

MODERN SCIENTIFIC APPROACHES TO TEACHING ENGLISH PROFESSIONALLY IN THE TRAINING OF JOURNALISTS: A REVIEW AND SYNTHESIS

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Abstract: The globalization of media and the rise of digital journalism have intensified the demand for professional English proficiency among journalists. This article reviews contemporary scientific approaches to English for Journalism Purposes (EJP) within ESP frameworks. Using IMRAD structure, it synthesizes pedagogical research on needs-driven, task-based, technology-enhanced, and integrated methodologies. Findings highlight the effectiveness of corpus-informed DDL, project-based simulations, CLIL, and AI-supported learning in developing genre-specific competencies. Challenges and recommendations for journalism programs are discussed.

Keywords: English for Specific Purposes (ESP), English for Journalism Purposes (EJP), task-based language teaching, CLIL, corpus linguistics, digital pedagogy

INTRODUCTION

English functions as the primary lingua franca for international reporting, data journalism, cross-border collaboration, and digital content dissemination. Traditional general English courses often fail to address the specialized discursive practices, rhetorical strategies, and multimodal skills required in professional journalism.

Needs analyses reveal that journalists require advanced skills in rapid reading of complex sources, objective reporting, interviewing, editing under time pressure, and adapting content for diverse audiences. Modern scientific approaches draw from applied linguistics, SLA theories (e.g., sociocultural and cognitive perspectives), educational technology, and media studies. This review examines evidence-based pedagogies, with particular attention to shifts toward authentic, learner-centered, and technology-integrated instruction. The study addresses the research gap in synthesizing recent EJP-specific applications amid digital transformation and misinformation challenges.

Methods

This article employs a systematic literature review and qualitative synthesis approach. Sources were identified through academic databases and targeted searches for peer-reviewed articles (2020–2026) on ESP/EJP, journalism education, task-based learning, CLIL, corpus approaches, and technology-enhanced language learning. Inclusion criteria focused on empirical or theoretically grounded studies addressing professional English in journalism or closely related fields (e.g., media communication). Key sources include journals such as *English for Specific Purposes*, *Journalism & Mass Communication Educator*, and proceedings on digital pedagogy.

Approximately 40 sources were screened; 20+ core references informed the synthesis. Thematic analysis grouped findings into major pedagogical clusters. No primary empirical data

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were collected; instead, the paper synthesizes reported outcomes, needs analyses, and intervention results. Limitations include potential publication bias toward successful cases and predominance of Western or European contexts.

Results

The review identifies five prominent modern scientific approaches with demonstrated efficacy in EJP contexts.

1. Needs Analysis and Learner-Centered Design

Rigorous needs analyses (questionnaires, observations, task-based frameworks) form the foundation. Croatian journalists, for example, prioritized reading, translation, and task-specific skills over general proficiency.

2. Corpus Linguistics and Data-Driven Learning (DDL)

Journalism corpora enable discovery of genre-specific features (leads, reporting verbs, lexical bundles). Students analyze contrasts between hard news, features, and digital formats using tools like AntConc or Sketch Engine.

3. Task-Based and Project-Based Language Teaching (TBLT/PBL)

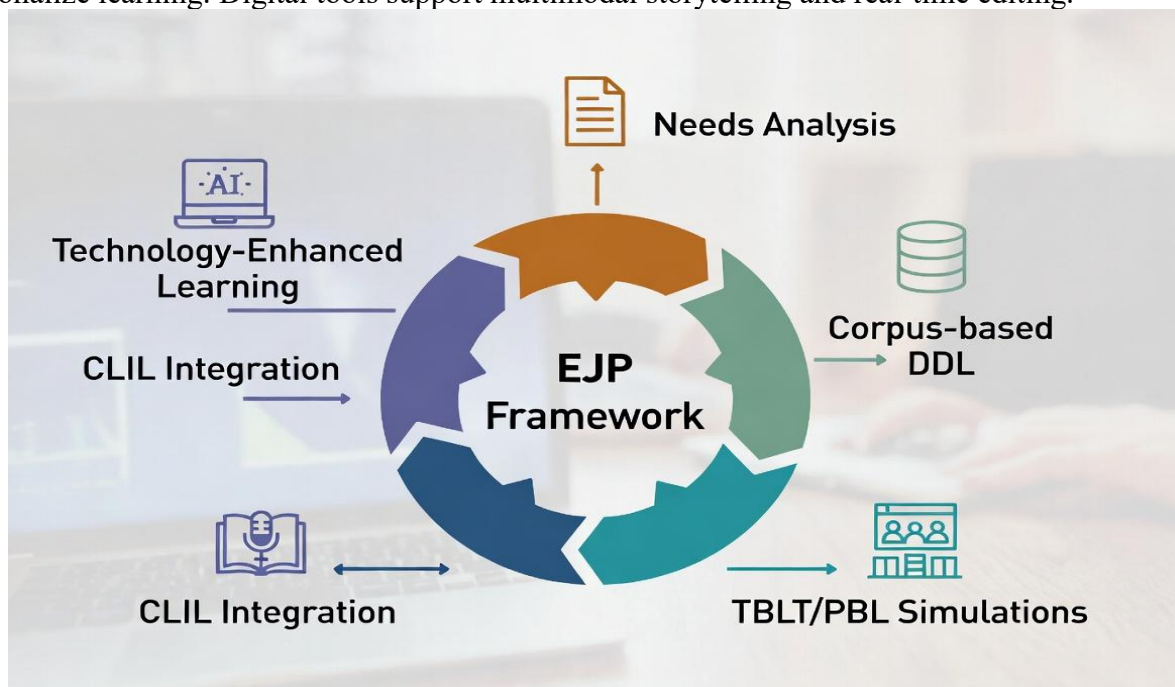
Authentic tasks—press conference simulations, investigative reporting, multimedia package production—drive language development. These mirror professional workflows and integrate skills under realistic constraints.

4. Content and Language Integrated Learning (CLIL) and Interdisciplinary Modules

English is taught through journalism content (media ethics, data journalism, science reporting). This fosters dual competence in language and professional knowledge.

5. Technology-Enhanced and Multimodal Approaches

AI writing assistants, VR simulations, collaborative platforms, and adaptive systems personalize learning. Digital tools support multimodal storytelling and real-time editing.



Comparative Insights (General vs. Science Journalism ESP)

Science journalism imposes additional demands: technical terminology, statistical literacy, hedging for uncertainty, and recontextualization of research findings. Pedagogies here integrate EST traditions with journalistic practices, using specialized corpora (Nature, Scientific American) and tools for literature parsing and data visualization.

	General Journalism ESP	Science Journalism ESP	
	Vocabulary Broad, general terms	Vocabulary Prieal, gewnblirms	
	Writing Genres News articles, features, opinion pieces	Writing Genres Technical, scientific terms Science news, research reports	
Reading Skills	General comprehension	Scientific literacy	
Tools	General news sources	Scientific databases	
Challenges	Simplifying complex info	Explaining science to lay audiences	

Reported Outcomes

Interventions show gains in lexical richness, fluency, accuracy, confidence, and professional readiness. Hybrid TBLT + technology models yield stronger results than traditional methods. Team-teaching (linguists + journalists) and industry partnerships enhance relevance.

Discussion

Modern EJP pedagogies shift from decontextualized grammar drills to orchestrated, authentic skill development aligned with connectivist and constructivist principles. Corpus and DDL approaches support inductive learning and rhetorical consciousness-raising. TBLT and PBL promote agency and transferability, addressing cognitive load through scaffolded real-world tasks. CLIL bridges language and content, while technology offers scalability and personalization, though it requires digital equity considerations.

Challenges

- Faculty dual expertise (language + journalism/science).
- Resource disparities across institutions.
- Rapid evolution of media practices vs. curriculum inertia.
- Balancing accuracy/ethics with engagement in science and data reporting.

Implications and Recommendations

Journalism programs should:

1. Conduct ongoing, stakeholder-informed needs analyses.
2. Adopt modular, tiered curricula (core EJP + specialized tracks, e.g., science journalism).
3. Integrate AI ethically with human oversight.
4. Emphasize reflective portfolios and competency-based assessment.
5. Foster international collaborations for cross-cultural English practice.

Future research could include longitudinal studies on graduate performance and experimental comparisons of hybrid vs. traditional EJP models. The integration of neuroeducational insights (e.g., spaced repetition, deliberate practice) represents a promising frontier.

CONCLUSION

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Evidence-based modern approaches—rooted in needs analysis, authenticity, integration, and technology—equip future journalists with the professional English competencies demanded by a global, digital media landscape. Implementing these pedagogies systematically will enhance not only linguistic proficiency but also journalistic excellence and societal impact in an era of information abundance and complexity.

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