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The Use of the Language Laboratory for Language Learning in Japan (English)

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THE USE OF THE LANGUAGE
LABORATORY FOR LANGUAGE
LEARNING IN JAPAN,
(ENGLISH)

Hideko Fukuhara
MAT V

This report by Hideko Fukuhara is
accepted in its present form.

Date May 2, 1976

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ABSTRACT

This is a work-related study concerning the language laboratory in Japan. It is primarily based on my working experience at the National L.L. School, my student teaching site, and at the Seibi Bunka Center(Seibi Cultural Center) where I worked as a coordinator sent from the National office. It is also supported by my study of selected articles in Modern Language Journal, books written by Japanese experts, a report of Osaka-fu Kagaku Kyoiku Center(The Osaka Prefectural Educational Science Center) where I attended lectures on the language laboratory, and information from a questionnaire sent to secondary school teachers who attended the workshop seminar held at the Asia Center in 1974. If this study pictures the use of the language laboratory for English teaching in Japan and adds some understanding of the learning situation to those interested in teaching there, the objectives of the study will be fulfilled.

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INTRODUCTION

English study through a language laboratory was introduced to me in my freshman year of college. That was my first experience in aural English. My former six years of English study had been given exclusively through a grammar translation method, as is the case at most of the public schools in Japan.

I remember my first class in the language laboratory, when I couldn't understand the simplest sentence -- " This is a pen " . -- recorded by a native speaker with natural speed. It would not have given me any difficulty, had it been presented in print. " / ðis iz, pen/ " sounded completely different to me, because I had been accustomed to our japanized way of reading it -- " / Jisu izu a pen / ". My bewilderment at that time was strong enough for me to seriously turn myself to aural English and stir my own enthusiasm for it. Trying to make the most of Lab remedial sessions, I found myself sitting almost everyday in one of the chairs with the attached headphone on and selecting the channel available for that day.

This first experience in aural English through a language laboratory came to pass as a critical experience throughout my English study. This experience started me thinking of what language learning should be like. The impact of the experience was as strong as another vivid experience I had eight years later at the Los Angeles airport,

where, for the first time in my life, I was left alone in a flood of English and had the impression of being surrounded by strange music.

Three years of working experience at a private high school and at the National L.L. School, where I did my student teaching, has increased my interest in language laboratory and led me to an overall investigation of the L.L. study and its unique role in Japan.

Mr. Pendergast, the chief of materials development of the National L.L. School, once added this note concerning L.L. study in an address to his advanced students :

The National L.L. School attempts to provide its students with the best possible instruction in English Conversation at a reasonable cost. And, in fact, there is no better vehicle for doing this than a L.L. School. The reason is very simple, if you think about it. I am sure you all know that American and British instructors are very expensive in Japan, and so the time spent face to face with an instructor can cost you a lot of money. Fortunately however there is another way of study that is provided practically free at the National L.L. School, namely the language laboratory. . . . 1

This statement about L.L. does not hold true only with language institutes like the National L.L. School where better classroom conditions are maintained by providing native instructors and limiting the number of the students. Expectation for L.L. should be higher in regular schools which can hardly attain

1 Thomas Pendergast, 'To All Advanced Students',
27 December, 1974.

these classroom conditions. In fact, the students in my class express their liking for Language laboratory. In the business world, on the other hand, advertisers of cassette tapes for English conversation as well as for other foreign languages are aggressively promoting the advantage of their own developed materials and the efficiency of the lingual method practiced with their portable tape recorders. Without any personal insight or conviction of the individual learner on that style of language learning, the whole country seems to be running, or looking, if said moderately, in one direction, to get on the current tide to find an ideal vehicle to learn English.

Contrary to the learners' expectation and readiness for its implementation, however, the language laboratory appears to have a long way to go before its full usage : the number of the schools equipped with language laboratories is very small, and even among them there are some schools whose laboratories are left unused. Probably, the Language laboratory has to spend considerable time confronting some different kinds of problems. And there are good reasons for this.

To be fully effective the language laboratory requires the integrated knowledge and skill of different fields : a combination of so-called hardware with software is indispensable, before psychology is adapted to it. The scope of the related

studies, from highly developed educational technology to purely developed materials based on the understanding of the linguistics of the target language and the artistic aspect of language learning, is very wide. At present, unfortunately, there is no prevailing authority in that respect ; besides, each of the diversified fields has many uncultivated phases waiting for future research. Nor is there any apparent leading organization to promote rapid progress of the movement which is trying hard to overcome problems in laboratory usage, and to improve an unfavorable educational situation by which spoken language itself is prevented from public acceptance.

In my I.P.P. on this topic, I would like to take the first step in my study of this field to introduce some of the basic ideas supporting language laboratory theory and some achievements made within my knowledge in the field. The shift of emphasis in Japanese English education is also briefly discussed in the first chapter in the light of spoken English and audio-visual education, so that my understanding of the educational background is fairly well clarified. Information on the available laboratory materials is mentioned in the last chapter for reference. I hope this presentation will be of help to the language laboratory users. I also hope it will become a report for anybody who is interested in English education in Japan, to provide a view point by which he can analyze the present situation and improve it.

There are supposedly two main purposes in learning a foreign language. One of them is communication, either on a personal basis or on a national level, and the other is cultural enrichment. Though communicational value seems to be direct and the most important nowadays, cultural value was not insignificant to early language learners in Japan. The cultural purpose as put by Jespersen in 1904 as follows:

The highest purpose in the learning of language may perhaps be said to be the access to the best thoughts and institutions of a foreign nation, its literature--- in short, the sprit of the nation in the widest sense of the word. 2

was highly valued especially in Japan which was geographically isolated from other cultures.

In the Meiji era(1868-1911), when the first public educational system was established, English learning also made a start in Japan. There had been some foreign contacts before the Meiji Restoration, but the foreign contacts were restricted to special traders, missionaries, missionary doctors, etc., and the language learners were also a limited number of governmental elites.

In the eras between the Meiji Restoration and the end of World War II, there came about two interesting movements to be noted concerning English language learning. In the Meiji era, Mr. Yurei Mori, who became the first Minister of Education, proposed the idea that Japanese should be replaced with English as a national language. Although his proposal,

2 Jespersen, How to Teach a Foreign Language, p. 9. quoted in Iino Shisei, Eigo no Kyoiku (English Education), p. 3.

after serious discussion with other important people in and out of the country, was not carried out, this single event can tell us how enthusiastic the proponents of English language learning were at that time. This enthusiasm increased as the Japanese position in the international world rose. But it did not last long. There also arose strong criticism of English learning in the following Taisho era(1912-1926). The criticism went so far as to suggest abolishment of English education itself. As nationalism grew in Showa era(1927-), with outbursts of international incidents, like the Manchurian Incident, withdrawal from the League of Nations, and so forth, foreign language learning was gradually forced to decline by governmental pressure. During World War II all kinds of foreign words were prohibited for use, even though some of those words such as radio, typewriter, were very unnatural when translated into Japanese.

When we analyze these two contrary movements and shift from one to another, we can point out two characteristics underlying prewar English education. First, English education at that time was very nationalistic. Second, it was culture oriented. After about three hundred years of isolation, when Japan opened her door toward an international world, she found herself desperately behind western countries. It was a shock to realize the big cultural differences and especially the difference of language which is essential to every cultural aspect. The enthusiasm in English education in the Meiji era was propelled by the urgent necessity to make up this handicap and catch up with western civilization.

The same point was reflected in the Taisho criticism. The opinion that Japan had already reached the level of western culture and therefore did not need to follow the western culture and civilization any longer was taken up as one of the strongest reasons for the abolition of English learning. Since then, the purpose of learning foreign languages was changed to reinforce people's understanding of their own culture in comparison with that of foreign countries and to lead them to a nationalistic awakening.

Oral English could hardly be encouraged in such times as described above, when language learning functioned as a means to assimilate western culture and civilization. The method in use was naturally grammar-translation, designed only to develop how to read and understand written materials. Though some oral approaches were tried, by Palmer, for instance, who stayed for fifteen years(1923-) as the president of the English Instruction Research Institute, they were all unsuccessful due to the lack of qualified instructors and the social circumstances during World War II.

The situation dramatically changed, however, after the end of the war. Tens of thousands of American soldiers were stationed all over Japan, and a greater number of foreigners than ever before began to come to visit Japan. Many English words started to appear on sign boards, in newspapers and magazines, and even in people's daily conversation. Under the new international policy manifested by the constitutional declaration of 'Renunciation of War', international trade

came to be the only possible way for Japan with no natural resources to survive economically. With the advent of all these circumstances, the necessity for spoken English suddenly increased, and new teaching methods were adapted. Private language schools started to be built in various parts of the country. Miss Virginia Geiger who studied TESL at Columbia University and stayed as an educational assistant in the Kyushu area made the criticism that the Japanese traditional teaching method was fifty years behind current language teaching methods. As one of those who emphasized the advantage of the oral approach, she promoted the popularization of oral English. ³

On the other hand, innovation in the nation-wide educational philosophy and its system was put into practice according to the advice of the States' Educational Mission. The School Education Law enacted in 1947 clarified democratic educational ideas--- the equal opportunity of education, the extension and improvement of compulsory education, the abolition of discrimination by sex in education, the simplification of the educational system and the development of science and culture. Following the basic aim of The Fundamental Law of Education and The School Education Law, the old educational system was reformed in order to organize a new educational structure of 6:3:3:4 years of elementary, lower secondary, upper secondary and university level. ⁴

To meet social requirement, every ten years since 1947, the Ministry of Education revised the 'Course of Study'. The

3 Iino Shisei, Eigo no Kyoiku (English Education), p. 136.

4 Audio-Visual Education In Japan, p. 3.

most recent revision emphasizes some points which deals with English teaching such as 'foreign languages as selective courses' and 'the importance of oral elements of language'.

The general guide lines for English teaching drawn in the 'Course of Study' and other guiding manuals seem to be appropriate for modern language teaching. Let me quote the 1968 revision of the 'Course of Study for Lower Secondary School' foreign language course goals.

Goals:

In order to understand a foreign language, develop fundamental skills in expressing oneself in the language, deepen language consciousness, and foster basic understanding in international relations.

For this purpose,

1. Familiarize students with the sounds and fundamental grammar of the language, and develop their basic skills in listening and speaking.
2. Familiarize them with written words and the fundamental grammar, to develop basic skills in reading and writing.
3. Have them acquire basic understanding in foreigners' lives and their ways of thinking through foreign language learning. 5

Balanced development of the four basic language skills is aimed at here. Moreover, the oral element of language is stressed as a primary skill. In accordance with this line, the Ministry of Education has published some manuals to show

5 The Ministry of Education, Chugaku Shidosho Gaikokuhen (Course of Study for Lower Secondary School, Vol. Foreign Language Course.)

how to teach oral English effectively. In one of these manuals the difference between language study and language practice is explained in the hope that a maximum amount of language practice in real situations will be utilized.⁶ In another, a list of conversational items and topics based on students' daily lives is presented to be used in classrooms.⁷ If you examine textbooks and carefully compare old ones with those currently used, you can recognize improvement in textbook contents, too; a good amount of living English spoken in natives' everyday lives is included in dialog style.

If the educational ideas outlined by the Ministry of Education had brought their expected result, English learning would have greatly improved. In reality, however, there arose new problems from new educational background. As a result of the extension of compulsory education, many new secondary schools were built, and English, though selective in principle, was taught as a required subject at most of the schools, especially those in big cities. That caused different kinds of problems in the classroom situation which continue until present time, such as the number of students in one class, and differences in the students' ability, motivation, and objectives in the same class. The increased number of schools and students also made the entrance examination situation more difficult, for the number of applicants

6 An Editorial Committee of Junior High School English, Gengo Katsudo no Kangaekata to Jissen(A Definition and Practice of Language Learning)

7 The Ministry of Education, Eigo o Hanasu Koto to Kiku Koto no Gengo Katsudo no Shido(A Guidance for Listening Practice and Speaking Practice of English.)

for higher education always surpasses the ability of colleges and high schools to accomodate. In order to simplify applicants' success or failure in the exam, colleges keep their traditional written exam form for all of the subjects. On account of this severe entrance examination situation high schools and junior high schools can not design their own educational programs, but are obliged to function, to a certain degree, as preparatory schools for the next stage of education. This tendency is extending even to primary schools, for a good number of primary school students try to secure their educational future by entering private junior high schools attached to colleges, so that they can avoid harder competition for college entrance. Teacher training programs at colleges are another problem causing fruitless English teaching. All of these educational problems are repeatedly discussed by former MATs who have had a chance to practice their student teaching in Japan, and the actual situations teachers had to confront were stated in detail in their IPP's.

Each problem is difficult to solve promptly, but I personally feel that the entrance examination system, or at least the examination forms far as English is concerned, has to be improved as soon as possible. In the present situation secondary school teachers fall into a dilemma--- whether to follow the Course of Study by the Ministry of Education or to follow the tendency of entrance examinations. Eleven out of seventeen who responded to the question 'What

do you think is the biggest problem of present Japanese English education' expressed their dilemma in this contradiction. Colleges and universities are self-governing educational bodies with good reasons. They do not need to follow the educational policy of the government without criticism, but I feel they have to open their eyes to realize what kind of English education is needed in the present society. It is very difficult to persuade secondary school students to ignore entrance examinations, for they know well how much their educational background will say in such a society as Japan where an academic career is over-estimated. I understand there are many obstacles which may prevent their educational ideals from coming true, but I still hope that the persons concerned will be more conscious of the influence of their entrance examination form over the whole English educational system in Japan and that they will try to find some ways to include an oral test of English.

Although there is no short cut to solve any of the problems discussed in the last part of the previous section, there is some hope of improving the present situation. The writer of "Eigo no Kyoiku (English Education)", as well as many other teachers with same opinions, points out that one of the best ways for improvement lies in making the most use of audio-visual education which has been making outstanding progress.

When you trace the history of educational philosophy, you will find the theoretical origin of audio-visual education in the 'object lesson' theory brought by John Heinrich Pestalozzi. That theory was developed into the 'project lesson' theory by John Dewey, Blonskii, and H. Gawding in 19th and 20th centuries.⁸ These theories emphasized the importance of direct experience in the learned subject, because those scholars knew that direct experience could give a learner the strongest impact and most lasting impression. What could be experienced directly, however, is very limited. To widen the scope, some substitute for real experience has to be devised. Audio-visual aids began to be introduced to modern education from such needs, and in recent history the ASTP (The Army Specialized Training Program) system, which

⁸ Tazaki Kiyotada, Eigoka Shichokaku Kyoiku Handbook (Handbook of Audio-visual Methods in the Teaching of English), p. 7.

was practiced during W.W.II, played an important role in the research and promotion of postwar audio-visual education.

In Japan, this educational theory began to be practiced as early as the end of the Edo-era⁹ (- 1867), and modern audio-visual aids -- slides, films, radio -- were introduced into instruction in the Meiji Era (1868 -).¹⁰ A journal, 'Audio-Visual Education in Japan (Revised Edition 1974)' describes progress in the use of audio-visual teaching materials summarized as follow:

Prewar Activities ;

Slide : 1880, production by the Ministry of Education of educational slides for distribution to normal schools throughout the country
1941, production by the Ministry of Education of film slides and model film-slide projectors
Beginning of the Showa era, increasing of the pace of slides diffusion led to widespread use of slides today

Film : Beginning of Taisho era (1910-1925), beginning of utilization of films by some school teachers
Early in the Showa era, first production of a series of movies for systematic teaching materials in Japan.

Radio : 1931, Preparation of radio programs by NHK (Japan Broadcasting Association) and starting of the full-fledged broadcast of school programs to the whole country with intention of being utilized as supplement lessons based on the approved textbooks in school

⁹ Tazaki Kiyotada, Eigoka Shichokaku Kyoiku Handbook (Handbook of Audiovisual Methods in the Teaching of English), p. 14.

¹⁰ Audio-Visual Education In Japan 1974, Ave In Japan No.12, p.18.

As film slides, movies, and radio gradually came into active use, the use of audio-visual materials was officially provided for in the Japanese educational system in 1941. In that year the National School Ordinance was enacted and under its enforcement regulations, the use of movies and school radio programs was officially encouraged.

Postwar Activities ;

After a temporary halt due to World War II, the prewar progress in the audio-visual materials was advanced with the epoch-making reforms in the educational system as a strong background. Postwar activities got under way with the resumption of school radio programs and the introduction of "movie classes. "

Movies : 1946, starting of "movie classes" by utilizing movie houses
1947, beginning by the Ministry of Education of the screening and selection of movies, as well as of slides, pictures stories etc.

G.H.Q. policy : Distribution of 16mm Natoko films and American movies throughout Japan
Institution of audio-visual education agency in social education department under the supervision of G.H.Q.

Academic movement :

Shaping of theories on the use of audio-visual materials during the several years after the end of war by the mutual academic exchange between American scholars and Japanese

Biggest theoretical influences are "Audio-visual Education Theory" by Dale, "Curriculum Theory" by Hoban, and "Communication Theory" by Olsen

Opening of undergraduate academic courses for audio-visual Education in 49 public and 50 private universities, and master and doctorate courses in I.C.U.

Formation of Nation-wide research organizations one after another to promote the introduction and use of movies and school radio programs in instructional activities

Television : 1953, beginning of telecasting and simultaneous inauguration of school television programs for educational purposes

1958, partial amendment of the Broadcast Law and the provision for desirable ways of managing educational television programs

Policy of the Ministry of Education shown in publishing :

1952, " Guide to the Use of Audio-Visual Materials" indicating the significance of audio-visual materials and suitable uses of them in instructional activities

1960, " Use of Audio-Visual Materials in Elementary and Lower Secondary Schools", a teacher's manual, as reference material for the effective and appropriate use of various types of audio-visual materials by teachers during daily instruction

1966, " Use of School Telecasts" as a guide to the handling of problems occurring as a result of the popularization of school telecasts, thereby promoting the effective use of school telecasting

With progress in science and technology, new audio-visual materials of various types, such as tape recorders, have been developed and their quality has also been markedly improved. At the same time, the need has arisen for the appropriation of enormous funds for the provision of these teaching materials. In 1967, the Ministry of Education formulated a long-range plan for the improvement of teaching materials, under which the National Government's share in teaching material costs was sharply increased. This plan, called the " 10-year teaching material adjustment plan ", is playing a key role in providing funds for the gradual and efficient improvement of teaching materials in each school. 11

11 Ibid., p. 18-21.

Partly, Tazaki Kiyotada, Eigoka Shichokaku Kyoiku Handbook (Handbook of Audio-visual Methods in the Teaching of English), p. 14-15.

{ G. H. Q. Policy
Academic movement

Let us here review some basic ideas of audio-visual method and its application to English teaching.

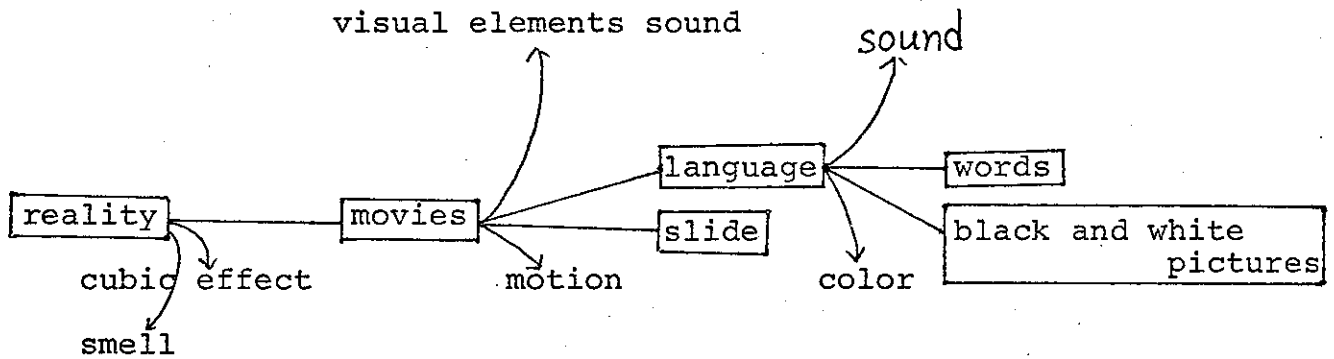


Chart I ¹²

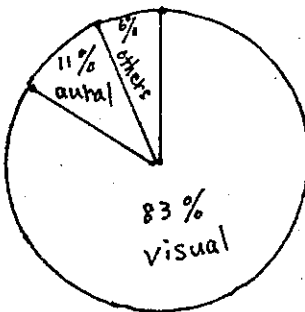


Chart 2 ¹³

method taken	after 3 hours	after 3 days
verbal explanation	70%	10%
visual explanation	72%	20%
verbal & visual	85%	65%

Chart 3 ¹³ (researched by an oil company)

method	listening comprehension
sound	35.1%
sound & picture	50.0%

¹³
Chart 4 (researched by the Center)

¹² Suzuki, Hiroshi, Koza Eigo Kyoiku Kogaku (The Technology of Teaching English) I, p. 142.

¹³ Cited by the report of Osaka-fu Kagaku Kyoiku Center

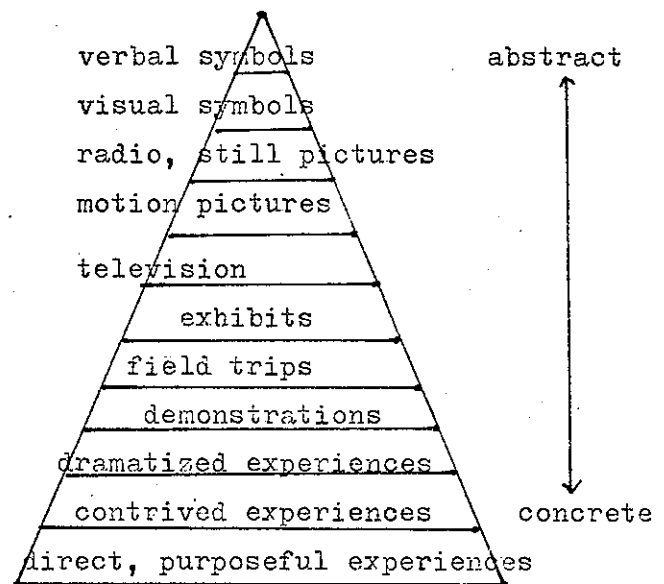
The Chart 1 shows what elements in a certain real object or scene are left out when it is described only with words. The quantity of information perceived by each sense in a normal situation, is 83% by visual, 11% by audial, and 6% by other senses, as shown in chart 2. A lesson presented by audio-visual method can give a larger quantity of information about the contents of the lesson, for such a lesson appeals to multi senses and, as result, it can be remembered much longer. Although there is a limit in human capacity to manage given information beyond which single sense and multi sense make no difference, the multi sensory method is superior in the point that it can provide a learner with the possibility of making his own choice among different senses in his information management. Thus by giving the learner the possibility of receiving a larger quantity of information, audio visual method attempts to lead him to his recognition of the situation.

When we discuss the function of 'recognition', a few questions are raised. What does it really mean to 'recognize an object or a situation?' How is it related to language learning? Mr. S.I. Hayakawa defined the word 'recognition' as interaction between materialization and abstraction. His explanation is that by seeing a real cow, for example, we can expand our notion by association with related matters, like a real cow → generalization of cow → domestic animals → farm property → property → wealth. The shift of notion

from a real cow to wealth is the process to abstraction, and that from wealth to a real cow is materialization. Recognition is the ability to move from abstraction to materialization and its reversal. 14

In his 'Cone of Experience' Dale classified kinds of experiences through which learning takes place. The main three of them have the following characteristics.

1. Experience gained by positive relation to the learning situation, for example, making things or experimentation.
2. Indirect experience through mediums, for example, language or words. Teacher's explanations are included in this category.
3. Half concrete experience or half abstract experience which has much more concreteness, and therefore supplements the limitation of direct experience or disadvantages of verbal experience.



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Audio-Visual Education in Teaching

Among those three different kinds of experiences, the third kind is given through various mediums, and A-V material is one of the mediums. The important function of A-V materials is to link a concrete experience with words---the highest abstract way to express the experience. A-V materials assist in abstracting a concept from concrete experiences

14 Mr. Hayakawa, 'Language in Thought and Action', cited by Kaneda Masaya, Koza Eigo Kyoiku Kogaku (The Technology of Teaching English) III, p. 114.

Tazaki Kiyotade, (Handbook of Audio-Visual Methods in the Teaching of English), p.9.

15 Cited by (Handbook of Audio-Visual Methods in the Teaching

provided by half abstract media and lead the concept to its verbal expression. The process of this action is:

1. Presentation of substitute for direct experience
2. Abstraction of a concept from the experience
3. Verbal expression of the concept 16

'Formation of concept' is one of the most important functions of A-V materials. This was also called 'generalization of experience' by C.F. Hoban. To facilitate this formation, A-V materials are expected to be half concrete and half abstract. More specifically, really effective A-V materials should provide the following three features:

1. Visualization (description) of real objects or scenes with concreteness and sensuous reality.
2. Content presented is not only concrete but is also universal, which enables generalization of the same kind of experience.
3. The function is not only substitute for real experience but also creation of new experience which could be accomplished by materials with artistic quality. 17

In conclusion, two things had better be kept in mind concerning A-V materials and their usage: the best characteristic of A-V materials is half concrete and half abstract experience, and the A-V method aids the learners' recognition of the objects or the situations.

The term 'audio-visual education' has changed into 'educational technology' with the active use of the language

16 Kanada Masaya, Koza Eigo Kyoiku Kogaku (The Technology of Teaching English) III, p. 114.

17 From the report of Osaka-fu Kagaku Kyoiku Center

laboratory. In 1960 the seventieth audio-visual research association meeting was held, when the the language laboratory was becoming widely used. In 1964 a book entitled Educational Technology was published and in 1967 journals of this study area began to be issued. On the essential quality of the study, a university professor made the following remarks:

It is a total technologically organized educational system. It has to be characteristic not in the point that machines are in use but that the machines are used in a rational and effective way. Educational technology is a study area for obtaining effective communication and management of information. For that purpose they try to adapt the outcome in science and technology into the educational field and mechanize the educational system. 18

As he stresses here, the machines themselves should not be the critical factor. The meaningful implicati^on of this statement toward English education would be that the importance has to be in how to develop new English teaching methods by scientific approaches.

18 Mr. Murai (Keio University), A report of Osaka-fu Kagaku Kyoiku Center, translated.

Following is information on research groups and organizations founded soon after W.W.II that have continued as active associations.

National organizations ;

1) Academic Society

- a. Nihon Shichokaku Kyoiku Gakkai (Japan Association for the Study of Audio-Visual Education
address : c/o International Christian University, Mitaka-shi, Tokyo
membership : includes university professors, assistant professors, lecturers, etc.
history : founded in 1954 started as Audio-visual Education Research Association
main activities : studies and research on the educational use of audio-visual aids
annual seminar on important problems in the field
annual journal 'Shichokaku Kyoiku Kenkyu '
- b. Nihon Hoso Kyoiku Gakkai (Japan Society for the Study of Educational Radio and TV)
address : c/o International Christian University, Mitaka-shi, Tokyo
membership : includes university professors, assistant professors, and other scholarly persons
activities : studies and research on the educational use of broadcasting
annual seminar on important problems in the field.

2) Organizations ;

- a. Nihon Eiga Kyoiku Kyokai (Japan Audio-Visual Education Association Inc.)
address : Eikyo-Kaikan Building, 26 Nishikubo-sakuragawa-cho, Shiba, Minato-ku, Tokyo
history : started in 1895 as Dai Nihon Eiga Kyoiku Kai founded in 1928
activities : studies and research on the use of educational films and other audio-visual aids
publication of a monthly journal
"Audio-Visual Education "

- b. Eizo Bunka Seisakusha Renmei (Japan Association of Cultural Film Producers, Inc.)
address : Eikyo-Kaikan Building, 26 Nishikubo-Sakuragawacho Shiba, Minato-ku, Tokyo
history : established in 1953
aim : To stimulate the sound development of the educational film industry/To contribute to the progress of education and the advancement of culture
- c. Nihon Shichokaku Kyozaï Senta (Japan Audio-Visual Materials Center, Inc.)
address : Kikuei Bldg., 5 of 3-chome, Shintomo-cho Chuo-ku, Tokyo
history : First started in 1949 as Kanto Audio-visual materials center, working for distribution and repairing of CIE movies and Natoko motion picture projector under the command of G.H.Q.
Established in 1963 in the present form of incorporation with the sanction of the Ministry of Education
aim : To promote the effective dissemination of 16mm. educational films and related information to local film libraries whose number amounts 550 all over Japan.
stock : cultural assets films--films made by Canada national movie studio / educational films programmed by the Ministry of Education (but no film for English classes)/films for social education
- d. Nihon Hoso Kyoiku Kyokai (Japan Association of Educational Radio and TV)
address : 3-12-2 Nishi-shinbashi Nichome, Minato-ku, Tokyo.
activity : Publication of monthly magazine entitled "Radio-TV Education" as its bulletin(No English program)
- e. Minkan Hoso Kyoiku Kyokai (Association of Educational Broadcasting in Commercial Broadcasters)
address : c/o NET Roppongi, Minato-ku, Tokyo
history : Established in 1967
activities : Various projects for the promotion of educational TV programs among commercial broadcasting stations (No English program)
started in 1961 as Minkan Hoso Kyoiku Kyogikai, a voluntary association

3) Study Organizations of Teachers

- a. Nihon Gakko Shichokaku Kyoiku Renmei (Japan Association of Audio Visual Education in Schools)
address : Eikyo-Kaikan Building, 26 Nishikubo-Sakuragawa-cho, Shiba, Minato-ku, Tokyo
history : Founded in 1951
aim : To popularize and promote the use of audio-visual aids in school education

- b. Kotogakko Shichokaku Kyoiku Kenkyu Kyogikai
(Study Association for Audio-Visual Education in
Upper Secondary Schools)

address : c/o Toyama Upper Secondary School,
1 Toyamacho, Shinjuku-ku, Tokyo

history : formed in 1960

aim : To study the use of audio-visual teaching
materials in the upper secondary schools, and
also to disseminate its findings

activities : annual National Convention
various study meetings during summer
time organized by the association

Publication of bulletin "Kotogakko
Shichokaku Kyoiku Koho " for audio-visual
Education in Upper secondary schools four times a
year

- c. Hosokyo Kyoiku Kenkyukai Zenkoku Renmei (National
Association of Radio and TV Education)

address : NHK Building, 1-2-2 of Jinnan,
Shibuya-ku, Tokyo

history : Founded in 1949

aim : Promoting studies on education through
broadcast by establishing organic liaison among
members (The association is composed of 8 regional
federations, each of which has prefectural study
groups, each of the latter having further
subordinate groups at the city and district level.

activities : Organization of study assemblies and
training courses.

Improvement of receiving sets as
well as assistance in their purchase

Conduct of surveys and research

Distribution of materials collected

- d. Zenkoku Shichokaku Kyoiku Renmei (National
Association of Audio-Visual Education)

address : Eikyo-Kaikan Building, 26 Nishikubo-
Sakuragawa-cho, Shiba, Minato-ku, Tokyo

history : Established in 1953

aim : popularizing and promoting the use of
audio-visual aids in social education

activities : Monthly publication of Shichokaku
Kyoiku Jiho -- an audio-visual education review

L.L.A (The Language Laboratory Association of Japan)

address : c/o English Department of Ozuma Women's College

history : founded in 1961

activities : Investigation, research and introduction of equipment, materials, operation and testing of language laboratory

Annual convention for research presentation and other study meetings

Annual bulletin, "Language Laboratory" and L.L.A. Tstushin (correspondence) twice a year

Promotion of the use of language laboratory and other audio-visual aids

Exchange of research materials and study cooperation with other related organizations

19

19 Audio-Visual Education In Japan, p.31-34.

Connection with the associations

1. Interviewed.

1) L.L.A. Kansai Branch at Tenri University

2) Nihon Eiga Kyoiku Kyokai

(The academic exchange between American scholars)
(and Japanese scholars made greater contribution)
(was the opinion of the person I interviewed.)

2. Exchanged correspondence

1) Nihon Shichokaku Kyoiku Gakkai

2) Nihon Hoso Kyoiku Gakkai

3) Nihon Shichokaku Kyoizai Center

4) Nihon Hoso Kyoiku Kyokai

5) Minkan Hoso Kyoiku Kyokai

Study System of the language laboratory

1. General explanation of L-L, study (explained in the following quotation)

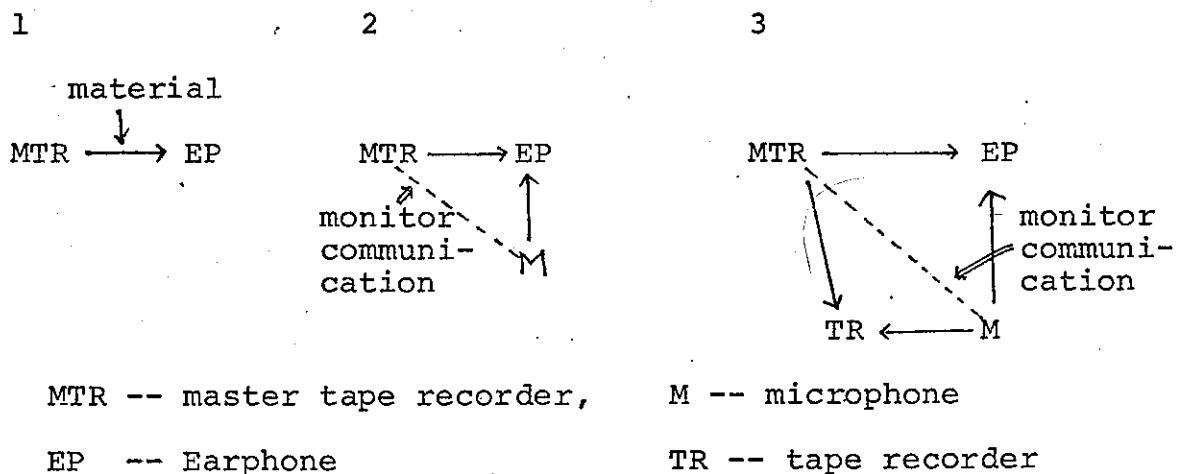
1 In the main, it is a room, preferably sound proofed, with several booths. Each booth has a recording and playback machine. Through earphones, each student can listen to repetitions of correctly spoken languages transcribed on electronic tape. This gives the teacher more time in which to instruct students individually, while the remainder of the class listen to, talk to, or repeat their exercises with their tapes.

2 The fully equipped laboratory of today includes the initial system by which the teacher can record and the students can listen to these transcriptions through earphones.

3 Furthermore, each student can record his own voice and play it back. Other refinements call for the students to be able to listen in and for the students and their teacher to communicate by means of a two-way microphone setup. 20

2. Three types of students' participation

1. A.P. (Audio-Passive)
2. A.A. (Audio-Active)
3. A.A.C. (Audio-Active-Comparative)



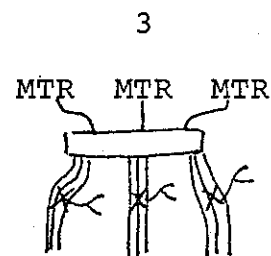
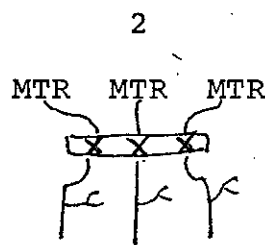
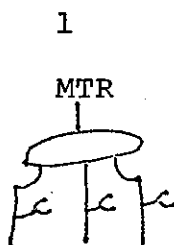
In AP-type only listening practice is possible, while in AA-type students can listen not only to the material played on the master tape recorder but to their own voices through their microphone. In AAC-type both master voice and students voices are recorded while they are practicing, so that they can listen and compare their own voices with the master voice later. To facilitate this style of study, some kinds of tapes are divided in two parts to record the master voice on one of them and the student's voice on the other.

By using this kind of tape, students can erase and re-record their ovoices as many times as they like without having the master voice erased at all.

master voice		correction	
	student's trial		student's repetition

3. Three forms of class study

1. GS (group study)
2. SGS (selective group study)
3. IS (Individual study)



In GS only one kind of material can be played, but in SGS different kinds of materials can be played and different groups can practice different materials at the same time. In IS each student can choose his own program according to his level or ability.

4. Visual Aids :

1. Slide screen
2. Overhead projector
3. Television setup

In the modern language laboratory in Japan, various kinds of visual aids are also installed as an indispensable part of the most effective multi-media learning laboratory.

5. Some Specifications for ideal language laboratory operation : (quoted from "Ideal Language Equipment" by W.N.Locke) 21

1. Supervision of machines

- a. Daily visits by a technician are desirable if not essential.
- b. Constant check on the equipment
(Repair of equipment is a major and constant problem.)
Check on the quality of reproduction
(Quality of reproduction is often poor in many installations. Due to poor earphone system, it happens, hundreds of syllables become indistinguishable.)

21 W.N.Locke, 'Ideal Language Laboratory Equipment', Modern Language Journal (Vol. 43 January, 1959), p.17-18.

2. Mechanical Specifications

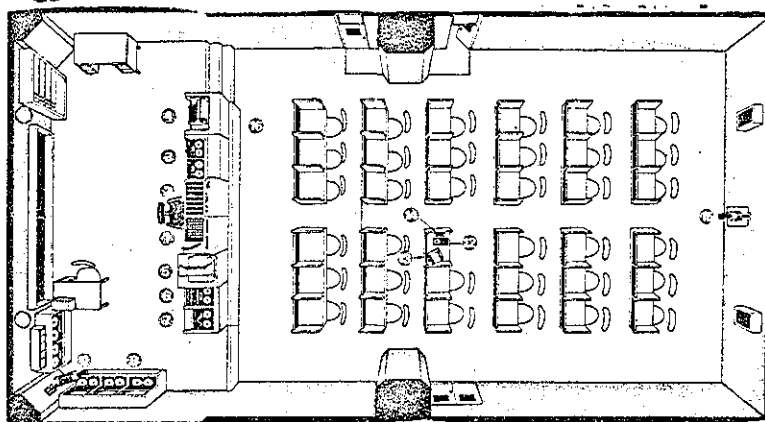
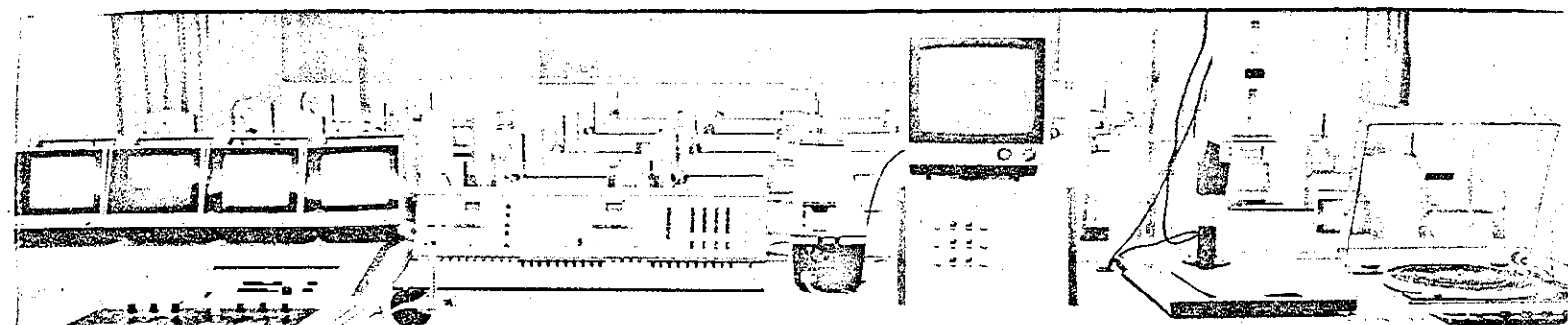
- a. All mechanical equipment to be remotely controlled. No machines are either at the students' position or teachers'.
- b. Operation of all parts should be as nearly noiseless as possible.
- c. Five or ten years of trouble-free operation should be provided.
- d. All equipment to be of simple and sturdy design with maximum accessibility for servicing. (Servicing must not require a specialist).
- e. The system should be capable of practically unlimited expansion to take care of additional positions.)
- f. In some instances it might be desirable to make provision to enable the student to listen over and over again to the last previously recorded 5 or 10 seconds.

3. Electronic Specifications

- a. For maximum flexibility each student position should be provided with access to two channels, to one of which he listens for receiving a recorded sample. On the second the student records his response-----to the FL questions posed by the sample. A record --listen switch mentioned above is used in the second channel to change from recording to listening when the student is instructed or desires to start listening to what he has recorded.
- b. Ideally the student should have only a microphone and earphones at his position. (. . . The indications are that a volume control will also have to be provided for each student, because individual needs for signal strength at the earphones differ widely.)
- c. The teacher should be able to monitor any student's work and should be able also to carry on a two-way conversation with that student without being heard by the other students. The teacher should also be able to talk to all students simultaneously over their earphones, possibly hearing the entire class reply.
- d. Access to remote-control equipment to be by means of switching and simplified as far as possible.
- e. Absolute minimum of maintenance on the premises.

6. Illustration of the setup and parts of the equipment
of most advanced Japanese language laboratory ;

1) Set up 1



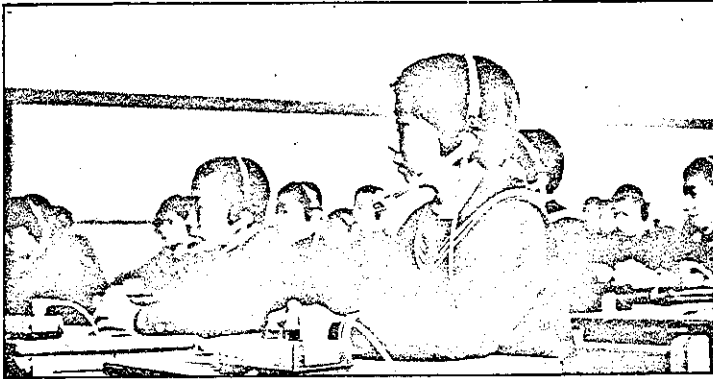
(from the pamphlet of)
(Sony Electric Company)

(from the pamphlet of National Electric Company)

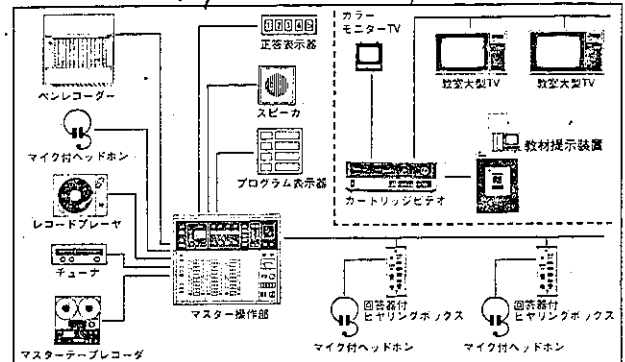
1. Master operator desk
2. Record of learning response
3. Master tape recorders
4. Typewriter for recording answers
5. Material projector
7. Remote control
8. Remote controled color VTR and color monitor TV
9. Correct answer indicator
10. Program indicator
11. Video camera
12. Booth tape recorder
13. Color monitor TV
14. TV selector
15. Electric slide projector
16. Electric screen

2) Set up 2 (from the pamphlet of National Electric Company)

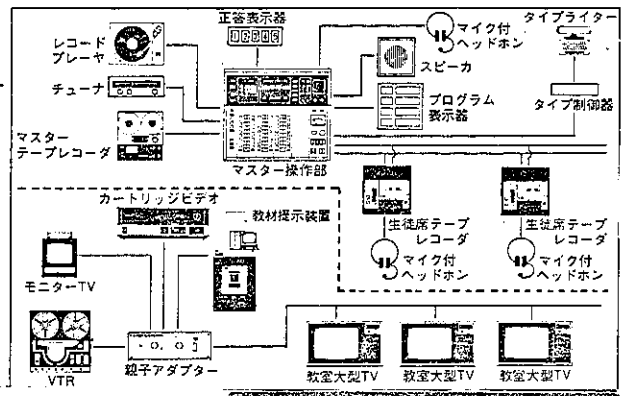
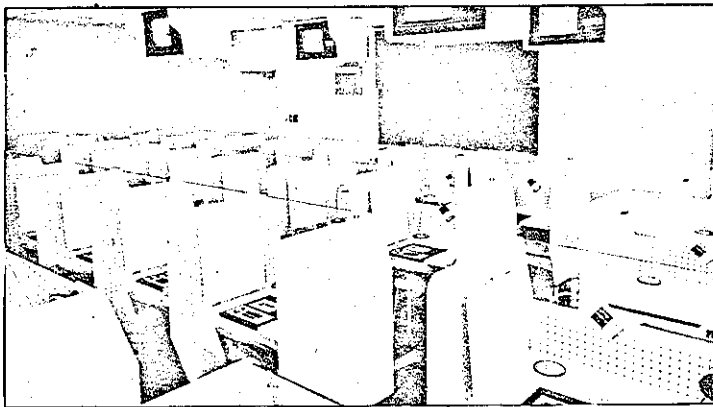
Audio Active Multimedia LL



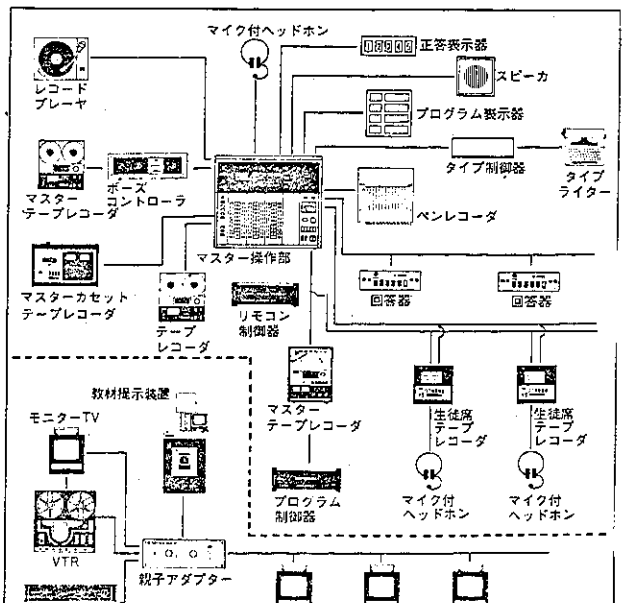
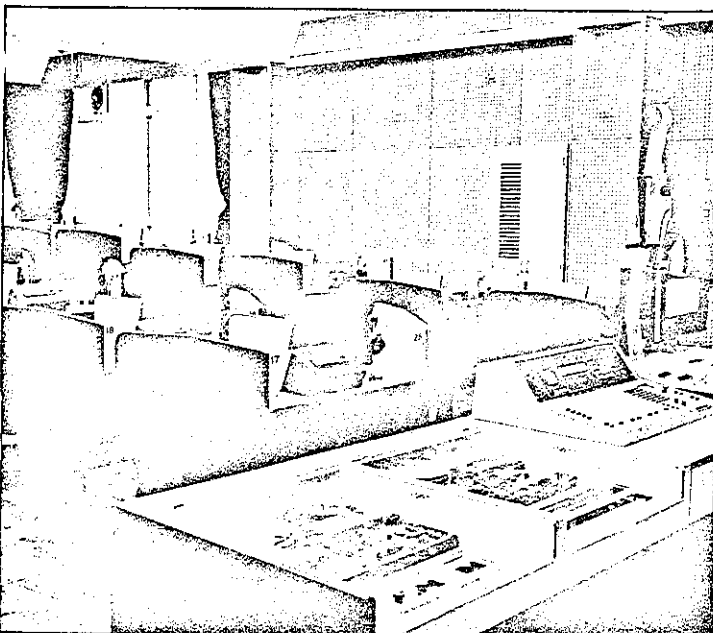
(system chart)



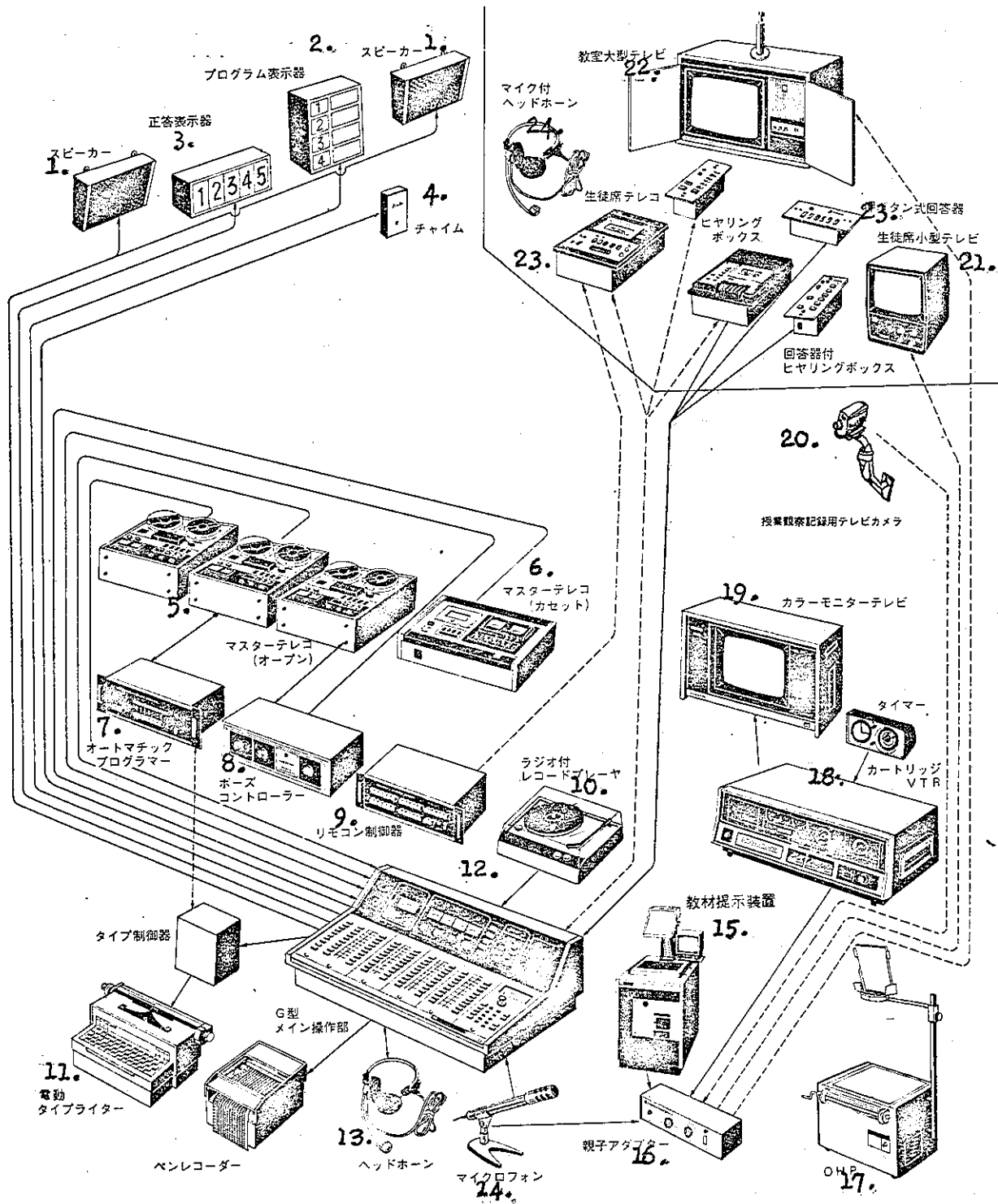
Audio Active Comparative Multimedia LL



AA-C type M-L-L + Automation



3). Total system of multi-media learning laboratory



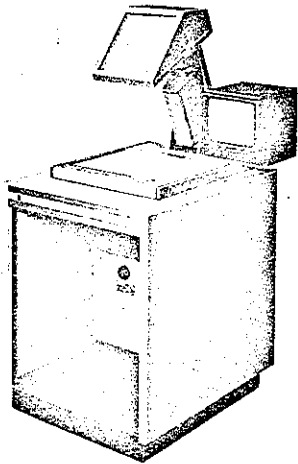
3). Total system of multi-media learning laboratory

1. Speaker
2. Program indicator
3. Correct answer indicator
4. Chime
5. Master tape recorder(for open reel)
6. Master cassette tape recorder
7. Automatic programmer
8. Pause control
9. Remote control
10. Record player and radio
11. Electric typewriter
12. Main operator deck
13. Headphone
14. Microphone
15. TV material projector
16. Adaptor
17. Over-head projector
18. Cartridge video tape recorder
19. Color monitor TV
20. TV camera
21. Mini TV in the student's booth
22. Large-sized TV in the classroom
23. Tape recorder
24. Headphone with microphone
25. Answer buttons

4) Visual aids

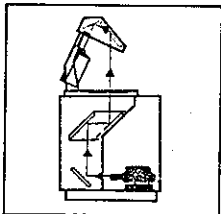


(from an L.L.A. News)



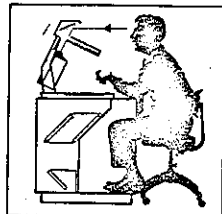
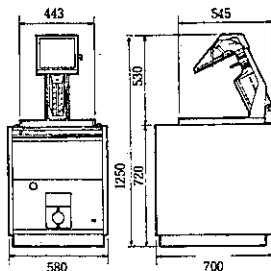
*method 1.

Put the visual material
on the panel.
(Materials from card-size)
(to B-4 size are enlarged)
(by the zoom lense.)



*method 2.

Set 16mm or slide projectors.

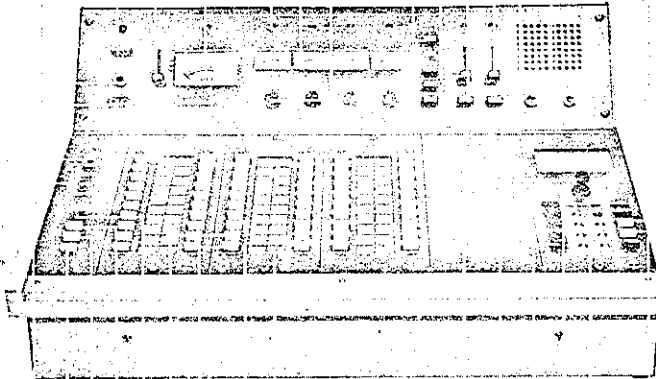


*method 3.

Project the teacher's face
or other live materials.
(Change the lever of the)
(projector.)

(from the pamphlet of National Electric Company)

5). Master table 1

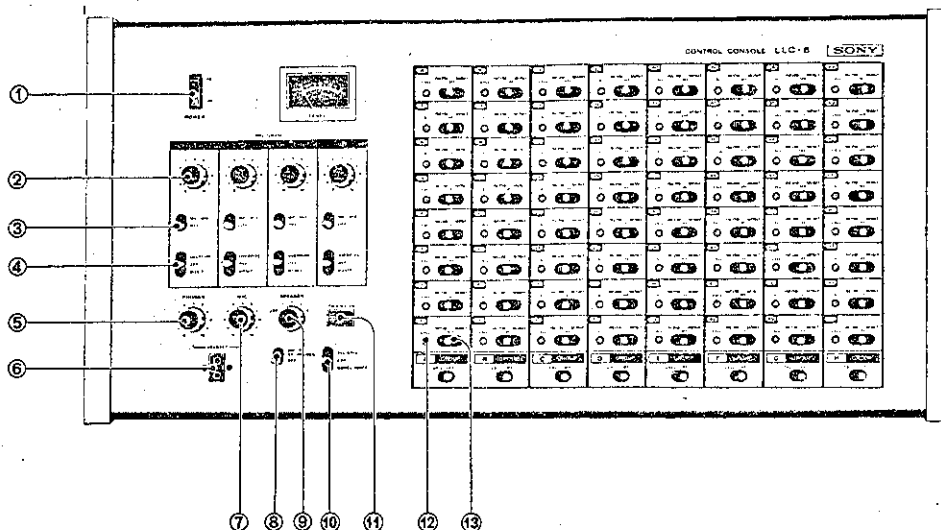


1. Power supply
2. Outer mike jack
3. Headphone jack
4. Microphone volume regulator
5. Microphone power level meter
6. Program volume control knob
7. Program power level meter
8. Program discharge light indicator
9. Program discharge selection button
10. Classroom speaker button
11. Classroom speaker volume control
12. Monitor speaker button

(from the pamphlet
(of National.)

13. Monitor speaker volume control
14. Monitor speaker
15. Outer input jack
16. Monitor output jack
17. Material recording button
18. Microphone --- program selection button
19. All call button
20. Personal call button
21. Monitor button for listening
22. General call button
23. Group call button
24. Students' question indicator light
25. Student seats' indicator
26. Students call indicator
27. Correct answer indicator button
28. Response analyzer
29. 100% regulation knob
30. Analyzer button
31. Typewriter power button
32. Answer start button
33. Answer finish button

6) Master table 2



(from the pamphlet of Sony Electric Company)

1. Power supply
2. Program volume control knob
3. Teacher's voice, switch for operator talking
4. Over-ride monitor switch for program discharge and monitoring
5. Monitor volume control knob
6. Head-set jack for the monitor
7. Microphone volume control knob for the monitor
8. Switch for mike to speaker and monitoring (Mike to speaker/ phones/ off)
9. Speaker volume control switch
10. Switch for all call/off/model voice, change-over (The model voice of a student can be discharged to other students in the class)
11. Talking-on light to indicate that booth-recorders are off at all call, group call, and intercommunication time
12. Call light for roll-calls or for call signals from students
13. Intercommunication/ monitor/ switch for students' communication and monitoring (At a maximum five students can communicate at one time, and the teacher can also join the students' conversation.)

7. SHORT HISTORY of Language Laboratory

Important factors in the emergence and the implementation of the language laboratory are

1. A.S.T. Program during W.W.II
2. Development of educational electronics
3. Commercialism of electric machines
4. Policy of school administrators

which is as explained in the following quotation.

The language laboratory and its increased use is a postwar development, fostered by a climate of experimentation, which was stimulated by the Army language teaching program during the war. Of tangible importance for the emergence of the language laboratory were the increasing number of commercial machines which could be adapted for language teaching, the willingness of language teachers to work with such machines, and the receptiveness of school administrators to buy them. 22

Main steps in its process of implementation are as follows.

- | | |
|--------|--|
| 1943-4 | ASTP (The Army Specialized Training Program) |
| 1951 | The first installment of a very fundamental form of language laboratory -- tape-recorder sets by Sony electronic company --- at Nanzan University and the Kyoto Educational University |
| 1955 | Language laboratory installment at 155 American universities |
| 1957 | The sputnik launching in Russia |
| 1958 | The National Defence Education Act (in the United States of America)

(* L.L. began to be used in special educational programs.)
(* Commercialization played a great role in the increased use of the L.L.) |
| 1961 | The installment of L.Ls at 700 universities and 2500 secondary schools in the U.S.A.
The installment of L.Ls at 33 universities, high schools and junior high schools in Japan.
The foundation of "The Language Laboratory Association of Japan"
(From the Center report) |

1) Total installments of L.Ls by 1966 (From the Handbook
for Audio-Visual) 23

year	level colleges	secondary schools	others	Total
1951	2			2
2	1			1
4	2			2
8			2	2
9	4		1	5
60	3	3	2	8
1	11	6	3	20
2	31	13	12	56
3	24	44	20	88
4	71	90	31	162
5	55	100	23	178
6	71	113	29	210
	275	369	129	773

(note) Recent data is not available.

Even L.L.A. doesn't keep that kind of data.

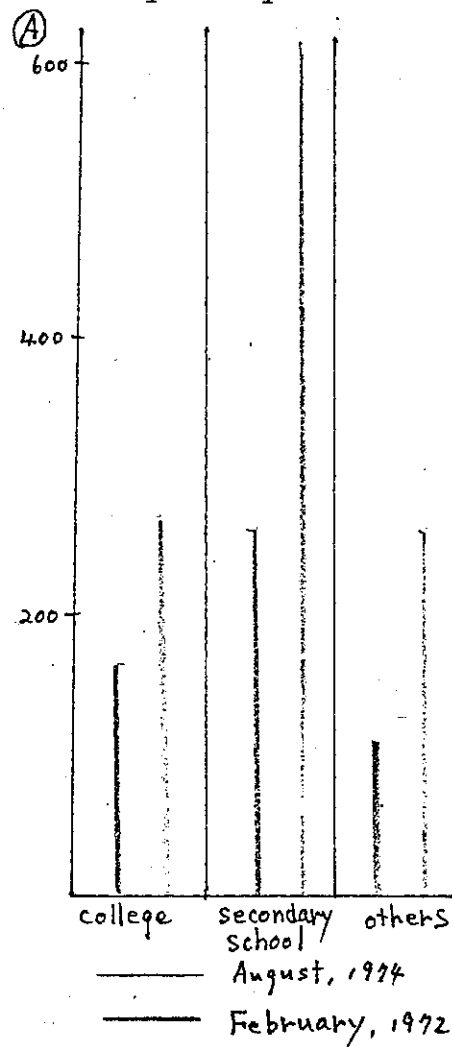
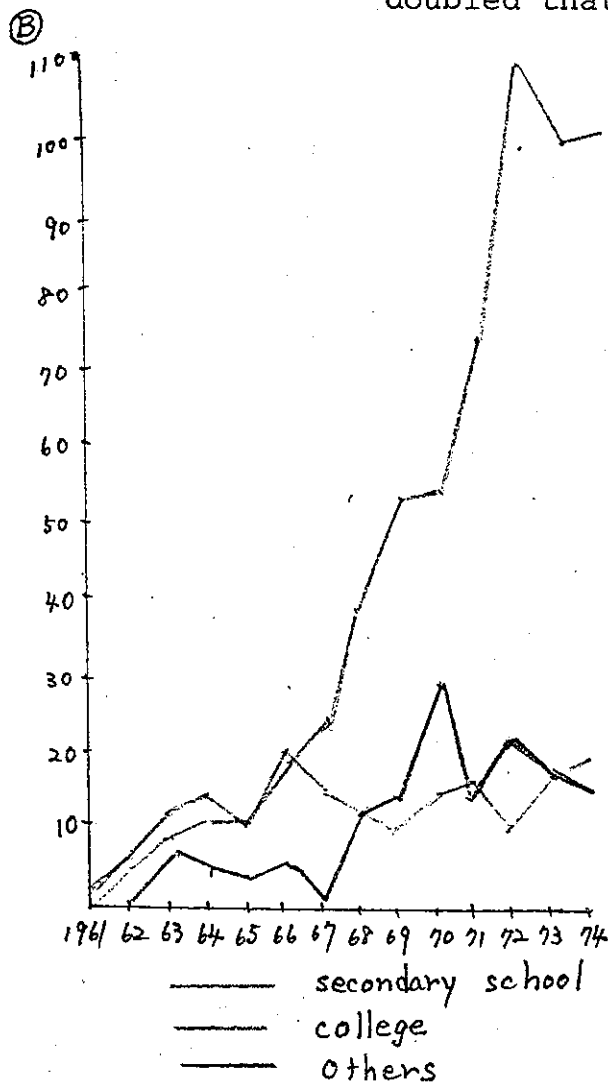
23 Tazaki Kiyotada, Eigoka Shichokaku Kyoiku Handbook (Handbook of Audio-visual Methods in the Teaching of English), p. 1032-42.

2) Company Installment list

A. (From the installment data of the Sony Electric Company)

	February, 1972	August, 1974
Colleges	161 (+2)	273
Secondary school	255 (+2)	617
Others	114 (+2)	258
Total	555	1148

Note : The number (of L.L. installment) in 1974 doubled that in 1972 by two years.



2) Company installment list

B. (From the installment data of the National Electric company)

level year	college	secondary school	others	Total
1961	4	1		5
2	6	5	1	12
3	11	8	7	26
4	13	10	5	28
5	8	10	3	21
6	20	19	5	44
7	14	25		39
8	10	38	12	60
9	8	53	14	75
1970	14	53	29	96
1	17	73	14	104
2	8	108	22	138
3	17	98	17	132
4	15	100	19	134
Total	165	601	148	814

(note) * College level is stable.
(Language laboratories are installed at most colleges)

* Increase in secondary school level is remarkable.
(The number is constantly increasing, but the percentage of L.L installment in the total secondary schools is still very low.)

- 3) L.L Installments at each school level and in educational institutions by May, 1972
(from "Audio-Visual Education in Japan 1974")

Educational Institutes	Total number	L.L
kindergarten	11,564	0.1%
elementary school	24,325	0.5%
lower secondary school	10,686	7.8%
upper secondary school	4,810	7.7%
technical college	63	%
junior college	491	
university	398	
miscellaneous school	8,045	
community center	14,375	0.2%
prefectural library	917	2.1%
municipal library		0.4%
museum	345	0.7%
educational institute for youth	593	0.7%

24

The percentage of each school level and kind of educational institution is very low. It appears, however that the attitude of school administrators toward the installment of language laboratories is possitive, for there is a regulation that a language laboratory has to be installed whenever a school is newly constructed or reconstructed. (This applies to schools in Osaka and Kyoto.)

8. Theoretical background

The language laboratory is not only supported by the educational background and the development of educational electronics but also assisted by two sciences --- linguistics and psychology.

What exerted the most prominent influences on the study system and materials used in the language laboratory were structural linguistics and behavioral psychology, which in their combined form is called audio-lingual habit theory. The main emphasises of the structural linguistics are :

1. Language is primarily a speech.
2. Language is structure-centered.
3. Language structures can be systematically described.

Theory number 1 became a strong justification for sound (tape) materials. Theory number 2 promoted comparative study of a mother language and the target language to pin point difficulties in structural differences.²⁵ Eventually this study emphasized an one point study : in Mr. Pimsleur's words, " the kind of drill in which model sentences are used, with a single element varied until that element has been mastered. "²⁶ This kind of drill is invariably contained in tape materials as substitution drills. Systematic description of language structure in theory number 3 was proceeded by two main concepts of 'contrast' and 'complementary distribution'

25 Kaneda Masaya, Koza Eigo Kyoiku Kogaku(The Technology of Teaching English) III, p.109-10.

26 Pimsleur, P., 'The Function of the Language Laboratory' Modern Language Journal. Vol. 43. January, 1959. p.13.

and these two concepts also influenced the development of materials. Some drills are presented in such a way these two concepts are effectively used in mastering a study point, for example, in pronunciation practice, phoneme /l/ is presented in contrast with phoneme /r/ in a form of minimal pairs. In syntax practice, a sentence structure 'You have a book' is practiced in a part of related variations of 'You don't have a book', 'Do you have a book?', 'What do you have?', which is known as transformation drill. This kind of exercise aims at making the student aware of the structure behind different sentences, and is based on the theory that the meaning of a sentence is not the synthesis of the meaning of each word composing the sentence but the structure itself has meaning, and that the structural meaning is more important than the synthesized meaning.

A big contribution of behavioral psychology to language leaning was conditioning theories. The classical conditioning theory of Pavlof which was formulated by the 'stimulus-response' cycle and instrumental conditioning which was called operant conditioning by Skinner and was formulated by a 'stimulus-response-reinforcement' cycle formed the foundation of L.L study in many respects.²⁷ Having applied these conditioning theories to language leaning, behavioral psychologists explained language learning as human behavior, which is mastered by conditioned habit-formation. The conditioning formula was

27 Suzuki Hiroshi, Koza Eigo Kyoiku Kogaku (The Technology of Teaching English) I, p. 136-37.
Kaneda Masaya, (The Technology of Teaching English) III, p. 110.

applied to a four cycle drill system of the L.L. materials : stimulus(question)→attempted response→correction→repetition of the correct answer. The method of immediate correction was especially a direct application of the "immediate reinforcement" theory of behavioral psychology. Mr. Paul Pimskeur made this statement :

One of the questions which has been most carefully investigated in psychological experiments is that of the effects of rewards on behavior. The evidence is clear that rewards motivates learning, and that immediate reward is a more powerful stimulant than delayed reward. These principles find direct application in the language laboratory.....

If his sentence was correct, he has the immediate pleasure of having this fact confirmed ; ... (The psychologist would call this "immediate reinforcement.") If his response was not correct, he is apprised of this fact at once, rather than allowing his bad habit to perpetuate itself. ²⁸

The influence of cognitive-code-learning theory based on transformational grammar and Gestalt psychology is not as clear as that of the audio-lingual habit formation theory. Most of the structure drills seem to be dominated by practice on superficial structures. Practice on deep structures are not impossible, for example, as is quoted in "Educational Technology" from Traill article, the deep structure of a sentence, 'The man my father spoke to is my uncle. ' is checked by selecting other sentences with similar meanings like :

1. The man spoke to my father.
- * The man spoke to my uncle.
- * The man and my father spoke.
- * My uncle spoke to the man.
- * My father spoke to the man. 29

28 Pimsleur, P. 'The Function of the Language Laboratory', p.13

29 A.Traill, Cited by Kaneda Masaya, Koza Eigo Kyoiku Kogaku (The Technology of Teaching English) III, p. 113.

Although such a drill as above suggested is possible, a bigger contribution of the cognitive-code learning theory is its application to visual materials. Visual aid, which is most frequently used in the introductory part of a material, helps a student with his recognition of the situation; the theory supporting this function of visual media is akin to that of Gestalt psychology.

So far language laboratory is mainly assisted by the audio-lingual habit formation theory. New attempts of adapting the cognitive-code learning theory to L.L. study however are being made to develop better materials and to establish better teaching procedures in L.L. class. As Mr. Kawano maintains, ' the language laboratory, being a most developed form of audio-visual education, is one of the teaching medias, which should not be restricted to one educational theory.' ³⁰

³⁰ Kaneda Masaya, Koza Eigo Kyoiku Kogaku(The Technology of Teaching English) III, p. 108. (translated.)

Diagram 1 : Development of Language Skills

skills	effect	number of schools		method taken	comments
		with I.L	without		
listening	A	6	8		P clear sound through headphone
	B	1	3		P English by native speakers
	C				
	D				
Speaking	A	1	1	repetition	P improvement in pronunciation, intonation etc.
	B	4	5	pattern practice	N improvement in speaking is hardly expected through I.L work at the present stage
	C	1	3	memorization	
	D				
Reading	A	1	2	silent while listening	P effective for reading aloud
	B	3	3		P imitation of English by natives
	C	2	1		P effective for reading comprehension
	D		3		P effective for speeding up the reading rate
Writing					P reading skill is improved when simultaneous instruction of sounds and letters takes place
	A		1	dictation	N Time is not left for writing.
	B	4	2	filling the blanks	N L.L has nothing to do with visual training.
	C	3	2		
	D		4		

A--- high effect, B-- some effect, C-- little effect, D-- no effect

N---negative comment
P---positive comment

Diagram 2 :

Problems and Room for Improvement

Items	number of schools	
	with L.L	without
Material (How to get or make good materials)	4	10
Audio-Visual aids (How to get effective A-V aids)	2	10
Teaching Method (Including machine operation)	2	10
Students' fatigue (Caused by using earphones)	2	10
Dullness (Caused by machine work)	2	10
Correction of students' mistakes (monitoring system)	3	
Completing individual study (according to students' ability)	2	
(Other Points of suggestions and opinions)		
* Variety of programs to keep an hour lab. work interesting.		
* Complete programming by using computers.		
* Understanding and cooperation by majority of English teachers (Sharing of responsibility by many of them, not by a few specialists.)		
* Difficulty of keeping machines in good order and great expense of repairing or replacing machines.		
How to avoid boredom in (the process of) practice		

Diagram 3 :

Evaluation of L.L. Class

points	number of schools	
	with L.L	without
Chance to hear raw material (English by native speakers)	7	6
Chance for enough individual practice	8	13
Practice of multi media education	5	4
<p>(Other points)</p> <p>P One of the motivations for English study</p> <p>N Little effect on reproduction</p> <p>Little help for entrance examination</p> <p>No need of laboratory if there are native instructors</p> <p>Limitation of machine (Machine is machine, can't substitute for teacher's personality)</p> <p>How well can a student having practiced with machine speak in real situation, since actual communication takes place between persons ?</p> <p>Too much chore load on teachers.</p> <p>Is L.L worth the trouble taken for checking and maintaining machines ?</p> <p>Too much time spent for programming.</p> <p>Students' high motivation and active participation is crucial for effective L.L. class.</p>		

Diagram 4 : Students' Interest

Item	effect	number of schools	
		with L.L	without
Students' interest in L.L class	A (high interest)	5	2
	B (some interest)	2	2
	C (little interest)		1
	D (no interest)		
Reasons and opinions			
P	<p>Students have desire to master conversation.</p> <p>Students have strong interest in practical English.</p> <p>Students hardly have chance to talk with native speakers of English.</p>		
N	<p>Most of the students are just afraid of English.</p> <p>Students show strong interest in the beginning, but it's hard to keep their interest.</p> <p>Long-term effort by both students and teachers is needed for the effective usage of L.L.</p>		

Diagram 5 : Others

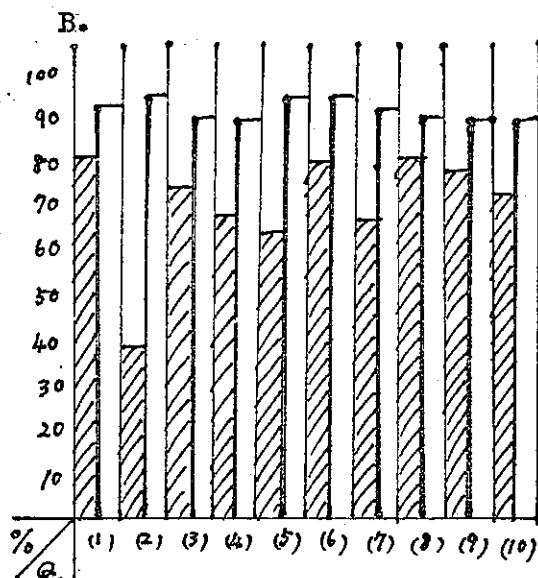
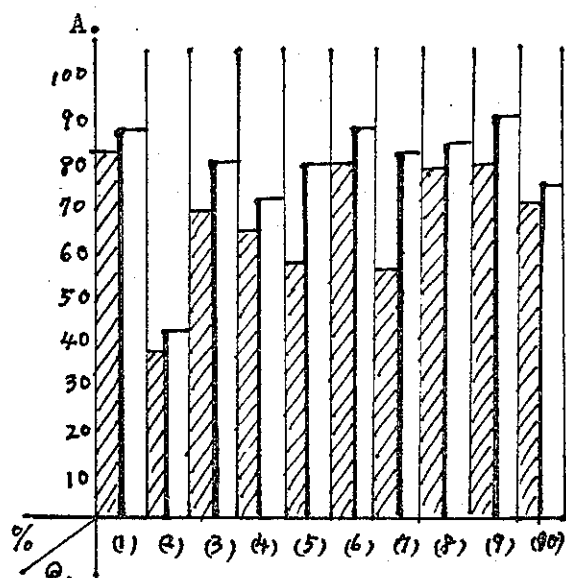
Items	hours (per week)	number of schools
L.L. class hours (junior high)	1/4	4
	1/5	3
English class hours (per week) (high school)	1/5	5
	1/4	3
	1/3	1
	1/6	1
	2/10	1
Kinds of courses	Reader	3
	Grammar	2
	Conversation	3
	Others	4
Relation with class work	As independent work	4
	As integral part of work	5
	ratio 3 : 1 (class : Lab)	2
	4 : 1	1
	1 : 1	1
	6 : 1	1

Eighty questionnaires were sent to secondary school teachers who attended the workshop seminar held at the Asia Center in 1974. 35 out of 80 forms were returned. 8 forms were filled out by teachers of schools equipped with language laboratories, and the rest of the forms were by those of schools without. 7 out of 27 forms were returned almost blank, so only 28 forms were used here to make my diagrams. Though the number of the collected forms is small and few of them are appropriate as references of real L.L. classes, I think there are some good points found in these diagrams for discussing the role of language laboratory and its problems. There are some differences in the opinions of teachers with some experience in language laboratory and those without. Some of the problems are not realized by inexperienced teachers, and some of the anxieties anticipated by inexperienced teachers are not included in the reports of experienced teachers.

An important thing for effective usage of the language laboratory is to know its real function. Mr. Max S. Kirch defined its function as the role of a teaching machine :

1. Tireless teacher, endless repetition until habit formation
 2. Programming with minimal increments
-

*



(1) f/h (2) m/n (3) l/r (4) θ/s (5) ʒ/z (6) ʒ/z (7) t/tʃ (8) s/f (9) ʒ/a: (10) ts/t

A.

Students in front seats
Students in back seats

* Students in front seats have an advantage in listening.

B.

Using a taperecorder
Using a handy Lab

* Sounds played by a tape recorder are harder to listen, especially such sounds as m/n, /z, t/, which even those sounds can be clearly perceived in the Lab.

Note. You have to consider the number of students in one class at Japanese secondary schools. According to the information of my questionnaire, the average number of students in one class is 44. 36(the number of students)—1(the case of schools), 38—1, 40—7, 41—1, 42—2, 43—1, 44—1, 45—12, 46—3, 48—1, 52—1, 55—1,

From the research document of the English department of Tsurumaki Junior High School quoted in a pamphlet of an electric company.

3. Immediate correction and reinforcement
4. Proceeding at each student's own rate of speed
5. Concentration on the recorded material 31

Let us see, first of all, how these features of L.L. work in helping students develop their language skills.

Listening Skill

The skill developed by L.L. work which is most highly evaluated is listening skill. This is agreed on by most of the scholars whose articles appear in Modern Language Journal. My own diagram based on Japanese secondary school situation also proves this fact --- (high effect -- 6/8, 8/20) in 6 out of 8 with L.L., in 8 out of 20 without. The reasons for its effectiveness are considered to be :

1. Better acoustic conditions through headsets than through the air
2. A variety of native speakers
3. Enough repetition on an item until students master it.

In the classroom situation, model pronunciation and reading by language teachers who are not native in the target language can hardly be expected to be as good as those by native speakers. They try to compensate their deficiency by using audio-visual aids, but tape recorders or other audio-visual aids can be used much more effectively in the laboratory than

31 Kirch, M.S., 'The Role of the Language Laboratory', Modern Language Journal. Vol.47, 1963. p.257.

in the classroom, because there is no air gap problem in the laboratory, which exists in the classroom. A diagram based on the result of a perception test administered in a Junior high school shows this. *

2. As for the variety of English, it goes without saying that the Japanese situation itself denies this possibility. Native instructors are rarely provided at Japanese secondary schools; and this is more true at public schools because of an inflexible regulation regarding teachers' qualification. According to the information from my questionnaires, only 4 out of 34 schools have native instructors. The number of these native instructors at one school is one or two in most of the cases, and the possibility to variate in their English is out of the question. By careful selection of taped materials, however, English from different parts of the linguistic areas and of all kinds of voices can be used in the language laboratory for students' listening practice.

3. Renee J. Fulton emphasizes the importance of listening training in his article, "Language Laboratories Develop the Listening Ear". In defining the strict meaning of 'listening', he puts the word 'listening' in an analogous comparison with the word 'hearing' as the comparison of 'observing' with 'seeing' in the science laboratory, and says :

Newcomers to the language lab must be taught to develop their sense of hearing to such a degree that they become

* Refere to the attached paper

proficient in listening, for listening is basic both to comprehension and speech. 32

He furthers this point of 'proficiency in listening' with a quotation of Theodore Mueller, which is summarized in his phrase "man's perceptions are influenced by his past experiences. " ;

What we hear is based on our past experiences, that is to say, we do not hear accurately what is said, especially if the speaker is from a different speech community, with a set of sound signals and intonational patterns different from the ones we are using. Unless we have mastered the speech habits of the foreign country, we substitute in our hearing the sounds of our native tongue which come closest to the sound expressed by the foreigner. We make his sounds conform with the experiences with which we are familiar. 33

As Mr. Fulton emphasizes it, listening is important, because it is 'prerequisite to understanding' and is the first step in the 'successive steps in the aural-oral approach' of "listening → understanding → imitating and reproducing sounds → speaking the foreign language. To make the students master this first step and become perceptive auditors will be the language teacher's big aim, but usually in the classroom the teacher can't afford to give the students enough practice in listening, as well in understanding and speaking.

Speaking

The next skill trained in the language laboratory is speaking skill. The diagram shows that development of speaking skill is not as highly evaluated as that of listening skill, but some effects are recognized in all the answer.

32 Renee, J. Fulton. 'Language Laboratories Develop the Listening Ear.', Modern Language Journal. Vol.43 May, 1959., p.224.

33 Ibid.,

The advantages of L.L. work for developing speaking skill are ; enough practice, and immediate correction and reinforcement. A laboratory atmosphere itself is beneficial ; it helps a student to become an active participant in the work, for without any criticism of other members in the class, he can be free from unnecessary embarrassment which he would feel in class when he makes mistakes. Correcting his own mistakes by comparing his own responses with the master voice, is encouraged as one of the most effective methods taken in L.L. study, but it leaves a problem to be seriously considered. To what extent does this method actually work ? Mr. Paul Pimsleur discusses this problem in his article "The Functions of the Language Laboratory" by presenting both the advantage of this method and its limitation :

A student working alone can be expected to correct certain gross errors, . . . In this category one may include errors which correspond more or less to phonemic distinctions in his native tongue, and features of stress and intonation. . . . The laboratory plays an important role in bridging the gap between the way things look and the way they sound ; between the written and the spoken language. . . .

an untrained person like our average student soon reaches a limit in his power to criticize his own pronunciations. Putting the matter in linguistic terms, the student will hear unfamiliar phonemes as mere allophones of familiar phonemes. . . . he cannot be expected, if left to his own devices with recording machine before him, to correct his pronunciation. 34

34 Paul Pimsleur, 'The Function of the Language Laboratory.'
Modern Language Journal. Vol.43. January, 1959., p. 11.

We must be conscious of this limitation of the self-correcting method ; (this problem is noticed by experienced school teachers as one of the problems in L.L. work.)

And, as this is the case, we must be aware of the significance of the supervising system to overcome this limitation and use the laboratory facilities with maximum efficiency.

About the qualification of the supervisor and the way of supervising, some suggestions are made by the same writer. A person who possesses the following two features will be an ideal supervisor ;

1. The regular teacher : a person who knows the students and can survey their individual progress.
2. The specialist : a person who has somewhat more experience (than a regular teacher) in the effective use of laboratory facilities and may perhaps be a specialist in the improvement of accent. 35

It is also desirous that the supervisor has a sense of language, and knowledge in structural linguistics, in sound system, and intonation pattern.

As for the way of supervising,

1. Human element in correction
 2. Systematic checking list for correction
 3. Students' rudimentary training in phonetic observation 36
- are needed to be considered and worked out in the lab-class

35 Ibid., p. 12.

36 Ibid., p. 12.

session. Pimsleur's opinion on correction is that 'circulating among the students is preferable to listening to all the students from some central control position, (which is included in most laboratory installments), because that way the teacher can correct each at once and maintain a human contact in the mechanical world of the laboratory'.³⁷ This point --- the human element versus perfection of machine work -- will be probably a point to debate, for some Japanese teachers might think that the method suggested by the writer is out-of-date, and that the ideal form of L.L. operation is the completely automatically programmed system using a computer. (A master table produced very recently by Sony Electric Company is furnished with the most developed correcting system.)³⁸

The other two suggestions are very meaningful. A laboratory chart on which each student's problems and progress in his speaking achievement are noted must be very useful, even though it seems to take time to complete this system. Even under a good supervisory system, on the other hand, students in the language laboratory have to be taught the rudiments of phonetic observation and trained to make distinctions by themselves of the sounds which are strange and confusing to them at first. This is necessary because the supervisor can be with each student for only a part of that student lab session and the rest of the session he himself has to check

³⁷ Ibid.,

³⁸ See the illustration of the master table 2, p.36.

his responses by comparing theirs with the model speech. Some time either in the beginning of the lab session or at the end of it, should be spent for short instructions with a general explanation by words and chart and comments on such phonetic rudiments and on the students' common mistakes.

Reading and Writing

The development of reading and writing skills doesn't seem to be as much expected as that of aural-oral skills.

'How to use laboratory facilities' or 'How to develop materials' for the improvement of these skills has not been frequently discussed so far. My diagram also shows that teachers with no experience in L.L. have a negative attitude and put low value on the usefulness of laboratory for training in these skills.

(No effect : reading-3/9, writing-4/9) Reasons for this negative opinion probably come from the actual lab-class situations expressed in such a sentence as "Time is not left for writing" ³⁹ or from their presumption about L.L. work, such as "L.L. has nothing to do with visual training." ³⁹ On the contrary, the teachers using L.L. have pointed out that there are effective ways of using laboratory for training in these skills. They say that "students can improve their skills by reading silently as they hear the text read" ³⁹ or that "L.L. is effective for reading aloud, for reading comprehension, for speeding up students' reading rate." ³⁹ As for writing, a few experienced

³⁹ See the Diagram 1, p.46.

teachers recommend using L.L. for dictation practice, spelling practice, 'filling in the blanks' exercises. These exercises can be done easily by using the screen or over-head projector installed in most Japanese language laboratories ; students are supposed to write down words, phrases, or sentences as they hear them, and check their answers by looking at the answers projected on the screen or the T.V. This method helps students understand the relation between pronunciation and spelling. A teacher reported that by 'filling in the blanks' exercise and dictation exercise, he could check not only students' vocabulary ability but also their understanding of English stress, for many students missed unstressed words. As a result of these exercises, he says, he could make the students pay attention to unstressed words and could teach 'stress' itself effectively. As Mr. Max S. Kirch remarks in 'The Role of the Language Laboratory', 'there is correlation between listening comprehension and reading comprehension'⁴⁰, and I am sure that L.L. can be used for better reading comprehension by playing tape materials of stories, novels, plays etc. He explains the enjoyment of this method in this way ;

The students can see the film version of the play and listen to the sound track through head sets. How much more exciting it is to see and hear 'Le Bourgeois Gentil-homme' than merely to read it. 41

40 Max S. Kirch, 'The Role of the Language Laboratory', Modern Language Journal. Vol.47., p.257.

41 Ibid., p. 258.

From my experience working with elementary school students, I can also say that fundamental reading practice and writing practice are done more effectively in the laboratory than in the classroom. You don't need to take time to write letters, words, or sentences on the blackboard. You don't need to take time to erase them. You don't need to worry about keeping the students quiet at their seats while you are doing these things. You don't need to mark out some of the written words to emphasize them. You don't need to be conscious of your handwriting and the size of the words to make sure all the students in the classroom can see them well. You can just place your textbook or any other materials on the projecting panel and move them about on it. You can focus certain spots whenever you want to emphasize them. Students look at the T.V. installed in their own booth, or look up at the T.V. placed in several parts of the room to be shared by several students.⁴² They pay more attention to the written forms, because the words look neater and their strong curiosity for mechanism is stimulated.

Grammar Objective

The language laboratory is useful in attaining grammar objectives as well as aural-oral objectives. Mr. Paul Pimsleur analyzes the laboratory as a meritable system for grammar instruction. According to his analysis there are two major problems of grammar instruction, which are,

⁴² See the illustration of the visual aids, p.34.

'the need for more exercise material than the instructor usually has available, and the need for a transition from a theoretical mastery of a grammar point to an ability to apply the point orally.' ⁴³

The feature of the language laboratory as a teaching machine, which offers 'endless repetition of drills until habit formation', can work effectively in coping with these two problems. The quantity of drills given by the machine for a certain time is at least five times greater than those given in written forms and about two times greater than the oral drills given by an instructor in the classroom. As many as 50 sentences built around one grammatical point are contained in a ten minute exercise. Practice on these sentences makes the student master that grammatical point without being conscious of the rule, and enables him to reproduce those sentences. This is just the opposite of the traditional grammar study which takes the process of 'remembering the rule, applying it as though on paper, and then trying to ⁴⁴ stammer it out orally.' Mr Pimsleur continues to state the merit of the grammar practice in the laboratory as follows:

Having had much practice in saying these things automatically, under the gentle nudging of time pressure from the exercise tape where the next sentence is always about to come up, the possibilities are far greater that the student will be capable of saying something in the foreign language

⁴³ Paul Pimsleur, 'The Function of the Language Laboratory.', Modern Language Journal. Vol. 43., January, 1959., p. 12.

⁴⁴ Ibid., p. 13.

when he leaves the classroom.

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Another aspect which makes grammar drill unnecessarily difficult is that written drills confuse the grammar point itself with spelling problems. Written drills are necessary and can't be replaced in mastering correct spelling, but grammar instruction itself can be more effectively conducted when it is separated from written drills.

The last big advantage in the L.L. study is the reinforcement method. Immediate reinforcement, in psychological terms, exerts great advantage on the students' self-checking of achievement and on raising their motivation. Mr. Pimsleur explains its merit as follows:

If his sentence was correct he has the immediate pleasure of having this fact confirmed; he has been reassured of his understanding of the point at hand, and if his response was not correct, he is apprised of this fact at once, rather than allowing the bad habit to perpetuate itself. 46

45 Ibid.,

46 Ibid.,

Integration of L.L. Study

1. Integration of L.L. and classroom

The language laboratory is used as an independent work program in some cases, but in many other cases it is used as a part of an integral work program, either as supplementary work or as complementary work with classroom work. It is necessary to establish a good coordination between lab work and class work when laboratory is used as a part of integration. Some questions of general policy such as 'required or not', 'frequency and length' have to be settled before this integration is accomplished. Specific teaching procedures devised by class work and lab work is also needed to build.

1) Required or not

There are some cases of operating a lab on a voluntary basis, and at some colleges language laboratories are provided as one of selective courses. Attendance to lab work is required, however, at most of educational institutions where the laboratories are maintained for active use. At National L.L. School, attendance check for lab session is strictly practiced and whenever a student misses a Lab class, he has to make it up with attendance to remedial session. At Tenri University, where the Kansai (area) branch of the Language Laboratory in Japan is located and the first automatic L.L. set up was installed, L.L. is required to all the students majoring

in English.

2) Frequency and Length

The majority of Japanese secondary schools, schedule L.L. class once a week and the length of one L.L. class equals to a normal class hour -- 40 to 60 minutes. A report from Osaka-fu Kagaku Kyoiku (Osaka prefectural Educational Science) center recommends that L.L. classes are scheduled at least twice a week. It also suggests several other points in general scheduling.

- * An ideal proportion of L.L. work with class work is 1:2.
- * A class hour is to be divided into three with 1/3 of class hour for lab work and the rest for class work, or divided into two with the first half or latter half for L.L. work, if moving from classroom to L.L. is done without much trouble.
- * The length of one L.L. class should be less than 50 minutes and appropriate length for intensive L.L. work is 5 to 15 minutes. (The rest of the L.L. class had better be spent for break, some explanation, playing back, or playing some other supplementary material such as music. 47

The length of L.L. work needs to be seriously considered, for the fatigue caused by listening through a headset is much greater than that of study in usual classrooms. The results of the questionnaire on this topic which was made by a secondary school teacher shows the following :

Question : How long do you think you can continuously participate in L.L. work without feeling fatigue ?

not much fatigue --- 25%	8 to 10 minutes --- 22%
3 to 5 minutes --- 6%	10 to 15 minutes --- 27%
5 to 8 minutes --- 12%	over 15 minutes --- 7%

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3) Teaching Procedures

When lab session is planned as a complementary work with class work, with proportions in length of 1 (L.L.) : 1 (class), or 1 (L.L.) : 2 (class), an example of teaching procedure suggested by the center's report is :

Pre lab (class work)	-----	* Introduction to new material	
		* Explanation of important points	
		* Imitation practice	
L.L.	-----	* Mastery of the material and	
		habit formation by	
		repetition	} drills
		substitution	
		transformation	
		etc.	
Post Lab (class work)	-----	* Applied practice of the material	
		* Reading and writing practice	
		* Instruction and additional	
		explanation in cultural aspect	
		of the material or related way	
		of thinking	

When the lab session is placed to be a supplementary work, either as introduction or consolidation, for class work, with proportions of 1(L.L.) : 3,4,5 (class), the contents of lab work will be :

As introduction to new material :

- * Pronunciation practice
- * Listening comprehension practice
- * Imitation and repetition practice (mim-mem)

As consolidation of class work

- * Pronunciation practice
- * Listening comprehension practice
- * Reading practice
- * Pattern practice 49

Although there are several possibilities for programming L.L. work, as suggested in the report, major opinions regarding the coordination of L.L. work with class work seems to be that the introduction of new sounds, words, dialogues should be done in the classroom and the laboratory should be used for practicing those already introduced items to the point of memorization and perfection. Mr. Max. is one of those who follow this opinion :

The main functions of the language laboratory are to provide listening practice and to provide opportunity for memorization and drill to produce automatic habits of speech. The introduction of new material, especially lexical items, can probably be done better in the classroom. After drilling and memorization in the laboratory, it is usually desirable to review and consolidate in the classroom. Discussion of grammar, comparison and contrast of the native language and the target language, if engaged in, should be done in the classroom rather than in the laboratory. In general the laboratory can function as a very helpful adjunct to the work done in the classroom. 50

The classroom is a better place for introducing new materials, he says, because in the classroom the student can observe his teacher's facial expression in relationship to sounds and the

49 A Center Report

50 Kirch, M. S., 'The Role of the Language Laboratory', Modern Language Journal. Vol. 47. 1963. p. 260.

teacher can also give him personal instruction according to his participation in class work.

I developed this opinion when I was working with students at the National L.L. School last year and I still agree with him in general. My opinion, however, regarding the appropriateness of the language laboratory for introducing new materials is changing. Whether the laboratory is suited for introducing materials or not depends greatly on the materials in use. The Lab materials determine the limitation of the function of the Lab facilities, because many of existing adults materials are restricted to mechanical drilling like pronunciation practice, repetition practice or pattern practice. If a totally arranged material containing an introductory part of a situation presented in a dialog style or description style is used in the language laboratory, the laboratory will become a better place for introducing the material. I say so, because visual materials presented to the student's better understanding of the situation are to be more effectively used in the laboratory. An illustration of a situation or a small picture of a text, which is too small to be used before all the students in a classroom, can be used in an enlarged size in the laboratory. If facial demonstration is needed for pronunciation practice, there are charts available in Lab to show how to use different organs of speech. The teacher's face and his mouth can also be enlarged on T.V. through the projector. 51

Remedial function and Homework style

Remedial function and reinforcement by effective homework style should be accounted for as one of the integral parts of the Lab study. Whether the Lab is used as compulsory work or as voluntary work, the remedial function of the laboratory is important. A slow student can make up his regular lab work with his additional practice in the remedial sessions, while an advanced student can pursue his own interest by listening to more advanced materials provided there. This is a good example of how the laboratory can help an individual student with his individual problem, and eventually the teacher can maintain fairly good balance among his students in spite of differing abilities. In accomplishing the remedial sessions, the laboratory has to be kept open for some extra hours under supervision, so that the students can freely use the Lab to his own advantage. Teachers should encourage the students to use the Lab freely for this purpose. The same material as that used in regular lab classes should be played in the sessions and, in addition, some other materials such as songs, poems, short stories, news reports, speeches, or movie sound tracks, which contain cultural aspects of the language, can also be provided for the students' voluntary study.

If the student has a cassette tape recorder, as most of the students at the National L.L. School and at Siebi Bunka Center do, he can practice his already recorded materials at

his home any time he wants to. This kind of assignment doesn't require him to sit at desk. He can listen to the tape recorder while he is doing something else; for example, if he is an office boy, while he is shaving ; if a housewife, while she is cleaning the house, doing dishes, or washing clothes ; and if a child, while he is reading a comic book, coloring, drawing or playing games. These practice tips are what we recommend our students, because we believe that exposure in a linguistic situation and ability to hear the target language spoken in a natural speed is the first step to be taken for the mastery of the language. Adult students can't be forced to practice in this way, ^{but} homework assignments aids children in forming this habit. In the beginning of each Lab session the teacher can check how many times each of the students listened to the last tape material, because for this purpose the student is provided with his 'own study card' on which he can keep a record of his listening times.

Another facility is provided for those who are absent from lab sessions or miss recording the tape material during the session. Those students can hand in their tapes before the session or after with a filled-out form denoting his name, class date, and the name of the tape material he wishes to be recorded. Those tapes can then be returned to the students after a few days. Miss-recording happens among beginners who are not yet well acquainted with recording procedures, and adults who are absent because of his business trips and other reasons. This is also a good follow-up system for classes conducted in the laboratory as opposed to classes conducted in the classroom.

Other Factors for Effective L.L. Running

(1) Suggestions from the articles in Modern Language Journal

Establishment of general policies, organized teaching procedures, and supervisory systems for remedial Lab sessions are important for the well-integrated laboratory program.. Besides these there are additional factors essential to the success of the program. The following are suggestions for effective laboratory running summarized from articles in Modern Language Journal.

1. Personnel:

Laboratory staff must be composed predominantly of teachers who are challenged by the innumerable possibilities of the laboratory for facilitating the learning of a foreign language. At the same time support and cooperation of all members of the department, including criticism and evaluation of all parts of the program is vital to its success. Responsibility for running regular Lab sessions and remedial sessions should not be placed upon semi-professional personnel like graduate students. Those part-time workers should be engaged in the work only as assistants under the supervision of professionally trained instructors. 52

2. Material:

No other factor is more crucial to success than the selection and preparation of material. Development of imaginative materials by all possible means is desired. The materials also have to be closely related to the class work. Some good texts available at stores do not contain tape materials, and some tape materials are too dull to be used in class because of the lack of variety in the contents. 53

3. Students' effort:

Clear manifestation of the relationship between class work and Lab work should be made to the students, so that they understand the integration of the two. They also have to realize that both their concentration and their determination to get ahead are essential to their achievement. 54

52 Gordon, B., 'Integration of Laboratory and Classroom.' Modern Language Journal. Vol. 37. February, 1962. p.73-74

53 Ibid.,

54 Ibid.,

4. Equipment:

Adequate and proper equipment is another vital factor. A certain minimum outlay required for the installment of the equipment must be secured. 55

5. Laboratory atmosphere:

Students should be instructed that they are to cease talking among themselves and sit down immediately in their assigned places when they enter the laboratory. They should get ready for recording new material by checking the right spot on the tape while they are waiting, and they should spend free time reviewing the last recorded material. At the end of the hour they must leave the equipment in good order and not talk until they are outside. At all times an atmosphere of quiet and study is maintained in the laboratory as though in a library. 56

6. Teacher's preparation:

He must plan his laboratory session in advance so as to know what the order of events is to be during the class hours. This is even more necessary in the laboratory than in the classroom, due to the time needed for placing the tapes on the machines finding the right spot on the tape, and setting all the necessary switches to send the right tape program and visual aids to the right part of the room. 57

7. Quizzes:

The teacher has to consider students' distinct tendency in the Lab to simply relax and listen rather than to try actively to perfect his accent or his understanding of a point of grammar. To avoid this tendency as well as fatigue and boredom, the work should be varied. For this purpose the number of drills and kinds of drills need to be arranged. Songs can also be useful as a device for relaxation. The work itself should be challenging. The principle of immediate reinforcement can render great service. But for more excitement a certain amount of pressure should be exerted upon the students, in the form of frequent quizzes. This has advantage for both students and the teacher. The students must concentrate on their drill work in fear that

55 Ibid.,

56 Paul Pimsleur, 'The Function of the Language Laboratory.' Modern Language Journal. Vol. 43. January, 1959. p. 14.

57 Ibid.,

that they might be quizzed at any time. This gives the same advantage to the teacher as any kind of quizzes give him: the teacher knows, from the quiz responses, whether the drill has been effective, and which students have failed to benefit by it. By keeping in close contact with such quiz results, the person who prepared the drills can constantly improve his technique.

Actually laboratory provides one of the most effective testing situations. Both listening and speaking quizzes are given there. Quizzes administered orally are economical of time and can thus be given frequently. In order to succeed in them, the student must have a certain comprehension of the spoken language, in addition to knowing the grammar point involved. The laboratory also makes feasible the testing of speaking ability. Students can record, on their individual tape or disc, their responses to a series of oral questions. In this way, progress in integrating new knowledge into a real ability to communicate in the foreign tongue can be measured in a systematic fashion heretofore impossible.

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8. Speech clinic:

A speech clinic is a place where the student comes in for additional drill with a teacher or student instructor. The technique can progress to a periodic diagnostic test on oral reading or speech, free or memorized, depending upon the aims. This test is checked, errors tabulated and analyzed. . . . Then the students are assigned drill periods for as many sessions as seem necessary for their particular problems. A student coming in for clinical help hears his own recording, and has it analyzed for him while he notes the errors in the original text. He re-reads the same material for the clinic assistant to be sure he understands the corrections, and he looks for similar phonetic constructions in familiar material. If, as is usually the case, his material is standard text or drill material, he is sent to a listening post with a record of the same material correctly recorded. . . . From there the drill proceeds to new but similar material, read with the instructor, paying attention to correction and analyzing together the errors and causes. This last reading together is usually recorded on another wire so that the student may compare his pronunciation with the instantaneous correction offered by the professor. Approximately a half hour of the student's time has been consumed. Before the student returns for another clinic session, his new reading section is recorded on a disc and made available in the library.

59

58 Ibid., p. 14-15.

59. Rossell, La Velle. 'Audio Visual Techniques in Foreign Language Teaching', *Modern Language Journal*, Vol. 33, 1949, p. 542-49

(2) The Role of the Teacher and the Role of the Student

The Laboratory is no panacea to easy road to language learning. Rather it provides an opportunity and an aid when achievement is directly proportionate to effort... 60

The relation of teacher and students has been changing in the long history of education depending on the era and its educational background. New teaching aids and media invented for a better quality of education require new educational philosophy, knowledge, techniques, system and the relations between teacher and students. The impact of the language laboratory upon the teacher is manifold and covers a variety of areas. It is also a challenge to the student who knows his own responsibility for his education in language learning. Mr. Myrtte D. McGrov states characteristics of L.L. study in terms of the role of the teacher and that of students which is very important for the full functioning of language laboratory. The following is a summary of his points written under the title of "The Role of the teacher and the student in the electronic world" :

I. The role of the teacher

- 1) The teacher works with a participating class.
The teacher's communication to his student is exclusive and undisturbed, and in turn, the students activity is exclusive and undisturbing, and it is going on simultaneously. This is a reversal of conventional classroom teaching where most communication is a one-way movement --- from the blackboard to 'the entire class.'

- 2) The teacher can group his students according to talent.
Educational electronics gives the teacher an opportunity to work with much smaller student groups -- at times even achieving a 1 : 1 tutor-pupil situation.
- 3) The teacher works with a better motivated and better disciplined class.
The students' activity is continuous in the undisturbed privacy of the L.L., since he is usually given the opportunity to see tangible results almost immediately, his curiosity is aroused --- and this is the foundation for motivated progress.
- 4) The teacher can do more creative teaching in class, because the L.L. becomes the place for drill and practice work.
- 5) The Laboratory affords the teacher an opportunity to enter into a much closer individual relationship with each of the students. Since work in the L.L. progresses primarily from pre-recorded "master" programs, the instructor may utilize all or good part of such a session for individual tutoring without in any way holding up the rest of the class.
- 6) Educational Electronics in language, with the heavy emphasis on the oral-aural approach, is a departure from the conventional language textbook. L.L. adds up to more work for the teacher, but it is also a challenge for creative imaginative teaching, because conscious teacher works out new materials, new methods, new ideas, and correlates these with existing texts, or modifies his present texts.
- 7) L.L. "mirrors" a teacher's deficiencies in comparative self-evaluation, but the language teacher of today has courageously entered into the new world of educational electronics determined to make of it an important teaching tool rather than to be overpowered by it. He even uses it as a self-teaching tool which strengthens him by improving his own weak spots.
- 8) The language teacher plays the leading role in modern education. Even educators in other areas of education are turning to linguists to apply his finding to their fields. There is an air of exploration, optimism, and success in the language department. Its contribution to the world would be great.

- 9) There is speculation as to how far the language teacher might be able to teach, with the assistance of Educational Electronics. Speaking languages of other people is a nation-wide necessity. The language teacher has to be the first one of those speakers, for the L.L. can not teach the language itself. It becomes a helpful aid only when it is used by the teacher who knows the language.

II. The Role of the Student

- 1) L.L. study is a private, tutor-like contact which develops from the exclusive interchange between the "master" and the pupil. Supervision, correction, is also done on an individual basis.
- 2) The student feels free to speak up, for alone with himself and his "private" teacher, the student does not fear the embarrassment of his errors and mispronunciations.
- 3) The student participates continuously. Through his headphones is exposed to what is supposed to learn, and he is isolated from what he is not supposed to hear. And through his microphone he gains rare opportunity for continued expression and participation. In this area of "participation", it is observable, he has a feeling of relief and gratitude for being given this opportunity to be once again an individual, one who is permitted to speak up, try, experiment, and progress on his own -- which is so contrary to our present trends toward mass-education via mass-media-- which almost invariably require the student to learn in a passive manner.
- 4) The student must learn to become an objective critic of himself, and this self-evaluation may become an important clue toward better quality of education in general.
- 5) Immediate tangible results follow the student's efforts. "His progress becomes tangible" is a good summing up of laboratory study.

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The language laboratory is effective for memorizing and drills, as well as for testing material already introduced in the classroom situation. It is excellent for developing listening comprehension and command of the structural and lexical aspects of the foreign language. Phonetic practice for beginners should be carried on in the laboratory only when monitored by the teacher. Laboratory and classroom work must be carefully integrated. Although it can contribute to the development of all the skills--listening, speaking, reading, and writing-- as well as to the understanding of the foreign civilization and culture, its greatest contribution is to the development of the audio-lingual skills, in beginning courses.

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The above quotation by Mr. Max is taken as the consensus of selected articles in Modern Language ^{Journal}. It will be also accepted by average English teachers in Japan as a good summary of the function of the language laboratory. An expert in the field, however, would add some other aspects to it, for the function of visual aids is not taken into account in the above definition of the L.L. The following quotation by the same writer well suggests this fact.

There appears to be general agreement that laboratory is not the place to present new material. Language is behavior, not just sound. One cannot observe the total behavior of the speaker through headsets. Of course, if one uses TV or film in connection with the laboratory the situation changes. However, since most laboratories do not have provision for coordination of visual projection with sound through headsets, we will leave this out of our discussion, for now. 63

Contrary to the writer's understanding of the laboratory

62 Max S. Kirch, 'The Role of the Language Laboratory', Modern Language Journal. Vol. 47. p. 260

63 Ibid., p. 258.

of his time, there is provision for coordination of visual projection with sound supply in recent Japanese laboratories, and organizing total program containing visual materials and tape materials is the central discussion point.

Mr. Kawabata, at the Educational Center in Nara Prefecture, presented his research on this problem at the annual meeting of the Language Laboratory Association of Japan held in July 1975. His research was one of the experiments of coordination of visual material with sound material and of audio-lingual habit formation theory with cognitive-code learning theory, theories which support the function of visual and sound materials respectively. It was an attempt to harmonize the two different educational theories in one educational medium, the language laboratory, in a form of systematized multi-media. 64

Another research on this topic presented at the same meeting was 'Effect of Visual Aids on Listening Comprehension' by Mr. Koyama at the Educational Center in Fukui Prefecture. 65 He chose two classes with similar achievement in English tests and gave comprehension tests to one of them with visual aids and to the other without. The average score of the ten examinations given in this way were 7.767/10 by the class with the visual aids and 7.661/10 by the class without, and the difference between these two scores was only 0.101/10. He concluded from the result of his experiment that the effectiveness of visual aids in listening comprehension is

64 Masahiko Kawabata, 'Systematizing Multi-media for Teaching English.' translated.

65 Kazuo Kōyama, 'Effect of Visual Aids on Listening Comprehension'

much smaller than is imagined. An L.L.A. News article reported that showing a movie only once and then having students concentrate on listening to only the sound for the second time brought a better result than showing the movie twice.

Although Mr. Koyama's research and the L.L.A. News article present a negative side of visual aids, all the functions of visual aids are not denied by these test cases. Regardless the effect on listening comprehension, visual aids are very effective for making materials interesting and raising students' motivation. They are not incompatible with the direction of Mr. Kawabata's research, either. The significant implication of these researches is that the visual aids have to be evaluated according to their right function and to be programmed in the right spot of the systematized multi media learning process.

In contrast with the advancement of such leading groups, the language laboratory in the actual educational situation at secondary school level is bound to various problems and obstacles. It raises frequent questions as to its effectiveness, considering the required investment and necessary funds. The amount of work involved, and the lack of established doctrine or procedure of laboratory operation discourage inexperienced teachers from engaging in the Lab work. For ambitious teachers who have accomplished ^o some of their objectives for laboratory teaching, there appears endless room for improvement, such as the establishment of effective

monitoring system, balanced development of four skills, effective use of visual aids, more complete form of individual instruction, and the device to develop communication skills. The adoption of the machine itself raises, among teachers, discussion on their teaching philosophy. The opinion that a teacher should not depend on a machine in his teaching expresses an honest feeling of some of these teachers. To those who are not opposed to adopting a machine, the human element in educational technology is still a big discussion point, for they are convinced that 'nothing can replace the personality of the teacher'. The following passage concerning the language laboratory in the USA also well describes the Japanese situation.

Because of the importance, deserved or not, which the postwar language laboratory with machines has assumed in language teaching, no teacher can remain today unaffected and disengaged. Some teachers view the language laboratory as opening a new millennium of language teaching; some are already becoming disillusioned. Some are eager for a chance to work with laboratory equipment; others are reluctant, but under pressure to do so. Many teachers are puzzled about the merits of various machines and set-ups. Not a few have more basic questions about results to be expected from the use of laboratory machines and the best methods of obtaining the results. The exchange of L.L. experience will be of help to all. 66

66 B. J. Koekkek, 'The Advent of the Language Laboratory.' Modern Language Journal. Vol. 43. January, 1959. p. 5.

Selection and preparation of material is more crucial to the success of the program than anything else. Although the machine operation was the main point discussed in the early stage of L.L. implementation, the question 'How to solve the material problem?' is recognized as more important now.

The majority of the teachers in the questionnaire pointed out this problem, too. I myself began to realize its significance. Mastery of the machine operation does not take much time for either instructors or students, but materials development is always time consuming. Each school has to find proper materials among already-made tape materials, unless it is provided with enough staff members to form a team for materials development. Variety and quality of the materials on the market have been greatly improved, but none of them is perfect for integrated laboratory classes. Some of them are appropriate for introducing situations but lack structure practices. Others contain ample drills on certain pronunciation practice or grammatical points but tend to be too monotonous. Rearrangement of several different kinds of tape materials is needed for actual Lab classes. If the instructor is a teacher at a regular school where the textbooks used in class are already decided and the Lab session is assigned as reinforcement of class work, he has much less freedom in material selection. According to the information from the questionnaire, self-developed materials are used in one out of ten cases and rearranged materials in two out of

ten, and the other seven cases use already-made materials. The following are the materials used by the secondary school teachers who responded to my questionnaire.

(High School)

English 900

Oral English Program for High School Students
(Published by Zenkoku Koshikyo)

English Conversation

(Textbook published by Obunsha or Kairyudo)

Junior L.L. (by Taishukan)

Standard L.L. (by Taishukan)

English Conversation through Pictures (by ELEC).

Orientation in American English (by Goken)

Elementary L.L. English Course (by Taishukan)

(Junior High School)

Total (Textbook)

Junior High School English Conversation

N.H.K. Basic English

New Prince (Textbook)

New Horizon (Textbook)

1. New Prince & New Horizon

Let me analyze a tape of a school textbook here. Let me take New Prince Reader as an example which is used at the Center. Each section of a lesson has one or two basic sentence patterns, vocabulary selection, pronunciation practice of the basic structures. Reading selection is read twice, once for listening and the other for repeating. General procedure is well organized, but addition of some other

practices is desirable. First, comprehension checks on the contents of the reading selection should be provided, either in true or false style or in 'question and answer' style. More pronunciation practice and substitution practice are necessary for mastering the study points.




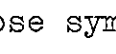

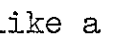
Another tape used at the Center for the same level students is New Horizon published in the U.S.A. Compared to New Prince, New Horizon is rich in practices in one study point and sentence examples are much more connected with real life, although it also lacks comprehension checks on the reading selections.

(An ideal procedure for New Prince)

1. Explanation on target structure
2. Introduction of new words
3. Listening practice with pictures (without words)
4. Comprehension check
5. Speaking practice: Repetition of the model reading selection. (Project the written sentences just for reference when students repeat them.)
6. Reading practice
(Project the written sentences to be read with correct intonation.)
7. Writing practice: Dictation
8. Pronunciation drills
9. Structure drills

2. English through Concept

A common feature in New Prince and in New Horizon is the usage of pictures as cues to words or sentences. English through Concept, which is developed by the research team of the National L.L. School, is very interesting regarding the usage of pictures in teaching the language. An example of

exclusive usage of visual symbols is found in this material. A visual symbol is used for each word and a set of those symbols compose a sentence. The word 'I', for example, is visualized by , 'like' by , and 'pen' by . The set of those symbols    means 'I like a pen'. Addition of symbol marks transforms the kind of sentence: the mark 'X' is used for a negative sentence, and '?' is for a interrogative sentence. Although the words pictured in this way are limited, this method has some meaningful features as follows.

1. Avoids translation

This method avoids translation and habituates the student to thinking in the target language. Through the presented visual symbol the concept of each object is directly linked with the word of the language being learned without passing through the word of the mother language.

2. Gives significance to the visual symbol

Mr. Donald Eaton, who is the chief of the research team developing this material, explained that the symbol in the material has the same function as that of the rod in 'The Silent Way'. It functions as visual medium between reality and pure concept. The notion that the 'half-concrete and half-obscure' medium is the most desirable is applied in this material.*

3. Helps to teach grammar

Random arrangement of visual symbols can teach the student the relation between grammar of the language and chaotic inner message of the speaker. As I used the picture charts of the material in the classroom,

* p. 20 }
p. 19 }

I got the impression that this method is also a good example of an application of the generative grammar.

3. Humpty Dumpty

Another material I would like to introduce here as a good material among those I have had contact with is a folk tale called Humpty Dumpty. The English folk tale is arranged to form English-Japanese-English lines for each sentence, and the story is organized by sound tape and pictures of the scenes.

There are some good points in this material. The sentence arrangement of English-Japanese-English is one of them. It can give the student a general understanding of each sentence, even though it fails to have him analyze the meaning of each word. This method works better if the sentences are short and the student is too young to be disturbed by the anxiety of examining the meanings of the words and their grammatical relation. Vocabulary is very carefully chosen and the sentence structures are also well limited for the beginners to master the material. More than the other good points, the point I would like to emphasize is the artistic quality of the material. Dramatic scenes and passages described in highly emotional tones with the aid of background sound can create empathy with the words even without the understanding of their meanings. The student can feel the words, and therefore can learn the right use of the words, and eventually reproduce those words on their own. They can

master the words, phrases, and sentences without experiencing much of the pain involved in mechanical language learning.

The best kind of materials will be found among those obtaining both audio and visual elements of learning. The big advantage of multisensual material is, as was discussed before, that the students can select their strong senses to understand a given situation. The problem is, however, when and how the audio elements of the situation should be stressed in learning. Visual aids can give students better understanding of the situation, and the recognition of the situation can help them achieve better readiness for the following spoken passage. On the other hand their attention must be centered on listening and speaking for a certain time so that they can describe the situation only by words. Total involvement in the situation by using different senses is helpful as a process of learning, but detachment from the situation is also necessary for mastering the words themselves. This point---the proper usage of visual aids---is probably the point which both the developer and the user of multisensual materials have to keep in mind.

Some points in tape materials

1. Pronunciation

(Pronunciation, stress, intonation, rhythm)

1) Checking points

{ quizzes
{ charts attached or not

2) Recommendation from Osakafu Kagaku Kyoiku Center

Pronunciation Manual by Seido Language Institute
(for adults)

Guide on English Pronunciation by Taishukan
(for junior high)

Colloquial English Pronunciation

Intonation of Colloquial English

English Intonation Practice.

2. Structure Practice

1) 4-phase practice:

stimulus--> attempted response--> correct answer--> repetition

2) Practice methods:

(target sentence --- I have to study)

listening

repetition

substitution (He--> He has to study.)

conversion (Question--> Do you have to study?)

(Negative--> You don't have to study.)

Expansion (in the classroom--> I have to study)
in the classroom.)

Dialog (Do you have to study?)
(Yes, I do.)

Restatement (I must study.--> I have to study.)

Combination (An examination comes.)
(I have to study.) } --> When an examination comes,

Translation (Japanese--> English) I have to study.

3) Recommendation from the Center

Elementary English Dialogue (by Osawa Shigeru, NEC)
(for junior high)

Tape Material for Structure Drill
(on about 117 sentence patterns)

Thinking in English (by Gogaku Kenkyusho, & Kaitakusha)

Let's Speak English (by Kagaku Kyoiku Center)

3. Listening Comprehension

1) Points:

- a) Questions on the contents, by { True or False
Questions & Answers
Completion
Translation
Summing up

b) Use of visual aids

4. Songs

- 1) Points: { Vocabulary frequency
Right pitch and intonation
Colloquial expression
Up-to-date sense

2) Study procedure:
(suggestion from an article in Modern Language)

Transcription of the words

Song presented in mimeographed form with all new
vocabulary readily available for the student

Translation

Grammatical study

Reading aloud

Dictation

Explanation of the artist, of some differences
in psychology, culture and moral

Singing

3) Resources:

Cassette tapes and records on the market

Radio programs

(Foreign popular songs are on FM programs.)

Contents of Tapes Produced by Selected Tape Companies

kinds of practice	frequency	companies
1. Pronunciation	13/25	Seido, Linguaphone, Language Service, N.H.K., Taishukan,
2. Structure Practice	10	Seido, Taishukan, BBC, Kaitakusha, Language Service,
3. Conversation	15	Nanundo, Cortina, Linguaphone, Kenkyusha, Shinko Tsusho,
4. Situational Dialog	9	Seido, Longman, Taishukan, Linguaphone,
5. Listening Comprehension		
1) Stories	11	Nanundo, Longman, Gemco, N.H.K., Kairyudo, Gemco,
2) Speeches	8	Sanseido, Taishukan, Nanundo, Longman,
3) News	6	Taishukan, Kenkyusha, Nanundo,
4) Interviews	3	Taishukan, Kenkyusha, Nanundo,
5) Recitations	1	Taishukan
6) Poems	5	BBC, Nihongogakukyoikukyokai, Toshiba
7) Fairy Tales	3	Kaitakusha, Longman, Gemco,
8) Songs	9	N.H.K., BBC, Toshiba, Longman, Oxford Books.,
9) Dramas	4	Nihon Gogaku Kyoiku Kyokai, Toshiba, Gemco,
10) Novels	4	Nihon Gogaku Kyoiku Kyokai,
11) Essays	1	Toshiba,
12) Letters (&Diaries)	1	Toshiba
13) Travels	2	Nanundo, Field Educational Family,
14) Movie Sound Tracks	2	Nanundo, Kenkyusha
15) Sight-seeing Guides	3	Nanundo, Kaitakusha , Kenkyusha ,

16) Discussions on General Themes	1	Shinko Tsusho
17) Cultural Introductions	1	Taishukan
19) International Broadcasts	1	Nanundo
19) Current Events	2	Nanundo, Kenkyusha
6. Vocabulary	5	Kairyudo, Taishukan, Gemco
7. Reading	4	Taishukan, Shinko Tsusho, Language Service, Gemco
8. Idioms (and Expressions)	3	Kaitakusha, Nihon Gogaku Kyokai, Longman
9. Writing (Dictation)	5	Taishukan, Kaitakusha, Longman, Gemco
10. Composition Practice	2	Kenkyusha, Longman
11. English in Special Fields		
1) Technological English	1	Nanundo
2) Business English	4	BBC, Oxford Books., Shinko Tsusho, Nihon Gogaku
3) Scientific English	1	BBC
4) Physical Science	1	Shinko Tsusho
5) Mechanical Engineering	1	Shinko Tsusho
6) Medico-dental English	1	Shinko Tsusho
12. Others		
1) Sounds	1	Shinko Tsusho
2) Child Craft	2	Field Educational Family, Britannica
3) English through Cartoons	2	Oxford Books for Students, Shinko Tsusho
4) Encyclopedia	1	Field Educational Family, Britannica

Other Information on A-V Facilities

1. Nihon Shichokaku Kyozaï Center

1) Office hours

9:30 ----- 17:00 (from Mon. through Fri.)
9:30 ----- 12:00 (Saturday)

2) Materials available for loan

16mm movie films
16mm movie projectors
Slide projectors

3) Regulations

Application for loan should be made
a week before the use

4) Fee for loan

16mm films	color film	--- 2000 yen
	black and white film	--- 1000 yen
	(ten-minute films)	
USIS films	color	--- 3000 yen
	black and white	--- 2000 yen
16mm film projectors		--- 3500 yen
Slide projector		--- 2500 yen

2. British Council

1) Library hours

11:00 ----- 18:00 (From Mon. through Fri.)

2) Records and tapes are available for study in the
audio-visual material room. Free loan of those
audio materials and British films are also available
for members.

3. Osaka-fu Kagaku Kyoiku Center

Loan of tapes is not available. Listening to the tapes
possessed in the Center is allowed for persons with
special interest.

4. American Center

1) Hours

10:30 ----- 18:30 (Mon. through Fri.)
10:30 ----- 14:30 (Saturday)

2) Materials

a) Video cassettes

Speeches by the President, or high government officials,
Programs of arts, science, literature

b) Audio-cassettes

Spoken materials such as speeches or recording
of the programs held in the center,
American modern music

5. Address list of companies and facilities for tape materials

1) Companies

BBC English Nihon Shuppan Boeki corp.:

1-2-1, Engakuji, Chiyoda-ku, Tokyo

Columbia: 4-14-14, Akasaka, Minato-ku, Tokyo, 107

Cortina Academy Japan Branch:

7F Oxford Build., 2-1, Kyobashi, Chūō-ku, Tokyo, 104

Encyclopaedia Britannica Japan INC:

1-21-1, Nishishinjuku, Shinjuku-ku, Tokyo

Field Enterprises International INC: 241, Shishobako 5F

Mitsui Build., Shinjuku, 2-1, Nishishinjuku,
Shinjuku-ku, Tokyo, 160

Gemco Corporation: No. 618 Shintaiso Build. 10-7, 2-chome,
Dogenzaka, Shibuya-ku, Tokyo

Kairyudo: 3-18, Kanda, Nishiki-machi, Chiyoda-ku, Tokyo, 101

Kaitakusha: 2-5, Kamiho-cho, Kanda, Chiyoda-ku, Tokyo, 101

Kenkyusha; 1-2, Kagurazaka, Shinjuku-ku, Tokyo

Language Service:

No. 19, Mori Build., 40, Shibakotohira-cho, Minato-ku, Tokyo

Linguaphone Institute LTD:

Tameike Meisan Build., 1-12, 1-chome, Akasaka,
Minato-ku, Tokyo

Longman School Book Service:

5-2-3, Kioshikawa, Bunkyo-ku, Tokyo, 101

Nanundo: 201, Yamabuki-cho, Shinjuku-ku, Tokyo, 162

Nihon Gogaku Kyoiku Kyokai:

Chiyoda-Seimei-kan, 2-2, Kyobashi, Chuo-ku, Tokyo

Nihon Hoso Syuppan Kyokai:

41-1, Utagawa-cho, Shibuya-ku, Tokyo, 150

Obunsha: Yokodera-machi, Shinjuku-ku, Tokyo, 162

Oxford University Press: 3-3-3, Cotsuka, Bunkyo-ku, Tokyo, 112

Sanseido: 1-1, Kamiho-cho, Kanda, Chiyoda-ku, Tokyo, 101

Seido Language Institute

12-6, Funado-cho, Ashiya-city, Hyogo pre., 659

Senshukai: 16-24, 1-chome, Kitashinjuku, Shinjuku-ku, Tokyo, 160

1-24, Minamikōshin-cho, Kita-ku, Osaka

Shinkō Tsushō Corp.: 1-7-1 Wakaba, Shinjuku-ku, Tokyo

Shinkyoku Media (New Education Media) Corp.:

Henmi-build., 1-4-4, Akasaka, Minato-ku, Tokyo

Taishukan: 3-24, Kandani-shiki-machi, Chiyoda-ku, Tokyo, 101

Toshiba EMI Corp. Record Cultural Committee:

2-2-17, Akasaka, Minato-ku, Tokyo

2) Facilities

Nihon Shichokaku Kyozei Center:

3F Kikuei Build., 2-7-8, Shintomi, Chūō-ku, Tokyo, 104

British Council: 6F Diamond Plaza, 1-25, Chiyoda-ku, Tokyo, 102

77 Nishi-machi, Kitashirakawa, Sakyo-ku, Kyoto, 606

American Center:

2F Sanou Grand Build., 2-14-2, Nagata-cho, Chiyoda-ku, Tokyo, 100

9F Yokota Build., 2-24, Takagake-cho, Higashi-ku, Nagoya, 461

Nishi-12, Kita-2, Chūō-ku, Sapporo, 060

6F Sankei Build., 27 Umeda-cho, Kita-ku, Osaka, 530

657 Higashimonzen-machi, Sokoku-ji, Kamikyo-ku, Kyoto, 608

1-3-36, Tenjin, Chūō-ku, Fukuoka, 810

Osaka-fu Kagaku Kyoiku Center:

51, 4-chome, Karita-cho, Sumiyoshi-ku, Osaka

USIS Film List of Nihon Shichokaku Kyozaï Center

1050	The Flaming Sky	26	color
1055	The Nearest Star	26	color
1057	Science in Space	29	color
1058	The Hidden Earth	26	color
1061	The Force of Gravity	26	color
1062	The Shape of the Earth	26	color
1093	Syncom	13	color
1096	Clouds of Venus	30	color
1121	Meeting in Space	15	color
1126	First Reactor in Space	15	color
1133	Art Scene, U.S.A.	17	color
1147	The Teaching Box	10	color
1153	International Indian Ocean Expedition	28	color
1157	The Legacy	20	color
1172	Apollo Mission Highlight	12	color
1205	Apollo 10: Prelude to the Moonlanding	28	color
1208	No Greater Challenge	28	color
1237	Strife to Stability		
1242	It Couldn't Be Done	58	color
1247	Nixon	24	
1257	Colorado School of Mines	10	color
1260	Cartoon	10	color
1266	Aeronautics and Space Report		
6513	World Fair		
6728	Universities in U.S.A.	28	
6767	Science Review no. 117	14	
6851	Kennedy Airport	29	color
6929	Jamboree of Friendship	30	color
7009	Citizen Doubeikee	10	color
7010	Citizen Walter Speel	10	color
7012	Citizen Blein Johnson	10	color
7017	Citizen Floyd Hide	10	color
7041	Apollo no. 12	29	color
7055	Citizen Lin Macrein	10	color
7056	Citizen Leon Sullivan	10	color

Tapes Stocked by The Osaka-fu Kagaku Kyoiku Center

1. For junior high school students

New Prince Readers (by T.D.K.)	Text
Basic English Pronunciation (by N.E.C.) Guidance of Fundamental Pronunciation (by Taishukan) English Intonation (by Columbia)	Pronunciation
Three Short Stories (by Kaitakusha) Basic Oral English (by Sony) Oral Practice (by Victor)	Listening Comprehension
Elementary English Conversation (by N.E.C.) English Conversation (by N.E.C.) Spoken American English (by Kenkyusha) Thinking in English (by Kaitakusha)	Conversation
Hearing Test Tape Series (by Taibundo) Listening Comprehension Tests (by N.E.C.) Aural Perception Test (by the Center) Osaka-fu Aural Achievement Tests	Test

11. For high School students

New Light English Readers (by Kairyudo)	Text
Improve Your English Pronunciation (by Kaitakusha) Improving your Pronunciation (by Meirindo) Time & Tune in English Speech (by V.O.A.)	Pronunciation
Spoken Story Series (by Kaitakusha) The Story Teller (by Nunundo) English Comprehension Practice (by Nanundo) Greek Myth, Happy Prince, Kaidan, Christmas Carol, The Conquest of Happiness (by Nanundo)	Listening Comprehension
Speak and Write Good English (by Victor) Oral Grammar (by N. E. C.) Let's Speak English (by the Center) Speak English (by Meirindo) Intensive Course in English (by Language Service)	Pattern Practice & Others

CONCLUSION

Since I was engaged in my study in the language laboratory, I have become acquainted with various activities related to the language laboratory. Working at the Seibi Bunka Center increased my experience in the actual teaching situation with the laboratory in use. As I worked there, my point of interest in the language laboratory changed from purely academic research to more practical aspects of L.L. study such as material selection. In response to my request for getting suitable lab materials, tape companies sent me information about various tape materials. I also found that even though the history of the language laboratory is short, it is supported by the long history of audio-visual education and the recent academic development of educational technology which is aiming at rational systematization of educational programs. In the process of my research, I have had contact with the positive activities of various associations and organizations promoting those modern educational programs. Especially the important role of The Language Laboratory Association of Japan came to be clear to me.

Attendance at the 14th annual meeting of the L.L.A. gave me an opportunity to know the nation-wide activities of the association and the most advanced L.L. research themes in Japan. The meeting held on July 22-23, 1975 was composed of symposia, panel discussions and presentations of over forty researches done by the members. Varied L.L. themes

on instruction, learning, materials, evaluation, establishment of L.L. staff, and machine operation and administration were discussed by teachers of different educational levels. Among those researches was included a research on the effectiveness of the computers for teaching language creatively.

Philosophies in English teaching in Japan were also exchanged at the meeting and current comments on English education made by some Japanese experts were taken up to be discussed there. Those comments, which were introduced to me there, reminded me of the influence of traditional ideas in English education which had been long discussed ever since the beginning of the Meiji Era. Through my questionnaire sent to secondary school teachers, I was also informed of their opinions on English teaching. As I myself had experience teaching at a regular school, I could share the difficulties and frustration expressed in the questionnaire. Though their understanding and evaluation of the L.L. implementation was not uniform, their varied responses were very meaningful to me, for they suggested the need for me to newly realize the actual situation and the problems of the language laboratory.

One of the negative evaluations of the L.L. was that the language laboratory is only a mechanical aid and can never replace the personality of the teacher. I can agree to this point to a certain extent, but at the same time I strongly feel that we have to examine our own teaching method before we say the laboratory is merely a machine. How much creative instruction are we giving to the students

in the classroom situation?

I myself sometimes look back upon hundreds of past classes seeking for ones remembered as very successful and creative classes. There^{are} some. One of them was a class for lower elementary school students. The target sentence of the lesson was 'I want ----.' I was trying to have the students make sentences with this structure, but pattern practice by substitution drills did not work with elementary school students. They got easily bored when they were forced to make sentences unrelated to their inner interest. After a thought, I took up one of the sheets of pictures in which were drawn eight objects whose English names were already familiar to the students. I began to use the sheets one by one and told the students to choose one object they really wanted and say the sentence in English. All of a sudden enthusiasm grew among the students, and they raised their hands in competition saying 'I want a dog. I want a gun. . . .' The same method would not have worked with secondary school students. Even with the same students, a slight difference in the method would have failed to get the strong enthusiasm involved there: if many sheets of papers were shown at once, their interest would have diminished because there are too many selections for them to choose their favorite object; if the objects were unfamiliar to them, that exercise would not have been so challenging.

There was another interesting class which I observed at the National L.L. School. The students in the advanced class were practicing role playing of a drama under a set

situation. The general direction of the drama had already been explained to them, but instead of memorizing and repeating the sentences of the drama, they were supposed to use their own expressions suitable to the situation and continue the drama by their own communication. While they were acting in this way, a video camera copied the scenes, and later the students could analyze their performance on the points of pronunciation, intonation, expression, and others.

There is good creative instruction as suggested above which only the teacher can provide in the classroom situation. The teacher's task as a creative instructor will be to provide his students a situation where the students can be led to the realization that language is a tool to express their inner-most desire ---expression of their chaotic mental activity which can not be clearly formed until it meets the right words and the validity of the words is recognized by communication with others. Training in students' communication skill will be, in this sense, one of the biggest objectives pursued, and the teacher should do his best to provide such a classroom situation.

In reality, however, how often are such creative classes being held at present? In my case I can count only a very few of them out of hundreds of past classes. Verbal explanation of situations or grammatical points, and mechanical drills filled up the most part of the rest of the classes. If this is a somewhat universal tendency of class instruction, we might not say the teacher should not rely on machines which can give no personal and creative instruction.

In similar mechanical drilling, machines will do a much better job in a much shorter time. My true intention in this argument is that we should take the full advantage of the machines, so that we can devote our whole energy and talent to creative teaching and effective personal instruction.

There are some other problems concerning the language laboratory. The following is from my own experience. Belonging to the National L.L. School and working alone with a highly developed language laboratory at the Seibi Bunka Center, I have added new experience to what I had at a private high school. The beginning part of the program at the Seibi Bunka Center was a succession of trials and errors. I met various difficulties and made mistakes during that experimental period. Mastering the full operation of the machines took time. Non-operating machines cut off some of the lab sessions. Because of the pupils' excessive curiosity about the machines, they tended to treat the machines as toys. Miss-recording, which happened to lower elementary school students in the beginning, made it necessary to halt the class for a while in order to replay the same material for those who had missed it. Material selection was a problem, too. Materials to assist secondary school students with their school textbooks had to be added and coordinated with the already programmed materials oriented to conversation. For adults, materials to reinforce their weak points and to give variety to avoid monotony of pattern drills had to be always sought out and added to their main materials. All of these had to be done within a limited

budget. Establishment of team work with part time operators also took time and caused temporary trouble.

As for the implementation of the lab facilities, there are some of the facilities we have not used yet. Communication switch which enables two students in different booths to talk through their headsets is one of them. Although a TV projector is being used almost always, other visual aids such as slide screen, 8 mm or 16 mm projector, and VTR are not used. Remote control system, which is not practiced, might help elementary school students concentrate on their study. To check students' understanding of the material, we often tell them to stop their machines, and each time they receive this direction they push the OFF button. They are busy with this tape manipulation, for they have to do it while they are listening, speaking, and looking at the TV. By counting only some of these unused facilities, I realize that there is much more room for improvement in our laboratory program.

Though our lab program is far from perfect, I can see students make progress, after a year in the program, in their listening and speaking ability trained with the aid of the laboratory. By listening only once the elementary school students can repeat completely new sentences with familiar structures, with almost correct pronunciation and right intonation. They can do it without any help of written words, which is very difficult for adults.

The instruction points we are practicing with utmost care now are playback system and balanced development of

four skills. We limit the recording time to 15 or 20 minutes out of the thirty minute lab session and spend the rest of the time playing back the recorded material to have the students listen to their own repetition. After this self-evaluation we usually take up one of the students' tapes to be played in the master cassette deck so that all of the students can listen to it and analyze their own speeches. Phonetic explanation doesn't make much sense to elementary school students, but they are very keen in distinguishing the rightness of pronunciation and intonation. They are also very excited listening to their own recorded voices in class. Continuance of this method will hopefully lead them to gradually develop their sense of phonetics.

Balanced development of four skills is another important objective. For the first three months of the program, we taught no reading or writing to elementary school students. This is partly because of the lack of a suitable textbook for that level and partly because of our false idea that students' listening and speaking skills should be trained first. Later we noticed the falseness of the idea, and now are practicing simultaneous training in four skills. For this purpose, drills for four different skills are programmed within 20 minutes, with the process of listening to the sentences, repeating them, reading the written sentences, and writing them from dictation.

Partial accomplishment of effective L.L. methods encourages me to engage more seriously in the L.L. implementation. I am eager to program the unused lab facilities

for more effective L.L. operation. My dream also expands to long-term planning of the L.L. program including a clinic center or a tape library. The clinic center suggested by La Velle Rosselot must be very helpful for the students. A tape library will provide cultural enrichment through sounds, not through words, to both the students at the Center and the children in the community. Hopefully this cultural provision will contribute to better cultivation of children's sensibility.

An operator in the Center once commented on the L.L. program, that we could not increase the number of students unless we changed the system of the program to follow the 'Juku' style --- private study institutes where students review their school work and make good preparation for the entrance examinations. The reason for his comment is that there are still very few opportunities for the average Japanese students in such a small city to meet foreigners and speak to them, and this being the case, motivation for studying English for the majority of them lies in success in the entrance examinations. The same person, however, who maintained this opinion, is now willingly assisting the students by recording miss-recorded tapes.

The English program at the Center is ideal for me. The program with small class, available facilities, and community support has the potentiality of developing into an ideal English program which is free from the restrictions attached to regular schools, from the commercialism attached to most of the language institutes, and from the pressure

of entrance examinations that goes with 'Juku'. Although the study system and effectiveness of the language laboratory are not well understood by the public and therefore running such a program is not easy at all, I am convinced that we will be able to enlarge the circle of people who recognize the importance of skills developed with the laboratory use and in the long run, study assisted by this medium can also meet students' objectives in the entrance examinations.

Taking a wider perspective of L.L. implementation in the country, we find installment rate of the laboratories is high at college level and is still very low at secondary school level. The function of the laboratory at the college level is presumably to remedy the previous English education at secondary school level, as put in the following quotation:

Since the student has acquired through years of education the notion that study means reading and learning visually, a better ballance is achieved between oral-aural and visual learning. Exaggerated dependence on the written word can be more easily eradicated by utilizing the facilities of the laboratory to stress the importance of the spoken language. 68

Such significance of L.L. study at colleges is recognized, but an ideal way to use the laboratory would be consistant use from the very beginning of secondary school through

college. L.L.A. News reported a case of a college, where because of the difference of students' ability in spoken English and written English another placement test besides the entrance exam had to be given for the L.L. class enrollment.

Reformation of the entrance examination system itself is necessary. Regardless of the system, however, it is important that the teachers at secondary schools bravely pursue their ideal goal in English education. For that purpose it is suggested that the language laboratory be used more widely at secondary school level or even at elementary school level.

Machine manipulation of the laboratory is not difficult for young students in this modern age. The laboratory will help to give the beginning students good orientation and foundation in long-term English learning with balanced development of aural-oral English and written English. As Mr. Pimsleur puts it, 'The language laboratory can not solve all problems of language instruction and those who expected it would are certainly doomed to disappointment. However, there appears to be little doubt that the lab supplements the teacher and renders the teacher's effort more fruitful.'⁶⁹

Before closing this part, I would like to analyze some points concerning the Japanese linguistic situation and the meaning of English education at the present time. Let me present here a teacher's comment found in the questionnaire.

The Japanese linguistic situation is unique. We can communicate in Japanese in any place in Japan. The situation is greatly different from those of some other

countries where there are a few official languages required to be mastered by the people. In our situation we do not need to pursue the practical value of English instruction. Rather, the pedagogical significance of language learning should be stressed more. The English teacher should overcome his own complex toward English and his task is to remove that of his students and of Japanese people in general. 70

The above comment somewhat represents the conservative view of English education in Japan. The negative view expressed in the comment is understandable. I myself could not have positive motivation in the practical aspect of English teaching before I was given a chance to go abroad. But I wonder how this unique Japanese situation looks to international people, and how it affects the formation of Japanese character.

An American instructor at the Center got offended whenever his students or the people around him called him 'gaijin', foreigner, and tried to correct it to 'American'. My American roommate at S.I.T. who had lived in Japan used to comment on the Japanese character, saying that Japanese are too homogeneous and exceptionally poor in international sensibility, taking foreigners for complete outsiders.

The geographical isolation and spiritual isolation of Japanese people is said to be the reason in the deep structure for fruitless English learning in Japan, as in Mr. Harasawa's analysis of the reasons, which is contrasted with the reasons in the surface structure such as the entrance examination system, poor teacher training programs, impractical English education at colleges, and so forth. 71

development of spoken English to educate Japanese who can communicate in the international world, it is suggested that the language laboratory be considered more seriously as one of the best tools to be exploited. Introduction of machines will not destroy the teachers' personality and creativity in language teaching. As Mr. Nishimito puts it, 'Human history is a history of tool development. Those who both invented the machines and use them are people. A great goal of modern education is to find a way through which both teachers and students can make life more humanistic and can foster greater humanity by the good usage of machines.'

72

69 Paul Pimsleur, 'The Function of the Language Laboratory.' p. 15.

70 Translated.

71 Refer to 'A Foreigner's Impressions of Mr. Hiraizumi's Proposals and Other Matters.' in appendix.

72 Translated.

The conformity and spiritual isolation of us Japanese might give us comfort so long as we live in our own country, but it could be harmful when an international matter comes up. Even with personality change on an individual basis and partial cultural change on a national basis, I personally think that we need to become more keenly aware of the mental co-existence with the world community. English education has to be continued with this clear purpose of fostering an internationally-minded personality. English is no longer the language of one nation. It is an international language, and at present Japanese are very poor in communicating in that international language. I had to face this fact myself, when I had a chance to live on an American college campus with students from various parts of the world. In that small international community Japanese students were among the poorest speakers of the language.

Japanese society requires speakers of other languages. Through music or other cultural exchange young students^t are much more in contact with other nations than is realized by language teachers at regular schools. If the teachers stand on the side of being content with our traditional linguistic situation and supporting the conservative idea of language teaching, they would have to be called, as Mr. Christopher Powell said in opposition to Mr. Harasawa's opinion, too pessimistic and ignorant of the internationally-minded movement of the young generation.

If the teachers think of the future of English education and agree to the continuance of the emphasis on the

A foreigner's Impressions of Mr. Hiraizumi's Proposals
and Other Matters

by Christopher Powell

Since my arrival in Japan seven years ago I have become greatly interested in the attitude of Japanese people to language-learning.

I want to examine some recent comments on this topic by Japanese experts. I shall do this, naturally enough, from a foreigner's point of view, and stress that Japanese and foreigners take different approaches to language.

Three writers in particular have taken my attention. They are Professor Harasawa of Keio University, Mr. Hiraizumi of the House of Councillors and Professor Watanabe of Jochi University. Their approaches I have loosely labelled 'diagnostic', 'revolutionary' and 'traditional'.

Professor Harasawa, writing in the British Council's 'English Language Teaching Magazine', takes a diagnostic viewpoint, and is rather pessimistic. Behind the problems of the university entrance exam in English and its effect on High School teaching methods, he sees a deep-seated unwillingness on the part of Japanese people to accept foreign language for practical communication. In addition, they like to 'Japanize' everything before thinking about it. Professor Harasawa thinks that only a radical change in the national character can really change this. While agreeing with some of his conclusions, I think he has too pessimistic an outlook and has not taken into account the keenness of young people or the current vogue for travel abroad. Both of these factors may change the situation.

Mr. Hiraizumi, who presented his proposals last year at an ELRC conference, wants to abolish the university entrance exam in English and make it an elective subject. He thinks that only 5 per cent of Japanese people need to have a good knowledge of English. To a foreigner his proposals are both revolutionary and reactionary --- on the one hand, he encourages a modern, practical study of English, but on

The Questions Of The Questionnaire

1. Do you have a language laboratory at your school?
2. (To those who answer 'yes' in the first question.)
When was the laboratory installed?
3. How many laboratory hours are assigned out of the total English hours per week? (See diagram 5 on p. 50.)
4. For what English courses are the laboratory used?
(See diagram 5.)
5. What is the relationship between lab work and class work?
(See diagram 5.)
6. (For those who use the lab work as an integral part of)
(the course.)
What is the ratio between lab work and class work?
(See diagram 5.)
7. What kinds of lab materials are used?
(Refer to p. 80-81.)
8. How often and how effectively are the audio-visual materials used? (A-V materials concerned --- O.H.P.,
(slides, V.T.R., 8 mm films, TV, records, etc.)
9. For what language skill development is the laboratory effective? (See diagram 1 on p. 46.)
10. How much are the students interested in laboratory study?
(See diagram 4 on p. 49.)
11. How do you evaluate the laboratory for language learning?
(See diagram 3.)
12. What are the problems and areas for improvement of laboratory study? (See diagram 2 on p. 47.)
13. Are there any native instructors at your school?
(Refer to p. 53.)
14. What is the average number of students in your classes?
(Refer to p. 53.)
15. Please write down your opinions on other points of the language laboratory or of English education in Japan.
'What do you think is the biggest problem of English education in Japan?' (Refer to p. 11-12, 104-105, etc.)

the other hand his ideas would imply a severe limitation on contact between Japanese and foreign people. He is reported as having said that if many Japanese people learn English, there would be a change in traditional cultural values. This I believe is 'cultural alarmism' and based on a misunderstanding of the nature of linguistic and cultural values. I also see many practical obstacles to the successful implementation of his plans.

Professor Watanabe, writing in 'Shokun', disagrees with Mr. Hiraizumi's plans, partly because he thinks practical English, especially oral English, is an irrelevance, partly because he thinks the present system of teaching represents the ideal for Japan. In his opinion the study of foreign languages should be aimed at mental discipline and spiritual improvement through textual analysis, as in the days of Shotoku Taishi. Mr. Hiraizumi has challenged many of Professor Watanabe's assumptions, not least that grammar-translation study will turn 'potential' into 'actual' ability in language. I find Professor Watanabe's approach interesting, but typical of the 'theoretical' attitude criticised by Professor Harasawa. I wonder if Professor Watanabe and Mr. Hiraizumi do not share a certain fundamental isolationism.

I shall discuss, in addition, some views recently expressed by Professor Yoshi Ogawa, Akira Ota and Kenji Fujita, and end by giving a few suggestions of my own for the reform of language study in Japan.

(From the closing adress at the 14th annual meeting)
(of the Language Laboratory Association of Japan.)

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