

# Teachers' Motivation at Educational Institutions Teaching ESOL to Adult Immigrants, Refugees, and Asylum Seekers in North London

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## Abstract

The teaching and learning mechanism in North London is considered to be challenging for EOSL teachers due to diverse population of adult immigrants, refugees, and asylum seekers. This is the reason that teachers require a persistent motivation to deal with the changing needs of learners over the past few years. This study considers the prevailing teaching environment and role of teachers to teach English at EOSL institutes. The study developed an interview questionnaire and gathered data from 15 experts that had experience and cultural competency. Using the thematic research approach, the study explored that there is considerable variation in terms of demography, teacher's motivation, institutional support, strategic insights and novel approaches for cooperation. The study concluded that ESOL teachers play an important role in the integration process of non-native English speakers as well as teaching the language.

**Keywords:** EOSL, teacher's motivation, adult immigrants, refugees, asylum seekers, thematic analysis

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## Introduction

Over the past few year, global economy is seeing unprecedented levels of individuals seeking refuge. This surge may be attributed to several factors such as armed wars, natural disasters, starvation, and human rights abuses, which have compelled millions of people to escape their homes around the globe (Tsutsunashvili et al., 2024).

As United Nations High Commissioner for Refugees (UNHCR) in 2020, global population of people who were forced to leave their homes climbed from 41.1 million in 2010 to 79.5 million in 2019, indicating an almost 50% increase in a decade (UNHCR.org., 2020). A total of 26 million individuals were displaced, specifically due to their search for sanctuary outside their country's boundaries. More than half of these individuals originated from Afghanistan, South Sudan, and mostly Syria. UNHCR (2020) reported that at the conclusion of 2019, the country hosted a total of 133,094 refugees and had 61,968 asylum claims awaiting resolution.

This is also the case for the United Kingdom that exhibits a diversity in terms of immigrants, refugees, and asylum seekers. In the fiscal year ending in March 2023, there were almost 75,492 asylum claims in the UK, compared to 74,751 in the preceding year. From 2010 to 2014, the UK had a steady growth in asylum applications. However, in 2015, there was a sudden surge with 32,733 applications. Another notable increase occurred from 2021 onwards. The UK saw a net migration of 606,000 individuals in 2022, as 1.16 million people immigrated to the country and 557,000 people emigrated. From 1964 until 1993, the influx and outflow of individuals in the UK were almost equal, but immigration started to increase rapidly starting in 1994. Since 1999, net migration has been the primary factor contributing to the increase of the UK population, whereas natural change (the difference between births and deaths) has played a diminishing role in demographic growth (Statista.com., 2023).

In the year 2022-23, a total of 13,714 individuals from Albania sought refuge in the UK, which was the highest number compared to any other nationality. Afghan asylum seekers were the second largest group in terms of nationality, with a total of 9,606 individuals.

Migration Observatory study of the Labour Force Survey reveals that around 388,000 individuals who were born outside of the UK and were residing in the country in 2019 first migrated to the UK with the intention of seeking asylum. In 2019, this constituted 5% of the foreign-born population in the UK, which amounted to 9.48 million individuals. Additionally, it accounted for 0.6% of the overall resident population in the UK in 2019, estimated to be approximately 67 million. Out of these individuals, 56% had resided in the United Kingdom for a duration of sixteen years or more (Migration Observatory, 2023).

The UK saw a shift in its top asylum seekers in 2022-23, with Iranians now leading the pack followed by Afghans, Iraqis, Eritreans, and Syrians. This may be due to political instability, economic hardship in their home countries, and the UK's relatively generous asylum system. It's worth noting this pattern can change year to year, as seen in 2020 when Albania and China were among the top sources (Statista.com., 2023).

The current body of literature takes into account teacher motivation in educational contexts to systematically examine the intrinsic and extrinsic elements affecting teaching. In this regard, scholar considered various aspects such as job satisfaction, (Sahito & Vaisanen, 2018, prospects for professional growth (Yav, 2021), and the

influence of acknowledgment on teachers' motivation (Frühauf et al., 2023). Nevertheless, in this wider framework, there exists an apparent void in research about the precise motivational dynamics encountered by ESOL instructors in multicultural metropolitan settings. The distinctive difficulties and benefits linked to instructing adult immigrants, refugees, and asylum seekers give rise to a specific array of elements that impact the motivation of ESOL teachers (Chamorro et al., 2023). This study seeks to address this disparity by examining the intricate circumstances in North London, elucidating the elements that have a substantial influence on the motivation of ESOL instructors who deal with a varied group of adult learners.

Referring to the theoretical underpinning, Self-Determination Theory (SDT) and Cultural-Historical Activity Theory (CHAT) in the examination of ESOL teacher motivation presents intriguing opportunities for investigation (Hoang, 2020; Kramer, 2013). The CHAT is a theoretical framework that facilitates the comprehension and examination of the correlation between the cognitive processes (thoughts and emotions) of individuals and their actions (Miles, 2020). While, SDT, is a psychological framework that combines standard empirical techniques with an organismic metatheory. This metatheory emphasises the significance of people' innate inner resources in shaping their personality development and ability to regulate their behaviour (Ryan et al., 1997). These models provide a strong theoretical support to this study as the available evidence lags behind in explaining the theoretical underpinning of EOSL learning and teaching.

Additionally, these theoretical approaches are notably evident in the ESOL education environment (Sidaway, 2023) specifically in the context diverse North London. By basing the study on these frameworks, the research aims to fill this theoretical vacuum and enhance our knowledge of the motivating aspects that affects ESOL instructors. Correspondingly, although there is existing research on educational policies that influence teacher motivation, there is a lack of information about the particular effect of these policies on ESOL instructors who deal with adult immigrants, refugees, and asylum seekers in North London. Examining this discrepancy is essential for offering targeted suggestions for policy enhancements that might effectively assist ESOL instructors and amplify their motivation. Moreover, the study seeks to investigate the efficacy of support systems provided for ESOL teachers, specifically examining a potential knowledge gap regarding the impact of these systems on sustaining motivation and job satisfaction within the distinct setting of North London's diverse adult learner population. By addressing these deficiencies, we may not only enhance our comprehension of ESOL teacher motivation but also provide valuable insights for educational institutions, policymakers, and teacher training programs to improve their support and retention of ESOL educators in multicultural urban environments.

This study provides a reflection from experienced instructors who have worked with adult migrants and refugees. These teachers discuss their experiences teaching this varied population of adults through the medium of this study with the help of interview questionnaire. Predominantly, the choice to elect respondents from North London is a cautious initiative that is influenced by the distinct socio-cultural and demographic attributes of the region. The population of North London is characterized by its diversity and multiculturalism, with a notable proportion of adult immigrants, refugees, and asylum seekers. The research seeks to examine the intricacies of instructing English to a heterogeneous population of adult learners with unique language and cultural backgrounds by specifically targeting ESOL instructors in this particular geographical region. Moreover, North London may possess distinct difficulties, prospects, and institutional regulations that influence ESOL instruction. By focusing on this particular area, the study can offer insights that are specific to the context and may be relevant to other urban areas that have similar demographic characteristics. This would contribute to a more precise and pertinent understanding of the motivations and experiences of ESOL teachers who work with adult immigrants in metropolitan environments.

The study revolves around focusing on three main areas including elements affecting the motivation of ESOL teachers, analysis of policies implemented to keep ESOL teachers in education, and the possible solutions that can increase the teachers' motivation in education and make them provide a much more productive language education to adult immigrants.

The subsequent sections shed light on the language learning and teachings set-up in the North London, identification of a few difficulties dace by EOSL teachers and material and methods to reform this study. A separate section has been added to provide the findings of analysis with a discussion on findings. Whereas the last section concludes.

### **Language Learning and Teachings for Adult Immigrants, Refugees, and Asylum Seekers in North London**

Given the dynamics of migration in the UK, the teaching of English to migrants and refugees can be categorized into two domains. These domains are based on their professional identity and corresponding acronym (Goodwin & Kosnik, 2013). Slaughter and Cross (2021) explained that the term used to describe working with young people in educational settings is English as an Additional Language (EAL) whereas for adults it is referred to as English for Speakers of Other Languages (ESOL) as prescribed by Simpson (2016). However, this study adheres to the language learning and teaching for adult Immigrants, refugees, and asylum seekers in North London due to the dynamics of language learning and teachings that relies on diverse reasons.

First, migrants and refugees originate from many geographical regions have departed their countries of origin for different reasons. Individuals may have immigrated to the UK with the purpose of reuniting with a spouse, pursuing employment prospects, or escaping from violence and persecution (Voolma, 2018). Their educational experiences may vary significantly: while some may have had no formal education, others will have pursued further studies and obtained important academic and professional credentials (Johnston et al., 2015). Correspondingly, some migrants would opt to integrate into established societies, whilst others may look for a solitary lifestyle. This diversity requires a comprehensive learning and teaching set up that integrate people from different origins.

Second, the linguistic variety seen in the UK is a great asset both in terms of its economic and social significance (McKenzie, 2015). Facilitating the growth of children's language abilities, specifically their literacy skills in their native languages, significantly contributes to their academic achievement - and this is also crucial for adult learners (Wong et al., 2023). The use of the languages and prior knowledge of learners in the classroom, with the aim of enhancing learners' confidence, knowledge, and comprehension would be great challenges for teachers.

Third, there is also a possibility that a significant number of teachers have a background in English language teaching (ELT). Certain individuals may identify themselves as instructors of English as a second language (ESL), employed in economies where English is not the primary language spoken by the majority of the inhabitants (Nam et al., 2023). The practice of English Language Teaching (ELT) as inherently different from the teaching that takes place in English as a Foreign Language (EFL) institutes in many parts of the globe. It is highly influenced by the specific circumstances and strongly connected to the social and economic conditions of the nation where it is practiced (Buragohain et al., 2023). Additionally, it receives the majority of its funding from the public sector, which means it is closely connected to and impacted by other education services and broader government objectives.

Fourth, the techniques of EAL instructors, who instruct children and young individuals, and ESOL teachers, who educate adults, are connected by a common thread (Wilson et al., 2024). Both groups of instructors operate in distinct stages and locations of education, own distinct professional organizations, and there is little incorporation of EAL pedagogy in ESOL teacher training or vice versa. Nevertheless, the teachers are requiring to be using a shared pool of information, based on a profound grasp of language, theories of acquiring a second language, and socio-cultural comprehension. Irrespective of their professional background and past experiences, all of them are language instructors who deal with often vulnerable and underprivileged groups of students (Song, 2016).

## **Difficulties faced by EOSL Teachers**

### ***Diversity of Learners***

An evident obstacle encountered by ESL instructors is the heterogeneity of their students, who may possess unique cultural affiliations, linguistic heritage, academic standings, objectives, and requirements. Thus, ESL instructors must employ instructional materials and methods that are adaptable, responsive, and inclusive. Additionally, they must be cognizant of the potential obstacles and problems that could hinder the motivation, engagement, and advancement of their students. ESL instructors can be instructed in embracing diversity through training by equipping them with tools and strategies to differentiate instruction and assessment, identify the requirements, preferences, and learning styles of their students, and establish a positive and respectful learning environment.

### ***Contextual Elements***

The variety of contexts in which ESL instructors may instruct—including universities, colleges, schools, workplaces, community centers, online platforms, and even abroad—presents an additional obstacle. In addition to varying constraints, resources, and expectations, each context may have unique implications for the roles, responsibilities, and practices of ESL instructors. ESL instructors might, for instance, contend with inadequate support or feedback, limited or obsolete materials, sizable or mixed-ability classes, cultural or linguistic disparities, or inadequate support or feedback. By providing ESL instructors with opportunities to investigate and compare various settings and scenarios, reflect on their own experiences and challenges, seek and share solutions and best practices, you can assist them in adapting to different contexts during their training.

### ***Continuing Professional Advancement***

A third obstacle for ESL instructors is the ongoing requirement to revise and enhance their own expertise and understanding, given the dynamic and ever-changing nature of the ESL teaching profession. In order to excel, ESL instructors must remain informed about the most recent developments, trends, and research in language learning and instruction, in addition to honing their own linguistic and pedagogical skills. Additionally, they must have the capacity to assess and improve their own performance and efficacy, work in collaboration with others, and gain knowledge from their peers. You can facilitate the professional development of ESL instructors through your

training by granting them access to pertinent and high-quality materials and resources, feedback and mentoring opportunities, as well as networks and communities of practice.

### Materials and Methods

This study has been designed to figure out teacher's motivation at the educational institutes teaching ESOL in North London. The main focus of the study is on the teaching and learning mechanism of adult immigrants, refugees, and asylum seekers that feel vulnerability in communication and learning in the North London. In this regard, group discussion has been organized with the 15 experts or EOSL teachers to figure out their motivational aspects that helped them to teach the diverse segment of immigrants, refugees, and asylum seekers given the wide range of challenges. The focused population in this research study are ESOL instructors employed at educational institutions located in North London. These educators serve a vital role in delivering language instruction to adult immigrants, refugees, and those seeking asylum. In the particular context of the research, the necessary demographic information from the participants encompasses characteristics such as age, gender, educational attainment, years of experience in teaching ESOL, and the specific categories of adult learners they interact with, such as immigrants, refugees, and asylum seekers. Moreover, it would be vital to consider their cultural proficiency and acquaintance with the varied backgrounds of their students through inclusion of different related queries. These demographic characteristics provided a thorough comprehension of the elements that influence motivation, the effects of policies, and possible remedies. This procedure enabled a detailed investigation of the experiences and viewpoints of ESOL instructors in North London.

On the other side, the study relied deliberately on adult immigrants, refugees, and asylum seekers in North London that serves as a central point of attention for several reasons. North London is renowned for its varied and dynamic demographic greasepaint, which includes a substantial number of persons seeking sanctuary or immigrating for different reasons. The study primarily investigates ESOL teachers and their experiences with a specific group of adult learners. This focus enables a detailed analysis of the difficulties and advantages encountered by educators who work with individuals with unique linguistic requirements, cultural backgrounds, and experiences of displacement. Additionally, adult immigrants, refugees, and asylum seekers often face distinctive linguistic obstacles and educational difficulties in adapting to a new language and cultural environment. The study focuses on a specific demography in North London to provide insights that are very applicable to ESOL instructors. It intends to meet the intricate needs of adult learners in heterogeneous metropolitan environments. The study's emphasis on comparable demographics in various places increases its relevance and aids in the creation of specific suggestions for enhancing the motivation and efficacy of ESOL instructors within the adult immigration and asylum-seeking community.

The data has been gathered from interview questionnaire that requires respondents to provide their demographic information and to respond to 5 different questions encompassing three focus areas of the study. Table 1 below demonstrates the interview guide used to gather information from EOSL experts.

**Table 1: Interview Guide**

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<b>Part A: Demographic Details:</b>
Age:
Gender:
Educational Background
Years of Experience in Teaching ESOL:
Types of Adult Learners Engaged With (such as such as immigrants, refugees, or asylum seekers):
Cultural Competency:

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<b>Part B:</b>
<b>Focus Area 1: Elements Affecting ESOL Teachers' Motivation</b>
1. What do you believe are the primary factors influencing your motivation as an ESOL teacher working with adult immigrants, refugees, and asylum seekers in North London?
<b>Focus Area 2: Policies Implemented to Retain ESOL Teachers in Education</b>
2. How do you perceive the impact of existing institutional policies on retaining ESOL teachers, and in what ways do these policies contribute to your long-term commitment in teaching ESOL to adult immigrants?
<b>Focus Area 3: Possible Solutions to Increase Teachers' Motivation</b>
3. In your opinion, what specific changes or improvements could be made to the teaching environment or curriculum to enhance your motivation and enable you to provide more productive language education to adult immigrants, refugees, and asylum seekers?
4. To what extent do you think collaborative efforts, such as peer support networks or mentorship programs, could contribute to boosting motivation among ESOL teachers in North London?
5. How do you envision innovative strategies or approaches—whether in pedagogy or technology—being implemented to rejuvenate and sustain the motivation of ESOL teachers working with diverse adult learners in North London?

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Following the structure of interview questions, the researcher distributed the respondents into 3 different groups. These groups were developed to extract different motivational aspects, impact of institutional policies, and strategies suggested by the respondents to enhance teacher's motivation to teach their immigrant students.

## **Results and Analysis**

### ***Thematic Analysis: Interviews Conducted with Group 1***

#### ***Demographic Profile of ESOL Teachers in Group 1***

The participants in Group 1, consisting of experienced ESOL instructors, display a wide variety of demographic traits. The participants' age range is from their mid-30s to late 40s. The group consists of educators of both genders, mostly with an educational background in the area of education, specializing in TESOL or a comparable topic. The range of teaching experience spans from 7 to over 15 years, suggesting a group of experienced individuals with significant competence. The instructors interact with adult learners who include immigrants, refugees, and asylum seekers, so representing the varied population in North London. The importance of cultural competence is emphasized, highlighting the need to comprehend and appreciate the varied origins of pupils.

#### ***Factors that Motivate ESOL Teachers***

The motivation of ESOL instructors in Group 1 is profoundly impacted by the distinctive characteristics of their student demographic. Key motivating motivations arise from factors such as the resilience and tenacity of adult learners, the cultural variety present in the classroom, and the transforming influence of language learning on their students' life. The experience of seeing advancements and achievements, as well as participating in cultural interactions, continuously ignites their enthusiasm for teaching.

#### ***Influence of Institutional Policies on Teacher Dedication***

Participants highlight the significant influence of institutional policies on the retention of ESOL instructors. Highlighted are the supportive policies that priorities professional growth, acknowledge the unique difficulties of ESOL teaching, and provide continuous training and support mechanisms. These rules are believed to greatly enhance teachers' long-term dedication by cultivating a favorable work environment and provide the necessary tools for continued involvement.

#### ***Strategies to Enhance Teachers' Motivation***

Recommendations for augmenting motivation center on specific enhancements in the instructional setting and curriculum. The recommended solutions include a curriculum that is both dynamic and inclusive, the integration of technology to provide interactive and interesting courses, and a teaching atmosphere that is friendly and includes venues for collaboration, peer observation, and feedback. These modifications are anticipated to enhance both personal drive and provide more efficient language instruction for adult immigrants.

#### ***Cooperation and Novel Approaches***

Cooperative endeavors, such as networks of peer support and programs for mentoring, are considered crucial in enhancing motivation among ESOL instructors. The sharing of experiences, methods, and issues within a supportive group is often regarded as very useful. Moreover, adopting cutting-edge approaches in teaching methods and technology is considered crucial for maintaining motivation. The proposal suggests the integration of technology-enhanced learning platforms, culturally appropriate resources, and ongoing professional development opportunities into creative teaching techniques to revitalize the way we educate.

The thematic analysis emphasizes for group 1 points out the varied characteristics of ESOL teachers and the interrelated themes of motivating factors, institutional policies, strategies for enhancing motivation, and the significance of collaboration and innovation in maintaining the motivation of ESOL teachers who work with diverse adult learners in North London.

### ***Thematic Analysis: Interviews Conducted with Group 2***

#### ***Demographic Profile of ESOL Educators for Group 2***

Group 2 comprises ESOL instructors who possess a wide range of demographic traits. The age range of the responders spans from their early 30s to mid-40s, including both male and female instructors. The participants have diverse educational backgrounds, with degrees in disciplines such as TESOL, Linguistics, Applied Linguistics, and English Literature. The range of teaching experience spans from 6 to over 12 years, demonstrating a cohort with a substantial amount of expertise. The adult learners we interact with are mostly immigrants and refugees, showcasing a wide range of cultural origins and varying degrees of language ability. The significance of understanding and valuing other cultures is highlighted as an essential component of teaching philosophies, accentuating the need of cultural competence.

Factors that Motivate ESOL Teachers

The main driving forces for ESOL instructors in Group 2 are centered on the tenacity and perseverance shown by their pupils. The enthusiasm for acquiring knowledge and adjusting to a different language and culture is repeatedly underlined as a motivating factor. Observing the advancement of students and the beneficial effects it has on their life is a gratifying component that greatly inspires instructors in their positions.

#### ***Influence of Institutional Policies on Teacher Dedication***

The influence of institutional policies on the retention of ESOL instructors is deemed substantial within Group 2. Policies that are supportive and acknowledge the unique difficulties of teaching English to speakers of other languages (ESOL), provide chances for professional growth, implement fair assessment methods, and cultivate a good work atmosphere are considered essential factors in fostering long-term dedication to the discipline.

#### ***Strategies to Enhance Teachers' Motivation***

The suggested strategies for enhancing motivation are on enhancing the teaching environment and curriculum. Recommendations include integrating more interactive and practical situations into the educational initiative, offering continuous professional growth centred on the most up-to-date teaching approaches and resources, and guaranteeing availability of contemporary teaching materials and technology.

#### ***Cooperative Endeavors and Novel Approaches***

Peer support networks and mentoring programs are essential for enhancing motivation among ESOL instructors. These activities foster a communal atmosphere, facilitating the sharing of experiences and perspectives. Adopting new and creative teaching methods, such project-based learning, and using technology to provide personalized learning opportunities are considered essential elements for revitalizing and maintaining motivation. Continuous training and outlets for idea sharing are emphasized as crucial for professional growth and incentive.

Summarizing the thematic analysis of Group 2 interviews, it is evident that ESOL teachers have a varied demographic profile. The analysis also highlights common themes such as motivational factors, the influence of institutional policies, suggested solutions for enhancing motivation, and the significance of collaborative efforts and innovative strategies in maintaining motivation.

#### ***Thematic analysis of the interviews conducted by Group 3***

##### ***Demographic Profile of ESOL Educators***

Group 3 consists of men ESOL instructors in their mid-40s. They possess a Bachelor's degree in English Literature and have a CELTA certification as their educational foundation. These educators have 12 years of teaching experience and generally work with a varied population of adult learners, including immigrants and refugees. This contributes to a culturally and linguistically rich setting. The importance of cultural competence is underscored, focusing on the ongoing process of acquiring knowledge and adjusting to the varied backgrounds of students.

##### ***Factors that Motivate ESOL Teachers***

The main motivating elements for ESOL instructors in Group 3 are the students' resilience and readiness to learn and adapt. Observing the advancement of students and the beneficial influence it has on their life are gratifying features that greatly inspire these instructors in their positions.

##### ***Influence of Institutional Policies on Teacher Dedication***

Group 3 acknowledges the influence of favorable institutional policies on the retention of ESOL instructors. Professional development opportunities, fair assessment methods, and recognition of the unique obstacles in ESOL teaching play a substantial role in fostering their enduring dedication. These rules provide a feeling of worth and development for the instructors.

##### ***Strategies to Enhance Teachers' Motivation***

Proposed remedies for enhanced motivation center on enhancements in the instructional setting and content. Key techniques include enhancing the curriculum with culturally appropriate material, including contemporary teaching tools and technology, and promoting collaboration via peer support networks and mentoring programs.

##### ***Cooperation and Novel Approaches***

Collaborative events, such as peer support networks and mentoring plans, are seen essential in enhancing motivation. These activities foster a communal atmosphere, facilitating the sharing of experiences and methods. The use of novel pedagogical approaches, such as project-based learning, and the utilization of technology to create personalized learning experiences, are anticipated to revitalize and maintain motivation. The approach is considered to rely heavily on continuous training and collaborative venues for exchanging ideas.

The thematic theme analysis of Group 3 interviews uncovers the demographic characteristics of male ESOL

instructors in their mid-40s, highlighting the significance of student resilience and enthusiasm as the main driving forces. The respondents consistently highlight the importance of institutional policies that provide support, recommended methods to enhance motivation, and the value of joint efforts and new techniques.

### Discussion

ESOL instructors exhibit a wide range of age, gender, educational background, and years of teaching experience across all three categories. The instructors demonstrate a resolute dedication to cultural competence, placing significant emphasis on the significance of comprehending and adjusting to the many cultural backgrounds of their pupils.

The tenacity and enthusiasm of adult learners to acclimatize to a new language and culture constantly arise as key motivating elements for ESOL instructors across all demographics (Scruton & Ferguson, 2014). Observing the advancement of students and the beneficial influence it has on their life is a rewarding feature that greatly inspires these instructors. Effective institutional practices are essential in maintaining the presence of ESOL instructors across all demographic groups (Simpson & Hunter, 2023).

Professional development opportunities, fair assessment methods, and recognition of the unique obstacles in ESOL teaching greatly enhance the long-term dedication of these educators. Teachers across all categories propose strategies to promote motivation, such as enhancing the classroom environment and content. Key strategies regularly documented include enhancing the curriculum with culturally relevant material, including contemporary teaching tools and technology, and promoting collaborative actions via peer support networks and mentoring programs (Chamorro et al., 2023).

Collaborative endeavors, such as networks of peer support and programs for mentoring, are considered essential in enhancing motivation across all groups. These activities foster a communal atmosphere, facilitating the sharing of experiences and methods (Williamson & Blackburn, 2023). The use of novel pedagogical approaches, such as project-based learning, and the utilization of technology to create modified learning experiences, are anticipated to rejuvenate and maintain motivation. Continuous training and collaboration platforms are seen as crucial in facilitating the exchange of ideas throughout this process.

### Conclusion

This study exclusively takes into account the motivation of ESOL teacher to teach English to adult immigrants, refugees, and asylum seeker while considering the population diversity of North London. In order to acquire the desired research aim, the study focused on three main research areas including main factors affecting ESOL teachers' motivation, existing policies to keep ESOL teachers in education, and possible solutions to increase the motivation of ESOL teachers and to keep them in education. Capturing the theoretical dimensions of the CHAT and SDT, the study developed an interview questionnaire as per the focused areas and organized group discussion with different ESOL experts. Given the demographic diversity of three groups, the study explored that teacher's motivation is a distinct phenomenon that differed across ages of teachers and learner. The combined findings of discussion with the groups indicate that interest in learning new language, and cultural consistency are the two prominent aspects of motivation as per the experts. Additionally, all experts stressed on the need of institutional support to facilitate both teachers and learners in North London to enhance the rehabilitation of immigrants, refugees and asylum seekers in North London. On the other side, the effective strategies of ESOL teachers and networking endeavors also play an important part in motivating the teachers. The study also stressed on the idea that ESOL teaching policy enables the immigrants to realize their own potential and use it fully for the benefit of the society. It is a known fact that one common language shared by the population of the country makes the society stable. Also, it is a linguistic human right to have access to the official language in a country. The absence of the appropriate policies for language learning of immigrants is a double-edged sword harming both parties; the individual, and the society.

ESOL teachers play an important role in the integration process of non-native English speakers as well as teaching the language. They are the key people helping immigrants overcome the language barrier along with the other challenges they face while living in a different country; so, keeping them motivated in education should be handled with care by the authorities.

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