

Translingualism in MYONGDO KOREAN❶ (1968)

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I. Introduction

In foreign language education, the most common and evident material supporting teaching-learning methods is the ‘textbook’. The philosophies, approach theories, effective practice types, and activity plans of Korean language education are concretized and expressed through textbooks. Brown (2001) emphasized that new teachers sometimes neglect standard textbooks set by educational institutions due to their aspirations to develop groundbreaking materials for learners, and often don’t realize how useful textbooks can be (Brown, 2001, p. 171). This tendency is no exception in Korean language education. While many new Korean language textbooks have been developed until now, there has been little interest in how useful Korean language textbooks that are faithful to the principles and essence emphasized by traditional education methods can be. Based on this perspective, this study aims to investigate the pedagogical value and effectiveness of MYEONGDO’S KOREAN❶, published in the 1960s, for language education.

In the history of Korean language education, the year 1960 corresponds to the ‘preparatory period of contemporary education.’ This perspective follows Min et al. (2005) view, which divides Korean

education into three periods: the ‘traditional education period’ from ancient times to the 1860s, the ‘modern education period’ from the 1870s to before liberation, and the ‘contemporary education period’ from liberation to the present. The period around 1960 during the preparatory stage of contemporary education is significant because Korean language education, which had previously been conducted by foreign missionaries and educators, began to establish itself under Korean leadership. Internationally, Korean language courses were initiated at various institutions, beginning with the University of Hawaii (1946), followed by Peking University (1946), Harvard University (1952), National Chengchi University in Taiwan (1956), and Osaka University of Foreign Studies (1965). Domestically, Yonsei University’s Korean Language Institute opened its doors in 1959, and in 1969, Seoul National University’s Language Research Institute and the Overseas Koreans Educational Institute established Korean language courses, developing into specialized educational institutions. Another notable development in the 1960s was the publication of Park Chang-hae’s Korean Language Textbook I (1960) and Korean Language Textbook II (1965) by Yonsei University’s Korean Language Institute, as well as the launch of a series of Korean language textbooks by Myongdo Institute, beginning with MYONGDO KOREAN❶ (1968).

Myongdo Institute was established in 1964 by the Franciscan Friars in Seoul, South Korea as a Korean language education institution for Catholic missionaries. By 1983, it had expanded its student body to include Protestant missionaries, U. S. military personnel, and housewives among various other learners. Unlike the previous period when foreigners conducted Korean language teaching and learning based on their individual needs such as missionary work, diplomacy, trade, and educational service, the 1960s marked a shift as Koreans began to take the lead in Korean language education. Under the influence of missionaries and clergy who had studied linguistics or foreign language education in countries like the United States and Japan, the Grammar-Translation Method and Audio-Lingual Method were active-

ly incorporated into teaching methods and textbooks. The Korean language textbooks developed by Myongdo Language Institute well exemplify these characteristics in the history of Korean language education.

MYEONGDO KOREAN❶ (1968), which this paper aims to analyze, is a Korean language textbook written by Anthony V. Vandesande. In the history of Korean language textbooks, MYEONGDO KOREAN❶ was widely used not only by Catholic followers but also by learners studying Korean for general purposes, making it a representative textbook of the 1960s. Furthermore, since there were very few Korean language textbooks developed by priests or clergy at that time, examining the contents of this textbook is significant. This is because it allows us to understand the authors' perspectives on language, contexts of language use, world perception, and ways of life.

Living in the Fourth Industrial Revolution era, characterized by the convergence of information and communication technologies, we actively share meanings through various forms of communication including language, images, videos, emoticons, and social media. translingualism, a leading ideological framework in the multilingual era, focuses on studying all linguistic and non-linguistic resources used by people in spaces such as public transportation, city squares, restaurants, and shops, while addressing the diversity of contact and resolution of conflicts in daily life (Pennycook & Otsuji, 2015, p. 77). This paper will establish criteria for textbook analysis from this 'translingualism' perspective, analyze the contents of MYEONDO'S KOREAN❶, and when necessary, highlight differences with currently popular Korean language textbooks.

Translingualism follows the perspective that diversity needs to be accepted as a norm and various levels of norms need to be shared for successful communication (Canagarajah, 2013, p. 75). The translingual approach focuses on paying attention to aspects of language that constantly disrupt the 'singularity' between language, identity, and culture by crossing and penetrating them in complex and un-

predictable ways, and using language in ways that maximize these aspects. (Shin et al., 2017, p. 33) Translingualism helps us recognize that language mixing, language overlap, and plural language practices commonly found in our daily lives are not specially intended phenomena but rather an entirely natural ‘reality’. Another approach to understanding Korean language textbooks from the 1960s is to focus on how actively textbook authors attempted to reflect the ‘inherent translinguality of language itself’. This research is one attempt to understand the diverse history of the numerous approaches that have evolved in Korean language textbook development. This is because textbooks for Korean language learners contain complex interweaving of contemporary language features, educators’ language education philosophy, and their worldview.

This paper aims to address the following research questions:

First, what are the translingual properties discovered through the analysis of MYEONGDO KOREAN❶?

Second, what implications do the results of the textbook analysis have for Korean language textbook research?

II. Theoretical Background

1. Translingualism

Translingualism pursues an approach that contrasts with monolingualism, which emphasizes the accurate acquisition and mastery of target languages, and is similar to multilingualism in its approach. Shin et al. (2017, p. 33) state that translingualism is the linguistic perspective that best explains language in the postmodern globalization era and contact zones. Monolingualism and translingualism differ in the following ways:

Table 1. Comparison of the characteristics of Monolingualism & Translingualism (Shin et al., 2017, p. 34)

Monolingualism	Translingualism
Systemic language	Mixed language
Normative grammar	Creative grammar
Ability regarding language forms	Daily activities
Individual achievement	Social practice
Rule	Pragmatic context
Accuracy of rules	Negotiation strategies
Production	Performance
Belonging to a community	Moving across communities
Single community	Diverse communities
Target language	Building repertoire
Language	Ecology
Reason	Multisensory experience
Cognition	Context
Empirical model	Open model
Linear model	Dynamic, complex structure

Analyzing MYONGDO KOREAN❶ from a translingual perspective implies more significance than merely presenting cases of language mixing. Like Jee (2019) study, which designated the multilingual characteristics appearing in Korean society as ‘translingual’ and analyzed the translingual landscape, this paper brings to the present how language users of the 1960s - including Korean language textbook writers, teachers, and learners - performed meaning with which languages, in which contact zones, and how, without being confined to static language. In other words, it shows how various languages layered in individual life trajectories in daily life in Korea during the 1960s could be dynamically expressed when conversation partici-

pants met and communicated. The table below organizes the research history related to translanguage by thematic categories.

Table 2. Historical overview of translingual research

<i>Category</i>	<i>Studies</i>
<i>Multilingualism</i>	Backhaus (2006), Pennycook and Otsuji (2015). Canagarajah (2017), Shin et al. (2017), Jang et al. (2019), Lee et al. (2022), Jang (2024)
<i>Lingua franca</i>	Baker (2016), Shin et al. (2017)
<i>Plurilingualism</i>	Jee (2019), CEFR Online Workshop Series (2022)
<i>Linguistic landscape</i>	Appadurai (1996), Shohamy and Gorter (2009), Coupland and Garrett (2010), Blommaert (2013), Cho (2015)
<i>Translanguage</i>	Blackledge and Creese (2010), Li Wei (2011), Li and Zhu (2013). Pennycook and Otsuji (2014), Jee and Huang (2018)
<i>Translingual practice</i>	Canagarajah (2013), Jee (2019)
<i>Contact zones</i>	Appadurai (1996), Jee (2019), Jang (2024)
<i>Government's policies</i>	Byun and Kim (2011), Cho (2015)

As shown in Table 2, research areas and topics related to translanguage are highly diverse. They are broadly distributed across multilingualism, plurilingualism, linguistic landscape, translingual sage, translingual practice, and contact zones, with active research taking place from the late 1990s through the 2010s to the present. In particular, translingual studies focusing on translanguageing and translingual practice do not place great emphasis on how many languages communication participants can speak. They shift the focus of linguistic research away from issues of how languages are distributed by region (demolinguistic mapping) or how many different languages an individual possesses (Pennycook & Otsuji, 2015, p. 41). Rather than focusing on the plurality of language use, translingual researchers' main interest lies in how vibrantly and creatively language is used in everyday contact spaces. Examining the discourse of translinguistics in connection with multilingualism, the properties of language can be

summarized as follows:

First, it emphasizes the dynamic nature of language use, where languages are not fixed but freely cross boundaries between languages when used or being used.

Second, language encompasses not only conventional written and spoken language but also various signs, media, and all ecological resources that are transmitted multi-sensually.

Third, it encourages the creativity of new language performances that arise through language users' cooperation, respect, and recognition.



Figure 1. Examples of translanguage found in Korea

From this perspective, translingual research actively reflects the flow of civilization that rapidly appears and disappears in an era where multiple languages coexist, with great interest in the creation and sharing of various language variants, as well as the identity and power of communication participants. When applying the concept of ‘translinguistics’ to research on Korean language textbooks, the language generated by Korean textbook developers can be newly defined, and there is greater potential for reexamining the dialogue participants, social situations, and cultural contexts that appear in these textbooks. In other words, interest in linguistic formal elements appearing in Korean language textbooks can be expanded to develop

a perspective that gives much more weight to various signs, senses, and strategies needed to become active communication participants.

This research began by questioning existing Korean textbook research that primarily focused on textbook development principles, analysis of linguistic forms included in textbooks, and exploration of textbook functions. Thus, it aims to present a new perspective and direction for examining multilingual elements inherent in MYONGDO KOREAN❶ through the lens of translanguaging. The translanguaging elements identified in MYONGDO KOREAN❶ provide a glimpse into aspects of Korean society at the time, where native Korean speakers and L2 or L3 Korean language learners coexisted and prospered together. This demonstrates that the textbook texts for teaching and learning Korean can be valuable linguistic resources worth examining from a multilingual perspective.

2. Structure of MYONGDO KOREAN❶

MYONGDO KOREAN❶ is the first Korean language textbook published by Myongdo Institute. The early Korean language textbooks and audiovisual materials used at Myongdo Institute were created by the first director Abdias together with the teachers, and subsequent directors Min Luca, Yang John, and Seo Rafael published them either as joint or single authors. It is said that the series of Myongdo Institute's Korean textbooks, including MYONGDO KOREAN❶, INTERMEDIATE KOREAN, CHINESE CHARACTERS, KOREAN READER, received considerable interest and support from Catholics and the general public. In particular, MYONGDO KOREAN❶, which is the subject of analysis in this paper, is known to have been reprinted several times due to overwhelming orders from around the world for Korean language teaching and learning (Park, 2024).

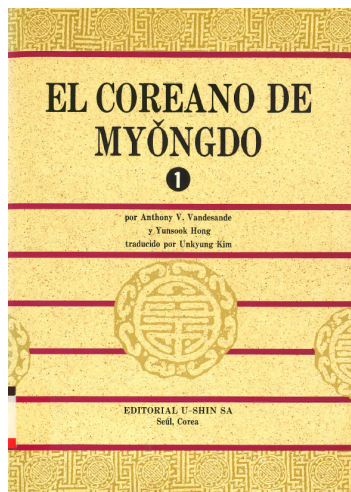


Figure 2. Cover of EL COREANO DE MYONGDO❶

MYONGDO KOREAN❶ is a beginner-level textbook consisting of 18 units. While the beginner-level Korean textbook developed by Myeongdo Institute has several editions for different language groups, these variations are not due to content revisions but rather due to changes in publishers or copyright holders, resulting in different versions with identical content (Park, 2024, p. 222). Therefore, this study conducted a translingual analysis not on the out-of-print MYONGDO KOREAN❶, but on EL COREANO DE MYONGDO❶. EL COREANO DE MYONGDO❶ is the Spanish version of MYONGDO KOREAN❶, published in 1990 with identical content except for two units (Lessons 17 and 18).¹

MYONGDO KOREAN❶ consists of the following sections: cover page, acknowledgments, table of contents, preface, abbreviations and symbol explanations, classroom expressions, main text, vocabulary list, pattern, and index. Among these, Units 1 and 2

1 For this reason, the textbook name will be written as EL COREANO DE MYONGDO❶ limited to Chapter III (except '4. Discussion') of this paper, as source citations need to be accurate.

provide very detailed and systematic explanations of ‘Hangeul’ and ‘Korean phonological structure’ through English or F translations, while Units 3 through 18 cover the following topics, functions, and situations.

Table 3. Educational content of MYONGDO KOREAN**❶**

UNIT	TITLE	UNIT	TITLE
1	The Korean alphabet	10	Visiting
2	Pronunciation	11	Meeting people
3	Greeting	12	In church
4	At school	13	On the street
5	Traffic	14	In the post office
6	Shopping (continued)	15	At the barber's
7	Shopping and climate	16	In the restaurant
8	Seasons and climate	17	In the restaurant (continued)
9	Time	18	Telephoning

The main content from Units 3 through 18 of this book follows a consistent structure: Dialogue, Remark, Pattern, and Drill. Each unit presents vocabulary and basic dialogues to be learned, followed by translations and explanations of the vocabulary, expressions, and cultural elements covered in the dialogues. Next, structural patterns introduced in the basic dialogues are explained in the target language with additional example sentences. Finally, pattern drills are designed to provide repetitive practice of the target grammar and vocabulary.

3. Analysis framework of MYEONGDO KOREAN**❶**

As previously explained, translinguistics is one of the important approaches to understanding language resources and explain-

ing how communication functions in social spaces such as streets, shops, markets, and restaurants. As discussed in Pennycook and Otsuji (2014, pp. 18-89), translingualism emphasizes the dynamics of fluid language use. Furthermore, it focuses on contact zones where communication occurs, as it is interested in all ecological resources transmitted through multiple senses, in addition to various signs and media. Along with this, it encourages the creativity of language performance that is newly created through collaboration, respect, and recognition.

Based on the discussion so far, this study aims to analyze the detailed elements of MYONGDO KOREAN❶ by dividing them into ‘translanguaging, contact zones, and language practice’.

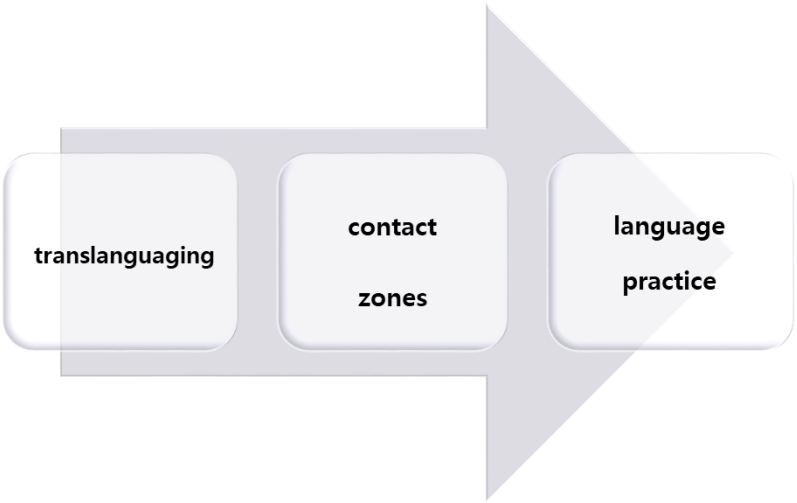


Figure 3. Analysis Framework of MYONGDO KOREAN❶

III. Analysis and Discussion

1. Translanguaging

With the increase in voluntary population movement and the blurring of boundaries between nations and regions, there has been increased contact between individuals and groups with diverse linguistic backgrounds. Consequently, new concepts such as language use, metrolingualism, and multilingualism have begun to emerge. Translingualism refers to the use of dynamic language and emphasizes language that focuses on action.

Pennycook (2009) emphasizes that social practice, which is the ability to dynamically change language according to context, is more important than inherent linguistic knowledge. Additionally, Canagarajah (2013) highlighted the emergence of various communication methods in pursuit of dynamic social interaction, noting the language and communication abilities that appear in the postmodern globalization era. Jørgensen (2012) explained that language users engage in code-meshing, language-crossing, and poly-languaging for communicative dynamism.

In translingualism, there is little interest in perceiving non-native speakers' language as a 'deficiency' or 'disability' that needs to be overcome, or in efforts to accurately use the target language without errors. Rather, language is recognized as a resource for creating meaning in the communication process. Language should be viewed from the perspective of everyday practice and various performances rather than structure and accuracy. Therefore, this study examines the extent to which EL COREANO DE MYONGDO¹ demonstrates awareness of respecting all forms of linguistic resources available to individuals and promotes their active and creative use of language.

Claves para el uso de abreviaciones y símbolos de este texto

P.E.	Patrón estructural
O.T.	Observaciones sobre el texto
R.V.A.	Raíz de verbos de acción
R.V.D.	Raíz de verbos de descripción
R.V.	Raíz de cualquier verbo
ej.	Por ejemplo
sd	Sordo
sn	Sonoro
=	Igual
≠	Contraste
→	Se vuelve o cambia a
Las letras en negrita en el inicio de una palabra indica un ligero ascenso de tono.	
◦	Sonorización
›	Glotalización, tensión
∨	Pausa
↗	Ascenso del tono (cadencia)
↘	Descenso del tono (anticadencia)
∩	Descenso del tono
∧	Caída y ascenso del tono
⌣	No-relajado (este símbolo aparece después de consonantes sordas de final de sílaba)

Nota : La romanización que se emplea en este texto es una modificación del Sistema de McCune-Reischauer, más específicamente, "la romanización del coreano" del Sistema de deletreo y pronunciación del coreano revisado en 1988 por el Ministerio de Educación de Corea.

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Figure 4. Legend of abbreviations and symbols in EL COREANO DE MYONGDO ❶

In EL COREANO DE MYONGDO ❶, from page 53 to 330, all Korean texts are marked with symbols indicating 'voicing, glottalization, pause, rise of pitch, and fall of pitch.' While grammar, vocabulary, and expressions are explained in metalanguage (English or Spanish), paralinguistic features are actively utilized as tools to clarify meaning,

supplement insufficient communication, and create new meanings. In addition to the active use of paralinguage, the dialogues include numerous fillers such as ‘mwo’ (Unit 1 Text III, Unit 5 Text III) and ‘aigu’ (Unit 12 Text III). This helps to freely express emotions such as hesitation, surprise, exclamation, urgency, sincerity, confidence, hesitation, carefulness, joy, and worry.

1. 김일환 : 안녕하세요 ? ㄴ	¿Cómo está Ud.?
2. 이영숙 : 예, ㄴ 안녕하세요 ? ㄴ	Bien (gracias), ¿y Ud.?
3. 김일환 : 날씨가 ㅍ 참 ㅍ 좋지요 ? ㄴ	¿Verdad que hace muy buen tiempo?
4. 이영숙 : 예, ㄴ 참 ㅍ 좋아요. ㄴ	Sí, está muy agradable.
5. 김일환 : 요즘 ㅍ 재미가 ㅍ 어떠세요 ? ㄴ	¿Cómo le va estos días?
6. 이영숙 : 그저 ㅍ 그렇지요, ㄴ 뭐. ㄴ	(Pues) así, así (no me quejo).

Figure 5. EL COREANO DE MYONGDO㉑, Unit 1 TEXT I

Compared to the speaking textbook published in 2024 based on translanguaging, it is difficult to say that the available paralinguistics resources are being fully utilized. Only example dialogues containing the headline are recorded and provided as mp3 files.

가까스로

1. Just barely

= 겨우 · 간신히

: 어떤 일을 애클 써서 매우 힘들게 했음을 나타내는 단어.

a word indicating that you succeed in doing or dealing with something challenging

A: 기차 잘 탔어?

B: 응, 가까스로 탔어.

A: 아까 회의 시간에 웃음 참느라 힘들었어요.

B: 저도요. 가까스로 참았어요.

기차: train 타다: to catch 야짜: a while ago 회의 시간애: when we were in the meeting 웃음(음):

참다: to hold back one's laughter 힘들다: be hard 저도요.: me, too. (자: honorific of 나)

Figure 6. Korean speakingspeakingspeaking Dictionary

2. Contact zone

In translingualism, understanding the contact zone is not about immediately interpreting a place according to a given space. As seen in Livingstone (2007), space is understood as a ‘social product’ that is constructed through social life as a combination of ‘mental space’ and ‘physical space.’ In other words, it needs to be understood organically and socially within networks of social relationships and interests. In translingualism, the contact zone refers to the space where language users participate in various activities or events.

This study analyzed all dialogues in EL COREANO DE MYONGDO❶ focusing on contact zones. The following table summarizes all 48 dialogues by contact zone, dialogue participants, communication functions, and spatial characteristics.

Table 4. Analysis of contact zones in EL COREANO DE MYONGDO❶

Unit	Contact zone	Dialogue participants	Communication functions	Spatial characteristics
3 Greetings	school grounds	fellow learners, acquaintances	greeting	physical and social
4 At school	classroom, cafe	acquaintances	inquiring and responding, information exchange	physical/ mental, social
5 Transportation	streets, inside taxis, party venues	company colleagues, taxi drivers	using transportation, giving compliments, making suggestions	physical/ mental, personal/social
6-7 Shopping	stationery store, toy store, tobacco shop	customers, store clerks	making purchases	physical, personal
10 Visiting	company reception area, private office	visitors (guests), secretaries, employees	exchanging greetings, making suggestions	physical, social

12 At the cathedral	home, cathedral	roommates, catholic parishioners	making suggestions, evaluating	physical/ mental, social
13 On the street	in front of the company, streets, Myeong-dong	company colleagues, strangers	asking for transportation information, asking for directions (to central post office, Shinsegae department store)	physical/ mental, social
14 At the post office	company office, post office	employee, section manager, postal clerk (stamps), telegraph clerk	making requests, sending mail, asking and answering for information	physical, social
15 At the barber shop	barbershop	customers, barber	getting a haircut, giving compliments	physical/ mental, personal/social

The social spaces in EL COREANO DE MYONGDO❶ consist of streets, taxis, stationery stores, doll shops, offices, cathedrals, and post offices. Additionally, it deals with individual language use in specific situations through private spaces such as rooms, private offices, and barbershops. This study investigates how the dialogues in this textbook were constructed to enable specific language practices with different interlocutors within each contact zone. As summarized in Table 4, while some dialogues clearly distinguish between social and private spaces, there were many cases where physical, mental, personal, and social characteristics overlapped in their implementation. Through a dialogue about obtaining information on mail arrival times from a ‘telegraph clerk’ in the ‘post office’ this analysis reveals the social conditions of 1960s Korea and the changes in linguistic landscape due to globalization. The following is Unit 14 TEXT III, which takes place at the post office.

13. 김수경 : 국내 ^ㅅ 지 ^ㅅ 급 ^ㅅ 전 ^ㅅ 보 ^ㅅ 는 ^ㅅ 얼 ^ㅅ 마 ^ㅅ 지요? ㄴ	¿Cuánto cuesta el envío de un telegrama urgente al interior del país?
14. 전보담당계원 : 열 ^ㅅ 차 ^ㅅ 이 ^ㅅ 내 ^ㅅ 에 ^ㅅ 오 ^ㅅ 백 ^ㅅ 원 ^ㅅ 이 ^ㅅ 에 ^ㅅ 요. ㄴ	Cuestan 500 wŏnes las primeras 10 letras.
15. 김수경 : 오 ^ㅅ 전 ^ㅅ 열 ^ㅅ 시 ^ㅅ 차 ^ㅅ 로 ^ㅅ 사 ^ㅅ 람 ^ㅅ 이 ^ㅅ 부 ^ㅅ 산 ^ㅅ 으 ^ㅅ 로 ^ㅅ 떠 ^ㅅ 났 ^ㅅ 는 ^ㅅ 데 ^ㅅ 요. ㄴ 사 ^ㅅ 람 ^ㅅ 이 ^ㅅ 도 ^ㅅ 착 ^ㅅ 하 ^ㅅ 기 ^ㅅ 전 ^ㅅ 에 ^ㅅ 전 ^ㅅ 보 ^ㅅ 가 ^ㅅ 먼 ^ㅅ 저 ^ㅅ 같 ^ㅅ 까 ^ㅅ 요? ㄴ	Alguien se fue para Pusán en el tren de las diez de la mañana, ¿cree Ud. que el telegrama llegue antes que él?
16. 전보담당계원 : 지 ^ㅅ 금 ^ㅅ 세 ^ㅅ 시 ^ㅅ 니 ^ㅅ 까, ㄴ 글 ^ㅅ 세 ^ㅅ ㅅ 좀 ^ㅅ 어 ^ㅅ 렵 ^ㅅ 겠 ^ㅅ 는 ^ㅅ 데 ^ㅅ 요. ㄴ	Como ya son las tres, sería un poco difícil.
17. 김수경 : 그 ^ㅅ 럼 ^ㅅ 지 ^ㅅ 금 ^ㅅ 쳐 ^ㅅ 도 ^ㅅ 소 ^ㅅ 용 ^ㅅ 없 ^ㅅ 겠 ^ㅅ 군 ^ㅅ 요. ㄴ	Entonces no valdría la pena enviarlo ahora.
18. 전보담당계원 : 예, ㄴ 그 ^ㅅ 만 ^ㅅ 으 ^ㅅ 시는 ^ㅅ 것 ^ㅅ 이 ^ㅅ 좋 ^ㅅ 겠 ^ㅅ 군 ^ㅅ 요. ㄴ	Sí, es mejor que no lo haga.

Figure 7. EL COREANO DE MYONGDO❶, Unit 14 TEXT III

Based on the analysis of EL COREANO DE MYONGDO❶ centered on contact zones, we have confirmed that language use is not simply performed according to spatial and temporal contexts, but is rather intricately intertwined with space, conversation participants, and the communicative functions to be performed.

3. Language practice

In analyzing EL COREANO DE MYONGDO❶, we focus on ‘how language is practiced’ and ‘how that language practice gains value’ through the dialogues in the textbook. This aligns with ‘intelligibility,’ which has been emerging as an important construct in recent English speaking assessments. Translingual approach to language practice emphasizes staying constantly aware of ‘what is the other person trying to say? or what are they saying?’ during communication, while maintaining an active attitude toward meaning negotiation.

Translingualism holds that when the level or success rate of language practice in speaking or writing is high, its continued accumulation contributes to enhancing the ability to recognize differences between people and strengthens the sense of community belonging.

7. 김혜경 : 여기는 늘 ^ㅂ 복잡해요. ㅎ 여기 ^ㅂ 가 어디예요? ㅎ	Aquí siempre está congestionado. ¿En dónde estamos?
8. 운전사 : 여기는 ^ㅂ 광화문 ^ㅂ 네거리예요. ㅎ	Aquí es la intersección de Kwanghwamun.
9. 김혜경 : 저분 ^ㅂ 참 ^ㅂ 수고하네요! ㄱ	Aquella persona está trabajando duro.
10. 운전사 : 누구 ^ㅂ 말이에요? ㅎ	¿A quién te refieres?
11. 김혜경 : 저 ^ㅂ 교통순경 ^ㅂ 말이에요. ㅎ	Me refiero a aquel policía de tránsito.
12. 운전사 : 그렇요, ㅎ ^ㅂ 수고하 ^ㅂ 고말 ^ㅂ 고요. ㅎ	Es verdad que está trabajando duro.

Figure 8. EL COREANO DE MYONGDO❶, Unit 5 TEXT II

In Figure 8, the second dialogue of Unit 5 deals with communication between a passenger, Kim Hye-kyung, and a taxi driver. They are passing through the Gwanghwamun intersection, and Kim Hye-kyung asks where they are. After hearing the answer, Kim Hye-kyung points to a traffic officer working on the road and says, ‘They’re really working hard!’ The taxi driver pays attention to what the passenger is trying to say and attempts to negotiate meaning. This dialogue contributes to strengthening community bonds by concluding with a language practice that draws out the taxi driver’s empathy and agreement. On the other hand, let’s examine the dialogue in Unit 15 that takes place at a barbershop.

1. 이발사 : 높게 깎아 드릴까요, ㄱ 낮게 깎아 드릴까요? ㄱ	¿Quiere Ud. que le recorte un poco o que le deje corto?
2. 김경모 : 그저 보기 좋도록 ㄱ 깎아 주세요, ㄱ 그런데 뒷 면도는 하지 말아 주세요. ㄱ	Córttemelo de tal manera que se me vea bien. Pero no me rasure por detrás.
3. 이발사 : 예, ㄱ 알고 있어요. ㄱ 단골손님인데요, ㄱ 뭐. ㄴ	Sí, ya lo sé. Ud. es un cliente de siempre.
4. 김경모 : 그 동안에 머리가 많이 차랐지요? ㄱ	Me ha crecido mucho el pelo, ¿verdad?
5. 이발사 : 아니요, ㄱ 이발하신 지 ㄱ 겨우 이 주일 되었는데요, ㄱ 뭐. ㄴ	No, sólo hace dos semanas que se cortó el pelo.
6. 김경모 : 그래도 오래 된 것 같아요, ㄱ 요즘 너무 바쁘기 때문에 ㄱ 정신이 없어요. ㄱ	Pero parece que hubiera pasado mucho tiempo. Estoy tan ocupado estos días que no sé cómo pasa el tiempo.

Figure 9. EL COREANO DE MYONGDO I, Unit 15 TEXT I

Comparing the dialogue in Chapter 15 of EL COREANO DE MYONGDO❶ with OK Korean 1, published by the Catholic University of Korea Korean Language Education Center in 2022, one can observe differences in the questions and answers before getting a haircut, hair salon service practices, and linguistic forms used.

점원: 어서 오세요. 여기 앉으세요. 어떻게 해 드릴까요?
안나: 머리를 자르고 싶어요.
점원: 요즘 짧은 머리가 유행이에요.
안나: 저는 긴 머리를 좋아하니까 조금만 잘라 주세요.
점원: 앞머리는 어떻게 해 드릴까요?
안나: 앞머리도 조금만 잘라 주세요. 그리고 파마도 하고 싶어요.

Figure 10. OK Korean 1, Lesson 24

Translingualism emphasizes language practice that adheres to target language conventions while simultaneously experimenting with new languages and maintaining an open attitude toward unfamiliar

languages used by others. Through this approach, one can develop the ability to create new linguistic norms through frequent adjustment and alignment when flexibly dealing with unpredictable situations in life and engaging in communication. In MYONGDO KOREAN❶, there is an emphasis on language practice that focuses on ‘how to speak Korean’ rather than ‘what kind of Korean’, fostering creativity that draws from one’s linguistic repertoire.

4. Discussion

This paper has analyzed translingual elements through MYONGDO KOREAN❶. The syllabus, dialogues, example sentences, phonetic symbols, and explanatory language included in this textbook are all worthy of research in their own right. The translingual characteristics that can be found through the rich language contained in this textbook can be summarized as follows.

First, MYONGDO KOREAN❶ demonstrates the perspective of language users who dynamically combine and use various languages, symbols, and ecological resources. While a large portion of the total 348 pages is devoted to explanations and practice of language structure focusing on grammar, vocabulary, and expressions, various paralinguistic features such as voicing, pause, and pitch are explained throughout all units. The author of MYONGDO KOREAN❶ considered how paralinguistic features could complement the meaning of conversations alongside grammar and vocabulary, and arranged them to be used as means of clear communication. In other words, it was confirmed that the textbook encouraged the translanguaging use of resources such as pitch, volume, pauses, silence, and intonation to express emotions and meanings like urgency, sincerity, confidence, hesitation, prudence, pleasure, sadness, and worry. This is worth mentioning as a notable characteristic in the history of Korean language textbooks. Additionally, fillers like ‘mwo, aigu’ were inserted throughout to attempt effective expression by combining various lin-

guistic resources.

Second, through the textbook analysis, we could encounter various contact zones reflecting the social situation of the 1960s. In MYONGDO KOREAN❶, the dialogues showed communication models where characters, according to their social, historical, and political positions, shared information, exchanged ideas, made purchases, attended mass, and got haircuts with Korean learners, friends, company colleagues, roommates, and vendors in contact spaces such as schools, companies, churches, barbershops, post offices, stationery stores, taxis, and streets. It was possible to identify ‘communication participants, functions, and spatial characteristics’ centered on ‘contact zones,’ a core thesis of translinguistics, in alignment with the sociocultural context of the 1960s.

Third, while translinguistics considers the norms of the target language important, it emphasizes language practice that attempts new language use and shows an open attitude toward others’ unfamiliar language. In MYONGDO KOREAN❶, we confirmed that not only were grammar, vocabulary, pronunciation, and intonation treated as important, but language practices such as empathy, agreement, sharing joy and sorrow, and meaning negotiation were also actively considered. Within the turn-taking of dialogues, language practices appeared that showed immediate and dynamic cooperation for successful communication.

IV. Conclusion

The main content of this study was to explain the core concepts of translanguism - translanguaging, contact zones, and language practice - through MYONGDO KOREAN❶, and to present specific examples. The translanguaging approach to Korean language textbooks taken in this paper was an attempt to discover how language moves

and adjusts through human-to-human interaction, how it changes differently according to contact spaces, and how objects and humans relate to show cooperative language practice, rather than emphasizing longitudinal changes in language forms. Until now, multilingualism or translanguaging has been perceived as unique, surprising, and even exotic, and language practices such as language mixing and code-switching have been considered subjects requiring explanation. This study, which analyzed MYONGDO KOREAN❶ from a translanguaging perspective, examined human perception of Korean language teaching and learning situations in the late 1960s, contact zones where vibrant communication was realized, and the inherent transversality, dynamism, and creativity in language users.

In the conclusion of this study, there is no intention to emphasize that the language circulated in the late 1960s was particularly wondrous, exotic, or ‘different’ from today’s language. While there were elements that changed with the times, no heterogeneous language practices requiring lengthy explanations were found. Rather, it was discovered that MYONGDO KOREAN❶ already contained perspectives of translanguistics, and evidence of translanguaging elements was confirmed throughout.

Looking forward, it is expected that multilingual perspectives will be actively introduced in Korean language education research. In particular, it is hoped that more creative research will emerge in Korean language textbook theory dealing with people’s perceptions included in various Korean language textbooks, the dynamics of contact zones, and rich language resources.

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ABSTRACT

Translingualism in MYONGDO KOREAN❶ (1968)

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This study analyzes MYONGDO KOREAN❶ (1968), a Korean language textbook, from a translingual perspective. It offers a new interpretation of the textbook's significance in the history of Korean language teaching materials and examines it through the lens of translingualism. After examining its bibliographic and historical significance in Korean language education, this study explored how MYONGDO KOREAN❶ could be interpreted according to translanguaging principles. As a result, three criteria - translanguaging, contact zones, and language practice - were derived to describe the translingual characteristics of MYONGDO KOREAN❶. The textbook analysis revealed educational attempts to nurture learners who could dynamically use language by combining various languages, symbols, and ecological resources; various contact zones that reflect the social situation and globalization landscape of the 1960s; and examples showing language practice patterns that dynamically cooperate for successful communication. This study suggests the need for a new perspective in Korean language textbook research that reflects rapidly changing linguistic landscapes, mobility, buying and selling cultures, storytelling methods, and human desires in accordance with globalization changes.

KEYWORDS Translingualism, Contact zones, Korean language textbooks, MYONGDO KOREAN❶, EL COREANO DE MYONGDO❶