Interviewer started transcription

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

Interviewer 0:08

Alright, so my first question and I'm just going to put it in the chat. Can you tell me a brief overview of your ESOL professional responsibilities on a day-to-day basis?

Participant 0:41

Okay so my job title is ESOL tutor. And I'm I have a sessional contract so I I'm kind of I do as many courses as I want to some extent, so they, you know, each year they'll say, you know, when are you available? What can you teach? So in the \_\_\_\_\_\_\_ . courses, which meant \_\_\_\_\_\_\_ . classes. And so I've had. Yeah, \_\_\_\_\_\_\_ . classes, which was about \_\_\_\_\_\_\_ . students all together. Um, so my responsibilities would be planning the lessons. So I'm provided with a scheme of work. But the quality of that scheme of work is questionable, shall we say so. Broadly speaking, I look at it for ideas of the sort of topics or the key grammar points we are basically teaching, and I come up with my own lesson plans. And so I need to plan lessons. I need to consider kind of personalization and individual targets and kind of differentiation within that. And I need to set individual targets for each of my students, so we have a kind of \_\_\_\_\_\_\_ . thing that we have to kind of input targets for each student. Um, so that's kind of probably one or two targets per term for each student. And at the start of each term we run assessments which help us to create those targets. And so I have to run the assessments. I have to set homework and mark their homework. And. And that's... one thing that's kind of optional in my job is being more involved with the planning side of things. So because I'm sessional, I can opt in or out. But where I work, the tutors \_\_\_\_\_\_\_ . make the schemes of work, a \_\_\_\_\_\_\_ . , I kind of think it's probably fair to be involved because, \_\_\_\_\_\_\_ . So it's better for me to get involved in the process and to help sort of gather resources and plan the schemes of work. So have done some of that this year as well.

Interviewer 3:05

Yes, brilliant. And just do you work in a\_\_\_\_\_\_\_ .?

Participant 3:10

Yeah. I work for an\_\_\_\_\_\_\_ ., so it's basically the. Yeah, we have kind of \_\_\_\_\_\_\_ .around the\_\_\_\_\_\_\_ ., so it is like a\_\_\_\_\_\_\_ ., but it's not called a\_\_\_\_\_\_\_ .. So yeah.

Interviewer 3:32

OK, OK. Brilliant. So my next question. The next set of questions I have are about wellbeing so can you tell me about any times where you may feel engaged or perhaps not engaged in your professional activities?

Participant 4:25

Okay. Um, I'm usually fully engaged when I'm in the classroom, actually teaching, and I really enjoy my job so.

And yeah, I'm I love it. So when I'm actually there with my students, I'm fully engaged and it's it's good. And I sometimes like the planning side of it. I think when it's going well, I'm fully engaged. But I think sometimes I get frustrated and when I I think especially when I mean for a bit of context, I'm quite new to this. So I've just this. I've just completed my \_\_\_\_\_\_\_ . year of ESOL teaching. So I feel like I'm new and I've still got a lot to learn and I think I one of the kind of frustrations. \_\_\_\_\_\_\_ . What? like can you give me your context or some kind of idea of of what to teach or some materials \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . And so I think on the days when I'm sort of faffing about trying to create my own resources and then thinking ohh actually I spent an hour on that, but I'm not sure it's quite any good. Then I am. A bit just or think when maybe when I spend hours kind of scouring the Internet trying to find good ideas and then I think ohh my day's gone and I've not actually planned a good lesson. Then I don't experience wellbeing. Yeah, I think it's strange how I think I have in my head what a good lesson is. And I think part part of my frustration is I I did so the qualification that I did to get this job was the CELTA qualification and I feel like there's quite a disconnect between what CELTA teachers teach and the reality of teaching ESOL. Even though my my CELTA was kind of based in a in an ESOL setting. So I know some, I know it. Like some people have a CELTA from a. Sorry have CELTA from more of an EFL perspective, but mine was kind of in ESOL but even so it's wildly different and I think I kind of have this sort of Holy Grail idea of like this is a good lesson, as CELTA would say. And then I've got this mess that I get given on my scheme of work and it's really frustrating but I think sometimes I'll kind of plan something and I'll be like yes, that is the way it's supposed to be and that is extremely satisfying.

Interviewer 8:03

Yes, absolutely. Ohh an ESOL course linked to CELTA to sounds amazing. OK alright, so my next question is about emotions. So can you tell me about any emotions you may experience while teaching or working in ESOL?

Participant 8:39

OK. Um. I think I I usually feel quite happy teaching ESOL, and I think the the main reason that I love the job is just the relating to other people and meeting lots of interesting people from different backgrounds and things. So I think I I enjoy the sort of. Social interaction of it, I guess um and I do find it quite satisfying when, because it because it really matters to the students. And I think I've never had a job before, where people say to me like, thank you. You've changed my life for this has helped me to achieve my goals and all this. So that is really satisfying and has a lot of positive emotion to it. And I think negatively there are again it's it's more sort of frustrations with the kind of red tape and processes that that get to me. So one thing I've noticed recently at the moment we're kind of recruiting for our courses for \_\_\_\_\_\_\_ . and I've found it really frustrating \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . the course is on this day and and that's it. \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .

Interviewer 10:42

Absolutely. So can describe any of the professional relationships you have working in ESOL?

Participant 11:30

Hmm. Okay so. And this I think so, I said I've been teaching for \_\_\_\_\_\_\_ .years now and I feel like the \_\_\_\_\_\_\_ .years are actually very different in this regard. Um, because last year I didn't feel like. I mean, we did have a few team meetings and things, but I've I felt very on my own. I think partly because we were still kind of in COVID times a bit and I generally would kind of go to the centre, teach in my classroom and leave again and not really see many of the other teachers and but this year I've taught in a different centre and I've got to know some of my colleagues better, which has been really nice. So I kind of see them in the staff room or like doing photocopying and things like that. And there are a couple of them who are really kind of. And what word? I don't know, just encouraging, friendly, supportive. And if they know that I'm new and they're quite kind of like, ohh. \_\_\_\_\_\_\_ .Have you heard about this? Do you know this resource? Ohh, I've made this. Would you like to use it with your class, which has been really positive. And I've found very helpful. So that's been really nice. And also in the centre that I work in, there's a kind of centre team move, you know, like the centre manager and the admin and reception staff and they they're really great as well. And I've really enjoyed kind of they're good at it. It's quite a strange setup because in the \_\_\_\_\_\_\_ . there's sort of lots of different teams, so like maths, ESOL.

Interviewer 13:08

Hmm.

Participant 13:09

Health, health and social care, whatever, and they don't really have much to do with each other. So in the centre there's kind of all these different people coming and going, \_\_\_\_\_\_\_ . . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . . Whereas this year, I feel like we're a team and the the centre staff are quite good at at kind of saying ohh, this is what's happening here today and they've done some social events and just generally it feels more like I'm part of something. rather than I'm just a little cog. Who does my bit which which I like. And. My manager is really good as well actually. Um, I often I often feel bad for \_\_\_\_\_\_\_ .kind of caught between the teachers \_\_\_\_\_\_\_ . and the management \_\_\_\_\_\_\_ . and \_\_\_\_\_\_\_ .has to kind of go between the two and make it work. But \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . a really nice \_\_\_\_\_\_\_ .and \_\_\_\_\_\_\_ .has been a teacher himself, so \_\_\_\_\_\_\_ .understands the pressures and things and \_\_\_\_\_\_\_ .very approachable. So I think that's a big part of it. Cause I think last year when I started, it was really hard and I think if I'd had a less supportive manager, I probably would have quit. So \_\_\_\_\_\_\_ .been really good.

Interviewer 14:27

Yeah.

Participant 14:28

And I think negative side there, \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . And we we have team meetings now and then and \_\_\_\_\_\_\_ . but I just don't see the value in \_\_\_\_\_\_\_ . hours going. \_\_\_\_\_\_\_ . So yeah, I struggle with that little bit.

Interviewer 15:03

Absolutely

Participant 15:18

Yeah. I sorry, one of the things to mention. You mentioned like wider professional networks. And I I am part of an organisation called an \_\_\_\_\_\_\_ ., which is a sort of national thing and they're brilliant. And I've I went to their conference recently, which was really good, and I think even now that I'm, I am getting to know more colleagues and things, I just love going to it and being surrounded by other people who care about ESOL and and feeling like, ohh yeah, this is this is a thing that matters and people are really passionate about it. And yeah, so I really like that. There is a positive professional thing.

Interviewer 15:59

Yes, absolutely. Absolutely. So my next question is about a sense of achievement. So I'm just going to pop it in the chat. Okay. So can you tell me if you experience a sense of achievement teaching ESOL?

Participant 16:32

Um. Yes and no. So this year the, the past \_\_\_\_\_\_\_ .years I, the courses that I've been teaching have been\_\_\_\_\_\_\_ .. So they \_\_\_\_\_\_\_ . have an exam element which I think has been quite good for me. While I'm feel like I'm getting my feet as a teacher. So that's fine. I'm gonna be teaching the exam course from \_\_\_\_\_\_\_ . . So I guess I'll like that would be an obvious kind of can I do it or not sort of test for achievement, but I think.

And. There are certain students who I can really see their progress and I do find it very satisfying and I'm not sure it's not always like ohh that's my achievement cause it's kind of their hard work. So I'm thinking of one student in particular this year who she's \_\_\_\_\_\_\_ .and she I think she arrived in \_\_\_\_\_\_\_ . , so she was quite she quite new to the country when she started in my class and she's always been quite a strong student, but she's extremely hard working and. You know she'll always come in with a little notebook of. Well, I heard this word. And is that the right meaning and all this and she has been. She's progressed so much this year that. When we were just deciding about courses for the next year, \_\_\_\_\_\_\_ . and she's managed to skip a whole year. And that was really satisfying and very much like her effort rather than particularly my teaching. But it did make me feel good. And just to see the joy on her face. And she was told like Ohh you can go straight to \_\_\_\_\_\_\_ . was just. Quite exciting. So yeah, I do. I like. I like seeing the difference in them and being. Uh, yeah, being able to kind of feel like I've helped, which is nice. And. Yeah. I think one thing that frustrates me with this is kind of. The stand.., like I don't know. I I feel like the standards where \_\_\_\_\_\_\_ . which I find a bit. I'm a bit of a perfectionist and I kind of I like, I like to do things properly and to be like \_\_\_\_\_\_\_ . Still pass. I just find a bit annoying like. \_\_\_\_\_\_\_ . And if I don't know that, that slightly makes me feel like.\_\_\_\_\_\_\_ . But I don't know. Maybe I'm being harsh, but. Yeah. I think they can \_\_\_\_\_\_\_ . attempts and which. Yeah, I I don't know. I kind of I guess I when I was I came home and complained to my \_\_\_\_\_\_\_ . about it last night and \_\_\_\_\_\_\_ . and we were discussing it and I felt actually because I \_\_\_\_\_\_\_ . That's yet. I don't really. I don't really have a sense of how stressful the students find it, and I can kind of see, actually, you could just foul it up and then, you know, if you were nervous, so kind of maybe it's good to have all those chances, but I think. I don't know. I just feel like people. Some people could progress much quicker if there. I don't. I don't know. I just think the standards are strange.

Interviewer 20:31

OK, Let me move on to my next question, perhaps you could tell me a bit about your sense of health in your profession in ESOL teaching?

Participant 21:55

And. Hmm. I don't. Yeah. I think um. I can see how it. How some of the stressors of the job can affect your mental health, and I know I've got colleagues who like I've I've got a colleague I was speaking to \_\_\_\_\_\_\_ . about this and \_\_\_\_\_\_\_ .saying like ohh the like I've been \_\_\_\_\_\_\_ . and now I'm gonna have to \_\_\_\_\_\_\_ . because it's I'm you know I can't cope with all the pressure but. And yeah, I don't know, I think I. Like I'm in kind of a lucky position in that I. I've like, just had a career change and my \_\_\_\_\_\_\_ . has a full time job and I'm I'm kind of not in it for the money basically. Whereas I think if I if my family was relying on me to pay the bills in this job, I think I would find that really stressful because at the moment I'm part time, so I only work like \_\_\_\_\_\_\_ .days and so I kind of I I do have time for all that extra stuff that I'm basically not paid for whereas.

Interviewer 22:51

Hmm. Yeah.

Participant 23:13

Colleagues who are teaching like \_\_\_\_\_\_\_ . classes a week just don't like they can't do all that extra stuff because there is isn't the time in the day so. And I kind of, I think it's it, it works out for me because I'm I could I'm in a position that I can work less and just sort of accept that I'm not paid for it, but I can. I do think there is a problem like it doesn't really work as a As a profession for someone trying to pay for their family, basically.

Interviewer 23:50

OK so. My next question is. A kind of an overall question about workplace wellbeing. So overall, how happy would you say you are with your career or with your current profession in ESOL teaching?

Participant 24:26

I'm very happy with it. Um, but kind of in comparison to what I did before, which I hated. So yeah, I think, yeah, I'm I do love it and I find it very satisfying. Yeah, but I kind of, yeah, very much. Compared to my old job, which I hated, so I think like basically my old job was \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . , which basically involved sitting behind a computer all day\_\_\_\_\_\_\_ .. And I realised I'm a bit more of a people person than that. And so this is where I ended up. And so I love it. Yeah, I really, I really am happy with it. Yeah. Really.

Interviewer 25:05

Okay. All the brilliant. My next question is, how would you kind of rate your overall sense of wellbeing in your day-to-day life?

Participant 25:56

And. Hmm. I think reasonably. Well, maybe go for like an 8 out of 10. I thought helps. Yeah. I think overall I'm OK.

Interviewer 26:14

Brilliant. Yeah, and thank you very much. So now we're kind of going back in the classroom and and kind of the more emotion and emotion labour side of things so. Let me just pop it in the chat. I'm so would you say that you naturally show the emotions you feel while working in ESOL?

Participant 26:46

Hmm. Yes, although sometimes I think I show my emotions too much. The the classic example is that I I often have. I have \_\_\_\_\_\_\_ . classes in a day and the \_\_\_\_\_\_\_ . one is always fine, but I have a really short \_\_\_\_\_\_\_ . break and then another class and I often end up with kind of pieces of paper everywhere and just like ohh where did I put that in? Ohh, that's the other classes register and I think sometimes I think sometimes my students can see that I'm a little bit stressed and it’s kind of like ohh teachers lost their paper again. So I'm kind of I'm slightly trying to maintain my cool a bit a bit better. Because yeah, that's a bit embarrassing. So yeah, exactly.

Interviewer 27:51

My next question are there any times when you have felt like you were putting on a performance in ESOL teaching and working?

Participant 28:26

Um. Um. I think the only example I can think of is when is, maybe when. Somebody's kind of said something in class or kind of revealed something that I've sort of thought. Ohh that's that's really hard and kind of sad for you. But I don't wanna like draw attention to it. And so I've just kind of been like, right then. So la la. Um, cause there are occasionally times when because we often do sort, we talk about ourselves a lot. Sometimes people are kind of just drop something out there that you think, gosh, that's heavy and and they're sort of isn't time to. Kind of talk through it lots or yeah, if you're not sure, they really want the whole class to talk through it. So I think that's maybe one example of that.

Interviewer 29:34

Yeah. Yeah. So my next question is. Putting in the chat. Again, I think we might have already touched upon this, but I have just added it anyway. And so if you're encountering any problems or issues. And are there any times when encountering? And I problem or an issue where you would go out the way to show or not show your emotions in anyway?

Participant 30:37

And. I'm not sure if this is not sure if this is emotions exactly, but I'll say anyway. I think there are some some topics that we kind of have to cover to do is like British values and safeguarding and prevent strategy and things like that which I sometimes find uncomfortable with the students. So particularly when we're teaching about prevent, I have a lot of \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . and I find it difficult that a lot of our resources are a bit like.

About \_\_\_\_\_\_\_ . extremists and I I find that difficult and I I think I sometimes kind of. Overcompensate. Ohh like try and give other examples in a sort of really cheery way so that they don't feel like ohh \_\_\_\_\_\_\_ . telling the rest of the class \_\_\_\_\_\_\_ . I think that is the only time that I feel kind of uncomfortable in my classroom is when we're talking about things like that.

Interviewer 31:27

Hmm. Yeah. Yeah, absolutely. Have you ever perhaps stopped giving an emotional reaction when experiencing an issue in ESOL teaching?

Participant 32:44

Um, I've had one issue this year which has been difficult, which is there's a student in my class who I think has some kind of mental health problems, \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . . I just think that \_\_\_\_\_\_\_ . perceiving it as somebody being unkind to \_\_\_\_\_\_\_ . , when actually then not really interested in \_\_\_\_\_\_\_ . , that it's not. It's not really a thing. So I found that really difficult and really frustrating because it's basically ended up there after every class. \_\_\_\_\_\_\_ . . And I'm like, well, I was in the room \_\_\_\_\_\_\_ ..

Interviewer 33:56

Yeah.

Participant 34:15

\_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . , but \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . and I need to mark \_\_\_\_\_\_\_ . homework and please can \_\_\_\_\_\_\_ . So I've found that's been the most stressful aspect of my job this year, I think.

Interviewer 34:25

Ohh, thank you. Thank you so much for sharing. And I just have one or two wrapping up questions, but just yeah. Thank you so much. So my penultimate question, I should say. Is. Again, a more general one. Do you think you're a wellbeing or emotions may affect how you teach ESOL in anyway?

Participant 35:07

Um. Maybe. Because I think that. I think it also maybe depends a little bit on the level that I'm teaching, because this year I've had \_\_\_\_\_\_\_ . classes like Entry \_\_\_\_\_\_\_ . and Entry \_\_\_\_\_\_\_ . and I feel like with my Entry \_\_\_\_\_\_\_ . class and because they've got a lower level, they're less able to just get on on their own. And I feel like they kind of looked at me to perform a little bit at the front of the class and I think like it, I mean this year I think I've I've been quite, I've been reasonably happy and it's been fine, but I can imagine that if I was. So feeling really stressed or anxious or low myself, I might find it difficult to kind of perform in front of a class and be sort of cheering and encouraging and sort of get the group going in that way. Um, so I haven't. I haven't actually experienced it myself at the moment, but I can. I can see how that could be a problem. Yeah.

Interviewer 36:10

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

Participant 36:33

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

Interviewer 36:38

Okay. So my absolute final question. And this is more of like a summing up question.. So is there anything that you feel you would like to add about your wellbeing or emotions that you think might be important within the ESOL context?

Participant 37:36

Ohh. I think the support of new teachers is really important. \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .Like so much pressure of kind of I I think. \_\_\_\_\_\_\_ .just completely new to teaching, just being in a job where it's like I'm turning up and somebody's expecting me to kind of be professional. Now what I'm doing and I have absolutely no idea what I'm doing and I've made-up the stuff that I'm gonna deliver to them and I don't know if it's any good and just feeling like. I I'm doing this thing, b \_\_\_\_\_\_\_ . , or if what I'm delivering is any good or. And the time that it took me to prepare all the materials like, it would often get to kind of \_\_\_\_\_\_\_ . from school. Just like, wow, I'm not ready for \_\_\_\_\_\_\_ . . And I'm gonna be doing this all weekend, and I've got nothing. And so yeah, I found I found that really difficult. And I think like partly I I can kind of see that you do learn from experience and and maybe I've learnt a lot from that horrible experience and this year has been better. So maybe there's kind of some. Like something good in it, but I feel like there must be loads of people who just quit because they can't cope with it and that's sad \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .