# A professional development course in translanguaging:
## Teachers' stance, design, and shifts

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The school population in Luxembourg is highly socially, culturally, and linguistically diverse. The new law in 2017 has declared multilingual early education mandatory, with the focus not only on the development of Luxemburgish, but also familiarizing children with French and valuing their home languages. Thus, our project[1] aims to: (1) offer a professional development (PD) course in translanguaging to preschool teachers, (2) involve children's families to reinforce home-school collaboration, and (3) foster children's cognitive, linguistic, and socio-emotional engagement in the classroom. With teachers, we use focus groups, questionnaires, and language portraits, with parents, we employ questionnaires and interviews, and with children, a test in early literacy and numeracy in school and home language and video observations.

Translanguaging is the use of a full linguistic repertoire to make meaning (Otheguy, García, & Reid, 2015). Translanguaging pedagogy is the main topic of our 22 hour PD course (June – December 2019) for 40 teachers. In the focus groups, the teachers shared their negative translanguaging stance towards the use of children's home languages in the classroom, convinced that it hindered the development of Luxembourgish. Teachers, however, in some instances incorporated a translanguaging design (e.g. multilingual stories, morning greetings) and translanguaging shift (e.g. translations by older children). The project addresses these negative translanguaging stances through practical activities and a close collaboration with parents, children and organisational stakeholders. The preliminary results from parent questionnaires and tests with children will provide a bigger picture of the effect of translanguaging pedagogy from our PD course on all the actors involved.

*References*

Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistic Review*, *6*(3), 281–307.

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