

Oleksandra TUHAI

Borys Grinchenko Kyiv Metropolitan University

ADVANCING ESL LINGUISTIC THEORY: CURRENT TRENDS IN PHILOLOGICAL TRAINING

The task of higher education in the 21st century is to train a specialist who is able to solve not only general scientific and methodological problems and tasks, but also to respond to the challenges that will arise before him in a few years or decades. A philologist must have the appropriate general professional, communicative and applied competencies that will allow him to work with linguistic and speech material that does not yet exist, but only appears in the depths of the modern multilingual and multicultural world, using general and special scientific methods or approaches that are emerging and being formed in the modern scientific space.

Knowledge and understanding of the leading theoretical foundations of modern English can help form the general and professional competencies necessary for a future high-level philologist in the field of humanities, in particular the ability to use in professional activities systemic knowledge about the structure of the theoretical foundations of the English language, the ability to freely operate with special terminology, the ability to introduce this knowledge into the scientific and teaching process in higher education.

At Borys Grinchenko Kyiv Metropolitan University, the discipline “Theoretical Course of English” is offered to the third-year students of the first (bachelor’s) level of higher education who are studying English as a second foreign language. It is studied for one semester and consists of four modules: historical-phonetic, morphological, syntactic and lexical-semiological.

We pursue such basic goals or objectives to acquire by the students:

1. The *general goal* of this discipline “Theoretical Course of English” is to provide students with knowledge and skills for professional analysis of the patterns of development of the English language, its vocabulary, grammatical structure and phonetic system, functional-communicative and expressive-semantic composition of modern English; ensuring understanding of the conscious study of theoretical foundations as a basis for mastering foreign language activities; developing the ability to analyze and interpret language phenomena and facts, which will contribute to the development of their scientific and professional training in accordance with state and European standards, and the needs of society.

2. The *practical goal* of the training involves the formation of students’ linguistic, communicative and sociocultural competence in theoretical phonetics of the English language, English morphology and syntax, lexicology and semantics of modern English, stylistics of modern English, pragmatics of modern English; the formation of the ability to lexical, phonetic and grammatical analysis of linguistic phenomena, summarizing linguistic sources, preparing oral detailed answers to theoretical questions of the discipline.

3. The *cognitive and educational goal* is to expand the philological worldview and educational experience of students, develop logical and analytical thinking, develop students’ skills and

abilities for independent activity in mastering the theoretical principles of the development of the English language, the ability to self-assessment and self-improvement.

4. The *professional goal* involves the formation and development of professional competence by students based on the process of acquiring knowledge and improving skills and abilities and the corresponding development of strategies for students to master terminology and theoretical foundations of the development of modern English, as well as involvement in the performance of professionally oriented tasks.

When studying a specific topic of each module, we consider certain principles and methods of teaching the theoretical foundations of the English language:

I. Historical aspect: the Diachronic Comparative Method (Phonological Drift and Morphological Attrition) – systematic examination of linguistic features through comparison with related varieties over time. Core objective – understanding language evolution [7].

II. Philological aspect: the Hermeneutic Circle Method (Cultural Etymology Mapping) – bridging the gap between philology, hermeneutics, and semiotics to study the “word” in its historical and human context. Core objective – linking text to cultural context [5].

III. Phonological/Phonetic aspect: the Multisensory Articulatory Method (Articulatory-Analytic & Laboratory Phonology) – explicit instruction on the International Phonetic Alphabet (IPA) and the physical production of sounds, integrated with acoustic research. Core objective – using physical production mechanics and phonemic contrast to master the English sound system [4].

IV. Morphological aspect: the Morphemic Discovery Procedure (Data Set Modelling) – explicit instruction in word-formation and morphemic structure to improve decoding and synthesis of complex vocabulary. Core objective – identifying rules of word creation [6].

V. Syntactical aspect: The X-Bar Theory Modelling (Constituency Tree Mapping) – using phrase-structure rules and diagramming (trees/brackets) to answer “why” grammar works the way it does. Core objective – visualizing structural hierarchy [3].

VI. Lexical aspect: Componential Analysis (or Seme Analysis) (Semantic Feature Matrixing) – decomposing literary and lexical meaning into discrete components to reveal deep-level semantic interrelations. Core objective – breaking definitions into discrete units [1; 2].

REFERENCES

1. Belfarhi, K. (2014). The componential analysis of literary meaning. *Colombian Applied Linguistics Journal*, 15(2), 288. <https://doi.org/10.14483/udistrital.jour.calj.2013.2.a010>
2. Boran, G. (2018). Semantic fields and EFL/ESL teaching. *International Online Journal of Education and Teaching (IOJET)*, 5(2), 391-399. <https://files.eric.ed.gov/fulltext/EJ1259000.pdf>
3. Holland, C. (2013). Bridging the Gap: TESOL Training in a Linguistics Department. *The CATESOL Journal*, 24. <https://doi.org/10.5070/b5.36157>
4. Lysak, H. (2026). Development of phonetic competence in higher education: Theoretical and practical dimensions. *UDC 378.147:811.111'342*, 1288–1298. [https://doi.org/10.52058/2786-6165-2026-2\(44\)-1288-1298](https://doi.org/10.52058/2786-6165-2026-2(44)-1288-1298)
5. Peradotto, J. (1983). Texts and Unrefracted Facts: Philology, Hermeneutics and Semiotics. *Arethusa*, 16:1/2 (Spring/Fall), 15-33. <https://www.acsu.buffalo.edu/~peradott/TextsUnrefracted.pdf>
6. Sulistyawati, E., Nugroho, A., & Bram, B. (2021). Morphological Teaching Strategies to Enhance Students' Vocabulary Knowledge and Reading Comprehension. *JET (Journal of English Teaching)*, 7(2), 179-190. <https://doi.org/10.33541/jet.v7i2.2472>

7. Tagliamonte, S. A. (2013). Comparative Sociolinguistics. *The Handbook of Language Variation and Change*, 128-156. <https://doi.org/10.1002/9781118335598.ch6>
-

Iryna TYCHYNA

Grade Education Centre, Kyiv

TEACHING LEXICALLY FOR EXAM SUCCESS: BEYOND GRAMMAR FOR CAMBRIDGE EXAMS

In contemporary English language teaching, success in Cambridge examinations is often associated with grammatical accuracy and the ability to apply exam strategies effectively. However, both research and classroom practice increasingly suggest that high-level performance depends not only on grammar but also on learners' ability to produce natural, flexible, and contextually appropriate language. This shift highlights the importance of lexical competence as a core component of communicative ability and exam success.

This paper explores how principles of the Lexical Approach, as proposed by Michael Lewis [1], can be effectively integrated into Cambridge exam preparation classrooms. The Lexical Approach challenges the traditional view of language as primarily grammar-based, instead emphasising the role of collocations, chunks, and formulaic sequences as the building blocks of fluent and accurate communication. Despite its strong theoretical foundation, lexical teaching is often underrepresented or treated as supplementary in exam-focused contexts, where grammar and task strategies tend to dominate [2].

Drawing on practical classroom experience and observation of exam preparation courses, this study identifies a recurring gap in learners' performance: while students may demonstrate knowledge of grammatical structures and familiarity with exam formats, their language often lacks naturalness, cohesion, and flexibility. This is particularly evident in speaking and writing tasks, where lexical limitations directly affect scores in criteria such as Lexical Resource, Coherence and Cohesion, and overall communicative effectiveness.

The session will demonstrate how a lexical focus can address these issues through systematic and principled teaching practices. Participants will explore techniques for helping learners notice and record lexical patterns, including collocations, semi-fixed expressions, and discourse markers, as well as strategies for recycling and activating this language across different exam tasks. Practical classroom applications will include transforming traditional grammar-based activities into lexical tasks and integrating lexical work into exam-focused lessons without increasing cognitive overload [3].

Particular attention will be given to how lexical teaching can be embedded within exam preparation without sacrificing efficiency or focus. Rather than treating vocabulary as an additional component, the approach presented positions lexis as central to both language development