

## European Language Label 2020 – Award Categories

The European Language Label (ELL) 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 ELL is to highlight and reward innovative initiatives in the realm of language teaching and learning across the field.

In 2020, applications for the ELL will be accepted in seven categories. These categories support the aims of the ELL, whilst also supporting the goals set out in the Department of Education’s Language Strategy. The Digital Schools Strategy is also supported in Category 6 (see below).

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

### Category 1: A whole school approach to language awareness and language learning

A whole school approach to language awareness and language learning ensures a cohesive response to diverse language learning needs and creates language learning and language sharing opportunities for all students regardless of their linguistic heritage.

*In this category, applicants are encouraged to submit applications for initiatives that treat students as language ambassadors and communicators with a purpose and initiatives that foster school staff’s collaboration and joint planning for developing cross-language and multi-lingual initiatives.*

### 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 utilise 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 utilise 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-’ 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 utilise technology to improve learning and assessment practices, enhance learner experiences or support inclusion and diversity in the classroom.*

#### **Category 7: Newcomers to Erasmus+ and eTwinning**

Virtual and real life language exchange opportunities put languages in context and besides pursuing language learning for academic purposes, can help students with increasing their confidence, motivation and improving pronunciation.

*In this category, applicants are encouraged to submit applications for first-time language learning initiatives that use eTwinning for language teaching and learning, and first-time Erasmus+ projects that offer their students the possibility to improve their language skills.*

## 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 ELL 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 ELL 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 7 categories outlined in the 'ELL 2020 – Award Categories' section above.
4. All projects awarded the ELL 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 jury panel both internal and external to Léargas.

## Prizes

All winners will be presented with an ELL trophy and Certificate.

## Terms and Conditions

All entries must be received by 02 June 2020.

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 04 September 2020.

Unsuccessful applicants will be informed by 04 September 2020.

Winners will be expected to attend the Awards on 13 October 2020 in Dublin at the Croke Park Conference Centre.