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Task-Based Approach to Teaching English for Specific Purposes for Agronomy Students

Завданневий підхід у викладанні англійської мови за професійним спрямуванням для здобувачів освіти за спеціальністю «Агрономія»

Дослідження спрямоване на перевірку ефективності завданневого підходу до розвитку професійно-орієнтованих комунікативних умінь майбутніх агрономів. Завданневий підхід обрано з огляду на його здатність моделювати реальні професійні ситуації та інтегрувати мовленнєві навички в умови практичної фахової діяльності. Розроблений курс побудований на основі 4 типів автентичних професійних завдань. Проведено перевірку дієвості моделі на базі вищого навчального закладу. Статистичний аналіз даних експериментальної групи (вхідне та підсумкове тестування) за допомогою парного t -критерію засвідчив зростання загального рівня комунікативних умінь: вхідне $M = 64,8$, $SD = 6,9$; підсумкове $M = 81,6$, $SD = 7,4$, середній приріст 16,8 балів, $t(13) = 6,72$, $p < 0,001$. Порівняння з контрольною групою за допомогою t -критерію для незалежних вибірок підтвердило доцільність впровадження завданневого підходу: $t(28) = 2,64$, $p = 0,013$. Дані педагогічного спостереження виявили підвищення мотивації, активності та інтенсивності професійно-орієнтованої взаємодії. Отримані результати свідчать про ефективність імплементації завданневого підходу в курс англійської мови за професійним спрямуванням для спеціальності «Агрономія».

Ключові слова: завданневий підхід, англійська мова за професійним спрямуванням, агрономія, вищий навчальний заклад, немовна спеціальність, комунікативна компетентність, професійно-орієнтовані комунікативні уміння

In the context of globalization, profession-oriented foreign language competence of specialists in the field of agronomy is essential for their competitiveness and professional development. This substantiates the need to improve ESP courses for agronomy students and make a shift from traditional vocabulary- and text-based teaching to reinforcing practical language use. Task-based language teaching (TBLT) can address these issues by implementing task-based interactive activities into ESP courses and placing students into professionally meaningful communicative situations relevant to agronomy.

This study investigated the effectiveness of the TBLT approach in ESP courses for agronomists. Based on needs analysis, the mandatory 90-hour ESP course for agronomists was redesigned in order to integrate profession-oriented tasks, including problem-solving (agronomic case studies), information processing (interpreting tables, charts, research extracts), productive tasks (presentations, writing / responding to professional emails) and interactive tasks (role-plays).

A quasi-experimental design was applied in order to determine whether the integrated task-based ESP course for agronomists enhanced students' communicative competence across language skills. The experimental group completed pre- and post-tests, which assessed reading, listening, writing and speaking skills. Paired-sample t -test indicated a statistically significant improvement in overall performance (pre-test $M=64.8$, $SD = 6.9$; post-test $M = 81.6$, $SD = 7.4$), with a mean gain of 16.8, $t(13) = 6.72$, $p < 0.001$. Additional comparison with the group who completed a traditional ESP course using independent-sample t -test provided contextual support for the effectiveness of task-based ESP teaching ($t(28) = 2.64$, $p = 0.013$). The conducted classroom observations indicated increased students' engagement, motivation and interaction in professionally relevant communication.

These findings confirmed that the integrated task-based ESP course for agronomists enhanced

students' communicative competence across language skills.

Key words: *task-based language teaching (TBLT), English for Specific Purposes (ESP), agronomy, higher education, non-linguistic specialties, communicative competence, profession-oriented language skills.*

Introduction / Вступ. In modern agriculture and agribusiness, particularly in the field of agronomy, strong English-language communication skills are very important in order to be involved in international cooperation, that is to say, communicate with foreign partners and multinational agricultural companies, participate in conferences, international projects and grant programs, represent the national agricultural sector in global communities, access and engage in international research in terms of adopting innovative agricultural technologies, implementing sustainable farming practices, studying global trends in crop management, plant protection and soil fertility. Hence, proficiency in English is a significant part of the competence and competitiveness, professional development and mobility of specialists in the field of agronomy.

The ability of future specialists to communicate effectively in a foreign language in academic and professional contexts is also specified in the intended learning outcomes of Ukrainian educational and professional programs for non-linguistic majors, including Agronomy. Thus, a foreign language course, particularly English for Specific Purposes (ESP) is a compulsory component of higher education curricula. According to Dudley-Evans and St John (1998), English for specific Purposes (ESP) is an approach to teaching English that is focused on the specific linguistic and communicative needs of learners within their professional or academic fields.

A typical ESP course for agronomy students comprises 90 hours of classroom instruction and approximately 30 hours of independent study. The aim of the course is to develop students' professional communication skills, that is to say, learn field-specific vocabulary, practice reading, understanding and discussing scientific and technical literature, participate in academic discussions and professional collaboration orally and in writing, encourage students to develop self-study skills to work with English-language resources. However, there are some challenges that limit the effectiveness of current ESP courses, which have been identified based on practical observations and student feedback on agronomy courses as well as in previous research (Indrapuri R., et al., 2025; Doğan N., & Yaylı D., 2025; Turgunova A., 2025). They include the lack of specialized materials and predominance of traditional instruction that focuses on teaching reading, terminology and grammar. There are insufficient opportunities for communicative practice and limited use of interactive activities. Students demonstrate strong knowledge of technical terms but are often not able to communicate effectively in English in academic and professional contexts and do not see the real professional use of the course content, which may lead to low student motivation and uneven development of practical communication skills.

Hence, there is the need to enhance communicative competence, engagement and real-world language use within ESP courses. A key step in designing an ESP course is needs analysis, which involves identifying learners' target uses of the language within the professional tasks they are expected to perform (Basturkmen H., 2020) and select relevant content, skills and teaching methods. Based on the analysis of the competences and the expected outcomes specified in the available educational-professional programs for future agronomists, a professionally-oriented English course is a compulsory component of agronomists' professional training that includes discipline-specific grammar and terminology related to soil science, crop production, plant protection, irrigation, sustainable agriculture and much more, which is too numerous to mention, as well as functional English, such as describing agricultural processes, discussing research findings, reading scientific literature, writing reports, delivering presentations, engaging in professional discussions and participating in international cooperation.

We assume that task-based language teaching (TBLT) is an effective approach to address these professional language needs of agronomists, because in TBLT learners are engaged in tasks that simulate authentic professional activities (Mudinillah A., et al., 2024), prioritize communication and problem-solving (Ellis R., et al. 2020), enhance motivation, teach communicative competence and real-world practical language use (Ait Hattani H., 2020; Wibowo H., et al. 2024). This approach is aimed at developing communication skills through authentic tasks. Here, a task is defined as an activity that requires learners to use the target language to achieve an outcome or solve a problem, focusing on meaning and interaction that simulates professional contexts (Nunan D., 2004). The analysis of recent research has shown that the application of TBLT in ESL and ESP classes significantly improves productive skills, i.e. speaking and writing, enhances reading comprehension and critical thinking, contributes to learners' motivation and active participation in class (Wibowo H. et al., 2024) if compared to traditional methods. However, the implementation of TBLT for agronomy students has not been specifically addressed yet. In order to bridge the gap, the study was focused on the implementation of

TBLT into ESP courses with tasks designed according to agronomy-specific professional goals and interpreting the achieved outcomes.

Aims and Tasks / Мета та завдання. Hence, the aim of the research was the following: to investigate the effectiveness of integrating task-based activities into current ESP courses for agronomy students in higher educational institutions in order to enhance their professional communicative competence.

In order to achieve this aim, the professional language needs of future agronomists have been identified, the theoretical foundations of TBLT in the context of ESP teaching have been analyzed, a task-based ESP course for agronomists has been designed and implemented and its effectiveness for the development of students' professional communicative competence has been examined.

Methods / Методи. In order to evaluate the effectiveness of implementing task-based language teaching within ESP courses for agronomy students, a mixed-method quasi-experimental design was applied.

The research was conducted with a group of 14 students majoring in agronomy at SS NULES of Ukraine «Berezhany Agrotechnical Institute» during the first semester of 2025–2026 academic year. For this experimental group, which represents a typical group of students with various levels of English proficiency, a mandatory 90-hour ESP course was redesigned according to TBLT principles, i.e., by integrating a set of professionally relevant tasks, which were designed based on the conducted needs analysis.

In order to measure the learning outcomes in the experimental group, a pre-test and a post-test were conducted. These tests assessed agronomy-related reading, writing, listening and speaking skills. The obtained quantitative data was analyzed using statistical methods, i.e., the pre-test and post-test results were compared using a paired-sample t-test in order to identify the statistical significance of learning outcomes.

Additionally, classroom observations were conducted in order to analyze students' engagement, motivation, interaction and their perception of task-based learning as well as challenges and difficulties that learners met throughout the course. These qualitative data were analyzed thematically in order to conclude on students' engagement, motivation, interaction and perception of task-based learning as well as identify the challenges and difficulties of the course.

To provide additional evidence and support the research analysis, the results of the experimental group were compared to the results of the comparison group, which included 16 students who completed a regular text-book based ESP course for agronomy students at the same higher education institution with the same lecturer during the previous academic year. Although the experimental group and the comparison group consisted of different participants, both groups were comparable in terms of their academic major, institutional context, ESP syllabus structure and course duration as well as assessment criteria and tools. Here, an independent-samples t-test was applied in order to examine the differences in these two groups.

The combination of within-group comparison and between-group comparison was used to achieve direct measurement of the learning outcomes as well as obtain comparison with traditional instruction.

The development of the TBLT-based ESP course, which was taught to the experimental group, was conducted based on needs analysis with the use of the following sources: the available official educational-professional programs for agronomy to analyze the competences where English is required and publications on ESP and TBLT for agronomy and agriculture and as well as consultations with experts and agronomy lecturers to analyze the common professional tasks where English skills are required. It allowed to identify the skills and tasks that students are expected to master in order to be successful as agronomists. It was concluded that students need greater support in critical reading and understanding agronomic texts, using specific terminology in oral and written communication, delivering oral presentations, communicating and interacting in academic and professional contexts.

Based on these findings, the 90-hour ESP course for agronomists was transformed according to TBLT approach by introducing professionally relevant tasks reflecting real-life agronomy context. Alongside with learning profession-oriented terminology, reading specialized texts and learning grammar, with the help of task-based activities the focus was shifted from isolated vocabulary and grammar exercises to communication and real-life professional skills' development. The following types of tasks were incorporated aimed to develop both linguistic accuracy and professional communicative competence: problem-solving tasks, i.e. agronomic case studies (e.g. analyzing crop management, pest management, plant disease cases and proposing solutions), information processing tasks, i.e. interpreting tables, charts, research extracts in the field of agronomy (e.g. interpreting soil analysis data, summarizing agronomic research findings), productive tasks (e.g. preparing oral presentations on agronomic topics, writing and responding to professional emails), interactive tasks (role-plays that simulated professional communication with international partners, e.g. discussing a crop rotation plan,

explaining a problem for a foreign consultant). The tasks included preparation (input, active vocabulary and grammar support), task performance itself and post-task reflection and feedback. Let us provide the example of a TBLT activity. In order to practice critical reading (technical data interpretation) and professional communication with the use of agronomy-specific terminology, students were provided with a soil analysis report (pH level, nitrogen content, phosphorus concentration and organic percentage data). In small groups they analyzed the report, formulated practical recommendations for improving soil fertility and presented them orally. The pre-task included learning and practicing the key vocabulary (e.g. soil fertility, nutrient level, acidity, crop rotation etc.) and grammar (linking works for reasoning, modal verbs for recommendations, if-clauses) as well as preparatory reading activities. The post-task included feedback on the proposed solutions and assessment of reading comprehension and speaking performance.

In order to measure the effectiveness of the above described task-based ESP course for agrarians, pre-testing and post-testing of four skills (reading, listening, writing and speaking) using parallel test versions was conducted in the experimental group. Each skill component (25 points) contributed to the total score of 100 points. According to the institutional regulations, the following grading scale was applied for the assessment: 0-59 (F), 60-73 (D), 74-80 (C), 81-90 (B), 91-100 (A). The students of the comparison group took the same assessment at the end of their regular ESP course in order to conduct contextual comparison between task-based course and the traditional instruction. The assessment components corresponded to the targeted learning outcomes and aligned with the task-based ESP course design, which is presented in Table 1.

Table 1

Assessment components, task-based course design and targeted learning outcomes

Skill type	Task type	Targeted competence	Assessment Method	Scoring method
Reading	Information processing tasks, problem-solving tasks	Obtaining and further use of key information, interpreting agronomic data, using terminology	Discipline-specific text, comprehension task and data-analysis	Correct responses (0-25)
Listening	Information processing tasks	Identifying main ideas, details and specific information from spoken professional discourse	Discipline-specific audio-recording, comprehension, comprehension task, data analysis	Correct responses (0-25)
Writing	Problem-solving tasks, productive tasks	Professional writing using appropriate terminology and grammar	Discipline-specific short-written report (explaining agronomic data)	Content, terminology, accuracy, coherence (0-25)
Speaking	Problem-solving tasks, interactive tasks	Oral professional communication using appropriate terminology and grammar	Discipline-specific oral presentation	Content, terminology, accuracy, interaction/fluency (0-25)

Having obtained pre-test and post-test results in the experimental group, a paired-sample t-test was used in order to determine the significance of the improvement of students' professional communicative competence, which was appropriate for comparing related measurement (Field A., 2013, p. 357–359).

To compare the performance of the experimental group with that of the comparison group, an independent samples t-test was used, with was appropriate to determine if there was a statistically significant difference between the mean scored of two independent groups (Gray I. R., et.al, 2013, p. 351–357).

The statistical analysis was conducted using numerical values. Mean scores (M) and standard deviations (SD) were calculated for four skill types and the total score of maximum 100. Statistical significance was set as follows: $p < 0.05$.

Results / Результати. Statistical data was calculated in the experimental group (14 students) before and after taking the task-based ESP course for agronomists. Mean scores (M) and standard deviations (SD) were calculated for each skill component and for the total score of maximum 100 points. The pre-test mean score in the experimental group was equal to 64.8 (SD = 6.9) and the post-test mean

increased to 81.6 (SD = 7.4), which represented a shift from lower intermediate performance to upper-intermediate performance, according to the institutional scale. The mean final score in the comparison group (16 students) was equal to 74.2 (SD = 8.1), which corresponded to medium C level, according to the institutional scale. These data are represented in Table 2.

Table 2

Pre-Test, Post-Test and Comparison Group Statistics

Skill Type	Experimental group pre-test, M, (SD)	Experimental group post-test, M, (SD)	Comparison group final test, M, (SD)
Reading	66.2 (7.1)	80.4 (7.3)	75.1 (7.9)
Listening	63.5 (6.4)	76.8 (7.6)	72.3 (8.4)
Writing	62.7 (7.5)	83.1 (6.8)	73.5 (8.0)
Speaking	66.8 (6.6)	86.0 (6.5)	76.0 (7.7)
Total	64.8 (6.9)	81.6 (7.4)	74.2 (8.1)

Based on the obtained data, a paired sample t-test was conducted in order to determine if the suggested task-based course led to significant improvement in students' professional communicative competence according to total scores. The mean difference between pre-test and post test score results in the experimental group was 16.8. The standard error (SE) was calculated based on SD and the number of students and was equal to 2.5. Using the standard paired-sample t-test formula $t = M / SE$, the result of t-value of $t(13) = 6.72$, $p < 0.001$ was obtained, which indicated a statistically significant improvement in students' performance, especially in productive skills, i.e. writing and speaking (Table 3).

Table 3

T-test results in the experimental group

Skill Type	Pre-test, M, (SD)	Post-test, M, (SD)	t (13)	p
Reading	66.2 (7.1)	80.4 (7.3)	5.48	< 0.001
Listening	63.5 (6.4)	76.8 (7.6)	5.92	< 0.001
Writing	62.7 (7.5)	83.1 (6.8)	7.02	< 0.001
Speaking	66.8 (6.6)	86.0 (6.5)	7.34	< 0.001
Total	64.8 (6.9)	81.6 (7.4)	6.72	< 0.001

In order to compare the effectiveness of a task-based ESP course with the traditional ESP course for agronomists, the learning outcomes of the experimental group (post-test results) and the comparison group (final assessment results) were compared using an independent sample t-test. Based on the analysis, the students who completes the task-based ESP course achieved higher results (M = 81.6, SD = 7.4) than those who completed a traditional ESP course for agronomists (M = 74.2, SD = 8.1). The difference is the following: $t(28) = 2.64$, $p = 0.013$ (Table 4).

Table 4

T-test results in the experimental and the comparison groups

Group	Number of students	M, (SD)	t (28)	p
Experimental (task-based ESP course for agronomists)	14	81.6 (7.4)	2.64	0.013
Comparison (traditional ESP course for agronomists)	16	74.2 (8.1)		

In addition to analyzing the quantitative data, observations were conducted throughout the TBLT course. Qualitative data was recorded and analyzed thematically according to the following categories: student engagement, motivation, interaction, perception of task-based learning and challenges of the TBLT course. Increased student engagement was observed during problem-solving and interactive tasks: when working in small groups, students were more willing to use English in order to participate and complete the set task. Here, motivation indicators improved as well, i.e. when working on case studies, they were given the opportunity to see the relevance of ESP to their specific field and real life professional situations. In addition, the TBLT course contributed to better interaction patterns, i.e. there was a shift from teacher-centered instruction to student collaboration. When working on solving agronomic tasks, students relied more on small group discussion and collaboration and less on direct teacher instructions. At the same time, there were several challenges identified during the task-based ESP course, namely: different initial language proficiency occasionally affected group balance, time

management during task completion needed adjustment, and some students experienced difficulties during spontaneous oral communication in the course of discussions. Overall, the qualitative data recorded during course observations supported the quantitative results and showed that task-based ESP teaching could improve communication skills due to increased communicative engagement and professional relevance.

Discussion / Обговорення. The study was aimed to investigate whether the integration of TBLT approach into an ESP course for agronomy students would contribute to the improvement in communicative competence of future agronomists. Unlike traditional ESP course, which focuses on vocabulary acquisition and text-based exercises, the task-based course, which prioritizes interaction, output and problem-solving, required students to extract key information, construct explanation, justify decisions and engage in professional dialogues.

The quantitative data obtained from paired-sample comparison proved significant gains in the development of language skills relevant to agronomy-specific academic and professional context. Substantial improvement was achieved in productive skills, i.e. writing and speaking. Receptive skills, i.e. reading and listening, improved to a slightly lesser extent. This may be due to the fact that in task-based activities agronomy-related reading and listening materials served more as an input or a source for task completion than as an isolated objective. However, the improvements indicate better comprehension of authentic profession-specific materials.

The conducted independent-sample comparison indicated that students who completed the task-based ESP course achieved higher scores compared to those who took the traditional ESP course for agronomists and developed stronger communicative competence within academic and professional context.

The qualitative data obtained from classroom observations reinforced the statistical results. Increased engagement and motivation, more frequent and more efficient student-to-student interaction and stronger understanding of the course relevance due to the use of simulated realistic agronomic professional contexts were observed. At the same time, there were some difficulties with the spontaneous use of terminology in oral communication, mixed-level group balancing and time management. Here, it was important to provide structured scaffolding during the early stages of task-based teaching.

Here, several limitations should be acknowledged. First, the sample size was relatively small, i.e. 14 students in the experimental group. Although the observed results were strong, the replication with larger samples would provide additional evidence. Second, the research design was quasi-experimental, i.e. in addition to pre-and post-testing in the experimental group, the comparison was conducted between different cohorts (14 students – task-based ESP course and 16 students – traditional ESP for agronomists), which might have resulted in several uncontrolled variables, e.g. cohort-specific dynamics and the average initial language proficiency in each group. Nevertheless, the study provides empirical support for the pedagogical value of task-based learning in ESP context. Language teaching for professional purposes combined with professional problem-solving improves the overall language performance, strengthens motivation and builds strong profession-oriented communicative competence of future agrarians.

Conclusions / Висновки. The aim of this study was to design, implement and evaluate a task-based ESP course for agronomy students. The course was developed based on profession-oriented tasks that required students to solve profession-specific problems, analyze cases and engage in collaborative decision-making activities using English as their working language.

Pre- and post-testing in the experimental group was conducted in order to measure the changes in communicative competence. The analysis confirmed that the implementation of task-based ESP teaching contributed to the improvement in students' overall language performance, especially in their productive communication. These findings were supported by comparing the post-test results of the experimental group (task-based ESP course) with the final results of the comparison group (regular textbook-based ESP course) as well as qualitative data obtained from classroom observation.

To sum up, the obtained findings provide evidence that support the integration of task-based ESP for agronomists, which may contribute greatly to language teaching and the development of English-speaking professional communicative competence through meaningful interaction, authentic profession-simulation tasks and applied communication.

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Дата надходження статті / Article received: «20» січня / January 2026

Стаття прийнята до друку після рецензування / Accepted for publication: «26» лютого / February 2026

Дата публікації (оприлюднення) статті / Date of publication: «29» травня / May 2026

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Цитуйте цю статтю як:

Дзюбата, З. (2026). Завданневий підхід у викладанні англійської мови за професійним спрямуванням для здобувачів освіти за спеціальністю «Агрономія». *Педагогічний дискурс*, 39, 7–13. [doi: 10.31475/ped.dys.2026.39.01](https://doi.org/10.31475/ped.dys.2026.39.01).

Cite this article as:

Dziubata, Z. (2026). Task-Based Approach to Teaching English for Specific Purposes for Agronomy Students. *Pedagogical Discourse*, 39, 7–13. [doi: 10.31475/ped.dys.2026.39.01](https://doi.org/10.31475/ped.dys.2026.39.01).