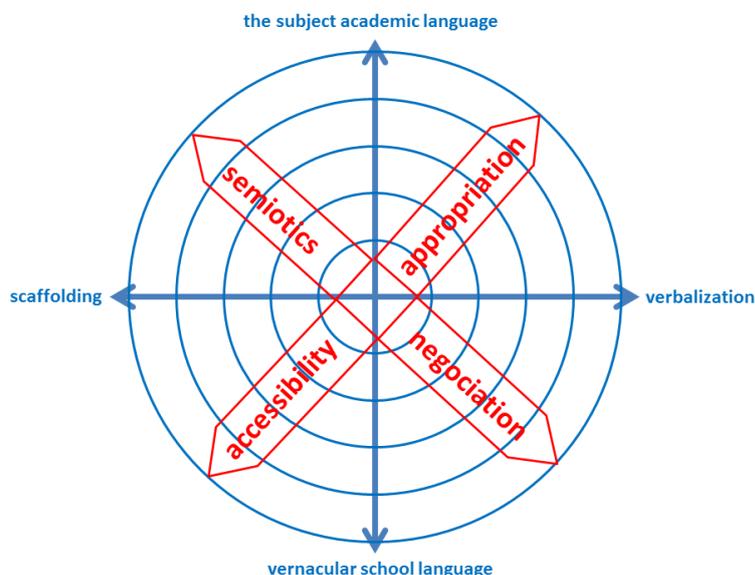


COMPASS

*Identifying the role of language and communication
in the learning and teaching process*

This tool gives subject teachers some key ways to recognise the importance of language and communication in their class and to move towards a language-sensitive approach to teaching and learning. In this way every subject contributes to language friendly learning environments.



The compass is built on two axes :

- **the vertical axis is dedicated to language matters** and show the tension between the subject's specific language (scientific language) and the usual language used for school communication.
- **the horizontal axis is based on communication** needs and illustrates the tension between the teacher's effort to scaffold content and the learners' efforts to verbalise content.

In order to combine these two axes and at the same time reduce the tensions, the compass shows strategies in diagonal which could be deliberately combined:

- ➔ If the goal is to support the students' capacity to **understand new content** and put it in their own work (negociation), the input should focus on various semiotic entries (texts, pictures, schemes, etc.);
- ➔ If the goal is to accelerate the students capability to **use new content** and integrate related scientific terminology into their language repertoire (appropriation), the input should focus on accessibility (easy understandable definitions, simple tasks, etc.)

The following questions could help you to use the compass:

	Appropriation	Negotiation
Semiotics	Are the input documents varied enough to speak to all types of learners?	How do you intend to give learners various opportunities to express their learning process (tests, games, group work, creative thinking etc.)?
Accessibility	How do you intend to ease the student (linguistic) path towards the lesson's content?	How can you augment the learners' speaking time and in which way does the planned lesson contribute to the learners' (language) autonomy?