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TEACHING ENGLISH THROUGH MOVIES (WITH THE REFERENCE TO “THE CROWN”) PART 2: GLOBAL COMPETENCE AND CONVERSATIONAL STRATEGIES

The paper discusses the relevant problem of forming global competence in a globalised world, its importance for effective intercultural communication, overcoming language barriers, and preventing conflicts that may arise from cultural misunderstandings.

The central idea of the research is based on using media content, specifically the series “The Crown”, as an effective tool for developing global competence. It emphasises that films and series are valuable sources of cultural, social and linguistic context. “The Crown” provides authentic material for analysing cultural perspectives, historical events, and political systems of Great Britain, which promotes a deeper understanding of the world and the development of critical thinking.

Considerable attention is given to the connection between a foreign language teaching, communication, and conversational strategies. It notes their differences: communication strategies help to bridge linguistic gaps, while conversational strategies relate to broader aspects of managing interaction, supporting the conversation, and social aspects of communication.

Specific methodological recommendations are proposed for educators on using “The Crown” in the educational process: active viewing, using subtitles (from Ukrainian to English), researching additional historical materials, as well as discussions and analysis of characters’ conversational strategies.

Further analysis of characters’ conversational strategies in the series using conversational analysis of certain episodes will highlight its capacity to enhance students’ global competence, cultural understanding, and communication skills.

Key words: “The Crown”, global competence, the English language, communication strategies, conversational strategies, language teaching, cross-cultural communicative skills, cultural understanding, conversational analysis.

The statement of the issue. The formation and development of global competence stand as pressing and significant scientific issues in today’s increasingly globalised society. This vital competence empowers individuals to adjust their behaviour and communication approaches to suit different intercultural settings, fostering mutual understanding and collaboration. Moreover, by actively recognising and honouring the rich tapestry of cultural differences, those with global competence are better equipped to partake in meaningful and constructive dialogues. It not only enhances interpersonal connections but also significantly diminishes the likelihood of misunderstandings and conflicts that can arise from cultural misinterpretations [1, p. 2].

We totally agree with D.-Y. Ryu that films provide valuable cultural, social, and linguistic contexts that can aid learners in gaining a more profound comprehension of various perspectives, values, and global concerns [24, p. 20]. Moreover, we are sure that “The Crown” series, as media content, can become a powerful tool for developing global competence, as it provides authentic material for analysing different cultural perspectives and historical events. Thanks to this, students can practice communication strategies, overcoming language barriers when discussing complex topics, and improve conversational techniques by actively engaging and exchanging ideas about what they have seen, which promotes a deeper understanding of the world and effective intercultural communication.

The analysis of relevant research. Both foreign and domestic scholars have been interested in the matter of global competence [1-3; 5-7; 10; 17; 18; 24; 26]. A recent review of the literature on this area found that “global competence exists when a young person can understand

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the interconnections between nations and systems, has knowledge of history and global events, perceives and can manage the existence of different cultural values and attitudes, and recognises the richness and advantages of cultural diversity” [4, p. 4].

It has been proved that using films, promoting communication strategies, and improving global competence are closely intertwined [24, p. 18]. Language proficiency is fundamental for fostering global competence; therefore, improving foreign language education enhances global skills [26]. We also consider that incorporating films into foreign language classes creates numerous opportunities for engaging activities that enhance students’ speaking skills and abilities. This approach also makes the experience of learning a foreign language more appealing for students at every level [14, p. 76].

The topic of communicative and conversational strategies has been extensively studied, and many practical solutions have been identified. This issue is intensively studied in various academic papers [8; 9; 12; 13; 19]. Having synthesized the experience of foreign educators we conclude that communicative strategies focus more on overcoming gaps in linguistic knowledge and conveying a basic message when linguistic resources are insufficient. They are a response to the “problem” in speech. Conversational strategies are broader and include managing the interaction, supporting the conversation, demonstrating understanding, and other social aspects of communication. They relate not only to “what to say” but also to “how to say it” and “how to interact”.

The purpose of the article. Our research aims to broaden current knowledge of global competence, cultural understanding, and communication skills (conversational strategies), with the series “The Crown” being the focus of study. This paper is organised as follows: 1) giving general understanding of global competence; 2) explaining its role in education; 3) describing the global competence’s place in language teaching; 4) presenting brief information about communicative and conversational strategies; 5) determining the correlation between “The Crown” and global competence.

The body of the research. 1. Global competence: general understanding. Global competence has been widely adopted in multiple fields and professions, such as education, business, and healthcare, serving as a framework for developing and evaluating global, leadership, and non-cognitive skills like critical thinking and socioemotional abilities [10, p. 4]. B. Hunter confirms that “global competence” as a concept is important because it informs the ways in which we encourage and train people to interact with, and open themselves to, other cultures, and to build the relationship capital that makes the exercise of sharp power less likely” [17, p. 272].

A variety of interpretations for global competence are available. Organisation for Economic Co-operation and Development gives such a definition of global competence: “the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development” [23, p. 7].

A. Solodka’s research, for instance, has provided evidence for “global competence becoming part of the international educational field with an emphasis on human interconnectedness, which is the essence of global competence” [2, p. 10]. The authors bring some information about the background of the problem, focusing that at the core of global competence lies the ability to analyse and consider global issues from different perspectives. It involves higher-order thinking skills, such as evaluating and weighing relevant evidence to understand complex international events [1, p. 2; 24, p. 19]. Moreover, relying on disciplinary knowledge and thinking methods, globally competent individuals can pose profound questions, analyse data and arguments, and develop well-grounded positions on local, global, or cultural issues. Furthermore, this is the capacity for critical thinking and problem-solving, essential for addressing the multifaceted challenges of our globalised world, from ecological sustainability to socio-economic inequality.

2. Global competence and education. Today, leading international educational organisations increasingly recognise global competence as a key component of future-oriented education, which prepares young people to navigate an interconnected and uncertain world [7]. It is reported that global competence is regarded as a comprehensive and multi-dimensional ability of an individual that includes: 1) the ability to study global and intercultural issues; 2) understanding and appreciating different worldviews and perspectives; 3) interacting successfully and respectfully with others; 4) taking measures for collective wellbeing and sustainable development [23].

T. Anoshkova, outlining global competence as a crucial element of global education, focuses our attention on three dimensions of “a teaching space” reflecting the essence of international competence. Thus, they are the academic dimension, the action dimension, and the ethical dimension [5, p. 6]. G. Jiaxin, Z. Huijuan and H. Md Hasan, having synthesised various scientific papers, conclude that there are numerous dimensions of global competence, among which we can distinguish the following: global knowledge, global skills, global attitudes and experiences [18, p. 10].

A. Solodka states that to survive in the conditions of a global society, students need to acquire the ability for global competence, which consists of four dimensions: promoting global thinking, self-disclosure, cultural reflection, and managing interactions. As a psychological process, global thinking helps students broaden their perspective to eliminate inaccurate stereotypes and prejudices about people from different cultural backgrounds. Self-disclosure requires constant self-improvement, fostering healthy self-identity for the collaborative construction of an integrated and holistic future of human society [2, p. 15]. Cultural reflection pertains to gaining knowledge to analyse one’s and others’ cultures based on a cognitive understanding of cultural similarities and differences. Finally, managing interactions involves developing students’ ability for intercultural mobility to function effectively in a global communicative environment without violating norms of their own and other cultures to achieve a global civic society.

3. Global competence and language teaching. As education becomes more global, today’s foreign language teachers must prioritise fostering and enhancing global competence in their instruction [26]. Global competence, in turn, encourages intercultural dialogue. This dialogue, consequently, helps bridge differences related to nationality, ethnicity, and language, highlighting our shared universal values, ultimately fostering respect for cultural diversity [3].

A. Moeller and T. Catalano conclude that gaining proficiency in another language opens up the opportunity to view the world from a different perspective, enhances the ability to recognise links between various subjects, and fosters an interdisciplinary approach while deepening intercultural awareness. Language is essential for meaningful human interactions and contributes to a greater comprehension of one’s language and culture. Learning a language equips the student with linguistic and social insights and the knowledge of when, how, and why to communicate appropriately with different individuals [20].

It is worth mentioning that students’ foreign language skills and their motivation to learn a second language play a crucial role in developing global competence, as these factors can improve intercultural understanding and competency. It, in turn, fosters a greater appreciation for the diversity found within the target language’s culture, minimises ethnocentric views, and enhances learners’ critical thinking abilities [21, p. 300].

Thus, the analysis of academic research indicates that intercultural communicative competence is a crucial aspect of global competence. Since learning a foreign language inherently involves cross-cultural elements, one of the primary objectives is to develop students’ cross-cultural communicative skills.

4. Communicative and conversational strategies. Communicative strategy is understood as a plan on a global scale, an overarching task of the speaker, dictated by the practical goal of the acting individual. A communicative strategy encompasses the rules and sequence of communicative actions that the addressee adheres to. The strategy determines the overall style

of speech interaction, that is, how and by what means and methods the communication goals can be achieved [11]. Nature of communicative strategies and tactics within the linguistic approach is brightly described in Kh.B. Melko’s paper [19].

B. Gorjian and P. Habibi believe that “conversation strategy is one of the basic mechanisms in conversation and the nature of conversation strategies is to promote and maintain talk” [13, p. 15]. The essence of conversation hinges on a collaborative dynamic among those involved [25]. As a result, strategies for conversation are crucial in promoting this collaboration. Concentrating only on talking and hearing will hinder the attainment of communication objectives unless these fundamental components of dialogue are taught [24, p. 19].

There is a statement that conversational strategies are often considered a subset of communication strategies; at times, the terms conversational and communication strategies are thought to be synonymous. Conversational strategies refer to techniques that assist speakers in sustaining a conversation and reaching their communicative objectives [22, p. 33].

Thus, educators should intentionally teach students both strategies to successfully develop global competence. Communicative strategies provide students with tools for “survival” in language situations with limited knowledge. Conversational strategies enable them to feel confident and natural in social interactions, demonstrating linguistic and sociocultural skills.

By integrating these strategies into the educational process, teachers help students become not merely speakers of the language but competent communicators in the globalised world.

5. “The Crown” and global competence. We have highlighted multiple times that the series “The Crown” is an excellent example of how media content can be used for entertainment and a deep immersion in culture, history, and language, which directly influences the development of global competence [14; 15; 16].

Firstly, a key element of intercultural communication is the development of language skills, which can be achieved through listening and understanding content and expanding vocabulary [14]. Watching the series with original voice acting helps to get used to various accents (British English), speech tempo, and intonations. It enhances the ability to understand native speakers in real-life situations. The series covers multiple topics – from politics and diplomacy to everyday life and etiquette. It enriches the vocabulary, including official, historical, and colloquial terminology. Moreover, British English is rich in idioms and phrasal verbs. Watching a series aids in understanding their context and usage, and repetition of phrases by actors (shadowing) can improve pronunciation and intonation, bringing it closer to natural speech.

Secondly, one of the dimensions of global competence is understanding and evaluating different perspectives and worldviews. “The Crown” immerses the viewer in British culture, traditions, social norms, and values associated with the monarchy and the upper society [16]. It helps to understand how these elements shape people’s outlook on life (cultural context).

The series covers a significant period of British history, illustrating key events and their impact on society. Understanding the history of another country is essential for developing a global perspective (historical perspective).

Students gain an understanding of the British parliamentary system, the role of the monarchy, and the interaction between branches of government. It promotes understanding the diversity of political regimes worldwide (political system).

The series often touches on social issues that have been relevant in different periods, such as class differences, gender roles, and racial relations. It prompts reflections on their universality and cultural characteristics (social issues).

Observing the characters and their decisions can develop empathy towards people with different life experiences and critically analyse events and motives (empathy and critical thinking).

Thirdly, analysing global and intercultural issues develops global competence. “The Crown” highlights questions of the United Kingdom’s interaction with other countries and the making of critical international decisions that affected global politics. It indicates

the country's international relations, on the one hand, and its influence on the world stage, on the other.

To maximise the benefits of watching "The Crown" for developing global competence, several methodological steps can be taken, namely:

- active viewing: this involves not just watching the series or its parts, but analysing dialogues, paying attention to cultural nuances, unfamiliar words, and expressions;
- using subtitles: initially, you can watch with Ukrainian subtitles, then with English subtitles, and eventually – without subtitles;
- engaging with additional materials: researching and familiarising oneself with the historical events and characters depicted in the series. It will deepen the understanding of the context [15];
- discussions and debates: sharing impressions and discussing the series with other applicants; this will help consolidate knowledge and develop argumentation skills;
- the conversational analysis of specific episodes of "The Crown": identifying and analysing conversational strategies with subsequent use in one's speech.

Hence, "The Crown" is not just an entertainment product, but a powerful tool for integrated learning of the English language and the development of global competence through immersion in the rich cultural and historical context of Great Britain.

Conclusions. To summarise, our research highlights the benefits of incorporating popular media such as "The Crown" into language learning to improve global awareness. We have demonstrated a distinct link between the series and the advancement of cultural insight, conversational strategies, and communication abilities. By examining the material presented in the series, teachers can offer students an engaging and genuine opportunity to delve into intricate topics related to history, politics, and societal norms from an international viewpoint.

We are confident that a deeper analysis of the conversational strategies used by the characters in "The Crown," based on the conversational analysis of select episodes, will highlight the series' ability to enhance global competence, cultural understanding, and students' communication skills.

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НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ДОПОМОГОЮ КІНОФІЛЬМІВ (НА МАТЕРІАЛІ СЕРІАЛУ «КОРОНА»). ЧАСТИНА 2: ГЛОБАЛЬНА КОМПЕТЕНТНІСТЬ ТА РОЗМОВНІ СТРАТЕГІЇ

У статті розглядається актуальна проблема формування глобальної компетенції в умовах глобалізованого світу, її важливість для ефективної міжкультурної комунікації, подолання мовних бар'єрів та запобігання конфліктам, що можуть виникати через культурні непорозуміння.

Центральна ідея дослідження полягає у використанні медіаконтенту, а саме серіалу «Корона», як ефективного інструменту для розвитку глобальної компетенції. Наголошується, що фільми та серіали є цінним джерелом культурного, соціального та мовного контексту. Серіал «Корона» надає автентичний матеріал для аналізу культурних перспектив, історичних подій та політичних систем Великої Британії, що сприяє глибшому розумінню світу та формуванню критичного мислення.

Значна увага приділяється зв'язку між вивченням іноземної мови, комунікативними та конверсаційними (розмовними) стратегіями. Зазначається їхня відмінність: комунікативні стратегії допомагають долати мовні прогалини, а розмовні стратегії стосуються ширших аспектів управління взаємодією, підтримки розмови та соціальних аспектів спілкування.

Пропонуються конкретні методичні рекомендації для викладачів щодо використання серіалу «Корона» в освітньому процесі, а саме активний перегляд, використання субтитрів (від українських до англійських), дослідження додаткових історичних матеріалів, а також дискусії та аналіз розмовних стратегій персонажів серіалу.

Подальший аналіз розмовних стратегій персонажів серіалу «Корона» із застосуванням конверсаційного аналізу окремих його епізодів підкреслить здатність серіалу підвищувати глобальну компетентність, культурне розуміння та навички спілкування здобувачів.

Ключові слова: «Корона», глобальна компетенція, англійська мова, комунікаційні стратегії, конверсаційні (розмовні) стратегії, навчання мови, міжкультурні комунікативні навички, культурне розуміння, конверсаційний аналіз.

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