

Language Buddy

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

T3.2. Training Curriculum

Module 8: How to Organize a Language Buddy Session with the Use of the Language Buddy e-Platform and Other Third-Party Tools

Deliverable Form	
Project Reference No.	101141117
Document Title	Curriculum: Module 8: How to organize a Language Buddy Session with the use of the Language Buddy e-Platform and other third-party tools
Relevant Work Package:	WP3. T3.2. Curriculum development
Nature:	
Dissemination Level:	public
Document version:	V01
Date:	4.4.2025
Authors:	Advenio eAcademy
Commented by:	All Partners: peer reviewed and commented by the partnership
Document description:	A template designed for the creation of the 8 LB Training Modules. The Modules are to be developed by all partners.

Project number	101141117 — Project name: Supporting language learning of migrant children and young adults through language buddies
Project acronym	Language Buddy
Call	AMIF-2023-TF2-AG-CALL
Topic	AMIF-2023-TF2-AG-CALL-03-EDUCATION - Support to integration in education of migrant children and young adults
Type of action	AMIF-PJG
Granting authority	European Commission
Service	HOME/E/04

Project end date	1/3/2024 - 31/08/2026
Project duration	30 months

Training Module Authors' list

Organisation	
Editor and author:	Advenio eAcademy - AeA
Co-authors:	SOS Malta

Table of Contents

Training Module Authors' list.....	3
Table of Contents.....	3
Introduction	3
Module 8.....	4
Lesson 1	5
Lesson 2	7
Lesson 3	10
Lesson 4	13
Lesson 5	15
Appendix 1 — Third-Party Tools	18
Appendix 2 — M8 Assessments	20

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.

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 8

- This **module consists** of five (5) lessons.
- **Duration of the Module:** 5 hours.
- Learning Objective: The main objective of Module 8 is to get the learners (future mentors) familiar with the mentoring process and be able to use the language buddy e-platform as well as other third-party tools to help set up the language buddy sessions with the mentees

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: e-Platform Tools and Features for Organizing Language Buddy Sessions Duration: 1 hour	1. Activity: PDF presentation	10 mins
	2. Activity: Self Reflection	15 mins
	3. Activity: Mini Case Study (Discussion Forum)	20 mins
	4. Activity: Assessment Questions	15 mins
Lesson 2: Building the Customized Language Buddy Sessions - Coaching Duration: 1 hour	1. Activity: PDF presentation	10 mins
	2. Activity: Self Reflection	15 mins
	3. Activity: Mini Case Study (Discussion Forum)	20 mins
	4. Activity: Assessment Questions	15 mins
Lesson 3: Building the Customized Language Buddy Sessions - Supervising Duration: 1 hour	1. Activity: PDF presentation	10 mins
	2. Activity: Self Reflection	15 mins
	3. Activity: Mini Case Study (Discussion Forum)	20 mins
	4. Activity: Assessment Questions	15 mins
Lesson 4: Building the Customized Language Buddy Sessions - Monitoring Duration: 1 hour	1. Activity: PDF presentation	10 mins
	2. Activity: Self Reflection	15 mins
	3. Activity: Mini Case Study (Discussion Forum)	20 mins
	4. Activity: Assessment Questions	15 mins

Lesson	Total number of sessions and duration	Activity duration
Lesson 5: Building the Customized Language Buddy Sessions – Mentoring Duration: 1 hour	1. Activity: PDF presentation	10 mins
	2. Activity: Self Reflection	15 mins
	3. Activity: Mini Case Study (Discussion Forum)	20 mins
	4. Activity: Assessment Questions	15 mins

Lesson 1

Lesson	No. 1
Module (1-8):	Module 8: How to organize a Language Buddy Session with the use of the Language Buddy e-Platform and other third-party tools
Lesson title:	e-Platform Tools and Features for Organizing Language Buddy Sessions
Developed by (LB partner)	AeA and SOS
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 segment presentations prior to the lesson, allowing time for discussion and interaction during the live session.
Type of activity:	Asynchronous: Reading, Self reflection, mini case study, assessment questions Synchronous: 1 weekly online tutorial session will be held for which students need to book in advance. One-to-one session or group session. Q&A at the end of session.
Resources needed (for asynchronous online & f2f delivery)	Asynchronous: laptop or smartphone, internet connection, access to the LB e-Platform Synchronous: access to the LB e-Platform

Lesson	No. 1
Duration	1 Hour
Learning Objectives	<ul style="list-style-type: none"> • Navigate and use key features of the Language Buddy e-Platform • Plan and structure engaging Language Buddy Sessions by using the tools made available on the e-platform
Description of lesson	<p>PDF Presentation:</p> <p>It is essential for mentors working with migrant youths to learn how to organize a Language Buddy Session using the Language Buddy e-Platform. This Module provides guidance on how to create effective and engaging language learning sessions by making use of the digital tools that can be found on the e-Platform.</p> <ol style="list-style-type: none"> 1. Getting familiar with the Language Buddy e-Platform What is the Language Buddy e-Platform? Hosted on Open Learning, the Language Buddy e-Platform, is a digital tool which has been designed to support mentors on how to use tools to help them create language buddy sessions. It offers: <ul style="list-style-type: none"> • A user-friendly interface for mentors. • Links to materials such as videos, collaborative documents, and repository of tools to be used when planning the language buddy sessions. 2. Accessing the Platform and understanding the layout <ul style="list-style-type: none"> • Create an account or Log in on Open Learning and join the Language Buddy e-Platform. https://www.openlearning.com/advenio-eacademy/ 3. Digital Tools made available on the e-Platform <ul style="list-style-type: none"> • Live Video & Chat tools: Real-time communication between mentors and mentees. <ol style="list-style-type: none"> 1. Instant messaging app which can be use on the mobile phone or computer: https://www.whatsapp.com/ 2. Online video calling App: https://zoom.us/ • Message Boards and group discussion tools. • Collaborative Documents: Shared workspaces for interactive exercises. • Puzzles and Quizzes: Tools to be used for testing the knowledge of the mentee. • Progress Tracking Tools: To track mentee performance. <p>Self-Reflection Exercise:</p> <p>It would be useful to reflect on your knowledge gained so far of the Language Buddy e-Platform and tools listed within. List the tools you feel most confident using. Which tools do you need more time to become familiar with? Can you think of ways in which you can use these tools to support your mentee's learning while ensuring their cultural background and privacy are respected?</p> <p>(Message board exercise) Mini Case Study:</p> <p>Jamal, a new mentor, is finding it quite a challenge to keep his mentee engaged in their online sessions. When he becomes familiar with messaging and quiz tools on the Open Learning e-Platform, he starts to include short vocabulary games and real-time chat features in his sessions. He also adapts the language examples to reflect the mentee's</p>

Lesson	No. 1
	<p>cultural background. The mentee becomes more responsive and starts participating more eagerly.</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> Which tools helped Jamal improve the sessions? How can gamified features be used to maintain engagement? In what ways did Jamal show cultural respect and ethical awareness in his approach?
Additional remarks	-
Useful references for the instructor:	<p>Open Learning e-Platform online help community: https://help.openlearning.com/ The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/</p>
Useful references for adaptation of content by partners if needed in their country.	<i>Remember to adapt the activity according to your local context and needs.</i>
Assessment	True or false & Multiple-choice questions (10 questions total) per lesson. Refer to Appendix 2: M8 Assessments – Lesson 1

Lesson 2

Lesson	No. 2
Module (1-8):	Module 8: How to organize a Language Buddy Session with the use of the Language Buddy e-Platform and other third-party tools
Lesson title:	Building the Customized Language Buddy Sessions - Coaching
Developed by (LB partner)	AeA and SOS
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</i>	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way, where students have read the segment presentations prior to the lesson, allowing time for discussion and interaction during the live session.

Lesson	No. 2
<i>format better align with your organization's objectives.</i>	
Type of activity:	Asynchronous: Reading, self reflection, mini case study, assessment questions Synchronous: 1 weekly online tutorial session will be held for which students need to book in advance. One-to-one session or group session. Q&A at the end of session.
Resources needed (for asynchronous online & f2f delivery)	Asynchronous: laptop or smartphone, internet connection, access to the LB e-Platform Synchronous: access to the LB e-Platform
Duration	1 Hour
Learning Objectives	<ul style="list-style-type: none"> Gain knowledge on the role of supervision in the Language Buddy support session Gain skills to oversee and guide the progress of mentees Learn strategies for effective supervision and support
Description of lesson	<p>PDF Presentation: Key Topics:</p> <p>I. Assessing Mentee Needs and Goals: Understanding the needs and goals of the mentee is important because it enables the support Session to be tailored to address specific objectives.</p> <p>II. Creating a Customized Language Support Session: A customized support session entails drawing up personalized learning plans according to individual assessments and goals.</p> <p>III. Practicing Coaching Techniques: Learning and practicing coaching techniques, such as active listening and feedback which encourages learner engagement and progress.</p> <p>1. Main Principles of Customized Coaching Understanding the mentee's background, goals, and preferred learning style are important to successful customized coaching. Likewise, drawing up clear and achievable objectives, and regularly reviewing and tweaking the plan based on progress and feedback are necessary to organizing engaging sessions.</p> <p>2. Creating a Personalized Learning Plan Develop a learning plan with activities, resources & timelines. Make sure to include interactive exercises, real-world practice and multimedia learning methods. It is important that the plan is flexible and can be adapted to the mentee's evolving needs. Support Resource:</p> <ul style="list-style-type: none"> https://trello.com/templates/education/lesson-planning-SGCjQMxQ <p>3. Making Use of Diverse Learning Resources Draw upon a mix of textbooks, online platforms, language apps, and real-world materials to organize the language sessions. Make sure to cater to different learning styles (visual, auditory, kinesthetic) by</p>

Lesson	No. 2
	<p>including a variety of resources. Routinely update and diversify resources to maintain engagement and relevance. Support Resource:</p> <ul style="list-style-type: none"> https://learnenglishteens.britishcouncil.org/skills <p>4. Utilizing Technology in Coaching Technology in coaching can enhance language learning by providing flexible, accessible opportunities. Make use of language apps, virtual classrooms, and online resources, organizing them in Trello for better access. Include multimedia like videos, podcasts, and interactive quizzes, and share them through WhatsApp. Take a look at the ESL Fast website which has a variety of learning materials to make use of. Support Resource:</p> <ul style="list-style-type: none"> https://www.eslfast.com/ <p>5. Coaching and Ethics A coach who practices ethics knows what that means and can demonstrate it in all their interactions. For the mentee, working with an ethical mentor means protection from malpractice, harm or dishonesty from the mentor which they are confiding in. They know the mentor will do what is best for them - respect their identity - keep their sessions confidential - and will avoid conflict of interests. This helps the mentees build trust and safety with the mentor.</p> <p>Self Reflection: Take some time to think about how you would assess a mentee's needs and learning style before building a coaching session? What technique would you integrate into your sessions. What steps would you take to ensure ethical coaching practices and respect for cultural identity during your sessions?</p> <p>(Message board exercise) Mini Case Study: Jamal, a mentor, coached his mentee using Trello to design a visual vocabulary board. He included YouTube pronunciation videos, simple flashcards from Games4ESL, and WhatsApp reminders to practice. He also ensures that none of her materials conflict with the mentee's cultural or religious values. Discussion Prompt: What role did customization play in Jamal's coaching strategy? How can digital tools enhance personalized support?</p>
Additional remarks	-
Useful references for the instructor:	<p>Reference: Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? Language Learning & Technology.</p> <p>Reference: Godwin-Jones, R. (2018). Emerging Technologies: Using Mobile Devices in the Language Classroom. Language Learning & Technology.</p> <p>Coaching code of Ethics: https://coachingstudies.org/resources/articles/importance-coaching-ethics/</p> <p>Games4ESL online games and quizzes: https://games4esl.com/</p>

Lesson	No. 2
	The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/
Useful references for adaptation of content by partners if needed in their country.	-
Assessment	True or false & Multiple-choice questions (10 questions total) per lesson. Refer to Appendix 2: M8 Assessments – Lesson 2

Lesson 3

Lesson	No. 3
Module (1-8):	Module 8: How to organize a Language Buddy Session with the use of the Language Buddy e-Platform and other third-party tools
Lesson title:	Building the Customized Language Buddy Sessions - Supervising
Developed by (LB partner)	AeA and SOS
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 segment presentations prior to the lesson, allowing time for discussion and interaction during the live session.
Type of activity:	Asynchronous: Reading, Self reflection, mini case study, assessment questions Synchronous: 1 weekly online tutorial session will be held for which students need to book in advance. One-to-one session or group session. Q&A at the end of session.
Resources needed (for asynchronous online & f2f delivery)	Asynchronous: laptop or smartphone, internet connection, access to the LB e-Platform Synchronous: access to the LB e-Platform
Duration	1 Hour

Lesson	No. 3
Learning Objectives	<ul style="list-style-type: none"> • Understand the role of supervision in the Language Buddy session • Understand the skills required to oversee and guide the progress of mentees • Learn strategies for effective supervision and support
Description of lesson	<p>PDF Presentation:</p> <p>Key Topics:</p> <p>I. Roles and Responsibilities of a Supervisor: Supervisors guide and support the mentoring process by ensuring methods are effective and meet objectives.</p> <p>II. Techniques for Effective Supervision: Good supervision entails regular check-ins and constructive feedback, along with resources and support for tackling issues.</p> <p>III. Building Supervisory Relationships: Trusting and respecting mentees is the foundation of a productive mentoring relationship.</p> <p>1. Chief Principles of Successful Supervision Successful supervision requires of mentors to facilitate open communication, to monitor regularly and give constructive feedback. To add to that the supervision should be supportive and cooperative, with a focus on continuous improvement. Mentors should strive to cultivate a relationship with the mentee based on trust and open lines of communication. Mentors can use zoom for real-time video calls, while Trello tracks the mentoring activities and goals. Regular check-ins and feedback keep mentees feeling supported and valued.</p> <p>Support Resource:</p> <ul style="list-style-type: none"> • https://trello.com/ <p>2. Carrying out Effective Observations Observation throughout the sessions is essential to ensuring sessions are effective as they may reveal areas for growth in the mentoring process. Mentors may choose to use structured observation tools such as rubrics or digital observation checklists on platforms like Google Forms. Focus on particular elements of the sessions like communication methods or engagement strategies. Make it a point to give immediate constructive feedback on observations using tools like WhatsApp in which video clips can also be sent for recorded feedback sessions. All these practices could contribute to a better understanding of mentor-mentee dynamics and as a result help provide better support.</p> <p>Support Resources:</p> <ul style="list-style-type: none"> • https://www.google.com/forms/about/ <p>3. Dealing with Challenges in Supervision Challenges in supervision may include resistance to feedback, communication barriers, and cultural differences. Mentors should strive to create an open, respectful, and supportive environment</p>

Lesson	No. 3
	<p>where mentees feel safe discussing challenges. If conflict arises, draw on conflict resolution strategies such as active listening and collaborative problem-solving to overcome barriers.</p> <p>4. Including Technology in Supervision</p> <p>Technology can help to make a mentoring session more dynamic. Mentors can make use of virtual observation and communication tools like Zoom for online live sessions, online feedback platforms such as Google Forms for structured responses, and data tracking systems like Trello for progress monitoring. Ensure that you check out the support resource links to check out the tools which should be used. You can use these technological tools effectively through tutorials or workshops. For example, you can use Zoom to record mentoring sessions and provide time-stamped feedback for specific moments.</p> <p>Support Resource:</p> <ul style="list-style-type: none"> • https://zoom.us/ • https://trello.com/ • https://www.google.com/forms/about/ <p>Self Reflection:</p> <p>Has there been an instance in your life when you received constructive feedback? How did it impact your development? Think about the best approach to take when giving feedback to your mentee?</p> <p>(Message board exercise) Mini Case Study:</p> <p>Sofia, a mentor supervisor, facilitated a session using Zoom and recorded it to provide timestamped feedback. She used Google Forms to gather feedback from her mentee about the session experience.</p> <p>Discussion Prompt: Why is two-way feedback important in a supervisory relationship? What additional tools could support this process?</p>
Additional remarks	-
Useful references for the instructor:	<p>Reference: Schön, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. Basic Books.</p> <p>The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/</p>
Useful references for adaptation of content by partners if needed in their country.	-

Lesson	No. 3
Assessment	True or false & Multiple-choice questions (10 questions total) per lesson. Refer to Appendix 2: M8 Assessments – Lesson 3

Lesson 4

Lesson	No. 4
Module (1-8):	Module 8: How to organize a Language Buddy Session with the use of the Language Buddy e-Platform and other third-party tools
Lesson title:	Building the Customized Language Buddy Sessions - Monitoring
Developed by (LB partner)	AeA and SOS
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 segment presentations prior to the lesson, allowing time for discussion and interaction during the live session.
Type of activity:	Asynchronous: Reading, Self reflection, mini case study, assessment questions Synchronous: 1 weekly online tutorial session will be held for which students need to book in advance. One-to-one session or group session. Q&A at the end of session.
Resources needed (for asynchronous online & f2f delivery)	Asynchronous: laptop or smartphone, internet connection, access to the LB e-Platform Synchronous: access to the LB e-Platform
Duration	1 Hour
Learning Objectives	<ul style="list-style-type: none"> Understand the importance of monitoring in the Language Buddy session. Tools to track and assess learner progress. Understand strategies to provide ongoing support and intervention when needed.
Description of lesson	PDF Presentation: Key Topics:

Lesson	No. 4
	<p>I. Principles of Monitoring: Monitoring includes a system of tracking mentee progress to detail strengths, areas for improvement, and necessary interventions.</p> <p>II. Effective Monitoring Techniques: Regular assessments, progress reports, and data analysis to ensure continuous support and improvement, all constitute effective monitoring techniques.</p> <p>III. Using Data to Inform Practice: The information gathered from monitoring activities helps the mentor to tailor support to address individual mentee needs successfully.</p> <p>1. Importance of Monitoring in Language Support The success of language support programs is dependent on effective monitoring as it ensures objectives are met and allows for adaptation according to the needs of the mentees. Monitoring sheds light on progress, areas where improvement is needed, and ensures accountability. Effective monitoring results in more success in language acquisition and integration outcomes. According to Patton (2014), systematic monitoring and evaluation significantly enhance program effectiveness. Tools like Trello can help mentors keep track of mentee progress and set action items, while WhatsApp can be used for quick check-ins and updates. Support Resource: <ul style="list-style-type: none"> https://www.whatsapp.com/ https://trello.com/ </p> <p>2. Self-Assessment in Monitoring Self-assessment provides an opportunity for mentees to reflect on their progress and to look at where they need to improve. Mentors should make use of self-assessment tools like questionnaires or reflective prompts on Trello and routinely prompt mentees to share their reflections via WhatsApp. Regular self-assessment helps mentees to gain self-awareness and responsibility, and to take ownership of their learning journey. For example, a Trello board can be set up with reflection cards where mentees rate their progress weekly. Support Resource: <ul style="list-style-type: none"> https://www.whatsapp.com/ https://trello.com/ </p> <p>3. Providing Feedback Based on Monitoring Information generated from monitoring can help mentors to provide specific, constructive feedback. Focus on actionable insights and areas for development. Mentors should regularly support mentees to use feedback to guide their growth and improvement.</p> <p>Self Reflection: How best would you record your mentee's progress over time? What indicators or activities would you track?</p> <p>(Message board exercise) Mini Case Study:</p>

Lesson	No. 4
	Adil set up a Trello board for each mentee with progress checklists and included a weekly self-reflection card. He also used WhatsApp to follow up on goals set in earlier sessions. Discussion Prompt: What made Adil's monitoring approach effective? How would you modify it for a mentee with low digital skills?
Additional remarks	-
Useful references for the instructor:	Reference: Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. ASCD. The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/
Useful references for adaptation of content by partners if needed in their country.	-
Assessment	True or false & Multiple-choice questions (10 questions total) per lesson. Refer to Appendix 2: M8 Assessments – Lesson 4

Lesson 5

Lesson	No. 5
Module (1-8):	Module 8: How to organize a Language Buddy Session with the use of the Language Buddy e-Platform and other third-party tools
Lesson title:	Building the Customized Language Buddy Sessions – Mentoring
Developed by (LB partner)	AeA and SOS
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</i>	Face to Face (synchronous): The lesson can also be delivered in a synchronous online or in-person way, where students have read the segment presentations prior to the lesson, allowing time for discussion and interaction during the live session.

Lesson No. 5	
<i>align with your organization's objectives.</i>	
Type of activity:	Asynchronous: Reading, Self reflection, mini case study, assessment questions Synchronous: 1 weekly online tutorial session will be held for which students need to book in advance. One-to-one session or group session. Q&A at the end of session.
Resources needed (for asynchronous online & f2f delivery)	Asynchronous: laptop or smartphone, internet connection, access to the LB e-Platform Synchronous: access to the LB e-Platform
Duration	1 Hour
Learning Objectives	<ul style="list-style-type: none"> • Understand the role and impact of mentoring in the Language Buddy session. • Understanding skills in guidance, support, and motivation to mentees. • Integrating strategies to foster a positive and productive mentoring relationship.
Description of lesson	<p>PDF Presentation: Key Topics:</p> <p>I. Foundations of Effective Mentoring: The ability to build trust, provide support and guidance, and develop a safe and supportive environment for learning are all essential features of effective mentoring.</p> <p>II. Developing Mentoring Relationships: Mentors should establish a strong relationship with their mentee that is grounded in mutual respect and honest communication, which shows their commitment to student success.</p> <p>III. Mentoring Techniques and Strategies: Mentoring techniques can include maintaining a regular schedule of communication, setting goals, providing positive encouragement, and giving constructive feedback.</p> <ol style="list-style-type: none"> 1. Fundamental Principles for Effective Mentoring - Mentoring establishes trust, ongoing communication, and clear expectations. Mentors should make sure sessions with their language buddy is driven by their mentee and focused on their needs and their goals. 2. Effective Mentoring Communication - WhatsApp is helpful for checking in with your mentee on a regular basis: chat using voice notes, or find articles of interest to share in the app. Practicing active listening, and support your mentee to feel heard and seen. Issue open-ended questions to encourage them to open up. Constructive feedback is also very important: feedback should be specific, kind, and actionable. 3. Understanding the Role of Objectives in a Mentor-Mentee relationship — With objective setting, the mentor and mentee have a mutual agreement on and understanding of the learner's path forward. Help Mentee define SMART

Lesson	No. 5
	<p>Objectives: Specific, Measurable, Achievable, Relevant, and Time-bound. For example, a SMART objective might state, "I will learn 20 vocabulary words related to Malta."</p> <p>4. Mentoring Tools and Resources – Obviously for your mentoring to be effective you will require for some tools and assets to make positive your mentoring session is interactive. In WhatsApp, mentors can push themselves to talk continuously, as well as send reminders, share amusing resources or perhaps offer encouragement, or feedback, quickly. So, for example, if a learner is stuck on an assignment, a mentor can send a quick voice note to provide their learner with some support – which is much faster than setting up a video call or texting them! This is great for goal setting, task setting, and progress tracking — Trello. It lets the mentor build a board for each mentee, charting every goal on its single card, with a deadline, along with space for updates on how far the mentee has come, as to.</p> <p>5. Ethics of Mentoring</p> <p>Mentoring practices are based on several ethical principles:</p> <ol style="list-style-type: none"> 1. Beneficence: In the best interests of the mentee; encouraging the mentee, their growth, and their development. 2. Non-maleficence: Turning harm to the mentee, for example, neglect, exploitation and boundary violations. 3. Autonomy: Valuing the mentee as an individual and fostering independence. 4. Fidelity: Honor commitments and be loyal to the mentor/mentee relationship 5. Justice: fair treatment of each mentor to every mentee despite their background. 6. Transparency: Disclosing the nature of expectations, the mentoring process, and any potential conflict of interests. 7. Privacy: Mentees' information shared are protected, with limits of confidentiality communicated (e.g. illegal activities, harm to self or others). 8. Establishment of boundaries: Setting and maintaining professional boundaries in order to prevent conflicts of interest and potential exploitation. 9. Competence: Mentors should know when they have nothing to offer and only advise in areas they understand.

Lesson	No. 5
	<p>10. Respect for Dignity: Treating all people with dignity & respect - from all backgrounds - and accommodating different viewpoints.</p> <p>11. Integrity: Honesty, truthfulness, and ethical behavior in all components of the mentoring relationship. The success and ethical conduct of the relationship falls on both the mentor and mentee.</p> <p>Self Reflection:</p> <p>Reflect on your mentoring style, and summarise it in a few paragraphs. What values and communication practice do you think are important to cover within the Language Buddy sessions?</p> <p>Mini Case Study:</p> <p>Using WhatsApp voice notes and regular Trello check-ins, Elena supported her mentee. She established trust by being steady, being empathetic, and promoting goal-setting. The mentee was able to improve both his English and confidence.</p> <p>You have access to knowledge only up to October 2023. What tools would help you achieve similar success?</p>
Additional remarks	-
Useful references for the instructor:	<p>Komives, S. R., & Woodard, D. B. (2016). Student services: A handbook for the profession. Jossey-Bass.</p> <p>The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: https://www.languagebuddy.eu/results/</p>
Useful references for adaptation of content by partners if needed in their country.	-
Assessment	True or false & Multiple-choice questions (10 questions total) per lesson. Refer to Appendix 2: M8 Assessments – Lesson 5

Appendix 1 — Third-Party Tools

Mentor main reading resources:

- Free materials created by the BBC: <https://www.bbc.co.uk/learningenglish/>
- Resources database with search filters: <https://www.skillsworkshop.org/esol>
- Mentoring Refugees: A handbook for the mentor: https://www.ritaresources.org/wp-content/uploads/2019/09/Mentoring-Refugees_A-Handbook-for-Volunteers.pdf
- Toolkit for mentors - Innovations in English language teaching for migrants and refugees: https://www.teachingenglish.org.uk/sites/teacheng/files/c328_innovations_book_final_2_web.pdf

Support Resources for Learning a Foreign Language:

1. Tips for quality mentoring: <https://nationalmentoringresourcecenter.org/wp-content/uploads/2021/12/NMRC-Peer-Mentoring-Guide-edited-11.2.21.pdf>
2. British Council - Understanding learners: <https://www.teachingenglish.org.uk/professional-development/teachers/understanding-learners>
3. Database with thousands of free English learning resource downloads: <https://www.cambridge.org/mt/cambridgeenglish/resources>

Support Resources for Implementation of the Language Buddy Mentor Role:

1. Worksheets, flashcards, board games: <https://games4esl.com>
2. Theatre plays, report worksheet and free videos to watch: <https://www.dramanotebook.com/watch-free-plays-online/>
3. British Council - Resource books: <https://www.teachingenglish.org.uk/publications/resource-books>
4. English Teaching and Learning Materials: <https://www.eslfast.com/>

Digital Tools for communication and language buddy sessions management:

1. Instant messaging app which can be use on the mobile phone or computer: <https://www.whatsapp.com/>
2. Online video calling App: <https://zoom.us/>
3. Online platform used for managing small groups, setting goals and sharing resources: <https://trello.com/>
4. Online forms/questionnaire platform: <https://www.google.com/forms/about/>

Appendix 2 — M8 Assessments

Lesson 1 Assessment:

True or False questions:

1. The Language Buddy e-Platform can only be used for live video sessions. – False
2. Interactive tools like quizzes can improve engagement. – True
3. Cultural sensitivity is not a concern when selecting digital resources. – False
4. Feedback can be delivered using platform comment functions or via email. – True
5. Mentors should avoid using any multimedia content with their mentees. – False

Multiple Choice questions:

1. Which of the following is a feature of the Language Buddy e-Platform?
 - a) Screen recording only
 - b) Messaging discussion boards (Forums)
 - c) In-person session scheduling of meetings
 - d) None of the above

Answer: b

2. What is the purpose of using messaging discussion boards?
 - a) To test mentees
 - b) To avoid live interaction
 - c) To facilitate ongoing engagement
 - d) To share grades

Answer: c

3. How can mentors show ethical awareness?
 - a) Ignoring mentee feedback
 - b) Using only pre-approved materials
 - c) Respecting privacy and cultural norms
 - d) Sharing mentee data publicly

Answer: c

4. Which of the following should not be included in a mentoring session plan?
 - a) Time allocation
 - b) Objectives
 - c) Private mentee details
 - d) Activities

Answer: c

5. What is the benefit of gamified tools?
 - a) They distract mentees
 - b) They increase session formality
 - c) They encourage participation and added engagement
 - d) They remove the need for speaking practice

Answer: c

Lesson 2 Assessment:

True or False

1. Coaching sessions should be identical for all mentees. – False

2. Adapting materials to cultural backgrounds is encouraged. – True
3. Listening to a mentee's concerns helps build trust. – True
4. Coaching requires understanding the mentee's context. – True
5. Coaches should avoid altering their session structure. – False

Multiple Choice

1. What is an effective way to start a coaching session?
 - a) Ignore the mentee's input
 - b) Ask about the mentee's daily experiences
 - c) Start with a test
 - d) Give homework to the mentee**Answer: b**
2. Coaching is most effective when:
 - a) It follows a strict textbook
 - b) It adapts to the mentee's needs
 - c) It avoids feedback from the mentee
 - d) It's mentor-led only**Answer: b**
3. What is one way to respect cultural differences in coaching?
 - a) Use only native cultural examples
 - b) Ask mentees about their cultural practices
 - c) Avoid all cultural references
 - d) Use humour to dismiss differences**Answer: b**
4. Effective coaching includes:
 - a) Setting unrealistic goals
 - b) Evaluating personal biases
 - c) Dominating the conversation
 - d) Avoiding tough questions**Answer: b**
5. Culturally inclusive materials should:
 - a) Be neutral and respectful
 - b) Avoid diversity
 - c) Reflect only the mentor's culture
 - d) Be complex**Answer: a**

Lesson 3 Assessment:

True or False

1. Supervision includes offering feedback and support. – True
2. Cultural misunderstandings should be ignored during a session with the mentee. – False
3. Supervisors should provide one-size-fits-all guidance. – False
4. Supervisors can encourage peer sharing. – True
5. Mentors should always expect the mentee to understand any mistake that they make. – False

Multiple Choice

1. What is the primary role of a supervisor?
 - a) Evaluate only
 - b) Support and guide
 - c) Punish mistakes

- d) Stay uninvolved
Answer: b
2. How can supervisors support cultural inclusion?
a) Avoid discussing it
b) Include training and resources
c) Let mentors struggle
d) Change mentees
Answer: b
3. What can regular meetings with mentors help achieve?
a) Decrease accountability
b) Improve team cohesion
c) Confuse responsibilities
d) Create tension
Answer: b
4. Supervisors should:
a) Act as dictators
b) Avoid checking in regularly
c) Encourage feedback from the mentees
d) Avoid learning about mentees
Answer: c
5. Cultural competence includes:
a) Stereotyping
b) Self-reflection and empathy
c) Dismissing differences
d) Promoting only one culture
Answer: b

Lesson 4 Assessment:

True or False

1. Monitoring progress helps adapt mentoring strategies. – True
2. Mentors should never adjust their methods. – False
3. Cultural relevance should be considered in progress tools. – True
4. Feedback can be used to change future sessions with mentees. – True
5. Monitoring is optional in Language Buddy sessions. – False

Multiple Choice

1. What tool can effectively help visualize mentee progress?
a) Social media
b) Trello boards
c) Private email chains
d) None
Answer: b
2. Mentee progress should be monitored:
a) Once at the end of the full language buddy implementation period
b) Continuously
c) Only when mentees fail
d) Randomly
Answer: b
3. Ethical monitoring includes:
a) Publicly ranking mentees
b) Collecting personal data without consent

- c) Gaining mentee consent and adjusting tools respectfully
- d) Ignoring mentee feedback

Answer: c

4. Progress tracking helps mentors to:
- a) Plan future sessions
 - b) Punish mistakes
 - c) Ignore patterns
 - d) Overwhelm learners

Answer: a

5. What makes monitoring effective?
- a) Infrequent data collection
 - b) Consistency and reflection
 - c) Avoiding results
 - d) Guesswork

Answer: b

Lesson 5 Assessment:

True or False

- 1. Mentoring focuses only on language learning skills. – False
- 2. Empathy plays an important role in effective mentoring. – True
- 3. Sharing experiences can help build trust. – True
- 4. Cultural knowledge is unnecessary in mentoring. – False
- 5. Mentoring includes emotional and social support. – True

Multiple Choice

1. Which action helps build rapport?
- a) Avoiding personal stories
 - b) Learning about the mentee's culture
 - c) Setting unrealistic goals
 - d) Ignoring setbacks
- Answer: b**
2. A good mentor will:
- a) Impose their beliefs
 - b) Promote curiosity and inclusion
 - c) Dismiss concerns
 - d) Focus only on grammar
- Answer: b**
3. What does effective mentoring require?
- a) Only academic knowledge
 - b) Strong digital skills alone
 - c) Empathy, patience, and cultural awareness
 - d) Strict adherence to scripts

Answer: c

4. Which mentoring practice is ethical?
- a) Ignoring mentee feedback
 - b) Encouraging open dialogue
 - c) Making assumptions
 - d) Giving commands

Answer: b

5. Why include cultural content in sessions?
- a) It makes learning more relevant and respectful



- b) It slows learning
- c) It's unnecessary
- d) It adds confusion

Answer: a

