I. Leitfragen für die Berichterstattung und Rückmeldung zu innovativen Lehrprojekten

1. Titel des Projekts, Ansprechperson(en)
   - **LingPro:** Linguistics for professional purposes: applying academic contents in a task-based approach
   - **Dr. Taiane Malabarba**, Phil. Fak., Chair of Present-Day English Language and Linguistics

2. Welche (Haupt-)Ziele wollten Sie erreichen?
Bitte benennen Sie die angestrebten Ziele, wie sie im Antrag standen, und schätzen Sie ein, ob die Ziele erreicht werden konnten. Bitte gehen Sie dabei auch darauf ein, ob (und wenn ja wie) die Ziele angepasst wurden.

This project aimed to contribute to a more positive attitude among UP's students regarding the field of Linguistics. Its overarching goal was to support students' professionalization and advance solutions regarding the issues of heterogeneity and lack of connection between the content of the linguistic courses and professional practice reported by our students.

The specific goal of the project was to create weekly online assignments tailored to each of the three groups of the B.A. students that take the course "Introduction to Synchronic Linguistics Part 1", namely, primary teacher students, secondary teacher students and non-teacher students). Each assignment contained application tasks in which the students were confronted with authentic data from professional contexts (cf. 4.3), which they might encounter after their graduation.

The assignments were integrated into the moodle course of one of the three "Introduction to Synchronic Linguistics Part 1" offered every term as a part of the basic module ANG_BA_001. This pilot course was taught by Alisa Egorova, M.A., who kindly agreed to participate in the project. As the course has ten content sessions, it was originally planned to create a set of assignments for each of those sessions.

Due to constraints of time and personnel (cf. 4) six (instead of ten) sets of assignments were created. Nonetheless, the goal of contributing to a positive change in students' view of the relevance of the linguistics course was achieved, as evidenced by students' feedback on the assignments. Moreover, most students found that the project contributed to the connection of the contents of the basic module to possible fields of application in their future (see Appendix 1).

3. Wie können diese Ziele in das Leitbild Lehre der Universität eingeordnet werden in Bezug auf die Themen Forschungsorientierung, Tätigkeitsfeldorientierung und Persönlichkeitsbildung, interdisziplinäre und fachübergreifende Lehre, zielgruppenspezifische Lehre sowie Studierenden- und Kompetenzorientierung? Das Leitbild Lehre finden Sie unter https://www.uni-potsdam.de/zfq/leitbildlehre/

Career Orientation and personal development	The tasks engaged students in practice-oriented analytical work of the linguistic phenomena observable in authentic

(Tätigkeitsfeldorientierung und Persönlichkeitsbildung)	materials and aimed at increasing students' perception of the import of the field of linguistics to their future professional occupation. The explorations of the real-world complexities of language use through descriptive analyses of these materials is likely to have contributed to students' increased capacity for understanding and solving the language-related challenges pertaining to their future professional field, e.g., teaching contexts.
Target group-specific teaching (Zielgruppenspezifische Lehre)	The concept of the project moved away from one-size fits all approaches and proposed that course tasks should be individualized and tailored to students based on the practical specificities of their future professions as primary or secondary-school teachers or in non-teaching related professions.
Interdisciplinary and multidisciplinary teaching (Interdisziplinäre und fachübergreifende Lehre)	The nature of the project was an interdisciplinary one. This translated into tasks that highlighted the constant interplay between the academic contents of the course and their related practical application contexts. The content of the assignments were reviewed and discussed in multiple occasions with the TEFL instructors, who, based on their expertise, made invaluable suggestions for the improvement of the tasks. Its interdisciplinary character could be extended further by 1) integrating the tasks into one or more courses offered by the TEFL department; and 2) having experts from other fields of study, e.g., translation studies, review the assignments created for the non-teacher students.
Student and competence orientation (Studierenden- und Kompetenzorientierung)	The project was in line with competence-oriented teaching and supported student's professionalization, as it offered students of the 'Introduction to Linguistics I' the chance to work with tasks based on real-life issues that students are likely to face in their future professional settings.

4. Was konnten Sie konkret im Rahmen des Projekts umsetzen? Was wurde im Einzelnen gemacht? Bitte benennen Sie dabei auch die aus Ihrer Sicht förderlichen Aspekte und ggf. Hürden.
Bitte beschreiben Sie anschaulich, welche Methoden, Konzepte oder Szenarien Sie angewendet haben.

4.1 Steps of the project
4.1.1 Material collection
a) Authentic examples and real-life material, esp. classroom interaction had to be sighted and compiled. Existing pools and corpora created by institutions and researcher, such as the Saarbrücken Corpus of Spoken English (Kassel classroom discourse) or the Schulentwicklung Corpus (NRW) were as helpful as examples collected by the members

of the Chair of Contemporary English Linguistics (copies of written material/exams solved by students).

b) Examples from other backgrounds than educational were more difficult to be obtained since such corpora are usually not open access. The project ended up relying on materials available online, e.g., on video platforms (YouTube) and professional blogs. This limitation made the research for material for the non-teacher students more time consuming.

4.1.2 Material selection
The selection of appropriate material fitting the contents of the class was intensive, especially since possible conceptions of task formats had to be considered, i. e. materials could only be considered for the assignments if first ideas or drafts of possible tasks for the specific materials were transferable to moodle.

4.1.3 Tasks' conceptualization and design
a) Ideas for examples as well as possible tasks were first put in a shared document and discussed within the project team. This led to many different ideas and a consensual selection of materials.

b) The goal of designing at least 3 transfer tasks for the mock exam (formative assessment) and 3 for the final exam (summative assessment) was dropped since it quickly became clear that the workload for the creation of e-assignments for the content sessions, which was the priority of the project, was going to take up all the time and personnel capacity allotted for the project.

4.1.4 Digital setup
The digital setup was time-consuming. Since we wanted to embed the authentic examples as much as possible, video and audio files had to be cut and adapted (e. g. anonymized) before the tasks could be transferred to Moodle. The concrete tasks and instructions were again debated in the project team and ultimately agreed upon.

4.1.5 Implementation
a) The tasks developed within the scope of the project were made available in one pilot course, who instructor kindly agreed to participate in the project. Even though we could not meet our originally planned schedule, the assignments were always ready at least one week before the respective session took place. Consequently, students were able to do the assignments right after they had had the session that corresponded to each assignment's content. Our goal of having all assignments available before the semester could not be met since the digital setup required more work than initially expected. We also needed to reduce the total number of assignments towards the end of the semester in order to meet our goal of having assignments for every topic (cf. 1).

b) The assignments were later made available to the students of another linguistics course, "Learners' second language use", taught by the leader of the current project. In this other course, the assignments were offered as extra review practice for the students, who had taken the "Introduction to Synchronic Linguistics I" earlier in their studies.

4.1.6 Task adjustment

Throughout the project, there have been multiple consultations with Linguistics' and Didactics' staff, who provided extensive and helpful feedback with regard to the task instructions, the reflection tasks at the end of each assignment and the task layout more broadly. This exchange took place through a shared document where the consultants of the project could add their comments and suggestions, through a meeting with the chairs of the Primary and Secondary-school Didactics, and a 90-min session at the TEFL department, joined by more than 10 TEFL instructors and researchers. This feedback led to the continuous adaptation of the tasks. However, the assignments were not adapted according to the students' responses during the semester, unlike it had originally been planned. Due to limitations of resources, students' feedback could not be evaluated during the semester but were evaluated at the end of it (see Appendix 1).

4.1.7 Quality-check

The quality of project was assured by having several instructors check the assignments and provide feedback, as reported above. Their feedback – in general, very positive – along with their suggestions, which were taken up throughout, helped improve the project. The assignments will be revised further based on the students' feedback, which was obtained at the end of the project.

4.1.8 Revision of the tasks

We have revised and adapted the tasks continuously during and after the semester (see 4.1.6).

4.2 Characteristics of the developed assignments

The tasks were designed as such:

- The collection of real-life written and spoken material of language use (e.g., assignments from primary and secondary English-as-a-foreign-language learners, blog entries, newspaper articles)

- The design of 3 weekly assignments (one for primary-school teachers, one for secondary-school teachers, and one for non-teacher students) with a varying number of application and reflection tasks.

  o Application task: A task that checks whether the students can apply terms and concepts learnt in the "Introduction to Synchronic Linguistics" seminar to a real-life example of spoken or written communication.

  o Reflection task: A task at the end of each assignment in which the students are required to reflect on their role e.g., as a teacher. They can come up with alternative reactions or solutions than the ones done by the real practitioners featuring the task materials.

  o Feedback: In order to complete the assignment, the students needed to answer three questions (see Appendix 1), which were used as a basis to evaluate the assignments.

4.3 Beneficial aspects and possible obstacles

4.3.1 Beneficial aspects

- A climate of curiosity and openness at both the Linguistics Chair and the Didactics Chair regarding the improvement of professionalization of students.

4.3.2 Obstacles

- One of the main obstacles of the project was time/personnel capacity. Because of the high teaching and administrative workload of the proponent of the project, some of the goals of the project (e.g., of designing ten sets of assignments as well as assignments for the mock and final exam) had to be redefined or abandoned. The teaching load of all the academic staff members prevented a higher degree of integration of some staff members in the project.

5. Welche zusätzliche Unterstützung wäre für zukünftige, ähnliche Projekte hilfreich?
Bitte benennen Sie Rahmenbedingungen, Ausstattungsmittel, Beratungsangebote oder Dienstleistungen, die dabei helfen würden, Projekte wie Ihres noch besser umzusetzen.

The main support one could have for the successful implementation of a project is more time to dedicate to it. Considering the number of hours that were dedicated to the project, one could easily argue that implementing a project of high-quality as the one reported here demanded much more time every week than preparing and teaching a course. I believe that the ideal condition for project proposals to be implemented successfully would be for the project to correspond to the workload of – at least – one academic course. Consequently, the teaching functions of the authors of project proposals should be calculated in relation to the projects, with a project corresponding to the workload of 1 academic course. This would certainly encourage more instructors to propose and carry out projects, which, together, would make a more solid impact in the quality of teaching at the University of Potsdam.

6. Wie sind die Studierenden mit den (neuen) Methoden, Konzepten oder Szenarien umgegangen?
Bitte schätzen Sie ein, wie der "studentische Blick" auf Ihr Projekt ausgefallen ist. Wurden Neuerungen angenommen oder gab es bemerkenswerte Rückmeldungen?

- Especially in the first couple of weeks, many students voluntarily participated in the e-assignments. However, after a couple of weeks the number of participants decreased.

- Especially non-teacher students did not participate in the e-assignments on a larger basis. After the first couple of weeks, participation from this group of students was an exception.

- The largest group of participants belonged to the group of secondary school teachers.

- Students highlighted that they appreciate the relation between theory and practice. They have reported that the assignments made it easier for them to draw a connection to their professional life in the future (see appendix 1).

7. Fazit und Ausblick: Welchen Stellenwert hat das Projekt für Ihre zukünftige Lehre bzw. für die Lehre in Ihrem oder in anderen Bereichen?
Sollen Teile oder das gesamte Vorgehen Ihres Konzeptes dauerhaft in die Lehre eingehen? Handelte es sich um eine pilothafte Erprobung? Welche Gründe sprechen für oder gegen eine Verstetigung?

The benefits of the project have been widely recognized in both Linguistics and the English Didactics chairs. Staff as well as the students appreciated the increased connection between theory and potential fields of application. Furthermore, the study commission 'Englisch Lehramt' has complimented our efforts to react to students' needs. Especially in the context of an increasing number of teacher-training students, the project has supported individualized learning and teaching. Having more students in class (the groups usually have an average of 60 students) imposes more challenges for lecturers to fulfil everyone's needs. The assignments implemented within the scope of the project, offered the students a chance to engage with material that might be specifically relevant for them and their future. In this sense, it supported both the students and the lecturer.

The implementation of similar e-assignments in all introductory courses of the basic module including the follow-up introductory course (Introduction to Synchronic Linguistics II) has been considered by lecturers of this course, who have come to learn about the project and its positive results in our faculty meetings.

Finally, due to the automated feedback of the e-assignments, there are considerations to use the assignments as a tool for the students to acquire bonus points. Up to this point, this possibility has not been implemented due to the time constraints outlined in 4.3.2. above.

II. Fragen zur Kategorisierung von Lehrprojekten

Bitte helfen Sie uns bei der Kategorisierung Ihres Projekts und setzen ein Kreuz bei den zutreffenden Punkten.
Eine Mehrfachauswahl ist möglich.

1. Einbezogene(s) Lehrveranstaltungsformat(e)

„X" an zutreffender Stelle setzen	
X	Seminar
	Vorlesung
	Übung
	Exkursion, Studienreise
X	kleine Gruppen (1-20)
X	mittlere Gruppen (21-49)
X	große Gruppen (>50)
	sehr große Gruppen (>100)
	studentisches Projekt
Sonstiges/Anderes (bitte nennen):	——————————————————————

2. Spezielle Lehrmethodik, spezielles Lehrarrangement

„X" an zutreffender Stelle setzen	
X	Projektmethode, Projektseminar
	forschendes Lernen (bspw. Forschungsseminare, Problem Based Learning)
	interdisziplinäres Co-Teaching
	Co-Teaching
	Simulation, Planspiel
	Inverted Classroom Model, "Flipped Classroom"
Kooperation mit externem Partner (bspw. Service-Learning), nämlich (bitte nennen):	_____
Sonstiges/Anderes (bitte nennen):	_____

3. Neue Lehrinhalte

(Bitte in Stichpunkten beschreiben)
- Access to authentic data from English classrooms or in an Anglophone working environment - E-assignments on moodle which previously did not exist in the course 'Introduction to Linguistics 1' _____

4. Gestaltungsebene(n)

„X" an zutreffender Stelle setzen	
X	Lehrveranstaltung(en)
	Modul(e)
	Studiengang
	Studiengangsübergreifende(s) Angebot(e)
	Internationale(r) Kurs(e) (bspw. Online-International-Learning)
Sonstiges/Anderes (bitte nennen):	_____

5. E-Learning, Medieneinsatz

„X" an zutreffender Stelle setzen	
X	Anreicherung mit Online-Angebot (bspw. begleitende Materialien)
	Integration (Blended Learning)
	Integration mit Ersatz von Präsenzveranstaltungen

	Virtuelle Lehre (bspw. MOOC)
X	Einsatz von Video
	Virtuelle Realität, Augmented Reality
	360-Grad-Bilder
	E-Assessment, elektronische Prüfungen
Sonstiges/Anderes (bitte nennen):	_____

6. Schwerpunkt auf folgende Zielgruppe(n)

„X" an zutreffender Stelle setzen	
	Studierende, allgemein
X	nur BA-Studierende
	nur MA-Studierende
X	Lehramtsstudierende
	ausländische Studierende
X	Studienanfänger*innen
	Berufstätige (bspw. Wissenschaftliche Weiterbildung)
	offenes Angebot (bspw. MOOC)
Sonstiges/Anderes (bitte nennen):	_____

7. Bezug zum Leitbild Lehre

7.1 Bezug zu den Themen des Leitbilds Lehre

„X" an zutreffender Stelle setzen	
	Forschungsorientierung
X	Tätigkeitsfeldbezug und Persönlichkeitsbildung
X	Interdisziplinäre und fachübergreifende Lehre
X	Zielgruppenspezifische Lehre
X	Studierenden- und Kompetenzorientierung

7.2 Bezug zu den Querschnittsthemen des Leitbilds Lehre

„X" an zutreffender Stelle setzen	
	Weiterbildung/Qualifizierung für Lehrende
X	Digitalisierung
X	Heterogenität
	Internationalisierung
X	Lehramt
	Kommunikation/Vernetzung (u. a. Aufbau einer Best Practice Datenbank)
	Qualitätsverständnis, Qualitätspolitik und Qualitätskultur

8. Bitte vergeben Sie Schlagwörter, die das Projekt weitergehend spezifizieren

(bspw. "Hackathon", "Blockseminar")

Bitte freie Schlagwörter nennen
e-assignments
Practice-orientation
Teacher education
Individualised learning
Professionalisation

Appendix 1: Summary of Students' feedback

Q1: The instructions of this assignment were understandable

Q2: The assignments helped me understand the topic of this week.

Q3: The assignment helped me to relate the topic of this week to possible fields of application in my future.

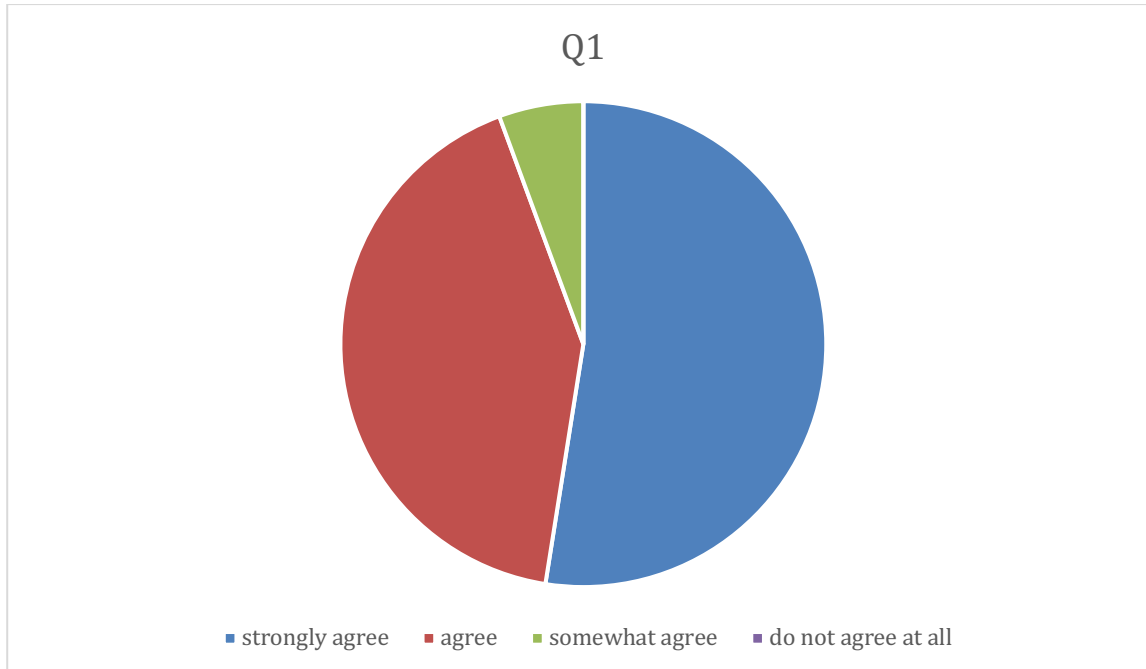*Percentages are rounded after first digit.*

Q1 (all assignments, all students). The instructions of this assignment were understandable. N=160.

52,5% strongly agree (n=84)

41,9% agree (n=67)

5,6% somewhat agree (n=9)

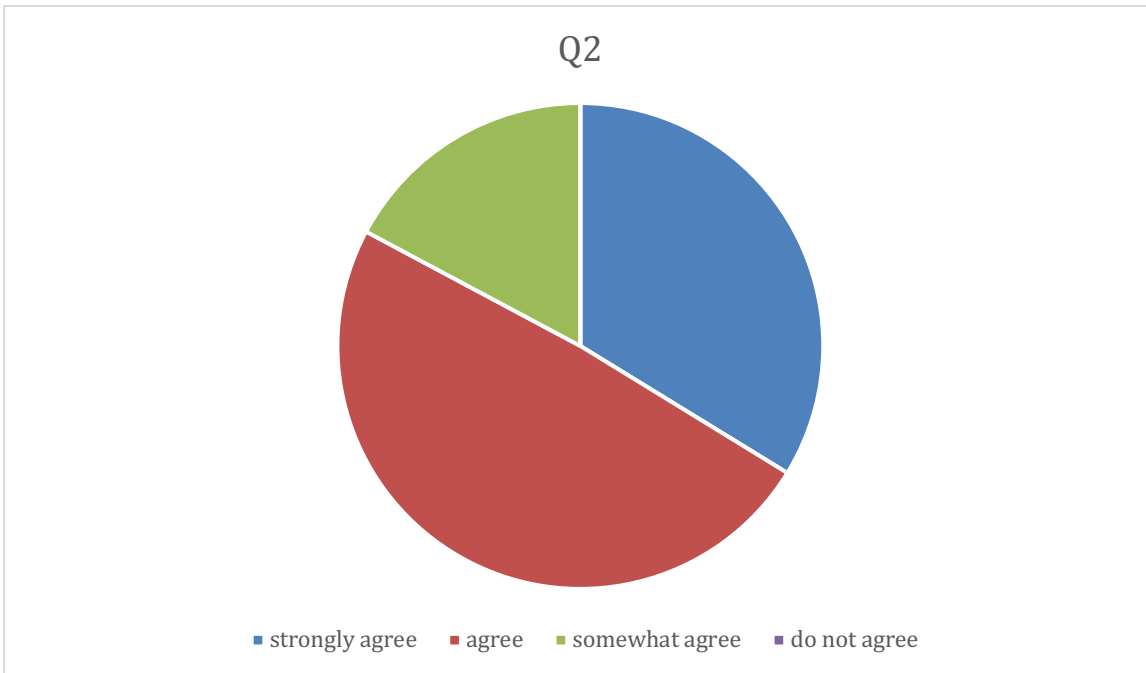0% do not agree at all (n=0)

Q2 (all assignments, all students). The assignments helped me understand the topic of this week. N=157.

33,7% strongly agree (n=53)

49,0% agree (n=77)

17,1% somewhat agree (n=27)
0% do not agree at all (n=0)

Q2

legend: ■ strongly agree ■ agree ■ somewhat agree ■ do not agree

Q3 (all assignments, all students). The assignments helped me to relate the topic of this week to possible fields of application in my future. N=159.
36,4% strongly agree (n=58)
47,8% agree (n=76)
15,7% somewhat agree (n=25)
0% do not agree

Q3

legend: ■ strongly agree ■ agree ■ somewhat agree ■ do not agree