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## **The Impact of Language Policy on Chinese Usage in Education among Joseonjok Youth**

### Abstract

My bachelor thesis is about how language policy has influenced on Joseonjok youth's Chinese usage in education. Being desktop research, I analyze articles that include researches, questionnaires and interviews. My goal is to understand how language policy has influenced Joseonjoks' language usage, code-switching and cultural identity. I analyze Korean language and Chinese language's status in PRC, and what Chinese language symbolizes in the institutional and social context to Joseonjoks. The desktop research has been divided into three parts: education, code-switching and language choices, and in each chapter, I will dive deeper into the topic and use Betsy Rymes' classroom analysis to discuss the borders of language usage and how the current and previous context affect discourse. I will also refer to Cui & Gao's diagram on how micro-, meso- and macro-levels impact on one another.

The analysis shows that the language policy has affected Joseonjoks' language usage, compared to before, Korean language's role in education has decreased. Chinese language is often seen as a mandatory tool for survival in Chinese society, and Chinese fluency offers better working and studying opportunities. On the other hand, Korean language often symbolizes emotional belonging and connection to Korean heritage. Many Joseonjoks balance with both languages in different ways; some maintain Korean fluency but struggle with Chinese academically, some have decided to use only Chinese, and some maintain both languages equally. Joseonjoks' ethnicity as Korean and nationality as Chinese are in contradiction with the government's stance on Han-Chinese cultural identity, therefore Joseonjoks' cultural identity may vary based on individual.

The results of this thesis could help to improve the Korean-Chinese bilingual education in PRC and bring out the Joseonjok youth's perspective on language policy and its' direct influences on their everyday lives. The research could be continued by discussing how teachers influence students' language usage, or how the bilingual education's teaching materials differentiate from 2010s and 2020s.