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ENGLISH-LANGUAGE NEWS AS A MODEL FOR AI-ASSISTED JOURNALISM LEARNING

The rapid development of generative artificial intelligence has begun to reshape both journalism practice and journalism education. In recent years, AI-powered tools have allowed both students and media professionals to process large volumes of information, analyze texts, translate sources, and support writing processes. As a result, the role of artificial intelligence in journalism training is shifting from a purely technological novelty to a meaningful pedagogical resource that can support the development of professional skills.

Within journalism education, AI tools are increasingly used to assist with tasks such as summarizing information, generating text drafts, organizing research notes, and improving stylistic clarity. Recent research suggests that journalism students actively experiment with generative AI during their studies and practice-based learning. According to *Alonso-Muñoz and Casero-Ripollés (2026)*, students perceive generative AI as a useful support tool for managing information and structuring journalistic texts [1], although they also recognize the importance of maintaining editorial responsibility and critical thinking.

The integration of AI technologies into journalism education is also connected with the development of analytical competencies. A recent quasi-experimental study by *Elgammal et al. (2026)* demonstrates that the use of AI-based analytical tools significantly improves the ability of mass communication students to analyze media texts, identify key narratives, and structure information effectively[2]. These findings suggest that AI tools can support the development of higher-order cognitive skills rather than simply automate routine tasks.

Another area of growing interest is the use of generative AI in the process of news writing. Research shows that AI systems can assist students in drafting or refining journalistic texts by providing structural suggestions, editing recommendations, and language improvements (*Hasanah et al., 2025*)[3]. However, scholars emphasize that AI should be used as a supportive instrument rather than a replacement for journalistic creativity and editorial judgment [1; 2; 3; 4].

At the same time, the growing presence of artificial intelligence in media environments has raised important questions about professional responsibility and ethical awareness. *Hollanek et al. (2025)* emphasize the importance of developing critical AI literacy among journalists and journalism students [4]. Future media professionals must understand how AI systems operate, recognize their limitations, and maintain transparency and accountability when using them in journalistic work.

In the context of foreign language learning for students of non-linguistic specialties, English-language media content plays a particularly important role. English

remains the dominant language of global journalism, and many international news stories originate from English-language sources. Exposure to authentic English-language journalism therefore allows students to simultaneously develop language competence and professional media literacy.

When combined with artificial intelligence tools, authentic English-language news sources create opportunities for AI-assisted professional learning, where students analyze global media discourse, translate and process information, and gradually develop their own journalistic voice.

The purpose of this study is to explore how English-language news sources can function as models for AI-assisted learning in journalism education, particularly during practice-based learning activities. The study focuses on how students use AI tools to analyze English-language media sources, translate and organize information, and develop their own news texts while reflecting on professional standards of journalism.

Observations from journalism practice courses show that students increasingly integrate AI tools into their workflow when working with international news sources. Rather than relying exclusively on local-language materials, students often begin their research by exploring English-language media coverage of a topic.

An example of this process can be observed in the creation of a news article about Barbie Day by the student author, which discussed the cultural history of the Barbie doll and the value of collectible editions. In this case, the author of the news story began by examining several English-language media sources discussing the history of the Barbie brand, its cultural symbolism, and the market value of collectible dolls.

The workflow followed several stages that illustrate how AI tools can support journalistic learning:

First, the author analyzed several English-language articles related to the topic. These texts served as models of professional journalistic writing and helped identify the main news angles, narrative structure, and stylistic features typical of cultural news reporting.

Second, AI-based translation tools were used to assist in understanding complex passages and organizing notes. Instead of directly copying translated text, the author used translation tools as a support for comprehension and note-taking while studying the original sources.

Third, the journalist independently constructed a new Ukrainian-language news story based on the collected information and notes. This stage involved selecting relevant facts, structuring the narrative according to journalistic conventions, and adapting the material for a local audience.

Finally, generative AI tools were used as a stylistic editing assistant. The author asked the AI system to review the text for clarity, coherence, and stylistic consistency. In this role, the AI functioned not as a content generator but as a supportive editorial tool that helped refine the final version of the news story.

This example demonstrates an important pedagogical pattern: AI tools were used not to replace the journalist's work but to support the process of information analysis, language comprehension, and stylistic improvement. The core journalistic tasks, which include source analysis, information selection, narrative construction, and editorial judgment, remained the responsibility of the author.

For journalism students, this type of workflow creates a productive learning environment. By analyzing English-language news sources, students gain exposure to international journalistic standards and discourse. By using AI tools responsibly, they can accelerate routine processes such as translation or text editing while focusing more attention on critical analysis and creative writing.

Furthermore, the process encourages reflective learning. Students often experiment with different prompts when asking AI systems to review their texts, compare stylistic alternatives, or suggest improvements. This experimentation helps develop an understanding of journalistic style and strengthens the ability to critically evaluate AI-generated suggestions.

Overall, the integration of English-language media sources and AI-assisted tools supports both language learning and professional skill formation for journalism students.

The results of this study highlight the growing role of artificial intelligence in journalism education, particularly in practice-oriented learning environments. AI tools can significantly support the process of analyzing international media sources, organizing information, and improving the stylistic quality of journalistic writing.

At the same time, the use of AI in journalism learning requires careful pedagogical guidance. Students must understand that AI systems function as supportive instruments rather than autonomous authors of journalistic content. Critical thinking, editorial responsibility, and ethical awareness remain essential components of professional journalism.

The example discussed here demonstrates that a balanced workflow, by combining analysis of English-language sources, independent writing, and AI-assisted editing, can effectively support the development of both linguistic and professional competencies.

Therefore, integrating AI-assisted analysis of English-language news materials into journalism education may represent a promising methodological approach for teaching foreign languages to students of non-linguistic specialties, particularly those preparing for careers in media and communication.

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