



LANGUAGE AND CITIZENSHIP CLARA KEATING (UNIVERSITY OF COIMBRA)

JMD ELCSiC |
Discourses in Europe |
SESSIONS 1 - 2



The Henley Passport Index
Q4 2020 Report



MY PASSPORT

1. Take a photograph of your document, as well as the contexts in which you use it in a more frequent way.
2. Describe what steps you had to take to obtain the document ;
3. tell the group how or whether your document made a significant difference in your daily life
4. Identify, in your document, those inscriptions (stamps, etc.) that mark a significant movement in your life trajectory (if any). Write a short narrative about it.
5. In what ways do you think this relates to issues of citizenship?



THE ANGLE OF CITIZENSHIP

Isin's (2008) dimensions, see Milani (2015: 322-326)

Citizenship as

Status: citizenship as forms of membership in (nation)state, in-between social contracts and forms of belonging

Habitus (i.e., internalised dispositions and modes of conduct by socialization in practices) : how individuals perceive, enact and embody citizenship in their daily lives

Acts: those moments in which individuals “break with habitus”, i.e., unexpected radical dissent, outside or on the boundaries of institutional contexts. See also *linguistic citizenship* (Stroud 2001): drawing upon oppositional discourses to disrupt and destabilize hegemonical views on language (e.g. the language as a trophée of war, Luandino Vieira)

THE ANGLE OF CITIZENSHIP IN SOME OF OUR WORK

How language – i.e., **what materially and symbolically counted as Portuguese/ or other languages in complex multilingual local contexts** – mediates the affordances of citizenship for migrant speakers, both in Portugal and abroad.

The role of the Portuguese language in citizenship **status**: a historical focus on state discourses and the ongoing circulation of linguistic ideologies in policy measures for multilingual migrants in Portugal and for Portuguese abroad.

Portuguese linguistic citizenship in **habitus**: Portuguese migrant speakers in London and their embodied practices and repertoires, as they socialized in activities in their daily lives.

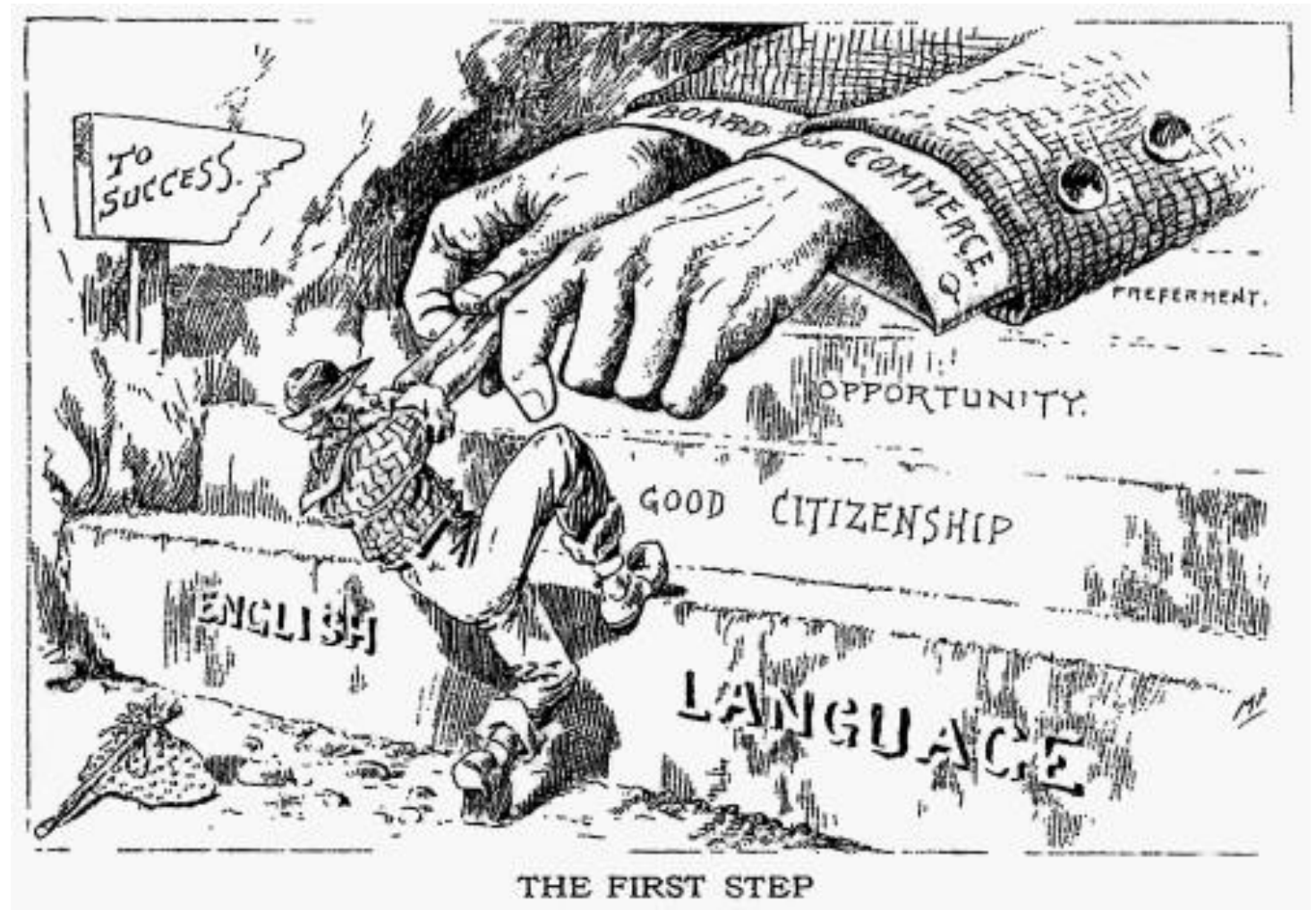
Portuguese-medium linguistic citizenship in **action**: the circulation of a Portuguese language *episteme* across a collaborative action research project with migrants

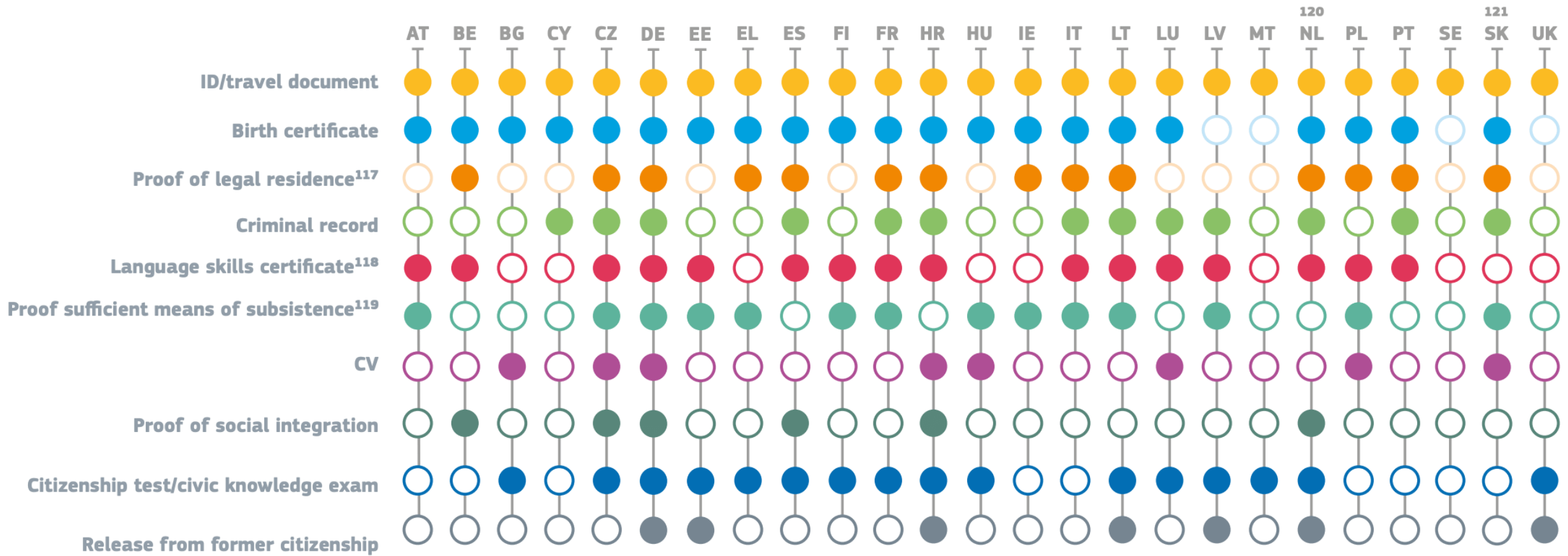
STATUS

- *Citizenship* - **social contract** of rights and duties between an individual and one or several states (Bauböck, 2012)
- **Rights**, e.g., “protection of the law, freedom of speech, personal security, political participation”, e.g., elections (Wingstedt 1998, 88).
- **Duties**, e.g. “demonstrating loyalty to the state when called upon, e.g. participation in military enterprises” (Wingstedt 1998, 88).
- *Nationality* - belonging to a particular national community - historically constructed, social, cultural and individually imagined (Anderson, 1983)

Mediated by language

<https://www.gilderlehrman.org/history-resources/spotlight-primary-source/immigration-cartoon-1916>





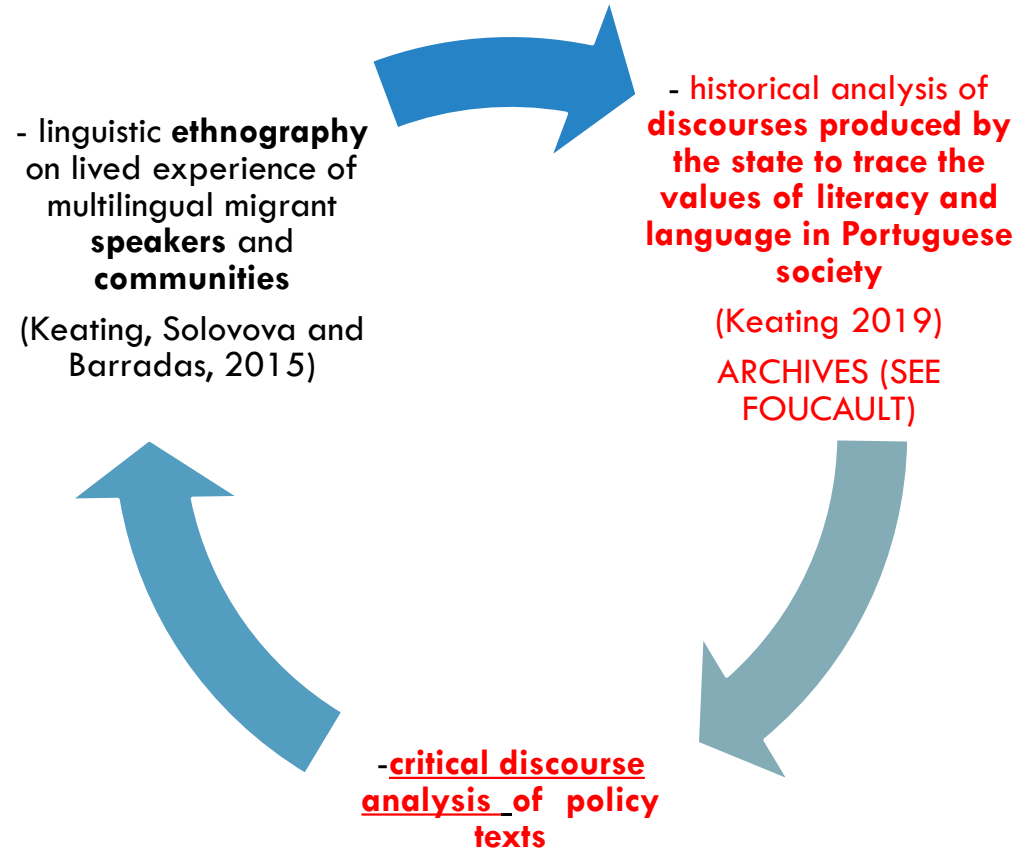
Source: EMN NCRI reports

STUDYING THE ROLE OF LANGUAGE IN CITIZENSHIP STATUS

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

CITIZENSHIP AS *STATUS*

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



STATUS

Linguistic **capital**: refers to the value a language has in a particular social context, granting its speakers power, prestige, and social advantages (Bourdieu, 1991, Blackledge & Pavlenko 2002; Pavlenko & Blackledge 2005. See also Collins, 2000 <https://www.sciencedirect.com/science/article/pii/S0898589899000182>))

Highlighting official/national languages based on a **standard**, i.e. a version of a language that has been codified with specific rules for grammar, spelling, and vocabulary, considered the most prestigious.

Pre-set norms involving language learning

Confusing language with social integration

<https://www.pearlsofportugal.com/move-to-portugal/language-test-for-portuguese-citizenship/>



POLICIES, DOCUMENTS, LEGISLATIONS: HOW THEY REPRESENT LANGUAGES AND THE ROLE OF LANGUAGES IN VERY SPECIFIC WAYS

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

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

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

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

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



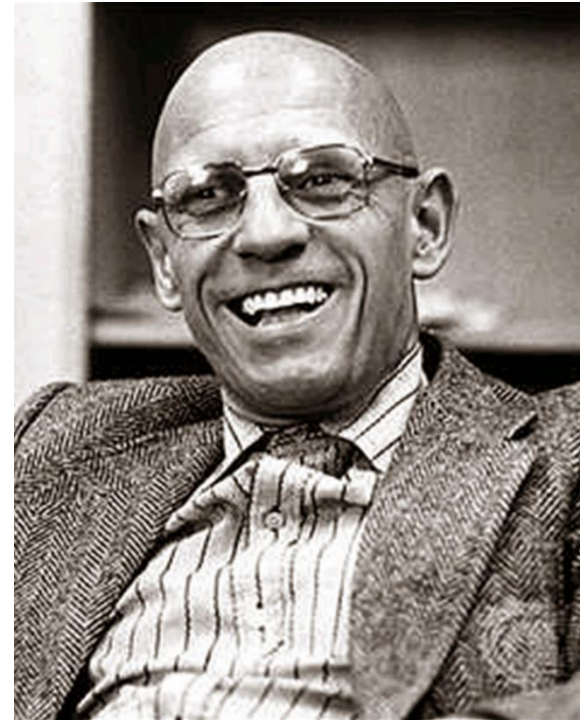
What is critical discourse analysis?

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

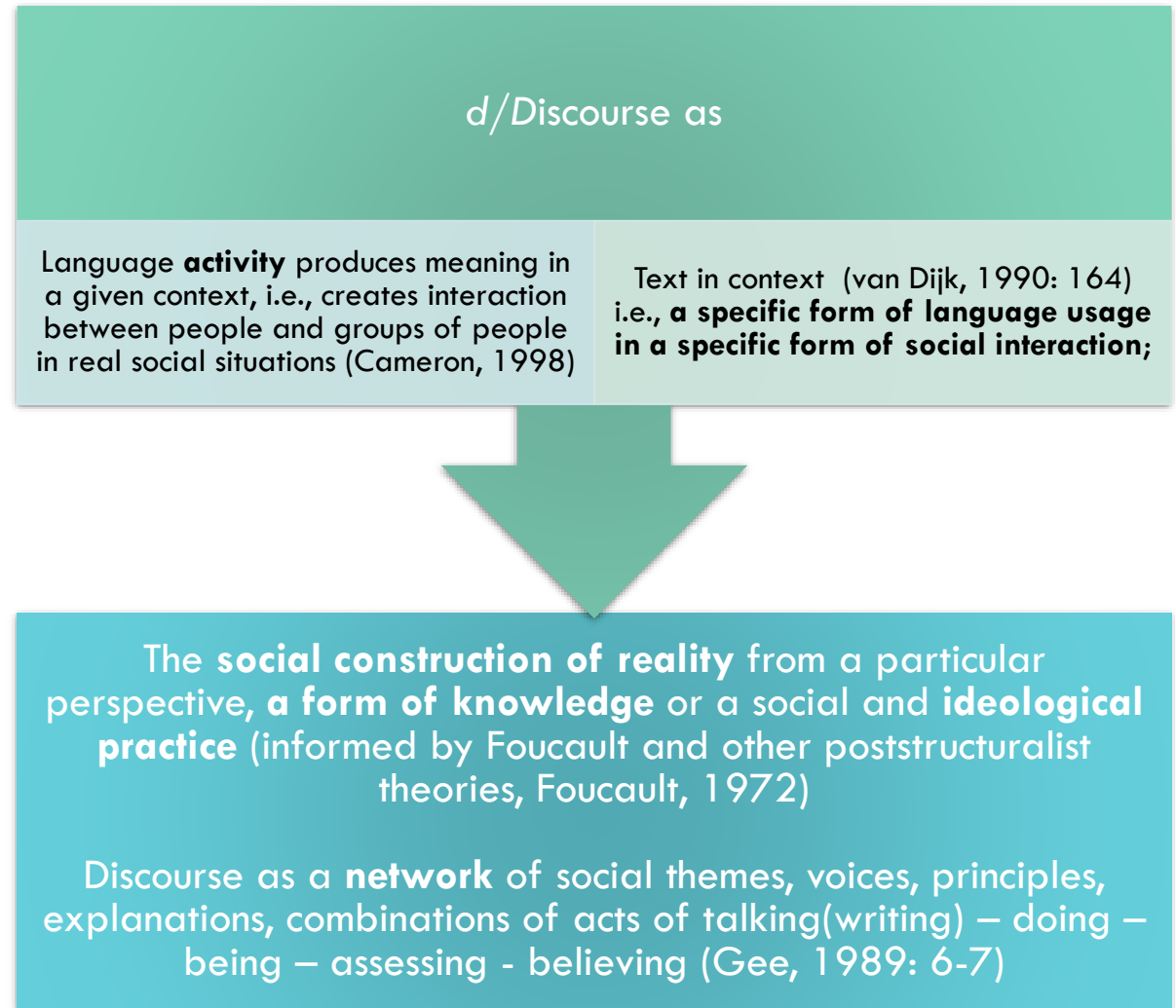
The baby cried. The mother picked her up

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



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.



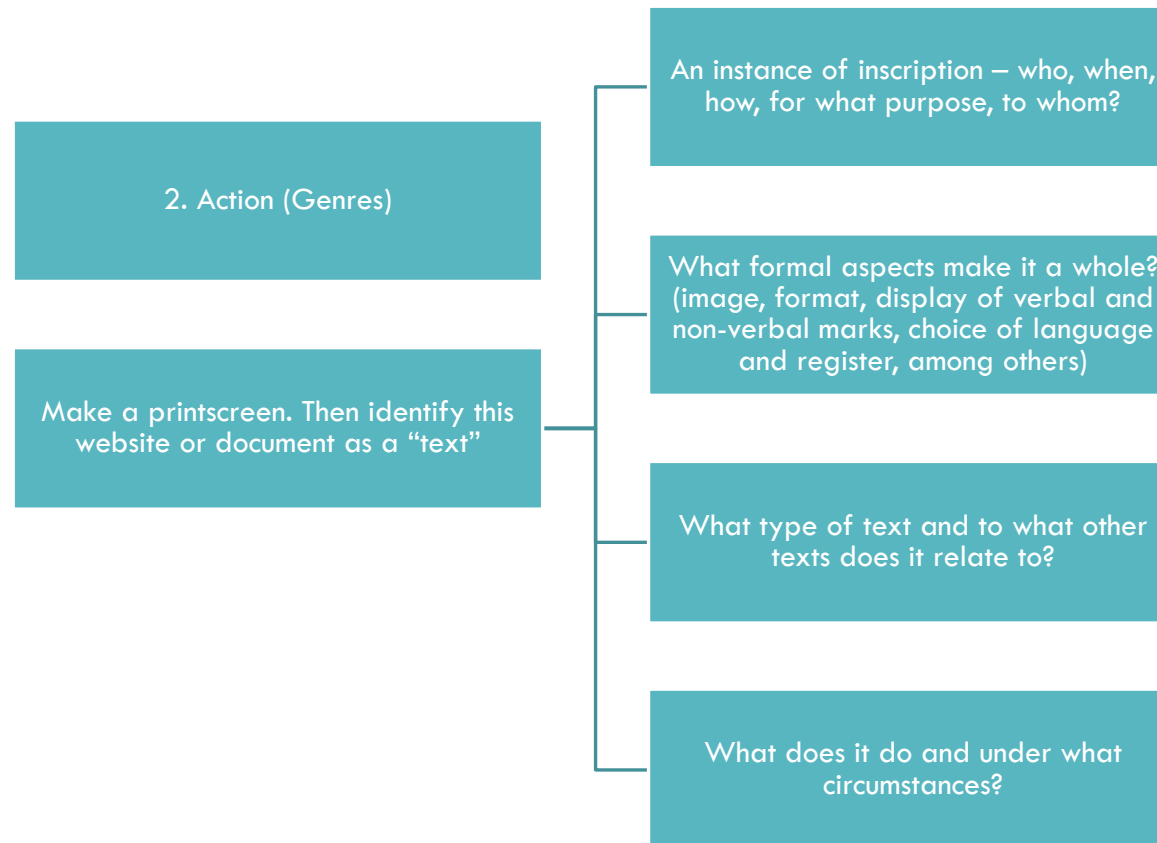
ENGAGING IN CRITICAL DISCOURSE ANALYSIS STEP BY STEP - 1

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)

- <https://www.learnportugueseinlisbon.com/resources/caple-official-portuguese-exam>
- <https://www.pearlsofportugal.com/move-to-portugal/language-test-for-portuguese-citizenship/>
- <https://best-citizenships.com/2021/02/23/eu-citizenship-tests-civic-language-and-integration/>
- https://europa.eu/youreurope/citizens/residence/residence-rights/naturalisation/index_en.htm
- https://migrant-integration.ec.europa.eu/library-document/acquiring-romanian-citizenship-interview-preparation-guide_en



STEP 2 | TEXTS, TYPES OF TEXTS (GENRES) AND SOCIAL ACTION



STEP 3 | REPRESENTATIONS AND 'SOCIAL REALITIES'



3. Representations (discourses and Discourses)



What are the ways in which the text evokes, produces or reproduces some kind of social reality?



- what verbal choices being selected to represent 'social actors'



- what words (and semantic fields) are qualifying/defining/illustrating/being collocated next to words like 'language', 'skills', 'knowledge'?

4. Identify the kinds of 'identities' and positionalities that are being conveyed by the text.

Who are the learners?

*How am I being **positioned***

as a reader,

as a candidate,

as a learner?

STEP 4. IDENTITIES AND IDENTIFICATIONS

STEP | 5 DISCOURSES



5. Finally, bring it all together to identify ONE instance in which this text – for instance how language plays a role in the status of citizenship - anchors to a particular set of **Discourses**

- **Ways of Doing?**
- **Ways of Thinking?**
- **Ways of Being?**

(for more on citizenship tests, see

<https://unesdoc.unesco.org/ark:/48223/pf0000160903>)

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

Texts: as products of inscription in material supports, recognized as a meaningful coherent and cohesive unit. Textualities: all that makes/constitutes anything as a text (oral, written, other means and modalities) 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.		
GENRES: Types of texts, actions and social activities (<i>actional – ways of acting</i>)	DISCOURSES: Ways of representing the world as they are inscribed in the text. (<i>representational – ways of representing</i>)	STYLES: Verbal and non-verbal realizations of identities, ways of being, both individual and social (<i>identificacional – ways of being</i>)
How do I recognize this type of text? / <i>What is this texto doing in its context?</i> How is it distributed in network with other texts (and other types of texts)? What were the modes of production of this text? How does this text contribute to the relation between people and entities that use, produce and reproduce these texts? (organizations, institutions, individuals)? Who uses this text? Who has produced it? What kind of communication is afforded by this text? What types of activity emerge from the texto? Examples: - 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? . What kinds of formats and resources is this text drawing from? <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. Other formats? Which ones?	How do I identify the areas of social life represented in the texto? Who <i>participates</i> in the text? Who are the 'characters', how are social actores represented?? What values are associated to these representations? What ways of expression illustrate these representations and values, eg. <u>Verbs</u>, collocations, predicates and arguments. <u>Inferences</u>, pressupositions, 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>)	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). How do 'characters' identify themselves with the proposed identities (identifications). Proximal vs distant attitudes, positionings. Eg: <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>