PEDAGOGICAL GRAMMAR AS TA FRAME CONCEPT FOR RESEARCH IN THE FIELD OF FOREIGN LANGUAGE TEACHING METHODS. PART 17. LINGUISTIC AND PEDAGOGICAL GRAMMAR

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The article deals with the correlation between linguistic (LG) and pedagogical (PG) grammars. The author considers LG as a set of data from all existing linguistic theories, and PG as information about the conditions and ways of performing grammatical actions in the process of their acquisition in the classroom. Analysing this general problem, the author outlines the range of questions that need to be answered in the course of his study. Is there a single theory of LG that can independently provide a basis for designing an adequate PG? What is the relationship between the amount and content of LG and PG information? Does the amount and type of PG depend on specific learning objectives and conditions? What are the best ways of presenting PG information for its effective use in the learning process? What factors influence the choice of presentation method? Should the structure of the PG reflect the structure of the LG? What factors influence the order in which grammatical phenomena are introduced in the process of acquiring the relevant grammatical actions in the classroom, and what determines the way in which such phenomena are grouped into organisational units of the course material (topics, units, etc.)? Having outlined the scope of these questions, in this paper the author analyses the potential of several LG models: traditional, structural, transformational and case grammar. In the author's view, the traditional model of grammar, which has been used in language teaching for centuries, remains a good source of information about the surface structure of a language, but it may lack data about its functional aspect. Although structural grammar, which served as the basis for the audiolingual method, has been much criticised, the failures of this method are more related to the inadequacy of the underlying psychological model. While the potential of the transformational and case

models of grammar is assessed positively, the paper considers them too complex to be used in the classroom without additional processing. Based on the conclusions, the author outlines the prospects for further research.

Problem statement. *Introduction to the series*. Numerous research projects in teaching foreign languages, specifically in the development of grammar competence, often seem to lack a common framework to integrate them into a single area with uniform approaches, terminology and criteria. It accounts for the *current importance* of the issue under consideration.

The aim. The *object* of this part of the series is outlining the main approaches to teaching foreign language grammar, with the *subject* being the analysis of the correlation of linguistic and pedagogical grammar. Its *aim* is to outline a general approach to the solution of the abovementioned issue. This is the seventeenth (see the previous issues of this journal [5]) in a series of articles focusing on the Pedagogical Grammar issue [6], where the author, basing on the theoretical models and research data, is discussing the various aspects of the problem.

An analysis of the current research and a presentation of the key material. The role of language theory in teaching foreign languages has been a problem of discussion by many authors for many decades. While generally agreeing on the importance of linguistics [17], including applied linguistics [14; 19], they view it differently. Even now, some see linguistics as a necessary prerequisite to explain the grammar rules correctly [10], others call for a constructive methodology, meaning the return to appropriate linguistic and methodological paradigms involving interactional and multimodal approach based on lexico-grammatical constructions [16]. Still others praise the return to the form-focused instruction where learners benefit from input enhancement of grammatical features with the proper regard to the principle of processability and natural orders of acquisition [15]. However, many would insist on the acquisition of spontaneous oral communicative competence as the main objective of institutional foreign language teaching based on the implicit knowledge of the target

language grammar. Thus, the problem of the correlation of linguistic (LG) and pedagogical (PG) grammars remains relevant.

General considerations. The transition from LG to PG can be divided into several stages. The first stage involves evaluating LG from a theoretical point of view and extracting information that seems potentially useful for language teaching. LG is not a homogeneous theory, but a collection of quite different approaches. Moreover, the scope of LG is constantly expanding. For example, Chomsky argued that the task of linguistic theory is to describe a person's linguistic ability (i.e. intuitive grammar) in abstraction from any other side effects [9]. Wilkins [18] extended such an understanding into three components: 1) the study of human linguistic ability; 2) the construction of theories that explain linguistic behaviour; 3) the provision of the most effective ways of describing language and the development of the most complete and accurate descriptions. This interpretation includes fields such as psycholinguistics, sociolinguistics and language acquisition theory in the content of LG. As a result of further development of linguistic research, speech act theory, functional models, discourse theory, semantics, pragmatics and some other research fields have been included in the content of LG [1].

This created significant problems for language teachers trying to use LG data in their classroom practice, as the terminology of the new theories differed significantly from what they had learned during their training. As a result, teachers' expectations that they would be able to select the information they needed from the new LG models to use in their teaching were dashed [13]. There was a need for an intermediary between the LG and the teacher. According to some authors, the function of such an intermediary can be fulfilled by the LG, or more precisely by its designer, who should determine the linguistic basis of the LG and interpret it for the needs of the classroom [1]. The interpretation of the LG data includes their processing into operational information of the PG. Here it is necessary to solve problems related to the relative scope of LG and PG, including the dependence of the scope of PG on the purpose of its use. There is also a terminological problem to be resolved, which may be made more difficult if the decision has been taken to use data from two or more LG theories. Finally, there is the question of the form in which the LG information is presented, which is likely to be different from the form in which it is presented in the PG and may depend on a variety of other factors.

Once the processing of LG information has been completed and the methods of its presentation have been determined, the next task is to establish the sequence of the introduction of PG units. This sequence should be determined on the basis of certain principles, considering the aims and conditions of learning, the results of linguistic and psycholinguistic research, etc.

Thus, the analysis of the LG/PG ratio should provide answers to the following questions: 1. Is there a single theory of LG that can form the basis for the construction of an adequate PG? 2. What is the relationship between LG and PG information in terms of scope and content? How does the scope and content of the PG depend on specific learning objectives and conditions? 3. What forms of presentation of information for the LG can be used in the PG? What is the relationship between the ways of presenting information in the LG and the PG? What factors influence the relationship between these forms? 4. Should the structure of the PG reflect the structure of the LG? What factors determine the sequence of the presentation of grammatical phenomena in the PG, as well as the grouping of such phenomena into units of material organisation (topics, lessons, etc.)? These questions are discussed in this and the subsequent papers in the series.

Linguistic theories and pedagogical grammar. Given the existence of different linguistic models of grammar, it is necessary to assess the suitability of the information contained in these models for the construction of PG. Most of the textbooks that existed until recently were based on the traditional grammar model. The latter has been much criticised for 'inaccurate' definitions, too much attention to detail and not enough information about the functioning of the language as a whole (see [1]). Traditional grammar concentrates on the surface structure of language and has therefore accumulated a considerable amount of information in this area. However, in some cases this grammar provides insufficient or incorrect information about the functional aspect of a number of grammatical phenomena. This leads to an inadequate design of the process of teaching them, and under such conditions, students cannot learn them at the right level.

In such cases, other grammatical models can and should be used in the PG design. In particular, useful information about the function of grammatical phenomena can be obtained by studying the functional model of grammar [12]. Structural grammar [2] has enjoyed a certain popularity among methodologists because many of its categories and

relations are simple and require little explanation. This made it easy to transform grammatical constructions into simple patterns that could be easily understood by learners and used as a basis for exercises. In addition, the set of patterns at different levels (phrases, sentences) gave learners an idea of a general model of language into which smaller elements could be inserted [1].

Structural grammar formed the linguistic basis of the audiolingual method of teaching, which attempted to teach language through the use of a rigidly structured system of exercises aimed at the predominantly mechanical manipulation of grammatical structures.

Despite a number of advantages, a major drawback of structural grammar has been its limitation of analysis to superficial structures, whereas the underlying semantic functions of the phenomena being learnt are no less important for language learning. Such functions are probably even more important for learning, so that grouping grammatical phenomena on a formal basis (or on the basis of their ability to fulfil the formal-grammatical functions of sentence elements) can hardly be regarded as an adequate approach from a PG perspective [1]. An unfortunate circumstance for structural grammar was also its alliance, within the framework of the audiolingual method, with behaviourist psychology, which was based on the understanding of activity as the sum of habits formed according to the stimulus-response scheme, and accordingly defined the types of exercises that provided for the formation of such habits.

Of course, the intensity of the exercises played a certain role in providing an adequate amount of implied information, and the uniformity of the patterns favoured the formation of intermediate rules at the initial stage. However, the habit mostly applied to its formal aspect, since the exercises in most cases lacked a situational component. The mechanical nature of the exercises gave them a monotonous character, and the absence of communicative exercises did not contribute to the inclusion of habits into the structure of the speech skills.

An attempt to develop a fundamentally new approach was made within the framework of generative-transformational theory, in particular in two models of transformational grammar by N. Chomsky [7; 8], where the idea of distinguishing between surface and deep structures was proposed, and the number of deep (propositional) structures turned out to be much smaller than the number of surface

structures. It seemed that language learning based on the idea of deep structures should be much more effective than learning based on the acquisition of a large number of different surface structures. In practice, however, it turned out that the ideas of transformational grammar, although potentially of considerable value for methodology as background knowledge, are difficult to implement in the actual learning process because they cannot be applied without learning the sufficiently complex rules of transition from deep to surface structures [Allen].

The use of transformational grammar is considered particularly promising for teaching syntactic operations [4]. However, even for them, it is hardly reasonable to present the rules of transformational grammar without additional processing. For example, the questions to the subject (e.g. *Who broke the window*?) is described in transformational grammar by means of a phrase structure tree (see Fig. 1) and the transformational rules presented below [3].
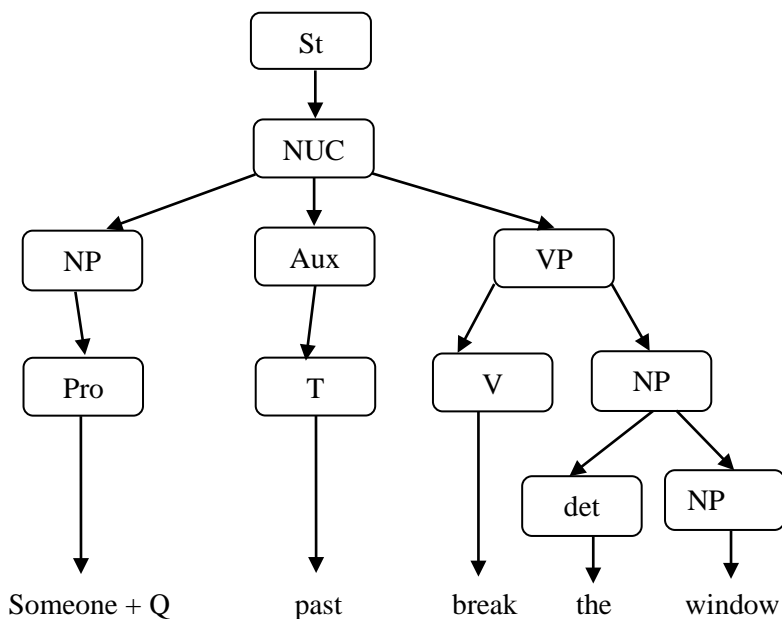
Figure.1: Phrase structure tree for constructing a special question to the subject (Who broke the window?). Symbols: St – sentence; NUC – sentence nucleus; NP – noun phrase; VP – verb phrase; Aux – auxiliary marker; V – verb; det – determiner (article, etc.); N – noun; Pro – pronoun; T – grammatical tense; Q – question marker.

Using the phrase structure tree shown in Fig. 1 and the rules for selecting Q-elements (question words), we can represent (in terms of transformational grammar) the rule of putting questions to the subject as follows: 1) take the basic structure (*someone* + *Q* past *break the window*); 2) replace the Q element with the corresponding question word (*who* past *break the window*?); 3) add verb to the question word (*who break* + past *the window*?); 4) apply morphological rules (*who broke the window*?)

Although this rule is one of the simplest in transformational grammar, it is obviously overly cumbersome. However, this rule is accurate and can be used as a source of information for the PG designer. Such information should be reworked into a more accessible form for students.

(a) The idea of deep and surface structure is also developed in the so-called "case grammar" theory [11], and in this theory the deep structure is even more distant from the surface structure than in Chomsky's concept. In practice, "case grammar" reduced the whole variety of grammatical forms to eight deep cases which, according to the author, can explain the occurrence of any sentence with any surface structure. For example, the deep structure (break (of) your window (by) us (with) our ball) can be expressed in different ways in the surface structure: (a) *We broke your window with our ball;* (b) *Our ball broke your window;* (c) *Your window was broken by our ball;* (d) *Your window got broken*; (e) *Your window broke.*

The different grouping of the deep structure components in (a) – (e) allows the speaker to focus the listener's attention on different components of the sentence. The sequence of sentences (a) – (e) represents a "paradigm of increasing irresponsibility" [1: 71]. Moving from (a) to (e), the speaker increasingly conceals his own involvement in the event by directing the interlocutor's attention to other components of the underlying structure. Such facts revealed by "case grammar" allow us to show the difference between "propositional meaning" (deep structure) and "situational meaning" and can certainly be used in designing PG [1].

As its name suggests, case grammar provides valuable information about the way in which case relations are conveyed in English. At the same time, such information can be grouped in the form of related semantic blocks. For example, some authors [4] propose the following grouping:

Group 1. The dative, benefactive and extractive cases: (1) *I gave the book to John; (2) I bought the house for Mary; (3) I asked a question of Alice,* Propositions 1 - 3 also have variants that allow changing the places of the complements in the sentence: 1a) *I gave John the book;* 2a*) I bought Mary the house;* 3a*) I asked Alice a question.*

Group 2. The dative and benefactive cases, respectively the prepositions *to* and *from*, which are often used with semantically related pairs of words, like *sell/buy*, *give/take,* etc.

Group 3. Conjunctive and separative cases, respectively the prepositions *with* and *of*, which are often used *with* semantically related pairs of words like *fill / empty*, although there are not as many related pairs in this group as in Group 2.

Group 4. The Creative Case (agentive and instrumental) in passive constructions, respectively the prepositions *by* and *with* (*The window was broken by us with a ball).*

This information may be promising, particularly in teaching the use of English prepositions, although it also needs to be appropriately revised for use as PG. As for the other aspects of the grammatical system, the potential of case grammar for PG remains untapped at the moment.

Conclusions. This paper has touched on several issues concerning the relationship between LG and PG. Considering the ability of a single theory of LG to provide the basis for the construction of an adequate PG, several LG models have been analysed. Traditional grammar has proved to be a good enough source of information on the surface structure of language, but may lack data on its functional aspect. Structural grammar has provided a promising idea of searching for a limited number of basic structures that underlie all other potentially possible structures. Attempts to use it as a basis for teaching failed, however, mainly because of the inadequacy of its underlying psychological model. The emergence of transformational grammar revived the search for a theory of LG capable of providing a sound basis for effective foreign language teaching, but its ideas proved too complex to be used in the classroom without additional processing. The same is true of case grammar, which may provide a framework for a more economical organisation of teaching material, but requires a complete restructuring of the content of teaching.

Making more informed decisions and answering other questions posed in this paper will require further analysis of other LG models, which will be undertaken in subsequent publications in this series.

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ПЕДАГОГІЧНА ГРАМАТИКА ЯК ФРЕЙМОВЕ ПОНЯТТЯ ДЛЯ ДОСЛІДЖЕНЬ У ГАЛУЗІ МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ. ЧАСТИНА 17. ЛІНГВІСТИЧНА ТА ПЕДАГОГІЧНА ГРАМАТИКИ

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Стаття розглядає співвідношення лінгвістичної (ЛГ) та педагогічної (ПГ) граматик. При цьому автор розглядає ЛГ як сукупність даних усіх існуючих лінгвістичних теорій, а ПГ – як інформацію стосовно умов та способу виконання граматичних дій в процесі оволодіння ними в класі. Аналізуючи цю загальну проблему, автор окреслює коло питань, на які слід знайти відповіді під час її дослідження. Чи існує якась одна теорія ЛГ, яка може самостійно забезпечити основу для побудови адекватної ПГ? Як

співвідносяться між собою обсяги та зміст інформації ЛГ і ПГ? Чи залежить обсяг і характер ПГ від конкретних цілей та умов навчання? Якими є оптимальні способи презентації інформації ЛГ для ефективного її використання в процесі навчання? Які чинники впливають на вибір способу такої презентації? Чи повинна структура ПГ відображати структуру ЛГ? Які чинники визначають послідовність уведення граматичних явищ у процесі оволодіння відповідними граматичними діями та операціями в класі, а також що визначає спосіб групування таких явищ в одиниці організації навчального матеріалу (теми, уроки тощо)? Окресливши коло згаданих питань, автор статті аналізує потенціал кількох моделей ЛГ: традиційної, структурної, трансформаційної та відмінкової. На думку автора, традиційна модель граматики, яка століттями використовувалась у навчанні мов, продовжує залишатися досить добрим джерелом інформації про поверхневу структуру мови, але їй може бракувати даних про її функціональний аспект. Хоча структурну граматику, яка слугувала базою аудіолінгвального методу, багато критикували, однак невдачі згаданого методу більше пов'язані з неадекватністю психологічної моделі, що лежала в його основі. Позитивно оцінюючи потенціал трансформаційної та відмінкової моделей граматики, автор проте вважає їх надто складними для використання в класі без додаткової обробки. Виходячи з висновків, окреслюються перспективи подальших досліджень.

Ключові слова: іноземна мова, лінгвістична граматика, моделі лінгвістичної граматики, навчання, педагогічна граматика.

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