

# TESOL NEWSLETTER

Master of Arts in Teaching English to Speakers of Other Languages



**WELCOME**

*Read our past issues:*

[Issue 7](#)

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*Edited by Feidana Yalığın*

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." – Nelson Mandela

Greetings to all our students, faculty, alumni, and friends,

As the Chair of the TESOL program at Pepperdine University, I am delighted to welcome you to the 11th issue of our newsletter. Nelson Mandela's words echo the core mission of our TESOL program—to not only teach languages but to deepen intercultural connections through multilingualism. By empowering students to communicate in multiple languages, we extend beyond intellectual understanding to emotional engagement, promoting richer, generative interactions across cultures. This commitment to multilingual education is fundamental as it opens doors to diverse communities and fosters global citizenship.

This edition brings you exciting updates and highlights from our program as we end our second semester. Our recent activities include a memorable trip to the California Association of Bilingual Education (CABE) Convention in Anaheim, CA, our vibrant "TESOL Picnic Party", and enriching site visits to local elementary and middle schools. These experiences are crucial for our continuous development as educators committed to the field of TESOL.

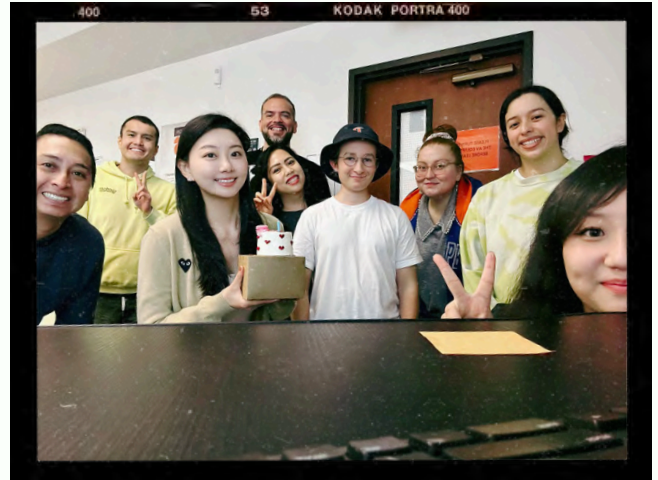
We also feature insightful teaching tips from Christie Kang, an alumna who is making strides in teaching kindergarten in South Korea, and a spotlight on Jiangfeng Li, an alumnus currently pursuing his PhD with a research focus on understanding intercultural competence through study abroad programs.

We hope this newsletter inspires you as we explore the numerous ways in which language can connect and transform us. Thank you for your continued engagement and for joining us on this journey.

With gratitude,  
[Kevin Wong](#), Ph.D.  
TESOL Chair



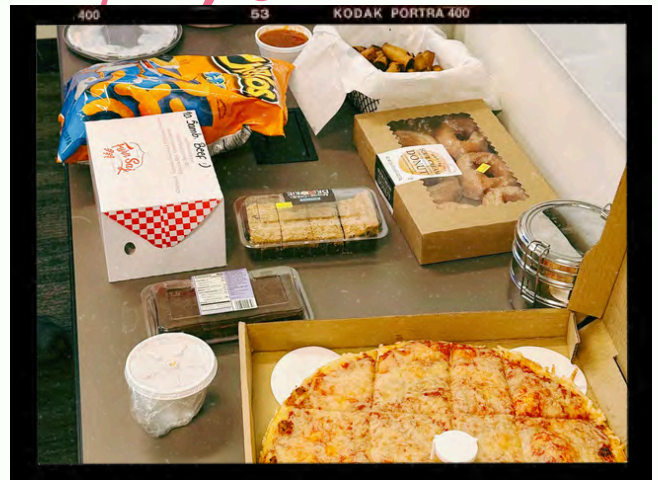
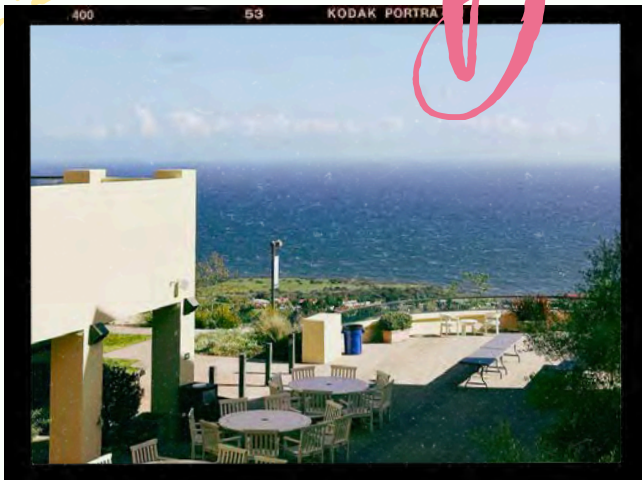
# LIFE @ PEPPERDINE



*We may have started as classmates, but now we're inseparable friends, celebrating each other's joys every step of the way!*



HAPPY *Birthday*



*Beautiful views and delicious bites — it's the little details that make life at Pepperdine both memorable and magical!*



*Enjoy the journey! Embrace the adventure and explore new horizons in life!*



LUNCH  
TIME



*Our last day of class With Dr. Wong!*



# TESOL PICNIC PARTY



*Always a joy to see familiar faces as faculty, students, alumni, and staff gathered!*



*A party without food is just a meeting!*



Chaparral Elementary



## SITE VISITS

*Our students had the incredible opportunity to enhance their learning through structured observations at Chaparral Elementary and Oaks Christian Middle School. A huge thank you to our esteemed partners for their steadfast support and commitment to the next generation of educators! Your collaboration is truly invaluable!*



Oaks Christian Middle School



# CABE 2024

California Association for Bilingual Education



**1** Smile for the annual TESOL family group photo!

**2** Dr. Chen, Dr. Wong and tesol alumni Iris

**3** Beautiful presentations, powerful plenary!

**5** Dr. Wong and TESOL '22 and '23 alumni presenting on translanguageing!

**6** Students showcasing traditional costumes and music to share their rich cultural heritage!



# TEACHING TIPS



## **Christie Kang**

**Kindergarten Teacher, Maple Bear Dalseo, Korea**

### **Tip 1: Allow Translanguaging (Although it may only be allowed minimally)**

In environments that primarily focus on immersing students in a second language, it is valuable to allow students to ask, "How do I say \_\_\_\_\_ in English?" If they use a word or two from their home language to connect their understanding from one language to another, this should be permitted, as it demonstrates their comprehension of what is being taught.

### **Tip 2: Teach Communicative Skills and NOT Just Academic Knowledge**

A primary goal of some cultures and parents is for students to succeed academically and learn the language in an academic context. Although it is important to learn academically, it is equally important to allow students to learn communicatively so they can use their skills in the real world. Learning communicatively helps them to be more comfortable using the second language outside of school.

### **Tip 3: Check Understanding**

While teaching a topic, it's beneficial to periodically assess students' understanding. Instead of waiting until the end of the lesson, conducting brief checks throughout can enhance their comprehension of the material, whether presented directly or via video. This method not only aids in reinforcing the lesson content but also allows you to gauge how well students are absorbing the information. For example, if students listen to a song about the days of the week every day, intermittently asking them to identify the days for yesterday, today, and tomorrow can reveal whether they are merely reciting the song or if they genuinely understand the concept.



# ALUMNI PROFILE

李疆丰

MATESOL '17

**Jiangfeng Li is a Pepperdine TESOL alumnus and a current student pursuing his Doctor of Philosophy in Global Leadership and Change at Pepperdine University.** He also has two years of experience working as a research and teaching assistant at the Graduate School of Education and Psychology. Before he embarked on his study abroad journey to the U.S., he received his primary, secondary, and Bachelor's degree (Chinese Language and Literature) in China. **Growing up in the Xinjiang Province where there are a variety of ethnic minorities made him passionate about education.** He now wishes to initiate academic, social, and transformative advancements for individuals who are underrepresented by guiding them towards available educational resources and learning opportunities with the help of technology.



**Li's scholarly work and co/publications center around international students' sense of belonging, anti-Asian racism & Diversity, Equity, Inclusion and Belonging (DEIB) policy, social justice, global and intercultural learning, as well as study abroad programs and the development of intercultural competence,** funded in part by multiple Provost Research funds from Pepperdine University. **Li recently presented his work with Dr. Weina Li Chen, and Xintian Ji at the World Education Research Association (WERA) in Singapore.** In addition, Li also co-authored a conceptual paper with Dr. Erika Saito that **explores Chinese international students' lived experiences during COVID-19 through an AsianCrit lens.**

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

In retrospect, **attending the TESOL program has led me into a broader bilingual education community, where I realized that there were various scholars, practitioners, and educators committed to bettering the educational landscape of multiculturalism, multiracialism, and multilingualism across the globe.** When speaking of my future career path, I believe that this program was able to equip me with the necessary skills and to diversify my academic endeavors and professional practices. In particular, the vigorous coursework combined with relevant clinical practicum arrangements helped me achieve new competencies. Such an intentional design ensures each student has the opportunity to bridge the gap between theory and practice by applying newly acquired knowledge on a day-to-day basis. **Another important aspect I would like to share is the small classes within the TESOL program that allowed me to establish connections, companionship, and friendships with my peers, faculty members, and staff.** Through the alumni network, I am able to connect with TESOL alumni who are advancing bilingual education in various locations including China, Mexico, Spain, South Korea, Japan, and the United States, to name a few.

**My experience in TESOL also helped me reinforce my ability to engage in cross-cultural interactions with students from diverse cultural backgrounds by peer reviewing their collaborative projects, engaging in discussions, and even observing students' in-class performance.** Additionally, being able to learn from a faculty mentor and work as an on-campus research and teaching assistant further prepared me with relevant instructional strategies and theoretical knowledge that I can leverage in my future teaching.



# COMMUNITY SHOUTOUTS

Shoutout to our amazing Pepperdine TESOL community making waves in language education! Here, we celebrate noteworthy achievements of our members this spring.

## **Publication**



**Realizing the Sustainability of Portfolio Assessment in Second-Language Writing. [Read more here](#)**

*Authors: [Dr. Pauline Mak](#) ; [Dr. Kevin Wong](#)*

## **CABE 2024 - California Association for Bilingual Education**



**Translanguaging Pedagogy with Mandarin-English Bilingual Students to Promote Metalinguistic Awareness**

*Presenters:*

- [Dr. Kevin Wong](#) (Faculty)
- [Feidana Yalikun](#) (Ph.D. student, MATESOL '22)
- [Peiyao Wang](#) (MAT student, MATESOL '23)
- [Guoran Zhang](#) (MAT student, MATESOL '23)



**The Applications of AI Drawing Technologies in Language Teaching**

*Presenter:*

- [Dr. Weina Chen](#) (Faculty)



**Scenario-based Learning for SEL and Vocabulary Development in ELLs**

*Presenters:*

- [Xintian Ji](#) (Ph.D. student, MATESOL '18)
- [Yi Lu](#) (Ph.D student, Staff)
- [Dr. Kevin Wong](#) (Faculty)





## Trauma-Informed Teaching for Adult Learners

Presenters:

- Ana Guzman (MATESOL '21)
- Esmirna Brito (MATESOL '20)
- Kristle Domondon (MATESOL '20)



## Scenario-based Learning for SEL and Vocabulary Development in ELLs

Presenters:

- Harream Purdie (Staff)
- Dr. Jennifer Miyake-Trapp (Faculty)

## AAAL 2024 - American Association For Applied Linguistics



### Decolonizing applied linguistics research: Examining novice teacher experiences through humanizing and life capital research approaches

Presenters:

- Dr. Kevin Wong (Faculty)
- Dr. Sal Consoli

### Translanguaging and mixed-race identity: Toward a conceptual understanding of transracial liberation

Presenters:

- Dr. Kevin Wong (Faculty)
- Dr. Aurora Tsai
- Samantha Harris



### Promoting interaction among international students: Extending the Interaction Hypothesis to hybrid learning environments

Presenter:

- Yi Lu (Ph.D student, Staff)



### Language Transition: East Asian international students' experiences and perspectives during the early stages in the United States

Presenter:

- Feidana Yalikun (Ph.D. student, MATESOL '22)

# AERA 2024 - American Educational Research Association



## 50 Years After Lau: Identical Education Does Not Constitute Equal Education

“劉”案50年後：教育相同，公平何在？

Speaker:

- Dr. Kevin Wong (Faculty)



## Systematic Review: Bridging the Gap with Critical Reflection in Instructional Design and Faculty Collaboration

Presenters:

- Dr. Jennifer Miyake-Trapp (Faculty)
- Linda Lee (Pepperdine Ed.D. student)
- Elias Saade (Pepperdine Ed.D. student, Faculty, Staff)

## Navigating Identity Conversations Across Generations: Multiracial Individuals in Community-Based Picture Book Clubs

Presenter:

- Dr. Kevin Wong (Faculty)

## A Critical Mixed-Race Perspective for Bilingual Education

Presenter:

- Dr. Kevin Wong (Faculty)
- Dr. Samantha Harris

## Multilingual Input for Bilingual Vocabulary Development: Advancing the Science of Reading for Dual-Language Learners

Presenter:

- Dr. Kevin Wong (Faculty)



*Team Pepperdine GSEP is showing up strong at AERA! Proud of our students, staff, and professors who are participating and contributing to important conversations.*

***Go Waves!***



## HOT OFF THE PRESS

In a recent issue of *The Electronic Journal for English as a Second Language*, Ilka Kostka and Rachel Toncelli (Northeastern University) published an article entitled “Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations.”

Examining the impact of ChatGPT on language acquisition, the article explores the integration of ChatGPT in English Language Teaching (ELT), highlighting its potential to enhance pedagogy and raise concerns about academic integrity. It offers practical advice for educators:

- **Collaborate and Learn:** Promote collaboration among educators to share AI usage insights and improve teaching strategies.
- **Reflect on AI Use with Students and Teachers:** Engage in discussions with students and teachers about the ethical use of AI in education.
- **Redesign Learning Activities:** Use AI to encourage critical thinking and creativity, and adapt assessment methods to focus on these skills.

The article emphasizes the importance of integrating ChatGPT with human interaction and decision-making in mind, reflecting the broader theme of human-centered AI applications.

To read the full article that includes more details and tangible examples, [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
Noncredit ESL Adjunct Instructor	Glendale, CA	Part-Time	Until Filled	<a href="#">Glendale Community College</a>
Admission Officer	Los Angeles, CA	Full-Time	Until Filled	<a href="#">UCLA</a>
TikTok Shop - Creator Operations, Creator Education	Los Angeles, CA	Full-Time	Until Filled	<a href="#">TikTok</a>
Temporary Career Counselor	Los Angeles, CA	Full-Time	Full-Time/ Part-Time	<a href="#">Loyola Marymount University</a>
General Education, Assistant Program Director	Los Angeles, CA	Full-Time	Until Filled	<a href="#">Stanbridge University</a>
Academic Learning Development Specialist - LMS Administrator	Irvine, CA	Full-Time	Until Filled	<a href="#">International Education Corporation</a>
亚马逊跨境电商运营	Fujian, China	Full-Time	Until Filled	<a href="#">可安国际</a>
英文编辑	Sichuan, China	Full-Time	Until Filled	<a href="#">成都艾上办公</a>
Education Assistant (EA) Instructor	British Columbia, Canada	Full-Time	Until Filled	<a href="#">Sprott Shaw College</a>

# Take the Next Step

For more information, watch our TESOL Information Session below:



Watch on YouTube  
EDUCATION & PSYCHOLOGY

## 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](#)

