

It is clear that the decision to install the Sanako Lab 300 at Bishop Feehan High School has made a tremendous impact on the language study of our students.

BISHOP FEEHAN HIGH SCHOOL

- Serving over 1000 young men and women in 40 cities and towns in Massachusetts and Rhode Island
- Staffed by 85 full time teachers, with a student/teacher ratio of 1:13, average class size 19
- Languages offered: French, Spanish, Arabic, Mandarin
- Chinese, American Sign Language and Latin

Bishop Feehan High School, in Attleboro, Massachusetts is a regional, co-educational, catholic, college preparatory high school. The teachers are well-trained in the use of the language lab and are highly motivated to use it. They have detailed curriculum guidelines which they wrote in collaboration from 2007 to 2009 and have tailored the use of their ancillary materials for use in the language lab and in the classroom. The effectiveness of the language lab is clearly evident in this school. The language lab has facilitated their ability to offer online language study, in particular for the study of critical languages as defined the U.S. Government such as Arabic, Mandarin Chinese and American Sign Language. The department is headed by Linda F. Ausiello, World Language Department Chair and Teacher of French and Spanish.

These conditions could be replicated with a trained staff, under similar conditions. Further studies should explore the continued effectiveness of regular language lab use and the relationship to language skills acquisition and improvement and student confidence in these skills.

In the fall of 2006, all world language students were introduced to the language lab. All world language classes, Levels I, II and III were scheduled to use the language laboratory during at least one period of a seven day cycle. All world language classes levels IV, V and AP Language, were scheduled twice during a seven day cycle. Teachers were required to introduce at least four functions of the language lab to their students: authentic listening activities listen and respond recording tasks, pair dialoguing and interactive web site activities. Several teachers incorporated other functions such as chat, model student, video and audio interactive activities as the year progressed. Additional listening and speaking activities were also used in class.

SANAKO Lab 300

- 30 position system
- PC based multimedia learning system
- AP exams for specialized testing

All teachers administered graded assessments a minimum of once every other cycle in the language lab to their students. In addition, all students were tested on listening as part of quizzes and tests in the classroom on a regular basis. As part of midterm and final exams, all students completed listening and speaking assessments in the language lab.

Enrollment at Bishop Feehan High School for the school year 2009-2010 is 1,048 students. There is a three year requirement for all students in the study of a modern world language. 804 students are required to study a world language. There are a total of 40 enrolled language courses with the total number of requests at 1,053 students. Of the 244 seniors in the school who are not required to continue their study of a world language, 210 students have elected to study French or Spanish.

This indicates that 86% of all seniors have decided to continue their world language study. 22 students have elected to study Latin. In addition, 4 students have opted to study Arabic or Mandarin Chinese and 2 have selected American Sign Language.





Even though there is some overlap with some senior students electing to study two or more languages, over 92% of the senior class is actively engaged in the study of a world language. This figure points to student confidence and satisfaction with the program and its components. It also demonstrates overall satisfaction with the teaching methods and strategies employed including the use of the language lab for language skills practice, acquisition and enhancement.

The students are enthusiastic about the varied approaches to language learning that include listening, writing and speaking and group activities and presentations gives them the opportunity to use the new skills.

The eleven teachers of the Bishop Feehan High School World Language Department have found the language lab to be a tremendous tool for enhancement of their teaching strategies. In her article, Language Lab Lives, in the Times Educational Supplement, Lesley Marwood states that in the modern language lab, "... teachers can put together a set of multimedia experiences which brings together all four language skills. Teachers can incorporate resources from the internet, Word and more. Listening, speaking, reading and eventually writing can therefore all be brought together ...and pupils can multitask in much the same way as they do at home." The world language teachers at Bishop Feehan High School have embraced these capabilities.

The teachers see the language lab as an invaluable component of the world languages department. In addition to the improvement of students' speaking and listening skills, it contributes to their development of self confidence in the target language. The students take speaking and listening much more seriously.



By changing environments, they come in with a different attitude. This has been such a great tool and students can now understand much more quickly.

The Results

Through the regular use of language lab activities and assessments, students have not only acquired listening, speaking, reading and writing skills, but they have improved them, in many cases noticeably or significantly. In addition, they have improved their focus on language skills and most significantly, their confidence in their skills has developed considerably. These enhancements are evident in the number of students studying a world language for their entire high school career, the number of students who opt to study two or more additional languages and in the significant increase in students entering national competitions and their increasingly improved scores.

Participation in the National Spanish Exam has increased steadily since the installation of the Sanako Lab 300. The 51% increase in participants is an indicator of student confidence in their preparation for the exam and their ability to score well. The 90% increase in students taking the National French Contest (Le Grand Concours) represents a considerable and notable increase in participation.

Bishop Feehan High School installed the Sanako Lab 300 in the summer of 2006, through Tandberg Educational local partner, EBI Electronics. Teachers received a week of training in the use of the major functions of the language lab. There has been frequent, ongoing training for all world language teachers since the installation of the language lab. Tandberg partner, Ron Rehbein of EBI Electronics provides thorough and timely service and is highly responsive to all needs and concerns.

Tandberg Educational sales partner for this SANAKO system:

E B I Electronics Inc.
800-272-4359
www.ebisys.com



Tandberg Educational, Inc.

Orchard Ridge Corporate Park
301 Fields Lane, Brewster, NY 10509
Tel: 800-367-1137- Fax: 845-277-3995
info@tandbergeducational.com
www.tandbergeducational.com
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