

NATIONAL FRAMEWORK FOR LANGUAGES: PLURILINGUALISM AND PLURILITERACIES

Scottish Council of Deans of Education Languages Group



University
of Dundee



THE UNIVERSITY
of EDINBURGH



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean



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Introduction

The SCDE Languages Group initiative began in 2015. Its remit was to support the Scottish Government 1 + 2 Languages Policy by promoting the crucial role and contribution of teacher education in creating the conditions in which every child in Scotland will learn two languages in addition to their mother tongue. The SCDE Languages Group focusses on the role of educators and represents Schools of Education across Scottish Universities for all language learning, including (but not limited to) modern languages, EAL, heritage languages, Gaelic, Gàidhlig, BSL and other signed languages. This initiative, funded by seven Local Authorities, has three foci:

1. **National Framework for Languages (NFfL).**

The NFfL sets out clear guidelines for Initial Teacher Education (ITE) and is aligned with the professional strands of the GTC(S) Standards for Registration:

(<http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf>):

(i) Professional Values and Personal Commitment; (ii) Professional Knowledge and Understanding; and (iii) Professional Skills and Abilities. The NFfL makes explicit the contribution of language(s) in learning and education to early career teachers' understanding, practice, and professionalism. The NFfL statements can also be used by teachers across all stages of professional career development to further guide and inform their practice.

2. **Languages Education Academic Portfolio (LEAP).**

An example outline professional portfolio for languages education – LEAP. It can be adapted to suit individual and institutional needs. There are two elements: a **personal biography** including a self-assessment of language skills based on the Common European Framework of Reference for Languages (CEFR) (https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf); and **reflective questions** to assist teachers in analysing practice and collecting evidence. The questions link directly to the NFfL. They can be used to guide ITE progression, early career development and CLPL.

3. **Languages Education National Support (LENS)** - a comprehensive, digital resource linked to both the NFfL and LEAP to offer practical support and deepen educational professionals' knowledge and understanding of the teaching and learning of languages. The LENS tool is based on a systematic review of the international research which brings together information about formal language learning across all ages and stages of the compulsory education system, and relates the findings to the Scottish curricular context. The impact of the 1 + 2 Language Policy on ITE curricula and early career development within the Scottish context is a priority. LENS focuses on ten key practical themes including successful language learning and how children learn languages, which guide teacher understanding and support teacher development.

National Framework for Languages: Plurilingualism and Pluriliteracies

Four Principles

The National Framework for Languages: Plurilingualism and Pluriliteracies (NFfL) is based on four principles: **plurilingualism, diversity, policy and legislation, and transformative practices**. Each principle uses a series of statements to outline fundamental practices. As indicated in the Introduction, these statements also align with the GTC(S) Standards for Registration: Professional Values and Personal Commitment, Professional Knowledge and Understanding and Professional Skills and Abilities. The statements provide guidance aimed at teacher educators, teachers and student teachers in the Initial Teacher Education phase. The statements can also be used across all stages of professional career development to further inform practice.

The SCDE Languages Group recommends the following as guidance:

For student teachers

Student teachers can use the statements to explore and understand their own assumptions about children, young people, languages and literacies, and the implications of working towards a plurilingual classroom.

For teachers

Teachers can use these statements to continue to explore their own assumptions about children, young people, languages and literacies in the light of their own experiences in schools and classrooms, and to analyse their own action and practices to promote plurilingualism.

For advanced professionals

Advanced professionals can use these statements to examine their own assumptions and those of others about plurilingualism in order to provide leadership and exemplify transformative classroom practices.

National Framework for Languages: Plurilingualism and Pluriliteracies

Principles and Context

| Plurilingualism | Diversity | Policy & Legislation | Transformative practices |
|--|---|---|--|
| The goal of languages education is plurilingualism: the ability to use more than one language appropriately. Using language involves learning language. It also involves linking languages with literacies i.e. pluriliteracies. Languages include MFL, EAL, Gàidhlig, Gaelic, BSL, heritage languages, etc. | We live in a linguistically and culturally diverse society. Recognising, valuing and promoting this linguistic and cultural diversity underpins plurilingualism and pluriliteracies | The learning and teaching of languages and literacies follows national policies and guidelines which integrate with wider European and global goals for plurilingualism and pluriliteracies | Plurilingualism and pluriliteracies benefit all learners. This insight transforms classrooms in critical and creative ways. Transformative practices challenge individuals to consider how they see themselves and others, and how they might engage in and contribute to society. |

| | | | | | |
|---|--|--|---|-----------------------------------|---|
| Professional Values & Personal Commitment | Social Justice – valuing and promoting difference <ul style="list-style-type: none"> Value all the languages pupils use in their daily lives and all the additional languages they aspire to learn Promote the development of plurilingualism through pluriliteracies and multiculturalism Understand how language and languages are fundamental to existing and emerging identities | Professional Knowledge and Understanding | Curriculum – building an awareness & understanding of the curriculum and planning for transformative practices <ul style="list-style-type: none"> Understand how languages are learned in different contexts Understand the role of languages and literacies for learning Foster positive attitudes towards all languages and cultures Plan for teaching and learning which supports change and development within the curriculum Know how language and language learning can be integrated within and across the curriculum Know how to include a variety of resources, including digital and online tools, to promote language and language related skills and understanding | Professional Skills and Abilities | Teaching & learning – using transformative practices which meet the needs and abilities of all learners <ul style="list-style-type: none"> Explore a range of language and language learning strategies which remove barriers to learning Plan and promote a high standard of literacy and oral skills for a diverse range of learners at different stages of proficiency Employ a range of strategies and resources that embrace plurilingual practices and learner identities |
| | Integrity – developing transformative approaches to learning <ul style="list-style-type: none"> Be open and transparent about 'real world' issues which impact on languages and cultures Create transparent links between language(s) and literacies Promote the role of language and languages in learning across the curriculum Develop transformative approaches to classroom practices involving attitudinal and behavioural change towards diverse languages and cultures Understand how the L1 relates to the learning of additional languages and vice versa | | Education systems and professional responsibilities – understanding the education system and professional responsibilities within the wider learning community <ul style="list-style-type: none"> Develop teaching practices which support intercultural awareness across the curriculum Understand and apply underlying theories to guide transformative practices and promote plurilingualism and pluriliteracies Draw on linguistic resources which further learning within the wider community | | Classroom organisation & management – creating a stimulating classroom environment <ul style="list-style-type: none"> Identify the learners' social, cultural and linguistic needs regardless of their L1 Plan inclusive lessons using diverse social, cultural and linguistic contexts Develop intercultural competences of all learners, taking into account differences in race, language and culture Create a safe, diverse and positive language environment for all learners |
| | Trust and Respect – building a culture of mutual trust and respect <ul style="list-style-type: none"> Acknowledge learners' existing language competences and experiences Respect individual learners' social, cultural and linguistic communities Create conditions in which working positively with individual language needs and aspirations is the 'norm' | | Pedagogical theories and practice – developing and extending a knowledge base of educational principles and theories to develop transformative practices <ul style="list-style-type: none"> Consider the social, cultural and linguistic backgrounds of pupils in planning for transformative classroom practices Engage (critically) with educational research to further guide, develop and sustain transformative teaching practices Link transformative practices to current educational priorities Understand how language learning and using supports individual needs (cognitive, emotional, social and physical) | | Pupil Assessment <ul style="list-style-type: none"> Use a range of formative and summative assessment to evaluate learners' individual journeys towards plurilingualism and pluriliteracies |
| | Personal Commitment <ul style="list-style-type: none"> Create a positive ethos towards language learning. Use a range of pedagogical approaches which motivate pupils and inspire confidence Understand the role played by language learning in promoting global citizenship and sustainability Promote the cognitive, social and cultural benefits of language learning Demonstrate how language and languages can remove barriers to learning Recognise the role language and languages play in raising attainment Experience what it is to be a language learner and user Understand ways in which language skills can be learned, developed, used and sustained Develop and maintain personal linguistic skills in line with CEFR principles | | Pedagogical theories and practice – developing and extending a knowledge base of educational principles and theories to develop transformative practices <ul style="list-style-type: none"> Consider the social, cultural and linguistic backgrounds of pupils in planning for transformative classroom practices Engage (critically) with educational research to further guide, develop and sustain transformative teaching practices Link transformative practices to current educational priorities Understand how language learning and using supports individual needs (cognitive, emotional, social and physical) | | Personal reflection & communication – drawing on policies, theories & practices <ul style="list-style-type: none"> Understanding the role of national and international policies and how these can support plurilingualism and pluriliteracies Develop a critical understanding of national and international policies and guidelines relating to languages, literacies and intercultural competences (for professional development and growth) Engage with advances in the field of language education to reflect on and improve practice Collaborate with colleagues and support agencies to develop cross-disciplinary multi-perspectival practices |

Principles and Context

Plurilingualism

The goal of languages education is plurilingualism: the ability to use more than one language appropriately. Using language involves learning language. It also involves linking languages with literacies i.e. pluriliteracies. Languages for learning in this contexts include MFL, EAL, Gàidhlig, Gaelic, BSL, heritage languages and so on.

Diversity

We live in a linguistically and culturally diverse society. Recognising, valuing and promoting this linguistic and cultural diversity underpins plurilingualism and pluriliteracies.

Policy and Legislation

The learning and teaching of languages and literacies follows national policies and guidelines which integrate with wider European and global goals for plurilingualism and pluriliteracies.

Transformative practices

Plurilingualism and pluriliteracies benefit all learners. This insight transforms classrooms in critical and creative ways. Transformative practices challenge individuals to consider how they see themselves and others, and how they might engage in and contribute to society.

Professional Values and Personal Commitment

Social justice – valuing and promoting difference

- Value all the languages pupils use in their daily lives and all the additional languages they aspire to learn
- Promote the development of plurilingualism through pluriliteracies and multiculturalism
- Understand how language and languages are fundamental to existing and emerging identities

Integrity – developing transformative approaches to learning

- Be open and transparent about ‘real world’ issues which impact on languages and cultures
- Create transparent links between language(s) and literacies
- Promote the role of language and languages in learning across the curriculum
- Develop transformative approaches to classroom practices involving attitudinal and behavioural change towards diverse languages and cultures
- Understand how the L1 relates to the learning of additional languages and *vice versa*

Trust and respect – building a culture of mutual trust and respect

- Acknowledge learners’ existing language competences and experiences
- Respect individual learners’ social, cultural and linguistic communities
- Create conditions in which working positively with individual language needs and aspirations is the ‘norm’

Personal Commitment

- Create a positive ethos towards language learning.
- Use a range of pedagogical approaches which motivate pupils and inspire confidence
- Understand the role played by language learning in promoting global citizenship and sustainability
- Promote the cognitive, social and cultural benefits of language learning
- Demonstrate how language and languages can remove barriers to learning
- Recognise the role language and languages play in raising attainment
- Experience what it is to be a language learner and user
- Understand ways in which language skills can be learned, developed, used and sustained
- Develop and maintain personal linguistic skills in line with CEFR principles

Professional Knowledge and Understanding

Curriculum – building an awareness and understanding of the curriculum and planning for transformative practices

- Understand how languages are learned in different contexts
- Understand the role of languages and literacies for learning
- Foster positive attitudes towards all languages and cultures
- Plan for teaching and learning which supports change and development within the curriculum
- Know how language and language learning can be integrated within and across the curriculum
- Know how to include a variety of resources, including digital and online tools, to promote language and language related skills and understanding

Education systems and professional responsibilities – understanding the education systems and professional responsibilities within the wider learning community

- Develop teaching practices which support intercultural awareness across the curriculum
- Understand and apply underlying theories to guide transformative practices and promote plurilingualism and pluriliteracies
- Draw on linguistic resources which further learning within the wider community

Pedagogical theories and practice – developing and extending a knowledge base of educational principles and theories to develop transformative practices

- Consider the social, cultural and linguistic backgrounds of pupils in planning for transformative classroom practices
- Engage (critically) with educational research to further guide, develop and sustain transformative teaching practices
- Link transformative practices to current educational priorities
- Understand how language learning and using supports individual needs (cognitive, emotional, social and physical)

Professional Skills and Abilities

Teaching and learning – using transformative practices which meet the needs and abilities of all learners

- Explore a range of language and language learning strategies which remove barriers to learning
- Plan and promote a high standard of literacy and oral skills for a diverse range of learners at different stages of proficiency
- Employ a range of strategies and resources that embrace plurilingual practices and learner identities

Classroom organisation and management – creating a stimulating classroom environment

- Identify the learners' social, cultural and linguistic needs regardless of their L1
- Plan inclusive lessons using diverse social, cultural and linguistic contexts
- Develop intercultural competences of all learners, taking into account differences in race, language and culture
- Create a safe, diverse and positive language environment for all learners

Pupil Assessment

- Use a range of formative and summative assessment to evaluate learners' individual journeys towards plurilingualism and pluriliteracies

Professional reflection and communication – drawing on policies, theories and practices

- Understand the role of national and international policies and how these can support plurilingualism and pluriliteracies
- Develop a critical understanding of national and international policies and guidelines relating to languages, literacies and intercultural competences (for professional development and growth)
- Engage with advances in the field of languages education to reflect on and improve practice
- Collaborate with colleagues and support agencies to develop cross-disciplinary multi-perspectival practices

Languages Education Academic Portfolio (LEAP)

The Languages Education Academic Portfolio (LEAP) is a flexible tool which can be adapted to suit individual and institutional needs. LEAP consists of two parts. The first part consists of a personal/professional biography which encourages educational professionals to consider their own linguistic repertoire and assess their language skills against the Common European Framework of Reference for Languages (CEFR). It also documents language learning experiences.

The second part of LEAP consists of a series of reflective questions. These reflective questions aim to complement the statements in the NFfL and are organised according to the same three strands: Professional Values and Commitment, Professional Knowledge and Understanding and Professional Skills and Abilities. The reflective questions are intended to guide educational professionals in considering their own practices and could be used in conjunction with individual priorities for CLPD and the GTC(S) Professional update.

Personal Biography

Name:

Initial Teacher Education Institution:






L1:






Other language(s)






Self-assessment of language skills

Self-assessment of language skills (to be used alongside the






Common European Framework of Reference for Language – self-assessment grid)

| Language | | | | |
|---|--|---|--|--|
| Self-assessment of language skills | | | | |
| Understanding | | Speaking | | Writing |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) |
| Certificates and diplomas | | | | |
| Title | Awarding body | Date | Level* | |
| Replace with name of certificate or diploma | Replace with name of awarding body | Replace with date of issue | Replace with level (e.g. B2) | |
| Linguistic and intercultural experience | | | | |
| Description | Duration | | | |
| Using languages for study or training / Using languages at work / Using languages while living or travelling abroad / Mediating between languages (delete non-relevant types of experience or replace with your own text): Replace with description of experience | Replace with dates (from - to) | | | |

| Language | | | | |
|---|--|---|--|--|
| Self-assessment of language skills | | | | |
| Understanding | | Speaking | | Writing |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) |
| Certificates and diplomas | | | | |
| Title | Awarding body | | Date | Level* |
| Replace with name of certificate or diploma | Replace with name of awarding body | | Replace with date of issue | Replace with level (e.g. B2) |
| Linguistic and intercultural experience | | | | |
| Description | | | Duration | |
| Using languages for study or training / Using languages at work / Using languages while living or travelling abroad / Mediating between languages (delete non-relevant types of experience or replace with your own text): Replace with description of experience | | | Replace with dates (from - to) | |

| Language | | | | |
|---|--|---|--|--|
| Self-assessment of language skills | | | | |
| Understanding | | Speaking | | Writing |
|  Listening |  Reading |  Spoken interaction |  Spoken production |  Writing |
| Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) | Replace with level (e.g. B1) Replace with level label (e.g. Independent user) |
| Certificates and diplomas | | | | |
| Title | Awarding body | | Date | Level* |
| Replace with name of certificate or diploma | Replace with name of awarding body | | Replace with date of issue | Replace with level (e.g. B2) |
| Linguistic and intercultural experience | | | | |
| Description | | | Duration | |
| Using languages for study or training / Using languages at work / Using languages while living or travelling abroad / Mediating between languages (delete non-relevant types of experience or replace with your own text): Replace with description of experience | | | Replace with dates (from - to) | |

Common European Framework of Reference for Language – self-assessment grid

| | | A1 Basic User | A2 Basic User | B1 Independent user | B2 Independent user | C1 Proficient user | C2 Proficient user |
|---------------|---|---|---|---|---|--|--|
| Understanding |  Listening | I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect. | I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort. | I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent. |
| |  Reading | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. | I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters. | I can understand texts that consist mainly of high frequency every day or job-related language. I can understand the description of events, feelings and wishes in personal letters. | I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose. | I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field. | I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works. |
| Speaking |  Spoken interaction | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. | I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views. | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers. | I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| |  Spoken production | I can use simple phrases and sentences to describe where I live and people I know. | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job. | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions. | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. | I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points. |
| Writing |  Writing | I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions. | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences. | I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind. | I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works. |

Languages Education Academic Portfolio (LEAP) - Reflective Questions

Introduction

The statements of the National Framework for Languages: Plurilingualism and Pluriliteracies (NFfL) are intended for professional reflection and development. The Languages Education Academic Portfolio (LEAP) has used these statements as a starting point for a series of reflective questions to support ongoing professional development. These reflective questions are directly linked to the National Framework and supported through the LENS tool.

Professional Values and personal commitment

Social Justice

- *What do I understand by transformative pedagogies?*
- *What are the implications of transformative pedagogies in an increasingly diverse and complex society.*

Integrity

- *What does a plurilingual and pluriliterate classroom look like? □*
- *What effect might my own attitudes towards linguistic and cultural diversity have on pupils?*
- *How does a transformative pedagogic agenda allow me to question my own practices?*

Trust and Respect

- *How do I ensure that all pupils' linguistic and cultural resources are treated equally and with respect?*
- *How can the linguistic and cultural diversity of pupils in my school be used as positive contributions to plurilingualism?*
- *What active role can the wider community play in promoting linguistic and cultural diversity?*

Personal Commitment

- *What practical steps can I take to develop my own linguistic skills?*
- *What opportunities and resources can I use to extend my linguistic and cultural awareness?*

Professional Knowledge and Understanding

Curriculum and Planning

- *How can activities designed to acquire new knowledge be combined with language goals?*
- *How can I build and monitor linguistic progression over time?*
- *How can digital tools be used to support the development of languages, literacies and cultural awareness?*
- *How can classroom activities be organised to encourage interactions between pupils of different levels of proficiency?*

Educational Systems and Professional Responsibilities

- *What theories currently support my practice?*
- *How can I use the different linguistic repertoires present in the wider community to create contexts for learning?*

Pedagogical Theories and Practice

- *How do I identify and address some of the key issues concerning language learning and language using in my teaching, for example language level, literacies, translanguaging, lexis, grammar, and other verbal and non-verbal communication?*
- *How can I use interdisciplinary approaches in the teaching and learning of languages?*
- *How can plurilingualism and pluriliteracy be used to meet current educational priorities?*

Professional Skills and abilities

Teaching and Learning

- *How can I enable individual pupils to express themselves using their existing and emerging linguistic repertoires?*
- *How can I plan activities, especially those involving other curricular areas, to progress pupil language development?*
- *What type of activities foster intercultural awareness and sensitivity towards diversity?*

Classroom organisation and management

- *How can I identify and respond to the needs of individual learners and their linguistic competences?*
- *How do I monitor and support individuals to ensure language progression across all language skills (reading, writing, listening and talking)?*
- *How can language learning strategies be made transparent?*

Professional reflection and communication

- *How can I use the available support and resources within my school, authority, and wider professional and academic communities?*
- *How can effective collaborations be established to promote linguistic and cultural diversity?*

Languages Education Network Scotland - LENS

Accessing LENS

LENS digital resource supports the Framework NfFL and LEAP. It provides support which is research-informed and that enables educational professionals to deepen their knowledge and understanding of the teaching and learning of languages. LENS is based on a systematic review of the international research studies that bring together information about formal language learning across all ages and stages of the compulsory education system. It relates the findings to the Scottish curricular context.

The LENS tool is made up of ten main themes, each of which consist of a number of sub-themes, which have been identified through a collaborative process by Language Teacher Educators. Each theme has a number of key messages which are linked to the NfFL and LEAP. The key messages require educational professionals to engage critically with the Framework and the research findings and apply these to their own context to create and sustain transformative practices in the Scottish educational system.

There is some overlap between the key messages across the different themes and subthemes. Where appropriate these have been grouped together. Research articles, reports, some video materials and other relevant documents have been analysed. Key words, brief summaries, abstracts and outcomes provide a thematic digital resource where the contents are catalogued for easy access.

| |
|--|
| ○ Language learning & development |
| ○ Language(s) in learning |
| ○ Approaches to language learning – transformative practices |
| ○ Successful language learning |
| ○ Language and literacy development – transformative practices |
| ○ Links between identity, intercultural awareness and language(s) – transformative practices |
| ○ 1 + 2 Implications for teachers |
| ○ Gaelic (Medium) Education |
| ○ English as an Additional Language |
| ○ British Sign Language (BSL) |

The LENS Tool can be accessed at <http://www.nffl.education.ed.ac.uk>

Languages Education Network Scotland (LENS) themes

| Theme | Description | Topics |
|--|---|---|
| Language learning & development | How languages are learned and developed depends on a number of factors which influence both the learning process and outcomes for learners. | Transfer of skills across languages (cross-linguistic transfer) Cognition Language as a linguistic system (grammar and vocabulary) Language pathways |
| Language(s) in learning | The fundamental role that language plays in curriculum learning (both L1 and additional languages) | Cross-linguistic transfer (learner) attitudes and motivation Language acquisition Awareness of languages |
| Approaches to language learning – transformative practices | Different approaches to language learning and how these can be used in the classroom with different learners | Cross-linguistic transfer Language learning and age Integrated approaches to language learning |
| Successful language learning | Successful language learning in the Scottish and international context | Scottish context International context |
| Language and literacy development – transformative practices | The nature of transformative classroom practices. Approaches to developing language and literacy to support transformative practices in the classroom | Literacies across the curriculum Literacies in other languages Contribution of literacies to deeper learning |
| Links between identity, intercultural awareness and language(s) – transformative practices | Links between language, identity and intercultural awareness and how these can be used to support transformative practices | (Cross)-cultural awareness Language and identity |
| 1 + 2 Implications for teachers | The challenges and opportunities for teachers to achieve successful language learning outcomes for pupils | Teacher attitudes (Initial) teacher education and professional learning Teacher identity |
| Gaelic (Medium) Education | The challenges & opportunities of Gaelic medium education as an educational model which offers an immersion experience for the initial stages of the primary curriculum followed by a continuing bilingual education model. | Gaelic medium education Professional development Learner strategies |
| English as an Additional Language | English is not the L1 of all children in the classroom. Learners who have different levels of English as a second or additional language require specific experiences support | Policy and practice Pedagogies and strategies Professional development |
| British Sign Language (BSL) | Learning and teaching of BSL in the education system, both as an L1 and as an additional language | Policy and Practice Professional development |

