

Culturally Relevant Lessons Using Audiobooks: The Case of EFL (English Foreign Language) Teachers and Haitians Students in A Chilean Classroom

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Abstract

Dynamic migration statistics show that foreign immigration to Chile has risen significantly in the past two decades, from 0.81% in 1992 to 4.7% in 2017. Furthermore, 66.7% of immigrants in Chile has arrived in just the last ten years (National Census, 2017). According to Pérez-Troncoso and McCarthy (2023), the increase in the number of immigrants places enormous pressure on domestic institutions, particularly, Chilean schools. Pérez-Troncoso and McCarthy (2023) adds that Haitians constitute the highest percentages of immigrants now present in the Chilean population, and because of the fact that the Haitian immigrants speak French Creole more so than Spanish, they have suffered intense discriminations and racist expressions. Toledo et al. (2022) indicate that teachers and immigrants in schools strongly desire to communicate. However, the lack of a common language is a barrier that nobody knows how to overcome, which means, there is a need for the Chilean state to become more involved in the issue of interculturality in public schools and the need to learn Spanish as an additional language for Haitian students to not fall behind in their school training or their socialization in Chilean society.

Considering the problematic explained by Toledo et al. (2022), this study emphasizes the contribution of EFL Chilean teachers, particularly, their role on the design on culturally and linguistically relevant teaching-learning resources which consider Haitian Students' first language, Creole. For this purpose, Spanish-Creole and English-Creole Audio and Video Books were created and implemented in a EFL classroom with the presence of Haitian students. Preliminary results obtained after interviewing Haitian Students using these audiobooks reveal that these resources are effective not only to learn Spanish, English and Creole as L2 but also to promote multiculturalism in an EFL-Chilean classroom.

Keywords: Culturally Responsive Teaching; Digital Teaching Resources; Linguistic Diversity; Multicultural Education; Second Language Education