

Introduction

The use of multiple and concurrent linguistic systems of communication both within and across communities is a defining human quality (Jessner, 2015). Indeed, multilingualism is seen as a reflection of the natural diversity and richness of language-mediated activities as well as a potent source of creativity and innovation. And yet, this view stands in contrast to modern representations that have strived to equate single languages with a national identity and an assumed imagined community (Anderson, 1991) of speakers who share and are united by a common language and geographical location (Wiley, 2014). Regretably, a consequence of this monolingual ideology to nation building has sometimes been to characterize linguistic diversity and polysemiotic practices as a flaw in the system, an undesired Babelization of human society which, as a source of tension and disunity, should be, at best, managed and kept under control (Vallejo & Dooly, 2019). Even when the acquisition of multiple language systems is an explicit goal, this ideology can sometimes reinforce approaches to language instruction which reify a strong separation between languages and discourage students from engaging in linguistic practices that draw on their multiple language repertoires to transfer knowledge, skills, and strategies from one language to another or to hybridize their codes to achieve communicative objectives.

In the summer of 2017, the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) of the Official Languages and Bilingualism Institute (OLBI) at the University of Ottawa launched a call for its 2018 conference entitled “Translanguaging: Opportunities and Challenges in a Global World”. At the time we felt that the construct of translanguaging had gained considerable momentum and generated much discussion amongst scholars, educators, and administrators, who saw new opportunities in it within different contexts around the world. For others, however, it seemed that this construct was not particularly well known, and for still others, it raised important questions or challenges on theoretical, empirical, and practical grounds. In the process of preparing the conference call, it also became clear to us that interpretations of the term were subject to additional variation, based on geographic and linguistic factors. As a matter of fact, when writing the French version of the call, we asked ourselves if we should translate the term “translanguaging” into French or simply keep the English. Fully aware that this was not a trivial matter, we consulted experienced scholars in applied linguistics and education and, as expected, received various opinions. Based on these early experiences, we were convinced the conference would offer a valuable opportunity for scholars from diverse fields, regions and settings to enjoy in-depth discussions about the role that concepts such as bi/multilingualism,

cross-linguistic pedagogy, and plurilingualism (amongst others) — and the increasingly widespread construct of translanguaging — could play in critically examining monolingual ideologies and reframing conversations about the presence and affordances of multiple semiotic systems in various contexts.

The call attracted a large number of proposals for thematic symposia, round tables, workshops, oral presentations, and posters from Canada and around the world, engaging with the conference themes in English, French, Sign Language (ASL), and in mixed language modalities. We were further privileged to host three distinguished plenary speakers: Ofelia García (City University of New York), Guillaume Gentil (Carleton University), and Danièle Moore (Simon Fraser University).

The current volume of peer-reviewed articles represents contributions based on work presented at the CCERBAL 2018 conference. While it is impossible in a single volume to do full justice to the rich and fruitful interactions which occurred among the approximately 200 participants, the selected articles in this publication are representative of the broad and diverse nature of the contributions made during the conference. The volume includes texts from some of the conference plenary speakers and invited round-table presenters, as well as from workshops and presentations by established, emerging, and student scholars.

The *OLBI Working Papers/Cahiers de l'ILOB* is a bilingual journal that accepts submissions in either French or English, with abstracts in both official languages. For this volume, in keeping with the conference theme itself, we welcomed submissions which freely alternated between or organically integrate the two languages of the journal. Authors who chose this submission format were free to determine the extent and shape that their translanguaging might take. As editors we were unsure if any authors would choose to engage in this type of practice in formal writing. Ultimately, it was fascinating to read the submissions as they started arriving and to discover that some of them used English or French only, while others mixed both languages varying from a single word to paragraphs or entire sections. We felt that this variation in modality reflected well the range of discussions at the conference revolving around the various stances with regard to translanguaging in increasingly plurilingual societies and classrooms. It is our hope that these papers will help further work and advancements in this defining area of research.

Another special note about this collection of articles is that it marks an important milestone, as it constitutes the 10th volume of the journal. The *Working Papers* were inaugurated in 2010 by the CCERBAL research centre at the OLBI, as a paper-based, peer-reviewed journal specializing in conference proceedings and thematic issues on topics related to bilingualism, language policy, assessment, language teaching, language and technology, and beyond. Over

the years, the journal has evolved into a modern open-access publication available both in print and online via the Open Journals System (OJS), allowing authors to retain copyright under a Creative Commons License and providing permanent digital object identifiers for long-term preservation and access.

In celebrating this 10th volume, we want to pay special tribute to both previous editors of the *OLBI Working Papers* and to previous CCERBAL directors. While specific editorial roles varied over the years, the journal's editors-in-chief were involved in all aspects of publication, including the call for papers, peer review process, production, and final publication, while guest editors were involved mostly in the peer review process.

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We would also like to acknowledge the dedication and generosity of the current Editorial Assistant, Ed Griffiths; the Documentalist of the Julien Couture Resource Centre, Bojan Lalovic; and the translators and proofreaders, Peggy Flynn, Mathilde Cames, and Catherine Buchanan. We are extremely grateful to Christina Thiele for her typesetting and reference verification work on all of the journal's 10 volumes, contributing her experience in the many aspects related to journal production.

We wish you happy reading!

Nikolay Slavkov and J  r  mie S  ror
Conference co-chairs and volume co-editors
Official Languages and Bilingualism Institute (OLBI)
Ottawa, November 2019

Nikolay Slavkov is Associate Professor and Director of the Canadian Centre for Studies and Research in Bilingualism and Language Planning (CCERBAL) at the Official Languages and Bilingualism Institute (OLBI) of the University of Ottawa. He has served as the Editor-in-chief of the *OLBI Working Papers* since 2014. His research interests are in language pedagogy and innovation, technology, child language development, family language policy, bilingualism, and multilingualism.

J  r  mie S  ror is Associate Professor and Director of the Official Languages and Bilingualism Institute (OLBI) and Associate Dean at the Faculty of Arts of the University of Ottawa. His research interests include multilingual learners' language socialization, university immersion programs, bi-/pluriliteracy development, and writing strategies and processes in digital spaces.

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