



# BoysLingo

Enhancement of boys' language skills through gamified mobile learning

## Best Practices for Empowering Boys' Language Learning



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the European Union

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# Best Practices for Empowering Boys' Language Learning

## Preface

The collaborative efforts of the partners in compiling the Best Practices for Teaching Boys have resulted in a comprehensive set of strategies that have proven effective in promoting boys' literacy across different countries. Drawing from their extensive research and experience, each partner country has contributed five impactful practices, culminating in a collection of 25 evidence-based approaches. These best practices encompass a range of methods, including differentiated instruction, hands-on and experiential learning, culturally relevant materials, and the integration of technology. By implementing these proven strategies in educational settings, teachers can create inclusive and engaging learning environments that address the specific needs and interests of boys, fostering their reading skills, motivation, and overall literacy development.



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# Poland

## Best Practice 1

<b>Title</b>
USBORNE ENGLISH READERS
<b>Author/Source</b>
USBORNE BOOKS
<b>URL</b>
<a href="https://usborne.com">https://usborne.com</a>
<b>Date</b>
1973
<b>Short Introduction</b>
<p>Usborne, founded by Peter Usborne, is an independent, family-owned company, one of the world's leading independent book publishers. They create brilliant books for children of all ages. At Usborne, they believe in the power of children's books. Books open doors to new worlds, allow children to walk in someone else's footsteps, help them learn new skills, and encourage them to explore new ideas. For this to be effective, all children – including children of every ethnicity, age and gender – must be able to see themselves in our books, as well as seeing people who are different from them, in many ways.</p> <p>USBORNE believes that every child is different – they wouldn't want it any other way – but that those differences are based on personality and</p>

opportunity, not on gender. In 2014 they were the [first children's publisher to confirm that they would not be publishing books that said in the title that they were 'for boys' or 'for girls'](#). They believe that books are for all children. Usborne took part in [The Fawcett Society's Commission on Gender Stereotypes in Early Childhood](#) and contributed to the resulting report '[UNLIMITED POTENTIAL Report of the Commission on Gender Stereotypes in Early Childhood](#)'.

### **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

- Visual appeal of Usborne books
- These are classic stories, carefully adapted with stimulating texts. The grading scheme for grammar and vocabulary has been designed specifically for the type of story. The quantity and quality of illustration is unmatched elsewhere. This supports comprehension and helps with new vocabulary.
- 'Extensive Reading' - 'Reading for Pleasure.' That is, reading to understand the story in an enjoyable way, without continually stopping for language exercises, or comprehension questions, or vocabulary translation. This is why they are graded readers, both in grammar and vocabulary. The careful grading limits the exposure to a set number of new items per level, so that students can actively enjoy reading.
- Many studies have shown that students who read more, and for pleasure, perform better in all skill areas. Use with the accompanying audio (recorded in British and in American accents) will enhance listening skills specifically.

- There is a wide range of pre-activities, feedback, extension and discussion activities for extensive reading which can be done in class. Listening activities can be added.
- The books include activities to test comprehension and consolidate understanding of grammar and vocabulary. There is also further information about the story or the author, and there are glossaries of new words. The activities are innovative in this series. They are designed to be involving and fun, rather than dry repetitions of mundane coursebook activities.

### Notes and Suggestions for Educators

If you are interested in joining Usborne group, you can do so as an Independent Usborne Partner. Partners share Usborne books in schools, baby groups, activity classes and other local events or via social media. All of our Independent Usborne Partners are independent and self-employed.

## Best Practice 2

Title
MIND-MAPPING
Author/Source
Tony Buzan
URL
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Date

The term “mind map” was popularized for the first time by Tony Buzan in 1960s.

### **Short Introduction**

A mind map is a learning tool that allows users to create and share visual representations of things like lectures, notes, and research. In fact, mind mapping in education is useful for a wide variety of tasks, and can be easily tailored to the user's needs.

Mind-mapping means that it's easier to remember different, related words, through remembering the connections between them. Traditional 'vocabulary learning' involves long lists of unrelated words, with their meaning. No wonder people find it so difficult and boring to try to memorise and remember each one. Mind-mapping changes boring information into a colorful picture that boosts memory, enhances cognitive processes and sparks creativity. The mind map, based on the radiant thinking pattern of our brains, is a tree-like structure diagramed with colorful and highly organized key words.

### **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

A mind map is a visual record of new vocabulary, or other content. Vocabulary mind maps are also known as word maps or spidergrams, and are organised in a way that shows groupings or relationships between the words. Example. The teacher writes a list of words based around the topic of food on the board.

Mind mapping delivers significant benefits in vocabulary learning especially during the dry and boring online courses. It could change dull texts into

colorful, highly organized and easy-to-memorize diagrams in ways that encourage students to participate and have a deeper understanding at the same time. During online classes, teachers could take advantage of online mind maps generator.

The visual impact could leverage powerful associative capabilities in our brains, and also ignite our interest of learning.

### **Notes and Suggestions for Educators**

Nowadays, mind-mapping has become quite a popular way of teaching/learning used by teachers/students of various levels of education. There are also available some free online mind-mapping tools such such as FreeMind.

## Best Practice 3

<b>Title</b>
DESIGN THINKING
<b>Author/Source</b>
David Kelly
<b>URL</b>
<a href="https://www.ideo.com/">https://www.ideo.com/</a>
<b>Date</b>
1991
<b>Short Introduction</b>

Design thinking helps you in defining problems and constructing actionable questions and answers. It gives you the opportunity to generate and visualize ideas using creative processes. It also stresses imagination, meaning it helps you in generating a lot of ideas.

There are five steps to design thinking which are empathize, define, ideate, prototype, and test.

### **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

- Creative work in the language classroom can lead to genuine communication and co-operation. Learners use the language to do the creative task, so they use it as a tool, in its original function. This prepares learners for using the language instrumentally outside the classroom.
- In the second language classroom, design thinking is a powerful way to engage students with the target language and cultures in a creative, authentic way. <https://www.caslt.org/en/blog-design-thinking/>
- Design thinking can engage students with a real-life task anchored in authentic language. Individual students may have skill sets that suit different stages of the process, and the resulting interactions are important parts of the design thinking process that can lead to new ideas and authentic use of the target language. <https://www.caslt.org/en/blog-design-thinking/>
- Design thinking asks students to practice empathy by questioning, observing, and conducting research, which can help drive learning about

different cultures in the second language classroom. Students will enjoy the creative freedom and flexibility that design thinking affords, and you will be impressed with the ideas they can generate for the betterment of others. <https://www.caslt.org/en/blog-design-thinking/>

### Notes and Suggestions for Educators

Design thinking has become a very popular way of creative teaching/learning used by teachers/students of various levels of education and in business.

## Best Practice 4

### Title

Service-learning

### Author/Source

Robert Sigmon i William Ramsey

### URL

<https://epale.ec.europa.eu/pl/blog/uczenie-przez-zaangazowanie-czyli-czym-jest-service-learning>

### Date

1967

### Short Introduction

Service learning is about education through community involvement. Young people initiate action for the local community. Their aim is not only to make a difference, but also to educate - to acquire knowledge and skills. It can be an action from a social, political, environmental or cultural area. It is not

volunteering, mere teaching or apprenticeships. It is a form of experiential learning.

## **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

- Key principles of service-learning:
- young people act as leaders
- an atmosphere conducive to learning
- role of group leader/mentor is about guiding and supporting, not supervising
- entertainment
- recognition
- inspiration of good practice
- targeted motivation
- respect for special needs
- need over an idea
- working with the community, not for the community
- balance of benefits
- long-term goals
- increasing demands
- flexibility, diversity, choice
- clear link to learning goals
- learning from experience
- reflection
- interdisciplinarity

- Service-learning in young people:
- a sense of empowerment,
- responsibility (the success of the whole project requires involvement at all stages and taking responsibility for specific tasks),
- leadership,
- interpersonal skills,
- critical thinking,
- ability to reflect and self-reflect,
- a sense of connection to the local community,
- increased awareness of the world,
- increased awareness of one's own values,
- social engagement,
- knowledge and skills related to the project activities.

### Notes and Suggestions for Educators

As the method has become more widespread, many international cooperation programmes have emerged and brochures and manuals have been published on how to apply the method in the education of young people. The method involves a lot of flexibility so it is easy to adapt it to one's own needs.

## Best Practice 5

### Title

Teaching stations

### Author/Source

-

## URL

[https://jows.pl/brepo/panel\\_repo\\_files/2023/01/12/8xejb6/jows-2-2015-dryjska.pdf](https://jows.pl/brepo/panel_repo_files/2023/01/12/8xejb6/jows-2-2015-dryjska.pdf)

## Date

-

## Short Introduction

This learning/teaching method originates from sport. It is an activity-based method used mainly as part of revision lessons or in place of a test. It involves preparing learning materials in the form of various activities - games, boards, which are spread out in the classroom in different places. Pupils are free to come up and do the different tasks. The teaching stations allow an individualised approach to the student.

## Description of Main Activities and/or Methods adopted for the BoysLingo Program

- Teaching stations offer a wide variety of tasks, but also in terms of subject matter, form and difficulty level
- Make lessons more interesting by changing the place of work
- Include an element of competition
- Entail group work
- Enable the material to be divided into smaller parts, which are easier for the student to assimilate and master
- Learners can choose the order in which tasks are performed
- Learners independently verify their knowledge

- The teacher is free to observe the learners' progress and which methods and tasks are most interesting to them

#### Practical tips:

- It is advisable to prepare the room in advance
- Students should be familiar with the rules of the teaching station
- Divide the class into groups of 2-3 students.
- The individual stations should be clearly marked.
- Each station should have a detailed description of the task to be done
- Each team should be given a worksheet to record answers/points scored
- The teacher should prepare a control station, where students can check their answers.
- Students can only change stations once they have completed the previous one.

#### **Notes and Suggestions for Educators**

Apart from its educational value in terms of language learning, the method has many other advantages, e.g. it activates all students, develops group work and social skills, reduces the stress of assessment while the teacher observes the student's progress, teaches independence and decision-making. Nevertheless, it has several disadvantages, mainly for the teacher - it requires commitment and effort to prepare and a lesson organised in this way can be noisy and chaotic.

# Cyprus

## Best Practice 6

Title
BoysReading: Enhancement of boys' language skills through gamified mobile learning
Author/Source
Project Partners (University of Split, CARDET, E.N.T.E.R, Castelo Branco Polytechnic Institute, University of LODZ, Innovade LI LTD, University of Pitești, and Doukas School)
URL
<a href="https://boysreading.org/index.php/en/">https://boysreading.org/index.php/en/</a>
Date
-
Short Introduction
European educational systems have long been striving to ensure equitable learning opportunities for every student. Providing equitable opportunities for girls or migrant students has traditionally been at the centre of this effort; providing them for boys is a relatively recent aspect, but it is increasingly becoming an issue of outmost urgency. Throughout Europe, there is dire need for special attention to adolescent boys' literacy development and attitudes, since this group is more likely to be at risk.
Description of Main Activities and/or Methods adopted for the BoysLingo

## Program

Some methods proposed in the BoysReading project are the following:

1. Using read-aloud techniques or book collections, providing autonomy support and ensuring involvement, using rewards in reading programs and promoting cross curricular reading programs.
2. A proposed reading strategy focuses on teaching metacognitive skills:utilizing graphic organizers, namely visual representations or illustrations that organize the textual information, and the implementation of three reading strategies(skimming, scanning, and making predictions).
3. Teachers should encourage reading through personal examples, discussions, fun and rewarding activities; give input into which books will be read and allow students to discover interesting texts through selected reading; ensure an approving atmosphere in the class; examine student's interests and family backgrounds; and praise and reward students.
4. Formation of reading clubs in schools (the books have to be related to specific literary genres that are offered in school such as poetry or narrative and have to be connected with the principles of the school curriculum, the sources from which the books are being selected should be reliable,
5. students work individually or in groups in order to present the book);
6. using technology to get boys interested in literacy and running readingchallenges/competitions/raising aspirations;
7. associating reading with play.

## Notes and Suggestions for Educators

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## Best Practice 7

### Title

ROBOGIRLS: Empowering girls in STEAM through robotics and coding

### Author/Source

Project Partners (University of Zagreb, CARDET, Regional Directorate of Primary and Secondary Education of Attica, Universidad Autonoma de Madrid, Rural Hub, and INNOVADE LI LTD)

### URL

<https://robogirls.eu/en/>

### Date

-

### Short Introduction

Women underrepresentation in STEAM has been a major area of concern to educators and researchers over the past 50 years, and according to the National Science Foundation, the field is still overwhelmingly male. Even though the sector is rapidly growing and creates hundreds of thousands of new jobs every year, the share of women in this sector is decreasing, while the EU is projected to have a high shortage of digital skills for its citizens by 2020, and thus Europe is calling for more initiatives on a European level.

The RoboGirls project aims on building the capacity of educators to organise

and implement innovative, experiential STEAM activities and events with the use of robotics and coding to narrow the gender gap, empower, encourage and actively engage girls to digital technologies so to be able to act and play an active role in the digital age.

Innovative pedagogical material, dynamic resources, and gamified tools will be developed and a series of blended learning trainings, events and implementations for teachers and students will be organized and implemented to tackle this challenge.

### **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

Some methods proposed in the ROBOGIRLS project are the following:

1. lesson plans,
2. activities,
3. workshops to engage both boys and girls students

### **Notes and Suggestions for Educators**

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## Best Practice 8

### **Title**

Universal strategies for the improvement of expressive language skills in the primary classroom: A systematic review

### **Author/Source**

Keeley L. Dobinson and Julie E. Dockrell

**URL**

<https://journals.sagepub.com/doi/full/10.1177/0142723721989471>

**Date**

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**Short Introduction**

Oral language skills underpin children’s educational success and enhance positive life outcomes. Yet, significant numbers of children struggle to develop competence in speaking and listening, especially those from areas of high economic deprivation. A tiered intervention model, graduating the level of provision in line with levels of need, has been posited as most appropriate for supporting children’s language development.

**Description of Main Activities and/or Methods adopted for the BoysLingo Program**

1. The increased stability of language skills in the school years could arise from the more uniform nature of language-learning opportunities in primary schools, a suggestion supported by findings that teachers place less emphasis on language-supporting practice in favour of the curriculum as children move into formal education (Dobinson & Dockrell, 2021)
2. Some methods: play-based teaching, vocabulary instruction, the use of technology, conversation-facilitating approaches, and narrative instruction (Dobinson & Dockrell, 2021)

**Notes and Suggestions for Educators**

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## Best Practice 9

### Title

Improvement of preschool children's speech and language skills

### Author/Source

Brodin Jane and Renblad Karin

### URL

<https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1564917>

### Date

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### Short Introduction

Many children in preschool have speech and language disorders and poor communication development, and the need for support is extensive. Results showed that reading aloud and storytelling were used continuously, and the staff believed that the activity would help the children to develop their communication both regarding speech and development of concepts.

### Description of Main Activities and/or Methods adopted for the BoysLingo Program

According to the article:

1. reading aloud and storytelling as a tool to stimulate communication.
2. reading aloud and storytelling is one of the most essential ways to stimulate children's literacy

3. children with many reading experiences from various media, and from environments where the parents were involved in their reading activities, have a higher phonological consciousness, broader knowledge of letters, and a more extensive vocabulary compared to children who do not get this support
4. an efficient language programme should include both receptive (listening and reading) and expressive (speaking and writing) activities.
5. caregivers and teachers are crucial supporters for oral language flowering. Since the social context is so critical for rich oral language acquisition, parents and teachers need to become aware of their own understandings about how language is organized and what the different aspects of language are.
6. pedagogical knowledge is extremely important as well as selection of books, quality of interactions around the books and developing the vocabulary and inferential language skills. The way the books are talked about in the group may open or close opportunities for learning and talking about the book. The role of the preschool teacher is thus important for literacy learning.
7. The purpose of reading aloud and storytelling was primarily to develop the children's language consciousness, and to support their development and fantasy (Brodin & Renblad, 2019).

### **Notes and Suggestions for Educators**

This is provided that the staff prioritized literacy in preschool and had knowledge about how to use reading aloud and storytelling to support

children's communication.

## Best Practice 10

### Title

Duolingo application

### Author/Source

Duolingo

### URL

<https://www.duolingo.com/>

### Date

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### Short Introduction

Everyone learns differently. For the first time in history, Duolingo can analyze how millions of people learn at once to create the most effective educational system possible and tailor it to each student. Their ultimate goal is to give everyone access to a private tutor experience through technology. Duolingo isn't just a game. It's based on a methodology proven to foster long-term retention and a curriculum aligned to an international standard. The courses effectively and efficiently teach reading, listening, and speaking skills.

### Description of Main Activities and/or Methods adopted for the BoysLingo Program

1. Free teacher tools to help students learn languages through the Duolingo app, both in and out of the classroom.

2. Real-life communication - Language is ultimately a communication tool. Duolingo takes a functional approach by focusing on what learners actually want to do with a language. Lessons focus on a real-life goal — for instance, ordering at a restaurant. Learners develop the vocabulary and grammar needed to achieve that goal through lots of varied practice in reading, writing, listening, and speaking.
3. A balanced approach - Duolingo allows learners to discover patterns independently without needing to focus on language rules — the same way you learned your first language as a child. This "implicit learning," approach is ideal for developing a strong foundational knowledge of a language and its rules. But explicit instruction is useful for some concepts. So Duolingo offers both! In addition to lessons, learners can access Tips for explanations on grammar, pronunciation, and helpful phrases.
4. Personalization
5. Many ways to learn - Learners benefit from varied exposure to language. That's why Duolingo offers learning experiences like in-person events, interactive stories, and podcasts. These additional formats help learners with interaction, conversation, and reading and listening comprehension — all valuable skills for real-world language practice!

## Notes and Suggestions for Educators

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## References

### Articles

Dobinson, K. L., & Dockrell, J. E. (2021, February 18). Universal strategies for the improvement of expressive language skills in the primary classroom: A systematic review. *First Language*, 41(5), 527–554.

<https://doi.org/10.1177/0142723721989471>

Brodin, J., & Renblad, K. (2019, January 8). Improvement of preschool children's speech and language skills. *Early Child Development and Care*, 190(14), 2205–2213. <https://doi.org/10.1080/03004430.2018.1564917>

### Websites

<https://boysreading.org/index.php/en/>

<https://robogirls.eu/en/>

<https://www.duolingo.com/>

# Greece

## Best Practice 11

<b>Title</b>
Make Beliefs Comics
<b>Author/Source</b>
makebeliefscomix.com Bill Zimmerman
<b>URL</b>
<a href="https://makebeliefscomix.com/">https://makebeliefscomix.com/</a>
<b>Date</b>
2006-2023
<b>Short Introduction</b>
<p>MakeBeliefsComix is an online tool that allows users to create their own comics. This platform offers a fun and engaging way for students to improve their literacy skills, particularly in the areas of writing, reading comprehension, and critical thinking. By creating their own comics, students can practice creating characters, developing a plot, and using dialogue effectively. They can also practice summarizing information in a concise and creative way.</p> <p>MakeBeliefsComix can be used across different age ranges and educational settings, from early childhood to higher education. The site is free to use and offers a range of customization options that allow students to create comics</p>

that reflect their unique interests and perspectives. Overall, MakeBeliefsComix is a valuable educational tool that can help enhance boys' literacy skills by making writing fun and accessible.

### **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

Here are some activities that can enhance literacy:

Create a comic strip: Ask students to create a comic strip using the characters and settings provided on the website. This activity will help them improve their storytelling and writing skills.

Write a dialogue: Give students a prompt and ask them to create a dialogue between two characters using the website's comic strip generator. This activity will help them improve their writing and communication skills.

Illustrate a story: Ask students to choose a story they have read or written and illustrate it using the website's comic strip generator. This activity will help them improve their visual literacy skills.

Create a comic book report: Instead of writing a traditional book report, students create a comic book report using the website's comic strip generator. This activity will help them improve their summarizing and storytelling skills.

### **Notes and Suggestions for Educators**

To make these activities more engaging and fun, you could use web 2.0 tools like Canva, Google Slides, or PowerPoint to create comic strips, or Flipgrid or Padlet to share and discuss them with others. The use of a website that incorporates comics, an art form that many boys enjoy, can make the learning experience more interesting and relatable to their interests.

## Best Practice 12

<b>Title</b>
National Geographic for Kids
<b>Author/Source</b>
kids.nationalgeographic.com
<b>URL</b>
<a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a>
<b>Date</b>
1996 - 2023
<b>Short Introduction</b>
<p>The National Geographic Kids website offers a wealth of educational value for children of all ages. It features a wide range of engaging and informative articles, videos, interactive games, and quizzes that cover a variety of subjects, including science, history, geography, and culture. The content is presented in an age-appropriate and visually appealing way, which helps to capture children's attention and keep them engaged. In addition to improving their knowledge and understanding of the world, the website can also help to enhance children's literacy skills by introducing them to new vocabulary words and providing opportunities for reading comprehension practice. Overall, the National Geographic Kids website is a valuable educational resource that can help to inspire children's curiosity, expand their horizons, and foster a love of learning.</p>

## Description of Main Activities and/or Methods adopted for the BoysLingo Program

Reading comprehension practice: National Geographic Kids has a wide variety of articles on topics such as science, history, and culture. Choose an article and have boys read it, then answer questions about what they read. This will help improve their reading comprehension skills.

Research project: Assign boys a National Geographic Kids article and have them research the topic further. They can write a research paper or create a presentation to share their findings

Writing prompts: Provide students with a National Geographic Kids photo and ask them to write a short story or poem based on the image. This activity helps develop creativity and writing skills.

Interactive maps: Use the interactive maps available on National Geographic Kids to teach students about geography and history. Ask them to explore the maps and answer questions based on what they find.

Photography skills: National Geographic Kids also has a section on photography, with tips and activities to help kids improve their photography skills. Have boys practice taking photos and writing captions to go along with them.

Photo analysis: Assign students a National Geographic Kids photo and ask them to analyze the image. They can discuss the subject matter, composition, and meaning of the photo.

Create a field guide: Have students research and write a field guide about a specific animal or plant found on National Geographic Kids. This activity helps

develop research and writing skills, as well as knowledge of the natural world.

### Notes and Suggestions for Educators

National Geographic Kids is a great resource for enhancing boys' literacy skills as it offers a wide range of engaging content that is both informative and interesting. The website covers various topics such as animals, science, history, and geography, providing a broad scope of educational material that can capture the interest of boys. This kind of content can motivate boys to read and develop their literacy skills. Additionally, by incorporating Web 2.0 tools such as Kahoot! and Padlet, teachers can create interactive activities that will not only enhance boys' literacy but also their critical thinking, problem-solving, and collaboration skills. Overall, National Geographic Kids is a valuable tool that can be used to enhance boys' literacy skills while providing content that is interesting and relevant to their interests.

## Best Practice 13

### Title

Time out For English

### Author/Source

[www.timeoutforenglish.gr](http://www.timeoutforenglish.gr)

### URL

<https://www.timeoutforenglish.gr/>

### Date

unspecified

## Short Introduction

Time Out for English is an innovative website that promotes the English language by featuring captivating videos of popular basketball players reading English books to children. While the athletes narrate the stories, the website displays beautifully illustrated pages from the books. Research has demonstrated that reading aloud to children can significantly enhance their reading, writing, and communication skills. This unique platform aims to motivate children to develop their English language abilities in a fun and engaging way. Additionally, having famous basketball players read books to children serves as a positive influence and role model, particularly for young boys, encouraging them to engage with literature and fostering a love for reading.

## Description of Main Activities and/or Methods adopted for the BoysLingo Program

Below there are some activity ideas for enhancing boys' literacy skills that incorporate web 2.0 tools.

Book Trailer: Have boys create a book trailer for the book that was read, using tools like iMovie or Animoto to create a visually compelling preview of the book that they can share with their peers.

Digital Storytelling: Using tools like Storybird have boys create a digital story that connects to the book that was read, such as creating a story that takes place in the same world or featuring characters from the book.

Bloggng: Encourage boys to write blog posts about the book they read, sharing their thoughts and reflections with a wider audience.

Social Media Campaign: Have boys create a social media campaign to promote the book that was read, using platforms like Twitter, Instagram, or TikTok to create buzz and get their peers excited about reading.

Virtual Book Club: Use tools like Google Meet or Zoom to create a virtual book club where boys can discuss the book that was read, share their thoughts, and ask questions.

Collaborative Writing: Using tools like Google Docs or Padlet, have boys collaborate on a writing project inspired by the book they read, such as writing a sequel or creating a shared story.

Digital Annotation: Using tools like Google Slides or Google Docs, have boys annotate the book they read digitally, sharing their thoughts and comments with each other as they read.

### Notes and Suggestions for Educators

By incorporating web 2.0 tools into literacy activities, boys can enhance their technology skills, collaborate with their peers, and engage with literature in new and exciting ways.

## Best Practice 14

Title
Wiki How
Author/Source
<a href="http://www.wikihow.com">www.wikihow.com</a>
URL

<https://www.wikihow.com/>

## Date

Unspecified

## Short Introduction

WikiHow is an online platform that provides a wide range of how-to guides, instructional articles, and visual aids to help users learn new skills and acquire knowledge on various topics. The website covers a broad spectrum of subjects, including academics, arts, DIY, sports, and technology, among others.

For enhancing boys' literacy, WikiHow can be an excellent educational resource as it offers step-by-step instructions, visual aids, and simple language that can engage boys and make learning enjoyable. WikiHow articles can help boys develop literacy skills such as reading comprehension, critical thinking, problem-solving, and writing. Additionally, the diverse range of topics covered in WikiHow can help boys expand their knowledge and interests, making them more motivated to learn and read.

## Description of Main Activities and/or Methods adopted for the BoysLingo Program

Some activities that can be implemented in the classroom are:

WikiHow Scavenger Hunt: Divide the class into small groups and give each group a list of topics related to literacy, such as "How to Improve Your Reading Skills" or "How to Write a Book Report." Have the groups use WikiHow to find and read articles related to each topic on their list. The first group to complete the scavenger hunt wins a prize.

WikiHow Writing Workshop: Have the students choose a topic they are

interested in writing about, such as a hobby or a favorite book. Have them search WikiHow for articles on how to write about that topic. After reading the articles, have the students use what they learned to write a short essay or story about their chosen topic.

WikiHow Book Club: Have the students choose a book to read and then search WikiHow for articles on how to analyze and discuss literature. Use the articles to guide class discussions about the book.

WikiHow Debate Club: Choose a controversial topic related to literacy, such as whether e-books are better than print books. Have the students search WikiHow for articles with different opinions on the topic. Use the articles to guide a debate in class.

### **Notes and Suggestions for Educators**

By engaging in these activities, boys can improve their literacy skills, including reading comprehension, vocabulary, writing, critical thinking, and discussion skills. Furthermore, incorporating Web 2 tools such as Google Slides, Padlet, Kahoot can help to develop boys' ICT skills, which may help to keep them engaged and motivated in their learning.

## Best Practice 15

### **Title**

Wonderopolis

### **Author/Source**

<https://wonderopolis.org/>

**URL**

<https://wonderopolis.org/>

**Date**

2010- today

**Short Introduction**

Wonderopolis was created by the National Center for Families Learning (NCFL) in 2010, and it has become one of the most popular education sites today. Wonderopolis is an online platform that offers a range of articles and multimedia resources to promote curiosity, inquiry, and learning among students of all ages. The website covers a wide range of topics, from science and technology to art and culture, and each article presents a wonder question that encourages students to explore and discover new ideas. The educational use of Wonderopolis is vast and can be tailored to suit a variety of learning objectives and student needs. Teachers can use the website to spark discussion, develop critical thinking skills, promote inquiry-based learning, and engage students in reading and writing activities. The platform can be integrated into various subjects and can be used to enhance classroom instruction or to support independent learning. Wonderopolis is an excellent resource for educators who wish to inspire a love of learning and a lifelong pursuit of knowledge among their students.

**Description of Main Activities and/or Methods adopted for the BoysLingo Program**

Here are some activities that can enhance boys' literacy using the website wonderopolis.org, along with some Web 2.0 tools that can be used to make

the activities more engaging and fun:

Wonderopolis journal: Ask students to keep a journal of their Wonderopolis exploration. They can record new vocabulary words, summarize articles, or reflect on the questions that they have. To make it more engaging, use tools like Padlet or Canva to create a visually appealing journal or Flipgrid to record video entries.

Reading comprehension practice: Use articles from Wonderopolis for reading comprehension practice. Ask boys to read an article and answer questions about what they read. This will help them improve their reading comprehension skills. To make it more engaging, use tools like Kahoot! to create interactive quizzes or Quizlet to create flashcards and study guides.

Vocabulary building: Choose a Wonderopolis article and have students create flashcards for new vocabulary words they encounter. They can practice these words and use them in their writing. To make it more engaging, use tools like Quizlet to create interactive games and study guides.

Creative writing: Have students choose a Wonderopolis article and write a creative story based on the topic. This activity will help them improve their writing skills. To make it more engaging, use tools like Canva to create visually appealing storyboards or Animoto to create short videos.

Research project: Assign students a Wonderopolis article and have them research the topic further. They can write a research paper or create a presentation to share their findings. To make it more engaging, use tools like Padlet to facilitate collaboration and sharing or Animoto to create visually engaging presentations.

## Notes and Suggestions for Educators

The Wonderopolis website offers significant educational value for improving boys' literacy skills. Its engaging and interactive content stimulates curiosity, inquiry, and critical thinking, which are essential for developing strong reading and writing abilities. The site's diverse range of topics and multimedia formats, including videos, images, and text, provide a variety of learning opportunities for boys with different interests and learning styles. Moreover, Wonderopolis' use of everyday language and relatable topics makes it more accessible and appealing to boys, helping to bridge the gap between their interests and reading proficiency. By using Wonderopolis as a resource, educators can help boys develop a love of learning and improve their literacy skills simultaneously.

## Best Practice 16

<b>Title</b>
The TwLetteratura Method
<b>Source</b>
TwLetteratura, social reading starts from people
<b>URL</b>
<a href="https://www.twletteratura.org/2017/03/the-twletteratura-method/">https://www.twletteratura.org/2017/03/the-twletteratura-method/</a>
<b>Date</b>
January 2012
<b>Short Introduction</b>
<p>TwLetteratura is the name of the method we developed to read and popularize works of literature, art and culture, using the interaction and the direct communication potential offered by social networks. This method has been piloted by Paolo Costa, Edoardo Montenegro and Pierluigi Vaccaneo since January 2012; around them, a wide community of readers has gathered, composed of thousands of passionate followers and hundreds of regular ‘re-writers’.</p> <p>The TwLetteratura method is one of the digital civic education tools included by the Italian Ministry of Education in the platform <i>Generazioni Connesse</i> and was also <u>acknowledged by the European Commission as one of the 15 good</u></p>

practices to promote reading in the digital environment.

## **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

The community chooses a book to read and comment on – chapter by chapter, based on a shared reading calendar – ‘re-writing’ it on Betwyll (the social reading webapp developed by TwLetteratura) or Twitter. Participants share their own views in twylls and/or tweets, which can be a paraphrase, a variation, a comment or a free interpretation of the original text. The use of different stylistic registers – based on the Oulipo model – allows users to experiment with unlimited combinations of deconstruction and reconstruction of the original text: a system of micro-texts produced by the community (comments) related to the work itself and among them (with each twyll/tweet generating replies, comments, additions).

Betwyll is TwLetteratura’s webapp that allows to apply its method in a more private environment, where, on a single screen, the user can find the text to read and the space to comment on it. Furthermore, on Betwyll, social reading projects can be open to all or restricted to a specific category of users (i.e. the students of a class, in schools or universities; the employees of a company; the participants in a training course).

Although so far applied primarily to the literary context, the TwLetteratura method might extend to other domains, i.e. iconographic analysis, listening of musical works, interpretation of movies and, more generally, the decoding of

cultural products, tourism included.

### Notes and Suggestions for Educators

The instructions on this page are to be considered as a guide for all those who are willing to run a social reading project using the TwLetteratura method. Such method can also be used as a didactic tool supporting, but not replacing, more traditional approaches, in order to:

- educate in the reading practice and stimulate the passion for books, works of art, and culture;
- teach the rules of synthetic writing;
- foster an informed use of new technologies and online social networks.

Here you can find some support materials:

- a guide to the TwLetteratura method
- a grid to write twylls/tweets on paper

## Best Practice 17

### Title

WordMelodies: Supporting Children with Visual Impairment in Learning Literacy

Research work from the University of Milan

### Source

1. Sergio Mascetti<sup>1</sup>, Giovanni Leontini<sup>2</sup>, Cristian Bernareggi<sup>1</sup>, Dragan Ahmetovic;

2. Diane Brauner

## URL

[https://air.unimi.it/bitstream/2434/687690/2/2019\\_ASSETS\\_WordMelodies\\_c.pdf](https://air.unimi.it/bitstream/2434/687690/2/2019_ASSETS_WordMelodies_c.pdf)

<https://www.perkins.org/resource/word-melodies-emerging-reading-and-writing-app/>

## Date

24 October 2019

## Short Introduction

WordMelodies is an inclusive, cross platform, mobile app that supports children with visual impairments in the acquisition of basic literacy skills through different exercises. WordMelodies has been designed and evaluated by three domain experts in assistive technologies and education for children with visual impairments. The app is fully accessible with VoiceOver. Students who are emerging braille readers, can access all the text in braille on a refreshable braille display [World Melodies is a free app](#) and was released in the App Store on 3/21/20 – just in time for TVIs and families with young students to use during the COVID-19 school closures.

Word Melodies is available in English and Italian. There are 19 – yes nineteen! – different game topics; each topic has multiple games and some games have three progressive levels. The games are listed in alphabetical order.

## Description of Main Activities and/or Methods adopted for the BoysLingo Program

The following criteria drove the design and development phases.

- Inclusiveness. The app should be usable and easy to learn for children with and without VIB (visual impairment or blindness).
- Entertaining. Besides allowing the user to practice literacy skills, the app should also be fun and entertaining.
- Independence. The app should be usable by all users without requiring support from other people.
- Consistency. Key interaction elements should always be placed in the same part of the screen, possibly close to the screen corners or borders, where they are easier to find.
- Beyond tap. The app should use and teach common interaction gestures to children (e.g., Drag&Drop). The gestures should be introduced and explained.
- Scalable. It should be possible to add new exercises and content with limited developing effort.

In WordMelodies the user selects an exercise type from a list. Then, one exercise instance is shown, among the available ones for that type. For example, when the user selects “listen and complete” exercise type, one of the two exercise instances shown in Figures 1a and 1b is shown. If the user makes a mistake, WordMelodies gives a negative audio and visual feedback. Instead, upon entering the right answer, WordMelodies gives a positive feedback, it plays a short piece of music and shows the next exercise instance for the same type.

## Notes and Suggestions for Educators

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### Best Practice 18

#### Title

“3MR – making the most of the magic of reading” - CURRICULUM OF THE 3MR TRAINING COURSE

#### Source

CENTRO PER LO SVILUPPO CREATIVO “DANILO DOLCI”, ULIEGE, ASOCIATIA LSDGC, ESTONIAN READING ASSOCIATION (ESTRA)

#### URL

<https://readingmagic.eu/the-project/>

#### Date

01/09/2018 - 31/08/2021

#### Short Introduction

The project “3MR – making the most of the magic of reading” aimed to increase the early literacy skills of children, especially those from culturally less advantaged backgrounds, by preparing professionals involved in early childhood education and parents to engage in reading aloud to children and in book-sharing practices in order to reduce the literacy gap among children from diverse socio-economic and cultural backgrounds.

CURRICULUM OF THE 3MR TRAINING COURSE:

A 30-hour training curriculum addressed to professionals and focused on the development of all those competencies related to reading aloud in an engaging and attractive manner to children (0-7). The curriculum gives space to techniques and approaches on how to empower parents and/or careers to improve their home literate environment.

### **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

Specifically, the curriculum provides:

- an overview of the competencies to be developed
- a definition of the concept of reading aloud (and its theoretical basis)
- an assessment framework as well as indicators of achievement of the learning results

Reading aloud picture books is a mediation without learning goals and exclusively focused on sharing the pleasure of the encounter and experience of a picture book and a story within it between a child or a group of children and an adult. Each reading experience shared with a young child is unique and is guided by the child and his/her project of becoming a reader.

This curriculum aims to prepare adults to place children in pleasurable contacts with written text through the reading of picture books. Bonnafé (2001) talks about allowing children to be in touch with the "narrative" form of language, which is the only aspect of oral language that can be written. This playful contact with texts has no aim of immediate acquisitions but to arouse and

keep the interest for written text. It precedes - and supports – the systematic learning of the written language. Studies have shown that children who learn to read very early and spontaneously had been exposed to books and stories for a long time. Therefore, adults have to avoid the temptation of a diversion to an early learning of writing. Indeed, this learning motivates a large number of professionals and parents because it impacts school success. However, reducing reading to learning phonics obscures the importance of story interpretation and illustrations. Nevertheless, these two types of reading support each other, they complement each other. Indeed, the reading for learning the phonics needs the reading for pleasure and it contributes to the development of the general reading skills. Pleasurable reading activities should never stop along young ages even when reading for learning the code begins in the educational journey of the child.

In this course, we target reading for pleasure which leaves the choice to the child, the listener to think, to imagine for himself what he wants, as he wants it and at his own pace. Therefore, it is about respecting the choice of the child engaged in his project. Unlike reading for learning purposes, there is no obligation of results, but a construction of the creative thinking of everyone around the work of an artist.

### **Notes and Suggestions for Educators**

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## Best Practice 19

<b>Title</b>
Leggiamoci
<b>Source</b>
Centro per il libro e la lettura, Fondazione Maria e Goffredo Bellonci, BPER Banca, Giulio Perrone Editore & SYGLA
<b>URL</b>
<a href="https://leggiamoci.it/il-progetto/">https://leggiamoci.it/il-progetto/</a> <a href="https://cepell.it/leggiamoci/">https://cepell.it/leggiamoci/</a>
<b>Date</b>
2021
<b>Short Introduction</b>
<p>2021 marked the start of "Leggiamoci", is a project promoted by the "Centro per il libro e la lettura" (Centre for Books and Reading) with the Maria and Goffredo Bellonci Foundation, in collaboration with "BPER Banca", Giulio Perrone Editore and SYGLA, with the aim of creating a community of young people passionate about reading and writing.</p> <p>The project, which was presented on 6 December 2021 at "Più libri Più liberi" (More books More freedom), is adhered to through the online platform <a href="https://leggiamoci.it">leggiamoci.it</a> The project intends to accompany students - in the 13-19 age bracket - on a path to learning the tools of writing that will also make them more aware readers. Leggiamoci also provides training and refresher courses</p>

for teachers.

Since 2022 Leggiamoci has also become an Award, open to girls and boys aged between 13 and 19 who are asked to compete by writing an unpublished short story.

### **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

Leggiamoci is a platform open to all secondary school students, aged 13 to 19, who want to read more consciously and to whom it offers a first guide to learning the tools of writing. A short story is a challenge. Some have written that a novel can be beautiful, but only a short story can be perfect.

Joining the platform gives you the opportunity to publish your own stories, read and comment on those of your colleagues, and take free online reading and writing lessons.

Subscribing to the platform is free of charge and is done by registering with one of three profiles: Reader, Author, Teacher.

### **Notes and Suggestions for Educators**

Anyone can register as a Reader. Once registered, they can read the published stories and add their favourites in a special section.

Secondary school students, aged 13 to 19, can register as Authors, submit their own stories, comment on those already published, and access exclusive

educational content.

Secondary school teachers can register with the Teacher profile, read published stories and access exclusive training content.

## Best Practice 20

### Title

Libri da pic-nic  
(Picnic Books)

### Source

Fondazione AIDA

### URL

<https://www.fondazioneaida.it/progetto/libri-da-pic-nic/>

### Date

2021-2022

### Short Introduction

Recite your favourite books and participate in the podcast. Reading promotion project for 9 to 14 year olds.

'Picnic books' is a project for pre-adolescent and adolescent children who, according to surveys, are a still active readership, where cultural habits can be positively reinforced. Their behaviour can also stimulate their peers according to a peer-to-peer approach that also passes through the new media (in

addition to the enjoyment of the book, the youngsters will in fact participate in a workshop that will lead them to the creation of theatrical podcasts, the final product of the project that can then be enjoyed by the community).

Picnic books for smart training aims to bring pre-teens and teenagers closer to the world of reading so that it becomes a daily practice. Children aged 9-14 years will be stimulated through the enjoyment of content (books on sports and environmental issues) in the spaces they are interested in (sporting and naturalistic meeting places), mediating traditional language with new technologies, in order to make them perceive reading as a daily practice that can integrate and reinforce their passions

### **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

According to Istat and Censis data, it can be seen that the most frequent readers, those who read at least three books a year, are concentrated in large cities and among people with a higher level of education.

In rural and less populated areas this attitude is statistically lower: in order to encourage active behaviour in this area, or to consolidate it, 'Picnic Books' for smart training is being launched.

It is a reading promotion initiative developed from November 2021 and throughout 2022 in collaboration with 'Micromacchina comunicare la società APS' and with the support of Fondazione Cariplo, in some areas of the Province

of Mantua, including an area of the Cremona region on the border.

The innovative aspects of the project to promote reading

- focuses on children's passions (sport and the environment) and brings books on these topics to their meeting places
- proposes to the youngsters, once they have chosen a book, to try their hand at theatrical language mixed with the use of new media (production of podcasts with theatricalised audio-reviews of the books)
- is based on peer sharing by forming a group of Young Book Ambassadors, young tutors who are already passionate readers and will stimulate their peers to read.

Activity programme

- identification of the group of Young Book Ambassadors thanks also to the involvement of the young people of "Assaggio di Libri"
- engagement of new readers with the support of the Young Book Ambassadors and the project network in the "meeting places" scattered throughout the various Mantua municipalities involved
- participation of young people in F2F and/or online workshop. They will be guided by expert guides who will help them acquire skills aimed at producing theatrical reviews of books in podcast version
- organization of picnic books at a natural or sporting venue will be organized by the "Young Book Ambassadors" and the young people who took part in the workshop, a contest including a theatrical performance of

animated reading and sports-literary challenges on the contents of the books read and reviewed. Participation in the presence of one or more authors is planned.

### **Notes and Suggestions for Educators**

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# Ireland

## Best Practice 21

<b>Title</b>
Fighting words
<b>Author/Source</b>
co-founded by Irish novelist Roddy Doyle and Seán Love, a social entrepreneur and literacy campaigner.
<b>URL</b>
<a href="https://www.creativeireland.gov.ie/en/fighting-words/">https://www.creativeireland.gov.ie/en/fighting-words/</a>
<b>Date</b>
2009 – ongoing
<b>Short Introduction</b>
The Fighting Words project in Ireland is a non-profit creative writing organisation that provides free writing and storytelling workshops for children, young people, and adults. It was established in Dublin in 2009 by Irish writer Roddy Doyle and Seán Love, the director of the Irish National Lottery.
<b>Description of Main Activities and/or Methods adopted for the BoysLingo Program</b>
The organisation's main goal is to help individuals of all ages discover and develop their writing skills, build their confidence and creativity, and foster a love of literature and storytelling. Fighting Words runs workshops in partnership with schools, libraries, and community groups across Ireland.

Workshops are led by volunteer mentors, who are typically writers, journalists, artists, and other professionals with experience in creative writing.

The organization offers a range of workshops and programs, including one-day creative writing workshops, multi-week writing programs, summer camps, and special events. Participants work in small groups to develop their writing skills and create their own stories, poems, plays, and other works of literature.

Fighting Words also publishes an annual anthology of writing created by workshop participants, as well as offering additional opportunities for participants to share their work with the wider community. The organization has been widely praised for its impact on young people's literacy and creative writing skills, as well as its commitment to fostering a love of writing and storytelling in Ireland.

### **Notes and Suggestions for Educators**

This project demonstrates how boys benefit from engaging with literacy using creative writing which can be fun and engaging, unlike traditional reading and writing essays. The project also uses volunteers from different walks of life, this means that boys have access to role models which helps them to build confidence.

## Best Practice 22

### **Title**

Purple Mash (UK)

**Author/Source**

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**URL**

<https://www.2simple.com/purple-mash/>

**Date**

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**Short Introduction**

Purple Mash is a whole curricular, online resource that supports teachers with challenging subject areas or topics, whilst encouraging children to love learning.

**Description of Main Activities and/or Methods adopted for the BoysLingo Program**

Purple Mash is an online educational platform designed for primary school students aged 5 to 11 years. It provides a wide range of interactive resources and tools to support learning across the curriculum, including literacy, numeracy, science, art, and computing.

Purple Mash is a subscription-based service, which means that schools or individual families can purchase access to the platform for their students. Once logged in, students can access a range of activities, games, and projects that have been designed to be engaging and interactive.

The platform provides a wide range of resources that are aligned with the national curriculum for England and Wales, as well as the curriculum for Scotland and Northern Ireland. It includes a range of creative tools, such as a virtual art canvas, a 3D modelling tool, and a music composer, which enable students to explore their creativity and develop their skills in different areas. In addition, it has a range of coding and programming activities that help students to develop their computational thinking skills and learn how to code in different languages.

### **Notes and Suggestions for Educators**

Purple Mash includes a range of collaborative tools, such as online forums and project-sharing features, that could be used to facilitate peer learning and collaboration among boys working on the project. This could help them develop teamwork and communication skills, as well as learn from each other's strengths and weaknesses.

## Best Practice 23

### **Title**

The Power of Reading Programme – UK and Ireland

### **Author/Source**

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### **URL**

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### **Date**

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## Short Introduction

The Power of Reading is a professional development programme for teachers and educators, developed by the Centre for Literacy in Primary Education (CLPE) in the UK

## Description of Main Activities and/or Methods adopted for the BoysLingo Program

The programme is designed to help teachers and educators develop their skills and knowledge in teaching literacy, specifically in the area of reading, and to promote a love of reading among children.

The programme provides a comprehensive range of resources and training materials that cover a range of topics related to reading and literacy, including:

- Providing guidance on how to promote reading for pleasure in the classroom and encourage children to read widely and often.
- Providing resources and guidance on how to select and use high-quality children's literature in the classroom, with a focus on diverse representation and promoting critical thinking.
- providing strategies and tools for helping children develop their reading comprehension skills, including strategies for decoding, inference, and analysis.
- Providing resources and strategies for supporting children who may be struggling with reading, including those with English as an additional language and those with special educational needs.

- provides guidance on how to involve parents and families in promoting reading for pleasure and supporting children's literacy development.

The Power of Reading programme has been widely used in schools across the UK and internationally, and has been shown to have a positive impact on children's literacy development, as well as on teachers' confidence and skills in teaching reading.

### Notes and Suggestions for Educator

The Power of Reading project emphasises the importance of promoting reading for pleasure in the classroom, which has been shown to be particularly effective for improving boys' literacy. A boys' literacy project could use this emphasis to promote reading as a fun and enjoyable activity, with a focus on finding books and materials that are relevant and engaging to boys' interests.

## Best Practice 24

### Title

Boys only reading groups UK

### Author/Source

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### URL

<https://educationblog.oup.com/secondary/english/boys-and-literacy-schemes>

### Date

2017 - Ongoing

## **Short Introduction**

In these reading groups, boys are encouraged to choose books that interest them, and they read and discuss the books together in a safe and supportive environment. The groups are typically led by a male teacher or mentor who serves as a positive role model and encourages the boys to engage with the texts.

## **Description of Main Activities and/or Methods adopted for the BoysLingo Program**

Research has shown that Boys are more likely to engage in reading when they are given the opportunity to choose books that interest them and when they are part of a supportive group – Books are chosen by the boys in the group and never assigned to them by teachers.

Boys participating in the reading groups have been shown to make significant improvements in their reading skills, including comprehension and vocabulary. They are also able to interact with positive male role models and have key discussions around the texts.

The boys also gain confidence in their reading abilities and are more likely to take risks and try new reading materials.

## **Notes and Suggestions for Educators**

This approach has been shown to be effective in several studies, including a 2017 study by the National Literacy Trust in the UK.

## Best practice 25

<b>Title</b>
Seachtain na Gaeilge (Irish Language Week) Language connect (Both Ireland)
<b>Author/Source</b>
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<b>URL</b>
<a href="https://languagesconnect.ie/">https://languagesconnect.ie/</a> <a href="https://peig.ie/en/irish-week/">https://peig.ie/en/irish-week/</a>
<b>Date</b>
---
<b>Short Introduction</b>
<p>Seachtain na Gaeilge is an annual event that takes place every March and promotes the Irish language and culture. The event encourages the use of Irish language in schools, communities, and workplaces across Ireland.</p> <p>Languages Connect is a national strategy for language education in Ireland. The strategy aims to promote the learning of foreign languages, including Irish, in schools and communities across the country.</p>
<b>Description of Main Activities and/or Methods adopted for the BoysLingo Program</b>
During Seachtain na Gaeilge, schools and communities organize a variety of events and activities to promote the Irish language. Some examples of events

include traditional music and dance performances, poetry readings, art exhibitions, and storytelling sessions. Schools may also organize language learning activities, such as language immersion days or conversation circles.

Another boys' language learning initiative in Ireland is "Languages Connect," which is a national strategy for language education in Ireland. The strategy aims to promote the learning of foreign languages, including Irish, in schools and communities across the country.

Languages Connect provides a range of resources and supports for language learning, including teacher training, online resources, and funding opportunities for language education projects. The initiative also promotes the benefits of language learning, such as increased cultural awareness, improved job prospects, and enhanced cognitive abilities.

### **Notes and Suggestions for Educators**

Seachtain na Gaeilge uses cultural events and activities to create interest in the Irish language, while Languages Connect promotes the benefits of language learning, including improved literacy skills. Incorporating similar strategies into a literacy project could help to increase engagement and motivation among boys. Both initiatives provide a range of resources and supports for language learning and literacy. Seachtain na Gaeilge provides a range of events and activities that schools and communities can use to promote the Irish language, while Languages Connect provides online resources and teacher training for language education. These resources could be adapted.

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