



Janice McGregor
University of Arizona

Emma Trentman
University of New Mexico

PREFACE

We are delighted to share issue 10.1 of *Critical Multilingualism Studies* (CMS). In this issue, you'll find four articles that offer analyses of the multilingual and cultural realities of four different populations: Dutch society, international students in a multilingual Taiwanese university, intermediate heritage Spanish language learners in a US university, and engineering students at two sites taking a pre-sessional English for Academic Purposes (EAP) course online.

In the first two articles, the authors scrutinize the multilingual practices of students in higher educational settings in two different contexts and from two different perspectives. For example, **Ali** seeks to better understand how much and for what reasons Spanish heritage learners in an intermediate course at a US university code-switch. She investigates how their attitudes about code-switching are reflected in their language use and discussions about linguistic identities. **Tsai et al** investigate the language practices of international students at a multilingual Taiwanese university via a translanguaging lens. Specifically, they look at how their participants strategically translanguaged to accomplish certain objectives in a task-based language assignment in their elective English course. Also taking influence from translanguaging theories, **van Amelsvoort** argues that English is “unforeign” in many spheres of life in the Netherlands, opening up thinking around what we mean when we say “here”, “there”, domestic, or foreign. Finally, **Guariento** scrutinizes the role of telecollaboration in a pre-sessional EAP for Engineering students in Scotland and the Gaza Strip and examines the transformative impacts of this effort at both sites. Questions emerged around who did and/or could project their voice given a variety of contextual factors.

We wish to thank all contributors for their superb contributions to CMS.