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## FRAME HYPOTHESIS AND ITS IMPLEMENTATION IN THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES

O. E. Mozharovska\*

*The article raises the issue of implementing the frame hypothesis in foreign language teaching methods. The necessity of using frames and the frame approach in teaching essays and congratulatory texts, as well as creating own texts is emphasized. It is proved that the frame approach is becoming increasingly popular in the methodology of teaching foreign languages. The definitions of frames and their aspects in the works of foreign scientists who laid the foundations of this scientific direction are considered. The features of a frame are highlighted. It is established that a frame is a conceptual structure for the declarative representation of knowledge about a thematic situation, which contains slots interconnected by thematic relations. The emphasis is placed on the need to link frame scenarios with the most typical issues that are usually associated with situations. It is noted that the use of a text frame allows students to present the results of their research and describe the process of working on their projects quite concisely. Attention is focused on the need to develop writing skills for communicative purposes. The algorithm for learning to write ordinary and academic essays, as well as congratulatory texts, is described in detail. The advantages of writing an academic essay are revealed. The author emphasizes that the ability to compose congratulatory texts brings individual cognitive meanings to the speech act. It is stressed that the training frame models the learning situation on the material of the discipline and allows you to effectively form students' lexical and grammatical speech skills. It also helps to learn the basic information of the topic, develops skills in all types of speech activities, and increases motivation to learn.*

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**Keywords:** frames, knowledge, foreign language teaching, concept, cognitive, congratulatory texts, essay.

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## ФРЕЙМОВА ГІПОТЕЗА ТА ЇЇ РЕАЛІЗАЦІЯ У МЕТОДИЦІ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

O. E. Можаровська

*Стаття піднімає питання реалізації фреймової гіпотези в методиці викладання іноземних мов. Наголошується на необхідності застосування фреймів і фреймового підходу під час навчання написання есе та привітань, а також створення власних текстів. Доведено, що фреймовий підхід стає все більш затребуваним у методиці викладання*

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\* Candidate of Pedagogical Sciences (PhD in Pedagogy), Senior Lecturer  
(Vinnytsia National Agrarian University)  
mozharovskaya1968@gmail.com  
ORCID: 0000-0002-1095-3142

іноземних мов. Розглядаються визначення фреймів та їхні аспекти у працях зарубіжних вчених, які заклали основи цього наукового напрямку. Виокремлено особливості фрейму. Встановлено, що фрейм є концептуальною структурою для декларативного представлення знань про тематичну ситуацію, що містить слоти, пов'язані між собою тематичними відношеннями. Увагу зосереджено на необхідності зв'язування фреймових сценаріїв з найбільш характерними питаннями, які зазвичай асоціюються із ситуаціями. Зазначається, що використання текстового фрейму дозволяє студенту представляти результати проведеного дослідження і досить лаконічно описувати процес роботи над своїм проектом. Акцентовано увагу на необхідності формування навичок письма в комунікативних цілях. Детально описується алгоритм навчання написання звичайних та академічних есе, а також вітальних тестів. Розкриваються переваги вміння писати академічне есе. Автор робить акцент на тому, що вміння складати вітальні тексти привносить у мовленнєвий акт індивідуальні когнітивні смисли. Підкреслюється, що навчальний фрейм моделює навчальну ситуацію на матеріалі дисципліни і дозволяє ефективно формувати лексичні та граматичні мовленнєві навички студентів. Він також допомагає засвоювати основну інформацію теми, розвиває навички в усіх видах мовленнєвої діяльності, підвищує мотивацію до навчання.

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**Ключові слова:** фрейми, знання, навчання іноземних мов, концепт, когнітивний, тексти вітання, есе.

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**Introduction of the issue.** At the modern stage of studying human beings and their consciousness, scientists have laid the foundation for a new anthropocentric paradigm of scientific knowledge. The representation of knowledge about the world is carried out with the help of various cognitive structures – mental models, propositional and conceptual structures, images, frames – and proves fruitful in explaining the mechanisms of human understanding of natural language, the principles of speech-thought activity and the systemic organization of consciousness. Researchers Charles J. Fillmore (1977, 1982), Robert Paul Abelson (1977, 1982, 1984), Roger C. Schank (1977), Teun Adrianus van Dijk (1988, 1989) and others suggest building knowledge about the world in the form of frames. Their works in the scientific literature have been called frame hypothesis studies.

In today's multicultural, multilingual open society, knowledge of a foreign language becomes one of the necessary conditions and requirements for a specialist. In order to get a job, obtain a certain position, successfully realize and achieve professional success, a specialist is obliged to know at least one foreign language. In this aspect, the success of the methods and approaches used by the university teacher in the process of

teaching foreign languages is of crucial importance. Linguodidactics has a number of both traditional and experimental methods used in various types of work: in selecting the necessary lexical material, syntactic structures to fill a particular topic, selecting appropriate texts, etc. One of such approaches of knowledge modelling is the frame approach.

**Current state of the issue.** Analyzing the works of domestic and foreign scientists, we came to the conclusion that it is possible to distinguish five main scientific directions of frame study: linguocognitive (Marvin Lee Minsky, Charles J. Fillmore, Teun Adrianus van Dijk, George Lakoff, Avram Noam Chomsky, etc.), linguocultural and psycholinguistic (Robert Paul Abelson, Erving Goffman, Roger C. Schank, etc.), methodological and linguodidactic (Oksana Litvinko, Maria Fedorova, etc.). Marvin Lee Minsky in his work "A Framework for Representing Knowledge" considered frames as a data structure to represent a stereotypical situation [6: 249]. The description of the linguistic units meaning as the result of processing knowledge about the world was dealt with by Charles J. Fillmore [1], Teun Adrianus van Dijk [11], Stephan Kornmesser [4].

*The scientific novelty* of the study is due to the author's approach to

considering the issues of using the frame methodology in the foreign language professional training of students in higher educational establishments.

**The aim of research** is to investigate the essence of the frame hypothesis and the areas of its use, to demonstrate the practical application of frames in foreign language training.

**Results and discussion.** There are many definitions of the cognitive category "frame". Let us consider the definitions of frames in the works of scientists who laid the foundations of this scientific direction. Charles J. Fillmore considers a frame as "a system of linguistic means selection related to the concept of scene", "a case frame and structure reflecting the speaker's linguistic consciousness", "a system of categories structured in accordance with the motivating context", as "a set of concepts" and simultaneously as "a categorization of experience", as "a structure capable of explaining the relationship between the text and its understanding" [1: 111]. He distinguishes a single frame of interpretation, which is defined as "a conceptual framework for a fairly substantial corpus of lexical material". At the same time, he attributes frames to the long-term memory of an individual and believes that a frame is made up of some sequence of simple actions and procedures belonging to short-term memory.

Erving Goffman for the first time associates a frame with a situation. By a frame he understands the so-called analytical scaffolding with the help of which we cognize our own experience. Frames can be identified within situations that reflect social events and regulate human participation in them. "Definitions of a situation are built up in accordance with principles of organization which govern events – at least social ones" [2: 10].

Marvin Lee Minsky explains that the frame theory, or the frame hypothesis, was proposed to explain the speed of human perception and thinking, since mental phenomena and processes in human consciousness are not

observable. Different types of information are associated with each frame. One relates to the use of a given frame; another warns of what might happen next; and another prescribes what might happen if these expectations are not confirmed [6]. The scientist interprets the concept of "frame" as a data structure for representing a stereotypical situation. According to Marvin Lee Minsky, a frame is a network of nodes and relations between them. The scientist distinguishes two levels of a frame. The upper levels of the frame are fixed. They include things that are always true in the assumed situation. The lower levels of the frame are represented by a set of terminals (slots), which are filled with concrete data, describe the subject, setting its specific features. In natural language, terminals serve to store questions related to the situation. Creating his classification of frames, which is based on the function and scope of frames, the scientist distinguishes:

- 1) syntactic frame (verb forms, word order, rules about prepositions and word order);
- 2) semantic frame (semantic representation);
- 3) thematic frame (representation of stereotypical events – "topics");
- 4) narrative frame (the way information is presented in stories, dialogues, etc.)

Teun Adrianus van Dijk points out that knowledge is organised into conceptual systems, which can be described in terms of frames" [11: 73]. Unlike Charles J. Fillmore, Teun Adrianus van Dijk believes that frames are detached from context. They are elements of social memory and contain basic, possible information associated with some concept.

Scientists highlight the similarity and difference in the definitions of the category "frame" in the works of Marvin Lee Minsky, Teun Adrianus van Dijk, Charles J. Fillmore. The differences are found in relation to what a frame represents. Marvin Lee Minsky and Teun Adrianus van Dijk believe that a frame is

an object, a concept, a situation; according to Charles J. Fillmore, it is a case frame of a verb, a category, a lexical material. We conclude that researchers agree that a frame is a structure of consciousness, is stored and created in long-term memory, contains the most general information, is not isolated from the context of general knowledge about the world, is conditioned situationally and socially, organizes understanding, categorizes experience and materializes in a text.

The analysis of frame definitions shows that the concept of "frame" has not received an unambiguous interpretation. From the position of its functional significance a frame can be considered as a structure of experience organization and means of cognition, means of memory organization and research of all information about the studied phenomenon. A frame is a unit of knowledge organized around some concept [4]. It contains knowledge about the essential, typical and possible to represent a stereotypical situation. We can think of a frame as a scheme of semantic supports abstracted from the actions of an individual and materialized in a text. The frame in this case has no restrictions on complexity and can be constructed both for a single sentence and for the whole text.

Since frame (and this is what distinguishes it from a situation) is a mental category, there are no frames in the external world. In the psychological aspect, a frame is a relatively generalized structure of past experience, with the help of which the consciousness predicts changes in the state of objects of the surrounding world, the development and content of events, their interrelation. A frame can also be defined as a cognitive structure that, unlike other ways of organizing knowledge in the human cognitive system, is not always "bound" to the vocabulary. At the same time, a frame contains all the information relevant for a particular word, including extralinguistic data. In the aspect of applied linguistics, a frame is a conceptual structure for declarative

representation of knowledge about a typified, thematically unified situation, containing slots connected with each other by thematic relations.

According to the above, we can say that the frame turns out to be a maximally generalized and therefore universal representation system of the most diverse information and assumes that the researcher himself sets its specific structure and content filling of superordinate nodes. A frame is a cognitive structure with hierarchical organization, usually of pyramidal shape. It consists of the top – the name of the topic of a stereotypical situation, as well as slots and terminals of the lower level, filled with propositions – variant components. At the same time, the slots of the lower level, filled with groups of words, reflect the national-specific features of this or that linguoculture.

That is, a frame is a mental interpretative and predictive model of a stereotypical situation, reflecting a concept of some entity and emitting a network of associative links uniting different concepts into one mental space. Consequently, we can emphasize the following features of frames:

a) a frame is not an immediate visual impression, but is stored in memory as a typified thought representation, a stereotype of an object or situation;

b) when referring to frames, the whole complex of knowledge about an object or situation existing in a given historical period in a given society is considered, and an encyclopedic approach to words is provided: vocabulary is closely connected with general human knowledge and is inseparable from it;

c) frames are not isolated from each other, but are interrelated and are in relations of intersection and inclusion;

d) a frame has such properties as profiling parts of the cognitive context or focusing of attention on a separate element of the frame; within one and the same frame a person can approach or distance from himself any fragments of the general situation;

e) frames, while having a common categorical meaning, have their own

characteristics for each linguistic culture; they are models of culturally conditioned knowledge that is common to part of the speaking community, i.e. social situations are culturally conditioned.

It is obvious that there is still no unambiguous definition of the concept of "frame" in frame studies, since the differences in the interpretation of this concept by scientists can be explained, on the one hand, by emphasizing one or another characteristic and, on the other hand, by the existence of both different stereotypical situations and forms of their representation. We believe that this issue relates to the subjective perception of the frame construct itself by scientists. In our opinion, what unites the above definitions is that the category "frame" in them is understood as a cognitive structure consisting of hierarchically related components, the main property of which is manifested in the ability to reflect a conceptual domain or a fragment of extra-linguistic reality in the world picture. A frame is similar to a module of a technical device as with a frame in a film, in that the module can be viewed in different forms, including a pyramidal structure. Frame can not only have a pyramidal structure, but can also be presented in the form of a series of questions.

The main provisions of Marvin Lee Minsky's frame theory were further developed in the works related to the research of frame-scenarios: Roger C. Schenk [9], Robert Paul Abelson [9], Jean Matter Mandler [5]. They distinguish a frame-script (script) as a type of frame, which means stereotypical episodes occurring in time and space. According to them scripts are the same frame, but reflecting the denotative situation in motion, development, sequential unfolding of its elements in time and space. A frame proper is a thought image in statics. Scientists agree that the frame-scenario has a dual character: static and dynamic. Static cognitive structures are represented by frames proper, while dynamic ones are represented by frame-scenarios [6].

According to Marvin Lee Minsky, a frame-scenario is a typical structure for some action, concept, event, including their characteristic elements. For example, a frame-scenario for the event "Child's Birthday Celebration" includes elements that can be interpreted as frame nodes: "clothes" – festive, Sunday, the best; "gift" – must be liked, etc.

Implementing the above into the scope of our study, we propose to identify the frame-scenario terminals with the most characteristic questions usually associated with situations. In order to understand the action that is narrated or observed, one is forced to ask questions such as: *Who performs the action (agent)?, What is the purpose of the action (intention)?, What are the consequences?, Who is affected by the action (recipient)?, How is it produced (instrument)?* The answers to these questions provide clues to understanding the situation. As an example to the above scenario frame, the questions are: *What should the guests wear? Has a gift been chosen for the child? Will the child like the gift? Where to buy a gift? Where to get money? etc.* Thus, the scholar presents a frame-scenario as a series of questions to be asked about some hypothetical situation and ways to answer them. As each question is answered, new frames can be recalled from memory, corresponding to the situations that arise as a result of answering the questions. In speculating about the process of activating new frames in a person's mind, it is probably safe to assume that there will be many such questions. However, as practice shows, to understand a situation, it is enough to ask 7-8 questions.

Researchers Roger C. Schenk and Robert Paul Abelson define a frame-script as a cognitive structure that describes a normal sequence of events in a private context. Context in this view appears in the cognitive sense, and comprehension as the process by which people compare what they see and hear with what is already present in their experience. A scenario is organized as a list of events that sets up a stereotypical episode. It is such a representation of the

data structure that controls the process of comprehension and allows linking into unified meaning blocks the phenomena perceived in objective reality [9: 73]. According to scientists, events of reality are perceived and compared with one or more events from a scenario (list of events) already present in memory. In other words, Researchers Roger C. Schenk and Robert Paul Abelson postulate the conventional character of frames-scenarios, which is manifested in the knowledge associated with a person's prior experience. In doing so, they believe that scenario frames can activate all other scenario events as well as the scenario as a whole.

Along with conventionality, foreign scientists Teun Adrianus van Dijk, Walter Kinch, Jean Matter Mandler and others note the limitedness and rigidity of the structure of the scenario. The studies emphasize that due to its rigidity, the frame theoretical construct is capable of producing analyses of simple, stereotypical in structure "stories-knowledge" formed on the basis of repeated experience. These properties allow the frame-script to be used as a model for analyzing texts (Teun Adrianus van Dijk [11], Walter Kinch [3], Jean Matter Mandler [5: 97]).

As noted earlier, a frame is characterized by abstraction from the actions of an individual, which is understood as the ability to analyze and interpret both an individual sentence and a whole text based on the frame-scenario model. Consequently, frame-scenario has conventional, stereotypical, rigid and abstract characteristics that determine its demand in different domains. In cognitive science, a frame is considered as a relatively independent structure for organizing a person's knowledge and experience of a stereotypical situation. In linguoculturology it is seen as a structure for distinguishing concepts: it is either organized around the core of the represented concept or is completely identified with it. The most recognized in psycholinguistics is the understanding of a frame as a kind of gestalt, combining

logical and sensual-imaginative representations. In teaching methodology, a frame is considered as a cognitive structure for representing knowledge in various academic disciplines. In linguodidactics, a frame is understood as a learning frame (LF) around which all kinds of speech activities are organized. At the same time, the frame is studied both in the methodology of teaching foreign languages and in educational lexicography (development of frame dictionaries). The linguodidactic frame is considered as a cognitive structure for organizing educational information, as a description tool and a way to organize vocabulary in a dictionary, as a structure for organizing and representing a communicative-speech situation.

According to Marvin Lee Minsky, the linguodidactic frame is culturally conditioned and nationally orientated, as it is a construct of non-verbal thinking about typical fragments of extra-linguistic reality in a particular national community.

As we see, it is expedient to study and use cognitive constructs in teaching communicative skills and abilities, because the process of communication cannot be adequately described without understanding the cognitive processes that take place in the minds of the participants of communication during the generation and perception of speech. The need to study, in addition to the linguistic and relevant external parameters of communication, their mental representations becomes obvious.

The practical use of the frame has a half-century history. At present, its applied relevance is not only not weakening, but, on the contrary, is increasing due to the actualization of cognitive research in various fields. The analysis of scientific and methodological literature shows that the frame is in demand in teaching such subjects as physics, mathematics, biology, chemistry, foreign languages. The frame method of systematization and display of educational information is based on the identification of essential and

stereotypical links between knowledge elements. In the course of complex analytical and synthetic activity of both the learner and the learner, verbal information is collapsed into concise, capacious verbal texts, verbal information is translated into non-verbal (figurative) information, and an integral system of knowledge elements is synthesized.

We highlight the most successful, from our point of view, frame models of knowledge representation:

1) frame-frame (a certain amount of information is enclosed in a frame, i.e. it is extracted from the general mass of information);

2) frame – logical and semantic scheme (a certain structure is established around the selected meaningful core of educational information);

3) frame-scenario (a sequence of certain actions, situations, procedures in given conditions is established).

Frame structures are also actively used in foreign language teaching methodology. In order to establish the relationship of the temporal forms of English verbs in the frame logic and meaning scheme, knowledge about time and aspect can be extracted. As a result, the frame representation of grammatical categories contributes to better learning of the grammatical topic. The content of foreign language teaching can be represented as a system of frames, as a separate concentrated intellectual component of learning, a structural information base. Thus, we can note that a training frame of any kind, modelling a learning situation on the material of the discipline, allows to effectively form lexical and grammatical speech skills of students, to assimilate the main information of the topic. We can confidently state that the use of training frames helps to develop skills in all types of speech activity, as well as to significantly increase the motivation for learning.

The results of our experimental training show that the introduction of frame representation of learning content

at the initial stage of training is relevant for the formation of fundamental ideas about the organization of the linguistic picture of the world in terms of naming objects, quality, quantity, ways of expressing actions and states.

For students of economic profile the frames on the following situations are relevant: joint and foreign enterprises, exhibitions, fairs, auctions; prices, delivery and payment terms; insurance, banks, stock exchange activity, taxes. At the same time, the coefficient of understanding of the authentic text ranged from 90 to 100 %.

Frame approach is becoming more and more demanded in foreign language teaching methodology. Such interest in frames in foreign language teaching is dictated by their effectiveness. Nowadays, due to the accelerated pace of life, there is a need to acquire certain knowledge in a short time. This state of affairs is also true for foreign language classes in higher education, where there is an increase in the amount of knowledge to be learnt without increasing the teaching time. One of the options for solving this problem is to present the learnt material in a foreign language in a compressed form. The cognitive model of knowledge – a frame allows to do this. Proceeding from the fact that a frame is a data structure for representing a stereotypical situation in speech, as well as taking into account the principles of framing units, it can be argued that when learning a foreign language there is a gradual formation of cognitive structures (frames) that form a unique representational system of diverse information. This connects them, on the one hand, with the verbal tools of language and, on the other hand, with the cognitive domain of consciousness.

How frames are formed and find their verbal expression can be demonstrated by the example of the speech act of congratulation in English. The choice to analyze this type of speech act is due to the fact that today one of the most important conditions for the development of professional personality is the development of communicative

competence in the field of etiquette. At the same time, the text is presented here as a linguistic correlate of a speech act realizing the communicative intention to congratulate in real-life situations. Finally, the schematic transfer of the communicative situation of congratulation should allow concentrating all the main parameters (verbal, structural, extra linguistic) of the communicative situation of congratulation and becoming a universal formula for the etiquette speech act of congratulation in English.

Based on the analysis of the greeting texts in English from the point of view of the frame theory, the organization of educational material on etiquette speech in foreign language classes in our view should be built according to the following scenario:

1. Acquaintance with texts in a foreign language on a given topic, comparing them with each other and with texts of a similar genre in the native language. Identification of visible similarities and differences in structure and ways of linguistic design.

2. Searching for the main information (main conceptual meanings). Building a frame (scheme, semantic framework) of a speech act.

3. Identification of verbal filling peculiarities of the frame semantic nodes depending on extralinguistic factors. Classification of invariant verbal means and study the possibilities of situational variability of the presented etiquette speech act.

Let us demonstrate the functioning of this scenario on the example of teaching the principles of greeting texts in English.

The first step involves comparing a number of congratulatory texts (speech acts). The structure and verbal content of congratulatory texts may retain common features within not only one linguoculture, but also show similarities within different linguocultures. At the same time, the process of text comprehension includes activation of frames number that are available in the cognitive base of an individual at the

moment of the text perception beginning, construction of a frame network correlated with the text on their basis, and often modification of previously available frames. This process allows us to identify the main differences that characterize Ukrainian and English texts of congratulations. Comparing authentic texts of congratulations in English, the learner can identify such characteristic components of congratulations texts as address, congratulation, wish, designation of the date and place of congratulations. The actualization of these conceptual meanings in most of the congratulations, and in the given sequence, indicates the possibility of other congratulations.

Therefore, from here we move on to the next stage – the construction of the congratulation frame. As mentioned above, based on the analysis of congratulatory texts, students can find the main meanings that are always relevant for this kind of texts. These meanings are contained in the invariant slots of the frame congratulation and are as follows:

*Who says congratulations? (Who?)*

*Who is being congratulated? (Whom?)*

*Congratulations.*

*Wish.*

*The occasion for congratulation (For what reason?).*

*Place of congratulation (Where?).*

*Congratulations date (When?).*

The frame of the speech act of congratulation in English is closed by the variant slot *How?*, which brings additional individual cognitive meanings to the speech act.

In the course of their independent research of congratulatory texts in English, students establish an important condition under which the speech act of congratulation can be realized: the event that serves as a reason for congratulation must have a positive character. Otherwise, we may be dealing with a speech act with a different communicative purpose than congratulation. The last step in the study of this type of speech act is to consider the possibilities of its realization. For this



purpose, the texts of congratulations are studied again in order to find those of them in which the invariant structure of the frame of the congratulation speech in English is fully realized. The examples show that this is the case with official style congratulatory texts. Thus, the students establish the extra-linguistic factors that determine the specificity of the realization of the congratulation frame in speech. They are social, psychological and gender characteristics of communicators, which in turn determine the choice of speech style in which the congratulatory text is executed (official-business, everyday), and the written form of realization of the congratulatory text (postcard, letter, SMS).

Since etiquette speech is mostly aimed at the official style of communication, the teacher should focus on congratulatory texts of an official nature. This style implies the preferential use of such a communicative form as a letter, as well as compliance with the invariant structure in the design of the congratulatory text. Besides, special attention should be paid to grammatical and verbal means of high style used in congratulations in the conditions of official business style communication: forms of address (*Dear*), forms of farewell (*Best regards*), strict observance of the English sentence framework construction, strict linear sequence of address, congratulations, wishes happiness, stating the place and date of congratulations, etc.

Any recomposition of micro-speech acts and addition of new micro-speech acts (implementation of variant slots), use of congratulatory clichés of everyday style (*Congratulations*, *Best wishes*, etc.) within the framework of the official business style communication indicate a change in the status of communication. In this regard, the following possible combinations of relations between communicants can be distinguished: role distant (subordinate-superior, superior-subordinate, politician-scientist), role friendly (superior-subordinate),

equidistant (colleagues), equal friendly (close colleagues, friends, relatives).

The task of students is to find the pragmatic core of the congratulation script in English culture, which is the conceptual meaning "wish". The invariant terminal slots may not be verbally expressed (for example, the reason for congratulation may not be indicated, assuming that it is known what the speech is about). However, in any case, the speech act is perceived as a speech act of congratulation. Thus, the learner, systematizing linguistic, grammatical, stylistic means for constructing a congratulatory text in English depending on the conditions, gets a complete picture of the functioning of etiquette congratulations in English. This stage of familiarization and reproduction of the established speech formulas reflects the reproductive side of the learning process, which must necessarily be followed by the productive stage, when students, using the acquired knowledge and skills, independently compose texts of congratulations in the given conditions.

The introduction of research and project activities into teaching practice poses an important task of creating the format texts. This puts before pedagogical science the task of developing a methodology for teaching speech activity (primarily meaningful reading and academic writing) in the process of carrying out an academic research or project. The methodology of writing development based on the use of text frames can be proposed as such a methodology for teaching academic writing. Writing skills are essential to the development of critical thinking because they allow you to capture an unformed thought or image, to examine it from all angles. Thus, the transition from someone else's to your text can be described as a series of sequential steps: reading-comprehending the text – creating a secondary text based on what you read.

Let us focus on the original text, the creation of which needs to be taught to the student. We are faced with two tasks:

to determine the genre of written work, within which you can prove yourself with the greatest completeness, and teach how to write in this genre. For that, we turn to the essay genre. For its successful writing, we will put forward the following conditions:

1. An essay can be considered valid only when it contains insight to some degree. Insight can vary depending on the genre task. In an artistic or journalistic essay, they have a successfully found image; in critical – a deep understanding or original interpretation of the object of judgments (books, paintings, films, etc.); in scientific – a discovery, even if it has only educational value. That is, in any case, the essay solves the cognitive problem.

2. Essay solves a cognitive problem that leads to the need to study various materials, and this, in turn, forms a certain knowledge base.

Diffing the concept of an essay we can say that it is a text in which one's own (and not others!) ideas are put forward and substantiated, which were born on the basis of the information received and caused an appropriate emotional reaction in the learner. Based on the above, we can conclude that the result of research or project implementation, which can be presented to external experts at the defense, is a work done in the genre of scientific (academic) essay. Academic essay has long been included in the practice of teaching in foreign universities and has firmly begun to enter the practice of teaching in Ukrainian educational establishments. In European educational practice, there are Opinion Essay (expressing and arguing one's opinion on a controversial issue), Response (Reaction) Essay (review of a literary work / film), Research Essay (essay-research close to the purpose and tasks of a term paper or thesis), Persuasive Essay (persuasion), Argumentative Essay (essay-argument), Compare and Contrast Essay (essay-comparison or comparison), Argumentative Essay (essay-argument), Analysis (Interpretation) Essay (essay-interpretation), etc.

We need to eliminate the practice of pseudo-project and quasi-research activities, when the result of research and project is an abstract, often made by copy-paste from various kinds of google texts. The emphasis is on the independent work of students, on knowledge that is not learnt reproductively, but is obtained as a result of their own cognitive activity.

The learner should master the format of written work, which, on the one hand, will be a natural outcome of the work and not artificial, as it happened with the traditional essay, which was offered every time at the final stage of studying a topic. External experts, in their turn, can adequately assess the learner's competences in writing. It remains to add to the above: the domestic educational tradition is characterized by the absence of textbooks in which the methodology of teaching how to create a written text in the essay genre is prescribed at the algorithm level, as it is done, for example, in a foreign higher education.

All this makes it necessary to create a methodology for teaching and writing academic essays. Why an academic rather than just an essay? We think this name is more accurate, firstly, because it is connected with learning, with educational and scientific creativity: mastering the skills of creating an academic essay, the student comprehends the basics of scientific discourse, learns more deeply the language of the subject area within which the research is carried out, rather than learning actual literary creation. Secondly, it allows you to distinguish the proposed type of writing task in a foreign language, performing which the student must choose some point of view on the problem and argue your choice. (**Discuss the extent to which you agree or disagree with the opinion stated below.** *The only vehicle worth buying is ....., since it is the only transport vehicle that has proven its popularity over the course of time.*)

We also believe that students need to master the genre of academic, rather

than mastering the genre of essay-reasoning, because in the latter, he can today only create a text. Obviously, in the genre of academic essay he/she can create a study or describe a project. And most importantly: the student will be able to master the genre of written text necessary for life and further education, and not a rather artificial composition on a (literary) topic, which will not be in demand anywhere and never outside the educational establishment.

If we compare in terms of features, the essay has a small volume. An academic essay has: 1) a given volume; 2) academic style of presentation – accuracy, precision, clarity, clarity, intelligibility, logicity and simplicity of presentation of thoughts; 3) the main purpose – to express an opinion on the problem, to give convincing arguments in its defense. We present a comparative table:

	<b>Essay</b>	<b>Academic essay</b>
<b>Topic</b>	The presence of a specific (given) topic or question topic or issue	Chosen/formulated by the learner
<i>Text structure/composition</i>		
<b>Introduction</b>	1) an initial statement; 2) additional, information, necessary to move to the subject of discussion (3-4 sentences); 3) introduction of the subject discussion; the main thesis/main idea of the essay (2-3 sentences). The thesis can be simple, with a concession, with an explanation, with explanation and concession	1) general introduction (the essence of the topic and the rationale for its choice); 2) context or brief information background; 3) the question to be answered by the research
<b>Main part</b>	Thoughts related to the main idea of the essay; talking points developing/concretizing the basic ideas, arguments, examples (5-6 paragraphs)	Arguments are built from the main to the secondary, from more important to less important. There should be at least three arguments (ideally, the representation of each of them should be highlighted with a subtitle)
<b>Conclusion</b>	Conclusions based on reflections (3-4 sentences)	Summary of the topic with a brief listing of the main arguments. The last sentence should be linked to the title – it is the conclusion.
<b>Bibliography</b>	Absent	A full list of sources consulted is given

It is also important for us to note that the essay as a genre of written work can be correlated with the examination format (essay part), and the academic essay with the format of presentation/defense of research and project. It seems to us that the development of a methodology for teaching academic essay writing can be framed within the framework of the frame approach to the organization of

writing instruction. The frame approach to text analysis and creation will be the second foundation on which the proposed methodology is based. The notion of text frame is conditioned by the fact that in the educational process, primarily in foreign language teaching, texts, including authentic ones, of different frames have been used: concept and its definition, comparison and contrast, purpose-action-result

(statement/narrative), problem and its solution, judgement/argumentation, cause and effect. In general, writing instructions is a particular challenge because there is no singular, linear solution to teaching students to write well. We identify these frames on the basis of analyzing the purposes of the text: - to inform about something interesting; - to present the information sought; - to present a number of ideas; - to suggest ways of doing things; - to persuade the reader; - to involve the reader in the content of the text.

It seems to us that the frame approach is applicable not only to the analysis of texts, which is carried out in the course of the research project, but also to the creation of one's own text, which is presented at the final stage and represents a description of the result. After all, the structure of any research or project work is built on the type of a scenario frame: defining the goal – breaking it down into tasks – outlining/describing the work done – summarizing/result – reference to the literature used. We believe that the frame approach provides a vision of the object structure, stimulates the generation of ideas, and facilitates finding different ways of solving the problem. Frame shows the researcher what to do and where to move.

The use of a text frame allows the learner to present the results of the conducted research and to describe the process of working on the project quite succinctly. After all, a frame is a structure for representation in a stereotypical situation. A frame can also be interpreted to some extent as a reference scheme for describing the object or process under study.

The frame approach to work with text allows the learner to accumulate a certain number of frame outlines/graph-schemes which are created in the process of analytical reading of sources, to identify terminal nodes (for example, in the form of a discussed problems list) and slots that the learner fills with information important for him/her.

As a rule, in the process of performing, one reads someone else's text of the frame "Judgement and its reasoning". The following questions can be asked to it questions:

- *What is the topic of the text?*
- *What judgement (point of view, theory, hypothesis, new idea, etc.) is presented?*
- *How is this judgement supported? Can/should or cannot it be accepted?*
- *What examples, data (experimental, statistical, etc.), expert opinions support it?*
- *Does the proposed reasoning support the judgement? How convincing are the arguments? Are possible counter arguments presented?*
- *Are the conclusions valid? Are they based on objective data? What is this data?*

We highlight the parameters for evaluating the text: 1) Topic and problem (what is the text about); 2) Facts; 3) Data statistics; 4) Examples (how many there are in the text); 5) Nature of arguments.

It is now necessary to summarize what we have read by identifying problems from the analyzed material that can be understood within the framework of different approaches and solved in different ways. Based on work with the collected material it is possible to create a text/outline of a discussion type text. We believe that a text outline of such a frame is an important step on the way of an academic essay creation, because it helps to summarize and systematize information on the problem drawn from different sources. A graph-chart can also be a draft for such a work:

Problem (*briefly formulated*) \_\_\_\_\_  
Reasons for the problem (*briefly formulated*) \_\_\_\_\_  
Proposed solution that seemed most convincing \_\_\_\_\_  
Arguments for \_\_\_\_\_  
(*at least three arguments from different sources (with references to them) are given; arguments are presented with the help of reliable facts, statistical data, examples, expert opinions*).  
Arguments against \_\_\_\_\_

(at least three arguments are also provided)

Conclusion (author)\_\_\_\_\_

We explain once again why we consider it necessary to offer students to create a discussion-type essay before starting to write an academic essay, in which the new knowledge acquired by the student is verbalized. The subject and result of research is scientific knowledge. The student researcher seeks and finds solution to the problem. In other words, the learner constructs new knowledge that builds on existing research. From a philosophical point of view, we interpret the concept of "knowledge" as an experience that is largely comprehended and incorporated into the contents of memory. Thus, by creating a sketch of the text of the given frame the student learns to enter the received information into the matrix of his/her own knowledge.

An academic essay is created at the stage of documenting the results of research activities. To facilitate the creation of a text image (result), we offer the following graph graph-scheme:

Formulation of the problem under investigation:\_\_\_\_\_

Causes/preconditions of its occurrence: \_\_\_\_\_

Thesis:\_\_\_\_\_

Arguments:\_\_\_\_\_

(at least three, developed through facts, statistics, opinions of experts, examples)

Conclusion:\_\_\_\_\_

(with access to the formulation of the topic).

We propose a five-step algorithm for creating a quick draft essay based on this graph-scheme:

1. Write down the wording of the topic, analyze it and select key words.

2. Write an introduction, putting forward a thesis and indicating the plan of the essay.

3. Systematize your notes: a) main evidence (clearly highlight) and their evaluation (why convincing); b) alternative viewpoint (why unconvincing).

4. Draw conclusions.

5. Write a conclusion, the last sentence of which is an exit to the topic.

After creating a quick draft, the learner submits it to the tutor / supervisor for checking. After that, he/she, focusing on the requirements to the composition academic essay, starts to finalize and edit the design of the work.

In conclusion, let us emphasize once again that in writing the thinking process becomes visible. The writer is always active. He always thinks independently and uses all the knowledge he has. He builds a decent argumentation for his opinion. A good writing contains a search for a solution to a problem and offers the found answer to the readers. It seems to us that this attitude to writing can be formed within the framework of the frame approach to the creation of written statements in the process of teaching and research activities.

**Conclusions and research perspectives.** Hence, the following conclusions can be drawn:

1. There is still no single definition of a frame, as different attributes and properties are taken into account when defining a frame. However, in general, the frame is understood both as a cognitive structure of consciousness and as a categorization of human experience. In addition, the category frame acts as a structure for representing knowledge about stereotypical situations.

2. In modern science five main scientific directions of frame study (including applied) have been formed as a methodological means of teaching academic disciplines, including foreign languages. This indicates the relevance of the frame hypothesis in the applied aspect. The analysis of scientific and methodological literature shows that such terms as methodical, didactic, linguodidactic and educational frames are used in the applied meaning.

We can assert that the frame model of knowledge representation is unified for any learning environment. The frame component is absolutely independent of the nature of the environment – it can be presented to the learner on paper or as hypertext. It is the structural information

basis of any type of learning environment. Based on this, we can conclude that nowadays the application of frame models in foreign language teaching methodology is becoming relevant and gaining momentum. We can state that the use of the training frames in foreign language teaching helps to develop skills in all types of speech

activity, as well as to increase the motivation for learning.

We see the prospects for subsequent research in studying the further use of frame approach and frame modelling for the formation of various abilities and skills of foreign language communication.

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