

Anthropological, psychological and sociological dimensions and identity construction in an online Portuguese course for Venezuelan migrants

Lívia Márcia Tiba Rádis **BAPTISTA***

* PhD in Linguistics from the Language Institute, University of Campinas (2005). Full Professor_UFBA. Contact: liviamarufc@gmail.com

Abstract:

This study focuses on the identity dimension of Venezuelan Portuguese learners in the South-South context. The participants are taking part in an online course as an extension activity. It is an excerpt from ongoing research examining Venezuelan learners' identity constitution and negotiation processes, focusing on emerging positions in their interactions. The discussion, theoretically, centers on identity and the identity dimension, drawing on the contributions of authors Cucho (2002), Ennes and Marcon (2014), and Castells (2018a, 2018b). The research is qualitative and interpretive and is guided methodologically by netnography procedures (Kozinets, 2010, 2014, 2020) - a specific type of ethnography aligned with qualitative research on an anthropological and social basis. The analysis involves archival data and data from the researcher's field notes. Archival data prioritizes asynchronous activities provided by forms available via Google Docs, while field notes focus on observations made during online classes. The study's results reinforce the importance of producing materials and teaching sequences that address themes related to the participants' identity perceptions to contribute to the social and linguistic engagement of the migrant population.

Keywords: Identity constitution; portuguese; migrant population.

Resumo:

Este estudo trata da dimensão identitária de aprendizes venezuelanos de português no contexto Sul-Sul (Assis, 2018; Baeninger, 2018; Pereira, 2018), participantes de um curso on-line de caráter extensionista. Consiste em um recorte de uma pesquisa em andamento que investiga os processos de constituição/negociação identitária de aprendizes venezuelanos focando nos posicionamentos emergentes em suas interações. Teoricamente a discussão, voltada à identidade e dimensão identitária, considera como basilares as contribuições dos autores Cuche (2002), Ennes e Marcon (2014) e Castells (2018a, 2018b). A pesquisa se caracteriza como qualitativa e de cunho interpretativista, sendo orientada metodologicamente por procedimentos da netnografia (Kozinets, 2010, 2014, 2020), um tipo particular de etnografia, alinhada às pesquisas qualitativas de base antropológica e social. Na análise, exploramos dados arquivais e dados de notas de campo do pesquisador. Quanto aos dados arquivais, priorizamos as atividades assíncronas, proporcionadas pelos formulários disponibilizados via Google Docs. Quanto aos dados de notas de campo, focamos nas notas tomadas ao longo da observação das aulas on-line. Os resultados do estudo reforçam a relevância na produção de materiais e sequências didáticas de temáticas problematizadoras que apontem para as percepções identitárias dos participantes com o intuito de contribuir para o engajamento social e linguístico da população migrante.

Palavras-chave: Constituição identitária; Português; população migrante.

Signum: Language Studies, Londrina, v.27, i.3, p.68-83, december. 2024

Received on: 28/06/2024

Accepted on: 11/12/2024

Anthropological, psychological and sociological dimensions and identity construction in an online Portuguese course for Venezuelan migrants¹

Livia Márcia Tiba Rádis Baptista

INTRODUCTION

We know that although processes of human displacement and transit are not exclusive phenomena of the current situation, they take on new shapes and nuances by modifying and directly or indirectly impacting the economic, political, and social dynamics of the host countries, as in the case of Brazil. Therefore, the nature of migratory processes in the 21st century encompasses diverse movements between countries in the South-South region, such as Syrian, Haitian, Iraqi, African, and Korean immigration. It brings together qualified migrations, and refugee immigrations among the various migratory modalities that make up a vast panorama of contemporary displacement trends, in which South-South migrations are consolidated and stand out in the scenario of what we call transnational migrations.²

The panorama of contemporary migrations is part of a complex process whose motivations and causes are multiple, of different nature, multifactorial and interconnected, being of a natural, labor, ethnic, religious, economic, social, geopolitical, political, and cultural nature, which singularize it compared to movements that occurred previously in the history of humanity. In this sense, it has been observed that, unlike previous periods in our history, a migratory trend was established in the final decades of the 20th century, characterized by the entry into Brazil of people from neighboring countries and Portuguese-speaking African countries. In addition to South-South migration, Brazil is part of the global migratory route, as is the case of the arrival of Syrians, as Calegari and Baeninger (2015) point out, or even the case of Haitians (Baeninger *et al.*, 2016). In this South-South migratory context, two moments draw attention: the first, relating to the year 2010, with the arrival of Haitians, and the second, from 2015 to 2016, with the arrival of Venezuelans.

Therefore, at least ideally, the country starts to be seen as a territory of refuge, reception, and movement flow, composing routes and itineraries towards South-South migration, which accentuated the need to review the understanding of migration and migrant population.³ An example of this fact is the Migration Law, Law No. 13,445/2017, known as the New Brazilian Migration Law (NLM), which establishes a human rights-oriented perspective on migration, reaffirming the rejection of xenophobia, racism, and any forms of discrimination as one of its principles. It thus represents an effort to promote human rights, social inclusion, and integration of

¹ Translated by: João Vitor de Carvalho Madureira.

² According to Stelzer (2009, p. 25): "Deterritorialization is one of the main circumstances that shapes the transnational scenario, especially because it concerns the aspect beyond the border, as it is not the state space and it is also not the space that connects two or more state spaces. The transnational territory is neither one nor the other and is both one and the other, since it is located on the crossed border, on the permeable edge of the State."

³ Rossa and Menezes (2018, p. 383-401), when discussing the "new migratory typologies," observe that "More than classifying and labeling, we must, rather, try to understand and capture the realities of migrant people in Brazil, recognizing the limits of existing categories without forgetting to problematize them."

the migrant population in the country. The aforementioned law revokes Law No. 818 of September 18, 1949, and Law No. 6,815 of August 19, 1980 (Foreigner Statute) (Brasil, 1980, 2017).

According to Assis (2018, p. 621-622), the Migration Law (Law 13,445/2017) contributes to eliminating the “authoritarian disdain” present in previous legislation, but contradictions and paradoxes remain in a country that shows a welcoming discourse for immigrants, but simultaneously, continues to treat certain groups of this population as unwanted and create mechanisms that can facilitate qualified migration, leading to the strengthening of migratory selectivity. We agree with this author about the need to translate this new law into welcoming practices and intercultural dialogue with contemporary immigrants, which, in turn, is still a challenge.

We emphasize that although we have observed a necessary and relevant movement with regard to certain aspects of a migration policy in Brazil, it is urgent to add efforts aimed at proposing more incisive actions about the inclusion of the migrant population. Therefore, it is necessary to prioritize actions that favor and contribute to promoting human rights and public policies and the inclusion of the migrant population in policies related to human rights, work, education, health, humanitarian reception, and combat to work analogous to slavery.

Bearing in mind our previous considerations and to contribute to the production of knowledge about the issue at hand, particularly with regard to linguistic education, this work has as its central question understanding how the process of identity construction of Venezuelan subjects takes place in an immigration situation, based on their perceptions about this "other" space and this "other" language. To do so, we turn to the context of this portion of the migrant population⁴ nowadays, with an emphasis on analyzing their positions in the identity constitution/negotiation processes. In this sense, according to Frota Simões, Silva e Oliveira (2017, p. 9):

Venezuelan immigration to Brazil has grown exponentially in recent years and its presence has gained widespread prominence in statistical data and in different political, academic and media discourses. The number of Venezuelans arriving via the country's northern border, through the city of Pacaraima, in the state of Roraima, has been significant. The number of Venezuelan asylum seekers increased from 829 in 2015 to 3,368 in 2016, and 7,600 Venezuelans requested refuge in the country by June 2017. In the same way as the so-called “new migratory flows” coming from the global south and beginning in 2010, as is the case of Haitian, Senegalese and Bengali immigrants, among others, the Venezuelan immigration is also characterized by diversification and has different origins: geographic, social, cultural, among others.

Therefore, as stated, this work particularizes Venezuelan apprentices of Portuguese, considering that they currently represent a significant number of the migrant population. It is also linked to activities developed by us in research and teacher training, related to the Portuguese and Spanish languages, with an emphasis on the discursive, intercultural, and linguistic relationships resulting from the study of this group in particular and, finally, with the analytical and methodologies provided by netnography to understand how online interactions occur, especially in the current context and situation.

We also clarify that this study is part of ongoing research that investigates the processes of identity constitution/negotiation of Venezuelan apprentices, focusing on emerging positions in their interactions in the context of South-South migration.⁵ In the study in question, in addition to the

⁴ In this text, we use "migrant population" more generally and "people in situations of forced displacement" when referring to involuntary movements – both those that cross international borders and those that move within the same country. We also note that "refugee" and "migrant" are not equivalent terms since each corresponds to a series of rights and duties of its own.

⁵ This study was developed based on investigations carried out within the scope of the research project "Identity constitution/negotiation process with a focus on emerging positions in the interactions of Venezuelan learners of Portuguese as a foreign language, in refugee and immigration situations in the South-South context, netnography, and narratives" (Scholarship in Research Productivity 2-CNPq), particularizing the proposal of the online course, the themes explored in it, relating them to identity perceptions. Therefore, priority is given to a study in which contributions from sociology, anthropology, and social psychology converge to deepen understanding of the identity construction of this public.

discussions about identity from Cuche (2002), Ennes and Marcon (2014), and Castells (2018a, 2018b), to be detailed in the next topic, we assume that the processes of identity construction/negotiation occur in contexts marked by power relations and which can take three forms: *legitimizing identity*, *identity of resistance* and *project identity* (Castells, 2018a, p. 55-56). Given the idiosyncrasy of this process, we focus on the tensions between the different identities negotiated by the subjects in different spaces of social interaction, which is why it is necessary to understand how this negotiation is constituted, taking into account the positions (Harré, 2012; Harré; Moghaddam, 1999; Harré; Slocum, 2003; Harré; Van Langenhove, 1999) constructed for oneself and others in interactions.

This theory's fundamental contribution concerns the difference between *position* and *positioning*. Therefore, *position* refers to a social, psychological, and discursive place from which subjects construct certain images, narratives (*storylines*), and important concepts in interactions and discursive practices encompassing the self and the other. Unlike the notion of roles (stable and fixed), it considers that meanings are constructed in interactions, as we create positions for ourselves and others in the different lines of stories – here referred to a group of meaning that guides the meanings of a position in a given context – generated in interactions. Already *positioning* alludes to a *discursive strategy* that allows subjects to assume, negotiate, and reject positions, that is, it refers to a "discursive construction of personal stories that make people's actions intelligible and relatively determined as social acts and within which the members of a conversation have specific locations" (Harré; Van Langenhove, 1999, p. 14-16). For the authors (1999), although participants assume certain roles during an interaction, these are subject to change, since, at any time, they can take different positions in the discourse. Given these changes and the dynamism of this process, the category proposal, that is, to *positioning*, although it may be related to the *position*, allows us to observe, in a more fluid way, the movements strategically by the subjects.

In view of the above, by identifying the *position* and the *positioning*, we can elucidate how subjects strategically construct images of themselves in discourse as they trigger certain *placements* from certain *positions*. Due to the dynamic nature of discursive practices, identifying these *placements* and *positions* will contribute to understanding the processes of identity constitution/negotiation, bearing in mind how these subjects position themselves and why they do so in a certain way, not speech.⁶ Therefore, we consider that certain *placements* are related to movements of identification, rejection, or contestation of identities. Given this, our approach to Castells' proposition of *legitimizing identity*, *identity of resistance*, and *project identity* (Castells, 2018a, p. 55-56). Hence, therefore, the emphasis on positioning.

It appears, therefore, that the perspective of the subjects, particularly their positions, is fundamental, as these subjects construct and attribute meanings to their identities in the different moments of socialization and interaction experienced. To this end, we ask what the emerging positions are and how they allow us to identify the image and understanding of ourselves, problematizing how these subjects guide the process of identity construction/negotiation and how, in this movement, we observe the emergence of *legitimizing identity*, *resistance identity* and from *project identity* (Castells, 2018a).

Having made these initial considerations, it is worth mentioning that, regarding the organization, in addition to this introduction and the final considerations, the article consists of three sections. Firstly, we present a theoretical-critical discussion in order to explain what the understanding of identity and identity constitution consists of. In the second, we deal with the methodological procedures. For this purpose, we discuss the nature of the research, methodological choices, and methodology used in generating and analyzing data. Finally, in the third section, we discuss the data generated.

⁶ According to Wodak (2003, p. 105), discourse here is understood as "a complex set of simultaneous and sequentially interrelated linguistic acts that manifest themselves within and through social spheres of action as semiotic displays (oral or written and thematically interrelated) and very often as texts."

IDENTITY PROCESSES, SOCIAL RELATIONS AND POWER

The objective is to examine how the identity constitution/negotiation process takes place, focusing on emerging positions in the interactions of Venezuelan Portuguese learners in an immigration situation in the South-South context in an online course. In this text, we prioritize legitimizing, resistance, and project identities and their implications in identity constitution and negotiation based on the analysis of data generated in an online course designed for this audience. Therefore, regarding the theoretical-critical discussion, we are interested in explaining what our understanding of identity and identity dimension consists of, and for this purpose, we turn to the following authors: Cucho (2002), Ennes and Marcon (2014), and Castells (2018a).

For Cucho (2002, p. 182), the fact that identity is a social construction and within the scope of representation does not mean that it is an illusion dependent on the subjectivity of social agents. According to this author, the construction of identities occurs within social contexts that condition the position of agents; therefore, these contexts guide their representations and choices. Thus, identity construction cannot be seen as a mere illusion produced by subjectivity, as it is endowed with social effectiveness, produces real social effects, and materializes in contexts through socially assumed positions.

Ennes and Marcon (2014, p. 274-305) question what they call "culturalist approaches" to identity, which, according to these authors, led to a process of depoliticization, naturalization, and ornamentation of differences. For these authors, certain uses of the idea of identity reduced the phenomenon to the characteristics and substantive attributes of the social or cultural group. Thus, identity is assimilated to a descriptive, fixed, stable, and deterministic character that serves to define groups, and, therefore, it becomes necessary to question this idea, as it is reductive and simplifies the processes involved in the constitution of identity (Ennes; Marcon, 2014, p. 285).

According to the aforementioned authors, the analysis of identity processes requires considering power relations that generate stratification, hierarchization, location, and, in some cases, social transgression. This perspective is opposed to analyses guided by the identification of attributes and elements that would serve to characterize certain groups and express their identities, such as, for example, gender, skin color, nationality, and cultural traditions, among others. The authors state that these attributes can be thought of as "markers produced or constructed through social relations", and according to Ennes and Marcon (2014, p. 287), "belonging and otherness are produced through power relations." Therefore, "our choices and sense of identification result from the way we think and imagine ourselves in the world, based on the context and social relations in which we are involved." Thus, when referring to processes of identity constitution, we consider power relations that demarcate stratification, hierarchization, and location, or even social transgression.

Castells (2018a, p. 55) observes that, from a sociological point of view, "each and every identity is constructed." We agree with the aforementioned author regarding the fact that in the process of constructing identities, "use is made of the raw material provided by history, geography, biology, by productive and reproductive institutions, by collective memory and by personal fantasies, by the apparatuses of power and revelations of a religious nature." According to this author, since the thesis that identities are constructs is an assumption, it becomes crucial to know how, from what, by whom, and for what this occurs. According to the aforementioned author, "all these materials are processed by individuals, social groups and societies, who reorganize their meaning depending on social trends and rooted cultural projects and their social structure, as well as their vision of time/space."

From this perspective, these relationships are fundamental to understanding the positions assumed by subjects in the dynamics of social interactions. Furthermore, according to Ennes and Marcon (2014, p. 288-289).

[...] the analysis of identity processes cannot do without their political dimension, as these, at the same time, produce difference as an expression of law, but also (re)create inequalities and relationships of subordination and domination. Therefore, analyses of identities take us to a process of social location, the result of coercion and a facilitator of social action, which must be understood based on historical and social contexts, which, for us, depends on the distribution of power between the individuals and groups, as well as the rules or morals and customs that are present in them.

It is worth highlighting that our interest is focused on identity processes, the focus of our study, and, therefore, we corroborate the proposition of Ennes and Marcon (2014, p. 293-300) that to understand these processes it is essential to consider how subjects see themselves and are seen socially, prioritizing the senses of identification and differentiation and the implicit or explicit arguments that delimit the physical and imaginary social borders between groups (Ennes; Marcon, 2014).

Explicitly dealing with identity constitution/negotiation processes, Castells (2018a, p. 55-56) observes that these occur in contexts marked by power relations and can manifest themselves in three ways, namely, as legitimizing identity (linked to dominant institutions), resistance identity (generated by social actors in devalued or discriminated positions) and project identity (produced by social actors based on cultural materials accessed by them to redefine their position in society). This typology illustrates the diversity of identity manifestations, expanding our understanding of the complexity surrounding identity constitution/negotiation processes. Therefore, we address each of these below.

According to Castells (2018a, p. 55-56), the legitimizing identity is introduced by the dominant institutions of society whose intention is to expand and rationalize their domination concerning social actors. In turn, the identity of resistance is generated by actors who find themselves in positions and conditions that are stigmatized and/or devalued in the logic of domination and, in this way, constitute themselves as "trenches of resistance and survival", founded on distinct or opposing principles. to this logic. Finally, according to this author, the project identity is constructed to redefine its position in society, seeking to transform the entire social structure, and unlike the previous ones, restricted to resistance and survival, the project identity faces the structure of production and reproduction that historically established itself in societies. For Castells (2018a, p. 58), project identity produces subjects, a category through which it becomes a collective social actor. Thus, "the construction of identity consists of a project for a different life, perhaps based on an oppressed identity, but expanding towards the transformation of society as an extension of this identity project." Still, according to Castells (2018a, p. 58), "How, and by whom, different types of identities are constructed, and with what results, are questions that cannot be addressed in general, abstract lines: they are strictly related to a social context." Therefore, our discussion about identity constitution/negotiation is historically situated in a specific context, namely, South-South migration, since, according to Castells (2018a, p. 54), identities "constitute sources of meaning for the people themselves." actors, originated by them and constructed through a process of individuation."

Finally, the cited authors suggest that in the social analysis of identity processes, we consider the subjects, the forms, and the conflicts through which they develop their understanding of themselves and others in specific conditions. According to this understanding, Ennes and Marcon (2014, p. 302-303) propose understanding identity processes as a social phenomenon, emphasizing the dimension of social and power relations. These same authors mention four dimensions (social actors, dispute, norms/discourses, and social contexts) to address the identity processes that contribute to understanding the relationships through which belonging and otherness, hierarchization and social transgression, and classification processes are generated (Ennes; Marcon, 2014, p. 293-300).

We note that the analysis of identity processes as a social and relational phenomenon is strengthened by the outline suggested by the aforementioned authors, taking into account the dimensions mentioned, namely, social actors, dispute, norms/discourses, and social contexts. In this

study, our social subjects are Portuguese learners, who constitute a significant group of the migrant population, who experience the processes of identity construction/negotiation in the political and social situation in which a complex movement of contemporary migratory displacement – known as "South-South migrations" – which has been redesigning previously fixed constructs such as nation and language, for example.

Considering these factors, we explain the following aspects concerning the nature of the research, subjects and context, analytical approach (data generation and analysis), instruments, and analysis.

AN INTERDISCIPLINARY METHODOLOGICAL APPROACH

This research is characterized as qualitative and interpretive with the aim of explaining the relationships we established between these and their articulation as a chosen methodological construct. According to Flick (2009, p. 16-17), qualitative research starts from the notion of the social construction of the realities under study and is interested in the participants' perspective in their daily practices and their everyday knowledge regarding the issue in focus. Such research allows the use of diverse and varied techniques in the construction of the investigation, enabling the choice of different types, approaches, and approaches and a diverse option of methods for generating data, types of data, and analysis methods. You can take on a *naturalistic approach* in relation to the world or an *interpretive stance*; however, in several contexts, both are considered to be different on epistemological and methodological levels. In this work, we assume an interpretivist bias, as this allows us to consider human action as significant and highlights human subjectivity, but, at the same time, does not consider it as detached from the exercise and practice of critical reflexivity, seeking a balance between subjectivist and objectivists, as suggested by Schwandt (2006). We also clarify that this is an interdisciplinary work based on sociology – especially Castells – on social psychology – Harré and Van Langenhove – situated in the transdisciplinary context of Human Sciences.

We delimited a specific group of subjects participating in the "Online Course of Portuguese as a Welcoming Language⁷ for the Context of Migration and Forced Flow," offered in the second half of 2023 and duly registered as an extension activity at the institution's Dean of Extension by the coordinator, author of this study. The proposal for our analysis, which includes the issue of identity construction in question, comes from this particular context. It is, therefore, an interdisciplinary approach that links sociology, anthropology, and social psychology in a transversal perspective intrinsically related to the theme of identity in the migrant population, especially the Venezuelan population.

The course was characterized by being (a) online, (b) open, (c) multilevel, and (d) non-sequential, with independent classes. It aimed to propose the development of online teaching material based on themes related to the linguistic and social inclusion needs of this audience and with a view to promoting intercultural linguistic practices; propose innovative teaching paths and strategies for Portuguese as a host language in the South-South context; contribute to the creation of network learning communities for this audience; promote linguistic education, contributing to access to the Portuguese language by the target audience; contribute to the training of teachers of Portuguese as a Welcoming Language, to the creation of online teaching materials and the production of knowledge about teaching and learning for the migrant population and, finally, to contribute to the dissemination of knowledge about the issue of migration in the South-South within the scope of research and extension both internally and externally to the academic community.

⁷ PLAc, from the Portuguese "Português como língua de acolhimento".

Figura1 - Course registration and publicity material



Source: Prepared by the author(s).

Open online classes, lasting two hours a week, were organized, recorded, and offered through the Zoom Platform on Tuesdays for participants (Portuguese learners and, particularly, Spanish speakers) who established online interaction. It is worth noting that we had a total of ninety-three registrations via electronic form: eighty-one from Venezuela, two from Colombia, three from Cuba, six from Haiti, and one from the Republic of Congo.

After the end of registration and communication with those enrolled, we had a majority audience of Venezuelans, outlining the following profile: a) Venezuelan Portuguese learners participating in the course and b) participants over 18 years old. This profile was defined taking into account the learners who participated in the course, even though the course project was designed to be extended to other nationalities and not exclusively to Spanish speakers.

The course, introductory in nature, lasted twenty hours, ten hours synchronously and ten hours asynchronously through online activities. The course had thirteen participants who reached 75% attendance, in accordance with the requirement for certification of the activity by the institution. The online classes were conducted by a teacher currently conducting research in the area, accompanied by the extension project coordinator.

Figure 2- Course proposal material

CURSO ON-LINE DE PORTUGUÊS COMO LÍNGUA DE ACOLHIMENTO

B I U ↺ ↻

Seja bem -vindo e bem -vinda.

O Curso on-line de Português como Língua de Acolhimento (PLAc) para contexto de migração e fluxo forçado visa proporcionar a esse público noções da língua portuguesa, buscando contribuir para a sua inclusão linguística e cultural. Tem carga horária de vinte (20) horas e é ofertado gratuitamente. Trata-se de um projeto de extensão e de pesquisa, sob responsabilidade da profa. XXXXXXXX (XXXXXXXXXXXXXXXXXXXXXXXXXX).

Informações: XXXXXXXXXXXXXXXX

E-mail *

E-mail válido

Este formulário está coletando e-mails. [Alterar configurações](#)

Nome completo *

Texto de resposta longa

Source: Prepared by the author(s).

For data generation purposes, we used netnography procedures, which consist of a particular type of ethnography, aligned with qualitative research on an anthropological and social basis. It is, broadly speaking, a specialized form of ethnography aimed at computer-mediated communications as a source of data to arrive at an understanding and ethnographic representation of a given phenomenon on the internet. Therefore, its adapted approach allows you to explore forums, news groups, social networks, blogs, and among others. We emphasize that netnography is not another name for online ethnography, as we are faced with a specific way to carry out qualitative research based on the articulation of different methods and procedures (Kozinets, 2010, 2014, 2020).

The et/netnographic approaches⁸ in common, they prioritize the focus on human experience and cultural understanding; they are interested in people's everyday contexts and the investigation of social systems of construction of meaning and inclusion of the interpretation of the cultural practices of researchers and those "researched" (Kozinets, 2020). It provides conditions to focus on the subjects' experience, exploring their strategic actions manifested through their positions in more depth. We thus justify the option for netnographic guidance as it makes it possible to generate data about how Venezuelan learners of Portuguese – sometimes understood as a group or even a microculture – resort to certain positions in their interactions in the virtual environment in which they participated.

Like any other research approach, decisions need to be made regarding how to generate data and its subsequent analysis and, therefore, how both dimensions are intertwined in this section are presented together. Regarding data generation, they are grouped into three modalities: archival data, extracted data, and field note data. The first modality (archival data) consists of directly copying computer-mediated communications from the observed page, community website or group, photos, artwork, and sound files, that is, data not related to participation and researcher involvement. The second (extracted data) refers to those created by the researcher through interaction with participants and those collected through interviews via email, chat, and instant messaging, among other forms. Finally, the third (data from field notes) refers to those experienced by the researcher about the communication practices of communities and their interactions and rely on the participation and sense of affiliation of the researcher and participants.

In this work, we explore archival data and field note data from those conducting the research in more depth. As for archival data, we prioritized online activities prepared and carried out by participants, answered in forms via Google Docs. As for field note data, we focused on the notes

⁸ For Kozinets (2010), pure ethnography can focus on cultural interaction and face-to-face data generation or can be completely carried out through online interaction and data generation. Mixed ethnography encompasses ethnography and netnography; that is, the two forms of interaction and data generation coexist. In this project, given the relevance of the online environment, we opted for the pure approach of this method. However, eventually, as we expand the study, face-to-face interactions may be made possible.

taken throughout observing the dynamics of communicative exchanges in the environment, focusing on classes. These notes were generated throughout the observation of online meetings. The procedures followed consisted of observing online class interactions and recordings on the *chat* and in the notes observed in classes as field notes. The emphasis on the first and third modalities aimed to answer how and if the themes proposed in classes would lead to the emergence of different identities, namely, legitimizing identity, resistance identity, and project identity (Castells, 2018a, p. 55-56), taking into account the relationship between the following themes: belonging, work, employability, health and expectations and the constitution of identity. This focus allows us to reevaluate how identities under construction can be affected by in-class interactions through the proposition of certain themes, as we will detail later.

Finally, to get closer to the data and analyze it, we established the central theme proposed for each meeting and the objectives proposed. Therefore, we were interested in understanding how the topic addressed would raise certain positionings and positions of the participants that could be associated with the emergence of movements aimed at strengthening identities, such as the legitimizing identity, the resistance identity, and the project identity (Castells, 2018a, p. 55-56). In this work, we bring partial results, focusing on the possible relationship between the theme proposed in the class and the constitution of identity. We also emphasize that this is the presentation of a section of our study considered relevant for understanding the meanings constructed for identities, focusing on the production of teaching materials and sequences.

ANALYSIS

We then approach the data generated and its discussion in a more specific manner, focusing on the themes proposed for the course, namely, belonging, work, and employability, as well as the expectations of migrants, based on which we define the didactic sequence classes, we select the linguistic content and materials. Therefore, we deal with how these themes were related to the emergence of certain positions and, in turn, how these can suggest movements of discursive strategy that signal the negotiation, acceptance, or rejection of certain positions and the emergence of identities legitimizing, resistance, and project (Castells, 2018a). We therefore prioritize an approach that is more focused on the anthropological and sociological dimensions regarding the relationships between the subjects' identities and learning and teaching the language.

Table 1 – Class themes

Themes	Goals
Belonging	Discuss regional differences, leading participants to reflect on different realities and experiences.
Work and employability	Problematize work experiences, focusing on the expectations between a given professional profile and their performance and discuss aspects valued in professional life, particularizing the curriculum.
Expectations	Discuss projects and expectations, reflecting on their condition as citizens and migrants in the Brazilian context.

Source: Prepared by the author(s).

Archival data comes from online forms and field notes resulting from observations of online interactions in classes and in the class *chat*. The first class was not considered here, the purpose of which was to present the proposal and general guidelines relating to the course.

Regarding the topic of *belonging*, the class was developed with the aim of having participants by presenting a map of Brazil, mention their location, explaining in which region, state, and/or city they were residing. The option to inquire about origin was intended, indirectly, to allow the

discussion of regional differences, leading participants to reflect on different realities and experiences. To this end, when preparing the activity form, we highlight the description of the space in which they live, hence the mention of "my city" and "my neighborhood." Our premise was that we would identify how participants perceived themselves in this space by suggesting that they see and recognize themselves as part of these spaces, the city, and the neighborhood.

When asked about their city, three cities were mentioned in the North of the country, two in the South, one in the Northeast, and one in the Southeast, which allowed us to identify that the course had participants from different regions of the country and led us to consider how they would present their city, highlighting what most attracted their attention about it. Thus, when asked about what was available in their city, among the answers, one participant alluded to "Cuba libre," a drink that seems to be very popular among university students in São Paulo, Minas Gerais, Espírito Santo, and the Amazon. Furthermore, the participants mentioned, "People, stores, and supermarkets also have many alligators," "There are many free attractions to enjoy and relax," "Beautiful beaches and many tourist attractions," and "green areas." These references suggest that their regions offer quality of life, something positively valued. As for what little there was in the city, one participant mentioned, "There are few Venezuelan migrants." It draws our attention, as it is concrete information about one's own condition and mention of nationality.

Dealing more specifically with the neighborhoods, in addition to mentioning them by name when asked about what was in them, they mentioned: "Bakery, churches, Cuba libres," "Tranquility, green areas, close to schools, churches, swimming pools, commerce," "Many stores, many churches, barber," "Bakeries, markets, churches, and hardware stores," "Farms and universities," "many squares," "health center, gas station, bakery, gym, church, school, mechanic, square." In many examples, the allusion to the structure offered by the neighborhood is reiterated in terms of commerce, leisure, and health spaces. They also mention churches, which suggests this is an important space for some participants.

As for what is not in the neighborhood, they mentioned: "parks," "square," "Paved Street, which is why buses do not pass by," "Shopping," "Open markets," "Health center," "lighting," "bus stop, clothing store, market," "No wholesalers," "Universities nearby," "Parks, swimming pool and beach," "No zoo" [*sic*]. We note the concern about traffic and transport conditions, access to leisure and shopping, and education.

Dealing with the topic of work and employability, we intended to problematize the participants' work experiences and, at the same time, the expectations between a given professional profile and their performance and discuss aspects valued in professional life, with a focus on the curriculum. We were interested in addressing professional experiences but also how these would be related to current experiences. Therefore, in the activity form, we asked them to reflect on what they understood to be necessary to carry out certain activities, such as receptionist, teacher, chef, driver, nurse, cook, salesperson, caregiver, and firefighter. Our idea was to lead people to reflect on preparing themselves for a certain activity and profession. As for the answers, the need for basic knowledge and training provided by specific courses at both secondary and higher education levels were highlighted as a requirement for working. Furthermore, teamwork and communication skills and certain personal characteristics were mentioned as necessary, such as having responsibility, patience, presence, health, vocation, professionalism, experience, and skills inherent to carrying out the activity.

Regarding the theme of expectations, we intended to address the projects and perspectives of the participants, reflecting on their condition as citizens and migrants in the Brazilian context. Therefore, in the activity form, we focus on questions relating to your expectations for the future, the meaning of access to the Portuguese language and the assessment of learning in that language, difficulties with Portuguese, performance in the Portuguese language, and how its study can contribute to its improvement. We have listed some of the responses below.

Regarding questions relating to their expectations for the future, the mention of learning Portuguese stands out as fundamental to the viability of their projects, which include, above all, staying in the country and/or a probable return to the country of origin, insertion into the universe of labor, and economic independence through the establishment of one's own business in the country as a form of enterprise.

Concerning the meaning of access to the Portuguese language and the assessment of their learning in that language, the reference to interacting in that language, making themselves understood, communicating with people, and expressing themselves appropriately stands out. Regarding difficulties with Portuguese, although we recognize relevant aspects related to the study of semantics and lexicology, those related to pronunciation, reading, and writing in this language, and speaking correctly are mentioned and stand out. Finally, regarding performance in the Portuguese language and how its study can contribute to one's own improvement, the mention of the continuity of learning this language and its improvement and evolution stands out; the need to continue learning, using courses to master this language.

As for the researcher's field notes, they provided clues as to how the relationship between the themes covered in the course occurred, namely, belonging, work and employability, and expectations and the emergence of certain positions. We cannot, however, say that there is a close connection between the two, but the choice for a certain theme works as a way to reaffirm certain identities, so that these identities can be better explained, as we comment below.

Dealing with the themes of belonging, work, employability, and expectations, we note that these are more directly associated with the project identity and resistance, with certain nuances. In the case of the theme of belonging, we observed that they identify with the place, highlighting aspects that they consider favorably in terms of structure in terms of commerce, leisure, and health spaces, as well as nominally referencing neighborhoods and regions. In the case of the theme of work and employability, we did not notice a very clear demarcation between the emergence of identities, probably due to a certain distance regarding the nature of the professional activities listed, which suggests that perhaps they were not identified with these. When we move on to the topic of expectations, we notice the reiteration of the mention of the business itself as a form of independence and economic and material stability; the identity of project and resistance emerges. In this way, we can bring the themes closer together, since work and employability are recovered in the expectations theme.

The allusion to remaining in the country and a likely return to their country of origin, having achieved economic and material improvement and stability, also draws attention. In this case, the legitimizing identity and project identity become more explicit, in which the desire to stay in the country oscillates with the desire to return, even emerging the reference to the place where they are currently in the country together with their place of origin. Dealing with the topic of expectations, we observed that learning the Portuguese language is understood as fundamental for staying in the country and entering the world of work and economic independence. In this way, the identity of resistance and the identity of the project are emphasized, and, in this sense, language is understood as decisive for communication, understanding, acceptance, and social belonging. We, therefore, note that the themes are not exclusive; they connect and come together, which suggests that identities are affected by this movement. In this case, the mention of language, as seen, articulates different personal and work expectations so that positions are affected and mobilized.

Table 2 – Identity themes and perceptions

Themes	Identity perceptions
Belonging	Project identity and resistance
Work and employability	Project identity and resistance

Expectations	Legitimizing identity, resistance and project identity
--------------	--

Source: Prepared by the author(s).

In view of the above, in our field notes, derived from observations of online classes, we noticed that the themes addressed allowed the emergence of resistance and project identities, with the legitimizing being less explicit, which suggests that when designing our courses, it is important to take into account how the proposed themes can be problematic for the inclusion of the migrant population that participates in our online classes. We also observed that the themes explored in the class can provide us with evidence of how the participants perceive themselves with regard to the country's linguistic and social context and how the representation of the reiterated language is an important route for expression, communication, and improvement. of their situation in the country. We observed that there was only one mention of the Certificate of Proficiency in Portuguese Language for Foreigners (*Celpe-Bras*), which suggests that the primary concern for learning Portuguese is related to its performance in terms of interaction and in terms of access to living and working spaces, which ends up attenuating the presence of the legitimizing identity. In this sense, the Portuguese language is evoked for its beauty, expressive possibilities, and importance in everyday communication with the "natives" of the country. In this way, learning the language involves some difficulties regarding what is considered most evident, in this case, speaking and pronunciation. It can, therefore, be inferred that learning Portuguese involves stages and evolution towards better speech, or even correct speech and pronunciation, which can be problematized as a way of not appearing different or foreign due to their accent.

CONCLUSION

The contribution of this preliminary study consists of questioning whether or not such themes could confirm certain positions and, by extension, whether they would be capable of being related to the aforementioned identities. This aspect is interesting, as it can suggest how certain themes in our teaching units would implicitly reinforce certain identities. Still, regarding the themes, these can raise other related themes, and to do so, they need to have concrete meaning for the participants and must contain problematizing content, as in the case at hand, that of the identity dimension.

The importance of this study is that when designing other online courses aimed at this audience, we can consider a possible relationship between the proposed themes and the emergence of identities. Therefore, we are interested in problematizing how different identities emerge in digital contexts, recognizing, however, the ethical challenges and limitations associated with the interpretation of online data. Another point to highlight concerns that in the planning and execution of courses aimed at the migrant population, such as the case in focus, it is necessary to consider, in addition to the linguistic dimensions, the sociological, psychological, and anthropological context, depending on a perspective interdisciplinary approach for a broader understanding of the process in which language learning and teaching develop.

Finally, we conclude, highlighting its thematic relevance, developments in terms of production and generation of new knowledge, contribution to the area and by clearly stating the nature of the problem that involves contemporary language practices and the scenario of the current post-pandemic global situation in light of the demands of the complex scenario of South-South migration.

REFERENCES

ASSIS, Gláucia de Oliveira. Nova Lei de Migração no Brasil: avanços e desafios. In: BAENINGER, Rosana; BÓGUS, Lúcia M.; MOREIRA, Júlia B.; VEDOVATO, Luis Renato; FERNANDES, Duval. (org.). *Migrações sul-sul*. 2. ed. Campinas, SP: Núcleo de Estudos de População “Elza Berquó” – Nepo/Unicamp, 2018. p. 609-623.

BAENINGER, Rosana. Contribuições da academia para o pacto global da migração. In: BAENINGER, Rosana; BÓGUS, Lúcia M.; MOREIRA, Júlia B.; VEDOVATO, Luis Renato; FERNANDES, Duval. (org.). *Migrações sul-sul*. 2. ed. Campinas, SP: Núcleo de Estudos de População “Elza Berquó” – Nepo/Unicamp, 2018. p. 17-22.

BAENINGER, Rosana; PERES, Roberta; FERNANDES, Duval; SILVA, Sidney Antônio da; ASSIS, Gláucia de Oliveira; CASTRO, Maria da Consolação G.; COTINGUIBA, Marília Pimentel (org.). *Imigração haitiana no Brasil*. Jundiaí, SP: Paco Editorial, 2016.

BRASIL. *Lei 6815, de 19 de agosto de 1980*. Define a situação jurídica do estrangeiro no Brasil, cria o Conselho Nacional de Imigração. Brasília, DF: Presidência da República, 1980. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/l6815.htm. Acesso em: 21 dez. 2024.

BRASIL. Senado Federal. *Lei 13.445, de 24 de maio de 2017*. Brasília, DF: Senado Federal, 2017. Disponível em: <https://www2.camara.leg.br/legin/fed/lei/2017/lei-13445-24-maio-2017-784925-publicacaooriginal-152812-pl.html>. Acesso em: 21 dez. 2024.

CALEGARI, Marília; BAENINGER, Rosana. From Syria to Brazil. *Forced Migration Review*, Oxford, v. 51, p. 96, 2015.

CASTELLS, Manuel. Paraísos comunais: identidade e significado na sociedade em rede. In: CASTELLS, Manuel. *O poder da identidade*. A era da informação: economia, sociedade e cultura. v. 2. São Paulo, Rio de Janeiro: Paz e Terra, 2018a. v. 2, p. 53-121.

CASTELLS, Manuel. Prefácio. In: CASTELLS, Manuel. *O poder da identidade*. A era da informação: economia, sociedade e cultura. v. 2. São Paulo, Rio de Janeiro: Paz e Terra, 2018b. p. 11-30.

CUCHE, Denys. *A noção de cultura nas ciências sociais*. 2. ed. Bauru, SP: EDUSC, 2002.

ENNES, Marcelo Alario; MARCON, Frank. Das identidades aos processos identitários: repensando conexões entre cultura e poder. *Sociologias*, Porto Alegre, RS, v. 16, n. 35, p. 274-305, 2014.

FLICK, Uwe. *Desenho da pesquisa qualitativa*. Porto Alegre: Artmed, 2009.

FROTA SIMÕES, Gustavo da; SILVA, Leonardo Cavalcanti da; OLIVEIRA, Antônio Tadeu Ribeiro de. À guisa de introdução: imigração venezuelana no Brasil. In: FROTA SIMÕES, Gustavo da (org.). *Perfil sociodemográfico e laboral da imigração venezuelana no Brasil*. Curitiba: CRV, 2017. p. 9-12.

HARRÉ, Rom; VAN LANGENHOVE, Luke. *Positioning theory: moral contexts of intentional action*. Oxford: Blackwell, 1999.

- HARRÉ, Rom. Positioning theory: moral dimensions of social-cultural psychology. *In: VALSINER, Jaan (org.). The oxford handbook of culture and psychology*. New York: Oxford University, 2012. p. 191-206.
- HARRÉ, Rom; MOGHADDAM, Fathali M. Recent advances in positioning theory. *Theory & Psychology*, Brasília, DF, v. 19, n. 1, p. 5–31, 2009.
- HARRÉ, Rom; SLOCUM, Nikki. Disputes as complex social events: on the uses of positioning theory. *In: HARRÉ, Rom; MOGHADDAM, Fathali (org.). The self and others: positioning individuals and groups in personal, political, and cultural contexts*. London: Praeger, 2003. p. 123-136.
- KOZINETS, Robert V. *Netnografia: realizando pesquisa etnográfica online*. Porto Alegre: Penso, 2014.
- KOZINETS, Robert V. *Netnography: the essential guide to qualitative social media research*, London: Sage, 2020.
- KOZINETS, Robert. V. *Netnography: doing ethnographic research online*. Londres: Sage, 2010.
- ROSSA, Lya Amanda; MENEZES, Marilda A. Entre migrações e refúgio: migrações sul-sul no Brasil e as novas tipologias migratórias. p. 383-401. *In: BAENINGER, Rosana; BÓGUS, Lúcia M.; MOREIRA, Júlia B.; VEDOVATO, Luis Renato; FERNANDES, Duval (org.). Migrações sul-sul*. 2. ed. Campinas, SP: Núcleo de Estudos de População “Elza Berquó” – Nepo/Unicamp, 2018. p. 383-401.
- SCHWANDT, Thomas A. Três posturas epistemológicas para a investigação qualitativa: interpretativismo, hermenêutica e construcionismo social. *In: DENZIN, Norman K.; LINCOLN, Yvonna S. (org.). O planejamento da pesquisa qualitativa: teorias e abordagens*. 2. ed. Porto Alegre: Artmed, 2006. p. 193-217.
- STELZER, Joana. O fenômeno da transnacionalização da dimensão jurídica. *In: CRUZ, Paulo Márcio; STELZER, Joana (org.). Direito e transnacionalidade*. Curitiba: Juruá, 2009. p. 15-54.
- WODAK, Ruth. El enfoque histórico del discurso. *In: WODAK, Ruth; MEYER, Michael (org.). Métodos del análisis crítico del discurso*. Barcelona: Editorial Gedisa, 2003. p. 101-142.