



National
College *of*
Ireland

**Learning and Development as a tool for
building Employee Engagement: a study about
the English language sector in Ireland**

Cleber Sardinha Ribeiro

A thesis for the award of

Master of Arts in Human Resource Management

National College of Ireland,

Dublin, IRELAND

Submitted to the National College of Ireland, August 2021

ABSTRACT

Learning and Development as a tool for building Employee Engagement: a study about the English language sector in Ireland

by Cleber Sardinha Ribeiro

This research seeks to investigate whether learning and development can be a tool for building employee engagement. To do so, the study will focus on the English language sector in Ireland, especially on the views of English as a second language teachers in the emerald island. The dissertation is organised into these three topics: learning and development, employee engagement, and ESL teachers. In the literature chapter, an overview of the theories about these three topics is contrasted to the Irish reality, as it is the scope of this work. Based on the Saunderson et al (2019) 'Research Onion', the methodology of this investigation utilises a multi-method to collect and analyse the data. A questionnaire was sent to ESL teachers in Ireland, and based on their answers, the qualitative analysis helped reaching some of the findings and conclusions. Another conclusion found in this research is that ESL teachers in Ireland claim to be engaged, although some aspects would not necessarily lead them to it. This research aims to contribute to debate of the ESL teacher formation in Ireland, as well as how teacher engagement can be achieved through learning practices in this sector. This study reached to some conclusions, such as that learning and development are not the only way of engaging employee, but they can surely contribute to engage and motivate the professionals of the language education sector in Ireland.

DECLARATION

**National College of Ireland
Research Students Declaration Form
(Thesis/Author Declaration Form)**

Name: Cleber Sardinha Ribeiro

Student Number: 20124350

Degree for which thesis is submitted: Master of Arts in Human Resource Management

Title of Thesis: *Learning and Development as a tool for building Employee Engagement: a study about the English language sector in Ireland*

Material submitted for award:

✓ I declare that this work submitted has been composed by myself.

✓ I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged.

✓ I agree to my thesis being deposited in the NCI Library online open access repository NORMA.

✓ I declare that no material contained in the thesis has been used in any other submission for an academic award.

Signature of research student: Cleber Sardinha Ribeiro

Date: 18th August 2021

LIBRARY SUBMISSION FORM

Submission of Thesis to Norma Smurfit Library National College of Ireland

Name: Cleber Sardinha Ribeiro

Student Number: 20124350

Degree for which thesis is submitted: Master of Arts in Human Resource Management

Title of Thesis: *Learning and Development as a tool for building Employee Engagement: a study about the English language sector in Ireland*

One hard bound copy of your thesis will be lodged in the Norma Smurfit Library and will be available for consultation. The electronic copy will be accessible in TRAP (<http://trap.ncirl.ie/>), the National College of Ireland's Institutional Repository. In accordance with normal academic library practice all theses lodged in the National College of Ireland Institutional Repository (TRAP) are made available on open access.

I agree to an electronic copy of my thesis being made publicly available on the National College of Ireland's Institutional Repository TRAP.

Signature of research student: Cleber Sardinha Ribeiro

Date: 18th August 2021

For completion by the School:

The aforementioned thesis was received by:

Date:

This signed form must be appended to all hard bound and electronic copies of your thesis submitted to your school.

ACKNOWLEDGEMENTS

Firstly, I wish to express my immense gratitude to God for the successful completion of my dissertation and for the opportunity to have another Master's, now in Ireland.

My eternal gratitude goes to my beloved parents, Valdete Alves Ribeiro and Cacy Pereira Sardinha, for teaching me who I am and how further I can go. Also, I want to thank my siblings, Jane Alves Ribeiro, and Jaider Alves Ribeiro, as well as my family in general, who are with me in this journey called life.

I wish to thank all of my friends for their support and motivational words that made me pursue my dreams.

I would like to extend my thanks to the lecturers of the Master of Arts in Human Resource Management, as well as all the staff at the National College of Ireland, for their professionalism.

Lastly, I also wish to thank all the teachers who answered my survey. Without them, my thesis would surely be incomplete.

TABLE OF CONTENTS

| | |
|--|------------|
| ABSTRACT | II |
| DECLARATION | III |
| LIBRARY SUBMISSION FORM | IV |
| ACKNOWLEDGEMENTS | V |
| TABLE OF CONTENTS | VI |
| LIST OF FIGURES | IX |
| LIST OF ABBREVIATIONS | X |
| CHAPTER 1 – INTRODUCTION | 12 |
| 1.1. RATIONALE OF THE STUDY | 12 |
| 1.2. THE IMPORTANCE OF THE STUDY | 13 |
| 1.3. STRUCTURE OF THE STUDY | 14 |
| CHAPTER 2 – LITERATURE REVIEW | 15 |
| 2.1. INTRODUCTION | 15 |
| 2.2. LEARNING AND DEVELOPMENT | 15 |
| 2.2.1. DEFINITION AND COMPONENTS OF L&D | 15 |
| 2.2.2. THE IMPORTANCE OF L&D AND HOW IT IS INSERTED IN THE IRISH CONTEXT | 16 |
| 2.2.3. EVALUATION OF LEARNING AND DEVELOPMENT PRACTICES | 18 |
| 2.3. EMPLOYEE ENGAGEMENT | 19 |
| 2.3.1. DEFINITIONS OF EMPLOYEE ENGAGEMENT | 19 |
| 2.3.2. EMPLOYEE ENGAGEMENT AND ITS RELATION TO LEARNING AND DEVELOPMENT | 20 |
| 2.4. L&D AND EE IN THE ENGLISH LANGUAGE SECTOR IN IRELAND | 21 |
| 2.4.1. LEARNING AND DEVELOPMENT OF ENGLISH LANGUAGE TEACHERS | 21 |
| 2.4.2. TEACHER ENGAGEMENT AND THE ENGLISH LANGUAGE SECTOR IN IRELAND | 24 |
| 2.5. CONCLUSION | 25 |
| CHAPTER 3 – RESEARCH QUESTION | 27 |
| 3.1. INTRODUCTION | 27 |
| 3.2. RESEARCH QUESTION | 27 |
| 3.3. HYPOTHESIS | 28 |
| 3.4. OBJECTIVES | 29 |

CHAPTER 4 – METHODOLOGY 30

4.1. INTRODUCTION..... 30
4.2. RESEARCH PHILOSOPHY 31
4.3. RESEARCH APPROACH 32
4.4. RESEARCH STRATEGY..... 33
4.5. CHOICES 34
4.6. TIME HORIZON 35
4.7. TECHNIQUES AND PROCEDURES 35
4.7.1. DATA COLLECTION 36
4.7.1.1. Sample Population 36
4.7.1.2. Survey Instrument – the Questionnaire..... 37
4.7.2. DATA ANALYSIS..... 38
4.8. ETHICAL CONSIDERATIONS AND LIMITATIONS 38
4.8.1. ETHICS IN RESEARCH IN HR 39
4.8.2. LIMITATIONS OF THE PRESENT STUDY 40
4.9. CONCLUSION..... 42

CHAPTER 5 – ANALYSIS AND FINDINGS..... 43

5.1. INTRODUCTION..... 43
5.2. SECTION 1 – PERSONAL PROFILE 43
5.2.1 GENDER..... 43
5.2.2. AGE 44
5.2.3. NATIONALITY 45
5.2.4. LEVEL OF EDUCATION..... 46
5.2.5. AREA OF THE BACHELOR’S DEGREE 47
5.2.6. YEARS OF EXPERIENCE AS AN ESL TEACHER 49
5.2.7. TEACHING QUALIFICATIONS 49
5.2.8. CURRENT STATUS OF EMPLOYMENT 50
5.3. SECTION 2 – LEARNING AND DEVELOPMENT 51
5.3.1. INTERNAL TEACHER TRAINING PROVIDED BY THE ENGLISH COLLEGE 51
5.3.2. EXTERNAL TEACHER TRAINING PROVIDED BY THE ENGLISH COLLEGE 52
5.3.3. CLASS OBSERVATION AND CLASS EVALUATION 53
5.3.4. FEEDBACK ON PERFORMANCE..... 54
5.3.5. TRAININGS RECOMMENDED ON THE FEEDBACK..... 55
5.3.6. FURTHER TRAININGS 56
5.3.7. INVESTMENTS ON THE PROGRESSION OF THE TEACHING CAREER..... 56
5.3.8. AREAS IN WHICH ESL TEACHERS IN IRELAND, IN GENERAL, NEED TO IMPROVE..... 57
5.3.9. AREAS IN WHICH THE RESPONDENT NEEDS TO IMPROVE 58
5.4. SECTION 3 – EMPLOYEE ENGAGEMENT 59
5.4.1. ENGAGEMENT AT WORK..... 60
5.4.2. RECOGNITION BY THEIR SUPERIORS..... 60
5.4.3. MOTIVATIONAL FACTORS TO CONTINUE WORKING AS AN ESL TEACHER..... 61
5.4.4. TYPE OF ENGLISH LANGUAGE COLLEGE, THEY WOULD LIKE TO WORK FOR 63
5.4.5. DEMOTIVATIONAL FACTORS FOR AN ESL TEACHER IN IRELAND 64
5.4.6. IMPACT OF COVID-19 PANDEMIC TO ENGLISH LANGUAGE CLASSES IN IRELAND 65
5.4.7. INTENTION TO KEEP TEACHING ENGLISH IN THE FUTURE 66
5.5. CONCLUSION..... 67

CHAPTER 6 – DISCUSSION..... 68

6.1. INTRODUCTION..... 68
6.2. PERSONAL PROFILE 68
6.2.1 – OBJECTIVE I: TO IDENTIFY THE PROFILE OF ESL TEACHERS IN IRELAND, ESPECIALLY CONCERNING ABOUT THEIR TEACHING QUALIFICATIONS AND EXPERIENCE AS ENGLISH TEACHERS..... 69
6.3. LEARNING AND DEVELOPMENT 70
6.3.1. OBJECTIVE II – TO ASCERTAIN WHETHER LEARNING AND DEVELOPMENT PRACTICES PROVIDED BY COLLEGES (THROUGH INTERNAL OR EXTERNAL TRAININGS) ARE ENGAGING ESL TEACHERS IN IRELAND 71
6.3.2. OBJECTIVE III – TO CHECK WHETHER THE FEEDBACK ON PERFORMANCE PROVIDED BY COLLEGES TO ESL TEACHERS IN IRELAND IS GUIDING THESE PROFESSIONALS INTO BETTER AND EFFECTIVE L&D PRACTICES..... 72
6.3.3. OBJECTIVE IV – TO IDENTIFY WHICH AREAS ESL TEACHERS IN IRELAND THINK THEY NEED TO IMPROVE 74
6.4. EMPLOYEE ENGAGEMENT..... 75
6.4.1. OBJECTIVES V AND VI – TO INVESTIGATE WHETHER ESL TEACHERS IN IRELAND ARE ENGAGED OR NOT, AND WHICH FACTORS CONTRIBUTED TO THAT 75
6.4.2. OBJECTIVE VII – TO IDENTIFY WHICH FACTORS CAN MOTIVATE AND DEMOTIVATE ESL TEACHERS IN IRELAND IN THEIR DAILY BASIS TEACHING 76
6.4.3. OBJECTIVE VIII – TO DETERMINE WHETHER COVID-19 PANDEMIC HAS IMPACTED ESL TEACHERS IN IRELAND AND IF, DUE TO THAT, TRAINING AND DEVELOPMENT ARE NEEDED. 77
6.5. CONCLUSION..... 77

CHAPTER 7 – CONCLUSION AND RECOMMENDATIONS 79

7.1. CONCLUSION..... 79
7.2. RECOMMENDATIONS AND PLAN FOR IMPLEMENTATION..... 80

CHAPTER 8 – PERSONAL STATEMENT 82

CHAPTER 9 – BIBLIOGRAPHY..... 83

APPENDICES 93

APPENDIX A 93

LIST OF FIGURES

Chapter 2

| | |
|--|----|
| Figure 001 - “Leaving the comfort zone” | 17 |
| Figure 002 – Continuing Professional Development (CPD) | 23 |
| Figure 003 - The Research ‘Onion’ | 30 |

Chapter 5

| | |
|--|----|
| Figure 004 – Gender | 44 |
| Figure 005 – Age | 45 |
| Figure 006 – Nationality | 46 |
| Figure 007 – Level of Education | 46 |
| Figure 008 – Area of the bachelor’s degree | 48 |
| Figure 009 – Years of Experience as an ESL teacher | 49 |
| Figure 010 – Teaching Qualifications | 50 |
| Figure 011 – Current Status of Employment | 51 |
| Figure 012 – Internal Teacher Training | 52 |
| Figure 013 – External Teacher Training | 53 |
| Figure 014 – Class Observation and Class Evaluation | 54 |
| Figure 015 – Feedback on Performance | 55 |
| Figure 016 - Trainings recommended on the feedback | 55 |
| Figure 017 – Further trainings | 56 |
| Figure 018 – Investments on the progression of the teaching career | 57 |
| Figure 019 – Areas in which ESL teachers in Ireland, in general, need to improve.. | 58 |
| Figure 020 – Areas in which the respondent needs to improve | 59 |
| Figure 021 – Engagement at work | 60 |
| Figure 022 – Recognition by their superiors | 61 |
| Figure 023 – Motivational factors to continue working as an ESL teacher | 62 |
| Figure 024 – Type of English language college, they would like to work for | 63 |
| Figure 025 – Demotivational factors for an ESL teacher in Ireland | 64 |
| Figure 026 – Impact of Covid-19 Pandemic to English language classes in Ireland.. | 65 |
| Figure 027 – Intention to keep teaching English in the future | 66 |

Chapter 7

| | |
|--|----|
| Figure 028 – Plan for Implementation – Trainings | 81 |
|--|----|

LIST OF ABBREVIATIONS

- ACELS = Accreditation and Coordination of English Language Services
- CELT = Certificate in English Language Teaching
- CELTA = Certificate in Teaching English to Speakers of Other Languages
- CPD = Continuing Professional Development
- EE = Employee Engagement
- ELE = English Language Education
- ELT = English Language Teaching
- ELTOs = English Language Teaching Organisations
- ESL = English as a second language
- L&D = Learning and Development
- MEI = Marketing English in Ireland
- OCDE = Organisation for Economic Co-operation and Development
- QQI = Quality and Qualifications Ireland
- SPSS = Statistical Package for Social Sciences
- TEAP = Teaching English for Academic Purposes
- TESOL = Teaching English as a Second or Other Language
- TOEFL = Test of English as a Foreign Language

CHAPTER 1 – INTRODUCTION

1.1. RATIONALE OF THE STUDY

Learning is part of the natural evolution of mankind. Throughout the life cycle, people are constantly learning something, whether it is through a formal or an informal process. In the corporate environment, the action of learning is combined with the concept of development. Learning and Development (L&D) is a mainstay to Human Resources practices inside organisations. According to Armstrong and Taylor (2014), L&D refers to the actions that an organisation takes in order to guarantee knowledge, skills, and engagement to their staff, based on their needs.. And it is usually incorporated withing the HR department's duties (CIPD, 2015). Therefore, L&D is a key element to be studied by those who are interested or work in the HR area.

Together with L&D, Employee Engagement (EE) has been fundamental in a world of constant change and challenges. Workplace makes part of people's lives and any times spent there has to be meaningful for employees and for employers as well. There are many definitions of EE, which will be presented in Chapter 2. However, regardless which definition one should take to try to understand the Employee Engagement phenomenon in corporate environment, it is crucial to observe that most of the definitions or construct have, as some sort of prerogative, the association with performance. It is through a workforce engagement that an organisation, among other varieties, can track their results, measured by what and mostly how they show their labour. In this context, it is possible to identify how L&D can be connected to EE. In other words, analysing whether the former can lead to the latter is fundamental.

All things considered about L&D and EE, it is important to put them into a context. To do so, this research will focus on English as a second language (ESL) teachers in Ireland. The English Language industry is a very profitable market, especially for English-speaking countries. The USA, Canada, Australia, New Zealand, the UK, Ireland, and South Africa are the most known top destinations for international students who want to learn or improve their skills of the language of the internet, of the movie industry, of the music world, etc.

According to MEI (Marketing English in Ireland), after Brexit, in which the UK left the European Union, Ireland became the most important destination to learn English within this continent (The Pie News, 2020). Therefore, it is definitely a sector to be reckoned in terms of financial profits for the country as a whole. So, the rationale of this study is to focus on the relation between Learning and Development (L&D), and Employee Engagement (EE). This relation will be contextualized by having the English language education (ELE) sector in Ireland as its subject. And, even more, not only general English teachers, but those who specifically work with English as a second language (ESL) in the emerald island.

1.2. THE IMPORTANCE OF THE STUDY

The importance of L&D relates to some key aspects for the HR area. From the perspective of the employee, L&D provides a life-long learning experience, continuing the learning process that many employees had had at school, college, or university, before or while working in a company. Secondly, L&D plays a significant role for organisations. When L&D programmes are delivered with innovation, they increase productivity and reduce the time for the workforce to learn and acquire skills (BITC, 2019).

To Berger and Berger (2004), L&D is an intangible way of rewarding employees through opportunities that not only teach them something valuable, but also invest in their motivation, engagement, and the retention of talents. When an organisation invests on their staff members, these professionals will surely take it as a ground for growth and continuum learning. When it comes to new generations, this becomes even more evident. A survey done by LinkedIn with Generation Z professionals showed that 94% of them would remain longer in the same organisation if there would be any investment in learning and development to boost their careers (BITC, 2019).

Connected to L&D, EE surges in the HR scene as something that goes beyond the motivational fact. And this is a concept that cannot be taken for granted. The oversimplification of the term employee engagement is a wrong attempt to pigeonhole

workers basically on a message to motivate someone to stay longer in an organisation, and it is a danger in belittling the true engagement idea (Cheese, 2014). The development of an employee goes further than that. It is something holistically done. Learning and development practices that focus on engagement have to be integrated into organizations' strategies when managing people in a holistic and inclusive way (CIPD, 2019b).

Researching about the ESL teachers being engaged through L&D practices may bring some thoughts and questions to these professionals and to this sector in Ireland. Then, this study will help organisations of this sector to rethink their teacher formation. To do so, this research seeks to point out aspects and reasons why the ESL teachers in Ireland may be engaged as employee at their workplace. Bedarkar and Pandita (2014) say that EE does not have to a single action taken by organisation, but, fundamentally, it should be considered as a culture of learning and improving staff continuously. And this should not be different in the ELE sector.

1.3. STRUCTURE OF THE STUDY

This dissertation comprises 8 chapters. Chapter 1 is this introduction, which presents the topic, highlights the rationale of the study, and its importance. Chapter 2 is the literature review, which presents the up-to-date research in the studied areas of this work, and the relation of these previous studies to the object of this research. Chapter 3 states the research question, as well as proposes two hypotheses. It also identifies and explains the objectives of this study. The methodology is what chapter 4 is about. It describes how this research was conducted and which research methods and techniques were taken to investigate the topic of this study. Chapter 5 displays the findings of the collected data, together with some analyses. The discussion of the data comes in chapter 6, and it represents the researcher's view over the investigated topic. Chapter 7 features a conclusion of the study and points out some recommendations for future studies. The personal statement about the learning process of this research is demonstrated in chapter 8. Lastly, the articles, books and other references are listed in the bibliography.

CHAPTER 2 – LITERATURE REVIEW

2.1. INTRODUCTION

This chapter aims to present some literature review and some research on the topics of Learning and Development (L&D) and Employee Engagement (EE). There are three parts that critically analyse how the literature review is related to these studies.

The first part of this chapter will show some definitions of concepts such as learning, development, and learning and development together. The second part of this chapter discourses about Employee Engagement. The third part of this chapter presents how L&D and EE are inserted in the English language sector in Ireland. To close this chapter, there is a Conclusion about these topics in the literature review.

2.2. LEARNING AND DEVELOPMENT

2.2.1. Definition and Components of L&D

Learning and Development (L&D) has an important role for companies which are inserted in a globalized and competitive market. Armstrong and Taylor (2014) establish that L&D is constituted of four components: learning; development; training and education. It is necessary to take a closer look at two of these components in here: learning, and development. The first one is understood as a means in which a worker, through a formal method of learning, flourishes their knowledge, abilities, and behaviours, combining this last one with their own experience (Armstrong and Taylor, 2014). In its turn, development is related to the worker's growth of their potential, usually triggered by educational and learning involvement (Armstrong and Taylor, 2014). Development entails a broader concept, as it refers to the acquisition of skills and knowledge through multiple means, through interventions learned formally or informally, and through experience (CIPD, 2021a).

Since the 1970s, organisations have given emphasis to the educational element through their HR practices (Gunnigle, Heraty and Morley, 2017). Many HR researches use the term ‘training and development’ to refer to these practices. However, they are distinct concepts. Whilst training is an intervention that is based on a specific content, usually provided by an instructor, which guides learners to develop skills or change behaviour; learning, in its turn, refers to a process that is based on work, it is self-directed, and aims for an increasing potential adapted to several working situations (CIPD, 2021a).

This distinction makes a huge difference when it comes to understanding L&D. In the current fast-paced business world, employees cannot only depend on their companies to provide learning opportunities to them. Instead, it has to be one’s aim to keep professionally progressing. And this is what the concept of Learning embraces more than the term Training. Thus, Learning and Development fits perfectly in this scenario.

2.2.2. The importance of L&D and how it is inserted in the Irish context

Ireland is an example of a country that faces a transformation of the learning process at workplace. Learning, which once was traditionally focused on second and third level studies, now has been evolving as workers constantly change from one job to another in their professional careers (Accenture, 2020). It calls the attention to companies to the fact that employees are looking for their own professional growth, and due to that, searching better places to make their careers. Then, it is crucial to any organisation to think of L&D as something attached to the business strategy.

The objective of the L&D strategy is to enhance performance in both individual and organisational levels, reaching corporate targets (CIPD, 2015). This being sad, it is important to point out that L&D strategy has replaced the ‘old tradition’ that companies had to just offer training to their staff because of regulatory compliance requirements. Its importance goes beyond this simple fact.

A survey carried out by the Business in the Community Ireland (BITC, 2019) showed that 77% of Irish HR directors claimed the talent scarcity in their labour market as a threat to organisations. In this very same document, it is suggested that companies

must conduct their L&D actions in a holistic way, which will culminate in developing talent and retaining essential professional skills in their talent pool (BITC, 2019).

The importance of L&D is clear, especially to the HR studies. In times of competitive market, L&D has become a top priority for HR departments which aim to seek and retain best performers (Berger and Berger, 2004). This constant competition has compelled organisations to reinvent their working routines, to rethink their strategies. And learning is definitely connected to a mind-set changing. To Peters (2019), a worker goes through four zones in their professional evolution: comfort; fear; learning; and the last one, growth, as shown in the figure below:



Figure 001 - "Leaving the comfort zone", by Peters (2019, p. 129)

This mind-set change has positive effects on the businesses. The impact of L&D strategies in an organisation is clear. To Gillis (2019), human capital has become essential to the current era, demonstrating the value of L&D through the engagement and the performance of the learners at workplace. Whether it is in Ireland or in any other country, organisations are bound to attach their own progress to their workforce's professional development.

2.2.3. Evaluation of Learning and Development practices

When an organisation evaluates the quality and the effectiveness of their L&D practices, through formal or informal methods, it can be seen as an intention of aligning these practices to their performance and strategy (CIPD, 2020b). And both performance and strategy make part of any company's evaluation.

Just like other activities, L&D have to be strategically thought and planned. Trainings, through courses provided by the organisation, and learning actions, such as the experience gained at the workplace, must be included in a plan that aims for an outcome. It is exactly in this intentional plan that lies the importance of evaluating L&D. Armstrong and Taylor (2014) suggest that the importance of evaluating learning in an organisation is to assess how effective planned activities were as well as to demonstrate which improvements have to be done so that the learning process may be totally efficient. In other words, just like mentioned above, as L&D should be inserted in the business strategy, the assessment of these practices has to be done throughout the whole process, from its start and even after its end.

Although the importance of evaluating L&D is quite clear in many HR research studies, in reality, things may be a little different than the theory. A CIPD report from 2019 showed that only 22% of the surveyed L&D practitioners are really looking forward to improving the way they collect and analyse data about L&D practices (CIPD, 2019a). And even more surprising, another CIPD report from 2021 showed that almost a third of those who were interviewed confess they do not evaluate their company's L&D practices and activities (CIPD and Accenture, 2021).

One possible reason for this lack of evaluation of the L&D practices may be related to a financial aspect. Yet some companies tend to take learning and development of their staff as an expenditure, rather than an item of investment of their business strategy. To effectively participate in the development of the business strategy, L&D professionals ought to be aware of financial aspect, and this can help them in the decision regarding the value of the business and employee engagement (CIPD, 2020a).

2.3. EMPLOYEE ENGAGEMENT

2.3.1. Definitions of Employee Engagement

Employee Engagement has been making part of the studies and research about the Human Resources field. Nonetheless, its definition, that once was not fully consolidated in the academic area, started to become mainstream in the studies about management through the years until the present time (CIPD, 2021b). Some definitions analyse the psychological aspect. For instance, to Kahn (2017), Employee Engagement is a way that organisations control their staff's work roles to make them reach a physical, cognitive, and emotional expression while performing. According to a CIPD factsheet, this psychological state has been predominant in the academic literature (CIPD, 2021b).

Somehow connected to this psychological definition there is an emotional one, coined by the Hewitt Associates. The Hewitt Associates (2004, referred by Bedarkar and Pandita, 2014) outline engagement as an emotional and intellectual state that makes employees commit to their organisations through three principles: Say (a positive employee's voice about the organisation), Stay (the employee's intention to be part of the business group), and Strive (employee's efforts and actions to help the organisation achieve their success).

Another important definition of EE was made by the Utrecht University group. To this group of researchers, Employee Engagement is understood as 'work engagement', a state of mind in which workers demonstrate vigour, dedication, and absorption in their working routine, and this is an opposite concept of burnout (Schaufeli and Bakker, 2004). This definition is also called job-demands-resources (JD-R) model (Borst et al., 2019). In addition, many articles and journals refer to this definition when they examine issues regarding EE.

When defining EE, some researchers tend to associate it to the term motivation. However, some others point out that these are two different constructs. Schaufeli and

Bakker (2004) see motivation as a process in which the input of job resources leads to engagement and, consequently, to low turnover intention.

Bakker (2011, referred by Budriene and Diskiene, 2020) delineates motivation as an action to drive someone to achieve specific goals, while engagement is not restricted to that, as it goes beyond by providing immersive cognition, energetic performance levels. The CIPD (2021b) understands motivation, together with organisational identification, and organisational commitment, as one of the elements that a holistic employee engagement strategy should focus on. This research shares these differentiations between motivation and engagement, by understanding engagement as something bigger than motivation. And this view will be expressed throughout this thesis.

2.3.2. Employee Engagement and its relation to Learning and Development

Developing the employees' capacities may be a key element for companies to perform positively. In an industry research report about Irish companies, Gillis (2019) points out how L&D may bring value to the right use of the human capital, culminating in engagement and better performance.

Opening up to a European context, by analysing a post-Brexit scenario, the CIPD (2017) shows that some executives claim that EU employees are not occasionally willing to be developed or promoted, and it could be portrayed as the absence of confidence or reluctance to have a calm and stable life. These data may indicate that employees are not interested in developing their careers. Besides, it could be a proof of the need of implementing EE actions.

Developed workers are able to recognize their organisation's efforts to invest on them. Developing personal careers is fundamental for retaining and engaging, and it would be better be an action directly connected to the business goals (CIPD, 2020a). Therefore, L&D can be positively seen by employees as a move from organisations towards their performance, development and, consequently, engagement.

It would be an old-fashioned mindset to believe that employees are merely looking for higher salaries, when choosing a company or even to stay longer in an organisation. In a competitive professional market, employees also strive to find better places to spend most of their week hours. To Berger and Berger (2004), in order to reach motivation, engagement and talent retention, organisations have to treat L&D as a reward, together with advantageous salaries and other worthy benefits.

The association of L&D and EE may bring a step ahead to the HR practices for companies in the current uncertain working scenario in the world, and even in Ireland.

2.4. L&D AND EE IN THE ENGLISH LANGUAGE SECTOR IN IRELAND

2.4.1. Learning and Development of English language teachers

Just like any company, ELTOs (English Language Teaching Organisations) select, train, and seek to retain the best professionals for their talent pool. ACELS (Accreditation and Coordination of English Language Services) is the Irish body responsible for inspecting and recognizing whether ELTOs in Ireland are obeying the Quality and Qualifications Ireland (QQI) standard for ELT (English Language Teaching). According to ACELS, to be an ESL teacher, one needs to hold one of the following qualifications: CELT; CELTA; Trinity TESOL; NUI ELE Certificate; QQI Certificate in Teaching English as a Second or Other Language (TESOL) – NFQ level 7 (Special Purpose Award) (ACELS, 2021).

ESL teacher training in Ireland is offered by many schools and colleges, obeying the rules established by ACELS and MEI. However, most of the compulsory qualifications required to be an English teacher in Ireland have one to two months length. The point in here is not to belittle one or another qualification, so much so that they are provided by worldwide recognized centres, such as the University of Cambridge (which offers CELTA). Nevertheless, when comparing these qualifications with those provided as university courses (Bachelor's, Post degree, Master's, and Doctorate), it is quite clear

the difference in terms of specialization, of realistic practice and depth in studied content. Teaching is a profession that demands more and more preparation.

Teachers are professionals that have to be constantly updated on their respective areas. And when it comes to teaching English language, especially when it is a second language, it requires even more preparation. As Harmer (2007) says, competent English teachers have to be well qualified. This qualification requires loads of tasks before, during and after their classes. Being a teacher is an activity that is continually preparing materials, and making plans for a specific target or goal, and it takes a lot of the teacher's daily basis time (Sari, 2021). The act of teaching is not summarized only by what is done in classroom. It goes beyond that.

Preparing teachers, in general, is not a process with an ending. On the opposite, teachers are employees that must be trained and prepared for their daily basis practices over and over. The OCDE points out, among many key recommendations, that Irish educational organisations have to provide teachers lifelong learning opportunities (OCDE, 2019). So, if Ireland wants to keep on being the top destination for international students to learn English, the development of its teachers has to be of utmost importance.

The complexity of the teacher formation (and in here, this term is stronger than 'teacher training') involves many aspects that are related to the teachers themselves, to the classroom and their learning objectives, and, finally, to the students. In a booklet about Continuing Professional Development (CPD) Framework, the British Council (2017) shows in an illustration this complexity about teacher formation:

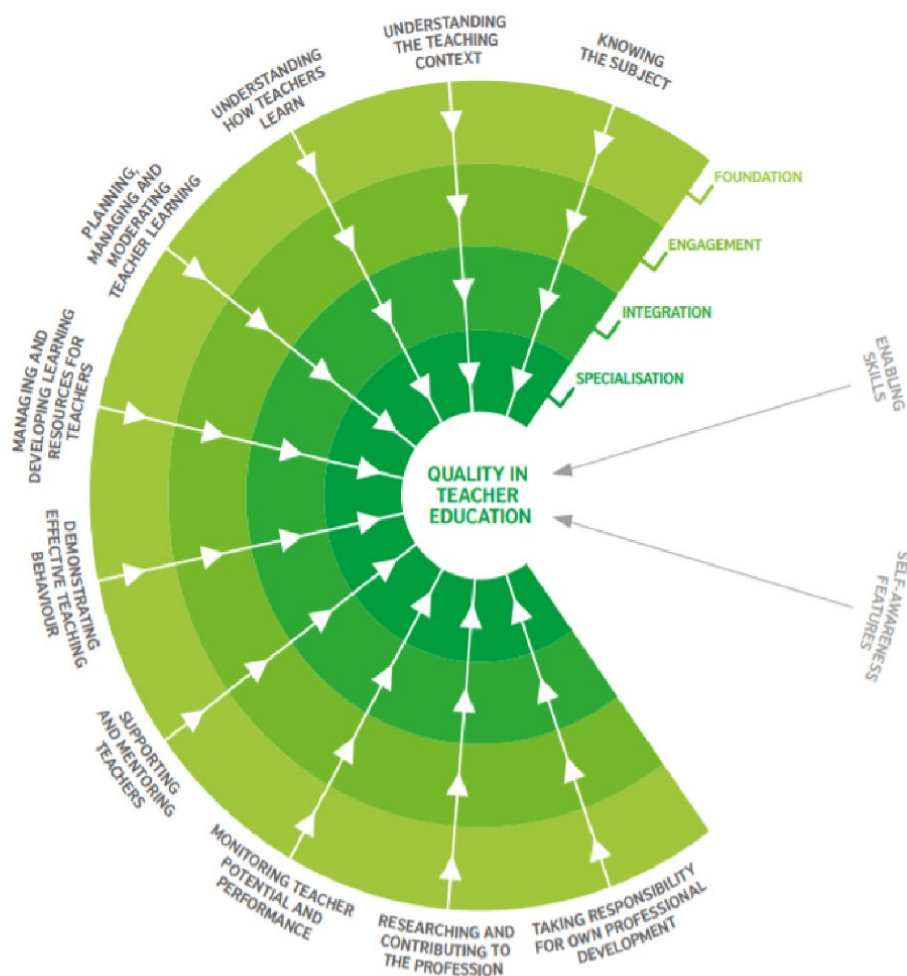


Figure 002 - Continuing Professional Development (CPD) Framework for teacher educators (British Council, 2017, p. 5)

As shown in this illustration, teacher education involves some layers, such as the foundation of knowledge, followed by engagement, having integration as the next step, then specialisation, reaching quality in teacher education as its final stage. Therefore, learning and development actions for ESL teachers are associated with engagement of these professionals. To Kavanagh (2020), motivation and engagement are issues that have to be taken into consideration when professional development of teachers is designed and delivered. Therefore, engagement should be the goal to be achieved by L&D practices, when forming ESL teachers.

2.4.2. Teacher Engagement and the English language sector in Ireland

Teaching is a professional that involves love for education. Teachers tend to have a profile of a worker that not only invests on their own professionalism in order to be better workers, but also they aim to provide a better ‘service’ to their customers, the students. Passion and expertise are brought together by English teachers who focus their classes on their students (Goodwyn, 2020).

In the literature review regarding teacher formation, teacher training, and teacher engagement, it is common to see the term ‘engagement’ centred on the student (Panhwar, 2020; British Council, 2019; Mann et al., 2018; Harmer, 2007). Nevertheless, as this study aims at employee engagement and its relation to learning and development, teacher engagement is a key concept to be explored. Kavanagh (2020) highlights the fact that when the professional development of teachers is not provided to these staff, they tend to be disengaged and to lose their motivation to teach at some stage of their careers. Thus, L&D and EE are totally connected, especially when it comes to teacher learning.

When planning and managing teacher learning, it is fundamental to monitor teacher engagement so that it can keep motivation and guarantee that developing practices may be effective (British Council, 2017). This link between teacher learning and teacher engagement, culminating in these professionals’ motivation in classroom has been gaining more and more studies. Kavanagh (2020) emphasizes that the literature review points out to teachers’ motivation and engagement as a consequence of the training and development actions taken during different stages of an educator’s professional path. Yet, the same literature still lacks more studies in terms of teacher engagement, and how this process might take place in the educational context. Or even, how the educational context may be compared to a corporate one.

The year 2020 was marked by the Covid-19 pandemic. All the world has changed. And so has the workplace. The English language sector in Ireland, for instance, had 80% decrease in revenue in that year (MEI, 2021). Before Covid-19 pandemic, the estimative was positive, though. The English language education (ELE) sector estimated a total of €960 million in revenue for the Irish economy (MEI and ILSG,

2020). As the number of international students coming to Ireland was severely hit, English teachers had to start teaching online or, in extreme cases, some lost their jobs (Doyle, 2020). Recruitment of international student to attend English language courses was suspended (Irish Times, 2020). In this unexpected chaotic scenario, English language colleges struggled to survive, while teachers had to adapt themselves to teach in online platforms. Some of them without any previous training or preparation.

In relation to teacher preparation, Goodwyn (2020) calls the attention to the fact that the lockdown caused by the pandemic showed how challenging it is to be a teacher, as these workers had to recreate their teaching methods and be adapted, in such a short time, for the new way of studying. Once again, the relation between L&D and EE is crucial in here. How prepared were the teachers for such sudden change in the teaching style? Are they ready for any other future changes in the English language sector? Many questions have arisen and will continue to.

Online classes will surely be blended with on-campus ones, as from 2020 on the pandemic has changed how teaching and learning may be, shifting it to a new normal in the educational sector throughout the world (Rapid Response, 2020). This fact is important to be mentioned in this study once it directly impacts how ELE in Ireland was affected. And consequently, ESL teachers' formation as well. It may affect students' lives and the way they learn, but, most of all, it will surely have a huge impact on teachers' motivation and engagement.

2.5. CONCLUSION

ESL teachers are equally challenged to be resilient to these shifts. Learning initiatives need to please both organisations and employees' desires and aspirations for the future of teaching a second language during these times. To Prince (2007), learning programmes would have to fit each professional in the way that the business wishes. Then, so would ESL teachers be constantly developed and exposed to new learning methods to achieve their teaching needs.

The engagement of teachers through learning and development initiatives benefits both employees and employers. Companies that invest on learning and training of their staff provide them the chance to participate in an active way in the business strategy, and they may progress in moments of uncertainty and challenges in the markets (Root, 2019). Thus, L&D may be a tool that engage workers and put them as true participants of the organisations' aims.

Studying L&D and EE is never a limited action. It has (and will always have) its limitations in terms of research. The English language sector in Ireland is yet something to be more included in the literature review as a specific topic to be studied and researched. Nevertheless, it is great to check how much of this topic has been becoming popular and available (although limitedly) for the academic studies. Much more can be investigated and studied, when trying to understand learning and development and its relation to employee engagement, contextualized in the English language sector in Ireland. And this is what this research aims to contribute to.

CHAPTER 3 – RESEARCH QUESTION

3.1. INTRODUCTION

This chapter presents the research question, the hypotheses, and the objectives of the research.

3.2. RESEARCH QUESTION

A research question is a key element to start an academic investigation. Saunders, Lewis, and Thornhill (2019) highlight that a research question can direct and guide the research, by determining the approach, how data is collected and analysed, and how both methodology and literature review are used in the project.

The research question on which this study aims to investigate is: **How can Learning and Development practices be a tool for building Employee Engagement on English as a second language (ESL) teachers in Ireland?**

It is crucial to point out here how this question can set the scene for comprehension about this study. L&D plays a key role in designing a business strategy as it enables a workforce to develop their skills, capacities, and competences so that the organisation can be successful (CIPD, 2020a). Teacher developing is essential to promote educational change and success of an educational organisation (Kavanagh, 2020). Together with L&D, EE makes the offering of L&D practices even more worthy to both companies and employees.

Saks (2019), one of the most distinguished researchers of employee engagement and its effects, highlights that future research should give attention to the diversity of job characteristics and their impact on work engagement, and that these characteristics may vary according to the nature of the working position in an organisation. Therefore, it justifies how important it is to restrict this research to a specific group: ESL teachers in Ireland. Not only it brings new thoughts and analysis to understand this sector, but

also provides a view to observing this particular educational sector as a corporate one, as a business with extreme relevance in terms of revenue to the Irish economy.

3.3. HYPOTHESIS

The answer to the research question may be presented through a hypothesis. Saunders et al. (2019) say that the 'why' factor of a research questions is expressed through a hypothesis, which tests and develops the theory giving a possible answer to the research question. However, the hypothesis is not merely an answer for a question (in this case, the research one). It is, though, an attempt to bring discussion about the studied subject.

To help answering the research question of the present study, two hypotheses can be formulated:

Hypothesis A = Learning and Development practices can be a tool for Employee Engagement of ESL teachers in Ireland

Hypothesis B = Learning and Development practices cannot be a tool for Employee Engagement of ESL teachers in Ireland

Given what is asked by the research question and what the hypotheses try to test, the present research aims to investigate, with the help of the academic references in the HR area, which of these hypotheses may be valid or may provide a possible answer to the research question. It can be done by the data taken from the survey answered by ESL teachers in Ireland. The collected data are fundamental when trying to test which hypothesis may be right in a research project (Saunders et al., 2019). Thus, the hypotheses help adding new questionings to the scientific research.

3.4. OBJECTIVES

Research objectives are fundamental to help finding answers to research questions. Moreover, they may guide the testing of which hypothesis may be valid to a study. The research objectives can determine the order of the findings in a research (Saunders et al., 2019). Therefore, they are crucial to organise the collection of the data and the connection of these to the studied theory.

The research objectives of this academic research are:

- I. To identify the profile of ESL teachers in Ireland, especially concerning about their teaching qualifications and experience as English teachers.
- II. To ascertain whether Learning and Development practices provided by colleges (through internal or external trainings) are engaging ESL teachers in Ireland.
- III. To check whether the feedback on performance provided by colleges to ESL teachers in Ireland is guiding these professionals into better and effective L&D practices.
- IV. To identify which areas ESL teachers in Ireland think they need to improve.
- V. To investigate whether ESL teachers in Ireland are engaged and which factors contributed to that.
- VI. To investigate whether ESL teachers in Ireland are not engaged and which factors influenced that.
- VII. To identify which factors can motivate and demotivate ESL teachers in Ireland in their daily basis teaching.
- VIII. To determine whether Covid-19 pandemic has impacted ESL teachers in Ireland and if, due to that, training and development are needed.

In general terms, the above research objectives reflect the contents presented in the questions of the questionnaire of the survey. These objectives are related to ESL teachers' profile (qualifications and experience), how learning and development practices are offered to these professionals; and finally, whether these teachers are engaged in their respective employment positions.

CHAPTER 4 – METHODOLOGY

4.1. INTRODUCTION

A method is a genuine characteristic of a scientific research. Choosing which methodology to take can distinguish a study as of excellent quality or not (Hart, 1998). To do so, this study corroborates with the views of Saunders et al. (2019), who describe how a researcher may guide their studies through methodological techniques. These authors created a figure called ‘Research Onion’, an image of different layers which contain each step of the research process, from the initial idea to the analysis of the collected data.

The figure below represents the ‘Research Onion’, as Saunders et al (2019) show in their book:

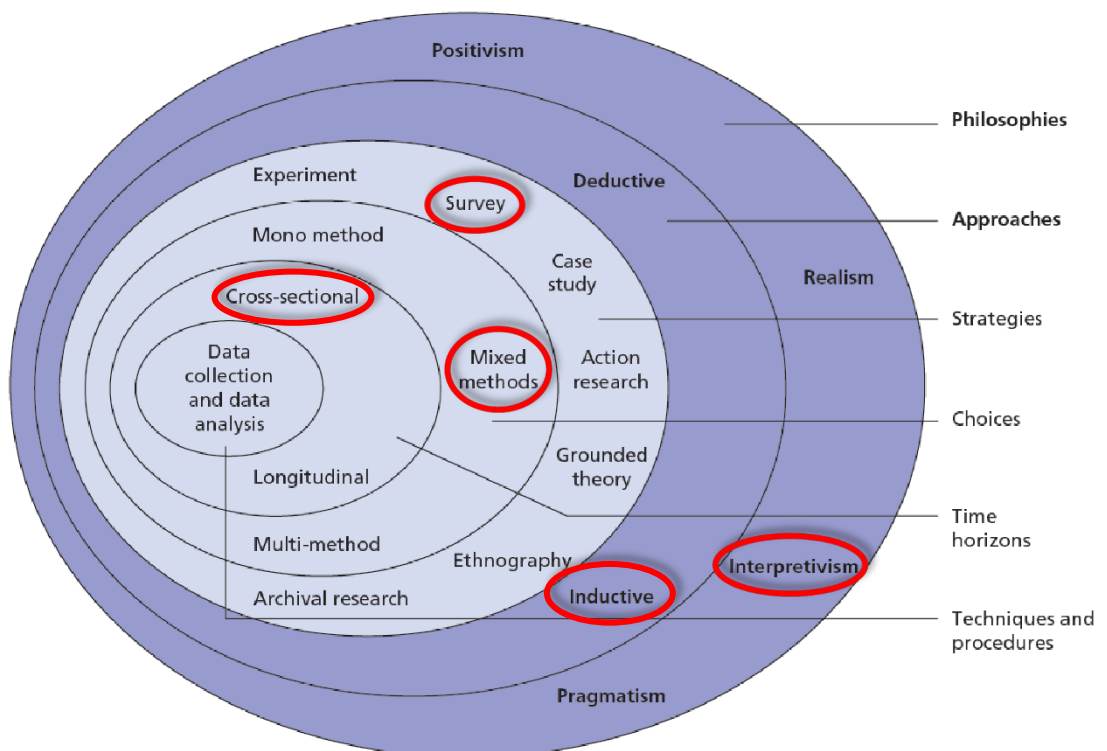


Figure 003 - The Research ‘Onion’, adapted from Saunders et al. (2019, p. 108)

As this research study utilises these authors' Research Onion as a guide to its methodology, the selection in red circle in the figure above represent the options adopted in this research, as listed below:

- i. Research Philosophy = Interpretivism
- ii. Research Approach = Inductive
- iii. Research Strategy = Survey
- iv. Choice = Mixed method
- v. Time Horizon = Cross-sectional
- vi. Techniques and Procedures = Data Collection, and Data Analysis

Each layer and its respective option will be discussed in more details in this chapter. After that, some Ethical Considerations and Limitations are shown. Lastly, there is a Conclusion.

4.2. RESEARCH PHILOSOPHY

A research idea starts with an initial perception of a reality. And this initial perception leads to the search in an academic context, based on some philosophy. Saunders et al. (2019) brilliantly state that the research philosophy one takes encompasses crucial assumptions about how the world is. Based on that, it is relevant to choose one specific philosophy that applies to the aim of this research.

Saunders et al. (2019) present four strands in the layer of Research Philosophy. Positivism is the research philosophy that understands that the society has its own objective facts, and it has some influence on people. It mostly utilises quantitative data, and it is based on objectivity, being the researchers free of any value. In this philosophy, questionnaires, structured interviews, and experiments are often used (Saunders et al, 2019).

The second philosophical strand is called Realism. This position focuses on scientific enquiry, based on the perception of the reality through the senses. This present investigation does not focus on the scientific way of using the senses, as proposed by

this philosophical strand, to analyse the obtained data. Also, the disconnection between the reality and the mind, as defined by Saunders et al (2019), does not apply to the aim of this research.

The third philosophical strand in the research philosophy is Interpretivism. In its view, the reality is constructed by the way individuals create their own meanings. It uses either quantitative or qualitative data to analyse subjective meanings, having as instruments unstructured interviews, ethnography, participant observations, and even surveys (Saunders et al, 2019). Also considering Quinlan's (2011) ideas, when dealing with scientific knowledge, it is all about interpretation to answer a research question into a certain research philosophy. This philosophy was adopted in this research work as it matches perfectly to this thesis researcher's view of society, and especially the specific studied group: ESL teachers in Ireland.

The last strand is Pragmatism. Its philosophical idea has as its main determinant the attempt to answer the research question. Saunders et al (2019) emphasize that regardless which research philosophy is chosen, it is a huge mistake to take one as better than the other three. They even suggest that there is a tendency to have some flexibility when it comes to choose the research philosophy, having the possibility of mixing one or another strand or their characteristics, when doing academic research (Saunders et al, 2019). This idea is precious, as for many researchers, methodology tends to be a complicated topic to deal with. All these being said, the next step is to define which research approach best suits to the present research.

4.3. RESEARCH APPROACH

Having defined the research philosophy, it is necessary to determine which research approach may be adopted. Just like Saunders et al. (2019), Bell (2010) clarifies that once a researcher classifies their approach as one specific type, it does not necessarily mean that they cannot move from the methods usually correlated to that style. This view is extremely helpful to researchers, as it directs them into doing scientific

research, not disregarding possible changes in their approaches during their research that may happen eventually.

There are two types of research approaches: deductive and inductive (Saunders et al., 2019). Although these two terms are very similar, there are some distinctions in the definitions of their concepts.

Deduction is the predominant approach used in natural sciences, and it conveys what a researcher reckons as scientific research (Saunders et al, 2019). It is by deducting from a given situation that a scientist investigates their object of study.

The other style of approach determined by Saunders et al (2019) is the inductive one. This approach utilises qualitative data to analyse different phenomena. To Gravetter and Forzano (2012), while the deductive approach employs general conclusion to bring about specific predictions; the inductive one takes a particular pattern to achieve broad conclusions and/or hypotheses. And this is what this study aims to do.

The approach that was chosen to this research is the Inductive one. Considered these distinctions between the two approaches, it is time to specify which strategy this study will take.

4.4. RESEARCH STRATEGY

In the business field, being strategic is associated with a coherent plan of actions a manager takes to make their team achieve goals to their organisations (CIPD, 2021c). In terms of methodology, the research strategy plays an important role for the whole research project or work. It is through the research strategy that a researcher normally elects the sort of question they formulate about a specific situation, and also through this strategy possible answers may be obtained from the scientific process (Gravetter and Forzano, 2012). In other words, the research strategy refers to what the investigation wishes to accomplish as a result of the scientific inquiry. This strategy has a design which determines how it can be achieved.

Research design refers to the general plan in which a research strategy is formulated, and it determines the type of participants (groups or individuals), as well as the comparable variables between these participants (Gravetter and Forzano, 2012). But which instrument may be useful for this design, and consequently to the research strategy? Saunders et al. (2019) list the following types of strategies: experiment, survey, case study, action research, grounded theory, ethnography, and archival research. As this study focuses on one single type (the survey), it is important to explain how this instrument was applied to the research.

To easily access this specific group of professionals, the survey was done on the internet environment. Internet surveys are the most economical and efficient means of gaining respondents to a survey (Gravetter and Forzano, 2012). But a survey for a qualitative research? Braun and Clark (2020) define online qualitative survey as a series of questions which are related to issues that the participants have some interest in, so they are able to choose an option that best suits their own point of view about that matter.

The importance of this sort of survey relies on some facts. Braun and Clark (2020) highlight that as it is done in an online environment, the costs for the research (usually without any funds or on the researcher's own expenses) is none in terms of data collection. These authors also emphasize that there is no interaction with the respondents, which reduces the risk of ethical problems, in case of sensitive topics in the questions (Braun and Clark, 2020). The next step to be determined is the Choice.

4.5. CHOICES

The method choices refer to use of quantitative or qualitative procedures as the researcher's choice (Saunders et al, 2019). In their 'Research Onion', these authors list 3 (three) methods for the layer Choice: Mono Method, Mixed Methods, and Multi-method (Saunders et al, 2019).

The choice of this present research is for Mixed Method. As this method combines techniques and approaches for data collection and analytical procedures (Saunders et

al, 2019), these characteristics matched perfectly to the intention of this research and its object of study. About the reason why one or another measurement procedure should be chosen, Gravetter and Forzano (2012) perfectly explain that there is no right or wrong choices on how to evaluate variables in a research process. In here, it is clear how appropriate this single method suits with the research philosophy and strategy. Nevertheless, Time Horizon is the following item to be considered in the methodology.

4.6. TIME HORIZON

The layer of Time Horizon was divided by Saunders et al. (2019) into two categories: cross-sectional, and longitudinal. They differ each of them by saying that cross-sectional is like a photograph taken in a particular time, while longitudinal is compared to a diary, in which several events are explained through time (Saunders et al, 2019). Due to the limitations of time, the most appropriate means to determine time horizon was the cross-sectional one.

Through this category, it is possible to analyse this ‘picture’ of the ESL teachers in Ireland, observing their profiles and comparing them to their teaching qualifications. And, consequently, matching these data to the ones of their answers in the employee engagement section of the questionnaire. Silverman (2014) says that the real time of research, especially when it involves employee engagement, brings insights about their performance, their learning, and their engagement.

4.7. TECHNIQUES AND PROCEDURES

The Techniques and Procedures refer to steps taken regarding the data of the research. The techniques and procedures used in the research will affect its final results (Saunders et al, 2019). This part is divided into data collection, and data analysis, and the respective explanation about how they were done.

4.7.1. Data Collection

The Data Collection section explains how the information to be analysed in the research was gathered. About the Data Collection part, Saunders et al. (2019) emphasize that it is crucial to mention two important information in it: who the sample population was, and how a questionnaire (if it is the survey instrument used) was distributed to this population. Based on this idea, this section will follow these two steps to organise the Data Collection.

4.7.1.1. Sample Population

With the definition of the research having narrowed down the scope of study to English as a second language (ESL) teachers in Ireland, the population of the research was totally turned into these professionals. Thus, those who work in the ELE (English language education) sector in Ireland are the ones invited to respond to a survey instrument. Therefore, there was no need to use any previous sampling methods.

The link of the online questionnaire was sent to the emails of 94 (ninety-four) English language colleges throughout Ireland. All emails were taken from official sites of the government departments that are responsible for English language colleges, such as MEI and ACELS. In total, 33 participants filled in the questionnaire, from the 7th of July to the 30th of July 2021. As most of the questions were marked as 'required' to be answered, the participants responded to these questions of the survey. Only one participant, though, has not answered the only question that was not obligatory (about Years of experience as an ESL teacher). A copy of the whole questionnaire is attached to this research study, as Appendix A.

4.7.1.2. Survey Instrument – the Questionnaire

After defining the population, which is the object of the study, a research instrument will be useful to reach these respondents. A research instrument is a tool to help the researcher gather answers from the studied population (Bell, 2010). As defined in the research strategy, the survey is suitable for the purpose of this research. To Garavan et al. (2019), a cross-sectional survey is an excellent way of collecting information about L&D, competencies, and effective organisational performance. This is exactly what this study aims at. Therefore, it is paramount to select the most appropriate tool to collect valid information.

The survey instrument chosen in this research was the questionnaire. Saunders et al. (2019) define questionnaire as a means through which data is collected by asking each person to answer a predetermined and ordered set of questions.

The questionnaire was created in Google Forms application. It is an easy and handy application to make surveys, as its own format shows the responses in graphics, with the percentage of respondents to each item of the questions. Also, in this application, it is possible to separate the sections, according to each topic to be surveyed. This type of questionnaire is called Internet-mediated (Saunders et al, 2019).

The questions used in the questionnaire contain options selected by the researcher, and the respondents could choose one of them. In some questions, multiple options could be selected by the participants. In addition, some questions may have the option of 'other', so that the respondent could add their own option. Seixas, Smith and Mitton (2018) describe this type of questions as a fascinating solution that a qualitative questionnaire can bring to the research.

In the first page of the questionnaire, there is the title of the study. Below it, there is a page explaining about the research, and its purpose. Also, the respondents could read on this page how all data gathered in the questionnaire would be treated. It was stated that all information would be treated, respecting confidentiality and privacy of the participants, and to academically use only. It was offered to the participants to withdraw the survey, in case they wanted to. At the end of the page, the researcher's

email was available to the participants, whether they would feel free to contact the researcher about the survey.

A questionnaire being available online serves as a valuable device with the current use of mobile technology, and the data collection may benefit from that (Silverman, 2014). Then, the online questionnaire was handy in terms of time, cost, and access to participants. Besides, it offers better ways of analysing the obtained data.

4.7.2. Data Analysis

The data analysis in this research was portrayed in the questionnaire itself. In other words, the three sections (Section 1 – Personal Profile Section; 2 – Learning and Development; and Section 3 – Employee Engagement) in the questionnaire are precisely the way the obtained data will be analysed. However, it is important to point out here that these sections offered data to be analysed individually (each section), as well as through the combination and contrast with one another.

Although SPSS is a common way of analysis data in HRM and in Employee Engagement studies (Houssein, Singh and Arumugan (2020); Childs (2020); Ozoemenam (2020), this software was not suitable for the data set in this present academic study. However, the data will be analysed and presented through statistics.

4.8. ETHICAL CONSIDERATIONS AND LIMITATIONS

Any research concentrates in finding answers for research questions and tests a hypothesis. However, besides understanding phenomena and analysing them through a scientific lens, two things need to be considered when doing a research: ethical matters, and the limitation of the research itself.

4.8.1. Ethics in research in HR

Ethics is associated to the right thing to do when reasonably doing a research work, considering honesty, integrity, and safety so that the whole process do not present results that may not harm anybody neither anything (Quinlan, 2011). Then, it is imperative to a researcher to take into consideration that whilst doing an academic work, the population of the study, as well as any other person involved in this process, have to be respected in terms of their identification. When a respondent answers a survey questionnaire or decides to participate in an interview, they may put themselves at risk, depending on which opinion they are stating and expressing. And in the corporate environment, this is not different. When a researcher wants to collect employees' opinions, it is of utmost importance to guarantee confidentiality and privacy of these participants' personal data (Denscombe, 2014).

To guarantee the confidentiality, the participants must be aware of what the research is about. To ensure an ethical way of collecting data, the respondents have to formalize their participation and state that they realize how the information given in that research instrument will be used in the academic work (Saunders at al., 2019).

To guarantee the privacy, in its turn, the most important issue is to prevent the respondents' answers and opinions to be accessed by individuals or organisations that are outside of the research process (Gravetter and Forzano, 2012). This can surely avoid embarrassing situations where personal damage could be caused to those who voluntarily answered the survey or participated in an interview.

In this present research, both confidentiality and privacy were guaranteed. Firstly, all ESL teachers who volunteered to respond to the online survey did not identify themselves with names or any information of which college they work for. All these considered, there were some limitations of the present study.

4.8.2. Limitations of the present study

Doing an academic investigation requires some efforts. The researcher controls the delimitation of what is investigated, but not over the limitations of the research process or over things that may affect its results (Price and Murnan, 2004). When doing that, some limitations may arise. And some of them are, somehow, out of control of the researcher's will. In this present study, there were some limitations that have to be listed, as follows:

- 1) Covid-19 Pandemic: undoubtedly the pandemic that stroke the world since the beginning of 2020 had some impact on this research. Not only because all lectures and classes were only through online system, but also because it did not facilitate to reach the respondents. They could only be accessed in an online way (through email with the link of the online survey).
- 2) Lack of previous studies on this topic: there are many studies on Employee Engagement, or even on Learning and Development. However, when both are combined, and in here is to check whether L&D can be a tool for EE, there were not enough studies, articles, or books about this topic. Besides this, to have ESL teachers as the employees in the research definitely restricted even more the availability of academic studies to be used as literature review.
- 3) Bibliography and Scientific Articles: due to the Covid-19 pandemic, the only access to NCI's Library was in an online mode. However, although this Library has loads of books, the majority of them are not available to be accessed online. Throughout the whole course, the students were encouraged to use scientific articles to support their ideas. However, many sites only make their articles available by charging the access. They are not available for free. There are many articles from other countries (such as India, Pakistan, and countries from the East of Europe) that provide free access. Once again, although they were extremely useful for this research, the impossibility to reach articles of Irish researchers was a constant limitation whilst doing this

research. Another point to be observed is the availability of master's thesis in the library. It is possible to access many of past dissertations of the programme. However, none of them show their grades or marks. It is not possible to know whether that specific thesis was an excellent, an average or a low mark one.

- 4) Access to/ Availability of Participants: the target population of this study is ESL teachers in Ireland. Nonetheless, it is crucial to point out that as these professionals work for a private sector, the access to the teacher in order to ask them to answer the survey was extremely difficult. Although in the first attempt, 79 English language colleges were emailed, 5 of them straightway answered that they would not participate in the research. Some others have not even answered. Even the Union of English language teachers in Ireland was contacted 3 times, but they did not reply. All in all, this was the biggest limitation found by this research whilst doing this academic work.

In terms of delimitations of this study, some may be listed, as follows:

- 1) English Teachers in Ireland: this research limited the scope of investigation to ESL (English as a second language) teachers in Ireland. However, as the survey was sent to ESL colleges, it may be possible that DOS (Director of Studies) or ADOS (Assistant of DOS) may also have answered the questionnaire.
- 2) Limited Sample Size: only 33 ESL teachers answered the online questionnaire, although an email with the link of the survey was sent 94 ESL colleges throughout Ireland (all emails were taken from the sites of government department responsible for English language colleges, such as MEI and ACELS). Therefore, it is unclear whether the teachers at these colleges that received the email of the research have actually been aware of the research.

4.9. CONCLUSION

Researching is a process that demands knowledge about a specific area, but most of all, it requires the use of techniques. These techniques are what differentiates an academic study from a regular one, as it provides tools to reach scientific conclusions through pre-determined analysis patterns. The study of Learning and Development, as well as of Employee Engagement, may be facilitated by methodological ways, such as Saunder's et al (2019) 'Research Onion', as used in this research.

The research process, then, involves creativity of the researcher. The research process is a demanding activity for an academic student. However, it offers a rewarding experience of deepening the knowledge of one specific topic, as well as having access to what other researchers have studied.

CHAPTER 5 – ANALYSIS AND FINDINGS

5.1. INTRODUCTION

This chapter will provide an analysis of the data obtained from the ESL teachers' responses to the questionnaire. Also, the findings in the answers of this questionnaire will be presented in here. In the questionnaire of this research, there are three sections of questions: Section 1 – Personal Profile; Section 2 – Learning and Development; and Section 3 – Employee Engagement. They will be presented in this chapter, following the same order that the respondents saw in the online questionnaire. Then, each item of these sections refers respectively to each question of the same section of the questionnaire answered by the respondents.

5.2. SECTION 1 – PERSONAL PROFILE

This section aims to identify the personal profile of the ESL teachers in Ireland, respondents of the survey of the present study. The purpose of having a section to collect data of the respondent's profiles is of utmost importance. Imandin, Bisschoff and Botha (2014) state that it is fundamental to have a set of questions from which the researcher can collect data from a sample of individuals who are drawn to represent the target population of a study. Moreover, Jackson (2011) understands that taking a target population and inquire them about a topic may generate best responses to a research question.

5.2.1 Gender

The first parameter relates to gender (see Figure 004). This may suggest that English language sector in Ireland is predominantly occupied by women.

What is your gender?

33 responses

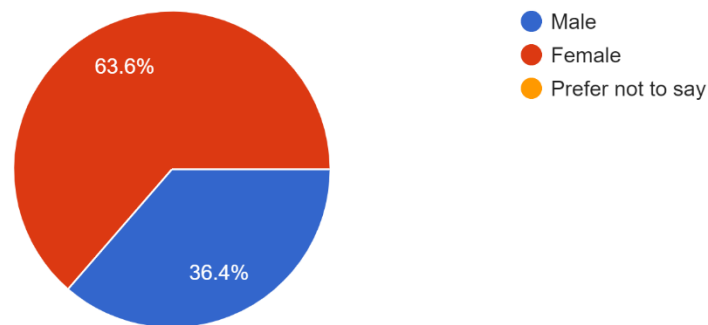


Figure 004 – Gender

In their research about initial teacher education in Ireland, Darmody and Smyth (2016) pointed out the predominancy of women as entrants teaching formation programmes. These authors emphasize that although some studies are concerned about this difference between teachers' genres, no empirical evidence show that one or another gender of the teacher may have some impact on students' performance and learning (Darmody and Smyth, 2016). Just like many studies, though, this data is important to help identifying the profile of the teachers in the ELE sector.

5.2.2. Age

The second question refers to the participants' age (Figure 005). Together with gender, length of teaching experience, age can help including a vaster range of geographical contexts, when a study tries to classify teachers' descriptions (British Council, 2019).

None of the respondents marked the option of between 18 and 24 years old.

What is your age?
33 responses

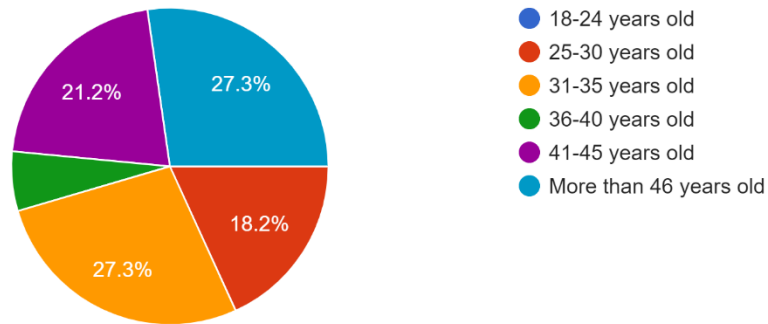


Figure 005 – Age

These data show that summing up 27.3% (9 respondents) that were more than 46 years old, and 21.2% (7 respondents) were between 41 and 45 years old, the total of 48.5% (16 respondents) is more than 40 years old.

5.2.3. Nationality

Nationality is the third parameter in this section (Figure 006). The options in the graphic that are without percentage refer to 3% were non-English native-speaker born in an European country; and 6.1% were non-English native-speaker born in a non-European country.

What is your nationality? (considering your birth place)

33 responses

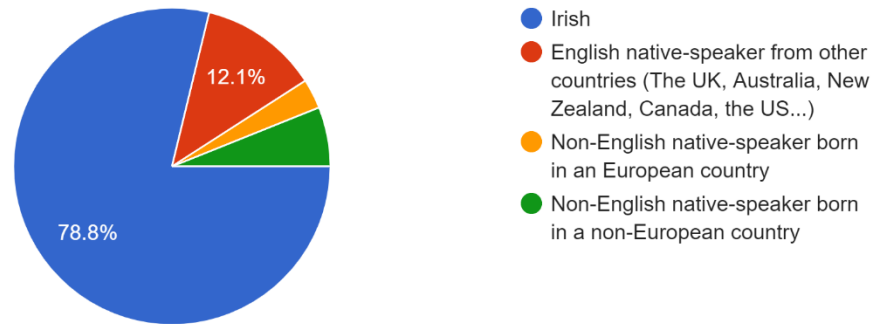


Figure 006 – Nationality

78.8% is an expressive figure in terms of nationality, and it may serve as a representative example of the scenario of the ESL sector in Ireland.

5.2.4. Level of Education

The level of Education of the ESL teachers who responded to the survey is the fourth question of the first section (Figure 007). The options master's degree, and bachelor's degree were the only ones selected by the 33 respondents.

What is the highest degree or level of education you have completed?

33 responses

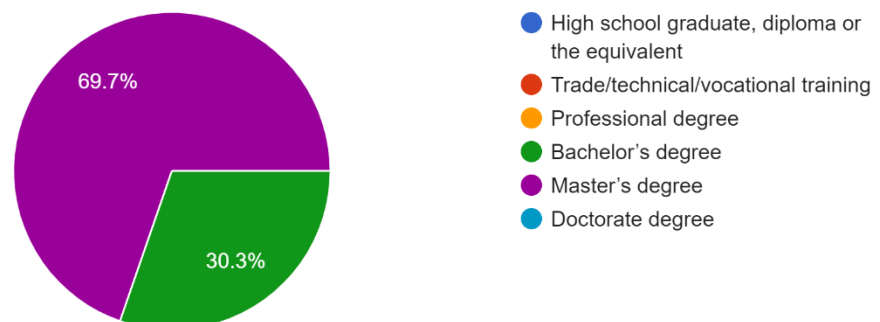


Figure 007 – Level of Education

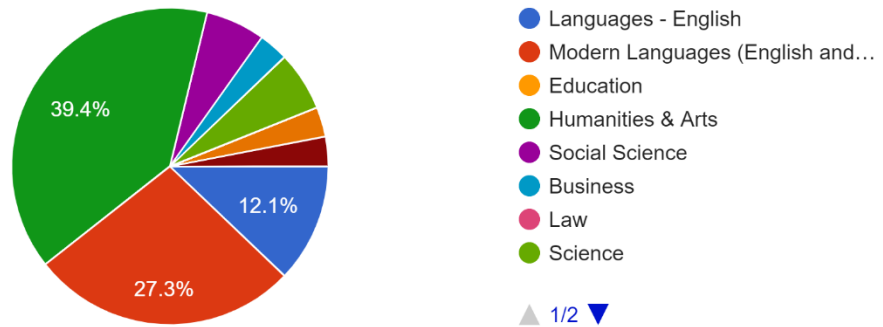
This high percentage shows (69.7%) shows that ESL teachers in Ireland have a significant level of education. In a research study done to The Economic and Social Research Institute, in Ireland, Darmody and Smyth (2016) curiously prove in their studies with Irish teachers that the level of education that a teacher owns does not have effect on their students' performance in the classroom. The authors even state that teachers' classes should have to be evaluated by the quality and how effective the class is.

5.2.5. Area of the bachelor's degree

The following question of section 1 refers to the area in which the teacher took their bachelor's degree (Figure 008). The options in the graphic that are without percentage refer to 6.1% hold a degree in Social Science; 6.1% hold a degree in Science; 3% hold a degree in Business; 3% hold a degree in Music; and 3% hold a degree in Art and Design. The other available options were not selected by any other respondent.

If you have a Bachelor's degree, in which main area of study was it?

33 responses



If you have a Bachelor's degree, in which main area of study was it?

33 responses

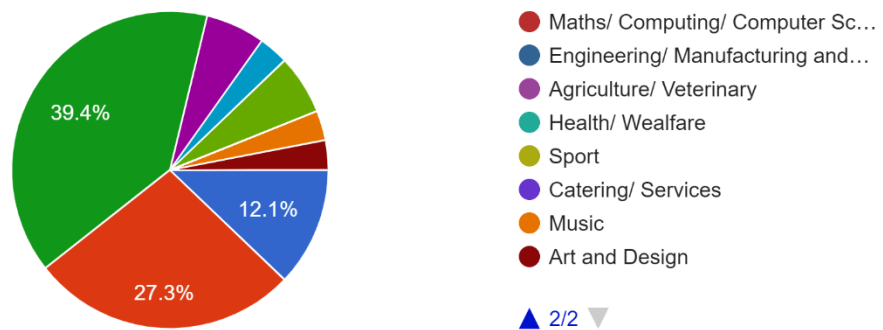


Figure 008 – Area of the bachelor's degree

If the percentages of 27.3% (Modern Languages (English and/or any other languages)) and 12.1% (Languages English) are summed up, the total is 39.4%. Then, 60.6% of the ESL teachers do not have their university degree in English language or any other language, although they work in the English language sector in Ireland.

5.2.6. Years of Experience as an ESL teacher

The following question asks about how many years of experience the respondents have as ESL teachers (Figure 009). All options of this question were selected in the respondents' responses.

How many years of experience do you have as an ESL (English as a second language) teacher?

32 responses

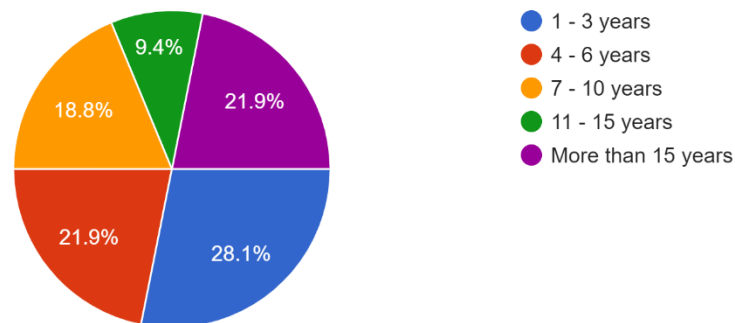


Figure 009 – Years of Experience as an ESL teacher

5.2.7. Teaching Qualifications

Besides the qualification of a university (such as a bachelor's degree and a Master's), there are some important teaching qualifications specific for ESL teachers. This question in the questionnaire offers some options and allows the respondents to include any other ELT qualification they might hold (Figure 010). It was also offered the option 'I do not have any teaching qualification' to the participants, and no respondent selected this option.

Which of these teaching qualifications do you hold? (You can select more than one option)

33 responses

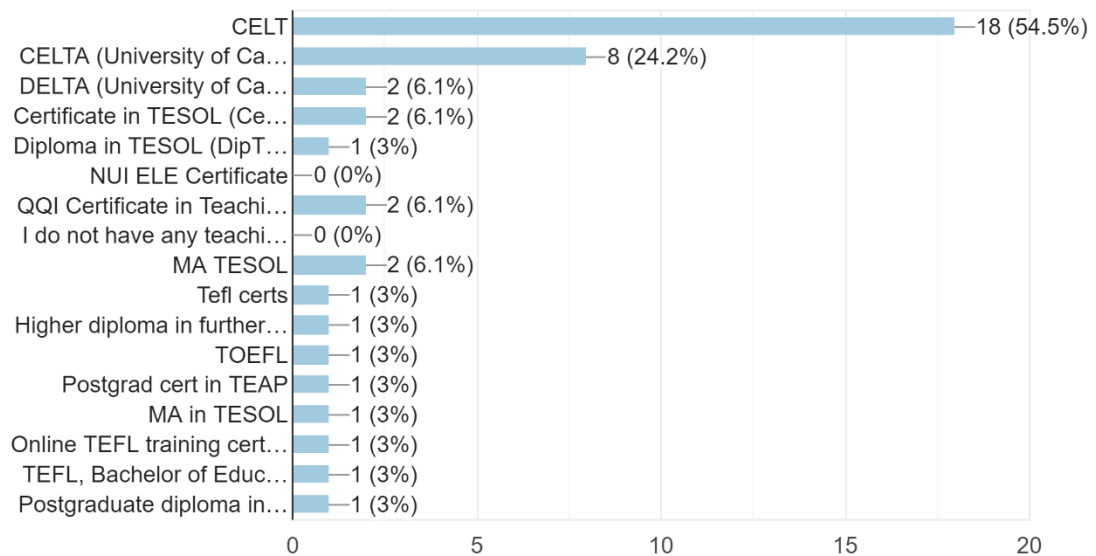


Figure 010 – Teaching Qualifications

Besides these qualifications preestablished, there are others which were included by the respondents, as follows: 6.1% have MA TESOL; 3% have Postgrad Cert in TEAP; 3% have Postgraduate Diploma in TESOL from the University of Ulster; 3% have Higher Diploma in Further Education (MU); 3% have TEFL Certificate; 3% have TEFL, Bachelor of Education; 3% have Online TEFL Training Certificate; 3% have TOEFL; 3% have MA in TESOL.

5.2.8. Current status of Employment

In the last question of the first section, ESL teachers could select one of the options to determine their current status of employment (Figure 011). It is paramount to state, though, that ‘current’ refers to the period that the respondents answered the online questionnaire, which was available for responses from the 7th to the 30th of July 2021.

The options in the graphic that are without percentage refer to 6.1% are Self-employed / Private teacher; 3% are Employed part time as an ESL teacher and part time in another job/profession; 3% are Unemployed but not currently looking for work; 0% (no respondent) is Unable to work.

Are you currently...?
33 responses

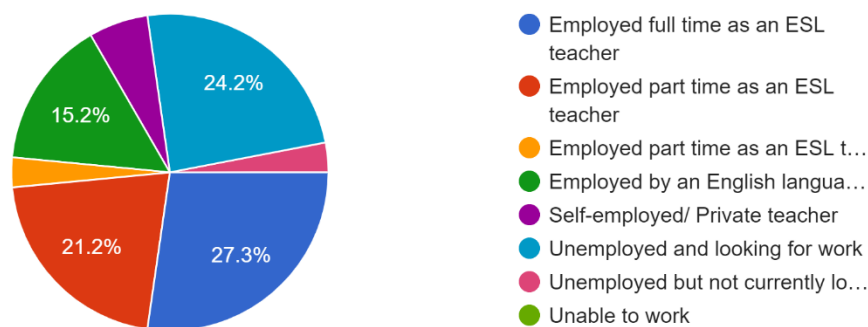


Figure 011 – Current Status of Employment

5.3. SECTION 2 – LEARNING AND DEVELOPMENT

The second section of the online questionnaire aims to identify issues related to Learning and Development. In this section, there are 9 multiple choice questions, and in 2 of them, the respondents could add their own option to answer the question (besides the ones they could also select in the available options).

5.3.1. Internal Teacher Training provided by the English college

ESL teachers were asked if internal teacher training was provided by the colleges they work for (Figure 012). Internal trainings are the ones that were elaborated and executed by the college, without any external professional hired to do it. These can be courses

either in face-to-face or online mode, offered by the college. At some schools, the Director of Studies (DOS) or the Assistant of DOS can be the lectures, and sometimes even any other teacher from the talent pool of that organisation may be the lecture.

Does your current English college (or school or institution) provide INTERNAL Teacher Training to you?

33 responses

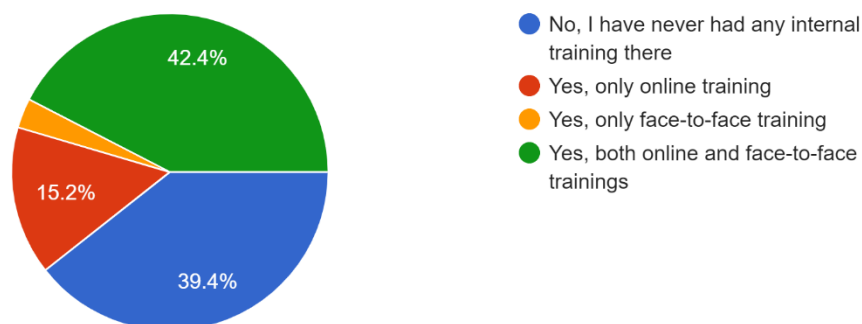


Figure 012 – Internal Teacher Training

The (yellow) option in the graphic that is without percentage refers to 3% who said ‘Yes, only face-to-face training’. What calls the attention in these figures is the fact that most of the respondents have or have had any kind of trainings, provided by the colleges they work for. According to Accenture (2020), internal trainings offered by organisations fulfil the gap in skills and qualifications that some staff may have.

5.3.2. External Teacher Training provided by the English college

The second question of this section asked ESL teachers in Ireland about external teacher trainings (Figure 013). The (red) option in the graphic that is without percentage refers to 6.1% that selected ‘Yes, only online training’.

Does your current English college (or school or institution) provide EXTERNAL Teacher Training to you?

33 responses

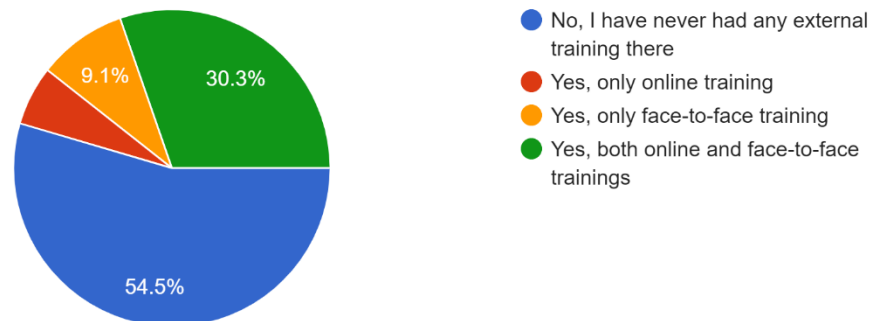


Figure 013 – External Teacher Training

It is understood as external teacher training those courses or learning practices that have a lecturer who does not belong to the talent pool of the college. This lecturer is usually a teacher from the ELT industry (like a professional from an ELT book publisher) or a professor from a university.

5.3.3. Class Observation and Class Evaluation

Class observation consists of a type of learning practice in which a coordinator, director, or even another teacher observes their peer's class. According to Sciamarelli (2019), class observation and feedback from another teacher are considered teaching practices that focus on developing the teacher's professionalism.

Figure 014 presents the following results:

Has your coordinator/DOS/assistant observed your class in order to evaluate you?
33 responses

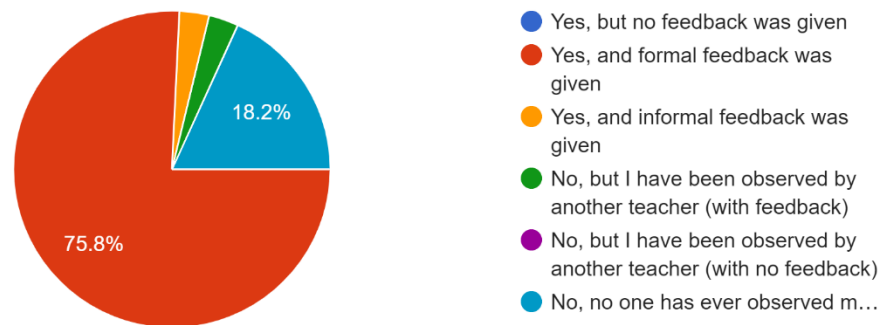


Figure 014 – Class Observation and Class Evaluation

The options in the graphic that are without percentage refer to 3% who selected ‘Yes, and informal feedback was given’; 3% who selected ‘No, but I have been observed by another teacher (with feedback)’. No participant chose the option ‘Yes, but no feedback was given’ or ‘No, but I have been observed by another teacher (with no feedback)’.

5.3.4. Feedback on performance

The next question is related to feedback on the teachers’ performance (Figure 015). This feedback differs from the previous question, as it refers to feedback given without class observation. ESL teachers were asked if their current English college gives them feedback on their performance as a teacher. All options were selected in the respondents’ answers.

Does your current English college (or school or institution) give FEEDBACK to you on your performance (even when not observing your class) as an ESL teacher?

33 responses

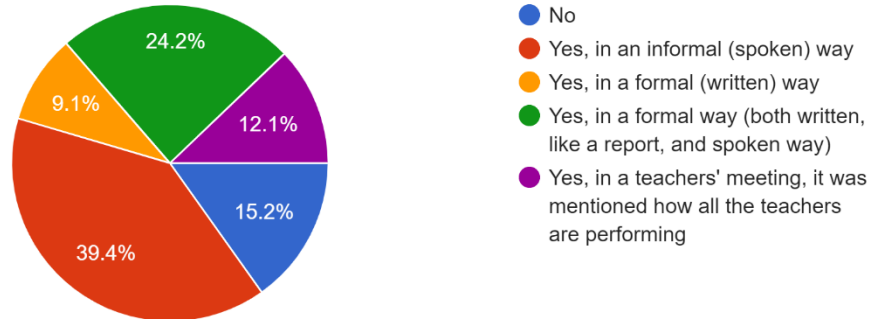


Figure 015 – Feedback on Performance

5.3.5. Trainings recommended on the feedback

The respondents were asked if trainings were recommended by their superiors when they provide feedback on their performance (Figure 016). No respondent selected the option ‘Yes, with recommendations of trainings (the college pays external courses to me)’.

After receiving any kind of feedback on your performance, does your college recommend you trainings to improve the areas you need?

33 responses

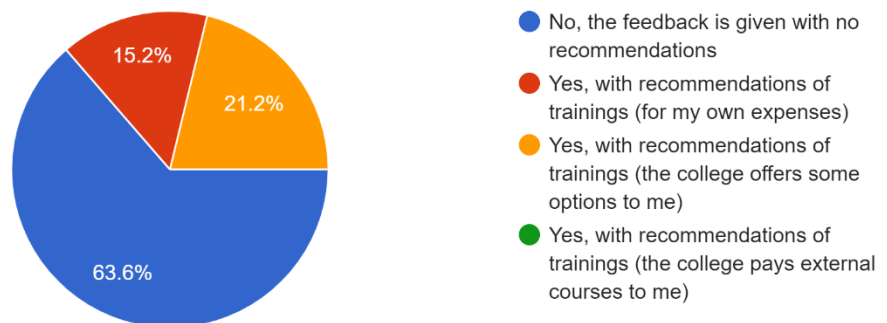


Figure 016 – Trainings recommended on the feedback

5.3.6. Further trainings

ESL teachers were asked whether they lack having further trainings to improve their performance (Figure 017). The (green) option in the graphic that is without percentage refers to 3% who selected ‘I don't know if I need more training or in which areas’.

Do you lack having further trainings to improve your performance as an ESL teacher?
33 responses

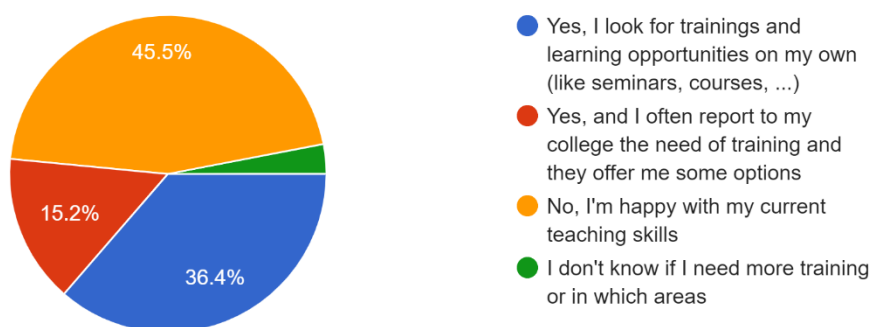


Figure 017 – Further trainings

5.3.7. Investments on the progression of the teaching career

Figure 018 shows how ESL teachers in Ireland would feel if their college invested (or invested more) on their teaching career. The (yellow) option in the graphic that is without percentage refers to 6.1% who selected they are ‘Neither Satisfied nor Dissatisfied’. No respondents selected the options ‘Slightly Dissatisfied’ or ‘Dissatisfied’.

How would you feel if your college/school/institution invested (or invested more) on the progression of your teaching career?

33 responses

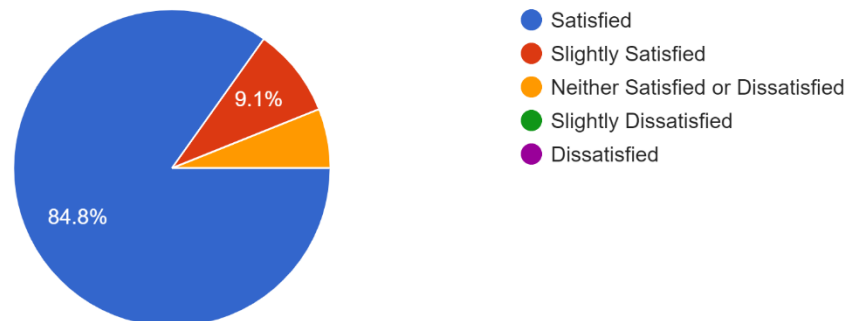


Figure 018 - Investments on the progression of the teaching career

As shown in the graphic, investment in teacher career may bring satisfaction to most of the respondents (84.8% are satisfied, 9.1% are slightly satisfied, total of satisfied ESL teachers: 93.9% of the respondents). Career progression, together with prestige, better salaries, and appropriate working conditions, is a key element for schools and colleges to consider when they hire ESL teachers (Darmody and Smyth, 2016).

5.3.8. Areas in which ESL teachers in Ireland, in general, need to improve

In this question, respondents could select areas in which they believe that ESL teachers in Ireland, in general, need to improve (Figure 019).

Which areas do you think ESL teachers in Ireland, in general, need to improve? (You can select as many options as you want)

33 responses

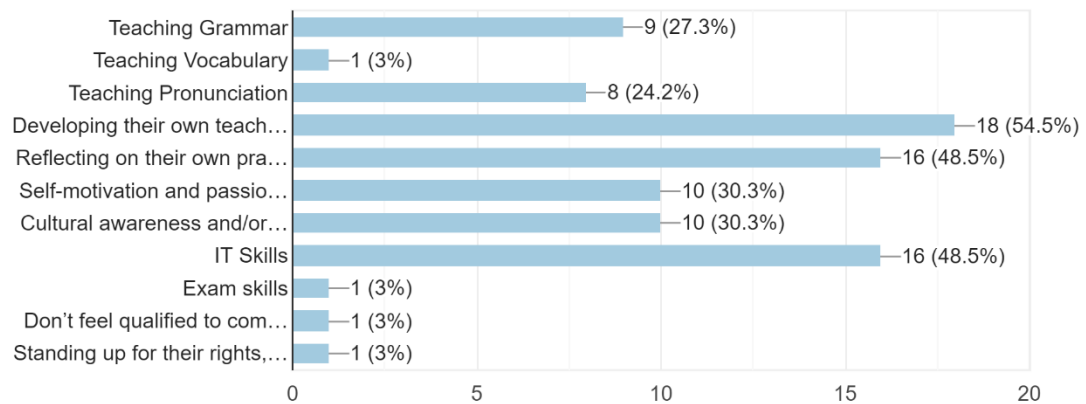


Figure 019 - Areas in which ESL teachers in Ireland, in general, need to improve

In this question, options could also be added. These are the ones that some respondents included in the answers: 3% wrote the option ‘Don’t feel qualified to comment on the work of other teachers as I don’t observe their classrooms’; 3% wrote the option ‘Standing up for their rights, demanding better pay, contracts and stop being treated like crap by management. Join a union’; 3% wrote the option ‘Exam skills’. The second added option refers to teachers’ rights. It is interesting because this option, somehow, is related to employee engagement and active participation in their working environment. According to these findings, ESL teachers in Ireland need to improve it.

5.3.9. Areas in which the respondent needs to improve

The last question of section 2 refers to areas in which the respondent thinks their need to improve themselves (Figure 020). No respondent added any other response for this question.

Which areas do you think YOU, as an ESL teacher in Ireland, need to improve? (You can select as many options as you want)

33 responses

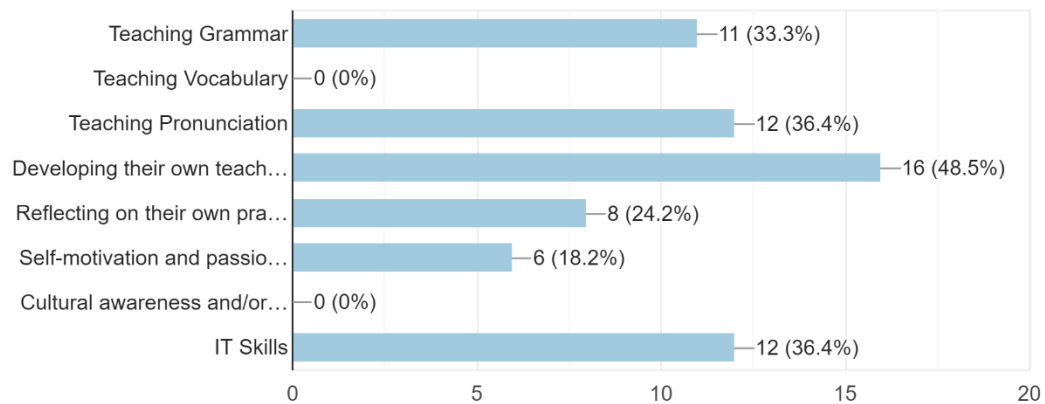


Figure 020 – Areas in which the respondent needs to improve

Just like the previous question, this one shows the option ‘Developing their own teaching materials’ as the most selected one. However, other results differ from the previous question. Two other options appear as the most selected: ‘Teaching Grammar’ (33.3%) and ‘Teaching Pronunciation’ (36.4%). These findings show options that are related to the lack of teaching techniques about important contents to language learning.

5.4. SECTION 3 – EMPLOYEE ENGAGEMENT

The third and last section of the questionnaire is about Employee Engagement. This section contains 7 questions, and in 3 of them, the respondents were able to add their own answers if they wanted.

5.4.1. Engagement at work

The respondents were asked about their engagement at work (Figure 021). The results were:

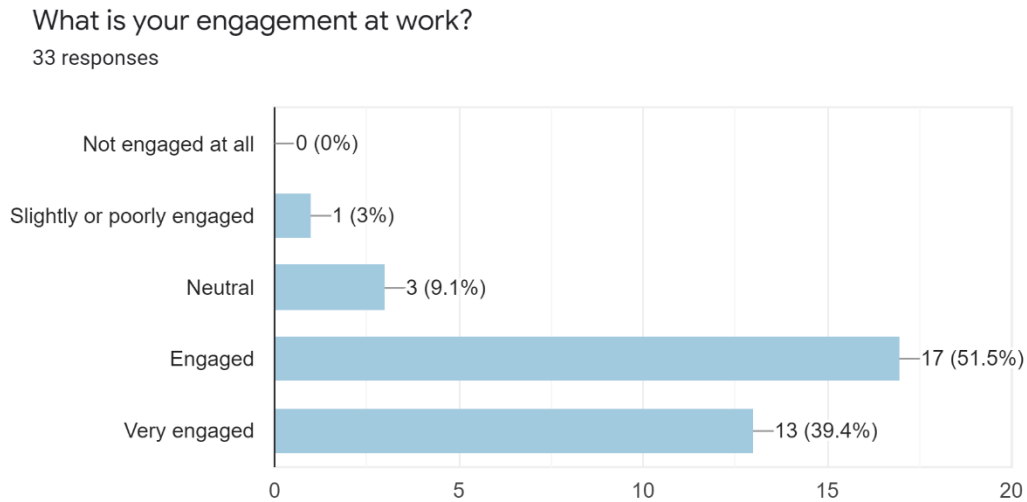


Figure 021 – Engagement at work

As shown above, more than half of the respondents (51.5%) are engaged at work. And if either ‘engaged’ and ‘very engaged’ were to be summed up, the total would be 90.9%. This number is extremely significant. These findings also show that no respondent selected the option ‘not engaged at all’.

5.4.2. Recognition by their superiors

Recognition by their superiors was the second question of Section 3 of the questionnaire (Figure 022). The results were:

Do you feel your skills and work are recognized by your superior (coordinator/DOS/assistant)?

33 responses

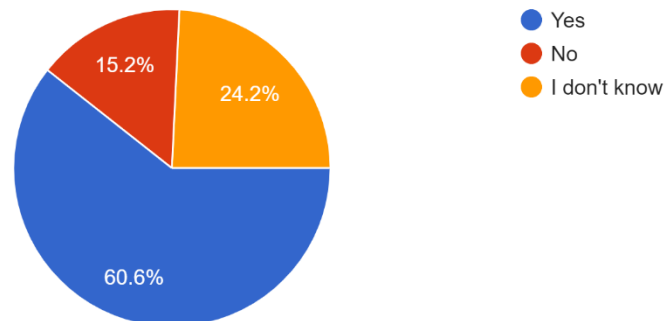


Figure 022 – Recognition by their superiors

In these findings, what calls the attention is the option ‘I don’t know’ having a higher percentage of answer ‘No’. Also, the findings show that more than half of the respondents (60.6%) feel they are recognised by their superiors.

5.4.3. Motivational factors to continue working as an ESL teacher

When asked about the motivational factors to continue teaching English (Figure 023), the respondents answered:

What are your motivational factors to continue working as an ESL Teacher? (You can select as many options as you want)

33 responses

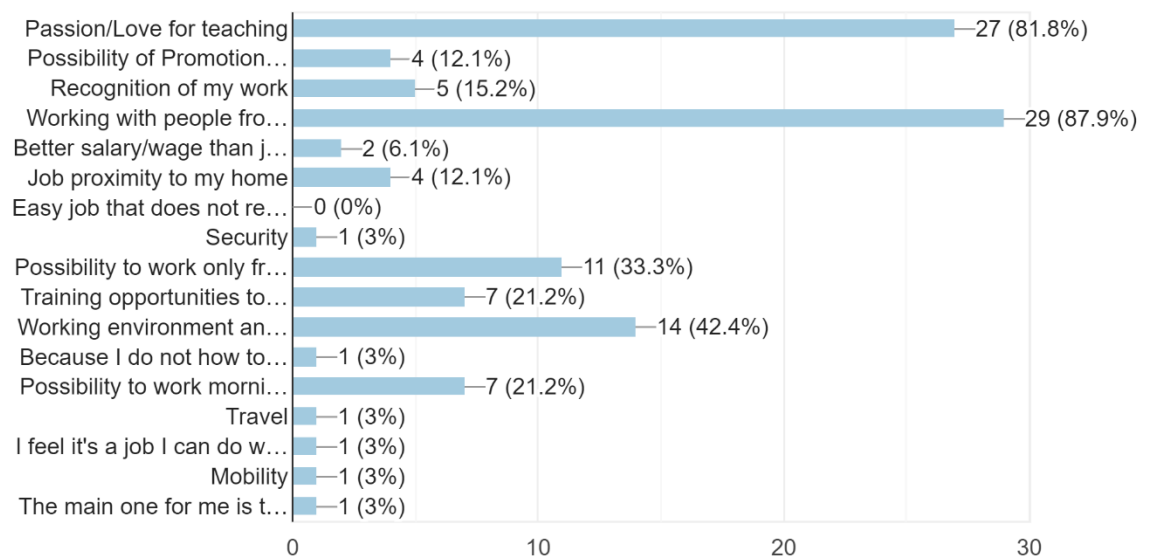


Figure 023 – Motivational factors to continue working as an ESL teacher

Although the option ‘Easy job that does not require further qualification’ was not selected by any respondent, ‘Training opportunities to help me become a better teacher or professional’ was only the fifth option on the list. Curiously, these data also show that the first three options more chosen on the list refer to cultural and relationship aspects (87.9% - Working with people from different cultures and backgrounds; 81.8% - Passion/Love for teaching; 42.4% - Working environment and good relationship with peers, colleagues, and students). According to these findings, training was not the biggest motivational factor to continue teaching English.

The respondents also added the options: ‘Travel’ (3%); ‘I feel it's a job I can do well.’ (3%); ‘The main one for me is the opportunities to work abroad’ (3%); ‘Mobility’ (3%).

5.4.4. Type of English language college, they would like to work for

The fourth question of this section is about in which type of English language college the ESL teachers would rather work for, and the results were (Figure 024):

In which English language college, would you rather work for...?
33 responses

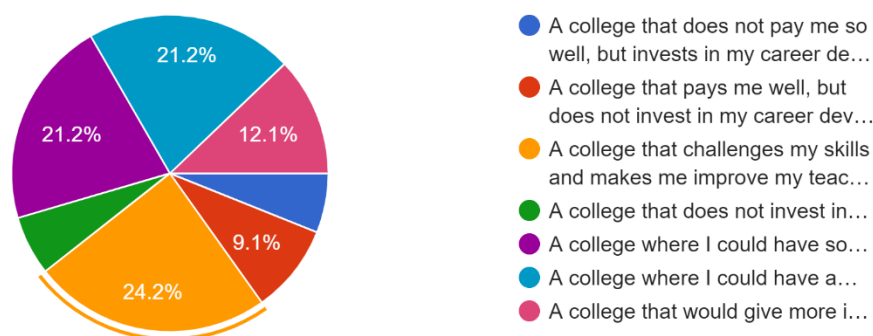


Figure 024 – Type of English language college, they would like to work for

The options in the graphic that are without percentage refer to 6.1% who selected ‘A college that does not invest in training but lets their teachers free to teach as they want’ (green option); and 6.1% who selected ‘A college that does not pay me so well but invests in my career development as a teacher’ (dark blue option).

The most selected option ‘A college that challenges my skills and makes me improve my teaching skills’ (24.2%) is related to learning and development. Once again, the findings in this question may be compared and contrasted to those shown above, regarding training (internal and external); further trainings, and areas to improve as an ESL teacher.

5.4.5. Demotivational factors for an ESL teacher in Ireland

Another question points out to the demotivational factor that ESL teachers face in Ireland (Figure 025). In this question, respondents were allowed to select as many options as they wanted. The graphic below indicates the results:

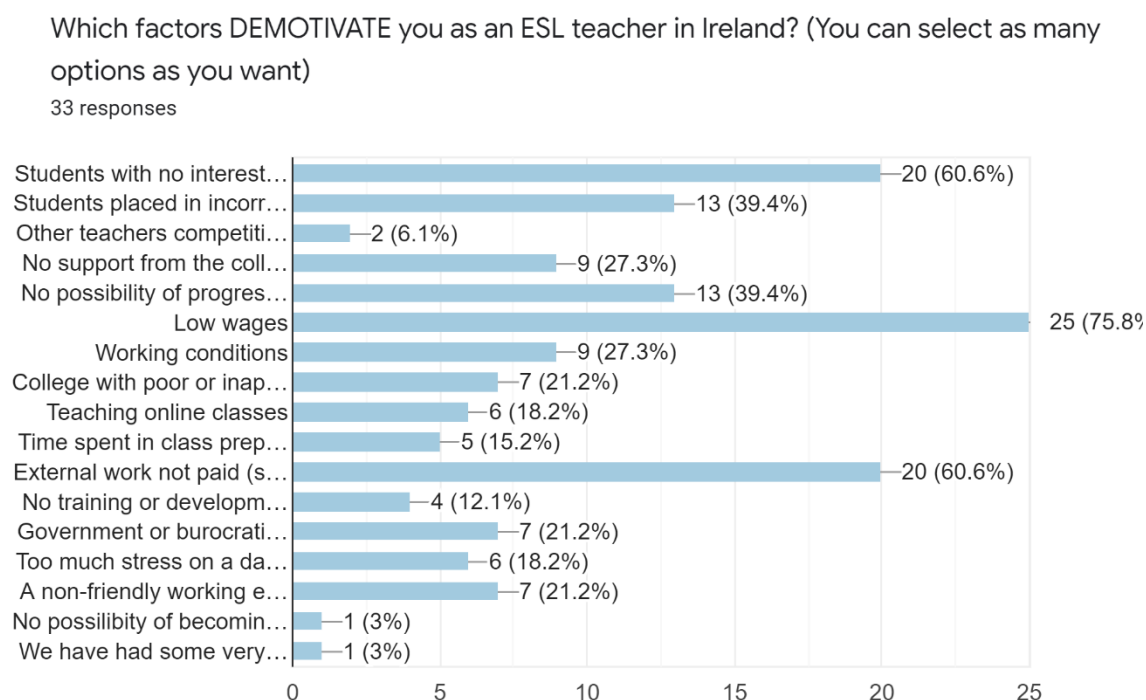


Figure 025 – Demotivational factors for an ESL teacher in Ireland

The options that were chosen the most were ‘Low wages’ (75.8%); ‘External work not paid (such as class preparation, correction of compositions, printing...)’ (60.6%); and ‘Students with no interest in learning’ (60.6%). It is interesting that these figures show that the first two options are related to low or no payment for teaching services. The other option is connected to the way teachers are teaching and hence motivating their students to engage in the learning process.

One respondent added the following answer to this question:

‘We have had some very bad teachers (in my opinion) in our school over the years – not many. It is very difficult to remove very bad teachers and give the opportunity to a

teacher who is friendly and competent. Seniority is given more importance than track record. Sometimes this is fair I think. However, in some cases I find it is unfair.'

This opinion expresses some of the figures presented in this chapter, especially the ones related to teachers' age, performance feedback, and, just like the third most selected option in this question, students' motivation, and interest in learning.

5.4.6. Impact of Covid-19 Pandemic to English language classes in Ireland

ESL teachers were asked about the impact of Covid-19 Pandemic to English language classes in Ireland (Figure 026). All items were selected in the respondents' answers. The options in this graphic that are without percentage refer to 'Negative, because I don't like online classes' (6.1%) (pink option), and 'Positive, because the teacher can have better control of the class' (3%) (yellow option).

In your opinion, what was the impact of Covid-19 pandemic to English language classes in Ireland?
33 responses

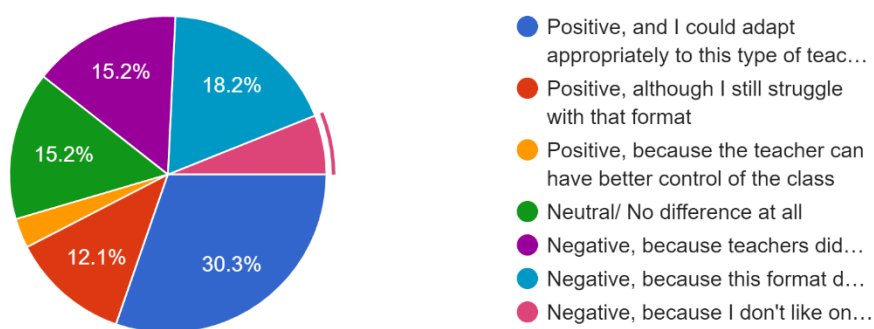


Figure 026 – Impact of Covid-19 Pandemic to English language classes in Ireland

In these percentages in the graphic, the one that stands out is the option 'Positive, and I could adapt appropriately to this type of teaching', chosen by 30.3% of the respondents. With all 'positive' options are to be summed up (30.3% - blue option, 12.1% - red option, and 3% - yellow option), the total would be 45.4% of the respondents see the impact of the Covid-19 through a positive perspective.

5.4.7. Intention to keep teaching English in the future

The last question of Section 3 and of the questionnaire inquiries about the intention to keep teaching English as a second language in the future (Figure 027). The options in the graphic that are without percentage are ‘No, but I still haven't decided which area to work in the future, or when to do it’ (6.1%); and ‘Yes, but just for some time before I move to another area for good’ (3%).

The participants also added other options to this question. Each of the following option represents 3% in the graphic:

‘I have a masters in another area of work that I would like to enter but I need to get experience in that field. Until then I will continue to work as a teacher because I love teaching and because I am well-established in my current role’.

‘Yes, but I might change in the future. I'm not sure. I think ELT will always be a part of my professional life – even if I take a break to try something else for a few years’.

‘Yes, for some time, but I'm open to moving to other areas of teaching, particularly Special Education, as I have experience in the area as well’.

Do you intend to keep teaching English as a second language in the future?
33 responses

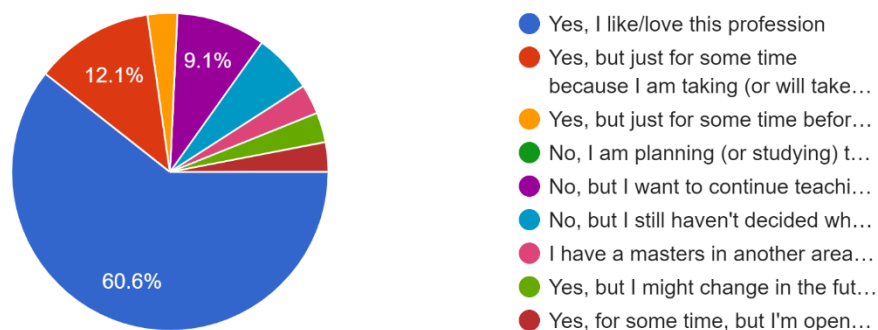


Figure 027 – Intention to keep teaching English in the future

The percentages demonstrate that the most selected options are the ones related to loving the profession. Even the ones added by the respondents refer to that. In spite of the difficulties (some of them presented in the previous questions/graphics), the findings reveal that most of the ESL teachers still want to continue teaching English.

5.5. CONCLUSION

Analysing data in a research study always requires a critical eye. Among the findings, it is necessary to distinguish which ones are peripheral, and which ones are essential. In this research, the survey answered by ESL teachers in Ireland helped gather information about the teachers' profile; about learning and development in the ELE sector, and about employee engagement, contextualised in the educational area.

This analysis not only aimed to provide numbers from the questions surveyed, but mostly to contrast and compare them with the scientific knowledge previously studied in Chapter 2, the Literature Review. Once more, it was possible to see how data and theory could be matched to become an Analysis. However, it is still possible (and relevant) to deepen in what these data represent to the research question and objectives of this study. And this is what the following chapter (Discussion) seeks to present.

CHAPTER 6 – DISCUSSION

6.1. INTRODUCTION

This chapter brings some discussions about the data presented in the previous chapter (Chapter 5). It seeks to critically evaluate the information provided in the survey, having some of the theories and thoughts that were examined by previous research, just like those presented in the literature review (Chapter 2). In addition, in this chapter, the debate on the findings is linked and correlated to the research question, and the objectives of the research, all presented in Chapter 3.

The organisation of this chapter is based on the divisions of topics from the questionnaire. Then, the three parts of it (Personal Profile, Learning and Development, and Employee Engagement) and the objectives of the research that respectively correspond to these parts are going to be discussed. In the Conclusion part, it is going to be analysed which hypotheses (Chapter 3, item 3.3.) will be considered as valid for this research.

6.2. PERSONAL PROFILE

Identifying the profile of the ESL teachers in Ireland was crucial to the discussion on whether L&D practices could be a tool for EE of these professionals. Besides pointing out their personal and professional profile, this section brings important aspects to the discussion of the research.

6.2.1 – Objective I: To identify the profile of ESL teachers in Ireland, especially concerning about their teaching qualifications and experience as English teachers

Three questions of the questionnaire are essential to the discussion about profile, in this research: the area of bachelor's degree; years of experience as an ESL teacher; and the teaching qualifications.

The bachelor's degree is a key element in the discussion, as this fact is directed related to the need of further learning and development practices by the ESL teachers. Consequently, it is also attached to the relation of the engagement of these employees who studied a specific course at university, but they work with a different area of their study. If the findings (Chapter 5, item 5.2.5) show that 60.6% of the ESL teachers do not have their university degree in English language or any other language, the need of having a specific formation and teacher training is clear.

In other sectors, most of the professionals have to be graduated in the area they want to work, just like in ESL public sector (Darmody and Smyth, 2016), for instance, but it does not happen when it comes to the English language private sector in Ireland. About this matter, McArdle (2019) calls the attention that for the public sector, it is compulsory to have a degree in the same area one wants to work at, but it is not obliged in the ELE private sector in Ireland. This choice of their degree can have an influence on their engagement, and on their performance. Beri and Gullati (2020) associate fully engagement of teachers to their commitment in class, and their degree may be a factor to influence that. Which course a professional undertook at university may have a great impact on their practice (Kavanagh, 2020).

The years of experience is another important issue to be discussed. The findings showed that half of the respondents have less than 7 years of experience. This fact is directly connected to teacher formation and to the initial formation (Bachelor's degree and master's areas). Also, it can be connected to the data about age, in which 48.5% are more than 40 years old (Chapter 5, item 5.2.2.). If 50% of the respondents have less than 7 years of experience, and they are at least 41 years old, it could be questioned whether these professionals started their careers as ESL teachers, after quitting other career. Also, to give more basis to that inference, the areas of their university degree

that showed highest percentage are 39.4% in Humanities and Arts, not English languages. It all involves commitment to the professional. Unfortunately, these data show how teaching English as a second language may be seen by some people as an alternative profession (McConney et al. (2012), and this impacts on the prestige of the profession (Darmody and Smyth, 2016).

Lastly, the teaching qualifications definitely are relevant in a professional's profile. Those who want to teach English as a second language in a private college in Ireland are required to have a QQI level 7 qualification at any discipline (not necessarily in English or Languages) and to have a one-month qualification from those established by ACELS. However, a four-week course certification does not prepare someone to all the complexity that teaching English as a second language involves (McArdle, 2019).

In their research about CELTA course, Aydin et al (2016) demonstrate that most of the participants, as they do not have a degree in any area related to education, confess having learned educational and pedagogical content only during this four-week course, and they admitted it was not enough to their teaching practice. Adding to that, Kavanagh (2020) identifies in the literature review of her research that in order to motivate ESL teachers and enhance their teaching skills, professional development throughout the career plays an important role. And maybe this is what is lacking to the ESL teachers in Ireland.

6.3. LEARNING AND DEVELOPMENT

The discussion about Learning and Development comprises three of the objectives of the research (Chapter 3, item 3.4.):. In here, there are going to be contrasted with the findings and the literature review about Section 2 of the online questionnaire that ESL teachers answered to.

6.3.1. Objective II – To ascertain whether Learning and Development practices provided by colleges (through internal or external trainings) are engaging ESL teachers in Ireland

To discuss this objective two points can be taken from the findings of the survey: internal and external trainings that the ESL teachers have at their college, and the need of further trainings.

The majority of the respondents (60.6%) said that some kind of training (online, face-to-face, or both) has been offered by their organisations (Chapter 5, item 5.3.1.). However, when analysing the scenario of companies in general, in Ireland, from 2018 to 2020, Accenture (2020) shows that trainings were not offered to 58% of employees in this country, and a quarter of these trainings were focused on IT issues. Then, maybe in the ELE sector, this might be a different situation. Further studies, focusing specifically on these trainings (and their quality) would be a good suggestion for other research and investigations.

When it comes to external training, another point needs to be considered: most of the external trainings demand some expenditure of money and some investment from the college in order to update the teaching skills of their ESL teachers. Also, regarding this topic, the reality of the ELE private sector in Ireland, according to the figures of this research, are diverse from what other sectors present in the same country.

External trainings may bring value to businesses, as they exchange knowledge with what it is produced outside the organisations' walls. When a company wants to develop talents, the best thing to do is to look to external partners to find better solutions in technology by identifying trends in the market, so that they may be implemented into the business strategy to address any gap in their workforce's abilities (LinkedIn, 2018). Different from the internal training offering, external trainings are not being offered to the majority of the respondents of the survey (Chapter 5, item 5.3.2.)

In relation to further trainings (Chapter 5, item 5.3.6.), contrary to what was shown about internal and external trainings, 45.5% of the respondents being happy with their current skills may be a surprising number. By seeing these figures, one could wonder

whether ESL teachers in Ireland are fully aware of their job needs, in terms of qualification. In her interesting master's thesis about ESL teachers in Ireland, McArdle (2019) evaluates the quality of TEFL qualifications (especially CELT and CELTA, which are the ones that most of the respondents in this research hold – Chapter 5, item 5.2.7.), and questions whether a one-month teaching course with only 6 hours of teaching practice can really prepare and qualify someone as an ESL teacher. This research shares this point of view, especially because of the research question, which tries to identify if L&D can be a tool to engage employees. But how can a company engage employees through L&D practices if some of them believe they do not need them? This is a matter that could foster more and more discussions in the academia.

Nothing is lost though. 36.4% (of those who look for training on their own) and 15.2% (of those who report their training needs to superiors at their colleges), totalizing 51.6%, can be understood as ESL teachers' intentions to seek better professional qualifications to improve their performance (Chapter 5, item 5.3.6.). Nowlan (2008, referred by McArdle, 2019) touches on the need for developing ESL teachers, as her studies showed that some English teachers did not have enough confidence to teach, as they lack some abilities and knowledge to do so. Unfortunately, Nowlan's research is still accurate in current times of this research. And this can surely impact on teacher engagement in this Irish sector.

6.3.2. Objective III – To check whether the feedback on performance provided by colleges to ESL teachers in Ireland is guiding these professionals into better and effective L&D practices

Objective III encompasses two matters provided by the ESL teachers' answers to the survey: performance feedback (Chapter 5, item 5.3.4.), and trainings that could be recommended on the feedback (Chapter 5, item 5.3.5.).

The importance of feedback on performance is noted by some authors (Schaufeli and Bakker, 2004; Saks, 2019; Borst et al., 2019). Saks (2019) outlines that together with

autonomy and the variety of abilities, performance feedback is one of the crucial characteristics of jobs that engage employees in a positive way.

This evaluation of work may be constructive to the teaching environment. Feedback on performance fosters good relationships based on dialogue, and it strengthens a bond of confidence among employees and their superiors, especially in difficult times (SHRM, 2016). Although the numbers in the findings show that the majority of the respondents receive some kind of feedback on their performance, future studies could contribute to the debate of the quality of it, and its application and results in the ESL classes, within the Irish reality.

With reference to trainings recommended on the feedback, some things can be discussed. ESL colleges in Ireland are usually small companies, compared to organisations of other sectors, then the investment in training might be different from other sectors or types of companies. Garavan et al. (2019) demonstrate that larger companies are more prone to collect information through feedback and then make investments through trainings, career planning, workforce development, employee engagement, and activities that bring well-being to staff.

What calls the attention here, though, is the fact that not only these colleges do not provide external trainings to all their ESL teachers (54.5%) (Chapter 5, item 5.3.2.), but also they do not recommend external trainings. Basically, most of the respondents have been having their continuum teacher training and formation solely through the trainings and courses provided internally by each college. Once again, future studies could analyse the quality and efficiency of these trainings to the ELE sector in Ireland.

This 'simple' recommendation of external trainings would be beneficial to both ESL teachers and ELE colleges in the emerald island. When superiors contribute with guidance and training of their employees, these actions create a respectful sense of inclusion and diversity in the working environment (CIPD, 2021d). And this would surely be transferable to the quality of the English language classes in the classroom of ESL colleges in Ireland, as well as to the engagement of these professionals to their own careers.

6.3.3. Objective IV – To identify which areas ESL teachers in Ireland think they need to improve

Areas in which the ESL teachers need to improve is what the Objective IV is about. In the areas that ESL teachers think English teachers, in general, in Ireland, need to improve, the most selected options were ‘Developing their own teaching materials’, ‘Reflecting on their own practice and teaching’, and ‘IT Skills’. Harmer (2007) states that developing their own materials may be more interesting to teachers, as they believe it is more appropriate to their students. However, this author emphasizes that only using these materials, without having a book, is not a good choice (Harmer, 2007). Also, one important thing here is: are ESL teachers in Ireland trained and prepared to create these materials? If they struggle to do that, can they feel motivated and engaged in their teaching roles? The figures presented in this research indicated that the answer for both of these questions is ‘no’.

Another item selected refers to their own practice. Freire (2005) proposes that every human being is in a particular ‘situation’, and this fact makes them reflect and act according to this given situation. As a matter of fact, 48.5% of the respondents believe that ESL teachers in Ireland need to reflect on their own practice, and this involves self-evaluation, (class) observation, training needs, and so on. All these are totally related to how engaged teachers may be in their working positions.

IT skills were the third most selected option. Especially in times of Covid-19 pandemic, in which classes were given fully in an online mode, ESL teachers were required to dominate some of these technological abilities. Harmer (2007) explains that although some teachers are better than others in managing tech gadgets, it cannot be expected that everybody has to be equally qualified on it. But the same author calls the attention to the fact that dealing with different kinds of equipment should be part of any modern trainings for ESL teachers (Harmer, 2007). It is valuable to point out that IT skills are secondary if compared to the real pedagogical purpose of teaching a language: to make students learn it.

6.4. EMPLOYEE ENGAGEMENT

The topic Employee Engagement embraces four other objectives of the research, presented here in each part. These parts associate the objectives to some of the items in Chapter 5.

6.4.1. Objectives V and VI – To investigate whether ESL teachers in Ireland are engaged or not, and which factors contributed to that

The findings presented that ESL teachers in Ireland who feel engaged at work are 51.5%, and very engaged, 39.4%. These numbers indicate the response for the objectives V and VI, showing that this answer is a positive one. When discussing about engagement in the educational sector, one thing needs to be considered. Differently from other professionals, like those from health, and business areas, who create relationships with their patients and customers, teachers establish meaningful connections with their students, and this may be one of the motivation facts that made these people choose the teaching career (Klassen et al., 2013). This theory could be seen in the figures of the item 5.4.3. (Chapter 5), in which the most chosen options as a motivational factor to continue working as an ESL teacher were ‘Working with people from different cultures and backgrounds’ (87.9%), and ‘Passion/Love for teaching’ (81.8%).

Nonetheless, these numbers also go against what some literature present. Kavanagh (2020) shows in her research that when professional development is not offered to teachers, there is a tendency of disengagement and loss of motivation of these professionals, at any point of their careers. Put differently, teachers are professionals that need to be constantly trained not only due to pedagogical purposes, but also to keep them engaged and motivated at work.

6.4.2. Objective VII – To identify which factors can motivate and demotivate ESL teachers in Ireland in their daily basis teaching

The objective that seeks to identify which factors can motivate and demotivate ESL teachers in Ireland could be answered by three different topics covered in the online survey: motivational factors (Chapter 5, item 5.4.3.), and demotivational factors (Chapter 5, item 5.4.5.).

In terms of motivational factors, the three top options chosen by teachers in the survey were ‘Working with people from different cultures and backgrounds’ (87.9%), ‘Passion/Love for teaching’ (81.8%), and ‘Working environment and good relationship with peers, colleagues, and students’ (42.4%). In general, these three factors are related to affection, emotion, and social interaction. In other words, this is what called teacher-student relationship. This fact shown in the survey can also be proved through the literature theory. According to Klassen et al (2013), engaging socially with students and colleagues is an extremely important determinant of teacher engagement, along with other ways of engagement such as cognition, and emotion.

The top three option of demotivational factors chose by ESL teachers, in their turn, were related to payment (‘Low wages’ – 75.8%, and ‘External work not paid (such as class preparation, correction of compositions, printing...)’ – 60.6%), and to the students’ interest in class (‘Students with no interest in learning’ – 60.6%). The curious point to be observed here is that although most of the ESL teachers in Ireland show some dissatisfaction with the payment of the profession, they are still engaged at work.

As this study focuses on L&D as a tool for EE, it is relevant to mention that just 12.1% of the respondents selected the option ‘No training or development opportunities’. Once again, these findings may indicate that the absence of training and/or learning practices are not a demotivational fact for ESL teachers in Ireland.

6.4.3. Objective VIII – To determine whether Covid-19 pandemic has impacted ESL teachers in Ireland and if, due to that, training and development are needed

The CIPD (2021d) highlights that Covid-19 pandemic and its consequent lockdowns through the world have shaped the HR priorities for 2021 and 2022, putting, among other options, employee engagement as a necessity. This being said, the aim of having a topic related to Covid-19 in the questionnaire (Chapter 5, item 5.4.6.) was exactly by presuming that this pandemic would affect the way ESL teachers would be trained, and if this could, consequently, have an impact on their engagement.

Goodwyn (2020) evaluates that the pandemic emphasized how hard the teaching profession may be, and therefore, teachers are the one that lack fast and urgent trainings so that they can adapt easily to the ‘new normal’ imposed by the online teaching format. In the survey, ESL teachers in Ireland showed their positive perspective over this matter. But then again, more and more studies can be done to evaluate the impacts of this pandemic to teacher training, as well as to teacher engagement.

6.5. CONCLUSION

The discussion about L&D and EE in this research was necessary to understand even more some of the theoretical works presented in the literature review (Chapter 2). Although previous research took learning practices, such as trainings, as a key factor to employee engagement, the figures presented in Chapter 5 were meaningful to bring a different perspective over these topics, especially in the analysed situation of the ESL teachers in Ireland. However, the intention was not to prove that the studied theories were wrong. On the contrary, this research aimed to contribute to the debate by bringing new insights through the collected, analysed and discussed data.

With the recognition that training is crucial, other industries are constantly fulfilling their training needs (Accenture, 2020), whilst within the teaching sector there is a

misconception that only internal trainings can suffice the needs demanded by the market. All these discussions about learning practices in this research may bring practical implications to many stakeholders in the teaching sector in Ireland, as employee (teacher) engagement does not necessarily involve only the teacher themselves, but the whole educational system that is drawn near them. Trainings (especially if teachers are paid to take them) and how engaged teachers are to their own profession are key issues to be addressed in the ELT sector in Ireland now and the years yet to come (Unite ELT, 2020).

CHAPTER 7 – CONCLUSION AND RECOMMENDATIONS

7.1. CONCLUSION

In the HR area, there are many studies regarding employee engagement. However, the majority of articles, books, and journals refer to employee as those who work for organisations and companies. In many of these studies, the education sector is not considered as a business itself, which, in fact, is not true. This present research tried to bring some theory to the area of the English language industry, based on the Irish context. And the findings and the whole study did what it meant to.

Through the analysis of the collected data, there was paramount discoveries in terms of the engagement of ESL teachers in Ireland. The three chosen areas that comprise this research (Learning and Development, Employee Engagement, and English language sector in Ireland) are complex, so, more and more studies can add valuable discussions to understand this given reality. Also, this researcher does not disregard that more and different questions and variables could be considered in this study. And the objectives of this research were not taken as the only possibility of analysis. More and much more could (and can) be explored to investigate this professional scenario.

The research tool used in here aimed to help the interpretation of the facts, based on the light of the literature review about the studied areas. Then again, a different instrument, such as structured interviews would also suffice and be valuable to reach the objectives. However, in times of Covid-19 pandemic, the chosen online questionnaire proved to be extremely handy and useful for this research, in terms of time, money expenditure, and privacy of the respondents.

The present study and its findings could answer the research question: Learning and Development practices can be a tool for building Employee Engagement in ESL teachers in Ireland. However, some things need to be considered. L&D, through trainings (internal or external) cannot be taken as the only means for reaching EE of Irish teachers. Instead, these learning practices are one of the many options to reach

that. Through the findings, it was possible to see that although not all kinds of learning practices (such as trainings – internal and external, performance feedback, class observation, among others) are provided to ESL teachers, surprisingly they still claim to be engaged or very engaged in their jobs.

Reflecting is fundamental when it comes to teacher development, and teacher formation programmes should give these professional the opportunity to keep on progressing and developing in their careers, even after their initial education initiative (Farrell, 2017). And the academic research contributes to the rationale involved on this critical thinking about one's professional and continuum development. Therefore, this research tries to bring these discussions not only to those who are involved in the educational sector in Ireland, but mostly to those who work with HR, strategic HR, HR management, and other disciplines that involve people resourcing, and talent management.

7.2. RECOMMENDATIONS AND PLAN FOR IMPLEMENTATION

No academic study is totally complete in terms of fomenting more discussions about one topic. So much so, that it is from this 'incompleteness' that more and more studies appear and bring new lights and interpretations to different matters, in all several sciences in the academia. Then, some recommendations can be welcomed to future studies. According to Saunders et al. (2019), recommendations go beyond the extend of a research question, as it may bring more questions to the same analysed situation.

Based on the findings from the questionnaire and on the ESL teachers' needs for trainings, some recommendations of trainings are needed. The table below shows these recommendations, and they come as a plan for implementation. This plan describes the following items: recommendation, audience, action to be taken, duration, and costs. All costs are based for a college with 15 ESL teachers. The prices mentioned in this plan were available in August 2021.

| Recommendation | Provider | Audience | Action | Duration | Cost |
|---|---|--|---|---|--|
| External training: Advanced Grammar for TEFL Teachers | TEFL.ie (online) | All ESL teachers (experienced and non-experienced ones) | To provide adequate formation in terms of methodology on how to teach grammar for ESL students | 30 hours (1 week completion time) | €89 (each teacher) €1.335.00 (for 15 teachers) |
| External training: Teaching English Online Course | TEFL.ie (online) | All ESL teachers (experienced and non-experienced ones) | To provide ESL skills on how to teach online classes | 30 hours (1 week completion time) | €69 (each teacher) €1.035.00 (for 15 teachers) |
| External training: Certificate in Teaching Pronunciation | Oxfordtefl | All ESL teachers (experienced and non-experienced ones) | To train ESL teachers how to teach pronunciation | 30 hours (3 to 6 weeks completion time) | €350 (each teacher) €5.250.00 (for 15 teachers) |
| External training: Certificate in Leadership in ELT | Oxfordtefl | Only to Director of Studies (DOS) and to the Assistant of DOS (ADOS) | To train the DOS and the ADOS how to engage ESL teachers through their leadership skills | 30 hours (3 to 6 weeks completion time) | €350 (each teacher) €750.00 (for 2 DOS and ADOS) |
| External Training: Teacher Refresher Course | University College Cork (UCC), Ireland | Only to most experience ESL teachers, DOS, and ADOS. | To train the most experienced teachers so that they can teach other teachers the techniques learned in this course | 40 hours (2 weeks full time) | €790 (each teacher) It will vary how many teachers each college will need to train |

Figure 028 – Plan for Implementation – Trainings

CHAPTER 8 – PERSONAL STATEMENT

Studying HR was a turning point in my profession. And in a master's level, it was even more rewarding. This research brought some crucial contributions to my professional development, throughout each and every stage of its writing.

With the literature review, I managed to learn even more (although I had already learned a lot with each module of the programme). Searching for specific articles taught me to become selective in terms of my choice of scientific research. The CIPD factsheets were, among some of the articles I have searched, the most valuable to bring new ideas, totally applicable to the corporate reality. Many of them have even contributed with the understanding of the educational sector, which is the aim of this thesis.

The writing of the research question and the methodology chapters offered me the opportunity to deepen in the research methods and techniques. They also made me see how what I wanted to have as my object of study could be shaped into an academic format. The chapters of analysis and findings, and the discussion one, were relevant too. With them, I could put into words what all my ideas of questioning this specific scenario of ESL teachers represent. The conclusion and the recommendations made me close the message I managed to give through this thesis. Then again, there are other ways I could have undertaken this project. But I am content with the way I did this one.

This Master's brings a new horizon to my professional future. As an international student and migrant in Ireland, I feel even more capable of pursuing my dreams of finding an excellent place to work with two things I love and which represent my two master's diplomas: Education (I took it in 2004, in Brazil), and HR now at NCI. I am totally excited to see what the future holds for my career.

CHAPTER 9 – BIBLIOGRAPHY

Accenture (2020) *Learning to Lead – 2020 Report*. Available at: https://www.accenture.com/_acnmedia/PDF-117/Accenture-Ireland-Skills-Report. [Accessed 15 May 2021].

ACELS (2021) “Teacher Training”, *ACELS (Accreditation and Coordination of English Language Services)*, website, Available at: <https://www.acels.ie/teachertraining>. [Accessed 01 July 2021].

Armstrong, M. and Taylor, S. (2014) “Learning and Development – Part V”. *Armstrong's Handbook of Human Resource Management Practice*, 13th edn., pp. 281-330. London: Kogan Page.

Aydin, B., Saglam, S., and Alan, B. (2016) “Can CELTA qualification be the new bridge between pre-service and in-service education?: Perceptions of in-service teachers”, *International Association of Research in Foreign Language Education and Applied Linguistics*, *ELT Research Journal*, Vol. 5(2), pp. 155-176, Available at: <http://dergipark.ulakbim.gov.tr/eltrj/>. [Accessed 13 July 2021].

Bedarkar, M. and Pandita, D. (2014) “A study on the drivers of employee engagement impacting employee performance”, *Procedia – Social and Behavioral Sciences*, 133 (2014), pp. 106 – 115, Elsevier, Available at: https://www.researchgate.net/publication/262642241_A_Study_on_the_Drivers_of_Employee_Engagement_Impacting_Employee_Performance. [Accessed 22 June 2021].

Bell, J. (2010) *Doing your research project: a guide for first-time researchers in education, health and social science*, 5th edition, Berkshire, England: Open University Press.

Berger, L.A. and Berger, D.R. (2004) *The Talent Management Handbook: creating organizational excellence by identifying, developing, and promoting your best people*. New York: McGraw-Hill.

Beri, N. and Gullati, S. (2020) “Employee Engagement as an essential for performance of teachers”, *European Journal of Molecular & Clinical Medicine*, Vol. 07, Issue 07, 2020, pp. 6439-6443, Available at: https://ejmcm.com/article_6073_06c56ec985277f0afa772c5dbca184d2.pdf.

[Accessed 05 June 2021].

BITC – Business in the Community Ireland (2019) *Learning and Development and the Adaptive Workforce*. Report 2019. The Leader’s Group on Sustainability. Available at: <https://www.bitc.ie/wp-content/uploads/2019/11/Learning-and-Development-BITCI2019.pdf>. [Accessed 03 June 2021].

Borst, R.T, et al. (2019) “Exploring the Job Demands–Resources Model of work engagement in government: bringing in a psychological perspective”, *Review of Public Personnel Administration*, Vol. 39(3), pp. 372–397, Available at: <https://journals.sagepub.com/doi/pdf/10.1177/0734371X17729870>. [Accessed 18 June 2021].

Braun, V. and Clark, V. (2020) “Online qualitative surveys?”, *International Journal of Social Research Methodology – The Editors Notebook*, 19 August 2020, Available at: <https://ijsrm.org/2020/08/19/online-qualitative-surveys/>. [Accessed 03 July 2021].

British Council (2019) *Developing expertise through experience*, Teaching English, Alan Marley (edr), Available at: <https://www.teachingenglish.org.uk/article/developing-expertise-through-experience>. [Accessed 03 July 2021].

British Council (2017) *Continuing Professional Development (CPD) Framework for teacher educators*, Teaching for Success, Available at: https://www.teachingenglish.org.uk/sites/teacheng/files/teacher_educator_framework_final_webv1_0.pdf. [Accessed 02 July 2021].

Budriene, D. and Diskiene, D. (2020) “Employee Engagement: types, levels, and relationship with practice of HRM”, *Malaysian E-Commerce Journal (MECJ)*, Vol. 4(2), pp. 42-47, <http://doi.org/10.26480/mecj.02.2020.42.47>.

Cheese, P. (2014) “Employee engagement: How is it changing and what drives it?”, Robinson, D. and Gifford, J. (eds.), *The Future of Engagement – Thought Piece*

Collection. Engage for Success Peer-Reviewed Thought Leadership Series. Institute for Employment Studies, CIPD, and Engage for Success. Engage for Success Thought Leadership Paper No 2014-01. Available at: https://www.cipd.co.uk/Images/the-future-of-engagement_2014-thought-piece-collection_tcm18-10758.pdf. [Accessed 20 May 2021].

Childs, K. A. J. (2020) “Companies' country of origin effect on employee engagement in France”, Master’s Professional Thesis, *International Master In Business Administration*, Promotion 2018-2020, Université Paris 1 Panthéon Sorbonne – IAE Paris – Sorbonne Business School, 8 March 2020, doi: 10.13140/RG.2.2.32201.57448.

CIPD (2021a) *Learning Methods*. Factsheet, 08 June 2021, Available at: https://www.cipd.co.uk/knowledge/fundamentals/people/development/learning-methods-factsheet#_ga=2.219850714.278799728.1623425856-236273386.1613388374. [Accessed 11 June 2021].

CIPD (2021b) *Employee Engagement and Motivation: understand the concept of employee engagement, how it can be measured and learn how to build an engaged and motivated workforce*. Factsheet, 27 January 2021, Available at: <https://www.cipd.ie/news-resources/practical-guidance/factsheets/engagement-motivation#gref>. [Accessed 18 June 2021].

CIPD (2021c) *Strategic Human Resource Management: understand how strategic HRM works, and its relationship with business strategy, human capital management and performance*. Factsheet, 03 June 2021, Available at: <https://www.cipd.co.uk/knowledge/strategy/hr/strategic-hrm-factsheet#gref>. [Accessed 22 August 2021].

CIPD (2021d) *CIPD HR Practices in Ireland Survey 2021: the CIPD HR practices in Ireland 2021 survey confirms a significant step change for many Irish workplaces, and health and wellbeing taking a central role in supporting employees*, Report, 17 May 2021, Available at: <https://www.cipd.ie/news-resources/reports/hr-practices-ireland-survey/2021#gref>. [Accessed 03 August 2021].

CIPD (2020a) *Learning and development strategy and policy*. Factsheet, 3 August 2020. Available at:

<https://www.cipd.co.uk/knowledge/strategy/development/factsheet#gref>. [Accessed 03 June 2021].

CIPD (2020b) *Evaluating Learning and Development*. Factsheet, 11 August 2020. Available at: <https://www.cipd.ie/news-resources/practical-guidance/factsheets/evaluating-learning#gref>. [Accessed 25 May 2021].

CIPD (2019a) *Professionalising Learning and Development: the CIPD's new Profession Map and key L&D development needs*. Report, 6 February 2019. Available at: <https://www.cipd.co.uk/knowledge/strategy/development/professionalising-learning-development-function>. [Accessed 06 June 2021].

CIPD (2019b) *Employee Engagement and Motivation*. Factsheet. 19 December 2019. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/relations/engagement/factsheet>. [Accessed 28 June 2021].

CIPD (2017) *Facing the future: tackling post-Brexit labour and skills shortages*. Policy report (n.d), June 2017. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/emp-law/recruitment/post-brexit-skills-shortages>. [Accessed 28 June 2021].

CIPD (2015) *Learning and Development 2015 – Annual Survey*. Available at: https://www.cipd.co.uk/Images/learning-development_2015_tcm18-11298.pdf. [Accessed 07 May 2021].

CIPD and Accenture (2021) *Learning and Skills at Work – Survey 2021*. Report May 2021. Available at: https://www.cipd.co.uk/Images/learning-skills-work-report-2021_tcm18-95433.pdf. [Accessed 07 June 2021].

Darmody, M. and Smyth, E. (2016) “Entry to Programmes of Initial Teacher Education”, *The Economic and Social Research Institute*, November 2016, The Teaching Council and ESRI, Available at: <https://www.teachingcouncil.ie/en/publications/teacher-education/documents/entry-requirements.pdf>. [Accessed 8 July 2021].

Doyle, J. (2020) “English language schools face precarious future as Covid-19 hits student numbers”, *Irish Examiner*, 01 August 2020, Available at: <https://www.irishexaminer.com/news/arid-40025831.html>. [Accessed 02 July 2021].

Farrell, A. (2017) *The Target English/es used by EFL teachers from Ireland: current trends and perspectives*, Doctoral Thesis – Doctor of Philosophy, University of Limerick, 29th November 2017, Available at: <https://ulir.ul.ie/handle/10344/6518>. [Accessed 13 July 2021].

Freire, P. (2005) *Pedagogy of the Oppressed*, 30th Anniversary Edition, Translated by Myra Bergman Ramos, New York, the USA: Continuum.

Garavan, T.N, et al. (2019) “L&D professionals in organisations: much ambition, unfilled promise”, L&D professionals in organisations, *European Journal of Training and Development*, Vol. 44, n. 1, 2020, pp. 1-86, doi: 10.1108/EJTD-09-2019-0166.

Gillis, P (2019) *Demonstrating the business value of L&D: industry research report*, Phase 1 – Core Research Project in Partnership with the Irish Institute of Training and Development. Technology Centre, Trinity College Dublin, Learnovate, Irish Institute of Training and Development. Available at: <https://www.iitd.ie/LinkClick.aspx?fileticket=G0jvVmEYabE%3d&portalid=0>. [Accessed 15 May 2021].

Goodwyn, A. (2020) “Special issue: English teaching and teacher expertise”, *English in Education*, Vol. 54, n. 3, pp. 215-217, <https://doi.org/10.1080/04250494.2020.1790733>.

Gravetter, F. and Forzano, L.B. (2012) *Research Methods for the Behavioral Sciences*, 4th edition, International Edition, Wadsworth: Cengage Learning.

Gunnigle, P., Heraty, N., and Morley, M.J. (2017) *Human Resource Management in Ireland*. 5th edn., Dublin, Ireland: Institute of Public Administration.

Harmer, J. (2007) *How to teach English*, How to... series, Harlow, Essex: Pearson Education Limited.

Hart, C. (1998) *Doing a literature review: Releasing the social science research imagination*. 6th edition, London: Sage Publications.

Houssein, A.A., Singh, J.S.K., and Arumugam, T. (2020) “Retention of Employees through Career Development, Employee Engagement and Work-life Balance: an empirical study among employees in the financial sector in Djibouti, East Africa”, *Global Business and Management Research (GBMR): an international journal*, Vol. 12, No. 3, Available at: https://www.researchgate.net/publication/349108911_Retention_of_Employees_through_Career_Development_Employee_Engagement_and_Work-life_Balance_An_Empirical_Study_among_Employees_in_the_Financial_Sector_in_Djibouti_East_Africa. [Accessed 23 July 2021].

Imandin, L., Bisschoff, C., and Botha, C. (2014) “A model to measure employee engagement”, *Problems and Perspectives in Management*, Vol. 12, Issue 4, Section 2 – Management in firms and organisations, Available at: https://www.researchgate.net/publication/282708038_A_model_to_measure_employee_engagement. [Accessed 01 July 2021].

Irish Times (2020) *English language schools should suspend recruitment*, *Department says*, 28 August 2020, Available at: <https://www.irishtimes.com/news/education/english-language-schools-should-suspend-recruitment-department-says-1.4341144>. [Accessed 02 July 2021].

Jackson, S.L. (2011) *Research Methods and Statistics: a critical thinking approach*, 4th edition. Wadsworth: Cengage Learning.

Kahn, W. A. (2017). “Psychological conditions of personal engagement and disengagement at work”. *Academy of Management Journal*, Vol. 33, n. 4, Available at: <https://journals.aom.org/doi/10.5465/256287>. [Accessed 18 May 2021].

Kavanagh, S. (2020) *The Professional Development needs of appointed Middle Leaders in Education and Training Board, Post-Primary Schools*, Thesis, Institute of Education of Dublin City University, September 2020, Available at: http://doras.dcu.ie/25009/1/Thesis%202020_post%20Viva%20%282%29.pdf. [Accessed 07 July 2021].

Klassen, R.M., Yerdelenc, S. and Durksen, T.L. (2013) “Measuring Teacher Engagement: development of the Engaged Teachers Scale (ETS)”, *Frontline Learning Research*, Vol. 2, pp. 33-52, doi: 10.14786/flr.v1i2.44.

LinkedIn (2018) *2018 Workplace Learning Report: the rise and responsibility of Talent Development in the new labor market*. Report 2018, Available at: <https://learning.linkedin.com/content/dam/me/learning/en-us/pdfs/linkedin-learning-workplace-learning-report-2018.pdf>. [Accessed 21 June 2021].

Mann, A. et al. (2018) “Employer Engagement in Education: insights from international evidence for effective practice and future research”, *Education and Employers Research*, Education Endowment Foundation, January 2018, Available at: https://www.educationandemployers.org/wp-content/uploads/2018/01/Employer_Engagement_in_Education.pdf. [Accessed 04 July 2021].

McArdle, A. (2019) *What have Irish ESL teachers learned and how does it affect how they teach? Comparing international best practices with the CELTA and Irish ESL teachers' experience in the classroom*, Dissertation for the Master's in Arts in Training and Education (QQI), Faculty of Training and Education, Griffith College Dublin, April 2019, Available at: <https://go.griffith.ie/238/>. [Accessed 23 June 2021].

McConney, A., Price, A. and Woods-McConney, A. (2012) *Fast track teacher education: a review of the research literature on Teach for All schemes*. Perth: Murdoch University, Centre for Learning, Change and Development. Available at: <https://files.eric.ed.gov/fulltext/ED529919.pdf>. [Accessed 27 June 2021].

MEI – Marketing English in Ireland (2021) News and Events. Available at: <https://mei.ie/news/>. [Accessed 28 June 2021].

MEI (Marketing English in Ireland) and ILSG (Independent Language Schools Group) (2020) *English Language Industry of Ireland – Recovery Plan*, Available at: <https://mei.ie/wp-content/uploads/2020/05/English-Language-industry-of-Ireland-COVID-19-recovery-document.pdf>. [Accessed 28 June 2021].

OCDE – Organisation for Economic Co-operation and Development (2019) *OCDE Skills Strategy 2019: Ireland*, May 2019, Available at:

<https://www.oecd.org/ireland/Skills-Strategy-Ireland-EN.pdf>. [Accessed 01 July 2021].

Ozoemenam, U. C. (2020) “Investigating the impact of Learning and Development on Employee Engagement: a study within the banking sector”, *Master of Arts in Human Resource Management*, National College of Ireland, Dublin: Ireland. Available at <http://norma.ncirl.ie/4627/>. [Accessed 03 May 2021].

Panhwar, A.H. (2020) “Improving ESL teaching and learning through living educational theory research at the University Level”, *Educational Journal of Living Theories – EJOLTS*, Vol. 13(2), pp. 48-70, Available at: <https://ejolts.net/node/366>. [Accessed 01 July 2021].

Peters, J. (2019) *Employee Engagement: creating high positive energy at work*. Randburg, South Africa: KR Publishing.

Price, J. and Murnan, J. (2004) “Research Limitations and the Necessity of Reporting Them”, *American Journal of Health Education*, Reston Tomo 35, n. 2, pp. 66-67, April 2004, doi: 10.1080/19325037.2004.10603611.

Quinlan, C. (2011) *Business Research Methods*, London, United Kingdom: Cengage Learning EMEA.

Rapid Response (2020) *COVID-19 in the Global South: Impacts and Responses*, Carmody, P. McCann, G., Colleran, C., and O’Halloran, C. (eds), in association with the Development Studies Association of Ireland – DSA Ireland, Bristol University Press, Available at: <https://library.oapen.org/handle/20.500.12657/42662>. [Accessed 20 June 2021].

Root, D. (2019) *Why Learning and Development is a key driver of Employee Engagement and growth*. Training and Development. 07 November 2019. Eagle's Flight. Available at: <https://www.eaglesflight.com/blog/why-learning-and-development-is-a-key-driver-of-employee-engagement-and-growth>. [Accessed 18 June 2021].

Saks, A. (2019) “Antecedents and consequences of employee engagement revisited”, *Journal of Organizational Effectiveness: People and Performance*, Vol. 6, n. 1, 2019,

pp. 19-38, Available at:
<https://www.emerald.com/insight/content/doi/10.1108/JOEPP-06-2018-0034/full/pdf?title=antecedents-and-consequences-of-employee-engagement-revisited>. [Accessed 18 June 2021].

Sari, I. (2021) “The Effectiveness of English Teacher Education Practice”, *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, Vol. 4, n. 2, May 2021, pp. 2938-2946. doi: <https://doi.org/10.33258/birci.v4i2.2003>.

Saunders, M., Lewis, P. and Thornhill, A. (2019) *Research Methods for Business Students*, 8th edition, Harlow, England: Pearson Education Limited.

Schaufeli, W.B. and Bakker, A.B. (2004) “Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study”, *Journal of Organizational Behavior*, n. 25, pp. 293–315, Available at: <https://www.wilmarschaufeli.nl/publications/Schaufeli/209.pdf>. [Accessed 18 June 2021].

Sciamarelli, M. (2019) “Finding my own way”, *Developing expertise through experience*, Teaching English, British Council, Alan Marley (edr), Chapter 15, pp. 167-178, Available at: <https://www.teachingenglish.org.uk/article/developing-expertise-through-experience>. [Accessed 03 July 2021].

Seixas, B.V., Smith, N. and Mitton, C. (2018) “The Qualitative Descriptive Approach in International Comparative Studies: using Online Qualitative Surveys”, *International Journal of Health Policy Management*, September 2018, Vol. 7(9), pp. 778–781, doi: 10.15171/ijhpm.2017.142.

SHRM – Society for Human Resource Management (2016) *Employee Job Satisfaction and Engagement: revitalizing a changing workforce*, Available at: <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/documents/2016-employee-job-satisfaction-and-engagement-report.pdf>. [Accessed 02 July 2021].

Silverman, M. (2014) “Social media and employee engagement”, Robinson, D. and Gifford, J. (eds.), *The Future of Engagement – Thought Piece Collection*. Engage for Success Peer-Reviewed Thought Leadership Series. Institute for Employment Studies,

CIPD, and Engage for Success. Engage for Success Thought Leadership Paper No 2014-01. Available at: https://www.cipd.co.uk/Images/the-future-of-engagement_2014-thought-piece-collection_tcm18-10758.pdf. [Accessed 19 July 2021].

The Pie News (2020) “Brexit could be boon for Irish ELT, says MEI”, *The Pie News: News and business analysis for Professionals in International Education*, 27 January 2020, Available at: <https://thepienews.com/news/brexit-could-be-boon-for-irish-elt-says-mei/>. [Accessed 28 June 2021].

Unite ELT – The Union of English Language Teachers – Ireland Branch (2020) *Quantitative survey of English Language Teachers in Ireland during the COVID-19 Pandemic – English Language school closure*, June 2020, Available at: https://eltunite.files.wordpress.com/2020/07/covid-elt-in-ireland-survey-2_-_quantitative-june-2020.pdf. [Accessed 2 July 2021].

APPENDICES

Appendix A

Learning and Development as a tool for Employee Engagement: a study about the English Language sector in Ireland

Hello, everyone

I am currently carrying out research work on "Learning and Development as a tool for Employee Engagement: a study about the English Language sector in Ireland", for my Masters in HR at National College of Ireland, in Dublin.

I am also an English teacher here in Ireland. And now, as a researcher in the HR area, I want to study teacher engagement and their learning and development, aiming at ESL (English as a second language) teachers in Ireland.

I would appreciate if you could volunteer and participate in this 10-minute survey. This questionnaire is tailored to be fully anonymous, and every information will be used for academic purpose only.

Your responses will be treated with utmost confidentiality. You also have a right to withdraw from participating in this survey. The questionnaire contains 3 sections.

This survey will be available for responses from the 7th to the 30th of July 2021.

Thank you for your collaboration,

Cleber Sardinha
clebersardinha@gmail.com

*Required

PERSONAL PROFILE

This first section aims to identify the personal profile of ESL Teachers in Ireland

1. What is your gender? *

Mark only one oval.

- Male
- Female
- Prefer not to say
- Other: _____

2. What is your age? *

Mark only one oval.

- 18-24 years old
- 25-30 years old
- 31-35 years old
- 36-40 years old
- 41-45 years old
- More than 46 years old

3. What is your nationality? (considering your birth place) *

Mark only one oval.

- Irish
- English native-speaker from other countries (The UK, Australia, New Zealand, Canada, the US...)
- Non-English native-speaker born in an European country
- Non-English native-speaker born in a non-European country

4. What is the highest degree or level of education you have completed? *

Mark only one oval.

- High school graduate, diploma or the equivalent
- Trade/technical/vocational training
- Professional degree
- Bachelor's degree
- Master's degree
- Doctorate degree

5. If you have a Bachelor's degree, in which main area of study was it? *

Mark only one oval.

- Languages - English
- Modern Languages (English and/or any other languages)
- Education
- Humanities & Arts
- Social Science
- Business
- Law
- Science
- Maths/ Computing/ Computer Science
- Engineering/ Manufacturing and Construction
- Agriculture/ Veterinary
- Health/ Welfare
- Sport
- Catering/ Services
- Other: _____

6. How many years of experience do you have as an ESL (English as a second language) teacher?

Mark only one oval.

- 1 - 3 years
- 4 - 6 years
- 7 - 10 years
- 11 - 15 years
- More than 15 years

7. Which of these teaching qualifications do you hold? (You can select more than one option) *

Tick all that apply.

- CELT
- CELTA (University of Cambridge)
- DELTA (University of Cambridge)
- Certificate in TESOL (CertTESOL) Trinity
- Diploma in TESOL (DipTESOL) Trinity
- NUI ELE Certificate
- QQI Certificate in Teaching English as a Second or Other Language (TESOL)
- I do not have any teaching qualification
- Other: _____

8. Are you currently...? *

Mark only one oval.

- Employed full time as an ESL teacher
- Employed part time as an ESL teacher
- Employed part time as an ESL teacher, and part time in another job/profession
- Employed by an English language college and Teaching as a private teacher
- Self-employed/ Private teacher
- Unemployed and looking for work
- Unemployed but not currently looking for work
- Unable to work

Skip to question 9

Learning and
Development

This second section aims to identify issues related to Learning and Development of ESL Teachers in Ireland



9. Does your current English college (or school or institution) provide INTERNAL Teacher Training to you? *

Mark only one oval.

- No, I have never had any internal training there
- Yes, **only** online training
- Yes, **only** face to face training
- Yes, **both** online and face-to-face trainings

10. Does your current English college (or school or institution) provide EXTERNAL Teacher Training to you? *

Mark only one oval.

- No, I have never had any external training there
- Yes, only online training
- Yes, only face-to-face training
- Yes, both online and face-to-face trainings

11. Has your coordinator/DOS/assistant observed your class in order to evaluate you? *

Mark only one oval.

- Yes, but no feedback was given
- Yes, and formal feedback was given
- Yes, and informal feedback was given
- No, but I have been observed by another teacher (with feedback)
- No, but I have been observed by another teacher (with no feedback)
- No, no one has ever observed me in class

12. Does your current English college (or school or institution) give FEEDBACK to you on your performance (even when not observing your class) as an ESL teacher? *

Mark only one oval.

- No
- Yes, in an informal (spoken) way
- Yes, in a formal (written) way
- Yes, in a formal way (both written, like a report, and spoken way)
- Yes, in a teachers' meeting, it was mentioned how all the teachers are performing

13. After receiving any kind of feedback on your performance, does your college recommend you trainings to improve the areas you need? *

Mark only one oval.

- No, the feedback is given with no recommendations
- Yes, with recommendations of trainings (for my own expenses)
- Yes, with recommendations of trainings (the college offers some options to me)
- Yes, with recommendations of trainings (the college pays external courses to me)

14. Do you lack having further trainings to improve your performance as an ESL teacher? *

Mark only one oval.

- Yes, I look for trainings and learning opportunities on my own (like seminars, courses, ...)
- Yes, and I often report to my college the need of training and they offer me some options
- No, I'm happy with my current teaching skills
- I don't know if I need more training or in which areas

15. How would you feel if your college/school/institution invested (or invested more) on the progression of your teaching career? *

Mark only one oval.

- Satisfied
- Slightly Satisfied
- Neither Satisfied or Dissatisfied
- Slightly Dissatisfied
- Dissatisfied

16. Which areas do you think ESL teachers in Ireland, in general, need to improve? (You can select as many options as you want) *

Tick all that apply.

- Teaching Grammar
- Teaching Vocabulary
- Teaching Pronunciation
- Developing their own teaching materials
- Reflecting on their own practice and teaching
- Self-motivation and passion for teaching
- Cultural awareness and/or about students' cultural profiles
- IT Skills

Other: _____

17. Which areas do you think YOU, as an ESL teacher in Ireland, need to improve? (You can select as many options as you want) *

Tick all that apply.

- Teaching Grammar
- Teaching Vocabulary
- Teaching Pronunciation
- Developing their own teaching materials
- Reflecting on their own practice and teaching
- Self-motivation and passion for teaching
- Cultural awareness and/or about students' cultural profiles
- IT Skills

Other: _____

Employee
Engagement

This last section aims to identify issues related to Employee Engagement of ESL Teachers in Ireland



18. What is your engagement at work? *

Tick all that apply.

- Not engaged at all
- Slightly or poorly engaged
- Neutral
- Engaged
- Very engaged

19. Do you feel your skills and work are recognized by your superior (coordinator/DOS/assistant)?

Mark only one oval.

- Yes
- No
- I don't know

20. What are your motivational factors to continue working as an ESL Teacher? (You can select as many options as you want) *

Tick all that apply.

- Passion/Love for teaching
- Possibility of Promotion or Growth (to Assistant or Director positions)
- Recognition of my work
- Working with people from different cultures and backgrounds
- Better salary/wage than jobs in other areas
- Job proximity to my home
- Easy job that does not require further qualification
- Security
- Possibility to work only from Monday to Friday
- Training opportunities to help me become a better teacher or professional
- Working environment and good relationship with peers, colleagues and students
- Because I do not know how to work with something else
- Possibility to work mornings and afternoons, and not evenings

Other: _____

21. In which English language college, would you rather work for...? *

Mark only one oval.

- A college that does not pay me so well, but invests in my career development as a teacher
- A college that pays me well, but does not invest in my career development as a teacher
- A college that challenges my skills and makes me improve my teaching skills
- A college that does not invest in training, but lets their teachers free to teach as they want
- A college where I could have some stability that I would not lose my job
- A college where I could have a work-life balance
- A college that would give more importance to my opinions and suggestions

22. Which factors DEMOTIVATE you as an ESL teacher in Ireland? (You can select as many options as you want) *

Tick all that apply.

- Students with no interest in learning
- Students placed in incorrect language levels
- Other teachers competing for "space or attention" at college
- No support from the college or superiors (coordinator/DOS/assistant)
- No possibility of progression in the career
- Low wages
- Working conditions
- College with poor or inappropriate structure for teaching
- Teaching online classes
- Time spent in class preparation
- External work not paid (such as class preparation, correction of compositions, printing...)
- No training or development opportunities
- Government or bureaucratic issues
- Too much stress on a daily basis
- A non-friendly working environment
- No possibility of becoming friends with other teachers/colleagues

Other: _____

23. In your opinion, what was the impact of Covid-19 pandemic to English language classes in Ireland? *

Mark only one oval.

- Positive, and I could adapt appropriately to this type of teaching
- Positive, although I still struggle with that format
- Positive, because the teacher can have better control of the class
- Neutral/ No difference at all
- Negative, because teachers did not get any preparation/training to teach in an online format
- Negative, because this format doesn't make the classes interesting to the teacher and to the students
- Negative, because I don't like online classes

24. Do you intend to keep teaching English as a second language in the future? *

Mark only one oval.

- Yes, I like/love this profession
- Yes, but just for some time because I am taking (or will take) another qualification
- Yes, but just for some time before I move to another area for good
- No, I am planning (or studying) to work in a different area as soon as possible
- No, but I want to continue teaching in other types of institutions (primary; secondary; university...)
- No, but I still haven't decided which area to work in the future, or when to do it
- Other: _____

This content is neither created nor endorsed by Google.

Google Forms