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**YULIJA HLAVATSKA,**

*Candidate of Philological Sciences, Associate Professor  
(Ukraine, Kherson-Kropyvnytskyi, Kherson State Agrarian  
and Economic University, University Avenue, 5/2)*

**ЮЛІЯ ГЛАВАЦЬКА,**

*кандидат філологічних наук, доцент  
(Україна, Херсон-Кропивницький, Херсонський державний  
аграрно-економічний університет, просп. Університетський, 5/2)*

**ORCID: [0000-0002-1162-0251](https://orcid.org/0000-0002-1162-0251)**

**Teaching English through Movies:  
Practical Aspect (with the Reference to «The Crown»). Part 1**

**Навчання англійської мови за допомогою кінофільмів:  
практичний аспект (на матеріалі серіалу «Корона»). Частина 1**

*Стаття присвячена дослідженню практичного аспекту використання автентичних кінофільмів як ефективного інструменту для вивчення англійської мови. Особливу увагу приділено аналізу можливостей, які надає серіал «Корона» для розвитку мовних навичок здобувачів немовних спеціальностей. Актуальність роботи полягає в тому, що вивчення англійської мови за допомогою кінофільмів сприяє розвитку комунікативної компетенції, тобто здатності ефективно спілкуватися в реальних ситуаціях. Поглиблено аналіз двох методичних напрямків, що стосуються роботи з серіалом «Корона»: комунікативного, який сприяє розвитку навичок спілкування, та лексичного, який допомагає підготувати здобувачів до вивчення нових слів. У статті також представлено приклади конкретних завдань, які можна використовувати на заняттях з іноземної мови.*

*Результати дослідження можуть стати у нагоді педагогам закладів загальної середньої та вищої освіти, які прагнуть освоїти сучасні та ефективні підходи до навчання й опанування іноземних мов.*

**Ключові слова:** «Корона», вивчення на основі фільмів, королівський акцент, Діана і Чарльз, комунікативний та лексичний аспекти.

*This paper highlights some practical aspects of teaching English through movies. Its relevance is that learning English through films contributes to developing communicative competence, that is, the ability to communicate effectively in real situations. Moreover, it enhances non-linguistic students' motivation and engagement in the educational process. This paper continues to focus on two aspects of methodological work using scenes from the series «The Crown»: communicative and lexical. We aim to present the methodological principles for integrating cinematic discourse into the teaching process while emphasising the importance of conversation. The case study examines a scene from «The Crown» by Peter Morgan, featuring the first meeting between Lady Diana Spencer and Prince Charles.*

*Various scientific methods have been utilised to meet this paper's objectives and address the assigned tasks. They include analysis and synthesis, as well as concretisation and generalisation. Additionally, didactic methods such as preparation for understanding, explanation of new material, reinforcement, and questioning have been incorporated. This paper is organised as follows: 1) exploring why «The Crown» is a valuable resource for students learning English; 2) describing the Queen's accent; 3) providing brief information about two globally recognised personalities and two main characters in «The Crown» – Princess Diana and Prince Charles – from a communicative perspective; 4) understanding new vocabulary through brainstorming lexical units within the lexical aspect. As summarized, the dialogue in the show features a rich blend of formal and informal language, allowing students to broaden their vocabulary effectively; the series deepens students' understanding of the context behind idiomatic expressions, making the language more relatable and practical; it enhances listening skills and helps students grasp different English pronunciations, fostering better communication; watching the show with English subtitles improves comprehension of the spoken dialogue; the engaging storytelling keeps viewers interested, maintaining motivation and making the learning process enjoyable and rewarding.*

**Keywords:** «The Crown», movie-based learning, the Queen's accent, Diana and Charles, communicative and lexical aspects.

**Introduction / Вступ.** English films are attracting widespread interest within the domain of teaching English as a foreign language. «All the best movies in the world are made in English» (Poonam, P., & Yadav, R. B., 2022, p. 13460). English films are vibrant and can assist students in enhancing their listening and speaking skills. They also strengthen language sensitivity, increase literary appreciation, provide insights into Western cultures, and foster a love for learning. Every year, a wide variety of new movies are released across different genres and themes. A large number of domestic and foreign educators believe that we (English language teachers) encounter students with diverse interests, varying levels of English proficiency, and a range of ages and genders. Additionally, English Language Teaching (ELT) professionals work in various teaching contexts. There is a general agreement that movies can be an effective tool for teaching English, provided that teachers utilize them effectively. Therefore, it is the responsibility of teachers to create the most suitable movie-based learning and teaching models tailored to their students' needs (Park C.-W., 2016, p. 90; Zhaojie Lv., 2023, p. 1111; Hlavatska Yu., 2024, p. 28).

These questions are relevant to both theoretical and practical issues of education and pedagogy in higher education institutions of Ukraine, particularly concerning non-linguistic students. Educators implement a range of effective strategies for teaching the English language, prioritising the enhancement of speaking

skills to ensure students gain confidence and fluency in communication. Scientists in education prove each year that teaching English through authentic films is an effective teaching material. The analysis of scientific developments for some last years demonstrates that a lot of studies emphasise the ability of films to enhance global competence, cultural awareness, and communication skills (Kim, H.S. & Kim B., 2018; Mrissa, B., Anasse, K., 2024; Poonam, P., & Yadav, R. B., 2022; Ryu D.-H., 2024, p. 18).

Such experiments have received a positive evaluation, demonstrating that movies are «a practical tool for language education» (Ryu D.-H., 2024, p. 18). Other papers for example showcase a compelling case study demonstrating how the use of movie trailers in the classroom can effectively introduce audiovisual media to teach English academic writing skills. This approach highlights the significant benefits of innovative strategies in enhancing students' retention of writing skills. Not only does it improve their writing proficiency, but it also actively increases their motivation to learn and cultivates their critical thinking abilities (Luckel-Semoto, A. & Sugiura, K., 2024, p. 2; Poonam, P., & Yadav, R. B., 2022, p. 13459).

**Aim and Tasks / Мета та завдання.** This paper continues to focus our attention on the two aspects of methodological work with scenes from the series «The Crown» that we have already described, namely: communicative and preparing students for the perception of new vocabulary (lexical aspect) (Hlavatska Yu., 2024, p. 73). We intend to present the methodological principles for integrating cinematic discourse into the teaching process while emphasizing the importance of conversation. We believe that this approach can enhance the educational experience. The case study is one scene of «The Crown» movie by Peter Morgan (Lady Diana Spencer and Prince Charles' first meeting).

**Methods / Методи.** To achieve the objectives of the paper and solve the tasks set, a range of scientific methods were employed, including analysis and synthesis, concretisation and generalisation. Didactic methods (preparation for perception, explanation of new material, consolidation, questioning) have also been incorporated.

This paper is organised as follows: 1) determining why «The Crown» can be a good resource for students to learn English; 2) explaining what the Queen's accent is; 3) presenting brief information about two famous personalities on a worldwide scale and two main characters in «The Crown» – Princess Diana and Prince Charles – within the communicative aspect; 4) comprehending the new vocabulary involving some brainstorming of lexical units within the lexical aspect.

**Results / Результати.** We should mention that in our previous papers, we attempted to approach the issue of authentic English-language cinematic discourse from two perspectives – theoretical and practical. We tried to identify and explore the most effective pedagogical strategies employed by teachers in English classes to inspire students and enhance their language skills (Hlavatska Yu., 2024, p. 25). The other paper discusses the linguistic, pragmatic, and didactic aspects of contemporary English cinematic discourse. We employ a powerful lexical approach that not only expands students' vocabulary but also enriches their linguistic and cultural perspectives. By broadening their language skills, we open up new opportunities for personal growth and intercultural communication (Hlavatska Yu., 2024, p. 74).

1. *Why «The Crown» can be a good resource for students to learn English?* «The Crown» is a captivating historical drama series that chronicles the remarkable reign of Queen Elizabeth II. It is an ideal choice for English learners to enhance their British English skills, as the show showcases a diverse range of accents from various regions of the United Kingdom. Beyond language learning, «The

Crown» provides a fascinating glimpse into British history, culture, and the Royal Family enriching your understanding of the country's rich traditions (5 Series, 2025).

We have analysed numerous valid resources and conclude that «The Crown» is an excellent resource for English language learners for various compelling reasons:

1. Expansive vocabulary: the show's dialogue is rich in vocabulary, blending both formal and informal language, enabling students to broaden their word choices effectively.

2. Insightful historical context: by delving into British history and culture, the series enriches students' understanding of the context behind idiomatic expressions, making language more relatable and practical.

3. Diverse accents: featuring a range of British accents, «The Crown» sharpens listening skills and helps students grasp different English pronunciations, fostering better communication.

4. Useful subtitles: watching with English subtitles enhances comprehension of spoken dialogue while simultaneously reinforcing reading skills, creating a holistic learning experience.

5. Captivating narrative: the engaging storytelling captivates viewers, maintaining motivation and making the learning process enjoyable and rewarding.

2) *What is the Queen's accent?* «Received Pronunciation (RP) is the official name for the unique accent that characters on The Crown (and the Royal Family in real life) use to speak. You might also hear it called the Queen's English» (Received Pronunciation, 2019). It is a British English accent associated with education, wealth, and privilege. It is not restricted to one particular geographical area, although it has associations with London and the South of England. It is often used as a model for students learning British English. For a long time it was the preferred accent of the BBC. In «The Crown», there are two forms of RP: the Queen's English or Conservative RP, or upper RP, as it is also known, and Contemporary RP is a modern version. A key peculiarity of RP is the importance of pronouncing every sound clearly. It is used with standard English, avoiding slang and dialect (The RP English Accent, 2017). We are sure students learning English should understand RP to interpret the pronunciation in any good dictionary. The examples of RP and General British can be seen here (Received Pronunciation vs General British, 2016).

Thus, all actors and actresses in «The Crown» speak RP. Princess Diana and Prince Charles are no exception. These are two scenes before Lady Spencer became the Princess. They are from Season 4. It became the most popular and the most anticipated season so far. It all thanks to Lady Diana's leaving fame.

3) *Presenting brief information about Princess Diana and Prince Charles within the communicative aspect.* Possible tasks for this aspect related to the scene may include various questions checking students' background knowledge: *What was Princess Diana's full name? When and where was Princess Diana born? How did Princess Diana meet Prince Charles? What were Princess Diana's notable charity works? What was Princess Diana's impact on the British monarchy? How did Princess Diana die? What were Princess Diana's children's names? How is Princess Diana remembered today? What is Prince Charles' full name? When was Prince Charles born? What are his hobbies? Can you give an overview of Prince Charles' education and career before becoming heir to the throne?*

These questions can be offered to students in advance through independent work. This way they will already be prepared to discuss these questions.

We recognise the importance of offering concise information about these exceptional individuals to enhance students' cultural awareness. We propose a thoughtful combination of biographical insights, fascinating and surprising details. Furthermore, including photographs would greatly assist in bringing these figures to life for students. Alternatively, we could create cards that showcase a concise portfolio for each individual involved. These cards would include key details such as their background, expertise, and contributions. This information can be explored and discussed in class during the pre-viewing stage, allowing students to better understand each person's role and significance before engaging with the main content. Here are the examples.

**Lady Diana Spencer** was born on July 1, 1961. «She became Lady Diana Spencer when her father succeeded to the earldom in 1975» (Diana, Princess of Wales, 2025). She worked part-time as a nursery assistant in London. She received princess status in 1981 after marrying Prince Charles, now King Charles III. «The former royal couple first met in 1977, when Diana was just 16 years old, and Charles was 29» (32 interesting facts about Princess Diana, 2025). They had been married for 15 years. She had two sons – William and Harry. Lady D was known as «The People's Princess» for her charity work (Diana, princess of Wales, 2025). «Princess Diana was one of the most iconic figures of her time. Besides being a member of the British Royal family, she was a global humanitarian and a wonderful mother» (How Princess Diana changed the face of royal parenting, 2025). She was famous for her self-awareness, emotional intelligence and empathy to build strong connections with others. She tragically died at the age of 36.

**Prince Charles** (now the King of England) is Queen Elizabeth's first son. His full name is Charles Philip Arthur George. He was born at Buckingham Palace on 14 November 1948. He became heir to the throne at the age of three. He got the education out of the palace. He studied history at Cambridge University. He has been fond of painting and drawing. «Charles is now considered one of the UK's most successful living artists» (13 things you didn't know about King Charles III, 2025). Charles is fond of gardening and nature. He is an experienced pilot and diver. Prince Charles married Lady Diana Spencer in July of 1981, but they had only met about a dozen times before. He has loved the only woman of his life – Camilla Parker Bowles, who became his official wife only in 2005. Today she is the Queen Consort of the United Kingdom. Prince Charles became King on 8 September 2022.

4) *Comprehending the new vocabulary involves some brainstorming of lexical units within the lexical aspect.* Here we are going to pay attention to some truly British expressions from Diana and Charles. Their first meeting can be watched here (The Crown. Diana Enchants Charles During Their First Meeting, 2023). They first met in 1977 when he was dating Diana's older sister, Lady Sarah. They were formally introduced at a house party at Althorp, Diana's family home in Northamptonshire, England. General instructions and recommendations on working with separate scenes of the series «The Crown» and new lexical units have been detailed by us (Hlavatska Yu., 2024, p. 74–76). We are going to focus our attention on the lexical units, grammar constructions, idiomatic expressions and some phonetic peculiarities used in the scene.

a) So, the very first meeting of Diana and Prince Charles. In a statement made by Diana, we highlight three distinct phenomena: phonetic, grammatical, and speech-related.

Diana: *Sorry, I am not here. I was given strict instructions to remain out of sight. I just have to get to that room over there and this is the only way.*

1a). Here we should pay attention to the pronunciation of the word *sorry*. In words ending in *-y* normally people would say a more narrow sound /i/. But she opens her mouth a little bit more and as a result, the sound becomes a little bit open. It is the marker of RP. The best way to learn an RP British accent if you don't live in the UK is Accentify App (Accentify App, 2025). One can practice RP with the help of YouTube Channels or the BBC Pronunciation Tips (Learning English, 2025).

2a). Diana also speaks quite formally here and uses the Passive Voice (*I was given strict instructions*). It means somebody has told her to do it. The teacher can underline, for instance, that the Passive voice is often used in formal speech to emphasize the action or the receiver of the action rather than the one acting. It is considered more polite and detached than in the Active voice. In formal speech, passive voice can also create a sense of objectivity and neutrality, instrumental in professional settings or academic writing.

Diana adheres to the established communication protocols because Prince Charles is present, and the rules stipulate that their dialogue should be conducted formally.

The comprehension of this grammatical concept largely hinges on students' prior exposure to the topic. They will likely grasp it more quickly if they have already studied it. Additionally, the explanation provided, along with a consistent example, could serve as valuable tools during the lesson when the Passive Voice is first introduced, helping to clarify and reinforce their understanding of this critical aspect of grammar.

3a). Diana uses the idiomatic expression *out of sight*. It means that she is *not accessible to view* (Out of sight, 2025), so nobody can see her. She remembers a popular saying *out of sight, out of mind*. It indicates when something or someone is not visible or present, they are easily forgotten or not thought about. It suggests that people tend to forget things that are not in their direct line of sight or attention (Out of sight, out of mind, 2025). There are a lot of ways the teacher may direct students to learn English idioms (Ju S., 2024). We agree with S. Ju that one of the best is «context, not just meaning – when you see an idiom or a phrase, don't just try to remember the meaning, but rather pay attention to the context too. This helps understand the idiom better and remember it more easily» (Ju S., 2024). Moreover, when learning idioms, one should try to visualise their meanings and create mental images that connect to these meanings. In our opinion, this technique can significantly enhance students' ability to learn them quickly. Additionally, exploring the history of an expression can be both enjoyable and informative. This process involves a bit of light detective work, and discovering the origin of an expression can help students remember it more effectively. Thus, in this context, we can clearly observe and hear this idiom in action. The quest to uncover its origins and meaning is still very much alive.

b) Diana: *Your Royal Highness.*

Charles: *Well, I haven't seen a thing.*

Diana: *Thank you, Sir.*

Charles: *It's quite a costume.*

1b). Here we should pay attention to how Diana follows the protocols addressing Charles as the *Royal Highness* and *Sir*. Charles speaks less formally and starts his conversation with *well* and

generally sticks to a more relaxed tone. The teacher may inform students with the traditional forms of greeting a member of the Royal Family. Actually, for male members of the Royal Family, the title *Your Royal Highness* is used in the first instance, followed by *Sir* in subsequent instances. For female members of the Royal Family, conventionally the first address is *Your Royal Highness*, and thereafter *Ma'am* is the appropriate form of address (Greeting a Member of The Royal Family, 2025).

2b). The first meeting of Diana and Charles, as we have already mentioned, took place at Diana's family home. At that moment she was preparing for a school production of «A Midsummer Night Dream» by W. Shakespeare. Diana played the part of a mad tree, therefore, she was wearing quite an unusual costume. While watching we can see and hear Charles is making a comment: *It's quite a costume*. We believe this is a great expression: if you want to express the fact that you noticed something or you find something extraordinary or impressive in a good or sarcastic way you can use such a construction: *quite+noun or a noun phrase*, for example: *He made quite an appearance; Let me show you some examples of quite impressive artworks by local artists; I'm looking for examples of quite unique travel destinations around the world*.

Students can practice the construction by incorporating it into their writing and spoken communication. They can start by identifying nouns that they find interesting or relevant to their studies. Then, they can use the word *quite* before these nouns to add emphasis or nuance to their descriptions. For instance: *The lecture was quite enlightening; She has quite a talent for music; The experiment was quite challenging; He is quite the expert in economics*. By practising this construction in different contexts, students can enhance their language skills and add depth to their communication.

c) Diana: *I'm Sarah's younger sister by the way. Please, don't tell you saw me. I'll get into terrible trouble*.

1c). *By the way* is a good way of introducing a new subject in a conversation. Diana uses it to switch the subject of the conversation from the play to her personal introduction. We think there are many ways of practising this construction: conversation practice, writing exercises, role-playing activities, and listening exercises. By regularly practising using the phrase *by the way*, students can improve their fluency and confidence in using it in various contexts.

2c). *To get into trouble* is also a great expression. It means to risk some punishment for doing something naughty or against the rules. Some illustrations are: *I don't want to get into trouble with my parents, so I always try to follow the rules; The new student got into trouble on his first day for talking back to the teacher; She always seems to find a way to get into trouble at school*.

Such activities may be offered to students to perform: write a short story or paragraph using the phrase *to get into trouble* to describe a situation where a character finds themselves facing consequences for their actions; role-play different scenarios where one student pretends to be in trouble and the others practice using the phrase in response, offering advice or solutions; create a dialogue or conversation between two characters discussing how one of them continuously gets into trouble and the other offering guidance or support; use the phrase in a context where someone has to warn another person about potential consequences if they continue their current behaviour. Practising with different scenarios and examples will help students understand the meaning and usage of the phrase better in real-life situations.

d) Diana: *She wanted everything to be just perfect. She wouldn't want me to scare you off*.

Charles: *I won't say a thing*.

Diana: *Thank you, sir*.

1d). *To scare somebody off* is another set expression/phrasal verb. It is the same as *to scare someone away*. It means to make someone go away or change their mind out of fear, whether it's the direct meaning of fear or some emotional doubts. But if we are talking about the literal meaning we can say *The complexity of the task can scare potential candidates off* (Scare off, 2025). The teacher may offer students to look for various examples of this expression in several dictionaries. Moreover, writing sentences or short paragraphs using the expression in various contexts will help students become more comfortable with incorporating it into their everyday language.

2d). *I won't say a thing: a thing* means *a word* or *I won't say anything*. Charles in this way promises Diana not to say anything about their meeting. Students can deal with words and phrases with similar meaning such as *I won't utter a word, I'll keep quiet, I'll stay silent, I won't disclose anything, I won't make a sound*, etc. (Synonyms for I won't say anything, 2025). To become familiar with saying *I won't say a word*, one can repeatedly verbalise it in various contexts and situations, experiment with using it in discussions with loved ones to gauge its impact. Furthermore, practising the phrase in simulated dialogues or circumstances will make its use feel natural.

**Conclusions / Висновки.** The main conclusion that can be drawn is that «The Crown» serves as an excellent resource for students aiming to enhance their English skills. Its rich historical context and engaging storytelling make it entertaining and educational. The series offers exposure to authentic

dialogue and diverse accents, which can significantly improve listening comprehension. Additionally, the show tackles complex themes and vocabulary, providing students with opportunities to expand their language proficiency in a captivating way. Students can also gain cultural insights by analysing the characters and their relationships, enriching their understanding of the language in a broader context. Overall, «The Crown» is a compelling choice for anyone looking to boost their English learning experience.

To further our research, we will analyze other scenes from «The Crown» to illustrate how cinematic language can enhance the educational experience. Our forthcoming articles will focus on the conversational strategies utilized by characters in the series.

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**Главацька Юлія** – доцент кафедри публічного управління, права та гуманітарних наук Херсонського державного аграрно-економічного університету, кандидат філологічних наук, доцент

**Hlavatska Yuliia** – Associate Professor of the Department of Public Administration, Law and Humanities of Kherson State Agrarian and Economic University, Candidate of Philological Sciences, Associate Professor

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