

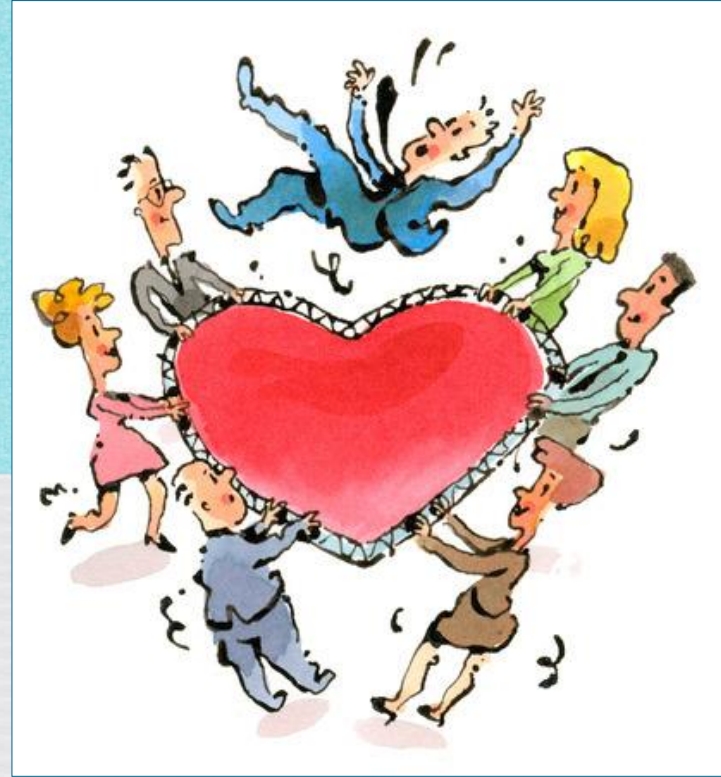


Networking:

Making Connections that Last

Shaping the Way We Teach English Webinar 15.5

Amy Pascucci



What is a network?

A group of people or organizations that are closely connected and that work with each other

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What is networking?

What does it look, sound, or feel like?

- *Networking looks like...*
- *Networking sounds like...*
- *Networking feels ...*

Networking

| <i>It looks like...</i> | <i>It sounds like...</i> | <i>It feels ...</i> |
|--|--|--|
| <ul style="list-style-type: none">• <i>emailing</i>• <i>posting to social media</i> | <ul style="list-style-type: none">• <i>talking</i>• <i>typing</i> | <ul style="list-style-type: none">• <i>friendly</i>• <i>collegial</i>• <i>exciting</i>• <i>supportive</i> |

***What is networking?
What are some examples of what
you can do?***

- ▶ ***Introducing yourself***
- ▶ ***Finding commonalities***
- ▶ ***Business cards***
- ▶ ***Sharing***



Why should I network?

- *Take risks, try new things*
- *Support*



Photo credit left to right: 4 & 5



Formal Networking





Informal Networking





Follow-up
Make contact within one week



How do I follow-up?



What do I say?

- *Name, title, place of work*
- *Where you met*
- *What you talked about*
- *Optional:*

*Connect on something specific or
leave things open in the future*

Follow-up Example

“This is **Amy Pascucci** from **UCSD**. It was great chatting about our **vocabulary strategies** at last week’s **international TESOL convention**. I’ve already put some of your suggestions to use this week in class and am looking forward to seeing the results in coming weeks.”

Follow-up Example

“My name is John Doe and I teach at State University. I really appreciate you taking the time to talk more about teaching grammar after your presentation at last week’s regional conference. Some teachers in my department are collaborating on some ideas for new grammar assessment strategies. I was wondering if you would be interested in coming to one of our meetings next month. It might give you the opportunity to see some of the practical applications of your research.”





Benefits of Networking

The Power of Teacher Networks

by Ellen Myer

- ▶ **Support new teachers**
- ▶ **Reduce teacher isolation**
- ▶ **Increase retention rates**

The Power of Teacher Networks

by Ellen Myer

► **Share the benefits of
collaborative group
work, including action
research**

The Power of Teacher Networks

by Ellen Myer

► Enhance professional
practice and nurture
teacher leaders

The Power of Teacher Networks

by Ellen Myer

- ▶ **Connect teachers to the goals and ideals that drew them to education**



*How do I put my network
to use?*



- *Lunch and learn*
- *Teacher support group*
- *Peer mentoring*
- *Action Research*
- *Student pen pals*



Lunch and Learn



- ▶ Faculty brings lunch, eats together, and either participates in presentation or discusses a specific topic related to teaching or institution
- ▶ *short, informal, time sensitive, fosters community*

Teacher Support Group



- ▶ Teachers, not necessarily from the same institution or department, meet regularly to discuss concerns and offer suggestions
- ▶ *regular, semi-formal, fosters growth*

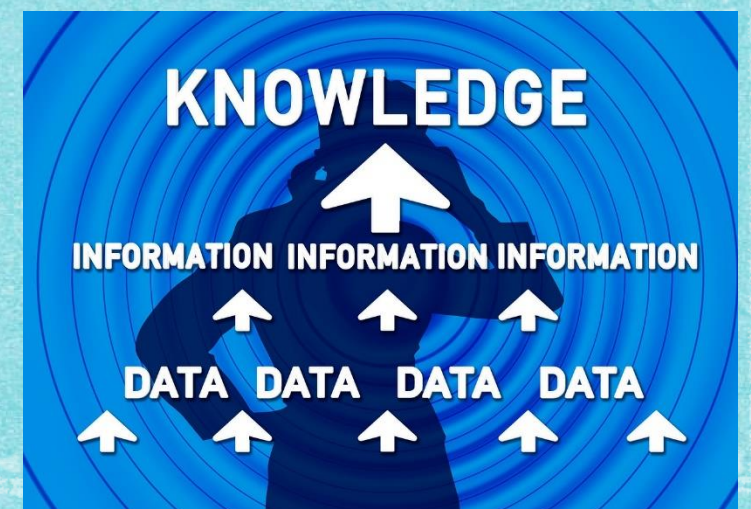
Peer Mentoring

- ▶ Two teachers making a commitment to help each other with specific classroom or teaching concerns
- ▶ *regular, semi-formal, fosters leadership*



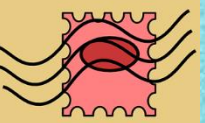
Action Research

- ▶ Small group of teachers identify problem or question and research solutions in the classroom
- ▶ *period of time, formal, fosters growth*



Student Pen Pals

- ▶ Two or three teachers use student communication as a medium through which to teach and produce language
- ▶ *Period of time, semi-formal, fosters rapport*



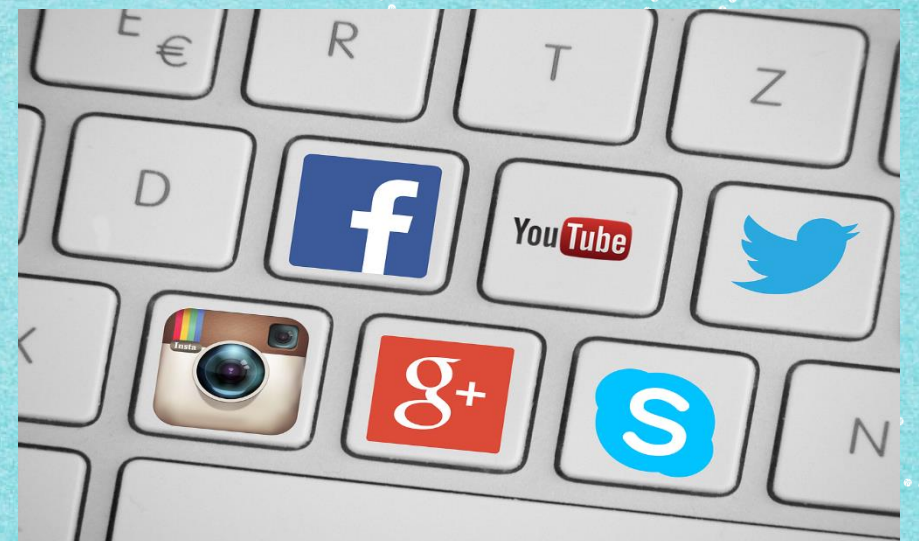
To _____

□ □ □ □ □ □



Higher Tech: On the Horizon

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- *LinkedIn*
- *Facebook*
- *Twitter*
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- *Instagram*
- *YouTube*

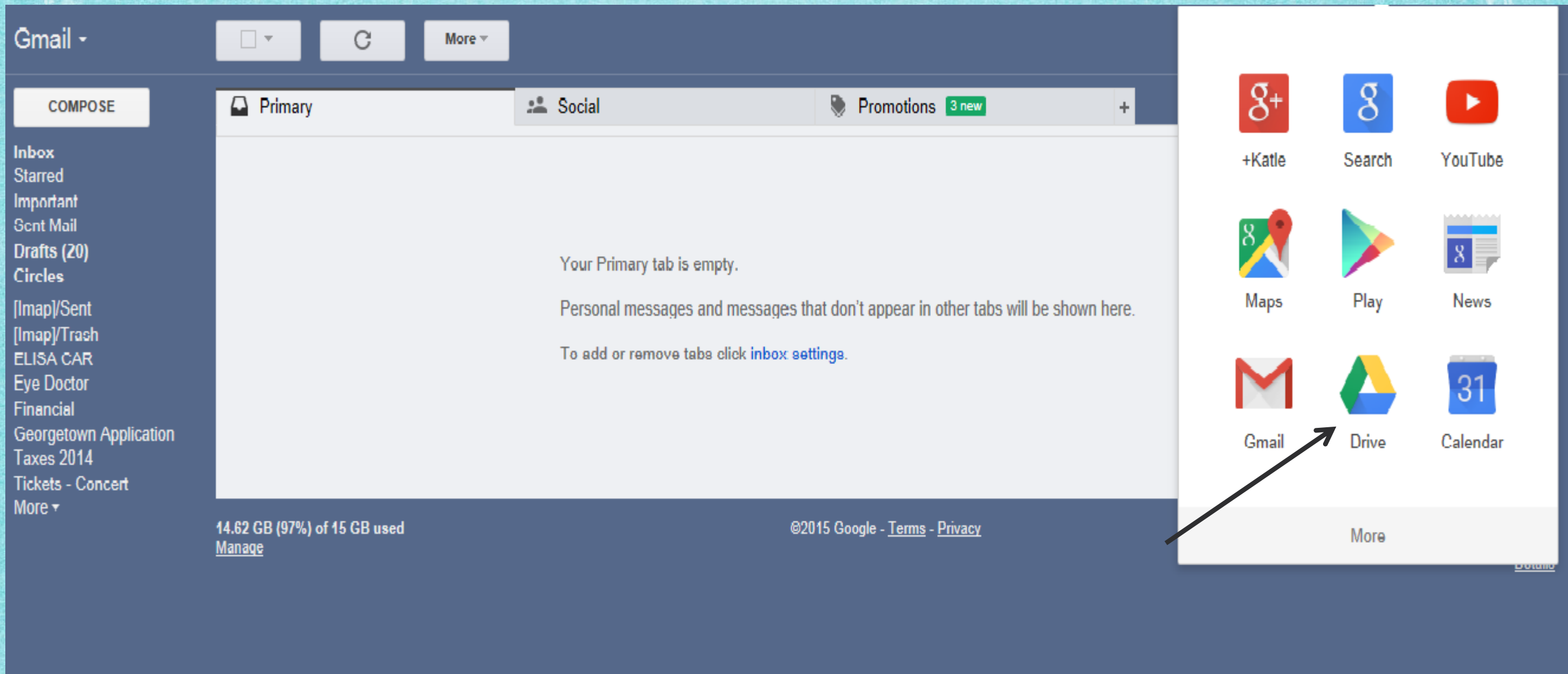


Google Drive


- ▶ Google Docs: File Sharing (with comment feature)
- ▶ Google +: Communicating
- ▶ Google Sites: website
- ▶ Google Forms: surveys



Google Drive








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
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Lesson Plan 3 Reflection ☆

100% Normal text Arial 11 B I U A

1 2 3 4 5 6 7

stronger, more diligent students). I asked them to complete several grammar exercises related to simple present and present continuous in the book. I had them work continuously through the exercises and I sat with each group for a few minutes each, asked them questions and answered questions.

- 5. I reminded Ss how to set up their notebook for vocabulary. Presented the PPT with the rest of Ch 1 vocabulary words

Reflection:

- 1. Overall, the lesson went really smooth and was less exhausting. I'm not sure if the students were just feeling more settled and getting back into the swing of school or what, but there was definitely less stress on my end.
- 2. There are definitely two or three students that are exceptionally lower than the rest of the class. They missing a lot of instruction because it takes them much longer to write the notes I'm putting on the board. I'm a little concerned that I will not be able to give them the extra attention they need due to the extensive classroom management demands of the entire class.
- 3. I'm becoming more aware of some of the conflicting personalities. When I split Ss into groups there was some grumbling, and eventually one person just got up and went to the other group. I didn't have a chance to talk to him after class due to time, but am planning on doing so this week.
- 4. I noticed some of the translation apps Ss are using are not actually easy for them to use due to multiple meanings. This is more prevalent with more abstract words. One that I remember from this lesson was "tense". We were talking about verb tenses and a student translated tense and got several suggested translations for obvious reasons. I've encountered this issue many times, but never with Ss becoming so distraught or frustrated by it. I have a former, very advanced, Saudi student still in the program, and

9:08 AM Jan 28 Resolve

This is a good solution to the problem of only having one woman in the class.

3:34 PM Feb 5 Resolve

Proof that setting up good routines can help. Good for you!

9:04 AM Jan 28 Resolve

Amazing!

Fulbright Academic Prep 2013

Search this site

- ▼ HOME
- HELPFUL LINKS
- AMY'S PUBLIC SPEAKING CLASS
- AMY'S WRITING CLASS
- HANNAH'S LISTENING CLASS
- HANNAH'S WRITING CLASS
- JENNIFER'S WRITING CLASS
- SITEMAP

Home

This site contains a page for each of the writing classes Amy's Public speaking class and Hannah's Listening class. We will post our schedule, along with the deadlines, on our individual pages. To navigate the page, use the links on the left.

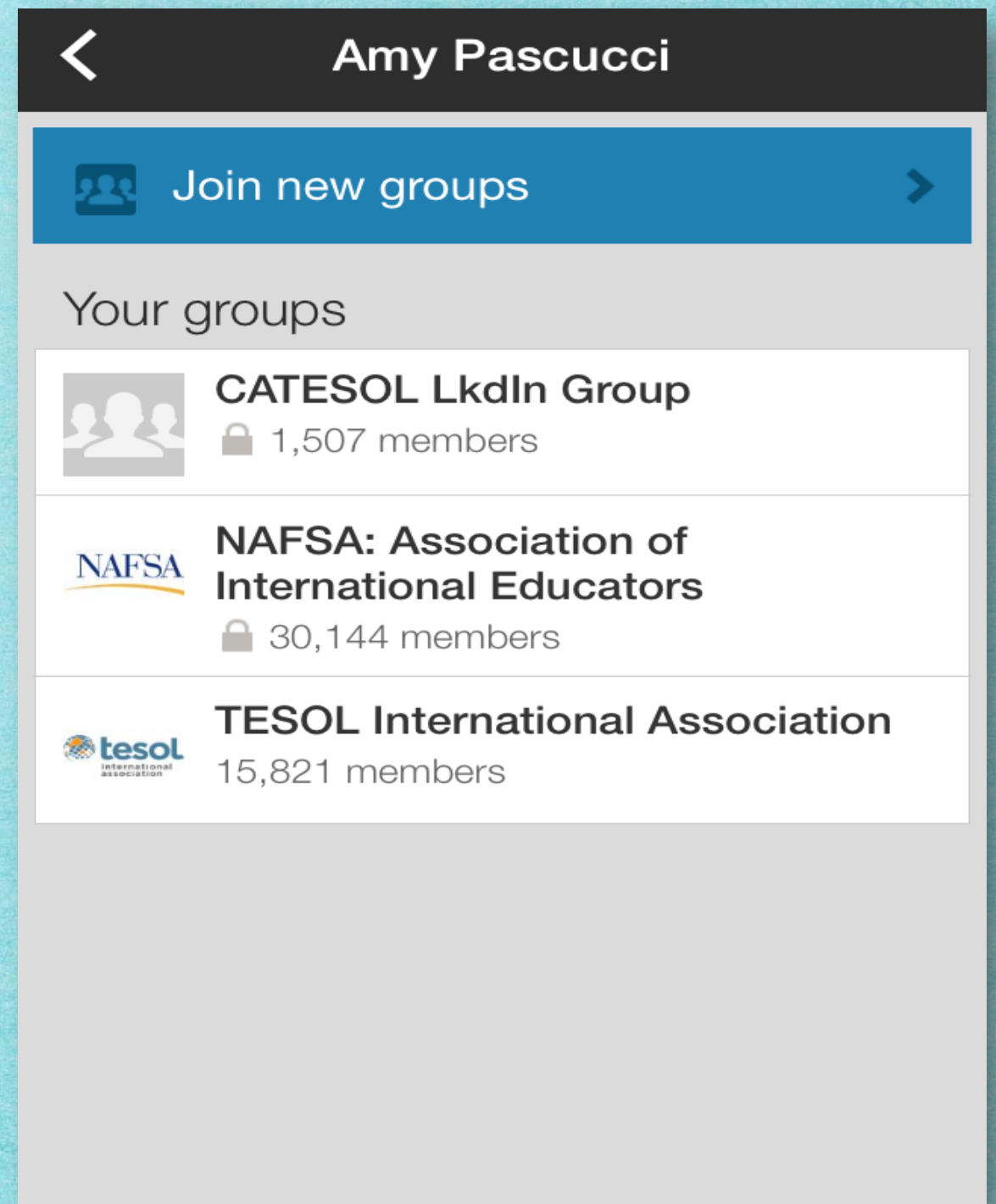
We hope this website will be useful! We will also include useful resources and links that you can use after you leave Monterey.

Thanks!



Professional Learning Networks (PLNs)

- ▶ **Managing your network**
- ▶ **“Following” professional organizations or people**





Teachers of English to Speaker...



Teachers of English to Speakers of Other Languages (TESOL), Inc.



Friday at 7:00 AM · 🌐

TESOL Blog: What can music from Disney movies teach your ESP students about language, pronunciation, and culture? Plenty.

Disney Music for Business English Training | TESOL Blog

blog.tesol.org

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Thursday at 8:42 AM · 🌐

New From TESOL Press: The Common Core State Standards in Language Arts, Grades 6-12 (<http://bit.ly/1824SfO>)



American English at State



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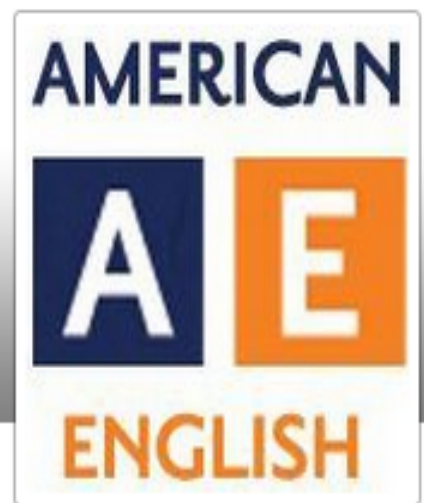
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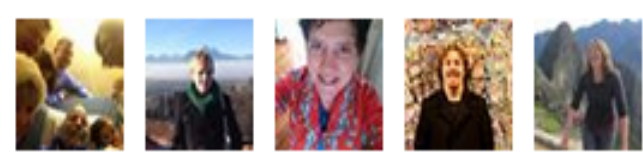
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American English at State

6 hrs ·



Teachers, this month's Teacher's Corner focuses on "listening." Check out the background information and first classroom activity. Both are free to



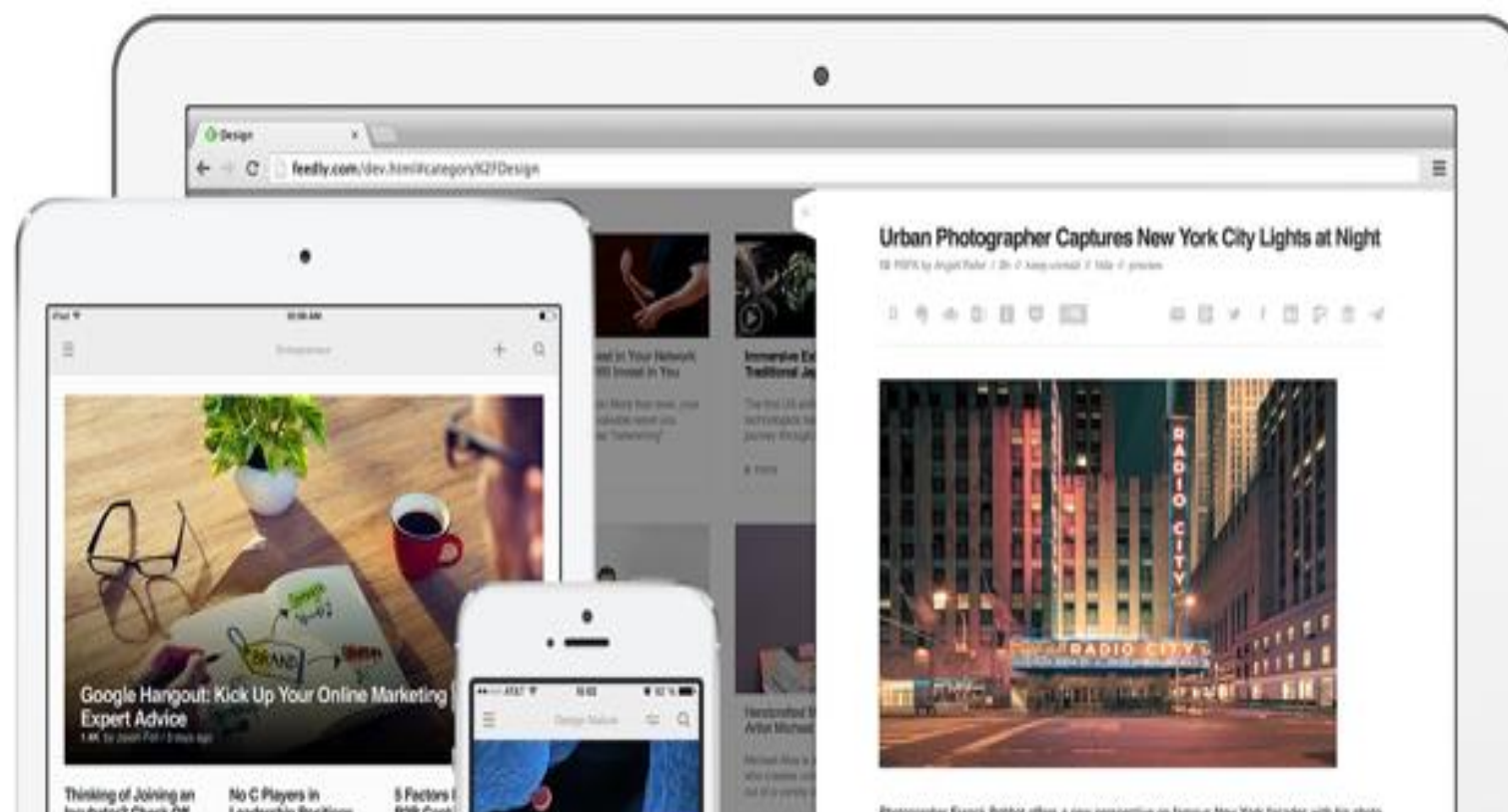
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Skype



- ▶ Conference call with multiple people
- ▶ Video call
- ▶ Good for international networking





Instagram



- ▶ Photo and video sharing
- ▶ “Follow” professional organizations or people
- ▶ Hashtag (#)searches





YouTube


▶ Video sharing





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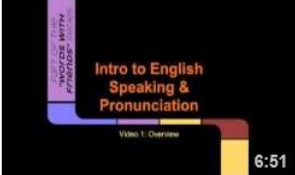


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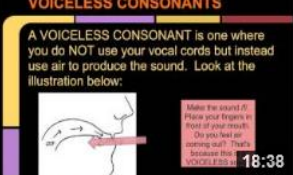
Home Videos Playlists Channels Discussion About

Intro to Speaking & Pronunciation Series


This is the video series accompanying our Summer 2013 Intro to Speaking & Pronunciation class. In this video series, we will learn about all of the sounds of the English language; the International Phonetic Alphabet, or IPA, and its usefulness in helping us learn these sounds; some basic spelling ...



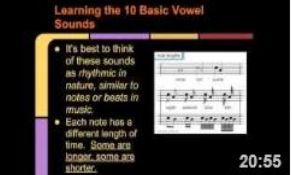
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by Kenton County Adult English as a Second Language
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TOEFL Writing Skills Preparation


Examples of the TOEFL essay format


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What can I do today?



Thank you!

*“Start where you are.
Use what you have.
Do what you can.”*

~Arthur Ashe

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