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A NEWSROOM IN THE CLASSROOM: AN LSP PROJECT COURSE

Abstract: One of the main challenges for LSP courses is combining the acquisition of vocabulary and grammar usage with real-world practice and skills in the field of study. We have taken a novel approach to this issue by requiring our students in their final semester of English for Journalists to work within small groups reminiscent of a newsroom to research and write full-length feature articles over the course of the semester. To complete the course, students are required to submit a 2000+ words feature article that has an in-depth examination of a relevant social issue and publish all of them on a news website they themselves create. In class, students work in teams of four, with each team representing a section of a news website (sport, education, technology, etc.) and editors (team leaders) overseeing the process. Students read and analyze feature articles, learn the techniques of finding a story, writing headlines, and other relevant segments of feature articles. Outside class, students do background research on their stories and find and interview relevant sources. Drafts of the research and articles are discussed in class, analyzed, and peer-reviewed by the instructors and other students. The final version, as well as their in-class activity, is assessed using a detailed rubric. The poll conducted at the end of the course among students has so far demonstrated that students respond well to project work and that they appreciate the practical kind of work they engage in as it resembles the authentic journalism work they will likely do in their careers.

Keywords: journalism, writing, feature articles, story, peer review

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1. NECESSITY FOR PRODUCTION

After teaching at the Faculty of Political Science at the University of Zagreb for a combined 18 years, we have observed that by the time Croatian students reach university, many have a high level of English comprehension; however, their understanding of the language does not always correlate with a strong ability in their English language output and production. Therefore, we were pressed to create a course structure that encouraged students to engage with the language in ways that would promote their organic production. This meant we needed to design a course that focused less on learning the rules of grammar and new vocabulary, and more on using the grammar and vocabulary they had already been exposed to since the first grade of primary school in a way that would empower the students' own abilities, make them engaging participants rather than passive learners, and excite their interest in their chosen field of study, journalism. This is why we decided to turn our classroom into a newsroom.

In the first part of the paper, we provide an overview of different teaching styles and elaborate on the decision to adopt a novel approach to our LSP course. This is followed by a detailed overview of the project stages and expected outcomes. We then address the issues that students and teachers faced in this rather unique course, before outlining the results and feedback provided by project participants.

1.1. Shifting the focus

Croatia is seen as having a very high English language proficiency among second language speakers (Hughes 2024). This in part is due to several factors: The first being that Croatian students begin learning English in the first grade; Second, Croatia's relatively small size and limited media market means many rely on foreign shows and games for entertainment, most of which are not dubbed in Croatian, giving the country's population regular infusion of English in their free-time; And third, Croatia's reliance on tourism means many have an economic incentive to learn the 21st century's lingua franca. Despite scores of high proficiencies, Croatian students can still struggle with the professional production of language in their given field of study, making it all the more pressing that teachers of English foster an environment where students are actively engaged in their work and are not required to passively absorb information.

Fostering an environment of participation rather than passive allocation calls for moving away from the teacher-oriented style of teaching and one that involves initiatives from both the teacher and students. Anthony Grasha has explored different teaching styles (1994) observing five archetypes: Expert, Formal Authority, Personal Model, Facilitator, and Delegator. The style that would seem most relevant to our desire to engage the students and have them develop their own language skill which they can then utilize outside of the classroom is that of facilitator.

Table 1. Different teaching styles according to Grasha (143).

Style	Description
Expert	Possesses knowledge and expertise that students need. Strives to maintain status as an expert among students by displaying detailed knowledge. Concerned with transmitting information and ensuring students are well prepared.
Formal Authority	Possesses status among students because of knowledge and role as a faculty member. Concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the correct, acceptable and standard ways to do things.
Personal Model	Believes in “teaching by personal example” and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing emphasis on direct observation and follow how to do things, and encouraging students to observe and then to emulate the instructor’s approach.
Facilitator	Emphasizes the personal nature of teacher. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to explore options and criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement.
Delegator	Concerned with students’ capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.

Yet, given the unfamiliarity with this style of learning and journalism, the facilitator approach alone is likely to be freeform and open-ended for students just embarking on independent production in their second language. Fortunately, Grasha demonstrates these styles are not mutually exclusive and can be combined into what he refers to as clusters. For the purposes of advanced language learning and motivating students to produce their own content, Grasha’s fourth cluster is the most relevant. This cluster combines the facilitator/delegator model with formal authority, assigning group projects, and independent study.

We oriented the curriculum around the idea of the fourth cluster of facilitator/delegator with formal authority by requiring students to produce a feature or long-form article over the semester. Students are divided into teams that function as editorial or content-specific sections of a newsroom. For example, students may belong to a group responsible for culture, education, business, and lifestyle-related topics. One student in each group is appointed as the editor of

that section, serving to keep members of their team on task. The students are then required to find a topic worthy of writing a feature about (the execution and evaluation will be explored further in this paper).

1.2. Narrative journalism in higher education

While feature writing is not as popular in Croatia as it is in the US and elsewhere, it is a form of journalism that is globally becoming increasingly recognized as something that acts as a balance to the instantaneous and disposable content in the media marketplace, that is more and more dominated by social media streams. As the former newspaper managing editor Jack Hart, explains in his book *Storycraft*, on the audience's reactions to features he has written and edited, "the most common response simply recognized the story's power to hold attention" (Hart 2012, 17), something lacking in today's disposable and quick-paced attention economy of social media.

Narrative journalism allows readers to go deeper into a topic easily lost in the fleeting headlines read on social media. Students are encouraged to look for topics that relate to recent news but want more exploration. By using a narrative structure, the article is able to engage the reader in a way that event-driven news does not. For example, the 2023 Pulitzer Prize was awarded to the *Washington Post*'s Eli Saslow for his work covering COVID-19 and the mental-health crisis in American cities. Saslow uses the story of nurse Naomi Morris as a vehicle to explore the dystopian crises of homelessness and mental illness affecting Seattle Washington. While residents of American cities often see mentally ill and homeless individuals on the streets, they are not aware of the toll dealing with the crisis takes on public health officials or the cause of such problems. We have used Saslow's 2016 article "What Kind of Childhood is That?" on the opioid epidemic as an example of narrative journalism in our course for the last several years. In that article he explores the children orphaned by parents who have died from overdoses in West Virginia.

The goal here is to introduce students to the importance of narrative in communication, whether it is for a career in journalism or if they decide to move into the field of Public Relations, an option available to them after their second year of study. Being able to observe the world's events and construct a narrative out of them is a valuable skill in any field that deals with communication. While we do not necessarily want our students to interview drug addicts or mentally ill homeless people, we do want them to explore topics that the public may be familiar with but lack details and specifics. We encourage them to dive deeper into recent events or subcultures that readers are likely aware of, but do not understand.

As research concerning journalist education shows there is some dissatisfaction among those enrolled in the study of journalism "driven by the student's perception of a lack of practical training and skill acquired at such study

programs” (Peruško and Vozab 2022, 77). We hope that by requiring students to report and write a feature we are providing them with practical skills that will help them when they enter the marketplace.

Returning to Grasha’s models and clusters of style, encouraging students to seek, report, and write a feature article underscores how we must combine styles. For example, dividing students into editorial teams imparts on them the need to work in groups, independently from the teacher. Yet, at the same time, we must be careful to establish goals and expectations in and out of the classroom. As Grasha explains:

Announce an agenda for the session and indicate how much time will be spent discussing issues. Ensure that students know what to expect from their time together. Tell them the purpose behind the small group format and what you hope to accomplish. You might want them to define concepts, integrate issues from the text, apply principles and concepts, or simply have someone else listen to their ideas. (1994, 146)

Each week’s lecture and seminars focus on an aspect of feature writing. Once broken up into editorial teams the students are then tasked with discussing the week’s theme or topic and how it applies to their search for a topic or structuring their topic into a narrative. All of this is done in English. The goal is to have students aid each other independently with ideas for their project, while giving them clear goals, encouraging them to use any new terminology and vocabulary gained from the week’s topic in an organic and functional manner, before finally applying the lesson to the content of their feature article. In the following chapters, we examine the project in detail, present its results, as well as address the challenges for both teachers and students.

2. A PROJECT LSP COURSE

Students were divided into teams of four, each writing articles on one thematic section—social issues, student issues, transport, sports, health, ecology, business & career, entertainment, lifestyle, politics, education, and technology. Each group appointed a team leader, usually the most proficient student, who managed discussions, assisted with writing, and reported progress via a Google Form survey. In it, they would write about attendance and participation and input, provide feedback on progress, and voice potential concerns or members’ lack of participation and/or motivation. In seminars, students would sit together in their groups, brainstorm topics, assist each other with advice, and read features. They were also encouraged to set up a communication channel (e.g., through a WhatsApp group), which ensured regular communication beyond class.

2.1. Stages of the project

As part of the 5-stage project, all students participating in the course were expected to write a feature article containing more than 2000 words. All features would at the end of the semester be published on a news website that they themselves would set up and run. Stages 1–4 represented significant steps of preparing to write and submit a full-length feature article (stage 5).

The four stages, with deadlines spread across three months, were: 1) finding a story 2) interviewing sources 3) conducting research 4) submitting a draft. The last, fifth stage was to submit the final version.

2.1.1. Stage 1—Finding a story

The essential and most important step in writing a feature is to find a story worth exploring in detail and to find a story that is based on a problem. We instructed our students to think of a problem that a person experiences, which in turn is a story about a larger issue shared by many or of interest to many potential readers. We deemed it necessary that the story be human-centered and that each feature explore a problem experienced by a person that would become a poster child of the story as this provides the human element of the feature and helps us gain interest in the larger issue which otherwise would not attract interest.

Essentially, when trying to decide what to write about, students had to ask themselves the following three questions:

1. Am I exploring a larger issue through my feature?
2. Do I have a poster child experiencing that issue?

and finally,

3. Why should the reader care about what I am writing?

Namely, if the feature indeed tells a unique story but through the experience of the poster child, we will (1) be able to identify the bigger issue and (2) care about the story more because we can care about his character. Furthermore, finding a story means writing something relatable because either:

a) readers have faced a similar issue

b) or this is a story about a fundamental issue that everyone faces at some point in their lives—employment struggle, bullying, striving for success, stress, mental health, environment, etc. To help illustrate the point, we shall look at one submission by a student who wrote about school bullying.

In the section of the Google Form survey prompting the students to explain what the larger issue that the feature aims to explore is (Stage 1), the student writes:

The problem I am writing about is peer violence in primary schools. Children at that age can be insensitive, which leads to abusive behavior. The reasons for bullying can be social status, race, nationality, physical appearance, etc. It's not rear [sic] that

school pedagogues don't solve the problem, but they let it solve itself. Unfortunately, the problem can get even worse, because the bullies feel that no one can stop them. I want to investigate this problem because the cases of peer violence in primary schools are more and more frequent, and the reaction of schools aren't efficient. Everything often ends with a conversation with the victim, rather than with a bully, as if the victim were to blame.

In the section asking students to list sources, she writes: "I will talk to a person who was bullied in primary school. I will also contact the parents of children who experienced bullying. He will introduce readers to the problem of peer violence and how school reacted in his case". The student also planned to talk to professors who dealt with bullying in their schools, as well as school counselors.

Why is this relevant to a reader and what makes it a good feature? First, we have all gone through mandatory schooling. Secondly, we have, as students, likely either faced or seen a form of bullying. Finally, and most importantly, bullying today is a relevant issue to explore, what with the 2023 deadly shooting in Serbia and the rise in cases of violence and disturbance in Croatian schools.

The Google form also included a field in which students wrote the outline on how they intend to complete the other projects, as well as problems that might arise and what the backup plan was, e.g., if their intended sources would not be willing to provide the necessary information or if that information was not what they expected.

2.1.2. Stage 2—Finding and interviewing sources

Stage 2, two weeks after Stage 1, required proof of source interviews and drafts. This of course referred to the poster child and secondary sources that would become the backbone of the feature. Again, the Google Form survey contained upload options that students needed to use to show the professors the work they have done and receive points.

The benefits of this stage were severalfold. First and foremost, requiring students to provide actual notes and draft interviews at an early stage of the project forced the students to not lose time and get to the sources as soon as possible, as without them the feature has no value. Moreover, the sooner they realized they would or would not be able to get to the right people, the sooner they could decide to change the topic. Secondly, by reading the uploaded notes the professors could gain an insight into how the story is shaping up and could thus provide feedback or guide the students on what else the story might need. Furthermore, by making the students provide concrete names and information from sources, professors all but eliminated the threat of students using AI to secure points.

2.1.3. Stage 3—Conducting background research

Together with the information obtained from sources, feature articles comprise background research that a journalist conducts independently and which complements the sources. This may include reading other pieces of news, statistics, or scientific articles. This is the work that the students submitted in stage 3, which they would later combine with the information received from sources. Clearly, this step ensured that students put their journalistic work and skills acquired through other courses in the study program into practice.

2.1.4. Stages 4 and 5—Submitting the first and final drafts

In week 13, students were asked to submit the first draft of their features which they had written in weeks 8–10, having collected the information they needed. At the meeting, students of each section would meet the professors as a group, providing a copy of their feature for the professor and other students in the group to read and provide peer review. The professors reviewed the structure of the article, the use of information, coherence and language, and gave feedback. Other students in the group also provided valuable peer review as they themselves were also writing features. This collaborative effort ensured that the entire group improved.

Finally, in the last two weeks, students submitted the final version, having addressed the comments and revised the article. The final version would be assessed using a detailed rubric.

2.2. In-class and out-of-class activities

In 90-minute lectures, students read, analyzed, and discussed authentic features from British and American media, such as *The New York Times*, *Washington Post*, and *the Guardian*. Students analyzed narrative writing that distinguishes features from hard-news style, focusing on structure, including a delayed lead that engages readers and links personal stories to larger issues. They would discuss the features and draw conclusions on what makes it impactful so that they may adopt similar approaches in their writing.

A big part of the seminars, especially at a later point of the semester, was writing. After reading numerous features and conducting interviews with sources and background research, students would bring the information they have collected and use that information in written activities in seminars. We prompted students to write anecdotal leads to features and to employ narrative techniques such as showing instead of telling, drawing on examples from life to show emotions such as jealousy, fear, stress, etc. They would quote the sources and combine the background research into a coherent paragraph. Furthermore, the professors instructed the students to interview each other in class and write a paragraph which uses their interviewees as sources of a story, thus practicing

how to obtain the right information. Students were also taught about the mechanics of punctuation and quotation and headline writing.

Beyond the classroom/newsroom, students of course needed to conduct interviews with sources, do background research and weave the points of that work into a narrative of the feature. Students would be encouraged to visit places and people they would write about to attain the “feel” or description of the location, as well as to be able to employ narrative techniques such as showing and not telling, in their writing. Finally, students were expected to write the feature outside of class.

3. CHALLENGES AND FEEDBACK

3.1. Challenges for students

Beyond finding the right story, students found asking the right questions challenging. Often, students’ questions were too general, which is understandable because, for most of them, this was the first attempt at finding and interviewing authentic sources. Believing that every person has a story to tell, we practiced interviewing techniques in class. Secondly, they struggled with selecting the relevant information collected from the sources to remain focused on the story.

The main challenge was the writing structure and style. Initially, many features resembled academic essays, like those in English state exams (Matura). This was again expected since the only written assignment most of our students had spent preparing for was the essay or academic term papers that are part of assessment in many other university courses. As a result, they often struggled with the delayed lead and writing specifically, resorting instead to conclusions and non-journalistic elements of writing.

Another important challenge to note was meeting deadlines. After choosing what to write about, students would encounter issues when finding sources or contacting them to obtain much-needed information. In addition, what the students expected to get from the sources was frequently underwhelming or different than expected. This would provide a valid lesson for their journalistic career. Consequently, some would abandon the topic and choose to write about another issue, which someone in the class or the group, including the team leader, would suggest, which is why constant group work and cohesion is paramount. In several instances, a peer in the group or in the class was able to recommend a source thereby pointing the writer in the right direction. However, all this led to deadline extensions, though this did not affect the overall quality of the feature ultimately submitted.

3.2. Challenges for teachers

We would be remiss not to address the (un)surprising lack of reading habits in students of journalism, in any language. The professors quickly realized that

the students do not generally read news stories, apart from the headlines and the leads, as they often obtain either snippets of information through social media or rely heavily on video content provided there. Furthermore, assigning reading tasks would be met with little enthusiasm and effect. Instead, we decided to have students read at least one feature a week in the seminars, providing not only control over the reading task but also an opportunity for group discussion through which students could become very familiar with this kind of journalism and writing.

To make a project of this kind work, regular attendance was advised/required and lack thereof led to issues with progress, especially in the first part of the semester. Without engaging with authentic features, students joining later in the semester would often write features that read like essays. Others who were not attending the group discussions fell behind and felt discouraged from participating, often not making up for lost time, again submitting essay-like written forms. However, communication channels and team leaders' efforts made it easier for absentees to keep track of work.

It should also be noted that for most students, this project was the first journalistic writing they had done up to that point (second-year students of journalism). This meant that their first journalistic writing was done in their non-native language. However, this proved to be less of a hindrance than initially thought. As argued at the beginning of this paper, the high proficiency in English proved to be more than adequate for this project. In fact, no additional lessons were required on grammar or sentence structure. The only language-based skill that needed to be developed was the narrative style of writing. For students who were avid readers of English, this was significantly easier. Others benefited from the writing exercises in seminars, for instance, *show vs. tell*.

Another challenge, albeit only an initial one, was to ensure that students spoke only English in their group discussion, as it appeared unusual for them not to converse in Croatian with peers when the professor was not talking to them directly. This issue was resolved at professors' insistence within the first 2–3 weeks, as students became used to this newsroom-like organization of work.

Finally, the prevailing issue of students using AI to assist in their writing was not to be disregarded. In only a few instances, we noticed that students used AI-assisted writing to improve some parts of their articles. However, the unique structure of the feature, its language, the instructions laid down by the professors, and regular uploading of collected material and research through stages 1–4 made it virtually impossible for students to plagiarize the feature in its entirety and/or in other way provide a work that was largely not their own.

4. RESULTS

4.1. A website with features

Team leaders met at the semester's end to set up a website using WordPress to upload their team's features. Sections on the website represented the teams (e.g., sports section, entertainment, etc.). The link was then provided to the professors and the version uploaded would be assessed. In the 2024–25 academic year, the students created a website called the Narrative Nest and the features are available publicly at <https://narrativenest04.wordpress.com/>. In the About section, they wrote: “Welcome to Narrative Nest, a place where we explore life, one article at a time. Our feature articles cover a wide range of interesting topics and bring you in-depth, thoughtfully crafted narratives that go beyond the surface. We uncover the stories that matter most and provide you with insights and perspectives that are both engaging and enlightening”. Among them is the excellent feature proposed in Chapter 2.1.1. entitled “Fear of Violence: The Increasing Problem of Bullying”.

Encouraging team leaders to meet at the end of the semester provided a great opportunity for them to share their experience of managing a team, which was a learning experience. The setting up of the website provided a chance not just for collaborative teamwork, but also a chance to advance their digital skills.

4.2. Assessment

Each project stage (1–4) was worth 20 points, with the final version uploaded to the website also worth 20 points, totaling 100 points. After submitting the first draft, students would receive comments in the documents that addressed the issues that needed to be resolved before the final version was submitted. The following areas were assessed: language use, structure, cohesion and coherence, punctuation, and paragraphing.

Overall, students scored quite high. We expected this because of the persistent feedback throughout the semester which served as a guideline on how to write a feature but also because of their high English proficiency. They had all adhered to the required structure of the feature, providing not only enjoyable stories, but applying journalism standards in form and content. We are particularly satisfied with their ability to connect the issue experienced by a single source (vehicle) into a story about the larger societal (or other) issue.

On the other hand, students expectedly struggled with aspects that were new to them—narrative writing in form of journalism (the beginning of the feature—anecdotal lead). This task was always going to be challenging as it required students to set the scene and paint a picture of the problem that the poster child of the story is experiencing. Furthermore, points were often deducted because the anecdotal scene-setting lead did not tie in well with the so-called nut graph, which ties the specific problem into the larger story. The third most

common issue was the contextualization of information that they had received from sources, namely, achieving the organization of information obtained from research and sources in a coherent manner—with information often being listed as blocks of quotes. Minor issues that incurred point loss resulted from pure disregard of punctuation standards (quotation).

4.3. Feedback from students

Using a dedicated Google Form survey, students could review and assess the project course. Overall, feedback over 5 years has been positive, with students praising the practical, engaging work and the freedom and creativity fostered by the project.

Some highlighted their initial struggle with writing a journalistic piece in English or Croatian. Others highlighted issues with team leaders, and working with people in general (cf. Figure 1).

Figure 1. Students' feedback on the project. They were prompted, among other things, to indicate what they liked and did not like about the project.

What did you like about the project?

11 responses

Creativity

Interesting approach to journalism, gaining knowledge etc.

I liked the freedom of choosing the topic and doing all the research.

team work

I liked that we were doing something practical and not just theory. It was also good to work in small groups because it's just easier that way. It's a lot like writing for Global but writing a feature is very different in structure from articles we usually write there and it was interesting to try something new. I also like that we had plenty of time to write the feature and got to just hang out at the team meetings.

Working in teams.

I loved everything about this project. It was very useful because we have learnt how to work in teams and how to manage to deliver everything on deadline. It was very interesting and i have learnt a lot. Mostly it helped me be more effective in researching on my own and professor's tips and guidance were brilliant, it

What didn't you like about the project?

10 responses

The fact that the max grade after the first part was C.

Although it was good that we had so much time to write our feature I think that the deadlines for assignments for grades higher than 3 are very last minute. Especially because at the end of the semester we have a lot of midterms right at that time so I believe the people who wrote another feature or a follow-up are extremely rare. It can also be very stressful if the editor doesn't do much and doesn't update us.

I wasn't sure how to write a story in english.

I loved everything. I'm just sorry this was my last year of english lessons.

The fact that the editor is my classmate who know absolutely nothing about being an editor.

I didn't like that it took me a long time to write it, but that's up to me and my english skills that aren't exactly commendable.

I think that there is no need for team meeting every week if we talk to each other during the week in our group chat. Sometimes we met only because it was mandatory and we talked about topics we already discussed in our chat that week.

5. CONCLUSION – BENEFITS OF THE PROJECT

Overall, we believe that the greatest benefit of the project was the constant, weekly engagement of students in spoken production, in and out of class. Shifting the focus from the professors to a 90-minute group work per week provided a unique chance of engaging 30–40 students for 15 weeks. We strongly believe that constant and moderated discussion sessions and even writing in their teams' WhatsApp group (in English) significantly improved their confidence in applying the language skills they have acquired through mandatory schooling and exposure to authentic content.

Apart from spoken production, writing an authentic journalism piece aimed at improving production language skills by providing real motivation for students who as future journalists would be involved in writing articles. By providing this simulation of real-world journalism, students never lacked the motivation to find a story, as they believed that this was what their jobs would entail. At the same time, in-class activities aimed to improve English writing skills. Strategies and skills employed in producing feature stories—such as interviewing, narrative writing, and research—are universally applicable in the 21st-century journalism, even if it is in a foreign language. We also pride ourselves on the fact that we facilitated reading skills in students who mostly rely on visual media to consume news, although we are aware that this may not extend beyond this course.

In light of the experience gained from offering this type of course, we will aim to implement certain improvements in future iterations of this project. First, we would place more emphasis on the two segments that proved to be quite challenging for students—narrative writing and showing vs. telling which is vital for hooking the reader into reading the full story. For students of journalism first encountering this kind of writing in their journalism studies, further practice targeted at developing writing skills is needed. Narrative writing, we believe, is extremely important to whichever career in journalism they end up embarking on. In addition and taking into consideration the demanding task of the use of information obtained from sources, we would develop activities that aim to improve students' ability to pick out the relevant information and then contextualize it within a larger story.

In the end, we believe that the combination of journalism work and command of English through writing was an ideal pathway for a practical LSP course, the fourth and last English course they take as part of their journalism study program and—quite possibly—in life.

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**REDAKCIJA U UČIONICI:
PROJEKTNI KOLEGIJ ENGLESKOG JEZIKA STRUKE**

Rezime

Članak predstavlja inovativan projektni pristup podučavanju engleskog jezika za posebne namjene (LSP) studentima novinarstva na Fakultetu političkih znanosti Sveučilišta u Zagrebu. Pretvaranjem učionice u svojevrsnu redakciju, kolegij nastoji razviti praktične vještine pisanja novinarskih članaka na engleskom jeziku. Studenti u uredničkim timovima planiraju i rade na istraživanju, pisanju i objavljivanju članaka, primjenjujući znanja iz jezične i stvarne novinarske prakse.

Kolegij naglašava suradničko i praktično učenje, ali istodobno se suočava s izazovima poput neiskustva studenata u novinarskom pisanju i pisanju na engleskom jeziku. Unatoč početnim poteškoćama, rezultati su bili izuzetno pozitivni, a studenti su unaprijedili jezične vještine i stekli vrijedne uvide u svoju buduću profesiju. Projekt pokazuje prednosti kombiniranja učenja jezika s autentičnim, profesionalno relevantnim zadacima.

Ključne riječi: novinarstvo, projekt, LSP