



THE ROLE OF TRAVELING IN IMPROVING ENGLISH PROFICIENCY

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Abstract: This article examines the impact of international travel on English language proficiency, specifically focusing on "naturalistic language acquisition." While traditional classroom settings provide a grammatical foundation, travel offers an immersive environment that forces learners to apply their knowledge in real-time.

Keywords: English proficiency, language immersion, communicative competence, travel-based learning, language acquisition.

Annotatsiya: Ushbu maqola xalqaro sayohatlarning ingliz tilini bilish darajasiga ta'sirini, xususan "tabiiy til o'zlashtirish"ga e'tibor qaratgan holda o'rganadi. An'anaviy ta'lim muhitlari grammatik asosni ta'minlasi, sayohat qilish o'quvchilarni o'z bilimlarini real vaqt rejimida qo'llashga majbur qiladigan immersiv muhit yaratadi.

Kalit so'zlar: ingliz tilini bilish, tilga sho'ng'ish, kommunikativ kompetensiya, sayohat orqali o'rganish, til o'zlashtirish.

Аннотация: В данной статье рассматривается влияние международных путешествий на уровень владения английским языком с особым акцентом на «естественное усвоение языка». В то время как традиционные учебные



занятия обеспечивают грамматическую основу, путешествия создают погружённую среду, которая заставляет учащихся применять свои знания в реальном времени.

Ключевые слова: владение английским языком, языковое погружение, коммуникативная компетенция, обучение через путешествия, усвоение языка.

In today's globalized world, English has become a key tool for communication, education, and professional development. While many learners study English in formal classroom settings, there is growing recognition that real-world experience plays an equally important role in language acquisition. This article explores how international travel contributes to improving English proficiency, with particular attention to the concept of naturalistic language acquisition—learning a language through immersion and everyday use rather than structured instruction alone. They often fall short in replicating the dynamic and authentic communicative demands of real-world interactions. This can lead to a disconnect between theoretical knowledge and practical application, particularly in developing spontaneous speaking fluency and naturalistic listening comprehension. The limitations of controlled environments are well-documented, with many learners struggling to transition from passive understanding to active, confident communication outside the classroom.

It is certain that while people learn one's another country's language, they often get bored because, too often, people get wrapped up in their daily routine become self-absorbed to the point it affects their health, their happiness, and their goal. It is a great world out there with billions and billions of people, who each day live their life living standards. People in an another country will have to do things that did not in their own country. For instance, consuming meals which you have not tasted before, learning some significant features of that country's culture because of better understanding of their living standards, being eager and afterwards, forcing themselves to speak in their language at all time while you are there cause you may



not always have translator. Traveling gets a person out of their zone, away from all their normal pleasures and comforts and way of doing things. This forces them to be adventurous, to live life to the fullest, to take the most of this precious gift of life and use the time they have to discover new things, meet new people and experience a completely different life much like people experience when reading fictional stories: They get to become whoever they are reading about, just like in travel they get to become citizens of the country they are visiting, even if for just a short time.

There are numerous studies that show students who are exposed to the language they're learning in an immersive way, it through a bilingual immersion programme at their school or a study-abroad experience, exhibit higher levels of fluency (e.g. Cummins 2009, Kinginger 2011, Wilkinson 1998), particularly when motivation to learn and absorb the language is high. The high motivation, in turn, is fostered by the desire to belong to or approximate the culture of the target language.

We are wired to desire emotional and social connection, and when placed in contexts where such connection is only available through a foreign language, our motivation to acquire it increases. This is why learning a language in the country where it is spoken is so effective – it offers an opportunity for complete language immersion. Lots of communicative language lessons aim to mimic such immersion through meaningful context, extensive second language (L2) input and emotional engagement.

Navigating unfamiliar social contexts such as using public transport or ordering services plays a powerful role in order to improve English proficiency, especially through real-life exposure. When learners find themselves in situations where communication is necessary for basic needs—buying tickets, asking for directions, or ordering food—they are pushed beyond passive knowledge and must actively use the language. This kind of “survival communication” creates a sense of urgency that



encourages quicker thinking, better recall of vocabulary, and more natural sentence formation. Unlike classroom exercises, these interactions are unpredictable, which helps learners develop flexibility in understanding different accents, speech speeds, and expressions.

Moreover, engaging in everyday activities like ordering in a restaurant or speaking with service staff helps learners build confidence and reduce the fear of making mistakes. In such environments, language becomes a practical tool rather than just an academic subject. Learners begin to notice commonly used phrases, polite expressions, and cultural norms, which are essential components of effective communication. Over time, repeated exposure to these situations improves listening comprehension and speaking fluency, as learners adapt to real conversational patterns instead of scripted dialogues.

Another important aspect is that these experiences often involve emotional and psychological engagement. For example, successfully navigating a metro system or completing a transaction in English gives a sense of achievement, reinforcing motivation to continue learning. Even misunderstandings can be beneficial, as they encourage learners to clarify meaning, rephrase sentences, and develop problem-solving strategies in communication. This process aligns with the concept of “naturalistic language acquisition,” where language is learned through meaningful interaction rather than memorization.

International travel provides a meaningful context for developing English language proficiency while simultaneously reducing language anxiety through authentic communicative experiences. Engagement in everyday interactions—such as navigating public transport, ordering services, and seeking assistance—encourages learners to prioritize meaning over linguistic accuracy, thereby decreasing hesitation and fear of making errors. The repetitive nature of these real-life situations fosters familiarity with functional language, gradually enhancing



confidence and fluency. Furthermore, positive social feedback from interlocutors contributes to a supportive environment that mitigates psychological barriers to communication. Overall, travel-based exposure facilitates both linguistic development and affective growth, making it an effective complement to formal language instruction by promoting natural, confident, and contextually appropriate language use.

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