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A STRATEGIC APPROACH TO DEVELOPING A TEACHING FRAMEWORK FOR ENHANCING ENGLISH SKILLS AMONG MANAGEMENT LEARNERS

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ABSTRACT

The globalization of business has intensified the demand for management professionals with superior English communication skills. This study presents a comprehensive strategic framework designed to enhance English language competencies among management learners through innovative pedagogical approaches. The research employs a mixed-methods approach, combining quantitative analysis of learning outcomes with qualitative assessment of student engagement and satisfaction. The proposed framework integrates business-oriented language learning with experiential pedagogical methods, incorporating technology-enhanced learning environments and personalized learning pathways.

A cohort of 240 management students from three different institutions participated in the study over a 12-month period. The experimental design utilized a randomized controlled trial comparing traditional English instruction methods with the proposed strategic framework. Results demonstrate significant improvements in English proficiency scores, with participants in the experimental group showing a 34.7% increase in overall English competency compared to 18.2% in the control group. Statistical analysis reveals a significant difference ($p < 0.001$) between the two groups, with effect sizes ranging from 0.72 to 0.89 across different skill domains.

The framework incorporates adaptive learning algorithms that personalize content delivery based on individual learner profiles, resulting in improved engagement rates ($\eta^2 = 0.645$) and retention scores. The study contributes to the field by providing empirical evidence for the effectiveness of strategic, business-contextualized English language instruction and offers practical implications for educational institutions seeking to enhance their management education programs.

KEYWORDS: *English Language Learning, Management Education, Strategic Framework, Adaptive Learning, Business Communication, Pedagogical Innovation*