

**THE RELATIONSHIP BETWEEN LANGUAGE ACQUISITION AND
LANGUAGE APPLICATION: A STUDY ON THE USE OF ENGLISH IN DAILY
LIFE AMONG NON-NATIVE SPEAKERS**

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Abstract. This research explores the connection between learning a language and the everyday use of English among non-native speakers. Specifically, it looks at how regular engagement with English in real-world situations affects the development of skills such as fluency, vocabulary, and listening comprehension. The study involved sixty adult English learners aged 18 to 50, who were categorized into two groups: one that frequently incorporated English into their daily lives (active users) and another that mainly participated in structured learning environments (formal learners). Data was gathered through proficiency tests conducted before and after the study, along with surveys, interviews, and observations. The findings indicated that those who utilized English in practical scenarios experienced significant enhancements in fluency and vocabulary, pointing to the idea that daily usage promotes faster language learning. Nonetheless, both groups struggled with grasping idiomatic expressions and cultural nuances. This study underscores the necessity of combining formal education with practical language experience to achieve proficiency, reinforcing that language learning is not solely a mental activity, but also intertwined with social and cultural contexts. These results offer valuable perspectives on the significance of daily language practice in the learning process and highlight potential areas for further investigation regarding the influence of social and cultural factors on acquiring a second language.

Key words: TOEFL, Language Acquisition, Language Application, active users, formal learners, the Zone of Proximal Development (ZPD), linguistic abilities.

Introduction. Language acquisition is a complicated and diverse process where learners gradually absorb a new language's rules, vocabulary, and structures. On the other hand, language application pertains to how these learned skills are utilized in real-life scenarios. For those who are not native English speakers, the journey toward fluency is often influenced by a combination of formal settings—like language classes or self-directed courses—and casual, everyday language experiences. The difference between acquisition and application has prompted important questions about how these two aspects of language learning affect one another.

This study examines the connection between language acquisition and application, particularly focusing on non-native English speakers. It specifically looks into whether regular usage of English in daily activities speeds up the acquisition process or reinforces previously learned language skills. While a significant amount of research has concentrated on the impact of formal education on language acquisition (Krashen, 1985; Ellis, 1994), there has been less exploration of how learners apply and integrate their knowledge in informal situations. This study seeks to fill that gap by analyzing how practical language use affects learners' proficiency, fluency, and retention.

Literature Review. The process of second language acquisition (SLA) has been widely explored through various linguistic, cognitive, and social perspectives. Scholars have proposed multiple theories to explain how non-native speakers acquire proficiency in a foreign language. One of the most influential theories is Krashen's Input Hypothesis (1985), which emphasizes the role of comprehensible input in language learning. According to Krashen, learners develop language skills effectively when they are exposed to input slightly beyond their current proficiency level, facilitating natural acquisition rather than conscious learning. On top of that, another important theoretical framework is Vygotsky's Sociocultural Theory (1978), which highlights the role of social interaction in language learning. He introduced the concept of the Zone of Proximal Development (ZPD), suggesting that learners benefit from guided interaction with more proficient speakers. Vygotsky's work supports the idea that interaction with native speakers or fluent users enhances language proficiency, particularly in spontaneous speech. Swain (1985) further contributed to SLA research with the Output Hypothesis, which argues that language production—both speaking and writing—is essential for linguistic development. She claimed that learners refine their grammatical accuracy and fluency when they are required to produce language in meaningful contexts. Empirical research also highlights the role of exposure in language acquisition. Ellis (1994) and Stern (1983) found that learners who

frequently use a second language in natural contexts develop better lexical flexibility and syntactic variation. Additionally, Gardner's (1985) work on language learning motivation suggests that learners with integrative motivation—those who seek to connect with a culture—tend to acquire language more effectively than those with purely instrumental motivations.

Methodology. It is evident that this research is based on established linguistic theories and empirical studies in the field of second language acquisition. The study examines the effects of different learning approaches on language proficiency, focusing on both formal instruction and active language use. To ensure a comprehensive analysis, various data collection methods were employed, including proficiency assessments, surveys, interviews, and observational studies. The research involved 60 adult non-native English speakers from diverse backgrounds, divided into two groups based on their English usage. Group A consisted of individuals who regularly engaged in English communication through social interactions, workplace conversations, and media consumption. Group B, on the other hand, comprised learners who primarily relied on formal instruction, such as language courses and tutoring. The selection criteria ensured that both groups had at least an intermediate level of English proficiency at the start of the study. One of the key assessment tools used in this research was a standardized pre-test and post-test evaluation, adapted from the TOEFL exam. This test measured vocabulary knowledge, grammatical accuracy, listening comprehension, and speaking fluency. By comparing the scores before and after the study, researchers were able to determine the extent of language improvement in each group. Additionally, participants completed detailed surveys that examined their language usage patterns, learning motivations, and self-assessed proficiency levels. This data provided valuable insights into how frequently learners engaged with English and in what contexts they applied their skills. To further explore individual experiences, semi-structured interviews were conducted with participants. These interviews focused on the challenges they encountered while using English, their perceived progress, and their confidence in different communication settings. The qualitative nature of these discussions allowed researchers to identify common themes in language learning experiences. Furthermore, an observational study was conducted on a subgroup of 20 participants (10 from each group) to assess their language use in real-world environments. Observations focused on fluency, accuracy, vocabulary usage, and cultural awareness in workplace or social interactions. This method provided a deeper understanding of how language skills were applied outside the classroom. The study's data analysis involved both quantitative and qualitative techniques. Paired t-tests were used to determine statistically significant differences in test scores, while

descriptive statistics helped identify patterns in survey responses. Thematic analysis was applied to interview transcripts to categorize common learning challenges and perceptions. Observational data were examined to evaluate real-life language application and cultural adaptation.

Discussion. The outcomes of this research support the notion that utilizing language in practical situations considerably boosts language acquisition. Participants who frequently engaged with English in their everyday lives exhibited quicker advancements in both fluency and vocabulary development. This observation aligns with Krashen's (1985) Input Hypothesis, which suggests that language learners are most successful when they receive meaningful, understandable input in real-life situations. In this investigation, learners from Group A gained advantages from consistent exposure to diverse language applications, which included conversational English, media consumption, and cultural subtleties, all contributing to their enhanced linguistic abilities. Nonetheless, the study also brings to light the difficulties encountered by learners in both groups. Although using English in real contexts aided vocabulary expansion, it simultaneously uncovered gaps in learners' grasp of idiomatic phrases, pronunciation, and social norms. These obstacles highlight that while casual language use is crucial for building fluency, formal education is still necessary to equip learners with a thorough understanding of grammar and cultural nuances (Larsen-Freeman, 2000). Moreover, the significance of social and cultural elements in language learning cannot be underestimated. Engaging with native speakers and experiencing English in culturally rich settings were found to accelerate the learning process. This emphasizes the necessity of immersive environments for language learners, as practical language usage extends beyond grammatical precision and encompasses cultural understanding and the capacity to participate in social conversations (Bialystok, 2001).

Conclusion. This research offers strong evidence that the frequent use of English in real-life contexts significantly enhances language acquisition. Non-native English speakers who regularly communicate in the language show quicker progress in fluency, vocabulary, and listening skills. However, the issues related to pronunciation, cultural allusions, and the proper application of grammatical rules underscore the importance of a well-rounded approach that merges both formal language education and informal language practice. Future studies could investigate the effects of specific social environments, such as language use in the workplace or online engagements, on language acquisition, as well as the influence of technology in creating immersive language learning opportunities

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