

## **Translanguaging facing the challenges of multilingual education in Luxembourg**

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Amongst the many terms to describe the natural linguistic experiences of bilinguals, translanguaging is standing out as *the* socio-linguistic theory that consciously recognises a unitary linguistic repertoire of bilinguals. Translanguaging is used without regards to boundaries imposed by socio-politically constructed named languages and the unnatural differentiation of various forms of communication. The extensive research of many scholars, most notably by Li Wei and Ofelia García, confronts the social and educational suppression of minorities' languages and cultures in schools. Their analyses and proposed solutions for social justice, therefore, serve as the theoretical and pedagogical basis of our research in Luxembourg's multilingual education. The understanding that bilinguals translanguage naturally in conversation and for sense- and meaning-making purposes has also been shown in Luxembourg: 64% of four-year olds in Luxembourg do not speak Luxembourgish and translanguaging happens naturally. Research also shows that students of minority groups generally underperform at school. The implementation of translanguaging in Luxembourg's multilingual education would therefore enable a better development of school and home language, metalinguistic awareness, linguistic tolerance, socio-emotional development and multilingual identity. To address the challenges of multilingual education in Luxembourg, we firstly offer a professional development (PD) course that aims to help teachers take a translanguaging stance, vital for its success. Secondly, we adapt the general translanguaging pedagogical methodology to incorporate home languages in teachers' daily classroom activities. Our project has been supported by the Luxembourg National Research Fund\* to deliver 8 sessions from the Translanguaging guide developed at the City University of New York. Given the local multilingual context, introducing translanguaging and adapting the guide is a challenge for us as researchers. We will use quantitative and qualitative methods to assess the success of the PD and better understand translanguaging as a theory, practice and pedagogy.

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