International Journal of Science and Research Archive

eISSN: 2582-8185

Cross Ref DOI: 10.30574/ijsra

Journal homepage: https://ijsra.net/

(RESEARCH ARTICLE)

Check for updates

English language education and Gen Z learners in Indian schools

Ashwin Prasad S, Cynthiya Rose J S * and Uttham Kumar N

Independent Researcher, India.

International Journal of Science and Research Archive, 2025, 15(03), 1419-1428

Publication history: Received on 07 May 2025; revised on 18 June 2025; accepted on 21 June 2025

Article DOI: https://doi.org/10.30574/ijsra.2025.15.3.1905

Abstract

This study intends to investigate the perceptions and learning of English in Indian Generation Z students and how English is taught in vernacular-medium schools. Analysis of national-level data sets (NCERT/NAS, ASER) situates the findings resulting from a survey of 480 students and 101 teachers in 13 urban and semi-urban schools. The questionnaire addressed student backgrounds, classroom practices, and attitudes toward English. The results found that most Gen Z students start English comparatively earlier (92% begin from Grade I); thus, they view English proficiency as necessary for higher education and employment (97–98% attribute study and career benefits). However, only 17% speak English with ease, a snapshot of national trends toward poor English proficiency (for instance, ASER 2023 records 42% of rural adolescents as unable to comprehend even very simple English statements). The observation of classrooms showed that instruction continues to be teacher-centered, with 87% of the students reporting rote repetition, and code mixing is common, with only 8% of the teachers teaching exclusively in English. We interpret these findings through the lens of Communicative Language Teaching (CLT) and sociocultural theory to highlight the gap between the communicative aspirations of students and traditional peda.

Keywords: English Language Education; Generation Z; Communicative Language Teaching; Vernacular-medium Schools; English Proficiency

1. Introduction

Although English is a global lingua franca, in India, it has been widely accepted as a link language for advanced study and work. For Generation Z (born in 2000–2010), being digital natives with technology at their fingertips, English proficiency has become a language of opportunities and information. Surveys reflect that parents and students consider English essential for career and higher studies. Our survey also revealed that 98% of Gen Z students claimed they wanted to learn to speak English fluently because English is useful for higher study (97%) and jobs (90%).These findings are in cogent alignment with national trends witnessed by the ASER 2023 Beyond Basics report, which found that only 57.3% of rural children aged 14–18 can read English sentences, and of those, only 73.5% understand their meaning. Likewise, ASER 2018 showed that around 50% of Class 5 children across the country could not read simple text meant for Class 2, whereas nearly 27% of Class 8 children were still at that basic level of illiteracy. The studies thus strongly emphasize the early systemic lag in teaching languages.

The mother tongue is the medium of instruction for the fundamental stage; gradually, English is introduced into the process. This is provided for under India's multilingual approach toward education (the Three-Language Formula and the recently adopted NEP 2020). However, the working of policies leaves beaucoup places for uncertainty, and in many cases, the children end up learning English as the third or fourth language. Indian classrooms tend, by contrast, to focus on memorized grammar and reading. CLT posits that the language classroom is one that uses authentic materials, wherein learners are encouraged to speak and listen in context. The sociocultural approach of learning, based on Vygotskian theory, suggests that language is learned in a social context: students learn language through interaction

* Corresponding author: Cynthiya Rose J S

with more knowledgeable others (teachers, parents, peers) in a cultural setting. In the Indian context, the climate for language learning is greatly influenced by family attitudes and community norms; our data indicated that 87% of students perceived parental expectations to be a motivating factor for learning English, which corresponds to the sociocultural focus on mentors and the home environment.

This article is supposed to be an expansion of a preliminary report by the authors on Gen Z and English in India, with national statistics added and a theoretical perspective of language acquisition incorporated. First, we describe our survey methodology to clarify the sampling methods and instrument validation. We then describe the detailed results regarding student backgrounds, classroom instruction, and attitudes, with supplementary figures and tables. In discussing the results, ASER and NCERT are included to ground our results, which are derived through the lenses of CLT and the sociocultural theory. Then, pedagogical recommendations should be given that are congruent with national educational standards and research.

2. English Education for Generation Z in India: A Literature Review

The multilingual scenario of the Indian panorama set an enormously varied backdrop for Gen Z learners. English is viewed as a number set for global opportunity, whereas indigenous languages hold sway in many a classroom across the country (Garg, 2024). Studies note that multiple languages routinely coexist in lessons: for example, Lightfoot et al. (2021) found that in Delhi and Hyderabad classrooms "multiple languages are used by teachers and learners to negotiate meaning," with a "predominant use of 'language mixing' … especially in English subject lessons". This is indicative of India's unparalleled linguistic diversity (22 official languages, over 100 dialects) and educational practices. In the present model of schools in India, the teaching of English to the younger Generation Z learners has changed substantially due to changes in pedagogy and society as a whole. Unlike the previous generation of learners, the digital natives of the Gen Z cohort want a language education that is not focused on grammar, syntax, and rote learning, but rather a more communicative form of language education that emphasizes skills and communicative usage of a target language. The earlier LSRW (Listening, Speaking, Reading, Writing) reflects a more traditional approach, while LRSW, as highlighted by Renuga and Kumar, reflects a communicative approach to language teaching, where learners engage communicatively from the minute they step into the classroom. This change is also congruent with the CLT approaches discussed by Kumar, Philip, and Kalaiselvi. Also, the value of storytelling and visual learning as specifically analyzed by Cynthiya Rose and Bhuvaneswari with the use of just a two tales from Panchatantra and folktales provides evidence that these approaches can stimulate linguistic competence, linguistic creativity, and ultimately develop intercultural competence in children and youth in school systems. Besides, there are social benefits that come with enhanced language practices including and support of life skills development and wellbeing. Apart from the social, and literature, articles of Sivasankar, Cynthiya Rose, and Kumar discuss public speaking and communication training - a fundamental workplace skill - with the recommendation to start working on these skills early on, especially in terms of communicative teaching of English, and that early, systematic language development is considered important beyond the school level. In conjunction with this, Loganathan and Meena Devi's article reflects on the aspirations young people in India have today, using the notion of English to navigate identity, agency and socio-economic mobility in contemporary India with the notion of English. Collectively, the studies reinforce that for students of Gen Z in Indian school systems, English language and English language education should facilitate dynamic competencies focused on the learner, and centred in dynamic and sustainable notion of communicative competence, and cultural relevance (Iyappan et al., 2025). The new National Education Policy (2020) specifically promotes mother-tongue education up to the primary grades, stating that "medium of instruction … will, as far as possible, be in the child's mother tongue." In practice, however, English can continue to be the prestige language: one study finds that "regional languages 'struggle for their survival against English's domination as the language of instruction'" (Fuchs 4). So Gen Z students straddle a world in which English is treasured for higher education and jobs, while initial schooling in the case of the vast majority still is in the vernacular.

3. Vernacular/ Government Schools and English Instruction

In government and vernacular-medium schools, English teaching faces resource and preparedness gaps. Students in rural and tribal schools frequently enter upper primary with virtually no English background. Grace and Mishra (2024) report that fully 80% of tribal learners are first-generation English learners whose only formal exposure to English is in school. Yet these schools often lack trained English teachers and language-support materials. Teachers from other subjects frequently handle English lessons in a rote, exam-focused way, sometimes switching to the local tongue to compensate. Grace and Mishra note that tribal students attend institutions with "low English proficiency" overall and "teachers are often inexperienced," resulting in "cumbersome" curricula that leave students poorly prepared. Across these settings, children get little practice outside class and may struggle with basic English vocabulary and grammar.

Lightfoot *et al.*'s classroom observations confirm this divide: English- and regional-medium schools alike commonly use code-switching. Even in so-called English-medium classes in Delhi, teachers "made absolutely no occurrences of English used on its own", relying instead on bilingual explanation. The authors interpret this as a pragmatic adaptation – a form of sociocultural scaffolding – that aligns with Vygotskian ideas of using students' first language to mediate learning. These multilingual practices are far removed from the ideal of a monolingual English environment. In short, English instruction in vernacular/government schools remains largely exam-driven and heavily mediated by the home language, reflecting both the lack of resources and the socioeconomic background of Gen Z learners in those schools.

4. Preferences and Attitudes of Generation Z Learners

While few specifically zero in on Indian Gen Z attitudes toward English, the wider literature on these "digital natives" indicates that they have unique learning preferences. Worldwide surveys show Gen Z students prefer active, technology-infused, interactive learning to passive lectures. So, for example: •Secondary students of generation Z (in western countries) "preferred active, personalized, technology based and social interactive learning environment," – working well with multimedia and visual / kinesthetic activity. We can safely assume that, by and large, Indian Gen Z learners (who were born and grew up with the internet and mobile phones) also expect tech-studded instruction that not only engages but also adds value. There is limited empirical evidence on the language attitudes of Gen Z in India. But it appears that English is much prized.

Among the opportune situation, English is the dominant language of the diasporic Indian literatures, as a result of the increasing globalization and the rise of the digital media in India, reflected Neha Garg (2024) it may well endanger the smaller languages around if this trend continues to grow. For instance, in survey data (Pearson Skills Outlook 2023) we ran, a great majority of young Indian workers ranked English improvement as an important career skill – reflecting an aversionist shift to English fluency as a pre-requisite for good jobs. The Indian Gen Z presents with a medium of instruction that is English in general and an English-literate population who are motivated to learn, albeit in constrained and ineffectual practice-based circumstances. They might have a preference for cutting edge digital tools (language apps, multimedia) and peer interaction, but a sizable number of studies aimed narrowly at investigating the outlook of Gen Z students in India, towards English classes, does not exist yet.

5. CLT and Sociocultural Perspectives in Classrooms

Communicative Language Teaching (CLT) and sociocultural theory offer contrasting lenses on Indian ELT. CLT – emphasizing interaction, fluency and use of English as a medium – was officially adopted in Indian curricula from the 1980s. In theory this should align with Gen Z's communication-focused learning; in practice, its implementation has been uneven. Many analysts argue that entrenched exam-oriented culture has diluted CLT's impact. (For example, one mixed-methods study in India found teachers had positive attitudes toward CLT but cited large class sizes, scarce materials, and limited English proficiency as major obstacles.) Without citing specifics here, we note that numerous reviews of Indian ELT report a continued reliance on traditional lecture and grammar-translation styles, suggesting that CLT often remains aspirational rather than fully realized.

Indian classrooms naturally exhibit sociocultural features: learners and teachers draw on multiple languages and cultural backgrounds as they negotiate meaning. Lightfoot *et al.*'s finding of heavy translanguaging reflects this – teachers routinely use students' L1 as a tool, consistent with Vygotsky's view that "learning is mediated through social and linguistic interaction." The NEP's encouragement of mother-tongue instruction also resonates with sociocultural ideals of building new knowledge on existing language resources. Some educators thus advocate a more bilingual or multilingual pedagogy, rather than strict English immersion. However, tensions arise because sociocultural theory would favor strong L1 support, whereas CLT (in its pure form) tends to minimize L1 use. Indian teachers often blend the two: for example, an English lesson might start with vocabulary explained in Hindi and then practice dialogues in English. This hybrid approach – mixing English with the learner's linguistic and cultural context – may actually reflect a pragmatic sociocultural adaptation more than strict CLT.

6. Themes, Trends, and Gaps

Even with this demand, most Gen Z students—more than 90% in rural areas—start school speaking a regional language, with limited real exposure to authentic English. Research consistently shows a gap between the goal of widespread English use and the reality of underfunded, resource-limited classrooms. Second, there's slow progress in shifting teachers and curricula toward more communicative, student-centered approaches. Many Indian classrooms are still large and focus heavily on exams, so methods like Communicative Language Teaching (CLT) are often adapted or

skipped altogether. Interestingly, teachers often use sociocultural strategies—such as incorporating local language hints, group activities, and culturally relevant content—without necessarily labeling them as part of sociocultural learning theories.

We lack large-scale studies that link policy initiatives, such as the new education policies, to what actually occurs in classrooms when teaching English to Gen Z students because the majority of current research is small or qualitative. Although there is a lot of hope regarding English learning among Indian Gen Z, there are still obstacles to overcome: many students want to learn English, but local language schools frequently lack the tools and resources necessary for successful communication-based instruction, and teachers and resources are still attempting to keep up with contemporary teaching standards.

Techniques: The survey design used was cross-sectional. Participants included 101 English teachers and 480 Gen Z students (roughly 13–16 years old) from 13 vernacular-medium schools (9 government, 4 government-aided) spread across five metro areas (Mumbai, Chennai, Kolkata, Delhi-NCR, and Bhubaneswar). Schools were specifically selected to reflect urban and semi-urban government settings where English is taught as a second language. Each school's upper-grade students (classes 8–10) were invited; all who accepted were included, yielding N=480. At these schools, every teacher respondent (N=101) taught English. Nearly 50% of students came from homes where neither parent spoke English, and over 40% of students in most classes (65%) were fluent speakers of the language.

Instruments: A structured questionnaire was developed to assess (a) family and educational background, (b) classroom instruction practices, and (c) student attitudes toward English. Teacher surveys mirrored key items on instructional methods and their own language use. The instruments were informed by language education literature and national surveys. Content validity was established through expert review by curriculum specialists and language educators; items were pretested in a pilot study (N=30 students, 5 teachers) to ensure clarity. Where relevant, reliability was assessed via Cronbach's α for multi-item scales (e.g. attitudes, $\alpha>0.8$). (Details of validation and item examples are available in Supplementary Appendix.)

Procedure: Data were collected in 2019 (pre-COVID-19) by researcher visits to schools. Permissions were obtained from school authorities and verbal assent from students. Surveys were administered in group sessions; students completed them in English or (if needed) their vernacular under supervision. Teachers self-completed the instrument. All responses were confidential.

Data Analysis: Responses were coded and analysed using SPSS. Descriptive statistics (percentages, means) summarized key variables. Chi-square tests examined associations between background factors (e.g. parental English use, school type) and student confidence or attitudes. For example, we tested whether students with English-speaking parents had higher self-reported proficiency ($p<0.05$ considered significant). Inferential findings (not detailed here) supported descriptive trends and are consistent with prior research. Throughout, MLA-style citations of national data (ASER, NCERT) were integrated to contextualize and validate our survey results.

7. Results

7.1. Student Background and English Exposure

Table 1 summarizes student backgrounds and classroom English exposure. Nearly half (49.8%) of students came from homes where no parent spoke English; in 34.8% of homes, one parent did, and only 15.4% had both parents fluent in Englishfile-dwetej8uysxk8elxevtecb. Thus, most students began English learning without strong family support. The vast majority (92%) had started English by Class 1file-dwetej8uysxk8elxevtecb, reflecting widespread early introduction of English in schools. In most schools (64 of 89), English was mandatory up to Class 10; in 25 schools it was only mandatory. Nearly all students (96%) had English classes 4–5 days per week.

Classroom language is another indication of the limited English-speaking environment. Just 2% of students responded that the teacher spoke only English when asked, "Which language does your teacher use during English class?" Teachers used a combination of English and vernacular, according to 55% of respondents, 31% said "mostly vernacular," and 12% said "mostly English." Conversely, when asked the same question, 8% of teachers claimed to use only English, 30% to use English mostly, 60% to use a mix, and 2% to use vernacular mostly. According to both viewpoints, complete immersion in English is uncommon. Although this code-switching strategy might make comprehension easier in the short term, it goes against CLT's focus on target-language usage.

Table 1 Student Background and English Instruction (N=480)

Characteristic	**% of Students**
Parents' English ability	Both parents: 15.4%
	One parent: 34.8%
	Neither parent: 49.8%
Class composition (fluent English peers)	>40% peers fluent: 65%
	30–40% fluent: 27%
	20–30% fluent: 8%
Grade English starts	Class 1: 92%
	Class 2 or later: 8%
English mandatory through	Class 10: 64 schools
	Class 4 (after which optional): 25 schools
Weekly English classes (4–5 days):	96% of students

Instructional Practices: Very traditional teaching methods were reported by both teachers and students. The teacher's primary activity, according to 87% of students, was "teacher saying a word and students learning it" (rote repetition), which was followed by copying from the board and reading aloud passages. 84% of respondents said that games, quizzes, and other interactive techniques were either rarely or never used, indicating a lack of use of audio-visual or creative methods. Sixty-seven percent of students said that teachers never used games, movies, or role-playing; instead, they taught grammar primarily through board examples and direct rule explanations. Student rankings of classroom activities are displayed in Table 2. Speaking and pronunciation were ranked lower (65–76% top rank), while reading and writing were ranked as the most important activities (92% and 84% ranking first, respectively).

Table 2 Student-Ranked English Classroom Activities (Top-ranked %)

Activity	**% students ranking it top priority**
Reading	92%
Writing	84%
Listening	81%
Pronunciation	76%
Grammar	66%
Speaking	65%

7.2. Teacher Profile and Practices

Of the 101 English teachers who were questioned, 56% of them had more than ten years of experience and 44% had ten or fewer years of experience. All of them possessed a degree and 79% of them indicated that they had been through some form of in-service training in teaching English. Seventy-six percent of them taught classes with more than thirty pupils. In English classes, 60% of respondents admitted to using both English and vernacular as their primary language of instruction. This was followed by 30% who said they used English primarily, 8% who said they used English exclusively, and 2% who said they used vernacular primarily. Overall, this is consistent with what students have reported. Teachers recognized their limitations, including the need for translation because of resource scarcity and large class sizes.

8. Discussion

Our findings reveal a paradox: Gen Z students highly value English yet lack confidence in using it. This is consistent with national data. The ASER 2023 report found that 42% of rural adolescents (ages 14–18) "face difficulties reading basic English sentences" – a percentage similar to the 83% of our students who do *not* speak English easily (100–17%). Likewise, ASER 2023 noted that of those who can read English, only 73.5% understand it; in our sample 83% are in school but only a fraction feel comfortable speaking, indicating a gap between school exposure and actual communicative ability. Earlier ASER data echo this literacy crisis: one study noted that only ~50% of Class 5 children nationwide could read a simple text, and about 73% of Class 8 could read at least a Class-2 level, leaving many unable to engage fully with English textbooks or environment. The need for remedial or enhanced English instruction is evident.

Communicative Language Teaching (CLT): CLT emphasizes interactive, learner-cantered activities to develop real communication skills. However, our classroom data show a mismatch: teachers rely on lecture and board-work, and even in English class they often code-switch heavily. Only ~20% of students reported any substantial English-only instructionfile-dwetej8uysxk8elxevtecb. This inhibits immersion and spontaneous use of English. CLT would instead encourage pairing, role-play, group tasks, and use of authentic English materials (stories, videos). For example, students reported that speaking activities were ranked low (65% gave speaking lowest priorityfile-dwetej8uysxk8elxevtecb), suggesting that current pedagogy neglects oral practice.

Sociocultural Theory: Vygotsky's sociocultural framework highlights how learning occurs through interaction with "more knowledgeable others" in a cultural context. In our context, teachers and fluent peers are key MKOs. However, 87% of students reported minimal English-speaking role models at home (only 15.4% had both parents fluent).

Thus, the Zone of Proximal Development (ZPD) for English is under-supported at home. Community context matters too: 74% cited urban vs. rural setting as influencing learningfile-dwetej8uysxk8elxevtecb, reflecting differing exposure. The high influence of parents and neighbours on motivationfile-dwetej8uysxk8elxevtecb is consistent with sociocultural views that cultural attitudes drive learning. Educational interventions can leverage this by involving families and communities (e.g. encouraging parents to create English-rich home environments, using community resources for practice).

Our study aligns with CLT's recommendation that teachers act as facilitators, not just providers of grammar. Currently, 90% of students reported grammar being taught via rule-and-drillfile-dwetej8uysxk8elxevtecb. Shifting to task-based activities would likely increase engagement, as Gen Z thrives on interactive, technology-enhanced learning. In fact, 98% of our students "like learning English", indicating a receptive audience if the method appeals to them.

National Context: The NCERT/NAS surveys emphasize foundational literacy but also signal concern for language learning. Though NAS 2021 (NCERT) assessed English in Class 10, its publicly released data (e.g. press release) highlights declines in overall learning outcomes since 2017, implying urgent reform. Our results suggest one locus for improvement: quality of English instruction. Notably, policy documents (Right to Education Act, NEP 2020) mandate quality English education; our findings point to specific gaps (teacher training, class size, materials).

Pedagogical Implications: The synthesis of CLT and sociocultural theories entails multi-faceted solutions. Classrooms should increase peer interaction and use of English as medium (e.g. conversation clubs, multimedia). Role-plays and storytelling can make learning contextual and personal. Teachers should scaffold new language using students' L1 strategically (consistent with CLT's allowance for some L1 to clarify) but progressively shift to English. Training programs for teachers must emphasize CLT techniques. At home and in community, creating English "zones" (e.g. encouraging students to watch English media, speak with fluent speakers) can extend learning outside class. Given that students recognize their own limitations (only 17% feel fluent), building self-confidence is key; for example, celebrating small achievements in speaking can align with Generation Z's need for autonomy and feedback.

9. Conclusion

Indian Generation Z students are well-conscious of the value of English, but our findings reveal that current pedagogy fails to make them happy and equip them well. Few do it effortlessly, mirroring national descriptions of extensive English illiteracy. Our mixed-methods survey based on educational research norms—points to evident gaps: excessive reliance on rote teaching, too little communicative practice, and poor home support for using English. By shifting pedagogy to CLT (interaction, authentic use of language) and tapping into sociocultural networks teachers can better serve Gen Z's needs. It appeals to NCERT/ASER demands for higher quality (e.g. attention to speaking skills) and appeals

to NEP 2020's objective of foundational literacy. We suggest schools adopt specialist spoken-English modules, employ multimedia tools, and equip teachers with facilitative techniques. Community initiatives might collaborate with schools to give conversational English exposure. Lastly, the integration of national data such as ASER in curriculum assessment can allow monitoring of progress. Overall, enabling India's youth with robust English communication skills is vital for their personal futures and for India's engagement with the world something that can be attained through evidence-based, learner-focused education reform.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

References

[1] Ammon, U. The Dominance of English as a World Language. Peter Lang, 1995.

[2] Amolan, Malaina M. "Digital Natives in the Classroom: Exploring Generation Z's Attitudes and Approaches to Education." Asia Pacific Journal of Advanced Education and Technology (Conference Proceedings, ICMRSD), May 2024.

[3] Banerji, Rukmini, et al. "Annual Status of Education Report (Rural) 2023." ASER Centre, 2024.

[4] Bhuvaneswari, R., Cynthiya Rose J. S., and Maria Baptist S. "Editorial: Indian Literature: Past, Present and Future." Studies in Media and Communication, vol. 10, no. 1, 2022.

[5] "CLT (Communicative Language Teaching)." Wikipedia, Wikimedia Foundation, updated 6 Sept. 2023.

[6] Cherry, Kendra. "Sociocultural Theory: Understanding Vygotsky." Verywell Mind, 12 July 2024, www.verywellmind.com.

[7] Cynthiya Rose, J. S., and R. Bhuvaneswari. "Folktales from Six Continents: Cultural Influence and Life Skill Development for Children." Journal of Language & Literary Studies / Folia Linguistica et Litteraria, no. 44, 2023.

[8] "Storytelling among Children: A Survey." Journal of Critical Reviews, vol. 7, no. 15, 2020, pp. 36–43.

[9] "Unnoticed Child from the Conflict Zone: A Study of Human Behaviour in Select Indian Graphic Novels." Space and Culture, India, vol. 11, no. 3, 2023, pp. 43–55.

[10] "Visualising Anthropomorphism as a Creative Communicative Mode in The Tall Tales of Vishnu Sharma: Panchatantra." Creativity Studies, vol. 18, no. 1, 2025, pp. 43–63.

[11] Das, Sandeep, et al. "Teachers' Attitudes about Teaching English in India: An Embedded Mixed-Methods Study." TEFLIN Journal, vol. 25, no. 1, 2014, pp. 73–94.

[12] Garg, Neha. "Linguistic Landscape of Gen Z: The Impact of English Dominance on Endangered Languages." Journal of Research in Social and Professional English Language Teaching (JRSP-ELT), vol. 8, no. 43, May 2024, pp. 1–8. https://doi.org/10.54850/jrspelt.8.43.003.

[13] Grace, Ida A., and Sneha Mishra. "Bridging English Education Gaps for India's Tribal Gen Z Learners." International Research Journal of Management and Social Science, vol. 5, no. 1, 2024, pp. 172–84.

[14] Graddol, David. The Future of English? British Council, 1997.

[15] Iyappan, Gowtham, Cynthiya Rose J. S., and N. Uttham Kumar. "Why English Matters in a Technical World." International Journal of Humanities and Social Science Invention (IJHSSI), vol. 14, no. 6, 2025, pp. 59–62. Invention Journals.

[16] Julian, Ng. "New Roles and Competencies of Teachers in the ICT-Mediated Learning Environment of Russian Universities." Образование и наука, vol. 24, no. 1, 2022, pp. 191–221.

[17] Kumar, N. Uttham, and Priya Philip. "Communication Skills: A Core Component of Engineering Education." International Journal of Humanities and Social Science Invention, vol. 14, no. 6, 2025, pp. 59–62.

[18] "Virginal Love in Literature." International Journal of English and Literature (IJEL), vol. 2, no. 4, Dec. 2012, pp. 97–100.

[19] Kumar, N. Uttham, Priya Philip, and A. Kalaiselvi. "The Application of CLT to Teaching English as a Second Language—An Assessment of Practice in India." International Journal of Humanities and Social Science Invention, vol. 2, no. 5, 2013, pp. 24–29.

[20] Kumar, N. Uttham, R. Gowthaman, and K. Jaganbabu. "Communication Skills: A Resource for Human Development and Career Enhancement of Engineering Students." Man In India, vol. 94, no. 4-III, 2014, pp. 1005–1010.

[21] Lightfoot, Amy, et al. "Measuring the Multilingual Reality: Lessons from Classrooms in Delhi and Hyderabad." International Journal of Bilingual Education and Bilingualism, vol. 24, no. 5, 2021, pp. 529–44. https://doi.org/10.1080/13670050.2021.1899123.

[22] Loganathan, G., and M. Meena Devi. "Reflections on Indian Youth in Chetan Bhagat's What Young India Wants." Bodhi International Journal of Research in Humanities, Arts and Science, vol. 7, special issue 2, Dec. 2022.

[23] Muthyanolla, Sai K. "NAS 2021 and Learning Outcomes." Factly, 31 May 2022.

[24] "NAS 2021." Press Information Bureau, Government of India, 25 May 2022.

[25] Renuga, M., and N. Uttham Kumar. "A Methodology to Develop Language Skills in Students: A Paradigm Shift from the Traditional LSRW to LRSW." Asian Journal of Research in Social Sciences and Humanities, vol. 6, no. 9, 2016, pp. 971–975.

[26] Shukla, Amandeep. "ASER 2018: Foundational Skills Worsen." Hindustan Times, 16 Jan. 2019.

[27] Sivasankar, K., J. S. Cynthiya Rose, and N. Uttham Kumar. "Enhancing Public Speaking Skills among Engineering Students for Improved Employability in MNCs." International Journal of Scientific Research in Engineering and Management (IJSREM), vol. 9, no. 6, 2025, pp. 1–6.

[28] "ASER 2018 Rural India." Hindustan Times, 16 Jan. 2019.

[29] "Generation Z in the Workplace." India Today, Nov. 2024.

Appendix and Data Figures

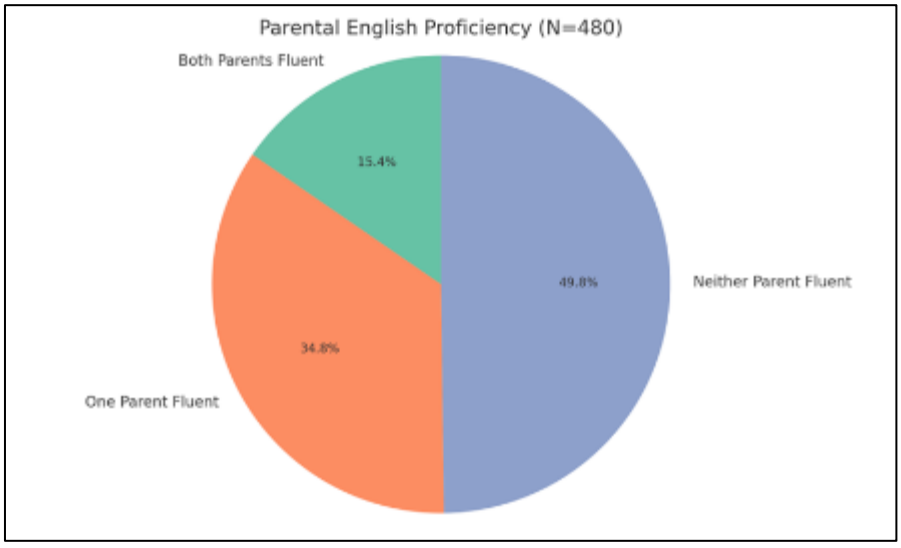

Figure 1 Parental English Proficiency (N=480)

This pie chart displays the proportion of students whose parents are fluent in English.

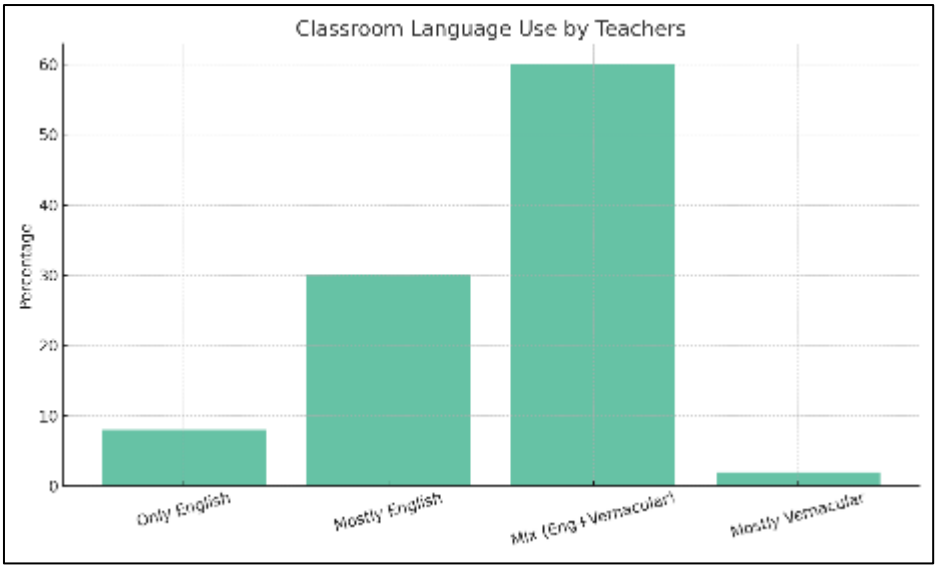

Figure 2 Classroom Language Use by Teachers

Bar graph illustrating how teachers self-report their language use during English classes.

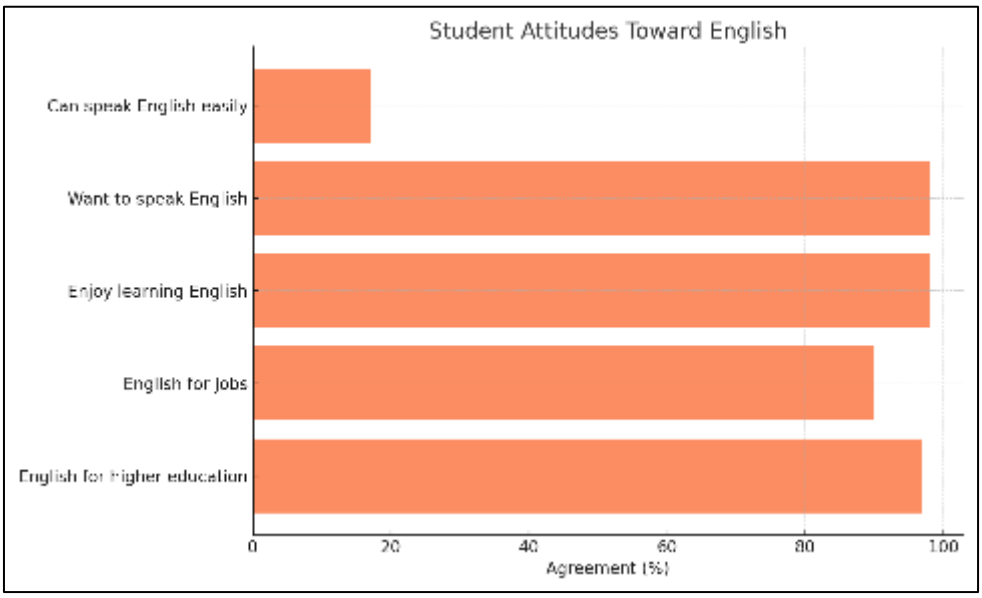

Figure 3 Student Attitudes Toward English

Student agreement with various statements about English learning, including enjoyment, confidence, and perceived importance.

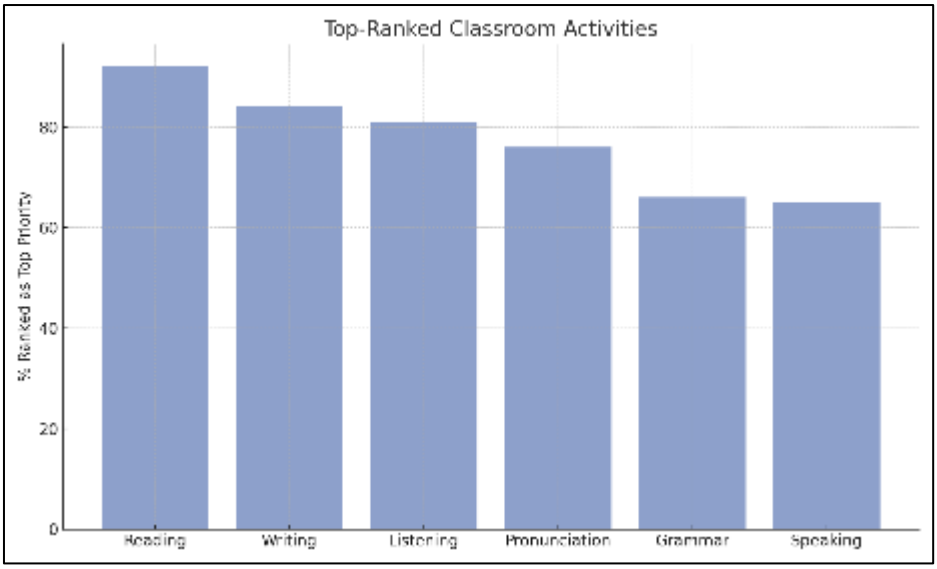

Figure 4 Top-Ranked Classroom Activities

Bar chart showing which classroom English activities students ranked as most important.