

Interview extracts

Teacher A

Erm well quite often I do feel as I said before in between that I'm kind of trying I do need to fulfill expectations different ones coming from two sides, from the students and they have a particular view and certain expectations but at the same time I have yeah people above me the whole institution and they have different expectations things that I need to fulfill and I'm always in between and I try to keep both sides happy so for example if students complain they talk to me and then I need to address this issue and also kind of find the right words not to offend but get somebody to address this issue and erm yeah when if something doesn't go very smoothly within the institution I need to break it to the students in a nice way to the students without upsetting them. For example, there was an incident where er the particular department in the institution did not run very efficiently I'm not mentioning any names [hah] er but the virtual learning environment that we use wasn't ready for the students until week four or five and obviously the students weren't very happy about that and I wasn't very happy about that and there were some sort of problem that the institution tried to solve and we were we told the students it will be available next week on Wednesday and on Friday and it wasn't so in a way I was kind of postponing postponing felt quite unprofessional because I felt personally responsibility I kept telling students it will be ready next week and then I will post this I will put this up on [Blackboard] but it wasn't ready so I couldn't. Students kept asking. And it was a particular dilemma I know they were trying to resolve it the department but they couldn't. They were working on it at the same time I had the pressure from the students. And I didn't feel very happy myself but I could not tell the students I had to defend the institution's view for the problem and say well I apologise in the name of the institution

Teacher B

I've had situations where the students are looking at me and I think what and other colleagues have talked about this as well what is wrong with me? have I got something on my nose? is my zip undone? why are they looking at me? or there's a private joke or something and that's a quite (1.0) uncomfortable. er or I've told something which I have thought funny and there's completely no response (laughs) it's like completely dead. dead pan response. I think the worst for me is when they really are they sit they sit there with absolutely no reaction so I feel that I'm doing a jumping puppet show and there's nothing I'm trying everything I can and there's just no response I can't tell if they're happy sad like it's just nothing (.) that's the worst for me. (3.0)

Teacher C

I had I had an Italian student last year I mean it's not a terrible terrible situation but it was very frustrating every week erm an what she would do is she would come into the
35 class an she was very vocal erm an there's always the situation where you got one that's very vocal (highly) mind her erm an she used to she used to question me all the time an erm I was like she was like no no no you don't give presentations like that no no no you don't write essays like that an I thought right OK it made me look a bit silly? an so I was like to the point that I was like oh my goodness I'm going to go crazy I mean it was just
40 like thinking on my feet an thinking on my feet really about how to (handle) the situation erm I've had difficult students but erm not to that point where she was like constantly attacking in such a vocal way an the rest of the class was just like looking you could see their embarrassment of of almost but erm just dealing with it in a way well this actually is the way we do it in the UK you're from Italy this is different but no I've
45 had a teacher who's done it like this no and absolute finding examples where actually you know this is how we do it here I mean some ways I mean I'm not saying this is the perfect way to write an essay or this is the perfect way to do a presentation shsdd if you follow these rules you're gonna go quite far (.) you know you're gonna get quite a high mark (.) you gotta be quite diplomatic about it but I think an at the end of it I think she
50 was (1.0) kind of have to win them over (0.5) because I know that I wasn't enjoying it I knew that my students weren't enjoying it so you gotta find a way around it I think

Teacher A

earlier this year, beginning of the year I had an EAP group an undergraduate young foundation group. That was the first term and there were lots of Middle Eastern young men erm I don't mean to judge them but they were quite rebellious and me as a
55 relatively young female teacher I had some problems in terms of being respected by them so in terms of discipline I had to be quite strict with them, which I don't like. I'd rather just be generally nice and do nice things with them but with them I had to be yeah doing more boring teaching and like being very strict. And I did some sort of research as a little project at the time with them log based, reflective portfolios to
60 promote and they took part that group so they did weekly blog entries which I online. At the end I asked them to fill in a feedback form to find out what they had learned from it and the whole experience and [they] had a very negative attitude, especially at the beginning when I passed and I asked them to fill in the form I had two or three students
65 having some really negative comments like eugh why we have to do this and can we write what a waste of time this was and obviously that influences other students and saying that at the beginning