

TABLE OF CONTENTS

EDITORS' NOTE	<i>ii</i>
Steve Daniel Przymus & Jennifer Rae Slinkard	
PREFACE	<i>iv</i>
Hayriye Kayi-Aydar	
TABLE OF CONTENTS	<i>v</i>

DECODING CITIZENSHIP IN USCIS NATURALIZATION TEST MATERIALS: A CRITICAL SOCIAL SEMIOTIC ANALYSIS

Jenna Altherr Flores, *University of Arizona*

Jenna Altherr Flores is a doctoral student in the Second Language Acquisition and Teaching program at the University of Arizona. She has been working with adult resettled refugees since 2014. Jenna is co-founder and co-chair of the Arizona TESOL Teachers of Refugees Interest Section, Chair-Elect of the Refugee Concerns Interest Section for TESOL International, and a Peace Corps Coverdell Fellow. Her research interests lie in critical applied linguistics, multilingualism, literacy, language ideology, multimodality, and social semiotics.

DESTINATIONS: AN ANALYSIS OF SLA SUCCESS THROUGH THE IMAGINATION

Christine Palumbo, Ph.D., *Leman Manhattan Preparatory School*

Christine Palumbo received her PhD from the University of Arizona SLAT program, specializing in Pedagogy and Teacher Education. Her research interests involve the interaction of society and culture, especially in educational settings. Dr. Palumbo is currently the Director of Multicultural Affairs at Leman Manhattan Preparatory School in Manhattan, New York.

“GOING BILINGUAL”: CODESWITCHING DURING CHURCH SERVICES IN SOUTH TUCSON, ARIZONA

Amanda Snell, *University of Arizona*

Originally from Indiana, **Amanda Snell** is a first-year student in the Second Language Acquisition and Teaching Ph.D. program at the University of Arizona. Her research interest focuses on adult language learning at the community level, and she teaches English language and literacy classes to adult immigrants and refugees in Tucson.

SELF-ASSESSMENT TRAINING IN THE ESL CLASSROOM: A CRUCIAL STEP IN DEVELOPING LEARNER AUTONOMY

Nicole Schmidt, *University of Arizona*

Holly Wehmeyer, *University at Albany (SUNY)*

Nicole Schmidt is a second year PhD student in the Second Language Acquisition and Teaching program (SLAT) at the University of Arizona. She has been an ESL, EFL, and EAP teacher for the past eleven years, with professional experience in the United States, Spain, the Netherlands, and Japan. Nicole has co-authored an academic writing textbook, now in its second edition, and conducted international research on the standardization of CEFR-based writing assessment. Her more recent inquiries have focused on the intersection between affect, identity, and agency with regard to autonomous language teaching and learning. Nicole is also an active participant in the AZTESOL Refugee Interest Group.

Holly Wehmeyer is currently an ESL instructor at the University of Albany (SUNY), formerly at the University of Arizona. Her expertise lies within the areas of TOEFL preparation, teacher training, and language assessment. Holly is interested in seeking new ways to motivate her students to take responsibility for their own education.

CULTURE IN SLA: TOWARDS DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE

Mehtap Acar, *University of Arizona*

Mehtap Acar is a PhD candidate in Second Language Acquisition and Teaching at the University of Arizona. She is majoring in Pedagogical Theory and Program Administration, and minoring in Language, Reading and Culture. She is interested in curriculum development, peace education and the issues of culture/identity in multicultural educational settings.