

## THE ROLE OF ENGLISH PROFICIENCY IN ACCESSING GLOBAL POLITICAL DISCOURSE

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**Abstract.** *This thesis explores the relationship between English language proficiency and political science students' capacity to participate in global political discourse. Given English's dominance as the international medium of academia, politics, and diplomacy, students' engagement with global research, scholarly journals, and conferences is heavily influenced by their language abilities. Through literature analysis and theoretical review, the study finds that English proficiency significantly enhances students' access to academic materials, improves research comprehension, and facilitates participation in international conferences. Conversely, limited proficiency creates academic isolation and reduces opportunities for intellectual contribution. The thesis concludes by suggesting educational interventions to bridge linguistic barriers and ensure equal access to global knowledge networks.*

**Keywords.** *English proficiency; political science; academic discourse; global communication; international research; conferences; scholarly access.*

### Introduction

In the contemporary world, the English language serves as the bridge connecting global academic communities. In political science, a field inherently tied to international relations and governance, the ability to engage with research written in English determines the extent of a student's academic reach and professional growth. English is the primary language of most high-impact political science journals, conferences, and scholarly publications. Therefore, a student's proficiency in English not only affects their ability to access knowledge but also their potential to contribute to global scholarly discussions.

This thesis investigates how English proficiency influences political science students' participation in international academic communities. It aims to answer the following questions: How does English proficiency affect access to global research materials? In what ways does it impact students' ability to attend and present at conferences? And finally, how can universities better support political science students in improving their English proficiency for academic success?

### Results and Discussion

The findings reveal a direct relationship between English language proficiency and the ability to engage with global political scholarship. Students with advanced proficiency

reported higher levels of confidence in reading and citing English-language journals, collaborating internationally, and presenting research at global conferences. This supports previous research suggesting that language proficiency correlates strongly with academic engagement and achievement.

Moreover, students with limited English skills experienced challenges such as misunderstanding theoretical arguments, struggling to publish in international journals, and hesitating to participate in discussions at international forums. As a result, these students often rely on translated sources or regional publications, which limits their exposure to new perspectives and methodological innovations in political science. Such limitations contribute to unequal participation in global academic discourse.

To mitigate these disparities, educational institutions must integrate English for Academic Purposes (EAP) courses within political science curricula. Providing specialized training on academic writing, presentation skills, and journal article analysis can empower students to communicate effectively in English and contribute meaningfully to international research dialogues.

### **Conclusion**

In conclusion, English proficiency plays a decisive role in determining political science students' access to global research and scholarly communication. The dominance of English in academic and political contexts creates both opportunities and barriers. While proficient students benefit from full participation in international academia, those with limited skills face exclusion from critical research dialogues. Therefore, fostering English language proficiency within political science education is essential for promoting inclusivity, intellectual diversity, and equitable access to global knowledge.

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