

PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

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Language Policy as a Social Phenomenon: The Domain as Defining Unit

[1] Application of the model to additional cases and data will lead to modification and fine tuning of the model. The theory starts with a number of assumptions, which themselves must be open to testing and adaptation in the course of the exploration. The first assumption is that while it is intended to account for individual choices, language policy like other aspects of language (as Saussure 1931 pointed out), is essentially a social phenomenon, dependent on the consensual behaviors and beliefs of individual members of a speech community.

[2] What is a speech community? From its beginnings, sociolinguistics has avoided a precise answer to this fundamental question. It made a clear distinction between a language community – all those who speak a specific variety of language – and a speech community – those who share a communication network, united by agreeing more or less on the appropriateness of the use of the multiple varieties used in that community. A language community as Hockett (1958), for instance, used the term might be the English-speaking world, the complexity of which we realize since Kachru (1986) drew our attention to the many varieties which constitute World English, or the Francophone world (although francophonie is more a political than a linguistic concept) or at the other extreme, the last remaining speakers of a dying language. A speech community, on the other hand, may be a family or a group of people who regularly use the same coffee shop or work in an office or live in a village or a city (Labov 1966) or a region or even a nation (Gumperz 1968).

[3] Given this vagueness, although I will regularly talk about speech communities, it will be necessary to find a more defined unit. I will start with the notion of domain, as introduced to sociolinguistics by Joshua Fishman in his classic study of the New Jersey barrio (Fishman 1972). Although he argued that domains must be empirically defined for any specific community, Fishman laid down useful generalizations that I will adapt. First, a domain is usually named for a social space, such as home or family, school, neighborhood, church (or synagogue or mosque or other religious institution), workplace, public media, or government. In building a theory of language policy, I will argue that each of these domains has its own policy, with some features controlled internally and others under the influence or control of external forces. As defined by Fishman, a domain is further distinguished by three characteristics: participants, location, and topic.

[4] The participants in a domain are characterized not as individuals but by their social roles and relationships. In the family domain, participants are usually labeled with kinship terms: father, mother, brother, sister, aunt or uncle, grandfather or grandmother, or other

appropriate roles such as maid or babysitter. In the school domain, the normal roles are teachers, pupils or students, or principals. In the workplace, they are bosses, employers, workers, employees, foremen, clients, customers. Any individual may fill different roles in different domains, with conflicts sometimes obvious. What variety do I use with my daughter at school if she is also my pupil? How do I speak to my son at work if he is also my employer? Secondly, a domain has a typical location, usually made obvious by its name. Again, lack of congruity between participant and location – a father switching varieties to a visitor when he realized this was his son's teacher and not his friend⁴ – signal the existence of norms. Fishman's third component was choice of topic – what is it appropriate to talk about in the domain. Gumperz (1971) has a nice illustration, describing how an employer and employee switch languages when they turn from business to social matters. Essentially, then, I will be arguing that the regular choices made by an individual are determined by his or her understanding of the language choices appropriate to the domain.

1. considere o parágrafo [2]. Qual a diferença entre comunidade de fala e comunidade linguística?

Resposta esperada:

A comunidade linguística são todos aqueles que falam uma variedade específica de linguagem e a comunidade de fala são aqueles que compartilham uma rede de comunicação, unidos concordando mais ou menos com a adequação do uso das múltiplas variedades usadas nessa comunidade

2. Considere o parágrafo [3]. Qual a noção de domínio, introduzida na sociolinguística por Joshua Fishman?

Resposta esperada:

Domínio é geralmente a designação de um espaço social, como casa ou família, escola, bairro, igreja (ou sinagoga ou mesquita ou outra instituição religiosa), local de trabalho, mídia pública ou governo. [E são distinguidos por três características: participantes, localização e tópico].

3. Considere o parágrafo [4]. Quais são os domínios e as características de seus participantes?

Resposta esperada:

No domínio da família, os participantes geralmente são rotulados com termos de parentesco: pai, mãe, irmão, irmã, tia ou tio, avô ou avó, ou outros papéis apropriados, como empregada doméstica ou babá.

No domínio da escola, os papéis normais são professores, alunos ou estudantes ou diretores.

No local de trabalho, eles são chefes, empregadores, trabalhadores, funcionários, capatazes, clientes e clientes.

[POSSÍVEL COMPLEMENTO : Qualquer indivíduo pode preencher papéis diferentes em domínios diferentes, com conflitos às vezes óbvios. Que variedade eu uso com

minha filha na escola se ela também é minha aluna? Como falo com meu filho no trabalho se ele também é meu empregador? Em segundo lugar, um domínio tem uma localização típica, geralmente tornada óbvia pelo seu nome]

4. Escreva **VERDADEIRO** ou **FALSO** ao lado de cada sentença.

<p>a) Considere o parágrafo [1]. A política de linguagem é um fenômeno essencialmente social, dependente dos comportamentos e crenças, como apontado por Saussure (1931).</p>	<p><i>Verdadeiro</i></p>
<p>b) Considere o parágrafo [3]. De acordo com Joshua Fishman em seu estudo do bairro de Nova Jersey (Fishman, 1972), os domínios deviam ser cientificamente definidos para qualquer comunidade específica.</p>	<p><i>Falso</i></p>
<p>c) Considere o parágrafo [4]. Qualquer indivíduo pode assumir papéis diferentes em domínios diferentes, com conflitos às vezes óbvios.</p>	<p><i>Verdadeiro</i></p>
<p>d) Considere o parágrafo [4]. Pode ser considerado exemplo de comunidade linguística o mundo da Língua Inglesa e Francófona.</p>	<p><i>Falso</i></p>

5. Relacione as colunas.

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| (1) assumption | (3) empregadores |
| (2) realize | (4) conduzir |
| (3) employers | (1) suposição |
| (4) lead | (5) imprecisão |
| (5) vagueness | (2) perceber |