

1. Record Nr.	UNINA9910812140503321
Titolo	Multilingualism in European bilingual contexts [[electronic resource]] : language use and attitudes // edited by David Lasagabaster and Angel Huguet
Pubbl/distr/stampa	Clevedon, [England] ; ; Buffalo, : Multilingual Matters, c2007
ISBN	1-280-73943-6 9786610739431 1-85359-931-X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (263 p.)
Collana	Multilingual matters ; ; 135
Classificazione	HD 150
Altri autori (Persone)	HuguetAngel LasagabasterDavid <1967->
Disciplina	404/.2094
Soggetti	Bilingualism - Europe Language awareness - Europe Multilingualism - Europe
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front matter -- Contents -- The Contributors -- Introduction: A Transnational Study in European Bilingual Contexts -- Chapter 1. Language Use and Language Attitudes in Catalonia -- Chapter 2. Language Use and Language Attitudes in Galicia -- Chapter 3. Language Use and Language Attitudes in the Basque Country -- Chapter 4. Language Use and Language Attitudes in the Valencian Community -- Chapter 5. Language Use and Language Attitudes in Brussels -- Chapter 6. Language Use and Language Attitudes in Friesland -- Chapter 7. Language Use and Language Attitudes in Ireland -- Chapter 8. Language Use and Language Attitudes in Malta -- Chapter 9. Language Use and Language Attitudes in Wales -- Chapter 10. The Linguistic Issue in Some European Bilingual Contexts: Some Final Considerations
Sommario/riassunto	To say that multilingualism is the norm and monolingualism the exception has become a truism. In fact, the European Union is clearly committed to a multilingual Europe in which all its educational systems are advised to include two Community languages. It is in this context

where this volume analyses the language use and attitudes of would-be teachers, as they will play a paramount role when it comes to keeping multilingualism as one of the key features of the European identity. There are four main reasons why this volume can make a contribution to this field of research. Firstly, it is a transnational study involving nine different bilingual states/areas which allows the reader to compare contexts that, despite sharing some similarities, do have their own peculiarities. Secondly, it considers not only the minority and majority languages, but also the different foreign languages. Thirdly, it relies on the same instrument and methodology. And last but not least, the participants will have an enormous influence on their different educational systems and on their students' linguistic perceptions.
