

# Live, Learn and Teach into a Brighter Future

Michelle Hunter  
ELT Ireland 2023



# Who am I? Why am I here?

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Michelle Hunter

In-company English trainer (Germany)

Learning mentor (TDCl)

University adjunct (Germany & UK)

EMI researcher / PhD candidate (UoY)





## Foundations of Communication in Business (60)

Fundamentals of Bus Comms

Communicating in businesses

Closest to BE content

## Applied Communication in Business (66)

Negotiations

Communication & Technology

Requires specialist knowledge

## Interdisciplinary Communication in Business (50)

Interdisciplinary Bus Comms

Interdisciplinary Bus Comms  
Project

Free form – scope for anything!



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# EMI

Interdisciplinary Business

Business (50)

Interdisciplinary Bus Comms

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Project

Free form – scope for anything!

**Learning 1: communication theories  
add substance**

**Learning 2: students know when you  
don't know something**

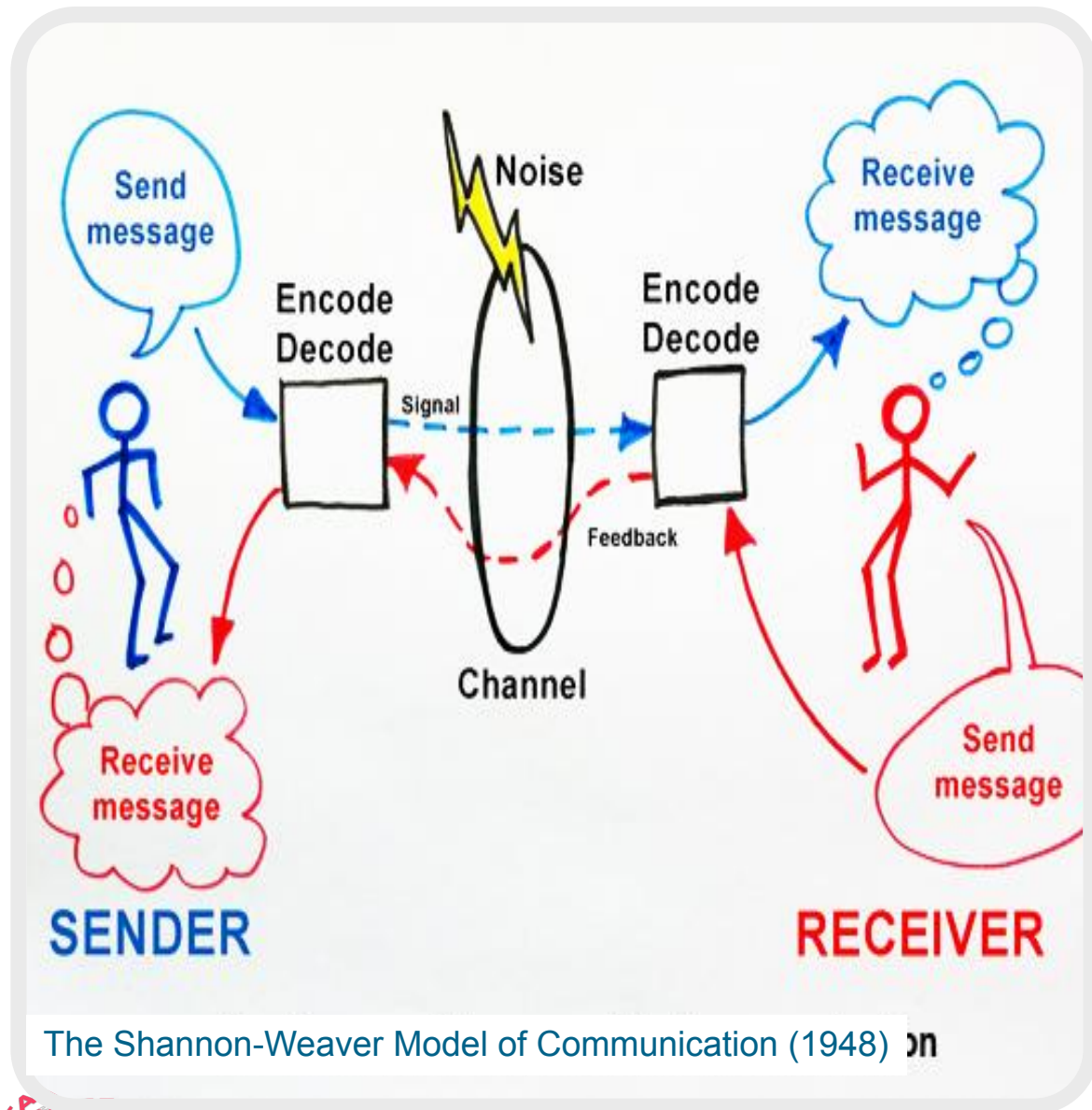
**Learning 3: communication is all about  
language**

**experience?**

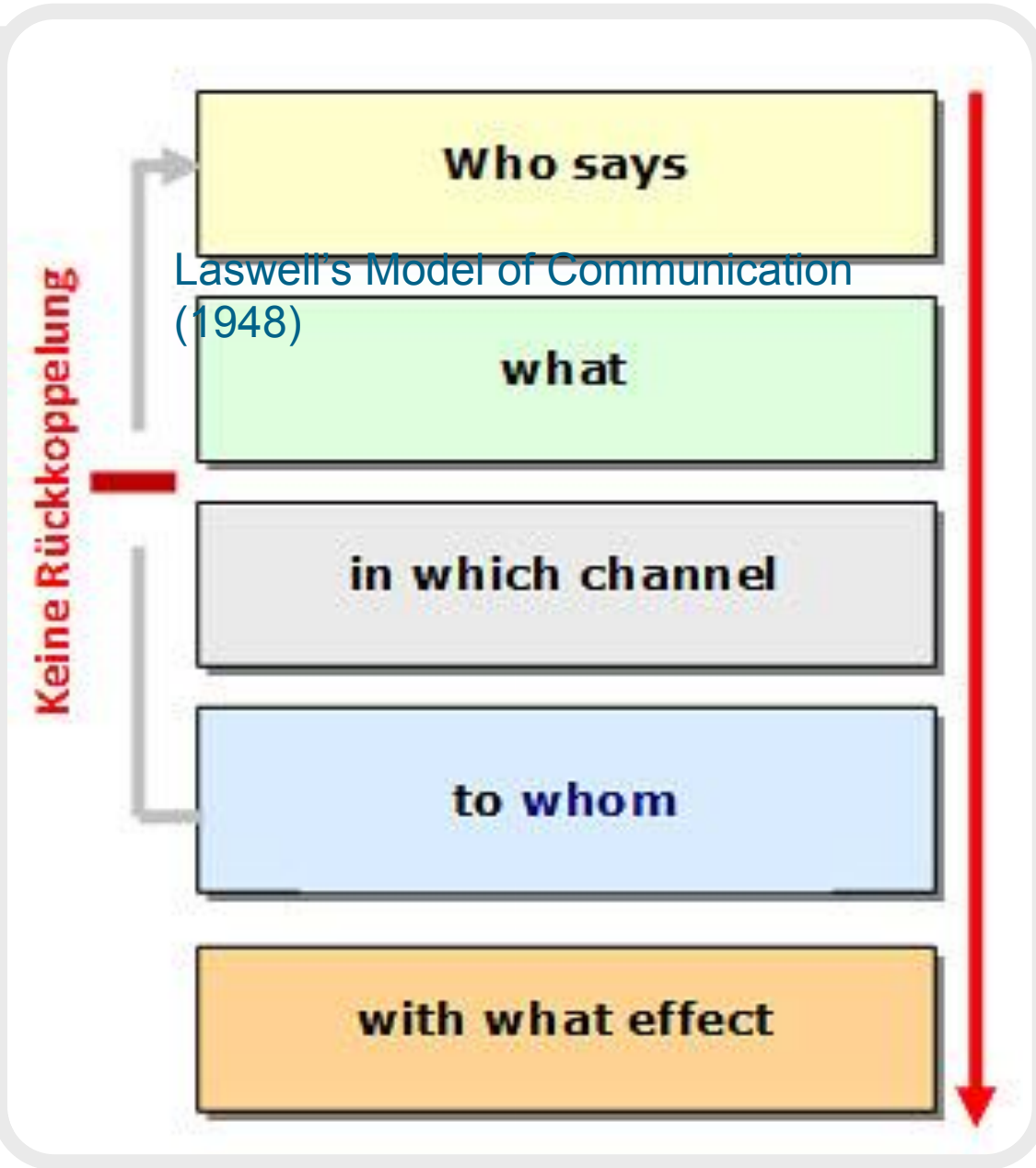
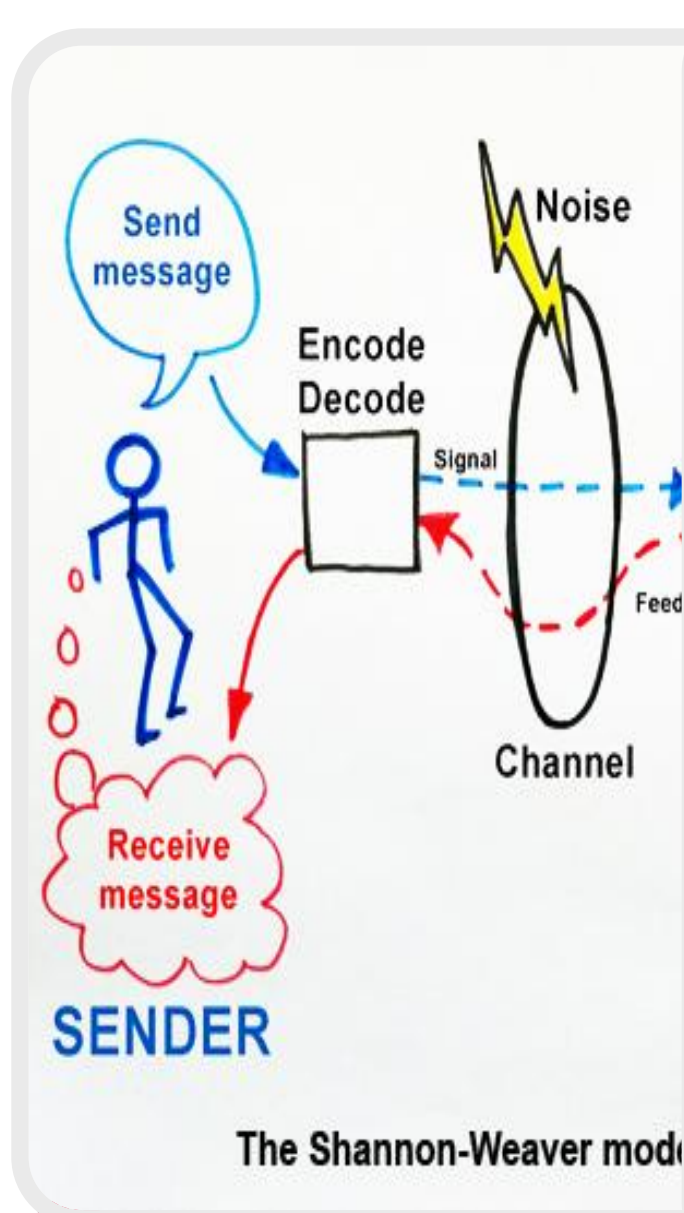
**Bonus Learning: leverage other**

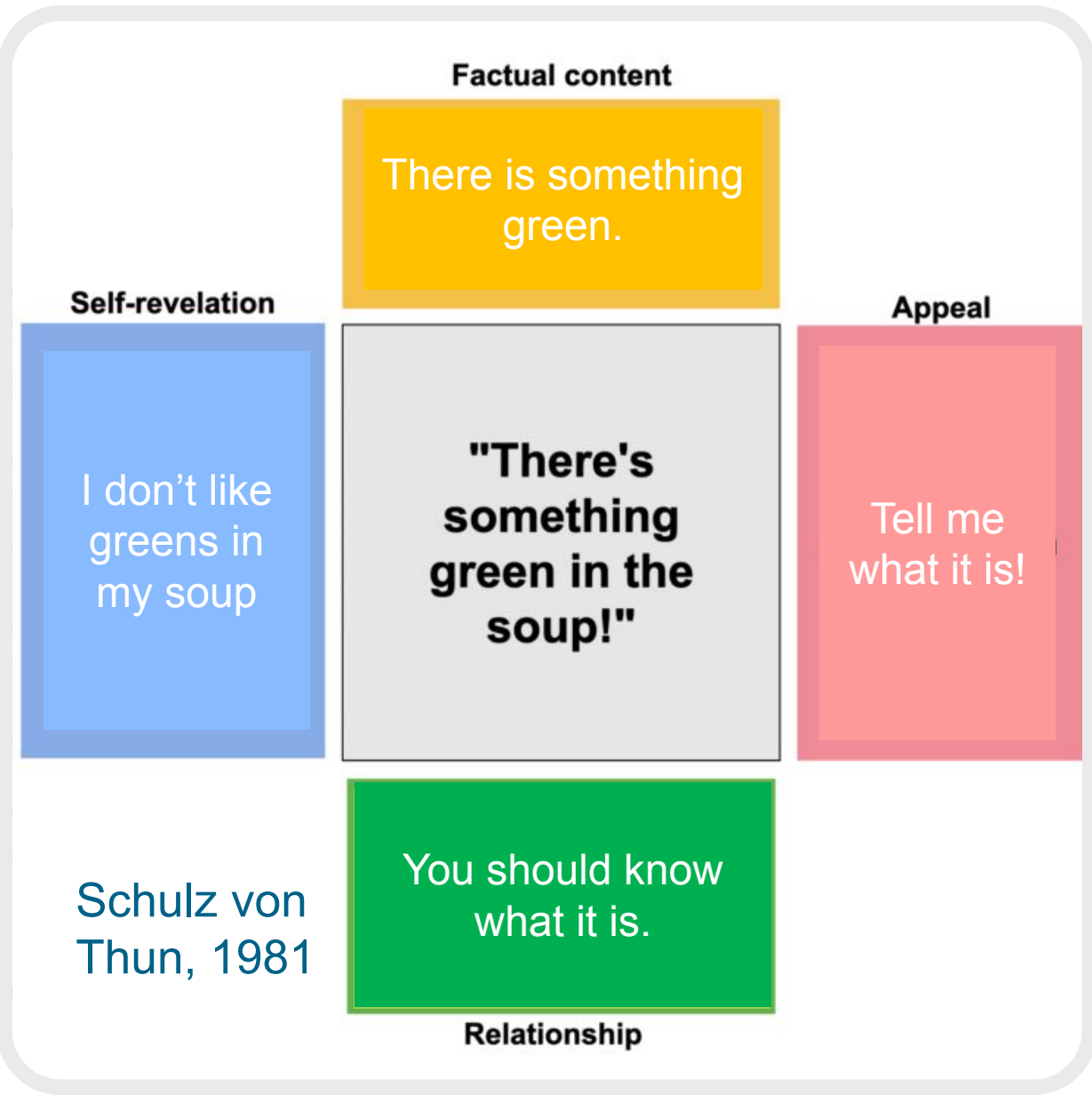
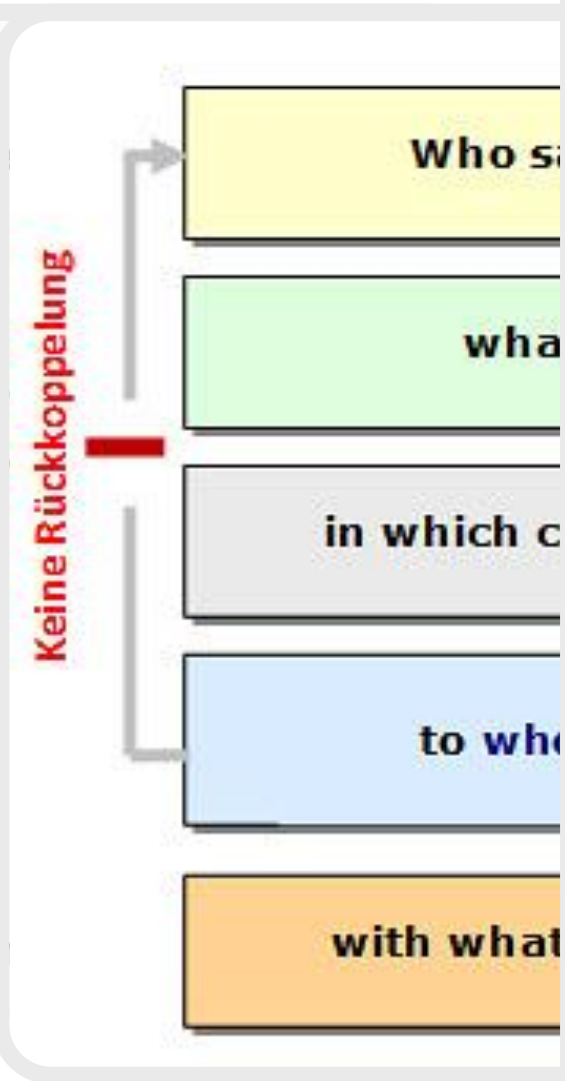
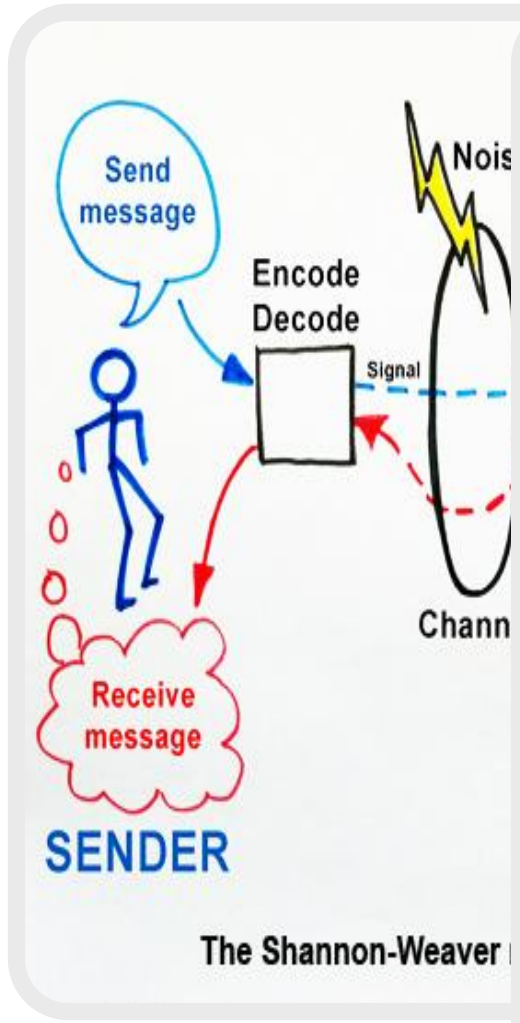
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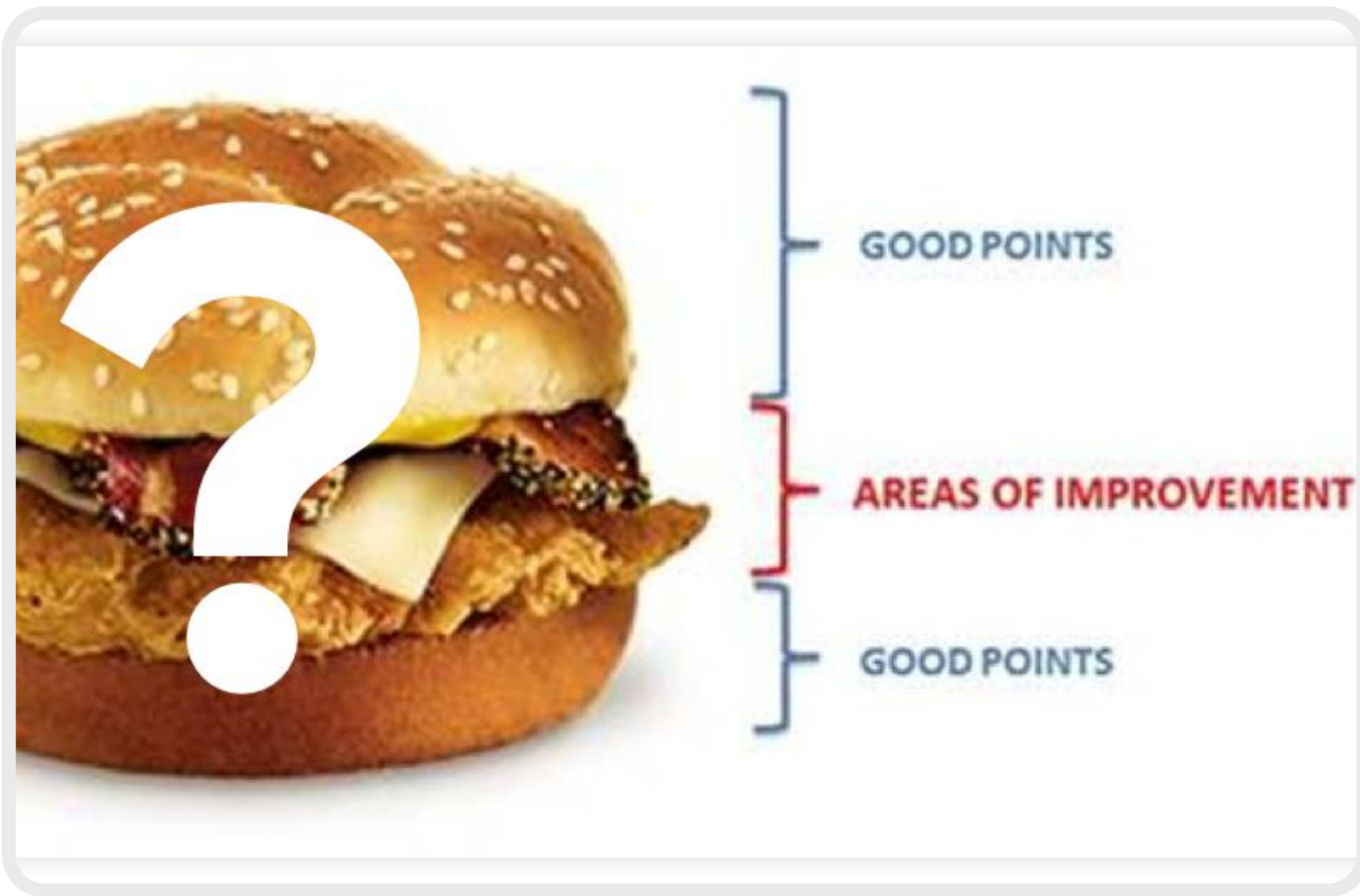


The Shannon-Weaver Model of Communication (1948) on









# BEAR Example



## Behavior

“I have noticed that you were late 5 out of 6 of our team meetings.”

## Effect

“When you are not on time for our meetings our group has to wait until you arrive, which either causes the meeting to run late or we don't cover all topics. “

## Alternative

“I would like to see you arrive on time for next meetings. If you need us to change the start time, we could do that.”

## Result

“If you arrive on time, our team will be better able to accomplish our targets.”



# DIE Model

<b>D</b>	Describe	<b>Information Gathering stage:</b> Objective analysis and articulation based on observation	<i>"What you see"</i>
<b>I</b>	Interpret	<b>Information Processing stage:</b> Subjective analysis and articulation based in large part on individual cultural/personal opinions and cultural experiences	<i>"What you think you see "</i>
<b>E</b>	Evaluate	<b>Determination stage:</b> Assignment of value judgment based on Descriptive and Interpretive information	<i>"What you think and/or feel about what you think you see"</i>

BEAR Example

Behavior

Effect

Alternative

Result





# Feedback

*Focuses on past*



# Feedforward

*Focuses on Future*



*Static*

*Requires knowledge of what has happened*

*Tends to focus on negative feedback*

*Can be taken personally*

*Reinforces the feeling of failure*

*Time-consuming*

*Associated with judgment*

*Creates momentum for change*

*Solutions focused*

*Based on what can be achieved*

*Cannot involve a personal critique, since it has not yet happened*

*Reinforces the possibility of change*

*Faster and more efficient*

*Does not imply superiority of judgment*



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'Empowers you . . . to create real behaviour change and lasting trust.' Nir Eyal, author of *Hooked*

# LET'S TALK

Make effective feedback your superpower

How to Turn Average Performers into Overachievers and Stars into Superstars

Dr Therese Huston



"Leading with praise improves how much attention we pay to the negative feedback and helps us see that the feedback giver has something of value to offer."



# Semester 4 content

Working from Home

Social and professional isolation

Gamification

Using tech to transform business

Social media as a form of marketing

Interactive online tests

Veracity of digital native- digital immigrant  
dichotomy

Smartphone as tech tool

Case analyses on successful tech-based  
strategies

Learning  
#2: They  
will know  
when you  
don't  
know...



*“In my opinion, the lecture has too many hours for the range of topics. I often had the feeling that content / tasks were covered only to fill the time. In addition, some tasks were not very effective and did not contribute to learning progress.”*

*“The assignments in class often felt like a pastime and without a concept, almost randomly. Ideas are not fully thought through and tasks almost always require long question times.”*

Learning  
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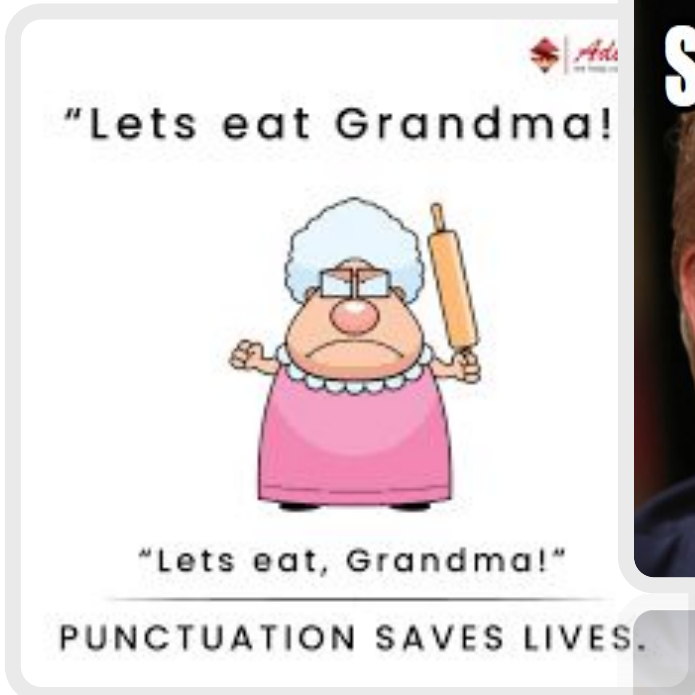
***“Definitely a varied course covering a range of interesting topics and worth attending due to the high relevance of digitalisation and communication technology, especially in light of the pandemic. After comparing the outcome required by the course handbook with the actual delivery of the lecture, I conclude for myself that the professional, methodological, personal and social skills have been taught successfully.”***

**Student from IB19, personal reflection during CT Course, 23.3.21**





# Learning #3: Communication is ALL about language





Bonus  
learning:  
Leverage  
other people's  
expertise....

***“personal highlight: guest lecture with VR and her first-hand experience!!”***

***“I really enjoyed listening to our guest speaker today, wrapping up our course very well.”***

***“I also enjoyed the discussion with VR who gave us a nice inside into her career and experiences.”***

**IB Students on the CT course,  
23.3.21**



# What conclusions can we draw?

**Stepping out of our comfort zone gives us the opportunity to apply our knowledge and experience elsewhere.**

**What is learned there can be ploughed back into our regular classroom.**



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With thanks to  DISTANCE CERT  
PROFESSIONAL QUALIFICATIONS  
sponsored my trip! who

