

ANALYZING THE EFFECTIVENESS BILINGUAL EDUCATION PROGRAMS IN PROMOTING ENGLISH PROFICIENCY AMONG MULTILINGUAL STUDENTS

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ABSTRACT

Bilingual education programs play an important role in supporting English language development among multilingual students. These programs use both the native language and English as mediums of instruction to help learners understand academic content while improving their language skills. This study analyzes the effectiveness of bilingual education programs in promoting English proficiency, focusing on students' development in reading, writing, speaking, and listening. It also highlights key teaching strategies such as code-switching, translanguaging, and scaffolded instruction that support language learning in bilingual classrooms. The study concludes that well-implemented bilingual education programs can significantly enhance English proficiency and academic performance among multilingual learners.

Keywords: bilingual, education, learners, multilingual classrooms

INTRODUCTION

Bilingual education has become an increasingly important approach in modern multilingual classrooms, where students often come from diverse linguistic backgrounds. In such contexts, learning English as a second or foreign language can be challenging due to limited exposure and varying levels of language proficiency. Bilingual education programs address these challenges by using both the students' first language and English as tools for instruction, allowing learners to better understand subject content while gradually developing English proficiency.

These programs are designed to support cognitive development and language acquisition simultaneously. Through the use of structured teaching strategies such as code-switching, and scaffolding, teachers help students connect prior knowledge with new language input. As a result, learners are able to build confidence and competence in using English in academic settings.

This study examines the effectiveness of bilingual education programs in improving English proficiency among multilingual students. It focuses on how

instructional practices within bilingual settings contribute to the development of key language skills and overall academic achievement.

METHODOLOGY

This study adopts a qualitative comparative research design to examine the effectiveness of bilingual education programs in promoting English proficiency among multilingual students. The research is grounded in sociocultural theory and bilingual education frameworks, which emphasize that language learning develops through interaction, cognitive mediation, and the use of learners' first language as a supportive resource in instruction.

The study was conducted in selected multilingual educational institutions in Uzbekistan where bilingual education practices are implemented. A purposive sampling technique was used to select English teachers and multilingual students involved in bilingual instruction. This approach aligns with Uzbek educational research traditions that emphasize context-sensitive analysis of classroom practices and learner diversity in foreign language education.¹

The significance of interactive teaching methods and scaffolding strategies in improving language acquisition.² In addition, understanding assessment practices and learner-centered evaluation in bilingual and EFL classrooms, while the role of modern pedagogical technologies in enhancing language learning outcomes.³ Data were collected through semi-structured interviews, classroom observations, and document analysis. Interviews explored teachers' and students' experiences with bilingual instruction and perceived English language development. Classroom observations focused on instructional strategies such as code-switching, scaffolding, and learner engagement.⁴

Students' test results and written assignments were analyzed to evaluate progress in English proficiency across four skills: reading, writing, speaking, and listening. Thematic analysis was used to analyze the data, involving systematic coding and categorization of emerging patterns. This method aligns with qualitative research practices widely used in Uzbek educational studies, where emphasis is placed on understanding classroom interaction and learner behavior in real contexts.⁵

To ensure validity and reliability, triangulation was applied across multiple data sources, and ethical considerations such as informed consent, confidentiality, and voluntary participation were strictly maintained.

RESULT AND DISCUSSIONS

¹ Saydaliev, S. S. (2013). *Modern methods of teaching foreign languages*. Tashkent: Fan va Texnologiya.

² Mirzaeva, D. (2017). *Learner-centered assessment in education*. Tashkent: Education Press

³ Khamraeva, N. (2016). *Assessment practices in language teaching*. Tashkent: Fan Publishing House.

⁴ Carless, D., & Boud, D. (2018). The development of student feedback literacy. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325.

⁵ García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.

The findings of this study indicate that bilingual education programs have a positive influence on the development of English proficiency among multilingual students. Analysis of interviews, classroom observations, and students' academic records revealed three major themes: improvement in language skills, the role of instructional strategies, and learner engagement in bilingual classrooms.

Firstly, the results show that students enrolled in bilingual education programs demonstrated noticeable improvement in English proficiency across reading, writing, speaking, and listening skills. Learners reported better comprehension of academic content when instruction was supported by their first language, which helped them build stronger connections between prior knowledge and new English input. Assessment records also indicated gradual improvement in test scores and writing performance over time. Secondly, instructional strategies such as code-switching, and scaffolding were found to play a significant role in supporting language development. Teachers used the native language strategically to clarify complex concepts, explain instructions, and reduce learners' anxiety. Gradually, English was increased in classroom use, allowing students to transition toward greater independence in language use. These strategies helped learners understand difficult content while simultaneously improving their English proficiency.

Thirdly, classroom observations revealed a high level of learner engagement in bilingual settings. Students participated more actively in discussions, asked questions with greater confidence, and showed reduced fear of making mistakes. The use of the first language created a supportive learning environment, which encouraged participation and facilitated comprehension. However, it was also observed that overreliance on the native language in some classrooms limited exposure to English, which may slow down language immersion if not properly balanced.

CONCLUSION

This study examined the effectiveness of bilingual education programs in promoting English proficiency among multilingual students. The findings indicate that bilingual instruction has a positive impact on learners' development of English language skills, particularly when the first language is used strategically to support understanding and gradual language transition. Students in bilingual programs demonstrated improvement in reading, writing, speaking, and listening, supported by clearer comprehension of academic content and increased classroom participation. These strategies help reduce language barriers, build learner confidence, and facilitate deeper engagement with content.

Overall, bilingual education programs can significantly contribute to English proficiency development among multilingual learners when implemented effectively. The study emphasizes the importance of teacher training, structured language planning,

and appropriate pedagogical strategies to maximize the benefits of bilingual instruction in multilingual educational contexts.

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