

Planegg, Germany: Dramatic Improvements in English Language Skills by German Students.

Implementation Objectives

A middle school in Planegg, Germany, in conjunction with LifeLong Learning, Europe, a center that focuses on helping students improve their learning skills, was interested in evaluating the use of Fast ForWord products for helping native German speakers who were struggling in both German and English. The study used an experimental design with students randomly assigned either to use the Fast ForWord Middle & High School product, or to a comparison group. The language and auditory skills of the students were evaluated at the beginning and end of the study.

Methodology

Speech Language Professionals and psychologists from LifeLong Learning, Europe, tested the students' cognitive and auditory skills at the beginning and end of the study. Student performance was evaluated with the Test of Auditory Perceptual Skills (TAPS).

At each school, educators were trained in:

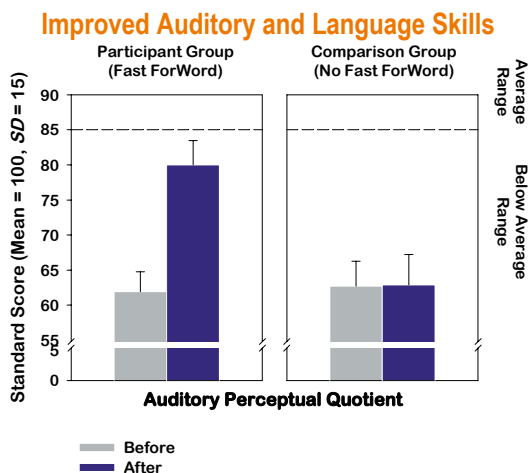
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after they have finished using the product

Schedule of Use

Students participated approximately 45 minutes per day, five days per week. On average, they used the Fast ForWord Middle & High School product for 26 days over a period of 37 calendar days, and completed 83% of the product content. Students participated during their lunch hour.

Assessment Results

The TAPS is a nationally normed assessment that evaluates a student's auditory and/or language skills.



Before Fast ForWord participation, a group of middle school students in Germany had auditory and language skills well below the average range for native English speakers (see graph). After use, the group achieved significant increases in their performance, with their improvements outpacing those of the comparison group. Initially, the students had scores below the first percentile. After participation on the Fast ForWord products, average student performance rose to the ninth percentile. The significant improvements were apparent on several subtests including auditory memory and the ability to discriminate between spoken words.

Educational Gains

The results found in this study support other studies demonstrating that the use of Fast ForWord products by non-native English speakers can benefit the students' English language skills.



Program Study Statistics

School year:
2004 – 2005

Number of Students:
22 students

Grade Level:
Middle School

Products Used:
Fast ForWord Middle & High School

Assessment tool used:
Test of Auditory Perceptual Skills
(TAPS)

For detailed analysis of this data or to request other reports showing significant academic gains following use of the Fast ForWord family of products go to: www.scilearn.com/resultsreports

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