

Linguistic Communication and Labor Insertion of Haitian Immigrants: Perspectives of Managers and Teachers

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Abstract

Learning the local language is characterized as a pillar for the integration of immigrant employees into the workplace. The growing immigration in Brazil, combined with the importance of communication for interaction in companies, leverages initiatives coming from the contracting organizations to promote the learning of the Portuguese language for these workers, as recorded in this multiple case study centered on two industrial companies located in the state of Santa Catarina, southern Brazil. Through interaction with four managers responsible for human resources management and two teachers, this study aimed at analyzing the impact of linguistic communication –in the functions of reading, listening, speaking, and writing– on the labor insertion of Haitian immigrant workers in Brazil, students in a Portuguese language course. The research is qualitative, exploratory, and data collection used semi-structured interviews with teachers and managers, in addition to the application of evaluative descriptors from the Common European Framework of Reference for Languages through the expression "can do" on the performance of the immigrant students in four linguistic functions. The contribution of the study converges in the proposition that more successful communication between the actors, and improvement of interpersonal and collaborative relationships in the organizational place, favors the integration and development of the immigrant.

Keywords: Linguistic communication, labor insertion, Haitian immigration, common European framework of reference for languages, host language

1. Introduction

Under a historical analysis, the arrival of Haitians to work in companies in Brazil is a fact that started to be recorded nearly a decade ago. Upon arriving in the country and after going through the legal procedures, several elements are indispensable for the survival of these foreigners, two of which are addressed in this study – communication in the local language and work. The arrival of these immigrants generates new impacts on labor relations, mainly on people management approaches and social contribution actions, as it also encompasses inclusion initiatives, support for diversity, and vulnerability of migratory groups.

Labor issues, even though already traditionally punctuated by social actions and reception programs, face limitations in terms of communication in Portuguese, in the absence of an effective educational process of language teaching-learning for immigrants, directly interfering with labor insertion. The saga of looking for a job registers communicative disagreements between contracting companies, native employees, and immigrant employees, characterized by a lack of knowledge of the local language and possible learning difficulties.

The permanence of approximately 150.000 Haitians in Brazil at the end of 2022, according to data from the 2022 Immigration Report (Cavalcanti, Oliveira, & Silva, 2023), justifies the need to expand the search for knowledge for teaching the local language to foreigners of this nationality, so that the process of communication between actors in the workplace can be more assertive, expanded and perfected. In this perspective, some companies in the state of Santa Catarina, in the southern region of Brazil, have supported and incorporated Portuguese language teaching projects for foreign workers, aiming to reduce the communicative distance and improve the interaction between the parties in the workplace.

The communicative dissonance in which the Haitian immigrant lives, in this article, is focused on the workspace, pointed out as a barrier to his/her success in another country. Language for Monteiro et al. (2013) is the tool through which the interlocutor presents his thoughts and has in the word the strength of “verbal communication” without ceasing to portray that in every speech takes place interpersonal relationships between sender and receiver, that is, the one who speaks or writes, and the one who listens or reads – in this article represented by the expression “linguistic communication”.

The communicative challenges faced by a firm when hiring Haitian immigrants, as Silva (2017, p. 127) points out, are evidenced by managers' reports, with emphasis on “[...] *supervisors reported a lot of difficulty in explaining the process to immigrants, they said they understood and even so they did it wrong, it was very complicated*”. Previously, studies by Kraus (2016) already proposed that a lack of knowledge of the language harms the execution of work and may even cause accidents in the workplace.

The responsibility of contracting companies for actions that make labor insertion possible is strengthened by Fernandes and Castro (2016) when they affirm that it is easier for them to adapt to receive immigrants because they plan the workforce they need. Labor insertion is punctuated, according to Comin and Pauli (2018), as an organizational socialization that takes on a process, in which individuals – in this case, Haitian immigrant workers – become parts of an organization.

The search for registering the evaluations of the managers of the contracting companies about the labor insertion, through linguistic communication - in the functions of reading, listening, speaking, and writing - of the Haitian employee who participated in a Portuguese language course, found an echo in the descriptors of the Common European Framework of Reference for Languages: learning, teaching, and assessment (CEFL) as a support tool, since it allows the use of a subjective judgment, through the expression “can do”, covering the four functions of linguistic communication, as well as considering the complexity of the activity, since it is about evaluating the performance of foreigners, in the local language (Council of Europe, 2001, pp. 53-55).

Hence, it is presented as the objective of this study to analyze the perspectives and evaluations of managers regarding the linguistic communication - in the functions of reading, listening, speaking, and writing - of Haitian workers, and their contribution to the labor insertion, using the descriptors of the Common European Framework of Reference for Languages (CEFR). Therefore, the following question was asked through a semi-structured interview, with an exploratory character: “Thinking about the Haitian employee, with an average level of communication in Portuguese (as a foreign language): What is your opinion about the level of reading, speaking, writing and listening? Is the worker able to communicate in all four language functions?”

In convergence, Portuguese language teachers were also interviewed to know the details and specificities related to the practice of teaching the local language so that they can contribute to the labor insertion of Haitian immigrants, because, as evidenced by Aguiar and Cotinguiba (2015), the language presupposes a collaborative factor for insertion into work.

Thus, we sought in the organizational (managers) and teaching (teachers) spheres, prerogatives that identify the practice of the Portuguese language as a host language, through the characterization of bi-directionality in the communicative process to identify effective and differentiated procedures, to also contribute to inclusion and diversity, by understanding the vulnerability of immigrant groups, as warned by Brightwell (2016), when recognizing abroad an entity that broke with its universe of origin, suffered losses and social transformations, in addition to helplessness, according to the score by Gomes (2017).

2. Conceptual Framework

To contextualize the theme and also contribute with clarifications to help in understanding the path to be taken by the Haitian immigrant, concerning linguistic communication in the local language, it is noteworthy that most of them arrived in Brazil without taking advantage of language courses of Portuguese made available by the United Nations Mission for the Stabilization of Haiti, as they were made available in that country. Moreover, Magalhães (2017) warns that Haitian immigrants idealized a scenario that did not include the difficulty of learning the local language, combined with the emphasis that the Brazilian worker knows only one language, making communication between the actors in the workplace difficult. The same position was previously defended by Cotinguiba and Cotinguiba (2014) when presenting that the Haitian expected a facilitated scenario for work. However, the authors pointed to the difficulty in learning the Portuguese language. The authors also indicate that in addition to

his/her local language – Haitian Creole, this immigrant has knowledge of French, Spanish due to his proximity to the Dominican Republic and English, while in the workplace, Brazilians, as a rule, do not have knowledge of other languages, making interpersonal interaction difficult.

2.1 The Linguistic Communication of Haitian Immigrants

In research carried out by Bertholdi (2019), the three biggest difficulties mentioned by Haitians in Santa Catarina were identified, and the language appears among them, thus showing the dichotomy about communicative issues, including the workplace, according to the approach of this study. Previously, Filippim, Schumarcher, and Alperstedt (2018) pointed out the scarcity of vocabulary in the local language as an aggravating factor for effective communication to occur, as well as mentioning the absence of specific public policies in various social areas, leading some contracting companies to assume the cause of hiring immigrant employees.

However, despite the initiatives registered by some companies, in his notes, Kraus (2016) showed that even these contracting companies only used the Portuguese language in the various channels of internal communication, which was also highlighted by Zamaro (2021) when noting the continuity of this scenario.

Communication, especially in the labor arena, seeks the exchange of the agents involved. It is characterized by an exchange of producing and receiving verbal or written messages and requires at least two interlocutors who alternate the roles of sender and receiver during the process, as highlighted by Silveira (2009), and requires the production of words and texts and also the decoding upon receipt of the message. Lisboa (2015) states that for an immigrant and Portuguese language student, communication requires additional competencies to mobilize linguistic resources to convert them into messages. The author also suggests that linguistic activities are correlated to language and concern the use that the language user makes to produce or receive oral and also written messages - reading, listening, speaking, and writing - with the purpose of performing a certain task, in this study, intrinsic to the Haitian immigrant in the workplace.

In addition to achieving success in communication, factors such as precision, clarity, coherence, effectiveness, and adequacy related to the ability to speak, write and know how to select the most appropriate linguistic forms for the different situations that are faced in existing personal relationships or desired between who speaks or writes, and who listens and reads (Monteiro et al., 2013). These factors are closely linked to the learning of the local language and determinants for the insertion of the immigrant in the receiving society and the labor sphere, and from this observation, Silva (2017) points out the pressure to which the foreigner is exposed and which requires him to know of the local language for its daily relations, in all spheres.

The hiring of Haitian workers, as advised by Filippim et al. (2018) brings to light the diversity of challenges in the Brazilian workplace, referring to the fact that the difference between people can trigger a barrier to communication, which can impact the group leading to him/her to perform his tasks with less quality.

In response to the perceptions of Mamed and Lima (2015), who state that Haitian immigrants

come to Brazil with an imperative need to work, the locus of studies must be carried out to allow understanding and collaboration with the labor insertion of these immigrants. The same understanding is stressed by Comin and Pauli (2018) when they highlight that the dynamics to which companies need to adapt, regardless of the generating factors – marketing, political, social, for example – revert to changes in the work context that have an impact on the productive restructuring, mobility of people, cultural diversity, among others, but the fact is that companies need to plan more closely processes of interaction, adaptation, and acculturation of native and immigrant workers.

From the assumptions set out above, the responsibilities of contracting companies emerge, as well as the effort demanded by managers of Haitian workers, since in addition to daily tasks and processes, they need to provide solutions to contribute more effectively to training, interactive connections, productive processes, among other demands, and always highlighting the importance of language in the workplace, according to the writings of Novelino (2017) who emphasizes the need to have empathy with the employee's communication, to value their intelligence and development and thus facilitate their labor insertion.

2.2 Perspectives of managers and teachers on the linguistic communication and Labor Insertion of Haitian Immigrants and the Common European Framework of Reference for Languages

Aiming to corroborate the propositions about labor insertion, agents selected for research contributions were sought, considering that through their participation: a) teachers – could mention teaching guidelines and evaluation parameters that encompass the recognition of student learning as an immigrant employee and consequently his/her communicative resourcefulness in reading, listening, speaking and writing in Portuguese; b) the firm – that allows entering the business scenario to know how the learning of the Portuguese language course and the communication of the Haitian immigrant reflects in the work processes and communication – either with Brazilian employees or with other immigrants of the same nationality; and c) managers – to allow identifying variables of communicative performance among immigrant employees and thus understand the impact on the daily life and future of this immigrant in the company where they work. This demonstrates the participation of teachers.

To make the above propositions feasible, in addition to the semi-structured interviews applied to teachers and managers, also focused on supporting the learning, teaching, and evaluation of the local language for the universe of immigrants, we used the Common European Framework of Reference for Languages (CEFR). This material aims to provide a common basis for the description of the necessary competencies that deal with communication in a foreign language and had its origin as a document produced by the Division of Language Policies (Strasbourg, France) of the Council of Europe. It is the result of work initiated by representatives of European countries with the participation of members from the United States and Canada. It emerges at a time when Europe is at the forefront on several fronts in society, including a prominent place in the approaches to migratory movements, presenting a different look from reception issues, to social and labor insertion, permeating the importance

of learning the language practiced in the receiving country.

It is linked to the European Council and directed to language policies by recognizing the needs of immigrants, in the social-political and legal-economic scenarios; therefore, this proposal via virtual access is developed in 07 (seven) languages (English, French, Dutch, German, Greek, Italian and Turkish), and aims to reach the largest possible number of immigrants, in the countries where they transit. In Brazil, it was released virtually in 2011 by the Brazilian Ministry of Education and Culture (MEC), but to this day with little applicability.

However, for our study, the CEFR is understood as an instrument that meets the evaluative demand of managers, intrinsic and contextualized in the workplace, and therefore designated in what it categorizes as a "professional domain" since it is linked to professional life and relationships in the workplace, according to the Council of Europe (2001, pp 36-37 and p. 76), whose representation is shown in the following table:

Table 1. Professional domain: the external context of use - descriptive categories

Domain	Professional
Place	Offices Factories Workshops / hands-on training Ports Airports Warehouses, Stores Public services Hotels Official offices
Institutions	Companies Multinationals State-owned companies Unions
People	Employers/employees Managers/in charge Colleagues Subordinates Coworkers Customers Receptionists Secretaries Cleaning workers
Object	Office equipment Industrial equipment Industrial and craft tools

Adapted from Council of Europe (2001, p. 77).

Concerning the evaluation of communicative activities in this study, the descriptors "can do" are convergent, because according to the document's specifications (Council of Europe, 2001, p. 50) some activities cannot be carried out before reaching a certain level of communicative competence; and this factor was evidenced in the negotiations with Haitian workers evaluated by their managers, and in the fact that the average length of stay in Brazil fluctuates between

around 5 to 8 years of stay in the country.

The perspectives of Portuguese language teachers as a local language and the recognition of the level of linguistic communication of Haitian immigrants, in the functions of reading, listening, speaking, and writing, are of importance in this study, as they converge directly to the communication of employees in the workplace. Thus, questions were addressed with an emphasis on labor insertion, which would allow knowing in more detail about the direction of teaching, as well as entering the context of the classroom, seeking to know more about the expansion of integration among employees, use of materials and didactic resources as a pedagogical contribution, in addition to understanding how the immigrant's performance could be recorded in an evaluation instrument, thus allowing these factors to have an effective reflection in the conduction of communicative needs in the workplace. To this end, we sought support in the studies of Ribeiro (2018) who investigated the results perceived by immigrant teachers, and strategies for developing teaching practices, as well as practices to reach immigrant learning.

And finally, we sought to make the practice of the Portuguese language tangible as a host language among actors – Haitian immigrants, managers, and teachers – from the perspective that it transcends the linguistic and cultural spheres, but also incorporates the emotional, subjective prism of the language, according to the considerations of São Bernardo (2016). The author also emphasizes the importance of teaching the local language to contemplate the immigrant's daily needs and encompass personal relationships. Pedrassani, Balzan, and Vieira (2019) claim that the host language should contribute to addressing the demands of students with the ultimate goal of providing communication for this audience.

Thus, the search in the organizational (managers) and teaching (teachers) spheres, prerogatives that identify communication in Portuguese as a host language, through the characterization of bi-directionality in the communicative process, to identify effective procedures and differentiated, to also contribute to inclusion and diversity, by understanding the vulnerability of immigrant groups, as warned by Brightwell (2016), when recognizing abroad an entity that broke with its universe of origin, suffered losses and social transformations, in addition to the helplessness, according to the score by Gomes (2017).

3. Method

To analyze the communicative dissonance arising from the migratory movements of Haitians to Brazil and their impacts on labor insertion, we sought the participation of managers of contracting companies who were willing to contextualize and respond about the communication of immigrants in the local language, as well as teachers of Portuguese language for Haitian immigrants.

Thus, four company managers participated, and the sectors managed by them registered twenty Haitian workers who took a Portuguese language course promoted by the contracting organizations themselves, in two companies in the metallurgical sector, based in the state of Santa Catarina, Southern Brazil. The selection criterion for the companies was centered on their permission to provide data and subsidies for carrying out the research, as well as to enter the industrial and administrative facilities. For the recognition of companies from now on, the

designation of Case A and Case B, respectively, was used. Consequently, access was obtained to the data of the teachers assigned to the Portuguese language teaching project, henceforth scored as teachers, and specified as P1 for Case A and P2 for Case B.

Data collection was carried out in the two selected companies, one located in the city of Timbo and the other in the city of Jaragua do Sul (both in the state of Santa Catarina) – Case A and Case B, respectively. The semi-structured interviews were applied individually to the managers, visiting the industrial unit, in the cities mentioned above. Likewise, data collection from the teachers took place on an individual basis, in a private space, in the same cities where the companies are located, emphasizing that 1 teacher was interviewed for each case studied.

For sampling purposes, we considered the theoretical saturation criterion proposed by Gaskell (2002) that deals with a limited number of interpretations, or versions of reality, i.e., as the data collection by interviews and analysis progress, the researcher realizes that collecting additional data no longer generates new or relevant information. Researchers aim to reach saturation to ensure that the data collected is rich, meaningful, and reflective of the participants' experiences or the research context.

The data collection process was registered between October 2021 and January 2022. As for the protocol used for the structured interview, it was elaborated according to the Council of Europe (2001), Magalhães (2017), and Ribeiro (2018), with the contribution of Yin (2017) who presents the case study technique as suitable for its robustness and rigor combined with its use in research related to the social sciences.

For the analysis of the managers' responses, in Case A, 4 Haitian workers were linked, with an average time of 7 years and 10 months in Brazil, and at the time of the interview, they had been working at the company since their arrival. As for case B, 16 Haitian collaborators were linked, with an average time of approximately 5 years in the country. For managers linked to Case A, the terms G1 and G2 were assigned; while for Case B it was designated as G3 and G4. And for the teacher in Case A, the term P1 was assigned, and likewise for Case B, the term P2. The nomenclatures adopted are due to the preservation of the identity of the participating research subjects.

To clarify the composition of the interviewed groups, the specification is presented below:

Table 2. Composition of the Group of Respondents by Cases

Case	Respondent Manager	Respondent Teacher	Students/worker Evaluated Number = percentage
Case A	2	1	4 = 25%
Case B	2	1	16 = 75%
Total	4	2	20 = 100%

As a sample, Case A represents 25% of the total number of employees evaluated and Case B represents 75% of the total number of employees evaluated, according to the illustrative table

above.

The technique used for data analysis was qualitative content analysis with the use of conceptual categorization in the topics of Portuguese Language, Linguistic Communication, and Labor Insertion, with the help of the qualitative research software.

As for the researchers' performance throughout the process of carrying out the research, we resorted to the considerations of Duarte, de Queiroz Machado, and Matos (2013) when assuming that this participation should be highlighted by persistence and distrust, contributing to the exploration of information to occur in a way that meets the prerogatives of the research and proposes the reduction of noise in the communicative flow with the respondents. It is believed that this principle has been fulfilled.

It is important to highlight that this research was developed under the norms for research with human beings determined in Resolution No. 466/12 of the National Health Council/Ministry of Health of Brazil and obtained deliberate approval and opinion under number 5.280.137, and there was authorization from the companies as well as individual authorization from the interviewees and signature of the Free and Informed Consent Form.

4. Results and Discussion

The present study analyzed the perspectives of managers of contracting companies and Portuguese language teachers of Haitian immigrants, appointed through projects originating from the employing companies themselves, on the impacts of linguistic communication - on the functions of reading, listening, speaking, and writing - on labor insertion of these workers.

Aiming to legitimize the responses of the interviewed managers, we initially sought to draw a profile of them, given a prerogative of the CEFR that provides for the period of coexistence and consequently communication between the parties, to seek valid references for the evaluation. Thus, the following table is presented:

Table 3. Identification of manager respondents

	Respondent identification	Gender	Position at work	Working time in the company (years)	Working time in the position (years)	Complete higher education	Others
1	Case A G1	M	Supervisor Production Yellow line	8,5	8,5	Yes	Not mentioned
2	Case A G2	M	Production Supervisor motor bearings	15	15	Yes Mechanical Eng.	Graduate: Engineer Workplace safety
3	Case B G3	F	Manager	06	06	Yes	Not Mentioned
4	Case B G4	M	Security technician at work	02	02	No	Work safety technician

The characterizations of the managers presented above, with their time working in the company and leadership in the sector, are relevant and strongly converge to the contextualization of the study theme, as well as to the understanding of the scenario in which these respondents transit. As an example, the time of activity in the company is cited, and in Case A the 2 managers interviewed, G1 and G2 respectively, occupy the detailed position for a longer period than the period that the immigrant employees work in the company, fully validating this prerogative. In Case B, manager G1 who participated in the research is also in the company for a longer period than the average time that the interviewed group is in Brazil; while G2 has been for a shorter time, however, due to the nature of its position, it has immediate and intense contact with the group of evaluated employees. It is therefore understood that the temporal and coexistence requirements have been met.

Based on the subjective judgment “can do”, through an evaluative guideline of the CEFR, the managers answered the following question: “Thinking about the Haitian employee, with an average level of communication in Portuguese (as a foreign language): What is your opinion on the level of reading, speaking, writing, and listening (listening). Is the worker able to communicate in all four language functions?”

The two managers responding to Case A, stated as follows:

G1:

I have two Haitians, the youngest is good at writing, speaking, and listening. He is able to communicate, write and everything, he is quite advanced in Portuguese. The Haitian, who is a little older, has a certain age, has difficulty with writing, he speaks sparsely in Spanish, he reads perfectly, he was even vice-president of CIPA, but he has a lot of difficulty with writing, but he writes too.

G2:

They listen well, and they read well, but writing for us doesn't require much of what they write because it's more a matter of production, they type more numbers on the panels so writing today at [...] is not something that is demanded a lot even because they are not obliged to write much, but to read and listen, yes, they master it very well.

Results indicate that these two managers presented writing as the most latent difficulty of these immigrant workers. However, one of the Haitian workers pointed out by G1, the youngest is declared advanced in communicating Portuguese as a local language. The second worker, on the other hand, presents more difficulty in writing despite his progress in performance and is older, and then he uses the empirical knowledge of the researcher when he found this difficulty in another moment of academic research when a Haitian collaborator mentioned who was embarrassed in the activities that involved the act of speech in the classroom, resulting in many absences, which at the end of the process characterized a withdrawal. It is also worth mentioning, according to the managers, the fact that greater writing performance is only required from these employees when typing on machine panels,

even though they are numbers and not running texts so that they could demand better performance.

As responses to Case B, the following reports were highlighted:

G3:

Yes, I think it is from their learning, as I also have a Haitian collaborator who has already studied and even graduated.

G4:

No, even today they encounter difficulties. Some words are difficult for them to say, some things are even difficult for them, so there is a certain difficulty.

In Case B, it is evident that for G3 there is no difficulty in communicative functions, and even points out the performance of workers who have already concluded the Portuguese language course. G4, on the other hand, points to the difficulty in the speech of the Haitian worker, because some words, according to the manager, are difficult to pronounce. However, there is no mention that this observation could have any impact on the communication between the parties.

In the analysis of responses, it is concluded that managers understand that Haitian employees and former students of the Portuguese language course are able to communicate in the functions of reading, listening, speaking, and writing and thus establishing communication in the workplace with other Brazilian employees, as well as with managers.

The detailing of the answers regarding the communicative functions, resulting from analysis of individual performance, leads to the interpretation that it is possible to establish an efficient evaluation based on the subjective descriptor of the CEFR “can do”, thus contributing to the consolidation of the analysis of the objective of this article, combined with the understanding of the feasibility of using the CEFR instrument, which proved to be effective in meeting the requirement on questioning the immigrant's linguistic communication - in the functions of reading, listening, speaking and writing - for labor insertion.

As for the instrument itself, the CEFR considers the following characteristics: a) the immigrant “reader” succeeds in activities such as apprehending the text, recognizing the script, identifying - understanding - interpreting the message; b) the “listener” immigrant succeeds in perceiving the utterance, identifying – understanding – interpreting the linguistic message; c) the “speaker” immigrant ability to plan and organize a message, formulate and articulate a linguistic utterance; d) the immigrant “writer” ability to organize and formulate messages and also write a text by hand or type (Council of Europe, 2001, p. 133).

The perspectives of linguistic communication described above, in the labor sphere, when linked to a host language, establish that the use of this language converges to a diversified knowledge, that is, knowing how to act and know how to do, as proclaimed by Barbosa and S ão Bernardo (2017); thus allowing the verification of a two-way relationship between managers and immigrant employees, because only then is it possible to exchange information and build a dialogue allowing the concreteness of a labor insertion for the immigrant worker.

Therefore, we sought to recognize, through interviews with teachers, their perspectives on the collaboration of teaching the Portuguese language, and the consequent development and improvement of linguistic functions, in the labor insertion of Haitian immigrant students. To this end, questions were asked about the contribution of expanding students' communication to their integration as employees of companies, as well as the use of pedagogical resources and teaching materials that could contribute to the work reality and application of an evaluation instrument that could make a practical contribution to the professional scenario; and as a contribution, studies by Ribeiro (2018) were used, which deal with results perceived by immigrant teachers, strategies for developing teaching practices and strategies for achieving immigrant learning.

Like the managers, an attempt was made to draw a profile, to identify possible collaborative characterizations, according to the following table:

Table 4. Identification of teacher respondents

Respondent id	Gender	Undergrad Course	Graduate Course	Master's Degree	Doctoral Degree	Time as a teacher
1 P1 Case A	F	Pedagogy	Metadisciplinary in Guidance and School Management	No	No	35 years
2 P2 Case B	F	Pedagogy	Early childhood education and literacy	No	No	15 years

Regarding the teachers who worked with the Haitian immigrants, it should be noted that they are female, henceforth referred to as teachers. Both have higher education in the Pedagogy course, with a postgraduate degree in a related area, they do not have a master's or doctorate, but they have extensive experience in the teaching area, and it was their first experience teaching Portuguese to immigrant students. It is observed, however, that academic training is not in the required area, specific to language, and reference is made to the statement by Soares, Trevisan, and Flain (2017) who highlighted the small number of teachers trained in teaching the Portuguese language to immigrants, and Mafra and Yee (2019) who emphasize the need for educational expansion actions that support linguistic projects.

As for the questions asked, the first question sought was whether the teachers were concerned about knowing more details about the workplace of immigrant students to expand integration. The following responses were obtained:

P1:

The main concern was that they would understand our language in a simpler way because, for example, for a Haitian speaker, coffee is just coffee and in our region the way you order coffee is in several different ways, so it was more difficult and then we had this concern to expand more so that they could have this integration, many times we left the room, we went to the field for that learning in the room, later to materialize outside the classroom.

P2:

There was like I told you. Because as I worked with them it was a process and I listened a lot to what they said to be able to work with their interests, we talked a lot about the workplace, the difficulties, and their anxieties in the workplace, and we had this conversation. This time to share is very important for them.

From the responses of the two teachers, it is understood that both sought to build a space and learning moment that would also allow contemplating the professional scenario and going beyond the initial prerogatives pertinent to language teachings, such as vocabulary and grammatical norms. The search for the development of the immigrant student went beyond basic, social needs and the exercise of citizenship, and entered the work perspectives, as the students themselves presented everyday situations of work and communicative adversities faced daily in the procedures with managers and colleagues and Brazilian work. As for the convergence of the Portuguese language as a host language, according to Grosso (2010), it has the know-how, it is action-oriented, thus contributing to real everyday life, and is linked to the conditions experienced, and makes perceived through bidirectional relationship – in this case, teacher and immigrant student. Knowledge related to work, based on the concept intrinsic to the host language, is also highlighted by Barbosa and Sã Bernardo (2017) when highlighting the issue of survival and social and labor practices, relevant to the immigrant's life. Mafra and Yee (2019) also mention work activities and the need to be recognized for the immigrant's communicative integration.

About pedagogical resources and the use of didactic material and their possible correlation with the workplace. The following responses were recorded:

P1:

It was practically SESI that prepared this booklet, we had a handout, it was based on SESI's pedagogical proposal, of course, later we ended up making some adaptations to make it easier for them. I can't say that 100%, but let's say that 90% met expectations, yes, this didactic material was provided by SESI.

Unlike what was expressed by the teacher in Case A, that didactic material was proportionated by the Industry Union Social Assistance (SESI), the teacher in Case B clarifies:

P2:

I actually created my teaching materials. Because we had no financial support, there was no adapted or registered material, anyway. So we worked with what we had, music, poems, pictures, magazines, books, in short, along those lines. There was no teaching material at all.

While in the study of Case A, despite having material, it did not correspond to the needs of the group in its entirety, according to the teacher's report, that is, only 90%. In Case B, the teaching material was planned and created by the teacher herself. As the assumptions of the

host language were adopted in this research, it is assumed that it is important that the material to be used by these students is following teaching units that deal with themes that immigrant students will face daily in a foreign country, as explained by Barbosa and São Bernardo (2017). The authors also show that these materials must be aligned with the critical needs faced by immigrants. These considerations are extremely relevant since Soares et al. (2017) warn of the fact that several didactic materials available for teaching immigrants, until then, were produced in Lusitanian Portuguese, therefore losing particularities and variations of Brazilian Portuguese.

Continuing, about the teachers' perception of the outcome of the Portuguese language course for immigrants, the following responses were recorded, highlighted by theme:

P1:

a) about the duration of the course:

[...] but I believe it was not enough.

b) characterization of the Portuguese language as a local language:

[...] our language is complex for them.

c) Haitian immigrants master an average of 3 languages and arrive in Brazil where they only speak the local language.

[...] they come from a country where they speak at least three languages and they arrive in Brazil, a totally different country where the professional who works with them only speaks one language, so it is difficult.

d) Portuguese is a difficult language to learn

Our language for them, according to what they told me, is difficult to learn.

e) student performance:

[...] many, due to their own curiosity and willpower, were already wanting to learn and master writing and reading.

P2:

a) course time:

[...] we ended up there in 2019 and then the pandemic came, I think it was a little inconclusive in my opinion [...] and then there was that very abrupt break at the end of 2019.

b) student performance:

[...] the people who were there [...] they were already able to communicate with a certain quality.

c) conclusive evaluation

[...] I couldn't tell you if it was positive if we could have gone further [...] Today I wouldn't know how to give you an evaluation.

For a better understanding of the propositions reported above, it should be noted that both selected case studies (A and B) had practically the same duration, in the second half of 2019. Once the similarities are established, the following considerations are highlighted About Case A and Case B:

- a) about the duration of the course: both teachers had observations about the time, considering little time for learning, and the teacher in case B commented on the disruption caused by the pandemic in early 2020.
- b) student performance: despite the short duration of the course mentioned in cases A and B, satisfactory performances were evidenced, both by the willpower expressed in case A and by the quality of communication as reported in case B.
- c) the complexity of teaching and learning Portuguese as a local language was pointed out by the teacher in case A.
- d) the context mentioned in case A, is that Haitian immigrants speak more languages, that is, in addition to Haitian Creole, many speak French, Spanish, and some English. In contrast, Brazilian workers are restricted to Portuguese, thus not allowing the immigrant to have the opportunity to try to communicate in other languages.
- e) about considering Portuguese a difficult language to learn, as reported in case A,
- f) the conclusive evaluation of the course for immigrants, was only responded by the teacher in case B, when reporting a margin of doubt about a final evaluation.

Given the diversity of recorded responses, the understanding that the host language has the role of encompassing and contextualizing this registered teaching and learning scenario is resorted to since it requires from the teacher an exacerbated attention and care concerning those who learn.

The teachers' responses are echoed in Barbosa and S ão Bernardo's (2017) propositions, which highlight the figure of the teacher as a supporter, support for difficulties, the one to whom the immigrant turns in the various day-to-day dealings and in solving problems. There is an understanding that the teachers treated the teaching of immigrants with attention and care, exacerbating the prerogatives of the host language.

As for the transmission of knowledge through the language, there is a mediating competence here, in which, according to Franco and Almeida Filho (2009), the teacher can understand the immigrant, translate, interpret, even paraphrase, and thus summarize and adapt one's own or others' discourse, to make it comprehensible to other interlocutors. Even in the face of difficulties, Mafra and Yee (2019) emphasize the importance of the teacher dialoguing with the particularities and specificities of teaching the local language, in this case, the Portuguese language.

And finally, about the instruments used for an eventual evaluation of the students, at the end of the course, the following answers were obtained:

The teacher in Case A clarified that there was an agreement with the group of students:

P1:

[...] there would be no formal evaluation with them, what was used was field trips, it was put into practice, everything that was worked on in the classroom was put on the field trip, so we really went out into the field, visiting museums, visiting shopping centers, where they had to put into practice what they had learned in the classroom.

The teacher in Case B reported that she proceeded as follows:

P2:

We went back to the lessons, and we asked for the readings, building dialogues, and so on. The evaluation came from them even saying I didn't know I wrote that way, when they requested an exercise to work on R and L, we did the exercises and they are very much about this exercise thing, you know? That was more traditional education, so you did it and later on, they were able to pronounce the word more similar to what they wanted, we evaluated these moments positively. So, the evaluation was also homemade, we created it in the middle of our class, but whatever. I think it was this perspective of the advancement of each one, individually.

From the information acquired from the teachers of the two groups of immigrants, different evaluative propositions were found at the end of the course, supported by characteristics of the learning groups, profile of the teachers, agreement between the group, didactic material used, as well as geographic location – since it was possible to visit a museum and shopping center, for example. This finding intensifies the need to seek a more effective parameterization of the teaching-learning scenario of the local language for immigrants. While P1 directed the evaluation to practical activities of the contents studied in the classroom through visits to different places in the city itself and surrounding municipalities, P2 directed the evaluation to feedback activities, self-evaluation, and exercises.

It is important to point out that despite the different methodologies applied by the teachers, the linguistic functions were present in Case A, through reading traffic signs on the way to different destinations, messages in the stores visited, reading menus for making snacks, for example; as it also demanded greater auditory clearance from the student, given the proposition of listening to other people, for the first time in the establishments visited; the speaking function was extremely exercised; however, there was no evidence of writing activity. The perspective of P2 led students to read, write and speak through the activities carried out, however, the activity of listening was only stimulated through self-analysis and repetition and also listening to other students, and all participants in the group were already familiar with each other. In any case, despite different evaluative contexts, inserted in a broad scenario such as the teaching-learning of immigrants, it is noteworthy that in both cases, three functions of linguistic communication were evidenced, in Case A reading, listening, speaking,

and writing, and in Case B the applicability of the functions of reading, speaking, writing and listening (as an auditory construction) on a smaller scale stands out. As well as the adherence to the teaching process and pedagogical practices to the precepts of the host language is evidenced.

5. Concluding Remarks

The purpose of this study was to analyze the impact of linguistic communication – in the functions of reading, listening, speaking, and writing – on the labor insertion of Haitian immigrant workers in Brazil from the perspectives of managers and teachers. The research brings to light information that normally focuses only on two restrictive places – the workplace and the classroom. Thus, we sought to know the opinion of agents in these two environments, to be able to understand and evaluate the movements in the communicative sphere.

The descriptors indicated by the CEFR, through the question “can do”, allowed the managers of Cases A and B to individually evaluate their collaborators through the identification of individual characteristics in the functions of reading, listening, speaking, and writing in the workplace, showed it is an applicable instrument, contributing to the evaluation of immigrants, and with resources that allow showing the level at which the foreigner is evaluated in the linguistic functions, thus showing itself to be a coherent tool to what it proposes.

The subjective question “can do” although in this study is represented in a group extract, allowed managers to individually assess their employees through the identification of individual characteristics in the functions of reading, listening, speaking, and writing in the workplace. They highlighted that the function of writing is the most difficult for Haitian immigrants. Also, the pronunciation of certain words by some foreigners was brought up, thus registering a difficulty in the function of speaking by the Haitian immigrant.

The propositions presented by the teachers of cases A and B studied were marked by an autonomous and independent line of action but centered on the interest and reality of the Haitian immigrant. The adaptation of didactic materials, use of different pedagogical resources, finishing of teaching contents, creativity in dynamics in classrooms and field visits as a way of illustrating a different reality to the foreign student and also providing opportunities for experiences, evidenced the constructivist character of the proposal for teaching and learning by both teachers, allowing for more participatory classes adapted to reality and also aiming to meet the expectations of immigrant students. Despite the conduction of the classes being detached from traditional educational standards, a participatory, altruistic, and pleasing scenario was characterized by the students.

The care taken by the research subjects, administrators, and teachers, to find alternatives to expand and improve the communication process with Haitian immigrants – whether employees or students –, registers the search for resources that allow raising resolutions in communication in everyday matters, including a positive impact on labor insertion. How the exchange of information between them takes place, that is, the communicative flow, when backed by the characterization of bi-directionality, one of the attributes of the host language,

is expressed in Figure: 1.

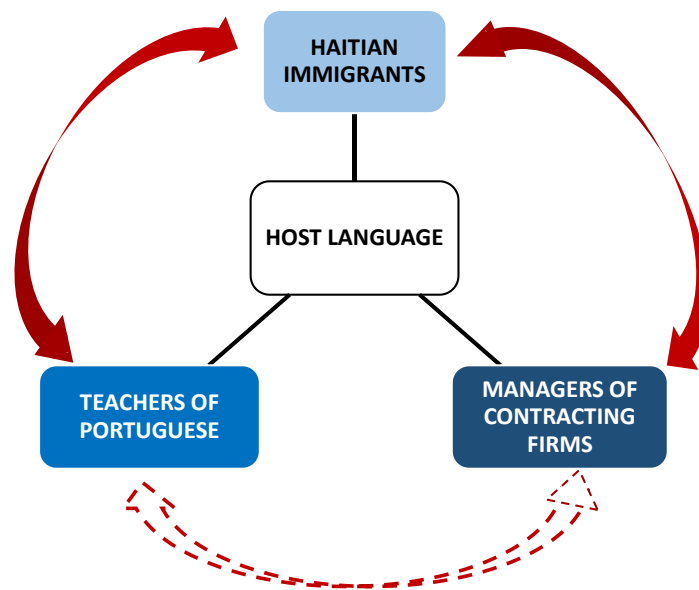


Figure 1. Labor insertion: Communicative flow: representation of the bi-directionality of the host language

Faced with this representation of the characterization of bi-directionality in the host language, a communicative gap was evident in the core of the proposition of labor insertion. There was no record throughout the research of an effective action between managers and teachers, to guide and reconcile teaching demands for Haitian immigrant workers under the possible needs in the functions of reading, listening, speaking, and writing for better performance and less communicative noise in the workplace.

It was found that the demands resulting from the workplace were informed to the teachers by the students, and at no time during the research was there a collaborative contact between managers and teachers, although individually several movements were described to enhance the learning of the Portuguese language and the linguistic communication of Haitian immigrants, both in the classroom and in contracting companies.

It is also established as a contribution the perception of the importance of rapid linguistic acclimatization by the foreigner, so that society can benefit from the skills of newly arrived immigrants, to supply the labor market and generate taxes for the community. Their linguistic development is relevant as it also accelerates their adaptation to life in society, the creation of information networks, and cultural expansion.

Furthermore, it stands out as a contributory item for teachers and managers, the perception that the context of teaching and learning must be refined so that new pedagogical projects are developed and connected to reality, incorporating specificities of the labor market in a way that promotes the insertion immigrant labor - in this study of Haitian. It is a challenge to be faced by professors, managers of contracting companies, and society so that Brazil establishes the belief that it is a welcoming country.

As a limitation regarding the results presented, a consideration is presented regarding the content of the responses presented by the managers and their adherence to the real scenario experienced in the workplace. For future studies, we propose to identify actions of internal communication, interaction, and acculturation of Brazilian employees before the arrival of immigrant employees.

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