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is impossible...  
especially for  
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illiterate.  
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the problem is  
not the

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language  
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itself, but  
the rules we  
were taught?

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could see the  
complexity of  
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rather than a  
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-sion rather  
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potential, many  
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of enrollment in  
grades K-12 in  
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struggling to  
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requirements for  
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are jeopardized  
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relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes

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as situated in a  
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which leaders of these programs must manage and balance with strong attention to context and to the future. The discussion emphasizes the complexity of the job of leading a language program and the many types

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of roles the leadership must fill in monitoring the program and its context for continuity and change and leading with an eye the future. The focus is on college and university English language programs,

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with discussion of the place they occupy within academia and in relation to other types of language programs (e.g. foreign language and English composition). The book is both practical and



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present study was to describe and assess the Makassed Intensive English Program in light of the TESOL Standards for International Language Programs. To achieve this purpose, three sources of data were used: observation, interviews, and record analysis.

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Observation was used to describe the physical facilities and the teaching practices within the program; interviews with coordinators and teachers were conducted to identify the tasks that such coordinators and teachers perform; and record analysis was used to get

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information about the purpose of the Program and the degree of compatibility of textbooks with the objectives. After data had been collected, they were analyzed and compared with TESOL Standards.

The assumption was that if the description matched the

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guidelines, this would mean that the

Makassed Intensive English Program is a high quality language program, but if it didn't, suggestions and

recommendations would then be provided. Analysis of data revealed that the teaching practices and



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textbooks at the intermediate cycle reflect current trends in ESL, such textbooks are compatible with the syllabus, and teachers perform almost the same tasks suggested by TESOL. However, the Makassed Intensive English Program can not be considered a

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high-quality program since the syllabus at the secondary cycle is not comprehensive and the textbooks are not compatible with the objectives.

The suggestion is that coordinators reexamine the list of objectives and choose more appropriate textbooks. The

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