

English Language Teachers' Involvement In English Language Teaching

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ABSTRACT

The present study investigates the level of English language teachers' involvement in English language teaching (ELT) with respect to selected variables such as gender and teaching experience. English language teachers play a vital role in the successful implementation of curriculum reforms and learner-centred pedagogical practices. Hence, understanding the extent of their involvement is essential for improving the quality of English language education. The study adopted a normative survey method and was conducted among 456 English language teachers. Data were collected using a standardized Teachers' Involvement Scale. Statistical techniques such as Mean, Standard Deviation, t-test, and Analysis of Variance (ANOVA) were employed to analyse the data. The findings revealed that the overall level of English language teachers' involvement in English language teaching is high. Further analysis showed that there is no significant difference in teachers' involvement with respect to gender and teaching experience. The results indicate that teacher involvement in ELT remains consistent across demographic categories. The study provides useful insights for educational planners and policymakers in designing effective professional development programmes aimed at enhancing teacher engagement and instructional quality.

INTRODUCTION

English has become a global language of communication, education, business, science, and technology, and in many countries where it is taught as a second or foreign language, the role of the English language teacher is central to the success of English language teaching (ELT). The effectiveness of ELT largely depends on teachers' involvement in instructional planning, classroom practices, assessment, professional development, and learner support. Teachers act not only as knowledge transmitters but also as facilitators, motivators, and reflective practitioners. Their level of involvement may vary according to selected variables such as teaching experience, qualifications, type of institution, gender, and access to resources. With the shift from traditional methods to communicative and learner-centered approaches, active teacher engagement has become increasingly important. Therefore, examining teachers' involvement in relation to these variables is essential for improving the quality of English language education and guiding effective policy and professional development initiatives.

NEED FOR THE STUDY

The effectiveness of English language teaching largely depends on the level of teachers' involvement in classroom practices and professional responsibilities. Although various reforms and modern methodologies have been introduced, differences in teacher engagement still exist. These differences may be influenced by selected variables such as gender and teaching experience. Therefore, it is necessary to examine the extent of English language teachers' involvement in English language teaching and to determine whether gender and teaching experience significantly influence their level of engagement. Understanding these aspects will help bridge the gap between policy and practice and provide useful insights for improving the quality of English language teaching through appropriate professional support and planning.

METHODOLOGY OF THE STUDY

The study adopts a descriptive survey method to collect quantitative data from English language teachers.

RESEARCH DESIGN

- Descriptive and analytical in nature

SAMPLE AND TOOL USED FOR THIS STUDY

SAMPLE

- The sample consists of 456 English language teachers
- Sampling technique: Simple Random Sampling

VARIABLES OF THE STUDY

Dependent Variable

- English Language Teachers' Involvement in English Language Teaching

Independent Variables

- Gender (Male/Female)
- Teaching Experience (Below 10 years, 11–20 years, Above 20 years)
- A structured questionnaire developed by the researcher and supervisor, 30 items selected for study.
- Five-point Likert scale (Strongly Agree, Agree, and Disagree to strongly disagree) used.

OBJECTIVES OF THE STUDY

- ❖ To find out the level of English language teachers' involvement in English language teaching
- ❖ To find out English language teachers' involvement in English language teaching with respect to Gender
- ❖ To find out English language teachers' involvement in English language teaching with respect to Age

HYPOTHESIS OF THIS STUDY

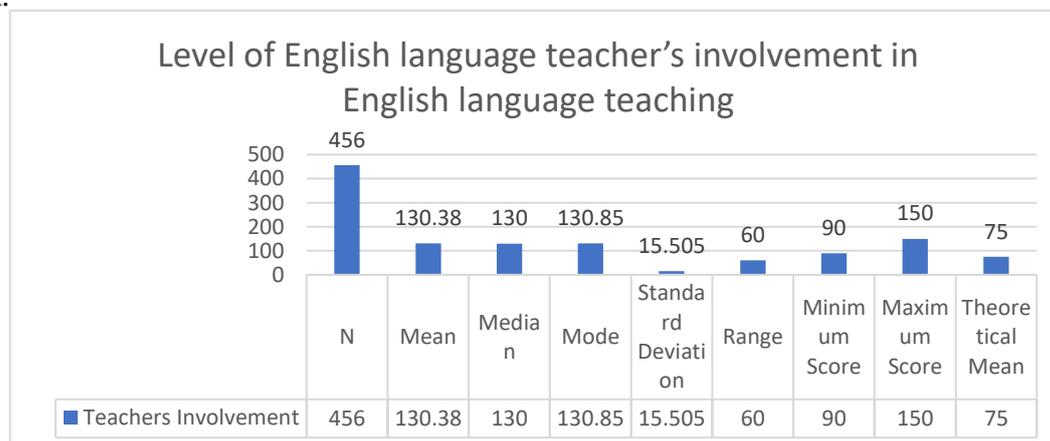
- ❖ The level of English language teachers' involvement in English language teaching is high.
- ❖ There is no significant difference in English language teachers' involvement in English language teaching with respect to Gender
- ❖ There is no significant difference in English language teachers' involvement in English language teaching with respect to Age

HYPOTHESIS 1

The level of English language teacher's involvement in English language teaching is meagre

S. No	Description	Teachers Involvement
1	N	456
2	Mean	130.38
3	Median	130
4	Mode	130.85
5	Standard Deviation	15.505
6	Range	60
7	Minimum Score	90
8	Maximum Score	150
9	Theoretical Mean	75

It is evident from the table that the median and mode values for English language teachers' involvement in English language teaching level are 130 and 130.85 respectively. The highest score obtained is 150 and the lowest score is 90. The mean value of teachers' involvement is 130.38 with a standard deviation of 15.505. The obtained mean score is significantly higher than the theoretical mean of 75. This clearly indicates that the level of English language teachers' involvement in English language teaching is high. Hence, the hypothesis stated as "The level of English language teachers' involvement in English language teaching level is high" is accepted.



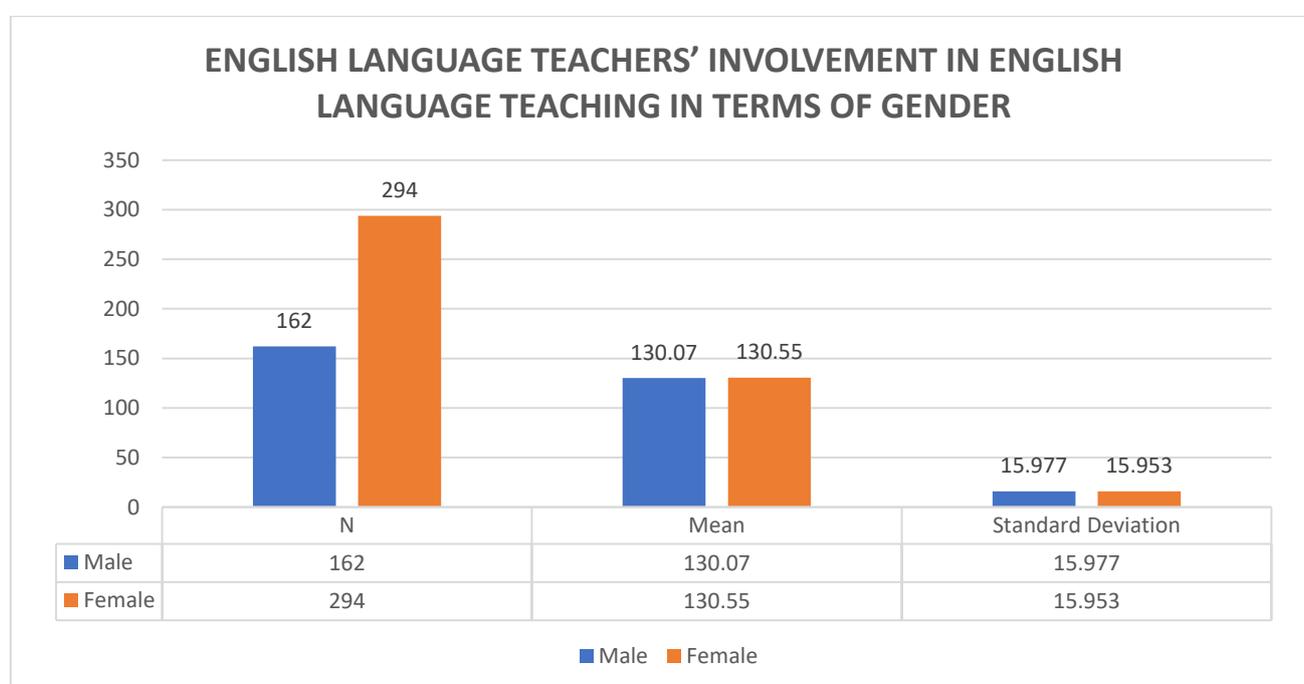
HYPOTHESIS 2

There is no significant difference in English language teacher's involvement in English language teaching with respect to Gender

MEAN, S.D. AND 't' VALUE FOR THE ENGLISH LANGUAGE TEACHERS' INVOLVEMENT IN ENGLISH LANGUAGE TEACHING IN TERMS OF GENDER

Gender	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Male	162	130.07	15.977	0.361	1.960	Not Significant
Female	294	130.55	15.953			

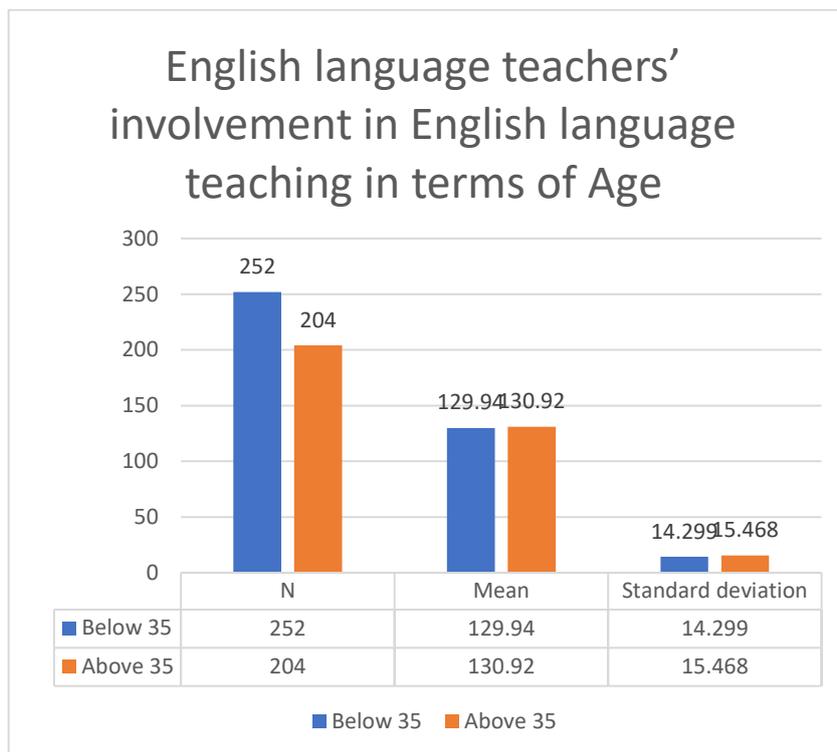
It is observed that the calculated t-value 0.361 is **less than** the table value (**1.960**) at the 0.05 level of significance. Hence, the difference is **not significant**. Therefore, the hypothesis stated "There is no significant difference in English language teacher's involvement in English language teaching with respect to Gender" is accepted. It is concluded that **gender does not significantly influence English language teachers' involvement in ELT**.

**HYPOTHESIS 3**

There is no significant difference in English language teachers' involvement in English language teaching in terms of Age

Age	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Below 35	252	129.94	14.299	0.779	1.960	Not Significant
Above 35	204	130.92	15.468			

It is observed that the calculated t-value 0.779 is less than the table **value** (1.960) at the 0.05 level of significance. Hence, the difference is not significant. Therefore, the hypothesis stated “There is no significant difference in English language teacher’s involvement in English language teaching with respect to Age “is accepted.



EDUCATIONAL IMPLICATIONS

The findings of the study carry significant r both novice and experienced teachers. Teachers should also be encouraged to adopt reflective teaching practices to improve classroom effectiveness and instructional quality. Policymakers may utilize these findings to design teacher support mechanisms based on actual involvement levels rather than demographic assumptions. Furthermore, school administrators can prioritize qualitative improvements such as innovation in pedagogy, integration of technology, and the adoption of learner-centered strategies to strengthen the overall effectiveness of English language teaching.

CONCLUSION

The present study examined the level of English language teachers’ involvement in English language teaching with respect to selected variables, namely gender and teaching experience. The findings revealed that English language teachers demonstrate a high level of involvement in ELT. Furthermore, gender and teaching experience do not significantly influence the level of teacher involvement. The results suggest that English language teachers, irrespective of demographic differences, show comparable levels of professional engagement in their teaching practices. This reflects a positive trend in the field of English language education and highlights the growing professional commitment among teachers. The study contributes to the understanding of teacher involvement as a crucial factor in improving instructional quality and student outcomes. Continued support through structured training programmes, institutional encouragement, and policy-level interventions can further enhance teacher effectiveness and sustain high levels of involvement in English language teaching.

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