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Modernizing EMP Curriculum in Higher Education Through Learner Insights

Eva LELÁKOVÁ [1]

[1] Institute of Mediamatics and Cultural Heritage, Department of Teaching and Educational Sciences, University of Žilina, Slovakia; eva.lelakova@umkd.uniza.sk; ORCID ID: https://orcid.org/0000-0002-5294-2505;

Abstract: *The paper explores the teaching of English for Media Purposes (EMP) within the university and academic environment, with a particular focus on the study programme Mediamatics and Cultural Heritage at the University of Žilina, Slovakia. The media field is marked by continuous evolution, driven by rapid technological innovation, platform diversification, emerging digital practices, multimodal content, and shifting audience engagement strategies. Consequently, the content and vocabulary of study materials must also be regularly updated. In the academic year 2024/2025, a questionnaire-based survey was conducted among 97 respondents, including both students and graduates of the programme. The primary aim was to evaluate their satisfaction with the content and quality of EMP study materials used during their university studies. Specifically, the research focused on identifying which topics were thoroughly practiced, which were insufficiently covered but desired for future inclusion, and which were presented in an outdated format. The findings have offered concrete insights and recommendations that can enrich the development of new study materials. These will incorporate contemporary teaching strategies, updated content, and practice-oriented activities in the domains such as old and new media, advertising and marketing, social media, ICT, graphic design, ethics and society and economics. The revised materials are scheduled for implementation and publication in the autumn semester of 2025/2026.*

Keywords: *English for Media Purposes; university study; electronic study materials; content transformation*

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Introduction

One of the fundamental objectives of university education is to prepare graduates capable of succeeding not only in the national labour market but also within the broader European and global employment contexts (European Commission, 2020; Teichler, 2009). As a result, the integration of professional foreign language education becomes a crucial component of nearly all study programmes and academic degrees offered at Slovak universities (Varečková, 2021; Ľupták, 2024). The European academic publishing market (Slovak including) offers a rich selection of high-quality educational materials. Nevertheless, the rapid and continual advancement of technologies across various academic disciplines brings about significant annual changes in both the specialized terminology and the thematic content featured in professional language textbooks.

Students enrolled in the Mediamatics and Cultural Heritage study programme at the Institute of Mediamatics and Cultural Heritage, University of Žilina (Slovakia), complete six semesters of General English at the bachelor's level, followed by four semesters of English for Media Purpose (EMP) in the master's programme. For over fifteen years, English language training has been supported by the textbook *Cambridge English for the Media* (with Audio CD), authored by Ceramella & Lee (2008). This resource fosters the development of communicative competence of learners alongside listening, reading, and writing skills within the context of both traditional and new media. Although it is well-designed for both classroom use and independent study – featuring audio transcriptions, answer keys, supplementary activities, and teacher resources – the most recent edition dates back to 2008, and no subsequent revisions have been made or planned by Cambridge University Press so far. Despite its well-structured thematic focus, authentic texts, and engaging audio materials, the textbook no longer reflects current terminology or contemporary media practices. Units 1 through 8 require substantial updates to align with recent developments and to incorporate modern instructional methods and activities. Nowadays, lecturers are required to supplement the textbook with extensively prepared handouts containing current information from the fields of media, marketing, and advertising. These additional materials are often distributed across numerous attachments and documents, leading to a lack of coherence and systematic structure for students. There arises the need of an interactive e-textbook containing exercises and activities drawing on the latest knowledge in the EMP. It will also be used independently for homework

assignments (especially for part-time students) and updated with new terms and assignments over time.

Literature review

English for Specific Purposes (ESP) is a needs-driven and genre-oriented approach, where authenticity, relevance, and learner-centeredness are fundamental (Anthony, 2018). Today it draws on corpus linguistics, digital tools, and interdisciplinary methods to equip learners with the specialized language skills required in dynamically evolving global fields (Smith et al., 2022). According to Lacková (2021) and Paltridge & Starfield (2012), ESP instruction must remain flexible and responsive to the dynamic nature of professional communication and learner expectations. As specialised fields evolve, so does the language associated with them, requiring teachers to adapt materials to maintain authenticity and relevance. Pecorari & Coxhead (2025) assume that disciplinary discourse is not static, and therefore ESP materials must be continually revised to align with the communicative practices of the target field. Updated materials also enhance learner motivation and support meaningful engagement by bridging the gap between classroom language and actual workplace communication (Salmani-Nodoushan, 2020; Gurevych et al., 2022). Soto et al. (2024) discuss the importance of aligning ESP textbooks with learners' needs, including the incorporation of current terminology. They emphasize that regular revisions and ongoing feedback are crucial to ensure the accuracy and relevance of materials in a constantly changing professional landscape. Chirobocea-Tudor (2016) adds that specialized vocabulary is constantly updated as professional fields advance, with new terms and phrases regularly entering the language. This quick development demands the continuous updating of textbooks to reflect current terminology and ensure their relevance for learners.

A vastly growing subfield of ESP is English for Media Purposes (EMP) which addresses the language of both traditional and digital media, including journalism, advertising, marketing, and social networking. EMP requires the integration of multimodal literacy, discourse analysis, and technological competencies, preparing learners for complex communicative tasks in media-rich environments (Bou-Franch & Blitvich, 2019; Dia, 2024). Its field is characterized by constant evolution, driven by fast technological innovation, platform diversification, and the dynamic nature of global communication. As media discourse adapts to evolving digital practices, increasing multimodality, and new forms of audience engagement, its lexis and discourse patterns also undergo continuous transformation. Querol-Julián & Camiciottoli (2019) note that digital media genres, such as social

media posts, blogs, and online advertisements are fluid and fast-evolving, demanding equally dynamic approaches to ESP instruction that prioritize updated and authentic language use. Moreover, the lexicon of advertising and marketing is particularly sensitive to cultural trends, consumer behaviour, and technological tools and makes static or outdated teaching materials quickly obsolete (Tong & Lou 2025). O'Halloran et al. (2021) highlight the increasing integration of multimodality and visual communication in media discourse which further complicates and expands the lexical landscape of EMP. Therefore, to ensure relevance, authenticity, and learner engagement, the teaching of English for Media must involve regular lexical refreshing and discourse-level adaptation based on current professional usage and real-world corpora (Bondi et al., 2019; Handzilevska et al., 2020).

When incorporating new topics and up-to-date lexis into the content of English for Media Purposes at the university level, it is essential to bear in mind that teachers are also expected to make active use of modern technologies. Fabian et al. (2024) emphasize that a modern teacher must be capable of self-development and self-improvement in a constantly changing situation, ready for the high-quality implementation of knowledge, skills and abilities in professional activities. Digital literacy has become a prerequisite for effectively integrating current multimedia forms of communication which are central to the media domain. Given the dynamic nature of media discourse, working with digital tools and online platforms is not only desirable but necessary to maintain both pedagogical and content-related relevance of the curriculum. Kharchenko et al. (2024) point out the transformative role of digital technologies in university education since modern digital tools have greatly enhanced access to educational resources. At the same time, they identify the challenges connected with these processes. Alongside with this, Vovchasta et al. (2021) agree that the application of modern technologies into the teaching process significantly enhances the assimilation quality of the learning material by students and organizational forms of education that are consistent with the goals of personal growth in the context of the informatization of society.

Dudina et al. (2022), in their investigation of the development of communication competence within the ESP environment, conclude that application of the structured system of practical activities in English for professional purposes promotes the growth of learners' communicative abilities, in which assertiveness, clarity, and positivity are recognised as key components of this competence. Also, critical thinking is a crucial and significant aspect of modern education, involving the pursuit of accurate

thinking to acquire relevant and reliable knowledge about the world. Defined as thoughtful, reflective, responsible, and proficient reasoning aimed at making informed decisions about beliefs and actions, critical thinking should be a fundamental component of instruction by all educators to enhance their students' cognitive skills (Schafersman, 1991; Hursen, 2023). Pošteková & Švajlenin (2024) conclude that if teachers include literary texts, language exercises or creative activities in the teaching process, they can have a positive effect on the improvement of communication skills, language competences or at least motivation of students.

Modern teaching technologies stimulate the renewal of the content of teaching foreign languages, contributing to the development of new generation technologies in the field of education. At the present stage of development of society, students are supposed to acquire professional and communicative competence in the context of a particular specialization within the framework of international cooperation. Now, a characteristic feature of a new pedagogy is innovation – the ability to update and openness to the new (Samandarov & Najmiddinov, 2023). Innovative approach creates an interactive environment (Ahmad, 2012). Leading experts in the field of language and intercultural communication consider language education as an important factor of cultural and intellectual development enriching a personality with a general planetary thinking. Understandably, there arises the need to bring the language policy to the new realities of society, and the importance of developing a new educational technology (Valijanov & Samandarov, 2022). At the same time, Fabian et al. (2025) acknowledge that in the real educational practice of universities, the subjective position of students in the communication process, expressed in self-confidence, motivation for high-quality communication, awareness of their potential, readiness to act effectively in a situation of uncertainty and reaction to success and failure is not sufficiently taken into account.

Methodology

The main research aim has been to evaluate the satisfaction of students and graduates of the study programme Mediamatics and Cultural Heritage with the content and quality of EMP study materials used during their university studies as well as to analyse their learning needs. Specifically, the research focused on identifying which topics were thoroughly practiced, which were insufficiently covered but desired for future inclusion, and which were presented in an outdated format. In the academic year 2024/2025, a questionnaire-based survey was conducted among 97 respondents, comprising students and graduates of the study programme. The responses

included the views of 30 graduates, 32 MA students, and 35 Bc students. An electronic questionnaire method was chosen because of its cost-effectiveness, efficiency and speed, anonymity and honesty, standardisation of responses, reproducibility and possibility for quantitative data collection and evaluation. According to Cohen et al. (2017), questionnaires are widely used in educational and social research due to their practicality, relatively low cost, and ability to reach a large population quickly. The anonymity they provide often leads to more honest and less socially desirable responses (Dörnyei & Dewaele, 2022), especially when investigating sensitive topics. Furthermore, questionnaires allow for standardised data collection which improves reliability and comparability across different respondents and contexts (Bryman, 2016). Their reproducibility and potential for statistical analysis make them especially valuable in quantitative research designs (Creswell & Creswell, 2018).

The questionnaire was subsequently quantitatively and qualitatively analysed and statistically processed. The use of means (%) and standard deviations in the statistical processing provided us with both a clear picture of the current intensity of topic inclusion as well as understanding of how consistent or variable the coverage is across levels. Thus, we received a descriptive and comparative insight and were able to identify which domains are well-established, emerging, or underrepresented in EMP instruction. These statistics enabled evidence-based decision-making in prioritizing which EMP domains should receive focus (Basturkmen, 2018), differentiating instruction based on academic level and ensuring alignment with real-world language use in professional media contexts (Anthony, 2018).

Research results

Since our research goal was to collect data from three different groups of respondents (Bc students, MA students and graduates), we prepared three specific questionnaires based on the same core structure but with the questions formulated in a more targeted and comprehensible way for each respondent group. As regards the first group – graduates of the study programme Mediamatics and Cultural Heritage – they use English at work especially for online and face-to-face communication, for reading and processing digital documents, work with software and social media as well as for conference preparation. 45.5 % of them consider EMP vocabulary acquired at university as not sufficient. When communicating in English, they need vocabulary predominantly from the area of new media (22.7%), graphical design (13.6%), advertising (9.1%). They quite often use also ICT,

tourism, general English, and public administration lexis. When acquiring new EMP vocabulary, 82% of them prefer online sources and 18% of them prioritize print sources and direct and practical contact with language. Concerning online sources, they predominantly use dictionaries (45.5%), online exercises (22.7%), and online tests (13.6%). Additional resources include internal company databases, professional platforms, and various online articles or publications. A total of 54.5% of graduates consider free online sources for EMP learning and teaching to be sufficient, while 18.2% rate them as very good. When studying at the university, the respondents used the textbook *Cambridge English for the Media* offering students 8 topics: Newspapers, Radio, Television, Film, Magazines, New Media, Advertising, and Marketing. Today, they consider topics from the media field not to have been developed into detail and depth, their content to have been out of date and not satisfactory for the dynamic development of the field. 86% of them would you like to be offered interactive training of ESP vocabulary from the area of media. The suggestions for the professional topics in English the graduates of media studies should master are: artificial intelligence, media and culture, journalism, business and finance, computer science, cybersecurity, legal environment, politics, graphical design, source verification, social media, online marketing, online and offline advertising, streaming, newspapers, magazines, TV, film and radio (though approached differently than in 2008 version of the textbook), more face-to-face communication on these issues, communication regarding simulated situations – interviews, presentations, negotiations with business partners and defending the work/ideas.

59.4% of MA students use EMP in direct communication, either at school or at work while 28.1% rely on it for online communication. The remaining respondents engage with EMP in academic writing, conduct research in digital marketing, manage web hosting services and domains, and apply this knowledge in social media campaigns. They consider EMP vocabulary offered during English language seminars to be very good (25%) or sufficient (53.1%). For 21.9% of them EMP vocabulary is insufficient. When communicating in EMP, they need vocabulary predominantly from the field of new media (50%), advertising (25%), and graphic design (9.4%). Required lexis includes also terminology from ICT, web development and design, UI/UX design, events organisation, and project writing. When acquiring new EMP vocabulary, 65.7% prefer e-sources, while 34.3% opt for print materials. In the context of using online sources during English language study, students mostly rely on dictionaries (53.1%) and online exercises (25%). Further possible online learning aids are online tests,

ChatGPT-adapted version, BBC programmes, tutorials and worksheets, social media, movies, podcasts, and series. Students consider free online sources for EMP learning and teaching to be very good (15.6%) / sufficient (50%) / insufficient (28.1%). 6.3% of them are unable to evaluate these sources. Only 12.5% of them find the topics in the textbook suitable and satisfactory; 59.4% believe that the applied exercises are only partially suitable. 72% of MA students would like to be offered an interactive EMP workbook, consisting of media-related vocabulary, as a complement to the existing textbook. 22% percent of them are unable to assess this proposal. In their view, graduates of media studies should primarily master topics related to traditional and digital media, including newspapers, magazines, radio, television, and film – combined with new media, advertising, marketing, economics, public relations, and sociology. Additional suggested areas include graphic design, 20th-century history, culture and technology, computer science, fundamentals of cultural heritage, photography, video production, branding, everyday communication topics, the modern web, visual communication, storytelling, media ethics, the history and specifics of traditional and social media, communication models, language culture, oral presentation, caption writing, selected IT-related topics (e.g., web development, UI/UX design), team organization and management, formal communication skills, and writing English abstracts for final theses.

In the questionnaire survey, we also addressed the students of the first year of Bc studies. Although they have been instructed just in General English, and focus has not been put on EMP yet, many of them already use it at work or for self-study. We aimed to identify both their past experiences and future expectations related to the EMP materials offered in the MA curriculum. When communicating in English, 82.9% of respondents report a need for vocabulary related to new media, while 14.3% require terminology from the field of graphic design. Advertising is the least frequently demanded topic, mentioned by only 2.8%. In terms of vocabulary acquisition, 77.1% prefer digital resources, while 22.9% rely on printed materials. Among online tools, the most commonly used are interactive exercises (57.1%), followed by dictionaries (28.6%), online tests (11.4%), and films (2.9%). Students generally evaluate free online resources for EMP learning and teaching positively – 34.3% rate them as very good, 54.3% as sufficient, and 8.6% as insufficient. According to the respondents, graduates of media studies should be proficient in EMP related topics such as traditional and new media, hoaxes and disinformation, social networks, marketing, advertising, media ethics and regulation, the history of writing, ICT, media theories, human communication, and political discourse. Finally,

97.1% of participants expressed interest in engaging in online interactive training focused on media communication.

After completing the quantitative and qualitative analyses of the individual groups' responses, we proceeded with summative and comparative analyses. The present use of EMP terminology across four professional domains and three academic levels (Bc students, MA students, and Graduates) can be assessed as follows: in the domain of new media, the overall average usage is the highest, at 57.9% across all groups. However, a downward trend is observed with academic progression, decreasing from 82.9% among bachelor's students to 40.9% among graduates. High variability (std. dev. 22.1) indicates inconsistent emphasis across levels. Graphic design domain is moderate and stable across all levels (mean 15.1%, std. dev. 6.2). Highest among graduates (21.7%), possibly reflects real-world demand post-studies. Marketing & advertising domain shows the most growth from Bc (2.8%) to MA students (25%) and Graduates (27.3%). High variability (std. dev. 13.5) indicates that this area is gaining importance, especially in applied practice. Other domains are the least emphasized in general (mean 8.6%) but show growth in MA students and graduates (15.6% and 10.1%, respectively).

Figure 1 Present use of EMP terminology in different areas (created by the author)

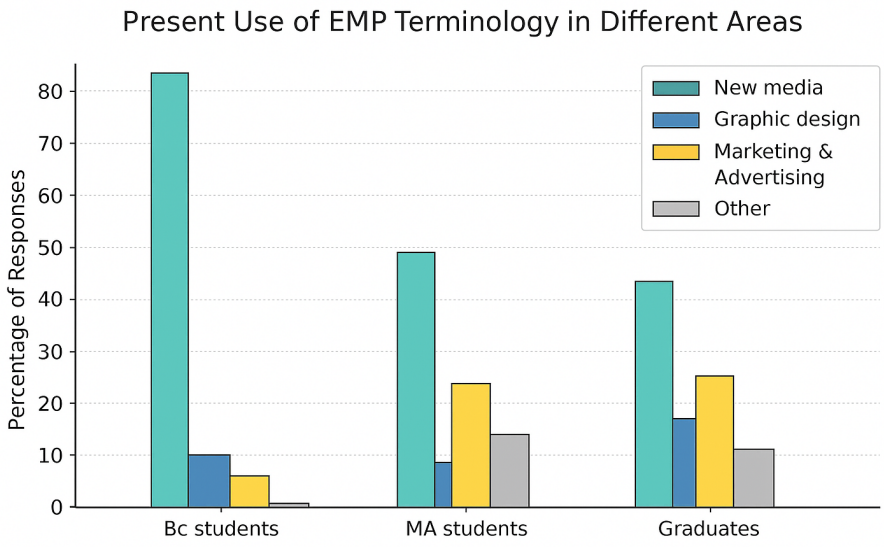


Table 1 Statistical evaluation of the present use of EMP terminology (created by the author)

Area	Mean (%)	Std. Dev.	Min (%)	Max (%)
New Media	57.9	22.1	40.9	82.9
Graphic Design	15.1	6.2	9.4	21.7
Marketing & Advertising	18.4	13.5	2.8	27.3
Other	8.6	7.9	0.0	15.6

Dictionaries represent the most commonly used resource for acquiring EMP vocabulary, with a mean usage of 42.4%. Despite their high usage, the relatively large standard deviation (12.4%) and a wide range (28.6% - 53.1%) suggest significant variability in preference among different user groups. Online exercises follow closely with a mean of 36.5%. However, they show the highest standard deviation (17.4%), indicating considerable inconsistency in usage – likely influenced by learner type, academic level, or access to resources. The broad range (25.0% - 57.1%) supports this. They are most preferred by Bc students (57.1%), suggesting that they benefit from structured, task-based practice. The preference drops among MA students (25%) and Graduates (27.3%), due to more autonomous or specialized study methods. Online tests show low but consistent preference across all levels (11 - 14%) indicating that they are not seen as the primary tool for EMP learning. They are used far less frequently (mean: 12.5%) and show very low variability (std. dev. 1.1), suggesting consistent but limited use across all groups. This might reflect a preference for more interactive or formative learning methods rather than summative assessment tools. Category "Other" has the lowest average usage (8.7%) and a moderate standard deviation (5.5%). While used infrequently, the range (2.9% - 13.7%) indicates that some learners or groups might find these more appealing or accessible. There is an increasing trend with education level: from 2.9% (Bc) to 13.7% (Graduates) showing new, unconventional online resources (like podcasts, blogs, BBC and ChatGPT sources, LinkedIn Learning, etc.) which gain importance in real-world contexts.

Figure 2 Online sources preference by group (created by the author)

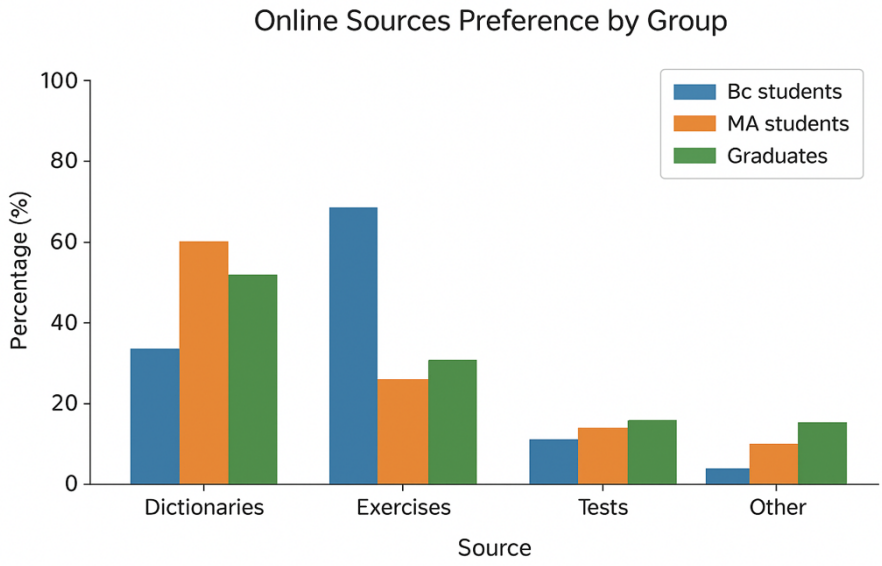


Table 2 Online sources preference (created by the author)

Source Type	Mean (%)	Std. Deviation	Min (%)	Max (%)
Dictionaries	42.4	12.4	28.6	53.1
Exercises	36.5	17.4	25.0	57.1
Tests	12.5	1.1	11.4	13.6
Other	8.7	5.5	2.9	13.7

Based on the research findings, it can be concluded that thematic areas Old and New Media, Advertising and Marketing, Social Media, ICT, Communication, Ethics and Society, Graphic Design, and Economics require comprehensive coverage within EMP instruction. They should, according to students and graduates of the study programme, form the foundation of EMP course content in the university classes. The training should involve authentic case studies, client-brief simulations, real-world dilemmas, discourse analysis, and task-based learning activities tailored to professional media contexts. In contrast, areas such as Tourism, Public Administration, Artificial Intelligence, Management, Academic English, and the History of Media should be integrated more selectively, depending on learners' academic and professional trajectories. For example, students

aiming for careers in governance may benefit from an emphasis on public sector communication and policy-writing tasks, while those with business-oriented goals may require targeted instruction in management discourse and leadership simulations. Future academics could be supported through scaffolded writing clinics, peer-review workshops, and research poster creation, whereas learners preparing for careers in tourism might engage in destination-marketing projects and the development of social influencer partnerships.

Research evaluation and discussion

The present study aimed to investigate the use and perception of English for Media Purposes (EMP) vocabulary and resources across three respondent groups of Bc students, MA students and graduates of the Mediamatics and Cultural Heritage study programme. Three tailored questionnaires successfully captured nuanced needs, preferences, and experiences at different academic and professional stages, thereby providing a comprehensive needs analysis essential for effective ESP material design (Johns & Price, 2014). The findings reveal a consistent, though evolving, emphasis on EMP vocabulary related to new media across all groups, with the highest reported usage among Bc students (82.9%) and a noticeable decline to 40.9% among graduates. This downward trend might reflect a transition from academic exposure to a broader, more diversified professional language repertoire. Conversely, marketing and advertising vocabulary exhibited a clear growth pattern, increasing in importance from Bc through MA to graduate levels. Graphic design terms maintained a moderate and stable presence throughout. These trends suggest that EMP materials should be modular and adaptive, reflecting the shifting lexical demands across learners' academic progression and career development.

Dictionaries remain the most popular tool for EMP vocabulary acquisition, followed closely by online exercises, especially among Bc students who favour structured, task-based learning. The decline in online exercise use among MA students and graduates indicates a shift toward more autonomous, specialized study methods, requiring materials that support self-directed learning and real-world application. Notably, innovative digital sources such as podcasts, blogs, and AI tools (e.g., ChatGPT) are increasingly valued by graduates, highlighting the need for EMP materials to incorporate flexible, multimodal resources that engage learners beyond traditional formats.

Both MA students and graduates note the shortcomings of the existing textbook (*Cambridge English for the Media*) – insufficient depth,

outdated content, and a lack of coverage reflecting the dynamic media landscape. Their call for updated, interactive, and professionally relevant materials is compelling, corresponding to literature emphasizing authentic, task-based ESP pedagogy (Paltridge & Starfield, 2012). Suggested content expansion spans core media topics such as artificial intelligence, social media, media ethics, cybersecurity, and communication skills, alongside supplementary areas tailored to specific career trajectories (e.g., public administration, tourism, academic research). These findings advocate for a supplementary EMP workbook that is interactive, multimodal, and responsive to the diverse and evolving lexical demands of media studies students and professionals. Integrating authentic case studies, simulations of client briefs, discourse analysis, and task-based learning will enhance engagement and applicability.

The research confirmed that a one-size-fits-all approach to EMP instruction is insufficient. Instead, EMP materials must be designed with a keen sensitivity to learner profiles, resource preferences, and professional language requirements. Leveraging contemporary digital corpora and resources alongside ongoing learner feedback, aligns with best practices in ESP material development by ensuring authenticity, relevance, and responsiveness to learner needs (O'Keeffe et al, 2022).

Limits

The present study reflects the perspectives of students and graduates of a media study programme at a Slovak university, representing a specific academic and sociocultural context. Future research including students/graduates from other universities offering similar programmes could improve the external validity of the findings. Ensuring equal group sizes in subsequent studies would allow for a more balanced and precise comparison of research data. In the next stages of the research process, it would be valuable to incorporate interviews to gain a deeper understanding of learners' motivations, experiences, and expectations, as well as to examine the technological and institutional factors that continue to shape students' perceptions of EMP materials. Ultimately, the proposed pedagogical approach has the potential to inspire similar material developments initiatives internationally, particularly in the contexts where traditional EMP textbooks have not kept face with the fast digital transformation of media discourse.

Conclusion

The research findings have strongly supported the development of a supplement to the existing textbook *Cambridge English for the Media* – an interactive e-workbook containing exercises and activities based on the latest knowledge in media, advertising, marketing, and other identified domains. The study material will support independent learning and allow for regular updates with new terminology over time. In addition to the workbook, an e-teaching guide will be developed – not only to supply the answer key but, more importantly, to equip teachers and lecturers with flexible strategies for both in-person and online learning environments, supporting a blended and distance learning framework. Both supporting materials will be maintained as editable electronic files, allowing for ongoing updates and interactive use. During the preparation of the workbook, we will draw from the latest Slovak and international EMP sources, including websites, e-journals, podcasts, and digital worksheets, as well as from the English Web 2021 corpus (enTenTen21), the Slovak National Corpus version prim-9.0, and their specialized sub-corpora. We are convinced that corpus linguistics tools and large media corpora provide empirical evidence on language use patterns, enabling data-driven selection of authentic examples (Leláková, 2024; O'Keeffe et al, 2022).

The creation of a new English for Media Purposes (EMP) workbook will be grounded in multiple up-to-date sources to ensure pedagogical relevance and authenticity (Godwin-Jones, 2018). We will take into consideration that authentic media materials ranging from digital news to social media content are critical for providing learners with real-world, context-rich language input (Golonka et al., 2012; Johns, 2022). Recent research in media discourse emphasizes the value of integrating communicative and task-based language teaching approaches that mirror professional media practices (Paltridge & Starfield, 2012). The e-workbook will also incorporate real-world tasks such as creating press releases, conducting interviews, drafting marketing content, and managing social media interactions. The design of these tasks will reflect key principles of communicative language teaching (CLT), emphasizing interaction, negotiation of meaning, and the use of language for genuine purposes rather than isolated grammar or vocabulary drills. Tasks will simulate the dynamic and often unpredictable nature of media work. Furthermore, the e-workbook will integrate multimedia resources, such as authentic audio-visual materials, interactive simulations, and real-time feedback mechanisms, which are essential for supporting diverse learning styles and enhancing learner engagement. This technological integration will also mirror the digital media

environment where language is often employed. The assessment components will allow learners to demonstrate their language proficiency through practical outputs that align with professional standards. By embedding these approaches, the e-workbook can effectively bridge theoretical language instruction and practical media communication, thus preparing learners for successful performance in professional media contexts (Hyland & Shaw, 2016). In the process of developing and continuous updating new study materials, periodic consultations and co-design workshops will be conducted, with feedback from both experts and target learners integrated iteratively throughout the development process. Incorporating expert input in this manner will enhance the workbook's credibility, relevance, and effectiveness as a language learning resource tailored to media purposes. What is more, expert collaboration with media professionals and curriculum specialists will ensure alignment with evolving industry demands and educational standards (Belcher, 2012).

Author's biodata |

Assistant professor at the Department of Teaching and Educational Sciences, Institute of Mediamatics and Cultural Heritage, University of Žilina, Slovakia. PhD from British and American studies.

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