Interviewer started transcription

Interviewer 0:08

So my first question is more of an overall question. And that is, could you tell me a bit about your, what do you do on a day-to-day teaching ESOL and some of your responsibilities?

Participant 0:22

Well, until yesterday I had \_\_\_\_\_\_\_ . different jobs teaching ESOL, \_\_\_\_\_\_\_ . different employers and had the same employer for quite a long time, like \_\_\_\_\_\_\_ . years in a community project. And then it lost funding. And I sort of cobbled together a patchwork of ESOL jobs so… So I was working in \_\_\_\_\_\_\_ . colleges and \_\_\_\_\_\_\_ . College environments and one Community environment…No \_\_\_\_\_\_\_ . community environments and \_\_\_\_\_\_\_ . working for the Council and \_\_\_\_\_\_\_ . working for a charity, a housing association and charity and the \_\_\_\_\_\_\_ . job working for quite a big ESOL organisation in \_\_\_\_\_\_\_. So one of the leading providers of Community ESOL. So \_\_\_\_\_\_\_ .community provisions and then \_\_\_\_\_\_\_ . college provisions. So sometimes I could be working in three different environments in the one day. So somewhere in the morning, somewhere else now afternoon, somewhere in the evening. So I definitely have, I suppose, sort of closeness with the, with the learners as we tend to call them in the community. And then students at college. And but I think... I think one of the reasons that your topic is so interesting is I think ESOL… for ESOL learners quite often you're the sort of the, Quite a meaty contact in the country that they're in, and they do tend to sort of trust, you know, learn to trust you again. You know, gain trust. So they sometimes tell you things you know and they want to know that you're okay as well. So if they get any sort of snippet. About your life cause, I was thinking I was thinking about it, you know, before we came on, I think any sort of snippet, you know about your life, they kind of want to know that you're okay so. It it did lead to quite a strange situation and that so \_\_\_\_\_\_\_ .my partner \_\_\_\_\_\_\_ . years ago. In my last job. So I worked there for \_\_\_\_\_\_\_ . years, so it was it was near the house. So sometimes forgot \_\_\_\_\_\_\_ . keys, \_\_\_\_\_\_\_ . would come in to pick up keys or so. So various learners met him. And they’re. Ohh, how's your they would call your \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .? You know, all the rest of it all. And say \_\_\_\_\_\_\_ . had a suit on. If he was going to work. So where does \_\_\_\_\_\_\_ . work? So because it was a sort of very close knit sort of learning family. You know, there was no reason, you know, not to kind of say a little bit of information and ,you know, cause it's always that fine line about how much do you give about your private life and how much do you do you keep to yourself? \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .

Interviewer 3:23

Yeah.

Participant 3:28

\_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . I think I would have told them at some point but I think.

Interviewer 3:38

Yeah.

Participant 3:55

I think the way that I would do that that sort of thing would be I would have a delay and when when I was OK about something and I could brush it off and just move on, I would, I would tell them. And so.That is quite, quite quite a strange situation, because then other jobs where you were seeing the public, for example you, they wouldn't know these things, but you know, I get a phone call in the middle of the class which normally you know, my phone would be on silent. But say you. Like see my \_\_\_\_\_\_\_ .was, you know, travelling somewhere and I wanted to know she'd got there. I just it was sorry. I I just have to take this call and I would normally give a reason and say ohh it's you know, it's like the garage my car is in for an MOT or it's the bank or it's my \_\_\_\_\_\_\_ .travelling and then of course they've got that bit of information and all what age is your \_\_\_\_\_\_\_ . and all that kind of thing. So the learners do tend to know a little bit about me but not huge details.

Interviewer 4:39

Yeah.

Participant 4:49

And but they do, even if you're off sick, they do tend to sort of worry when you come back oh are you OK and you know, they tend to be very sort of caring about their ESOL tutors. I think you know that was one thing that I thought was quite interesting that I just kept that pretence going.

Interviewer 5:07

Yes, yes, yes and yeah. And I'm seeing students in public as well. That happens to me quite a lot.

Participant 5:29

Ohh yeah, I know I bump into them but in my last job I bump into them quite a lot. You know, in supermarkets, shopping centres. But I did tend to avoid the local supermarket near my work so that I know I didn't tend to bump into people a lot, but I would always stop and have a chat or.

Interviewer 5:36

Yeah.

Participant 5:48

You know, but 3 minutes or something like that and then you know, and then sort of move on. But one of the things I did in one of the jobs, I suppose, my first ESOL teaching job, I was working a lot with asylum seekers and refugees. And…I was a \_\_\_\_\_\_\_ .Officer for employability and sort of personal development, so I was helping people get places in college helping people get work as well, and ESOL teaching was only part of my role. And but you know, some of the things that were disclosed to me were. They were, you know, they were stopping me sleeping at night, so I went on the \_\_\_\_\_\_\_ counselling course and really to kind of build up skills. On protecting myself and so so that I could, you know, provide a better response to them, but also so that I could protect myself.

Interviewer 6:47

Yes. Yeah.

Participant 6:47

And cause you can't unhear something once you've heard it. You can signpost and you know and and direct people to, you know, organisations that can provide support, but when once you've heard it, you can't.

You can't unhear it.

Interviewer 7:02

Yes, I think that’s definitely something to keep in mind as ESOL tutors.

Participant 7:11

Yeah.

Interviewer 7:23

So or my kind of next question and my next question is more about wellbeing because in the research literature, well-being has these kind of five pillars and the first pillar is engagement. So I'm just going to pop it in the chat.

Participant 7:43

OK.

Interviewer 7:45

Alright. And so can you tell me about any times when you feel fully engaged in your professional activities and kind of any ESOL professional activitie?

Participant 8:22

Hmm. l feel as if I'm always feeling engaged really. Cause you've always gotta plan and you know there's quite a lot of content to.to cover, really. Usually so. Um, I'm usually really, really focused and on what I'm doing.

Um. Sorry, I'm not not elaborating very much.

Interviewer 8:50

No, that's really good. So OK, so my next question is. Um. Let me pop it in the chat again. Could you tell me about any emotions you might experience while teaching or working in ESOL? And I I know you've kind of already mentioned this a little bit, but if there's any kind of positive negative, anything in particular, any emotional experiences in particular that have come up?

Participant 9:30

I think I think the best ESOL teachers and it's something that I sort of strive for, for myself, have a higher level of emotional intelligence. I think that something that's not spoken about in the training. And. And as well as.

You know, tapping into people's…What's happening in the class? And you know who? Who's picking up what you're doing? Who's?..You know, a bit bored who’s is really interested and you know who's not understanding. You know who's having maybe a bit of difficulty with literacies and issues taking notes or things like that.

And who's been quiet, who's dominating? So just sort of managing the classroom. I'm also sort of tapping into how people are feeling, you know, like there's a guy in in one of my classes who's a delivery driver. So he was always falling asleep in my class. And, you know, at first I thought he was just absolutely bored. But then I realised he's making such an effort to come to the class, you know, he's up till two or three in the morning and he's still coming to the class, but he can't keep his eyes open. You know? And so I'm always sort of tapping in and I'm quite happy to be a first point of contact for people to get help with others things because. I think ESOL learners are quite often so vulnerable. And they don't really often have a lot of contacts. So if you're going to put a brick wall up and not sort of be accessible in any way emotionally. I think it's wrong. And I don't think you know, I mean all the all the sort of boundaries should be in place. They don't have your phone number. You know they, you know they don't know where you live. And you really avoid giving them lifts in your car. And yeah, you know, avoid doing personal things, going to their houses. I mean, I have done all these things, I'll occasionally at discretion with the permission of my boss, you know, to pick up something or to deliver something or especially during the pandemic. We did a lot of doorstep deliveries of materials and then talk over the phone or online. But you know, always observing boundaries, but always just having that sense of humanity that you wouldn't. You wouldn't let someone struggle, because if someone is miserable and unhappy. And then they're not gonna be in a good place to learn. And equally if they've got something good to share, like they've just got married, or they've just had a baby or they've passed an exam or something good has happened in their family. And then that's good to share that as well. And I think as well just, you know, promoting equality like and and I was teaching a class of people from \_\_\_\_\_\_\_ ., mainly from \_\_\_\_\_\_\_ .. And they generally have seemed to have quite a lot of money. They've maybe sold their business or sold a property over in \_\_\_\_\_\_\_ .and they come over here and buy somewhere outright. So then in quite a good position in a lot of ways and quite motivated and then we were talking about rooms in the house, how many rooms do you have? And explaining sort of directions in the house, you know, when you go in the living room door. My television's on the right, my sofa’s on the left, whatever. And one of the guys. They were. They were to draw a map for homework and bring it in. And one one guy brought in a sort of an architect drawing about.

And. His extension that he's planning to build, you know, and this really posh extension. And I'm thinking, oh, goodness, because some people in the class might, you know, not be in that situation, but I think it's about sort of sharing that was a wee bit difficult for me, but it's a bit about you know, sharing an individual's joy and, you know, sort having an anti envy, sort of, um, it's being in the class, just being… being pleased for every individual. What what they are achieving on their journey, you know, but luckily in that class there was a lot of human as well. There was one guy who was actually quite said he was quite shy at the beginning, but he turned into the sort of class joker. He was always making jokes and then it just brought a lot of humour to it. So we could have a bit of humour. Ohh, look at you. You know, and all this kind of thing. So humour, I think.

Is is a really good way to to sort of, you know, deal with things like that. And it just so happened that I was just really lucky with the dynamics in that class \_\_\_\_\_\_\_ .

Interviewer 14:04

Hmm.

Participant 14:04

\_\_\_\_\_\_\_ .. You know, it's not, you know, so I think things like that. You know, where somebody might say something silly, but you know, it's not. Ohh, they're not laughed at, it's just provides a a context for human in the class. I just like to sort of create a family, sort of a family learning atmosphere in any class that I've got where people care about each other and the good and the bad.

Interviewer 14:32

And it just what you said made me think so much about how humour could be used. It just needs to be explored in ESOL. I just. I wanna take all these concepts and like, OK, let's look at them and ESOL. Because humour as a mechanism that language teachers use, and really, really effectively. I think everyone kind of naturally does it.

Participant 15:13

Hmm. I think the thing about it is you, you have to be on the ball, you know, so you can't be thinking about or you know. You know, totally fixated on, you know, grammar or, you know, we're going to get through this. You know, instead is a lot of content. I'm always willing to change or stop or whatever. But, you know, just being on the ball to sort of respond to things that happen at the moment because you, if you're being a bit robotic about it, you're gonna miss these opportunities. So I think. You'd really have to be able to think on your feet. And Emotionally.

Interviewer 15:54

Yes, yes.

Participant 15:54

You need to be tapped into your own emotions. You need to be self aware and. That helps to have a bit of life experience as well. If you don't have it, well, you know it's not the end of the world, but. But I think it does help.

Interviewer 16:08

Yes. So let me just find my next question, OK. So my next question, I've just popped it in the chat, and one of the one of the really most important kind of elements of wellbeing is the relationships we have and and in the workplace. These would be the relationships with our learners, but also with our colleagues, admin management, external networks and so I was wondering if you could tell me a bit about any kind of professional relationships you may have in ESOL?

Participant 16:49

Hmm. In my main job, which was \_\_\_\_\_\_\_ .. And. The the \_\_\_\_\_\_\_ . manager it was just really the \_\_\_\_\_\_\_ . manager and then about \_\_\_\_\_\_\_ .different staff. What you know working on things like some and employability, someone volunteering us in ESOL. And so it does help if your if your \_\_\_\_\_\_\_ . manager’s got a good understanding about language acquisition, you know, ESOL, you know, adult learning. \_\_\_\_\_\_\_ .And so there were \_\_\_\_\_\_\_ . ESOL tutors. And and I was the newest one, and it was quite funny because, my \_\_\_\_\_\_\_ . colleagues who I really liked them both had completely well. I was someone in the middle of their approach\_\_\_\_\_\_\_ ., you know, and it was quite funny, but. I think cause I'm a bit older as well and I've I've sort of managed projects as well and have managed ESOL staff. I just kind of tend to take the good from everybody. And try and find some way that we complement each other and I kind of.. I suppose do that using some kind of management skills of my own and I sort of managed where I I sort of fit in. Uhm. Rather than having a kind of a bit of a a debate about things, I just kind of…kind of merge myself and but I don't. I don't have a quite A and I with a few people that I do meet and I feel compelled to… if they use the word illiterate, I feel compelled to challenge it because it's a word that I really hate, and it's just too binary and it's just it's loaded, you know, it's value loaded that you know. If someone's illiterate that that, that there are other things that they can't, they also can't do and it's got old fashioned connotations and everything. So I will absolutely, absolutely be able to stand up with how I feel to people and say I do not agree with that. That is offensive and but I have tended to do that less and less as I've got older because I've found that it's often not the best way. But I will say to people you can't, this is. And. That that I don't. I I can't be part of using that word. So if it's something you know, I will sort of create a bit of friction. But usually I'm I'm pretty easy going get along and and I will sort of you know. I just. I just try and sort of whatever whatever I'm doing have a sort of team approach, but that's quite unusual in in the college I'm working in. Normally so technical-wise people are really helping me, you know, with them things like, you know, Teams the, you know, Teams, groups and things like that, because I've not got hadn't got a lot of experience of that until fairly recently. So it said people have been really, really supportive to me as a new member of staff. I am and I think because I have an arts background, you know, you've got a degree in design and. The boss at one of the colleges has also got that background and \_\_\_\_\_\_\_ . particularly sought supportive. I think \_\_\_\_\_\_\_ . can see a link with the sort of. And. ESOL with his creative. Self thinking approach you know behind it and and the other college that I was teaching in and had a colleague who was really, really supportive towards me and I was I had. Um, I've done, \_\_\_\_\_\_\_ . assessments quite a long time ago, but I hadn't done it for a long time, so \_\_\_\_\_\_\_ . sort of really trained me up in all the processes and procedures and then told me exactly what to write on the paperwork, how to input and things like that. So I would say I've been very well supported in the generally in the environments that I've worked in. Um. And I think that well that. And just been allowed to sort of use more initiative and then another and the other two jobs just being, you know, allowed to use more initiative and people kind to know that. If I've got a problem, I'll I'll be in touch, you know, and just always be be in contact about it, so I think. I think if you get the best of it it can be a nurturing environment.

Interviewer 22:21

Yes.

Participant 22:22

And sometimes, because they're really aren't a lot of ESOL jobs around and I don't find, you know, people can be competitive. I suppose if you're getting more hours than they are. And things like that. And but personally I haven't. I haven't found that I've found the opposite really.

Interviewer 22:40

Yeah. Just to pick up an a really small question, and when you're teaching, do you co-teach any classes together?

Participant 24:48

\_\_\_\_\_\_\_ . And I felt as well with that class because they've been there since say \_\_\_\_\_\_\_ . o'clock, and then they were finishing at \_\_\_\_\_\_\_ .. They actually were getting quite tired in the evening. So actually quickly realised. And I'm going to have to make it a bit more, a bit more sort of. out the box a wee bit a bit more fun. I co-teach as well in the in the classroom with another teacher. So in my sub community job I had a \_\_\_\_\_\_\_ . who's studying \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_. So… so \_\_\_\_\_\_\_ . wanted to volunteer. \_\_\_\_\_\_\_ . from\_\_\_\_\_\_\_, so we co-taught the class together , a small community class. And the one that I did for the Council, there was a \_\_\_\_\_\_\_ . who was a trainee and different sort of Council. Different sort of council sort of aspects. And \_\_\_\_\_\_\_ . was really interested in ESOL. So and \_\_\_\_\_\_\_ . worked with me. \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .But \_\_\_\_\_\_\_ . always did the warmer or the cooler or, you know, part of the lesson because I didn't want \_\_\_\_\_\_\_ . to be in the class and just watching. And basically I thought that's not fair. You know how you don't learn something unless you don't improve on something unless you're doing it so. And so I and \_\_\_\_\_\_\_ . was up for it. it Wasn't like, you know. And so. So, you know, we got I like co-teaching with another person.

Interviewer 26:25

Thank you and alright. So let me move on to my next question.

\_\_\_\_\_\_\_

And right. So my next question is, can you tell me if you find your ESOL working and teaching meaningful and in any capacity?

Participant 28:05

Hmm. Yeah, I think it's got the ability to change people's lives. Um. Give people a vision of, you know, opportunities that they can take up on and give them a a vision or, you know, a different direction for their lives. Um, I think it can relax people, build confidence. Um. You know. A lot of people cannot believe in themselves or you know, you know, I don't feel they’ve improved, you know, so you have to sort of remind them. Yes, you know, you and you have to know what they've improved on so that you know, you're not just generally, you know, say, no, yeah, you've improved. You know, you're speaking much better or, you know. You know you can write a paragraph. Now you could only write a sentence before you know so. And. You know, so yes, it's just it's got the ability to change people's lives. I mean, I think, the thing that I'm. going to become a bit more brutal about with people I think is that I think when a start working with any group, if if they're only coming a couple hours a week, slightly different, if they're that it college but and you know they're coming sort of part time or full time. But it's saying to people you can't just come two hours a week and expect your English to improve because. I've seen it so many times I've experienced it so many times and I'll say you know, So what, what have you been doing in between? Um ohh, I don't know nothing and sometimes people have got jobs where they're they're…they're speaking their, you know, their first language or maybe a second language and they're speaking virtually. It's not. It's not their fault. People are maybe like. And. They just, they just don't self see a place to fit it in. But what I want to do is to give people places to fit it in so that they can, you know, do something everyday. And I say even if you're just speaking to your child for 5 minutes in English is gonna be an investment for you.

Interviewer 30:13

Yeah. Yeah.

Participant 30:17

Because I had a I had a really bad situation in one of the \_\_\_\_\_\_\_ .where people had been there for \_\_\_\_\_\_\_ . years and they were doing a sort of introductory. And then they get moved up to post post introductory, but they hadn't actually really. Um, when it was \_\_\_\_\_\_\_ . in the class, \_\_\_\_\_\_\_ . people had really improved and \_\_\_\_\_\_\_ . people hadn't really improved at all because they just didn’t speak in English in between classes or using it in anyway so so I got them and they were. They were supposed to be post introductory but they couldn't actually do that assessment because they weren't that level. And then the introductory class had new people \_\_\_\_\_\_\_ . some of them were higher than the lower class. So I had to end up instead of doing.

Interviewer 31:06

Yeah.

Participant 31:09

In \_\_\_\_\_\_\_, you know. It's \_\_\_\_\_\_\_ . exams. So it's, you know,\_\_\_\_\_\_\_ 2, with one class and then \_\_\_\_\_\_\_ three with the other class. I had to end up doing a mixture of \_\_\_\_\_\_\_2 literacies and \_\_\_\_\_\_\_ . two and \_\_\_\_\_\_\_ three across the two classes. And and I I think I decided after that you know I was saying I I say I mean I said to the to the one of the guys because you're working and you're speaking English everyday and you're motivated, you're writing's improved cause you had some literacy issues. I said you know because you've been motivated, you've been reading and that is why you are moving to the next class and I'm sorry, but you're gonna do more at national too because. That the improvement isn't isn't there, you know. Um, so I think and I think through the year, I would say things to them. Ohh there was a great programme on TV, BBC iPlayer and recommend that you watch that. And. I think you know well, I'll just be giving sort of like maybe like watch a YouTube video or something a short one. And you know, are some some definitely more homework so that they're actually. So that you know that not really got the choice, not to kind of thing it. Well, no, still got the choice because obviously some people have chaotic lives. Some people are busy and all the rest of it. But what I mean is. Rather than going out what we're going to do to do some English today that they've got something, there'll be syllabus at home that they can use…So. Sorry, no, I've just forgotten what the question was.

Interviewer 32:46

No. No worries, I know. Honestly, that's what happens and that's the great thing about these interviews. We can just kind of bounce from idea to idea.

Participant 33:26

Yeah, that sounds good. Yeah. So sorry. What should have said was I think it was, is it meaningful? So in \_\_\_\_\_\_\_I come from a literacy's background as well. And so. In \_\_\_\_\_\_\_ we have the \_\_\_\_\_\_\_ .model and it's. And its. Basically, designing learing around people's lives, you know? So for example, you know, if you're doing \_\_\_\_\_\_\_ for example and ESOL. So you know, if someone's a gardener, then you'll use words that they're familiar with in their first language and things that they're using everyday and stuff that can be the root of the learning. And you know all the stuff that you get in the textbooks or going going to Paris, you know, and having a. A coffee in the cafe next to the Eiffel Tower. You know when you're working with asylum seekers who you know are not allowed to travel.

Interviewer 34:38

Yeah, yeah.

Participant 34:41

And you know, and don't and, you know, Living on 34 pounds a week or whatever. So. I am so, so so that's why um. You know, if you know, I think anywhere, you know, an emphasis on it being meaningful. But a lot of ESOL. So because I come from that, you know, literacy's background. So the \_\_\_\_\_\_\_ .model is really, really. This sort of, you know, backboard of the curriculum for literacies and somebody some ESOL tutors won't know about that and they. You know, they won’t have heard about that in CELTA, for example, you know, and things so, you know, and you have, you have find myself explaining that to people. And you know, and sometimes they're doing it anyway, but they just don't know that it's got a name. And personal projects are good as well, you know, and people's interests. I'm going to be doing a bit of that. And in the work over the summer, with one of the colleges we’re using \_\_\_\_\_\_\_ And so they're they're gonna choose them sort of like a three hour or a five hour module and sort of work on themselves on that themselves and. Do your presentation on something of their interest and at the end of the course it's it's actually a set of employability, studying employability course. And but so it goes quite often. At an interview you met, you might be asked to.You know, do a presentation. So just a short one. You know, 3 minutes or whatever, you know, but. Yeah. So, so I think, yeah, it's got to be meaningful. It can't be abstract, but anything that you're doing.

Interviewer 36:19

I just have to say, um, cause if you're the first participant I've had from \_\_\_\_\_\_\_ and this is a the first I'm hearing about the \_\_\_\_\_\_\_ .model.

Participant 36:34

Is that? Yeah, the opposite is a deficit model.

Interviewer 36:38

Thank you. Okay. So my next question, how would you describe your sense of health in your ESOL teaching profession? If you feel comfortable answering?

Participant 37:24

Hmm. Well, just you know what I had to say to you earlier about. You know, having a \_\_\_\_\_\_\_ .and then you know, I mean obviously you're, you know, you're standing in front of people. Um. So I think I think if I'm having a bad day, I mean, luckily I I do keep quite healthy. And and I'm very self self aware about my mental health and even if I have a, you know, I have a problem. I go and get counselling, you know. Or today I had Reiki. And just as it's actually I'm enjoying, it's given me quite a good sense of sense of wellbeing. And I was just really tired at one point and it it, it wasn't really to do with the jobs, it was more I had a virus and I had to post viral thing. And so that's why I had to go and to get the Reiki. And so if I'm not feeling tip top, then I'll go and I'm proactive about my own health. I'll go and I'll go and do something about it. You know, if I'm stressed, I'll go and get a massage. I am, you know, quite into some complementary therapies and then you know, alternative health and things, so. Yes. So I will, I'll do that and. If if I mean if I'm having a bad day, I just have to have some self talk. Quite early on, and so I’ll recognise quite early on night. This day's not going great. And right, OK. And maybe something that I've planned to do that's maybe been quite elaborate, I will just cut it right back. And. So that I'm not overstretching myself and adding to my stress, um. So or you know if I've run out of time to prepare something that I really wanted to do rather than sort of like, do it badly, I'll do something else and then put put more time into it and. If I felt ill then I would just be off sick and you know, I really couldn't do it if I felt, and I mean, I think that has happened, maybe maybe a couple of times and that I have thought right. I just can't go and stand in front of this class today and be okay. And you know, like for example after a bereavement or something like that, you know, you'd be off for a period of time and then when you go back and then people maybe know that you've been off cause your \_\_\_\_\_\_\_ . died or something like that and. So. I think you have to just. Just put a little bit of preparation into how you're going to sort of handle things. So for example, I was teaching ESOL when my \_\_\_\_\_\_\_ . died. And I mean, one of the, I think a couple of learners that you know there was a local funeral. So a couple of learners came to the funeral, you know, so they they sort of knew that \_\_\_\_\_\_\_ . died and and it's not something I would I would have hidden you know I wouldn't have not told people but. You know a bit about have a sort of a kind of stock reply to stop myself getting into a conversation that would.

Interviewer 40:26

Yeah.

Participant 40:29

You know, make me upset and so. Um. Yeah. So just a bit of preparation for for sort of responses and you know. You know, just so it look, thanks very much everybody for your, you know, your kind thoughts. Thanks for cards you know, but we're just gonna go in with whatever we're doing today. And, you know, just just acknowledge it and move on. I suppose that's my sort of general technique is to acknowledge something and move on mean. For example if somebody has been racist in the class. Or, you know, or discriminatory, you know, acknowledge it, deal with it, and then move on or or say, OK, we're we're gonna. I'm gonna speak to you after the class or whatever. You know and things like that could upset people and you know maybe you need to have a rethink about that so sort of deal with it and then move on. That kind of thing. So that would be the same with my own emotions, but quite a quite an unexpected thing happened. And in the class we did.

This was an in my last job we did a Mother's Day poems, sort of five, five line poems about your mother. And so it was, it was a language cafe. And we had ESOL cafe and we had volunteers and as well. So we'd say 6 tables and then a volunteer would sit at each table. And it was a multi level class as well. And so they all wrote poems and when they were reading out that poems quite a few of us were actually crying. Because they were so touching. And one of the we all we all wrote poems, you know, with the staff and volunteers as well. And it was one of the volunteers had written a poem and her mum had had, you know, she said, Ohh my mum died, you know, \_\_\_\_\_\_\_ . years ago. And she wrote this poem and quite a few of us were crying. So I don't shy away from that if it is an emotional sort of event. Just have to say you know that that was really, you know, beautiful and obviously the way you've written that was, you know, really touched everybody's heart and and that's really something fantastic to treasure. Um. And then there was another women one of the \_\_\_\_\_\_\_ . learners that we had, who was the best attender. A woman from\_\_\_\_\_\_\_. But she lived in \_\_\_\_\_\_\_ for, you know, years. She's more \_\_\_\_\_\_\_ than I am. And she had written a poem about. And they had a a farm and \_\_\_\_\_\_\_ and her mum. used to make food for the workers and um, she used to when she was a young child, she used to take it down to the, you know, down to the farm and, you know, to feed the workers and the way she had written it, and I think. And you know this well as it's not, it's not haiku. It's like one word. So one word, 2 words, 3 words, 4 words 5 words my words. And just the sort of. The condensed language can be really powerful, you know, so that was a bit of a sort of surprise. You know, when that happened that we, you know, it was a really quite an emotional session. And so. Yeah, but I just. Just just try to absorb it. Really and. You know.

Interviewer 44:17

Yes, and so my next question is just on something you've said earlier. Do you naturally show the emotions you feel while teaching ESOL?

Participant 45:25

Um I had an experience a few years ago, I was teaching a group of young guys of teenage guys from the \_\_\_\_\_\_\_ community, in an area in \_\_\_\_\_\_\_ that's got a big \_\_\_\_\_\_\_ population and and. So I was doing it for another organisation and they were they were doing the gardening course and so I was... I was coming in and sort of teaching them vocabulary and you know language that they would need to to sort of, you know, do the job as a gardener. And and they they they were doing practical, they were doing a practical part to the course as well and then they were coming to me for these so. So I don't really know what to expect. I mean, I had been a youth worker for a long time, So I kind of, you know, was a bit prepared. But they were just, I don't know if you know this, they were so wide, you know, they were so sort of streetwise and you know, and they would just come in and they were..they were just on their phones constantly. All of them. And I thought. How much of a deal am I going to make about this? Am I going to kind of wait until it settles down or am I gonna say, OK, you all need to put your phones away. But I kind of felt if I said you only to put your phones away. That they were just never going to come back. And and so I just kind of went with it and gradually it it did sort of settle down to the point that they were they were quite engaged to the point that when I arrived, they were waiting for me at the gate. And sort of, you know, almost like cheering when I arrived and it it just completely settled down and so I suppose you know, with all my communities saying \_\_\_\_\_\_\_ and I'm, I'm also, I've been working more with that community. There's, you know, because they're so persecuted or have been so persecuted and even they're discriminated against and discriminated against in \_\_\_\_\_\_\_ . And I so they they take a long time to trust you. And so they I feel as if they almost sort of test you for a while. Are you gonna, what you gonna tolerate? Are you gonna hang about?

Interviewer 47:50

Yes.

Participant 47:53

And how much are you going to invest? And then when they realise that you're, you're not going away and that you know you're staying, then then they just open their arms to you and they they don't want to lose you and but generally I mean that's not that's not my usual experience. So if I mean I do comment on people's attendance you know and say that you, I mean generally the classes that I teach in the community well.

The one the one where that's mainly people from \_\_\_\_\_\_\_ ., they're there every week, every week they're there and then in the other community classes you'll maybe get one or two people that are there every week. You've got your core group. But I do tend to feel in the Community classes that I teach in people's lives are quite chaotic. Somebody in the family's ill, they're ill. They've had to travel. There's an issue with one of their children, you know, had a baby. They don't have childcare and there's a different reason for all of them, or the, you know, they found a job and they can't change the hours. That's the only time they can work. And it's I have recently I have found that \_\_\_\_\_\_\_ . bit frustrating because their attendance has been really and people are quite keen. There's maybe been a clash of another class. And so again, I think I've decided that my next community class, I'm gonna be saying and well normally would say you had expected to attend as much as possible. Obviously if you have a lawyer's appointment, a doctor's appointment at dentist and optician, you cannot change. Then you know I wouldn't expect you to come. But I expect you to come every single time. That's the commitment I'm looking for. So I think I'm going to be a bit more strict about that because I do think that sometimes people are a bit kind of laissez- faire and I've been teaching this \_\_\_\_\_\_\_ . course and it's about money and aspects in your life. It's about banking, debt, Universal Credit. And work, understanding pay slips. All that kind of thing. And it's a brilliant course and the content of it. But the the last this I've run it. I've ran it once and then I've run it again in a slightly different way and. The attendance has been really poor and and I think, you know, sometimes people take things a bit too much for granted. And and they don't make the effort to come to something that is really, really useful for them. So, um. I don't know. Sometimes I think people think they won't be missed if they don't come. You know. And then I think if you say to them, Look, I will, I will miss you if you don't come and you will miss out and that it's actually better. You know to makes them they are important and it makes them feel that they they add important. You will notice if they don't come. So I think that's gonna be my new approach. Yeah, but when one of my classes in one of the colleges. \_\_\_\_\_\_\_ . the class was very small. It was only four people. They would all working um. And they've been in that class for for \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .And. And. And. I thought, well, no, I'm going to, you know, they're going to do, they're going to work towards, you know, a bit more achievement. You know, they they were paying for it. They were. Their attendance was generally quite good. And, you know, so. And. But what they did, they said to me that. They really haven't enjoyed the classes\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .. And. And they felt that they'd learned so much more this year. Because because they felt that they had been cared about and you know their situation had been taken into account. And I had done things that would help them with their jobs and with their lives. Um, so that that was the feedback that I got, you know, from them that. Yeah, that that was that really.

Interviewer 54:12

Yes. Yes. So my final question, and this is more of like a wrapping up question, but is there anything that you feel you want to add about your wellbeing or emotions while teaching ESOL or do you think we've had a pretty good overview so far?

Participant 54:42

I suppose I quite like to get a bit of debate in the class. You know, I quite like to have a sort of critical thinking and you know a bit of you know…and politics… I don't… I don't shy away from saying what my views are. I am like a, you know, saying I'm \_\_\_\_\_\_\_ . and things like that. It's not, you know, but I'll always say, you know, there are two sides. You know, some people, some people aren't because of these reasons. Some people are for these reasons so. I think it's quite healthy to sort of express your opinions to and encourage other people to express their opinions. And I had used some materials recently and it was, um, it was, it was a newspaper article. It was a a guy in the checkout had helped her, one of the customers, who was a mother with a kind of screaming baby. And he held the baby while he was doing the checkout and let the toddler, I think, scan the things as they went through. Just had a chat about what do you think? Was he was that right or? You know, I was, it was it wrong? How would you have felt if you were the mum? Would you be comfortable? Uncomfortable to think he did the right thing. Health and safety. You know, what would his boss say? All that kind of thing. So he was I think he was given some award, you know, and what you know, employee of the year award or something for it. So I quite quite like to have a bit of debate about that and then to.

Interviewer 56:10

Yeah.

Participant 56:18

You know, to, you know, always say there's there's no right or wrong. These are your opinions. Obviously we're we're operating within the law and the Equalities Act and and and anybody can think what they like, but these are the things that you know. You know these these are things and you can think you may not be able to see them or act on them to people and always try and encourage tolerance.

Interviewer 56:46

Yeah.

Participant 56:46

And understanding and you know equality between people. And and I don't you know that PARSNIPS? You know, I always I don't. I don't shy away from that. And you know, and, you know, quite often talk about religion and things. I am and. You know anything that anything that happens to come up, you know and so. Yeah, I think, you know, think would all. And the adult classroom, you know, it's. I mean, obviously, you know, we have to be sensitive and things. But I think it's about um..promoting understanding amongst different cultures, I think. I think ESOL teaching is such a difficult job. I think because we have the most diverse. Am the most diverse class, you know, classrooms probably than any other and a subject and age-wise religion.

Um, you know, a nationality, languages, race and you know. And and as well. You know, people of maybe come from, you know, maybe \_\_\_\_\_\_\_ .countries where, you know LGBTQ, you know, persecution. And, you know, so always try and, you know, have that at that end to lessons. You know, that materials so that you know it's not always if you know you've got a. You know worksheet you maybe have a. And it's not all sort of heteronormative, you know, cause I mean one of ,\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .. I said you have to have diversity there and you have to have diversity in age. And I think I made one worksheet and it was a queue and it was people, who had prosthetic legs waiting in a queue. So I always try and. Basically, just to increase people's understandings and, you know, trying to promote conversation that's that's healthy and. And encourages nondiscrimination and understanding between people.

Interviewer 59:07

Definitely. And I think with that, I think that's my final question. And I just want to say thank you again so much for your time. So just thank you.

Participant 1:01:05

Though there was just one more thing I I should probably mention, and there's quite a lot of…of things that I've been I've not been able to go and. But it's a trauma informed training and I've not been able to go on them yet, but so don't really know how how they're presenting that kind of thing. But it just seems to be that there's quite a lot of training available and for working with people who have suffered trauma. And I think if you're working with asylum seekers. You know, there's that is often not only asylum seekers, but you know often that, you know, there can be a lot of trauma past trauma and that they are dealing with, you know. So I think it's quite important. So I'm gonna try and get myself on one of the training courses.

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