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**The notion of Second Language Acquisition
in the Methodology Curriculum
(by New Generation School Teacher Project)**

The terms ‘second language learning’ and ‘second language acquisition’ are often interchangeable, which leads to their misinterpreting. This does not give the understanding of the fact that ‘learning’ refers to the formal learning of a language in the classroom while ‘acquisition’ is acquiring the language with little or no formal training or learning. In the new ILE glossary **acquisition** is defined as the way in which languages are learnt unconsciously or ‘picked up’ by exposure to comprehensible input. In this definition, the term *acquisition* is used in contrast to *learning*, which is seen as a deliberate and conscious process of rule learning and self-monitoring of language use [¹]

As Krashen explains it, ‘Language acquisition is a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication [²]

Thus, it is important that future teachers should be aware of the possibilities of using second language acquisition principles in the classroom. Second language

¹ New exclusive ELT Glossary from NILE <https://www.nile-elt.com/news/new-exclusive-elt-glossary-from-nile/333>

² Krashen, S. (1982) *Principles and Practice in Second Language Acquisition*: University of Southern California.

acquisition (SLA) is a compulsory module in the new Methodology Curriculum developed by the New Generation School Teacher Project team. It is supposed to be taught in Year 2, Semester 4. The aim of the module is to develop learners' pedagogical awareness of second language acquisition.

The *objectives* of the module are shaped in the way that by the end of the module, students will be aware of:

- the notion of SLA, its similarities and differences with L1 acquisition and L2 learning
- SLA factors and their potential for second language learning and teaching
- the most relevant SLA hypotheses and their possible applications to teaching and learning
- SLA mechanisms (input, intake and output)
- the ways of encouraging SLA in the classroom
- the need to create a teaching and learning environment which is close to natural.

The topic areas are generated to make up an Indicative content of the module. A more detailed overview of the issues dealing with SLA are suggested in the sample module map. These are:

Session 1	<p>The acquisition-learning distinction</p> <ul style="list-style-type: none"> • the notion of first language acquisition in contrast with SLA • the notions of SLA and second language learning (SLL) • features of SLA and SLL • differences and similarities between SLA and SLL
Session 2	<p>The factors in SLA</p> <ul style="list-style-type: none"> • linguistic • cognitive • sociocultural
Session 3-4	<p>Hypotheses about SLA</p> <ul style="list-style-type: none"> • the natural order hypothesis • the Monitor hypothesis • the input hypothesis

	<ul style="list-style-type: none"> • the Affective Filter hypothesis
Session 5	SLA mechanisms <ul style="list-style-type: none"> • input • intake • output
Session 6	Interlanguage <ul style="list-style-type: none"> • the general understanding of interlanguage • the implication of interlanguage for SLA
Session 7-8	Ways of encouraging SLA in the classroom <ul style="list-style-type: none"> • exposure/ guided exposure • noticing • authentic materials • extensive reading and listening • project work • task-based learning

It is noticeable, that in the new curriculum, instruction and all classes in general are to be held in English, unlike in the existing practice where native language (Ukrainian) is also involved. As opposed to traditional reading lectures and mainly having seminars/or practical classes new approaches to teaching and learning include interactive lectures, task-based sessions, discussions, self-study, workshops, microteaching, reflective journal, portfolio.

Learning outcomes are of retrospective character and are all linked to objectives. As a result of learning on this module, students should have demonstrated ability to:

- create favourable conditions for SLA (e.g. exposure, guided exposure, noticing, authentic materials, extensive reading and listening etc.)
- apply ways in which acquisition can complement learning.

Suggesting ways to assess students' progress we bear in mind several things. In the first place, assessment should be related directly to the learning outcomes.

Secondly, we will not be able to assess everything that is taught and learned on the module. And finally, it is of vital importance to state clearly and beforehand the assessment task and the criteria for evaluating it.