When people should go to the books stores, search establishment by shop, shelf by shelf, it is in fact problematic. This is why we give the books compilations in this website. It will totally ease you to look guide multilingualism and multiculturalism in a drama classroom an ethnographic case study of limpopo teachers studying drama at wits school of education as you such as.

By searching the title, publisher, or authors of guide you in fact want, you can discover them rapidly. In the house, workplace, or perhaps in your method can be every best area within net connections. If you wish to download and install the multilingualism and multiculturalism in a drama classroom an ethnographic case study of limpopo teachers studying drama at wits school of education, it is totally simple then, previously currently we extend the colleague to buy and make bargains to download and install multilingualism and multiculturalism in a drama classroom an ethnographic case study of limpopo teachers studying drama at wits school of education as a result simple!

Multilingualism and Multiculturalism in Finno-Ugric Literatures 2-Johanna Domokos 2018-09 The present volume consists of articles dealing with a broad range of multilingual practices in Finno-Ugric literatures, in a variety of sociopolitical contexts from Central Europe to Western Siberia. Literature can strengthen the voices of minority communities, enhance the prestige of languages and encourage their creative use. Today's Finno-Ugric literatures give valuable insights into the everyday realities of multilingualism and cultural diversity, showing the performativity of cultures in multicultural and transcultural settings. Handbook of Multilingualism and Multiculturalism-Geneviève Zarate 2011 Built around the concept of linguistic and cultural plurality, this book defines language as an instrument of action and symbolic power. Plurality is conceived here as: a complex array of voices, perspectives and approaches that seeks to preserve the complexity of the multilingual and multicultural enterprise, including language learning and teaching; a coherent system of relationships among various languages, research traditions and research sites that informs qualitative methods of inquiry into multilingualism and its uses in everyday life; a view of language as structured sociohistorical object, observable from several simultaneous spatiotemporal standpoints, such as that of daily interactions or that which sustains the symbolic power of institutions. This book is addressed to teacher trainers, young researchers, decision makers, teachers concerned with the role of languages in the evolution of societies and educational systems. It aims to elicit discussion by articulating practices, field observations and analyses based on a multidisciplinary conceptual framework. Multicultural and Multilingual Literacy and Language-Fenice B. Boyd 2004-01-01 Within a clear conceptual framework, this book explores ways that teachers, reading specialists, administrators, and teacher educators can provide more effective literacy instruction to K-9 students from diverse ethnic, cultural, and linguistic backgrounds. Cutting-edge theory and research is interwoven with detailed case studies that bring to life the complexities of teaching in today's multicultural and multilingual classroom. Topics covered include: *How and why culture matters in literacy instruction *Drawing on students' multiple literacies in the classroom *Motivating and engaging English-language learners *Steps that teachers can take to heighten their cultural awareness and skills *Tapping into family and community resources for literacy learning Multiculturalism, Multilingualism and the Self-Danuta Gabryś-Barker 2017-05-11 This book
offers several insights into cross-cultural and multilingual learning, drawing upon recent research within two main areas: Language Studies and Multilingual Language Learning/Teaching. It places particular emphasis on the Polish learning environment and Poles abroad. Today’s world is an increasingly complex network of cross-cultural and multilingual influences, forcing us to redefine our Selves to include a much broader perspective than ever before. The first part of the book explores attitudes toward multiculturalism in British political speeches, joking behaviour in multicultural working settings, culture-dependent aspects of taboos and swearing, and expressive language of the imprisoned, adding a diachronic perspective by means of a linguistic study of The Canterbury Tales. In turn, the studies in the second part focus on visible shifts in contemporary multilingualism research, learners’ attitudes towards multiple languages they acquire, teachers’ perspectives on the changing requirements related to multiculturalism, and immigrant brokers’ professional experience in the UK.

Multilingual and Multicultural Contexts of Legislation—Vijay Kumar Bhatia 2003 This volume is one of the outcomes of the project Generic Integrity of Legislative Discourse in Multilingual and Multicultural Contexts, which analyses international arbitration laws written in different languages and used across legal systems. It documents the development of legal frameworks of a range of diverse countries, highlighting in particular not only the diversity of their legislative frameworks, processes and procedures, but more importantly those socio-political, economic, cultural and linguistic influences which have a significant role to play in the development of legal frameworks, thus providing a crucial backdrop for our understanding of legal language in the global context.

Multiculturalism, Multilingualism and the Self: Literature and Culture Studies—Jacek Mydla 2017-07-31 This edited collection explores the conjunction of multiculturalism and the self in literature and culture studies, and brings together essays by prominent researchers interested in literature and culture whose critical perspectives inform discussions of specific examples of multicultural contexts in which individuals and communities strive to maintain their identities. The book is divided into two major parts, the first of which comprises literary representations of multiculturalism and discussions of its impasses and impacts in fictional circumstances. In turn, the second part primarily focuses on culture at large and real-life consequences. Taken together, the two complementary parts offer an illuminating and well-rounded overview of representations of multiculturalism in literature and contemporary culture from a variety of critical perspectives.

Multicultural and Multilingual Education in Immigrant Countries—Torsten Husén 2014-05-17 Multicultural and Multilingual Education in Immigrant Countries, Volume 38 is a collection of papers that covers various concerns in the implementation of multilingual and multicultural school curriculum in immigrant countries. The topics tackled by the articles include the social and ideological context, linguistic concerns, and psychological concerns. The text also discusses the psychological and social consideration in deciding on the language of instructions, along with problems of bilingual education. The book will be of great use to educators, sociologists, and psychologists.

Multilingualism and Multiculturalism—Debi Prasanna Pattanayak 1987 Language Policy and Identity in Mauritania—El Hacen Moulaye Ahmed 2020-05-15 The inseparable relationship between language and identity has created many problems for countries with multilingual and multicultural diversity. El Hacen Moulaye Ahmed explores the issue of language policy and identity in Mauritania as a case study.–Bousfiha Adiba, Faculty of Letters and Humanities, Saiss Fes Multilingualism—John Edwards 2012-02-16 HOW DO LANGUAGES LIVE AND DIE? WHAT ROLE DOES TRANSLATION PLAY IN HELPING LANGUAGES TO THRIVE? ARE POLYCLOTS VIEWED WITH SUSPICION, GIVEN THE LINKS BETWEEN LANGUAGE AND IDENTITY? IS THE MAINTENANCE AND REVIVAL OF FLAGGING LANGUAGES WORTH THE EFFORT? CAN A LANGUAGE REMAIN ‘PURE’? IF LANGUAGE PATTERNS CONSTANTLY ALTER, WHAT DOES THIS SAY ABOUT IDENTITY? Multilingualism is everywhere in a globalized society. This book looks at the origins and development of languages, at language contact and competition, and at the emergence and the consequences of multilingualism. Edwards also examines lingua francas, pidgins, creoles and artificial languages as a part of a broader snapshot of the social life of language. This compelling short introduction is required reading for all entry-level students of multilingualism, and a primer for language lovers in general.
languages as they disappear from the world. Maher also looks at the fate of many endangered languages, with struggles over language rights of power relations, issues of multiculturalism, and discussions over "national" or "official" languages (Croatian). Languages can even play a supportive and symbolic role as some territories pursue autonomy or nationhood, such as in the cases of Catalonia and Scotland. In this Very Short Introduction John C. Maher shows how multilingualism offers cultural diversity, complex identities, and alternative ways of doing and knowing to hybrid identities. Increasing multilingualism is drastically changing our view of the value of language, and our notion of the part language plays in national and cultural identities. At the same time multilingualism can lead to social and political conflict, unequal power relations, issues of multiculturalism, and discussions over "national" or "official" languages, with struggles over language rights of local and indigenous communities. Considering multilingualism in the context of globalization, Maher also looks at the fate of many endangered languages as they disappear from the world.

ABOUT THE SERIES: The Very Short Introductions series from Oxford University Press contains hundreds of titles in almost every subject area. These pocket-sized books are the perfect way to get ahead in a new subject quickly. Our expert authors combine facts, analysis, perspective, new ideas, and enthusiasm to make interesting and challenging topics highly readable.

Culturally and Linguistically Diverse Classrooms - Dr. Jennifer Miller 2009-10-20 A critical reality of contemporary education in a globalised world is the growing cultural, racial and linguistic diversity in schools and the issues involved in educating increasing numbers of students who are still learning the dominant language. This poses extraordinary challenges for second and foreign language teachers in many countries, where such students must engage with the mainstream curriculum in a new language. What do these increasingly plurilingual and multicultural classrooms look like? And how do language teachers address the challenges of such diverse classrooms? This book brings together a group of well-recognised language education scholars who present their research in a range of international settings. They focus on the key areas of pedagogy, language policy and curriculum and exemplify new research directions in the field.

Uniformity and Diversity in Language Policy - Catrin Norrby 2011 This book brings together current research by leading international scholars on the often contentious nature of language policies and their practical outcomes in North America, Australia and Europe. It presents a range of perspectives from which to engage with a variety of pressing issues raised by multilingualism, multiculturalism, immigration, exclusion, and identity.

English Medium Instruction in Multilingual and Multicultural Universities - Birgit Henriksen 2018-07-17 English Medium Instruction in Multilingual and Multicultural Universities analyses the issues related to EMI at both a local and international level and provides a broad perspective on this topic. Drawing on field studies from a Northern European context and based primarily on research carried out at the University of Copenhagen, this book introduces a topical global issue that is central to the higher education research agenda; identifies the issues and challenges involved in EMI in relation to central lingustic, pedagogical, sociolinguistic and socio-cultural concepts; captures university lecturers’ experiences in the midst of curricular
change and presents reflections on ways to navigate professionally in English to meet the demands of the multilingual and multicultural classroom. English Medium Instruction in Multilingual and Multicultural Universities is key reading for researchers, pre- and in-service teachers, university management, educational planners, and advanced students with an interest in EMI and the multilingual, multicultural university setting.

Multicultural and Multilingual Education in Immigrant Countries-Torsten Husén 2014-05-17 Multicultural and Multilingual Education in Immigrant Countries, Volume 38 is a collection of papers that covers various concerns in the implementation of multilingual and multicultural school curriculum in immigrant countries. The topics tackled by the articles include the social and ideological context, linguistic concerns, and psychological concerns. The text also discusses the psychological and social consideration in deciding on the language of instructions, along with problems of bilingual education. The book will be of great use to educators, sociologists, and psychologists.

Urban Multilingualism in Europe-Guus Extra 2004 This book is the final outcome of the crossnational Multilingual Cities Project, carried out under the auspices of the European Cultural Foundation, established in Amsterdam, and coordinated by Babylon, Centre for Studies of the Multicultural Society, at Tilburg University. The book offers multidisciplinary, crossnational, and crosslinguistic perspectives on the status of immigrant minority languages at home and school in a dominant Germanic or Romance environment in six major multicultural cities across Europe. From North to South these cities are Goteborg, Hamburg, The Hague, Brussels, Lyon, and Madrid.

Literature, Language, and Multiculturalism in Scandinavia and the Low Countries-Wolfgang Behschnitt 2013-11-05 Literature, Language, and Multiculturalism in Scandinavia and the Low Countries presents a ground-breaking comparative approach to the study of multicultural literature. Focusing on the development of migration literature in Sweden, Denmark, Flanders, and the Netherlands, the volume argues that the political and institutional preconditions for the development of ‘multicultural’ literatures are still given within the frame of the nation-state. As a consequence, both the field of ‘migration literature’ and the (multi-)lingual quality of literary texts are shaped differently in each state and in each language area. The volume delineates the development of multicultural literature in Scandinavia and the Low Countries as a function of the specific language situations in these countries as well as the various political, institutional, and discursive contexts. This book not only offers a comprehensive theoretical and methodological analysis of multilingualism and multicultural literature, but also provides overviews sketching the discourse on multiculturalism, language and the development of the literary field in Sweden, Denmark, the Netherlands, and Flanders. Besides it presents a broad range of in-depth analyses of selected literary texts from each of these countries.

Teaching in Multilingual Classrooms-Hilda Hernandez 1997 Comprehensive -- yet not overwhelming -- this book provides a basic framework for teaching in classroom settings that are multilingual and multicultural. Written specifically from an educational perspective and using a balance of contemporary theory, research, and practice, it explores different dimensions of context, process, and content -- as well as assessment and evaluation -- related to pedagogy that empowers language minority students. It is accessible and appropriate for teachers with little or no background in ESL or bilingual education as well as for specialists. Captures a teacher's vision of the concepts and strategies that make a difference for language minority students. Synthesizes contemporary scholarship complemented by strategies and techniques that teachers can readily apply in K-12 classrooms. This book reveals the complexity of the cultural and linguistic influences on teaching and learning processes -- and helps teachers conceptualize the interrelationships involved in relation to dimensions common to all classroom settings. It addresses the needs of all teachers -- elementary and secondary, beginning and experienced, prospective specialists and non-specialists, those in urban, suburban, and rural settings. It explores classrooms that are multilingual and multicultural from a tripartite perspective. It describes multilingual classrooms and explains why a focus on context, process, and content is central to providing instructional programs that empower language minority students.

Multilingualism, Cultural Identity, and Education in Morocco-Moha Ennaji 2005-12-05 In this book, I attempt to show how colonial and postcolonial political forces have endeavoured to reconstruct the national identity of Morocco, on the basis of cultural representations and ideological
constructions closely related to nationalist and ethnolinguistic trends. I discuss how the issue of language is at the centre of the current cultural and political debates in Morocco. The present book is an investigation of the ramifications of multilingualism for language choice patterns and attitudes among Moroccans. More importantly, the book assesses the roles played by linguistic and cultural factors in the development and evolution of Moroccan society. It also focuses on the impact of multilingualism on cultural authenticity and national identity. Having been involved in research on language and culture for many years, I am particularly interested in linguistic and cultural assimilation or alienation, and under what conditions it takes place, especially today that more and more Moroccans speak French and are influenced by Western social behaviour more than ever before. In the process, I provide the reader with an updated description of the different facets of language use, language maintenance and shift, and language attitudes, focusing on the linguistic situation whose analysis is often blurred by emotional reactions, ideological discourses, political biases, simplistic assessments, and ethnolinguistic identities.

Minority Languages and Cultural Diversity in Europe-Konstanze Glaser 2007-01-01 This book engages critically with debates about linguistic continuity and cultural survival in relation to Europe’s authochthonous minorities. Focusing on Scotland’s Gaels and Lusatia’s Sorbs/Wends, it analyses and evaluates competing assumptions, rationales and ideologies which have shaped previous and present language revitalisation initiatives and that continue to pose dilemmas to language planners and politicians in the UK, Germany and beyond.

Multilingualism and Bilingualism-Sammy Beban Chumbow 2018-05-30 Research in the area of bilingualism and multilingualism invariably produces fascinating insights. In the Europe of yesteryears, the paradigm of one nation one language was dominant and fashionable as a nation-building ideology that multilingualism was considered a curse, a demon that had to be exorcised. Today, the avalanche of empirical evidence of research findings has established multilingualism and pluralism as an ideal for national development. The nine chapters of this book provide further elucidations of the issue of benefits of bilingualism and multilingualism and also provide original research findings on developments in the areas of psychological dimensions of bilingualism and bilingualism in information retrieval systems. The book by its illuminating description and insightful analysis of issues of bilingualism will be of significant interest to scholars, researchers, and all concerned with bilingualism and multilingualism from whatever perspective.

Managing Language Diversity-Sue Wright 1998 Indlæg om flersprogethed holdt af Michael Clyne ved et CILS (Current Issues in Language and Society) seminar samt debat og kommentarer til indlægget

Multilingual Europe-Jane Warren 2008 As Europe continues to expand and integrate through the European Union, it faces the challenge of ever increasing multilingual and multicultural contact, within and across its borders. This volume presents recent research on European language policy, language contact and multiculturalism that explores how Europe is meeting this challenge. Inspired by intersections and conflicts in language and cultural identity in Europe, the volume transcends disciplinary boundaries by enhancing sociolinguistic research with chapters on cultural identity and language in contemporary European cinema. The book considers the relationships between language and cultural identity in Europe at a time of increasing multicultural complexity, with contributions on Belgium, France, Germany, Italy, the Netherlands, Spain, Sweden and Ukraine, and the linguistic and imaginative spaces between and beyond. The volume highlights the ongoing significance of language and identity for an expanding Europe, and the ways in which situations of linguistic hybridity, interlocution and language contact continue to define Europe and its others.

Multilingual America-Henry B and Anne M Cabot Professor of English Literature and Professor of African and African American Studies Werner Sollors 1998-08 Describes literature in languages other than English in the United States, and recommends knowing English plus other languages.

Languages for a Multicultural World in Transition-Heidi Byrnes 1992

Bilingual and Multicultural Education-Stan Shapson 1984 This book provides a conceptualisation of bilingual (French-English) and multicultural education. Its main purposes are to synthesise recent responses to bilingual and multicultural education; to identify the issues arising out of the schools’ responses to these new challenges; and to examine future directions for educational policy.

Meetings at the Crossroads-Anne Hvenekilde
The Multilingual Turn in Languages Education-
Dr. Jean Conteh 2014-09-16
Starting from the key idea that learners and teachers bring diverse linguistic knowledge and resources to education, this book establishes and explores the concept of the ‘multilingual turn’ in languages education and the potential benefits for individuals and societies. It takes account of recent research, policy and practice in the fields of bilingual and multilingual education as well as foreign and second language education. The chapters integrate theory and practice, bringing together researchers and practitioners from five continents to illustrate the effects of the multilingual turn in society and evaluate the opportunities and challenges of implementing multilingual curricula and activities in a variety of classrooms. Based on the examples featured, the editors invite students, teachers, teacher educators and researchers to reflect on their own work and to evaluate the relevance and applicability of the multilingual turn in their own contexts.

Language in Multicultural Education-Farideh Salili 2005-03-01
Many books on multicultural education focus on a country and provide in-depth discussion of issues pertinent to that country at the time. Alternately, understanding of multicultural education is sought through comparison between a society of special interest and a reference society, often the United States. An interesting recent example is Constructing Multicultural Education in a Diverse Society by Ilghiz Sinagatullin (2003), drawing on the author’s knowledge of Russia and more particularly the Republic of Bashkortostan, itself an ethnically and culturally diverse part of Russia. The approach taken in this volume is to focus on an aspect of diversity, and look at its ramifications across the world. This provides an understanding of the nature of multicultural education itself, as well as insights into local issues through the experience of other places.

Minority Languages, National Languages, and Official Language Policies-Gillian Lane-Mercier 2018-12-30
In a context where linguistic and cultural diversity is characterized by increasing complexity, adopting official multilingual policies to correct a country’s ethno-linguistic, socio-economic, and symbolic imbalances presents many obstacles, but the greatest challenge is implementing them effectively. To what degree and in what ways have official multilingualism and multiculturalism policies actually succeeded in attaining their goals? Questioning and challenging foundational concepts, Minority Languages, National Languages, and Official Language Policies highlights the extent to which governments and international bodies are unable to manage complex linguistic and cultural diversity on an effective and sustained basis. This volume examines the principles, theory, intentions, and outcomes of official policies of multilingualism at the city, regional, and national levels through a series of international case studies. The eleven chapters – most focusing on lesser-known geopolitical contexts and languages – bring to the fore the many paradoxes that underlie the concept of diversity, lived experiences of and attitudes toward linguistic and cultural diversity, and the official multilingual policies designed to legally enhance, protect, or constrain otherness.

Multilingualism and Intercultural Communication-Russell H Kaschula 2017-05-01
To date, there has been no published textbook which takes into account changing sociolinguistic dynamics that have influenced South African society. Multilingualism and Intercultural Communication breaks new ground in this arena. The scope of this book ranges from macro-sociolinguistic questions pertaining to language policies and their implementation (or non-implementation) to micro-sociolinguistic observations of actual language-use in verbal interaction, mainly in multilingual contexts of Higher Education (HE). There is a gradual move for the study of language and culture to be taught in the context of (professional) disciplines in which they would be used, for example, Journalism and African languages, Education and African languages, etc. The book caters for this growing market. Because of its multilingual nature, it caters to English and Afrikaans language speakers, as well as the Sotho and Nguni language groups - the largest languages in South Africa and also increasingly used in the context of South African Higher Education. It brings together various inter-linked disciplines such as Sociolinguistics and Applied Language Studies, Media Studies and Journalism, History and Education, Social and Natural Sciences, Law,
Multilingualism and Applied Comparative Linguistics (Volume II)-Franks Boers 2009-10-02
In February 2006 the first international conference on Multilingualism and Applied Comparative Linguistics (MACL) was held in Brussels, Belgium. The aim of the MACL conference was to bring together scholars from various branches of applied linguistics with a shared interest in cross-linguistic and cross-cultural communication. The conference thus fostered an exchange of knowledge and expertise among researchers from various disciplines, including educational linguistics, cultural linguistics, terminography, translation studies and studies of specialised languages. The present book is the second of two volumes containing a selection from the approximately 120 papers that were presented at that three-day event. The book comprises five chapters, reflecting different research perspectives on cross-linguistic and cross-cultural communication. The first chapter covers research articles on metaphors and planned languages. The second chapter comprises articles dealing with language attitudes, language proficiency and language practices in cross-linguistic and cross-cultural, communicative contexts. Chapter three features articles in the field of discourse-analysis research. In the fourth chapter research is presented that pertains to terminology and specialised languages. Finally, chapter five deals with translation studies.

Imagining Multilingual Schools-Ofelia Garc-A 2006-01-01 This text brings together visions and realities of multilingual schools throughout the world in order to examine the pedagogical, socioeducational, and sociopolitical issues that impact on their development and success.

Managing Diversity in Education-Prof. David Little 2013-11-08 Diversity - social, cultural, linguistic and ethnic - poses a challenge to all educational systems. Some authorities, schools and teachers look upon it as a problem, an obstacle to the achievement of national educational goals, while for others it offers new opportunities. Successive PISA reports have laid bare the relative lack of success in addressing the needs of diverse school populations and helping children develop the competences they need to succeed in society. The book is divided into three parts that deal in turn with policy and its implications, pedagogical practice, and responses to the challenge of diversity that go beyond the language of schooling. This volume features the latest research from eight different countries, and will appeal to anyone involved in the educational integration of immigrant children and adolescents.

Constructing Inequality in Multilingual Classrooms-Luisa Martín Rojo 2010-07-30 In her groundbreaking and innovative study, the author takes us on a fascinating journey through some of Madrid's multilingual and multicultural schools and reveals the role played by linguistic practices in the construction of inequality through such processes as what she calls "de-capitalization" and "ethnicization". Through a critical sociolinguistic and discourse analysis of the data collected in an ethnographic study, the book shows the exclusion caused by monolingualizing tendencies and ideologies of deficit in education and society. The book opens a timely discussion of the management of diversity in multilingual and multicultural classrooms, both for countries with a long tradition of migration flows and for those where
the phenomenon is relatively new, as is the case in Spain. This study of linguistic practices in the classroom makes clear the need to rethink some key linguistic concepts, such as practice, competence, discourse, and language, and to integrate different approaches in qualitative research. The volume is essential reading for students and researchers working in sociolinguistics, education and related areas, as well as for all teachers and social workers who deal with the increasing heterogeneity of our late modern societies in their work.

Language Disabilities in Cultural and Linguistic Diversity-Deirdre Martin 2009 Language Disabilities in Cultural and Linguistic Diversity offers a new approach to understanding the familiar dilemma of disentangling difficulties in communication for learners developing the language of schooling. The author takes a socio-cultural Vygotskian approach to reinterpret international research in language disabilities, namely specific language impairment, communication difficulties, dyslexia and deafness.

Mapping Linguistic Diversity in Multicultural Contexts-Monica Barni 2008-08-27 Within the European context, linguistic diversity can be studied at the level of both official state languages and non-national languages. This comprehensive overview offers insightful crossnational and crosscontinental perspectives on non-national languages in terms of both regional and immigrant languages. The book focuses on mapping linguistic diversity in both the private and public domain. Methodological issues and empirical outcomes are explored for a variety of European and non-European countries and languages. The book consists of four parts. Part 1 provides an introduction to the subject, as well as an overview and discussion of migration statistics and language use. Part 2 deals with the mapping of regional languages in Europe, exemplified by case studies on Welsh, Basque, and Frisian. Part 3 focuses on immigrant languages in Europe and includes case studies from both national (Switzerland, Italy, France) and crossnational (Multilingual Cities Project) perspectives. Part 4 turns to mapping linguistic diversity abroad with case studies on Australia, South Africa, Turkey, and Japan.

Multilingualism, Cultural Identity, and Education in Morocco-Moha Ennaji 2005-01-20 In this book, I attempt to show how colonial and postcolonial political forces have endeavoured to reconstruct the national identity of Morocco, on the basis of cultural representations and ideological constructions closely related to nationalistic and ethnonationalist trends. I discuss how the issue of language is at the centre of the current cultural and political debates in Morocco. The present book is an investigation of the ramifications of multilingualism for language choice patterns and attitudes among Moroccans. More importantly, the book assesses the roles played by linguistic and cultural factors in the development and evolution of Moroccan society. It also focuses on the impact of multilingualism on cultural authenticity and national identity. Having been involved in research on language and culture for many years, I am particularly interested in linguistic and cultural assimilation or alienation, and under what conditions it takes place, especially today that more and more Moroccans speak French and are influenced by Western social behaviour more than ever before. In the process, I provide the reader with an updated description of the different facets of language use, language maintenance and shift, and language attitudes, focusing on the linguistic situation whose analysis is often blurred by emotional reactions, ideological discourses, political biases, simplistic assessments, and ethnonationalist identities.