Interviewer Started Transcription

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

Interviewer

Perfect. So. My first question is, could you just tell me a little bit about your day-to-day activities and responsibilities as an ESOL teacher?

Participant

OK so. At the moment I'm working for two different services so. Um. One service which is am I allowed to say where it's based? Is that OK?

Interviewer

So you can just be one service and the other or something like that.

Participant

Okay so one service that I've been working for since \_\_\_\_\_\_\_ .. I've got higher level students, so Entry 3, level 1, level 2. And really, it's so. Reading and writing, listening, speaking, and pronunciation. So obviously the responsibilities there, you know preparing the classes. Um marking work, giving feedback. I've set up a Google Classroom. We've got a class WhatsApp group, so I'm trying to sort of keep. To keep things going in between sessions. I'm making myself available for students if they've got any questions or problems. And then, of course, there's all the paperwork, which… It takes up a lot of time. And you know admin, getting so now trying to get things ready for exams and making sure everyone is getting the information they need. The other service I started working with them in \_\_\_\_\_\_\_ .and that's was quite different. That was…Pre-Entry. Which I've never done before. and that was Similar in that. Obviously I'm preparing well preparing lessons. But we're not working towards an exam. Unfortunately, the funding for that was cut, so that finished about \_\_\_\_\_\_\_ .. So now I'm just tidying up and doing all the paperwork.

Interviewer

Yes.

Participant

But yeah, again, I was trying to sort of, you know, it was a bit trickier with that group. To make myself available due to sort of safeguarding. But I did set up a. A platform. For some of them who were slightly higher, maybe Entry one and it was anonymous, but they could go in and and do work and I'd give them feedback.

Interviewer

Hmm.

Participant

So yeah, so really just. Classroom time, about 3 hours a week. But in between, you know paperwork, but also just trying to trying to sort of keep the flow and momentum going.

Interviewer 3:19

Yeah. Yeah, that's that kind of blended learning.

Participant 3:24

Yeah. It's it I tell you. It was learning on on the phone with with the pandemic, obviously. Everything moved online and. The Pre-Entry that was in person, but I tried to set up cause a lot of them on their phones and I thought keep practising. And then with the the the first service, they've kept some of the classes online as well. So that's that's just continued.

Interviewer 3:55

Yes, perfect. So I'm going to put the next question in the chat. So can you tell me any times that you feel a sense of engagement in any professional activities that you're a part of?

Participant 5:09

Okay. Yeah. So with teaching, I suppose it's actually when I'm in the class. Ohh. And actually, and I know this is a bit crazy. When I'm marking. I get really excited and interested because I feel like I'm learning all the time. And if I see um. So for example, I was marking some some work the other day, Entry Three students. And there was confusion with vocabulary. So interesting versus interested, described versus description and I get really excited with. Ohh, it's alright. This is a whole lesson and this is interesting stuff. So that I think. When I can engage with what I'm teaching and what I want to teach. Yeah. And it's in, it's exciting. And and then sometimes it it raises questions for me. Why? Why do we say that or what? So yeah, that I find. Yeah. Really, really interesting. Yeah.

Interviewer 7:01

And then onto kind of day-to-day life. Do you have a sense of engagement in day-to-day life?

Participant 7:13

Yes, I and I don't often get the time. It's either, but when I do, I definitely gardening. And um. And I do really enjoy cooking. And actually just just. Relaxing with my cat. That focus and just that time to. Try to to to sort of be mindful. You know, practise mindfulness and just being being in the moment but. Yeah. Gardening for me though is is. I think it's that. Physical because a lot of teaching is spent sitting. Well, when you're online, when you're in the classroom, it's different. But the marking, teaching online and it's. It can get a bit difficult, but when I'm gardening it's it's just that moving around and I think getting things going and and that I find really. Really. Yeah, I don't wanna stop once I’ve started.

Interviewer 8:20

That's good. So I'm gonna move on to my next question. Which is about emotions. And while teaching ESOL can you tell me about your emotions while teaching ESOL? and they can be positive emotions, negative emotions, perhaps a particularly emotional experience it’s a very broad question.

Participant 9:03

OK, I might get tearful.

Interviewer 9:06

No problem.

Participant 9:10

I do I get very. Very emotional about the students. So yeah, I'm gonna regret not having a tissue, but so for example my. Pre-EntryEntry learners. Um, this was. Kind of my first experience with. The the ESOL that that I've been doing. Since 2017. It was a little bit more EFL. A lot of the students had been here years and years. They're settled. They've had children here. They understand the system. So really it it was about just helping them improve their English so they can improve their job prospects. The Pre-Entry that was very difficult because a lot of them were. Women who. They're not even literate in their own language. They were denied education. Um. They're here. Not by choice. Um and but but just. Wonderful people. Um. And. Um, I would.

Hear about things that were. Happening back in their home country, family members \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ ..

Um. The. Traumas that they suffered sort of coming here. There was a lot of. A mental health issues which didn't really come out in, in, in the classroom there will maybe one or two students who would. Share I mean that there were. There weren't really any safeguarding concerns. Um, but they would just talk about how.

Sad they were, how frustrated they were. Um. And that was. I I didn't really know what to do. I I also wasn't based in a centre. I was based in a hotel.

Interviewer 11:44

OK.

Participant 11:45

So I was very much on my own. But the hotel staff were were fabulous and they kind of knew a lot more about the residents, I will say. That a lot of my. Negative. And I will say negative emotions, a lot of frustration and anger. Is directed towards the Councils. And the government. And um and and just this frustration. At trying to to to to help. These learners. But being undermined all the time. And and just. You know, being told this, you know your job is to teach, you know you're not, you know, to do this, you're not to do that. But then seeing that they're not getting the help. That they need. And so so that, you know, for me that was quite. Challenging because I hadn't really ever dealt with. Trauma. In in in in that way. Not to say that my other students in in in the first centre hadn't experienced trauma, but it. I don't know. Maybe it wasn't as as. As raw or it wasn't. On on show as much I I don't quite know how to. To explain it, but. Um, but even with those students I get really. Frustrated with. Again, the Council, but also the the the service. Because I feel. Sometimes as a teacher. We're not um. Again, it's like we're being undermined, you know, we know our students. And we know. What they're capable of, and you know, there have been opportunities presented. For students to do extra courses in areas, for example teaching assisting a lot of my Level One students want to get into, you know, being being a teaching assistant. Well, no, they have to be Level 2. Well, actually they they're level is. High enough and and a couple of these students, I do. I'm doing a a sort of. Volunteer like a free class on my own to help with my own \_\_\_\_\_\_\_ ..

Interviewer 14:44

Okay.

Participant 14:44

And so they're getting extra. Help, like, I know they can do this. Well, that's good. They're just gonna have to wait and and. And so I I get angry, I get frustrated. And I think they've got the they're willing. They've got the motivation. And it's just being. It's not being acknowledged and so that that is a lot of my. This is what I call the negative emotions is is just being angry and being frustrated. And feeling like certain things are out of my control. But. Working with the students I you know that I generally feel really, really positive. I'm. I'm interested in them as as people and I get excited when they. You know, they share things with me little, you know, sort of victories, you know, volunteering. So that for me it is really. All about the students and they. For me, they OK? Some of them are little bit frustrating when they don't come to class, but that is such a small. A group, the majority of them are there working hard. They want to progress and that I've, I feel really. Excited about.

Interviewer 17:25

Yes, thank you. So here comes the the compare and contrast which is a part of my research project. So would you say this is similar to how you describe your emotions in day-to-day life?

Participant 17:46

Yeah, I guess. I think I do generally feel. Yeah, it's quite. It's quite so positive thing is, it's complicated. I mean I think. I. So personally I I I went through a very. Difficult time actually, just as I. Um was finishing my but I did my CELTA and and while that was going on, I was in a \_\_\_\_\_\_\_ .. And then. Um. It we I got \_\_\_\_\_\_\_ but.\_\_\_\_\_\_\_ . just as I was starting my first job in ESOL.

Interviewer 18:46

Hmm.

Participant 18:47

So I think there was a lot of of that feeling of not being in control, being frustrated, being angry but not, you know, not. I don't. I don't know where to put it. I don't know what to put that anger, that frustration. Which is kind of similar with ESOL know where, where do you go? There's nowhere to go. So I I do find that um, I.

I I I tend to kind of carry it around. And I am. I do speak with the counselling and I have done for years, which does help. But yeah, it's still trying to sort of. Channel those, those those emotions. And I think you know the the sort of. Positive. I'm definitely. I've got a new relationship, definitely more positive. \_\_\_\_\_\_\_ . but it but yeah, so I'm. There are those moments of of just being, you know, being engaged, feeling happy. Feeling excited? But but I I feel like it's not balanced. I feel that the moment there's more. Um. Anger and frustration, but also um. I don't quite know how to say it, but um. Maybe these are beating myself up feeling inadequate.

Interviewer 20:34

Yeah.

Participant 20:37

And you know struggling, you know, with the .\_\_\_\_\_\_\_ ., you know struggling with that, struggling with the work life balance. So there's a lot of just what am I doing? I can't cope. I'm not smart enough to do this or I you know, so yeah it's it's up and down but. Yeah, it just sat. Does that make sense? Is that helpful?

Interviewer 20:57

Yes. Perfect sense. So my next question is about a professional relationships. And we've kind of already touched upon this, but professional relationships, it could be with at the students, the coworkers, admin and management and relationships we have. I've just put it in the chat. Can you describe any of the professional relationships that you have or teaching and working in ESOL at any level?

Participant 22:42

Okay. Yeah, in terms of students, this is interesting. Um, I. Some of my students. Even though they've. Uh, they've left? ESOL I'm still sort of in touch. Um. I I feel. Close to not all my students but but a good percentage of them. And sometimes I do wonder if it's .\_\_\_\_\_\_\_ . because sometimes I get. uh caught up and I and I find myself. Maybe trying to problem solve for them or. You know, taking on their. Their stresses, their worries and trying to make it better, trying to help. And. I want to help people, but I'm I'm starting to realise actually I I kind of need to look after myself, you know. Um. And sometimes it's and then I wonder why am I doing that? Am I compensating because I feel like maybe my teaching is rubbish and and I need to so there's a lot going on. Um. With my so. Working. In the\_\_\_\_\_\_\_ .. I eventually. I spent the \_\_\_\_\_\_\_ ., the first \_\_\_\_\_\_\_ .months on my own. But I did have a mentor because I'd never taught. Pre-Entry. So I felt supported and and and I did have some help but. At the same time, there was there was noone. I didn't really have any colleagues to kind of really speak with, you know, during the class or at the end of the class. And once I got my TA. That that helped because that was, you know, we could, you know, when we had a break, we could just sit down and and and just sort of talk and share and and and that helped a lot. My colleagues in the first place. Where I've been since 2017 are. Amazing. And you know, .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ ... I I feel like I I wouldn't have that kind of camaraderie. Anywhere else and I feel so, even though we don't see each other. Very much, because some of us are online or we're working in different centres. Um, we do try to meet up sometimes. And we've got our own WhatsApp group and and we're always encouraging each other. And and that's been really, really important and that started cause of the the lockdown.

Interviewer 25:49

Hmm.

Participant 25:51

And so. With with my colleagues there, I feel. Yeah, I can. I can share things. Ohh, I'm gonna get emotional.

Interviewer 26:05

It’s ok.

Participant 26:07

Ohh. As always. I'll just use my sleeve, but yeah, I I feel so blessed. .\_\_\_\_\_\_\_ .. There. \_\_\_\_\_\_\_ Our our mental wellbeing. \_\_\_\_\_I more and more admin and paperwork which we're not actually paid to do. And it's, you know, \_\_\_\_\_\_\_ ., you know, we hope you're taking a break this summer,\_\_\_\_\_\_\_ ., because, you know, you need to rest. \_\_\_\_\_I'm sessional and I don't get paid when I don't work, so I have to keep working.

Interviewer 27:08

Hmm.

Participant 27:10

So that I feel like .\_\_\_\_\_\_\_ . Um. And you know, I feel that. In that particular service, not with the. Curriculum Manager because \_\_\_\_\_\_\_ .is a a lovely \_\_\_\_\_\_\_ .and very much on our side. But I feel with the. .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ .. Even though we get fantastic results. We are like the ones offering the free classes, so we're not important. Our students can you know ..this year? I I had a fantastic classroom last year. Interactive whiteboards. It really nice. I was removed from that classroom. And a paid for class was put in there and I was put in this big, echoey cold room with a whiteboard. None of the technology I could bring into the class I I couldn't use any of it. And my students actually said to me, why have they moved us?

Interviewer 28:30

Hmm.

Participant 28:30

And one of them said it's because our classes are free. It's because we're not important. And you know, .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ . it's just the way things are. But there's a. So I again, my, you know, .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ .. .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ .. I just want to I just focus on my students. So yeah, so there I I feel really a big disconnect. Sorry I’ve just gone on a bit..

Interviewer 29:29

No, it’s all good.

Participant 29:47

Yeah. and when that student said that I felt absolutely sick. and I said oh my god, this is how students feel. Well, you know it's, you know, it wasn't done on purpose, but they finally found me a classroom. But then they they we have been moving round and it it's just become. Yeah, my students now, but it's just a joke now. It's like. And where are we gonna be today? Um. But the fact that they they had that feeling and and also I mean.

We've had issues with exams. .\_\_\_\_\_\_\_ ..\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ . There was so much stress. And you know the tutors we were trying to help, we didn't know what was going on. .\_\_\_\_\_\_\_ . I think in the students are like. This feeling that we're not important and you know the these exams, they are important. This is that, you know, they need these qualifications and. So for me, .\_\_\_\_\_\_\_ . there's a feeling that the. ESOL Department, the ESOL students. Are kind of second class. sort of citizens and and and that. Yeah, that that sort of. Bothers me a lot.

Interviewer 32:11

OK, I'm just trying to find the most relevant questions, but. If you if you think that we've already covered this, then I can move on to the next one if you like or. (Researcher note: ‘Can you tell me about a sense of meaning in your ESOL career?’ was put in the chatbox)

Participant 32:38

Hmm. This is an interesting question. And I've been struggling with it because as you, as you probably know, we have the ILPs and this focus on having to use smart language and having to. Have achievable goals.

And I no, it doesn't work for me. I I you know and the fact that we spend so much time or we're expected to spend so much time doing these ILPs. That may or may not be looked at. I mean, that is the demotivating as a teacher. You think these are hours of my life that I'm never going to get back? For paperwork that someone may or may not look at, and I've seen them, I've seen them on the floor in a in a spare room, in the, you know, just a pile of papers. And. That is. Upsetting. So. I've kind of I've been kind of doing. My own.

Thing with the ILPs. And at the moment, I think I've been fine touch wood, but I I remember being told.

I think it's my first my first year or two make it achievable so student can write 5 sentences using present perfect correctly. I'm like, well, what's the point in that because. Can they? They might be able to write it correctly, but do they know how to use it?

Interviewer 34:28

Hmm.

Participant 34:29

So I that to me is not meaningful. That is ticking a box. And I'm not. I'm I'm probably in the wrong job, but I'm I'm not interested in taking a box. I want my students to. Feel confident and be able to use the language in a meaningful way. So I want to give them tasks that you know I don't teach to the exam. Yes, we do exam work and I want them obviously to pass the exam. But I want them to be really. Confident With their English skills and I I feel that with ESOL that you know the the way the classes are. The kind of, um targets, there's not a lot of room. To go into detail with certain things that actually might be really useful. So it's it's I'm I'm trying to sort of I I want. I want the teaching to be meaningful and I want it to be interesting and exciting and and I want the students to feel like, wow, we've got something We can use something that's that's that's made a difference.

Um. So I'm. I still. I don't know if you ever reach a point in your teaching career where you you feel really confident with what you're doing. Or if you're my\_\_\_\_\_\_\_ ., \_\_\_\_\_\_\_ .'s been teaching for a very long time, \_\_\_\_\_\_\_ . said. No. You know, you always question, and maybe I'll always question, I don't know, but I'm. I'm feeling a little bit more confident now with with, with what I'm bringing into the classroom. And I I sometimes I still think Ohh God is this important? Is this meaningful? But then I think actually, yes. I I can see the benefits and and my students tell me about the benefits. And can I give you a little anecdote?

Interviewer 36:33

Please do.

Participant 36:34

So when I was teaching my pre my Pre-Entry students I ended up doing. They gave me some additional classes for them cause I said I I want they're not getting enough, so I I was doing this sort of financial literacy.

course we were looking at money. And so we were practising, you know, 1P 1 pence, 2P 2 pence. You know, a pound. A quid and I thought, OK. .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ . I'm gonna teach them £5. I'm gonna teach them fiver. £10, tenner because. That's what they're gonna hear. When they're outside of the classroom and I said, look, you know, you can say, you know, a £5. You could say fiver. You might hear fivers, they're all practising fiver. And honestly.\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ . And I started thinking, OK. But then on this is it was unbelievable, a van from the NHS pulled up and they were giving they were doing free \_\_\_\_\_\_\_ . tests. For everyone in the hotel, including staff. And if you had the test done. You got a voucher for a fiver and the woman was standing in the lobby going voucher for a fiver and I I was like, thank you and all the students were like, fiver! fiver!

Interviewer 38:13

Haha

Participant 38:22

And so I thought that was meaningful. That was important. And so that kind of gave me a bit more confidence and just thought, yeah, I I did. I doubted myself, but actually that was I gave them something. Useful. So I kind of felt, yeah, sometimes you, you know. You can stick too much that we need to know the proper. We need to know the formal, but actually no. So I don't know if that was relevant, but that was for me. That was like a gift. I thought thank you, NHS, for sending round the van.

Interviewer 38:54

Yeah. This is definitely think that was that was perfect. I think that's like a great anecdote about meaningful and teaching. So I have my final wellbeing question and then after that we have a couple of emotion labour questions. (Researcher note: ‘Can you tell me about your overall sense of wellbeing?’ was put in the chat)

Participant 40:06

Hmm. Yeah. For me, the engagement with the students, the teaching is is the most important. And I do reall... I mean, I never thought I'd be a teacher. I came to it very late in, in my life. But I absolutely love it. I really enjoyed teaching and. I like working with the students, I like Seeing them progress I like seeing their confidence grow. And that means a lot to me. The. Paperwork side of things. I feel very, very dissatisfied with and very unhappy about. Because it's a lot of it. I I just feel it's wasted hours. Um, you know, time. I'm not gonna get back. For work that for me. Feels meaningless. Who am I? Who am I doing this for?

Who's gonna see it? And. I feel like I'm either that side of things. I feel like I'm just helping people to tick boxes. Which don't actually help the students. Um, maybe somehow it does. I I mean, I know the funding.

Is important, but I there has to be another way there. They're just there has to be an easier, more streamlined way. And for me? That doesn't make me feel good. I really don't. I don't know if anyone really enjoys doing all the the sort of paperwork. You know if if it has. A definite purpose.Then I can I can understand but. For me, a lot of it it, it just doesn't seem relevant and that. That does bother me. That does upset me and and thinking about, you know these these Pre-Entry learners. .\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ . some of whom aren't even literate in their own language and are you know, they're starting to learn to write. Five individual forms to fill in. For one student. I mean, what? You know, what is that about that? And that just takes away from the teaching. And it's you. Surely they've got this information somewhere. Why do they have to keep? Filling it out so. Teaching, engagement with students? Absolutely paperwork. Um, unnecessary paperwork. It really does not make me happy, and it it does depress me. It really does, yeah.

Interviewer 43:04

Yeah. Okay. Perfect. Thank you so much. OK, so we are done with the wellbeing questions, and I I'm conscious of your time. I don't want to take too much of your time away.

Participant 43:09

Yeah. No, it's OK. Whatever you need to do, I'm happy. It's very interesting.

Interviewer 43:26

I'm so glad! Would you say that you naturally show the emotions and you feel while working in an ESOL?

Participant 44:20

Yeah, I think I do. I'm, I'm, I'm. I'm about to say. Unfortunately, I'm a very emotional person. I shouldn't see it as a as a negative. But I am a very emotional person and I I. I so I don't. Anger is not something I I show. Um. Sadness. Sometime if if if a student you know tells me something that I can, I can get very emotional. Um. Definitely happiness. I'm always excited that. But there have been times where I have shown. I think frustration and annoyance not at students. But at the service. And that was, you know, we had students did. A reading exam. In. Hmm. \_\_\_\_\_\_\_ . I think it was. And I teach them to annotate. You've got to annotate this is, you know, it's a skill, and this is it's gonna help you. What happens in the exam? .\_\_\_\_\_\_\_ .. No annotations. I was livid.

Interviewer 45:43

Oh!

Participant 45:45

And. When the student came in and told me that I, I said I'm not happy and I said. I said you leave this with me.\_\_\_\_\_\_\_ .., but I I was angry. I was frustrated because that puts our students at a disadvantage, and it's a ridiculous, they are allowed to annotate.\_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ ., and I went and I did an exam invigilation course it's result and I came back and told them, so I'm a real pain, I think. But I said they are allowed to annotate. So I I tried to sort of keep. My emotions under control in terms of anger and frustration. Sadness. I can't. It it, it comes in, but happiness it's it's natural but. That frustration with with the with the system, sometimes that does. It's it's hard now to conceal. Not professional, I know, but it's.

Interviewer 46:59

I think it's brilliant that you went on that course. And so my next question is what sort of emotional reaction would you give, or not give, while experiencing a problem in ESOL teaching?

Participant 47:47

So I'm quite lucky. Um. In the classroom. Ohh If students are running late, they usually they'll send a message. And I understand, you know, in the morning they've gotta drop their kids off at school. The traffic is terrible. They might have trouble parking. I said, you know, I'd rather you come. Than not come at all, so I said, if if you're running late, please don't worry. Just come. And they're very respectful about that. Even online. It's the same. They'll send me a message and say I'm I'm running late from work. So that's not too bad. Um. Phones. Um again in the classroom. They're generally very, very respectful. They use their phones sometimes to translate, but I warn them about the translation apps. But if they need an urgent call, they very they go out.

And they they make a call. Um. Online has been a little bit. Hmm, more challenging because you get some students and some of them. Honestly, I could be in the same room with them and I wouldn't know because they won't put the camera on. And I, you know, it'd be nice to see your face. Ohh. I can't for whatever reason.

And I don't. I don't wanna push it, because sometimes it it, you know, it could be a woman. Muslim woman.

There's men in the class, and maybe she, you know, and that's fine, that's that's OK as long as you know, I I know you're you're there. I have had students as well. With the television on. And it's like we can hear you.

television. And so that I I do get frustrated. And I try to to to be very clear, some sometimes it's easier, I think to establish the rules in a physical classroom and a little bit harder online. So I. I've never booted anyone out of the class, but sometimes I've had to just say I need to put you on mute. I'm. I'm sorry. I can hear your TV. And and I I don't like doing it. I get upset because I think you're adults. Why am I having to do this? But I do it and and it's fine. I have had students. Who have disappeared for big periods of time and they've not been in touch. And usually I'll just send them a message. Are you OK? What's going on? And they'll say, ohh sorry, I've been busy with work. I said, you know, please let me know. So I always try to be very. I I don't wanna be. I don't want to shout. I don't want to be angry. Cause I understand things can happen. But I try to. Not show my frustration and occasionally I I have had to say to one of the coordinators the student needs to be withdrawn. I I'm not getting anything and then they're just withdrawn and I don't have any. Engagement. in a Sense, yeah.

Interviewer 51:19

Yeah. Yeah, that's perfect. Yeah. And OK I have two questions left. So do you think you're well-being or your emotions may affect how you teach you ESOL in anyway?

Participant 51:45

Definitely. I think particularly when I when I was going through the really difficult time in my life. I the the the lessons actually saved me cause I could just focus on the lessons. But. After you know I I just I I was having a a a really, really hard time. Um. And I tried not to let it affect. My classes I. But I think there was a general. Sadness, and I think maybe I wasn't. As. Engaged with with some of the activities, maybe as as as it could have been, but you know that was a that was a difficult sort of year and a half, two years and and I now I feel.

I'm I'm working on getting more of a balance and I and I think I'm succeeding. I think it's it's it's a difficult a teaching is really hard. I didn't realise how hard it was going to be but it but it is, it is fabulous job. I hope you get back into the classroom soon. Did you miss it?

Interviewer 53:27

Thank you. Yes. I do. I do. So my last question. It's an overall summing up. But do you think there's anything that you would like to add on anything we've spoken today or do you think you know we've had a good overview?

Participant 54:21

Yeah, I think we've had a good overview. I mean, I think one of the things that I think maybe adult education services need to do. Is I know we have our wellbeing seminars, it's it's a video. I don't wanna see a video. I think they need to provide maybe. More support, different supports and make it accessible and achievable for busy, overworked tutors to actually take part and and I think that that would be. Um. That would be really beneficial and and and I feel that that understanding of what we what we do and and what we experience is is not. Acknowledged by by the the the higher ups and it really is the that you know the the other tutors all kind of. Supporting each other. So I think that would be something that, you know, I kind of wish they'd look at but.