

FALL 2022 | ISSUE NO.7

TESOL NEWSLETTER

Master of Arts in Teaching English to Speakers of Other Languages

PEPPERDINE | GRADUATE SCHOOL OF
EDUCATION &
PSYCHOLOGY



WELCOME

It is a pleasure to share with you the Fall volume of the Pepperdine TESOL Newsletter. It feels like just yesterday we were welcoming new students to the beautiful Malibu campus (photos below). In the blink of an eye, we are now entering winter and students are hard at work on their final projects, papers, and presentations.

It was a joy putting together this newsletter for you. There are many events, perspectives and celebrations to share! The Pepperdine community was well represented at education-related conferences this semester, with professors and students presenting or attending the California TESOL (CATESOL) Conference, California Council on Teacher Education (CCTE) Conference, and the National Council of Teachers of English (NCTE) Conference (see “Community Shoutouts” and “NCTE” pages below).

We’ve also incorporated new elements to this newsletter, including a short essay from current TESOL student, Kate Ye, about diversity, equity and inclusion in TESOL, some book recommendations from current faculty members, and an interview with current student, Furat Abdeljaber, on her experience at the NCTE conference.

Last but certainly not least, we are excited to round out this semester with our annual TESOL Fall Symposium entitled, “Challenges and Solutions in English Language Teaching” hosted on the beautiful Malibu campus. All are invited, including our beloved alumni who may enjoy the opportunity to reconnect with cohort-mates while overlooking the Pacific Ocean and engaging in some TESOL scholarship. **RSVP** here if you are able to attend (see poster below).

With that, we wish you a joyous Christmas season ahead and hope to hear from you soon!

With gratitude,
Kevin Wong, Ph.D.

Read our past issues:

[Issue No. 1](#)

[Issue No.2](#)

[Issue No. 3](#)

[Issue No. 4](#)

[Issue No. 5](#)

[Issue No. 6](#)

LIFE AT PEPPERDINE

What's happening on and off campus



The first gathering of the TESOL family at our New Student Orientation on the beautiful Malibu campus



Dr. Chen and Feidana (MATESOL '22) led community-building activities



Professor Lu introduced a campus scavenger hunt



Nothing but delight to see our alumni with MATESOL graduates from '20, '21, and '22 represented!

LIFE AT PEPPERDINE

A TESOL Thanksgiving!



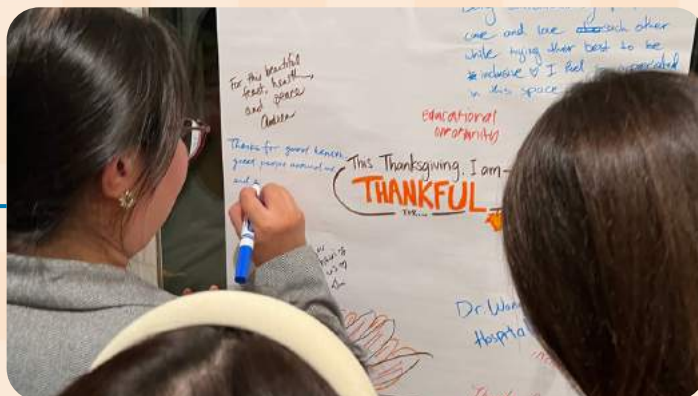
Welcome to our TESOL Thanksgiving dinner at Dr. Wong's house!



Ernesto was in charge of carving the turkey - a very important endeavor



Current TESOL students doting on Dr. Wong's newest family member



Everyone took time to reflect upon gratitude for the year

LIFE AT PEPPERDINE

A TESOL Thanksgiving!



1. Soybean Powder Mochi Egg Tarts - Jamie's Secret Oriental Recipe
2. Who can say no to cupcakes?
3. Not only TESOL students, but also our food holds cultural diversity
4. Great conversations in the Californian outdoors
5. A quick photo before saying goodbye.
6. We are all part of the "TESOL family" with faculty, staff, students, and alumni represented here
7. Truly a memorable evening filled with warmth and gratitude

TESOL STUDENTS ATTEND NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) CONFERENCE



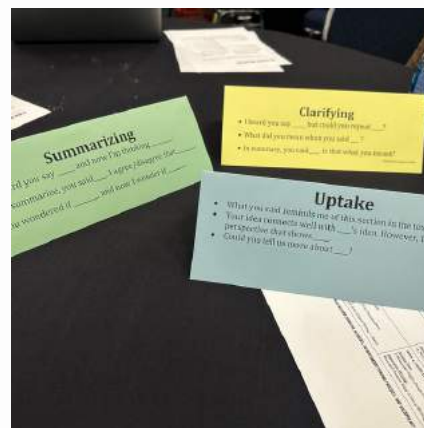
Opening session of the NCTE conference



Dr. Wong with some TESOL students (aka Future Practitioners and Scholars)



Enjoying the beautiful sunny day at the Anaheim Convention Center



A speaker prepared tangible take-home materials with great care



Students engaged attentively at presentations



A few TESOL members networked at the Asian American Caucus event



Dr. Wong met New York Times bestselling author Joanna Ho, who wrote Eyes that Kiss in the Corners. Joanna generously signed a copy of her book for his two daughters.

STUDENT PERSPECTIVE

Our current TESOL student, Furat Abdeljaber, shares some insights and reflections on her experience at the NCTE conference



What was a memorable session that you attended? Why?

The most memorable session that I attended at NCTE was “Shining the Light on Palestinian Voices Through Poetry,” with presenters Kefah Ayesh, Sawsan Jaber, Mona Mustafa, and Abeer Shinnawi. This session resonated with me because of my roots and connections to Palestine, but also because it was the only session during that conference that discussed the Palestinian struggle. Before the session started, they played traditional Palestinian music which created both a welcoming atmosphere for the attendees and a feeling of home. Their presentation was informative and creative. Introducing themselves and their identities emphasized the importance of culture in the classroom, both for the teacher and the students. They highlighted that their personal stories and their struggles encouraged them to become better teachers. They understand the feeling of exclusion and injustice. They explain the intentional attempts at silencing their identities. Kefah Ayesh even stated that she was told that her “Palestinian identity is offensive” and that she should “tone it down.” Thus, by sharing their stories, they portray resilience and solidarity with those who experienced the same. After creating an understanding with the audience about the importance of “Shining the Light on Palestinian Voices,” they explore the poetry. The literature they provided included old folkloric Palestinian songs, translated Arabic Palestinian poetry, and modern English Palestinian poetry. **All in all, the session left me in awe of the wonderful things a teacher can do, most importantly, making students feel included and appreciated no matter their background.** It had me wondering, what would the world look like if all teachers were able to spread their wings and carry all students at once?

What is something that surprised you about attending the conference?

How many people attended! I am grateful to attend a national conference with various intellectuals with unique backgrounds. I was not expecting the number of people, and I was pleasantly surprised. I loved how everyone was engaged in the sessions; taking notes, asking questions, and simply being respectful. It was endearing to see the audience clap or snap their fingers whenever the presenters said something fascinating or creative. Finally, it was incredibly inspiring to see passionate teachers coming together to reach the same goal: to be a better teacher!

What are some takeaways for you as you leave the conference?

The biggest takeaway was the realization that I am extremely privileged. Attending this conference is one aspect, but attending with my cohort and professor Kevin Wong was an opportunity that I did not take for granted. **I was introduced to new ideas and creative minds that I would not have met if I were in a different setting.** Even though these new concepts intimidated me at first, I realized that keeping the fire of passion burning will allow me to reach any goal I set. Listening to educators express their journeys and advice reminded me of the reason why I became a teacher: to create an environment where students can succeed by being themselves. Never having to conform to societal standards. Their strength to vocalize their struggles reminded me that as teachers, our missions and ideals should never waiver.

How has this conference shaped the way you think about TESOL education?

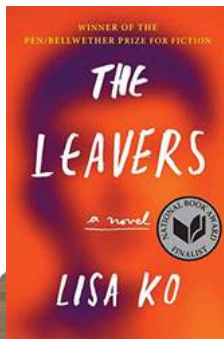
It made everything more concrete. Teaching is becoming a reality for me. It is more than just the courses I take. It shaped the way I see myself as an educator. I understand that I have mountains of knowledge that I have yet to climb, and the peak might never be in sight. **Being a teacher is realizing that you never stop learning.** I believe that we all need to be educated to educate, and that means understanding that there is always room to grow. Finally, I recognized that I had taken being an ESL student for granted. Being multilingual is a privilege. We should celebrate our multilingual students and teachers because they both struggle with keeping their languages and cultures alive.

What advice do you have for those interested in attending conferences?

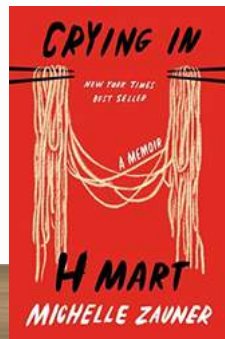
I would say, you need to go! Attending a conference is more than just networking and attending sessions, it is a place where you experience passion on a new level. Being surrounded by like-minded individuals, who share the same interests as you, provides a new sense of passion for your work. I would advise them to attend as many sessions as possible because it is truly fascinating to listen to individuals discussing topics you are interested in or intrigued by. It is wonderful to start conversations, even if they were simply about the slides they used. You will meet incredible minds who fought to be where they are, and they will share powerful stories that will shape the way you view life. And finally, my last tip would be: to wear comfortable shoes! You will be walking around for hours and conversing with multiple individuals, so make sure you make the most out of it.

WINTER READING

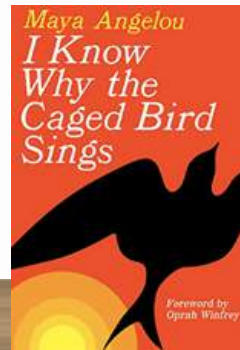
As we enter the Winter Break, remember to take time for yourself to relax! This could include reading for pleasure. Below are some recommendations from TESOL professors.



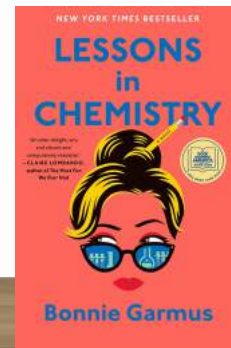
[Dr. Kevin Wong](#)



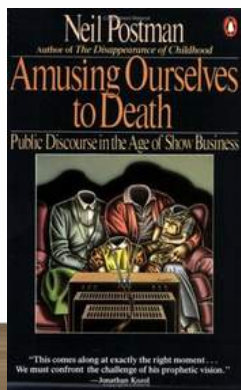
[Dr. Kevin Wong](#)



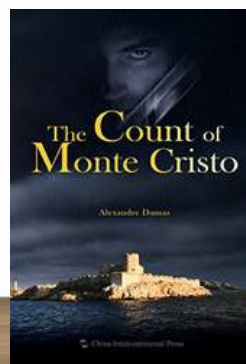
[Professor Jacobo Coronel](#)



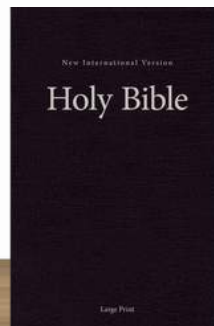
[Dr. Jennaca Cotton](#)



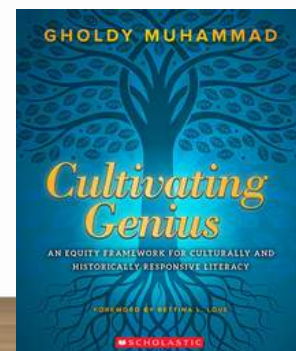
[Feidana Yalikun](#)



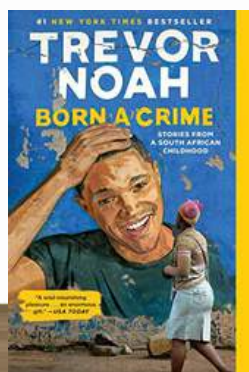
[Lucy \(Yi Lu\)](#)



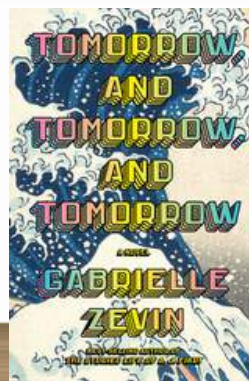
[Dr. Weina Li Chen](#)



[Professor Jose Ortega](#)



[Dr. Maria Wright](#)



[Dr. Jennaca Cotton](#)



[Dr. Andrea Steinfeld](#)



[Professor Amber Kim](#)



OPINION PIECE

What does TESOL have to do with diversity, equity, and inclusion?

Kate Ye, MATESOL '23



The field of TESOL (Teaching English to Speakers of Other Languages) does not only support students' English language development but also has the opportunity to provide a sense of inclusion and uphold equity to diverse groups of second language English learners.

Throughout my years as an ESL instructor, I have witnessed students excel in their English proficiency while simultaneously developing meaningful friendships in the classroom. Currently, I teach at an academy with students from various parts of the world, including Spain, Russia, Ukraine, Portugal, and several other countries. The first field trip we took together was at the Huntington Beach pier, which turned out to be an amazing, heartwarming experience. It was striking how the group of students thoroughly enjoyed each other's company. The group immediately connected with each other upon their first meeting, despite their distinct cultural backgrounds. From my experience and understanding, this unique experience often takes place in ESL classrooms for one primary reason - a shared desire to learn English. These students from different parts of the world came together to fulfill their dreams of learning English and experiencing American culture. Sharing their dream with others in a community undoubtedly created an inclusive bond that is rarely found in other areas.

During my first semester at Pepperdine, I discovered through class lectures and discussions why it is crucial to practice equity in the classroom. Within the first few weeks of class, my cohort and I studied the detrimental effects that subtracting (eliminating/minimizing) personal culture or language can have on students, especially second language English learners. Minimizing other cultures within the classroom and denying their importance inevitably leads to the stifling of students' motivations and aspirations. Not only that, but ignoring equality within the classroom can lead to dismay and frustration among many second language ELLs.

As the TESOL field continues to evolve, diversity among students and teachers will continually grow and cannot be ignored. Individuals who are a part of the TESOL community, like me, should be highly sensitive to such diversity. In the coming decades, our classrooms will only continue to become more diverse, filled with more students that represent communities from all over the world. As more countries provide students with the opportunity to learn English, instructors must be fully equipped with the knowledge to provide students with a safe space to express themselves and embrace the beauty of diversity.

COMMUNITY SHOUTOUTS



We are so proud of our growing Pepperdine TESOL community and wanted to be sure to give shoutouts to those who have done noteworthy things this Fall!



Professor Yi Lu, Dr. Jennifer Miyake-Trapp, and Dr. Kevin Wong published a book chapter entitled, "**Promoting Interaction for Language Learners in Blended Learning Environments Through OEIP**" in the edited book "English as a Foreign Language in a New-Found Post-Pandemic World" (IGI Global). You can access the book chapter [here](#).

Dr. Kevin Wong co-edited a special issue of the Journal of Multilingual and Multicultural Development titled, "Chinese-English Dual Language Bilingual Education in the United States 美国中英双语沉浸式教学." This special issue examined the growing body of research in Chinese-English bilingual programs and highlighted Mandarin and Cantonese programs in the United States that discuss biliteracy development, parental perspectives, teaching, and learning. [Read more here.](#)



COMMUNITY SHOUTOUTS



PRESENTATIONS AT THE ANNUAL **CATESOL** STATE CONFERENCE 2022



Teaching Critical Thinking to Language Learners through the Visual Arts

Presenter: **Ana Guzman** (Pepperdine Ed.D. student, MATESOL '21)



Breaking Language Fossilization in Online ESL Teaching

Presenters: Professor **Yi Lucy Lu** (Pepperdine staff, Ph.D. student); **Kristle Domondon** (MATESOL '20)



Don't Take Technology Vocabulary for Granted: Teach it Now!

Presenters: **Dr. Jennifer Miyake-Trapp** (Faculty); **Linda Lee** (Pepperdine Ed.D. student, staff); **Professor Yi Lucy Lu** (Ph.D. student, staff); **Terrance Cao** (Pepperdine Ed.D. student, staff); **Elias Saade** (Pepperdine Ed.D. student, staff)



Using Canva as an Emerging Technology to Creatively Engage English Learners

Presenters: **Feidana Yalikun** (Ph.D. student, MATESOL '22); **Dr. Kevin Wong** (Faculty); **Dr. Weina Chen** (Faculty); **Dr. Jennifer Miyake-Trapp** (Faculty)



PD is Right in Front of, or NEXT to You!

Presenters: **Professor Jose Ortega** (faculty); **Elizabeth Najera**

COMMUNITY SHOUTOUTS



PRESENTATIONS AT THE ANNUAL CALIFORNIA COUNCIL ON TEACHER EDUCATORS (CCTE) CONFERENCE 2022:

Equipping Teachers to Talk to Children about (Multi)racial Identity through Picture Books

Presenter: [Dr. Kevin Wong](#) (Faculty)

Teachers are Human Too: Rehumanizing Education Through Educator Support and Self-Care

Presenter: [Dr. Carrie Wall](#) (Faculty)

Are Schools Open?: An Analysis of Preservice Teachers' Clinical Reflections during the Reopening of Schools during the COVID-10 Pandemic

Presenters: [Dr. Reyna Garcia Ramos](#) (Faculty), [Dr. Jennaca Cotton](#) (Faculty) & [Dr. Ricardo Vigil](#) (Faculty)



COMMUNITY BASED RESEARCH GRANT



[Dr. Jennifer Miyake-Trapp](#), [Dr. Weina Li Chen](#), and [Dr. Kevin Wong](#) received the Community-Based Research Program Award, a \$20,000 grant, for Engaging Elementary-Aged Chinese Learners and Pepperdine Teacher Candidates in a Mutually Empowering After School Program. The purpose of this Community-Based Research Proposal is to examine how a high-quality after school Chinese language and culture curriculum, in partnership with Chinese-speaking MA in TESOL and PhD graduate students at Pepperdine University, can support the learning needs of Chinese learners enrolled in an after school program in Los Angeles.



ALUMNI PROFILE

McKayla Triffo

MA TESOL 2020

**Accessibility Specialist
within the Office of Student
Accessibility**



I have a fundamental belief that all students have the right to thrive at all levels of their educational experience.

I am currently an Accessibility Specialist within the Office of Student Accessibility at Pepperdine University, and I am so grateful to be working for my alma mater.

My job is to support disabled students as they navigate systemic and structural challenges to maximize access to their education.

Prior to my current role, all of my work experience has been in the K-12 setting. My previous position was teaching ELD and drama at the middle school level. This was a wonderful opportunity as it allowed me to actively practice supporting second language acquisition through arts education, which was a research focus during my time in the MA TESOL program. **I find similarity in the core of my work both as an educator for ELLs and now in the field of accessibility: breaking down barriers, promoting equity, and supporting students as they explore the joy of learning.** At the heart, they are the same.

**How has the MA in
TESOL supported you in
your career trajectory?**

While teaching ELD, I referred to knowledge obtained during my time as an MA TESOL student every day. This degree empowered me to teach students effectively and with compassion.

Though I am now in what might seem like a very different field, I still refer to the pedagogy I learned in my daily interactions with adult students. Importantly, MA TESOL is why I am connected to and working in the Pepperdine community, which is such a blessing. The paths one may take with a degree such as this are varied and divergent, and some are surprising in the best way.

TEACHING TIP

Interested in adding some teaching strategies to your toolbelt? Get inspired from recent TESOL alumni, Liliana Perez (MATESOL '22), who has a few teaching tips for you!



Liliana Perez (MATESOL '22)
ELD Instructional Assistant,
Walt Disney Elementary
School

Teaching TIPS • as used in a small group setting

#1 **PROVIDE VARIOUS FORMS OF COMMUNICATION**

- a common phrase in my class is "show me"
- students are encouraged to use hand gestures and signals, pointing, drawing, and walking the classroom to find points of reference

#2 **Make Learning FUN**

- don't be afraid to be silly
- use catchy songs and dance to teach content - students may become encouraged to participate
- artistic expression - let students draw to make connections with target vocabulary

#3 **Language Exchange**

- it is important to meet students halfway
- learn basic greetings in your students' primary or first language - it establishes a welcoming environment

Handwritten notes in red: Hello! Hola! Goodbye! Sayonara!

HOT OFF THE PRESS!

THE READING TEACHER



In a recent issue of The Reading Teacher, Trina D. Spencer (University of South Florida) and Chelsea Pierce (University of Central Florida) published an article entitled "Classroom-based Oral Storytelling: Reading, Writing, and Social Benefits."

How can storytelling promote oral language and address students' social needs? Drawing on a large body of theoretical and empirical literature, the current study proposed seven strategies that contribute to students' academic skills and social-emotional development. In brief, the seven strategies include:

1. Teach using retelling, then generalize to personal and fictional generations
2. Model simple stories and increase their complexity over time
3. Teach story grammar before complex sentences and vocabulary
4. Use visuals when possible, but fade them
5. Use effective and efficient prompts to individualize
6. Promote generative language not memorization
7. Extend storytelling into classroom routines and beyond the classroom



To read the full article that includes more details and tangible examples on how to implement these seven strategies, [click here](#).

CURRENT JOB OPPORTUNITIES

Below is a list of job opportunities curated for our TESOL alumni. This list is representative of jobs that TESOL graduates can apply for and is not meant to be exhaustive. For ongoing TESOL updates and job opportunities, please join our [Pepperdine TESOL LinkedIn Group](#).

JOB TITLE	LOCATION	FULL-TIME/ PART-TIME	APPLICATION DEADLINE	SOURCE
PT Faculty(School of Education)	Los Angeles, CA	Part-Time	Until Filled	Loyola Marymount University
Adjunct Faculty	Azusa, CA	Part-Time	Until Filled	Azusa Pacific University
Interpreter/Translator (English/Mandarin)	Los Angeles, CA	Part-Time	Until Filled	TikTok
Exhibition Coordinator	San Marino, CA	Full-Time	Until Filled	The Huntington
Student Services Advisor	Los Angeles, CA	Part-Time	Until Filled	USC
PT Instructor(Early Childhood Education)	Santa Monica, CA	Part-Time	Until Filled	Santa Monica College
教育研究员	Xiamen, China	Full-Time	Until Filled	天度(厦门)科技股份有限公司
英语教研	Beijing, China	Full-Time	Until Filled	作业帮教育科技(北京)有限公司
Foreign Language Communication Analyst	Montréal, Canada	Full-Time	Until Filled	Canadian Security Intelligence Service

TAKE THE NEXT STEP!

FOR MORE INFORMATION, WATCH OUR TESOL INFORMATION SESSION BELOW:



Take the Next Step

Reach out to us to learn more about Pepperdine's MA in Teaching English to Speakers of Other Languages (TESOL) program.

Get In Touch Fill out the Request Information form to learn more and get in contact with an Enrollment Officer. REQUEST INFORMATION	Attend an Info Session Experience an in-depth overview and meet program leaders. SEE THE SCHEDULE	Start Your Application Submit the application form early to meet scholarship and enrollment deadlines. It takes less than 15 minutes. APPLY NOW
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