

Helen Doron as a Language Teaching Method - Insights from Parents

Jurman, Kate

Master's thesis / Diplomski rad

2017

Degree Grantor / Ustanova koja je dodijelila akademski / stručni stupanj: **University of Rijeka, Faculty of Humanities and Social Sciences / Sveučilište u Rijeci, Filozofski fakultet u Rijeci**

Permanent link / Trajna poveznica: <https://urn.nsk.hr/urn:nbn:hr:186:636078>

Rights / Prava: [In copyright](#) / [Zaštićeno autorskim pravom.](#)

Download date / Datum preuzimanja: **2025-03-06**



Repository / Repozitorij:

[Repository of the University of Rijeka, Faculty of Humanities and Social Sciences - FHSSRI Repository](#)



UNIVERSITY OF RIJEKA

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

M.A. Thesis

**HELEN DORON AS A LANGUAGE TEACHING METHOD -
INSIGHTS FROM PARENTS**

Kate Jurman

0009061742

Rijeka, September 2017.

Kate Jurman

HELEN DORON AS A LANGUAGE TEACHING METHOD -
INSIGHTS FROM PARENTS

Submitted in partial fulfillment of the requirements for the M.A. in English
Language and Literature and Pedagogics at the University of Rijeka

Supervisor:

Dr. sc. Irena Vodopija Krstanović

In Rijeka, 2017.

ABSTRACT

The aim of this thesis is to provide an insight into the Helen Doron method from the perspective of parents whose children learn English in a Helen Doron Learning Centre. Using a questionnaire that was designed for this thesis, I inquired into their familiarity with the principles of the Helen Doron method, the extent to which they followed the method, and their involvement in the teaching/learning process. I also investigated what they perceived as the advantages and disadvantages of the method.

The findings show that although the participants understand most of the principles, the majority are not aware why the parents are present in the classroom. The results also reveal that the majority of the participants do not follow the method, despite understanding its importance for their child's language learning.

The main advantages of the method that the parents have identified are small learning groups, integrated playing and learning and an English-only policy in the classroom, while the main disadvantages are not related to the method itself but to the work organization of the Center, discipline problems and tuition fees.

Contents

1.	INTRODUCTION	1
2.	DEFINING A METHOD.....	3
3.	A HISTORICAL OVERVIEW OF LANGUAGE TEACHING METHODS.....	5
3.1	The Grammar Translation Method	6
3.2	The Direct Method	7
3.3	The Audio-Lingual Method	8
3.4	The Silent Way.....	9
3.5	Dessuggestopedia	10
3.6	Total Physical Response (TPR).....	10
3.7	Communicative Language Teaching (CLT)	11
3.8	The Humanistic Approach.....	12
3.8	Community Language Learning.....	14
3.9	Content-based, Task-based and Participatory Approaches	14
4.	TEACHING YOUNG LEARNERS	16
5.	THE HELEN DORON METHOD	19
5.1	Underlying principles.....	19
5.2	Helen Doron English.....	23

5.3	Procedures.....	26
6.	RESEARCH ON HELEN DORON	29
7.	THE STUDY	32
8.	RESULTS.....	34
9.	DISCUSSION	57
10.	CONCLUSION AND IMPLICATIONS FOR TEACHING	64
11.	REFERENCES	66
12.	APPENDICES.....	70

1. INTRODUCTION

Today, English is the language of technology, science and business. Because it has spread worldwide, it has gained the title of “the global language” and the “international language”.

Since it has become more and more desirable to learn English, it is logical that there is an increased number of learners of the language and a greater interest in language schools and courses.

The hypothesis that children learn a second language better than adults has often been used to introduce foreign language learning from an early age (Cameron, 2001). Also “age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning” (Richards and Renadya, 2002, 205). In order to cater the need for second language learning, in particular English, many language schools have introduced early learning programs that offer language courses to children in spite of the fact that, in many countries, English or at least one foreign language is offered in elementary schools. Although English is widely taught in (public) schools there are additional English courses which enable young learners to attain more than just basic communicative English. In Croatia, for example, there are a number of private courses and schools which offer courses in English for children. One such example is the Helen Doron English Learning Centre which “provid[es] exclusive learning programmes and quality educational materials for babies, children, adolescents and teens the world over” (helendoron.com). It is a unique program because it offers courses to children ages three months

to nineteen years where the children are exposed to English in the same way they are exposed to their mother tongue. In recent years, Helen Doron has attracted numerous students, or more precisely, parents of children/babies, and has thus grown to be one of the leading language learning centers globally.

The aim of this thesis is to analyze the Helen Doron method, its origin, principles, and the activities that take place in the classroom, as well as to gain insights into its perceived strengths and weaknesses. Given that the students are too young to take part in the research, it is the parents' perspectives that will be examined here.

The paper is structured as follows. Chapter 2 describes the notion of a language teaching method as well as the notion of a principle, an approach and a technique. The third chapter provides a historical overview of the most significant language teaching methods. In chapter 4 the key principles of teaching young children, i.e. teaching English to young learners (TEYL) are described and a comparison is made between teaching children and teaching adults. This is followed by detailed review of the Helen Doron method itself in chapter 5. The main principles and aims of the method are described, as well as the processes and procedures used to teach young learners. Personal experiences and insights from a Helen Doron teacher's standpoint are also included in this chapter. After describing the idea behind the method, short overviews of some studies regarding the Helen Doron method are presented in chapter 6. The methodology used in the current study is described in chapter 7, the results of the study are presented in chapter 8, and discussed in chapter 9. Finally, chapter 10 of the thesis closes with some concluding remarks and implications of the study reported.

2. DEFINING A METHOD

In the following chapter several definitions of a language teaching method will be presented. An overview of the most influential language teaching methods and their main principles will be provided and the approaches on which they are based will be identified.

To better understand the concept of language method, it might be useful to first make a distinction between a method, an approach, a technique and a principle.

The Cambridge Dictionary defines method as “a particular way of doing something” and it usually involves specific steps that lead to something. A method can refer to scientific or a programming method, as well as teaching method. A look at the definition of a language teaching method by Anthony (1963, 64) indicates that it is an “overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.”

A method is more specific than an approach, which is the broadest term in this chapter. “An approach to language teaching is something that reflects a certain model or research paradigm – a theory if you like” (Celce-Murcia, 2001, 5). Anthony (1963, 63-64) defines it as “a set of correlative assumptions dealing with the nature of language teaching and language learning”.

According to the Learners Dictionary online a principle is “a basic truth or theory: an idea that forms the basis of something“. In this sense a principle is highly related to approach and is higher than a method.

Unlike an approach or a principle, a technique is what takes place in the classroom and what is being done. Brown (2001) simply defines it as a task. “Techniques must be consistent with a method, and therefore in harmony with an approach as well” (Edward Anthony, 1963; as cited in Richards and Rogers, 1986, 15).

The interrelation of the terms method, approach and technique can be well explained using Edward Anthony’s (1963, 63) model. According to it

“an approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described”.

What is clear is that they are all related but are organized in a hierarchical manner. The techniques used in a classroom must correspond to the method which, in extension, corresponds to the approach. It would be unlikely or unprofessional to use techniques that do not correspond to the approach since the lack of correspondence may not yield the desired results.

Given that a distinction has been made between a method, an approach, a principle and a technique, we will now turn to the following chapter which deals with a historical overview of language teaching methods.

3. A HISTORICAL OVERVIEW OF LANGUAGE TEACHING METHODS

Throughout history a number of methods on how to teach a second language have gained and waned in popularity. As social circumstances, the needs of society and the goals of learning have changed with time, so have language learning theories. In the same vein, methods and approaches to language learning have also changed, with a new method emerging as a reaction to the previous method (approximately every twenty years).

Before the 20th century there were two types of approaches – using a language and analyzing language, i.e. knowing its grammar. In the 19th century the Grammar Translation approach appeared but by the end of it the Direct Method, which put an emphasis on using a language, became a viable alternative. Since at the time there were only a few fluent speakers of the languages they taught, the Reading Approach soon took over in US. The students were able to read some of the great works of literature but when World War II broke out communication became imperative again. This brought to a new approach – Audio-lingual Approach. The change of methods and approaches did not stop there but rather continued through time (Celce-Murcia, 2001).

Nine central language teaching methods are described by Larsen-Freeman (2000). She proposed that the term “language teaching method” was meant to mean “a coherent set of links between actions and thought in language teaching”. They are as follows:

- The Grammar translation method

- The Direct method
- The Audio-lingual method
- The Silent way
- Desuggestopedia
- Total Physical Response (TPR)
- Communicative Language Teaching
- Community Language Learning
- Content-based, Task-based and Participatory Approaches

For the purpose of this thesis only the most important aspects of the most significant methods will be described to provide grounds for comparison with the Helen Doron method. Alongside these methods, the humanistic approach to learning will also be described since it is an important constituent of the Helen Doron method.

3.1 The Grammar Translation Method

The main purpose of this method is to help students “read and appreciate foreign language literature” (Larsen-Freeman, 2000, 11). The general idea is also that the students will become more familiarized with their native language grammar and become more proficient at it, as well mentally exercising the target language.

The use of translation can help students “acquire target language with ease” and “avoidance of translation in learning process may hinder the

comprehension of the foreign language” (Tugrul Mart, 2013, 104). As well as that the lack of comprehension can be problematic and impede achievement.

There is some debate about the usefulness of the method and to provide a clear overview Larsen Freeman (2000) provides a list of principles that the Grammar translation method relies on. Her conclusion is that not all of the principles are entirely correct. For instance translation can be problematic since an equivalent of the given word or expression may not exist in the native or target language due to cultural differences.

There are other disadvantages of this method other than misconceptions in the principles. Reading and writing are highly represented as well as memorization of new vocabulary items or grammatical rules, but very little attention is given to communicative skills or production skills. Moreover, the main authority and focus in the classroom is on the teacher and not the student.

3.2 The Direct Method

The Direct method, also known as the conversational method or the natural method, has been highly popular since it “enables students to communicate in the foreign language” (Tugrul Mart, 2013, 182).

The Direct method is primarily focused on oral language and teaches language through use. Its main objective is to teach students how to use the language instead of teaching them about the language. As for the meaning of words, focus is given on those that are used in everyday life. This method also

includes teaching through actions since one of the goals is to make a connection between words (in this case -verbs) and the appropriate response – an action. In this method, students are highly encouraged to use language and thus the teacher must create an encouraging and communicative environment to ensure they have plenty of opportunities to practice their oral skills.

3.3 The Audio-Lingual Method

This method, popularly known as ALM, “has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach, which is said to have developed a ‘technology’ of teaching and based on ‘scientific’ principles” (Nunan, 2000, 229). This method is based on behaviorist theories and includes habit formation, drills and positive reinforcement as a way to encourage desired behavior, i.e. use of the target language.

The Audio-Lingual method “aims to develop communicative competence of students through dialogues” (Tugrul Mart, 2013, 63). To achieve this, dialogues are often practiced in the form of drills and rely on repetition and habit formation. In the beginning, the dialogues are practiced and repeated as they are presented, whereas in later stages certain words might be omitted and the students have to insert appropriate words.

Since there is no possibility to practice all possible sentences of a language, the latter helps students understand the creativity of language while

still producing correct sentences. This method, as well as the Direct method, focuses on oral skills and speech production.

Considering that the method is based on the premise that language learning is a process of habit formation and that errors can lead to bad habit formation the teacher should therefore prevent student error (Larsen-Freeman, Jerald). Many of the exercises used in modern language teaching actually use some form or example first described in the Audio-Lingual method.

3.4 The Silent Way

The main ideas that sprout out as important in the Silent way are that teaching should be subordinated to learning; learning should not be based mainly on imitation or drill; the mind uses all previous experience, including the knowledge of the native language when processing new information (Gattegno, 2010). Also “in learning the mind equips itself by its own working, trial and error, deliberate experimentation, by suspending judgment and revising conclusions” and the teacher should not interfere or side track that process because “silence gives the mind maximum opportunity to extract information from a short bit of aural input” (Stevick, 1974, 3). The role of the teacher is seen as a three stage process – teach, test, get out of the way.

The main material used in this method is a set of wooden rods (sometimes called Cuisenaire rods) or blocks of different colors and lengths but they all have the same cross section. The rods are used to demonstrate what is being learned.

3.5 Dessugestopedia

Dessugestopedia, previously known as suggestopedia, relies on positive suggestion to learners by use of music, environment and teacher-student relationship. The teacher shows absolute confidence in the method and follows a set procedure comprising two parts: an “active concert” and a “passive concert”. The active concert consists of read-aloud extended dialogues with a memorable piece of music playing in the background. The passive concert is a second, less formal reading with a “less striking piece of music”. In both cases the students are in an environment which is comfortable and relaxing (Bowen, 2002).

3.6 Total Physical Response (TPR)

Total physical response (TPR) is the name given to a learning strategy which has been developed and promoted by Professor James Asher. It relies on the way that the mother tongue is learned; by giving enough body language signs until the meaning is decoded.

The reason TPR is considered highly successful is because there is no pressure to speak, the students do something everyone is capable of – they simply connect the meaning with the word. This can significantly increase student’s motivation and motivation “is one of the main determinates of second/foreign language learning achievement” (Dornyei, 1994, 273). A sense of accomplishment is a major component of both TPR and Helen Doron

method. It leads to high motivation, low anxiety and increased motivations as well as high capability of learning (Doron, 1993).

This method greatly relies on commands and actions. TPR also has to be very specific and concrete – the students are not able to perceive the connection between words and abstract meanings so the vocabulary taught has to be something they can see or do – colors, items they see every day such as furniture, school items, clothes etc.

TPR is used on the beginner level, i.e. it is primarily used to teach children. There are plenty of songs that include a number of action words, therefore students may dance along with the song and by listening and doing they memorize the vocabulary with little effort. This way they are able to experience a great deal of success which can be encouraging and extremely motivating for students.

3.7 Communicative Language Teaching (CLT)

The main goal of many of the methods mentioned so far has been to help students learn how to communicate in a foreign language. However, it became evident by 1970's that by using many of the methods, students were not necessarily able to attain this goal. This caused a shift in the language teaching field as it was apparent that students should be taught how to communicate in real-life situations – how to ask questions, accept or decline invitations, what is appropriate or inappropriate in a formal setting or in an informal setting in addition to knowing certain language structures (Larsen-Freeman, 2000).

CLT aims to make communicative competence the goal of language teaching. Communicative competences comprises of discourse competence, sociocultural competence, grammatical competence, and strategic competence (Sauvignon, 2001). CLT also acknowledges that language and communication are interdependent. The most obvious characteristic is the communicative intent in everything being done. The activities that take place in the classroom, e.g. games and role-playing or even problem solving have communication as the main outcome (Larsen-Freeman 2000).

3.8 The Humanistic Approach

The humanistic approach that emerged in 1970's did not come from language teaching. The principles of this approach emerged right after the constructivist school of thought and its base was the idea that the receiver is a human being first and a learner second (Khatib, 2013). Therefore, the teaching and learning process is learner-centered and takes into account more than just the cognitive aspect of the learner, such as physical as well as emotional development. According to the humanistic approach "education is seen as a lifelong cumulative process which involves the whole person, i.e. not only intellect but emotions and feelings as well" (Rokoszewska, 2003, 208).

Taking that into account, it is clear that the humanistic approach differs from other theories that came before it. It "involves a move away from traditional behaviorist theories and practices towards a perspective that

recognizes the uniqueness of each individual's perception, experiences and approaches to learning" (Karthikeyan, 2013, 57).

Considering that the focus is on the students, this approach offers a shift in teaching towards student-centered learning, since the focus is no longer on the teacher. The main goal is to develop students' communicative competence in order to fulfill their needs, whether those needs are to share experience, ask for something or simply communicate in order to socialize with others.

Another aspect of this approach is recognition of each individual's uniqueness which can put extra strain on the teachers since they need to adapt their teaching style to fit many. Although students have different desires, motives and different learning styles, the main job of the teacher is developing their language skills by taking into account their individual needs. It is in fact the development their sense of self, their self-esteem, and intrinsic motivation that fosters language learning.

The humanistic approach as such underpins language learning methods such as CLT. Likewise, many of the Helen Doron principles lie on the humanistic approach. These include learner-centered learning, student choice, student autonomy and adapting to individual needs. A lot of effort is put on the emotional aspect, i.e. into making the learners feel comfortable during lessons and providing them with activities that will allow them to grow. This is described in greater detail in chapter 5.

In view of the fact that no method has fulfilled the desired expectations and that the methods themselves were not flexible, linguists have started to argue

that there is “no such thing as the best method” (Celce-Murcia, 2001, 6). “The complex circumstances of teaching and learning languages – with different kinds of pupils, teachers, aims and objectives, approaches, methods, and materials, classroom techniques and standards of achievement – make it inconceivable that any single method could achieve optimum success in all circumstances” (Strevens, 1977, 5).

Today we are in the post method era. The most relevant marks of teaching today are communication, use of authentic language, meaningful learning and learner autonomy (Larsen-Freeman, 2000).

3.8 Community Language Learning

Community language learning or CLL is another method that advocated a “whole person” approach to the learner. The role of the teacher is to be a “language counselor” since adults often feel threatened by a new learning situation. By understanding and acknowledging their emotions the teacher helps the learner overcome negative emotions and channel them into positive ones in order to further their learning (Larsen-Freeman, 2000).

3.9 Content-based, Task-based and Participatory Approaches

These three approaches all have one thing in common – communication is central in all of them. But unlike some other approaches or methods the learners have to use English and thus learn it i.e. they do not learn English to

communicate but they learn English through communication. In content-based instruction content from other disciplines is used to learn a language and the biggest benefit is learning the content alongside the language. Task-based instruction mostly revolves in student interaction that is necessary to solve a problem, i.e. to complete a task. In that process they have the opportunity to interact and to negotiate for meaning. The participatory approach is somewhat like content-based instruction but the content is something relevant to the students. They do not learn new subject matter but rather discuss what they are concerned about (Larsen-Freeman, 2000).

This chapter has provided an overview of various language teaching methods, with a particular focus on the methods and approaches that are closely related to the Helen Doron method. Recently, more interest has been shown in teaching a foreign language to young children. The following chapter describes some principles and ways on how to teach young children, what should be taken into account and which techniques are more appropriate for teaching children as opposed to adults.

4. TEACHING YOUNG LEARNERS

In this chapter the specifics of teaching young children will be presented. A comparison will be made between teaching children and teaching adults and the role of the teacher will be described.

Children, unlike adults, are not able to grasp abstract ideas. Having concrete items makes it easier to comprehend and process what is being learned. “Basic level words are likely to be more appropriate for younger children” (Cameron, 2001, 81).

It is exceptionally important to instill motivation in the young as it is improbable that they are integratively motivated. The source of their motivation is most likely the desire to perform well on tests or to please parents’/instructors’ desires (Thomson, 2001). Setting up specific and doable goals for the students is proposed as one of the ways to motivate them. Those goals should be “specific, hard but achievable, accepted by the students, and accompanied by feedback about progress”(Dornyei, 1994, 276)

However, teachers also encounter certain specific difficulties when it comes to teaching children. First, children may lack prior learning experiences. They may also lack concepts as they are still at the level of concrete operations and they have an insufficient knowledge of the world. Furthermore, absence of working habits and a rather short attention span are also significant challenges. Children also have a different sense of reality and relevance, and often a poor sense of spatial relations. Additionally, children have specific needs that should to be taken into account when teaching. They include the need for emotional security, self-realization within the peer-group and physical activity (Rijavec, 2015).

The children also have to be motivated by the teacher or by the materials they use in order to learn effectively. The best way to motivate them is by using pictures, stories and games. If they do not have a picture or another item they can look at they can easily be distracted. Reading or telling stories with pictures is even more effective. Games may prove to be useful since children learn better when they are active and they are willing to put in effort into playing them (Ur, 1996).

The above mentioned aspects of teaching young learners have direct implications on teaching language (English) to young learners. Other suggestions for teaching young learners include using a combination of hand-made and manufactured materials which meet the learners' specific needs. It is also useful to group children either by age or by knowledge, depending on the group size. Given their short attention span and focus on the here and now, the lessons should be up to 30 minutes long and deal with language items that all the children are familiarized with. The activities themselves should be TPR based (Klimova, 2013). If the activities are TPR based they meet the children's need for kinesthetic activity.

It is evident that, when planning lessons and selecting activities for young children their age and age-related factors should be taken into account. The lesson should be dynamic with plenty of everyday items and kinesthetic activities to fit their capabilities, concentration span and trigger their motivation.

In the process of teaching young learners to meet their specific needs, the role of the teacher is immensely important. Adults are usually able to do most of the work on their own, they can look up word in a dictionary, self-

check, practice, and they understand the metalanguage and can make use of general rules and grammar. Children on the other hand do not understand grammar rules or abstract items, they need to be motivated and they will quickly lose interest if something is monotonous. Another role of the teacher is to aid children in doing tasks “until the language has become internalized“(Thomson, 2001, 5) and taking into account that any student can achieve more with the help of a teacher than they will be able to do on their own.

In the young learner classroom, it is the teacher who must be able to adapt the activities to the children’s needs. The teacher needs to be attentive, observe children’s responses, and exploit what happens during lessons in order to turn anything that occurs into a learning opportunity. Children also require more specific scaffolding because their worldview is very limited. In addition to that self-expression should be an important constituent of teaching children, and they should be allowed to share their opinion and be involved in outcome planning (Thomson, 2001).

As some of the general principles and specifics of teaching young children have been introduced, the following chapter focuses on a specific method - the Helen Doron method, which paradoxically, initially started as a method for teaching toddlers. The method will be described and compared to the abovementioned guidelines and principles for teaching children presented in order to gain insight into the practices and underlying principles of Helen Doron.

5. THE HELEN DORON METHOD

The Helen Doron method draws on the benefits and strengths of various methods and thus comprises aspects of many other methods. It uses elements of the Humanistic Approach, Suzuki method, Suggestopedia, Total Physical Response, CLT, ALM and some others.

The method itself was developed by Helen Doron, a British linguist, in 1985 in Israel. She taught Israeli children English using cassette tapes with recorded stories and poems she made herself. She opened her first learning center in 1990 and her business has been exponentially growing ever since. Today, the Helen Doron Educational Group is one of the leading companies in educational franchising and includes kindergarten programs as well as education in English and mathematics in 36 countries across the world. Let us now look at the key principles of the method which have contributed to its global success.

5.1 Underlying principles

According to Helen Doron (2000) herself, children acquire the target language in the way they acquire their mother tongue, i.e. by repeated hearing and positive reinforcement. Since it is described as a natural method, it relies on receptive skills first and productive skills later. The courses are designed accordingly and provide plenty of input before expecting learner output.

The main idea for creating the method was taken from the Suzuki method – children listened to music and tried to imitate it, and while doing so, they received positive reinforcement. “Suzuki’s method is said to resemble the process of learning the mother tongue in the following ten aspects, all of which are applicable to the Helen Doron method: expectation of success, early beginning, listening, repetition, review, natural reading, parent teacher, nurturing, social environment, performance“ (Rokoszewska, 2006, 112).

What can be understood from Doron’s book (2010) is that a great part of the Helen Doron method lies on the Humanistic approach. It provides learners with a safe environment in which they can try and use the English language without the fear of being ridiculed. Mistakes are corrected but in a gentle and friendly way, and greater focus is placed on the correct attempts. The method mostly relies on positive reinforcement and complementing the learners for every successful attempt at speaking English. This way the learners have the sense of accomplishment and success and are more likely to make further attempts at using English.

The reasons why the Helen Doron method belongs to the humanistic approach are the following: it aims to fulfill human potential; the learner is treated as a whole person and his emotional and physical development are considered as important as intellectual development; the children learn by doing and all senses are activated during the learning process; the environment is learner-friendly (it includes using games, having a right to pass on an activity, informal testing and providing assistance by the teacher or

parents, if present). Most importantly, the ultimate goal is real-life communication (Rokoszewska, 2003).

Since it uses some of the principles of the humanistic approach, emotional and physical development as well as using all senses, are all considered to be an important aspect of language learning. Children do not only listen and repeat they get to taste when various foods are taught, touch various materials and items made by the teachers, they dance and even do experiments such as trying to see which objects float and which are not or they get to mix colors on their own to see the final results. It is proposed that in this way they retain vocabulary and learn far better because they can experience the process and be actively involved in it. They also have the right to express themselves when they want to, the right to pass if they are not ready or do not feel like participating. Their emotions are taken into consideration and nothing is forced on them. All of this greatly increases their motivation and fosters learning. In addition to respecting their desires, providing a safe, entertaining environment and involving them in the learning process the learners do not even realize that they are learning, and that appears to be very efficient when dealing with young learners.

As already mentioned, a novelty in teaching language to young learners are the courses for the youngest - babies (as young as three months old) and toddlers which revolve around getting the message across and developing their communicative competence. It is not important that the child knows the proper sentence structure but that he or she is able to get the message across, i.e. communicates what he wants. Examples of such acts are asking for a

certain color when doing coloring activities or asking for the fruit they would like to taste or eat. Toddlers will most likely just name what they want, with meaningful gestures, but they are taught to add the word please. At later stages and with repetition they learn phrases such as “I want red, please”, “May I have red, please?”, “I would like some orange juice, please” and similar. They learn the importance of please and thank you in very early stages and are encouraged to use them throughout their education in the Helen Doron centers and beyond. This also develops their social skills. In later stages, using the correct grammatical form, reading and writing are included but only after those skills are already introduced in the mother tongue.

When it comes to older children, elements of suggestopedia are used e.g. courses like Paul Ward’s World and Paul Ward’s Treasure. These elements include the active and passive concerts. Dialogues are not read by the teachers and the music is not picked by them either. They consist of prerecorded audio materials included in the set. The students listen to the “passive concerts” while lying on the carpet in a room with dimmed or turned off lights. During the “active concerts” students listen to and follow the dialogues in writing.

Although the Helen Doron method is good for the child’s emotional and psychological development, it has received some criticism. Most of it is directed at the fact that the language goals are not as clear. Although learning outcomes are set for each course and even individual units, young learners are not tested in any way. This implies that the child will pass the course even if some language aspects were not mastered.

5.2 Helen Doron English

There are currently over 1000 Helen Doron Learning Centers that offer courses in English in 35 countries across 5 continents. In addition, there are also registered “independent teachers” who do not have learning centers but teach children according to the method.

Although the method started as a method for teaching young children only (and was previously named Helen Doron Early English) it has expanded over the years and it is currently offering English courses for anyone between the age of 3 months and 19 years. Seventeen courses are offered, and 1 course will be introduced in 2017 and another course is pending completion. An overview of the course names and the age which it covers is provided below. The courses marked with an asterix sign (*) are not offered in Croatia since it includes many writing activities before the children start school, i.e. before they start writing in their mother tongue. Those courses are mostly offered in Korea where children start practicing writing around the age of 4. Courses containing “More” at the beginning of their title are continuation courses and one can only enroll in them after finishing the previous course.

- Baby’s Best Start 3 months – 2 years
- Toddlers Best Start 15 months – 3 years
- It’s a Baby Dragon 3-4 years
- Fun with Flupe 4-5years
- More Fun with Flupe 5-6 years
- * Nat and friends 5-9 years
- * Polly reads and writes 6-9 years
- Jump with Joey 6-9 years
- More Jump with Joey 7-9 years

- Play on 6-10 years
- Tale of two tails (to be introduced in 2017)
- Botty the Robot 7-10 years
- Paul Ward's World 9-12 years
- Paul Ward and the Treasure 10-13 years
- Teen English 12-19 years – consisting of
 - Teen Talent (A2)
 - Teen Choices (B1)
 - Teen Express (B1+)
 - Teen Success (B2) (Not yet available)

Up until the age of approximately 7 children are enrolled in courses according to their age. After that – when the children have already started school or have learned how to write – they are grouped by knowledge.

Parents are obligated to be present in class with children under the age of 4 while above that age it is up to the parents, children or groups whether they will remain inside or not. Some groups can be independent at the age of 4 while others require more time. Sometimes the children do not want to stay with their peers without the presence of the parents and from experience it can be said that sometimes the children are ready but the parents are not. This depends on multiple factors and is highly individual so no firm conclusions can be made about what the right age is for the children to stay alone during lessons. From the teacher's point of view that is only problematic if the parents do not follow the instructions and do their part. The parents are informed of the underlying principles at the demo lesson. When they enroll their child they also receive 2 printed pages of Q&A where it is explained what they should do during lessons, what they should do at home,

when to come, what to bring to lessons and answers to similar questions regarding their obligations are included.

Parents are not required to do any additional work with children or actively use English at home, but they are obligated by the contract to play the received audio materials to their children once or twice each day. If they do so and if their children regularly attend lessons the children will in all likelihood attain the language taught. However, the learners that are not exposed to audio materials, as they should be, or if they often miss lessons they will probably have a hard time learning the language and it is possible they will soon lag behind. One of the issues is that the children may not experience success in classroom situations as often and will not be interested any more, or they will even start to dislike the program or the language. That is why the role of the parent and teacher parent communication is extremely important, especially in situations when children are alone in the classroom and the parents cannot observe their progress or the lack of it.

For this purpose, if the parents are not present during the lessons, at the end of each unit they receive a written commentary on what was being done in the unit and a personalized description of their child's progress. Since there are four units i.e. four books and a set of four audio materials and the course lasts for 10 months, each unit takes around two and a half months to be processed, depending on holidays. The written commentary contains information about how much the child participates in the lesson, if they are willing to do all the activities or not, whether they are having language problems or if they are willing to speak. Since there are only four units

throughout the year parents are invited to talk to the teacher before or after the lessons. The school has an official phone number and school e-mail in case the parents want to make an appointment or ask any additional questions.

At the end of every lesson the children who are in the classroom alone may receive 3 stamps. They are put on the first empty page of their book. The stamps serve as a motivation for the children and also as an informal feedback to the parents. They children can get a stamp if they did not speak Croatian during the lesson, if they spoke English and if they behaved properly. At the end of the school year the child with most stamps receives a small reward – e.g. a mug filled with candy.

5.3 Procedures

A taxonomy of techniques for ELT defined by Crookes and Chauderon (1991, 52-54) involves as many as 38 different techniques that can be used in the classroom. The techniques that are most commonly used in the Helen Doron method are: warm up, setting, organization, question-answer display, drill, identification, recognition, meaningful drill, storytelling, and question - answer – referential games. Courses for older children include the techniques listed above as well as dictation and copying, review and testing.

Warm up activities mostly include passing a ball around and having to say a sentence about yourself or some sort of physical activity that gets the students stimulated and ready for the lesson. Setting includes directing the children's attention on the wanted topic either through conversation, showing a set of pictures or a cartoon. The organization refers to the teacher's ability

to structure the lesson plans or even sitting and furniture arrangements for the lesson.

Every lesson includes numerous activities, which should change every 2-4 minutes to keep the children motivated and interested. The activities should not be grouped into sitting activities and kinesthetic activities but rather varied. The lessons may begin or finish with a cartoon depending on the group and teacher preferences. A lesson for a group that is restless or where some students are late can begin with a cartoon, whereas if the group is younger, and their concentration level is higher at the beginning of the lessons and declines with time, they will most likely watch the cartoon at the end. It is up to the teacher to estimate the situation and decide. Although there are preset lesson plans, they can be adapted depending on the group as well. The vocabulary must be taught but the order is less relevant. It would be optimal to have some physical activities at the beginning of the lesson. This should be followed by introduction of new words since it is more likely that children will pay more attention at this point. The following activities should be used to practice new vocabulary: repetition, coloring and answering questions, and various games that include the vocabulary. Revision of previously taught items is also important and can be included in the games along with the new vocabulary or done separately afterwards. Kinesthetic activities should be introduced in between sitting activities and can include practicing verbs (jump, run, clap..) or dancing and singing. It is more probable that the children will pay attention and not be bored if the lessons are done this dynamically.

Helen Doron is also focused on use of new technologies. Newer courses have books that include augmented reality. By downloading an application on a mobile phone or tablet and placing the device above certain pages in the book – the drawing from the book are animated on the device. Since 2017, for ecological purposes, and in an attempt to be more user friendly, online accounts have been introduced instead of CD-s and DVD-s. When enrolling in the school year each student receives a user name and password for the page *Kangiclub.com* which allows them to download the audio and video material specifically for the courses they are enrolled in. They can also play various games and have a “dictionary”. When they click on an image the word is sounded out. For older children learning how to spell, if they hold the mouse (or finger in case of smartphones and tablets) on the image for a few seconds they will hear the word, the spelling and the word again, while the letters (and words) will appear on screen as well.

All the centers are also involved in various charity events and competitions; the latest project called Young Heroes was a competition where the learning centers had to plan projects that would benefit their communities. In the learning center in Rijeka, the project consisted of production and collection of didactic toys for a special needs kindergarten in Rijeka.

The principles and procedures of the Helen Doron method have been discussed in this chapter, as well as some personal insights regarding the importance of adhering to the method. The following chapter will be focusing on research that examined the effectiveness of the method in cases where parents have or have not worked additionally with the children at home.

6. RESEARCH ON HELEN DORON

Little research has been done to investigate the Helen Doron method so far. There are several papers that discuss the underlying principles, benefits and potential issues of the method, but they are not research-based. Using observation methods during a prolonged period of time, they investigated the effectiveness of the Helen Doron method for individual children. In fact, to my knowledge, no research has been conducted that investigates the strengths and weaknesses of the Helen Doron method from the parent's perspective.

The effectiveness of the Helen Doron method, however has been explored previously. Rokita – a Polish author conducted a study and followed the progress of 5 Polish children for 14 to 24 months. Unfortunately since the study itself is written and published in Polish, a secondary source for her study has been used - Pawel Scheffler (2015) described her study as a part of his paper. All the children learned English via the Helen Doron method and Rokita had observed their behavior in class every two weeks. Parents of the participants were asked to keep notes of spontaneously produced English used at home.

Scheffler only described the cases of two children for the purposes of his study, as their age and length of exposure corresponded with the participants of his study i.e. his children. The difference between the children in Rokita's study was that the male child, Konrad, only listened to audio materials at home and had no additional exposure to English, while the female child, Ada, was exposed to English at home. Ada's mother recreated some classroom

activities at home, she spoke English to the child and Ada also watched cartoons and children's program in English. By the end of the study it was clear that Ada had produces some "spontaneous English utterances at home" while Konrad used them only rarely and when he did, he used words to *label objects*.

The main conclusion of Rokita's study was that the children's spontaneous production of English was "restricted to single words, established formulas or memorized sentence patterns" (Scheffler, 2015, 4). What can be noticed is that both children were around two years old when they were first exposed to English and they have been followed for no more than 24 months. This means that the development of their skills beyond the age of four is not known.

Scheffler's study was based on exposing two children to selected animated series in English and to an extent through interaction, reading and storytelling. He considered the process to be a success and said it could be recommended to parents. He claims that even if the parent is not a proficient speaker he or she can simply watch the animated series, such as Peppa pig, and occasionally ask a question – such as "what is that?", or "what is Peppa doing?". However, he stated that exposure to a foreign language should start rather early – "perhaps around the age of two".

In such a way, children will acquire some knowledge of English; however, their English is mostly used to describe situations rather than to interact with one another or someone else. He also stated that, even according to other research, children's comprehensive skills are far greater than their productive skills which should also be taken into consideration.

Another important thing to note is that it may be difficult to determine the level of success of any method, if additional factors are not accounted for. For instance, it is unclear from Scheffler's paper whether Rokita asked or checked with parents if they follow the Helen Doron method, i.e. if they listen to the audio materials daily or not. Since she only participated in the lessons every other week it is also unclear how much time did the parents spend a week communicating in English with the children.

Unlike the abovementioned longitudinal studies which followed the progress of a particular child, this study focuses on parents' attitudes and insights into the Helen Doron method, their understanding of the method, and to what extent they follow the guidelines.

7. THE STUDY

The main aim of this study is to gain insight into the advantages and disadvantages of the Helen Doron method from the parents' perspective. The second aim of this thesis is to explore how familiar the parents are with the method itself and its underlying principles, and to what extent they follow these principles.

The study was guided by the following research questions:

1. What are the advantages of the Helen Doron method?
2. What are the weaknesses of the Helen Doron method?
3. Do parents understand the principles of the Helen Doron method?
4. Do parents follow the Helen Doron method?

RESEARCH INSTRUMENT

The data were collected by means of a questionnaire written in Croatian. All the provided answers were translated into English. The questionnaire was distributed to the parents before or after class in the Helen Doron Centre in Rijeka.

The questionnaire comprised a total of 65 questions divided in 3 parts (see Appendix A). The first part contained 4 demographic questions. The participants were asked which foreign language they spoke, if any, if they learned a foreign language outside the formal education and where, how old their children were and how long have attended English language courses in the Helen Doron Centre. Questions regarding the participants' age and sex were not included since they were not of great relevance to this study and could affect the anonymity of the participants. The second part contained 19

open-ended questions and 8 close-ended questions. In the last section the participants had to mark their level of agreement with statements regarding the Helen Doron method. There were also 34 statements on a six-point Likert-type scale.

Some parents requested to take the questionnaires home since they were distracted by the children's presence and could not fill them in at school. They were allowed to do so, and asked to return the filled out questionnaires to a designated box in the waiting room prior to the following lesson. The return rate was lower than expected probably because the lessons had to be cancelled, and postponed for two weeks due to teacher illness, which may have caused some parents not to hand the questionnaires in and some stated they had lost them; some parents even expressed their dissatisfaction regarding the postponement in the questionnaires.

Permission was obtained from the Helen Doron Learning Center Rijeka Manager to carry out the questionnaire in the school. The written permission is enclosed in the Appendices (B).

PARTICIPANTS

The participants in this study are parents of children attending the Helen Doron Learning center in Rijeka. The sample comprises a total of 51 participants. The participants have a total of 61 children, 60 of whom have attended the Helen Doron courses in the current school year. The children are between the ages of 1 and 12 and have attended the school for an average 2,5 years. Most of the participants – 94% speak English as a foreign language.

8. RESULTS

In this chapter all the results are presented. The results of the Likert-type questions are reported at the beginning, while the results of the closed-and open-ended questions are reported later in the order of their appearance in the questionnaire.

When asked if they would recommend the Helen Doron method to others, as the vast majority (84%) of participants agreed or completely agreed that they would.

Seventy two percent of participants agreed or completely agreed that it is important to start learning a foreign language as early as possible. A number of them – 16% listed the age factor as the reason why they chose the Helen Doron learning method. For 8% of participants it was the only option because it was the only program that offered courses for very young children, whereas others required children to be older in order to enroll.

In the response to whether the Helen Doron method was useful exclusively for teaching preschool children, 39% neither agreed nor disagreed and 25% of participants disagreed with the statement. On the other hand 20% of participants agreed that it is so.

Fifty one percent of participants agreed or completely agreed that the Helen Doron method is efficient for teaching all ages, while 35% answered that they could not estimate.

The next six questions were related to teaching certain skills. As many as 76% of participants were of the opinion that the Helen Doron method is an effective method for teaching listening with comprehension, 12% could not estimate and 8% neither agreed nor disagreed.

Twenty seven percent of participants could not estimate if the method is efficient for teaching reading skills, while 31% of participants agreed or completely agreed that it is efficient, 16% did not agree nor disagree and 16% disagreed or completely disagreed.

The highest level of agreement can be seen in the statement that the Helen Doron method is efficient in teaching speaking. Out of 49 participants that provided a response to this statement, 90% agreed or completely agreed with this statement while the remaining 10% could not estimate.

Thirty three percent of all participants agreed that the Helen Doron method is efficient in teaching writing, while 18% disagreed with this statement. However, as many as 39% of participants reported that they could not estimate the efficiency or they neither agreed nor disagreed that the method is efficient for teaching writing.

When it comes to teaching vocabulary, 78% of participants agreed or completely agreed that the method is efficient in that area while 14% could not estimate; whereas 51% of participants agreed or completely agreed that the Helen Doron method is effective in teaching grammar, 18% of participants could not estimate and the same percent neither agreed nor disagreed with the statement. This statement also had the second highest percent on missing

values since 12% did not provide an estimate to this question and 2% disagreed with it.

Most of the participants (72%) agreed or completely agreed that the Helen Doron method uses authentic materials and 16% could not estimate if that is so. High level of agreement can also be seen for the statement that the Helen Doron method is student-centered since 78% of participants agreed with the statement. Fourteen percent of participants did not express agreement or disagreement with the statement by opting for the “I cannot estimate” and “I neither agree nor disagree”, while the remaining 4% disagreed with it.

Other than that, 72% of participants concurred that the Helen Doron method develops other skills alongside learning a language, such as gross or fine motor skills, emotional development, logic and similar. While 12% could not estimate, no one disagreed with this statement.

When it comes to playing audio-materials to their children on a daily basis 35% of participants agreed that they do so, while 26% disagreed. Just under a third - 31% of participants neither agreed nor disagreed.

Over half of the participants - 53%, agreed or completely agreed that Helen Doron method includes kinesthetic activities in the lesson, while 23% could not estimate. Ten percent neither agreed nor disagreed and as many as 14% did not provide an answer making this statement the one with the most missing values.

The following nine questions examined the participants' attitudes towards what is important for the success of the Helen Doron method. The factors included sense of accomplishment, daily listening to audio materials, working (additionally) with the child at home, speaking English during the lessons, actively participating parents when they are present, watching Helen Doron cartoons on a daily basis, using all senses when learning, clearly showing what is learned and learning through play.

The majority - 74% of participants, agreed or completely agreed that it is important to provide children with a sense of accomplishment in order for the method to be successful; 12% could not estimate, 10% of participants did not provide an answer and 4% neither agreed nor disagreed with the statement. None of the participants disagreed with this statement.

Following the method by daily listening to audio materials was regarded as important by 59% of participants; whereas 19,5 % neither agreed nor disagreed with the statement. Daily listening to audio materials was not considered as important by 6% of participants, while 11,5% could not estimate its importance for successful learning.

Working with the child at home on a daily basis was regarded as important by 55% of parents; 25% neither agreed nor disagreed with this while 10% disagreed and 6% could not estimate.

The vast majority - 88% of participants, agreed or completely agreed that speaking English during the lessons is important, and the remaining 8% that provided an answer could not estimate whether that is so.

Active participation from parents during the lesson was considered as important by 41% of participants; 19,5% neither agreed nor disagreed that this is important, 17,5% of participants found that their active participation during the lessons is not important while 14% could not estimate whether it is important or not.

Daily watching of Helen Doron cartoons was perceived as important by 43% of the participants, 27% neither agreed nor disagreed that it is important, 14% could not estimate and 12% of participants disagreed.

According to the majority of participants (80%) it is important that the children learn using all their senses; 12% could not estimate and 2% neither agreed nor disagreed.

Clearly showing what is learned as well as learning through play were both considered as important by 80% of the participants while the rest could not estimate the importance.

Participants that were involved in this study mostly found that it is useful that they can sit in the classroom during the lessons (66,5%) while only 2% disagreed. The remaining participants neither agreed nor disagreed with the statement.

When it comes to the importance of parent presence for children under the age of 4, 55% of participants found that it is important for the parents to be present during lessons. Most of the remaining participants (35%) circled that they could not provide an estimate of agreement on this question. The situation drastically changes for children above the age of 4, in which case,

51% of participants found parent presence not to be important, while 15,5% still regarded it as important.

Most of the participants agreed that language learning is highly dependent on parents' engagement; 11,5% was of the opinion that that is not the case, while others wrote that they could not estimate if that is the case.

In addition, 53% of participants considered that parents affect the teaching process, 8% thought they do not and a 21% of the participants neither agreed nor disagreed with this statement.

Most of the participants - 55% said they did not give constructive remarks to language teachers, 11,5% did, while others could not estimate. As many as 10% of participants did not provide an answer to this question.

When asked if the parents' presence enhanced students' motivation to learn a language, 35% of participants agreed that it did. On the other hand, a fifth of the participants (20%) disagreed, while as much as 37% remained undecided.

Ten percent of participants agreed with the statement that the mother tongue is often used in the Helen Doron method, however a higher percentage of participants - 66%, disagreed with this statement. The vast majority of participants, as many as 78% agreed with the final statement in the questionnaire claiming that the Helen Doron method is fun.

The statistical analysis for all the statements in the Likert-type scale containing the mode, mean and standard deviation are shown in Table 1.

Table 1. Statistical review of participants' agreement with statements

STATEMENT	MODE	MEAN	SD
I would recommend the Helen Doron method to others	5	4,70	0,51
It is important to start learning a foreign language as early as possible	5	4,34	1,01
Helen Doron method is useful for teaching preschool children only	2	3,03	1,43
Helen Doron method is effective for teaching a foreign language to all age groups	5	4,25	1,02
Helen Doron is an effective method for teaching listening with comprehension	5	4,42	0,66
Helen Doron is an effective method for teaching reading	4	3,38	1,10
Helen Doron is an effective method for teaching speaking	5	4,70	0,46
Helen Doron is an effective method for teaching writing	3	3,39	1,20
Helen Doron is an effective method for teaching vocabulary	5	4,63	0,54
Helen Doron is an effective method for teaching grammar	5	4,08	0,87
Helen Doron method uses authentic materials	5	4,43	0,87
Helen Doron method is student directed	5	4,39	0,87
Helen Doron method develops other skills alongside learning a language (fine/gross motor skills, emotional development, logic..)	5	4,41	0,67

I play Helen Doron audio materials to my child every day	3	3,17	1,27
Helen Doron method includes kinesthetic activities in the lessons	4	4,03	0,59
For the success of the Helen Doron method, it is important to provide children with a sense of accomplishment	5	4,53	0,60
For the success of the Helen Doron method, it is important to listen to audio materials daily	5	4,00	1,09
For the success of the Helen Doron method, it is important to work with the child at home daily	4	3,67	1,10
For the success of the Helen Doron method, it is important to speak English during the lessons	5	4,71	0,46
For the success of the Helen Doron method, it is important that the parent actively participates if he/she is present during the lessons	4	3,38	1,21
For the success of the Helen Doron method, it is important to watch Helen Doron cartoons daily	3	3,60	1,13
For the success of the Helen Doron method, it is important that the children learn using all their senses	4	4,45	0,55
For the success of the Helen Doron method, it is important to clearly show what is learned	5	4,55	0,55

For the success of the Helen Doron method, it is important that the children learn through play	5	4,61	0,49
It is useful that the parent can sit in the lessons with the children	4	4,08	0,80
It is important that parents are present during the lessons with children under the age of 4	4	3,90	0,94
It is important that parents are present during the lessons with children above the age of 4	2	2,42	1,18
Success in learning a language highly depends on parents engagement	4	3,82	1,19
Parents affect the teaching process	4	3,74	1,04
Parents actively participate in the teaching process	3	3,00	1,06
I give constructive remarks to language teachers	2	2,17	1,10
Parents' presence enhances the students motivation to learn a language	3	3,29	1,23
In the Helen Doron method mother tongue is often used	1	1,98	1,11
Helen Doron method is fun	5	4,60	0,69

Out of 51 participants, 94% of them speak a foreign language. All of them speak English but a number of participants speak one to three additional foreign languages. Italian is spoken by 23 participants, German by 9, French by 4. One participant speaks Norwegian, one speaks Spanish and one speaks Slovene.

Most of the participants – 61% learned a foreign language outside of the regular school system. While 4 participants list students exchange programs or learning the language abroad (e.g. London, Genova). Most of them attended language teaching programs in private schools such as Linguae, Poliglot, Dante, Sova, Prospero, Vita etc. or at “Narodno Učilište”. A number of participants learned a language at university or at work, by participating in courses at the “Radničko sveučilište” or by speaking the language at home. The latter refers only to Italian spoken in bilingual families.

The participants were asked how old their children were and how old they were when they first started learning English in a Helen Doron learning center. The current age of the children varies from 2,5 to 12, the mean is 6. The youngest child was 11 months at the time of enrollment and the oldest was 7. A participant listed having a 2-year-old that is not yet enrolled. Another participant entered an unclear answer by stating they have a 6-year-old and stating that the child was enrolled in Helen Doron Learning Center at the age of 1 and a half and 3 and a half.

The participants were asked to explain how they had found out about the method. Many of them - 57% learned of the method from other people such as friends, family, neighbors, other parents from kindergarten groups, work colleagues etc. Fifteen of them found out online, and the remainder had been given pamphlets, saw a feature story on television or had read about Helen Doron in a magazine.

When asked whether they had considered enrolling their children in other schools, 65% of participants stated that they had not, while 35% of

participants had looked into other language schools before enrolling their children in the Helen Doron learning center.

As for the reasons why the parents opted for the Helen Doron method vary, they mentioned recommendation and positive experiences of others, be it from acquaintances' or from online forums. The fact that Helen Doron is a different approach to teaching which is child-appropriate, includes the use of songs and learning through play are also listed among the reasons that attracted them, as well as the fact that only English is used in the lessons and nothing is translated. Some of them stated they had chosen the method since it was the only one that had courses for children as young as theirs. Another important reason provided was that the parents were allowed to be present in the classrooms. Furthermore, they stated that the offered "free demo lesson", and the possibility to pay the tuition in installments were crucial in their choice of school.

An aspect that is relevant for this study is the parents' understanding of the underlying principles of the Helen Doron method. The participants were asked if they were familiar with any other teaching method and if they knew the specifics of the Helen Doron method. In addition, they could elaborate on both in the open-ended questions.

When asked why they opted for the Helen Doron method 6% of participants did not provide an answer. Sixteen percent chose the method because they believed it was important to start learning a foreign language at an early age and it was the only program at the time of enrolment that offered courses for young children. The majority (49%) of participants have chosen

the method because it is appropriate for children, stating that it is interesting and different from classical methods – it includes games and the children are actively involved in the learning process where nothing is translated. More than a quarter of participants (22%) have chosen the Helen Doron method because it was recommended to them, whereas 4% of participants liked it because of the trial lesson. Others listed the following reasons: “First choice”, “Access and possibility of parent presence.

When it comes to their knowledge of and familiarity with other methods, 51% of the participants claim they are not familiar with any other teaching method, 12% are not sure while 37% are familiar with some other language teaching method. The method they were familiar with were mostly the “classical school method”, as a number of them put it, that includes a blackboard, sitting at desks, “ex cathedra” teaching. Other than that, 4% participants listed solely listening to Cd-s as a teaching method, 6% were not sure what the method or school that used it was called, 4% listed only “Linguae” as a language teaching school and 1 participant listed “foreign language school in England” but the methods themselves were not described or explained.

The next question elicited their understanding of what constituted the Helen Doron method, and what was specific about it. Fifty one percent of participants stated they were familiar with the specifics, 18% were not, 20% were not sure whereas 12% did not provide an answer. While 51% of participants said they were familiar with the specifics, 27% of them did not provide the description or explanation to this question. The others listed the

following: Learning through play, use of songs and props, presence of parents with young children, intensive use of English only, listening to the CD-s (background hearing), cartoons, audio-visual stimulations, learning by the principles of learning a mother tongue, having a web page, small groups and inclusion of all senses in learning.

“Same way of teaching in multiple countries, widely applied experiences, adaptation to children’s age” and “going round and round until you get to the middle, and everything begins to fall in place” have also been reported as the specifics of the Helen Doron method.

The participants were also asked how teaching with the Helen Doron method could be improved; 39% of participants did not provide an answer, and some stated that they were satisfied with the method and that it did not need improvement. Out of the participants who listed some suggestions, 20% thought it would be better to have more than one lesson a week. Some mentioned class should be held twice a week with a notation that the price should not change. Others suggested the following:

- “Abidance of the timetable”
- “Reinstating CD-s”
- “Leaving the building and going outside”,
- “Making the lessons more fun”,
- “More conversation”,
- “More props”,
- “Parent-teacher sessions”, and
- “Selection of children that are not yet ready to learn”.

When asked what their child liked most about the Helen Doron method most of the participants – 39% listed multiple things their children liked. Thirty-nine percent of participants have answered that their child likes singing and dancing, 31% of them like the interactive activities and games, 14% of them listed their children liked the company or their group, whereas 8% of them listed watching cartoons as preferred activities and 6 wrote “everything”. Other answers were “not working from a desk”, talking about new things, learning how to properly pronounce words, the teacher, ability to be relaxed and spontaneous, and having fun.

When it comes to difficulties, as many as 67% of the participants claim their children have no difficulties with the method, or think so because the children have not complained. The remaining 33% listed the following as difficulties:

- “not having lessons”,
- “not having cartoons in the Play On course”,
- “less interest than before”,
- “having to wait for their turn”,
- “being shy and unwilling to speak if they are uncertain in the answer”,
- “some expressions like *in front of, behind, under,*”
- “being a little bored” and
- “having a hard time catching up if they missed lessons”.

Three participants listed problems with understanding and speaking only in English as difficulties. Other than that 3 participants mentioned the lack of concentration during lessons as problematic.

The participants were also asked to list the three most significant things their children had learned in the current school year. As many as 41% of participants did not provide an answer, and none gave specific examples but wrote the following:

- “It’s still early”,
- “I cannot single anything out”,
- “This is only our first month with you”.

The other 59% did provide answers but only 40 % of those who answered wrote three things, whereas the remaining 60% of participants provided only partial answers. More than half (54%) of participants who answered noticed an improvement in the vocabulary, stating that the children have learned “many new words”, “they learned the names of different vegetables and flowers” or “colors”. Forty percent reported their children learned some more complex phrases, or that they started to put together sentences or “questions like the teacher”, as well as “communication in English (not only individual words)”. Spontaneous and independent use of English while playing or at home has been noted by 7% of participants. Furthermore, learning songs and acquiring the English accent or proper pronunciation have both been reported by 17% of the participants. Seven percent reported improvement in patience, while being independent during lessons and developing responsibility was entered by 13% of participants when asked what their child learned:

- “Working habits, time organization”
- “She take care of the books”
- “She has no problem with being alone during lessons”
- “He stays alone during lessons (independence)”.

Other than that, these answered were documented:

- “Many things”
- “She tries for the stamps at the end of the lessons”
- “Spelling – beginning to understand”
- “Improved graph-motor skills”
- “Working with other children”
- “Not shy to speak in English and they don’t talk in Croatian during lessons”
- “They improved their knowledge of English; they read texts or books in English with no problems and watch movies that are not dubbed”
- “The ability to differentiate between English and other languages (the child says not English)”

Most of the participants - 61% stated they did work with the children at home, while 35% of participants did not. Six percent did not answer this question but 3% of them stated how much time they spent working with the child and what they did.

In the two follow-up questions the participants were asked how many hours a week they spent doing some additional work with their children, and what that additional work entailed.

Out of 63% of participants who stated that they worked with their children, 6 % did not provide the number of hours. Some of the answers were:

“There are no rules”,

“It depends”,

“A little”,

“Along the way (*u hodu*)”,

“I do not know exactly”

“While driving”.

Out of the 47% that provided an estimate, 25% of them did so for 1 hour a week, 37,5% of them worked with the children 1-2 or 2 hours a week, 12,5% of them 14 hours a week and the remaining answers were 3 hours a week, 2-3, 2-4, 4-5, 5-10 hours a week. On average they worked with children 8 hours per week.

Out of 63% of participants that claimed to do some additional work at home 28% of them listed only listening to audio-materials as additional work, and 6% of them listed it along with some other activity. The parents that did additional work mostly spoke in English with their children at home, named items surrounding them when they went for walks, played games on Kangi club, went through the book with the children or watched and commented the cartoons in English. Some parents even bought picture books in English and read them to the children.

Other than describing what their children have learned, the participants were also described their positive and negative experiences with the Helen Doron method.

The positive experiences include children's happiness and love for the language, motivation to learn other languages, good teachers and encouraging environment, excellent pronunciation and accent, no problems with attaining and understanding English in school. Many of them state that children love to attend lessons and that they perfected their English or use it independently at home or when playing, and the fact that parents participate in lesson with very young children. Some stated that the level of English was at an admirable level for a young child and that children made friends in the center. One participant stated that the programs were "up to date".

Though a large percentage – as many as 78% did not list or do not have any negative experiences with the Helen Doron method some participants listed the following: the price, lack of motivation, cancelled lessons, problems with bureaucracy, difficulties with the new way of providing audio materials, activities with parents, and groups larger than five children. One participant remarked that children learned difficult and uncommon words but did not learn frequent, more important/useful words.

When it comes to other shortcomings not related to the method itself, 65% of participants did not find any shortcomings. Eight percent of participants did not provide an answer, 16% find that there are other problems and 12% are not sure. Twelve of them listed the shortcomings, four of which were the location of the center. It should be noted that some wrote more than one answer and the number of answers is therefore not twelve. Others listed "high price", "getting a new backpack every year", "groups bigger than five children" and "problems with downloading audio materials" as shortcomings.

Moreover, a participant has had negative experience with one of the teachers: “Before transferring to the current group we had a negative experience when the child was called out because he/she was restless. The former teacher approached the issue in a very bad way i.e. she did not address it at all.”

Another participant had problems with the schedule, one thought that revising same items in different courses was a disadvantage, and one parent thought that “restless children who disrupt lessons despite the mother’s presence” were an issue. Other than that, the time of the make-up classes was seen as a problem. The following advice was also offered: “be more patient when working because of the possibility of a bad first impression”.

The following questions were related to parent presence during the lessons, their opinion about what the goal of their presence was, as well as the advantages and disadvantages of (not) being present.

In the current school year 80% of participants are not in the classroom with their children during lesson, 18% of them are and 2% of participants did not answer. Most of the participants – 82% - were, however, present in lessons previously, while 12% have never participated in the lessons with their children. By comparing the answers to question number 4 in the questionnaire it has been determined that the children whose parents were not present in lessons in the previous years have started learning English in the Helen Doron English center at the age of 5 or higher. One participant did not provide an answer; one participant circled both YES and NO as an answer to this question so it cannot be determined what the real answer is, and one participant circled ‘No’ but added N/A next to the question. By revising

question 3 (How old is your child) and question 4 again (How old was your child when he/she started to learn English by the Helen Doron method), it can be seen the child was enrolled in the current school year.

The goal of parent presence was the following question. Twenty percent of participants did not provide an answer, whereas the remaining 80% did.

Children's sense of safety, as well as feeling relaxed and comfortable have both been reported as the goal of parent presence by 16% of participants. The same percentage considers that the goal is to achieve discipline and to help children get adjusted to a new group and setting. Some participants – 14% of them – find that the children require help to carry out some tasks that take place in the classroom; e.g. “they need help with the stickers”. Another 14% is of the view that they are present during lessons in order to provide support to the children and encourage them to participate. Twelve percent of participants find the aim of their presence is to get familiarized with the method and the content so they can recreate some of the activities at home. In addition, another 12%, holds that by participating they can see the progress their child is making. Only 4% of the participants are of the opinion that they should actively participate in the activities during lessons.

The next question examined the advantages of being in the classroom with the child during lesson. This was followed by a question about the disadvantages. As in the previous question, the participants, more often than not, listed multiple *disadvantages* so the number of the answers does not correspond to the number of participants that provided those answers.

The biggest advantages are mostly related to what parents perceived as the goal of their presence. Some even made an annotation stating that they had listed the advantages in the previous question, i.e. in the question about the goal of parent presence. Although 41 participants have not attended lessons some of them wrote an answer to this question based on their previous experience. Therefore, 25 participants have not provided an answer and 2 of them stated that they do not attend lessons.

The most common advantages are that their presence provides encouragement and support and increases their children's motivation and sense of security. This has been stated as an advantage by 10 participants, i.e. by 39%. Being able to follow the children's work and progress is the second most commonly listed advantage, which has been specified by 35 % of participants. Twenty seven percent of participants stated that they could see what as being learned in lessons and revise the content with their children at home. Twelve percent of participants stated that their presence was an advantage because the children were more disciplined, and another 12% thought the advantage was to be able to help the child during the lessons.

When it comes to disadvantages, the majority of participants (57%) did not provide an answer, possibly because they do not attend lessons in the current school year and 4% clearly stated they do not attend the lessons. Out of 39% of participants that provided an answer to this question, 20% of them find that there are no disadvantages if they are present. Others find that the children are more focused on the parent than the teacher - so they do not pay attention to the teacher or they want to cuddle. Being more restless and not

participating as much as they would otherwise, has also been identified as an issue. Another disadvantage is that they are not independent but are constantly relying on their parents help. Some participants find that being alone is “liberating” for the children, and one participant stated that constant interaction between parents and their children disrupts the lessons.

The advantages of the children being alone during lessons include being more independent and relying on themselves which was entered as an answer by 63% of participants who provided an answer to this question. Other advantages are being focused and listening to the teacher, being more prepared for school, properly interacting with the group and the teacher, not being afraid or ashamed, being more relaxed and more disciplined and socialization. Several participants find that they acquire the taught content better if they are alone during lessons and they are more confident.

When asked what the disadvantages of the child being alone during lessons were, 37% of participants did not provide an answer, 29% stated that there were no disadvantages, 22% indicated that being uninformed was the biggest disadvantage since they did not know the content that was taught, which lesson they were on or how the children were progressing. Twelve percent of the participants listed the following as disadvantages: “unable to convey content as the teacher”, “the child is young – it needs comfort and attention”, “maybe the teacher does not pay attention if the child is uninterested”, “shyness”, “children might be more restless” and “children might be less concentrated”.

Many participants (67%) plan on continuing their children's education at the Helen Doron center in Rijeka next year. The main reasons for staying were the following:

- They are satisfied with the method and the progress their children have made.
- The children love attending lessons
- The children have learned a lot and have an impressive vocabulary
- Schoolchildren have no difficulties with English at school.

Two participants did not provide an answer to this question, while another two are not planning on reenlisting next year. The reasons why is that one of them will be out of the country, and the other one stated that the child would start going to elementary school where they will learn English.

The remaining 13 participants are not yet sure if their children will be continuing. Only 10 participants reported the reason why and they are as follows:

- Frequent deferrals
- Interaction with parents
- If the child wants to continue (3x)
- Child has lost interest (2x)
- Finances (2x)
- Starting school in an all-day program – it might be too much
- Depending on the schedule of other activities (school and practice)

9. DISCUSSION

As it has been shown in the results chapter, the vast majority of the participants, i.e. parents speak at least one foreign language, and all of them who do, speak English. This is probably why most of them believe that it is important to start learning a foreign language from an early age which corresponds to the fact that they have all enlisted their children in an early learning language pre-school program rather than waited for formal education. In that case, the child would start learning the language at the age of seven. Since Helen Doron offers courses to children as young as 3 months old, some of the children actually learn English simultaneously with Croatian, therefore they learn English as a first language and not a second language.

Overall, the participants maintain that the Helen Doron method is very effective in teaching speaking and listening with comprehension, however far less for grammar and reading. Considering that young children have no knowledge of abstract notions such as grammar even in their L1 it would be difficult to teach them grammar in L2. As well as that, young children do not read or write in their L1 so teaching them to do the same in their L2 would not be suitable. However, it remains unclear whether the parents find the method to be less successful in those areas because their children have not yet been taught those skills or because these aspects are not dealt with.

Other than that, the participants seem to be familiar with the fact that the method offers more than just linguistic competences and that it does

include other skills such as fine and gross motor skills. They also concur that it is helpful for the children's socialization and independence.

One of the principles of teaching young children is use of play, which was listed by many of the parents as one of the things their child likes the most about the Helen Doron method. Other things were interactive games, songs and cartoons which should also be key elements in any program that teaches young learners. It is unclear if the parents were aware that these are the underlying principles of the Helen Doron method but they noticed that these elements motivated children to learn and to attend lessons.

Although the method does not require parents to do any additional work at home with the children other than the mandatory background listening to the audio materials, over a third of participants stated that they do some additional activities with their children. Just under half of the participants claims that they spend an average of 8 hours a week additionally working with their children. Perhaps the parents do so because they want their children to succeed. However, it must be noted that when asked to describe which specific activities they did, they mentioned listening to CDs. This may lead to the conclusion that the percentage of parents actually doing additional work with their children at home is somewhat smaller, as independent listening is actually part of the program.

While the participants perceive the daily listening routine as important, a surprising minority plays the audio materials to their children at home. This seems a fairly simple task to complete, and it would be important for the parents to follow the guidelines to foster their child's learning. Almost half of them also find that watching cartoons is important probably because

it provides the visual aspect to the audio materials. It is likely that they consider this additional stimulus to be useful for acquiring vocabulary faster since they may connect meaning with words before seeing the visual stimuli at lessons.

Unlike their awareness about the importance of parental guidance for listening to the audio materials, most of the participants are unaware of their role in the classroom. They seem unaware that they should actively participate, dance and do all the activities the teacher does. They should talk English in class so that their child would do the same. The child is more likely to do what the parent does and not what the parent says. Only 4% of participants are aware that active participation is the goal of their presence while others are of the opinion that the main role of their presence is to help their child adjust to the new group. This mindset may be extremely counterproductive if the parent either does everything instead of the child or if they are simply present but do not participate. The child may see their parent sitting in the room and not paying attention so they might think they do not have to pay attention either. If the parent colors or even answers all the questions during class instead of the child, the child does not get to be an active participant or they start expecting their parent to do all the work, which again leads to lack of motivation and interest. With all this in mind, parents should actively participate in class so they would set an example for the children but not in a way that excludes the children from the activities.

While a third of the participants cannot estimate if their presence affects the children's motivation, another third finds that the children's motivation

is enhanced if they were present, whereas the remaining are of the opposite opinion. Since motivation is an extremely subjective measure it may differ from one individual to the next. Some children may find parent presence motivating while others may find it distracting. Also it would be hard for parents to estimate the children's motivation in cases where they are not present so it would be difficult to gauge their effect, unless the children themselves were explicitly asked. Other than that, the parents' perception may not correspond to the actual level of motivation of the children. Having this in mind no firm conclusion can be made about the impact of parent presence and the children's motivation, and we can merely observe the parents perception regarding the matter. In other words it would be best, if possible, to ask the children themselves if parent presence affects their motivation.

The majority of parents state that their children do not have any difficulties during lessons but some add that their children have not complained. However, this does not mean that their children do not experience difficulties, only that they do not communicate them to the parents so the children's view of the matter could also be questioned.

It is also worth mentioning that the participants mostly claim that they do not give constructive remarks to teachers and many of them cannot estimate if their presence affects the teaching process and a small percentage finds that it does not. Although the former is true, as a teacher I find that the presence of parents in class has a great impact on children. The difference, although individual, can be seen in discipline, amount of participation and willingness to speak. The parents who are not present

during class have noticed that their children are more independent and responsible.

The Helen Doron method aims to develop students' social skills, independence, emotional intelligence and fine and gross motor skills along with the language itself. However, a number of parents could not estimate whether that is the case. It might mean that those parents are not familiar the underlying principles of the Helen Doron method. Almost half of the parents are also unaware of learning outcomes. Despite the fact that they did not write what their children have learned in the current school year the majority of them are satisfied with the method and progress their children made, and stated that their children will continue learning English in the Helen Doron center.

In the questionnaire one of the questions is "Have you been present during class in previous years?". A participant answered NO but added N/A next to it. By looking at questions 3 and 4 in the questionnaire (How old is your child? and How old was your child when you enrolled him in the Helen Doron center?) I concluded that the participant enrolled his child in the current school year. Since some others may as well have answered NO based on the fact that they their child did not attend Helen Doron center before, the actual results regarding this question might have been slightly different. Adding an answer that refers to that group would yield more precise result about parent presence in class.

When it comes to the benefits and drawbacks of the method, according to the parents, the most notable benefit is the fact that the method is different from classical method. Since they did not describe the "classical

method” they mention, they were most likely referring to the teaching methods used in formal education where they had a strict curriculum and had to passively listen and memorize a lot of information while sitting at a desk.

What they have identified as one of its strengths is learning through play. Furthermore, they find that the Helen Doron method develops independence and social skills. The method is also considered to be efficient because the children have acquired a substantial vocabulary in English. However, it would be interesting to compare whether children who have started learning English at a similar age, using a different method, would learn more or less.

Although most of the participants found that the method itself has no shortcomings some have mentioned a few. What is interesting is that many of the shortcomings are not directly related to the method itself and its principles but rather with the schedule, price, location and organization. For example, in case of teacher’s sick leave there are no substitute teachers and the make-up lessons are mostly held on Saturdays since regular lessons are held over the week. Another option would be having lessons during weekdays in the morning but most children attend kindergarten or school at the time, and many parents work so it is not a viable option. The reason there are no substitute teachers is that every Helen Doron teacher has to go through a training program and it would not be cost effective for a small center like Rijeka with only a few teachers, to hire and train a teacher who would work only a few days/weeks a year. In case of Zagreb where there are 14 learning centers some teachers are hired part time and

only have lesson when someone needs a substitute and they help with administration or lesson preparations when no one is on sick leave.

Some also mentioned their negative experiences with employees of the center. As for the shortcomings of the actual method itself, the participants list having lessons only once a week and would like to have two lessons a week. However in line with the Helen Doron method, classes can be held either once or twice a week, which depends on the national agreement. In the case of Croatia, unlike some other countries, all the Helen Doron learning centers only offer lessons once a week. The only remaining problem perceived by participants, related to the method itself, is that some uncommon words are being taught, while some frequent and more relevant words are not. The reason they might feel this way is because some courses contain “encyclopedic knowledge” chapters. The children are taught the names of various insects, butterflies, dogs, birds, apes etc. This mostly serves as a way to help children learn categories and to develop their cognitive skills but parents may consider it irrelevant if they are not familiarized with the purpose of it.

In this chapter the most significant results obtained by the questionnaire are interpreted. In the following chapter I will draw some conclusions and list possible implications for teaching.

10. CONCLUSION AND IMPLICATIONS FOR TEACHING

The main findings are that many parents do not follow the Helen Doron method as they are obligated. Although more than half show understanding of the underlying principles, a number of parents did not provide estimates on most of the points which may indicate that they do not understand the method and it may be the reason why they do not follow the method itself. However, it does not explain why the parents who are aware of them do not follow the method.

Also many parents do not understand the role of their presence in class, yet still attend classes with their children. The learning principles and the role of parent presence are both explained during demo lessons and all the parents receive a sheet with the most frequent Q and A when they enroll their children in a Helen Doron program, but despite that it appears that they do not read it. Since it is important and it can be very helpful if the parents understand their role the teachers should emphasize it and possibly even remind parents of it during the school year.

The main perceived advantages of Helen Doron method are teaching through play, teaching in small groups and using only English during the lessons, many of which are in fact in line with the principles of teaching young learners and are not unique to Helen Doron principles. Other than that the development of social skills and independence children gained were also listed as benefits; whereas factors not involved with the method itself such as price, other parents or children with discipline problems, or postponing lessons (for reasons such as a result of teacher illness) and having to make up for the lost lessons on Saturdays are the weaknesses of Helen Doron method. The only

perceived method-related weaknesses are the vocabulary taught and that Croatian Helen Doron centers only offer lessons once a week.

The method is perceived as successful by the parents and regarded as beneficial whereas the learning center organization and price are seen as the most significant drawbacks. The price is set on a national level so the Helen Doron center in Rijeka cannot change that but some organizational issues should be considered and attempts should be made to fix it.

The limitation of this study is that it is based on the parents' perspectives and does not offer insights into what the students perceive to be the strengths and weaknesses of the method. Furthermore, given that the parents are paying for the courses and that they can choose among different learning schools, it seems fair to assume that they are satisfied with the Helen Doron school, otherwise they would not have enrolled their children in it. Another weakness is that it is difficult to assess student learning outcomes and what they have actually learned. Throughout the history of the method, the main goal was to find the ideal method that would yield the best results in the shortest period of time. Likewise, Helen Doron also claims to be a successful method that enables students to learn English with ease while only attending lessons once a week for 45 - 120 minutes depending on the children's age.

As for the implications, the findings can be useful to improve the weaknesses of the school in terms of organisation, to raise awareness of the role and responsibility of the parents both in and outside the classroom and to assess the role parents have in students' learning and how it affects the classroom discipline. It can guide administration and teachers in Helen Doron school to consider the types of changes they can make, while still following the method to increase student learning.

11. REFERENCES

- Anthony, E.M. (1963) Approach, Method, and Technique. *ELT Journal*. 17: 63-67
- Bowen, T. (2002) *Teaching approaches: What is Suggestopedia?*
<http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-what-is-suggestopedia/146499.article>,
Macmillan Publishers Ltd. accessed on: April 28th , 2017
- Brown, H.D. (2001) *Teaching by Principle. An Interactive Approach to Language Pedagogy*. White Plains, NY: Longman
- Cameron, L. (2001) *Teaching Language to Young Learners*. University Press, Cambridge
- Celce-Murcia, M. (2001) *Teaching English as a Second or Foreign Language*. Heinle & Heinle, Thomson Learning, United States
- Crookes, G. And Chaudron, C. (1991) Guidelines for Classroom Language Teaching. Published In : Celce-Murcia (Ed.). (1991) *Teaching English as a Second or Foreign Language*. MA: Newbury House, Rowley
- Crystal, D. (2003) *English as a Global Language*. Cambridge University Press, New York
- Dornyei, Z. (1994) Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78 (3): 273-284

Doron, H. (1993) Teaching English to Infants and Primary Schoolchildren in Israel – A Special Project. *Educational Media International*: 119-123

Doron, H. (2000) *English For All Children: A Teaching Guide*. The Israeli Early Development Centre

Doron, H. (2010) *The Music Of Language*. Helen Doron Educational Group, Israel

Gattegno, C. (1963) *Teaching Foreign Languages in Schools The Silent Way*. Educational Solutions Worldwide, Inc. New York

Helen Doron English, *About Helen Doron*

<http://www.helendoron.com/blog/learning-a-second-language-top-10-benefits-of-early-language-learning> accessed on: August 31st, 2017

<http://Dictionary.Cambridge.Org/> accessed on: August 11th , 2017

<http://www.learnersdictionary.com/definition/principle> accessed on: August 11th, 2017

Karthikeyan, P. (2013) Humanistic Approaches of Teaching And Learning. *Indian Journal of Research*, 2 (7): 57-58

Khatib, M. (2013) Humanistic Education: Concerns, Implications and Applications. *Journal Of Language Teaching And Research*, 4 (1): 45-51

Klimova, B. (2013) Teaching English to Preschool Children. *Procedia – Social and Behavioral Sciences*: 503-507

Larsen-Freeman, D. (2000). *Teaching and Principles In Language Teaching*. Oxford University Press, Oxford

Larsen-Freeman, D; Jerald, M. *Audio-Lingual method*
https://americanenglish.state.gov/files/ae/resource_files/audio-lingual-method.pdf, Accessed on: August 31st, 2017

Nunan, D. (2000) *Language Teaching Methodology: A textbook for teachers*. Prentice Hall

Richards, J.C.; Renadya, W.A. (2002) *Methodology in Language Teaching*. University Press, Cambridge

Richards, J.C.; Rodgers, T.S. (1986) *Approaches and Methods in Language Teaching*. University Press, Cambridge

Rijavec, M. (2015) Fitting the Syllabus and Method to the Young Learner. In *Children and English as a Foreign Language*. Ed. Mihaljević Djigunović, J. FF Press, University Of Zagreb

Rokoszwska, K. (2006) The Critical Evaluation of The Approach Underlying The Helen Doron Method (HDM); *Prace Naukowe, Akademii Im. Jana Długosza W Czestochowie*: 105-117

Rokozsewska, K. (2003) The Principles of The Helen Doron Method. *Seria Filologiczna, Zeszyty Naukowe Uniwersytetu Rzeszowskiego*: 206-214

Scheffler, P. (2015) Introducing Very Young Children to English as a Foreign Language. *International Journal of Applied Linguistics*, 25 (1):1-25

Stevick, E.W. (1974). "Review of Teaching Foreign Languages in the Schools: The Silent Way". *TESOL Quarterly*. 8 (3): 305–313.

Strevens, P. (1977) *New Orientations in the Teaching of English*. University Press, Oxford

Thomson, S. (2001) *Teaching Young Learners: Adapting the Classroom for Yells* University of Birmingham

Tugrul Mart, C. (2013) The Audio-Lingual Method: And Easy Way of Achieving Speech. *International Journal of Academic Research In Business And Social Sciences*, 3 (8): 63-64

Tugrul Mart, C. (2013) The Direct Method: A Good Start to Teach Oral Language. *International Journal of Academic Research In Business and Social Sciences*, 3 (11): 182-183

Tugrul Mart, C. (2013) The Grammar-Translation Method and the Use of Translation to Facilitate Learning in ESL Classes. *Journal of Advances in English Language Teaching*, 1 (4): 103-105

Ur, P. (1996) *A course in Language Teaching*. University Press, Cambridge

12. APPENDICES

Appendix A. Scanned written consent to conduct the questionnaire



HELEN DORON ENGLISH
LEARNING CENTER RIJEKA
ARS VERBORUM d.o.o.
M. Barača 7
51000 Rijeka

CONSENT

I, Arna Tomić, as the owner and manager of the Helen Doron English Center in Rijeka, hereby give a written consent to my employee Kate Jurman to administer a questionnaire among the clients of the center i.e. the parents of the children attending English courses, in order to conduct a research for her Master's Degree Thesis.

The questionnaire must contain a disclaimer that clearly states that the questionnaire is not conducted by or for the Helen Doron Learning Center itself, and that participating in the research, i.e. filling out the questionnaire will have no effect on the teaching of their child or on relations between the parents and the employees of the center.

The questionnaires will be distributed to the parents before or after lessons, and there will be a designated place in the center for the questionnaires where the parents can return the filled out questionnaires.

ARS VERBORUM d.o.o.
RIJEKA, M. Barača 7
OIB 2494380978

Arna Tomić

LC Manager/Owner

Appendix B. The questionnaire

UPITNIK ZA RODITELJE O HELEN DORON METODI

Poštovani,

molim Vas da izdvojite 10-ak minuta za rješavanje ovog upitnika.

Istraživanje putem ovog upitnika provodi se u svrhu pisanja diplomskog rada pri Filozofskom fakultetu u Rijeci, na odsjeku za engleski jezik i književnost. Cilj ovog upitnika je doći do saznanja o procesima učenja i poučavanja korištenim u Helen Doron metodi.

Rješavanje ovog upitnika je u potpunosti dobrovoljno i neće se upotrijebiti ni u koje druge svrhe. Ovaj upitnik je u potpunosti anonim i ni na koji način neće utjecati na poučavanje Vašeg djeteta ili odnose zaposlenika Helen Doron škole s Vama i Vašim djetetom. Molim Vas da na sva pitanja odgovarate iskreno.

Hvala Vam na izdvojenom vremenu i na Vašoj pomoći,
Kate Jurman

1. Govorite li neki strani jezik?

DA NE

Ako da, molimo navedite koji/koje

2. Jeste li učili neki jezik izvan škole?

DA NE NISAM SIGURAN/A

Ako jeste, molim Vas navedite gdje

3. Koliko godina ima Vaše dijete/ djeca?

4. S koliko godina je Vaše dijete/su Vaša djeca počela učiti engleski jezik po HD metodi?

5. Kako ste saznali za Helen Doron metodu?

6. Jeste li razmatrali druge metode prije nego ste se odlučili za Helen Doron metodu?

DA NE

7. Zašto ste se odlučili za Helen Doron metodu?

8. Jeste li upoznati s nekim drugim metodama poučavanja stranih jezika?

DA NE NISAM SIGURAN/A

Ako jeste molim Vas, opišite s kojom metodom ste upoznati

9. Jeste li upoznati s posebnostima poučavanja Helen Doron metode?

DA NE NISAM SIGURAN/A

Ako jeste, molim opišite

10. Kako bi se moglo poboljšati poučavanje HD metodom?

11. Što Vaše dijete najviše voli u HD metodi?

12. S kojim se poteškoćama susreće Vaše dijete prilikom pohađanja nastave?

13. Izdvojite tri najvažnije stvari koje je Vaše dijete naučilo ove školske godine

14. Radite li dodatno kod kuće sa svojim djetetom?

DA NE

Ako da, koliko sati tjedno

Molim Vas opišite što radite

15. Možete li opisati svoja pozitivna iskustva s Helen Doron metodom?

16. Možete li opisati svoja negativna iskustva s Helen Doron metodom?

17. Postoje li neki nedostaci koji nisu vezani uz samu Helen Doron metodu? (npr. lokacija, stupanj obrazovanja učiteljica, atmosfera, grupe učenika i sl..)

DA NE NISAM SIGURAN/A

Ako postoje, molim Vas navedite

18. Prisustvujete li na nastavi s Vašim djetetom?

DA NE

19. Jeste li prethodnih godina prisustvovali na nastavi s Vašim djetetom?

DA NE

20. Koji je cilj prisustva roditelja na nastavi?

21. Ako prisustvujete nastavi, koje su prednosti toga da ste s djetetom na nastavi?

22. Ako prisustvujete nastavi, koji su nedostaci toga da ste s djetetom na nastavi?

23. Ako ne prisustvujete nastavi, koje su prednosti toga da je dijete samo na nastavi?

24. Ako ne prisustvujete nastavi, koji su nedostaci toga da je dijete samo na nastavi?

25. Hoćete li i u idućoj školskoj godini Vaše dijete nastaviti učiti jezik HD metodom?

DA NE NISAM SIGURAN/A

Molim Vas objasnite razloge

Molim Vas zaokružite u kojoj razini se slažete s dolje navedenim tvrdnjama gdje je

1 Uopće se ne slažem, 2 Ne slažem se, 3 Niti se slažem, niti se ne slažem,

4 Slažem se, 5 U potpunosti se slažem, 6 Ne mogu procijeniti

Helen Doron metodu preporučio/la bih ostalima	1	2	3	4	5	6
Važno je početi učiti strani jezik što ranije	1	2	3	4	5	6
Helen Doron metoda korisna je za poučavanje isključivo predškolske djece	1	2	3	4	5	6
Helen Doron metoda je efikasna za poučavanje stranog jezika svim uzrastima	1	2	3	4	5	6
Helen Doron je učinkovita metoda za poučavanje slušanja s razumijevanjem	1	2	3	4	5	6

Helen Doron je učinkovita metoda za poučavanje čitanja	1	2	3	4	5	6
Helen Doron metoda je učinkovita metoda za poučavanje govorenja	1	2	3	4	5	6
Helen Doron je učinkovita metoda za poučavanje pisanja	1	2	3	4	5	6
Helen Doron je učinkovita metoda za poučavanje vokabulara	1	2	3	4	5	6
Helen Doron je učinkovita metoda za poučavanje gramatike	1	2	3	4	5	6
Helen Doron metoda koristi autentične materijale	1	2	3	4	5	6
Helen Doron metoda je usmjerena je na učenika	1	2	3	4	5	6
Helen Doron metoda razvija i druge vještine uz učenje jezika (fina/gruba motorika, emocionalni razvoj, logika..)	1	2	3	4	5	6
Svom djetetu puštam Helen Doron audio materijale svakodnevno	1	2	3	4	5	6
Helen Doron metoda uključuje u nastavu kinestetičke aktivnosti	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je dati djeci osjećaj uspjeha	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je svakodnevno slušati audio materijale	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je svakodnevno kod kuće raditi s djecom	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je pričati engleski na satu	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je da roditelj aktivno sudjeluje na nastavi ako je prisutan	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je svakodnevno gledati Helen Doron crtiće	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je da djeca uče koristeći sva osjetila	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je zorno prikazati što se uči	1	2	3	4	5	6
Za uspjeh Helen Doron metode važno je da djeca uče kroz igru	1	2	3	4	5	6
Korisno je što roditelji mogu sjediti na satu s djecom	1	2	3	4	5	6
Važno je da su roditelji prisutni na satu s djecom do 4 godine	1	2	3	4	5	6
Važno je da su roditelji prisutni na satu s djecom starijom od 4 godine	1	2	3	4	5	6
Uspjeh u učenju jezika uvelike ovisi o angažmanu roditelja	1	2	3	4	5	6
Roditelji utječu na nastavni process	1	2	3	4	5	6
Roditelji aktivno sudjeluju u nastavnom procesu	1	2	3	4	5	6
Dajem konstruktivne primjedbe nastavnicima jezika	1	2	3	4	5	6
Prisustvo roditelja potiče učenikovu motivaciju za učenje jezika	1	2	3	4	5	6
U Helen Doron metodi često se koristi materinski jezik	1	2	3	4	5	6
Helen Doron metoda je zabavna	1	2	3	4	5	6

Dodatni komentari

HVALA VAM NA RJEŠAVANJU UPITNIKA