

# NATIONAL FRAMEWORK FOR LANGUAGES (NFFL)

Scottish Council of Deans of  
Education Languages Group

ENACTING  
PLURILINGUALISM –  
USING THE  
NATIONAL  
FRAMEWORK FOR  
LANGUAGES

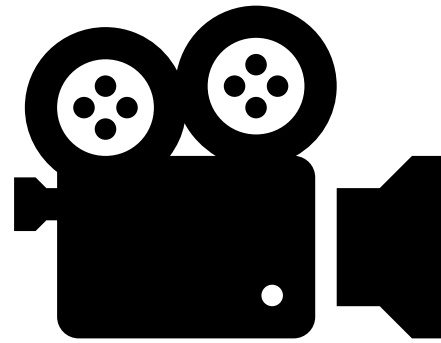
Dr Ingeborg Birnie

[Ingeborg.birnie@strath.ac.uk](mailto:Ingeborg.birnie@strath.ac.uk)

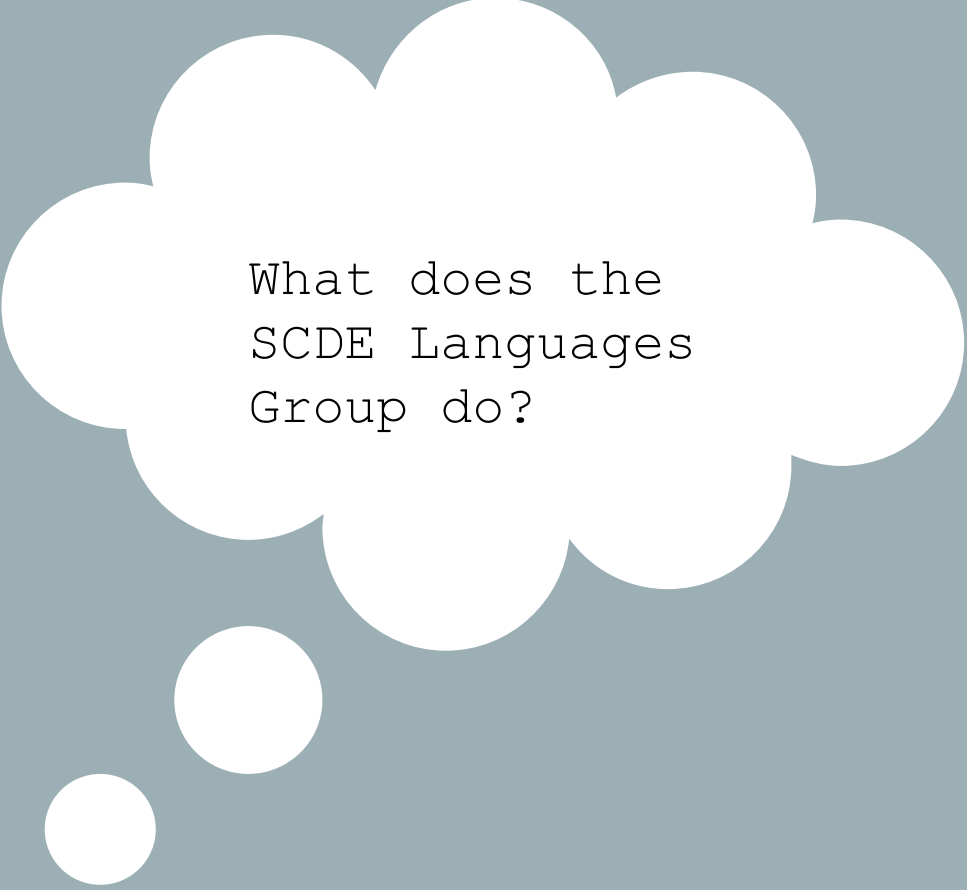
School of Education

University of Strathclyde





# NATIONAL FRAMEWORK FOR LANGUAGES

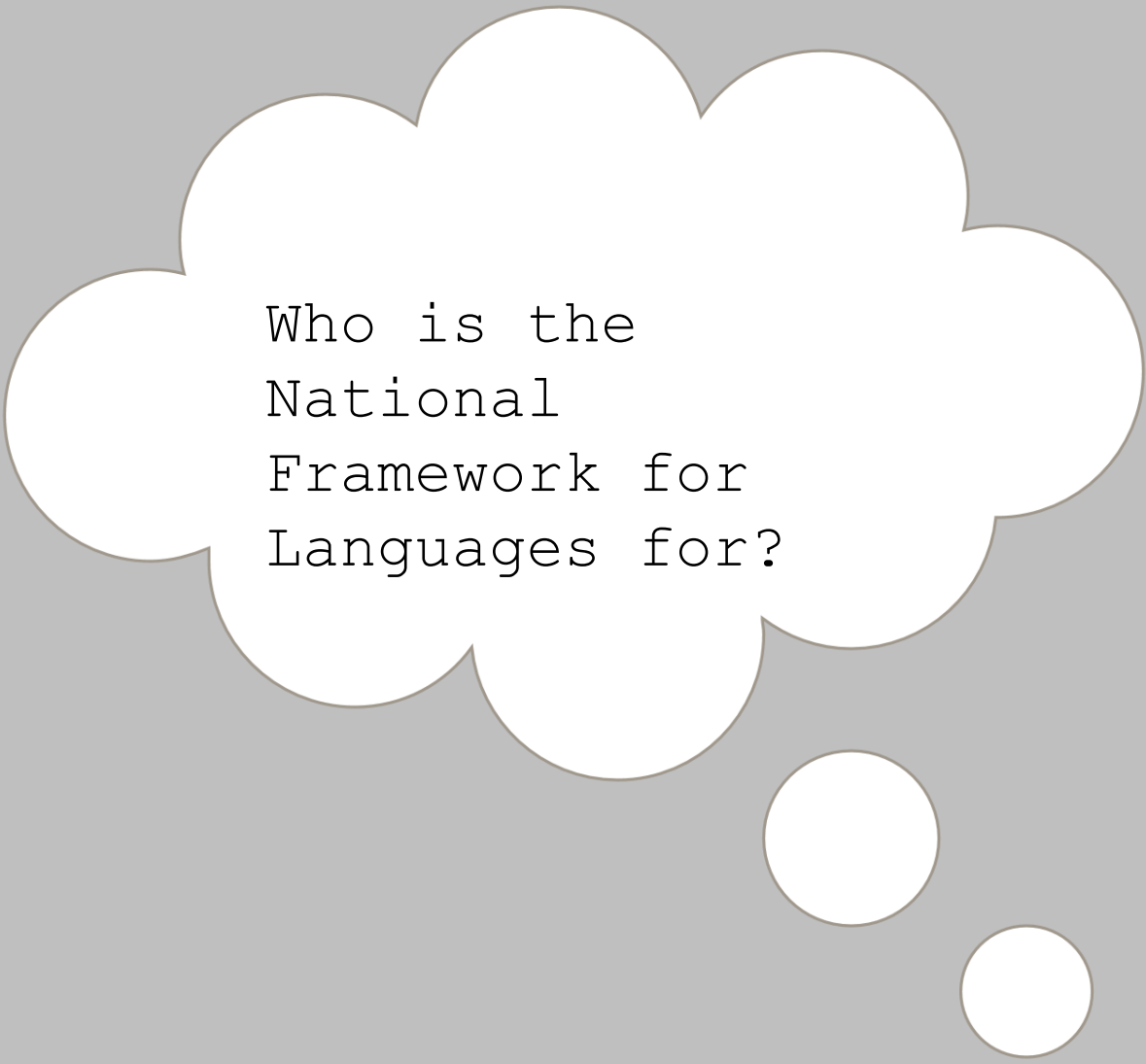


What does the  
SCDE Languages  
Group do?

The Scottish Government 1 + 2 Languages Policy aims to create the conditions in which every child in Scotland will learn two languages in addition to their mother tongue.

The SCDE Language Group has representatives from all ITE institutions in Scotland and its remit is to promote the crucial role and contribution of teacher education in supporting the implementation of the 1 + 2 Language Policy.

The National Framework for Languages is designed to support all students and teachers throughout ITE and CLPL to develop an understanding of the role of languages in education



Who is the National Framework for Languages for?

# AIMS



- **Introduce the National Framework for Languages and associated digital resources**
- **Discuss how the principles set out in the NFfL might be translated into classroom practice**

## NATIONAL FRAMEWORK FOR LANGUAGES

Three parts:

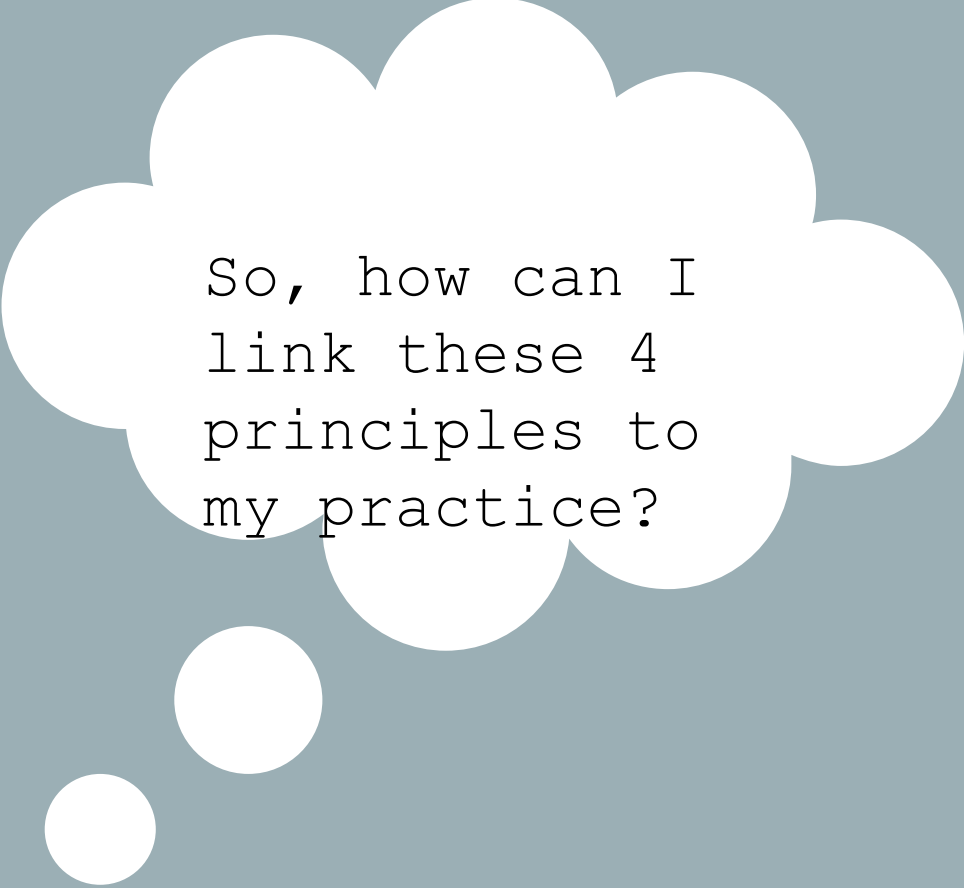
- NFfL Framework
- LEAP – Reflective Tool
- LENS – Resource bank

## NATIONAL FRAMEWORK FOR LANGUAGES

### Four Key Principles:

- **Plurilingualism** – the ability to use more than one language appropriately
- **Diversity** – recognising, valuing and promoting linguistic & cultural diversity
- **Policy & Legislation** – the learning & teaching of languages and literacies follows national policy & guidelines
- **Transformative practices** – plurilingualism & pluriliteracies benefit all learners, transforming classrooms in critical & creative ways





So, how can I  
link these 4  
principles to  
my practice?

The NFfL framework has provided a series of statements to outline the fundamental practices linked to the four principles.

These statements align with the GTC(S) Standards for Registration:

- Professional Values & Personal Commitment
- Professional Knowledge & Understanding
- Professional Skills & Abilities

# GTCS STANDARDS AND THE NFFL (EXAMPLE)

## GTCS Professional Standards

### Professional Knowledge & Understanding

*Teachers working with this standard are expected to develop deep, critically informed knowledge and understanding to enhance skills and abilities in relation to the key areas of career-long professional learning:*

- Pedagogy, learning and subject knowledge
- Curriculum and assessment
- Enquiry and research
- Educational contexts and current debates in policy, education and practice
- Sustaining and developing professional learning
- Learning for sustainability.

## NFFL

### Professional Knowledge and Understanding

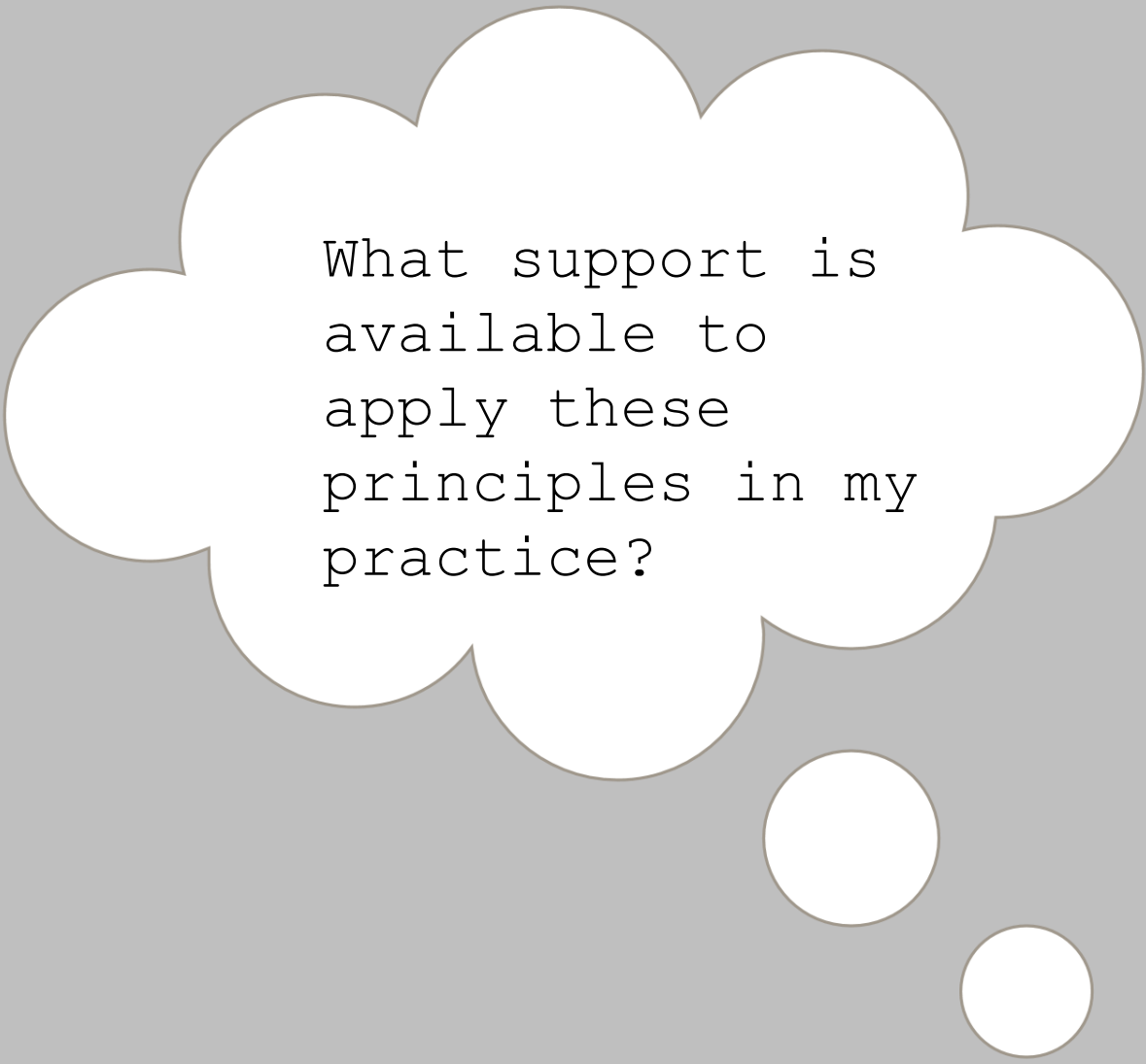
Curriculum – building an awareness & understanding of the curriculum and planning for transformative practices

- 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

The SCDE has created two resources to help you explore & understand your own assumptions about children, young people, languages & literacies, and practices in promoting plurilingualism:

\* LEAP – Example profile & reflective questions

\* LENS – Resource bank of studies and research findings from national and international contexts



What support is available to apply these principles in my practice?

## LEAP – REFLECTIVE TOOL

Example  
profile &  
Reflective  
Questions

- Supporting Self-evaluation
- Profile that can be used in ITE and CLPL
- Reflective Questions which map onto the NFfL framework

## LEAP – REFLECTIVE QUESTIONS

### Example

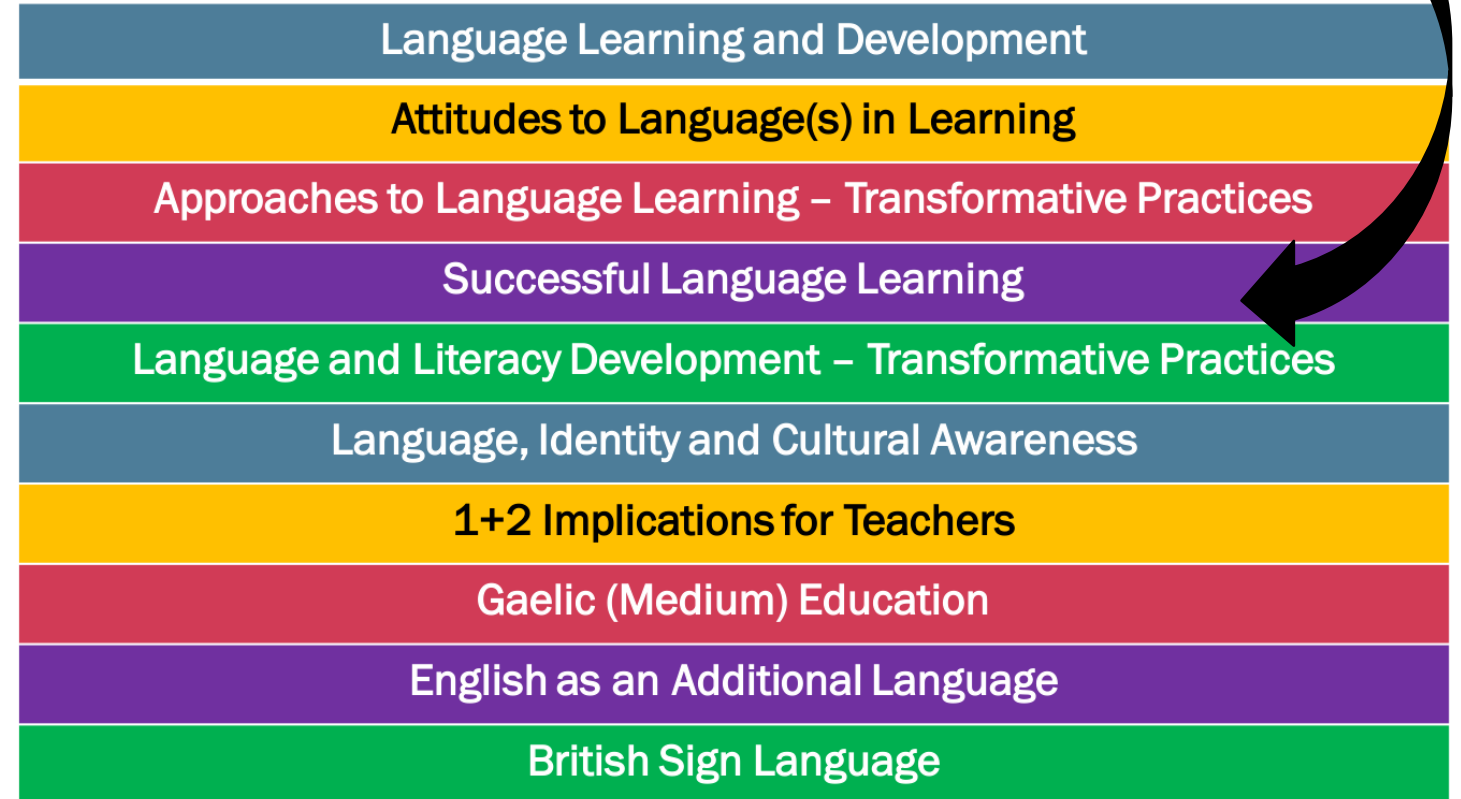
**LEAP**  
Exemplar CLPL  
portfolio for  
languages

## 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?

LENS – RESOURCE  
BANK OF STUDIES  
& RESEARCH  
FINDINGS

Arranged according to  
themes



# Immersion Education

Immersion Education is a form of bilingual education in which the majority of curricular learning and teaching activities are conducted in the target language (often a heritage or indigenous language). Pupils also study the majority language, but the extent to which the majority language is incorporated is different according to each context.

Links to research

Key messages

- Immersion education is the most successful approach to school-based language learning. Immersion education which starts at an early stage (Nursery/Primary 1), and which uses the target language for the majority of curricular activities, is associated with linguistic and cognitive skill development.
- In the Scottish context, research on Gaelic-medium education has shown pupils to achieve expected levels of attainment in Gaelic, English Mathematics and Science by the end of Primary School, and to outperform English-medium pupils in English reading. Research has also shown pupils in Gaelic-medium education to outperform English-medium pupils on cognitive tests relating to cognitive control and metalinguistic awareness.
- However, research with French-immersion pupils in Canada has found areas for improvement in relation to pupils' grammatical accuracy, range of vocabulary and the use of complex structures and idiom in French. A range of pedagogical strategies which encourage a more intentional focus on language in immersion education have been suggested, such as form-focused instruction, corrective feedback, and cross-linguistic pedagogy.

back

LENS – RESOURCE BANK OF STUDIES & RESEARCH FINDINGS

# LENS – EXAMPLE – TEACHER ATTITUDES

*Teachers play an important role in ensuring young people develop a positive attitude towards language, language learning and other cultures*

- [Teacher cognition](#) is influenced by a number of different factors, including [prior learning, training and classroom practice](#). These factors influence the way in which teachers view the teaching and learning of languages in the classroom.
- The [pedagogical beliefs of a teacher](#) influence the attitudes of teachers to teaching, learning and learners, the subject matter and the role of the teacher.
- Teacher attitude and perceptions of relevance of languages are important drivers in both the [uptake and attainment](#) of students studying a language.

## Summary:

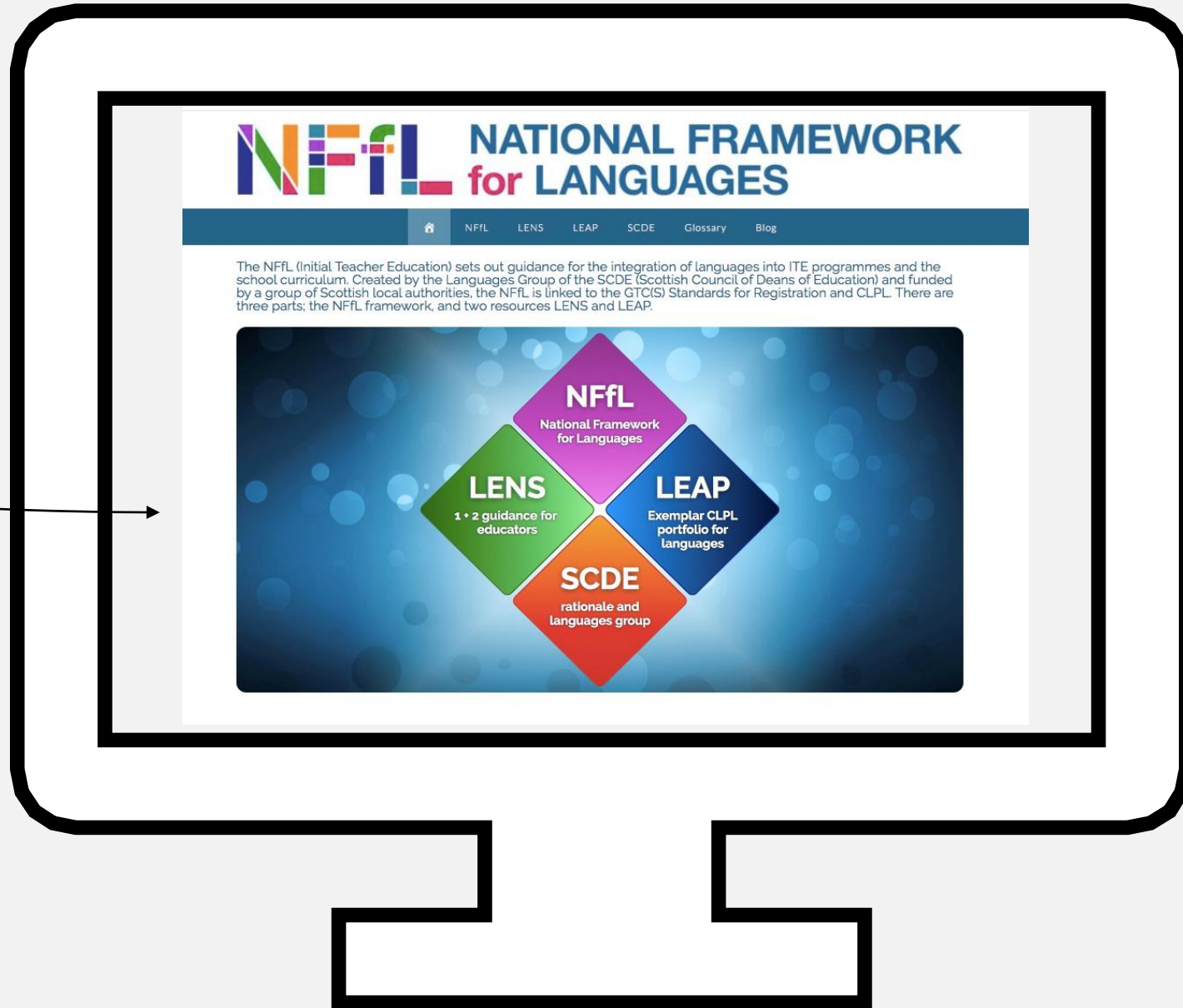
The pedagogical beliefs of a teacher influence the attitudes of teachers to teaching, learning and learners, the subject matter and the role of the teacher.

## Reference:

BORG, M., 2001. Key concepts in ELT – Teachers' beliefs. ELT Journal, 55



You can find the  
National  
Framework of  
Languages on  
our website:



<http://www.nffl.ed.ac.uk>