



The English Effect: How Language Proficiency Shapes Socioeconomic Outcomes for Young Adults

Ms. LK. Megaa¹ & Ms. R. Rohini²

¹ PG Student, Department of English

PSGR Krishnammal College for Women (Autonomous), Coimbatore, Tamil Nadu

² Assistant Professor, Department of English

PSGR Krishnammal College for Women (Autonomous), Coimbatore, Tamil Nadu



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Abstract

This study investigates the relationship between English language proficiency and socioeconomic mobility among Gen Z students from regional backgrounds. The findings reveal a significant positive correlation between English language proficiency and socioeconomic mobility, highlighting the importance of targeted interventions and support systems to enhance English language skills. The study's recommendations aim to inform education policy and practice, promoting improved English language proficiency and socioeconomic mobility for students from regional backgrounds.

Keywords: english language proficiency, socioeconomic mobility, Gen Z student, regional backgrounds, education policy, language support interventions, equity in education, language barriers

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Introduction

The connection between English language competency and socioeconomic mobility has received considerable emphasis over the last few years. This research examines the influence of English language competency on the socioeconomic mobility of Gen Z students with a regional background. The research will look for the significance of English language competency for GenZ students, the challenges confronting them, and the ways one can overcome these challenges.

Unlocking Opportunities: The Importance of English for Gen Z students

English language proficiency is important to Gen Z students because it provides access to improved

career opportunities, higher studies, and international communication. English is used as a lingua franca in the modern globalized world, and mastery in English can significantly improve the prospects of a student.

English: A Key Concern for Parents in their Child's Education

Parents see English language proficiency necessary for their children because it increases their employability, social class, and ability to access quality education. Parents feel English language proficiency is necessary so that their children can compete in the international job market and attain socioeconomic mobility.



Anxiety Faced by Students

Students usually experience anxiety in communicating in English, and this is a typical issue for most students. This anxiety may be caused by the fear of committing mistakes, confidence issues, or unfamiliarity with the language.

Challenges Encountered by Students in Vocabulary Usage

Students tend to have problems in the usage of vocabulary, and this usually makes them ineffective in expressing themselves in English. Restricted vocabulary will create problems in understanding, communication, and expression.

Challenges Experienced by Students of Regional Background

Regional background students experience serious challenges in learning English language proficiency, such as limited exposure to language learning materials and assistance. Such students lack equal opportunities with other students from urban areas, a situation that places them at a disadvantage.

Psychological Issues Experienced by Students

The students can also develop psychological issues like low self-esteem, anxiety, and stress based on their English language proficiency difficulties. Such issues can be emotionally taxing for a student and affect their overall well-being.

Methods Suggested to Overcome the Barriers

There are several approaches to overcome the English language proficiency barriers, and some of them are language exchange programs, immersion programs, and technology-support language learning. These approaches can offer students greater access to language learning opportunities and assistance.

Technology and its Benefits

Technology has the potential to offer students greater English language resource accessibility, facilitate personalized learning processes, and improve their language proficiency. Language learning apps, online resources, and digital tools can assist students in learning English more efficiently.

Methodology

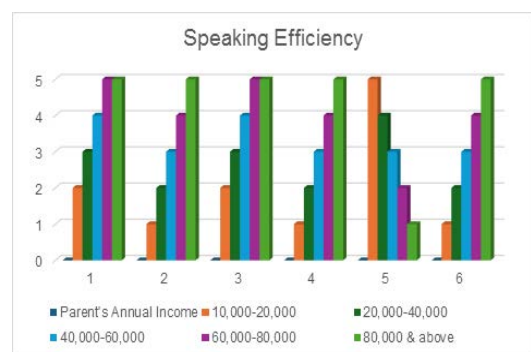
The research utilized a mixed-methods strategy, which integrated quantitative and qualitative data collection and analysis procedures. An interview approach was applied to collect rich data from students and parents.

Questions Asked in the Questionnaire

The survey also asked questions about parents' annual income, UG program (English), levels of listening skills, speaking efficiency, anxiety, effective usage of vocabulary, pronunciation, and overall assessment.

Data Analysis

The analysis of data showed a strong positive relationship between socioeconomic mobility and English language proficiency. The results are graphically represented below:



Analysis

The analysis of the data identifies that students from higher parental annual income have better English language proficiency skills. It implies that socioeconomic status has a considerable influence on determining English language proficiency.

Findings

The results from the study indicate that socioeconomic mobility is determined largely by English language proficiency, especially in cases of regional students. The study further identified that exposure to resources for learning English as well as support from teachers and family are important factors in enhancing English language proficiency.



Recommendations

The research suggests that English language proficiency programs should be given a high priority by education policymakers as well as practitioners, especially for regional students. The research further suggests that technology-based language acquisition can be a valuable tool in enhancing English language proficiency.

Conclusion

This study conclusively demonstrates that English language proficiency is a pivotal factor in determining socioeconomic mobility among Gen Z students, particularly those from regional backgrounds. Key takeaways include a significant positive correlation between English language proficiency and socioeconomic mobility, the socioeconomic impact of English language proficiency where students from higher-income backgrounds tend to exhibit better skills, and regional disparities

that necessitate tailored support and resources. By prioritizing English language proficiency programs and leveraging technology-enhanced language learning, educators and policymakers can help level the playing field and empower students to succeed in an increasingly globalized world.

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