



UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION

THESIS SUBMITTED TO OBTAIN THE LICENCIATURA DEGREE IN  
ENGLISH LANGUAGE TEACHING

The intrinsic and extrinsic factors that determine the permanence over the three-month-probationary-period of ESL Instructors at Intensa, Barrio Escalante, during the first half of 2019.

STUDENT:

Daniela Gómez Silva  
8-0127-0700

TUTOR:

Rony Molina Cajina

READER:

Aramis K. Vidaurre Álvarez

TIBÁS, COSTA RICA

June 2020

## TABLE OF CONTENTS

SWORN DECLARATION .....	iii
LETTER FROM THE TUTOR.....	iv
LETTER FROM THE READER.....	iv
LETTER FROM THE PHILOLOGIST.....	iv
LETTER OF AUTHORIZATION FROM THE AUTHOR.....	vii
DEDICATION.....	vii
ACKNOWLEDGEMENTS.....	ix
CHAPTER I.....	1
1.1 ISSUE PROBLEM.....	2
1.1.1. Background of the problem .....	2
1.1.2. Problematization.....	4
1.1.3. Justification of the topic.....	6
1.2. FORMULATION OF THE PROBLEM.....	8
1.3.OBJECTIVES OF THE INVESTIGATION.....	8
1.3.1. General objective .....	8
1.3.2. Specific objectives.....	9
1.4. SCOPE AND LIMITATIONS .....	10
1.4.1. Scope .....	10
1.4.2. Limitations .....	11
CHAPTER II .....	12
2.1. HISTORICAL CONTEXT .....	13
2.1.1. History of Intensa .....	13
2.1.2. Mission of Intensa .....	17
2.1.3. Vision of Intensa .....	17
2.1.4. Timeline of Intensa.....	18
2.1.5. Barrio Escalante Neighborhood .....	22
2.2. THEORETICAL – CEONCEPTUAL CONTEXT .....	26
2.2.1. Recruitment Process of a Teaching Candidate .....	26
2.2.2. The History of English Teaching in Costa Rica .....	31
2.2.3. ESL Instructor Profile .....	39
2.2.4. ESL Instructor’s Training.....	45
CHAPTER III .....	48
3.1. TYPE OF INVESTIGATION .....	49
3.1.1. Purpose .....	49
3.1.3. Temporal Dimension .....	49
3.1.3. Framework .....	50
3.1.4. Nature .....	50
3.1.5. Character.....	51

3.2. SUBJECTS AND SOURCES OF INFORMATION.....	52
3.2.1. Subjects .....	52
3.2.2. Firsthand sources .....	53
3.2.3. Secondhand sources .....	54
3.3. SELECTION OF SAMPLING .....	55
3.3.1. The population .....	55
3.3.2. Sample .....	55
3.3.3. Non-Probabilistic.....	56
3.4. TECHNIQUES AND INSTRUMENTS FOR COLLECTING INFORMATION....	57
3.4.1. Interview .....	57
3.4.2. Tally Chart .....	58
3.4.3. Survey .....	59
3.5 OPERATION OF THE VARIABLES .....	60
CHAPTER IV .....	62
4.1. DIAGNOSIS OF THE CURRENT SITUATION .....	63
4.2. Interview .....	64
4.3. Online Survey .....	66
4.4. Tally Chart .....	79
CHAPTER V.....	86
5.1. CONCLUSIONS .....	87
5.2. RECOMMENDATIONS .....	90
BIBLIOGRAPHY .....	91
ANNEXES .....	96
Annex 1 .....	97
Annex 2 .....	102
Annex 3 .....	104

## SWORN DECLARATION

### DECLARACIÓN JURADA

Yo, Daniela Gómez Silva, mayor de edad, portadora de la cédula de identidad número 8-0127-0700, egresada de la carrera de Enseñanza y Traducción del Inglés de La Universidad Latinoamericana de Ciencia y Tecnología (ULACIT), hago constar por medio de este acto y debidamente apercebida y entendida de las penas y consecuencias con las que se castiga en el Código Penas el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: *The intrinsic and extrinsic factors that determine the permanence over the three-month-probationary-period of ESL Instructors at Intensa, Barrio Escalante, during the first half of 2019*, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70: "Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que estos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original". Así mismo, quedo advertida que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público. En fe de lo anterior, firmo en la ciudad de San José, a los 13 días del mes de diciembre del año dos mil diecinueve.



---

Firma de la estudiante

Cédula 8-0127-0700

## LETTER FROM THE TUTOR

### CARTA DEL TUTOR

San José, 12 de diciembre de 2019

**Sres. Departamento de Registro  
Licenciatura en la Enseñanza del Inglés  
Universidad Hispanoamericana**

Estimados señores:

El estudiante **Daniela Gómez Silva**, cédula de identidad número **8-0127-0700**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"The intrinsic and extrinsic factors that determine the permanence over the three-month-probationary-period of ESL Instructors at Intensa, Barrio Escalante, during the first half of 2019"**, el cual ha elaborado para optar por el grado académico de **Licenciatura en la enseñanza del inglés**.

En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

a)	ORIGINAL DEL TEMA	10%	<b>10%</b>
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	<b>20%</b>
c)	COHERENCIA ENTRE LOS OBJETIVOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACION	30%	<b>28%</b>
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	<b>20%</b>
e)	CALIDAD, DETALLE DEL MARCO TEORICO	20%	<b>20%</b>
	TOTAL	100%	<b>98%</b>

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



**Rony Molina Cajina, M.Ed.**  
**Cédula de identidad 1-1283-0203**

## LETTER FROM THE READER

Llorente, 24 de febrero de 2020

Señores  
Oficina de Servicios Estudiantiles  
**UNIVERSIDAD HISPANOAMERICANA**  
Sede de Llorente

Dictamen DGS-02-24022020

Estimados señores:

Se me ha asignado para la lectura correspondiente, el trabajo de investigación bajo modalidad Tesis denominado: ***The intrinsic and extrinsic factors that determine the permanence over the three-month-probationary-period of ESL Instructors at Intensa, Barrio Escalante, during the first half of 2019***, de la estudiante Daniela Gómez Silva, cédula 8-0127-0700, para optar al grado de Licenciatura en Enseñanza del inglés.

Según las facultades del Artículo 73, incisos a, b y c del Reglamento Académico de la Universidad Hispanoamericana, procedo a emitir el siguiente Dictamen Final.

***Una vez que se verifica los cambios provenientes de las recomendaciones realizadas en primera lectura, se da el Visto Bueno para que se proceda con la revisión filológica y eventualmente con la Defensa Pública de la Tesis suscrita.***

Sin más que agregar,



Prof. Aramis K. Vidaurre Álvarez  
**Lector**

-----ÚLTIMA LÍNEA -----

## LETTER FROM THE PHILOLOGIST

### A QUIEN INTERESE

Yo, Lilliana Cordero Quirós con cédula de identidad 1-08190722, inscrita en el Colegio de Licenciados, Profesores en letras, Filosofía, Ciencias y Artes con el carné número 13385, hago constar que he revisado el documento aprobado por el tutor y lector. Se han corregido en él los errores encontrados en ortografía, redacción, gramática y sintaxis. El cuál se titula:

**The intrinsic and extrinsic factors that determine the permanence over the three-month-probationary-period of ESL Instructors at Intensa, Barrio Escalante, during the first half of 2019.**

**De Daniela Gómez Silva**

**Licenciatura en Enseñanza del Inglés**

**Facultad de Ciencias de la Educación**

**Universidad Hispanoamericana**

Se extiende la presente certificación a solicitud del interesado en la ciudad de San José a los 13 días del mes de marzo del dos mil veinte. La Filóloga no se hace responsable de los cambios que se le introduzcan al trabajo posterior a su revisión.

  
Firma

Cédula de identidad 1-08190722

## LETTER OF AUTHORIZATION FROM THE AUTHOR

**UNIVERSIDAD HISPANOAMERICANA  
CENTRO DE INFORMACION TECNOLOGICO (CENIT)  
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA  
REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA  
DE LOS TRABAJOS FINALES DE GRADUACION**

San José, 13 de diciembre de 2019

Señores:  
Universidad Hispanoamericana  
Centro de Información Tecnológico (CENIT)

Estimados Señores:

La suscrita Daniela Gómez Silva con número de identificación 8-0127-0700 autora del trabajo de graduación titulado *The intrinsic and extrinsic factors that determine the permanence over the three-month-probationary-period of ESL Instructors at Intensa, Barrio Escalante, during the first half of 2019*, presentado y aprobado en el año 2019 como requisito para optar por el título de Licenciatura en la Enseñanza del Inglés. Si autoriza al Centro de Información Tecnológico (CENIT) para que, con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,

  
\_\_\_\_\_  
Daniela Gómez Silva  
Cédula: 8-0127-0700

## DEDICATION

I would like to extend the dedication of this research project to the Costa Rican education studies; since it has been the focus of my interest, time and effort for several years now, and to I which owe the inspiration for researching and writing this final project. This paper was composed in the hopes of working as an aid for future professionals in the field who might find it informative and could inspire others to develop further case studies within the private language institute realm, in a near future.

Also, the dedication goes to all the wonderful professors I encountered during my university journey. Without having them in mind as motivators and without their words of encouragement and guide this would not have been possible. Many of them are professionals I look up to and have served as role-models in several areas of my professional and personal life.

## ACKNOWLEDGEMENTS

These following lines are never going to be enough for me to thank every individual who helped me throughout this extenuos process.

To start off, I first have to thank my therapist, Ana Marín. During moments of self-doubt and crisis, she helped me map out a viable plan for me to hit different deadlines, which worked as a charm.

Likewise, mi friends and family gave me the support needed for the months it took me to write this project; from having coffee-shop dates where I only nodded at their comments while I typed my data away to providing me with different investigative tools which became helpful in several stages of the process.

Last but not least, I have to thank my dog, Benji, for staying up with me during countless sleepless nights and always sticking by me side, being the silent counsellor he naturally is; by bringing me extra peace and mindfulness when I required them the most.

**CHAPTER I:  
RESEARCH PROBLEM**

## **1.1 ISSUE PROBLEM**

The investigation is carried out with the aspiring candidates to an ESL (English as a Second Language) instructor position that stayed over the three-month-probationary period at Intensa, Barrio Escalante, during the first half of 2019.

### **1.1.1. Background of the problem**

There are multiple variables capable of determining whether someone, regardless of having a degree in pedagogy or technical-teaching degree, will be capable or willing to become an English instructor at a language institute such as Intensa.

Wong, Indiatsi, and Wong state that

*“learning in practice does not happen on its own, it instead takes the connection of practice with experts’ knowledge to be meaningful. Such a connection requires situating the experimental learning within contexts in which it can be developed and supported to transfer.”* (2016, p. 58)

The passage infers that an aspiring ESL instructor could comply with all the requirements needed for their resume to be accepted, especially when their language level, which has to be 90% or higher, is adequate according to the institute’s needs. However, in the end, what defines their success and their permanence are a conjunction of other intrinsic and extrinsic factors that are more complex and less concrete than what the current recruitment process currently suggests, which are the ones analyzed throughout the pages of this document.

There is currently a high rotation of ESL teachers at Intensa, where 100% of the aspiring candidates that were included in the selection process for Barrio Escalante, from January to June of 2019, 23% deserted during the first week of training, 35% lasted less than a month in the language institute, and only 42% was able to remain beyond the three-month-probationary-period.

### **1.1.2. Problematization**

Intensa's founder, Mr. Robert Patterson, made the choice, many years ago, of employing ESL instructors, to teach their many modules that were capable of reading, writing, listening and speaking English to almost a native-like level: yet this has constituted hiring instructors that did not always come from a pedagogical university of technical background, but rather that had probably pursued a career completely different from education training (or no career at all) and that, even though they might have seemed like the perfect candidate at first, they were not able to adapt for one reason or another having to prepare beforehand for a lesson, have a class schedule, exercise class management, address the students' questions, etc.; making part of the recruitment process ineffective, not as cost-effective as it should be, leaving an institutional need unfulfilled and having to start the entire recruitment process over.

What concerns the language institute the most is the unpredictability the already established recruitment systems represent. It is expected and likely not to have a 100% ratio of successful interviews and for some candidates to flunk once the training period has started, which is a situation that happens in many other industries as well. (Tamayo, 2016, p. 123) However, the current success rate of the ESL instructors that make it past the three-month-probationary-period is startlingly low, which is directly translated into economic losses for Intensa as a company. Since Intensa's vision is to be considered as one of the leading language institutes in Costa Rica, it is absolutely crucial for them to have a stable line of ESL

instructors to make this a reality, rather than having less than committed people who feel no passion for education and might just leave at any given moment (Patterson, 2016, p. 6)

Moreover, locations that still need teachers to cover the classes end up borrowing instructors from different branches, assigning coaches and supervisors in teaching roles and thus delaying their own tasks to cover emergency gaps the ESL instructors who did not make the cut left when they were either fired for not being able to comply or quit unexpectedly rather soon.

### **1.1.3. Justification of the topic**

Behind the final selection of a language instructor, many steps take place first. It can be a complicated task to complete since it requires the interpretation of practical and soft skills, candidate filtering, management of assessment tools and, many times, the hard decision of not being able to hire promising applicants because the company only has one or very few spaces at a time and there are other applicants who seem to be just slightly better or were interviewed before. In any case, the significance of the present study inhabits in the fact that it is able to isolate the intrinsic and extrinsic factors which can explain and diminish the desertion of ESL Instructors at Intensa, Barrio Escalante.

To add, even beyond clarifying why an instructor aspirant decides to leave the organization or does not meet the cut before the three-month-probationary-period, this paper can also give other educative companies relevant insight regarding recruitment processes in general, best practices, and what to look for in a list of aspiring candidates for a position; this is especially important when there is a need of employing ESL instructors. Aside from this, it can also help prevent good employees from walking away and increasing the training expenses an institution experiences when more than half of its trainees have to be let go or they quit before they have even completed their productive cycle within the company.

The nature of the present research is of academic/institutional relevance (Hernández, Fernández, & Batista, 2014) and it is aimed to have a direct impact on the recruitment process of the ESL instructors at Intensa and their permanence and correct insertion or any language educative institute that would like to follow the data and advice collected throughout these pages.

## **1.2 FORMULATION OF THE PROBLEM**

**What are the factors that determine the permanence over the three-month-probationary-period of ESL Instructors at Intensa, Barrio Escalante, during the first half of 2019?**

## **1.3 OBJECTIVES OF THE INVESTIGATION**

### **1.3.1. General objective**

To distinguish the intrinsic and extrinsic factors that determine the permanence of the ESL instructors over the three-month-probationary-period at Intensa, Barrio Escalante, during the first half of 2019.

### **1.3.2. Specific objectives**

- To compare the qualifications, background and previous work experience of the candidates that stayed after the probationary period with those of the ones who did not.
- To interview Intensa Barrio Escalante's Principal, Mónica Sánchez, and gather her thoughts regarding the candidates hired during the first half of 2019.
- To explain the factors that foster and/or affect the permanence over the three-month-probationary-period of ESL Instructors and candidates at Intensa.
- To evaluate the recommendations given by the hired ESL candidates to improve the hiring/probationary process.

## **1.4 SCOPE AND LIMITATIONS**

### **1.4.1. Scope.**

The research covers all the ESL teaching candidates that applied for a position and approved the recruitment process, at Intensa Barrio Escalante, from January to June of 2019 and will benefit Intensa's recruitment process, and, therefore, Intensa as an institution as well.

This is especially relevant since the starting point of the teaching duty begins with the correct choice and placement of the candidates that walk through the door of the institution meaning to begin their teaching career at Intensa. The project's scope will allow the researcher to come to terms with the real characteristics that will permit ESL instructors to develop themselves to their full potential within the language institute.

Also, as a request of the current language institute's administrators, Mr. Bernard Patterson and Mr. Robert Patterson, two of Mr. Patterson's sons, this paper will not be discussing, in-depth, Intensa's teaching methodology. The reason behind their petition is the fact that they would not like to leave, out in the open, Intensa's "secret sauce," for a competitor to come and grab or anyone that is likely to take advantage of the institution. However, this will not preclude the results from demonstrating concluding findings or results along with the research

#### **1.4.2. Limitations.**

As a request of the current language institute's chief executive officers, Mr. Bernard Patterson and Mr. Robert Patterson, two of Mr. Patterson's sons, this paper does not touch base, in depth, on Intensa's teaching methodology. The reason behind their petition is the fact that they would not like to leave, out in the open, Intensa's "secret sauce," for a competitor to come and grab or anyone that is likely to take advantage of the institution. However, this did not preclude the results from demonstrating concluding findings or results and recommendations along the research.

**CHAPTER II:**  
**THEORETICAL FRAMEWORK**

## **2.1 HISTORICAL CONTEXT**

### **2.1.1 History of Intensa**

Intensa Language Institute was founded in 1980, in the developing town of Barrio Escalante, San José, Costa Rica, by Robert Patterson W. It was considered the pioneering language institution that established the first intensive English (and Spanish for foreigners) program in the country (Patterson, 2016, p. 4). Ever since, the language academy in question, has been a key element in fostering of the English language to people that come from diverse backgrounds and a wide range of ages in Costa Rica; helping them achieve a B1-C1 level of the language, which immediately means better job opportunities that may lead to a better quality of life. (Intensa, N.D. para. 5) Aside from this, having a better skilled and better-prepared population, whether it is in languages, technological tools, etc., directly impacts the country's active workforce and its competitiveness in the global market.

Additionally, what makes Intensa an important educative organization is the innovative methodology used for teaching languages. It focuses mainly on the intensive oral practice during class time, encouraging committed pair work and, in general, a laboratory feeling, which means that the students get to experience, first-hand, what they just learned with their teacher guiding them. Besides this, the methodology the institution utilizes does not see as a relevant exercise assigning homework or having the students perform written tests. Instead of this, the evaluations between modules represent a team effort, in which if the whole group is not able to perform correctly, together, the different structures are seen in the

module in question, they are then graded the same and the latter will have to join efforts to make sure they can do better in an upcoming evaluation. (Intensa, N.D.)

After Mr. Patterson majored in Classic Languages from the Loyola University, Chicago, he was offered a good job position in Peru, the only inconvenient was that he could not speak a word in Spanish. As a result of this, he enrolled in intensive oral training in the Spanish language in a university in Puerto Rico. The method this place utilized was mainly conversational, no notetaking, no written exams, just an archaic projector and the human element that the instructor, his classmates and him represented inside the four walls that constituted the classroom. The class was conducted in the target language only, from beginning to end, and the teacher had to find a way to explain the various grammatical or linguistic concepts without turning to the translation method.

After classes, he recalls, he spent as much time as he could speaking Spanish with the locals in Puerto Rico. After this experience, Mr. Patterson felt he had a decent understanding of the language, thus he departed to Arequipa, Peru. Over there he had been instructed in pedagogy and taught mathematics, ancient history and art history to primary as well as high school students. Aside from these tasks, he led the school's sports program. How he managed to accomplish all this, with only four months of Spanish tutoring, is still a mystery to the man himself. He gives credit to the methodology practiced in the institution back in Puerto Rico.

Later, he was assigned to a different educational institution in Peru, where he was the only English teacher. Taking advantage of the situation, he then decided to freely experiment with the school's teaching methodology in which he focused mainly on his students' oral practice maximization. By implementing different activities that motivated them to just talk and make a better use of the English language, for example: while reading and reciting dialogs and then changing roles amongst them, Mr. Patterson soon noticed the change in his students' attitude towards the target language, making it interactive and dynamic to grasp, and the fluency they were able to gain during this period.

Back in Chicago, in 1967, Robert Patterson took over an ESL program geared towards a Hispanic neighborhood. During this time, he made especial emphasis, to the volunteering teaching instructors there, regarding the importance of making a priority, mainly, the oral practice during class time, and cease the "teacher talk," which is the action an educator does when he/she stands in front of their audience and over-explains a concept, idea, error correction, feedback, etc. when it is actually not needed nor it will be of any use to the curriculum or program's progress and goal's achievement. After this epoch, Mr. Patterson found himself working in sells and marketing all around the globe. He traveled to Europe, the Middle East, Africa, and South America too, which made him drift away from the academic world for almost 10 years.

Once he was done with the aforementioned line of business, Robert Patterson moved to Costa Rica with his Costa Rican wife, Victoria Vargas, and his four children. Right after, he was given the direction of an English department in the most prestigious secretariat school in the country. He comments, in the document *Induction Manual, Labor Guidelines and Policies*, that he inherited a language program that had been modeled for over three years following the traditional English teaching educational method. Eventually, he suggested the school's principals and owners a change in the English program in question, but they would not listen to him.

During the early 1980s, he left his position at the secretariat school and felt inspired to found Intensa as a formal institution; back then, Intensa's offering consisted of four-hour-intensive-programs, from Monday to Friday, during the mornings and afternoons only. The reason behind this fact was because he had wrongly assumed that the students, after having gone to work all day long, would be way too tired to commute to the institute and attend English classes for the other three hours or more. However, thanks to the advice of Mr. Patterson's wife, Victoria, this was, indeed, quickly proven to be erroneous. Thankfully, the language institute decided to start opening during latter hours, from 6:00 pm to 9:00 pm, in order to attract a different kind of population than the one it already had, and it rapidly gained popularity among the working-class students and became the highest-selling program, even to date, there was ever at Intensa. (Intensa, 2016, pp. 3,4)

### **2.1.2 Mission of Intensa**

To satisfy our student's needs of being able to communicate as functional bilinguals, throughout the application of an innovative methodology and a personalized treatment; within a reasonable period and price. (Intensa, N.D., p. 6)

### **2.1.3 Vision of Intensa**

To be an innovative superior education institution, in a national and international level, leading the offering of practical and intensive learning programs. (Intensa, N.D., p. 6)

#### **2.1.4 Timeline of Intensa**

The timeline made available at the website of Intensa, more specifically, their *About Us* web page, (Intensa, N.D.) offers valuable insight regarding the different stages, throughout the years, the institution has experienced, how it has learned from its not-so-great moments and its evolution; starting from its foundation in 1980, to today, 2019:

Intensa first opened its doors on Friday, October 10<sup>th</sup>, 1980 in a house situated in San José, Barrio Escalante. It was founded by an American man in his forties, Robert Patterson and his Costa Rican wife, Victoria Vargas. They developed language courses to teach English and Spanish (to foreigners) in a dynamic, personalized and almost fully conversational manner. They introduced a rather innovative teaching methodology that changed the history of the teaching of English in Costa Rica.

During its first years, Intensa was located in Barrio Escalante, San José. However, on March 20<sup>th</sup>, 1995, the headquarters had found a new home, also located in the neighborhood of Barrio Escalante. The new business premises were bigger and were now able to hold all the increasing growth Intensa was presenting, thanks to its revolutionary teaching methodology for English and Spanish. When Intensa was founded, its main goal was to offer intensive language courses, making a direct reference to its Spanish brand name; this is why when the semi-intensive modality began, it was considered ground-breaking and somewhat going against

the original plan. The thought behind this resolution was for the institute to be able to reach students who had a tighter schedule and could not attend classes the five days of the week. Instead, they would be able to attend two or three days a week, tops. The decision of offering these types of courses took place on September 26<sup>th</sup>, 2000.

On April 17<sup>th</sup>, 2002, Intensa opened its second branch, this time located in the Trilogía building in Escazú, San José; which was an imminent sign of prosperity for the language school. This was a worthy-of-celebration event since Intensa's founders had been able to accomplish an important goal for their company. At first, Intensa only considered teaching English and Spanish to students who exclusively attended classes at their branches. Nevertheless, during January 2003, it launched its first company program. Said program consisted in training an ESL or SSL instructor to be able to assist a different kind of population, the instructor would have to go to a company's location, adapt to the space given to them, and impart Intensa's regular English (or Spanish) program, or a specialized one, that would adjust to the current company's needs. For example, if it was a restaurant that needed help to develop the language, the instructor would probably focus on customer service vocabulary targeted towards the food industry. This was considered a great step towards being taken into consideration as an important language consultant institute for well-known companies around the country.

On July 10<sup>th</sup>, 2008, the language institute was credited as one of the official Costa Rican institutions in which people could take the MET (Michigan English Test) which is an ECCE (Examination for the Certificate of competency in English). Said happening helped bring many new customers to Intensa, some that were not, perhaps, particularly interested in participating in language lessons, but were required, by a different institution, or scholarship, to obtain the English certification that Intensa now, fortunately, offered in the country. In 2009, more specifically on June 26<sup>th</sup>, Intensa had the opportunity to welcome their students to a new branch situated in the province of Heredia, Plaza Bratsi. The organization was now capable of reaching even more students that did not have the possibility to travel all the way to San José but still yearned of learning a new language through the all-conversational method. Another big success in Intensa's history, to say the least.

Originally focused on the improvement of the English language to the working adult population of Costa Rica, Intensa made the decision, on July 7<sup>th</sup>, 2009, to start its first Kids group in their Barrio Escalante location. From about six or seven to twelve years of age, kids whose parents lived in the area of San José downtown, Escazú and Heredia could now enroll their sons and daughters to a dynamic English program; this because sometime after it got started at Intensa's original founding branch, the program in question was established in the rest of the buildings that existed at the moment. Another Costa Rican province had the pleasure of welcoming Intensa within its premises: Alajuela. On February 20<sup>th</sup>, 2012, the language school first opened its doors in said place and provided the

community from Alajuela with the opportunity to learn English, and Spanish, and obtain a new tool that could be used to enhance both, their personal and professional lives.

As it was previously mentioned, the target population for Intensa would be the working-class adults from the great metropolitan area, people with a financial independency of 19 to 40 years old, in short. Nonetheless, on September 7<sup>th</sup>, 2016, the 60 Plus program got its wheels rolling, and it consisted of an English curriculum that was adapted and geared towards a more mature population that presented a different set of needs, and overall, learns in a more paused fashion than younger individuals. (Donaghy, 2016, para. 7)

In order to introduce another innovative product to keep itself relevant in the market and, at the same time, help students who had already mastered the Spanish and English language and sought to become trilingual, Intensa opened a Portuguese program on April 6<sup>th</sup>, 2017. With this one, Intensa is now capable of teaching classes in three languages, all with different modalities, schedules and locations, but with the same intensive, personalized, and conversational emphasis from 1980. (Intensa, 2016, p. 4)

### 2.1.5 Barrio Escalante Neighborhood

Barrio Escalante, the original home of Intensa and current location of its headquarters, is of big importance for Costa Rica's history as a whole and has gone through a great evolutive process, just as the language institute in question has. Alessandro Solís (2016), in his article published in the national newspaper, *La Nación*, tells about all these changes, from Barrio Escalante, being a huge coffee farm owned by a Frenchman to what it is nowadays, a lively and highly transited vicinity that draws hundreds of people weekly to its streets.

Many significant national figures such as Gonzalo Facio, Yoyo Quirós, Calderón Guardia, Paco Calderón, Fernando Quirós, and Pepe Figueres, great entrepreneurs, professionals, academics, and politicians grew up and lived in Escalante. Óscar Castillo, one of the citizens interviewed in the article, mentioned that Barrio Escalante used to be a rather transcending neighborhood during the crucial time of many changes and evolution the country was experiencing. Moreover, one of the most attractive features of the area in question was the fact that it was a quiet and isolated community, yet very powerful, given its well-known habitats and distinguishable housing that was built in its premises.

Many details concerning San José's urbanization process are scarce, inexistent or extremely difficult to trace back. Nevertheless, with the help of Cynthia Robert, administrative coordinator of Barrio Escalante's neighbors association and Andrés Fernández, architect, researcher and historian, the newspaper article was

able to reconstruct, roughly, the historical development of Intensa's first home: Back in the XIX century, the Frenchman Don Leonce-Alphonse de Vars De Martray migrated to Costa Rica and became the owner of some lands in the center of the country. He married a Costa Rican named Rita del Castillo, who helped him found the farm site that is today known as Escalante. These lands were later inherited by their daughters, who got married to two men whose last names were Escalante and Robert. Due to this, after some time, and once the division of the lands had been arranged, some areas of the locality got associated with their last names.

Then, in 1866, Isolina de Vars del Castillo, the original owner's daughter, yielded part of her territory for the government to build the railroad, which would connect, both, the Atlantic Ocean and Pacific Ocean routes. The company in charge of constructing the tracks built, to the side of the road, the first commercial structures in the area, one of them is where the now Olio restaurant is located, and was, back then, a crucial meeting point for all the community. Later, in 1891, *La Aduana* (The Customs) building was finished, which gave the neighborhood a higher profile, and was considered an aid to the urban transformation San José was experiencing during those times.

The first instance in which the streets of Barrio Escalante were demarcated was in 1929. A decade later, the 33 street was put in the map, which today is known as La Luz, "The Light," in English, and was given that name since a grocery store located in the South border of the neighborhood, of the same name, had the very

last lamppost of Escalante, and, in front of it, which is currently known as Los Yoses, was just wild vegetation. The initiative of starting urbanizing Escalante was born in 1930 and took about ten extra years to be completed. During the '40s, some wealthy families settled down and built a series of iconic houses on the premises. Most residences were occupied by oligarch families, thanks to the coffee boom. The previous fact gave the area a high-class reputation compared to the rest of the neighboring towns.

Then, in 1964 the Parque Francia was inaugurated, a territory given by the Robert family. This park became another rather relevant meeting area for the community, and this is true even to date. After a few decades, more and more businesses started to emerge and in the midst of 1980, a few private universities and Intensa language institute decided to locate their establishments in the neighborhood, which gave Escalante even more growth opportunities and helped with its overall development.

Fast-forwarding to 2019, Escalante stopped being a mainly residential area and gave place to a troop of restaurants of all concepts, coffee shops, pubs and other types of establishments that constitute the dynamic and vivacious neighborhood it now has evolved to, and, on that note, the interesting detail is that Intensa, since the 1980s, has taken part of said maturity process and has helped shape the community's dynamics since it was one of the first educative institutions that settled in the premises.

The fact that Intensa decided to call Barrio Escalante its home makes an important statement in the town's social and cultural diversity; this because it brings individuals from different backgrounds to one place, since the language institute also offers Spanish courses for foreigners. Any place that holds within its premises an educative institution will, inevitably, enhance its range of diverse thoughts, ideas and knowledge in general. Intensa helps birth more intellectual minds that make Barrio Escalante and the country better.

## **2.2 THEORETICAL - CONCEPTUAL CONTEXT**

### **2.2.1 Recruitment Process of a Teaching Candidate**

Every single company that is generating some kind of revenue would face the need of hiring new employees sooner or later, the reason behind of this could be triggered by various causes: business has been expanding and it simply needs more workforce to conduct it and keep it growing at a steady rate, or it could also happen since there has been personnel rotation at some degree. (Krell, 2015) For example, employees quit working at the company or get laid off work for one reason or another. The point is that any stable enterprise would require to follow a plan when the recruitment need is set on the table.

According to Sahaya (2013, p. 3) “Recruitment refers to the process of attracting, screening, selecting, and onboarding a qualified person for a job.” Just as she suggests, there are many steps that undergo the selection of an aspiring candidate; commencing from having someone properly trained who understands how to correctly select decent applicants for the position wanted, the initial interview or interviews assessment process, accurate filtering, making sure the correct questions are asked, any sort of training process, to how is the person determined to be the correct fit for the company and making the decision of keeping said person beyond the probationary period the law demands.

A list found in the Harvard Business Review journal crafted by Dane Holmes (2018) gives a helpful insight regarding the different necessary steps most recruiting processes should follow:

1. Look inside first

It is highly possible that there may be people already recruited, working for the company, that are available to take on more bits of responsibility but have no idea there are open positions available. Consequently, the first pre-stage of any recruitment process should be to ask around who would like to embark on the overtime adventures or who would like to try a different career path, for that matter. Once that duty is over, and the institution has collected proof that the talent it is looking for must be found externally, all compelling information regarding the job position must be evaluated and put together. For example, the tasks needed, profile wanted, physical and digital tools to be requested for the new employee, or employees, etc.

2. Prepare job description and profile

The job description has to be as honest and straight to the point as possible. Thanks to the help provided by the research done in the previous point, the description will include a list of requirements, pluses, and responsibilities the position will come with. Also, the schedule needed, and sometimes, the remuneration the company will offer for the position in question. It is recommended for the interested department to meet, previously, with the Human Resources

department to discuss all details and receive feedback concerning the job posting and steps to follow.

### 3. Seek for candidates

There are various methods to call the attention of a suitable group of candidates to later be able to choose from a decent pool and have a good number of diverse aspirants. A corporation can resort to online recruitment, advertising in physical means of communication, social media posts (Instagram, Facebook, LinkedIn, etc.), job fairs and/or open houses that might invite people to get to personally know the company and get interested in applying.

### 4. Steps of the application process

There are several sources where candidates' applications might be received from a "positions" page located on the company's webpage where people can express their interest regarding a job posting and submit their CV file, others might approach the lobby area and drop their file in person with a receptionist. Also, the direct email address of the HR office or department in charge of the job posting may be a useful tool to collect applications, as well as a job center page, in which the position can be posted for people just to apply that way. Another powerful method for how employers might find their new collaborator is by receiving internal referrals from their current staff.

## 5. Selecting from the pool of candidates

From all sources of data collection, and depending on the line of business, there might be hundreds of applicants waiting for a response in return. However, it is not likely for all of them to hear back from the company, nor that should be the goal. The person in charge of the filtering process has to have rather clear the necessitated criteria and who to leave out of the process and who to take into consideration for further review. A technique mentioned in the literature is Short Listing (Tasmanian Government, 2014, p. 3); depending on the number of candidates, the only people who will be taken into account will be the ones who strictly adjust to the job criteria. This will be done in order to avoid losing resources interviewing and extra filtering of already unqualified entrants who, instead, can be ruled out immediately.

## 6. Possible interview/assessment

The interview/assessment process can be as creative as the company will allow it to be. Methods such as phone interviews, in-person 1-on-1 interviews, group assessment centers, written tests, role-plays and demonstrations, personality and/or psychological exams, mockup presentations, to name a few, can be some the company might adapt to conduct their enrollment process in their search for new collaborators.

## 7. Induction

Once the institution is content with how the recruitment process turned out, the induction activity must begin. There are, as usual, steps to be followed during this stage. For starters, the outline for the position should be made to be exceptionally clear; this should then be followed by a guided tour of all the facilities and due introductions to the rest of the departments. Later, an orientation of the company's mission/vision, history, and values can help give the new staff members the much-needed perspective regarding what their new role is all about and how it fits in the greater scheme of things. Finally, the training necessary for the new folks to understand how to perform their tasks has to be presented in a timely and direct fashion by someone considered an expert in the topic and trusted by the company.

When deciding to hire, specifically, ESL teaching staff, the process can be similar enough to the one described above, but according to what can be found stated in the consulted literature for the present study, there are a few adjustments that need to take place if an educative institution wants to ensure it has the finest filtering method for the selection of its candidates. As stated in the graduation paper by Kevin Porrás (2018, p. 47) the main points that are taken into consideration for the hiring of new instructors are the titles and degrees gotten but not necessarily his/her practical teaching skills shown to the future contractor. Instead, their pedagogical knowledge should be evaluated in advance.

### **2.2.2 The History of English Teaching in Costa Rica**

After considering and explaining in detail the main points of a recruitment process, it is essential to analyze the specific context of English teaching in Costa Rica in order to blend both areas for a better understanding of the main objectives of this investigation. Additionally, the reader might find handy the connection between both topics and the relevance they have inside the investigation at hand.

Basing this section mainly on the academic article *English Teaching Chronology in Costa Rica during the XX Century* (title translated by the researcher) by Edwin Marín (2012), the Spanish-speaking-country Costa Rica started its English language journey during the late XIX century; when the government first acknowledged the vital role English would play for the country's economic development. Back then, England had control of over 50% of the coffee crops that were exported by Costa Rica. Some of the most notorious Anglo-Saxon companies which were of big influence at the end of the XIX and beginning of the XX century were Arbutnot Lothan & Co, William Le Lacheur & Son, Rosins Bros & Co, Fruhling & Goschen, John K. Gilliat & Co, Otis Mo. Alister & Co, Ellinger & Bros, W.R. Grace & Co., and Castle Bros. & Co.

English teaching became official in Costa Rica in 1901. The chosen imparting method employed was the traditional one, and the teachers contracted were mostly foreigners whose mother tongue was English, particularly from the United States of America or Costa Ricans who had had the opportunity of studying

abroad or were able to speak the language. For some reason, teachers who came from the USA were given special treatment and extra privileges. For example, they were paid in American gold, the government covered all first-class transportation expenses, they only worked four hours a day, and, on top of all of that, they were granted free lodging and food. The most renowned high school institutions, of the time, were Liceo de Costa Rica, Liceo de Señoritas, Colegio San Luis Gonzaga and Instituto de Alajuela; these were the establishments where the English teachers were assigned to impart the language.

In 1914 and 1915, an education reform took place suggested by Luis Felipe González Flores, assistant secretary of Instruction. World War I started during these years; the fact that took a toll internationally and in Costa Rica's trade and economy. Even though the country was going through hard times, the President back then, Alfredo González Flores, founded the Escuela Normal de Costa Rica; a pillar for the country's educative growth since it filled the lack-of-teachers-gap, present at the beginning of the century. The 1920 decade arrived with a couple of changes: after the aforementioned reform, another one came into play, in 1926, and it talked about pedagogical practices but also making emphasis in the student's cultural learning of the language. Also, during the 20s and 30s, Costa Rica struggled, once more, hiring acceptable English teachers.

In 1931, in order to solve the deficiency of suitable English instructors, Costa Rica's government started a cultural exchange between Costa Rican and American teachers. The name of this operation was the "International Friendship League." During the same decade, and thanks to the agreement among the two countries, during 1936, it was noticed the improvement of English teaching in the country. As a matter of fact, new technical institutions opened their doors: the Escuela de Comercio Minerva, Escuela Manuel Obregón and Escuelas Castro Carazo.

The 1940s were times of armed conflicts, dissatisfaction, and political commotion. The two main groups involved were the citizens and oligarchic groups. While the rest of the globe was facing World War II, the tiny country of Costa Rica was getting ready to endure some important social, economic, and political transformations. By 1941, The Inter-American Summer University was created, located in San José, Costa Rica. Its main interest was to call the attention of tourists who would like to enroll in Spanish courses for a few weeks, during the months of June, July and August. After some time, it started offering English courses for Latin-American teachers. Aside from that, the American government donated to the country authentic material such as books, movies, and informational flyers to be used as academic resources by English teachers. As a result of all these efforts, on May 15<sup>th</sup>, 1944, the representative Carlos Luis Jiménez Pacheco, made English teaching compulsory in all Cost Rican elementary and high schools.

During the decade of 1950, more specifically in 1958, the Universidad de Costa Rica came up with a scholastic project to correctly train English teachers and give them the pedagogical tools needed, and so the essential transition period began. The fact that the biggest university of the country had shown an interest in starting to professionally instruct English teachers is not considered a coincidence; there were new business connections being created behind closed doors between Costa Rica and the USA. Also, in 1957, the *Fundamental Law of Education* was established #2160 (Ley Fundamental de Educación) and it was in fact so important that it is still in force to this day.

Moreover, the '50s were considered Costa Rica's peak period of industrialization and agricultural advance, which was, consequently, when the country reached notable growth in its economy. It allowed a considerable improvement in the health system, housing, industry, and, of course, education. During this decade the population that attended high school increased noticeably since education in those institutions was declared free of cost. Also, English teaching becomes a determining factor that is able to drive economic growth. A few years later, in 1958, the English Council at the Ministry of Public Education was created. Said council was in charge of systematically generate all programs and methodologies needed for the teaching of the language. Then, in 1959, the Centro Cultural Costarricense Norteamericano and the Ministry of Public Education (Ministerio de Educación Pública) offered an induction process to English teachers of the entire country.

At the beginning of the 1960 decade, an important amount of foreign capital coming from the United States arrived in the country. Similarly, there was an expansion of agricultural exportations. The former allowed a fast-paced economic growth as well as for education: some evening schools were founded and preschooler institutions too. During this epoch, Costa Rican sought to become more prepared to embark on the new openings the working market offered them. Five years later the Instituto Nacional de Aprendizaje (INA) was opened, which is still considered one of the best tools the population of the country can have; since it offers technical degrees that help with the quick insertion to the workforce. Another change was that, in elementary and high schools, the students went from receiving only 15 hours weekly and they started to get 18 hours instead.

The greatest economic depression Costa Rica has gone through happened at the beginning of the '70s; it was considered times of hardship for the social, economic, politic, and educative entities. Back then the government did not generate enough positive income to sustain the current and newly formed salaries. Therefore, it had to incur in the fiscal deficit. Actually, Costa Rica had to borrow money from internal and external forces in order to cover the debt immediately.

The '80s are all about giant corporations that are interested in the new science and tech wave, and communication technologies in general. Aside from this, it was much easier, then, to transfer monetary values as well as merchandise. This phenomenon made quite apparent the evolutive factor of a world-vision which was becoming highly globalized and very productive. Thanks to this, learning English became, more than ever, an obvious need for the part of the population that wanted to be a part of what was happening currently. Furthermore, the communicative approach starts gaining popularity and new English programs start being developed. By 1991 the books *Have Fun* are published for seventh, eighth and ninth grades. These were written by a group of language specialists within the country. Said books start being used inside the classrooms.

The idea of globalization is incredibly present during the 1990 decade; the entire world experiences an abrupt change. There are technical requirements that now need to be met and the information era explodes in everyone's faces. Costa Rica activated its forces to try to include itself in this highly competitive. Ever-changing and evolutive world. The new socioeconomic current demands a more qualified population, that knows about technology, computers and has reasonable English skills. The government makes an effort of updating the English teaching curriculum for the programs of the Diversified and Third Cycle Education. These were the objectives found in the report emitted by the government:

1. To foster the student's critical knowledge of English-speaking-cultures through the study of the language.
2. To build the student's self-respect and worth of themselves and others through the learning of English as a second language.
3. To promote the development of a critique and activity regarding any information presented in English inside or outside the classroom.
4. To promote the progress of a student's ability to contribute to the national growth through the employment of English tools anywhere, anytime.
5. To strengthen the student's development in a dynamic environment through the application of the English language in different fields and current topics.
6. To promote the student's participation in self-managed activities in which they are able to put into practice their English knowledge.
7. To encourage the student's use of English as a second language, to express their feelings and communicate with people from different cultures regarding various topics.

Now, traveling back to current times, a study made by the Universidad de Costa Rica talks about the economic benefits bilingualism brings to citizens around the nation, especially in the Great Metropolitan Area and in the highly touristic sectors. For starters, in Costa Rica, a person who speaks English and Spanish earn ¢185 000 more, per month, than someone who does not. Similarly, this person

might earn ₡1 069 more per hour and might be working an hour less per week. Also, the bilingual person might have access to paid vacation days, free health care and could receive the so-called *Christmas Box* or bonus at the end of the year. (Ramírez & Abarca, 2018)

The president in office, Carlos Alvarado Quesada, elected in 2018, declared that “English teaching will be a national priority” during a presentation communicating the first results of the Bilingualism Alliance (Alianza para el Bilingüismo ABi). (El País CR, 2019, para. 2,3). Said alliance brought into the country teachers whose mother tongue is English, and it is an effort, of the public and private sectors, to impulse bilingualism in the country. There are already over 5 382 people enrolled in the language courses offered by ABi which will give them training and practical tools to facilitate the acquisition of the English language.

Likewise, in the budget plan of 2019, more than \$30 million dollars were designated to generate the development of educative institutions such as Instituto National Learning Institute (Instituto Nacional de Aprendizaje INA), the Ministry of Public Education (Ministerio de Educación Pública MEP) and the Ministry of Labor and Public Safety (Ministerio de Trabajo y Seguridad Social MTSS) (El País CR, 2019, para. 5) Costa Rica and its government know how crucial it is for newer generations to be able to speak, at least, English and Spanish from a young age. The tool the language offers will impact future job opportunities, personal and professional growth as well as the country’s workforce qualifications. Education

should always be a priority for the individual, society, and government as well; due to the fact that having productive and well-qualified members of society will boost the country's economy and reputation to the rest of the world.

### **2.2.3 ESL Instructor Profile**

Now, following a quick overview of the history of English in Costa Rica and its development; it is also necessary to include an analysis of the desired profile an ESL instructor should have in order to correctly achieve the language goals of students of different backgrounds and ages.

There might be many valuable aspects of teachers who people say are their favorites, perhaps because they represented a solid authority figure whom they lacked at home while growing up or they were fun to talk to or their classes were always creative and thought-provoking. Whichever value or characteristic students cherish the most in their teachers, and/or language instructors, specifically, the literature consulted for this graduation project suggests a few variables that might make the difference between one ESL instructor to the other. Here are some of the macro areas analyzed by various authors:

### 1. Knowledge of language and related disciplines

It is related to English proficiency and its subfields which can be associated directly or indirectly with ESL skills. Some of its micro categories are the proficiency of the English language, educational psychology, sociology, linguistics, testing, psycholinguistics, etc. (Moradkhani, Akbari, Ghafar, & Reza, 2013, p. 130)

An individual who aspires to become an ESL instructor must have a quite decent understanding of the language, as well as to be able to produce effectively. When a student asks for clarification regarding a term or idea in the TL, the instructor has to have the ability to clarify said doubt and address the student's concern effectively. Aside from this, the teacher should be capable of interact with the audience empathetically, and to relate to it in order to convey the message in a sharper fashion.

### 2. Knowledge of ESL theories, skills, and techniques

This point has to do with the instructor's knowledge regarding the different pedagogical theories, all kinds of teaching constituents and skills related to the profession necessary. Some of its micro categories are awareness of teaching skills and components, ESL teaching theory, different teaching methodologies, the philosophy behind teaching, etc. (Moradkhani, Akbari, Ghafar, et al. 2013, p. 130)

This second topic talks about the specific pedagogical skills an instructor must develop in order to have a successful experience while teaching. "...where the presenters argued in favor of making teachers familiar with the pedagogical tools and techniques which would enable them to convey subject matter to students." (Moradkhani, 2017, p. 92) The previously quoted extract explains the aid it can represent for the instructors when they know the methodologies needed to perform their job.

### 3. Knowledge of context and social relations

This concept might be somewhat abstract, but it talks about the idea that teachers should get familiarized with the other teachers' working conditions, lingo, and cultural background. Some of its micro categories are knowing of teaching language, knowing what the future withholds for the current teaching conditions available, knowledge on future students, management of educational policies, goals, objectives, handling of social relations with the other instructors, etc. (Moradkhani, Akbari, Ghafar, et al. 2013, p. 130) The ESL teaching candidate must have a sense of natural collaboration and companionship with his or her fellow colleagues. They should serve as an inspiration to others and they should be easily relatable to others that work within the same field and who have the same common interest, the dissemination of the TL in an educative environment. (Badilla, 2016, p. 20)

#### 4. Knowledge of class, time, and learning management

The fourth point in this list has to do with the instructor's capacity of managing the lesson plan duties, class organization skills, and time management. Also, they should be aware of the different teaching methods among their fellow colleagues. Some of its micro categories are knowing how to make a teaching colleague up to speed in their class, knowing how to respond to the colleague's questions regarding class management, knowledge of classroom management, to have the ability to structure a class within time-constraints, etc. (Moradkhani, Akbari, Ghafar, et al. 2013, p. 131)

“Findings reveal that students perceive teachers' way of classroom management in-class and out-of-class attitudes, and teaching methods and strategies had positive or negative impacts on academic success and participation in lessons.” (Artavia, 2015, p. 30). The importance of being a well-adjusted language instructor regarding topics such as class management, lesson planning and accountability with other colleagues and superiors will create a positive image in front of the class and the institution as well.

#### 5. Knowledge of research and professional development

It refers to the awareness of the different research tools available and the ESL pedagogical resources provided by the institution or found through the exploration practice. Some of its micro categories are being able to find reputable academic resources, knowledge on how to utilize the different materials available, a sense of

professional development, being able to bring innovative ideas to the table, etc. (Moradkhani, Akbari, Ghafar, et al. 2013, p. 131) A good ESL instructor needs to have a sense of self-improvement, which will drive him/her to become the type of teacher who can address all type of linguistic questions or at least will know where to find a resource to find the right answer.

#### 6. Knowledge of practicum

This one right here can be summed up in the phrase “learning through practice.” However, the theory suggests that said practice has to be backed up by theoretical principles. Some of its micro categories are being able to demonstrate the teaching abilities through practice, learn how to connect theory and practice, being able to demonstrate pedagogical skills in front of others, etc. (Moradkhani, Akbari, Ghafar, et al. 2013, p. 131). Simply, the ESL instructor should be able to put into practice all the consumed theory that has been previously studied. Every activity proposed, evaluated assessment or teaching approach has to have a reason for existing inside a lesson plan.

#### 7. Knowledge of reflective and critical teaching

This last point is focused on the fact that the ESL instructor needs to find ways to be engaged in deep reflection and promote a critical teaching style. Some of its micro categories are creativity in the classroom, have oneself figured out, having a vision of the model of a respectable member of society, knowledge of fostering reflective teaching in students and teacher candidates, being familiar with the

political climate, etc. (Moradkhani, Akbari, Ghafar, et al. 2013, p. 132). Being aware of the world that surrounds the individual, knowing how to address cultural and political topics, and creating a class environment of creativity and inclusion are a few of the tasks the ESL instructor has in order to connect with their students are be able to, at the end, properly convey the message and inspire the audience to continue with their self-exploration of the TL during their own time.

In addition to these points, there are other factors that should also be considered while assessing the profile of an ESL teacher candidate, proposed by Porras (2018, p. 42):

- A. A friendly and confident manner;
- B. Good planning and organization skills;
- C. Flexibility and an adaptable teaching style;
- D. Creative skills and ideas for planning practical and interesting lessons;
- E. Excellent spoken and written communication skills;
- F. Effective listening skills;
- G. Sensitivity, tolerance, and patience.

## 2.2.4 ESL Instructor's Training

In Costa Rica, there are some public and private institutions that carry pedagogical programs that give students the necessary tools to become future ESL instructors.

According to a report released under Colypro's name by Jorge Quesada and Kimberly Alvarado, the following is a list of public and private universities that have said programs (2015, pp. 32-33):

Public universities:

- Universidad de Costa Rica (UCR)
- Universidad Nacional (UNA)
- Universidad Estatal a Distancia (UNED)

Private universities:

- Universidad Latinoamericana de Ciencia y Tecnología (ULACIT)
- Universidad Internacional de las Américas (UIA)
- Universidad Hispanoamericana
- Universidad Católica
- Universidad Adventista de Centro América (UNADECA)
- Universidad Latina de Costa Rica
- Universidad Mágister
- Universidad de La Salle
- Universidad Americana (UAM)
- Universidad Castro Carazo (UACA)

- Universidad San José
- Universidad Técnica Nacional (UTN)
- La Universidad Libre de Costa Rica (ULICORI)
- Universidad de Ciencias Empresariales (UCEM)
- Universidad Fidélitas
- Universidad Internacional San Isidro Labrador (UISIL)

All these universities have made as part of their academic offer some sort of teaching degree which can allow an individual to become prepared to lecture others regarding English language matters, either for preschool, I and II cycle of diversified education, superior education or just general language teaching for language academies and/or private tutoring in the TL. However, some of these universities are not delivering to the workforce good-enough professionals capable of facing the challenges the real world withholds; some of these institutions need to reinforce the English-production courses and ensure the students are getting a strong foundation of the language before they start teaching others (Rueda, 2017).

To make emphasis concerning the previous idea, according to the XI Costa Rican Education Report (2017) the success of the new English program will be determined by the quality of the new and already present teachers. This is exactly why it is absolutely necessary for all universities to analyze the profile of soon-to-be-graduates and compare it to the new program's requirements; so they can update their courses, lesson plans, and syllabi, which will ensure, in the near future, the

level of language production needed to develop the modernized English agenda from the MEP. Also, it is encouraged for students to be tested with standardized and international English assessment tools, that can give proof of their language level and competitiveness compared to the rest of graduates from other universities.

On the other hand, Intensa does not require its future ESL instructors to have a degree related to English or pedagogy of any sort. The main requirements to apply for a teaching position at the institution are to have a legal status in the country that allows the person to work lawfully, have a High School diploma, be over 18 years of age and have a 90% or 100% of English proficiency both written and spoken. According to the organization, a person who is expert at expressing themselves in English can get the pedagogy training necessary to understand and put into practice Intensa's methodology. Said induction process takes two weeks and gives trainees the possibility of putting into practice, from day one, what it means to be an ESL instructor at Intensa (Intensa, 2016, p. 17).

**CHAPTER III:  
METHODOLOGICAL FRAMEWORK**

### **3.1 TYPE OF INVESTIGATION**

All the methodological aspects concerning the development of this study and that were taken into consideration for the correct fulfillment of the general and specific objectives are going to be expanded on in the upcoming subsections.

#### **3.1.1. Purpose**

The reader will find out, along the lines of the investigation, that the concluding results will serve to increase and support the already existing information in the arena, but it will serve as basis which could ease further investigation within the same research field (Hernández, Fernández , & Baptista, 2014). For the study at hand, its purpose is mainly theoretical since it will help point out certain behaviors ESL teaching candidates have presented throughout the years at Intensa, Barrio Escalante and will define a more accurate forecast in regards of the hiring success rate for the first half of 2019 and that could be taken into account in future hiring rounds.

#### **3.1.3. Temporal Dimension**

The time in which the research will be taking place gives it a transversal value, on regards to this specific point. The investigator arrived at Intensa, Barrio Escalante, at a certain moment, conducted the research by applying the observation and inquiry instruments to the recently trained ESL instructors, conducting surveys, an interview to the principal of the institution and analyzing the environment in general,

transcribing the findings into this written report; and then concluded the investigation at the end of the second quarter of 2019. After the period mentioned before, the investigator did not continue with the study, and, according to Ariñez, Brenes, Zanolini, Ramírez, & González (2018, p.28) this set of characteristics is what defines if a report has a transversal time value.

### **3.1.3. Framework**

The intention behind the study in question is to scrutinize, in the context of education, a small group of people that have been recently chosen and trained as ESL instructors in a single language institute located in Barrio Escalante, San José, Costa Rica. Also, thoughts will be collected on regards of the recruitment and training process in the current study. These factors give the research a “micro” category (Ariñez, Brenes, Zanolini, et al., 2018, p. 29).

### **3.1.4. Nature**

The job of the researcher, during this study, was to assess the perception, of the recently trained ESL instructor, regarding Intensa as a workplace and transform it into visible data that could be quantifiable; the director of the Barrio Escalante branch was also interviewed, and her thoughts collected. Besides this, the qualifications and different profiles of both hired and non-qualifying ESL instructors were taken into consideration for the making of the images found in Chapter IV. Due to the former affirmations, the nature of the research is mixed, both of qualitative and quantitative nature. (Echavarria Barrantes, 1999)

### **3.1.5. Character**

What Ariñez, Brenes, Zanolini, et al. say in their book *Direction of Methodological Investigation*, about an analytical-interpretative type of analysis is “first of all tries to know the factors or conditions that conducts a problem so that explain and comprehend in a hermeneutic way the why, reasons, and circumstances this is happening.” (2018, p.35) Which, in less or more words, portrays quite well the character behind the exploration conducted at Intensa, language institute, with the ESL instructors and aspirants, and the information it tries to deliver to the reader.

## **3.2 SUBJECTS AND SOURCES OF INFORMATION**

### **3.2.1. Subjects**

The subjects are the Intensa, Barrio Escalante, ESL instructors that surpassed the three-month-probationary-period from January to June 2019 and the candidates who were fired or resigned before being able to complete said period. The initial number of instructors was of 15. However, the ones who decided to take part in the study were 14. The ages of the ESL instructors go from 21 to 35 years of age.

### 3.2.2. Firsthand sources

<b>Author</b>	<b>University or Organization</b>	<b>Country</b>	<b>Year</b>
Artavia, O., Chaves, E.	Universidad Hispanoamericana	Costa Rica	2015
Conejo, R.	Universidad Hispanoamericana	Costa Rica	2016
Gándara, P., Santibañez L.	UCLA	USA	2018
Porras, K.	Universidad Hispanoamericana	Costa Rica	2018
Tamayo, P.	Universidad de Granada	Spain	2016
Vega, H.	Universidad Nacional	Costa Rica	2010

### 3.2.3. Secondhand sources

Author	Title	Year
Hernández, A.	El inglés en Costa Rica: Requisito indispensable en un mundo globalizado	2008
Aminy, M. and Karathanos, K.	Benefiting the Educator and Student Alike: Effective Strategies for Supporting the Academic Language Development of English Learner (EL) Teacher Candidates	2011
Marín, E.	Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX	2012
Moradkhani, S., Akbari, A. and Ghafar, R.	English Language Teacher Educators' Pedagogical Knowledge Base: The Macro and Micro Categories	2013
Quesada, J. and Alvarado, K.	Condiciones docentes y mercado laboral	2015
Tran, P.	ESL Pedagogy and Certification: Teacher Perceptions and Efficacy	2015
Badilla, I.	Sexto informe estado de la educación (MEP)	2016
Cronquist, K. and Fiszbein	El aprendizaje del inglés en América Latina	2017

### **3.3 SELECTION OF SAMPLING**

#### **3.3.1 The population**

The population that was chosen for the study are the ESL instructors that surpassed the three-month-probationary-period and were hired from January to June 2019 and the candidates who were fired or resigned before being able to complete said period, at Intensa, Barrio Escalante.

The ages of the ESL instructors selected go from 21 to 35. Also, a survey inquiring about different work-related aspects, training and recruitment process was completed by 14 of the Intensa instructors. Aside from this, the Academic Director of Intensa Barrio Escalante, Mónica Sánchez, was interviewed.

#### **3.3.2 Sample**

The study population is composed by ESL instructors of Intensa, Barrio Escalante who surpassed the three-month-probationary-period between January and June 2019, and the candidates who were fired or resigned before being able to complete said period. There was a total of 15 ESL instructors and 21 candidates that were analyzed for the completion of this study; whose ages range between 21 to 35 years old, in which the majority were women.

### 3.3.3 Non- Probabilistic

The non-probabilistic sample from the extract taken from Sampieri et al (2014), they refer to a "subgroup of the population in which the choice of the elements does not depend on the probability, but on the characteristics of the investigation." (p.176) what this means for the current research project is that the population was chosen because it ticked off different characteristics needed for the development of the study and were not selected *randomly*.

### **3.4 TECHNIQUES AND INSTRUMENTS FOR COLLECTING INFORMATION**

Every single study needs an instrument or instruments that would allow the researcher to gather the data to be analyzed throughout the project. The following are the ones chosen for this study:

#### **3.4.1 Interview**

Throughout the exchange of ideas achieved by spoken and body language, the interview represents an opportunity for the investigator to establish direct communication with the study's test subject or subjects. Citing Sampieri et al (2014) regarding their definition about interview "a meeting to discuss and exchange information between one person (the interviewer) and another (the interviewee) or others (interviewed)." (p.403)

For the study at hand, the interview is applied to Mónica Sánchez, current Director at Intensa, Barrio Escalante, during the second semester of 2019. The instrument used consists of 10 questions that take the reader through a journey of years of knowledge condensed in the perception of the current branch Director and it addresses several questions that are relevant to the study.

The purpose of interviewing her is to gather specific data in regard to her years of experience at her position and what her perception is concerning the existing recruiting process, reasons why ESL instructors leave before the three-month-period and her insight about the long-term ESL instructors at Intensa, Barrio Escalante and why they have remained loyal to the company over many years.

### 3.4.2 Tally Chart

According to (Haley, 2010),

*“A tally chart is a table with tally marks to show a valuable data set. A tally chart is one method of collecting data with tally marks. Tally marks are frequencies, occurrences, or total numbers being measured for a specific category in a data set. Tally charts are used throughout the world and are great visual representations of group observations.”* (p.15)

With the previous fragment in mind, thanks to the use of a tally chart, the researcher is capable of transforming the verbal information collected into numeric information that can be measured for further analysis from the present ESL instructors who had surpassed the three-month-probationary-period from January to June 2019 versus the data from the aspiring candidates who either got fired or resigned before the three-month-probationary-period from January to June 2019.

What the researcher intends to compare, and group are 18 distinctive categories easily found within the person's profile put together from the beginning by the Human Resources department at Intensa. A total of 36 profiles were analyzed, 15 being of current ESL instructors and 21 of ESL instructor candidates who no longer work for the language institute.

### **3.4.3 Survey**

The survey is perhaps one of the most popular methods to collect information in both, qualitative and quantitative studies. According to Sampieri et. al (2014) a survey consists in a group of questions regarding one or more variables to measure. It has to be interrelated with the problem at hand and/or research's hypothesis. (p. 217) The information collected through this instrument can give the academic researcher important comprehension to understand the topic further and accumulate more knowledge, and, in this case, complete the last objective of the research.

In this study, the 14 of the 15 ESL instructors who were hired from January to June 2019 and, were able to stay beyond the three-month-mark, were given a digital anonymous survey to complete, which included 11 open and closed questions. This survey helped collect recommendations regarding the recruitment process, coming from the instructors' expertise. It is also incredibly valuable since these people already experienced the process recruitment and training and might had valid feedback points to take into account in the future.

### 3.5 OPERATION OF THE VARIABLES

<b>Operationalization of Variables Chart</b>				
<b>General Objective:</b> To distinguish the intrinsic and extrinsic factors that determine the permanence of the ESL instructors over the three-month-probationary-period at Intensa, Barrio Escalante, during the first half of 2019.				
<b>Specific Objective</b>	<b>Variable</b>	<b>Conceptual Definition</b>	<b>Instrumental Definition</b>	<b>Operational Definition</b>
To compare the qualifications, background and previous work experience of the candidates that stayed after the probationary period with those of the ones who did not.	Qualifications, background and previous work experience of the ESL teaching candidates	The comparison of different aspects found in the profiles of the ESL teaching candidates from Jan to June 2019.	An 18-part-tally chart is used to compare ESL teaching candidates hired from Jan to June 2019.	It refers to aspects such as internal and external experience, university degree, life in an English-speaking-country, among other characteristics.
To interview Intensa Barrio Escalante's Principal, Mónica Sánchez, and gather her thoughts regarding the	Principal's interview regarding current hiring process	The principal's comments on regards of the aspects concerning	A ten-item-questionnaire is used with the institute's principal.	Different aspects that have to do with recruitment, ideal profile and the current needs the institution has

<p>candidates hired during the first half of 2019.</p>		<p>hiring new ESL instructors.</p>		<p>on regards of the new ESL Instructors.</p>
<p>To explain the factors that foster and/or affect the permanence over the three-month-probationary-period of ESL Instructors and candidates at Intensa through an online survey.</p>	<p>Intrinsic and extrinsic factors that affect the permanence of ESL instructors at Intensa.</p>	<p>The factors that might play a determining role in the permanence of hired ESL instructors at the language institute.</p>	<p>A survey from question 1 to question 5 is directed to the current ESL instructors.</p>	<p>Characteristics like the perception of the employees about the training and recruitment, salary, and a-priori expectative are discussed in this section.</p>
<p>To evaluate the recommendations given by the hired ESL candidates to improve the hiring/probationary process through an online survey.</p>	<p>Recommendations collected using a survey from current ESL instructors.</p>	<p>The current ESL instructors' thoughts regarding their own hiring process and how to improve it.</p>	<p>A survey from question 6 to question 11 is directed to the current ESL instructors.</p>	<p>The reasoning and steps, newly hired ESL instructors suggested the language institution, are explained here</p>

**CHAPTER IV:**  
**ANALYSIS AND INTERPRETATION OF DATA**

## 4.1 DIAGNOSIS OF THE CURRENT SITUATION

In this chapter, the results of the different investigation tools conducted in the duration of the study at hand are presented through the construction of various graphs or charts. There are three main sections found in this chapter:

1. The results from the interview with Mónica Sánchez, Principal of Intensa Barrio Escalante.
2. The analysis and visual representation of the online survey answers gathered from 14 of the ESL Intensa, Barrio Escalante instructors who surpassed the three-month-probationary-period from January to June 2019.
3. The contrast and visual representation of the tally chart made for the examination of the profiles of the current ESL Intensa, Barrio Escalante Instructors who surpassed the three-month-probationary-period from January to June 2019 versus the candidates who were fired or resigned before being able to complete said period.

Ariñez, Brenes, Zanolini, et al. (2018) propose that the investigation “should be through a description of the data, the interpretation of the instruments and go deep into cause, reason or judgment of the situation that occurs”. (p.48) Essentially, the reader will be capable of interpreting what the research is trying to portray in an effective and straight forward enough fashion, since the information is displayed in simple graphs accompanied by a comprehensible description of the item or question being discussed.

## 4.2 Interview

It was necessary to create an instrument that allowed the collection of thoughts from one of the most instrumental and experienced people at Intensa, Barrio Escalante. Mónica Sánchez, current principal of the institution, shared with within the study, M.S. shared her comments regarding the different aspects of the existing recruitment process and her ideal ESL instructor profile and how to target it in the future. The following are the questions made by the researcher and bellow the answers provided by Sánchez:

First, Mónica Sánchez stated that she has been the Director of Intensa, Barrio Escalante for almost 10 years now. She was in charge of starting the Human Resources Department and then moved to her current management position. She then continued declaring a few of the characteristics she cherishes the most in an English Instructor; some of them were responsibility, punctuality, initiative and a good sense of customer care to all students. After that, she mentioned that the fact that most of the current long-term ESL instructors present in the institution are no longer in their 20's and appreciate a stable and serious workplace might have a lot to do with their success at Intensa. Aside from this, these instructors have had various work experiences inside and outside the industry and already have a way of comparing the different companies, benefits, salaries, etc.

Once asked about what might some of the reasons ESL instructors leave before completing the probationary period, she mentioned that most of them believe they can modify the methodology at their will and often feel frustrated by it. Also,

Newer generations tend to jump from employer to employer if they do not feel fully comprehended or *happy* at their workplace. Sánchez also brought up the fact that the leaving candidates rarely share their reasons as to why they are departing from the institution. Talking about the thought processing behind firing a newly hired ESL Instructor, the reasons that come up the most are that they have a hard time adapting to the teaching methodology, as mentioned above. Additionally, since Intensa does not require their instructors to have a pedagogy degree, some of these people are studying something unrelated to the area and simply find a job within their field of interest shortly.

A few of the improvements she suggested for the existing hiring process were that more intricate tests should be applied to candidates; for example, Intensa is one of the certified institutions in Costa Rica that can apply the MET (Michigan English test) exam, which helps test listening and writing skills. Furthermore, the thought of having an Assessment Center for teachers came up during the conversation too. On the other hand, her suggestions for the training process were focused in one main area: have said process divided into different “modules” so instructors do not feel overwhelmed with all the information they have to learn at once, making it more friendly. Finally, Mónica does not particularly believe that requiring future applicants to be pedagogy graduates would mean an improvement for Intensa. Linked to this concept, she defined her ideal ESL instructor as a patient individual, be very human and aware of the different learning styles and language levels that is also capable of caring for others.

### 4.3 Online Survey

Out of the remaining 15 ESL instructors at Intensa Barrio Escalante who surpassed the three-month-probationary-period from January to June 2019, 14 agreed to complete an online survey created in the Google Forms platform, which included questions regarding the factors that might play a determining role in the permanence of hired ESL instructors at the language institute and their opinions regarding their own hiring process and how it can be improved for candidates in the future.

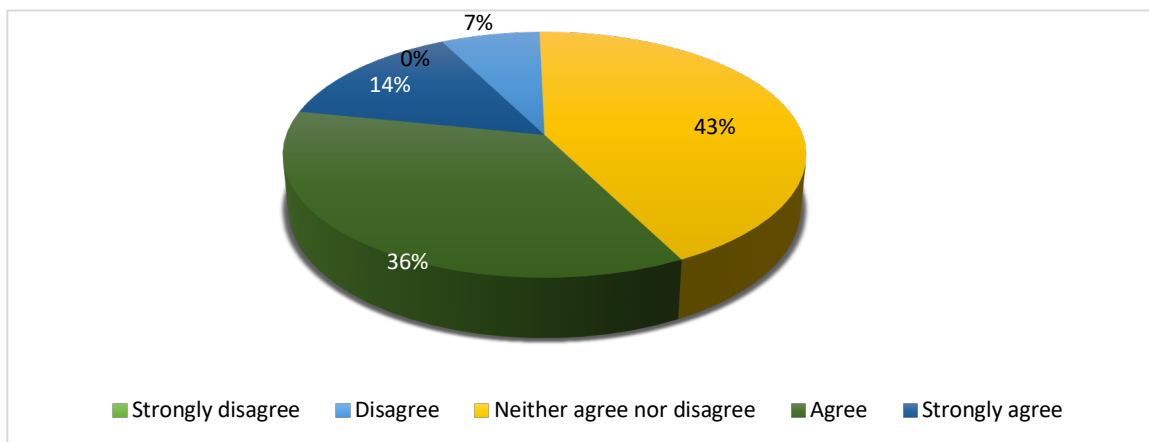


Figure 1: ESL Instructors' perception of their job and recruitment process  
Question 1. I felt entirely ready to complete my job after the training process.

As it is perceived, the highest percentage (43%) of ESL Instructors considers that they *neither agree nor disagree* in the fact that they felt entirely ready to start doing their job once they finished their training process. On the other hand, the second highest percentage of instructors (36%) feels that they were ready to start performing their job after the period in question, and only 7%, which corresponds to only 1 voter, thinks that they were not at all ready to start their job at Intensa once the induction period was over.

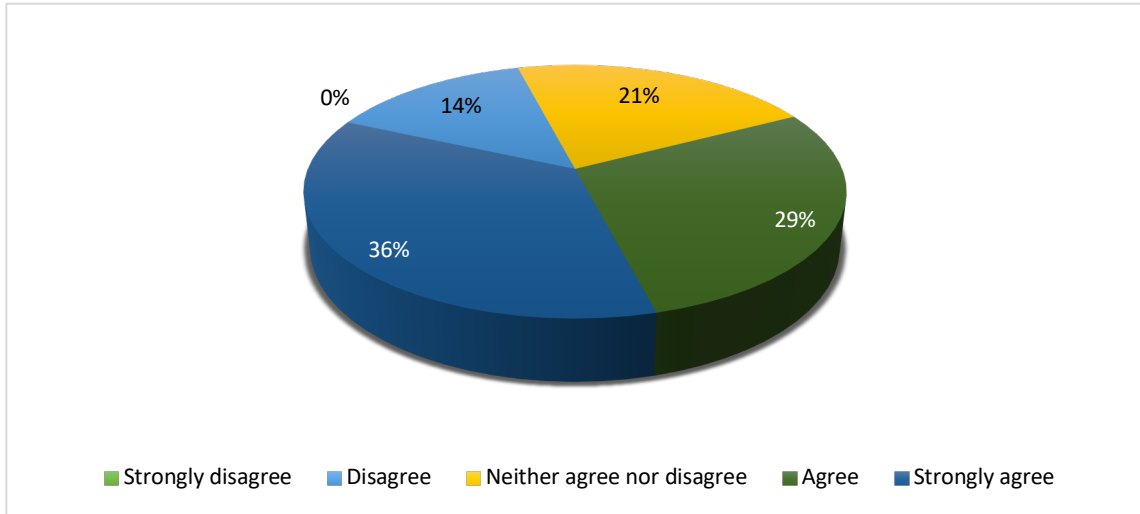


Figure 2: ESL Instructors' perception of their job and recruitment process  
 Question 2. I feel supported and listened to at my current job.

The given results evidently demonstrate that 36% of the population, the highest percentage, feels a *strong* sense of support and attention at their job. However, there is a 14% that *disagrees* with the statement provided for the evaluation of this question, which determines a need of further research to be conducted to find out what these instructors are missing in this particular area of their professional life. Also, a 29% positively *agrees* with the statement being discussed and 21%, which parallels to 3 ESL Instructors, *neither agrees nor disagrees* with feeling supported and listened to at their workplace. Aside from this, 0% *strongly disagrees* with the statement, which is an encouraging sign for the institution.

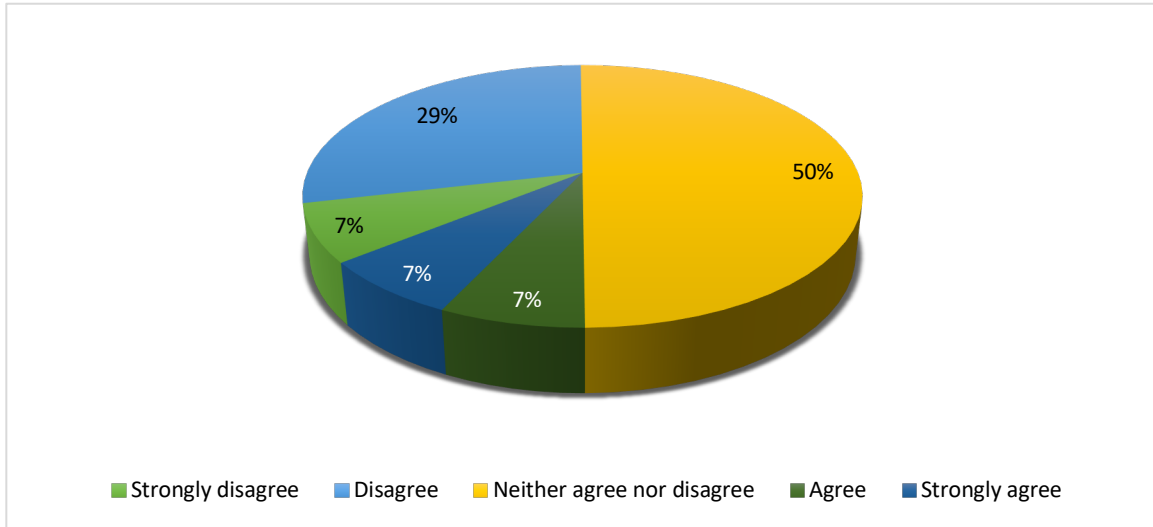
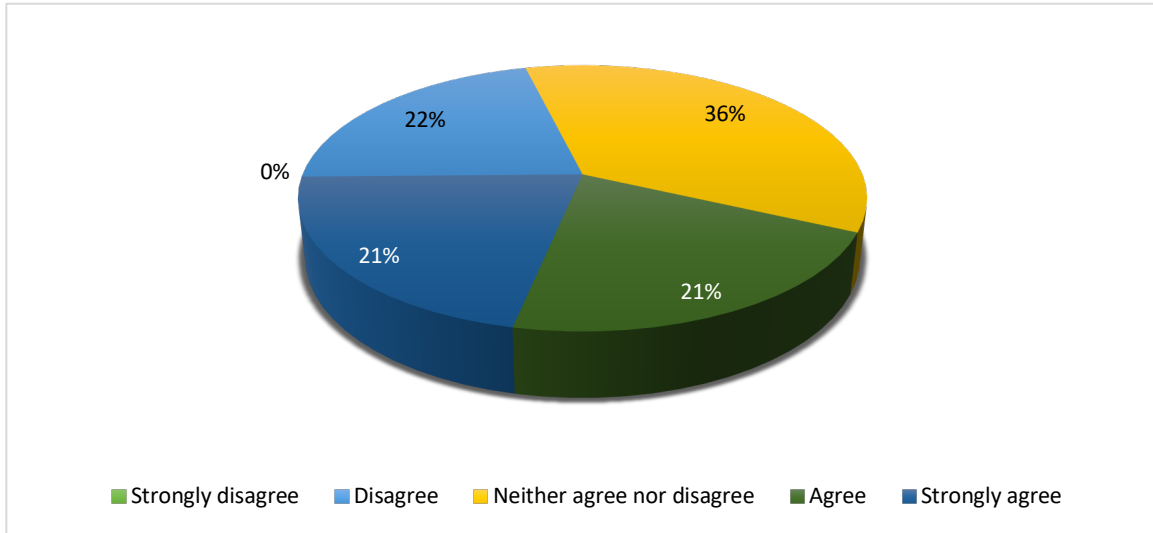


Figure 3: ESL Instructors' perception of their job and recruitment process  
 Question 3. I consider that my current monthly salary is competent and fair.

The information retrieved from the question #3 points out that a closed 50% of ESL instructors have a *neutral* point of view regarding whether their salary is competent, and fair compared to the current job market. Now, the second leading highest percentage corresponds to 29% of the population, and it *disagrees* with the statement proposed; while 7% thinks their salary is competent, other 7% *strongly agrees* and the remaining 7% *entirely disagrees* with the statement used to evaluate this part of the survey.



*Figure 4: ESL Instructors' perception of their job and recruitment process  
Question 4. The figures of authority at the company inspire open communication and mutual respect.*

As it can be observed in figure #4, there are four main categories of answers where the voters found themselves divided; the highest percentage, 36%, thinks they *neither agree nor disagree* with the fact that the figures of authority at the company inspire an open communication and mutual respect, the following 22% voted for the *disagree* option, which may mean they have the perception there is a necessity for a strong and commanding leader at their workplace. There are two answers which both received 21% of votes each: *agree & strongly agree*. Additionally, the *strongly disagree* option received 0% of the votes.

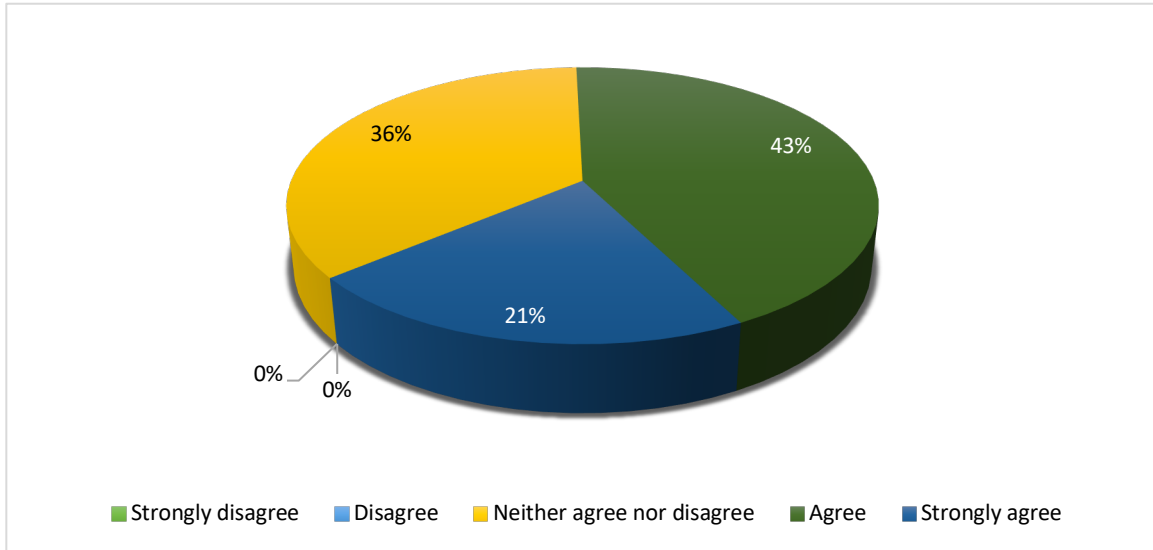


Figure 5: ESL Instructors' perception of their job and recruitment process  
 Question 5. I am constantly learning new skills and frequently feel happy with my job.

The information retrieved from the figure #5, that has to do with whether the ESL Instructors feel they are frequently learning new skills and constantly find themselves happy with their job, revealed that 43% *agrees* with the statement at hand, some other voters (36%) *neither agree nor disagree*, and finally, the remaining 21% of the total ESL Instructors taken into consideration for this online survey *strongly agrees* with the fact that they are in constant learning and often feel happy at work. Overall, those were positive responses regarding the topic being evaluated in this particular question.

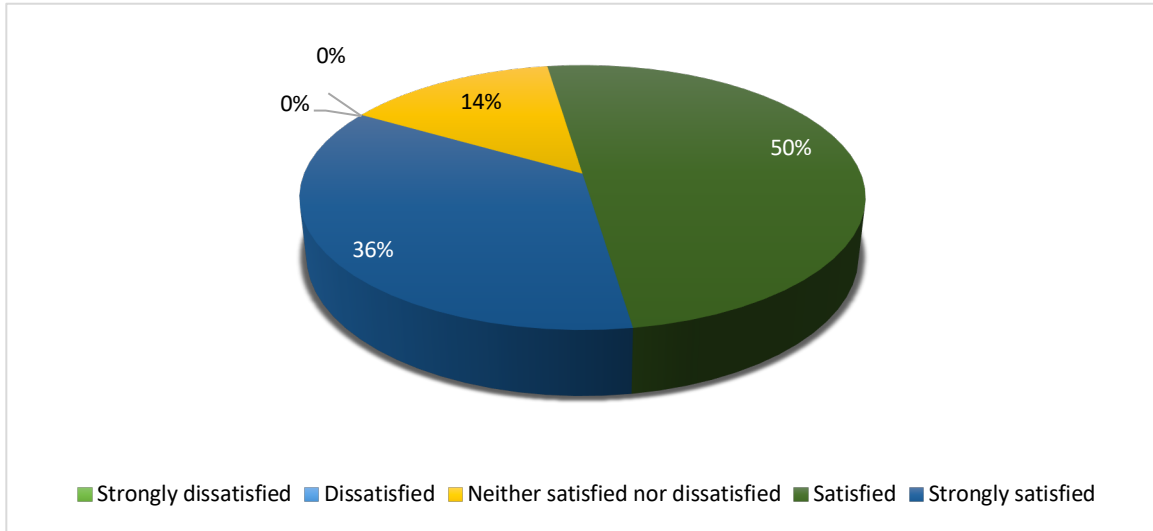
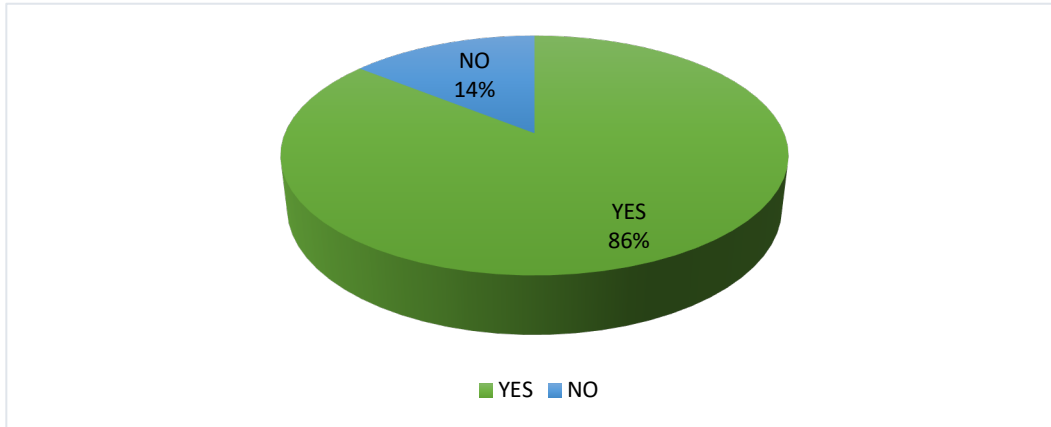


Figure 6: ESL Instructors' perception of their job and recruitment process  
 Question 6. In general, how satisfied are you with your overall hiring process?

The information gathered above indicates a rather optimistic point of view for the overall hiring process at Intensa, Barrio Escalante. Half of all the voters, which corresponds to 7 ESL Instructors, said they are *satisfied* with the question being assessed. A 36%, which is the second leading percentage, is *strongly satisfied* with the development of the recruitment procedure and, lastly, 14% voted for *neither satisfied nor dissatisfied*. There were no votes for the *dissatisfied* not *strongly dissatisfied* options, which indicate an overall encouraging perception towards the existing hiring process.



*Figure 7: ESL Instructors' perception of their job and recruitment process  
Question 7. Did the recruitment process meet your expectations once you started working?*

Linked to the information located in the figure #6, which has to do with the perception the voters have about the hiring process, the data shown in the figure #7 questioned the ESL instructors regarding whether their job expectations were met at the end of the aforementioned period. A total of 12 voters (86%) said that their expectations were met and only a 14% disagreed with the question asked. The fact that the Human Resources personnel in charge of the recruiting process was able to correctly inform the candidates about all the essential aspects of their day-to-day responsibilities and correctly assess their doubts a-priori, already makes a stable foundation for any upcoming adjustments in the recruitment area.

They didn't fill me in on a lot of things that Intensa had going on, which I only found out after I got hired and with time.

There was not an aptitude test, it was easy to start working there. Not real challenges.

*Figure 8: ESL Instructors' perception of their job and recruitment process  
Question 8. If your answer to the previous question was NO, tell us why.*

For the open question #8 of the online survey only two responses were received. Once voter expressed their discontent with the lack of information they feel there was from the initial interview meeting. According to this person, they missed out on benefits Intensa offers as a company to its employees, this because the person in charge of handling the hiring protocol were not able to fill them in accordingly. The second and last opinion talks about how easy it was to start working at the language institute. The next item, figure #9, touches base on this regard and the English grammar test all new instructors have to take if they would like to be considered for a position at the company.

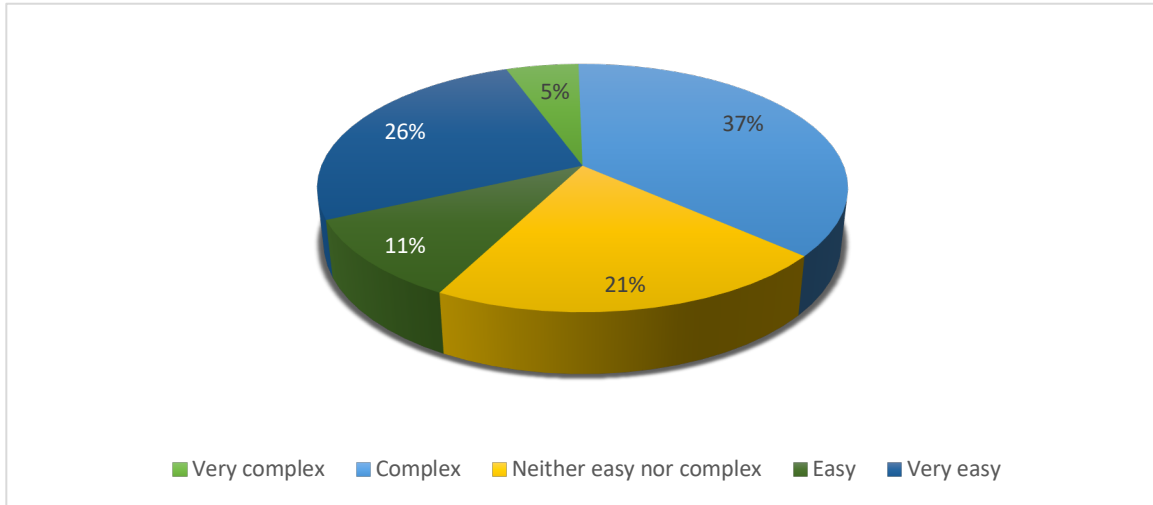


Figure 9: ESL Instructors' perception of their job and recruitment process  
 Question 9. From what you remember, how complex was the English grammar test you took during the interview?

As it is perceived, various opinions were gathered concerning the English grammar test all applicants have to take during the initial interview meeting. The biggest percentage (37%) thinks the exam was *complex*, while a 21% has a seemingly *neutral* stand regarding the question at hand. On the other hand, a 26% of ESL Instructors thinks the test they took was very easy and a 11% chose the easy option. Finally, only a 5% remembers the written grammar examination as being very complex.

Answer	Pedagogy	More filters	Grammar knowledge
Have the person do a small teaching process to make sure that they just don't speak the language.	x		
I would actually make it more of a strict filter (in order to have a higher quality of teachers) and let the potential person know exactly what they can expect if they are to get hired: including what is allowed and isn't in terms of days off, salary, dress code, etc.		x	
Create more complex tasks for the employee to complete		x	
Teachers must have a better knowledge of the English grammar.			x
The hiring process must be oriented towards testing the candidate's teaching skills.	x		
Better filters for assuring that the level of English is up to par with the company's standards.		x	
Tougher exam		x	
Aptitude test, critical thinking test.	x	x	
	3	5	1

Figure 10: ESL Instructors' perception of their job and recruitment process  
 Question 10. How would you improve the recruitment process?

The informative chart that corresponds to the item #10, presented in the online survey filled by the ESL Instructors, is a representation of the open question the voters had to complete; nine answers were gathered in total for the subject being evaluated. The three main categories identified from the answers were pedagogy, which received 3 answers, more filters needed, which received 5 answers, and grammar knowledge, which received 1 answer.

With the first classification, centered in pedagogy, the ESL Instructors who decided to be a part of this study, clearly made a point in the fact that they believe future individuals hired for an ESL-Instructor-position should be tested, not only in their written and oral English skills, but also in their pedagogical dexterities. They suggested activities such as guided teaching processes, aptitude tests, etc. Nonetheless, Intensa currently does not require their ESL Instructors to provide a teaching degree in order to be a part of the company, thus there is no precise way of knowing if a candidate has the necessary scholastic skills before entering the training phase, which is when these people are able to stand in front of a real classroom and evidence whether they are a good fit for the teaching role or not.

Now, regarding the second group found in the voters' answers, the one that talks about having more and tougher filters for future ESL Instructors, received five of the nine total answers, making it the most popular type of response. The participants who took part of this study mentioned how they believe a stricter filter should be established in terms of language knowledge, critical thinking assessment, and, the general consensus, located in the open responses, was for some extra steps to take place in the recruitment development beforehand, when the contract has not been signed yet and these filters could make a decisive tool to know if an applicant has the correct profile in terms of what the language institution is looking for. The third category detected in the answers was the lack of grammar knowledge some instructors allegedly present. Even though it only received one comment, it is valid and an important remark to take into account, nevertheless.

Answer	Extra support	More practice	More time	Satisfaction
I would include more opportunities to actually practice your teaching skills with real students.		x		
I really liked my training process!				x
I would have loved more support from the coaches during my first weeks. I didn't realize I was doing some things wrong until I heard other teachers, got feedback from students or heard about it in the staff meeting. Having a coach in class would've been great.	x			
I feel it should have lasted a bit longer.			x	
I would include contact with the experienced teachers so that that may be part of the information and learning that is received as one enters the job. Also, have coaching be more frequent and applied.	x			
Candidates shouldn't only observe one coach modeling but rather several teachers.	x			
More detail on the procedures and more practical time.		x		
Pronunciation training		x		
Make it last longer.			x	
	3	3	2	1

*Figure 11: ESL Instructors' perception of their job and recruitment process  
Question 11. How would you improve the training process?*

The information displayed in figure #11 represents the different answers gathered in the open question #11 of the online survey. At this stage, the participants were asked to give their opinion regarding the improvement of the training process at Intensa, Barrio Escalante. Similar to the item #10, several groupings were done in order to organize the participant' answers more logically,

which are: more practice needed, satisfaction with the current process, extra support needed and more allotted training time.

In the *extra support* category, three out of the nine participants typed in something related to this; making it the first more popular alongside with the one that talks about having *extra practice time* during the training. Some of them mentioned how having complementary support from coaches and/or experienced teachers would have made all the difference, and not only receiving criticism from a single person in charge, in this case, the trainer. Also, they feel how having obtained prompt feedback during their preparation time would have been helpful in order not to make obvious mistakes the in their first taught lessons at the language institute.

The second and main category discovered in the answers talks about having *more practice* in the training development. The ESL Instructors who gave their opinion regarding the practice topic mentioned aspects they wished they had had during their induction course; such as having more frequent instances to practice their teaching skills with real students from the institution, having additional help in procedures as well as more time to practice. Aside from this, one voter added they would have liked to have some kind of pronunciation training during the first weeks of being with the company. The other two remaining classifications located in the responses have to do with having extra time to get trained and being actually satisfied with the training process. One voted stated how they have the sensation their process should have continued for longer and someone else just expressed an overall positive feeling towards the training itself, which is always encouraging.

#### **4.4 Tally Chart**

The use of a tally chart was one of the ways found to compare effectively the diverse aspects found in the profiles of the 15 current ESL Intensa, Barrio Escalante Instructors who surpassed the three-month-probationary-period from January to June 2019 versus the 21 candidates who were fired or resigned before being able to complete said period. This gives a clear image of the various internal and external factors that might influence whether someone decides to stay or is allowed to stay or might decide to leave sooner or is inevitably fired and not allowed to continue teaching at Intensa.

The following is the graphic representation of the tally chart, which touches base on 18 distinctive classifications, constructed to analyze the subjects previously mentioned in the paragraph above:

	<b>Profile Characteristics</b>	<b>ESL Instructors</b>	<b>Frequency</b>	<b>Candidates who left</b>	<b>Frequency</b>
1	Graduated from bilingual or USA high school	###-III	8	IIII	4
2	University degree in pedagogy	III	3	II	2
3	Technical degree in pedagogy or related field		0	I	1
4	Informal teaching experience (private tutoring, helping family members, etc.)	###-###-I	11	###-III	8
5	Formal teaching experience (language institutes, schools, etc.)	III	3	IIII	4
6	Certification of English level (TOEIC, TOEFL, etc.)	III	3	###-III	8
7	Lived in an English-speaking-country	###-II	7	III	3
8	From 18 to 20 years old		0	IIII	4
9	From 21 to 23 years old	II	2	###	5
10	From 24 to 26 years old	###	5	II	2
11	From 27 to 30 years old	III	3	###	5
12	From 31 to 35 years old	IIII	4	III	3
13	From 36 to 38 years old	I	1		0
14	Older than 38 years old		0	II	2
15	Male	###-I	6	###	5
16	Female	###-IIII	9	###-###-###-I	16
17	Inside the GMA (Great Metropolitan Area)	###-###-II	12	###-###-IIII	14
18	Outside the GMA (Great Metropolitan Area)	III	3	###	5

With the help of the tally chart included atop, the following is a break-down of each category considered for the analysis of the ESL Instructors hired at Intensa, Barrio Escalante, from January to June 2019 and the candidates who are no longer part of the language institute:

1. Graduated from bilingual high school

8 out of the 15 current ESL instructors graduated from a bilingual high school in Costa Rica or from a high school in the United States of America, which allowed these individuals to have an earlier exposure to English compared to other instructors. On the other hand, only 4 out of the 21 candidates who left, came from high schools such as the ones mentioned above.

2. University degree in pedagogy

According to the analyzed profiles, only 3 current instructors have a formal degree in pedagogy issued by either a public or private university from Costa Rica. Similarly, only 2 candidates, who applied at Intensa between January and June but are no longer at the institution, have a formal degree in education.

3. Technical degree in pedagogy or related field

For this classification, no ESL instructor's profile was found with the information in question, and only 1 deserting candidate had received a TESOL certification from an American academy, which qualified them as teachers of English as a second language.

4. Informal teaching experience (private tutoring, helping family members, etc.)

This grouping received a relatively high frequency rate; 11 out of the 15 present ESL Instructors mentioned having some kind of informal teaching experience such as having worked in the private tutoring field, helping someone from their family or school, etc. Likewise, 8 out of the 21 interviewed candidates reported having experiences related to the ones described above.

5. Formal teaching experience (language institutes, schools, etc.)

Compared to the numbers gathered from the previous category, this one received considerably less tally marks; only 3 ESL Instructors confirmed during their interview they had taught formally in the past (language institutions, schools, high schools, universities, etc.). To add, 4 teaching aspirants, who are no longer associated with Intensa, stated they had taught, in the past, in one or several of those places.

6. Certification of English level (TOEIC, TOEFL, etc.)

It is not considered relevant for Intensa, as an organization, to request the results of one of the many English level accreditations exams there are in the market. The language institution, instead, certifies the level of its language instructors by conducting several filters that have to do with different skills. This said, 3 out of the 15 ESL Instructors provided the staff, when they got interviewed, the results of one of these tests.

7. Lived in an English-speaking-country

A quite high amount of ESL Instructors reported having lived in an English-speaking-country, more specifically in the United States or England, exactly 7 of them. On the other hand, only 3 out of the 21 candidates, who no longer work at the institute, informed the recruiter regarding this information.

8. From 18 to 20 years old

From what was gathered from the study of the different profiles, it was concluded that none of the ESL Instructors, who are still working at the institution, belong to the 18 to 20 year-old-group. However, 4 candidates, who are no longer teaching at Intensa for diverse reasons, are, as a matter of fact, part of the sub-group mentioned before.

9. From 21 to 23 years old

For this next sub-category, it was found that 2 of the 15 total ESL Instructors belonged to the 21 to 23 age-group, and, 5 out of 15 candidates were part of the age-group in question.

10. From 24 to 26 years old

From all the age sub-classes taken into account for this analysis, this one was the highest one for the ESL Instructors, with a third of them fitting into this category. Nonetheless, only 2 of the applicants, who are no longer part of the institution, were 24 to 26 years of age.

11. From 27 to 30 years old

3 out of 15 current ESL Instructors go in the 27 to 30 years old sub-division. While 5 out of the 21 candidates, in fact, belong to the aforementioned group.

12. From 31 to 35 years old

Surprisingly, this age sub-section, for the ESL Instructors group received more tally marks than the candidates who no longer work at the institute; there are 4 Instructors who are between 31 to 35. On the other hand, only 3 people from the candidates' cluster are a part of this age-group.

13. From 36 to 38 years old

There was only 1 person, from the ESL Instructors crowd, who fitted into the 36 to 38-year-old category. Similar enough, no candidate, who belonged to the opposite group, had a profile which went into this age sub-unit.

14. Older than 38 years old

From the study conducted to draw these conclusions, it was found that no present ESL Instructors belong to the age-group of 38 years or older, and only 2 aspirants' profiles fit into the category mentioned.

15. Male

Now, talking about gender; it was discovered that 6 out of 15 ESL instructors are male, and 5 out of 21 teaching candidates are a part of this group too.

#### 16. Female

This gender-aggrupation is the largest one, according to the study. 9 out of the total 15 present ESL Instructors are female, and 16 out of the total 21 candidates who are no longer present in the language institute are too.

#### 17. Inside the GMA (Great Metropolitan Area)

The report that was drawn concluded that 12 Instructors, nearly reaching the majority of subjects, currently live inside the GMA (Great Metropolitan Area). Parallel enough, according to the archived records from previous interviews, there are 14 teaching candidates who live in this sector too.

#### 18. Outside the GMA (Great Metropolitan Area)

Regarding the ESL Instructors who live outside the GMA, only 3 of them do; while merely 5 applicants live in communities outside the Great Metropolitan Area as well.

**CHAPTER V:**  
**CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 CONCLUSIONS

By analyzing the research objectives' proposed in Chapter I, the following are the conclusions gathered through the study:

- Regarding the first specific objective, with the profiles' analysis of the present ESL Instructors from Intensa, Barrio Escalante, who were hired between January and June of 2019, and the profile of the candidates who were not able to surpass the three-month-probationary-period or were unable to complete the training process, it was concluded that current ESL Instructors had previously received a more authentic language exposure compared to the other group. For example, a bigger number of them had the opportunity to attend bilingual high schools or live in English-speaking-countries. On the other hand, it seems that obtaining a university degree in teaching or have the language level certified by a standardized test is not a defining factor to know whether an instructor will stay or not at the institute.
- Based on the interview with the Administrative Director, Mónica Sánchez, it seems the institution has identified which paths to take in order to have very clear idea of what is expected by the institution from the instructors' profiles and which steps need to be taken in a near future in order to have a more organized and fruitful hiring process.

- Concerning the third objective, thanks to the information collected in the first part of the online survey tool which was given to the current ESL Instructors from Intensa, Barrio Escalante, who were hired between January and June of 2019, it can be concluded that the majority does not consider they have a fair and competent salary, in comparison to the job market. Nevertheless, most of them reported feeling generally satisfied at their workplace; which demonstrates that being satisfied at work is not always linked to how much money a person is earning.
- In respect to the fourth objective, which is linked to the investigative tool mentioned in the previous paragraph; the second part of the online survey applied to the current ESL Instructors talked about their thoughts about their hiring process and their suggestions. It is concluded that most instructors feel pleased with their own hiring process, and it was able to meet their expectations. Also, they had recommendations as to how to improve it in three main areas: pedagogy improvement, having more filters applied and development of grammar knowledge, which are a good starting point for the Human Resources department to take a closer look and decide what their next move will be regarding contracting and training in the future.

- Finally, regarding the general objective, it can be concluded that the instructors who had the most contact with English, especially during their childhood/teenage years, have the highest chances of adapting the environment of Intensa and become a proficient educator. Aside from this, aspects such as monthly salary, effective communication, accompaniment by authority figures, and constructive feedback given when the time is right, play a relevant role in determining the permanence of an ESL Instructor within the language academy.
- To summarize, it is the combination of various factors that determines whether a person leaves or stays after the three-month-probationary-period. However, aspects such as feeling that the payment received is insufficient, being temporarily in a different career path than the one desired or feeling as though one is not receiving enough support from lead figures within the institute were some of the most relevant ones elicited by the different tools used.

## 5.2 RECOMMENDATIONS

- It would be recommended, for the institution, for them to raise their hourly fares and start hiring only qualified educators who have a technical or, better yet, a university degree in language teaching. This because it could mean an easier adaptation to the workflow, from the instructors' side, and a better assimilation of the teaching duties in general.
- If the institution does not consider as beneficial revamping the hiring profile on regards of pedagogical background of the instructors, it should contemplate the option of providing extra support, workshops, and accompaniment for new and already present ESL teachers to make sure their staff feels comfortable enough communicating their ideas, explaining grammatical doubts, correcting students, etc.
- Whether Intensa decides to change the desired hiring profile or not, it would be recommended for the language school to implement a type of "micro-teaching" experience prior of the candidates being accepted. This process would give a clearer appreciation of the teacher's personality, their tone of voice, how comfortable the individual feels in front of an audience, how well can he/she internalize the mixed and structured methodology the institution uses, among other crucial aspects that have the power of impacting the teaching development positively or negatively.

## BIBLIOGRAPHY

- Álvarez, I. (2019). *The Use of Mime, Scripts, and Role Play Drama Techniques, to Enhance the Speaking Skills of the EFL in Students of Tenth Grade, from the CINDEA Judas de Chomes, during the I Period of 2019*. San José: Universidad Hispanoamericana.
- Ariñez, C., Brenes, P., Zanolini, R., Ramírez, C., & González, L. (2018). *Direction of Methodological Investigation*. San José.
- Artavia, O. (2015). *INFLUENCE TEACHER'S PROFILE HAS ON THE ACADEMIC PERFORMANCE OF STUDENTS WHO ARE PART OF THE GROUP 7-1 LICEO RURAL LA CONQUISTA IN SARAPIQUÍ DE HEREDIA IN THE YEAR 2014*. Graduation project, Universidad Hispanoamericana, San José.
- Badilla, I. (2016). *SEXTO INFORME ESTADO DE LA EDUCACION: Principales características y desafíos del nuevo Programa de Inglés para I y II Ciclo, 2016*. CIDE-UNA, San José.
- Donaghy, K. (2016). *BBC*. Retrieved from How to maximise the language learning of senior learners: <https://www.teachingenglish.org.uk/article/how-maximise-language-learning-senior-learners>

Echavarría Barrantes, R. (1999). *Investigación: Un camino al conocimiento*. San José, Costa Rica: EUNED.

El País CR. (2019, February 11). *El País CR*. Retrieved from Más de 5.300 estudian inglés gracias a Alianza para el Bilingüismo (ABi):  
<https://www.elpais.cr/2019/02/11/mas-de-5-300-estudian-ingles-gracias-a-alianza-para-el-bilinguismo-abi/>

Haley, C. (2010). *Tally Chart: Definition & Examples*.

Hernández, R., Fernández, C., & Baptista, M. (2014). *Metodología de la Investigación*. Mexico D.F.

Hernández, S. R., Fernández, C. C., & Batista, L. P. (2014). *Metodología de la Investigación*. Mexico: McGraw Hill.

Holmes, D. E. (2018). *Harvard Business Review*. Retrieved from Expanding the Pool: <https://bg.hbr.org/2019/05/recruiting#expanding-the-pool>

Intensa. (2016). *Manal de Inducción, Lineamientos y Políticas Laborales*. San José.

Intensa. (n.d.). *Intensa*. Retrieved from Progreso según niveles del Marco Común Europeo: <https://intensa.com/es/niveles-y-avance/>

Intensa. (N.D.). *Intensa*. Retrieved from Sobre nosotros:

<https://intensa.com/es/sobre-nosotros/>

Krell, E. (2015, January 7). *SHRM*. Retrieved from Weighing Internal vs. External

Hires: <https://www.shrm.org/hr-today/news/hr-magazine/pages/010215-hiring.aspx>

Marín, E. (2012). *Cronología de la enseñanza del inglés en Costa Rica durante el Siglo XX*. San José.

Moradkhani, S. (2017). Language teacher educators' pedagogical knowledge:

Validating a proposed model. *Iranian Journal of Language Teaching Research*, 91-111.

Moradkhani, S., Akbari, R., Ghafar, R., & Reza, G. (2013). English Language Teacher Educators' Pedagogical Knowledge Base: The Macro and Micro Categories. *Australian Journal of Teacher Education*, 38(10), 122-141.

Patterson, R. (2016). *Manual de Inducción, Lineamientos y Políticas Laborales*.

Retrieved from Sobre Nosotros: <https://intensa.com/es/sobre-nosotros/>

Porras, K. (2018). *Design of an English Professor Entry Profile Proposal Based on Interpersonal English Language Teaching Skills Suggested by a Griup of Students Enrolled in the 10 Level at CEIC, NA During The II Term of 2017*. San José: Universidad Hispanoamericana.

Quesada, J., & Alvarado, K. (2015, May). Retrieved from “Condiciones docentes y mercado laboral:  
[http://www.colypro.com/ee\\_uploads/documentos/Condiciones\\_docentes\\_y\\_mercado\\_laboral\\_ppt.\\_Mayo\\_2015.pdf](http://www.colypro.com/ee_uploads/documentos/Condiciones_docentes_y_mercado_laboral_ppt._Mayo_2015.pdf)

Ramírez, S., & Abarca, A. (2018, November 13). *Universidad de Costa Rica*. Retrieved from Los beneficios laborales del bilingüismo en Costa Rica:  
<https://www.ucr.ac.cr/noticias/2018/11/13/los-beneficios-laborales-del-bilinguismo-en-costa-rica.html>

Rueda, A. (2017, August 22). *Amelia Rueda*. Retrieved from Universidades quedan en deuda en formación de maestros de inglés para primaria:  
<https://www.ameliarueda.com/nota/universidades-quedan-en-deuda-en-formacion-maestros-de-ingles-para-prima>

Sahaya , A. (2013). *Recruitment Processes and Practices - A Write-up*. Ghaziabad, India.

Solís, A. L. (2016, May 15). *La Nación*. Retrieved from Barrio Escalante: memorias de una finca aislada: <https://www.nacion.com/revista-dominical/barrio-escalante-memorias-de-una-finca-aislada/DXKUU3ULFZDATCUFXMY5LAUNIA/story/>

Tamayo, P. (2016). *Dialnet*. Retrieved from Percepción y satisfacción laboral como precursores de rotación de personal: <https://dialnet.unirioja.es/servlet/dctes?codigo=56441>

Tasmanian Government. (2014). *Department of Premier and Cabinet*. Retrieved from A Step by Step Guide to Short Listing Applicants for Interview : [http://www.dpac.tas.gov.au/\\_\\_data/assets/pdf\\_file/0006/74256/Information\\_sheet\\_-\\_Stage\\_3\\_Select\\_-\\_A\\_Step\\_by\\_Step\\_Guide\\_to\\_Shortlisting\\_Applicants\\_for\\_Interview.pdf](http://www.dpac.tas.gov.au/__data/assets/pdf_file/0006/74256/Information_sheet_-_Stage_3_Select_-_A_Step_by_Step_Guide_to_Shortlisting_Applicants_for_Interview.pdf)

Wong, C.-Y., Indiatsi, J., & Wong, G. K. (2016). ESL Teacher Candidates' Perceptions of Strengths and Inadequacies of Instructing Culturally and Linguistically Diverse Students: Post Clinical Experience. *Journal of Cultural Diversity*, 57-64.

## **ANNEXES**

## **Annex 1.**

Interview with Mónica Sánchez, director of Intensa Barrio Escalante

1. For how long have you been director of Intensa, Barrio Escalante?

A1. For almost 10 years. I first opened the Human Resources Department and then moved to the Direction of Barrio Escalante

2. What are some of the characteristics that you cherish in an ESL instructor?

A2. Responsibility, punctuality, initiative and for them to have a good sense of customer service, taking into account that not all students learn the same way and to be able to identify who is having a hard time and not to only want to receive groups that are easy to work with.

3. Regarding the current long-term ESL instructors at the institute, what characteristics made them successful at their jobs?

A3. I consider that the age has a lot to do; they are no longer in their 20's so they are looking for more stability. Besides that, if they like teaching, they will relate with the methodology and processes. They can tell their work has been successful when they see a novice student go through all the program and then they graduate them and they are able to speak in the language, it is

very satisfactory. When employees have previous job experiences it allows them to compare the workplaces and see what is more convenient for them.

4. What do you think are some of the factors that make ESL instructors leave before the three-month-mark?

A4. First, they come in believing that they can just teach whatever they want here, like teaching at a university. Here they have to adapt to a certain methodology and techniques taught during their training process, and maybe they have a hard time adjusting themselves to the process.

Second of all, the millennials, gen Z, etc. simply feel that if they do not like a certain aspect of their current job, instead of trying to work it out, they just go and look for another job, and that is the main difference with the previous generations that are looking for more stability.

5. What are some of the most predominant reasons ESL instructors told you they have to leave Intensa before the three-month-mark?

A5. They are rarely open with their reasons, but only a minority would leave because of major reasons such as travel plans, university studies, a family member is very ill, etc. However, for the rest of departing teachers, they just leave without giving any reason why. These people feel they can just trade jobs and go to a call center.

This said, the candidates also leave because they have majored in different areas other than teaching and they are working at Intensa while they are able to complete their studies and once they are over, they leave the institute to pursue their career paths. They might have the language ability but not the calling.

6. What are some of the causes ESL instructors get fired before the three-month-mark?

A6. From what I have gathered, the first reason why is that it is difficult for them to adapt to the method. When they come to Intensa they have to unlearn what they have been taught from elementary school, where everything is written and memorized, and that might be troublesome for them. Some of the trainees only come for a few days, or perhaps a week, and then just come into my office to tell me that they did not like the methodology and because of this they are leaving. Besides that, once we go back and check what really happened, we notice that the trainee did not complete the tasks given nor really tried to make an effort and follow the guidelines given.

On the other hand, there are people who are studying something different from education and they are simply looking for a part-time-job, and while being here they were offered another position somewhere else and they forget about Intensa.

7. Would you suggest any improvements regarding the hiring process?

A7. Sure, different tests should be applied instead. Just as the students do, they should do the MET (Michigan English Test) exam, where their listening and writing skills are tested. Also, I would suggest an Assessment Center in order to observe the attitude and aptitude of the candidates, and it is true, we do not request the pedagogy from the candidates but we need to make sure the instructor has the charisma needed to be a teacher, which is the hardest thing to discover.

8. Would you suggest any improvements regarding the training process?

A8. Yes, of course. By changing the recruitment process, it will immediately affect the training process too. The training process should be divided in different sections; it can be overwhelming for the candidates to receive that much information from the very first day, which might scare them from the beginning, and truth be told, the training is a long process, it can be easily become a friendlier one.

9. Do you think hiring only ESL instructors with a pedagogical background would make the difference?


A9. No, that would not be a guarantee of any sort. We can compare the case with literary any teaching institution, for example, I am currently going to university and the fact that my teachers have a pedagogical background does not necessarily make them a good teacher. Instead of that, the candidate's charisma, attitude and aptitude will define whether they stay or not. Also, the professional background is going to be built here thanks to our coaching and training process they go through.

10. Define the perfect profile an ESL instructor should have to work at Intensa.

A10. They have to be incredibly patient, have lots of empathy with the customer, regardless of age, level of English, etc. and have an extremely human side that allows them to care for another human being; to actually believe that change can be made and if a good instructor gives the extra mile, progress will be made.

## Annex 2.

### ESL Instructors survey



Sección 1 de 2

### ESL Instructors Survey 2019

This first section will include questions regarding your current laboral state.

1. I felt entirely ready to complete my job after the training process. \*

Lowest      1      2      3      4      5      Highest

2. I feel supported and listened to at my current job. \*

Lowest      1      2      3      4      5      Highest

3. I consider that my current monthly salary is competent and fair. \*

Lowest      1      2      3      4      5      Highest

4. The figures of authority at the company inspire open communication and mutual respect. \*

Lowest      1      2      3      4      5      Highest

5. I am constantly learning new skills and frequently feel happy with my job. \*

Lowest      1      2      3      4      5      Highest

Después de la sección 1   Ir a la siguiente sección

## ESL Instructors Survey 2019



This second section will include questions regarding the recruitment process you went through in order to get hired.

6. In general, how satisfied are you with your overall hiring process?

Very dissatisfied      1      2      3      4      5      Totally satisfied

7. Did the recruitment process meet your expectations once you started working? \*

Yes

No

8. If your answer to the previous question was NO, tell us why:

Texto de respuesta larga

---

9. From what you remember, how complex was the English grammar test you took during the interview?

Very easy      1      2      3      4      5      Very complex

10. How would you improve the recruitment process?

Texto de respuesta larga

---

11. How would you improve the training process?

Texto de respuesta larga

---

### Annex 3.

Tally chart

	Profile Characteristics	ESL Instructors	Frequency	Candidates who left	Frequency
1	Graduated from bilingual or USA high school				
2	University degree in pedagogy				
3	Technical degree in pedagogy or related field				
4	Informal teaching experience (private tutoring, helping family members, etc.)				
5	Formal teaching experience (language institutes, schools, etc.)				
6	Certification of English level (TOEIC, TOEFL, etc.)				
7	Lived in an English-speaking-country				
8	From 18 to 20 years old				
9	From 21 to 23 years old				
10	From 24 to 26 years old				
11	From 27 to 30 years old				
12	From 31 to 35 years old				
13	From 36 to 38 years old				
14	Older than 38 years old				
15	Male				
16	Female				
17	Inside the GMA (Great Metropolitan Area)				
18	Outside the GMA (Great Metropolitan Area)				