Interviewer started transcription

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

Interviewer 0:31

Great, are you ready to get going?

Participant 0:43

Yeah, yeah, absolutely.

Interviewer 0:48

Perfect. So my first question is just to know a bit more about your ESOL teaching. So could you tell me what you do for your ESOL professional responsibilities on a day-to-day basis?

Participant 1:02

Well, I was asked to start teaching by\_\_\_\_\_\_\_ .. To which I have subscribed. And I particularly told them that I would be interested in helping refugees to improve their English language. So that's where it started. And we have a little group. In a\_\_\_\_\_\_\_ ., varies between 4 and 10 people. Varying ages, men and women. Which I teach together with what other \_\_\_\_\_\_\_ . we do it together. We doing that for about \_\_\_\_\_\_\_ . I suppose. And that's, you know, a pretty regular. Event, it happens every\_\_\_\_\_\_\_ .. We do it for the\_\_\_\_\_\_\_ .. Yeah, when they're not working or busy.

Interviewer 2:01

Yeah.

Participant 2:01

The other two I am I am helping. Ohh online Zoom. one he is living. \_\_\_\_\_\_\_ . \_\_\_\_\_\_\_ .0\_\_\_\_\_\_\_ .. And the other one lives a little bit further away, close to \_\_\_\_\_\_\_ .. One is a\_\_\_\_\_\_\_ .. In \_\_\_\_\_\_\_ .late \_\_\_\_\_\_\_ .. I guess yeah, there is a\_\_\_\_\_\_\_ ., I suppose in \_\_\_\_\_\_\_ .late \_\_\_\_\_\_\_ .. The group who we've been working with have made terrific progress and you know, we're delighted that we're able to, that they could now do all the basic things pretty well, you know, fight the way, find directions, go shopping, arrange travel. Yeah, absolutely basics of life and and a bit further than that as well because there are, they are bright and intelligent lot and what we've tried to do is to make it fun. Interesting rather than just grinding through the grammar.

Interviewer 3:05

Yes, yes.

Participant 3:06

Shall we do a few little sort of play bits. We've done some Shakespeare which they like. Would everyone takes part. And and they enjoy that. And we tried to make it fun as well as just sort of, you know, learning the grammar. We do some poems, some comic poems, which they enjoy. It also very good to getting to know how the English think about life. Laughing at things generally. There's a very nice one we've used. I do use in fact for my \_\_\_\_\_\_\_ .. Which is a very funny comic song about how ghastly English weather is. You probably don't know it. You know that every month is terrible. It's always raining or it's foggy. It's not foggy, it's raining, and then you start all over again. So yeah, that kind of thing. It's been fun. My my newest student started with knowing absolutely virtually nothing. Which is tough because you have to start literally with 123, you know that and you know build it up from there. He's learning pretty well. \_\_\_\_\_\_\_ .And so he he's making pretty good progress. He's getting confidence. So, you know, we we try and keep it sort of fun and interesting.

Interviewer 4:43

Perfect. Thank you, it’s very interesting to hear a volunteer perspective.

Participant 4:49

Well. We could do anything, really. I mean from zero to quite sophisticated as well.

Interviewer 5:11

Yeah.

Participant 5:11

My co-teacher is \_\_\_\_\_\_\_ ., so he's very good at putting across sort of, you know, fun things like poems and plays. And, you know, we try and involve them and make it amusing.

Interviewer 6:03

My next question is about feeling engaged in what you do.. We call it. So can you tell me any times when you feel fully engaged teaching ESOL or the opposite, any times when you perhaps don't feel engaged at all?

Participant 6:27

Ohh, I mean, pretty engaged. I've been. And as you know, for being a teacher, you need to spend time preparing, you know, your your courses. That's very, very important I think. And so I get quite engaged in finding new ways to put things across. That's a lot of very good resources out there. All over the place I sort of pick and choose the ones I think are gonna work. So I get quite engaged with that. And putting together, you know, some presentations. You know, I'm a fan of using animations in PowerPoint. It's very good because you can bring up words and take them away again. Um yeah, join the actual session if it's one to one on Zoom, you've got to be totally engaged because you've got to be thinking all the time about whether the the student is actually taking it in. If not, you know, go back again. Repeat. Explain. So you know, you can't really stand back if you're teaching one to one on Zoom, you have to be totally committed and focused on it.

Interviewer 7:53

So my next question is more about general wellbeing, so can you tell me about any hobbies and activities that give you a sense of engagement in your day-to-day life?

Participant 8:26

Lots. Yes, I I. I enjoy my garden very much, I’m a very keen cook. I do all kinds things like make things and freeze them, making strange kinds of chutneys and stuff. I did some carpentry and some, you know, construction work. I'm sort of half retired. I I sort of not fully engaged in work anymore. I I pretty much gave that up last year. I thought it was time to hang up my laptop. I'd been travelling a lot for work. You basically used to travel to lots of different countries,\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .. And work with\_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .. Which was interesting I think enjoyed that was very committed to it did quite a lot of teaching. In the course of that, because a lot of that work was putting across here, the new concepts of building a \_\_\_\_\_\_\_ ., for example, to officials and regulators in, in, in \_\_\_\_\_\_\_ .So yeah, that was that was had took a high degree of commitment. I I really not doing so much of that anymore. I decided that when I turned\_\_\_\_\_\_\_ .. It was time to . \_\_\_\_\_\_\_ .

Interviewer 9:51

Fair enough. Yes. And jumping back to teaching, my next question is about emotions. And can you tell me any emotions you might experience while teaching or working in ESOL?

Participant 10:14

Well, I think positive when you see that what you've been trying to get across to your students is sinking in and it's always a pleasure to see them improve, become more confident. You are able to put across concepts rather than just words and you know it's just a pleasure of seeing them make progress and you know, able to, you know, do what they need to do in their day life by speaking better English.

Interviewer 10:44

And. I will ask about the flip side. Any negative emotions while teaching ESOL?

Participant 10:54

No, not really. I'm really. You have to be patient and you know you can't expect everyone to. Get a grip of everything quickly. Yes, some people are quicker than others than others, clearly. And you know when people are very, very slow on the uptake and it's you have to be patient and come back again and explain and you know just Recognise the fact that only got your language is is difficult. I've done that myself and I know how hard it can be. Yeah, language on the go as it's well, \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .Exactly. I had to learn \_\_\_\_\_\_\_ . on

On the go as it were, using a grammar book. That was pretty hard work.

Interviewer 11:50

Yes, definitely. So my next question is we've talked about emotions in the workplace now we're going back to everyday life. Would you say you have a similar level of emotions in your day-to-day life?

Participant 12:10

Probably not. I mean, you know, they say life has a lot of other. Encounters as it were which is not like teaching people. Ohh, I'm fortunate that. Life is pretty pleasant. I mean, I'm not rich, but I'm not poor. Yeah, I noticed things getting more expensive, I must say. But you know that's not causing me tremendous hardship with this stage anyway. So I wouldn't say I'm well off, but I'm. I'm, I'm I have enough income to make sure I don't starve, have a roof over my head. And live a very pleasant life generally.

Interviewer 12:54

Lovely, OK, my next question is about relationships. We know teaching is a very social profession. So. Could you tell me about any of the relationships you have while teaching ESOL - at all levels?

Participant 13:25

As I just told you. I mean the the the person at \_\_\_\_\_\_\_ .. Who basically organises is the English language. Teaching for refugees is extremely efficient and put together. And does a terrific job of making sure that all \_\_\_\_\_\_\_ . teachers are good. I think \_\_\_\_\_\_\_ . now got \_\_\_\_\_\_\_ . out there, you know, are all informed, helped supported. I couldn't ask for better. manager, as it were. I dont think \_\_\_\_\_\_\_ .like to be called a manager, but \_\_\_\_\_\_\_ . is really an organiser of the teaching effort. And thats being good. Yeah. The other teaching I do. Is with the person who is at a different organisation. It's part of the\_\_\_\_\_\_\_ ..\_\_\_\_\_\_\_ ., as it were, refugees, particularly \_\_\_\_\_\_\_ .is pretty good too. I mean, \_\_\_\_\_\_\_ .always producing new students for me, but I think I'm probably full up, actually. I'm about to take on another one, a new one. I think that probably. Which sort of three Zooms and one you know group. I think I've probably got as many as I can reasonably handle. But yeah, I mean, the people who you know, have recruited me, as it were, to do the teaching are. Yeah, I have nothing but praise for them, dedicated volunteers. In the case of the\_\_\_\_\_\_\_ ., with the case of the \_\_\_\_\_\_\_ .refugees, \_\_\_\_\_\_\_ .is a volunteer. \_\_\_\_\_\_\_ . not paid and \_\_\_\_\_\_\_ .works very hard and terrific job. So yeah, absolutely. 100% in favour of them. Colleague, only one other colleague,, who I teach together with. In our group I get all very well with\_\_\_\_\_\_\_ ., you know, we. We like each other's company. We agree about things and I really enjoy working together a lot. Zoom one to one. Of course I don't have any colleagues, it's just me.

Interviewer 15:25

Yes, I guess IT is the colleague. And and relationships with students generally?

Participant 15:34

Ohh I I I Assume the fact that they keep on coming back for more as soon as they don't absolutely hate what I'm I'm telling them I'm in. Yeah, assume that they want to learn and that I am. Giving them what they want and they enjoy the sessions we have together, otherwise they would pack it in.

Interviewer 15:56

Yes, of course. Of course. OK. So we've spoken about relationships at work and now we're kind of jumping back to day-to-day life because social relationships in day-to-day life are a huge element of wellbeing. And so could you tell me about your relationships in day to day life?

Participant 16:20

Hi I think so I live in a \_\_\_\_\_\_\_ .. I get on pretty well with my neighbours. I've got. \_\_\_\_\_\_\_ . children and \_\_\_\_\_\_\_ .grandchildren who I see you're not as often as I'd like because they in \_\_\_\_\_\_\_ .But you know, I I have. I think I would say good relationships with all my kids, my grandchildren, all of whom I enjoy seeing and communicating with. So yeah, I mean I think that I have lots of friends, some you know, close by. So far away, I mean nice group of friends from college. We keep up with each other and see each other quite often. So yeah, it's a varied group of friends, but I’ve got quite a lot of friends from my international travels \_\_\_\_\_\_\_ . with them. I keep up, be it by electronic means. \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ . I'm think I'm very busy, busy so, enjoyable ones varied.

Interviewer 17:22

That sounds wonderful. Perfect. So my next question is. About a sense of meaning, and when you're teaching ESOL and do you find the work meaningful or not meaningful in anyway?

Participant 17:45

Well, yes, absolutely. Because, you know, I really feel that. Yeah, I'm doing something which is I hope of great help. To the refugees who are trying to settle into a new country and you know who need to speak the language to be able to get on to do day-to-day things, to get jobs. look after their families. And so yeah, it seems to be a. Crucial element of settling in a new country? To be able to speak the language, at least competently, Otherwise you're absolutely stuck aren't you. So yeah, I think to that extent I find it worthwhile.

Interviewer 18:23

Perfect. OK. And jumping back to day-to-day life would you say that, can you tell me about the activities that give you a sense of meaning in your day-to-day life?

Participant 18:41

Yeah. Yes, absolutely. I mean, I I'm quite a good gregarious person I enjoy. Social contact and enjoy, you know, meeting people, you know, eating with people and entertaining people and being entertained and going out. And yeah, doing interesting things. Yeah, absolutely.

Interviewer 18:58

That's lovely, so we just at halfway. So thank you very much, and let me know if you need a break or if you're happy to go on with the second-half?

Participant 19:12

Yeah. I'm quite accustomed to, yeah, heavy concentration for long periods of time.

Interviewer 19:21

And so my next question is a sense of achievement while teaching, and of course the sense of achievement, it can be a big achievement, it can just be a little small little thing that's just gone well, it's just and so could you tell me if you experience, a sense of achievement in your ESOL teaching in at any time?

Participant 19:41

I think mostly they're small advances rather than, you know, world beating changes I think just each little advance in people's understanding, the students ability to put things across in a more complicated, sophisticated way, you know, it's step by step. There's no sort of. Great sort of conversion on the road as it were as always, or wow, you know that's fantastic. It's lots of little achievements day-to-day, bit by bit.

Interviewer 20:09

I think that's I think that's the way to go. OK, so my next question is about health and health and teaching is very interesting. There's there's very strong links between health and teaching, but in your own words, could you tell me about your sense of health while teaching ESOL?

Participant 20:36

Um. I mean, I I'm fortunate to my age. I enjoy relatively good health. Day to day in normal life and you know in teaching. You know, I feel You have more or less healthy than I do normally I mean. . You know, we feel quite good about this and you know, quite cheerful and happy to to do it.

Interviewer 21:03

Yeah, that's lovely and that's perfect. OK, so. I've got one more well-being question and then I've got a few emotions questions so. This is overall how happy do you feel with your volunteering and career in ESOL?

Participant 21:27

Ohh, I mean I feel, yeah, I'm happy about it. Yeah. What I think, particularly since I you know, I've given up full time work which used to engage me, you know, six days a week, 10 hours a day. You know, I have time on my hands and I'm happy to use that in in a way which I regard as you know, interesting and productive.

Interviewer 21:49

Perfect.

Participant 21:49

They’re actually teaching me a lot, but I'm not a professional teacher, by the way. I never have been. It's taught me a lot about how people perceive. Language. English is a funny language. It's it's irrational. It's illogical. It's grammar is easy, but it's idioms are difficult. But I always tell my students his English grammar is very easy, and if you've been brought up to speak a language which conjugates all the verbs declines, all the nouns has masculine feminine where adjectives have to agree, you know none of that in English. You know, I did. We did. You did. They did. You know, it's dead easy. However, you know the idioms, the strange bits and pieces of English are sometimes hard to put across. One of the things I have discovered is this word get. How did they say? Well, what, what is this word? Get well I don’t know what it is. I mean, I looked it up. I mean, if you go back to the 18th century, there's some very interesting origins of the word get. There you go. Right back to norse It comes from, you know, I was asked about one of my students who was on sort of an academic bent. Yeah. What is the origin of this words however? Old norse. Yeah, the world is ‘getenn’, which is to basically get get hold of. And it evolved into the what, this word Get. Get up. Get out. Get away. Get down. You know, get up. Get in. incredible word. That's been quite fun for me to explore my own language, as it were.

Interviewer 23:33

Yeah, that's great. That's really interesting to hear. It's learning. And about. OK, perfect. So and my next question. Let me just find it. OK. So my next questions are about the emotions that we show or that we don't show while teaching. And so, do you naturally show the emotions you feel while working in ESOL?

Participant 24:14

I don’t know, I think… I mean, if I'm. I've tried to put something across, which is, you know, funny or sad I’d try and look happy. Say if I find it funny or I find it interesting, you know, it sort of shows on the face, doesn't it? I think probably I I am. I am who I am when teaching as much as I am when I'm not teaching.

Interviewer 24:39

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

Participant 25:01

And. Generally the sessions are fairly. Short, my Zoom sessions are. Half an hour to at an hour time. You know I do them two or three times a week. \_\_\_\_\_\_\_ . They all seem to be pretty focused. maybe because what we're saying is interesting. I don't know. They're not distracting. I'm teaching all adults. No children. The children of the refugee families tend to be at school primary school, so they don't attend classes, although some those, some of them have done during the holiday times when the parents were unable to find anything else to do with them, they turn up and we try and find amusing things for them to do. And generally being very well behaved and polite, we feed them chocolate biscuits to keep them quiet.

Interviewer 26:45

That'll do the trick. And so I have two questions left. Yep, So my penultimate question is.

Do you think you're you're wellbeing or your emotions affect how you teach?

Participant 27:07

Yeah. Yeah, potentially yes. If I was feeling very. upset or sad about something. And you know that I had to teach people in a cheerful way that might. To impair my ability to put it across. But. No, I I don't think really. I'm. Yeah, all my teaching I've done, as I said, lots of teaching it in groups, particularly groups of people whose English is not that good. That that's why I feel I've been able maybe to. do a good job with people whose English is very, you know, not good, but improving because I've done a lot of lecturing to audiences whose English is OK but not perfect. And that means that one has to kind of, you know, put it across in a very simple way, not use too many idioms like so it's raining cats and dogs or something like that, which people wouldn't understand. So you know simplicity and clarity, I think. My experience has helped me in that respect.

Interviewer 28:12

Of course. OK. And my final question is a bit of a wrapping up question. And do you feel that there's anything about wellbeing or emotions that you feel would be important for me as a researcher in this area to know? Do you think anything has been missed or anything that you wanted to talk about further?

Participant 28:35

Well, I think it's important I think for a teacher certainly. Looking back at my school days, when you know good teachers. engaged me by being very positive, very cheerful, quite quite funny. Keeping the whole class entertained and interested, committed, which is very difficult, particularly for kids. And so I think the ability to, you know be yourself and you know. clearly, to be seen to be enjoying what you're doing, I think is is important if if if it looked as if to us students as if it was a, terrible grind, you know, so you had to do for an hour, you know, you were bored stiff with it. I think that is the mark of a teacher who is just formulaic. In my experience don't know about yours, good teachers are clearly people who have enjoyed teaching and find it very rewarding and interesting. As a result, are very open and Interesting and funny and amusing and yeah, engaging.

Interviewer 29:46

Yes, perfect. OK, I think that's all our questions. So just once again, thank you so much for your time today. I've got so many notes which I'm really excited to delve into and write up. So thank you very much. Yes.

Participant 29:53

Casual. Yeah. Well, good luck with your project. I hope it goes well.

Interviewer 30:01

Yes, I was.

Participant 30:01

I'll tell you if if you want to get back to me at all, I've got my e-mail address so you know, send me an e-mail and I see what? Follow up. That's fine. \_\_\_\_\_\_\_ .\_\_\_\_\_\_\_ .

\_\_\_