**Multilingual education for the 21st century: Moving from trending to meaningful through criticality and collaboration**

*Strand: language practices in multilingual in-school and out-of-school programmes*

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This presentation aims to engage with some of the complexities of multilingual education in an era of intense social and educational transformations which directly affect conceptions and implementations of language teaching and learning. Our aim is to move past dominant, trending discourses and practices on multilingual education towards more complex and critical conceptions for promoting meaningful and inclusive plurilingual education which may contribute towards social inclusion.

As a focal point for this reflection, we will provide examples of interactions from ethnographic research in a range of formal and non-formal educational settings, including a university subject, a project in compulsory primary education and an after-school program. In all cases, plurilingual practices naturally emerge in the interactions in contexts of meaningful collaboration. These practices go beyond the institutional conceptions of multilingualism and are characterized by hybridity and fluency, as students from multicultural backgrounds engage in collaborative, creative and challenging tasks.

Special emphasis will be put on the idea of collaboration -at all levels and between all agents involved: pupils, teachers and us as researchers/teacher educators-, and its transformative potential in their positions and practices around multilingual education.

*A paradigm of critically-engaged collaboration should aim to ‘disrupt’ traditional practices, rather than merely produce (and reproduce) a “new canon of best practice” (Cochran-Smith & Lyle, 1999, p. 21) that is suitable to current educational and social trends (Dooly et al., tbp 2018)*

A collaborative paradigm, we will finally state, can bridge across formal and non-formal contexts, every day and school language practices, and promote meaningful multilingual education that better accounts for pupils’ full repertoires and real practices, and for the development of 21st century competences including plurilingualism, criticality and creativity.

**Keywords:** multilingual education, social inclusion, collaboration, formal education, non-formal education, plurilingual practices.

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