



How do immigrant children communicate outside their homelands ?

Nucci LB and Carneiro ASR*

**Universidade Federal de São Paulo, São Paulo, Brasil.*

Abstract: Communication is constituted as an interactional process, which involves not only linguistic knowledge, but also sociocultural knowledge. With the intensification of migratory processes, understanding what permeates intercultural communication is fundamental for the integration of immigrants in the lands where they settle down. Objective: to discuss the communication of immigrant children outside their homelands, with regard to communication between them and the natives of the country of refuge. Methodology: a bibliographic review of the literature was carried out, of a qualitative and exploratory nature, selecting recent materials in line with the proposed theme, published in periodicals, specialized magazines, reference books and academic works. Discussion: interculturality and the establishment of multilingual communities are made up of individuals who attribute meaning by interweaving and mixing different resources, which go beyond limits and borders. Can this affect the development of children? When studying cross-cultural sociolinguistics, it is necessary to look closely at translanguaging practices, considering the histories, geographies and index orders that shape them Conclusion: The advantages of children who have suffered in multilingual communities, whether this ability has affected their development, and the advantages of growing up as a multilingual individual. Thus, interactional studies must consider several issues, dynamically and simultaneously, and not only observe linguistic theoretical aspects.

Keywords. *Immigration, Refugees, Communication. language barriers.*

Introduction. Refuge-related issues are very old in human history, being linked to the most diverse situations, such as political, social, religious, cultural, gender problems and natural disasters, motivating thousands and thousands of people to leave their homeland in search of protection. in other countries (BERNARDO, 2018).

Initially, people sought protection in foreign countries mainly because of religious persecution and, normally, shelter was granted in religious temples.

Main text. From the advent of the French Revolution, which defended the ideals of equality and protection of individual rights, the recognition of refuge happened in a way that it was granted to political criminals. However, with the advancement of relations between the State, the protection of criminals was considered inadmissible and, thus, a conceptual alteration was established that conceived as refugees all persecuted individuals, no longer common criminals (BARRETO, 2010).



Although very important, such an alteration explains the negative cultural burden that the terms “refugee” and “immigrant”, as well as other derivatives, assumed and carry until today.

With the end of the Second World War, issues related to refuge took on great proportions, since a significant number of people were forced to leave their country, seeking protection against Nazi persecution and fleeing the hunger and disorder caused by the war (BERNARDO, 2018).

Theories that study migration processes pay attention to political and discouraging issues, which are associated with large-scale migration in line with the phenomenon of globalization. This phenomenon generates ethnicity, a relevant term when it comes to policies addressed to the recognition of multiculturalism and rights aimed at minorities, important for the insertion of immigrants in any society (SEYFERTH, 2011).

With regard to Brazil, a large number of immigrants of the most diverse nationalities can be noted in recent decades, especially from South America, Africa and other countries such as Bangladesh and Pakistan, intensifying the migratory processes, above all, because of the economic growth experienced by the country. country and the process of consolidation of democracy. With this, the communication difficulties related to immigrants were revealed with intensity, regarding their sociocultural integration in non-homelands (BERNARDO, 2018).

Faced with this problem, it is necessary to discuss the linguistic universe in which these immigrants are inserted, when they communicate outside their homelands, that is, to study interculturality. Thus, the question that guided the development of this article was: how does the communication of immigrants outside their homelands take place?

The general objective is to discuss the communication of immigrants outside their homelands, with regard to communication between them and the natives of the country of refuge. As specific objectives, the following were defined: 1- present the main concepts of linguistics and communication; 2- contextualize the establishment of communication between immigrants and natives of the country and; 3- Discuss school teaching as an element of intercultural integration between immigrants and natives.

To achieve the research objectives, a bibliographic review of recent scientific literature was carried out in renowned databases, especially Scielo, encompassing scientific articles, theses, books and publications in newspapers and periodicals, in order to compose the theoretical framework that provided the bases for the development of this article.

Methodology. For the preparation of this article, bibliographic research was chosen, which is related to the reading, analysis and interpretation of reference books, periodicals, articles, monographs, theses, etc., in a systematic way, with the aim of extracting the most relevant of these and synthesize such knowledge in textual form. For Gil (1999), a bibliographic research must have four fundamental elements, namely: 1) preliminary survey of the bibliography; 2) investigation of sources; 3) reading the material and; 4) authorial writing of the text.

The work is classified, according to the common definitions of the main authors of research methodology, such as Severino (2013), as a research of a basic nature, with a qualitative and exploratory approach, whose research procedures are constituted in the bibliographical research itself. Table 1 below presents the research classification, according to common definitions of the main authors of research methodology (LAKATOS, 1991; GIL, 1999; LUDKE, 1999):

**Table 1.** Methodological classification of the research

Nature	Approach	Main Goal	Search procedures
Basic	Qualitative	Exploratory	Bibliographic research

Source: Prepared by Laurita, 2021.

The preliminary research, which aims to gather sources of information on the subject to be understood, was carried out using a combination of keywords relevant to the subject of the work, such as “immigration”, “refugees”, “communication”. and “language barriers”.

After the keyword research, a temporal refinement was performed, reducing the search to sources of information that were contained within the period of the last 10 years (2011-2021). Older references were only used when very relevant, such as, for example, reference books.

Inclusion criteria were articles that addressed communication between immigrants when in a context outside their homelands, and other linguistic issues, such as barriers to intercultural communication. Exclusion criteria were very comprehensive articles, which did not contribute strongly to the specificity of the work, outside the time frame and not available for reading in full. In this way, articles that met the aforementioned criteria and that were in line with the chosen theme were selected.

The research sources included renowned databases, predominantly Scielo, in addition to theses, monographs and TCCs considered relevant. Once the research materials were selected, each item was read in detail and, subsequently, the information was analyzed, synthesized and organized systematically in order to compose the theoretical framework that underlies the elaboration of the discussion of this article.

Discussion.

The research of this article investigated the communication and linguistic practices established between immigrants and natives, in which it was verified that interculturality and the establishment of multilingual communities is composed of individuals who do not attribute meaning only through monolingualism, in isolation, but intertwine and they mix several resources, which, as agreed by Creese and Blackledge (2010, p. 565), go beyond limits and borders.

In addition, analyzing the interactions involving different cultures, with regard to language, must take into account issues such as affiliation, coexistence of cohesion and separation and the

fact that people are consistent with social worlds and different communities, in a way simultaneous. In this sense, the authors Creese and Blackledge (2010, p. 565) again emphasize the importance of studying intercultural linguistics from a perspective focused on the practices and interactions that develop, not just theories.

In this sense, schools offer a very rich field for the study of intercultural linguistic education, in addition to strongly contributing to what many authors refer to as “welcoming” immigrants, by providing opportunities for their integration with the language of the country. However, it is important to reflect on the issues related to school teaching and the recognition and acceptance of diversity, which transcends the field of pedagogical practices and involves deep-rooted sociocultural beliefs regarding the term immigrant, in addition to inclusive policies.

With regard to intercultural education, it is necessary that the hardened and standardized view of an entire language be broken, in order to build new languages that are inclusive, reflecting the differences that are so extensive in diverse communities. In this way, and as suggested by the author García (2010, apud CREESE; BLACKLEDGE, 2010), people must constitute the center of any attribution of meanings, which they do through the realization of various language practices and ethnic practices.

Thus, what is revealed when studying intercultural linguistic education in its context in extremely diversified multilingual communities, which can be seen in those where the presence of immigrants is significant, is that new repertoires emerge as people use linguistic elements arising from various sources to assign meaning. Thus, when studying intercultural sociolinguistics, it is necessary to carefully examine translanguage practices, considering, according to García (2010, apud CREESE; BLACKLEDGE, 2010), the histories, geographies and indexical orders that shape them.

Conclusion. I The research objectives were achieved, since the communication of immigrant children outside their homelands was discussed, in relation to that which takes place between them and the natives of the country. Since there was no intention of exhausting this subject, as it is a broad topic, endowed with several nuances, the main characteristics of this intercultural communication were presented. It was found that children who participate in multilingual communities attribute meanings and, thus, develop communication by uniting different resources, and interactional studies must consider several issues, dynamically and simultaneously, and not only observe linguistic theoretical aspects.

Schools offer a favorable environment for the study of this dynamic of communication, and through an adequate and well-designed pedagogical practice, they can offer an opportunity for intercultural integration between immigrant and native children, in the linguistic sphere, which also considers sociocultural aspects. Thus, intercultural education must consider an inclusive language that reflects the differences inherent in diverse communities.

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Authors ORCID (<http://orcid.org/>)

<https://orcid.org/0000-0003-3279-9315> (author)

<https://orcid.org/0000-0001-6315-6676> (doctoral supervisor)