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## **FROM ADVERTISING ANALYSIS TO MEDIA PRODUCTION: AI TOOLS IN JOURNALISM ESP TRAINING**

The rapid development of artificial intelligence technologies is transforming contemporary media ecosystems, affecting both journalistic practices and the broader field of digital communication. According to *Steensen and Westlund* [1], digital journalism studies examine how technological developments reshape journalistic workflows, storytelling formats, and the relationship between media organizations and audiences. In this evolving environment, journalists must develop not only traditional reporting skills but also the ability to work with digital tools and algorithmic systems that support content creation and dissemination.

One of the most significant drivers of transformation in contemporary journalism is the integration of artificial intelligence into newsroom practices. AI technologies are increasingly used to support various stages of the news production process, including information gathering, data analysis, headline generation, and text editing. A systematic review of digital newsroom transformation by *Sonni et al.* [2] demonstrates that AI systems are becoming an integral component of journalistic workflows. At the same time, the authors emphasize that the growing use of automated technologies raises new questions about professional ethics, editorial responsibility, and the balance between automation and human creativity in journalism.

These developments have important implications for journalism education. Universities are increasingly integrating AI-related competencies into media and communication curricula in order to prepare students for emerging professional demands. *Babacan et al.* [3] note that higher education institutions are gradually incorporating artificial intelligence tools into journalism training programs, enabling students to develop digital media skills while maintaining a critical understanding of the technologies they use. Such curricular transformations reflect a broader shift toward digital literacy, AI awareness, and interdisciplinary learning in journalism education.

Within English for Specific Purposes (ESP) courses for journalism students, these changes create new opportunities for innovative teaching practices. ESP instruction in media education aims not only to develop students' language proficiency but also to familiarize them with the communicative practices and discourse structures characteristic of the global media environment. Authentic English-language media materials therefore serve as valuable learning resources for understanding contemporary journalistic communication.

Among these materials, advertising texts represent particularly dynamic examples of persuasive media discourse. Advertising combines linguistic creativity, emotional engagement, and strategic messaging in ways that differ from traditional news

reporting. Analyzing advertising language allows students to explore how communication strategies are designed to influence audience perception and behavior.

When combined with artificial intelligence tools, the analysis of advertising discourse can also serve as a starting point for creative media production. AI systems can support brainstorming, editing, and stylistic refinement, enabling students to experiment with language and communication strategies while developing their own media texts. Thus, integrating advertising discourse analysis with AI-assisted writing tools represents a promising pedagogical approach for journalism ESP education.

The purpose of this study is to explore how AI tools can support journalism students in transitioning from the analysis of English-language advertising discourse to the creation of their own promotional media texts within an ESP learning environment.

Classroom observations from journalism ESP courses demonstrate that advertising discourse provides highly engaging and pedagogically effective material for language and media communication training. Advertising texts are typically concise, emotionally expressive, and strategically structured, which makes them particularly suitable for discourse analysis and creative language practice.

In order to explore these characteristics, students participated in a classroom activity focused on analyzing English-language advertising messages and then developing their own promotional media texts.

During one ESP lesson, students analyzed Netflix's English-language digital advertising campaign *One Story Away* (2020), which promoted the streaming platform through a brand message centered on the power of storytelling and was built around the idea that stories can help people see, feel, and connect more deeply. [4]. The campaign used the slogan: "We're only one story away." In the first stage of the activity, students examined the linguistic and rhetorical features of the slogan. They identified several persuasive communication strategies, including emotional appeal, and metaphorical framing of storytelling as a way of broadening one's perspective, and the representation of media consumption as a form of human connection.

Students then used AI tools to support their analysis. For instance, they asked the AI system to identify the tone of the slogan and suggest possible target audiences. The AI-generated responses helped students recognize how advertising language differs from traditional journalistic reporting by prioritizing emotional engagement, empathy, and audience identification.

In the second stage of the activity, students were asked to create their own advertising messages promoting a fictional digital media project, such as an online magazine, podcast platform, or student media portal. One group of students developed the following slogan: "Your stories. Your voice. Your media space." At this stage, AI tools were used as collaborative editing assistants. Students asked the system to suggest alternative wording options and evaluate the emotional impact of their message. Among the proposed variations were: "Where student voices become global stories" and "Discover stories that start with you." Students then compared these suggestions and selected the version that best reflected their communication strategy. This process encouraged them to critically evaluate linguistic choices and understand how different rhetorical elements influence audience perception.

In the final stage of the activity, students presented their slogans and explained the reasoning behind their choices. Peer discussion and reflection helped students recognize the role of language in shaping persuasive communication and audience engagement.

The activity demonstrated that AI tools can effectively support brainstorming and stylistic refinement while preserving students' creative autonomy. Rather than replacing the writing process, AI systems functioned as collaborative assistants that helped students explore alternative linguistic strategies.

The growing integration of artificial intelligence into media production and journalism practice has significant implications for journalism education. As digital technologies become increasingly embedded in newsroom workflows, future media professionals must develop the ability to work with AI-supported communication tools.

The results of this study suggest that combining advertising discourse analysis with AI-assisted writing tasks represents an effective pedagogical strategy in journalism ESP courses. Such activities allow students to engage with authentic media communication while simultaneously developing their language skills and creative writing abilities.

The classroom example presented in this study demonstrates that AI tools can support the transition from media analysis to media production by facilitating brainstorming, stylistic editing, and rhetorical experimentation. Importantly, students learn to critically evaluate AI-generated suggestions and maintain control over the final communication message.

Overall, integrating AI-assisted advertising analysis into journalism ESP education can enhance students' understanding of persuasive media discourse while preparing them for the technological realities of contemporary media environments.

## REFERENCES

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