

Course

Name: Family First Steps to ESOL				Date of course: 29 th April to 24 th June 2019				
				Date of evaluation: 25 th June 2019				
Name of course facilitator (s) Jan Dixon and Wendy Smith				Venue: Bury East Children centre The Hub				
Key Objectives: (Highlight as appropriate) <ul style="list-style-type: none"> Improving the health for under 5's Improving school readiness for under 5's Effective early intervention and safeguarding Promoting the economic prospects of families 				Key aims of the course: <ul style="list-style-type: none"> Increase the English Language skills of non-English speaking mothers Increase levels of confidence and assertiveness in the target group Provide examples of language rich activities which will be of benefit to the whole family Increase the uptake of key services by the target group due to improved English language skills and confidence 				
Weekly Parental and child attendance						Source of Referrals		
Wk 1 11A 15C	Wk 2 12A 15C	Wk 3 9A 12C	Wk 4 9A 11C	Wk 5 8A 12C	WK 6 10A 14C	Children's Centre =4	Health = 0	Outreach Referral =5
Wk 7 8A 10C					Self=	Schools =3	Other (please state)	
Impact/Outcomes (for parents and children)								
<p>This is the 3rd time we have delivered the new ESOL course which has been developed for non-English speaking mothers and their children. We have adapted the course to fit with our families and what we want</p> <p>The mums attending the course comprise of a particularly vulnerable group and are less likely to engage with services and support groups which is often due to language and cultural factors. As a result, the mums from this particular demographic are, in many cases, unable to access vital information about parenting, health, and general child development. These mothers also have many other barriers to overcome in order to attend standard English language courses such as lack of childcare, finance, and sometimes cultural expectations. At the same time they are expected to liaise with the wide range of contexts and settings associated with child-rearing. They can also be vulnerable to social exclusion due to language and financial barriers which can lead to a range of negative outcomes for the families. We</p>								

have found in the past when we have delivered ESOL through Adult Education (the course has been exceptional) but we have struggled to maintain the numbers due to the children in the crèche being very upset and just not settling, especially with their lack of English and understanding. Also some parents who have no English have struggled with the "pen to paper" aspect as well and the feedback from the course was that the mums wanted more time to practice speaking. So this course was designed and delivered to give the mums functional language skills with a combination of health and parenting information. It was designed as a structured 8 week mother and child 'stay and play' group.

The mums came with their children who were looked after by a crèche worker in the play area which was open so both could see each other. This helped with the settling of the children and reduced mums anxiety about leaving the children. Over the 7 weeks we had no issues at all with the children being in the same room as the parents. As the children were so calm and happy the mums were more relaxed and eager to learn themselves. The children also gained language due to the repetitive singing session that we did during the course.

This was the 3rd time we had delivered the course and this course was much more consistent and numbers were really good with at least 8 families coming every week. Again it was good to have mixed abilities in the class as the mums could support and help each other especially if they were struggling to understand what we were teaching. I think the way we deliver the course in an informal non-judgemental way with lots of repetitive saying and using lots of pictures clues is good for the mums. They need to reinforce and practise what they have learnt each week

Each 1 hour session focussed on one particular aspect of family daily life and consisted of very informal language instruction, using bright pictorial visual clues, speech bubbles and lots of repeated speaking. We introduced in the first session a "map of the world" and encouraged the mums to tell us where they came from and what their language they spoke. We had a very mixed group with

Each session then was exactly the same format and was designed to take about 1 hour. Timings were not exact and we adapted each week to the parents and children. Although we emphasized the times of the sessions starting the mums were a bit hit and miss with timings, some arriving really early and then some arriving with only 10 minutes left of the session. But we were just pleased that they had attended It was important to be consistent and we used the same format each week with welcoming the parents and always finishing with a goodbye song.

We always started off every session this time with us going round the circle putting name tags on them and us saying "**Good Afternoon and then their name**" and we encouraged them to answer by saying "**Good afternoon Jan**" I would then ask "**How are you today?**" and we encouraged them to say "**I am very well Jan and how are you**" There was lots of laughing and enjoyment from this and mums really became more confident as the weeks progressed and would look at us when they said it and smile. They would also add extra to the sentence and tell us how well they were or ask how we were
We then concentrated on getting the mums to be able to tell us their full name (clearly) and their address as we felt this was so important

that they could say it clearly and also know it. We made sure we knew the exact address by looking on cacci to ensure we got it right. So again every week once we had done introductions we would ask them to tell us their full address. Again as the weeks progressed they all became confident at saying it and knowing it fully. We also introduced them knowing their date of birth and asked them if they could tell us. This was interesting as some did have different dates of births but a few had the 1st January and then a different year. We also encouraged them to be able to tell us their child's name and date of birth as again we informed the mums they will be asked this a lot and they need to know it. Some struggled with this.

Throughout the course we have adapted it by using lots of visual picture of what we are teaching and trying to do it in a fun way so the mums can use the pictures and then say the sentence. For example when we did about illnesses we have pictures of illness and then pictures of medicine and encouraged them to say the sentence and point to the pictures "I need some calpol as my baby has a fever". By using the pictures each week the mums became more familiar with the format and it helped with their understanding. It also helped the mums seeing the sentence wrote in a speech bubble as well, so we were able to encourage them to read the sentence so they could read it as well. When we did the session of around the community we used lots of pictures local to us and therefore the mums would know what the building was for. We gave out a map of the area showing each building

As facilitators we needed to role model every new key word or phrase and then encourage the mums to copy and say the sentence over and over again. We gave lots of opportunities for them to practise and we made sure they all understood it was OK to make a mistake. We kept the sessions fun and light hearted and we think everyone felt comfortable as the weeks went along.

Parents supported and encouraged each other during the sessions, we also invited them to come to the stay and play which they attended so they have been able to socialise with their children and peers in the group thus continue to practice their English.

Moving forward and how to improve the session





- The mums definitely improved in confidence each week and would start to have a go, speaking out within the group and happier to join in, ask questions and were smiling a lot more.
- The more capable mums were adding more words to sentences which we hadn't discussed which proved they were gaining confidence and not afraid to make a mistake
- The mums begun to be more confident at asking more questions and would ask if they didn't understand
- Having mixed abilities of mums with their English had an effect on the group, but also helped with peer support and understanding and they could translate to the mums who struggled to understand. So moving forward a mixed group is good
- The children were really settled in the crèche which helped the mums to be more relaxed and learn. Concerns would be if we had more children as think that would be difficult.
- The timing of an hour is more than enough
- It definitely needs 2 people to deliver the course as we can role model speech, make lots of eye contact and to also include the children.

- Use google translate or encourage the mums if they have an iPhone to download the app. This app is really good as the mums can speak into the google translate in their language and it will say it in English.
- We used the song bag this time more as we had so many children but this was good as it encouraged the children to come into the circle as they loved choosing a prop to show their mum and then we sang the song
- The Mums Booklet is still good resource for the families but moving forward it might be that we develop our own version
- The pre and post questionnaire needs to be looked at and changed

Evaluations completed by parents at the beginning and end of the course

This time each week we asked the mums to tick the smiley sheet on what they thought of the session which we did every week (see attached with weekly evaluations of sessions)

On the last session we had printed out questions in English and then beside it we had it translated in the languages of the mums and we then asked them to tick the box that was appropriate of what they thought

Question				
I feel more confident in the community	✓✓✓✓✓	✓✓✓		
The Topics we covered were interesting	✓✓✓✓✓ ✓✓✓			
I have enjoyed singing with my child in the class	✓✓✓✓✓ ✓✓✓			
The topics that were covered were useful for my everyday life	✓✓✓✓✓ ✓	✓✓		
I was happy I could bring my children to the session	✓✓✓✓	✓✓✓✓		
I would love to continue with learning English	✓✓✓✓✓ ✓✓✓			
I have made friends on the course	✓✓✓✓✓ ✓	✓	✓	

I have enjoyed coming to the First Steps to English

✓✓✓✓✓
✓✓✓

From the evaluations we can see how this course has helped the mums

Comments from staff regarding of delivering the course

This was my third time in delivering a 'First Steps to English' course. This time I again had the support of Wendy Smith which was good as we had delivered it together the last time. I felt Wendy and I support each other really well in delivering the programme each week and we both grow in confidence as the weeks go by. We are a good team and our relaxed, friendly informal approach helps to put the parents at ease from the start. We have a lot of laughter within the group from us and the mums and this also helped. Wendy and I have adapted and added to the course when appropriate to ensure parents understanding. We used our creativity and made resources which helped the parents understanding and also for us to deliver. We used lots of pictures which helped when we were asking them to say sentences. So even if the mums couldn't say the sentence we were able to show a pictures and then encourage them to say what the picture was of. It was great to see the mums becoming more confident as the weeks progressed. We also encouraged the mums to tell us what some words in their own language and then I and Wendy would have a go much to the mum's amusement!!

The "Mums Booklet" that is designed with the course is more aimed at babies and mums and needs to be looked at and redesigned if we are going to continue to deliver this course. They did like the booklet and would bring it every week but I feel we need to adapt it to fit with what we deliver on the course. This will take time to create but I feel it's a very important prop for the mums where they would be able to revisit at home and practise. We also gave out other resources like a laminated clock, a list of the days of the week and also the months of the year, song words of songs, books etc. which all helped to support the mums.

In my opinion there is a great need for this course in the Bury area and should be delivered on a rolling programme within the Children Centre. We have so many families who this weekly session would benefit them enormously. In my role as a Programme Support Worker we have so many families who access the Children Centre with varying ethnicities and cultures and know that limited or no English language can be a huge barrier to lots of families. I feel that many EAL families can be very isolated and this in turn can have an impact on their children's learning, development and limit social opportunities to enable interaction with peers. For the parents too social isolation can have a negative impact on their confidence and self-esteem, mental health and well-being. It was so lovely each week to see the mums come to the Children Centre be able to say their name and address to our Admin then come into the session, greet each other, and smile and say hello to myself and Wendy. The mums formed friendships with each other. They were all so eager to learn and happy to participate in group activities. Parents were keen to try out new words and phrases through repetition and positive reinforcement.

The high attendance throughout the course I feel reflects the need for an ESOL course in the Bury East area. I definitely feel that due to the nature of the course it is advisable and very important to have two facilitators to cope with the needs of the parents and ensure a good session is delivered and that we get the outcomes that we require.

Jan Dixon, Programme Support Worker