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Integrating Language Skills into Journalism Practice for Higher Education: Perspectives from Students and Lecturers

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Abstract: Integrating language skills into journalism education is crucial for preparing students to meet professional demands in the media industry. The purpose of this study is to explore the integration of language skills into journalism practice based on the perspectives of students and lecturers directly involved in journalism activities. This study stems from the gap between the practical skills required by students and the available learning materials, which often leaves graduates unprepared to meet the demands of the media industry. This study employs a mixed-method approach, distributing questionnaires to 64 students from three universities: Universitas Bung Hatta, Universitas PGRI West Sumatra, and Universitas Muhammadiyah West Sumatra. Semi-structured interviews were also conducted with three lecturers teaching journalism practice courses at each university. The research findings indicate that the most needed skills include news writing, headline creation, script reading for audiovisual production, and news video editing. The four basic language skills, listening, speaking, reading, and writing, are considered essential for integration into journalism practice modules. These findings suggest that developing contextual industry-oriented journalism learning materials can enhance students' competencies comprehensively, fostering graduates who are adaptive, competent, and ethical in producing credible journalistic work. The study contributes insights for designing journalism education that aligns with language learning integration and professional newsroom expectations.

Keywords: Language Skills; Journalism Practice; Higher Education; Perspectives

1. Introduction

Journalism education in the digital era faces rapid transformation as the boundaries between print, broadcast, and online platforms continue to blur. The media industry continues to grow in the digital era, encouraging journalism study programs to not only teach theory but also equip students with practical skills across various communication platforms. The curriculum for journalism is being forced to change because the traditional print-based and broadcast modes are being challenged by wide and easy access to online mass communication [1]. Primarily, students need to develop proficiency in writing, editing and publishing. However, they are also expected to be skilled in the Web medium as they venture into their careers, and weblogs offer a dynamic platform to develop these skills.

The main goal of journalism study programs in college is to prepare graduates for the world of media work [2]. Research shows that strong writing and communication skills are essential for a career in journalism as well as other fields of work [3,4]. Therefore, mastery of language skills is a fundamental aspect that must be integrated into journalism learning, covering the four language skills: listening, speaking, reading, and writing. These competencies enable students to perform essential journalistic tasks such as interviewing, news writing, data interpretation, and

delivering information effectively.

Based on the frameworks of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), authentic journalistic assignments can be considered as real-world communicative activities that naturally enhance students' language skills and professionalism. When students engage in authentic assignments such as interviewing, writing news stories, or reporting, they participate in purposeful communication, thereby strengthening their language proficiency and critical thinking skills. This task-based approach reflects the principles of TBLT, which emphasizes the use of language in meaningful contexts to achieve specific goals [5].

Furthermore, incorporating a Positive Psychology approach into learning English as a Foreign Language (EFL) emphasizes the importance of several factors, such as self-efficacy, engagement, and motivation. These factors are crucial in journalism education, as students are expected to enhance their creativity, self-confidence, and ability to face the challenges inherent in journalism. Accordingly, Tsao emphasized that self-efficacy in language skills, especially writing, plays a crucial role in enhancing EFL students' engagement and motivation [6]. Self-efficacy has been shown to foster active participation and confidence in using language naturally, which is also an important foundation for journalism students to express their ideas critically and creatively. Research such as that conducted by Liu and Wang shows that a learning environment that fosters student motivation and engagement can enhance critical and creative thinking [7], which are essential skills for journalism students working in the digital media world. Therefore, incorporating communicative and affective aspects into the learning process provides a strong theoretical basis for practice-based journalism education aimed at developing communication skills and confidence in creativity.

However, many journalism programs in Indonesia still rely on theoretical materials that do not fully reflect the practical realities of modern newsrooms. This gap limits students' exposure to authentic journalistic experiences. In fact, practice-based learning has proven effective in building motivation, collaborative skills, and critical thinking skills in students [8]. Effective journalism courses should not only convey theory, but also provide direct and applicable experience [9]. It is important to master the basics of news writing, from understanding news values to composing effective leads and titles [10].

The continuous implementation of journalistic practices has been proven to build students' self-confidence and active involvement in learning to write. Therefore, students are expected to not only understand the concept of journalism academically, but also be able to apply interview techniques, news writing, data processing, and news presentation through various media platforms [11]. This shows that building students' self-confidence in journalistic practice is not only related to mastery of techniques, but also to the ability to express themselves creatively. As stated by Payton [12], encouraging students to explore, express and experiment with their creativity is undoubtedly a difficult outcome to measure. However, the observations and anecdotal feedback shared within this companion hopefully provide a useful starting point for generating further conversation and creating the potential for wider developments around mindful play in higher education. 'Unlocking creativity' is an 'infinite' idea. Not only is it challenging to measure, but it is also problematic to pinpoint what 'creative confidence' might mean to and for students.

In journalism education, practice-oriented courses should integrate both language and media production competencies relevant to current industry demands. The material should also be able to build students' self-confidence through direct application of the four language skills: listening (e.g., during interviews), speaking (e.g., when presenting news), reading (e.g., when analyzing news texts and data), and writing (e.g., when compiling various types of news) in a journalistic context. Therefore, the content of journalism instruction should focus on topics relevant to the media world, such as news writing, reporting techniques, data analysis, composing titles and leads, writing scripts for digital platforms, and audio-visual editing—all tailored to the needs of practice in the modern newsroom. Students perceived nontraditional media skills as being important [13]. Incorporating digital technology in the classroom is even more relevant today because Millennial college students are "digital natives" who have grown up using new technologies [14,15].

Nevertheless, many journalism programs in Indonesia have not yet aligned their practice-based learning with industry expectations. Most of the learning resources used still rely on general theories or conventional learning models that do not represent journalistic practices in the field. This mismatch creates a gap between what students learn in class and the practical skills that are actually needed in the newsroom or multimedia coverage environment. While graduate job readiness has long been a central issue in journalism education, its understanding is often out of step with the changing needs of the industry, which now demands graduates who are creative, agile, flexible,

and entrepreneurial [16]. Unfortunately, these demands have not been widely reflected in journalism classrooms at universities [17]. As a result, students are at risk of completing their education without adequate experience in critical competencies such as data-based news writing, multimedia content production, audio-visual material editing, and news presentation for digital platforms. In this context, the limited number of competent lecturers in teaching journalism causes students to only understand theoretical aspects, without being able to produce real data content [18]. Many communication educators had not modified their course curricula to include new technology skills that reflect those used in the industry [19]. It has been suggested that collaboration between educators and industry professionals is essential in developing assignments that incorporate current technology [20]. Companies are interested in hiring individuals who have new media skills, video production and data analysis skills, practical experience, good communication skills, and the ability to work under pressure [21]. This fact confirms that journalism graduates are required not only to master theory, but also to have practical competencies that are relevant to the reality of the digital media industry. Meanwhile, most Australian universities have developed journalism education programs that specifically equip students with skills and knowledge that are relevant to the demands of the workplace [22]. Thus, the lack of contextual and industry-relevant material in practice-based journalism courses poses a significant barrier to students' skills development, as well as impacting their readiness to contribute professionally in a competitive media environment.

Conducting an in-depth needs analysis is an important first step in developing an effective journalism practice course that is in line with the realities of the media industry. A thorough needs analysis is not only useful for adjusting the material specifically, but also greatly influences the overall learning design process that will facilitate the optimal learning process for students. By understanding the actual needs of students and the expectations of the world of work, course development can be more focused and relevant. In addition, needs analysis also helps teachers determine the feasibility and suitability of the material presented to truly support the achievement of learning objectives and competencies needed in the field of journalism.

Several previous studies have discussed the need for journalism learning materials in the context of education in Indonesia. However, there is a significant gap because these studies have not directly integrated the perspectives of students and lecturers who are actively involved in journalistic practice. A key factor in developing an effective curriculum is paying attention to the real needs of students and the demands of the media industry directly [23,24]. Without input from practitioners and lecturers who are experienced in journalism, the courses developed tend to be less relevant to real skills and field situations. Therefore, conducting a needs analysis involving students and lecturers who teach journalism practice courses is very important to obtain an in-depth picture of the language competencies and journalistic skills needed on a daily basis. This will help develop learning content that is more targeted and prepare students to face the challenges of communication and journalistic tasks in the world of work. This study emphasizes the urgency of conducting a needs analysis that focuses on direct input from students and lecturers who teach journalism practice in higher education as an effort to answer the following research questions: (a) What journalistic materials need to be included in the journalism practice courses to suit the needs of students? (b) What language skills should be developed in the journalism practice courses to support the implementation of journalistic tasks and activities in the field?

2. Materials and Methods

2.1. Research Design

This study adopted a mixed-methods design which combined a survey (quantitative method) and interviews (qualitative method). This design included collecting and analyzing quantitative data initially, followed by collecting and analyzing qualitative data to provide a more comprehensive understanding of the study topic.

2.2. Population and Sample

This study involved two groups of participants from the Indonesian Language and Literature Education Study Program at three private universities in West Sumatra Province. The first group consisted of 64 students who had completed the Journalism Practice course in the 2020–2021 academic year (semester 5), taken from Universitas Bung Hatta (24 students), Universitas PGRI West Sumatra (25 students), and Universitas Muhammadiyah West Sumatra (15 students). The students were selected by total random sampling due to the limited population size

and only one class available at each university. The second group consisted of three lecturers, one lecturer from each university, who taught the Journalism Practice course. This sampling approach ensured that participants who were directly involved in learning and teaching journalism practice were represented in this study.

2.3. Instrument

The research instruments used in this study included a questionnaire and semi-structured interviews. The questionnaire consisted of four-point scale questions designed to assess students' and lecturers' perceptions of the need for language skills integration in journalism practice courses. The use of scale questions provided a structured format that facilitated data collection and analysis. Response options were categorized as very important, important, less important, and not important. To ensure clarity and ease of understanding, the questionnaire was delivered in Bahasa Indonesia. The questionnaire items were carefully structured to cover a range of topics and language skills relevant to journalism practice, to assess their level of importance in supporting students' readiness to face real-world journalism assignments.

The questionnaire items were developed after conducting an in-depth review of journalism learning materials, industry standards, and previous research related to journalism education. The topic selection criteria included (a) relevance to general journalistic activities such as interviewing, news writing, and news presentation; (b) suitability to communication competencies required in the modern media environment; (c) representation of key language functions required in journalism, including listening, speaking, reading, and writing; and (d) coverage of current trends and digital media skills. These criteria ensured that the questionnaire comprehensively accommodated the essential language skills and content required in the journalism practice courses.

In addition to the questionnaire, semi-structured interviews were also conducted with lecturers teaching journalism practice courses at three private universities in West Sumatra Province, Indonesia. These interviews aimed to gain in-depth perspectives on the integration of language skills in the module, including challenges and best practices from a teaching perspective. The flexible semi-structured format allowed informants to provide detailed insights while maintaining focus on key themes related to journalism education.

Interview questions focused on exploring participants' perspectives on key topics and language skills that should be included in journalism practice courses. Key discussion areas included (a) the most important journalism topics that should be included in practice courses, (b) listening materials that students need to develop effective communication in interviews and news gathering, (c) speaking materials that students should prioritize to improve their reporting and news presentation skills, (d) reading materials that are important for analyzing news content and media texts, and (e) writing materials that students should focus on to improve their ability to produce various types of journalistic texts for various media platforms.

Both research instruments, the questionnaire and the interview, were validated by experts in journalism education and language teaching to ensure content relevance, clarity, and reliability. The internal consistency of the questionnaire was measured using Cronbach's alpha with a reliability coefficient of 0.87, indicating good internal consistency. This rigorous validation process ensures that the research instruments are able to gather the perspectives needed for the development of the journalism practice courses.

2.4. Data Collection and Data Analysis

2.4.1. Questionnaire

The questionnaire was designed using Google Forms, with the link distributed to students and lecturers of Journalism Practice courses at three private universities in Provisni, Indonesia. This online questionnaire served as the primary data collection instrument to gather comprehensive insights from participants regarding their perspectives on the integration of language skills in journalism practice. After data collection, the responses were systematically organized into a spreadsheet and carefully summarized. The data were then analyzed using descriptive statistical methods, and the results were presented clearly in detailed tables to illustrate the main findings regarding the needs and priorities for language skills development in journalism education.

2.4.2. Semi-Structured Interview

The interviews were recorded, transcribed, and translated from Indonesian to English. The study further identified key concepts in the transcript data. Subsequently, the interview transcripts were coded and grouped into topics based on content.

3. Results and Discussion

This study aims to investigate the perspectives of students and lecturers on the need for journalism practice courses to produce electronic media news videos. Data were collected through quantitative questionnaires and qualitative interviews, covering relevant topics and journalistic skills needed in the field. The findings were then triangulated, compared, and analyzed to see the suitability between practical needs in the field of journalism and the material taught in class.

3.1. Journalism-Related Topics Needed in the Learning Materials

Table 1 shows that several topics are very important in the Journalism Practice course. Topics that received high ratings include essential journalistic skills such as writing headlines and leads, presenting news in front of the camera, planning coverage, and writing news for electronic media formats. However, certain topics were rated less important than others, such as field reporting, recording audio and video, and editing audio and video, with lower average scores ranging from 1.89 to 2.00. These results demonstrate a disparity between conceptual journalistic skills, such as idea development, writing, and delivery, and technical production skills, such as recording and editing. The data suggest that students focus more on the intellectual and communicative aspects of journalism, such as content framing, clarity, and presentation, than on the technical aspects of production. This reflects an imbalance in learning, where theoretical understanding may be superior to technical skills. Therefore, a more balanced integration of these two aspects is needed in learning.

Table 1. Topics in the Journalism Practice Course.

Topics	Mean	Category
Identifying Current Issues	2.50	Important
Coverage Planning	3.32	Very Important
Interview Techniques	3.25	Very Important
Field Reporting	1.89	Less Important
News Writing in Electronic Media Format	3.27	Very Important
News Title and Lead Writing	3.40	Very Important
Recording Audio and Video	2.00	Less Important
Audio and Video Editing	1.92	Less Important
Presenting News in Front of the Camera	3.35	Very Important

The analysis results indicate that students consider two main topic categories to be critical to the material in the Journalism Practice courses. Several key topics were deemed highly important by students. This is evidenced by high ratings for topics such as writing headlines and news leads, presenting news stories on camera, and planning coverage. Rather than viewing these skills as separate abilities, they collectively represent the entire journalistic production process, from planning to presentation, with audience involvement. This suggests that students view journalism as a process that emphasizes story structure and clarity before using production tools. These topics emphasize the need to develop in-depth knowledge and hands-on skills in journalistic practice, from the planning stage of a news idea to its implementation in the field. In other words, cognitive and communication readiness come before technical execution.

The second category emphasizes the importance of improving academic and professional career readiness through topics on communication and writing skills relevant to the needs of the journalistic workplace, such as interview techniques and news writing for electronic media formats. Interview techniques are a fundamental skill essential for gathering accurate and reliable information from sources. According to Miller et al. [25], journalists must thoroughly master news-gathering techniques. Without mastery, the collected news material will dry up. The

research results indicate that interviews function as a “news generator” that elicits responses from sources that can be used as raw news material [26].

Meanwhile, news writing skills are needed so that students can present information in a concise, clear, and easy-to-understand style. The importance of writing skills is even directly emphasized by media industry players. Quality writing skills are highly expected from new graduates by employers in the journalism industry [27,28]. In line with this, writing training is generally considered a basic skill that must be possessed in journalism education [29]. This finding indicates that the Journalism Practice course not only enhances students’ language proficiency but also trains them to construct narratives in a logical and coherent manner. The strong interest shown by students in journalism learning reflects their awareness that proficient writing is fundamental to developing self-confidence and professional credibility within the media industry.

The interview results further confirmed that the topics in the journalism practice course must be relevant to the practical needs of students. These topics include identifying current issues, planning coverage, interview techniques, writing news, writing news titles and leads, and presenting news in front of the camera. The following are the results of interviews with 3 lecturers who teach Journalism Practice courses at three different campuses.

The learning process should cover topics that are in line with journalistic activities, such as coverage planning, discussion of current issues, interview techniques, and writing news in electronic media format. The material also needs to provide guidance to students on writing according to journalistic principles so that they are able to compile informative, accurate, and publishable news reports. (Interview results-P1)

Journalism Practice courses must cover topics that are relevant to the practical application of the world of journalism. The material must also include writing skills to compose effective news scripts, titles, and leads. In addition, students also need to understand the criteria for writing interesting titles and leads, because the twisting of the lead style greatly affects the appeal of the news. (Interview results-P2)

The material in the module needs to be adjusted to the needs of the current media industry, from scriptwriting, audio, to video. In addition to mastering the theory, students must be given space for direct practice so that they can experience the real process of journalistic work. (Interview results-P3)

From these qualitative insights, it is clear that lecturers not only focus on the relevance of the material but also emphasize the authenticity of practice. Consistent mention of hands-on practice and adaptation to the latest media industry standards demonstrates the importance of experiential learning models, such as PjBL. This shift in teaching approach ensures that theoretical knowledge, such as writing headlines, is embedded in real-world tasks in the newsroom, thus encouraging the development of professional competencies that can be applied in the field.

Based on the results of the triangulation of quantitative and qualitative data, the interpretation of **Table 1** is that both students and lecturers view journalism education as a synthesis of conceptual literacy, expressive skill, and applied production ability. Consistent findings by Wenger and Owens [30] from year to year can increase educators’ confidence in using these results as a guide for specific curriculum reforms. For example, the need for students to work in teams and meet deadlines in assignments is very important. The ability to take videos and photos and work in mobile and social media spaces is also very important. Important topics that should be included include coverage planning, interview techniques, and presenting news in front of the camera. In addition, these materials should include skills in writing effective news scripts, titles, and leads, as well as mastery of editing techniques to produce quality content. This is in line with the findings of Media Helping Media, which emphasizes the importance of mastering clear and accurate language in news writing. Almost all journalism educators and professionals agree that good writing is the most important skill for students to master, because it can open up better career opportunities [31]. Therefore, the interpretation suggests that the course needs to be restructured to achieve a balance between conceptual and technical learning outcomes. Writing, interviewing, and on-camera presentations are considered core skills in the professional world, while production and editing serve as supporting technical competencies.

3.2. News Video Making Skills: Materials Needed in the Journalism Practice Course

Based on research examining the material requirements in journalism practice courses from the perspectives of lecturers and students, listening and speaking skills emerged as the two most important skills in supporting the ability to produce news videos. This is evident from quantitative results, which indicate that all indicators for listening and speaking skills are categorized as “very important,” and are supported by qualitative findings from lecturer interviews, which indicate that the ability to critically listen to information from sources, field observations, and editorial discussions significantly determines the quality of the news produced by students. Furthermore, speaking skills, particularly reading news leads, interviewing sources, and delivering news on camera, are essential elements of journalistic practice.

This research also uncovered several important aspects of each of these skills. In the topic of listening, it was found that listening to the results of field observations and interviews is crucial for gathering accurate information based on the 5W + 1H. In speaking, students need to be trained to deliver news with clear articulation, appropriate intonation, and appropriate expression, both live and in recorded formats. Meanwhile, reading skills support an understanding of news writing structure and journalistic ethics, while writing skills emphasize the importance of creating straight news, leads, and scripts appropriate for electronic media formats. Skills in video production and audio-visual editing are crucial for presenting news professionally on digital platforms, including synchronizing sound with images, visual transitions, adding supporting text, and final proofreading before publication. The following are the results of each language skill obtained from the perspectives of students and lecturers.

3.2.1. Materials in Listening Skills for Journalism Activities

Table 2 highlights the materials needed to develop effective listening skills in the journalistic process. These materials include listening to information from sources and direct observations in the field, watching news broadcasts, and listening to newsroom discussions.

Table 2. Required Materials in Listening Skills.

Listening Skills	Statement	Mean	Category
Listening to the results of direct observations in the field	Digging up actual information from the field to support the accuracy and depth of news based on the 5W+1H elements	3.34	Very Important
Listening to interviews with sources	Understanding important information conveyed by sources	3.12	Very Important
Listening to live or recorded news broadcasts	Analyzing how news is delivered and the accuracy of information	3.31	Very Important
Listening to editorial meetings/newsroom discussions	Understanding the coverage planning process, including determining news ideas, materials, sources, and points of view to be raised	3.29	Very Important

Regarding the qualitative data obtained from the interviews, all lecturers emphasized the importance of providing materials for students to learn effective listening skills in four main areas. These aspects include listening to information from observations obtained from the coverage location, listening to important information conveyed by sources, listening to news broadcasts, and listening to conversations and discussions in the newsroom. The lecturers emphasized that these materials are important to improve students’ understanding and preparation so that they have the skills to make news videos. In addition, active and critical listening skills enable students to analyze critically and compile accurate, informative news reports.

The ability to analyze and understand information by listening critically has been considered as one of the important skills for journalists in the future in digital and convergent media [32].

Listening to the results of direct observations in the field is very important in the context of journalism learning. This ability has a big influence on the accuracy and depth of the news they compile. Therefore, the journalism practice course is recommended to train students to obtain information based on the 5W + 1H elements accurately from the coverage location. (Interview results-P1)

In the coverage process, interviews play a crucial role in eliciting information from sources. Therefore, students need to have a high focus so that every important piece of information conveyed by the source can be understood well and not missed.

Listening to the information conveyed by the source is very important in order to obtain accurate data. This skill includes the ability to formulate relevant questions, ask questions based on the source's answers, and respond to statements appropriately during the interview process. (Interview results-P2)

Through the activity of watching news broadcasts, students not only learn to understand news content but also observe how information is conveyed effectively.

Listening to news broadcasts is considered important to help students master how to convey information and can learn the structure of news presentation, voice intonation, and the use of language that is in accordance with journalistic rules. In addition, listening to news broadcasts trains students' sensitivity in obtaining current issues and understanding the information conveyed. Therefore, this material needs to be included in the journalistic practice course to strengthen students' listening skills in the context of journalism. (Interview results-P3)

All participants reported that listening to conversations and discussions in the newsroom or during editorial meetings is very necessary in journalistic practice activities. By learning to understand discussions during editorial team discussions, such as determining news perspectives, selecting sources, and planning coverage, it is hoped that students will be adequately equipped for the news production process. The integration of newsroom simulation and peer discussion activities has been proven to enhance students' analytical listening and decision-making abilities in journalism education [33].

The data shows that developing good listening skills is essential for students' journalism practice during lectures and in the future. The results of the questionnaire and participant perspectives show that important listening materials, such as digging up actual information from the coverage location, understanding information from sources, analyzing how news is delivered, and understanding the coverage planning process, should be included in the journalism practice course. These materials support the development of journalistic literacy and cognitive engagement necessary for producing credible and ethical news content.

3.2.2. Materials in Speaking Skills for Journalism Activities

Based on the data presented in **Table 3**, the learning design for journalistic practice should include material on speaking skills. From the participants' perspective, prioritizing material that includes how to deliver news directly, compose interesting leads, and conduct direct interviews with sources is considered very important. This correlates with the finding that effective speaking skills are essential in the world of journalism to deliver information clearly and interestingly. Improving students' ability to use news and media literacy is needed in speaking practice because it provides a contextual basis for communication. This indicates that speaking practice is not merely about vocal performance, but also about interpreting and communicating factual information responsibly. They obtain various types of information from media sources and expand their repertoire of advanced vocabulary through speaking practice with their classmates. However, teachers must often provide learning resources on news and media literacy. Students should be provided with opportunities to explore and enhance their abilities in discussing various issues with their teachers and friends [34].

The results of interviews with participants mentioned the importance of including speaking skills material in the journalistic practice course, especially related to conveying information verbally in front of the camera and during interviews. This demonstrates that students perceive oral communication as a core competence that determines journalistic credibility. Learning materials should include complete examples so that students can understand and apply them during practice, such as explanations of types of intonation, tips for speaking in front of the camera, how to express facial expressions appropriately, and techniques for maintaining eye contact with sources or audiences. The course should also suggest repeated news reading exercises so that students can develop their intonation, articulation, and emotionalization of news scripts properly. This finding is in line with the Berret and Phillips [35], who emphasize that interviewing remains a critical element of data journalism training. They note that many courses

offered are still introductory and focus on basic skills, including the ability to understand statistics and negotiate data, which is then interviewed to find a story. This statement shows that interviewing in modern journalism is not just a questioning technique, but also part of an investigative process that requires deep communication skills and the ability to dig for information.

Table 3. Required Materials in Speaking Skills.

Speaking Skills	Statement	Mean	Category
Opening and closing newscasts live	Start and end news reports with good structure, appropriate language, and effective emphasis.	3.30	Very Important
Delivering news leads live	Express the beginning of the news in a concise, interesting, and informative manner to attract the attention of viewers.	3.33	Very Important
Delivering news reports verbally on camera	Deliver information directly from the field with clear and informative articulation.	3.34	Very Important
Conducting live interviews with sources	Ask the right questions and dig for further information based on the answers of the sources.	3.32	Very Important
Participating in coverage planning meetings	Express opinions, put forward coverage ideas, and provide input or responses to team proposals.	3.21	Very Important
Speaking in public forums or campus journalism activities	Be able to convey opinions in an open forum with confidence.	2.25	Important

The material is expected to teach students about the use of clear and effective language that is appropriate, both when conducting live coverage or reading reports in the studio. The learning material can include examples of coverage situations, such as delivering live reports from disaster locations or official events, complete with practice scripts. (Interview results-P1)

Participants emphasized the importance of materials that discuss techniques for delivering news leads directly. The ability to open news with straightforward, interesting, and informative sentences is a basic that students must master as future journalists. Effective lead delivery is able to provide a brief but in-depth overview of the core of the news, making it easier for the audience to understand the main information quickly.

Creating a first impression and being able to attract the audience's attention from the start is essential in presenting news. An opening greeting and delivering interesting initial information are considered important skills. Therefore, students need to be trained to master these skills in delivering news, both live and recorded, as part of communication training. (Interview results-P2)

The material on speaking skills for interview activities with sources is considered very important for students to learn. All participants stated that this ability is the core of the coverage process. Students should be able to respond to sources' answers with relevant follow-up questions, be able to regulate the rhythm of the interview, give sources time to think, and avoid interruptions that can disrupt the communication process. Planning questions as well as choosing and preparing interviewees are in addition important parts of the editorial work [36].

The material on interview skills with sources is a very important competency for students to master in the Journalism Practice course. This skill allows students to build good communication, dig up information, and build a comfortable atmosphere. By equipping students with interview technique material in the learning process students will certainly be more prepared to produce news. (Interview results-P3)

Planning interview guidelines, selecting appropriate sources, and understanding the editorial decision-making process are equally important in developing speaking competence. Therefore, material on interview techniques is important to be added to the journalism practice course so that students have the skills to build effective communication with sources and understand ethics and manners during interviews.

Based on the triangulation of the results obtained from the questionnaire and interviews, the material on speak-

ing skills specifically tailored to the communication needs in the field of journalism is considered important in the development of the Journalism Practice course. Priority should be given to the ability to deliver news reports orally in front of the camera, deliver informative and interesting news leads, and conduct interviews with sources. This correlates with Linell [37] who states that interviews are analyzed as communicative activities that refer to socially constituted, situated and bounded forms of talk and interaction. Based on this, it can be concluded that speaking skills greatly determine the quality of students, especially when dealing directly with the public or sources. In addition, participation in editorial meetings, coverage planning discussions, and involvement in campus journalism activities are very important to train students' speaking skills. This finding emphasizes the importance of teaching students not only technical skills, but also an understanding of the decision-making process in editorial meetings as part of learning journalistic practices [38]. By integrating speaking skills content that is relevant to communication needs in the world of journalism, the journalism practice course can prepare students to face the journalism profession in the future.

3.2.3. Materials in Reading Skills for Journalism Activities

Based on the data in **Table 4**, skills in journalistic practice activities are very important to support student competence. The activity of reading news from various media is considered important because it can help students understand the writing structure and language style of news writing. The ability to read and analyze data such as infographics, statistics, and field documents plays an important role in building the accuracy and depth of news. In one study by Kormelink [39], informants were therefore asked to reflect on an immediately prior news experience, so as to let them form more or less coherent thoughts while still being grounded in an actual and "accessible" experience. Put simply, informants were given just enough time to process the news and reflect on it. In addition, reading the journalistic code of ethics is also important, even though its value is lower, because understanding the principles of the journalistic code of ethics remains the foundation of responsible journalistic activities. Given the degradation of journalistic ethics is taking place around the world, especially in the past ten years [40]. Journalistic ethics, as well as ethical and objective reporting, play an important role in journalism students' education [41,42].

Table 4. Required Materials in Reading Skills.

Reading Skills	Statement	Mean	Category
Reading news from various media	Understand news structure, writing style, and author's point of view.	3.30	Very Important
Reading data (infographics, statistics, field documents)	Analyze and summarize information to support news writing.	3.31	Very Important
Reading journalistic codes of ethics	Understand the principles and limitations of ethics in journalistic practice.	2.75	Important
Reading the content of the news to record the sound	Practice how to read news scripts clearly, with proper intonation, tempo, and speech articulation when recording for audio purposes.	3.29	Very Important
Reading the news in front of the camera	Deliver the opening part of the news (lead) with proper intonation, expression, and emphasis to attract the audience's attention.	3.32	Very Important

These findings suggest that reading in journalism is not merely about receiving information, but also a form of active participation in which students engage in understanding the meaning between the text and the real-world situations around them. By reading news, data, and codes of ethics simultaneously, students can develop critical thinking skills and moral attitudes—two essential elements in becoming professional journalists [43]. Therefore, teaching ethical reading in the curriculum helps students assess credibility, bias, and fairness in disseminating information.

Based on the interview results, participants stated the importance of reading news materials from various media, such as newspapers, magazines, and tabloids. This reading activity not only enriches students' insight into current issues, but also helps them recognize the differences in news structure and news presentation techniques between media. In addition, reading critically allows students to identify bias, as well as language strategies used to frame an event. Most journalists showed a strong preference for information that had been verified in other journalists' reports compared to unverified sources such as social media [44]. Even when presented with the argument

that published news stories may have limitations in presenting new perspectives, journalists still considered the use of reliable sources to be essential in finding and developing meaningful news angles.

As a lecturer of journalism practice courses, I strongly believe in the importance of the ability to read various types of journalistic texts for students. They need to be accustomed to reading news from various sources to understand the writing style, language style, and perspective of the author. In addition, students also need to be able to read and analyze data such as information graphics, statistics, or field documents to support accurate and comprehensive news writing. Without adequate reading skills, which include understanding and applying journalistic codes of ethics, and reading news scripts with appropriate intonation and expression when appearing on screen, students will not have a solid foundation to produce professional and reliable news. (Interview results-P2)

This statement explains that reading plays a crucial role in journalism education. Analytically, students learn to understand and evaluate various forms of journalistic discourse. Performatively, they learn to transform written material into spoken language during news broadcasts. Thus, reading skills help connect understanding with news-making skills, a crucial component of multimedia journalism literacy. By consistently following the news, students can broaden their knowledge, understand various writing styles, and apply writing techniques appropriate to the demands of today's journalism world. With these skills, they can create informative news reports supported by reliable data. Furthermore, learning the journalistic code of ethics as part of learning journalistic practice is equally important. By mastering the basic principles and ethical boundaries of news writing, students can maintain integrity and credibility in every journalistic work they produce.

The triangulation results from the questionnaire and interviews showed that reading comprehension of journalistic materials is very crucial for journalism students. Quantitative data showed that participants considered the ability to read and analyze various types of news texts from various media sources very important. This activity is seen as a foundation for understanding the structure of news writing, the author's perspective, and various journalistic presentation styles. The interview results supported this finding, where the instructor emphasized that by reading various news articles, students can recognize effective writing techniques, understand the language style in presenting information, and increase their awareness of journalistic tone and bias. In the context of media literacy, studying how media such as websites, television, and social media are produced helps one gain a critical perspective on the quality of news material [45]. Media literacy can be defined as the ability to access, understand, and produce messages in various media contexts [46]. This understanding is very relevant in strengthening students' reading skills, so that they not only understand the content of the news but are also critical of the source and how it is delivered. In line with this, a flexible understanding of the meaning of news literacy is important, so that it reflects the diversity of news forms and the diverse backgrounds of its readers [47]. These results are consistent with the opinion [48] which revealed that exposure to various types of media texts can improve students' news literacy and their writing strategies, thereby creating more critical and fair news content.

In addition to general news access, quantitative and qualitative data also emphasize the importance of materials that support students in practicing reading for news delivery purposes, especially in the context of multimedia journalism. Reading skills such as delivering headlines, reading news scripts for voice recording purposes, and pronouncing scripts clearly in front of the camera are considered very crucial. Participants stated that this material is important to train students in mastering clarity, intonation, tempo, and expression of delivery. This ability is important, both when students report directly from the field and when making video recordings, even though not in the studio.

3.2.4. Materials in Writing Skills for Journalism Activity

Based on the information listed in **Table 5**, journalism students view various writing skills as very important for their learning process and career preparation. The mean scores for all types of writing range from 3.16 to 3.32, and all are classified as "very significant". These findings highlight a recent shift in journalism education: a shift toward writing that utilizes multiple and interconnected media formats. This requires not only the ability to use appropriate language but also the ability to combine various types of multimedia content. Media convergence has been defined as a phenomenon of gradual coordination between two or more media that impacts the newsroom,

content production process, and journalist profile [49,50]. Related to media convergence and participatory culture, journalism 2.0 refers to the use of social platforms to produce, distribute and share news content, which increases interaction between media and audiences (social networks, blogs, microblogs, etc.) [51,52]. There is an expectation in the newsrooms of today that young reporters will be Web 2.0-savvy and will know how to use social media ethically in the day-to-day work of newsgathering, writing and publication [53].

Table 5. Required Materials in Writing Skills.

Writing Skills	Statement	Mean	Category
Writing several news angles from one topic	Developing various writing focuses from one issue to produce varied news.	3.16	Very Important
Writing based on data obtained from the field	Processing and presenting coverage data accurately.	3.32	Very Important
Writing straight news	Compiling news based on facts with an inverted pyramid structure.	3.30	Very Important
Writing news headlines	Formulating informative, interesting titles that are in accordance with the content of the news.	3.28	Very Important
Writing news leads	Compiling an opening paragraph/lead that is concise, dense, and able to attract the audience's attention.	3.27	Very Important
Writing news scripts according to news formats	Compiling news scripts with detailed visual-audio formats.	3.28	Very Important
Planning shooting news images or videos	Determining visual elements that are in accordance with the content of the news to strengthen the narrative and support the clarity of information.	3.30	Very Important

In the context of journalistic practice, the main tasks in writing include compiling direct news based on factual data, elaborating various points of view on a topic, and writing news leads and titles which are considered important elements in journalistic practice. This writing activity is considered crucial to improve students' ability to create interesting, informative, and well-organized news content. This writing assignment not only tests technical skills but also trains thinking skills and ethical attitudes. News writing requires the ability to summarize diverse opinions, analyze data meticulously, and provide editorial opinions, which are the foundation of scientific knowledge in professional news reporting.

Furthermore, student motivation and engagement are crucial for successful writing training. Students who are more enthusiastic and engaged typically perform better and are more persistent when faced with writing challenges [54]. These findings support the notion that journalism students' writing skills can be improved by incorporating learning methods that encourage enthusiasm and reflection into project-based writing activities [54].

Interview data corroborate these findings, highlighting the importance of mastering a variety of writing styles that are appropriate to professional criteria and digital news formats. The skill of writing news scripts that are appropriate to audio-visual formats is considered an important skill in preparing students to face the demands of multimedia journalism. The process of skills development in journalism is facilitated by the use of practical writing sessions rather than lectures as the mainstay of teaching. This means that developing journalistic skills is more effective through practical writing sessions than relying solely on theoretical lectures.

Students must gain sufficient experience in writing news from various perspectives and compiling information based on data obtained from the field. One participant stated that these tasks are important in shaping students' news evaluation, improving their editorial innovation, and ensuring that the reports produced meet journalistic standards related to balance and relevance. (Interview result-P1)

The development of technology and media requires journalism students to not only be proficient in writing print news but also be able to adapt their writing to the needs of digital platforms.

Participants also emphasized the importance of including material on script writing for digital media. This includes coaching students to produce detailed documents that are in line with visual and audio directions. This ability is crucial to producing high-quality news segments that combine visual narrative

with journalistic accuracy. (Interview results-P2)

Triangulation of quantitative and qualitative results confirms the need to include various writing materials in the journalism practice course. Recording events based on field information, composing clear and interesting news openings, designing informative titles, and writing complete scripts that meet media standards are all considered very important. The research results revealed that journalism students need writing learning that focuses on real media production practices to improve their competence in writing news in various formats [55], including news, interviews, features, etc [56], and practicing the writing profession.

In addition to the technical factors of writing, the ability to plan shooting news images or videos is also considered very crucial, with an average score of 3.30. This shows that in the context of modern journalism, writing skills cannot be separated from visual skills. Students are not only required to convey information in writing but are also expected to visualize news content in ways that enhance clarity and audience engagement. This ability is increasingly important as the consumption of video-based news on various digital platforms increases.

One participant stated that writing news is not only about arranging informative sentences, but also includes analytical thinking processes, proper data processing, and understanding the audience. He argued that students should be equipped with materials that encourage analytical thinking skills and effective message delivery. Another participant stated that writing with attention to visual elements helps students plan strategically about how the message is delivered as a whole, not only through text, but also through images and sound.

3.3. Materials in Video News Production: Audio and Video Editing for Journalism Activity

In the video news production process, audio and video editing skills are essential to ensure the clarity, coherence, and professionalism of the final product. Journalists must be able to synchronize visuals with narration, adjust sound quality, and incorporate supporting graphics effectively. The following **Table 6** presents the required materials and essential editing skills needed in video news production activities.

Table 6. Required Materials in Video News Production.

Editing Skills	Statement	Mean	Category
Editing audio recordings for clear sound	Improve sound quality with editing techniques to make it clear and natural	3.20	Very Important
Adjusting audio to news videos	Combine narration with images/videos according to the right timing	3.18	Very Important
Arranging visual and audio transitions	Manage transitions between clips so as not to distract the audience	3.20	Very Important
Adding supporting text and graphics to videos	Insert text, names of presenters and sources, news topics, or other infographics to clarify information	3.23	Very Important
Exporting videos in formats suitable for electronic media	Choose a resolution and video file format so that it can be used on various media platforms	3.21	Very Important
Reviewing final videos before publishing	Conduct final checks on content, sound quality, visuals, and accuracy of information before publishing	3.17	Very Important

The results of this study indicate that students recognize that the editing process is not simply a mechanical task, but a meaning-making process in which visual, auditory, and textual elements must be integrated to produce clear and credible news content. High mean scores across all items indicate that technical proficiency is considered a key determinant of journalism quality, particularly in ensuring narrative coherence. In this case, the use of digital devices in the audio and video editing process also requires high emotional abilities and self-confidence, as emotional factors significantly influence a person's ability and self-confidence in applying technology effectively in the context of language and media [57].

Interview data support this interpretation, indicating that participants not only value technical accuracy but also emphasize ethical responsibility in the editing process. Statements from participants P1 and P2 indicate that the editing phase serves as a final check on journalistic integrity. The act of reviewing and verifying audio-visual content before publication reflects students' awareness of accuracy, fairness, and audience trust, a core value of

journalistic professionalism. Participant P3's comment that "audio and video must be in harmony" indicates that the harmony between visual and audio elements directly influences how audiences understand journalistic messages, reinforcing the semiotic dimension of the editing process as part of the narrative.

Thus, both qualitative and quantitative results confirm that audio and video editing training materials should be an important part of the journalism curriculum, especially for electronic news production. "Extensive labour goes into integrating the reporter's and photographer's activities (voice-overs, images, advanced editing) with the chosen interview bites to form a coherent, and seemingly smooth, narrative even though the report is most often constructed from very scattered ground material" [58].

Editing in journalism is not just about collecting news pieces, but also about bringing the story together as a whole and keeping readers engaged through intentional editorial choices. Therefore, learning about structured audio-video editing in journalism education is very important to train critical analysis skills, ethical awareness, and increase students' aesthetic sense in conveying information through various forms of media.

4. Conclusions

The findings of this study highlight that integrating the four language skills, listening, speaking, reading, and writing, into journalism practice courses is essential for developing students' professional competence and confidence in higher education. Both students and lecturers perceive that journalism learning should not only focus on theoretical knowledge but also emphasize practice-oriented activities that simulate real newsroom situations. These results imply that curriculum designers and educators must collaboratively create learning materials that align with industry needs, combining linguistic competence with digital and multimedia production skills to prepare students for modern journalism careers.

However, this study has certain limitations in scope and participant representation, as it only involved a limited number of lecturers and students from selected journalism programs. Future research should expand to include a wider range of institutions, employ mixed-method approaches, and explore how digital technologies and project-based learning models can further enhance language skill integration in journalism education. Strengthening partnerships between academia and the media industry is also recommended to ensure that journalism curricula remain adaptive, relevant, and responsive to the evolving demands of the digital era.

Author Contributions

Conceptualization, T.F.Y.; methodology, T.F.Y. and E.; software, T.F.Y.; validation, T.F.Y. and H.W.S.; formal analysis, T.F.Y.; investigation, T.F.Y. and E.; resources, H.W.S.; data curation, T.F.Y. and E.; writing—original draft preparation, T.F.Y.; writing—review and editing, T.F.Y. and E.; visualization, E. and H.W.S.; supervision, E.; project administration, T.F.Y. and H.W.S.; funding acquisition, T.F.Y. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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