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   Nota di contenuto Chapter 1. English Language Teaching in Moroccan Higher Education: An Introduction (Hassan Belhiah) -- Part 1: English: Evolution and Spread -- Chapter 2. The Making of an English Department (1975-1982): A Personal Account (Hassan Mekouar) -- Chapter 3. English as a Global Language in Morocco: A Qualitative study of Students' Motivations for Studying English (Hassan Belhiah) -- Chapter 4. Reflections on the Evolution of the LMD Reform: The English Department as a Case Study (Yamina El Kirat El Allame) -- Part 2: Motivation towards English -- Chapter 5. English as an Alternative Cultural Capital for University EFL Students in Morocco (Adil Azhar) -- Chapter 6. University Teachers' Perspectives on Adopting EMI in Morocco (Youssef Nadri) -- Chapter 7. L2 Motivational Self and English Department Students' Intended Effort (Nourddine Amrous) -- Chapter 8. Motivations, Attitudes and Introspections of Moroccan Undergraduate Students towards Major Selection (Abdellatif Bouhlal) -- Part 3: Teaching Practices -- Chapter 9. Beliefs on English Language Teaching Effectiveness in Moroccan Higher Education (Amina Ichbah) -- Chapter 10. Teaching Translation to Moroccan University Students: Challenges and Perspectives (Abderrazak Gharafi) -- Chapter 11. Final Year Research Supervision in the English Department: Attributes, Challenges, and Supervisory Practices (Ikbal Zeddari) -- Part 4: Curricular Innovations -- Chapter 12. A Citizenship Approach to Learning and Engagement in Moroccan Higher Education (Said

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Sommario/riassunto	This book explores the global spread of English and its ramifications for the status of English in Morocco. It sheds light on motivational issues in English language teaching and learning in Moroccan higher education and examines various teaching practices in terms of: teaching effectiveness, assessment and evaluation, written feedback, English-Arabic translation, and undergraduate supervision. In addition to identifying critical issues in the discipline of English studies and the main challenges facing English departments from historical, institutional, and pedagogical perspectives, it suggests strategies for addressing and overcoming them.