



Erasmus+



## **BEING YOUNG ENTREPRENEURS**

### **FOCUS GROUP DISCUSSION TEACHERS**

**– Espoo, Helsinki, Finland – April 17<sup>th</sup>-23<sup>rd</sup> 2016**

- 1. What do you think about the importance of this experience? Discuss**
- 2. What do you think we should improve? Discuss**
- 3. What are the next steps suggested for the best of our project? Discuss**
- 4. Thanks to the activities carried out, have your students received any benefits, in terms of motivation, self-esteem, competence in English language and in ITC, cooperation skills etc. Discuss**

# **Report of Teacher Focus group – Espoo, Helsinki, Finland – April 17<sup>th</sup>-23<sup>rd</sup> 2016**

## **1. What do you think of the importance of the experience?**

All of the teachers agreed that the experience was of great value to both students and to teachers.

It was identified that learning about the different legal statuses of business and to learn about the different business cultures of each of our countries was a great insight into starting a new business; we were able to see the similarities and differences between our countries. Providing the students with the opportunity to compare and contrast the methods, enabled them to determine where it was easiest to start a new business. The Finnish teacher felt this was a very valuable experience.

It was also identified that the opportunity to use conversational English was highly valuable. The French and Italian teachers identified that the experience was a great help to their students in gaining the confidence to try speaking in English. The progress of students was apparent by the end of the week.

The Welsh teacher said that for her students it was a great help for them to slow down their spoken English to enable the French, Italian and Finnish students to understand them clearly. It made the Welsh students more aware of their literacy and in taking the lead in conversations they gained much confidence.

For the Italian teachers, they felt that it was important that the Italian students were able to compare the cultural differences in lifestyle between the Finnish the French and the Welsh.

In addition to the improvement in language skill the Welsh teacher could see a huge difference in general confidence levels of the Welsh students after they had integrated with other students; they liked sharing their business knowledge and felt more competent in their skills.

## **2. What do you think we should improve in the project?**

All of the teachers agreed that the level of communication between them must improve drastically. To date it has been difficult due to technological problems but this must be remedied.

All teachers have begun to use 'today's meet' in order to communicate more effectively it has been agreed in this meeting and we will now communicate more often. Due to different times zones and different educational commitments it is impossible to determine specific time when we can all communicate therefore using 'today's meet' with the rolling conversation platform enables us all to contribute and to communicate at different times therefore negating the different time zones and technological problems.

It was also decided that we would try to use a google platform to communicate. Catherine will set this up for us to try it.

In order for students to communicate more effectively we will set up a forum on the twinspace and try to use the chat room facilities. These are not user friendly though, and students do not like using them, especially as they already communicate using Facebook, Snapchat and Instagram.

### **3. What are the next steps for our project?**

We have identified that we require a step-by-step plan to construct the business model effectively.

We have also identified all of the activities and all of the planning that we need to accomplish in order to facilitate a successful meeting in Sicily.

### **4. In relation to the activities carried out have your students received any benefits in terms of motivation, self-esteem, confidence in English language and ICT operation skills et cetera?**

For the Italian and the French students we believe that all of them have gained greater confidence in the ability to use spoken English. Much of this has been due to the increased communication with students. During the mobility is where students have been able to relax and undertake social as well as academic activities and use English as the common language of communication.

For the Welsh students using a more simplistic mode of speech has enabled them to stop using slang language and to develop their vocabulary more effectively.

We also feel that students have been able to overcome their preconceived ideas of a stereotypical Welsh, French, Finnish and Italian person. They have become friends now as well as project colleagues.