KEYNOTE PRESENTATION

The plurilingual and critical turn in educational contexts to tackle language discrimination

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In applied linguistics, the study of language discrimination has focused more closely on the attitudes and behaviors of speakers of a majority language towards the accents of non-native speakers, be they teachers or students (Hendriks & van Meurs, 2021). However, language discrimination can occur when a plurilingual individual, namely, a person who has two or more *languages* in his or her linguistic repertoire, uses or chooses not to use one or more of their resources in various contexts. The manifestations and consequences of this discrimination, however, remain poorly understood (Dovchin & Dryden, 2021; Freynet et al, 2020; Magnan et al., 2022).

Education is embedded within a plurilingual landscape where dominant language policies that separate languages or prohibit the use of particular languages are being challenged (Payant & Galante, 2022). To date, plurilingual approaches in educational contexts have not explicitly addressed language discrimination. Given the growing number of minorities in Canada, the pressure to use the majority language without an *accent* (often at the expense of their language of use), and the poorly understood socio-emotional impacts of discrimination on minorities, there is an urgent need to promote inclusive education systems that promote an awareness of equity, diversity and inclusion.

In this presentation, offered in French with key talking points written in English, I will approach the plurilingual turn from a critical perspective to continue to uncover the potential of plurilingual pedagogical approaches that encourage individuals from minority backgrounds to make connections between their languages and to feel that their repertoire and identities are recognized and legitimized, in an effort to prevent linguistic discrimination in educational contexts.