

# Elementary ESOL materials for Polish parents of nursery children.

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**Elementary ESOL materials for Polish  
parents of nursery children.**

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## **Abbreviations**

CEFR - Common European Framework of Reference for Languages

EU - European Union

EFL - English as a Foreign Language

ESOL - English for Speakers of Other Languages

NATECLA - National Association for Teaching English and other Community Languages to Adults

NHS - National Health Service

PPP - Presentation, Practice, Production

UK - United Kingdom

SLA - Second Language Acquisition

TBLT - Task-Based Language Teaching

## **Abstract**

The need for ESOL provision for Polish migrants in the UK is large as Polish migrants constitute the second largest group of migrants in the UK. UK education and children's education are among the top two subjects considered important and useful for migrants. Despite those two facts, not much has been researched on nursery education and ESOL materials for parents of nursery children. This paper explores the language needs of Polish parents of nursery children who arrived in the UK and their suggestions on the content of the ESOL course. This paper aims to inform the creation of ESOL materials based on a task-based approach for Polish parents of nursery children and employs a framework for ESOL based on TBLT on an elementary level, which was created for the purpose of this research. The study adopts a descriptive approach and is qualitative in nature. It examines Polish parents' language needs before and when their children attended nursery and parents' views on the content of the ESOL course using a semi-structured interview. Five participants who were or are parents of nursery children and whose English is not their first language participated in the research. Findings show that English was not needed for all tasks parents had to perform before or at nursery and that the ways tasks were performed differed depending on participants' preferences and nursery procedures. Moreover, it was found that the ESOL course content for parents of nursery children should include spoken interaction, authentic tasks, an explanation of the British education system, and tasks enabling the recognition of different accents of English.

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# 1. Introduction

## 1.1 Background

The history of ESOL (English for Speakers of Other Languages) can be traced back to the end of the nineteenth century (Hann, 2022) when the Russo-Jewish committee organised free English classes for Russian migrants to the UK. In 1915, a Yiddish-English self-study book was published. In the same year, Belgian refugees arriving in the UK were offered places at London City Council's art and trade schools, and their children were taught by bilingual teachers. In the current understanding of ESOL, the first ESOL learners were migrants from the Commonwealth and their families who arrived in the UK to work and contribute to Britain's economic growth in the post-war era in the 1950s and 1960s (Sunderland, 2009). It was then when the work-based learning started to develop as a response to the increasing need for ESOL. In the 1970s, the first refugees from many countries around the world, such as Chile, Iran, Vietnam, Poland, and Somalia, started to arrive in the UK and benefit from ESOL provision (Sunderland, 2009). After many countries joined the European Union in May 2004, an increased number of migrants from the EU started to arrive in the UK to work in diverse industries, including building, agriculture, and tourism. These global changes had an impact on the need to provide ESOL across the country, as well as the fact that English has become an international language and the UK has become an attractive destination for economic migrants. In response to those changes, the government published the Adult ESOL Core Curriculum in 2001, and Skills for Life learners materials were published two years later. Nowadays, migrants constitute 13% of the English and Welsh population (NATECLA, 2016). ESOL courses are provided to them in

colleges, schools, workplaces, religious and community centres, and others. ESOL is provided by colleges, voluntary organisations, adult education services, workplaces, religious and community organisations, and more (Sunderland, 2009). Classes offered are mixed classes or may depend on the language level, gender, nationality, age, or can be work-related. ESOL learners are diverse in terms of age, nationality, language level and language needs, and style of life. This paper narrows down the ESOL context to Polish migrants who are parents of nursery-aged children. The latest data from 2011 showed that Polish migrants are the second largest group of migrants, after Indians, in the UK (NATECLA, 2016).

Teaching ESOL is not an easy task, as there are not many published materials or coursebooks, as is in the case of EFL (English as a Foreign Language). ESOL materials usually concern a specific group of people and are developed for the purpose of this group, therefore such materials are generated by teachers based on authentic materials (Hann, 2022). Although some research has been done on certain areas of ESOL, such as pregnancy or primary school, not much has been discovered about ESOL for parents having children in nurseries. The first one to mention the provision of ESOL to parents was Zadeh (1993), who created the ESOL programme in the Rural Warren County School.

The research for this dissertation aims to inform the creation of ESOL materials based on a task-based approach. TBLT (task-based language teaching) is one among many teaching methods applied in the ESOL context. TBLT was recommended by many researchers as suitable for ESOL learners and tasks were also proven to be effective teaching tools for migrants and refugees (Ong'anga and Odongo, 2013). Task-based teaching emerged in the 1980s and saw 'language as a tool for communication rather than as a system of rules to be memorized' (Nunan,

2007). TBLT focuses on meaning, and the students' attention is shifted to specific forms incidentally only when a breakout in communication occurs for students (Oxford, 2007).

## **1.2. Aims and objectives**

The research for this dissertation aims to inform the creation of elementary ESOL materials based on a task-based approach for Polish parents of nursery-aged children who have arrived in the United Kingdom. The objectives supporting the main aim are to identify the language needs of Polish migrants who are parents of nursery children, to define the language skills of learners on the elementary level, to suggest the content of ESOL course for parents of nursery children, to explain a task-based approach for ESOL, and to create a sample of ESOL materials based on the framework for designing TBLT materials for ESOL parents of nursery children. To achieve the aims and objectives of the study, five participants engaged in the research and were interviewed in Polish language using the semi-structured interview (appendix 4). The interviews were later transcribed and translated into English.

## **1.3. The structure of the dissertation**

The dissertation is divided into six chapters. Chapter one is the *Introduction* which includes the background to the topic, outlines the topic in general, presents the current situation in the domain, as well as introduces themes important for the dissertation.

Chapter two is the *Literature Review* which focuses on ESOL learners and designing materials for ESOL adults. It explains the TBLT approach and provides definition, characteristics, and division of tasks as well framework for TBLT materials

created specifically for the purpose of this research. It describes the requirements for elementary-level learners and presents what has been already researched about ESOL for nursery education. It concludes why ESOL for nursery parents is needed.

Chapter three is the *Methods* chapter. It includes the research questions of the study, explains the methodological approach, describes the participants of the study in detail, presents the research instrument chosen to elicit data from participants, describes the data collected, and describes the pilot study and ethics procedures.

Chapter four present the results of the study. It describes the answers to interview questions from all five participants. The chapter is divided into three parts corresponding to the three parts of the interview. The answers are presented in Polish and English language.

Chapter five is the *Discussion* that presents the findings of the main research questions supported by the reviewed literature and mentions recommendations for teaching.

Chapter six is the *Conclusion* which summarises what has been carried out in the project and offers further research recommendations.

## **2. Literature Review**

### **2.1. Introduction**

The literature review is divided into four main parts. The first part focuses on ESOL learners, ESOL materials, and designing materials for ESOL adults in general. The next part focuses on the TBLT approach and why it is suitable for ESOL learners. A definition, characteristics, and division of tasks are provided as well framework for TBLT materials is described. The third part explains the requirements for elementary-level learners. The final part focuses on what has been researched so far about ESOL materials for nursery education and a few conclusions are made about why ESOL for nursery might be needed.

### **2.2. ESOL learners and ESOL materials**

ESOL stands for English for Speakers of Other Languages and 'is the teaching of English as a second or other language to adults coming to settle in an English-speaking country' (Hann, 2022: 334). Thus, ESOL learners are immigrants in an English-speaking country, who need to speak English for their continuous stay in a foreign country. National Association for Teaching English and Community Languages to Adults (NATECLA) published a report in 2016 presenting the key figures on migration. According to the report, 13% of the English and Welsh population constituted migrants. That number grew from 3.7 million in 2001 to 7.5 million in 2011 and it can be assumed to have grown even more during the following ten years. In 2011, Polish migrants were placed in second place in the top three non-UK countries of birth with a number of 579,000 Polish natives living in England and Wales, having been excelled only by Indians (694,000 people). This numerical

data is vital for this research, as it shows a great number of Polish migrants living in the United Kingdom who might be in need of learning English to cooperate more effectively in society. It can be assumed that some percentage of Polish migrants are parents and are parents of nursery children, however, there is no data found on this matter.

ESOL is a wide area of learning English language and needs to be reduced to a specific context in which ESOL learners encounter English. This study reduces ESOL to the context of Polish parents of nursery children and attempts to discover their particular encounters with English, which later will be useful to create sample ESOL materials in this context and encourage further research in this domain. Creating materials for ESOL learners is a challenging task, as this group of learners is diverse, with different needs, purposes, levels of language command, ages, and styles of life. It is important to know the target group of learners before designing any course or materials for them. In order to do that, a needs analysis is recommended to execute. It 'refers to a family of procedures for gathering information about learners and about communication tasks for use in syllabus design' (Nunan, 1988: 75). It should include information about learners, such as name, age, nationality, education, occupation, language level, learning goals, preferred learning activities, preferred subjects, motivation or availability. In his research on content on ESOL, Nickson (2014) states that teaching and learning will be more effective if course content is relevant to the learners' needs. He invited 117 learners in 12 classes across ten ESOL providers in an English city to participate in his study. The participants were between 15 and 60 years old, with the majority of learners being between 30 and 40 years old. They were asked to evaluate the usefulness and importance of a variety of topics they may encounter in their ESOL classes. Nickson

based his idea that the content is relevant to learners on learner needs theory and it should be integral to course design. The first question referred to the usefulness of topics and the topics are enumerated in order of 'very useful' to 'useless' according to the learners: employability, UK education, health, socialising, eating, dealing with officials, English customs, hobbies, numeracy, finance, and current affairs. The second question referred to the importance of subjects in order to settle in a foreign country and the topics are enumerated in order of 'very important to 'not important at all' according to the participants: children's education, NHS (National Health Service), rights and responsibilities, benefits, women's right to work, cultural life, UK history, UK religion, sport, regional accents, and more. Nickson claims that classroom-based research on the needs of learners is the most effective approach to selecting ESOL course content. It can be concluded from his research that UK education and children's education are in the top two subjects in both categories considered useful and important for migrants. Thus, it can be concluded that this research on parents of nursery children may be vital for the future of ESOL courses, as it covers one of the most important subjects for migrants and applies to the second largest group of migrants in the UK.

There are very few publications about developing materials for ESOL and many publishers attempt to adjust existing EFL coursebooks for ESOL purposes - an attempt criticised by Hann, Timmis, and Masuhara (2010). While exploring content in existing EFL coursebooks and comparing it to the results of Nickson's research (2014), it is vital to note that the migrants' views on the course content are different from those of EFL learners. Thus, the approach to adjusting EFL materials for ESOL purposes would be ineffective. Generally, ESOL materials come from three sources: they are produced by a government institution ('Skills for Life' learner materials) or

non-profit organisation, they are generated by teachers who base materials on authentic texts, or they are learner-generated when higher-level learners design learning activities for their texts (Hann, 2022).

Hann (2022) states that three areas need to be considered when developing ESOL materials for adults. They are the awareness of how adults learn languages, the context of language use and learning, and approaches to teaching in ESOL classrooms. The context of language use important for this study has been already mentioned above and will be described in detail in later chapters, and the teaching approach selected for this research will be presented later in this chapter. Analysing ways of how adults learn languages most effectively, Hann (2022) continues that they learn best when exposed to the language and when they can produce meaningful input. Stephen Krashen (1976) as part of his SLA (Second Language Acquisition) proposed input as a necessary condition for language learning. Hann, Timmis, and Masuhara (2010) developed learner-related principles for the development of ESOL materials. The following principles can be distinguished: 'ESOL materials should cater for learners' real and immediate needs', 'ESOL materials should provide cognitive and affective engagement', 'ESOL materials should optimise learner development i.e. improve skills for learning' (Hann, Timmis, and Masuhara, 2010). Hann (2022) adds that materials should be accessible, authentic, and flexible, they should provide opportunities for success, extend language practice outside the classroom and use learners as a resource. Hann (2022) also mentions motivation as an important factor for adults when learning a foreign language. The motivational factors for ESOL adult learners have been studied by Paton and Wilkins (2009) and included the importance of English for communication in many aspects of their lives, increasing confidence when visiting a



doctor or shopping, applying for jobs, dealing with their children's school authorities, helping children with homework or even applying for UK citizenship.

### **2.3. Task-Based Language Teaching**

It is unlikely to find an approach that would fit all ESOL learners and all ESOL contexts as ESOL itself is very diverse. However, ESOL materials tend to employ learning through tasks. The task-based approach employs tasks in teaching and learning, and tasks provide opportunities for exposure, input, and meaningful interaction. Willis (1996) places TBLT within SLA as it satisfies four key conditions of language learning, and these are: exposure to rich and comprehensible input of real language, opportunities for real use of language, motivation, and focus on language form. All of those above conditions were also mentioned previously as factors important in teaching adults.

In 2013 Charlotte Anyango Ong'anga and Ajowi Jack Odongo conducted experimental research on Somali refugees in the UK. The objective of the research was to study the attitudes of the adult Somali ESOL learners towards the task-based approach used to teach them English. Half of the class was exposed to the old teaching methods used in the ESOL Learning Centre in London, and the other half was being taught using tasks. The experiment showed that 'the new methods introduced were superior to the usual methods at the Centre' (Ong'anga and Odongo, 2013). Adult learners engaged more actively in the tasks that were introduced to them and had a positive attitude towards them. Adult learners reported that the tasks gave them the opportunity to learn English both individually and in groups and that they were satisfied with the fact that they had to use English

constantly in class, even with their friends. The experiment proved TBLT to be an effective teaching method for adult ESOL learners.

Task-based language teaching was developed as an alternative to other traditional methods, such as grammar translation, Audiolingual Method, or PPP (presentation, practice, production). TBLT is an approach that uses tasks in planning and instructing in language teaching (Richards and Rodgers, 2001). Richards and Rodgers (2001) continued that TBLT gives meaning the central role in language use. Hence, speaking and attempts to communicate are the focus of task-based instruction, thus the majority of the tasks involve spoken interaction.

Ellis and Shintani (2001) provided the characteristics of a task:

- the primary focus is on meaning;
- there should be a gap, such as to convey information, or to express an opinion);
- learners should rely on their own resources;
- there is an outcome other than the use of language;
- a task is authentic.

The authenticity of tasks is also emphasised by other TBLT researchers, such as Richards and Rodgers (2001) who provided examples of authentic uses of tasks from newspapers, television, and the internet. They also added to those characteristics the following:

- a task provides both the input and output;
- a task improves motivation and hence promotes learning;
- a task can facilitate a particular use of language aspect.

Task types can be divided differently depending on the criteria. Ellis and Shintani (2001) distinguished three types of tasks: information-gap, opinion-gap, and

reasoning-gap. Information-gap can be when one student has all the information to be communicated, or when all the students have different information to communicate with each other (jigsaw activity). Opinion-gap requires students to exchange opinions on a particular topic. A reasoning gap is when students need to infer information. Another division of tasks is one of the unfocused and focused tasks. In the first group of tasks, students can use a language in general. When performing a focused task, students use some specific linguistic feature. For elementary learners, the use of focused tasks during a lesson is advised. Nunan (2004) distinguished between real-world or target tasks and pedagogical tasks. A target task refers to the use of language beyond the classroom environment. A pedagogical task occurs in the classroom and 'involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form' (Nunan, 2004:4). At this point, it is important to explain the difference between a task and an exercise. When performing a task, learners are free to use a range of language structures to convey meaning and achieve a non-linguistic outcome, whereas the forms are specified in the exercise.

Willis (1996) based her analysis on the tasks commonly used in coursebooks. She distinguished listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. Willis (1996) created a task framework to ensure a natural transition from classroom to real-life interaction. She began with the pre-task phase, where students are introduced to the topic and task and are exposed to recall relevant words and phrases and recognize new ones. The task cycle phase includes the task, planning the task, and reporting the task to other students. The

task cycle can include also post-task listening where students are introduced to native speakers doing the same task as they just did. Finally, the focus on form phase includes an analysis of the language used by students and practice.

Nunan (2004) provided steps for developing a unit of work applying TBLT procedures, which convey the framework developed by Willis (1996). He started with schema building, which means developing exercises to introduce the topic and key vocabulary or phrases that students might need to perform the task. The second step is a controlled practice, where students can practise using target language vocabulary and structures. The next step is an authentic listening practice. Step five includes the focus on linguistic elements, but what distinguishes TBLT from traditional methods is that students have been already exposed to the target language within a communicative context. The last two steps are to provide freer practice and finally, to introduce pedagogical tasks.

#### **2.4. Elementary-level learners**

The target learners in this research are adults on the elementary level of English who are parents of nursery-aged children. It is important to mention what skills are required for elementary learners and which of those skills apply to the nursery context. The elementary-level requirements for the purpose of this research were based on the CEFR (Common European Framework of Reference for Languages) scale. The full description of the requirements for elementary-level learners can be found in appendix 1. In the context of parents of nursery children, according to the CEFR scale, they should be able to 'understand enough to be able to meet the needs of a concrete type provided speech is clearly and slowly articulated', 'understand basic types of standard routine letters and faxes (enquiries,

orders, letters of confirmation, etc.) on familiar topics’, ‘identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events’, ‘interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary’, ‘ask and answer questions about habits and routines’, ‘ask and answer questions about pastimes and past activities’ or ‘write short, simple formulaic notes relating to matters in areas of immediate need’.

Considering ESOL principles and TBLT procedures, a framework for ESOL materials based on TBLT has been created (appendix 2). Nunan (2004) developed activities for the four macroskills: listening, reading, speaking, and writing. The activities are graded into seven levels of difficulty. Levels two and three correspond to the CEFR scale’s requirements for the elementary level. Nunan’s activities for levels two and three can be found in appendix 3. The researcher’s hope is that the framework, elementary-level requirements, and Nunan’s proposed activities will serve to create ESOL elementary materials for parents of nursery-aged children in later chapters.

## **2.5. ESOL for nursery education**

ESOL research constitutes a wide range of English Language research. Among many ESOL materials and courses widely available, one can find also less known areas for ESOL, such as ESOL for pregnancy (Deignan and Bird, 2015), motivation for ESOL students (Sidaway, 2022), and ESOL for parents at primary school (Isaac, 2017). Although primary school children's parents are a focus for ESOL materials designers and researchers, not much has been discovered about materials for parents of nursery-aged children.

Zadeh (1993) described an ESOL programme created in 1987 in the Rural Warren County School to meet the needs of Japanese and Hispanic students after the area was confronted with the influx of limited or non-English speaking students from Japanese and Hispanic industries. Initially, the programme started with nine students and one teacher administrator to develop and reach fifty students, a full-time ESOL teacher, and a Spanish-English bilingual assistant in 1990. The ESOL programme reflected a 'total approach' involving students, parents, teachers and community members who interacted with ESOL staff to meet students' and family needs. For the purposes of this research, the focus will be shifted only to one of the aspects of the 'total approach' which is the parents. As Zadeh stated, 'parent involvement is a key proponent of the total approach' (Zadeh, 1993:4). The acculturation classes were organised as a part of the ESOL programme where parents could hear about holidays or special activities but also taste typical local foods. Parents also attended communication classes and parents meetings usually held at the end of each month, where translation services were provided. As not every parent could attend those meetings, a new initiative was created called HIP - Home Intervention Program. At least once a week an ESOL teacher and a bilingual assistant used to visit the homes of some ESOL students for communication purposes. This was described as having a positive impact, resulting in less confusion and less negative feelings, better communication, and the possibility to avert many possible problems. It can be argued whether all of the above aspects of the 'total approach' concerning parents might be useful in the nursery context. Communication classes with translation services could be advantageous for migrant parents with a low level of English language, as it would help them progress with the foreign language and increase confidence in communicating in English if those meetings

were organised in smaller groups. Home visits by nursery workers could be advantageous as well if those visits would be held in a confidential and non-judgemental environment for parents to dare use English and to have attention focused solely on them.

MacDonald (2013) wrote a thesis on the provision of ESOL for immigrants in early 21st century Britain, interviewing several women with bilingual or monolingual children about their process of learning English. The thesis includes testimonials of those women, including also mothers of nursery-aged children, about their fears, their experiences, and their thoughts about what they needed English for. Even one Polish mother participated in the research. Women narrated a range of everyday situations in which they could find themselves in the need of using English. 'These included making friends, negotiating with nursery and school services, applying for jobs and entering the workplace, joining a church; in other words a normal range for this demographic sample' (Macdonald, 2013:94). The nursery mothers enumerated the need to understand the England and Wales education system, to find an appropriate place for a child to attend, and to negotiate a child's entry and progress as key concerns as ESOL learners. They stated that they did not feel confident in effectively managing their children's education. They witnessed bullying and abuse of their children at the nursery, causing emotional damage to both children and mothers who could not help their children as they did not know English themselves. They stated that the will to support their children at nursery and school was a primary learning goal for them.

Draper and Duffy (2009) devoted one whole chapter of their book to working with parents. They draw on their experience of working at Thomas Coram Children's Centre in London and explore the challenges and benefits of nursery practitioners

working in close partnership with parents. Draper and Duffy (2009) enumerated 'a lack of shared language' as one of the challenges nursery practitioners encounter while working with parents. They also mentioned the fact that 'parents who were not themselves educated in the UK may be unfamiliar with the British education system and possibly are not confident it will serve their children well' (Draper and Duffy, 2009: 276). Similar findings were described above from MacDonald's thesis (2013), that the nursery mothers expressed their willingness to understand the English education system. What is important in Draper and Duffy's (2009) work which relates to the ESOL context is to understand how such an exemplary relationship between a nursery practitioner and a parent works. Therefore, some conclusions about what language foreign parents may need when contacting a nursery worker can be made. The Thomas Coram Children's Centre offers drop-in meetings where parents and children attend together and later, parents may attend groups or classes while their children stay in the nursery. Families are also invited to an induction programme which consists of visits to the centre, home visits by the key worker, and a settling-in period, a part of which is a parent conference and interviews with parents about their child. Arrival and collection times, scheduled meetings between parents and key workers, and the use of newsletters and information sheets about the current work of the centre and workshop are also other forms of maintaining contact between parents and practitioners. Parents are interested in what their child is doing and learning during the hours they are apart from them. Some of them would like to gain a broader perspective on the child's upbringing from more experienced practitioners. On the other hand, nursery workers are interested in the children's behaviour and development at home, as parents' most concern usually is whether their child would



be understood in the nursery the same way they are understood at home. The centre also offers classes for parents in ESOL.

Summarising the experiences of parents and the activity of nursery places described in the above articles, several conclusions about why parents need the English language can be made:

- 1) first, to visit the nursery centres before applying and to find an appropriate place for a child to attend;
- 2) to be able to attend the meetings with nursery practitioners and other parents and to be able to understand subjects discussed, such as their child's development, learning progress, and activities done outside the house;
- 3) to attend workshops or conferences organised by nurseries;
- 4) to understand newsletters and information sheets from nurseries;
- 5) to host home visits where they can narrate their child's behaviour and development at home;
- 6) to negotiate with nursery services;
- 7) and to understand the English education system.

## **2.5. Conclusion**

The literature chapter provides an overview of what ESOL and TBLT are. It explains the requirements for elementary-level learners. It also shows what has been already researched about ESOL for nursery education and what questions still need to be answered. An idea about what type of ESOL materials for nursery education might be needed has been concluded.

## **3. Methods**

### **3.1. Introduction**

The methods chapter includes three research questions that the author will attempt to answer throughout the dissertation. It explains the methodological approach used and the reasons for choosing this approach. The chapter describes the participants of the study in detail, their age, gender, background, language level, and learning context, and explains the criteria why they were asked to participate in the research. The chapter presents what research instrument was chosen to elicit data from participants and how and why the research instrument was constructed. The methods chapter informs what data was collected from participants using the instrument outlined and how the data was handled. The chapter also contains a short section on the pilot study conducted prior to the main study and a section on ethics procedures is at the end of the chapter.

### **3.2. Research questions**

Since the study aimed to inform the creation of elementary ESOL materials based on a task-based approach for Polish parents of nursery-aged children who have arrived in the United Kingdom, the following research questions were stated when designing the research:

Research question 1: what are the language needs of Polish migrants who are parents of nursery children?

Research question 2: what are the beliefs of Polish parents of nursery children about the content of English language courses?

Research question 3: what is the framework for designing TBLT materials for ESOL parents of nursery children at an elementary level?

In the process of data analysis and the analysis of relevant literature, the answers to the above questions were received. The research questions helped to better explore and devise a sample of ESOL course materials based on a task-based approach.

### **3.3. Methodological approach**

The research is descriptive in that it attempts to describe the language needs of a particular group of people, who in this case are Polish parents of nursery children. It also explains the characteristics of a task-based approach and why this approach is the most suitable for ESOL learners. The research is qualitative in nature, which means that it 'deals with qualities and phenomena that cannot be numerically quantified' (Cribb, 2021:25). There will be an attempt to create a sample of ESOL materials for parents of nursery children based on the framework for designing TBLT materials for ESOL learners created for the purpose of this dissertation.

### **3.4. Participants**

Five participants were asked to contribute to the research. They were all known to the author of the research and were chosen because they met both criteria. The first criterion was that they are Polish and English is not their first language. The second criterion was that they currently have or recently had children in a British nursery. They were all women and men and all were between 30 and 35 years old. At the time of conducting the research, they all lived in small towns in the area of Coventry and Oxfordshire: Bicester, Banbury, and Bloxham. The description of each individual participant is found below.

Participant one is a 32-year-old man whose son is now 8 years old. The boy started nursery at the age of 5 and was attending there for a year. The participant had lived in England for seven years already when his son started nursery. At that time, he described his language level as very communicative, as previously he had attended an English language course in a private school in Oxford.

Participant 2 is a Polish woman in her mid-thirties, whose daughter is currently 6 years old. The girl started nursery at the age of 3 and was attending there for two years. The participant had lived in England for four years when her daughter started nursery. At that time she described her language level as communicative, although she had only learned English at school in her home country and had not received any education in the United Kingdom.

Participant 3 is a 33-year-old woman whose daughter is currently 8 years old. The girl started nursery at the age of 3 and was attending there for two years. The participant had lived in England for five years when her daughter started nursery. She described her language level as fluent, although she had only learned English at school in Poland and then developed fluency and confidence throughout her stay in England.

Participants 4 and 5 are a young married couple (a man and a woman accordingly) who are both 30 years old. They have a 2-year-old son who is currently attending nursery. They have been in England for three years and previously spent 2 years in the United States. They described their English level between communicative and fluent. They learned English at school in Poland and during their stay in the United States. The woman added she still experiences language barriers and currently attends private English tutoring.

As some of those children have already finished nursery, the parents claim they may not remember all details, such as the child's age when starting nursery or the exact procedures. Hence, there might be discrepancies in answers and in facts.

### **3.5. Instruments**

The instrument used for this research was an interview. It was a semi-structured interview created by the researcher both in Polish and English language and then conducted by the researcher in Polish language. The questions were prepared in advance, however, the researcher-interviewer could add follow-up questions to elicit more thoughts during the time of the interview. The focus of the interview was to understand the language needs at different times of nursery stages, as well as to hear parents' suggestions of what was or would have been helpful to them during that time. Hence, the interview was created in such a way that it was divided into two sections referring to different nursery stages, and a separate section on parents' language commands and suggestions. The interview protocol consisted of thirteen questions altogether. The first section contained four questions and concerned the parents' language needs before the child started the nursery and procedures that needed to be followed in order to apply for the nursery. The questions concerned parents' knowledge about the British nursery system and their criteria for choosing a nursery, what steps they had to do in order to apply for a nursery and what documents were needed, what a nursery application included, and whether there were other purposes they needed English for at that stage. The exemplary purposes were enumerated and parents would confirm whether they applied to their experience or not, and additional comments could be added. The second part included four questions and was related to the language necessary to

communicate in the nursery. The questions concerned the most frequent subjects of conversations between parents and nursery workers, what tasks they needed to perform in English at that time, and whether they received any language help. Similar to the previous section, the exemplary purposes for using English at that time were enumerated and parents were asked to confirm whether they applied to their experience. Additional comments could be added. The last section consisted of five questions and concerned the parents' language level when their children were in the nursery, as well as parents' learning journey, including whether they attended English lessons in their home country or after migration, and whether those courses were helpful when performing tasks in the nursery. Parents could also make suggestions about what could such a language course include to prepare parents better for activities performed in the nursery. There was also a section for additional comments and questions. The interview protocol can be found in appendix 4. The interviews were conducted in the researcher's place of residence and each interview lasted approximately 30 minutes. They all took place in mid-July 2022. Five participants were interviewed and a pilot interview was conducted prior to the main interviews. All interviews were audio recorded using a recorder from the researcher's private mobile phone. The participants were given the interview questionnaire and were informed about being recorded prior to the interview taking place.

### **3.6. Data collection and analysis**

The data elicited from participants using an interview was related to participants' experiences with tasks they had to perform in English language as migrant parents of nursery children in the United Kingdom. The interviews were recorded and then the data was saved on the researcher's university account

protected by a password. After the interviews took place, the answers were transcribed and organised in the form of a table in order to analyse them more easily. The table consists of interview questions written vertically and participants' answers written horizontally. The table was divided into three parts corresponding to three sections of the interview. The table in Polish language can be found in appendix 5. As the interviews were conducted in the participants' and researcher's native language to avoid misunderstanding and to elicit more thoughts from participants, the answers had to be translated from Polish to English for the purpose of the dissertation. A translation was realized by the researcher and is presented in the *Results* section. The data was analysed by each section and not by participants.

### **3.7. Pilot study**

A pilot interview was conducted on the 14th of July 2022, prior to the main interviews. An interviewee was also a Polish person known to the researcher. It took place in the researcher's place of residence and was also audio recorded on the researcher's personal mobile. The pilot interview was conducted to check the quality of the recording, to estimate the duration of the interview, and to check whether all questions are vital for the study, whether the order of questions is appropriate and whether any questions need to be added. Only one change was implemented to the interview protocol as a result of the pilot study. The last question of the interview was added where parents were asked for suggestions on the content of the course intended for parents of nursery children.

### **3.8. Ethics**

The research was conducted to the highest levels of integrity compatible with Coventry University's Research Committee Standards of Conduct and Governance

of Research. These contained standards of best practice, integrity, and honesty. The research was granted ethical approval by Coventry University's Research Ethics Committee and was assigned a project reference number P137509. The project was considered a medium risk level since it involved human participants and several ethical issues needed to be taken into consideration. Before data collection, the participants were given a participant information sheet in English (appendix 6) and a translated version in Polish. They were informed about the nature of the project and its potential risk and benefits. The participant information sheet included information that the data will be audio recorded, that their participation is voluntary, and that they can withdraw at any time. It explained what data will be collected, how it will be stored, and what will happen to it. When participants agreed to take part in the research, they were asked to sign a consent form (appendix 7), both in English and Polish language. They confirmed that they understood the participant information sheet. They agreed on the interviews being audio recorded and generally on taking part in the study. Interviews took place only after the consent had been received.



## **4. Results**

### **4.1. Introduction**

The results chapter describes the answers to interview questions from all five participants. The chapter is divided into three parts. The first part of the results corresponds to the first part of the interview, which relates to parents' language needs before the child started nursery and the procedures necessary to apply for a nursery. The next part of the results chapter corresponds to the second part of the interview, where parents answered questions about their language needs during the time when their children were in the nursery. The last part of the results chapter corresponds to the third part of the interview related to the parents' language level and language journey, as well as parents' suggestions about learning a foreign language and ESOL course content. The transcribed data in Polish language organised in the form of a table can be found in appendix 5. As mentioned in the previous chapter, there might be discrepancies in answers and in facts as some parents could not remember the details.

### **4.2. Before nursery**

The first section refers to parents' language needs before the child started nursery and the steps to sign up for a nursery. Parents were asked four main questions and a few additional ones. The first question parents needed to answer was 'how did you find out about the nursery system in the UK?' and the follow-up question was 'what do you know about it, eg. children's age, frequency of attending, fees?'. Participant one found out about the British nursery system from the government website (gov.uk), which could also be translated into many languages,

including Polish. He mentioned a tab where one could find information about children's age, how many hours a child is allowed to attend nursery without paying fees, and what documents are necessary in order to apply for a nursery. He recalled his son was five years old when he began nursery and could attend twenty hours a week free of charge. Participant two found out about the nursery system in England from her close friends and from the nursery's official website. She recalled her daughter commenced nursery at the age of three and was attending there five days a week, six hours a day. The girl was allowed fifteen hours free of charge, and the remaining fifteen hours required additional fees. When she finished four years old, a full week of thirty hours was free of charge. Participant three found out about the nursery system from her Polish friends who had already had children in nurseries and had some knowledge about the system. They advised her how and where to apply. She recalled her daughter was three years old when applying for nursery and claimed that she was allowed thirty hours a week of nursery education free of charge. However, she was granted only fifteen hours weekly for free, and for the remaining fifteen hours she had to pay fees. She remembered a system error she could not understand and did not receive any help in this matter from nursery educators. Participants four and five found out about nursery procedures from their friends, from a government website (gov.uk) and they also asked nursery workers for advice. Currently, they pay for fifteen hours a week for his 2-year-old son stay in the nursery. The earliest he could begin was at the age of two, but they mentioned there were some other nurseries where a child could start at a younger age. They said a 3-year-old child is allowed fifteen hours a week of nursery education free of charge when only one parent works, and thirty hours a week free of charge when both parents work. A child can attend nursery up to forty hours a week, but the remaining

hours require additional fees. They mentioned that nursery education is free of charge when there is a difficult financial situation at home or a child is raised by a single parent.

The second question referred to the criteria parents followed when choosing a nursery for their children. Participant one chose a nursery that was the closest to his house. Participant two chose a nursery in the same village as the primary school of her older daughter in order to commute easier both girls to nursery and primary school. She was also suggested by the pleasant atmosphere and the small size of the nursery which consisted of fifteen children only. Participant three chose a nursery because it was recommended by other parents and it was near her house and workplace. She also visited the nursery before the application process and was convinced after the tour she had with the nursery's head teacher. Participants four and five were suggested by the fact that their friends' children were also attending the chosen nursery and were also friends with their son.

Question three referred to documents needed when applying to the nursery. Three follow-up questions were asked: what information was requested in the application form? Was the application online or on paper? Do you know the nursery criteria for choosing candidates? Participant one said that the application was on paper and could take a copy from the nursery office. His and his partner's passports were requested, as well as the child's birth certificate. In the application form, he had to provide information about the child's age, illnesses, and personal data. He did not know how the nursery chose the candidates. Participant two said the application was on paper and it had to be collected in person at the nursery. The application form included questions about parents' jobs, national insurance numbers, registered health centre, and a child's certificate of vaccination. There was also a questionnaire

about the child’s most and least favourite food and games. She reckoned the nursery criterion for choosing candidates was the distance from home to the nursery and whether a child already had other siblings nearby. Participant three said the application was not online and it was necessary to collect an application form from the nursery office. She had to provide her and the child’s name and surname, date of birth, and details about her child, such as favourite food, allergies, disorders, and whether the child can speak English. She did not know how the nursery chose the candidates. Participants four and five said they had to collect a printed copy of the application form in the nursery office and it was about forty pages long. It required information about the child’s favourite plays and games, allergies, illnesses, favourite words, clothes, toys, and if there was anything nursery workers had to pay close attention to. One section included additional contact to other people, who the nursery could call in case none of the parents would answer the phone and people who were allowed to bring or collect a child from a nursery. They said there was no information regarding the criteria for accepting candidates, but they reckoned the first ones applying got the place.

The last question in this section referred to the tasks parents needed to perform in English while applying to the nursery. The answers are presented in table 1.

	Participant 1	Participant 2	Participant 3	Participant4&5
to read information booklets	no	no	no	yes
to phone and make appointments with the nursery	yes	yes	yes	yes

to visit the nursery	yes	yes	yes	yes
to exchange e-mails with the nursery	yes	yes	yes	no
to fill in necessary documents	yes	yes	yes	yes
to ask for opinions and help in your community	no	yes	no	yes

**Table 1.** What did you need English for before your child started nursery?

Participant one added that there were booklets but they were also translated into many languages, including Polish. The information included in the booklets referred to the history of the nursery, the description of nursery groups, children's age and hours of attending. He said he visited the nursery office in order to express interest in his child attending there and to receive more information regarding the application process. He was also offered a tour of the nursery rooms and outside play area. He also visited the nursery for the second time when handing in the application. He did not send any email, but he received one confirming his child's place at the nursery, the boy's group, and the start date. He did not need English in his community as it consisted of only Polish speakers. Participant two added that she visited the nursery in order to find out how the nursery functioned and about the application process. Participant three said she called the nursery to ask for more details. She also hosted a home visit initiated by nursery workers. The purpose of the visit was to meet both the child and the parents. She said she only received one email confirming her child's place at the nursery. Her community consisted of Polish speakers, hence she did not need English for communication. Participants four and five recalled using a phone call only once when they needed help in filling in the application form. They

said that the main form of communicating with the nursery was a messenger. They visited the nursery three times: first, when they wanted to find out about the application process; second, when handing in the application and visiting nursery facilities; and third time when a series of introduction meetings between parents, children, and nursery staff were organised. All parents claimed the only document to fill in at that time was an application form.

### 4.3. At nursery

The second section of the interview refers to the language needed to communicate in the nursery. Parents were asked four main questions. The first question referred to the tasks parents needed to perform at the beginning of the child's attendance at the nursery and the answers are presented in table 2.

	Participant 1	Participant 2	Participant 3	Participant 4&5
meet the nursery staff	yes	yes	yes	yes
introduce your child	yes	yes	yes	yes
explain about your child's typical routines and behaviours	yes	yes	yes	yes

**Table 2.** When your child started nursery, what did you need to do in English?

Participants four and five added that all those actions were already performed before the child started nursery and the information was provided in the application form.

The second question referred to the most frequent subjects of conversations between parents and nursery workers. Participant one spoke with a nursery practitioner about his son's behaviour, progress in development, difficulties his son

encountered in the nursery and his achievements, and how the boy spent a day. He mentioned also listening to the teacher’s feedback about his son’s inappropriate behaviour. Participant two usually spoke with nursery staff about her daughter’s behaviour and progress, and whether she communicated with them in English or needed help in communication as her native language was Polish. Participant three usually spoke about her daughter’s progress and the process of adapting to the group as it was her first encounter with a larger group of children. She was also interested to know whether her daughter attempted to communicate in English as she could only speak Polish at that time. Participants four and five spoke about their son’s behaviour at the nursery, who he played with and what he played. The mum who usually dropped her son to the nursery spoke about his mood at the beginning of the day and whether he had already eaten, asking nursery staff to pay attention to his eating habits.

The third question referred to the tasks parents needed to perform when their child attended nursery. The summary of answers is presented in table 3.

	Participant 1	Participant 2	Participant 3	Participants 4&5
read letters at home and notices	yes	yes	yes	yes
talk to the office staff about fees, hours, holidays, sickness, etc.	yes	yes	yes	yes
talk to the caring staff about their child	yes	yes	yes	yes
talk to other parents	no	yes	no	yes
fill in documents	no	no	no	no

write requests or complaints or other forms of written communication	yes	yes	no	no
learn English stories, rhymes, etc. with their child as a part of the preparation for their child's performances	yes	no	no	no

**Table 3.** What did you need to do when you had a child in the nursery?

Participant one reckoned he received emails and text messages, as well as read notices on the nursery information board. The information concerned any changes in schedule, trips, or art performances. During the Covid-19 pandemic, there was a notice that the nursery was closed. Participant two remembered she received text messages or notices at the end of the day about what to bring to nursery the next day, such as wellingtons as the children were going on a trip, or special art materials. Participant three reckoned to receive bills for nursery in a form of a letter. She also received notices in the form of a letter handed to a child in an envelope at the end of the day. They referred to the next day's events or activities, such as costume days. Participants four and five were handed in letters in the nursery at the end of the day about what would be happening in the nursery, whether a child needed to bring something the next day, or whether any child was sick (such as pox or covid). They said they were given letters with more important information, but the nursery workers communicated with them also through messenger or phone calls. Participant one spoke with nursery workers in person or attended parent-teacher meetings. In case of a child's absence, he informed the nursery through a phone call and he recalled one situation when they called him to collect a child as he was feeling unwell. He



recalled writing an official complaint about another child's inappropriate behaviour towards his son. Participant two used all forms of communication, such as phone calls, text messages, and e-mails to inform nursery staff about important issues or her daughter's absences. Participant three only used phone calls to inform nursery staff about important issues. Participants four and five used messenger as a form of communication with the nursery staff or informed them personally. Only participant one needed English to help his son prepare for performances at the nursery. Participant three remembered nursery performances but it was not required of her to help her daughter as she had rehearsals in the nursery.

The last question referred to whether parents received any language help. All of them claimed they did not need any help. Participant one did not know whether such help could be received. Participants two and three said all nursery staff was English-speaking. Participants four and five said there was no translator but the nursery educators knew Polish to some extent, although were native English speakers.

#### **4.4. Parents**

The last section regarded parents' English level at the time of applying to the nursery and their language learning journey. They were asked five main questions and one additional follow-up question. The first question was 'how would you describe your English level when you were applying to the nursery?'. There were three levels distinguished for the purposes of the interview:

- very poor, meaning a parent was not able to communicate neither verbally nor orally, did not understand written text, and could not understand people's conversations;

- communicative, meaning a parent could receive and provide information without any issues;
- fluent.

The results are presented in table 4.

	English language level
Participant 1	between communicative and fluent
Participant 2	communicative
Participant 3	fluent
Participant 4	fluent
Participant 5	communicative

**Table 4:** How would you describe your English language level when you were applying to the nursery?

Participant five admitted that she was shy and had language barriers, but the application process and letters required very simple, informal language, and the most important information was always stressed.

The next two questions were related to the language courses parents attended before or after arriving in the United Kingdom and whether they prepared parents for actions they encountered in the nursery. Participant one learned English in the primary and vocational school in Poland and attended a private language school in Oxford after his arrival. He said he could not learn English in his home country, but the course in Oxford helped him to function in England. He reckoned there was speaking practice, writing e-mails, filling in the exemplary official documents, and reading English stories and literature. Participant two was learning English for seven or eight years at school in Poland and did not attend any language course before her daughter started nursery. She said the English learned at school

helped her to some extent and she was able to speak, read and write using basic English. She remembered basic grammar rules, but could not apply them in real life. Participant three had been learning English for three years in high school in Poland before arriving in England. Throughout her ten-year stay in a foreign country, she did not attend any college, and the only reason she became fluent in English was that she was constantly speaking at work and using it in real life. She said English classes at school in Poland helped her to some extent, but she was shocked on her arrival by the different accents and informal language used by English people. She admitted that the English taught at school and the real English she encountered here were very different. Participants four and five said they both had English at school in Poland, but the quality of teaching is dependent largely on a teacher. They both lived in the United States prior to their arrival in the United Kingdom. Participant four added he also learned English while watching movies, listening to music, and reading books or comic books. He admitted he learned mostly through conversations with other people. Participant four had private English tutoring on her arrival in England. They both admitted that the English courses in their home country were not helpful and what helped them the most was private tutoring and using English daily.

Lastly, participants were asked for any additional comments about English for parents of nursery children, as well as for suggestions about what could an ESOL course include in terms of nursery parents. Participant one stressed the importance of learning and knowing English language when being a migrant to this country. He advised listening and familiarising with different accents as the point of focus on the course, as he still had problems with understanding what other people were saying. Participant two mentioned that writing e-mails and letters, as well as learning authentic grammar instead of filling in grammar exercises would be more helpful.

Participant three also stressed the importance of learning and knowing English to be able to talk about your child. She suggested speaking practice and familiarising with different accents of English as useful for gaining confidence and fluency in English. She also mentioned that such an ESOL course could include vocabulary related to education and an explanation of the British education system. Participants four and five discouraged other parents from applying to Polish nurseries as 'it is a good moment to start a journey with English and to overcome language barrier' (Polish translation: 'to jest dobry moment by rozpocząć przygodę z angielskim i pokonać barierę językową'). She mentioned it could have consequences later when the child would go to primary school and would have to communicate in English mostly. They encouraged parents to try taking steps and use English regardless of their level and to learn from their own mistakes. They both recommended speaking practice on the ESOL course, stressing the importance of oral communication.

At the end of the interview, participants two and three expressed hopes that they contributed well to the research and apologized they could not remember all details.

## **5. Discussion**

### **5.1. Introduction**

The chapter discusses the findings of the main research questions supported by the reviewed literature. The first question relates to the language needs of Polish migrants who are parents of nursery children and the answer is divided into two sections: the needs before a child started nursery and the needs when the child was attending nursery. The second question relates to the beliefs of Polish parents of nursery children about the content of English language courses. The last question relates to the framework for designing TBLT materials for ESOL parents of nursery children at an elementary level. Finally, recommendations for teaching based on the discussion are suggested at the end of the chapter.

### **5.2. The language needs of Polish parents of nursery children**

When asking for language needs, what the research is really trying to discover is what Polish parents of nursery children need English for when encountering different situations in nurseries. The section will be divided into two parts. The first part will discuss parents' language needs before children started nursery, and the second part will discuss parents' language needs when children were attending nursery.

#### **5.2.1. The language needs before a child started nursery**

The first question in this study sought to determine the language needs of Polish parents before their children started nursery. It was found that they needed English to be able to search for information about nurseries on government websites or in information booklets and to be able to read an email confirming their child's

place in the nursery. What is more, they needed English to fill in the application documents. In terms of listening and speaking skills, they needed English to be able to ask for and listen to other people's opinions about potential nurseries, make phone calls with nursery staff about the application process, visit the nursery and discover how it functions, to attend open days with children and to be able to host home visits by nursery workers. What is interesting to note is that in general all four macroskills: reading, writing, listening, and speaking were needed equally at this stage. One interesting finding is that English was not necessary to use by all parents to perform some of the above tasks. For example, not all of the parents needed English to seek opinions or information about nurseries whereas others did. It depended mainly on the community they lived in and whether the community consisted of only Polish people or mixed nationality members. Participant three admitted: 'I found out from Polish-speaking friends, as they are the majority of my friends, who already had children and knew something about the education system' (Polish translation: 'dowadywałam się od znajomyc polskojęzycznych, bo najwięcej mam takich znajomych, którzy już mieli dzieci i posiadali jakąś wiedzę o systemie edukacji.'). Furthermore, one out of two nurseries that were distributing information booklets, had them translated into Polish, therefore English language was not required to gather information about nurseries in this case. Only one nursery offered open days for parents and children where they could play with a child in the nursery room and meet others. Another nursery offered home visits prior to the first day at nursery in order to meet the family and a child's needs better. All of the nurseries were helpful in the application process. However, the parents' answers about the content of the application form and the general information, such as children's age when starting nursery or the amount of allocated weekly hours and charges, differed

largely. The parents admitted they were not able to remember all the details. Participant three said 'It was hard to recall everything, but I was trying to help as much as I could' (Polish translation: 'Ciężko było sobie wszystko przypomnieć, ale starałam się pomóc na tyle na ile mogłam'). The reason for discrepancies in answers might be due to the fact that some time has passed since their children started nursery. Some of the children are currently in primary school and the details about the nursery application process and language needed have faded. The second reason for discrepancies might be that there are different procedures depending on nursery location or on the context, such as workplace schemes or child benefits. Nevertheless, all parents contributed to the research to a large extent.

### **5.2.2. The language needs when a child attended nursery**

Another objective of the first research question was to identify the language needs of Polish parents of nursery children when their children attended nursery. The results indicate that in terms of speaking and listening skills, English was necessary to discuss the child's progress and behaviour in the nursery, attend parent-teacher meetings, inform about the child's absences or sicknesses, help a child prepare for his performances at nursery, or talk with other parents about their private lives. Parents needed to be able to read in English to read bills, letters, notices, text messages, or internet chat messages regarding trips, events, changes in nursery functioning, and other general information. Furthermore, English writing skills were necessary to write emails about a child's absences or to write complaints about other children's inappropriate behaviour. What is surprising is that different situations were handled differently, orally or in writing, depending on the parents and nursery, eg. some parents informed about a child's absences through emails and some of them called the nursery, only one parent helped a child learn a poem for

performance whereas it was not required of another parent, one nursery informed about events in person, whereas the other wrote letters, etc. It is difficult to explain these results but they might be related to a particular parent's preference or the nursery procedures. Differences between the fact that some nurseries used more text messages or chats to communicate with parents, while others sent letters may have been influenced by the fact that internet communication is now more common and more frequent, and parents who communicate with the nursery using this form of communication still have their son at nursery, whereas the children of parents who communicated using letters have already finished nursery some time ago. Surprisingly, English language was not necessary to use in informal discussions with other parents as parents did not really speak with each other much. Participant one said 'Parents didn't speak with other much, we used to come to nursery, collect a child and scatter' (Polish translation: 'Rodzice ze sobą bardzo mało rozmawiali, przychodziliśmy, odbieraliśmy dzieci i rozchodziliśmy się'). It is difficult to explain why this is the case, but it might be attributed to parents' lack of time for social life or certain features of characters such as timidity. One unanticipated finding was that writing tasks were the least encountered at this stage. A possible explanation for that might be that the easiest way to inform nursery staff about certain situations or problems is to do it in person when dropping a child off or collecting him from the nursery. Another finding is that only one out of four nurseries had Polish-speaking staff, whereas the others did not have any Polish-speaking practitioners or translators. However, none of the participants expressed the need for language before or at the nursery. The most likely reason is that all parents considered themselves to know English on a communicative level or higher, hence they did not require language help as their English was good enough.



### **5.2.3. Connection with the literature**

The results of this research on home visits match the ones observed in earlier studies. A couple of reports mentioned in the literature review have shown the importance of home visits where nursery staff, parents and children could meet and discuss each other's needs better. This idea was introduced by Zadeh (1993) as part of her ESOL programme for Japanese and Hispanic migrants and was later supported by Draper and Duffy (2009) as a part of an induction programme for parents of nursery children.

The results on the language needed before a child started nursery seem to be consistent with Draper and Duffy (2013) who enumerated drop-in meetings for parents and children, visits to the centre and information sheets about the current work of the centre as some examples of a relationship between nursery practitioners and parents.

The findings on what language parents needed to communicate in the nursery are consistent with that of MacDonald (2013) where the need to negotiate a child's progress was reported by one nursery mother. It also accords with Draper and Duffy's (2013) observations at Thoma Coram Children's Centre of parents being interested in what their child is doing and learning during the time apart from them. However, this study has been unable to demonstrate that English language might be needed for workshops or conferences organised by nurseries, as none of the participants witnessed them being organised by their local nurseries. In contrast to earlier findings of Zadeh (1993) and Draper and Duffy (2013), however, no evidence of ESOL classes for parents or communications classes organised by nurseries was detected.

### **5.3. The beliefs of Polish parents of nursery children about the content of the English language course**

With respect to the second research question on the content of the ESOL course, it was found that the majority of Polish parents recommended conversation and speaking practice as the most effective and helpful way of learning English. A possible explanation is that all participants are migrants in the UK and real conversations with other people helped them most to accommodate in a foreign country. Moreover, being able to communicate and be understood would gain their confidence and motivate them more to learn English. Participant three witnessed 'When I arrived here I could speak English but it wasn't so fluent and confident, but I could communicate. I was afraid to speak and at work, there was one person who spoke with me and thanks to her I became more confident in speaking and I stopped being scared and my English level was much better' (Polish translation: 'Kiedy tu przyjechałam, to rozmawiałam po angielsku, ale nie był on taki płynny i pewny, ale dogadałam się. Bałam się rozmawiać i w pracy była taka osoba które ze mną rozmawiała i dzięki niej stałam się pewniejsza w rozmowie, przestałam bać się mówić a mój poziom z angielskiego podskoczył do góry'). Other suggestions on the content of the ESOL course were writing emails and letters, filling in exemplary official documents, reading English literature or comics, watching films, and listening to music. It was also found that ESOL learners would like to practise more grammar in use rather than practising it in the form of exercises. This result might be explained by the fact that migrants who come to live in a foreign country are under pressure to learn English fast to be able to communicate and function on an everyday basis. They must work, they have children and other responsibilities and may not have time for tonnes of exercises or activities normally applied in the EFL context. They need

the ESOL course activities to be as much practical as possible, therefore they may prefer to learn the real use of English. An important finding was that participants expressed a willingness to learn about the British education system if this was included in the ESOL course. This may be due to the fact that they are not familiar with the education system at all as their education path in their home country was different from that in the UK. Furthermore, they want to understand what their child will approach in the future and they want to be able to help him or her, and they may not always be able to search for information on their own. Participant three witnessed 'I didn't have any knowledge about the education system and I had problems with hours for my child while applying, some code was not accepted on website and even the head teacher didn't know what to do' (Polish translation: 'Ja nie miałam takiej wiedzy o systemie edukacji i miałam problemy z godzinami dla dziecka przy aplikacji, kod nie wchodził na stronie i nawet pani dyrektor nie wiedziała co zrobić'). The most surprising finding was that participants would be interested in learning to distinguish between and familiarise themselves with different accents of English. It is possible that the result is due to the fact that the UK is a mixed-nationalities country and migrants are not able to understand all dialects of English and usually on ESOL courses they learn only standard British English. Participant one admitted 'Even today I have problems understanding what a person is saying to me because obviously everyone has a different accent' (Polish translation: 'Nawet dzisiaj mam problem ze zrozumieniem tego co się do mnie mówi, a wiadomo każdy ma inny akcent').

### **5.3.1. Connection with the literature**

Several reports have shown that conversation and speaking practice are effective and motivating ways of learning English. Krashen (1976) proposed input as

a necessary condition for language learning and later, Hann (2022) stated that adults learn best when they can produce meaningful input. Paton and Wilkins (2009) confirmed that being able to use English for everyday matters increased motivation and confidence among adult migrants.

Employing authentic materials in ESOL course, such as letters, documents, books, and movies match the result obtained in previous studies by Hann (2022), where she states that ESOL materials should be accessible, authentic, and flexible and that usually they are created by teachers who use authentic texts as a base for their materials.

The willingness to understand the English system has been noted in prior studies by MacDonald (2013), where participants stressed the importance of understanding the English system and supporting children in nursery and primary school. Also, Nickson's research on ESOL content (2014) proved UK education and children's education to be in the top two subjects considered useful and important for migrants.

However, the findings on the interest in learning different accents of English by parents have not been previously described.

#### **5.4. The framework for designing TBLT materials for ESOL parents of nursery children at an elementary level**

The third research question was related to the framework for designing TBLT materials for ESOL parents of nursery children at an elementary level. The task-based approach was proved to be effective for ESOL learners (Ong'anga and Odongo, 2013) and Willis (1996) placed TBLT in the SLA theory. As mentioned in the literature review, the main characteristics of the task-based approach are providing

opportunities for exposure, input, and meaningful interaction, focusing on meaning, increasing motivation, authenticity, a gap to convey, and outcome other than the use of language. Those characteristics are also common principles when designing ESOL materials. Considering ESOL principles and task-based approach characteristics, a framework for ESOL materials based on TBLT has been created for the purpose of this research (appendix 2). The points in the framework are adapted from several sources, including Hann's (2022) research on factors encouraging the learning process among adults and Hann's, Timmis', and Masuhara's (2010) principles for development of ESOL materials. Furthermore, the points are the result of other researchers' accounts of TBLT, such as Richard and Rodgers (2001), Ellis and Shintani (2001). A framework is divided into three sections. The first section relates to exposure to the language. The questions seek to answer whether a task exposes learners to a foreign language, whether learners are encouraged to produce meaningful input and to use their own resources, and whether learners have opportunities for meaningful interaction. The second section concerns whether a given task satisfies a task's criteria and these are whether a task is based on authentic materials, whether it focused primarily on meaning, and whether there is a gap and outcome other than the use of language. Finally, the last section of the framework relates to learners' needs and motivation. The questions relate to whether the learners' needs are considered when creating this task, whether the task keeps learners motivated and interested, whether the task provides opportunities for success and whether the task encourages learners to use the language outside the classroom.

When developing materials for ESOL learners in the nursery context, it is advisable to consider also elementary-level requirements. These are described in

appendix 1 and further developed in the literature review chapter. Nunan's activities for the four macroskills for the elementary level are presented in appendix 3. The framework, elementary-level requirements, and Nunan's proposed activities will hopefully help teachers and material designers to create ESOL elementary materials for parents of nursery-aged children.

### **5.5. Recommendations for teaching**

For a successful ESOL course for parents of nursery-aged children, it would be vital to consider parents' suggestions in terms of the content of the ESOL course. Along with parents' needs and TBLT theory, such a course should focus on spoken interaction and on meaning. Tasks employed in the ESOL course could imitate phone calls with the nursery, initial interviews with nursery staff, or other real-world tasks mentioned previously in the results chapter. It is recommended to use authentic materials, such as nursery notices, letters, information booklets, or even copies of the application form. It would be advisable to devote some lessons to explaining the British education system and application processes. Finally, the course should include authentic materials enabling learners to familiarise themselves with different accents of English. These materials could be authentic recordings of various English-speaking people or even conversation meetings could be organised by the ESOL centre.

Considering the results found, a framework for ESOL materials based on TBLT, elementary-level requirements, and Nunan's activities, a sample of ESOL materials for migrant Polish parents of nursery-aged children has been created (appendix 8).

## **6. Conclusion**

### **6.1. Aims, objectives, and research questions**

The project was undertaken to investigate the language needs of Polish migrants who are parents of nursery children as well as their views on the content of the ESOL course. The aim of the present research was to inform the creation of elementary ESOL materials based on a task-based approach for Polish parents of nursery children who have arrived in the United Kingdom. The following research questions were raised:

Research question 1: what are the language needs of Polish migrants who are parents of nursery children?

Research question 2: what are the beliefs of Polish parents of nursery children about the content of English language courses?

Research question 3: what is the framework for designing TBLT materials for ESOL parents of nursery children at an elementary level?

### **6.2. Summary of the findings**

The data was collected from five participants using a semi-structured interview conducted in Polish. All participants were Polish migrants who had children in nurseries. The data was transcribed, analysed, and translated into English. The below section presents findings related to the research questions.

Findings on the research questions 1.

The analysis of results from the first part of the interview on parents' language needs before children started nursery showed that English was necessary for all four areas: speaking, listening, reading, and writing. However, not all participants had to

use English for certain tasks and that depended on the community they lived in. The types of tasks also differed depending on nursery application procedures. The results showed discrepancies in parents' answers due to the fact that some time has passed since their children were attending nurseries.

Regarding the results on the parents' language needs when children attended nurseries, it was found that writing skills were the least required, possibly because it was easier to handle problems and inform orally. The way that parents had to perform tasks in English, whether orally or in writing, differed and it depended on personal preferences or nursery procedures. There has been a growing tendency to use text messages or online chat messages as a form of communication between parents and nurseries. The results also show that English language was not necessary to use in informal discussions among parents as parents did not speak with each other often. It was also found that the majority of nurseries do not offer any language help to foreigners, however, none of the participants needed that help.

Findings on the research questions 2.

The results from the second research question indicate that Polish parents recommended speaking and oral practice as necessary practices to include in the ESOL course. Participants also suggested the use of authentic materials. Another finding was that participants expressed willingness to learn about the British education system and children's education. They also would be interested in learning to distinguish between and familiarise themselves with different accents of English.

Finding on the research question 3.

During the analysis of the literature concerning task-based approach and ESOL, it was found that common ESOL principles for designing materials are also characteristics of tasks, and these include providing opportunities for exposure,



input, and meaningful interaction, focusing on meaning, increasing motivation, authenticity, a gap to convey, and outcome other than the use of language. As the results of this analysis as well as the analysis of elementary-level requirements, a framework for ESOL materials based on TBLT (appendix 2) and a sample of ESOL materials for parents of nursery children have been created (appendix 8).

### **6.3. The significance of the study, its limitations, and further research recommendations**

The findings from this study make several contributions to the current literature. First, it applies to Polish migrants who constitute the second largest group of migrants in the UK, after Indians (NATECLA, 2016). Secondly, it covers one of the top two subjects, which is UK education and children's education, considered useful and important for migrants (Nickson, 2014). The third contribution is that it provides information to inform the development of materials for the parents of nursery children. This is needed because little is known in the literature on the language needs of parents of nursery children and the tasks they have to encounter. Furthermore, no publically available ESOL materials on nursery education have been found while carrying out the research.

The major limitation of the study is the discrepancy in parents' answers due to the fact that some of the children finished nursery prior to the research taking place. However, it remains unknown whether the discrepancies are only the results of parents' lack of memory, or there is variation across contexts, such as workplace schemes, child benefits, etc. This fact does not allow to receive a clear and current response on nursery procedures and on nursery tasks. Being limited only to a particular area of England, this study lacks data on parents' language needs and the

functioning of nurseries from other areas of the United Kingdom. Thirdly, the study did not evaluate the use of a sample of materials as the materials have not been tested on any group of learners.

Regardless of the limitations, the subject of ESOL for nurseries could be a fruitful area for further work. It would be recommended to conduct the research again with participants from different contexts who are currently parents of nursery children to avoid discrepancies in answers and obtain more current results. In terms of the scope of the research, perhaps it would be advisable to use a different instrument to collect data in order to base the study on a larger sample size. This could generate more accurate results and broaden the findings. It is hoped that ESOL material developers will address these limitations and adopt recommendations for the content of ESOL courses in the creation of ESOL materials based on TBLT for parents of nursery children.

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## **Appendix 1. CEFR indicators for A2 level**

### 1. Global Scale:

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.

### 2. Reception: listening:

I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment).

I can catch the main point in short, clear, simple messages and announcements.

#### 2.1. Overall listening comprehension:

Can understand enough to be able to meet the needs of a concrete type provided speech is clearly and slowly articulated.

Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.

#### 2.2 Understanding interaction between native speakers:

Can generally identify the topic of discussion around her that is conducted slowly and clearly.

### 2.3. Listening to announcements and instructions:

Can catch the main point in short, clear, simple messages and announcements.

Can understand simple directions relating to how to get from X to Y, by foot or public transport.

### 2.4. Listening to the radio and audio recordings:

Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.

### 2.5. Watching TV and film:

Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.

Can follow changes of topic of factual TV news items, and form an idea of the main content.

## 3. Reception: reading:

I can read very short, simple texts.

I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, and timetables and I can understand short simple personal letters

### 3.1. Overall reading comprehension:

Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.

Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.

### 3.2. Reading correspondence:

Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics.

Can understand short simple personal letters.

### 3.3 Reading for orientation:

Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists, and timetables.

Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman).

Can understand everyday signs and notices: in public places, such as streets, restaurants, and railway stations; in workplaces, such as directions, instructions, and hazard warnings.

### 3.4. Reading for information and argument:

Can identify specific information in simpler written material he/she encounters such as letters, brochures, and short newspaper articles describing events.

### 3.5. Reading instructions:



Can understand regulations, for example, safety, when expressed in simple language.

Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.

### 3.6. Processing text:

Can pick out and reproduce keywords and phrases or short sentences from a short text within the learner's limited competence and experience.

Can copy out short texts in printed or clearly hand-written format.

## 4. Interaction: spoken interaction:

I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.

I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

### 4.1. Overall spoken interaction:

Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.

Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.

Can handle very short social exchanges but is rarely able to understand enough to keep the conversation going on his/her own accord.

#### 4.2. Understanding a native speaker interlocutor:

Can understand enough to manage simple, routine exchanges without undue effort.

Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.

Can understand what is said clearly, slowly, and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.

#### 4.5. Conversation:

Can establish social contact: greetings and farewells; introductions; giving thanks.

Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.

Can participate in short conversations in routine contexts on topics of interest.

Can express how he/she feels in simple terms, and express thanks.

Can handle very short social exchanges but is rarely able to understand enough to keep the conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.

Can use simple everyday polite forms of greeting and address.

Can make and respond to invitations, invitations, and apologies.

Can say what he/she likes and dislikes.

#### 4.6. Informal discussion:

Can generally identify the topic of discussion around her which is conducted slowly and clearly.

Can discuss what to do in the evening, at the weekend.

Can make and respond to suggestions.

Can agree and disagree with others.

Can discuss everyday practical issues in a simple way when addressed clearly, slowly, and directly.

Can discuss what to do, where to go, and make arrangements to meet.

#### 4.7. Formal discussion:

Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.

Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.

Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.

#### 4.8. Goal-oriented co-operation (eg. repairing a car, discussing a document, etc.)

Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.

Can discuss what to do next, make and respond to suggestions, and ask for and give directions.

Can indicate when he/she is following and can be made to understand what is necessary if the speaker takes the trouble.

Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information, and discuss what to do next.

#### 4.9. Transactions to obtain goods and services:

Can deal with common aspects of everyday living such as travel, lodgings, eating, and shopping.

Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.

Can ask for and provide everyday goods and services.

Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.

Can ask about things and make simple transactions in shops, post offices, or banks.

Can give and receive information about quantities, numbers, prices, etc.

Can make simple purchases by stating what is wanted and asking the price.

Can order a meal.

#### 4.10. Information exchange:

Can understand enough to manage simple, routine exchanges without undue effort.

Can deal with practical everyday demands: finding out and passing on straightforward factual information.

Can ask and answer questions about habits and routines.

Can ask and answer questions about pastimes and past activities.

Can give and follow simple directions and instructions e.g. explain how to get somewhere.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information.

Can exchange limited information on familiar and routine operational matters.

Can ask and answer questions about what they do at work and in free time.

Can ask for and give directions referring to a map or plan.

Can ask for and provide personal information.

#### 4.11. Interviewing and being interviewed:

Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.

Can answer simple questions and respond to simple statements in an interview.

#### 5. Interaction: written interaction:

I can write short, simple notes and messages relating to matters in areas of immediate need.

I can write a very simple personal letter, for example thanking someone for something.

##### 5.1. Overall written interaction:

Can write short, simple formulaic notes relating to matters in areas of immediate need.

##### 5.2. Correspondence:

Can write very simple personal letters expressing thanks and apology.

## 5.2. Notes, messages, and forms:

Can take a short, simple message provided he/she can ask for repetition and reformulation.

Can write short, simple notes and messages relating to matters in areas of immediate need.

## 6. Production: spoken interaction:

I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background, and my present or most recent job.

### 6.1. Overall spoken production:

Can give a simple description or presentation of people, living or working conditions, and daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.

### 6.2. Sustained monologue: describing experience:

Can tell a story or describe something in a simple list of points.

Can describe everyday aspects of his environment e.g. people, places, a job, or study experience.

Can give short, basic descriptions of events and activities.

Can describe plans and arrangements, habits and routines, past activities, and personal experiences.

Can use simple descriptive language to make brief statements about and compare objects and possessions.

Can explain what he/she likes or dislikes about something.

Can describe his/her family, living conditions, educational background, present or most recent job.

Can describe people, places, and possessions in simple terms.

### 6.3. Public announcements:

Can deliver very short, rehearsed announcements of predictable, learned content which are intelligible to listeners who are prepared to concentrate.

### 6.4. Addressing audiences:

Can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans, and actions.

Can cope with a limited number of straightforward follow-up questions.

Can give a short, rehearsed, basic presentation on a familiar subject.

Can answer straightforward follow-up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.

## 7. Production: written interaction:

I can write a series of simple phrases and sentences linked with simple connectors like „and“, „but“ and „because“.

### 7.1. Overall written production:

Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

## 7.2. Creative writing:

Can write about everyday aspects of his environment e.g. people, places, a job, or study experience in linked sentences.

Can write very short, basic descriptions of events, past activities, and personal experiences.

Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.

Can write short, simple imaginary biographies and simple poems about people.

## 8. Qualitative aspects of spoken language use:

### 8.1. Range:

Uses basic sentence patterns with memorised phrases, groups of a few words, and formulae in order to communicate limited information in simple everyday situations.

#### 8.1.2. General linguistic range:

Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.

Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, and requests for information.

Can use basic sentence patterns and communicate with memorised phrases, groups of a few words, and formulate about themselves and other people, what they do, places, possessions, etc.



Has a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.

#### 8.1.3. Vocabulary range:

Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.

Has a sufficient vocabulary for the expression of basic communicative needs.

Has a sufficient vocabulary for coping with simple survival needs.

#### 8.1.4. Propositional precision:

Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations, he/she generally has to compromise the message.

#### 8.1.5. Thematic development:

Can tell a story or describe something in a simple list of points.

#### 8.1.6. Flexibility:

Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.

Can expand learned phrases through simple recombinations of their elements.

#### 8.2. Accuracy:

Uses some simple structures correctly, but still systematically makes basic mistakes.

#### 8.2.1. Grammatical accuracy:

Uses some simple structures correctly, but still systematically makes basic mistakes - for example, tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

#### 8.2.2. Vocabulary control:

Can control a narrow repertoire dealing with concrete everyday needs.

#### 8.2.3. Phonological control:

Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

#### 8.2.4. Orthographic control:

Can copy short sentences on everyday subjects - e.g. directions on how to get somewhere.

Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.

#### 8.3. Fluency:

Can make him/herself understood in very short utterances, even though pauses, false starts, and reformulation are very evident.

Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

#### 8.4. Interaction:

Can answer questions and respond to simple statements.

Can indicate when he/she is following but is rarely able to understand enough to keep the conversation going of his/her own accord.

##### 8.4.1. Turn-taking

Can use simple techniques to start, maintain, or end a short conversation.

Can initiate, maintain and close simple, face-to-face conversations.

Can ask for attention.

##### 8.4.2. Sociolinguistic appropriateness

Can perform and respond to basic language functions, such as information exchange and requests, and express opinions and attitudes in a simple way.

Can socialise simply but effectively using the simplest common expressions and following basic routines.

Can handle very short social exchanges, using everyday polite forms of greeting and address.

Can make and respond to invitations, invitations, apologies, etc.

##### 8.4.3. Cooperating:

Can indicate when he/she is following.

##### 8.4.4. Asking for clarification:

Can ask very simply for repetition when he/she does not understand.

Can ask for clarification about keywords or phrases not understood using stock phrases.

Can say he/she didn't follow.

#### 8.4.5. Planning:

Can recall and rehearse an appropriate set of phrases from his repertoire.

#### 8.4.6. Compensating:

Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.

Can identify what he/she means by pointing to it (e.g. "I'd like this, please).

#### 8.5. Coherence:

Can link groups of words with simple connectors like "and", "but" and "because".

Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.

## **Appendix 2. A framework for ESOL materials based on TBLT**

### Exposure to language

Are learners exposed to a foreign language in this task?

Does the task encourage producing a meaningful input?

Does the task provide opportunities for meaningful interaction?

Are learners encouraged to use their own resources?

### Task characteristics

Is the task based on authentic materials?

Is the task primarily focused on meaning?

Is there an outcome other than the use of language?

Is there a gap in the task?

### Learners' needs and motivation

Does the task cater for one or more learners' immediate needs?

Does the task keep learners interested?

Does the task provide opportunities for success?

Does the task encourage extending language practice outside the classroom?

Does the task increase motivation in learners?

## Appendix 3. Nunan's graded activities for levels two and three

Listening:

### *Level 2*

- identify core vocabulary items when encountered in a variety of aural texts
- comprehend and carry out a sequence of two to three instructions
- comprehend requests for details about family and friends
- comprehend requests for identification of people and things
- listen to simple descriptions of actions and scenes and identify these non-verbally (e.g. by finding a picture, numbering pictures in the order in which they described)
- given contextual/pictorial support, can comprehend simple descriptions
- identify ordinal numbers 1–10
- listen to and identify days of the week, months and dates

### *Level 3*

- identify core vocabulary items when encountered in a variety of aural texts
- comprehend and carry out a sequence of four to five instructions
- develop factual discrimination skills by listening to a passage and identifying true/false statements relating to the passage
- comprehend requests for factual information relating to topic areas
- listen to a short aural text and transform the information by presenting it in a different form (e.g. by completing a table or diagram)

Speaking and oral interaction:

### *Level 2*

- describe family and friends (e.g. refer to age, relationship, size, weight, hair and eye colouring)
- recite songs and rhymes in chorus and individually
- ask and make statements about the likes of self and others
- spell out words from core vocabulary list, and say words when they are spelled out
- answer questions / give details of simple descriptions following an aural presentation
- request details about the family and friends of others using cue words
- make short (one to two sentence) statements on familiar topics using cue words
- talk about regularly occurring activities
- compute quantities and money in English
- tell the time in hours and half hours

### *Level 3*

- answer questions / give details following an aural presentation
- make short (three to four sentence) statements on familiar topics
- following a model, make a series of linked statements about a picture, map, chart or diagram
  
- work in pairs / small groups to share information and solve a problem
- tell the time using fractions of an hour
- describe a short sequence of past events using sentence cues
- make complete statements from sentence cues when given appropriate contextual support
- make comparisons between physical objects and entities
- use conversational formulae for greeting and leave-taking

### Reading:

#### *Level 2*

- sight read all the words in the core vocabulary list when encountered in and out of context
- read short (two to three sentence) passages on familiar topics and answer yes/no and true/false questions relating to factual details
- read the written equivalent of numbers 1–100
- read prices and quantities
- decode consonant clusters
- read sentences which have been mastered orally

#### *Level 3*

- read short (three to five sentence) passages and answer yes/no and wh-questions relating to factual detail
- read short (three to five sentence) passages and identify correct inferential statements relating to the passage
- read and interpret information presented as a chart or timetable
- dictate a story to the teacher and then read it

### Writing:

#### *Level 2*

- write numbers 1–100
- use capital letters and full stops appropriately
- write legibly and accurately words in the core vocabulary list
- write short, familiar sentences when dictated

### *Level 3*

- complete short contextualized description of a person or object
- write short, familiar sentences when dictated
- write words and clauses in legible cursive script
- rewrite scrambled sentences as a coherent paragraph



## Appendix 4. Interview protocol

### Interview Protocol

*Thank you for taking part in this interview. The interview will last around 30-60 minutes and will consist of three parts.*

Name of participant: \_\_\_\_\_

Date and time of meeting: \_\_\_\_\_

#### **PART ONE: Before your child started nursery**

*In the first part of the interview, you will be asked a few questions about your language needs before your child started nursery and the steps you needed to follow to sign up for the nursery.*

1. How did you find out about the nursery system in the UK (eg. children's age, fees, frequency of attending, nursery workers, etc.)?
2. How did you choose a nursery?
3. What documents did you need when applying to the nursery?
4. What did you need English for?  
eg. to read information booklets;  
to phone and make an appointment with the nursery;  
to visit the nursery to find out about it;  
to exchange e-mails with the nursery;  
to fill in necessary documents;  
to ask for opinions and help in your community, etc.

#### **PART B: At the nursery**

*In the second part of the interview, you will be asked a few questions about the language needed to communicate in the nursery.*

5. When your child started nursery, what did you need to do in English?  
eg. meet the nursery staff;  
introduce your child;  
explain about your child, such as typical routines and behaviors, etc.
6. What are the most frequent subjects of conversations between you and nursery workers?
7. What do you need to do when you have a child in the nursery?  
eg. read letters at home and notices;  
talk to the office staff about fees, hours, holidays, sickness, etc.;  
talk to the caring staff about your child;  
talk to other parents;

fill in documents;  
write requests or complaints or other forms of written communication;  
learn English stories, rhymes, etc. with your child as a part of the preparation for your child's performances, etc.

8. Did you receive any help with language in the nursery?

### **PART THREE: You**

*In the third part of the interview, you will be asked a few questions about your level of English and your learning journey.*

9. How would you describe your English language level when you were applying to the nursery?
10. Did you learn English before or after arriving in England?
11. Did the language courses you attended, if any, prepare you for actions you could encounter in the nursery?
12. Is there anything else you would like to add about English language for nursery parents?
13. Do you have any suggestions about what should such a language course for parents of nursery children include?

### **Any questions and thanks**

*Do you have any questions you wish to ask me?*

*Thank you for taking part in this interview. I will be analyzing data over the coming weeks. If you would like to receive feedback on your interview, please contact me on [rozmiarekm@uni.coventry.ac.uk](mailto:rozmiarekm@uni.coventry.ac.uk).*

## Appendix 5. The table of transcribed data

CZĘŚĆ PIERWSZA: Zanim Państwa dziecko rozpoczęło przedszkole.

	PARTICIPANT 1	PARTICIPANT 2	PARTICIPANT 3	PARTICIPANT 4&5
1. Jak dowiedzieli się Państwo o systemie opieki przedszkolnej w Wielkiej Brytanii?	dowiedziałem się strony gov.uk, strona może być przetłumaczona na j. polski, jest tam specjalna zakładka, inf. na temat wieku dziecka, ile godzin się mu należy i jakie dokumenty będą potrzebne aby zapisać dziecko do przedszkola	wszystko się dowiedzieliśmy od znajomych i wyczytaliśmy w internecie ze strony internetowej przedszkola	dowiadylałam się od znajomych polskojęzycznych, bo najczęściej mam takich znajomych polskojęzycznych, którzy już mieli dzieci i posiadali jakąś wiedzę o systemie edukacji, gdzie mam aplikować, podali mi jakąś stronę,	wiemy to od znajomych, później zaczęliśmy coś tam czytać gov.uk  również w przedszkolu   dopytywaliśmy się przedszkolankę
Co Państwo wiedzą na ten temat (np. wiek dziecka, czesne, częstotliwość uczęszczania, pracownicy przedszkolni, itp.)?	moje dziecko szło do przedszkola w wieku 5 lat i należało mu się 20h tygodniowo, przedszkole nie jest płatne, całkowicie darmowe	Milena zaczęła chodzić do przedszkola jak miała 3 latka i uczęszczała do przedszkola 5 dni w tygodniu po 6h, 15h darmowe i dopłacaliśmy resztę (tzn. 15 h do pełnego tygodnia), jak skończyła 4 latka to miała 30h za darmo	na moment kiedy aplikowaliśmy nie przysługiwało jej 30h tygodniowo edukacji przedszkolnej, miała 3 latka, resztę dopłacałam do tych 30h	dziecku należy się od 3 roku życia 6h dziennie w zależności ile rodziców dziecko pracuje, jeśli jest to jeden rodzic jest to 15h tygodniowo, jeśli dwojka rodziców jak w naszym przypadku to 30h przysługuje dziecku od 3 roku życia, lub 40h jeśli dopłacimy, jeśli ktorekolwiek z nas byłoby imigrantem to wtedy dziecku należałoby się już teraz 15h mimo że ma 2 latka lub gdyby Kamila była samotną matką
				a przez to że ma 2 latka to musieliśmy opłacać wszystko, w tym przedszkolu mogli zacząć od 2 lat, ale są takie gdzie można zacząć wcześniej
2. Jak Państwo wybrali przedszkole?	znalazłem przedszkole blisko domu	sugerowaliśmy się tym że starsza córka chodzi do szkoły w tej samej miejscowości, Bloxham, i było nam to na rękę jeśli chodzi o dojazdy z racji tego że oboje pracujemy łatwiej było nam zawieźć obie dziewczynki naraz w to samo miejsce, przedszkole i szkoła były blisko siebie zachęcało nas to że to było małe przedszkole gdzie było 15 dzieci, malutkie, przyjemne i wiejskie przedszkole	po rozmowie z rodzicami którzy polecali lokalne przedszkole, umówiłam się na spotkanie z panią dyrektorką, przedszkolankami które pokazały mi wszystkie sale nie brałam pod uwagę innego przedszkola bo było mi łatwiej wybrać lokalne gdzie blisko miałam do pracy	przez to że dzieci naszych znajomych też tam chodzą i żeby było mu łatwiej
3. Jakie dokumenty były potrzebne, aby aplikować do przedszkola?	moje dokumenty, paszport rodziców, akt urodzenia dziecka, paszport dziecka	dowiedzieliśmy się o tym jak poszliśmy do przedszkola zapytać się co jest potrzebne		nie było potrzebne ani nasza ani dziecka dokumenty
Jakie informacje należało podać w aplikacji?	wiek dziecka, uczulenia i choroby dziecka, stan zdrowia dziecka, dane osobowe	informacje o rodzicach, czy i gdzie pracujemy, NI number, czy i gdzie jesteśmy zarejestrowani do GP, książeczka	dane: imię i nazwisko, miejsce zamieszkania, detale odnośnie dziecka co lubi jeść a czego nie, alergię, czy jest coś na co	40str pytań odnośnie dziecka, na temat tego w co się lubi bawić, czy ma alergię, na co trzeba zwrócić uwagę, jego

		szczepien dziecka, kwestionariusz osoby o dziecku, co lubi, co lubi lub nie jesc, w co sie lubi bawic,	przedszkole musi zwrocic szczegolna uwage, zaburzenia, pytali czy dziecko zna jezyk angielski	ulubione slowa, ubrania, zabawki, kontakty do znajomych lub osob ktore rowniez moglyby odebrac dziecko z przedszkola lub osoby do kontaktu gdyby rodzice nie odebrali, choroby dziecka
Na jakiej podstawie przedszkole wybieralo kandydatow?	nie wiadomo	pierwszenstwo maja dzieci ktore mieszkaja blisko przedszkola i pod uwage brane bylo czy dziecko ma rodzenstwo i czy rodzenstwo chodzi po blisko do szkoly	nie wiem, podejrzewam ze na podstawie dostepnosci miejsc	na podstawie wolnych miejsc, kto pierwszy ten lepszy nie bylo to okreslone aplikuje sie tylko raz a potem dziecko z roku na rok przechodzi automatycznie
Jak wygladala aplikacja (online, forma papierowa)?	aplikacja papierowa, mozna bylo isc do sekretariatu wziac aplikacje	forma papierowa aplikacji, trzeba bylo sie udac osobiscie po aplikacje	bralo sie dokumenty papierowe z przedszkola, nie byla online	forma drukowana do odebrania w przedszkolu
4. Do czego byl potrzebny Panstwu jezyk angielski?	nigdy nie mialem problemu z angielskim wiec angielski byl mi potrzebny do wszystkiego	---	ja biegle mowie w jezyku angielskim caly czas 10 lat jak tu jestem wiec to jest dla mnie drugi jezyk komunikatywny, to wszystko bylo dla mnie naturalne  byly maile, telefony i osobiste kontakty z nauczycielkami	wymieniamy wiadomosci na messengerze

np. do czytania ulotek informacyjnych (jakie informacje byly zawarte w ulotkach?);	ulotki byly przetlumaczone na kilka jezykow w tym j. polski, inf odnosnie przedszkola, jakie rocznikowo dzieci tam chodza, zdjecia, jak dlugo istnieje przedszkole, historia przedszkola, jakie grupy sa w przedszkolu i w jakich godzinach te grupy chodza do przedszkola bo jedne grupy byly na dwie zmiany, dziecko nie mozna bylo zostawiac po godzinach w przedszkolu	nie bylo ulotek	---	byly ulotki w jezyku angielskim
do telefonowania i umawiania sie z obsluga przedszkola;	tak	tak	zeby wyptac nauczycieli o szczegoly	tak, 1 raz kiedy uzupelnialem forme
do odwiedzenia przedszkola i dowiedzenia sie czegoś o nim;	tak, nie bylo personelu mowiacego w jezyku polskim; poszedlem tam zeby zasiagnac jeszcze wiecej informacji: przyszedlem do przedszkola po godzinach pracy na spotkanie z sekretarka, porozmawialem z nia nt. tego ze jestem zainteresowany zeby moje dziecko chodzilo do	tak, nie bylo dnia pokazowego, po prostu udalismy sie do przedszkola i rozmawialismy z pracownikami i dyrektorka, jak przedszkole funkcjonuje i jakie dokumenty nalezy wypelnic aby zapisac dziecko	jak wybralam przedszkole to poszlam tam zobaczyc;  jak dziecko dostalo sie do przedszkola to mielismy <b>wizyte w domu</b> zeby panie poznaly dziecko i rodzicow i ustalic szczegoly z rodzicami	bylismy 3 razy, pierwszy kiedy mozemy dziecko zapisac, pozniej zaniesc aplikacje i zwiedzic przedszkole i bylismy 3 dni na zajeciach zapoznawczych gdzie bylam ja i Tymek i inne dzieci i mogli sie poznac i pobawic

	tego przedszkola i powiedziała co zrobić żeby go zapisać, czyli wypełnić aplikację i przygotować dokumenty; pani oprowadzała mnie po przedszkolu jak ono wygląda, jak wyglądają sale dla dzieci, plac zabaw gdzie dzieci się bawia			
do wymiany mailowej z obsługą przedszkola;	tak, nie było maili dotyczących aplikowania bo jedyne to było odebranie aplikacji fizycznie i przyniesienie jej do przedszkola, jedyne czego dot maila to było kiedy dziecko zaczyna i do jakiej grupy przynależy	tak	jak wysłałam aplikację dostałam maila potwierdzającego że Maja dostała się do przedszkola	ani jednego, nie potrzebowaliśmy
do wypełniania potrzebnych dokumentów;	tak, dokumenty aplikacyjne	tak	do wypełnienia aplikacji	do aplikacji
do zaczerpnienia opinii i uzyskania pomocy w Państwa społeczności	ang nie był potrzebny do tego bo byli tam rodzice również Polacy	tak, dużo osób chwaliło to przedszkole	nie, bo głównie mam polskojęzycznych znajomych	tak, para mieszana Polka z Anglikiem

część DRUGA: W przedszkolu.

	PARTICIPANT 1	PARTICIPANT 2	PARTICIPANT 3	PARTICIPANT 4&5
5. Kiedy Państwa dziecko rozpoczęło przedszkole, co Państwo musieli wykonać w języku angielskim?				wszystko poniżej zostało już napisane w aplikacji, wiadomo cokolwiek się zmieniło lub zapomniało można było później dopowiedzieć a panie dopisywały same do aplikacji
np. poznać personel przedszkola;	tak	tak	tak	jw
przedstawić swoje dziecko;	tak	tak	tak	jw
opowiedzieć o swoim dziecku, np. typowe rutyny i zachowania, itp.	tak	tak	tak	jw
6. Jakie są najczęstsze tematy rozmów pomiędzy Państwem a personelem przedszkola?	zachowanie dziecka, progres w nauczaniu, co dziecko lubi a czego nie, w czym jest dobre a z czym sobie nie radzi, jeśli dziecko było niegrzeczne to trzeba było posłuchać feedbacku od nauczyciela	jakie dziecko ma zachowanie, czy radzi sobie, czy komunikuje się z personelem bo jej pierwszy język to język polski, czy potrzebna jej dodatkowa pomoc w tej komunikacji	jak dziecko sobie radzi i jak się adoptuje w grupie bo to był jej pierwszy raz w większej grupie dzieci, jak jej idzie nauka angielskiego, czy próbuje się porozumiewać w języku angielskim	zachowanie syna, czy się bawił, z kim się bawił, co robili w przedszkolu, rano rozmawiam jaki syn ma nastrój, czy jest pojedzony czy żeby zwróciły uwagę żeby coś zjadł
7. Mając dziecko w				na feriach panie

przedszkolu, co muszą Państwo wykonywać w języku angielskim?				przygotowały album ze zdjęciami i opisem Tymka gdzie panie opisały w który dzień powiedział nowe słowo, kiedy poznał nową zabawę, albo kiedy nabył nową umiejętność, wszystko i opis było po ang, dużo pracy dla nich ale to książka opisująca twoje dziecko
np. czytać listy i powiadomienia w domu;	tak, one dotyczyły wycieczek, zmian, teatrzyków, kiedy przedszkole jest nieczynne, np. w czasach pandemii to były maile i smsy a powiadomienia wisiały w przedszkolu	tak, codzienne sprawy, np. powiadomienia z dnia na dzień żeby przynieść kalosze bo dzieciaki miały zaplanowaną wyprawę, co jest potrzebne na drugi dzień na np. zajęcia artystyczne, np. pudełka, wycinanki powiadomienia personel wysyłał na sms lub na karteczki	rachunki za przedszkole listy ze dzieci mają przedstawienie, albo że dzieci mogą się za coś przebrać, powiadomienia ogólnie co się dzieje w przedszkolu, to były listy w kopercie który był włożony dziecku do plecaka	dostajemy listy co będzie się działo w przedszkolu, czy coś trzeba przynieść, jeśli jakieś dziecko było chore to na co jest chore np. jakieś dziecko ma ospę w przedszkolu lub covid, rzeczy związane z życiem przedszkola, ważniejsze rzeczy dostajemy listy przy odbiorze dziecka a mniej ważne dostajemy wiadomości na messengerze, albo jak czegoś zapomni to dzwonia
rozmawiać z personelem przedszkola o chesnych, dniach wolnych, chorobach dziecka,	zebrania w klasie i słuchaliśmy co pani ma do powiedzenia nt przyszłości nauczania	rozmowa, smsy, maile, jeśli Milenka miałaby nie pojawić się w przedszkolu to informowaliśmy	tak, w formie telefonicznej o nieobecnościach dziecka, o chorobach	kontakt z personelem przez messenger albo dzień wcześniej osobiście wspominamy ze dziecka

godzinach uczęszczania, itp.	dzieci, w czym były dobre lub sobie nie radziły	mailowo		nie będzie
rozmawiać z personelem o swoim dziecku;	tak, jeśli dziecko było chore to należało skontaktować się z przedszkolem ze dziecko będzie nieobecne, telefonicznie, był nr telefonu do przedszkola na który należało zadzwonić  zdarzyła się sytuacja że pani dzwoniła że dziecko się źle czuje i należy je odebrać z przedszkola  zwolnienia dziecka z przedszkola odbywały się telefonicznie, nigdy nie przynosiłem żadnych listów od lekarza, usprawiedliwień			
rozmawiać z innymi rodzicami;	nie, rodzice ze sobą bardzo mało rozmawiali, przychodziliśmy, odbieraliśmy dzieci i rozchodziliśmy się	tak, nt dzieci, jak się zachowują, nt przyjęcie urodzinowych, życie prywatne	rozmowy nie ale przywitanie zawsze było	meetingów dla rodziców nie było, ja rozmawiam z rodzicami w kolejce po odbiór
wypełniać dokumenty;	zgody na wycieczki na początku roku się podpisywało a potem nie było nic do wypełnienia		nie	nie

pisać prośby i skargi lub inne formy pisemnej komunikacji;	skarga na zachowanie innych dzieci odnośnie mojego dziecka i robiło się to zawsze pisemnie, np jedno dziecko bije drugie i robiło się to na drodze oficjalnej	maile i nieobecnościach dziecka	nie	jeszcze nie, ale skargi pewnie byłyby pisemne
uczyć się angielskich historyjek, wierszy, itp. ze swoim dzieckiem jako część przygotowań do występów, itp.	tak, gdy dziecko miało rolę w teatrzyku to ang był potrzebny żeby pomóc mu nauczyć się roli	nie	nie, dziecko uczyło się tekstu lub piosenek w przedszkolu ale to nie było wymagane ode mnie żeby uczyć się z nią w domu	jeszcze nie bo syn jeszcze nie mówi więc niczego się takiego nie uczy, a czytamy mu w domu po polsku
8. Czy otrzymali Państwo jakąkolwiek pomoc językową w przedszkolu?	nigdy nie musiałem korzystać więc nawet nie wiedziałem czy jest	nie otrzymaliśmy bo nie była taka pomoc potrzebna, ale czuliśmy że taka pomoc moglibyśmy dostać w razie problemów, wszyscy byli bardzo otwarci i nie czuliśmy żadnej blokady  cały personel był anglojęzyczny i nie było tłumacza, ale my nie mieliśmy problemu żeby się porozumiewać	nie potrzebowałam pomocy bo mój angielski był dobry, nie było nikogo do pomocy ani tłumacza ani polskiego nauczyciela, wydaje mi się że to byłoby dobrym pomysłem jeśli są tacy rodzice którzy nie znają angielskiego	jeśli my nie mielibyśmy wystarczającego języka angielskiego to w tym przedszkolu dałoby się załatwić wiele rzeczy po polsku mimo że panie angielski ale wiele dzieci jest polskich i kiedys pracowała tam polka, panie angielski potrafiła trochę po polsku mówić

CZĘŚĆ TRZECIA: Rodzice.

	PARTICIPANT 1	PARTICIPANT 2	PARTICIPANT 3	PARTICIPANT 4&5
9. Jak określiliby Państwo swój poziom języka angielskiego kiedy Państwo aplikowali do przedszkola?	komunikatywny pisemny i mowiony, słuchanie i czytanie biegle 7-8 lat byłem już w Anglii na tamten moment	jakie są kryteria? - czy miałas duży problem żeby się porozumieć, lub ze słuchu, lub teksty czytane, czy napisać coś - komunikatywny 'dogadam się' - biegly  komunikatywny, nie miałam problemu z przekazywaniem i otrzymywaniem informacji	bardzo dobrze komunikatywny, tzn na pewno biegly	on: u mnie to będzie między komunikatywnym a bieglym, całkiem niezłe sobie radzę  ona: aplikacja nie była trudna, dalej staram się zwracać uwagę na czasy  on: ona jest niesmiała ale to będzie komunikatywny
10. Czy uczyli się Państwo języka angielskiego przed lub po przyjeździe do Anglii?	tak i przed i po przed w szkole podstawowej, gimnazjum i technikum angielski po przyjeździe poszedłem do prywatnej szkoły językowej w Oxfordzie	przed przyjazdem w szkole około 7-8lat, to było moje jedyne doświadczenie przed przyjazdem do Anglii, po przyjeździe na chwilę obecna ucze się w collegu zanim Milenka poszła do przedszkola nie chodziłam nigdzie na angielski	uczyłam się w liceum 3 lata angielskiego i to była moja jedyna forma kontaktu z tym językiem zanim przyjechałam do Anglii, a potem tutaj jak przyjechałam to rozmawiałam z ludźmi, nauka sama przyszła podczas 10letniego pobytu tutaj, ale nie chodziłam do żadnego	mieliśmy w szkole, polski angielski chyba się nie liczy on: jeśli chodzi o naukę to w szkole w Polsce się uczyłem, ale nauka w szkole zależna jest od nauczyciela, możesz zmarnować bardzo dużo lat nie ucząc się nic cała reszta to była muzyka, filmy, książki,

			collegu	komiksy, później byliśmy w stanach i musieliśmy mówić po angielsku, a tutaj nie uczyłem się wgl, przyjechałem, zacząłem mówić i moja nauka tak naprawdę była rozmowa  ona: a ja się uczyłam z toba
11. Czy kursy językowe, na które Państwo uczęszczali, przygotowały Państwa do działań lub spraw, które później napotkali Państwo w przedszkolu?	angielski szkolny nie tamten kurs pomógł mi we wszystkich sprawach aby normalnie funkcjonować w Anglii było mówienie, pisanie maili, wypełnianie dokumentów urzędowych, przykłady dokumentów opowiadania, przykłady literatury	w jakimś stopniu na pewno, ale nie całkowicie, na pewno podstawy gramatyki pamiętałam, zostały mi w głowie ale nie wiedziałam jak je zastosować w życiu codziennym, ale potrafiłam coś powiedzieć, napisać, przeczytać, takie podstawy	w pewnym stopniu tak, chociaż i tak przeżyłam szok kiedy tu przyjechałam, chodzi o akcent, slang, wymowę, każdy mówi inaczej, jeden bardziej czysto, drugi z mocniejszym akcentem, trzeba było się z tym zaznajomić, język nauczony w szkole a rozmowy z ludźmi tutaj to zupełnie coś innego	polka na pewno nie, to rozmowa, stany, najbardziej czytanie po angielsku prywatnie, bo na żadne kursy nie chodziłam  ona: ja więcej mówię po zajęciach ind, bardziej poprawnie mówię  on: ja widzę różnice po ciąży jak się bałam a jak jest teraz, kiedyś się wstydziła
12. Czy coś jeszcze chcieliby Państwo dodać na temat języka angielskiego dla rodziców dzieci przedszkolnych?	warto znać ten język, rodzicom bardzo by pomogło gdyby znali ten język	widzę u siebie różnice jeśli chodzi o ten moment kiedy Milenka chodziła do przedszkola a zanim zaczęłam naukę w collegu, o mój poziom angielskiego	jedyne co mogę doradzić to probowanie zaznajomienie się z językiem żeby można było chociaż porozumieć się z panią w przedszkolu o dziecku, wynikach, o adaptacji	nie widzę sensu żeby szukać przedszkoli polskich, bo to jest dobry moment żeby zacząć przystąpić z angielskim i oboje rodzice i dziecko pokonają bariery z

		a Milenka bardzo szybko się nauczyła		angielskim, nasz syn miesza ang i pl, a w szkole będzie musiał mówić po angielsku bo wszyscy będą musieć mówić po angielsku, i my rodzice na wywiadówkach też będziemy musieli mówić po angielsku
13. Czy mają Państwo jakieś sugestie nt. tego co powinno znaleźć się na kursie językowym, aby przygotować obcokrajowców do sytuacji które mogą napotkać w przedszkolu?	warto byłoby się skupić żeby ludzie rozumieli co się do nich mówi, bo nawet dzisiaj mam problem ze zrozumieniem tego co się do mnie mówi, czyli słuchanie, bo pisze każdy tak samo a z mówieniem to każdy ma inny akcent	powiem co pomogło mi bo nie wiem co na kursie może pomóc innym, no to głównie na kursie języka angielskiego ucza nas jak pisać maile, listy, jak używać gramatyki, gramatyka praktyczna a nie zadania od a do z	rozmawianie, rozmawianie i rozmawianie, jak tu przyjechałam to rozmawiałam po angielsku ale nie byłam na tyle pewna i płynna, dogadaliśmy się zawsze z ludźmi ale wiedziałam że jak poszłam do pracy i bałam się rozmawiać to była taka osoba która ze mną i tak rozmawiałam, i dzięki tej osobie stałam się pewniejsza w rozmowie i przestałam bać się mówić a poziom skoczył do góry z angielskiego  słownictwo typowe szkolne i przedszkolne, wyjaśnienie systemu edukacji jak to działa bo ja nie miałam takiej	przede wszystkim żeby skupić się na początku na samej mowie bo mowa jest ważniejsza żeby się dogadać na początkowym etapie, a potem listy nie uważam że te listy są napisane skomplikowanym urzędowym językiem, są proste i to co ważne jest podkreślone, bo panie z przedszkola wiedzą że rodzice mają dużo na głowie, w piśmie to głównie aplikacja mogłaby być problemem a tak to większość załatwiało się w mowie, a w razie czego z aplikacją pomogą co pomoże to samemu próbować wypełniać aplikacje nawet ze słownikiem a nie się kims



			wiedzy, bo miałam problem z godzinami dla dziecka przy aplikacji, kod nie wchodził na stronie i musiałam płacić za to co się dziecku należało, nawet pani dyrektor nie wiedziała co zrobić	wysługiwać to żeby sytuacja cie zmusiła żebyś robić coś samemu bo nawet jak zrobisz źle to się nauczysz
Czy mają Państwo jakieś pytania?	nie	nie, nie mam żadnych pytań, mam nadzieję że pomogłam choć trochę	w jakim stopniu ci pomogłam?  ciężko było mi wszystko sobie przypomnieć ale starałam się pomóc na tyle ile mogłam	nie

## **Appendix 6. Participant information sheet**

### **Participant Information Sheet for Research Project 'Elementary ESOL materials for Polish parents of nursery children.'**

You are being invited to take part in research to inform the creation of elementary ESOL (English for Speaker of Other Languages) materials for Polish parents of nursery children who have arrived in the United Kingdom. Monika Rozmiarek, a student at Coventry University is leading this research. Before you decide to take part it is important you understand why the research is being conducted and what it will involve. Please take the time to read the following information carefully.

#### **What is the purpose of this research?**

The purpose of the research is to create elementary ESOL materials based on a task-based approach for Polish parents of nursery children who have arrived in the United Kingdom.

#### **Who is organising the research?**

The research is being organised by Coventry University. The research was granted ethical approval by Coventry University's Research Ethics Committee (P137509).

#### **Do you have to take part?**

No – it is entirely up to you. If you do decide to take part, please keep this Information Sheet and complete the Consent Form to show that you understand your rights in relation to the research and that you are happy to participate. Please note down your participant number and provide this to the lead researcher if you wish to withdraw from the research at a later date. You are free to withdraw your information from the research at any time until the data is fully anonymised in our records, which is normally a week or ten days after your interview. You do not need to provide a reason for withdrawing. A decision to withdraw, or not to take part, will not affect you in any way.

#### **What will happen if I decide to take part?**

You will be asked to answer a few questions regarding your knowledge about the nursery provision in the United Kingdom, and the language you need or needed in the nursery as a parent. The interview will take place at 43 Hudson Street, OX262ET, in Bicester, convenient for you. It should take around 30-60 minutes and we would like to audio record your responses.

#### **Why have you been invited to take part?**

You have been invited to participate in this research because you are a Polish parent of a child who was or has been attending a nursery in the United Kingdom and you arrived in the United Kingdom as a migrant.

#### **What are the benefits and potential risks and benefits in taking part?**

By taking part, you will be helping Monika Rozmiarek and Coventry University to better understand foreign parents' language needs which are crucial if they have children in the nursery in the United Kingdom. There are no significant risks associated with participation.

#### **What information is being collected in the research?**

Your experience of the tasks in English that parents of nursery-aged children might need to perform in the UK.

**What will happen to the results of the research?**

The results of this research may be summarised in published articles, reports, and presentations. Quotes or key findings will always be made anonymous in any formal outputs.

**Who will have access to the information?**

Your data will only be accessed by the researcher and research team.

**Where will the information be stored and how long will it be kept for?**

Your data will be processed in accordance with the UK General Data Protection Regulation 2016 (UK GDPR) and the Data Protection Act 2018 (DPA). All information collected about you will be kept strictly confidential. They will be fully anonymised in our records. If you consent to being audio recorded, all recordings will be destroyed once they have been transcribed.

All electronic data will be stored on the researcher's university account protected by passwords. All paper records will be stored in a locked filing cabinet. . Your consent information will be kept separately from your responses. The researcher will take responsibility for data destruction and all collected data will be destroyed on or before 12th August 2022.

**What will happen next?**

If you would like to take part, please contact the lead researcher. You will be asked to complete a consent form before taking part.

**Researcher contact details:**

Monika Rozmiarek, rozmiarekm@uni.coventry.ac.uk

**Supervisor contact details:**

Sheena Gardner, ab1248@coventry.ac.uk

**Who do I contact if I have any questions or concerns about this research?**

If you have any questions, or concerns about this research, please contact the researcher or their supervisor. If you still have concerns and wish to make a complaint, please contact the University's Research Ethics and Integrity Manager by e-mailing [ethics.uni@coventry.ac.uk](mailto:ethics.uni@coventry.ac.uk). Please provide information about the research project, specify the researcher's name, and detail the nature of your complaint.

Thank you for taking time to read this information sheet and for considering participating in this research.

## Appendix 7. Consent form

### CONSENT FORM

#### ‘Elementary ESOL materials for Polish parents of nursery children.’

You are invited to take part in the above research project for the purpose of collecting data that will lead to creating elementary ESOL (English for Speakers of Other Languages) materials based on a task-based approach for Polish parents of nursery children who have arrived in the United Kingdom.

Before you decide to take part, you must **read the accompanying Participant Information Sheet and Privacy Notice**

**Researcher(s):** Monika Rozmiarek

**Department:** Faculty of Art and Humanities

**Contact details:** rozmiarekm@uni.coventry.ac.uk

**Supervisor name:** Sheena Gardner

**Supervisor contact details:** ab1248@coventry.ac.uk

This form is to confirm that you understand what the purposes of the research project are, what will be involved and that you agree to take part. If you are happy to participate, please initial each box to indicate your agreement, sign and date the form, and return to the researcher.

Please do not hesitate to ask questions if anything is unclear or if you would like more information about any aspect of this research. It is important that you feel able to take the necessary time to decide whether or not you wish to take part.

1	I confirm that I have read and understood the <b><u>Participant Information Sheet</u></b> for the above research project and have had the opportunity to ask questions.	
2	I understand that all the information I provide will be held securely and treated confidentially. I understand who will have access to any personal data provided and what will happen to the data at the end of the research project.	
3	I understand my participation is voluntary and that I am free to withdraw my participation and data, without giving a reason, by contacting the lead <b><u>at any time</u></b> until the date specified in the Participant Information Sheet.	
4	I understand the results of this research will be used in academic papers and other formal research outputs.	
5	I am happy for the interview to be audio recorded.	
6	I agree to take part in the above research project.	

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Researcher

\_\_\_\_\_  
Signature

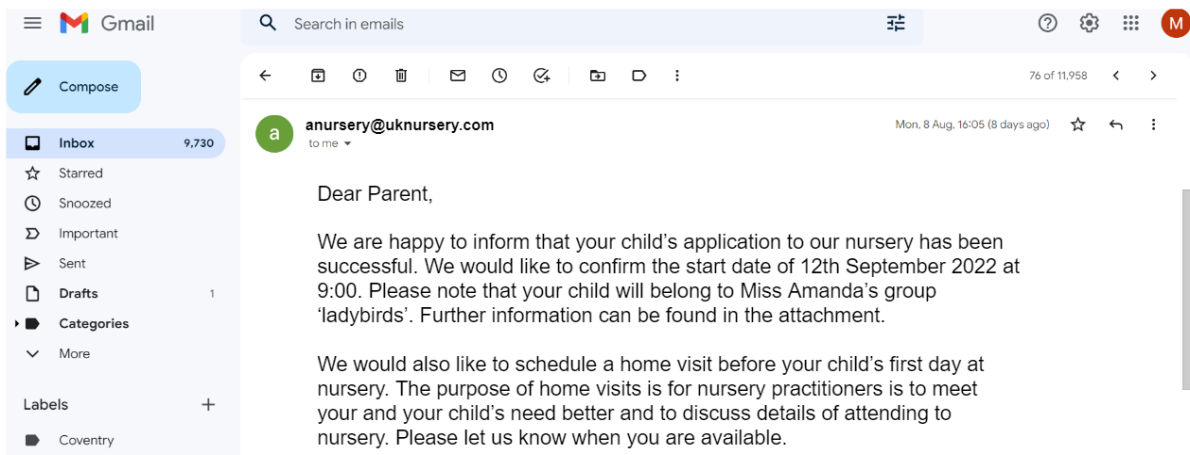
\_\_\_\_\_  
Date

## Appendix 8. A sample of ESOL materials for Polish parents of nursery children

**Task 1.** Read the email from the nursery staff and write your response in the email.

Your response should include:

- thanks to the nursery for confirming your child's place;
- your availability for the home visit.



New Message - ✕ ×

To | Cc Bcc

Subject

