



MINIREVIEW

The Editors

Jay Goulah and John Katunich (orgs.). *TESOL and Sustainability: English Language Teaching in the Anthropocene Era*. London: Bloomsbury, 2020.

This is the first book in the new Bloomsbury Advances in Ecolinguistics Series of Bloomsbury publisher. In the publisher's website we can read that "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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1) *Storytelling and Ecology: Empathy, Enchantment and Emergence in the Use of Oral Narratives*

Anthony Nanson (Feb 2021).

2) *Corpus-Aided Ecolinguistics*

Robert Poole (Feb 2022).

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