San Diego CATESOL Newsletter
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From the Newsletter Editor

Katy Bailey, ELAC/ESL Adjunct Instructor, San Diego City College & Southwestern College

Welcome to the San Diego CATESOL Chapter's newsletter. In this issue, we have a wide range of voices, experiences, and research projects represented – I hope you have as much fun reading them as I did! We have an incredibly vibrant academic community here in San Diego.

While you're reading, I encourage you to consider taking an active role in our local CATESOL chapter and run for a board-level position in our upcoming elections. Being a board member these last three years has been fun, rewarding, and surprisingly easy - I highly recommend joining the club and getting involved! Happy reading!

The Key to Freedom, The Key to Dreams

Burcu Chatham, CATESOL San Diego Chapter Coordinator, Noncredit ESL Associate Instructor, MiraCosta College

The pandemic has brought significant changes and challenges to both our personal and professional lives, impacting our community of ESL instructors, administrators, and staff across various settings in San Diego and beyond. Like many other chapters and organizations, the CATESOL San Diego Chapter had to adapt during the pandemic, shifting from in-person to online meetings and opting for outdoor gatherings in parks rather than traditional classroom or conference room settings. Balboa Park became our 'prime' meeting location as we gathered as a small group around a fountain at the "Inspiration Point" location, a hidden gem in the park.

My personal story in the chapter started also during the pandemic when I had a chance to meet the CATESOL San Diego Chapter during its virtual meeting in again the virtual 2020 CATESOL Annual Conference. Everything was virtual by then, and I was not even in San Diego yet. But we as a family were planning to move back to our city after almost a decade of longing, and I was an online graduate student pursuing my MA TESOL degree at the Middlebury Institute of International Studies while conducting online conversation classes for the Riverside County Library Services. As I was getting ready to launch my second career after the age of forty in a city where I had been away from for so many years, I needed to have a community that I could learn from and give to, and most importantly, a community that could make the ESL career real to me at a time when a new teaching reality was emerging from the limitations of the pandemic. I

tried to cherish every opportunity the San Diego Chapter offered to me, first becoming the associate treasurer, then joining their online meetings and outdoor gatherings, and always hearing about those good times from the other members who were part of the chapter before the pandemic when the chapter had regular in-person meetings all the time. So, when I stepped in as the chapter coordinator, it was easy to decide on what was next for our chapter: "Going back to those good old days!"

As we, our post-pandemic board, convened in 2022, in a community room of one of San Diego's public libraries, we first recognized the importance of reuniting the ESL community in the San Diego area as frequently as possible, gradually transitioning back to in-person events. While we commend the resilience and resourcefulness of ESL instructors in conducting Zoom classes and mastering online learning platforms, we also acknowledge the challenges posed by "Zoom fatigue" and the limitations of online interactions in sustaining and growing our community. In the end, we are humans, and even the deadly pandemic that hit all of us at so many levels for two years did not kill our humanity and our need for close interactions with one another in real-life, three dimensional, face-to-face, and more in-person settings.

Thus far, we have organized ten chapter events since December 2022, with eight of them being held in-person. Now, we are thrilled to bring together the ESL community from the greater San Diego Area and beyond at our Spring Conference titled "Fostering a Community of Learners in the Classrooms and Beyond," on Saturday, April 27, 2024. The theme of our conference was chosen by our community members, reflecting the importance of fostering a sense of belonging and camaraderie among the ESL instructors and students.

Just as we educators recognize the importance of community-building, our students also yearn for a supportive and nurturing learning environment, whether in person or online. Our students who lost their communities back in their home countries a few months or maybe many years ago are always in need of finding their voices and places in this new society through our help and each other's support. By coming together in this conference, we aim to share best practices and strengthen our bonds, so we can collectively "humanize" the learning spaces and create a more enriching educational and social experience for our students who are trying to make the US their new homes.

As a life-long ESL learner from Turkiye, I always find it challenging to identify where my home is and how I can feel that the US is truly the one. Communicating in English with more people in a greater variety of circumstances proved to be the only solid key to make my dreams real in my

new home. Communication is gold. Knowing that from a personal experience eventually pushed me towards finding a way to help others grab the very same key, so I became an ESL instructor.

This is not the end, but the beginning for me, as now I am inside one of the classrooms where things happen, where my students gather three nights a week to attain their goals in their new home through language. They are also there to build a community, to share food, to laugh and have fun, which altogether help them lower their affective filter and feel safe in their learning environment which translates into a classroom where everybody feels more comfortable using their English, asking and answering questions, learning the language. Once one of my professors who observed my online session told me after hearing my worry about not being able to follow my lesson plan all the way, "Burcu, your students are talking and sharing with each other, asking you questions.. They are using the language for communication. Why are you worried? That is what the language is for. Let them speak and do not worry about your lesson plan!"

I know better now that I am not in the classroom just to follow a lesson plan but to help my students build their community, lower their affective filter, so they would use the language, they would transition from a student to a classmate and soon to a friend, so the community would be built and languages would flourish while teaching happens. It has been the same for me since I joined the San Diego Chapter: I have been with the chapter to build back the community with my fellow board members, and teaching and learning happened among us as well. In the end, we, the teachers, hold the keys to freedom and to the dreams of our learners through "Fostering a Community of Learners in the Classrooms and Beyond."

Navigating Cultural Dynamics: A Reflective Journey in Teaching and Embracing Diversity

Isabel Cortes, ESL Instructor, San Diego College of Continuing Education - Mid City

I embarked on my teaching journey in South Korea, a culture vastly different from the American one, yet not so dissimilar from my Mexican roots. Being a novice teacher in a foreign country, my initial struggle with the new role prompted me to lean on familiar ground: the disciplinary values instilled in me during childhood.

I realized that the expectation to show respect to elders, a deeply ingrained practice in Mexican culture, played a crucial role in shaping behavior. This cultural norm underscores the value placed on the wisdom, experience, and guidance provided by older individuals. Failure to meet

this expectation may result in contemporary non-violent disciplinary measures, such as standing in timeout and the loss of privileges. As I entered my South Korean classroom, I carried this expectation, assuming that students would automatically offer respect due to my age. I expected attentive listening, adherence to instructions, and an inherent appreciation for the knowledge I imparted. However, I soon learned that, despite some adherence, they were still children testing limits.

One particular incident became a turning point, costing me a relocation and promotion. After a year and a half at the after-school academy, a student decided to test my limits through disrespectful behavior. Exhausting all warning attempts, I finally ordered the student to stand up, revoking their sitting privileges for the rest of the class. Deeming it an acceptable punishment based on my childhood experiences, I assumed its acceptability in the classroom, as with other forms of discipline I had previously imposed. This action triggered a conversation with the academy's owner, co-teachers, and parents, resulting in the completion of my contract. This experience taught me that cultural expectations regarding respect vary significantly, and assumptions based on one's own cultural background may not align with others.

While respecting authority figures is common in many cultures, the specific ways in which this is demonstrated and the acceptable forms of discipline can differ widely. This experience prompted me to reflect on the importance of cultural sensitivity in teaching and working with diverse groups of students. It reinforced the idea that successful communication and collaboration require an awareness of cultural differences, as well as a willingness to adapt and learn from each unique context. Ultimately, the setback provided an opportunity for personal and professional growth, fostering a more nuanced and culturally informed approach to teaching in diverse settings.

Now, with eight years of teaching experience, I have learned that fostering an inclusive and culturally sensitive learning environment is essential. Each student brings a unique background, experiences, and perspectives to the classroom, enriching the educational space. Recognizing and respecting the diversity among my students has become a cornerstone of my teaching philosophy. Social justice education "requires an examination of systems of power and oppression combined with a prolonged emphasis on social change and students' agency in and outside of the classroom." (Hackman, p. 104 as cited in Welton et al., 2015, p. 551) This philosophy guides my efforts to create an atmosphere that not only acknowledges cultural differences but also celebrates them. Embracing this diversity has not only made me a more effective educator but has also contributed to a more vibrant and dynamic learning community within the continuing education college for adults where I currently teach.

Teaching adults is a new experience for me, and having students who could easily be my parents or grandparents has disrupted my newfound knowledge. It feels as if I've regressed, recognizing the importance of respecting and caring for my elders. I've caught myself displaying

unintentional favoritism to students with similar skin color to mine. This bias has manifested in actions such as rushing to the aid or offering more attention to those with my skin color, inadvertently overshadowing students with lighter and darker skin tones.

In this journey, I have come face-to-face with an unexpected challenge – unintentional favoritism. This realization has sparked a deeper self-reflection on the impact of biases and the need for a more equitable and inclusive teaching approach. It has become clear that fostering an environment that values and celebrates diversity requires a conscious effort to overcome ingrained biases and provide equal attention and support to all students, regardless of their skin color or background. This journey has become an ongoing process of learning, unlearning, and striving for a teaching approach that embraces and uplifts the richness of diversity within the adult education setting.

Using Data to Foster Equity for English Language Learners

Courtney Leckey Bussell, M.A., ESL Department Chair, Southwestern College

Southwestern College ESL students and staff, May 2023. The author is in the back row, third from the left.

I have been teaching ESL at Southwestern College since 2009. Early on, I noticed a significant gender difference in my classroom. In a class of thirty, it was not unusual that I would have sometimes as few as three students who presented as male. Over the years, I continued to be aware of this disparity throughout our entire ESL program. Enrollment for female students was consistently much higher than it was for male students. In discussions about equity gaps, I would often bring up this observation. My colleagues and I would speculate on the reasons for this enrollment equity gap, but we were never sure of the exact causes or best ways to address it.

As we discussed this phenomenon in our department, and how to best address it, most of our discussions centered around recruitment and pedagogy. I spent a lot of time thinking about how to make male students feel more welcome and how to support them so they would stay in my class, pass it, and continue on to the next level.

Then, something changed that gave us a window into what was going on with our male students.

In recent years, a variety of initiatives and legislative changes have challenged educators at our institution to use data-informed approaches to addressing equity gaps in success for our students. Our college began to collect and make student data more accessible, including data that has been disaggregated by categories such as race and gender.

According to page 3 of the University of Southern California's Center for Urban Education (CUE), "Disaggregated data are critical for revealing inequities in outcomes or equity gaps; in contrast, aggregated data such as average course success rates mask equity gaps" (page 3) Furthermore, "disaggregated data can spark critical awareness of racialized outcomes and patterns, catalyze deep reflection about taken-for-granted assumptions, and establish racial equity as an ongoing process of organizational learning and change" (page 5).

When examining the data for the college as a whole, it was clear that the patterns and trends in ESL were distinct. In the 2017-2018 academic year, enrollment of men in the college as a whole was 44.7%, compared to only 19.3% in credit ESL classes. (See Figures 1 and 2) Furthermore, we could see that 96% - of the students who enrolled in our ESL classes did not identify as white, compared to 90% of all of Southwestern College students. It seemed that male English learners in our community, most of whom were men of color, were not accessing the ESL classes that could serve as a bridge to other educational opportunities.
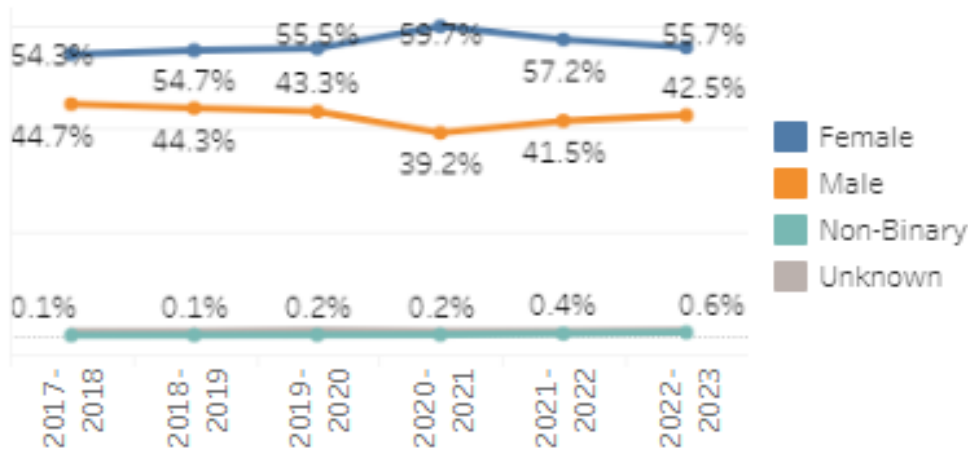
Figure 1 Caption: Enrollment percentages by gender in all Southwestern College classes. Source: Southwestern College Enrollment and Course Outcomes Dashboard
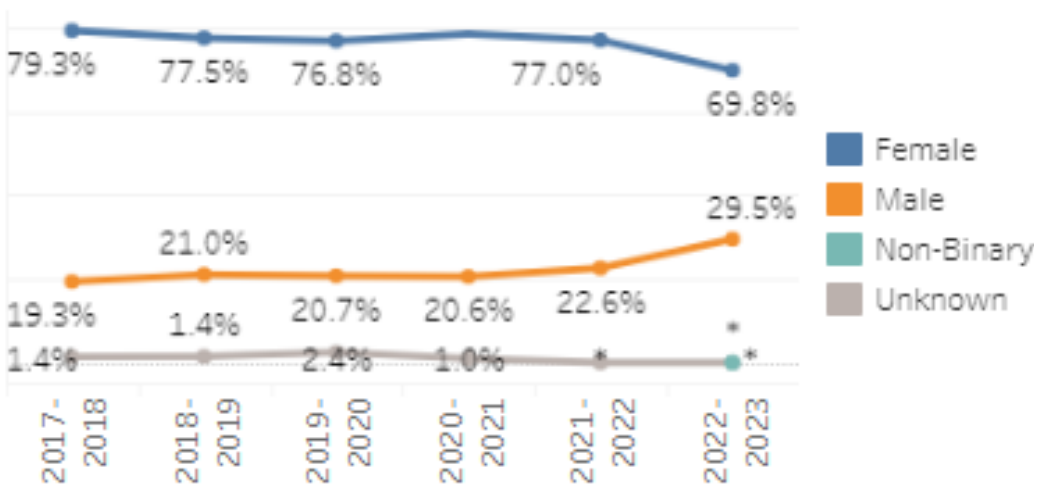

Figure 2 Caption: Enrollment percentages by gender in Southwestern College ESL classes. Source: Southwestern College Enrollment and Course Outcomes Dashboard

At this time, we were working on implementing several changes in the ESL department. New legislation required that students be able to complete their sequence of ESL courses and complete transfer level composition- the "Writing 101" course that all college students are required to take- in less than three years. So we created an ESL version of this course. This meant that when this course was offered starting in the fall of 2021, for the first time at Southwestern College, students could take an ESL course with a ESL professor and fellow English Language learners, and fulfill requirements towards a college degree.

This January, as I was preparing a professional development workshop for our ESL faculty for the spring semester, I reviewed the disaggregated data for ESL, and I noticed a distinct trend.

Our ESL enrollment for male students was on the rise. I dug further into the data, and found that in the academic year 2022-2023, 38% of the students in our new ESL college composition course were male compared to 29.5% in the rest of our credit ESL classes. Not only were male students enrolling in our college-level writing course at much higher rates than was typical in ESL, but the enrollment for male students in our ESL courses overall had increased by more than 10 percentage points between the 2017-2018 and 2022-2023 academic years.
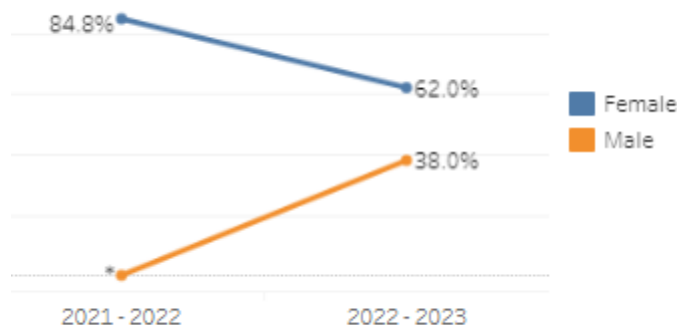

Figure 3 Caption: Enrollment percentages by gender in Southwestern College ESL Transfer Level Composition course. The * indicates that data in 2021-2021 was suppressed because the enrollment for male students in this course was less than 10. Source: Southwestern College Enrollment and Course Outcomes Dashboard

Although we already were optimistic that this new course would increase equity for ESL students, seeing such a clear trend towards equity for a group of students that we knew needed more support was deeply satisfying.

Do we know the reasons for this change? No, we do not know for sure. But we can speculate, make data-informed decisions, and continue to collect and analyze data moving forward, looking for more patterns and trends that will inform our next moves. It seems that offering ESL courses that fulfill degree requirements is an appealing option for men in our community, and offering this course allows us to serve the needs of these students and increase their likelihood of completing degree and certificate programs. It is also possible that the increase in men taking our college-level ESL writing course may also be causing men to enroll in other ESL classes at higher rates as well. This data is highly encouraging as we work towards offering more ESL classes that fulfill degree requirements.

I encourage all English language educators to seek out disaggregated data on your students to look for significant trends and patterns. And when you do, do so with an open mind. Examine the data not with a fear that it will expose mistakes that you or your institution are making, but with excitement about discovering new insights into what is really going on with your students, and the understanding that with this new knowledge, you can make real and meaningful progress towards equity in your community.

A Journey and Career in ESL

Kevin B. Staff

Since retiring as an ESL instructor in December 2019, I have continued to support the activities of CATESOL San Diego Chapter. As a former president of the Osaka Chapter of the Japan Association for Language Teaching (JALT), I recognized even thirty years ago the challenges of maintaining a vital geographical-based organization. Even in the early to mid-1990s, electronic communication was beginning to supplant face-to-face meetings as nationwide special interest groups gained parity with local chapters. Even then, there was discussion of whether chapter organizations had become obsolete.

Over a decade ago, there was great excitement as local chapters of CATESOL began to organize. It was a welcome development, yet it seems several chapters are finding it challenging to generate strong participation in their month-to-month activities and publications. Because I have always believed there is a place for geographical-based organization, I am hoping that this contribution to the newsletter will encourage others to share their stories and realize that the ESL community is truly a group of individuals sharing much in common regardless of where and in what kind of program we work.

I was born in San Diego in the mid-1950s, and attended public school in the College area. It was an idyllic childhood, and some of my friends never left the area, thinking things couldn't get any better than here. However, from an early age I was interested in the places our teachers would show on pull-down maps of the world. My dad picked up on this, and when I was about 8 years old got a large world map that he pasted on the wall of the bedroom I shared with my little brother.

Though always a good student and a bit of a "brain," by the time of high school graduation I was utterly fed up with sitting at a desk and listening to lectures. Military service seemed a good option. Trained in administration and data processing, I was selected for assignment at the Pentagon with the Military District of Washington. My job entailed handling initial processing for army staff officers there, all of field grade rank, many coming from command positions, and none happy with having to stand in line to talk to a twenty year old private first class.

On one unusually quiet day, a relatively young major arrived after spending two years working on a Master's in linguistics. It intrigued me immediately, and I thought at that moment that it might be interesting to get an advanced degree in that subject someday.

Fast forward a bit, after a three year tour in Germany, a return to my old job in Washington, and a Bachelor's degree obtained from the University of Maryland in night school during my time in service - back in San Diego and wondering what to do next, I decided use my GI Bill benefits to pursue this whim of earning an MA in linguistics at SDSU.

There came an opportunity to spend a year in Peru during graduate school. It did little to speed up my degree, but was a fascinating experience. I took my first part time job as an EFL instructor while handling my course load. As is often the case for those new to the field, it was a private language school that didn't pay particularly well, but provided pocket money and experience. The Peruvian owner was genuinely interested in the field of English language education, and

recommended that teachers join TESOL. This was the beginning of my forty year membership in that organization.

Returning to San Diego to finish up coursework and start on my thesis, I took my first actual ESL methods course and spent a year with an army reserve unit as a language specialist in Spanish and German. Toward the end of the year, I realized I'd learned a lot, had many wonderful experiences, but was running short of money. As things were done in those days, I looked in the jobs section of the TESOL Newsletter, answered an ad from a language school in Sapporo, Japan, and carefully provided all the materials requested (including a cassette tape of a self-introduction). Granted an interview in San Francisco, I caught a bus there and in a couple of weeks received the happy news that I'd gotten the job.

After two and a half years in Sapporo, I spent a few months back in San Diego and got my first ESL job in the U.S. teaching summer sessions at UCSD. Then, during a visit to Guadalajara, Mexico, I was invited to teach and help develop the PROULEX program at the University of Guadalajara, which is now a very popular and successful program there.

The following year, I interviewed during a TESOL Convention for a job in the Overseas Training Center of Panasonic in Osaka. I stayed at that position for eight years, becoming a program coordinator and test writer, and also teaching at a local university.

In 1996, I returned to the U.S. permanently. For about a year, I considered myself semi-retired and spent time developing some properties bought during annual visits home from Japan. Feeling a bit young to be retired, I successfully applied for a part time community college ESL teaching position. After a semester, I was able to pick up a second part time community college ESL job. Part time work suited me well, and for 22 years that was what I did, finally retiring two days after my 65th birthday in December 2019, just in time to miss out on the challenges of teaching during the COVID-19 pandemic.

It was, all in all, a fascinating career of teaching in three foreign countries, then having students from all over the world in my American community college classes. Though each program and teaching environment was somewhat different, in many ways teaching English is similar whether one is calling it ESL, EFL, or whatever word salad various professional organizations wish to change its name to. The major difference is that EFL abroad almost always means teaching students of a single nationality while ESL in the U.S. usually means classes of various nationalities and language backgrounds.

ESL to me is a more challenging teaching environment for that reason. Students often have varying levels of education and literacy skills in even their own native languages, and there are occasional though not frequent issues between students with unequal skill sets or from very different cultures. Though I often taught students from fundamentalist religious backgrounds, religion per se was never a source of discord. I found the students in my classes to be remarkably cooperative and tolerant of differences.

In the end, I've made many friends here and abroad among both former students and colleagues. Several of us from the community colleges I taught for like to get together and reminisce about our rewarding times as teachers of English to speakers of other languages. In the end, I'm glad I did things the way I did.

Teaching Exceptional Needs ESL Students in the IEP Context

Celeste Coleman, Academic Coordinator & Instructor, CSU San Marcos American Language & Culture Institute

Based on the insights from my presentation "Teaching Exceptional Needs ESL Students in the IEP Context" at CATESOL 2023, this article aims to provide teachers of adult ESL students with an overview and practical tips for addressing the diverse needs of students with and without formal diagnoses. This can be quite a significant challenge in the classroom, and little support is available on many higher education campuses. Thus, teachers and programs must develop their own nuanced understanding of these issues alongside actionable strategies.

Some of the most common exceptional needs that manifest in the ESL context include neurodiversity (including autism and ADHD) and dyslexia. These challenges might affect various aspects of learning - from attention span and memory to fine motor skills and spatial orientation (Root, 2023). Many adult learners new to the US may not arrive with formal diagnoses of particular conditions they may struggle with. This is compounded by the fact that cultural perceptions of disability can significantly affect students' willingness to seek help or accept accommodations (Canadian Pediatric Society, 2023). Thus, a teacher's sensitivity to these perceptions is crucial, and we must strive to create an open, non-judgmental classroom atmosphere where all students feel valued and understood.

In addition, teachers can implement various accommodations and teaching strategies to help all students succeed. A neurodiversity-friendly classroom prioritizes decreasing stigma, accommodating sensory needs, and stating classroom etiquette explicitly. Providing class materials in advance, allowing extra time on tests, and offering alternative assignment formats can also make a substantial difference. Moreover, using clear, direct communication, breaking tasks into smaller steps, and incorporating visual aids can enhance understanding and retention for all students, not just those with identified needs (Baumer & Frueh, 2021).

Universal Design for Learning (UDL) is a framework which can optimize teaching and learning for all students, providing multiple means of engagement, representation, and action and expression. This approach ensures that all learners can access and participate in meaningful learning opportunities, enriching the learning experience for the entire class (CAST, 2018). For instance, offering lecture materials in both text and audio formats, using interactive activities to teach new concepts, and allowing students to demonstrate their understanding through various methods can cater to different learning preferences and abilities.

Embracing a holistic approach that considers the wide spectrum of exceptional needs in the ESL classroom not only aids in delivering effective education but also in building a supportive community. By incorporating culturally sensitive practices, practical accommodations, and adopting the UDL framework, teachers can ensure that all students, regardless of their challenges, have the opportunity to succeed in learning English.

Here is a resource packet containing in-depth information about all of the topics covered in this article and all cited sources.

CA-geese-OL 2023 🦢

Amanda Simons, ESL Adjunct Instructor, San Diego College of Continuing Education

There were two things you couldn't avoid if you were at CATESOL 2023 at College of Alameda, October 26-28: AI and geese.

AI was everywhere: how-to's, teaching tips, class projects, new applications…dozens of presentations from and/or for all kinds of contexts, levels, and purposes. In fact, I contributed two such presentations. And you couldn't miss the geese: they surrounded all the buildings at the College of Alameda, kindly offering their lawn-mowing and fertilizing services free of charge.

With all of the buzz and ubiquity, I caught some ideas that I'd like to offer my responses to here: each heading is a kind of myth, and the ensuing text is my reply. I hope you'll find these ideas useful as you reflect upon AI, geese, teaching, and your 2023 CATESOL experience.

"AI is like you're interacting with a person"

It isn't, and I don't want it to be. And this isn't new (see the "ELIZA effect", a term from the 1960's which describes how people will see human-like traits in and form emotional connections with computer functions).

That didn't get left behind in the 60's: in September 2023 an Open AI employee testified about her emotional experiences with ChatGPT. ChatGPT is their own product, and wouldn't someone with an intimate knowledge of the product see its inner workings and know how inhuman it is?

These machines can creep up on us in ways to make us feel like we're interacting with something human-like, but I think it's important to maintain some distance from them and recognize them for what they are: potentially helpful tools that have been very well-designed.

"AI is smart!"

The "intelligence" of "artificial intelligence" is more aptly regarded as clever marketing than any actual overlap with being smart. AI is fast. The algorithm is impressive. Where it's going is impressive.

However, diluting human intelligence to walls of bland text or rendered images based on stolen copyrighted work produced practically in an instant is bleak. AI can make existing connections

or connections that were inevitable, similarly to how a calculator works. However, there don't exist any awe-inspiring works or innovations without an expert human pulling the levers and curating the outputs.

"AI will save you time!"

Maybe for now, but what happens when work overlords figure that out and adjust our workloads accordingly? I think that an increased productivity-pay gap is far more likely than a leisurely pace of our jobs. Furthermore, the colleagues who haven't had the time or resources to incorporate these tools into their work are possibly going to get left behind or get burdened with heavier workloads.

"AI will create so many jobs!"

I worry that those jobs won't be available to everyone. Certainly, my non-credit students who are learning the present tense and tech literacy are now pushed back even further from a job if AI literacy is a requirement for the workforce. Even online job application systems and our school's email system create barriers for my students.

I'm way less worried about a robot apocalypse than I am about a slow-creeping, late-stage capitalistic future where we're frogs in boiling water. The hot bubbling that's been sold as innovation and progress have calculated us out of jobs or into exhaustion, with the fewer people qualified for the positions that are left.

"Geese are mean!"

What, those feathered mini-cows minding their own business amongst the grass? I heard plenty of people joking about their aggressive nature, but only saw peaceful, grazing birds slowly meandering across the expansive lawns surrounding the buildings. I wholly believe that geese can escalate to violence, but these urban academic geese were a serene distraction when I needed to see something more alive than the slick, sterile text of ChatGPT I encountered throughout the conference.

Thank you, geese.

Addendum

In this list, you've come across headings which are composite characters of a sort, where I've heard variations of these sentences that I'm cutting and pasting together. I've also taken the liberty to rephrase some ideas for the rumor/response structure. And of course, inevitably, there are gaps: each topic is an iceberg tip which contains layers of ideas and tangents. I hope that this can be a conversation starter, and you'll consider reaching out to me in good faith if you'd like to continue the conversation: esol.simons@gmail.com

Join the SD Chapter!

There are **many reasons and ways** to get involved in your local CATESOL chapter:

Come to our monthly meetings or social events

Volunteer at chapter-organized workshops

- ○ Write an article for publication in our Newsletter
- ○ Become a **chapter liaison** for your school.

To learn more, visit us online!

Let's get social!

Follow us on: **Facebook**   **Instagram (@sd_catesol)**

2022 - 2024 Board Members

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- **Assistant Chapter Coordinator**: Amanda Simons
- **Social Media Manager**: Ryane Willis
- **Past Chapter Coordinators**: Ryane Willis & Lydia Sparkworthy
- **Webmaster**: Celeste Coleman
- **Newsletter Editor & Coordinator**: Katy Bailey

Interested in joining your San Diego CATESOL board? Check out the chapter officer position descriptions!