

Judith Romero Ruiz

Freelance Writer

Profile

From teaching English to people of all ages to performing as an interpreter, if there is something I'm passionate about, it's communication. And if there is a moment when I can really use everything I know, it's when I sit in front of the screen and let my fingers fly through the keyboard. Either reviewing a movie or researching History, I lead words to their place as an orchestra conductor, or as a puppeteer, so everything fits and my texts sing the proper tune. From the researching stage, gathering materials from the most diverse sources and verifying them, to letting words flow into the word processor or blogging platform, passion for my job and for the words I write walk with me at every moment.

I've worked on texts which have required long months of research and writing. I've written daily chronicles and several reviews after 8 hours of non-stop projections for more than a month. And I face long assignments and high profile, potentially stressful jobs with the same passion and dedication.

Skills

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| <ul style="list-style-type: none">• Spanish (Mother Tongue)• Catalan (Mother Tongue)• English (Native level)• French (Basic)• Ability to replicate the pronunciation of different languages and accents• Documenting• Writing (academic, articles, reviews)• Research, humanities (traditional and online)• Communication (teaching, customer care, theatre)• High pressure situations management (stress control and tasks prioritising) | <ul style="list-style-type: none">• Working with children (good knowledge of children needs and characteristics)• Working with teens (good knowledge of teens needs and characteristics)• Difficult students handling• Motivation and engagement• Course and lesson planning• English Teaching• English grammar• Spanish grammar• General history• History of Tudor England• The French Revolution• History of Victorian England• Contemporary history | <ul style="list-style-type: none">• History of cinema• Cinema Reviewing• Audio-visual production• General literature• Shakespearean works• Early Modern English• Retail operations• Cash handling• Microsoft Office• OpenOffice• Windows (all versions)• Mac OS X• Linux (Ubuntu/Mint)• iOS/Android• Blogging platforms (WordPress/Blogger) |
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Studies and Training

BA Humanities

Bachelor's Degree
Universitat Oberta de Catalunya

(Final Dissertation: *Elizabeth I. Woman, warrior, queen*)

2002-2008

Degree in Cinema and Audiovisuals

Escola Superior de Cinema i Audiovisuals de Catalunya (ESCAC)

(First year)

2001-2002

Elizabeth I: Myth and Reality

Oxford University

2011

Teaching Knowledge Test

Cambridge ESOL

(TKT – Modules 1, 2 and 3)

2010-2011

Designing Teaching Materials

CECAP

2009

Work Experience

Freelance Writer

Freelance

From 2012

I'm undertaking a new stage of my career as a freelance writer. I write fluently in English, Catalan and Spanish about a wide range of themes, with an extra level of expertise when talking about Cinema and History. I'm slowly growing my customers portfolio while attending my personal writing jobs.

Besides my history and cinema blogs, my most important collaboration is the weekly review I write for the online magazine El Antepenúltimo Mohicano (<http://www.elantepenultimomohicano.com>) as their London correspondent. My work with them allowed me to cover the 57th London Film Festival, writing a daily chronicle and smaller reviews, as well as full reviews of the most important movies shown during the festival. I also attended two shows at the London based Resonance FM radio station (<http://resonancefm.com>) to talk about the festival.

Associate Teacher

Inlingua International

2007 to 2012

Inlingua international (<http://www.inlingua.com>) is a renowned international language training company, with more than 300 centres around the world. I worked in its academy in Lleida, the city's most important language school, its trademark being teaching English for kids and teenagers.

I started as a basic English teacher for kids and teens, then I was progressively given more responsibility and difficult groups, like adults and revision. It was my ability to get good grades of the most difficult students – and their overall track record – that allowed me to be promoted to the lead teacher of the revision classes.

Kids

I love teaching kids, interacting with them, the special way they see the world and react when they learn new things. It's precisely this that helps me to feel what they need, how would they better understand what I'm trying to teach them and how to establish the kind of relationship that can allow me to communicate, play and keep the class under control. A relationship which allows my pupils to feel in me someone near and approachable, but at the same time with the necessary authority and firmness required for the class to go on smoothly and with a good pace.

When teaching kids you can never forget the parents. The parents usually see the school and academies as a blind spot where they can't protect or control their children. Because of this, communication with parents is critical and extremely delicate. But it's also very rewarding when they tell you how their son or daughter have improved, or how they love going to class. It's also a very useful tool that allows me to gain insight into the kids moods and feelings, and to work on what the parents need to know when there is a problem, and how to help solving it.

Teens

Teens are the most complex kind of pupils I've had. The mix of the just discovered adult-like thinking, childish attitudes, a rebellious streak, stubbornness and near infinite energy makes for a hard job with very rewarding results. When I start with a new teens class I always begin by forging a sense of discipline that allows me to manage the course while keeping a good mood within the classroom. But the real trick is to gain a rhythm and dynamism that keep my pupils interested with the lesson at hand.

Most pupils were taking extra English classes to improve their level, or because they were having problems with English at school, which meant this improvement required a hard work and implied a fair share of failed exams. Inlingua has as a house rule not to allow a teacher to correct the exams of their own pupils. I was allowed to establish, as an intra-class rule, to only pass students who got more than 70% of the points instead of the standard 50%. And even in these hard conditions, my students almost always passed the exams and never one of them needed to retake a year.

But maybe what I am most proud of working with teens is when I feel that even one of them is really enjoying the class, students who maybe had a really bad reputation from previous years with other teachers, or whom you know their parents forced to go to class.

Adults

Adults are at the same time the most willing of students and the ones who have a harder time achieving some progress. They are studying English on their own free will, but, at the same time, there are a lot of difficulties that hinder their learning curve. Most of them have long forgotten how to study, and English is an especially hard language for them. Only from recent times the typical foreign language taught in schools is English; before that almost all schools taught French. Also, English is especially alien for them, with different structures and for the most part with non-Latin root.

These resistances, the occasional reticence due to being taught by a younger person, and the usual heterogeneity in a class with people of a wide variety of ages and origins, were the key factors that drove the preparation of my classes and how I imparted them. In some way, you feel enriched when you can establish a fluent dialogue with your students, where you notice that you are transferring some knowledge. I am really proud of helping people reach some degree of fulfilment by learning something new past the traditional schooling time.

Revision

The revision classes were free for anyone who had problems in the regular course, and whom their teachers wanted to have some extra time to try and improve his or her level. By definition, in these classes each pupil had a different age and level, and different problems to solve. There, I had to conduct a class-wide rhythm and discipline with individually tailored content and attention. All of this hindered by the fact that most of them didn't want to be there, and obviously had difficulties learning English.

Teaching these kids was also very helpful for me, since there I learnt a lot on how to teach pupils with difficulties, which, in turn, represented a boost for my other classes. And the truth is that when I had a student there who really wanted to improve made it all the effort worth. In time, when all the good results my pupils had (or the fact that most of them chose my turn) started to show up, the academy ascended me to lead revision teacher.

Cinema Reviewer

Bon Dia (online newspaper)

2010 to 2012

Muchocine.net (online reviewing site)

2009 to 2012

The BonDia newspaper (<http://www.bondia.cat>) is freely distributed in its paper edition with 15.000 copies and 31.000 daily readers. It also has an online edition with which I collaborated writing about film news and cinema reviews. Muchocine.net is an online reviewing site with which I collaborated and represented on several press screenings. I've

been writing about cinema since I was a teen, but this jobs allowed me to get in touch with the more professional world and improve my writing, investigation and reviewing skills.

Interpreter (for the police)

Ofilingua

2011 to 2012

Ofilingua (<http://www.ofilingua.com/index.php/en>) is a company specialized in translation and interpretation around all Spain. They contracted me to act as an interpreter for people who had been arrested by the police (mostly illegal immigrants) and who couldn't speak Spanish. This is an experience that had a really deep impact in me due to the extreme human circumstances of the job and the capital importance a good communication had for the people I was acting as an interpreter for.

Shop Assistant

Llibreria Caselles (Caselles Bookshop)

2/2005 to 2/2006

Caselles is one of the biggest and most prestigious bookshops in Lleida, with five floors dedicated to all kind of books. There I was face to face with the public, attending clients and assessing them in the search of the right book or matter. I also had to handle my tasks in extreme peaks of job like Christmas, the popular Saint George Day (the day of the book) or the school books campaign at the beginning of a new school year.

Personal Projects

cinefreaks.wordpress.com

Spanish film reviewing and cinema news blog

from 12/2008

This is my personal cinema blog, where I've written more than 600 posts since I started. In it I give free rein to the passion I have for this world of lights and shadows and I crystalize it into words. I've written about a myriad of news of the films to come, reviews of movies new and old, awards and golden men, and several other kinds of articles.

historiaenfemenino.wordpress.com

Biographies of relevant historical women (blog)

from 3/2010

A several weeks long deep research, including a lot of my own books and a wide online investigation, some schemas and various rewrites until I find a clear but complete description of her life is the process I usually follow to write one of the biographies for my history blog. One of my texts is currently used as reference material in the Spanish version of Wikipedia (http://es.wikipedia.org/wiki/Lucrecia_Borgia).

Languages

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| • English (native level) | • Catalan (mother tongue) |
| • Spanish (mother tongue) | • French (basic) |

Interests

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| • Books | • History |
| • Cinema | • Theatre |

References

Excellent reference available upon request