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## EXPERIENCE OF USING MEDIATEXTS IN TEFL

**Abstract.** This article devoted to the implementation of English – language mediatexts, specifically news discourse, in the instructional process of teaching English to 11th grade students. The research primarily concentrates on enhancing learners' lexical competence and pronunciation skills. The experimental design encompassed the administration of both pre- and post-assessment tasks in order to evaluate the effectiveness of the applied instructional strategy over a defined period of instruction. The central objective was to assess whether systematic engagement with authentic materials facilitates the expansion of students' active vocabulary. A quantitative approach was employed to analyze the assessment data collected at different stages of the study. The results revealed a measurable improvement in vocabulary acquisition, with participants demonstrating a one – level advancement in lexical proficiency following the intervention. These results indicate that the use and integration of media texts into the course of teaching English as a foreign language is effective and contributes to the improvement of vocabulary and pronunciation.

**Keywords:** mediatexts, authentic materials, secondary school students, pronunciation skills, vocabulary acquisition, mass media

### Introduction

In an increasingly interconnected and digitally – driven world, the ability to critically analyze and effectively communicate through various media forms is paramount. As society evolve, so do the demands placed on learners – not only to acquire linguistic competence but also to navigate the complex landscape of global communication. Traditional TEFL methodologies often rely on textbook – centered approaches, which, while structured and systematic, may lack authenticity, cultural relevance, and real – world applicability. Such methods frequently fail to fully engage secondary school students (11th grade), who are accustomed to a multimedia – rich environment and seek more immediate, meaningful connections to the language they are learning.

Mediatexts, encompassing a wide range of multimodal materials such as films, television programs, music videos, online articles, news reports, podcasts, and video games, offer a dynamic and engaging alternative. These resources mirror the linguistic and cultural complexity of the target language as it is used in real – life communicative settings. Incorporating such texts into TEFL instruction allows learners to experience language in context, broadening their exposure to authentic speech patterns, vocabulary, and discourse structures that are often underrepresented in traditional curricula.

This article examines the practical experience of integrating mediatexts – specifically English news materials into English lessons for secondary school students. It investigates their potential not only to improve productive language skills but also to foster critical thinking and increase motivation. The study will explore how carefully selected and purposefully integrated mediatexts can bridge the gap between classroom learning and real – world communication. Furthermore, it will present empirical data collected through pre – and post – testing to evaluate the effectiveness of this instructional approach, offering insights into its pedagogical value and implications for future TEFL practice.

In addition, the article addresses the relevance of media literacy as an integral component of modern foreign language education. Exposure to news discourse enables learners to develop the ability to interpret information critically, recognize bias, and understand implicit meanings conveyed through language. These skills are increasingly important for learners who are expected to function as informed participants in a globalized information space. Thus, the use of media texts in TEFL not only supports linguistic development but also contributes to the formation of socially and culturally competent language users.

Another important aspect discussed in this study is learner motivation. Numerous studies have shown that motivation plays a decisive role in successful foreign language acquisition. Authentic

news materials, which reflect current events and real societal issues, often resonate more strongly with learners than artificially constructed textbook texts. As a result, students demonstrate higher levels of engagement, willingness to participate in discussions, and readiness to use newly acquired vocabulary in communicative situations.

Literature review

In recent decades, the integration of authentic materials into foreign language instruction has gained increasing attention among researchers and practitioners in the field of TEFL (Teaching English as a Foreign Language). Among these materials, media texts – particularly those derived from English – language news sources – have emerged as a valuable resource for developing communicative competence, expanding vocabulary, and promoting intercultural awareness. The relevance of such texts lies not only in their linguistic richness but also in their potential to reflect real – world language use, social context, and cultural references.

Vilma Tafani [1] discussed the integration of mass media in teaching English, emphasizing its role in enhancing language skills through various technologies. Her work provides an overview of practical approaches for embedding media content into the curriculum and underscores the significance of recognizing the pedagogical impact of media in contemporary educational contexts.

Domingo. M. Jewitt C. and Kress. G [2] emphasize the importance of multimodality in modern communication, arguing that meaning – making involves not only linguistic elements but also visual, auditory, and spatial modes. This perspective supports the pedagogical integration of media texts, as they mirror the way learners naturally engage with information in their everyday environments. [3] also examine the role of mass media in educational contexts, discussing both the benefits and limitations of employing media tools in foreign language teaching.

A number of empirical studies have investigated the effects of specific types of media texts on various aspects of language acquisition. For instance, Ranwa Khorsheed [4] reported improvements in reading comprehension and vocabulary development among EFL learners through the use of online news articles. Joseph R. Weyers (1999) [5] demonstrated that video – based instruction contributed to enhanced listening comprehension and note – taking abilities. Similarly, research by Susan Stempleski, Barry Tomalin (1990) [6] revealed that incorporating songs and films into lessons can foster better pronunciation and fluency. Their book provides ideas on how to integrate film into a general course, how to set up film projects, and a glossary of helpful film terms. Atiya Khan (2015) [7] further found that exposure to authentic dialogues and diverse accents in films significantly enhanced learners' speaking skills.

Nevertheless, several scholars have drawn attention to the potential challenges associated with using media texts in TEFL. Berardo S.A (2006) [8] warns against selecting materials that are overly culturally specific or linguistically advanced, as they may hinder comprehension and reduce learner motivation. Alex Gilmore (2007) [9] stresses the importance of thoughtful selection and adaptation of materials to align with learners' language proficiency and instructional goals.

While existing research provides a strong foundation for the use of media texts in language education, the present article seeks to expand this body of knowledge by offering an in – depth analysis of classroom – based implementation in a specific educational context – namely, the use of diverse media texts to support language development among secondary school EFL learners in 11th grades.

More recent research also highlights the importance of scaffolding when working with authentic materials. According to Nation and Macalister (2010) [11], learners benefit most from media texts when teachers provide adequate pre-task preparation, including vocabulary support and background knowledge activation. Without such scaffolding, authentic texts may overwhelm learners, particularly at lower proficiency levels. This finding underscores the necessity of careful pedagogical planning when integrating news discourse into EFL classrooms.

While existing research provides a strong theoretical foundation for the use of media texts in language education, there remains a need for classroom-based studies that demonstrate how such materials function in real instructional contexts. In particular, there is limited empirical data focusing on secondary school learners and the combined development of lexical and pronunciation

skills through news-based instruction. The present study seeks to address this gap by offering an in-depth analysis of media text integration in 11th-grade EFL classrooms.

**Materials and Methods**

The empirical component of the study was conducted with a cohort of secondary school students 11th grades, whose English language proficiency levels were determined to be within the Elementary to Pre – Intermediate range. The empirical study was conducted at Higher College Kainar, a vocational secondary educational institution in the Republic of Kazakhstan. The participants were first- and second-year college students, whose academic status corresponds to Grades 10 and 11 in the general secondary education system. A total of 18 students participated in the study. Their age ranged from 16 to 18 years. English is taught as a foreign language in the college curriculum as a compulsory subject. Participation in the research was voluntary. Students were informed about the purpose of the study, and oral consent was obtained. All collected data, including audio recordings, were anonymized and used exclusively for research purposes.

The research was focused on analyzing 3 mediatexts selected from Breaking News English (breakingnewsenglish.com) platform. These text were carefully chosen based on learners' language level and cognitive interests, ensuring their relevance and pedagogical appropriateness. Each text was an up – to – date English language news article featuring adapted vocabulary, audio support, and a structured task system aimed at enhancing both lexical and phonetic competence. This selection criteria also considered the thematic significance, and potential to engage students with authentic language material. To determine the students' initial level of English proficiency, a diagnostic pre-test was administered. The test consisted of two components:

1. A general English proficiency section assessing grammar, vocabulary recognition, and basic reading comprehension.

2. A lexical translation task requiring students to translate a set of commonly used English words and expressions into their native language.

The lexical items included high-frequency general vocabulary rather than topic-specific terminology. The aim of this task was to identify the degree of active and passive lexical knowledge and to assess the students' ability to retrieve basic vocabulary units without contextual prompts.

Proficiency levels were interpreted with reference to descriptors from the Common European Framework of Reference for Languages (CEFR). Based on qualitative analysis of responses:

A proportion of students demonstrated characteristics consistent with A2 (Elementary) level, including limited lexical range and frequent inaccuracies in translation. Other participants demonstrated emerging B1 (Pre-Intermediate) features, such as broader vocabulary recognition but inconsistent productive control. Level identification was based on observable performance indicators (accuracy of translation, grammatical control, and lexical appropriateness), rather than on numerical cut-off scores.

The choice of Breaking News English as the primary source of media texts was due to its educational orientation and graded structure. The platform provides materials adapted for different proficiency levels, making it particularly suitable for secondary school learners. In addition, the availability of audio recordings by native speakers allowed for systematic pronunciation practice, which was a key focus of the present study.

Prior to the instructional intervention, a pre – test was administrated, consisting of:

Lexical selection a contextual vocabulary meaning task, a word-formation exercise, and a sentence completion task using unfamiliar lexical items.

Phonetic section: an oral reading of a brief text with audio recording for subsequent analysis. Pronunciation was assessed based on a recorded passage from Agatha Christie's The Mystery of the Blue Jar, selected for its phonological richness and inclusion of a variety of English phonemes.

The intervention was conducted over a six – week period, with participants attending two lessons per week, each lasting 80 minutes. This schedule allowed for consistent exposure to the selected media materials and provided sufficient time for the integration of vocabulary, reading, and pronunciation tasks within a structured learning environment.

Pre – test results indicated that the majority of students were positioned at the borderline between Elementary and Pre – Intermediate levels. Challenges were predominantly observed in recognizing and actively using thematic vocabulary – particularly abstract and multisyllabic terms such as circadian, rhythm, hypothermia, and probe. In the pronunciation component, common difficulties included misplacement of stress failure to reduce unstressed syllables, and incorrect articulation of sounds such as θ/, /ð/, /æ/, and /əʊ/.

The pedagogical framework followed the principles of task – based language teaching (TBLT), wherein students engaged in communicative tasks designed to promote meaningful use of the target language. Instructional activities included reading comprehension tasks, vocabulary – building exercises, and structured pronunciation practice, each designed with clearly defined learning objectives and measurable outcomes.

Throughout the intervention, a cyclical instructional model was applied, consisting of pre-reading activities (prediction, vocabulary introduction), while-reading tasks (comprehension checks, information extraction), and post-reading activities (discussion, role-play, pronunciation drills). This structure ensured repeated exposure to target language elements and facilitated deeper processing of lexical items.

**Results ahd Discussion**

The first mediatext, «Cold-water immersion therapy helps us sleep», was selected for its interdisciplinary content, relating to health and daily routines. Accompanying activities focused on expanding vocabulary (e.g., boost immune system, enhance sleep quality, decrease stress) and improving pronunciation of multisyllabic words with attention to stress and rhythm. Post-test data indicated that 83% of students significantly improved their pronunciation of target lexical items and demonstrated successful acquisition of thematic vocabulary. Students also reported that the topic was not only interesting to read about but also personally relevant, prompting discussions on sleep and stress experiences.

The second mediatext, «NASA spacecraft flies closest ever to the Sun», aimed to develop topic-specific vocabulary in science and technology and refine pronunciation of terminology containing phonetically challenging sounds for Russian-speaking learners, such as /æ/, /əʊ/, and /ɪə/. Tasks included explaining scientific concepts, fact comparison, content analysis, and retelling. Results from follow-up assessments and oral activities showed an expanded active vocabulary, including expressions such as solar probe, extreme temperatures, and space mission. Over 70% of the students successfully paraphrased content and incorporated new vocabulary items in spoken dialogues.

The third mediatext, «People are happiest in the mornings», addressed the topic of emotional well-being and biological rhythms. It supported the development of emotion-related vocabulary (happiness levels, morning routine, productivity) and served as the basis for personalized discussions. A role-played interview technique was applied, where students interviewed one another about their most productive times of day. This facilitated both vocabulary consolidation and spontaneous speaking practice. According to audio recordings collected after the module, improvements were observed in intonation patterns, reduction in pronunciation errors, and increased fluency of speech.

The observed improvement is closely linked to the use of thematically engaging and cognitively stimulating content. These articles captured students' interest and provided exposure to meaningful and relevant language input. The integration of such content not only enriched vocabulary but also fostered intrinsic motivation, as students expressed interest in learning new and thought – provoking information from authentic sources.

The structured use of authentic texts created a contextualized learning environment conducive to language development. Repeated exposure to lexical items across different yet thematically related articles contributed to vocabulary consolidation. Moreover, students demonstrated improvements in pronunciation accuracy, particularly in terms of sound articulation, stress placement, and intonation patterns.

Table 1 – Analysis of media texts used in the study

| № | The topic of the text | Lexical features | Difficulty level | Types of tasks | Results/Student's achievements |
|---|---|---|---|---|---|
| 1 | Cold-water immersion therapy helps us sleep | Specific vocabulary on the topic of health: immersion, circulation, endorphins, therapy | Pre-Intermediate | Discussion of the topic Filling in the gaps Listening and repeating Vocabulary test | The active use of health-related words has increased; pronunciation of terms has improved |
| 2 | NASA spacecraft flies closest ever to the Sun | Technical terms: orbit, spacecraft, solar probe, temperature, atmosphere | Intermediate | Working with terms Matching the words with definitions Listening with repetition | Increased interest in the topic; improved ability to explain scientific concepts; better intonation |
| 3 | People are happiest in the mornings | Emotional and everyday vocabulary: happiness level, routine, productivity, alertness | Elementary | Discussion Mistakes correction True/False | Fluency of speech increased; students expressed emotions and states more accurately, and the language barrier decreased |

These outcomes may be attributed to the multimodal features of the Breaking News English platform, which offers audio recordings by native speakers. Listening to these recordings enabled learners to internalize correct pronunciation patterns. Furthermore, the use of reading – aloud activities, supplemented with immediate and targeted corrective feedback from the teacher, supported the development of more confident and accurate oral production. The teacher's role in scaffolding comprehension and guiding pronunciation practice proved to be a critical factor in the success of the intervention.

Post-intervention assessment mirrored the structure of the initial diagnostic procedures.

In the lexical domain, students demonstrated:
• Increased accuracy in translating general English vocabulary,
• Improved ability to use target lexical items in contextualized tasks,
• Greater consistency in selecting semantically appropriate equivalents.

Qualitative comparison of pre- and post-test performance indicated expansion of active vocabulary and more stable lexical control, particularly among students initially classified at A2 level.

In terms of pronunciation, analysis of post-intervention audio recordings revealed:
• More accurate stress placement in multisyllabic words,
• Reduced frequency of segmental articulation errors,
• Improved rhythm and intonation in connected speech,
• Greater fluency and reduced hesitation during reading.

Students who initially demonstrated elementary-level pronunciation patterns showed noticeable progress toward more stable B1-level oral production features, as described in CEFR qualitative descriptors.

Upon completion of the instructional period, a post-test – mirroring the structure of the initial assessment – was administered. The results indicated the following:

Students at the Elementary level demonstrated a measurable improvement, progressing to the Pre-Intermediate level in vocabulary proficiency.

Learners previously assessed at the Pre-Intermediate level advanced to the Intermediate level.

Pronunciation skills show marked improvement across the group, with participants displaying increased accuracy in intonation, stress placement, and articulation of complex phonemes.

Table 2 – Changes in the level of vocabulary and pronunciation of students

| Student | The level before | The level after |
|---------|-----------------|-----------------|
| Student A | Elementary | Pre – Intermediate |
| Student B | Pre – Intermediate | Intermediate |
| Student C | Elementary | Pre – Intermediate |
| Student D | Elementary | Pre – Intermediate |
| Student E | Elementary | Pre – Intermediate |
| Student F | Pre – Intermediate | Intermediate |
| Student G | Elementary | Pre – Intermediate |
| Student H | Pre – Intermediate | Intermediate |
| Student I | Elementary | Pre – Intermediate |

These findings suggest that the integration of media texts from the Breaking News English platform into English language instruction at the secondary school level has a positive impact on the development of both lexical and phonetic competence. Furthermore, such integration contributes to the cultivation of critical thinking skills and communicative engagement.

The cumulative analysis of post-test results, audio recordings, and self-assessment questionnaires provides evidence that systematic engagement with authentic, level-appropriate media texts leads to tangible language development gains. Specifically, students at the Elementary level consistently progressed to Pre-Intermediate, while those at the Pre-Intermediate level reached Intermediate proficiency.

In addition, working with informative and topical content significantly enhanced student motivation and engagement, key factors in foreign language learning. Learner feedback indicated that the selected texts were perceived as relevant, interesting, and educational, contributing to greater involvement in classroom activities and a reduction in language-related anxiety.

**Discussion**

The results of the study confirm the assumption that authentic media texts can serve as an effective tool for developing lexical and phonetic competence among secondary school learners. One of the key advantages of news-based materials lies in their topicality and relevance, which significantly enhances learner motivation and engagement.

From a pedagogical perspective, the integration of media texts aligns well with communicative and task-based approaches to language teaching. Learners are encouraged to use language as a means of expressing meaning rather than merely reproducing grammatical structures. This shift from form-focused to meaning-focused instruction appears to have contributed to the observed improvement in students' active vocabulary use.

Moreover, the findings support the idea that pronunciation instruction should not be isolated from meaningful content. When pronunciation practice is embedded within authentic communicative tasks, learners are more likely to internalize correct phonetic patterns and apply them in spontaneous speech.

**Conclusion**

The findings of this study demonstrate that the systematic integration of English – language media texts, particularly news materials, can effectively enhance lexical and pronunciation skills among secondary school learners. Authentic content fosters learner engagement, encourages independent language use, and supports the development of communicative competence. The recorded improvement in both vocabulary acquisition and pronunciation suggests that media – based instruction offers a meaningful and relevant supplement to traditional TEFL practices. Overall, media texts provide a valuable resource for creating a dynamic, learner – centered classroom aligned with real – world language use.

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**ОПЫТ ИСПОЛЬЗОВАНИЯ МЕДИАТЕКСТОВ
В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО**

**Аннотация.** В данной статье рассматриваются проблемы и педагогические возможности использования англоязычных медиатекстов, в частности новостных материалов, в практике преподования английского языка учащимся 11 классов. Основное внимание в статье уделено развитию лексической компетенции и формированию правильного произношения звуков у  учеников. В статье подчеркивается значимость систематического обращения к медиатекстам как эффективного средства повышения мотивации и языковой активности старшеклассников. Исследование включало проведение предварительных и последующих тестирований для выявления эффективности данной методики. Целью исследования было определить,

способствует ли систематическая и целенаправленная работа с медиатекстами расширению активного словарного запаса учащихся и повышению уровня их лексической подготовленности. Для выявления результатов исследования был проведен статистический анализ результатов тестов, проведенных до и после этапа обучения. По результатам последующего тестирования зафиксировано повышение уровня владения лексикой на один уровень. Эти результаты указывают на то, что использование и интеграция медиатекстов в курс обучения английского языка как иностранного является эффектиным и способствует улучшению словарного запаса и произношения.

**Ключевые слова:** медиатексты, аутентичные материалы, учащиеся средней школы, навыки произношения, пополнение словарного запаса, средства массовой информации.

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## АҒЫЛШЫН ТІЛІН ШЕТ ТІЛІ РЕТІНДЕ ОҚЫТУДА МЕДИАМӘТІНДЕРДІ ҚОЛДАНУ ТӘЖІРИБЕСІ

**Аңдатпа.** Бұл мақалада ағылшын тіліндегі медиамәтіндерді, нақтырақ айтқанда, жаңалық жайлы мәтіндерді, 11 сынып оқушыларына ағылшын тілін оқыту үдерісінде қолдану тәжірибесі қарастырылады. Зерттеудің негізгі мақсаты оқушылардың лексикалық құзыреттілігі мен айтылым дағдыларын дамытуға бағытталған. Зерттеу барысында оқушылардың тілдік дағдыларын жетілдіруде медиамәтіндерді жүйелі түрде қолданудың маңыздылығы ерекше атап өтіледі.Мақала шеңберінде аталмыш оқыту әдістемесінің тиімділігін анықтау мақстаында алдын ала және кейінгі тестілеу жұмыстары жүргізілді. Мақаланың негізгі мақсаты медиамәтіндермен жүйелі әрі мақсатты жұмыс жасау оқушылардың белсенді сөздік қорын кеңейтуге қаншалықты ықпал ететін анықтау. Зерттеу әдісі ретінде оқыту кезеңіне дейін және кейін алынған тест нәттижелеріне сандық талдау жүргізілді. Зерттеудің қорытындылары кейінгі тестілеу нәтижелері оқушылардың лексикалық білімінің бір деңгейге артқанын көрсетті. Бұл нәтижелер медиамәтндерді ағылшын тілін шетел тілі ретінде оқыту курсына енгізудің тиімді екенін және сөздік қор мен айтылым дағдыларын жақсартуына оң әсер ететінін көрсетті.

**Түйін сөздер:** медиамәтіндер, түпнұсқалық материалдар, орта мектеп оқушылары, айтылым дағдылары, сөздік қорын меңгеру, бұқаралық ақпарат құралдары.

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