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**PEDAGOGICAL GRAMMAR
AS THE FRAMEWORK OF RESEARCH
IN TEACHING FOREIGN LANGUAGES
PART 1. LEVELS AND TYPES OF GRAMMAR**

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The paper deals with the problems of pedagogical grammar (PG) design and its implementation in the teaching process. It is argued that the PG theory should take into account the relevant data of psychological, psycholinguistic, linguistic (including applied linguistics) and language teaching research. The author suggests four types of grammar (linguistic, pedagogical, psychological and intuitive) and analyzes the correlation between them. It has been assumed that in natural native language acquisition the child following lengthy and intensive practice goes directly from abstract to intuitive grammar. It happens due to the operation of predominantly subconscious mechanisms under the conditions of exclusive speech pattern orientation. For a number of reasons it is difficult to follow this model under the typical conditions of foreign language teaching and learning. The development of an efficient PG should be based on an adequate psychological model of foreign language acquisition. Such PG has to take into account the regularities of the development of speech grammar mechanisms in general and the foreign language grammar mechanisms in particular, specifically in the aspects where the said development is different in the native and foreign languages acquisition. Understanding those differences may contribute to a higher precision in the selection of the linguistic grammar information to be presented to the students, the principles of its processing, organization and application in actual teaching, the formulation of requirements to the types of pedagogic information according to the established acquisition regularities, in particular the dynamics of the types of pedagogic information correlation, depending on the specific conditions of teaching and learning. The research into those and other aspects of the PG issue comprises the prospects of the further research.

Key words: correlation of the types of grammar, levels and types of grammar, linguistic, pedagogical, psychological and intuitive grammars, prospects of the further research.

Черноватий Л.М. Педагогічна граматики як фреймове поняття для досліджень у галузі методики навчання іноземних мов. Частина 1. Рівні та види граматики. Наведено результати аналізу поняття «педагогічна граматики». Встановлено чотири види граматики (педагогічна, лінгвістична, психологічна та інтуїтивна) і зміст кожного з них. Висунуто припущення про характер взаємодії між згаданими видами, яка визначає зміст потенційних досліджень у даній сфері.

Ключові слова: ділянки майбутніх досліджень, лінгвістична, педагогічна, психологічна та інтуїтивна граматики, рівні та види граматики, співвідношення видів граматики.

Черноватый Л.Н. Педагогическая грамматика как фреймовое понятие для исследований в области методики обучения иностранных языков. Часть 1. Уровни и виды грамматики. Приводятся результаты анализа понятия «педагогическая грамматика». Установлено четыре вида грамматики (педагогическая, лингвистическая, психологическая и интуитивная), а также содержание каждого из них. Выдвинуто предположение о характере взаимодействия между упомянутыми видами, которое определяет содержание потенциальных исследований в данной области.

Ключевые слова: лингвистическая, педагогическая, психологическая и интуитивная грамматики, перспективные области исследования, соотношение видов грамматики, уровни и виды грамматики.

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 block with uniform approaches, terminology and criteria. It accounts for the *current importance* of the issue under consideration. Thus the *object* of this paper is the development of grammar competence in teaching foreign languages with the *subject* being the notion of Pedagogical Grammar (PG). The *aim* of this study then is to analyze the latter, as well as its correlations with other notions that may look similar. This is the first in a series of articles focusing on the PG issue where the author is planning to discuss the various aspects of the problem basing on the original research data.

Let's consider the term *grammar* first. Its polysemanticism has been realized for quite a while. On the one hand, modifying Baker's definition [4], grammar may be defined as the branch of linguistics that studies how the phonemes, morphemes and words of a language can be combined to make larger units, such as phrases, clauses, and sentences. On the other

hand, grammar may also be viewed as the mechanisms that have evolved in an individual human being as a result of the interaction of the principles of universal grammar with a particular linguistic environment [2: 113]. Many authors have noticed this contradiction maintaining that the meaning of *grammar* may vary substantially ranging from the linguistic theory (that is the description of the language user's competence) to the said competence itself [7] which implies a certain mechanism generating sentences of speech.

A number of authors have been trying to overcome this inconsistency by suggesting a multilevel approach where the different meanings of grammar were regarded as belonging to the various levels of the latter. The summary of this approach is presented below (see also [1]).

Level 1 (Grammar A) may be labeled as an *abstract grammar* [1], i.e. the system of language rules which functions irrespective of its understanding or the realization of its linguistic description (which, in extreme cases, may be ultimately absent) on the part of the people who use it intuitively.

Level 2 (Grammar B) is viewed as a scientific (linguistic) description of the system of language rules; it has been mapped with various labels, such as *linguistic* [17], *analytical* [14], *descriptive* [2], *formal* or *scientific* [13] grammar. Grammar B may be regarded as a reflection of Grammar A in linguistics, that is why the term *linguistic grammar* would be used further in this and further papers.

Level 3 (Grammar C) is interpreted as the rules of linguistic grammar adapted for the purpose of teaching a language, hence it is labeled as a *pedagogic* or *school grammar* [2; 13] and may be either *descriptive* or *prescriptive* or both, depending on the authors' approach. In most cases those rules are also adapted and simplified. The term *pedagogical grammar* would be used in this paper to indicate this level.

Level 4 (Grammar D) is understood as the speaker's inner system of rules which is developed in his/her mind in the process of language acquisition and which constitutes the basis of his/her language command. It may be called an *intuitive grammar* which represents a system of inner rules (*psycho-rules*) [13]. In general the notion of *intuitive grammar* broadly corresponds to the meaning of linguistic competence, which used to be defined as the implicit knowledge of the language structure, i.e. the knowledge which is not actually realized by the speaker and cannot be

verbalized by him. However this procedural knowledge forms the basis of the speaker's ability to generate sentences of speech [10: 7]. Grammar D underlies this ability and constitutes actual speech grammar mechanisms or linguistic competence in Hymes' terminology [10].

The term *pedagogical grammar* or its variations (see further) is used by various authors but not always with an identical meaning. Some authors attempt to subdivide the term into several notions. In one approach the author [8] differentiates the notions of *pedagogic* and *descriptive grammar*. It is suggested that the former includes the grammar intended for the student (*learning grammar*), which in its turn is subdivided into the one integrated into the textbook and another one that is independent (probably a *reference grammar*). Besides there is also a grammar intended for the teacher (*teaching grammar*). As it follows from the overview, this approach assumes a possibility of including into a *pedagogical grammar* some types of *reference grammars* [9], at least those which take into account the pedagogical aspects of information presentation.

Most of the remaining reference grammar materials within this approach are classified as belonging to the *descriptive grammar*, which in addition to the said materials also includes a *linguistic grammar*. According to this model, *reference grammar* is subdivided into a *school grammar* (intended for secondary school learners), *university grammar* (for higher school students), as well as the one meant for the general use (*user's grammar*). The latter is understood as a descriptive grammar striving to take into account the students' needs in practical language use [8: 2].

There is however a different approach [13] to the interpretation of *reference grammar* where the latter is defined as a set of prescriptive rules in contrast to PG which is viewed as a combination of prescriptive and descriptive directives. Some other authors also endeavor to differentiate various forms of PG. One of them [15] suggests the notions of *concentrated* and *extended* PG. The former is interpreted as the rules intended primarily for the teacher (only advanced students may use it as well), i.e. by its form it is a kind of a *reference grammar*. The *concentrated* PG within the approach under consideration is neutral in the sense that it is not oriented towards a particular method of teaching. This form of PG is based upon the *linguistic grammar*, and the latter's data, though slightly processed, are represented in the maximum possible (for each specific

level of teaching) amount. In the analyzed model the *extended* PG is regarded as the rules for the immediate use in teaching and learning. Unlike its concentrated variety, the extended PG, in the author's view, is not based on the application of unchanged linguistic grammar rules. Instead it relies upon the transformation of concentrated PG rules in the light of specific psychological theories of language acquisition. This approach seems promising and will be further attended to in our further papers.

Another source of terminological misunderstanding in this context is the use of the term *didactic grammar* that looks very similar to *pedagogical grammar*. There is no uniformity in its usage either. According to the available analysis [12], some authors use the term *didactic grammar* as the one that integrates *student's* and *teacher's grammars*, others also include into it a *school grammar* (meaning the *reference grammar* for the secondary school learners), still others limit its meaning to the teacher's grammar only. In the latter model a *didactic grammar* is developed at the preliminary stage where the language material selection, its gradation and presentation is conducted. The *pedagogical grammar* itself is then derived from the *didactic grammar* for the specific groups of students [12: 32]. Other researchers assume that the said preliminary stage involves the development of a *pedagogical grammar* which in such interpretation becomes synonymic to the concept of a *didactic grammar* within the approach which has just been analyzed.

The existence of the two terms with a similar meaning may contribute to the ambiguity of theoretical models which is something that should be avoided. Another ambiguity-promoting factor is the meaning of the word *pedagogic(al)* which in some languages (for example, in Ukrainian or Russian) is restricted exclusively to bringing-up and does not include the instruction. However, taking into account the fact that due to its intensive usage in the specialized literature all over the world the term became widespread, it seems reasonable to preserve it in this form even for the languages mentioned above. Thus, taking into account the current international tendencies [11], within this paper and beyond only the term *pedagogical grammar* shall be used, and it shall be used in the broad meaning of a description of a language for the purpose of its teaching.

Some authors [3] extend the meaning of *pedagogical grammar* interpreting it as the set of universal principles underlying the foreign language teaching in general (and not only grammar). However in this

paper the term *pedagogical grammar* shall be used in a more restricted sense, i.e. only in relation to the grammar skills development. Basing on other authors' approaches [8: 1], *pedagogical grammar* may be defined as any (student or teacher oriented) description or the manner of presentation of foreign language grammar rules aimed at the facilitation of the foreign language acquisition, as well as the control of this process on the part of the teacher. The aim of the PG application is to promote the development of the students' *intuitive grammar* (see the definition further) which generally corresponds to the meaning of *student's grammar* used by some authors. *Intuitive grammar* is viewed as interiorized grammar rules (psycho-rules) that enable the student's speech generation and perception [6: 10] or as a set of student's procedural and declarative knowledge at each stage of language acquisition [5: 185]. The latter definition contains some features of the *interim grammar* notion that shall be discussed in our further papers. For the sake of the non-ambiguity the term *intuitive grammar* shall be used in this meaning here and in our further papers.

Thus within this project the term *pedagogic grammar* is viewed as a pedagogically oriented description of the language structure and the actions to be performed to use it in speech. This description is intended for the students' and/or teachers' application in language acquisition or its control taking into account the characteristics peculiar for the psychological, psycholinguistic and methodological features of the latter.

Basing upon the levels of grammar discussed above it may be assumed that the process of the foreign language acquisition could be represented as the development of an individual's intuitive grammar in his/her mind. However there seem to be various options.

In the process of the natural native language acquisition a child, following a lengthy and intensive practice, goes directly from abstract (level 1) to intuitive (level 4) grammar. It happens due to the operation of predominantly subconscious mechanisms under the conditions of exclusive speech pattern orientation. Because of a number of reasons (that shall be analyzed in our further papers) it is difficult to follow this model under typical conditions of language teaching and learning (formal teaching of relatively adult students in groups, within a relatively short span of time for learning / teaching, as well as under the conditions of a negative impact of other well-known unfavorable factors). Thus to improve the efficiency

of the intuitive grammar development it may be necessary to expand the range of the PG components to be used in the foreign language teaching and acquisition. However this expansion requires the solution of a number of issues related to the correlation of pedagogical and linguistic grammars. At different periods of time this correlation has been interpreted in different ways. At times the pedagogical grammar was considered to be just a shortened variant of the linguistic one, at other times there was no place for the linguistic grammar (at least for the students) in the foreign language teaching and acquisition altogether. In between these extremes there are quite a lot of interim options looking for a rational compromise between the willingness to use the information accumulated by linguists and the attempt to do it without overloading the students with excessive theoretical information. The success in the search for this compromise depends upon the realization of the factors that impact the PG rules degree of explicitness and their form in actual teaching.

Another problem is related to the fact that PG should not be viewed as just the result of the linguistic grammar processing. It should also take into account the psychological grammar [16]. The latter is understood as the explanation of how the individual's speech generation and perception mechanisms are developed, i.e. the psychological grammar should suggest the model of the foreign language grammar mechanism development in the process of teaching. The relationship between the linguistic, pedagogical, psychological and intuitive grammars is shown in the figure suggested by R. Titone [16: 42].

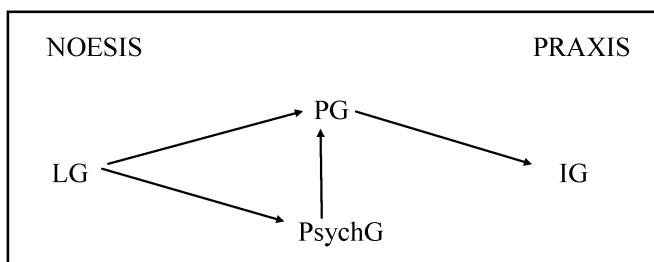


Fig.1. The correlation of linguistic, pedagogical, psychological and intuitive grammars (NOESIS – language structure knowledge, PRAXIS – language use, PG – pedagogical grammar, LG – linguistic grammar, PsychG – psychological grammar, IG – intuitive grammar) [16].

Basing on Fig.1 it may be *concluded* that the development of efficient PG should be based on an adequate psychological model of foreign language acquisition. Such PG has to take into account the regularities of the speech grammar mechanisms development in general and the foreign language grammar mechanisms in particular, specifically in the aspects where the said development is different in the native and foreign languages. Understanding those differences (as well as various linguistic models) may contribute to a more conscious selection of the linguistic grammar information to be presented to the students, the formulation of the principles of its processing, organization and application in actual teaching, as well as of the requirements to the PG types according to the established acquisition regularities, including the dynamics of the PG types correlation, depending on the specific conditions of teaching and learning. The research into those and other aspects of the PG issue comprises the *prospects* of the further research.

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