Preface

Globalization and the establishment of the new knowledge economy have placed a great deal of responsibility on the shoulders of the teachers of English language, especially in non-native language teaching situations. As English has become the most widely accepted language of communication, the need for learning the language has spread across widely differing disciplines like engineering, medicine and business management. It is in this context that the researcher has taken up this study. Improving proficiency in English has become the need of the hour, and it is imperative that a great deal of research must go into refining the prevalent teaching methods that are followed in educational institutions in non-English speaking countries.

The population chosen for the study is made up of the management students enrolled in business schools in Kerala. There were two reasons for the choice:

The first is that Kerala suffers from the disadvantage of having very low standards of English communication skills inspite of being India’s most literate State, well-known for its highly educated human resource. This has badly affected the eligibility of the Kerala youth in today’s job market where proficiency in English is an important parameter for employability.

The second reason for the choice is that business organizations have been greatly affected by globalization, and the survival of local businesses within a globalized economy is a challenge that continues to daunt the most experienced business managers. It is, then, of
greatest importance that the students of management should be equipped to help businesses survive the storm. One of the prime skills they will need in their fight for survival is the capacity to communicate proficiently in the English Language.

The study includes a very detailed literature review and the researcher has attempted to cull out the best practices from the history of English Language teaching models that could be useful to fulfil the objectives of an English language training programme for the population under study. A robust approach to curriculum formulation combined with learner centred teaching methods form the basic framework of the teaching model that is generated in the study.

Finally the researcher has partially tested the proposed model in an experimental study to prove its efficacy with quantifiable and measurable tools thus laying the foundations for the implementation of a tried and tested model to develop English proficiency for students of management studies in Kerala.

The model has the potential to be applied not only within the confines of the present population, but also in other disciplines where ESP training programmes are necessary.