

DESIGNING A PEDAGOGICAL FRAMEWORK TO IMPROVE ENGLISH PROFICIENCY IN MANAGEMENT STUDENTS

Bellam Konda Swarnalatha¹ & Dr K Harikishan²

¹Department of English, Kasi Reddy Narayan Reddy College of Engineering and Research, Abdullahpurmet, Near Ramoji Film City, Hyderabad. Pincode: 501512, India

²Department of English, Dr.B.R.Ambedkar University, Etcherla, Srikakulam, Andhra Pradesh – 532410, India

ABSTRACT

This research presents a comprehensive methodology for developing a pedagogical framework designed to enhance English proficiency among management students. The study addresses the critical gap between language competency requirements in modern business environments and the current proficiency levels of management students. Through systematic analysis of learning patterns, cognitive load theory, and adaptive assessment mechanisms, we propose an integrated framework that combines traditional pedagogical approaches with contemporary digital learning methodologies. The framework incorporates mathematical models for proficiency measurement, adaptive learning algorithms, and multi-dimensional assessment criteria. Experimental validation was conducted with 450 management students across multiple institutions over 18 months, demonstrating significant improvements in English proficiency scores. The proposed methodology shows a 34% improvement in overall English competency, with particular strength in business communication skills (42% improvement) and academic writing (38% improvement). Statistical analysis reveals strong correlations between framework implementation and enhanced learning outcomes, with p-values less than 0.001 across all measured parameters. The research contributes to educational technology by providing a replicable, scalable framework that can be adapted across diverse institutional contexts while maintaining pedagogical effectiveness.

KEYWORDS: English Proficiency, Management Education, Pedagogical Framework, Adaptive Learning, Educational Technology, Language Assessment, Cognitive Load Theory

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