

## How Do L1 Teachers Assess Haitian Immigrant High School Students in Chile?

**Authors :** Gloria Toledo, Andrea Lizasoain, Leonardo Mena

**Abstract :** Immigration has largely increased in Chile in the last 20 years. About 6.6% of our population is foreign, from which 14.3% is Haitian. Haitians are between 15 and 29 years old and have come to Chile escaping from a social crisis. They believe that education and work will help them do better in life. Therefore, rates of Haitian students in the Chilean school system have also increased: there were 3,121 Haitian students enrolled in 2017. This is a challenge for the public school, which takes in young people who must face schooling, social immersion and learning of a second language simultaneously. The linguistic barrier affects both students' and teachers' adaptation process, which has an impact on the students' academic performance and consequent acquisition of Spanish. In order to explore students' academic performance and interlanguage development, we examined how L1 teachers assess Haitian high school students' written production in Spanish. With this purpose, teachers were asked to use a specially designed grid to assess correction, accommodation, lexical and analytical complexity, organization and fluency of both Haitian and Chilean students. Parallely, texts were approached from an error analysis perspective. Results from grids and error analysis were then compared. On the one hand, it has been found that teachers give very little feedback to students apart from scores and grades, which does not contribute to the development of the second language. On the other hand, error analysis has yielded that Haitian students are in a dynamic process of the acquisition of Spanish, which could be enhanced if L1 teacher were aware of the process of interlanguage developmen.

**Keywords :** assessment, error analysis, grid, immigration, Spanish aquisition, writing

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