

**THE TEACHING-LEARNING OF PHL FOR HAITIAN ADOLESCENTS**  
**O ENSINO-APRENDIZAGEM DE PLAc PARA ADOLESCENTES HAITIANOS**  
**LA ENSEÑANZA-APRENDIZAJE DE PLAc PARA LOS ADOLESCENTES**  
**HAITIANOS**

Danaine Gricélias de MORAIS<sup>1</sup>  
Suelene Vaz da SILVA<sup>2</sup>

**ABSTRACT:** This qualitative case study focuses on the teaching-learning process of Portuguese from the perspective of hosting language (PHL). The theoretical support includes studies on the migratory flow, especially to Brazil and on the teaching of Portuguese as part of the humanitarian reception. The context is a PHL class, whose classes took place in 2018 and 2019. The participants are 3 teenagers, Haitian immigrants, and their teacher. Data were generated from the lesson plan, teaching material, written exercise, questionnaire, and the teacher's reflective diary. The results present that PHL teaching contributed to the improvement of reading and writing skills and that learning is structured in the affective relationship between students and their teacher. For the teacher, the experience with teaching in PHL context has broadened her horizons for a teaching-learning process that hosts and promotes the integration of the immigrant.

**KEYWORDS:** Teaching-learning of PHL. Haitian immigrant. Adolescent. Hosting.

**RESUMO:** Este estudo de caso qualitativo tem como foco o processo ensino-aprendizagem de português na perspectiva de língua de acolhimento (PLAc). O suporte teórico inclui estudos sobre o fluxo migratório, especialmente para o Brasil, e sobre o ensino de português como parte da acolhida humanitária. O contexto é uma turma de PLAc, cujas aulas ocorreram em 2018 e 2019. Os participantes são 3 adolescentes, imigrantes haitianos, e a professora deles. Os dados foram gerados a partir de plano de aula, material didático, exercício escrito, questionário e o diário reflexivo da professora. Os resultados mostram que as aulas de PLAc contribuíram para o aprimoramento da compreensão e produção escrita e que a aprendizagem se estrutura na relação afetiva entre os alunos e a professora. Para a professora, a experiência com a docência em contexto de PLAc ampliou-lhe os horizontes para um processo ensino-aprendizagem que acolhe e promove a integração do imigrante.

**PALAVRAS-CHAVE:** Ensino-aprendizagem de PLAc. Imigrante haitiano. Adolescente. Acolhimento.

---

<sup>1</sup> Federal Institute of Goiás (IFG), Goiânia – GO – Brazil. Degree in Literature: Portuguese Language. ORCID: <https://orcid.org/0000-0002-5491-9587>. E-mail: danymorais50@gmail.com

<sup>2</sup> Federal Institute of Goiás (IFG), Goiânia – GO – Brazil. EBTB teacher. Department of Academic Areas I. ORCID: <https://orcid.org/0000-0001-7400-0212>. E-mail: suelene.silva@ifg.edu.br

**RESUMEN:** Este estudio de caso cualitativo se centra en el proceso de enseñanza-aprendizaje del portugués desde la perspectiva del idioma anfitrión (PIA). El soporte teórico incluye estudios sobre el flujo migratorio, especialmente a Brasil, y sobre la enseñanza del portugués como parte de la recepción humanitaria. El contexto es una clase PIA, cuyas clases se llevaron a cabo en 2018 y 2019. Los participantes son 3 adolescentes, inmigrantes haitianos y su maestra. Los datos se generaron a partir del plan de lección, material didáctico, ejercicio escrito, cuestionario y diario reflexivo del docente. Los resultados muestran que las clases de PIA contribuyeron a la mejora de la comprensión y la producción escrita y que el aprendizaje se estructura en la relación afectiva entre el alumno y el profesor. Para la docente, la experiencia de la docencia en el contexto PIA ha ampliado sus horizontes para un proceso de enseñanza-aprendizaje que acoge y promueve la integración del inmigrante.

**PALABRAS CLAVE:** Enseñanza-aprendizaje de PIA. Inmigrante haitiano. Adolescente. Recepción.

## Introduction

The phenomenon of migration has been understood, since ancient times, as the displacement of individuals between different geographical spaces, to establish themselves in another place, temporarily or permanently. In that sense, the term migration is intrinsically associated with the human right to come and go to any part of the world, and is supported by the Declaration of Human Rights of December 10, 1948 (ILLES; SOUSA, 2012), however, this displacement does not always occur due to subject's will to home into new territory.

According to United Nations High Commissioner for Refugees Global Trends (UNHCR), there are about 80 million people displaced from their regions of origin. This high number of displacements, mainly to other places outside the borders of their territories of origin, is due, in most cases, to conflicts arising from wars unleashed by dictatorial governments, such as those that occurred in the regions of Syria, a country responsible for 13, 2 million people in condition to migrate to other countries (UNHCR, 2020a).

These subjects are considered refugees when the reasons for displacement meet the requirements set by the United Nations Convention of July 1951 (UN, 1951), and expanded by the Protocol on the Status of Refugees, in December 1967 (UN, 1967). Therefore, immigrants in refugee situations

are people who are outside their country of origin due to well-founded fears of persecution related to race, religion, nationality, belonging to a particular social group or political opinion, as well as due to a serious and widespread violation of human rights and armed conflicts (UNHCR, 2020b, s/p, our translation).

In addition to this status of forced migration, humanitarian reception was added, a modality of entry into the countries of destination that broadens the perspective of this form of displacement to include people who are victims of other forms of tragedies, such as natural disasters, such as the Haitians, direct victims or indirect effects of the earthquake that occurred in 2010, or of social violence, such as extreme poverty, human trafficking, and slave labor, constructs already present in the category 'violation of human rights', but which, given the urgency of the reception, needed less bureaucratic regulation than the one required for the asylum application (FERNANDES; FARIA, 2017).

The Migration Law - Law n. 13.445, of May 24, 2017 - (BRASIL, 2017) brings a new look at the phenomenon of migration, concerning the law about the immigrant's duties, without considering him, as in the previous Law, a national threat. There is also in the new Law the adequacy of the registration in the text of the term 'foreigner', for immigrants, resignifying the perception of this for people who visit Brazil and not the character of 'invaders' (ILLES; SOUSA, 2012). This Law also regulates the entry and permanence of immigrants in Brazil, establishing a more open and flexible migration policy.

It should be made clear that people who define migration for reasons other than those shown in the 1966 Refugee Statute, such as victims of natural disasters, do not fall into the category of refugees. Thus, Haitians, for example, who had their migration encouraged by the earthquake in 2010, found it difficult to be welcomed in other countries based on this Statute. According to Sousa (2019[Web], author's emphasis, our translation),

[the] Haitian immigration in Brazil is a result of the political and economic instability experienced in Haiti. [...] In 2010, the Haitian territory suffered an intense earthquake [...] about three million inhabitants suffered from the consequences of this catastrophe. [...] Haiti is a country that also suffers from poverty, which is why it faces difficulties in rebuilding itself with each new episode of devastation.

To meet the migratory needs of Haitians, Brazil begins to grant them the right to humanitarian reception, by Normative Resolution No. 97, of 2012 (MILESI; MARINUCCI, 2017). In 2013, Normative Resolution No. 17 extends this right to Syrians and, in 2017, to Venezuelans. This consideration of the immigrant's rights allows the individual not only to remain in the place of destination, but also to plead for access to work, health, education, leisure, and finally, to become a citizen with rights and duties.

In this regard, Saladini (2011) and Wermuth (2020) highlight the search for work as one of the main reasons for migration to Brazil, although employability is not always consolidated

in the subject's reality. São Bernardo (2016) also adds that the possibility of a better life in this 'new world' ends up fostering hopes for a more humane reception at the place of destination.

The Midwest region, although not the most economically prestigious among Brazilian territories, is one of the destinations for immigrants who choose to move to places closer to the country's capital, among them, the state of Goiás. Many of these immigrants settle in Goiânia or border cities because they understand that in this urban area, they will find better living conditions.

For this perspective of improvement, authors such as Grosso (2010) and São Bernardo (2016) emphasize the need to learn the language spoken by the target community. Knowing this language provides the immigrant with resources to understand how the receiving society is structured and, based on this knowledge, provides himself with a resource that will help him to have a voice to position himself before the society of the destination territory.

In this sense, a teaching-learning process of the Portuguese language becomes relevant in a methodological aspect that considers the immigrant as a subject endowed with rights and duties in the new territory. From this point of view, we defend working with Portuguese as a host language, a topic that we will address below.

### **Host language: a humanitarian teaching approach**

The intensification of the migration process of people in situations of vulnerability triggers, in the educational contexts of Portugal, the adoption of a teaching-learning approach in Portuguese called Portuguese as a host language (PLAc). According to Grosso (2010), this aspect seeks to consider the emphatic social transformations that permeate multicultural, ethnic, and multilingual contexts, in which the presence of immigrants, in situations of social vulnerability, is increasingly present.

In Brazil, according to São Bernardo (2016), the use of the PLAc teaching-learning modality also aims to provide immigrants with a more humanized reception, as this form of Portuguese teaching-learning includes the “emotional and subjective aspect of the language and the conflicting relationship present in the immigrant's initial contact with the host society, judging by the situation of vulnerability that these people face when they arrive in a foreign country” (SÃO BERNARDO, 2016, p. 66, our translation).

The teaching of PLAc proposes, in general, to transpose the pedagogical bias of merely linguistic learning, resignifying the communicative function, to assume the role of a tool for the affective, social, and cultural reception of the immigrant to the receiving society. In the words

of Grosso (2010, p. 71, our translation), “the host language has a know-how that contributes to real interaction, everyday life, living conditions, social conventions and others that can only be understood in a bidirectional relationship”.

In this way, the teaching of PLAc proposes to help the immigrant to break the language barriers that prevent or hinder, many times, their access to daily activities, generally considered uncomplicated for fluent speakers of the language of communication of the local community, such as shopping for food, receiving medical attention, conducting a job interview, or, in a classroom context, telling the teacher that you did not understand certain content. These actions, although they can be described as commonplace, are essential activities for the survival of the immigrant in the welcoming country and, without the knowledge of the language, difficult to be carried out by the immigrants themselves (GROSSO, 2010; SÃO BERNARDO, 2016).

From the point of view of the host country, in the case of Brazil, Art. 4 of the Migration Law No. 13,445/2017 guarantees the immigrant the right to public education, with no discrimination based on nationality and migratory status. However, Brazil does not officially have a language policy that guarantees the right to learn the Portuguese language, nor in the proposed host language (COSTA; SILVA, 2018). In addition, immigrants, in the basic education phase, also do not have guarantees in the legislation that the school will support them in learning Portuguese, nor in other school contents, of which the language is the instructional tool and, even less, in their integration into the school community.

From this perspective, adolescent immigrants may feel inhibited and even distance themselves from the school community because they do not find, in this context, a teaching-learning that first welcomes them and recognizes them as newcomers, still displaced from the school reality.

According to São Bernardo (2016), teaching a host language to immigrants, especially in situations of social vulnerability, involves a mediating, welcoming, and affective action, which is beyond linguistic and cultural bias. In the case of adolescent immigrants, their interpersonal relationships with the school community, especially classmates and teachers, still need to be considered. Therefore, it is necessary to consider that, upon arriving in Brazil, the adolescent immigrant is under strong emotional pressure, most of the time feeling displaced, vulnerable, and even obliged, by the decision of his family, to remain in the new space, with which he is not familiar with and this space includes the regular elementary and high school.

Furthermore, in the context of language teaching, especially for immigrants, it is essential to value the multicultural identities present in the classroom, to promote the integration of the subject to the community of the destination country, helping him in his process.

emancipatory. Applying this construct to the educational context, we can say that, for adolescent students, the process of emancipation often began in the country of origin and was interrupted by the need to accompany the family in the migratory movement.

Given this, the teaching of PLAc has been offered in an extracurricular way, often through voluntary work, fostered by civil and governmental institutions, such as Universities and Federal Institutes in conjunction with civil society, as the extension project to which this study is linked. These are initiatives that welcome the immigrant, providing him with another means of integration into the receiving community, which, in our opinion, should always be welcoming.

To better understand the immigrants and the teacher who worked in the PLAc perspective, as well as other constituent elements of this study, we present, in the next item, the methodology of this research.

## Methodology

This study follows the qualitative research paradigm, constituting a case study (ANDRÉ, 1984). The context of this investigation is composed of a PLAc class, called 'Teens Class', whose classes took place on Saturdays, lasting 2 hours, in the second semester of 2018 (2018/2) and the first semester of 2019 (2019/1), in an extension project of the Instituto Federal de Goiás (IFG) – Campus Goiânia.

It is important to point out that around 60 immigrant students were part of the whole of this project during this period, who were distributed into different groups, according to age, level of knowledge of Portuguese, and time of residence in Brazil. The 'Teenage Class' had 5 Haitian students, of which three are the focal participants of this study, as shown in Table 1 below:

**Table 1** – Teenage Haitian immigrants

Participants - 2018/2			Participants - 2019/1		
Pseudonym	Age years)	Education Elementary School (ES)	Pseudonym	Age years)	Education Elementary School (ES)
Mel	13	8th FE	Mel	14 years	9th year
Nilo	11	6th FE	Nilo	12 years	7th year
Mar	11	5th FE	-		

Source: Authors' collection

The teenagers' teacher is also a participant in this research and is identified by the pseudonym Any. At the time of the study, she was a Licentiate in Letters: Portuguese Language student, studying, in 2018, the fifth period and, in 2019, the sixth, also at IFG – Campus Goiânia.

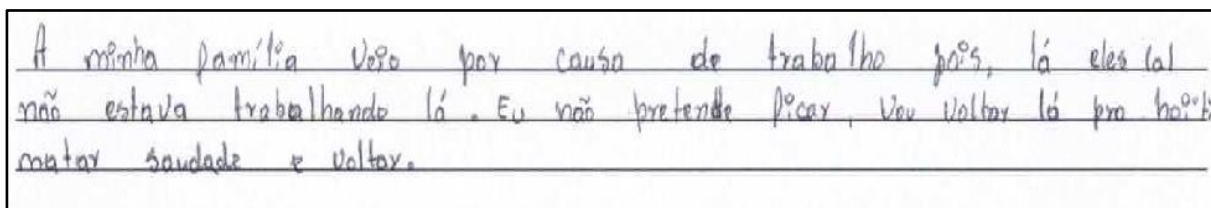
For data generation, excerpts from the lesson plan, didactic material, written tasks performed by the students, a printed questionnaire, and the reflective diary of teacher Any were used. These data were used in their original form, without adaptations to the cultured norm of the Portuguese language and the disclosure is supported by the registration<sup>3</sup> in the IFG of the extension project, to which this study is linked. The analysis was developed to present how the teaching-learning approach in the PLAc aspect has worked with the students of the 'Turma dos Adolescentes', with the main purpose of welcoming.

### Data discussion

Considering that PLAc classes were aimed at Haitian adolescent students, our main questions referred to how to make use of Portuguese language teaching to improve the learners' orality and writing and also provide them with mechanisms for integration into the host community. We, therefore, seek to know them. For this, we asked them about the reasons that led their families to migrate to Brazil. Figures 1 and 2 present the reports by Nilo and Mel.

<sup>3</sup>Project approved by the IFG under the registration in SUAP nº 23373.001757/2020-30.

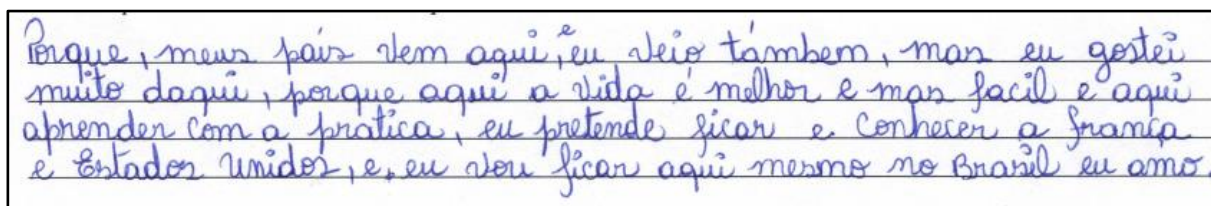
**Figure 1** – Printed questionnaire – Nilo



A minha família veio por causa de trabalho pois, lá eles lá não estava trabalhando lá. Eu não pretende ficar, Vou voltar lá por gostar muito saudade e voltar.

Source: Authors' collection

**Figure 2** – Printed questionnaire – Mel



Porque, meus pais nem aqui, eu não também, mas eu gostei muito daqui, porque aqui a vida é melhor e mais fácil e aqui aprender com a prática, eu pretendo ficar e conhecer a França e Estados Unidos, e eu não ficar aqui mesmo no Brasil eu amo.

Source: Authors' collection

Nilo's account brings up the issue of unemployment in his country of origin as the reason for his family's displacement from Haiti to Brazil. Mel, in turn, already says he wants to stay in Brazil and expand his horizons to other countries. For her, Brazil represents a place of more opportunities for her family.

The hope placed in the welcoming country, according to Saladini (2011), São Bernardo (2016), and Wermuth (2020), is associated with the unemployment that many Haitians face due to the social and economic problems that have plagued Haiti for decades, and that were aggravated after the earthquake that occurred in 2010. Thus, many families, such as those of Nilo and Mel, left their homeland believing that there would be job opportunities in the destination territory. In addition to these opportunities, there is hope in the provision of school training, especially for children and adolescents.

Because of this, PLAc classes were guided in the context of collective construction, respecting the linguistic and cultural diversity of Haitian adolescents, always seeking an interaction in which they felt comfortable and safe to express their subjects of interest, their anxieties, and joys. Therefore, the themes of the classes were selected and developed from conversations with the students.

The theme related to the sport of soccer, as illustrated in Figure 3, for example, was a theme chosen by the students and worked through the 'charge' genre. This textual genre was also being addressed in the context of regular school for some of the students, so we wanted to discuss something they liked while helping them to better understand the school contents.



**Table 2** – Excerpt from the plan. 10/29/2018

Text comprehension activity.	10' – Investigating learning	Students, in pairs, should explain to other colleagues what they understood about the cartoons (if they recognize any player, the context and message of the cartoon).
------------------------------	------------------------------	--

Source: Authors' collection

**Figure 3** – Teaching material – Charge



Source: Authors' collection

*[Reflective diary. Any, 5th period of letters, 2018/2]*

*This class proposal made us understand how the bond built and empathy between student and teacher is important for the construction of mutual knowledge. On this day we can see the contrast between Brazilian and Haitian cultures. I was surprised by their passion for football, much like the Brazilians, I had no idea that in Haiti girls also liked and played football.*

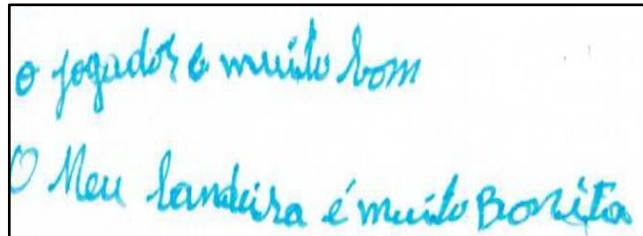
During the class, we noticed the euphoria of the students. The 'football' theme was the motivating factor for their interest. All were very participative and demonstrated to know the characters in the cartoon, identifying and naming them correctly. This class made the students recover their affective memories and tell us about their experiences in Haiti. They told us that in this country, football, as in Brazil, is also one of the favorite games played by adolescents.

In this class, the PLAc approach proposal was materialized in the affective relationship that led to the cultural exchange between the students and the teacher. They shared their memories with us, making them reasons to laugh, tell stories and connect Haiti to Brazil in a positive way, softening, in our view, the nostalgia for their country of origin. The intention of helping students with the contents of the regular school became a real moment of reception in the molds defended by scholars in the PLAc area. Grosso (2010) and São Bernardo (2016) reiterate that PLAc is much more than an approach to teaching linguistic content, as it encompasses aspects related to the emotion and subjectivity of speakers.

The task carried out from the class on the theme 'soccer', aimed to work with writing questions, as the students' orality showed a very good level of fluency. For that, we designed a

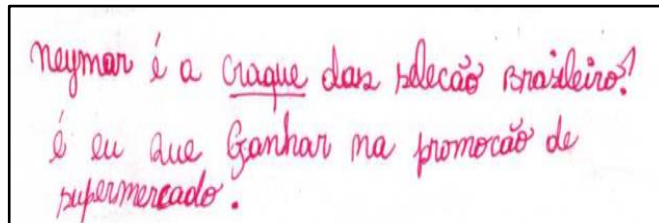
sentence production task from words extracted by them from the football context, such as 'craque', 'jogador', and 'bandeira', as we can see in the records of figures 4 and 5.

**Figure 4** – Written assignment - Mar



Source: Authors' collection

**Figure 5** – Written assignment – Mel



Source: Authors' collection

We noticed that in the sentences there was an inversion in the use of feminine and masculine and some other deviations from the written norm, such as verbal agreement. Our intervention was made by asking the students themselves to read their texts and check if there was anything 'strange' in the structuring of the sentences. They, in most cases, identified the problems and made the oral correction.

To expand this correction, we wrote down the sentences that were inappropriate on the board and asked the students once again where the linguistic deviations were and the reason for the problem. Students with greater writing skills helped colleagues with less knowledge, giving suggestions for correction and explanations of the causes of errors. This interaction intensified the use of orality, as they talked a lot during the correction and also allowed them to verify the differences between written and oral use of the Portuguese language, in a positive perspective of correction, in which the students were the protagonists of their learning, respected and included in content development.

We continued with the PLAc class, with the presentation of the textual genre 'comic book' (HQ), using as support the work with 'Turma da Mônica' comics, written by Maurício de Souza. Our objective was to promote reading, introduce the comic book genre and expand

students' knowledge of this type of written language, as shown in the lesson plan cutout in figure 6.

**Figure 6** – Excerpt from the lesson plan. 04/06/19

<p>1- Leitura verbal e não verbal. Interpretação de texto.</p>	<p>50'</p>	<p>COMPREENDENDO O GÊNERO GIBI</p> <p>4. Perguntar aos alunos se:</p> <ul style="list-style-type: none"> <li>• sabem o que é 'gibi'</li> <li>• já leram gibis?</li> <li>• gostam de gibis?</li> <li>• qual(is) gibi já leram?</li> </ul> <p>Distribuiremos um gibi para cada aluno para que eles possam foliar em um primeiro momento, estimulando a percepção das principais características do gênero história em quadrinhos.</p> <ul style="list-style-type: none"> <li>• Dizer para eles que podem escolher uma história para ler (dar cerca de 30 minutos para a leitura). Monitorar para controlar se haverá</li> </ul>
--	------------	---

Source: Authors' collection

In this class, we carried out the collective reading of comics and we could see that some students had difficulties in the pronunciation of some words. We also noted the need to, in addition to encouraging reading to improve pronunciation, develop a task that promotes the use of punctuation and accentuation.

The task elaborated and carried out in the classroom, this time in the computer lab, asked students to watch the video 'Casa na Árvore', by Turma da Mônica, available on the YouTube platform and then interpret the context of the story and bet, with based on this interpretation, on what they considered to be true, as we can see in figure 9.

Figure 9 – Written assignment – Mel

*Jogo de apostas*

**INSTRUÇÕES:**

1º. Marque um 'X' no 'V', se você achar que a afirmação é verdadeira e (F) ou marque um 'X' no 'F', se você achar que a afirmação é falsa; Resposta  
do aluno

2º. Coloque o valor de sua aposta. Lembre-se, você não pode apostar todo o seu dinheiro. Deixe sempre um reserva de 5 reais.

	V	F	Valor da aposta
1 Construir a casa na árvore é um sonho apenas de um dos meninos.		X	R\$ 2
2 Os meninos decidem construir a casa embaixo e depois levar para cima da árvore.	X		R\$ 5
3 A casa será um lugar para os meninos dormirem.		X	R\$ 6
4 Cebolinha, o menino de camisa verde, acha que a casa parece uma casinha de cachorro ou uma casinha de passarinho.	X		R\$ 25
5 Os dois meninos se escondem da menina dentro da casa.	X		R\$ 58
6 Mônica sobe na árvore e prende a casa nos galhos.		X	R\$ 126
			Total R\$ 252

$$\begin{array}{r} 126 \\ 126 \\ \hline 252 \end{array}$$

Source: Authors' collection

We maintained the line of work with narratives, now through video, and resumed the perspective of comics. The students were then able to hear Portuguese in the form of dialogues, in which the intonations marked the punctuation pauses. They were also motivated to interpret the text and perform additions and subtractions, thus working in the field of exact sciences, an area in which they asked us for help, as they were having difficulties with school math tasks.

This perspective of uniting the teaching of PLAc to that of mathematics showed us that welcoming through language overcomes linguistic issues not only by entering the field of affectivity and empowerment of the subject as a member of the host community but mainly by enabling the immigrant to build his history in this new society, hoping that he will be welcomed as a subject that belongs to this new territory.

In this context, the pedagogical perspective in the PLAc modality is consolidated in a two-way street, in which the interaction between the subjects who learn and the subjects who teach commune for the construction of a political, historical, social, and cultural subject aware of their place in the welcoming community and also their rights to (re)build themselves within these spaces. It is in this vein that we present our final considerations.

## **Final considerations**

The work developed during PLAc classes proved that teaching Portuguese to immigrants involves more than teaching the language, because, in a broader scope, we are always looking for ways to meet the most urgent needs of the immigrant, which, in the case of the adolescents participating in this study, are closely linked to the scope of affectivity.

Following the proposal of integrating the immigrant into the school context and, by extension, into the Goiás community, we sought to work on the contents and propose tasks based on the students' interests and needs, which was a motivating factor for learning and a promoter of reception. Students were able to express their difficulties with the contents of regular schools and also tell their life stories in a relationship of trust and empathy between them and the teacher.

As for the learning of Portuguese by adolescent students, the data from this study allow us to affirm that the teaching of PLAc provided them with opportunities to develop and improve their orality and improve their writing a little more. For the teacher, the pedagogical and didactic maturation took place in the constant interrelation between theory and practice, built in the interactions between her and the students. The concept of welcoming was expanded to the affection received from the students, welcoming became being welcomed. This fact constituted a principle that will be transposed to professional life, whether in PLAc classes with immigrant students or in Portuguese as mother tongue classes, with Brazilian students.

Finally, the teaching of PLAc brings to the fore the urgent need for support to immigrants by governmental and legal authorities, among them, those that can implement language policies for teaching Portuguese to speakers of other languages residing in Brazil. Thus, students, like the participants in this study, will have their rights to learn Portuguese and to maintain their other languages officially guaranteed. Thus, Brazilians will have opportunities to expand their cultural and linguistic horizons and Haitians will feel like part of this country, famous for its natural beauty and, who knows, for a truly humanitarian reception.

## REFERENCES

- ACNUR. **Relatório global do ACNUR revela deslocamento forçado de 1% da humanidade**. 2020a. Available: <https://www.acnur.org/portugues/2020/06/18/relatorio-global-do-acnur-revela-deslocamento-forcado-de-1-da-humanidade/>. Access: 13 Feb. 2021.
- ACNUR. **Refugiados**. 2020b. Available: <https://www.acnur.org/portugues/quem-ajudamos/refugiados/>. Access: 13 Feb. 2021.
- ANDRÉ, M. E. D. A. Estudo de caso: seu potencial na educação. **Cadernos de Pesquisa**, São Paulo, v. 49, p. 51-14, 1984.
- BRASIL. **Lei n. 13.445, de 24 de maio de 2017**. Institui a Lei de Migração. Brasília, 25 maio. 2017. Available: [http://www.planalto.gov.br/ccivil\\_03/\\_ato2015-2018/2017/lei/L13445.htm](http://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/lei/L13445.htm). Access: 15 May 2019.
- BRASIL. **Lei n. 6.815, de 19 de agosto de 1980**. Define a situação jurídica do estrangeiro no Brasil, cria o Conselho Nacional de Imigração. Brasília, DF, 21 ago. 1980. Available: [http://www.planalto.gov.br/ccivil\\_03/leis/l6815.htm](http://www.planalto.gov.br/ccivil_03/leis/l6815.htm). Access: 15 May 2019.
- COSTA, E. J.; SILVA, F. C. Legislação migratória e português como língua de acolhimento: reflexões sobre políticas linguísticas e língua(gem). **Revista de Divulgação Científica em Língua Portuguesa, Linguística e Literatura**, ano 14, n. 23, p. 598-612, 2018. ISSN 1807-5193. Available: <http://minasfazciencia.com.br/wp-content/uploads/2019/02/artigoLetraMagna.pdf>. Access: 10 Feb. 2021.
- FERNANDES, D.; FARIA, A. V. de. O visto humanitário como resposta ao pedido de refúgio dos haitianos. **Revista Brasileira de Estudos de População**, Belo Horizonte, v. 34, n. 1, p. 145-161, jan./abr. 2017. Available: <https://www.scielo.br/pdf/rbepop/v34n1/0102-3098-rbepop-34-01-00145.pdf>. Access: 13 Feb. 2021.
- GROSSO, M. J. Língua de acolhimento, língua de integração. **Horizontes de Linguística Aplicada**, Belo Horizonte, v. 9, n. 2, p. 61-77, 2010. Available: <http://periodicos.unb.br/index.php/horizontesla/article/view/886/771>. Access: 01 Jan. 2021.
- ILLES, P.; SOUSA, R. Todos somos migrantes: análise crítica da atual política migratória brasileira. **Frente Brasil Popular - CDHIC**, 2012. Available: <http://cdhic.cut.org.br/imprimir/news/7e1df0f7e671fb26ee2fc55793b714b0/>. Access: 16 Feb. 2021.
- MILESI, R.; MARINUCCI, R. Apontamentos sobre Migrações e Refúgio no Contexto Internacional e Nacional. In: JUBILUT, L. L.; GODOY, G. G. (org.). **Refúgio no Brasil: Comentários à Lei 9.474/97**. São Paulo: Quartier Latin/ACNUR, 2017. p. 27-40. Available: <https://www.acnur.org/portugues/wpcontent/uploads/2018/02/Ref%C3%BAgio-no-Brasil-Coment%C3%A1rios-%C3%A0-lei-9.474-97-2017.pdf>. Access: 11 Feb. 2021.
- ONU. Assembleia Geral das Nações Unidas. **Convenção relativa ao Estatuto dos Refugiados**. 1951. Available: <http://www.direitoshumanos.usp.br/index.php/Refugiados-Asilos-Nacionalidades-e-Ap%C3%A1tridas/convencao-de-genebra-relativa-ao-estatuto-dos-refugiados.html>. Access: 05 Dec. 2020.

ONU. Assembleia Geral das Nações Unidas. **Convenção relativa ao Estatuto dos Refugiados**. 1967. Available:

[https://www.acnur.org/fileadmin/Documentos/portugues/BDL/Convencao\\_relativa\\_ao\\_Estatuto\\_dos\\_Refugiados.pdf](https://www.acnur.org/fileadmin/Documentos/portugues/BDL/Convencao_relativa_ao_Estatuto_dos_Refugiados.pdf). Access: 05 Dec. 2020.

SALADINI, A. P. S. **Trabalho e imigração**: os direitos sociais do trabalhador imigrante sob a perspectiva dos direitos fundamentais. 2011. 285 f. Dissertação (Mestrado em Ciência Jurídica) – Centro de Ciências Sociais Aplicadas do Campus de Jacarezinho da Universidade Estadual do Norte do Paraná, Jacarezinho, 2018. Available: <https://uenp.edu.br/pos-direito-teses-dissertacoes-defendidas/direito-dissertacoes/1964-ana-paula-sefrin-saladini/file>. Access: 18 Jan 2021.

SÃO BERNARDO, M. A. **Português como língua de acolhimento**: um estudo com imigrantes e pessoas em situação de refúgio no Brasil. 2016. 206 f. Tese (Doutorado em Linguística) – Universidade Federal de São Carlos, São Carlos, 2016. Available: <https://repositorio.ufscar.br/handle/ufscar/8126?show=full>. Access: 27 May 2019.

SOUSA, R. Imigração haitiana no Brasil. **Mundo Educação**, p. 1-5, 2019. Available: <https://mundoeducacao.uol.com.br/geografia/imigracao-haitiana-no-brasil.htm>. Access: 13 May 2019.

WERMUTH, M. Â. D. As políticas migratórias brasileiras do século XIX ao século XXI: uma leitura biopolítica do movimento pendular entre democracia e autoritarismo. **Revista Direito e Práxis**, Rio de Janeiro, v. 11, n. 4, p. 2330-2358, 2020. DOI: 10.1590/2179-8966/2020/45137| ISSN: 2179-8966

### How to reference this article

MORAIS, D. G; SILVA, S. V. The teaching-learning of PHL for Haitian adolescents. **Rev. EntreLínguas**, Araraquara, v. 7, n. esp. 6, e021148, Dec. 2021. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v7iesp.6.15439>

**Submitted:** 30/08/2021

**Revisions required:** 16/10/2021

**Approved:** 29/11/2021

**Published:** 28/12/2021