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The journal will discuss the varieties of multilingual education and language maintenance programmes to be found around the world in order to clarify the distinctive patterns of needs served by second languages. It hopes to develop a perspective on these issues that will draw extensively on mainstream research in education, sociology, psychology, politics, public administration and cultural studies. It will also draw on research on language which often fails to have its full impact in the classroom because of inadequate models of programme implementation, including models of the cultural context in which language learning takes place.

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