

LANGUAGE AND CITIZENSHIP

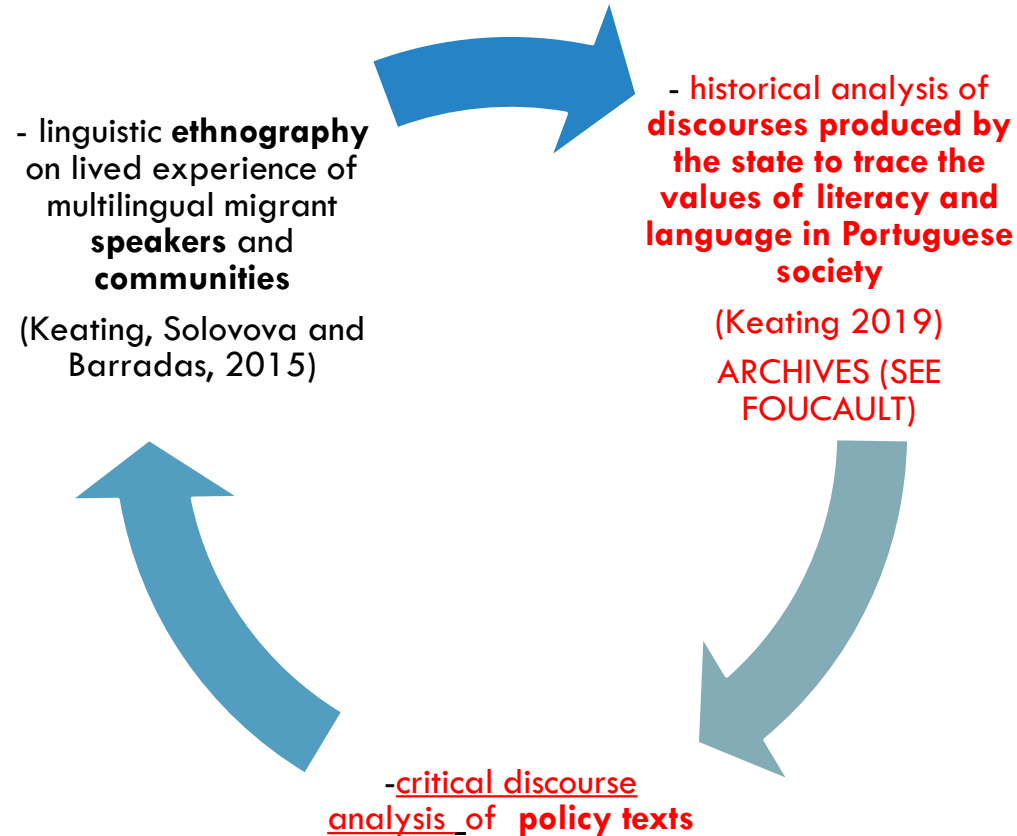
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JMD ELCSiC |

How institutional texts represent **speakers** of languages and the role of **language** in documents about citizenship (as a status)

CITIZENSHIP AS *STATUS*

A FOCUS ON STATE DISCOURSES AND THE CIRCULATION OF LINGUISTIC IDEOLOGIES (KEATING, SOLOVOVA AND BARRADAS, 2015)



THE NATION STATE MULTILINGUAL SPACES IN PORTUGUESE: MEMORY AND HISTORY

Portuguese and the colonial order

- Portuguese language regimes crucial in the construction of distinct citizenship in former Portuguese colonies, e.g. assimilados. Investment of usage and symbolic appropriation of the language in detriment of local languages. With impact on postcolonial contexts.

Portuguese and migrations

Migration as part of Portugal's social texture (massive working class emigration to Brasil, EUA, Canada, Europe).

Portuguese diaspora: plural concept in the intersection of cultural policies of host dominant societies.

Portuguese communities as meeting points for identity and heritage (including literacy and language learning). Pedagogies usually emanate from the national centre and disregarding multilingual repertoires



POLICIES, DOCUMENTS, LEGISLATIONS: HOW THEY REPRESENT LANGUAGES AND THE ROLE OF LANGUAGES IN INTEGRATION OF MIGRANTS

**Plano para a Integração dos Imigrantes
(Resolução do Conselho de Ministros nº63-A/2007, 3 de Maio de 2007)**

**Guidelines for Portuguese as a “non mother tongue” in the national curriculum
(Português Língua não-materna no Currículo Nacional).**

Ministry of Education, General Committee of Innovation and Curricular Development

Stating equality of opportunities and social cohesion

- Admitting disadvantages in the access to social rights
- Identifying criteria on which discrimination is based
- Listing language among criteria

Language issues framed under

- Error analysis
- Portuguese as crucial tool for integration
- Non-native Portuguese as solution for problems
- “Other languages” framed in cultural spaces of activity

POLICIES, DOCUMENTS, LEGISLATIONS / THE DISCOURSE ABOUT PORTUGUESE (I.E. LINGUISTIC IDEOLOGIES, SEE WOOLARD 2020)

National investment on Portuguese as international, modern, world language

Linguistic competence being regulated by global competence assessment tools (local applications of Common European Framework of Reference for Languages) and accountability discourses and practices

Reduced scope of action for the recognition of multilingual repertoires both within and outside the territory of the nation state

Reinforcing a monolingual state

a “modern-lingual state”?

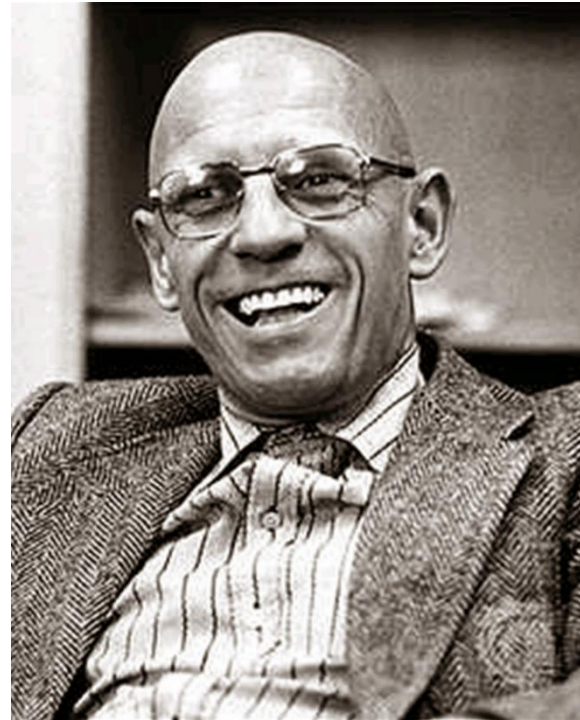
Defining d/Discourse

discourse is “the verbal
organization *beyond
sentences and clauses*”
(Stubbs, 1983: 1)

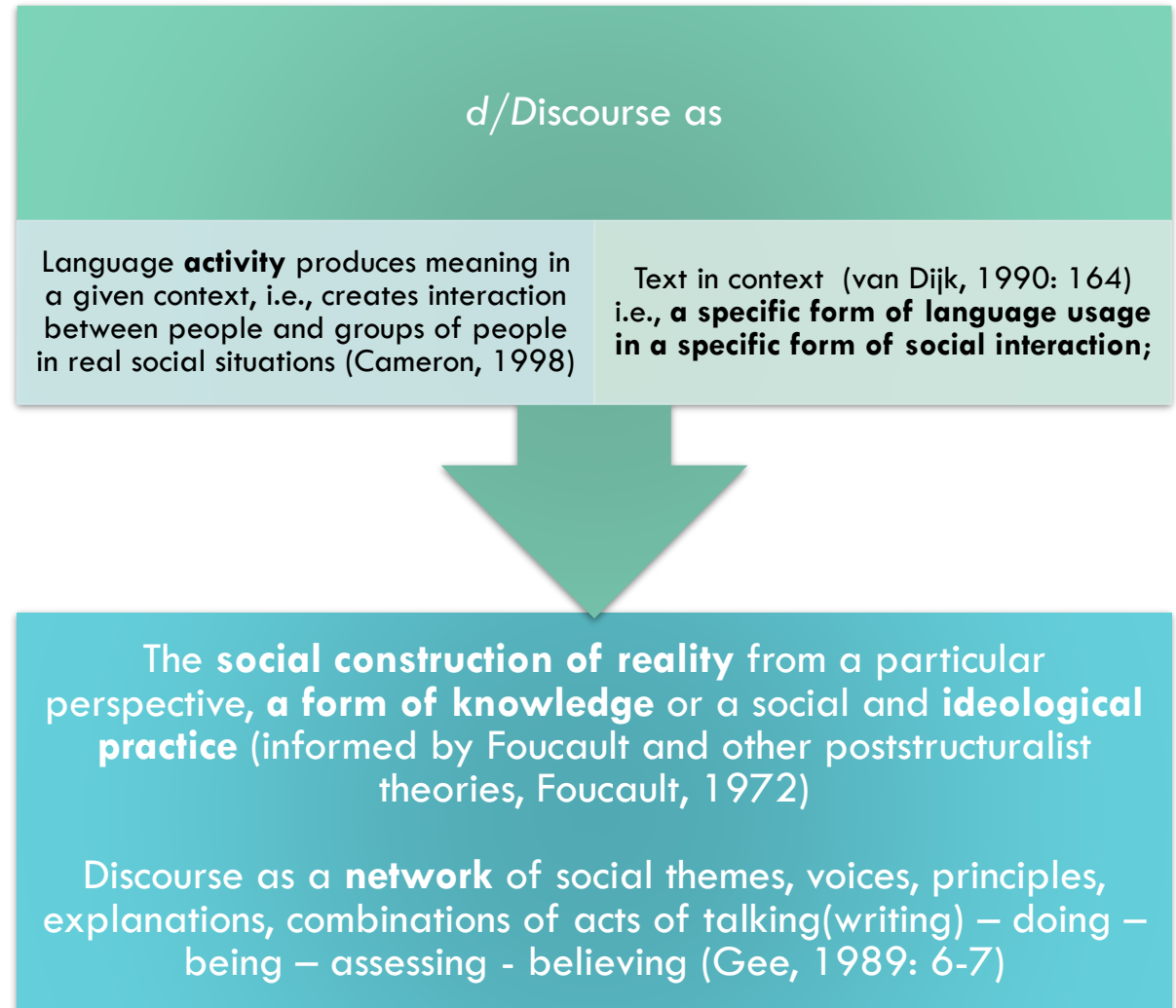
**The baby cried. The
mother picked her
up**

What are the elements
that transform these
sentences into
discourse?

- Ways of talking about the world that are intimately linked to ways of seeing it and understanding it” (Michel Foucault, 1972:64))



DISCOURSE (GEE 2011)



Analysing texts (written or oral) to get at Discourses (forms of social life)

Genres – discourses - styles



- **Action (Genres)**
 - Types of texts? What actions are they related to? How do I recognize it? How does a text acts upon the context? What is its purpose? To whom? What for?
- **Representations (discourses)**
 - Ways of representing worlds inscribed in the texts: How is life represented in the text? Who participates? Who are the social actors and how are they being represented? What values are associated to these representations?
- **Identification (styles)**
 - Verbal and non-verbal realizations of identities and ways of being. What identities and identifications are evoked by the selected registers ? How does it impact on the way we imagine people involved in a given situation, proximity/distance, formal/informal, how are subject positions being negotiated?

Fairclough, N. (2003) *Analysing Discourse: textual analysis for social research*. London and New York: Routledge



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PASSING THE PORTUGUESE TEST FOR CITIZENSHIP



Frederik Pohl
Updated: June 25, 2024



Becoming a Portuguese citizen is a goal that many people dream of achieving. And while it's certainly not an impossible reach, there are a few challenges you'll need to overcome when applying for Portuguese citizenship.



PRACTICAL EXERCISE

1. Pick a website or a document on your own that relates to some aspect of language as it relates to citizenship (e.g., multilingualism or any other language policy that somehow impacts on your lived experience as a student and/or a legal citizen in Europe).

Eg. <https://best-citizenships.com/2021/02/23/eu-citizenship-tests-civic-language-and-integration/>

2. Identify this website or document as a “text”

- An instance of inscription – who, when, how, for what purpose, to whom?
- What formal aspects make it a whole? (image, format, display of verbal and non-verbal marks, choice of language and register, among others)

3. Explore the communicative events in which it has been

- Produced – who were the participants? For what purposes?
- Circulating – it got my attention. How? Why?

4. What are the broader Discourses involved – i.e., ways in which the text evokes, produces or reproduces some kind of social life (market? government?)

5. Identify ONE instance in which this text anchors to a particular set of Discourses (ways of doing, thinking and being, for instance, about the role of language in becoming a citizen)

Grid of analysis from Fairclough, Norman (2003) *Analysing Discourse: Textual Analysis for Social Research*. Londres: Routledge / Resende, Viviane de Melo (2006) *Análise de discurso crítica*. São Paulo, Brasil: Contexto

<p>Texts: as products of inscription in material supports, recognized as a meaningful coherent and cohesive unit.</p> <p>Textualities: all that makes/constitutes anything as a text (oral, written, other means and modalities)</p> <p>Discourses: as processes of language use (semiosis) situated in context and parts (<i>moments</i>/elements) of social events, practices, and networks of practices that constitute social life and order.</p>		
<p>GENRES:</p> <p>Types of texts, actions and social activities</p> <p>(<i>actional – ways of acting</i>)</p>	<p>DISCOURSES:</p> <p>Ways of representing the world as they are inscribed in the text.</p> <p>(<i>representational – ways of representing</i>)</p>	<p>STYLES:</p> <p>Verbal and non-verbal realizations of identities, ways of being, both individual and social</p> <p>(<i>identificacional – ways of being</i>)</p>
<p>How do I recognize this type of text? / <i>What is this texto doing in its context?</i></p> <p>How is it distributed in network with other texts (and other types of texts)?</p> <p>What were the modes of production of this text?</p> <p>How does this text contribute to the relation between people and entities that use, produce and reproduce these texts? (organizations, institutions, individuals)?</p> <p>Who uses this text? Who has produced it?</p> <p>What kind of communication is afforded by this text? What types of activity emerge from the texto? Examples:</p> <ul style="list-style-type: none"> - face to face interpersonal communication - mediated communication between two people by means of technology (telefone, internet, etc) - unilateral in person communication (class, presentation, political discourse, etc.) - Unilateral communication mediated by technology (eg videoconferencing) - Other forms of communication. Which ones? . <p>What kinds of formats and resources is this text drawing from?</p> <ul style="list-style-type: none"> <u>Dialogue</u> Verbal Exchange, conversation <u>Debate/argumentation</u> (eg. thesis, antithesis, synthesis, persuasion rhetorical forms?) <u>Narratives</u> Telling a story, presenting a sequece of events, points of views, etc. <p>Other formats? Which ones?</p>	<p>How do I identify the areas of social life represented in the texto?</p> <p>Who <i>participates</i> in the text? Who are the 'characters', how are social actores represented??</p> <p>What values are associated to these representations?</p> <p>What ways of expression illustrate these representations and values, eg.</p> <ul style="list-style-type: none"> <u>Verbs</u>, collocations, predicates and arguments. <u>Inferences</u>, presuppositions, understatements, unspoken or veiled assumptions. <u>Vocabulary</u> – eg. Concrete vs abstract nouns, lexical density (repetitions, synonyms/hyponyms, etc.) <u>Generalizations; use of pronouns.</u> <u>Lexical and gramatical cohesion</u> 	<p>What identities are evoked by the choice of register used in the text? How are people depicted in the texto? Describe the body, posture, haircut, clothing, (all of these and more carrying meaning).</p> <p>How do 'characters' identify themselves with the proposed identities (identifications). Proximal vs distant attitudes, positionings. Eg:</p> <ul style="list-style-type: none"> <u>Modality</u>, eg. Can do, must do, should do, could do... probability vs possibility etc. <u>Proximal – distal choice of expressions concerning the speaker and hearer</u> <u>Opinions</u> <u>Personal commitments towards certain moral values or ways of seeing the world</u>