

Creating a 3rd Space for Linguistically Minoritized Students: Translanguaging Programs for Refugee Adolescents

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Abstract

Focusing on the pedagogical potentials of translanguaging for linguistically and culturally minoritized students, we designed and implemented multilingual programs for Chinese-born North Korean refugee students living in South Korea. The multilingualism of this particular group of youths, who speak Chinese as their L1, Korean as L2, and English as L3, has rarely been recognized as resource or even part of their identities. Rather, it has been perceived as a barrier or problem in South Korean society with ideologies of monolingualism and nativespeakerism. In this conference, we present an overview of our multilingual programs including the theoretical principles and curriculum as well as the changes in the participating NK students' perceptions of their multilingualism, learning, and self. This 3-year project has two phases: the movie-based multilingual program at North Korean students' school (2017-2018) and the blended, pedagogical translanguaging program in an out-of-school context (2018-2020). Five Chinese-born North Korean refugee students participated in online and in-person classes. These students also participated in a learning exchange program with five American university students where three languages of Korean, Chinese, and English are used. We found that our multilingual programs created a 3rd Space where the NK students re-viewed their hybridity in languages and cultures positively and productively. Most of all, we believe that our project made a case that transcends the dichotomies of North vs. South, Mainstream vs. Minority, and Native speakers vs. Non-native speakers in the field of education.

Keywords: international exchange, language programs, multilingualism, native speakerism, refugees