

MEDIA SPACE AS A RESOURCE FOR THE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE (WITH THE REFERENCE TO “THE CROWN”)

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INTRODUCTION

The modern stage of higher education development is characterised by intensive transformational processes driven by globalisation, digitalisation, and the continually increasing demands placed on specialists in all areas, including public administration, law, and the humanities. In this context, foreign language communicative competence (FLCC) becomes not just a desirable skill but a key factor for the success and competitiveness of future professionals. Traditional methods of teaching foreign languages, although still relevant, no longer fully meet the challenges of today, which necessitate the implementation of innovative approaches to teaching English to achieve a shared goal – to activate and inspire learners not only through motivation stemming from language advantages but also by incorporating a cross-cultural dimension¹. “Introducing new approaches to the educational process also contributes to developing hard skills among higher education students across various educational fields”².

One of the most promising directions is the integration of the potential of the media space into the educational process, which opens up new opportunities for modelling real communicative situations, developing sociocultural awareness, and forming practical foreign language skills among learners of non-linguistic specialities³.

This section is dedicated to exploring and justifying the feasibility of utilising modern media resources for the high-quality development of FLCC within the context of the transformation of the higher education system.

¹ Nesterenko T., Kozii O., Varych N., Shulzhenko A., Tsykina D. Language technologies impact on modern communication: analysis of new formats, challenges, and education. *Multidisciplinary Science Journal*. 2024. Vol. 6. DOI: <https://doi.org/10.31893/multiscience.2024ss0215>

² Vovchasta N., Kan O., Hlavatska Y., Sovach K., Makukhina S. Digitalisation and its role in developing hard skills among university students in Ukraine. *Multidisciplinary Reviews*. 2024. Vol. 8. DOI:<https://doi.org/10.31893/multirev.2024spe070>

³ Hlavatska Yu. Formation of communicative competence of higher education students: pedagogical conditions (the case study of cinematic discourse). *Pedagogical almanac*. 2024. Iss. 57. P. 72–79. DOI:<https://doi.org/10.37915/pa.vi57.592>

In contemporary academic circles, there are many diverse definitions of media space⁴. Despite the various perspectives of scholars, the fact remains that there is a close correlation between media space and authentic films as key means for the promotion, preservation, and dissemination of cinematic art, on the one hand, and as a media product that helps individuals better understand themselves and the media on the other⁵. Researchers emphasise the dialogical nature of media space, since dialogue occurs through it among its actors (subjects), thereby engaging them in a conversation with the public sphere⁶.

Authentic feature films serve as a valuable resource for linguistic and socio-cultural insights, playing an essential role in the development of FLCC. Educators believe that films are an effective learning and teaching tool for English because they expose learners to genuine materials and offer a rich cultural context. The series “The Crown” presents itself as an extremely valuable tool for innovative approaches to developing FLCC. As authentic material, an entertainment media product, and a cultural phenomenon, it actively shapes perceptions of British identity and its value orientations⁷.

1. The interaction of authentic films and leading methods in the development of students’ communicative competence

English is not a primary discipline for students in Agrarian Universities in Ukraine. However, it plays a crucial role in advancing the fields of science, technology, arts, and culture. The primary goal of teaching English is to enable students to use it as a medium of communication. However, students often encounter challenges when using English for communication. These issues may stem from limited vocabulary, a lack of engagement with the teacher, or disinterest in the subject matter itself.

A good English learner should master the four skills – listening, speaking, reading, and writing – in an integrated manner. It has been noted

⁴ Селезньова О. М. Термін «медіа-простір»: теоретичний підхід. *Науковий вісник Ужгородського Національного Університету. Серія: Право*. 2022. Вип. 70. С. 359–363. DOI:<https://doi.org/10.24144/2307-3322.2022.70.57>

⁵ Вознесенька О. Кінотерапія як форма медіаосвіти. *Media Sapiens*. 2011. URL: <https://ms.detector.media/mediaosvita/post/10584/2011-01-14-kinoterapiya-yak-forma-mediaosvity/>

⁶ Beal C., Steier R. Dialogues across time and space in a video-based collaborative learning environment. *International Journal of Computer-Supported Collaborative Learning*. 2024. Vol. 19. P. 157–186. DOI:<https://doi.org/10.1007/s11412-024-09420-9>

⁷ Скриннік Ю. С. Невербальна та надвербальна візуалізація британських національних цінностей на матеріалі телесеріалу “The Crown”. *Слобожанський науковий вісник. Серія: Філологія*. 2025. Вип. 9. С. 74–83. DOI: <https://doi.org/10.32782/philspu/2025.9.14>

that weaknesses in one skill can affect the ability to use the others. Educators suggest that if our listening skills are poor due to a lack of exposure to spoken English, particularly from native speakers, this will also impact our speaking skills⁸. Therefore, it is worthy confirming that the four skills of English are interconnected.

In recent years, the use of video materials in English language classes at higher education establishments has increased, as this method significantly enhances the communicative approach to teaching a foreign language. It ensures understanding of the application of linguistic units in specific everyday situations (particularly in the professional sphere), has a practical focus, allows each student to demonstrate creative activity and independence, and bridges the gap between formal teaching and informal learning.

It is known that media texts influence the audience in various areas, including education and upbringing, development of consciousness, formation of behaviour, views, reactions, responses, and dissemination of information. Consequently, media perception and media literacy are developed, meaning that a person becomes capable of perceiving, creating, analysing, and evaluating media texts, understanding the sociocultural and political context of media functioning in the modern world, as well as the coding and representational systems used within the media environment.

As practice shows, when learning a foreign language at university, the necessity of referring to video materials is because they contain current and modern vocabulary, reflect the current situation in the world, and enhance students' knowledge about the country's economic and political life, social relations, the education system, culture, etc., providing information that is not available in fictional or scientific works.

During learning, the use of video materials activates two types of perception simultaneously – visual and auditory, which contribute to increased interest in acquiring new linguistic structures and understanding the meaning of foreign words. Additionally, the authenticity of the suggested material enhances the development of positive motivation towards learning, as students find it interesting to learn about the activities of real people whose language they are studying. While watching the video fragment, visual cues significantly aid in understanding foreign words and the content being viewed⁹.

The combination of all elements of speech material – linguistic, paralinguistic, and kinetic – in authentic video materials allows for creating proximity to a natural language environment. It influences personality

⁸ Wardani I. D. Authentic materials as a media for teaching vocabulary. *Educazione*. 2016. Vol. 4 No. 1. P. 53.

⁹ Sherman J. Using Authentic video in the language classroom. Cambridge: Cambridge University Press, 2003. 277 p.

through dynamics and emotional colouring by using a combination of sound and image. Therefore, the use of video in the educational process offers the following advantages: modelling a foreign language environment; introducing natural sound speech with visualisation of extralinguistic features and their implementation methods during foreign language learning; establishing associative connections through multisensory perception; training communication based on the integration of linguistic, communicative, and extralinguistic factors, as a foundation for imitation¹⁰.

The choice of the series “The Crown” for study is motivated by its high didactic value and authenticity. It is confirmed not only by numerous awards but also by several factors crucial for the development of communicative competence: the presence of captivating scenes that are relevant for enhancing lexical, grammatical, and phonetic skills, the portrayal of intriguing historical and cultural realities of the reign of Queen Elizabeth II, as well as thematic diversity (the British monarchy as an institution, royal marriages, mechanisms of power and influence of prominent female figures), freedom and democracy, tolerance and multiculturalism, respect for the law and law and order, social justice and equality, respect for traditions and cultural heritage¹¹. The television series “The Crown” is an important cultural artefact, which, in addition to depicting historical events, also represents core British values through non-verbal and supra-verbal visualisation.

Moreover, “The Crown” is a vivid example of how a historical drama series based on real events can effectively utilise the entire spectrum of media platforms – from streaming services (Netflix) to social media (Facebook, Instagram, X/Twitter, YouTube)¹² and traditional media¹³ – to reach a broad audience and maintain a high level of interest in their “authentic” (in the sense of historical basis) content¹⁴.

Thus, video materials serve as an ideal foundation for developing foreign language communicative competence. To transform this authentic content into a practical learning resource, a systematic methodological approach is required, which purposefully structures work with the material. This work is based on the interaction of several leading techniques:

¹⁰ Яхнюк Т.О. Використання фрагментів художніх відеофільмів для навчання студентів мовних спеціальностей соціокультурної англійської лексики : автореф. дис. ... канд. пед. наук : 13.00.04. К., 2002. С. 7.

¹¹ Cobo E. R. Netflix’s The Crown: impact on the British Royal Family. URL: <https://repositorio.comillas.edu/xmlui/bitstream/handle>

¹² The Crown Media. *Instagram*. URL: https://www.instagram.com/the_crownmedia/

¹³ Серіал “Корона”: що нового у третьому сезоні. *BBC News. Україна*. URL: <https://www.bbc.com/ukrainian/news-50464977>

¹⁴ The Crown. *BBC News*. URL: <https://www.bbc.com/news/topics/cnm9ezwqe4jt>

1. The method of “immersion” with its techniques (multilevel review, pause and discussion, “shadowing”), which ensures a deep immersion in the linguistic and socio-cultural environment.

2. Task-Based Learning (TBL), which transforms observations into practical communicative tasks.

3. Technology-Enhanced Language Learning (TELL), which provides technical support and interactivity in the process.

4. TEEL as a paragraph structure (Topic, Explanation, Evidence, Link), which provides the necessary cognitive framework for forming clear, well-argued statements (both written and spoken).

Let us consider the essence of each method by clarifying its nature and application with authentic films.

1. *Immersion*. The film creates an authentic linguistic environment. Instead of artificial dialogues from textbooks, students hear real language, accents, slang, idioms, and the speech speed of native speakers. Practical instructors recommend watching the film without subtitles (at advanced levels) or with English subtitles (at intermediate levels) to develop simultaneous listening and reading skills. Authentic films serve as a valuable resource for studying cultural contexts, jokes, and social hints that are directly connected to the language¹⁵.

2. *Shadowing*. This technique is crucial for improving pronunciation and intonation. Its essence lies in mimicking the speech of actors. The student literally becomes their “shadow” in speech. Shadowing is a listening activity where English learners focus on hearing spoken language and attempt to repeat it as accurately as possible while paying close attention to the information being presented¹⁶.

3. *Pause and Discussion*. This technique transforms passive perception into active reflection and analysis. Regular pauses during review to process and utilise new material help reinforce new active vocabulary and develop critical thinking skills in English. Learners can be encouraged to compose 1–2 sentences with the latest word or phrase; retell (orally or in writing) what happened in the scene, using the new vocabulary, and discuss the cultural aspect or the behaviour of the characters¹⁷.

¹⁵ Vijayadasan J., Tomy P. Immersion technique and its benefits for English language learners: a literature survey. *Research Journal of Language, Literature and Humanities*. 2020. Vol. 7(1). P. 9. DOI: <https://doi.org/10.13140/RG.2.2.23877.06887>

¹⁶ Sumarsih. The impact of shadowing technique on tertiary EFL learners' listening skill achievements. *International Journal of English Linguistics*. 2017. Vol. 7. No. 5. P. 185. DOI: <https://doi.org/10.5539/ijel.v7n5p184>

¹⁷ Mrissa B., Anasse K. Teaching English with movies. *Social Science and Humanities Journal*. 2024. Vol. 08, Iss. 02. P. 34504. DOI: <https://doi.org/10.18535/sshj.v8i02.939>

4. *Multilevel Review*. In the context of self-study of language through films, this technique should be adapted for multi-level analysis of the material and self-assessment. Its essence lies in repeatedly analysing the same fragment, but at different levels of difficulty. Level 1 (general understanding): first viewing of the scene without subtitles to grasp the overall meaning (gist). Level 2 (details): second viewing with English subtitles to identify unfamiliar vocabulary and phrases. Level 3 (phonetics/shadowing): third viewing with pauses to imitate pronunciation (shadowing). Level 4 (productivity): try to independently retell the scene using the learned phrases (self-evaluation of reproduction ability). As a result, we achieve in-depth, systematic studying of the material, covering all language skills (listening, reading, speaking)¹⁸.

5. TBL method promotes fast-paced student work, allowing their inter-linguistic language to be processed and reorganised within their specific areas of interest. In simple terms, TBL is a framework for language instruction that centres on student assignments, with tasks serving as the foundation of language teaching¹⁹.

6. TELL focuses on how technology influences foreign language instruction and acquisition. It offers greater flexibility and accommodates various learning styles, serving as a complementary tool to textbooks for a richer educational experience. This approach transforms the classroom into a more student-centred space, enhancing motivation and fostering positive attitudes toward language learning²⁰.

7. Mastering the TEEL paragraph structure is essential for effective communication and impactful writing. This organised approach involves starting with a clear topic sentence, then providing an explanation, followed by supporting evidence, and ending with a linking statement. This method enhances coherence within paragraphs and allows for the presentation of strong, well-supported arguments that resonate with the audience. By

¹⁸ Sánchez-Auñón E., Antonio Férrez-Mora P., Monroy-Hernández F. The use of films in the teaching of English as a foreign language: a systematic literature review. *Asian-Pacific Journal of Second and Foreign Language Education*. 2023. P. 4. DOI:<https://doi.org/10.1186/s40862-022-00183-0>

¹⁹ Sholeh M. B., Salija K., Nur d. S. Task-based learning in English as a foreign language (EFL) classroom: what, how and why? *Journal GEEJ*. 2021. Vol. 8. No.1. P. 135. DOI: <https://doi.org/10.46244/geej.v8i1.1295>

²⁰ Boonyopakorn J. Technology Enhanced Language Learning on English communication for EFL learners. Proceedings of The 10th International Multi-Conference on Society, Cybernetics and Informatics (IMSCI 2016). P. 200.

utilising the TEEL format along with appropriate examples, one can elevate their writing²¹.

Therefore, the targeted use of these techniques allows you to go beyond the usual viewing experience and use films as an intensive, structured learning resource. Effective learning of English through authentic films is achieved by integrating structured methodologies such as TBL and TELL with immersion techniques (deep engagement). This transforms passive content consumption into an active, goal-oriented, and multi-layered language acquisition process, which ensures both authenticity of the linguistic environment and systematic development of all language skills (from phonetics to critical thinking).

2. Developing communicative competence through scene-specific tasks

For practical analysis, a dramatic scene of the first meeting between the Queen and Margaret Thatcher has been selected, which marks the beginning of her premiership²². This scene serves as a cornerstone of the research.

X. Li and P. Wang propose a four-stage model for incorporating films into educational settings. The stages include: *preparation*, where teachers create cinema-related tasks and students research the film; *before watching*, which involves providing background information about the film's characters and plot, along with vocabulary explanations; *during watching*, where students view the entire film once and concentrate on vocabulary, followed by the option to rewatch specific scenes and engage in activities like script dictation; and finally, *after watching*, which consists of tasks aimed at improving language skills²³. We follow this tendency, with each of these phases being critically connected with the application of innovative methods aimed for developing FLCC.

Within our research, we will focus exclusively on innovative approaches within *before watching* and *after watching stages*, deliberately avoiding the *during watching phase*. Such methodological restriction is fundamental and is dictated by two key factors directly related to the methodologies we have chosen:

- the priority of the “immersion” method: frequent pauses of video content (characteristic of *during watching phase*) disrupt the continuity

²¹ TEEL Paragraph: mastering the art of structured writing. *Medium*. URL: <https://medium.com/@assignmentadvice/teel-paragraph-mastering-the-art-of-structured-writing-67d708542af3>

²² The Queen Meets Britain's First Female Prime Minister. The Crown. *YouTube*. URL: <https://www.youtube.com/watch?v=CzLzKuL-UTM>

²³ Li X., Wang P. A research on using English movies to improve Chinese college students' oral English. *Theory and Practice in Language Studies*. 2015. Iss. 5(5). P. 1098. DOI:<https://doi.org/10.17507/tpls.0505.26>

of the authentic speech flow, undermining the feeling of immersion in a foreign language environment. Instead, we aim to use the multilevel review technique, where understanding is checked not during, but after the completion of the viewing;

– emphasis on TBL, TELL, TEEL: tasks aimed at productive skills (discussion, role-play, analysis) are more effectively implemented during the preparatory (before watching) and concluding (after watching) stages. Thus, the focus shifts from merely assessing receptive skills (comprehension) to developing productive (speaking, writing) and pragmatic (interpreting intentions) competences.

Therefore, the *before watching* and *after watching* stages become key points for integrating immersion, TBL, TELL, and TEEL.

Before watching: settings for authenticity and task setting.

During the preparatory stage, the primary focus is on removing potential linguistic and sociocultural barriers, which are crucial for practical immersion.

1. Lexico-phonetic preparation and immersion: aimed at familiarising with authentic speech, particularly with Received Pronunciation, characteristic of the royal family, the instructor may suggest to participants to use the “Shadowing” method as “an effective activity to improve both speaking and listening skills, as it allows participants to become aware of the importance of stress pattern in speaking through listening and vocalisation”²⁴. Participants can repeat after the native speaker (in our case, actors from the series) any phrase from the Queen or Margaret Thatcher, or any other character. Participants try to repeat them exactly, imitating intonation, rhythm, and accent. It improves pronunciation and speaking speed. Through repeated use of this method, intonation, pronunciation, and vocabulary increase. Also, preliminary familiarisation with key conversational formulas minimises language shock.

2. TBL and the sociocultural base: the phase is used to set a communicative task that requires active engagement. It includes a discussion of sociocultural and historical aspects of Great Britain (for example, the nature of constitutional monarchy), as well as the cinematic context of the series. Such dialogues promote the development of discursive, pragmatic, and sociocultural competencies.

Communicative task: *The Crown vs. The Power: визначення ролі*

Instructions for students: divide into small groups (2-3 people); formulate 3-5 key differences between the Queen (as Head of State and symbol) and

²⁴ Win P. Y. An investigation of the shadowing technique in teaching speaking to English as foreign language students. URL: https://www.teachingenglish.org.uk/sites/teacheng/files/Pwint%20Yee%20Win_Doi_v3.pdf

the Prime Minister (as Head of Government and political leader); utilise key terms (*constitutional monarchy, head of state, head of government, monarch, sovereign, general election, parliament, royal prerogative, the Crown*); present your list using comparison phrases (“*Unlike the Monarch, the Prime Minister...*”, “*The Crown’s role is primarily ceremonial, whereas the Prime Minister’s role is...*”), and justify who holds more real power.

As alternative communicative tasks, the following can be suggested: *Audience forecasting* (encouraging students to forecast and model an official but potentially tense dialogue based on the historical roles of the characters) and *Cinematic genre and expectations* (discussing expectations of viewing a historical series and its authenticity, which will help address cinematic challenges).

3. TEEL and visualisation: the application of TEEL at this stage involves reviewing the official series trailer²⁵ and using online resources to complete communicative tasks (for example, “True/False Statements”). It not only enhances motivation but also facilitates the development of cognitive competence through searching, processing, and visualising (creating character portfolios) information.

Communicative task: *True/False Statements*

Instructions for students: watch the trailer; in microgroups, prepare 5–7 statements of “True/False” concerning events, characters, historical facts, or the general mood presented in the trailer and the context of the series (for example, “*Queen Elizabeth II ascended to the throne at the age of 21*” or “*The series depicts only positive aspects of monarchy life*”); find evidence using online resources to confirm or refute each statement.

To justify their choice, students should compose a paragraph following the TEEL structure:

– **T (Topic Sentence):** clearly indicate whether the statement is true or false, and briefly explain why. For example: *The statement that Queen Elizabeth II was ready to abdicate the throne is false.*

– **E (Explanation):** reveal the context and provide facts/evidence from web sources that clarify the situation. For example: *Although the series depicts her hesitation, historical sources and her public statements have always emphasised her dedication to duty, especially after her uncle’s (Edward VIII) experience.*

– **E (Evidence):** connect the explanation to the main idea or theme of the series/trailer. For example: *This aspect of her character is central to understanding the key theme of the series – “Duty Above All”.*

²⁵ The Crown. *Official Trailer*. URL: <https://p12.com.ua/ru/journal/view/the-crown-istoriya-fakti-j-leksika>

– **L (Lesson/Last Thought):** conclude the paragraph with a broad summary or reflection that follows from the discussion. For example: *Thus, the series uses historical accuracy (or its absence) to show that monarchy is not merely an institution, but a significant personal sacrifice.*

Communicative task: *Creating a character portfolio*

Instructions for students: each student (or group) selects one key character from a series/trailer (*Queen Elizabeth II, Prince Philip, Princess Margaret*, etc.); using online resources, gather information about:

- a historical figure (key facts, role, conflicts);
- film details (actor, visual elements from the trailer, key scenes).

Create a portfolio (collage, presentation, infographics) that includes images, key quotes, and 5–7 adjectives that describe them.

Therefore, using the TEEL technique promotes the development of critical thinking, the ability to justify your opinion, and the search and processing of information. Moreover, through visualisation, we observe the development of cognitive competence.

After watching: analysis, application, and reflection.

This stage is the ultimate and most thorough assignment in terms of both amount and quality, primarily designed to enhance the skill of effective communication, articulating one’s thoughts in both emotional and logical ways.

1. TBL and debates. The discussion method is an instructional approach that presents students with a problem to solve. This method allows the teacher to create opportunities for students (in groups) to engage in scientific discussions to share their views, draw conclusions, or formulate a range of alternative solutions to issues²⁶.

The subject matter of the debates can be diverse, as we noted above, since the series “The Crown” covers a wide range of topics. Furthermore, this type of work may involve issues that were identified during the project activities. Based on the object of our research, we suggest the following key topics for discussion:

1. Leadership and power: *What different styles of leadership do Queen Elizabeth and Margaret Thatcher demonstrate in this scene? How do they attempt to establish their authority? How does the scene depict the power dynamics between the monarch and the Prime Minister in a British constitutional monarchy? Whose influence, in your opinion, appears firmer in this first meeting? Why?*

²⁶ Sigalingging R. H., Harefa S., Naibaho D. Role of the discussion method in increasing student learning in Christian education subjects. *Jurnal Riset Multidisiplin dan Inovasi Teknologi*. 2023. Vol. 1. Issue 02. P. 118. DOI: <https://doi.org/10.59653/jimat.v1i02.271>

2. Gender in politics and society: the scene features two of the most influential women in Great Britain. *In your opinion, how does their gender influence the perception of their authority and their interaction? What expectations regarding a female leader (particularly in the 1970s) are reflected in the dialogues or non-verbal signals? Is there a sense of rivalry or, conversely, mutual respect between them as women at the top of power?*

3. Social class and background: *How does the series emphasise the difference in social origins between the Queen and Margaret Thatcher? Which details (manners, language, appearance) indicate this? In your opinion, what impact does their upbringing and life experience have on their characters and approach to leadership? Is there a sense of class tension or misunderstanding evident in the scene?*

4. Communication and diplomacy: *Analyse their verbal and non-verbal means of communication. Which phrases or gestures are particularly significant? How do they try to “read” each other? Whose attempts are more successful? What role do ceremony and protocol play in this meeting? How do they influence their interaction?*

5. Personal traits vs. Position: *How difficult is it for them to distinguish personal matters from professional duties during this meeting? What character traits of each individual are revealed despite their official roles? Do you feel sympathy for any of them, considering the pressure of their positions?*

We believe it is appropriate to refer to episode 2, “The Balmoral Test”, from “The Crown” Season 4, as supplementary material, as it is “a relevant scene to the whole storyline of The Queen and Margaret Thatcher”²⁷.

These topics allow for a profound analysis not only of language and culture but also to go beyond purely linguistic aspects, developing critical thinking, sociocultural awareness, and the ability to engage in reasoned discussions.

2. TELL and podcasts. This type of activity is focused on improving listening and writing skills. In summary, TELL promotes active participation from both teachers and learners in the language acquisition journey. Learners of every age possess an inherent curiosity and enthusiasm for the opportunities offered by contemporary educational resources. Foreign language teachers can effectively leverage these materials and provide

²⁷ The Crown. Scene Analysis – Thatcher vs. The Queen. URL: <https://www.screenplaywise.com/589/51/the-crown-scene-queen-thatcher/>

access to more authentic content. Utilising technology enables the development of more genuine environments for language learning²⁸.

Podcasts are a source of natural, unadapted speech of native speakers, which allows students to get used to different accents, speech tempo, and idiomatic expressions²⁹. Listening to podcasts enhances understanding of spoken language, particularly in complex discussions and analytical content. Podcasts are easily accessible through various platforms (Spotify, Apple Podcasts, Google Podcasts, YouTube) on any device, which promotes flexible learning and engagement with the real media environment.

For this task, the instructor can pre-select one or several short (up to 15-20 minutes) episodes or segments of podcasts that specifically discuss the first meeting of the Queen and Thatcher, or their relationship overall in “The Crown”. Examples of podcasts that often have episodes dedicated to “The Crown” (although specific episodes may vary): “The Crown: The Official Podcast”³⁰, “Royally Obsessed”³¹, or historical podcasts³² that analyse the events³³, depicted in the series³⁴.

Communicative task: *Thatcher’s “Powerplay” With The Queen*

Instructions for students: After viewing the scene of the first meeting between Queen Elizabeth II and Margaret Thatcher from the series “The Crown”, as well as our discussion, we suggest deepening your understanding with additional audiovisual material. Complete the following tasks:

1. Listen to an episode/fragment of a podcast³⁵ discussing the confrontation between the Queen and Margaret Thatcher.

2. While listening, pay attention to:

– the main arguments and viewpoints of the hosts/guests regarding this encounter;

²⁸ Zainuddin N. Technology Enhanced Language Learning Research Trends and Practices: A Systematic Review (2020-2022). *The Electronic Journal of e-Learning*. 2023. № 21(2). P. 70. DOI: <https://doi.org/10.34190/ejel.21.2.2835>

²⁹ Qasim N. A., Fadda H. A. From Call to Mall: The Effectiveness of Podcast on EFL Higher Education Students’ Listening Comprehension. *English Language Teaching*. 2013. Vol. 6. No. 9. P. 30.

³⁰ The Crown: The Official Podcast. *Netflix*. URL: <https://podcasts.apple.com/ua/podcast/the-crown-the-official-podcast/id1485757121?l=uk>

³¹ Royally Obsessed. URL: <https://podcasts.apple.com/ru/podcast/royally-obsessed/id1365334446?l=uk>

³² 37 Prime Ministers. *Podcast*. URL: <https://open.spotify.com/episode/2ajIefmHhdR7XNX6PTkPL9>

³³ Queen Elizabeth. Part I. Part II. *Podcast*. URL: <https://open.spotify.com/episode/6CnX4C9xRr3iv2hEAuZUqP>

³⁴ Margaret Thatcher. *Bunyck nodkacmy*. URL: <https://open.spotify.com/episode/53h6Zem6vo44YQaLOTLfAB>

³⁵ In “The Crown”, Gillian Anderson Explores Thatcher’s “Powerplay” With The Queen. *Podcast. YouTube*. URL: <https://www.youtube.com/watch?v=yymY-4PS4pU>

- new vocabulary or interesting expressions related to politics, leadership, or personal qualities;
- comparisons of real historical events with their portrayal in the series, if the podcast discusses this.

3. After listening, prepare a short oral or written response (150–250 words or 3–5 minutes of speech), in which you:

- summarise 2–3 key ideas or the most interesting facts you heard in the podcast;
- express your agreement or disagreement with certain statements made by the podcasters, justifying your position (for example, “I agree/disagree with X’s point about Y because...”);
- compare the information from the podcast with what you saw in the series and discussed in class. Did the podcast offer new perspectives or additional details?

Use at least three new words/phrases from the podcast in your response.

For advanced students, a group task can be proposed: creating their own short podcast or selecting a 1-minute fragment of the podcast, transcribing it, and analysing its linguistic features (pronunciation, intonation, use of discourse markers).

This task not only develops listening and comprehension skills of authentic language, but also encourages active analysis and production of their own speech (spoken or written), integrating them into the real information environment.

Furthermore, completing this task contributes to the comprehensive development of cognitive, socio-cultural, discursive, and informational competencies, preparing students for effective communication and critical thinking in real-life situations.

3. TELL and an analytical blog post or article for online media. This type of activity is designed to enhance writing skills.

Participants can use specialised blog platforms (for example, WordPress, Medium, Google Sites) or tools for creating online articles (for example, Google Docs/Microsoft 365 with commenting and collaborative features), which simulate a real media environment.

The task encourages the inclusion of multimedia elements (clips from scenes, links to trailers, photographs of historical figures, short video segments, or GIF animations featuring key moments of dialogue), which helps develop digital literacy.

Furthermore, publishing in a blog allows for comments and feedback from the instructor and classmates, simulating real interaction within the media environment. Mutual review of posts is also possible. Students can utilise online resources for in-depth research into the historical context,

personalities, and their perspectives, which develops skills in information retrieval and critical evaluation of sources. **Communicative task:** *The Queen and the Iron Lady: The First Meeting – Clash of Worlds or New Alliance?*

Instructions for students: after viewing and discussing the scene of the first meeting between Queen Elizabeth II and Margaret Thatcher from the series “The Crown”, you are invited to write an analytical blog post (or an article for online media) of 250-400 words. Your article will be published on the joint educational platform/blog of the “English in Intercultural Communication” club.

In your post, you should:

1. Describe the key moments of interaction between the Queen and Margaret Thatcher in this scene.

2. Analyse the leadership and communication styles of both characters that they demonstrate during the meeting.

3. Consider how themes of power, gender roles, social background, or societal expectations are reflected in this scene (select 1-2 aspects that interest you most).

4. Express your own opinion on whether this meeting was “a clash of worlds” or the beginning of “a new alliance”, supporting your view with examples from dialogues or visual elements of the scene.

5. Use at least five new lexical items or idiomatic expressions learned during the demonstration phase.

6. Add 1–2 multimedia elements (for example, a screenshot from the scene, a GIF of a key moment, a link to the full episode, or additional historical material).

7. Use a shared Google Doc / Microsoft Word Online for writing and further review; save your document in a format compatible with the blogging platform (or simply in Google Doc if the instructor will centrally manage publication); check the text with online grammar and spell-check tools (e.g., Grammarly, LanguageTool).

Therefore, this task allows for comprehensive development of: written language (text structuring, argumentation, accuracy of expression), critical thinking (analysis, interpretation, formation of one’s own opinion), lexical and grammatical skills (active utilisation of new material), sociocultural competency (understanding the historical and cultural context), and digital literacy (use of online tools, work with multimedia).

We can assert that the development of three key components of FLCC – linguistic, social, and communicative – alongside cognitive, discursive, pragmatic, sociocultural, and informational skills is essential. During the after watching stage, if needed and desired, one can address grammatical or

phonetic aspects, evaluate retained knowledge, and, for students with advanced language skills, propose creating additional vocabulary exercises independently and compiling lists of relevant phrases and expressions to enrich their vocabulary and overall professional competence.

CONCLUSIONS

The findings conclusively assert that the strategic, integrated utilisation of modern media resources, exemplified by the authentic content of the series “The Crown”, alongside structured, innovative methodologies (Immersion, TBL, TELL, TEEL), is not only feasible but also highly effective for the high-quality development of FLCC among non-linguistic students. This approach successfully models a natural language environment, enhances motivation, integrates all four language skills, and, crucially, contributes to the comprehensive development of linguistic, social, and communicative components of FLCC, alongside essential cognitive, sociocultural, discursive, and informational competencies. By transforming passive media consumption into an active, goal-oriented, and multi-layered learning process, higher education institutions can effectively prepare future professionals for the complex, interconnected demands of the modern world. The methodology presented offers a robust model for bridging the gap between classroom learning and real-world communication, thereby ensuring the competitiveness and success of future specialists.

We view the analysis of other scenes from the series “The Crown” as a promising tool for learning English and developing global competence, with an emphasis on conversational analysis of dialogues that will help students understand the characters’ communicative strategies, reflecting the key themes of the series.

SUMMARY

The core argument is that modern higher education, driven by globalisation, necessitates innovative approaches to developing FLCC, particularly for non-linguistic students. The paper advocates for integrating authentic media spaces, using the series “The Crown” as a rich socio-cultural and linguistic resource. Effective implementation relies on a strategic, integrated methodology that combines immersion techniques (such as shadowing), TBL, TELL, and the TEEL analytical paragraph structure. Practical application, demonstrated through analysing the Queen/Thatcher scene, focuses on the before-and-after phases to ensure deep, productive skill development. Tasks included TBL debates, TELL-supported podcast analysis, and the creation of analytical blog posts, moving beyond receptive skills to enhance speaking, writing, critical thinking, and digital literacy.

This systematic framework transforms passive viewing into an active, goal-oriented process, comprehensively developing all components of FLCC for future professionals.

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