




Live, Learn and Teach into a Brighter Future

Michelle Hunter
ELT Ireland 2023





Who am I?
Why am I here?

Michelle Hunter

In-company English trainer (Germany)

Learning mentor (TDCI)

University adjunct (Germany & UK)

EMI researcher / PhD candidate (UoY)



“Once upon a time, there was a business
English teacher.....”

(This is a true story)





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!



Learning 1: communication theories add substance

What did I learn

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

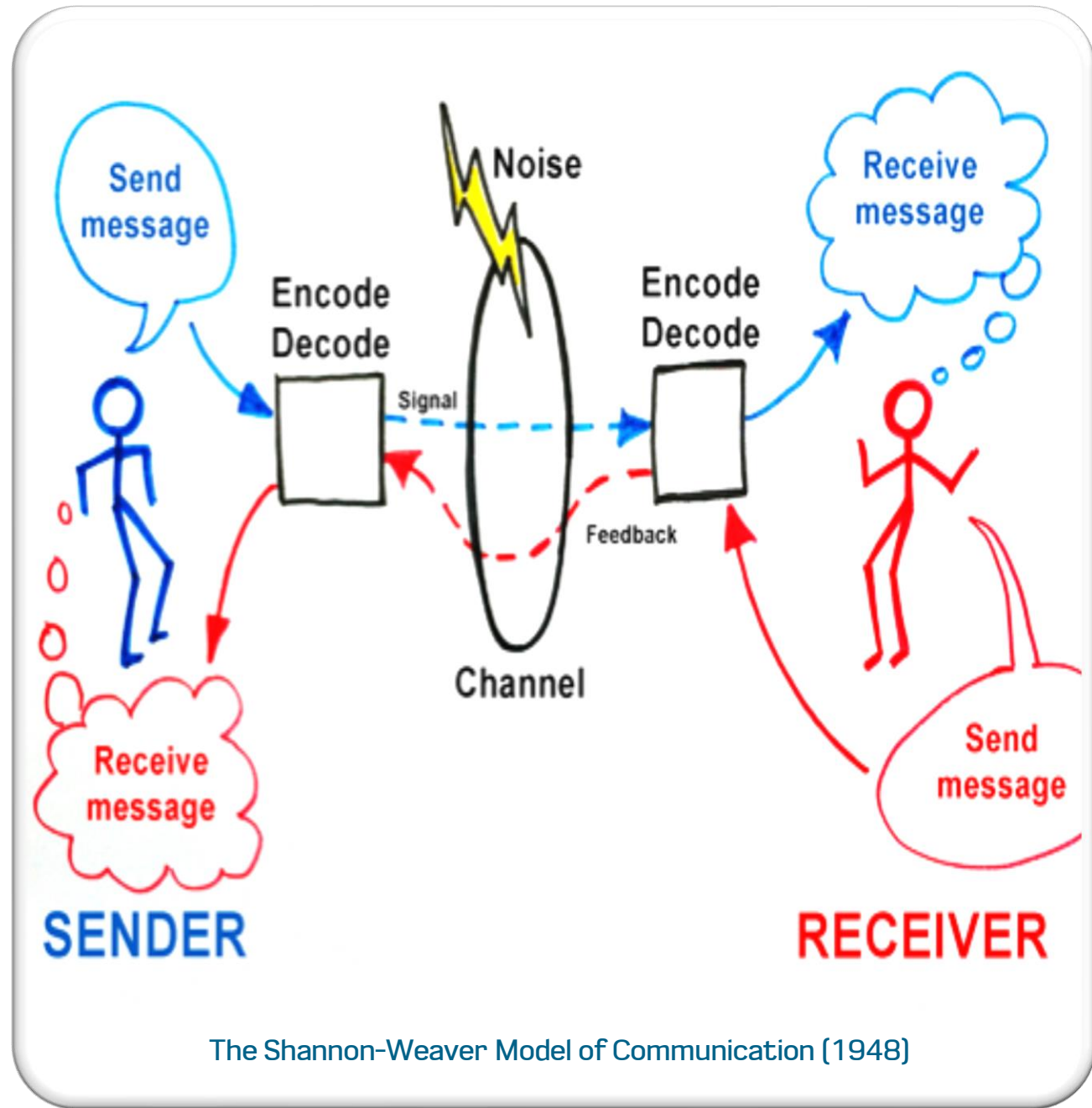
from this

Learning 3: communication is all about language

experience?

Bonus Learning: leverage other people's expertise





The Shannon-Weaver Model of Communication (1948)

Keine Rückkoppelung

Who says

what

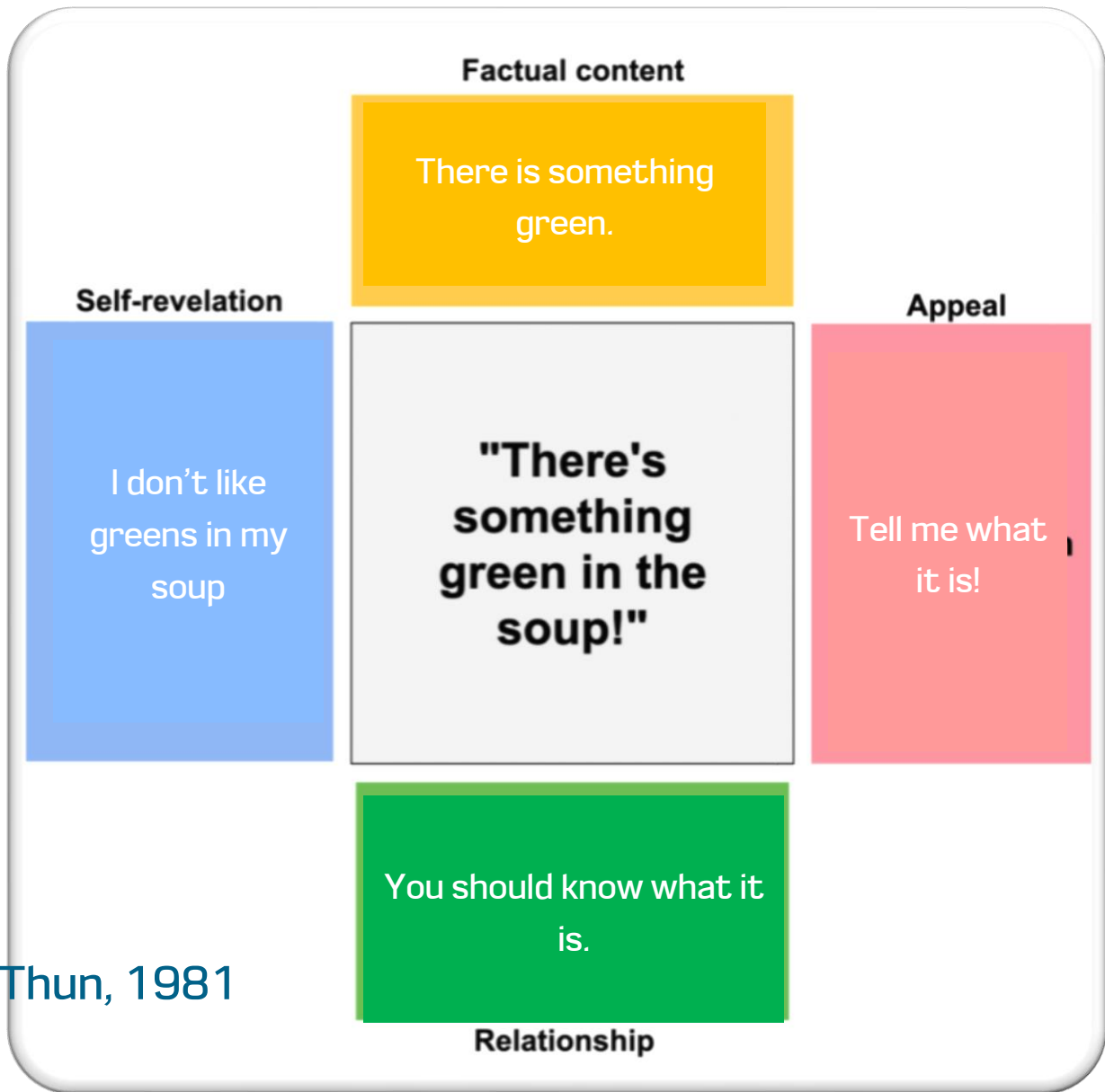
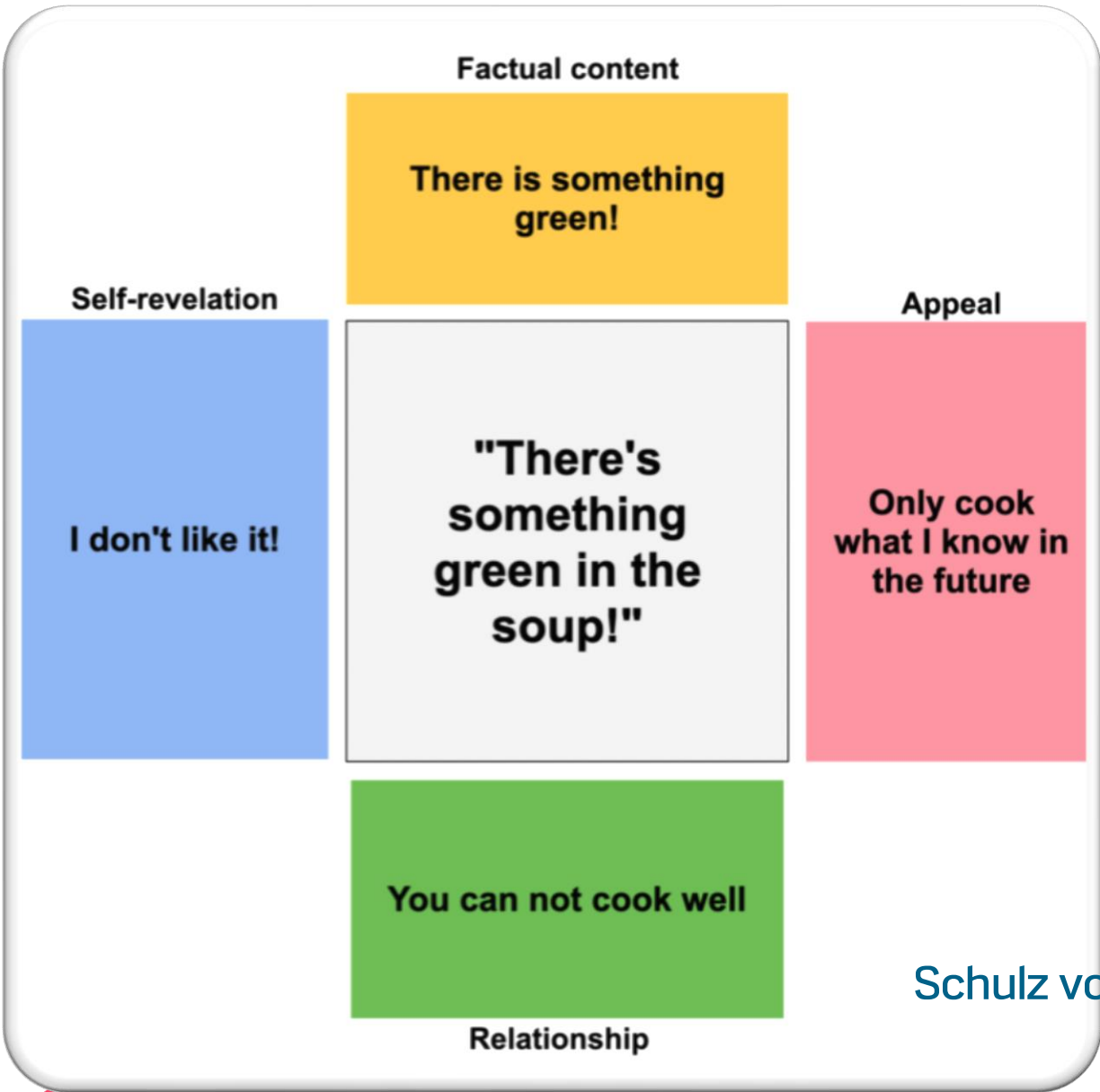
in which channel

to whom

with what effect

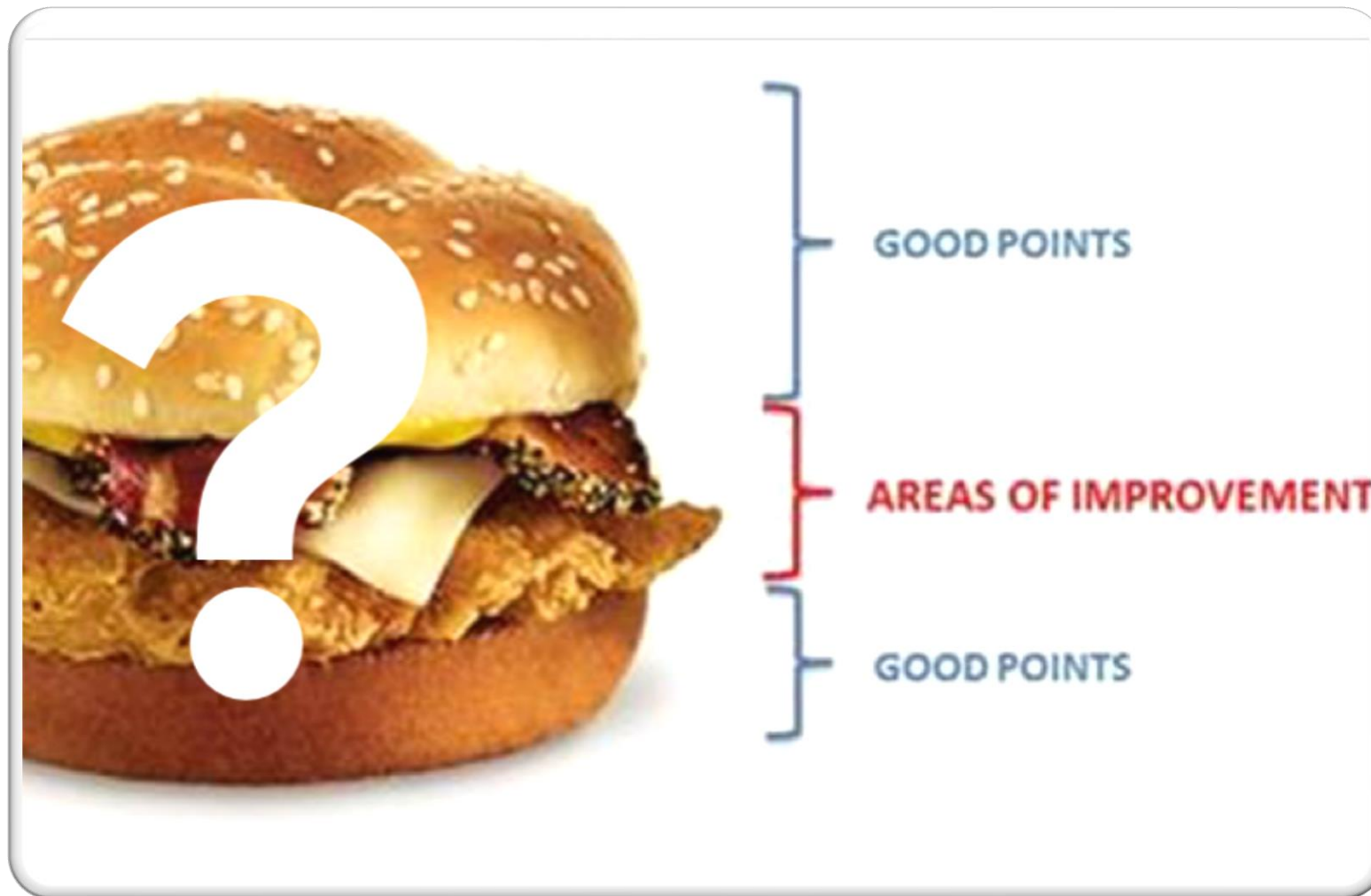


Laswell's Model of Communication (1948)



Schulz von Thun, 1981





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

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





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

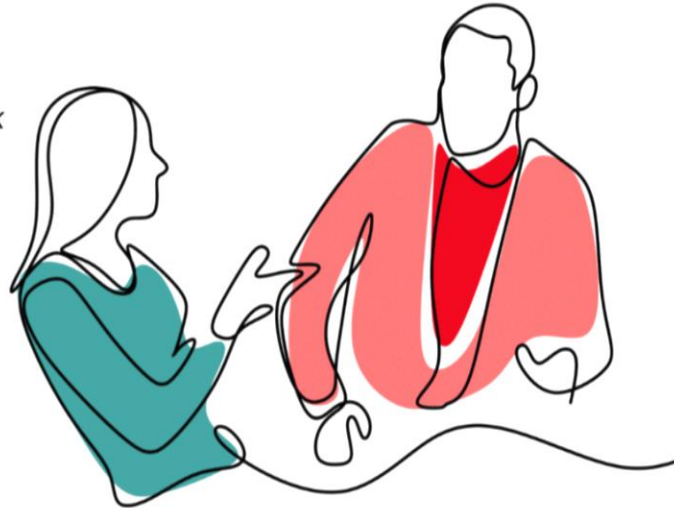
Based on what can be achieved

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

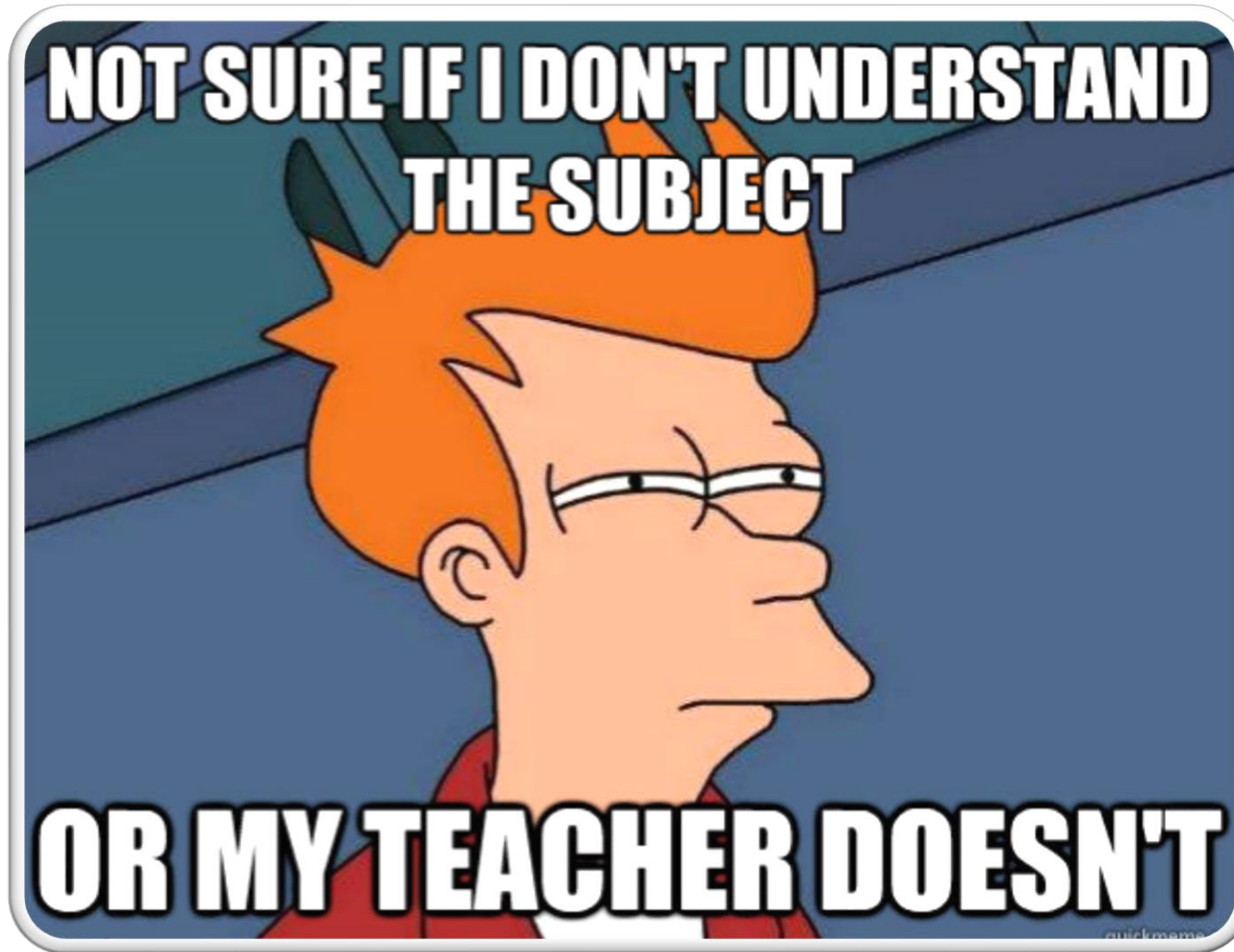
Veracity of digital native- digital immigrant dichotomy

Smartphone as tech tool

Case analyses on successful tech-based strategies

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





Learning #2:
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“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.”

Students from IB19, anonymous post-course evaluation comments

Learning #2:
They will
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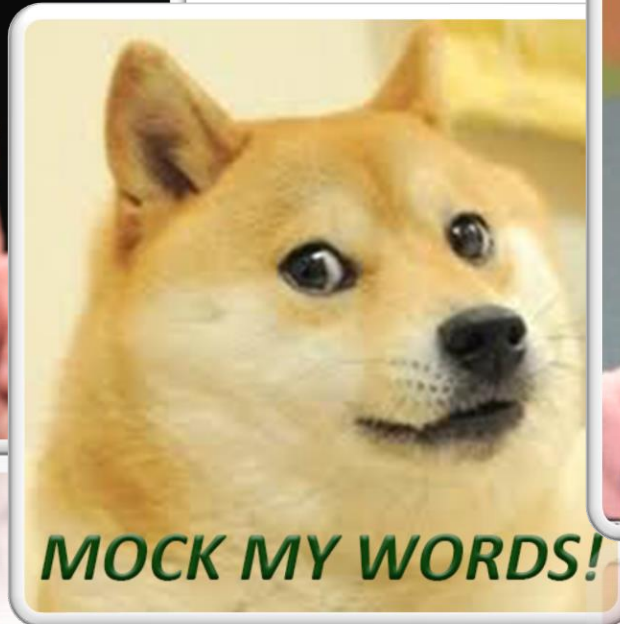
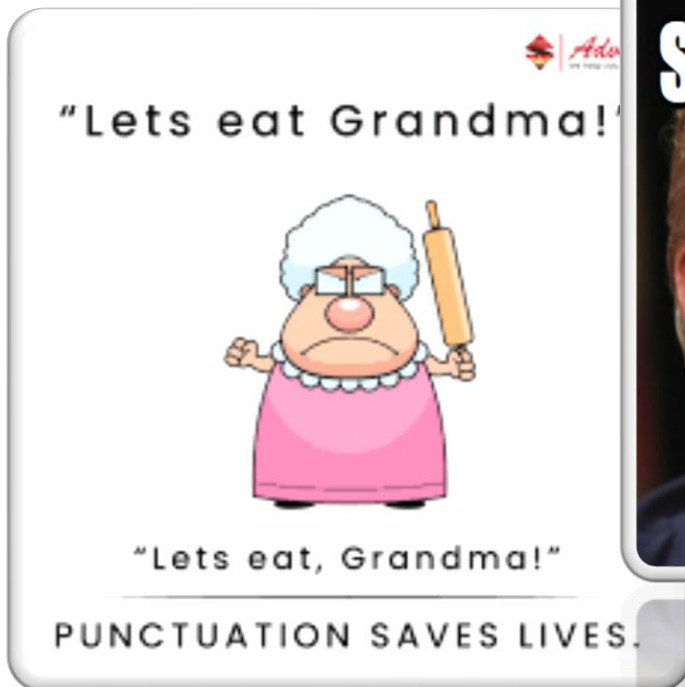
“Definitely a varied course covering a range of interesting topics and worth attending due to the high relevance of digitalisation and communication technology, especially in light of the pandemic. After comparing the outcome required by the course handbook with the actual delivery of the lecture, I 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

who sponsored my trip!

