Interviewer started transcription

Interviewer 0:09

OK. So are you ready to get going?

Participant 0:32

Yeah

Interviewer 0:33

Perfect. Okay so I put all the questions in the chat. So my first question is. Can you tell me A bit about what you do on a day-to-day basis, ESOL teaching and your professional responsibilities?

Participant 0:50

Okay so my role is very varied only because I teach primarily \_\_\_\_\_\_\_ . which are \_\_\_\_\_\_\_ . year olds, and as the course organiser for \_\_\_\_\_\_\_ .my responsibilities are to make sure that their curriculum, which includes 18 hours a week of English, maths, employability, personal development and whatever else is thrown our way, gets done within the 35 / 36 weeks that we spend together. I'm in charge of examinations, keeping records, doing all that administration work, all the pastoral care as well. And what else do I do? Yeah, I think that's essentially it.

Interviewer 1:33

Yes, OK so. So my next few questions are about wellbeing. And according to the literature there are five kind of elements of wellbeing. So the first element is a sense of engagement so. Let me open the chat.

Can you tell me any times when you feel fully engaged in your professional activities or any times where you may not feel a sense of engagement?

Participant 2:16

Well. This year I was. 100% engaged the whole time because obviously they're teenagers, so I'm kind of their mom and I have to look after them. So anything that happened within my team and we were maybe \_\_\_\_\_\_\_ .teachers within my team that I managed, I have to be engaged in everything that the students did inside of the college, but also outside liaising with the the kids that are asylum seekers with their \_\_\_\_\_\_\_ . peoples, social workers, personal advisers. Yeah, employers, if they're doing work experience and and stuff like that. So I'm engaged from Week 1 to week 36. this week, they're on holidays. I'm really sad, you know, I miss them already. Yeah, it's so strange. But you know, you spend 35 weeks telling them off, you know, and then it's like ohh, you know my joy is gone. I don't. I love the teaching. I love doing everything related to teaching. I don't like sitting and doing admin, you know, and this is admin week. So.

Interviewer 3:04

Ohh. Yeah.

Participant 3:20

It's a sad week for me.

Interviewer 3:22

Yeah, yeah, that makes absolute perfect sense, OK. So my next question. And it's about emotions. Can you tell me about any emotions you may experience while teaching or working in ESOL?

Participant 3:49

Okay. So it really depends on the dynamics of the group you teach and the relationship you develop with the students and with the staff that work within your team. So this year I had a group that I absolutely adore, but I think every teacher has a, you know, favourite group. And I only had maybe how many hours, \_\_\_\_\_\_\_ .hours with them a week. But those \_\_\_\_\_\_\_ .hours talk of the 18 hours that they have to do for me where the best \_\_\_\_\_\_\_ .hours a week that I've had. I. Was absent once because I, you know, I had the, you know about the \_\_\_\_\_\_\_ .. I don't know if you know. Yeah. Yeah.\_\_\_\_\_\_\_ .. But I you know, I was engaged with them the whole time. My emotions with them had been 100% elated. Really happy. Really seeing the progress. Um, I had a few issues where I was a little bit down on, you know, when attendance was not great or when somebody misbehaved in another class, not necessarily in my class. And then I have to go and deal with that person knowing that, you know, they've never done that sort of thing in my class. But you know, obviously we're a team. So I have to, you know, be strict to their behaviour as well.

Interviewer 5:01

Yeah.

Participant 5:01

Ohh so in normally I am. Quite Modelly and you know, I'm always very. Um. Relaxed. I think in my teaching, empathetic, and I think that's what draws the students to me as well that, you know, I have that connection with the students, so I am. Very much, very positive. I don't sound positive is just I’m tired and I miss them. I am always very positive, very energetic, very engaged and but there are days here and there are days. Now. If I tell you about my second group, you know the group started wrong from the beginning. Actually it was in this classroom and we had lots of external factors that impacted on my mind and a lot of the students wellbeing as well. So number one, we started with a very large class.

Interviewer 5:31

OK.

Participant 5:50

In a very small room. Which affected, you know, the dynamics for the people, sad, happy, how people felt, how comfortable they felt. People that have like trauma, how far away they are from the door, from the window, how can they get out if they have to, you know, quickly. So I had to have all of that in mind at the same time, we had building works at the back of the building. And, you know, the constant \_\_\_\_\_\_\_ . for, I don't know how many weeks that was literal hell, I can say for for myself, but also for the students, especially those that are coming from traumatic backgrounds. That was really a tough time for all of us in and that group, you know. Yeah, I did say ohh. The other group was my favourite. It's not that I didn't like this group. It's just that the relationship became totally different from from the get go.

Interviewer 6:26

Ohh. Yes.

Participant 6:38

So attendance was lower, behaviour was lower, commitment was lower, you know. So with them, even though I have very, very positive experiences and have very good emotions from my time with them, there's also a couple of times when I felt really, really down.

Interviewer 6:44

Yeah.

Participant 6:54

But for that group, yeah, I was absent \_\_\_\_\_\_\_ .as well, you know, because it's my day today. I'll get used to it. Yeah. Unfortunately, there was. Yeah. There was other issues that got. \_\_\_\_\_\_\_ .of the kids kicked out.

In the class there would have been no reason for them to leave if only they hadn't done something stupid outside of the class, you know, because as students, they weren't, they weren't so bad, so that's affected my emotions because it also affected my attendance, my retention, my achievement. You know, when I kind of I am very proud of my results overall and you know, we kind of, yeah, my emotions are a bit low. But now when I'm seeing, you know, ohh I've lost this \_\_\_\_\_\_\_ .and they could have passed. You know. It's a shame it's a loss but other than that can't say that I have negative experiences of teaching or emotions.

Interviewer 7:41

Yes, thank you. And it's just really interesting to hear kind of the dynamics and like how the age impacts How the college kind of looks after them in a way.

Participant 8:10

You're welcome. So I also have Adults. Yeah. Sorry. I also have adult classes and this year I was in charge of Entry One adult\_\_\_\_\_\_\_ . Entry \_\_\_\_\_\_\_ . and and Entry Three, ILP which is \_\_\_\_\_\_\_ .and. Yeah, I can't. The groups. Yeah, there's there's more issues with attendance. There's more issues with commitment. There's more, I think what affects us more myself and the students is the fact that many of them have precarious situations. So you've probably heard that in interviews with the with the other adult teachers that, you know, they're here in the hotel and they're here for three weeks and then all of a sudden now you have 24 hours to move to, you know, \_\_\_\_\_\_\_ .or whatever, you know, not maybe not \_\_\_\_\_\_\_ ., but, you know, so it's been. It's a bit sad to see our students you know having to leave so quickly and without, sometimes without the qualification, and we can't do anything about that. But that's a Home Office decision. Of course, there's also a problem of the job centre, because the adults are expected to go into employment and you know every two weeks or whatever, they have to go and sign at the Home Office and they missed the lesson and then they disappointed that they missed it. And then it's, you know, hard to catch up with everything that they miss. We try to tell the home of the Home Office, the Job Centre to book the lessons. Things for you know outside of lessons, but you know, they juggle a lot of people, so it's hard as well.

Interviewer 9:38

Yeah.

Participant 9:38

Yeah. But and also it's because they are adults. The emotions run wild when they are here on their own and their families are back home and they want to go and travel and visit their families and sometimes they can't. A lot of people from \_\_\_\_\_\_\_ .now I it's really sad what's going on in \_\_\_\_\_\_\_ . and a lot of my adult students didn't have any youth. Maybe I did two or three, but there are established in the UK and the adults were all recent migrants and they were all Oh my God, I just left my home. I left these people and I came here to work save money, send to them. But look what's going on with them. Can I even see them know that they're okay, you know? So yeah, that's where the emotions will get low.

Interviewer 10:14

Yeah. Yeah. Yeah. Thank you. I really appreciate that. And my next question is, it's really interesting cause you already kind of touched on it was is about relationships. So perhaps you could tell me about your professional relationships. teaching ESOL?

Participant 10:58

OK, so well I have like \_\_\_\_\_\_\_ . years of experience now, so it's like quite a lot. And I've moved from \_\_\_\_\_\_\_ .to \_\_\_\_\_\_\_ .to \_\_\_\_\_\_\_ .. So I know a lot of people from a lot of places. I mean a lot of networks \_\_\_\_\_\_\_ .the\_\_\_\_\_\_\_ ..\_\_\_\_\_\_\_ ., you know you name it. I you know, if I can support them in anyway because they're supporting ESOL, and supporting them as well. So I have a lot of stakeholders that are. Non-ESOL related that people that I just connect with and do work experience for the kids like the \_\_\_\_\_\_\_Food Bank we did just before we broke off exactly 2 weeks ago. We gave them all the food and stuff. \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .So I'm connected to a lot of people as a professional and it's well, you know, some of them are my personal life as well. So in terms of the college, obviously, I've been here for \_\_\_\_\_\_\_ . years as well. So this is kind of my second family, perhaps even my fashion say that. But more like my first family because I spent so much time in here, I've got \_\_\_\_\_\_\_ .people that I can consider. \_\_\_\_\_\_\_ .but they're they're family to me. My best friend works here. But my \_\_\_\_\_\_\_ . best friends work here. So you know, I've been able to build this very interesting, very long lasting and very conducive of working together as well. Yeah, both in in in the college and outside.

Interviewer 12:16

Yeah.

Participant 12:35

My team usually is, like I said, \_\_\_\_\_\_\_ .people depending on the groups that that I have, perhaps more, depending on timetabling and whatever. I usually manage all the people that are involved in the Entry when you so. I can be a little bit of OK. You're doing this. You doing that? You doing? I'm not a micro manager. I don't wanna say, but sometimes I kind of. Give them tasks and you know, and hopefully I get all the results that I need. Yeah. In the past, I used to be very. Person that takes everything onto their shoulders and I have to do everything and and I realise that it takes a team to do stuff so I'm much more I think I've done, you know more in the past \_\_\_\_\_\_\_ .years here with people that I have been working with for \_\_\_\_\_\_\_ . years and I think I'm much more of a. I'm not so much of a delegater it’s more like. It's a team let's divide the work that you do this with this. You do that and and so far I think everybody that has what I've worked with is happy. And today of all days. I'm so biased because, number one, we won \_\_\_\_\_\_\_ ..

Interviewer 13:33

Yeah.

Participant 13:46

And yeah, thank you. And we also went, I also won \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .

Interviewer 13:53

Ohh my gosh, congratulations.

Participant 13:53

I'm totally biased this this year, today in particular. Because I was gonna expected and this is just because the people I work with, you know, really appreciate what I do for the kids and for us as a team, you know. Well, yeah, comfortably. But you'll have a question that will not be... with the kid. Yeah, the kids. You know, I am kind of, mom. I I know \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ ., but I'm kind of that mother figure that many of them don't have in the UK or perhaps even never, never had. \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .

Interviewer 14:23

Hmm.

Participant 14:39

I think the way I treat my students are the way I treat my\_\_\_\_\_\_\_ .. You know, I expect the same kind of respect. I expect the same kind of commitment to learning and behaviour, and obviously there's gonna be the one person that's always challenging. But you’re always gonna be, you know, battling with some people. But overall, I think the majority of people I've taught over the years, have kind of responded well to the way I teach and also the way I relate with them inside and outside of the classroom.

Interviewer 15:05

Yeah, definitely. That brings me to my next question. Just check. OK, perfect. So my next question is about.

Sense of meaning. can you tell me if you find your ESOL teaching and working meaningful or not meaningful or any particular?

Participant 15:49

Yes, so. It's always been meaningful. It's always had a huge impact for me because obviously I'm a\_\_\_\_\_\_\_ .. I came over here and I couldn't speak English very well and you can still tell by my accent that you know, I've never really developed a very, you know, British accent, although I don't need to and I don't know why I would want to.

Interviewer 16:09

What is a British accent?

Participant 16:12

Yeah, and what is? Ohh so being a linguist, actually that never really mattered to me, but it mattered to maybe a couple of students or, you know, the odd teacher, but it never mattered to to me personally to have a British accent. It's just I'm \_\_\_\_\_\_\_ .. I know where I come from. I've lived in my country for \_\_\_\_\_\_\_ .years. I'm always gonna have a \_\_\_\_\_\_\_ . accent, but I'm also British. I've lived here for half of my life now, so you know. I have teaching experience, qualifications and what not. So you know. Yeah, so. And I look kind of sorry I’ve gone off on a tangent tonight. Got lost. The meaning of. Yeah, the meaning. So it's very meaningful as a migrant, of course: Number 1 being able to support students with the language skills that, you know, I did go to school to learn English from year 10 to, you know, so technically I've been learning English all my life, but I don't think when I came here at age \_\_\_\_\_\_\_ .that I could communicate with people. And I was, you know, very quiet. Very shy, I I didn't try to, so I thought that perhaps it was the need to come and actually have to work with English people and have to speak, communicate and you know, do the job that needed to be done. That made me be more interested in improving my English. And then as soon as I noticed. Ohh, wait a minute. I kind of had all this background, grammar and reading and you know other Skills I learned in the past. Why can't I use that with my students? And so that's what I did from\_\_\_\_\_\_\_ .. I started volunteering and teaching. It was in \_\_\_\_\_\_\_ .back then and the I saw that I was making an impact in the lives of of, of people you know. And that's what carried me through all through til now. But in saying that this year, next week I have my \_\_\_\_\_\_\_ .I know. So kind of although I have been making meaningful changes to individuals. I kind of feel like I want to be in a place, but I can make larger scale changes. So for example, \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .is fighting for 360 hours of English this year. We will reduce to 262.5 at college, I felt that that was. Obviously not the the the the college's fault, but I felt that was a great loss to our students and you wanted negatives. Here they come. I felt like we were kind of teaching them to exams, which you know, that's not the point of learning English. And you know, that was the sad part of of, you know. This year's teaching, reducing in hours and stuff so the meaning that I had, yes, I can change the life of two or three people or four or five or 10 or 20 or hundreds. But I want to be somewhere where I can impact policy and I want to be somewhere where I can impact real change for, you know. All students, ESOL or things. So I'm hoping that after I finish my \_\_\_\_\_\_\_ ., I can go into a more research publishing and fighting mode. You know, activities and for ESOL and for you know Migrants overall. So yeah, very meaningful, very lovely. But you know, I want to start making other scale changes if I can in future.

Interviewer 19:34

Yeah, cause thank you so much for telling me about the the the change in hours. I actually didn't know about that. So that's the something when I'm writing my interpretation. That's something for me to like look into how things have changed. Thank you very much. OK.

Participant 19:35

Yeah. Why would you look in 2004 when we could start in 2004, we had the students that could progress over a period of time. It wasn't just you have to pass this qualification in three months. It was like we don't think you're ready. Why don't you try the exam next year or the year after? You know when that. That was a there that doesn't exist anymore this year. It feels well recently. But this year in particular it was like you know we're teaching to the exams you have.

Interviewer 20:04

Hmm.

Participant 20:15

11 weeks to pass this qualification if you pass it great you can come back next year if you don't pass it. Goodbye, my friend. You know, it feels horrible that way, you know?

Interviewer 20:25

Yes. And. I think we might have already touched upon this, but can you tell me if you've experienced a sense of achievement in or not in your profession teaching ESOL?

Participant 21:02

Well, it nothing. Nothing that I do is, you know, I was surprised that I got this award. I've never, you know, nothing I do is for recognition. I do stuff for the kids and for the kids only. And, you know, sometimes I do get recognised for things, you know, \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .. So they got the awards, the youth and the adulthood \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .I have great pride in, you know, in in that that I contributed to to their journey and that they did very well this year, the student that. \_\_\_\_\_\_\_ .Actually, you know, when we did the \_\_\_\_\_\_\_ .. So that was all acknowledged\_\_\_\_\_\_\_ .. And you know, it was for her. My name is not mentioned, you know my role was not mentioned and it wasn't, you know I was really happy it wasn't for me at all. It was something that you know she deserved because she was my right hand in everything that we did this year and she deserved that award but at the same time. You know, I wasn't expecting to get something, you know, kind of feel like. Ohh yeah, it's for that. It's another stuff I've done for the youth. Yeah, it's for that. And I don't know. I don't know how long ago I started posting stuff on \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .social media and it's not because I want recognition for the things I do. It's because I've noticed that. I need to put the stuff that I do with the kids out there because if I don't, nobody does, you know, kind of, you know, I have to recognise that these kids have incredible journeys that they've come from real trauma, many of them, you know, and that the stuff that they do with me and for me and for the college, you know, it's well deserved and you know, so yeah.

Interviewer 22:56

Yeah, yeah.

Participant 22:56

But it's nothing to do. You know, it's nothing to do with \_\_\_\_\_\_\_ .the reward is, you know, being around them, you know, growing, learning from them, teaching them. And you know, that's my reward in life.

Interviewer 23:08

Yes. So my next two questions, something I wanted to touch on was a let me copy and paste. Is a sense of health. So can you tell me about your sense of health in your profession? If you feel comfortable?

Participant 24:04

Yeah, that's fine. Well, physically, I actually have \_\_\_\_\_\_\_ .invisible illnesses which you know. Have not maybe really have stopped me from doing my my job. One is \_\_\_\_\_\_\_ ., which I've had since I was\_\_\_\_\_\_\_ ., so maybe in the past ten years at the college, maybe I've missed \_\_\_\_\_\_\_ . days because, you know, I just couldn't \_\_\_\_\_\_\_ .. And you know, so I do have a physical illness which, you know, but I cannot claim the, you know, the sick role because obviously it's not seen until I actually have to disclose it. Uh, the other one is, I think, because of the stress of my job and because of, you know, I sound very positive but you know, but teaching is one of the most stressful jobs in the world. The stress of my job and also raising a family and doing a \_\_\_\_\_\_\_ .and, you know, being involved in the community because, you know, I have to be everywhere. It's not. It's not because I want to show off. It's because I want to help and I want to be a good citizen in my, in my community. I think it had some. Negative effects on my physical health once more. So why was diagnosed? Is that exactly \_\_\_\_\_\_\_ . years ago? With the \_\_\_\_\_\_\_ ., maybe that's why I do so much. Maybe. And so I have had to take \_\_\_\_\_\_\_ .off actually one week was for. In case I caught Covid so I wouldn't catch COVID before \_\_\_\_\_\_\_ .. And then I had to stay at home for \_\_\_\_\_\_\_ .so what the is it called \_\_\_\_\_\_\_ . .\_\_\_\_\_\_\_ . So I was that kind of away for \_\_\_\_\_\_\_ .for the first time in my life, you know, like just before\_\_\_\_\_\_\_ . as well. And yeah, that did have an impact on. How I felt as a teacher because I missed out on the last bits and usually until last year I was responsible for organising well, I created in and organised the \_\_\_\_\_\_\_ .. The ESOL \_\_\_\_\_\_\_ .so. Last year, because I was away for those key weeks, was like Oh my God!, I'm passing it on to somebody else in the team and they're gonna do it. And you know, everything's okay. Yeah, you know what? The students are gonna get rewards and stuff, and in the end, nothing happened. It was almost like, you know, \_\_\_\_\_\_\_ .is not here. \_\_\_\_\_\_\_ .You know, it's strange, but I'm not sure.\_\_\_\_\_\_\_ . Last year. This year, we recuperated with, you know, the cultural events that I don't know if you noticed that we did that \_\_\_\_\_\_\_ . .We did not give, we gave them in our individual classrooms instead of doing a big thing, but that was the special ones for the principal yesterday. So that was, you know, covered in, in a different kind of way. So yeah, because of my physical health.

Interviewer 26:59

Yeah.

Participant 27:10

Yeah, this year I actually only missed one day of work and I had an appointment with my \_\_\_\_\_\_\_ .test in \_\_\_\_\_\_\_ .and he said, how have you managed to miss only one day of work when your \_\_\_\_\_\_\_ .? I don't know. I have fomo number one. I don't like missing out on anything. You know, this is my second home. This is my family. You know, I need to be here. I need to be part of everything. I need to know what's going on, you know. And I'm part of the furniture already, you know. And then the the. The second thing was. That's a I felt like when you go under and you know you develop like a symptoms of \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .and whatever, you know. So I felt like that if that was one \_\_\_\_\_\_\_ . and it was with my \_\_\_\_\_\_\_ . group which, you know, any other teacher would have said, yeah, you know, great. I have a day off without, you know, the stress of teaching \_\_\_\_\_\_\_ .hours a group that I don't, you know, particularly adore. But actually, I felt \_\_\_\_\_\_\_ . , really sad, really sad. And, you know, I was back the next day.

Interviewer 28:11

Yeah.

Participant 28:19

So you know. And the doctor said, you know, you you are, you know, very resilient and you know, it's just a passion for for my job and people that I work with and teach, you know, that's what keeps me going and my health, my physical health. You know, I try the best I can do you know mitigate you know any external factors. So until COVID I stopped now just because you know all the responsibilities and finishing the \_\_\_\_\_\_\_ .and stuff I was a \_\_\_\_\_\_\_ . was when I started here, two of my boys were fighting \_\_\_\_\_\_\_ . . And one of them. And if I see him on the street today he has not been my student for many, many years. You're still remember that day and apologise. \_\_\_\_\_\_\_ .

Interviewer 29:35

Oh oh.

Participant 29:35

So yeah. He did not mean it. And you know the the fight stopped there. And because that's not bad, you know, we was just a silly moment between two teenagers, very hormonal teenagers, which is fine. I understand that. \_\_\_\_\_\_\_ . But if I have to separate them, I can do it in a way that is safe for me and the other students. And so I went and did that for, you know, many years from 2014, maybe until, you know, now I think 2014, yeah, until the 2020-2021. You know, the Covid situation and the \_\_\_\_\_\_\_ . and stuff, yeah, so. Then I also like going to the gym. I love cardio. I don't know why. HIIT, going on the bike, you know, I don't know why I love that. I haven't actually done HIIT for more than a year now, I, you know, just kind of maybe related to my\_\_\_\_\_\_\_ ., \_\_\_\_\_\_\_ . but I still didn't try to go, you know, at least once a week or twice a week or you know more if I... You know I depend on \_\_\_\_\_\_\_ . as well. So I walk a lot. So I can walk to my house, \_\_\_\_\_\_\_ . from college. But on a beautiful day like today doesn't feel like anything and I go up the road and I see two or three of my students, and they'll stop me and say hello and you know, a couple of people from the community. They stop, say hello, I say hello. You know, it may take me \_\_\_\_\_\_\_ . to get home or whatever. But you know, it's so good for my mental health to know, you know, number one that, you know, I'm safe in \_\_\_\_\_\_\_ . despite, you know, what happened? I don't know if you heard about what happened. I'm safe in\_\_\_\_\_\_\_ .. I'm, you know, well respected by many people that, you know, I go past on a daily basis and that kind of boosts my mental health as well, you know.

Interviewer 31:26

Yeah.

Participant 31:26

I would say that and physical. Yeah. And I would say as well that. In my country for \_\_\_\_\_\_\_ . years, I've never felt like I really belonged. Even though you know I'm \_\_\_\_\_\_\_ .. But you know, you can tell by the \_\_\_\_\_\_\_ . that I'm slightly, you know,\_\_\_\_\_\_\_ .. I'm very\_\_\_\_\_\_\_ .. I'm not slightly \_\_\_\_\_\_\_ .. I'm super\_\_\_\_\_\_\_ .. So I have, you know, the history of the \_\_\_\_\_\_\_ . and what not. You know, I have a primarily \_\_\_\_\_\_\_ .blood from, you know, from. What should say \_\_\_\_\_\_\_ . was just a country? To you know, mixing in with the with the most potentially, but nobody in my family has ever confirmed that link. But my great grandfather is from \_\_\_\_\_\_\_ .. \_\_\_\_\_\_\_ . Yeah you can feel you know you can feel your your mental health is affected by the way. But look at you, people refer to you and you know I was working class all my life. So it's like ohh yeah, you know. But once I've come here, all those barriers were gone. You know, I'm just one of the people, one of thousand people in\_\_ \_\_\_\_\_\_\_ . \_\_\_\_\_ ., you know, nobody cares where I'm from, you know? Yeah. You conversation for fun and you know, so. The action is very good for my mental health as well. The fact that I feel like I belong in \_\_\_\_\_\_\_ ., you know I belong. You know, this is my home and I'm happy I'm safe. Yeah.

Interviewer 33:21

Thank you. So my next question is, how would you describe your sense of wellbeing in day to day life?

Participant 33:39

Well, obviously it would depend on the week, potentially the weather you know, but today I'd say.

Solid 9. Ohh really very you know I'm elated but I have. Yeah, but overall it normally you know 6 to 9 you know definitely you know never below. Never. Yeah.

Interviewer 33:59

That’s perfect, so the next couple of questions I have are back in the classroom. So would you say that you naturally show the emotions you feel while working in ESOL?

Participant 34:49

100% yeah. My heart is in my you know we say the hearts are in our sleeves. So you know, I think people can see. Yeah. People can see from my face and from my expressions and from my behaviour, my body language. You know that you know my heart is always out here and you know. Um. Yes, so people can see my emotions very, very easily. I am not very good at crying in front of people because I have learnt to be, you know, very resilient for various reasons and. Um, I always try to show like a stronger, you know more, you know.

A side of me, but there were actually I can count on on my fingers the three times that I cried in this job, you know, and the first time was when I lost my \_\_\_\_\_\_\_ .Pre-COVID just before COVID. Then it was nothing related to COVID. Then it wasn't expected. It was really sad. And you know it didn't stop me from working, coming to work and doing my job. It did stop me from writing my thesis because obviously I'm writing on mental health and it kind of affected me a little back then. Um so. But I've learned, you know, that's, you know, obviously I'm getting older and people are gonna be, you know, passing away around me. And I have to accept that. But, you know, I did not cry. Until one of my young asylum seekers came and sat by me and he kind of, he noticed that I was absent. One week for, you know, I had to go to, to \_\_\_\_\_\_\_ ., to to bury \_\_\_\_\_\_\_ .. So when I came back, he sat next to me. And he. He asked me about it and I would never have burst into tears in front of anybody but he, but he in the way he, you know, the way he approached me, I think it was that he had that. Curiosity, but also empathy. You know, when we can feel that from each other? Yeah. And I cried and he and I'm thinking, wait a minute. Why am I, you know, why am I so emotional? This child has gone through so much in his life, you know, he's come from \_\_\_\_\_\_\_ .. He's had all these troubles, you know, he was exploited in \_\_\_\_\_\_\_ .and this and that, you know, all the stuff that happened to him and he's here trying to cheer me up and try telling me that, you know, that things can get better and stuff. So I think that's what made me really, you know. So my, you know, show my emotions to to to him the second time was only.

Ten months later, maybe. And I lost one of my \_\_\_\_\_\_\_ .Ohh so when I started teaching here he was the one that took me under his wing and he told me everything that I would say. Everything that I know about is ESOL \_\_\_\_\_\_\_ .because before I hadn't taught ESOL \_\_\_\_\_\_\_ .and then it wasn't. Also because of COVID, but because it was during that period of COVID we weren't even allowed to, you know, go to the hospital or see him and you know, so losing him was really, really traumatic for me especially. And I cried. We did a special thing. for him, \_\_\_\_\_\_\_ .. You know, really emotional. That was the second time I cried at college. Cause you know, that was referred to, you know, \_\_\_\_\_\_\_ .. And now you know, second time at college. And then the last time was actually and you know, third time I'm gonna mention this was in a \_\_\_\_\_\_\_ . And yes. So when I came back that was, you know, my manager allowed me to have \_\_\_\_\_\_\_ . was good. And you know that I felt confident to go outside and stuff like that, which I was fine. But it was again a young person that came and yeah, he calls me mum. So mom, mom. What happened \_\_\_\_\_\_\_ . ? Are you OK? \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . And you know, like, burst into tears. And I thought.

Interviewer 39:20

Hmm.

Participant 39:25

It's it's a lot easier for me to show emotion to to these young people that have been through so much in life because I think that there is a. I don't know if it's. Yeah, that's empathy that exists. You know that? It's that that, that energy or something, you know, that people humans seek from other humans, I think that. It's harder for me to show that to other people that I know are, you know, other people that I work with or, you know, relate with on a day-to-day basis, harder for me to show those physical emotions. And it was for these young people that, you know, showed. Such resilience in their lives and you know, they're listening to me and they're, like encouraging me, even though, you know, their lives are not great. You know, they're there. They have their own issues. You know, they still not safe in this country. Their homes are, you know, still war-torn. They don't know about their families. But, you know, it makes me feel like. And that's why you know, this one calls me mom and, you know, and makes me feel like they really value me as a teacher, but also as a mother figure and as a person, and I think. Ohh yeah, so otherwise I'm not very good at showing my emotions at all, you know.

Interviewer 40:34

Yes. Yes. \_\_\_\_\_\_\_ .. So my next question is what sort of emotional reaction would you give, or not give, while experiencing a problem in ESOL teaching?

Participant 41:20

I I think I I do show that but in in the motherly like like in a motherly way like. You need to follow the rules you sign the learning agreement and I'm here to guide you, you know? And if you're not following the rules, you know what's gonna happen next year, then you know, I have to put the comment about you now when this comment is gonna be used against you at some some time at some point for something. Obviously teenagers love their mobile phones and it's been a massive issue, not just here, everywhere this year we looked at ways in which we could mitigate that. You know, we tried to keep it in the bag or something, you know. But I think the best solution we came up with and you know it. It's. You can see it for phones. Yeah. So we, yeah, we piloted this, it seems to be working so far. So everybody comes into their phones over there, goes and sits down there as long as we're in the less than the phones there. Unless you know, we're using the phones for Kahoot or for, you know, another activity. The problem is these kids are so very sneaky. Sometimes they have two phones, you know, so they'll put one. And they'll keep another one with us. It's about, you know, we have to be attentive and also consistent in our approach to their, you know, their behaviour. The other thing is attendance. Attendance has been really bad post-Covid and it's across, you know, every school that I relate to, you know, every college that I hear from, you know, people, all the teachers, I talk to attendance has being very, very bad, not during covid. If we talking about the kids that were here already. Think of it. They were in an extreme situation where, you know, they sat at home, played PUBG, or whatever that was back then.

Interviewer 43:04

Yeah.

Participant 43:05

They didn't have contact with people and now they have to come to class and listen and learn and you know, so. Staying awake till very late hours. A lot of my students don't have their parents at home that it's, you know, their helping them with, you know, okay. It's 10:00 o'clock, you know. You know you it it's a bit late tomorrow. You have to wake up at wake up early to go to college and we find that a lot. With the kids that have families, it's normally easier to, you know, call the parents and say, OK, come on, tell your kid he needs to be here at 9:00, o'clock in the morning, and if not, you know, how many strikes can he have and what's gonna happen? Consequences, you know, escalation and stuff with the we've had this year, we've had a big issue with \_\_\_\_\_\_\_ . kids. And it's only because and it's, you know, not blaming the the team that's looking after them. It's only because they are.

Interviewer 43:42

Yeah.

Participant 43:58

Uh, \_\_\_\_\_\_\_ . Thought is looking after these young people and their learning on the job as well \_\_\_\_\_\_\_ ..

Interviewer 44:05

Yeah.

Participant 44:19

And you have to tell them that you know they have to be at college at 9:00 o'clock. Of course. They. Ohh yeah, yeah. You know my Big Brother or my, you know, whatever. I'm not gonna listen. And then they oversleep in the morning and then we're calling them in the morning and they're not picking up. So we've had an issue with attendance. I would say. I don't want to lie, but between.

Interviewer 44:25

Yes.

Participant 44:40

10 to 20%. Uh, less attendance then then we usually had Pre-Covid, you know, because during cover it was, you know. Yeah. So I think the attendance has really gone down the it's not just us, it's everywhere. So we have tried you know.

Interviewer 44:52

Yeah. Yeah.

Participant 44:56

You have things like reward rewards acknowledging them at the end of every term about their attendance for at the end of every week, you know stickers and. You know, whatever we can. Steal, from our homes, from our kids as well. You know, that's what did you do as well.

Interviewer 45:11

Yeah.

Participant 45:13

And I'm trying to get the kids involved in, in, in activities that make them interesting, try to make interesting activities in the morning, start with something really exciting that they can't miss so they can come and attend, you know, and we tried a lot of different. Yeah, techniques to keep them from, you know, staying at home early morning. But I think there may be one or two that may be missed. Maybe a lot of the morning classes a lot, a lot, a lot. A lot. Yeah. And it was like, even though we are working in partnership with with, you know like the, the, the \_\_\_\_\_\_\_ .of people, \_\_\_\_\_\_\_ . they're young themselves in a kind of course it does a bit this year. But I think going into the future, you know, they're learning on the job. We're learning on the job. We're learning to work together. And these young people, you know, need that kind of collaborative support. You know, they.

Interviewer 45:42

Yeah. Yeah.

Participant 46:10

One village, you know, that kind of thing. So we hoping that with this new team that's just started that you know from next year we'll see a change in attendance and punctuality. And, you know, behaviour and, you know, issues that emerged this year.

Interviewer 46:25

Definitely. Perfect. Thank you so much. And that was a really, really, really helpful answer. So let me just see. I think I'll just perhaps do one main question. So let me just see what I haven't asked quickly. And. Okay I think. This is the last main question and then I have a kind of wrapping up sort of question and we might have already touched upon this. But do you think in anyway your wellbeing or your emotions may affect how you teach ESOL in anyway?

Participant 47:20

Yeah, 100%. I think the way we we respond to you know things like behaviour and you know, if you're gonna shout at somebody, you know, obviously that's gonna affect them and that's gonna affect us, you know, obviously in our profession there's lots of issue teaching overall of people not lasting in the career over five years for example you know because. You know, it's it's a hard task and it can be thankless. It can really be, but. Uh. If you have like that positive vibe, if you have that understanding of of trauma, that empathy that people need, I think it's a lot easier to. Ohh. Sorry, I lost myself again in the question. Can you repeat the question?

Interviewer 48:12

Yeah, sure. So I put it in the chat, but how your wellbeing and emotions may affect how you teach yourself? ButI think I think more or less I think we've got throughout the whole interview.

Participant 48:27

Yeah. Yeah. \_\_\_\_\_\_\_ . staff attrition, I would say. The If you don't have this is what I'm doing in my \_\_\_\_\_\_\_ .as well. If you don't have the sort of.. learning, you know, because sometimes sometimes it's something innate that you, you know, people say ohh you. You were born to be a teacher, you know, you've got this and that and the other, you know, but not everybody. Is a, you know. Um, it's like that. Sometimes it's learning on the job as well. And you know, I've been in this job for nearly \_\_\_\_\_\_\_ . years so. You know, a lot of the empathy and a lot of the things I I I do and know and have, it's because of, you know, learning on the job and learning from, you know, people like, you know, my my \_\_\_\_\_\_\_ .that passed away and other people that I've met over the years, but. I would say that. I'll try. I've you know, I keep losing myself in this question trying to talk too much. The mental wellbeing of. our mental wealth being well-being shows, you know, shows to to our students the way we respond to them. Do we treat them as, you know, children that needs, you know, yeah, looking after, babysitting or do we teach them, like, young adults that are learning and developing and growing and, you know, do we? Do we know trauma informed techniques that you know can help our students and I'll give you an example of somebody that you know was. Um, so this was just after the \_\_\_\_\_\_\_ . holidays? Yeah. And we had this \_\_\_\_\_\_\_ . in the \_\_\_\_\_\_\_ . class, very limited. English comes to college twice a week. You know, post \_\_\_\_\_\_\_ . , \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . that she had nobody to talk to, that, you know, you’re probably the first person that she has access to that she can have a conversation with. But you were busy teaching so in and she doesn't know much English. So instead she wrote.

Interviewer 51:11

Yeah.

Participant 51:32

\_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . and the teacher said, \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . And I realised that. Yeah. Well, we're all humans, and we all need connection. That was her only way to see connection, you know? So. Having that trauma informed background, which you know I have thanks to my, you know, encounters with \_\_\_\_\_\_\_ .in the classroom and my \_\_\_\_\_\_\_ .theses and you know all my extra curricular and studies and you know, conferences and everything that you know I attend, I think it's kind of. The fact that I have that background makes me aware and makes me help other teachers that don't have the background, yes, so might \_\_\_\_\_\_\_ . is actually fighting for more teaching of empathy, more teaching of trauma, informed practises and more. You know, that's what we need in teacher education as well, because not everybody is born with, you know, the, you know, innate skills to understand everything, obviously and. Yeah. And I'm not saying, you know, I'm better than any, but that's the probably gonna be moments when I don't see that this is, you know, a student. It's playing up because of trauma that, you know, is not being, you know, silly. But I always think about the possibility of. There's something else there. It's not misbehaviour for the sake of misbehaviour, so we know I'm not gonna punish these students straight away. I'm not gonna call the manager to come and tell them off. I I want to see it, but I have the privilege of, you know, having tutorials with my students, you know, dedicating dedicating time. So I can sit with them and say, you know what this happened? This happens, happened. Tell me what's going on. And usually they tell you know, what's known. And you just try to say, well, you know, the classroom is not the place for you to be doing this and that and the other. And if you need to talk, the door is open and there's other people and you refer them and stuff. So I think. If we all have this kind of training. You know, it's more likely that we have less emotional responses, shout at students and punish students for for their behaviour. But I think that's what I've been saying. I need to be somewhere higher where I can actually.

Interviewer 53:35

Yeah.

Participant 53:35

Shout louder. You know, if you know what I mean and make changes in policy and in practise, you know.

Interviewer 53:37

Yes. Yeah.

Participant 53:42

So we are kind of really very I think most of us in ESOL. So I I don't think I've met any person in his all that is not doesn't have that you know. Gold heart. You know, I don't want to say Gold heart, but you know the you know the profession itself calls for for people that are more empathetic, that are more understanding, that are more, you know. trauma informed so, I think we have that unique unique background and I think that's what's make us, you know, really special teachers. You know, I wish the government, you know, recognises more and I'm glad the college actually recognises, you know, today for this year and beyond here.

Interviewer 54:17

Yeah. \_\_\_\_\_\_\_ .

Participant 54:23

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

Interviewer 55:22

So I think we're at the end, my just to ask, is there anything that you want to add or do you think we're, we've had a good overview?

Participant 55:31

Yeah, well. Like I said, I our profession we are very fortunate in our profession because we have this meaningful relationships with human beings that have been through so much, you know, hardship and it's it's an incredibly rewarding experience to teach and to learn. And yes, sometimes you can get. Um. A post traumatic stress yourself, you know, from hearing these stories and these experiences. But the the resilience of many of these young people and and adults really to, to thrive in a new country in any society, in a new language. You know, it's really something that we should reward and commend. And I think if I could, you know, I would be in Parliament, you know, making sure the government funds it better supports it but that hires more teachers qualifies teachers, teaches them about informed trauma. From practises you know, that's that. That's a dream come true, but you know.

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

Interviewer stopped transcription