

The Newsletter of SANAKO UK [www.sanako.co.uk](http://www.sanako.co.uk)

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## The Language of Modern Football



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"In essence, being a football coach of a multi-national team of individuals requires as much ability to communicate as it requires actual coaching knowledge and experience. There is no point in knowing what you want to say if you can't get your point across."

It's embarrassing how good Scandinavians are at English. I'm learning Norwegian but I coach in English, as we've got players from Iceland, Denmark, Jamaica, Nigeria, France, and elsewhere. One day, I was putting up statistics in the dressing room, little messages like: 'Our opponents have lost nine of their last 11 away games'. I saw the players reading them, and I thought 'That's good, they're taking this in'. Then one of the players said: "I think your grammar is wrong." I couldn't believe it - the Norwegians were picking me up on my grammar! That's how good they are. I have heard it said that football shares a universal language but there is only so much you can coach by pointing and demonstrating, it can be really hard work when you can't speak their language. One of the biggest challenges for any coach is to be able to "man manage" the players and this might require a comforting word, an arm around the shoulder, a gentle reminder or even a sharp word of warning. By doing any of these in their language on a one to one basis is always going to be the best way. In essence, being a football coach of a multi-national team of individuals requires as much ability to communicate as it requires actual coaching knowledge and experience. There is no point in knowing what you

want to say if you can't get your point across.

As a boy growing up in Leicester, all I was ever really interested in was kicking a football and whilst I enjoyed language lessons I could never really see any relevance in them to me. How wrong was I? After moving to Norway I have been learning the language and I am sure that my progress would have been quicker had I listened more at school. Even though we were not learning Norwegian it is clear that those people who already speak two or more languages pick up new ones quicker. I see this every day with players who come in to the football club. The players that are already multi-lingual seem to pick up the new language faster.



My daughter was born in Norway and I look forward to her being raised as bilingual. I am sure that this can only be advantage to her in the future jobs market and I hope that she goes on to learn many more.

My message to all those boys and girls out there who want to become footballers is simple. Football and education go hand in hand and the best players are those who have a desire to improve themselves both on and off the field. The importance of a well-rounded education and career pathways is essential so that the players have as many options for their future as possible. Learning a second or third language opens opportunities to many football players and coaches and it is definitely cool to be able to speak another language.



Football is a game played with arms, legs and shoulders but mostly from the neck up. Ian Burchnell, 32, is assistant manager at Viking FK and has been the same at Sarpsborg 08 in the Norwegian top division. He has worked for Leeds United and Bradford City's academies and, before moving to Norway, was head coach at Leeds University. He is also the founder of the International Academy for Football and Education <http://www.footballandeducation.com/>

## Study 700 at St. Helen & St. Katharine School



Study 700 teacher and student interfaces

**S**t Helen & St Katharine is a leading independent day school for girls aged 9-18, situated in 22 acres on the edge of Abingdon.

The 700 strong school consistently achieves excellent academic results, balanced by the importance placed on its broad extracurricular programme. Beyond the classroom there are outstanding opportunities to explore and extend wider interests, friendship groups and build confidence. It is this combination which embodies the ethos of the school.

In the Autumn of 2014 Sanako responded to an identified need

from the Modern Foreign Language Department at the school which was to update their ageing language laboratory system. Discussions began to work out a detailed specification to meet both IT and teaching staff needs and, of course, budget.

The school's IT Support team were looking for a software only system using MSi packaging for ease of deployment, compliant with Windows 7 and various other international standard formats. This represented a major change from existing restrictive hardware based systems fixed in dedicated classrooms.

The MFL team specified that above all else the system must be simple to use yet robust software. Having the basic language laboratory features such as, monitor & intercom to support students, internet site management to block pages like Google Translate, grouping for differentiation, dual track recording and voice graph indicators along with lock & launch examination routines for oral assessment. Other functions were required but these were the prerequisites.

To meet this specification Sanako installed the Study 700 system which has since proven a great success. The random pairing facilities & automatic voice insert techniques were an unexpected benefit and greatly used by the teaching staff.



Things have gone so well that the school agreed to host one of Sanako's Technology In Language Teaching (TILT) days. With these popular events MFL teachers from around the region are invited along to the school to attend a "Focus on Speaking & Listening" event which enables MFL teachers to really get to grips with this technology and new teaching practices which benefit both staff & students alike. The day was a great success and we are hoping to repeat the event in 2016.

## Language Learning at Bradford Grammar School

By Samantha Haslam, Head of MFL, Bradford Grammar School



**O**ur Sanako language laboratory is an integral of our department and all classes from Year 7 to Year 13 have at least one lesson in the laboratory per timetable cycle of 2 weeks. We have two suites; the larger is mainly used by KS3 & 4 students and the smaller ideally suits A Level study.

The students particularly enjoy the chat functions, be that the written chatroom

or the added element of surprise of not knowing with whom they have been paired for a speaking activity. The language laboratory takes all the stress out of individual speaking for the students - they are all speaking into their headphones at the same time and therefore get far more individual speaking practice than they otherwise would. Recording and saving student oral work provides opportunities for

**"The students particularly enjoy the chat functions, be that the written chatroom or the added element of surprise of not knowing with whom they have been paired for a speaking activity."**

self and peer assessment and encourage student independence, which all tie in perfectly with our aims and ethos as an MFL department. Over the next year or so, we will be looking at expanding our use of the Sanako language laboratory to assess student oral work more formally and to complement the school's new VLE.

## ip Using Film in Your Teaching

By Marie O'Sullivan, **The LanguagePoint**



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**D**o you like to use film in your teaching? It's something I've always been keen on, and so when I had the opportunity to attend a recent FLAME Conference (Film, Languages and Media in Education Research), I jumped at the chance to pick up some new ideas.

We are exposed to so much moving image nowadays – YouTube, Vine, Instagram, Periscope, 24 hour news and music video channels – that it seems silly not to incorporate film into our

teaching and learning.

Whether you use blockbuster movie trailers, advertisements, carefully selected clips or full length films, there are plenty of things you can do with them in the language classroom. Trailers for most of the blockbuster movies are available in a range of languages for the various international markets, and a quick search will usually bring up something useful. I like using trailers because, due to their nature, they tend to use short clips of language, often with really useful phrases. You can use them as a listening exercise with a gap fill or sorting activity (with or without visuals to start with). You can give students the transcript and ask them to perform their own voiceovers along with the video. Or you can ask them to write their own script, which can be as far away from the original as they like, as long as it's in the target language. There's a lot of fun to be had with this idea!

At the FLAME Conference, we also picked up some great suggestions for how film could be used as a discussion

prompt for more able or advanced learners.

For example, how about asking students to write and record an audio description of a clip, in the same way cinemas or theatres provide them for visually impaired audience members? Or show a still image or pause the video at any point, and ask students to speculate as to what is about to happen, or what the people visible have been doing, or what they are thinking.

And with the new-format GCSE Speaking assessments in mind, these ideas could just as usefully be applied in preparation for the image-based section of the examination. There's also an interesting cultural discussion to be had about dubbing versus subtitling, why actor's 'foreign' voices sound or don't sound like we expect them to, or even why some films have different names in other countries.

You'll find a range of resources at The LanguagePoint which use film various forms- why not take a look? [www.thelanguagepoint.com](http://www.thelanguagepoint.com)

## Peppercorn Project - Vietnam



Sanako Study 1200 & OUP being evaluated at Sanako Offices

**P**eppercorn Project is a charitable, not-for-profit organisation dedicated to improving the lives of disadvantaged children and young adults living on island of Phu Quoc, Vietnam. The project also plans to establish a teaching centre in Dalat, Vientam. They achieve this by working in partnership with communities to provide free education. Their activities include the construction and manning of classroom facilities to provide English Speech tuition. They also provide scholarships to those children who at present cannot attend state schools as their parents cannot afford the fees. This is a really exciting project where a relatively small amount of money can have an immediate and practical impact

on people's lives. Children and young adults prospects are advanced in remote areas of Vietnam by improving English speaking skills and providing State School Scholarships to children who cannot attend school.

The inspiration for the project arose from the kindness shown to Peter Yarrow, by the people of Ganh Dau, while he recovered in the village. Phu Quoc is a large Island, sitting in the Gulf of Thailand, off the south western tip of Vietnam close to the Cambodian coastline. Starting from an educational project in Phu Quoc, his objective was to provide free assistance for underprivileged children, principally in the form English speech and comprehension. This includes offering scholarships to those children whose parents cannot afford either the basic fees for Vietnamese state education or the uniform which is compulsory.

Their office in Ganh Dau, Phu Quoc, serves as a base for their activities. Peter Yarrow, the Founder of the project, expects to live for 6 months of the year in Vietnam and is lead teacher. In due course he intends to hire

bilingual Vietnamese - English speakers, otherwise administration and other costs will be kept to a minimum, as Peter has no intention of paying himself a salary & gives his time free charge.

After visiting a school in the UK Peter witnessed the **Sanako Study 1200** language laboratory being used efficiently to benefit the students learning experience and improving their confidence when speaking & listening and wanted to know more.

Following a full system demonstration at **Sanako Offices** in Leeds UK he immediately saw the benefits of this advanced **wireless** system for his teaching staff & students alike. The advanced Study 1200 system when used in conjunction with **Oxford University Press** content, **English For Life** series, enables the best of both worlds combining a proven educational track record with OUP and the latest state of the art language learning software from **Sanako** in the versatile Study 1200 system.

## News in brief

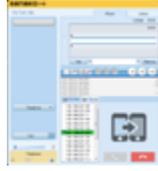
### Sanako Study v. 8.1 Released



We are delighted to announce the release of Study 1200 version 8.1, our most innovative solution to date!

Version 8.1 features some exciting new functions:

**Telephone activity** – allowing teachers to simulate phone calls between students as a role play activity.



**Pronounce** is also available as an add-on module within Study 1200 Version 8.1, allowing for a fully integrated language learning solution.



The new **CityCompass** activity is a pair exercise that allows students to take the roles of Guide and Tourist and to navigate through different cities. Both students see 360 degree visuals of a

city with the possibility to advance to different directions and can talk to each other throughout.



Teachers have the possibility to **record full presentations with screen capture and audio**. This allows students to practice giving presentations and to review their work, or teachers to record parts of their lesson for later use.

**The question sets created in the Voting feature can be saved as questionnaire files** allowing teachers to set up questionnaires for different classes before the actual lessons.



## Events

### 22nd October 2015 – TILT show – Focus:ON, Altrincham Grammar School For Boys

After the great feedback of the 2014 TILT show at Altrincham Grammar School For Boys, we return for a second time with the new Focus: On concept. The day will provide practical ideas on how to improve students' speaking, listening and pronunciation skills.

### 4th November 2015 – The TILT Show – Focus: ON, York University,

We bring the TILT show to York University on 4th November and will again be hosting the Focus: ON sessions to provide hands-on, specific training for teachers and practical lesson ideas to improve students' speaking, listening and vocabulary skills.

### 24th November 2015- The TILT show – Focus:ON, Ashcombe School

After two consecutive years of being oversubscribed for The Ashcombe School TILT shows, we are returning for a third year in a row by popular demand! The TILT show will also run the new Focus:ON concept with a key note by Helen Myers.

To be kept updated check [www.sanako.co.uk](http://www.sanako.co.uk) or email [ukenquiries@sanako.com](mailto:ukenquiries@sanako.com)

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