Interviewer started transcription

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Interviewer

So are you ready for my first question?

Participant 0:58

Yes.

Interviewer 0:59

Brilliant okay. So my first question is just can you tell me a bit about your kind of day-to-day responsibilities teaching ESOL?

Participant 1:10

Yeah. So at the \_\_\_\_\_\_\_ ., I am a \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .. It's called, but really just an ESOL teacher. Um, so that's kind of \_\_\_\_\_\_\_ . days a week. And then I also do \_\_\_\_\_\_\_ .a week at the college, so that's much more structured, although I do community classes with the college. So it's still, yeah, it's still quite informal, but with the college we work towards the national qualifications, their \_\_\_\_\_\_\_ .qualification certificates in the Community Centre, we just got accreditation to do an \_\_\_\_\_\_\_ .course. So we just did our first \_\_\_\_\_\_\_ .course. So but still it's much more informal much more drop in the attendance isn't so strict. Um. Yeah.

Interviewer 2:07

Yeah, that's brilliant. OK, perfect. So.

Participant 2:09

So I teach mostly. Yeah, mostly beginner literacy, beginner, elementary and with the college it's intermediate level.

Interviewer 2:16

Yeah. Brilliant. Brilliant. And so my next question and my next 5 also questions are about wellbeing and there's five aspects of wellbeing according to the literature. And then the first aspect is about a sense of engagement. So let me pop that in the chat. So can you tell me about any times when you might feel fully engaged or perhaps not engaged in your professional ESOL activities?

Participant 2:49

Um. I think face-to-face in the class teacher classroom teaching is the time when I'm most engaged. So we've done a lot of online teaching. We didn't go back to face to face \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . So our students, a lot of them said we wanna stay online because if they have young kids and there's a real shortage of childcare in \_\_\_\_\_\_\_ .. So even the ones with three-year olds still can't get to classes or face-to-face without childcare. Um, so yeah, the online classes, I see the need for it. It is important, but it's just not the same as face-to-face. It's really hard with some students, like, so none of the students have met each other. Even so, a couple of them are friends or family. But generally to create like a class dynamic. And um like fun, engaging conversations and things. It's much more difficult online and also a lot of the students had their videos off, and some of them had their mic's off as well. So it was just much more difficult, but yeah, face-to-face when you feel like you're, like, getting the students out of their houses, meeting new people, and you can see they're, like, energised after class. Then it helps me to feel more engaged.

Interviewer 4:08

Absolutely. Yeah, that makes perfect sense. OK. So my next question is about emotions and ESOL. So I'm just popping it in the chat. So yes, can you tell me about any emotions you may experience while teaching or working in ESOL?

Participant 4:34

Yeah. So we have a partnership with the job centre, so a lot of our remaining \_\_\_\_\_\_\_ .students, the majority of our students, are \_\_\_\_\_\_\_ . and then we have several remaining \_\_\_\_\_\_\_ .referred to us from the job centre and they think that they have to come to our classes and that we send attendance to the job centre, which we don't because of it's not our role or community provider, but we do say the job centre. They've registered with us so they know like we've been in contact with us, if they ask. So yeah, that is stressful because you feel like you're chasing students. And do they really want to be there? But then the flipside is if we didn't have that contact, we wouldn't get any remaining \_\_\_\_\_\_\_ .students like they're doing other things. They're working, they're super busy. They just have less of a structure of going to classes than the \_\_\_\_\_\_\_ .students. So yeah, frustration and kind of Um, I guess not. Feeling confident in my role as an ESOL provider when I feel like I'm also tying in with like government provision and obligatory provision. Um, but yeah, obviously the fun, the happy side of it. When you see students who especially cause they're the ones I guess as well that give you the most buzz when you think like you would not have access to English classes. Maybe some of them have been here for 10 years and then they're starting now because they have to. Okay because the job centres got stricter with if your partner's part time, then you now have to also enrol in classes and things training. Whereas before I don't think you had to. So yeah, seeing them kind of getting engaged and thinking. Ohh, actually. Yeah, I can learn English like this can be something that I can do that's really, really motivating. Whereas with a lot of the \_\_\_\_\_\_\_ .learners, they're \_\_\_\_\_\_\_ . it's less important for them. Kind of they don't need it for work. It is important. They need it for talking to their kids, friends and things. But it's more of a hobby and they've got also they've a lot of them have got enough English to get by and then they've got these like fossilised errors where they're just using like basic nouns and verbs in sentences rather like string, making this structure, so that's is more like. It's just a fun, relaxed lesson, but it's maybe less engaged and less motivating for me cause I don't feel like I'm really changing their lives much.

Interviewer 7:03

Yes, absolutely. And that actually ties in with another question I'm going to ask a bit later on. And so my next question is about professional relationships. So in the chat, I've just written it. Can you describe any of the professional relationships you have while teaching and working in ESOL?

Participant 7:43

Hmm. Yeah. So like I talked about, I guess with the job centre, that's a professional relationship there and that's been really, really good. They've been great and they're trying to kind of help us and we help them. So it's been a really positive one. Um, other ones with my colleagues.. so in my organisation there is the manager who oversees all of the Community programmes and we don't have a manager for the ESOL team, so that's quite stressful because there's a lot of admin stuff that it's like, who's at the end of the day, who's responsible to make sure this is happening. So doing the register, doing the record of work. Like registering students, new students, following up with students, that's just always been stressful cause it's like you've not done it. And then who's doing the board report? And they need that data. And so, yeah,\_\_\_\_\_\_\_ . . Um and then really good with other organisations in the area may be some professional relationships with that. Some of them have been responsive and that's been motivating, but a lot of the other organisations are super busy and they are just trying to get by themselves rather than like making time for meetings and stuff. I'm in the local area. It's been more challenging. But in the \_\_\_\_\_\_\_ . wide I don't know if you know the \_\_\_\_\_\_\_ .if you're in touch with them, but they've done. Yeah, they're like monthly. Like, ESOL meetings there. Just awesome \_\_\_\_\_\_\_ .They always have, like, yeah, speakers. And yeah, like, just motivating to hear about all the different things happening in the \_\_\_\_\_\_\_ ..

Interviewer 9:35

Thank you

Participant 9:35

Um, yeah, that's been nice. And \_\_\_\_\_\_\_ ., the networks.

Interviewer 9:55

My next question, we touched upon it earlier. But I'll just pop it in the chat anyway. And it's about a sense of meaning. So can you tell me if you find your ESOL teaching and working meaningful, or perhaps not meaningful?

Participant 10:18

Yeah, I think it's meaningful for sure. It's yeah, really motivating, I think cause you see all these students who need it for their work. I think a lot of remaining \_\_\_\_\_\_\_ . students don't have role models in their community that have English. Um, at a fluid at a fluent level and that they can then use professionally in work. So a lot of them work in factories or work in the car washes and they don't need English for it, so it's just not motivating for them. But yeah, hopefully through coming to the classes and they can see actually it's not so difficult and also they can have yeah. Links to other organisations where there's people who know more English than then like from their countries. So that's motivating. Yeah.

Interviewer 11:01

Yeah, absolutely. Absolutely.

Participant 11:03

I went to. I'm not sure if you, I can't remember what it was, but went to one seminar or webinar. It was so interesting. There was a guy there and he was like as ESOL teachers we feed into the like the the environment that is um. He just said basically we need to be more anarchist as ESOL teachers and like push more for our students to not settle for just the next level up like okay. Now you can be like admin assistant or something like we should be aiming much higher and accepting that they've got like certificates. Maybe some of them have degrees from other countries and they like. We need to be doing maybe like yeah more advocacy work with our local like political representatives to say like I've got this student, it's ridiculous that they're not able to get into college like we need to be doing more of this. And I think that is, yeah, it was really inspiring cause maybe a lot of ESOL teachers do just plug away at the day today like, teach a little bit, teach a little bit whereas. And also he said about funding, how a lot of us fit to the funding model. So we have to show external progression and the number of students that come to class and stuff, whereas maybe you only teach one student, but you've done so much with them. And that the funders didn't really see that. So yeah, that was interesting.

Interviewer 12:28

This sounds like an amazing seminar. Definitely. I'll have to keep my eyes out. So my next question is about a sense of achievement and a sense of achievement. So can you tell me if you experience a sense of achievement in your profession teaching ESOL?

Participant 13:09

Hmm, yeah, I guess. Like the there's like the previous one, they are about being meaningful. Yeah. So a sense of achievement. For the students that are like. When they come to class regularly and you can see development and they've got a purpose themselves for why they're coming to the ESOL classes, then yes.

Um. And I think with the college classes, I feel much more present sense of achievement because they come regularly, they have to come regularly and they're pretty much all wanting to do something after the course, whereas maybe for the community classes, there's less clarity of what they're gonna do when they get more English. So then there's less of a sense of achievement cause you not really sure what they're gonna do next with it.

Interviewer 13:51

Yeah, yeah, absolutely. It's so wonderful to hear your perspective both in a college and in the community. And for my next question, if you feel comfortable, could you tell me about your sense of health in your profession teaching ESOL?

Participant 14:49

So in the community classes it's I haven't, and because it's been mostly online, I haven't and also beginner level. I've not really got that involved in their personal lives like that. Kind of the mental..Like like vicarious trauma and stuff of their personal lives with the college. It's been much more because it's face-to-face and it's more regular and they're they're intermediate level. So I'm hearing more about what's happening. And yeah, just the. Um, frustrations that they have with like what they're doing and also the some of them know more about \_\_\_\_\_\_\_ .not even like, that sounds not cheating. The system isn't just like the like \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .the loop hoops. So yeah, that's been, yeah, upsetting just to hear about the difficulties that some of them have. Um, but I think I've had it pretty easy compared to a lot of yeah, people that are maybe. Um, different organisations. People take on more. I think of their kind of um ohh, this student needs a lawyer. They don't have anybody else, so I'm gonna go to the lawyer appointment with them and stuff and yeah, I've not really had that.

Interviewer 16:08

Absolutely, absolutely. So my next question is: Overall how happy would you say you are with your career or current working in an ESOL teaching?

Participant 16:48

Um, so yeah, over. So I taught overseas about \_\_\_\_\_\_\_ . years with the \_\_\_\_\_\_\_ ., and there it was very, very clear you moved up like pretty much every year you'd be expected to progress into some type of management position, which is really motivating. And I came back to the UK and I I should I did. I remember I sent all these emails to all the different ESOL schools in \_\_\_\_\_\_\_ .being like I'm looking for a job as a senior teacher or manager. And like, all of them were like, no. And then I realised now I've been here like \_\_\_\_\_\_\_ . years. Yeah. And like, it's so difficult. Everyone. Like, there's so many teachers to actually move up into management. It's very, very difficult. There's just so few positions available, and there's not that senior teacher level that doesn't seem to exist here, whereas overseas, it did. So, yeah, I think with progression in that way, it's been quite frustrating because I feel like I was doing teacher training overseas, and that was just not really a thing here. And so that's been. Yeah, more frustrating in the UK, I don't know what I'd have done if I'd been in the UK the whole time. I think some people go into like materials development, which I've never really been interested in, but yeah, so now I my work was I was made redundant because we didn't get the funding for the ESOL and so it just finished the end of \_\_\_\_\_\_\_ . and then I was looking and applying for other jobs, but there was not really any ESOL. Like ESOL teaching would be like 3 hours here, 5 hours there and I was like, I don't want that. And then I was applying for yes, and now I've just got like, I've just started as community manager, which is nothing to do with ESOL. So and so it's a bit like ohh, I'm leaving ESOL, but it's just the reality that I wanna be a manager. I wanna do more kind of supporting others. That's just not really that option in the UK. I don't know what it is or maybe just in \_\_\_\_\_\_\_ . and in the colleges like this. Just. Yeah. I guess there's just so many. At the same level like to get permanent hours is a huge deal, which just yeah, compared to over the, yeah, basically just overseas as much better, like for professional development I think, yeah.

Interviewer 19:02

Absolutely. Absolutely. OK. So switching gears a bit, but taking all things into consideration, how would you describe your overall sense of wellbeing in your day-to-day life?

Participant 19:33

So in the college, I would say very high. I'm really motivated. I feel really supported, there's lots of resources available in the community. The one it was not high. By the end, I think just yeah, I was frustrated with management and frustrated with the online classes and student motivation with the online classes like why did they want online classes was it easier for them they didn't have to invest so much as face to face classes. . So yeah, I would say. Um not a great sense of wellbeing in the community provision much higher in their college provision yet which then felt so weird cause we were like going on strike and stuff in the college and I was just like. Ohh that affected my wellbeing in the college cause I was just like I like. I want to strike to support my colleagues but if you work in Community when your pay is lower, your conditions are worse compared to college which is like high pay, really good conditions. I just felt like this just feels wrong to be striking. But I know I've got to think of the bigger picture.

Interviewer 20:42

Yeah, yeah, absolutely. Absolutely. Thank you so much. OK. So that's a really helpful for the wellbeing side. And now we're kind of transitioning into the classrooms. And my next question is.. I'm putting it in the chat. Would you say that you naturally showed the emotions you feel while working in ESOL?

Participant 21:09

Ohh yeah, I found this quite difficult. The questionnaire. Yeah, those questions were..Yeah, I found all those questions about difficult. Because I wasn't like it sounds fake to say. I don't. Sorry, is there the question again naturally show your emotions while you. Yeah. You feel I working. Yeah. So I think it's good not to show your emotions, but then it's like to say to natural sounds like it's a good thing. But I think so. If a student like is. So I had this the other day a student was telling me a story and it was just all over the place. I had. No, I could not follow what she was saying. And if I showed my natural emotions, I'd be like ohh God, I'm so frustrated. \_\_\_\_\_\_\_ .

Interviewer 21:28

Yes.

Participant 21:55

Where is that? So it's good to be a bit fake. And I think that's yeah, so. Um, I don't show my natural emotions cause I would otherwise be incredibly frustrated, like showing them my frustration like a regular person. If you're listening to your friend. So I think it's like an overlap of, you know, it's a student, so you're anyway more patient than you would be with your friends and you don't want to kind of, yeah, you wanna make sure they're feeling 100% comfortable and calm.

Interviewer 22:11

Yeah. Exactly. Absolutely. Yeah. These these questions, I think the way they've phrased is. So the approach I'm doing is like a I'm more a positive psychology approach, which it's it's not toxic positivity, it's positive psychology. So it's looking at the good and the bad and. And how that relates to the person and the context and the Community and the government. \_\_\_\_\_\_\_ .What can we do to support teachers?

Participant 22:49

Hmm. Yeah, yeah, yeah. But I would say, like, when you with this question, would you say that you shouldn't actually show your emotions? Like would you say a high scoring on that question is a good thing?

Interviewer 23:25

Ohh can I ask can I ask you a few more questions and then get back to you? Because I do have an answer, I just don't want to kind of.

Participant 23:33

Yeah, yeah.

Interviewer 23:37

Perfect. Um, so we've answered that one... so yes, my next question is, have you ever stopped giving an emotional reaction when experiencing a problem or an issue in your ESOL teaching?

Participant 25:24

Yeah... Yes, I have. Yeah. Like so it's more, I mean sort of giving emotions. Yeah, because you're always giving an emotional reaction. I guess it's how are you changing how you're feeling to how you're expressing it? So yeah, maybe you're feeling pissed off. Um yeah, definitely. Like Ohh so many times the students’ phones go off in class and um, like in the face to face class. And yeah, I'm just like dude! like this is so disruptive. How can you not see this is disruptive? and I think in the first few classes yeah you're more like ohh it's OK. Do you wanna go out? and then by.. once they get to know you're just like ah! like you can show it more naturally. Yeah. So I guess this is more at the beginning when you're wanting to make sure that no one's feeling uncomfortable, everyone's feeling safe.

Interviewer 26:20

Thank you. Yeah, yeah, definitely. So always really interesting to hear how teachers kind of like classroom management teachers. So okay. So we have two last questions. And then I'll answer you about the naturally felt emotions. And then I think we're all done. So my next question is: Do you think your well-being or emotions may affect how you teach ESOL in anyway?

Participant 27:04

Yeah. Um. Yeah, definitely. I think it's it's just you get more tired. So inevitably you get less patient. And also if you're motivation goes, then you spend less time preparing classes because you just, yeah, you're just less excited by it. You're less creative, you're just do the routine stuff. Um, so yeah, I think it's a huge thing. Um. And I think it really is the manager needs to see because you yourself might not. There's like a grey area where you know you're super motivated and then you know, you're not motivated and there's a bit in the middle where you're just, you're just ticking along and you don't actually realise you need to get your motivation up again. And so then yeah, changing levels or doing a specific topic month or something, just changing things up a bit. I think especially for the lower levels, like if you're teaching beginner and it's just over and again and again and again the same stuff. Yeah, you need to really make sure you vary it. So yeah, I think emotions make a huge difference. Yeah.

Interviewer 28:13

Yes. Absolutely, absolutely. So. And my last question is not really like a question question. It's more of a summing up sort of question. And is there anything that you feel needs to be added about your wellbeing or motions in ESOL teaching that you think might be important for me to know for my research study? Or do you think we've had a pretty good pretty good overview?

Participant 29:14

Hmm. I think it would be interesting to look at the. Um. Professional development may be and how people feel like, so you've got that, um, what did you say about? Yeah. You're how happy are you with your career in ESOL teaching? But maybe if it's like how? Yeah, how motivated do you feel? Do you? Yeah, you could say. Do you think you'll you'll stay in the teaching in the ESL teaching profession for until you retire? Because I feel like some people might think. Yeah, yeah, I love it now, but obviously it's not a long term thing. Like obviously, I'm gonna go into whatever later and it would be interesting to know if that is in \_\_\_\_\_\_\_ ., in the UK, if that is a kind of general view of people that it's a long term profession or if it's something that they're gonna change, move into something else.

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