



The BoysLingo project is close to its end. Through this newsletter we want you to know the journey undertaken by different schools in all partner countries, that is Poland, Ireland, Italy, Cyprus and Greece; to familiarise better with its original goals; and to see how the efforts made during these last two years impacted on the national contexts.

The project stems from the fact, supported by many international studies, that boys seem to opt-out and underachieve compared to girls in language learning. The possible problem for this cause was identified in the current education systems approaches of teaching literacy and language generally.



Thus, the project's main purpose was to bring all students (with a specific focus on boys) closer to the language lesson and improve their skills by providing meaningful language activities using mobile technologies. This approach addresses the gender discrimination in education and aims to create inclusive educational environments. Indeed, a digital approach is more appropriate for the new generation, and its application can lead boys to become more motivated and empowered to engage in language learning activities.

Thus, to equip teachers with proper knowledge to better understand the gender gap in language skills development, and to support them in integrating mobile technologies and gamified approaches in their daily classes, the project designed, tested and successfully delivered:

- A Handbook and a Collection of best practices, based on a thorough desk research and aimed to inspire teachers work and help them find innovative ways to increase students motivation towards learning;
- A gamified mobile learning App, hosting 40 learning scenarios for teachers to better engage students while exploring specific language learning challenges. All these scenarios (8 in each partner country language) are based on national curricula and informed by real challenges faced by teachers in class;
- A teachers' training course on how to integrate mobile learning, and promote language learning among students, with a special focus on boys.



The tools and methodologies developed by the partners in this project successfully supported educators of both primary and secondary education in engaging boys and also girls in language learning activities. Specifically, teachers had the opportunity to implement alternative gamified approaches in teaching language subjects and students were empowered and motivated, so that they could increase their interest in the language lesson.

Furthermore, many local and international events organised and/or attended during these 2 years have offered the invaluable opportunity to increase stakeholders' awareness about the gender gap in language learning and encouraged the education community to reflect better on such topic and to base their actions on the innovative project results.

Finally, in November, the partners met in Warsaw, Poland, to discuss future opportunities to sustain the project's heritage so that it can continue to be accessible to the educational community and lead to new and relevant ways of using, integrating and adapting the project's results.



## ● The BoysLingo team



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## Go check our platform

If you are interested in having the same training experience of the teachers who participated during the piloting, please note that the [Teacher training curriculum](#) is freely available on the BoysLingo e-Learning Platform, hosted in the project official website, and accessible for all of you!

# boyslingo.eu



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