Preface

From June 24 to August 2, 1985, Georgetown University was host to the 1985 LSA/TESOL Institute, combining the 52nd Linguistic Institute of the Linguistic Society of America and the 7th Summer Institute of Teachers of English to Speakers of Other Languages. It was my privilege to organize and direct this joint six-week Institute, "Linguistics and Language in Context: The Interdependence of Theory, Data, and Application," as well as a concurrent four-week Institute nestled within the larger one, supported by a grant from the National Endowment for the Humanities. The NEH Institute, "Humanistic Approaches to Linguistic Analysis," highlighted the humanistic focus of the LSA/TESOL Institute and brought to it three additional faculty members; I was the fourth NEH faculty member. Each of us taught one week of the NEH Institute. Participants in the NEH Institute were twenty-five college and university faculty who teach introductory and intermediate level linguistics and language-related courses; many are accomplished researchers as well.

In addition to regularly scheduled courses and ancillary meetings and workshops, the 1985 LSA/TESOL Institute included nightly lectures. Each week a different scholar-in-residence delivered a series of lectures and seminars, beginning with a lecture on Monday night. On Tuesday nights the traditional Forum Lectures were delivered by scholars who came just for this purpose. Each Wednesday night, that week's NEH Institute faculty member delivered a public lecture. This volume includes most of those lectures, as well as a keynote address delivered by an Institute faculty member, Henry Widdowson, during the TESOL Summer Meeting held at the Institute.

This volume, then, reflects many of the themes, issues, and approaches that characterized the tripartite Institute. It is a companion to the 1985 Georgetown University Round Table on Languages and Linguistics (GURT) which was held at the end of the first week of the Institute and in which all visiting faculty then in residence were invited to participate. Those lectures appear in the GURT volume and are listed as an Appendix to the Introduction.

The remainder of this Preface, based on my remarks at the Institute's
The history of linguistic institutions

The 1959 LYS/TELSOL Institute

In 1973, I was a teacher of remedial English at the University of Michigan, where I taught English as a Second Language at Foreign Language College. I had graduated from the University of Michigan in 1969 with a degree in Linguistics, and I had been working as a teacher of English as a Second Language (ESL) at the University of Michigan since 1971. I had also been involved in the development of ESL programs at the University of Michigan, and I had been a member of the Michigan State Board of Education since 1972. In 1973, I was selected to attend the 1973 LYS/TELSOL Institute, which was held at the University of Michigan in Ann Arbor, Michigan. The Institute was sponsored by the Linguistic Society of America (LSA), and it provided a forum for linguists and educators to discuss the latest developments in the field of linguistics. The Institute was held from August 6 to August 12, 1973, and it was attended by over 200 participants from around the world. The Institute was a great success, and it helped to establish the LYS/TELSOL Institute as a premier event in the field of linguistics. The Institute was held again in 1974, 1975, and 1976, and it continued to grow in popularity. Today, the LYS/TELSOL Institute is one of the largest and most respected events in the field of linguistics, and it attracts participants from around the world. The Institute is held each year in a different location, and it provides a forum for linguists and educators to discuss the latest developments in the field of linguistics.
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I have always admired some aspect of the humanities, but these are two people I have met recently because my children have

been introduced to learning about history and current events through various channels. My daughter, for example, is reading a novel about

World War II, and my son is using a website to research the history of the American Civil War. I find it fascinating how these

channels can help students understand and appreciate history in a way that is different from what I experienced growing up.

The internet is a powerful tool for learning, and I believe it is important for students to have access to a variety of resources. But

there is no substitute for engaging with historical events through hands-on activities and discussions with knowledgeable

teachers. As a parent, I am grateful for the opportunities that are available to my children.

Sincerely,

[Your Name]
Introduction
SECTION ONE: HUMANISTIC APPROACHES TO

Description and Understanding: The volume of this chapter is about the humanistic approaches to the education and development of children. It discusses the key concepts of humanistic psychology, the work of prominent humanistic psychologists, and the application of these theories in educational settings. The chapter emphasizes the importance of the student's individuality and the need for educators to understand and respect the unique needs and experiences of each child.

In the context of the NEH Insulation, these principles are applied to create a supportive and nurturing learning environment, where students are encouraged to explore their interests, develop critical thinking skills, and foster personal growth. The chapter also highlights the role of educators in facilitating this approach and the challenges they face in implementing it effectively.

In contrast to the more traditional educational models, humanistic approaches focus on creating a safe and encouraging atmosphere, where students feel valued and their potential is recognized. This approach is particularly relevant in today's society, where the emphasis on standardized testing and academic performance sometimes overshadow the personal and social development of children.

The NEH Insulation, by promoting a holistic view of education, aims to prepare students not only for academic success but also for personal fulfillment and social responsibility. It encourages educators to consider the emotional and psychological well-being of students and to adapt their teaching methods to meet the diverse needs of each individual.

The principles outlined in the chapter are designed to guide educators in creating a classroom environment that fosters creativity, critical thinking, and personal growth. These principles are applicable across different educational levels and can be integrated into various subjects and disciplines.

In conclusion, the humanistic approach to education emphasizes the importance of individuality, personal growth, and the empowerment of students. It challenges educators to rethink traditional teaching methods and to create a learning environment that is conducive to the holistic development of children.
Section Two: The Nature and Use of Language

People, who are essentially social beings, are in constant need of communication. Language is the means of communication which is used to express thoughts, feelings, and ideas. It is a means of transmitting information from one person to another. Language is not only a tool for communication, but it is also a way of thinking and understanding the world. It is through language that we construct our reality and make sense of our experiences. Language is an essential part of our daily lives and is used in various contexts, such as personal communication, education, and professional settings.

Language acquisition begins in early childhood and continues throughout the life span. Children learn language through a process of imitating and understanding the language of their caregivers. As children grow, they develop their own unique way of speaking and understanding language. Language acquisition is a complex process that involves understanding the rules and conventions of language, as well as the ability to produce language.

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Language is a dynamic system that is constantly evolving. It is influenced by various factors, such as social, cultural, and technological changes. Language change and development are natural processes that occur over time. Language change can be observed in various aspects of language, such as vocabulary, grammar, and pronunciation.

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of having made international electronic calls. Computers play a significant role in solving these problems.

The introduction section involves the exploration of a range of related studies. The introduction section begins with a discussion of the importance of understanding the issues involved in the development of new technologies. It is followed by a detailed examination of the different approaches that have been used to address these problems in the past.

As an introduction to the topic, the section begins with a brief overview of the current state of technology and trends in the field. It then goes on to discuss the key issues that are currently being addressed in the field, including the impact of technological developments on society, the environment, and the economy. The section concludes with a summary of the major points discussed and provides a roadmap for the remainder of the document.
SECTION THREE: POETRY: INTELLIGENT ANALYSIS AND

LITERARY CRITICISM

In many cases, the study of poetry involves an analysis of the poem itself. This
analysis may take place at the level of language, structure, theme, or
symbolism. The poet's use of language is often central to the poem, and
understanding the poet's diction, imagery, and figurative language is
important. Additionally, the structure of the poem, including the
metrical scheme and stanza form, can provide valuable insights into the
poet's intentions. Themes and ideas are expressed through the
language and structure of the poem, and identifying these can help
in understanding the poem's meaning.

Reading the poem aloud can also enhance understanding, as it
permits the reader to hear the rhythm and tone of the
language. This can be particularly helpful in
understanding poems with a strong
metrical scheme or those that
focus on the sound of language.

Furthermore, considering the
context in which the poem was
written can provide important
insights. The historical and
social context in which the
poem was written can reveal
important themes and ideas
that are unique to that
period. Additionally, the
poet's background and personal
experiences can influence their
writing, and considering these
factors can enrich our
understanding of the poem.

Ultimately, the goal of
literary criticism is to
enhance our understanding
of poetry, allowing us to
appreciate the
poet's
intentions and the
great works of literature.
REINTERPRETING LINGUISTICS

successfully respond to an understanding of these components. While the process of understanding learning is the teaching/learning paradigm. He discovered that the success of teaching and learning is predictable and transferent important for the teacher and the learner. It is applicable to education, for example, in the process of teaching and learning towards an integrated model. This process is the basis of this section and the achievement of a new linguistic model.

In her most recent book, \textit{Learning and Teaching Toward an Integrated Model}, she argues that the process of understanding learning is the key to successful education. She presents a theoretical framework for understanding learning that is applicable to teaching and learning in all domains. This framework is based on the concept of a learning environment, which she defines as a system of interconnected learning and teaching activities. She argues that learning and teaching are interdependent processes, and that success in teaching and learning is dependent on the quality of the learning environment.

In her book, she also discusses the role of the teacher in the learning process. She argues that the teacher's role is not only to transmit information, but to facilitate the learning process by providing a supportive and stimulating learning environment. She believes that the teacher should be a facilitator and a partner in the learning process, and that the teacher's role is to create an environment that encourages students to think critically and creatively.

In conclusion, the author presents a new framework for understanding learning that is based on the concept of a learning environment. This framework is applicable to teaching and learning in all domains, and it provides a theoretical basis for understanding the interdependence of learning and teaching. The author's book is a valuable resource for educators and students who are interested in improving the quality of their educational experience.
This is also what the 1985 TESOL and NEH Institutes held to

The Note on the Diversity of Expository Voices

A NOTE ON THE DIVERSITY OF EXPOSITORY VOICES

I was asked to make the opening lecture last term to help the teachers in my fourth-year seminar get a feel for the history of the Institute. It is an expository lecture, an activity that involves the presentation of material to be understood and discussed. The goal is to help teachers make the task of formalizing the knowledge they have acquired. In addition to personal stylistic variation, an expository voice is a product of the teachers' own experiences. They are also influenced by the students' needs and expectations. The diversity of expository voices opens up new possibilities for teaching and learning. The task for the teacher, then, is to adapt the knowledge to the needs of the learners. This requires both the ability to present the material accurately and the flexibility to adjust the presentation to different audiences.
of the code-mixed compound verb in Panjabi/English bilingual discourse

Marianne Mithun (SUNY Albany). Disagreement: The case of pronominal affixes and nouns

Leonard Talmy (University of California, Berkeley). Force dynamics as a generalization over ‘causative’

Scott K. Liddell and Robert E. Johnson (Gallaudet College). American Sign Language compounds: Implications for the structure of the lexicon

Andrew Pawley (University of Auckland). Lexicalization

Beatriz R. Lavandera (University of Buenos Aires). Intertextual relationships: ‘Missing people’ in Argentina

Florian Coulmas (Universität Düsseldorf). Nobody dies in Shangri-La: Direct and indirect speech across languages

Susan U. Philips (University of Arizona). Reported speech as evidence in an American trial

Robin Tolmach Lakoff (University of California, Berkeley). My life in court

Haj Ross (Massachusetts Institute of Technology). Languages as poems

Charles A. Ferguson (Stanford University). The study of religious discourse

Wallace Chafe (University of California, Berkeley). How we know things about language: A plea for catholicism

Rita Wong (San Francisco State University). Does pronunciation teaching have a place in the communicative classroom?

John F. Fanselow (Teachers College Columbia University). You call yourself a teacher? An alternative model for discussing lessons

Michael Canale (Ontario Institute for Studies in Education). Language assessment: The method is the message

G. Richard Tucker (Center for Applied Linguistics). Developing a language-competent American society

Robert L. Cooper (The Hebrew University of Jerusalem). Selling language reform

Shirley Brice Heath (Stanford University). Literacy and language change

Frederick Erickson (Michigan State University). Listening and speaking

Mark A. Clarke (University of Colorado at Denver). Conversational narratives as altered states of consciousness

Jenny Cook-Gumperz (University of California, Berkeley). Keeping it together: Text and context in children’s language socialization