

## ELLA 2019 – Award Categories

The ELLA concerns every level of education and training (Early Childhood, Schools, Youth, Adult, Community, Vocational, and Higher Education). Formal and non-formal, accredited and non-accredited learning initiatives may enter the competition. The aim of the ELLA is to highlight and reward innovative initiatives in the realm of language teaching and learning across the field.

In 2019, applications for the ELLA will be accepted in six categories. These categories support the aims of the ELLA, whilst also supporting the goals set out in the Department of Education’s Language Strategy. The Digital Strategy for Schools is also supported in Category 6 (see below).

In keeping with ELLA Guidelines, initiatives in the field of language teaching and learning **in any field of education and training will be eligible to apply.**

### Category 1: Engaging language learning environments

Engaging learning environments may encompass a broad range of techniques such as creative use of media, environment, content, and cultural exchanges. Emphasis on quality is key, therefore applications providing evidence of increased proficiency due to their respective initiatives are strongly encouraged.

*In this category, applicants are encouraged to submit applications for language learning initiatives that use creative and innovative techniques to engage language learners.*

### Category 2: Multilingual schools and classrooms

The number of students in Europe whose mother tongue is different than the language of schooling is growing. Schools and other institutions or projects that embrace linguistic and cultural diversity and support integration have a positive effect on all learners’ ability to learn.

*In this category, applicants are encouraged to submit applications for language learning initiatives that embrace and use linguistic and cultural diversity in their approach.*

### Category 3: Language-friendly society

For multilingualism to become a welcomed reality, communication and language learning have also to be seen and practiced outside the formal learning environment.

*In this category, applicants are encouraged to submit applications for informal language learning initiatives that use creative and innovative techniques to engage language learners.*

### Category 4: Languages for the future

Providing the opportunity for language learning to take place across a range of disciplines is key to establishing and promoting the uptake of additional languages.



*In this category, applicants are encouraged to submit applications for language learning initiatives that either use Content and Language Integrated Learning (CLIL) to support and reinforce language learning, initiatives that endeavour to teach a diverse range of languages, or initiatives that use languages across other academic subjects.*

#### **Category 5: Increasing awareness and changing perceptions**

A key goal of the 'Languages Connect 2017-2020' Strategy is to raise awareness in society at large of the educational, cognitive, social, intercultural, professional and economic benefits of language learning. Awareness-raising measures need to focus on key stakeholders: school principals and management, teachers, students and their families, graduates and employers.

*In this category, applicants are encouraged to submit applications for language learning initiatives that challenge perceptions of the role languages plays in our social, economic, political and cultural lives.*

#### **Category 6: Using technology to enhance language learning techniques**

Technology can play a central role in transforming teaching, learning and assessment practices and can also greatly enhance the learning experience of students. Furthermore, technology plays an important role in supporting inclusion and diversity for all learners by enhancing learning opportunities for all students.

*In this category, applicants are encouraged to submit applications for language learning initiatives that use technology to improve learning and assessment practices, enhance learner experiences or support inclusion and diversity in the classroom.*

## Application Procedure

Prospective applicants are invited to complete an application form, which is broken into four sections;

### *Section 1: Project/Applicant Contact Information*

Applicants will provide name and contact details of the project, and the primary contact within the project. They will also be required to select an education/training sector relevant to their project and the award category(s) they are applying for.

### *Section 2: Project/Language Learning Initiative Details*

This section will be structured on the **SARL** Technique (see below), and applicants will be limited to a maximum 600 words per question in this section. The questions will be structured as follows;

- *Situation:* Applicants will be asked to provide an overview of the project and the target group of the language learning initiative.
- *Action:* Applicants will be asked to provide an overview of the language learning initiative they introduced. In this section applicants should discuss why the initiative was started, how it was implemented, the resources used to implement it, and what they hoped to achieve by introducing the initiative.
- *Result:* This section should naturally progress from the 'Action' section. Applicants should consider the following: What happened/is happening as a result of the language learning initiative? How was it monitored? What impact did it have on the target group? How did the target group progress/improve as a result of the initiative?
- *Learning:* Finally, applicants will be asked to evaluate the experience of introducing the language learning initiative. What was learned from implementing the initiative? Can further improvements be made? Can the initiative be replicated? What are your future plans regarding the initiative?

### *Section 3: Award Category Rationale*

In this section applicants will be asked to give a brief overview of how the initiative supports the ELLA category(s) they have applied for (maximum 600 words).

### *Section 4: Additional Supporting Information*

In this section applicants will be given the opportunity to provide additional information relevant to their application, which does not fit into the above categories (maximum 300 words).

Videos, photographs, audio files and other supporting media may also be submitted to strengthen the application and demonstrate the initiative in action, however this is not mandatory.



The application form will be embedded in the Languages Section of the Léargas website, while supporting files will be emailed to [languages@leargas.ie](mailto:languages@leargas.ie)

## Entry Criteria

1. The ELLA is open to every level of education and training (Early Childhood, Schools, Youth, Adult, Community, Vocational, and Higher Education). Formal and non-formal, informal, accredited and non-accredited learning initiatives may enter the competition.
2. Initiatives/Projects should not have ended more than 12 months prior to the competition entry deadline.
3. The language learning initiative must be underpinned by at least one of the 6 categories outlined in the 'ELLA 2019 – Award Categories' section above.
4. All projects awarded the ELLA must meet the following criteria:
  - a) Initiatives should be **comprehensive**. All elements involved – learners, facilitators, methods and materials – should contribute to ensuring that the needs of the learners are identified and met. Creative use should be made of the resources available to stimulate language learning. These might include, for example, the presence of native speakers, language practice organised with twinned towns or institutions, or cooperation with local business.
  - b) Initiatives should provide **added value**, in their national context. They should lead to a quantitative and qualitative improvement in the teaching and learning of languages. In quantitative terms, this might mean involving several languages, and particularly those which are less widely used. In qualitative terms, it might mean the use of a better methodology than before.
  - c) Initiatives should provide **motivation**, both for learners and facilitators.
  - d) Initiatives should be **original and creative**. They should explore previously unknown approaches, appropriate to the learners concerned.
  - e) Initiatives should have a **European dimension**. They should be based upon the reality of the European Union and its linguistic diversity and use the potential which that offers (for example, contacts across national borders, language learning between the neighbouring countries, etc.) to improve understanding of other cultures by means of language learning.
  - f) Initiatives could include innovation which is **transferable**. They should be a potential source of inspiration for others in different countries and contexts. They might, for example, be adaptable to the learning of other languages or to learning by different age groups than those originally involved.



## **Selection of Winners**

A shortlist will be created based on the entry criteria above. The final selection of winning projects/initiatives will be signed off by a panel of adjudicators both internal and external to Léargas.

## **Prizes**

All winners will be presented with a ELLA trophy and Certificate.

## **Terms and Conditions**

All entries must be received by 30 April 2019.

All entrants must use the application form on the Léargas website.

All entrants will receive an acknowledgment of their application.

Winners will be notified by end of May, 2019.

Unsuccessful applicants will be informed by 31 May, 2019.

Winners will be expected to attend the Awards on 10 October 2019 in Dublin (time and venue to be confirmed).