



## The Partnership

...comprises 13 operative and 5 strategic partners from 15 countries.

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## How to Attract Participation and Increase Motivation of Young Male Language Learners



Education and Culture

**Socrates**



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## The Project

Investigations exploring gender effects on adult foreign language learning unanimously state the fact that language uptake is imbalanced between men and women and that language courses usually have a larger proportion of female participants. After health and allied services, foreign language is the second highest female-dominant education area, the ratio between women and men in language learning being considerably varying.

In addition to this, there are significantly higher numbers of male drop outs. Analysis of reasons shows that men find language courses not interesting enough or even boring and often too much oriented towards “female subjects”. In general, men frequently have automatic associations of language learning with feminine roles.

Especially among young male adults, language learning is considered as not being “cool”, and therefore this misconception leads to barriers on several fields: Reduced participation in a wider society, reduced access to information, reduced chances on the European labour market.

## The Objectives

The overall objective of the project is to enable young male adults with particular “foreign language learning resistance” to establish their “love for language” by increasing their interest and uptake of foreign languages and to increase their participation in the life long learning society.

In order to achieve this, the specific objectives are:

- ◆ To develop foreign language training methodology and concepts by employing learning contents that reflect the personal preferences and interests of the target group, such as stereotypical male interests like football, cars and music etc. in order to attract participation and increase motivation to take up foreign language learning or to avoid drop out.
- ◆ To develop a curriculum and methodological tool box containing sections for the special requirements of the following target groups: Educational drop-outs, long-term unemployed young male adults, socially marginalised persons
- ◆ To include aspects of diversity, especially of the cultural and social background of the learners in order to overcome sectoral divides and other cultural differences
- ◆ To include the use of ICT as a very useful incentive to agree on further learning, especially foreign language learning, because attending ICT courses is still regarded as “cooler” than language courses for the young male adult
- ◆ To spread the project contents and results through a variety of demonstration and dissemination activities, including a European Multiplier Seminar, to all EU member states.