First challenge is language, if you don’t know it’s very difficult. It becomes very difficult for you. You can’t communicate with other people and you cannot do anything, yeah it’s very difficult.

Yeah and I think being lonely too, eh cos if you come here and you are unaccompanied and you find it quite hard cos you have n oone to speak to so being lonely as well would be a challenge.

Yeah and you can’t make friends cos you don’t know about the language.

You need to have quite a versatile approach. You mustn’t be stuck in one sort of methodology because it just doesn’t work. You’re looking at students from all sorts of educational backgrounds so one size just doesn’t fit all with this group at all. So you need to work out quite quickly what works best for them. Some students like a bit of fun in the classroom some students are very serious, want a lot of grammar, some students eh like to have a bit of friendly banter, some students really don’t like that. Some students have never been to school before so they find that whole containment of three hours really difficult to handle, they’re very distracted so you need to get with that very quickly and be amenable to the changes in that with also giving some sort of structure. You can’t be too fluid otherwise there is just no structure and no sense of discipline in the classroom and that doesn’t help them in anyway.

Eh there is something ,like, that pushes you to do more because you are sitting with people who you’re same age so you’re free to look into their book and see what they’re doing and once they have, like, a few more vocabularies than you, you’re like, I’ll come tomorrow with more, like, it pushes you to do more and it makes you learn more.

Yeah, all the people is, all the young people, we are the same age, we can talk with each other, we can go out after that, after the class, and, because making friends and still I’ve got lots of friends from 16+ and I still going out playing football with them.

For me the most important thing is bringing some sort of element of a warm comforting environment . So I’ve been looking this year particularly at sort of trying to create some sort of almost like a primary classroom feel. It’s a nice classroom, it’s a warm classroom, it’s colourful. There’s pens and paper and rubbers and sharpeners on the table. All the students have water bottles. I’m trying to bring in fruit - I’ve got this thing going with Tesco where they’re going to give us fruit. There will be fruit in the classroom that students can have. So I suppose I’m looking more at creating that kind of environment where they’re comfortable and they’re safe, because it feels to me that if I’ve not got that I can’t build on anything – their sense of safety and their sense of em being quite relaxed in the classroom is paramount for their motivation. It’s really important to have a sense of them trusting you and it’s not something you can ask for, cos they’re just not gonna trust you. They have - that has to grow and that has to be really nurtured and that takes time.

They need support, not being lonely. It’s very valuable for everybody, for all of them -young people who are new in Glasgow.

And you don’t have lots of things in common, you literally just go to class finish class go home and whereas if you’re doing 16+ you have time to hang out with each other, do the homework together and learn more. It pushes you to learn more. (yeah) yeah.

There’s a lot more going on in their lives. They are learners and my job as a teacher and that’s what I’m trying to do is to teach them. But I’m also aware that they are teenagers. So they have all the normal things going on that normal teenagers will have – um you know - confusion and not knowing where they’re going in their lives or careers or the opposite sex or music or hormones and they’ve got that added thing of all the different traumas, and the grief and the change and all of that that’s going on in their lives.

I’m doing pharmacology in Glasgow Uni and I’m volunteering with Peer Mentoring which is a group for helping young new people in Glasgow and I’m volunteering with Excen Scotland as well which is a group as well which works internationally to help communities from all over the world.

Yeah, me the same I’m doing peer mentoring volunteer I’m playing football, I’m playing in a band called Samba Ya Bamba and I’m doing like a NC Art and Design portfolio.

You have to kind of think outside the box. We do a lot of art projects. We do a lot of topic based stuff. So we go on a lot of trips, it seems to bond the students, so we’re going to the park. Anything, everything will teach them English. They’ll learn English wherever they go. There’s…everything is new, everything they absorb so much it’s the age they are. So, go out the classroom, go out your comfort zone, go out the box, you know, apply different things, even if you’re not particularly artistic it doesn’t matter. Bing different things into the classroom to do that. I do a lot of technology with them, we do a lot of games online, we do listening and speaking and writing and outside the classroom - everything . And I tend not just to stick to English. I do things like a bit of history, a bit of maths, a little bit of science – not things that I’m particularly um qualified to do, but the little I’m doing is enough and they really like that. Because English for 3 hours as a slot is a lot so actually if you can mix it up a bit I find that helps – enormously.