



English Fluency and Social Mobility: Socio-Economic Influences on Language Proficiency and Student Development

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Open Access

Manuscript ID:

BIJ-2025-J-060

Subject: English

Received : 14.06.2025

Accepted : 08.07.2025

Published : 28.07.2025

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Abstract

The research investigates how English language competence is associated with socio-economic mobility, and contrasts its influence within various socio-economic and spatial environments. English, has become an essential requirement for improved education, employment, and economic opportunities. People who are more competent in English usually have greater mobility since proficiency in English opens avenues to superior higher education, decent-paying jobs, and global networking. But the size of this benefit is influenced by regional economic patterns, government policy, and social circumstances. Drawing on a comparative methodology, this study looks at case studies in developed and emerging economies, investigating how proficiency in English affects income levels, employment opportunities, and social mobility. The research makes use of quantitative evidence from labor markets, educational institutions, and policy reports, as well as qualitative findings from interviews and surveys. Findings indicate that although English language proficiency is an important facilitator of upward mobility, structural discrimination, quality access to education, and culture moderate its influence. In the developed world, English proficiency adds value to pre-existing socio-economic strengths, while in the developing economies, it typically constitutes a determinantal factor in achievement. This study points to the imperative of inclusive language policies, better access to English education, and wider socio-economic reforms in order to ensure fair mobility chances for everyone.

Keywords: english language, social background, language skills, school students

Introduction

Importance of English for Gen Z Students

Career & Job Opportunities: Numerous multinational corporations and sectors demand the use of English for recruitment and career advancement. English language skills expand job opportunities, improve career prospects, and open doors to global work.

Access to Quality Education: Most prominent universities and academic materials, such as research articles, online education, and study guides, are in English. English proficiency facilitates students' access to higher education worldwide.

Technology & Digital Advancements: The online world, such as social media, coding, and software development, is English-dependent. Gen Z students with good English proficiency are able to comprehend and make use of online platforms, innovations, and trends.

Entertainment & Pop Culture: English is the language of global entertainment, such as films, music, literature, and social media posts. English comprehension enables students to interact with various cultures, keep up with trends, and access international media without language limitations.



The Parental Perspective on English and Its Role in Learning

Improved Educational Opportunities: English competency provides children with good education opportunities locally and worldwide. Most of the best schools, universities, and textbooks are English language, so English is a must for education.

Enhanced Job Opportunities: Parents know that English is one of the must-haves for high-income jobs and career development.

Increased Competitiveness Globally: In a globalized world, English makes kids compete on a global scale. It allows them to communicate with other cultures, work overseas, and access global markets.

Access to Information & Technology: Most of the content on the internet, research, and technology resources are in English. The ability to speak the language opens the doors for kids to learn new things, remain informed about progress, and increase their digital literacy.

Social Mobility & Confidence: English proficiency enhances confidence in communication and social interaction for children. Through it, they are able to hold conversations, communicate effectively, and find ways to fit into diverse social and working environments.

Anxiety Faced by Children in Speaking English

Most children feel nervous speaking English, particularly if it is not their native language. This fear may result from several factors influencing their confidence and willingness to speak. The following are some of the most common reasons why they are afraid.

Fear of Making Mistakes: Kids tend to fear mispronouncing words, getting incorrect grammar, or being mocked by others, which makes them afraid to speak English.

Lack of Confidence: If a child is not conversant or has a poor vocabulary, they may be anxious and uncertain when communicating, resulting in self-doubt and refusal to engage in conversations.

Peer Pressure & Social Judgment: There are children who are afraid of being judged or criticized by fellow students, teachers, or family members, particularly if the people around them know more English.

Limited Exposure to English: Students who do not hear or use English on a regular basis might find it difficult to be fluent, and therefore, they might lack confidence while speaking naturally and comfortably.

High Expectations from Parents & Teachers: Pressure to excel in studies or parents' expectations can increase their pressure and make them self-conscious and nervous about speaking English.

Conquering Anxiety while Speaking English

Create a positive and supportive learning atmosphere. Practice over perfection to gain confidence. Employ enjoyable activities such as storytelling, singing, and games to make English fun. Provide gentle correction rather than criticism. Compliment effort and celebrate progress to enhance self-esteem. By minimizing fear and maximizing exposure, children can become increasingly confident and proficient in speaking English.

Difficulties Faced by Students in Using Vocabulary

Most students find vocabulary challenging when acquiring English, thus influencing their efficient communication. The following are common challenges:

Poor Vocabulary Knowledge: Students lack an adequate number of words to state their ideas accordingly, making them have a problem speaking, writing, and reading English.

Memorization Problems with Words: Most students face challenges remembering new words, especially if they never apply the words in speech or writing.

Getting Confused by Similar Words: There are certain English words that have the same meaning or spelling but different applications (e.g., effect vs. affect, there vs. their), leading to confusion and errors.

Pronunciation & Spelling Problems: English spelling and pronunciation are not always consistent with specific rules, and therefore, it is difficult for students to pronounce or spell words correctly.

Lack of Confidence in Applying New Words: Even if students acquire new words, they hesitate to employ them in speech or writing for fear of error or sounding stilted.



Strategies to Overcome these Challenges and Achieve Success

Regular practice by reading books, viewing English material, and conversing with people. Enhance memory and retention by using flashcards and word games. Learn words in context rather than in isolation to understand their correct usage. Keep a vocabulary journal to document new words and their meanings. Engage in daily English conversations to build confidence and familiarity. Through enhanced vocabulary skills, students can communicate, read, and write better in English.

Difficulties Faced by Students from a Regional Background in Learning English

Regional students typically face special difficulties when acquiring and applying English. These challenges can affect their confidence, academic success, and ability to communicate. Some of the most prevalent difficulties are:

Limited Exposure to English: Most regional students spend most of their childhood speaking their own language, with minimal exposure to English in conversation, so they struggle to be fluent.

Pronunciation & Accent Issues: Regional language interference can result in problems in saying English words correctly, impacting clarity and confidence of speech.

Translation Dependency: Students naturally tend to think in their mother tongue and translate it to English, and this can result in wrong sentence formation and clumsy expressions.

Lack of Confidence & Fear of Judgment: Because of the limited exposure and proficiency, students are usually shy or apprehensive in speaking English for fear of errors or judgment by peers and teachers.

Limited Exposure to Quality English Education: Schools in most regional areas can have fewer resources, fewer English teachers, or less effective teaching methods, making it more difficult for students to learn efficiently.

The psychological barriers faced by the students include Frustration & Low Motivation, if English proves to be challenging for students, particularly due to intricate grammar rules and foreign vocabulary, it may frustrate them and deter them from studying. This is likely to make them

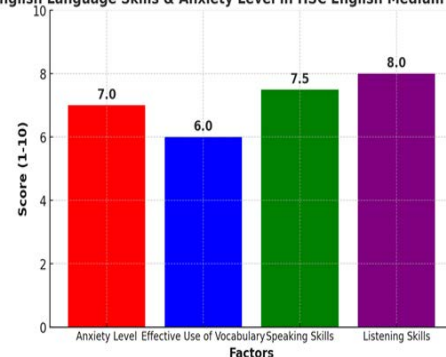
demotivated and disengaged. Struggling with a New Language Environment as making a transition from their first language to English might prove to be psychologically draining for students. Repeated attempts at thinking, interpreting, and conveying ideas in a second language tend to stress them out and render them mentally tired.

Methodology- Interview Method

The Following Data were Collected in the Methodology

Parents annual income, HSC School-English medium, Anxiety Level, Effective use of vocabulary, speaking skill listening skills.

English Language Skills & Anxiety Level in HSC English Medium Students



Analysis of Socio-Economic Background and Language Skills

1. Impact of Income on Language Proficiency

Higher-income students show better language skills (80%-90%), while lower-income students struggle (40%), suggesting that financial resources improve educational outcomes.

2. Relationship Between Anxiety and Confidence

Students with lower anxiety (20%-30%) display greater confidence (90%), whereas high anxiety (60%) reduces confidence (30%).

3. School Type and Language Outcomes

Students from prestigious schools demonstrate better language skills, indicating the influence of educational quality.



4. Consistency Across Skills

Higher-income students maintain balanced proficiency, while lower-income students show uniform difficulties.

5. Financial Disparity and Psychological Impact

Lower-income students face higher anxiety and lower confidence, reflecting how financial stability supports psychological well-being.

Findings from the Analysis

Socio-economic status significantly influences language proficiency. Anxiety levels directly impact language confidence. School quality affects linguistic performance. Financial stability leads to consistent skill development.

Recommendations

Implementation of language support programs for disadvantaged students. Providing mental health services. Ensuring equal access to educational resources. Inclusion of parents and communities in learning. Using personalized teaching methods.

Conclusion

The study confirms that socio-economic factors significantly impact English proficiency, with financial stability enhancing both academic and psychological outcomes. Addressing these gaps requires equitable educational support and mental health resources to ensure all students can succeed.

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