

From the LLA President

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Language Laboratory Association of Japan

LLA (The Language Laboratory Association of Japan) was founded in 1961 for the purpose of developing and studying language laboratories and other media connected with language teaching. LLA consists of four local chapters: Kanto, which covers Tokyo, and eastern and northern Japan; Chubu, which covers the middle part of Japan; Kansai, which covers Osaka and western Japan; Kyushu, which covers the large western islands of Kyushu and Okinawa.

The members of the Association belong to one of the above-mentioned chapters, depending on where they live. At present the membership of each chapter is roughly: Kanto—700, Chubu—200, Kansai—600, and Kyushu—200.

LLA holds an annual general conference once a year. (Chapters organize the meeting on a rotating schedule.) In addition, each chapter holds its own meeting once or twice a year in its area. Most chapters have their own committees which do research on different aspects of language teaching, such as the management of languages laboratories, analysis of teaching materials, use of computers in language learning, evaluation of students' abilities, and so forth.

LLA has a journal called *Language Laboratory* to which the members can contribute articles (screened by an editing committee). Each chapter has its own newsletters, which are sent to its members twice or three times a year.

LLA members are classified into two groups: regular members, most of whom are teachers of various languages; and supporting members who are makers of language lab facilities, publishers of books or tapes, and so on. Members of the latter group can display their products at LLA meetings and advertise in LLA publications.

One of the characteristics of LLA is that it is open to anyone who is interested in language teaching—from college professors to junior high school teachers. They can freely exchange opinions and get information from various sources.

We currently face several problems. Junior high teachers are too busy to attend the conferences—their attendance at meetings is decreasing year after year. Educational media, especially computers, have also developed too quickly for us to use them effectively. We are eager to improve our language teaching by getting new ideas from FLEAT III. ■