ANO
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BLOG
COMPILATION

JULCI ROCHA
O que os professores sabem
sobre Ensino Híbrido?
p.28

ISABELA VILLAS BOAS
Gender bias in the classroom and
gender-based violence:too far-fetched?
p.40

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Let's share these ideas? Here it is: the new edition of the RichmondShare Blog Compilation!

ÍNDICE

Ana Carolina Calil

THE WORLD
IS BILINGUAL

TAGS: eflteacher, bilingual education, bilingualism

IT'S A TYPICAL SATURDAY AT THE food court and the family in front of you in the line is ready to order: the youngest child talks to her mom in fluent Spanish, the middle one talks on the phone in English and replies to his mom in Spanish, while the mom mixes Spanish with English in between her children. The cashier looks puzzled while making a proud attempt to show off a few words he has learned here and there while watching *Money Heist*. Yes, the world is about to become a multilanguage *villa* where bilingualism is no longer an exception, but the norm.

We use the term "bilingual" to refer to the person who can communicate fluently in two languages, regardless of how they learned those languages. Scholars currently recognize three types of bilingualism: compound, coordinate and sub-coordinate.

Those who learn the two languages in the same environment are known as "compound bilinguals", as they acquire one notion with two verbal expressions; those who acquire the two languages in different contexts (e.g., at home and at school) are known as "coordinate bilinguals"; finally, "sub-coordinate bilinguals" are those who have a clearly dominant language. Those are concepts that get intertwined as the notion of English as a *lingua franca* becomes widespread.

ISTOCK

> We use the term "bilingual" to refer to the person who can communicate fluently in two languages, regardless of how they learned those languages

Much in the same way that we saw a boom in the number of language schools in the 1990s, we now have bilingual schools popping up in every corner, making it hard for parents to tell the sheep from the goat. Things are not much different when it comes to teachers. They are often thrown into the classroom with little or no preparation at all.

Students today grow up playing electronic games online with friends from all over the world. More often than not, they will bring to class their own vocabulary drawn from pop culture and global entertainment. What about teachers? Do we know how to be guides and lead these eager bilingual brains?

As we normally teach on the fast lane, and this change takes place around us, I don't believe there are definite answers to that question yet. However, I'd like to share some guiding principles that I've learned and applied.

Number 1: go bungee jumping, take contemporary dance lessons or anything that scares you. This will help you prepare for the challenge you will face every time you open a classroom door from now on. You need to feel comfortable with the fact that you won't always know what you are doing.

Number 2: foreign language is no longer the privilege of those standing in front of the class. Actually, don't stand in front of the class! Neither metaphorically nor literally! Keep your lessons centered in your students, step down the stage and let them shine.

Number 3: google, go to a library, make things authentic. There's a vast world out there and this world should be in your classroom. Learn how to learn and keep it interesting enough to spark students' passion and curiosity to learn English.

ANA CAROLINA CALIL

She is a passionate educator with 20 years of ELT experience and a master's degree in Applied Linguistics. She has focused her career on building strong and cohesive English teams. Currently working as a Bilingual Education Coordinator at the Objetivo – DF schools, she's responsible for training teachers and implementing the bilingual program. Never having left the classrooms, she tries to ally academia with real-life experiences in order to make learning happen beyond the classroom walls.

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Renata Condi

THE 21ST-CENTURY BILINGUAL TEACHER: WHO ARE YOU?

🏷 **TAGS:** 21st-century teacher, bilingual education, bilingualism, translanguaging

THERE IS A LOT OF TALK ABOUT education in the 21st century.

There is talk…

– that we need to embrace the 21st century and become 21st-century teachers.

– that we need to help students learn and develop skills and competences that are necessary for the new world.

– that we have to do so while embracing bilingual education as part of that new world.

New world.

A multilingual world.

Bilingual education is not a new thing. We all know that by now. It is not a trend. And it is not going away. Instead, it is a way of understanding education as something inclusive and diverse. The new thing is the 21st century and the expectations it has brought with it.

The 21st-century teacher. Who are you?

You are focused.

You are innovative.

You share.

You rethink.

You question.

You facilitate.

You contribute.

You create.

You design.

You incorporate.

You flip [the lesson].

You relate.

You collaborate.

You integrate.

There is a number of expectations for such a teacher. Those items are just a great summary of them, organized by Mia MacMeekin, a university professor and infographics advocate. She has a blog where she shares infographics of different topics as a way of helping people organize and visualize knowledge. She published a summary of talks by Tiffany Poirier, an award-winning teacher and educational specialist on inquiry-based learning and philosophy for children.

Both women I mentioned here – Mia MacMeekin and Tiffany Poirier – may not be famous in the world of bilingual education in Brazil, but they have definitely done what

a 21st-century teacher does: they share what they do, what they think, how they innovate, and how they learn with others. Thus, a 21st-century teacher is the one who sees themselves as part of something much bigger, of something global.

A 21st-century teacher understands (and applies) the concept of acting locally and thinking globally. "Glocal" [global + local] is part of their principle as agents of change who are behind the scenes helping students think outside the box and developing critical thinkers.

That's probably why the 21st-century teacher is also a bilingual teacher.

The 21st-century bilingual teacher. Who are you?

You are not afraid of change.

You understand and embrace differences.

You see the world as something we are all part of.

You innovate.

You search for answers.

You marvel.

You study hard. All the time.

You listen.

You share.

You reflect.

You change your mind.

You share responsibilities.

In addition, you see "language as an integral and natural component of interaction, communication and construction of meaning," in the words of Shohamy (2006, p. 2).

In a nutshell, you are what García and Wei (2014) call "a language", that is, a person who uses all semiotic resources that are at their disposal in strategic ways once they communicate with others and act in the world. In such a place, bilingualism is understood as something dynamic and complex, which promotes the production of new practices. You do that.

You probably understand and somehow live translanguaging in your practice. García and Wei (2014) use the term "translanguaging" as reference to an approach to bilingualism that "extends the repertoire of semiotic practices of individuals and transforms them into dynamic mobile

> **BILINGUALISM IS UNDERSTOOD AS SOMETHING DYNAMIC AND COMPLEX, WHICH PROMOTES THE PRODUCTION OF NEW PRACTICES**
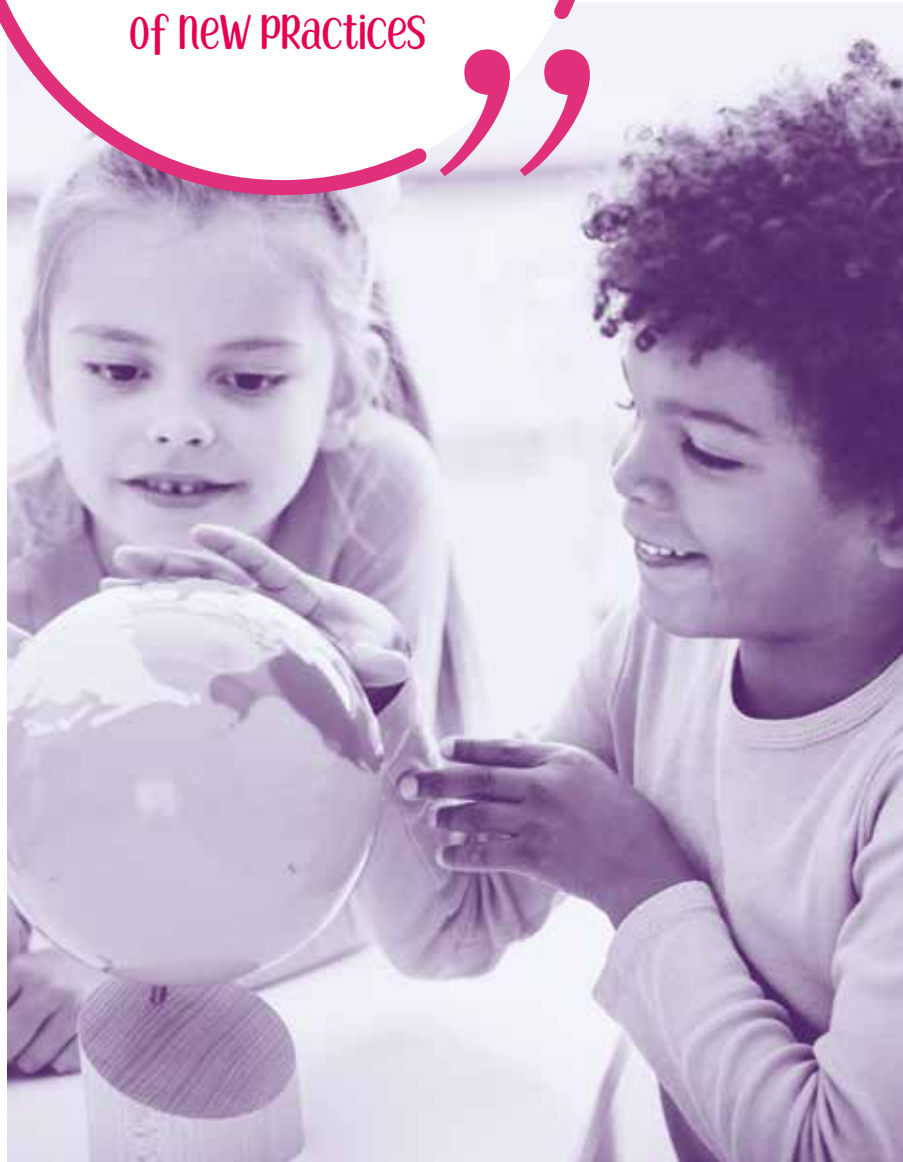
ISTOCK

resources that can adapt to global and local sociolinguistic situations" (GARCÍA and WEI, 2014, p. 18). Translanguaging, as García (2009 , p. 45) points out, involves "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds". A 21st-century bilingual teacher definitely does all that too.

Understanding what a 21st-century bilingual teacher is means to understand that such a teacher offers their students possibilities to flourish as bilingual speakers: they understand that "bilingual speakers select meaning-making features and freely combine them to potentialize meaning-making cognitive engagement, creativity and criticality" (GARCÍA and WEI, 2014, p. 42). They see language as transformation. They see language transform.

And the future?

Back in the day, when the 21st century was far away, movies, cartoons, and books predicted that it would be the century of automation. Flying cars, robots that cleaned and cooked, skateboards that could fly… But one thing was still there in pretty much all scenarios: children would go to school — wearing a propeller, yes, but they still would. The 21st century is here. Automation is here (in some parts of the globe). School is still here, too. Changes are crystal clear, and they also include the teacher. Automation is part of our lives, but we are far from being robots, and we are definitely part of the future. So why can't bilingual education be part of that equation too?

If you are curious to learn more about Mia MacMeekin and Tiffany Poirier, check these links:

– Mia MacMeekin's blog with wonderful infographics for your lessons: anethicalisland.wordpress.com

– Tiffany Poirier's webpage: www.tiffanypoirier.com

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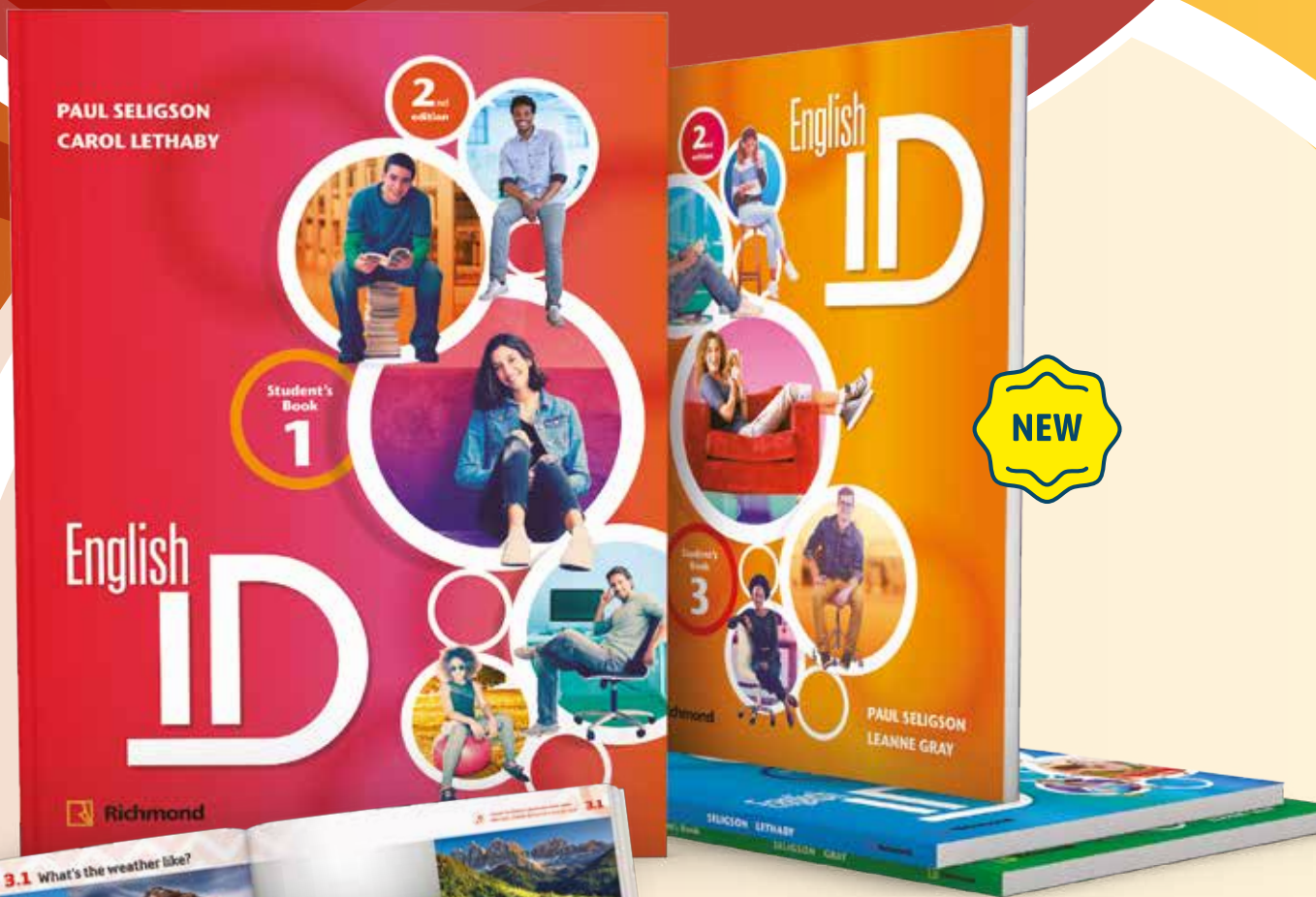
Beatriz Solino

SWOT ANALYSIS TO IMPROVE PERSONAL FEEDBACK

TAGS: career, challenges, critical thinking, EFL, feedback, professional development, reflection, teacher development

HAVE YOU EVER HEARD OF SWOT analysis? It comes from the administration and management of a business. This technique is credited to Albert Humphrey, an American who led a research project at Stanford University, California, in the 1960s using data from many top companies. His goals failed at the time, but the SWOT analysis had yet a lot to give.

I have been reading a lot of management strategy and company and personal administration books, and I came across Eduardo Ferraz (2018), who has more than thirty years of experience with company consultancy, training sessions, and personal management theorisation. In his book *Gente de resultados* (something like "People who present results" in English), he uses the SWOT analysis for personal development. It was the first time I had seen it used for that,

and I've found it surprisingly precise when providing someone with feedback.

S stands for "strengths", W for "weaknesses", O for "opportunities" and T for "threats". From that, we can have it divided into internal attributes of the company (S and W) and external attributes of the environment (O and T). Strengths and opportunities are helpful towards achieving your (or the company's) goals, and weaknesses and threats, of course, are harmful when trying to achieve your goals or the institution's.

I have already used the KASA (Knowledge, Awareness, Skills and Attitude) feedback framework, which is great. However, for the moment I am going through, this made much more sense, and the results were more thorough since sometimes what has to be changed is outside the corporation you work for – it's external. Besides, despite being attributes of the environment, they

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> **Being able to recognize internal and external factors for your development is an amazing improvement tool not only for you, but for your colleagues and employees.**

have been on the way of your personal growth. Being able to recognize internal and external factors for your development is an amazing improvement tool not only for you, but for your colleagues and employees.

Here are some examples of questions to ask:

• Strengths – What are your strengths? What is the positive part of your leadership style? What are you most admired for (people usually comment on these qualities)?

• Weaknesses – What are your weaknesses? What is the negative part of your leadership style? Amongst the items in your to-do list, what do you like the least? What do you need to change immediately?

• Opportunities – What opportunities do you have to improve your performance as a professional? (It could be a training, a therapy process, coaching or mentoring, someone to share your tasks, etc.)

• Threats – They are situations that hinder your performance as a professional. It could be a new competitor, a boss or colleague that holds grudges against people in general (low developed Emotional Quotient (EQ)), etc.

Once you start thinking about the bigger picture, you will be able to have a clearer path to follow and better actions to take, regardless what people inside the company think or have always thought. You will be able to start innovating in a new mindset that will lead

you to places you have never been before.

Start thinking outside the box. Start looking for information in places you have never looked before. You will see the difference.

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Natália Guerreiro

FROM NOVICE TO EXPERT: WHAT TEACHER DEVELOPMENT FRAMEWORKS CAN TEACH US

TAGS: continuing professional development, CPD, expert teachers, professional development, teacher development

TEACHING A LANGUAGE, ESPECIALLY when you're a novice, can be really daunting. In fact, the word "daunting" immediately brings to mind a Duck commercial that was constantly on TV when I studied in Australia. The voice-over would go, "Cleaning your bathroom can seem like a daunting task", and the small bathroom would grow huge with the woman (why is it always a woman, by the way?) tripping over herself. That nerve-racking image of an ever-growing room to clean – and sometimes the opposite image, of walls closing in on me – is perfect to describe my mental state in my first years as a teacher.

I'm an anxious person by both nature and nurture, apparently calm only on the surface (very much like a duck!). So, the first impact of any new profession would probably have made me suffer regardless of

PERSONAL COLLECTION

TEACHER DEVELOPMENT AND CLEANING PRODUCTS – THE WAY MY MIND WORKS!

what support I had or didn't have, especially considering how much of a responsibility teaching is. However, there is something that I believe would have helped soothe me when I started: the language teaching frameworks we have available nowadays, courtesy of Cambridge Assessment[1], the British Council[2] and EAQUALS[3].

[1] WWW.CAMBRIDGEENGLISH.ORG/TEACHING-ENGLISH/PROFESSIONAL-DEVELOPMENT/CAMBRIDGE-ENGLISH-TEACHING-FRAMEWORK

[2] WWW.TEACHINGENGLISH.ORG.UK/ARTICLE/BRITISH-COUNCIL-CPD-FRAMEWORK

[3] WWW.EAQUALS.ORG/OUR-EXPERTISE/TEACHER-DEVELOPMENT/THE-EAQUALS-FRAMEWORK-FOR-TEACHER-TRAINING-AND-DEVELOPMENT

Much like the CEFR[4] defines language proficiency levels with can-do statements, these frameworks describe what teachers can do at different stages of their career. And that's lesson number one of what I could have learned from the frameworks:

1. Teaching has developmental stages too.

Color me naive, but this was a realization I wasn't able to come to on my own when I started: teachers – just like our students – are also allowed to have stages of development. I didn't have to be ready for any and everything just because I had graduated from college or because I had been hired as a teacher by a good language school. I was a novice. It was expected that I behaved as such and got the wrong end of the stick here and there – which, evidently, I did (and boy, did I ever!).

Stages	Foundation	Developing	Proficient	Expert
Learning and the learner	Has a basic understanding of some language-learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language-learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language-learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language-learning concepts. Consistently demonstrates this understanding when planning and teaching.
Teaching, learning and assessment	Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning.	Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning.	Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning.	Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Language ability	Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson.	Provides accurate examples of language points taught at A1-C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language knowledge and awareness	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions with minimal use of reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail with minimal use of reference materials.
Professional development and values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	Can reflect critically and actively seeks feedback. Can identify own strengths and weaknesses as a teacher and can support other teachers.	Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

SUMMARY OF THE CAMBRIDGE ENGLISH TEACHING FRAMEWORK[5]

[4] WWW.COE.INT/EN/WEB/COMMON-EUROPEAN-FRAMEWORK-REFERENCE-LANGUAGES/LEVEL-DESCRIPTIONS

[5] AVAILABLE AT: WWW.CAMBRIDGEENGLISH.ORG/TEACHING-ENGLISH/PROFESSIONAL-DEVELOPMENT/CAMBRIDGE-ENGLISH-TEACHING-FRAMEWORK

2. Don't underestimate your abilities. You should build on and develop from what you CAN do.

There's a lot of things a young professional struggles to do. For one, lesson planning was, to me, like Duck's bathroom: each teaching hour would take me two or three planning hours (on a good day!). However, focusing on what I couldn't do yet gave me the wrong impression that I was utterly incompetent. More importantly, it drew my attention away from my students – not to mention the toll it took on my health. As Donald Freeman mentioned in his talk at IATEFL 2019, that's a disservice that many teacher training courses do: they focus on what teachers can't do instead of helping them realize and grow from what they can do. As a backfiring result, developing as a teacher can seem like an unreachable target that some teachers end up giving up.

3. We'll have jagged profiles and that's fine, provided we move on.

It's unusual for people to be at a single stage for every criterion. If you analyze the frameworks, especially the detailed descriptors, you'll see that there are categories that don't necessarily go together. You may be a great lesson planner but still struggle with classroom management. Also, you may speak and write beautifully, but not be able to explain or exemplify language to students (or maybe you can explain language reasonably well at a B1/B2 level, but be at a loss with the extremes of A1 and C2). Finally, you may have mastered all that, but still be learning the ropes in terms of how to incorporate technology to your teaching, how to assess students, or how to integrate tudents with disabilities.

And that's OK. We can't be expected to know and be able to do everything. What we should be expected to do – and will fail if we don't admit our current stage of development – is to look for help and development where needed. To this day, I beat myself up because of the way I treated a student with an unclearly diagnosed disability – but did I look for assistance to understand that student and learn how to help him learn English? Not much. I (mis) understood from a quick conversation with my boss and the student's mother that I should already know how to teach him, and off I went – to botch it all up, obviously, only to then learn that the language school I worked for offered a hotline to assist teachers that had students with disabilities.

4. Don't overestimate your abilities, either. There's always something for us to improve.

When we look at the frameworks and their accompanying competence statements, we can see how many areas language teaching involves. And then there are more frameworks – the British Council has developed one for school leaders[6] and one for teacher educators[7] (because being a great teacher doesn't make you an instantly decent coordinator or teacher trainer).
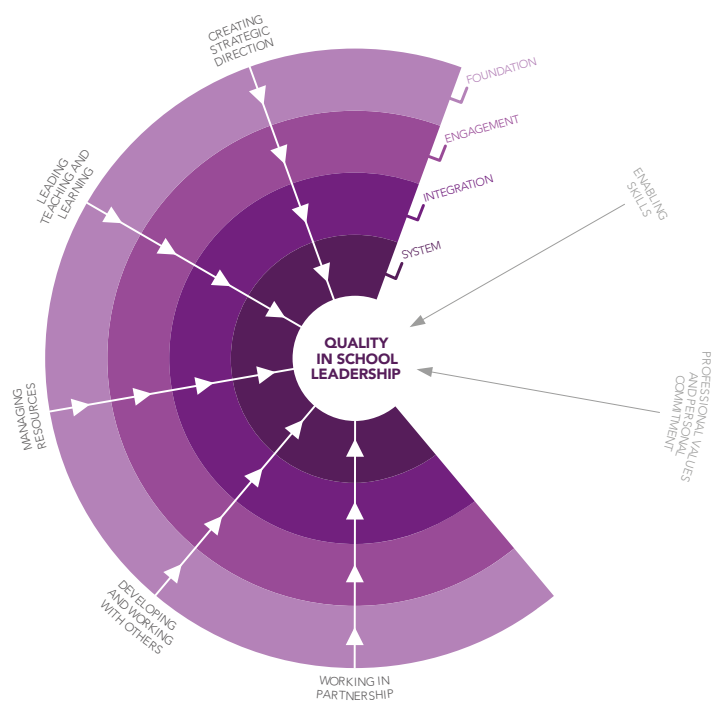
BRITISH COUNCIL'S CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FRAMEWORK FOR SCHOOL LEADERS

[6] AVAILABLE AT: WWW.BRITISHCOUNCIL.PE/SITES/DEFAULT/FILES/CPD_FRAMEWORK_FOR_SCHOOL_LEADERS_WEB.PDF

[7] AVAILABLE AT: WWW.TEACHINGENGLISH.ORG.UK/SITES/TEACHENG/FILES/TEACHER%20EDUCATOR%20FRAMEWORK%20FINAL%20WEBV1.PDF

UNDERSTANDING HOW TEACHERS LEARN
UNDERSTANDING THE TEACHING CONTEXT
KNOWING THE SUBJECT
PLANNING, MANAGING AND MODERATING TEACHER LEARNING
MANAGING AND DEVELOPING LEARNING RESOURCES FOR TEACHERS
DEMONSTRATING EFFECTIVE TEACHING BEHAVIOUR
SUPPORTING AND MENTORING TEACHERS
MONITORING TEACHER POTENTIAL AND PERFORMANCE
RESEARCHING AND CONTRIBUTING TO THE PROFESSION
TAKING RESPONSIBILITY FOR OWN PROFESSIONAL DEVELOPMENT

FOUNDATION
ENGAGEMENT
INTEGRATION
SPECIALISATION

ENABLING SKILLS
SELF-AWARENESS FEATURES

QUALITY IN TEACHER EDUCATION

BRITISH COUNCIL'S CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FRAMEWORK FOR TEACHER EDUCATORS

Even if we master most of the teaching skills for our context, we may still have a lot to learn if we change jobs. As the frameworks show, knowledge about the learners and the language they need to learn is an essential component of what we do – and teaching very young learners is quite different from teaching adults, as well as teaching general English can be miles away from teaching English for Specific Purposes, and so on, so forth. In fact, it's funny how we demand from ourselves (or bosses expect from us) to be able to teach any age range, proficiency level, context and type of English competently more than we expect from way-better-paid dentists or lawyers. Just ask an orthodontist to remove your wisdom teeth and see how it goes. And please don't even try to settle a family dispute with a criminal lawyer – that will likely go awry.

Incidentally, much like I'd be suspicious of dentists and lawyers who claim to be able to do everything in their humongous fields, I'll just come out and say that I don't believe

teachers who say they are ready to teach everything and everyone – what I jokingly refer to as teachers who find themselves "too sexy". We may well be ready to **learn** how to teach everything and everyone, but that's a work in progress, not a finished product. Whenever we take on a new challenge, a lot of preparation and effort is required, as well as – hopefully – the support and feedback of our peers, managers and mentors.

5. Expert teachers were once novices too.

You know those teachers whose work we admire – maybe an experienced colleague, a famous materials writer, our first teacher trainer or that person we saw deliver enlightening sessions in conferences? When we see them perform seemingly effortlessly what is still difficult for us or when they come up with great simple answers to questions we've had for a long time, we may at times feel discouraged and disheartened, as if we belonged to another caste of professionals. If we keep those people in mind when we read the frameworks, we may recognize

them in the descriptors of the highest levels. However, that certainly doesn't mean they started off at that stage. For most teachers, there was a long path of hard work we never got to witness. And the descriptors before that clue us in: they bring our current stage of development, so we can check the suggestions on how to get from our point to the next and from there to theirs, maybe with baby steps (so we don't run before we are able to walk), but in the direction that we've chosen.

PS (hat tip to Ricardo Barros): It should go without saying that developing our own teaching or teacher training skills and abilities doesn't mean we'll all have the success of a Vinicius Nobre or an Isabela Villas Boas. Not everyone will have his charisma and range of facial expressions or her elegance and multitasking skills, or even the *je-ne-sais-quoi* that brought them to the positions they have today. Still, there's a way we can build our own path with our own style, our own "luizotavioness", as Luiz Otávio Barros explained in his plenary at the 16th BRAZ-TESOL International Conference in Caxias do Sul (RS). And more importantly, there's a way we can all make sure we're helping our students or teacher trainees to the best of our abilities.

6. A positive and active attitude towards our own development is part and parcel of what it means to be a professional.

Overview of language teacher competences across three phases of development

Development Phase 1	Development Phase 2	Development Phase 3
Teachers at this level are competent replicators.	**Teachers at this level are aware practitioners.**	**Teachers at this level are expert facilitators.**
They have pre-service teaching qualifications and can follow models of good practice. They plan, teach and reflect on their teaching effectively, and are responsive to guidance and feedback.	They have greater confidence and show initiative in planning, delivery and evaluation. They are open to and aware of issues that arise in the learning and teaching process and can independently identify and implement appropriate teaching strategies, seeking guidance as necessary.	They have mastered a broad range of skills and strategies related to learning and teaching processes. They are competent in curriculum and syllabus development, creating teaching materials and developing assessment tools for use by others. They can also provide informed and instructive guidance to other teachers.
Teachers at this level are engaged in the further development of their teaching skills in the context of systematic institutional development programmes.	Within an institutional environment conducive to professional development, teachers at this level have gained a clear understanding of the nature and value of continuing professional self-development, can identify their professional needs, and can set objectives for continued professional growth.	Teachers at this level understand the need for continuing professional development even at this high level of competence and are fully engaged in this, both as learners and as trainers or mentors of less experienced colleagues.

OVERVIEW OF LANGUAGE TEACHER COMPETENCES ACROSS THREE PHASES OF DEVELOPMENT[8]

It's all there: all three frameworks have a section of attitudes towards professional development. In other words, if we believe developing is not worth it, if we think our development is done and over with (too

[8] AVAILABLE AT: WWW.EAQUALS.ORG/WP-CONTENT/UPLOADS/EAQUALS-FRAMEWORK-ONLINE-070216.PDF

» sexy, yeah!), or if we refuse to support other teachers who haven't come as far in their teaching skills yet – alas! –, we're back to square one.

In other words, as my disastrous interaction with the student with a disability taught me very early on, we owe it to our students to identify our developmental stage and to look for ways to grow from there, so – as again Luiz Otávio Barros keeps reminding me – we can help our students better. And I say we also owe it to ourselves, because when I couldn't teach that student and probably made him feel bad about language learning, I wasn't reprimanded by my employers – or perhaps I was, but that didn't stick. What has hurt me is that I failed my student big time (not in terms of giving him a bad grade, but rather the worst kind of failing: actually being unable to help him), a feeling we teachers don't want to have. What keeps us going – I strongly believe – is the kick we get from the joy learners show when they finally see themselves performing a task we taught them. That unique feeling, to me, is what turns "daunting" into "well worth it".

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UMA EMPRESA DO GRUPO
SANTILLANA

Fabiana Muliterno

THE STORY OF JOSÉ

TAGS: behavior, student, positive discipline, motivation

In the beginning of every school year lots of groups are assigned to teachers around language schools. Let me tell you about the groups I got this semester! I am so happy with them because I have been studying hard to deal with young teenagers, and this semester seems like the perfect opportunity for me to apply what I have been learning.

There's this group in particular – which I am over the moon with –, and they are the main topic of this article. And I believe that what I am writing here might help other teachers.

From the moment I received this group, I knew I had a new challenge coming my way, especially because of stories I had heard about one student in particular, who I am going to name "José" from now on. Positive discipline tells us to pay more attention to the behavior we want to see and less to the behavior that's getting in the way of teaching; as a result, over time we'll get more of the former and less of the latter. With that in mind, I went to my class.

As it turns out, the only really "disruptive" behavior was that José was "overparticipative" (if there is such a term), and because he wanted to be the center of attention, there were times when he said inappropriate things in class (attention is attention, no matter if it's good or bad, right?). I have to say, though: this kid knows his stuff. He learns fast and has smart answers for many of the tasks I set in class.

It was then that I remembered a session I was lucky to attend with the great Gabriel Diaz Maggioli. He recommended a very objective and useful book called *What can I do with the kid who…*, written by Marie Delaney. In this book, the author states that "We need to focus on what is within our control. We need to set ourselves goals where we know how to take the first step" (Delaney, 2010, p. 7). So that was it! Instead of expecting José to know how to behave and wait for his turn to participate, I set a personal goal of being consistent to praise positive behaviour when it happened.

The first step I took towards achieving my goal was to write a note welcoming all my students in the first class. To him, my note read: "Dear José, I am really happy to have you in my group! I am sure you will do amazing things with me and all your classmates!" When he read the note, I saw an inner light shine. It was the sign I needed to know I was on the right track. From that moment on, there were times when he behaved in a way which was not what we agreed as a group, but as soon as he did something which was set in our agreement, I praised him publicly.

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> "We need to focus on what is within our control. We need to set ourselves goals where we know how to take the first step."

According to Delaney's RETHINK model, which consists of four stages (review, reframe, reflect, respond), I am on stage 1, so I still have to see the positive intention in the behaviour rather than judge it in a negative way, reflect on José's needs and feelings, and adapt my tasks to it. But I know the results of my work with José will be positive and he will see that he's an amazing kid, not a troubled one, as he believes.

Last but not least, I would like to thank some people immensely. It's due to them I now see that Positive Discipline is the way to go with kids. It is not always easy, but it is possible and certainly the best for them. They are: Karina Nazzari, who has given me the first steps towards the work of discipline and motivation; Claire Venables, who has taught me to see the whole child in class (thank you too, Lucy Crichton) and also the concept of "credit in the emotional bank"; and finally two amazing co-workers called Ariadne Catanzaro and Marjory Donda, who have been doing an amazing work with Positive Discipline with their groups. You are certainly an inspiration.

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Lenora Haranaka

THE POWER OF GENEROSITY

TAGS: Brazilian learners, classroom experiences, motivation, professional development, teacher development

D LIKE TO START THIS ARTICLE WITH A beautiful statement by Maya Angelou: **"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."**

As a subscriber to MET (*Modern English Teacher*) magazine, I received an issue at home. Their articles cover a wide range of topics. One article, in particular, drew my attention: **"Promoting gratitude among learners"**, by Jeffrey Dawala Wilang (2018). He carried out a survey to find out what specific situations his learners were grateful for in their English language class.

Have you ever thought about that? What were you grateful for in your English class when you were a student?

To be grateful for something in your English class may sound weird, but it actually makes a lot of sense, especially nowadays. Wilang sees teachers as agents and teachers' actions as antecedents, and he explores how these can be beneficial in language learning. He came up with some antecedents of gratitude that are common among his students, and he elaborated further on how they promoted English language learning. Here are some of them:

• Students are thankful when advice is provided in the English class.

• Students are thankful when their outputs in English are appreciated.

• Students are appreciative of examples provided in the English class.

• Students are thankful when the English class is managed effectively.

• Students are thankful when the activities in the English class are encouraging.

• Students are grateful when they are encouraged to do better in the English class.

• Students are grateful when their mistakes or errors are corrected in the English class.

• Students are grateful when everybody is treated equally in the English class.

• Students are thankful when productive language activities are done in the English class.

• Students are appreciative of open-mindedness in the English class.

• Students are grateful when they experience positive impact in the English class.

• Students are grateful when English learning opportunities are provided.

• Students are thankful when ideas are shared in the English class.

• Students are appreciative of practical knowledge shared in the English class.

• Students are thankful when media resources are used in the English class.

Howells (2015) defines gratitude as "the act of acknowledging what we receive from others and being motivated to give back out of this acknowledgement". He further explains that resenting, complaining and blaming others for our problems can seriously prevent learning from taking place.

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When we think of our context – the western world (Brazil) –, we can perhaps understand "I'm thankful for…" as "I like it when…". But this change in perspective can be quite revealing when we say that "I like it when teachers give me feedback", it immediately means that "I dislike it when teachers don't give me feedback", for instance.

For this reason, this article would be an invitation for you to experiment generosity by opening up to gratitude. We could start by following Howells' suggestions and be more attentive to what we have around us, count our blessings and stop taking everything for granted. For those who want to take a step further, gratitude only truly exists when we express it to others.

OK, but how is this connected to (English) learning?

It's quite simple, really. If we, as teachers, live in this state of appreciation, attentive to everything around us, taking nothing for granted, we are more likely to enjoy teaching more fully. As a consequence, this "inner attitude", as Howells calls it, can positively impact our learners so that they too can enjoy learning more fully. That's what I mean with "The power of generosity": never let yourself be drawn into your everyday challenges in such a way that they overpower your ability to acknowledge what you have and give back.

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Carla Arena

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PODCASTS AS A LEARNING ACTIVATOR FOR EDUCATORS

TAGS: English teacher, listening, podcasts, professional development, PD, teacher

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HAVE YOU EVER CONSIDERED THE GOOD side of waiting on a line, being stuck in a traffic jam or waiting at a doctor's office? Well, you might feel mad, impatient or even cranky. But wait! Is there a way to change all these negative feelings into the opposite spectrum, like feeling energized, inspired, and wanting to change the world?!

A loud YES to it. It might seem crazy at first, but this is exactly what happened to me after I discovered **podcasts**, not only as a means for continued professional development, but also for personal realization and contentment. Podcasts are the new radio, but with the advantage that you subscribe to the ones that interest you and you can listen to them when and wherever you want. There are many apps for podcasts. You can subscribe to them in the native app Podcasts of an iPhone, for example, or the

Google Podcast app. You can also choose to use Soundcloud or Castbox, among others. And did you know that Spotify[1] has a session only with podcasts?

What I love about podcasts? My days have become less stressful, and I must confess that I even enjoy taking a bit longer to get home when I'm listening to one of my favorite podcasts (the list here is big!). I get drops of inspiration every single day, which leads me to more insights and creative work. It is as if I met inspiring people with inspiring ideas for some coffee every day. So, how about giving it a try?

Here's my basic list of 14 podcasts in English to get you started:

Modern Learners[2]
Google Teacher Tribe[3]
HBR IdeaCast[4]
Good Life Project[5]
Change the Narrative[6]

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NPR Ted Radio Hour[7]
Innovation Ecosystem[8]
The Marie Forleo Podcast[9]
Freakonomics[10]
Elizabeth Gilbert – Magic Lessons Podcast[11]
The Edtech Podcast[12]
The Cult of Pedagogy[13]
The Knowledge Project[14]
So We've Been Thinking[15]

Enjoy the listening ride! I can guarantee you that your days will be full of inspiration and thoughts on how to make them better for you and the people you are in touch with every day. No more boring lines, no more dreadful traffic jams. Use your time wisely and cherish your podcast moments.

And if you want to explore other podcasts in Portuguese, here's[16] a comprehensive list that I compiled together with my network.

Did I miss any great podcasts that should be included in the list? Let me know!

[1] OPEN.SPOTIFY.COM/BROWSE/PODCASTS

[2] MODERNLEARNERS.COM/PODCASTS

[3] GOOGLETEACHERTRIBE.COM

[4] OPEN.SPOTIFY.COM/SHOW/4GTSBBXIAE142APX6LQSVN

[5] WWW.GOODLIFEPROJECT.COM/RADIO

[6] WWW.CHANGETHENARRATIVE.NET

[7] WWW.NPR.ORG/PODCASTS/510298/TED-RADIO-HOUR

[8] INNOVATIONECOSYSTEM.COM

[9] PODCASTS.APPLE.COM/US/PODCAST/THE-MARIE-FORLEO-PODCAST/ID1199977889?MT=2

[10] FREAKONOMICS.COM/ARCHIVE

[11] WWW.ELIZABETHGILBERT.COM/MAGIC-LESSONS

[12] THEEDTECHPODCAST.COM

[13] WWW.CULTOFPEDAGOGY.COM/POD/

[14] FS.BLOG/THE-KNOWLEDGE-PROJECT/

[15] WWW.SOWEVEBEENTHINKING.COM/PODCAST

[16] AMPLIFICA.ORG/AMPLIFLIX/33/

CARLA ARENA

She is a social entrepreneur and an educator by choice. She left a promising career in the public service to become an English teacher and got the chance to take roles she could have never imagined, such as site content manager at a Binational Center she worked for: Casa Thomas Jefferson, in Brasília. There, she also worked as Supervisor of Educational Technology and, more recently, the Coordinator of Innovation and Technologies. Carla is a Google Innovator and an educational technology consultant. Currently, she innovates in her own business, Amplifica (amplifica.org).

Julci Rocha

O QUE OS PROFESSORES SABEM SOBRE ENSINO HÍBRIDO?

TAGS: active learning, blended learning, ensino híbrido

AS METODOLOGIAS ATIVAS ESTÃO presentes em quase todos os debates contemporâneos sobre educação no Brasil. Nos últimos anos, o termo tem ganhado força e aparecido em inúmeras publicações, cursos e debates sobre educação.

Em 2013, comecei a atuar na formação de professores com foco em metodologias ativas, em especial o Ensino Híbrido. Desde então, foram centenas de formações em instituições de ensino públicas e privadas.

No ano de 2018, tive a oportunidade de participar de uma série de encontros oferecidos pela Richmond em sete cidades do país: São Paulo, Brasília, Curitiba, Campinas, Rio de Janeiro, Salvador e Belo Horizonte. Chegamos a alcançar um público total de aproximadamente 240 professores. O tema que trabalhei foi o Ensino Híbrido, em formato de oficina. Eu iniciava os encontros fazendo a seguinte pergunta aos professores: "Quanto você conhece sobre esse tema?" O resultado foi surpreendente: aproximadamente 45% dos presentes afirmavam não saber praticamente nada, enquanto 31% afirmavam ter lido algo a respeito. Ou seja, 75% dos presentes possuíam nenhum ou muito pouco conhecimento sobre o tema.

Outro dado interessante é a visão que os professores têm do que seria Ensino Híbrido. Enquanto definição, Ensino Híbrido é "um programa de educação formal no qual um aluno aprende, pelo menos em parte, por meio do ensino *online*, com algum elemento de controle do estudante sobre o tempo, lugar, modo e/ou ritmo do estudo, e pelo menos em parte em uma localidade física supervisionada, fora de sua residência. [...] As modalidades ao longo do caminho de aprendizado de cada estudante em um curso ou matéria são conectadas para oferecer uma experiência de educação integrada". (Christensen et al, 2013, p. 7)

Não é incomum os professores confundirem Ensino Híbrido com o ensino enriquecido com tecnologias, que envolve a integração de algum recurso digital em sala de aula, seja para o enriquecimento da instrução do professor, seja para promover algum tipo de interação dos estudantes com esse conteúdo, colaboração em grupo ou avaliação *online*.

O Ensino Híbrido envolve, sim, tecnologia, mas ele tem um enfoque bem específico para o uso dessas tecnologias em sala de aula. A Clayton Christensen Institute, fundação que atua com inovação disruptiva e que disseminou o termo "Ensino Híbrido"

ao redor do mundo, deixa claro, em sua definição, que a função da integração das tecnologias em sala de aula é dar autonomia ao estudante, ou seja, algum tipo de controle sobre o tempo, lugar, modo e/ou ritmo do processo de aprendizagem. Em outras palavras, a personalização do ensino é um dos objetivos do Ensino Híbrido, ao lado do desenvolvimento de competências essenciais no século XXI.
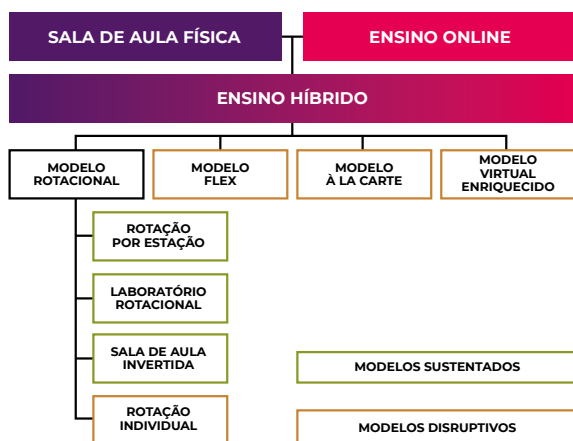
Fonte: www.coursera.org/lecture/ensino-hibrido/modelos-de-ensino-hibrido-lI8X6.

Vejamos um exemplo. Um dos modelos de Ensino Híbrido é a sala de aula invertida, que consiste em oferecer ao estudante algum aspecto da instrução antes da aula de forma que ele, de maneira autônoma, acesse previamente o conhecimento-base da aula. O professor, por sua vez, acompanha esse estudo por meio de algum recurso digital, como um formulário *online*. Esses dados serão utilizados pelo professor para o planejamento da aula presencial. Note que a sala de aula invertida favorece a autonomia do estudante, que pode estudar do lugar que desejar, levando o tempo que precisar.

Outros modelos de Ensino Híbrido, como a rotação por estações, têm como enfoque promover o acesso a diferentes modos de aprender, oferecendo ao estudante, em cada estação, diferentes suportes, registros e interações. Também é possível flexibilizar o espaço, de forma que os grupos decidam onde gostariam de cumprir seu desafio.

A rotação individual, modelo mais disruptivo porque demanda do professor um planejamento cuidadoso e rompe com o modelo de sala de aula convencional, permite ao estudante ter controle sobre o ritmo de aprendizagem, já que os desafios que ele precisa cumprir são compartilhados previamente (e esses desafios não são padronizados, mas personalizados) e ele organiza seu tempo como julgar mais conveniente. O professor vai acompanhando e orientando cada estudante, como um mentor.

Bons estudos!

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Marcela Cintra

TO GRAMMAR OR NOT TO GRAMMAR

TAGS: context, learner's needs, grammar-focused, communication, context

AS THE TITLE MAY REVEAL, THE language is in constant change, no one owns it and everybody does. Therefore, we can all play with it as we wish. Can we? While some of us stand as the "grammar police" to correct tests, written tasks, posts on Facebook or so many things people say and write around the world, many of us (also) fight to help learners better communicate in a world where English is frequently used as a *lingua franca*. So, today I propose a discussion on priorities in English language teaching.

If we read through Richards and Rodgers' (2001) chapters to learn about the history of methods and approaches in ELT, we may have the impression that we went from one extreme to the other during the 20th century. Teaching varied from lessons that focused on translating perfectly accurate sentences from one language to another through practical exercises in lessons that could be taught in any language, to "forbidding" the use of L1 in order to encourage learners to acquire language through the exposure to it and the repetition of perfectly pronounced language chunks. A belief in one approach or method risked being denied in the other.

Nowadays, diversity seems to be the key, as it is clearer that language teaching and learning depend heavily on context and on the learners' needs. From this perspective, it seems reasonable to assume that teachers should either work in a context that suits their teaching styles and beliefs or agree to make approaches flexible to match the learners' needs. I will then focus on the latter, not only because it is closer to my context, but also because it is closer to what I have in my heart as expectations towards language teaching. In this context, a grammar-focused curriculum may not be the appropriate starting point.

If you had the chance to read Thornbury's post about "grammar mcnuggets"[1] and the subsequent discussion on the blog, all published almost 10 years ago, you would probably consider the fact that a grammar syllabus does not seem to allow the natural communication that most of our learners need in the world we currently live in. Considering that communication is the goal, grammar becomes only a tool to build utterances, along with vocabulary, pronunciation, discourse and skills that have always been around, but gained evidence in the past decade. Those involve critical thinking, empathy and resilience, and pose a greater challenge than teaching grammar. For grammatical structures, pronunciation and vocabulary, you may take samples from books, films, podcasts and online articles in order to give learners real and concrete examples. Also, preparing questions to check understanding may be more concrete than helping learners develop empathy, for instance.

> # The main point is that teachers do have a chance to innovate as nonconformists in the hegemony of grammar-teaching in some contexts.

The same happens with language practice: providing learners with chances to put grammar in context in controlled exchanges in the classroom is more straightforward than promoting critical thinking. The main point is that teachers do have a chance to innovate as nonconformists in the hegemony of grammar-teaching in some contexts. Teaching for 40 hours a week, one may not have the time to creatively consider how to encourage learners to think, analyse and question – and therefore use the language in what may be meaningful communication. But those of us who have fewer lessons/learners may start subverting what is comfortable: "I'm following the book" should not be a reason to neglect learners' needs or a more relevant use of the language in the classroom.

When there is enough subversion, the market – publishers, schools, parents, students – may perceive language learning differently, changing the demands for so much grammar and prescription. The subversion can also be in the way teachers grow professionally to remain indispensable to the learning process. Information and content are out there and can be accessed by virtually anyone. Thus, our learners are able to open grammar books, enroll in online self-study courses and learn a lot about the language. What they expect from our lessons may therefore be more connected to what they can do with the knowledge – how to interpret what people say, how to effectively respond, how to assertively communicate with others, how to empathise and react to social interaction, etc. That cannot be easily learned from books or computers – instead, they require human interaction to be practiced and developed.

What small actions do you think we teachers could start with in order to bring changes in the overall scenario of English language teaching?

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[1] available at: https://scottthornbury.wordpress.com/2010/09/18/g-is-for-grammar-mcnuggets/

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ROSSO COME IL CIELO: TEACHING BLIND STUDENTS

TAGS: inclusion, visual impairment

I BELIEVE THERE ARE TWO IMPORTANT aspects to bear in mind when a teacher or a school welcomes a visually impaired student in the classroom for a successful learning environment. Firstly, we must understand their level of impairment; secondly and most importantly, we shall never underestimate their ability to learn and cope with limitations.

I will focus this article on the blind students and I hope my tips are useful. First and foremost, it is very important to understand that there are different levels of blindness; however, I will pay a little more attention to two broad groups: learners that are blind from birth and learners with what can be called "adventitious blindness", which means that the student became blind due to a disease or an accident. The difference in how you should deal with these two groups changes dramatically in some cases.

Classroom arrangement

No secrets here, teachers can work with whichever classroom arrangement they want, as long as the blind students are fully aware of it. On their first day of class, the teacher should walk around the classroom with the students so that they have a better understanding of the dimensions, the number of desks, layout, and so and such. That way, every time you need to change this arrangement, tell the students about the new formation in detail and, if possible, give them a "tour" of the classroom before you initiate the class.

Tasks that involve movement

There is no reason to avoid mingling the students or carrying out a choo-choo train activity just because you think an accident can happen with the blind student. It is just a matter of asking a sighted student to be the guide or asking the blind student who they want as a guide for that activity. In

> **and most importantly, we shall never underestimate their ability to learn and cope with limitations**

elementary levels, that is a good opportunity to talk about directions, distance, space, etc.

Tools for tech and non-tech classroom environments

I am aware that not every teacher can resort to technology in the classroom and that might be quite scary if you think about tools to use.

For a non-tech environment, some simple tips might be very helpful on different occasions:

1. Cuisenaire rods do wonders and are extremely helpful with blind students, whether you are working on form or pronunciation patterns, for example. Just bear in mind that colours will not help, just sizes and shapes.

2. EVA can be another useful tool when working with maps (good for teaching directions), letters and numbers (for some students, letters and numbers will have to be represented in Braille format, even using EVA) and shapes.

3. PET bottle caps are quite useful to build games such as tic-tac-toe and crosswords.

4. Crosswords and tic-tac-toe boards can also be built with embossing glue so that the blind students can feel the spaces.

5. Realia is helpful not only for the blind, but also for their sighted peers, depending on their level.

If you are privileged to work in a tech environment, with options of apps and devices, and especially if the students are used to working with technology, things get a lot easier:

1. Students' mobile phones will be your most important ally as you will be able to share virtually everything with them.

2. Through classroom apps such as Google Classroom or Edmodo, information can be shared instantly, before the class begins or even after the class, if you want to share with your students the content worked on. Mind that you can post pictures here, as long as you provide the blind students with a full description of them.

3. QR codes are a good tool to provide students with short texts, readable PDF files or descriptions of photos.

4. Readable PDF files? Yes, blind students normally use voice-over apps on their mobile, phones such as Apple Voice Over or ScreenReader for Blind, which makes possible for them to read PDF files (if you scan a text, it becomes an image).

5. If you don't use class apps, you can easily share texts with your students through

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Google Docs, OneNote, Google Keep, OneDrive or Dropbox. Sharing files is paramount as you provide the blind students with the opportunity to read simultaneously with their sighted peers.

Books and tests

Although it is rare to find Braille versions of books, publishing houses can help you by sending readable PDFs of their books or adapted versions for the blind. They have different approaches or policies regarding that matter. If you work for a language institute, ask your academic department or coordinator for help.

The same happens when applying tests. Some actions might have to be taken, and they all depend on the blind students' needs:

1. The test can be applied via computer where the blind students listen to the questions through a voice-over app.

2. The school must count on a helper to read the test questions for the blind students, who type the answers on the computer or write them on a separate sheet of paper.

3. The teacher reads the test for the blind students or records her/his voice and plays the recording so they can do the test using earplugs alongside their peers. Listening to the teacher's voice might comfort and tranquillise the blind students.

Description and audio-description

Maybe the trickiest thing, once providing students with an effective description of pictures, images, etc., is the students' characteristics. A child that is blind from birth learns about the world surrounding them in a specific way and they have the ability to make themselves a picture of it. On the other hand, a child who lost their sight due to an accident or disease is capable of using their visual memory in order to understand what is being shown. A perfect example of

this difference and how to work with colors, for example, is beautifully demonstrated in the Italian movie *Rosso come il cielo* (*Red Like the Sky*), directed by Cristiano Bortone (Orisa Produzioni, 2007). The movie is inspired by the true story of a sound editor who became blind after an accident when he was a child. In one of the most brilliant scenes of the movie, the young Mirco has to describe the color blue to another kid, who was blind from birth: "It's like riding a bike and the wind touches your face, it's like the sea…", or the colour red: "It's like fire, like the sunset sky."

Working with images is a crucial moment

When sighted students look at an image, they immediately start making connections and begin deciphering what is being shown, even before the teacher assigns a task – this is called "incidental learning". To get around this, the teacher must give the blind students some time to read the description before asking for the task. One thing that is often quite effective in this case is to ask the sighted peers to describe what is on the board so the blind students understand what the image is about. Text description is good and effective. However, nothing is more effective than the human contact – listening to a peer (or even the teacher) describing a picture causes a huge and positive impact on the blind learners.

One last alternative would be blindfolding all students in the classroom. Then you could make a description of a picture and ask questions about it. The students' task would be to discuss the image they would have created in their minds. A nice thing in this activity is that all the students in the room would be at the same level of difficulty.

RODRIGO FAGUNDES CORREIA

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LANGUAGE ACQUISITION

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Henrique Zamboni

THE TEENAGE BRAIN: HOW IT AFFECTS THE LEARNING PROCESS

TAGS: education, language acquisition, learning, second language acquisition, teaching, teaching teenagers, teenagers

AS A TEACHER, I HAVE OFTEN RESORTED to different methodologies and activities to make students more interested in my classes. However, I have lately been curious about the **learning processes of a language** and eager to understand, in depth, how teenagers go through such processes. Consequently, the following question has popped up: what if we could boost students' language acquisition by sparking something in their brains?

Much has been studied and said about **neuroscience** and how the brain takes in a language, but I have never found plenty of materials including details about teenagers specifically. Therefore, in this article I delve into how such organ functions for this age group. Are there any differences? If so, why should we be aware of them when planning and delivering our lessons?

It turns out that the human brain goes through changes up to the age of 25, which means that the teenage years are extremely important in the **neural development**. The parts that are involved in changes faced throughout adolescence are the limbic system and the prefrontal cortex.

The limbic system is shown in research to perform a primary role in the processing of memory, decision-making and emotional responses. This explains why youngsters are so emotional, impulsive, and instinctive.

The prefrontal cortex is the area of the brain responsible for critical thinking, self-control, planning, attentiveness, organisation, empathy, and problem-solving, among others. And guess what? This area has a tardy development, which speaks volumes about the challenges teachers face with teenagers in the classroom.
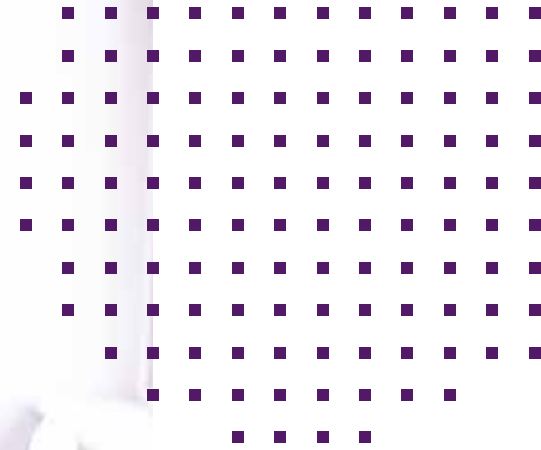
To make matters worse, the teenage brain has low levels of serotonin and dopamine, neurotransmitters that provide us with a sense of well-being and pleasure.

In a nutshell, the teenage brain is a recipe for disaster!

One usual difficulty that most teachers have when teaching teenagers is how to deal with behaviour problems. Understanding

more about these characteristics of the brain can help us with that in many ways. To illustrate it, it might lead us to have **more empathy** towards teens. In order to understand them, we must put ourselves in their shoes and embrace the fact that some of their attitudes and misbehaviour are directly related to their life stage. Therefore, we should not take it personally when a student misbehaves or has impulsive attitudes because this is part of their physiology. Of course this does not mean that we have to turn a blind eye for these issues, but from the moment we learn that teenagers are internally going through a hard time, it is easier to look at the situation from a more sympathetic perspective.

As far as learning goes, by studying the teenage brain we can draw two conclusions:

1. It is way harder for teenagers to concentrate and keep focused because their brains are not entirely developed yet.

2. Emotional experiences are to be more easily remembered than neutral experiences.

Hence, one of the keys to success in teaching teenagers is trying to bring to class topics that they are interested in. This will cause much more impact than always being guided by coursebooks. Bearing this in mind when planning lessons for teenagers will come in handy if we want to create **memorable learning opportunities**. We may not be able to think of something extraordinary every class, but that is OK, providing that we keep teenagers motivated.

Classes for teenagers must be dynamic in order to make a difference for them. There are a few things that you might want to start doing to make your lessons more engaging. Firstly, include videos, songs, and games in your lessons whenever possible. Secondly, bring updated relevant topics that you know students like. And last but not least, find out what you and your students have in common now and, occasionally, when you were a teenager yourself. Giving them engaging activities that both shortens the generation gap and make them sure you understand how they feel and why they like what they like will certainly boost their learning experience. As long as they are moved, they are learning.

Feel free to contact me at contato@henriquezamboni.com.br in case you have any questions or thoughts you would like to share. Thanks for reading!

HENRIQUE ZAMBONI

He has been in ELT for more than 10 years, having worked for different language schools. He holds a CPE and a CELTA, a degree in *Letras*, and a degree in Marketing. He is the founder of the website *Inglês para Adolescentes*, where he is a teacher of teenagers and teacher trainer.

Eduardo Trindade

WE ALL NEED PEACE EDUCATION

TAGS: negative peace, peace education, positive peace

WHILE TRYING TO DECIDE ON THE theme for this article, I thought of the growing wave of intolerance, prejudice, hate crimes, etc., especially in Brazil. So I decided to write about Peace Education and possible ways to implement peace education-focused instruction into the daily routine of regular schools in Brazil.

Before giving you some practical ideas, let's clear up two basic concepts or kinds of peace: **negative** *peace* and **positive** *peace*. But what is the difference?

The concept of negative peace is the generally spread idea of peace most people share, that means, the absence of large-scale conflicts, or the opposite of war. On the other hand, the concept of positive peace is a bit more than just avoiding wars or large-scale conflicts. Theoreticians say that there's positive peace when we are in a society where there are no social differences, violence, intolerance, or prejudice of any kind. Some might even say positive peace is utopic.

While in the political field we might argue this is utopic, in the educational field, teaching with a focus on peace education is not utopic at all. According to UNICEF, peace education "is the process of promoting the knowledge, skills, attitudes and values that will enable children, youth and adults to prevent conflict and violence, both overt and structural, to resolve conflict peacefully, and to create conditions conducive to peace, whether at an interpersonal, inter-group, national or international level."

That, my friends, is exactly what our schools are in desperate need these days. But effective peace education is not just a short-term intervention. Instead, it is a long-term process. It involves changing behavior and it might take you some time before you notice any results.

I'd like to suggest some activities you can do with your students:

• **Colors Together**

Distribute different watercolors so that some students have blue, some have red,

> **But effective peace education is not just a short-term intervention.**

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some have yellow, and just one student has black. Then, have students mingle to find and group with the classmates who have the same color they have. The student who got black will not find a group and probably feel different. Ask him or her to report how he or she felt during the activity. Then, use a sheet of paper to show them that if we mixture the three colors together (blue, red and yellow), we actually have brown. Use this as a message meaning that we can all get along together no matter our racial background, color, sexual preference, religion, political opinion, etc.

• **Thank You!**

Have students write a thank-you message to any worker that helps them someway in their daily lives but they normally don't talk to. It can be a doorman, a janitor, a cashier, a teacher, a crossing guard, a police officer, etc.

• **Conflict Resolution Animation**

Giving students common everyday conflicts for them to come up with solutions for doesn't necessarily motivate or engage them, as we'd like to. So, a good option is to ask them to create an animation for the conflict-solving situation using a website like www.dvolver.com.

• **Free Rice**

The website www.freerice.com by United Nations World Food Programme is a very nice website that gets your students practicing vocabulary at the same time they help donate rice for people in need around the world. The website donates 10 grains of rice per each correct answer. Students can create their login to keep track of how many grains they have already donated. You can propose a contest to the class during a certain period for students to check who donated more.

Well, that's it for now! Hope you liked it!

REFERENCE:

UNICEF (2005). "Call for Action: Education for Peace." *Chilhood under Threat: The State of the World's Children 2005.* Available at: www.unicef.org/sowc05/english/conflictaction7.html.

EDUARDO TRINDADE

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Isabela Villas Boas

GENDER BIAS IN THE CLASSROOM AND GENDER-BASED VIOLENCE: TOO FAR-FETCHED?

TAGS: empowering girls, society reflections about education, classroom

AN AVERAGE OF **137** WOMEN ACROSS the world are killed by a partner or family member every day, according to new data released by the United Nations Office on Drugs and Crime (*BBC News*, November 25, 2018).[1] It is not surprising that we need an international campaign such as "16 Days of Activism against Gender-Based Violence"[2], that runs from November 25 until December 10 every year. But what does this have to do with gender bias in the classroom?

Well, gender violence stems from men's belief that women are inferior and belong to them. When women are reduced to a mere possession, they can be disposed of just as an old car. If women decide to break a relationship or not marry whoever their parents want them to marry, they supposedly "hurt" their husband's/boyfriend's/father's pride. These men feel that they were not capable of keeping their women "on a leash".

This mental model has been ingrained in society for centuries, and the only way to change it is changing how boys and girls are raised and how they are treated in schools. Since discussing how to change this scenario in society goes beyond the scope of this publication, I'm going to focus on gender bias in the classroom and how we can all be year-round activists against it.

I recently attended a talk by my colleagues Helena Galvão and Samara de Oliveira entitled "Empowering Girls: Making a Positive Impact on Society". This topic is very dear to my heart because I have two daughters and, while they are growing up, I am always worried about empowering them and making them feel at least as capable of anything as men. Even so, when I look back, there are still some things I would have done differently.

During my academic studies, I have also come across research reporting how teachers treat boys and girls differently;

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[1] AVAILABLE AT: WWW.BBC.COM/NEWS/WORLD-46292919?FBCLID=IWAR0G7J_5PYQXWTWG97KMMYLDBXAROE-GKA5IIYHZC0XMA28X6JL5ZOBE29Z0

[2] AVAILABLE AT: WWW.UNWOMEN.ORG/EN/WHAT-WE-DO/ENDING-VIOLENCE-AGAINST-WOMEN/TAKE-ACTION/16-DAYS-OF-ACTIVISM

how girls start out academically stronger than boys but, throughout the years, the boys end up outdoing the girls; how there are many more men than women in certain fields of study, etc. This has to do not only with the way boys and girls are raised and what they hear about men and women, but also with the way they are treated differently in schools, most of the times in very subtle ways.

Seeing my colleagues' perspective on the topic was a breath of fresh air because they adopted a positive approach and provided lots of useful suggestions on simple things that teachers can do in their school routine not only to empower girls in their classrooms, but also to make boys see girls as their equals. One of the things they mentioned was how we should make a daily effort to avoid gender bias. Naturally, this is easier said than done. Gender bias is so ingrained in our culture that we can easily be influenced by it in our classes and our daily lives without noticing. Here are some tips they provided:

• Ask boys and girls for the same things.
• Don't put boys and girls against each other. Mix the students in your groups.
• Be attentive and even-handed.
• "Because you are a girl" (or a boy) should never be a reason/answer for anything.
• Praise girls for things other than their physical appearance.
• If you do feel like commenting on looks, make sure boys and girls get the same amount of praising.
• Refrain from giving prizes based on stereotypes.
• When preparing your classes, make sure to use authentic material that represents the diversity in society. This includes gender, race, ethnicity, religion, social vulnerability and disabilities.
• Make sure your classroom is a space for freedom. Students can be anything they want!
• Display strong female role models and tell students their life stories.

Wonderful tips, right? And I'm sure we can think of many others to add to that list. However, reality strikes!

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A few weeks later, I accompanied the global director of our high school program on a visit to two groups. During the visit, he chatted with the students and asked them many questions about the program. Guess what happened? Only the boys volunteered to speak! I knew those two groups and had observed their classes many times. I knew that the girls were smart and had great English and a lot to say, but they chose to be quiet and let the boys speak for them. The director was also puzzled by this fact and we concluded that we needed to address the issue of empowering girls more explicitly in the program. We needed a plan. Just thinking that it would naturally happen hasn't worked. As Helena and Samara mentioned in their talk and shown on a video[3], girls are raised to have ambition, but not too much. They are told they should aim to be successful, but not too much, either. This is what I saw in those two classrooms!

Then, the other day, I observed another class in which the teacher was going to present the topic of multiple intelligences. She came up with a wonderful activity to raise students' awareness of the different types of intelligence: she provided a list of nine famous people in history, among which were artists, musicians, soccer players, scientists, philosophers, and writers. The students had to rank them according to how smart they thought those people had been. Of course, they ranked the scientists higher, and this resulted in the discussion that she had planned, namely, that we tend to value logical-mathematical intelligence more than the other types, leading to the text on

[3] AVAILABLE AT: WWW.YOUTUBE.COM/WATCH?TIME_CONTINUE=2&V=WHNKCDCQNHO&FEATURE=EMB_LOGO.

> **When preparing your classes, make sure to use authentic material that represents the diversity in society. This includes gender, race, ethnicity, religion, social vulnerability and disabilities.**

how this view of intelligence has changed with Howard Gardener's theory. Amazing activity, right?

There was one problem, though, and I don't blame the teacher for that, because she had tried to select famous people who she was sure students would know. The problem was: there were only men on the list! I admit that I don't know if I would have noticed this had I not recently attended Samara and Helena's talk. I guess gender bias also came immediately to my mind because that group consisted of six students, three boys and three girls, and the boys were much more talkative and participative than the girls. Thus, that was a perfect opportunity to change this pattern. There are two ways that immediately come to mind in which the teacher could have addressed the topic of gender bias. She could have made a list with the same number of men and women or she could have kept her original list and

asked the students why they thought only men had come up when she thought of famous people that they would certainly know in each field. She could then propose that they develop another list, considering gender balance. Again, I know that I only noticed this because I have the gender bias issue on my mind now, something that I did not have so strongly in the past. But then, what we need to do is to make sure all teachers have this issue on their mind too!

Okay, so you reader might be thinking, "I'm sure you have fallen into the gender bias trap as a teacher as well." My answer is, "Absolutely!" I can think of many activities I have carried out, questions I have asked, and things I have said that constitute gender bias. I'm sure we all have. Addressing gender bias is a daily battle, something we should never forget when we are planning lessons or interacting with our students. Of course, we can't make this an obsession and overdo it, because it might

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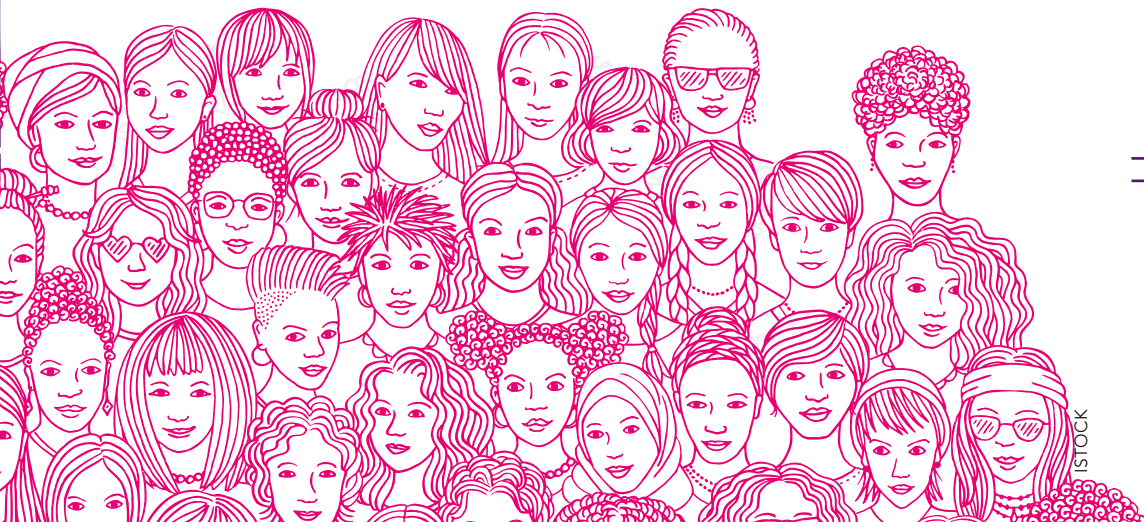
backfire and students may think, "Oh, here comes our feminist teacher again..."

It is truly the little and subtle things that matter, as Samara and Helena pointed out. It's about the examples we give, the pictures we choose, what and who we praise, who we look more at, the types of questions we ask and to whom. It's also about how we teach students to read texts critically and identify not only gender bias, but also other types of biases. It is a daily battle we need to face if we want to change society. Violence against women will only diminish when it becomes natural to men that women are their equals, that women don't belong to them.

But wait! Aren't we in the classroom to teach English? It can't be political! My answer is: everything is political. The way we choose to live is political. The choice to address or not to address gender bias is political. Let's not confuse political with politics. Every time an educator steps into a classroom and interacts with a group of students, whatever they say or do will have an impact on those students and on society. The choice to say or not to say, to do or not to do, is political and is based on our own biases.

PS: The teacher mentioned here gave me permission to use this example publicly. If Samara and Helena had not raised my awareness of this issue, I wouldn't probably have noticed the gender bias in the activity.

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Juan Luis Granato

SHOULD WE GO AGAINST NATURE?

TAGS: bilingual education, reflections on education

WHEN CHILDREN WAKE UP, THE FIRST thing they want to do is to play. Every mum and dad can assure this, especially when their children are very young. I believe that this "playing" is essential for their learning and that, if we focus on the "playing" and guide the "games", the results will be remarkable.

Can we transfer this "playing" to the classroom? Of course we can! In fact, I believe that with the use of Drama in Education we do it naturally. I'm aware that the classroom has its "rules" and we must respect them, otherwise it would be a chaos, but breaking some "rules" would actually foster learning. In Drama, performing is that "playing", because to perform is to play being another person, in another situation, in another place and time. So, if we adapt this to our subjects, we will get successful results. Is it strange to think that, in History classes, students might be enslaved people fighting for their freedom in the 18th century? Or in Math, that they might be cashiers in a crowded supermarket? Or in Geography, explorers

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looking for the weirdest creature in the wild jungle? Of course it is not! It is life! And the students would be living the experience of being the protagonists of their own story. This would surely be more memorable than only studying from a book.

Nowadays, Drama is usually seen only as the staging of a play at the end of the school

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> "Through drama, students became a part of the learning process rather than mere observers [...]"

year. I celebrate that, it is absolutely necessary, but I think we are ready to give a step forward and include Drama as the core of every lesson.

In the book review of: 'Drama is imagining to learn: Inquiry, Ethics, and Integration through Drama' by Jeffrey Wilhelm, published in The Harvard Educational Review[1], the author claims:

'Through drama, students become a part of the learning process rather than more observers or inactive receptacles of the rich experience of learning; in this way their learning was deeper, more sustained, and infinitely more complex". And I would add: "because drama is about playing which is in children's nature"

[1]AVAILABLE AT: HTTPS://WWW.HEPG.ORG/HER-HOME/ISSUES/HARVARD-EDUCATIONAL-REVIEW-VOLUME-70-IS-SUE-1/HERBOOKNOTE/IMAGINING-TO-LEARN_132

JUAN LUIS GRANATO

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Victor Virginio

GOOD TEACHERS DON'T STAND ON STUDENTS' WAYS

TAGS: language, learning, teaching

THIS MIGHT SOUND A BIT TOO harsh, but we sometimes do hinder learning. The title of this text was borrowed from a famous saying in football, made popular by the controversial former player (now politician) Romário. He was a very successful and undoubtedly talented player who worked with a number of coaches throughout his career. He was always very critical of his coaches and peers and did not use to keep his mouth shut when he did not agree with them. According to this idea, the first requirement of a good coach is not to hinder their athletes' capabilities by making things more complicated than they are.

The work of sports coaches resembles in many ways that of the teachers: they provide training sessions that help athletes improve their individual skills, create routines to set how the players should organize themselves during the games, keep motivation at the highest level, and maximize teamwork and positive atmosphere.

Our students, just like the vast majority of players – and unlike Romário –, do not shout out that the teacher and the lessons are not making them improve, either because they are not sufficiently aware of it or because they somehow fear the consequences. Recently, I have taken some lessons (not related to English) in an academic environment and I found myself in that scenario, feeling I was not improving and that sometimes the actions the teachers took actually had the opposite effect.

Some of the subjects I was studying were related to Math. Yeah, I know. Some will imagine that being a teacher in the Humanities field and having this background I am not a Math expert. Even so, I found myself having difficulties which I immediately found out that were shared by many peers. When we asked for clarification, we would see the teacher replying by saying that it was very simple. Not in a tone that introduced a gentle and simple guidance through the resolution, but more like, "How could you not understand that?" and magically transforming 2365 into 100100111101, out of his memory (or out of the blue) and moving on like it was clear for everybody. What was certainly really simple in the teacher's mind was a real mess in ours! I wonder if on that same day, after that lesson, the teacher must have complained in the staff room about how students couldn't get such an easy stream of thought.

This takes me directly to our context. To be honest, how many times have we done or seen our colleagues doing the same?

> **THE WORK OF SPORTS COACHES RESEMBLES IN MANY WAYS THAT OF THE TEACHERS: THEY PROVIDE TRAINING SESSIONS THAT HELP ATHLETES IMPROVE THEIR INDIVIDUAL SKILLS**

Have we never wondered how our students couldn't understand the verb to be or something that looks that simple to us? Not being open to any ANY kind of question on what you are teaching makes students feel unsupported, and that is the worst feeling that a teacher-student relationship could generate or bear. Instead, we should believe that students' questions are invariably valid and guide learners with the simplest tips we could possibly think of. Only then, advance to the next steps.

Advancing to the next steps is also quite tricky; if done with wrong timing, it can hinder students' sense of achievement and make them feel as they cannot improve even when they are actually doing so. When a learner has not successfully put into practice what they have learned, they might feel uncomfortable to go one step further and, as a consequence, not perform as well as they could. Thus, we should always try to make sure they are set to move on. Break down into parts, go step by step, make it simple. For instance, we frequently have those lessons in which we need to revise the differences among past forms. Don't teach the differences between past forms without first making sure students remember the form and meaning of each of them. Or those lessons on the differences between "do" and "make" – don't go through the differences without being sure that students are actually acquainted with a relatively high number of collocations with each. Both of these examples are about building momentum and getting learners confident to move on.

To be honest, there were other days when I could feel exactly what Romário said – even though I am not half as good at Math as Romário was at football. What I take from this experience as a student to my practice as a teacher is to keep the following points in mind at all times: first, let us be honest, the vast majority of our students are not language enthusiasts, so they will not find the same beauty and simplicity as we find in English. Remember when you were a student and you probably were the only one in the classroom who would feel excited about grammar (maybe one or two more, if any)? Consider that and don't skip the simplest parts and don't expect students

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» to find the same ease and excitement as you. Also, align expectations and be very clear about them, especially when it comes to tests. To most teachers, tests are just a part of the process and we (hopefully) don't see them defining our students and their capabilities. However, to the learners, that is what tests are. This is the result of centuries of an educational culture that overemphasizes tests and certificates. Regardless of the reasons, it is there and students feel it. There is an enormous tension and expectation around tests and, due to that, a test should never be the greatest challenge students will face during a term – tests should have at most the same level of difficulty as their regular practice.

Learning a new language is challenging enough. We should be really careful not to be unnecessary challenges ourselves. Watch yourself while teaching and see what roles you tend to play in your lessons and how effectively they are helping, instead of hindering learning.

VICTOR VIRGINIO

He has been teaching for eight years and is interested in the use of students' own-language to learn English and classroom-based research. He holds an MA in Linguistics and a BA in English/Portuguese from UFRJ, as well as the Trinity CertTESOL. He has presented at ELT and Linguistics conferences such as ABCI and Abralin.

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Adriano Zanetti

SOCIAL, EMOTIONAL, COMPETENT: HAVE WE FOUND THE MISSING LINK YET?

TAGS: emotional learning, learning, social learning, teaching

WE ALL KNOW TOO WELL – AT LEAST we should – that teaching does not come easy. However, people other than teachers tend to consider what we teachers do as something "doable". In other words, they think it is just a job in which you get into a classroom and start doing the talk. Little do they know that such days are gone.

I come from a language-centre background teaching environment. As a "new-to-the-system" state school teacher, I have encountered several situations that required a lot more than teaching skills. Scary to say the least, I must confess, yet a departure point in trying to figure out what might have triggered such situations and, evidently, find ways through which I might better assist my students.
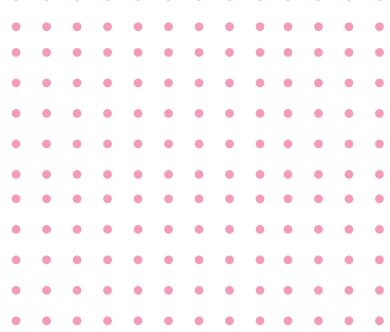
On setting off in this little adventure, at times reading through, others plodding through, I happened to come across studies connected with social-emotional competences,

basically bearing in mind Rhodes' (2005) model of youth mentoring. I can sort of jump back in the past and recall how I used to be taught, repetition after repetition – way too mechanic to my linking. I am thinking now that I might have stricken gold and decided to give it a try. At least, do the very same thing (teaching), yet very differently and with a new perspective and approach.

We have been living in a fast-moving real-life movie and our character keeps moving in this vast 3D environment that makes us travel from screen to screen. Our students are inserted into this harsh reality and fail to consider that they have come into this world as winners. My perception is that their cognitive prospect is right there – they only might be unable to find it out, mostly due to the lack of social-emotional skills.

You must be wondering what that has to do with teaching. Both as a parent and an educator, I have come to notice »

> **We have been living in a fast-moving real-life movie and our character keeps moving in this vast 3D environment that makes us travel from screen to screen.**

>> that, instead of letting the world change my students, I should challenge them to change their own world. In order to meet that end, though, I came to the conclusion that I should equip them with social-emotional training. Such approach has enabled me to experiment with different strategies in order to bring out the best, in the least bit, of my students.

Amongst several social-emotional skills to be developed, I have been experimenting with NLP (neurolinguistic programming) activities and my main objective is to develop the following three skills further down:

• **Self-control:** seen as the basis to other skills, the ability to control oneself is imperative, since a highly competitive school environment may lead to frustration, disappointment, and sadly enough, suffering. I have witnessed pupils under these situations reacting badly when provoked. I am not saying that they should avoid conflict, only that they should be able to respond accordingly to the provocations (tests, peers, family, bullying) they are confronted with.

• **Social competence:** this is a key factor to be developed in order to strike a balance between being assertive and keeping positive levels of relationships. Teachers themselves >>
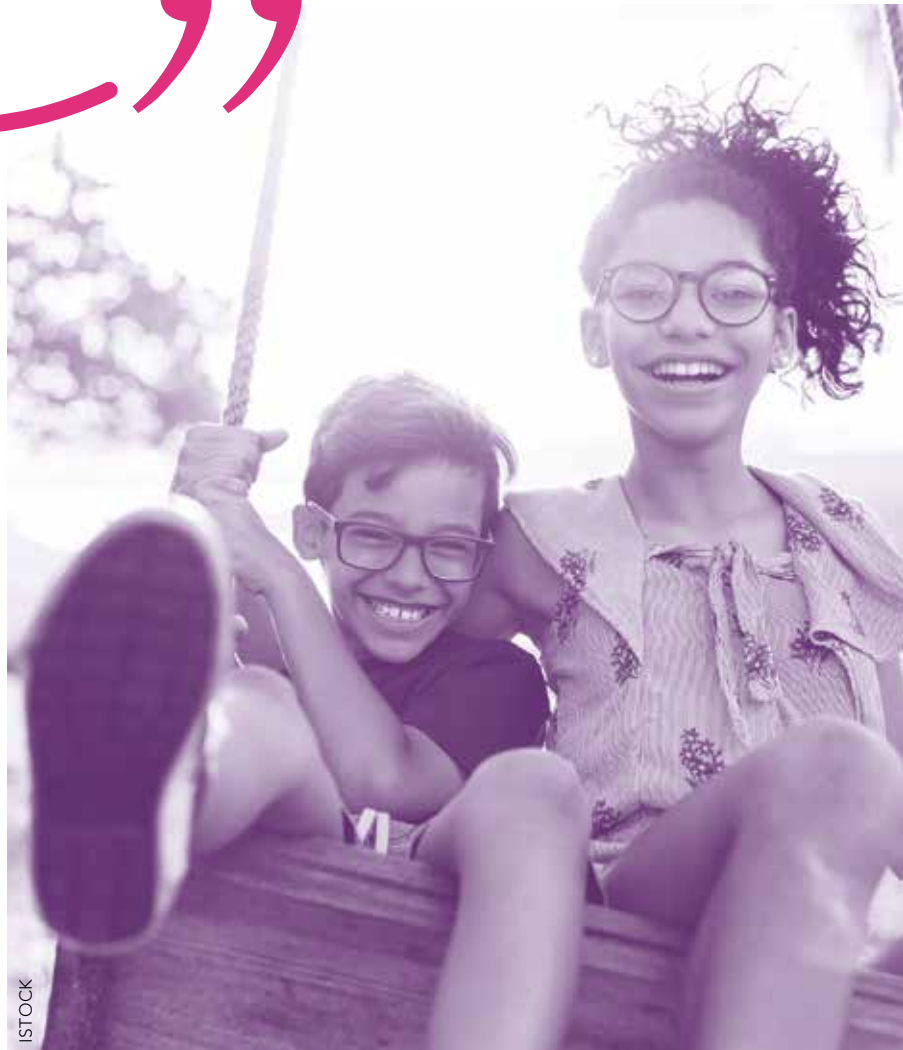
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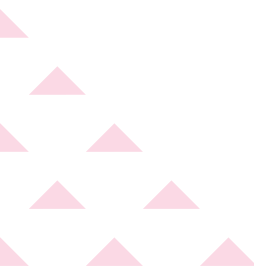
should be able to find this subtle line; better still, it is quite important to spot such individuals in a large group of students so that they can serve both as assertive and as positive models. Socializing in a large group of people can be a daunting experience for some, especially if we consider the age factor in primary and secondary schools.

• **Problem-solving skills:** I have spotted a need and want for critical thinking, so I chose to provoke my students with activities that would make them leave their comfort zone and think critically. I have carried out an experiment with a class where one group was basically comprised of "mentor students" and the other of, say, "ordinary students". The discussion in the latter group was a lot more "heated" and less civilised than in the first one. Then, I did other discussion activities, but mixing the students each time. After a series of discussions, I have noticed that the positive influence had resulted in more productive and respectable problem-solving discussions. Then, a wonder.

As I see it, one might consider this approach to be a small step in terms of academic development. However, it has been proved to be a huge step for me in terms of CPD. As educators, we can help students out through a full variety of strategies to work on their social-emotional skills, as opposed to only delivering lessons that might be dull to them. My own teaching skills, coupled with my learning to do the same thing but differently, have raised rumours about me in the school I work at as "a different teacher". If being different means being willing to minimise daunting learning moments in my classrooms and maximise learning experiences, then I AM different.

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"EMPATHY IS A QUALITY OF CHARACTER THAT CAN CHANGE THE WORLD"

🏷 **TAGS:** classroom experiences, critical thinking, education, professional development, teacher development

Y THIRD PIECE OF ADVICE IS to cultivate a sense of empathy – to put yourself in other people's shoes – to see the world from their eyes. Empathy is a quality of character that can change the world.
Barack Obama

Empathy is "the art of stepping imaginatively into the shoes of another person, understanding their feelings and perspectives, and using that understanding to guide your actions." (Krznaric, 2014, p. 94)

Because of the many online groups some of us are part of, it's much easier to find ourselves in situations where our empathy is questioned. At the same time, we have way more chances to exercise it if we choose to.

According to Sarah Mercer (2016, p. 94), "empathy is not merely an automatic response to emotional cues, but rather emerges from appraisal processes that follow observation, and can include and be influenced by conscious reflection, then possibly leading to action."

In her book *Positive Psychology in SLA*, a collection of articles on the subject, Mercer explains that we have "mirror neurons which help us to imitate others but also potentially help us to read other people's emotions and thoughts." (Mercer, 2016, p. 93) In return, muscles in our face are activated, and we imitate the perceived expression of the other. "These muscles send signals to our internal organs, which stimulate physical states similar to those experienced by the person we are seeing." (Mercer, 2016, p. 93) In other words, as clarified by the author, "what we recognize as the emotions felt by others resonates in our entire emotional network." (Mercer, 2016, p. 93)

But for this process to happen, we need to be face to face with people, or at least to be able to read their facial expressions, something that doesn't normally happen in social networks, where most of our interactions happen nowadays. For this reason, it's much harder to be empathic on social media than when we are talking to people face to face, leading us to care less about the impact of our communication on others and not to be so careful with the words we choose to express our ideas.

»

Empathy is "the art of stepping imaginatively into the shoes of another person, understanding their feelings and perspectives, and using that understanding to guide your actions."

We are social, relational beings. We are living in an era where it's possible to be connected to more than 28.000 other teachers in a single place to exchange ideas, learn from each other, improve our practice and grow as professionals and as people. It's a great opportunity to exercise empathy, one of the core skills necessary for effective relationships, the key to meaningful high-quality interpersonal relationships.

Imagine this situation: you're in a workshop at an international conference with other fellow teachers discussing new trends in educatication, when one of the teachers tells the group he is a professional certified coach who uses coaching tools and techniques in the classroom to potentialize students' results. You personally don't believe coaching is a legitimate approach to be used in educational contexts. In this case, would you feel comfortable to say that you think coaching is **nonsense**, that it is a bunch of **rubbish** made up to **deceive** people, that it is nothing but a way out for unemployed people who want to **make easy money** by **overcharging** others for a job they

are **not qualified** to do and which should be done by therapists or psychologists? Or even that you **despise** coaches and everything related to coaching?

I'm talking about coaching here as an example, but we often see other subjects being discussed on social media groups where angry comments, generalizations and unethical criticism take place, leading us to notice that we are far from practicing what we preach, and to believe that diplomacy, respect, finesse, ethics, and consideration for each other aren't necessary manners in online interactions.

Of course, everyone is entitled to have an opinion and to express themselves, but we can't forget that, in that imaginary workshop, we are a group of teachers with the same objective in mind — to teach English and to help people thrive personally and professionally by learning the language — and there will be disagreements on the approaches chosen to meet this goal. What we can't forget is that congeniality and empathy must always be present.

My point with this article is to propose that we teachers try harder to be empathic in any situation, and that we also exercise this skill with each other, not only with our students. Let's be nicer to one another. We don't need to agree with everything we see and hear from our peers, but we can always be kind, considerate, thoughtful, friendly, careful with our words, pleasant, wise. Let's allow the love we have for our students and our profession to resonate among each other. Life will be easier and sweeter. It's a simple choice.

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