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

Daniela Nova Manríquez

Abstract
This research aims to prove the effectiveness of Spanish as a Second Language lessons for Haitians designed by volunteers. 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 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: Methodology, communicative functions, immigrants, second language acquisition, classroom research, Haitians, cultural background.

1. Introduction
During recent years, many immigrants have come to the country looking for a better quality of life, among them Peruvians, Bolivians, Venezuelans, and mainly Haitians. The latter group is at a disadvantage in comparison with the rest of the mentioned groups, given that their mother tongue is not Spanish. For this reason, many institutions have created Spanish courses for Haitians, but the majority of them do not have specialists in the area of pedagogy or language acquisition. Instead, courses have volunteers as tutors of 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.

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, the present article is based mainly on three previous studies carried out by specialists in the areas of linguistics and education:

i. Propuesta didáctica para la enseñanza de español como segunda lengua a inmigrantes haitianos en Chile (Toledo, 2016)

According to Toledo, thousands of Haitians have arrived to 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 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: there does not exist a program to include Haitian kids 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. She 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.


During the recent decade a study 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.

iii. Con amor se enseña mejor: Propuestas para docentes de hoy (Condemarín, García-Huidobro and Gutiérrez, 2011)

This book 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
   i) Objectives

   Regarding the general objective, the study aims to explore the pertinent 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. Second, to compare this data with the contents covered by Akeyi lessons. Finally, to contrast the students’ answers with the goals established by the Common European Framework for Languages.

   ii) 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?

   iii) 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.
   (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.

   iv) Participants description

   This study was conducted with a group of thirty 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.

   v) 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.

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 thirty out of thirty-two 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 consisted of the application of questionnaire 2, whose results were also tabulated, with the purpose of being delivered to the Akeyi program as significant data for the design of lessons for the following year.

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’.

<table>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Dominance of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Expressing lack of obligation or need</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>20</td>
<td>Expressing ignorance</td>
<td>1</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>11</td>
<td>Presenting a counterargument</td>
<td>2</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>2</td>
<td>Giving an opinion</td>
<td>10</td>
<td>42%</td>
<td>7%</td>
</tr>
<tr>
<td>4</td>
<td>Valuing something or someone</td>
<td>10</td>
<td>42%</td>
<td>7%</td>
</tr>
<tr>
<td>7</td>
<td>Agreeing with something or someone</td>
<td>10</td>
<td>42%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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: Express tastes, desires and feelings

<table>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Domination of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Expressing nervousness</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>23</td>
<td>Expressing deception</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>24</td>
<td>Expressing resignation</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>26</td>
<td>Giving an opinion</td>
<td>9</td>
<td>32%</td>
<td>7%</td>
</tr>
<tr>
<td>9</td>
<td>Asking for plans and intentions</td>
<td>10</td>
<td>36%</td>
<td>7%</td>
</tr>
<tr>
<td>11</td>
<td>Expressing happiness and satisfaction</td>
<td>16</td>
<td>57%</td>
<td>12%</td>
</tr>
</tbody>
</table>

iii) Questionnaire 1 Section 3: Influence in the interlocutor

The table 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”.

Table 3: Influence in the interlocutor

<table>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Domination of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Offering or inviting</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>24</td>
<td>Threatening someone</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>Prohibiting</td>
<td>1</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>7</td>
<td>Responding to an order</td>
<td>9</td>
<td>32%</td>
<td>8%</td>
</tr>
<tr>
<td>10</td>
<td>Avoid someone</td>
<td>11</td>
<td>39%</td>
<td>9%</td>
</tr>
<tr>
<td>12</td>
<td>Asking for permission</td>
<td>11</td>
<td>39%</td>
<td>9%</td>
</tr>
</tbody>
</table>

iv) Questionnaire Section 4: Relate socially

This table 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’.

Table 4: Relate socially

<table>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Domination of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Giving condolences</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>Propose a toast</td>
<td>2</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>17</td>
<td>Making good wishes</td>
<td>2</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>10</td>
<td>Apologizing</td>
<td>13</td>
<td>46%</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>Replying to a greeting</td>
<td>14</td>
<td>50%</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>Greeting</td>
<td>19</td>
<td>68%</td>
<td>14%</td>
</tr>
</tbody>
</table>
v) Questionnaire 1 Section 5: Structure the speech

To conclude with the exposure of results, the following table 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’.

Table 5: Structure the speech

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

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

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

Table 6: Express opinions, attitudes and knowledge

<table>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Domination of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Give an opinion</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Expressing approval or disapproval</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>Agreeing with something or someone</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>24</td>
<td>Expressing knowledge</td>
<td>8</td>
<td>33%</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>Valuing something or someone</td>
<td>10</td>
<td>42%</td>
<td>7%</td>
</tr>
<tr>
<td>20</td>
<td>Expressing ignorance</td>
<td>10</td>
<td>42%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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

In the same line, this table 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’.
Table 7: Express tastes, desires and feelings

<table>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Domination of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Expressing fear</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>Asking for state of mind</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>18</td>
<td>Expressing concern</td>
<td>3</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>2</td>
<td>Expressing tastes and desires</td>
<td>5</td>
<td>17%</td>
<td>3%</td>
</tr>
<tr>
<td>4</td>
<td>Expressing preference</td>
<td>13</td>
<td>46%</td>
<td>8%</td>
</tr>
<tr>
<td>19</td>
<td>Expressing nervousness</td>
<td>22</td>
<td>78%</td>
<td>15%</td>
</tr>
</tbody>
</table>

viii) Questionnaire 2 Section 3: Influence in the interlocutor

The table 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

<table>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Domination of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Asking for permission</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>Responding to an order</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>17</td>
<td>Purposing something</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>Prohibiting something</td>
<td>3</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>27</td>
<td>Offering for something</td>
<td>8</td>
<td>28%</td>
<td>6%</td>
</tr>
<tr>
<td>4</td>
<td>Asking for help</td>
<td>16</td>
<td>56%</td>
<td>13%</td>
</tr>
</tbody>
</table>

ix) Questionnaire 2 Section 4: Relate socially

This table 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

<table>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Domination of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Saying good-bye</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>12</td>
<td>Saying thanks</td>
<td>1</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>Welcome someone</td>
<td>2</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>17</td>
<td>Making good wishes</td>
<td>13</td>
<td>46%</td>
<td>9%</td>
</tr>
<tr>
<td>2</td>
<td>Replying to a greeting</td>
<td>17</td>
<td>60%</td>
<td>11%</td>
</tr>
<tr>
<td>1</td>
<td>Greeting</td>
<td>20</td>
<td>71%</td>
<td>14%</td>
</tr>
</tbody>
</table>
x) **Questionnaire 2 Section 5: Structure the speech**

To conclude with the exposure of results, the following table 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>
<thead>
<tr>
<th>Nº</th>
<th>Communicative Function</th>
<th>Total of Subjects</th>
<th>% Adherence of Subjects</th>
<th>% Domination of the Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Asking something to someone</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>18</td>
<td>Open a digression</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>12</td>
<td>Organizing the information</td>
<td>3</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>8</td>
<td>Introducing a new topic and reacting to a new one that one did not started</td>
<td>8</td>
<td>28%</td>
<td>5%</td>
</tr>
<tr>
<td>21</td>
<td>Interrupting someone</td>
<td>17</td>
<td>60%</td>
<td>12%</td>
</tr>
<tr>
<td>10</td>
<td>Catching the interlocutor’s attention</td>
<td>17</td>
<td>60%</td>
<td>12%</td>
</tr>
</tbody>
</table>

4. **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.

i. **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:

- Introducing a new topic and reacting to a new one that one did not started
- Catching the interlocutor’s attention
- Open a digression
- Apologizing
- Replying to a greeting
- Greeting
- Responding to an order
- Avoid someone
- Asking for permission
- Giving an opinion
- Asking for plans and intentions
- Expressing happiness and satisfaction
- Giving an opinion
- Valuing something or someone
- 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.

ii. 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:

- Introducing a new topic and reacting to a new one that one did not start
- Catching the interlocutor’s attention
- Valuing something or someone
- 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:

- Interrupting someone
- Prohibiting something
- Offering for something
- Asking for help
- Expressing tastes and desires
- Expressing preference
- Expressing nervousness
- Expressing knowledge
- Expressing ignorance
- Making good wishes
- 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.

iii. 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 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.
5. 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.

Final Word Count: 3,975

According to what was talked with the teacher.

References

Toledo Vega, G. (2016). Propuesta didáctica para la enseñanza de español como segunda lengua a inmigrantes haitianos en Chile. Lengua Y Migración, 8(1), 81-103.


Appendix

1. Questionnaire applied to Haitian immigrants (Toledo, 20)

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 konfìmasyon
3. Confirmar la información previa / Konfìme enfòmasyon avan an
4. Describir / Dekri
5. Narrar / Rakonte

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

1. Pedir opinión / Mande opinyon
2. Dar una opinión / Bay yon opinyon
3. Pedir valoración / Mande evalyasyon
4. Valorar / Evalye
5. Expresar aprobación y desaprobación / Eksprime konsantman ak dekonsantman
6. Posicionarse a favor o en contra / Bay pozisyonw an favè oubyen kont
7. Preguntar si se está de acuerdo / Mande yo si yo dakò
8. Invitar al acuerdo, expresar acuerdo / Envite akò a, eksprime akò a
9. Expresar desacuerdo / Eksprime dezakò
10. Mostrar escepticismo / Montre dout
11. Presentar un contraargumento / Prezante yon kont agiman
12. Expresar certeza y evidencia / Eksprime sètitid ak evidans
13. Expresar falta de certeza y evidencia / Eksprime mank de sètitid ak evidans
14. Invitar a formular una hipótesis / Invite a fòmile yon ipotèz
15. Expresar posibilidad / Eksprime posibilite
16. Expresar obligación y necesidad / Eksprime obligasyon ak nesesite
17. Expresar falta de obligación o de necesidad / Eksprime mank dobligasyon oubyen nesesite
18. Preguntar por el conocimiento de algo / Mande konesans de yon bagay
19. Expresar conocimiento / Eksprime konesans ou
20. Expresar desconocimiento / Eksprime mankman de konesans ou
21. Preguntar por la habilidad para hacer algo / Mande pou kapasite poul fe yon bagay
22. Expresar habilidad para hacer algo / Eksprime kapasite pou fe kek bagay
23. Preguntar si se recuerda o se ha olvidado / Mande yo si yo songe oubyen yo te bliye
24. Expresar que se recuerda / Mande kisa yo songe

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. Expresar aversión / Eksprime repiyans
4. Preguntar por preferencias / Mande preferans yo
5. Expresar preferencia / Eksprime yon preferans
6. Expresar indiferencia o ausencia de preferencia / Eksprime endiferans oubyen absans de preferans
7. Preguntar por deseos / Mande pou gou yo
8. Expresar deseos / Eksprime gou yo
9. Preguntar por planes e intenciones / Mande pou plan yo ak entansyon yo
10. Preguntar por el estado de ánimo / Mande pou kouraj yo
11. Expresar alegria y satisfacción / Eksprime kontantman ak satisfakson
12. Expresar tristeza y aflicción / Eksprime tristes ak lapenn
13. Expresar placer y diversión / Eksprime plezi ak amisman
14. Expresar aburrimiento / Eksprime annwi
15. Expresar hartazgo / Eksprime sifizans
16. Expresar enfado e indignación / Eksprime kole ak endiyasyon
17. Expresar miedo / Eksprime perez
18. Ansiedad y preocupación / Enkiyetid ak sousi
19. Expresar nerviosismo / Eksprime eksitasyon
20. Expresar empatía / Eksprime senpati
21. Expresar alivio / Eksprime soulajman
22. Expresar esperanza / Eksprime espwa
23. Expresar decepción / Eksprime desespwa
24. Expresar resignación / Eksprime reziyasyon
25. Arrepentimiento / Repantans
26. Admiración y orgullo / Admirasyon ak fiyète
27. Afecto / Afeksyon
28. Sensaciones físicas / Sansasyon fisik

MF 4 Influir en el interlocutor / Enfliyans 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. Rogar / Sipliye
6. Repetir una orden previa o presupuesta / Repete yon lòd avan oubyen prevwa
7. Responder a una orden / Repond yon lod
8. Petición o ruego: accediendo / Petisyon oubyen priye . Aksepte
9. Accediendo con reservas / Aksepte avek resèvasyon
10. Eludiendo / Libere de yon pwoblem
11. Negándose / Refize
12. Pedir permiso / Mande pèmisyon
13. Dar permiso / Bay pèmisyon
14. Denegar permiso / Refize pèmisyon
15. Prohibir / Entèdi
16. Rechazar una prohibición / jete yon entediksyon
17. Proponer y sugerir / Propoze ak sigere
18. Ofrecer e invitar / Ofri ak envite
19. Solicitar confirmación de una propuesta previa / Demann konfimas-yon pou yon pwoposisyon avan
20. Aceptar una propuesta / Asepte yon pwoposisyon
21. Ofrecimiento o invitación / Ôf ak envitasyon
22. Aconsejar / Konseye
23. Advertir / Avèti
24. Amenazar / menas
25. Reprochar / Repwoche
MF 6 Estructurar el discurso

1. Establecer la comunicación y reaccionar / Etablir comunicación y reaccionar
2. Saludar y responder a un saludo / Saluda y repóngase a un saludo
3. Preguntar por una persona y responder / Haga una pregunta y responda
4. Pedir una extensión o habitación y responder / Solicite una extensión o habitación y responda
5. Preguntar si se puede dejar un recado / Pregunte si se puede dejar un recado
6. Preguntar por el estado general de las cosas y responder / Haga una pregunta sobre el estado general de las cosas y responda
7. Solicitar que comience un relato y reaccionar / Solicite que comience un relato y reaccione
8. Introducir el tema del relato y reaccionar / Introduzca el tema del relato y reaccione
9. Indicar que se sigue el relato con interés / Indique que sigue el relato con interés
10. Controlar la atención del interlocutor / Mantenga la atención del interlocutor
11. Introducir un hecho / Introduzca un hecho
12. responder a un agradecimiento / Repóngase a un agradecimiento
13. Organizar la información / Organice la información
14. Conectar elementos / Conecte los elementos
15. Reformular lo dicho / Reformule lo dicho
16. Destacar un elemento / Destaque el elemento
17. Introducir palabras de otros / Introduzca palabras de otros
18. Citar / Citar
19. Abrir una digresión / Abra una digresión
20. Rechazar un tema o aspecto del tema / Rechace un tema o aspecto
21. Interrumpir / Interrumpir
2. Formal consent signed by participants (Spanish version)

Consentimiento escrito para participar de una investigación experimental

Soy voluntario para participar en un proyecto de investigación dirigido por una estudiante del Programa de Licenciatura en Lingüística y Literatura Inglesas de la Universidad de Chile.

El propósito de este estudio es evaluar la efectividad de una metodología específica en el desarrollo del programa en las clases de español como segunda lengua de inmigrantes haitianos en Santiago de Chile; para lo cual dos cuestionarios deben ser respondidos.

1. Entiendo que el proyecto está diseñado para conseguir información sobre la metodología educativa utilizada y mejorar los métodos para futuros cursos.

2. Entiendo que seré para este proyecto.

3. Mi participación es voluntaria. Entiendo que no recibiré ningún pago por ésta y que puedo retirarme en cualquier momento.

4. Entiendo que si me siento incómodo durante esta prueba puedo negarme a participar sin sanción alguna.
5. Entiendo que mi nombre no será utilizado en ningún reporte de la investigación y que mi confidencialidad permanecerá segura.

6. He leído y entiendo la explicación que me dieron. Todas mis dudas han sido resueltas y voluntariamente acepto participar del estudio.

7. He recibido una copia de este documento.

____________________________ ________________________
Firma Sujeto Fecha

____________________________ ________________________
Nombre Sujeto Firma Investigador(es)

Para mayor información o ante cualquier duda por favor contactar a:

Daniela Nova en daniela.nova@ug.uchile.cl

3. Formal consent signed by participants (Creole version)

Konsantman ekri pou patisipe nan yon ankèt eksperimantal

Mwen se yon volontè pou patisips 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.


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 envestigasyon 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.

______________________________
Siyati Sijè

______________________________
Dat

______________________________
Non Sijè

______________________________
Chèchè

Pou plis enfòmasyon oswa si w gen nenpòt kesyon, tanpri kontakte:

Daniela Nova nan daniela.nova@ug.uchile.cl

<table>
<thead>
<tr>
<th>Usuario Competente</th>
<th>C2</th>
<th>Es capaz de comprender con facilidad prácticamente todo lo que oye o lee. Sabe reconstruir la información y los argumentos procedentes de diversas fuentes, ya sean en lengua hablada o escrita, y presentarlos de manera coherente y resumida. Puede expresarse espontáneamente, con gran fluidez y con un grado de precisión que le permite diferenciar pequeños matices de significado incluso en situaciones de mayor complejidad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Es capaz de comprender una amplia variedad de textos extensos y con cierto nivel de exigencia, así como reconocer en ellos sentidos implícitos. Sabe expresarse de forma fluida y espontánea sin muestras muy evidentes de esfuerzo para encontrar la expresión adecuada. Puede hacer un uso flexible y efectivo del idioma para fines sociales, académicos y profesionales. Puede producir textos claros, bien estructurados y detallados sobre temas de cierta complejidad, mostrando un uso correcto de los mecanismos de organización, articulación y cohesión del texto.</td>
<td></td>
</tr>
<tr>
<td>Usuario Independiente</td>
<td>B2</td>
<td>Es capaz de entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización. Puede relacionarse con hablantes nativos con un grado suficiente de fluidez y naturalidad, de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores. Puede producir textos claros y detallados sobre temas diversos, así como defender un punto de vista sobre temas generales, indicando los pros y los contras de las distintas opciones.</td>
</tr>
<tr>
<td>B1</td>
<td>Es capaz de comprender los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua. Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</td>
<td></td>
</tr>
<tr>
<td>Usuario Básico</td>
<td>A2</td>
<td>Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.</td>
</tr>
<tr>
<td>A1</td>
<td>Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como, frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.</td>
<td></td>
</tr>
</tbody>
</table>
5) Akeyi’s lessons program

Planificación clase a clase

Módulo 1

Nombre de la clase: Saludos

Fecha: 16 de agosto  
Duración: 90 min (dos módulos de 45 min)

Objetivo principal
Enseñar a los asistentes a saludar, presentarse y nociones básicas del abecedario

Objetivos específicos
- Presentar el curso
- Entregar preliminarmente nociones de salud y presentación
- Enseñar abecedario

Gramática
Saludos, despedidas, profesiones, ocupaciones.

Materiales
Cuadernillo creole haitiano – español

Dificultades previstas
Barrera comunicacional. 
No ser capaces de entender dudas o cuestionamientos de los estudiantes.

Soluciones
Trabajar con la colaboración de un intérprete creole haitiano – español, para así facilitar las dinámicas realizadas clase a clase.

<table>
<thead>
<tr>
<th>Partes de la clase</th>
<th>Itinerario</th>
<th>Duración</th>
</tr>
</thead>
</table>
| Introducción       | • Presentación de profesores.  
                    • Bienvenida al curso.  
                    • Creación de lista de estudiantes.  
                    • Entrega de cuadernillos. | 20 minutos |
| Desarrollo         | • Trabajo con cuadernillo (pg. 14) 
                    • Saludos y bienvenidas.  
                    • Profesiones y ocupaciones | 45 minutos |
| Cierre             | • Actividad de conversación en conjunto | 25 minutos |