



LSLP Micro-Paper 91: Third Space

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Defining the Term

The idea of Third Space is not related to any physical or spatial structure in and of itself. Although the word space is mentioned, it has no [semiotic](#) interest in its concept. On the contrary, spatiality is changing reconstruction and re-evaluation.

In this reconstruction, the idea of Third Space is more metaphorical than physical. The Third Space is a learning zone, recognizable through counter-scripts or counter-discourses from symbolic and epistemic settings. The Third Space, therefore, becomes [critical consciousness](#), as it involves social, historical, and cultural aspects in the participants of that zone. The way connotations change depends entirely on the [discourse](#).

The idea of a Third Space aims to create and decentralize new power relationships. Also, this space seeks to connect people with a place to develop their meaning as a way out of their subjective perspective. Participants will be able to find a set of reconfigurations on human life conceptions, social awareness, and learning that leads to [critical](#) statements and fostering of educational revolutionary character spirit.

Connecting it to LSLP

For LSLP, exploring the possibilities within Third Space has become a recent matter of inquiry. Over the years, we have explored literacy practices in diverse fields and scenarios. As we raise more questions about the nature of language in schools and society, we find that the idea of Third Space, as a [socio-critical](#) event, enhances our views about the role of second-language literacies. Explorations of Third Space further open questions about power relationships and their impact on our social groups.

More specifically, as we look at our research on the [city as literacy](#), our work aims at reconfiguring current outlooks on [second languages](#) and different points of view on literacies around the city. Therefore, inquiring about Third Space and the city may open other avenues for our analysis of the city as we also ask about different hybrid spaces.

Expanding Second Language Research

This idea of spatial re-evaluation that comes up with third space goes further in good classroom practices. The links between this space and second language education open new possibilities of research and aim to add other ways to practice a second language in class.

Besides, this can be about more than just a pragmatic approach. This goes beyond what it seems. Language is an invitation to creation, thus bringing reality to life; when reality enters the classroom, it provides a comprehensive understanding for students.

References

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