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ENVIRONMENT AND ITS EFFECT ON LEARNING LANGUAGES

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We came across the term learning environment in the works of Stevenson and Bunting where they define it as “a traditional classroom, which is suggested to disappear and replaced by holistic study labs and exploratory centres” [1]. But as the circumstances and other events in our life lead us to learn new words, ideas, phrases that are not from our native spoken language, we have to disagree with mentioned definition.

We can see everyday that the environment plays a crucial role for a learner to acquire the skills in English, mostly of which are spoken ones. It is commonly understood that the environment has a significant impact on language learning. The environment can either give chances for language acquisition or create barriers. Language learning may be enjoyable in the appropriate atmosphere, but it can also be unpleasant in the wrong environment [2].

The case in point is the experience of the students who mastered the spoken language finding themselves amidst the people for whom that language was a native one. Each environment's acquisition is unique. At least, it is what language specialists say. The researcher intends to prove whether or not the environmental component contributes to First Language Acquisition by doing this investigation (FLA). The researcher anticipates that the evidence will reveal that FLA has a progressive, step-by-step, predictable pattern of growth. Thankfully, the researcher realizes that the environment has a significant impact on children's First Language Acquisition (FLA).

The case is how the student was learning the Kazakh language. She started studying it at the age of 11, the very time when she moved to Kazakhstan and learned about the existence of this language.

She had a goal in my head, like “fine, there will be another plus one language in my head!”.

She entered the gymnasium in the 4th grade, where they taught this language properly. The student didn't lag far behind my classmates in terms of this language, since at that time they only learned to read, and of course they gave some words to teach.

Was it scary or hard for her? Both: yes and no! The learner was attracted from the very first second because she got a wonderful teacher who did not con-

demn me for another nation and for the fact that she did not know that such a language even exists.

From the very first minute, the teacher told the learner how to read Kazakh letters and their pronunciation, and it turned out to be a wonderful moment for her. She was surprised that almost all Kazakh letters, they also exist in the Arabic language. It was easy for her to read them and pronounce them correctly, the teacher was also surprised and supported every time, this is what a child needs when he has a new wonderful goal!

Then there appeared many friends of Kazakh nationality.

The student just followed the life pattern of her own parent. She learned Arabic in another country only by her surroundings, when their relatives came to visit them, they naturally communicated in Arabic and her mother just tried to understand them somehow, she wrote down words and some suggestions that could help in critical situations. So, the student started from everything small and also continued to get greater [3].

Everything is exactly the same with the student, only the situation was with the Kazakh language.

So, what did that student do. She talked, she wrote down, she was interested and delved into repeating the actions again and again.

And then the most important thing for her in learning the language was the event when at 9th grade she switched to the Kazhymukan M. sports school and that's when she realized what the Kazakh school really means.

Almost every person spoke Kazakh, and of course the student needed to integrate into this environment and just understand.

Over time, she stopped being shy about some mistakes from coming up in her speech in this language and started talking to them, it didn't work out very well, she always admitted that, but that method lasted a very long time and diligently. And naturally, as any hard work will lead to success, and in this case it happened too.

In this report, everything seems to have started so well and you also think it will end, but not. There still could and did happen some moment/experience from the life, which are a little disappointing.

Since there were unfortunately no English-speaking people in my environment, I had no one to practice this language with. Thus, over time, I just started to a little forget English.

Here how she commented: "To the question why I didn't attend courses, the answer will be the most banal "I simply don't have time, since I combined my studies and professional sports, I had two workouts a day and still had to do my homework, I was practically not present in the city because there were frequent trips due to competitions. My report does not end on a good note or a bad one, since this is just my example from life, which can and somewhen, somewhere, will be useful to someone".

The class and time-table method is gradually losing its interest among the students and we should put them into natural environment to let them acquire the

skills by themselves, in an joyful forms of speech, writing and reading, all the skills that will help to feel confident and make learning easy.

Reference

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