Interviewer started transcription

\_\_\_\_\_\_\_ .

Interviewer 1:01

OK. So question number 1. Can you tell me your job title and a brief overview of your day-to-day ESOL professional responsibilities?

Participant 1:13

It's very difficult to define it cause I actually because the family arrangements I've come up to look after my \_\_\_\_\_\_\_ .. I've had to kind of give up my full-time job. And take casual works on so I'm basically a casual ESOL teacher for \_\_\_\_\_\_\_ . hours a week. Which is more often to teaching maths to ESOL learners and I'm not a maths teacher. Far from it. \_\_\_\_\_\_\_ . And I'm the casual so. If you’re casual, you kind of get um put under the stick. And. So that is one job I've got, and then the other job I do part time. Well, it's not part time. It's again. It's another casual role. I'm an \_\_\_\_\_\_\_ . for one of the exam boards. So I'll see the problems that happening to ESOL, All over and I and it it really is frustrating. So yes, as a casual teacher. I have responsibility for adult ESOL learners, I deliver. And for one example board, obviously all your skills we have to write our own schemes of work. We have to prepare our lessons. \_\_\_\_\_\_\_ . I hate Twinkle with a passion cause I think for adult learners it's so childish. So I design a lot of my own materials. We have to track. We have to put them in for exams. Luckily, the exam board we use is. Um, the the kind of assessed the it's endpoint assessment, it's not. Teacher assessment. So that takes some of the pressure off, but. You’re still kind of delivering. You've gotta meet everything that OFSTED wants, so you've kind of got all those responsibilities. As an \_\_\_\_\_\_\_ .. I'm kind for an example that does teacher assessments, Centre centre based assessments. I've gotta monitor, the \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .in centre. And I'm I'm noticing how many people think they they think that ESOL qualified \_\_\_\_\_\_\_ .t. And not really frustrating for me cause I have gone up. This is my second career cause my first career was a \_\_\_\_\_\_\_ .manager. So I kind of tick off all the boxes. Otherwise I get stressed if things aren't like, you know, in order. But that's part of the \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . and seeing what's happening to ESOL, it's that you speak English so you can deliver it. Sorry.

Interviewer 4:17

That's something I'm definitely considering when I'm looking at the data, so let's move on to the second question. So can you tell me any times when you feel really engaged, or not, in your or professional ESOL activities?

Participant 4:44

Yeah. For me. Um, ESOL used to be small classes where you were helping and you really got to know the learners and help them develop. Um, I mean, one of the best classes I've ever had. I was supposed to have \_\_\_\_\_\_\_ . learners and I think I ended up with sorry. I think was supposed to have \_\_\_\_\_\_\_ .

and I ended up with \_\_\_\_\_\_\_ .. I knew the life story of these girls. It was a women's only class. It wasn't intentional. It was just. That's the way it happened and you know, it was actually teaching out in the community\_\_\_\_\_\_\_ .. So this this sent me to a local. Well, send me anywhere to deliver and it was because I got to know the learners and I got to know how to teach them. I was able to kind of pick things out of their religion or pick things out of their life journey to turn that into a language lesson. So. You know, it was really bespoke and you know, I'm still in touch with, I'm still kind of. You know, get feedback from one of the learners now. And seeing how quickly her journey was compared to those in classes of 30. Or 20. It's completely . You're supposed to have a guided learning hour for for what is it? I can't even remember what they had learned. I was now cause I've been working on annual years, but like \_\_\_\_\_\_\_ .hours or something. When you break it down? You're getting 10 minutes. A learner at every week. Just how can you differentiate when you've got such vast arrays in the levels? But it's it's like, you know what is benefitting the learners? So for me, I was fully engaged with that class because I could get to know them and I could. You know, really unpick what the language problems were. I've never seen a class so engaged and so, you know, motivated to learn.

Interviewer 7:00

That's lovely. So my next question is do you have any activities that gives you a sense of engagement in your day-to-day life?

Participant 7:54

I'm a very, I'm a social person. I like to go out for coffees and kind of. I have to be honest. I'll teach ESOL the way I do life. I I like to to be very communicative. And I like to know about people. You know this thing about you don't tell any learners about yourself. You know, I've had that in other colleges. It's like, ohh, no. They’re people. And they need to know you having a bad day? I mean, my says face, it all? I always remember one of my \_\_\_\_\_\_\_ . students was telling me. You never shout at us. are you stressed? I was like. And that wasn't like nasty shouting at him. It was a \_\_\_\_\_\_\_ . condition. My \_\_\_\_\_\_\_ .was a bit on uneven. I just explain it was just look, I'm having a bad day. My \_\_\_\_\_\_\_ .. Gone a little bit off kilter and the kind of learnt what \_\_\_\_\_\_\_ .was that at that point completely didn't get it for the lesson. And then another girl, she says, yeah, I've got one too, but it makes me \_\_\_\_\_\_\_ . and you know. But just think we're human and the the learners like that. Ohh. It's not like they’re children, you know. I'm not gonna disclose something to children, but mine are adults.

Interviewer 9:13

Yes. OK. My next question and we've kind of touched on it a little bit is. Can you tell me about any emotions you might experience while teaching ESOL?

Participant 9:34

You can have a full range of emotions in one day. It's like the British weather. You can go in all sunshine and roses. You can. I've cried. I'm honestly so, so embarrassing. But I've cried in a class before. Again, my \_\_\_\_\_\_\_ . off. Kilter. I I just remember had an \_\_\_\_\_\_\_ . student. I was teaching \_\_\_\_\_\_\_ . year old at the time and he told me something about it. I wasn't like in floods of tears, but he could see them, he says. \_\_\_\_\_\_\_ .. it’s ok. don’t get upset. But I think you know, we do have health problems as ESOL teachers and it's gotta be recognised and I know it was completely unprofessional to, like, have little tear in my eye back and that's happening again. I just it's the story told but these these people aren't like, you know, they have problems in this country. You're dealing with safeguarding. You're dealing with county lines. With the the kids. You know, I've had one guy. He's he's got a newborn baby recently. So if he's turned up his heating up to 30 degrees and he's got like a 2000 pound bill in. And he's more of a Pre-Entry but hes been put in my Entry One class and it's like, yeah, "I don't understand how. I don't understand \_\_\_\_\_\_\_ . why Big Bill !?" when I'm like, let's have a look. What temperature have you got it on and. Because he thought someone was stealing his electric. I think that's the biggest thing. If you're you're, you're only human face. If they go out and have had some horrible experiences with that immigration. They've had a horrible experience with housing. I mean, I've probably the one he's been made he's been made homeless last week. Because what was it? He’d gone on holiday for Ramadan. So they kicked him out of the hostel. Hostel cause he's only allowed to have a two week break. What you gonna stop with family or friends are someone for the month to make it easier for him during Ramadan. So now he's sofa surfing. And when I rang the housing, so there's no housing left for him. So I spent about 1/2 an hour after the lesson doing that. Then I had another one with anti-social behaviour and he showed me videos of what's happening. So I'm doing police reports. We have so much more to do. Additional to our job then anything else. I mean, I know other teachers. I mean actually tried to pass the the anti-social behaviour one \_\_\_\_\_\_\_ .

Interviewer 12:20

Yes.

Participant 12:29

\_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . OK, then I'll do it, \_\_\_\_\_\_\_ . says. Yeah, I'd advise you fill the report out for \_\_\_\_\_\_\_ .on the on the Internet, on the police report, but OK, I'll just get a brush at the same time, shall I sweep the classroom? Well, it's cause they’re adults and they won't. They don't accept it.

Interviewer 13:03

Hmm.

Participant 13:04

I've been out to \_\_\_\_\_\_\_ .college. It's not my\_\_\_\_\_\_\_ ., but I've been to \_\_\_\_\_\_\_ .college last week and they have for the adults, a personal development tutor. And \_\_\_\_\_\_\_ .does. \_\_\_\_\_\_\_ . checks on the attendance. \_\_\_\_\_\_\_ . checks on the wellbeing \_\_\_\_\_\_\_ . organises guest speakers and \_\_\_\_\_\_\_ . would do all of these police reports and stuff like that. And I'm like, please, can I have \_\_\_\_\_\_\_ . at my college? That would make my life so easy, so much easier, so I could concentrate on the teaching because your lines become blurred and you, you bringing all their stress home with you. And I'm a big believer on like negative and positive energy. And I think that if you're around negative energy and you soak it up. It does bring you down.

Interviewer 14:16

Yes, and let me move on to my next question, which is very similar, just can you tell me about your emotions in day-to-day life?

Participant 14:30

In day to day life. You can't. You have people in your life who are competent. We know how to do these things. You know, if your family. If my sister had an issue, I'd be like, I'll listen to you, but you get on the phone yourself. You do your own thing. You know. I do help people. I mean, like I've had my friend last night. I was reading through assignment cause she's doing a nursing degree. Just like \_\_\_\_\_\_\_ . would you just proofread it and I will help people because that's my nature. What I won't do everything. I think it's cause. I've also lived abroad and I had a lot of support when I was in\_\_\_\_\_\_\_ .. I went out to \_\_\_\_\_\_\_ .thinking I could speak \_\_\_\_\_\_\_ . because I had my my my Grade B at GCSE and then you realise that no, not worth, not worth the paper they're written on. But yeah, you you go out then. I had a lot of support. So you know, I understand how much it's needed and I will give that support to here. It's kind of like payback.

Interviewer 15:47

Yeah. Yeah. So my next question is. And I was wondering can you tell me about the relationships you have while teaching ESOL?

Participant 16:25

It's very difficult because, I mean, I've worked at hang on 1...2. Ohh, about \_\_\_\_\_\_\_ . different places. I find they’re all different. Um. I Find that if you work in a place where you committed to the learners and you have the same values. And you have teamwork. It's fantastic. You have a great. You have a great time. You have a great social life, but you have got a lot of teachers. You've go into the profession for the wrong reasons. The.

They’re very controlling for want of a better word. Are you know I've I've been to 1. College and I left the college because of it. My colleague. Who? \_\_\_\_\_\_\_ . basically said.\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ ..\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ . I was really angry which actually caused me to leave that that that was the kind of final straw and I left that \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ ..

Interviewer 18:04

Yeah.

Participant 18:04

And, you know, I've had other people I've seen along, you know, you you said you know yourself that are people in that job for the wrong reasons. And \_\_\_\_\_\_\_ .we had \_\_\_\_\_\_\_ . ESOL teachers support and the move to Rwanda I was. I had to leave the office cause I was so angry. And they were colleagues I actually like, but when this I just, I had to leave the room. \_\_\_\_\_\_\_ . But, you know, on the financial side and then on on the other side of things, how could anybody support something's against, like, human rights? \_\_\_\_\_\_\_ .

And they bring everybody else down.

Interviewer 19:11

Yes, yeah. Yep. Let me move on to my next question, which is. The same but different. So can you tell me about the relationships you have in your general day-to-day life?

Participant 19:3

Well, I would basically if if someone was racist or anything like that, I'd either a block them. If it's on social media or I walk away or you know if it's a an open forum and will argue on social media just for the hell of it.

You know, kind of point out that we are in a nation of immigrants anyway. I just. I'm so. You know, I I just, I really believe in having the right people in the right jobs.

Interviewer 20:31

Yep, and so. Question number 8. Can you tell me if you find your ESOL teaching and working and to be meaningful?

Participant 20:46

The back office things absolutely not. Um, the aren't about tracking and things like that because attendance are so sporadic. I don't know if you have the same problem, but my attendance is like up and down for the health problems for. Jobs, you know, and I know, I know. Asylum seekers are gonna work. And I, you know, whether it's black market work or whatever. I know that happens. And I'm not gonna. You know, like, you know, not gonna say anything about it, but I know for that those reasons for Council appointments, for immigration, their attendance is all over. I don't see the point in tracking the learners on a piece of paper cause all it highlights is the so much missing, you know, in your head whether that learner is achieving. You know all this background paperwork that OFSTED require, ILP what trying to write an ILP for an Entry One learner.

They haven't got a clue. You know, I've. I've done them. Nice. We had an OFSTED visit, so I put in the front of the folders. I put like 2 little. I wasn't gonna give them any targets cause it's it's like you know.

The module courses for them, two lovely targets in there. What the what they think about it when they think they've achieved and what I think of the end.... haven't even read it, haven't even looked at it! We we are doing something completely different to their countries. So there's no, there's a lot of the things is just waste of time.

For me, the meaningful bit is. gosh this is going for some really weird, but it's when a student goes ohh.

Cause I know that the the the grass start point and help document. But later mean even if they can't reproduce that. The fact they’ve grasped it. It's it's brilliant. Ohh when they start explaining to their friend. You know, I was doing maths with my Entry ones the other day and they couldn't understand some of the terminology cause Entry 1 learner was doing an Entry Two maths cause that's what they were assessed at.

Interviewer 23:13

Yeah.

Participant 23:13

And I can't remember what it was, you know it, blah blah. It is so and so thinks this is right. Is she right? And they couldn't. You know it's too complicated for them, so I know this is just really bad practice. But I said it's just stupid or not. No. Yeah, she's stupid. \_\_\_\_\_\_\_ .. It's not that answer. That's what it means. And I, you know, I shouldn't have used. That's completely unprofessional. But it's only where I could get it across. No. Yeah, yeah, I understand that now, . And\_\_\_\_\_\_\_ . they're quite happily off off they went, but it's just. Yeah. Just whatever. You got it. To kind of. I just I hate using that word. Stupid, but the only thing I could think of to kind of move the lesson forward. I mean, a lot of teachers won't let them speak the language in their class and like, knock yourself out if you're gonna help out that person. Cause we all land differently if they need an explanation in \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . or whatever. Off you go 2 minutes and then we'll move on.

Interviewer 24:24

Yeah. Yeah, yeah, So I'm gonna move on to my next question. Which is can you tell me about a sense of meaning in in overall or overall life?

Participant 24:52

Ohh yeah, no. And maybe yeah. I like helping people. So yeah, I guess. Because when I see people achieve and what they can do. say my friend. I was helping last night. She basically, she worked in a \_\_\_\_\_\_\_ . for a number of years. She um. Ohh, what was that then she decided to do her \_\_\_\_\_\_\_ .skills. Then she's done a \_\_\_\_\_\_\_ .and then she's off to \_\_\_\_\_\_\_ .. It's her first year at university doing \_\_\_\_\_\_\_ .and like I've been helping with her assignments and things. And she just said I said Ohh, I can't do it. I'm sick. I don't understand. I've got resubmission on this cause I've missed one point. I'm like, no. Let's let's look at where you were two years ago. Three years ago where you are now. I'm just going. I know what you're saying. So as well, you know, just don't look. Focus on the past. Just have a quick look back and then move forward. And just remember how far you've come and that kind of. I don't know it might sound quite patronising to her that it's kind of I'm I'm. I'm proud of her coming this far. Nothing wrong with working in a\_\_\_\_\_\_\_ .shop, but It's about reaching her goals and her dreams.

Interviewer 26:04

Yeah. Yes, yes, I think that's a very that's a very teacher spirit, I think definitely.

Participant 26:13

Yeah, I think you know, you can't not be a teacher all the time. I think you annoys your friends at stages.

Interviewer 26:20

Ohh yeah. Right. Next question, I think it's really interesting that you mentioned achievement because that was the my next exact question. And are there any achievements big or small that kind of stand out to you in ESOL teaching?

Participant 26:42

I every feedback I've ever had is about rapport building in the classroom. Um, and I think for me. Having another teacher's comment on how do you know so much about that? I don't ask my students how they got to come to England, so neither do I. They tell me. Because, you know, this is big taboo on talking about how students got here. If they wanna talk, I'll let them go cause I think it's it's about the mental health.

Interviewer 27:10

Hmm.

Participant 27:15

If the bottle it up and if if you pretend it didn't happen. You know it's not good for them. So for me it's about students when that student feels confident. One of my students a few years ago helped him with getting his bursary and things. And he was. Was actually. self harming you could see all the lines on his arms and he was doing it in my classroom. I could see him with a pen digging a pen into his arm. So I kind of worked with him.

You know, he’d actually call me grandma at one stage in his language. So they stop calling me teach and they started calling me grandma. That was my \_\_\_\_\_\_\_ .year old groups. But he'd seen his dad... You know, and it's. Making sure that I've made that connection with his social worker and kind of. You know, putting plans in into place to kind of moving forward. I don't know what happened cause I left the college cause it was only a \_\_\_\_\_\_\_ .cover. And they need consistency, and they're not getting it. One of my students from last year he came in yesterday. He cause I teach his \_\_\_\_\_\_\_ .so he came in to see me, not his teacher. And as I was talking yesterday, I wasn't yesterday. Thursday. Sorry. Everything blends into one. And and I was talking to him. He sat down. He had the break time with us. And he's, I said I don't think you should be on site if you've if you've been expelled. Or, suspended or whatever it was and he’s going ohh don’t tell them, I was like sit down for 5 minutes and talk to me. I said you really wanna forget about \_\_\_\_\_\_\_ .. You've got a chance now. Not like your cousin. To kind of move forward, there's too many \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .. You know, everybody's a \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .now. It's not good for, you need to go with the English and get a good job with. We've talked about the police last time, cause I got a police one of my \_\_\_\_\_\_\_ . so I brought brought them in when I was teaching the\_\_\_\_\_\_\_ .

Interviewer 29:27

Ohh.

Participant 29:29

Um. With my contacts and things. But like I don't teach them now when I come on like, you know, where can you be? He says Is I promise I'll try harder teacher. I said well you need to go up and you need to apologise to your teacher. And you need to beg for a place back in September. Cause I says once you start working, they're gonna charge you for ESOL. and, it's gonna be so difficult. And his \_\_\_\_\_\_\_ ., he says. I tell him how I tell him all the time. \_\_\_\_\_\_\_ .. I say me Barber. My back, my neck. Everything hurt, \_\_\_\_\_\_\_ .. Ohh yeah, I know I did hairdressing. I says it doesn't like ohh lasted one day. But I want better for you. And they're like, OK, \_\_\_\_\_\_\_ ., I promise, and off he toddled. But you know, I think, but that's about building that rapport with him. He's hasn't got the rapport with the other teacher. I had another one. They felt really \_\_\_\_\_\_\_ .. Cause I think there'd been a lot of fighting going on. And he says the other teacher talks us like, well, like children, you don't. I don't like you can't teach these kids they're \_\_\_\_\_\_\_ .. They're not kids. I mean I had 1 \_\_\_\_\_\_\_ . year old, he’d been bringing up the rest of the family cause his dad had died or gone missing in \_\_\_\_\_\_\_ .and he. You know you need to understand what's going on in the countries and how they've got here, and I think they've taught me more than I've taught them. If you get what I mean. What in my concept of \_\_\_\_\_\_\_ . year old working as a \_\_\_\_\_\_\_ ., safeguarding health and safety, all these kind of warning flags go cause it wouldn't happen in the UK. But they've had to get the families out of that country, and they've been the boy. But they also had to be the man as well. \_\_\_\_\_\_\_ . And yeah, it's just it's so tricky for them, so I think. Them sharing the problems with me. Sorry, I think I've gone off the I think I'm not answering your question.

Interviewer 31:38

No, you are, you are.

Participant 31:39

And then sends. So they sense of achievements. for me, me is overcoming any of the barriers that are stopping them learning. Ohh. Put on the and you've got different kind of styles of teaching as well. You know, I think I'm a bit more maternal than. Then a lot of our the team I'm currently working with. And. You know, I mean, this is for the adults as well, I mean, OK, again, they come \_\_\_\_\_\_\_ .guy I mentioned a while ago. I took him from Entry One up to Entry 3. And he he just turned round one day and he says we are. Ohh, no, it wasn't him. It was. It was his friend from the \_\_\_\_\_\_\_ .says we are all like your children. You are developing us.

Interviewer 32:43

Lovely. Alright, I'm gonna move on to the next question. This is great. Thank you so much. And it's, can you tell me about your sense of achievement in day-to-day life?

Participant 33:01

Yeah. Sense of achievement. Is like I said, helping people help my friends when they they progress. I'm happy when I achieve something that I want to achieve. That makes me happy. For instance, I'm going to, I'm going to work to. Travelling is makes me, really happy and learning about the cultures. And if I can kind of understand what's going on in that culture, that kind of I feel like I've learned something and I get, I guess, learning is my kind of sense of achievement. When I feel I've learned, you know, I'm, I'm going to do some some work in another country and not only for a couple of days, but as part of the \_\_\_\_\_\_\_ .role. And. That's like one of my dreams. And I'm like. I'm thinking I’ve got really sad dreams, but for me that's kind of. Because it's a learning, I'm really excited by learning. it's kind of opening your horizons, I think.

Interviewer 34:12

Wonderful. OK. And we touched on this a little bit, but can you tell me a bit about your sense of health teaching and working in ESOL?

Participant 34:31

I think my health is really bad. I think it really suffers because as soon as we have a break, we are on the computer doing the things that we're expected to do for OFSTED. Um. The \_\_\_\_\_\_\_ .demands this E-mail after E-mail and you just can't retain it. \_\_\_\_\_\_\_ . I don't do that my. As far as I'm concerned, whoever's paying they’re paying for my attention. And that's not for me to go and do emails or check my phone like what the other teachers do. So. I don't agree with, you know, unless It's something about the learners that I am teaching in that group. Then I will get on the E-mail. Otherwise I don't look at it and people will say to you, have you not done that Email? well? No, because I was teaching for three hours. So, but because you don't get a chance to go out for a walk on a lunchtime or you don't get to or you know, or you come home and you bringing marking home, you plan your lessons on an evening. When's the time to go to the gym or go for a walk? And on a weekend you kinda doing other work. Because OFSTED are coming or because. You've got an observation or because of whatever. We've got all the other priorities because you kind of that hour what you have for your prep 15 minutes to an hour. It’s taken up with ringing immigration, ringing solicitors, ringing police, police reports, you know all of that. Um safeguarding stuff not safeguard and as such, but. You know. Helping homeless people, you know, doing that community development, social worker type role.

Interviewer 36:29

Yes.

Participant 36:29

That we don't get the remission for. So you know. I remember, um, one of my learners, he. He invites me, he stalked me through\_\_\_\_\_\_\_ .. Any invites me to all his He's he was a \_\_\_\_\_\_\_ .. And he's come to this country. It's sorry, I've got them all in my head. That's the other problem. I can't get rid of them out of my head. Cause their stories, it’s important to me. He came over as a \_\_\_\_\_\_\_ ., obviously came into when I first taught him at another college. He was Entry One Entry 2. And then in this college, where I'm at now, he's Level 1.

he. Spotted me immediately and came straight over to me. And. He has joined a \_\_\_\_\_\_\_ . association and he's got involved with an arts group as a volunteer and he's now kind of exhibiting for \_\_\_\_\_\_\_ .University. \_\_\_\_\_\_\_ .University actually bought one of his exhibitions. He's doing really, really well for himself. I mean, he's not working as a \_\_\_\_\_\_\_ . now, cause English isn't there yet. What are you working to? Kind of. He's got a job to kind of pay for his accommodation and everything he's doing really well. And he invites me to all these. And you know, he found me on \_\_\_\_\_\_\_ . and he sends me invitations to all these, like, events that he does. And there's some fabulous events and stuff, like a photo journalist. Before you know, I go along to him. He actually turned round to me and he said he just started doing a. he'd signed up for a Level 2 media course which was free. They said he was too good, so they moved him up to a Level 3 and try to charge him\_\_\_\_\_\_\_ .. he said I don't have that money,\_\_\_\_\_\_\_ .. What do I do? Do I do I take the loan out like the saying or do I?

Interviewer 38:14

Hmm.

Participant 38:26

I thought bless him. He's contacting me for advice! but you know he's got the ability and I said you have to make your mind up. Are you gonna get anything out of the course? Or are you just sitting there? Are you learning anything? He says no, I'm not learning anything that says well, I wouldn't pay for it if I'm not learning anything if. You know, other people are holding you back. You don't go, save your money and go to university next year when your English is better. Just get back and do finish off your English. And he said right okay, I'll do that so hard to chat about that. And then he turned around, he says. ,\_\_\_\_\_\_\_ . do you realise ESOL teachers? None of you stop. You work constantly. He says you're always talking at the front of the class. Or going round helping people. We've got so many worksheets, he says. Other teachers that the \_\_\_\_\_\_\_ .teachers. This is the just give you a task and put you on the computer. \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ . He says I have respect for teachers. well, I wish the government did, but never mind.

Interviewer 39:34

Yes. My next question is, overall and how happy are you with your career in ESOL teaching?

Participant 39:49

I… you can't answer that one. Because it's two jobs. I would say I'm really happy with the student facing job, but I'm not happy with the the office space job. Because I think there's too as a \_\_\_\_\_\_\_ . manager, there is too much time wasting. \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ . And things are not right. They need to look at the back system, not the front system. Of course, but just don't think my English was very good.

Interviewer 40:37

Let me let me move on to my next question. OK. So those were all the wellbeing questions. If you would like a one or two-minute break let me know.

Participant 41:02

I'm fine if you are

Interviewer 41:11

Great. Thank you so much. All right. So my next question is, do you naturally show, or not show, the emotions you feel while teaching ESOL?

Participant 42:03

I don't know. I think it's difficult for me. I think other people can mask I can't. Um. I think it is what it is and and the kind of and the students know whether you're faking.

Interviewer 42:10

Yeah. Yes. So my next question is, can you describe any times when you may have hidden or faked the emotions you are feeling while working in ESOL? Or put on a performance perhaps?

Participant 42:22

So. OK. Well, it's. It's we’re actors at the end of the day we're go in.. , the board, the smart board is our kind of platform we are. When I was teaching out in \_\_\_\_\_\_\_ ., a teacher\_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .. But he, he said. You're kind of it's your platform at the front and you are there to entertain. You are not there to teach. Because if you don't. If they're not engaged and entertained, they won't learn. And that's what he was trying to put across. \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . The. I actually do a little a little bit apart from what I can't mask. Ohh I am. I'm probably one of the more of your Stand up comedians than your kind of. You know actresses because they can read my emotions. And I am that type of person that you know. You know, just like as I said, I welled up crying in front of that kid, but. I I can't hide my emotions and I think cause of my \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . is just absolutely nonexistent. On. So you know it's it's that. What's a couple of months ago, one of our \_\_\_\_\_\_\_ .Entry ones, he says. \_\_\_\_\_\_\_ ., are you like, are you really like this with everybody? And I'm like, like what? So I guess that he's he's answered your question for you. I am what I am, I can't change.

Interviewer 44:24

Yep. Perfect. Thank you so much. OK, I'm going to move on to the next question, and can you describe any times where you've made an effort to experience positive emotions?

Participant 44:42

Yeah. The times when you made an effort. I can't yeah, sorry. Ohh yeah, yeah yeah, I am what I am. I suppose if you have a bad time at home, you don't try and bring that to work, but that's just a general thing.

Ohh. You know, but I won't be as bouncy as I normally am. I think the bounces are getting less as I get older.

You know, I've I've been known to lie on the classroom floor when I've been teaching words to kind of give them a different perspective and things. Ohh, I've been known to stand on tables, but please don't tell health and safety just to get and this sort of remember get on and get off. This was in the days before.health and safety. You know. You know, I will try and kind of be flamboyant and kind of, but this is, you know, some getting older. That's the energy is less.

Interviewer 45:50

Hmm. yes. So the next question. Have you ever stopped giving an emotional reaction when experiencing a problem in ESOL teaching?

Participant 46:40

Ohh. No, I can't. I've just. I've upset somebody is not as an ESOL teacher, as an \_\_\_\_\_\_\_ .. \_\_\_\_\_\_\_ .

But. It was just. Yeah. And I've I've kind of responded to all of it saying. Well, I don't think this and I don't agree with this cause I I don't wanna be judged from what they are saying. You know, I I don't feel that people have the right without a counter argument, so I guess. No, but if it's, that's if it's online. If it's face to face.

I guess, I like to go away and kind of think about this. So I might have to leave the classroom. Um. You know, you know all the staffroom, I mean. Have you ever stopped him like? I have to think about how how much I'm gonna offend people and what situation Im in. for instance. That thing about Rwanda. I had to leave the classroom cause I'm a casual member of staff. And I daren’t kind of voice my opinion. With stuff you've been there and they're in the \_\_\_\_\_\_\_ ., they're also my peers. And I don't think a \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .

And it's such a controversial topic. I don't wanna get into an argument with them \_\_\_\_\_\_\_ .

Interviewer 48:40

Okay my final question is do you think your wellbeing or your emotions may affect how you teach ESOL?

Participant 49:14

Yeah. I think definitely because I am more. I am the human kind of side of it. Another example, my Level Two class. The they actually, they're a bit sarcastic with me. Um, they'll say if I make a mistake, they'll be saying \_\_\_\_\_\_\_ ., you're been stupid again, or they'll make a some. Maybe not stupid cause, I mean, they wouldn't use that word. But we'll make a point and they'll they'll have a joke in the lesson. And. I was. I co-teach. I have them on a \_\_\_\_\_\_\_ .. My colleague has them on a \_\_\_\_\_\_\_ . and I'm like I'm sick. I can't get through a lesson. They won't be quiet. But the using the still using the language features but I'm not getting them to the writing part cause the talking too much. And he says, really, they don't say anything in my class. I was like really? It says they don’t speak at all. I'm what you doing with them. And you know, and I really think it's about personalities cause \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . And I was like. OK. OK. Ohh it was it was just to kind of show the difference of a personality can make in the classroom. And that goes for English speakers as well as sorry, native speakers. As well as. It's well, it's non-native speakers. If you haven't got that rapport in the classroom, they are not gonna engage. I got one of the girls who's just got a job. She brought me a card in and she said, you know, thank you. And it was something along… I've learnt so many idioms in your class. And I'm like it's cause I'll speak. I do use a lot of idioms when I'm speaking and I I think I try and do that more with Level 2 cause I think that's the language that. You know a Level 2…

Interviewer 51:47

Right. So my last mini question is, is there anything that you feel that might have been missed or just didn't come up or are you OK with everything that's been said?

Participant 52:34

This one last thing I have just seen. Because I have the annual \_\_\_\_\_\_\_ ., I have somehow the doctors managed to do a \_\_\_\_\_\_\_ . Alright, I've now got \_\_\_\_\_\_\_ . and I am convinced that is as a result of teaching. Because we don’t eat properly, we don't exercise, we don't have any time. So you're talking about mental health, but your physical and mental are quite. Closely linked. Hey. But I think that might be part of your emotional reactions, cause when you have, obviously keep saying \_\_\_\_\_\_\_ ., you kind of hormones are all all over. But I have also now got this \_\_\_\_\_\_\_ .. So I've got. \_\_\_\_\_\_\_ .. \_\_\_\_\_\_\_ . imbalances, and obviously many of the \_\_\_\_\_\_\_ .teachers. \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .got that to contend with as well, so the poor were students. If they get a young teacher, they haven't got the experience. And if they get an older teacher who's got the experience for all, for all \_\_\_\_\_\_\_ . imbalanced.

\_\_\_\_\_\_\_ .

Interviewer stopped transcription