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Fostering foreign language grammatical competence. Ways of representing linguistic knowledge

> Knowledge is no more important
> than the way in which it is presented
> (M. Clyne, an Australian linguist,
> academic and intellectual)

Introduction

This paper presents the results of long-lasting research in the field of bilingual Pedagogy, specifically, in the domain of teaching English grammar within a University curriculum. In particular, the study focuses on the factors that promote reasonable ways of representing the subject matter, which can help learners to conceptualize and internalize linguistic knowledge and, subsequently, apply it adequately in their own productive speech when exposed to real-life communicative settings. With this in view, the article revolves around the process of turning explicit linguistic knowledge (knowing WHAT, as in the theoretical understanding of the subject matter) into implicit (knowing HOW, as in practical skills). It is justified to assume that this process tends to play an important role in FL acquisition, since grammar not only lays the groundwork for effective communication, but also develops learners' cognitive and grammatical skills as the main constituents of their grammatical competence (GC).

A number of scholars addressed the issue of developing GC and considered it from various angles. Specifically, A. Hornby advanced

the idea of presenting grammar structures in illustrative situations[1]; S. Krashen held the view that an affective filter would be taken into account while acquiring grammatical skills; Ye. Passov put forward the idea of presenting grammatical phenomena one at a time in quanta[2]; G. Kitaigorodskaya singled out a stage in the model Synthesis – *Analysis* – Synthesis for analysing linguistic items; O. Nitsetskaya promoted a strategy of perceiving grammar in the form of "heuristic questioning"; L. Chernovatyi employed structured linguistic information for presenting grammar[3]. Despite multitudinous efforts made by scholars to solve the problem of effective FL grammar acquisition and foster GC among university students, it remains at the core of many debated issues in the areas of bilingual education. Moreover, the continuous interest in multifaceted issues surrounding grammar still gives raise to numerous controversies among academics.

Purpose and Tasks

This paper will first outline an integrated overview of GC as a target of teaching FL grammar; it will then go on to reveal the challenges which FL trainees may encounter while acquiring GC; and finally, it will present reasonable ways of overcoming these challenges by employing diverse types of linguistic material. One of the problems that learners may stumble over in a language course is the understanding, conceptualization, and internalization of grammatical input. This problem tends to stem from the ineffective representation of items of grammar. Accordingly, the ways of representing grammatical structures with appropriate explanations are a key axis around which this study is formed.

Materials for analysis

In the latest research, GC is looked upon as a constituent of linguistic competence. Similarly, GC also encompasses a set of components,

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[1]   A.S. Hornby, *Guide to patterns and usage in English*, The English Language Book Society, Oxford 1979.

[2]   S. Krashen, *Second Language Acquisition and Second Language Learning*, Cambridge University Press, Cambridge 1981, p. 71

[3]   Л. Черноватый, *Основы теории педагогической грамматики иностранного языка*, дис. доктора пед. наук., Харьков 1999, *с.* 33, 167.

namely (1) a systematic knowledge of a FL, its grammatical notions, concepts, categories, and means of their expression; (2) an ability to conceptualize grammatical input; (3) skills to utilize grammar accurately in terms of registers, standards, and usage[4]. With regard to the foregoing, it seems plausible that a high level of GC is conducive to effective communication, since improper grammar can negatively affect the meaning and clarity of an intended message.

Giving pre-eminence to GC as a sought-for target of FL grammar acquisition necessitates elaborating on the theoretical premises on which this process may be grounded. These premises posit the necessity of taking into account affective factors involved in the teaching process, students' individual mental and psychological differences, learning and epistemic styles, dominant hemispheres and sensory channels. Together they make up the learners' cognitive profiles upon which preferable ways of presenting and processing linguistic information may be dependent. The aforementioned assumptions require cursory clarification in order to reveal how they manifest in a university FL course.

According to S. Krashen, linguistic competence may be advanced when language is acquired subconsciously and the learners' ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment[5]. It implies that the effective acquisition of FL grammar needs to factor in an affective filter.

An affective filter filter is a theoretical construct that attempts to explain the emotional variables associated with the success or failure of acquiring a FL. It is clear that when the affective filter is strong, individuals may experience stress, anxiety, and lack of self-confidence that may inhibit successful acquisition of language skills[6]. From this it may be inferred that teachers of a FL must strategically organize their learners' environment and instruction in order to lower their affective filter in the classroom. In particular, overemphasis on error correction, mocking mistakes, or being placed in awkward or high-risk

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[4] О. Вовк, *Методика навчання англійської мови: комунікативно-когнітивний підхід*, Вид. Ю. Чабаненко, Черкаси 2013, *с*. 112.

[5] S. Krashen, *Second Language Acquisition and Second Language Learning*, Cambridge University Press, Cambridge 1981, p. 71.

[6] Н. Арутюновой М. Журинской, М. Прогресс, *Теория метафоры*, Сборник, Общ. ред., Прогресс, Москва 1990, *с*. 15.

environments may increase the affective filter and retard language development. With regard to the aforementioned, it seems reasonable to hypothesize that overly sophisticated techniques of representing linguistic information may also increase the learners' affective filter, lower their self-confidence, and bring about fear that they will be unable to understand the subject matter. In turn, fear engenders inhibition in the cerebral cortex – that may slow down FL grammar acquisition, result in poor language production, and overall speech and cogitative performance of the students.

In relation to the foregoing, the founder of Suggestopedia G. Lozanov indicated that it is out of fear that learners „do not use full mental powers", but instead set up „psychological barriers", because they are afraid that they will be limited in their ability to perform or that they will fail[7]. The scholar believed, therefore, that negative thoughts of subjects about their learning ability have to be „de-suggested". Furthermore, G. Lozanov held the view that individuals are capable of learning "at rates many times greater than what we commonly assume to be the limits of human performance". He asserted that most people do not make full use of their "brain capacity" and, therefore, do not reach the learning ability they would be able to develop otherwise[8].

To increase the learners' ***brain capacity*** capacity it seems reasonable to engage both hemispheres in the process of FL acquisition. Though they perform different functions (specifically, the right side of the brain is more artistic and creative, whereas the left side is more academic and logical), they are mutually related through the corpus callosum, which allows the two hemispheres to communicate with each other by transmitting messages back and forth between them[9]. It seems, therefore, that their interplay in the learning process may be advantageous in a language course. That is why the intent of fostering the two hemispheres to operate in tandem seems relevant, since mastering a FL can be significantly improved when both sides of the brain are involved in it.

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[7] G. Lozanov, *Suggestology and Oulines of Suggestopedy*, Gordon and Breach, New York 1978, p. 34-35.

[8] Ibidem, p. 34-35.

[9] В. Телия, *Предисловие Метафора в языке и тексте*, Наука, Москва 1988, *с*. 4.

With reference to the aforementioned , it is pertinent to bring up the idea of embracing **multimodal learning**, which may significantly facilitate the understanding of the material under study. Multimodal learning environments allow grammar items to be presented in more than one sensory mode – visual, auditory, and kinaesthetic. Multimedia enhancements in these environments include video and audio elements, images, recorded presentations, interactive audio-enhanced diagrams, simulations, and graphics to cater more efficaciously to various learning styles of the students. Thus, multimedia can be employed to represent content knowledge in ways that mesh with learning styles of the subjects, which may, in turn, appeal to their modality[10]. It would seem appropriate to assume that on the one hand, learning styles are dictated by the dominant sensory channels of the students and, on the other hand, that learning styles themselves determine harmonious learning strategies, that can be chosen by the teacher to mesh with the individual differences of the learners.

According to P. Shah and E. Freedman[11], a number of benefits may emerge when using visualizations in learning environments, specifically: (1) promoting learning by providing an external representation of information; (2) deeper processing of information; (3) maintaining the students' attention by making information more engaging and motivating[12]. The major benefit of those, as identified by A. Picciano[13], is that it "allows students to experience learning in ways in which they are most comfortable, while challenging them to experience and learn in other ways as well"[14]. Consequently, the advantages of multimodal learning are crucial to making complex informational stimuli easier to comprehend, conceptualize, internalize and retain.

Given this evidence, it can be inferred that employing their individual mental resources, dominant hemispheres and sensory channels the learners may develop certain strategies of performing

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[10] R. Moreno, *Interactive Multimodal Learning Environments* "Educational Psychological Review" 2007, vol. 19, p. 311.

[11] P. Shah, E.G. Freedman, *Visuospatial Cognition in Electronic Learning*, "Journal of Educational Computing Research" 2003, vol. 29(3), p. 317.

[12] Ibidem.

[13] A. Picciano, *Blending with Purpose: The Multimodal Model*, "Journal of the Research Centre for Educational Technology" 2009, vol. 5(1).

[14] Ibidem, p. 13.

communicative and cogitative activity in the course of learning, which conform to their cognitive profiles. Among others, these strategies become apparent in corresponding ***epistemic styles*** (i.e. ways of knowing) – empirical (based on practical experience), rationalist (based on logical inferences and represented by conceptual schemes, models, categories, etc.), and metaphorical (based on a diversity of impressions and a combination of knowledge, personalized perception of reality, and intuition). Through these epistemic styles, the learners perceive the world, process information, and acquire knowledge[15]. The idea of epistemic styles was introduced by J. Royce, who sees rationalism, empiricism, and metaphorism as higher order personality integrators, which are the primary determinants of individual differences in worldview. More specifically, variations in epistemic style hierarchies and their corresponding cognitive profiles reflect variations in cognitive strengths and weaknesses[16].

Commonly, cognition is done through thought, experience, and the senses. The ways of cognition are mirrored in the consentaneous styles, which reveal themselves in various approaches to mastering a FL that the students choose to take. Epistemic styles may also be reflected in the manner of processing linguistic information that an instructor prefers to utilize in the classroom in order to visualize the subject matter (e.g., charts, schemas, algorithms, models, metaphors etc.). These types of linguistic information tend to conform to the learners' epistemic styles. In turn, they may turn out to be beneficial to each particular student for absorbing and assimilating linguistic knowledge.

Furthermore, epistemic styles can affect the learners' mental representations, which are regarded both as a fixed form of structured knowledge and as a procedure for processing information[17]. The indications are, therefore, that mental representations are concepts, entities that exist in the mind; their creation is the result of human activity; they depend on the situation and on the activation of already existing

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[15]   J. Royce, *Cognition and Knowledge*, [in:] E. Carterette, M. Fridman (eds.), *Psychological Epistemology. Handbook of Perception*, vol. 1, New York 1974, p. 152.

[16]   Ibidem, p. 152.

[17]   М. Холодная, *Психология интеллекта. Парадоксы исследования*, Питер, Санкт-Петербург 2002, с. 98, 137.

concepts of acquired knowledge under definite conditions for specific purposes. Furthermore, concepts are basic units ("quanta") of mental resources, building blocks of thoughts that make up a conceptual system of an individual[18].

It is worth specifying at this stage what concepts can be formed or activated in the minds of the students in a language course. N. Boldyrev holds the view that the most fundamental concepts are encoded in a language and become apparent in grammar[19]. He emphasizes the idea that the most important part of conceptual information of different levels of complexity and abstraction is fixed in the overall structure of a language in the form of grammatical concepts, which are reflected in grammatical forms, categories, and syntactical structures. Furthermore, the scholar groups grammatical concepts into three types: 1) elementary or one-dimensional; 2) bi-dimensional; 3) multi-dimensional[20]. They deserve a brief explication.

Elementary grammatical concepts do not cause ambiguity, for instance, in the English language they may be represented by verbs in the 3^d person singular in the Present Simple tense, e.g.: *write**s**, go**es**, play**s**, ha**s**, simplifi**es***; adverbs, derived from adjectives, e.g.: *quick**ly**, fluent**ly**, correct**ly***; plural nouns, e.g.: *tomato**es**, armi**es**, glass**es**, knive**s**, child**ren**, wom**en**.*

In contrast, bi-dimensional concepts are more complex in nature and have a more complex cognitive rationale, for instance, grammatical number, which may fall into this category due to its cognitive basis that encompasses the notion of quantity and ways of its realization in language. More specifically, the use of grammatical forms expressing number depends on such characteristics as countability – uncountability, discontinuity – continuity, collectiveness – non-collectiveness, etc. Commonly, in the Englishlanguage plural nouns are formed with the help of the suffix *-(e)s*. However, there are unconventional ways to form plural nouns via[21]: (1) the archaic suffix *-en(ox – ox**en**)*; (2) the change of a root vowel (*tooth – t**ee**th, goose – g**ee**se*); (3) the suffixes in

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18   *What is an affective filter?* ELD Strategies, http://eldstrategies.com/affectivefilter.html (accessed: 09.02.2019).

19   Н. Болдырев, *Когнитивная семантика*, Изд. Тамбовск. ун-та, Тамбов 2001, с. 43.

20   Ibidem.

21   К. Качалова, Е. Израилевич, *Практическая грамматика английского языка,* т. 1, Методика, Киев 2003, с. 41

the words of Greek and Latin origin (*corpus – corp**ora***, *symposium –*
*symposi**a**, phenomenon – phenomen**a**, alumnus – alumn**i**, thesis – thes**es**);
(4) a formal concurrence of forms in the singular and in the plural
(sheep – sheep, deer – deer, buffalo – buffalo, fish – fish, fruit – fruit). The lat-
ter case may cause ambiguity as the nouns *fish* and *fruit* can form a plu-
ral dually, e.g.: *fish* and *fish**es**, fruit* and *fruit**s**,* which differ in meanings.
Particularly, the plural form that has a marker signals about some-
thing of different kinds, e.g.[22]: *Several **fishes** in the region have become*
*extinct. You should eat three different **fruits** per day.* The plural form that
has no marker means a certain quantity of some objects or species,
e.g.: *There **is not** much fresh fruit available at this time of the year. There*
***are** five fish in the aquarium.*

The third group – multi-dimensional grammatical concepts – are
even more complex in nature and are determined by the pragmatics
of communication. This group of concepts may be represented by the
category of grammatical tense, which among others encapsulates the
notion of a deictic perspective, that is the idea of real and grammati-
cal time (the present, the past, and the future), and the notion of the
moment of speaking, which establishes correlation between real and
grammatical time, e.g.: *The insurance inspector came. He **said** that they*
***have** evidence* (F. Scott Fitzgerald, *The Great Gatsby)*. In the provided
example, the Sequence of Tenses is not observed for various reasons:
first, the information correlates not only with a past moment but also
with a moment of speaking; second, the speaker emphasizes the im-
portance of the delivered information. In the next instance, *Harry **said***
*that his wife **is** ill* the Sequence of Tenses is not observed because the
information is significant for the speaker. In this case, the grammati-
cal concept is motivated by the pragmatics of communication.

The category of grammatical aspect, which expresses how an action,
event, or state, denoted by a verb, extends over time, may also be assi-
gned to the group of multi-dimensional concepts. This category is also
complex in nature: on the one hand, it shows whether the aspect of an
action is perfective or imperfective, and on the other hand, it demon-
strates whether an action is finite or non-finite[23]. For example: 1. *By*
*the time the commandos **had smashed** through the entrance, the terrorist*

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[22]   Ibidem, с. 113.
[23]   Н. Болдырев, *Когнитивная семантика…*, с. 44.

leader **had barricaded** *himself in the bedroom* (E. Segal, *The Class*). In this instance in the subordinate clause, the verb *to smash* is used in the Past Perfect tense to underscore the fact of lost time. 2. *By the time he* **had reached** *the allegro of the third movement, he* **was** *too involved to be diffident (*E. Segal, *The Class).* In this example in the subordinate clause, the verb *to reach* is used in the Past Perfect tense to pinpoint the importance of the situation. It is believed that the intentional violation of a grammatical rule attracts the reader's attention and facilitates the understanding of the psychological state of a character. This given, it may be inferred that multi-dimensional grammatical concepts imply interpreting extra-linguistic information via definite notions, which constitute the cognitive basis of grammatical concepts.

On the whole, the data seems to strongly indicate that grammatical conceptualization is a gradual process, which involves progressing through various knowledge states, which correlate with the phases of the language development of an individual. These knowledge states entail adding complexity and activating grammatical concepts in the process of cognition.

Results

IIt would be appropriate to assume that the activation of existing concepts in the mind of the students may occur when they perceive grammatical material. It may be presented in a number of ways. In FL pedagogy, the ways of presenting grammar items are defined as ***linguistic information***. In fact, it is a sort of linguistic stimuli, which reduce the degree of uncertainty of the learners in the actual situation and, accordingly, in their subsequent verbal behaviour. Linguistic information may be conveyed by various means; their choice depends on how adequately they reveal and impart knowledge about the subject matter[24]. This paper aims to illuminate and illustrate the most prominent types of linguistic information, which may significantly facilitate FL grammar acquisition.

SPEECH PATTERN – a typical speech unit, which serves as a basis for making analogous speech units with the same design[25]. It is main-

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[24]   Л. Черноватый, *Основы теории…*, с. 33.

[25]   Э. Азимов, *Словарь методических терминов,* Издательство ИКАР Златоуст, Москва 1999, с. 298.

tained that a speech pattern automatically launches the mechanism of analogy enhancing the learners to construct similar meaningful units. This can be accounted for by the fact that a speech pattern implicitly contains a precept for constructing a phrase or sentence with the identical framework. For instance, the teacher sets a communicative task for the students: *Inform your peer what New Year resolutions your group-mates made. Follow the given pattern: X **promised** that he/she **would start/stop**... **doing** smth.* The students construct their own sentences in accordance with the given pattern:

Student$_1$: *Ann* <u>promised</u> *that she* <u>would start</u> *jogging.*

Student$_2$: *Peter* <u>promised</u> *that he* <u>would quit</u> *smoking.*

Student$_3$: *Val* <u>promised</u> *that she* <u>would fall to</u> *attending Japanese classes.*

MODEL – a representation of a grammar structure in terms of a drawing or formula, which reproduces the properties and relations between the elements of a modelled structure, thereby facilitating the process of learning about it[26]. Such a model is easy to understand; it provides instantaneous perception of the grammar structure and it does not require great effort to memorize it. In addition, a model is dynamic, i.e. it can perform structural transformations that lead to a change in the meaning of a sentence, for example, making it interrogative or negative. The first instance of the model will be symbolized in terms of a drawing (fig. 1):

Figure 1. Graphic model of Passive Voice in the English language
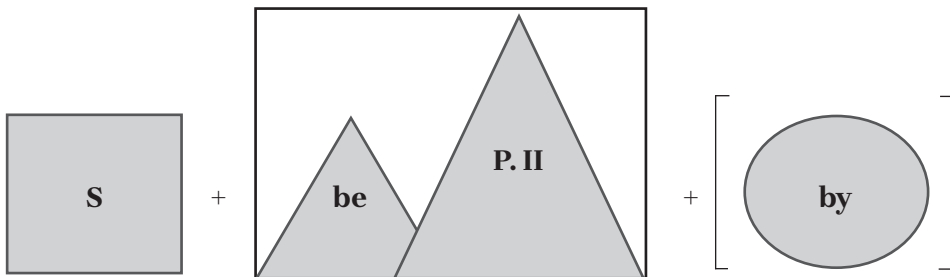
Symbol 1 in the provided model denotes the first component of the passive structure (the Subject), symbol 2 indicates the second

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[26]   Ibidem, c. 159.

component (the Predicate comprising two parts – the auxiliary verb to be and participle II of the main verb), symbol 3 designates the third component (it being in parentheses signifies its optional character).

The second instance of the model will be visualized in terms of a sign formula (fig. 2):

Figure 2. Sign model of the Sequence of Tenses in the English language

$$S_1 \quad + \quad \begin{matrix} knew \\ said \\ was\ sure... \end{matrix} \qquad (that)\ S_2 \quad + \quad \begin{matrix} V_{2...} \\ had\ V_{3...} \\ would\ V_{0...} \end{matrix}$$

The model signifies that the Past tense used in the predicate of the principal clause of a complex sentence determines the Past tense of the predicate in the subordinate clause. The choice of tenses in the subordinate clause is governed by simultaneousness, priority or posteriority of its action with/to the action in the principal clause.

SCHEME – a conventional graphic depiction of a grammatical phenomenon[27]. Normally, a scheme falls into two groups: linguistic or static and speech or dynamic. When a scheme represents a item of grammar as a phenomenon, it is regarded as linguistic and static; when the object of schematization is a grammatical action, a scheme is viewed as speech and dynamic. The instance below illustrates a linguistic scheme (fig. 3).

It is believed that a rational combination of the dynamic and the static scheme may be efficacious in FL grammar acquisition (fig. 4)[28].

RULE – information about a studied grammar structure and a set of explicit rules governing a procedure of operating with this structure[29]. Typically, FL Pedagogy distinguishes between descriptive rules and rules precepts. In particular, descriptive rules are theoretical information about a grammatical phenomenon whereas rules-precepts

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[27]   Ibidem, c. 64.
[28]   D. Woxbrandt, C. Kunze, *Looking at Grammar. English Grammar for Students at Intermediate and Advanced Level,* Beaver Books, Frankfurt/Main 1995, p. 10.
[29]   Э. Азимов, *Словарь методических терминов*…, c. 233.

are instructions or recommendations that explicitly indicate what actions should be performed to achieve a specific goal; they may be considered direct guidance, which takes into account the nature of the grammatical structure under study. Typically, rules-precepts have a dynamic character. For instance: *to convey the past action preceding another past action expressed by the predicate of the principal clause use the Past Perfect tense, e.g.: I* didn't know *she* had gone *away.*

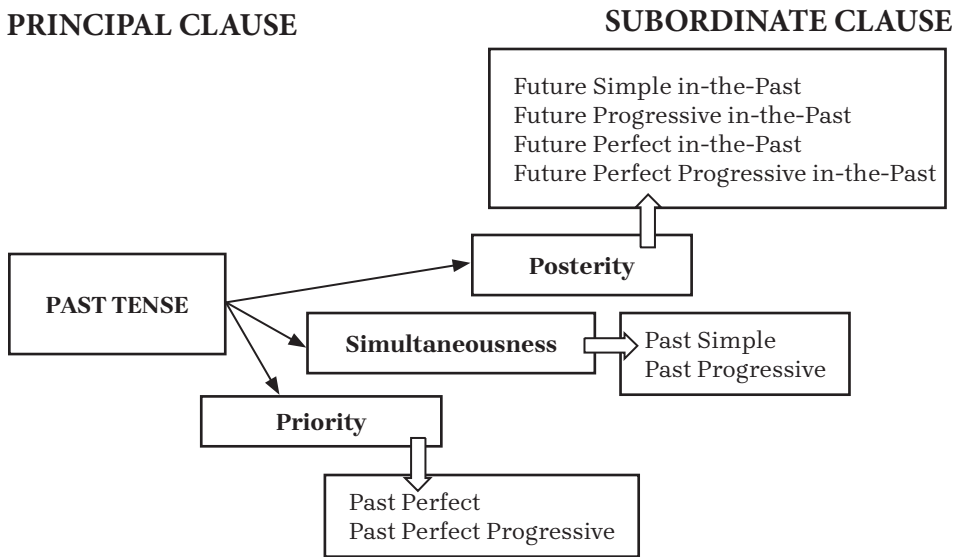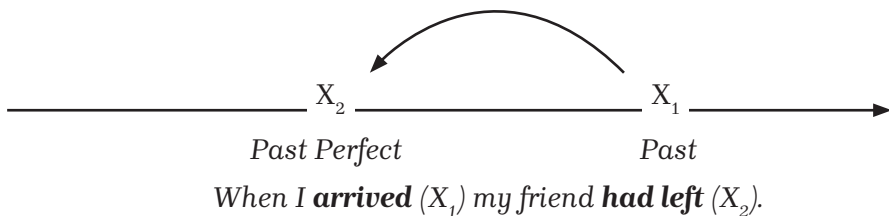**Figure 3. Linguistic scheme of the Sequence of Tenses in the English language**

PRINCIPAL CLAUSE   **SUBORDINATE CLAUSE**

Future Simple in-the-Past
Future Progressive in-the-Past
Future Perfect in-the-Past
Future Perfect Progressive in-the-Past

Posterity

PAST TENSE

Simultaneousness → Past Simple
Past Progressive

Priority

Past Perfect
Past Perfect Progressive

Figure 4. Scheme of the Past Perfect tense in the English language

X_2 —————— X_1 ——————→

Past Perfect   *Past*

When I **arrived** *(X_1) my friend* **had left** *(X_2).*

ALGORITHM – a sequence of operations to be followed in solving a problem , which ensures its correct solution[30]. In accordance with the objectives of the learning process, algorithms fall into receptive and productive types. A receptive algorithm is a set of instructions for recognizing a particular grammar structure. In contrast, a productive algorithm is a set of precepts targeted at solving a problem of transitioning from information to be transmitted to the linguistic phenomena necessary to transmit it. Such algorithms contain precepts that determine the order of operations necessary to perform a specific linguistic action[31], e.g.[32]: 1) *use* should have + a past participle *when it is too bad that something did not happen*; 2) *use* shouldn't have + a past participle *when it is too bad that something happened.*

The instance below (fig. 5) demonstrates a sequence of operations, which ensure the correct performance of a speech action[33].

Figure 5. Algorithm of the Sequence of Tenses in the English language

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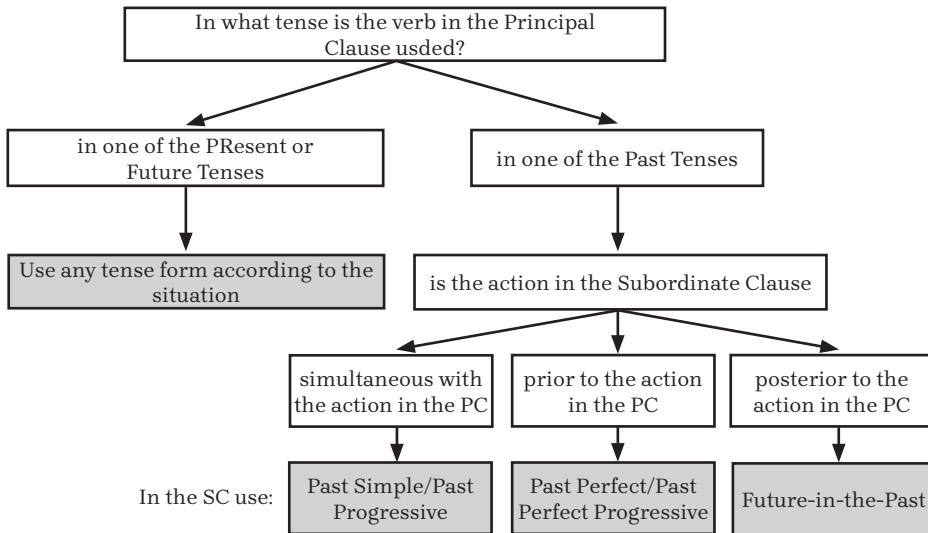
[30] Л. Черноватый, *Основы теории…*, с. 167.

[31] О. Вовк, *Формування англомовної граматичної компетенції у майбутніх учителів в умовах інтенсивного навчання,* Дис. канд. пед. наук, Киев 2008, с. 78.

[32] H. Beckerman, *Family Album, USA.* Viewer's Guide 2. Maxwell Macmillan: Collier Macmillan, New York 1990, p. 125.

[33] О. Вовк, *Формування англомовної…*, с. 79.

ILLUSTRATIVE CHART – a visual aid that colligates grammatical phenomena[34]. Commonly, a chart is both an indicative basis of an action and a systematization of previously acquired knowledge, which allows one to trace the link between all the elements of the grammatical items under study. Realizing the main functions of visual aids (such as cognitive, generalizing, instructional, controlling, and compensatory) illustrative charts focus the students' attention and foster better comprehension and assimilation of linguistic material. Usually, illustrative charts are classified as linguistic or static and speech or dynamic. Below there is an instance of a static chart (table 1).

Table 1.

		Present	**Past**	**Future**
Simple	active	writes	wrote	will write
	passive	is written	was written	will be written
Progressive	active	is writing	was writing	will be writing
	passive	is being written	was being written	–
Perfect	active	have written	had written	will have written
	passive	have been written	had been written	will have been written
Perfect Progrressive	active	have been writing	had been writing	will have been writing
	passive	–	–	–

CONCEPTUAL METAPHOR – in an extended sense, it is a mental operation, a strategy of processing information in the mind, a form of conceptualization, a cognitive process, which expresses and forms new concepts, without which it would be impossible to obtain new knowledge. A conceptual metaphor refers to the understanding of one idea in terms of another; hence, it corresponds to the ability of an individual to capture a similarity between objects. Among numerous functions of a conceptual metaphor, a cognitive and a communicative function are prioritized for several reasons (1) to enhance the formation of concepts and their clarification in the mind (a cognitive function); (2) to

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[34]   Э. Азимов, *Словарь методических терминов*…, с. 350.

ensure the actualization of existing concepts and their rhematization in mental and speech processes (a communicative function)[35].

Thus, it can be assumed that a conceptual metaphor itself does not create concepts of a particular type, but by analogy, it forms, clarifies, and expresses one concept via another. Moreover, it helps a concept to emerge in the mind and to be designated in speech. Respectively, the conceptual content of a metaphor can be symbolized verbally and graphically, in terms of drawings, schemes, frames, etc. The instance below illustrates a conceptual metaphor, which is visualized verbally[36]: *Irregular verbs are creative. They design their own fancy clothes. They never wear those dull uniforms! Irregular verbs are true artists!* Presumably, learners may conceptualize this metaphor in the following way:*Verbs can be looked upon as persons. Their affixes are articles of clothing. Regular forms are uniforms. Irregularity is rebelliousness. Irregularity is creativity.*

The example that follows symbolizes a conceptual metaphor in graphic terms[37] (fig. 6).

The illustrated conceptual metaphor of the "Grammar House" allows one to make the following inferences and generalizations: The Sequence of Tenses in the English language is employed in complex sentences, which comprise the main and the subordinate clause. Grammatical tenses constitute an interdependent hierarchy with four 'floors', which implies that each 'floor' is subordinated to the antecedent and the succedent 'floor'. Grammatical tenses fall into two basic groups: the Present/Future tenses and the Past tenses. The Present/Future tenses (in the principal clause) can ascend all four "floors" of the "house", that is, they harmonize with all tenses (in the subordinate clause). In contrast, the Past tenses (in the principal clause) can ascend only two "floors" of the "house", that is, they only harmonize with the Past and Future-in-the-Past tenses (in the subordinate clause) and cannot be in harmony with the Present/Future tenses.

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[35] Н. Арутюновой, М. Журинской, *Теория метафоры. Сборник* Общ. ред. Прогресс, Москва 1990, с. 15.

[36] J.-R. Lapaire, *Imaginitive Grammar. Unpublished Manuscript,* University of Bordeaux, Bordeaux 2002, p4-5.

[37] О. Вовк, *Формування англомовної…*, p. 89.

Figure 6. Conceptual metaphor of the Sequence of Tenses in the English language
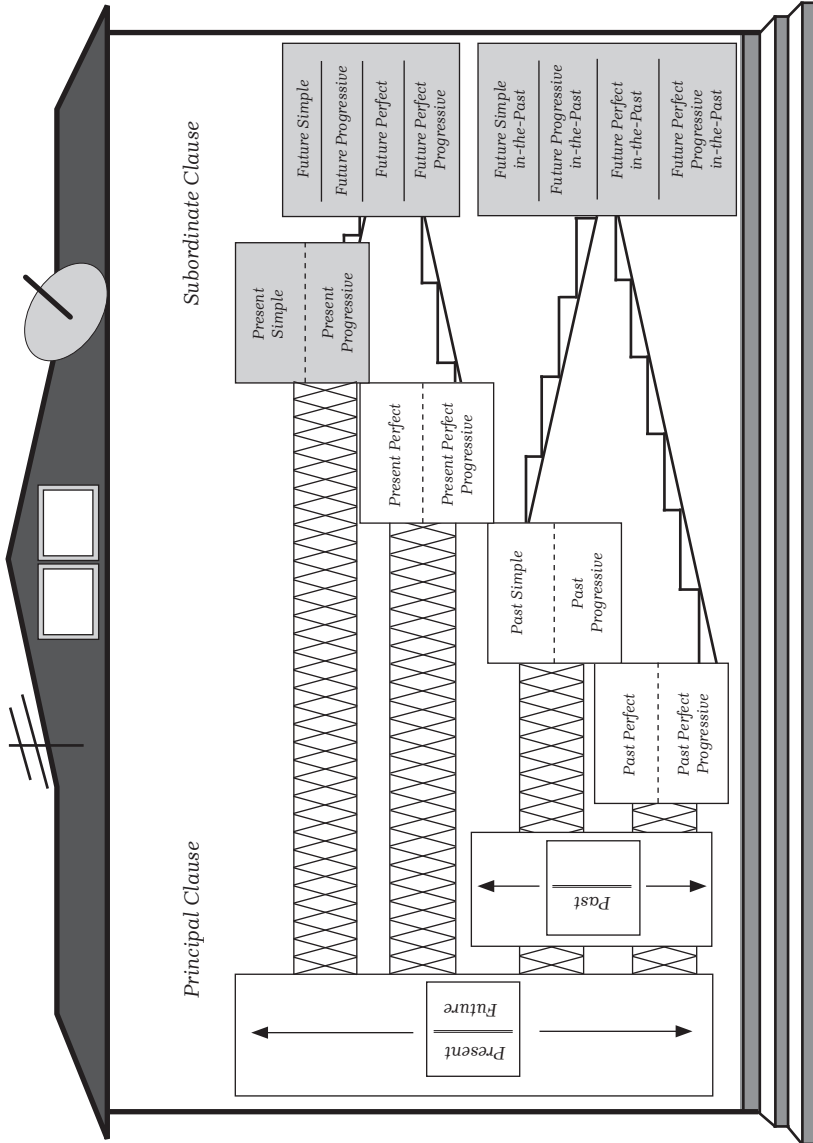
Conclusion

Considering the foregoing, one may posit that University students can benefit from the integration of all types of linguistic information in the process of FL grammar presentation, which would be conducive to a deeper understanding of the studied subject matter, acquiring new knowledge, and forming grammatical concepts.

On balance, the rational organization of linguistic information in a FL course requires taking into account individual differences between students, their mental resources and representational capacities, epistemic and learning styles, dominant sensory channels and hemispheres, which will have a positive impact on the understanding and assimilation of grammatical phenomena under study and, consequently, enhance learners' GC.

Recommendation

This article contributes to the understanding of how a teaching and learning process of FL grammar acquisition within a University curriculum may be organized. It also offers several insights into the types of effective representation of grammar items. It is far from being conclusive and provides implications for further research into the ways of developing GC.

Abstract

This study presents the framework for mastering foreign language grammar within a University curriculum. Fostering learners' grammatical competence (GC) is identified as a desired effect of grammar acquisition. The premise is advanced that to achieve this target, the teaching and learning process has to take into account multiple factors, which might facilitate enhancing GC. It is hypothesized that developing GC can be efficacious on condition that the teacher considers cognitive profiles of the students and takes into account affective determinants of grammar acquisition. Multiple ways of presenting linguistic knowledge are emphasized in the paper. Specifically, the key idea is that rationally combining various types of linguistic input may turn out conducive to the understanding, conceptualization, and internalization of the subject matter.

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