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Contents, communicational needs and learner expectations: a study of SSL in Haitian immigrants

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Abstract:

This research aims to prove the effectiveness of Spanish as a Second Language lessons for Haitians designed by volunteers in Santiago de Chile. The methodology used through the study was based on the application of two questionnaires to Haitian students in order to compare results, and finally obtain an average that reflects the achievement of the communicative functions expected. Results indicate that neither the lessons planned, material given nor the Common European Framework of Reference for Languages fulfilled such expectations. Findings are discussed in relation to previous studies on methodologies for Spanish as a Second Language for Haitian immigrants in Chile (Toledo, 2016)

Keywords: Haitians, communicative functions, immigrants, second language acquisition

1 Introduction

During recent years in Chile, many immigrants have come to the country looking for a better quality of life, among them Peruvians, Bolivians, Venezuelans, and among the last seasons, mainly Haitians. The latter group is at an important disadvantage in comparison with the rest of the mentioned groups, given that their mother tongue is not Spanish but Creole. For this reason, many institutions, educational ones or not, have created Spanish courses for Haitians, but the majority of them do not have specialists in the area of pedagogy or language acquisition, nor previous experiences in the area neither. Instead, courses have volunteers as tutors for the lessons.

Some specialists have referred to the different methods needed in the classroom when teaching a second language; methodologies such as collaborative tables and classwide peer tutoring have got surprising results (Lundblom & Woods, 2012). However, these are usually not present in lessons offered by volunteers without training in SLA.

The aim of the present study is to explore the pertinence of the contents presented in Akeyi Spanish lessons for Haitian immigrants, in relation to the communicative goals they claim to need in their jobs, social environment, and daily life, considering among everything that their prior knowledge of Spanish and the Chilean culture almost does not exist until they arrive to the country.

This research tested a group of Haitians who attended lessons of Spanish as a Second Language (henceforth SSL). It focused on the needs the students presented, as well as the contents and communicative functions taught by the volunteers.

The structure of this article is divided into five sections: theoretical framework, the methodology used, the results obtained, discussion of results based on the background and expectations of the studied subjects; and finally, the presentation of the conclusions.

2 Theoretical framework

In order to support the objectives and methodology used in this inquiry, the present article is based mainly on three previous studies carried out by specialists in the areas of linguistics and education: Toledo (2016), Lundblom & Woods (2012), and Condemarín, García-Huidobro & Gutiérrez (2011).

According to Toledo's "Propuesta didáctica para la enseñanza de español como segunda lengua a inmigrantes haitianos en Chile" (2016), thousands of Haitians have arrived in Chile during the last ten years, looking for an improvement in their life quality. However, the cultural impact and the shock of living in a country which does not share their culture, nor even speak their language have built a barrier for them to reach their goal in our country. In addition to this, the Chilean government has not yet built a project that integrates immigrants who do not speak Spanish: there does not exist a program to include Haitian children into the Chilean system of education, thus forcing them to apply to schools just like the rest of the kids, without considering the language barrier.

In the same line, Toledo proposes a specialized SSL methodology for adult immigrants, which considers their communicative necessities at the moment of arriving in our country, which has as starting point the application of a questionnaire regarding the communicational functions prioritized by students. These functions are to be used for communicative purposes: for example, *Give and ask for information* is a purpose for *Demonstrating agreement or disagreement with someone's opinion*. The author concludes that, since the necessities of each group of immigrants will be different to what teaching volunteers expected, SSL programs for Haitians should be redesigned taking into account their communicative needs.

In their text "Working in the Classroom: Improving Idiom Comprehension through Classwide Peer Tutoring" Lundblom & Woods (2012) present the results of the study, conducted during the recent decade, which was made with a group of

six students in a high school in Florida, USA. The objective of the study was to discover how the interaction among students and teacher changed the learning process. The researchers claimed that whereas students and teachers had a much more relaxed relationship than in an expository class, and while tests were not conventional, outcomes in students were better; results of the study confirmed this assumption.

Students were asked to participate in this special kind of lessons: they were in a classroom which consisted of a group of tables and chairs forming a circle, all of them looking at each other's face. One of them was asked to present the contents of the class for the following lesson, each one being guided by the teacher in charge who prepared a program that considered all the aspects required in the level of the students for the Common European Framework of Reference for Languages. Their evaluations balanced soft and hard abilities, and at the end of the course, each student discovered herself with unsuspected soft skills. Additionally, by talking about the topics in their own words, students made the lesson contents theirs more effectively.

Tests were not the typical ones: they assessed their development during each class, picking special attention to the way in which they applied and explained contents, and how deep their research was on the subject required. For this reason, specially designed rubrics were given to teachers for each student.

The book *Con amor se enseña mejor: Propuestas para docentes de hoy* by Condemarín, García-Huidobro and Gutiérrez (2011) presents different didactics and methodologies that are applicable for students depending on their life stage, according to a study made by its three authors. The focus of this investigation is on the importance of the cultural background and the dignity that teachers—in this case volunteers—are giving to SSL students.

The approach of this book leads the reader to think about education as a way to dignify a person. In the special case of Haitian immigrants, to educate them in our language is to give them a life in our country, to make them independent, and to promote them.

Different didactics and methodologies are proposed through the different chapters, some of which are expository, and others that are compatible with the method presented in the Classwide Peer Tutoring research. A remarkable example is the encouragement to the teacher not to be afraid of acting, singing and dancing in front of their students, no matter their age, since it is part of accepting the challenge of teaching people who do not understand what you are communicating.

3 Methodology

Objectives

Regarding the general objective, the study aims to explore the pertinence of the contents presented in Akeyi Spanish lessons for Haitian immigrants, by paying attention to their cultural background and communicative needs.

Along the same line, the specific objectives are three: in the first place, to identify the students' needs and expectations. In the second place, to compare this data with the contents covered by Akeyi lessons. And finally, to contrast the students' answers with the goals established by the Common European Framework for Languages.

Research Questions

To establish the research questions, it is important to delimit the area of concern of this study. The main issues at stake are the contents and communicative functions taught by Akeyi volunteers to Haitian learners, and their concordance with the students' expectations.

Having said that, the research questions for this inquiry are:

- (a) Which are the communicative functions most valued by Haitians?
- (b) Does the Akeyi program respond to the communicative functions needed and expected by Haitian immigrants?
- (c) Does the Common European Framework of Reference for Languages respond to the communicative needs of Haitian immigrants?
- (d) Is it necessary to create a different Framework of Reference for Languages regarding immigrants needs?

Instruments

During the development of this study, three instruments were used:

- (a) Formal consent: Students from Akeyi project were asked to participate in this study as volunteers. For this, a formal consent was given to them, with the purpose of having a written declaration of their intentions to participate.
- (b) Questionnaire 1: A set of communicative functions grouped in five categories was given to the group of learners. They had to select the five most important expressions, in their perception, in each one of the categories of the communicative functions. (See Appendix 1)
- (c) Questionnaire 2: A set of communicative functions grouped by five categories was given to students after the eight lessons observed. They had to select those skills taught in class, regardless of the number of options marked (see Appendix 3).

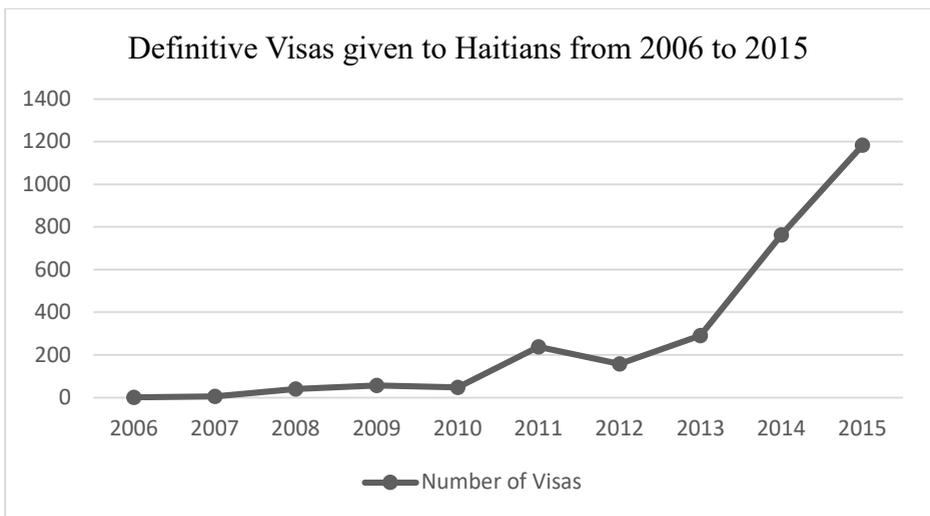
Participants description

This study was conducted with a group of sixty Haitian learners who started SSL classes during September 2017. They were all adults –most of them parents of more than one kid— and had no previous experience with Spanish language lessons. For that reason, their free time was enclosed to a few hours per week after work hours.

Background

According to the Immigration Department in Chile (2014), 1,649 out of 410,988 immigrants in Chile were Haitians by 2014, a portion that does not correspond to the largest one, which are Latin American citizens, such as Peruvians, Venezuelans and Colombians.

Notwithstanding, Haitians have presented a noticeable increase regarding definitive visa for living permanently in Chile, which is illustrated by Graph 1.

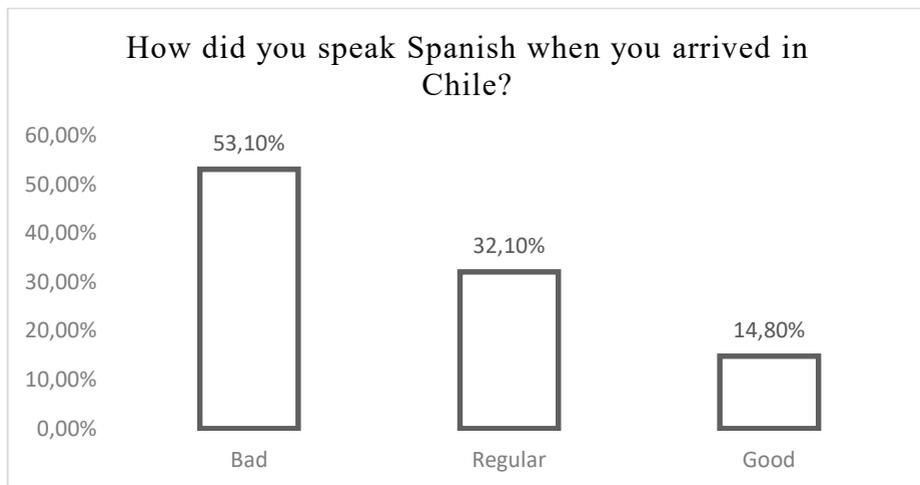


Graph 1: Definitive Visas given to Haitians along 2006 and 2015. Retrieved from Boletín Informativo n° 1 Departamento de Extrajería e Inmigración (n.d)

This reality that has been depicted through the graph allows Haitians to place themselves as one of the immigrants with higher permanency in Chile, what represents a challenge for educators in the country due to the language, and moreover, literacy gap.

Both factors mentioned in the previous paragraph have meant for the Haitians population a noticeable difficulty in finding jobs, schools and even in accessing

primary necessity attentions, as in the case of health. A study carried out by the University of Talca in Chile, demonstrated that adult immigrants presented a considerable amount of people who did not speak Spanish very well when they decided to move to Chile (see Graph 2).



Graph 2: How did you speak Spanish when you arrived in Chile? Retrieved from *Haitianos en Chile: Integración laboral, social y cultural* (n.d)

This reality reflects the necessity of Spanish courses, and due to the fact that they do not find formal jobs until they have their definitive visa, it is almost impossible for them to pay for a course in formal education system, and other times, it is merely impossible since they do not know how to read or write.

Because of this, charity institutions and the catholic church have decided to offer several courses of Spanish to Haitians. But, as they are charity institutions, most of the times they do not count on formal teachers or specialists in language acquisition. This kind of courses are for free, and in addition to it, they offer students dinner, all necessary materials to study (books, pencils, etc.) and babysitting service for their children.

Nevertheless, these non-formal institutions have had troubles concerning students' expectations and progress. Classroom manage has been a difficult task for them, progress pf contents too, and to catch the attention of their students is one of the biggest problems. For this reason, this study is focused mainly on getting to know if the program fulfils students expectations and how do the volunteers develop the class itself.

Procedures

The first step of the study was to contact the Akeyi staff in charge, with the intention to explain them the objectives of the research and obtain the permission to be present in eight classes, with the purpose of examining the way in which volunteer tutors were teaching. Research questions were raised from this observation period.

Once these were established, the challenge was to look for an instrument that could analyze the kind of knowledge that students were hoping to get with lessons. A questionnaire by specialist Gloria Toledo Vega was adapted and applied to the group of participants that agreed to answer questionnaire 1, previously completing the consent form attached in the appendix 2. This step presented a challenge too, since nearly a 17% of the attendees to the classes did not know how to read. For this problem, one of the students who arrived in Chile in 2013 helped to translate and to interpret all questions and instructions.

In the third place, all the answers were tabulated, excluding two subjects who did not follow the instructions of choosing only five expressions per item of communicative functions. The final count of participants was eighty five out of sixty questionnaires answered. Once results of the tests were tabulated, the three most selected expressions per item were included in the graph, altogether with the three least chosen options.

The fourth step was class observation, in which the main focus was the disposition of the classroom and the active participation of students in different tasks, all these features were observed regarding Classwide Peer Tutoring. For this step, a class distribution diagram was used, and some questions were in charge of guiding the class description (see Appendix 4)

Finally, the last step consisted of the application of questionnaire 2, whose results were graphed, with the purpose of being delivered to the Akeyi program as significant data for the design of lessons for the following year.

4 Results

Along this section all results obtained will be presented. In the first place the pre-test, in the second place the class observation, and finally, post-test

Pre-test results

i) Questionnaire 1 Section 1: Give and ask for information

The following table illustrates the three most chosen communicative functions and the three least preferred, which were obtained for the first section of the pre-test 'Express opinions, attitudes and knowledge' (see Table 1).

Tab. 1: Expression of opinions, attitudes and knowledge

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Dominance of the Section |
|----|---------------------------------------|-------------------|-------------------------|----------------------------|
| 17 | Expressing lack of obligation or need | 0 | 0% | 0% |
| 20 | Expressing ignorance | 1 | 4% | 1% |
| 11 | Presenting a counterargument | 2 | 8% | 1% |
| 2 | Giving an opinion | 10 | 42% | 7% |
| 4 | Valuing something or someone | 10 | 42% | 7% |
| 7 | Agreeing with something or someone | 10 | 42% | 7% |

ii) *Questionnaire 1 Section 2: Express tastes, desires and feelings*

In the same line, this table illustrates the three most chosen communicative functions and the three least preferred, which were obtained for the second section of the pre-test 'Express tastes, desires and feelings'

Table 2: Expression of tastes, desires and feelings

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|---------------------------------------|-------------------|-------------------------|-----------------------------|
| 19 | Expressing nervousness | 0 | 0% | 0% |
| 23 | Expressing deception | 0 | 0% | 0% |
| 24 | Expressing resignation | 0 | 0% | 0% |
| 26 | Giving an opinion | 9 | 32% | 7% |
| 9 | Asking for plans and intentions | 10 | 36% | 7% |
| 11 | Expressing happiness and satisfaction | 16 | 57% | 12% |

iii) *Questionnaire 1 Section 3: Influence in the interlocutor*

The Table 3 illustrates the three most chosen communicative functions and the three least preferred, which were obtained for the third section of the pre-test "Influence in the interlocutor".

Tab. 3: Influence in the interlocutor

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|------------------------|-------------------|-------------------------|-----------------------------|
| 21 | Offering or inviting | 0 | 0% | 0% |
| 24 | Threatening someone | 0 | 0% | 0% |
| 15 | Prohibiting | 1 | 4% | 1% |
| 7 | Responding to an order | 9 | 32% | 8% |
| 10 | Avoid someone | 11 | 39% | 9% |
| 12 | Asking for permission | 11 | 39% | 9% |

iv) *Questionnaire 1 Section 4: Relate socially*

Table 4 illustrates the three most chosen communicative functions and the three least preferred, which were obtained for the fourth section of the pre-test 'Relate socially'.

Tab. 4: Social relations

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|------------------------|-------------------|-------------------------|-----------------------------|
| 14 | Giving condolences | 0 | 0% | 0% |
| 15 | Propose a toast | 2 | 7% | 1% |
| 17 | Making good wishes | 2 | 7% | 1% |
| 10 | Apologizing | 13 | 46% | 9% |
| 2 | Replying to a greeting | 14 | 50% | 10% |
| 1 | Greeting | 19 | 68% | 14% |

v) *Questionnaire 1 Section 5: Structure the speech*

To conclude with the exposure of results, Table 5 illustrates the three most chosen communicative functions and the three least preferred, which were obtained for the fifth section of the pre-test 'Structure the speech'.

Tab. 5: Structure the speech

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|--|-------------------|-------------------------|-----------------------------|
| 19 | Closing a digression | 0 | 0% | 0% |
| 20 | Rejecting a topic, or a part of it | 0 | 0% | 0% |
| 30 | To reject the end of a conversation, introducing a new topic | 0 | 0% | 0% |
| 8 | Introducing a new topic and reacting to a new one that one did not started | 13 | 46% | 10% |
| 10 | Catching the interlocutor's attention | 14 | 50% | 10% |
| 18 | Open a digression | 18 | 64% | 13% |

Post-test results

vi) Questionnaire 2 Section 1: Give and ask for information

Table 6 illustrates the three most chosen communicative functions as taught during the lessons to the subjects. The three least chosen options represent those aspects that were not covered in the first section of the questionnaire 2 'Express opinions, attitudes and knowledge'.

Tab. 6: Express opinions, attitudes and knowledge

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|------------------------------------|-------------------|-------------------------|-----------------------------|
| 2 | Give an opinion | 0 | 0% | 0% |
| 5 | Expressing approval or disapproval | 0 | 0% | 0% |
| 7 | Agreeing with something or someone | 0 | 0% | 0% |
| 24 | Expressing knowledge | 8 | 33% | 5% |
| 4 | Valuing something or someone | 10 | 42% | 7% |
| 20 | Expressing ignorance | 10 | 42% | 7% |

vii) *Questionnaire 2 Section 2: Express tastes, desires and feelings*

In the same line, Table 7 illustrates the three most chosen communicative functions as taught to the Haitian group, and the three least chosen, which were obtained for the second section of the questionnaire 2 'Express tastes, desires and feelings'

Tab. 7: Expression of tastes, desires and feelings

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|-------------------------------|-------------------|-------------------------|-----------------------------|
| 17 | Expressing fear | 0 | 0% | 0% |
| 10 | Asking for state of mind | 0 | 0% | 0% |
| 18 | Expressing concern | 3 | 10% | 1% |
| 2 | Expressing tastes and desires | 5 | 17% | 3% |
| 4 | Expressing preference | 13 | 46% | 8% |
| 19 | Expressing nervousness | 22 | 78% | 15% |

viii) *Questionnaire 2 Section 3: Influence in the interlocutor*

The table 8 illustrates the three communicative functions most chosen by the subjects, and the three least chosen, which were obtained for the third section of the pre-test 'Influence in the interlocutor'.

Table 8: *Influence in the interlocutor*

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|------------------------|-------------------|-------------------------|-----------------------------|
| 12 | Asking for permission | 0 | 0% | 0% |
| 7 | Responding to an order | 0 | 0% | 0% |
| 17 | Purposing something | 0 | 0% | 0% |
| 15 | Prohibiting something | 3 | 10% | 2% |
| 27 | Offering for something | 8 | 28% | 6% |
| 4 | Asking for help | 16 | 56% | 13% |

ix) *Questionnaire 2 Section 4: Relate socially*

Table 9 illustrates the three most chosen communicative functions as taught to the students, and the three least chosen, which were obtained for the fourth section of the questionnaire "Relate socially".

Table 9: *Relate socially*

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|------------------------|-------------------|-------------------------|-----------------------------|
| 21 | Saying good-bye | 0 | 0% | 0% |
| 12 | Saying thanks | 1 | 3% | 0% |
| 8 | Welcome someone | 2 | 7% | 1% |
| 17 | Making good wishes | 13 | 46% | 9% |
| 2 | Replying to a greeting | 17 | 60% | 11% |
| 1 | Greeting | 20 | 71% | 14% |

x) *Questionnaire 2 Section 5: Structure the speech*

To conclude with the exposure of results, Table 10 illustrates the three most chosen communicative functions as taught to the students and the three least chosen, which were obtained for the fifth section of the questionnaire 2 'Structure the speech'.

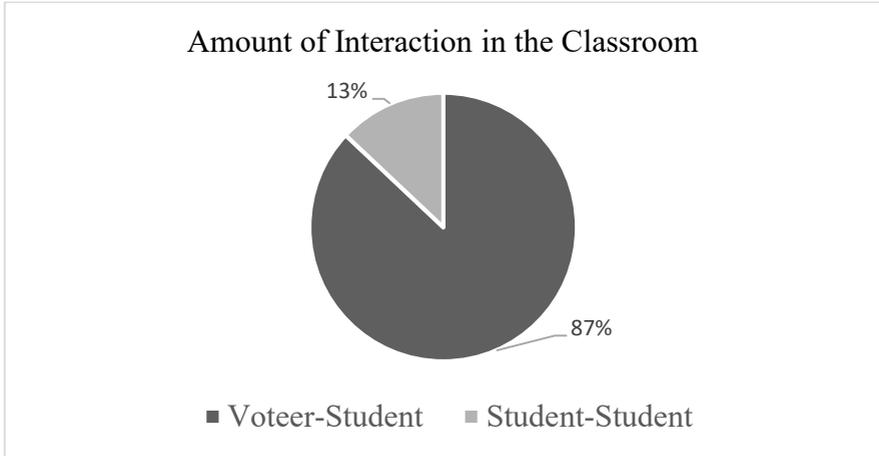
Table 10: *Structure the speech*

| Nº | Communicative Function | Total of Subjects | % Adherence of Subjects | % Domination of the Section |
|----|--|-------------------|-------------------------|-----------------------------|
| 3 | Asking something to someone | 0 | 0% | 0% |
| 18 | Open a digression | 0 | 0% | 0% |
| 12 | Organizing the information | 3 | 10% | 1% |
| 8 | Introducing a new topic and reacting to a new one that one did not started | 8 | 28% | 5% |
| 21 | Interrupting someone | 17 | 60% | 12% |
| 10 | Catching the interlocutor's attention | 17 | 60% | 12% |

Class observation results

Concerning class observation, the results are demonstrated in Graph 3.

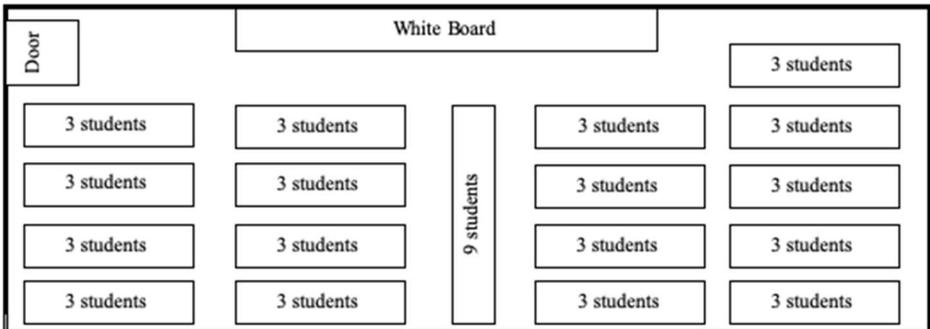
Graph 3: Amount of Interaction in the classroom



As it can be seen, most of the interactions in the classroom occurs directly with the volunteer playing the role of teacher every session. It is important to consider that the amounts depicted contain only formal interactions, those ones that students did by their own were not counted.

Regarding classroom distribution, Figure 1 illustrates how the classroom was distributed every class.

Fig. 1: Disposition of the classroom



Certainly, it was a small classroom, but the building in which classes were performed had many more common spaces, for instance, gardens, a park, a big events room and the temple itself. Places in which people usually transit.

As to student's attention to the class, the observation delivered different aspects depending on the activity carried out. Even when there were not specific categories proposed in the guiding for the class observation, levels of attention in relation to activities are shown in Table 11.

Table 11: *Levels of attention in relation to types of activities*

| Activity | Attention time | How did you notice it? |
|------------------------------------|----------------|--|
| Individual worksheet | 15-20 minutes | Students stopped working and began to talk with each other, or they took their cellphones. |
| Expositive session | 15-20 minutes | Students stopped looking at the volunteer and they took their cellphones or started to mumble with each other |
| Group work or Collaborative tables | 20-40 minutes | Students talked with their partners and distributed labors. They did not began doing unconnected things to the activity. |
| Pair work | 20-60 minutes | Students talked with their partners and distributed labors. They did not began doing unconnected things to the activity. |

As it can be observed, levels of attention clearly diminish in self-doing activities, while in teamwork, they increase. Nevertheless, only in three out of ten sessions observed students worked in pair, bigger groups or collaborative tables.

5 Discussion of results

Throughout this section each research question established at the beginning of the study will be developed in full based on the results obtained and tabulated in the last section. For this purpose, research questions will be organized individually.

Which are the communicative functions most valued by Haitians?

Regarding this question, each table presented in the last section showed the three most chosen options of communicative functions in the first questionnaire, which alluded to those that participants chose as the most important ones.

According to the results obtained, the following communicative functions were noticeably more relevant than the rest of those presented in each section:

1. Introducing a new topic and reacting to a new one that one did not started
2. Catching the interlocutor's attention
3. Open a digression
4. Apologizing
5. Replying to a greeting
6. Greeting
7. Responding to an order
8. Avoid someone
9. Asking for permission
10. Giving an opinion
11. Asking for plans and intentions
12. Expressing happiness and satisfaction
13. Giving an opinion
14. Valuing something or someone
15. Agreeing with something or someone

These results are consistent with Toledo's claim that these essential communicative functions are part of the daily communication that human beings need to have in their work environment. Additionally, and considering that they are mostly workers, it seems reasonable that what they first need to cover are this kind of expressions, instead of learning how to use inflections, verbs, and coherence and cohesion.

Does the Akeyi program respond to the communicative functions needed by Haitian immigrants?

This question has to do with the way in which the Akeyi institution responded to the necessities and expectations pointed out by its students. According to the results exposed in this investigation, 26% of the contents expected by learners – only four out of fifteen— reached this goal:

1. Introducing a new topic and reacting to a new one that one did not started
2. Catching the interlocutor's attention
3. Valuing something or someone
4. Greeting

The rest of the communicative functions learnt by the immigrants did not prove remarkable or of significant interest for them, at least during this stage:

1. Interrupting someone
2. Prohibiting something
3. Offering for something
4. Asking for help
5. Expressing tastes and desires
6. Expressing preference
7. Expressing nervousness
8. Expressing knowledge
9. Expressing ignorance
10. Making good wishes
11. Replying to a greeting

The set of communicational functions that they did not classify as important or needed by them seems to be more related with their social environment, while the skills that they were seeking to acquire in these lessons were close to the communicational needs required to look for a job, or performing at work.

Interestingly, those more related with relationships, arguments, likes, and even dislikes, were not really relevant. This is a factor considered by Toledo in her investigation as a cultural factor, given that these learners tend to relate socially only with other Haitian immigrants until they are established in our country and generate relationships with the rest of the Chilean population.

Does the Common European Framework of Reference for Languages respond to the communicative needs of Haitian immigrants?

While this tool is followed by the majority of language courses, it is difficult to classify these learners in a level such as A1, A2, B1, B2, C1 and C2, given that they are looking for a language useful to communicate as soon as possible, and most of them do not continue studying once that they are able to communicate in the aspects they need. Therefore, in this specific case, the CEFR (see Appendix 4) does not respond to the communicative needs of Haitian immigrants.

Nevertheless, in case of forming a group of students who want to learn Spanish systematically, it could be pertinent and useful to carry out a study mixing communicative needs and the levels described in the CEFR. At the moment, and facing the reality that Haitians are living in Chile, a useful method may be to build up a program for different levels from the starting point of what are they needing to communicate in different stages.

Is it necessary to create a different Framework of Reference for Languages regarding immigrants needs?

Due to all the exposed issues through the results this study shown, it is completely necessary to find a new way in which guiding Spanish lessons for Haitians in Chile. To create a new framework of reference in which all communicative needs of prior relevance are integrated through different levels according to the prioritization of them, may help to create a program and a syllabus to guide Spanish lessons. In this way, volunteers will have a learning route to follow and to standardize their sessions and their own training as teachers.

6 Conclusions

As stated at the beginning of the article, hundreds of immigrants arrive in our country every day –110 a day— which means that, nowadays, more than 11% of the Haitian population is living in our country. Once here, they face several and hard situations as living in overcrowded, being marginalized by their skin color, the way they dress, and the language they speak.

Spanish language is being presented to Haitians as a way to obtain what they pursue in our country: a better quality of life. For this reason, articulating an adequate methodology to teach it and creating a program that fits the communicational needs that they have is essential in contributing to end with the gap that distances Chileans and Haitians. The importance of the present study resides in the mentioned point; that is why the methods used through this inquiry are experimental, counting with participants who live the reality of this cultural gap and applying them a questionnaire while they study Spanish as a Second Language in an institution that offers lesson given by volunteers.

As shown by the results, the contents that the lessons were following did not fulfill the expectations that Haitians had about learning Spanish, nor even reached the goal of covering the communicational basic needs that immigrants face daily in Chile. Moreover, the Common European Framework of Reference for Languages did not result to be as useful as it is in other educational situations.

Nevertheless, it is important to mention that this study tested only a specific group of Haitians in a specific social and cultural background, so it can present limitations given the opportunities and living conditions that other immigrants have in different places in Santiago. Therefore, it may be interesting to carry out future research on a group of different Spanish language for immigrants' classes, contrasting the effectiveness of the same methodology.

Giving others the possibility of acquiring a new language that can bring them new opportunities in their lives is not only an issue of teaching and learning, but also of dignity. It is about making them independent, helping them to have job and educational opportunities. Teaching others is not only about sharing knowledge; it is about building bridges of knowledge and emotions.

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Appendix 1

Questionnaire applied to Haitian immigrants (Toledo, 2016)

Questionnaire de fonctions communicatives

Soulignez chaque item (MF) les cinq aspects que vous considérez les plus importantes pour apprendre en espagnol:

MF 1 Dar y pedir información / Bay e mande enfòmasyon

1. Identificar / Idantifye
2. Pedir confirmación / Mande konfirmasyon
3. Confirmar la información previa / Konfime enfòmasyon avan an
4. Describir / Dekri

5. Narrar / Rakonte

MF 2 Expresar opiniones, actitudes y conocimientos / Eksprime opinyon yo, atitud yo ak konesans yo

1. Pedir opinión / Mande opinyon
2. Dar una opinión / Bay yon opinyon
3. Expresar aprobación y desaprobación / Eksprime konsantman ak dekonsantman
4. Preguntar si se está de acuerdo / Mande yo si yo dakò
5. Presentar un contraargumento / Prezante yon kont agiman
6. Expresar obligación y necesidad / Eksprime obligasyon ak nesesitye
7. Preguntar por el conocimiento de algo / Mande konesans de yon bagay
8. Expresar conocimiento / Eksprime konesans ou
9. Expresar desconocimiento / Eksprime mankman de konesans ou
10. Preguntar por la habilidad para hacer algo / Mande pou kapasite pou fè yon bagay
11. Expresar habilidad para hacer algo / Eksprime kapasite pou fè kek bagay
12. Preguntar si se recuerda o se ha olvidado / Mande yo si yo songe oub- yen yo te bliye

MF 3 Expresar gustos, deseos y sentimientos / eksprime gou yo, dezi yo ak santiman yo

1. Preguntar por gustos e intereses / Mande yo pou gou yo ak enterè yo
2. Expresar gustos e intereses / Eksprime gou yo ak enterè yo
3. Preguntar por planes e intenciones / Mande pou plan yo ak entans- yon yo
4. Preguntar por el estado de ánimo / Mande pou kouraj yo
5. Expresar alegría y satisfacción / Eksprime kontantman ak satisfaksyon
6. Expresar tristeza y aflicción / Eksprime tristes ak lapenn
7. Expresar nerviosismo / Eksprime eksitasyon
8. Sensaciones físicas / Sansasyon fisik

MF 4 Influir en el interlocutor / Enflyans moun kap tande a

1. Dar una orden o instrucción
2. Pedir un favor / Mande yon favè
3. Pedir objetos / Mande objè yo
4. Ayuda / Èd
5. Negarse / Refize
6. Pedir permiso / Mande pèmisyon
7. Dar permiso / Bay pèmisyon
8. Prohibir / Entèdi
9. Ofrecer e invitar / Ofri ak envite
10. Aceptar una propuesta / Asepte yon pwoposisyon

11. Prometer y comprometerse / Pwomet ak konpwomi
12. Ofrecerse para hacer algo / ofri pou fè yon bagay
13. Consolar / Konsole
14. Animar / Anime

MF 5 Relacionarse socialmente / Sosyalize

1. Saludar / Salye
2. Responder a un saludo / Reponn a yon salitasyon
3. Presentar a alguien / Prezante yon moun
4. Dar la bienvenida a alguien / Mande byenvini pou kek moun
5. Disculparse / Eskiz
6. Agradecer / remèsye
7. Responder a un agradecimiento / Reponn yon remèsiman
8. Dar el pésame / bay yon powèm
9. Felicitar / fasilite
10. Enviar y transmitir saludos y recuerdos / voye ak transmet salitasyon yo ak souvni yo
11. Despedirse / orevwa

MF 6 Estructurar el discurso/ Estrikti diskou

1. Preguntar por una persona y responder / Mande pou yon moun ak reponn
2. Pedir una habitación y responder / Mande yon prolongas- yon oubyen sal ak reponn
3. Preguntar sobre algo y responder / Mande enfò- masyon sou eta general tout bagay yo ak reponn
4. Controlar la atención del interlocutor / Pran entansyon moun kap tande yo
5. Introducir un hecho / Entwodwi yon aksyon
6. Organizar la información / òganize enfòmasyon an
7. Conectar elementos / Konekte eleman yo
8. Reformular lo dicho / Refè istwa a
9. Destacar un elemento / Mete aksan sou yon eleman
10. Interrumpir / Entèwonp
11. Pedir a alguien que guarde silencio / Mande a yon moun pou'l fè silans
12. Concluir el relato / Konkli istwa a
13. Introducir un nuevo tema / Entrodwi yon nouvo tèm

Appendix 2

Formal consent signed by participants (Creole version)

Konsantman ekri pou patisipe nan yon ankèt eksperimantal

Mwen se yon volontè pou patisipe nan yon pwojè rechèch ki dirije pa yon elèv nan Pwogram Degre nan Lengwistik ak Literati Anglè nan University of Chili.

Rezon an nan etid sa a se teste efikasite nan yon metodoloji espesifik nan elebore pwogram lan nan klas yo nan lang Panyòl kòm yon dezyèm lang nan Ayisyen imigran nan Santiago de Chili; pou ki kesyonè yo dwe reponn.

1. Mwen konprann ke pwojè a fèt pou jwenn enfòmasyon sou metodoloji edikasyonèl yo itilize ak amelyore metòd pou kou fuuros yo.
2. Mwen konprann ke mwen pral pou pwojè sa a.
3. Patisipasyon mwen an volontè. Mwen konprann ke mwen pap resevwa okenn peman pou li e mwen ka retire nenpòt ki lè.
4. Mwen konprann ke si mwen santi mwen pa alèz pandan egzamen sa a, mwen ka refize patisipe san penalite.
5. Mwen konprann non mwen an pap itilize nan okenn rapò investigasyon epi konfidansyalite mwen an ap rete an sekirite.
6. Mwen li ak konprann eksplikasyon an yo te ban mwen. Tout dout mwen yo te rezoud e mwen volontèman dakò pou patisipe nan etid la.
7. Mwen te resevwa yon kopi dokiman sa a.

Patisipan fèm

Rechèch fèm

Appendix 3

Class Observation

The following document acts like a guide to help the class observation, please feel free to add any notes that you estimate as convenient.

1. Describe the interaction done in the classroom. Teacher-Student and Student-Student
2. Which interaction is dominant, teacher-student and student-student?
3. Do students pay attention to the class? How do you notice?
4. Describe the disposition of the classroom in each session you observe in the next diagram

Appendix 4**Common European Framework of Reference for Languages**

| | | |
|--------------------------|-----------|---|
| Proficient User | C2 | Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. |
| Intermediate User | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |

| | | |
|-------------------|-----------|--|
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and thing she/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help |

Note: Retrieved from ESOL Examinations, University of Cambridge (2011).