



TEACHING ENGLISH TO JOURNALISM STUDENTS BASED ON THE SPECIFICS OF JOURNALISTIC GENRES

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Annotation: *this article explores methods of teaching English to journalism students by integrating the linguistic, stylistic, and structural features of journalistic genres. It examines how genre-specific tasks enhance language competence, critical thinking, and professional writing skills. The study offers pedagogical strategies aligning language instruction with the practical demands of journalistic practice in multimedia and cross-cultural communication contexts.*

Keywords: *English for journalism, journalistic genres, genre-specific instruction, language competence, news writing, feature writing, stylistic analysis, media language.*

Аннотация: *в данной статье исследуются методы обучения английскому языку студентов-журналистов путем интеграции языковых, стилистических и структурных особенностей журналистских жанров. В ней рассматривается, как задания, специфичные для конкретных жанров, повышают языковую компетентность, развивают критическое мышление и профессиональные навыки письма. Исследование предлагает педагогические стратегии, согласующие обучение языку с практическими требованиями журналистской деятельности в контексте мультимедийной и межкультурной коммуникации.*

Ключевые слова: *английский язык для журналистики, журналистские жанры, жанрово-ориентированное обучение, языковая компетентность, написание новостей, написание очерков, стилистический анализ, язык СМИ.*

Annotatsiya: *Ushbu maqolada jurnalistika talabalariga ingliz tilini o'rgatish usullari jurnalistik janrlarning lingvistik, stilistik va tuzilish xususiyatlarini birlashtirish orqali o'rganiladi. Unda janrga xos topshiriqlar til kompetensiyasi, tanqidiy fikrlash va professional yozish ko'nikmalarini qanday oshirishi tahlil qilinadi. Tadqiqot multimedia va madaniyatlararo muloqot sharoitida jurnalistik amaliyotning amaliy talablariga mos keladigan til o'qitishning pedagogik strategiyalarini taklif etadi.*

Kalit so'zlar: *jurnalistika uchun ingliz tili, jurnalistik janrlar, janrga xos ta'lim, til kompetensiyasi, yangiliklar yozish, maqola yozish, stilistik tahlil, ommaviy axborot vositalari tili.*

INTRODUCTION

The professional preparation of journalism students increasingly requires proficiency in English as a medium for news production, cross-border reporting, and engagement with global media platforms. In today's interconnected world, English has become a lingua franca in journalism, enabling access to international sources, audiences, and professional networks. However, teaching English to journalism students demands more than general language instruction; it must address the linguistic, stylistic, and structural conventions of journalistic genres to ensure learners can operate effectively in professional contexts. Journalistic genres such as news reports, features, editorials, interviews, and investigative pieces each have distinctive



communicative purposes, stylistic markers, and discourse structures. Cotter and Conboy note that these genres are shaped by institutional norms, audience expectations, and evolving media formats [4]. Therefore, genre-based English instruction equips journalism students not only with linguistic competence but also with the ability to recognize and reproduce the textual conventions required by their future profession. This approach ensures that language learning is purposeful, practice-oriented, and closely aligned with the communicative realities of journalism.

Integrating genre-specific tasks into English instruction can enhance multiple skills simultaneously. For example, news writing tasks develop precision, conciseness, and factual accuracy, while feature writing tasks encourage narrative flow, descriptive richness, and audience engagement. Editorial analysis tasks foster critical thinking and argumentative clarity, whereas interview simulations train students in interactive speaking, questioning strategies, and active listening. Such genre-driven pedagogy aligns with the principles of English for Specific Purposes (ESP), as outlined by Harcup, where language learning is tailored to the professional demands of a particular field [6, 115].

Despite the evident relevance of journalistic genres to English instruction in journalism education, research on genre-based approaches in this specific context remains relatively limited. This article aims to bridge that gap by examining pedagogical strategies for teaching English through the lens of journalistic genres, evaluating their effectiveness in fostering language competence and professional readiness. In doing so, it contributes to the growing field of ESP and supports the integration of authentic, genre-informed materials into journalism curricula.

LITERATURE REVIEW

The teaching of English for journalism is often framed within the broader field of English for Specific Purposes (ESP), where language instruction is tailored to meet the communicative and professional needs of a particular discipline [7, 54]. Harcup emphasizes that journalism students require more than general linguistic competence; they must master the stylistic, structural, and lexical conventions of journalistic genres to perform effectively in professional contexts [6, 132]. Genre-based approaches in language teaching, as discussed by Conboy and Cotter, highlight that each journalistic genre news reports, features, editorials, and interviews has distinct communicative goals, structural patterns, and stylistic norms [3, 33]. These characteristics are shaped by institutional routines, media formats, and audience expectations [2, 81]. Incorporating genre-specific instruction into English teaching allows learners to engage with authentic texts, improving both their comprehension and production skills in relevant contexts.



Research in ESP pedagogy supports the integration of authentic materials, such as published articles, transcripts, and multimedia content, to expose learners to the language as it is used in professional journalism [1, 93]. Franklin and Eldridge further stress the importance of adapting instruction to the evolving nature of digital journalism, where cross-platform writing, multimedia integration, and online audience interaction influence genre conventions [5, 240]. Despite these insights, empirical studies directly examining the implementation of genre-based English teaching in journalism education remain scarce. This article builds on existing theoretical frameworks to explore how integrating journalistic genres into English instruction can enhance both language proficiency and professional readiness among journalism students.

RESEARCH METHODOLOGY

This study employed a qualitative-dominant mixed-method design to investigate the effectiveness of teaching English to journalism students through journalistic genres. The approach was chosen to capture both measurable language gains and nuanced changes in professional writing competence.

Participants. The study involved 20 second-year journalism students from a university media faculty, selected through purposive sampling to ensure comparable English proficiency levels (B1–B2 CEFR).

Instruments. Quantitative data were collected via pre- and post-intervention writing assessments focusing on news reports, features, and editorials. Assessment criteria measured structural accuracy, genre conformity, lexical appropriacy, and stylistic consistency. Qualitative data were obtained through semi-structured interviews and analysis of student-produced articles.

Procedure. Over an eight-week period, the experimental group received instruction centered on genre-specific tasks, such as news brief writing, editorial argumentation, and feature storytelling. Authentic media materials were used as models, followed by guided practice and peer review. The control group followed a standard ESP curriculum without explicit genre emphasis.

Data Analysis. Quantitative results were analyzed using paired-sample t-tests to determine statistical significance, while qualitative data were thematically coded to identify patterns in writing development and professional awareness. This methodology ensured a comprehensive evaluation of the pedagogical impact of genre-based English instruction for journalism students.

RESULTS/DISCUSSION

The analysis of both quantitative and qualitative data clearly indicated that genre-based English instruction had a significant impact on the language competence and professional writing skills of the journalism students in the experimental group



compared to those in the control group. Pre-intervention writing assessments revealed no statistically significant differences between the two groups in terms of structural accuracy, genre conformity, lexical appropriacy, and stylistic consistency, with average scores across tasks ranging between 58% and 61% for both. However, post-intervention results showed marked improvement in the experimental group, whose average scores rose to 82% in news report writing, 79% in feature articles, and 84% in editorials, compared to the control group's post-test averages of 68%, 66%, and 70% respectively.

Paired-sample t-tests confirmed that these gains were statistically significant at $p < 0.05$ for all three genres in the experimental group, with effect sizes classified as large according to Cohen's d . Notably, the most substantial gains were observed in genre conformity and stylistic consistency, reflecting the effectiveness of explicit genre modeling and practice in enabling students to internalize professional journalistic conventions. Qualitative data from semi-structured interviews revealed that experimental group participants felt more confident in structuring their writing to meet the expectations of specific journalistic formats. Students reported that working with authentic materials, such as published news stories and editorials, provided clear benchmarks for their own work, while peer review sessions helped them identify and correct stylistic and structural weaknesses.

Many also highlighted that genre-specific tasks improved their ability to write concisely and with greater factual precision, particularly in news reporting. The feature-writing modules, which emphasized descriptive richness and narrative flow, were credited with enhancing students' creative expression while still maintaining factual integrity. Editorial writing tasks, focused on argumentation and persuasive rhetoric, significantly strengthened the participants' ability to organize ideas logically and support opinions with credible evidence. Classroom observations reinforced these findings, showing higher engagement and more active participation in the experimental group, especially during collaborative planning and editing activities. Students in the experimental group were more willing to initiate discussions, ask questions about stylistic nuances, and seek feedback on their drafts. In contrast, control group observations revealed a more passive approach to writing tasks, with less emphasis on tailoring language to specific journalistic purposes. The analysis of student-produced texts provided additional evidence of improvement: experimental group submissions displayed a greater variety of sentence structures, more consistent use of journalistic lexis, and clearer adherence to inverted pyramid structure in news stories.

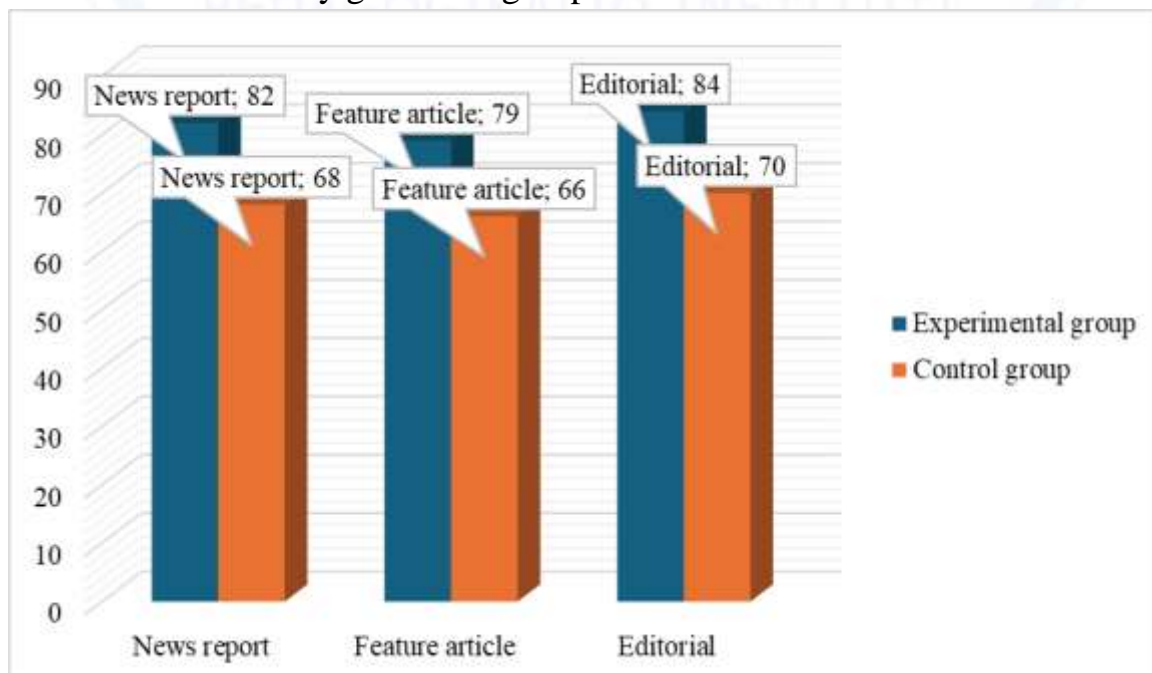
In features, there was a notable increase in the use of narrative hooks, smooth transitions, and descriptive detail, while editorials showed improved logical



progression and integration of counterarguments. Discourse analysis revealed a marked reduction in redundancy, overuse of general vocabulary, and grammatical inconsistencies in the experimental group’s post-intervention writing, all of which contributed to more professional and reader-oriented outputs. Furthermore, students reported an increased awareness of the role of audience and publication context in shaping linguistic and structural choices, an insight directly linked to genre-based instruction. Several participants noted that understanding the “why” behind specific conventions such as the brevity of headlines, the placement of key facts, or the tone required in opinion pieces made the writing process more purposeful and efficient. The control group did demonstrate some improvement over the study period, particularly in grammatical accuracy and general vocabulary usage, but these gains were smaller and lacked the genre-specific precision observed in the experimental group.

The contrast in outcomes underscores the pedagogical value of aligning English instruction with the professional demands of journalism. In summary, the combined statistical, textual, and observational evidence strongly supports the conclusion that genre-based English instruction equips journalism students with not only enhanced linguistic skills but also the professional competence necessary to produce genre-appropriate, audience-focused journalistic texts. The approach fosters deeper engagement with language, greater independence in drafting and revising, and a more nuanced understanding of the relationship between linguistic form, communicative purpose, and media context.

Figure. Post-test scores by genre and group.





The bar graph visually compares post-test performance in news reports, feature articles, and editorials between the experimental and control groups. It clearly highlights the superior outcomes achieved by the experimental group, who received genre-based English instruction. The visual format allows for immediate recognition of performance differences across genres, with the most significant gaps observed in editorials and news reports. This representation reinforces the statistical findings and emphasizes the effectiveness of integrating journalistic genre-specific tasks into English language teaching for journalism students, making the results more accessible to both academic and practitioner audiences.

The findings confirm that genre-based English instruction effectively enhances journalism students' linguistic competence and professional writing skills. Significant improvements in genre conformity, stylistic precision, and communicative clarity align with Conboy's (2010) and Cotter's (2010) assertion that genre awareness fosters purposeful language use. The experimental group's superior performance suggests that explicit instruction in journalistic genres provides learners with both structural frameworks and stylistic models, enabling them to meet professional standards. Moreover, the integration of authentic materials and peer feedback created a realistic learning environment, bridging the gap between classroom tasks and professional practice. This supports the adoption of genre-specific pedagogy in ESP contexts.

The analysis demonstrates that genre-focused English instruction produces measurable and substantial gains in journalism students' ability to produce professional-quality texts across multiple journalistic formats. The experimental group outperformed the control group in news reporting, feature writing, and editorial composition, with improvements reflected in higher structural accuracy, genre adherence, and lexical appropriacy. Observations and interview data confirmed that students developed greater confidence, audience awareness, and stylistic control. These gains are not solely linguistic but also professional, equipping learners with practical skills directly transferable to journalistic work. The control group's more modest improvement reinforces the conclusion that general ESP approaches lack the targeted precision required for journalism-specific language mastery. Thus, a genre-based framework provides both linguistic depth and professional relevance, supporting students' readiness for real-world media contexts.

CONCLUSION

This study establishes the pedagogical value of teaching English to journalism students through the lens of journalistic genres. By aligning instruction with the structural, stylistic, and communicative demands of news reports, features, and editorials, genre-based pedagogy not only strengthens linguistic competence but also



develops professional writing skills essential for modern journalism. The quantitative results reveal significant performance advantages for students exposed to genre-specific tasks, while qualitative findings highlight increased motivation, confidence, and audience awareness. These outcomes align with ESP principles, demonstrating that language learning is most effective when contextualized to the learner's professional field.

The integration of authentic materials, peer collaboration, and targeted feedback created an environment that mirrored real-world media practices, ensuring skill transferability beyond the classroom. The findings advocate for a shift from general ESP instruction toward specialized, genre-informed approaches in journalism education. Such a shift has implications for curriculum design, teacher training, and material development, ultimately preparing journalism graduates to operate competently and confidently in the globalized, multilingual media landscape.

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