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PREFACE

It is with great pleasure that we share with you *Critical Multilingualism Studies* (CMS) 9.1— a multi-part issue. This issue includes a range of texts, and begins with a statement in support of trans and non-binary people.

Section one features a collection of three independent articles that deal with the following issues: How linguistic norms are communicated and managed on a social website (Vandergriff), how trans, non-binary, and queer understandings can be brought forward in language education (Knisely & Paiz), and Finnish teachers' beliefs around students' use of their multilingual repertoires in the classroom (Alisaari et al.).

Section two features a collection of projects that foreground multilingual approaches to world language education in English-dominant contexts. After a brief introduction to the special issue and the contributions, readers will be introduced a project introducing two divergent views on language teaching in the U.S. (Armstrong), moving beyond commodity-centered discourses of language learning in the U.S. (Warner et al.), and a concrete example of a plurilingual approach in world language education in an English-dominant context (Piccardo et al.).

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