

Leaders at Abraham Moss High School are pursuing a policy of providing an IT suite for each curriculum area. As part of the programme to take its students confidently into the future, they decided that the SANAKO Lab 300 (formerly ICM / Divace Duo) was the only suitable choice for bringing technology to modern language teaching.

A HISTORY OF ACHIEVEMENT

- Inner city comprehensive school located in Manchester
- Student enrolment of 1,300 pupils; more than 70% with non-indigenous background
- Serving multicultural communities
- A high rate of student achievement
- Apart from French, German and Urdu, students can also get qualifications in Malaysian, Arabic and Greek

A Top-100 School

Located in metropolitan Manchester, Abraham Moss High School is an important part of the community's multicultural makeup – roughly 70% of the school's 1,300 pupils have a non-indigenous background, and have languages other than English as their mother tongues. Abraham Moss also has a proud history of academic achievement, having been ranked among the top 100 schools in England in terms of value added offered to the students.

An Eye on the Future

Having taken the decision to prepare their students for the future by providing IT suites for the different subject areas taught in the school's curriculum, the teachers were on the lookout for the best solution for the Modern Languages Department. The language teaching department had previously used various kinds of CD-rom based language teaching applications, but felt that these tools kept pupils too isolated from teacher



Students learn independently using SANAKO Lab 300.

THE SANAKO SOLUTION

- SANAKO Lab 300 (formerly ICM/Divace Duo)
- CSS software facilitates cross-curricular teaching and learning
- Permits digitisation of existing teaching material and resources
- Offers remote monitoring so teachers can guide students

guidance. Following a survey undertaken by the teachers, the SANAKO Tandberg Educational solution emerged as a clear winner. "It was obvious that the SANAKO Tandberg Educational system provided the most flexible and comprehensive language learning environment," explained Deputy Headteacher Robert Adkins.

Teaching Skills remain Relevant

According to Mr. Adkins, no other systems reviewed offered the range of activities that the Sanako system did. He noted that he and the language teachers were also excited by the fact that the Sanako Lab 300 not only allowed children to learn independently, but also gave teachers the opportunity to intervene and make use of their teaching skills. "The organisation of the language teaching resources and the interaction between the teacher and pupil are all enhanced by the technological environment," he explained.



SANAKO Lab 300 was the best solution for Abraham Moss High School.



NOTHING ELSE COMPARES

- Many teaching features to experiment with
- Students are exposed to language learning in an IT environment
- The fully digital system still allows teachers to use their teaching skills
- Teaching tools and resources enhance student-teacher interaction
- Teachers get comfortable with technology

According to the Deputy Headteacher, the language teachers are now eager to make use of their own resources, gathered over the years, in the new teaching environment. "This system still allows teachers to use something that they know works. It enables differentiation in the teaching, and permits control of the pupils' behaviour – teachers can listen in and intervene to keep them on task and help the children learn better."

Sharing Expertise

The language teachers at Abraham Moss High School have developed an important support system for using the Sanako Lab 300. The lab is located in the home room of German teacher Rachael Goodwin who then has responsibility for it. This gives Rachel the opportunity to learn the system thoroughly, and she in turn can tutor other teachers in the uses of the various tools and help them use their own resources. Teachers also observe each other as they use the lab in their teaching sessions. This gives them the opportunity to support each other in the use of the technology, and it helps develop their confidence using the system. As the children use they lab, they too build up their confidence speaking a foreign language, said Ms. Goodwin. "At first, there is a lot of shyness, and they are very



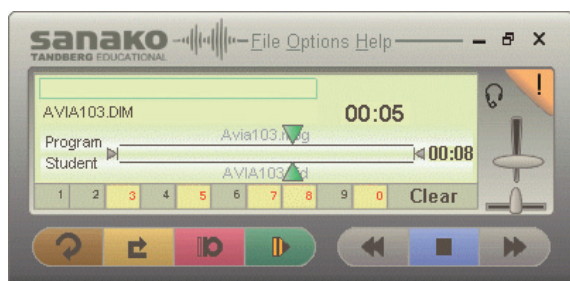
SANAKO Lab 300 has improved students' language performance.

reluctant to speak out. But once they have the headphones on they feel safe, they are in a secure environment."

Ms. Goodwin also felt that the system's ability to administer tests has improved the students' ability to ask questions, and the wide range of activities and tasks the system offers has given new life to traditional teaching methods such as paired work. "We can use the internet and the recorder to set up different scenarios to do a lot of dialogue work," she explained.

Full Marks for SANAKO Lab 300

The relationship between the Modern Languages Department and the Sanako Lab 300 is still young, but Mr. Adkins feels fully justified in saying that the system has met all their expectations of a fully digital language teaching lab. He explained, "We wanted to improve student attainment and performance in a modern foreign language; we wanted to offer a range of teaching methodologies and learning styles, and to prepare the children for the future. They will be exposed to IT all their lives, and this is an important way for them to develop not only their competence in languages but also in the medium of the future." Indeed it is!



SANAKO Lab 300 Media Assistant Duo Student User Interface.

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