

Serving a diverse ESL student population with varying educational backgrounds and skill levels, the Mission campus of San Francisco City College found that SANAKO Lab 100 catered fully to the needs of all its learners.

**Mission Campus, City College of San Francisco**

- One of 11 campuses of CCSF
- 3,000 students
- 64 teachers in day and evening classes
- Primarily ESL classes for Hispanic and Chinese immigrants

Mission Campus is one of the neighborhood campuses of City College of San Francisco. These campuses are located throughout the city and serve different populations of students. The population served by Mission Campus is largely Hispanic and Chinese. The primary mission in the campuses is to serve the immigrant community and give students an opportunity to learn English as A Second Language from literacy and/or beginning level through to high intermediate courses. Although the program is primarily non-credit, the College encourages students to enroll in the credit program as their English level improves to the point where they can take on the demands of regular college courses. Mission campus has approximately 64 teachers in both the daytime and evening classes. It serves a population of around 3,000 students. In addition to ESL classes, there are 15 computer classes. The students have varied education backgrounds, all the way from one or two years of school in their native countries to advanced degrees.

The SANAKO Lab 100 classes run by John Robinson serve largely intermediate and high beginner level students. The curriculum consists of a number of very useful audio materials all of which have been transferred from tape to the Media Storage Unit (MSU). Mr. Robinson uses dialogue practices which he wrote himself. These are called “Dialogue Workout” and “Grammartalk”. Dialogue Workout focuses on conversations arising out of real life situations such as banking, shopping, using transportation, and shopping. Grammartalk stresses conversations that reflect particular grammar patterns such as simple past, future, present perfect, and passive voice.

**Teaching English to Non-native Speakers**

He also uses the well-designed ESL texts and workbooks of Mr. William Bliss and Mr. Molinsky entitled “Side by Side.” This text has conversation and listening exercises on CD’s which are easily copied to the MSU. The sound is very clear and high quality and the conversation practices are sprinkled with sound effects that are non intrusive and that add interest and color to the exercises.

**SANAKO Lab 100**

- Flexible use of a number of audio sources – DVD, CD, etc.
- Pronunciation exercises help non-native speakers
- Session-based approach caters to students’ different skill levels
- Model Imitation activity engages students and allows self-correction
- Individual student monitoring for support and control

Classes also use the Edcon Reading Comprehension Workbook series. Mr. Robinson has recorded the stories and articles, and the students listen while reading. Then, they answer comprehension questions.

Finally, students engage in numerous pronunciation exercises whereby they focus on a given pronunciation problem while at the same time learning vocabulary. The teacher might for example list twenty-five words beginning with the sound /r/ and let students find which word fits best in chosen blanks within sentences. Additionally, Lab 100 has such fine sound quality that music presentations work very well. Lyrics to popular songs can be downloaded to teach vocabulary and meaning, and the students can hear the songs as part of a listening activity. DVD’s and videos work very well as students can hear sound tracks very clearly through their headsets.

**Resources and Activities for Effective Language Teaching**

The audio materials are very well suited to the resilient and versatile set of tools that Lab 100 supplies. The three session design allows teachers to accommodate those slower students who may need more remediation than the others.



*Mission Campus's immigrant students found that SANAKO Lab 100 helped them improve their listening, comprehension and oral skills.*



### Tools for Students

- Yes, it has helped a lot. I'm reading, listening, and speaking more than before. I'm very happy to have taken this class." **Elena Coto**
- "I'm sure it has helped me a lot. I had never talked to people in English before I learned in the language lab. I have learned to read, listen, and write also." **Lai Kam Lau**
- "The listening is wonderful because I can identify the words. I can memorize the significance of all the words." **Silvia Velarde**
- "This language lab has helped me a lot because I can understand more when people are speaking to me and when I read." **Luis Hernandez**
- "I can understand more the people who speak English, and my vocabulary is bigger, and now almost all the people can understand me. My pronunciation is better. My life has changed a lot because I'm not afraid to speak English now."

Also, the teacher can send more advanced materials to faster-paced students. Lab 100 allows teachers to accommodate multi-level classes, and that is precisely what a typical ESL class is. "Typically, for any conversation-based lesson, I will first present the content and explain it. When I'm sure the students understand the vocabulary and grammar of the exercise, I will give them the opportunity to either repeat the dialogue or complete question and answer," explains Mr. Robinson.

Using Lab 100's Model Imitation Activity, the students will speak and record their voices. This activity will usually last between five and ten minutes. But the time used is extremely efficient. Students are very engaged knowing their voices are being recorded. After students have recorded their voices, placing the desk recorders in "Free Mode" allows learners to listen to themselves simply by pressing the green button. The teacher can click on "Recorder Status" to check if all students have their recorders turned on.

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#### Advanced Technology from Finland

If anyone isn't following the instructions, the teacher can turn their recorder on for them from the desktop. They can then use the "Add/Remove" tab to turn off any unused seats, preparing the class for "Pair Discussion."

### Essential Support for Students

This still leaves time to monitor their individual positions, checking and if necessary correcting their pronunciation and/or grammar. Finally, they can be paired randomly to commence the "Pair Discussion" activity that allows each one to practice with another student in the class. The two numbers on their recorders tell them who their partner is because one number is their own position and the other is their partner's. Students really enjoy this very social yet practical chance to engage in conversation.

The ESL teacher has also found that listening exams are especially helpful. In one case, he reads a short story without an ending, and students must decide the best ending for the selection by choosing sentence a, b, c, or d.

Having only used Lab 100 for three semesters, John Robinson feels that he is still at the beginning of a marvelous teaching adventure. Lab 100's simple yet varied structure is giving him the chance of a lifetime to teach ESL in a way that maximizes the students' time and gives them a full plate of exercises and experiences on a daily basis. "I'm very pleased with the very simple way I can select an exercise for my students through the MSU's easily accessible menu. Gone are the days when I had to search for the right tape in a rack. Now, I can vary each class in a way I was never able to do previously," he adds. Robinson says his only fear is that the classes using Lab 100 will become so popular, students will have to be turned away.

SANAKO Lab 100 proved to be successful at Mission Campus, that the faculty decided to install another SANAKO solution - SANAKO Lab 300 - for use in the ESL program.

### SANAKO sales partner for this system:

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