

**ENHANCING ACADEMIC PROFICIENCY: A STRATEGIC PROPOSAL FOR THE
REVISED ENGLISH ACADEMIC PURPOSE PROGRAM AT UZBEK STATE WORLD
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Abstract: This proposal presents a comprehensive plan for the enhancement of the English for Academic Purposes (EAP) program at Uzbek State World Languages University, specifically designed for B2-level freshman students. The primary objective is to address the diverse linguistic backgrounds of students and improve their adaptability to English Medium Instruction. The revised program emphasizes the simultaneous development of language proficiency and academic skills through an integrated skills approach, incorporating critical thinking, research methodologies, and presentation skills. A structured curriculum aligned with the Common European Framework of Reference for Languages (CEFR) will be implemented, featuring a placement test, level-based instruction, and a supportive learning environment. The proposal outlines the necessary implementation strategies involving faculty training, curriculum development, assessment measures, and resource allocation, ultimately aiming to enhance both students' academic success and the university's reputation.

Keywords: English for Academic Purposes, EAP Program, Uzbek State World Languages University, B2-level, language proficiency, academic skills, cultural integration, integrated skills approach, CEFR, curriculum development, assessment strategies.

Introduction: In an increasingly globalized world, proficiency in English has become paramount for academic success, particularly in institutions that offer English Medium Instruction. At Uzbek State World Languages University, a significant number of students, both national and international, encounter challenges in effectively adapting to these academic requirements due to their diverse linguistic backgrounds. This proposal aims to evaluate and revise the existing English for Academic Purposes (EAP) program to better meet the needs of B2-level freshman students, ensuring they are equipped with the necessary language and academic skills. By implementing an integrated skills approach that fosters simultaneous use of reading, writing, listening, and speaking, the revised program will not only enhance linguistic abilities but also cultivate essential critical thinking and presentation skills. Furthermore, this proposal advocates for a culturally inclusive environment that promotes interaction among students and faculty, thereby facilitating deeper cultural integration. Through a structured curriculum aligned with the Common European Framework of Reference for Languages (CEFR) and a supportive learning atmosphere, this initiative seeks to improve students' academic performance and contribute positively to the overall reputation of the university.

This proposal defines unique context for freshman students at Uzbek State World Languages University and provide with detailed structure of performance for a revised EAP Program. I selected B2 level students as a target learner at this university. The main purpose of this proposal is to identify the need for English students will engage in activities and assignments that require them to use multiple language skills simultaneously. Basically, improving not only language skills but also academic skills to ensure their success turned into their vital goal. Uzbek State World Languages University is considered to be a renowned institution which attracts a significant number of both national and international students every year. Most of the teachers report that students come from diverse linguistic background and also the come across some challenges in adapting to the requirements of English Medium Instruction. To be more specific, the revised EAP Program will focus on enhancing language proficiency, develop academic skills and promote the growth of cultural integration. Researchers point out that EAP Program is necessarily essential to improve student's reading, writing, listening, speaking skills to ensure the ability of effective comprehending in academic setting, and to offer academic skills such as critical thinking, research methodologies, note-taking, essay writing and presentation skills as well. Additionally, it provides with a great opportunity for students to engage with local students and faculty members enabling them to comprehend the cultural differences. Teachers describe that the structure of program involves placement test, level-based curriculum, integrated skill approach, content -based instruction and supportive environment. For the placement, it is required to take a proficiency test to analyze the level of language ability. Swales suggests that the revised EAP program will consist of multiple levels, each designed to cater to students at different language proficiency levels. The curriculum will be aligned with the Common European Framework of Reference for Languages (CEFR). While in the integrated skill approach, students will engage in activities and assignments that require them to use multiple language skills simultaneously, Content -based instruction program will offer contents from various academic disciplines which is intended to develop vocabulary skills. "According to Richard & Rodgers (2001) show that Content-Based Instruction refers to a strategy to second language teaching in which teaching is organized around the content or facts that students will learn." In terms of observations, the last one is supportive environment. In this program, supportive learning environment, which includes small class sizes, regular feedback session and access to technology and language resources. This program involves in implementation plan that consists of faculty requirement, curriculum development, infrastructure and resources, orientation and training. Many times it has been proven that both skillful and experienced EAP instructors will be recruited to deliver the revised program. A team of experts will collaborate to design the revised curriculum, incorporating best practices in EAP instruction. Adequate resources, including language labs, online platforms, and study materials, will be provided to support the implementation of the program. Faculty members involved in the program will undergo training sessions to familiarize themselves with the revised curriculum and instructional strategies. Most researchers explain that as assessment plays an important role, student's progress will be assessed through regular formative assessments such as quizzes, presentations, and writing assignments. Moreover, at the end of each level, taking a proficiency test from each student will be required to check their knowledge and to give permission for the next level. "Proficiency tests are principal to check people's ability in subject although they may have any training in that subject (Hughes, 1918)." Apart from that, giving regular feedback is an effective way to identify basic areas of development. In conclusion, the proposal for revised EAP Program at Uzbek State World Languages University is based on addressing problems related to the

specific needs of not only international but also national students for contributing the development of proficiency and academic skills. In addition, this university leads their students to achieve a positive influence on university's reputation or academic success rates. To further strengthen the Revised EAP Program at the Uzbek State World Languages University, it is essential to incorporate a continuous feedback mechanism that engages students in their learning journey. Regularly scheduled feedback sessions can allow students to discuss their progress one-on-one with instructors, providing opportunities to highlight areas of strength and identify specific challenges they may be facing. This dialogue will not only build student confidence but also foster a sense of ownership over their academic development (Hattie & Timperley, 2007). Additionally, integrating technology into the curriculum can enhance the learning experience. The use of online platforms for collaborative projects, language practice, and access to vast resources could support students in developing language skills outside of the classroom (Zheng et al., 2016). Virtual exchange programs with partner universities could also be explored, giving students the chance to engage with peers from diverse backgrounds, leading to greater intercultural understanding (O'Dowd, 2018).

Moreover, ongoing professional development for instructors is critical to the success of the program. Hosting workshops that encourage faculty to share best practices and innovative teaching strategies can cultivate a dynamic learning environment (Guskey, 2000). By creating a community of practice among educators, the program will continually adapt to meet the evolving needs of its diverse student population.

Conclusion: Finally, regular evaluation and data collection on the program's effectiveness will be necessary to ensure it aligns with the university's goals and the needs of students. Utilizing both student feedback and performance metrics will inform necessary adjustments, ensuring the EAP program remains relevant and impactful. In conclusion, the implementation of these initiatives will not only enhance the linguistic and academic skills of students but also solidify the reputation of Uzbek State World Languages University as a leader in language education, ultimately contributing to the academic success and integration of both national and international students in an increasingly globalized world.

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