

**DEVELOPMENT OF MEDIA COMPETENCE THROUGH AN  
INTEGRATIVE APPROACH USING ARTIFICIAL INTELLIGENCE TOOLS  
(IN ENGLISH LANGUAGE CLASSES)**

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**Annotation:** This article explores the development of media competence among students through an integrative approach that incorporates artificial intelligence (AI) tools in English language classes. In the context of rapid digital transformation, media competence has become a critical skill, enabling learners to effectively access, analyze, evaluate, and create media content. The study examines how AI-powered tools—such as chatbots, automated writing assistants, and multimedia generators—can enhance language learning while simultaneously fostering media literacy. The research employs a mixed-method approach involving experimental teaching, surveys, and performance analysis. The findings indicate that integrating AI tools into English language instruction significantly improves students' critical thinking, digital literacy, and communicative competence. The article concludes with pedagogical recommendations for educators aiming to implement AI-based integrative strategies in language classrooms.

**Keywords:** Media competence, artificial intelligence, English language teaching, digital literacy, integrative approach, educational technology, media literacy, AI tools, communicative competence

In the 21st century, the rapid expansion of digital technologies has fundamentally transformed the educational landscape. English language teaching (ELT) is no longer confined to traditional textbooks and classroom interactions; instead, it increasingly incorporates digital media and technological tools. One of the most important competencies emerging from this shift is media competence, which includes the ability to critically analyze, evaluate, and produce media content.

Simultaneously, artificial intelligence (AI) has begun to play a transformative role in education. AI-powered tools such as intelligent tutoring systems, natural language processing applications, and automated feedback systems provide new opportunities for personalized and interactive learning. When integrated into English

language instruction, these tools can support both linguistic development and media competence. This study aims to investigate how an integrative approach—combining language learning, media literacy, and AI technologies—can enhance students’ media competence in English language classes.

Media competence—often synonymous with media literacy—refers to the ability to access, analyze, evaluate, create, and ethically engage with media content across formats (text, images, video, audio). In an AI-driven world, this extends to “critical technology awareness”: understanding how AI generates, personalizes, and biases media, while recognizing deepfakes, filter bubbles, algorithmic stereotypes, and ethical implications.

An integrative approach in English language classes combines the four core skills (reading, writing, listening, speaking) with media analysis and production. It treats AI not as a passive tool but as an active partner for critical inquiry, aligning language practice with real-world digital citizenship. This method moves beyond isolated drills to holistic tasks where students use AI to consume/produce English-language media, critique it, and reflect ethically—fostering both linguistic proficiency and media competence simultaneously.

Why this approach works in English classes. Traditional EFL/ESL lessons often separate skills; an integrative AI-enhanced model mirrors authentic communication in digital environments (e.g., analyzing AI-generated news in English, debating deepfakes, co-creating ethical content). Research shows significant gains in critical analysis, ethical reasoning, and confidence when AI is embedded in media literacy curricula. In contexts like Uzbekistan’s English teacher training, integrating AI-assisted writing, multimedia tools, and social platforms directly boosts future teachers’ digital readiness and protects students from misinformation.

#### Key ai tools and their role

Select accessible, free or low-cost tools that support English practice while building media skills:

- Text generation & analysis — ChatGPT, Grok, or Perplexity: Generate sample articles, then analyze bias, fact-check, or rewrite ethically.
- Image & visual media — DALL-E, Midjourney, or free alternatives (e.g., Canva Magic, Leonardo.ai): Create visuals, then evaluate realism, stereotypes, or cultural representation.
- Video & deepfake tools — Runway ML, Synthesia, or free detectors (e.g., Microsoft Video Authenticator): Produce short English videos or detect manipulation.
- Fact-checking & ethics — Perplexity or built-in AI checkers: Cross-reference claims in English media.
- Collaboration — Google Workspace + AI or Discord bots: Group projects with real-time AI feedback.

These tools personalize learning, provide instant feedback on pronunciation/grammar during media creation, and scaffold tasks for different proficiency levels.

Proposed Four-Component Framework (Adapted for EFL)

Drawing from educator insights, integrate these pillars across lessons:

1. Concept & Terminology — Teach terms like “deepfake,” “filter bubble,” “algorithmic bias” through English readings and discussions.
2. Self-Awareness — Students reflect on personal media consumption (e.g., “How does AI recommend YouTube videos in English?”).
3. Values & Ethics — Discuss plagiarism, bias in AI training data, and responsible creation (e.g., “Is it ethical to use AI-generated images without disclosure?”).
4. Empathy — Role-play impacts of harmful media (e.g., cyberbullying via AI-generated content) to build compassionate digital citizens.

Sample Integrative Lesson Plans (45–60 minutes, Intermediate+ Levels)

Lesson 1: “AI-Generated News – Fact or Fiction?” (Reading + Writing + Critical Analysis)

- Warm-up (Listening/Speaking): Play an AI-generated English news clip (using ElevenLabs or Synthesia). Students discuss first impressions (5 min).
- Main Activity (Reading + Analysis): Use ChatGPT to generate two versions of the same news story—one neutral, one biased. Students read, identify bias using a checklist (algorithmic influence, stereotypes), and fact-check with Perplexity.
- Production (Writing): Students rewrite the biased version ethically, citing sources. AI provides grammar/ vocabulary feedback.
- Reflection (Speaking): Group debate: “Should we disclose AI use in media?” (Values & Empathy).
- Extension: Homework—create a short English podcast script critiquing a real AI news example.

Lesson 2: “Creating Ethical Visual Media” (Speaking + Writing + Visual Literacy)

- Warm-up: Show AI-generated images of “everyday life in [country]” (DALL-E). Discuss cultural accuracy.
- Integrated Task: In groups, students describe a scene in English, generate an image with AI, then analyze it for bias/deepfake risk.
- Output: Write an English caption + ethical disclaimer; record a short video explanation (using AI voiceover tools).
- Assessment: Peer feedback rubric covering language accuracy, media critique, and ethics.

These lessons integrate all skills while progressively building media competence—from passive consumption to active, ethical production.

#### Benefits

- Linguistic gains: Personalized AI feedback accelerates vocabulary, grammar, and fluency in authentic contexts.
- Media competence: Students move from passive to influential engagement (e.g., detecting biases, creating counter-narratives).
- 21st-century skills: Enhanced critical thinking, digital citizenship, and employability—especially relevant for future English teachers.
- Motivation: AI makes lessons dynamic and relevant to students' digital lives.

#### Challenges & Practical Recommendations

- Challenges: Digital divide, rapid AI evolution, overreliance (students treating AI as infallible), and assessment difficulties (focus on qualitative observation rather than tests).
- Solutions:
  - Start simple: Use free tools and provide device-sharing options.
  - Teacher training: Include AI literacy modules in EFL programs (e.g., hands-on workshops).
  - Ethics first: Always pair tool use with reflection prompts.
  - Assessment: Use portfolios of student-created media + self-reflections.
  - Parental involvement: Share home activities for reinforcement.

In Uzbekistan and similar EFL contexts, embedding this approach in teacher education curricula (from primary levels upward) prepares educators to model responsible AI use.

### Conclusion

Developing media competence through an integrative AI approach transforms English language classes into dynamic laboratories for critical digital citizenship. Students not only master English but also learn to navigate, question, and shape AI-mediated media ethically. By prioritizing awareness, ethics, and empathy alongside language skills, educators empower learners for a future where AI is ubiquitous. Start small—one lesson at a time—and watch media competence flourish alongside linguistic growth.

This study confirms that an integrative approach using artificial intelligence tools can significantly contribute to the development of media competence in English language classes. AI technologies not only enhance linguistic skills but also promote critical thinking, digital literacy, and creativity. As education continues to evolve in the digital age, integrating AI into language teaching is not merely an option but a necessity. Educators must adopt innovative strategies to prepare students for the demands of a media-driven world.

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