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ABSTRACT

Sri Lanka Air Force (SLAF) mission is to train, equip and deploy a professional Air Force exploiting our core competencies to undertake air operations in support of National Security. Though the SLAF is a technical organization, number of Airmen serve in non-technical fields are also assist the achieve mission of SLAF. Operations Ground (Ops Grd) trade had been formed in SLAF to provide ground support to motherland demands and protection of air fields and other assets of SLAF. Airmen are being inducted to the Ops Grd trade to achieves the above task. At present the SLAF Airmen's training is conducted in the medium of Sinhala. Though the situation is such in the SLAF, all foreign training is conducted in the medium of English. So, it is very important to develop proficiency in English. However, annually, the SLAF spends millions of rupees on foreign training. In this context, it is very important to gain the maximum benefits from foreign training and productivity to the SLAF. All overseas training seeks a sound knowledge of English language, but the poor standards of English proficiency among Airmen have been recognized as one of the main barriers to engage in a proper academic environment in overseas. To overcome barriers, SLAF is required to send Airmen, who are proficient in the English language. Therefore, the researcher intended to examine the causes for English language proficiency of Airmen of Ops Grd trade and its effects towards the productivity of foreign training. The research was conducted based on quantitative techniques. Relevant primary and secondary data were collected through questionnaire, interviewing relevant personnel to obtain answers for the questionnaire and other literature on the subject area. The research concludes that a significant influence is present on the need for an English course in order to enhance proficiency in the English language prior to embarking on a foreign course in order to boost productivity. Finally, its indicated that there is a significant gap between current situation and perceived objectives of productivity in foreign training. Therefore, to achieve English language proficiency, it is essential to replace the present, out-dated teaching-learning strategies with a more efficient and productive systems.

Key words: English Language Proficiency, Training and Productivity.