

# Framing Educational Materials to Develop the Foreign Language Communicative Competence: A Case Study of Contemporary English Textbooks in Ukrainian Higher Education

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**Abstract**—This study examines how English-language textbooks used in Ukrainian higher education and international EFL/ESL contexts frame learning materials to develop students' foreign language communicative competence (FLCC). The issue is central to Ukraine's integration into the European educational space, where communicative and intercultural effectiveness are key outcomes. Despite reforms, most Ukrainian universities still rely on materials dominated by theoretical grammar, lexicology, and stylistics, with limited learner autonomy, multimodality, or authentic interaction. To reveal contrasts between national and international resources, thirty-two textbooks from Kharkiv universities were analysed and compared with international series such as *SpeakOut*, *Headway*, and *Cutting Edge*. The analysis employed the General Framing Index (GFI), a diagnostic tool measuring the balance between cognitive, integrative, and interactional framing through thirteen indicators in four analytical categories (A1–D3). Inter-rater reliability (Cohen's  $\kappa = 0.82$ ) confirmed strong coding consistency. Results show that Ukrainian textbooks are mainly cognitive-dominant (average GFI = 4), single-volume, teacher-centred, and lacking audiovisual support. The collaborative textbook *A Way to Success* scored 8, representing a transitional or hybrid pattern, whereas international coursebooks reached GFI = 11, indicating interactional dominance with multimodal tasks, online components, and learner-centred methodology. These findings reveal a methodological gap. Ukrainian materials preserve theoretical depth but limit communicative and intercultural practice. International textbooks engage learners through authentic contexts yet often simplify linguistic theory. Textbook modernisation in Ukraine therefore requires cooperation between Ukrainian and English-speaking authors to combine analytical precision with interactive design and align national materials with global communicative standards.

**Index Terms**—case study, competence-based approach, English textbooks, foreign language communicative competence, framing

## I. INTRODUCTION

The cognitive revolution – characterised by a paradigmatic shift from the study of human behaviour to the

examination of underlying psychological processes that shape actions and attitudes (Miller, 2003, p. 142; Sheppard, 1997) – has profoundly influenced diverse scientific disciplines, including education.

Researchers in didactics and language education have increasingly focused on *how* individuals learn (Turyamureeba, 2024; Roediger et al., 2012) and on the neural processes when the brain receives new information during the instructional activity (Belkhir, 2020; Owens & Tanner, 2017). Davari and Iranmehr argue that instructional effectiveness hinges on the learning materials employed – particularly the textbook as the primary resource (Davari & Iranmehr, 2019). Ultimately, the efficacy of a textbook depends on authors' understanding of cognitive processing to ensure high-quality learning through meaningful interaction with the material.

Ukrainian scholars Badan and Onishchenko (2021) contend that educational materials remain competitive in the contemporary educational landscape only if developers and users acknowledge that, while the traditional “chalk-and-talk” approach retains considerable popularity, it is now obsolete and requires urgent revision. Such revision is demanded by the contemporary language-learning practices like gamification and integration of advanced technologies. With artificial intelligence and digital innovations (for example, Learning Management Systems – LMS) continuing to reshape the way foreign languages are being taught, reliance on outdated textbook standards seems impossible and inappropriate (Dou & Wang, 2024). In addition, Rudoman et al. (2023, p. 228) note that the implementation of digital resources in the post-COVID-19 era and in the times of existential threats – including the ongoing war in Ukraine – makes the use of such materials essential.

Despite the disruptions caused by the war, Ukraine's education community demonstrates remarkable resilience and commitment to scientific advancement, even under emergency conditions. This is exemplified by the record-high representations of Ukrainian universities in international rankings which reflect extraordinary achievements given the situation (Times Higher Education, n.d.; QS Quacquarelli Symonds Limited, n.d.).

This study analyses how educational materials in contemporary Ukrainian and international textbooks (English as a Foreign Language – EFL; English as a Second Language – ESL) are framed to develop learners' communicative competence drawing on the competence-based approach and the premises of the frame theory which emerged from the area of cognitive science.

The primary objective is to evaluate the extent to which educational materials are framed in contemporary Ukrainian and international EFL/ESL textbooks to enable learners to develop their foreign language communicative competence to speak fluently and use the new language efficiently and professionally in the appropriate linguo-cultural context.

## II. REVIEW OF LITERATURE

To enhance clarity, this review presents first core theoretical concepts before integrating them into a generalised framework.

### A. *The Competence-Based Approach*

The competence-based approach to education, which is the core theoretical concept in this study, originated in Western educational systems and has since gained global adoption in the countries which aspire after championing progressive student-centred pedagogy (Holubnycha et al., 2022; Hernández-de-Menéndez & Morales-Menendez, 2016, p. 193). Despite occasional perceptions of novelty, the competence-based approach has been implemented for over four decades in numerous countries of the world (Ford, 2014, p. 1; Wong, 2020, p. 96).

The decline of the old “knowledge-based” paradigm that dominated the twentieth century is seen as one of the prerequisites of the “competence shift” in education (Hodge, 2007, p. 182; Liashenko, 2021, p. 74). At that time, the presence or absence of knowledge served as the primary benchmark, and the education was conceptualised as a blend of theory and practice. Later, when it became obvious that the pace of progress is faster than that of curricula updating, educators started to develop an idea that it should be the “theory-for-practice” orientation (Khaletska, 2013, p. 47). The widespread adoption of the competence-based approach coincided with the beginning of the new millennium that brought the transformation of previously communist countries in Eastern Europe that, in comparison to that-time Western educational systems, were not among those pioneering the competence-based education. Naturally, the new EU member states and post-Soviet nations scholars started to analyse their Western colleagues' expertise. It was a gradual introduction of competence-based curricula to the national educational systems with adjustment to local pedagogical traditions, and the Bologna Process significantly accelerated this process (Zgaga, 2009, p. 85).

The literature review demonstrates that a competence is a multifaceted construct encompassing not only knowledge and skills, but also values, emotional intelligence, and positive character traits (Vitello et al., 2021; Schaffar, 2021; Arifin, 2021; Holmes et al., 2021, p. 42). It extends beyond the average professional performance indicators. It also exists in the interdisciplinary dimension (Shchur et al., 2022; Mulder et al., 2006). Central to the educational process, the competence-based approach necessitates a specialised curriculum described by Kim and other scholars as the theoretical framework for the academic course (Kim, 2015, pp. 285-286; Barman & Konwar, 2011, pp. 10–11) focused on the objectives of learning and the expected outcomes after the course completion. Accordingly, a set of competencies ought to be developed throughout the academic course. Competencies are classified into key (basic), field-specific, and interdisciplinary (Bilova, 2014; Kholikov, 2022).

### B. *The Foreign Language Communicative Competence*

Human communication is multimodal: it is mediated through diverse channels. A language – which exists in at least two channels (visual and auditory) – encodes the holistic world construal of native speakers via symbolic systems (Divjak et al., 2020). Following the classic Ferdinand de Saussure’s concept of “la langue” vs. “la parole” difference, one needs to tell language from communication since it could be done non-verbally and paraverbally (Araki, 2015). Consequently, learning a language does not mean a student should know symbols only; on the contrary, the language symbols are inseparable from the cultural realia they represent, traditions and customs, specificities of native speakers’ mindset because all of the above constitute the foreign language communicative competence.

Foreign language acquisition is conceptualised as the development of foreign language communicative competence within the competence-based approach to education (Ivanchuk, 2016). Ahmed and Pawar (2018, pp. 269–272) note that the definitions of foreign language communicative competence vary considerably. In summary, it comprises knowledge and productive as well as receptive skills related to the language use (writing, speaking, reading, and listening) which make communication in a foreign language efficient and natural, as perceived by native speakers (Iukhno, 2022, p. 117; Chykhantsova, 2019). In our earlier investigations (Zeniakin, 2024), we have verified that the structure of the foreign language communicative competence also includes interdisciplinary dimension, as well as interpretation and translation subcompetences.

### C. Educational Materials

The history of education has undergone several stages: from an era of oral knowledge transmission, when poems or speeches were memorised, to the emergence of written instructions, followed shortly by printed materials. Although the era of written and printed materials spanned centuries, it was the Czech educator Jan Amos Comenius who formalised the modern class-lesson system and articulated key educational principles: to learn about everyday things in the child’s native language; to observe the child’s developmental stages when selecting topics; and – central to our study – to rely on visual illustration as much as possible (Osadchenko, 2017). In today’s visually driven environment, with the availability of multiple information channels, it is essential that core educational content should capture and retain learners’ attention more effectively than potential distractors (Schmidt, 2020). To enhance memorisation and conceptual understanding, various types of educational resources are employed. From Jan Amos Comenius’s ideal that every object should be illustrated as a picture, contemporary textbooks have evolved into visually rich multimedia materials that combine printed and digital elements.

The competence-based approach is inextricably linked to quality and efficiency. Accordingly, textbooks must develop efficient communication skills in learners. As demonstrated in our prior experiment (Badan et al., 2023), this type of communication plays a key role in both verbal and non-verbal exchanges. In terms of Grice (1975), efficient communication is the desired outcome under the competence-based approach to foreign language learning. Educational materials must therefore embody the same dual priorities: quality and efficiency.

These principles are firmly grounded in cognitive science. This interdisciplinary scientific field examines human cognition and information processing – the foundation of modern artificial intelligence models based on the frame theory. However, this scientific concept extends beyond AI and applies equally to educational research.

### D. Frame Theory

The history of the concept of a “frame” can be traced back to the scientific work of Marvin Minsky, a renowned scholar in the field of artificial intelligence and cognitive modelling (Minsky, 1974). According to scholars Zhongdang and Kosicki, a frame is an ‘interpretative scheme’ that “helps individuals” to “perceive, identify, and categorise (...) a phenomenon or information” (Zhongdang & Kosicki, 1993, p. 3). George Lakoff further explains that “frames include semantic roles, relations between roles, and relations between other frames” (Lakoff, 2010, p. 3). From this perspective, a frame is closely related to the empirical aspect of human cognition: without experience of engaging in different roles, frame formation is impossible. Building on Minsky (1974) and Goffman (1974), the notion has gradually evolved into what George Lakoff called “mental structures that shape our way of perceiving the world” (Lakoff, 2010).

In the linguistic domain of frame research, there are two approaches to framing: cognitive, according to Marvin Minsky, and interactional, according to Erving Goffman (Morozova, 2010, p. 4). The cognitive approach describes frames as structural elements of an integral frame system which has its hierarchy. The frame is conceptualised as a mental structure where pieces of information are placed in slots which altogether construe the meaning.

In contrast, the interactional approach examines how frames shape the perceiver’s categorisation of reality. It explores the dynamic process of frame activation: how selected frames are adapted, applied, and ultimately influence interpretation and response. In this case, Erving Goffman focuses on how the recipient understands the meaning; it is not researched what the meaning is made of.

Taken together, these perspectives suggest that framing is a process of categorising reality by both the recipient and producer. Its pragmatic function lies in achieving specific communicative outcomes. There is a direct causal relationship determined by which frames were selected, how they were modified, how they were used, and how they affected the recipient.

III. METHODOLOGY

This research comprised two stages of analysis: theoretical and empirical. The theoretical stage involved the literature review that enabled construction of the coding scheme in terms of cognitive (content-related) and interactive (users' navigation) frames by extrapolating frame theory concepts in the didactical domain. The empirical stage analysed the textbooks which are currently adopted in higher education institutions in Kharkiv, Ukraine.

Two independent coders were trained to apply the General Framing Index (GFI) coding manual. Each textbook under scrutiny was coded separately across 13 binary indicators. The coders compared their results and discussed discrepancies until full agreement was reached. Inter-rater reliability was calculated using Cohen's  $\kappa$ , which indicated strong consistency across categories ( $\kappa = 0.82$ ). This ensured that the coding process was replicable and minimally affected by individual interpretation (Cohen, 1960).

A. Hypothesis Summarisation

Just like linguists distinguish external and internal forms of the word, this study analyses the dual presentation of content in contemporary EFL/ESL textbooks. It is our hypothesis that each textbook has its educational material organised (framed) as described below. The *external* organisation of educational materials can be summarised in terms of an *interactional* frame represented by Pedagogical Package Structure and Digital Access & Components sections of the coding scheme. The *cognitive frame*, which is the *internal* organisation of educational materials, is represented through Clarity of Cognitive Processing and Cognitive & Communicative Framing sections. Each variable that performs here the function of slot in framing has its indicator which can be described in binary values: absence (0) and presence (1).

TABLE 1  
CODING SCHEME OF THE STUDY

A. Pedagogical Package Structure (Interactional Frame Representation)			
Code	Variable	Indicator	Value
A1	Student's Book	Main coursebook for class use	0 = no; 1 = yes
A2	Teacher's Book	Instructor notes: pedagogy & additional tasks	0 = no; 1 = yes
A3	Assessment Materials	Tests, quizzes, CEFR-based exams	0 = no; 1 = yes
B. Digital Access & Components (Interactional Frame Representation)			
B1	Digital Version	Textbook available digitally (PDF, LMS, ebook)	0 = no; 1 = yes
B2	Audiovisual resources	Audio files and videos attached (CD, app, QR, platform)	0 = no; 1 = yes
B3	Online Platform	LMS integration	0 = no; 1 = yes
C. Clarity of Cognitive Processing (Cognitive Frame Representation)			
C1	Linguistic Features	Grammatical, lexical, and stylistic correctness	0 = no; 1 = yes
C2	Visual Density	Rich illustrations supporting comprehension	0 = no; 1 = yes
C3	Design Features	Bold/italics/colour coding to support cognitive salience	0 = no; 1 = yes
D. Cognitive & Communicative Framing (Cognitive Frame Representation)			
D1	Interdisciplinary integration	The content supports general sociocultural awareness	0 = no; 1 = yes
D2	Skills Balance	Input/output skills equally developed (Listening, Speaking, Reading, Writing)	0 = no; 1 = yes
D3	Interpreter's and Translator's subcompetence	Written and oral translation & interpretation skills developed	0 = no; 1 = yes

The General Framing Index (GFI) was calculated as the sum of all positive indicators, ranging from 0 (minimal framing diversity) to 13 (fully integrated cognitive–interactional framing). The General Framing Index (GFI) captures the overall degree to which a textbook integrates both cognitive and interactional frames through its structure, content, and multimodal design. Unlike a narrowly digital indicator, the GFI reflects the combined presence of theoretical, communicative, and technological features that shape the learner's engagement with the material.

To interpret the obtained GFI values, three threshold intervals were defined to distinguish framing types. Textbooks scoring 0–4 points were classified as cognitive-frame dominant, reflecting theoretical, mono-modal design with minimal audiovisual or communicative integration. Scores of 5–9 indicated integrative or hybrid framing, combining some multimodal and communicative elements with traditional theoretical presentation. Scores between 10-13 denoted interactional-frame dominance, typical of fully multimodal, learner-centred, and competence-based materials. These intervals correspond to the lower, middle, and upper thirds of the 13-point scale and align with standard index-interpretation practices in educational measurement.

This first frame conceptualises a standard educational and methodological package for foreign language teaching and learning. The package is expected to include (a) a core textbook for in-class use, containing rules and explanations, and (b) a companion workbook for unsupervised homework activities. Both elements may include supplementary materials for extracurricular activities to extend the exercise volume (if required) and reinforce the learned material through additional practice. In order to develop listening comprehension skills (including those stimulated by video prompts), the educational and methodological package should incorporate audio and video files. In the post-COVID-19 era, many

publishing houses or methodological centres are likely to favour digital products to stay environmentally friendly and minimise printing costs, so the digital versions of all textbooks are also expected to be available. The term *interactional frame* denotes here the mode of interaction between learners and teachers when using these educational materials.

The *internal cognitive frame* specifies the visual and auditory presentation of the educational material (Tab. 2). The formality category outlines essential characteristics of the material: static images (printed text and pictures), dynamic images (videos), and audio files. All must be of high quality ensuring legibility, audibility, and compliance with relevant technical standards.

Static images must feature a clear, user-friendly layout as well as pleasant design that supports learning without causing distraction. Another critical aspect is metagraphemics because it serves not only as a design element but also as a tool for teachers' instructional guidance. By using italics or bold type, or highlighting, the author signals the learner which sections need special attention. Metagraphemics should also align with sociocultural conventions of the target language community. Dynamic images (videos) and audios must adhere to respective technical standards: high-resolution imagery, user-friendly file formats, relevant editing to ensure that tone, background noise, or extraneous sounds do not obscure the primary speech content.

Content-related internal categories focus on ensuring educational information is communicatively relevant, clear, and accessible. Traditionally, textbooks should have no misprints; similarly, audio and video materials must avoid pronunciation or intonation mistakes and provide an example of excellence in grammar, spelling, as well as in style. The ideas should be communicated effectively, with all rules fully explained, supported by adequate examples, and presented with coherence and cohesion. Developed within the competence-based approach to education, these textbooks may include content not directly related to language, literature, or culture, but rather to other aspects of social life that expand learners' interdisciplinary awareness.

### B. Research Material

Since all authors are working in the City of Kharkiv, it has been decided to examine the English textbooks currently used in its universities. To exclude biased attitude, the authors opted for cross-analysis of the higher education institutions so that a lecturer who is currently working in one university does not research the textbooks of his university. Moreover, the authors made sure they have no affiliation with the companies or publishing houses whose materials are researched.

The city, where this scientific investigation is conducted, is central to the Ukrainian education overall. Kharkiv – the second-largest city in Ukraine – hosts the largest number of universities in Ukraine, confirming its status as Ukraine's scientific and educational capital. Consequently, this material offers valuable insight into the current state of Ukrainian education in terms of developing the foreign language communicative competence. Moreover, Kharkiv is the centre of the Kharkiv Linguistics School, amplifying its universities' crucial role in forming educational trends of Ukraine.

This study focused on four universities: V.N. Karazin Kharkiv National University, H.S. Skovoroda Kharkiv Pedagogical University, National Technical University Kharkiv Polytechnic Institute, and Kharkiv University of Humanities People's Academy of Ukraine. Three first higher education institutions are state universities with the fourth being privately-owned. The main criterion for selecting the universities was the accredited educational programme to train future professional language teachers and interpreters (translators). The researched English textbooks cover first two years of Bachelor's degree studies according to the syllabi and programmes.

Details of the English textbooks in use are available on the universities' official websites. Moreover, this information is documented in the respective syllabi, and some textbooks are freely downloadable. However, this excludes textbooks not produced by university lecturers and published electronically, but rather those developed by experts commissioned by major publishing houses, which either print them or release electronic versions for sale.

When analysing these materials, the authors aimed to include textbooks representing all proficiency levels as defined by the Common European Framework of Reference for Languages (CEFR). It is worth noting, however, that not all textbooks adhere to a level-based system, which is one of the issues discussed further in this paper.

Textbooks were selected using purposive sampling to ensure that the corpus reflected both the breadth and the current state of EFL instruction in Ukrainian higher education. The inclusion criteria were: (1) active adoption in bachelor-level English courses during 2020–2024; (2) explicit alignment with the Common European Framework of Reference for Languages (CEFR) at levels A1–C1; (3) availability in either print or digital format; and (4) recognised use within the participating Kharkiv universities. Materials published before 2010 or designed exclusively for secondary education were excluded. This approach guaranteed that the sample represented the full range of locally developed and internationally sourced resources currently accessible to Ukrainian instructors, while keeping the volume of material feasible for systematic coding and comparative analysis.

The research corpus included 32 textbooks used in the selected universities: 28 developed internally at university departments (Foreign Philology School of H. S. Skovoroda Kharkiv National Pedagogical University (n.d.); Referent-Translator School of Kharkiv University of Humanities People's Academy of Ukraine (n.d.); Department of Business Foreign Language and Translation of National Technical University Kharkiv Polytechnic Institute (n.d.), School of Foreign Languages of V. N. Karazin Kharkiv National University (n.d.) without publishing-house involvement (87.5% of the analysed volume), one collaborative textbook (3.1%) created jointly by Ukrainian and British–American specialists – *A Way to Success* (Tuchyna et al., 2015), and three authentic international coursebooks – *SpeakOut Upper*

*Intermediate* (Eales & Oakes, 2015), *Cutting Edge Upper Intermediate* (Cunningham et al., 2013), and *New Headway Upper Intermediate* (Soars & Soars, 2019) – comprising 9.4 % of the analysed material. The total number of pages reviewed was 6,656.

The authors ensured that no copyright infringement occurred during the analysis, as all materials analysed were privately owned and obtained from authorised representatives, publishing houses, or companies.

The methodological foundation of this study was grounded in general scientific methods, including comparison and contrast, deduction and induction, analysis and synthesis, as well as the principles of frame theory.

IV. RESULTS AND DISCUSSION

In the course of the research, it has been established that the materials are divided into three primary categories based on the GFI rates presented below.

TABLE 2  
GFI RESULTS

GFI Range	Framing Type	Description	Typical Examples
0–4	Cognitive-dominant	Text-based, mono-modal, teacher-centred	University-developed manuals
5–9	Integrative / Hybrid	Mix of theoretical and communicative design	<i>A Way to Success</i>
10–13	Interactional-dominant	Fully multimodal, learner-centred, CEFR-aligned	<i>SpeakOut</i> , <i>Headway</i> , <i>Cutting Edge</i>

The first category comprises university-developed textbooks that have minimal or no audiovisual materials such as CDs, hyperlinks, or any other supplementary resources for in-person or online use, and offer no optional materials for further study. Their value is 4. These are primarily manuals or guidelines with minimal illustrations, diagrams, flowcharts, or other visual aids, relying instead on standard typographic conventions (metagraphemics) to highlight key concepts. They also mainly (96.5%) omit workbooks or additional study materials because they are intended for teacher-led instruction using a single volume. These characteristics align with what we term a “mono-book” format. Only 1 textbook (3.6% of general quantity), has a kind of workbook. From the perspective of interactional frame representation, these textbooks fail to correspond to the hypothesis proposed in our study. Out of 28 researched textbooks, only 2 had audiovisual components: one textbook was supplied with audiofiles, the other had embedded hyperlinks to videos available on the Internet. Thus, only 7.1% of these guidelines and manuals have multimedia resources. Notably, the textbook with hyperlinks to the Internet videos on YouTube webhosting platform are not university-made unlike the audiofiles in the previous textbook; they are only referenced to, making them a potential threat to copyrighted materials.

However, considerable emphasis is given to cognitive frame representation in this first category of educational materials. Although they predominantly lack (92.9%) audiovisual components (illustrations, audio, or video), these textbooks outline grammatical rules and usage conventions. They provide detailed explanations, theoretical introductions, examples, and follow-up exercises to facilitate proper mastery of the material (100%). These textbooks establish the foundation for the formation of a comprehensive understanding of language functioning within the framework of theoretical grammar. When working with these guidelines and manuals, students are expected to hone their skills of reading, translating, and writing, while almost excluding listening and speaking. Thus, the productive and receptive skills are not formed in a balanced manner.

Another feature is that by supplying learners with only textual content and grammatical rules, the natural process of memorisation through associative encoding disrupts. It is well established that pictures and illustrations put into textbooks not only make the learning material visually engaging, but also meet two objectives. The first one is enabling the brain to link some information unit encoded in language symbols with corresponding visual representation; the second one is cognitive relief without loss of focus. That is why the process of choosing pedagogically aligned illustrations is a complicated task because relaxation should not imply undue distraction. For instance, when explaining the grammatical topic of *Zero Conditionals* in English including unrelated images (e.g., technical equipment) would be inappropriate because the classic rule pertains to laws of nature and general truths. Consequently, contextually relevant visuals and perceptible to conscious processing to facilitate associative encoding are more pedagogically appropriate.

Nevertheless, we suppose this approach to textbook development may stem from the theoretical premise that university students require no supplementary materials, and their discursive competence is sufficiently advanced to comprehend the meaning without any visual aids. The choice of the topics covered in these textbooks constitutes a separate indicator. The topics covered are not predominantly specialized on some specific points like technologies, nature, or country traditions. Typically, the thematic division is organised around grammatical structures which are covered. Hence, some units are dedicated to *Participle I*, others – to *Bare Infinitive*, etc. Thus, it is not evidence-based that these textbooks promote background knowledge development integral to the competence-based approach to education. Notably, this category consists of the manuals and guidelines that are developed at university departments by university lecturers (100%). Perhaps this fact likely accounts for their deeply theoretical nature. Probably, no special

funding for design or audiovisual production has been allocated. In such cases, lecturers voluntarily enhance the education quality by developing textbooks themselves using available resources.

96.4% of these materials are rigidly formatted, minimal coloration or illustrations lacking any integrated supplementary materials and audiovisual components. Yet, irrespective of topic, learners are expected to study pronunciation nuances. Consider, for instance the intonation patterns applied to *yes/no* and *wh- questions* because they are markedly distinct. Probably, a learner acquires intonation following the teacher's example – standard Received Pronunciation (RP) model. The absence of instructor guidelines (100% of all 28 researched textbooks) suggests that pedagogical methodology remains entirely at the lecturer's discretion. The majority of educational materials within this category are stand-alone resources tailored to specific courses or subtopics rather than part of a graded series. Only 3 textbooks are a part of a series, making them 10.7% of the 28 university-developed manuals placed under scrutiny.

The second category of the materials, exemplified by the *SpeakOut* textbook, *Cutting Edge*, and *Headway*, exhibits full alignment with the interactional frame representation. These textbooks consist of students' books, workbooks, and teachers' books (100% of all authentic educational materials researched) with interactive supplementary materials on CDs accessible via embedded hyperlinks (100%). These can integrate printed students' books and interactive workbooks with further study materials hosted alongside audiovisual appendices on a digital platform. Substantial emphasis is placed on design and marketing features, as well as various resource combinations for in-class and extracurricular use. The instructors' notes explain the methodology behind each textbook and provide numerous extra resources (printable items). Their value is 11.

Notably, these resources never include any translation or interpretation practice – unlike the previous category which had translation as integral part in 100% of all textbooks (though interpretation was absent due to the lack of audiovisual materials). Consequently, this aspect of communicative competence development in foreign languages is not included.

The approach to topic selection is not based on grammar (in 100% of cases). For instance, the *Future Perfect Simple tense* is often (in 57% of cases) presented in the unit dedicated to environmental protection. The variety of these topics is extensive: ranging from cutting-edge technologies and cultural profiles of English-speaking countries to career pathways and mystery investigations. Thus, learners acquire additional knowledge and skills – primarily soft skills – by interacting with these materials. As a result, students can gain insights into not only the language, but sociocultural context in which it operates.

In terms of the cognitive frame representation, these textbooks contain less theoretical content than the first category with grammatical rules often presented more concisely (40% shorter in comparison to Kharkiv university-developed textbooks). Explanations of language usage prioritise a more practical objective: to enhance fluency.

However, a notable example of an approach that merges both perspectives on textbook development is *A Way to Success* – the third category researched. This Ukrainian textbook was developed in collaboration with native English-speaking educational specialists (only 3% of all 32 researched textbooks and 3.4% if we consider it a partially nationally-developed educational material and add it to the previous 28 guidelines and manuals). This material's value is 8.

Its layout differs minimally from its Western counterparts, but exhibits a striking contrast with other university-developed materials. Notably, *A Way to Success* includes attached audio files (though without videos), teaching notes, a grammar book, and a graded reader. The material presentation is consistent across the second textbook in this series. Overall, it combines the detailed explanations of language usage – a tradition in Ukrainian universities – with visually appealing Western standards of presentation, positioning it as a strong competitor in the national market for English textbooks.

This analysis suggests the generalised understanding that the landscape of textbooks designed for the development of foreign language communicative competence in Ukraine is complex. On the one hand, both educators and learners have access to numerous authentic textbooks offering extensive resources including nearly every proficiency level. However, they lack centralised implementation in the higher education institutions. This may stem from their relatively high price for each component as components are typically sold separately (e.g., students' books, workbooks, teaching notes, and supplementary materials). Considering that students pay for education itself (although some receive state funding), it seems that universities' decision-makers choose to avoid using expensive materials which, furthermore, must be purchased by students.

On the other hand, a cost-effective solution emerges: educators develop their own manuals and textbooks. This approach offers several advantages, including: (a) no financial investment required for textbook development, as no specialized design, audio/video recording, or publishing costs (including ISBN assignment) are needed; (b) easy access through free downloadable electronic versions; and (c) no need to familiarize oneself with the underlying methodology or specific features, given its mono-book format.

Still, there are disadvantages as well. These are: the disproportion of skills which are being developed and lack of information that could be good for background knowledge expansion. And as we reiterate the common fact that it is impossible to ignore the social advance in terms of both production and consumption of information, it seems that thoroughly developed and well-thought national textbooks could be in the disadvantaged position in the market competition because: a) they are not presented there; and b) the formal features (the layout and design) frequently play a significant role nowadays for the average consumer of learning materials.

## V. CONCLUSIONS

The analysis of thirty-two English-language textbooks used in Ukrainian higher education demonstrates significant variation in framing patterns and interactional potential. In Ukraine, there currently coexist three categories of learning materials designed to develop foreign language communicative competence in students.

The first category (GFI = 4) includes textbooks which were not intended for any profit generation because they had been developed by experienced university lecturers to be used at their departments and higher education institutions in general at no cost. They are predominantly intended to be used for specialised courses, not general instruction. Despite being of high quality with detailed explanations of fine details that enhance proficiency, these learning materials lack interactivity and fail to support the development of several productive and receptive skills, particularly listening and speaking. At the same time, these materials in the form of manuals and guidelines contribute to understanding of theoretical grammar and provide ample opportunities for translation practice which is absent entirely in the second category of the textbooks under scrutiny.

When analysing the first category against the premises of our hypothesis, the results indicate that it is not applicable here in terms of the interactional frame representation, but the cognitive frame representation is fully evident. Among the textbooks which were produced in Ukraine and by Ukrainians, special attention should be paid to those which are a result of collaboration between foreign experts and domestic specialists – the third category researched (GFI = 8). An example of this is *A Way to Success* which can be considered transformative because it shows the result of combining meticulous thoroughness and interactivity.

The latter is the key characteristic of the second category (GFI = 11) examined in this study. Fully foreign-produced and thus authentic textbooks constitute a methodological and educational cluster. The core of the cluster is formed by paired student's book and workbook for further practice and homework. These are supported by audiovisual supplements and numerous appendices for extracurricular activities, self-study, and in-classroom gamification. The central component of this system is the instructor's manual with detailed information about how to use all of this to the advantage of each student based on individual proficiency and academic performance. Developed following the widespread adoption of the communicative approach to the foreign language communicative competence formation, these textbooks are focused on a model where learners emphasise practical application with reduced emphasis on the theoretical foundations.

On the one hand, evidence suggests that such textbooks are not designed for language teachers and training of interpreters and translators. That is why they may not be sufficient because they are intended for language courses or private tuition. On the other hand, they offer a viable alternative to those rich in content but poor in interactivity and failing to meet the current market demands for university-developed manuals and guidelines. Clearly, specialised training requires relevant materials, so we recommend involving both Ukrainian experts and foreign scholars in the development of joint textbooks to improve such a situation. Each party can contribute to the general success by leveraging their strengths. Potential areas for foreign experts' engagement could include, for example, proofreading by native speakers, which would ensure that national materials promote natural fluency.

These considerations underscore the pressing need to equip already published electronic manuals with all the components which would make them a good alternative to the foreign-produced materials. Nevertheless, this could provide a valuable experience for foreign colleagues to learn what market localisation peculiarities their textbooks have when presented to learners of another language group and a different academic tradition. Undoubtedly, it is a challenging task to produce an effective textbook, but if efforts are combined, it is within experts' capabilities.

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