## BACKGROUND

- Migrants’ insertion in the Portuguese community has been growing too fast and becoming too heterogeneous. This happens, mainly, due to the growing number of refugees and migrants that arrive in the new country (Arroteia, 2007; Grosso et al., 2008).

- This public does not differ only for its origin, but also for:
  - previous linguistic knowledge of the host language (HL);
  - length of staying in Portugal;
  - mother tongue’s nature and other languages mastery;
  - socioeconomic and professional origin and topiarity.

This is also why it is increasingly important to refuse unidirectional integration visions in monolithic communities (Grymala-Kazikowska & Delhimore, 2018, p.192).

- The integration process is a multidimensional phenomenon inserted in a specific context, that depends on multiple challenges and opportunities, social relations and agency of people in these processes. This process allows access to:
  - Labour-market;
  - Health care;
  - Housing;
  - Education and language training;
  - Safety and security issues.

- The language training can occur in a more efficient way the lower the language barrier is. This means that integration is directly proportional to the HL mastery. To ensure the full inclusion, this public training must guarantee access to their rights and duties.

## AIM

**HL as the most important integration factor by facilitating full inclusion in the host community and the access to all other dimensions, including rights and duties as citizens, through the application of specific pedagogical methodologies.**

## FIELD WORK

### LEARNING CONTEXTS ANALYSIS

- **Public School** that works with Português Para Todos Programme.
- **Reception Center** that works with Português Para Todos Programme.

- Direct and participatory observation strategy;
- Institutions that work with active learning methodologies or who are willing to do so will be privileged.

Student actively involved in the learning process: it supports the sense of agency in the students, working from significant situations plus group work dynamics.

Appealing to communicative skills and learning enrollment in the social daily life of each student.

## EXPECTED RESULTS

1. **Understanding how active methodologies work and are implemented;**

2. Identify the relations established in these contexts;

3. Realize if these learning contexts are social contexts or participation and support community contexts;

4. Comprehend if the active methodologies plus the relations that they established will have consequences that go beyond the strict language learning.

This work particularly hopes to enlighten the gap between Portuguese society and political questions that involve the integration and participation of minor communities such as migrants and refugees in Portugal’s social life.

## REFERENCES


