

S. O. Loba

С. О. Лоба

С. О. Лоба

*Oles Honchar Dnipropetrovsk National University
Дніпропетровський національний університет імені Олеся Гончара
Днепропетровский национальный университет имени Олеся Гончара*

**FRAME STRUCTURE OF THE CONCEPT “MULTILINGUAL EDUCATION”
ФРЕЙМОВА СТРУКТУРА КОНЦЕПТУ
“МУЛЬТИЛІНГВАЛЬНА ОСВІТА”
ФРЕЙМОВАЯ СТРУКТУРА КОНЦЕПТА
“МУЛЬТИЛІНГВАЛЬНОЕ ОБРАЗОВАНИЕ”**

Представлено різні визначення поняття “концепт”, а також його основні характеристики. Крім того, розкрито теоретичну основу “фреймової семантики”, досліджено концепт “мультилінгвальна освіта”, виявлено особливості структури мультилінгвальної освіти. Крім того, у процесі дослідження було виділено лексеми, які використовуються задля репрезентації поняття “мультилінгвальна освіта”.

У ході дослідження було встановлено, що в сучасній лінгвістиці існують два основні підходи до вивчення поняття «концепт»: *фреймова* і *польова* структури. З метою визначення структури концепту “мультилінгвальна освіта”, а також виявлення її особливостей, було застосовано теорію “фреймової семантики”, яка була введена Ч. Філлмором. Фрейм формується за допомогою слотів, які складають його ядро і основну структуру. У якості фактичного матеріалу для даного дослідження було виділено близько 150 лексичних одиниць. Ці лексеми вербалізують різні аспекти мультилінгвальної освіти. Було виділено 6 слотів, що складають основну структуру концепту “мультилінгвальна освіта”, а саме: “організація навчального процесу”, “управління навчальним закладом”, “структура навчального закладу”, “мультилінгвальні програми», “мультилінгвальні суспільства». На основі дослідження було доведено, що слот “організація навчального процесу” є найбільш багатокomпонентним, оскільки містить поняття, які є загальними термінами, які широко використовуються з однаковим значенням у різних сферах. Проте, такі слоти, як “мультилінгвальні програми”, “мультилінгвальні суспільства”, включають в себе різні вербальні репрезентації одних і тих самих понять. Дана особливість може бути пояснена тим, що концепт “мультилінгвізм” ще не був глибоко досліджений вченими.

Ключові слова: концепт, фреймова структура, слот, мультилінгвізм, мультилінгвальна освіта.

Представлены различные определения понятия “концепт”, а также его основные характеристики. Кроме того, раскрыта теоретическая основа “фреймовой семантики”, исследован концепт “мультилингвальное образование”, выявлены особенности структуры мультилингвального образования. Кроме того, в процессе исследования были выделены лексемы, которые используются для представления понятия “мультилингвальное образование”.

В ходе исследования было установлено, что в современной лингвистике существуют два основных подхода к изучению понятия «концепт»: *фреймовая* и *поль-*

вая структуры. С целью определения структуры концепта “мультилингвальное образование”, а также выявления ее особенностей, была применена теория “фрейм-овой семантики”, которая была введена Ч. Филлмором. Фрейм формируется с помощью слотов, которые составляют его ядро и основную структуру. В качестве фактического материала для текущего исследования было выделено около 150 лексических единиц. Эти лексемы вербализируют различные аспекты мультилингвального образования. Было выделено 6 слотов, составляющих основную структуру концепта “мультилингвальное образование”, а именно: “организация учебного процесса”, “управление учебным заведением”, “структура учебного заведения”, “мультилингвальные программы», “мультилингвальные общества”. На основе исследования было доказано, что слот “организация учебного процесса” является наиболее многокомпонентным, поскольку содержит понятия, которые являются общими терминами, которые широко используются с одинаковым значением в разных сферах. Тем не менее такие слоты, как “мультилингвальные программы», “мультилингвальные общества», включают в себя различные вербальные представления одних и тех же понятий. Данная особенность может быть объяснена тем, что концепт “мультилингвизм” еще не был глубоко исследован учеными.

Ключевые слова: концепт, фреймовая структура, слот, мультилингвизм, мультилингвальное образование.

The research represents various definitions of the notion “concept” as well as its main characteristics. Besides, the article also reveals the theoretical background of “frame semantics”, examines the concept “Multilingual education”, elucidates the peculiarities of the frame structure of multilingual education. Moreover, the lexemes which are used to represent the concept “Multilingual education” have been singled out.

In the process of research it has been found out that there exist two main approaches to the study of the notion “concept” in modern linguistics: the *frame* as well as the *field* structure. With a view to describe the structure the concept “Multilingual education” and to define its peculiarities, the theory of “Frame semantics”, which was introduced by Ch. Fillmore, has been applied. A frame is formed with the help of slots, which make up its nucleus and basic structure. About 150 lexical units have been singled out to be the factual material for the current research. These lexemes verbalize different aspects of Multilingual education. Having carried out the research, 6 slots, composing the basic structure of the concept “Multilingual education”, have been singled out: “Organization of learning and teaching process”, “Administration of Educational Institution”, “Structure of Educational Institution”, “Multilingual programs”, “Multilingual communities”. On the basis of the study it has been proved that the slot “Organization of learning and teaching process” is the most abundant one, as the notions it represents are general terms which are widely used with the same meaning in different spheres. However, such slots as “Multilingual programs”, “Multilingual communities” include various verbal representations of the same notions. Such a phenomenon can be explained with the fact that the concept “Multilingualism” has not been investigated profoundly by scholars.

Keywords: concept, frame structure, slot, multilingualism, multilingual education.

The notion “concept” is complex and multifold, causing polemics among the researchers in modern linguistics. The current notion has been examined by various researches, and the latter have defined “concept” in different ways. In our research we agree with the definition that “concept” is an abstract *idea*, representing the fundamental characteristics of the notion, unit of our memory, mental vocabulary, conceptual system, the whole worldpicture and a quantum of knowledge [2; 3]. Moreover, concept can be also considered as a slot of culture in one’s conscious: the way it enters the person’s mental world as well as the way the person enters the culture, influencing it [4,

p. 43]. There exist two main approaches to the study of the notion “concept” in modern linguistics: the *frame* as well as the *field* structure.

The **aim** is to investigate the theoretical background of such notions as “concept” as well as “frame semantics”, to analyze the concept “Multilingual education”, to uncover the peculiarities of the frame structure of Multilingual education.

The main **task** of the article is to identify and single out the means of representation of the concept “Multilingual education” on the basis of frame approach.

Multilingual education has become internationally significant as a topic of theory, research and practice. Many scientists have been dealing with this problem. Nevertheless, despite the appearance of various scientific works dedicated to the research in the field of methodology, the concept “Multilingual education” has not been entirely investigated. That leads to the **topicality** of our article.

The theoretical background of our research is the works by such scholars as C. Baker, J. Edwards, J. Cenoz, A. Anisimova, D. Lasagaster, T. van Dake, Ch. Fillmore, J. Stepanov etc.

So as to unfold the concept “Multilingual education”, to describe the structure and define the peculiarities, we applied the theory of “Frame semantics”, which was introduced by Ch. Fillmore. According to the linguist the discussion of a “frame approach” to semantic analysis must first draw a distinction between the ways people employ cognitive frames to interpret whether such experiences are delivered through language, and “Frame Semantics” as the study of how, as a part of our knowledge of the language, we associate linguistic forms (words, fixed phrases, grammatical patterns) with the cognitive structures – the frames – which largely determine the process (and the result) of interpreting those forms. [9, p. 128].

According to T. van Dake, frames are units that are organized “around” some concept and contain some main, typical and possible information, which is associated with this or that concept [1, p.16]. A frame is formed with the help of slots, which make up its nucleus and basic structure. The structure of the frame is a kind of a sphere, the nucleus of which lies in the center and is objectified in the Modern English language with the help of the lexemes that lie on its periphery.

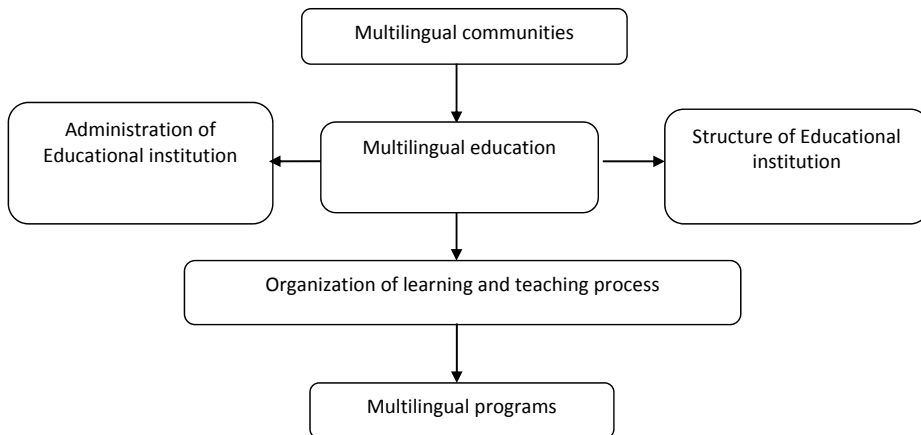
The notion “Multilingual education” is closely connected with the notion “Multilingualism”. The beginnings of the studies of Multilingualism as a socio-cultural phenomenon traces back to the twentieth century [5; 6]. According to the dictionary definition, Multilingualism is: the use of several languages within a certain social community (state); the use by an individual (a group of people) of several languages, each of which is selected in accordance with the specific communicative situation [11, p. 281].

It is important to note that by Multilingual education we presuppose a variety of educational programs that apply the usage of more than one language as media of instruction, aiming at communicative proficiency in more than two languages. The 20th–21st centuries are peculiar for the appearance of a variety of models of Multilingual education. The latter is a challenging undertaking which necessitates attending to a complex set of interacting educational, sociolinguistic, economic and political factors [7; 8; 10].

We have singled out about 150 lexical units to be the factual material for our research. These lexemes verbalize different aspects of Multilingual education. The material which we have analyzed allows us to point out that the concept “Multilingual education” not only possesses a complicated mental formation, but also has quite a multifunctional structure. Using the model of frames we managed to elucidate the

structure and to present the peculiarities of lexical representation of the concept “Multilingual education”. Having carried out the research we singled out 6 slots, composing the basic structure of the concept “Multilingual education”: “**Multilingual communities**” standing at the head of the chart, “**Organization of learning and teaching process**”, “**Administration of Educational Institution**”, “**Structure of Educational Institution**”, “**Multilingual programs**”.

Applying the frame approach we manage to present the following schematic representation of the concept “Multilingual education”:



Having analyzed the factual material we came to the conclusion that the first slot which is named as “**Multilingual communities**” is heading the chart, causing the necessity of “Multilingual education”. This slot is rather numerous. We have singled out approximately 40 lexemes. The examples are as follows: *homogeneity of country/region, heterogeneity of country/region, specific social or religious attitudes, national identity, national minority, national aspiration, sociolinguistic context, home language, minority language, parental support, community support, national cohesiveness, social multilingualism, individual multilingualism, addictive multilingualism, majority language, national language, setting, communities, multilingual individual, region, cognitive maturity, monolingual prejudice, monolingual community, ideological paradox, plurilingual society, language user, immigrant, resident, cultural patterns* etc. One more lexeme, which we come across, is “*myriad factors*”. It is quite peculiar as it possesses a definitely broad meaning – fostering national identity, facilitating heritage language or religious tradition maintenance, promoting occupational or social mobility [7, p. 48]. The current slot is quite diverse. Moreover, different scientific works analyzed by us include various verbal representations of the same notions. Such a phenomenon can be explained by the fact that the concept “Multilingualism” has not been investigated profoundly by scholars. Thus, researchers vary in terminology they use.

The next slot “**Organization of learning and teaching process**” is the most abundant one, comprising about 50 lexical units, and is represented in Modern English by such lexical units as *basic subjects, profile subjects, profile disciplines, repertoire, post-secondary educational options, specific courses, academic year, core curriculum, syllabus, guideline, classes, term, admission, academic disciplines, examinations, part-time courses, curricular activities, extracurricular activities, tutorials, seminars, lectures, levels, post-secondary educational options, longitudinal evaluation* etc. Such a large number of lexemes might be explained by the fact that the notions they verbalize

are universal, they are widely used with the same meaning in different spheres. Besides, this very category is considered to be a starting point of the implementation of the multilingual education.

Taking into account the slot “**Multilingual programs**”, it is a final result, a derivative of the previous one – “Organization of learning and teaching process”. This slot comprises about 40 lexemes and it is verbalized in Modern English by the following lexical units: *multilingual literacy, bilingualism, multilingualism, medium of instructions, multilingual instruction, multilingual acquisition, communicative competence, native speaker, simultaneous acquisition of the language, consecutive acquisition, cognitive flexibility, metalinguistic awareness, communicative sensitivity, multilingual development, optimal conditions, outcomes, educational extension, instructional strategy, immersion classroom, indigenous language, educational alternatives, foreign language, cross-language transfer, educational planning, educational program etc.* The mentioned-above lexemes in the current slot like those ones in the previous slot “Multilingual communities” are peculiar for being used by the authors in different ways as they deal with the concept “Multilingualism”, which has not been studied enough yet and is in the process of investigation.

Having conducted the analysis we are able to state the slot “**Administration of Educational Institution**” comprises approximately 15 units. Nevertheless, the following slot is lexically represented by various lexemes, such as: *central University administration, language educator, curriculum developer, administrative staff, Administrator, Principal, Policy maker, Congregation, Privy Council, University Council, Governing Body, Faculty Board, Council Secretariat, Cadre etc.* The given lexemes can be estimated as general notions. Therefore, they are widely used in the analyzed material with the same meaning.

Concerning the slot of the frame structure, which is called “**Structure of Educational Institution**”, it includes the least number of lexemes – about 10. We have come across the following notions: *faculty, department, institute, school, division, research centre, academic divisions, elementary school, secondary school etc.* The mentioned-above examples are generalized notions, which are constantly used in all of the books which we have analyzed.

Thus, having applied the frame analysis to represent the concept “Multilingual education”, it is possible to claim that in the Modern English language the concept is generally verbalized by a large number of lexical units of basic notions, which compose the notional apparatus of the field of knowledge entitled as “Multilingual education”. Moreover, the research has also made it possible to register some unique, rarely used lexemes with the help of which the concept “Multilingual education” is represented in the language. The majority of the most conspicuous lexemes deal with the concept “Multilingualism”. Due to the fact that this concept has not been entirely investigated, and the scholars do not have the unanimous point of view regarding Multilingualism, various scholars use different lexemes in their scientific works.

Consequently, it is important to note that all the aims and tasks of our research have been achieved, namely, we have managed to study the theoretical background of such notions as “concept” and “frame semantics”, to examine the concept “Multilingual education”, to elucidate the peculiarities of the frame structure of Multilingual education, to single out lexemes which are used to represent the concept “Multilingual education”. Therefore, having applied the “frame structure”, we managed to represent the concept “Multilingual education” schematically. With a view to achieve a more generalized,

reliable and valid analysis we are going to utilize the “field structure” during our further investigations.

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