



Platform

The Newsletter of Sanako UK for MFL Teacher & Lecturer

HIGHER EDUCATION | FURTHER EDUCATION | SECONDARY EDUCATION

Dr Rachel Hawkes

Connecting Up with Modern Foreign Language Lessons

Schools in Peru have been officially closed since January 2020 until at least July 2021 because of Covid-19. Those schools with means, (i.e. private sector schools) are implementing effective online teaching. Those without, (i.e. state sector schools, schools in more rural areas) are struggling to do so. More than ever there is a need for educational opportunities to narrow the gap between rich and poor.

Enter **Sanako's Language Ambassador Programme** and **Sanako Connect**. Sanako Connect is an online, session-based environment specifically designed for language learning. As the teacher you can talk live to students anywhere in the world, create groups, share files and create exercises. You can lead classes in real-time or leave the session open for self-paced language learning.

The **Sanako Language Ambassador Programme** is designed to support language teachers from low-middle income countries, currently Angola, Mozambique, Guatemala, Mexico, Colombia, Peru and Ecuador. Teachers receive free licences with the aim of helping more people **gain language skills and improve their life chances**. Their goal is to improve language skills for at least one million new people.

It's early days for me in this project, but I've had an **enthusiastic response** from José and Gloria Ingalls, who run three orphanages in Arequipa, Perú without any government funding. They care for 72 amazing children aged 1-18 at the Casa Hogar Amor de Dios. The children currently access education online by sharing eight mobile phones between them. I also have the offer of three Peruvian teachers of English to help me to provide language teaching for them.

"Our initial sessions generated a lot of excitement amongst teachers and students."

Our initial sessions generated a lot of excitement amongst teachers and students. It's already clear that **Sanako Connect** is ideal for UK remote teaching, particularly between countries with a significant time difference. An added benefit is the opportunity for teacher CPD. My Peruvian colleagues have been fascinated to hear about NCELP (National Centre for Excellence in Language Pedagogy) principles of explicit phonics, high frequency vocabulary, processing pairs of grammar features, and meaningful practice in either synchronous or asynchronous modes.



Dr Rachel Hawkes



Children from the Casa Hogar Amor de Dios orphanage, Arequipa, Perú



The amazing children at the Casa Hogar Amor de Dios need help to have the basic things all children need: food, clothes, education, play, and caring adults around them. To support them, visit www.justgiving.com/crowdfunding/rachel-hawkes

Association for Language Learning

The Awesome Power of Voice

Crista Hazell

SLE in MFL, International Education Consultant
and Development Manager for ALL.

According to the UN Convention on the Rights of the Child (UNCRC), every child has the right to be heard, and what greater gift can we bestow upon young people than to give them the power of using their voice in more than one language? The importance of speaking in language classrooms is not to be underestimated and, despite the DfE and Ofqual stating that speaking will be an 'endorsement' for the 2021 GCSE season, this still means we can, and should, develop learner's oracy, because the power of learning to speak in an international language gives an innate sense of progression and confidence, whilst giving every learner a skill for life.

Speaking forces learners to think on their feet. In order to answer a question, give their opinion, explain how they are feeling or indeed to communicate, they have completed the task set or need assistance to do so; increasingly confident orators are required. If we ignore this vital skill in language classrooms we will be doing a disservice to every learner within it. So, what can we do to overcome this to ensure learners as well as their teachers are safe?

1. Pre-record long or extensive speaking tasks

Presenting new vocabulary or chunks, use your professional **Sanako Study** system locally to record it or use the **Sanako Connect** System for remote or blended learning using two track recording and audio voice insert techniques. If you do not have access to Sanako systems you can download Apple's Clips, QuickTime player etc. to record the vocabulary you want to present. The repetition exercises and drilling you usually do can be pre-recorded to ensure that when you are projecting your voice at force while presenting the range of vocabulary, or chunks, that you do not have to be in another classroom.

Once you have these digital recordings you have them forever and they can be edited to create longer revision vocabulary lists and, of course, can be posted on your school server, YouTube channel or on Show My Homework, if you use that.

2. Set speaking homework for learners

This can be pre-recorded prior to the lesson and submitted digitally to form part of a speaking portfolio. With timely feedback, this can be developed either at home or in school as part of lesson activities, the final submission can be assessed and be clear evidence of progression and development of learner's oracy in language learning. The voice insert facility on Sanako systems allows the teacher to insert audio comments into a student's audio work.

- **Developing long sentences.** Use a range of elements (opinions, reasons, complex phrases etc).
- **Roleplays.** If you have access to a Sanako system this can be done in a live format, if not the basic Sanako Study Lite could be the answer, simply record your side of the conversation, the voice insert system allows students to reply.
- **Photo card Activities.** Achieved in the same way as roleplays with Sanako technology.
- **Reading an authentic text aloud.** Focus on pronunciation, intonation, emphasis, liaison and speed. This could a poem a sentence, short text, tongue twister, paragraph from an article or a translation.
- **Translation and interpretation.** Having translated the text it can be either read aloud or issued to learners. Ask them to translate and live record their pieces before send them to you.
- **Learners collaborate on developing speaking skills**
- **outside the classroom.** Pair up learners, be clear that a digital device or access to their Sanako account is required and share your expectations, assessment criteria, focus and and a great example with them.
- **Encourage roleplays;** to be learned, practiced and read out. Not necessarily learn by heart but learners can perform their pieces in their own home or socially distanced with friends.
- **Issue photocards with questions.** Encourage learners to answer one question fully, using essential elements (opinions connectives, reasons, timeframes). Once they can do this well add adjectives, intensifiers and extra detail until there is a fully developed response to the question. Traditionally there are five questions following the photocards, work through them to ensure learners are prepared when they come to tackle them.

Teachers should not feel the need to limit teacher talk or learner's speaking, this is an integral part of language learning, one of the four language skills. We must ensure this vital skill is not demonised by excluding opportunities for speaking, however, we do have to respond safely and appropriately to the times. Interactivity and discussion with learners about their tasks and work helps them understand your expectations and develops their speaking skills. It also helps to build important relationships so not everything can be recorded in advance, but these few ideas might just help.

My experience of creating digital opportunities for learners is extremely positive; the impact on learner's perception of speaking, the complexity and challenge of the language, as well as their wellbeing. Learners feel they are overcoming the challenge of oracy, pronunciation and intonation, because they can self-assess and self-edit. The things they love most about it? The freedom to use their voices, the self-reflection and the performance aspect while developing the depth and range of their language skills well, which definitely isn't a bad thing! The impact on their confidence makes it absolutely worth it!

University of Leeds, Blended Learning

Taking MFL and Interpreting-Translation Lessons Outside the Classroom

The University of Leeds has an international reputation for excellence in teaching and research and is part of the prestigious Russell Group of research-intensive universities.

The University of Leeds is also a partner university of the Directorate-Generale for Interpretation, and enjoys close ties with international organisations including the UN.

During the COVID-19 lockdown in the UK, colleagues across the university have been working to secure solutions to enable the continuation of study and assessment. One of the most effective solutions adopted for teaching and assessment by the MA Conference Interpreting and Translation Studies, MA Business and Public Service Interpreting and Translation Studies programmes in the Centre for Translation Studies, University of Leeds, has been **Sanako Connect**. Totally online and compatible with most devices, only internet access is required by this Blended Learning system.

Sanako Connect is designed to be a module for an existing **Sanako Study 1200** system which has been in use in the interpreter training facilities in University of Leeds. With **Sanako Connect**, the tutors create a virtual class, which works in the same way as a conventional interpreting lab. In the virtual class, the link to the class is emailed to each student assigned to that module, complying with all current GDPR regulations. When the student clicks the link, the exercise is automatically downloaded onto their device and an icon for each student (including the student's name) appears on the tutor's screen, at which point the tutor can start the class/assessment.

With **Sanako Connect**, the tutors are able to do pretty much everything that can be done with a conventional interpreting lab - monitor what each student is doing, talk to all the students or an individual, and even allow everyone to discuss the exercise together, beforehand and afterwards.



The exercises specific to the activity are easily inserted in the platform by the tutor and can be downloaded automatically when students click on the link. The tutors can choose whether it is for consecutive or simultaneous interpreting with audio or video exercises.

During the online teaching and online assessment of interpreting modules, tutors are able to monitor individual students while they are carrying out the exercise and, when completed, their recordings are submitted to the tutor - in simultaneous exercises the recordings can be done in dual-track, allowing the student and original speech to be recorded on separate channels, as they do in the interpreting suites. David Binns from **Sanako UK** has been very professional and helpful in guiding us through the application of **Sanako Connect**, answering the questions raised by the tutors and students, and coordinating with the Sanako team to enhance some configurations to meet the specific needs of **University of Leeds Centre for Translation Studies**.



“With **Sanako Connect**, tutors are able to do pretty much everything that can be done with a conventional interpreting lab.”

Stromness Academy

Dedicated Languages Technology Delivers Modern Languages Lessons

Helen Wailoo, PT Modern Languages,
Stromness Academy

Situated in the beautiful Orkney Islands North of Scotland, Stromness Academy is a six-year comprehensive school serving the West Mainland of Orkney. We currently have about 350 pupils, which means that the school is large enough to provide all the main academic subjects, but small enough for it to be friendly and welcoming.

The school began life in the 1870s in the centre of Stromness, and many generations of former pupils, in all walks of life, remember their days there with great affection. Over 25 years ago, we moved into a purpose-built new school on the outskirts of the town, which was officially opened on 11th September 1990.



We have always been very proud of our **Sanako language lab** up here at Stromness Academy. Installed in the early 2000s and with 27 booths, we loved the fact that we could take in whole classes or set it up for small groups. And then there were the different functions – the way that pupils could control the audio tracks themselves when tackling listening comprehension tasks, the ease of setting up and managing paired and group speaking tasks and that's before you add in the obvious pupil enjoyment every time we went in to use the lab. It was reliable too, with very few problems in almost twenty years of use.

Readers may have noted however the use of the past tense and might be wondering, if you found your lab so useful, why does it sound like the affair is over?

The lab, like our classrooms, sat empty, gathering dust from the end of March this year through to the start of the new school year in August when we switched to working from home using Microsoft Teams. Our Language teachers adapted quickly (as you might expect linguists to do!) and once our classes were established in routines we took some time to consider the 'what next' question. That sudden change in our way of working gave us an unexpected opportunity to really reflect on our work and to plan the next steps for the department.

Our plans definitely included the lab but we needed something more flexible in the way it could be used, something that was not only available in one particular room and that could be used when pupils weren't actually in school with us. Emails to David Binns at Sanako and then a virtual meeting with him, whilst he demonstrated **Sanako Connect** and **Pronounce Live**, were valuable. We were delighted to find that it could perform many languages dedicated activities which Zoom & Teams could not, which is exactly what we were looking for, and so much more!

*"20 years together and
still going strong."*

We had three month trial licences issued so that we could really get a good idea of whether this was right for us before going ahead with the purchase for the start of 2021. It was a resounding success in all areas so, whatever the COVID situation, or the weather, we can continue our languages lessons which students really enjoy. This marks the next stage in the relationship between Stromness Academy Modern Languages Department and **Sanako**, 20 years together and still going strong!

University of Westminster

Local and Online Conference Interpreting Arrives In Westminster

Zoé Brill Diderich, Lecturer in Interpreting,
University of Westminster

Situated in the bustling heart of London, the University of Westminster began its life as the Polytechnic Institution in Regent Street in 1838. It became a major draw in Victorian London, with its photographic studio which was the first in Europe in 1841, and as the venue for the Lumière brothers' first public moving picture show in the UK in 1896.

The University boasts a rich history, and today still delivers cutting-edge teaching and research to students from all over the world. Our School of Humanities offers courses in a wide range of disciplines including translation and interpreting, modern languages and linguistics. The Masters Course in Translation and Interpreting, open to native and non-native speakers of English, combines English with Chinese, French, German, Italian, Polish or Spanish.



In 2021, and in the shadow of the Coronavirus pandemic, the University took an inspired decision and updated its existing technology offering for students. Now the School of Humanities boasts several state-of-the-art Sanako language and the latest conference interpreter training facilities.

These flexible and technologically advanced **Sanako** systems, based around the extremely popular **Sanako Study 1200** and **Sanako Connect** online, enable students to practise in a real life conference interpreting environment.

Our facilities, consisting of a software only conference interpreting facility which can be used campus wide, an online facility for simultaneous and consecutive interpreting and two large professional interpreting suites, each fitted with soundproof booths, enables users to practise their skills, using video and audio feeds. Interpreters access these exercises, which they can upload directly into the system once completed.

The intuitive user interface for both the tutor and the student allows lecturers to set instant exercises to students, working in groups or independently, and to record and save their work, for assessment and feedback.



This is a tremendously valuable tool to track the students' progress, but also to provide a secure method of assessment, either on site or online. Additionally, if working online, the students have the ability to work in either synchronous or asynchronous mode making it extremely flexible for the busy tutor and student. Students can complete exercises and securely submit back to the tutor at a time which suits them.

The quality of teaching is greatly enhanced with the added software features, which can be used in the additional dedicated language space, as well as remotely, to enable students to practice from virtually anywhere.

This technology allows the department to make conference interpreting practice a feature of our virtual learning environment. The software can also be used for role-play practice for public service interpreting if required. As the technology continues to evolve the possibilities are endless and we can see a tremendously relationship developing between **Sanako UK** and the University of Westminster. Sanako have already hinted there is more to come and we can't wait to see it.

The department have been looking forward to this upgrade for some time, and the **Sanako UK** team has been hugely supportive in ensuring the installation was speedy, making sure that users were taken through the system step by step.

We have benefited from live online support to learn how to use the software, and the **Sanako** "how to" videos are easy to follow. It is reassuring to know that if we need live virtual assistance or even local visits to the University, pandemic permitting, this help is only ever just a phone call or email away.

University of Bristol

University of Bristol School of Modern Languages

Dr Ian Foster, Director of Foreign Language Teaching,
University of Bristol

In over 25 years of language teaching, Dr Ian Foster has witnessed many seismic shifts in his profession and in how educators teach students. Although perhaps none have been as dramatic as recent technological advances or higher education's response to the Covid-19 pandemic.

After working at the University of Salford as Director of Languages running the Salford Language Resource Centre, Ian is now Director of Foreign Language Teaching at the University of Bristol. This role was created in 2011 to oversee all language teaching, to ensure strong coordination and communication and to support the sharing of best practice and expertise across the School of Modern Languages.

A key part of the role has also been overseeing the University's investment in a multimedia language centre. Ian has a long-standing interest in learning technologies and is passionate about seeing what his colleagues and students "can do with technology."

Access to the multimedia centre is for students of modern languages only and includes well-equipped language labs. Sanako software is widely used in three separate lab settings across multiple departments. Dr Foster commented: "Sanako software is a key part of our provision for students and is used for teaching and for students' self access."

The School of Modern Languages at the University of Bristol offers French, German, Italian and Russian at undergraduate level alongside a well-regarded offering in Hispanic, Portuguese and Latin American Studies (HIPLA). Sanako software "is critical to what students are doing. [It is used in] teaching all languages [as it provides a] good environment for students to develop key integrated skills, such as listening and speaking."

"Sanako software is a key part of our provision for students and is used for teaching and for students' self access."

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The solutions have also encouraged innovative teaching practice, Dr Foster notes, with Italian lecturers "using Sanako a lot to facilitate pairing exercises based around text-messages."

But, of course, there's significant change ahead for Bristol's language students as a result of Covid-19 restrictions. The university has decided to prioritise in-person language teaching - this will be delivered in small groups, in radically redefined teaching spaces and with all students/educators wearing visors. Similarly, student numbers will be restricted in the multimedia centre, although students will still be able to access Sanako solutions via a home user download.

Yet Dr Foster is concerned that these changes, and the impact of social distancing, will influence language learning and teaching. It is, he says "more difficult to monitor all students when they're working online" and that learners' motivation can be "difficult to maintain over long periods online." He's also clear that both educators and students "will miss the buzz around the classroom, when everyone's engaged and involved."

But he and his staff are well prepared to respond to these challenges after a month of synchronous online teaching earlier this year. Moving forward, Dr Foster recognises that educators and students want to maintain "something live" in their provision, but will also need asynchronous work, given potential issues with students' internet access and availability. The department's educators are responding accordingly by developing online lessons that use the technology to the full and that are "dynamic, interactive and engaging."

Sanako solutions underpin language teaching and learning in at the University of Bristol's School of Modern Languages

Despite these challenges, Dr Foster is adamant that the latest step changes in technology are enabling significant new advances in language teaching. These spring from “the ideals of communicative language teaching” and are informed by today’s boom in the availability of media and resources.

In particular, Dr Foster is passionate about technology’s ability to help students to build fluency in the language they’re learning. “It’s really interesting,” he notes “how technology can help students to engage with someone in their own language and on their own terms.” He also highlights how Sanako products can help in this regard: “The automated reading and pronunciation tools from Sanako, for example, are brilliant. And over time they will get even better and even more refined.”

“It’s really interesting how technology can help students to engage with someone in their own language and on their own terms.”

Sanako’s commitment to quality and to supporting language teachers is also evident, Dr Foster acknowledges, in the “sustained after-care” the University of Bristol receives. Dr Foster continues: “Sanako products are incredibly reliable, but if we do have a problem, then it’s quickly resolved. Sanako supports us really well and takes care to ensure that their products are working properly.”

Looking back over his language teaching career, Dr Foster is clear that technology best supports language teaching and learning when it “is embedded across all elements of the department and all that it does.” He concludes: “What I and my colleagues have done with Sanako software has paid off. It’s been really beneficial.”



Lasswade High School, Scotland

Advanced Language Teaching Technology in Midlothian

James Poots, Principal Teacher Modern Languages,
Lasswade High School

Lasswade High School is a large (1,500 pupils) co-educational, non-denominational secondary school in the small market-town of Bonnyrigg, Midlothian, about twenty minutes from Edinburgh city-centre.

The school has a long history but we moved into our new building in 2013. However, our association with **Sanako** pre-dates the move by many years, though, when we moved we were asked what equipment we would like to have installed in our new classrooms, we went with the **Sanako Lab 100** system, which served us well until we decided to upgrade to the software **Sanako Study 700** system in 2019.

Lockdown interrupted our roll-out of the new system to our pupils considerably but we are now busy catching up on lost time. We are currently getting to grips with what the Sanako Study 700 system can do. At present our French, German and Spanish teachers are sharing a class set of HP Probooks and introducing our pupils to all the features the Sanako system offers.

The response from pupils has so far been very positive; they have enjoyed using the vocab tests, web-browsing facility and the discussion functions. The ability to call for help discreetly is appreciated as are the 'traffic lights' and the quiz function. They have also had fun recording themselves speaking (although nobody ever seems to enjoy listening to themselves afterwards, or so they say).

From the teachers' point of view, the ability to have pupils working in different groups simultaneously, doing different tasks is extremely useful and flexible. When it comes to listening, it is very convenient to be able to allow pupils to work at their own speed and differentiation of tasks is greatly simplified. Being able to add instructions, graphics and even subtitles increases the level of support that we are able to offer our learners. Additionally we are looking forward to using it to conduct speaking assessments later in the year, especially our National 5 and Higher Performances (speaking assessments).

Although we are in the early stages of using the equipment, it is already clear that the sharing of resources on the system is going to be straightforward. So successful has the introduction of **Sanako Study 700** been, that our Mandarin-teaching colleagues (Lasswade School is a Confucius Hub), will be investing a large



part of their funding in acquiring a half-class set of Probooks for use in their classes. This will give us the ability to have up to 45 pupils working simultaneously across the department (and I will not be surprised if the French, German and Spanish teachers request further investment in more Probooks).

The level of support that we have received from **Sanako** (Mr Binns and Mr Taylor in particular) have been second-to-none. All requests for support are dealt with very quickly, almost always on the same day. Mr Binns is no stranger to our school (having visited us regularly, not just to demonstrate the system, but also to take part in Modern languages events designed to increase the number of pupils choosing to continue with languages) but being unable to come up and see us in person due to the ongoing pandemic, he has made himself available to support us via Zoom sessions. These were an excellent supplement to the very good support offered online by the company.

We hope in the months ahead to be able to expand the range of functions available to us. In these uncertain times, if we are faced with school closures and online learning, these will put us in a very strong position to be able to continue offering a high-quality educational experience for our young Modern Linguists. And if - fingers crossed - we are able to stay open, we will certainly be using the ability to set homework. We will, for the first time, be able to set work spoken work to be done at home and returned for assessment and feedback. We are particularly keen to begin using the voice-insert function to offer feedback in spoken form as we feel that pupils will find this to be a really user-friendly method.

In summary, it's been an investment of time and resources for us so far but we feel that this equipment is going to make a big difference in terms of helping us increase uptake and improve attainment in Modern Languages and we would heartily recommend it to other schools considering joining the Sanako community.

Pupils from Lasswade High School have their say about Sanako...

"I think using Sanako has been different and a fun way of learning. It's easy and straightforward to use once you're on."

"I think it would be really good to use in the future and that lots of pupils would like using Sanako... and I would like to use it again."

"Would be good for homework."

"I like how it sends things automatically without having to click anything. It was easy to get onto and figure out what to do. I like how you can do voice recordings, listen to other people's with the headset on and can communicate through Sanako and talk to each other."

"I think Sanako helps me learn because you can listen to the words and that can help pronunciation."

"I found it quite good and I liked doing it. I also found it quite useful that you get to practice your French literacy and accents as well. I didn't find anything bad about it."

"I think that Sanako is a good way to learn because using the website makes everything easy".

"It's useful. It's easy and hard sometimes. It's really good for tests and homework."



Would you like to contribute to the next Platform newsletter?

We'd love to hear about your experiences with Sanako Language Labs.

Whether you have an interesting teaching idea, a successful project, student comments and opinions, questions for other users or your own Language Lab hints and tips to share, let us know and we'll include them in the next issue to help ensure everyone gets the very best from their Sanako Language Lab systems.

Say hello: info@sanako.com



St. Benedict's School, London

Blended Teaching & Learning Delivers Dedicated Modern Languages Lessons

Dr Thomas Ennis, Senior French Teacher,
St. Benedict's School

St. Benedict's School in London is a successful blend of the traditional and the progressive; proud of its heritage but also forward thinking and innovative. Within a caring, happy community, our pupils thrive, benefiting from a seamless education which can begin at the age of 3 and continue through to the Sixth Form.

St Benedict's combines strong academic standards with outstanding personal development, and enables all children to develop their full potential.

"Our pupils were able to seamlessly continue with their language lessons."

As a Catholic, Benedictine school St. Benedict's has always understood that education is about enriching lives. It is so important that pupils engage with their learning. That is why, at every stage, we challenge them to think, learn and research independently; to be curious, ask questions and go beyond the syllabus.

We have had a Language Laboratory since the 1980s and some of the existing staff still fondly remember the original reel-to-reel and cassette recorders! We originally had a Tandberg Lab which we updated to a **Sanako Study 1200** system when we moved into a new building. This is used on a rota basis for every lesson in the day and about 600 pupils use the facilities every week. They do listening comprehension, repetition work and video conferencing on a regular basis and we find that it adds significantly to their subject knowledge and their enthusiasm to learn.

When the lockdown began in March we immediately logged onto our **Sanako Connect Online Learning Platform** so that our pupils were able to seamlessly continue with their language lessons. They have continued with live whole class activities, since the teacher can address the entire group, but also with their individual recordings. Feedback has been easy to provide and the self-correcting vocabulary tests have been especially appreciated.

Looking to the future, we intend to make full use of the upcoming '**Super Lab**' which will combine Sanako Connect with the onsite Sanako laboratory to provide our pupils with even more opportunities to develop and enjoy their linguistic skills.



Wollaston School

Technology Aided Language Learning in Northamptonshire

Helen Berry, Head of French,
Wollaston School

A bustling comprehensive school with 1,400 students, situated in rural Northamptonshire; Wollaston is proud to have consistently achieved fantastic exam results in languages in recent years.

At Wollaston the MFL curriculum provides students with the opportunity to study a wide range of themes, increasing their knowledge of vocabulary while building their understanding of structures and how language works. Students are able to express their opinions on a variety of topic areas relevant to their everyday lives. Students are also encouraged to see themselves as global citizens.

They recognise that language learning is a lifelong skill, developing listening, concentration and social skills through partnership and group work, and thus enhancing their self-esteem. Students learn to appreciate the importance of communication skills in the modern world of work. They develop their self-confidence and resilience through challenging work, enabling all learners to make the most progress they can. We have a modern and interactive curriculum which does not use textbooks.

An outstanding team of teachers and supportive environment enabled 96% of MFL students to achieve a Grade 4 or higher last year. We have also excelled at stretching our most able students, with over 40% of our students achieving a Grade 7 or higher in both French and German. Our 6th form students also go on to achieve very well, and a number have continued their languages learning at university. The introduction of our **Sanako Study 1200** system a few years ago has certainly been a big factor in enabling our team to provide a more tailored diet to students at KS4.

We have found it particularly useful to be able to develop listening skills with Higher and Foundation students simultaneously, pairing them up to discuss their answers. In a large class, this has always been difficult in the past, with weaker students often 'dropping off the bottom' when attempting higher tier listening tasks. The chat function has also proved extremely helpful for enabling regular translation practice, with students racing to get their answers in quickly. This has been really beneficial for drilling key verbs in a range of tenses - a non-negotiable at GCSE! Students enjoy the competition created by our engaging, dynamic team.

"An outstanding team of teachers and supportive environment enabled 96% of MFL students to achieve a Grade 4 or higher last year."

While our primary focus when installing the **Sanako 1200 Language Lab** was to support KS4 learners, we have also found it great for encouraging speaking at KS3. The random pairing tools certainly keep younger learners on their toes, and enables teachers to give more personalised feedback to each student. It is also great to have the remote control options to collaborate with students directly – or 'haunt' their computers to redirect them towards their work!

"While our primary focus when installing the **Sanako 1200 Language Lab** was to support KS4 learners, we have also found it great for encouraging speaking at KS3."



Sanako Product Updates

New Product Releases and
Software Updates From Sanako

Sanako Connect Professional Online MFL Blended Teaching System

Many MFL teachers have been making do with existing generic online teaching tools due to COVID-19. Sanako is pleased to announce the very successful launch of Sanako Connect in March 2020.

Designed specifically for the Modern Languages teaching Sanako Connect can be integrated into your existing Sanako System or work entirely free standing. Uniquely working with Live Audio systems, Connect enables spontaneous and interactive sessions with students on any device.

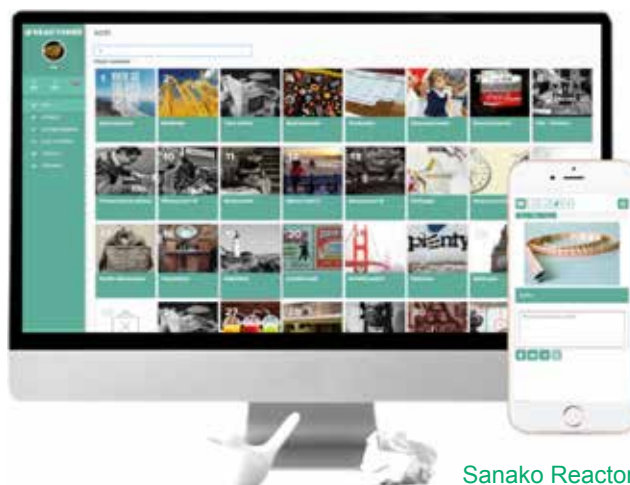


Whether you want to set your students up in pairs, groups or the entire class discussion, all the student needs to do is click the link to enter your lesson. When the lesson is completed they simply click submit to return their work to the teacher. Fully GDPR compliant, Sanako Connect is simple to use, fast and effective.

Sanako Reactored Language teaching platform with teacher tailored content and adjustable learning styles

Reactored is a digital language learning platform for 16 different languages. Our mission is to help people to provide the best quality education with a minimal effort. Packed with unique features that are tested and proven by the Finnish educational system.

- Includes **ready-made lessons** that can be easily customized and even converted into exams.
- Enables teachers to **automatically evaluate assignments and exams**, and to effectively monitor and guide student progress.
- **Gamified and personalised approach** keeps students motivated.



Sanako Reactored

Sanako Study 1200/700 Advanced Language Centres

Sanako is pleased to announce that its extremely popular range of software languages centres has been updated. The latest version software 9.4 is now available for download.