

The Impact of Inadequate Training for the English Teachers on English Language Teaching & Training in Engineering Colleges of Andhra Pradesh: A Study on English Teachers' Qualifications and Training

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Abstract: The aim of this paper is to explore how students are missing out on the benefits of natural language learning. This issue stems from inadequate educational resources and the prevalence of unqualified teachers who lack fluency and competency in English. The paper highlights how the lack of fluency, competency, and practical teaching skills among English teachers deprives students of effective language learning opportunities. While a small fraction of teachers is qualified, the majority of English language teachers lack the necessary expertise to impart English as a skill. They hold insufficient knowledge and skills that require significant improvement. During their post-graduation courses, aspiring English teachers often focus more on literature and linguistics rather than practical language-teaching methodologies. Therefore, when they are recruited to engineering colleges to teach language skills to engineering students, they struggle with English language teaching. This gap between academic learning and practical teaching requirements underscores the need for a more skill-oriented approach in teacher training programs. The study emphasizes the importance of enhancing teacher training to bridge this gap and improve English language instruction for engineering students, thereby aligning with industry demands for proficient communication skills.

Key words: Teachers of English, Post-graduation courses, Engineering Colleges, and Qualified Teachers.

Introduction: English Language Teaching and Learning remains a significant challenge for individuals who are educated in a different medium of instruction. Owing to centuries of British colonial influence, English has deeply rooted in various domains of Indian society, including education, trade, commerce, technology, media, administration, higher education, and the legal system. It is often regarded as the language of the elite and a gateway to global opportunities. In recent years, the rise of social media, coupled with the pervasive use of computers and mobile devices, has further reinforced English as an indispensable tool for global communication and professional advancement. As a result, proficiency in English is increasingly seen as essential for accessing opportunities in both local and international contexts.

In Engineering colleges, English is taught to equip students with the communication skills necessary for the global workforce. However, the effectiveness of this instruction is often compromised by the inadequate training and unqualified English teachers. While institutional policies emphasize the importance of English, there is a lack of focus on pedagogical strategies and teacher training. For students to be trained in communicating fluently and eloquently in English, it is essential that teachers of English must receive adequate training themselves before training their students. While a considerable amount of information is available about English language instruction from an institutional policy perspective, far less has been written about English pedagogy and teacher training for English teachers in engineering colleges. Even today, in many engineering colleges of Andhra Pradesh and Telangana, English is taught as subject but not as a skill. There are two broad challenges teachers of English face when teaching English to engineering students are: the first challenge is the English language itself, and the extent to which teachers of English feel their proficiency is adequate for the purposes of delivering an effective

training. The second challenge, but to a large degree in relation with the first i.e. English language proficiency is related to English pedagogy. The need for effective language teacher training, along with key recommendations and suggestions, forms a significant part of the discussion. This study explores the challenges faced by English teachers in engineering colleges, particularly in Andhra Pradesh and Telangana, and examines the implications of inadequate training on student outcomes.

The study identifies two primary challenges: (1) the proficiency of English teachers in delivering effective instruction, and (2) the disconnect between theoretical knowledge acquired during postgraduate studies and the practical demands of teaching English as a skill. The findings underscore the need for comprehensive teacher training programs to address these gaps and enhance the quality of English language instruction in engineering colleges.

Literature Review:

Teaching English in Engineering Colleges: English language teaching in engineering colleges is a challenging task for the teachers of English for various reasons. Pooja (2017) comments that in most of the technical universities, the English language, consisting of theory part and laboratory sessions, is taught in the first year only in particular for one semester. She reiterates that teachers are jammed in the mire as whether to complete the syllabus successfully or improve the learners' English communication skills [Pooja kalia]. In addition, Diphti (2013) mentions that contemporary professional students cannot give expected importance to English language learning, and they are obliged to give due preference to their core subjects. Hence, they lag in English language skills [Diphti Gupta]. Eventually, they fail to satisfy the interviewers in the recruitment process to get a fine job. She further comments that an engineering classroom consists of students with different levels of proficiency, variety of interests, and variety of learning capabilities. Hence, we need to individualize English language learning to get effective results [Diphti Gupta].

Javed and Savita (2016) aptly mention that English communication skills and employability skills are to be incorporated in engineering courses. Many agencies and individuals have reported the dearth of employability skills of professional students in the recent past [Javed khan & Savita Shrivastava]. Teaching English in engineering colleges poses several challenges. The predominant focus on technical subjects often leaves limited time and resources for English language instruction. Many engineering students come from diverse linguistic backgrounds, making it challenging to address individual learning needs effectively. In addition, the traditional teaching methods may not always cater to the specific language learning requirements of engineering students, who often prefer practical and interactive approaches. Furthermore, faculty members may themselves lack adequate training or proficiency in English language teaching, hindering their ability to deliver effective instruction. Limited exposure to English outside the classroom environment also limits students' opportunities for language practice and immersion. Moreover, the integration of technical terminology and concepts into English language instruction can be complex and requires careful planning and coordination. Additionally, the pressure to excel in technical subjects may overshadow the importance of English language skills, leading to a lack of motivation among students. Despite these challenges, efforts to enhance English teaching in engineering colleges are underway, emphasizing the need for innovative pedagogical approaches and professional development for faculty members to overcome these obstacles effectively [Pooja Kalia]

Importance of Teacher Training: Teachers of English, serving in engineering colleges need to be trained to teach English the language to the Engineering Students. Without required teacher training, teachers of English struggle to impart language skills, consequently students struggle to

acquire the targeted language (Sanyasi Rao. B and Lakshmi, Suvarna). Effective English teacher training is crucial for equipping educators with the necessary skills to impart proficient language abilities to engineering students. As highlighted by (Jagannath K. Dange, Siddaraju, 2020), well-trained English teachers can foster a conducive learning environment, motivate students, and enhance their overall language proficiency. Moreover, (Muhammad Hafeez, 2022) emphasizes the significance of teacher training in addressing regional accents and pronunciation errors, which can hinder effective communication. By investing in teacher training programs, engineering colleges can ensure that their students receive quality language instruction, ultimately leading to improved academic and professional outcomes.

Teacher training is crucial for English instructors in engineering colleges, as they play a key role in shaping students' language proficiency. Many students entering these programs lack adequate communication skills, making it imperative for teachers to be well-equipped to train them. Effective teacher training programs provide instructors with methodologies that focus on enhancing both fluency and accuracy in English, which are essential for students to succeed in their careers (Richards & Farrell, 2005). Without proper training, teachers may struggle to deliver high-quality instruction, leading to poor language outcomes among students (Harmer, 2007). Moreover, trained teachers can adopt innovative teaching techniques, use appropriate language materials, and foster an environment conducive to active learning (Ur, 1996). In engineering contexts, where technical jargon and professional communication are essential, well-trained teachers bridge the gap between technical knowledge and linguistic competence, ensuring that students meet industry demands (Basturkmen, 2010). Thus, investing in teacher training ultimately benefits both educators and students.

Language Certification Courses for Teachers of English: Language certification courses are essential for English teachers in engineering colleges to effectively train students in English language skills. They play a pivotal role in equipping English teachers with the requisite expertise to effectively train engineering students. As noted by (Jagannath K. Dange, Siddaraju, 2020), these certifications validate teachers' language proficiency and pedagogical skills, ensuring they can deliver expected instructions. Moreover, (Muhammad Hafeez, 2022) emphasizes the importance of language certification in fostering teacher confidence and credibility, which can positively impact student engagement and motivation. By pursuing language certification courses, English teachers can enhance their professional development, stay abreast of language teaching methodologies, and ultimately contribute to the success of engineering students in developing strong English language skills. Language certification courses ensure that teachers are proficient in both the language and pedagogical strategies, enabling them to offer high-quality learning experiences (Bailey, 2006). Certification programs like TESOL or CELTA provide teachers with updated knowledge on language acquisition theories and classroom management techniques, which are crucial in meeting the diverse needs of engineering students (Richards & Rodgers, 2014). By undergoing certification courses, teachers gain expertise in teaching English for specific purposes (ESP), particularly in technical fields, where precise communication is required (Basturkmen, 2010). Additionally, certification courses help standardize teaching practices, ensuring a consistent learning experience for students across different institutions (Harmer, 2007). Certified teachers are also better equipped to integrate technology and innovative teaching methods, enhancing student engagement and language development (Ur, Penny 1996). Ultimately, certified teachers contribute to producing graduates with the communication skills necessary to thrive in the global workforce. In addition, teachers need to be aware of changing trends in language teaching and new methodologies should be adopted to suit every changing need of learners. Many faculty members lack fluency and accuracy in English, affecting teaching quality. Outdated Teaching Methods like Traditional grammar-translation methods are still widely used, limiting student engagement. English courses often do not align with corporate communication and soft skills needed for placements.

Methodology: This study adopts a mixed-methods approach, combining qualitative and quantitative data collection techniques. Surveys and interviews were conducted with English teachers and students from engineering colleges in Andhra Pradesh and Telangana. The data were analysed to identify patterns and trends related to teacher qualifications, training, and their impact on student outcomes.

Teacher Training & Professional Development: Teacher training plays a crucial role in enhancing the quality of English language instruction in engineering colleges in Andhra Pradesh. Many English teachers in engineering colleges lack the necessary proficiency and pedagogical skills to deliver effective language teaching. Proper training equips them with modern teaching methodologies, classroom management techniques, and strategies to develop students' communication skills. Without adequate training, teachers struggle to maintain fluency, accuracy, and engagement, leading to poor language learning outcomes. Engineering students require strong English proficiency for placements and global career opportunities, making teacher competency essential. Workshops, certification programs, and continuous professional development can bridge the gap in teaching quality. Exposure to innovative tools like Learning Management Systems (LMS) and AI-driven teaching aids can enhance instructional effectiveness. Government and institutional support for structured training programs is necessary to improve teaching standards. The All-India Council for Technical Education (AICTE) does not demand language teachers for any training certificate to teach/train engineering students on English language. It focuses masters and PhDs as mandatory qualifications even for language teachers. Investing in teacher training fosters an interactive and immersive learning environment. Ultimately, well-trained language teachers contribute significantly to students' academic and professional success.

Teacher training and professional development are now regarded as essential for enhancing teachers' subject knowledge, instructional abilities, and teaching practices to uphold high academic standards (Darling-Hammond & McLaughlin, 1995). With each passing year, the demand for quality teaching-learning in higher education continues to grow, necessitating a stronger focus on providing effective professional development. This responsibility falls on teachers, researchers, and educational institutions, among others, to ensure that instructional quality aligns with evolving academic expectations. According to Richards and Farrel (2005), training is the process of acquiring specific knowledge, skills, and competencies through instruction, practice, and experience to improve performance in a particular field or profession. It involves systematic teaching methods, hands-on exercises, and continuous learning to enhance an individual's abilities and efficiency. According to craft, Professional Development, on the other hand, refers to the continuous process of improving and enhancing one's knowledge, skills, and competencies in a specific profession through training, education, and experiential learning. It includes workshops, certifications, seminars, self-learning, and other activities that help individuals stay updated with industry trends, best practices, and evolving standards to advance their careers and improve job performance. Guskey (2000) defines that professional development is an intentional, an ongoing, and a systematic process.

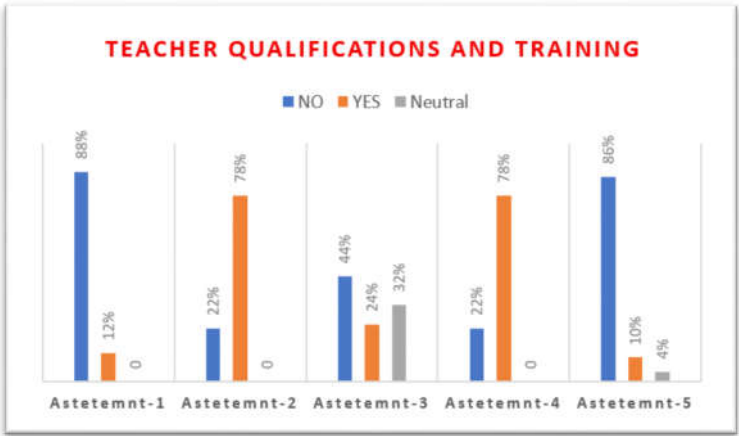
Teacher Training and Professional Development in Andhra Pradesh: The state government, universities, and private organizations offer various programs to equip teachers with modern pedagogical skills, subject knowledge, and technological expertise. Bachelor of Education (B.Ed.) certification is required for school teachers, offered by universities and training colleges. Diploma in Elementary Education (D.El.Ed.) is a mandatory course for primary school teachers. Teacher Eligibility Test (TET) is a qualifying exam for teacher recruitment in government schools. When it comes to engineering colleges in Andhra Pradesh and Telangana, no training certification is needed to be a language teacher in engineering colleges. They just demand

Postgraduation, NET, SET, Ph.D like certificates but not language certifications like TOEFL, ILTS, etc... Even after joining in the colleges, in-Service Teacher Training system hardly focuses on English language training. It focuses more on technical subjects rather than English language. UGC-HRDC (Human Resource Development Centers) Programs, AICTE Training and Learning (ATAL) Academy, Andhra Pradesh State Council of Higher Education (APSCHE), National Institute of Technical Teachers Training and Research (NITTTR), etc focus on technical subjects but not on English language training. To meet the evolving demands of English Language Teaching (ELT) and industry expectations, faculty members require structured training programs that focus on pedagogy, technology integration, research, and industry-oriented skills.

Demographic Details: A questionnaire consisting of 20 statements was administered to 50 English language teachers working in engineering colleges in the Andhra Pradesh region. The participants have an average age of 42 years and an average of 13.56 years of teaching experience. The group includes 12 women and 38 men, comprising 29 Assistant Professors, 13 Associate Professors, and 8 Professors. Among them, 26 hold Ph.D. degrees, 12 registered for Ph.D while 12 do not. The questionnaire comprises of 20 questions with four sections. Each section focuses on a specific area of teacher training and development.

S. No	Section A: Teacher Qualifications and Training
1	Do you have a formal regular degree specifically in English to teach English (M.A. M.Phil. Ph.D. and PDF)
2	Have you received any formal certified teacher training related to ELT before starting your teaching career?
3	Do you believe your current academic qualifications sufficiently prepares you to teach English effectively in an engineering college?
4	Have you attended any formal in-service training programs in the past three years?
5	Do you feel a need for continuous professional development in the field of English Language Teaching?
	Section B: Institutional Support and Training Opportunities
6	Does your institution provide regular training or professional development programs for English teachers?
7	Do you think the institution gives adequate importance to English language training and skill development?
8	Are sufficient funds or resources allocated by your college for teacher training programs in English?
9	Do you feel encouraged by your institution to attend external ELT workshops, conferences, or webinars?
10	Do you believe that institutional negligence in teacher training affects the quality of English teaching?
	Section C: Classroom Practices and Pedagogical Challenges
11	Do you think inadequate teacher training affects the English language teaching in classes?
12	Does a lack of training make it difficult to integrate technology effectively in your English classes?
13	Do you face challenges in designing effective classroom activities due to limited exposure to ELT methodologies?
14	Do you think better teachers' training would improve students' English communication skills?
15	Do you think trained teachers are more capable of improving students' employability skills through English?
	Section D: Perceptions and Impact on Learning Outcomes
16	Do you feel that inadequate training leads to poor student engagement in English classes?
17	Do you agree that insufficiently trained teachers negatively influence students' motivation to learn English?
18	Do you agree students in engineering colleges fail to achieve the desired language proficiency due to untrained teaching staff?
19	Do you believe that regular training could significantly improve teaching quality and learning outcomes?
20	In your opinion, should mandatory ELT training be introduced for all English teachers in engineering colleges?

S. No	Section A: Teacher Qualifications and Training	YES	NO	Neutral	Total
1	Do you have a formal regular degree specifically in English to teach English (M.A. M.Phil. Ph.D. and PDF)	88%	12%	0	100%
2	Have you received any formal certified teacher training related to ELT before starting your teaching career?	22%	78%	0	100%
3	Do you believe your current academic qualifications sufficiently prepares you to teach English effectively in an	44%	24%	32%	100%
4	Have you attended any formal in-service training programs in the past three years?	22%	78%	0	100%
5	Do you feel a need for continuous professional development in the field of English Language Teaching?	86%	10%	4%	100%



The data collected under Section-A reveals several significant trends in professional preparedness, and training f English language teachers in engineering colleges across Andhra Pradesh.

For the statement – 1, a majority of the respondents (88%) possess a formal academic degree in English, indicating that most English teachers are academically qualified to handle English courses at the engineering level. Only 12% do not hold such degrees, suggesting limited gaps in formal academic qualifications. However, for the statement – 2, only 22% of the respondents reported having received any formal certified teacher training related to ELT (English Language Teaching) before starting their teaching careers, whereas a large majority (78%) did not. This indicates a major shortfall in pre-service pedagogical preparation, despite high academic qualifications. For the statement – 3, About 44% of teachers believe their current academic qualifications adequately prepare them to teach effectively in engineering colleges, while 24% disagree and 32% remain neutral. This division suggests that academic credentials alone may not ensure pedagogical competence or confidence among teachers. When it comes to In-service Training Opportunities, a very low proportion (22%) of teachers have attended any formal in-service training programs in the last three years, while a striking 78% have not. This indicates a severe lack of ongoing professional development initiatives in engineering institutions, which limits teachers’ exposure to new teaching methodologies and trends in ELT. For the statement – 5, a strong majority (86%) of respondents express a need for continuous professional development (CPD) in English Language Teaching, reinforcing the teachers’ own recognition of skill gaps and their willingness to upgrade their pedagogical competence.

S.N	Section B: Institutional Support and Training Opportunities	YES	NO	Neutral	Total
6	Does your institution provide regular training or professional development programs for English teachers?	12%	82%	6%	100%
7	Do you think the institution gives adequate importance to English language training and skill development?	18%	78%	4%	100%
8	Are sufficient funds or resources allocated by your college for teacher training programs in English?	20%	76%	4%	100%
9	Do you feel encouraged by your institution to attend external ELT workshops, conferences, or webinars?	52%	40%	8%	100%
10	Do you believe that institutional negligence in teacher training affects the quality of English teaching?	72%	16%	12%	100%

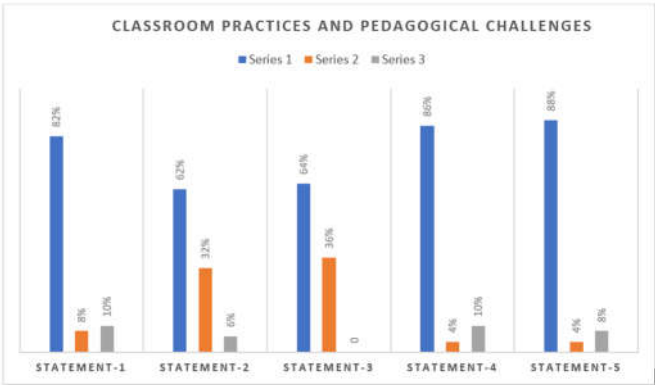


The data from Section-B reveals a concerning gap between institutional support and teacher development opportunities in English language teaching (ELT). A vast majority of respondents (82%) reported that their institutions do not provide regular training or professional development programs, highlighting a significant deficiency in institutional engagement toward continuous professional learning. Similarly, 78% of teachers felt that their institutions do not give adequate importance to English language training and skill enhancement, while only a minimal 18% acknowledged any institutional emphasis in this area.

Funding and resource allocation for ELT training also appear insufficient, with 76% of respondents indicating that their colleges fail to allocate adequate resources for such programs. Despite this, a relatively higher proportion (52%) felt encouraged to attend external ELT workshops and webinars, suggesting that while institutional support within the organization is weak, teachers are still motivated to seek professional growth independently.

Most notably, 72% of participants agreed that institutional negligence in teacher training negatively affects the quality of English teaching. This indicates a strong perception among educators that lack of systematic institutional support undermines effective language teaching practices and teacher confidence.

S.No	Section C: Classroom Practices and Pedagogical Challenges	YES	NO	Neutral	Total
11	Do you think inadequate teacher training affects the English language teaching in classes?	82%	8%	10%	100%
12	Does a lack of training make it difficult to integrate technology effectively in your English classes?	62%	32%	6%	100%
13	Do you face challenges in designing effective classroom activities due to limited exposure to ELT methodologies?	64%	36%	0	100%
14	Do you think better teachers' training would improve students' English communication skills?	86%	4%	10%	100%
15	Do you think trained teachers are more capable of improving students' employability skills through English?	88%	4%	8%	100%

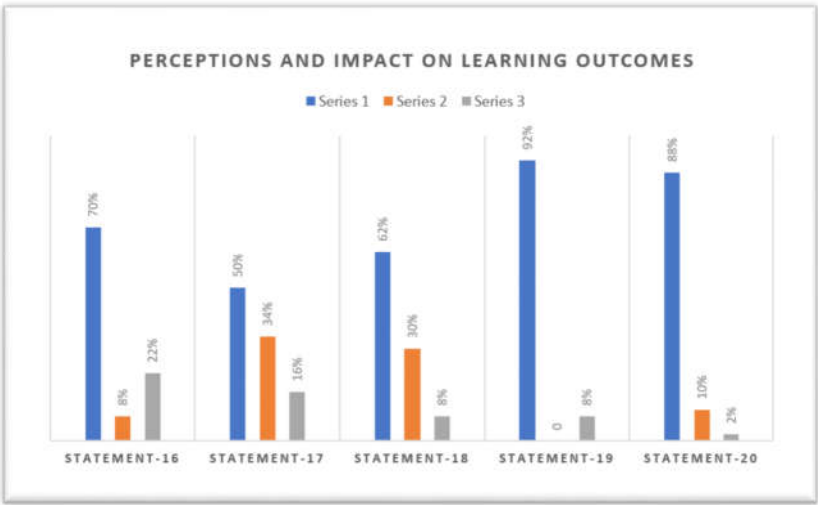


The data from Section-C highlights the strong correlation between teacher training and the effectiveness of classroom practices in English language teaching. A significant majority of respondents (82%) agreed that inadequate teacher training adversely affects English language instruction, underscoring the essential role of pedagogical preparation in ensuring classroom success. Furthermore, 62% of teachers indicated that a lack of training hinders their ability to integrate technology effectively in their English classes, revealing a gap in digital pedagogical competence—a critical component of modern education.

A similar trend is evident in the area of classroom activity design, with 64% of respondents admitting that limited exposure to ELT methodologies makes it challenging to plan effective and engaging lessons. This suggests a pressing need for updated methodological training and access to innovative teaching resources.

The data also reflect a strong consensus (86%) that improved teacher training directly contributes to enhancing students’ English communication skills. Moreover, an even higher percentage (88%) believe that trained teachers are more capable of developing students’ employability skills through English, emphasizing the practical, career-oriented impact of quality teacher preparation.

S.No	Section D: Perceptions and Impact on Learning Outcomes	YES	NO	Neutral	Total
16	Do you feel that inadequate training leads to poor student engagement in English classes?	70%	8%	22%	100%
17	Do you agree that insufficiently trained teachers negatively influence students’ motivation to learn English?	50%	34%	16%	100%
18	Do you agree students in engineering colleges fail to achieve the desired language proficiency due to untrained teaching staff?	62%	30%	8%	100%
19	Do you believe that regular training could significantly improve teaching quality and learning outcomes?	92%	0	8%	100%
20	In your opinion, should mandatory ELT training be introduced for all English teachers in engineering colleges?	88%	10%	2%	100%



The data from Section-D clearly indicate that teacher training has a profound impact on student engagement, motivation, and overall learning outcomes in English language classrooms. A substantial majority (70%) of respondents believe that inadequate training leads to poor student engagement, suggesting that underprepared teachers may struggle to create interactive and stimulating classroom environments conducive to learning. Additionally, half of the respondents (50%) agreed that insufficiently trained teachers negatively influence students’ motivation to learn English, while 34% disagreed, implying that a considerable number of teachers recognize the motivational role played by well-trained educators.

Furthermore, 62% of teachers observed that students in engineering colleges fail to attain the desired level of language proficiency primarily due to the lack of adequately trained English teaching staff. This reflects a significant concern regarding the pedagogical quality of English instruction in technical institutions, where language proficiency is closely tied to employability and academic performance.

An overwhelming 92% of participants strongly affirmed that regular teacher training could substantially enhance both teaching quality and learning outcomes. This consensus underscores the critical importance of institutionalizing continuous professional development. Moreover, 88% advocated for the introduction of mandatory ELT (English Language Teaching) training for all English teachers in engineering colleges, signalling a strong collective endorsement for policy-level interventions to standardize teaching competence.

Findings and Discussion: The findings reveal a significant gap between the training received by English teachers and the practical demands of teaching English as a skill in engineering colleges. While most English teachers in engineering colleges possess strong academic qualifications, there is a critical deficiency in formal teacher training—both pre-service and in-service. The emphasis on literature and linguistic theory during postgraduate studies leaves teachers ill-prepared for the challenges of language teaching. This inadequacy directly impacts their confidence and effectiveness in applying modern ELT methodologies. The findings highlight an urgent need for structured training and development programs tailored to the teaching of English in technical and engineering contexts. Overall, the findings demonstrate that insufficient training not only weakens pedagogical efficiency but also limits the broader educational outcomes related to communication and employability. In summary, the findings reveal that teacher preparedness is directly linked to student motivation, engagement, and proficiency, and that institutionalized ELT training is widely perceived as essential for improving English teaching effectiveness in engineering education. The study highlights the need for comprehensive teacher training programs that focus on practical methodologies and skill development. Certification courses, such as TESOL and CELTA, are identified as valuable tools for enhancing teacher proficiency and pedagogical skills.

Recommendations: Engineering and technical universities in Andhra Pradesh should implement mandatory pre-service or in-service English Language Teaching (ELT) training programs for teachers in engineering colleges. These programs must emphasize communicative teaching, learner-centered pedagogy, and technology integration. Institutions should establish regular Faculty Development Programs (FDPs) through workshops, webinars, and certifications, ensuring teachers continually enhance their pedagogical skills and bridge the gap between theory and classroom practice to improve students' communicative competence.

Colleges should institutionalize structured professional development initiatives, including seminars and collaborative learning sessions on English pedagogy, linguistics, and technology integration. Regular Continuing Professional Development (CPD) activities help sustain teacher competence and foster innovation. Dedicated budgets and incentives—such as funding for conferences, training credits, or professional recognition—should motivate teacher participation and strengthen a culture of continuous learning.

In addition, regular workshops and hands-on training should focus on innovative methodologies, classroom activities, and technology-enhanced learning to make lessons more interactive and learner-centered. Training modules should align language teaching with employability skills like communication, presentation, and collaboration, ensuring English instruction supports career readiness.

Finally, engineering colleges must adopt a systematic evaluation mechanism to assess the effectiveness of teacher training on student performance and engagement. Periodic feedback, assessments, and performance reviews will allow institutions to refine programs continuously, ensuring that ELT training leads to measurable improvement in both teaching quality and student learning outcomes.

The study concludes that inadequate training and qualifications of English teachers in engineering colleges adversely affect the quality of English language instruction. To address this issue, the following recommendations are proposed:

1. Enhanced Teacher Training Programs: Develop skill-oriented training programs that focus on practical teaching methodologies.
2. Language Certification Courses: Encourage teachers to pursue certifications such as TESOL and CELTA to improve their proficiency and pedagogical skills.
3. Continuous Professional Development: Provide opportunities for teachers to engage in ongoing professional development and stay updated on emerging trends in language teaching.

By implementing these recommendations, engineering colleges can improve the quality of English language instruction and better prepare students for the global workforce. Training English faculty in higher education institutions in Andhra Pradesh is essential for improving teaching effectiveness, research output, and industry relevance. Blended learning approaches, digital ELT tools, and industry-academia collaboration can significantly enhance English teaching standards in the state. The following are some of the certification courses which will enhance the quality of teaching – learning experiences.

1. Teaching English as a Foreign Language (TEFL)
2. Teaching English to Speakers of Other Languages (TESOL)
3. Certificate in English Language Teaching to Adults (CELTA)
4. Diploma in English Teacher Training (DETT)
5. Diploma in Teaching English to Speakers of Other Languages (DELTA)

Conclusion: The study clearly highlights that the quality of English language teaching in engineering colleges largely depends on the availability and effectiveness of teacher training. Inadequate institutional support and limited professional development opportunities significantly affect teaching quality, student engagement, and learning outcomes. Therefore, implementing structured and mandatory ELT training programs is essential to enhance teachers' pedagogical and technological competence. Continuous professional development, adequate funding, and systematic evaluation will bridge the gap between theory and practice. Strengthening teacher training ultimately contributes to improving students' communicative competence, employability skills, and the overall standard of English education in technical institutions.

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