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## **ADVANCING STYLISTIC GRAMMAR IN UNIVERSITY LANGUAGE INSTRUCTION**

This paper focuses on the issue of teaching stylistic grammar of a foreign language (FL) to University students. Specifically, it necessitates foregrounding this issue from junior years of study. The rationale of this idea is based on the models of language development introduced by modern educators and the teaching experiences of the authors of this paper.

W. Labov advances the progressive model of linguistic growth, which underscores the importance of familiarizing individuals with speech differentiation. This model includes six stages of language development [3, p. 81]: 1) basic grammar, 2) the vernacular, 3) social perception, 4) the consistent standard; 5) stylistic variation, 6) the acquisition of the full range. This model maintains that only after becoming aware of the social value attached to language variants, learners become able to differentiate their use of standard forms coherently with the degree of formality of the setting.

Extending the aforementioned, experts distinguish between five levels of grammar that an individual acquires in their language evolution [4]: a) the organization of words; b) mastering the rules of organization and use of words; c) judgments based on the use and organization of words; d) school grammar; e) stylistic grammar. So it also emphasizes stylistic variation of communication and accentuates the necessity to consider both the stylistic adequacy of speech and its stylistic variability [2]. Hence, the acquisition of stylistic grammar is significant in learning a FL, especially for University students.

Furthermore, some scholars [1, p. 443] promote the established “variation theory”, which describes different variations in language and its usage. This theory postulates that the real verbal behavior of an individual is regulated not only by the level of their linguistic competence, but also by the awareness of socially determined connotations, or additional meanings accompanying the main meaning of a lexical unit. The indications are therefore that inasmuch as individuals acquire language in multiple social conditions they eventually master “different grammars of this language” (or in other words, intermittent grammars), so it is essential to explain these differences via special “extension rules”, which takes into account the information about both linguistic units themselves and their connotation [5, p. 99].

Teaching stylistic grammar follows two major approaches: romantic (based on the philosophical theory of language and aimed at implementing declarative knowledge) and classical (suggesting prescriptive instructions related to a choice of speech register and aimed at implementing procedural knowledge) [2]. It is clear therefore that the FL classrooms should place an emphasis on the classical approach since it offers an unquestionable practical value.

In addition, mastering FL stylistic grammar assumes enhancing the skills of two levels [2]: rhetorical (providing successful communication in a variety of settings) and metalinguistic (ensuring active language manipulation in order to achieve a stylistic effect on the speaker). At this point, externalization of both lexical units and grammatical structures is prioritized. Respectively, whilst teaching FL grammar, it is pivotal to equally advance learners' rhetorical and metalinguistic skills, which may raise not only their stylistic awareness, but also general FL proficiency. The pragmatic effect of communication plays a crucial role in affecting the speaker's goal while constructing a narrative. This effect occurs within such parameters as expressiveness (eloquence), semantic and grammatical accuracy, and stylistic shades of communication (regarding speakers' age and social status, and situations of interaction) [5, p. 99].

That given, it can be concluded that FL instruction should introduce students to the stylistic differentiation of oral and written speech, starting from the junior years of study at the University. Incrementally and scalably, students must be taught first to recognize and differentiate stylistic variations of speech units, then to reproduce and stylistically modify them, and eventually to create communicative outputs of different registers.

### References

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