

# TESOL NEWLETTER

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES



**Welcome**

Dear students, faculty, alumni, and friends,

Warm greetings from the TESOL program at Pepperdine University. I am delighted to welcome you to the 14th issue of our newsletter.

Lately, I've been thinking a lot about the world we are living in—the constant barrage of headlines, the reminders of how much work there is still to do to build understanding and compassion across communities. In times like these, I am reminded that **language must be a bridge, not a barrier**. Bilingualism is more than a skill; it is an act of connection, a celebration of identity, and a way to welcome multiple ways of thinking, speaking, and being into our shared spaces. This is why the work we are doing in TESOL at Pepperdine—along with the incredible impact of our alumni across diverse fields and the promise shown by our

current candidates—is more vital than ever: we are preparing educators who can foster understanding, bridge divides, and advocate for a more inclusive and multilingual world.

This commitment to building bridges was powerfully reflected at the California Association of Bilingual Education (CABE) Convention in Long Beach, CA, where several of our TESOL candidates presented their work. Their presentations showcased the heart of our program: a belief that every voice matters and that educators have a critical role in shaping inclusive, multilingual communities. We also visited local schools and community colleges, experiences that enrich our understanding of language learning in action.

In this issue, you will also find practical teaching tips, special words from our alumna, Ziyang Guo, an instructional designer and e-learning developer. We hope the stories and insights shared here inspire you as much as they inspire us to keep doing the work of building bridges, one conversation at a time.

Thank you for being part of this journey with us.

With gratitude,  
Kevin Wong, Ph.D.  
TESOL Chair

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*Edited by Feidana Yalikun*

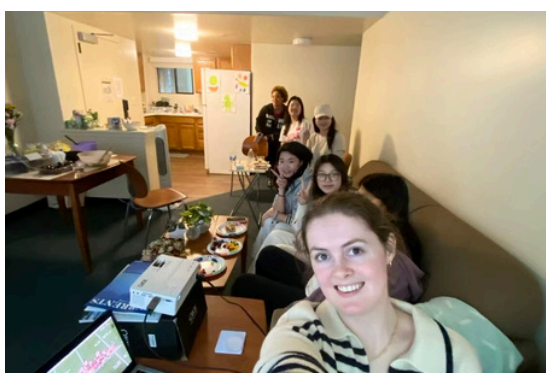
## Life @ Pepperdine ♦



*Dr. Wong guided the TESOL students through an insightful school site visit at Broadway Elementary School*



*Wrapping up a season of growth and learning — celebrating the end of spring semester with Dr. Kim.*



*Cultivating friendships in and out of the classroom.*



*A yummy break is a must for better studying!*



*Laughter, good company, and delicious food — Dr. Wong, Dr. Lu, and TESOL alumni take a quick selfie.*



*A symposium is where ideas are shared, friendships are renewed, and our community reunites.*



*Beyond sharing ideas, the CABC Conference brought together kindred spirits from all walks of life.*



*Celebrating the hard work and achievements of our TESOL students at the end of our Fall Symposium.*

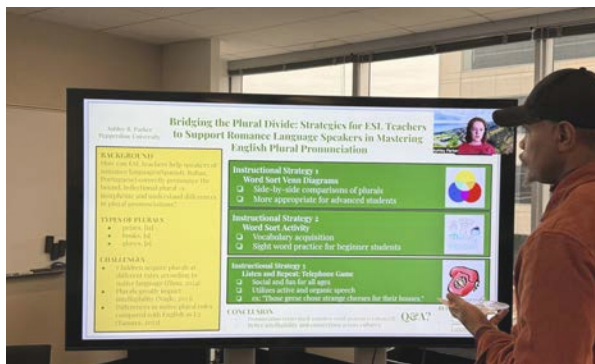


# TESOL Fall Symposium



**Aaron Horner**

*Syntax Swap: Helping Korean EFL learners conquer SVO word order*



**Ashley Parker**

*Bridging the Plural Divide: Strategies for ESL Teachers to Support Romance Language Speakers in Mastering English Plural Pronunciation*



**Aya Shinkawa**

*Mastering Sound-Alike Words: Strategies for Teaching Homophones to English Learners*



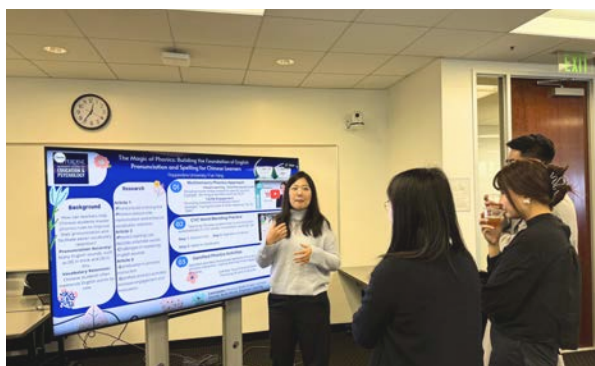
**Beyanca Diedrick**

*Unlocking the Mystery of Auxiliary Verbs: Strategies for Teaching Spanish-Speaking ESL Students*



**Chao Wu**

*Teaching English Pragmatics to Chinese Students*



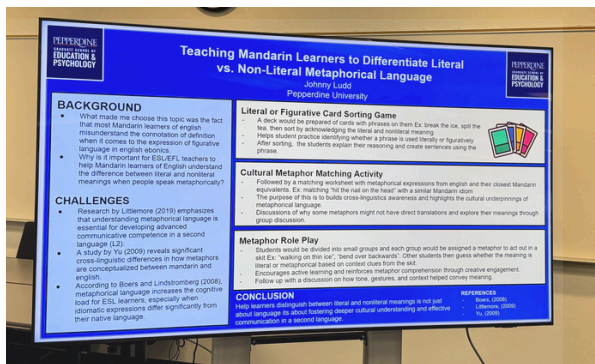
**Fan Yang**

*The Magic of Phonics: Building the Foundation of English Pronunciation and Spelling for Chinese Learners*



**Hua Huang**

*Stress in Style: Fun Ways to Master English Word Stress!*



**Johnny Ludd**

*Bridging the Gap: Teaching Mandarin Learners to Decode Literal and Metaphorical Meanings in English*





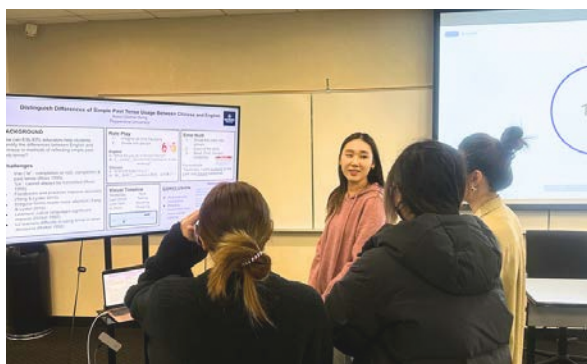
**Mia Michaels**

*Mastering Pronunciation: Helping Spanish/English Speaker Avoid Common Errors*



**Monica Molano**

*Breaking the Language Code: Mastering English Verb Conjugation for Spanish Speakers*



**Xurui Song**

*Distinguish Differences of Simple Past Tense Usage Between Chinese and English*



**Yaru Zhuang**

*Mastering English Articles: Interactive Strategies for Chinese ESL/EFL Learners*



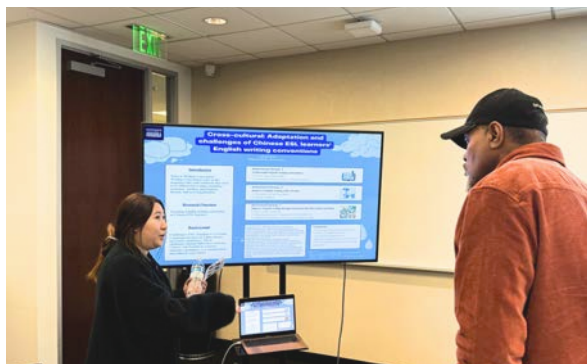
**Yijin Wang**

*Bridging Cultures Through Language: Unlocking the Meaning of Chinese Idiomatic Expressions for English Learners*



**Yingdan Liu**

*Mastering Gender Usage in English: Confidence for Chinese ESL Students*



**Yuzhao Sun**

*Cross-cultural: Adaptation and challenges of Chinese ESL learners' English writing conventions*

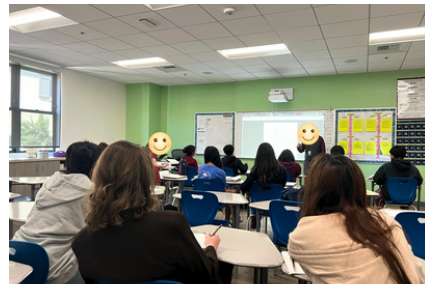


**Zalina Zainol**

*From fes to face: Bridging the Pronunciation Gap Strategies for Malay-Speaking ESL Learners*

## Site Visits ✨

Our students had a meaningful opportunity to deepen their learning through guided classroom observations at [All Souls World Language Catholic School](#) and [Sierra Madre Middle School](#) in the Pasadena Unified School District. We are deeply grateful to our valued partner schools for their continued support and dedication to preparing the next generation of educators. Your collaboration makes a lasting impact—and we couldn't do this work without you!





CALIFORNIA ASSOCIATION FOR BILINGUAL EDUCATION

# cabe50<sup>th</sup>2025

ANNIVERSARY

Honoring Our Past, Embracing Our Future: 50 Years of Bilingual Advocacy & Excellence

March 26-29, 2025 | Long Beach Convention Center



Just seven months ago, many of my students were beginning their graduate journey, still learning about where their voices belonged in the conversation around multilingual education. Yesterday, I watched them present their research at the CABA Graduate Student Symposium with confidence and clarity—engaging in real dialogue, answering complex questions, and speaking from both lived experience and developing expertise. It was a powerful reminder of what it means to witness growth in real time. As a teacher educator, there is no greater privilege than supporting future educators as they step into the field with purpose, knowledge, and voice.

- Wong, K. M. (2025). LinkedIn Post

## Alumni Profile

★ **ZIYAN GUO** 郭紫嫣 / TESOL 23'

Ziyan is a **passionate Instructional Designer and eLearning Developer**. She specializes in creating engaging, results-driven training programs using a variety of multimedia tools. **Her work spans the full training lifecycle—from needs assessment and content development to implementation and evaluation.**

Her transition from teaching to instructional design **was supported by the strong foundation she built during her MA in TESOL program at Pepperdine University, where she honed her skills in curriculum design, learner needs analysis, and technology integration.**



During her time as an Instructional Designer Graduate Assistant with the GSEP LDT team, she discovered a passion for designing learning experiences beyond the traditional classroom, which paved the way for her move into the L&D field.













**Currently, Ziyan is leading a technical training project at GHGSat, a cleantech company, where she develops multimedia training materials and eLearning courses for Operations Technicians.** She is driven by a mission to create meaningful, learner-centred, and effective learning experiences that help people grow and thrive.

### ***HOW HAS THE MA IN TESOL SUPPORTED YOU IN YOUR CAREER TRAJECTORY***

The MA in TESOL program was truly a turning point for me. The professors were incredibly supportive—they believed in me, challenged me, and gave me real-world opportunities to grow. Their encouragement, especially during the development of my capstone project and my time as an Instructional Designer Assistant, helped me discover a passion for designing learning beyond the classroom.

If you're exploring what's next after TESOL, don't be afraid to branch out. The skills you've built—like designing with learners in mind, adapting to diverse needs, and presenting with clarity—are so valuable in many fields. Stay curious, say yes to new challenges, and trust that your TESOL training has prepared you for more than you think.

## Teaching Tips ✦ 11 STRATEGIES FOR TEACHING ELLS

	STRATEGY	KEY IDEA
	Build Relationships	<i>Know your students personally; this builds trust and motivation.</i>
	Be Culturally Aware	<i>Respect cultural differences; adjust interactions when needed.</i>
	Teach Language Across Subjects	<i>Support language learning in all subjects, not just ESL classes.</i>
	Speak Slowly and Wait	<i>Slow speech and longer wait times help students process and respond.</i>
	Focus on Productive Language	<i>Encourage speaking and writing, not just reading and listening.</i>
	Use Varied Teaching Methods	<i>Offer different ways to learn—visual, oral, written—to match student needs.</i>
	Use Visual Aids	<i>Show as well as tell; support concepts with images and written text.</i>
	Coordinate with ESL Teachers	<i>Work together to reinforce key vocabulary and learning strategies.</i>
	Pre-teach Vocabulary	<i>Introduce new words before the main lesson to boost understanding.</i>
	Include Group Work	<i>Let students practice language in small groups for lower pressure.</i>
	Respect Silence	<i>Allow quiet time; early silence is a normal part of language learning</i>



FOR THE FULL ARTICLE, [CLICK HERE](#)





## Community Shoutouts ✨

Celebrating the Pepperdine TESOL community and their inspiring impact in language education! This spring, we're shining a spotlight on the outstanding accomplishments of our members who continue to lead, innovate, and uplift multilingual learning spaces.

### CAAPAE - California Association for Asian Pacific American Education



#### ***Valued but Invisible: Reclaiming Humanity with Asian Pacific American Language Educators***

##### **Keynote Speaker:**

Dr. Kevin Wong (Faculty)

### CABE - California Association for Bilingual Education



#### ***Desmitificando la inteligencia artificial: Cómo usar la inteligencia artificial para apoyar a sus hijos***

##### **Presenters:**

Dr. Reyna García-Ramos (Faculty)

Dr. Samaa Haniya (Faculty)

Amelia Layne Norris (Doctoral Student)

### AERA - American Educational Research Association



#### ***Bilingual Enough to Belong? Dehumanization and Language Commodification of Linguistically Diverse Educators in Bilingual Education***

##### **Presenters:**

Dr. Kevin Wong (Faculty)

Helen Chan Hill (EdD '23)



#### ***Principal Agency Fifty Years After the Lau Decision: Building and Sustaining Bilingual Education Programs for Asian Languages***

##### **Presenters:**

Dr. Zhongfeng Tian

Dr. Kevin Wong (Faculty)

## Hot Off the Press ✦



In a recent issue of *TESOL Quarterly*, **Beatriz González-Fernández** (University of Sheffield) published a study titled “**How Is Vocabulary Learnt? An Acquisitional Sequence of L2 Word Knowledge.**”

**The article looks at how second language (L2) learners build vocabulary knowledge.** It focuses on whether learners develop different parts of word knowledge in a certain order. The study tested 314 English learners from two language groups—Chinese and Spanish. It measured eight types of vocabulary knowledge, including form–meaning links, collocations, multiple meanings, and derivatives. Each was tested through both recognition and recall tasks.

### **Key Findings:**

- **Recognition before Recall:** Learners understood and recognized words more easily than they could recall and use them. Recognition knowledge developed first across all types of word knowledge.
- **Consistent Order Across Languages:** Both Chinese and Spanish learners showed the same learning pattern. This suggests that the order of learning vocabulary may be the same for English learners, no matter their first language.
- **Form–Meaning Comes First:** The easiest and earliest skill to develop was the recognition of form–meaning links. More difficult areas, like recalling derivatives and multiple meanings, came later.
- **Vocabulary Grows in Layers:** The study found that word knowledge builds step by step. Learners must understand and recognize words before they can use them on their own.

### **Teaching Tips:**

- Focus first on **helping students recognize words and their meanings.**
- **Give learners rich input**, like reading and listening, that shows words in different contexts.
- **Once recognition is solid, move toward recall activities**, such as speaking or writing with the target words.
- **Use repetition and varied tasks to reinforce learning.**
- **Teach form–meaning links early, then introduce harder tasks like using word families and multiple meanings.**

This research gives teachers a useful framework. It shows a clear path for how to teach vocabulary in stages. By following the order of how learners tend to build word knowledge, teachers can better plan lessons and help students learn more effectively.

To learn more about the study, its methods, and detailed results, 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/PART TIME	APPLICATION DEADLINE	SOURCE
AP English and Composition Instructor	Remote	Part-Time	Until Filled	<a href="#">Chicago North Shore Chinese Center</a>
Part-time Faculty, Chinese	San Marcos, CA	Part-Time	Until Filled	<a href="#">Palomar College</a>
Liberal Arts Adjunct (Chinese Instructor)	Kapolei, HI	Full-Time	Until Filled	<a href="#">Hawaii Tokai International College</a>
English Language Learner (ELL) Teacher	Shoreline, WA	Full-Time	Until Filled	<a href="#">King's Schools</a>
Online ESL Tutor	Remote	Full-Time	Until Filled	<a href="#">LingoAce</a>
American Language and Culture Program Instructor	Seaside, CA	Full-Time	Until Filled	<a href="#">California State University, Monterey Bay</a>
品牌营销活动	Beijing, China	Full-Time	Until Filled	<a href="#">HUNGRY STUDIO</a>
国际学校双语老师	Beijing, China	Full-Time	Until Filled	<a href="#">捷派教育</a>
Primary Teacher- AI Trainer	Remote	Full-Time	Until Filled	<a href="#">DataAnnotation</a>
Education Coordinator	Markham, ON	Full-Time	Until Filled	<a href="#">The Foray Group</a>

# 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 Learning English 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 deadline. It takes less than 15 minutes.*

[APPLY NOW](#)

