

DEALING WITH SPECIAL NEEDS IN THE CLASSROOM

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WOMEN'S
DAY

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BOLD English

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From the left to the right: Lenora Haranaka, Rodrigo Correia and Fabiana Muliterno

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CIRCULANDO A EDUCAÇÃO

Throughout this month we celebrated women in the ELT community, hoping to inspire all women that when there's a will, there's a way. We have, of course, found inspiration in various women from other fields as well... but most importantly is to be inspired and to find the courage to be generous by inspiring others... we never know how many lives we may touch and transform by simply sharing our practices, our hopes & dreams, our fears & failures, our goals and ways to get there.

When our dear friend and partner, Fabi came up with this lovely idea (Fabi is an endless source of brilliant ideas), Rodrigo Correia immediately started thinking about what we could do, who to invite and how... I was deeply touched by his kindness and, more than anything, by his belief that we should celebrate not only for a day, but throughout a month, thinking of surprises and ways to engage our peers... These are Fabi and Ro, two of the sweetest people I've ever met!!!

It then meant to expand my comfort zone since I would be doing something I had never done before, such as record interviews with people I had never talked to - ok, my mum worked her whole life as a journalist, and I grew up surrounded by her reading-writing-thinking-witty influence, but even so...

This month of March reinforced my belief that the more things we do, the more things we can and want to do - there's no time to wonder, just time to make it happen. So I would very much like to thank all the brilliant women who kindly accepted our invites and embarked on this journey with us - you have all made a huge difference in so many lives already... I would also like very much to share my unshakable optimism (I love Simon Sinek and his Golden Circle) to live my life with a purpose, to find

joy in every step of the way, even when it's overwhelming, to foster curiosity and passion for learning among learners and teachers, to realise that learning is never-ending - that's why I love it so much.

Finally, I also have to thank all the great women (and men) who helped shape who I am today, hoping to keep on working on bettering myself nonstop... I hope you know who you are!



LENORA HARANAKA

An ICALT and DELTA holder, she has been teaching for more than 15 years and has presented in ABCI and BrazTesol conferences. As a coach and mentor, Lenora can witness teachers' development. Her main academic interests are motivation, teacher development, pronunciation and listening. Writing is another passion of hers as a way of belonging and contributing to the ELT community.

I would like to invite you all on a journey with me. It will sound personal at first (and it is, to a certain extent), but it's much more than that.

I was born on August 22nd, 1980, as a younger sister in a family of 5. My mom was 40 years old when she had me, and her greatest lesson (one that she used to tell me on a regular basis) was that I should never depend on anyone to live, both emotionally and financially. Little did I know that this premise would be my curse for so many years.

Through thick and thin, I had to live with all this frustration. I had no joy from my jobs or from my relationships, but I had to carry a smile upon my face, I had to dress nicely, I had to behave like a girl, I had to hide from the world what I was going through, because "you know, no one wants to see you cry, the world doesn't favour the weak ones".

I am telling you all of this because of one single factor: for years I blamed my family context for it, and all they did was replicate a discourse which is widely accepted around the world: you will be fully accepted by society if you follow a certain number of criteria, this will probably be nerve-wrecking, but if you fall you will prove to the world you were not fit to survive, since



FABI MULITERNO

37-year-old teacher with a solid experience in teaching teenagers and adults. A CELTA and ICALT holder, with a passion for continuous professional development, Fabi has presented in ABCI, BrazTesol and IATEFL conferences. Fabiana is also a true believer of education as a means to making the world a better place.

you are not "the strong one in the pack". It was after a long time of loneliness that I was lovingly received by such an amazing group of women in ELT, a group which showed me that we are not alone, and we are much stronger than we think if we stay together.

In the end, I had to tell you my story, because of this beautiful final product you are about to read. The objective of this magazine is to tell a bit of the story of amazing women who we greatly admire, not only

for the amazing things they achieved in life, but also for the inner strength they show to have. They make the ELT women community a much safer and inclusive one, and allow people like me, a wilful teacher, to show the world we are stronger together.

DO YOU CELEBRATE WHO YOU ARE?



For a long time, I refrained from being who I am because thought I was something offensive, something people would set aside, something people would never understand, respect or even love. I neglected my real me, my inner personality. I forced myself to build a persona, a fake clown. I had to lie when I felt socially uncomfortable, dissimulate in many different situations and I didn't let anyone know who I really was deep inside, and today I know that was because

I wasn't able to celebrate who I was.



Believe me, I am just like everyone of you reading this article. But everyone of us, every human life in this planet has a negotiation between private life and public identity. I am a transgender woman, this is my private negotiation. And the price for being an unusual person has (still) been high.

Every year, more than 400 trans people die in our country, specially in São Paulo, state where I live in. And what sets people like me apart from these people dying out there is sometimes only an opportunity. Many of them are repulsed by their families when they come out, when they expose their real identity. They don't have



LAURA ZONTA

Laura lived in New York for 3 years and studied at IS 007 Brooklin. She has been at Cultura Inglesa SP for 4 years and has become a reference among teachers and students. Laura has a major interest in students engagement and in establishing a relationship of trust between teachers and students

the chance to speak up, to build this new history, to build this new cycle of life with the ones who were supposed to support them and care for them.

I'm a privileged person and trans woman. I'm white, I don't live in the slums, I'm an English teacher who has had an amazing job. I was blessed to have a family that loves me and also the luck to be surrounded by brilliant friends, peers and students. It was through love and education that I could see a wider horizon.

But what about those still apart? Would a black, lesbian and poor trans woman have the same chance? The same

opportunity? Would she be a teacher in a great education institution like me?

I remember once I watched Viola Davis during her Emmy's speech for best supporting actress when she quoted Harriet Tupper, an American humanist writer: "In my mind, I see a line. And over that line, I see green fields and lovely flowers and beautiful white women with their arms stretched out to me over that line, but I can't seem to get there no how."

This quote is from the 1800s, but extremely up to dated.

I truly believe education resignifies the world we live in,

it celebrates us, the magnifies us, it humanizes us, and most importantly, it makes us visible. We mustn't see lines separating minorities, we must see circles. Integrating who we consider "different" or "unusual". We can't have walls, may we all build bridges. We must know, respect and try to love each other. Life is in fact beautiful because it's diverse, it's colourful, it's wide and it is complex.

Love will make us united. Love is the word. Only LOVE.

Happy conscious women's day!



OUR DOORS ARE OPEN



ELIZABETH
MIRANDA

Would you like to participate more actively in the ELT community? Are you looking for a chance to talk about your good practices and, at the same time, develop professionally? Well, one of our main goals is to open space for teachers like you, who have been doing great things your classroom, who have something great to share with our community but somehow haven't had the opportunity to do so yet.

One of our most important projects for 2019 is called Talking EFL - On The Map. It is your opportunity to share your work with the ELT community. We will welcome stories from teachers from all over the country and then publish

them with your photo, name and bio. The first teacher has already been chosen and the post will be here within the next two weeks and as you can see from the picture above, that teacher comes from Espírito Santo.

It does not matter where you are from or which school you teach, if you feel like sharing your practices, stories or anything related to the ELT field, you are invited to write to us. All you have to do is to send us an email to talkto@talkingefl.com with a picture, a short bio (about 50 words) and a text with a maximum of 800 words. All of us from Talking EFL, had had

this same desire for sharing our classroom practices and experiences before and now that we have our own platform it is our time to give you the opportunity to speak to our community. Talking EFL may be a young platform, however, we have been growing fast and we are sure that we can help you spread your word.

Finally, if you want to write to us and do not feel comfortable doing so, please count on us to give all the support you need to put your message across. All you have to do is to drop us a line. Trust in yourself.



Eu comecei a dar aulas de inglês aos 19 anos, antes de terminar a Faculdade de Letras e assim como vários dos meus colegas achava o mercado restrito e os salários baixíssimos, mas me apaixonei pela artesanaria que é ensinar uma língua e mesmo sofrendo com o desinteresse dos empregadores em investir em capacitação e alta rotatividade nos cursos ditos livres, nunca pensei em mudar de profissão. Paralelamente a isso, sempre dei aula particular como “bico”, termo que hoje se tornou proibitivo pra mim. Muitos anos se passaram desde então e qual não foi a minha surpresa ao descobrir que eu poderia trabalhar sem estar ligada a uma franquia ou a uma instituição? Conheci profissionais que trabalhavam por conta própria, eram independentes e se ajudavam, recomendavam colegas, e compartilhavam não só planos de aula como também angústias e mil dúvidas, o que pra mim era totalmente impensável, ou como se diz hoje, disruptivo. Tendo sido apresentada a este modelo de negócios cunhei uma identidade profissional, Vix English, o Inglês Exclusivo, afinal eu era a única professora e atuaria na minha cidade natal, Vitória (VIX). A princípio fiz o óbvio, disse a todo mundo que me conhecia que estava dando aulas particulares, inclusive meus professores da graduação. Curiosamente meu primeiro aluno surgiu de um anúncio de jornal, ele estava

buscando uma professora pois a sua entraria em licença maternidade em breve. Isso foi em 2011, e daí em diante a procura aumentou bastante e eu já não dava conta da demanda por isso em 2013 me tornei MEI e convidei um amigo pra trabalhar comigo, foi quando o nome fantasia teve que ser mudado pois ele também dava aulas de Francês. Nos tornamos o Vix Idiomas e convidamos outros profissionais pra trabalhar conosco e nos tornamos uma equipe de 6

profissionais, entre professores de Inglês, Francês, Espanhol e Italiano. Hoje posso investir na minha própria capacitação e incentivar outros profissionais, e mesmo tendo que me virar pra ser não só professora como administradora, divulgadora, contadora, secretária, CEO, orientadora e mais uma dezena de atribuições que jamais imaginei que poderia ter, não troco este momento profissional por nada. Um dia nunca é igual ao outro e isto é absolutamente sen-sa-cio-nal! ■



ELIZABETH MIRANDA

Elizabeth Miranda é formada em Letras-Inglês pela Universidade Federal do Espírito Santo (Ufes) e atua como professora de língua inglesa há mais de 15 anos, tendo trabalhado em diversos cursos de idiomas, como o Núcleo de Línguas da Ufes e a Casa Tomas Jefferson em Brasília. Além disso, foi consultora da Unesco no Ministério da Ciência e Tecnologia. Atualmente é professora e diretora do Vix Idiomas.

DYE OR DIE



HELOISA DUARTE

Heloisa is an insufferable feminist and anti-ageism activist who loves cats, David Bowie and quindins. She's also a CELTA holder with more than 25 years experience in ELT. She's currently trying her best to avoid Netflix and finish her dissertation for her MA in Language Education at NILE.

I started going grey when I was 15 and coloured my hair as soon as I was able to. When I turned 43, I decided to let go of the hair dye. That was about a year ago. You might be wondering why I'm sharing my hair colour's story here, right?

Well, the thing is I posted a selfie on Facebook the other day and Ana (not her real name), a fellow teacher, sent me a message to tell me she loved my hair and would love to do the same with hers. So, of course, I encouraged her

to do it and started telling her how wonderful it felt. She told me she would love to be able to do that, but pointed out that I was really privileged to be able to do so without having to face any backlash. Her reply went on like this: "I've been an English teacher for over 17 years and I have worked at the same language institute for a long time. Everything was going just fine, but when I turned 60 I started to notice some changes in their behaviour towards myself. I am not being considered for CPD opportunities anymore and the

number of groups they offer me has started to decline. I spoke to the coordinator about it, just to hear it was only my impression and that they valued my experience a lot. He also told me that because of a recent change in some adopted coursebooks they preferred to assign the groups using the new material to teachers who were more familiar with apps and online games because it would be easier for them to use these new add-ons. I felt downright humiliated. They never said 'younger teachers', but

it was easy to read between the lines. I love using apps and I use them all the time. I made a point in telling so to my coordinator who just seemed surprised to hear it and told me he'd keep that in mind. However, a new semester has just started and even fewer groups were assigned to me, none of them using the new coursebook. I'm a CELTA holder, I invest in my CPD, and my performance evaluation has been quite positive both from students and the coordination. I feel I can only attribute these recent changes in their behaviour to my age and that is terribly unfair. I can only imagine what would happen to my professional life there if I stopped trying to look younger".

I see her point and what she told me reminded me of Templer (2003), who says that "the greater majority of discriminatory practices against EFL specialists over the age of 45 go unreported and undocumented in part because of the (...) subtlety of age discrimination in internal institutional practice". Also, a recent article by the Centre for Ageing Better (Young, 2019) remarked that myths about older workers still persist. Stereotypical views of older workers such as saying that they are slower and less productive, unable to adapt to change, or that they struggle with technology are still being used and, though none of these has any basis in fact, they can mean that older workers aren't

given the same opportunities for development and training as younger colleagues.

One could say that changing jobs would be an easy solution for Ana; if she feels they do not value her skills where she works, she should simply try and find a new job elsewhere. It sounds simple, but the fact is she lives in a city where there are not many such institutes. Also, when it comes to trying to get a new job, older females face more difficulties than men. A recent article at Forbes (Marcus, 2019) pointed out that "research shows that as men age they are viewed as more valuable and competent in the workplace, while women lose their credibility with every new wrinkle". Kornadt et al (2013) explain that ageing is a gendered process and that, overall, women do face graver challenges and discrimination than men during the ageing process, especially when it comes to financial and work-related matters. In a study by the National Bureau of Economic Research (2017) authors claim that older female job seekers face more age discrimination than males. They explain that "evidence suggests that physical appearance matters more for women" and that "age detracts more from physical appearance for women than for men".

Indeed, appearance is said to be more important for women than for men, especially as we age. There is even a saying that goes

"men age like wine; women like milk". If you google "anti-ageing" you are sure to find a myriad of products aimed at making women look younger; from face creams to shampoo and even pillow cases, there is no limit to what industry creates to prevent us from looking our age.

We are also to blame here. Whenever we say 'I'm showing my age' after making a cultural reference, we're reinforcing the view that advanced age is a shameful thing. Also, when we compliment others saying they 'don't look their age', or they 'look at least 10 years younger', we are also saying that although they are indeed getting old, they are still relevant. If you have the chance, watch Amy Schumer's skit, "Last F**kable Day". Although it is about women in the movie industry, it surely does apply to women from all walks of life.

Ageism and sexism tend to walk hand in hand nowadays when we, women, talk about our professional lives. Nevertheless, I still hope for a future when women will be free to look the way they feel like, without being abashed by it or having to face any kind of professional backlash because of it.

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NATÁLIA
GUERREIRO



DANIELLE
HERSEY



YVELIZZE
WIELEWICKI



ILÁ
COIMBRA



RAQUEL
RIBEIRO



BRUNA
CALTABIANO



ISABELLA
VILLAS BOAS



DANI
YOU



KARINA
NAZZARI



language skills, she wouldn't have increased her employability, and very likely she would have struggled much more to find a job in comparison to her male counterparts if her daughter hadn't been allowed as our special guest.

This is one story to illustrate the burden that girls and women in our classrooms shoulder. Although there have been (some) developments in gender equality in the Brazilian job market, female labour force participation rate remains low: according to data retrieved from the World Bank, Brazil figures in the 91st place, meaning that only 53.2% of the female population are active in the workforce. In Iceland, this rate is 72.8%. Most of the factors that drive Brazilian women out of the job market are related to maternity and lingering underlying prejudice and discrimination. Staying out of the job market makes women more vulnerable and dependent. It also perpetuates the assertion that women are suited to domestic chores and child care.

Teaching is the notable exception. According to statistics from the latest INEP census, 80% of the 2.2 million teachers working in mainstream education - public and private - are women. Unfortunately, there is no reliable data singling out English language teachers, but I believe it's safe to say that most of us are women. And this is the moment we need to realise that women in ELT can

make a huge difference in many women's lives.

English Language Teaching professionals and educators are an important cog in the labour market machine. We need to remind ourselves that communication skills and knowledge of a second language not only advance someone's chance to find a job, but also improve people's creativity, problem-solving skills, self-confidence and other soft skills that will also help our learners have more opportunities. As a woman in ELT, and knowing the reality of women in the Brazilian job market, I feel that one of my many roles is to help them stand out to fight the challenges that they encounter when seeking employment.

Apart from that, a lot can be done to raise awareness and sensitise our learners to gender bias and inequality. Despite our current political situation, we cannot shy away from addressing representation issues that we face on a daily basis. Although publishers have been making conscious efforts to improve female representation in course books and materials, there is still a lot of room for improvement. Without naming names, I'd like to share a very superficial look I took on widely used textbooks: out of 28 texts (spoken and written) that highlighted the accomplishment of a person, 87% (EIGHTY SEVEN) of the characters were men. I know that I may get

criticism for analysing one factor in isolation, but if you are a woman, you know that this sort of thing is more commonly the norm than the exception. Should this be tackled in the classroom? I definitely believe we should.

We are 80% of the teaching workforce. Our reach is enormous. And we cannot let ourselves be dwarfed by the current standards of society. That is why mutual support, understanding, and empathy amongst women - students, teachers, trainers, coordinators - are vital for a change in the status quo. In the words of Nawal el Saadawi, Egyptian feminist activist: "Unity is power - without unity, women cannot fight for their rights anywhere".

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AMANDA BARUCHI

Amanda Sanchez Ramirez Baruchi is a Branch Manager at Cultura Inglesa - SP. She holds a BA in language and literature and also an ICALT. Amanda has been working in the EFL market for over 13 years.

How many times have you heard that working with men is easier due to the fact that they are more practical, objective and gossip less than women? You may have even said it - I know I probably expressed something like that in the past (even though I am a woman myself, nobody is immune to gender stereotypes), but after having worked with mostly female teams for over a decade I learned that I could not have been more wrong.

In my job, I have had the chance to work with teams comprised mostly of women and it has been a life-changing experience. As a leader, I have put a lot of effort into making sure that we provide our students and staff members with a healthy and positive environment, and the presence of amazing women in my teams has been of utmost importance for creating a strong and successful team.

People say that women are overly sensitive, highly emotional and fragile. In my experience, what I have seen is amazing female workers genuinely interested in people, ready to offer support and kind words when needed. I learned a lot from them. I learned not to expect women to be fragile - and that it is perfectly ok to be vulnerable at times regardless of gender. I learned that it does not matter if workers act in feminine ways or show masculine traits: it all comes down to working towards the same goal, especially in the education field.

Nowadays, I could not be more grateful for having the chance to work with fascinating women who teach me so much. I appreciate the chance to see that everything is a matter of shifting your focus and seeing that, at the end of the day, we should see people for what they are and not for what you expect them to be. See women for what they are: as capable, smart and productive as men. They just need to be given equal opportunities, so their careers can flourish.

Meu nome é Erica Vieitas. Aos 15 anos decidi que queria ter um blog. Revirei a internet, numa época em que eu sequer tinha acesso em casa, e descobri sozinha como se criava um. Após algum tempo, resolvi que queria ter um design próprio, que ninguém mais tivesse e novamente fuzei os cantões do Google até aprender a editar imagens e linguagem de programação para colocar os meus designs no ar.

Sempre tive que lidar com meus problemas sozinha e sei o quanto isso pode ser cansativo, além de nos dar a impressão de que nunca conseguiremos alcançar nossos objetivos. Muitos anos de estudo e prática depois, abri meu design shop. Já fiz inúmeros serviços para blogueiras e empresas do país todo e foi aí que comecei a aprender como empreender. Prospectei clientes pela internet, fiz inúmeros contatos que não geraram vendas, fiz vários trabalhos bacanas pra clientes que continuam sendo minhas amigas até hoje e também tive pesadelos com clientes complicados e serviços difíceis.

E o que eu mais aprendi nisso tudo foi: sozinha é tudo muito mais difícil. Eu tive que quebrar a cabeça e até cheguei a ter prejuízos antes de entender qual a melhor forma de tocar o meu negócio. E foi isso que me levou a abrir meu segundo negócio: empreendedorismo

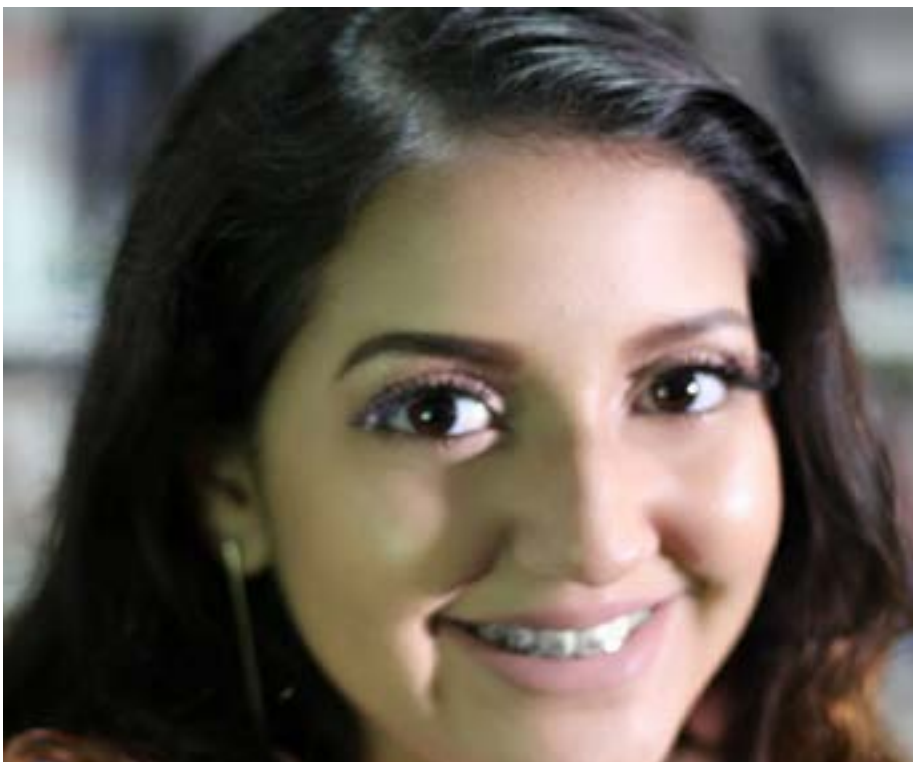
feminino. Desde que me casei, eu me desenvolvi ainda mais, por ter meu marido Julio Vieitas, meu mestre Yoda, que trabalha com algo bastante parecido, mas voltado para professores de inglês. Na medida em que ele ia se profissionalizando e crescendo, eu ia aprendendo junto com ele e ele se tornou meu mentor.

Foi então que eu descobri o poder de processos de mentoria e o prazer de dividir conhecimento pra ver outras mulheres fantásticas conseguirem realizar

seus sonhos.

Atualmente, através da marca Erica Vieitas, eu desenvolvo diferentes tipos de serviços, desde desenvolvimento de sites e artes gráficas, até cursos, consultorias e mentorias em marketing, design e gestão e todos os dias troco dicas e conteúdo pra essas mulheres, que normalmente são incríveis em seus trabalhos, mas ainda se sentem perdidas como empreendedoras e precisam de uma mãozinha.

ESSA SOU EU



ERICA VIEITAS

Erica has been an ELT professional for over 10 years. She has worked as a teacher, coordinator and teacher trainer, sharing her passion for education with institutions such as Centro Britânico, Cultura Inglesa and others. She is also a web designer and ELT management consultant.

DEALING WITH SPECIAL NEEDS IN THE CLASSROOM



RACHEL BARDY

Rachel Bardy has been an ELT professional since 2007. She holds CPE and CELTA certificates and is interested in teaching young learners. Thus, she is currently majoring in Pedagogy.

I was born with cataracts and due to it I can't see with my right eye nor hear with my right ear. Doctors told my parents I should live a "normal" life. And so I did. Or should I say I've been trying?

When I was invited by Rodrigo and Fabiana to write something related to my life as an ELT teacher, I could only think of my own experience as - not only a teacher but also as - a student with special needs. As a student I had to face some unprepared teachers who didn't know what to do in order to help me, I'd dare to say that some of them just looked sideways wishing the "problem" would somehow go away on its own. As a teacher I had also faced students and bosses who weren't patient enough.

Being partly blind hasn't been much of an issue, apart from the aesthetics features - which can play a role in the construction of someone's self-esteem, but that would be a topic for a whole new text. On the other hand, being somewhat deaf is a big deal because it interferes directly in the interpersonal communication.

I've lost count of how many social situations I felt like a fish out of the water. The first time I understood I was "different" was on the very first day of preschool. When my teacher saw me, she said: "Ah, que

ótimo! Já não basta o fulano que quebrou o braço, agora mais um problema!”. I was five years old; I sort of knew it was me the forementioned “problem”, but had no idea why I was so, and, to be honest, I was way more concerned in playing with my new friends. And life moved on. Except that during the circle time, back at my early school years, I wasn’t able to sing along; I couldn’t understand what was said. I had had teachers at college who wouldn’t raise their voice volume even after I’d requested them to. My first day at PUC-SP was a lecture with some really important figures of Brazilian literature scenario. It would’ve been awesome if only I could understand a single word my professor was saying. He did have a microphone, but the acoustics of the room was horrible and to make things worse, he’d put the mic in front of his mouth, unabling me to read his lips. I’ve had students saying they didn’t want to study with me because I was deaf. During a session in a school where I used to work at, the trainer didn’t slow her speech down.

It could’ve all been prevented had my teachers been better prepared to deal with my disabilities. I’m not saying I am my disabilities. Paraphrasing the amazing Maysoon Zayid (TED Talk: <https://bit.ly/1uvPgHH>): I got 99 problems, being deaf is just one.

We, disabled people, don’t need your pity. We deserve to be catered for; we just need to know that someone cares. Be empathic and respond when we request things.

Paraphrasing the amazing Maysoon Zayid (TED Talk: <https://bit.ly/1uvPgHH>): I got 99 problems, being deaf is just one. We, disabled people, don’t need your pity. We deserve to be catered for; we just need to know that someone cares. Be empathic and respond when we request things.

Here’s a few tips for you to identify (and deal with) students who might be hard of hearing. They often:

Get isolated

Most of us, people hard of hearing, reads lips. It is something that comes naturally but it really consumes a lot of our energy. So after a while, we tend to get isolated in order to recharge.

Complain about people mumbling

This happens because since not everyone articulates well the words, we just can’t figure out what was just said. If you speak too fast, it might be the time for you to slow your speech pace

down.

Need to have things repeated

This is actually pretty related to the previous one. Most people don’t understand we need to look at their lips. As mentioned earlier, reading lips is crucial for us to get things through. Avoid at all costs to speak to us without being sure you’ve got our attention. Or chances are, we won’t understand a word.

Have the TV/radio set at a high volume

We can’t hear well, so we need higher volume, that more often than not, disturbs people who can hear well. It might be really hard to get what I’m talking about. So I invite you to scan the code below and hear how we hear.





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