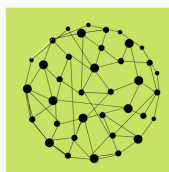
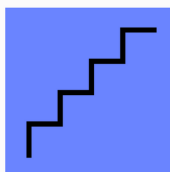




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## IMPLEMENTING ENTREPRENEURSHIP AND CRITICAL THINKING SKILLS IN COMBINATION WITH ENGLISH LANGUAGE LEARNING

### MAIN OBJECTIVE

Exchange of Good Practices

### PROJECT DURATION

12/2020 - 02/2022

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2020-1-LV01-KA204-077544

## Learning Training Teaching Activity for Staff

From 10th to 12th July 2021, the Learner Teaching Training Activity was held in Naples/Italy. The training was organised by the Italian partner LUETEC.

Title: ECT Skills in Combination with English Language Learning - Entrepreneurship and Critical Thinking for English Trainers.

This training was conducted over three consecutive days.

Each partner sent two of their trainers to present learning methods, which were then tried out and evaluated together.



## Training-program

### Day 1

- The Elevator pitch - Introduction & Activities
- Intercultural Communication in Business - Do's and Don'ts
- Critical Thinking
- Green Approaches in Education and Entrepreneurial Education

### Day 2

- Lesson observation with the teacher
- Business Canvas and 6 thinking hats
- Business simulation

### Day 3

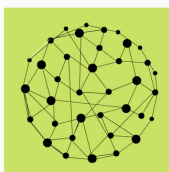
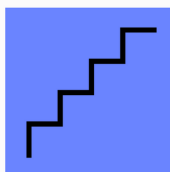
- Co-Working Spaces



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## The LTTA for Trainers

### ELEVATOR PITCH BY PB-ACADEMIE

An excellent way to improve language skills, especially at B1, B2 and more advanced levels.

#### Activity Objective(s) at the linguistic level

B1

He/she can speak in simple, coherent sentences to describe experiences, events, goals and the like.

He/she can explain and give reasons for opinions and plans.

He/she can tell a story.

B2

He/she can communicate fluently and spontaneously.

He/she can justify and defend his/her views.

He/she can give a clear and detailed presentation on a wide range of topics, showing the advantages and disadvantages of different options.

### GOALS AND METHODOLOGIES

In terms of business skills and entrepreneurial thinking:

- Increasing customer-oriented entrepreneurial thinking
- Consideration of buying motives
- Consideration of the entrepreneurial importance of presentation and external presentation of products for economic success

As an introduction to the topic, a short frontal lecture can provide the desired input, just answer questions such as;

What is an Elevator Pitch?

How do I prepare an Elevator Pitch?

Afterwards, the teacher could stage an Elevator Pitch challenge by giving each participant a fantasy term to pitch off the cuff and without a preparation phase - Elevator Pitch!

The best pitch is then voted on.

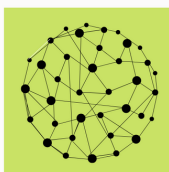
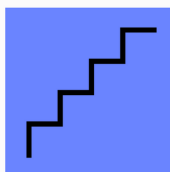




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### Suggestion for group work:

Each group is assigned a product for which a sponsor must be found.

The group works together on a pitch, shoots a video of max. 1.5 minutes, which is presented and discussed in plenary.

The Elevator Pitch is the perfect combination of entrepreneurial and critical thinking. This is because the Elevator Pitch is not about presenting all aspects of your offer, but about making the right arguments. Critical thinking means strengthening your argumentation skills.

**An example video is downloadable at**  
**<https://www.facebook.com/ECTskillsEL/photos/pcb.189824713111154/189824159777876/>**

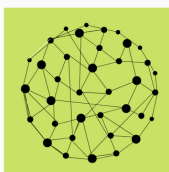
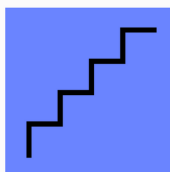




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## THE 5 EURO CHALLENGE BY VALODU MAPE

What would you do to earn money if all you had was five euros and one hour?

Each team received an envelope with five euros of "seed funding" and was told they can spend as much time as they want planning.

They were encouraged to be entrepreneurial by identifying opportunities, challenging assumptions, leveraging the limited resources they had.

Watch a video below to see how such exercise can enhance learners' entrepreneurial and critical thinking:

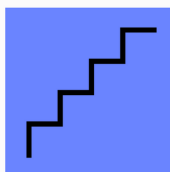
<https://www.youtube.com/watch?v=VVgIX0s1wY8>

## GOALS AND METHODOLOGIES

Entrepreneurship and Critical thinking skills play a significant role not only in learners' academic achievements but also in their dynamic life of workforce after graduation.

Therefore, the purpose of this activity was to look at language teaching methods that can enhance entrepreneurship and critical thinking skills which can then be applied in real life situations after completing the course.





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## LEADERSHIP 'PIZZA' BY VALODU MAPE

Don't we all like pizza? Besides the good taste, this time the slices offered a leadership self-assessment opportunity.

### Flow:

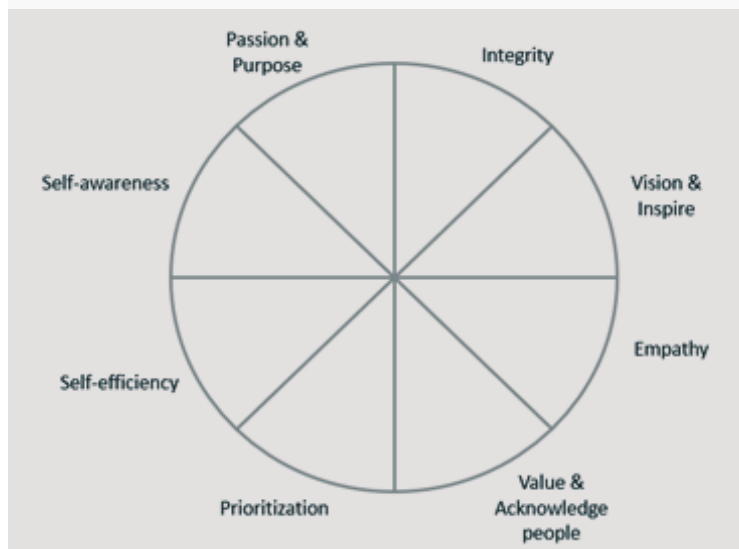
Participants were asked to prepare their own set of important leadership skills and attributes. They were assigned to draw a pizza shape where they label the slices with the items they listed.

Participants shared their drawings with the group and explained which labels they chose. The groups discussed certain decisions and identified common patterns of a good leader.

Participants assessed themselves on a scale of 1 to 10 for each slice. (10 is the edge of the slice, 1 is the core of the pizza). This self-assessment served as a baseline for setting up their own personal goals for leadership development. The areas where they found them weaker should receive more focus in their future development.

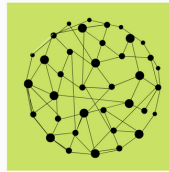
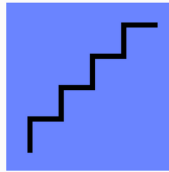
## GOALS AND METHODOLOGIES

This exercise can help people to reflect on the different dimensions of what skills and attitudes they need in order to be a good leader.



Participants were encouraged to set a follow-up action within a few months of time to revisit their Leadership Pizza. They should re-assess themselves, celebrate their development and refine their next goals.





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Erasmus Eurospeak

## INTERCULTURAL COMMUNICATION BY EUROSPEAK

The activity was a demonstration of exercise teachers can use to raise their students' awareness of the importance of intercultural communication in business.

In this method, students are broken up into pairs. Each person takes a random card that contains a set of cultural traits which he/she has to adopt for a negotiation. Each pair also receives a card that describes a business problem they are facing. The pair must negotiate and agree on the steps to take forward.

The activity focused on **communication**, particularly in a business setting. Participants also had to critically analyse some language-related issues that arise in this type of setting, such as what people *say* versus what they *mean*. Check out this [Anglo-EU translation guide](#) for a humorous but informative take on the topic.

## GOALS AND METHODOLOGIES

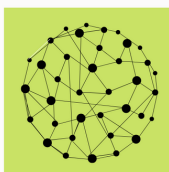
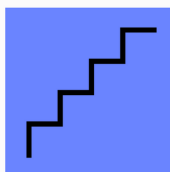
The activity's goals were:

- To raise awareness of the impact that intercultural communication has on a business endeavour
- To identify issues that may arise when different cultures must come to an agreement
- To analyse some common misunderstandings between native and non-native English language interlocutors

The methodologies used were: Awareness-raising activities, pair work, eliciting, and role play.

Language analysis		
Source: <a href="#">Anglo-EU</a>		
Discuss with a partner: Do you think these are accurate? Have you experienced any cultural miscommunications with a UK national? What should a non-native speaker be aware of when engaging in business with a Brit?		
What the British say	What the British mean	What others understand
1. I almost agree	I completely disagree	He/she agrees with me
2. I would suggest...	Do it or be prepared to justify yourself	This is just a suggestion, not an order
3. I only have a few minor comments	You must completely change what you did	There are only a few minor things to amend
4. Maybe we should consider some other options	I don't like your idea at all	He/she has not yet decided about my idea
5. Oh, by the way...	This is one of the main points of us talking	This information is not very important
6. Quite good	A bit disappointing	Quite good





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## BUSINESS SIMULATION BY EUROSPEAK

In this activity, students are divided into two teams and given the role of representing a company. The two companies come together to negotiate and find a deal. The teacher records linguistic errors and feeds-in ideas. This activity practices the functional skills of *agreeing, disagreeing, clarifying, asking for clarification, comparing, contrasting, digressing, returning to the topic, interrupting, preventing interruption*.

The critical thinking skills implemented are the ability to:

- Understand the links between ideas
- Recognise, build and appraise arguments
- Reflect on the justification of their own assumptions, beliefs and values
- Approach problems in a consistent and systematic way
- Understand the concept of *logical fallacies*
- Identify inconsistencies and errors in reasoning
- Determine the importance and relevance of arguments and ideas

## GOALS AND METHODOLOGIES

The goal of this activity was to show how business simulations can be created and delivered to give students skills in rapport-building, negotiating, diplomacy, turn-taking and ultimately making deals in English.

The classic EFL methodology of **PPP** (presentation, production, practise) was used. Included in that were the pedagogic micro-skills of lead-ins, eliciting, pair-work, group work, concept-checking, pre-vocabulary, hot and cold correction, plus feedback and plenary.

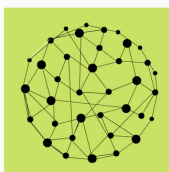
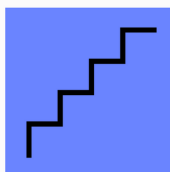




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## CREATE YOUR GREEN SMALL BUSINESS BY LUETEC

This was a peer to peer activity in which participants had to create their own green business.

They were divided into groups of two, and each group was assigned a green tourist destination to promote (sea, rural, thermal).

The activity consisted of understanding the strong and weak points of the place and how to use them to create a small business that can promote sustainable tourism in a different area.

In the end, each group shared and presented their idea with the others and they discussed how to promote it on social media.

"Create your green small business" was a great exercise to develop critical thinking and entrepreneurial skills. The activity focused on the critical analysis of the characteristics of a site for green tourism and on the final presentation of a business to investors or local stakeholders.

## GOALS AND METHODOLOGIES

Linguistic Goals:

- Improve reading and comprehension skills
- Improve oral expression and writing abilities

Enhance languages skills and vocabulary about:

- 1) green entrepreneurship
- 2) social media communication
- 3) public speaking skills

Participants were able to understand B1 level texts, explain their ideas, experiences, and point of view.

In terms of business & creative competencies and critical thinking:

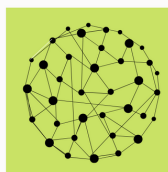
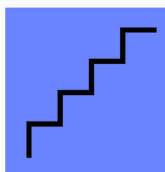
Stimulate critical thinking and problem-solving skills.

Develop an entrepreneurial mindset.

Methodology(s) used:

- Reading and comprehension
- Work in groups – peer to peer learning
- Together Presentation/ Feedback





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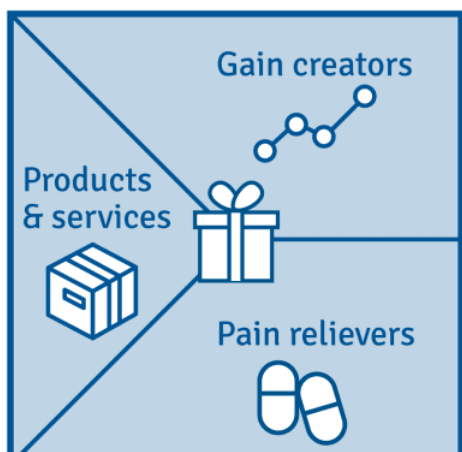
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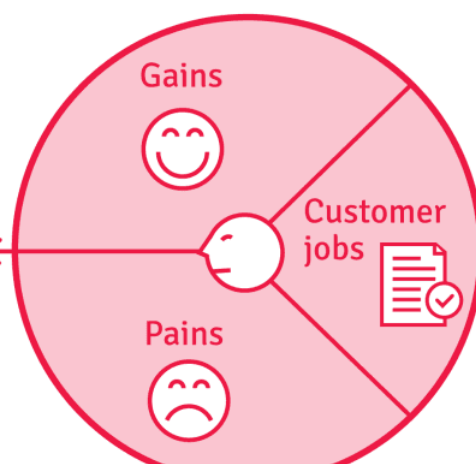
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### Value Proposition



### Customer Profile



## LEADERSHIP "BUSINESS CANVAS EXPLORATION" by EduCompass

Business canvas model helps entrepreneurs plan and map their business thinking about all critical aspects a business needs to have in order to be successful, such as:

- main activities
- key partners and stakeholders and relationship with those
- cost structure and revenue structure
- value proposition
- key resources
- channels for distribution, marketing and communication

The group made a real business model canvas based on the first activity - value proposition canvas.

## VALUE PROPOSITION CANVAS MODEL

The Value Proposition Canvas is a tool which can help ensure that a product or service is positioned around what the customer values and needs. ... It is a detailed look at the relationship between two parts of the Osterwalder's broader Business Model Canvas; customer segments and value propositions.

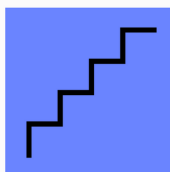
In this activity participants explore a problem they just faced - getting tickets online in a place with no WiFi or coverage - and made a values proposition for it.



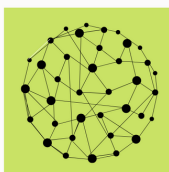
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## Learners Feedback

The event was based on the vital necessity of the demands of modern world to find new ways on how to combine business studies and a certain level of formal or semi-formal language, and the usage of critical thinking skills.

The agenda offered an exchange of some practical approaches on acquiring entrepreneurship issues in conjunction with appropriate English language structures and vocabulary.

Naples Project gave me much "food for thought":  
The current reality shows how quick-thinking, flexible and brainy one entrepreneur should be, and here was an activity called An Elevator Pitch - a method of presenting an idea in a condensed form : to explain a business idea and convince an investor/possible partner in 2 minutes!

"People buy for benefits, not features", a clear conclusion was made after our Roleplays done as a practical part in a presentation of Business simulation method.

The art of selling, a good mutual rapport with everybody involved, a bit of fun included - these are some of things to keep in mind while going onto business.

Green approaches to education and entrepreneurship! The importance of focusing on environmental issues in everything we plan and do has become essential. Good examples were mentioned from Italian side.

Casual or highly formal language, confidence or humility, directness or indirectness-a range of linguistic issues, manners of behaviour were discussed and exposed, and discussed.

Thank you for giving me a chance to participate in Naples project!

**Sarmīte Švalbe**

(a member of Valodu Mape)