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MEDIA EDUCATION TECHNOLOGIES IN ENGLISH LANGUAGE CLASSES: FORMING PRACTICAL SKILLS OF FUTURE LANGUAGE TEACHERS

Purpose. To develop and substantiate a practical case that equips future philology teachers to integrate media education technologies into English language instruction.

Methodology. The study applies systemic and competency-based approaches through comparative analysis of Ukrainian and international scholarship, synthesis, pedagogical modelling, and the design of a structured exercise system.

Scientific novelty. Four groups of practical skills for future philology teachers – analytical, methodological, technical, and communicative – are systematized, and the Media in Action case is introduced as an original didactic solution. Unlike existing approaches, in which media literacy and language objectives are developed sequentially, the proposed case integrates both goals within every learning task and requires their simultaneous realisation in each session. The case is designed for third- and fourth-year students at Ukrainian universities and is structured as four sequential two-hour sessions, one per skill group, totalling eight academic hours. Each block includes two exercises that progress from receptive through analytical to productive engagement with media.

Conclusions. Preparing future philology teachers to use media education technologies requires addressing three interrelated deficits: a competence deficit (insufficient practical skills in designing media education tasks), a critical deficit (reducing media education to purely functional skills), and a motivational deficit (weak pedagogical self-efficacy). The Media in Action case, structured across four exercise blocks, develops all three dimensions simultaneously and can be implemented within an English language teaching methodology course or a specialised media education elective. Further research should pilot the case empirically and develop rubrics for assessing media education competence.

Keywords: media education technologies, English language instruction, future language teachers, practical skills, media literacy.

Introduction. Digital media have substantially altered the professional demands on foreign language teachers. In addition to conventional methodological training, teachers are now expected to select appropriate media materials, critically read their content, and construct tasks around them. In our experience of preparing future English teachers, however, student teachers who show favourable attitudes towards digital tools often struggle to put them to use during teaching placements.

Authentic English-language media serve as communicative material in the classroom, yet also carry manipulation and disinformation. Students develop the capacity to distinguish between the two only where teachers deliberately embed media literacy work into lessons – something that Ukrainian universities have so far done inconsistently when preparing philology teachers [1; 7; 8].

Literature Review. The literature offers three approaches to media education. D. Buckingham [8] treats media literacy as a cultural competence – the capacity to see how media construct reality in the interests of economic and power structures. On this view, classroom work with English-language media becomes analytical: attention moves from the linguistic code to the ideological meanings the text carries. J. Gomez Galan [9] describes a «techno-media society» in which mass media, social

networks, and search algorithms form a single digital ecosystem; media literacy then means handling that system as a whole, not its separate parts.

M. S. Albardía et al. [7] examine why media education is difficult to implement and identify a gap: schools are well-equipped technologically but lack the corresponding pedagogical preparation. All three perspectives converge in treating media education as more than digital skill acquisition, yet each addresses a different dimension of the same challenge: its ideological grounding, its technological environment, and its institutional implications for schooling. Their practical applicability is, however, limited: Buckingham's work is rooted in the British context, and Albardía et al. have not validated their recommendations in teacher preparation programmes.

For the Ukrainian context of language teacher preparation, the three approaches work in combination: Buckingham's critical framework provides the direction, while Gomez Galan and Albardía et al. situate that direction within a technological context and establish the rationale for practical intervention.

R. Afrilyasanti et al. [6] propose a critical media literacy model for EFL, starting from the premise that information overload is built into the digital environment rather than an occasional problem. On that premise, critical media skills become a precondition for foreign language teaching today.

N. Heiss, M. King, C. Adang, and D. E. Alvermann [10] study podcasting as a media education practice and find that producing media oneself builds an understanding of editorial choices that consumption alone cannot.

These sources collectively point towards the organising principle of the case developed here: each task in an English lesson should carry a language function (reading, listening, speaking, or writing) and a media literacy function (analysis, evaluation, or production of a media text) simultaneously, given that progress in one area supports progress in the other.

S. A. Lähdesmäki and M. Maunula [12] found that Finnish teacher education students tend to reduce media education to the use of devices, ignoring its cultural and analytical dimensions. M. Korona and A. Hutchison [11] name reflective analysis of media and an understanding of its technological nature as conditions for integrating media literacy into subject teaching.

Across these studies, and in our own experience of teaching English to future philology teachers, three recurring gaps emerge in their preparation: a competence gap (students graduate without the skills to design media education tasks), a critical gap (media education is treated as a technical rather than cultural-analytical matter), and a motivational gap (low pedagogical self-efficacy limits actual use). The reviewed literature documents the critical gap most explicitly [12], whereas the competence and motivational gaps are ones we observe directly in our teaching practice. None of the reviewed programmes addresses all three within a single course – and that is the problem this article sets out to solve.

V. F. Ivanov and O. V. Voloshenuk [4] laid the theoretical basis for media education in Ukraine, establishing it as a separate pedagogical discipline and defining its core concepts. O. Byndas [1] carried this into foreign language teacher preparation with a three-level exercise system (user – analyst – creator) that moves from media consumption through analysis to production. This model is the structural reference for the Media in Action case.

N. D. Soloviova [5] developed an English lesson on fake news that combines language and media education tasks into a three-stage cycle. O. Kirdan and O. Kirdan [3] trace the development of media education in Ukraine as a problem of pedagogical theory and practice, while M. H. Drushlyak et al. [2] map its resource context.

Ukrainian scholarship is mostly descriptive-methodological rather than empirical, and it focuses more on school practice than on higher education. The two bodies of work serve different but compatible purposes: Ukrainian studies [1; 5] offer methods developed for the local context, while international research [8] supplies the theoretical basis and empirical evidence. The Media in Action case was developed with reference to both.

The literature review identifies four issues that shaped the design of the Media in Action case. First, media education technologies develop communicative language competence alongside media literacy [6; 8]: the two objectives are mutually reinforcing, and treating them as a sequence undermines both. Second, preparing philology teachers to work with these technologies requires more than theoretical instruction: effective programmes combine conceptual grounding with lesson design practice and structured reflection [1]. Third, our teaching experience, together with the reviewed literature [12], points to three deficits in pre-service teacher preparation – competence, critical, and motivational – and none of the reviewed programmes addresses all three within a single course. Fourth, case-based approaches designed specifically for philology teacher preparation and targeting all three deficits at once remain largely unexplored [1; 5]. That is the gap this article addresses.

Purpose of the Article. Based on this review, the article offers a working definition of media education technologies and describes the Media in Action case, which targets four practical skills required for integrating media education into English language teaching.

Methods. The study draws on analysis and synthesis of Ukrainian and international scholarship on media education and language teacher preparation. Comparative analysis of existing approaches informed the identification of the three deficits described above. Pedagogical modelling provided the framework for the case structure, and the exercise system was constructed on a level progression from user to analyst to creator, following established principles in the field.

Findings. Media education technologies are methods, techniques, and tools that use media texts and digital resources to develop students' communicative competence and media literacy simultaneously [1; 2; 9]. The emphasis thus moves away from the question of technical provision [4] towards questions of pedagogical intent: why a particular medium is chosen, what dual objectives it is meant to serve, and what the teacher learns from reviewing the outcomes. The definition covers three levels of student engagement: consumption (receiving authentic media texts), analysis (critical work on content, form, and context), and production (creating original media) [6; 8].

In English language classes, these technologies include work with authentic media texts (BBC, CNN, and The Guardian news); video and audio materials (TED Talks, documentary films, and podcasts); digital publications on social media; and student production of original media content (podcasts, video presentations, and infographics) [6; 10]. Future philology teachers must work at all three levels – selecting, analysing, and organising the production of media texts to fit learning objectives.

The Media in Action case is addressed to third- and fourth-year philology students and structured as four two-hour sessions, each devoted to one skill group: analytical, methodological, technical, and communicative [1; 11]. The case comprises four sequential blocks that together build the competence profile of a media-literate language teacher. Block 1 targets analytical skills through critical analysis of media content: students learn to evaluate sources, identify manipulation, and audit media resources against pedagogical criteria. Block 2 develops methodological skills by moving students from analysing media to designing lessons around it, using structured lesson-sketching and peer micro-teaching. Block 3 focuses on technical skills through hands-on media production – students create educational podcasts and infographics, gaining a first-hand understanding of editorial decisions. Block 4 integrates all prior skills in communicative practice: media-oriented debate and a classroom news broadcast require students to handle English simultaneously as a language of instruction and as an object of critical analysis.

Block 1. Analytical Skills: Critical Analysis of Media Content

The block is positioned first in the sequence because teachers who cannot evaluate a media resource against pedagogical and media literacy criteria have no reliable basis for the lesson design that Block 2 demands.

Exercise 1.1. Fake or Real? (user level). Receptive / analytical. 20 minutes.

Instruction to students: «Read three news reports on the same event, taken from different English-language sources. One is inaccurate or manipulative. Mark the language that signals manipulation – emotive wording, clickbait, unverified figures – check the claims on Snopes or FactCheck.org, and complete the table: Source / Reliability / Language Markers / Verdict». The exercise closes with a methodological discussion: how would you adapt it for B1 learners or for adults? The choice of source material is therefore consequential: if the manipulative text is easy to identify, the exercise loses its analytical edge.

Exercise 1.2. Media Audit (analyser level). Investigative/analytical. 30 minutes.

Instruction to students: «In pairs, audit one English-language media resource – BBC Learning English, CNN 10, or the British Council Podcast – against four criteria: fit to a CEFR level, authenticity of language, media literacy potential, and classroom usability. Present your verdict aloud as 'suitable for ... / not suitable for ...' and give your reasons». The exercise assumes students already know the CEFR descriptors.

Both exercises build the evaluative competence that every subsequent block presupposes: before using a media resource in teaching, the teacher must assess it for its communicative and media-literacy value. Fake or Real? develops source verification; Media Audit develops the ability to read media as a technological and institutional system. Without this critical foundation, the methodological design work of Block 2 – where students move from evaluating media to building lessons around it – cannot proceed on sound pedagogical grounds.

Block 2. Methodological Skills: Designing Media Education Tasks

Methodological skill is the ability to build a set of tasks that meet both communicative and media literacy objectives simultaneously, rather than one after the other.

Exercise 2.1. Lesson Sketch. Productive / design-based. 40 minutes.

Instruction to students: «Take a five-to-seven-minute TED Talk at B1–B2 and design five tasks on a Pre-watching / While-watching / Post-watching structure. For each task, write a language goal (e.g., 'practice vocabulary from the media field') and a media literacy goal (e.g., 'identify the talk's

intended audience and its argumentative strategies') in two separate columns». The two-column layout functions as a planning constraint rather than a presentational choice: in practice, when media literacy goals are not formulated in a dedicated column, students leave them implicit and undefined.

Exercise 2.2. Peer Micro-teaching. Simulation-based. 15 minutes per student.

Instruction to students: «Teach one segment of your lesson to the group. Observers give plus-delta feedback on two points: how well the communicative task worked and whether the media literacy goal was met». Students rotate through the observer role.

Block 2 moves students from evaluating media to designing structured lessons around it. Lesson Sketch builds on the principle that a media literacy objective written explicitly into the lesson plan is far more likely to be achieved than one added informally during delivery. The Pre/While/Post-watching structure, standard in language teaching, gains a systematic media literacy layer. Having learned to plan, students are ready to produce: Block 3 asks them to create media content themselves, which, from the inside, builds on the editorial understanding that lesson design alone cannot provide.

Block 3. Technical Skills: Media Product Creation

Technical skill in this context means the capacity to use digital tools to create instructional media content. The rationale for production work is that students who make media – rather than simply consume it – encounter the editorial decisions that shape any media text from the inside.

Exercise 3.1. EFL Podcast. Creative/productive. 60 minutes.

Instruction to students: «In threes, record a five-to-seven-minute educational podcast in English for teenagers on one topic: 'How to spot fake news in English', 'Top 5 English podcasts for learners', or 'How media shapes our view of the world'. Write a script first and state its language and media literacy objectives. Record in GarageBand or Audacity; publishing on Anchor.fm is optional». Assessment uses a rubric: content/language accuracy/media literacy value / technical quality. A podcast asks more of students than an oral presentation: they must address a defined audience and decide on pace, pauses, and sound.

Exercise 3.2. Infographic Design. Productive/visual. 30 minutes.

Instruction to students: «Working from an English-language academic article, make an infographic in Canva or Piktochart titled 'How to teach media literacy in the EFL classroom'. It must work as a teaching aid in a lesson, not just as decoration».

Block 3 works by learning through production: approaching media from the producer's perspective gives students an insider's understanding of editorial choices that consumption alone cannot provide. The podcast develops technical and audience awareness; the infographic adds visual literacy as a distinct component of media competence. Because digital platforms change rapidly, the block stresses principles of media production rather than the features of any specific app. This producer's perspective feeds directly into Block 4, where students use their analytical, methodological, and technical skills together in genuine foreign language interaction centred on media texts.

Block 4. Communicative Skills: Media-Oriented Foreign Language Interaction

Communicative skill here refers to the capacity to organise spoken foreign language work in which a media text is itself the subject of discussion, not merely the occasion for practising grammar or vocabulary.

Exercise 4.1. Media Debate. Communicative. 30 minutes.

Instruction to students: «Debate the motion: Should social media be a primary source of information? Build your arguments from English-language texts you have read, and cite specific sources for each claim». Students take turns as moderator. After the debate, the group analyses which techniques let the communicative and media literacy objectives be met together. The media literacy dimension of this exercise depends on whether students actually verify the sources they cite; if that verification is not made explicit and assessed, the objective remains nominal.

Exercise 4.2. Classroom News Broadcast. Role-play. 45 minutes.

Instruction to students: «Stage part of an English lesson as a news studio, with the roles of presenter, correspondent, expert, and pupils. Start from a two-minute BBC report, then discuss in role: What message does this story carry, and whose viewpoint is missing?» A structured debrief after the broadcast is pedagogically necessary: the role-play alone does not produce reflection on how such an activity would be led in the student's own future classroom.

Block 4 is where the skills developed across the preceding three blocks converge in actual foreign language interaction. A media text is no longer a stimulus for language work – it is what the conversation is about, and working through it analytically shapes the direction and content of the exchange. Throughout, students occupy a double position: they participate in the activity as learners while simultaneously observing it from the perspective of a future teacher – the reflective stance that distinguishes methodological training from language practice.

Conclusions and Prospects for Further Research. Media education technologies develop foreign language competence while building communicative and media literacy skills together. Comparative analysis of international and Ukrainian approaches, together with our experience of teaching English to future philology teachers, points to three deficits in their preparation: a competence deficit (too few practical skills for designing media education tasks), a critical deficit (media education reduced to functional skills without a cultural-analytical dimension), and a motivational deficit (weak pedagogical self-efficacy). The Media in Action case addresses all three at once: each block combines practical work, methodological analysis, and reflection on the mechanisms involved.

The immediate priority for follow-up work is an empirical trial of the case with pre- and post-course measurement of students' media education skills. Alongside this, the exercise system needs to be adapted for distance and blended delivery, since the current design presupposes face-to-face sessions. A longer-term need is the development of assessment instruments – rubrics and reflective portfolios – specific to media-education competence in philology teacher training.

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МЕДІАОСВІТНІ ТЕХНОЛОГІЇ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ: ФОРМУВАННЯ ПРАКТИЧНИХ УМІНЬ МАЙБУТНІХ УЧИТЕЛІВ-ФІЛОЛОГІВ

Мета роботи – розробити та теоретично обґрунтувати практичний кейс формування умінь майбутніх учителів-філологів щодо застосування медіаосвітніх технологій на заняттях англійської мови.

Методологія дослідження ґрунтується на системному й компетентнісному підходах; використано методи порівняльного аналізу вітчизняних і зарубіжних наукових джерел, синтезу, педагогічного моделювання та проєктування системи вправ.

Наукова новизна полягає в систематизації чотирьох груп практичних умінь майбутніх учителів-філологів (аналітичних, методичних, технічних, комунікативних) та в розробці кейсу «Media in Action» як оригінального дидактичного рішення. На відміну від наявних підходів, де медіаграмотна і мовленнєва цілі реалізуються послідовно, запропонований кейс передбачає їх одночасне досягнення в межах кожного навчального завдання та кожного практичного заняття. Кейс розроблено для студентів 3–4 курсів університетів України і структуровано як чотири послідовні двогодинні заняття – по одному на кожну групу умінь (загалом вісім академічних годин). Кожен блок містить дві вправи, що переносять студентів від рецептивного до аналітичного й продуктивного рівнів взаємодії з медіатекстами.

Висновки. Підготовка майбутніх учителів-філологів до використання медіаосвітніх технологій потребує усунення трьох взаємопов'язаних дефіцитів: компетентнісного (браку практичних умінь проєктування медіаосвітніх завдань), критичного (зведення медіаосвіти до суто функціональних навичок) та мотиваційного (недостатня педагогічна само-ефективність). Кейс «Media in Action», структурований за чотирма блоками вправ, одночасно усуває всі три дефіцити й може бути реалізований у межах курсу англійської мови, методики навчання англійської мови або окремого спецкурсу з медіаосвіти. Подальші дослідження мають здійснити емпіричну апробацію кейсу та розробити рубрики для оцінювання медіаосвітньої компетентності.

Ключові слова: медіаосвітні технології, англійська мова, майбутні вчителі-філологи, практичні вміння, медіаграмотність.

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