

ARTICLE

Teaching Grammar to Junior Bachelor Students by Means of Authentic English Texts

Oleksandra Popova ^{1*} , Ilona Derik ¹ , Natalia Korolyova ¹ , Oleksandra Morhun ¹ , Viktoriia Dashkova ² 

¹ Department of Translation, Theoretical and Applied Linguistic, Faculty of Foreign Languages, State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”, 65000 Odesa, Ukraine

² Department of Slavic Linguistics, Faculty of History and Philology, State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”, 65000 Odesa, Ukraine

ABSTRACT

Some modern tendencies in the field of teaching grammar to junior bachelor students by means of authentic English texts are presented in this article. This article aims to provide a didactic justification and experimental verification of the methods for effective development of future philologists’ basic language competencies under dominant conditions of authentic textual activity in relation to teaching English grammar, as well as to develop an appropriate methodology for teaching it. Popular theoretical concepts of grammar and its teaching methods are described, and a methodological model for developing grammar language skills using authentic material compiled from a linguistic corpus (BNC) as well as while working with the entire text of Pamela Travers’s “Mary Poppins” is demonstrated. The authors propose the experimental training for junior bachelor students that enables their academic progress in mastering their grammar skills based on the authentic material, and they highlight the importance of the competence-based approach in shaping effective methodological support. A set of methodological tools which could facilitate academic success is specified: integrative learning; interactive teaching/learning; digitalisation of education; the communication-centred principle; the principle of differentiation; the principle of availability and affordability; the principle of consciousness, and the activity-based principle. The students’ learning outcomes following the initiated experimental teaching/learning are clarified, and certain beneficial curricular

*CORRESPONDING AUTHOR:

Oleksandra Popova, Department of Translation, Theoretical and Applied Linguistic, Faculty of Foreign Languages, State Institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky”, 65000 Odesa, Ukraine; Email: alex-popova@ukr.net

ARTICLE INFO

Received: 27 June 2025 | Revised: 7 July 2025 | Accepted: 16 July 2025 | Published Online: 11 September 2025
DOI: <https://doi.org/10.30564/fls.v7i9.10757>

CITATION

Popova, O., Derik, I., Korolyova, N., et al., 2025. Teaching Grammar to Junior Bachelor Students by Means of Authentic English Texts. *Forum for Linguistic Studies*. 7(9): 638–659. DOI: <https://doi.org/10.30564/fls.v7i9.10757>

COPYRIGHT

Copyright © 2025 by the author(s). Published by Bilingual Publishing Group. This is an open access article under the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License (<https://creativecommons.org/licenses/by-nc/4.0/>).

activities (e.g., exercises, assignments) are suggested.

Keywords: Teaching Grammar; Develop Grammar Skills; Authentic English Texts; Linguistic Corpus

1. Introduction

Over the past few years, the conditions of modern communication and technology have changed, which creates the need for new approaches to training contemporary philologists-educators. In the context of market relations, there is a demand for specialists who possess multifunctional competences and a high level of communicative culture. The educational process is increasingly driven by informatization. To ensure a reliable transfer of knowledge and experience, digital technologies in education have paved the way for new teaching methods and systems in the 21st century. We concur with prevailing academic viewpoints that digitalisation presents a modern-day challenge, yet it is also an undeniable reality with which individuals not only observe but get actively engaged^[1]. No doubt, digital technologies have evolved beyond mere tools; they now constitute a new environment in which human life unfolds. The digitised educational environment offers radically new chances: (1) enabling learning to take place anytime and anywhere beyond the traditional classroom; (2) allowing for the design of personalised learning trajectories tailored to individual educational needs; and (3) positioning students not only as active users of digital resources but also as creators of new content.

Today, the quality of education largely depends both on the human, the technical aspects of knowledge transmission, and social demand for knowledge. A focus on information and technological innovations has become a necessary condition in foreign language education, responding to current societal demands and aligning with the trajectory of ongoing educational reforms.

The use of authentic texts is a modern tool for developing the linguistic component of students' foreign language communicative competence. Authentic texts (from Ancient Greek *αὐθεντικός*) are materials that have originated in real-life language practice by native speakers. These include texts and language samples from newspapers, journalistic articles, posters, correspondence, television programs, and works of fiction.

The skills obtained through engaging with authentic textual samples are closely related to learners' linguistic entrepreneurship^[2], which might be considered a pivotal component of their professional portfolio in the international labour market. Especially for preservice teachers of foreign languages, "linguapreneurship" frames language learning as a civic duty, a moral obligation and a strategic asset for the model neoliberal citizen^[3]. This concept can be associated with a strategic engagement of a person with linguistic resources, their deliberate use as a means of fulfilling a normative expectation to improve one's position in society; it is highly essential for enhancing one's global relevance.

The corpus revolution, which gained momentum in the 1990s and brought important changes to language teaching and learning, was driven by the recognized potential of corpus linguistics to create instructional materials and resources grounded in authentic language usage^[4]. This revolution stimulated the advancement of corpus linguistics methodologies and applications and played a key role in shifting language teaching and analysis toward more empirical, data-informed practices. Modern data-driven learning (DDL) has developed related areas such as computer-assisted language learning and digital pedagogy in response to emerging challenges in this field, incorporating a variety of corpus-based technologies. In many instances, these technologies are specifically designed to enable learners to interact with corpora without requiring advanced knowledge of corpus analysis software. To support their academic success, comprehensive systems of assignments should be developed to address each linguistic aspect^[5].

There is a noticeable contradiction between, on the one hand, the growing need for an information society and education informatization, and the lack of specific methodologies for teaching foreign languages using authentic texts; and, on the other hand, the declared use of information and communication technologies in education and their actual application in teaching foreign languages at language universities. In the context of learning motivation, we emphasized that teaching English grammar to Ukrainian students through authentic corpora exemplifies a situation where an

entrepreneurial perspective on language learning motivation becomes particularly significant.

Thus, there is a strong basis to consider the issue of developing students' grammar speaking skills through authentic texts as an unresolved problem that requires further investigation. This has determined the relevance of the current study.

The purpose of this study is to provide a didactic justification and experimental validation of methodologies aimed at the effective development of the basic language competences of future philologists under conditions where authentic textual activities dominate the process of teaching English grammar, as well as to develop an appropriate methodology for grammar instruction.

To achieve this purpose, the following tasks were set. The hypothesis of the study suggests that the teaching of grammar and the development of grammar skills in English will be successful if based on the development and implementation of a methodological system that:

- utilizes a nomenclature of grammar skills formed through authentic texts;
- considers the methodological conditions necessary for the effective development of grammar speaking skills through the use of authentic texts.

2. Methods

2.1. Research Design

The experiment was grounded in the assumption that a methodological framework integrating technological tools can effectively support the linguistic and academic development of Ukrainian university students studying English and

Foreign Literature, particularly in the context of the ongoing military conflict in Ukraine.

The objective of this research is to explore potential improvements in learning outcomes through the application of methodological technologies and the implementation of authentic textual activities in the process of teaching English grammar.

The practical part of our experimental study was divided into three stages. The Stage 1 was conducted using material extracted from a linguistic corpus, the second one was based exclusively on the novel "*Mary Poppins*" by Pamela Travers, and the third one involved the analysis of experimental results.

During the initial stage of the experimental phase, data from the British National Corpus (BNC) were utilised. As part of the training, some sets of exercises accompanied by summary tables aimed at studying the Continuous/Simple/Perfect tense forms, modal verbs, Conditionals, articles were developed. Additionally, based on the linguistic corpus, traditional exercises were created to cover other grammatical phenomena. In designing the exercises/assignments, the authors primarily relied on abstracts included in the corpus. During the evaluation phase, the volume of selected authentic material could be adjusted to provide a broader context by incorporating full excerpts from classic works of English literature recommended by the corpus.

2.2. Participants

The experimental training took place from October 28 to November 15, 2024, at the Faculty of Foreign Languages-South Ukrainian National Pedagogical University named after K. D. Ushynsky" (Ushynsky University). Forty-five students participated in the experiment (see **Table 1**).

Table 1. The experiment participants (Ushynsky University).

Specialty/Occupation	Year of Study	Male Students	Female Students	Number
Learners majoring in Secondary Education. 014.02 (Language and Literature (English)) (full-time study) – Experimental group	2nd	5	24	29
Learners majoring in Secondary Education. 014.02 (Language and Literature (English)) (part-time study) – Control group	2nd	3	13	16
Total		8	37	45

Note: The total sample size was 45.

The number of the Ushynsky University participants corresponds to the allowed licensed norms set by the Ministry of Education of Ukraine. The period of the experiment was correlated with the volume of grammatical aspects to be mastered. The students were divided into two experimental groups (the control and the experimental ones) for the university instructors to observe differences (if any) in their learning outcomes, since it was the first experimental teaching using linguistic corpora.

During the grammar review course, students in the experimental group worked on traditional grammar exercises combined with discussions of the text, special attention being given to grammatical forms. A wide range of English grammatical structures was identified during the work.

The validity of the theoretical framework and the proposed model for developing students' grammatical knowledge and speaking skills based on authentic texts (the English language, Faculty of Foreign Languages) was confirmed during the experimental training.

The sequence of tasks for developing grammatical knowledge through the linguistic corpus and work with full/whole literary texts was also tested during the course. The obtained results were interpreted.

To solve the above tasks and verify the truth of the hypothesis, these research methods were used: • the analysis and generalisation of the research results on the topic under study; • the modelling of the pedagogical process aimed at teaching grammar and developing students' grammar skills in English speaking using authentic texts. Generalizing research findings involved applying the results obtained beyond the original study of traditional teaching tools making them applicable to wider contexts. Generalization entailed a thorough analysis of research data, followed by drawing certain conclusions based on the initiated experimental framework. The modelling helped design teaching strategies, assess learning, and adjust instruction to diverse educational contexts.

These teaching/learning approaches were chosen as the methodological framework of the research: informatization of education; competence-based approach to learning; communicative method of teaching foreign languages; personality-oriented approach to teaching a foreign language. The modern stage of education informatization is marked by the integration of powerful personal computers, high-

capacity and high-speed storage devices, advanced information and telecommunication technologies, multimedia tools, and virtual reality^[6]. The main task of the teacher is to incorporate innovative information-based tools into the educational process to achieve learning outcomes, which involves a philosophical reflection on the informatization process and its broader social implications. While the competence-based approach is not innovative, it remains effective in objectively evaluating student outcomes when supported by clearly articulated criteria. In our case, the evaluation criteria are established based on specific indicators: productive grammatical knowledge/awareness and abilities/skills and receptive grammatical abilities/skills. For the past 30 years, the person-centered approach has continued to play a significant role in education. Personality-oriented education seeks to empower individuals by fostering their capacity for self-actualization, continuous development, adaptability, self-regulation, resilience, and independent learning^[7]. The designated capacities facilitate students' autonomous thinking, cognitive recognition of grammatical structures, analytical way of perceiving and decoding linguistic phenomena. A major benefit of the Communicative Language Teaching (CLT) approach is its capacity to develop learners' fluency and real-world communicative competence^[8]. To transform this approach to the domain of our study, CLT focuses on interaction and real-world language application, encouraging learners to participate in conversations, share their thoughts, and handle everyday situations on the basis of their grammar knowledge and skills mastered during the experimental teaching/learning – ultimately boosting their confidence in speaking.

The provisions developed in domestic and foreign works on the theory and methodology of teaching foreign languages were identified as the theoretical foundation of the study.

Classroom observations enabled elaborating assignments which could improve students' academic progress in grammar within the spectrum of their linguistic competences.

2.3. Materials

We consider the data of the English corpora as the material: the British National Corpus (BNC), which includes texts of fiction and journalistic prose. Concordance software

allows us to quickly and accurately search and select lexical and grammatical units within large-scale collections of texts, as well as to identify grammatical patterns by analyzing numerous examples. In this regard, the linguistic corpus can be used for teaching grammar and forming students' grammatical language skills.

During classes, usually once a week, students watch authentic movies in English (with or without subtitles) to train their listening comprehension skills. Furthermore, pre-service teachers of English and Foreign Literature have home reading classes where they fulfil particular assignments on content-based details of classical and modern literary works belonging to various genres. It should be noted that a considerable number of the learners had the opportunity to watch in

class movies adapted from notable classical works emerged in the 20th century. Thus, they were offered a choice of the following literary work: "*The Great Gatsby*" by F. Scott Fitzgerald "*The Catcher in the Rye*" by J. D. Salinger "*The Lord of the Rings*" by J. R. R. Tolkien and "*Mary Poppins*" by P. L. Travers. Students discussed their group choice (their grounds for and against each particular work) and presented it at the interview. The key selection criterion was: "*Does this novel suit for illustrating and mastering various lexical and grammatical phenomena?*" The students were interviewed about their preferences in terms of literature. A structured interview was conducted with a fixed set of questions; responses were recorded and then interpreted. The most frequent responses are presented in **Table 2**.

Table 2. The Grounds for Choosing Experimental Material.

No	Title of a Literary Work	For	Against
1	<i>The Great Gatsby</i> by F. Scott Fitzgerald	• Gatsby, a hopeful dreamer of humble origins and a touch of self-deception, ultimately rises to success. • Few things are more rewarding than observing a penniless, idealistic dreamer rise to success. • I truly enjoy those unexpected moments when a poor but persistently hopeful dreamer in the end manages to succeed.	• This narrative portrays a group of affluent individuals whose lives revolve around leisure, indulgence, and superficial concerns, highlighting the consequences of material excess and emotional disengagement. • I do not think this novel is the right one for compiling lexical and grammatical phenomena to be mastered. • I find this book/movie quite unappealing, to be frank.
2	<i>The Catcher in the Rye</i> by J. D. Salinger	• I absolutely love those surprises when a book I didn't expect much from completely blows me away. • Holden Caulfield is a character who, for some reason, strikes a chord with thousands of readers. • It could be interesting for young people because in youth, it often feels like the world is against you, prompting rebellion – until, with time, you begin to find your own place in the sun.	• In my view, this novel is not appropriate for the compilation and mastery of lexical and grammatical features. • I genuinely find this book/movie quite off-putting. • I found Holden Caulfield's existential crisis profoundly affecting. The loss of his brother is an experience I would not wish to revisit.
3	<i>The Lord of the Rings</i> by J. R. R. Tolkien	• I saw this cartoon in my childhood. "The Lord of the Rings" is the highest commendation I can offer. • At first glance, the novel presents itself as a traditional heroic fantasy – and a well-crafted one at that. It offers a compelling narrative supported by a vividly constructed fantasy setting. • Much of human mythology, religion, and folklore can be seen as a form of fantasy, and I believe one of its greatest potentials lies in blending with science fantasy. Why not reading it?	• Frankly, this book/movie failed to capture my interest. • Science fiction with those main heroes does not resonate with me as a grown-up. • This novel does not seem to be an appropriate choice for the systematic exploration and acquiring of lexical and grammatical aspects.
4	<i>Mary Poppins</i> by P. L. Travers	• This novel is well-suited for illustrating and mastering various lexical and grammatical phenomena. • Travers's portrayal of adult-child interactions demonstrates a higher degree of authenticity. • The plot is thrilling. You are in two minds, a whimsical woman brings magic to the Banks household, a seemingly kind witch manipulates two children, or perhaps the Banks children simply have vivid imaginations bordering on delusion...I would like to use this novel for mastering my lexical and grammatical skills.	• The content of this novel comes across as slightly out of touch with contemporary trends. • This novel feels somewhat dated.

As a result, 43 out of 45 students preferred the fairy tale *Mary Poppins* by P. L. Travers, which validated our choice of the material intended for the second part of the practical part of the study. Students were asked to read Pamela Travers's fairy tale *Mary Poppins*. The material for grammar tasks within the framework of the study was subsequently selected from "Mary Poppins". This story is written in a popular compositionally convenient form for compiling exercises in each direction.

3. Literature Review

3.1. Theoretical Concepts about Grammar and Its Teaching Methods

In searching for relevant and interesting material, the target audience for this research was identified. They were second-year university students – those who already possess a sufficient understanding of grammar and generally do not require extensive basic grammar practice, but those who have not yet developed core grammar skills.

Intercultural communication has become a key factor in modern society, making foreign language teaching a priority field within the education system. Within the domain of foreign language instruction, grammar – both foundational and conversational – remains a crucial element, serving as the structural backbone for other levels of language acquisition.

In contemporary linguistics, grammar is at the center of discussions, viewed not only as a system of rules but also as a reflection of a people's worldview and a multi-layered structural portrayal of reality. In the education system, grammar is equally vital, linked to the ability to construct correct language – in other words, the development of grammar skills^[9].

"Grammar skills" refer to "automated operations performed with grammatical material in the course of language activity, where conscious focus is directed toward the content of communication"^[10].

The ability to construct grammatically correct sentences, following the norms of literary language, remains a challenge for modern communication theory both within a single culture and across intercultural contexts.

This underscores the intrinsic connection among *grammar*, *grammar (grammatical) competence*, and *cultural competence*. The ability to formulate ideas clearly and accurately

determines the pragmatic effectiveness of communication and reflects the speaker's intention to convey meaning to his/her audience. Core grammatical proficiency is fundamental for effective communication. "The lack of grammatical accuracy skills becomes a major obstacle in the development of communicative behaviour"^[11].

Today, there is a growing need to search for and apply effective methodologies for teaching grammar to students within the framework of the new paradigm of grammatical science. "During the educational process, students should be provided with all possible tools to fully understand the functional scope of various grammatical phenomena in both active and passive modes—reception and production depending on course objectives"^[10]. Though, one cannot deny the key role of the teacher who is to give appropriate instructions to achieve high-level learning outcomes. Recent research on DDL lesson design suggests that turning corpus data into usable classroom materials demands a high level of corpus competence, along with deep pedagogical and subject knowledge^[12].

The acquisition and improvement of grammatical knowledge must always carry a creative element – both on the part of the teacher and the students. Students should be motivated not only to foster their communicative proficiency but also to solidify their understanding of grammar, as grammatical accuracy greatly enhances their confidence and efficiency in professional foreign language communication^[13].

Studying a foreign language always involves discovering a new world – the one that is open to communication and new information. In modern Ukraine, particular attention has been paid to ways of ensuring high educational standards in distance learning, enabling both teachers and students to reach new levels of interaction. Internet technologies now allow communication with native speakers, access to authentic information, development interlingual projects, and creation of grammatically accurate texts^[13].

The development of a social information system is defined by its internal and external informational relationships with its environment, including relationships within the information sphere in which it was formed. As within any social informational system, the environment for English language learning requires optimization, appropriate organization, and effective management. This is especially relevant today, as

“a vast number of internet-based programs have emerged to support foreign language learning, particularly English”^[14]. Similarly, the evolution of English language instruction is shaped by the environment’s informational dynamics, demanding efficient regulation and management. Today, there is an abundance of computer programs that assist English language teachers and students in the learning process^[15].

As a bearer of knowledge, the English language instructor plays a critical role in transmitting information and activating all components of the educational system^[16]. Additionally, computer technologies and electronic textbooks offer significant advantages over traditional learning materials, allowing teachers to free themselves from routine tasks and concentrate on core teaching objectives, systemic content perception, and the development of interactive learning environments.

Before proceeding, let us first clarify the concept of grammar.

The Encyclopedia of Modern Ukraine^[17] defines grammar as follows: “Grammar (Greek: γραμματική, from γράμμα—letter, writing) refers to the structure of language, including its morphological units, categories and forms, syntactic units and categories, word-formation units, and methods of word formation; it is also a branch of linguistics that studies the grammatical structure of language” (Encyclopedia of Modern Ukraine, n.d.).

Horhosh offers a more concise definition: “Grammar as the structure of a language is a complex organization comprising several subsystems: morphology, syntax, and word formation”^[17]. Vitlin argues that the concept “*grammar*” encompasses various branches of linguistics, including word formation, phonetics, orthography, as well as elements of lexicology, phraseology, and stylistics^[18]. Pasov provides another perspective: Grammar is “the system of language and the science of that system”^[19]. According to Minyar-Beloruichev, grammar is “the structure of a language that transforms it into a functional communication system”^[20]. In *A Course in Language Teaching: Practice and Theory*, Penny Ur defines grammar as “the way words are put together to form correct sentences”^[21].

In the 21st century, the concept “*grammar*” has acquired new meanings in both linguistics and practical language use. Linguist Lizenin describes grammar as the phenomenon encompassing the grammatical structure of a lan-

guage; the branch of linguistics that studies it; a set of rules governing word changes and combinations into phrases, sentences (and sometimes texts), and even textbooks outlining these rules^[22].

To know grammar means to understand the form, usage, and communicative function of grammatical phenomena. Mastery in grammar is essential for developing speaking and writing skills, as well as for receptive skills such as listening and reading comprehension. The content of grammar instruction includes grammatical rules and phenomena, alongside the skills necessary for the correct use of grammatical constructions. The principal goal of teaching grammar is to develop students’ ability to use language accurately and appropriately.

Methodologist Kolker emphasizes that grammar instruction involves the acquisition of grammatical forms, parts of speech, their semantics and functions, the rules governing their use according to context and communicative intent, as well as the development of skills for using grammar both orally and in writing^[23]. The author sees grammar skills as the automated retrieval of necessary language forms from long-term memory during communication. However, grammar skills are inherently complex and require a comprehensive instructional approach. Grammar skills vary across different varieties of language-based activities speaking, reading, listening, and writing and must be developed accordingly^[24].

Speaking skills, for instance, involve the automatic, communicative use of grammatical phenomena, built upon the unity of the form and meaning^[25]. The most efficient path to skill acquisition involves conscious engagement with linguistic operations, gradual refinement through practice, and eventual automation. Melnychenko notes that “improving grammatical competence directly contributes to overall language proficiency and communication skills, particularly in profession-centered training of pre-service foreign language teachers”^[25]. Training exercises designed for automation should not merely create conditions for skill development but ensure their integration into real communicative activities. A skill can only be considered fully developed when it is used freely and correctly in communication without deliberate attention^[19]. An essential prerequisite for forming grammatical skills is the availability of sufficient lexical material for practice and generalization. Automation demands

repeated application of grammatical rules across varying lexical contexts.

The formation and refinement of operations with grammatical material—i.e., grammar skills—constitute one of the most intricate components of language education. “Grammar skills synthesize the act of selecting an appropriate structure for a communicative task and correctly constructing the linguistic unit”^[26]. Grammar skills develop through analogy, repetition of selected language models, and exercises based on substitution techniques. Learners must understand numerous grammatical rules and apply them correctly to avoid analogical errors. Passov and Kuzovleva outline these stages for skill development:

- perception of typical structures (action by analogy);
- imitation (reproduction by analogy);
- substitution (reproduction based on analogy);
- transformation;
- combination of structures (transfer from one model to another)^[27].

The learning process for active grammar skills progresses through several stages, each with specific tasks corresponding to psychological phases of skill acquisition^[28]. Myroliubov and Rakhmanova identify these stages as the preparatory stage, elementary stage, integration stage, systematization stage, and the final integration into communicative activity^[15]. At *the preparatory stage*, learners get acquainted with grammatical phenomena, motivated to engage actively, and provided with necessary vocabulary and contextual knowledge. At *the elementary stage*, students practise specific grammatical constructions and word forms through exercises focusing on analogy and repetition. During *the integration stage*, grammatical structures are combined with other linguistic elements, introducing creative elements into practice. *The systematization stage* strengthens active skills through analysis, comparison, and classification of language patterns, aiding both production and comprehension. *The final stage* involves the integration of grammar skills into active communication, ensuring their use across speech activities^[15].

Examining Passov and Kuzovleva’s methodology reveals that grammatical competence in speaking involves^[27]:

- selecting an appropriate model for the intended message;

- forming linguistic units correctly according to language norms within time constraints.

Thus, both model selection and linguistic units must occur in synthesis to achieve communicative fluency. According to Passov, grammar instruction must prioritize function over form, integrating grammatical learning directly into situational communication to ensure skill transfer to real-world language use^[19].

In our view, a combined methodology is most effective. At the initial stages, intuitive learning (similar to direct methods) is emphasized, while at the intermediate and advanced stages, rule-based learning and systematic review (characteristic of grammar-translation methods) are introduced. This approach also recommends the use of oral introductory courses and employing the native language for meaning clarification and control^[29].

3.2. Authentic Materials in Foreign Language Learning

Nowadays, characterized by widespread computerization, satellite television, and rapid development of electronic communication, the world is gradually transforming into a communicative and multicultural globalized environment where countries and peoples are increasingly interdependent. Without the ability to collaborate and solve global problems together, humanity’s future appears to be uncertain.

This is why, at the turn of the new millennium, teaching intercultural communication as an essential objective of foreign language learning quickly gained traction. Chaika^[30] notes that intercultural dialogue presupposes the awareness of both the learner’s cultural identity and the cultural context of the target language. The integration of cultural components into foreign language education has been a longstanding concern. Today, the inseparability of foreign language learning from the study of the target culture, its history, sociocultural traditions, and the national worldview is widely recognized in teaching methodology^[31].

The evolving sociocultural situation in Ukraine has sparked a growing interest in foreign languages, prompting specialists to critically assess the linguistic presentation in foreign language textbooks and learning materials. Recent methodological research stresses the need to revise learning objectives and modernize content in teacher training pro-

grams. It is increasingly essential for future educators to acquire foreign language proficiency as a tool for facilitating productive cross-cultural interaction, which entails the development of linguistic and cultural competences as key elements of their professional-communicative competence^[32].

Background knowledge—an integral part of communicative competence—encompasses culturally shared information familiar to all members of a national community^[33]. Every language reflects the unique material and spiritual culture of its society. Traditionally, the connection between language and culture was seen mainly in the vocabulary. However, understanding a culture is impossible without studying its linguistic code, which includes grammar as well^[34]. Thus, the new paradigm for foreign language learning emphasizes the integration of authentic materials containing cultural background information to foster successful and contextually appropriate communicative competence. The Ukrainian scholar Kolomyichuk asserts that learning a foreign language today is viewed not merely as acquiring specific skills or mastering structures, but as perceiving the intricate connection between language content, the country, and its people^[35].

Authentic materials play a central role in developing communicative competence, though their use raises considerable debate. The term “*authentic materials*” has only recently entered language teaching methodology, associated with the goal of exposing students to real-world language use: “authentic texts illustrate language functioning in its natural social context as produced by native speakers”^[36].

Generally, authentic materials are defined as resources created by native speakers for real-life communicative purposes other than language instruction, typically reflecting genuine communicative contexts. There exist several definitions. Let us study some of them.

Krychevska defines authentic materials as genuine literary, folkloric, visual, and musical works, as well as everyday objects like clothing, furniture, and utensils, along with their illustrations^[37]. The scholar also identifies a separate category of pragmatic materials—accessible and everyday items—that create an illusion of immersion into the target language environment. This category should also incorporate sound-based (audio) and video-based (audiovisual) instructional content such as news broadcasts, weather reports, airport and train station announcements; it is critical for exposing learners to authentic speech patterns and boosting

their motivation.

The author further classifies pragmatic materials by spheres of communication: education- and profession-related, sociocultural, everyday life, trade- and commerce-centred, family-related, sports and health. This classification closely resembles Voronina’s definition of authentic texts as samples borrowed from native speakers’ communicative practices^[38]. The researcher distinguishes between functional texts (e.g., signs, advertisements, maps) and informational texts (e.g., articles, interviews, letters, reports).

Harmer^[39] defines authentic materials as texts originally intended for native speakers, whereas Ukrainian methodologists emphasize that authentic materials are produced by and for native speakers, ensuring exposure to unadapted, real-world language.

Linguistically, authentic texts are characterized by:

- abundant use of pronouns, particles, interjections, emotionally coloured words, colloquial phrases, idioms, and slang;
- syntactic features such as brevity, sentence fragmentation, structural dependency, and a preference for simple sentences.

Milrud and Nosonovych developed parameters for authentic educational texts: they must feature natural lexical content, situational appropriateness, and reflect genuine language use patterns^[40]. The methodologists also suggest that listening materials should match learners’ age and linguistic experience, provide new interesting content, showcase diverse speech forms, and evoke emotional responses. Their examples of authentic materials include: personal letters, jokes, articles, diary excerpts, advertisements, recipes, fairy tales, interviews, and informational texts on various cultures.

Authentic materials introduce students to linguistic clichés, phraseology, and domain-specific vocabulary across different styles. However, authenticity is not absolute. It depends on factors such as learning conditions, students’ individual traits, and instructional goals. Despite their advantages, authentic materials also present challenges: they may contain complex language beyond students’ comprehension and complicate standardization in learning outcomes. Thus, carefully selected authentic materials should be concise, with unfamiliar vocabulary limited to no more than 2% of the total content^[18].

In conclusion, there is no universal theoretical interpretation of authenticity. Authenticity reflects a multifaceted set of diverse factors, and each component of the lesson (texts, tasks, classroom environment, and interaction) must align to achieve a balance of authentic learning experiences.

Summing up, it can be assumed that a favorable factor for teaching a foreign language—and particularly grammar—teaching is using a functional-communicative approach to organize language material in combination with theoretical linguistic knowledge (rules), which is (are) necessary for the enhancement of learners' professional competence as pre-service teachers of a foreign language and literature.

Favorable conditions for real communication when learning English outside its native environment successfully help foster the use of authentic materials, which approximates the process of foreign language acquisition to authentic communicative environments; they also increase motivation to use a new language code increases, intensify the educational process, and enhance the significance of the learning content components.

4. Results

4.1. Linguistic Corpora within the Methodological System Aimed at Developing Grammatical Knowledge and Skills

From the viewpoint of the systematic study of grammar, using a linguistic corpus is very advantageous, which allows us to separately find samples of authentic texts for each grammatical level, to study grammatical categories and other phenomena. Within the generalizing approach, which summarizes and includes consideration of various phenomena in one text of the same style, we were guided by the material of short fiction.

Thus, the practical part of our study comprises 3 subsections: the first uses material identified from the linguistic corpus the second relies exclusively on the material taken from the novel by Pamela Travers *Mary Poppins*^[41] and the third presents the results of the conducted experiment.

As the main function of intercultural education is steadily advancing in society, the informatization of education is coming to the fore, which allows significantly accelerating the dissemination of human knowledge and accumulated technological and social experience beyond generational boundaries; therefore, social orders for specialists

who are fluent in foreign languages and information and communication technologies are increasing.

Some scholars suggest that learners should identify high-frequency lexical chunks by retrieving and analyzing patterns of co-occurrence in large-scale corpora within the lexical teaching framework informed by corpus linguistics^[42]. According to Cherniakova, applied linguists—teachers, translators, et al.—use computer corpora in language teaching to solve their professional tasks, necessitating the creation of a methodological model for the development of grammar speaking skills using a linguistic corpus^[43]. No practical philologist has proposed using a classical novel as a pattern for analyzing grammatical structures/phenomena.

Social scientists (historians, sociologists) often study language as a key to understanding social structures, cultural norms, and historical contexts using textual parameters such as period, author, and genre in their research. Literary scholars use corpora for stylemetric research. Ultimately, corpora are used to develop, architect and configure various automated systems such as information search, machine translation, and speech recognition^[43].

There are still contradictions between the need to develop an information society and to informatize education and the lack of methods for teaching a foreign language using a linguistic corpus. These prerequisites led to the creation of a methodological model for the development of grammatical speech skills using authentic texts. The development of the methodological model is based on the Milrud's research on the organization of scientific work in the field of foreign language teaching methods^[40]. Milrud argues that the systematic nature of the study is ensured by a set of interrelated components that allows modelling the teaching and learning process.

The core components of the model include the goal (target), objectives and means, methodology, technique and technology, conditions, factors and causes, as well as the results, outcomes and consequences of transforming the teaching/learning process with the assessment of the quality of solving problems.

Accordingly, it is advisable to depict the model aimed at the development of grammar-related language skills and abilities employing a hierarchical framework for text organization, where interconnected components are combined into four blocks: target, theoretical, technological, and evaluative-resultative (see **Table 3**).

Table 3. Methodological System for the Formation of Grammatical Knowledge and Skills.

Target Block		
Objective: Formation of students' grammar skills based on authentic texts.		
Theoretical Block		
Approaches: competence-based, person- and activity-oriented, communicative-cognitive, systemic.		
Principles: communicativeness, differentiated and integrated learning, accessibility and feasibility, awareness, activity, interactivity, informatization of learning.		
Technological Unit		
Methodological Conditions For Forming Students' Grammar Skills On The Basis Of Authentic Texts (a) Formation of students' ICT competence by the time of learning; (b) Formation of students' foreign language communicative competence by the time of learning; (c) Adherence to a clear learning algorithm at each stage and step.	Organizational Forms (full-time) - Individual - Group	Methods: - Informational-Receptive - Communicative -Interactive -Project-Centred - Controlling
	Stages - preparatory - procedural-evaluative	Teaching Resources linguistic corpus (British National Corpus) and whole texts
Evaluative-Resultative Block		
Criteria	Indicators	
	Productive Grammatical Knowledge/Awareness And Abilities/Skills:	Receptive Grammatical Abilities/Skills:
1. <i>Cognitive-activated</i>	The ability to form grammatical forms, choose and use grammatical constructions depending on a communicative situation.	The skills to differentiate and identify grammatical phenomena (by formal features and structural words).
2. <i>Analytical</i>	The ability to formulate a grammatical rule based on the searching results within a linguistic corpus.	- The ability to predict grammatical forms of a word/construction. - The skills to establish logical, temporal, causal, literary and subordinative relationships and connections between sentence elements.
3. <i>Communication-driven</i>	- The ability to vary the grammatical form of an expression when the communicative intention changes; - The awareness of differentiating markers between the grammatical form of oral and written texts; - The skill to use adequate grammatical phenomena in speech.	The ability to correlate the meanings of grammatical forms/constructions with semantics.
4. <i>Interpretation- and Translation-related</i>	The possession of methods of interpreting meanings and translating the main grammatical categories into the native language.	The possession of methods of interpreting the meanings and translating the main grammatical categories of the vernacular.

The target block of the methodological system indicates the goal, the development of grammatical knowledge and skills in the speech of students based on authentic texts. Thus, the main goal of the model is the development of students' grammatical knowledge of the language and speaking skills through authentic texts.

The theoretical block of the methodological system includes these approaches: competence-based; communicative-cognitive person- and activity-oriented systemic and a system of general didactic and methodological principles for developing grammatical language skills, namely the principle

of communicativeness; differentiated and integrated learning accessibility and feasibility consciousness and activity interactivity and informatization of education.

The system of general didactic and methodological principles facilitating the development of grammatical language skills includes: the principle of communicativeness; differentiated and integrated learning accessibility and feasibility consciousness and activity interactivity and informatization of education.

The principle of communicativeness is practically implemented when students' activities have clear goals; atten-

tion is directed to the content rather than form and means of activity; and tasks are performed in context—using entire texts rather than isolated statements. Therefore, exercises should orient students to achieve a communicative goal, they should be targeted, i.e., addressed to the interlocutor. Teaching/learning is dialogic in nature, that is, interaction occurs on two levels: between instructor and learners, and among learners. The principle of communicativeness inevitably involves teaching communication as an activity (speaking, listening comprehension, reading and writing).

Learning can take place both individually and in groups. Students can independently find the necessary information, but discussion of the results and reflection are carried out in group learning. Because grammatical skills are formed in stages, certain difficulties may arise in mastering particular skills by an individual, they must be solved individually.

4.2. Linguistic Corpora: Modern Interpretation

According to Ahafonenko^[44], in recent years, both international and domestic scholars have shown increasing interest in exploring the theoretical and practical dimensions of applying corpus tools to advance the quality of foreign language instruction. The primary objective of foreign language instruction in secondary and higher education is to cultivate communicative proficiency in all aspectual dimensions of the foreign language.

It is expected that as students progress through the levels of language proficiency – from A1 to C2 according to the Common European Framework of Reference (CEFR) – they will increasingly be able to comprehend and construct spoken and written expressions at more advanced levels, aligning with the linguistic and cultural norms of the target language's country. From this perspective, it can be stated that the compliance of the student's speech with the target language norms will be directly dependent on the use of a corpus of exemplary authentic texts which are prototypes of his/ her speech behaviour during genuine language interaction. Expressed otherwise, the more and better the student learns samples of speech behaviour in the process of learning, the closer his/her speech will be to the language norm.

Advancements in Internet technologies have significantly improved access to corpora of genuine texts and enabled a broader integration of linguistic corpora into for-

eign language education^[45]. According to Zakharenko and Bohdanova, a linguistic or language corpus of texts is understood as “a large, machine-readable, unified, structured, marked-up, philologically competent array of linguistic data intended to solve specific linguistic tasks”^[42]. Currently, there are many definitions of the concept “*corpus*”. For example, the definition given in the textbook by E. Finegan says: “a corpus is a representative collection of texts, usually in a machine-readable format and includes information about the situation in which the text was produced, such as information about the speaker, author, addressee or audience”^[46]. Rykov associates a corpus of texts with a systematically curated collection of texts unified by the rules governing their organization within the corpus, a set of algorithms and software tools designed for the analysis and processing of the corpus data^[47]. John Sinclair defines a corpus of texts as a collection of text fragments in electronic form, selected according to external criteria, in order to most fully represent a language or a language variation^[48].

Demska-Kulchytska^[49] comes to the conclusion that the expediency of creating and the need of using corpora are determined by the prerequisites as follows:

- 1) A sufficiently large (representative) volume of the corpus guarantees the typicality of the data and ensures the completeness of the representation for the entire spectrum of linguistic phenomena;
- 2) Data of various types are in the corpus in their natural contextual form, which creates the possibility of their comprehensive and objective study;
- 3) A dataset, once compiled and structured, serves as a reusable resource by various researchers for diverse research objectives.

A linguistic corpus cannot exist without a corpus manager – a specialized search system that includes software tools for searching data in the corpus, obtaining statistical information and providing the user with results in a convenient form.

A search in the corpus allows us to build a concordance for any word – a list of all uses of this word in context with references to the source of data on linguistic units^[49]. Using corpora, researchers can: gather data on the frequency of word forms, lexemes, grammatical categories; track changes in the frequency of contexts in different periods of time;

examine patterns of lexical co-occurrence and shifts in the lexical composition of the language; and analyze lexical and grammatical characteristics across various genres and authors.

Many corpus linguistics researchers^[50] argue that effectively integrating corpus tools both in and beyond the classroom requires not only substantial computer literacy but also dedicated training or coursework on how to use tools like concordancers to explore lexical and grammatical patterns in words or sentences. We offer students to start from one literary work and give ground for developing their skills to establish logical, temporal, causal, literary and subordinative relationships and connections between sentence elements.

In the viewpoint of Barghamadi, Müller, Rogers, Arciuli^[51] more difficulties arise while evaluating productive knowledge of multi-word units (MWUs) than while assessing single-word knowledge. Common approaches to measure productive knowledge include corpus-based studies and gap-filling tests. For instance, Men^[52] conducted a corpus-based investigation showing that language proficiency can influence the accuracy and frequency of specific collocation types, such as verb + noun (VN), noun + noun (NN), and adjective + noun (AN) combinations. Nevertheless, corpus-based research may not entirely account for all influencing factors, and learners might either avoid certain collocations or excessively rely on those they have already mastered^[53]. In our case, the learners can find concordance within certain grammatical structures without having mastered them before.

Teaching spoken grammar using corpus linguistics may cause some challenges, e.g. when spoken forms are introduced, it is essential to prioritize function and context, as this enhances the comprehensibility and salience of the language^[54]. On the contrary, knowing the content of the novel “Mary Poppins”, students may master the skills to use adequate grammatical phenomena in speech without any difficulty.

Among modern corpora of the English language, the British National Corpus (BNC), the International Corpus of English (ICE), the linguistic Bank of English, the Corpus of Contemporary American English (COCA) are the most famous ones.

In our research, we used data from the British National Corpus (BNC) (British National Corpus, n.d.). When teach-

ing English grammar to students at a linguistic higher school, a concordancer can be used both to illustrate examples of the use of grammatical rules and units being studied and to consolidate them in practice by performing exercises and tests, in our case, by performing an interactive quiz, which can be performed either online or in the form of a regular test compiled by the teacher using tasks automatically developed by the concordancer program. Using a multi-concordancer, regular tasks with the omission of grammatical units can also be obtained^[55].

The designated programmes allow:

- a) Maintaining a constantly updated text bank by including language units that provide different types of language activity;
- b) Identifying different properties of language units (multi-level identification);
- c) Providing texts that reflect different styles and types of language;
- d) Promoting individualization of learning and self-control;
- e) Supporting and enhancing students’ motivation with their content and the way it is presented.

The consideration of the typological features of the linguistic corpus enabled the authors to determine the nomenclature of students’ grammatical language skills/abilities that can be developed on the basis of the linguistic corpus.

Zakharenko and Bogdanova^[56] argue that a mere collection of texts is insufficient for solving diverse linguistic problems. Texts must contain various kinds of clearly indicated additional linguistic and extralinguistic information.

This phenomenon can be described as word frequency – their repeated use in certain linguistic environments. Specifically, this is the frequency of particular word forms, known as tokens. To determine lexeme frequency, each word must be assigned its lemma (its base form). To calculate frequencies in terms of grammatical categories, they must also be marked. In the corpus with such information, nouns have, for example, the tag *noun*, verbs – the tag *verb*, etc. Among other things, such tags allow us to study the group characteristics of words that have a certain suffix. As an example, **Figure 1** illustrates the screen version of the requested lexeme “going”.

CLICK FOR MORE CONTEXT				SAVE	TRANSLATE	ANALYZE	HELP
1	FU4	W_fict_drama	generosity. BELVILLE: calling Mrs. Jewkes! MRS. JEWKES enters. I am going to entrust you with a secret. We intend tomorrow for our wedding day,				
2	FU6	W_fict_drama	about the money, but he is worried by the implications; aware but not going to panic about it – his character note. GUIL sits. ROS stands (				
3	FU6	W_fict_drama	? At ease? ROS: I suppose so. GUIL: What are you going to do now? ROS: I don't know. What do you want				
4	FU6	W_fict_drama	their journey. GUIL stirs himself at last.) GUIL: Where are you going PLAYER: Ha-ah! (They halt and turn.) Home, sir.				
5	FU6	W_fict_drama	not move now. GUIL waits.) GUIL: Well... aren't you going to change into your costume? PLAYER: I never change out of it,				
6	FU6	W_fict_drama	PLAYER: That's it. (Pause.) GUIL: Aren't you going to – come on? PLAYER: I am on. GUIL: But if				
7	FU6	W_fict_drama	! No repetitions. Three-love. First game to... ROS: I'm not going to play if you're going to be like that. GUIL: Whose serve				
8	FU6	W_fict_drama	First game to... ROS: I'm not going to play if you're going to be like that. GUIL: Whose serve? ROS: Hah? GUIL				
9	FU6	W_fict_drama	Foul! No synonyms! One-all. GUIL: What in God's name is going on? ROS: Foul! No rhetoric. Two-one. GUIL: What does				
10	FU6	W_fict_drama	ROS: Rhetoric! Game and match! (Pause.) Where's it going to end? GUIL: That's the question. ROS: It's all				
11	FU6	W_fict_drama	answered three. I was waiting for you to deliver. "When is he going to start delving?" I asked myself. GUIL: And two repetitions.				
12	FU6	W_fict_drama	: I wouldn't have thought so. ROS: Well, if you're going to be dogmatic. GUIL: Wait a minute – we came from roughly south				
13	FU6	W_fict_drama	a rough idea of the time; alternatively, the clock, if it is going , would give you a rough idea of the position of the sun. I				
14	FU6	W_fict_drama	? PLAYER: Blood –GUIL: Love and rhetoric. PLAYER: Yes. (Going.) GUIL: Where are you going? PLAYER: I can come and				
15	FU6	W_fict_drama	rhetoric. PLAYER: Yes. (Going.) GUIL: Where are you going ? PLAYER: I can come and go as I please. GUIL: You				
16	FU6	W_fict_drama	your situation at every turn. GUIL: But we don't know what's going on, or what to do with ourselves. We don't know how to				
17	FU6	W_fict_drama	, really... ask yourself, if I asked you straight off – I'm going to stuff you in this box now, would you rather be alive or dead				
18	FU6	W_fict_drama	– well, at least I'm not dead! In a minute someone's going to bang on the lid and tell me to come out. (Banging on				
19	FU6	W_fict_drama	Pause.) Eternity is a terrible thought. I mean, where's it going to end? (Pause, then brightly.) Two early Christians chanced to				
20	FU6	W_fict_drama	go by them? GUIL: What's the difference? ROS: I'm going . (ROS pulls his cloak round him. GUIL ignores him. Without confidence				
21	FU6	W_fict_drama	) GUIL: I can't for the life of me see how we're going to get into conversation. (HAMLET enters onstage, and pauses, weighing up				
22	FU6	W_fict_drama	I GUIL: Very impressive. Yes, I thought your direct information approach was going to stop this thing dead in its tracks there. If I might make a				
23	FU6	W_fict_drama	down. Stop being perverse. ROS: (Near tears) I'm not going to stand for it! (A FEMALE FIGURE, ostensibly the QUEEN, enters				
24	FU6	W_fict_drama	TRAGEDIAN) It was a mess. ROS: (To GUIL) It's going to be chaos on the night. GUIL: Keep back – we're spectators				
25	FU6	W_fict_drama	grabs him and spins him back violently. Unflustered.) Now if you're going to be subtle, we'll miss each other in the dark. I'm				

Активация Wind
Чтобы активировать

Figure 1. Concordance Generated with the Lexeme “Going”.

Source: <https://www.english-corpora.org/bnc/>.

These findings lead to the conclusion that traditional teaching materials, not based on empirical methods of selecting and analyzing language material, lacking empirical foundations, fail to reflect the natural language evolution and its typical usage patterns. Moreover, corpus-based linguistics methods should be an essential constituent in both the development and evaluation of the effectiveness of educational materials and methodological resources so that common language patterns are prioritized, while peripheral ones are appropriately contextualized. Another advantage to be mentioned is the availability of parallel corpora for examining and contrasting the source texts and their translated versions, which gives an opportunity to identify and analyze translation transformations, typological and structural differences between related and unrelated languages, diverse inter- or cross-lingual grammatical and lexical phenomena^[57].

Thus, using a linguistic corpus in teaching grammar is effective, students can independently parse annotated text and use the program's frequency and co-occurrence statistics to guide their analysis.

We can offer some assignments to develop students'

grammar skills

Exercise: The Present Continuous Tense.

Assignment: Study the data of concordance and formulate the rule of building The Present Continuous Tense in English (Table 4).

The teacher needs to pre-select the necessary examples (sentences, parts of texts) containing parts of speech or grammatical phenomena under study from the query results to facilitate the task fulfillment. This framework can be applied to any English tense.

Exercise: The Present Perfect Tense.

Assignment: Study the data of concordance and formulate the rule of building The Present Perfect Tense in English (Table 5).

Exercise: Can vs. May.

Assignment: Study the data of concordance and explain the differences in the use of the modal verbs *can* and *may* (Table 6).

Exercise: The indefinite article a/an).

Assignment: Study the data of concordance and explain the differences in the use of the indefinite article *a* (*an*) (Table 7).

Table 4. The Present Continuous Tense: Data of Concordance.

The Beginning of Sentence	The Linking Element	The End of Sentence
[Mrs. Jervis exits.] Belville: Pray, Lady Davers, what	ARE	you doing? Lady
Pray, Lady Davers, what are you doing? Lady Davers: I	AM	taking Pamela. Belville: Whither?
You complain how seldom I attend you, and when you	ARE	always talking of matrimony or this low-born raw girl
Pamela moves forward. She	IS	reading a letter, she has just written to her parents. Pamela:”

Table 5. The Present Perfect Tense: Data of Concordance.

The Beginning of Sentence	The Linking Element	The End of Sentence
...the monk praised Yang Shan saying: "I	HAVE	come over to China in order...
...yell at him so he could yell back. "I	HAVE	talked to him, but you know...
Most of Billy Haughton's 2-year-olds	HAVE	worked from 2:40 to 2:35.
He does not caricature him, as some actors	HAVE	been inclined to do.
These gentlemen already	HAVE	done the party harm by their...
...maintenance bond issue. No action	HAS	been taken, however, on such...
...positive side, recent Federal action	HAS	largely undermined the legal...
The administration	HAS	said the sales tax proposal...
Advertisers	HAVE	discovered the tendency...

Table 6. Differences in the Use of the Modal Verbs *Can* VS. *May*.

The Beginning of Sentence	The Linking Element	The End of Sentence
A measure of its widespread acceptance	MAY	be derived from a statement of the International Congress.
...that the great periods of literary achievement	MAY	be distinguished from one another by reference to the...
...where the effect of such acquisition	MAY	be to substantially lessen competition between...
...a serious and important action	MAY	very well be one that tests the moral fibre of the...
...utilize external assistance is limited, some activities	MAY	be of such obvious priority that we may decide to support.
A requirement of reasonably honest administration	MAY	be politically uncomfortable in the short run,
The proper correlation of the art with the academic	CAN	be achieved only if this standard is observed.
...developing many potentialities. We know that actors	CAN	learn to portray a wide variety of character roles.
...populated with real creatures, and witches actually	CAN	be seen flying through the air. As the play unfolds...
Multiplication, subtraction, and addition	CAN	then be accomplished as they appear in the equation by...
...home courts, they showed that the home court advantage	CAN	be overcome anywhere and that it doesn't take a super...

Table 7. Differences in the Use of the Indefinite Article (*a /an*).

The Beginning of Sentence	The Linking Element	The End of Sentence
...misinformation surrounding this milestone in	A	woman's life. So tonight, the wraps are off and I think.
...you'll agreeably surprised by what you hear! I'd like to start with	A	vote. Do you want more information?
...scare tactics about it and I'd like to, to have	A	real expert information on it. Have you?
...that G P's that's been practising for	A	long number of years (pause) you know er, elderly G P's are...
....and this caused	AN	increase in the amount of end...
...because they still think that it's associated with	AN	increase in cancer and they haven't got up to date to...
...to the sufferer and that is er (pause)	AN	extra thing with H R T. Here.
...about some of the things I've heard tonight and I'm going to make	AN	appointment.

Based on the linguistic corpus database, we also created traditional exercises for studying other grammatical phenomena, guided mainly by excerpts from literary prose from linguistic corpus.

4.3. Peculiarities of the Experiential Learning Aimed at Developing Students' Grammatical Language Skills Using an Authentic Literary Text *Mary Poppins* Written by P. L. Travers (Travers, 2013)

The evaluative-resultative block of the methodological system defines the criteria for the proficiency level of students' grammatical skills. While evaluating students' out-

comes, the volume of selected authentic material—ranging from the examples proposed by the linguistic corpus to full authentic passages/excerpts/chapters from classical works of English-speaking authors.

Exercise (receptive-reproductive): Comment on the abstract from G. B. Shaw's play "Pygmalion" in the indirect speech using conditional clauses:

"Mrs. Higgins: You don't mean to say you have set the police after Eliza.

Mr. Higgins: Of course. What are the police for? What else could we do?

Mrs. Higgins: What right have you to go to the police and give the girl's name as if she

were a thief. St: *The girl is not a thief*"^[58].

Sample answer:

If she were a thief, they would have their right to go to the police and give her name.

Exercise: Past Tenses: Read the sentences from S. Maugham's story *The Man with the Scar*^[59] and put the verbs in appropriate tense forms.

1. *Julie didn't watch the film because she (see) it before.*
2. *Caroline was tired when she left the office because she (work) all day.*
3. *When their mother arrived home, the children (finish) their homework.*
4. *I (have) a bath when I suddenly had a great idea.*

Grammar exercise groups created on the basis of authentic texts help students develop the mechanism of logical understanding, feel the logic of native speakers' grammatical thinking, while simultaneously improving reading skills and speaking competence. With the help of these exercises, work is carried out both on the content of the text and on the specifics of its grammatical and logical frame, where logical-semantic connections come into force.

In class, we focused on these aspects:

- A variety of tense forms (in particular, we paid attention to the Present Perfect for actions that have a result in the present: for example, in Michael's remark "*I've never seen before...*"; students had an opportunity to compare the context of the characters' speech and the characteristics of the author's language in the story told in the 3rd person with the predominant use of the Past Simple forms);
- A variety of the "Continuous" forms for temporary actions, for example, in direct speech and in the author's words accompanying direct speech, as well as the syntactic position of the verb "*to say*": "*You'll find that they are very nice children,*" Mrs. Banks was saying"; "*I see he dies. He is going away*"; "*I wasn't talking to you, young man,*" said the Starling"; "*He says,*" put in Mary Poppins, "*that he's not coming in*"; "*We're having them after all,*" said Mary Poppins in a loud whisper, as she began on heap of raspberry-jam-cakes";

- Conditional Mood (in particular, the constructions with "*I wish*" in combination with a modal verb, Zero/First/Second/Third Conditionals, as well as their translation into Ukrainian): "*And I wish Robertson Ay would go without a word of warning...*";
- Ways of representing the future tenses: "*He'll go and live with his friend unless his friend is allowed to come and live with him*";
- Forms of illustrating emotional emphasis: "*How soft, how sweet you are!*"; "*What a relief!*"
- Construction "*used to*": "*...Mary Poppins, talking so quickly that only somebody used to taking such orders could possibly have understood her*".
- Forms of obligation and assumption (e.g., "*I'm afraid I'll have to give up*"; "*She had thought in the shop: 'I must have some purple ones because of the carpet'*"; "*Well, Ma'am, we ought to change her over while she's eating.*");
- Complex Object (e.g., differences between "*He watched her go into the next room...*" and "*I smell coconut-cakes burning...*");
- Verbs used with the Gerund and the Infinitive (e.g., *let, help, love, want, resist, accept, etc.*);
- A zero article used with Uncountable Nouns, etc.

The analysis of the grammatical structures used in this story was intertwined with the questions arising from the context to bring diversity to the assignments related to the actualization of the Past Participle form in the Passive Voice (e.g., "*What was meant by the Grand Chain?*"). Thus, we constantly revisited to the grammatical constructions from the book (in this case, "*used to*") in real communicative situations, discussing possible translations to convey shades of meaning (e.g., "*My mother used to say*") in certain contexts.

The focus group students discussed the grammatical constructions of each section with increased interest. This reduced the level of stress while fulfilling tests, and the students noted that they had never paid attention to the fact that a modern fiction book could have such a variety of grammar. Reading fiction with an interesting plot in a foreign language connects the work at the lesson with real authentic language. Students react to this with increasing attention. Students from the experimental group, who worked exclusively with authentic grammatical material from the story, improved their mastery in the foreign language.

4.4. Results of the Experimental Training Aimed at Developing Students' Grammatical Language Skills Using a Linguistic Corpus and a Single Literary Text

During the training, the specificity of the sequence of tasks containing a linguistic corpus and within the whole literary text was also tested. At the beginning of the study, the students' English proficiency level corresponded to levels B1–B2 according to the Common European Framework of Reference for Languages^[60]. The work with the linguistic corpus (the British National Corpus) and reading of the literary text from the story *Mary Poppins* were carried out within extracurricular activities. The students from the experimental group (29 people) used the English textbook *Practical English Course*^[61].

In the experimental group, the students:

- Received instructions from the teacher, according to the developed algorithm, on how to use the linguistic

corpus to form grammatical knowledge and work with the grammar of the whole text;

- Participated in the discussions of their search results;
- Used new grammatical rules in tasks;
- Evaluated their participation in research activities. In compliance with the curriculum, students had two English classes per week.

In the framework of the initiated study, preliminary and experimental tests were conducted in the control and experimental groups. The students' grammatical language skills were monitored. Their learning outcomes were assessed according to a four-point scale (see **Table 6**) – “excellent” (90–100 points), “good” (74–89 points), “satisfactory” (60–73 points) and “unsatisfactory” (0–59 points). Excellent denotes high proficiency level, good denotes sufficient proficiency, satisfactory denotes satisfactory proficiency, unsatisfactory denotes low proficiency (see **Table 8**).

Students' grammar proficiency after the preliminary and post-experimental tests are shown in **Table 9**.

Table 8. A System for Assessing Students' Learning Outcomes.

Points	Four-Point Scale	Grades	Ects Grades
90–100	EXCELLENT	VERY GOOD	A
82–89	GOOD	GOOD	B
74–81		SUFFICIENT	C
64–73	SATISFACTORY	SATISFACTORY	D
60–63		LOW SATISFACTORY	E
35–59	UNSATISFACTORY	LOW	FX
0–34		FULL FAILURE	F

Table 9. Proficiency Levels in Grammar Language Skills After the Preliminary and Post-Experimental Tests, %.

Groups	Criteria/Indicators Levels	High	Sufficient	Satisfactory	Low
1	2	3	4	5	6
<i>Ascertaining testing</i>					
Experimental group (EG)	<i>cognitive-activated</i>	5.43	39.94	45.13	9.5
	<i>analytical</i>	4.69	40.01	45.5	9.8
	<i>communication-driven</i>	5.94	40.38	45.38	8.3
	<i>interpretation- and translation-related</i>	5.05	40.16	45.69	9.1
Total (EG)		5.28	40.12	45.42	9.18
Control group (CG)	<i>cognitive-activated</i>	4.66	40.56	44.98	9.8
	<i>analytical</i>	4.23	40.51	45.26	10.0
	<i>communication-driven</i>	5.6	40.6	45.4	8.4
	<i>interpretation- and translation-related</i>	4.84	41.53	44.63	9.0
Total (CG)		4.83	40.8	45.07	9.3

Table 9. Cont.

Groups	Criteria/Indicators Levels	High	Sufficient	Satisfactory	Low
1	2	3	4	5	6
<i>Post-experimental testing</i>					
Experimental group (EG)	<i>cognitive-activated</i>	12.01	53.7	30.15	4.14
	<i>analytical</i>	11.75	54.67	31.33	2.25
	<i>communication-driven</i>	15.7	55.98	25.22	3.1
	<i>interpretation- and translation-related</i>	14.8	51.22	31.76	2.22
Total (EG)		13.56	53.9	29.61	2.93
<i>Difference</i>		+8.73	+13.1	-15.46	-6.37
Control group (CG)	<i>cognitive-activated</i>	6.1	45.45	40.25	8.2
	<i>analytical</i>	6.97	44.0	40.13	8.9
	<i>communication-driven</i>	7.2	48.1	37.55	7.15
	<i>interpretation- and translation-related</i>	7.3	45.56	38.26	8.88
Total (CG)		6.89	45.78	39.05	8.28
<i>Difference</i>		+2.06	+4.98	-6.02	-1.02

The learning outcomes show differences in the results between the control and experimental groups. The group using authentic texts made greater progress following the experimental learning. Students demonstrated performance on communication-driven criterium: 15.7% of the EG students and 7.2% of the CG students got excellent marks. In both groups, the majority of students manifested their grammar skills at the sufficient (EG 53.9%, CG 45.78%) and satisfactory (EG 29.61%, CG 39.05%) levels. Notably, there is a difference between the results of the EG and CG students after the experimental study: the high level +8.73% (EG) and +2.06% (CG); the sufficient level +13.1% (EG) and +4.98% (CG); the satisfactory level -15.46 (EG) and -6.02% (CG); the low level -6.37% (EG) and -1.02% (CG).

Thus, the obtained results showed that the experimental teaching/learning developed beneficially against the background of the students' communicative competence owing to the implementation of advanced information technologies.

5. Conclusions

This study yields the following conclusions:

1. The results of experimental training confirm the hypothesis: developing grammar communicative skills via certain authentic excerpts/abstracts from a linguistic corpus and particular artistic works is effective when supported by a methodological system centered on authentic materials. Engaging with the chosen literary work deepens students' understanding of communica-

tive situations and motivates use of grammatical knowledge in both in oral and written production.

2. A favourable factor for teaching a foreign language, in particular for teaching grammar, according to the data of modern linguistics, is the use of a functional-communicative approach in organizing language material in combination with theoretical linguistic knowledge (rules), which is necessary for the development of students' professional competence. The communicative and personality-oriented approaches facilitate the acquisition of lexical units against the grammatical background within a specific literary genre.

3. Favourable conditions for entering into real communication when learning English outside the language environment can be successfully created using authentic materials, which brings the process of mastering a foreign language in a way that more closely mirrors natural language acquisition conditions; the motivation to use a new language code increases, the learning process intensifies, and the significance of the content components of learning grows. The authentic materials (in our case, the novel "Mary Poppins") complemented rather than replaced instructional resources specifically designed for language learners. They enriched the learning experience and better prepared students to use the target language in real-world contexts.

4. This confirms the development of a scientifically grounded methodology for the development of students' grammatical knowledge based on a linguistic

corpus and a complete, authentic text, which was the primary objective of this study. Corpus linguistics in learning grammar offered a clear and practical introduction to using corpus linguistics for grammatical analysis, showcasing the broader relevance of corpus data and equipping the students with the essential skills and knowledge to navigate in information- and data-based resources as well as to behave (verbally and non-verbally) by a communicative situation.

The prospects of the study lie in the further development of issues related to the development of students' grammatical knowledge, based on authentic materials representing a range of functional styles and genres.

Author Contributions

All authors contributed equally to the conception, design, data collection, analysis, and writing of this study. All authors have read and agreed to the published version of the manuscript.

Funding

This work received no external funding.

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Not applicable.

Data Availability Statement

Not applicable.

Conflicts of Interest

The authors declare no conflict of interest.

References

- [1] Khamza, A., Zhanguttin, B., Omarbekova, A., et al., 2024. Digital technologies in education. *Sci Herald*
- [2] De Costa, P.I., Park, J.S.-Y., Wee, L., 2016. Language learning as linguistic entrepreneurship: Implications for language education. *The Asia-Pacific Education Researcher*. 25(5–6), 695–702. DOI: <https://doi.org/10.1007/s40299-016-0302-5>
- [3] De Costa, P.I., Park, J.S.-Y., Wee, L., 2021. Why linguistic entrepreneurship? *Multilingua*. 40(2), 139–153. DOI: <https://doi.org/10.1515/multi-2020-0037>
- [4] Curry, N., McEnery, T., 2025. Corpus linguistics for language teaching and learning: A research agenda. *Language Teaching*. 58(2), 232–251. DOI: <https://doi.org/10.1017/S0261444824000430>
- [5] Crosthwaite, P. (ed.), 2024. *Corpora for Language Learning: Bridging the Research-Practice Divide*, 1st ed. Routledge: London, UK. DOI: <https://doi.org/10.4324/9781003413301>
- [6] Sirojiddinova, I.M., 2025. Informatization of education as a means of increasing the effectiveness of the educational process. *European Journal of Interdisciplinary Research and Development*. 36, 94–97. Available from: <https://ejird.journalspark.org/index.php/ejird/article/view/1298> (cited 12 February 2025)
- [7] Omelchenko, I.M., Kondratiuk, Z.V., Kobylchenko, V.V., 2025. The personality-oriented technology developing professional identity in specialists (consultants) working at inclusive resource centers: the theoretical and methodological substantiation. *Habitus*. 1 (69), 197–202. DOI: <https://doi.org/10.32782/2663-5208>
- [8] Salmanova, S., 2025. Communicative Approach in Foreign Language Teaching: Advantages and Limitations. *EuroGlobal Journal of Linguistics and Language Education*. 2(1), 79–88. DOI: <https://doi.org/10.69760/egjle.250009>
- [9] Huslenko, I.Y. (ed.), 2018. *Lecture Notes on the Subject “Methodology of Teaching Foreign Languages”: for Fifth-Year Students of the Faculty “Referent-translator”, Majoring in Specialty 035 Philology*. House of the National Academy of Sciences: Kharkiv, Ukraine. p. 64. Available from: <https://nua.kharkov.ua/wp-content/uploads/2020/08/Gyslenko-metodika.pdf> (cited 12 February 2025) (in Ukrainian)
- [10] Holyk, S.V., 2021. *Theoretical Grammar of Modern English: Morphology, Syntax, Modular Control Works and Final Test Tasks; Teaching-Methodological Manual for Students of the Faculty of Foreign Philology*. UzhNU: Uzhhorod, Ukraine. p. 88.
- [11] Baidak, L.I., 2018. Peculiarities of teaching foreign language grammar to students of non-linguistic universities. In: *Problems and Prospects of the Development of Modern Science in the Countries of Europe and Asia: Collection of Scientific Works*. Pereyaslav-Khmelnytskyi State Pedagogical University: Pereyaslav-Khmelnytskyi, Ukraine. 184–189.

- Available from: <http://repo.snau.edu.ua/handle/123456789/6088> (cited 12 February 2025) (in Ukrainian)
- [12] Ma, Q., Yuan, R., Cheung, L.M.E., Yang, J., 2022. Teacher paths for developing corpus-based language pedagogy: a case study. *Computer Assisted Language Learning*. 37(3), 1–32. DOI: <https://doi.org/10.1080/09588221.2022.2040537>
- [13] Sysoiev, P.V., Yevstyhnieiev, M.M., 2008. Development of information competence of specialists in the field of foreign language teaching. *Language and Culture*. 4, 96–109.
- [14] Romanova, O.O., Mudryk, O.V., 2022. Current methods of using computer technologies in teaching English language to students of non-speaking high schools. *Prospects and innovations of science (Series “Psychology”, Series “Pedagogy”, Series “Medicine”)*. 12(17), 416–426. DOI: [https://doi.org/10.52058/2786-4952-2022-12\(17\)-416-426](https://doi.org/10.52058/2786-4952-2022-12(17)-416-426) (in Ukrainian)
- [15] Myroliubov, A.A., Rakhmanova, I.V., 2021. *General Methodology of Teaching Foreign Languages in Secondary School*. Shlyakh: Kyiv, Ukraine. p. 210. (in Ukrainian)
- [16] Ter-Minasova, S.H., 2000. *Language and Intercultural Communication*. Slovo: Kyiv, Ukraine. p. 261. Available from: <https://vassilenkoanatole.narod.ru/olderfiles/1/ter-minassova.pdf> (cited 12 February 2025) (in Ukrainian)
- [17] Horhosh, L.I., 2010. Linguistic foundations of grammar teaching methodology in primary school classes. *Science and Education*. 7, 59–64. Available from: <http://dspace.pdpu.edu.ua/handle/123456789/13771> (cited 12 February 2025) (in Ukrainian)
- [18] Vitlin, Z.L., 2000. Modern problems of teaching foreign language grammar. *Foreign languages at school*. 5, 34–50.
- [19] Pasov, Y.I., 1998. *Fundamentals of Foreign Language Teaching Methodology*. Ukrainska mova Publishing House: Kyiv, Ukraine. p. 278. (in Ukrainian)
- [20] Minyar-Beloruhev, R.K., 2000. Primitive grammar for learners of a foreign language. *Foreign Languages at School*. 4, 27–29. Available from: https://rusneb.ru/catalog/000200_000018_RU_NLR_INFOCOMM7_1000009128/ (cited 12 February 2025) (in Ukrainian)
- [21] Ur, Penny., 2002. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press: Cambridge, UK. p. 475. Available from: <https://sacunslc.wordpress.com/wp-content/uploads/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf> (cited 22 February 2025)
- [22] Lizenin, S.M., 2003. *Grammar in the Course of Intensive English Language Learning in Senior Secondary School*. Vitrylo: Kharkiv, Ukraine.
- [23] Kolker, Y.M., Ustynova, Y. S., Yenaliieva, T.M., 2000. *Practical methodology of teaching a foreign language*. Academia: Kyiv, Ukraine. 264. Available from: <https://f.eruditor.link/file/240272/> (cited 22 February 2025) (in English/Ukrainian)
- [24] Krutskykh, O.V., 2003. Communication-oriented teaching of grammar at the advanced stage in a humanitarian-linguistic gymnasium. *Foreign Languages in Education*. 6, 81–99.
- [25] Melnychenko, H.V., 2010. Development of foreign language grammar skills of future foreign language teachers in the context of modular learning. *Science and Education*. Available from: https://scienceandeducation.pdpu.edu.ua/doc/2010/4_5_2010/42.pdf (cited 12 February 2025) (in Ukrainian)
- [26] Bihych, O.B., Borysko, N.F., Boretska, H.E., et al., (eds.), 2013. *Methods of Teaching Foreign Languages and Cultures: Theory and Practice: a Textbook for Students of Classical, Pedagogical and Linguistic Universities*. Lenvit: Kyiv: Ukraine. p. 590. Available from: <https://kmaecm.edu.ua/wp-content/uploads/2021/06/bigych-o.-b.-borysko-n.-f.-boreczka-g.-e.-ta-in.-2013-metodyka-navchannya-inozemnyh-mov-i-kultury-teoriya-i-praktyka.pdf> (cited 12 February 2025) (in Ukrainian)
- [27] Pasov, Y.I., Kuzovlieva, N.Y., 2010. *Foreign Language Lesson*. Glossa-Press: Odesa, Ukraine. p. 439. (in Ukrainian)
- [28] Tryhub, I.P., 2014. Grammatical competence formation of unlinguistic students of institute of higher education in the process of study of English. *Scientific Herald of International Humanitarian University. Series: Philology*. 10(2), 74–77. Available from: [http://nbuv.gov.ua/UJRN/Nvmgu_filol_2014_10\(2\)_22](http://nbuv.gov.ua/UJRN/Nvmgu_filol_2014_10(2)_22) (cited 22 February 2025) (in Ukrainian)
- [29] Milrud, R.P., 2004. *Competence and Foreign Language Education*. Collection of Scientific Articles of Lviv National Polytechnic University. 65–79.
- [30] Chaika, O., 2021. Polyculturalism and polylingualism in educational environment: educational and upbringing perspectives for foreign language instruction. *Youth and market*. 10(196), 92–97. DOI: <https://doi.org/10.24919/2308-4634.2021.248537> (cited 22 February 2025) (in Ukrainian)
- [31] Sorokin, Y.A., Markovina, I.Y., Kriukov, O.M., 1988. *Background Knowledge and Language Communication*. Institute of Linguistics: Kyiv, Ukraine. p. 190. (in Ukrainian)
- [32] Reida, O., Ivlieva, K., Huliieva, D., 2019. Authentic materials using in the process of English language teaching to students philologists. *Current Issues of the Humanities*. 23(3), 133–138. DOI: <https://doi.org/10.24919/2308-4863.3/23.166819>
- [33] Kachur, I.I., 2020. Using authentic materials as a creative approach to learning foreign languages. *Innovative Pedagogy*. 2 (21), 13–15. Available from: <https://elibrary.kubg.edu.ua/id/eprint/34183/> (cited 12 February 2025)

- February 2025) (in Ukrainian)
- [34] Isaievych, Y.D., 2016. Language code of culture. Collection. 9th–18th centuries. Available from: <http://lito.pys.org.ua/istkult2/ikult211.htm> (cited 12 February 2025) (in Ukrainian)
- [35] Kolomyichuk, I.M., 2017. Authentic materials as an effective means of ensuring the sociocultural direction of the foreign language learning process. Bulletin of the Alfred Nobel University. Series “Pedagogy and Psychology”. Pedagogical Sciences. 1(13), 88–99. Available from: <https://pedpsy.duan.edu.ua/images/PDF/2017/1/17.pdf> (cited 12 February 2025) (in Ukrainian)
- [36] Vietokhov, O.V., 2004. An important component of communicative orientation (Psychology of grammatical training of students in a foreign language). Foreign languages in educational institutions. 4, 76–84.
- [37] Krychevska, K.S., 1996. Pragmatic materials that introduce students to the culture and place of residence of the inhabitants of the country of the language being studied. Foreign Languages at School. 1, 13–17.
- [38] Voronina, H. I., 1999. Organization of work with authentic texts of the youth press in senior classes of schools with in-depth study of a foreign language. Foreign Languages at School. 2, 23–25.
- [39] Harmer, J., 2001. How to Teach English: An Introduction to the Practice of English Language Teaching. Edinburgh: Gate, UK. p. 198. Available from: <https://ia600407.us.archive.org/21/items/HowToTeachEnglish/How%20to%20Teach%20English%20Harmer%2C%20Jeremy.pdf> (cited 12 February 2025)
- [40] Milrud, R.P., Nosonovych, O.V., 1999. Criteria for the content authenticity of an educational text. Foreign languages at school. 2, 8–12.
- [41] Travers, P.L., 2013. Mary Poppins. HarperCollins Publishers: New York, NY, USA. p. 176.
- [42] Sun, Z., 2022. Development of Corpus Linguistic Using Lexical Teaching to Improve English Writing. Wireless Communications and Mobile Computing, 3, 1–7. DOI: <https://doi.org/10.1155/2022/4024149>
- [43] Cherniakova, T.A., 2011. The use of linguistic corpus in teaching a foreign language. Language and culture. 4, 127–133.
- [44] Ahafonenko, L.I., 2009. Some issues of using corpus technologies as a factor in improving the quality of foreign language teaching. News of the Ukrainian Academy of Sciences. Institute of Linguistics. 87, 80–88.
- [45] Zhukovska, V.V., 2013. Introduction to Corpus Linguistics: Textbook. Publishing House of I. Franko ZhDU: Zhytomyr, Ukraine. p. 142. Available from: https://www.academia.edu/13096058/%D0%96%D1%83%D0%BA%D0%BE%D0%B2%D1%81%D1%8C%D0%BA%D0%B0_%D0%92_%D0%92_%D0%92%D1%81%D1%82%D1%83%D0%BF_%D0%B4%D0%BE_%D0%BA%D0%BE%D1%80%D0%BF%D1%83%D1%81%D0%BD%D0%BE%D1%97_%D0%BB%D1%96%D0%BD%D0%B3%D0%B2%D1%96%D1%81%D1%82%D0%B8%D0%BA%D0%B8_%D0%BD%D0%B0%D0%B2%D1%87%D0%B0%D0%BB%D1%8C%D0%BD%D0%B8%D0%B9_%D0%BF%D0%BE%D1%81%D1%96%D0%B1%D0%BD%D0%B8%D0%BA_%D0%92_%D0%92_%D0%96%D1%83%D0%BA%D0%BE%D0%B2%D1%81%D1%8C%D0%BA%D0%B0_%D0%96%D0%B8%D1%82%D0%BE%D0%BC%D0%B8%D1%80_%D0%92%D0%B8%D0%B4_%D0%B2%D0%BE_%D0%96%D0%94%D0%A3_%D1%96%D0%BC_%D0%86_%D0%A4%D1%80%D0%B0%D0%BD%D0%BA%D0%B0_2013_140_%D1%81?utm_source= (cited 12 February 2025) (in Ukrainian)
- [46] Finegan, E., 2004. LANGUAGE: its structure and use. Harcourt Brace College Publishers: New York, NY, USA. 480. Available from: <https://ces.wu.ac.th/news/03/n25966.pdf> (cited 12 February 2025)
- [47] Rykov, V.V., 2004. Corpus of texts as an ontology of linguistic activity. The Journal of V. N. Karazin Kharkiv National University, Series “Philology”. 56–72.
- [48] Sinclair, J., 1991. Corpus, Concordance, Collocation. Oxford University Press: Oxford, UK. p. 184. Available from: <https://ru.scribd.com/document/512884845/Corpus-Concordance-Collocation-by-John-Sinclair-Z-lib-org> (cited 12 February 2025)
- [49] Demska-Kulchytska, O.M., 2004. British National Corpus and National Corpus of the Ukrainian Language. Philological Studies. 4, 89–95. Available from <https://core.ac.uk/download/pdf/149237969.pdf> (cited 12 February 2025) (in Ukrainian)
- [50] Alamri, B., 2022. The Role of Corpus Linguistics in Grammar Instruction: A Review of Literature. International Journal of Linguistics. 14(6), 158–167. DOI: <https://doi.org/10.5296/ijl.v14i6.20500>
- [51] Barghamadi, M., Müller, A., Rogers, J., et al., 2024. Exploring the relationship between English proficiency and influential factors on productive knowledge of multi-word units to create effective learning materials. Language Teaching Research Quarterly. 45, 106–122. DOI: <https://doi.org/10.32038/ltrq.2024.45.06>
- [52] Men, H., 2018. Vocabulary Increase and Collocation Learning: A Corpus-Based Cross-Sectional Study of Chinese Learners of English. Springer Singapore Pte. Limited: Singapore, Singapore. Available from: https://link.springer.com/book/10.1007/978-981-10-5822-6?utm_source= (cited 12 February 2025)
- [53] Laufer, B., Waldman, T., 2011. Verb–noun collocations in second language writing: A corpus analysis of learners’ English. Language Learning. 61, 647–672. DOI: <https://doi.org/10.1111/j.1467-9922.2010.00621.x>
- [54] Jones, C., Oakey, D., 2024. Learners’ Perceived Development of Spoken Grammar Awareness after Corpus-Informed Instruction: An Exploration of Learner Di-

- aries. Special issue: Assessing the Effectiveness of Corpus-based Approaches to English Language Teaching. 58(3), 1138–1165. DOI: <https://doi.org/10.1002/tesq.3305>
- [55] Pryima, L.Y., Chupryna, K.S., 2024. Applying corpus approach at the English classes in higher educational establishments. *Bulletin of the Ukrainian Medical Stomatological Academy*. 19(66), 206–210. DOI: <https://doi.org/10.31718/2077-1096.19.2.206> (in Ukrainian)
- [56] Zakharenko, V.P., Bohdanova, S.Y., 2011. *Corpus Linguistics: a Textbook for Students of Humanities Universities*. KhPNU: Kherson, Ukraine. p. 230. (in Ukrainian)
- [57] Baishukurova, G., Irgebayeva, A., Aitova, N., et al., 2025. A Corpus-Based Analysis: Kazakh-Russian Grammatical Transformations in Akhmet Baitursynuly's Translations. *Forum for Linguistic Studies*. 7(1), 753–766. DOI: <https://doi.org/10.30564/fls.v7i1.7993>
- [58] Shaw, G.B., 2012. *Pygmalion*. The Penguin Classics Book: London, UK. p. 140.
- [59] Maugham, S., 1925. *The Man with the Scar*. Available from: <https://lingualeo.com/ru/jungle/somerset-maugham-the-man-with-the-scar-58286> (cited 12 February 2025)
- [60] Council of Europe., 2020. *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe: Strasbourg, France. Available from: <https://www.coe.int/lang-cefr> (cited 12 February 2025)
- [61] Chernovaty, L.M., Karaban, V.I., Nabokova, I. Yu., et al., 2006. *Practical English Course [teacher's textbook]*. Nova Knyga: Vinnytsia, Ukrain. p. 432. Available from: <http://194.44.152.155/elib/local/+sk719706.pdf> (cited 12 February 2025) (in Ukrainian)