultural communication (re)construct cultural differences and cultural identities. Empirical analyses go hand-in-hand with the discussion of methodological and theoretical aspects of interculturality and the relationship of language and culture.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=622413>

12

CONSCIOUSNESS AND
INTENTIONALITY

GRANT R. GILLET
Dunedin School of Clinical Medicine
JOHN MCMILLAN
University College Oxford

JOHN BENJAMINS PUBLISHING COMPANY
AMSTERDAM/PHILADELPHIA

Gillett, G., & McMillan, J. (2001). *Consciousness and intentionality*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Conciencia (Psicología); Intencionalidad (Filosofía)

Is there an internal relationship between consciousness and intentionality? Can mental content be described in such a way so as to avoid dualism? What is the influence of social context upon consciousness, conceptions of self and mental content? This book considers questions such as these and argues for a conception of consciousness, mental content and intentionality that is anti-Cartesian in its major tenets. Focusing upon the rule governed nature of concepts and the grounding of the rules for concept use in the practical world, intentional consciousness emerges as a phenomena that depends upon social context. Given that dependence, the authors consider and set aside attempts to reduce human consciousness and intentionality to phenomena explicable at biological or neuroscientific levels. (Series A)

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=622348>



ENALT
Escuela Nacional de
Lenguas, Lingüística
y Traducción - UNAM



Beauregard, M. (2004). *Consciousness, emotional self-regulation, and the brain*. Amsterdam, Netherlands ; John Benjamins Publishing Company.

Palabras clave: Neuropsiquiatría; Conciencia (Psicología); Cerebro; Emociones

During the last decade, the study of emotional self-regulation has blossomed in a variety of sub-disciplines belonging to either psychology (developmental, clinical) or the neurosciences (cognitive and affective). *Consciousness, Emotional Self-Regulation and the Brain* gives an overview of the current state of this relatively new scientific field. Several areas are examined by some of the leading theorists and researchers in this emerging domain. Most chapters seek to either present theoretical and developmental perspectives about emotional self-regulation (and dysregulation), provide cutting edge information with regard to the neural basis of conscious emotional experience and emotional self-regulation, or expound theoretical models susceptible of explaining how healthy individuals are capable of consciously and voluntarily changing the neural activity underlying emotional processes and states. In addition, a few chapters consider the capacity of human consciousness to volitionally influence the brain's electrical activity or modulate the impact of emotions on the psychoneuroendocrine-immune network. This book will undoubtedly be useful to scholars and graduate students interested in the relationships between self-consciousness, emotion, the brain, and the body. (Series B)

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=622353>

Consciousness, Emotional Self-Regulation and the Brain

Edited by

Mario Beauregard
Université de Montréal

John Benjamins Publishing Company
Amsterdam/Philadelphia

13

Moore, S. C., & Oaksford, M. (2002). *Emotional cognition : from brain to behaviour*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Emociones y cognición

Emotional Cognition gives the reader an up to date overview of the current state of emotion and cognition research that is striving for computationally explicit accounts of the relationship between these two domains. Many different areas are covered by some of the leading theorists and researchers in this area and the book crosses a range of domains, from the neurosciences through cognition and formal models to philosophy. Specific chapters consider, amongst other things, the role of emotion in decision-making, the representation and evaluation of emotive events, the relationship of affect on working memory and goal regulation. The emergence of such an integrative, computational, approach in emotion and cognition research is a unique and exciting development, one that will be of interest to established scholars as much as graduate students feeling their way in this area, and applicable to research in applied as well as purely theoretical domains. (Series B)

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=622509>

Emotional Cognition From brain to behaviour

Edited by

Simon C. Moore
University of York

Mike Oaksford
University of Cardiff

John Benjamins Publishing Company
Amsterdam/Philadelphia



ENALLT
Escuela Nacional de
Lenguas, Lingüística
y Traducción - UNAM

A CASE FOR
PSYCHOLINGUISTIC CASES

edited by

GABRIELA APPEL
University of Delaware

HANS W. DECHERT
University of Kassel

JOHN BENJAMINS PUBLISHING COMPANY
AMSTERDAM/PHILADELPHIA
1991

Appel, G., & Dechert, H. W. (1991). A case for psycholinguistic cases. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Psicolingüística; Adquisición de segunda lengua

This volume comprises ten papers presented as plenary lectures on the occasion of the Second World Congress of the International Society of Applied Psycholinguistics (ISAPL) at the University of Kassel, Germany, from July 27 — 31, 1987. The articles collected in this volume focus on the production, comprehension, and acquisition of languages from various empirical and theoretical points of view. This volume is case-based in that it does not claim to cover the full range of present-day psycholinguistic enquiry. It attempts, though, to make a case out of a representational variety of psycholinguistic phenomena, which might provide a window on a unified theory of language production, comprehension, and acquisition. From this perspective this volume aims at the presentation and discussion of various cases which, through analogical reasoning, may serve to shed light on and to solve new cases.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=842916>

14

Stamenov, M., & Gallese, V. (2002). Mirror neurons and the evolution of brain and language. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Circuito neural; Cerebro -- Evolución; Lenguaje y lenguas

The emergence of language, social intelligence, and tool development are what made homo sapiens sapiens differentiate itself from all other biological species in the world. The use of language and the management of social and instrumental skills imply an awareness of intention and the consideration that one faces another individual with an attitude analogical to that of one's own. The metaphor of 'mirror' aptly comes to mind. Recent investigations have shown that the human ability to 'mirror' other's actions originates in the brain at a much deeper level than phenomenal awareness. A new class of neurons has been discovered in the premotor area of the monkey brain: 'mirror neurons'. Quite remarkably, they are tuned to fire to the enaction as well as observation of specific classes of behavior: fine manual actions and actions performed by mouth. They become activated independent of the agent, be it the self or a third person whose action is observed. The activation in mirror neurons is automatic and binds the observation and enaction of some behavior by the self or by the observed other. The peculiar first-to-third-person 'intersubjectivity' of the performance of mirror neurons and their surprising complementarity to the functioning of strategic communicative face-to-face (first-to-second person) interaction may shed new light on the functional architecture of conscious vs. unconscious mental processes and the relationship between behavioral and communicative action in monkeys, primates, and humans. The present volume discusses the nature of mirror neurons as presented by the research team of Prof. Giacomo Rizzolatti (University of Parma), who originally discovered them, and the implications to our understanding of the evolution of brain, mind and communicative interaction in non-human primates and man. (Series B)

Mirror Neurons and the
Evolution of Brain and Language

Edited by

Maxim I. Stamenov
Georg-August-Universität Göttingen/Bulgarian Academy of Sciences

Vittorio Gallese
Università di Parma

John Benjamins Publishing Company
Amsterdam/Philadelphia

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=622855>



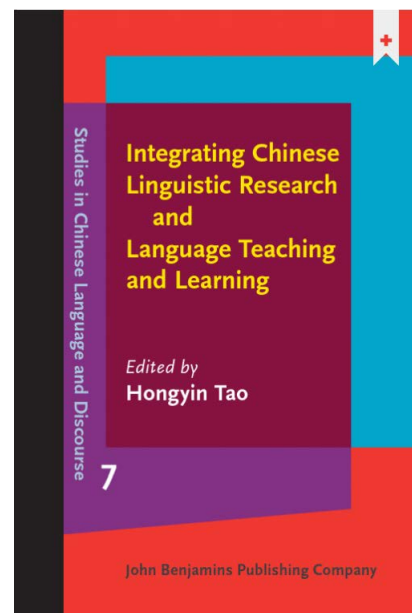
ENALLT
Escuela Nacional de
Lenguas, Lingüística
y Traducción - UNAM

Tao, H. (2016). Integrating Chinese linguistic research and language teaching and learning. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Chino -- Estudio y enseñanza

Linguistic research and language teaching have generally been viewed as two separate types of academic endeavor. While linguists have been preoccupied with pattern finding and theory building, language teachers often encounter issues that are not readily addressed by theoretical linguistic research. This collection, with eleven papers touching upon a wide range of issues, stands out as one of the rare concerted efforts toward a meaningful integration of the two endeavors. Subject matters include tone, stress, word structure, grammatical categories (e.g. classifiers), syntactic structures (including argument structure), discourse particles, implicit and explicit knowledge, conversational repair, and learner corpus. With a diverse range of theoretical orientations, this collection serves to showcase some of the productive ways to create synergy between Chinese linguistic research and language education.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=4679571>



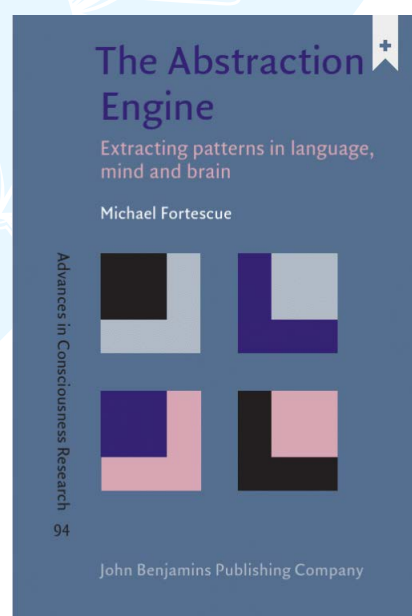
15

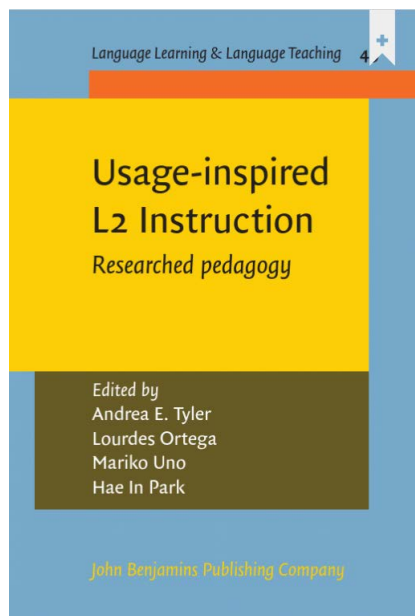
Fortescue, M. D. (2017). The abstraction engine : extracting patterns in language, mind and brain. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Abstracción; Pensamiento; Neurolingüística

The main thesis of this book is that abstraction, far from being confined to higher forms of cognition, language and logical reasoning, has actually been a major driving force throughout the evolution of creatures with brains. It is manifest in emotive as well as rational thought. Wending its way through the various facets of abstraction, the book attempts to clarify - and relate - the often confusing meanings of the word 'abstract' that one may encounter even within the same discipline. The unusual synoptic approach, which draws upon research in psychology, neural network theory, child language acquisition, philosophy and consciousness studies, as well as a variety of linguistic disciplines, cannot be compared directly to other books on the market that touch upon just one particular aspect of abstraction. It is aimed at a wide readership - anyone interested in the nature of abstraction and the cognitive processing and purpose behind it. (series A)

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=4835292>





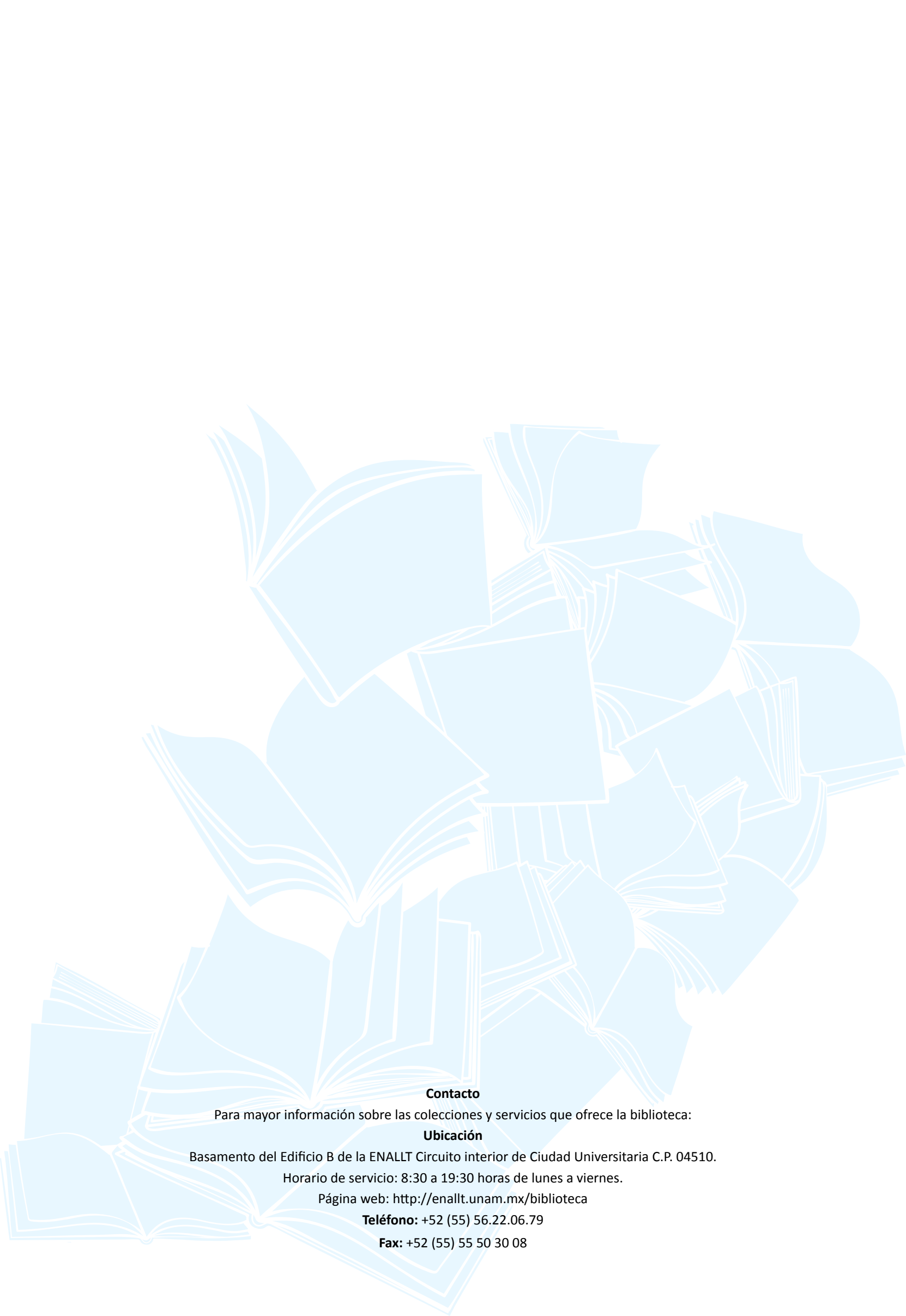
Tyler, A. A., Ortega, L., Uno, M., & Park, H. I. (2018). *Usage-inspired L2 Instruction : researched pedagogy*. Amsterdam : John Benjamins Publishing Company.

Palabras clave: Lenguaje y lenguas -- Uso; Adquisición de segunda lengua

This book presents a set of compelling essays collectively making a persuasive case for why a usage-based perspective on language is fast becoming a leading theoretical framework for investigating second language (L2) learning and the foundation for effective, innovative, engaging pedagogy. Drawing on 20 years of research in psychology, psycholinguistics, cognitive science, and linguistic theory, including discourse analytic approaches, the combined contributions paint a picture of theoretically-informed L2 pedagogy which emphasizes all facets of language as meaningful, embodied, and socially situated. The introduction and conclusion offer an outline of five foundational tenets essential to a usage-inspired pedagogy and a heuristic for developing usage-inspired L2 research and pedagogy. Each essay provides a unique vantage on usage-inspired L2 instruction and a demonstration of the efficacy of usage-based pedagogy. This volume will be invaluable for SLA researchers, graduate students, and classroom teachers interested in exploring usage-inspired L2 pedagogy.

<https://ebookcentral.proquest.com/lib/unam/detail.action?docID=5248403>





Contacto

Para mayor información sobre las colecciones y servicios que ofrece la biblioteca:

Ubicación

Basamento del Edificio B de la ENALLT Circuito interior de Ciudad Universitaria C.P. 04510.

Horario de servicio: 8:30 a 19:30 horas de lunes a viernes.

Página web: <http://enallt.unam.mx/biblioteca>

Teléfono: +52 (55) 56.22.06.79

Fax: +52 (55) 55 50 30 08

Diciembre Año 14 (10a) Especial

Nuevas
adquisiciones



Libros
2018



ENLIT
Escuela Nacional de
Lengua, Literatura
y Traducción - UNAM

Biblioteca
Stephen A. Bastien