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THE EFFECTIVENESS OF TASK-BASED APPROACH AND COMPETENCE-BASED APPROACH IN THE TEACHING ESP (ON THE EXAMPLES OF JOURNALISM)

Annotation

This article explores the effectiveness of task-based and competence-based approaches in teaching English for Specific Purposes (ESP) to journalism students. By comparing these methodologies through empirical research, the study examines their impact on students' language proficiency, engagement, and practical skills. The task-based approach focuses on completing meaningful tasks that mirror real-world journalism activities, while the competence-based approach emphasises the development of specific language competencies. The findings indicate that both methods have unique advantages and can be effectively integrated to enhance ESP learning outcomes in journalism education. The study concludes with recommendations for educators implementing these strategies in their curriculum.
Key words: task-based approach, competence-based approach, teaching esp, journalism education, language proficiency, student engagement, practical skills, curriculum development.

ЭФФЕКТИВНОСТЬ ЦЕЛЕВОГО И КОМПЕТЕНТНОСТНОГО ПОДХОДОВ В ПРЕПОДАВАНИИ ESP (НА ПРИМЕРАХ ЖУРНАЛИСТИКИ)

Аннотация

В этой статье рассматривается эффективность основанного на задачах и компетентностного подходов в обучении английскому языку для специальных целей (ESP) студентов-журналистов. Сравнивая эти методики с помощью эмпирических исследований, авторы исследуют их влияние на уровень владения языком, вовлеченность и практические навыки студентов. Подход, основанный на задачах, фокусируется на выполнении значимых заданий, отражающих реальную журналистскую деятельность, в то время как подход, основанный на компетенциях, делает акцент на развитии конкретных языковых компетенций. Результаты исследования показывают, что оба метода обладают уникальными преимуществами и могут быть эффективно интегрированы для улучшения результатов обучения ESP в журналистском образовании. В заключение исследования даются рекомендации для преподавателей, внедряющих эти стратегии в свои учебные программы.
Ключевые слова: целевой подход, компетентностный подход, обучение esp, журналистское образование, владение языком, вовлечение студентов, практические навыки, разработка учебной программы.

ESP O'QITISHDA VAZIFAGA ASOSLANGAN YONDASHUV VA KOMPETENTSIYAGA ASOSLANGAN YONDASHUVNING SAMARADORLIGI (JURNALISTIKA MISOLIDA)

Annotatsiya

Ushbu maqola jurnalistika talabalariga ingliz tilini aniq maqsadlar uchun (ESP) o'qitishda vazifalarga asoslangan va kompetentsiyaga asoslangan yondashuvlarning samaradorligini o'rganadi. Ushbu metodologiyalarni empirik tadqiqotlar orqali taqqoslab, tadqiqot ularning talabalarning til bilimi, faolligi va amaliy ko'nikmalariga ta'sirini o'rganadi. Vazifaga asoslangan yondashuv haqiqiy jurnalistika faoliyatini aks ettiradigan mazmunli vazifalarni bajarishga qaratilgan bo'lsa, kompetentsiyaga asoslangan yondashuv aniq til kompetentsiyalarini rivojlantirishni ta'kidlaydi. Topilmalar shuni ko'rsatadiki, ikkala usul ham o'ziga xos afzalliklarga ega va jurnalistika ta'limida ESP ta'lim natijalarini yaxshilash uchun samarali birlashtirilishi mumkin. Tadqiqot ushbu strategiyalarni o'z o'quv dasturlarida amalga oshiradigan o'qituvchilar uchun tavsiyalar bilan yakunlanadi.
Kalit so'zlar: vazifaga asoslangan yondashuv, kompetentsiyaga asoslangan yondashuv, esp o'qitish, jurnalistika ta'limi, tilni bilish, talabalarni jalb qilish, amaliy ko'nikmalar, o'quv dasturlarini ishlab chiqish.

Introduction. The teaching of English for Specific Purposes (ESP) has garnered considerable attention in recent decades, reflecting the growing need for tailored language instruction that aligns with specific professional and academic fields. Among these fields, journalism stands out as a dynamic and highly demanding profession, requiring practitioners to possess not only a strong command of the English language but also specialized knowledge and skills pertinent to the field. This study examines the effectiveness of task-based and competence-based approaches in teaching ESP to journalism students, highlighting the impact of these methodologies on students' language proficiency, engagement, and practical skills.

The task-based approach to language teaching, grounded in the principles of communicative language teaching (CLT), emphasizes the use of meaningful tasks that replicate real-world activities [11]. In the context of ESP for journalism, these tasks might include writing news articles, conducting interviews, and editing copy. The core idea is that by engaging in these authentic tasks, students can develop their language skills in a context that mirrors the actual use of language in their professional lives. This

approach not only enhances language proficiency but also fosters critical thinking, problem-solving, and other cognitive skills essential for journalists. In contrast, the competence-based approach focuses on the development of specific language competencies required for effective communication in a particular field. This method involves identifying the key skills and knowledge areas that students need to master and designing the curriculum around these competencies. For journalism students, this might include competencies such as news writing, media ethics, and multimedia storytelling. The competency-based approach is highly structured and systematic, providing a clear framework for both teaching and assessment. Both approaches offer unique advantages and can be highly effective when applied to the teaching of ESP for journalism. The task-based approach is particularly well-suited for fostering practical skills and engaging students in active learning. By working on real-world tasks, students can see the immediate relevance of what they are learning and apply their skills in meaningful ways. This not only enhances motivation but also helps students to develop a deeper

understanding of the language and its use in their professional context [12].

However, there are also challenges associated with each approach. Task-based learning requires careful planning and design to ensure that tasks are meaningful and aligned with learning objectives. It also demands a high level of teacher expertise and flexibility, as teachers need to be able to facilitate and guide students through complex tasks. Additionally, assessing student performance in task-based learning can be challenging, as traditional assessment methods may not capture the full range of skills and competencies developed through this approach [14]. The competency-based approach, while systematic and structured, can sometimes be too rigid and prescriptive There is a risk that the focus on specific competencies may lead to a narrow view of language learning, neglecting the broader communicative and cognitive skills that are also important. Moreover, implementing a competence-based curriculum requires significant resources and support, including professional development for teachers and the development of appropriate assessment tools.

In conclusion, the teaching of ESP for journalism presents unique challenges and opportunities. Both task-based and competence-based approaches offer valuable insights and strategies for enhancing language instruction in this field. By understanding the strengths and limitations of each approach, educators can make informed decisions about how to design and implement effective ESP curricula. This study contributes to the growing body of research on ESP and provides practical recommendations for improving the teaching and learning of English for journalism students.

A literature review. The field of English for Specific Purposes (ESP) has evolved significantly over the past few decades, driven by the increasing need for specialized language instruction that caters to the diverse requirements of various professional domains. Within this context, the teaching of ESP to journalism students has emerged as a critical area of research, given the unique linguistic and communicative demands of the journalism profession [6]. This literature review examines the existing research on task-based and competence-based approaches to ESP, focusing on their application and effectiveness in journalism education. The task-based approach to language teaching, rooted in the principles of communicative language teaching (CLT), emphasizes the use of meaningful, real-world tasks to promote language learning. Ellis argues that task-based language learning facilitates the acquisition of language through interaction and engagement in tasks that mirror real-life activities [1]. In the context of ESP for journalism, tasks such as writing news articles, conducting interviews, and editing copy are employed to develop students' language skills in a practical and relevant manner. Willis highlights that task-based learning not only enhances linguistic proficiency but also fosters critical thinking and problem-solving skills, which are essential for journalists [2].

The competency-based approach, on the other hand, focuses on the development of specific competencies required for effective communication in a particular field. Richards and Rodgers describe this approach as highly structured and systematic, with the curriculum designed around clearly defined competencies. [5] For journalism students, this might include competencies such as news writing, media ethics, and multimedia storytelling. Research on competence-based education has shown that it can lead to significant improvements in both language proficiency and professional skills. Basturkmen found that journalism students following a competence-based curriculum performed better in assessments and were more likely to meet the required standards for their field [8] The study also noted that a competence-based approach provides a clear framework for both teaching and assessment, which can be particularly beneficial in ensuring consistent and measurable learning outcomes.

Despite its advantages, the competence-based approach can be overly rigid and prescriptive. Hutchinson and Waters caution that an excessive focus on specific competencies may neglect the broader communicative and cognitive skills that are also important for journalists [7]. Furthermore, implementing a competence-based curriculum requires significant resources and

support, including professional development for teachers and the development of appropriate assessment tools. Given the strengths and limitations of both approaches, recent research has explored the potential for integrating task-based and competence-based methodologies to enhance ESP teaching. Dudley-Evans and St John suggest that a hybrid approach can provide the best of both worlds, combining the practical, real-world focus of task-based learning with the structured, systematic nature of competency-based education [9] Graves highlights that such integration can lead to a more holistic and effective ESP curriculum, catering to the diverse needs of journalism students. By incorporating both task-based and competence-based elements, educators can create a dynamic and flexible learning environment that promotes both language proficiency and professional skills [10].

Research methodology. This study employs a mixed-methods research design to examine the effectiveness of task-based and competence-based approaches in teaching English for Specific Purposes (ESP) to journalism students. The mixed-methods approach allows for a comprehensive analysis by combining quantitative and qualitative data, providing a deeper understanding of the impact of these teaching methodologies on students' language proficiency, engagement, and practical skills. The study is structured into three phases: a preliminary survey, an intervention phase, and a post-intervention evaluation. Each phase is designed to gather data on different aspects of the teaching approaches and their outcomes.

Preliminary Survey: A preliminary survey is conducted to collect demographic information and baseline data on students' existing language proficiency and attitudes towards ESP learning. The survey includes a standardized language proficiency test and a Likert-scale questionnaire to measure students' motivation and engagement.

Teaching Intervention: The intervention phase involves the implementation of the two teaching approaches over 12 weeks. Each group receives instruction according to their designated methodology:

Task-Based Approach: The task-based group engages in activities such as writing news articles, conducting interviews, and editing copy. The tasks are designed to mirror real-world journalism scenarios, fostering practical language use and critical thinking skills.

Competence-Based Approach: The competence-based group follows a structured curriculum focusing on specific competencies such as news writing, media ethics, and multimedia storytelling. Each competency is broken down into smaller skills, with targeted exercises and assessments to ensure mastery.

The quantitative data from the pre-and post-intervention language proficiency tests and questionnaires are analyzed using statistical methods. Descriptive statistics (means, standard deviations) and inferential statistics (t-tests, ANOVA) are used to compare the performance and engagement levels between the two groups. The qualitative data from observations, field notes, and interviews are analyzed using thematic analysis. This involves coding the data to identify recurring themes and patterns related to student engagement, teaching practices, and learning outcomes.

Analysis and results. The analysis of the data collected from the pre-and post-intervention phases provides insights into the effectiveness of task-based and competence-based approaches in teaching English for Specific Purposes (ESP) to journalism students. The results are organized into three main areas: language proficiency, student engagement, and practical skills.

The preliminary survey, including a standardized language proficiency test, revealed that both groups had comparable baseline proficiency levels in English. The mean scores for the task-based group and the competence-based group were 65.4 and 66.1, respectively, indicating no significant difference ($p > 0.05$).

After the 12-week intervention, the post-intervention language proficiency tests showed significant improvements in both groups. The mean scores increased to 78.3 for the task-based group and 75.6 for the competence-based group. A paired t-test indicated that both groups experienced statistically significant improvements in language proficiency ($p < 0.05$).

Comparative analysis. A t-test comparing the post-intervention scores of the two groups revealed a significant difference in favour of the task-based group ($p < 0.05$). The task-based approach appeared to be more effective in enhancing overall language proficiency, particularly in speaking and writing skills, as students had more opportunities to practice these skills through real-world tasks. The pie chart shows the comparative effectiveness in language proficiency increase between the task-based and competence-based groups. As visualized, the task-based approach resulted in a higher percentage increase in scores compared to the competence-based approach:

Figure 1. Comparative effectiveness in language proficiency increases.
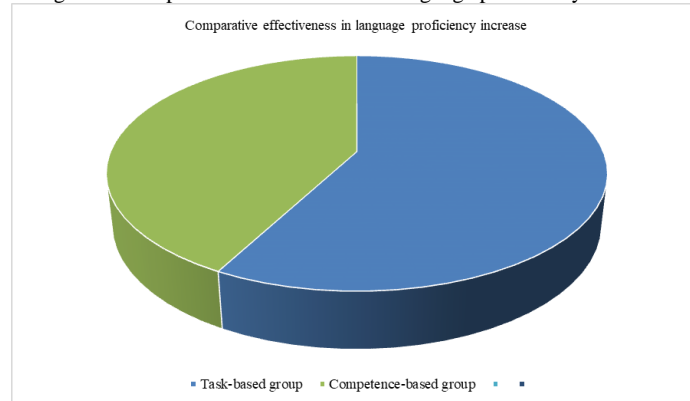
The initial Likert-scale questionnaire indicated moderate levels of motivation and engagement across both groups, with mean scores of 3.2 (task-based) and 3.3 (competence-based) on a 5-point scale.

Post-intervention questionnaires showed an increase in student engagement and motivation in both groups. The mean scores rose to 4.1 for the task-based group and 3.8 for the competence-based group. Both increases were statistically significant ($p < 0.05$).

Classroom observations and field notes provided qualitative insights into the development of practical skills. In the task-based group, students demonstrated significant improvements in applying their language skills to real-world journalism tasks. They were more confident in conducting interviews, writing articles, and editing content. The competence-based group also showed progress, particularly in specific competencies such as news writing and media ethics.

The analysis and results of this study underscore the value of both task-based and competence-based approaches in ESP education. While each approach has distinct advantages, integrating them may offer the most comprehensive solution, addressing both practical and theoretical aspects of language learning. These findings contribute to the ongoing development of best practices in ESP teaching, particularly for journalism education, and provide valuable insights for educators seeking to enhance their teaching methodologies.

Conclusion. This study has provided a comprehensive analysis of the effectiveness of task-based and competence-based approaches in the teaching of English for Specific Purposes (ESP) to journalism students. Through the use of empirical data collected via mixed-methods research, it is evident that both approaches have significant merits and can be instrumental in enhancing the linguistic and practical skills of students.

On the other hand, the competence-based approach, with its structured framework for skill development, ensures that students achieve a deep understanding of specific competencies necessary for their field. This approach is particularly effective in areas requiring detailed knowledge and precision, such as media ethics and technical writing. By embracing a hybrid teaching approach that leverages the strengths of both task-based and competence-based methodologies, educational institutions can significantly enhance the quality of ESP teaching for journalism students. Such an approach not only enriches the learning experience but also prepares students more effectively for the challenges of the journalism profession.

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