

THE LANGUAGE LABORATORY ASSOCIATION OF JAPAN

Articles from *LANGUAGE LABORATORY*

In this issue of *The IALL Journal* we are pleased to bring to you a sample of some of the work that has been done by our colleagues in the Language Laboratory Association of Japan (LLA).

As some of you may know, IALL jointly sponsored with the LLA their first international conference entitled "Foreign Language and Technology" (FLEAT) in Tokyo, Japan, in August of 1981. Celebrating 100 years of foreign language instruction in Japan, and the 20th anniversary of the founding of LLA, the conference drew over 700 participants from 12 different countries. (See *The NALLD Journal*, Vol. 16, No. 3/4 (Spring/Summer 1982) for a complete report on the FLEAT conference.)

As a result of that meeting, both IALL and LLA agreed to work more closely in promoting the effective use of technology in foreign language instruction. Part of that agreement also included the express intent to exchange more freely articles published in our two respective journals. To our knowledge, little exchange has taken place during the recent past.

In Summer of 1992 another international conference is planned for Japan. In order to give IALL members an opportunity to know more about our LLA colleagues, we have chosen to reprint here three articles from *Language Laboratory*, Volume 26 (1989).

The first is by Yoshinobu Niwa, president of the Language Laboratory Association of Japan, and his colleague Kiyoshi Aoi of Chubu University. They report the results of a preliminary study into the effectiveness of computer assisted instruction in teaching English. Of particular interest for some of us is how they used the SONY LLC5500 analyzer in their study.

The second is by three professors (Yasuyuo Edasawa, Osamu Takeuchi, and Kazuko Nishizaki) at the Doshisha Women's Junior College. They attempt to analyze more empirically the effectiveness of films in listening comprehension practice.

The final article is also on the use of English movies, by Masakazu Someya of the Oita National College of Technology.

What strikes us as we read these articles is the intense commitment our Japanese colleagues seem to have in further understanding the relationship between technology and effective language learning. They write in English (*their* foreign language), and in spite of the Japanese flavor of their prose, their ideas are often very insightful and come through very clearly.

We hope you enjoy these articles. Further, we hope our IALL members will be stimulated to conduct research of their own that we can publish and share with our LLA colleagues.

