Polish Complementary Schools in Ireland: Language, Heritage, Capital

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Thesis submitted for the degree
of Doctor of Philosophy

Volume II: APPENDICES

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2024

Declaration

I declare that this thesis has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work.

I agree to deposit this thesis in the University's open access institutional repository or allow the Library to do so on my behalf, subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement.

I consent to the examiner retaining a copy of the thesis beyond the examining period, should they so wish (EU GDPR May 2018).

Agnieszka Pedrak

Dublin, 30.04.2024

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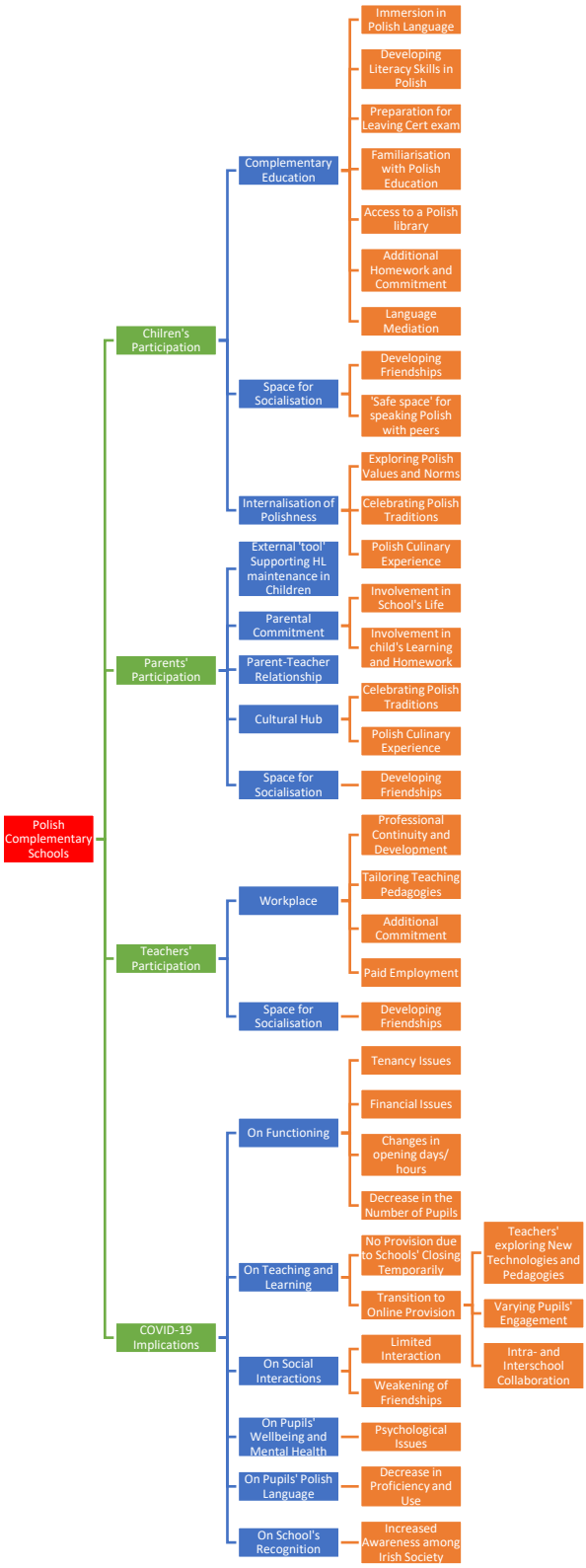

APPENDIX F: Information Leaflet (Polish version)

Korzyści i ryzyko związane z udziałem

KORZYŚCI

Udział w tym badaniu pozwala starszym i młodszym uczestnikom przyjrzeć się własnej polskości w Irlandii, roli języka polskiego w Waszym życiu codziennym, świadomości własnych korzeni, roli polskich szkół sobotnich w pielęgnowaniu polskości za granicą. Badanie może także przyczynić się do zmian regulacji dotyczących nauczania języka polskiego w Irlandii.

RYZYKO

Istnieje ryzyko, że uczestnicy nie będą czuli się komfortowo, opowiadając o własnych doświadczeniach. Dlatego też damy z siebie wszystko, aby badanie przebiegało w przyjaznej atmosferze. Ponadto, uczestnicy mogą zrezygnować z odpowiedzi na wybrane pytania lub przerwać wywiad w dowolnym momencie.

OCHRONA DANYCH OSOBOWYCH

Zapewniamy, że dołożymy wszelkich starań, by zapewnić bezpieczeństwo Waszych danych osobowych. Wasze prawdziwe dane nie będą nigdzie udostępnione, a wyniki badania podlegają pseudonimizacji. Prosimy o kontakt, by uzyskać więcej szczegółów na temat ochrony danych osobowych w tym badaniu.

Czy kwalifikuję się do udziału?

W badaniu mogą wziąć udział:

- dzieci polskiego pochodzenia w wieku 6-16 lat, uczęszczające do polskich szkół sobotnich,
- rodzice dzieci uczęszczających do polskich szkół sobotnich,
- nauczyciele i dyrektorzy polskich szkół sobotnich.

Język polski w Irlandii

Zapraszamy dzieci i rodziców polskiego pochodzenia do udziału w badaniu naukowym prowadzonym na Trinity College w Dublinie

Granice mojego języka wyznaczają granice mojego świata...

LUDWIG WITTGENSTEIN

O badaniu

Badanie naukowe "Język polski jako dziedziczony w Irlandii" prowadzone jest przez Agnieszkę Pędrak, doktorantkę Trinity College w Dublinie, pod kierunkiem prof. Lorraine Leeson.

Agnieszka prowadzi jednogodzinne wywiady z dziećmi, rodzicami i nauczycielami polskiego pochodzenia (online lub w miejscu dogodnym dla Was), podczas których pyta o Wasze doświadczenia związane z nauką języka polskiego na Zielonej Wyspie.
Na przykład:

- Czy lubicie język polski?
- Czy i kiedy mówicie po polsku?
- Czy uczęszczanie do polskiej szkoły sobotniej pomaga Wam w rozwijaniu/pielęgnowaniu polskości w Waszych sercach i domach?
- Czym jest dla Was Polska?

Uczestnictwo

- Uczestnictwo w tym badaniu jest całkowicie dobrowolne.
- Dzieci mogą wziąć udział w badaniu jedynie za zgodą i w obecności rodzica/opiekuna.
- Rezultaty podlegają pseudonimizacji (nie ujawnia się prawdziwych danych uczestników).
- Ochrona danych osobowych.
- W każdej chwili można zrezygnować z udziału w badaniu.

Aby uzyskać więcej szczegółów lub zgłosić chęć uczestnictwa, prosimy o kontakt:

Agnieszka Pędrak
pedraka@tcd.ie
0874391139

prof. Lorraine Leeson,
leesonl@tcd.ie

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

APPENDIX G: Information Poster (Polish version)

APPENDIX H: Child PIL and Assent Form

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

TRINITY COLLEGE DUBLIN
SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES

PARTICIPANT INFORMATION LEAFLET AND CHILD ASSENT FORM FOR CHILDREN OF AGES 6-15

Research project	Polish as a heritage language in Ireland
Principal Investigator and Co-Investigator	Researcher: Agnieszka Pędrak, pedraka@tcd.ie Supervisors: Prof. Lorraine Leeson, leesonl@tcd.ie Prof. Breffni O'Rourke, orourkeb@tcd.ie Dr. Sarah Sheridan, sherids1@tcd.ie
Study Organiser & Funder	School of Linguistic, Speech & Communication Sciences, Trinity College Dublin
Data Controllers	Trinity College Dublin (for research data)

Assent will be obtained from all children 6-15 years of age, participating in the study, at the beginning of each interview. Written parental permission for the child's participation (Parental Consent Form) will be obtained before seeking child assent. Assent will be obtained verbally, and the signature of the child is optional.

Child Participant Information Leaflet and Assent Form

Hi, my name is Agnieszka Pędrak. I am a student at Trinity College Dublin. I am interested in teaching and learning Polish language and culture in Ireland in Polish Saturday schools. In my research I would like to invite children, parents and teachers to share with me their experiences. Let me tell you how the interview with me looks like before you decide if you want to take part in it. We can speak Polish or English during the interview, you can choose which language you would like to use.

At the beginning of our meeting (online or in person), I will ask you to draw a picture showing places, people, and situations in which you are using your languages in your life. We will then have a chat about your drawing, so you can tell me about it using your own words. After this we will continue chatting and I will ask you about 7 questions about you learning Polish language and culture at home and in your Polish school in Ireland, and how important it is to you. These are some sample questions that I may ask you.

If you are 6–9 years old, I may ask you:	If you are 10-15 years old, I may ask you:
- Are you happy that you can speak Polish and English? Why? - Do you like speaking Polish? When and with whom do you use Polish with most often? - Do you like your Polish school? What do you like or dislike about it?	- What do you think of your ability to speak two languages? - Do you like using Polish language? When and where do you use it most often? - Do you like attending Polish school? Would you tell me about your experience there, like learning Polish language and culture, making friends, your teachers, celebrations?

Remember that there are no wrong answers. I am willing to talk to you because I am curious about your opinion and your experiences. All your answers are interesting and precious to me. Nobody will judge you based on your answers in this study.

The interview will last about one hour (60 minutes) and it will be video-recorded if we meet online or audiorecorded (only voice) if we meet in person. I will have the recording stored safely in an online OneDrive folder and I will be the only person who can watch it or listen to it. Within one month after the interview, I will write down everything you said into a text file and I will change your name and other details about you, so that no one can recognize that you took part in my study. I will then send this text file to your parent so you will be able to read it and change it if you will want to. The original interview recording will be kept safely at Trinity College Dublin for 7 years. It will then be permanently deleted, and no copies will be left.

By being in the study, you will help me understand if attending your Polish school helps you to get better skills in Polish and/or understand better the 'Polish part' of who you are. You will also have a chance to think about your ability to use two languages when growing up in Ireland and your

opportunity to learn Polish language, Polish culture, make friends with Polish peers when attending your Polish school. At first, you may not feel comfortable about sharing your thoughts with me. It is ok, I will try my best to create a friendly atmosphere so we can talk like friends. If some questions will be too difficult you can always ask me to explain them better. You do not have to answer all my questions. If you will start feeling upset, we can skip some questions or even stop the interview. If you are tired, we can stop the interview, too. Your parent/guardian knows you are participating in the study, and they may sit by you during the interview if you want to.

Your parent/guardian said it is okay for you to take part in my study, but if you do not want to take part, you do not have to. Nobody will be upset if you do not want to be in the study. If you will agree to take part and then change your mind, it is okay too. If you will want to stop the interview, that is alright too, just tell me or your parent/guardian when you feel like you do not want to continue. If something will make you feel bad or upset during the interview, please tell me or your parent.

Now you can ask me your questions about the study and your participation. Was there anything that you did not understand and would like me to explain better? Do you have any questions for me or you parent/guardian? If you will have a question later, you can ask your parents/guardians to call me 0874391139 or send me an email to pedraka@tcd.ie.

Now I would like you to think and decide if you would like to participate in my study.

If you say 'YES', this means you have understood the above information and you want to be part of my study.
If you say 'NO', that means you do not want to take part in my study. You can say yes or no, it is your choice. No one will be upset if you do not say yes, or if you will say yes and change your mind later. Please take your time now and tell me 'yes' or 'no'.

Do you want to take part in this study? ☐YES ☐NO

(Optional) Signature of Child: _____

THE PART BELOW IS TO BE COMPLETED BY THE INVESTIGATOR.

Name of Child: _____
Participant's code: _____
Parental consent form on file? ☐YES ☐NO

I have discussed this research study with _____ using language which is understandable and appropriate for them. I believe that I have fully informed him/her of the nature of the study and its possible risks and benefits. I believe the participant understood this explanation and assent to participate in this study.

Did the child voluntarily respond to participation? ☐YES ☐NO
Signature of the Researcher: _____ Date: _____

APPENDIX I: Explicit Consent Form

TRINITY COLLEGE DUBLIN

SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES

EXPLICIT CONSENT FORM FOR TEACHERS AND PARENTS

Research project	Polish as a heritage language in Ireland
Principal Investigator and Co-Investigators	Researcher: Agnieszka Pędrak, pedraka@tcd.ie Supervisors: Prof. Lorraine Leeson, leesonl@tcd.ie Prof. Breffni O'Rourke, orourkeb@tcd.ie Dr. Sarah Sheridan, sherids1@tcd.ie
Study Organiser & Funder	School of Linguistic, Speech & Communication Sciences, Trinity College Dublin
Data Controllers	Trinity College Dublin (for research data)

There are 3 sections in this form. Please tick the box 'yes' if you agree with the statement or 'no' if you do not agree. The end of this form is for the researcher to complete. Please feel free to ask questions if there is something you do not understand. Thank you for your participation.

General	**YES**	**NO**
I confirm I have read and understood the Participant Information Leaflet for the above study. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.	☐	☐
I understand that this study is entirely voluntary, and if I decide that I do not want to take part, I can stop taking part in this study at any time without giving a reason. I understand that deciding not to take part will not affect me in any way.	☐	☐
I understand that all information will be kept private and confidential and that my personal data (my name and personal details) will be pseudonymised.	☐	☐
I understand that I will not be paid for taking part in this study.	☐	☐
I understand that there are no direct benefits to me from participating in this study.	☐	☐

I agree to being contacted by the research team by email/phone as part of this research study.	☐	☐
I know how to contact the research team if I need to.	☐	☐

Data processing	**YES**	**NO**
I understand that any identifiable information about me (personal data), will be protected in accordance with the General Data Protection Regulation (GDPR).	☐	☐
I understand my rights as data subject under GDPR, as described in the Participant Information Leaflet.	☐	☐
I understand that pseudonymised information from this study may be shared with third party academics worldwide for research and learning purposes.	☐	☐
I understand that the interview recording of my interview will be transcribed, and data will be pseudonymised. The interview recording will be kept at Trinity College Dublin for seven years.	☐	☐
I understand that my consent form will be kept by the supervisor for 7 years and destroyed by the supervisor thereafter.	☐	☐
I understand that I can stop taking part in this study at any time without giving a reason and this will not affect me in any way.	☐	☐

Future use of pseudonymised information	**YES**	**NO**
OPTION 1: I give permission for my pseudonymised data to be stored at TCD for *possible future research* ***related*** to the current study, ***only if consent is obtained from me*** at the time of the future research and the research is approved by a Research Ethics Committee.	☐	☐
OPTION 2: I give permission for my pseudonymised data to be stored at TCD for *possible future research* ***related*** to the current study ***without further consent*** being required but only if the research is approved by a Research Ethics Committee.	☐	☐

I agree to take part in this research study having been fully informed of the potential risks, benefits and my rights which are set out in full in the Participant Information Leaflet which I have been provided with.	☐ YES	☐ NO
Signatures		

Participant Name (Block Capitals) _____

Participant Signature _____

Date _____

To be completed by the Principal Investigator.

I, the undersigned, have taken the time to fully explain to the above participant, the nature and purpose of this study in a way that they could understand. I have explained the risks and possible benefits involved.

I have invited them to ask questions on any aspect of the study that concerned them.

I have given the participant a copy of the Participant Information Leaflet and Consent Form, both of which provide contact details for the study team.

Researcher name: Agnieszka Pędrak

Title and qualifications: PhD student, Centre for Language and Communication Studies, TCD

Signature _____

Date _____

Two copies need to be made: one for the participant and one for the PI.

APPENDIX J: Parent/Guardian Consent Form for Under 18

TRINITY COLLEGE DUBLIN

SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES

Research project	Polish as a heritage language in Ireland
Principal Investigator and Co-Investigator	Researcher: Agnieszka Pędrak, pedraka@tcd.ie Supervisors: Prof. Lorraine Leeson, leesonl@tcd.ie Prof. Breffni O'Rourke, orourkeb@tcd.ie Dr Sarah Sheridan, sherids1@tcd.ie
Study Organiser & Funder	School of Linguistic, Speech & Communication Sciences, Trinity College Dublin
Data Controllers	Trinity College Dublin (for research data)

PARENT/GUARDIAN CONSENT FORM FOR UNDER 18

Your child is under **no** obligation to participate in this study. If they agree to participate, but at a later stage feel the need to withdraw, they are free to do so. It will not affect them in any way.

Please answer <u>all</u> of the following questions (tick the appropriate box):	**YES**	**NO**
I confirm I have read and understood the Participant Information Leaflet for the above study. The information has been fully explained to me and I have been able to ask questions, all of which have been answered to my satisfaction.	☐	☐

I understand what the project is about, and what the results will be used for.	☐	☐
I am fully aware of all of the procedures involving my child and of any risks and benefits associated with the study.	☐	☐
I know that my child's participation is voluntary and that I/they can withdraw from the project at any stage without giving any reason.	☐	☐
I am aware that my child's results will be kept pseudonymous.	☐	☐
I understand that pseudonymous information from this study may be shared with third party academics worldwide for research and learning purposes.	☐	☐
I understand that any identifiable information about my child (personal data), will be protected in accordance with the General Data Protection Regulation (GDPR).	☐	☐
I understand that the video recording of my child's interview will be retained by the researcher for seven years and then destroyed permanently.	☐	☐
I understand information about my child's personal data collection, storage and deletion provided in the Participant Information Leaflet and explained to me by the researcher.	☐	☐
I agree for my child to participate in the above study.	☐	☐

Child name _____

Parent/Guardian name _____

Signature of Parent/Guardian _____ **Date** _____

Signature of Investigator _____**Date** _____

APPENDIX K: PIL for Parents

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

TRINITY COLLEGE DUBLIN

SCHOOL OF LINGUISTIC, SPEECH AND COMMUNICATION SCIENCES

Participant Information Leaflet for parents

Research project	Polish as a heritage language in Ireland
Principal Investigator and Co-Investigator	Researcher: Agnieszka Pędrak, pedraka@tcd.ie Supervisors: Prof. Lorraine Leeson, leesonl@tcd.ie Prof. Breffni O'Rourke, orourkeb@tcd.ie Dr. Sarah Sheridan, sherids1@tcd.ie
Study Organiser & Funder	School of Linguistic, Speech & Communication Sciences, Trinity College Dublin
Data Controllers	Trinity College Dublin (for research data)

You are invited to take part in a research study that is being done by Agnieszka Pędrak in the School of Linguistic, Speech and Communication Sciences, Trinity College Dublin. Before you decide whether or not you wish to take part, please read this information sheet carefully. This leaflet will provide you with information on why this study is being carried out, how can you participate and withdraw, how your data will be used and stored. You should understand the potential risks and benefits of taking part in this study listed in this leaflet so that you can make an informed decision. Please contact the researcher or the main supervisor (using their contact details above) if there is anything that is not clear or if you would like to receive more detailed information. Take time to decide whether you wish to take part. Thank you for reading this.

Who is undertaking this study?

My name is Agnieszka Pędrak and I am currently a postgraduate student at Trinity College Dublin undertaking a PhD in Applied Linguistics in the School of Linguistic, Speech and Communication Sciences under the supervision of the main supervisor Prof. Lorraine Leeson, and co-supervisors: Prof. Breffni O'Rourke and Dr. Sarah Sheridan. I also have several years of experience in teaching Polish in Ireland co-organizing events for Polish community in Ireland. I also hold a blog for Polish families where I share my thoughts about raising my daughter with two languages.

Why is this study being done?

This study is carried out as part of my PhD research project entitled Polish as a heritage language in Ireland. As I am passionate about childhood bilingualism, I would like to investigate teaching and learning Polish in the context of migration. I would like to focus on Polish complementary schools and check if (and how) attending them may influence Polish children's identity and their willingness to learn, use and maintain Polish language.

This research is carried out in the School of Linguistic, Speech and Communication Sciences and funded with the Trinity College Dublin Postgraduate Research Studentship.

Why have I been invited to take part? Who else will participate in this study?

You have been invited to take part because you are a parent of a child aged 6-15, residing in Ireland, who has Polish background (one of their parents is of Polish nationality) and is attending a Polish complementary school in Ireland. Any person who would like to participate in this study must meet all of the three requirements: residency in Ireland, Polish background, be a pupil/pupil's parent or a teacher of a Polish school in Ireland.

We aim to have 3-5 Polish schools in Ireland involved in this study. From these schools we plan to recruit a total of 16-24 of participants: 5-7 parents, 5-7 children, 3-5 teachers and 3-5 headteachers in order to test the interview questions and the questionnaire.

Do I have to take part?

You do not have to take part in this study, this is only an invitation to participate. It is up to you to decide whether to take part. If you decide not to take part, it will not affect you in any way. If you decide to participate, you can withdraw at any time of the study. Your participation is completely voluntary and there is no payment made to the participants for taking part in this study.

What will happen if I decide to participate?

If you decide to participate, you should contact Agnieszka to let her know at pedraka@tcd.ie. Agnieszka will then contact you inviting you to give your written consent to participate. If you will

need more information to decide or have any questions related to your and/or your child/ren's participation in the study, you can always contact us. Once we receive your written consent, Agnieszka will contact you to schedule an audio/audio-video recorded interview. Your consent form will be kept by the main supervisor for 7 years, and then they will be deleted permanently. The interview recording will be kept by the researcher for 7 years, and then they will be deleted permanently. The data from the interview will be transcribed and pseudonymised by the researcher up to one month from the interview date. That means that you and your child names will be replaced with a pseudonym and your personal details will be changed. The key code will be kept by the main supervisor for 7 years in case you will want to access your data. Once a pseudonymised transcript is ready, it will be sent to you by the researcher seeking your approval. The pseudonymised transcript of the interview will be analysed by the researcher in order to complete her research project.

What will my interview look like?

You and your child/ren will be interviewed online or, if you wish so and if/when permissible with regard to COVID-19 public health guidance, at a place of convenience for you (your house, your local café, etc.). The interview with each participant will be conducted only once, it will take approximately one hour. It can be held in Polish or English, according to your wish. Children will be only interviewed in presence of their parents and after securing written parental consent from parent/carer and verbal assent from a child.

You and your child/ren will be invited to talk about the languages you speak at home and outside of home environment, the use of Polish language in your everyday family life, your child's experience of attending a Polish school in Ireland and your parental involvement with it, your experience of the COVID-19 pandemic influence on the use and learning of Polish in your family.

The recording of the interview will be used to create a pseudonymised transcript that will be analysed in this research project. The draft transcript will be shared with you and you will be offered an opportunity to amend, correct, or add to the text. The original interview recording will be kept by the researcher for 7 years. Access provided only to the supervisor and the researcher.

What happens if I change my mind?

If you decide to participate and then change your mind, you can opt out at any time even if the study has started. You do not have to give a reason for not taking part or for opting out. If you wish to opt out, please contact the researcher, Agnieszka Pędrak, on: pedraka@tcd.ie who will be able to organize this for you. If you wish, you can ask for your data to be destroyed. If you request this, we will destroy all data that are still in our database. We will no longer use or share your data for research from this point onwards. However, it may not always be possible to destroy data already used in this research study if it would affect the research significantly.

What are the benefits of taking part in this study?

Taking part in this study will not directly benefit you. However, taking part in the interview may provide you with the opportunity to reflect on the role of attending a heritage language school' in your children's identity and the Polish language use in your family. You may also reflect on the many ways in which you and your family members can support the maintenance of Polish in your children. In addition, this study may result in informing the policy and practice of heritage language education in Ireland. As this is a long-term research project, the benefits of the research may not be seen immediately.

Are there any risks to me or others if I take part?

As family language use and experience related to attending a Polish school will be discussed during the interview, there is a risk that you or your child may not feel comfortable discussing such matters. You may also be sceptical about sharing your experiences and opinions with a researcher who has experience as a teacher and a parent. We would like to assure you, that we are conducting the study because we are curious about your opinion and we will treat it with respect. Therefore, Agnieszka always stay neutral, and your opinion and experience will never be judged in any way. If you or your child will feel uncomfortable with discussing some topics, these can be skipped or the interview sessions may be paused or ceased, according to your wishes.

There is also a potential risk that a connection to your identity could be made, however we will do everything we can to eliminate any potential. The interview recording will be transcribed into a text file and pseudonymized. It means that potential leads to your identity such as your real name, names of places, name of schools, other people's details etc. will be changed or taken out so you cannot be recognized. The key code will be created and kept safely by the supervisor for 7 years in case you wanted to access your data. The interview recording will be kept by the researcher for 7 years. Your consent forms will be kept by the supervisor for 7 years.

What information about me (personal data) will be used for this study and who will have access to it?

Your and your child's name and contact details (provided in Explicit Consent Form, Parental Consent Form and Child Assent) will be kept securely by the supervisor until after the thesis is completed, up to 7 years. It is necessary for the research purposes to keep the data to allow to contact you with regard to scheduling the interview and seeking your consent and your approval of the transcript. The interview recording file will be available only to the researcher and the main supervisor and it will be kept by the researcher for 7 years. Within one month your interview recording will be transcribed by the researcher into a pseudonymised text file, she will replace your real names with pseudonyms and any links to your identity will be either changed or taken out. It will be sent to you for your review. Agnieszka will apply any changes to the text that you may suggest. The pseudonymized text files will be used to complete the research project and it will be stored securely at Trinity College Network, in a secured

One Drive folder, access restricted only to the researcher and supervisors. It will be archived at TCD after completion of this research project and can be only used in future studies if you will agree to it in your consent form.

How will my data be kept safe?

We will take many steps to make sure that we protect your confidentiality and keep your data safe. Here are some examples of how we do this:

Any sensitive data and personal information obtained during this research which identifies you will be treated confidentially. The interview recording will be stored securely by the researcher in a password protected encrypted OneDrive folder within TCD Network for the period of seven years, access provided o the supervisor and the researcher only. Your written consent stating your name and contact details will be stored securely by the supervisor either in a locked cabinet in her Trinity College office (hard copy) or in a password protected encrypted OneDrive folder within TCD Network (electronic copy) for the period of seven years. Access to the consent forms restricted to the researcher and the main supervisor only. All the data collected during the study will be transcribed by the researcher into text files within once month. The data will be simultaneously pseudonymised and the recording will be deleted once the transcripts are approved by you. This will take up to one month from the interview. The pseudonymised transcripts will be used to complete the research project and it will be stored securely within Trinity College Network, in a secured, password protected and encrypted One Drive folder within Trinity College Network. It will be archived by the main supervisor after the thesis is completed and can be only used in future studies if you will agree to it in your consent form.

What are my legal rights?

According to data protection legislation, the research team is required to inform individuals of the legal basis for using their personal data. Participants will be provided with the following legal information about using their personal data through the Participant Information Leaflets. Information retrieved from: https://www.tcd.ie/info_compliance/data-protection/subject-rights/

Under GDPR, as data subject you are entitled to:

1. Right to Access Personal Data

Under GDPR, data subjects have the right to access their personal data that is processed by a data controller. The data controller must respond to that request within one month. This period may be extended to three months under certain circumstances.

2. Right to Rectification

Data subjects have the right to request rectification of their personal data, including the correction or errors and the updating of incomplete information.

3. Right to Erasure

The right to erasure – also known as the right to be forgotten – allows a data subject to stop all processing of their data and request their personal data be erased. This right is subject to certain conditions.

4. Right to Restrict Data Processing

Data subjects, under certain circumstances, can request that all processing of their personal data be restricted. This right is subject to certain conditions.

5. Right to be Informed

Data subjects must be informed about the uses of their personal data in a clear manner and be told the actions that can be taken if they feel their rights are being impeded.

6. Right to Data Portability

A data subject can request that their personal data file be sent electronically to a third party. Data must be provided in a commonly used, machine readable format, if doing so is technically feasible.

7. Right to Object

If a request to stop data processing is rejected by a data controller, the data subject has the right to object to their Article 18 right being denied.

8. Right to Reject Automated Individual Decision-Making

Data subjects have the right to refuse the automated processing of their personal data to make decisions about them if that significantly affects the data subject or produces legal effects – profiling for example.

Individuals can exercise these rights by contacting the researcher, Agnieszka Pedrak at: pedraka@tcd.ie or the Trinity College Data Protection Officer, Secretary's Office, Trinity College Dublin, Dublin 2, Ireland, e-mail: dataprotection@tcd.ie , website: www.tcd.ie/privacy. Under GDPR, if an individual is not satisfied with how their data is being processed, they have the right to lodge a complaint with the Office of the Data Protection Commission, 21 Fitzwilliam Square South, Dublin 2, Ireland.

Will my data be used again in other studies in the future?

In the written consent form, we will ask for your explicit consent for your data to be used in this way. You do not have to agree to have your data available for any future research.

Who can I contact for more information?

In case you need more information about or have any concerns, you can contact:

The researcher: Agnieszka Pędrak, pedraka@tcd.ie, 0874391139

Supervisors:

Prof. Lorraine Leeson, leesonl@tcd.ie

Prof. Breffni O'Rourke, orourkeb@tcd.ie

Dr. Sarah Sheridan, sherids1@tcd.ie

If you have a question about data protection, you can also contact: Data Protection Officer Trinity College Dublin: Data Protection Officer, Secretary's Office, Trinity College Dublin, Dublin 2, Ireland. Email: dataprotection@tcd.ie Website: www.tcd.ie/privacy

Thank you for your time and consideration.

APPENDIX L: PIL for Teachers

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Participant Information Leaflet for teachers

Research project	Polish as a heritage language in Ireland
Principal Investigator and Co-Investigator	Researcher: Agnieszka Pędrak, pedraka@tcd.ie Supervisors: Prof. Lorraine Leeson, leesonl@tcd.ie Prof. Breffni O'Rourke, orourkeb@tcd.ie Dr. Sarah Sheridan, sherids1@tcd.ie
Study Organiser & Funder	School of Linguistic, Speech & Communication Sciences, Trinity College Dublin
Data Controllers	Trinity College Dublin (for research data)

You are invited to take part in a research study that is being done by Agnieszka Pedrak in the School of Linguistic, Speech and Communication Sciences, Trinity College Dublin. Before you decide whether or not you wish to take part, please read this information sheet carefully. This leaflet will provide you with information on why this study is being carried out, how can you participate and withdraw, how your data will be used and stored. You should understand the risks and benefits of taking part in this study listed in this leaflet so that you can make an informed decision. Please contact the researcher or the supervisor (using their contact details above) if there is anything that is not clear or if you would like to receive more detailed information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Who is undertaking this study?

My name is Agnieszka Pędrak and I am currently a postgraduate student at Trinity College Dublin undertaking a PhD in Applied Linguistics in the School of Linguistic, Speech and Communication Sciences under the supervision of Prof. Lorraine Leeson. I also have several years of experience in teaching Polish in Ireland co-organizing events for Polish community in Ireland. I also hold a blog for Polish families where I share my thoughts about raising my daughter with two languages.

Why is this study being done?

This study is carried out as part of my PhD research project entitled Polish as a heritage language in Ireland. As I am passionate about childhood bilingualism, I would like to investigate teaching and learning Polish in the context of migration. I would like to focus on Polish complementary schools and check if (and how) attending them may influence children's identity and their willingness to learn, use and maintain Polish language.

This research is carried out in the School of Linguistic, Speech and Communication Sciences and funded with the Trinity College Dublin Postgraduate Research Studentship.

Why have I been invited to take part? Who else will participate in this study?

You have been invited to take part because you are or were working as a teacher in Polish complementary schools in Ireland. Any person who would like to participate in this study must meet all of the three requirements: residency in Ireland, Polish background, be a pupil/pupil's parent or a teacher of a Polish school in Ireland.

We aim to have 3-5 Polish schools in Ireland involved in this study. From these schools we plan to recruit a total of 16-24 of participants: 5-7 parents, 5-7 children, 3-5 teachers and 3-5 headteachers in order to test the interview questions and the questionnaire.

Do I have to take part?

You don't have to take part in this study, this is only an invitation to participate. It is up to you to decide whether or not to take part. If you decide not to take part it won't affect you in any way. If you decide to participate, you can withdraw at any time of the study. Your participation is completely voluntary and there is no payment made to the participants for taking part in this study.

What will happen if I decide to participate?

If you decide to participate, you should contact Agnieszka to let her know at pedraka@tcd.ie. Agnieszka will then contact you inviting you to give your written consent to participate. If you will need more information to decide or have any questions related to your and/or your child/ren's participation in the study, you can always contact us. Once we receive your written consent, Agnieszka will contact you to schedule an audio/audio-video recorded interview. Your consent form will be kept by the main supervisor for 7 years, and then they will be deleted permanently. The interview recording will be kept by the researcher for 7 years, and then they will be deleted permanently. The data from the interview will be transcribed and pseudonymised by the researcher

up to one month from the interview date. That means that your and your child names will be replaced with a pseudonym and your personal details will be changed. The key code will be kept by the main supervisor for 7 years in case you will want to access your data. Once a pseudonymised transcript is ready, it will be sent to you by the researcher seeking your approval. The pseudonymised transcript of the interview will be analysed by the researcher in order to complete her research project.

What will my interview look like?

You will be interviewed online or, if you wish so and if/when permissible with regard to COVID-19 public health guidance, at a place of convenience for you (your house, your local café, etc.). The interview with each participant will be conducted only once, it will take approximately one hour. It can be held in Polish or English, according to your wish.

You will be invited to talk about your experience of teaching Polish language and culture in a complementary school in Ireland, your reflection on your pupils' bilingualism, your opinion on parental engagement in your school, your experience of the of the COVID-19 pandemic on teaching in your complementary school.

The recording of the interview will be used to create a pseudonymised transcript that will be analysed in this research project. The draft transcript will be shared with you, and you will be offered an opportunity to amend, correct, or add to the text. The original interview recording will be kept by the researcher for 7 years. Access provided only to the supervisor and the researcher.

What happens if I change my mind?

If you decide to participate and then change your mind, you can opt out at any time even if the study has started. You do not have to give a reason for not taking part or for opting out. If you wish to opt out, please contact the researcher, Agnieszka Pędrak, on: pedraka@tcd.ie who will be able to organize this for you. If you wish, you can ask for your data to be destroyed. If you request this, we will destroy all data that are still in our database. We will no longer use or share your data for research from this point onwards. However, it may not always be possible to destroy data already used in this research study if it would affect the research significantly.

What are the benefits of taking part in this study?

Taking part in this study will not directly benefit you. However, taking part in the interview may provide you with the opportunity to reflect on your role as a Polish complementary school teacher in life of Polish families and community in Ireland. You may also reflect on the various ways in which by your work you can support the maintenance of Polish in children of Polish background who are growing up in Ireland. In addition, this study may result in informing the policy and practice of heritage language education in Ireland. As this is a long-term research project, the benefits of the research may not be seen immediately.

Are there any risks to me or others if I take part?

As your personal experience related to working in a Polish school in Ireland will be discussed during the interview, there is a risk that you may not feel comfortable discussing such matters. You may also be skeptical about sharing your experiences and opinions with a researcher who has experience as a teacher and a parent. We would like to assure you, that we are conducting the study because we are curious about your opinion and we will treat it with respect. Therefore, Agnieszka will always stay neutral and your opinion and experience will never be judged in any way. If a you will feel uncomfortable with discussing some topics, these can be skipped or the interview sessions may be paused or ceased, according to your wish.

There is also a potential risk that a connection to your identity could be made, however we will do everything we can to eliminate any potential links. The interview recording will be transcribed into a text file and pseudonymized. It means that potential leads to your identity such as your real name, names of places, name of schools, other people's details etc. will be changed or taken out so you cannot be recognized. The key code will be created and kept safely by the supervisor for 7 years in case you wanted to access your data. The interview recording will be kept by the researcher for 7 years. Your consent forms will be kept by the supervisor for 7 years.

What information about me (personal data) will be used for this study and who will have access to it?

Your and your child's name and contact details (provided in Explicit Consent Form, Parental Consent Form and Child Assent) will be kept securely by the supervisor until after the thesis is completed, up to 7 years. It is necessary for the research purposes to keep the data to allow to contact you with regard to scheduling the interview and seeking your consent and your approval of the transcript. The interview recording file will be available only to the researcher and the main supervisor and it will be kept by the researcher for 7 years. Within one month your interview recording will be transcribed by the researcher into a pseudonymised text file, she will replace your real names with pseudonyms and any links to your identity will be either changed or taken out. It will be sent to you for your review. Agnieszka will apply any changes to the text that you may suggest. After this is done, the original interview recording will be permanently deleted. The pseudonymized text files will be used to complete the research project and it will be stored securely at Trinity College Network, in a secured One Drive folder, access restricted only to the researcher and supervisors. It will be archived at TCD after completion of this research project and can be only used in future studies if you will agree to it in your consent form.

How will my data be kept safe?

We will take many steps to make sure that we protect your confidentiality and keep your data safe. Here are some examples of how we do this:

Any sensitive data and personal information obtained during this research which identifies you will be treated confidentially. The interview recording will be stored securely by the researcher in a password protected encrypted OneDrive folder within TCD Network for the period of seven years, access provided o the supervisor and the researcher only. Your written consent stating your name and contact details will be stored securely by the supervisor either in a locked cabinet in her Trinity College office (hard copy) or in a password protected encrypted OneDrive folder within TCD Network (electronic copy) for the period of seven years. Access to the consent forms restricted to the

researcher and the main supervisor only. All the data collected during the study will be transcribed by the researcher into text files within once month. The data will be simultaneously pseudonymised and the recording will be deleted once the transcripts are approved by you. This will take up to one month from the interview. The pseudonymised transcripts will be used to complete the research project and it will be stored securely within Trinity College Network, in a secured, password protected and encrypted One Drive folder within Trinity College Network. It will be archived by the main supervisor after the thesis is completed and can be only used in future studies if you will agree to it in your consent form.

What are my legal rights?

According to data protection legislation, the research team is required to inform individuals of the legal basis for using their personal data. Participants will be provided with the following legal information about using their personal data through the Participant Information Leaflets. Information retrieved from: https://www.tcd.ie/info_compliance/data-protection/subject-rights/

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A data subject can request that their personal data file be sent electronically to a third party. Data must be provided in a commonly used, machine readable format, if doing so is technically feasible.

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Data subjects have the right to refuse the automated processing of their personal data to make decisions about them if that significantly affects the data subject or produces legal effects – profiling for example.

Individuals can exercise these rights by contacting the researcher, Agnieszka Pedrak at: pedraka@tcd.ie or the Trinity College Data Protection Officer, Secretary's Office, Trinity College Dublin, Dublin 2, Ireland, e-mail: dataprotection@tcd.ie , website: www.tcd.ie/privacy. Under GDPR, if an individual is not satisfied with how their data is being processed, they have the right to lodge a complaint with the Office of the Data Protection Commission, 21 Fitzwilliam Square South, Dublin 2, Ireland.

Will my data be used again in other studies in the future?

In the written consent form, we will ask for your explicit consent for your data to be used in this way. You do not have to agree to have your data available for any future research.

Who can I contact for more information?

In case you need more information about or have any concerns, you can contact:

The researcher: Agnieszka Pędrak, pedraka@tcd.ie

Supervisors:

Prof. Lorraine Leeson, leesonl@tcd.ie

Prof. Breffni O'Rourke, orourkeb@tcd.ie

Dr. Sarah Sheridan, sherids1@tcd.ie

If you have a question related to data protection, you can also contact: Data Protection Officer Trinity College Dublin: Data Protection Officer, Secretary's Office, Trinity College Dublin, Dublin 2, Ireland. Email: dataprotection@tcd.ie Website: www.tcd.ie/privacy

Thank you for your time and consideration.

APPENDIX M: Letter to the Gatekeeper and Invitation to Participation in the Study

Dear Sir/Madam,

My name is Agnieszka Pedrak, I am a PhD student in the School of Linguistic, Speech and Communication Sciences at Trinity College Dublin. I would like to kindly ask you to invite Polish schools in Ireland to take part in my research project entitled *Polish as a Heritage Language in Ireland*, described below. I would greatly appreciate your forwarding this email and attachments to Polish schools operating in Ireland.

Thank you very much for all your help.

Kind regards,
Agnieszka Pedrak

INVITATION TO PARTICIPATION IN A RESEARCH PROJECT

Research title: *Polish as a heritage language in Ireland*
Researcher: Agnieszka Pedrak, pedraka@tcd.ie
Main supervisor: Prof. Lorraine Leeson, leesonl@tcd.ie
School of Linguistic, Speech and Communication Sciences, Trinity College Dublin

Dear Principals, Teachers and Parents,

I would like to invite you to take part in my research project entitled *Polish as a heritage language in Ireland*. This research project aims to investigate Polish heritage language education in Ireland and the potential ways in which attending a Polish complementary school may influence children's willingness to learn Polish and their cultural identity formulation. The research also seeks to investigate how teaching and learning in Polish complementary schools in Ireland was affected by the global Covid-19 pandemic in 2020 and 2021. Families and schools that would decide to take part will gain the chance to reflect

on their Polish language use, learning and teaching methods and their ways to support the maintenance of Polish language and culture in the young generation. Participating in this study creates an opportunity to contribute and benefit the current and future national research and policy on heritage languages teaching and learning in Ireland.

In this part of the study, the researcher will be collecting data through in-person and online interviews with parents, children and teachers and an online questionnaire for Polish schools in Ireland. Parents are invited to take part in in-person/online interviews to talk about their home language use in their family, their opinion on the role of Polish language schools in maintaining Polish language and culture in their children. Children are invited to take part in in-person/online interviews (in the presence of a parent or guardian) to tell about their experience of learning Polish language and culture in a Polish Saturday school and to draw a picture that would show their use of all languages they know. Teachers are invited to take part in in-person/online interviews to explain their experience of teaching Polish language and culture to children of Polish background abroad.

- **Polish families and teachers who are interested in taking part in this study or requires more information prior to decide, are kindly invited to contact the researcher, Agnieszka Pedrak at** pedraka@tcd.ie, 0874391139 **or the main supervisor, prof. Lorraine Leeson at** leesonl@tcd.ie**.**
- **Headteachers are invited to fill in an anonymous online questionnaire about their Polish school that can be found here:** **https://forms.office.com/r/wsGtfyHbA5**

Participation in this study is voluntary. More information and the Participant Information Leaflet are attached below. Thank you for your time and consideration.

Kind regards,
Agnieszka Pedrak

APPENDIX N: REC Full Approval

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Application Academic Year 2020/21

Applicant Code HT38
Applicant/Supervisor Name Agnieszka Pedrak/ Prof Lorraine Leeson, Dr Breffni O'Rourke, Dr Sarah Sheridan

Title of Research Polish as a heritage language in Ireland

Date of this letter 19/05/2021

Dear Agnieszka,

Your amended submission (dated 17/05/2021) for ethical approval for the research project above was considered by the Research Ethics Committee, School of Linguistic, Speech and Communication Sciences, Trinity College Dublin and has been approved in full.

Please note:
(i) On completion of research projects, applicants should complete the *End of Project Report Form* (which can be found at: https://www.tcd.ie/slscs/research/ethics/) and submit one electronic copy (to slscs@tcd.ie)
(ii) The REC requests, in particular, that you attend to your commitments regarding the storage and destruction of data arising from this research, in keeping with REC policy and General Data Protection Regulation (GDPR) guidelines.

We wish you every luck with your research.

Best wishes,

Ciarán Kenny

Dr Ciarán Kenny

Chair, Research Ethics Committee

School of Linguistic, Speech and Communication Sciences

APPENDIX O: Garda Vetting Proof

An Garda Síochána

Biúró Náisiúnta Grinnfhiosrúcháin,
Bóthar an Ráschúrsa,
Durlas,
Contae Thiobraid Árann,
E41 RD60.

Teileafón / Tel: (0504) 27300
Facs / Fax: (0504) 27373

National Vetting Bureau,
Racecourse Road,
Thurles,
Co. Tipperary,
E41 RD60.

Láithreán Gréasain/Web Site: www.garda.ie

Bí linn/Join us

Luaig an uimhir tagarta B.N.G. a leanas le do thoil /
Please quote the following N.V.B. Ref. No: **TCD002-20210303-01353**

Nochtadh Grinnfhiosrúcháin / Vetting Disclosure

Susan A Power
Trinity College Dublin - Student Vetting

Maidir le / Re: Agnieszka Pedrak, 30/04/1990, 34 Claregate Court, Kildare Town, R51XF84

De bhun d'iarratais de réir fhorálacha Alt 13 de na hAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanaí agus Daoine Soghonta), 2012 go 2016 maidir leis an té atá ainmnithe thuas, eisítear an nochtadh grinnfhiosrúcháin leis seo duit de réir fhorálacha Alt 14 de na hAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanaí agus Daoine Soghonta), 2012 go 2016.

Pursuant to your application within the provisions of Section 13 of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 in respect of the above named, the herewith vetting disclosure is issued to you within the provisions of Section 14 of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016.

Rinneadh cuardaigh ar an / Searches were conducted on the **04/03/2021.**

Taifead Coiriúil / Criminal Record

Níl / Nil

Tabhair faoi deara: Má dhearbhaíonn an té atá ainmnithe thuas go bhfuil an taifead coiriúil seo míchruinn, ba cheart don Teagmhálaí Ainmnithe aghaidh a thabhairt ar an gceist i scríbhinn chuig an mBiúró Náisiúnta Grinnfhiosrúcháin.
Please Note: If the above-named asserts that this criminal record is inaccurate, the Liaison Person should address the matter in writing to the National Vetting Bureau.

Faisnéis Shonraithe / Specified Information

Níl / Nil

Ceannfort / Superintendent
Biúró Náisiúnta Grinnfhiosrúcháin / National Vetting Bureau

An Garda Síochána: Ag Coinneáil Daoine Sábháilte / Keeping People Safe

APPENDIX P: Interview Questions

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Indicative Interview Questions

Research project	Polish as a heritage language in Ireland
Principal Investigator and Co-Investigator	Researcher: Agnieszka Pędrak, pedraka@tcd.ie Supervisors: Prof. Lorraine Leeson, leesonl@tcd.ie Prof. Breffni O'Rourke, orourkeb@tcd.ie Dr. Sarah Sheridan, sherids1@tcd.ie
Study Organiser & Funder	School of Linguistic, Speech & Communication Sciences, Trinity College Dublin

GROUP 1: Parents/Guardians (individual interviews)

Background information to be collected by the researcher:

Child's age;
Size of the Polish school attended: large (over 500 pupils), medium (100-500 pupils), small (less than 100 pupils)
School location: urban area, suburban area, rural area;
How long they have been living in Ireland: 0-5 years, 6-10 years, over 10 years;
Child's place of birth: Ireland, Poland, elsewhere;
**If not born in Ireland, length of child's residency in Ireland.*

1. **Which country do you consider your home?**

Prompt questions:

- Do you think it is the same for your child/ren?
- What do you feel when you think of Poland?
- What do you feel when you think of Ireland?

2. **How do you reflect on your child/ren's bilingualism and bi/multiculturalism?**

- Do you consider them Polish, Irish, both, or none?
- Have you talked with them about growing up with two languages, learning Polish as a heritage language or their (bi)cultural identity? What kinds of things do they say?

3. **Please tell me why you want to send your child/children to a Polish heritage language school.**

- Have those reasons changed over time since your child started attending the school?
- What do you expect your child/ren to gain from attending the school?
- What do you consider the biggest benefit(s) and the biggest challenge(s) in attending Polish school by your child/ren?
- Why did you choose this particular Polish school? E.g. location, prestige, fee contribution, friends' children attending, etc.
- For how long do you wish your child/ren to attend their complementary school?

4. **Who, in your opinion, is responsible for maintaining Polish in your children: e.g. you as parents, your entire family, the entire Polish community in Ireland, Polish schools, Irish schools, or is it a shared responsibility?**

- Do you feel supported and understood by your family/community in your choices related Polish language of your children?
- Would you like anything more to be done about the opportunity to learn the Polish language and culture in your child's Irish school?

5. **Have you seen any improvement in your child's Polish language skills since they started attending a Polish complementary school?**

- What language/s are used in your family on a daily basis? Please tell me what languages are part of your everyday routine, when you spend time together in the house and outside, and languages that are used for entertainment like reading books, watching TV, listening to the radio, playing games, etc.
- Do you think your child/ren's level of Polish is very good/good/average/low?
- Do you think your child/children like using Polish more/less since attending Polish school? What are the indicators of this?

6. **Could you tell me if you find attending a Polish school influences your child's identity and attitude towards maintaining and learning Polish?**

    - Does attending Polish school influence how they see/build their identity, in your opinion? In what ways?
    - Does it change how they speak about Poland and/or Ireland?

7. **How would you describe your child's engagement and relationship with their peers and teachers at Polish school?**

8. **Please tell me about your engagement as a parent with your child's Polish school/teacher and your involvement in your child's learning in Polish school.**

- How much help do you give your children with their lessons/ homework for Polish school?
- Are you involved in the school's life as a parent? E.g. do you have any additional responsibilities or provide support in events organisation, etc?
- How do you feel about your relationship with teachers/head teachers at your child's complementary school compared to your experience with their mainstream school?
- What would you like to be different/improved in your child's Polish complementary school? Why?

- How do you measure success in your engagement with or your child's engagement with the Polish complementary school?

9. **Please describe the influence of the COVID-19 pandemic on your child/children's learning process, your parental engagement, and the use of Polish in your family.**

- Was your child/ren's Polish school closed or operating online during the pandemic time? How did you feel about it?
- Did you help your child/ren learn Polish more/less during the COVID-19 pandemic time?
- Do you think complementary schools' closure during that time affected your child's Polish use and their attitude towards the language?
- Did your children have the opportunity to engage online in Polish with family members/friends who use Polish (grandparents/aunts/uncles/cousins, etc.) during COVID-19? Did this help/hinder in any way?
- Has it influenced your and your child/children's engagement with the Polish school in any way? For example, more often or rarely communicating with teachers or other parents, helping your child with lessons or homework, familiarising yourself with the school's curriculum, etc.
- What are the challenges and advantages that you see coming from this experience?

GROUP 2: Children attending Polish complementary schools (individual interviews)

Background information to be collected:

Child's age: 6-9, 10-13, 14-16:
Size of the Polish school attended: large, medium, small.
School location: urban area, suburban area, rural area
Place of birth: Ireland, Poland, elsewhere
**If not born in Ireland, length of residency in Ireland: 0-5 years, 6-10 years, more than 10 years.*

Language Portrait task:

- Could you tell me a little bit about your picture: what does it show, the use of what languages in what situations/settings did you draw here?
- Why is this picture important to you?

1. **Which country do you call your home?**

- What do you think of when you are thinking of Poland? What do you feel like when you are thinking of Poland? Do you like visiting there? Does it feel like home to you?
- What do you think of when you think of Ireland? What do you feel like when you think of Ireland? Do you like living here? Does it feel like home to you?

2. **How do you feel about your ability to speak two/many languages?**

- What languages can you speak, and which ones do you prefer to use in everyday situations? (Please provide some examples)
- What benefits and challenges do you see in that?

3. **What do you think of your Polish language?**

- Do you like using the Polish language?
- Do you use it often? (when, where and with whom)
- How well do you think you speak/understand/read/write Polish? In what situations (when/where/with whom) do you feel the least comfortable using Polish?
- Do you think attending Polish school helps you in getting better in Polish/makes you feel more confident about your skills in Polish?? Why/In what ways?

4. **When you think of yourself, what do you think about your Polish background being a part of who you are?**

- What does Poland or being a Pole abroad mean to you? What do you think of or feel like when you think of Poland and your Polish background?
- When you introduce yourself to someone, do you say that you are Polish, Irish, or both or that your family came from Poland?

- Do you follow the news about Poland or Polish people?
- Do you celebrate Polish national holidays or Polish religious traditions for Christmas, Easter, etc.?

5. **Do you like attending Polish school? Would you tell me about your experience there, such as learning, making friends, your teachers, celebrations, or competitions?**

- Do you like your Polish school? Was it always like this or has it changed over time?
- When you are at your Polish school, do you feel like you belong here, or do you not feel part of your school community/class group? Why? Do you have similar/different feelings about your mainstream school?
- What do you like the most about attending Polish school?
- What are the most challenging/difficult in attending Polish school?
- Is your Polish school equally important to you as your mainstream school? (If not, is it more or less important, and why?)
- Do you feel that attending Polish school influences your feelings about who you are? Why/in what ways?
- Would you tell me a little about your teacher/s in Polish school? What is your experience of learning with these teachers like? Do you feel like receiving enough support from them? Please compare this with your experience in your mainstream school.
- Please, tell me about your friends in Polish school. Do you think you have a lot in common? What differences would you see? What language do you use to communicate with each other? Do you ever switch languages when chatting with your friends at Polish school? Are there any example situations that you could give me?
- Do you take part in school events or extra activities like competitions, etc.? Tell me about something that you are proud of….
- Overall, would you recommend attending a Polish complementary school to other children of Polish background?

6. **What is your experience of attending your Polish school during the time of the COVID-19 pandemic?**

- Was your Polish school closed or operating online (emails/blog/real-time online lessons) during the pandemic time?
- How did you feel about it? Did you miss your friends/lessons/teachers?
- Did it change your attitude about learning Polish?
- Did you become more/less confident in using Polish every day over that time?
- Did you use Polish more or less frequently because of that?
- Do you prefer learning Polish online or, traditionally, in the school building? (For those who took part in Polish classes online during the pandemic time)

7. **How do you see yourself using your languages in the future?**

- Will you still use the languages you can speak now?

- Will you learn more languages by that time?
- Will you need them in certain situations, i.e., family home, work, university?

GROUP 3: Teachers at complementary schools (individual interviews)

Background information to be collected:

Experience in teaching in a complementary school: 0-5 years, 6-10 years, more than 10 years
School size: large, medium, small
School location: urban area, suburban area, rural area
Residency in Ireland: 0-5 years, 6-10 years, more than 10 years

1. **Can you describe your experience of teaching at a complementary school?**

- What attracted you to work as a complementary school teacher?
- Do you also teach in mainstream schools? If yes:
  → Are you registered with the Teaching Council in Ireland? Since when?
  → How long have you been working there?
  → What subject(s) do you teach, and how many hours per week?
  → Please compare your teaching experience in both types of schools briefly.
- What is your highest degree level? Do you have teaching qualifications? (obtained in Ireland or abroad?)
- Do you have previous teaching experience from abroad? (If yes, is it relevant or helpful for teaching in a complementary school?)
- Have you taken any courses or training to prepare to teach in a complementary school? If yes, please describe briefly how it related to your work in a complementary school and whether it was helpful for you.
- What strategies do you use to keep them interested and engaged during the lessons?
- Do you give them homework? (Do they complete it?)
- What do you consider the biggest challenge for a complementary teacher?

2. **What do you think of the bi/multilingualism and bi-/multiculturalism of children in your classroom?**

- Do you think attending a complementary school helps them significantly/not significantly in developing their Polish skills?
- Do you think attending a complementary school may influence students' feelings about their Polish background, identity, and attitude towards learning/using the Polish language? In what ways?

- During the lessons, do you encourage them to explore and express their feelings about their identities and the languages they can speak? If yes, please describe why and how.
- Do your pupils use English or Polish during your lessons? (Or do they switch between? Are they allowed to do that in your class/school? What do you do if they switch languages?)
- Do you give them instructions in Polish only or in both languages?
- How would you describe the language skills of the students you teach? Is their knowledge of Polish at a similar level in the same age group or differ significantly?
- How would you describe your pupils' engagement with the lessons, e.g., their behaviour, interest in learning, etc?

3. **Tell me about the engagement of your pupils' parents in their children's learning process at Polish school.**

- Do you think speaking Polish at home with parents is equally/more/less important for students as learning it at a complementary school? Why?
- Are there any strategies that you use to encourage them to engage more (if yes, are these effective)?
- How often do you communicate with them? Are you satisfied with that?

4. **What is your experience of teaching at your Polish school during the COVID-19 pandemic?**

- Was your school closed or operating online during the time of the pandemic? How did you feel about it? If operating online:
  - → How did you deliver your lessons (emails, blog, Skype/Zoom, etc.)?
  - → How many of your pupils did engage in online learning over that time (all of them/most of your class/roughly a half/less than a half/only a few)
  - → Did you give them grades for homework/participation in online lessons and other activities during the online education period? Do you think that encouraged/discouraged them?
  - → How would you describe your teaching experience over that time?
- Did it impact your students' Polish language development or their motivation to learn Polish in your opinion? In what ways?
- Do you feel that you, your pupils, or their parents became more or less involved in the learning process over that time? In what ways?
- What was the biggest challenge for you as a complementary teacher during the school closures due to COVID-19 in 2020?
- Would you name any advantages of this period for your teaching experience? e.g. learned new skills, learned online teaching methods, etc.

5. **How do you see the future of the Polish language and Polish education in Ireland?**

APPENDIX R: Online Questionnaire for Polish Schools' Principals

Polish complementary schools in Ireland

ANONYMOUS QUESTIONNAIRE FOR PRINCIPALS OF POLISH SUPPLEMENTARY SCHOOLS IN IRELAND

Estimated completion time: 20-30 minutes

* Required

Participant Information

You are invited to take part in a research study entitled 'Polish as a heritage language in Ireland' that is being done by Agnieszka Pedrak in the School of Linguistic, Speech and Communication Sciences, Trinity College Dublin. Before you decide whether or not you wish to take part in this anonymous questionnaire, please read information provided in this section carefully. It should help you to understand the purpose of the study, risks and benefits of taking part in this study and data protection. Please note that this questionnaire is anonymous. No IP addresses will be collected and you WILL NOT be asked to provide your name or your Polish school name or location. Thank you.

Researcher: Agnieszka Pędrak, pedraka@tcd.ie
Supervisors:
Prof. Lorraine Leeson, leesonl@tcd.ie
Prof. Breffni O'Rourke, orourkeb@tcd.ie
Dr. Sarah Sheridan, sherids1@tcd.ie
School of Linguistic, Speech & Communication Sciences, Trinity College Dublin

INFORMATION ABOUT THE RESEARCH AND THE RESEARCHER
This study is carried out as part of Agnieszka's PhD research project entitled: Polish as a heritage language in Ireland. Agnieszka is currently a postgraduate student at Trinity College Dublin undertaking a PhD in Applied Linguistics in the School of Linguistic, Speech and Communication Sciences under the supervision of Prof. Lorraine Leeson, Prof. Breffni O'Rourke and Dr. Sarah Sheridan. She has several years of experience in teaching Polish in Ireland co-organizing events for Polish community. This research project aims to investigate teaching and learning Polish in Ireland with a focus on Polish complementary schools and their potential influence on the maintenance of Polish language and identity in Polish children and Polish families living in Ireland. Your answers will be used to complete the research project.

This research is carried out in the School of Linguistic, Speech and Communication Sciences and funded with the Trinity College Dublin Postgraduate Research Studentship.

BENEFITS AND RISKS OF TAKING PART
Taking part in this study will not directly benefit you. However, you may reflect on the various ways in which by your work you can support the maintenance of Polish language and culture in children of Polish background who are growing up in Ireland. In addition, this study may result in informing the policy and practice of heritage language education in Ireland in the future. As this is a long-term project, benefits of the research may not be seen immediately

You may feel skeptical about sharing your experiences and information about the Polish school that you run. We would like to assure you, that we are conducting the study because we are curious about your opinion and we will treat it with respect. Therefore, all the questions are kept anonymous . In this questionnaire, you WILL NOT be asked to provide your name or your school's name/location in order to protect you and your school from any links to your real identity or your school location. Each question is optional. Feel free to omit a response to any question; however we would be grateful if all questions are responded to.

1. I understood above information and I agree to participate in the study. *

- ◯ Yes
- ◯ No

Data protection and voluntary participation

DATA PROTECTION

Please note that this questionnaire is anonymous. That means that you WILL NOT be asked to provide your or your Polish school name or exact location. We will take many steps to make sure that we protect your confidentiality e.g. we will keep all answers safe. stored by the researcher in an encrypted and password protected file within the secured Trinity College Network. The data will be only accessible by the researcher and the supervisors. Trinity College Dublin is the data controller for this research data.

TAKING PART VOLUNTARILY AND YOUR RIGHTS

You don't have to take part in this study, this is only an invitation to participate. It is up to you to decide whether or not to take part. If you decide not to take part it won't affect you or your organisation/company in any way. If you decide to participate, you can withdraw at any time of the study. Your participation is completely voluntary and there is no payment made to the participants for taking part in this study. If you decide to participate and then change your mind, you can opt out at any time and ask for your data to be destroyed. . To do so, please contact the researcher, Agnieszka Pedrak,at: pedraka@tcd.ie who will be able to organize this for you.

As the study participant you will be entitled to:
The right to access to your data and receive a copy of it
The right to have your data transferred to another organisation or 'data controller'
The right to restrict or object to processing of your data
The right to object to any further processing of the information we hold about you (except where it is de-identified)
The right to have inaccurate information about you corrected or deleted The right to request deletion of your data

By law you can exercise these rights in relation to your personal data, unless the request would make it impossible or very difficult to conduct the research. You can exercise these rights by contacting Agnieszka on: pedraka@tcd.ie or the Trinity College Data Protection Officer, Secretary's Office, Trinity College Dublin, Dublin 2, Ireland, e-mail: dataprotection@tcd.ie , website: www.tcd.ie/privacy
Under GDPR, if you are not satisfied with how your data is being processed, you have the right to lodge a complaint with the Office of the Data Protection Commission, 21 Fitzwilliam Square South, Dublin 2, Ireland.

CONTACT DETAILS

Please contact the researcher or the supervisors (using their contact details provided below) if there is anything that is not clear or if you would like to receive more detailed information.
The researcher: Agnieszka Pędrak, pedraka@tcd.ie
Supervisors:
Prof. Lorraine Leeson, leesonl@tcd.ie
Prof. Breffni O'Rourke, orourkeb@tcd.ie
Dr. Sarah Sheridan, sherids1@tcd.ie

If you have a question related to data protection, you can also contact: Data Protection Officer Trinity College Dublin: Data Protection Officer, Secretary's Office, Trinity College Dublin, Dublin 2, Ireland. Email: dataprotection@tcd.ie Website: www.tcd.ie/privacy

2. I understood above information and I agree to participate in the study. *

- ◯ Yes
- ◯ No

General information

Questions in this section are related to your school's mission, operating times, number of pupils enrolled.

3. When did your school start operating in Ireland?

4. Is your school:

- ◯ a private company
- ◯ a company limited by guarantee (non for profit)
- ◯ a charity
- ◯ a Polish School by the Embassy of Poland
- ◯ Other

5. Does your school operate from:

- ◯ its own premises
- ◯ local mainstream school premises rented by your school
- ◯ private premises, e.g. a private house
- ◯ local library
- ◯ local community centre
- ◯ local church
- ◯ Other

6. Please describe briefly your school's mission and goals.

7. Are there any language requirements when enrolling children to your school?

- ◯ Basic level of Polish is required
- ◯ No knowledge of Polish required
- ◯ Good knowledge of Polish required
- ◯ Other

8. Does parents pay fees for their children attending your school?

- ◯ Yes
- ◯ No
- ◯ Other

9. How many pupils do you have enrolled in this school year?

- ◯ Less than 50
- ◯ 50-99
- ◯ 100-250
- ◯ 250-500
- ◯ 500-1000
- ◯ More than 1000
- ◯ Other

10. What is the highest number of pupils you have had enrolled in your school since it started operating? Please provide an approximate number and the school year below.

11. What is the lowest number of pupils you have had enrolled in your school since it started operating? Please provide an approximate number and the school year below.

12. Where the pupils attending your school were born?

	All/vast majority	more than a half	less than a half	only few	none
in Poland	◯	◯	◯	◯	◯
in Ireland	◯	◯	◯	◯	◯
in another country	◯	◯	◯	◯	◯

13. What language(s) do you provide education in?

- ◯ Only Polish
- ◯ Mosty Polish, occasionally English
- ◯ equally in both Polish and English
- ◯ Mostly English, occassionally Polish
- ◯ Other

14. How many weeks in a school year is your school operating?

15. What days of the week does your school operate?

Please tick all that apply.

- ☐ Saturdays
- ☐ Sundays
- ☐ Mondays after mainstream school hours
- ☐ Tuesdays after mainstream school hours
- ☐ Wednesdays after mainstream school hours
- ☐ Thursdays after mainstream school hours
- ☐ Fridays after mainstream school hours
- ☐ Other

16. How many hours does a school day last in your school?

	Less than 2 hours	2-3 hours	4-5 hours	more than 5 hours	N/A
Preschool	◯	◯	◯	◯	◯
Classes 1-3 primary school	◯	◯	◯	◯	◯
Classes 4-8 primary school	◯	◯	◯	◯	◯
Secondary school	◯	◯	◯	◯	◯
Leaving Cert Course	◯	◯	◯	◯	◯

17. What levels of education does your school cover?

- [ ] Early Years/Preschool
- [ ] Primary school
- [ ] Secondary school
- [ ] Other

18. What classes and levels does your school run in this academic year?
Please tick all that apply.

- [ ] Early Years/Preschool
- [ ] Class "0"
- [ ] 1st Class, Primary School level
- [ ] 2nd Class, Primary School level
- [ ] 3rd Class, Primary School level
- [ ] 4th Class, Primary School level
- [ ] 5th Class, Primary School level
- [ ] 6th Class, Primary School level
- [ ] 7th Class, Primary School level
- [ ] 8th Class, Primary School level
- [ ] 1st Class, Secondary School Level
- [ ] 2nd Class, Secondary School Level
- [ ] 3rd Class, Secondary School Level
- [ ] 4th Class, Secondary School Level

19. If you provide early education in your school, please state what age are the children attending?

- [ ] 3 year old
- [ ] 4 year old
- [ ] 5 year old
- [ ] Other

20. If you run a class "0" in your school, please state what age are the children attending?

- [ ] 5 year old
- [ ] 6 year old
- [ ] Other

21. Children of what age can start 1st class in your school?

- [ ] 6 year old
- [ ] 7 year old
- [ ] Other

22. Does your school run a Leaving Cert preparatory course for students interested in taking Polish as one of their Leaving Cert subjects?

- ◯ Yes
- ◯ No

23. Approximately, in which classes do you have the highest number of pupils attending?

	Approx. less than 5 pupils in each class	Between 6-15 in each class	Between 16-25 pupils in each class	More than 25 pupils in each class	N/A
Preschool and Class "0"	◯	◯	◯	◯	◯
1-3 classes of primary school level	◯	◯	◯	◯	◯
4-6 classes of primary school level	◯	◯	◯	◯	◯
7-8 classes of primary school level	◯	◯	◯	◯	◯
1-4 classes of secondary school level	◯	◯	◯	◯	◯

School's curriculum and extra curricular activities

Questions in this section relate to your school's curriculum, subject taught and extra curricular activities.

24. Does your school follow the Core Curriculum for Polish expatriate students attending Republic of Poland schools outside the territory of the Republic of Poland issued by the Ministry of National Education in Poland?

- ◯ Yes
- ◯ No
- ◯ Other

25. What subjects can pupils learn in your school?

Please tick all that apply.

- ☐ Polish language and literature
- ☐ Knowledge of Poland
- ☐ Polish history
- ☐ Polish geography
- ☐ Mathematics
- ☐ Religious Education (Christianity)
- ☐ Other

26. Does your provide any of the extracurricular services/activities for your pupils listed below?

- ☐ Sport
- ☐ Counselling/psychologist services
- ☐ Speech and Language therapy sessions
- ☐ English lessons
- ☐ Arts and Craft classes
- ☐ Dance classes
- ☐ Music Classes
- ☐ Other

27. Please outline whether your school celebrates any of the following Polish holidays?
Please tick all that apply.

- [ ] Polish Independence Day, 11 November
- [ ] National Constitution Day, 3 May
- [ ] Polish National Flag Day, 2 May
- [ ] Day of Polish Community Abroad, 2 May
- [ ] National Teacher's Day, 14 October
- [ ] Grandmother and Grandfather's Day, 21-22 January
- [ ] Father's Day, 23 June
- [ ] Mother's Day, 26 May
- [ ] Children's Day, 1 June
- [ ] Polish Bilingual Day, 3rd weekend of October
- [ ] Other

28. Does your school celebrate any of the following international days?
Please tick all that apply.

- [ ] International Mother Language Day, 21 February
- [ ] European Day of Languages, 26 September
- [ ] International Children's Book Day, 2 April
- [ ] Other

29. Does your school celebrate or teach about any of the following Christian holidays?
Please tick all that apply.

- [ ] Christmas, 25-26 December
- [ ] Easter
- [ ] Carnival
- [ ] All Saints' Day, 1 November
- [ ] Other

30. Does your school celebrates or teach about any of Irish holidays?

Please tick all that apply

- [ ] St Patrick's Day
- [ ] Easter Rising commemoration
- [ ] Halloween
- [ ] Other

31. If your school celebrate any other holidays, please list them below.

Teaching Staff

This section contains questions related to teaching stuff employed at your school, and their qualifications.

32. How many teachers does your school employ at the moment?

- ◯ Up to 5 teachers
- ◯ 6-10
- ◯ 11-20
- ◯ 21-30
- ◯ More than 30
- ◯ Other

33. How many voluntary staff work at your school?

Please provide an exact number below.

The value must be a number

34. What is the minimum level of teachers' qualifications at your school?

- ◯ Leaving Cert
- ◯ Bachelors degree
- ◯ Masters degree

35. How many of your teaching staff hold a MA or a BA degrees in the area they teach?

- ◯ All
- ◯ Majority
- ◯ approx. half
- ◯ less than a half
- ◯ only few
- ◯ none

36. How many of your teaching staff have teaching qualifications?

- ◯ All
- ◯ Majority
- ◯ approx. half
- ◯ less than a half
- ◯ only few
- ◯ none

37. Where did majority of your teaching stuff complete their teaching qualifications?

- ◯ In Poland
- ◯ In Ireland
- ◯ elsewhere

38. How many of your teaching staff completed any additional training related to teaching at a supplementary school?

- ◯ All
- ◯ Majority
- ◯ approx. half
- ◯ less than a half
- ◯ only few
- ◯ none

39. How many teachers at your school is registered as teachers with the Teaching Council in Ireland?

- ◯ all
- ◯ majority
- ◯ approx. a half
- ◯ less than a half
- ◯ only few
- ◯ none

40. Do you usually have problems when recruiting new teachers?

- ◯ Yes
- ◯ No

41. What could be the reason for these problems?

Please describe below, e.g. lack of Polish teachers in Ireland, lack of Polish history/geography teachers in Ireland, lack of sufficient resources, school operating times make it difficult for potential candidates, etc.

Collaboration

This section includes questions about your school's collaboration with other schools, organisations, institutions and community groups. It also investigates parental engagement in your school.

42. Does your school cooperate with any of the following types of schools?

Multiple answers possible.

- ☐ other Polish supplementary schools in Ireland and abroad
- ☐ mainstream schools in Ireland
- ☐ mainstream schools in Poland
- ☐ None other schools
- ☐ Other

43. Is your school part of any umbrella organisations for supplementary schools?

- ◯ Yes
- ◯ No

44. Please provide the name of the umbrella organisation that your school is part of.

45. What are the typical reasons for such cooperation?

Multiple answers possible.

- ◯ teachers' experience exchange
- ◯ teachers' training
- ◯ competitions for pupils
- ◯ applying for funding
- ◯ educational projects
- ◯ Other

46. Does your school cooperate with mainstream schools for any of the following reasons:
Multiple answers possible.

- [ ] to promote your school's services among their pupils and parents
- [ ] to invite their pupils/staff to take part in events/competitions organised at your school organised at your school
- [ ] to discuss individual pupil's learning situation (progress/SEN status/learning difficulties, etc.)
- [ ] only because you share facilities
- [ ] my school does not cooperate nor have any links with mainstream schools
- [ ] Other

47. Please outline the institutions and organisations that your school has collaborated with in order to apply for funding for your school's projects
Multiple answers possible.

- [ ] Embassy of Poland in Ireland
- [ ] County/City Council
- [ ] Department of Justice and Equality
- [ ] Arts Council
- [ ] Creative Ireland
- [ ] Other

48. Please list other national/international organisations, institutions or community groups that your school has ever collaborated with.

49. How do you rate parental engagement with your school?
Please select on a scale between 1-not involved and 5-very involved.

1	2	3	4	5

50. What are the activities that parents help with in your school?
Please tick all that apply.

- ◯ Events organisation
- ◯ Extra curricular activities
- ◯ Administration
- ◯ Teaching
- ◯ Other

Implications of Covid-19 pandemic in 2020-2021

Questions in this section are to investigate the implications of Covid-19 pandemic for teaching and learning your school in 2020 and 2021.

51. During government restrictions on schools closure between March 2020-June 2020 and January 2021-March 2021, was your school operating online or remained closed?
    If your school DID NOT deliver online teaching ,please proceed to Question 54.

    ◯ Operating online only

    ◯ Temporarily closed, no teaching delivered

    ◯ Other

52. If operating online, did your school deliver teaching online using:

    ☐ Video meetings (Zoom, Skype, etc.)

    ☐ School's blog/website

    ☐ Emails

    ☐ Other

53. How would you rate your pupils engagement in online learning?
    Please select between 1-very low and 5-very high.

1	2	3	4	5

54. How would you rate parental engagement in their children's online learning?
    Please select between 1-very low and 5-very high.

1	2	3	4	5

55. How would you rate teachers' engagement in delivering online teaching?

1	2	3	4	5

56. Did your school suffer any of the following consequences of the Covid-19 pandemic in 2020-2021?
    Please tick all that apply.

    ☐ Changing school's location due to a sudden rental agreement cease by landlords

    ☐ Changing school's operating time (days/hours)

    ☐ Number of pupils enrolled dropped drastically

    ☐ Decrease in teaching staff

    ☐ Increase in school operating costs

    ☐ Other

57. Did the above resulted in your school's closing permanently?

If YES, please proceed to Question 57 directly.

- ◯ Yes
- ◯ No
- ◯ Other

58. How did your school deliver teaching in 2020/2021 school year?

- ◯ In person teaching only
- ◯ Online teaching only
- ◯ Blended learning (a mix of in person and online teaching)
- ◯ Other

59. If you would like to shortly describe other ways in which the Covid-19 pandemic impacted on your school in 2020-2021, please use the text box below.

Achievements and challenges

This section is to investigate what are your school's biggest achievements as well as challenges.

60. In your opinion, what are your school's greatest accomplishments so far?

61. In your opinion, what are the greatest challenges ever faced by your school?

Comments

Thank you very much for taking part in this study! If you have any comments about this questionnaire, please add them below.

62. Your Comments

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

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APPENDIX S: Research Journal. Sample Entry 1: *My reflection on teaching and learning Polish in Ireland after delivering the Say 'Yes' to Languages module* in two *Irish primary schools*

In 2022, I approached my daughter's primary school via email to ask if the school would be interested in participating in the Say 'Yes' to Languages module and to propose that I would be more than happy to teach Polish. The principal invited me to his office to discuss this idea. He was delighted I came with it as the year before, the school has also participated in this programme, having the ISL lessons. He was very enthusiastic towards teaching MFLs in primary school, which might have been boosted by his own background in teaching EAL children at the beginning of his career years ago, as he said. As a parent, I was delighted that it would be my daughter's school where I could deliver the Polish lessons. I knew how important it was for her that we speak Polish at home, and in this way, I hoped that having an HL or knowing any foreign language could gain more interest and prestige in her school community. Indeed, children seemed to be really interested in the lessons and some of them approached my daughter during breaks or in the afterschool to tell her the words they learned in my Polish classes. She regretted she could not participate as she was only in 1st class then, and the module was held in the 3rd classes, yet she was happy to see the interest among her school peers. In the following year, the principal asked me to continue with the Polish lessons, and one more school reached out to me asking if I could teach Polish there, too.

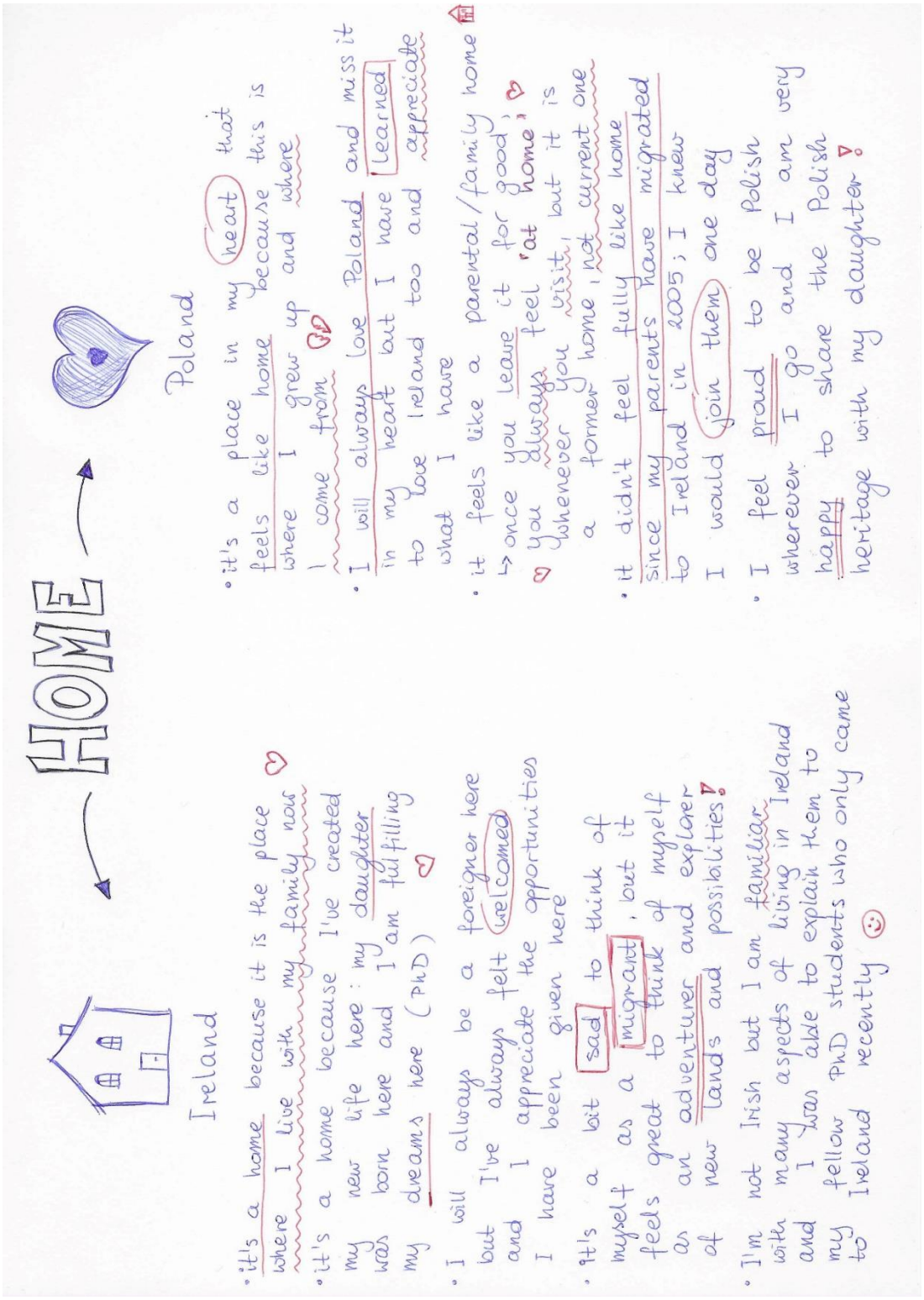
Teaching Polish as the Say 'YES' to Languages module in two Irish primary schools has been a great experience that definitely enriched my perceptions of language education in Ireland as I gained insight into the diverse Irish classrooms in two different school settings. I designed the lessons in a way that I thought would be engaging and draw on the existing linguistic and cultural diversity in their schools. We talked about children's knowledge of languages and their interests in learning new languages. Just like participants of my study, many children had plans regarding taking a foreign language in their post-primary school or in their future careers. In both schools where I delivered the Polish language module, children were excited to participate in the Polish lessons, and they seemed particularly interested when we discussed similarities and differences between different aspects of languages and cultures that we all brought to the classroom. I felt that these Polish classes were important to them in so many ways. Firstly, they could talk about their own languages and traditions. Secondly, they could reflect on their experiences learning a foreign language. In addition, we did arts, sang songs, danced, created a family tree, learned colours while colouring flags of European countries and showing them on the map, and talked about what we knew about them. Children really seemed to enjoy these classes. I received a lovely thank you card from an Irish girl who wrote: "You have inspired me to learn new languages". I felt touched and happy to see that the classes I delivered had such an influence on the pupils' attitudes to languages and to see that it is not only the Polish HL speakers who can gain from learning the Polish language but primary school children of all backgrounds.

It was also interesting to see the differences in teachers' approach to my classes. In the small-town school, both teachers were actively participating in my lessons; they were answering questions I asked the whole class, participating in discussions and sharing their experiences with languages

and cultures. They seem interested. One day, I asked the children to work in groups and create a multilingual plan of their town as part of the Polish class. They were drawing places like school, library, petrol station, bus stop, playground, etc. Each drawing needed to be accompanied by its name written in Polish, English, and Irish (and other languages if they knew and wanted to add them). I provided Polish vocabulary, while the classroom teacher helped with translations into the Irish language. After the class finished, I remember the teacher came to me and said with great excitement on his face: "Thank you! This was amazing! This is how it all should be done, teaching all languages together!". I was delighted to see that both students and teachers, as well as myself, enjoyed the Polish language module. In contrast, in the large school where I taught Polish, most of the teachers seemed less engaged. When I was running the Polish class, very often, the class teachers were grading pupils' tests either at their desks or sitting at the end of the classroom. Some of them would sporadically engage in the conversations I had with children about languages and cultures, but they did not seem to show the same interest as the teachers in the smaller school. Comparing the experience in both schools demonstrated to me that an individual teacher's attitude may shape the language education journey, as I have also learned from parents and children interviewed in my study.

Nevertheless, I really enjoyed delivering the Polish module in both Irish schools, and it has definitely enriched my perspective as a Polish teacher. I think I was able to make the lessons even more interesting because any curriculum or coursebooks did not constrain me to follow. Therefore, as a complementary school teacher, I had a reflection similar to that of some teachers participating in my study who felt that resources and curriculum in the Polish complementary schools are often inadequate to meet the diverse needs of the migrant pupils. HL learners come to these schools with different levels of proficiency in their HL and with the hope that the complementary school day will be interesting. As highlighted in the interviews with some teachers, I also believe that it is feasible for each teacher to leverage their own and their students' resources and interests when preparing and conducting a lesson. As educators, we are continually learning and gaining deeper insights into our students and ourselves. I believe each teacher can improve their teaching practice by building on knowledge, experience, and reflexivity.

APPENDIX T: Research Journal. Sample Entry 2: ***My conceptualisation of 'home' (thought map)***



APPENDIX U: Research Journal. Sample Entry 3: *My reflection on 'home' and maintenance of Polish language and culture in Ireland*

Over the time of several years in Ireland, my understanding of home has transformed, shaped by my life experiences and family circumstances. The concept of home varied among the individuals I interviewed too, and it was influenced by factors such as their family enlargement, length of residence in Ireland, professional fulfilment, social networks in Ireland and in Poland, and plans of a future return to Poland. While some, like Milena, viewed Poland as their home despite being in Ireland for an extended period, others, like Honorata and Ilona, regarded home as the place where they currently live and have established familial and professional ties. It was interesting to discover that some interviewees, including Damian (1.5 generation teenager) and Maria (1st generation mother and teacher with over 16 years in Ireland), expressed feelings of being 'caught between two places', finding it challenging to define 'home'.

As a migrant mother, I found these perspectives intriguing and relatable. When I first arrived in Ireland, I often contemplated returning to Poland, feeling like I didn't belong. I remembered well that feeling of being 'in-between' when I was not sure if I would be able to build a life in Ireland that would bring me satisfaction on personal and professional levels. However, over time, my perspective shifted as various aspects of my life fell into place: becoming a mother, embarking on my PhD journey at Trinity College, and forming a family life with my Irish partner. As Ilona and Honorata described, identifying Ireland as a home was a gradual process that involved conscious decision-making and effort.

I also noted a significant difference between my experience and that of the adult interviewees: my parents also live in Ireland permanently, while theirs reside in Poland. This variance has implications for the family life and for considerations of potential return migration. Nevertheless, despite differing perspectives on home and future plans, both the participants in my study and I recognised the importance of preserving the Polish language and culture and passing it down to the children. Retaining these linguistic and cultural connections with Poland, despite physical distance, could be expressed by the phrase "Miles apart but close at heart".

APPENDIX W: List of Publications and Conference Papers

Publications:

Pedrak, A., & Horn, C. (2024). Changing Landscapes. Heritage Language Education in Ireland. In S. Karpava (Ed.), *Family and School Involvement in Multilingual Education and Heritage Language Development* (pp. 195–220). BRILL.

Pedrak, A. (2024). A Life Course Perspective on Heritage and Education: The Role of Polish Complementary Schools in Ireland. In: M. Share, A., Bobek (Eds), *Polish Families in Ireland* (pp. 45–70). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-54634-1_3

Pedrak, A., & Cannizzaro, G. (2023). Forum Of Heritage Language Coalitions in Europe (FOHLC Europe). *IRAAL Newsletter, 1*(Summer 2023), 9-10.

Pedrak, A. (2022). 'In-Between' Two Educational Settings. Experiences Of Bilingual Children Attending Polish Complementary Schools In Ireland In The Light Of Translanguaging Pedagogy. In N. Martínez León, S. Corral, A. Álvarez-Cofiño, A. Andúgar, B. Cortina-Pérez, A. Otto (Eds.), *Addressing Future Challenges In Early Language Learning And Multilingual Education* (pp. 105–112). Dykinson.

Pedrak, A. (2019). An Evaluation of Polish Complementary Schools in Ireland. *TEANGA, the Journal of the Irish Association for Applied Linguistics, 10*, 162–171. DOI: https://doi.org/10.35903/teanga.v10i0.76

Pedrak, A. (2018). Wielowymiarowość dwujęzyczności dzieci (w kontekście emigracji). *Społeczeństwo. Edukacja. Język, 7*. 149–163. DOI: 10.19251/sej/2018.7(12)

Pedrak, A. (2017). Język polskich zbiorowości emigracyjnych w Wielkiej Brytanii i Irlandii - procesy adaptacji i derywacji. *Acta Universitatis Lodziensis. Folia Linguistica, 51.* 77–91. DOI: 10.18778/0208-6077.51.01.06

Pedrak, A. (2017). Szkolnictwo polonijne w Wielkiej Brytanii i Irlandii. In R. Maćkowiak, E. Wojtczak (Eds.), *Bogactwo językowe I kulturowe Europy w oczach Polaków i cudzoziemców* (pp. 13–22). Wydawnictwo Uniwersytetu Łódzkiego.

Pedrak, A. (2016). The Changing Nature of The Polish Community in Great Britain and Ireland: Past and Present Motivation to Emigrate. *The Irish-Polish Society Yearbook, 3*. 55–74.

Conference Papers:

Pedrak, A. (2023, December). *'We are like family': The role of Polish complementary schools in heritage language maintenance and identity negotiation in Polish migrant families in Ireland*

[Paper Presentation]. Research on Social and Affective Factors in Home Language Maintenance and Development (HOLM 2023) Conference. Tallinn University, Tallin, Estonia.

Pedrak, A. (2023, October). *Support linguistic and cultural diversity in your school through collaboration with complementary schools* [Workshop]. Languages Connect Summit. Dublin Convention Centre, Dublin, Ireland.

Pedrak, A. & Cacciato. S. (2023, December). *Reframing mindsets on foreign language education in Ireland. Primary Language Sampler Module* [Paper Presentation]. One school many languages: bridging research and school practice through plurilingual education. International conference on multilingualism in plurilingual primary and secondary education, Eurac Research, Bolzano/ Bozen, Italy.

Pedrak, A. (2023, November). *'I'm Half Irish, Half Polish': The Influence Of Supplementary Schooling On Migrant Children's Identity Negotiation* [Paper Presentation]. Irish Association for Applied Linguistics Conference 2023, Maynooth University, Maynooth, Ireland.

Pedrak, A. (2023, May). *Professional Life Trajectories of Polish Migrant Teachers within and outside the Irish Educational System: Opportunities and Challenges* [Paper presentation]. Language and Education Policy in Ireland (LEPI 2023) Conference, Trinity College Dublin, Dublin, Ireland.

Connaughton-Crean, L., & Pedrak, A. (2023, April). *'It's so much effort, but I think it's worth it': Parental perspectives of their children's attendance at Polish complementary schools in Ireland* [Paper presentation]. International Conference "Multilingual Theories and Practices" (MTP 20), Dublin City University, Dublin, Ireland.

Pedrak, A., (2023, March). *Forum of Heritage Language Coalitions in Europe* [Paper presentation]. "Engaging with Language as Heritage" Roundtable, Nottingham Trent University, Nottingham, United Kingdom.

Pedrak, A. (2022, October). *Introducing Heritage Languages into Mainstream Schools: The case of Polish in Ireland* [Paper presentation]. International Conference Multidisciplinary Approaches to Migration and Multilingualism (MAMM2022), University of Cyprus, Nicosia, Cyprus.

Pedrak, A., & Connaughton-Crean, L. (2022, October). *Language Portraits and Reflective Language Diaries: An Insight into Polish-Irish Children's Views on their own Bi-/multilingualism and Language Practices* [Paper presentation]. International Conference Multidisciplinary Approaches to Migration and Multilingualism (MAMM2022), University of Cyprus, Nicosia, Cyprus.

Pedrak, A. (2022, September). *Polish complementary schools in Ireland. Innovative ways of heritage language teaching and learning* [Paper presentation]. The British Association of Applied Linguistics (BAAL 2022) Conference, Queen's University Belfast, Northern Ireland.

Pedrak, A. (2022, June*). 'In-Between' Two Educational Settings. Experiences of Bilingual Children Attending Polish Complementary Schools in Ireland In The Light Of Translanguaging Pedagogy* [Paper presentation]. International Conference "Future Challenges In Early Language Learning And Multilingual Education" (ELLME 2022), University Of Granada, Granada, Spain.

Pedrak, A., & Horn, C. (2022, May). *Changing Landscapes. Heritage Language Schools in the Irish Context* [Paper presentation]. Association of Teacher Education in Europe, Spring Conference 2022, Marino Institute Of Education, Dublin, Ireland.

Pedrak, A., & Horn, C. (2022, April). *Heritage Language Schools: An Irish Perspective* [Paper presentation]. Educational Studies Association of Ireland Conference 2022, Marino Institute Of Education, Dublin, Ireland.

Pedrak, A. (2021, October). *Nauczanie języka polskiego jako dziedziczonego w Irlandii podczas pandemii* [Paper presentation]. "Innowacja – Aktywizacja – Inspiracja w (Glotto)dydaktyce" Conference, University Of Łódź, Poland.

Pedrak, A. (2017, May). *The Role of Polish Community Schools in Ireland in Heritage Language Transmission* [Paper presentation]. Multilingualism in the Early Years Conference, Dublin Institute of Technology, Dublin, Ireland.

Pedrak, A. (2016, September). *Szkolnictwo polonijne w Wielkiej Brytanii i Irlandii* [Paper presentation]. "Bogactwo językowe i kulturowe Europy w oczach Polaków i cudzoziemców 4" Conference, University of Łódź, Łódź, Poland.

Member of Conference Organising Committee:

Forum of Heritage Language Coalitions in Europe (FOHLC Europe), Annual Conferences: 2021-2023

Mother Tongues Ireland, Heritage Language Education Conferences: 2018-2020

Peer Reviewer:

New Media & Society (2022), SAGE Publications

Voluntas (2022), Springer Nature

Master Thesis Supervisor and Internal Examiner:

School of Linguistic, Speech and Communication Sciences, Trinity College Dublin, 2023