

competence. Dr. Samang suggested that in order to make the learning in class more realistic teachers should pay more attention to authentic materials such as the newspaper. Aruni Viriyachitra of Songkla University, Haad Yai, added that various types of dialogues and role plays contribute to effective classroom teaching.

The last part of the exam, i.e. grammar questions, was discussed by Pitak Nilnophakun, Supervisory Unit of the Ministry of Education. He indicated that there was a decrease in grammar questions in this year's exams (AB had 28%, ABC only 10%). He advised a move from discrete-point tests focusing on grammar towards communicative tests. Various examples of communicative activities were cited, for instance pair and groupwork, whereby classroom work would be made more lively and lifelike.

The informative seminar was concluded with an open-question session led by Sripoom Akkramas of Srinakharinwirote, Prasarnmitr. Many secondary school teachers expressed great concerns about the unsatisfactory quality and inconsistency of the university entrance exams in the past few years. They complained that they did not know how to prepare students for the exams written by tertiary level teachers. This seminar, however, seemed to have removed some of their worries by clarifying some main issues and provided them with solid guidelines.

Thai/TESOL is determined to continue its efforts to promote the improvement of the university entrance exams in the future.

A Report on 1986 TESOL Summer Institute at the University of Hawaii Premvadee Mullins

Chulalongkorn University Language Institute

The writer of this report attended the second three-week session (July 28-August 15) only. Here are the courses and workshops offered during that period.

Second Three-Week Session

HOUR	JULY 28-AUGUST 15
8:50 12:00	H. Douglas Brown: Innovative Approaches in ESL (ESL 612) Cummins: Bilingual Education (ESL 380) Kroll: Techniques in TESOL: Reading and Writing (ESL 312) Scovel: Applied Psycholinguistics and Second Language Learning (ESL 673)
1:00 4:10	Bailey: Techniques in TESOL: Listening and Speaking (ESL 313) H. Douglas Brown: Second Language Teaching (ESL 303) Pennington: Program Administration (ESL 730, sec. 28) Scovel: English Phonology (ESL 460)

Non-Credit Workshops

HOUR	Week 1	Week 2	Week 3
	July 28-31 CLASSROOM INTERACTION	August 4-7 MATERIALS	August 8-11 WRITTEN LANGUAGE
9:00- 12:00	Power : A Practical Approach to ESL/EFL Listening & Speaking	Plaister : Using What You have To Teach	Henrichsen : Grammar for Writing
1:00- 4:00	Hansen : Individualizing Instruction in Cross- Cultural Classrooms	Johnson : Writing Communicative Materials for Grades 7-12	Lapp & Perrin : Teaching the Writing Process.

Besides the courses and workshops, the TESOL Summer Institute also offered forum lectures, Friday sessions, the occasional papers program and other special activities.

On Monday and Wednesday nights, from 7.00-8.30, forum lectures were presented. The following is a list of the dates, speakers and topics :

Date	Speakers	Topic
Monday July 28	Dr. Tom Scovel (San Francisco State University)	Pronunciation as a Window to Affect and Identity: A Critical Assessment of the Research
Wednesday July 30	Dr. Suzanne Romaine (Oxford University)	Grammaticalization and Language Change
Monday August 4	Dr. John Schumann (University of California, Los Angeles)	Acquiring a Language Without a Target
Wednesday August 6	Dr. Jim Cummins (Ontario Institute for Studies in Education)	Policies and Pedagogy for Bilingual Students: Double Talk or Double Think
Monday August 11	Dr. Bernard Mohan (University of British Columbia)	The Practice and Theory of Language and Content

The Friday sessions, from 9.00-10.30 a.m., consisted of two concurrent sessions, one geared primarily to teachers and the other to researchers. For the second three-week session, there was only one Friday session (August 8) featuring "Interactive ESL Reading" by Patricia Carrell and "Teachers as Researchers" by Thomas Scovel.

Friday afternoons were for the occasional papers program. For the second three-week session, there was also only one occasional papers program. It was on Friday August 8. At 1.30, Professor Koike spoke on "Teaching in Colleges and Universities in Japan". At 2.30, Ms. Jansen discussed "German Classroom Second Language Acquisition."

To augment the single Friday session and the occasional papers program during the second session, the participants were offered a "Colloquium on Pidgins and Creoles: Issues in Language Acquisition and Education" which took place on August 1 and 2.

Those who participated in the second session got a chance to meet with JACET members and to attend JACET seminars. (JACET = The Japan Association of College English Teachers) JACET sponsored a series of three Tuesday seminars. The speakers included Mr. Larry Smith who spoke on "Some Thoughts on the Teaching of English as an International Language (EIL) in Japan", Dr. Michael Long speaking on "The Effect of Instruction on Interlanguage Development", and Dr. Martha Pennington on "Research on Acquisition of English Phonology by Japanese Learners."

In the writer's opinion, the 1986 TESOL Summer Institute was worth attending. The academic atmosphere, the friendliness, and the outstanding professors made it a memorable experience.