Preface to the 26th Issue of JSLAT

It is with great pleasure that we present the twenty-sixth issue of the *Journal of Second Language Acquisition and Teaching* (JSLAT, formerly known as *Arizona Working Papers*). Over the past twenty-seven years, the JSLAT has been an important publication venue for graduate students in the Second Language Acquisition and Teaching (SLAT) Program and in other programs at the University of Arizona and beyond. This issue covers a wide array of topics that address second language acquisition from multiple perspectives including teachers' beliefs, use-based approaches, cognitive-based approaches, and social media and activism in language classrooms.

Publishing this issue was a collective teamwork that would not have been possible without the dedication of the reviewers, the Senior Managing Editor, Ahmet Serdar Acar, and Associate Editor, Margherita Berti. Manuscripts in this issue were solicited, selected, and edited by graduate students in the SLAT Program, who worked as a team to evaluate submissions, provide valuable feedback and revision suggestions to authors, and participate in the final editing process. Their substantive reviews provided valuable suggestions to guide authors in their revision process and important feedback to assist the editors in making publication decisions. The outstanding editorial skills of the Senior Managing Editor and the Associate Editor positively shaped the manuscript selection, revision, and publication processes and provided a vehicle to practically apply their knowledge of academic writing to produce a high-quality collection of articles.

These article contributions in this issue provide multiple insights about the complexity of second/foreign language learning and teaching in diverse contexts such as English as a second language, Chinese as a second/foreign language, and indigenous languages. Importantly, this issue includes two outstanding papers about the potential of using social media in building fostering cultural understanding and cultural explorations in the classroom and prompting academic digital activism for learning Indigenous languages. The research presented in this issue reflects the unique multi-disciplinary nature of second language acquisition and teaching. Research methods and conceptual frameworks draw from such diverse fields as theoretical and applied linguistics, cognitive science, media studies, and socio-cultural studies. This sort of transdisciplinary thinking crosses boundaries and thus paves the way for discussions that serve to unify and encourage cross-disciplinary connections in the field.

A description of the SLAT program at the University of Arizona, including faculty biographies and additional information is available from the Program office and at the Program website (http://slat.arizona.edu). Previous issues of the JSLAT are available at the website of the journal (https://journals.uair.arizona.edu/index.php/AZSLAT/index).

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