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This journal publishes articles on the many aspects of multilingualism and multiculturalism. From the beginning it has aimed to range widely in all ways, covering, for example, contributions to theory, reports of research studies, descriptions of educational policies and systems, and accounts of teaching or learning strategies and assessment procedures. We are most concerned about the benefits and disadvantages of learning two or more languages from early childhood, the rights and obligations of minorities and the value to a community of an interaction between cultures.

Our experience so far indicates that there is a rich vein of high quality papers in all corners of the world, and a corresponding, committed readership involved actively in the opportunities, difficulties and challenges of bilingual, multilingual and multicultural communities. It is clear that a great deal of very good work is going on in many quarters. One prime function of the **Journal of Multilingual and Multicultural Development** is to disseminate views and experiences as widely as possible. The articles are supported in this task by sections which give short reports of works in progress, book reviews and letters from readers.

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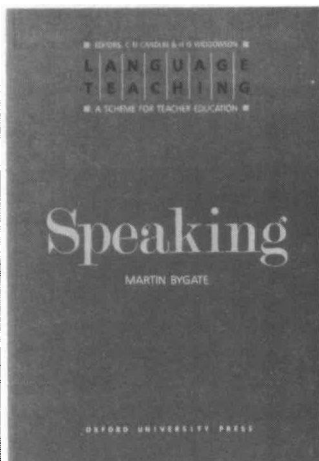


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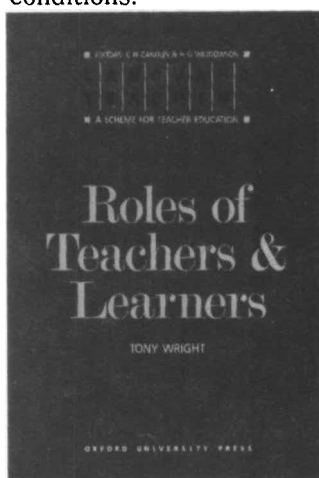
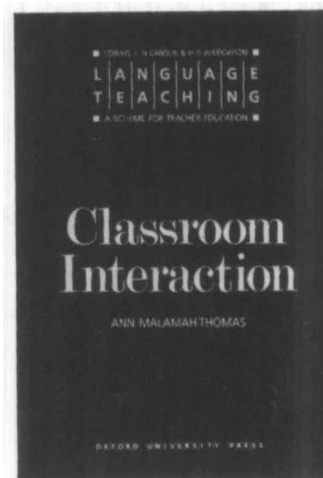
Martin Bygate

How is speaking to be defined as a language ability?
How have teachers and materials writers approached it?
How far does a communicative perspective require a reappraisal of these approaches?

Classroom Interaction

Ann Malamah-Thomas

How can we best describe the classroom social encounter?
What interactions are found in classroom discourse?
How do different teaching approaches require different types of interaction?
What kinds of interaction create the best learning conditions?



Roles of Teachers and Learners

Tony Wright

What are the roles of teachers and learners in classroom language learning?
What social and psychological factors influence classroom behaviour?
How do the answers to these questions affect the quality of language learning?

These are the kinds of questions considered in *Language Teaching*. Exploring teachers will enjoy this new series which aims to involve them in a process of task-based discovery by moving from abstract enquiry, through classroom activities, to proposals for practical and informed action.

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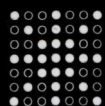
language teaching

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