

Abstract

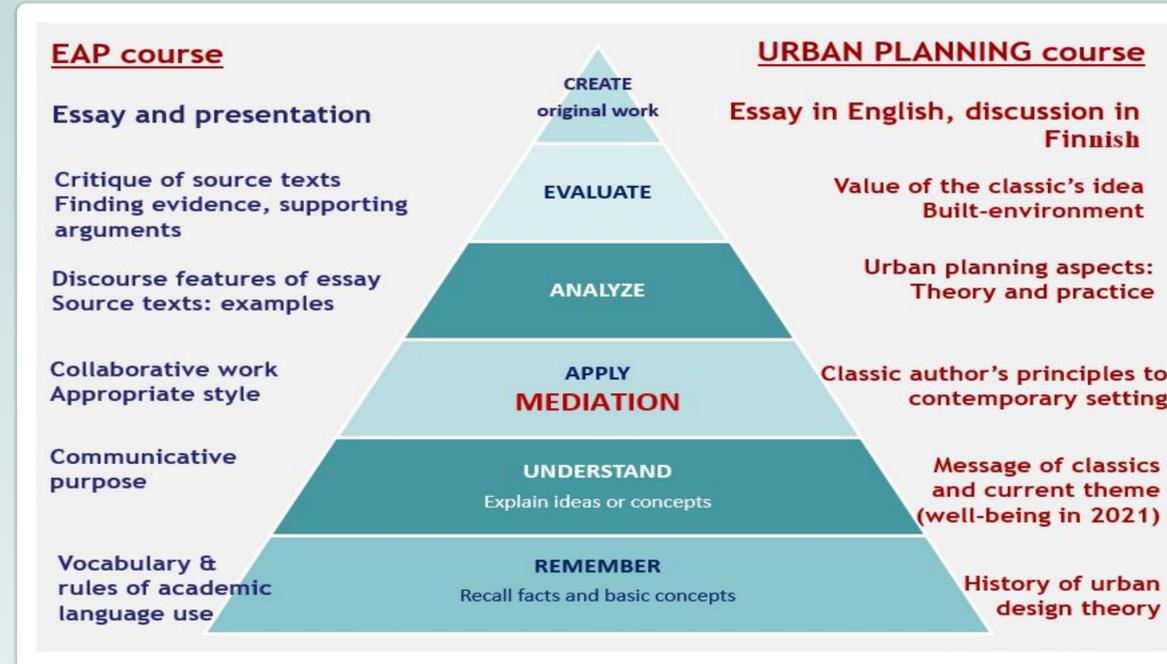
To foster future architects' competence in mediating between professional, academic and social demands in shaping the urban environment, we have integrated the Urban Planning Seminar Course and the English for Academic Purposes (EAP) course. The aim of the urban planning course is to provide students of architecture with an understanding of the trajectory of urban planning represented by classic books and stimulating a comparison to current global challenges. In our EAP courses students practice all modes of communication by processing demanding professional texts. The overlapping features of the two courses led teachers to hypothesize that combining some course tasks would create synergy, enhance students' learning, and prepare them better for their future careers.

Methodology

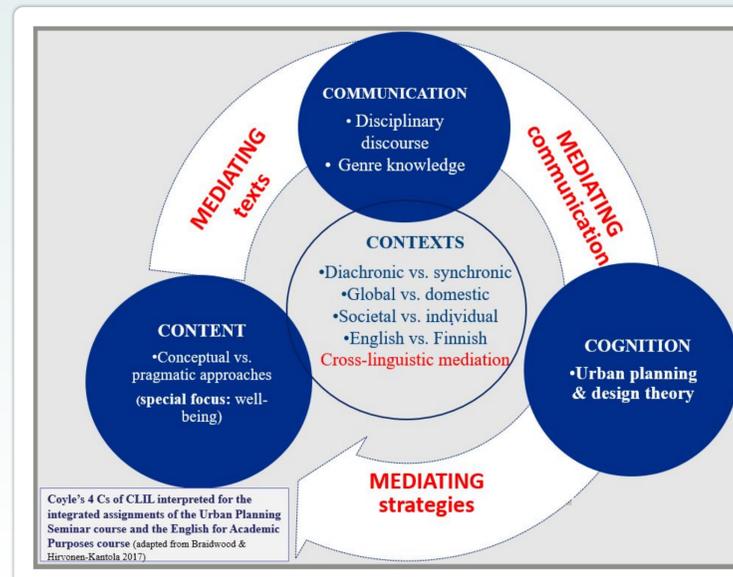
We used CLIL methodology for the integration. The two courses follow the same content: set books, written in English, on urban planning and design which students process in pairs, then present a review in Finnish, and finally an essay and presentation is required in English. In addition, a special theme chosen annually provides the focus of a contemporary topic for students to compare the classic writers' stance. The soft-CLIL approach preserved the separate EAP and content courses (administration of credits): the two sets of lessons, running parallel, utilize activities of both cross- and intra-linguistic mediation activities as well as mediation strategies in addition to the 4 Cs of CLIL as presented in the illustration (*Contexts*: includes Do Coyle's *Culture* and covers the historical aspects).

Integration of the EAP and Urban Planning courses

To design the support for higher level learning and development of professional English communication skills we used the competence model of Bloom's revised taxonomy: the course activities create a synergy.



Mediation activities and strategies in the course design



Learning activities	English for Urban Planning in English	Urban Planning course in Finnish	Joint Workshop in English & Finnish
MEDIATION	Mediating a text: <ul style="list-style-type: none"> - reading journal - book review -> - draft 1 & draft 2 of essay 	Mediating concepts: cross-linguistic mediation <ul style="list-style-type: none"> - collaborating in a group - collaborating to construct meaning 	Mediating communication: <ul style="list-style-type: none"> - facilitating pluricultural space
	Mediation strategies: <ul style="list-style-type: none"> - strategies to explain new concept - adapting language - breaking down complicated information 	Mediation strategies: cross-linguistic mediation <ul style="list-style-type: none"> - explaining new concept - adapting language - breaking down information - linking to previous knowledge 	Mediation strategies: <ul style="list-style-type: none"> - strategies to simplify a text - amplifying - streamlining

Based on CEFR-Companion Volume 2020:90

Scaffolding

The support for developing students' competence in professional communication includes: instructions for essay writing and presentation, detailed feedback, opportunity to discuss possible questions in tutorials, and peer-feedback on the presentations. Finally, this year a self-assessment questionnaire will enhance awareness of mediation skills.

LERANER PROGRESSION through integrated course activities in ACADEMIC ESSAY WRITING & PRESENTATION
CREATING: Essay in three steps (book review, draft 1 & draft 2) & Presentation <ul style="list-style-type: none"> - Seminar discussions and pair and individual tutorials - teacher's & peers' feedback, subject teacher's comments on presentation
EVALUATING: using sample texts & teacher led activities <i>Language used for presenting evidence, supporting arguments</i> <i>Multimodal communicative tools in ppt: illustrations, tables, graphs and their effect</i>
ANALYZING discourse features: processing of sample book review, feedback <i>Self-reflection: strengths & weaknesses, mediation skills</i>
APPLYING: mediation strategies using FEEDBACK on first draft of essay; observation, writing first draft of essay (<i>Cross-linguistic mediation: adapting language, Finnish vs English</i>)
UNDERSTANDING main concepts of source: Seminar discussions, pair work, classroom discussion, Q&A in tutorials (languageing)
REMEMBERING: Reading Journal recording basic information on author & book <ul style="list-style-type: none"> • list of major concepts (English - Finnish) & observations on style and language use

Conclusion

The integration has led to collaboration between teachers → reduced amount of literature for students; encouraging students to find their own sources and express their own opinion and voice, training in multimodal, pluricultural team working: SIMULATION of WORKIN LIFE

References & contact information

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