



**International Conference on Latest Trends in Science, Engineering,
Management and Humanities (ICLTSEMH -2025)
19th January, 2025, Noida, India.**

CERTIFICATE NO : ICLTSEMH /2025/C0125254

**English Communication Proficiency in Global Business: Industry Demands Compared to
Academic Preparation**

Dr. G. Ramamurthy

Professor of English, Amrita Sai Institute of Science and Technology, Paritala, Vijayawada, A.P. India.

ABSTRACT

Abstract English communication proficiency plays a critical role in global business success yet significant gaps persist between industry demands and academic preparation. Multinational corporations require advanced skills in negotiation cross-cultural interaction technical presentations email and digital correspondence report writing and crisis communication that extend beyond general language competence. This study compares industry expectations with current academic curricula through a mixed-methods approach involving surveys of 450 business professionals across sectors including finance technology manufacturing and consulting and detailed analysis of English programs in 25 universities worldwide.

Findings reveal that while academic institutions emphasize grammatical accuracy academic writing and reading comprehension business leaders prioritize pragmatic competence intercultural sensitivity spontaneous oral interaction and persuasive speaking. Industry respondents rated real-time problem-solving conflict resolution through language and adapting communication styles across cultural contexts as highly essential with 68 percent reporting dissatisfaction with graduate preparedness. Academic curricula often focus on theoretical knowledge and standardized testing leaving graduates under-equipped for high-stakes meetings virtual negotiations multicultural team dynamics and client presentations. Quantitative data indicate that only 42 percent of business graduates meet entry-level communication standards set by global firms. Qualitative insights highlight deficiencies in handling idiomatic expressions managing professional discourse and utilizing digital communication tools effectively.

The mismatch stems from limited industry input in curriculum design insufficient exposure to authentic business scenarios and over-reliance on traditional classroom methods. Bridging this gap requires integrating task-based simulations case studies from real corporate contexts collaboration with industry partners and enhanced focus on digital communication tools and soft skills development. Longitudinal analysis suggests that targeted interventions such as internship-linked language modules and competency-based assessment can significantly improve graduate outcomes and employability. These results underscore the need for stronger academia-industry partnerships to redesign English communication programs. Implications extend to curriculum developers who must incorporate current business trends and to policymakers promoting responsive educational frameworks. Overall English communication proficiency remains a decisive factor in global business competitiveness demanding urgent reforms to synchronize academic preparation with evolving industry realities.

Keywords: global business English, communication proficiency gap, industry academic mismatch