



*Attract Participation
and Increase Motivation of
Young Male Language Learners*

The Tool Box

Multiplier Conference
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Contents

Tool Box



"Love Language! How to Attract Participation and Increase Motivation of Young Male Language Learners"

Tool Box for creating positive learning atmosphere



The Love Language project

- aims at increasing the curiosity to learn a foreign language
- to increase the motivation of foreign language learners
- to keep young male learners interested in order to prevent their drop-out.

The Tool Box is primarily developed to offer language course providers and their trainers and tutors attractive methods, exercises and work sheets for young male language learners.

Tool Box for creating a positive learning atmosphere

Target groups:

- educational drop-outs,
 - ethnic minorities,
 - long-term unemployed young adults,
 - socially marginalised persons
- ✓ Entertaining and target group oriented contents to further promote the language acquisition of male students,
- ✓ Based on activities of +/- 40 minutes each

Tool Box - Contents

- Enhancing skills on communication & team work
- Self-reflection & biographical work
- Speaking & listening
- Reading, writing & understanding
- Diversifying learning environments & Learning places

Structure of examples

The following slides show example activities and what kind of information you'll find in the Tool Box:

- Name of the tool/instrument
- Potential of the tool/instrument
- Learning objectives
- Description for teachers

Enhancing Skills on Communication and Team work (1)



Example: „About Paris Hilton“

Potential of the tool: Entertaining exercise.

Learning objectives:

- To practise pair work, to exercise role play
- To speak out loud in front of the group
- Preparing for the following tool (1.2) on self-presentation
- To motivate learners to be interested in language learning

Enhancing Skills on Communication and Team work (2) - „About Paris Hilton“



Description for Teachers:

- Level: beginners/intermediate/advanced
Material: Pen and paper, PC with internet access
Duration: 2 x 40 min.
- The tool “About Paris Hilton” is focusing on preparing for and exercising the following tool (1.2) on self-presentation. The students will work in pairs and go to Paris Hilton Myspace at www.myspace.com/parishilton and www.askmen.com/women/models_150/171_paris_hilton.html.

Enhancing Skills on Communication and Team work (3) - „About Paris Hilton“



- They will use some time to look through much of the site so the learners will get well acquainted with Paris and prepare a virtual interview with her. According to the level of skills in the foreign language, it could but mustn't be elaborated in the foreign language concerned.
- The “interview” will be based on relatively simple questions based on the information the students would find out on the website. It should contain some information about her family, favourite hobbies, interests and current educational /vocational activities.
- In the following lesson, the students will work in pairs afterwards and do both roles as the interviewer and as Paris to practise spoken language. Again: According to the level of the foreign language skills, it could but mustn't be elaborated in the foreign language concerned. The tool could be used with any other celebrity

Self-reflection & biographical work (1)



Example: „Life Experience“

- **Potential of the tool:** The exercise enables learners to get a more positive picture of learning, of themselves and of their potentials.
- With this basis they can participate more actively in the learning process and experience learning as something worthy.
- It helps developing plans and goals (for learning and life).

Learning objective:

- Becoming aware of pivotal points in one's life.
- Identifying learning situations, resources and perspectives of learning.
- Becoming aware of factors that influence one's own learning and learning habits.

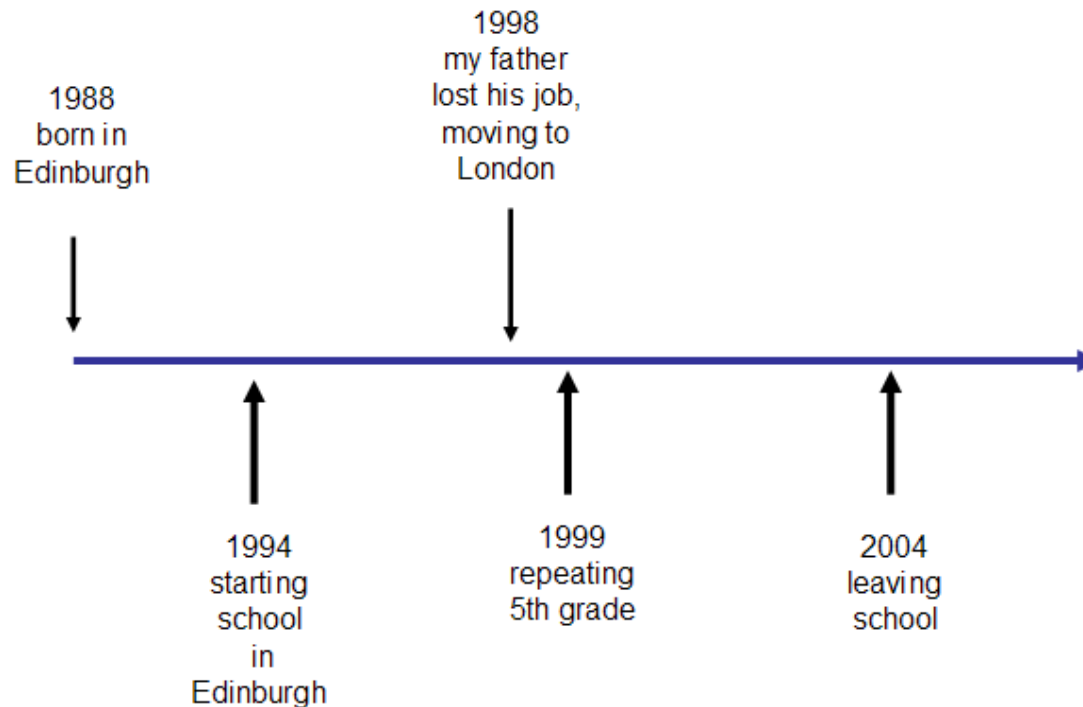
Self-reflection & biographical work (2) – „Life Experience“

Description for Teachers:

- Level: beginners/intermediate/advanced
Material: Paper and pencils for all participants, worksheets
Duration: 40 min.
- In the first phase the students will work with a worksheet on their own, which is a time line on which they can mark special times/incidents in their life. This could be incidents in their personal life or education. In a second step they decide to which extent these incidents had been positive or negative for them.
- After working on their own, the learners come together in small groups and exchange what they found out. They might talk about similarities, find out new aspects and points of view, etc.
- The incidents might be quite personal. It is important, that learners have the chance to talk about such experiences in the secure setting of a small working group or with the teacher. They should not be discussed within the whole group. If deep problems are identified, learner and/or teacher should contact further help.

Self-reflection & biographical work (3) – „Life Experience“

Experiences - example



Reading, Writing & Understanding (1)

Example: “When James Bond opens the door”



Potential of the tool: Exercising cooperation and team work

Learning objective:

- To understand the concept of a sentence as the basic building block of continuous written text
- To understand that writing is not simply speech written down but has its own structures and conventions
- To construct simple sentences

Reading, Writing & Understanding (2) -

“When James Bond opens the door”



Description for Teachers:

Level: beginners/intermediate

Material: Paper & pens

Duration: 45 min.

- In order to write a simple story involving the whole group, the teacher asks each learner to add a complete sentence (two lines max.) to the following one until a suitable conclusion is reached:
- “When James Bond opened the door he held off shortly. Every thing was like it had been before: The window was opened. The curtains were half closed. The bed was unmade. He entered the room,...”
- Then, when the story seems complete, the teacher reads it to the classroom and asks if they like it.
- The teacher could choose a different starting sentence and/or add some sentences by his/her own in order to develop a coherent “plot”.

More in the

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www.love-language.org



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Thank you for your attention!