

Research Report:
Results
01/07/12

Early English: Helen Doron

Academic Supervision and
Empirical Evaluation

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Research Report

Results of the empirical quantitative online questionnaire and of qualitative fieldwork in selected Helen Doron Learning Centres

1. Introduction to the research context

The Department of English Teaching at the Catholic University of Eichstätt-Ingolstadt carried out quantitative research based on questionnaires, as well as qualitative fieldwork on behalf of *Helen Doron Limited*.

The empirical quantitative investigation was carried out using a series of *online* pre-tests and was active from 1st April until 1st May 2012. A total of 1038 people took part, including 280 children and 758 parents.

The questionnaire included questions on the general conditions and courses offered by Helen Doron, on the reasons that parents and children had for taking part in the courses, on the children's performance at school, on languages used at home, as well as questions on socially relevant statistics.

At the time of compiling the research report, empirical qualitative fieldwork had been carried out at 10 selected Helen Doron Learning Centres in Germany in the period from January to June 2012 within the framework of a doctoral dissertation (random sampling).

On the day of the visit, teaching in at least two classes was observed with the participation of the researcher, a report was compiled and some of the teaching was filmed for the purposes of evaluation.

On each occasion, open interviews were conducted with the heads of the Centres and at least two of the teaching staff, and when possible also with two of the children and two of the parents.

Researchers sat in on classes in the following Helen Doron Early Learning Centres in

Germany with the aim of gaining an in-depth insight into the research context of the project and thus being able to situate and carry out the subsequent quantitative analysis more accurately.

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The dissertation based on this research project will be made available following com-

pletion in 2013/14.

The objectives of the investigation were to provide answers to the following questions:

1. How do children learn English in the specific context of the “Helen Doron Learning Centres” English, i.e. what are the conditions, what is unique or particular about the learning context and the manner in which they are taught?
2. What are the impacts of this particular method of learning on the development of skills in foreign language learning, social skills and learning strategies in the child’s later school career?

2. Main focus of the analysis of classroom observations and interviews

This section summarises and collates the various observations and opinions expressed in the interviews in key areas. Additional findings were used to verify the quantitative survey.

2.1 Variation of activities

In order to sustain concentration and joy in learning, activities are varied frequently in both type and design. The younger the children are, the more often they are changed and the shorter each type of activity is. This follows findings from developmental psychology that show the concentration span of younger participants to be comparatively shorter. Examples of activities are introducing and practising new words and exercises. Book-based exercises are usually kept short and sandwiched between games/songs.

2.2 Variation of topics

Although the *Teacher Guide* portrays the variation of topics as essential, this is not consistently put into practice. There is a great deal of variation of topics with younger children, but with older children a whole hour may be devoted to dealing with a single topic in a number of different ways. If the children request a topic, or the teacher notices that they are responding to it enthusiastically, it will be dealt with more comprehensively than other topics. It is suggested at this point that more attention be paid to varying the topics with older learners, as well; perhaps not so much by jumping between topics, as by considering different themes based around the central topic.

2.3 Individual treatment of the children

Although lessons generally follow HD's guidelines very closely, the children and their

needs are at the forefront of a strict implementation of the *lesson plan*.

In more advanced courses the children can say, for example, if they have not understood a point of grammar at school. Exercises/games relating to it that show the children how the grammar is used are then carried out. The rules are not explained. According to educational psychology, explanations should be used to engage cognitive potential.

It emerged that an area of sensitivity in the Centres is that of carrying out tests at the end of a course section. If there are any signs of anxiety regarding this, they do not take place.

Particularly praiseworthy is the gender-specific differentiation of the methodological activities: in groups consisting solely of boys there is greater concentration on games involving movement.

Differentiating aspects become particularly apparent where strong pupils are given tasks that can be completed independently, because they require little or no help. Adapting basic games to the level of learning, such as playing Bingo with easy or difficult pictures, clearly brings joy to the children due to the high level of familiarity and because it guarantees they will have fun.

2.4 Introduction to new words

As a rule, a large number of different objects are used to explain and clarify words. For example, when new nouns are taught, an attempt is made to bring the corresponding object or at least a picture of it to the lesson. The Centres' resources are geared towards this and equipped appropriately - a clear advantage over state institutions. When there is demand, special 'English preparation rooms' increase teacher motivation. New verbs are acted out using mime.

It is noted that there are generally few explanations. Where explanations are given, they are given in English, leaving the children to find the German term. The teachers remain monolingual - a clear teaching principle, the immersive approach.

2.5 Discipline

Disciplinary *classroom management* is carried out almost exclusively in German. The justification for this is twofold: on the one hand, if discipline is experienced in a context that is separated from the English course - in this case by language - it prevents the children from acquiring negative associations with English. On the other hand, the children can actually understand what it is they have done wrong.

The children are not usually just reprimanded: reason is also appealed to and the consequences of their behaviour shown. This takes place in a one-to-one conversation with the child, so that although the other children can see what is happening, the child is not exposed in front of the group.

2.6 Motivation

Happily, positive feedback is given very often and in a wide variety of ways. This involves, among other things, giving praise, visibly pleased behaviour on the part of the teachers and rewards for motivational positive reinforcement of good behaviour.

In all the Centres, the teachers' lively enthusiasm was impressive. They clearly show considerable enjoyment in teaching, even in difficult conditions. According to comments made by the pupils, they pick up on the teachers' enthusiasm, which in turn leads them to enjoy English.

The noticeable success of this is impressive: not one of the children observed behaved completely passively or counterproductively. Differing levels of engagement can be seen, and are connected to the teachers' attitude of letting the children decide for themselves.

The children's voluntary participation is a central tenet of the motivational concept. It relies on the fact that the children will still pick up all the lesson content and be able to take part in the next lesson, in a manner similar to the way in which the mother tongue is acquired subconsciously. However, the child is still constantly invited to actively join in. With younger children a *silent period* is respected.

2.7 Use of the target language

(Re)productive speaking is strongly emphasised. The teachers encourage the pupils to speak as much as possible.

Small communicative errors are often not corrected, or alternatively the teacher will provide the correct model. More serious infringements of linguistic norms are corrected by repeating the correct version.

Usually, the children respond to stimuli with short phrases. Any comments they make independently are immediately positively reinforced. Amongst themselves, the children almost always communicate in German.

One exception to this is a group in which there is a bilingual child. Since this child speaks fluent English as well, the other children also use English to speak to each other (Course: Botty the Robot, 8 years old). This clearly shows that the children in the other courses possess untapped potential that can be activated by situations such as this. A similar observation can be made in the bilingual schools of the City of Vienna, Austria.

In *English for Infants*, the children cannot yet speak but still they point to the right objects and respond to explanations, which shows evidence of a high level of understanding.

In the courses for schoolchildren in year one, the children soon become at home in English, quickly grasp larger blocks of meaning and after 10 weeks can give answers consisting of one to three words. Measured against the pedagogic reality in state primary schools, this is a considerably earlier time of reproductive speech production. A not insignificant proportion of children about to start school who have been visiting the course for at least one year seem to opt, together with their parents, to go to international schools (e.g. in the Ruhr area). The level of progress in the course is comparatively high: the teachers do not usually simplify their language when speaking to the children and the level of comprehension is impressive.

2.8 Course CD

Nearly all the children's parents make a great effort to listen to the CD. During the interviews they generally stressed the importance of the audio CD for preparation and follow-up as well as an exercise in internalising and consolidating the course content. The CD should be listened to at the same point each day, so that it is seen as part of the normal daily routine.

Upon investigation, it seems that the amount that needs to be listened to is not feasible, and the average taken from those surveyed evens out at 2 or 3 times a week.

3. Statistical evaluation of the quantitative questionnaire

A total of **1038** people took part in the study, including 758 adults and 280 children.

At the time of issuing the questionnaire, the parents surveyed (in a few individual cases, grandparents were also surveyed) were aged between 26 and 71 years old.

The average age of parents surveyed was 41 years.

In the majority of cases, it was the mother who completed the questionnaire; the percentage of fathers who responded was just 10.1%.

The majority of study participants are from Germany, the others come from the broadest range of nations from Bosnia to Cyprus.

A total of 88.2% of adults surveyed are married and live in households with 3 to 4 members. It is noticeable that many of the parents surveyed were highly educated.

Of the female participants in the study, 43.6% has a university-level qualification; the percentage of male participants was even 52%.

A total of 30.5% of women and 22.2% of men have an *Abitur* or *Fachabitur* (equivalent to A-levels or Baccalaureate). 22.2% of women and 18.5% of men have the *mittlere Reife* (certificate of secondary level education, equivalent to GCSE). 3.6% of female participants and 7.1% of males have a qualification from an adult education college or a *Hauptschule*. None of the mothers surveyed were without a school-level qualification, and only 0.2% of fathers.

In keeping with these types of qualification, 55.4% are employed, 5.8% are public sector employees, 8.6% work as freelancers, 13.2% are self-employed, 2.8% manual workers, 12.7% are a housewife or househusband, and 0.7% are unemployed or looking for work.

Average net household income was between 3,000 and just under 4,000 Euro (see Fig.1).

The adult participants in the study are therefore predominantly from highly educated social groups and have the economic means to enable their children to access commercial educational opportunities.

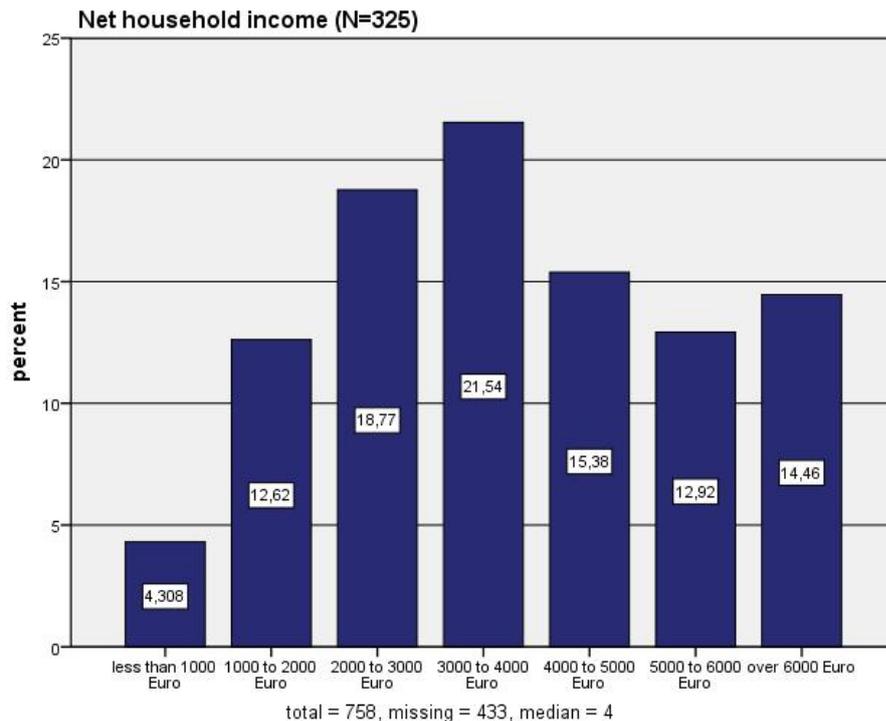


Figure 1: Net household income

The average age of the children was 8 years old. The children's ages ranged from one to 18 years old. It is assumed that the parents of the younger children gave answers on behalf of their children. The extent to which these answers reflect the actual feelings of the children is questionable at least; leading questions were used in the qualitative research interviews to provide additional information in this area. The impression gained here was that parents gave considerable help, at least in the completion of the questionnaire. Since this situation only relates to three children who were under 4 years old, it does not negatively affect the validity of the study.

Comment on educational theory:

Formation of opinions in early childhood always depends partly on a certain imitation of the habits of the persons with whom the child most closely identifies, usually the parents. The strong potential for copying behaviours or speech has an influence on linguistic development in particular. This means that the role of the parents has

enormous significance in encouraging participation and in developing language skills.

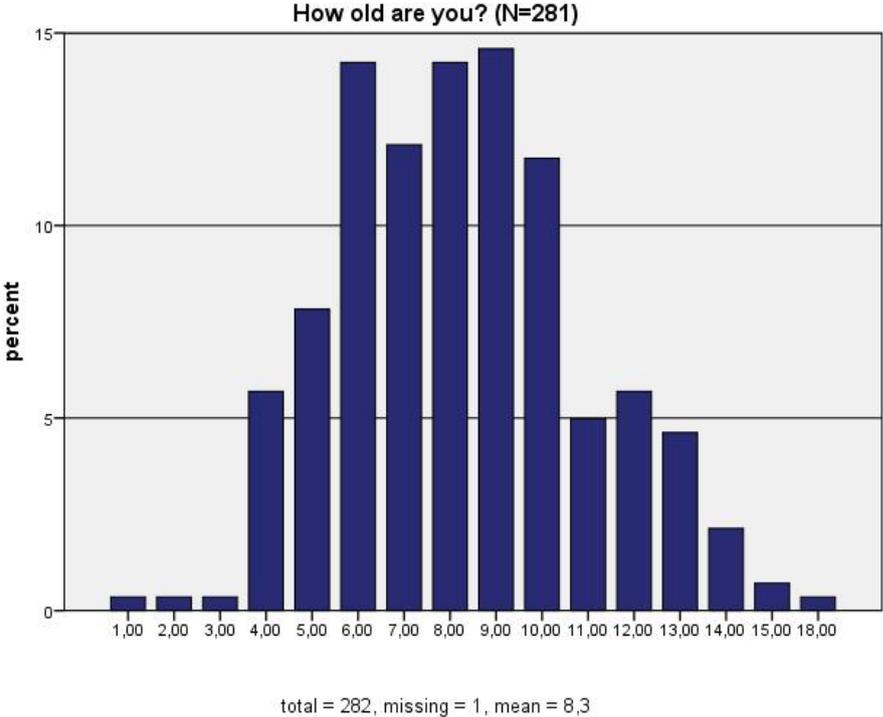


Figure 2: Ages of the children

One of the participants in the study is now over 18 years old, but is still currently taking classes at a Helen Doron Centre.

A variance analysis of the variables ‘age’ and ‘current participation in a Helen Doron course’ indicated that the participation of younger children is currently significantly higher than that of older children (significance = 0.000**).

ONEWAY descriptive statistics

How old are you? (Levene Test for variance homogeneity: significance = 0.696 → conditions of oneway anova are met)

Currently attending a course	N	Mean	Standard deviation	Standard error	95% confidence interval for the mean		Minimum	Maximum
					Minimum value	Maximum value		
Yes	259	7.9961	2.52199	.15671	7.6875	8.3047	1.00	15.00
No	20	11.5000	2.72416	.60914	10.2251	12.7749	7.00	18.00
Total	279	8.2473	2.68886	.16098	7.9304	8.5642	1.00	18.00



More than half of the children indicated that they were female (56.3% = 157) and 43.7% (=122) male.

This distribution does not reflect the expected values, since the proportion of males in that particular age range in the population as whole is larger than the proportion of females. As the random sampling is not representative of all children in Germany, it cannot be claimed here with absolute certainty that attendance of an English course is dependent on the gender of the child; however, the results do seem to suggest this.

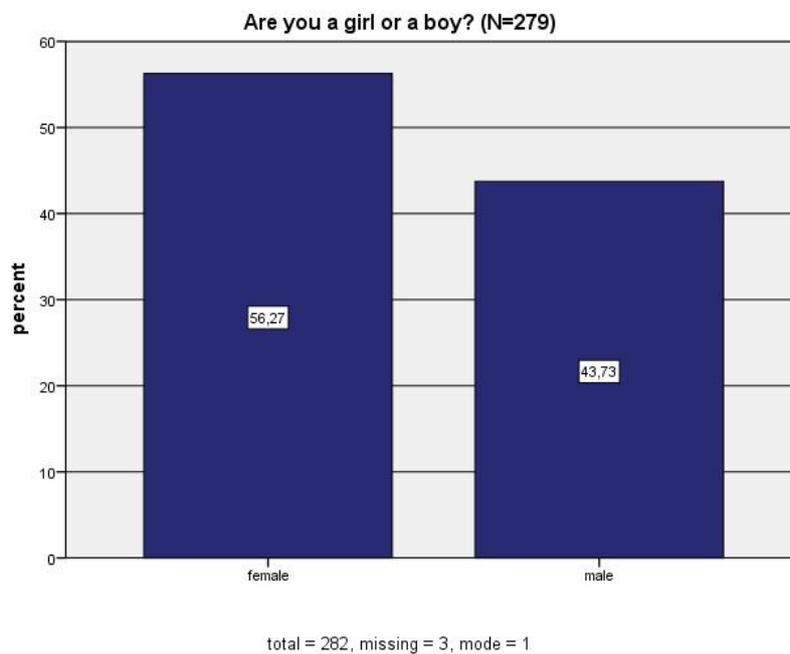


Figure 3: Gender of child

Comment on educational theory:

Selected pedagogical and didactic studies, most of which were conducted in a narrowly qualitative research context with very few participants, indicate the possibility of a slightly higher gender-specific affinity with language learning, or rather a greater involvement with languages amongst girls. Neurobiological influences are currently being investigated. There is a need for course materials aimed specifically at boys.

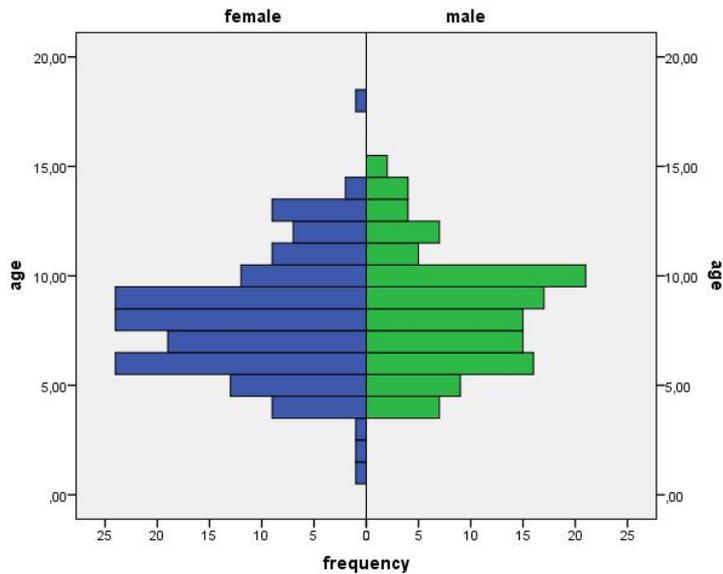


Figure 4: Distribution of age/gender

Of all the children surveyed, 92.9 % (=260 children) currently attend a Helen Doron course. This adds validity to the results since the children are involved in the subject of the questionnaire at the present time and do not need to remember back to events in the past. Only 7.1% (=20 children) are not currently registered for a Helen Doron course.

Comment on educational theory:

It is interesting to note again here the slight indication that girls, particularly at pre-school age, take part more frequently. Neurophysiological findings suggest that some developmental aspects of language learning (e.g. reading) are demonstrated at a different, earlier stage in girls; this might support this trend. Better account of this can be taken through the targeted use of relevant gender-specific teaching (content, topics, methods) – which still need to be developed - to convince boys also be become involved intensively and at an early age intensively with language(s). The latest trends in media would appear to play a role in this (e.g. whiteboards).

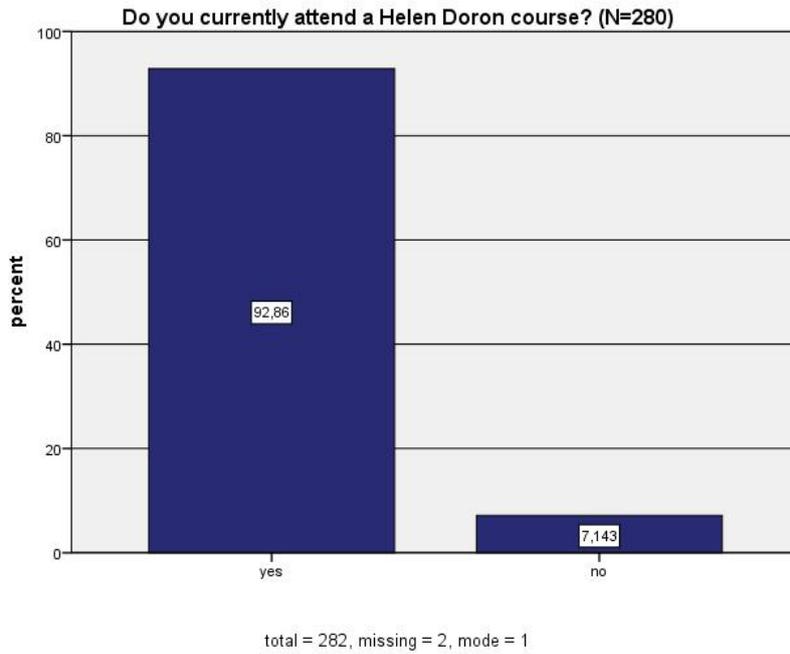


Figure 4: Current course attendance

The current high percentage of participation in courses amongst the subject group of the study increased the opportunity for targeted self-reflection in responding to the questions, as well a timely comparison between learning in a school context and outside the school context. The research context here focuses on the latter.

3.1 Type of school and class levels

As is to be expected from the age distribution, most children (58.2% =164) attend a *Grundschule*, that is primary or elementary school, or are not yet at school (19.3% = 53). A further large proportion (16.8% =46) attends *Gymnasium* (highest level of secondary school). None of the children surveyed attend a special school, and only 0.7% (2 children) attend a *Hauptschule* (mid-level secondary school). One child (0.4%) attends a Montessori school.

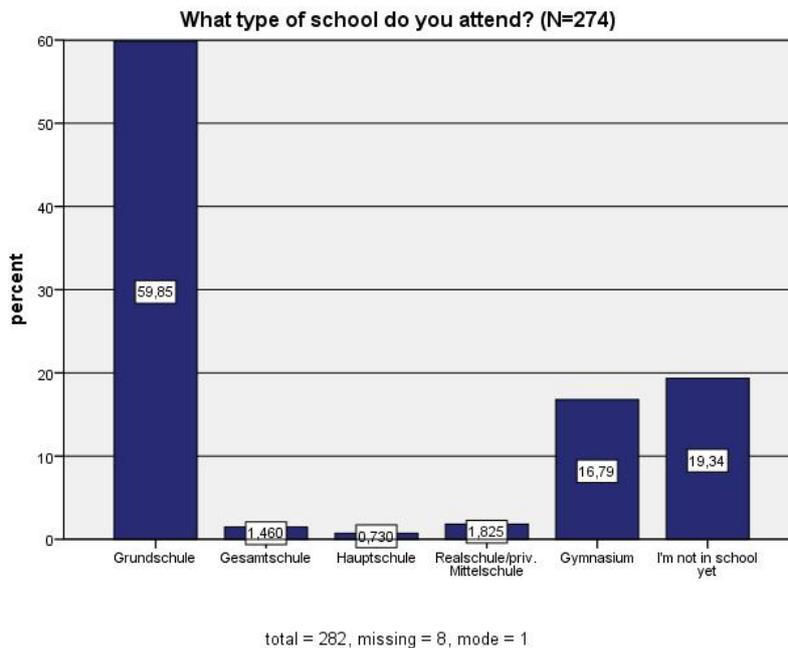


Figure 5: Type of school

Comment on educational theory:

More than half of the parents have an *Abitur* (certificate of secondary education equivalent to A-Levels or high school diploma) or an academic qualification. This explains both the financial ability and intellectual willingness to support either early learning at pre-school age, or extra tuition later where necessary, or even preventative additional action to support schooling. One potential task of educational providers is to supply information aimed at parents without for times education and thus

also convince them to pay for language courses.

Class	frequency	percent
1	41	18.6
2	41	18.6
3	39	17.7
4	42	19.1
5	13	5.9
6	20	9.1
7	11	5.0
8	9	4.1
9	2	.9
10	1	.5
12	1	.5
Total	220	100.0
missing	88	
total	282	

Due to the young age and the type of school, most children taking part are in classes 1 to 4. Only 4 children in total are in classes 9 to 12.

The children were asked about their last half-yearly grade in English. Many of the results here are missing, since many of the pupils in the first class did not provide any answer, instead of responding in the category of “no grade at all”.

Comment on educational theory:

There are no grades given for English at primary school level in Bavaria and this will presumably remain the case in the future. The performance levels of early foreign language learners should, however, be recorded and documented for diagnostic purposes on a half yearly basis (using on observation forms). This also applies to the

research area. This documentation would also be an advantage as an indicator of progress; valuable crossover in terms of information and cooperation with school-based English teaching would result.

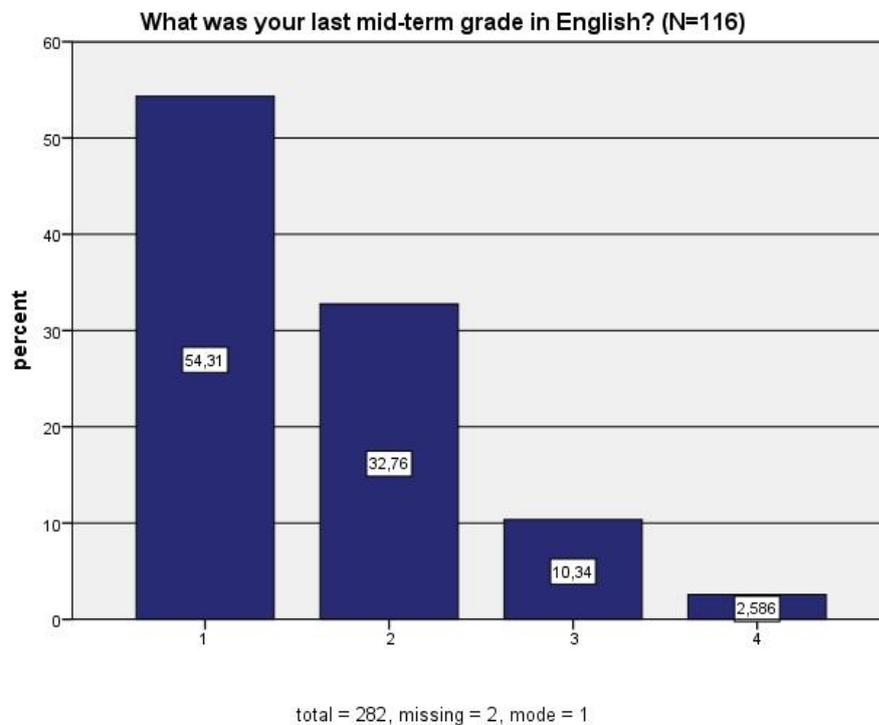


Figure 6: School grades

A comparison of school grades revealed that primary school pupils (and former primary school pupils, presently in class 5) were awarded grades 1 or 2 exclusively, whilst only pupils from a *Realschule* or *Mittelschule* were given a grade of “satisfactory” in their latest school report. A direct comparison between the school grades of von primary school and *Gymnasium* pupils showed a highly significant ($P=0.000^{**}$) correlation between the type of school and the school grade ($\Phi = 0.429$).

Comment on educational theory:

It can be concluded from this finding that language skills developed at an early stage in the Learning Centres have an influence on performance at school.

Greater contact hours, more intensive use of the English language in small groups and child-friendly methods at the Centres are the decisive parameters in this regard.

3.2 Knowledge and use of language in a social environment

Most of the children came from a background in which both parents could speak English (59.4% = 155). Only 1% (3 children) indicated that neither their mother nor their father had a command of English.

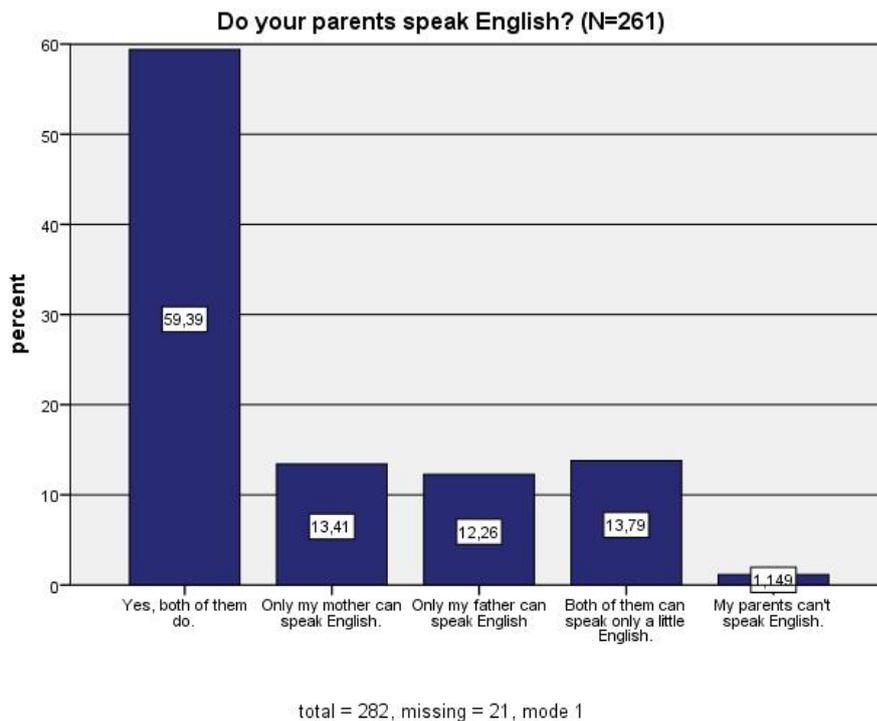


Figure 7: Do your parents speak English?

The parents' responses confirmed the responses given by the children. Of the adults survey, over 60% stated that they had a good or very good level of English.

Comment on educational theory:

The language skills of the parents also give them an indication of the importance of foreign languages for their children (e.g. preparing early for a professional career). Where parents are not already aware of this information should be given to them so that more children can enjoy this particular advantage.

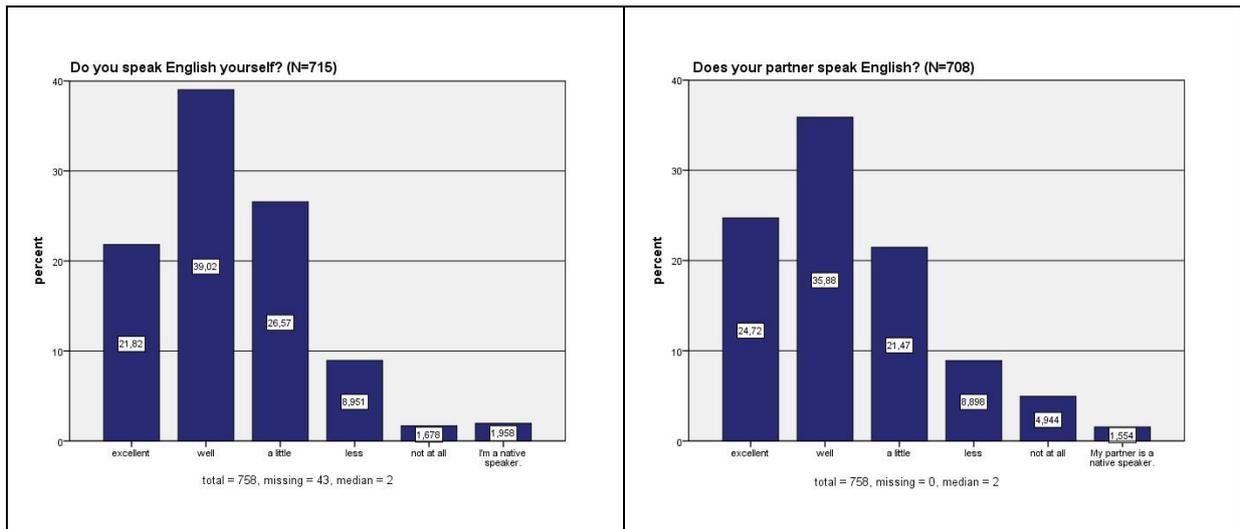


Figure 8: Language knowledge

Although so many parents have a good level of English, only 3.9% (10 children) indicated that they often spoke at home English with their children. By contrast, a total of 74.9% (197 children) stated that English was only occasionally or never spoken at home.

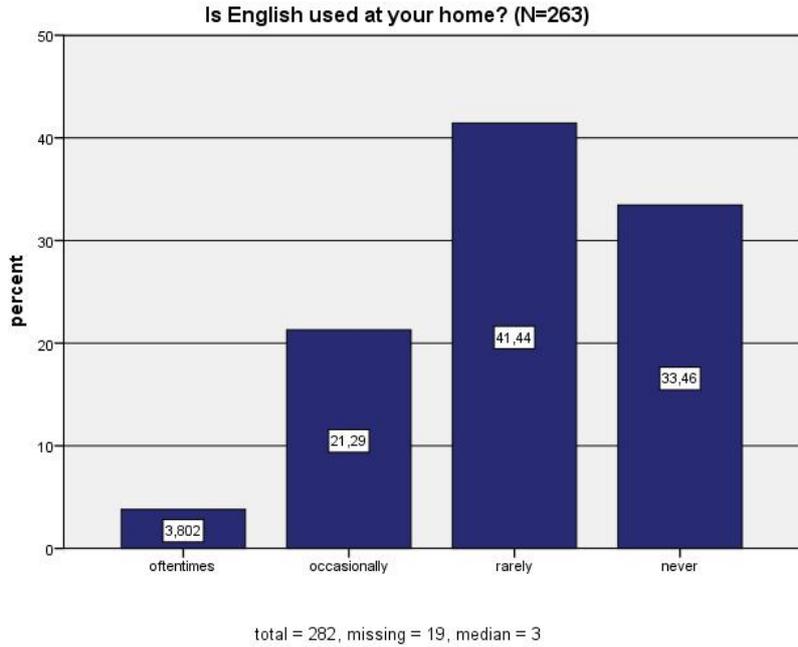


Figure 9: Frequency of English use at home

The results of the questionnaire for parents confirmed this finding:

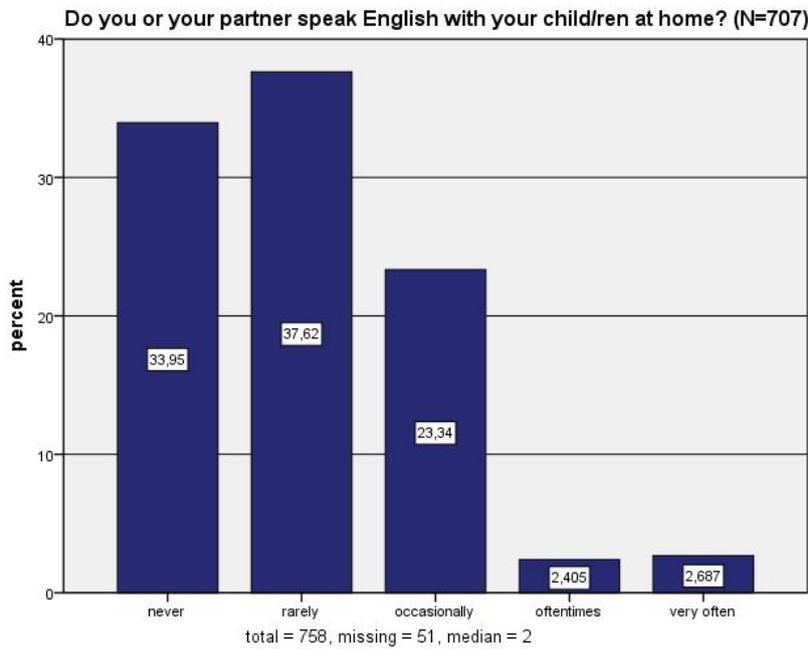


Figure 10: English at home (parents' responses)

There was, however, a difference concerning the results on whether there were people with whom the children had close contact who spoke English with the children. In spite of the small sample group of children, they mentioned several people who often spoke English with them.

Comment on educational theory:

Speaking English at home with parents is not essential for successful learning in this research context. A far greater role is played by the encounter with authentic materials: these materials provide linguistic models for imitation outside the Learning Centres. If the parents are not bilingual, use of English at home may even lead to a risk of fossilization of the language errors of the parents. For this reason, the focus should be on a structured organisation of English-speaking encounters outside the Learning Centres through the use of audio and visual materials.

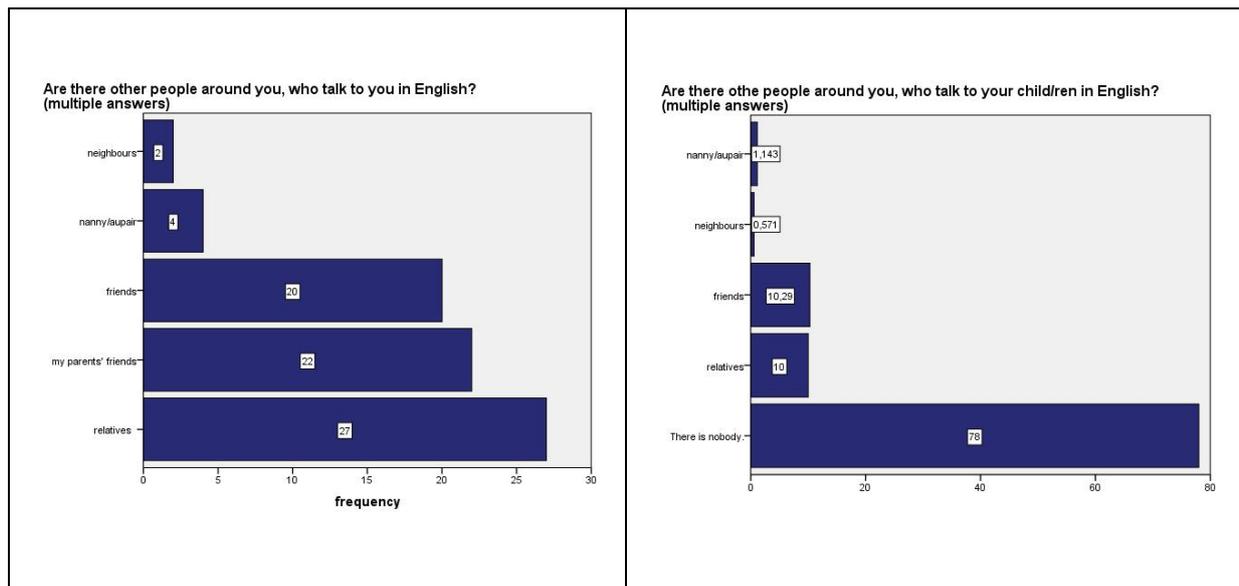


Figure 11: People with knowledge of English with close contact to the children

Many children also speak other languages, listed in the following:

Albanian, Bosnian, Bulgarian, Greek, Russian, Polish, French, Chinese, Italian, Korean, Croatian, Latin, Ancient Greek, Rumanian, Swiss German, Slovenian, Spanish,

Hungarian, Thai, Turkish.

3.2.1 English in the holidays

Notably, 35.5% (=100) of the children had already been to an English-speaking country abroad. Countries most commonly visited were the USA and Great Britain, but Scotland, Ireland, Canada, Australia, South Africa, Jamaica and New Zealand were also mentioned. The non-typical English-speaking countries mentioned were: the United Arab Emirates, Thailand, Japan, China, South Korea, Scandinavia, Nepal, India, Sri Lanka and Turkey.

Of the children who indicated that they had been abroad 68.1% (64) said that they used English; 30 children said that they did not use English. The reason most commonly given for this was that the children were still too young at the time of the stay. Only two children stated that they did not feel confident enough to speak English.

3.2.2 English in the media

Children encountered English above all on the radio, the internet (each mentioned 121 times) and in books (mentioned 120 times) in their free time. Only 5 children had not encountered the language at all in the media.

Where else do you have contact with the English language?

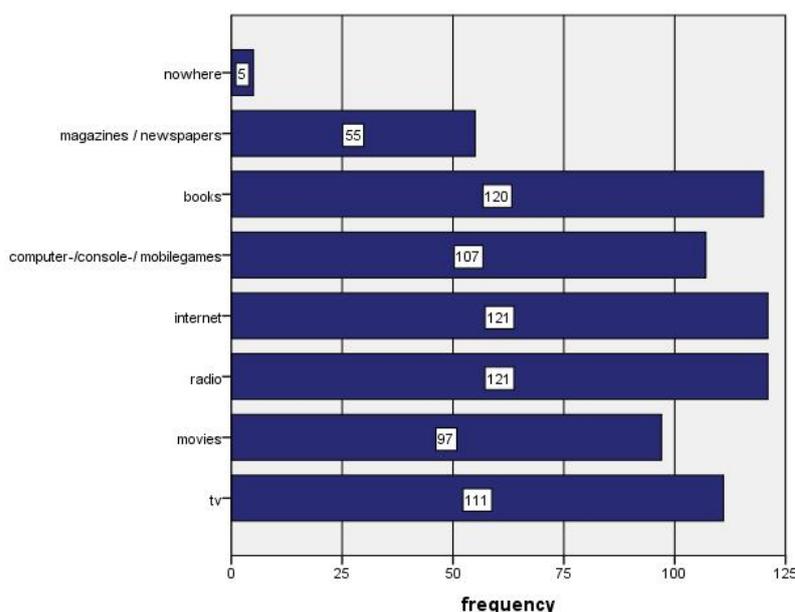


Figure 12: Media

Several children also mentioned music and audiobooks on CD.

The children were able to give countless examples here. The most commonly mentioned examples were, however, Star Trek, Harry Potter, Barbie films, contemporary music, Dora and YouTube videos.

Helen Doron offers online activities for children in the so-called 'Kangi Club' which has games, songs, instructions for making things, etc. Access is free for the children. Yet, 35.9% (92) of the children were not aware of this online club. It can be concluded that the younger children are more likely to know about the Kangi Club, the older children less likely.

Of those children who were aware of the Kangi Club, 22.7% (37 children) never used it, 52.8% (86) only seldom, 19.6% (32) occasionally, and 4.9% (8) often.

By far the most popular activity on the Kangi Club website is the game, "The Schoolbag Game" (nominated as best game 41 times); other popular activities were "Dress Kangi" and "Didi the Dragon". The following graph shows the results of the survey of

parents.

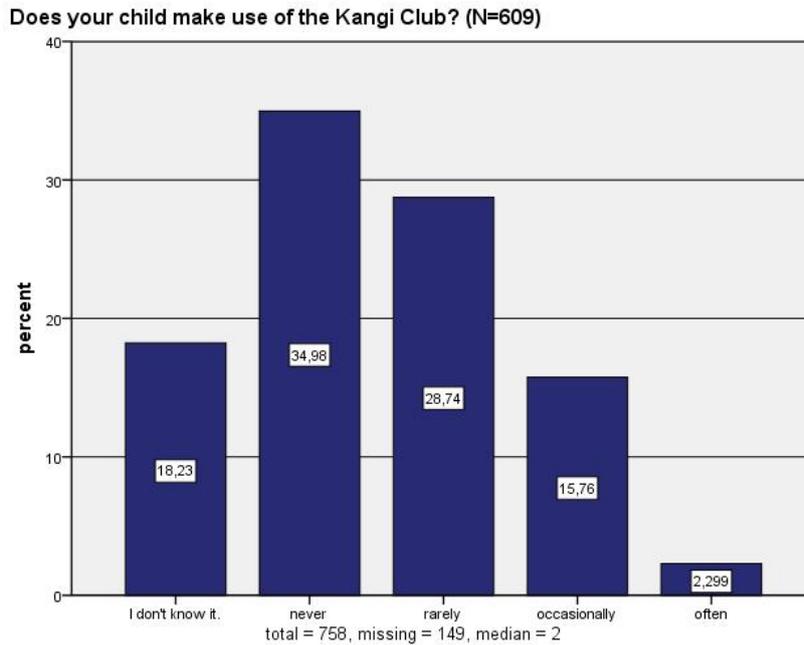


Figure 13: Use of Kangi Club (parents)

Comment on educational theory:

More targeted use can be made of the wide-ranging and worthwhile activities online by introducing specific 'homework' tasks, even if not compulsory. Ideally, class time could be used to cover these activities so that children become more familiar with them.

3.3 Participation in courses

Most of the children began attending to their first Helen Doron course as toddlers or pre-school children. According to the survey of children, the average age is between 4 and 5 years (mean average = 4.73), and according to the survey of parents it is 3.76 years. The reason for this difference is that the parents also gave precise details for children under one year.

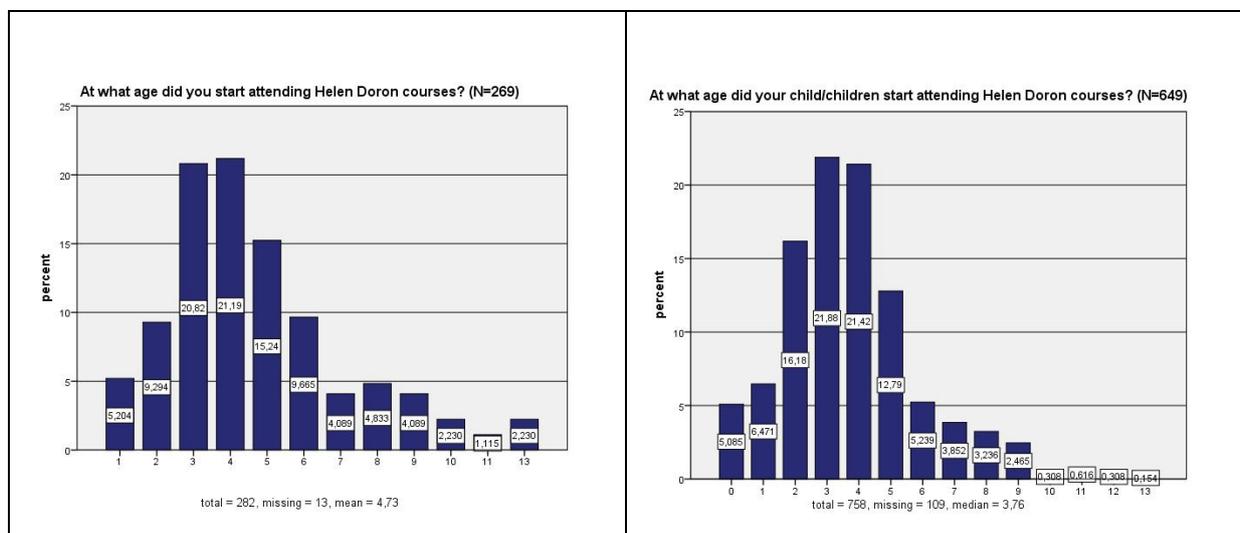


Figure 14: Age when starting the first course

Depending on the age of the child, the parents either drop their child off at the course, wait there or take part in the course.

The younger the child, the more the parents actively participate in the course; the older the child, the more often they attend the courses on their own.

This relationship is highly significant.

Comment on educational theory:

Active participation by the parents, depending on the child's age, plays an important part in supporting early language learning; carefully decreasing it can engender greater independence. It also influences the children's long-term motivation to participate in the courses.

The majority of children who were 13 when they began attending their first Helen Doron course say they received a 4 (= 'sufficient') in their final half-year school report.

After carrying out a correlation analysis, the results show that there is a highly significant correlation between the age of entry to a Helen Doron course and the grades attained at school (Spearman's rho = 3.7). The correlation is positive, which means that the younger the age at entry, the better the grade in English in the final half-year school report. However, the correlation is not very strong, as shown by the very small range of grades in English.

Correlations				
			What grade did you get for English in your final half-year report for?	Approximately how old were you when you first started attending a HD course?
Spearman's rho	What grade did you get for English in your final half-year report for?	Correlation co-efficient	1.000	.370**
		Sig. (2-tailed)	.	.000
		N	116	112

It was ascertained that the majority of children remain at Helen Doron for several years, which indicates high levels of satisfaction. Of those children who have only been to one course so far, 58.1% are between 0 and 6 years old. The average age of entry also lies in this range.

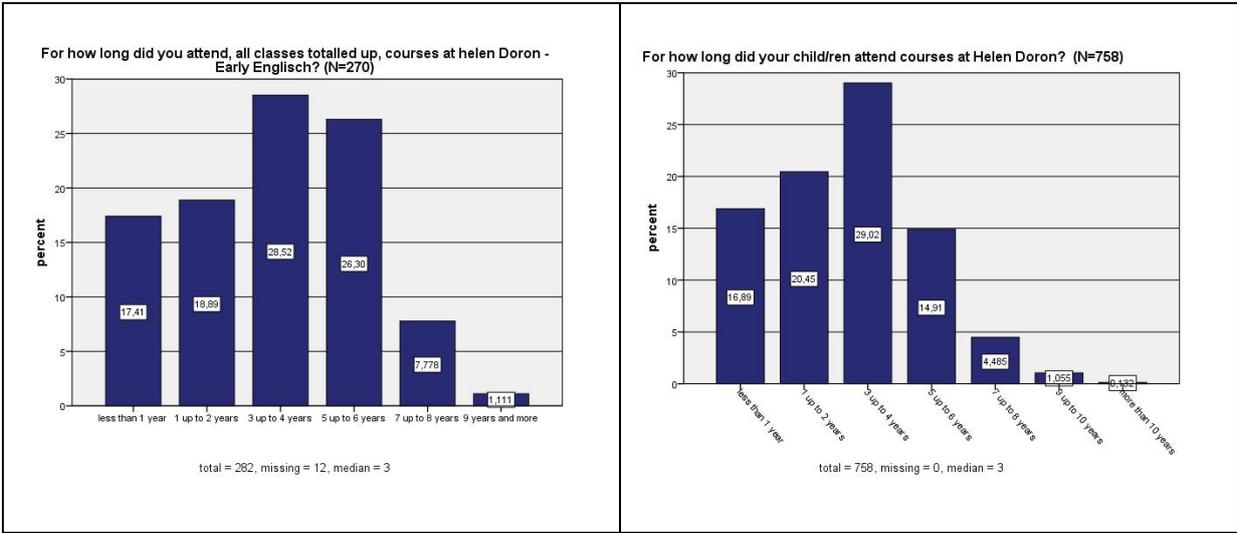


Figure 15: Total length of course attendance in years

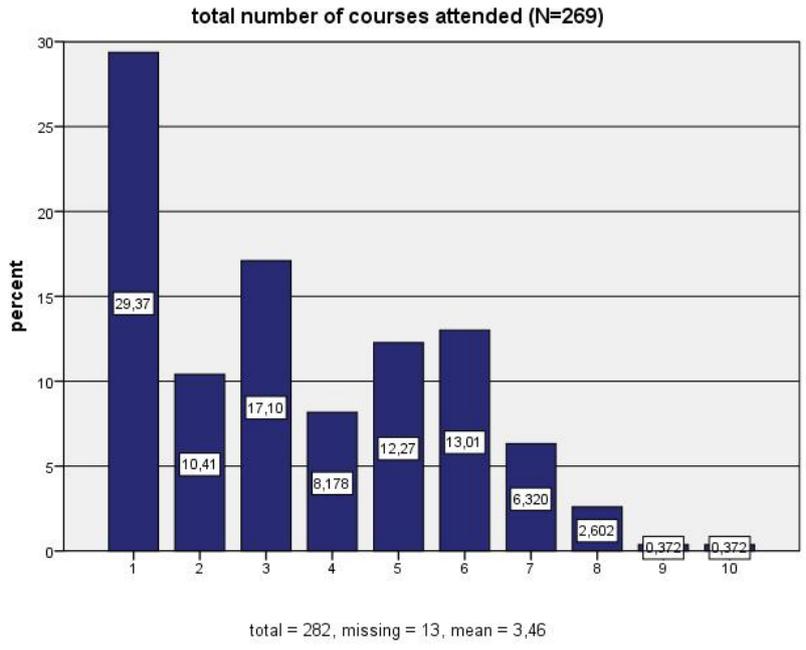


Figure 16: Total number of courses attended (children’s responses)

29.4% (79 children) have only been to one Helen Doron course so far. One child said they had been to 9 Helen Doron courses, and one said they had been to 10.

An analysis of the relationship between the total number of courses attended and their grades at school revealed a significant result ($p=0,009^{**}$) for the Spearman's rho = -0.250. This correlation is not particularly strong, but does suggest that the more courses a child has attended, the better will be their grade for English.

Correlations				
			What grade did you get for English in your final half-year report for?	Total number of courses attended
Spearman's rho	What grade did you get for English in your final half-year report for?	Correlation coefficient	1.000	-.250**
		Sig. (1-tailed)	.	.004
** . Correlation is significant at the 0.01 level (1-tailed)				

The courses frequented most often at Helen Doron are primarily the Helen Doron Early English courses. This can be clearly seen from both the children's and the parents' responses.

Comment on educational theory:

Although it has long been established in didactics that a greater level of input and more contact time with English leads to better English-speaking skills, it is remarkable that this is so clearly measurable in this case. The successful didactic concept of the Helen Doron Early English courses is clearly a contributor to the fact that repeatedly and continually taking part in the courses leads to better grades in the subject at school. The didactic focus of the courses (listening comprehension and basic speaking) reflects the central learning aims at primary school in the first instance, but also reinforce them, consequently leading to the development of strong reading and writing skills. The ideal age to start learning a foreign language as a young child is three years.

frequencies courses

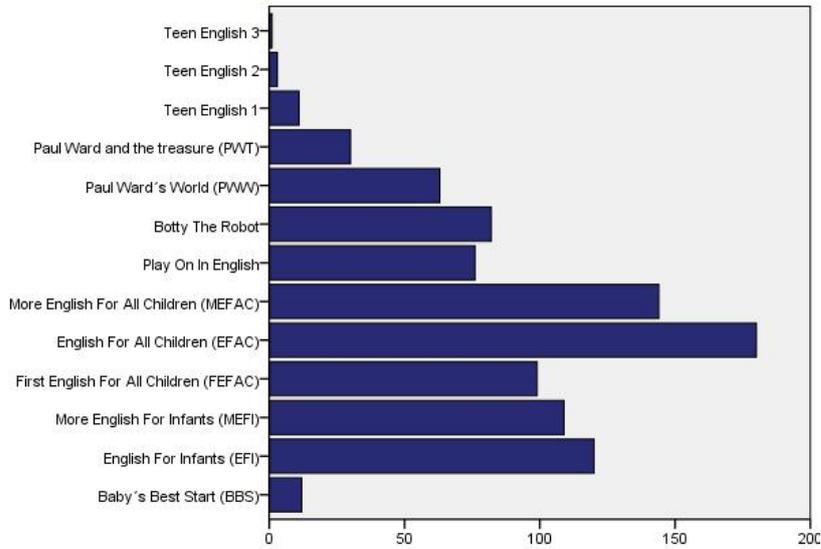


Figure 17: Courses (children's responses)

Helen Doron courses (parents)

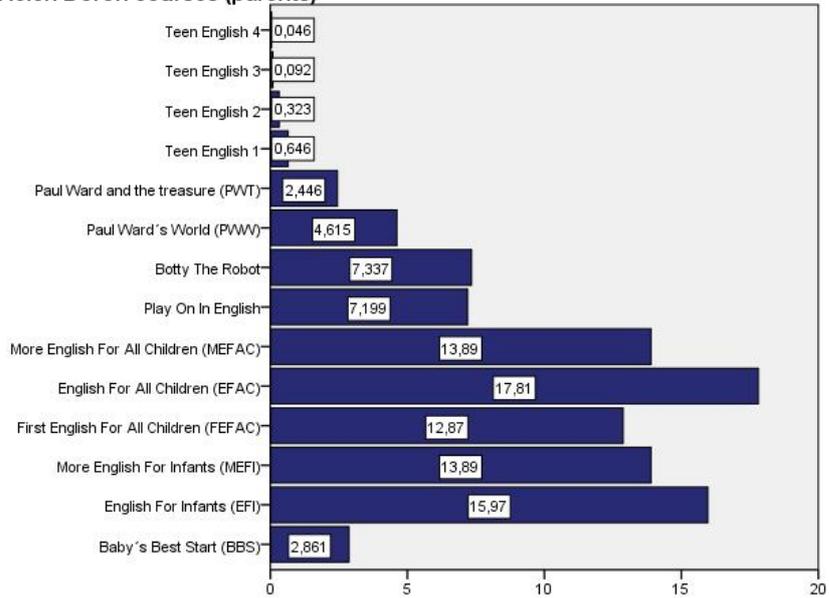


Figure 18: Courses (parents' responses)

As recommended by Helen Doron, the class size is around 5 or 6 children, which corresponds to the mean average calculated from the questionnaire.

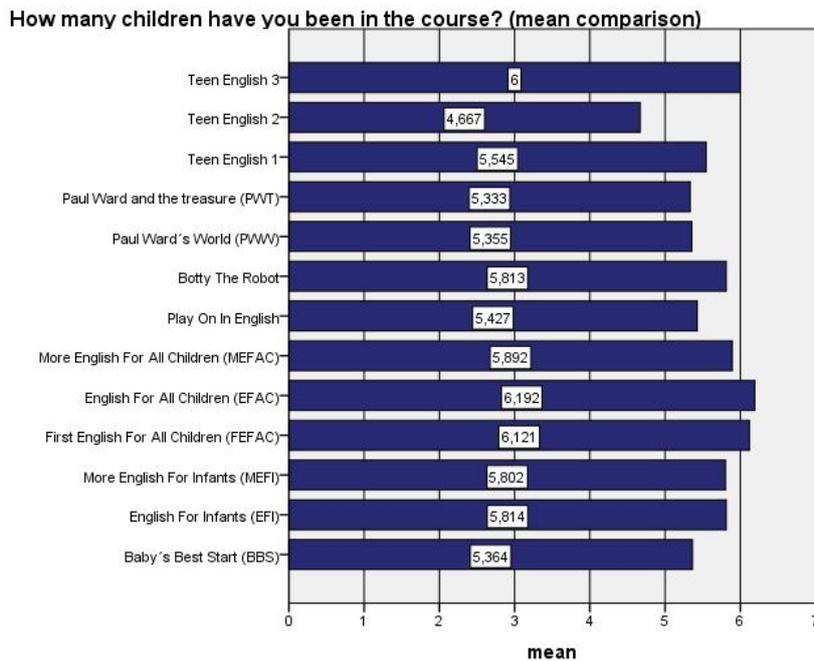


Figure 19: Number of course participants (children's responses)

The reason most often given by the children for attending a Helen Doron course is that it was their parents' idea. However, 15.5 % said that they attended to a course because they enjoy English.

Comment on educational theory:

It is to be expected that those with parental authority would initiate course attendance, due to the children not having an overview of their own developmental potential. The motives, or bundle of motives, for this are very diverse. However, in an ideal situation, they would be for the children's definite innate capacity for learning languages at a young age to be used in a focused way. The involvement of those with parental authority, as exemplified so well by the research subject, is particularly important.

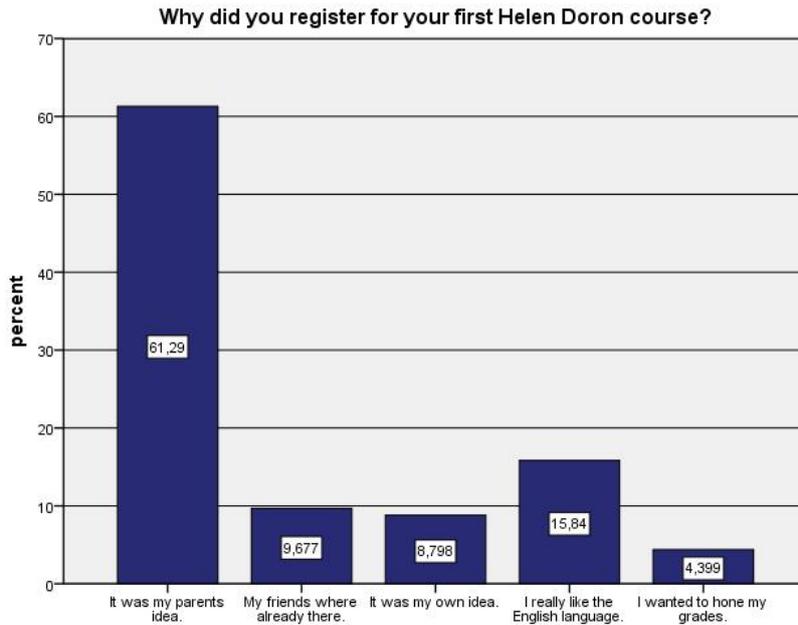


Figure 20: Reasons for registering for a course (children's responses)

The fact that the idea comes from the parents is not just true for children who were particularly young when they started attending their first course. The distribution for this is the same across all age groups.

	null hypothesis	test	significance	decision
	The distribution of Approximately how old were you when you first started attending a HD course? is equal across categories of It was my parents idea.	Mann-Whitney-U-Test independent samples	0,085	Null hypothesis kept

Figure 21: Relationship between course attendance and age

Moreover, the children list the following reasons for attending Helen Doron (open question):

- Siblings who have already attended a Helen Doron course

- Relatives who work at Helen Doron
- Acquaintances or relatives who only speak English
- Recommendation by the Kindergarten (playgroup/pre-school)
- To learn better English

The parents' answers regarding the motivation of their children to attend an English course at Helen Doron are more varied. One primary reason is that the parents consider knowledge of English to be of paramount importance for the children's future. The mothers and fathers are convinced that early learning is the best way to acquire a foreign language, and they want to support the children in this as far as possible.

Comment on educational theory:

Providers of early foreign language learning must take an approach that involves comprehensively and professionally informing those with parental responsibility of their children's abilities as well as the didactic approach/methods of the courses resulting from this.

The more that these are tailored toward the individual needs of the parents and children, the higher the level of acceptance. Information evenings and the inclusion of experts as consultants is recommended, as is active participation in conferences and meetings that include reports based on experience and workshops.

motivation for registering for Helen Doron course

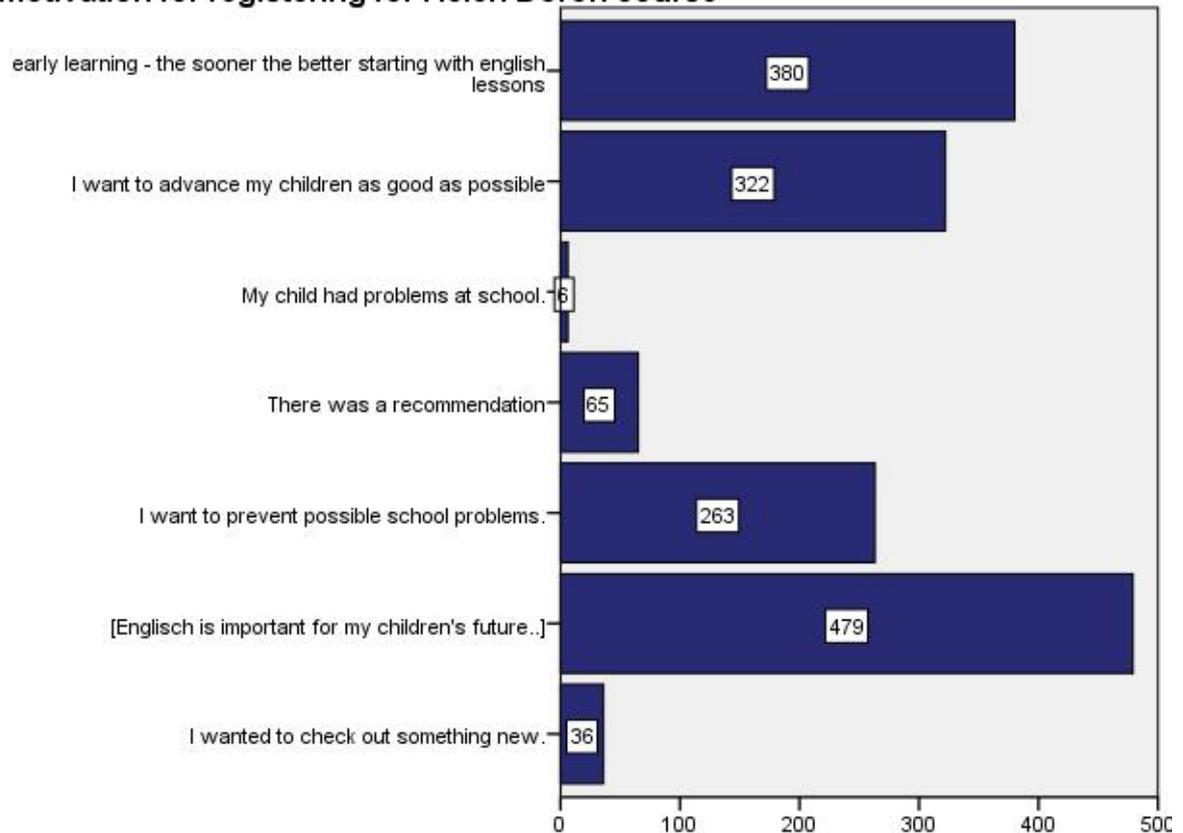


Figure 22: Reasons for registering for a course (parents' responses)

Most customers had heard about Helen Doron through recommendations by friends or acquaintances, which indicates high levels of satisfaction on the part of those who had already booked a course.

The parents are interested in their children's futures and are therefore relatively well informed about the courses, their content and their teaching methods.

Comment on educational theory:

Recommendations from within the circle of personal friends should be most highly valued as they are closely connected with the status quo of the personal relationship, which should not be put at risk.

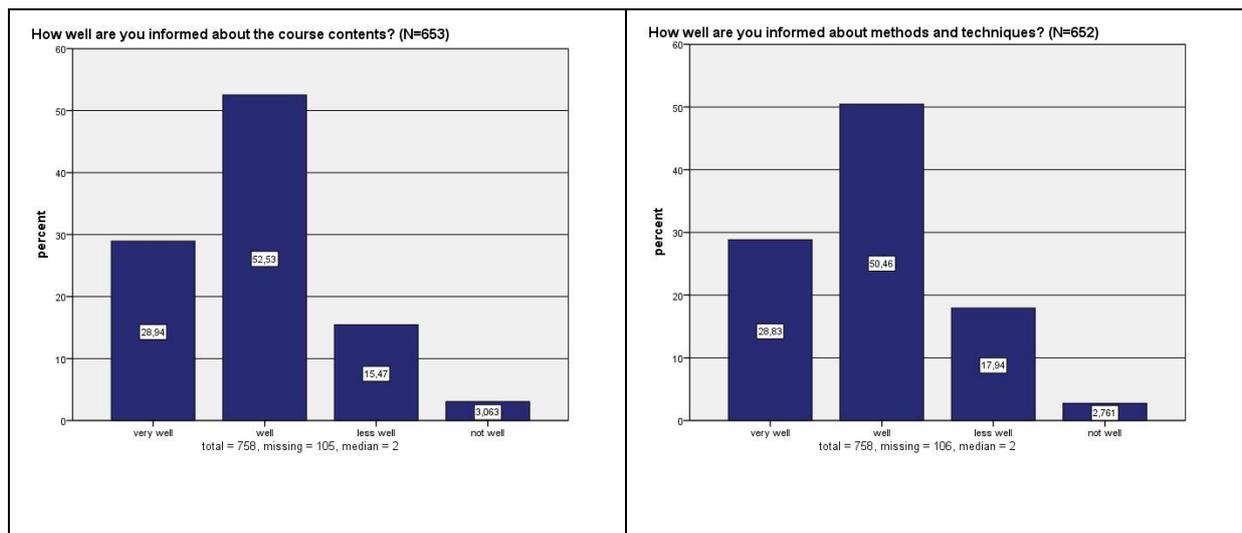


Figure 23: How well informed

Although it seems that the parents form the main reason for first attending a course at Helen Doron, the children do nonetheless very much enjoy the courses. Only 1.1% (3 children) do not enjoy going there.

Comment on educational theory:

The outstandingly high level of satisfaction indicates the particularly needs-driven and individualised structure of the courses. This is strengthened by the small groups, close contact with the course administration and an extremely high level of personal attention.

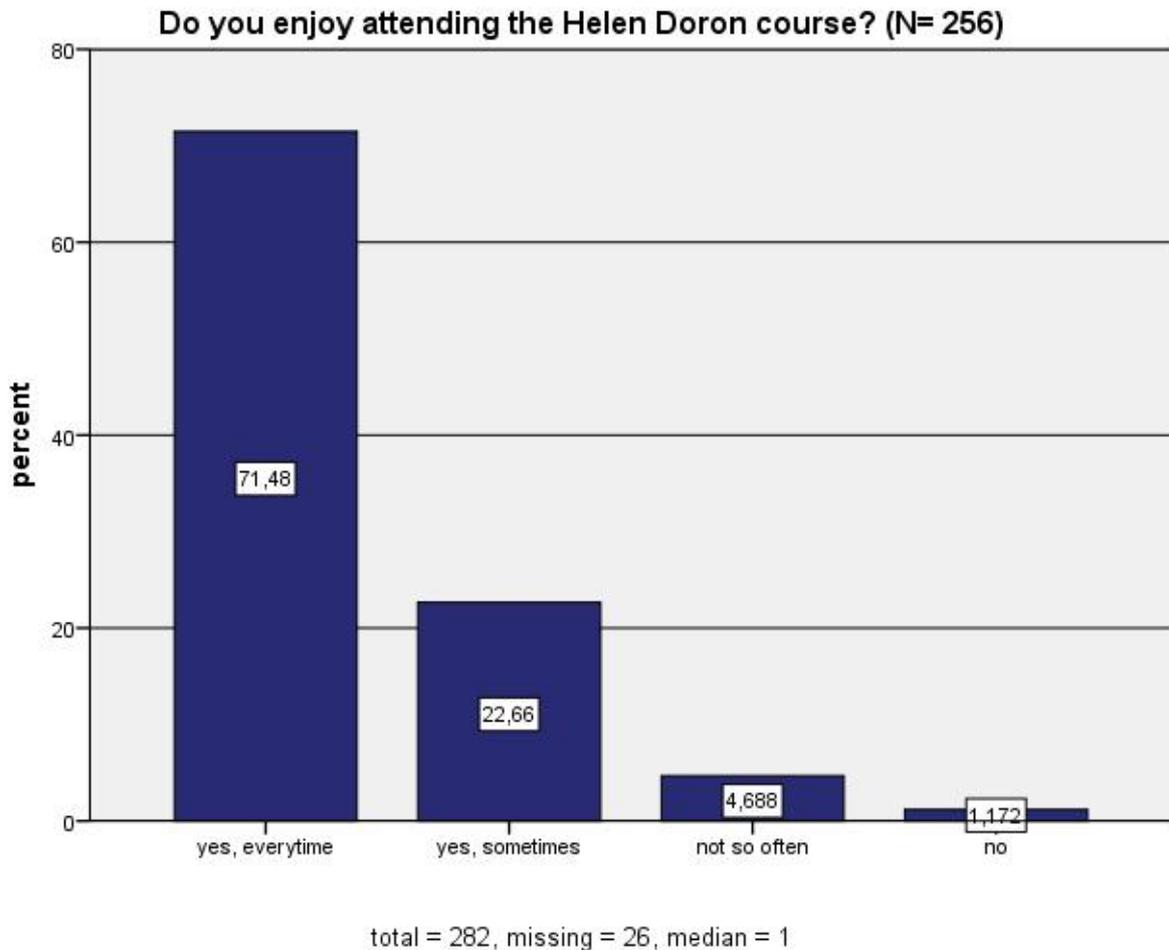


Figure 24: Enjoyment in attending a course

The majority of the children would like to have fun at a Helen Doron course. This response option was chosen 228 times, i.e. by nearly all children. Almost as many want to learn English. Making new friends is of more secondary importance. There is a highly significant difference for the area of the importance of English for future career opportunities. This category was chosen much more often by the older children in particular.

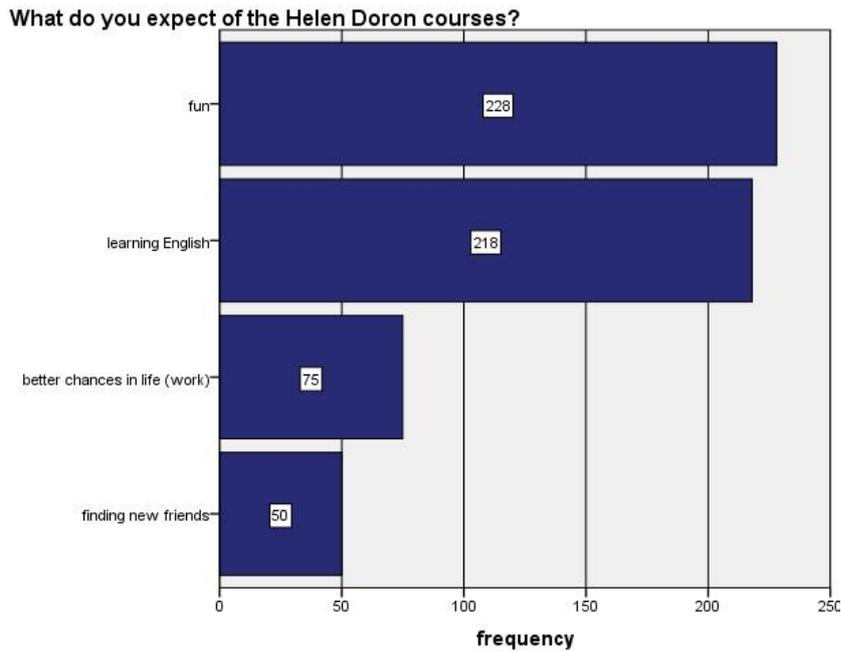
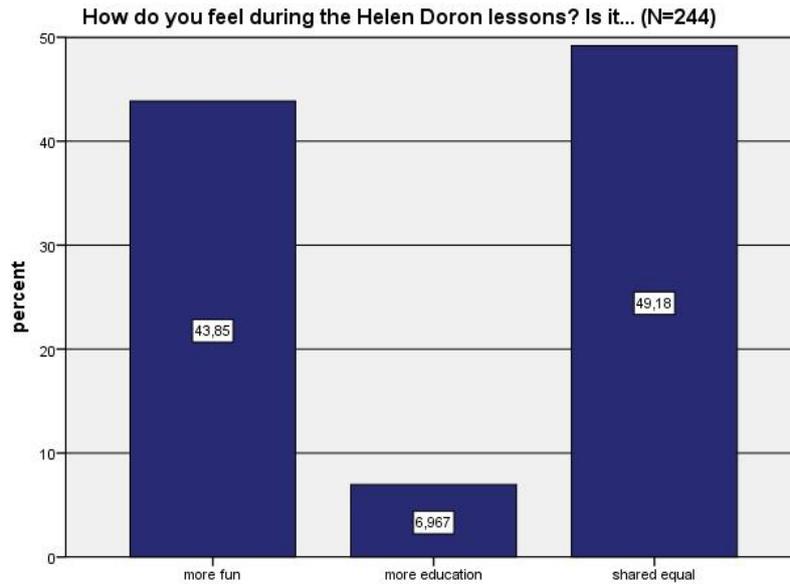


Figure 25: Expectations (children's responses)

The children's expectations are fulfilled by their English courses. They do not feel overwhelmed by them but regard fun or fun plus learning equally. Only about 7% felt that they were only there to learn.

Comment on educational theory:

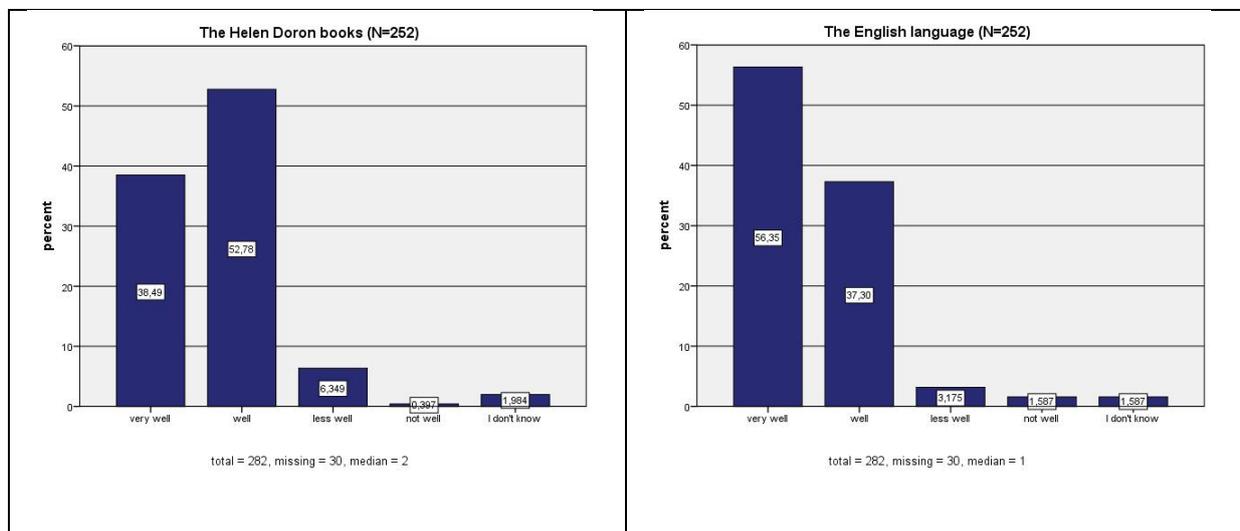
Affective factors such as fun and joy in learning are of great importance on a neuro-psychological level. Things that are learnt or acquired with a positive feeling will be anchored in the brain on a longer-term basis. The clear focus of the courses toward this is one of their success factors.

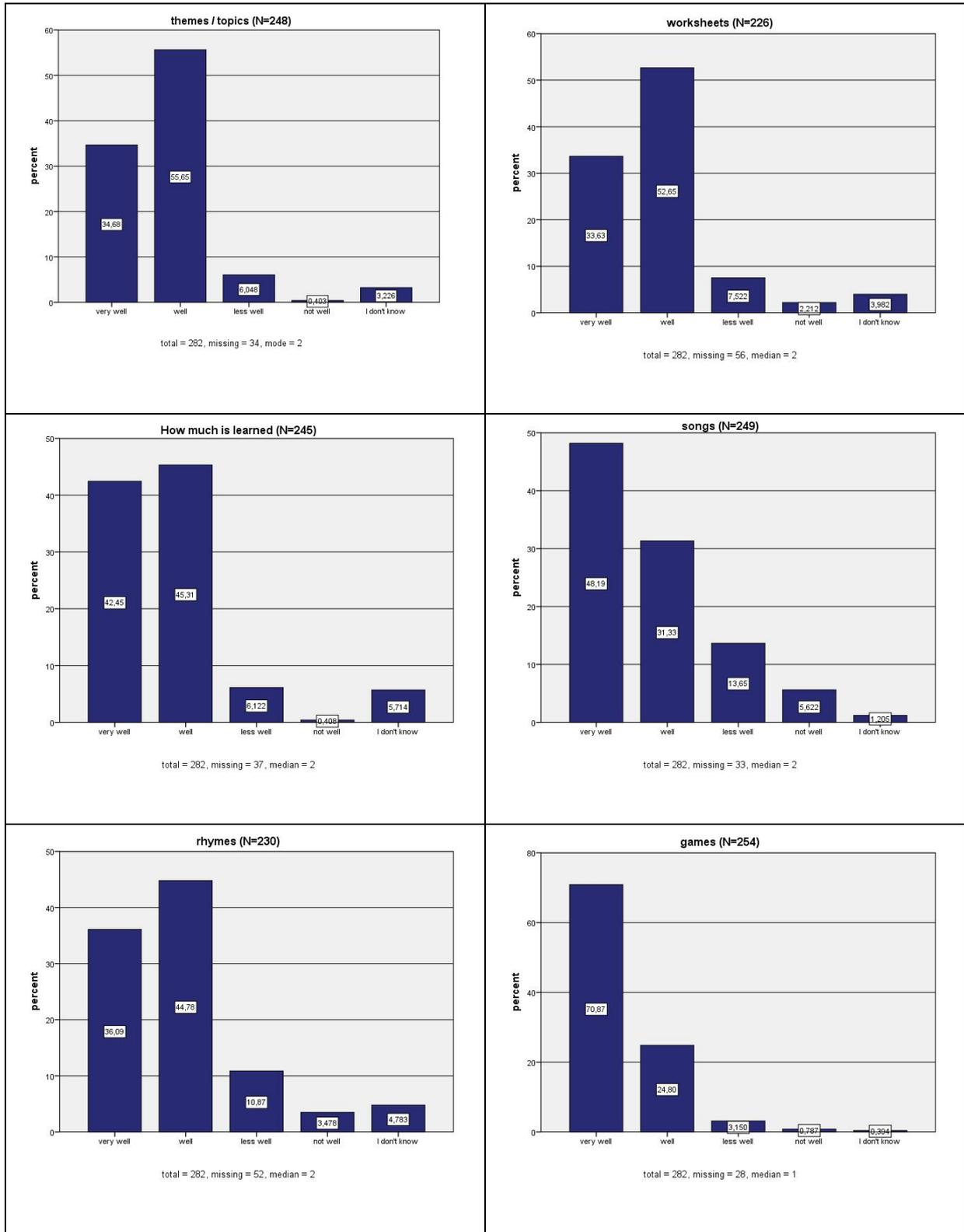


total = 282, missing = 38, modus 3

Figure 26: Fun or learning

The children were asked what in particular they liked about the English courses. On average, each item was rated as being either very good or good.





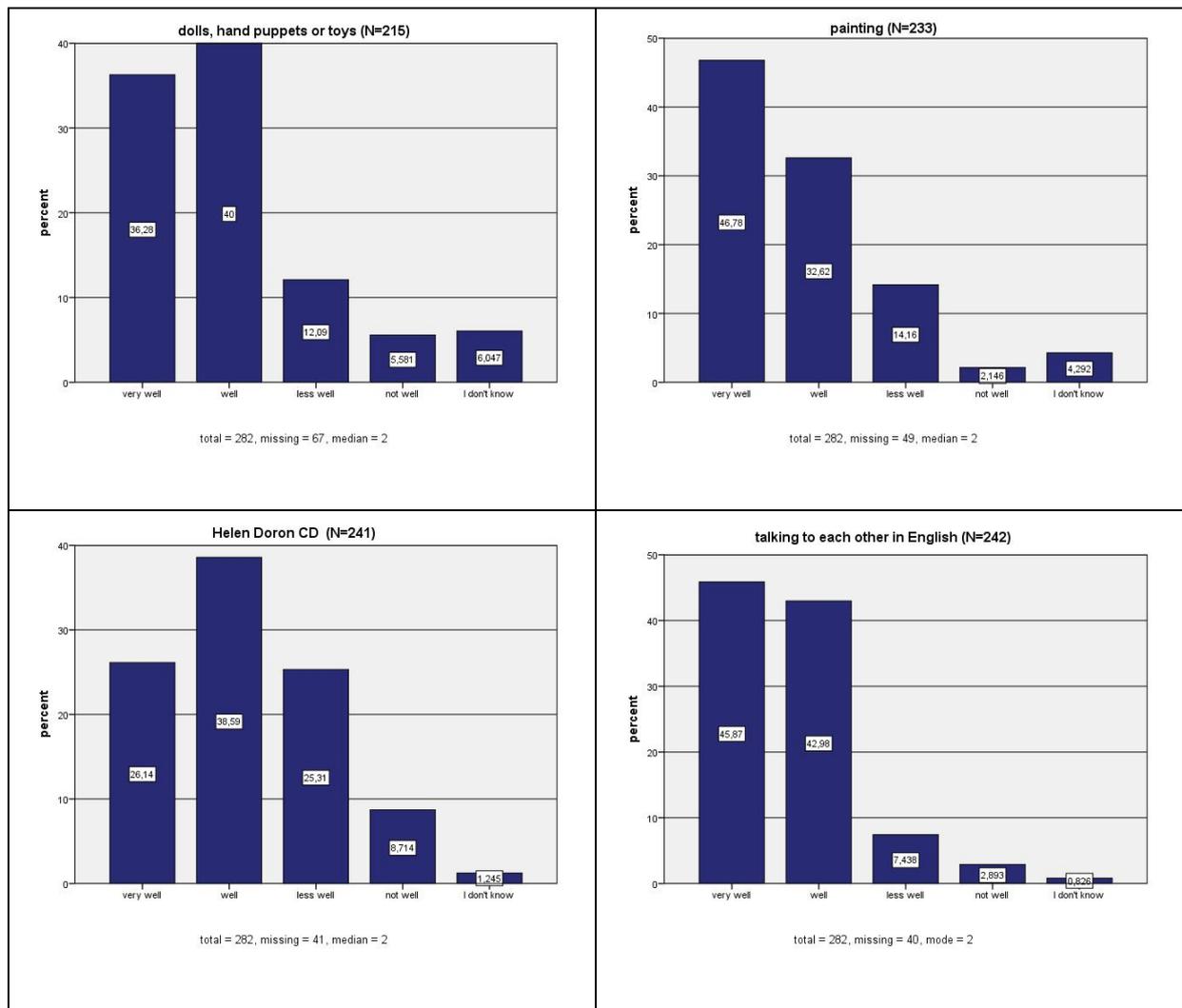


Figure 27: Evaluation of the course content (children's responses)

The children like the games most of all, but also the English language, which is very encouraging. The Helen Doron courses seem to encourage joy in learning a foreign language. The Helen Doron CD for the home was rated the least positively, although it also achieved a mean of 2.

Only 17.2% of the children actually listen to the CD as recommended; 41.2% of the children say they listen to the CD several times a week. 26.8% answered with several times a month and 14.5% admit to listening to the CD rarely nor never.

For this it is also shown that the older children listen to the CD less regularly than the

slightly younger children.

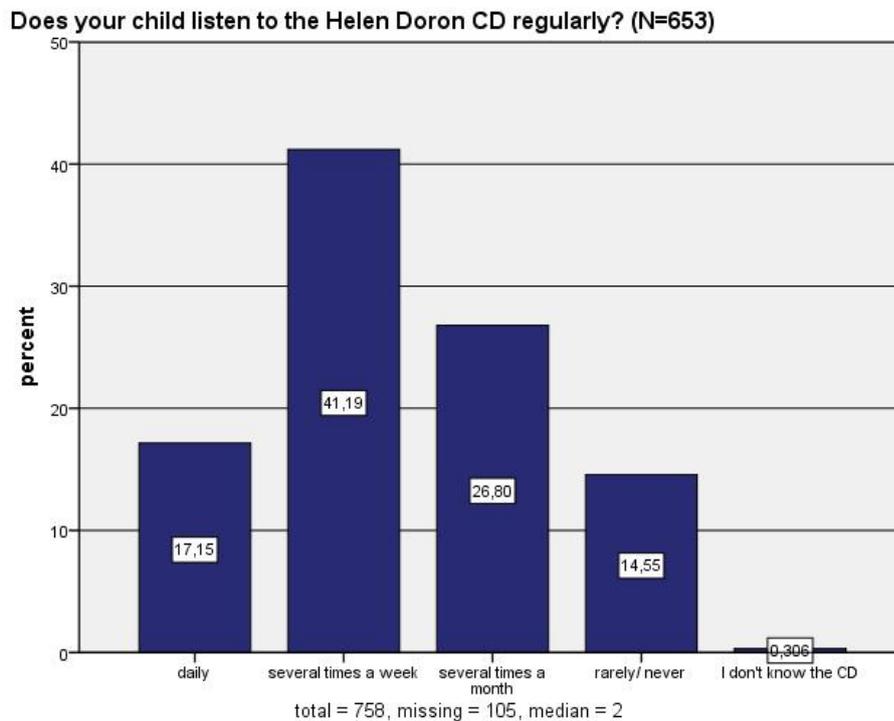


Figure 28: Helen Doron CD

The children have a lot of fun on the courses; only a very few (4.1%) find the course too taxing (see figures below). According to the children, not enough attention is paid to providing exciting facts about other countries.

Comment on educational theory:

The importance of listening to focused exercises in English at home was pointed out. Integrating this into the general progress of the course increases both acceptance and commitment.

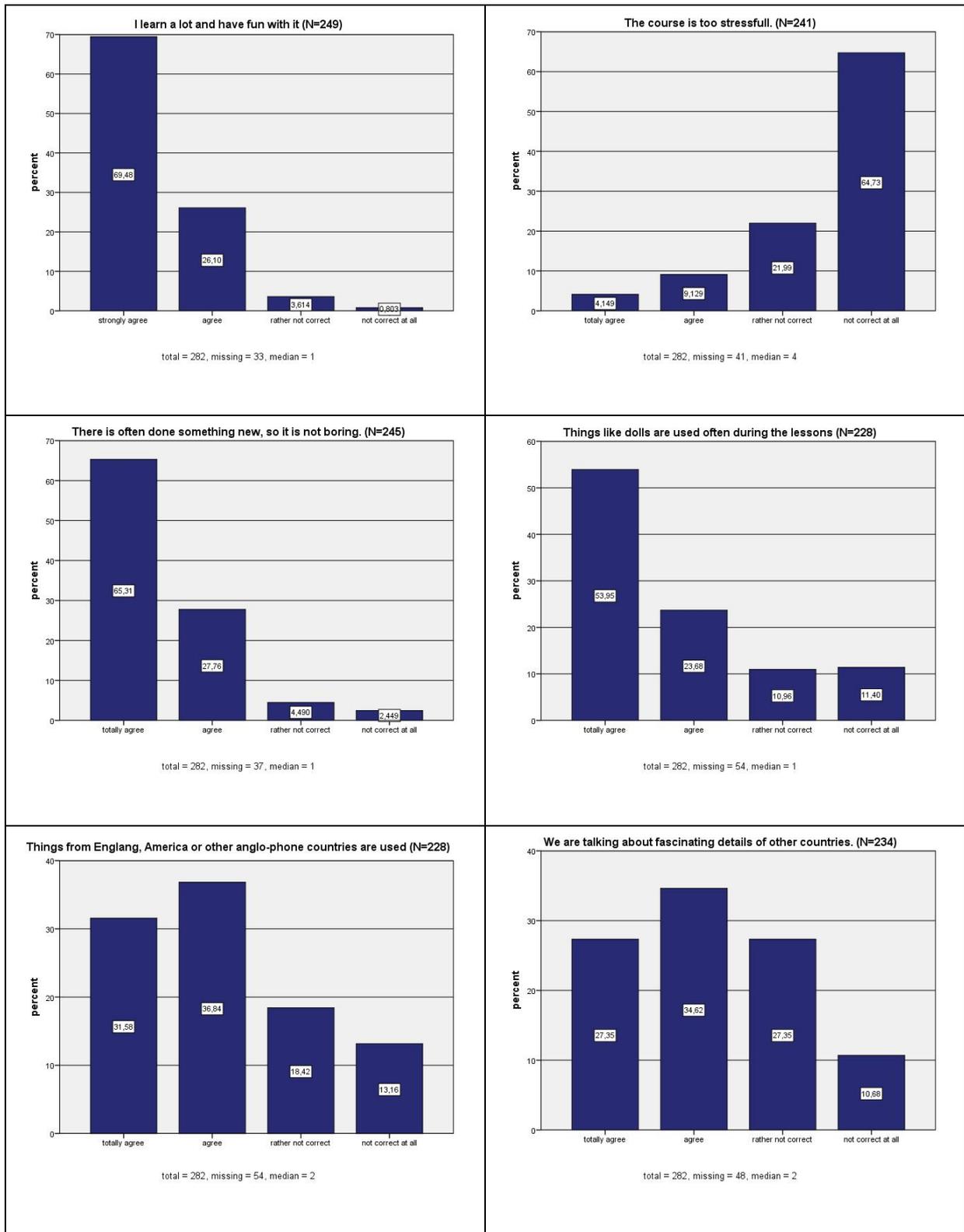
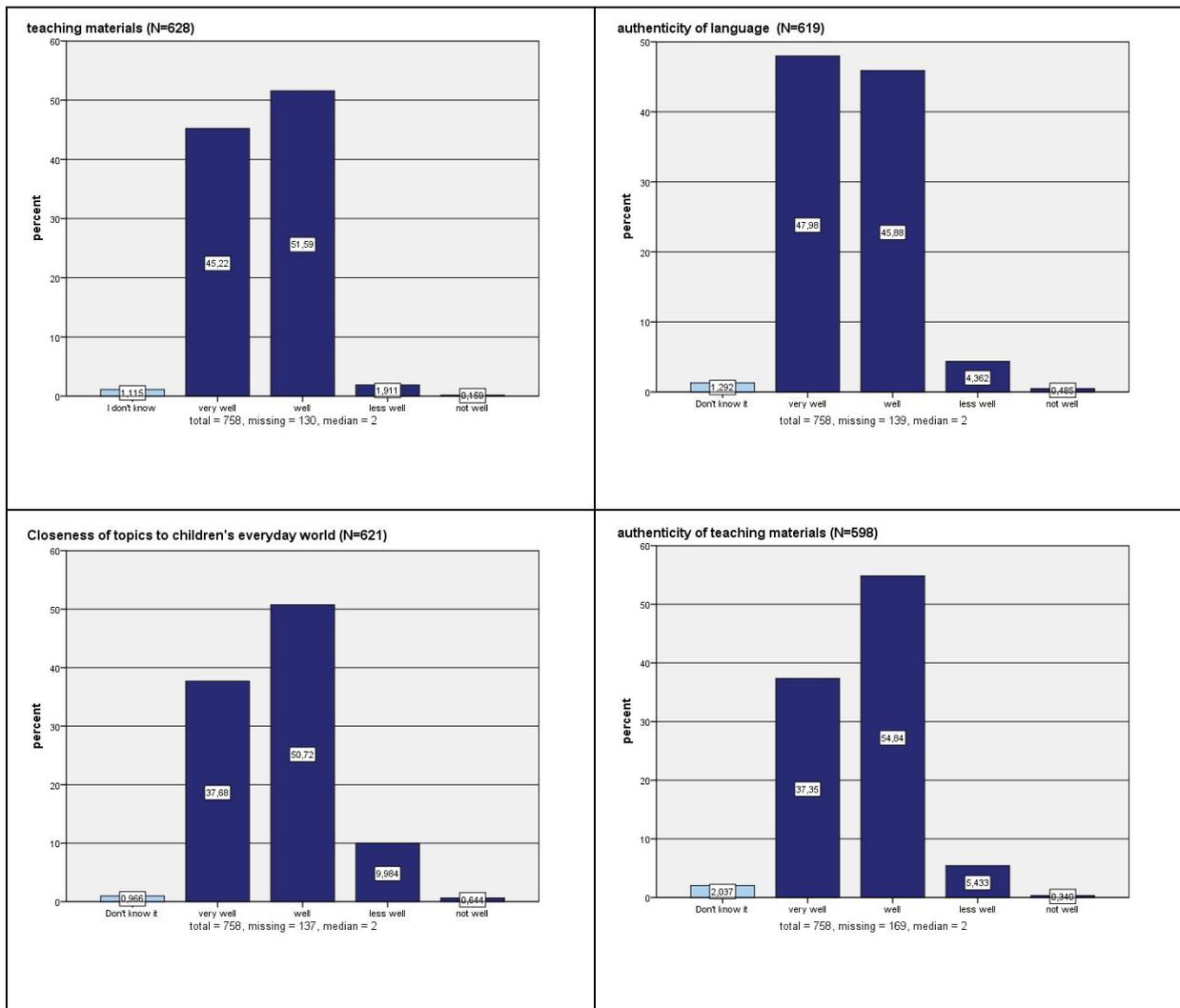
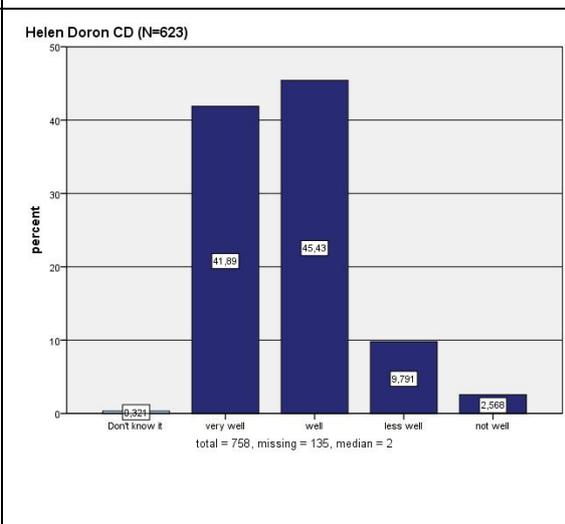
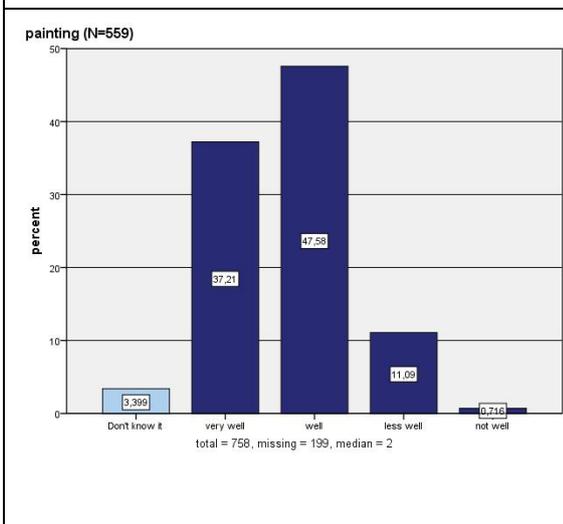
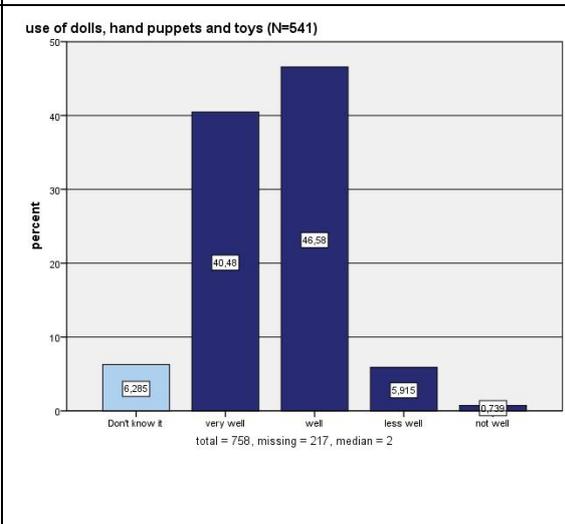
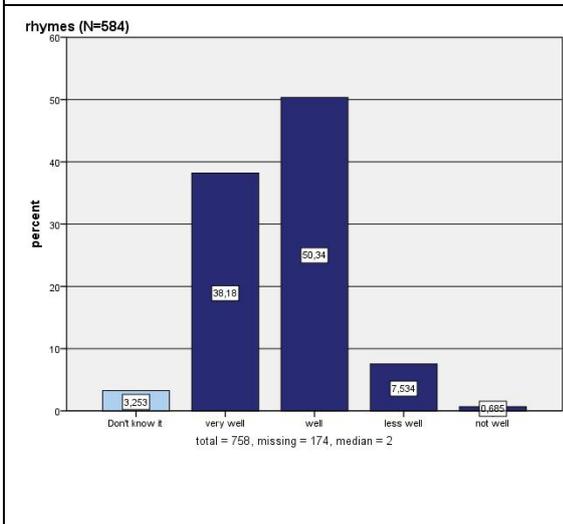
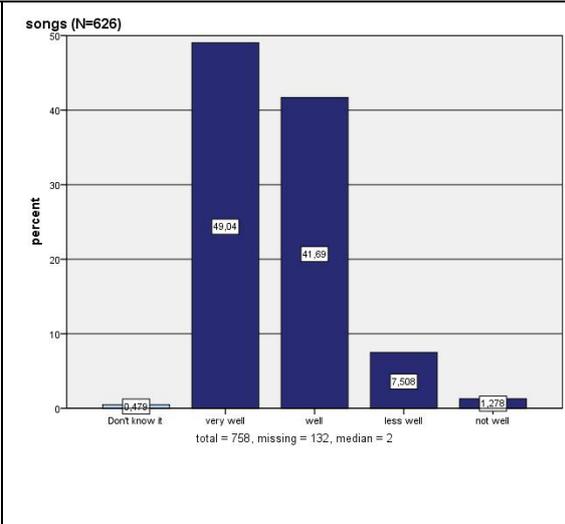
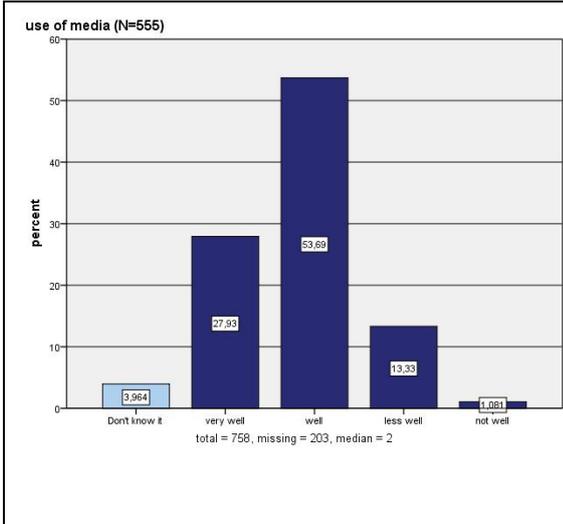


Figure 29: Analysis of the course content (children's responses)

Parents also rated individual parts of the course and its content. On average, each item was also rated as being good or very good.





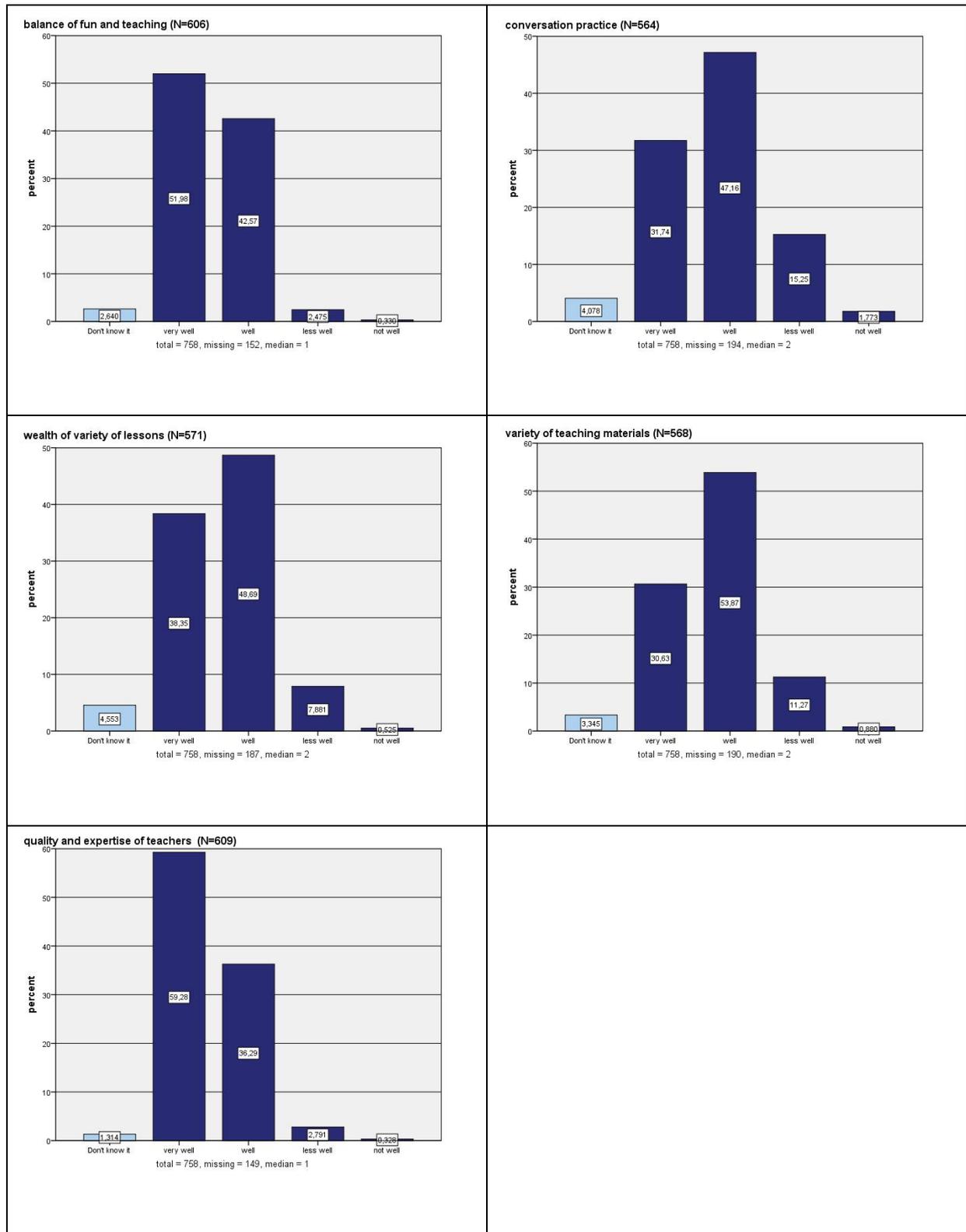


Figure 30: Analysis of the course content (parents' responses)

3.3.1 Impact on performance at school

As already discussed in the first chapter, there is an extremely positive relationship between the length of time spent attending the Helen Doron courses and grades at school. However, 62.6% of the children are also aware of a positive effect on their performance at school. Only 5.3% (11 children) disagree with this.

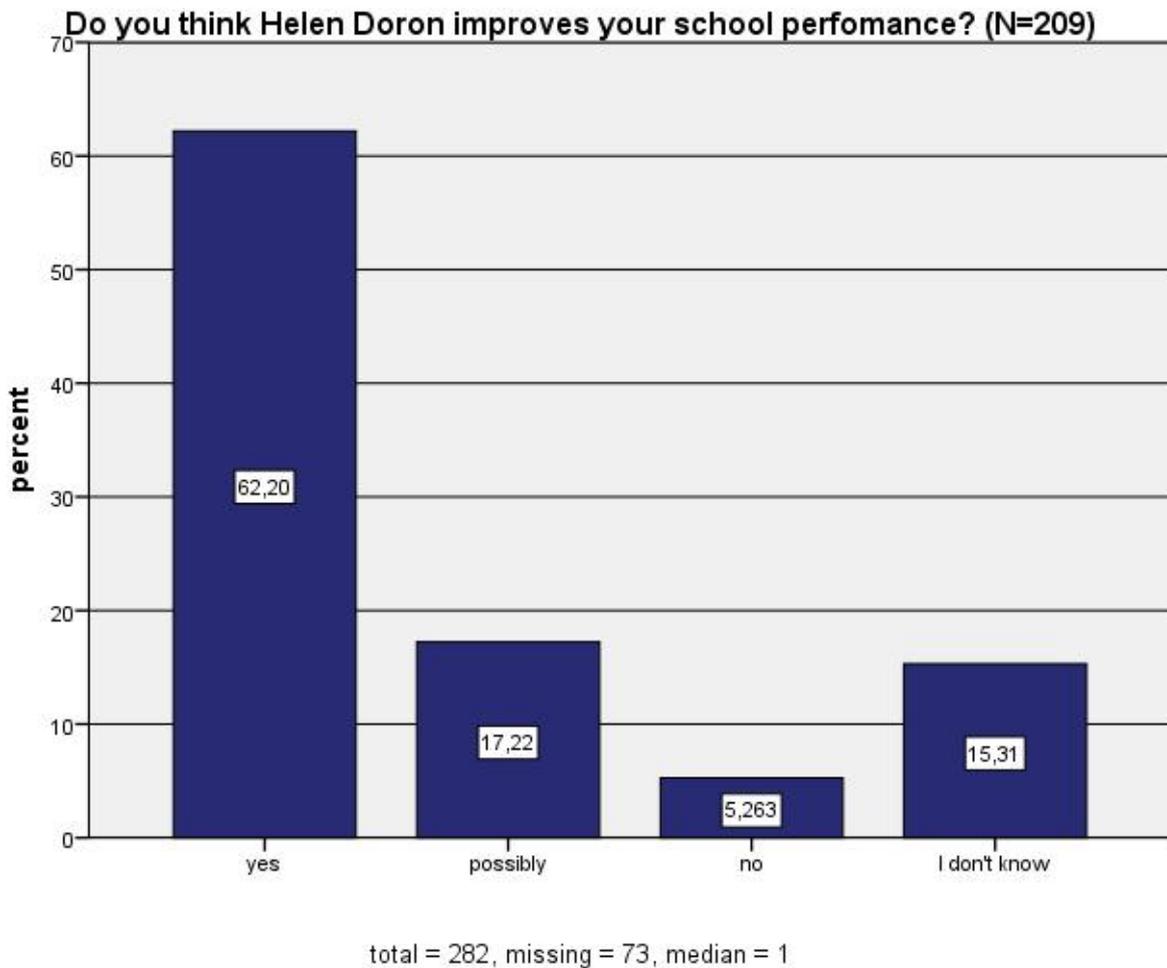


Figure 31: Subjective impact (children's responses)

The category "I don't know" was chosen almost exclusively by very young children up to those of primary school age.

Looking at this variable with regard to those children who are already at school only yields the following results:

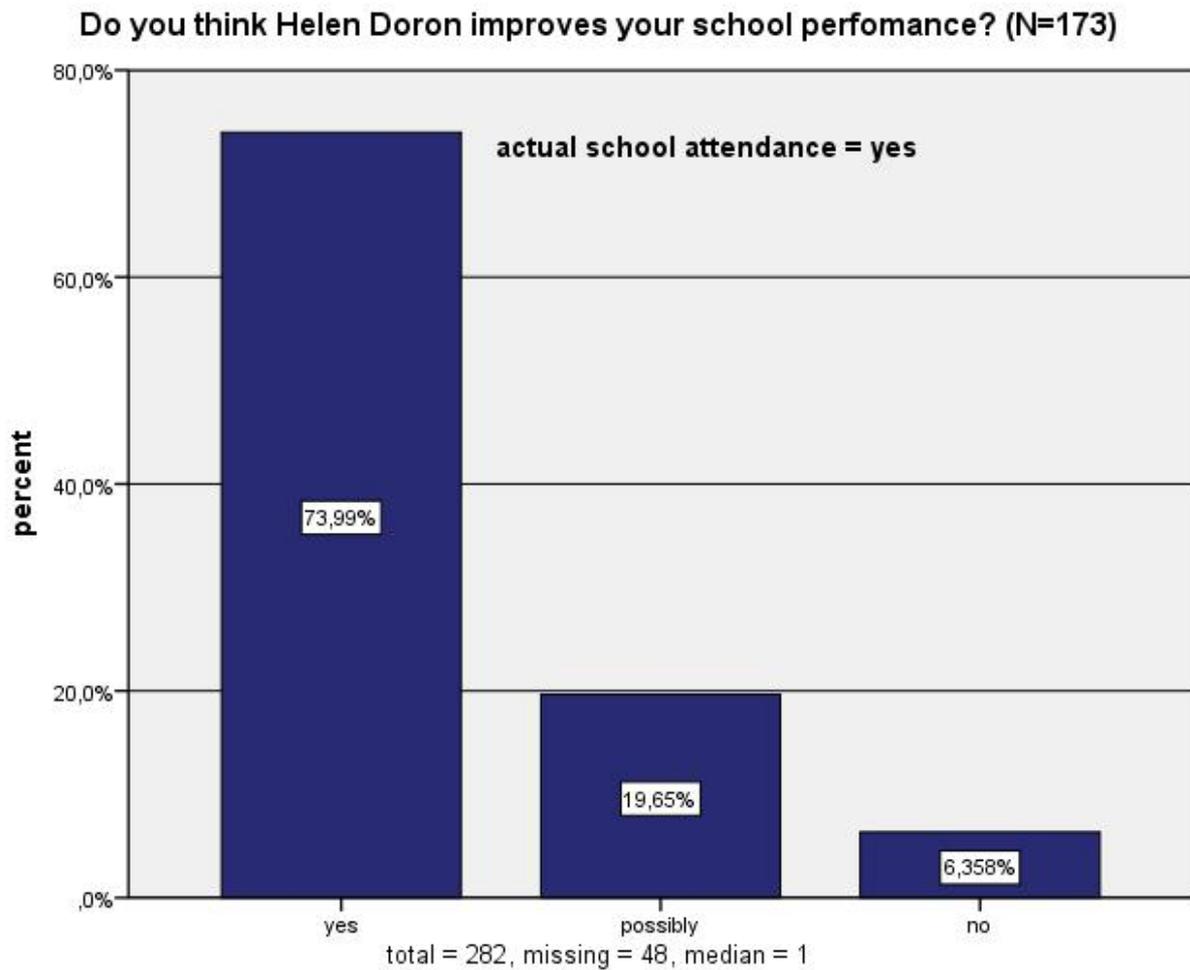
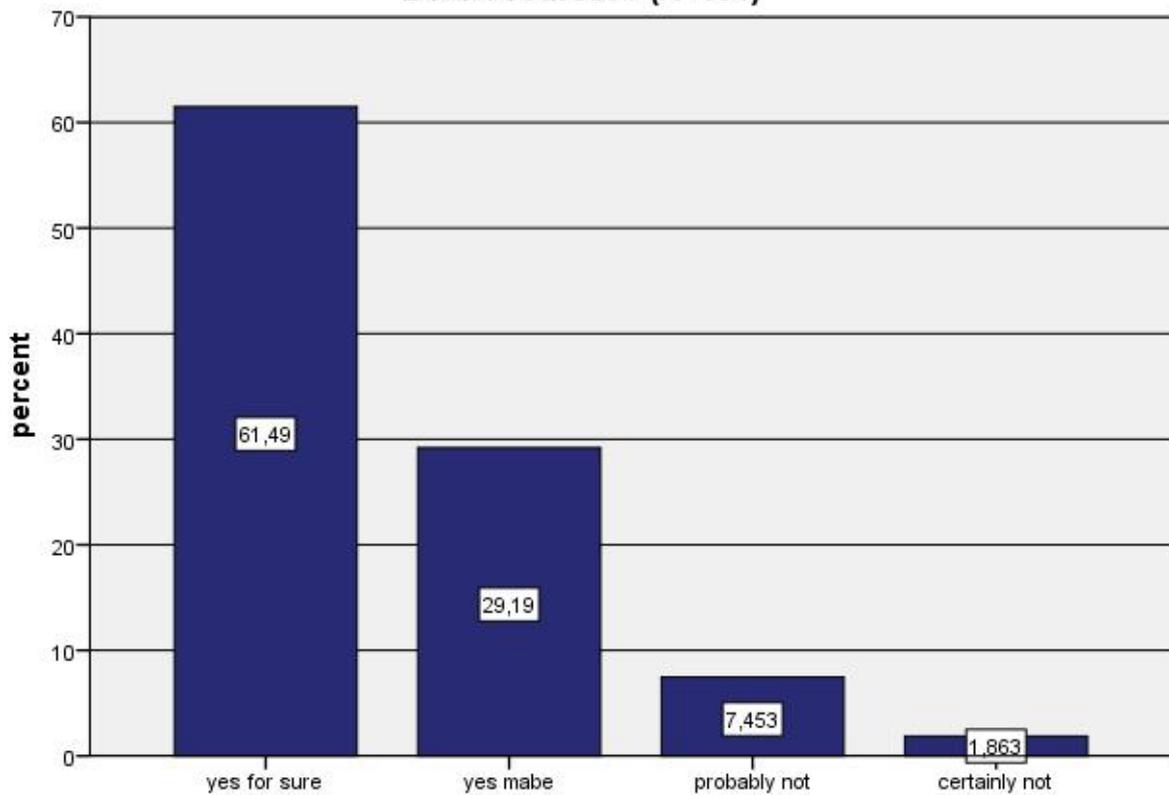


Figure 32: Have you improved at school because of HD? (school children only)

A total of 73.99% say that they are better at school because of Helen Doron, 6.36% do not think so.

A very similar picture emerges for the next question, in which the children are asked to say whether they think that English lessons are easier for them than for children who do not attend Helen Doron. Only 1.9% (3 children) are very sure that this is not the case. In contrast, 61.5% (99 children) are very sure that it gives them an advantage over their fellow pupils.

Are school English lessons easier for you than for kids who didn't attend Helen Doron courses? (N=161)



total = 282, missing = 121, median = 1

Figure 33: Advantage provided through Helen Doron (children's responses)

The positive result given by the children is confirmed by the parents' answers. Almost 95% are able to see a positive effect of the Helen Doron course on the performance of their children at school.

Could you determine positive results concerning your kids' performance in school? (N=256)

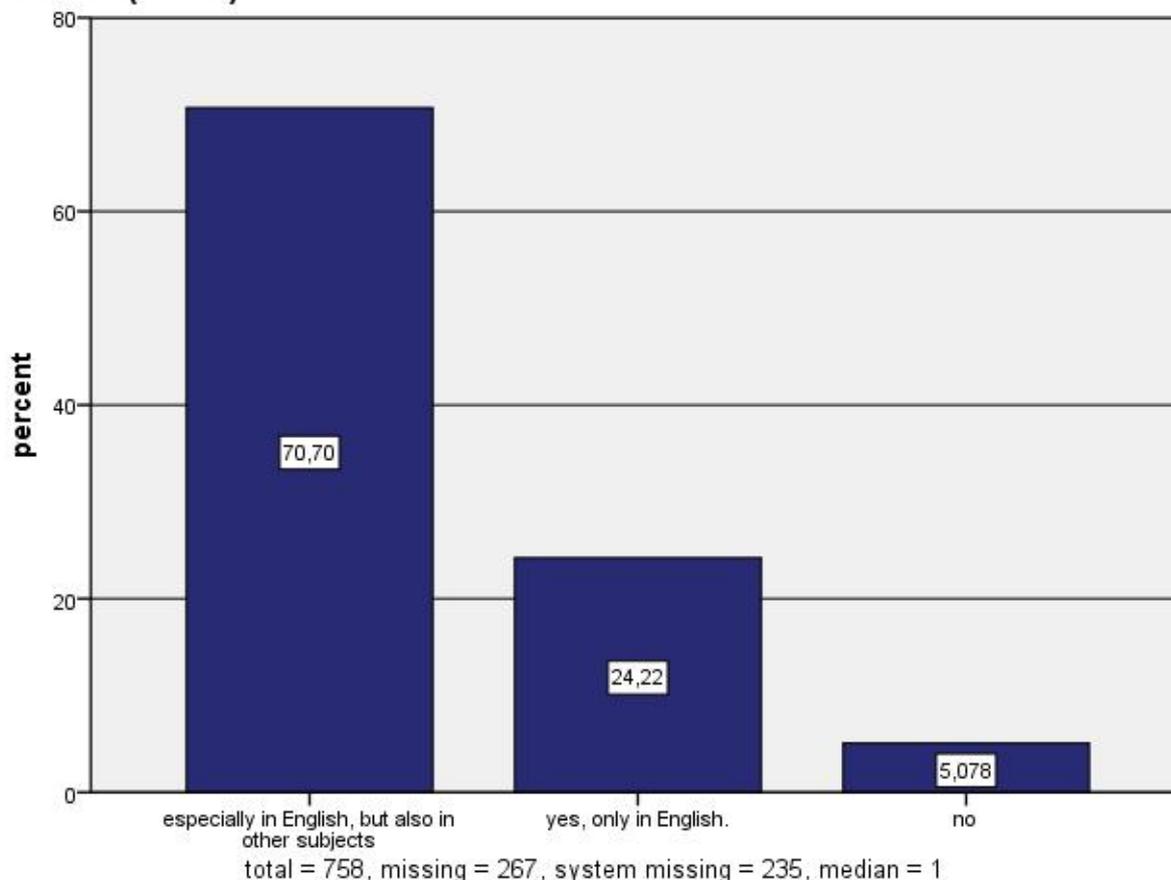


Figure 34: Positive impact (parents' responses)

The next section will consider these subjective perceptions of the positive effects more closely. Both children and parents had to rate various statements regarding their own behaviour or the behaviour of their children as to how closely they do or do not apply.

65.1% of the children say that they enjoy taking part in English lessons at school. 70.6% are completely confident in speaking English out loud in front of the class.

Another 46.8%, nearly half of the children, definitely feel that they have gained more self-confidence through attending Helen Doron. A further 35% tend to agree with this. 57.5% definitely feel that they are better than the other children in their class and a

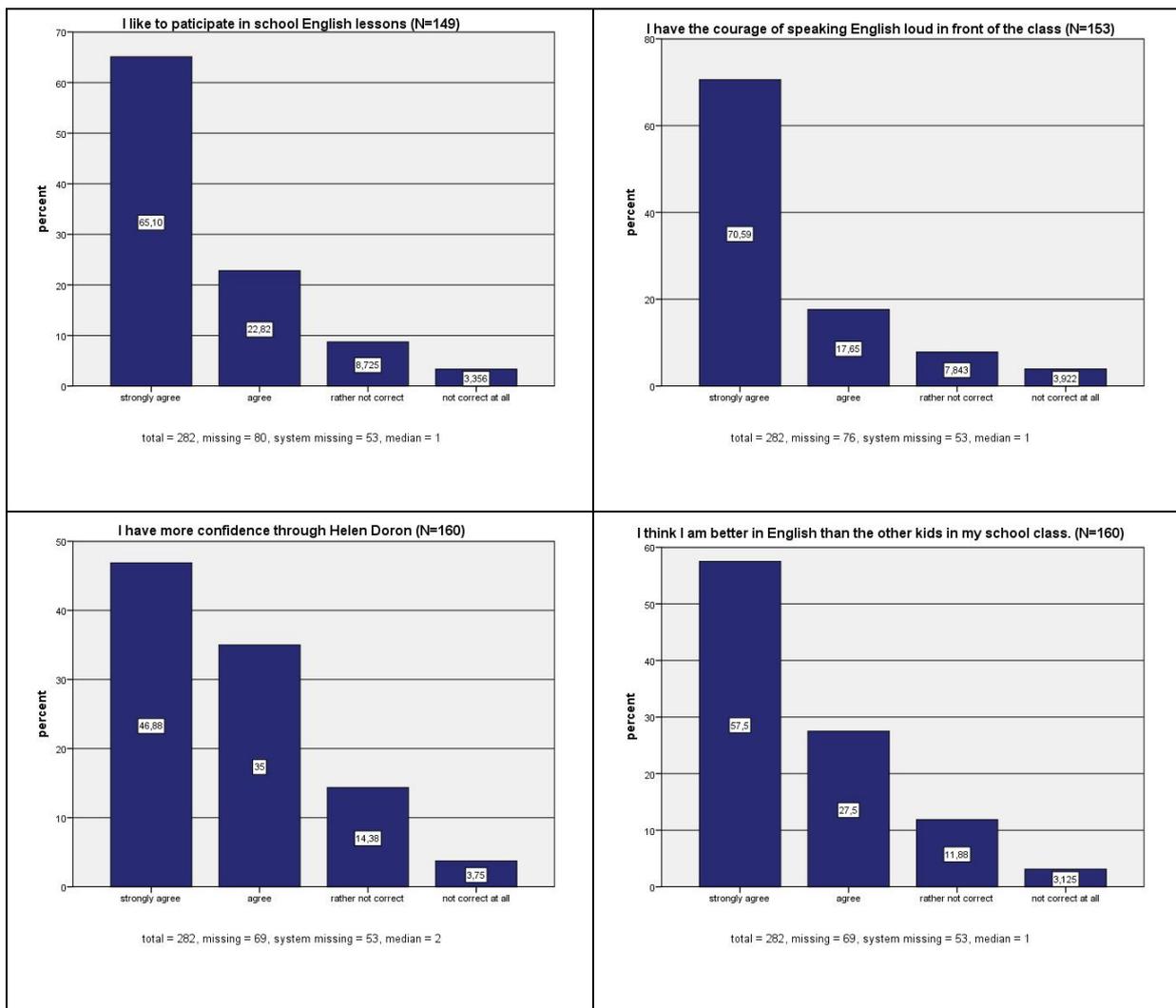
further 27.5% tend to agree with this statement.

47.20% would definitely recommend poor pupils to attend Helen Doron; 36.02% would probably do this.

73.5% definitely feel that English is a great language and that they enjoy learning it.

63.2% say they feel they are now much more at home and confident in English;

28.2% tend to agree with this.



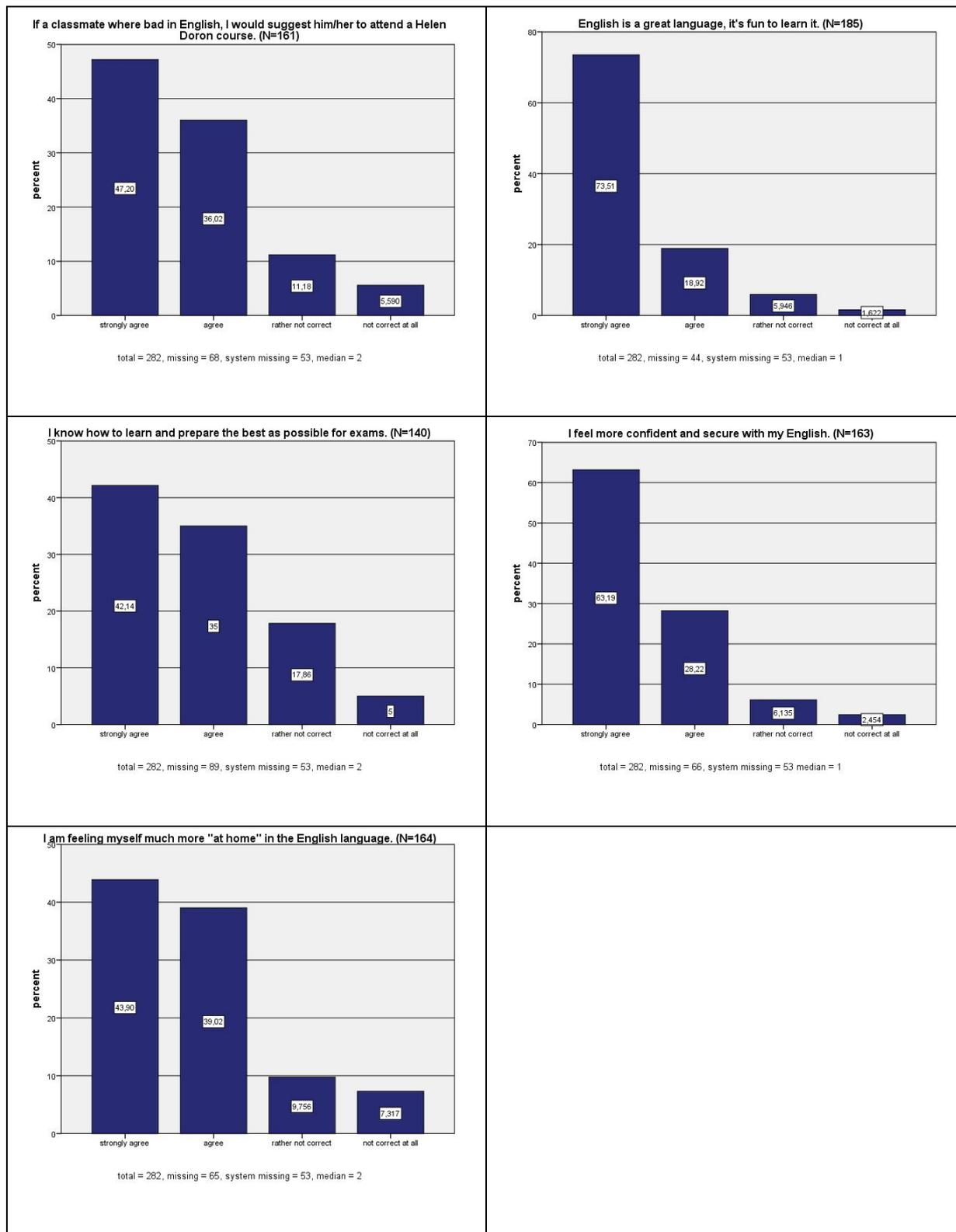
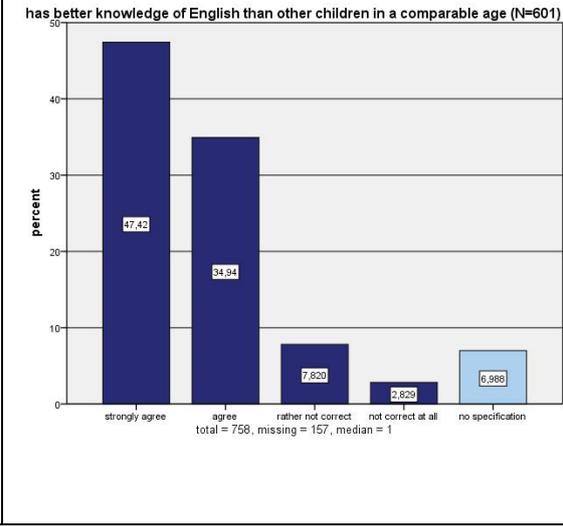
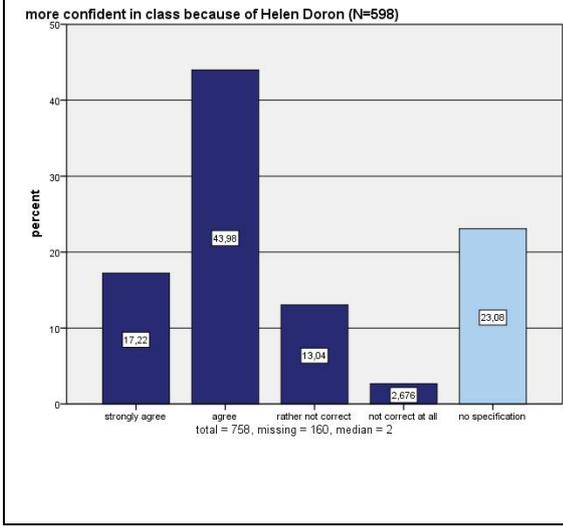
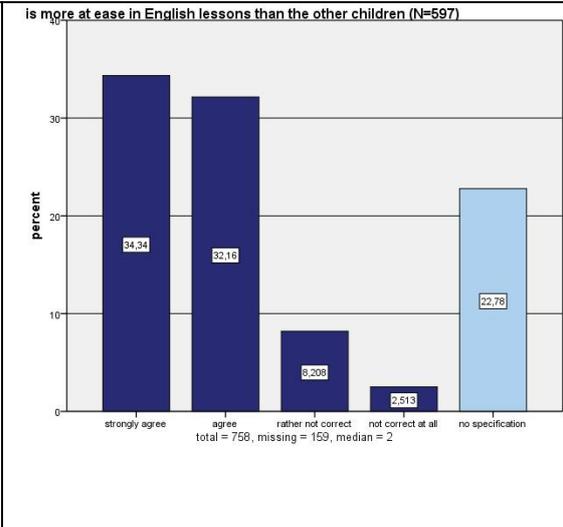
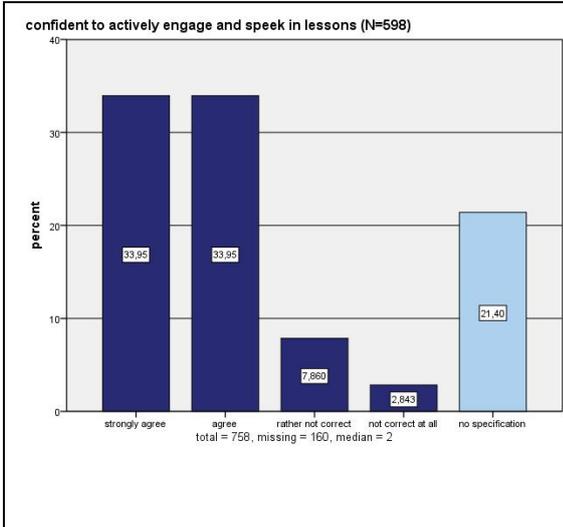


Figure 35: Rating of statements (children)



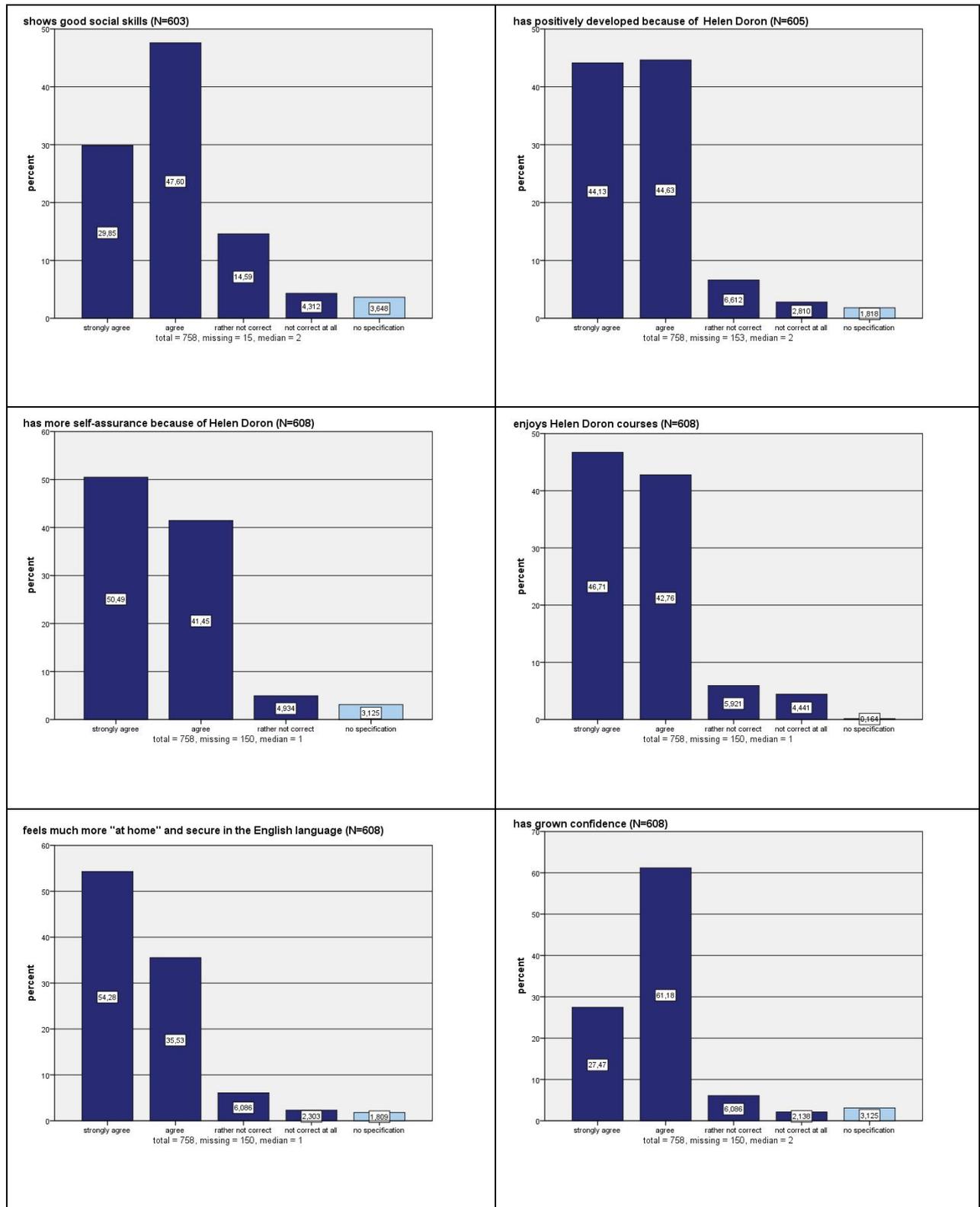


Figure 36: Rating of statements (parents)

The children were then asked in which areas they do and do not have problems at school. The only areas in which some children had some problems were grammar, writing texts and writing words without errors. For the majority of variables, the children generally had absolutely no problems. The children performed particularly strongly in listening comprehension and speaking.

Comment on educational theory:

The findings from the questions regarding the effects of attending a course on the institutional English lessons and the performance of the respondents were extremely impressive.

Both children and parents cite the Helen Doron courses as leading to increased self-confidence, higher linguistic ability and a secure status in English lessons at school. They feel *school proof* and well prepared for the demands of learning English at school, and the facts also support this.

The only areas in which problems in changing schools can be confirmed are in reading/writing skills and cognitive application. However, this is caused by structural problems in the schools (inexact fit between the demands of primary and secondary schools) and definitely not by any deficit of the Helen Doron courses.

In light of this, it is advised to actively and productively include familiarity with written language early on and, if necessary, to focus on grammatical phenomena.

The following table shows what percentage of the children in each category said they had no problems.

Where do you not have problems in English class?

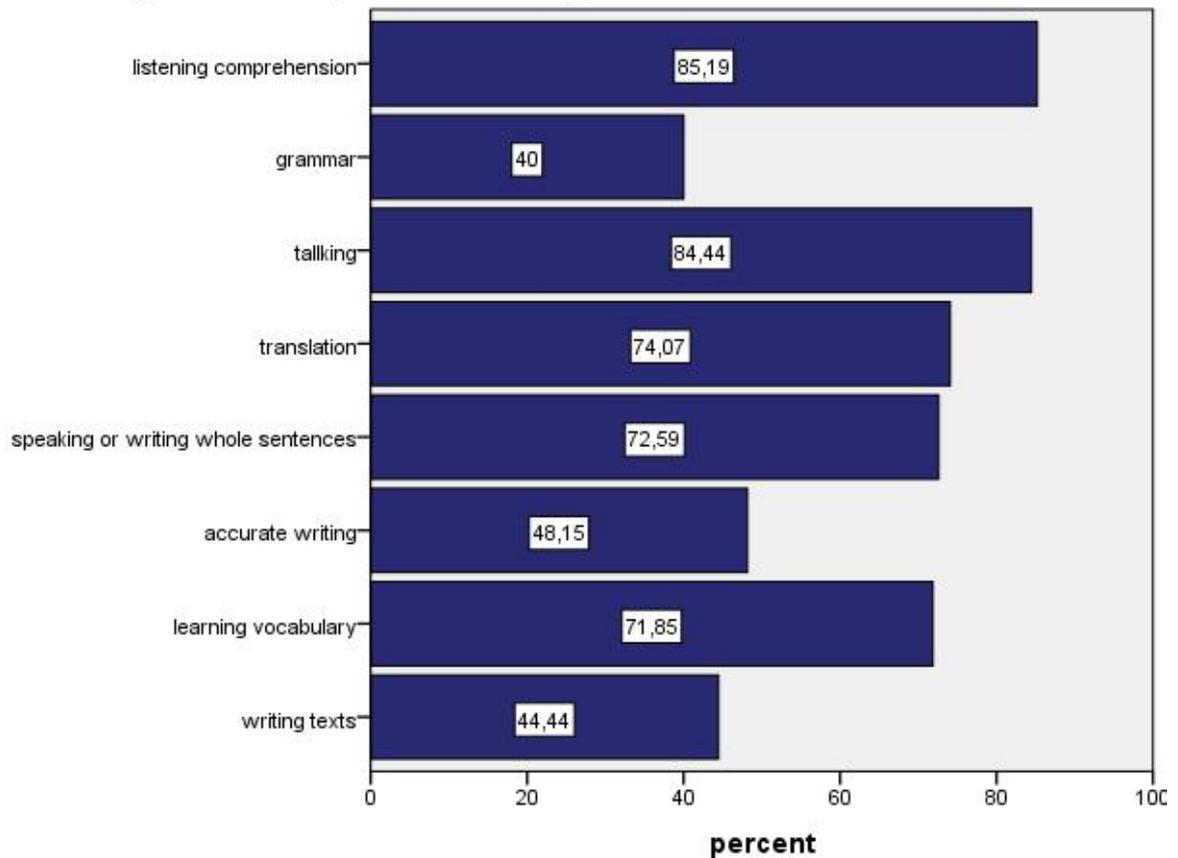


Figure 37: No problems in English lessons

This impression is confirmed by the next question, which asks in what respect the English course offered by Helen Doron has so far been helpful for English lessons at school. The factors most commonly mentioned were once again listening comprehension and speaking.

Where did the lessons help you?

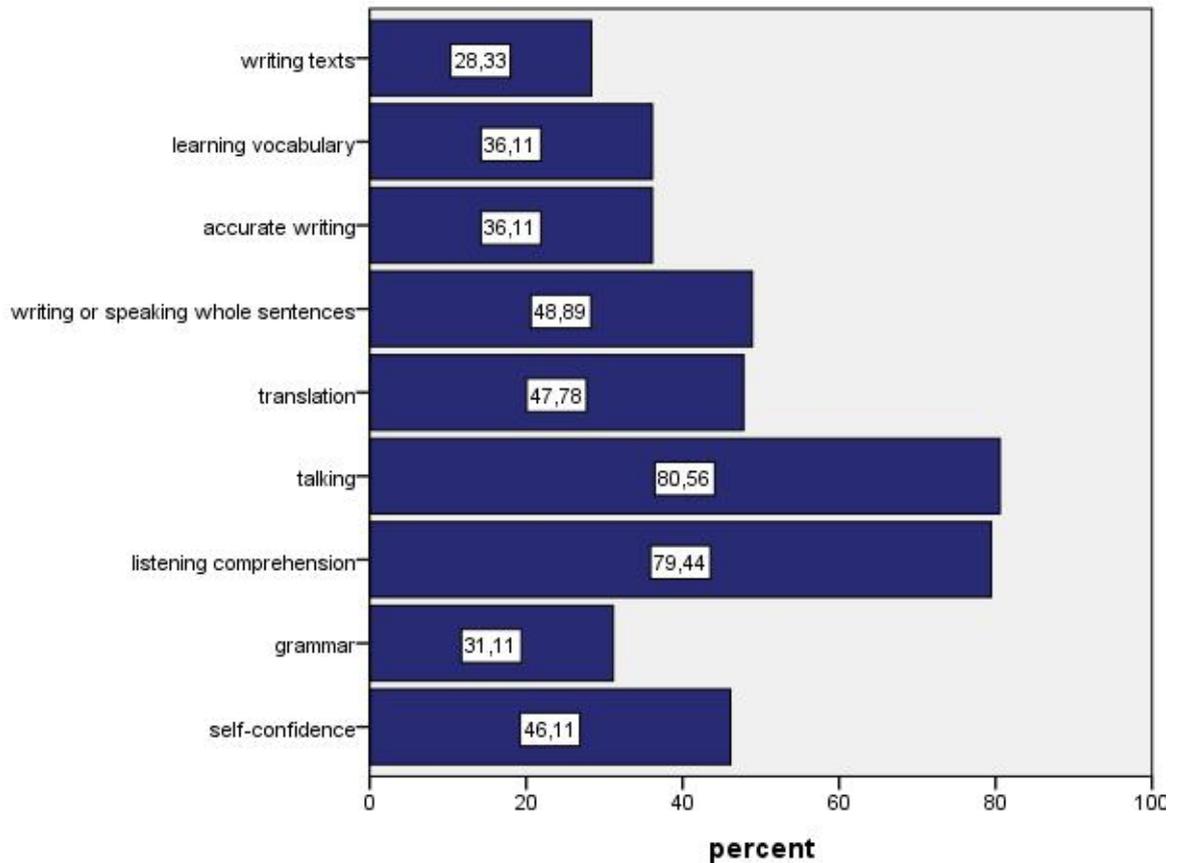


Figure 38: Help afforded by Helen Doron

With respect to this, a highly significant relationship between the length of time spent at Helen Doron courses and agreement with the statement as to whether the course did or did not help was again revealed for all variables. The longer the children have attended the courses, the more frequently they say that the courses were really able to help them.

In particular, the children have learnt to introduce themselves, greet someone and understand exercises especially well.

The individual items show a high correlation not just with the age of the children, but also with the length of course attendance. The more courses they have attended, the better they are at the individual elements. Whilst there is a steady downward trend in

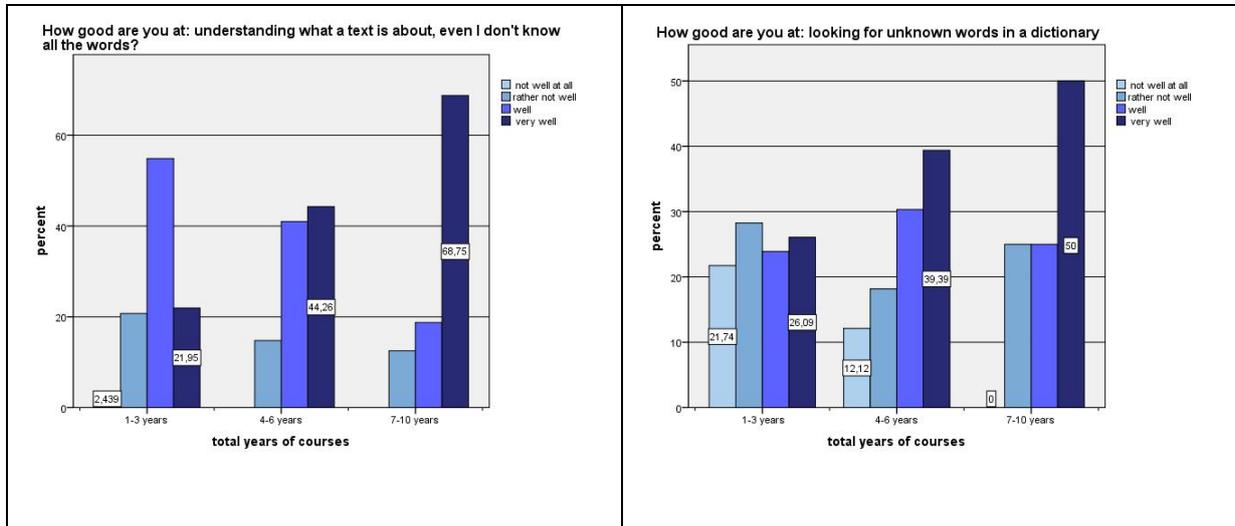
the response option "not at all good" for each age category, there is a clear upward trend for the category "very good".

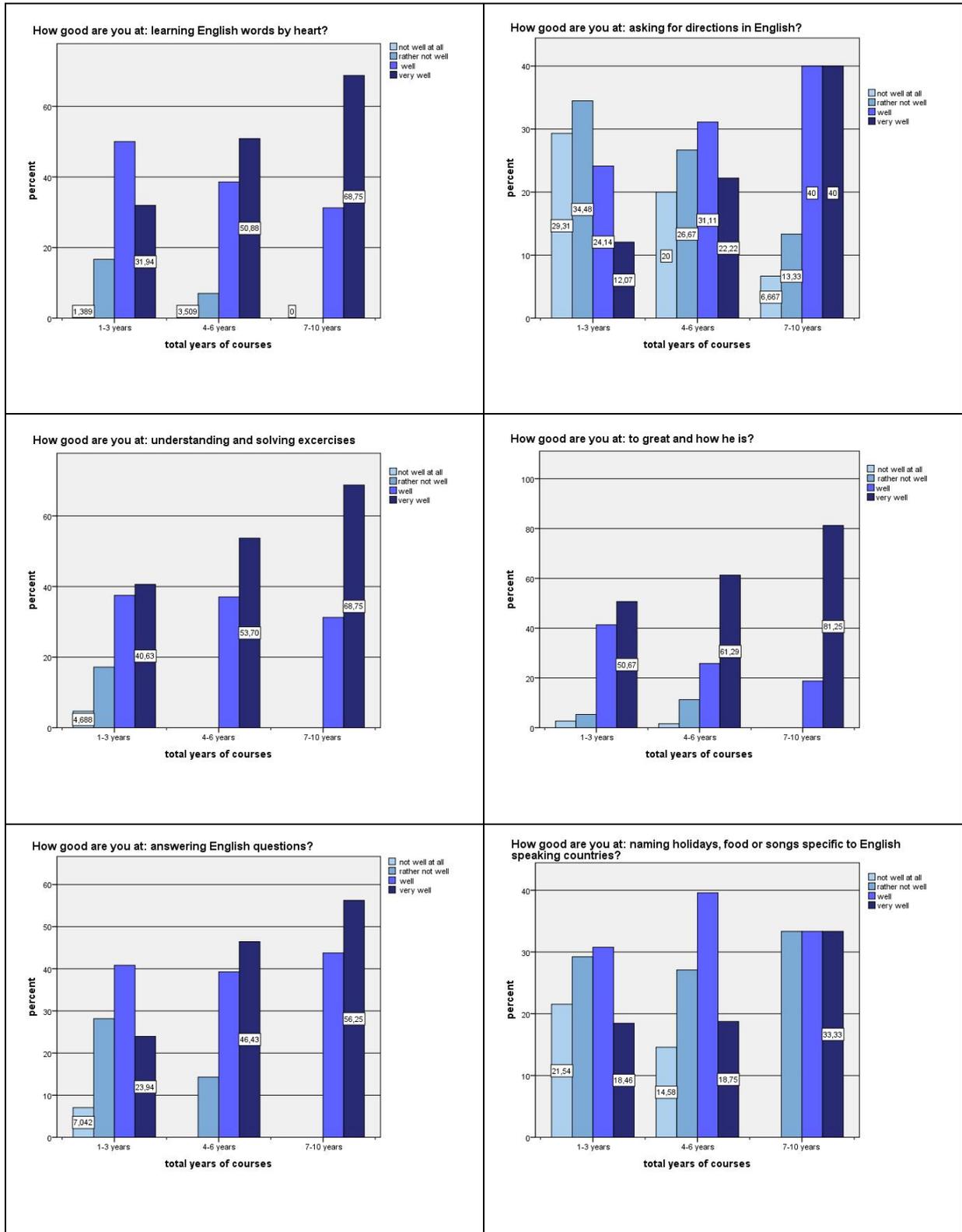
Highly significant differences were calculated between primary and secondary school pupils for the areas of grammar and creative writing.

Children attending secondary school were more likely to say that the courses offered by Helen Doron were able to help them in these areas (about 40% in each area), whereas only about 17% of primary school pupils found this. The primary school pupils' answers therefore have a negative effect on the overall result. However, the results from the children attending secondary school are to be regarded, as these areas only become relevant from secondary school upward.

Comment on educational theory:

Grammar and productive writing do not feature in English lessons in primary school and are therefore not explicitly evaluated. This effect of the primary school system on the evaluation can only lead to a generally positive result for primary school pupils, as the basis for evaluation is almost entirely lacking.





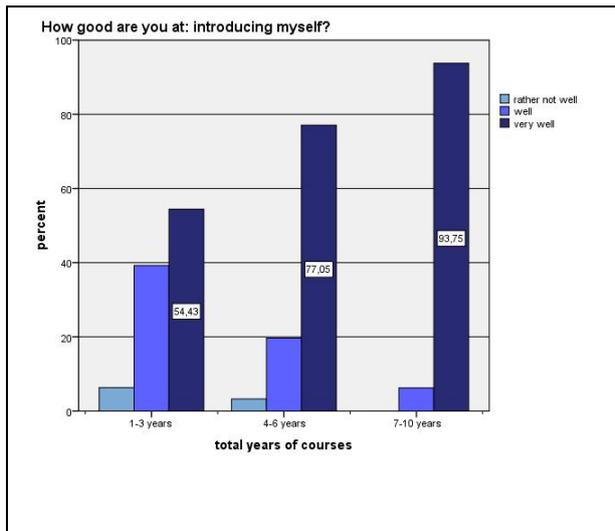


Figure 39: How good are you at...?

The children's and parents' evaluations of this are confirmed by the grades for English on the one hand and by the children's generally smooth transition to secondary school on the other hand.

62.6% of the children who are already attending another type of school had not problems with the transition in the various subjects.

Did you have problems in different subjects as you changed school? (N=50)

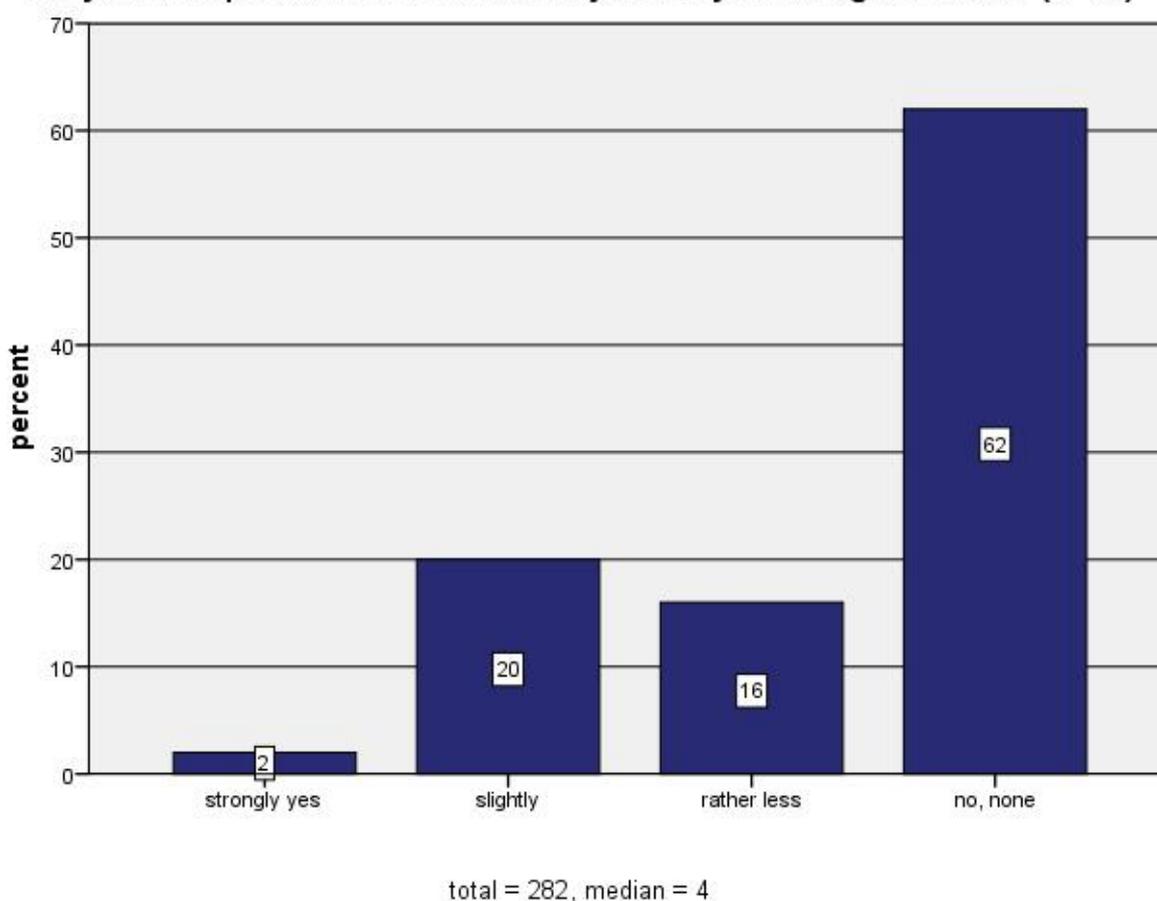


Figure 40: Changing schools 1

In the question asking about the subjects that caused the most difficulty, English was only mentioned once.

The majority of children feel that the courses offered by Helen Doron definitely made changing schools easier.

**Do you think that Helen Doron courses made school transfer easier for you ?
(N=46)**

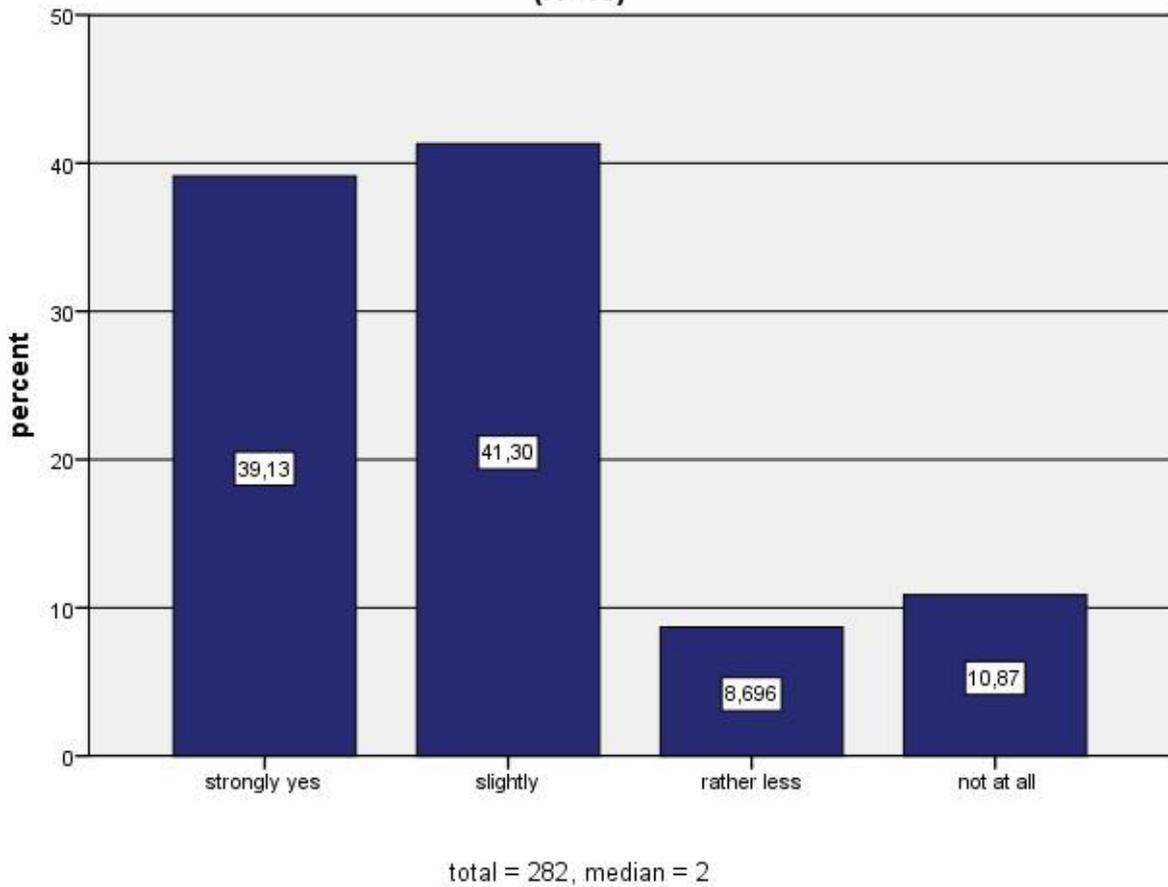


Figure 41: Changing schools 2

Only 1.4% (1 child) of children who are still about to change schools are very afraid of changing schools. 24.7% (18) are somewhat afraid, 20.5% (15) are not very afraid and over half (53.4%, 39) have no concerns whatsoever.

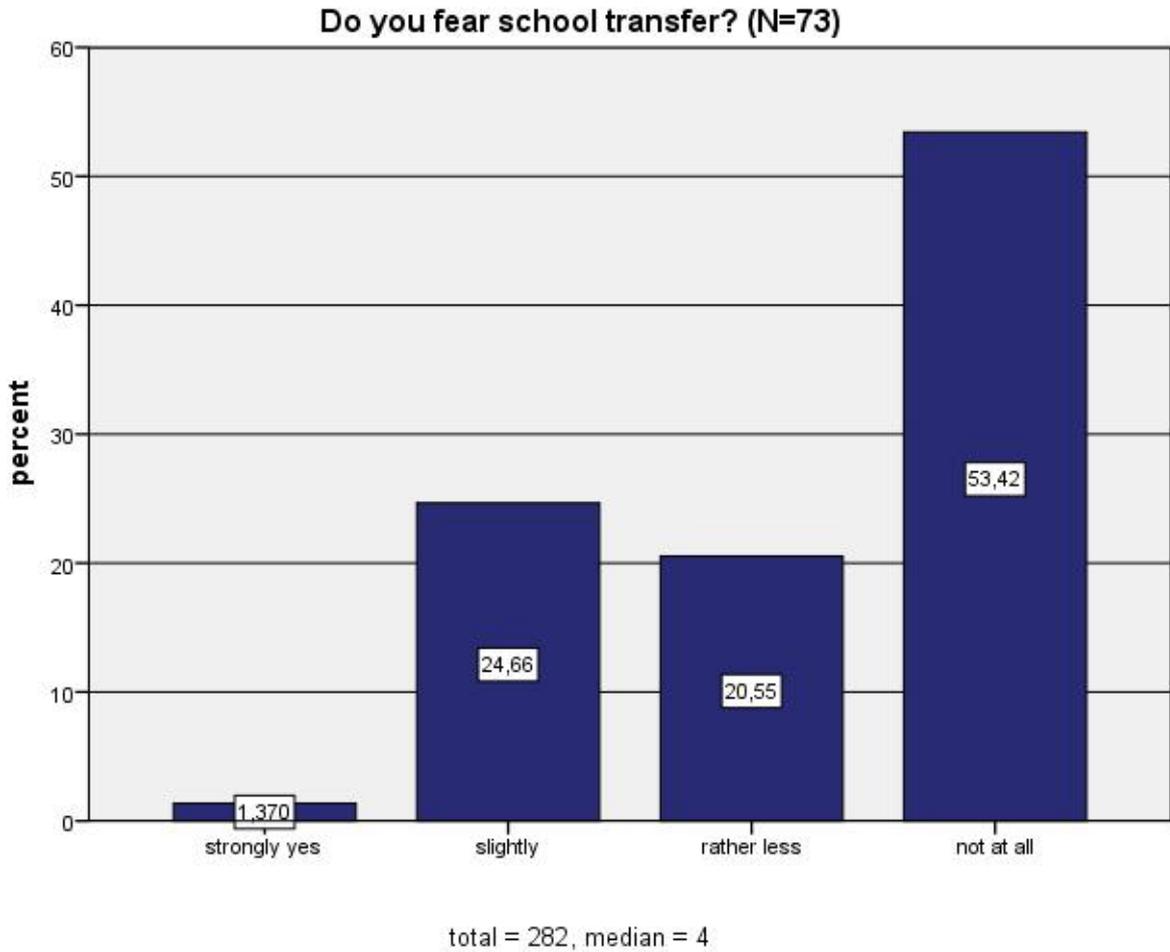


Figure 42: Changing schools 3

By including the question asking about English in particular, it becomes obvious that none of the children are very afraid of changing schools and that in fact 60% (45) have no concerns whatsoever.

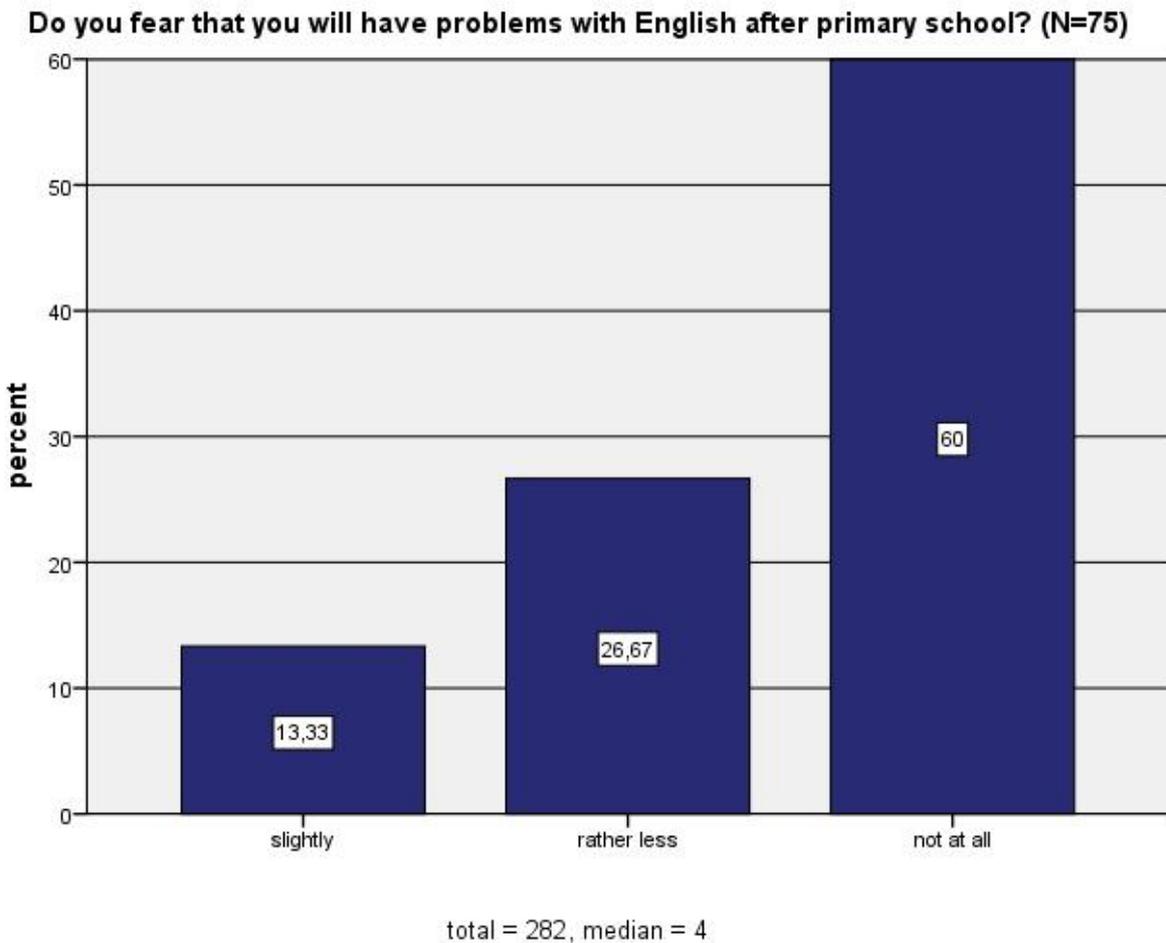


Figure 43: Changing schools 4

Comment on educational theory:

According to the anticipatory assessment of children about to change schools, attending the Helen Doron courses does help with the transition. The stronger *positive mindset* is insofar interesting in that it strongly reduces the fear of being unable to manage new exercises through engendering positive anticipation. Potential failures in year 5 can therefore be pre-empted in the best possible way.

The parents also assume that there will probably not be any problems with the transition.

Think of the child shortly before transfer to a secondary school: Do you think it is well prepared? (N=85)

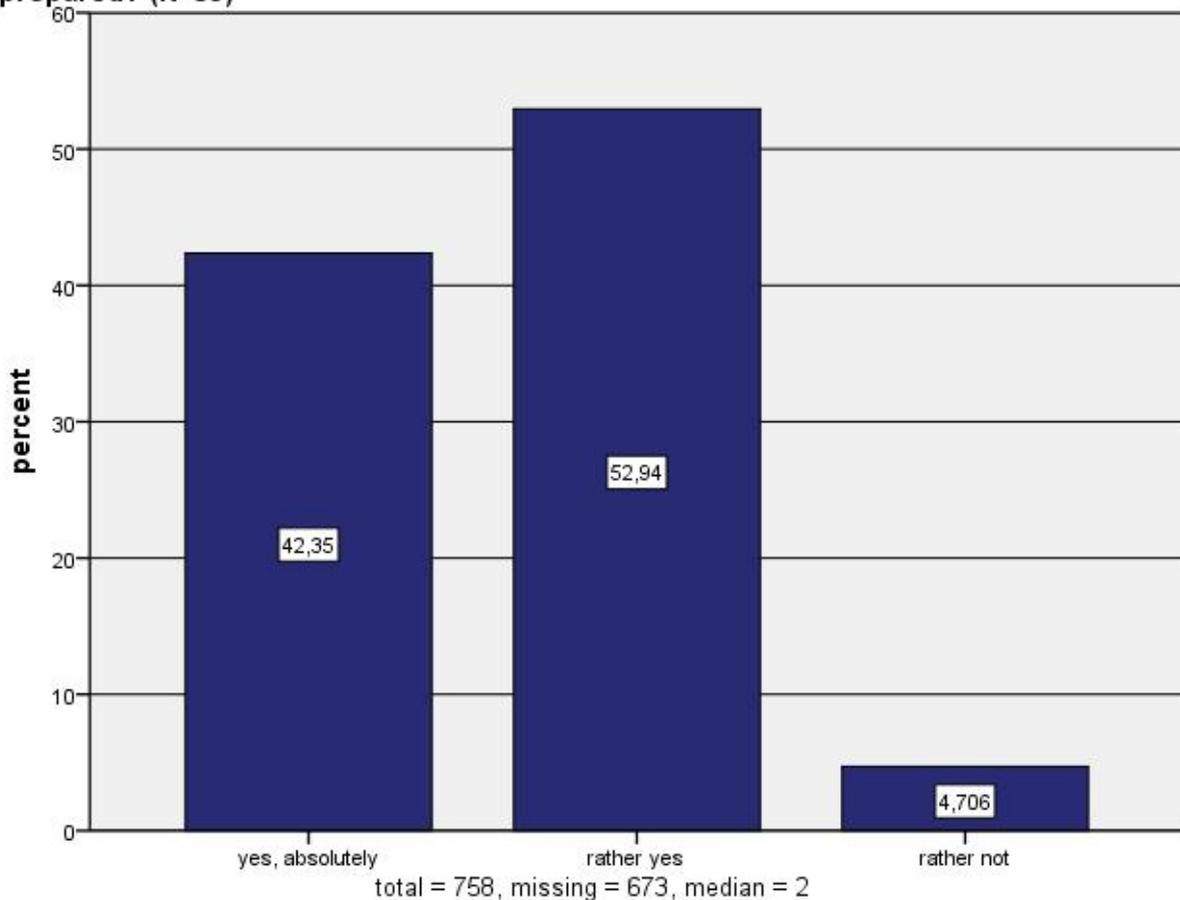


Figure 44: Changing schools (parents' responses)

Comment on educational theory:

The results of all the criteria on the topics surrounding the issue of changing schools, including both preparation for the transition to secondary school as well as hindsight from year 5 and above can be clearly categorised: The respondents generally relate their success, whether past or future, to attending courses in the research context. What is astonishing is that the key factor to this is not just the increased ability in English, but also, indirectly, the metacognitive skills acquired (e.g. planning independent learning) and specific strategies for language learning (e.g. acquiring vocabulary through playful means, communication strategies).

3.3.2 Levels of satisfaction

As already mentioned, recommendations from friends and acquaintances indicate high levels of satisfaction. The parents questioned were also asked about their own personal levels of satisfaction, which confirms this preliminary conclusion.

37.9% are very satisfied with the success so far achieved by the Helen Doron courses; 46.7% are satisfied. Only 0.3% are not at all satisfied.

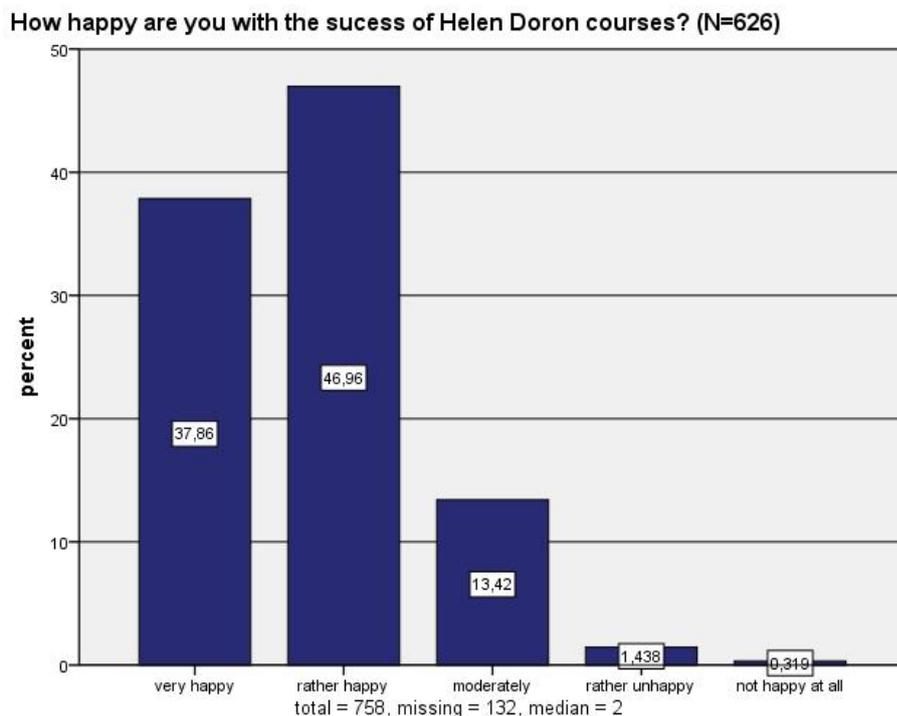


Figure 45: Levels of satisfaction - success

The few parents who were not at all satisfied say that too many games were played, too many things from primary school were repeated, or that progress was too slow. A few parents complained that there was too little transparency and not enough feedback about their children's progress. On the other hand, it was also equally mentioned that the content of the Helen Doron courses did not tie in with that of the pri-

mary schools, although it ought to. One problem that was raised was the fact that the children do not always join a group according to their ability, but depending on the time desired by the parents, which, according to the parents, prevents 100% success in learning.

The question about 'value for money' was rated somewhat positively. In particular, the parents mentioned the course materials as being overpriced as well as the fact that these had to be bought brand new for each sibling. It is not the quality that is a problem for the parents, but the fact that the price is too high. A lot of parents expressed the view that only those with a higher income would be able to afford these courses and that therefore the opportunity to learn English is not available to children from all walks of life.

The audio CD was mentioned particularly often as having a negative price-performance ratio, as it is seen to be too childish, with the main complaint being the speakers' voices. Equally mentioned was the fact that the full course price has to be paid, regardless of school holidays, although the course does not take place during them. The school bag or rucksack was also mentioned.

One mother said she was sad that another mother from the course had to withdraw both of her children from the course because she could not afford to pay for the 2 Din A4 books, 2 CDs and 2 rucksacks (which are not used for anything else), as the cost amounts to a total of 200 euros and is in addition to the high course fees.

The quality of the courses was hardly ever questioned and in the majority of cases it was highly praised.

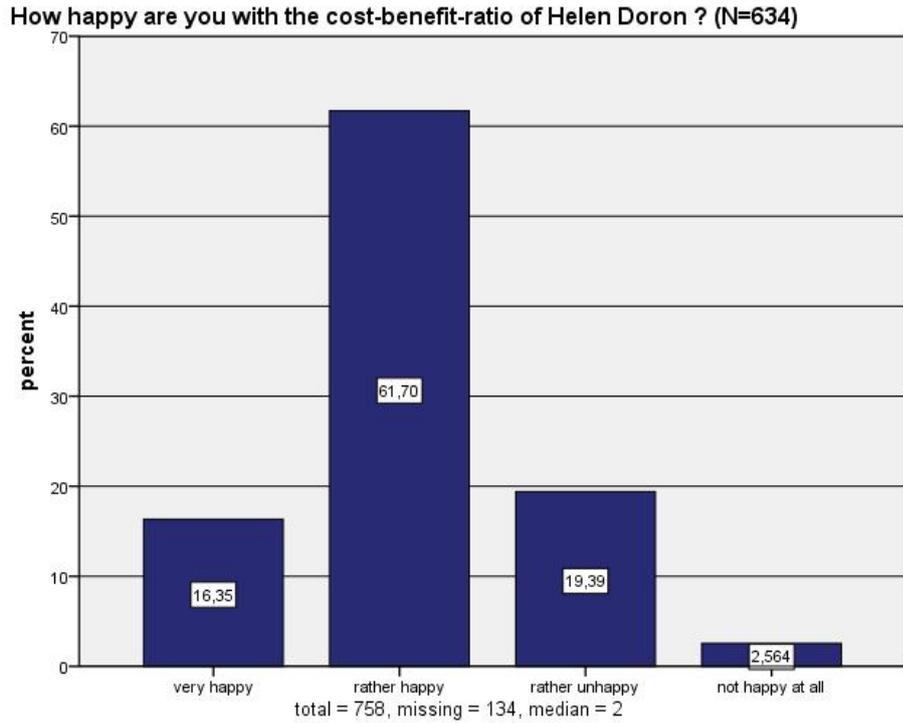


Figure 46: Levels of satisfaction – value for money

Overall, 55% of the parents are very satisfied and a further 42.25% are satisfied. No more than 2.7% in total are either not satisfied or completely unsatisfied.

How happy are you in general with the Helen Doron courses? (N=639)

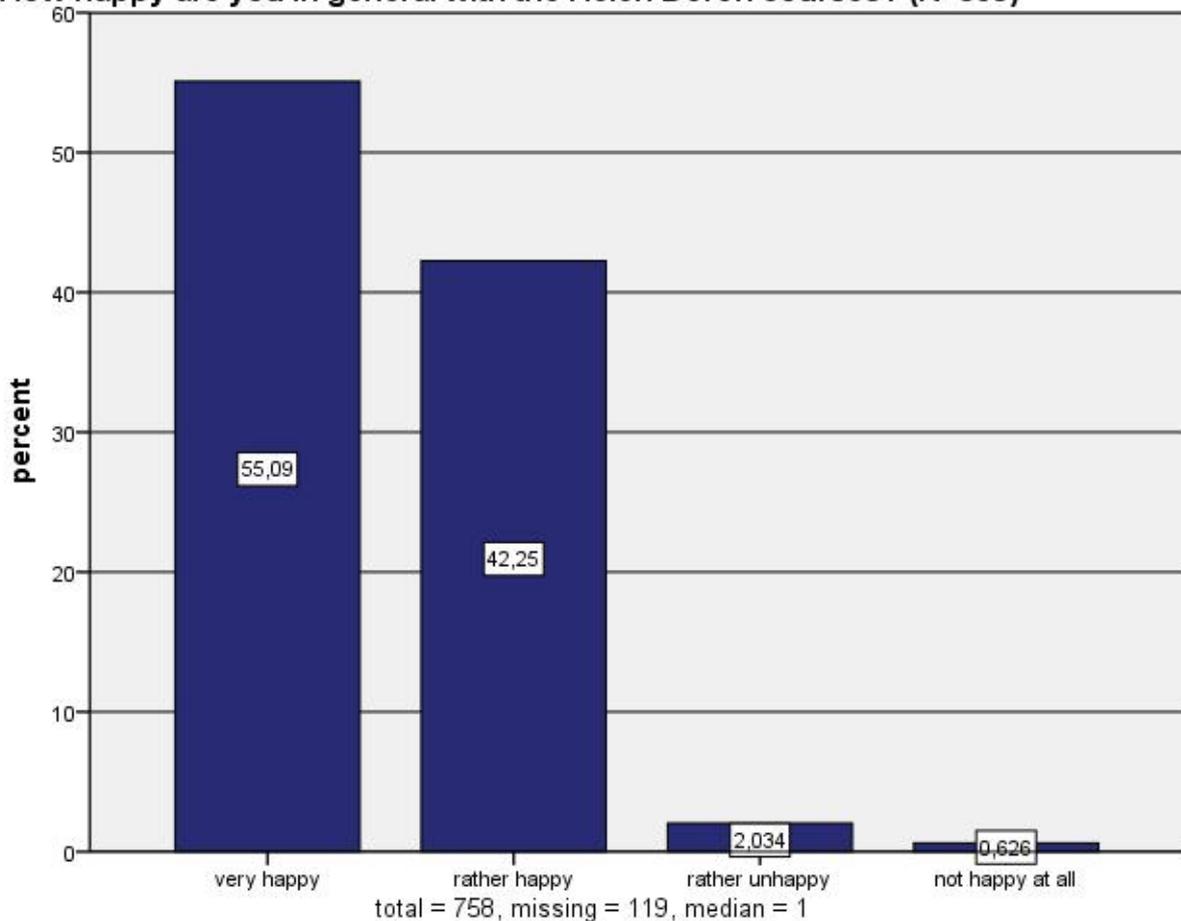


Figure 47: Levels of satisfaction overall

3.3.3 Feedback from parents

- “The times of classes are not very suited to the natural daily routines of small children”
- ““Our” Helen Doron teacher is very good at motivating the children, is full of fun and energy and always has some really nice ideas for ways to structure the “class”! The “teaching” is much more varied than language teaching at school and really appeals to my son.”
- “include the current season or celebrations, such as Easter, Christmas, Hal-

loween etc.”

- “It would be nice to have better deals for brothers and sisters.”
- “I think that the Helen Doron concept is very good, but the courses and the course materials are very expensive compared with others. At Helen Doron they also make sure that you buy the new version. I don’t really like this, since it means that families with low income don’t have the opportunity to make use of a good concept.”
- “Success begins and ends with the teacher!”
- “...detailed report halfway through would be helpful.”
- “There should be much more encouragement of learning for children at pre-school age in Germany. At the moment most kindergartens simply watch over the children and little more. Take the Franconian International School in Erlangen as an example...”
- “The Helen Doron method is a very good way of allowing other children the same opportunities that bilingual children enjoy.”
- “The songs on the CDs are a strain - awful and in need of updating, they should be replaced...”
- “A computer CD for each of the course units would be great!!!”
- “Some of the teaching materials are very outdated, for example, the Botty video! They should be updated to make them more interesting.”
- “Helen Doron is SUPER!! Learning languages through play is simply brilliant, especially for children.”
- “I think it’s a real shame that the Helen Doron concept is only available for English because you could easily transfer it to other languages. I think Spanish in particular would be very interesting for younger children, because Spanish is also one of the world languages. I would not hesitate in letting my child learn another language.”
- “I really like English myself and am delighted that my children have been given an ideal introduction to the language with a really brilliant teacher. Standard

schools haven't yet managed it as well, because the children are not really introduced to the fun of language learning and are usually taught bad pronunciation. This definitely cannot be said for our Helen Doron teacher. She speaks fantastic English and is also very good at teaching it.”

- “I would really like to have some feedback from the questionnaires that we sent back! My hope is that the results of the questionnaire will help parents to understand that children should learn English as early as possible. I also hope that it will put an end to the preconception that we have to fight against that we are putting too much pressure on our children by getting them to learn English so early and that we are so called ‘Tiger moms’.”
- “I think that as long as speaking a foreign language is not given enough attention at school where the emphasis is all on learning vocabulary, children should take the opportunity to take part in a Helen Doron course. Maybe there could even be some sort of subsidy for children from low-income families. They definitely need English later in their working life. This is where they will need active speaking skills! Unfortunately, this is not something that they can learn at school!”
- “The teaching materials are geared more towards boys; more movement in the courses.”
- “We really appreciated the opportunity of a four-day stay in London supervised by our HD teacher and our child thoroughly enjoyed this day the stay.”
- “We are thrilled with the approach which manages to cover the new, the old and the very latest ideas. It's the perfect playgroup for our little daughter with music, painting and sports activities.”
- “We wish our schools had a similarly positive approach to teaching as we've experienced at Helen Doron: been able to enjoy learning, not have mistakes punished, improved self-confidence, creativity encouraged...”

4. Summary and recommendations

Period of study: January-June 2012

Participants: 1038, consisting of 758 adults and 280 children

Aims:

1. Description of research area: *Helen Doron Learning Center* (fieldwork)
2. Analysis of the impact of this approach to learning on the transition to secondary education

Findings:

1. Action can be taken to address gender-specific differences in motivation to take part. **Special provision is required for boys as regards choice of topics, subject matter and methodology (more explorative language learning).**
2. Service users are primarily parents or guardians from social groups with a background in for times education and an affinity for languages, as they are better informed and more interested. HD offers partnership working with primary schools. Adults are involved and can participate actively. **Consideration should be given to the use of programmes targeted at socially disadvantaged groups (“English for all campaigns” etc.) as a means of increasing take-up.**
3. The average age of children when they start attending courses is 4-5 years i.e. pre-school age, which is ideal.
4. The younger a child is when they start attending courses, the better their English grade for the last six months is likely to be.
5. The more courses a child has taken, the better their English grade is likely to be.
6. Over 94% of the children find the courses very enjoyable, which provides strong motivation for them to take part.

7. In order to identify more precisely the reasons for their enjoyment, participants were questioned about the English language, materials, topics generally and methods. Both children and adults rated all of these as either “very good” or “good”:
8. Questions about course subject matter yielded the same result. **Children feel there is scope to expand coverage of cultural topics relating to English-speaking countries.**
9. 62.6% of children (130) feel that the courses have had a positive impact on their performance at school. This is confirmed by 95% of parents.
10. 61.5% of children (99) are completely sure that the courses give them an advantage over their fellow pupils.
11. 81.8% are strongly convinced that the courses have given them more confidence in their linguistic ability; 91% feel at home and secure in English.
12. Difficulties with grammar and writing have a systemic basis, owing to a gap in the transition from primary to secondary level. However, in nearly every second case, the quality of the preparation provided by HD courses is confirmed by children’s performance at the schools they subsequently attend.
13. Children feel that the courses have assisted them in their English lessons, especially when it comes to communication i.e. oral and written language production.
14. The majority of children (80.4%) are convinced that the Helen Doron courses have facilitated their transition to secondary education.
15. Children who have still to make the switch have either no concerns (60%) or few concerns (40%) about English as a subject.
16. 95% of parents consider their children to be well equipped for the transition.
17. 37.9% are very satisfied with the results that the Helen Doron courses have been able to achieve so far, while 46.7% are satisfied. The general satisfaction level stands at over 97%.

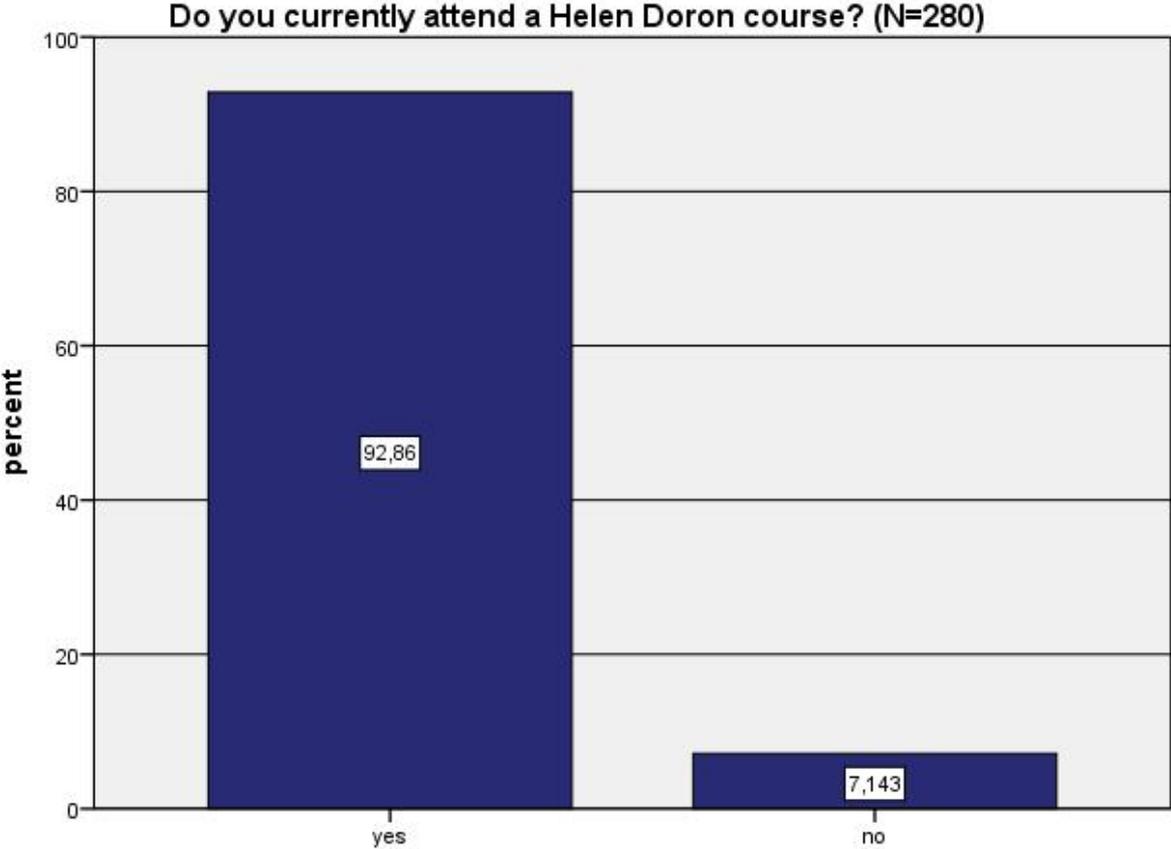
Nuremberg, 01.07.2012

Heiner Böttger

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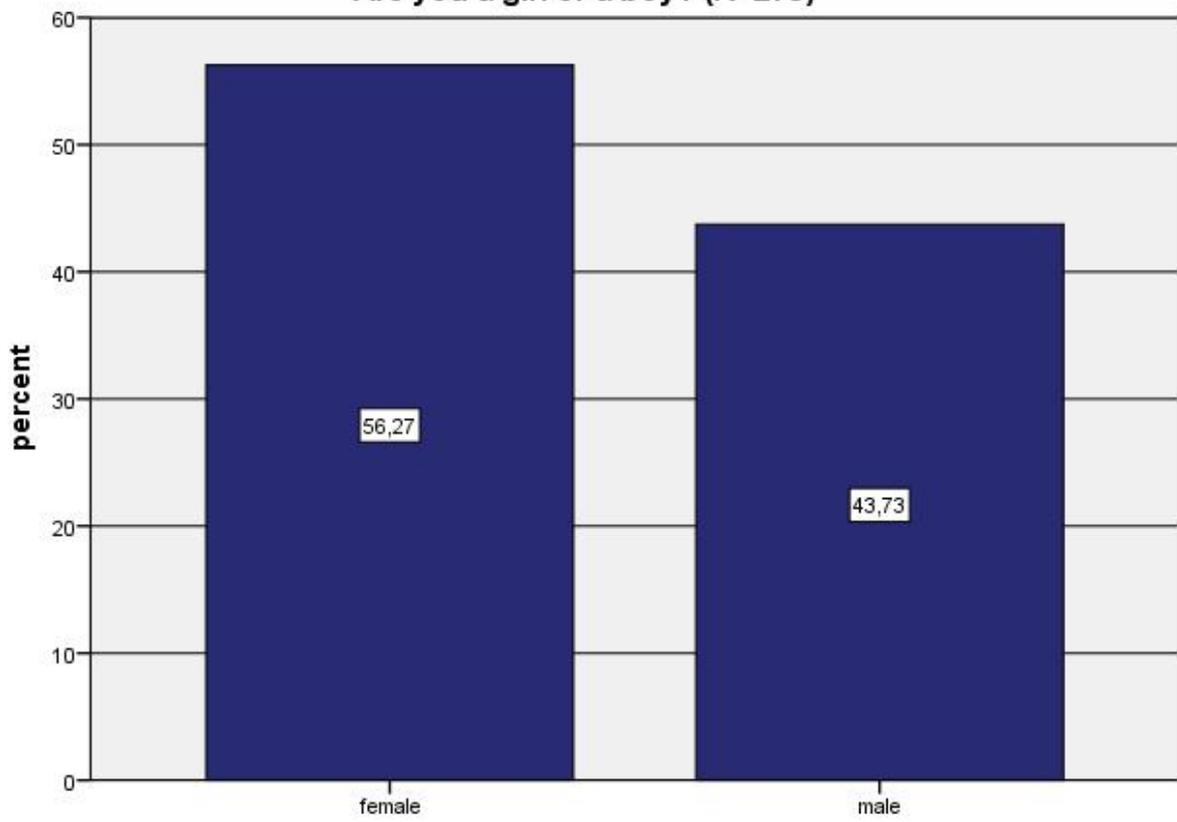
5. Appendix

5.1 Charts of the children`s survey:

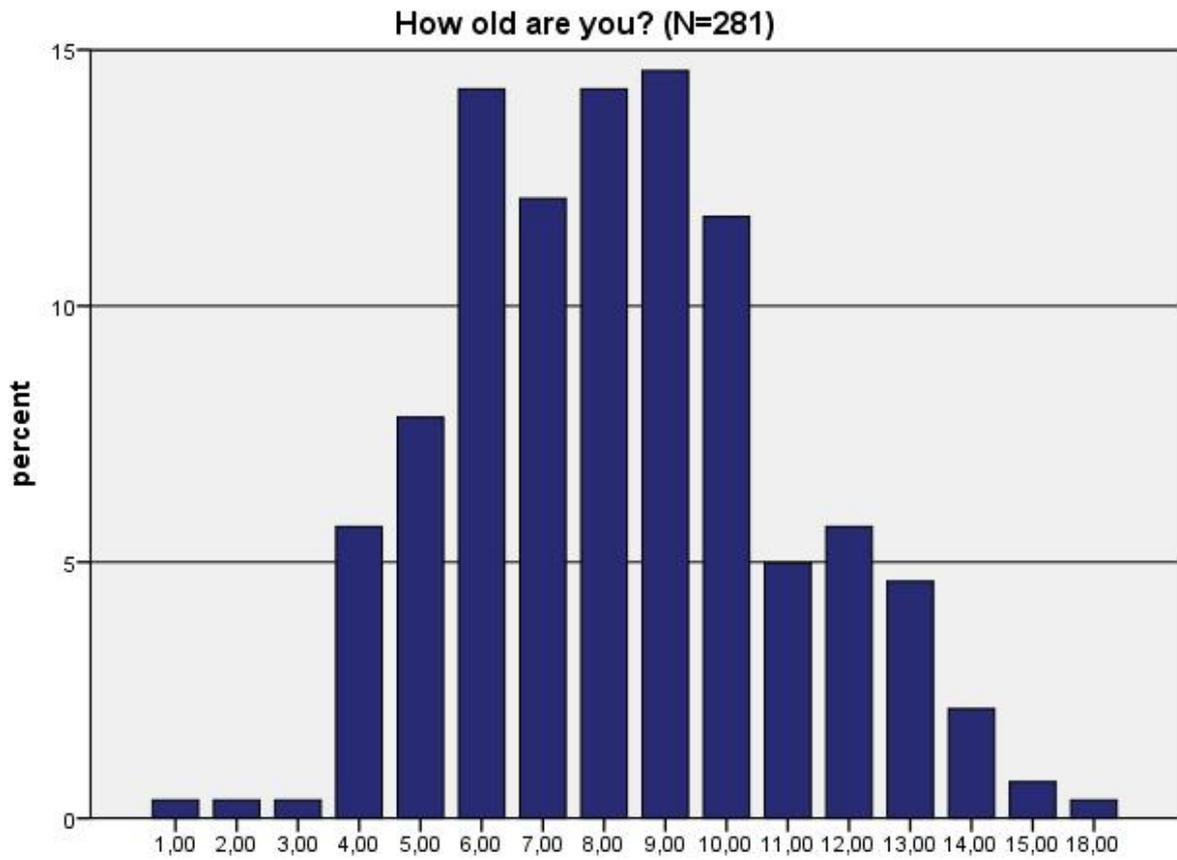


total = 282, missing = 2, mode = 1

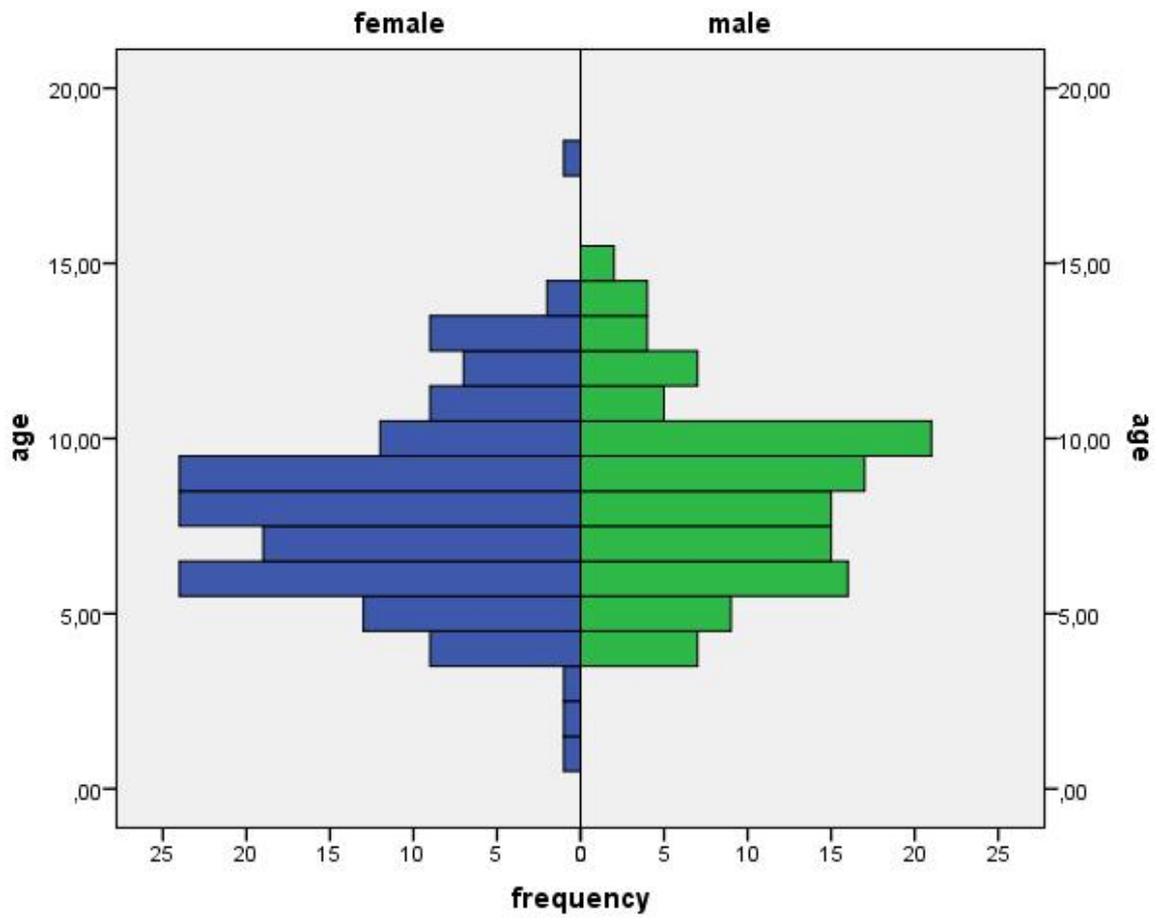
Are you a girl or a boy? (N=279)



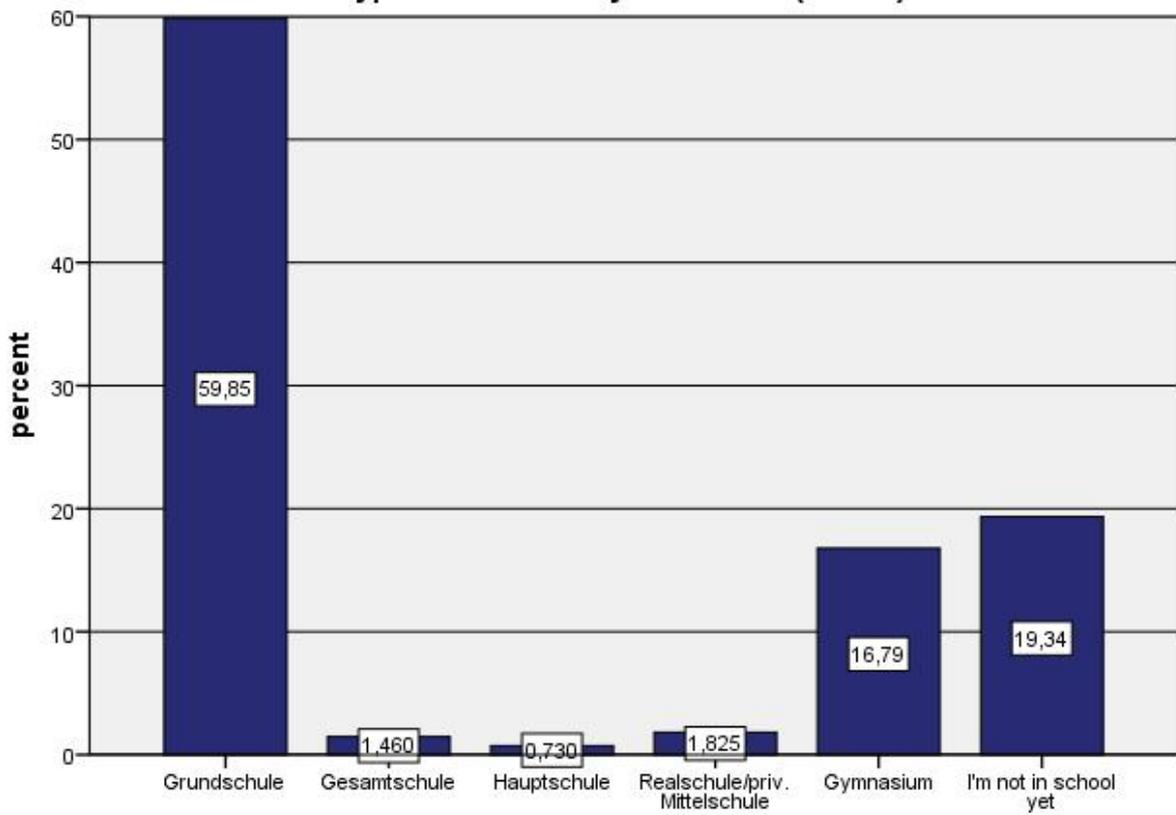
total = 282, missing = 3, mode = 1



total = 282, missing = 1, mean = 8,3

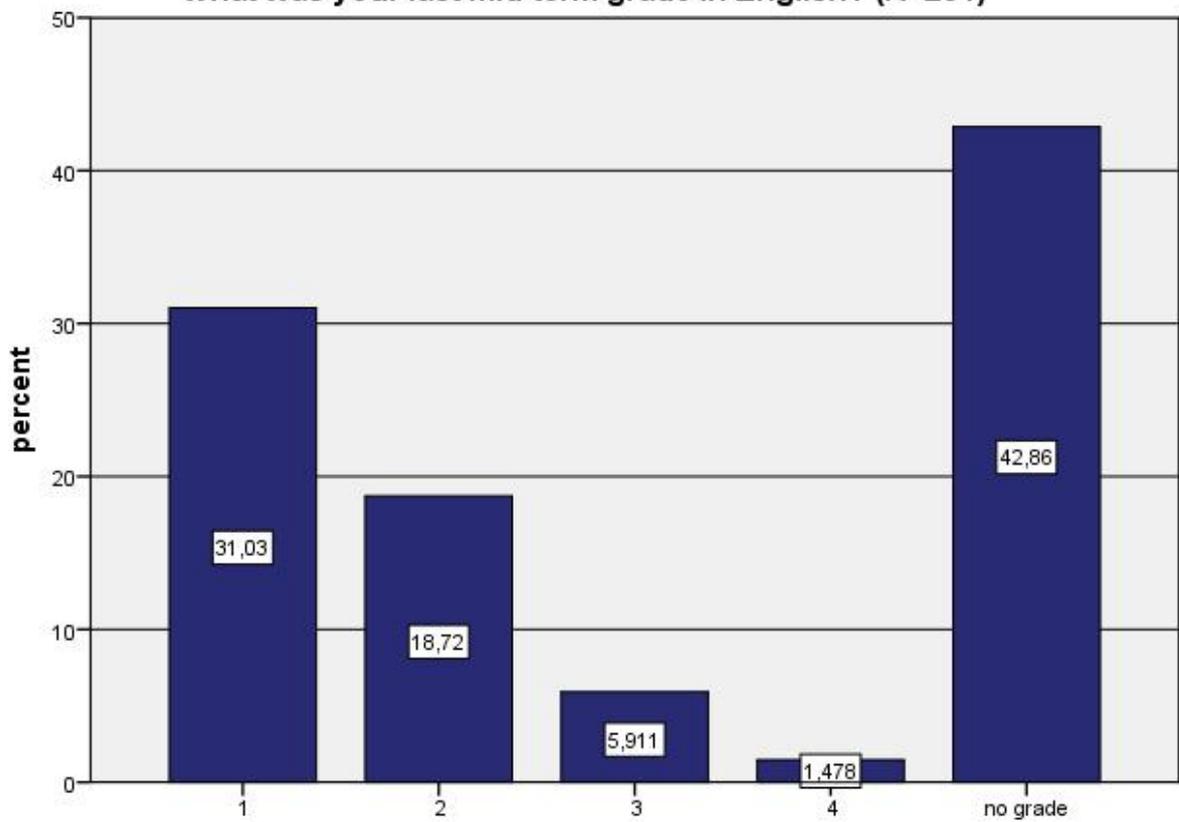


What type of school do you attend? (N=274)



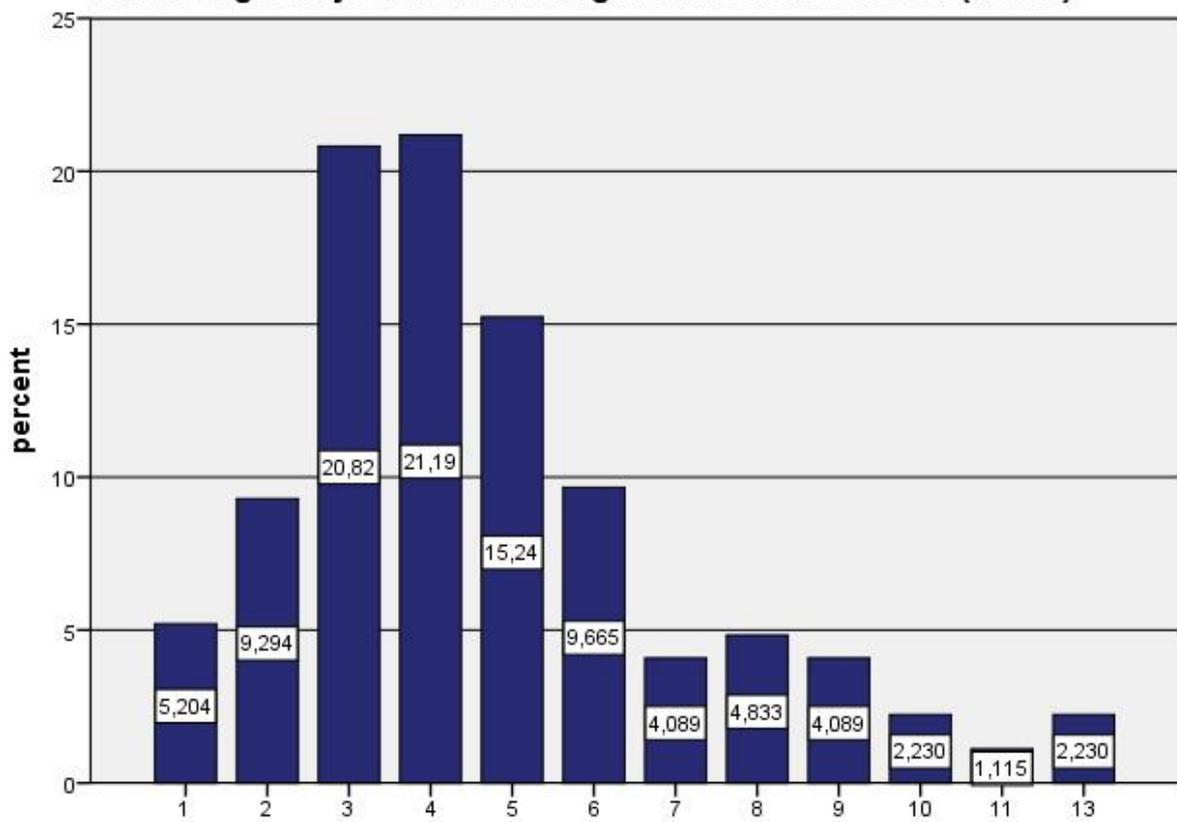
total = 282, missing = 8, mode = 1

What was your last mid-term grade in English? (N=201)



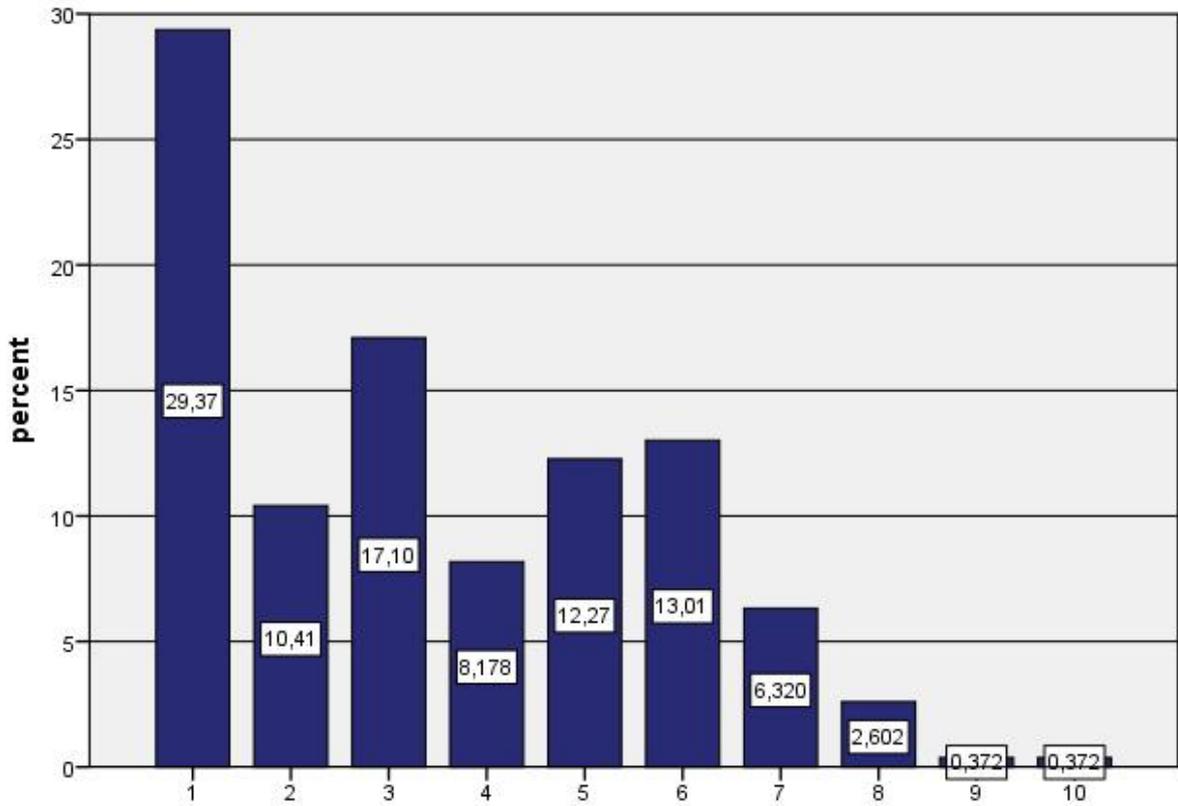
total = 282, missing = 2

At what age did you start attending Helen Doron courses? (N=269)



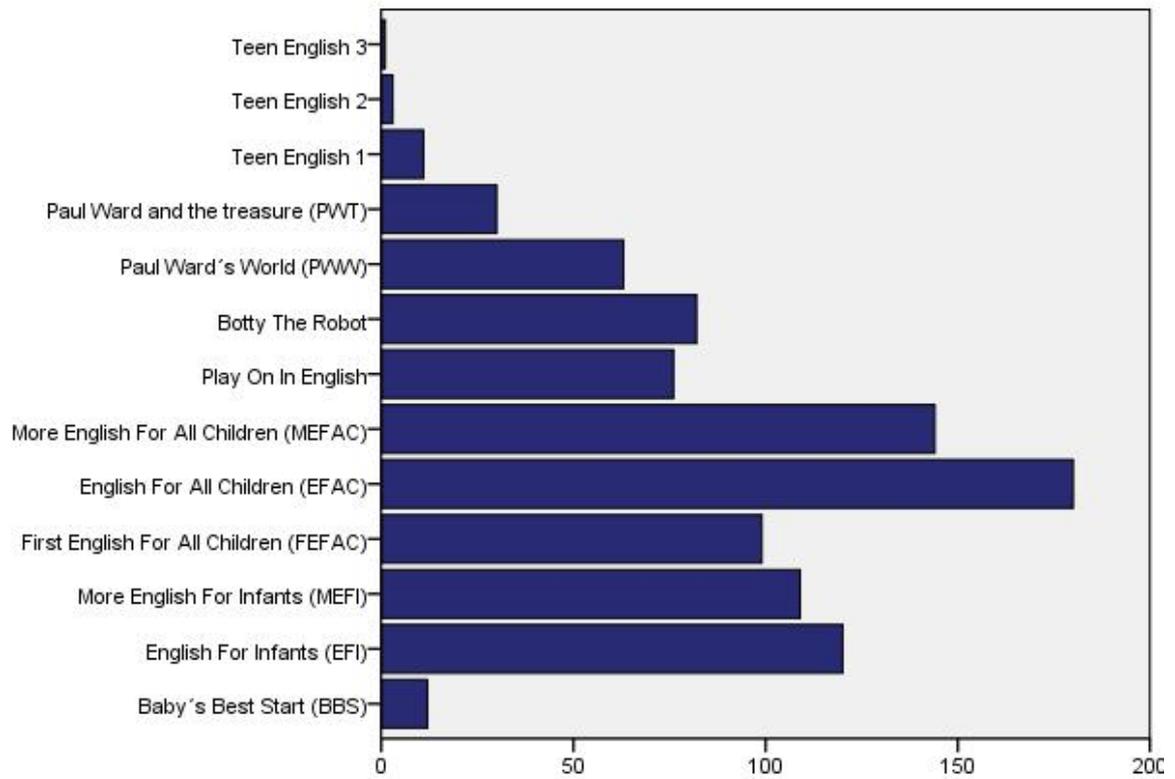
total = 282, missing = 13, mean = 4,73

total number of courses attended (N=269)

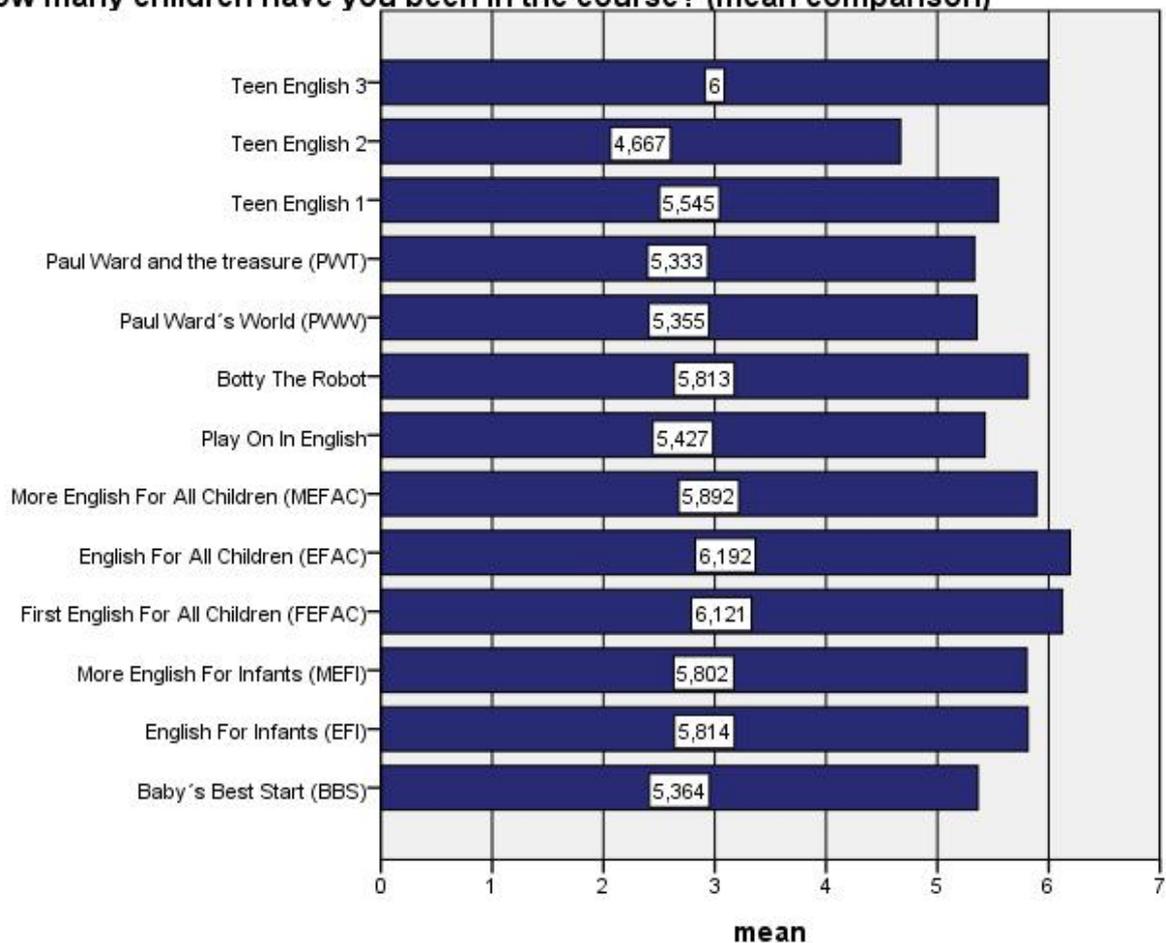


total = 282, missing = 13, mean = 3,46

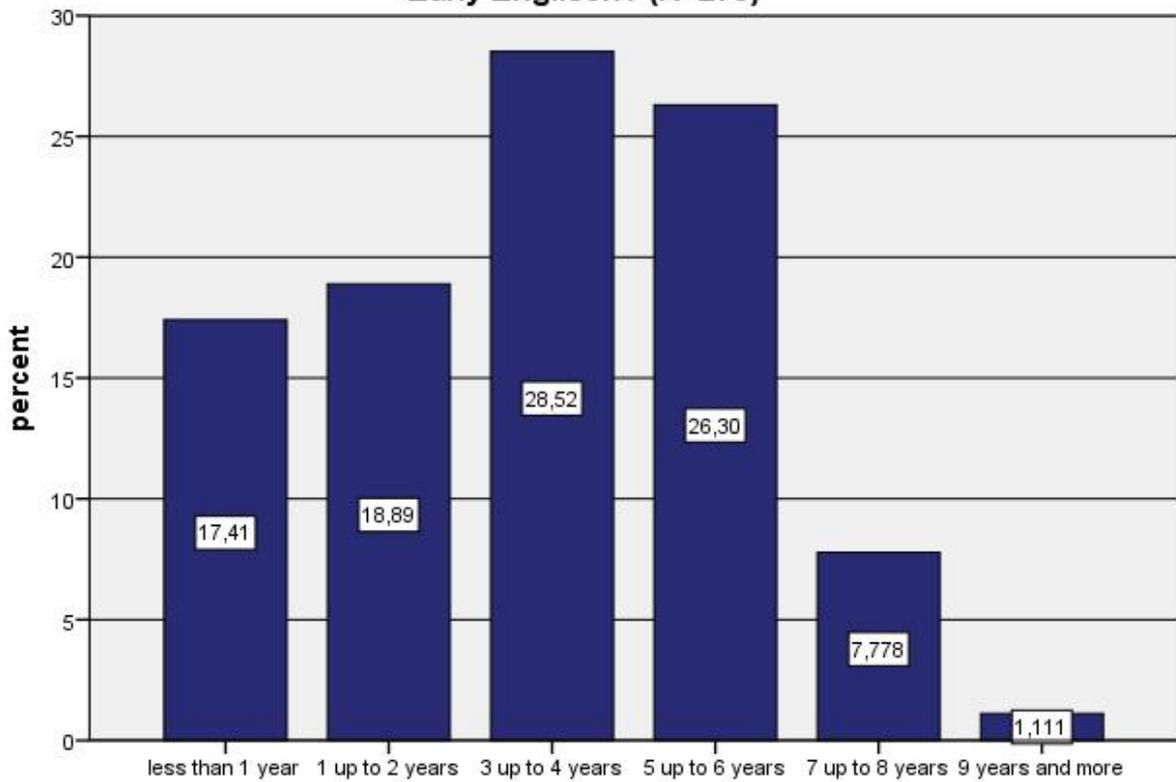
frequencies courses



How many children have you been in the course? (mean comparison)

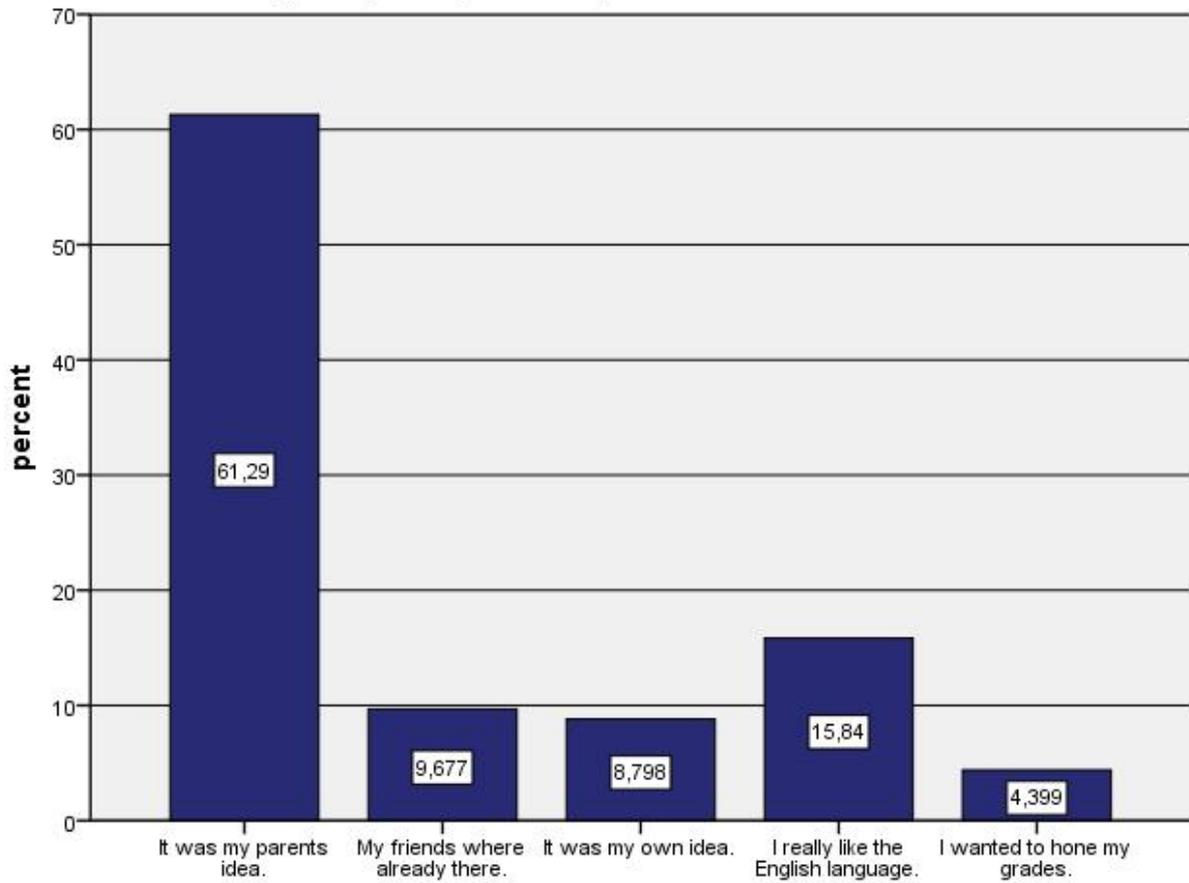


For how long did you attend, all classes totalled up, courses at helen Doron - Early Englisch? (N=270)

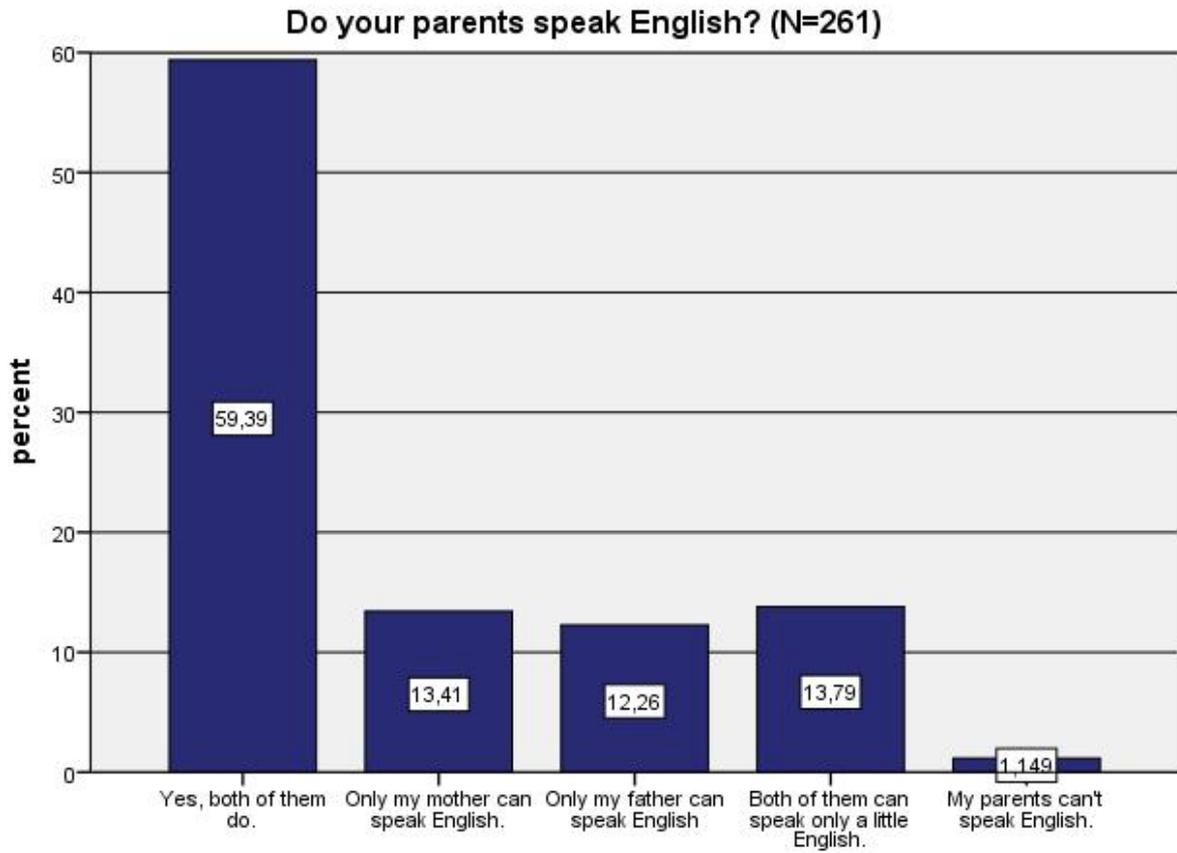


total = 282, missing = 12, median = 3

Why did you register for your first Helen Doron course?

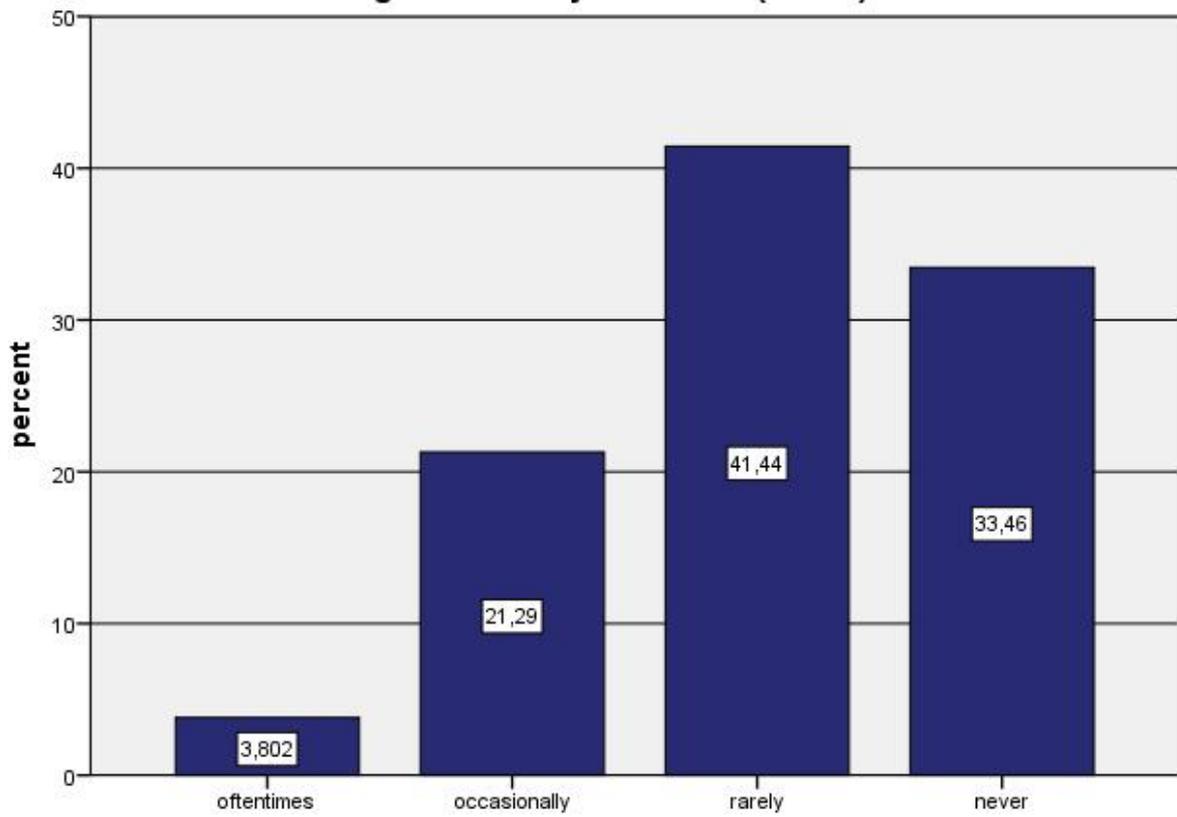


	null hypothesis	test	significance	decision
	The distribution of Approximately how old were you when you first started attending a HD course? is equal across categories of It was my parents idea.	Mann-Whitney- U-Test independent samples	0,085	Null hypothesis kept



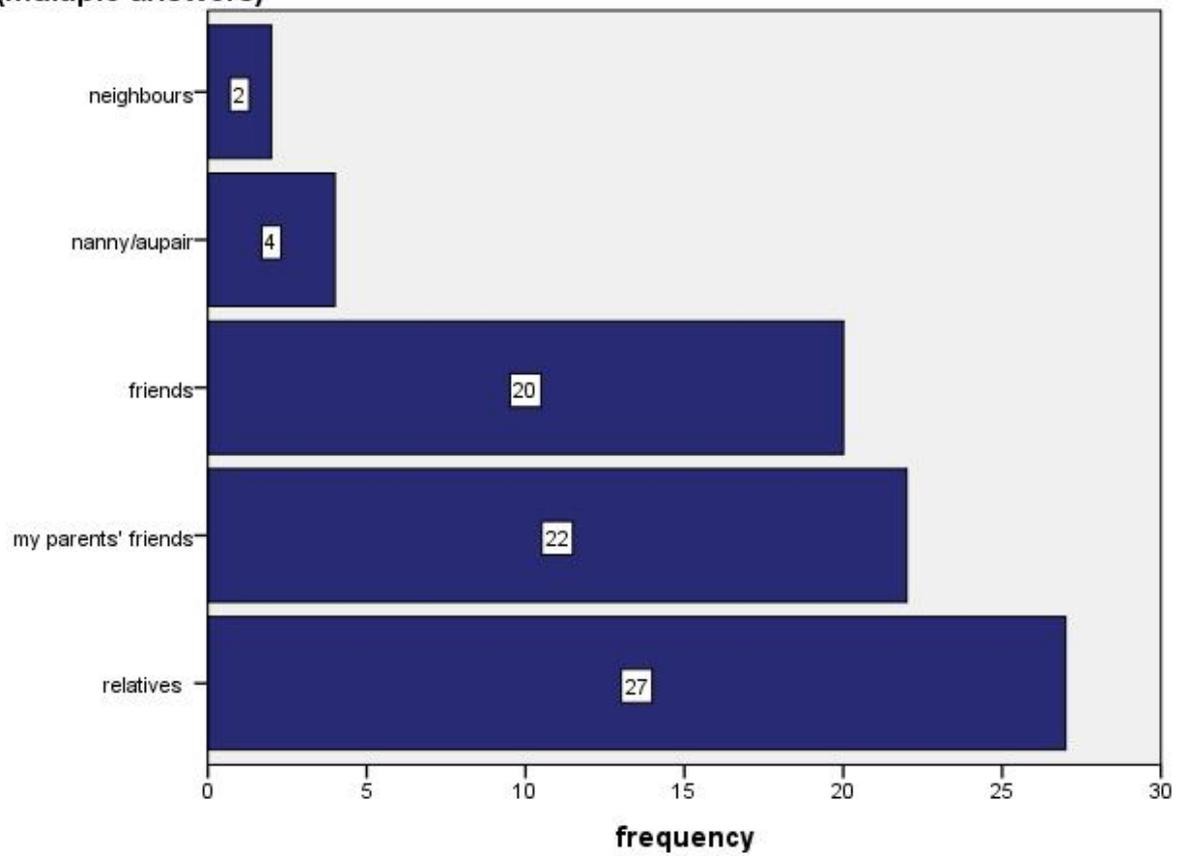
total = 282, missing = 21, mode 1

Is English used at your home? (N=263)

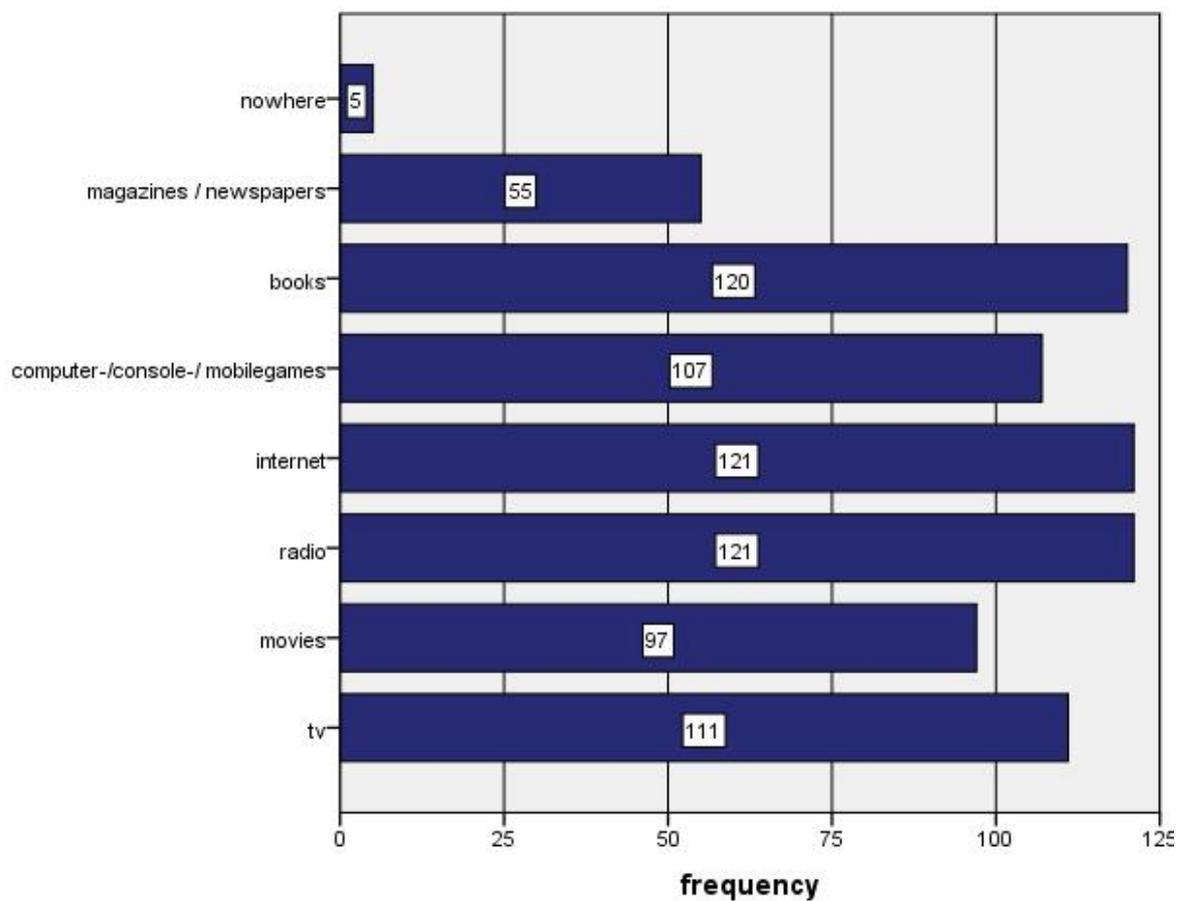


total = 282, missing = 19, median = 3

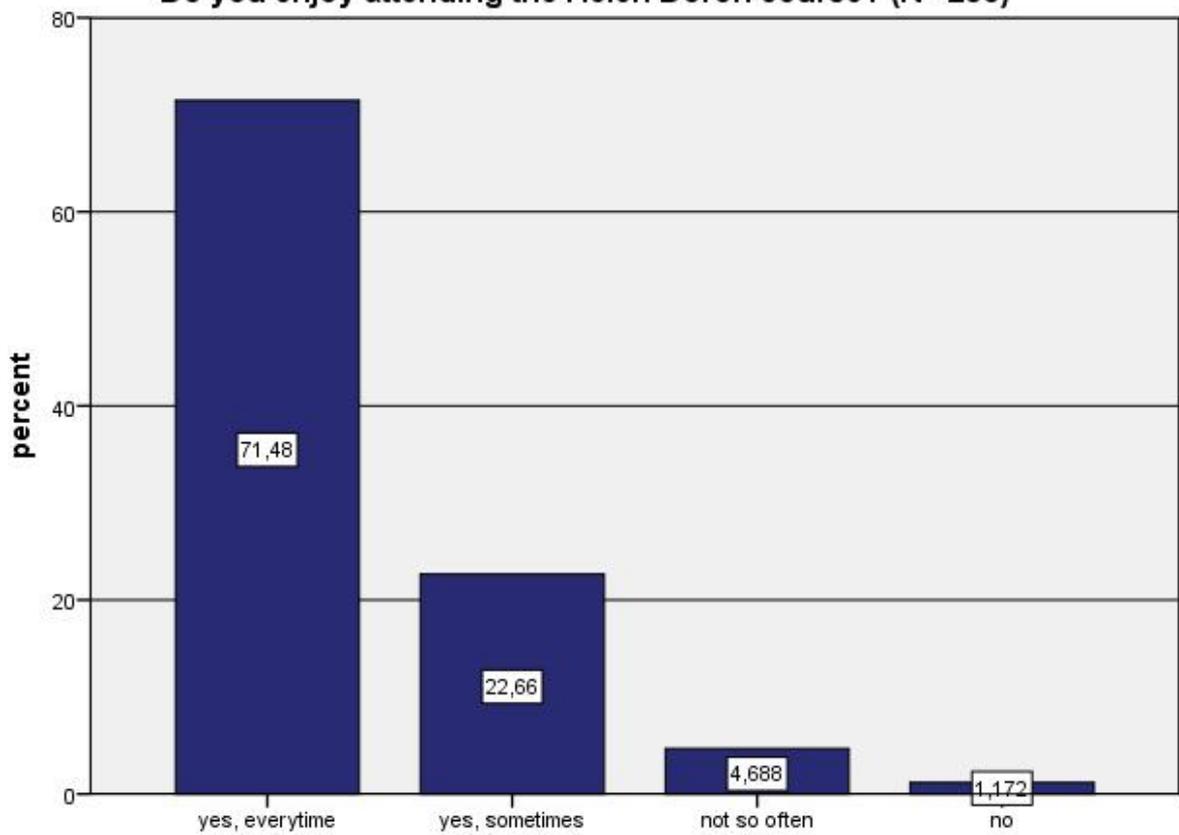
**Are there other people around you, who talk to you in English?
(multiple answers)**



Where else do you have contact with the English language?

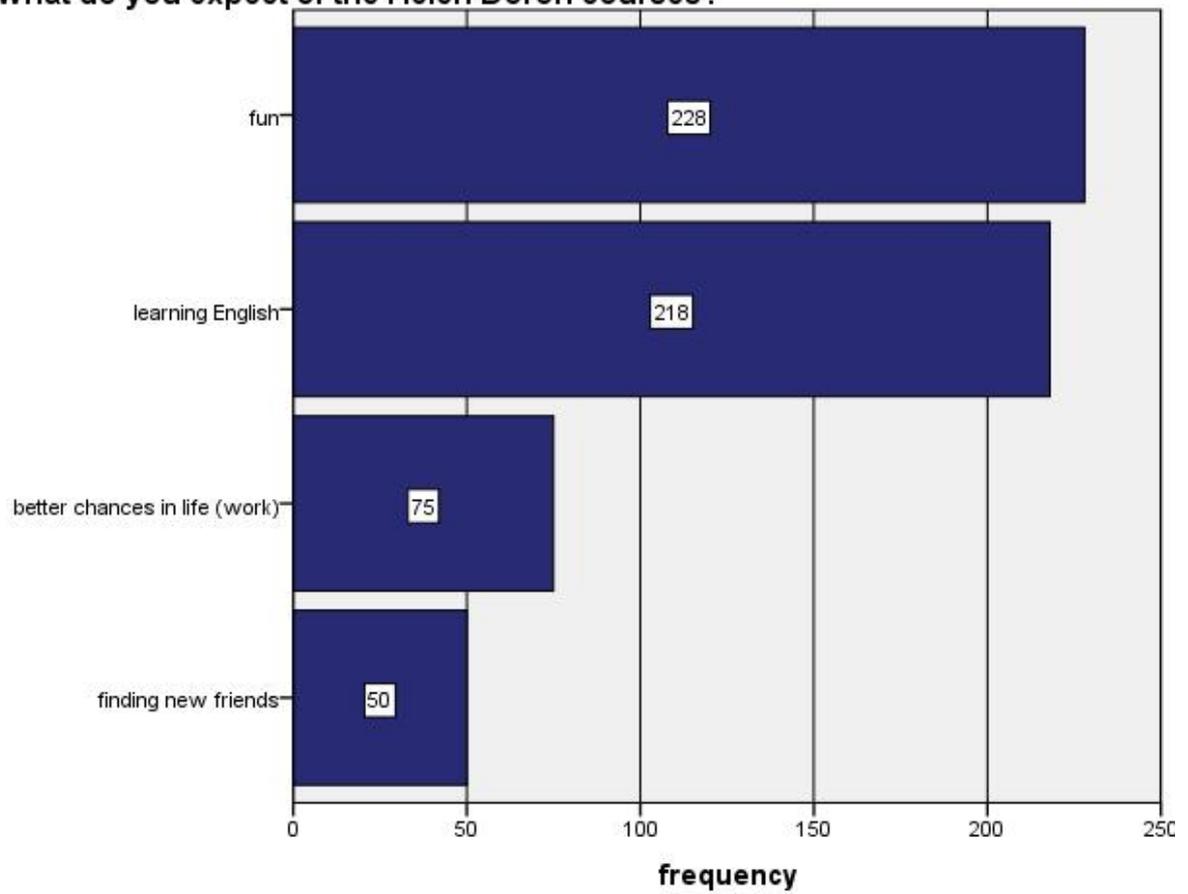


Do you enjoy attending the Helen Doron course? (N= 256)

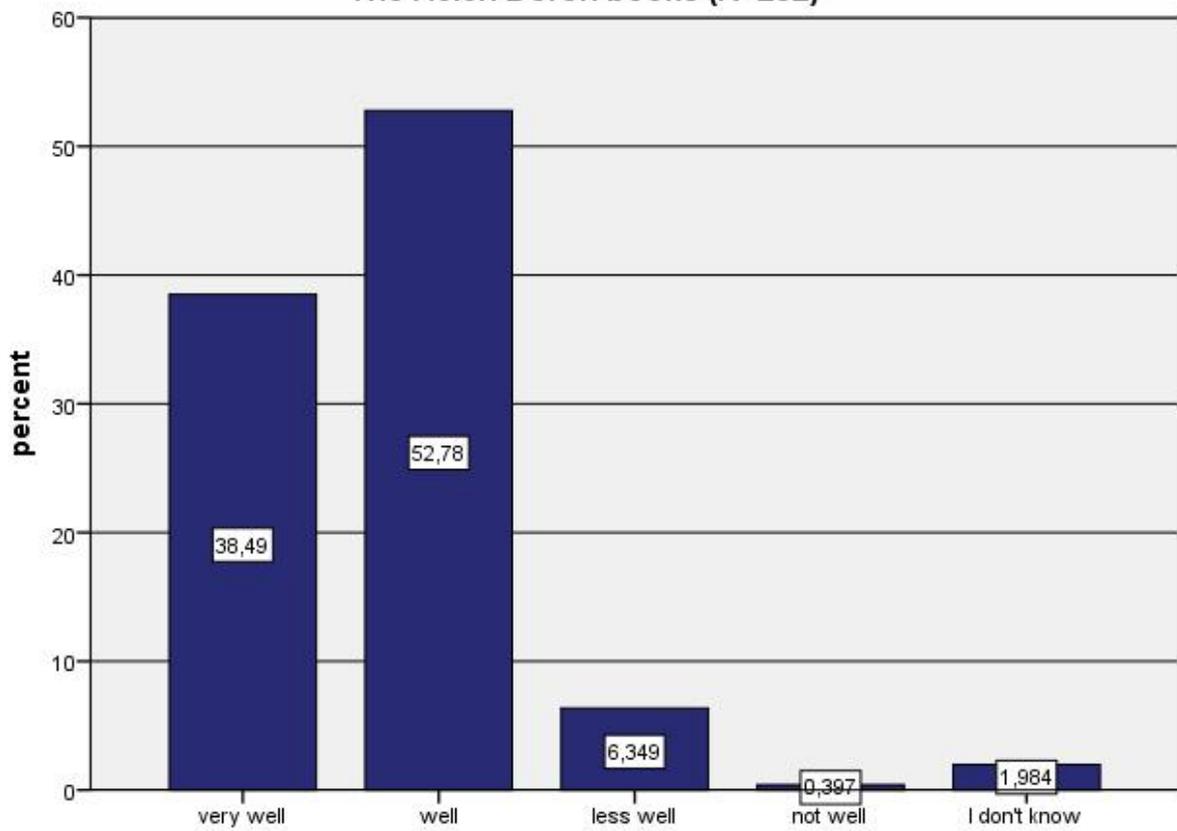


total = 282, missing = 26, median = 1

What do you expect of the Helen Doron courses?

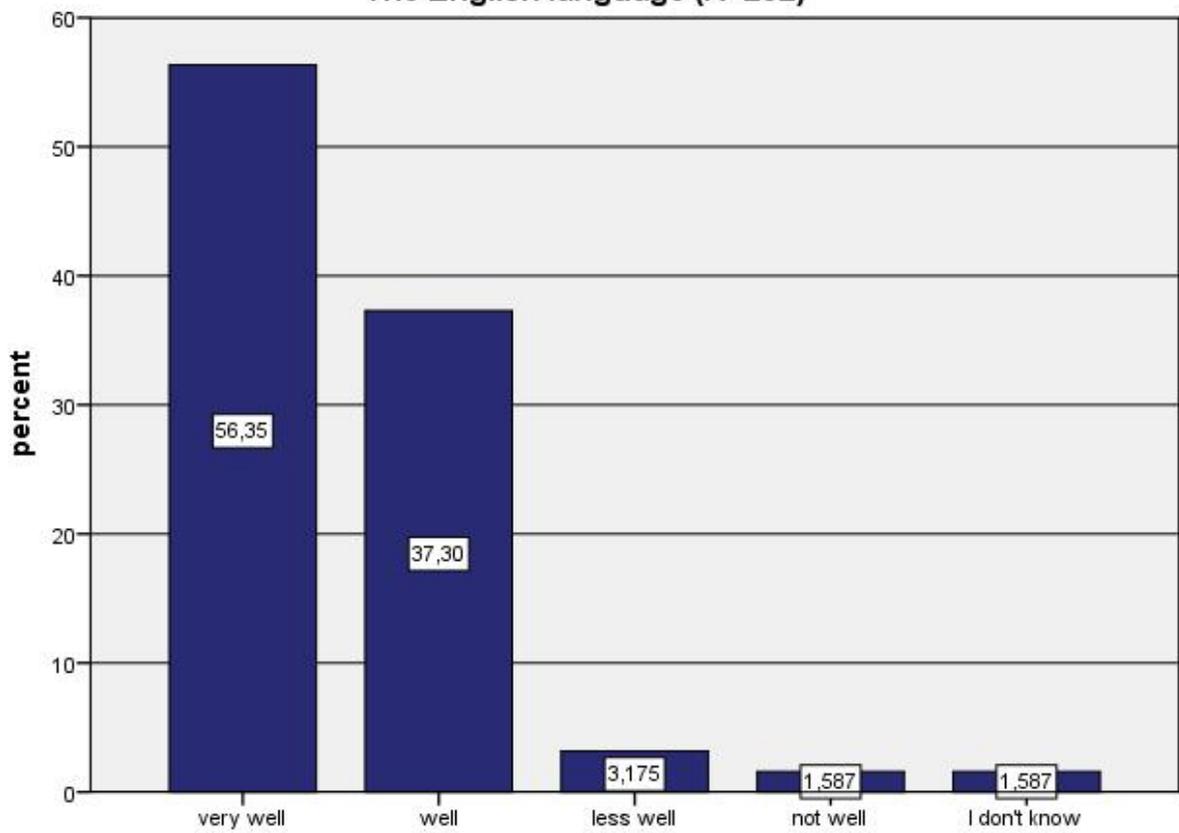


The Helen Doron books (N=252)

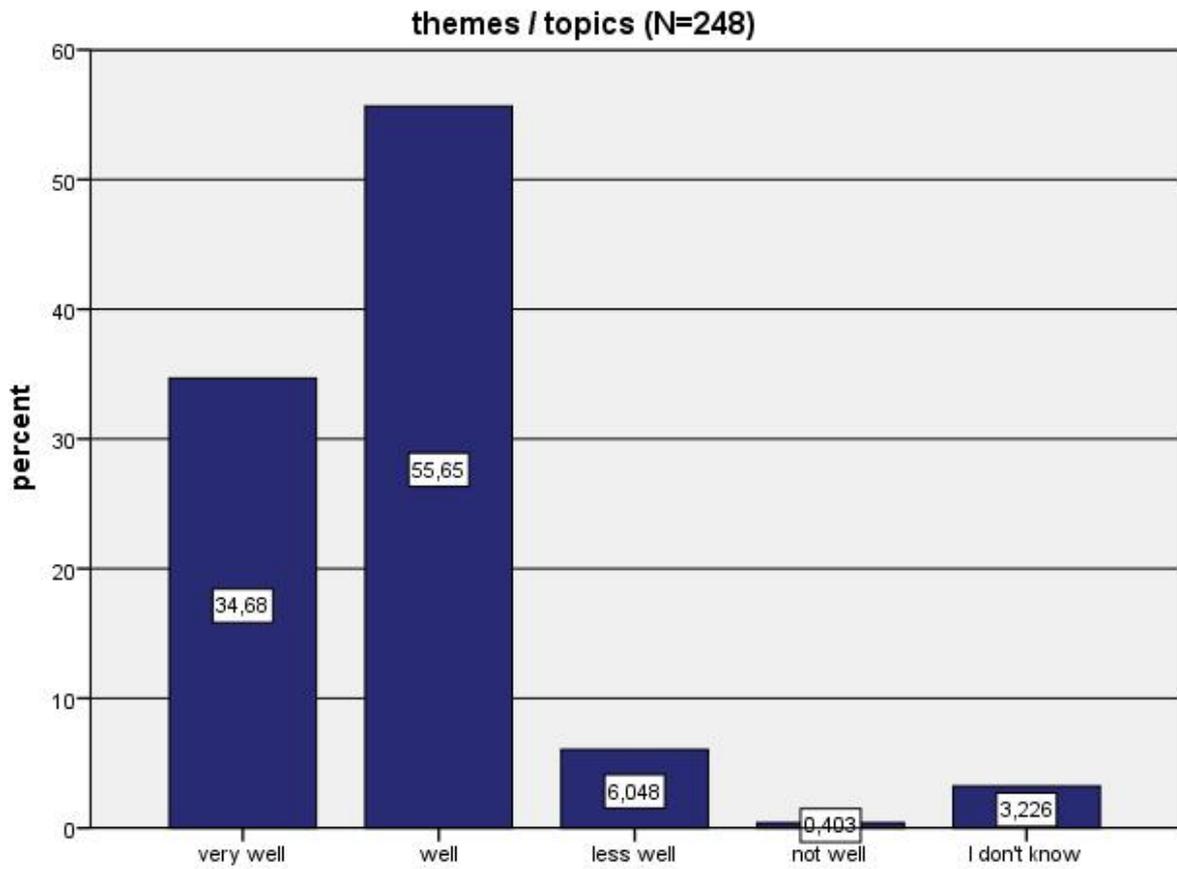


total = 282, missing = 30, median = 2

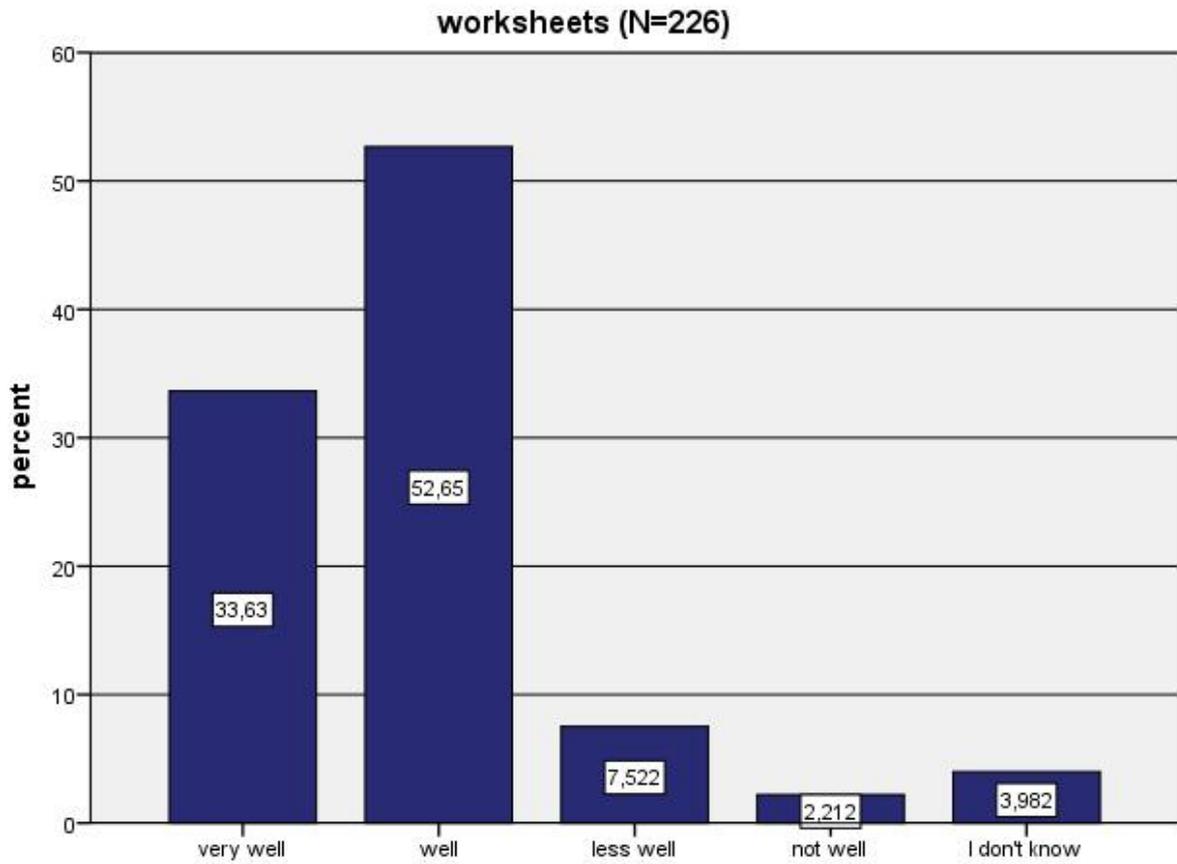
The English language (N=252)



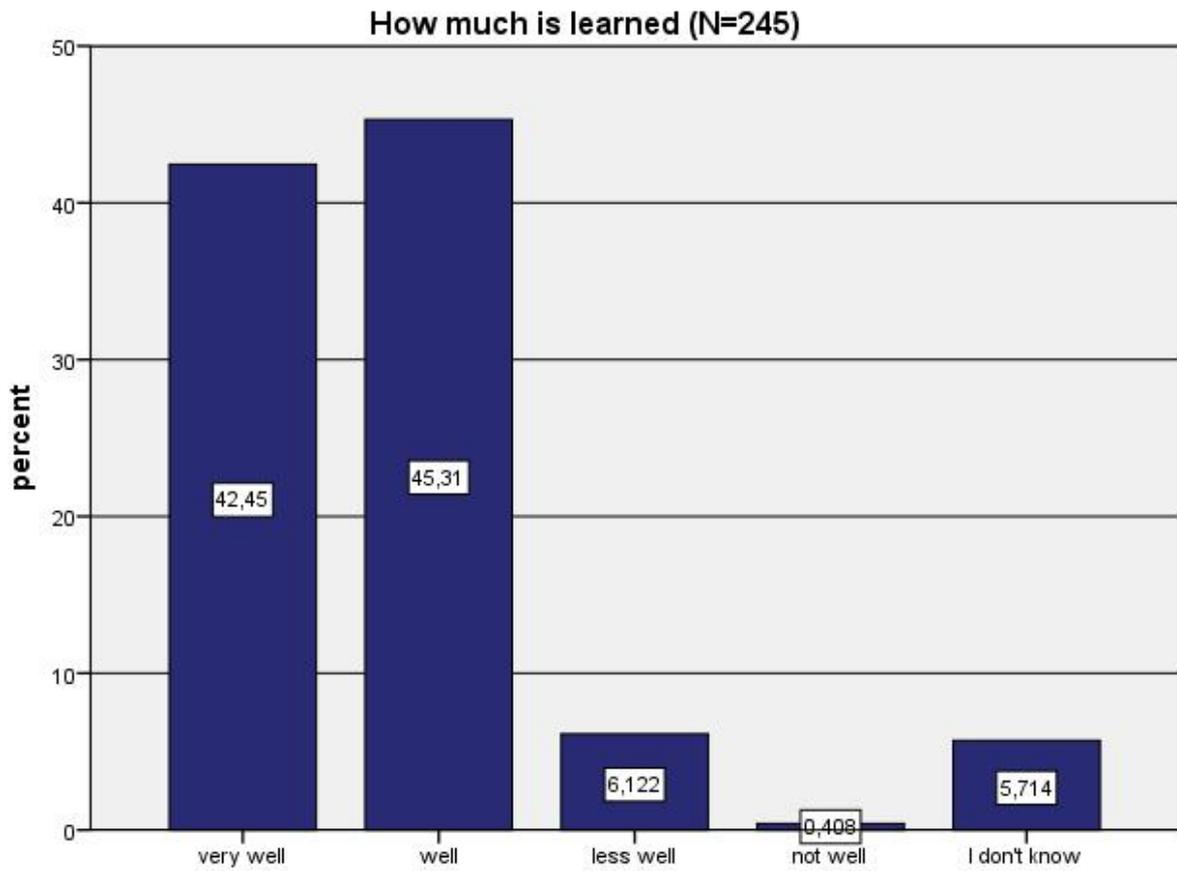
total = 282, missing = 30, median = 1



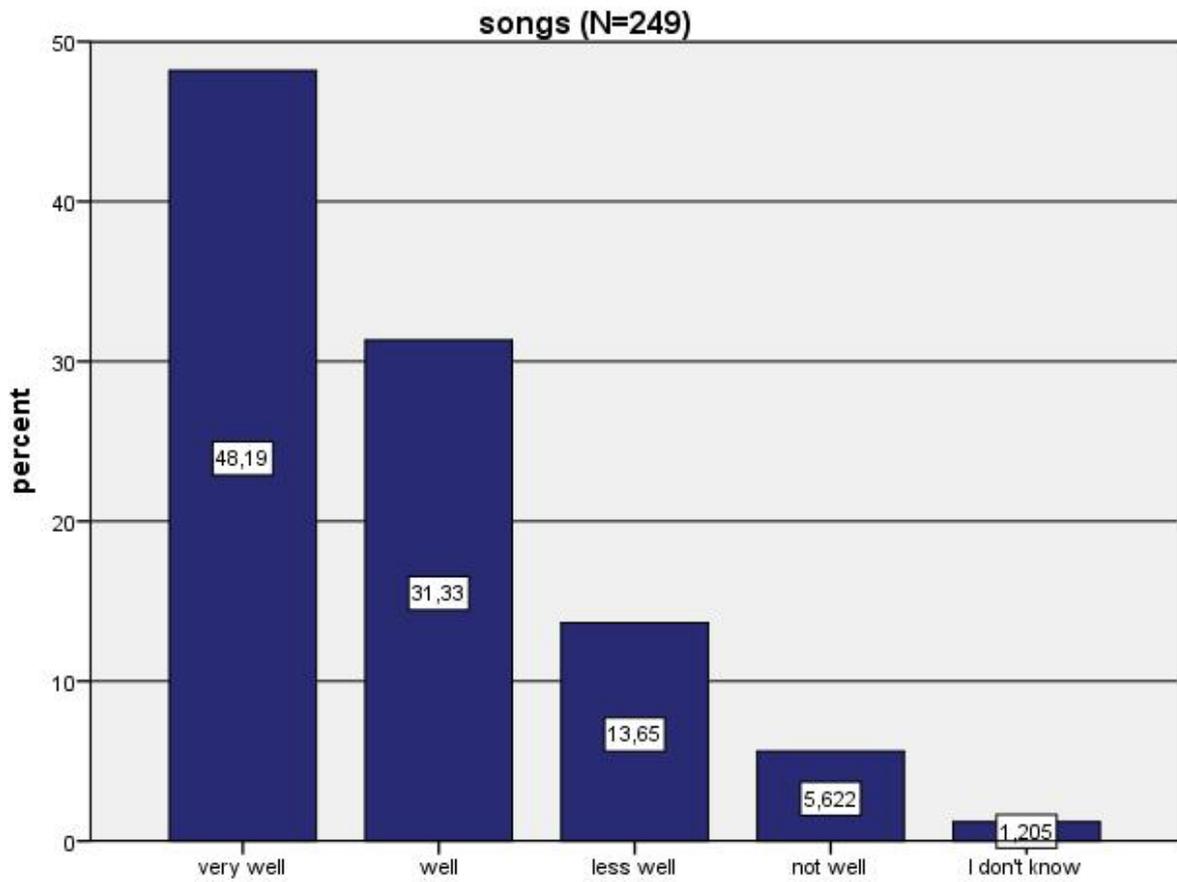
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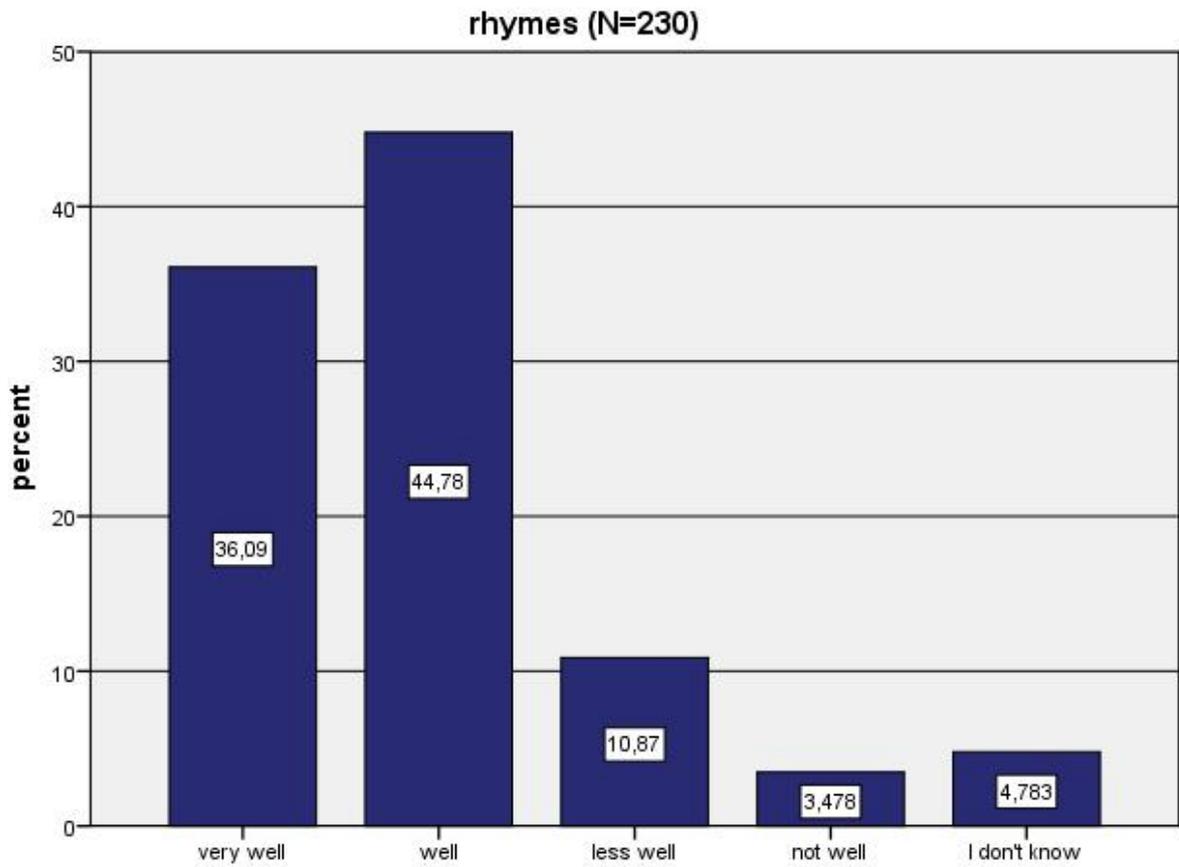
total = 282, missing = 56, median = 2



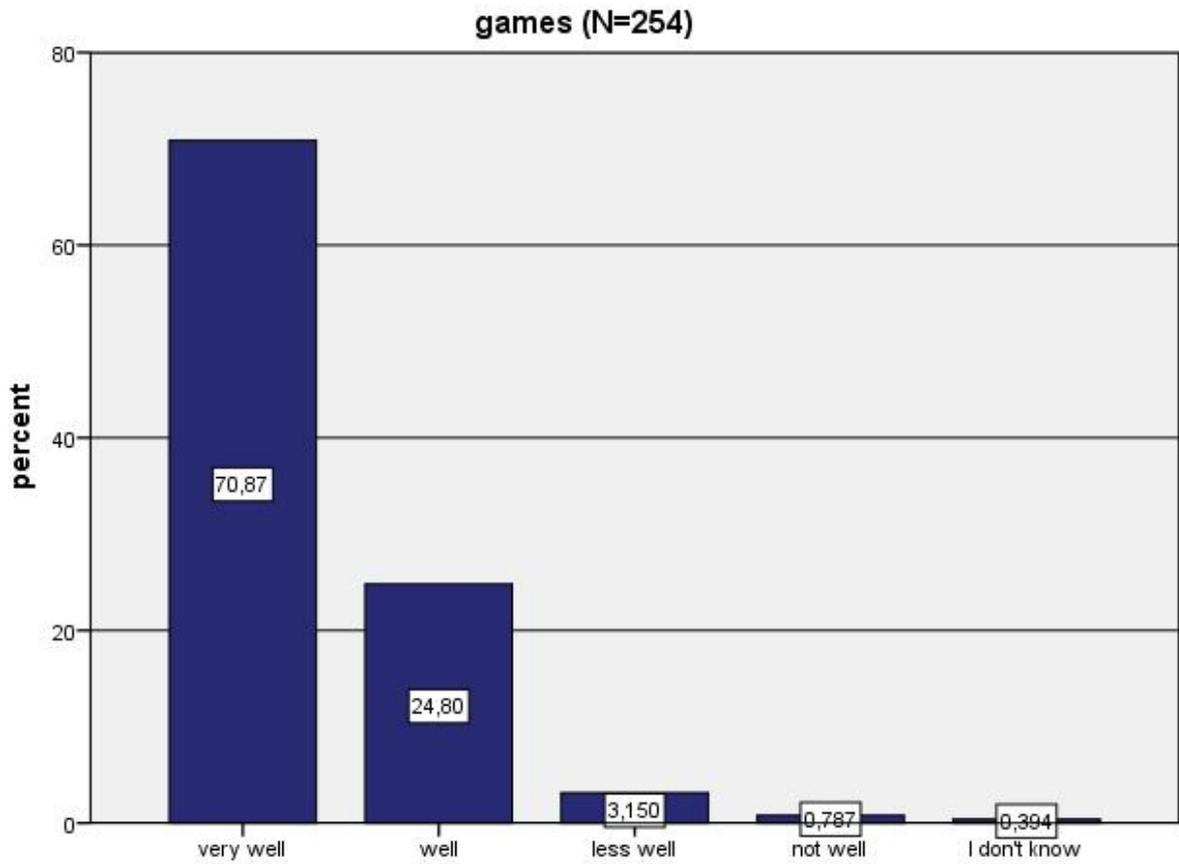
total = 282, missing = 37, median = 2



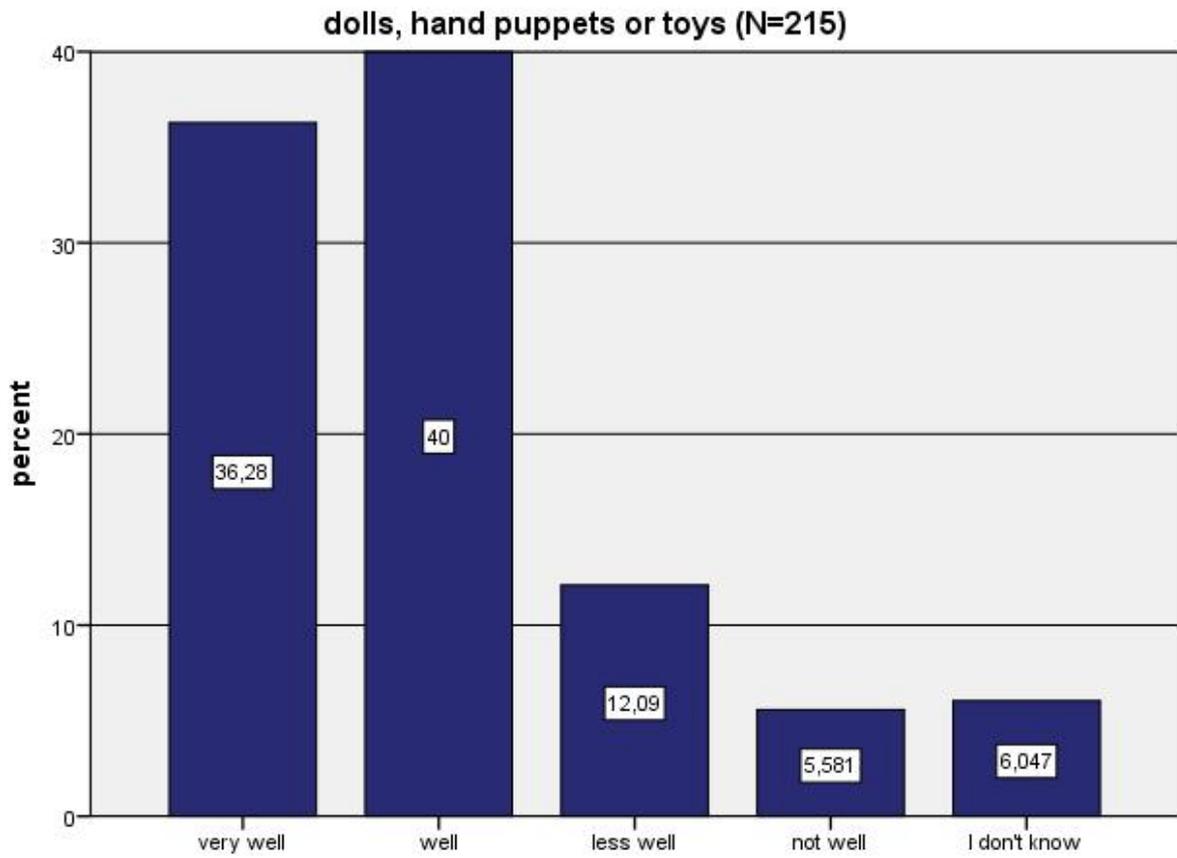
total = 282, missing = 33, median = 2



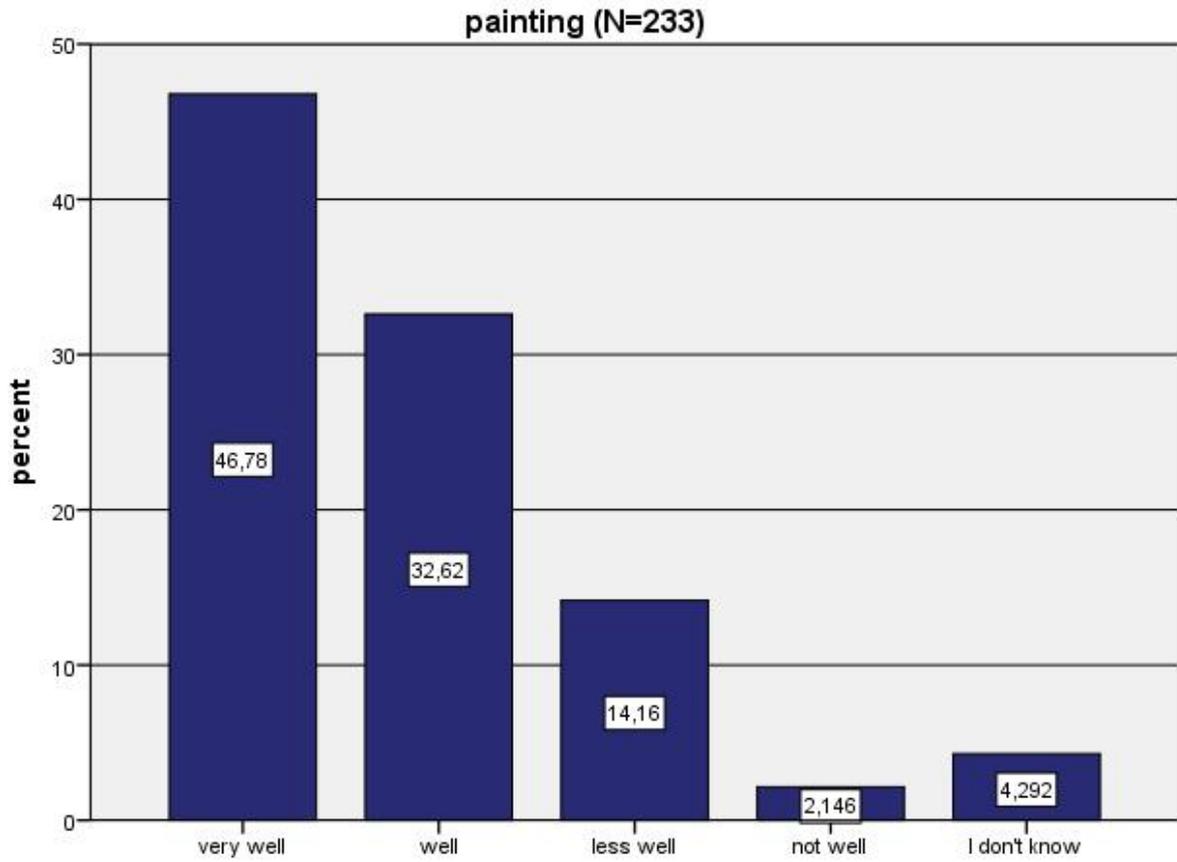
total = 282, missing = 52, median = 2



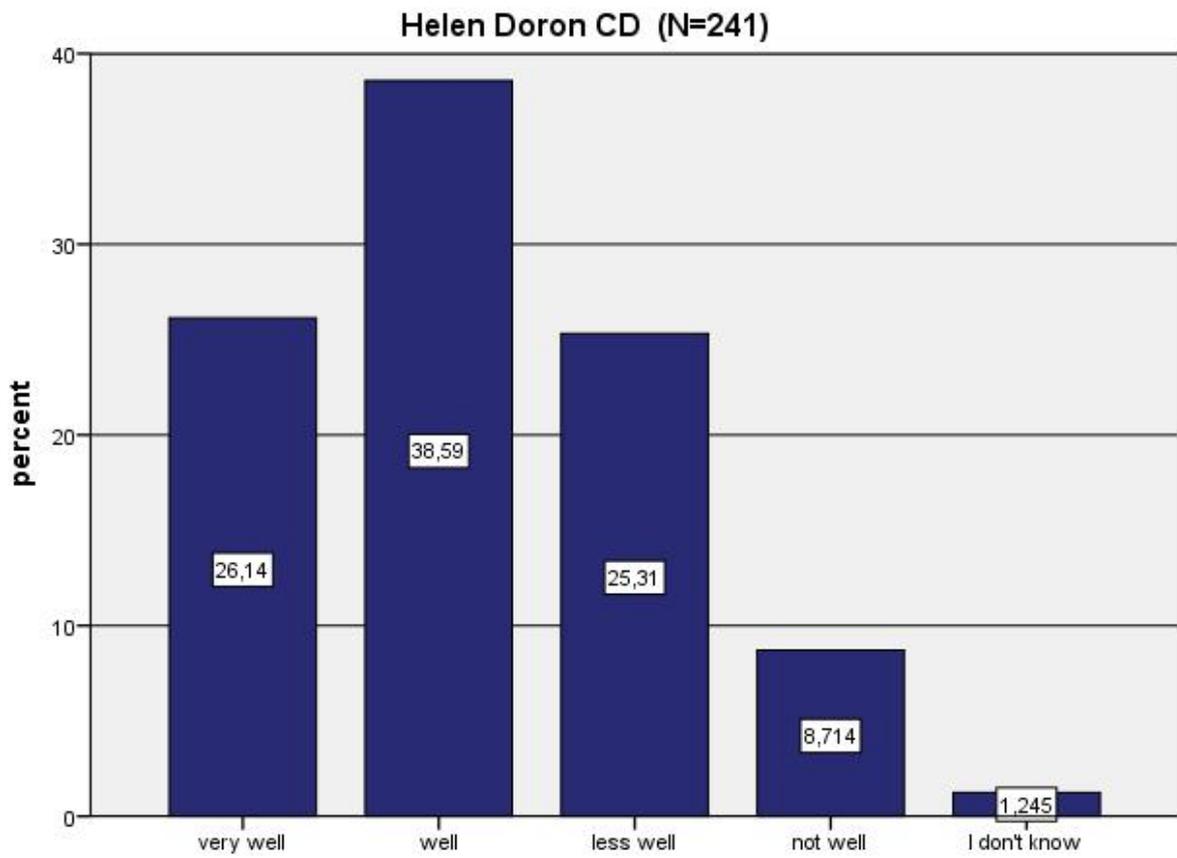
total = 282, missing = 28, median = 1



total = 282, missing = 67, median = 2

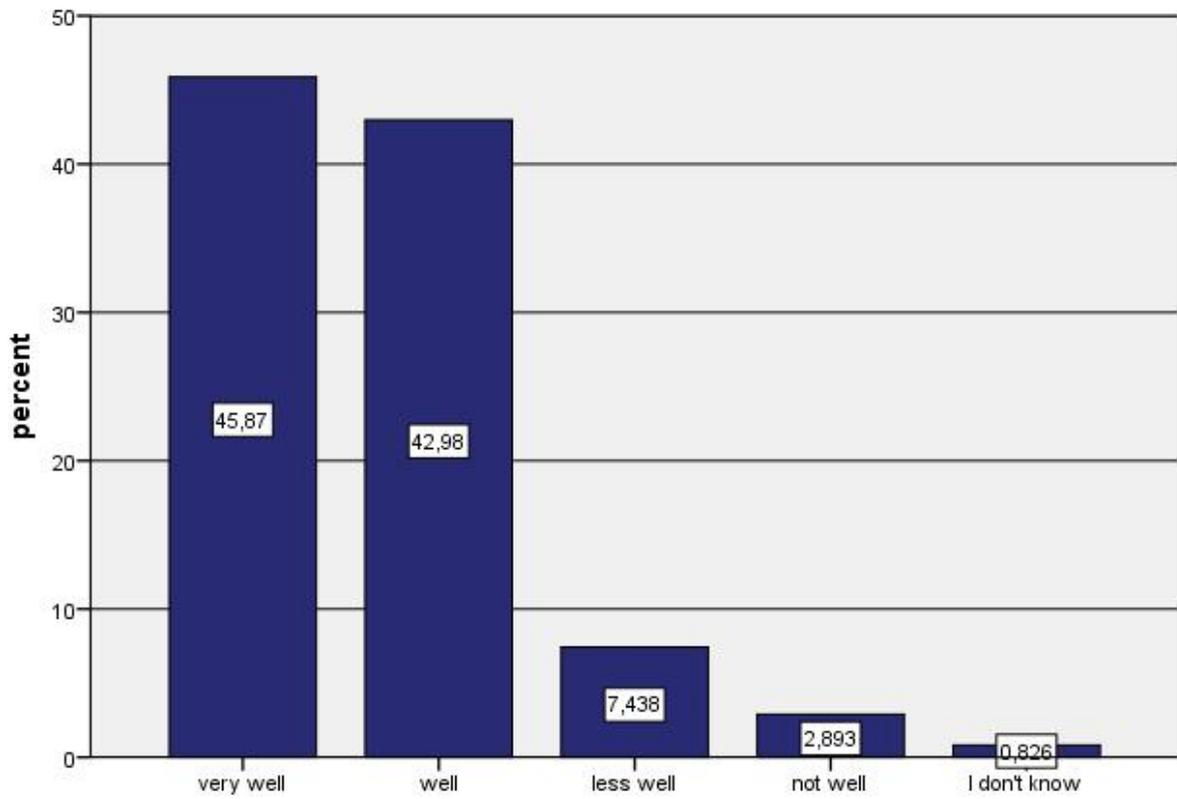


total = 282, missing = 49, median = 2

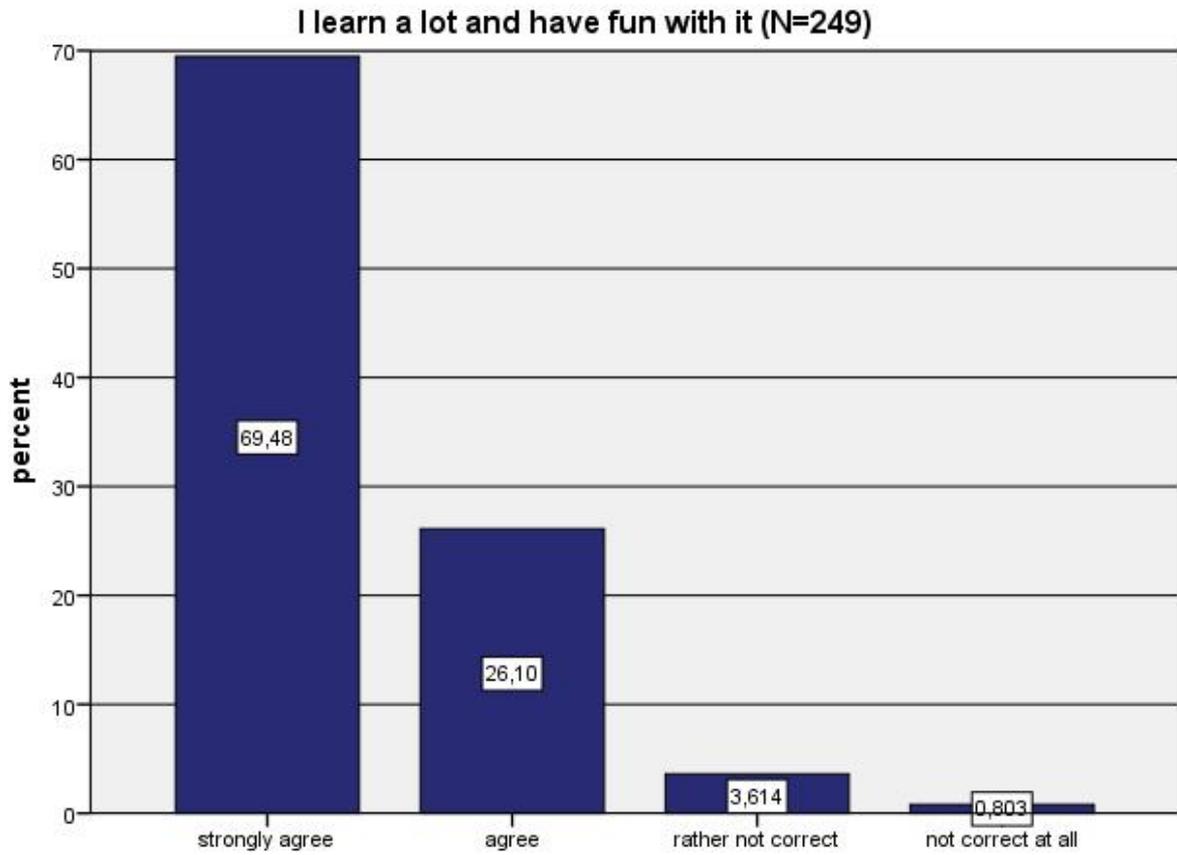


total = 282, missing = 41, median = 2

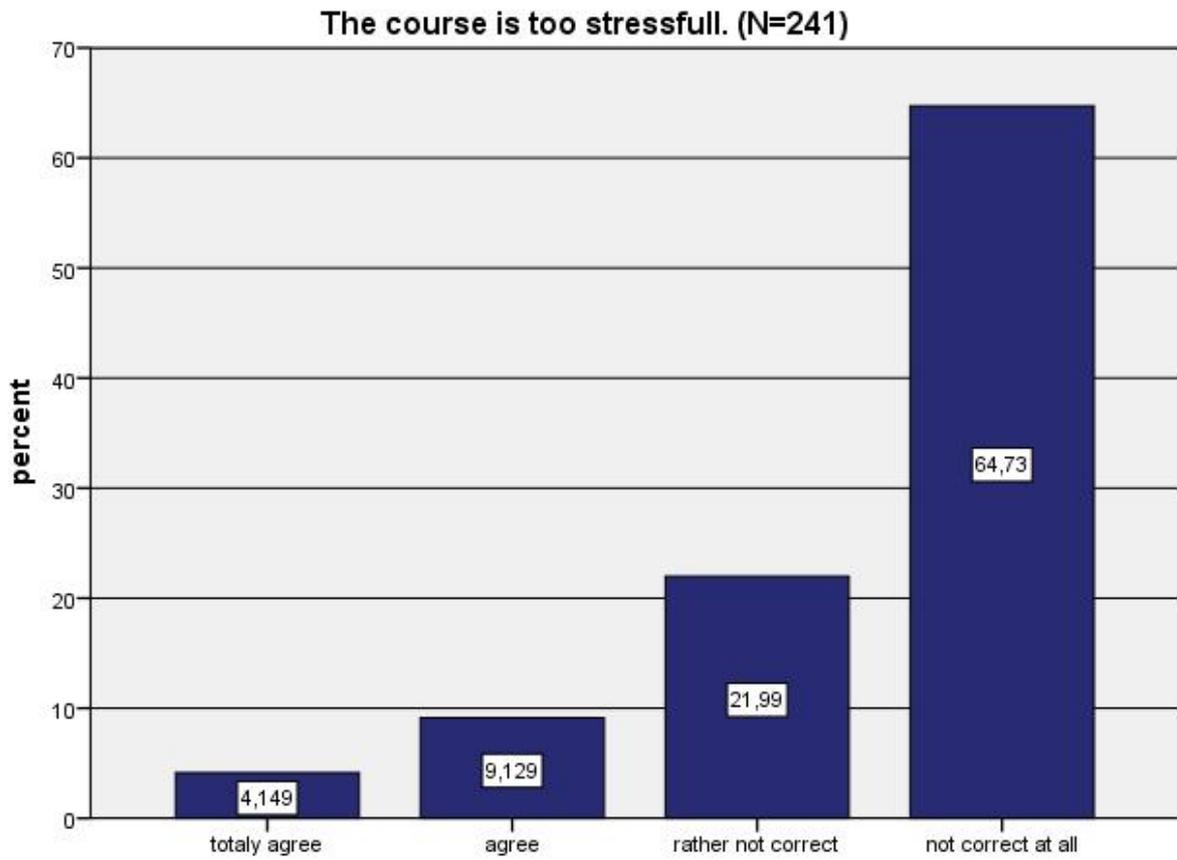
talking to each other in English (N=242)



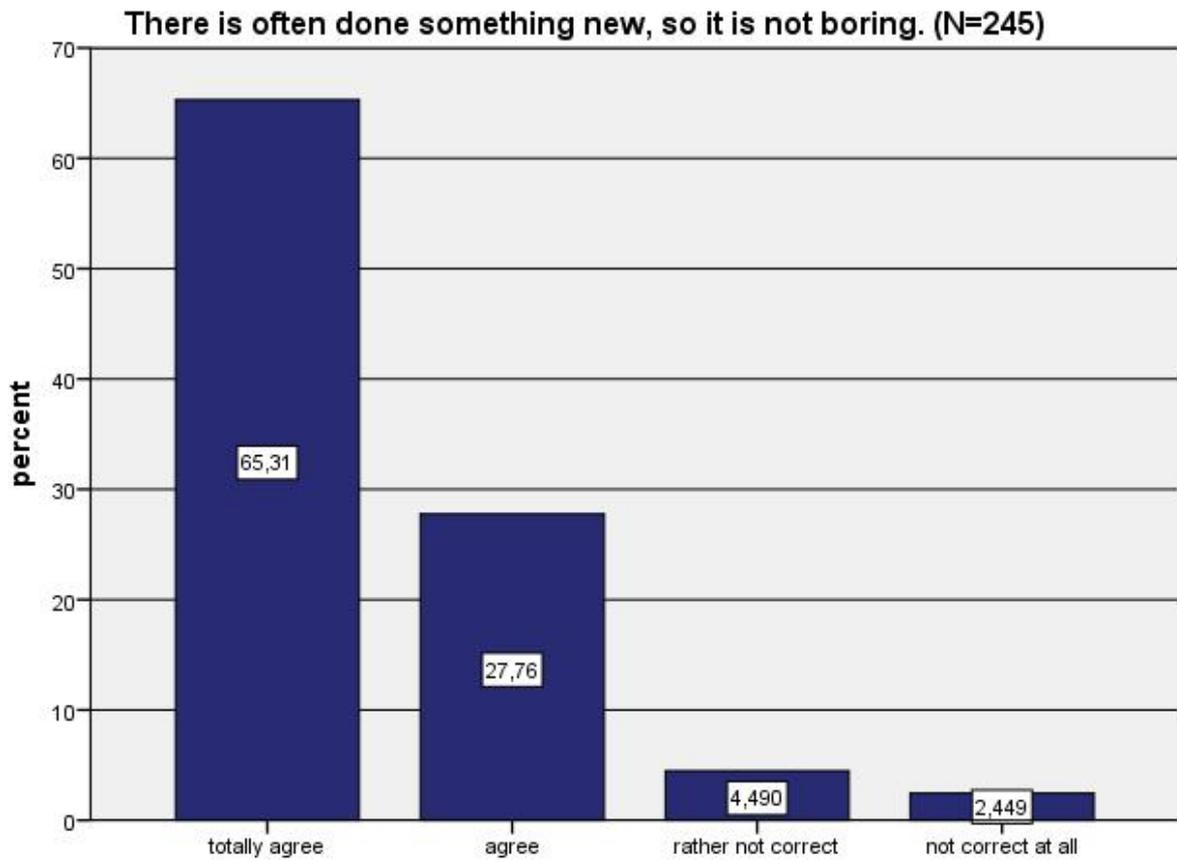
total = 282, missing = 40, mode = 2



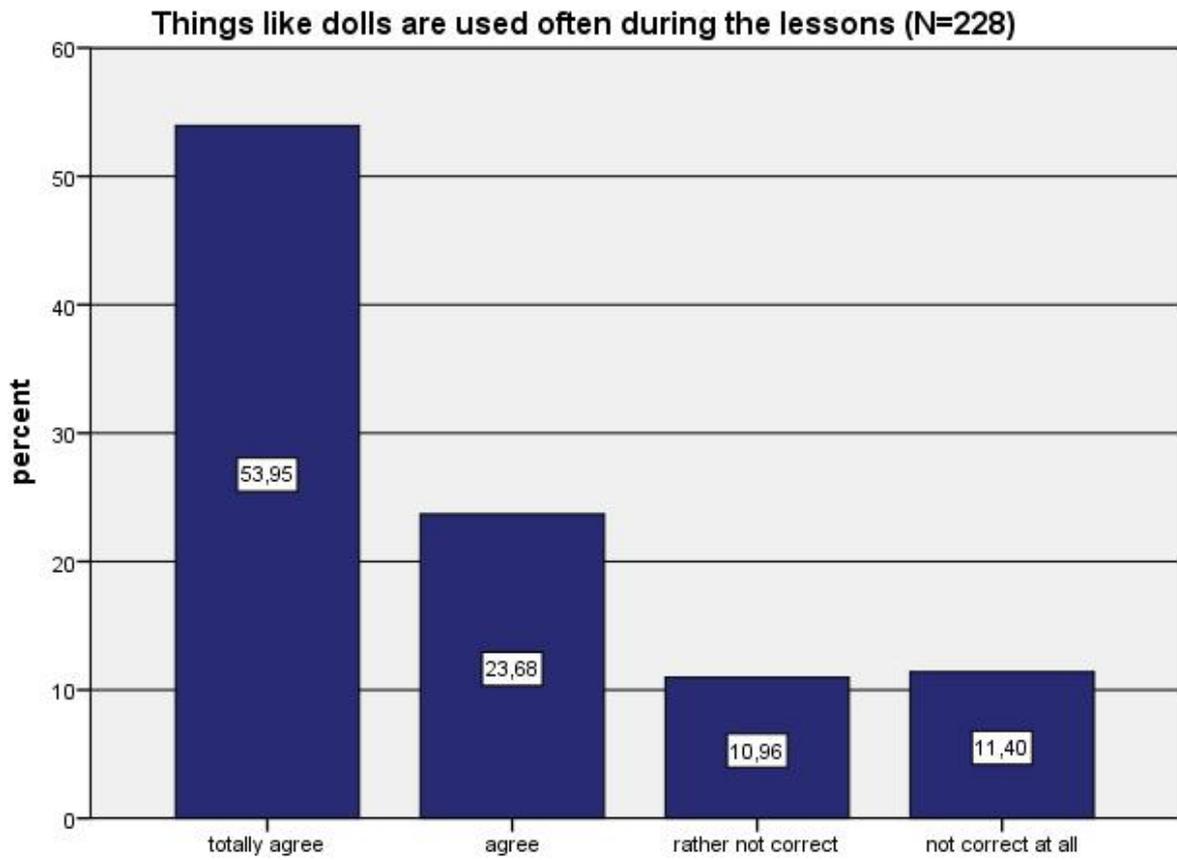
total = 282, missing = 33, median = 1



total = 282, missing = 41, median = 4

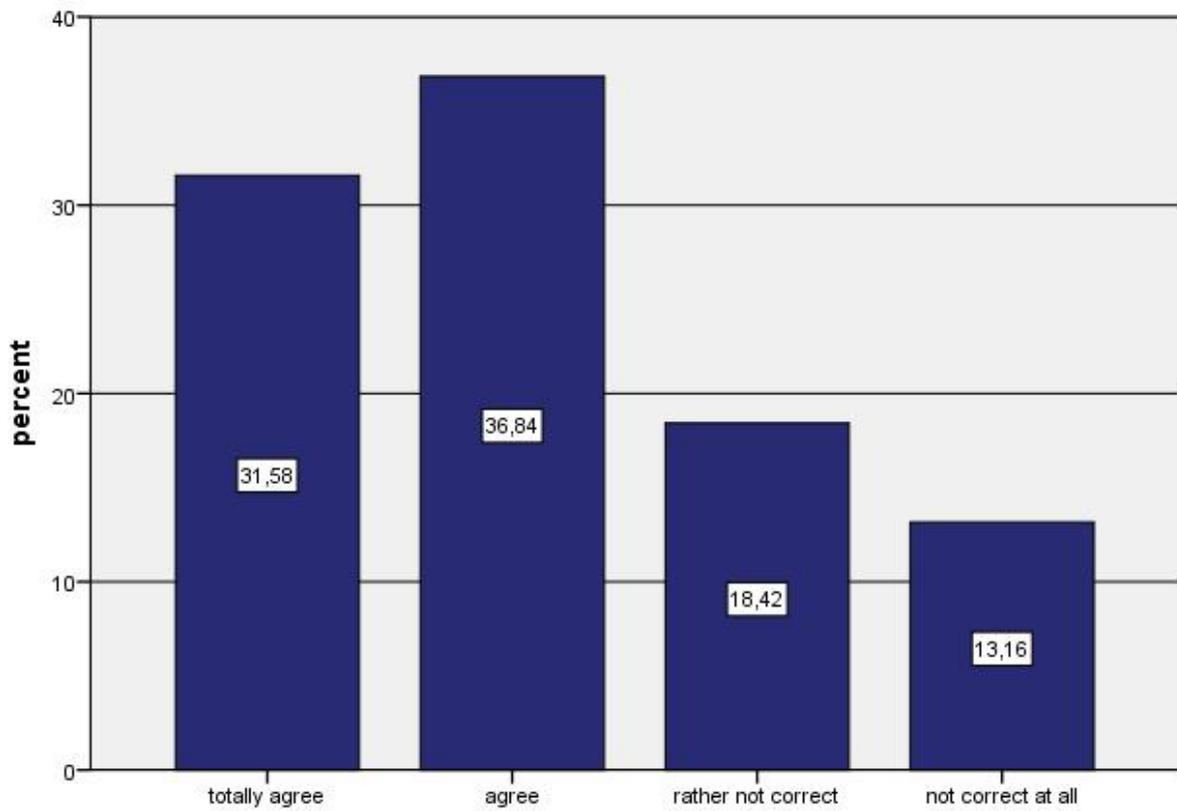


total = 282, missing = 37, median = 1

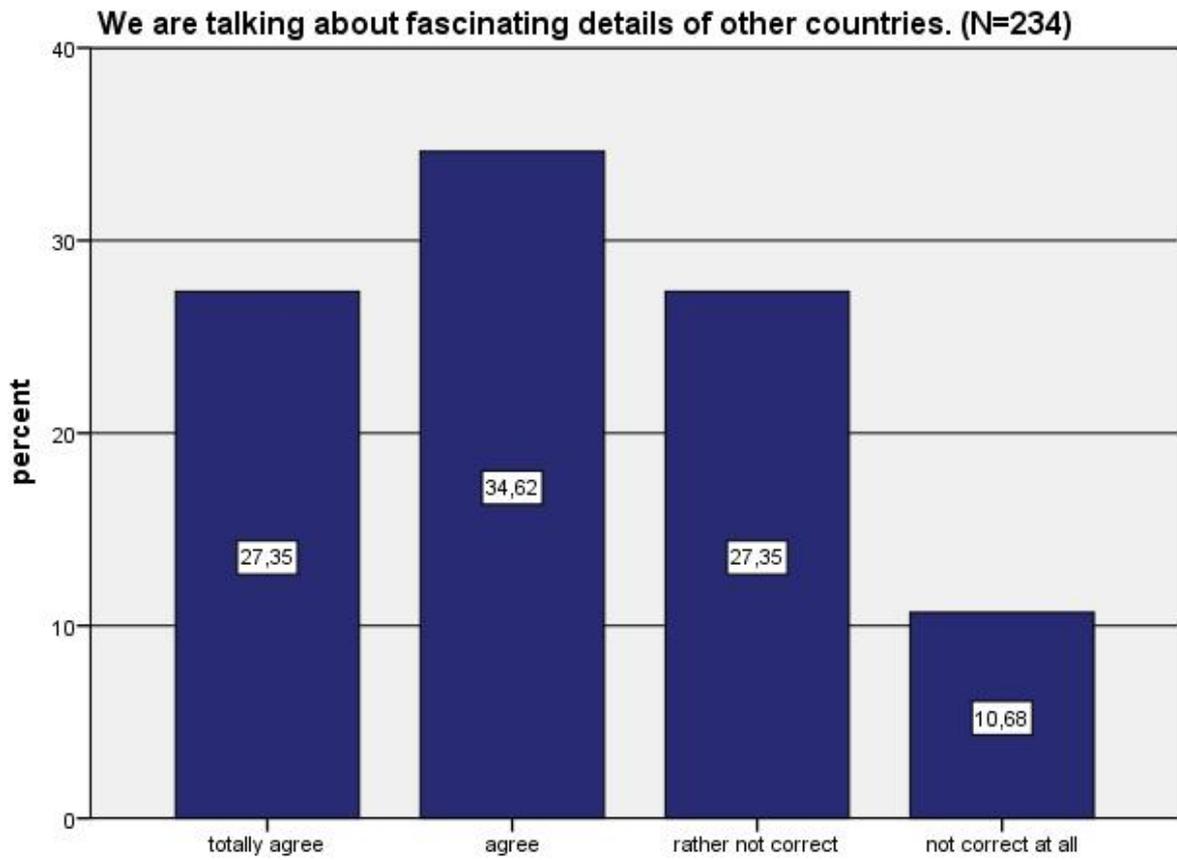


total = 282, missing = 54, median = 1

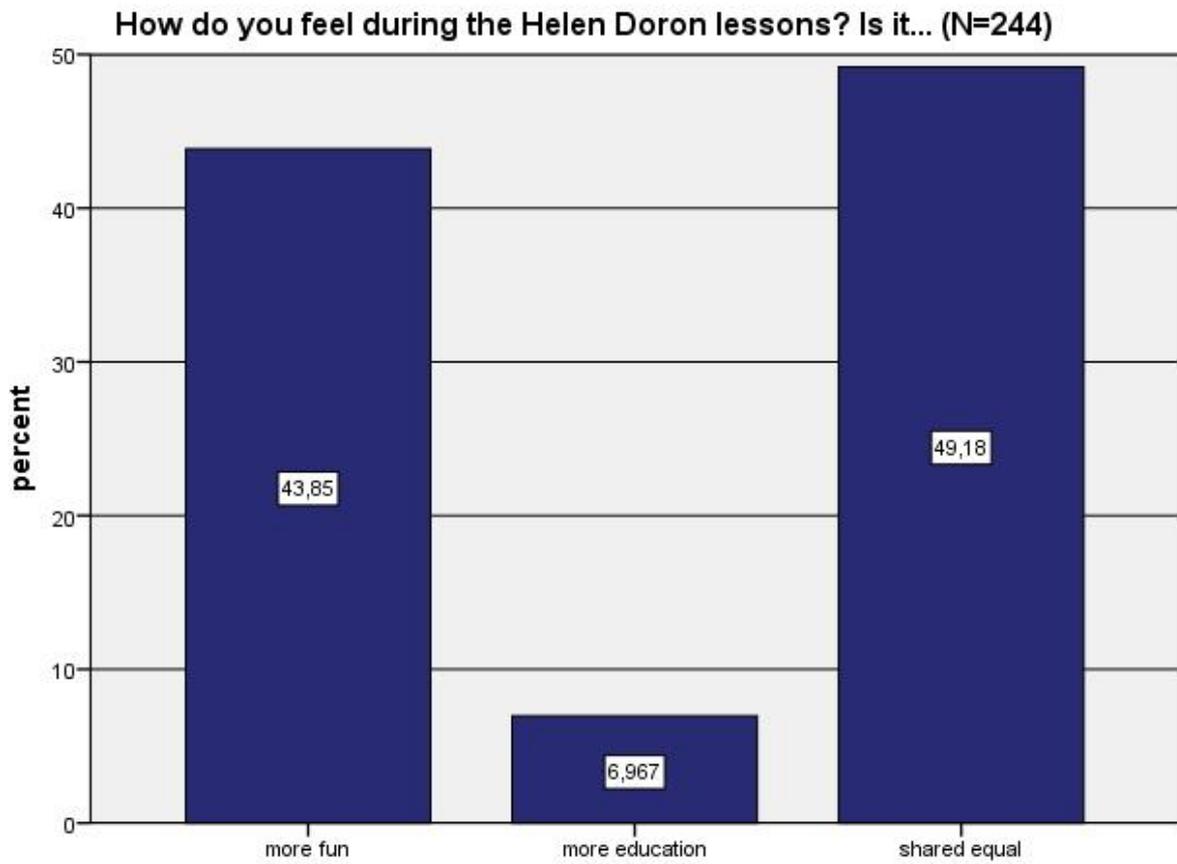
Things from England, America or other anglo-phone countries are used (N=228)



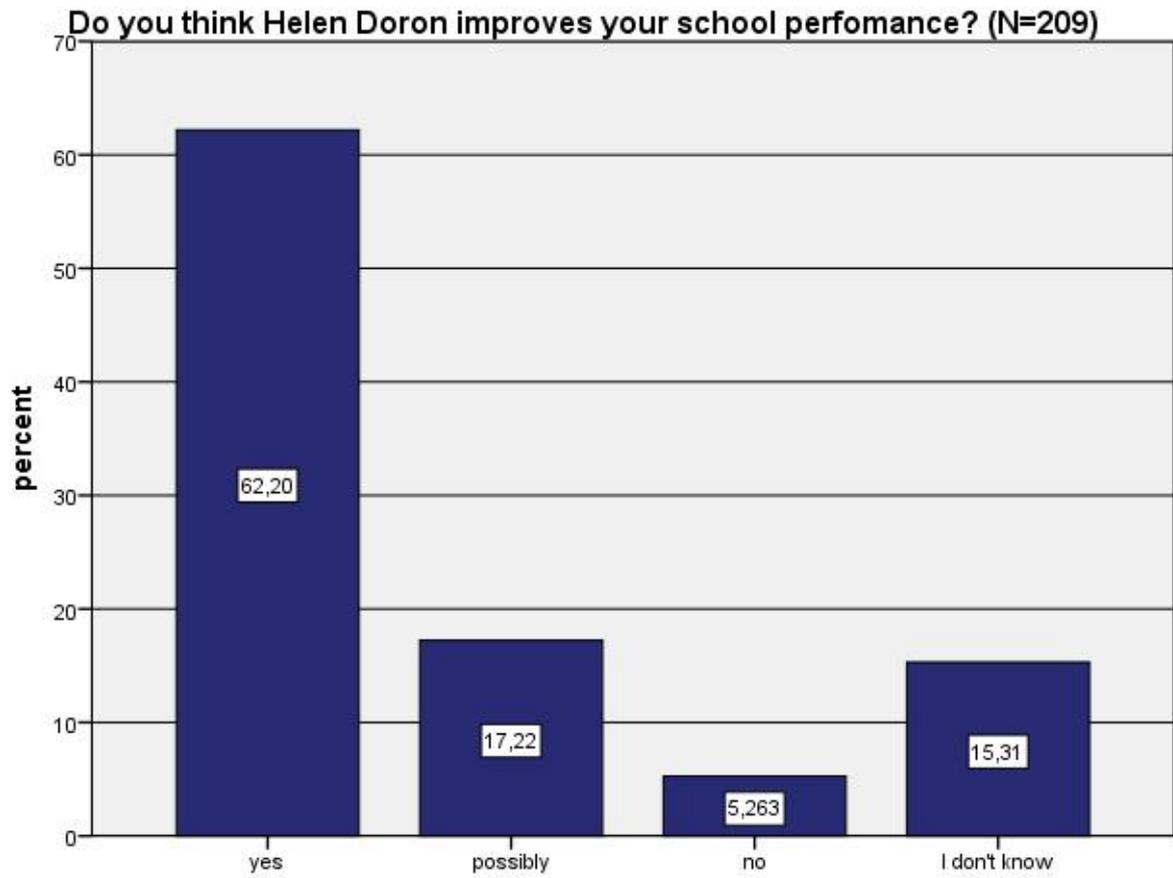
total = 282, missing = 54, median = 2



total = 282, missing = 48, median = 2

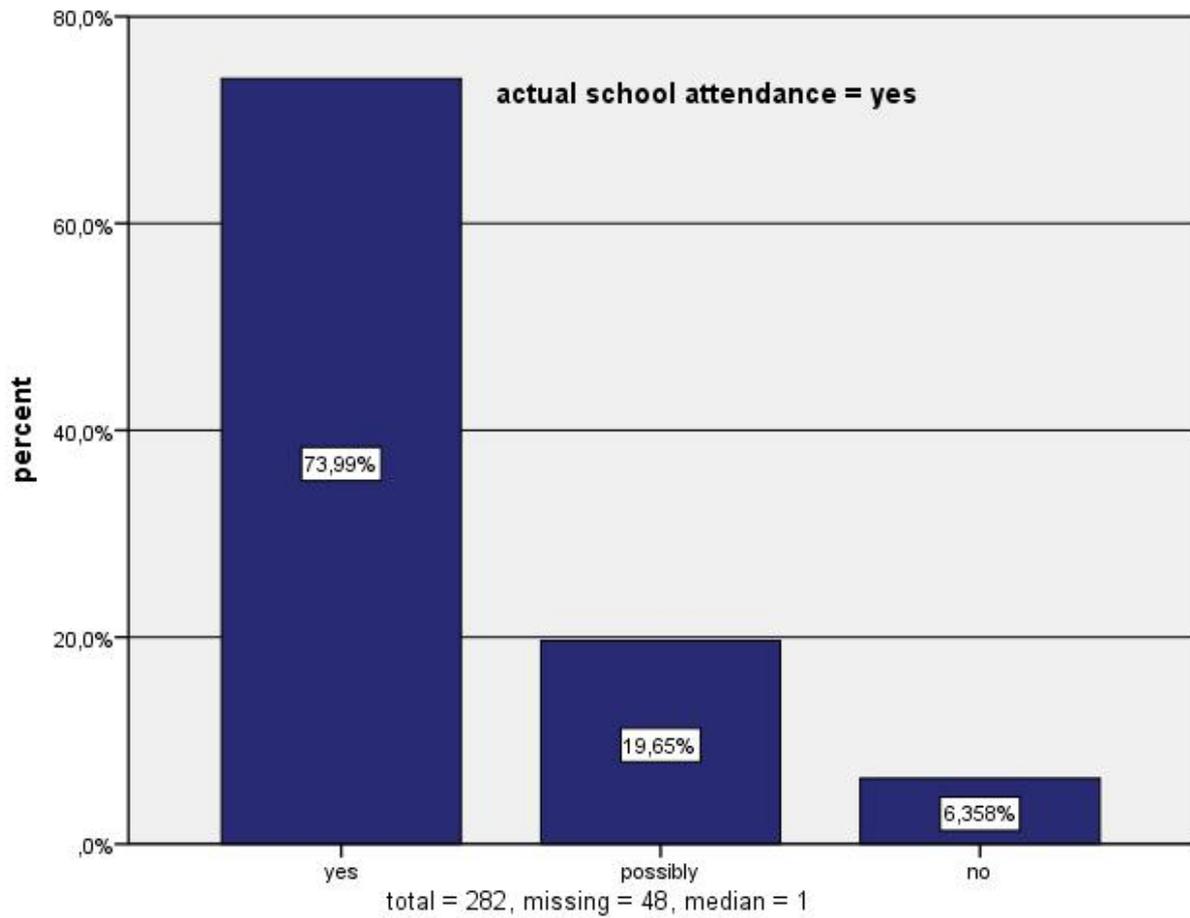


total = 282, missing = 38, modus 3

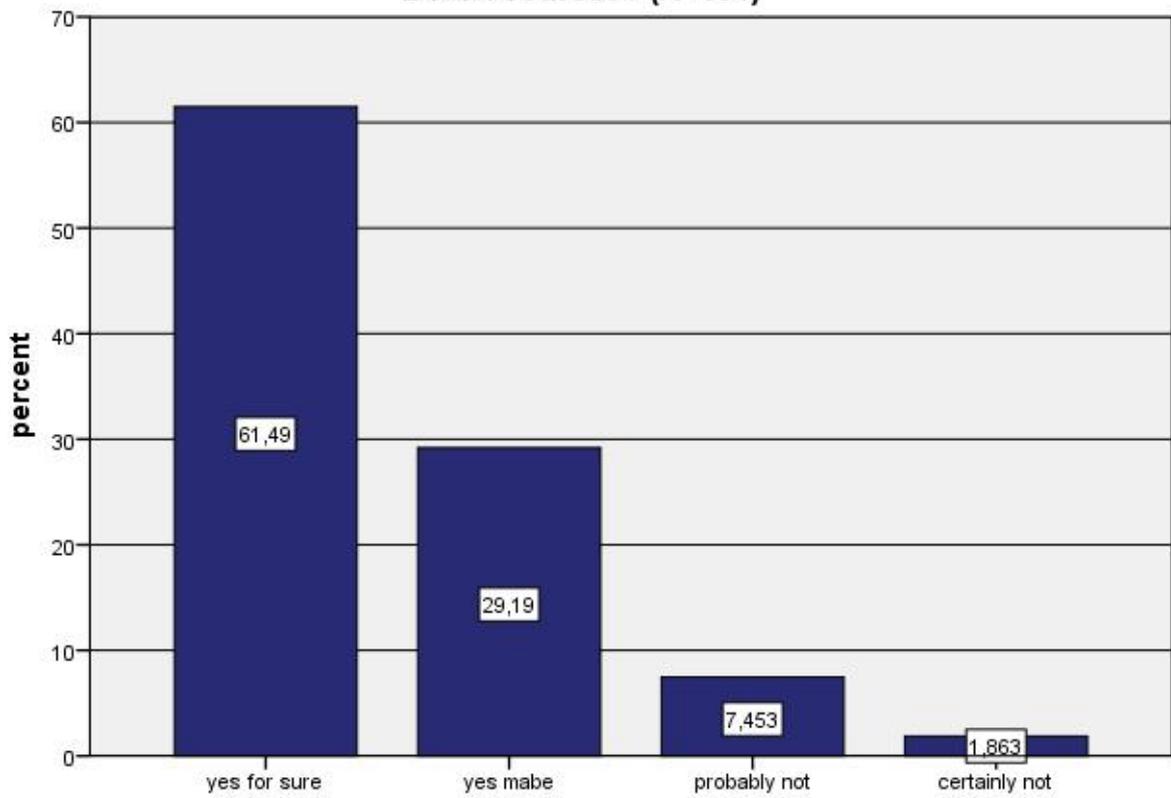


total = 282, missing = 73, median = 1

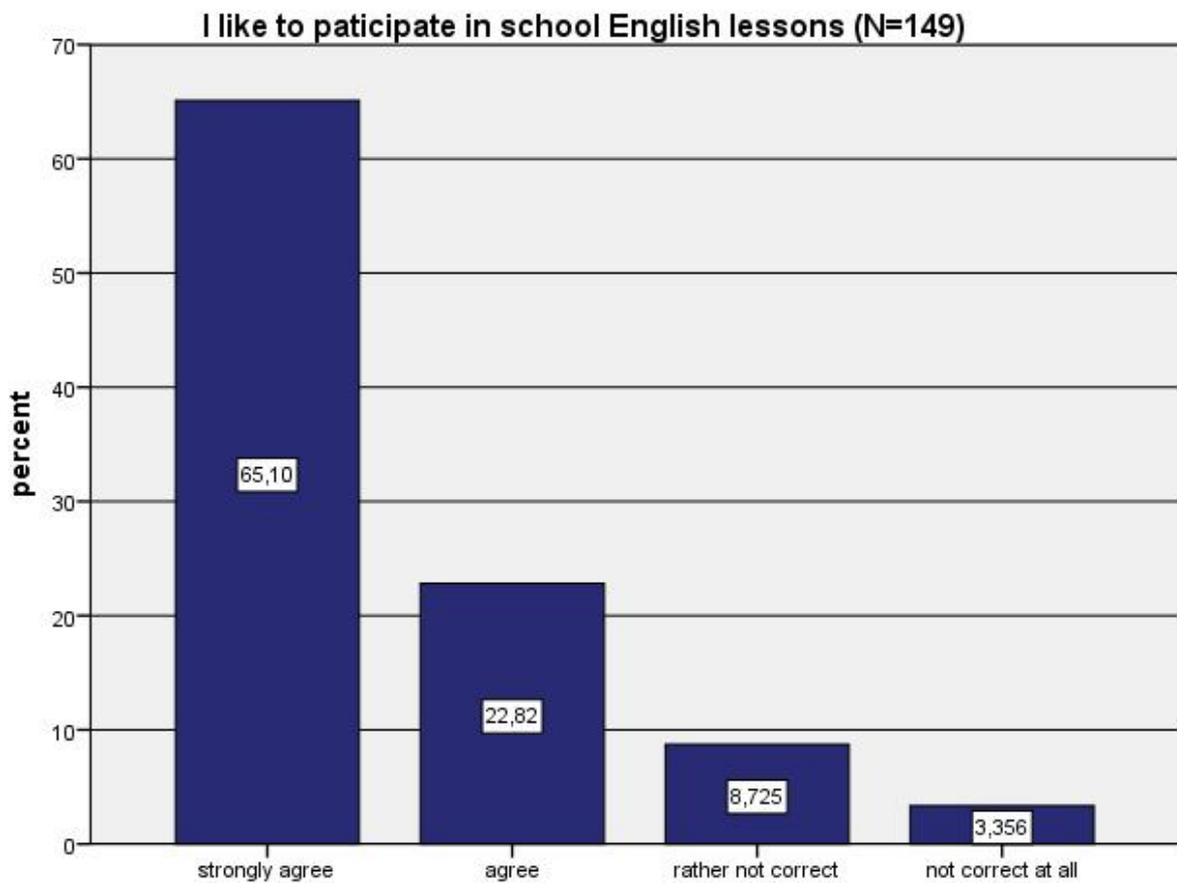
Do you think Helen Doron improves your school performance? (N=173)



Are school English lessons easier for you than for kids who didn't attend Helen Doron courses? (N=161)

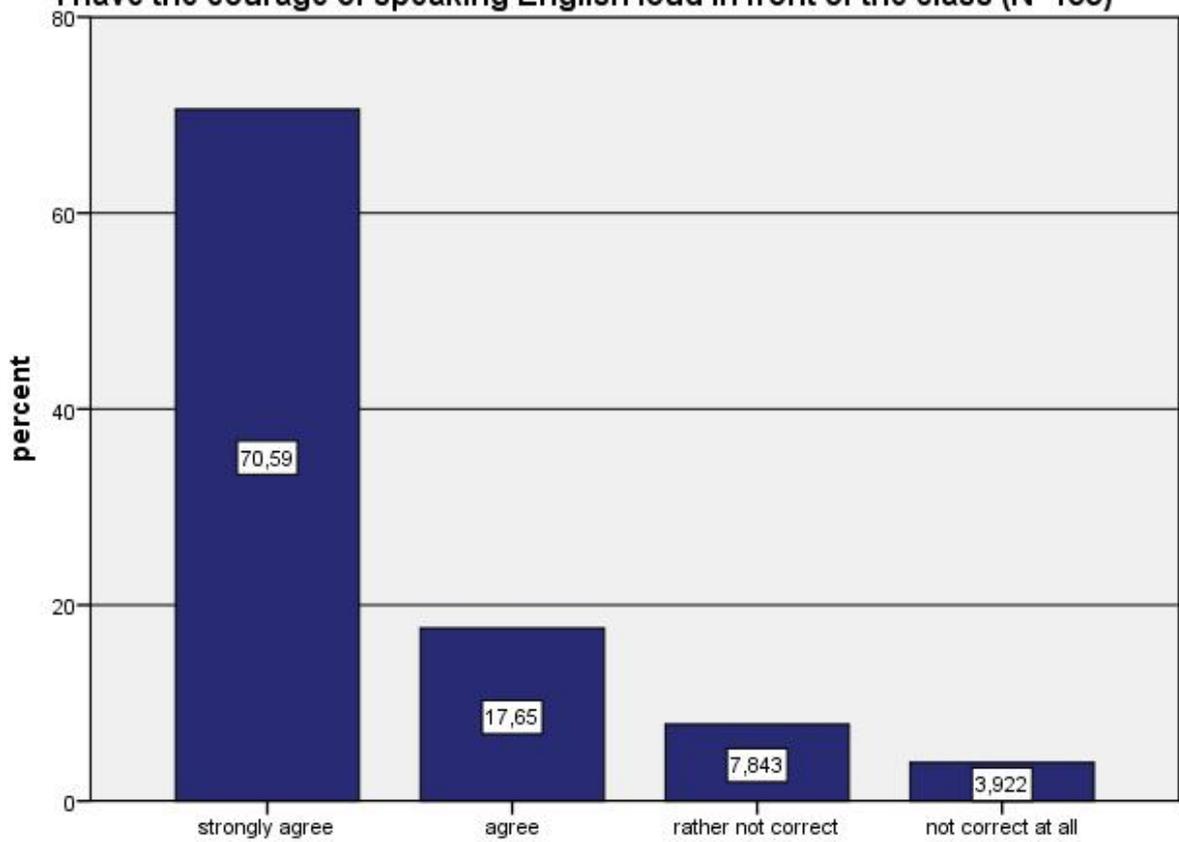


total = 282, missing = 121, median = 1



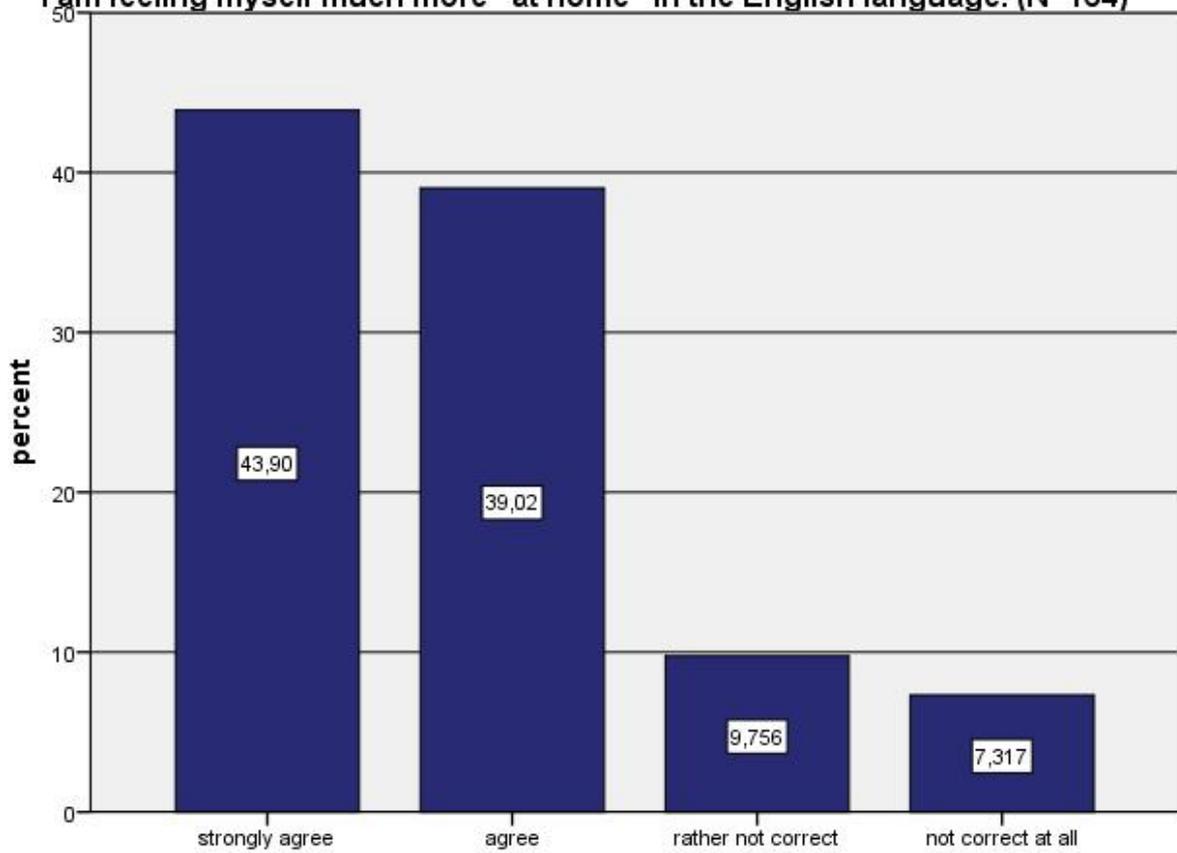
total = 282, missing = 80, system missing = 53, median = 1

I have the courage of speaking English loud in front of the class (N=153)

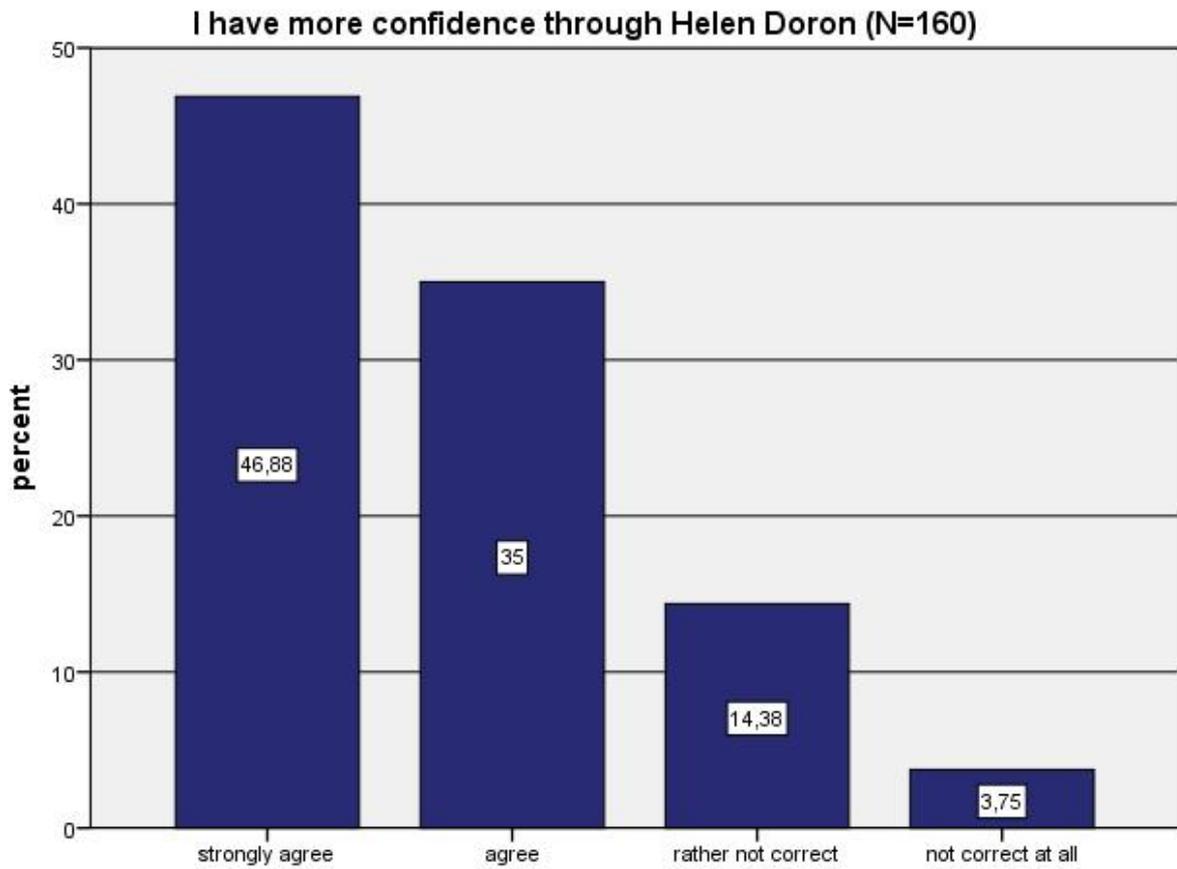


total = 282, missing = 76, system missing = 53, median = 1

I am feeling myself much more "at home" in the English language. (N=164)

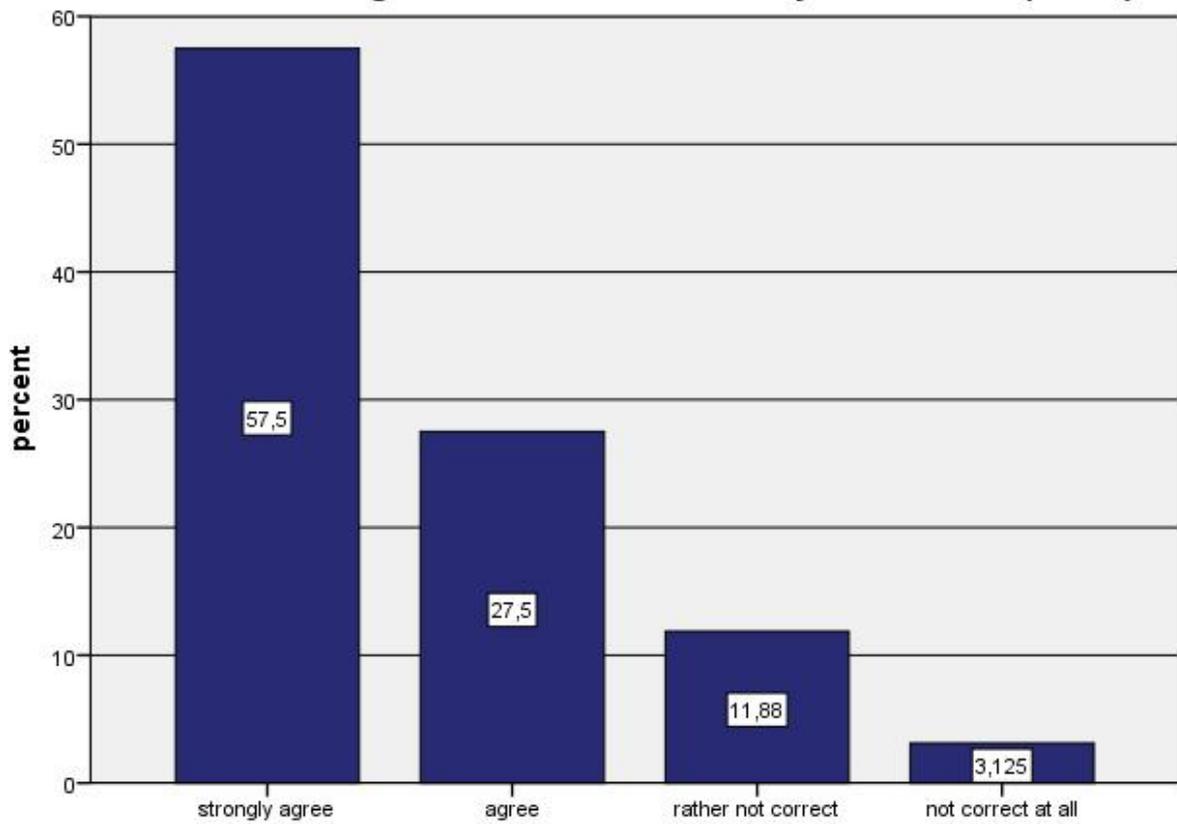


total = 282, missing = 65, system missing = 53, median = 2



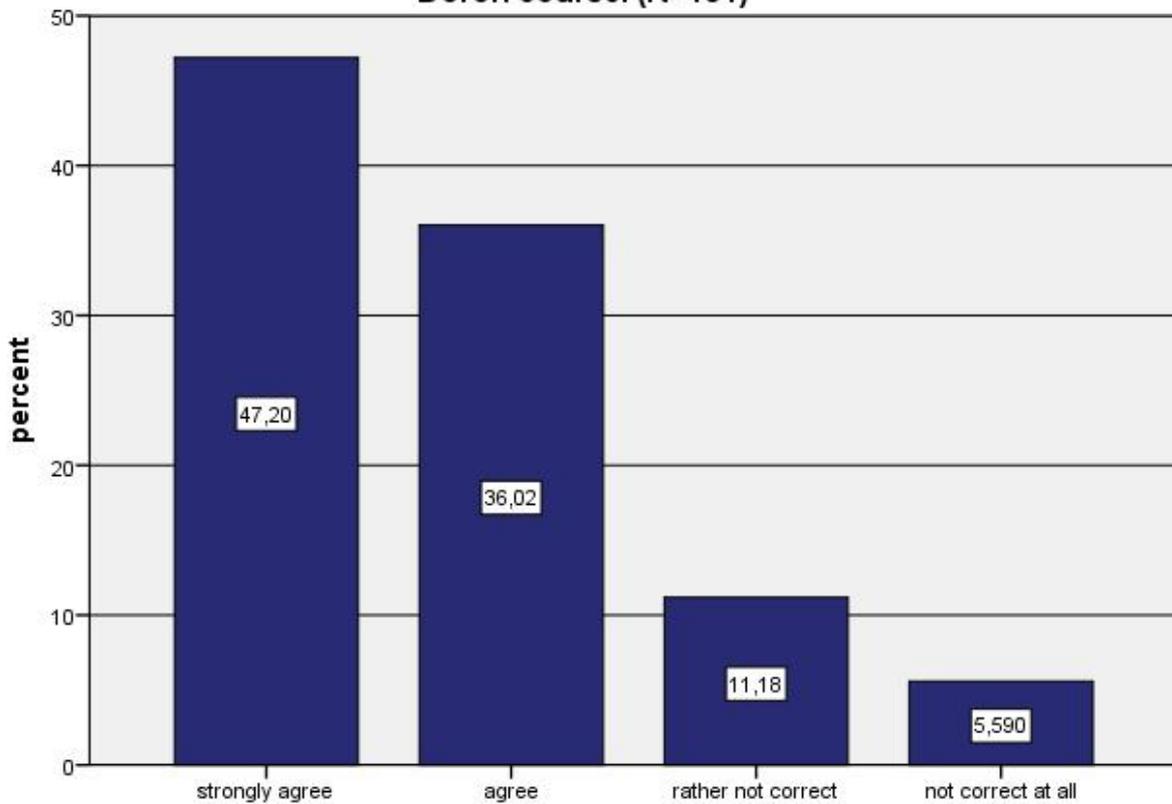
total = 282, missing = 69, system missing = 53, median = 2

I think I am better in English than the other kids in my school class. (N=160)

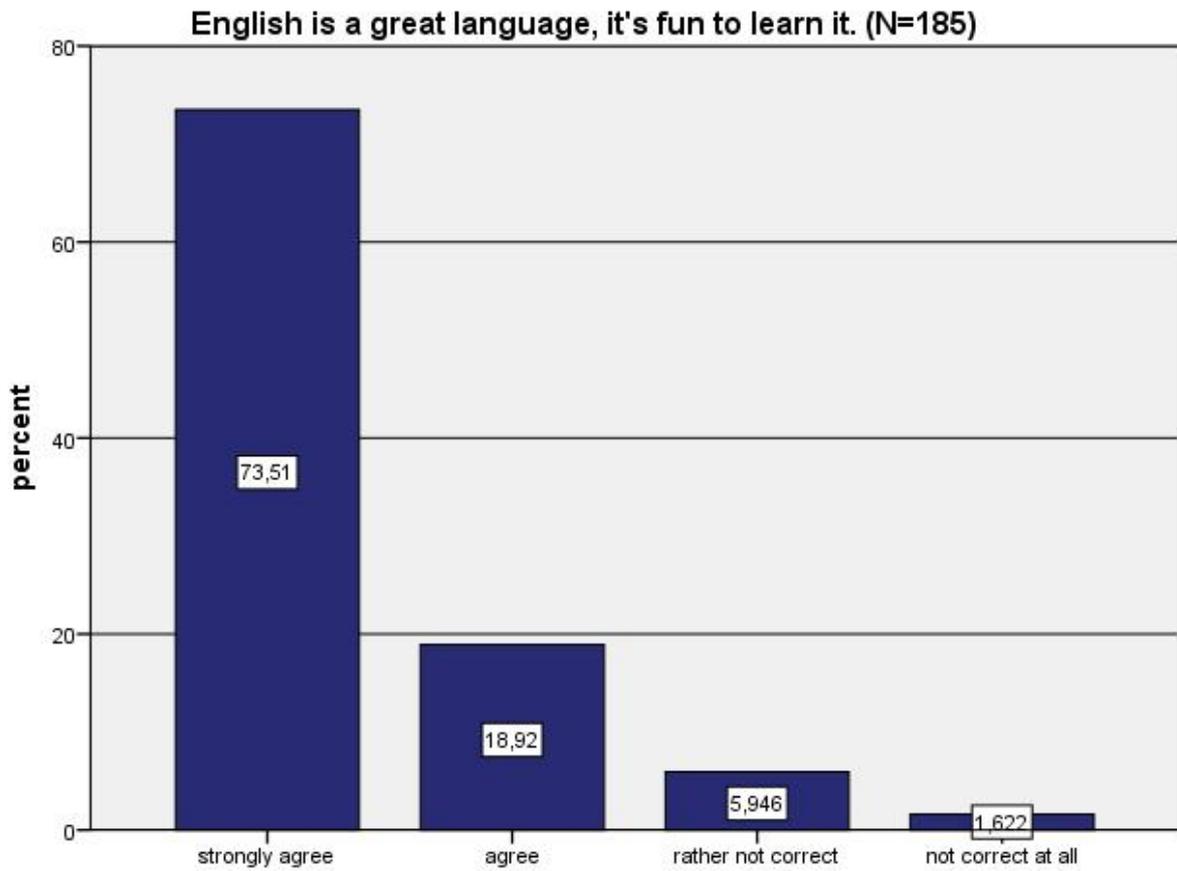


total = 282, missing = 69, system missing = 53, median = 1

If a classmate were bad in English, I would suggest him/her to attend a Helen Doron course. (N=161)

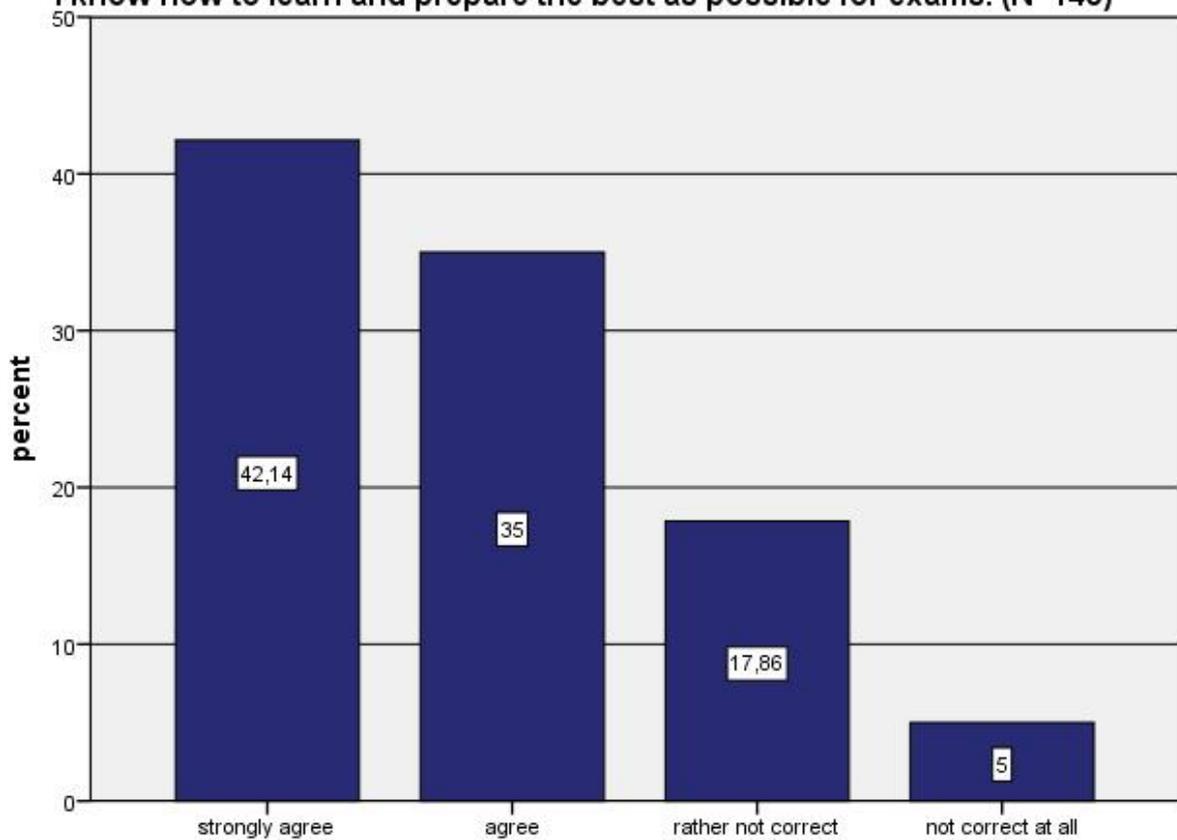


total = 282, missing = 68, system missing = 53, median = 2



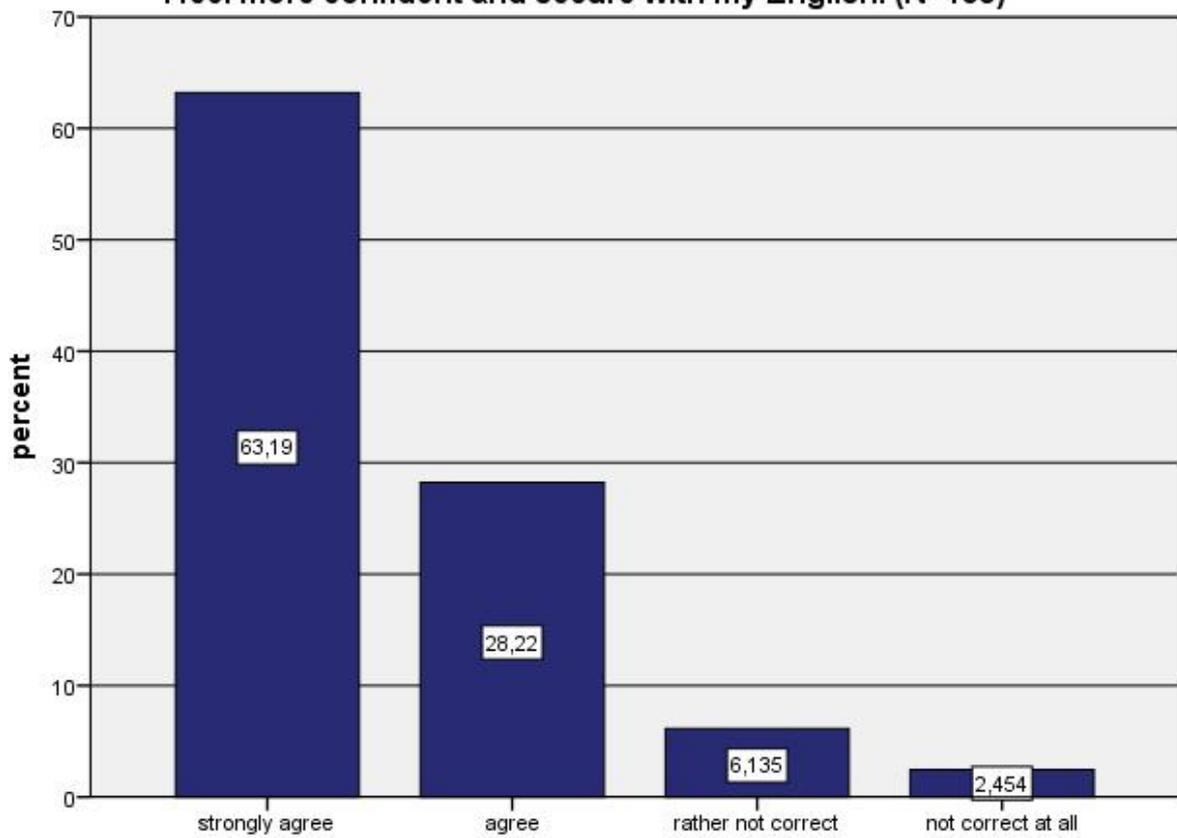
total = 282, missing = 44, system missing = 53, median = 1

I know how to learn and prepare the best as possible for exams. (N=140)



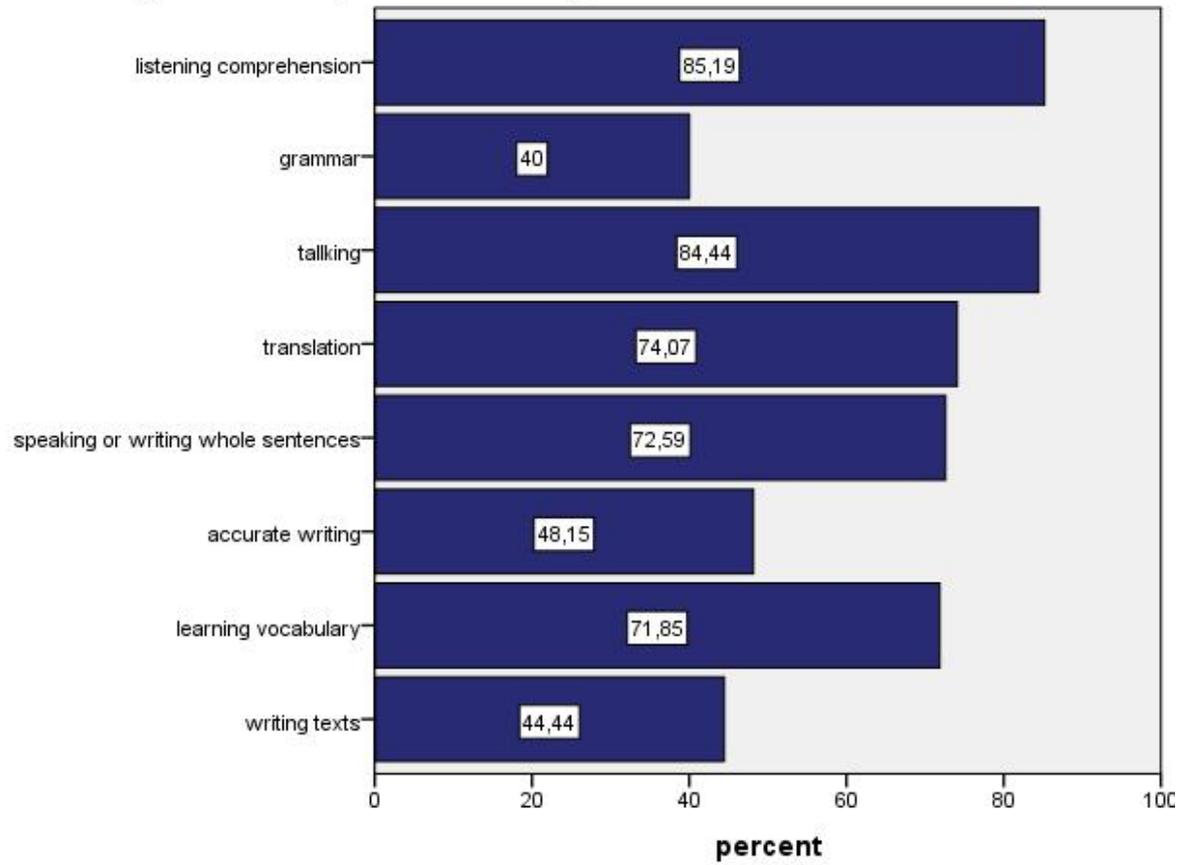
total = 282, missing = 89, system missing = 53, median = 2

I feel more confident and secure with my English. (N=163)

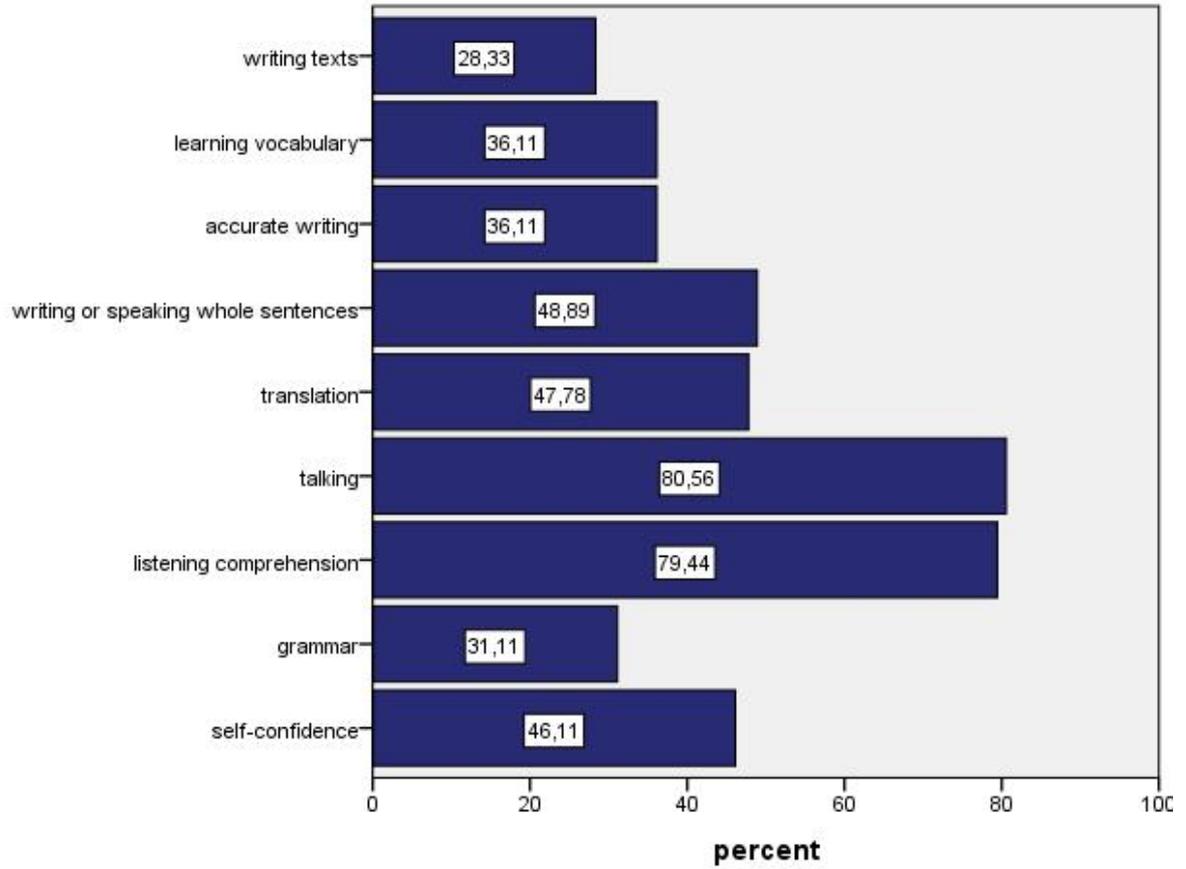


total = 282, missing = 66, system missing = 53 median = 1

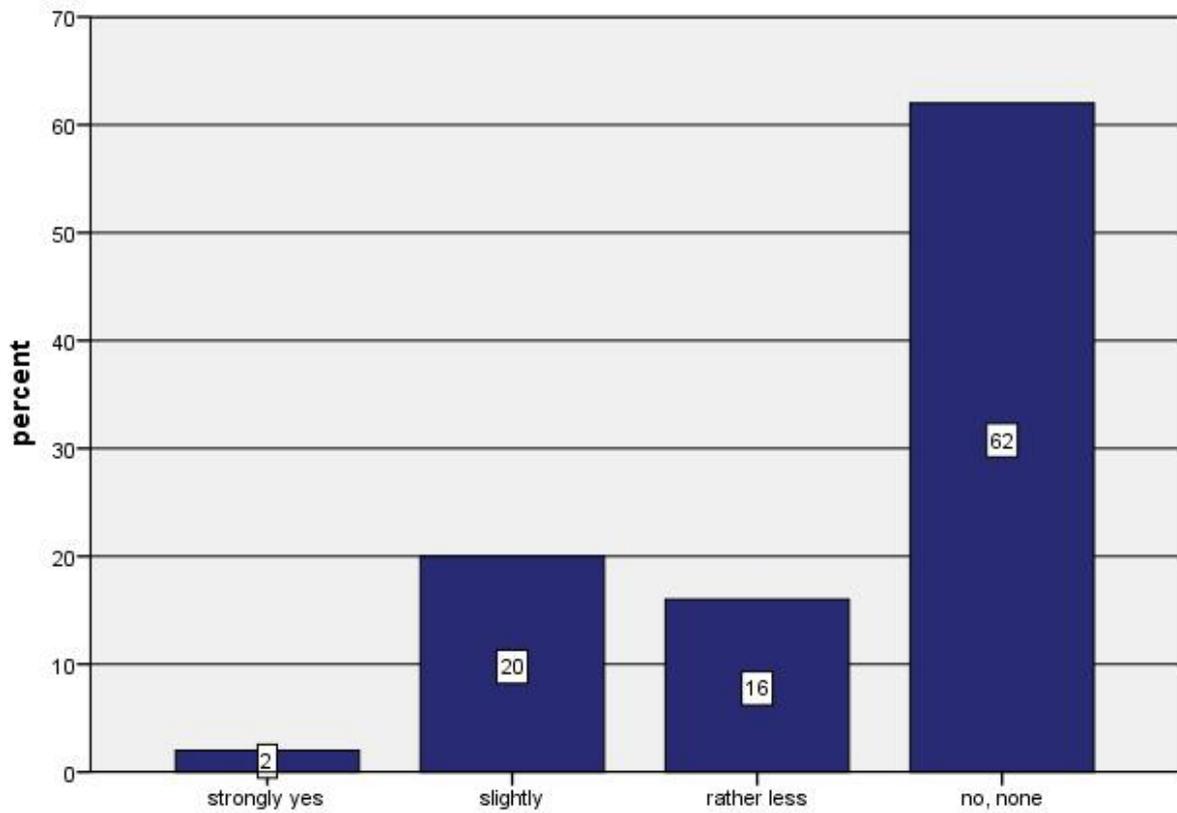
Where do you not have problems in English class?



Where did the lessons help you?

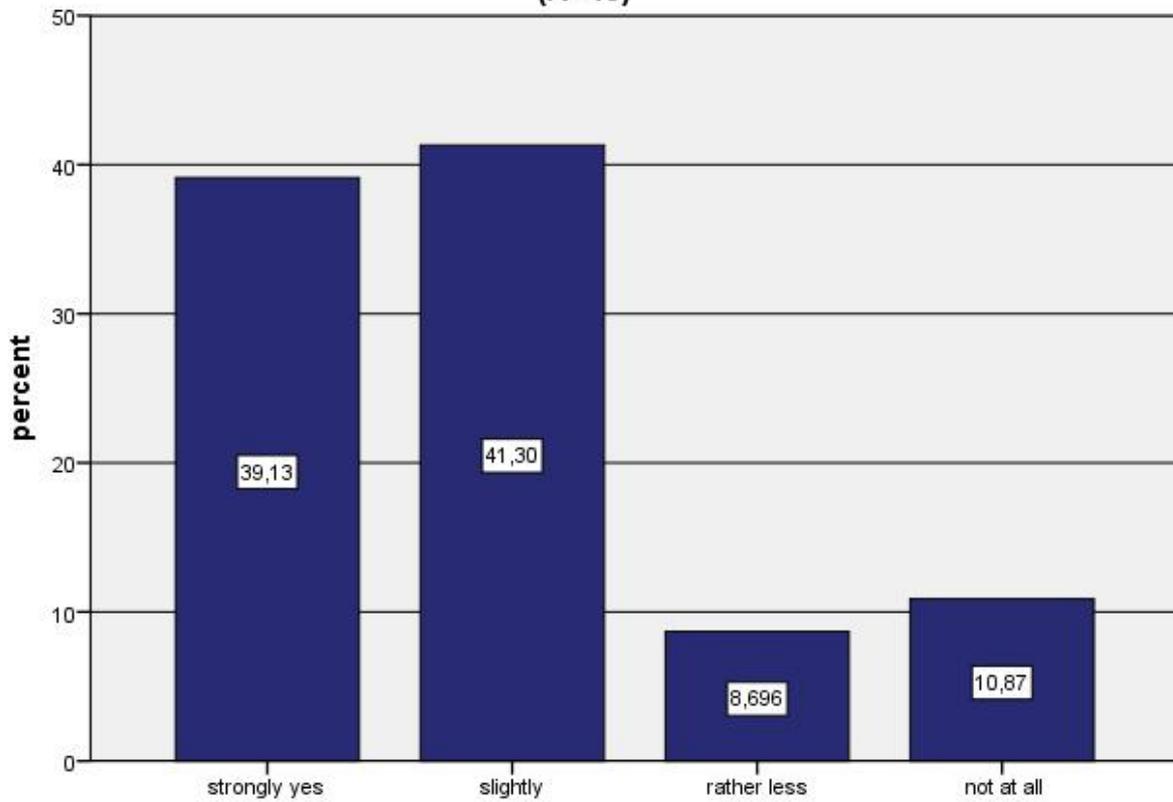


Did you have problems in different subjects as you changed school? (N=50)



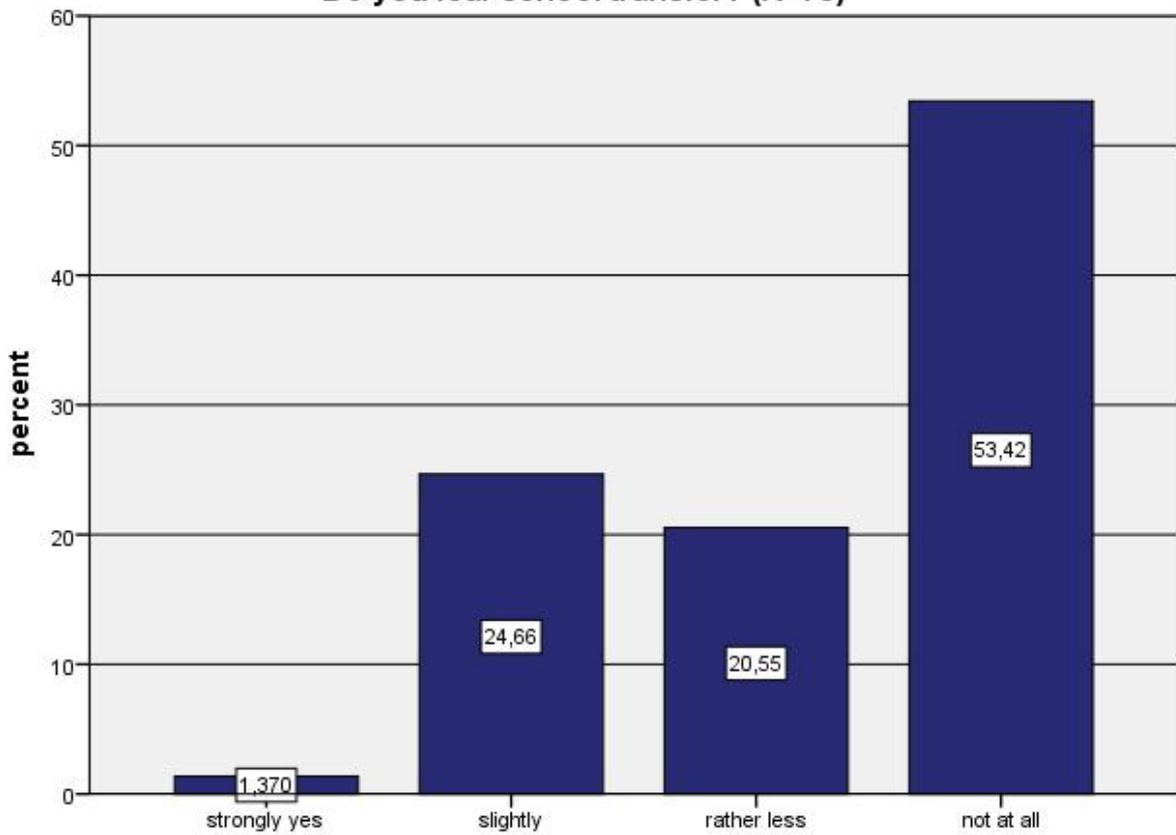
total = 282, median = 4

Do you think that Helen Doron courses made school transfer easier for you ?
(N=46)



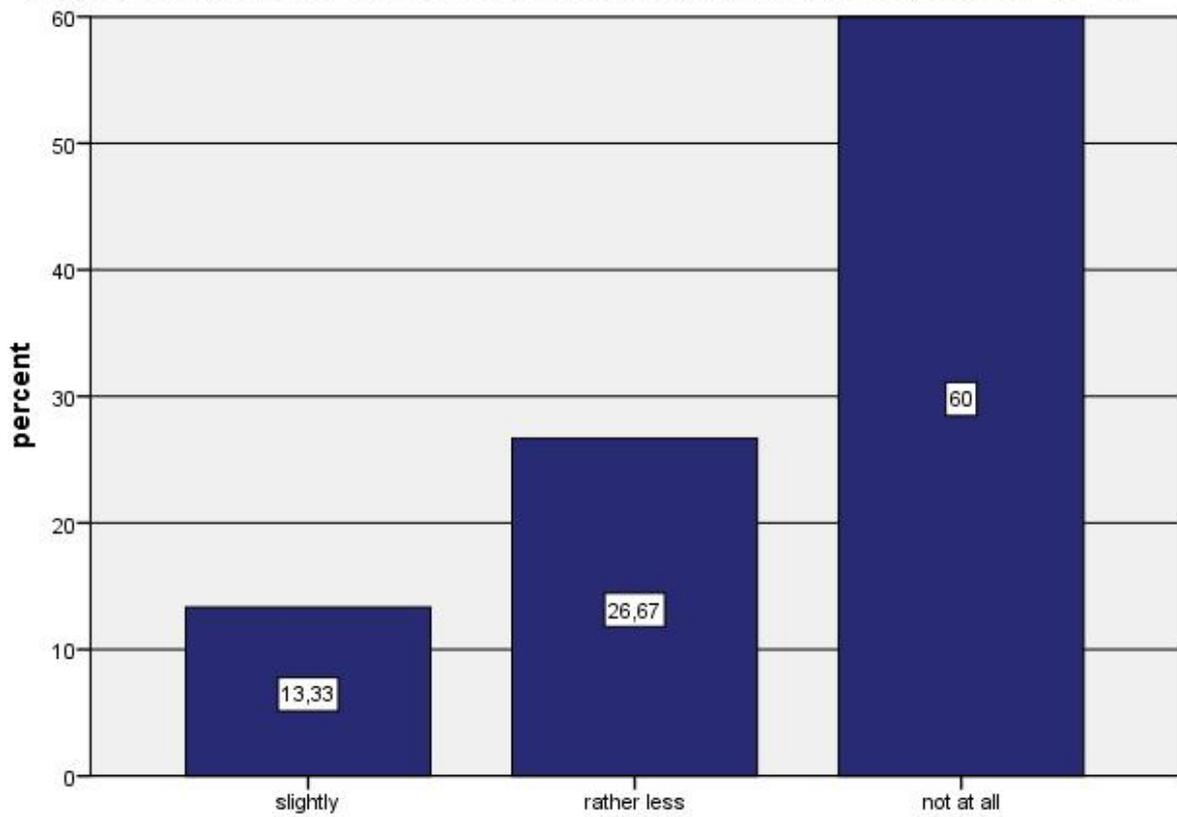
total = 282, median = 2

Do you fear school transfer? (N=73)



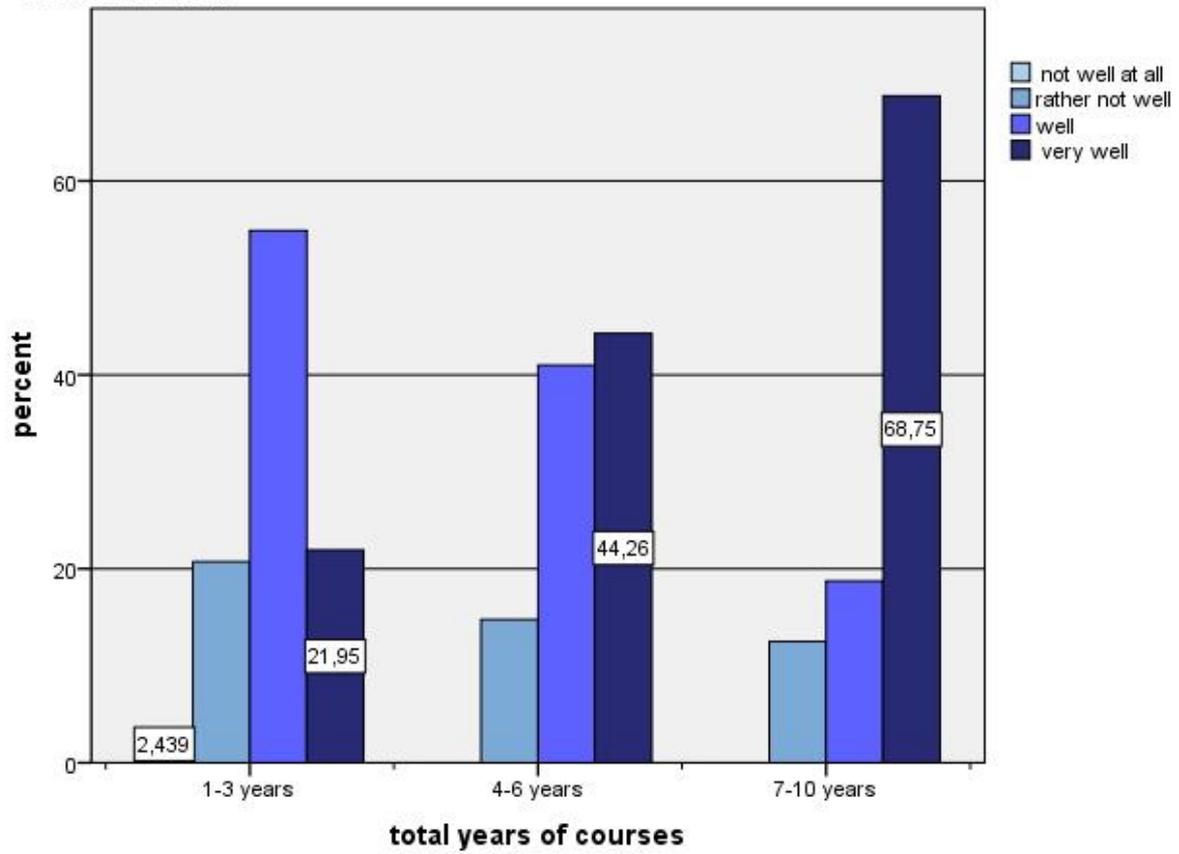
total = 282, median = 4

Do you fear that you will have problems with English after primary school? (N=75)

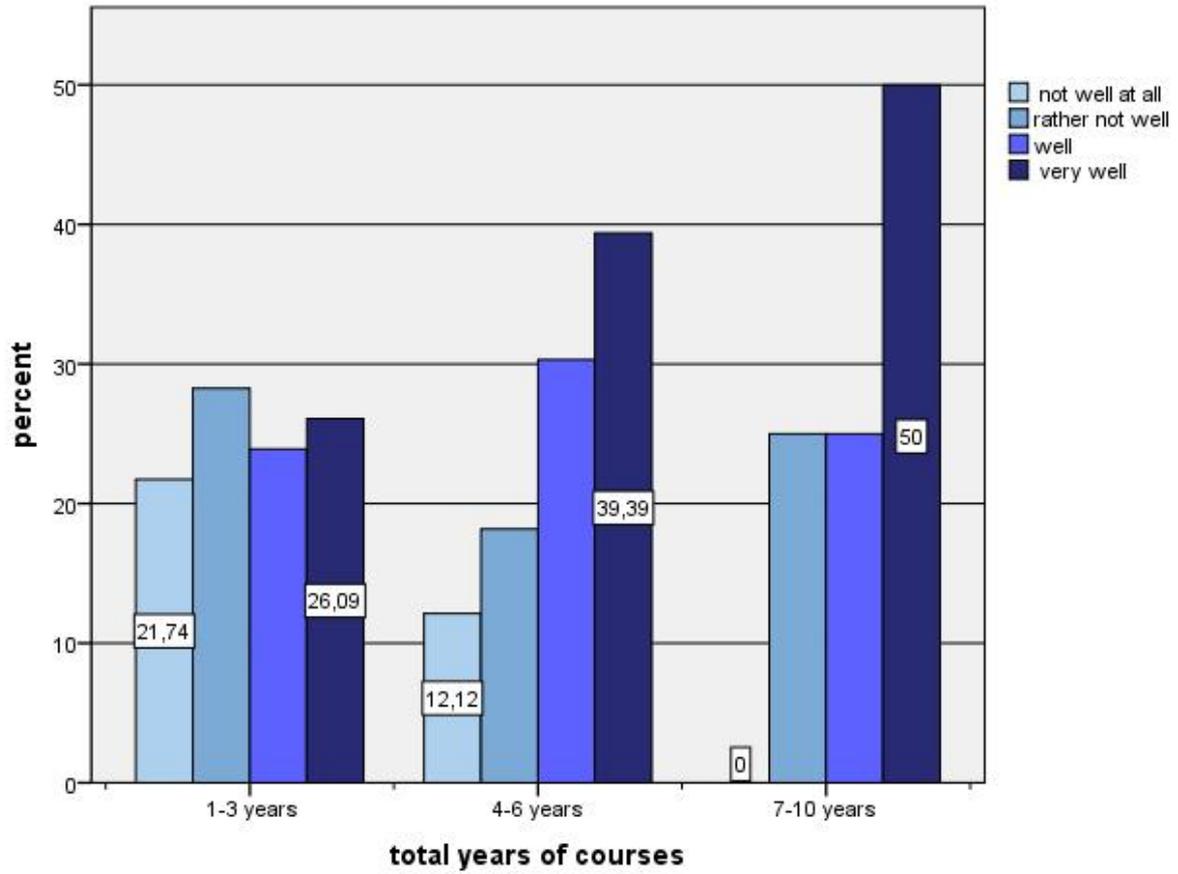


total = 282, median = 4

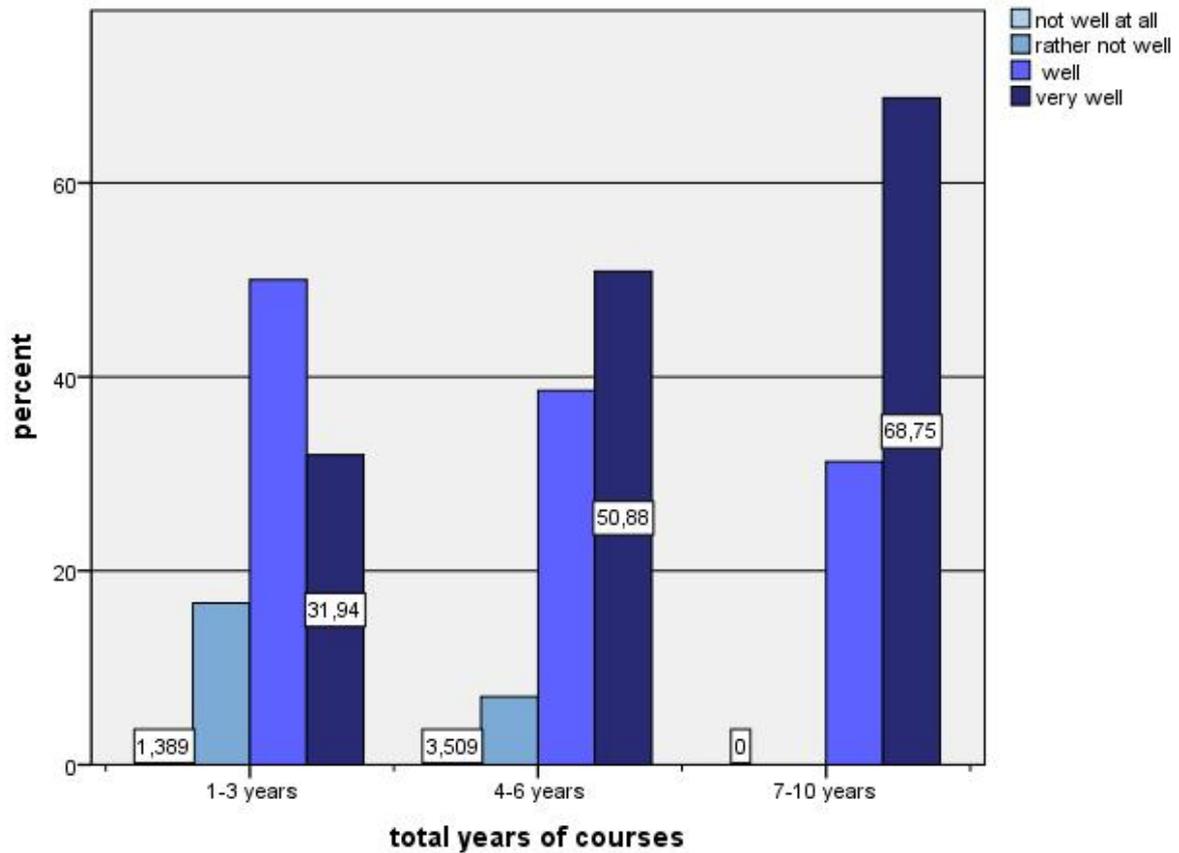
How good are you at: understanding what a text is about, even I don't know all the words?



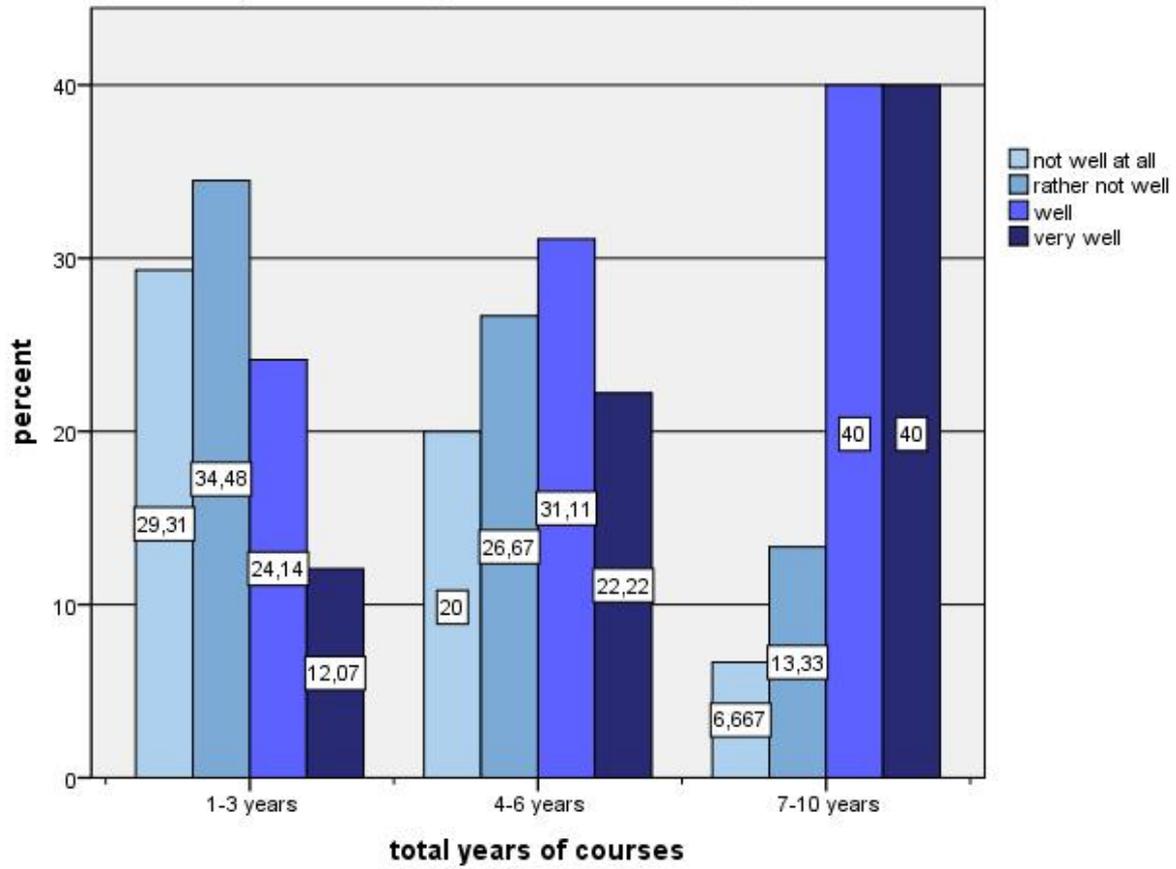
How good are you at: looking for unknown words in a dictionary



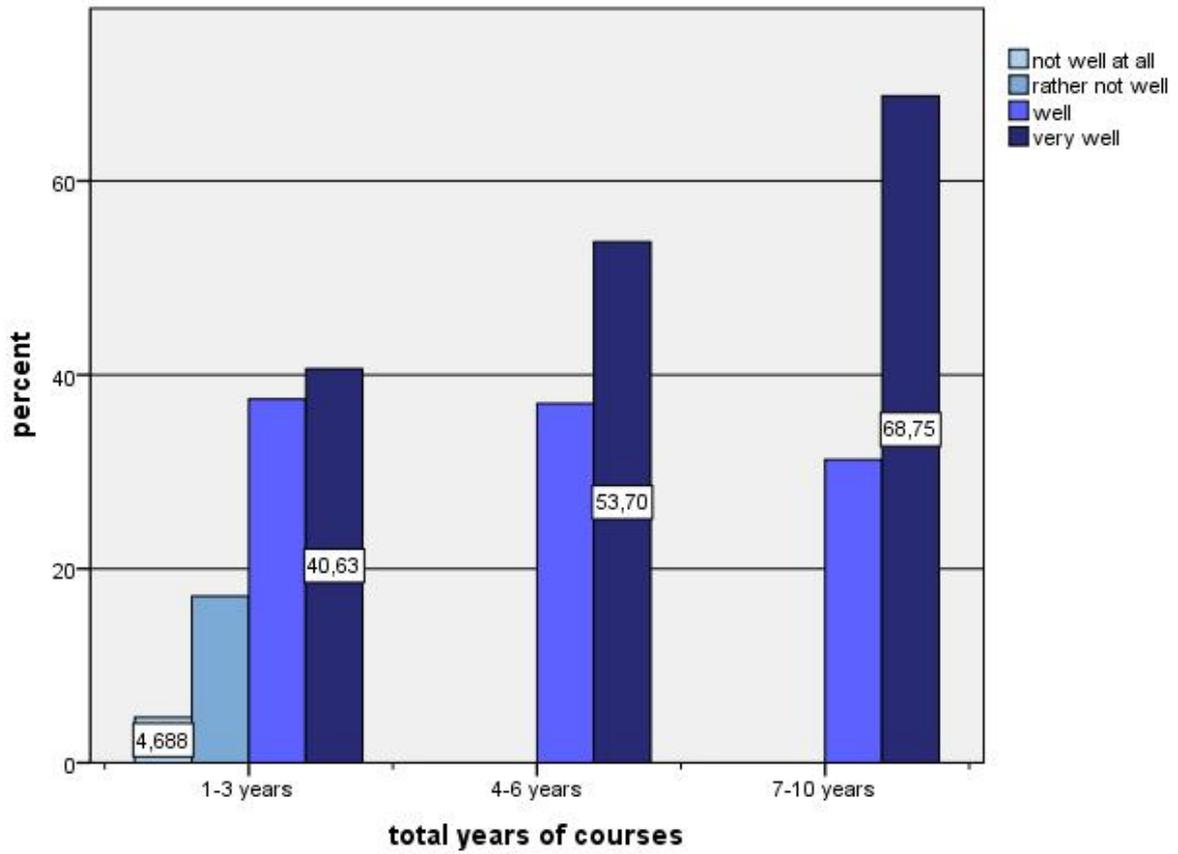
How good are you at: learning English words by heart?



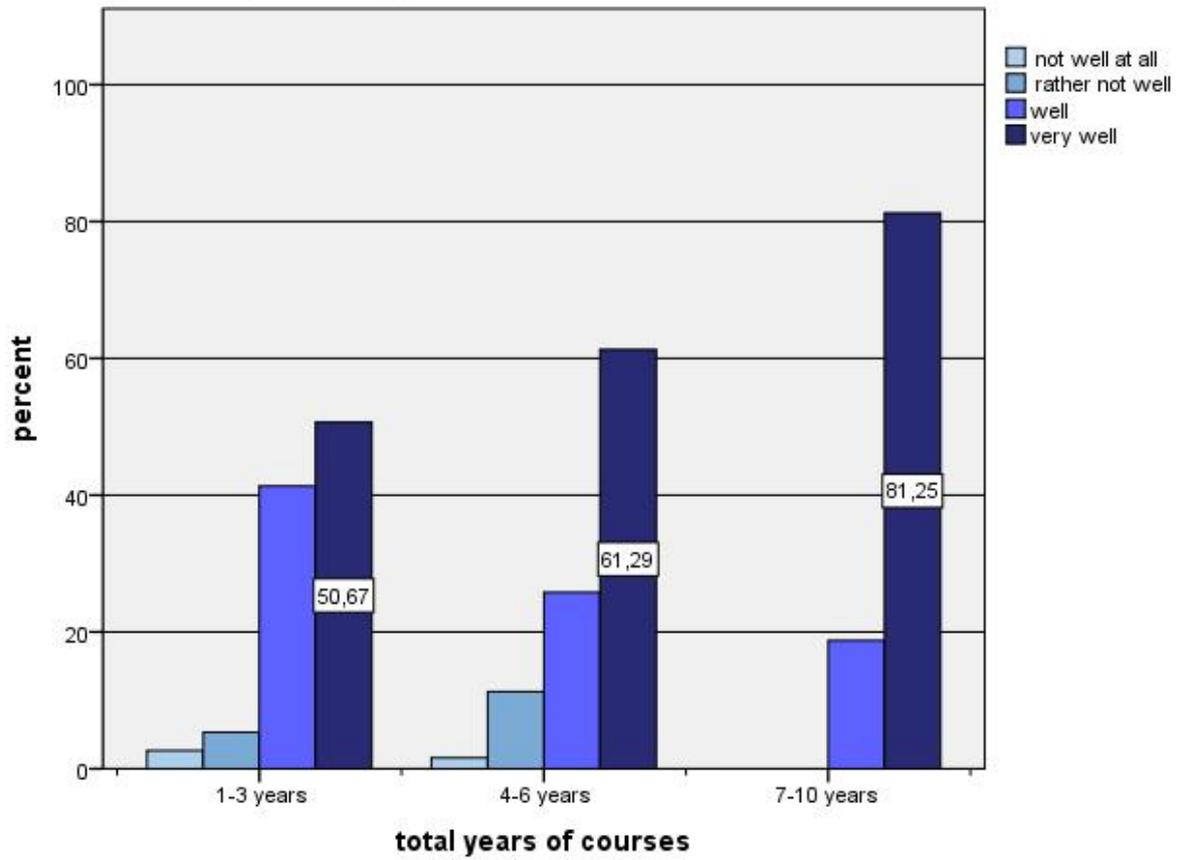
How good are you at: asking for directions in English?



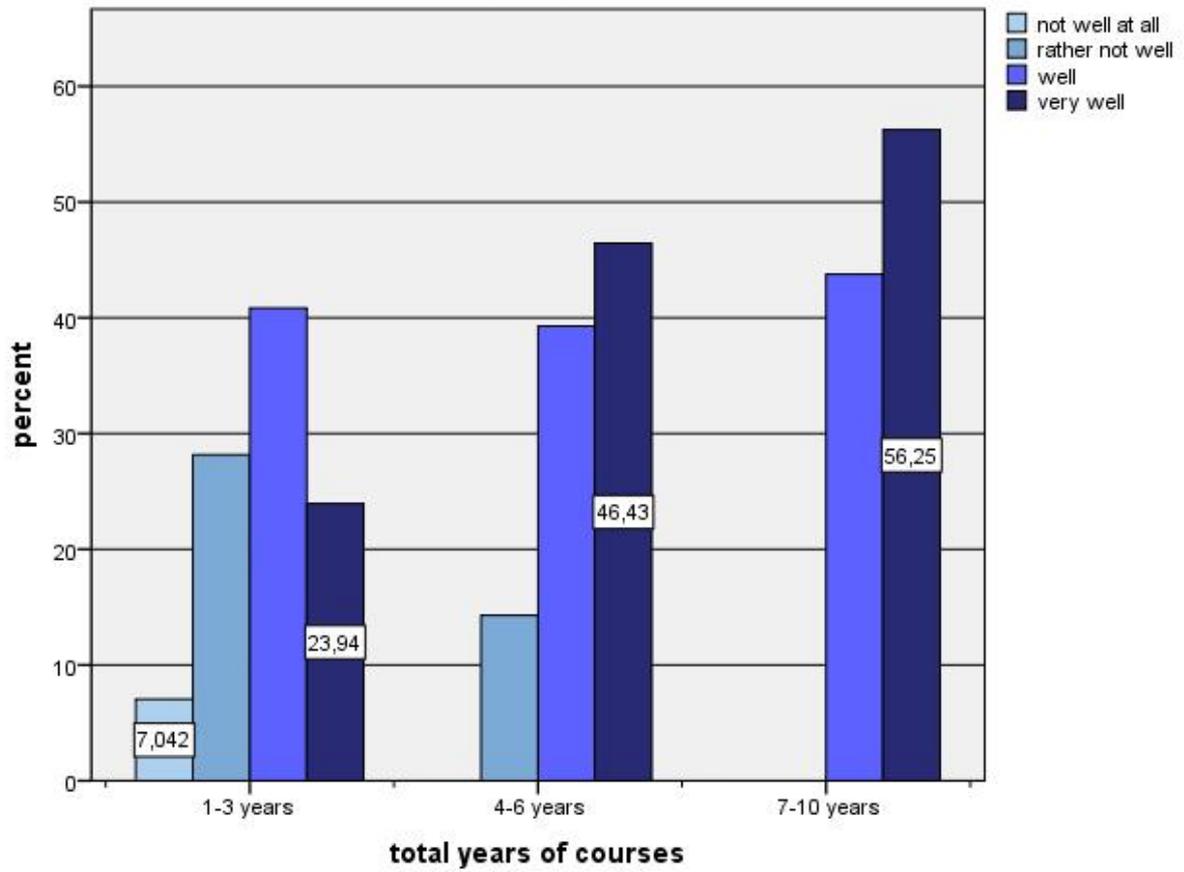
How good are you at: understanding and solving exercises



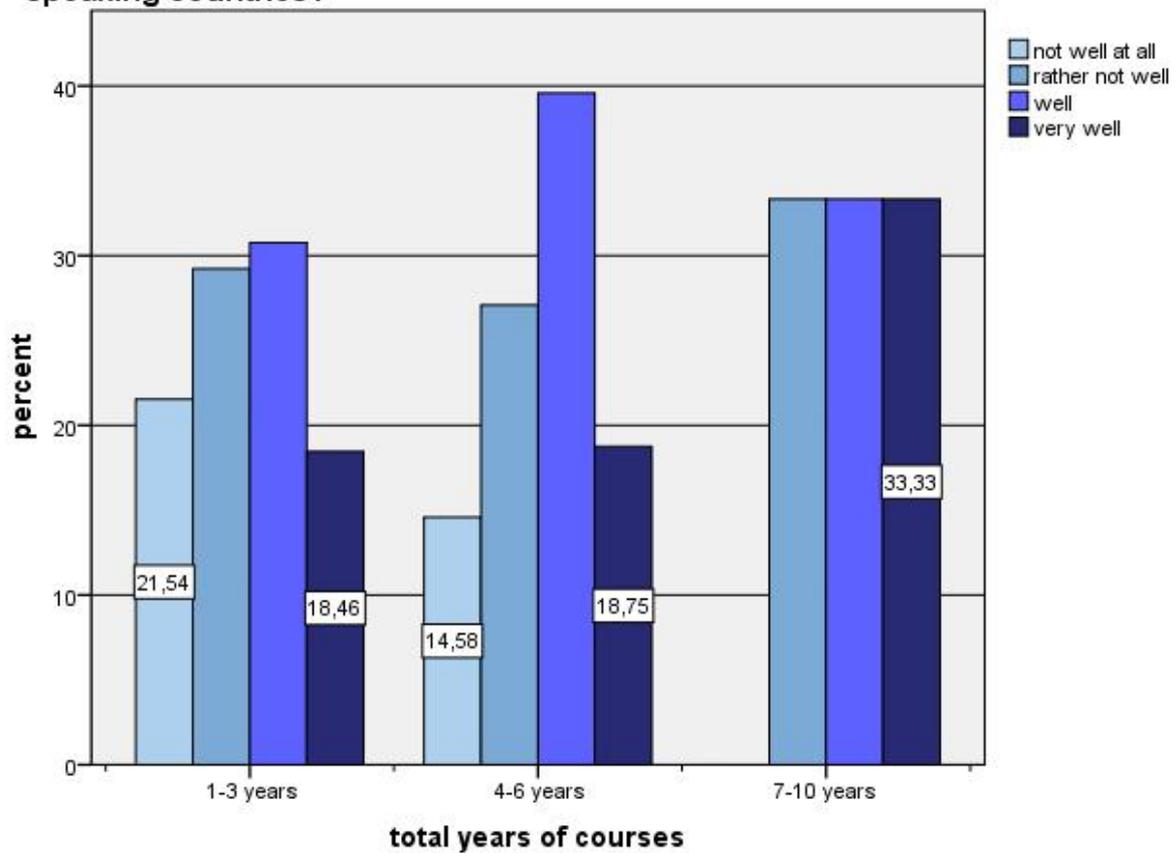
How good are you at: to great and how he is?



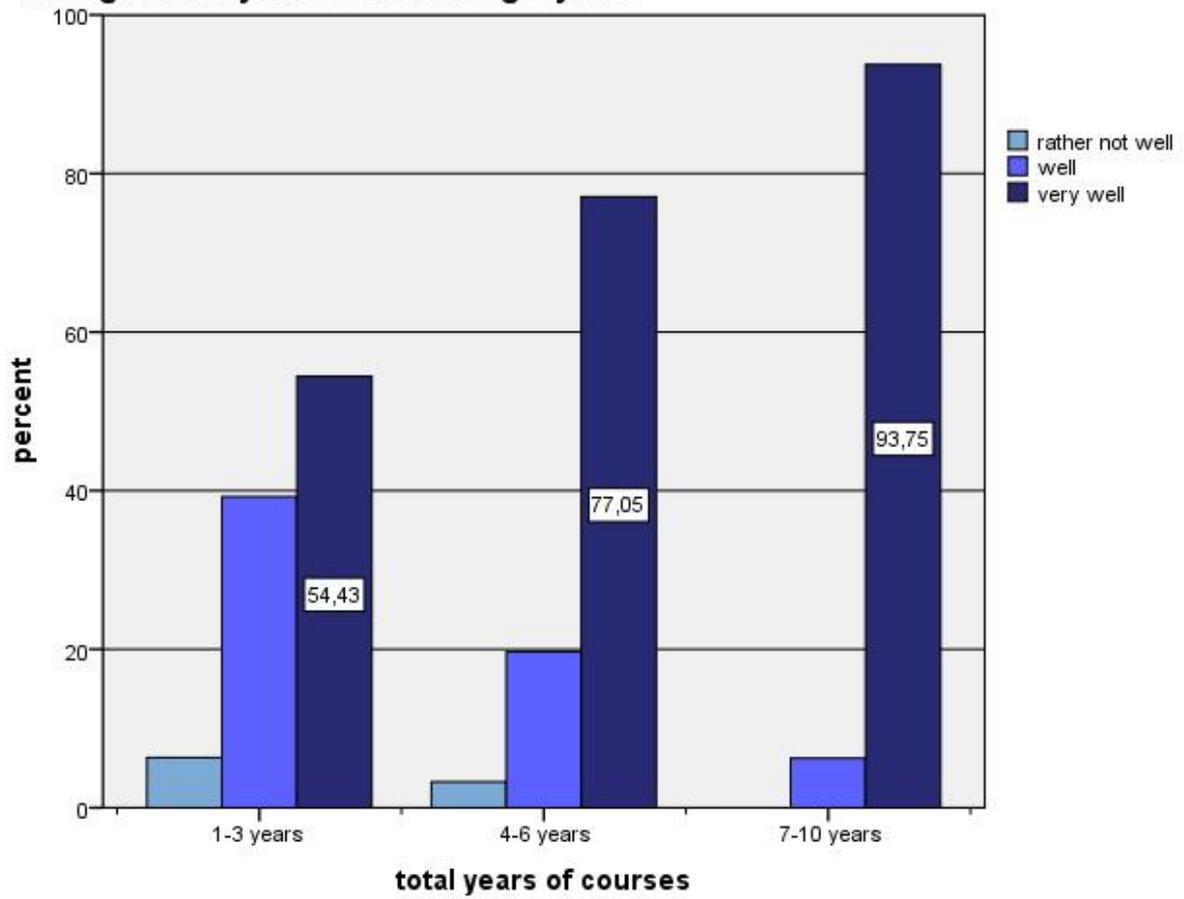
How good are you at: answering English questions?



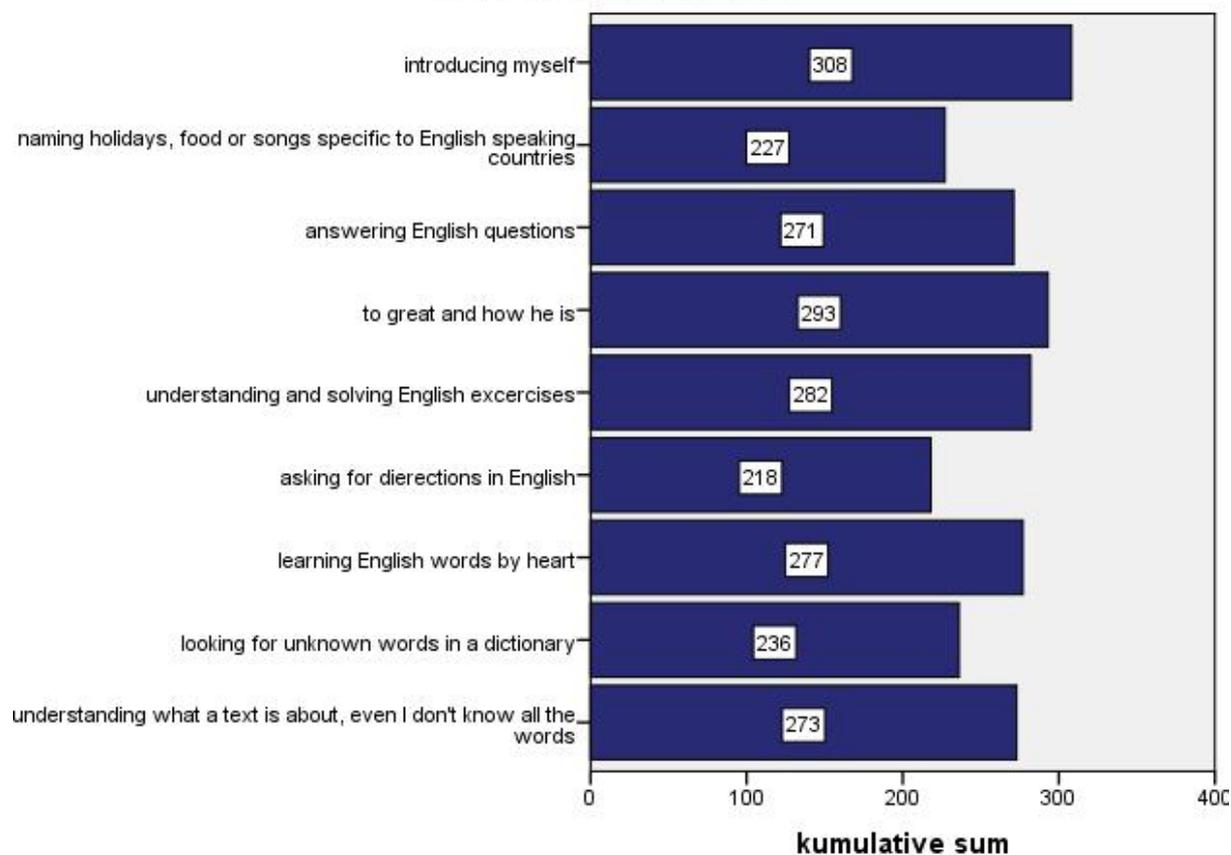
How good are you at: naming holidays, food or songs specific to English speaking countries?



How good are you at: introducing myself?



How good are you at....?

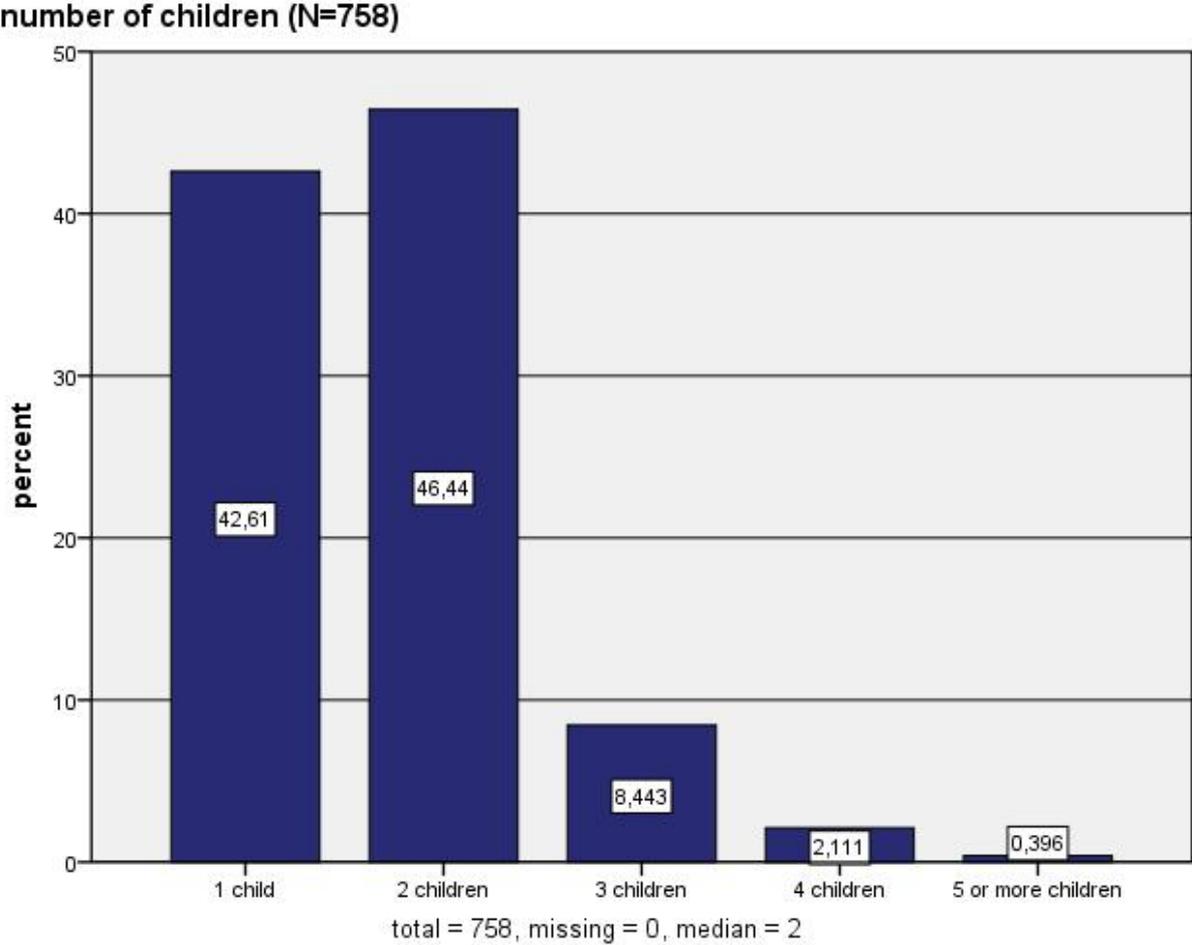


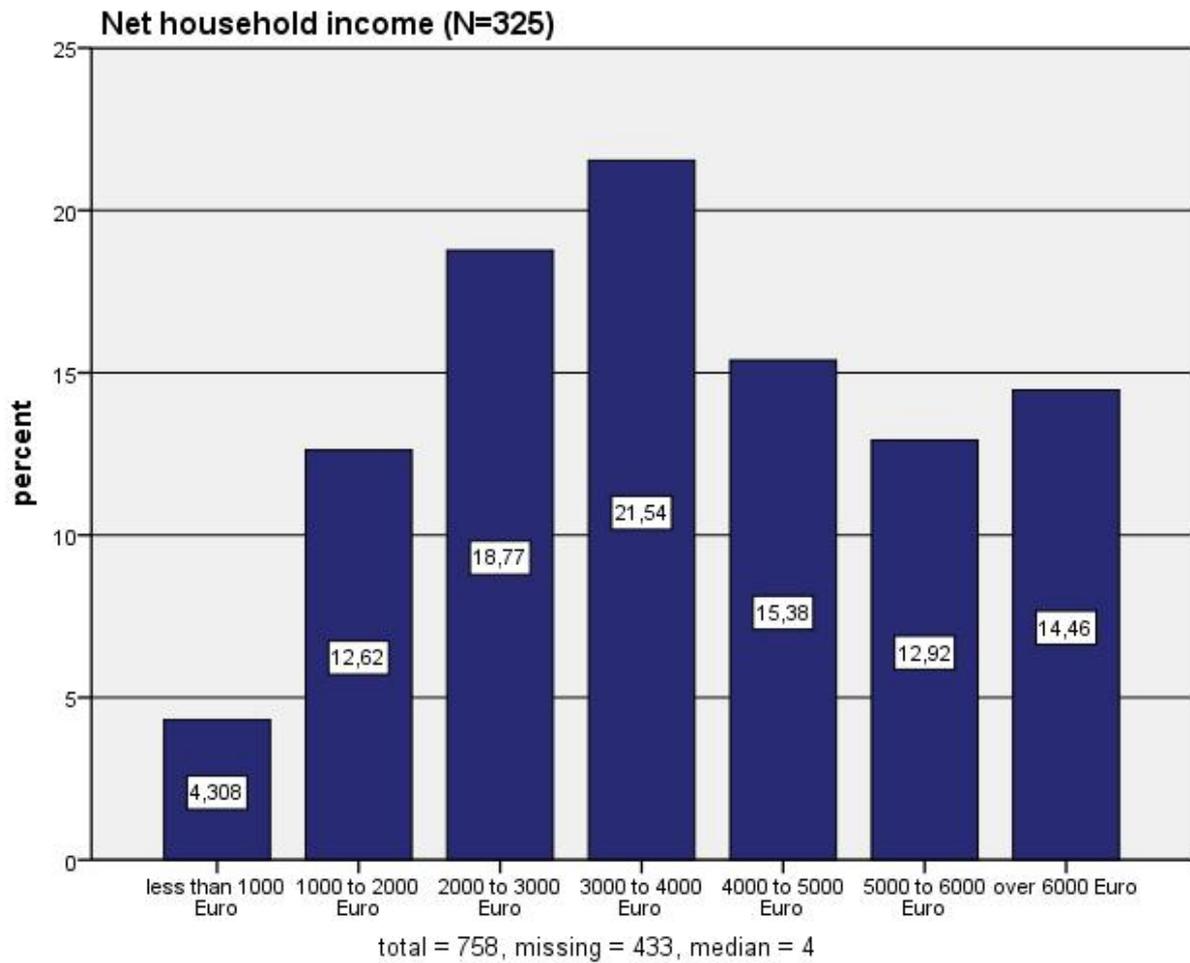
		What was your last mid-term grade in English?	total number of courses
Spearman-Rho	What was your last mid-term grade in English?	1,000	-,250**
	correlations	.	,004
	Sig. (1-sided)	116	109
	N	-,250**	1,000
	total number of courses	,004	.
	Sig. (1-sided)	109	269

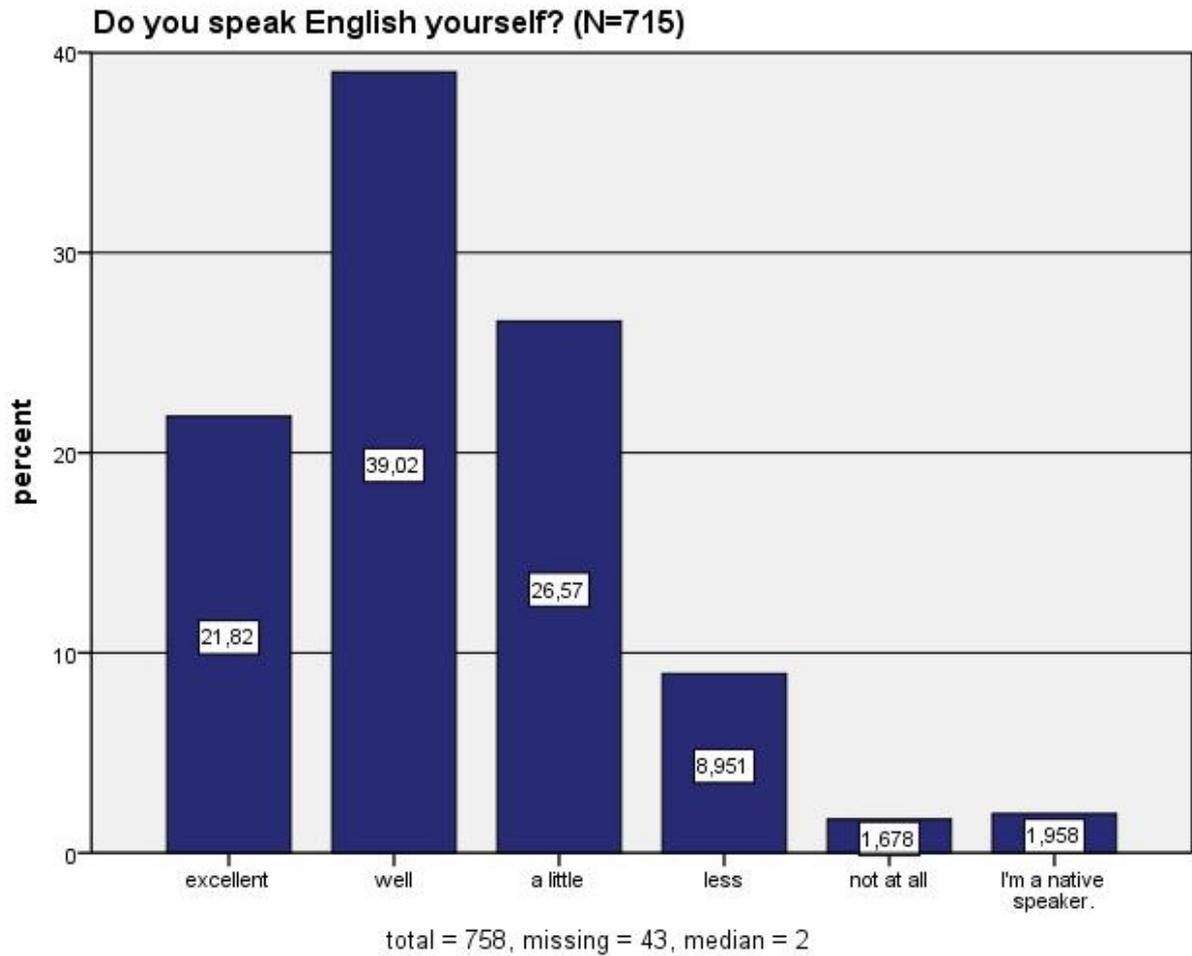
correlation

		What was your last mid-term grade in English	At what age did you start attending Helen Doron courses?
Spearman-Rho		1,000	,370**
	What was your last mid-term grade in English	correlations	,000
		Sig. (2-sided)	.
		N	112
	At what age did you start attending Helen Doron courses?	correlations	,370**
		Sig. (2-sided)	,000
	N	112	269

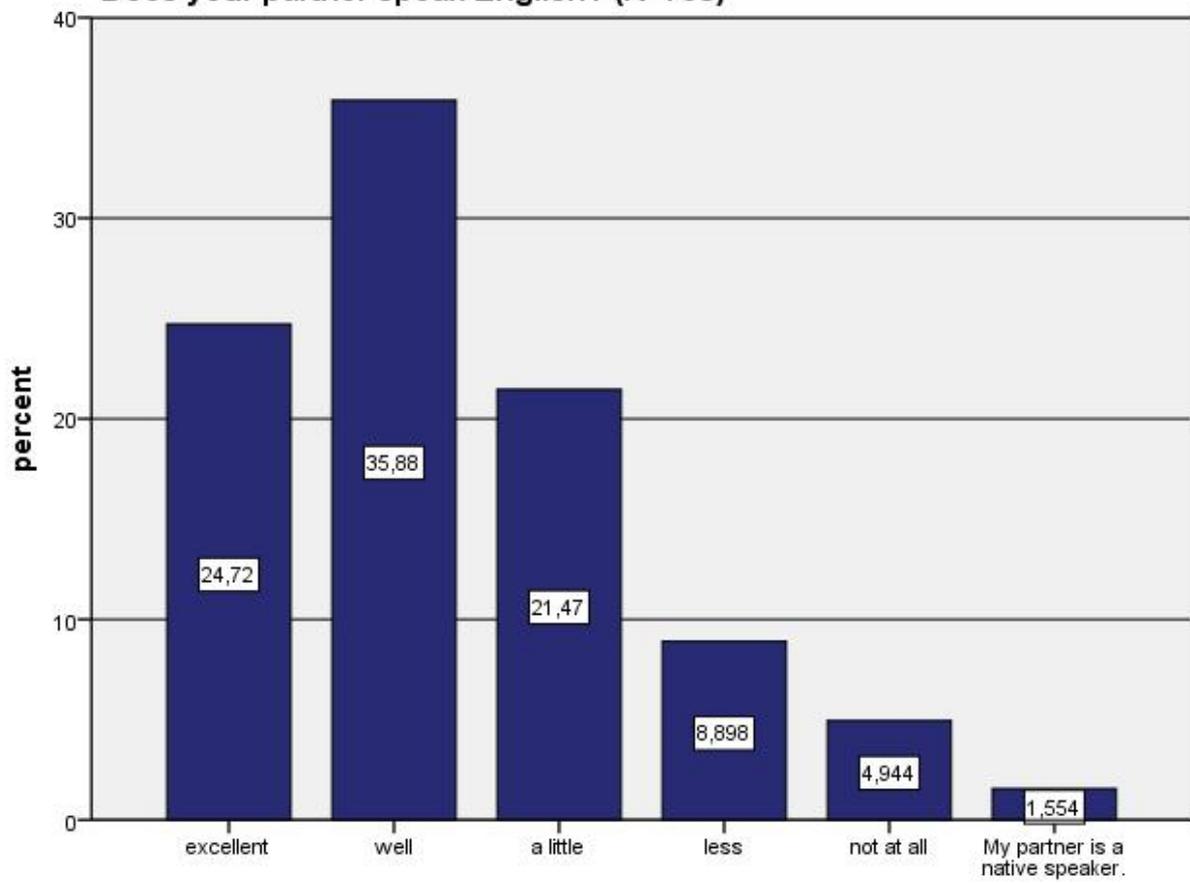
5.2 Charts of the parents` survey





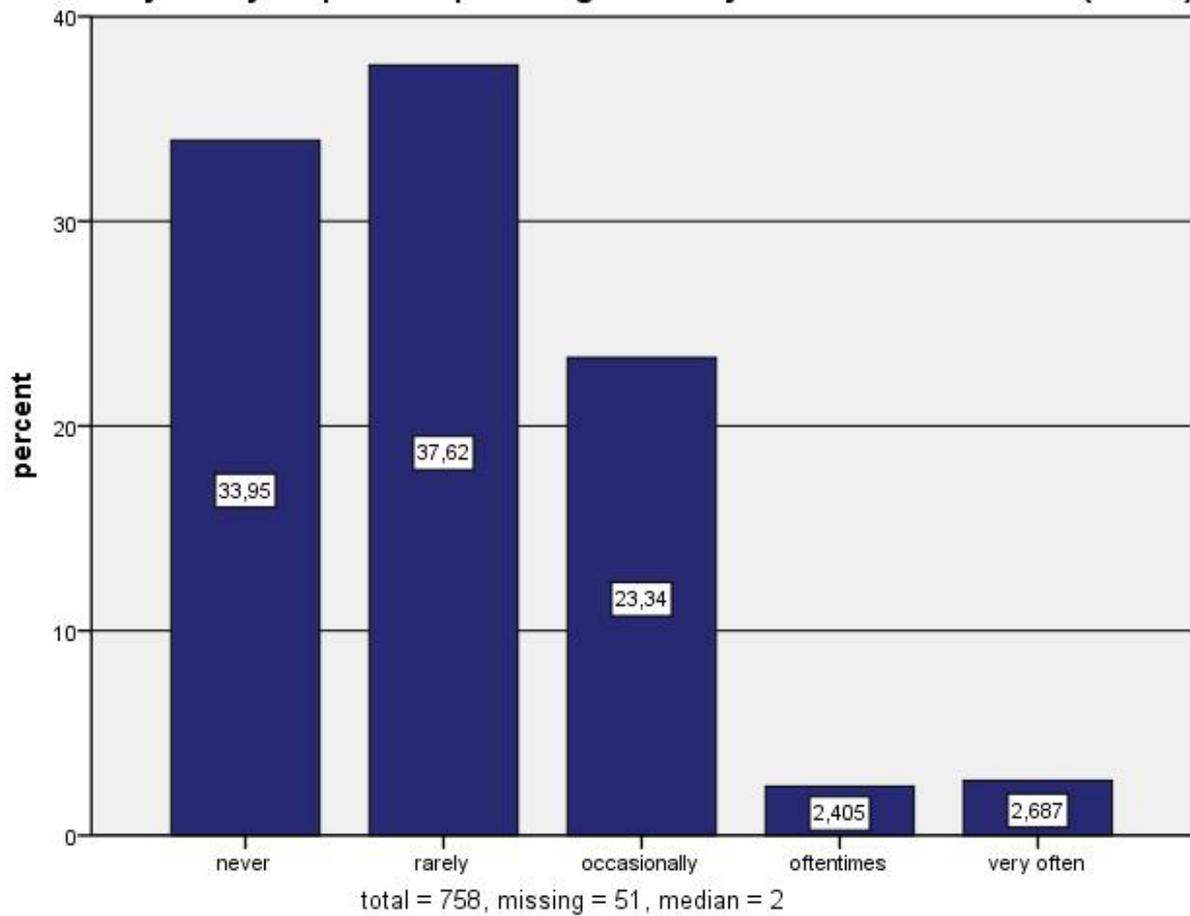


Does your partner speak English? (N=708)

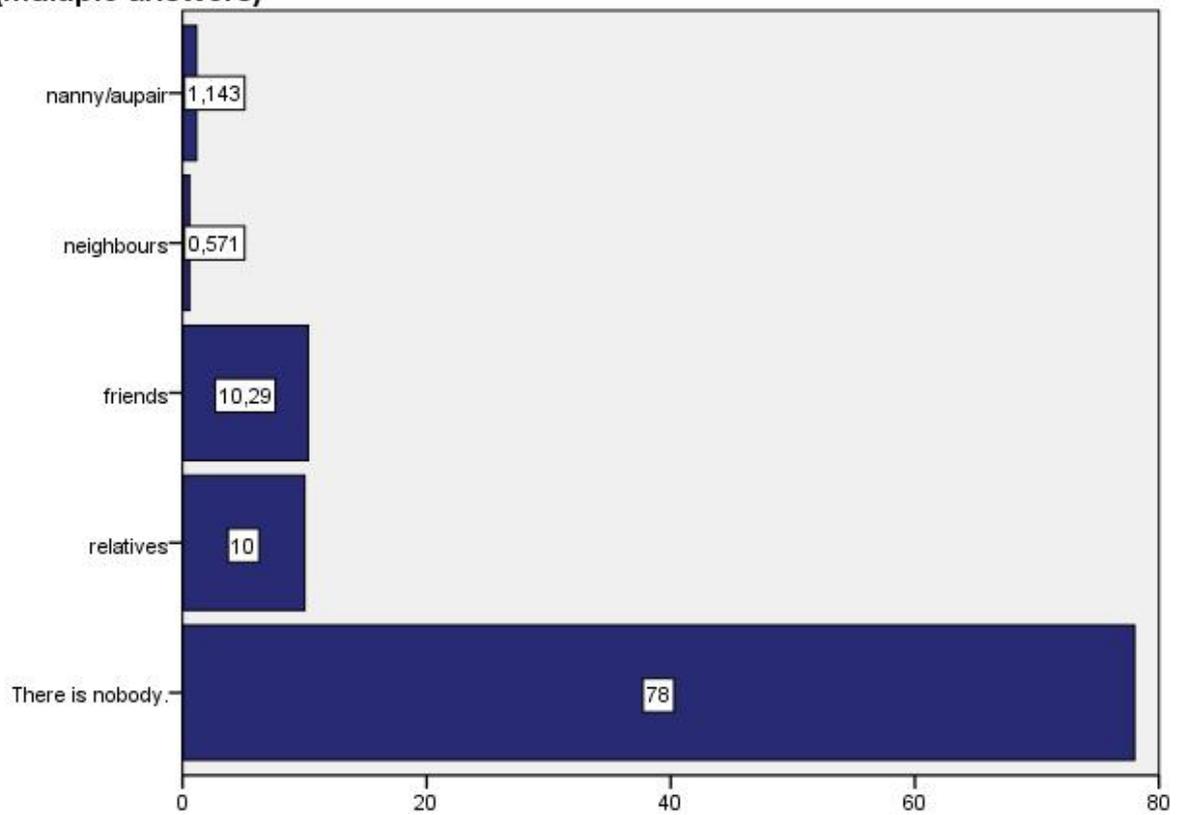


total = 758, missing = 0, median = 2

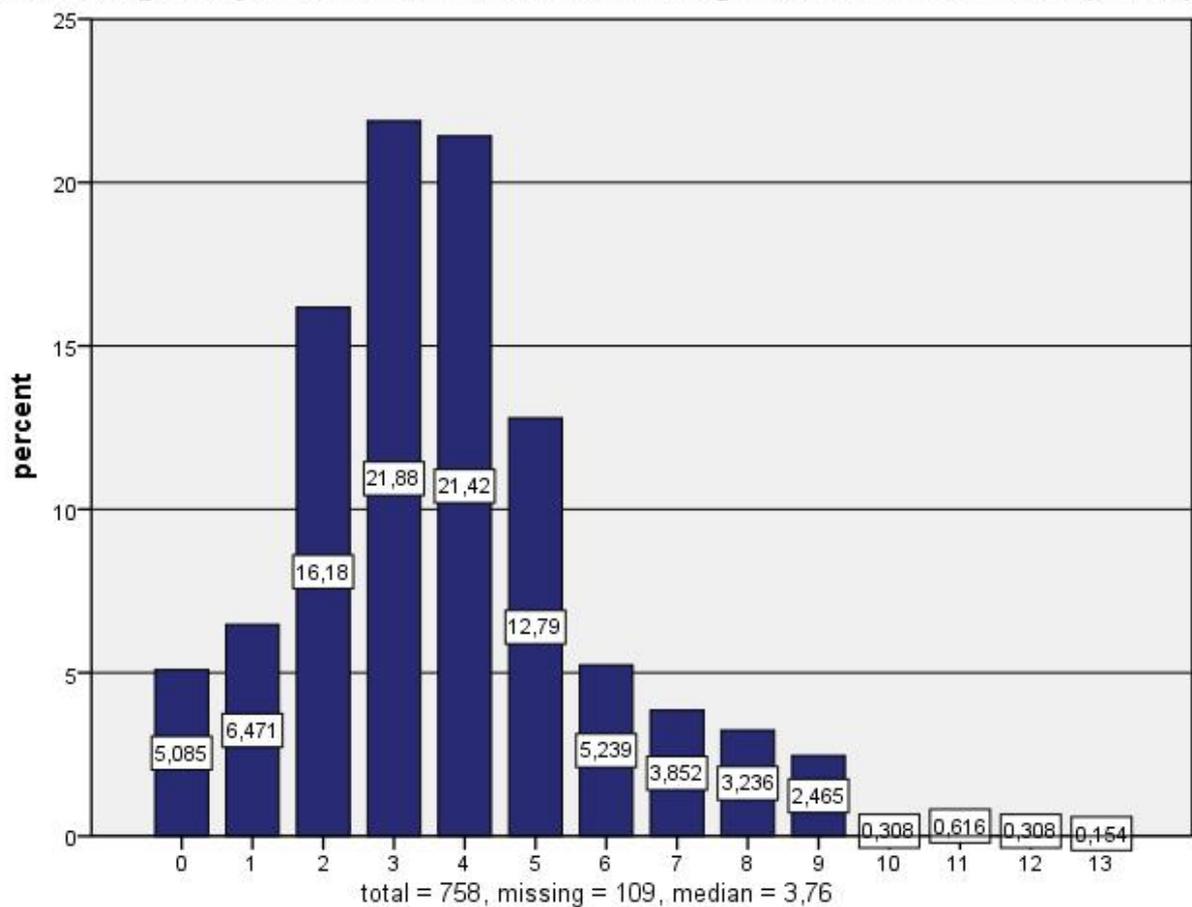
Do you or your partner speak English with your child/ren at home? (N=707)



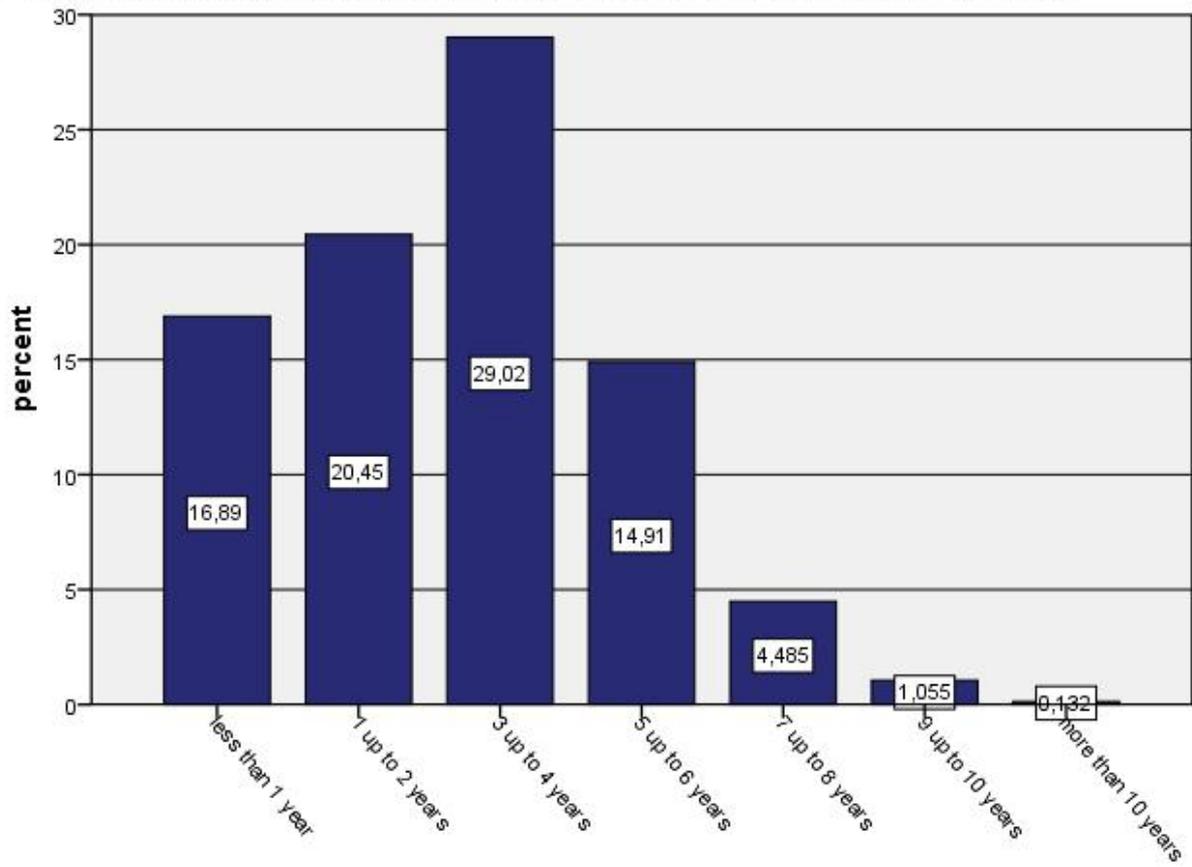
**Are there other people around you, who talk to your child/ren in English?
(multiple answers)**



At what age did your child/children start attending Helen Doron courses? (N=649)

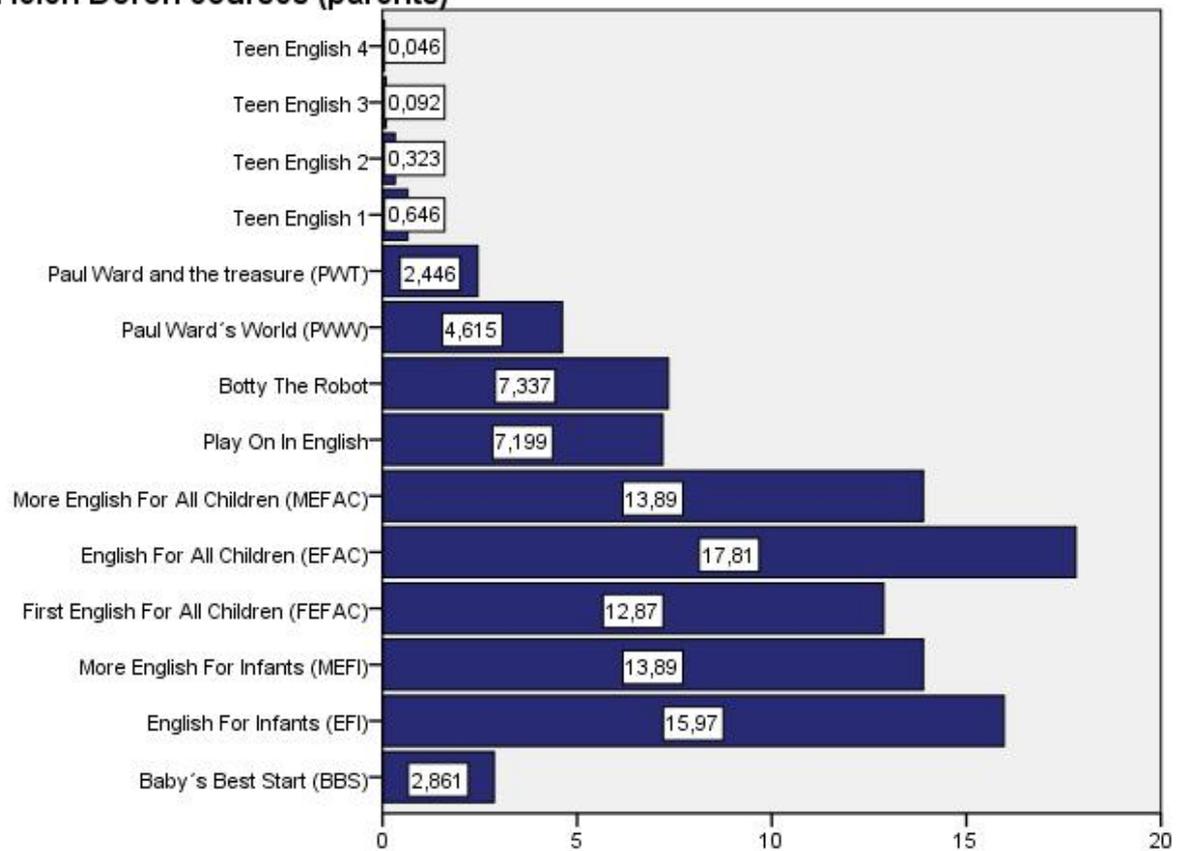


For how long did your child/ren attend courses at Helen Doron? (N=758)

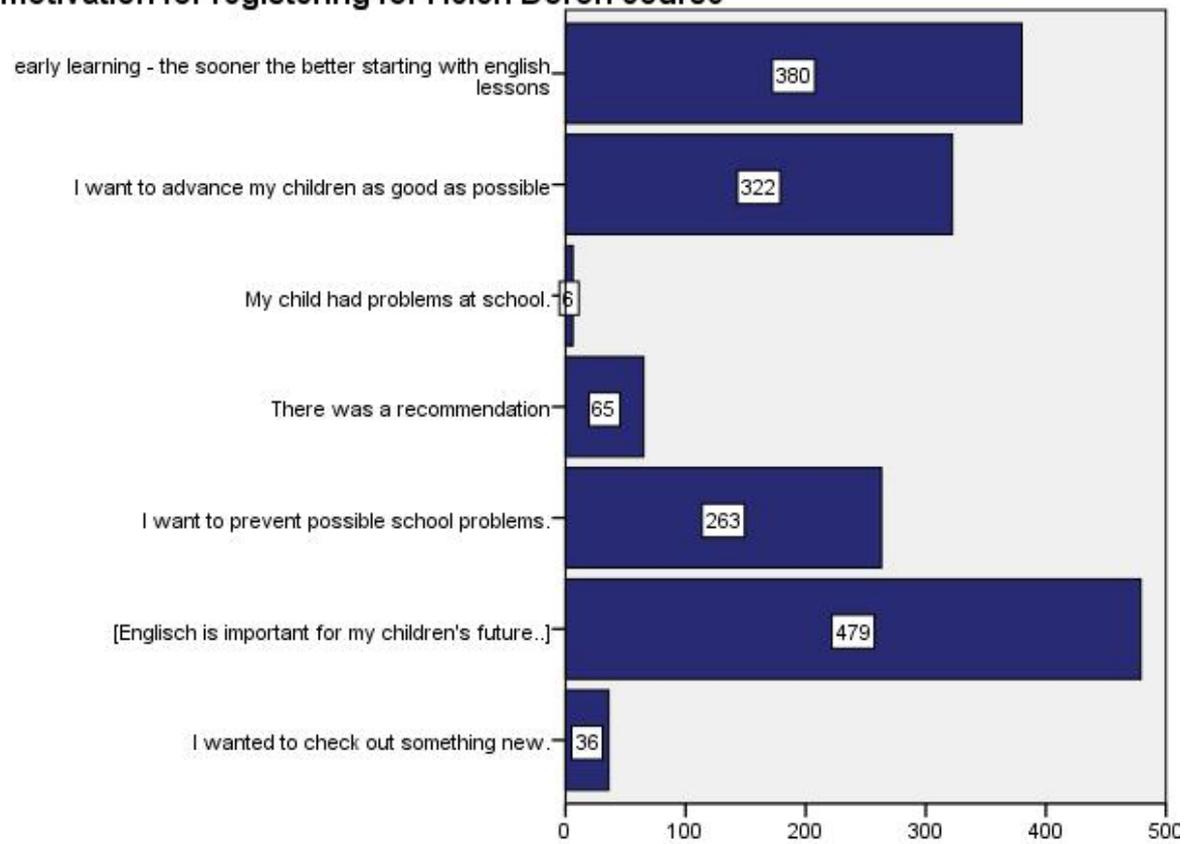


total = 758, missing = 0, median = 3

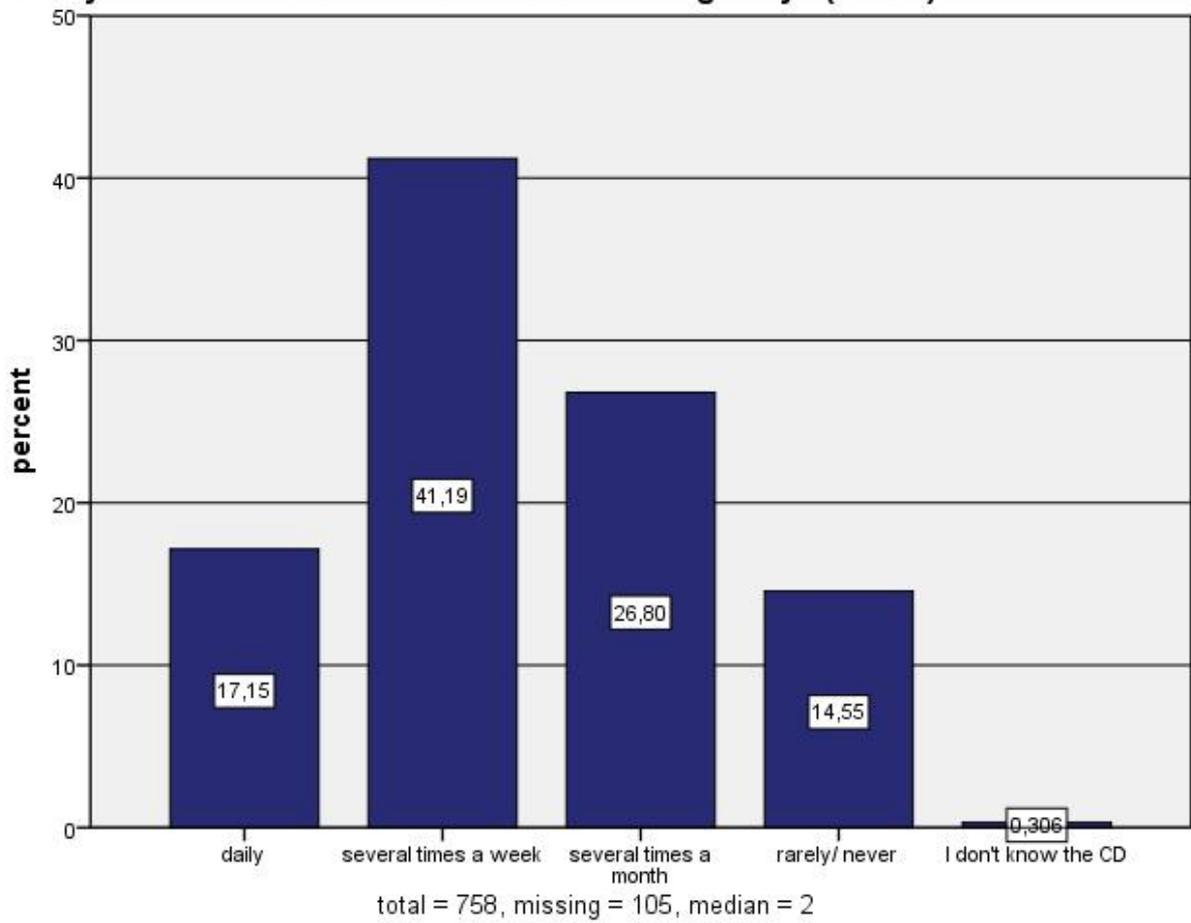
Helen Doron courses (parents)



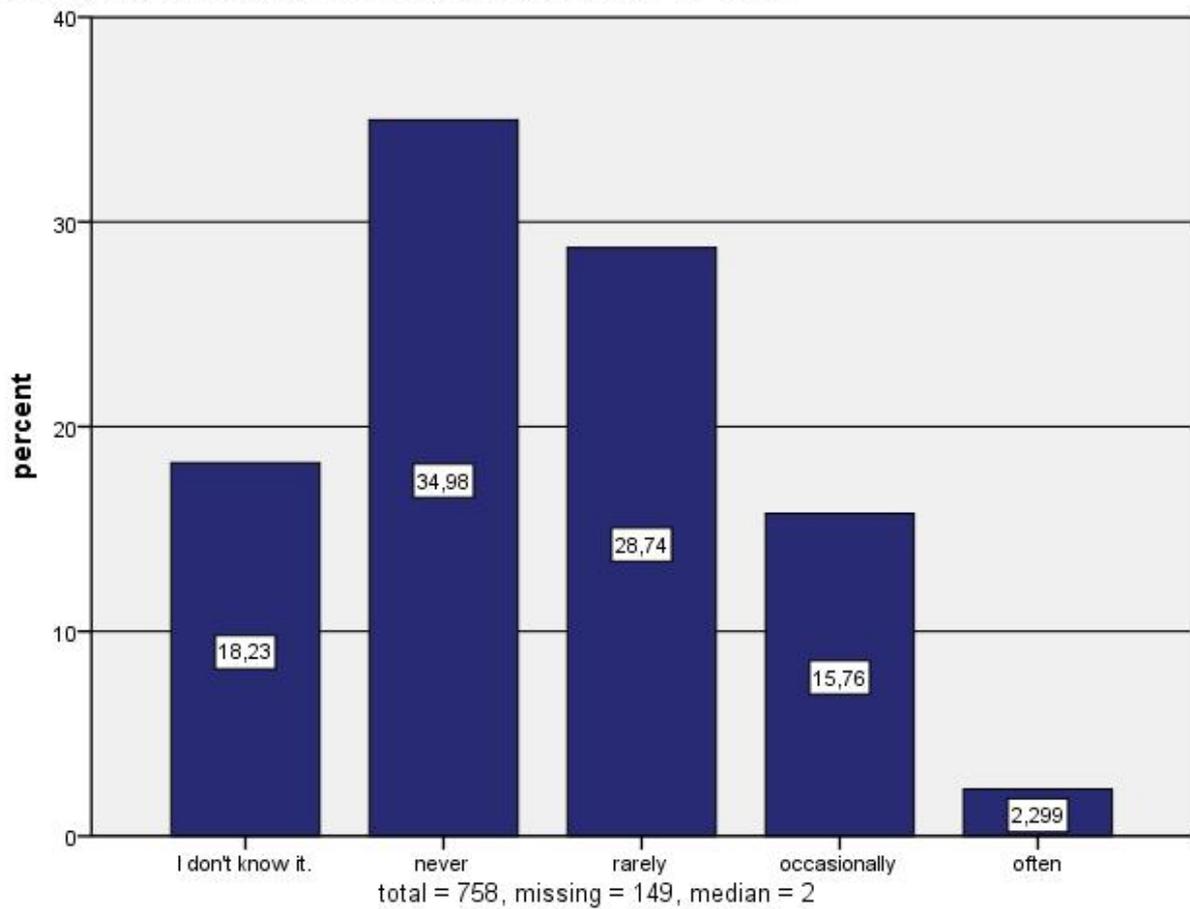
motivation for registering for Helen Doron course



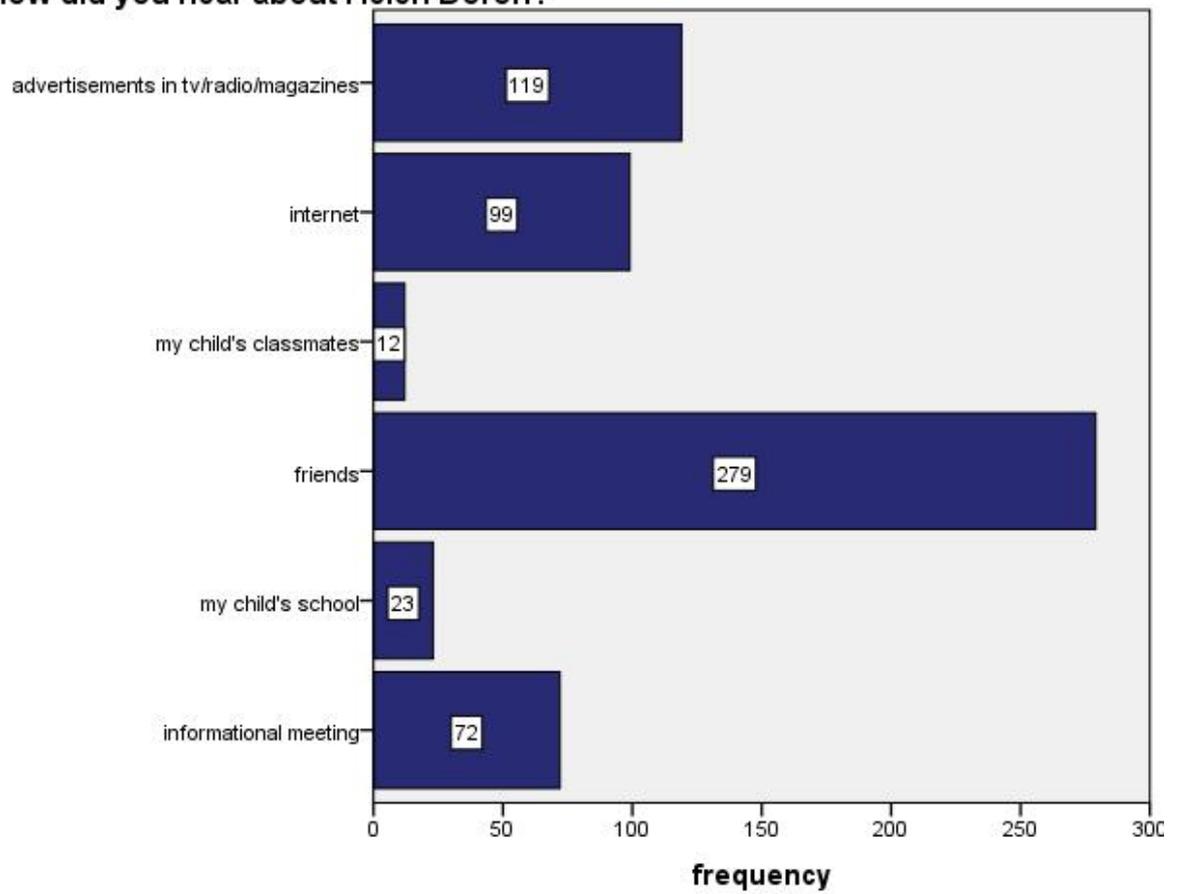
Does your child listen to the Helen Doron CD regularly? (N=653)



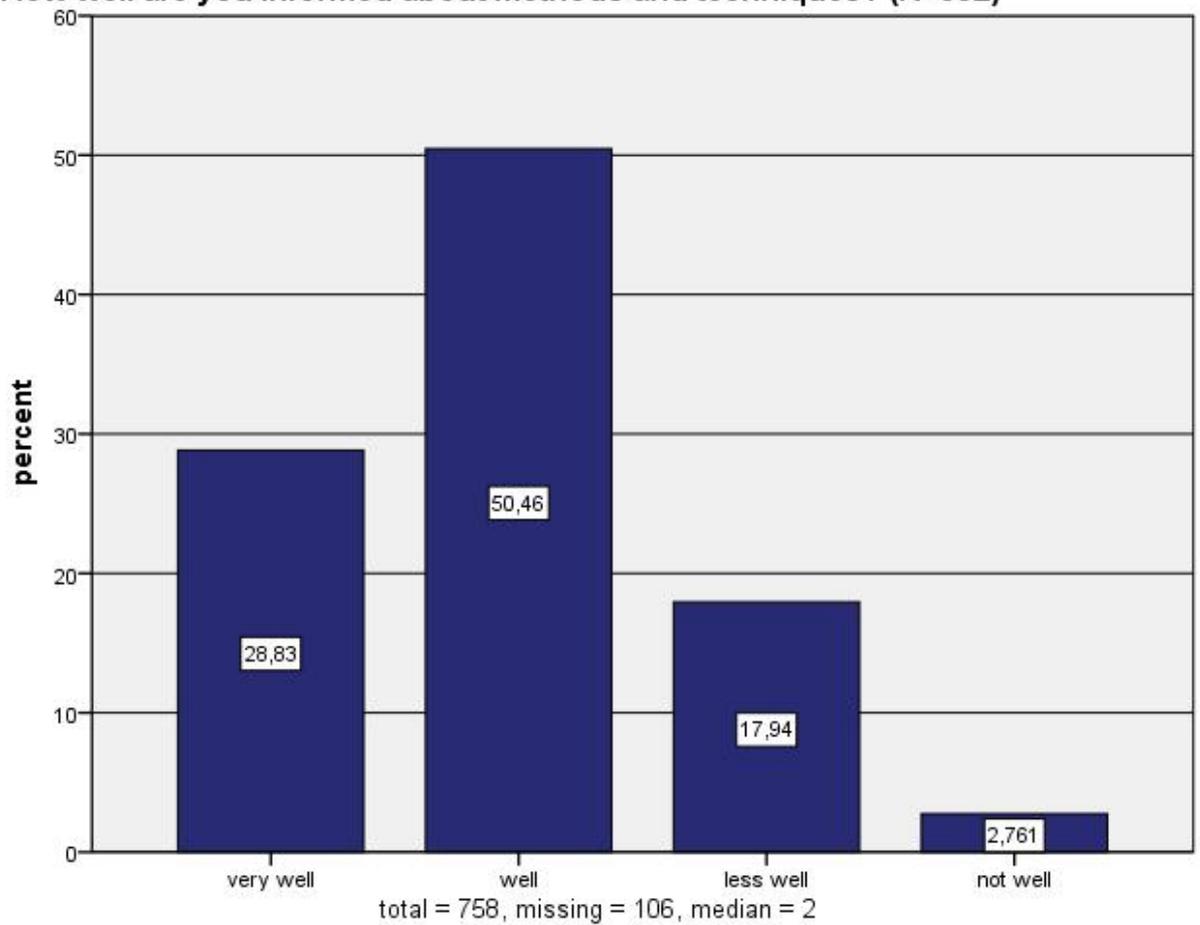
Does your child make use of the Kangi Club? (N=609)



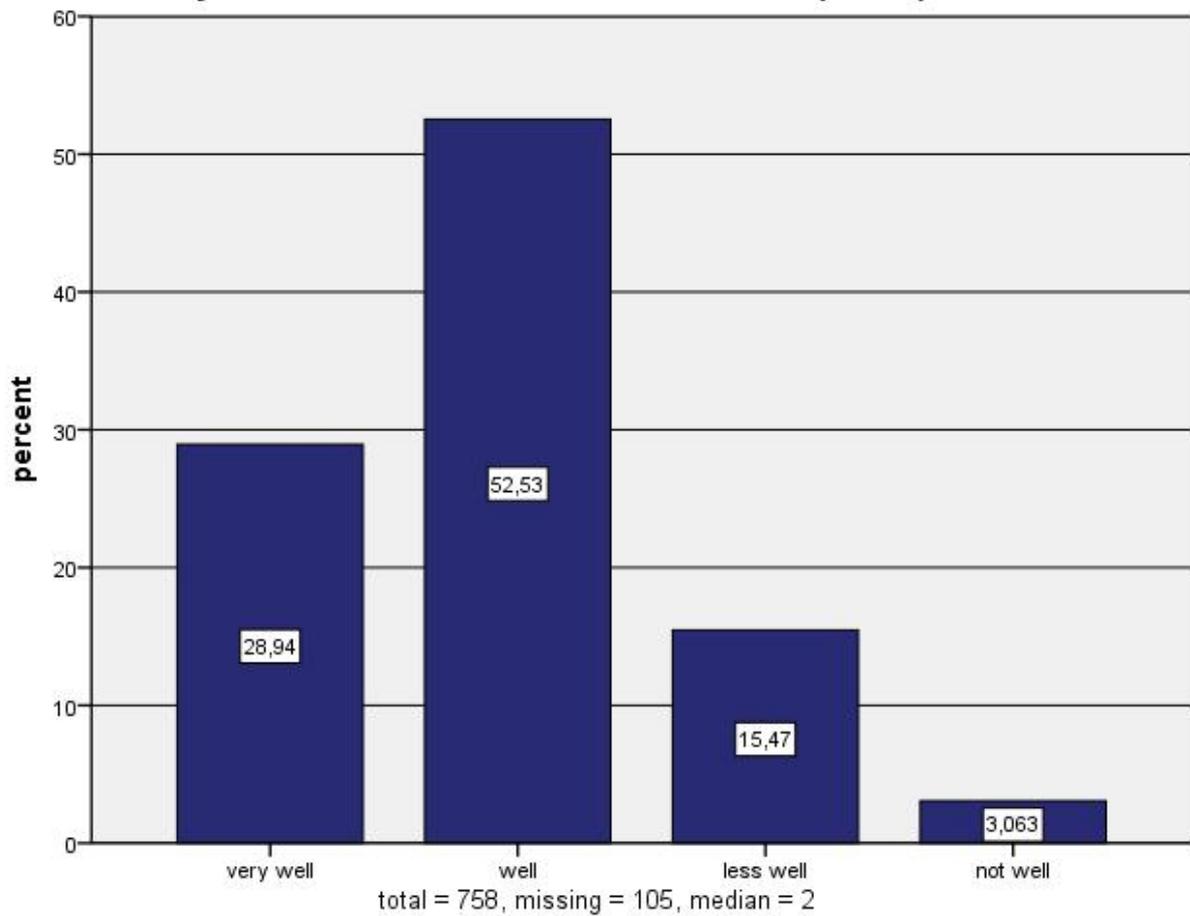
How did you hear about Helen Doron?



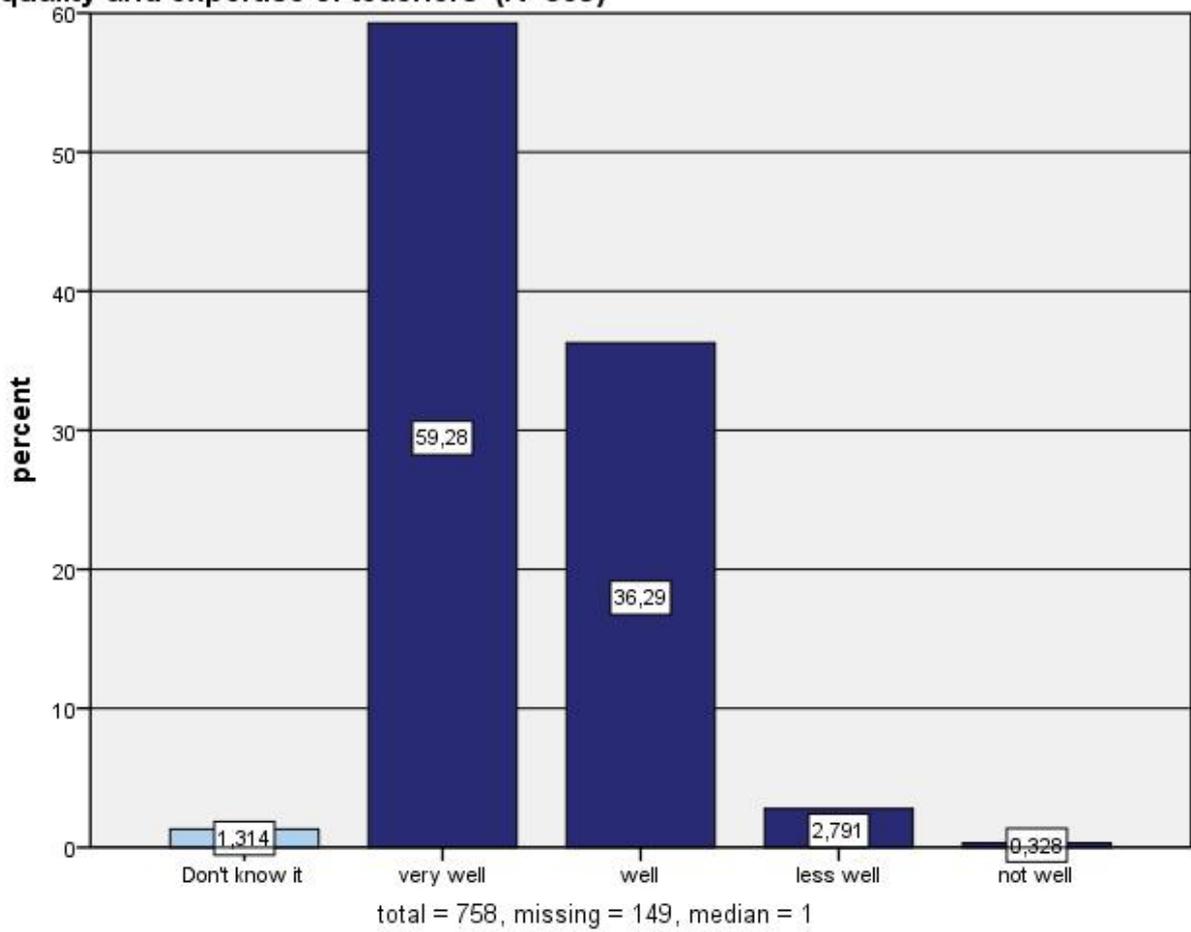
How well are you informed about methods and techniques? (N=652)



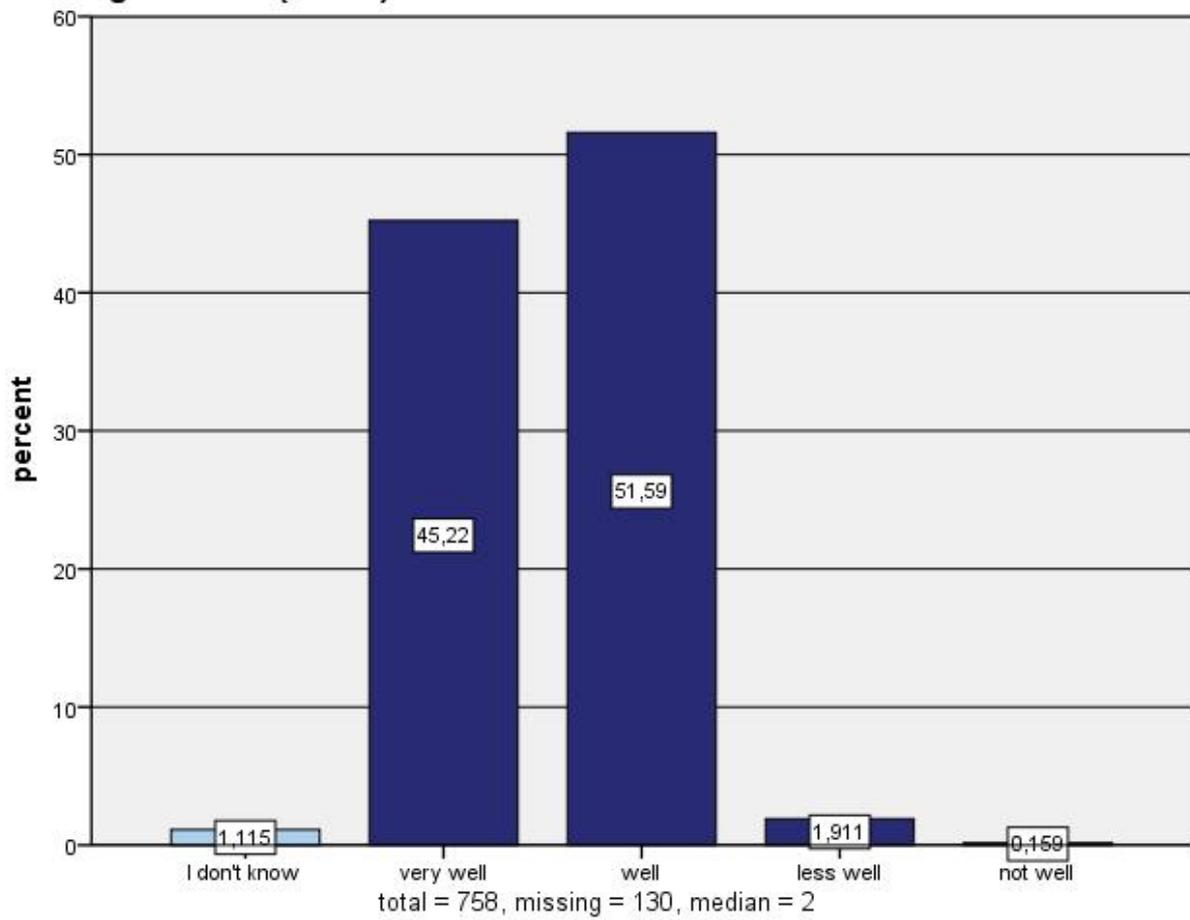
How well are you informed about the course contents? (N=653)



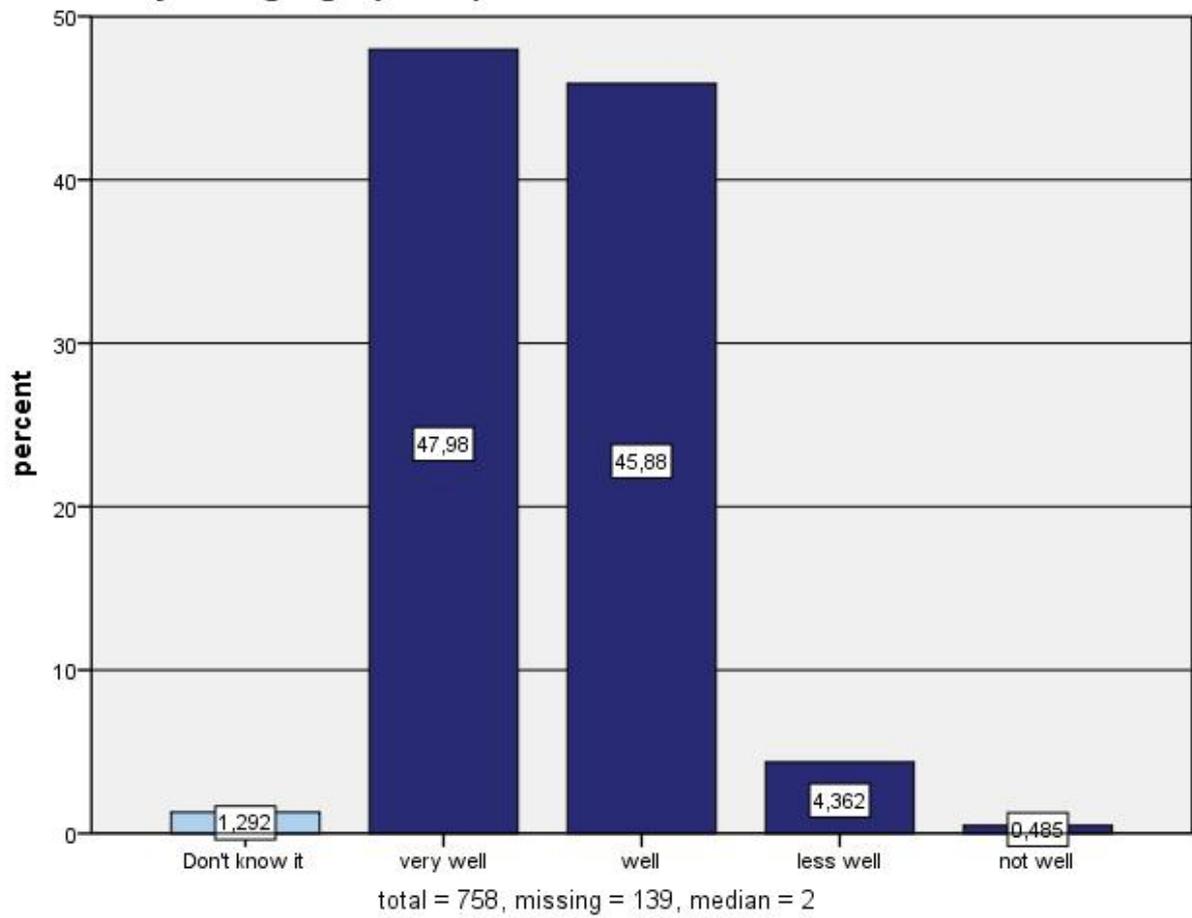
quality and expertise of teachers (N=609)



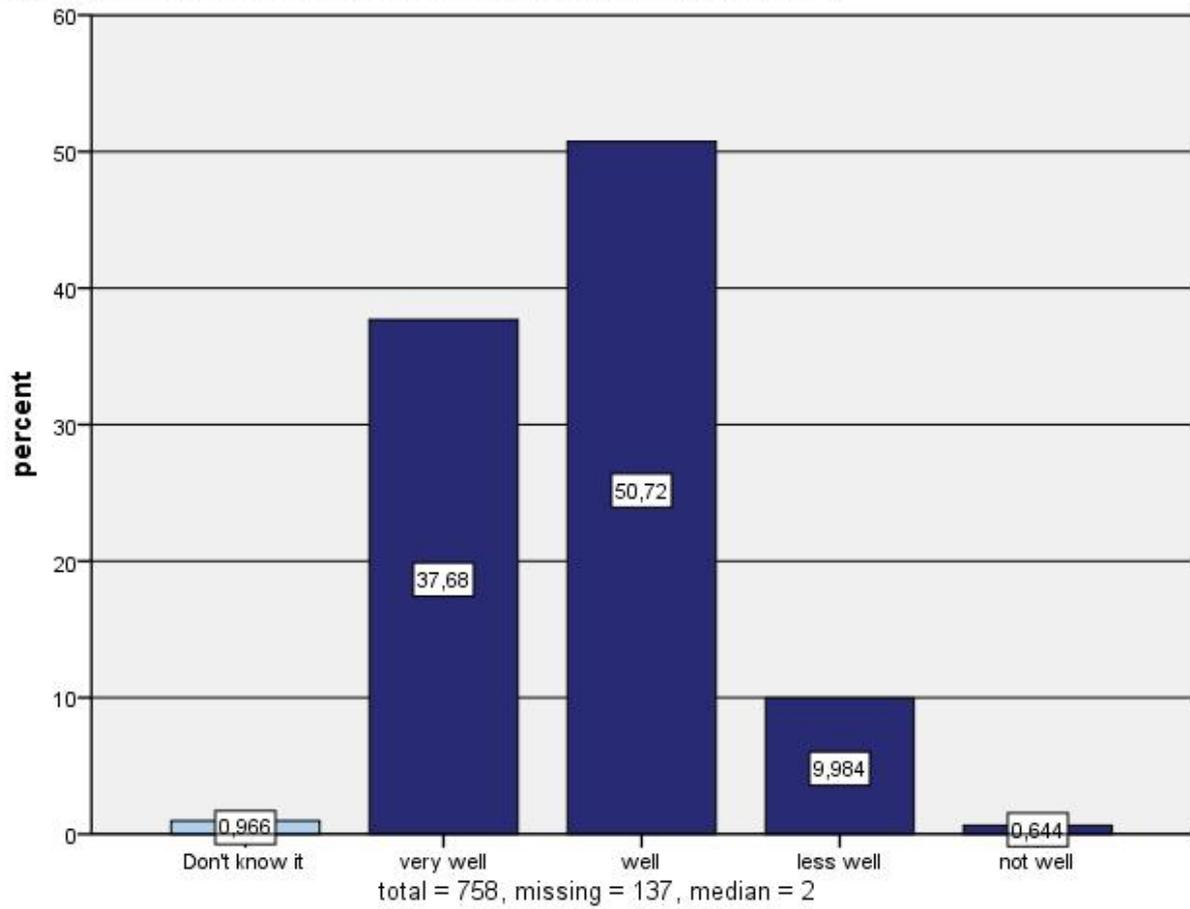
teaching materials (N=628)



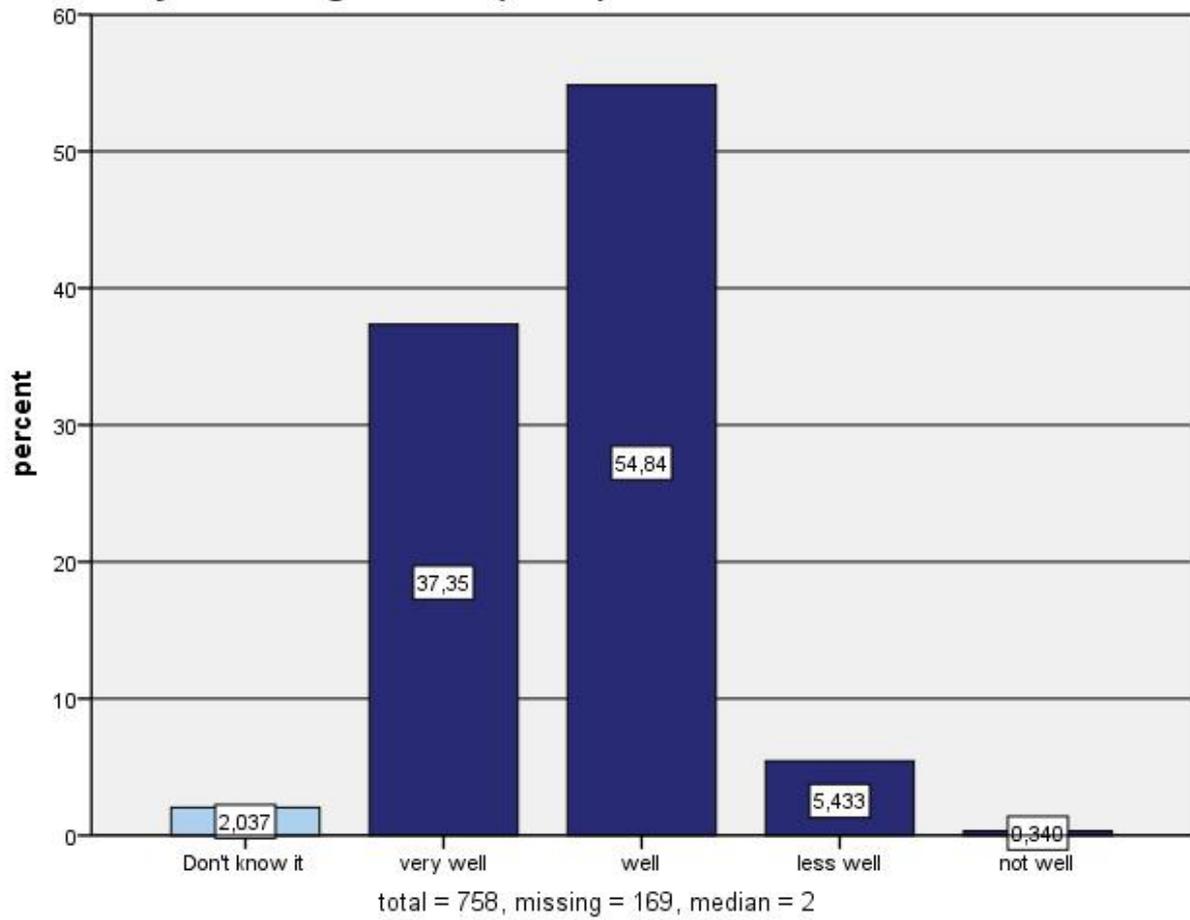
authenticity of language (N=619)



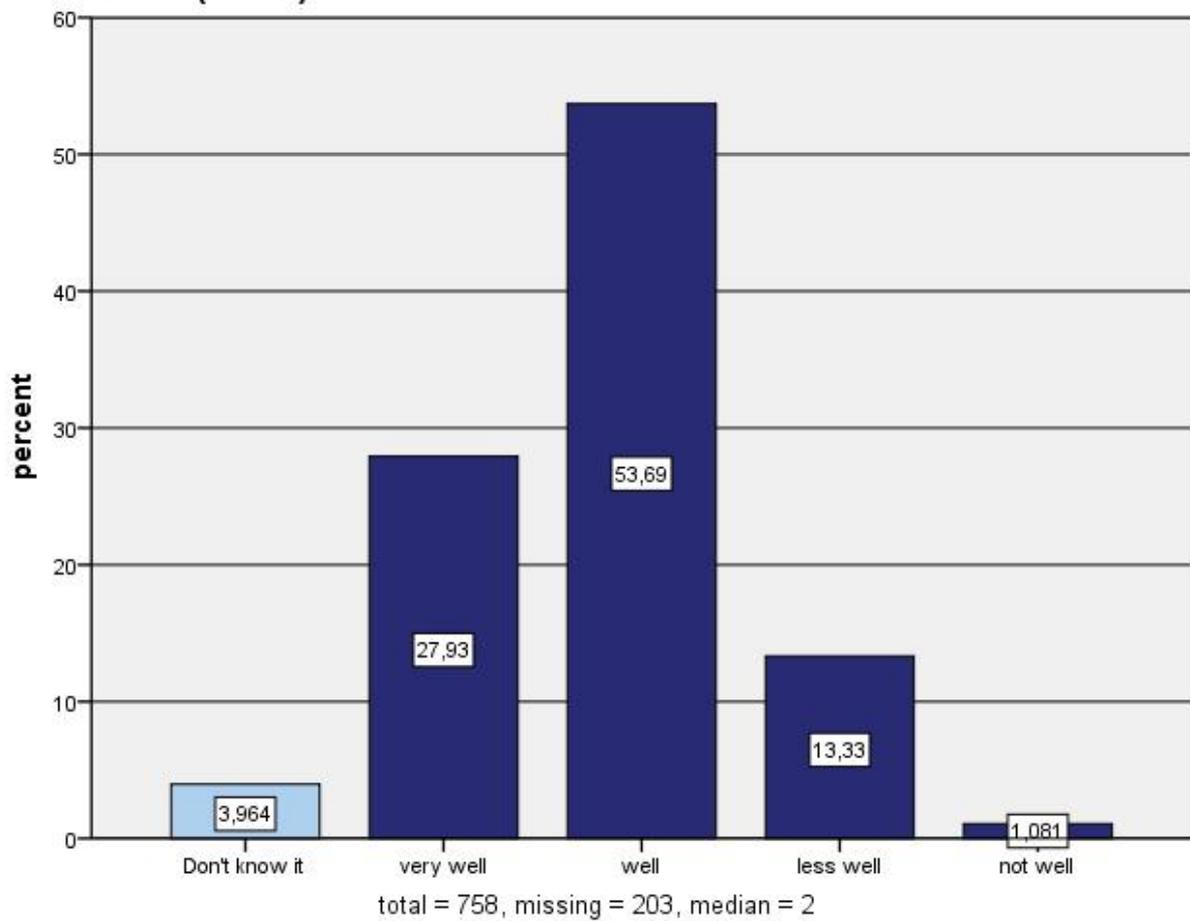
Closeness of topics to children's everyday world (N=621)



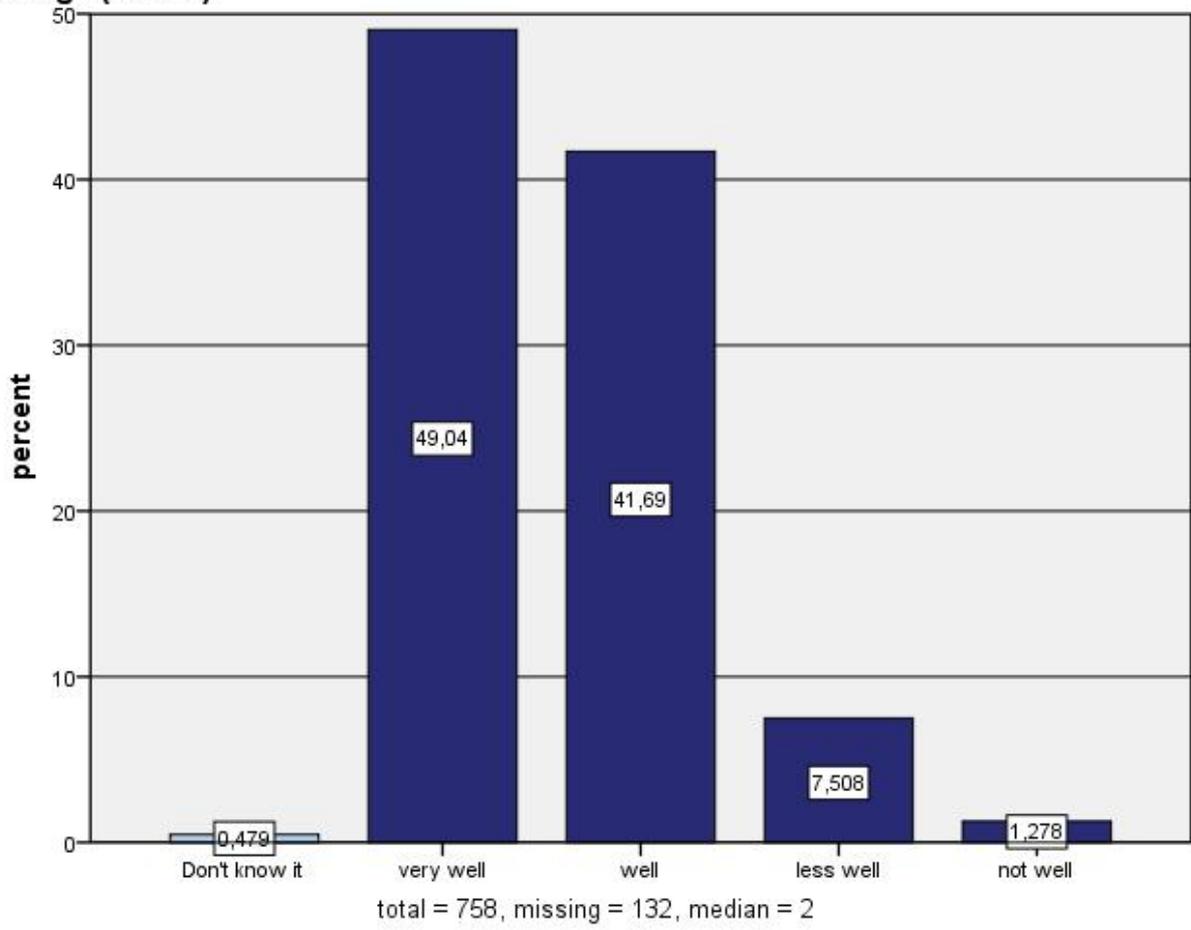
authenticity of teaching materials (N=598)



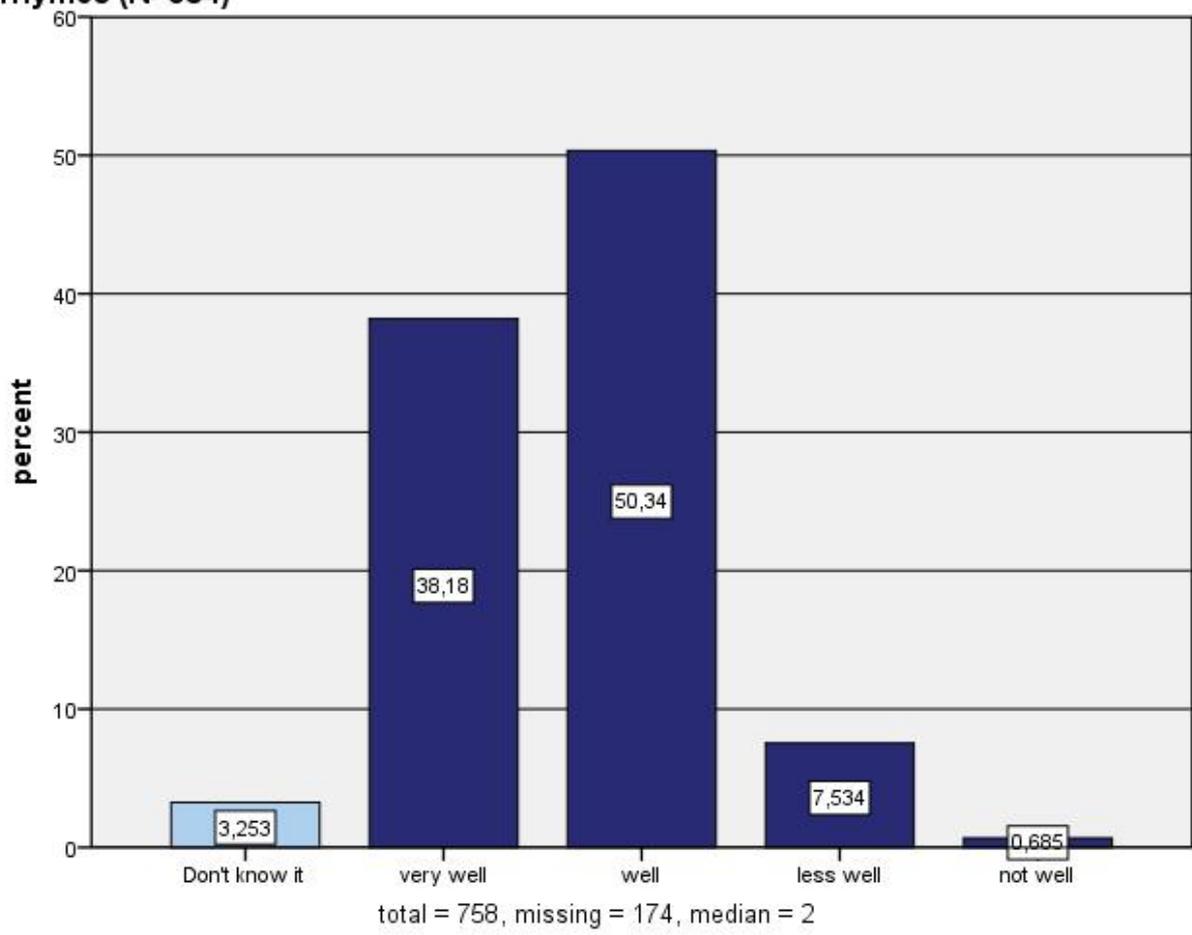
use of media (N=555)



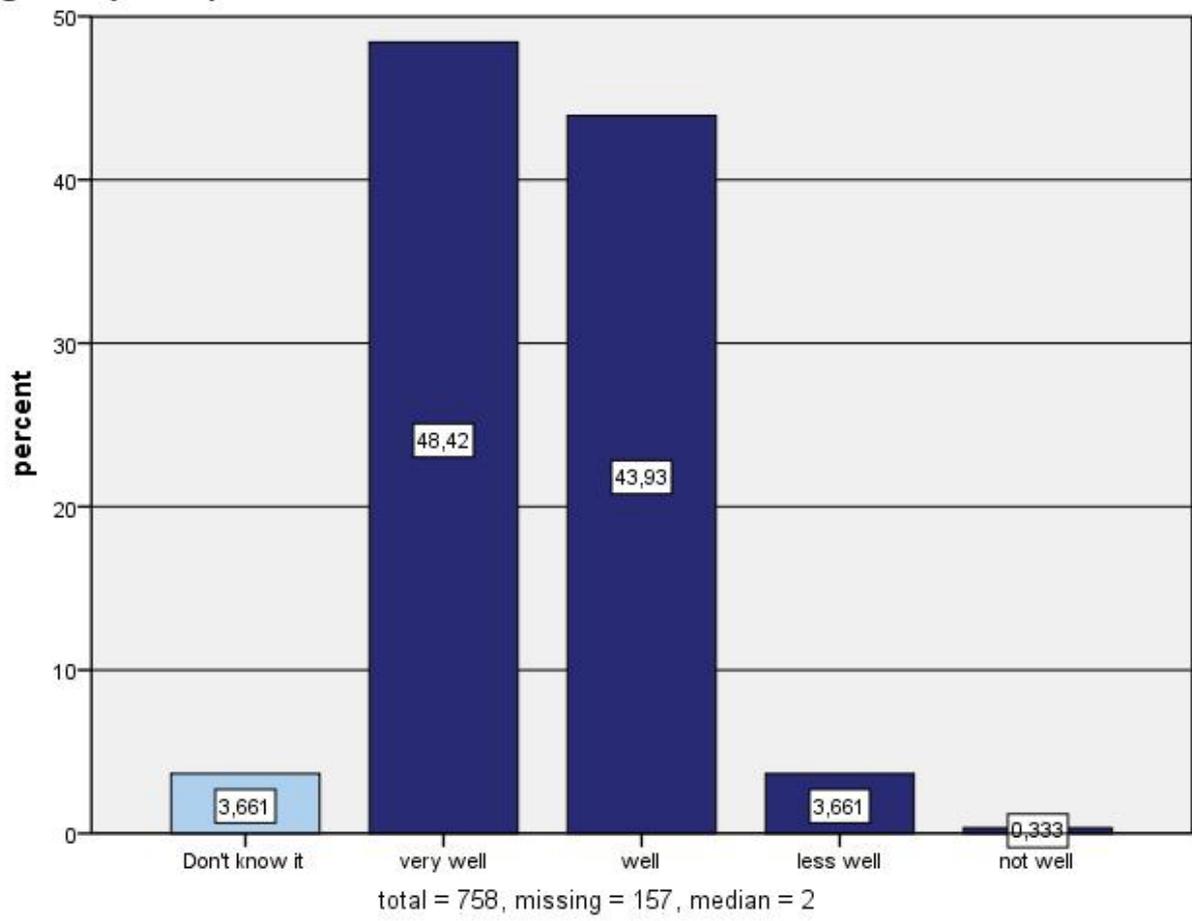
songs (N=626)



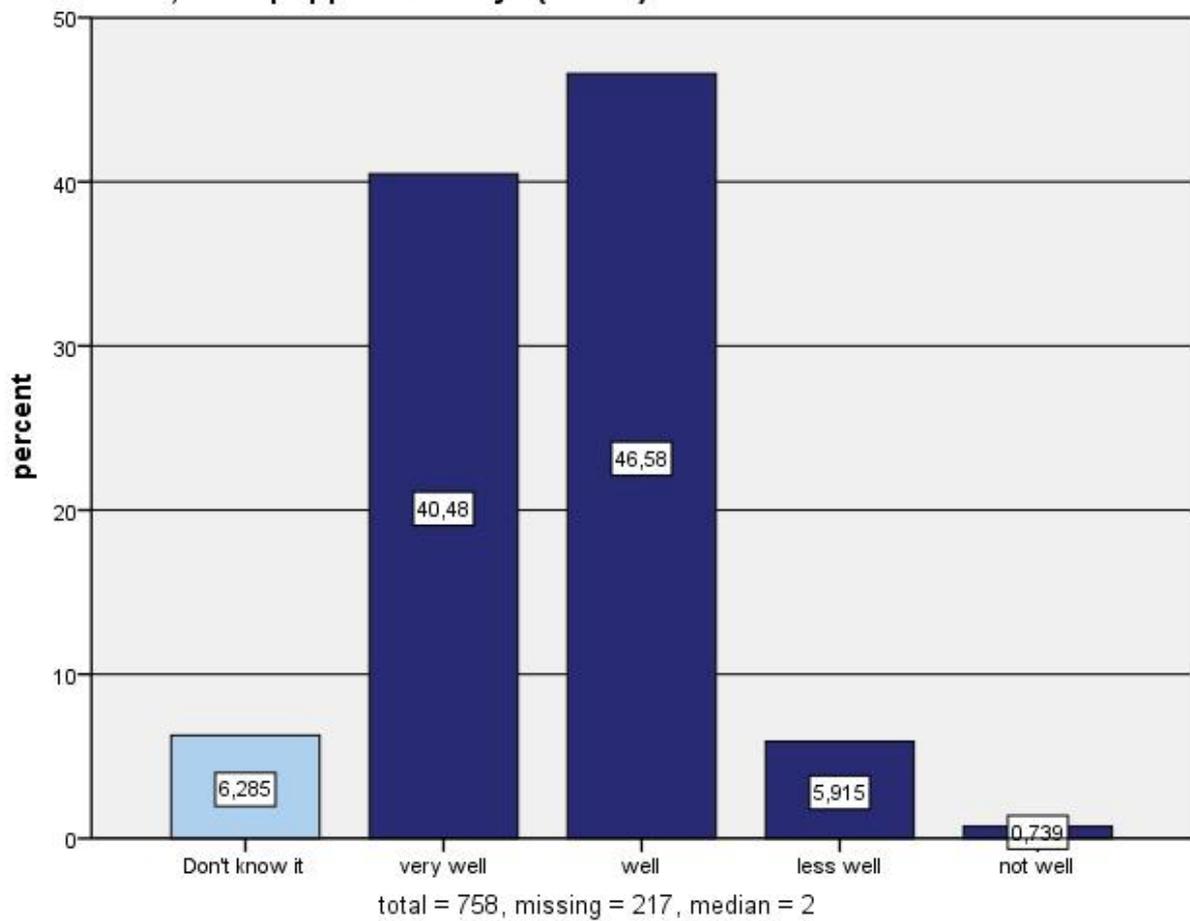
rhymes (N=584)



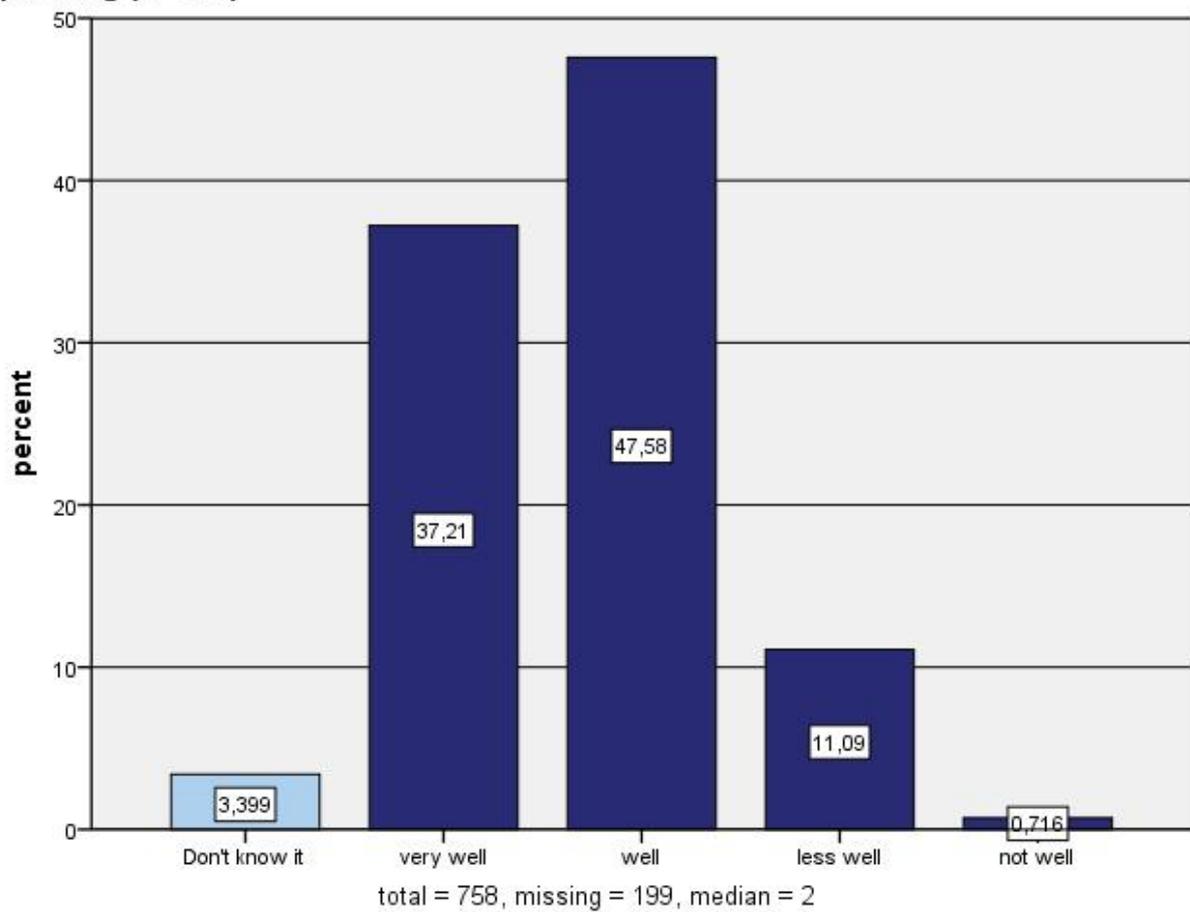
games (N=601)



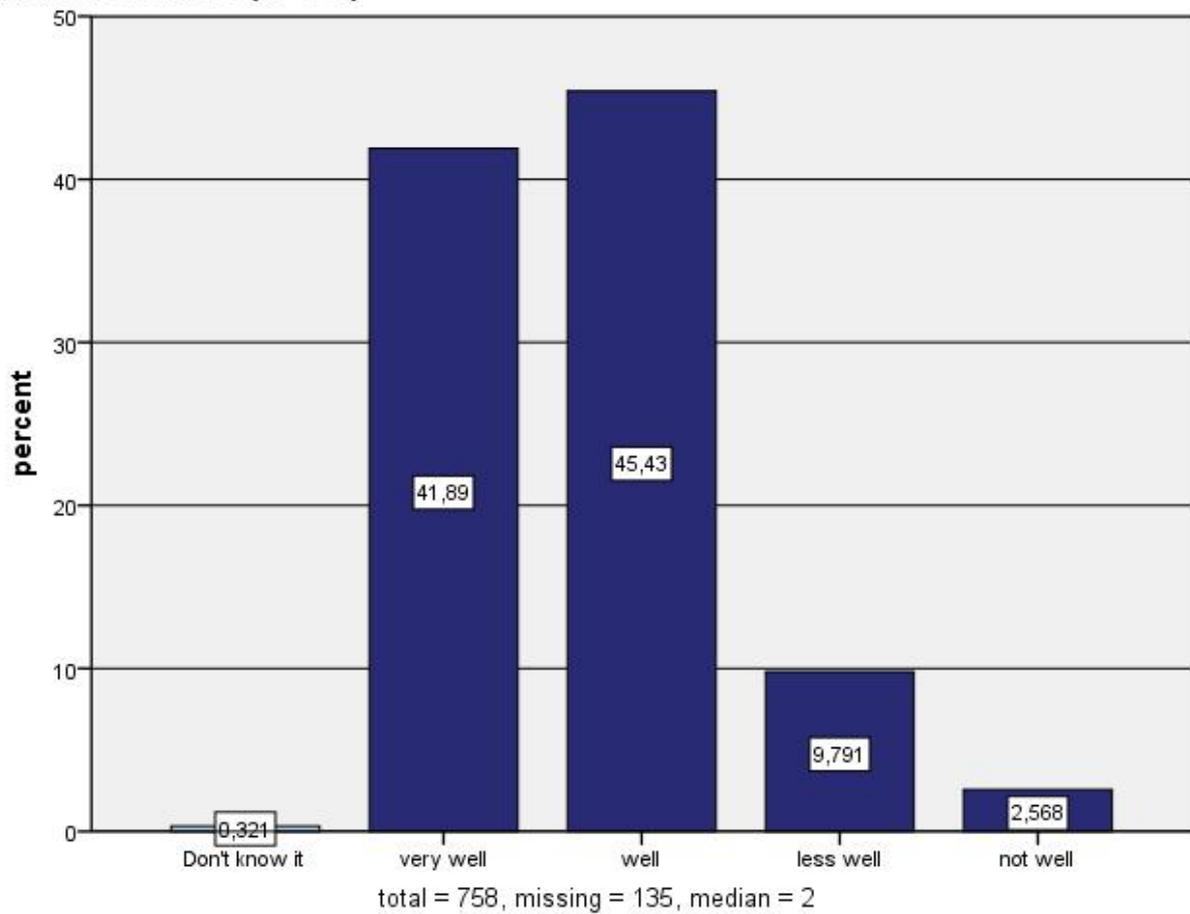
use of dolls, hand puppets and toys (N=541)



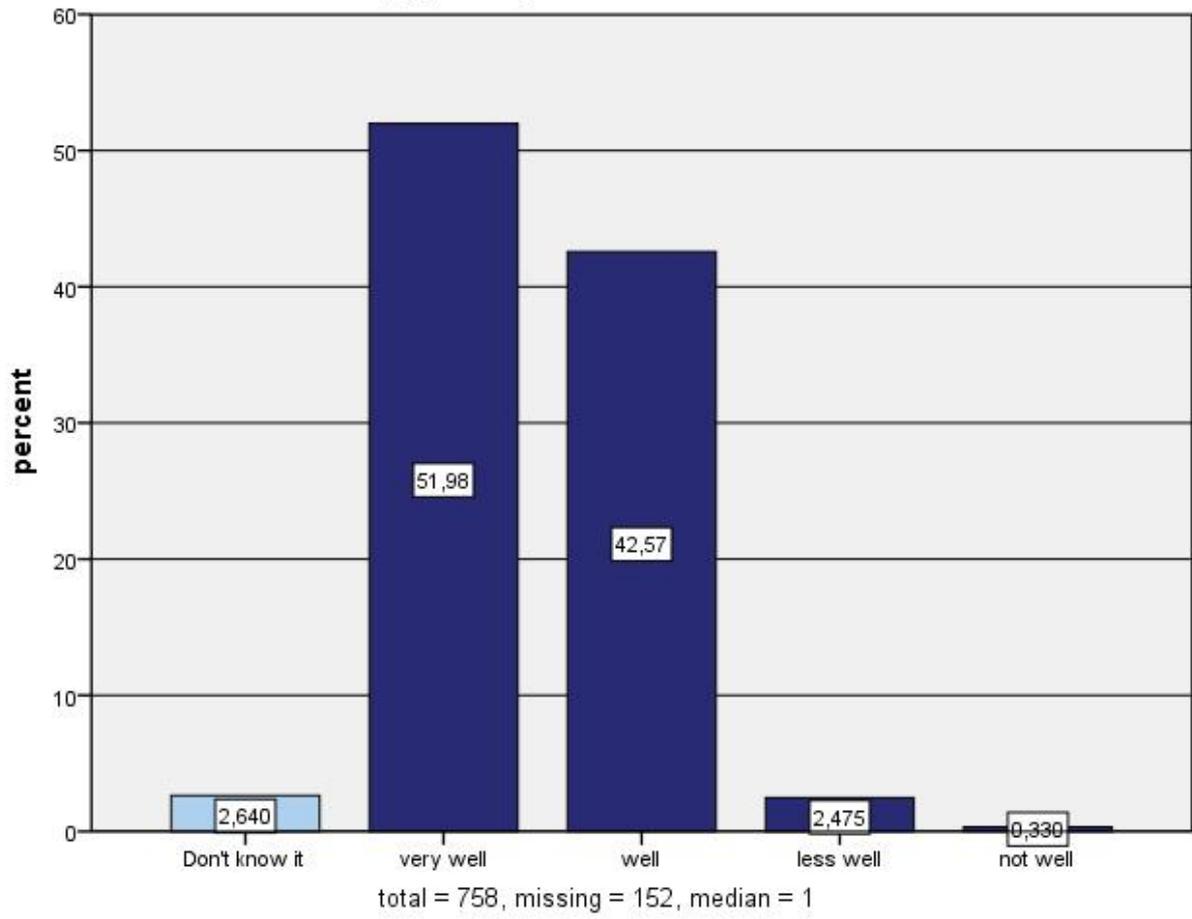
painting (N=559)



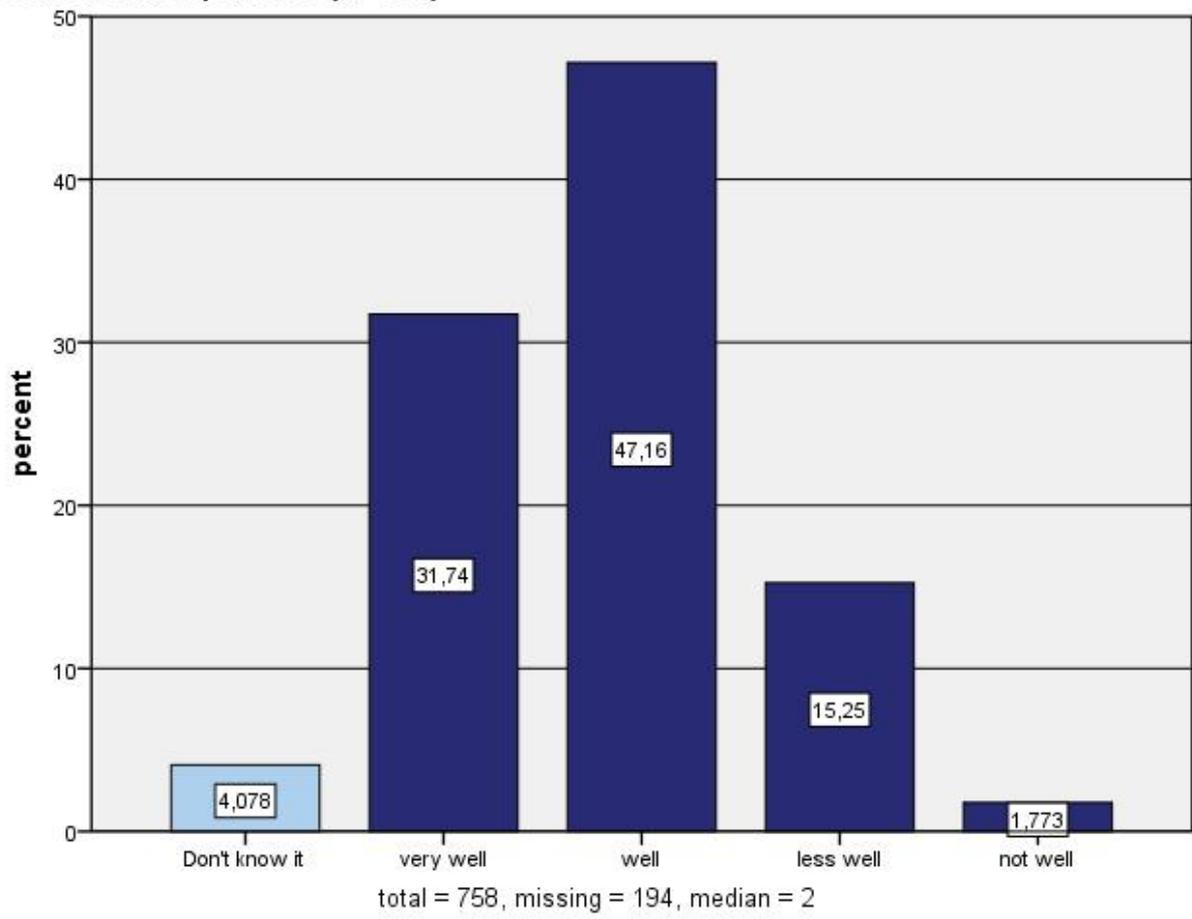
Helen Doron CD (N=623)



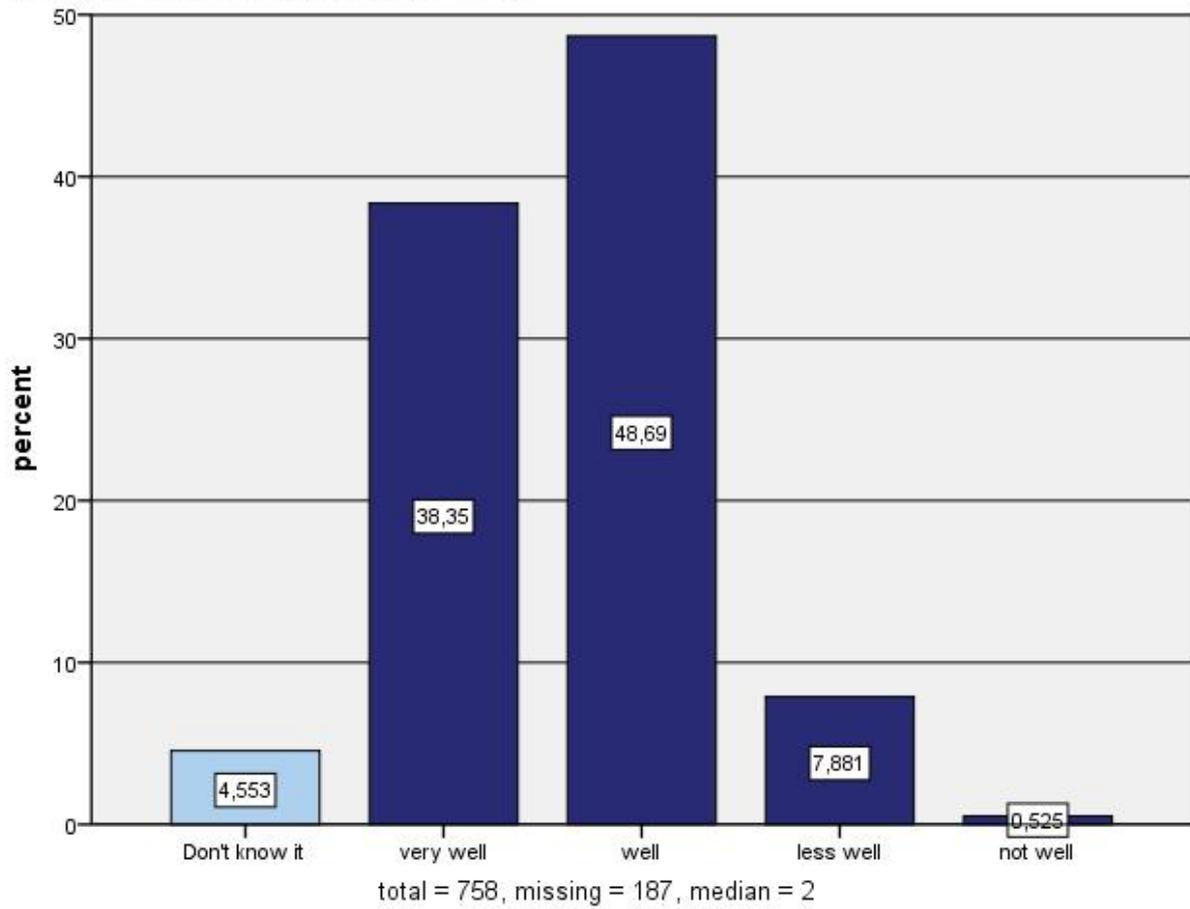
balance of fun and teaching (N=606)



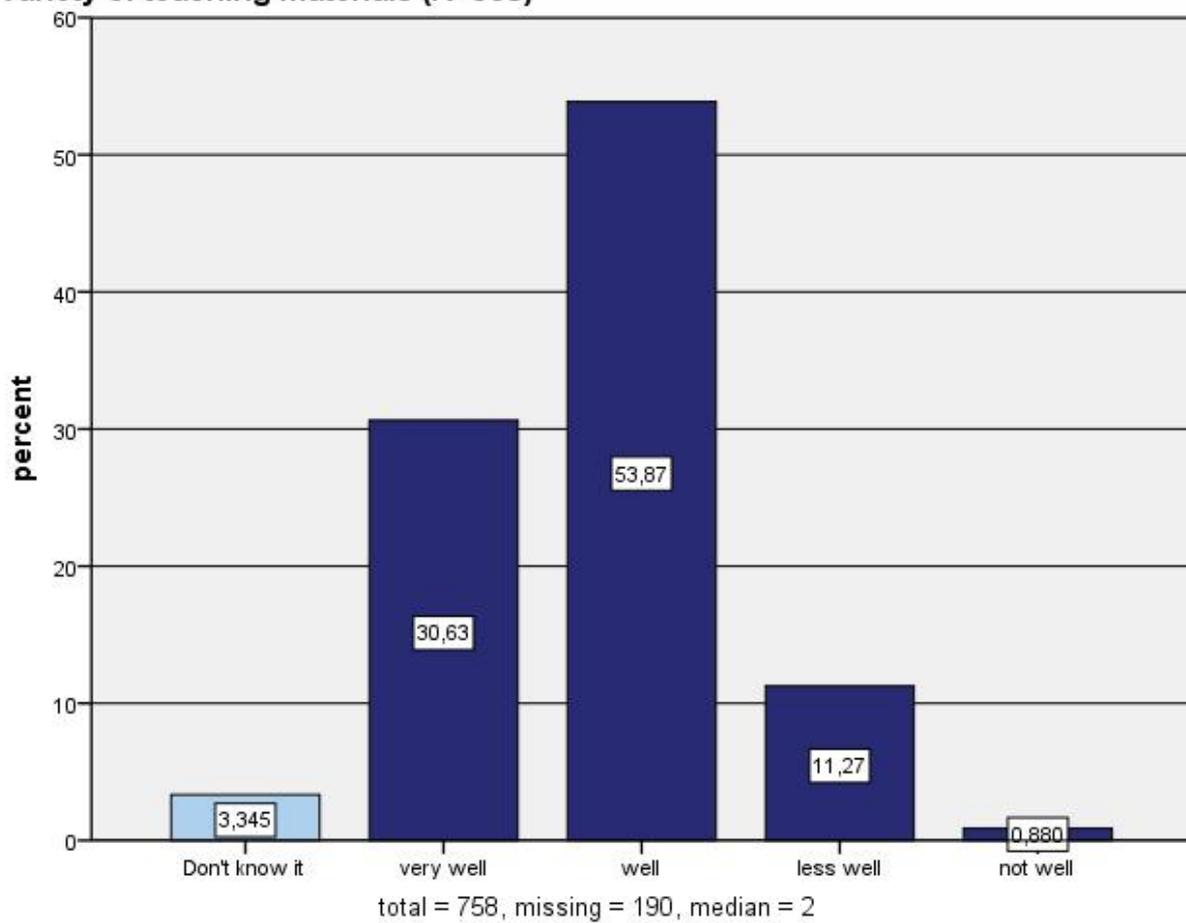
conversation practice (N=564)



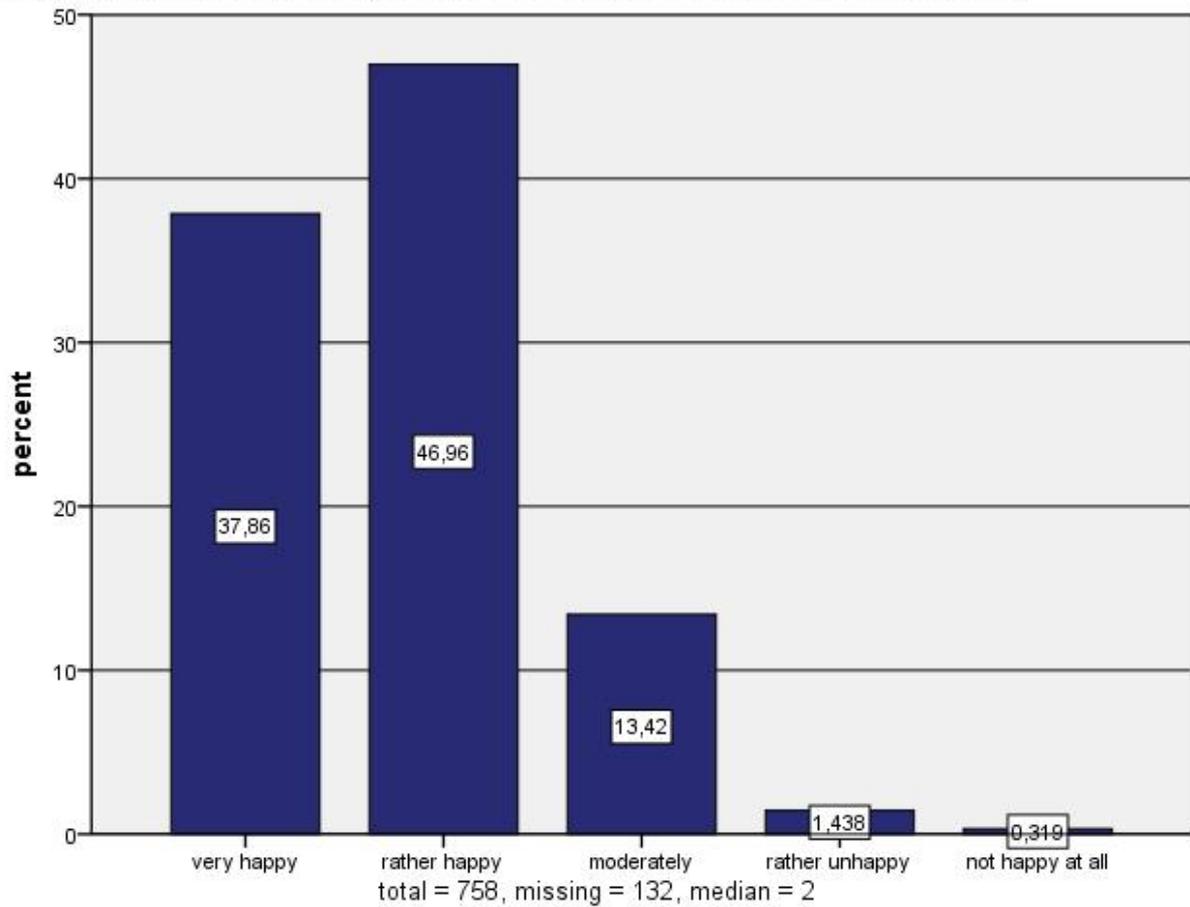
wealth of variety of lessons (N=571)



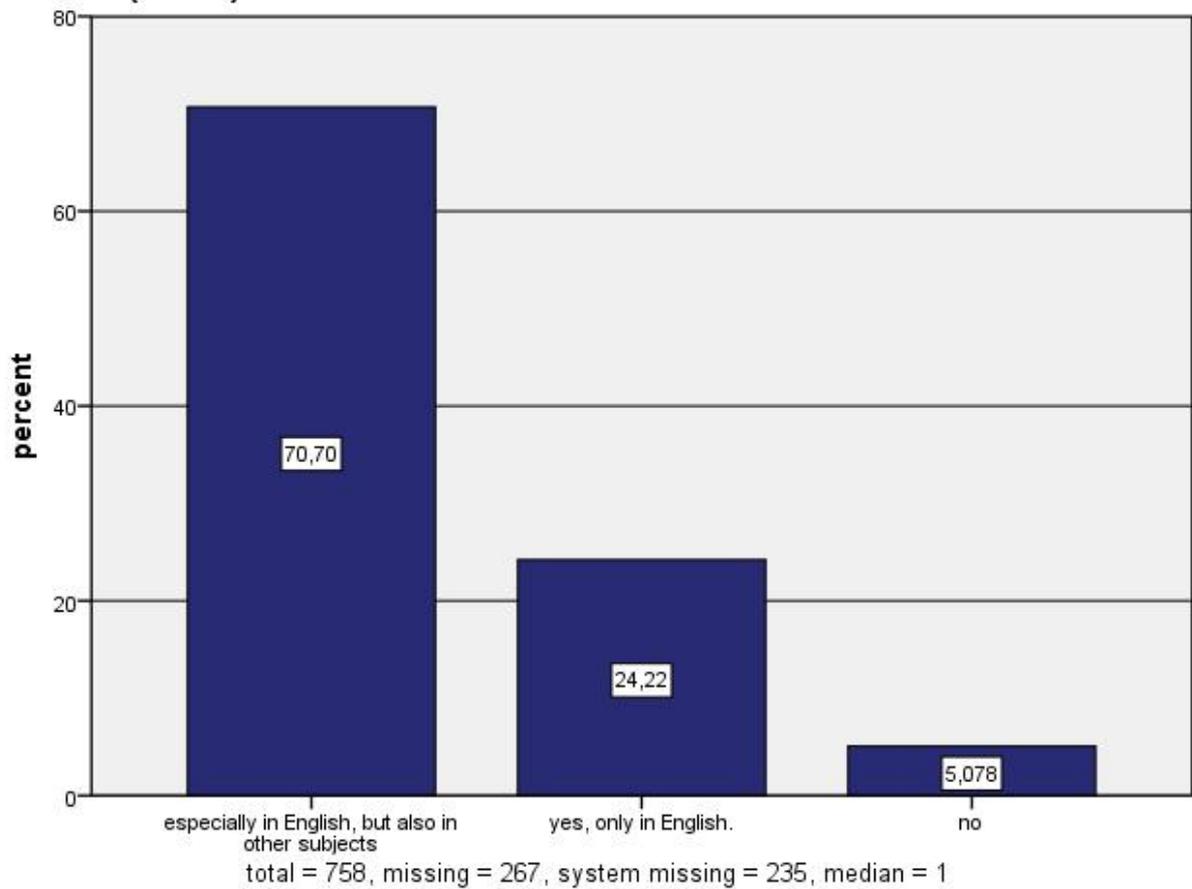
variety of teaching materials (N=568)



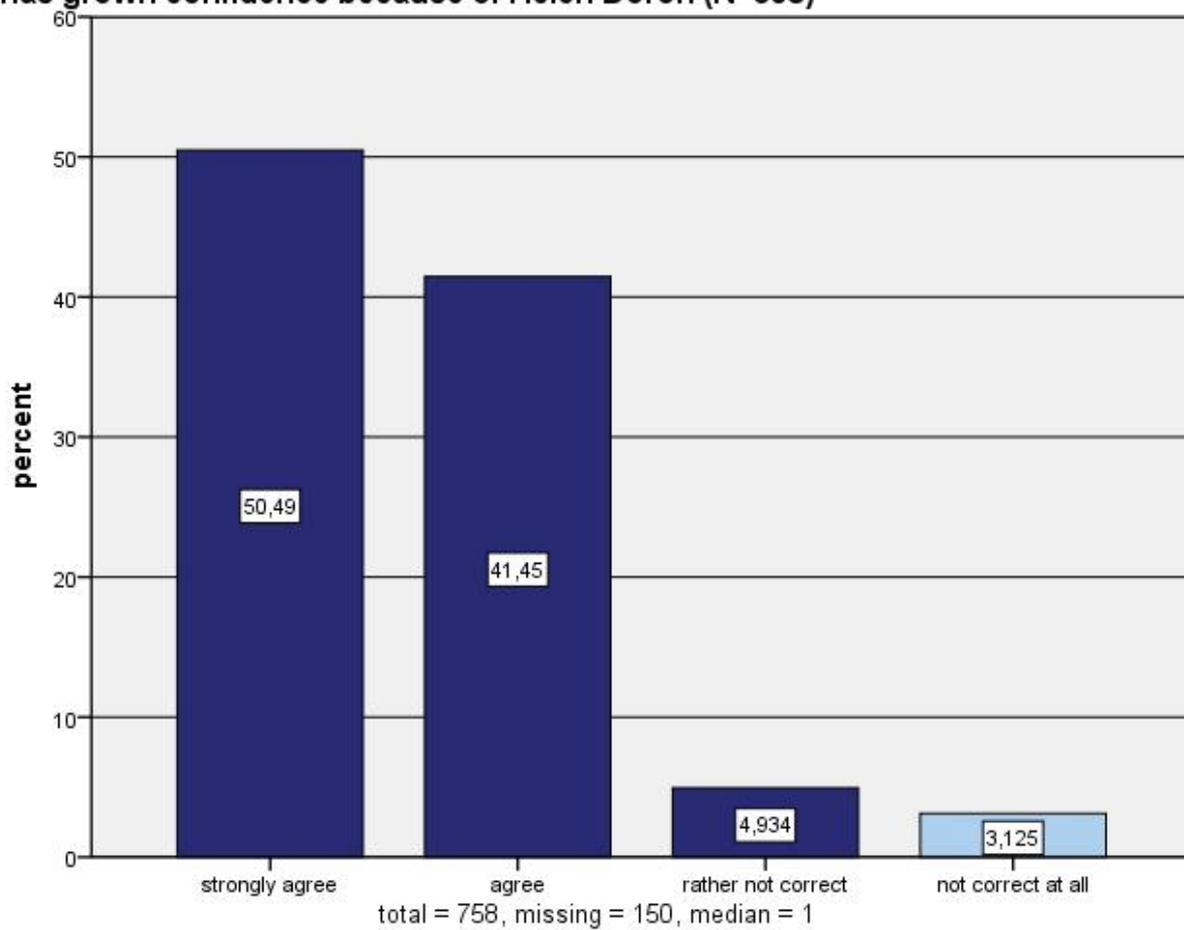
How happy are you with the success of Helen Doron courses? (N=626)



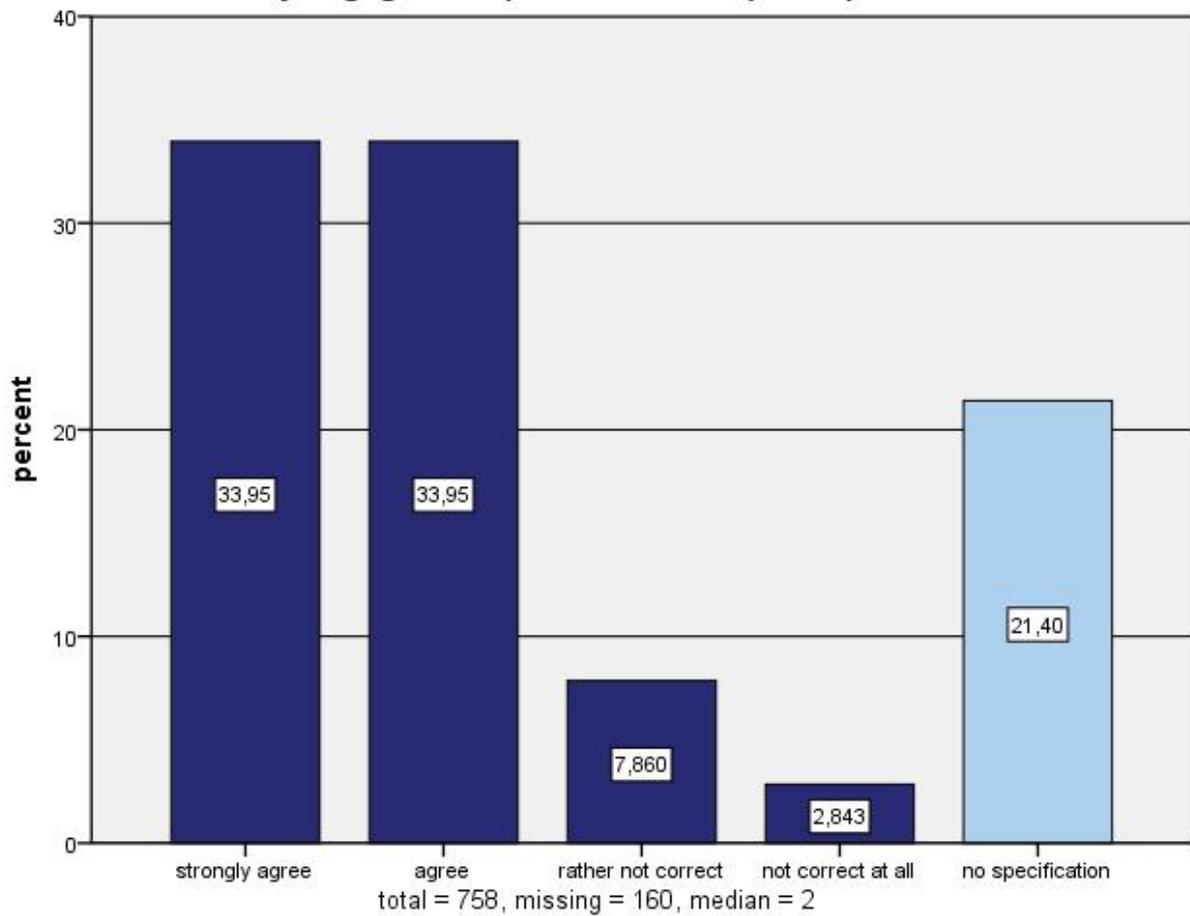
Could you determine positive results concerning your kids' performance in school? (N=256)



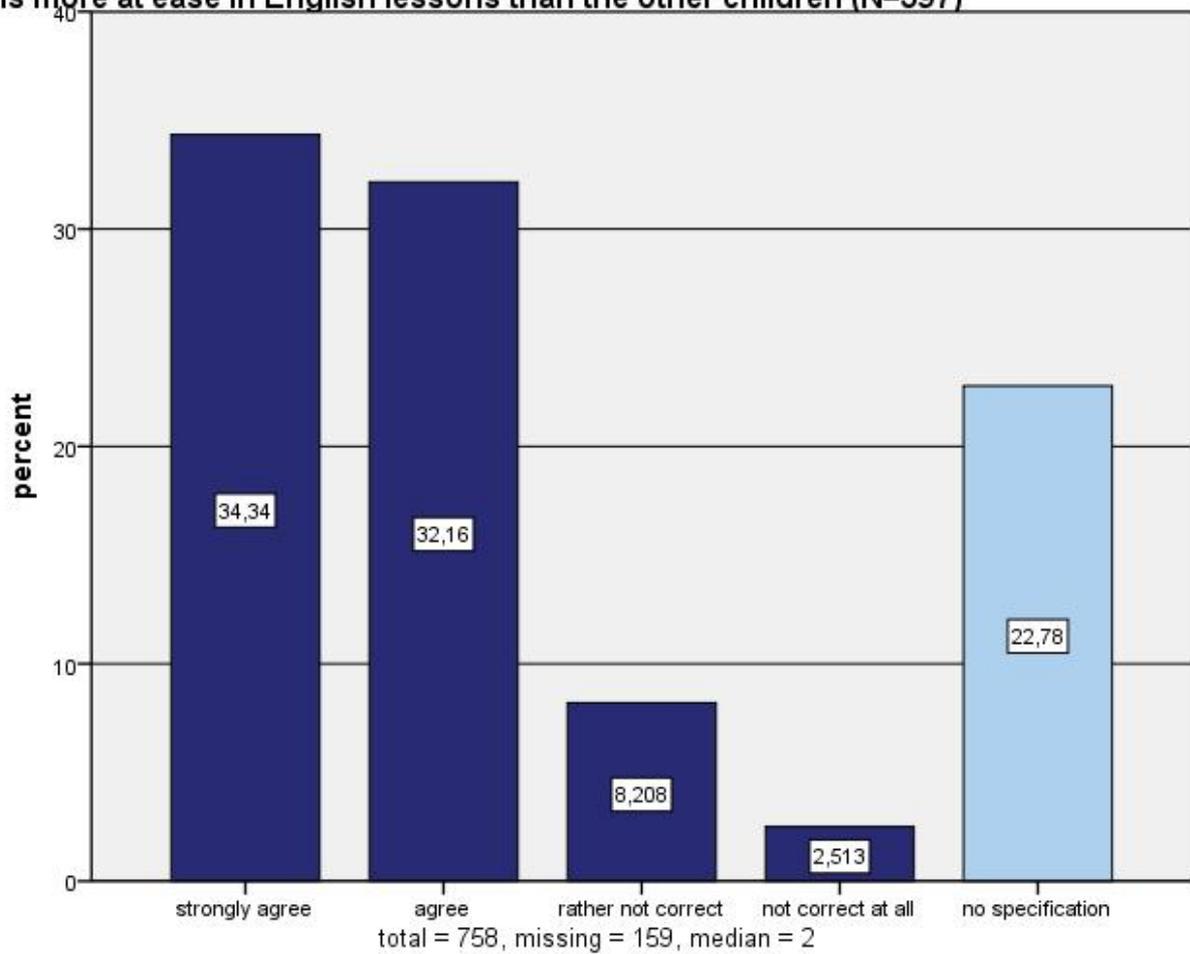
has grown confidence because of Helen Doron (N=608)



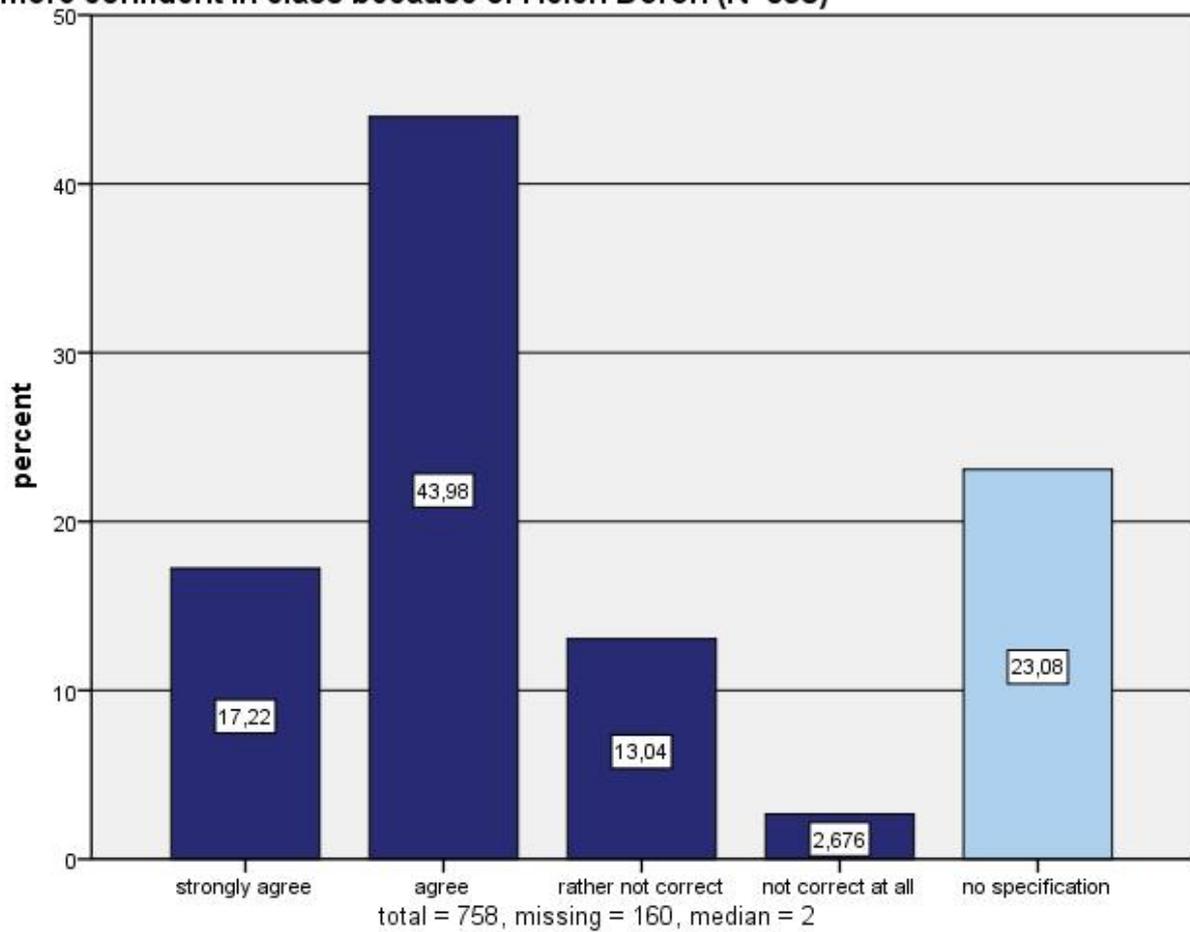
confident to actively engage and speak in lessons (N=598)



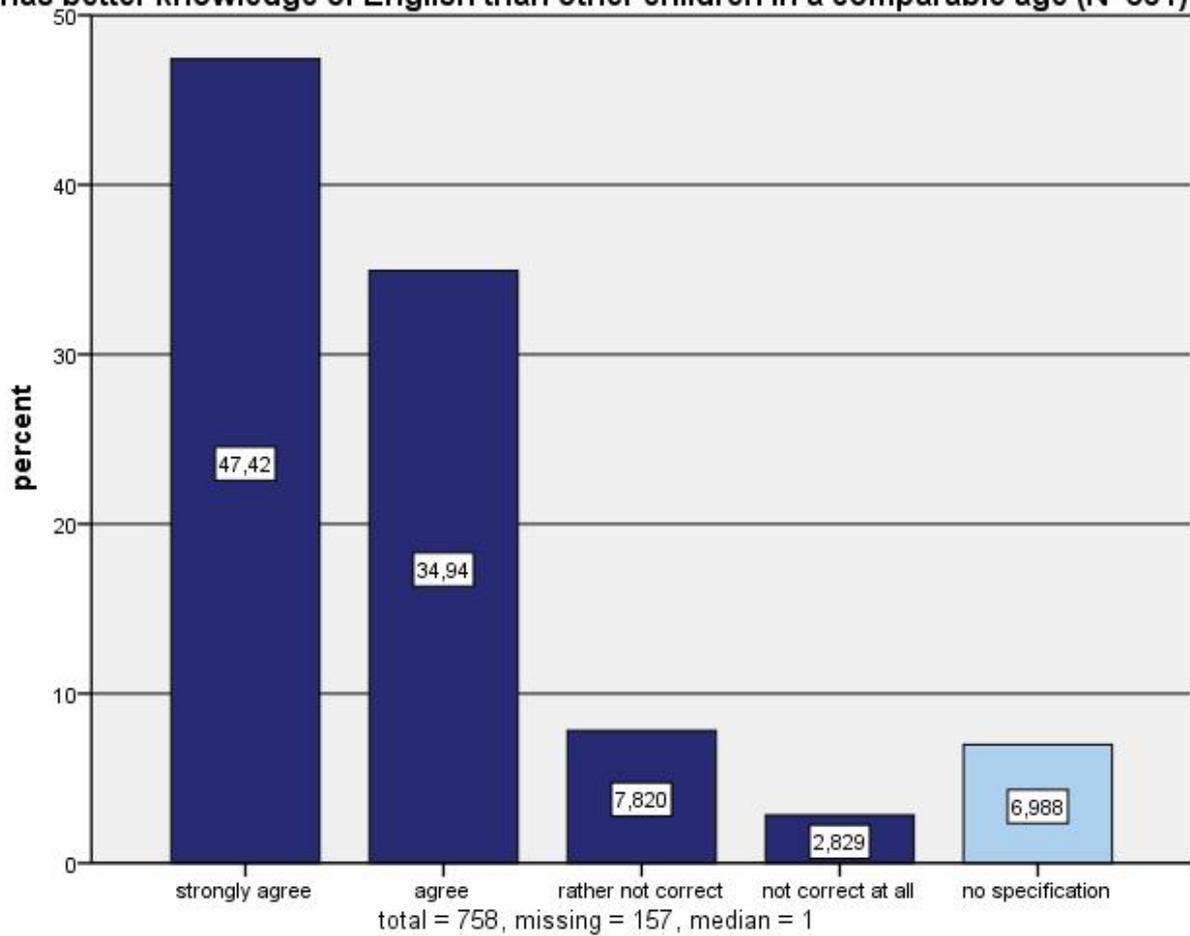
is more at ease in English lessons than the other children (N=597)



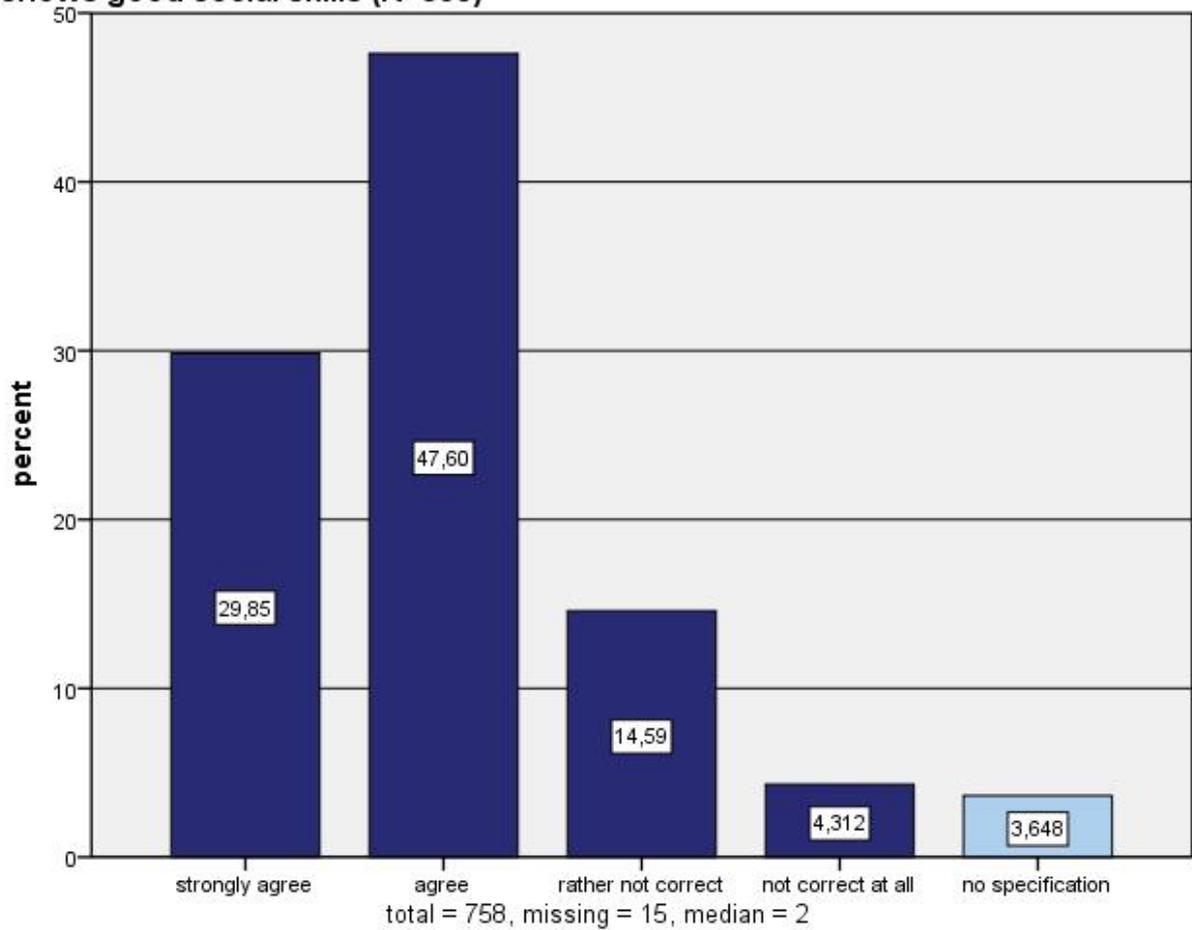
more confident in class because of Helen Doron (N=598)



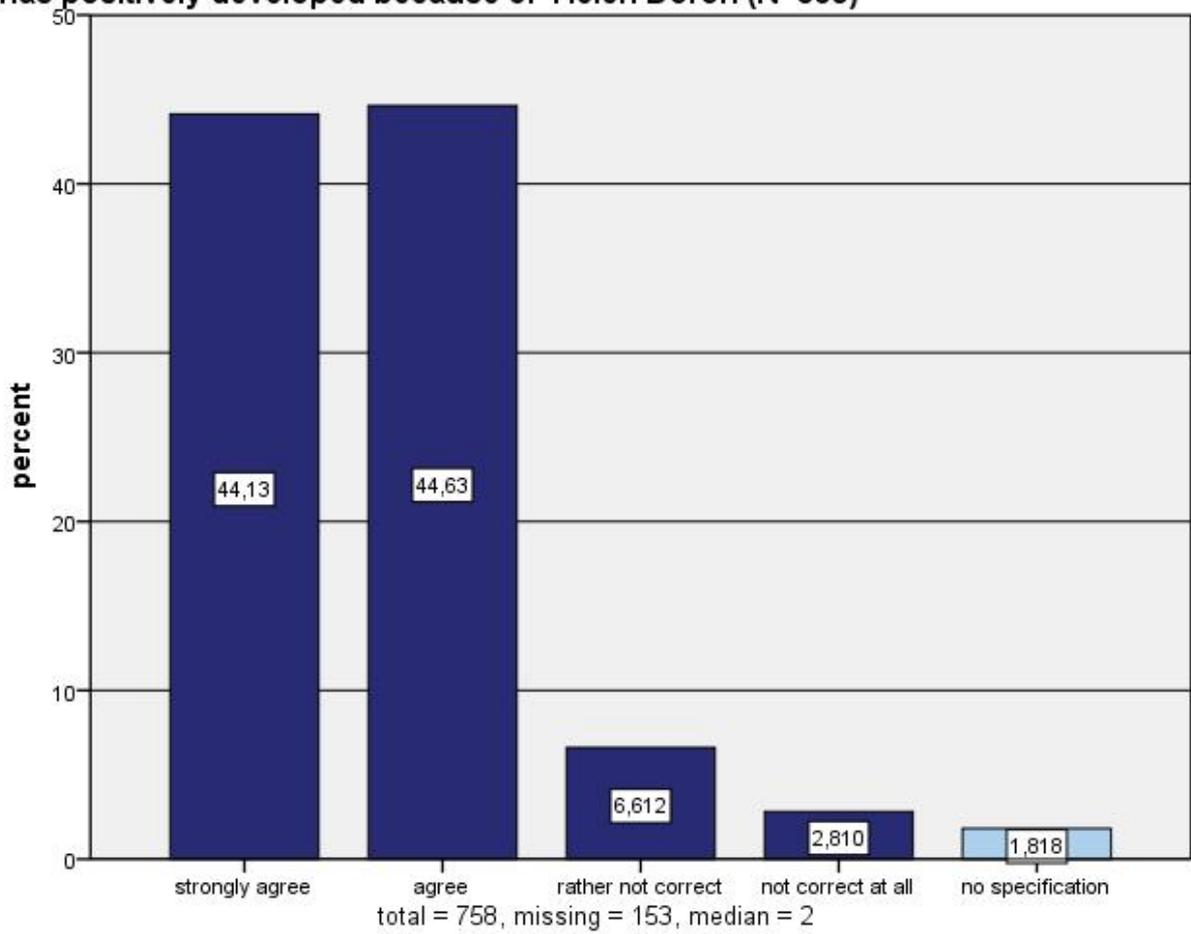
has better knowledge of English than other children in a comparable age (N=601)



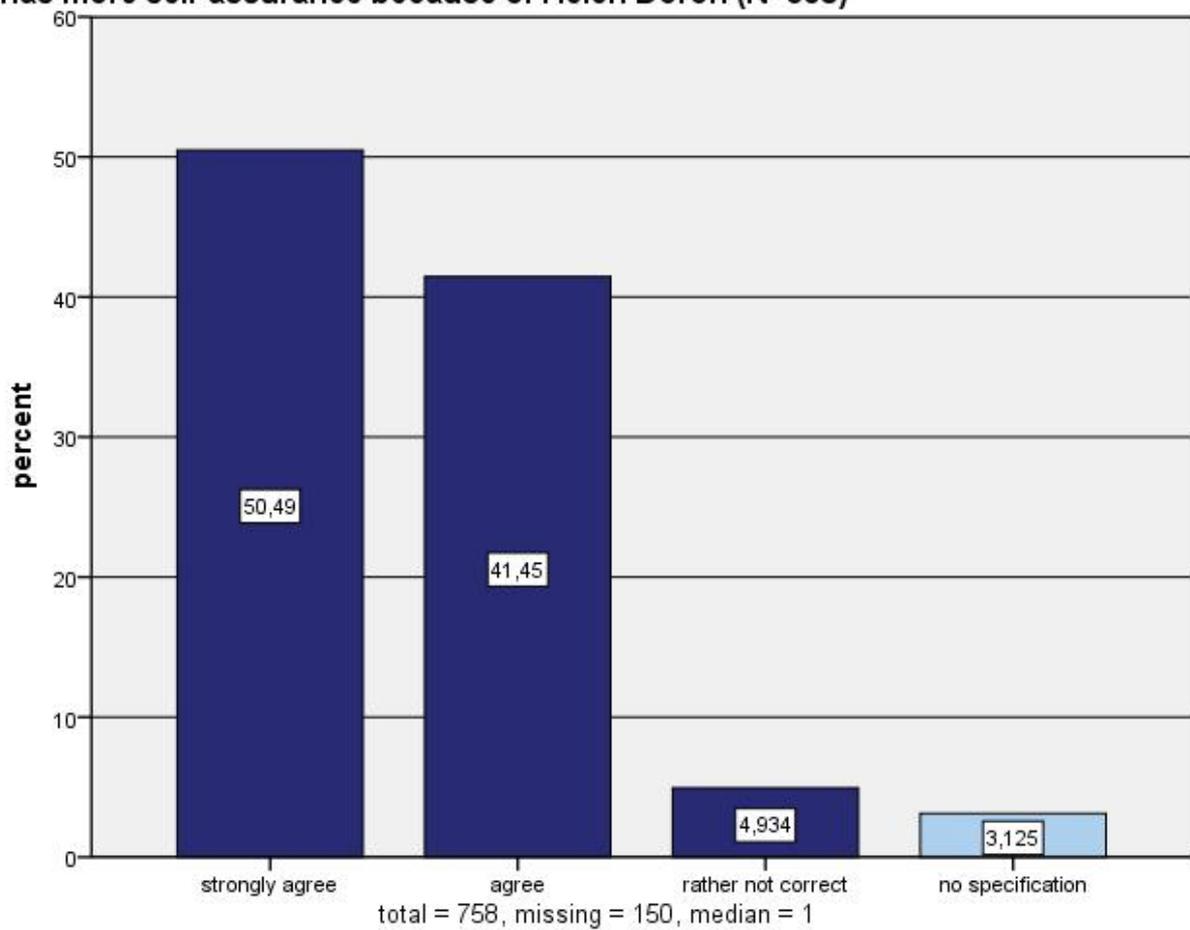
shows good social skills (N=603)



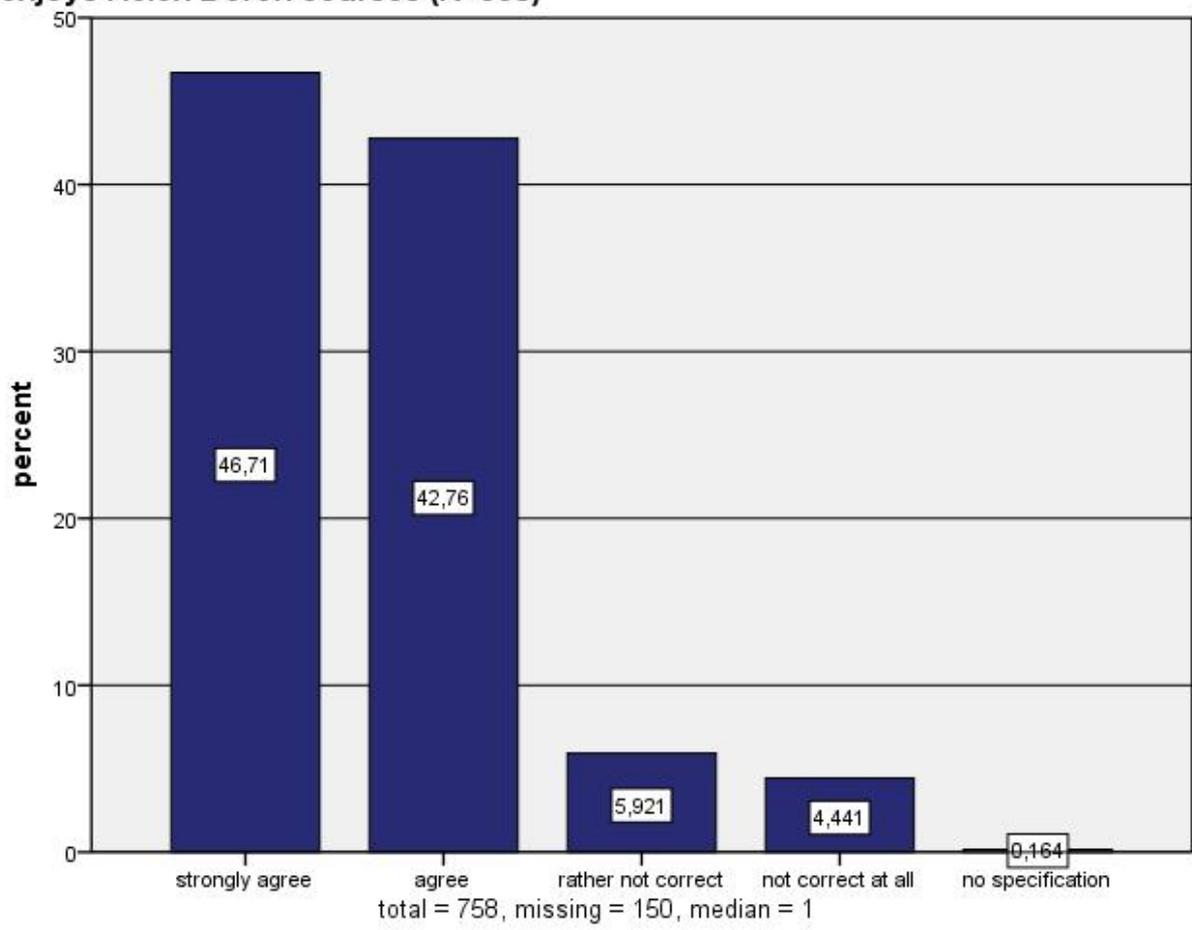
has positively developed because of Helen Doron (N=605)



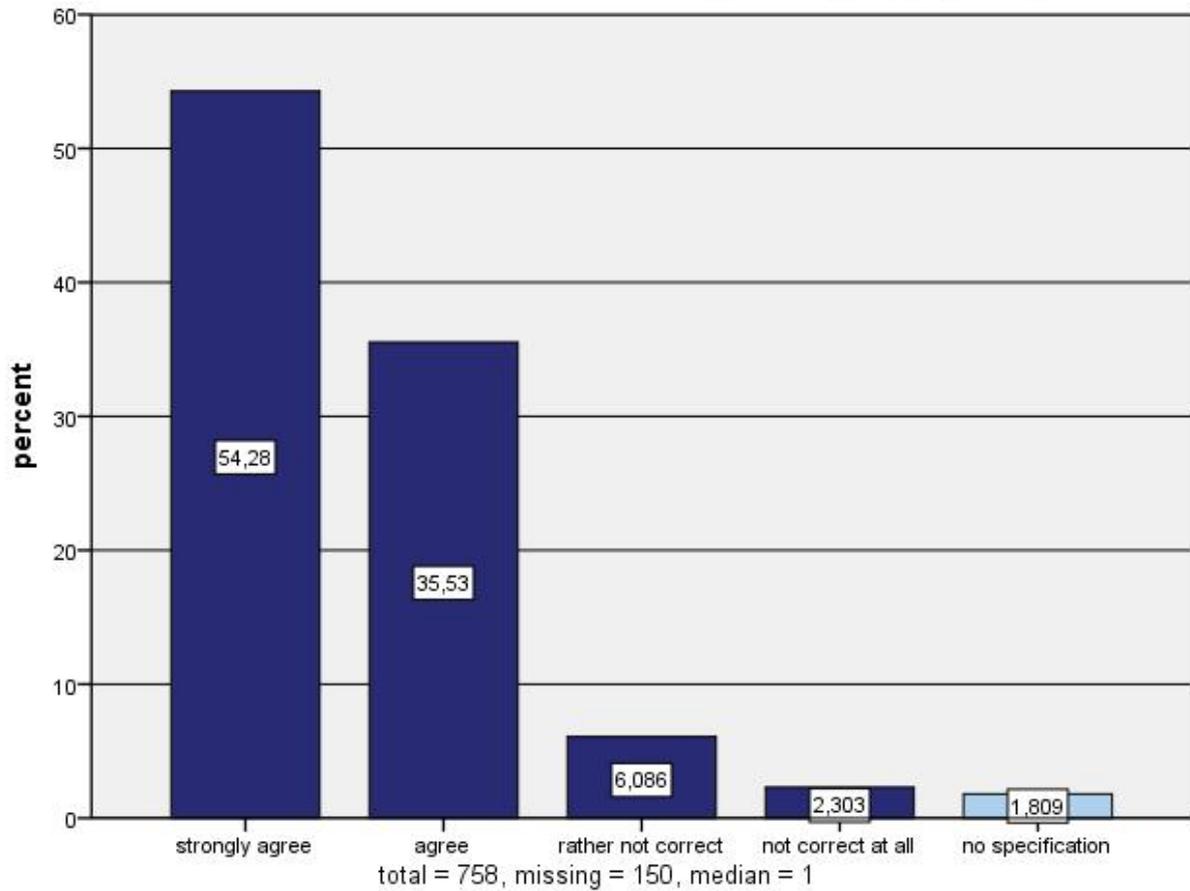
has more self-assurance because of Helen Doron (N=608)



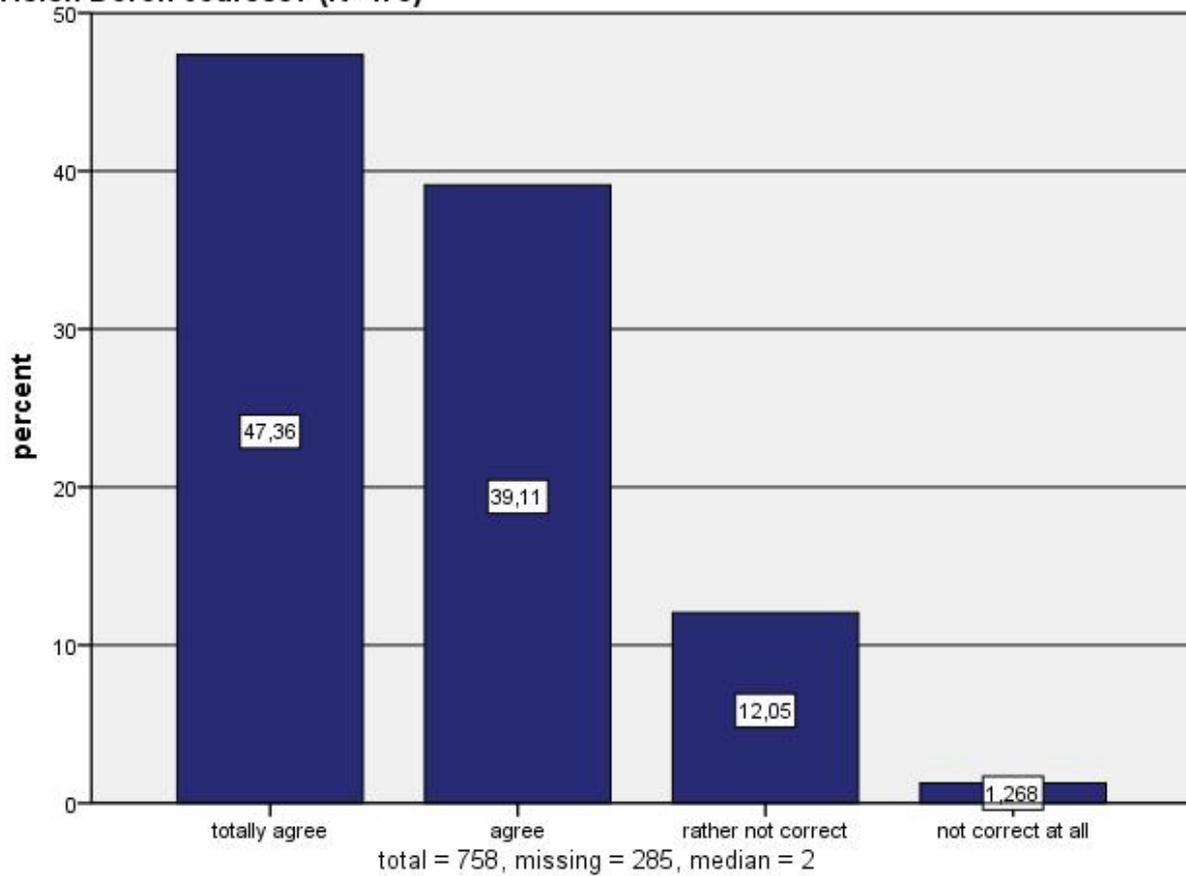
enjoys Helen Doron courses (N=608)



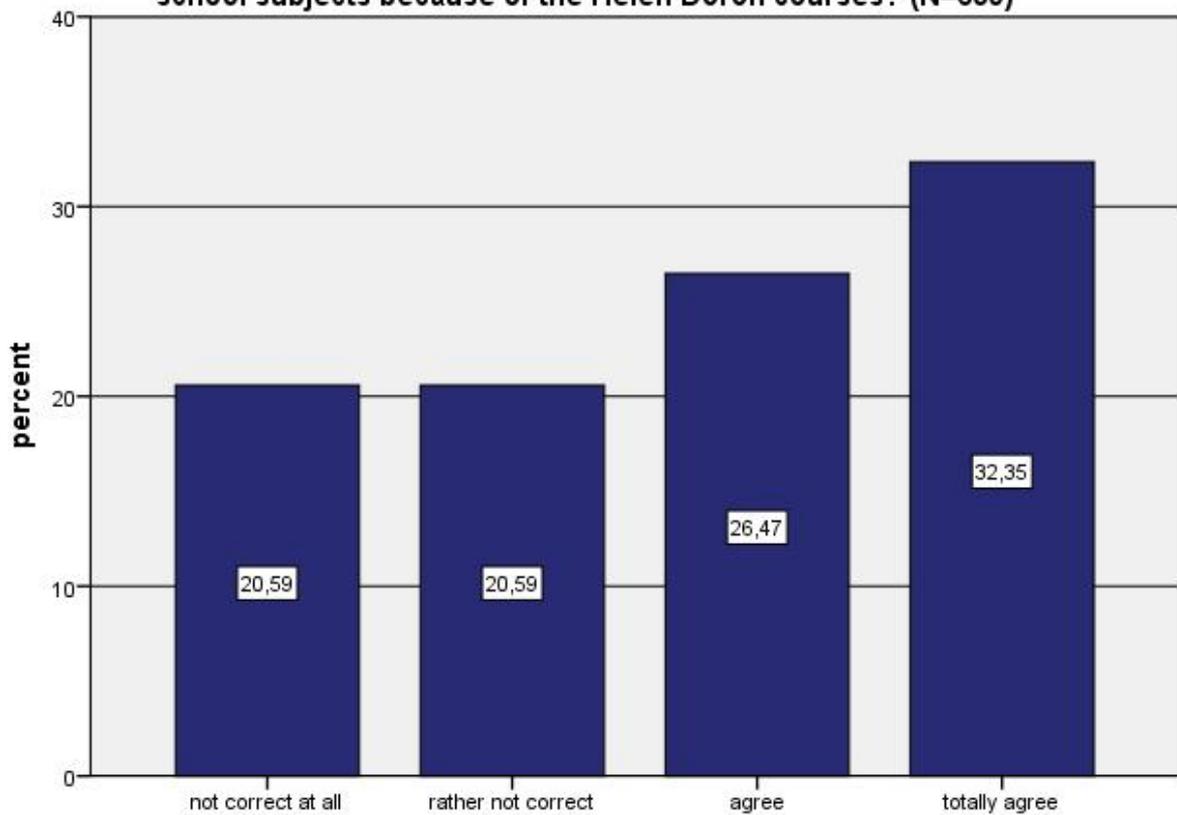
feels much more "at home" and secure in the English language (N=608)



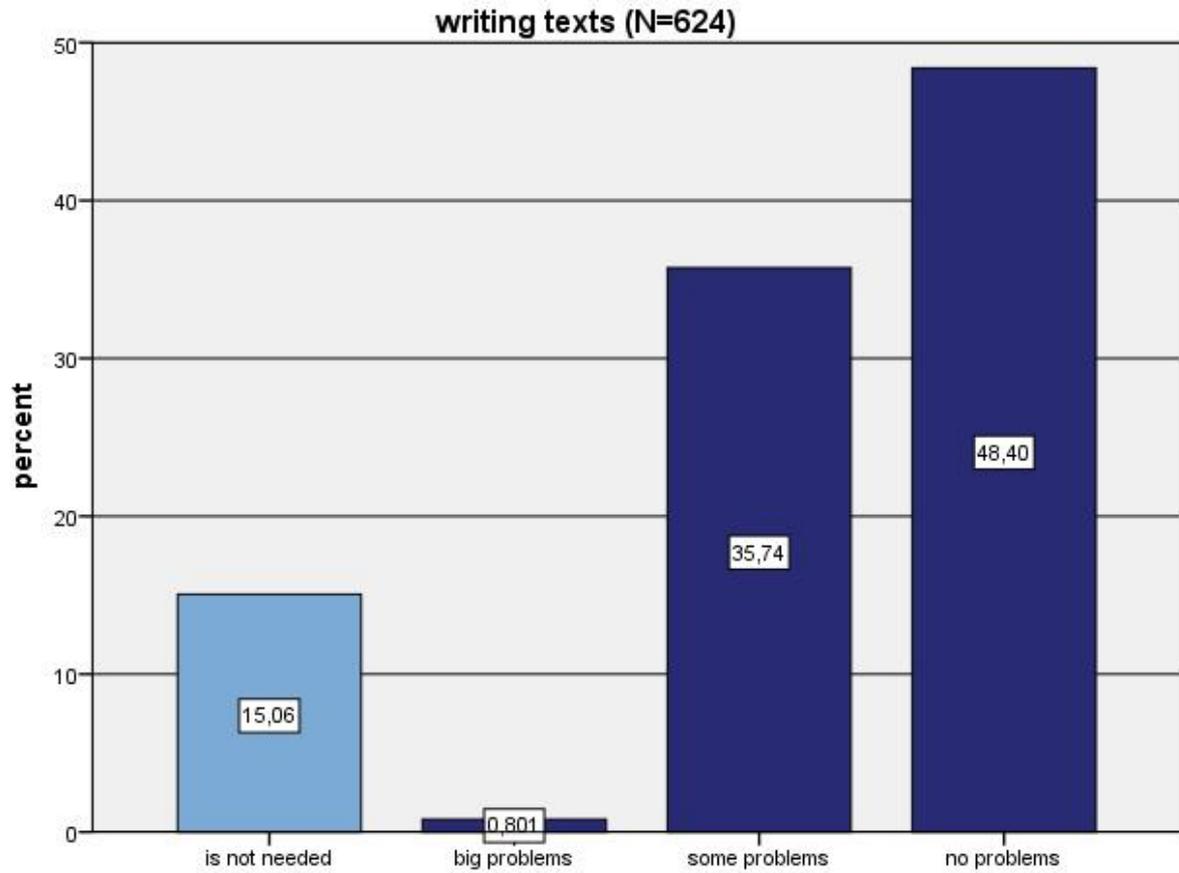
Have you got the impression that your child was or is insufficiently challenged in the primary school because of the experience and competences it previously gained in Helen Doron courses? (N=473)



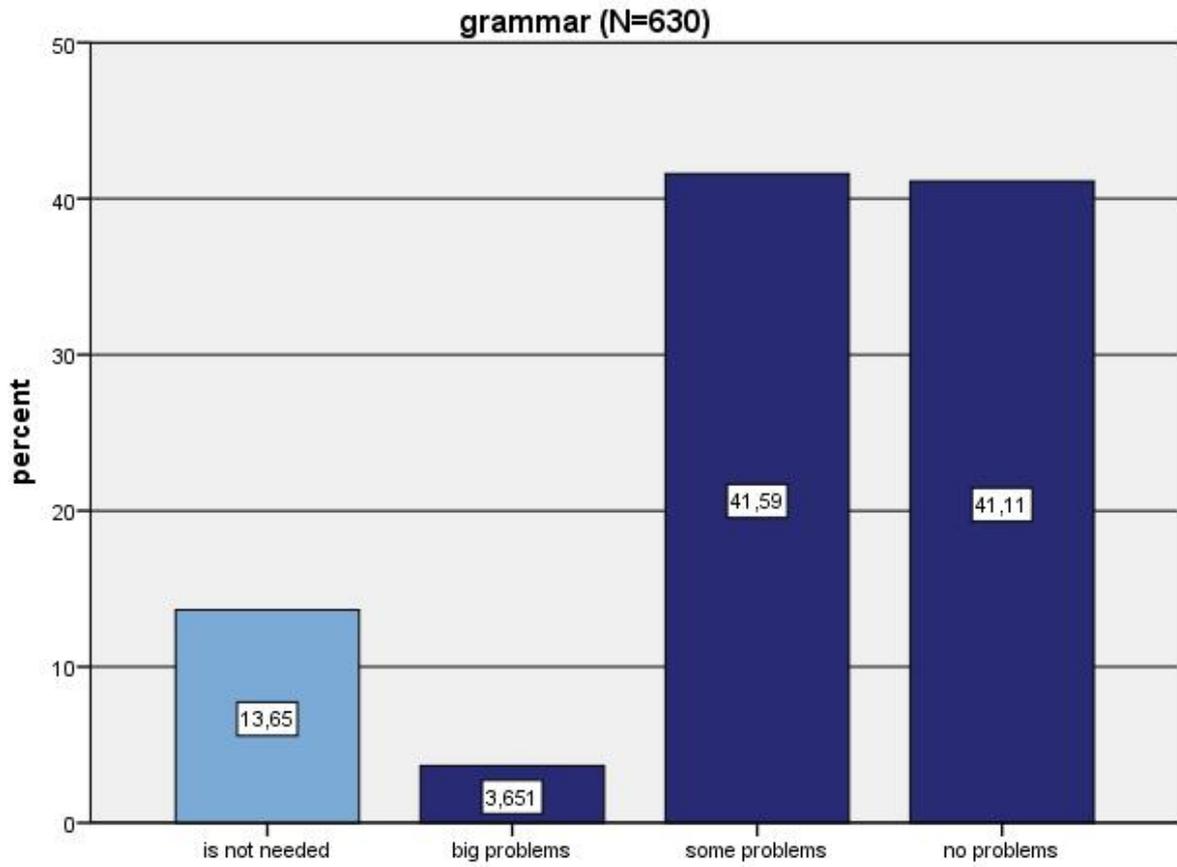
Have you got the feeling that your child saves time for the preparations for other school subjects because of the Helen Doron courses? (N=630)



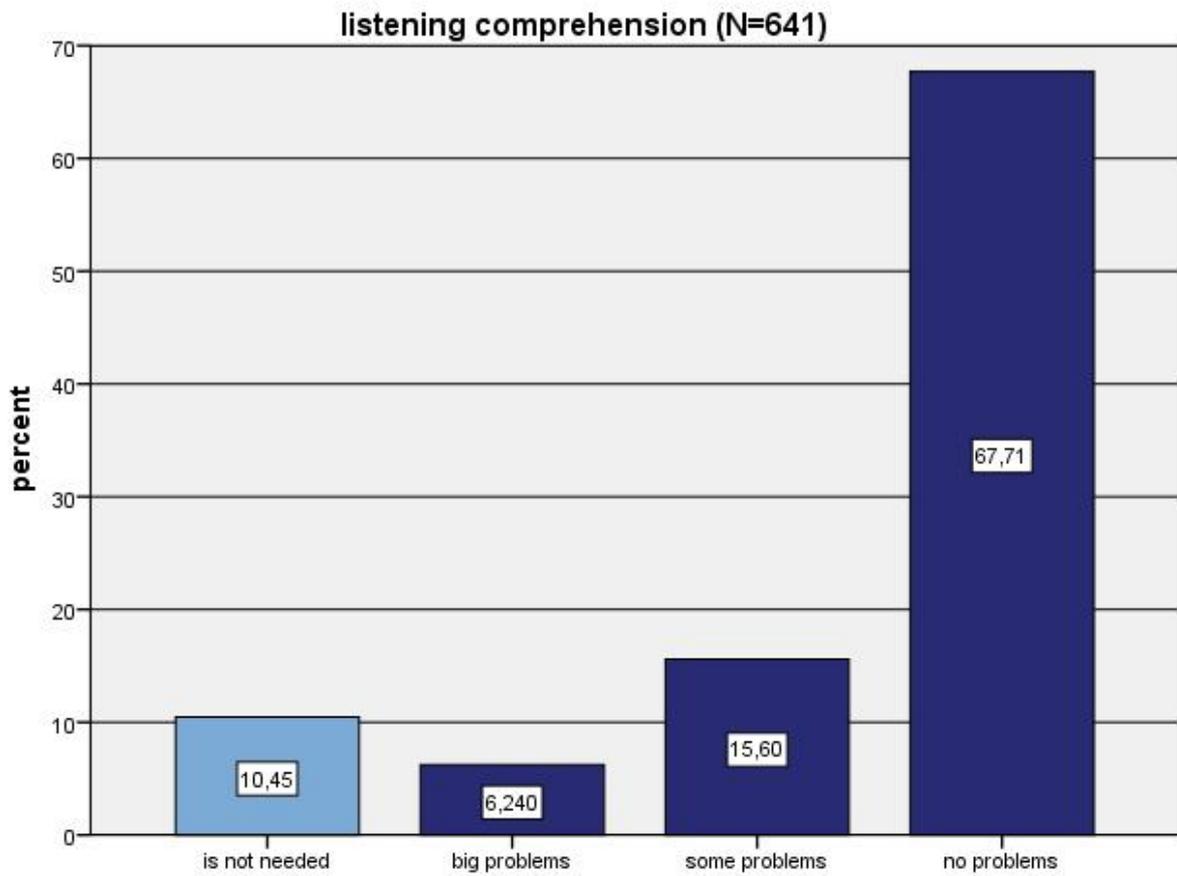
total = 758, missing = 452



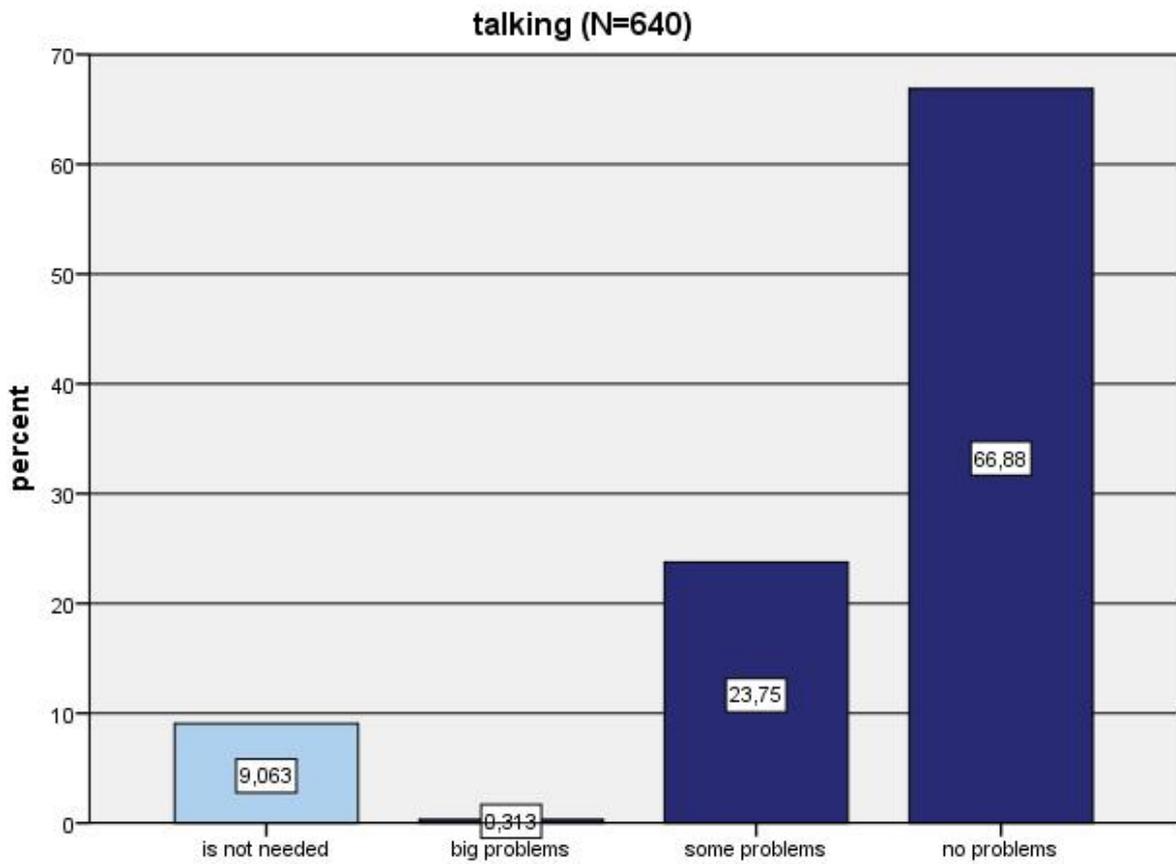
total = 758, missing = 134



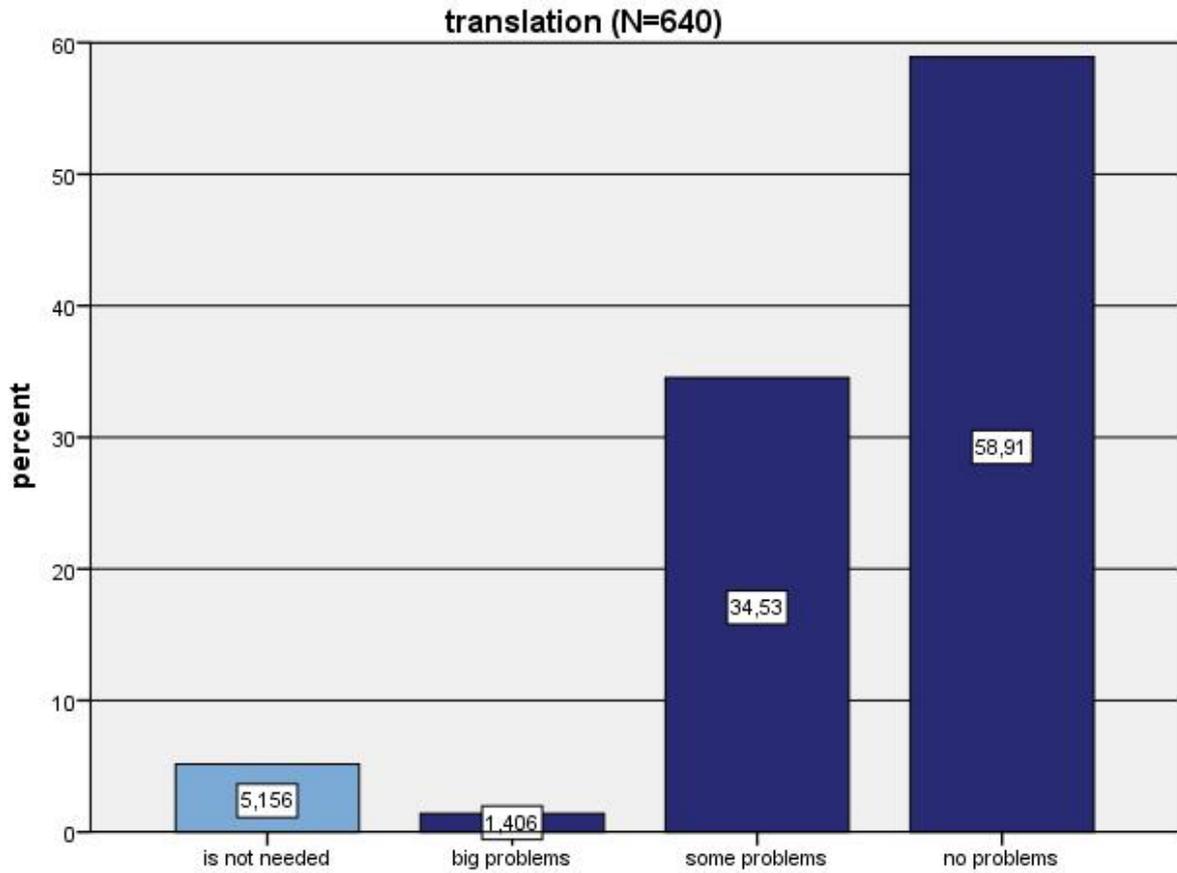
total = 758, missing = 120



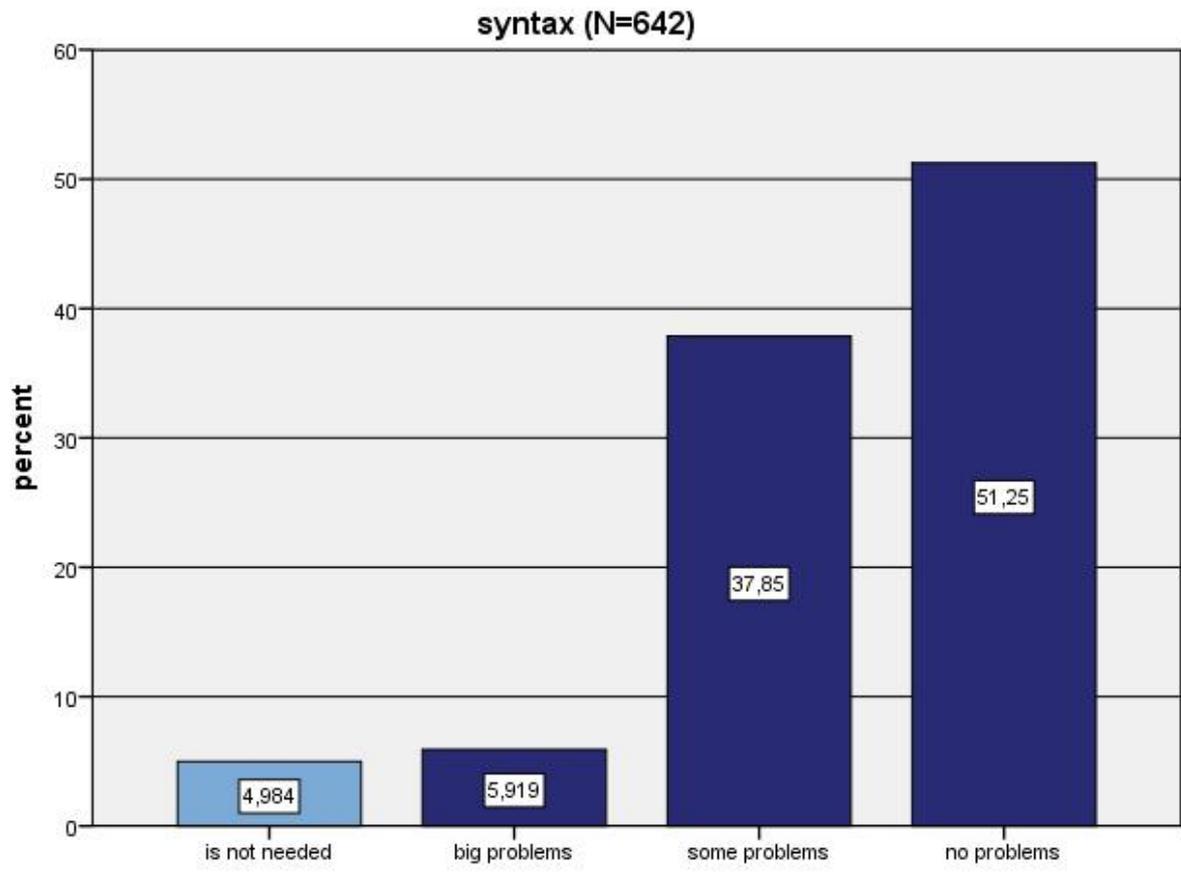
total = 758, missing = 117



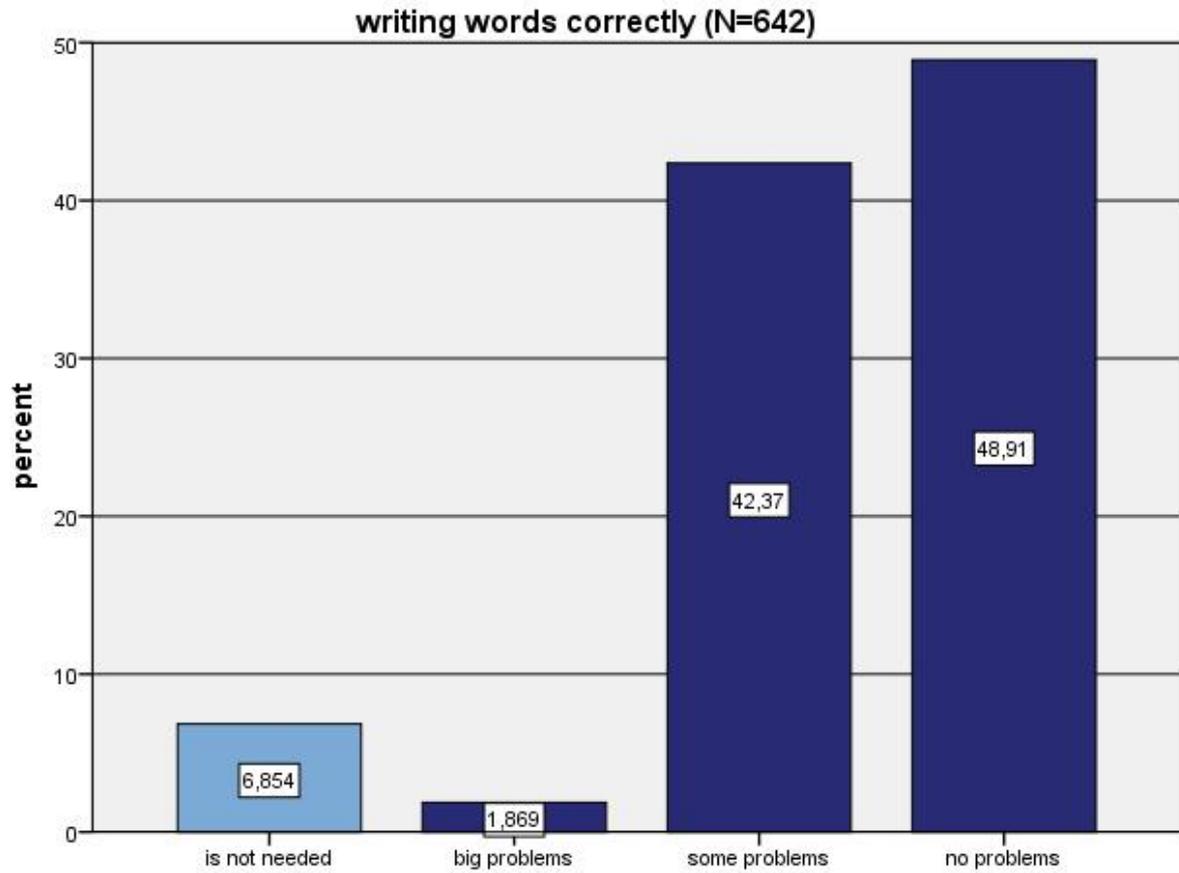
total = 758, missing = 118



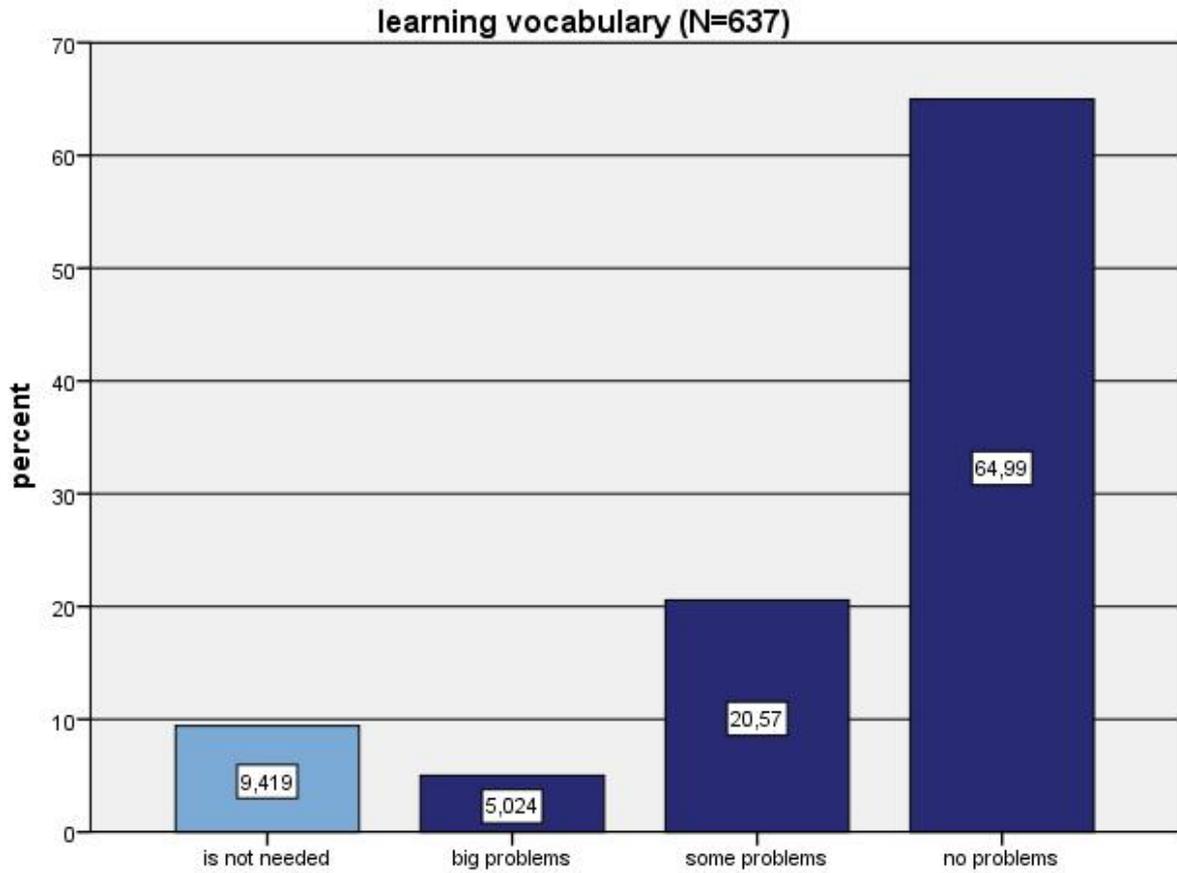
total = 758, missing = 118



total = 758, missing = 116

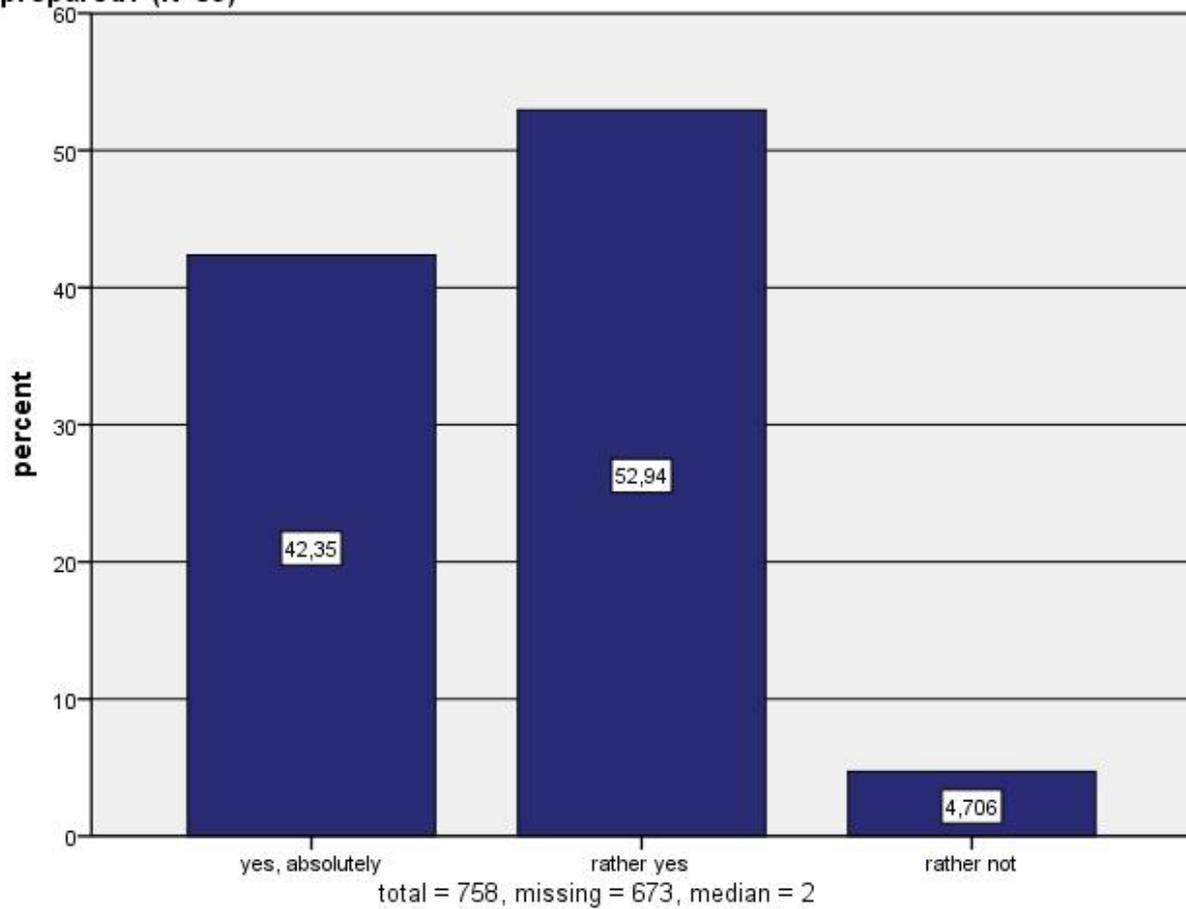


total = 758, missing = 116

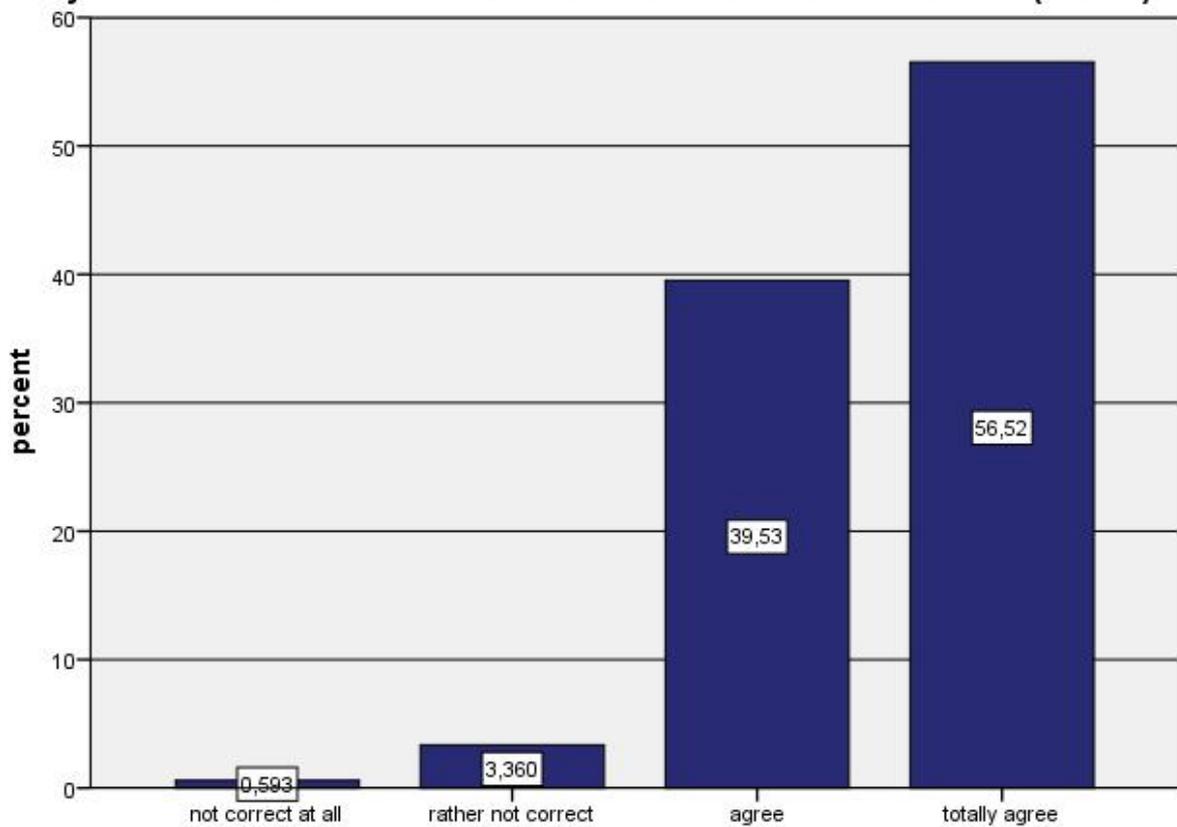


total = 758, missing = 121

Think of the child shortly before transfer to a secondary school: Do you think it is well prepared? (N=85)

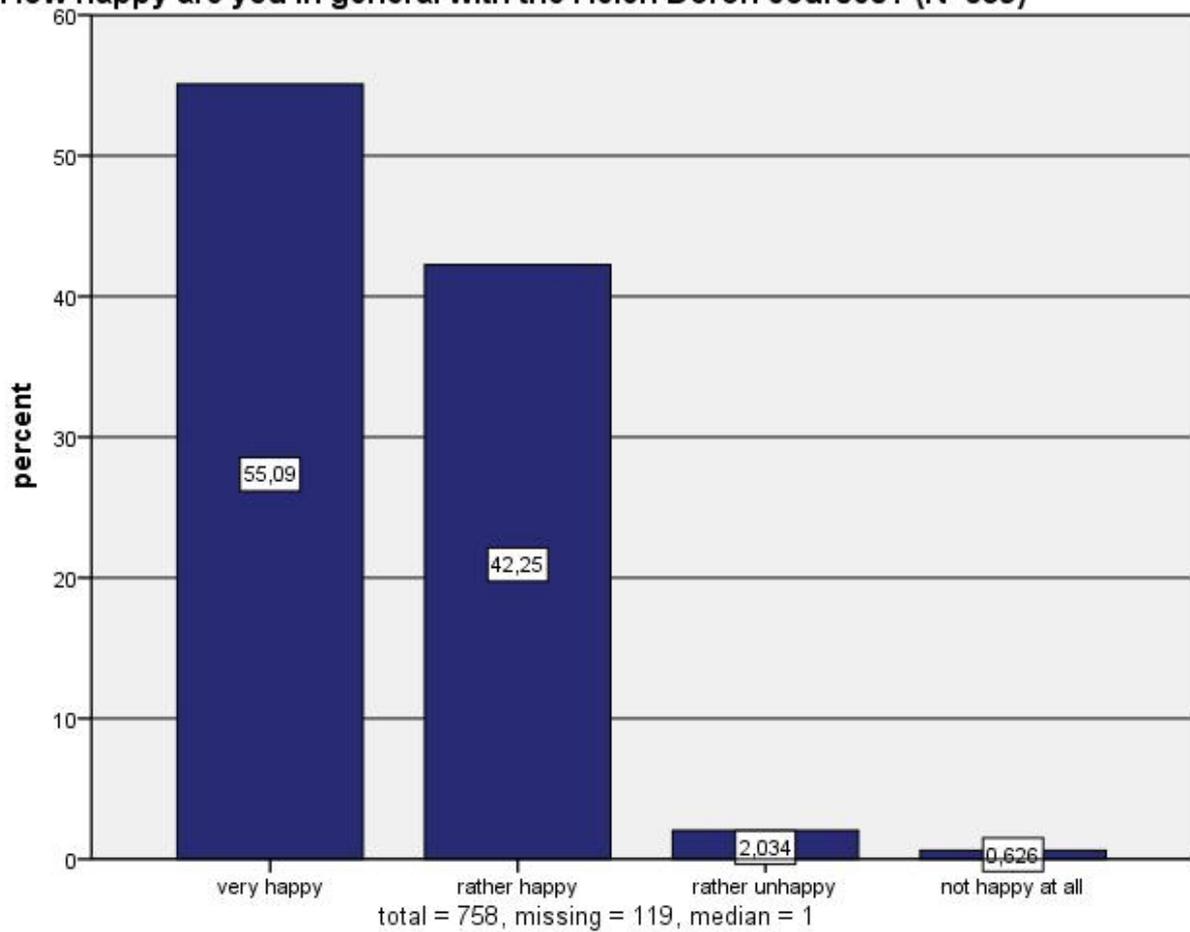


Do you think Helen Doron courses can make school transfer easier? (N= 506)

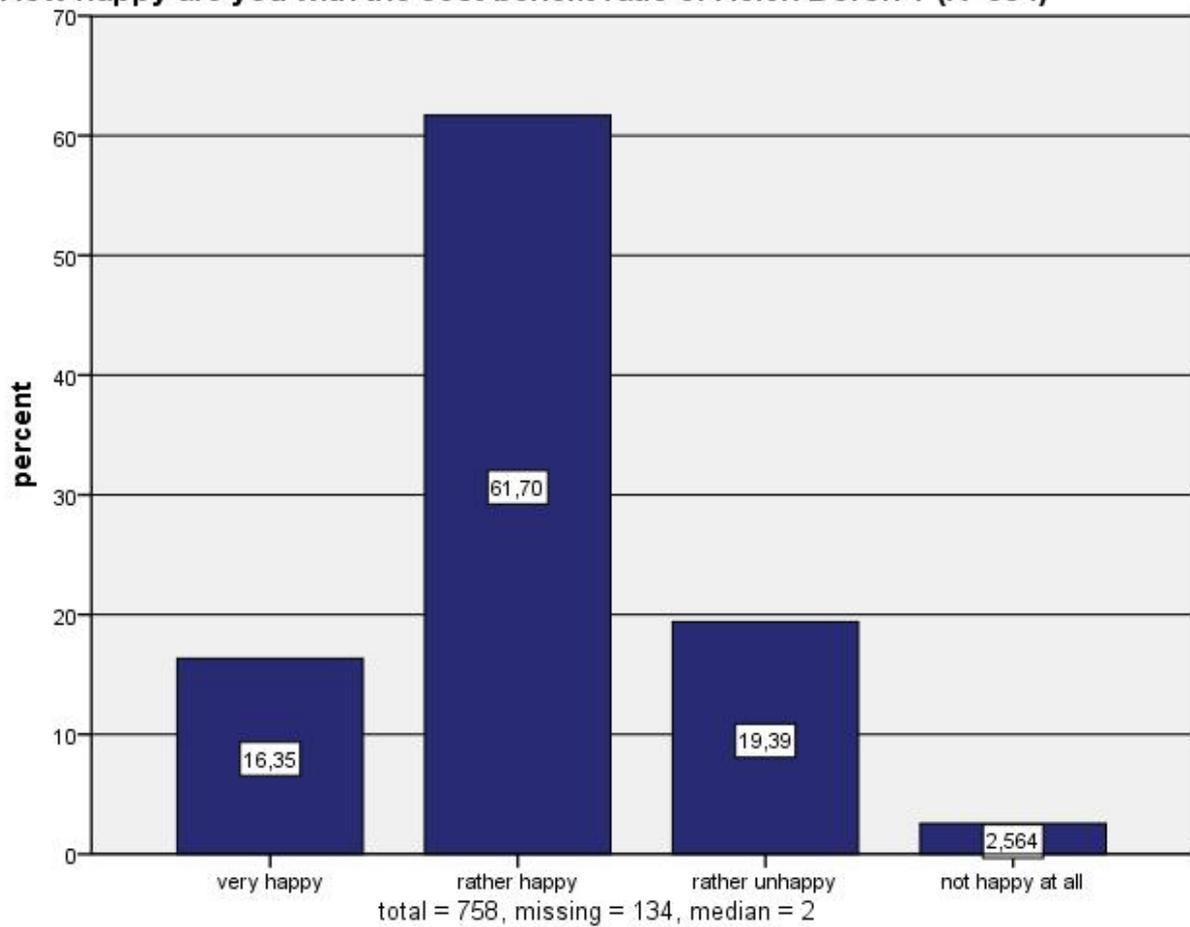


total = 758, missing = 252

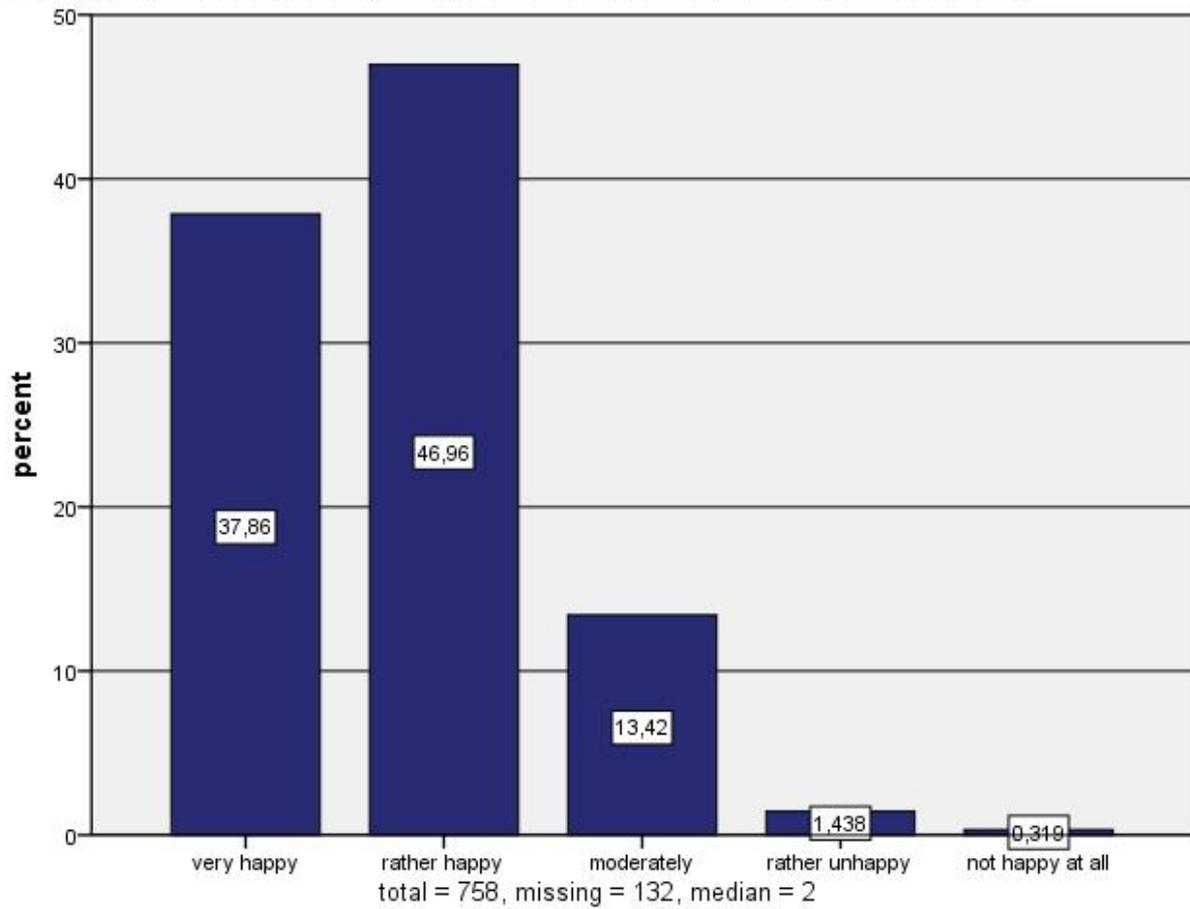
How happy are you in general with the Helen Doron courses? (N=639)



How happy are you with the cost-benefit-ratio of Helen Doron ? (N=634)



How happy are you with the success of Helen Doron courses? (N=626)



Would you recommend Helen Doron? (N=644)

