

EDITORS' NOTE

Welcome to Volume 23 of the *Arizona Working Papers in Second Language Acquisition & Teaching*. We first would like to express our gratitude for the professional contributions of the Volume 23 Faculty Supervisor, Dr. Hayriye Kayi-Aydar, throughout the review process and in supporting and guiding the final product toward publication.

In keeping with a rich tradition of student collaboration as the bones of the *AWP*, we once again depended on the time, field-specific content knowledge, and judgment of the Second Language Acquisition & Teaching Ph.D. student and candidate area editors. We would therefore like to extend our appreciation to Dr. Michael Sayle (Analysis), Elyse Petit (Pedagogy), Laurel Schenkoske (Processes), and Trudie Clark McEvoy (Use). We finally would like to thank the authors, whose work is represented in this volume, for their timely response to revisions, persistence in collaboration with the *AWP* editorial staff in working towards the highest quality work possible, and for their valuable contributions to SLAT scholarship.

The contributions in this volume tell stories of learner, teacher, and researcher identity, and provide worthy insight into concrete, imaginary, and developing life trajectories toward desired personal and professional destinations, all through the analysis of the great impact of language and culture. Continuing the interdisciplinary tradition of the *Arizona Working Papers in Second Language Acquisition & Teaching*, this volume includes submissions from L2 Pedagogy and L2 Use, each with complementary overtones of L2 Processes and L2 Analysis, recognizing that language studies do not exist in isolated silos, but rather work in concert to bridge and strengthen our understanding of the human condition.

- *Jenna Altherr Flores* employs a critical multimodal social semiotic analysis to unearth and explain how the U.S. naturalization test and accompanying multimodal study cards work to create an implied institutionally-imagined community of immigrant test takers and how the multimodal messages found on these cards actually may have an effect of (dis)citizenship for resettled adult refugees striving to earn U.S. citizenship.
- *Christine Palumbo* introduces to the literature the concept of *imagined destinations* and works off of, extends, and offers contributing views of Vygotskian theory of cultural-historical psychology, by focusing her work on the imagination of non-native English speaking teachers and how this guides and transforms these individuals' pathways to their desired imagined destinations as professionals in the field of English language teaching.
- *Amanda Snell* takes us to church and uses the markedness model to examine the Spanish/English codeswitching practices of members of a United Methodist Church in Tucson, Arizona, and in so doing highlights the bilingual creativity and expertise of the participants in this religious setting.
- *Nicole Schmidt & Holly Wehmeyer* appraise the effectiveness of self-assessment training and probe which factors influence self-assessment for ESL students at an intensive English program at a major university and find that self-assessment training can aid students in

honest reflection, discussion, and ultimately increased autonomy in their language education.

- *Mehtap Acar* considers the reverberations of superdiversity and globalization on the lived experiences of global citizens and dispenses the reader with a needed report of the role of culture in second language acquisition, toward the development and import of intercultural communicative competence.

We are thrilled to bring you these articles and are pleased by how each – individually and together as a collection – keep the torch of engaging and scholarly *AWP in SLAT* contributions to the literature lit and fervently burning.

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