Interviewer started transcription

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

Interviewer:

My first question. I'm just popping it in the chat now. Could you please tell me your ESOL job title and a brief overview of your ESOL professional responsibilities and what you do on a day-to-day basis?

Participant 1:56

Yeah. So. The current, I've been doing ESOL for a long, long time. I my my job involves being in \_\_\_\_\_\_\_ . ESOL and \_\_\_\_\_\_\_ . functional skills. There's some overlap between the two. The ESOL responsibilities is \_\_\_\_\_\_\_ . my week and so I'm delivering. I've gone through different levels from Pre-Entry all the way up to Entry one, but usually I'm teaching Entry \_\_\_\_\_\_\_ .. Entry \_\_\_\_\_\_\_ . and \_\_\_\_\_\_\_ ., Entry \_\_\_\_\_\_\_ .. Accredited courses, but getting them through exams and things like that. And. So my responsibilities include keep delivering the class, preparing lessons. Making sure accreditations complete that kind of thing.

Interviewer 2:49

Perfect. Yes. And so my next question is according to the literature, there are five kind of pillars of wellbeing, And one of the aspects of it is a sense of engagement. So my question for you is and can you tell me about any times when you feel fully engaged in your professional ESOL responsibilities?

Participant 3:23

Yes, yes. OK. Let's, let's go through. I've got a nice contrast. Are you going to ask me when I don't feel like that after? Is it? Is it gonna follow on?

Interviewer 3:30

Yes, that's yes, exactly and the opposite.

Participant 3:31

And I've got this year. I've had an extreme example of that. So \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .morning I have a class andt it's about \_\_\_\_\_\_\_ . learners in. It's very hectic, but that they're coming on time, they work hard. And they're motivated and there's a mixture of people. Some people are from.. we’ve got lovely mixture this time usually where I live in \_\_\_\_\_\_\_ ., it's mainly used to be mainly \_\_\_\_\_\_\_ . and \_\_\_\_\_\_\_ . people. Now we're getting a mixture of\_\_\_\_\_\_\_ ., \_\_\_\_\_\_\_ .,and \_\_\_\_\_\_\_ . some asylum seekers as well and when they're there and they're engaged and they're enjoying the lesson, I've enjoying it and people start working together. It's it's a brilliant feeling cause you're almost like. You're not a teacher you’re a facilitator. The thing is happening and you, you're sort of pretend. Almost. Ohh, it's not me, but you know you've you've had an impact on that, that room. So that's when it feels good. And it's nice when someone else comes in. It just happened. That was the class that I was observed in this year, so that that went very well. OK. So that kind of helped. Yeah. So it's When everybody's engaged. When people have been in, when learners are turn up on time. Okay. Yeah. So that's why I've been felt fully engaged.

Interviewer 4:52

Sure. And are there any times when you're feeling less engaged?

Participant 5:06

And this this is this is good cause this is about me, isn't it? So \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ . afternoons. And my class is supposed to start about \_\_\_\_\_\_\_ .. Two or three learners drift in on time, could be a different ones there. Eventually they the everything you get a few people in about. Out of \_\_\_\_\_\_\_ . people, you might get 6 or 7.

And.. Somehow… They're not. They don't interact with each other the same way, some people have to leave early to pick up the children there. There's lots of absence and illness and nothing ever gets. Done.

Interviewer 5:46

Hmm.

Participant 5:47

If you looked at the statistics for those two classes statistically, they'd be the same. But where are you? Where? I mean, maybe maybe it's because first thing in the morning. I feel good. You know, the morning person. So just about to get me on the way down now, \_\_\_\_\_\_\_ .. But you know, I walk in and it’s like there's a buzz. And it's it's not been able to have continuity. That's the problem. And the other issue in that that class is that. The people who do come regularly, they have finished everything. Are the people who don't come regularly haven't? So now you've got this dichotomy. Do you give extra things and put your energy to the people that committed?

Interviewer 6:29

Hmm.

Participant 6:31

Ohh. But there are other things as well that affect that. There are specific things to do with that class that I could go into that that are, but it's not that none of this is the neither of these two situations are really down to those individual people coming to the class. That's to do with circumstances. So you've always got to remember that you've always got to remember that and you see we work. \_\_\_\_\_\_\_ .

Interviewer 6:46

Previously, yeah.

Participant 6:54

Yes, you see, I work in adult and community education, so we're in community centres. And then it's an adult service. \_\_\_\_\_\_\_ .So when \_\_\_\_\_\_\_ . goes to college, \_\_\_\_\_\_\_ . signs in at a certain time \_\_\_\_\_\_\_ . signs out at a certain time. If you're late, everything's marked and looks more like that, whereas this is different. This is adult education. The good thing about our service is, we reach people who are hard to reach, people who would be excluded if.

Interviewer 7:20

Yes.

Participant 7:21

If they can't turn up on time, but the downside of that is when you're in the classroom and you're you, somebody rolls in about 15 minutes late, you kind of frustrated by it?

Interviewer 7:31

Yeah, of course, of course. And yes, just to reiterate on a point you made, this interview is definitely more about you. Just because I think my whole thesis, my whole research degree is on what can we do to support teachers, you have to fill up the cup of teachers so the teachers can fill up the cup of the students.

Participant 7:53

Yeah, there's so many who leave. \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .But different people at the people start and then finish, and then it's the \_\_\_\_\_\_\_ . of us at the particular this particular centre, we need to centre and. So that's me, its very diverse. There's me, there's \_\_\_\_\_\_\_ .. Who's? No, \_\_\_\_\_\_\_ .. There's \_\_\_\_\_\_\_ .. Who's? \_\_\_\_\_\_\_ .. And there's me who's been stuck in with all them for the last \_\_\_\_\_\_\_ . years. But we're a quite nice little. Team who support each other and another suitable joiner will think. Ohh well, let's try to make friends with them and get them to join, but then other things like I'll see what drives people away. It's things like paperwork it's and it probably was the same for you in. Unless you're very fortunate the contracts are rubbish so each of those three people who have stayed at it like myself. I'm very lucky because. And it's a very circumstances. It's it doesn't matter that I've only got part time role and it's that it's. Every each of us gets reappointed every year, but there's no guarantee of that. It's not. so anybody who so \_\_\_\_\_\_\_ ., \_\_\_\_\_\_\_ ., so my house and we've got a small house that we pay for, so that that's OK \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ . You find very few men in the job as well. That's that's that doesn't bother me really. It is a bit strange that there's no boys to talk to, but yeah.the thing with ESOL and with adult education generally.

Interviewer 9:45

Yes, So I'm going to move on to my next question. I'm just going to pop it in the chat. Now we've already kind of touched upon it a little bit. So another really important factor of wellbeing is the relationships we have and. So could you perhaps if you don't think that you've covered it already, talk to me a bit about the professional relationships you have while teaching ESOL and how they may impact you?

Participant 10:43

Hmm. so professional relationships when you've got it's very important that we've got the there's only \_\_\_\_\_\_\_ . of us, but we're a lovely little team and we work well. We help each other and give each other advice.

And. You. When your in our position as as tutors you cannot afford to alienate anybody. So I wouldn't do that cause I'm quite a respectful person. But you you're always aware that even the caretaker, the admin person, all these people have a lot of power. We get, we have to fill in these time sheets every time. I don't know why because we have we in the classroom. Why do I need to fill in a form? It tells you that I have taught that class when you could have gone and seen anyway and.

Interviewer 11:35

Hmm.

Participant 11:39

And it gets very frustrating when you get an e-mail back saying you didn't put this particular calc, you didn't get this calculation correct on your paid claim, when paid claim is actually calculated.

Interviewer 11:47

Hmm.

Participant 11:50

If you just put the hours in. Into the the the system it will calculate it for you and you anyway.. and this definite.

I feel that. We are right, we are not seen as central to the process, the management will work with the admin. They'll work with the care taking staff to make sure everything's in order. They they make. We are kind of.

\_\_\_\_\_\_\_ .I mean, we, I I love all the staff at \_\_\_\_\_\_\_ . and here and here. But they're lovely people. \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .

Interviewer 12:32

Hmm.

Participant 12:36

You know it's it's it's a sort of. So I feel like. The the power is always in. It's very different to a school.

And I think what I also find is colleagues \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ . and but part of that is is one of the reasons we chose to work in adult education is that. We prefer that sort of mood. It's a more democratic thing, so you never we have any support workers, not like classroom assistance. And I would never say to a very support worker. Ohh, go and photocopy that. For me, don't do this job that job. It's a more collaborative approach, so that's a good thing. But it's it's um, it doesn't work for everybody. So and I found a lot of people leave because they don't feel like they've got that. Respect you got deal with a lot of.

Interviewer 13:38

Thank you. Thank you so much. And I'm going to be going to my next question. And my next question and one of the. Another factor of wellbeing and what contributes to to high levels of wellbeing is a sense of a meaning and and I was wondering if you could tell me if you find your ESOL at teaching and you know the whole gamut of teaching of not just the face to face for the whole gamut and meaningful in any way, or perhaps not meaningful?

Participant 14:36

Ohh gosh I tell what we need. What people do need is this kind of opportunity. I've I've I've got. Let's put it to one side. But yeah, I I it's fantastic, isn't it? You the beauty of ESOL. Is that I mean, I don't know about you, but I'm I'm not multilingual. Anyway I I learned \_\_\_\_\_\_\_ . at school. I I I tried different things. I can't do it so I'm not bilingual. But you walk into a classroom and your teacher. So if I teach maths I've got to go and teach some maths. If I walk into the English class into an ESOL classroom and I start talking about my weekend, I am teaching. You're teaching from the moment you're in there. Everything that's going on in that and.

That that's the beauty of it. I mean, it's great when you create a resource, so you find something online that people can use or you build. And I'm very good at finding things like getting them to work online and things like that, you know, other colleagues like to do grammar exercises or games and and things like that. But the beauty of ESOL is that you just doing it all the time as soon as you walk into a room. And so it's it's extremely meaningful and and also you change people's. The thing is, so you always someone just said to me to ohh I met a previous student this morning actually. And she said, do you Remember Me? suddenly you go through that thing like you've got to think do I remember Im\_\_\_\_\_\_\_ ., you taught me at \_\_\_\_\_\_\_ . Entry 3, 6 or seven years ago. Ohh yes. Yes yes. So anyway it turns out that's from there she's gone on to do Functional Skills maths and English Level One Level 2 she's gone. She's now studying \_\_\_\_\_\_\_ . somewhere and you think.

That's. That's when you get somewhere? What? No, they're they're the things. It's great when people go into university, but it's when people say ohh. I'm working. I've got a job now at \_\_\_\_\_\_\_ ., which is a bakery nearby or. And I've helped my children with this, that and the other. Or you you kind of. Part part the part. It's a strange thing, really. Part of you for some of the learners in particular. So one maybe I'm thinking of she got so much stuff going on at home. And we have we do that safeguarding thing you you did at the start, we always go through that and talk about that. And. But my my I always started my job is turning move away from that place in this classroom. This is this is our. This is your space. You don't worry about your kids. It's not your burden Ohh they're somewhere off doing something else. And a stranger isn't gonna come into this building and try and bother. You know, this is our room. And I’m also very fortunate in that it's meaningful because if say so \_\_\_\_\_\_\_ .I can tell you this because you're not going to broadcast it anyway, she was saying ohh my. What's happened with \_\_\_\_\_\_\_ . is her. She came from \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .She doesn't anybody else to go to. It's awkward for her. And then there was one time when she was.

Interviewer 18:04

Hmm.

Participant 18:15

\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .So she talked to me about it. But the lucky the fortunate part of me, I said there's living support workers and I'll say ohh talk to \_\_\_\_\_\_\_ .about it. And she said no, no, I don't want to talk to her so well. I said well But why cause? She was a bit anxious about talking to \_\_\_\_\_\_\_ . because she knew she was \_\_\_\_\_\_\_ .as well, and the. People believe that everybody talks about everybody else and that that anyway, she she she built up that relationship trust inside her. So now \_\_\_\_\_\_\_ .that be trusting, she'll talk to people who you can trust about different safeguarding issues. And then I've pushed that problem to one side. Come back to me we'll do something so. And it's also meaningful when you've got people who there was a.

Ohh, whats he called \_\_\_\_\_\_\_ ..one of the learners. He must have gone past being an asylum seeker. He had he lived in some sort of sheltered accommodation. He had mental health issues, but it was very, very supported self. And sheltered accommodation. And he showed me this message he's had saying which the message actually said. And you have been. Your support is being reduced and you're being moved to another place and. When he read it, he thought he was being punished, but actually I I read the text message cause it. I think because people struggle with emails, they get a lot of text messages and text messages are quite hard to type accurately, what the person meant was you have done very well, you're recovering, you're getting better. You don't need as much support now, so you're going somewhere more independent, but he'd interpreted it as though something was going wrong and he'd done something wrong. So then you phoned up the so I phoned the person up for him. And I can't. That was quite nice that cause. Then you can reassure him and you realise that was it so.

Interviewer 20:17

Yeah.

Participant 20:18

Gosh, yes, you can tell I find it meaningful.

Interviewer 20:20

Yes, yes, certainly. And so I'm going to move on to my next question. And. I think you've possibly already touched upon it, so if you, if you feel we've already touched upon it. And can you tell me if you experience a sense of achievement kind of big or small in your profession teaching ESOL?

Participant 21:19

What to find is disheartening sometimes is, a student. Through no fault of the student, no fault of mine. The student will leave. They'll get halfway through. So the, the, the gentleman I told you about. \_\_\_\_\_\_\_ . he got the accommodation. He moved somewhere.

Interviewer 21:34

Yes.

Participant 21:36

And. He was off my register, so on my according to if you look at statistics, statistics statistics, he will be down as a fail.

Interviewer 21:49

Yeah.

Participant 21:49

It's a very. It's quite a sad thing to say to people. And. Yes, that's so that that that's when that's when things don't go well.

Interviewer 22:00

Yeah.

Participant 22:03

I'll tell you another thing that it might come up point might not, so I'll say it now. One thing just. When you get to a certain point in teaching, it was probably about five or six years ago. You know, someone comes in and observes you and they do this the report, and they they do their assessment of you. You suddenly think.

I’m\_\_\_\_\_\_\_ . years old and I'm sitting here like a schoolboy waiting to have a report done on me and.

You think because it becomes a point where? You don't want. You don't want that anymore. You know it's it's you're not there yet, but you'll be a point. You think. You must go back to teaching ESOL it's fantastic, but it's.

When someone comes in there and says right, this is good, you don't mind if someone says Ohh I think you might have handled that question better or or you could use this technique. It's just having an observation.

And yeah, it's a very strange. Big, but yeah, no, I get I do get a sense of achievement.

Interviewer

Hmm, so we're about halfway through without questions and so I was wondering if you had anything to say perhaps about your sense of health in your profession?

Participant 25:22

Right. Ohh. There's been, sure. I'll. I'll give you a couple of crises that have happened and then so about.

You know I was talking about we have these contracts. Our contracts are particularly good and they're they're sessional contracts about \_\_\_\_\_\_\_ ..

Interviewer 25:36

Yeah.

Participant 25:39

A \_\_\_\_\_\_\_ . contract became available and I I I got one of those \_\_\_\_\_\_\_ .as an ESOL tutor. But it didn't work out at all because. Part of it was me. But part of it was the way that role was used. So you were doing teaching, but you were also doing a heck of a lot of admin based work and it just didn't suit me. You know, I can't. I'm not very good at organisational skills and things like that, and I felt that my \_\_\_\_\_\_\_ . now, but we we didn't have particularly. It was a bit toxic the relationship between us,\_\_\_\_\_\_\_ . Maybe \_\_\_\_\_\_\_ . thought I wasn't being effective anyway. So I've put the the, the beauty of our appointment our job is that you can. I left that I went back to being a\_\_\_\_\_\_\_ . and then that problem is resolved itself. And over Covid when that came in. I became very, very I was very successful. I was. I was seen as like a cause. I was proactive in getting all these different learners to join online and that kind of thing.

Interviewer 26:48

Hmm.

Participant 26:49

And. So throughout the service, every said\_\_\_\_\_\_\_ . done this\_\_\_\_\_\_\_ . done that and that sort of thing really well. However if you do too much too soon or too much Teams, it makes you I found out after the hard way I developed \_\_\_\_\_\_\_ . which was awful.

Interviewer 27:05

OK.

Participant 27:05

Ohh it's it's it's so no, I don't like this is alright because \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .So now I'm back into face to face teaching, so that didn't make me that physically, maybe a bit ill, but it's all that's managed now and who knows, it might not have been to do with it might be coincidence that it was while we're doing a lot of online work that this came about.

Interviewer 27:19

Yeah.

Participant 27:30

And. Something. That has helped my health is that as well as doing ESOL and as well as doing.

A bit of functional skills I do some online trade, I do some work for \_\_\_\_\_\_\_ .. They are now part something called \_\_\_\_\_\_\_ .. It's only like it's about 3 or 4 hours online work a week and that's quite it's quite nice. People post on forums and you post post back to them. They'll send you their assignments when they completed and as part of their things for staff is, uh, some sort of like um. not counselling It's not as high a level as that, but you know, like coaching.

Interviewer 28:17

Yeah.

Participant 28:18

and. I mean, I first did it by accident because I thought it was a sort of like some sort of group session, and it turned out to be a one to one session and I found it really, really effective. I think we don't have enough time to where we get to talk to other people objectively about it and I think teaching it's like being. It's a high pressure, it's a high pressure job. You're on that stage all the time and you've got to keep it up for it's not. I mean, it's not like being active, but it is. It is a bit and it's like a sports person who got sports people retire. They've got to about 30. You kind of think you've we are, it's that sort of profession. And I mean good for a good health and not cause I get plenty of exercise. It's helped. So it gets better when your children are older or you've got less family responsibilities. And also you've got to make sure you cut back on your work if need to.

Interviewer 29:18

Definitely and yes, and so overall kind of how happy are you with your career and ESOL teaching?

Participant 30:19

You're. It's important that you’ve asked about it, because I've just told you how fantastic it is and now I'm going to tell you that next year I usually work \_\_\_\_\_\_\_ .. I've been teaching ESOL and this this next year I've just been \_\_\_\_\_\_\_ .. It's something I’ve been thinking about for a long time and part of it is about that thing of.

Pacing yourself so that you cause I want to keep doing this. I love. I love my job and I want to keep doing it. But becomes a point. You you've got only got a certain amount of energy left and you get to a certain.

Point in life also I've got. I've been very fortunate. I've got a nice, lovely\_\_\_\_\_\_\_ .. She's brilliant. She's she's been at home looking after things. We we have this thing where when I was training to be a teacher all the time I was being and I got education tutor. That's all part time. The session. \_\_\_\_\_\_\_ .and I was doing this and then it swapped over now. But the reason that she's not working full time \_\_\_\_\_\_\_ . And. So so that's why it's important. And I would say ESOL teaching. It's. You could only do it if you can afford to do less of it. I think when I was. I think it's there's certain point if you did one class a week. That's what that's not worth it because you're not you, you know. You preparation. You work like that for one class. But if you get to a certain point, it's too much and I think I think when you're part time, Sessional tutor, you find it hard to judge, if someone says this is your job. And you're paid for every minute of the day, so it's like. If I go into the office it there's always a sense of this is quite right. I'm I'm going off a little bit off topic. I'll just always a sense that when I go into the \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .you thinking. \_\_\_\_\_\_\_ .I m only paid the hours I'm in the classroom you know, it's it's a little bit anyway, but now most of the time it's it does depend on.

Interviewer 33:27

Yeah, yeah.

Participant 33:31

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

Interviewer 33:38

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

Participant 33:43

Yes, I I I struggled when I did a bit of work at college several years and years ago. I struggled with it. So you've got to be at the right. Well, since you in this environment just right.

Interviewer 33:56

Yeah, definitely. Thank you. OK, perfect. So I've got a few more teaching centred questions now. So my question is, would you say that you naturally show the emotions you feel? Why while working in ESOL and that could be perhaps?

Participant 34:54

Ohh, that's tough question isn't it? But that's the that's the whole point of your research.. I don’t know. How do you show your emotions? I try and respond to things as they are in the classroom. And. When I walk into the classroom, Say whatever's happening outside shouldn't really impact what goes on inside. Things that are happening in the classroom. It's only when. \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .That will have an effect on me most of the time though. I just let it all. I always take the view that these people are adults, they're coming to class. And.

Interviewer 35:53

Hmm.

Participant 35:54

I'm paid. To be their teacher, not their mum. It's not my fault if they’ve not brought any paper I don’t know.

Interviewer 36:00

Yeah.

Participant 36:04

So I tell you what really gets me cross though we have to teach British values and and I get so embarrassed when I'm doing it because British values. It's come back. The they they didn't used to have it in. We get everything from schools about five years afterward. And you think? Ohh God, democracy, rule of law, and tolerance and ohh all these different things. And then all I've got to do is put the news on and and we'll do it. The whole country's gone. Yeah. Basically I I get upset.. I get conflicted in my. About things because I feel like I'm trying to teach things that aren't true.

Interviewer 36:44

Hmm yeah.

Participant 36:45

That is very frustrating and I'm very lucky that they don't often question this. Because it's it's someone says, well how? Why if if you are caring, you know one of the British values is tolerance and caring. What? Why are you putting me? Why am I in this horrible hotel with three other men sharing this room and that kind of thing?

Interviewer 36:50

Yeah.

Participant 37:04

And. Yeah. So bit stuff like that I get angry about. But I try not to.

Interviewer 37:12

Yep, I think that could be a whole that could be a whole other research topic.

Participant 37:15

Yeah we’ll go off on a tangent there. I'll walk out of lesson when I have to teach British values and I'll feel so like.

Participant 37:24

Such a fraud. If if I've got to teach them to to appreciate their town, even though it's if, if they criticise the town and say how poor it is or they if they criticise if say a learner it says something about the country.

Interviewer 37:27

Yeah.

Participant 37:39

I can challenge that can say, well in this country because we get a lot of well it does vary. Say we get an\_\_\_\_\_\_\_ .. I'll give an example a \_\_\_\_\_\_\_ .learner who's lived in \_\_\_\_\_\_\_ . and then they've moved to the UK in\_\_\_\_\_\_\_ .. The \_\_\_\_\_\_\_ . will say to me ohh I've come here because here no, but I can’t go higher in \_\_\_\_\_\_\_ . people don't respect me because there's a there's a different. Attitude to to race in in the UK , even though we are not. We think we're bad cause. Well that's cause of our our political perspective. But I I I think we're not very good at it. But compared with European countries, we are. Yeah. So if a learner the challenges me or that then I've got things to say. But if they say. Like the rule of law and it's just anyway, so don't know. So it does affect my wellbeing.

Interviewer 38:34

Yeah. Yeah, yeah, of course. Of course.

Participant 38:41

Yes, cause it's double think \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .

Interviewer 38:42

Yeah. OK, perfect. I have two last questions. Oh. Oh, you still there?

Participant 38:58

Yeah, just I don't know why I've gone off then. So yeah, can you hear it? Yeah.

Interviewer 39:01

It's okay. No worries and. Two last questions. And it's I've got one kind of main question and then my final question is a kind of wrapping up question. So my penultimate question, I'm just popping it in the chat. And. Again, we possibly have already covered this. In some capacity in our interview. But do you think you're wellbeing or emotions may affect how you teach ESOL?

Participant 39:32

In my particular case, it only affects how I teach ESOL if it's something to do with the teaching context. So if something I seem able, if something bad's happened outside, unless it's really, really bad. I I can walk in there and it's it's like another world, Dr Theatre, like the actors say, you know, you kind of just put that face on. Yeah, things are going wrong in the classroom then, or some work hasn't been done correctly or I've been pulled up for something. Then it kind of bothers me.

Interviewer 40:05

Yeah, yeah, of course. Of course. So and now we have the final question. Do you think that anything that you would like to add about your own kind of wellbeing and emotions in ESOL that you and you saw that you think might be important for me the researcher to know?

Participant 40:49

Yes, I think \_\_\_\_\_\_\_ . now I think about it. I'm not surprised. Did you say that you had? How many people have responded to your?

Interviewer 41:01

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

Participant 41:12

Ohh no, I think about it and I've haven't gone through this and having I I am not surprised. I think people are. I think it's important it's good for them to talk about it.

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