



Language Buddy

Supporting language learning of migrant children and young adults
through language buddies

T3.2. Training Curriculum

Module 3:

The role of family in language learning and overcoming barriers through non- formal/informal methods for pupils with a refugee/migrant background



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Training Module Authors' list

Organisation	
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Co-authors:	University of Florence

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Introduction

The Training Course is an integral component of the Language Buddy Training Project. Developed collaboratively by project partners, the course comprises 40 hours of learning, structured across 8 modules. The primary objective of this module is to equip higher education institution (HEI) students with the knowledge, skills, and tools necessary to effectively mentor migrant and refugee secondary school students in language learning and social inclusion, utilizing the Language Buddy (LB) Model.



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It is important to emphasize that the project partners recognize the diverse cultural needs and contexts of participants. As such, this document is designed to provide guidance and support to partners in implementing and adapting the proposed activities to align with their local environments.

Module 3

- This **module consists** of four (4) lessons.
- **Duration of the Module:** 5 hours.
- **Learning Objective:** The primary goal of Module 3 is to understand the importance of family context in the language development of children with a migrant or refugee background and explore how the family can serve as an emotional and practical support for linguistic and cultural integration.

A summary of the lessons and activities included in this module is provided in the table below.

Lesson	Total number of sessions and duration	Activity duration
Lesson 1: The role of family in language learning Duration: 1 hour 15 minutes	1. Activity: Introduction to family as a source of Security and Identity and the importance of mother tongue in everyday interactions	35 min
	2. Activity: Creating a policy brief	15 min
	3. Activity: Peer Review	15 min
	4. Reflection: Discussion on forum	10 min
Lesson 2: Non-formal and informal methods to overcome language barriers Duration: 1 hour 15 minutes	1. Activity: Differences between formal, non-formal and informal learning	20 min
	2. Activity: Designing an informal learning plan	25 min
	Reflection: Discussion on forum	30 min
Lesson 3: Active Involvement Of Families In Educational Paths Duration:	1. Activity: The benefits of family involvement in school education.	20 min
	2. Activity: The main challenges and some best practices.	25 min



Lesson	Total number of sessions and duration	Activity duration
1 hour 15 minutes	3.Activity: To imagine a possible family involvement pathway at school and conduct a peer review of the work done.	30 min
Lesson 4: Tools for Mentors: Designing Sustainable Activities to Support Migrant Families Duration: 1 hour 15 minutes	1.Activity: Individual Creation	20 min
	2. Activity: Sharing in the forum	15 min
	3. Activity: Peer Review	20 min
	4. Activity: Final Revision	20 min

Lesson 1

Lesson	No. 1
Module 3:	Module 3: The role of family in language learning and overcoming barriers through non-formal/informal methods for pupils with a refugee/migrant background
Lesson title:	The role of family in language learning
Developed by (LB partner)	University of Florence
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online via L. Buddy Platform: The lesson can be fully delivered in the space and time of the learners, in an asynchronous manner.
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way, where students have read the LB Model prior to the lesson, allowing time for discussion and interaction during the live session.
Type of activity:	Online lesson and online discussion forum.

Lesson	No. 1
Resources needed (for asynchronous online & f2f delivery)	Computer or laptop with internet access.
Duration	Estimated Duration: 1h 15 <ul style="list-style-type: none"> • Reading and absorbing lesson content: 35 minutes • Creating a Policy Brief: 15 minutes • Peer discussion (forum): 15 minutes • Reflection: 10 min
Learning Objectives	Explain the importance of family context in the language development of children with a migrant or refugee background. Describe how the family can serve as an emotional and practical support for linguistic and cultural integration.
Description of lesson	<p>This lesson invites learners to reflect on how families function as powerful agents of language and identity transmission. It emphasizes the value of the native language in day-to-day life, and the emotional foundation it provides for children navigating new cultural landscapes.</p> <p>1 Activity: Introduction to family as a source of Security and Identity and the importance of mother tongue in everyday interactions.</p> <p>Students will explore the key topics of the lesson through engaging online learning materials designed to support and enhance their understanding.</p> <p>2 Activity: Create a policy brief</p> <p>Students prepare a short policy brief intended for educational institutions or non-governmental organizations with the aim of applying theoretical knowledge to propose practical solutions to real-world problems. The document must identify a problem related to the transmission of the mother tongue in migrant/refugee families and they should propose concrete strategies to support families and promote bilingualism, drawing on scientific evidence drawn from academic literature.</p> <p>Submission: The policy brief (800-1000 words) is uploaded to the platform and shared with peers for peer review.</p> <p>3 Activity: Peer Review</p> <p>After completing the written activity each student receives the work of a classmate to be reviewed according to specific criteria provided by the teacher. Each student provides detailed written feedback to the partner.</p> <p>Criteria:</p> <ul style="list-style-type: none"> • Argumentative clarity; • Use of sources; • Consistency with the theme. <p>Delivery: The review should be uploaded to the platform along with the original work</p>

Lesson	No. 1
	<p>Reflection: Discussion on forum or self- reflection</p> <ul style="list-style-type: none"> • How has your family influenced (or how does it influence) your relationship with language and cultural identity? • Have you ever found yourself in a situation where you had to reconcile two cultures or two languages? What was that experience like? • How can schools and universities concretely support families in promoting bilingualism?
Additional remarks	-
Useful references for the instructor:	
Useful references for adaptation of content by partners if needed in their country.	<ul style="list-style-type: none"> • Braun V., & Clarke V. (2014). <i>Successful qualitative research: A practical guide for beginners</i>. London: SAGE Publications. • Cummins J. (2000). <i>Language power and pedagogy: Bilingual children in the crossfire</i>. Clevedon: Multilingual Matters. • King K.A., Fogle L., & Logan-Terry A. (2008). Family language policy. <i>Language and Linguistics Compass</i>, 2(5), 907–922. https://doi.org/10.1111/j.1749-818X.2008.00076.x • Portes A., & Hao L. (1998). E pluribus unum: Bilingualism and loss of language in the second generation. <i>Sociology of Education</i>, 71(4), 269–294. • Portes A., & Rumbaut R.G. (2001). <i>Legacies: The story of the immigrant second generation</i>. Berkeley: University of California Press. • Sedmak C., & Medarić Z., eds. (2022). What about the family? The role and meaning of family in the integration process of migrant children. <i>Frontiers in Education</i>, 7(1003759). https://doi.org/10.3389/educ.2022.1003759 • Suárez-Orozco C., Suárez-Orozco M.M., & Todorova I.T. (2010). <i>Learning a new land: Immigrant students in American society</i>. Cambridge: Harvard University Press
Assessment	Refer to Annex 1 – Assessments – Lesson 1

Lesson 2

Lesson No. 2	
Module 3:	Module 3: The role of family in language learning and overcoming barriers through non-formal/informal methods for pupils with a refugee/migrant background
Lesson title:	Non-formal and informal methods to overcome language barriers
Developed by (LB partner)	University of Florence
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online via L. Buddy Platform: The lesson can be fully delivered in the space and time of the learners, in an asynchronous manner.
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way, where students have read the LB Model prior to the lesson, allowing time for discussion and interaction during the live session.
Type of activity:	Online lesson and online discussion forum.
Resources needed (for asynchronous online & f2f delivery)	Computer or laptop with internet access.
Duration	Estimated duration: 1h15 <ul style="list-style-type: none"> • Differences between formal, non-formal and informal learning: 20 minutes • The main challenges and some best practices: 25 minutes • Discussion on forum: 30 minutes
Learning Objectives	Examine non-formal and informal methods in language teaching for migrant/refugee children. Analyze successful examples of using such approaches. Main contents: Differences between formal, non-formal and informal learning. Non-formal methods such as language games, community activities and creative workshops to foster learning

Lesson	No. 2
Description of lesson	<p>Language learning is a crucial element for the social, cultural, and economic integration of migrants and refugees. However, language barriers often represent a significant obstacle, especially for those who lack access to formal educational pathways. In this context, non-formal and informal learning methods have proven to be effective tools for overcoming these barriers, offering a flexible, inclusive, and learner-centered approach (Council of Europe, 2023). This lesson explores the distinctive characteristics of non-formal and informal learning, the innovative methods used in these contexts, and their impact on the linguistic and social integration of migrants and refugees.</p> <p>The lesson is divided into three main activities:</p> <ol style="list-style-type: none"> 1. Introduction to differences between Formal, Non-Formal, and Informal Learning. 2. An exploration of informal language learning within family contexts using provided materials and online resources. 3. A forum discussion with thought-provoking questions to reflect on the topic and apply theoretical knowledge. <p>Activity 1: Differences Between Formal, Non-Formal, and Informal Learning – A Collective Discussion</p> <p>In this activity students will be introduced to the topic of learning with the aim of stimulating individual reflection and a collective discussion on the differences between formal, non-formal, and informal learning.</p> <p><u>Formal Learning</u>: takes place in institutional contexts such as schools or universities. It is characterized by structured programs with predefined objectives and often leads to official certifications (Council of Europe, 2023). For example, attending a university course on language acquisition provides learners with a systematic framework for mastering grammar, vocabulary, and cultural nuances.</p> <p><u>Non-Formal Learning</u>: includes planned activities outside traditional education systems. Examples include language courses organized by NGOs or community workshops. These activities are voluntary, participant-centered, and do not necessarily lead to certifications (European Youth Foundation, 2023). For instance, a community-based workshop for migrants might focus on conversational skills to help them navigate everyday life.</p> <p><u>Informal Learning</u>: occurs spontaneously through daily experiences such as social interactions or personal activities. It is neither structured nor intentional but significantly contributes to acquiring linguistic and cultural skills (Council of Europe, 2023). For example, a migrant who frequently interacts with neighbors at local markets may naturally pick up phrases and expressions in the host country's language.</p> <p>Understanding these distinctions is fundamental for recognizing how non-formal and informal methods can complement or replace formal education in migration contexts.</p> <p>After defining these concepts during the lesson's first activity, the instructor will provide practical examples of how learning occurs in all</p>

Lesson	No. 2
	<p>three contexts. After reading short case examples, students complete a true/false quiz to check understanding of these concepts.</p> <p>Activity 2: Informal Learning – The Role of Everyday Experiences in Family Contexts</p> <p>In this activity, students will explore informal language learning within family contexts, guided by provided materials and online resources.</p> <p>Informal learning plays a pivotal role in language acquisition for migrant families. Unlike formal or non-formal education settings that rely on structured curricula or organized activities, informal learning happens naturally through everyday interactions within families and communities. Below are key aspects that highlight its importance:</p> <p><u>Social Interactions</u></p> <p>Engaging in conversations with native speakers is one of the most effective ways to acquire a language naturally. Within families, parents can encourage their children to practice the target language by discussing daily routines or sharing stories. Outside the home, attending local markets or community events provides opportunities for authentic practice (Council of Europe, 2023). For example:</p> <ul style="list-style-type: none"> • Parents can involve their children in shopping activities where they must ask questions or respond to vendors. • Families can participate in neighborhood gatherings where they interact with native speakers. <p><u>Media & Technology</u></p> <p>The use of digital tools has revolutionized informal language learning, for example:</p> <ul style="list-style-type: none"> • Language Apps: Interactive platforms like Duolingo or Babbel allow individuals to learn vocabulary and grammar at their own pace (Neo Sapiens, 2023). • Multimedia Content: Watching movies or listening to music in the target language improves listening comprehension while exposing learners to idiomatic expressions. • Family Engagement: Parents can watch cartoons with their children or listen to podcasts together as a shared activity that fosters both bonding and language development. <p><u>Cultural Activities</u></p> <p>Participation in cultural events offers families an immersive experience that combines linguistic practice with cultural understanding:</p> <ul style="list-style-type: none"> • Local festivals provide exposure to traditional songs or phrases unique to the host community. • Cooking classes where families learn local recipes encourage interaction while introducing new vocabulary related to food preparation. <p>Such experiences not only enhance linguistic skills but also strengthen migrants' sense of belonging (Britannia School, 2023).</p>

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	<p>Moreover, there are some strategies that can be used to maximize the potential of informal learning within families:</p> <ul style="list-style-type: none"> • Create Shared Learning Opportunities: Parents can involve children in storytelling sessions where they narrate tales from their home country while incorporating new words from the target language (Alenius, 2018). • Leverage Two-Generation (2Gen) Approaches: Programs that involve both parents and children address linguistic needs holistically while fostering family cohesion (Migration Policy Institute, 2023). • Use Visual Aids: Flashcards or illustrated books tailored for family use make learning enjoyable for all age groups. • Encourage Routine Practices: Families can incorporate simple practices like labeling household items in both their native language and the target one. <p>Social and cultural activities are essential for language acquisition and social integration among migrants, they help participants develop communication skills in real-life situations while fostering connections with the local community. These activities also promote social integration by encouraging mutual understanding and breaking down stereotypes, and they support the development of soft skills such as teamwork, problem-solving, and intercultural awareness.</p> <p>A practical example is the Erasmus+-funded Non-formal Pathways in Language Teaching project, which showed that incorporating cultural activities into language programs greatly enhances motivation and results for adult learners.</p> <p>Activity 3: Forum Discussion – Creating an Informal Learning Plan</p> <p>In this activity, participants will apply theoretical knowledge by designing an informal learning pathway tailored for migrant/refugee families. To guide this process, students will answer the following questions on an online forum:</p> <ol style="list-style-type: none"> 1. Imagine your family is a migrant family that needs to learn a new language. Which proposed activities would be most useful? Why? 2. If you were assigning activities for families to do at home, what information would you need about them beforehand? 3. What materials or tools would best support informal language learning within families? <p>Students are also encouraged to explore resources available on Language Support for Migrants Toolkit provided by the Council of Europe. Specifically, they should review tools 79 and 80 to evaluate how these materials could be adapted for use within family settings.</p>
Additional remarks	
Useful references for the instructor:	<ul style="list-style-type: none"> • Alenius, P. (2018). Migrants' informal learning and education in transnational family spaces. <i>Nordic Journal of Migration Research</i>, 8(1), 47–55.

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	<ul style="list-style-type: none"> ● Britannia School. (2023). Cultural immersion as a tool for language learning. ● CIVIS PLUS et al. (2017). <i>Non-formal Pathways in Language Teaching</i>. Erasmus+. ● Council of Europe. (2023). <i>Providing language support for migrant families</i>. Retrieved from https://www.coe.int/en/web/language-policy/download-lsm-toolkit ● European Youth Foundation. (2023). <i>The role of youth organizations in non-formal education</i>. ● Migration Policy Institute. (2023). Growing language skills with immigrant and refugee families: Spreading and adapting 2Gen working practices. Retrieved from https://www.migrationpolicy.org/research/language-skills-immigrant-refugee-families-2gen ● Neo Sapiens. (2023). Innovative methods for language acquisition through digital platforms.
Useful references for adaptation of content by partners if needed in their country.	
Assessment	Refer to Annex 1 – Assessments – Lesson 2

Lesson 3

Lesson	No. 3
Module 3:	Module 3: The role of family in language learning and overcoming barriers through non-formal/informal methods for pupils with a refugee/migrant background
Lesson title:	Active involvement of families in educational paths
Developed by (LB partner)	
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online via L. Buddy Platform: The lesson can be fully delivered in the space and time of the learners, in an asynchronous manner.
Alternative Delivery Mode:	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way, where students have read the

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<i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	LB Model prior to the lesson, allowing time for discussion and interaction during the live session.
Type of activity:	Online lesson and online discussion forum.
Resources needed (for asynchronous online & f2f delivery)	Computer or laptop with internet access.
Duration	<p>Estimated Duration: 1h15</p> <ul style="list-style-type: none"> • The benefits of family involvement in school education: 20 minutes • Identify the main challenges and some best practices: 25 minutes • Imagine a possible family involvement pathway at school and conduct a peer review of the work done: 30 minutes
Learning Objectives	<p>Promote collaboration between migrant/refugee families, schools and communities.</p> <p>Identify strategies to overcome language and cultural barriers in the school context.</p>
Description of lesson	<p>Activity 1: The benefits of family involvement in school education</p> <p>In this activity, students will gain a comprehensive understanding of the crucial role families can play in their children's education, with particular attention to the migratory context.</p> <p>Family involvement in educational pathways is a fundamental element for students' academic success and social integration, particularly for migrant and refugee children. Collaboration between families, schools, and communities not only improves academic performance but also contributes to students' emotional well-being, reducing anxiety and promoting a sense of belonging (Sedmak & Medarić, 2022). However, migrant families often face linguistic, cultural, and socioeconomic barriers that hinder their active participation in the school context (OECD, 2018). Numerous studies show that parental involvement has a positive impact on children's academic performance and socio-emotional development. For migrant or refugee students, family support can offset difficulties related to cultural and linguistic adaptation. For example:</p> <p>1.1 Improvement in Academic Performance</p> <p>Active parental involvement is associated with better academic</p>

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	<p>outcomes. This positive effect is particularly evident in migrant children who face linguistic or cultural barriers. A study by Hill and Tyson (2009) highlighted that parents who regularly participate in school activities or supervise homework significantly contribute to improving their children's academic performance. Additionally, parents who encourage learning at home through activities such as shared reading or study support help children develop fundamental language skills. These practices are especially important for migrant children who must learn a new language while continuing to develop their mother tongue (Sénéchal & LeFevre, 2002).</p> <p>1.2. Reduction of School Anxiety The transition to a new educational system can be a source of anxiety for many migrant or refugee children. Parental involvement helps reduce this anxiety by providing emotional support and stability. For example, a study by Suárez-Orozco et al. (2010) demonstrated that children who perceive active parental support feel more confident in facing school challenges.</p> <p>1.3. Strengthening the Sense of Belonging Family involvement in school activities promotes a sense of belonging for both students and their parents. This is particularly important for migrant families who may feel isolated in the new community. Programs like "Parents Engage" have shown that inclusive school events strengthen the connection between family cultural values and those of the school, contributing to creating a more welcoming environment (Parents Engage Project, 2023).</p> <p>1.4. Development of Intercultural Skills When schools actively involve migrant families in educational activities, they not only improve students' experiences but also promote intercultural understanding among all stakeholders involved. This helps create a more cohesive and equitable school community (OECD, 2018).</p> <p>Activity 2: Barriers and strategy to Family Involvement</p> <p>In this activity, the main challenges and some best practices for overcoming barriers to family involvement are identified. Despite the clear benefits of family involvement, many migrant or refugee families face significant obstacles that limit their active participation in the school context.</p> <p><u>Here are some of the most common challenges:</u></p> <p>2.1. Language Barriers A lack of proficiency in the host country's language is one of the main</p>

Lesson	No. 3
	<p>obstacles to family involvement. Migrant parents often struggle to communicate with teachers and school administrators or understand important documents such as report cards or school circulars (Smith et al., 2006). This language barrier can lead to feelings of exclusion or inadequacy.</p> <p>2.2. Lack of Knowledge About the Educational System Many migrant parents are unfamiliar with how the educational system works in the host country. For example, they may not understand school expectations regarding participation in parent-teacher meetings or student assessment methods (META Project, 2023). This lack of knowledge can limit their ability to effectively support their children.</p> <p>2.3. Cultural Discrimination Some parents perceive an incompatibility between their family's cultural values and those promoted by the school. For instance, educational practices emphasizing individualism may conflict with collectivist family values typical of many migrant cultures (Johannesen & Appoh, 2016). This can lead to reluctance to participate in school activities or distrust towards educational institutions.</p> <p>2.4. Socioeconomic Factors Families with low incomes or irregular work schedules often lack the time or resources to attend school meetings or community events (Zarate, 2007). Additionally, limited access to transportation can pose another obstacle.</p> <p><u>Effective Strategies to Promote Family Involvement:</u></p> <p>To overcome these barriers and promote effective collaboration between schools and migrant/refugee families, it is necessary to adopt targeted strategies that consider the specific needs of these communities.</p> <p>3.1. Parental Training Programs Offering training courses to help parents understand the local educational system is an effective strategy to improve their involvement. For example, the "IntegratED" program in France provides informational sessions on parents' rights and duties within the school context (META Project, 2023). These programs also help parents develop basic language skills.</p> <p>3.2. Inclusive Informational Meetings Organizing school meetings at flexible times with translation services available is essential for ensuring migrant families' participation. Additionally, creating multilingual informational materials helps</p>

Lesson	No. 3
	<p>overcome language barriers (Parents Engage Project, 2023).</p> <p>3.3. Direct Language Support Providing free language courses for parents within schools or local communities improves their ability to communicate with teachers and strengthens their confidence in participating in school activities (Frontiers in Education, 2022).</p> <p>3.4. Collaborations With Community Organizations Working with NGOs or local associations allows schools to create support networks that help migrant families address daily challenges related to cultural and linguistic integration (OECD, 2018).</p> <p>3.5. Promotion of Cultural Diversity Organizing school events that celebrate cultural diversity through activities such as intercultural festivals or thematic workshops fosters social inclusion and strengthens the bond between school and family (NASP Communiqué, 2015).</p> <p>Active family involvement in educational pathways is essential for ensuring academic success for migrant/refugee students and promoting their social integration. However, achieving this goal requires overcoming linguistic, cultural, and socioeconomic barriers through targeted strategies that foster collaboration between schools, families, and communities. Investing in inclusive and effective programs not only enhances students' educational experiences but also contributes to building more cohesive and equitable societies.</p> <p>Activity 3: Analysis of Best Practices from the "Language Buddy" Project</p> <p>In this phase of the lesson, students will analyse at least two of the best practices available on the Language Buddy project website to understand how they involve families in school education and promote language learning through family engagement. They will access the Best Practices Section through the following link: https://www.languagebuddy.eu/best-practices/.</p> <p>Students will need to follow the following steps:</p> <ol style="list-style-type: none"> 1. Select Best Practices: review the various best practices listed on the website and choose at least two that you find particularly interesting or relevant. 2. Complete the Form: for each selected best practice, answer the following questions in the respective pages of the form provided:

Lesson	No. 3
	<ul style="list-style-type: none"> • How does this practice include families in school education? (Describe how this practice actively involves parents or family members in the educational context). • How does this practice propose language learning with family involvement? (Explain how this practice helps families participate in their children's language learning process and, if applicable, improve their own language skills). <p>3. Reflection and Analysis: Reflect on how these practices could be adapted or implemented in a school context you are familiar with. Consider which elements are most effective in strengthening the relationship between families and schools. and how could these practices be improved or customized to better meet the needs of migrant families.</p>
Additional remarks	
Useful references for the instructor:	<p>Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. <i>Developmental Psychology</i>, 45(3), 740–763. https://doi.org/10.1037/a0015362</p> <p>OECD. (2018). <i>Education at a Glance 2018: OECD Indicators</i>. OECD Publishing. https://doi.org/10.1787/eag-2018-en</p> <p>Sedmak, M., & Medarić, Z. (2022). Anchoring, feelings of belonging, and the complex identities of migrant teenagers in Slovenia. <i>Sociology and Political Science</i>. https://doi.org/10.1080/11356405.2021.1973222</p> <p>Sénéchal, M., & LeFevre, J.-A. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. <i>Child Development</i>, 73(2), 445–460. https://doi.org/10.1111/1467-8624.00417</p> <p>Suárez-Orozco, C., Suárez-Orozco, M., & Todorova, I. (2010). <i>Learning a New Land: Immigrant Students in American Society</i>. Harvard University Press. https://doi.org/10.4159/9780674044126</p>
Useful references for adaptation of content by partners if needed in their country.	
Assessment	Refer to Annex 1 – Assessments – Lesson 3



Lesson 4

Lesson No. 4	
Module 3:	Module 3: The role of family in language learning and overcoming barriers through non-formal/informal methods for pupils with a refugee/migrant background
Lesson title:	Tools for Mentors: Designing Sustainable Activities to Support Migrant Families
Developed by (LB partner)	University of Florence
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online via L. Buddy Platform: The lesson can be fully delivered in the space and time of the learners, in an asynchronous manner.
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Face-to-face (synchronous): The lesson can also be delivered in a synchronous online or in-person way, where students have read the LB Model prior to the lesson, allowing time for discussion and interaction during the live session.
Type of activity:	Online lesson and online discussion forum.
Resources needed (for asynchronous online & f2f delivery)	Computer or laptop with internet access.
Duration	Estimated duration: 1h 15 <ul style="list-style-type: none"> • Design together: 45 minutes for idea creation plus 2 days for feedback on the forum. • Sharing on the Forum: mentor will post their contribution by 24 hours • Peer Review: provide constructive feedback on at least two other proposals by 2 days. • Final revision: 30 minutes to revise and improve their proposal by incorporating suggestions or adding details based on the feedback received.
Learning Objectives	Promote collaboration among mentors through idea exchange and best practices sharing. Develop critical and reflective skills through peer review processes. Improve the quality of designed activities thanks to collective input.



Lesson	No. 4
Description of lesson	<p>Activity 1: Design Together</p> <p>In this activity, students will share and improve an activity for families. The goal of encouraging collaboration among mentors by sharing project ideas and providing peer feedback to enhance the quality of activities proposed for migrant families.</p> <p><u>Phase 1: Individual Creation</u> (In-Class or Independently)</p> <p>Each mentor will design a proposed activity that can be implemented autonomously by migrant families. The activity must be:</p> <ul style="list-style-type: none"> • Simple to understand. • Feasible with limited resources. • Suitable for promoting language learning and cultural integration. • Follow the given graphic layout. <p><i>Structure of the Proposal to Post on the Forum</i></p> <p>-Title of the Activity: (e.g., "Language Treasure Hunt at Home").</p> <p>-Objective: What language or cultural skill does it aim to develop?</p> <p>-Required Materials: List of simple materials (e.g., paper, pen, dictionary).</p> <p>-Detailed Description: Clear steps on how to carry out the activity.</p> <p>-Possible Adaptations: Suggestions for adapting the activity to different age groups or cultural contexts.</p> <p><i>Example Proposal</i></p> <p>-Title: "New Words Diary."</p> <p>-Objective: Expand vocabulary collaboratively between parents and children.</p> <p>-Required Materials: Notebook, pens, bilingual dictionary (optional).</p> <p>-Detailed Description: Each day, every family member writes down a new word they learned in the target language, explains its meaning, or uses it in a sentence. At the end of the week, the family reviews all the words together.</p> <p>-Possible Adaptations: For younger children, drawings can replace sentences.</p> <p><u>Phase 2: Sharing on the Forum</u></p> <p>Once the proposal is complete, mentors will upload their ideas to the shared project forum using the provided format. Each mentor should:</p>

Lesson	No. 4
	<ul style="list-style-type: none"> • Post their contribution by a specified deadline (e.g., within 24 hours after the lesson). • Read at least two proposals posted by other participants. <p><u>Phase 3: Peer Review</u></p> <p>Each mentor will provide constructive feedback on at least two other proposals, following these guidelines:</p> <ul style="list-style-type: none"> • Positive Aspects: Highlight strengths of the activity (e.g., simplicity, creativity). • Suggestions for Improvement: Propose useful modifications or adaptations (e.g., "You could add a practical example to clarify step X"). • Open Questions: Ask questions that encourage further reflection (e.g., "How do you think this activity would work with families who lack access to digital tools?"). <p><i>Example Feedback</i></p> <p>Positive Aspects: I really like the idea of the New Words Diary because it's simple and involves the whole family.</p> <p>Suggestions: You could include a visual example of the diary to help families better understand how to structure it.</p> <p>Question: Have you thought about how to adapt this activity for families with younger children who cannot yet write?</p> <p><u>Phase 4: Final Revision</u></p> <p>After receiving feedback from peers, each mentor will have an opportunity to revise and improve their proposal by incorporating suggestions or adding details based on the feedback received.</p>
Additional remarks	This forum activity not only helps mentors develop practical skills in designing sustainable activities for migrant families but also strengthens collaborative spirit within the project by valuing participants' mutual contributions through constructive discussions on a shared platform
Useful references for the instructor:	<p>Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. <i>Developmental Psychology</i>, 45(3), 740–763. https://doi.org/10.1037/a0015362</p> <p>Sedmak, M., & Medarić, Z. (2022). Anchoring, feelings of belonging, and the complex identities of migrant teenagers in Slovenia. <i>Sociology and Political Science</i>. https://doi.org/10.1080/11356405.2021.1973222</p>
Useful references for adaptation of content by	



Lesson No. 4	
partners if needed in their country.	
Assessment	Refer to Annex 1 Assessments – Lesson 4



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Annex 1 — Assessments

Lesson 1. Assessment: Multiple Choice Questionnaire

Question 1

What is the primary role of the family for children with migrant or refugee backgrounds?

- A) To ensure children quickly adopt the dominant language of the host country
- B) To provide emotional support and a language environment for integration
- C) To replace cultural traditions with those of the host country
- D) To focus solely on academic achievement

Correct Answer: B

Question 2

Why is the mother tongue important in the development of migrant or refugee children?

- A) It prevents children from learning the dominant language of the host country
- B) It serves as a tool for transmitting cultural values and fostering bilingualism
- C) It is only useful for communication within their family circle
- D) It guarantees higher academic performance in all subjects

Correct Answer: B

Question 3

What challenge do migrant families face when trying to preserve their mother tongue?

- A) Lack of interest from children in learning any language
- B) Pressure to assimilate linguistically into the host society
- C) Overemphasis on bilingual education programs in schools
- D) The absence of grandparents in the family structure

Correct Answer: B

Question 4

According to Family Language Policies (FLPs), what is one effective strategy for maintaining the mother tongue at home?

- A) Avoiding any use of the dominant language in conversations
- B) Allocating specific times for practicing the native language through activities like storytelling or games
- C) Relying entirely on schools to teach both languages equally
- D) Using only code-switching as a method of communication

Correct Answer: B

Question 5

What are some consequences of losing proficiency in the mother tongue for migrant children?

- A) Improved relationships with parents and grandparents
- B) Enhanced ability to adapt to school environments in the host country
- C) A generational disconnect and weakened cultural identity
- D) Reduced motivation to learn any additional languages

Correct Answer: C

Lesson two



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This true/false test helps participants distinguish between formal, non-formal, and informal learning contexts while connecting these concepts to real-life scenario **Test: True or False**

Read the following statements carefully and indicate whether they are true or false.

1. Formal learning takes place in institutional contexts such as schools or universities, with structured programs and official certifications.
 - Correct Answer: True
2. Creative workshops, such as theater or music, are examples of formal learning because they follow a rigid program and lead to certifications.
 - Correct Answer: False
3. Participating in conversations at the local market is an example of informal learning, as it happens spontaneously through daily interactions.
 - Correct Answer: True
4. Community activities such as conversation groups organized by NGOs are examples of informal learning because they do not require a planned structure.
 - Correct Answer: False (They are examples of non-formal learning, as they are planned but flexible.)
5. Watching movies in the target language or listening to music is considered a method of non-formal learning because it is organized by educational institutions.
 - Correct Answer: False (It is informal learning, as it is spontaneous and unstructured.)
6. Language games based on everyday situations, such as shopping at the supermarket, combine fun and practical learning, making them an effective non-formal method for migrants.
 - Correct Answer: True

Comprehension Test – Language Learning and Integration

Question 1

What is the main characteristic of informal learning?

- A. It occurs in institutional settings with structured programs.
- B. It happens spontaneously through daily experiences and social interactions.
- C. It is planned and organized by NGOs or community groups.
- D. It always leads to official certifications.

Correct Answer: B

Question 2

Which activity is an example of informal learning within a family?

- A. Completing a language exam to obtain a certificate.
- B. Attending a formal language course at a university.
- C. Watching cartoons in the target language with children and discussing them together.
- D. Participating in a structured workshop organized by a local community center.

Correct Answer: C

Question 3

What is one way families can enhance informal language learning at home?

- A. Labeling household items in both their native and target languages.
- B. Enrolling only children in formal language classes while parents remain uninvolved.
- C. Avoiding cultural activities to focus solely on grammar exercises.
- D. Using only apps without engaging in any real-life conversations.

Correct Answer: A



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Question 4

Why are cultural activities important for informal learning?

- A. They provide an authentic context for practicing the target language and understanding the host culture.
- B. They are mandatory for obtaining official language certifications.
- C. They replace all forms of formal and non-formal education entirely.
- D. They focus only on improving written communication skills.

Correct Answer: A

Question 5

What is the primary benefit of involving both parents and children in shared language learning activities?

- A. It ensures that only children develop language skills quickly while parents focus on other tasks.
- B. It addresses the linguistic needs of the entire family holistically and strengthens family bonds.
- C. It limits the use of digital tools to avoid distractions during learning sessions.
- D. It separates the learning process into individual efforts for faster results.

Correct Answer: B

Scoring

5 correct answers: Excellent! You have a strong understanding of the key concepts.

4 correct answers: Good comprehension, but review a few details for clarity.

3 correct answers or fewer: Revisit the text to strengthen your understanding.

<https://www.coe.int/en/web/language-policy/download-lsm-toolkit>

Language Support for Migrants *A Council of Europe Toolkit*

79 - Providing language support for migrant families

Aim: To offer guidance for those supporting the development of the language skills of migrants in the context of a family group.

Introduction

The family unit is a good context for language learning to take place. Those working with migrant families can build on the natural learning that happens in this context to introduce and develop language skills in the target language and, in the case of children, also to maintain their home languages (see Tool 80 – *Eight learning activities that can help migrant families develop their skills in the new language*).



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'Family learning' is also empowering for families who, because of their situation, may have little control or power in their daily lives. It recognises the crucial and enduring role that parents play in their children's education. Another important advantage is that it can ensure that diversity of culture and language is recognised and valued.

Some ideas for successful family learning

- It should always be a positive and enjoyable experience for learners and should encourage them to do more learning.
- It should provide opportunities for both adults and children to learn together. Using pictures and real objects can be a good way of getting family members to learn together (see Tool 30 – Selecting pictures and realia for language activities-some guidelines).
- Learning sessions should be relaxed and informal (not like a traditional classroom). Games of different kinds are useful for language support in a family setting (see Tool 49 - Language games and activities for migrant learners for some examples).
- It should take account of and build on the skills, knowledge and experiences learners, both adults and children, already have. You may want to ask someone in family as a group to complete a grid like the one below about the languages they already use:
- Lots of patience and repetition is needed to support language learning in the family context.
- If a child or parent can't do something, they can be reminded that, although they can't do it **yet**, they will be able to do it in the future.
- Questions and curiosity are important for learning and should be encouraged and responded to.

Languages in our family

FAMILY MEMBER (e.g mother, Faisal age 7, grandfather etc)	LANGUAGES THEY CAN USE (e.g. Farsi, English, French)	WHEN/HOW/WHERE DO THEY USE THEM?	HOW DID THEY LEARN THEM/ HOW ARE THEY LEARNING THEM?





Lesson 3

Question 1

What is one of the main benefits of family involvement in school education?



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- A. Improvement in students' sports skills
- B. Reduction of school anxiety and enhancement of the sense of belonging
- C. Increase in extracurricular activities
- D. Elimination of cultural barriers

Correct Answer: B

Question 2

According to Hill and Tyson (2009), which parental practice is associated with better academic outcomes?

- A. Regular participation in school activities and supervision of homework
- B. Organization of cultural events in the community
- C. Provision of financial resources for the school
- D. Attendance at parent-teacher meetings once a year

Correct Answer: A

Question 3

What is the main barrier to family involvement for migrant families in the school context?

- A. Lack of interest in school education
- B. Language barriers and lack of knowledge about the local educational system
- C. Lack of support from teachers
- D. Differences in teaching methods

Correct Answer: B

Question 4

Which strategy is effective for promoting migrant family involvement?



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- A. Offering free language courses for parents in schools or local communities
- B. Limiting parents' participation to main school activities only
- C. Organizing events exclusively for students without involving families
- D. Creating informational materials only in the local language

Correct Answer: A

Question 5

How can inclusive school events strengthen the bond between school and family?

- A. By promoting competition between migrant and local families
- B. By celebrating cultural diversity and creating a welcoming environment
- C. By limiting participation to parents of top-performing students
- D. By using exclusively traditional teaching methods

Correct Answer: B

Question 6

What should be the goal of an inclusive school program for migrant families?

- A. Improving communication between schools and families and reducing language barriers
- B. Excluding families from important educational decisions
- C. Focusing solely on students' needs without involving parents
- D. Promoting competitive activities among migrant students

Correct Answer: A

Lesson 4



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The activity will be assessed based on these criteria:

- Completeness of the initial proposal uploaded to the forum (all required elements are included).
- Quality of feedback provided to other participants (constructive and detailed).
- Ability to integrate received feedback into the final revision.

Annex 2 – Visual Materials



conceptual maps all Module 3

Family Involvement in Education

Benefits

- Academic Performance
- School Anxiety Reduction
- Sense of Belonging
- Intercultural Skills



Challenges

- Language Barriers
- Knowledge of Educational System
- Cultural Discrimination
- Socioeconomic Factors

Strategies

- Parental Training Programs
- Inclusive Informational Meetings
- Direct Language Support
- Community Collaborations
- Promotion of Cultural Diversity



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