



✉ duncan.potter@ictnle.com
✉ duncanpotter@yandex.ru
🌐 www.ictnle.com



Duncan Potter

🇬🇧 British & 🇫🇷 French nationalities
married, two children

Achievements & goals

Helping people to learn how to learn...

and to communicate better in order to address their own challenges, among others:

- *managing and convincing people*
- *changing jobs and careers*
- *studying abroad or relocating*

My personal experience of living in some 30+ flats in 5 countries, speaking (and forgetting!) half a dozen languages, is not a trump card: it's just an increasingly common reality which helps me identify with learners' expectations & needs.

Over the years, I have leveraged my background as a freelance film director, editor, and lighting cameraman for documentaries, trailers and multicam coverage to enhance the communication skills of non-native English speakers through the implementation of interviewing and storytelling techniques ([Minto / McKinsey Pyramid](#), [BLUF](#), [STAR...](#))

I have found that teaching (mostly business) English naturally tends to blend coaching & mentoring skills into realms even a seasoned business trainer may be challenged with. Authoring business training materials - which are often not language oriented any more - means I have a proven track record of instructional design using [LAMP \(Linux Apache Mysql/MariaDB Php\)](#).

My role as a sparring partner typically involves the following activities:

- *fostering analytical skills & sparking critical thinking when making use of authentic, ungraded contents (in-house pptx files, social media, TedTalks...)*
- *fiercely fighting for your opinion when debating real-world case studies (fair trade, carbon credit trading schemes, positive discrimination...)*
- *fending for your [BATNA](#) (Best Alternative To a Negotiated Agreement) in negotiation role plays*
- *enduring fight-or-flight adrenaline rush while rehearsing [behavioural questions](#) for a job interview*

Bringing together prominent figures of antagonist views for interview in a same documentary film can be a long, negotiating process of convincing talented people with often a strong ego... Teaching, like shooting a documentary, is also more about praising (or flattering!) and asking the right questions than just finding the right answers.

Teaching nowadays is probably closer than ever to team-working and empowerment: it should be as much about matching human resources to ensure divergent opinions in a group as distinguishing [hygiene factors](#) from more intrinsic, long-term motivation factors of every individual: there's no learning & assimilation of skills without a genuine need. My task has also been to make people realise what their goals and hidden agenda might be.

Some 30-40% of my students are mature professionals who have already completed one or more degrees or aspire to pursue an MBA at a prestigious university. I have learnt that such high flyers won't stay engaged long if gamification or relevant scenarios don't put to test their confidence to navigate diverse cross-cultural hurdles (by recycling for instance [G.Hofstede's dimensions](#)).

I would consider a position in a corporate university or any learning organisation which adheres to the principles of [organisational learning](#) (see [The Fifth Discipline by Peter Senge](#)).

While shifting from sheer language teaching to instructional design, I have been deploying the [ADDIE model](#) (Analyse, Design, Develop, Implement, Evaluate) and [rapid prototyping](#).






My vision of teaching involves:

- carrying out a 'corporate culture & communication needs' survey (reminiscent of documentary film making)
- designing customised, yet xml-based scalable, asynchronous contents generated with refined AI prompts for either or both [flipped learning](#) and [Maieutics](#) (Socratic method of eliciting knowledge by a series of questions and answers)
- real-time, remote delivery tailored to niche target groups of lifelong learners aspiring to grow by taking calculated risks (learning by making mistakes)

Education - Qualifications



- **2010-2011 BSc (IT/audio-video technologies)**
College of Advanced Technology, Savoy, FR
- **2009 CELTA (Certificate of English Language Teaching for Adults) - Cambridge**
BKC International, Moscow, RF
- **1993-95 Cinematography & lighting**
open course at PWSFTviT Film School of Lodz, Poland
- **1991-93 Film directing**
student at PWSFTviT Film School of Lodz, Poland
- **1991 OIB - International Option to the French Baccalauréat - Economics**
LIS - Lycée International Stendhal of Grenoble, FR

languages:

-  English -  French CEFR C2
-  Russian B2+ -  Polish B1 (was B2+)
-  German A2 (was B1)

Experience in EFL (teaching of English as a Foreign Language)

Teaching, testing, placement & development of tailored to your needs business English modules using SRS (flashcards), mindmaps, own database, audio recordings and video analysis of Power Point presentations.

- **06.2022 to date**  **ReadySkill, Moscow, Russian Federation** 
[ReadySkill](#)
Corporate clients: *Kasperksy Labs, Miele, NLMK...*



Achievements & success stories

In response to a speaking club course open to all employees of different levels of proficiency and attendance varying from 20+ to a handful of participants:

- indexed pdf contents of 10+ leading course books from A2 to C1 to access topics, business skills, case studies, lexical material & functional language in literally a few seconds
- stored data in self-developed [xml structure](#)
- included favourite search patterns in vimrc iabbrev forms to retrieve contents for rapid prototyping
- adapted or created activities on a weekly basis while the academic coordinator was liaising with the company's HR to identify learners' interests
- implemented [flipped learning](#) (pre-reading of pdfs, on-line graded contents and/or videos with questions) to give lower level students the opportunity to prepare more for discussions in breakout rooms (i.e. equity rather than equality)
- dealt with high attendance in close co-ordination with another teacher assisting with virtual class administration in [BigBlueButton](#) to maximise student engagement

In the light of the conflict between Russia and Ukraine, together with former team players of Western household names, I have been trying to keep up to the standards our clients are used to despite the shrinking demand from companies not under sanctions & limited budget for training.

- complemented and/or replaced hard-copy textbooks with alternative, web-based interactive contents
- recycled audio tracks and/or DVD feedback from consultants of case studies (e.g. favourite [Market Leader 3rd Edition series](#) by D.Falvey, D.Cotton and S.Kent - published by Pearson).
- prompted AI to generate engaging contents & refined with localisation for [gamification](#)
- prepared for porting educational contents from my self-designed, 20-year-old [CMS \(content management system\)](#) to a more widely supported LMS (language management system, e.g. [Moodle](#))

- **09.2023-06.2024**  **MSPU (MGPU) Moscow State Pedagogical University, Moscow, Russian Federation** 
[Московский городской педагогический университет](#)
Target groups: *pre-service & in-service teachers of state schools and private language schools, private tutors - level C1+*



Achievements & success stories

In response to exceptionally intensive workload (from 4 to 6 academic hours in a row per day), with unusually high attendance of 15-18 participants per class:

- minimised TTT (teacher talking time) with lecturing interspersed by self-designed interactive, [javascript-based activities](#) in breakout rooms (e.g. match-it, open cloze)
- ensured consistent quality and alignment among the teaching materials by occasionally reformatting for on-line delivery existing pedagogical contents of fellow teachers
- worked in team with experienced university teachers to get a clear understanding of the pedagogical and administrative requirements

Mitigated time consuming preparation time for university courses by:

- identifying alternative use cases of university modules on cross-cultural communication (incl. [Lewis Model](#), [G.Hofstede's cultural dimensions](#) and [E.Meyer's Culture Map](#)) and professional communication (involving generative AI) totalling 96 academic hours
- maximising my output by anticipating - during design stages - usage of [sed-based shell scripts](#)
- recycling with sed scripts & manually customising approximately 60% of [xml contents](#) for alternative, business English learners at B2 / C1 levels

- **06.2018-12.2022**  **Yes Centre, Moscow, Russian Federation** 
<https://www.yescenter.ru/>
Corporate clients: *Beko, Frontera, Ile de Beauté, Resinex, Spimex, WANO...*

Achievements & success stories

Overcame stereotypes of on-line communication being less effective than face-to-face for building rapport & course delivery:


- immediately scaled up [HTML5 web-based technologies](#) when typical in-company English lessons twice a week were suddenly disrupted by the pandemic
- seamlessly delivered classes from my web-browser instead of a video projector or flat panel in conference rooms
- leveraged experience using Zoom for private lessons on-line long before the Covid lockdown (while most were still using Skype or slowly moving to MS Teams)
- as a keen [GNU Linux Debian](#) user since the early noughties, stuck to Zoom over alternative video conferencing tools because it was the only one for Linux which enabled not only sharing screen but also [remote control](#) (mouse & keyboard), ensuring the user experience was even better than when using a digital board in a conference room
- persuaded reluctant learners by designing drag & drop and [cloze test](#) activities
- empowered learners running out of ideas or confused by a question by encouraging them to peek at suggested answers autonomously in breakout rooms by hovering with their mouse over [css-style display:none](#) hidden answers
- further implemented highly-popular & addictive 'show/hide' answers with groups of mixed abilities & backgrounds (e.g. sales vs logistics)

• **11.2017-06.2022**  **EF CIS Corporate Dept, Moscow, Russian Federation** 

<https://www.ef.ru/>

Corporate clients: *Bayer, Cherkizovo, Kasperksy Labs, Knauf, Leroy Merlin, Miele, NLMK, Russian Railways, SAP, VEB, Yandex...*

Achievements & success stories

04.2021 - 06.2022  **CLIP accreditation** - English support for the Corporate Learning Improvement Process by [EFMD](#) (commissioned by NLMK, organised by EF CIS)

- authored & delivered 6 units of business English language materials designed to prepare staff of mixed abilities from the Corporate University of [NLMK](#) (the biggest steel manufacturer in the Russian Federation)
- matched contents, skills & lexical material with CLIP data sheet & guidelines to obtain [EFMD accreditation](#) as a corporate learning organisation
- conducted project in close cooperation with the head of the corporate university as well as deputies and numerous stakeholders, e.g. keynote speaker - head of Skolkovo School of Management during additional webinar

[EFMD programme accreditation](#) is the most thorough programme accreditation system for business and/or management degrees and courses, including face-to-face, blended and online provisions. It constitutes a benchmark for what is considered an internationally recognised and peer-reviewed programme.

src <https://www.efmdglobal.org/accreditations/business-schools/efmd-accredited/>

12.2017 - 02.2019 Addressed learners' resistance to hybrid & flipped learning following switch to EF on-line school (Efekta)

- provided traditional warmer to understand lesson objectives and activate schemata per [CELTA](#) terminology for elder learners who lacked motivation to complete seemingly repetitive, click-through and match-it activities at their own pace because it didn't match their expectations of a language course with human interaction and socialising with other participants
- wrote more relevant html-displayed role plays based on [EF levels 10-15](#) for some 40% of attendees who were regularly late by 1-2 lessons, while a couple were sometimes even ahead of scheduled content
- implemented (with the help of a flat panel, split screen & browser) in-flip method in the class room (i.e. dividing attendees in groups) on top of flipped learning to make sure attendees could recycle key expressions while logged in the English School on their phones
- improved student engagement by recycling material from EF copyrighted Efekta 4th edition course books to match flipped learning contents. On-line activities - while effective at lower levels - were little engaging for B1+ students and/or tech-savvy, mostly post-graduate learners who are more process-oriented than goal-oriented
- spontaneously originated a 5-page long report arguing from a teacher's perspective that little on-line feedback on individual progress ruled out flipped adaptive learning

• **09.2009-10.2017**  **Tom's House training centre, Moscow, Russian Federation** 

<https://www.toms-house.ru/en/>

Corporate clients: *Baxter, Binbank, Caterpillar, Chanel, Gazprom, L'Oreal, Marlboro, MIT, Procter & Gamble, Rusnano, Severneft, Gazprom, Severstal, Splat, Technonikol...*

Achievements & success stories

- reviewed & leveraged new digital tools (aside of the sacro-sanct PowerPoint) both to recycle lexical material more effectively and to rehearse presentations, such as [Qprompt \(teleprompter\)](#), [Praat \(speech analysis\)](#)
- authored riddled mind maps reminiscent of flow charts to help cohorts of business staff describe a marketing narrative and put in practice key expressions which had been drilled using [SRS \(space repetition software\)](#)
- wrote a [php script](#) to generate word lists in variety of formats automatically at the end of each session
- migrated self-made html pages to php and deployed a [Mysql database](#) to host what had become some 2000 pages for 300+ individual user accounts
- designed a new web-site architecture using LAMP (Linux Apache Mysql/MariaDb Php) to access 24/7 various support materials (edutainment topics, use of language, mindmaps, presentations...) to satisfy presentation needs of digital transformation in sales at multinationals - such as L'Oreal, Chanel, Procter & Gamble to name but a few
- enriched contents of traditional course books on offer as a result of strong competition among language schools to retain prestigious clients such as Caterpillar; sales & HR staff of the latter had for instance been attending [Six Sigma courses](#) and were therefore expecting more role plays & business case studies

- adapted [PTEC formula](#) developed in Poland when shifting from film-making to integrate functional language required in sales pitches (e.g. [Cialdini's Principles of Persuasion](#))

- **09.2005-06.2008**  **Chamber of Commerce & Industry, Grenoble, France** 

<https://www.grenoble.cci.fr/>

Corporate clients: *Adeunis RF, Atmel, Capgemini, Euromaster, Gosport, Institut Lau Langevin, Manpower, Isochem, Osiatis (HP), Petzl, Quicksilver, Teisseire, Thales, Tornier, Tyco Identio...*


Achievements & success stories

Created [server side html \(shtml\)](#) formatted lessons in a self-contained, portable directory for each language course:

- ported [Maieutics](#) language lesson templates (developed in Poland) from MS Word documents to html
- updated & copied contents on a usb stick which could be opened in learners' web-browser even without access to the internet at the end of each lesson for feedback & consistent learning path
- broke down 100-120 academic-long course materials into self-sufficient modules to satisfy a variety of business courses on-site and by telephone which sometimes lasted only 10-20 hours.
- complemented business contents with more technical & digital lexical material to cater for the myriad of high-tech companies around Grenoble (often regarded as the Silicon Valley of France) e.g. image correction software by Thales for Siemens Medical Solutions, scintillator presentation for Osiatis, ropeway project coordination by STRMTG...

Transferred skills when advertising materials of [PTEC \(Presentation Techniques under the Eye of the Camera\)](#) proved irrelevant

- re-edited footage from presentation rehearsals shot in Poland (with subject matter experts' approval)
- shot fictional drills with French learners to localise contents
- designed a web-page, brochures, leaflets & DVD sleeve to support sales at the CCI but these were discarded
- refocused on designing individualised educational contents when PTEC formula failed to generate profitable interest

- **12.1998-06.2003** **Global Sp z o.o training centre, Warsaw, Poland** 

Corporate clients: *Amplico AIG, General Electric, Hestia, Ministry of Economics, NFOSiGW, Polskie Radio...*

Achievements & success stories

PTEC - [Presentation Techniques under the Eye of the Camera](#)

- shared professional experience in documentary film interviewing techniques to address needs of heads of departments and their deputies at the Ministry of Economics to make communication more effective, along regular language lessons (mostly business English). In the late 90s, the Polish government was actively working on harmonisation standards to join the European Union
- provided half a dozen negotiators and keynote speakers with punctual training and support in rehearsing presentations for delivery in Brussels
- shot & edited footage from live demos at trade & services exhibition
- completed post-production of an institution trailer for promoting presentation training with video feedback

Released [8 SCB \(Stimulating Conversation Books\) of 4-5 units](#)

- designed language-lesson-oriented templates in a word processor & took notes on a laptop while interviewing subject-matter experts in a way reminiscent of journalism
- edited and conducted proof-reading of contents with students as the backbone to preparing language learners for various exams such as STANAG (Standardised Nato Agreements levels 2-3) and KSAP (language exam for Polish civil servants)
- copied on a floppy disk at the end of each lesson contents featuring a narrative in bullet points to facilitate recycling, key expressions in the right margin echoing hand-made notes, as well as favourite mistakes and points of grammar from ungraded white papers
- focused on making up for the absence of Polish localised course books - [localisation templates](#) were later upgraded to html

Film making experience

Detailed chronological filmography with production houses & dvd demos available upon request

- **institutional work, independent AV & film productions:**

1995-2008 Directing, lighting and editing of documentaries, trailers, institutional films, music videos, multicam live performances shot on 16mm, DV6mm or Betacam SP for internet or DVD release in France, Poland, South Korea. Key issues cover historical reconstruction of fencing duels, swing dance, jazz concerts, instructions videos for PR & continuous training

- **TV productions:**

1995-2007 Prevailing work as a lighting cameraman or 2nd unit cameraman and occasional film directing and editing of documentary shorts and reportage shot with broadcast industry standards for various TV stations (Samsung Q Channel, Korean Broadcasting Systems, Indecom, South Korea - Discovery Channel, Australia - Documentary Film Studio of Lodz, Poland)

- **TV commercials:**

1994-1998 Short-term assignments as a production assistant in on-location international co-productions of 35mm commercials & casting (Sedjong Advertising, South Korea - Oto Films, Art Shop, Magic Eye, Poland)

Experience in IT

Installation & maintenance of an independent audio video post production film studio.

Advising on data formats, best practice & support for end users. The current MYSQL database includes ca. 550 users who are granted access to over 2000 pages available via 800 dynamic links through a php web interface.

- **OS, languages & software**

GNU Linux Debian, Vim

LAMP & CMS (webmastering & content management systems): Linux - Apache - Mysql/MariaDB - Php - Javascript - Moodle

NLE (non linear editing): Cinelerra - Qdvdauthor - Dvdstyler - ffmpeg (CLI)

DTP (desktop publishing): The Gimp - Darktable - Inkscape - Imagemagick - pdffjam (CLI)

DAW (digital audio workstation): Jack - Rosegarden - Ardour - Qsynth

Scripting: Bash - Sed - Php

Miscellanies

driving licence

hobbies: running, Lindy Hop swing dancing, jazz clarinet



[Scan and find this CV on-line](#)

 [Download CV](#)