

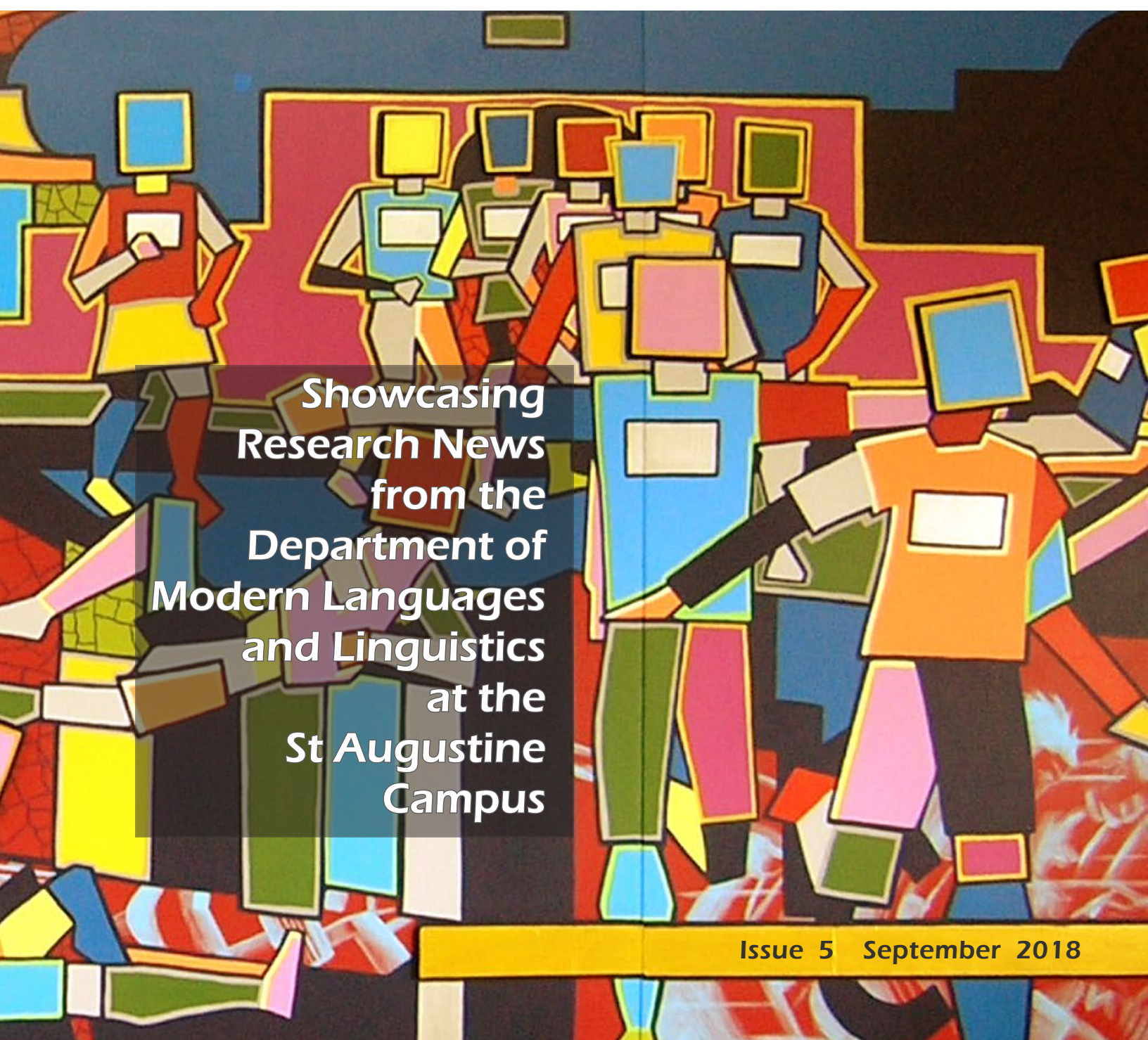


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CAMPUS

The University of the West Indies
Faculty of Humanities and Education
Department of Modern Languages and Linguistics

RESEARCH NOTES

ISSN 2519-5123



**Showcasing
Research News
from the
Department of
Modern Languages
and Linguistics
at the
St Augustine
Campus**

Issue 5 September 2018

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DMLL Vision

The Department of Modern Languages and Linguistics of The University of the West Indies, St Augustine is a nationally and regionally renowned department engaged in teaching and research in academic writing, linguistics, modern languages and their literatures. We seek to develop in students the ability to analyse and interrogate languages and literatures for a multiplicity of purposes while facilitating cognitive and affective student learning that may be applied nationally, regionally and internationally.

Research Notes is published by the Department of Modern Languages and Linguistics.

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Photography: Karisse Jackman

Cover page: A section of the first mural erected on the St Augustine main campus titled "Perseverance" (acrylic on plywood) by artist and UWI graduate, Jason Reid

Photo: The UWI-Marketing & Communications Office

ISSN 2519-5123

Words from the Head

As the academic year 2017-2018 comes to an end, I am delighted that we have a lot of good news to report in this 5th edition of *DMLL Research Notes* in the Department of Modern Languages and Linguistics (DMLL), including many and varied staff publications, the completion of higher research degrees, the tenth anniversary of the Caribbean Interpreting and Translation Bureau (CITB), and so much more.

The UWI Strategic Plan 2017-2022 rests upon the three primary pillars of Access, Agility and Alignment; all seeking to afford stakeholders "greater and more affordable access, efficient and effective alignment with society and economy, and enhanced agility in pursuit of opportunities" (p. 3). To meet these needs, the DMLL's transformation includes tightening some sections while expanding others and diversifying programming. We support the UWI's thrust in advancing the institution's quality. To this end, the coming academic year will see the following disciplines in the DMLL come under Quality Assurance reviews: the English Language Foundation Unit and French; the culmination of a lengthy process which will have included the compilation of Self Assessment reports over this past academic year.

Through *DMLL Research Notes*, our intention is to draw attention to our professors and other staff by highlighting not only their involvement in new programmes and courses, undergraduate and postgraduate supervision, but also the standout research being carried out in diverse areas and research clusters including: foreign language teaching and learning, Caribbean sign languages and deaf communities, Patois (French Creole) revitalisation in Trinidad and the Caribbean, language documentation, Hispanic and Francophone literatures and film; academic writing, and English language and literacy. In addition, our research on literature centres on Hispanic / Francophone Caribbean literary connections, trauma in Caribbean literature, cultural transgression, as well as autobiographical writing. In the DMLL, we offer excellent undergraduate and postgraduate



supervision in a wealth of research areas which include topics on the theoretical and practical aspects of language learning and teaching, first and subsequent foreign language learning, the impact of study abroad

on language learning, relations between language and culture from a teaching and learning perspective, issues on identity and culture, language documentation and digital development of heritage languages in Trinidad and Tobago.

Overall, our research with impact sees our DMLL staff consistently making more inroads in the national community through the sharing of the value of foreign languages, and their literatures, French-lexicon Creole (Patois), Trinidad and Tobago Sign Language, and English Language and Linguistics. And while on the topic of impact, in the past year, the DMLL lost one of our dear former colleagues; Mr Randolph Hezekiah, who passed away on Wednesday 25 October 2017. A former Lecturer in French Literature, Randy left an indelible impression on all of his students and on many members of staff. We were all tremendously saddened by his loss. May he continue to rest in peace.

Finally, on a personal note, and as I step down from the Headship of the DMLL in July 2018 at the conclusion of my second three-year term, I am certainly looking forward to returning to life as a full-time Senior Lecturer in Spanish. I'm grateful that I'll have plenty of time to further reflect on the varied lessons of the past six years, and to readily offer my assistance to the incoming Head in transitioning toward making the DMLL a more inclusive community, making our presence even greater in the national community and adding to our already diverse programming. Stay tuned!

Dr Nicole Roberts

Senior Lecturer & Head of Department

Six Years of Leadership: Impacting the Department of Modern Languages and Linguistics through Afro-Hispanic Caribbean Consciousness



As one of the departments in the Faculty of Humanities and Education, the Department of Modern Languages and Linguistics (DMLL) at the St Augustine campus aims at impacting the communities within Trinidad and Tobago and the wider Caribbean by offering a range of courses in English, French, Linguistics, Portuguese, and Spanish in relation to structure, function, and formation and evolution. But the DMLL does more than just this; it is a department in which the scientific study of language happens in tandem with the acquisition of skills in listening, reading, writing, and speaking, alongside the study of literature and culture. In the Humanities at the UWI, therefore, the DMLL logically complements the Department of Literary, Cultural and Communication Studies (LCCS) in advancing training in how communication happens between individuals, among larger communities of individuals, and within literary texts, whether drama, fiction or poetry. To be Head of Department (HoD) is therefore a very important task as the individual vested with this responsibility is not only expected to oversee and manage the delivery and execution of DMLL curricula, but is also, perhaps more strategically, expected to demonstrate a certain level of expertise derived not quite from prior training in administration, but rather from her/his academic background and intellectual interests. In other words, being the HoD is another way of being 'in charge' of how students

develop their capacities for communication, another way of being 'in charge' of how fellow colleagues execute their duties in the delivery of their programmes, and, significantly, another way of being guided by her/his own growth and development as a senior academic, a senior 'thinker' whose training in a specific field in the Humanities enables her/him to demonstrate a profound sensitivity to the very nuanced and complex phenomenon we call our humanity.

After six years as the first HoD of the DMLL, Dr Nicole Roberts reflected with me on her headship, on her academic research and writing, and on how the headship impacted her academic labour (and vice versa). In all of her reflections, and with a deep sense of satisfaction in having grown as an academic by the opportunity to be head administrator for the DMLL for two successive three-year cycles, there emerged a certain passion to get back more heavily into the domain of academic research and writing.

For Roberts, the effective administration of the Department is of utmost importance for determining the best possible impact on students and the best chances at providing students with a more consistently positive faculty experience. But because this administrative responsibility requires (as it should) an incredible amount of commitment and dedication to looking after and out

for other colleagues, students and oneself as Head, the university responsibility of academic research and writing can be severely and negatively impacted if one does not quite get into a posture that makes the administrative labour somehow feed the research and writing in the academic domain. Because while the Head must ensure that, ultimately, 'quality teaching' happens, in determining how a lecturer acquires academic upward mobility, 'quality teaching' is never quite rewarded in the same way as is the case with a solid journal or book publication. Thus, according to Roberts, an ongoing challenge for any HoD is navigating and managing this reality: 'quality teaching matters; but quality also oftentimes suffers'. Getting back to research and writing in a more determined way is, as Roberts points out, an exciting and renewed opportunity to return to her fields of research: Afro-Hispanic Caribbean thought expressed in poetry and other imaginative writings, with specific emphasis on the themes of gender; racial/racialised identities; sexual/sexualised identities; the intersections of sex, race, class and gender; cultural and social invisibility, and narratives of identity recovery.

When I asked why she had first got interested in these themes as a young and upcoming academic, she noted that it was her own raced experiences of being what is colloquially known as a 'light-skinned Trinidadian', of being a Trinidad-born student studying in Canada, and of being a woman, that have sharpened her sensitivity to the idea of identity as being as vulnerable as it is ostensibly secure. Roberts was clear that although the people she was studying at the doctoral level were of a different sub-region (Hispanic Caribbean), at the time, she felt that she was herself living many of the racial, gender and class ambiguities about which her subjects of study wrote. She noted that that's why women became important to her, although women were not the only writers under study in her PhD dissertation at the time. And importantly, although she particularly identified with the concerns of women writers from the region, such as Mayra Santos Febres (Puerto Rico) and Mirta Yáñez (Cuba), men writers such as Blas Jiménez (Dominican Republic) were similarly important since it was the collective reinforcement of black Hispanic Caribbean identities that offered her insight into and perhaps answers to some of the more challenging aspects of her own experiences within contexts of race, class, gender and migration. The works of these women and men writers from the Hispanic Caribbean under study, provided for her room, opportunity, and an ideological base from which to dig deeper into her own situation to determine and identify the peculiar resources for affirming her black identity, however racialised.

When asked about her monograph, *Main Themes of 20th Century Afro-Hispanic Poetry: A Literary Sociology* (Wales: Edwin Mellen Press, 2009) and specifically about why she chose to frame the book as 'Literary Sociology', Roberts pointed to her desire to impact students of Hispanic literature differently. According to her, while the classical approach to the study of literature remains important and crucial in some instances (relative to the intention of the

person studying), this approach often does not succeed in exciting students of literature to appreciate the imaginative work as an extension of society, and thus does not quite work to attract students to literature as an area of study. This she noted, is the current situation facing the Humanities locally and globally. She admitted that she herself had been schooled traditionally; her first two degrees were in French and Spanish. She reflected that at that time in Canada, literary studies and specifically the study of poetry meant training in the finer and more nuanced study of how the language of poetry works, of how silences on the page serve to carry the poem along, on the mechanics of language, and so forth, but she pointed out that framing the book as a literary sociology with its 'textual base' as the poem was a good opportunity to invite students of both social sciences and the humanities to be differently engaged by the poem.

Roberts believes that setting up Hispanic Caribbean literature, and poetry in particular, as a 'sociology' of black liberation struggles, offers contemporary students of the humanities and social sciences another opportunity to interpret their experiences within the ideological framework of a 'radical consciousness', in which struggles for identity are not reduced to or stigmatised as merely 'revolutionary'. In this sense, her framing of poetry as sociology is another decisive effort to link Africa, to the Afro-Hispanic Caribbean experience, as well as to the Afro-American experience for students in Trinidad and Tobago, and therefore for them to be able to see their own Afro-Caribbean experiences within a larger tradition of 'recovering Afro-diasporic identities'. She suggests that the current climate of bullying on the international political arena in the era of 'Trumpism' as well as Hurricane Maria and its impact on Puerto Rico in 2017 are perfect examples of why the use of poetry of the Hispanic Caribbean, within a context of sociology, is so crucial: it is the poetic voice that perhaps best communicates this 'radical consciousness' of people's living.

When asked about how she selected the main themes that form the pedagogical structure of the monograph, she articulated a certain interest in the still somewhat coded ways in which people of African descent in Trinidad and Tobago talk about race. It is this strategic and coded talking, which she neatly calls 'an ethics of racialisation', that is, the cultural and historical structures that 'determine' how we engage race and class in our everyday living yet within a (literary) history in which there has been such a rich tradition of talking about race openly in the post-independence and post-emancipation contexts, and in which there has been a determined move towards affirming black diasporic identities. Her pursuit and organisation of the 'main themes', therefore, was her way of shaping the monograph into its own project of affirming black diasporic identities as well as presenting it as a reading companion for students and readers of Caribbean literature on processes of affirming Afro-Hispanic identities, though not without underlining deep challenges to these processes. It is for these reasons that recurring themes in her monograph emerge as: Africa, history, recovering Africa, and the historical context of the

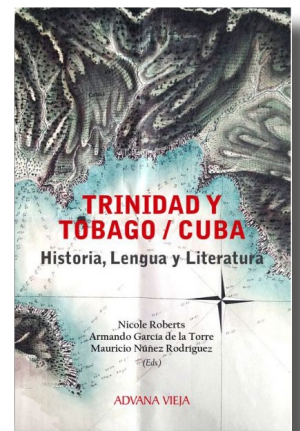
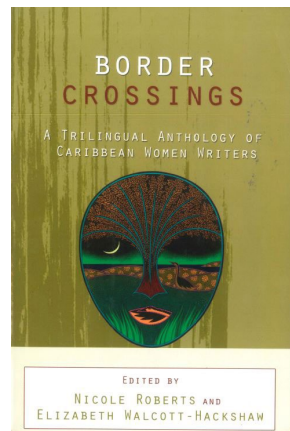
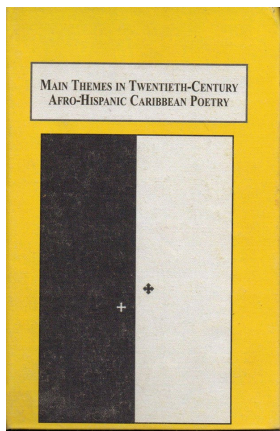
Caribbean. And it is for these reasons also that '10 years on' since the publication of the monograph, she believes it is still of particular importance in the field of Caribbean literature.

In terms of future work, Roberts sees herself as continuing her line of academic interest in Hispanic Caribbean poetry and narrative although she has been engaging more and more in cross-linguistic literary criticism around similar themes. In this sense, the works of Anglo-Caribbean writers such as Shani Mootoo, Jennifer Rahim or Shara McCallum are useful for comparative engagements with the larger Afro-Hispanic tradition. In this effort, much of Roberts' recent analytical publications have seen her paying more attention to the notions and spaces understood to be border-lines and cross-lines that mark the Caribbean experience. She indicated that she is also currently working on a Foreign Language (FL) project with two colleagues from the Centre for Language Learning, UWI, St Augustine. The project, which centres on FL acquisition seeks to bring together articles on FL teaching and learning relevant to the Caribbean in an attempt at spotlighting the current state of research in FL education across the Caribbean. In

a sense, Roberts says that this project in no way detracts from her objectives in the literary/cultural domains, that is to say, her overall interest in an in-depth examination of the varied and complex factors which affect relationships between culture, language and society across the Caribbean.

Roberts' advice to more junior colleagues in the DMLL is to not allow themselves to be bogged down by the responsibility of administrative duties. Because it is important, and because research and writing are also important, one should find a way to work with and within these two domains of university responsibility, and certainly not pitch one against the other. It is precisely the kind of cross-geographic and cross-linguistic method of talking about and better understanding the Caribbean that Roberts has been involved in for over two decades that informed how she executed her role as HOD of the DMLL and at the same time continued researching and writing in her fields of interest, thereby continuing to advance the intellectual profile of the Department.

Dr Charleston Thomas
Lecturer in Cultural Studies



Recent Publications

- Roberts, Nicole. *Main Themes in Twentieth Century Afro-Hispanic Caribbean Poetry*. Lampeter, Wales: Edwin Mellen Press, 2009.
- Roberts, Nicole and Elizabeth Walcott-Hackshaw, eds. *Border Crossings: A Trilingual Anthology of Caribbean Women Writers*. Kingston: UWI Press, 2011.
- Lalla, Barbara, Nicole Roberts, Elizabeth Walcott-Hackshaw and Valerie Youssef, eds. *Methods in Caribbean Research: Literature, Discourse, Culture*. Kingston: UWI Press, 2013.
- Roberts, Nicole, Armando García de la Torre and Mauricio Núñez Rodríguez, eds. *Trinidad y Tobago / Cuba: Historia, Lengua y Literatura*. Valencia: Aduana Vieja, 2018.



Clockwise: Welcome Remarks by the HoD, Dr Nicole Roberts on the occasion of the 10th anniversary celebrations of the CITB on 18 January 2018 at the CLL (left). International multilingual conference with simultaneous interpreting booths (above). View from within an interpreting booth (below)

10th Anniversary of the Caribbean Interpreting and Translation Bureau (CITB)

As the UWI celebrates its 70th anniversary of service excellence to the Caribbean region, the Caribbean Interpreting and Translation Bureau (CITB) is proud to be enjoying its 10th year on the St Augustine campus offering translation and interpreting services. Operating out of the Department of Modern Languages and Linguistics, the main translation office is located in Room 327 on the third floor of the Humanities building. Walk-in translation requests are accepted as well as e-mail enquiries and requests (citb@sta.uwi.edu). Normally, translations can be collected in a two to three business days with options available for rush jobs. The Bureau offers official translations into a number of foreign languages; including Arabic, Chinese (Mandarin), Dutch, French, German, Japanese, Portuguese, Russian and Spanish, and handles translations of all types and in numerous subject areas. Documents may be short and simple –for example, birth certificates, academic certificates, letters, police character reports, or they may be lengthier papers or documents. Recently, Spanish subtitling was provided for the film *Green Days* by the River. All of our translations are certified and the CITB is one of only two national institutions officially recognised by the government of Trinidad and Tobago as providers of this service. The Bureau also provides proofreading of translations.

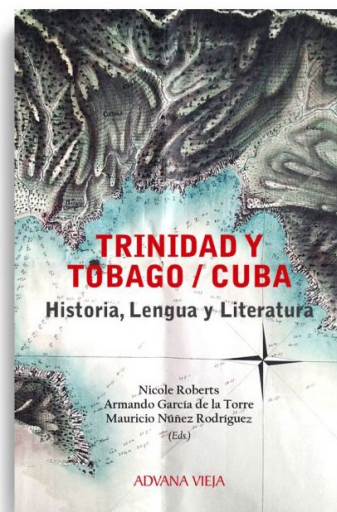
Interpreting is a key component in the host of services offered by the CITB. Currently, most requests for interpreting are handled locally, but if there are no

local interpreters to work in a specific language pair, professionals are sourced from a larger network outside of Trinidad and Tobago. The CITB has provided interpreting services to a wide variety of clients such as government ministries, regional and international bodies such as CARICOM and the United Nations, as well as private sector organisations. Events range from one day to weeks in duration and cover any number of subject areas. Private individuals can also access our interpreting services to conduct personal business such as marriages and court appearances. In 2005, the UWI acquired professional interpreting booths and a state-of-the-art analog interpreting system, which was later supplemented by additional booths and a new digital interpreting system. This means that more than one conference can be handled at the same time, or in the case of very large events, there can be up to 24 interpreters working in three separate rooms at the same time in multiple languages.

The CITB is closely associated with the Postgraduate Diploma in Interpreting which is offered every other year at the St Augustine campus. Since the first intake of 2006, graduates have played a key role in the interpreting services offered by the CITB. Currently, there are 11 UWI-trained interpreters and 6 translators working with the CITB which continues to fulfil one of its mandates, namely, as an incubator for language students seeking to make a career in the field of foreign languages.



Dr Armando García de la Torre, Dr Nicole Roberts and Dr Mauricio Núñez Rodríguez (l - r)



Trinidad y Tobago / Cuba: Historia, Lengua y Literatura

Nicole Roberts, Armando García de la Torre and Mauricio Núñez Rodríguez. (eds.). (2018)

This edited volume highlights recent scholarly work from two of the region's island republics; Cuba and Trinidad and Tobago, each at the opposite ends of the Caribbean archipelago. Twelve essays, six in Spanish and six in English, provide a vital introduction to historical, linguistic and literary concerns shared by Cuba and Trinidad and Tobago, as well as examine the ways in which Cuba appears in the contemporary Anglophone Caribbean imaginary. In addition, four of the chapters present ideas and weigh in on the ideology of José Martí; perhaps one of the Caribbean's most revolutionary philosophers and referred to as the "Apostle of Cuban Independence". Overall, the chapters in this volume delve into recurring challenges of the contemporary Caribbean and reflect on matters which make for today's Caribbeanness.

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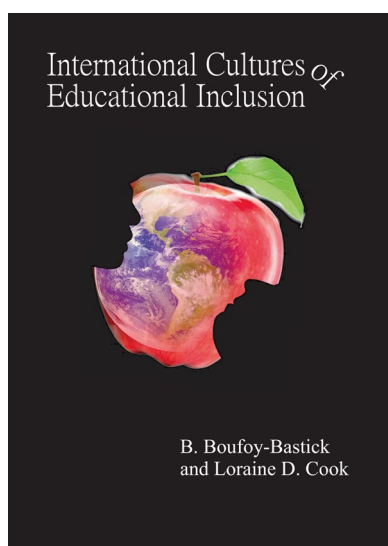
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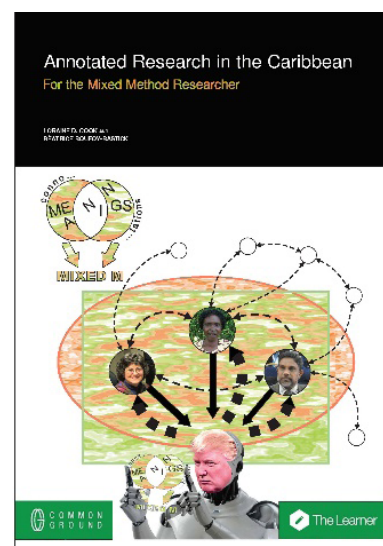


International Cultures of Educational Inclusion **Béatrice Boufoy-Bastick**



International Cultures of Inclusion Education sheds a fresh look at the meaning and implementations of inclusive education across disciplines and in a broad variety of educational contexts worldwide. This book uses 19 case studies to introduce the culturometric Worldview Inclusion Theory (WIT) which explicates the fundamental identity premises of inclusion. WIT encompasses two dominant diametrically opposed worldviews of inclusion the Capitalist Worldview (CW) of social wealth and Maslow's Humanistic Worldview (HW)); each worldview reveals a cultural identity shaping inclusion policies. WIT compellingly provides a powerful operative culturometric model for understanding the central motivation for inclusion: recognising the purpose of all behaviour to affirm one's identity, hence the mobilisation of inclusion resources is contingent on aligning the cultural identities of stakeholders. This work is a significant and timely contribution to understanding and promoting inclusive education.

Boufoy-Bastick, B. & Cook, L.D. (eds.) (2018). *International Cultures of Educational Inclusion*. Strasbourg, France: Analytrics..

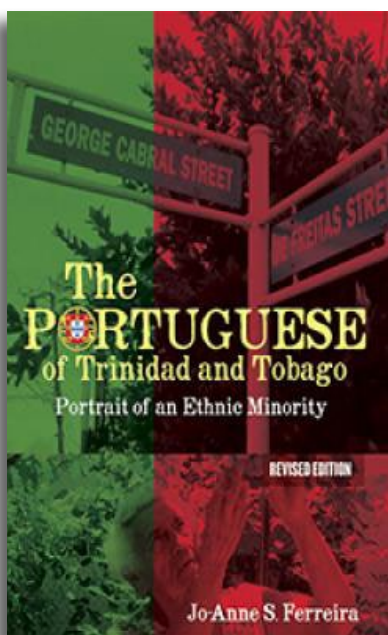


Annotated Research in the Caribbean: For the Quantitative Researcher. ***Annotated Research in the Caribbean: For the Qualitative. Researcher.*** ***Annotated Research in the Caribbean: For the Mixed Methods Researcher***

Béatrice Boufoy-Bastick

This series of three books presents an innovative fundamental approach to teaching and learning and to enhancing research relevant not only to the examples from the Caribbean and its Diaspora detailed in the books, but relevant to all productive researchers. In *Annotated Research*, authors explain the motivations and methods behind their already published research in a range of different specializations. The series provides an extended repertoire of research methods as a timely conceptual tool for promoting rigorous development of research theory and practice, initially intended for releasing the rich diverse research potential of Caribbean researchers. In this book, authors of peer-reviewed publications on Caribbean Research explain their research methods. Through annotations of their research they give practical and theoretical insights on the advantages and disadvantages of the methods they have used. The series provides a platform for teaching, discussing and doing research, intended as a foundation for future developments in research methods.

Cook, L.D. & Boufoy-Bastick, B. (eds) (2018)



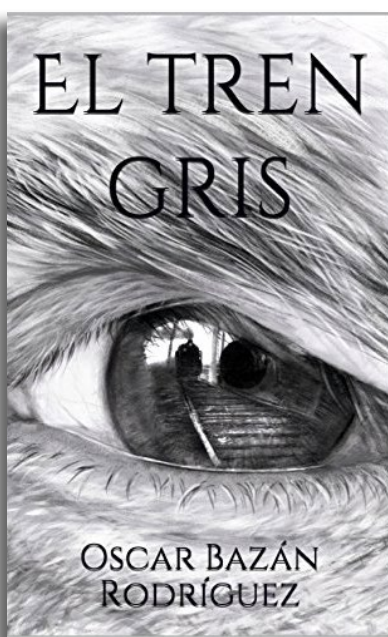
The Portuguese of Trinidad and Tobago: Portrait of an Ethnic Minority

Jo-Anne S. Ferreira, UWI Press, Revised edition (2018)



Traditionally a navigating and migratory people, Portuguese settlers came to the Caribbean as early as the seventeenth century. The ancestors of the modern Portuguese community in Trinidad and Tobago hailed from the archipelago of Madeira, fleeing their homeland in search of an economic and religious haven from the 1830s onwards. They came neither to explore nor to conquer, had no history of land and slave ownership in the Caribbean, and they came without prestigious family names or old money. Yet within a few generations, struggles were overcome to push the community to the forefront of national life, in the areas of business, politics, religion and culture. Bound by language and traditions, the Portuguese were able to work together for their common good, the result of which was a proliferation of Portuguese businesses of various sizes and descriptions all over the country. Though few in number, the Portuguese contribution to their adopted homeland is of a significance beyond the small size of the community. Every migrating group has a tale to tell. For years, the tale of the Madeirans in Trinidad and Tobago and Luso-Trinidadians and Tobagonians has gone untold. Here is an attempt to tell their story in the context of culture and entrepreneurship.

Originally published by the Institute of Social and Economic Research (ISER, now SALISES), in the series Culture and Entrepreneurship in the Caribbean, edited by Selwyn Ryan and Taimoon Stewart, 1994.



El Tren gris. (The grey train)

Oscar Bazán, Amazon Publishing, second edition (2018)



On a station platform, an old man is waiting for the arrival of the grey train. Through his voice, we learn the story of his search, that, since his youth, has been guiding him towards an empty present. His obsession: an anonymous note asking for his help that he found when he studied at university. To find its author is going to become his lifelong project. Following the arbitrary clues he finds in his quest, he arrives at "the paralyzed city", where he meets Lia, the woman who will discover for him the sweetness of a touch, and will save him, momentarily, from a most atrocious loneliness. Like in his hometown, he will find the necessary signs to follow the author of the note in the tracks of his pain. His investigation carries him through several characters and landscapes; meanwhile a fantasy mist, that chases him to the new city, becomes a partner in the snow preventing him from seeing the stars each night, the sun, spring, change. *The Grey Train* disguises itself as a mystery, drama, romance, travelling novel, but its heart has more to do with the vital experience of someone walking through the fog, facing the disappointment of seeking the impossible.

Originally published by Jirones de azul, Sevilla, 2008.

Fractured Subjectivities: Interrogating belonging and Displacement in the Caribbean Represented in Selected Short Stories by André Alexis, Junot Díaz, Mayra Santos Febres, Jennifer Rahim and Mirta Yáñez



Nicole Roberts

The Caribbean societies in flux, migrations, identity, childhood and the chaos of life on the island are some of the myriad themes explored in the works of the Jennifer Rahim (Trinidad & Tobago), Mayra Santos Febres (Puerto Rico), Andre Alexis (Trinidad & Tobago/Canada) and Junot Díaz (Dominican Republic/USA). Indeed, the diversity of Caribbean life, at times so clichéd, is brought sharply into focus in this paper. Like race and gender, the problem of migration contributes to the problematised concept of Caribbean identity. Thus, this paper discusses the challenges that are faced by the writer who attempts to define the complexity of the Caribbean identity landscape. The paper takes literary text as a form of popular culture and makes a comparative analysis of the short stories of Alexis, Rahim, Yáñez and Santos Febres and the extended narrative of Díaz by first examining the distinctive subjectivities that populate the texts. Through close readings of the stories and a focused analysis of the texts, we gain an understanding of the personal perspectives of these contemporary Caribbean and Caribbean identified writers who grapple with the notion of Caribbean identity. The paper concludes by unmasking and interrogating some of the conflicts and connections that underscore Caribbean culture

In Nicole Roberts, Armando García de la Torre, and Núñez Rodríguez (eds), *Trinidad y Tobago / Cuba: Historia, Lengua y Literatura*. Valencia: Aduana Vieja, 2018, pp. 214-233.

Interpreter Training in the English-Speaking Caribbean

Eric Maitrejean



This paper gives an historic overview of the situation of conference interpreting in the English-speaking Caribbean and then presents the rationale that led to the establishment of a viable postgraduate training programme at the St Augustine campus of The University of the West Indies, from an initial single offering in 1994 to a respected PG Diploma since 2007. The paper addresses the establishment of an interpreting agency within The University of the West Indies, which serves as an incubator for the young graduates of the diploma to hone their skills.

It also discusses other existing programmes in the region and makes a proposal for the creation of a pan-Caribbean training programme involving territories representative of the major working languages in the Caribbean. It then mentions the future of the interpreting profession with the implications for the training of the next generation of interpreters.

In Nicole Roberts, Armando García de la Torre, and Núñez Rodríguez (eds), *Trinidad y Tobago / Cuba: Historia, Lengua y Literatura*. Valencia: Aduana Vieja, 2018, pp. 140-154.

El Orishaismo en la tradición poética cubana



Adonis Díaz Fernández

La Disyuntiva de Sinecio Verdecia Díaz es un libro que se puede considerar como un ejemplo de Orishaismo[1] pues en él se reúnen aspectos que dan testimonio del carácter mágico y seductor que se le puede atribuir a ciertas imágenes representativas de los “estratos no muy altos de la sociedad”, así como del patrimonio ancestral y religioso legado de nuestros antepasados africanos. El objetivo de este ensayo es explorar y examinar aspectos tales como la presencia del lenguaje metafórico vinculado a la ficción, el uso de proverbios africanos, la relación entre los elementos litúrgicos y esotéricos de la religión afrocubana y la conducta del individuo, así como el reconocimiento de la identidad espacial y el carácter de Cimarronaje para ubicar este tipo de obra literaria dentro del género Orishaismo

In Nicole Roberts, Armando García de la Torre, and Mauricio Núñez Rodríguez (eds), *Trinidad y Tobago / Cuba: Historia, Lengua y Literatura*. Valencia: Aduana Vieja, 2018, pp. 234-249.

Vínculos entre comunidades Sordas caribeñas y oportunidades para colaboración



Ben Braithwaite

En el Caribe, el discurso que rodea la sordera sigue siendo dominado por las nociones de pérdida y deterioro. Típicamente, las personas sordas son tratados como menos que ciudadanos de plenos derechos: su movimiento alrededor de la región es restringido por las políticas de inmigración de varios países, entre ellos los de Trinidad y Tobago y Belice; su acceso a la información esencial se ve comprometida por la falta de comprensión de sus estructuras lingüísticas; y los sistemas educativos establecidos por personas oyentes siguen fallando a los niños y adultos sordos. Bauman & Murray (2014) describen el término “Deaf Gain” [Las ganancias de los sordos] como “el reformular la sordera no como una falta, sino una forma de diversidad humana capaz de hacer contribuciones vitales para el mayor bien de la sociedad.” En este capítulo se analizan algunas de las historias ricas y complejas de las comunidades sordas de toda la región del Caribe, las redes únicas que las unen a ellas, y las formas notables en que han contribuido a la diversidad lingüística, cultural y cognitiva de la región. Describe brevemente el cuadro de las ganancias de los sordos en el Caribe y argumenta que este cambio nos puede ayudar a mejor comprender los logros subestimados e informar mejores políticas y prácticas para el futuro. El capítulo termina al sugerir algunas formas nuevas en que las comunidades sordas y los que trabajan con ellos podían construir nuevas y valiosas conexiones para alcanzar metas comunes. Desde finales del siglo 21, han comenzado nuevos programas de formación de intérpretes de lengua de signos en la Universidad de las Indias Occidentales y la Universidad de La Habana. Se han producido nuevos diccionarios de lengua de signos en la República Dominicana y Trinidad y Tobago. Han comenzado nuevos proyectos de investigación en Haití, Surinam y Colombia. Los lazos comunes que caracterizan las ganancias de los sordos pueden impulsar una mayor cooperación y el apoyo mutuo en toda la región así como y dar lugar a mayores éxitos en el futuro.

In Nicole Roberts, Armando García de la Torre, and Mauricio Núñez Rodríguez (eds), *Trinidad y Tobago / Cuba: Historia, Lengua y Literatura*. Valencia: Aduana Vieja, 2018, pp. 176-196.



The Penis: Problem, Power or Partner? Intersections of Male Indo-Caribbean Sexualities and Phallocentrism in Shani Mootoo's *Cereus Blooms at Night*.

Tyrone Ali

Although love, intimacy and sexuality are potent indices of Indo-Caribbean masculine identity in Shani Mootoo's *Cereus Blooms at Night* (1996), they are configured differently from their engagement in traditional West Indian canonical literary works that also depict constructions of Indo-Caribbean masculinities such as Samuel Selvon's *A Brighter Sun* (1952) and V.S. Naipaul's *A House for Mr Biswas* (1961). *Cereus* reflects contentions and collisions encountered in the fabrication of ethnic, class and gender identities as it is set in the period of Indentureship but written from a contemporary ideological frame, highlighting the then social taboos of homosexuality, lesbianism, and transgender sexuality, as well as the heinous crimes of rape and incest among Indian families in the Caribbean, represented through a slate of characters. Significant cultural variation occurs in sexual desire, orientation and practices leading to a social reality underpinned by gender diversity. This paper addresses the resultant milieu of sexualities, both in orientation and in practice, among Indo-Caribbean males in Mootoo's work and interrogates the possession of the biological penis as creating problems for some generating power for a few, and forging partnerships for others, forging a tripartite interplay of phallocentrism among Indo-Caribbean males.

In Nicholas Faraclas, Ronald Severing, Christa Weijer, Elisabeth Echteld, Wim Rutgers and Robert Dupey, (eds.), *Memories of Caribbean Futures: Reclaiming the pre-colonial to imagine a post-colonial in the languages, literatures and cultures of the Greater Caribbean and beyond*. Willemstad: University of Curaçao, 2017, pp. 291-302.

Framing Our Professional Identity: Experiences of Emerging Caribbean Academics

Talia Esnard, Christine Descartes, Sandra Evans and Terrencia Joseph



Universities across the globe are exploring the implementation of best practices that can improve the professional and academic life of its members. Identifying this as an unexplored issue in the Caribbean, we, the members of the recently formed group, St. Lucian Women Academic Research Network (SWARN), have begun to explore the role of Caribbean universities and informal networks in the formation of professional identity and development among emerging academic faculty. Using situated learning theory and written self-reflections on our ongoing academic experiences, we found that where the individualist nature of our academic communities does not create positive collaborative spaces for learning and identity formation, our informal network provides a critical alternative structure wherein we have begun to locate and reframe our professional identity.

Talia Esnard, Christine Descartes, Sandra Evans, and Terrencia Joseph. Framing Our Professional Identity: Experiences of Emerging Caribbean Academics. *Social and Economic Studies* 66: 3&4 (2017): 124-150.

The Influence of Portuguese on Amazonian French Creole Lexicon: Some Preliminary Observations

Jo-Anne S. Ferreira



This paper focuses on Kheuól, an Amazonian French Creole with two main varieties, namely, Karipúna and Galibi-Marwono, in contact with Portuguese. The paper examines the nature and degree of the contact between French Creole and Portuguese on the Oiapoque River border. Thomason and Kaufman's five-degree borrowing scale (1988; cf. Haspelmath and Tadmor 2009) will be briefly considered, with specific reference to this generally understudied language. The paper will then focus on the resulting Portuguese influence on the language at present.

The five data sources include three bilingual French Creole-Portuguese dictionaries. Two of these are published (Tobler 1987, focusing mainly on the Espírito Santo variety of Karipúna from 1975 to 1977, and Picanço Montejo 1988, focusing on both varieties from 1980, in a number of villages, in collaboration with other linguists, including some with Tobler). A third is unpublished (Corrêa and Corrêa 1998, living in Oiapoque since 1986, who focused mainly on the Kumarumã variety of Galibi-Marwono). Other data sources are two multilingual word lists (Green and Green 1996 and n.d. who worked among the Palikúr), none compiled by native speakers, but with native speaker input.

Research funded by The University of the West Indies Research and Publications Grant CRP.3CY – Grant for a Comparative Study of French Creoles in the Southern Caribbean and Northern South America, granted to Dr J. Ferreira, Prof Mervyn Alleyne, and Ms Nathalie Charlery.

Jo-Anne S. Ferreira. The Influence of Portuguese on Amazonian French Creole Lexicon: Some Preliminary Observations. *Journal of Pidgin and Creole Languages* 32.2 (Short Note 131, November 2017), pp. 423-432.

Changing Caribbean Worlds: One Romance at a Time

Karen Sanderson-Cole



The Caribbean has long been the site of "European eroticized romantic fantasies" (Edmondson 4). But what do notions of romance with its twin children – beauty and respectability- have to do with the struggle to articulate a national identity and more specifically a voice for the black woman in a post-colonial society?

One aspect of the Caribbean's response is evident in the short-lived Heineman Caribbean Caresses series which patterns itself on the Mills and Boon/Harlequin line. Through the stylized conventions of the genre, writers attempt to address issues such as code choice, setting, point of view and ideological shifts in discourse. Changes in the characterization of the male and female protagonists are also indicative of changing values in the society. An exploration of these issues as present in these texts, provides important clues as to the potential of popular romance as a tool for not only investigating a society's standards but also as a tool for conveying transformational change.

Karen Sanderson-Cole. Changing Caribbean Worlds: One Romance at a Time *Tout Moun - Caribbean Journal of Cultural Studies*. Vol. 4, 1 (2018).



Professor Elizabeth Walcott-Hackshaw delivers the lecture to a packed School of Education auditorium on 19 April 2018. Below: Professor Elizabeth Walcott-Hackshaw with some members of her family: nieces Emma Walcott-Hardy and Bianca Walcott-Hardy (front), husband David Hackshaw and son Dylan Hackshaw

Cracks in the Edifice: Notes of a Native Daughter

Professor Elizabeth Walcott-Hackshaw
Professorial Lecture

Drawing primarily on the work of the poet Aimé Césaire, this lecture focuses on the difficulty of attempting to construct the idea of a Caribbean region that has been traumatised by a past that continues to haunt its present. As someone of Caribbean origin, as well as someone who writes both creatively and academically about the Caribbean, I have often felt the resonance of Frantz Fanon's words: "These are the cracks in the edifice." Fanon captured in this phrase the indelible psychological scar left by the Caribbean region's history. Authors and artists across the region continue to explore the manifestations of these cracks across languages, generations, genres and genders. As such, fragmentation, rather than unification, is my thematic motivator, scrutinising the submarine dis-unity rather than attempting to reconstruct a romanticised whole. The lecture also examines the notion of a return to a homeland captured in Aimé Césaire's poem *Cahier d'un retour au pays natal* (*Notebook of a Return to My Native Land*). The *Cahier* emphasises the cyclical nature of our condition, repeating questions in repeating islands. So I ask: How do we move forward with a vision that is wide enough to include us all and to get us home?



Elizabeth Walcott-Hackshaw is a Professor of French Literature and Creative Writing at The University of the West Indies, St Augustine. She has published scholarly articles and essays on Francophone Caribbean Literature and had co-edited several works including *Border Crossings: A Trilingual Anthology of Caribbean Women Writers*; *Methods in Caribbean Research: Literature, Discourse, Culture*; *Echoes of the Haitian Revolution (1804-2004)*; and *Reinterpreting the Haitian Revolution and its Cultural Aftershocks*. She has also published creative works. *Four Taxis Facing North* was her first collection of short stories and was translated into Italian. *Mrs B*, a novel, was short listed for "Best Book of Fiction" in the Guyana Prize for Literature in 2014. Her short stories have been widely translated and anthologised. She has recently completed another collection of short stories.



36th Annual West Indian Literature Conference "Affect and Ethical Engagement"

One Caribbean conference which participants always look forward to is the annual West Indian Literature Conference. From 4 to 7 October 2017, the 36th edition of the conference was held at the St. Augustine campus of The University of the West Indies. Under the theme "Affect and Ethical Engagement," the conference sought to "imagine the tasks of nation-building, interrogate traumatic histories, and navigate the myriad rhetorics of identity, politics, and space." The Call for Papers further explained that "In response to literature's sustained engagement with historical disease and contemporary suffering in broader social contexts, many questions emerge; thereby making the focus on affect a most suitable one as it offered a wide lens from which to consider related embodiments such as race, gender and class."

Two DMLL members of staff presented papers which lent critical focus to three key areas of concern in the Caribbean; Ethnicity, Language and Sexuality. Janique Dennis' presentation was titled: "The Affect of the Eshu Pataki in the Kaleidoscopic View of the African Diasporic Community in the West Indies" in the panel on Affect and Identity Construction, and Tyrone Ali presented on the topic: "When Fiction Becomes Real Life: Examining Language and Affect among the Transgender" in the panel on Queer Affects. Overall, these papers underscored the need for critical analysis with sensitivity to the articulation of affective assemblages of identity.

In addition, the conference has become well known for its "lunchtime literary readings" and this year, some of the DMLL's literary talent was on display as Jannine Horsford (poetry) and Rhoda Bharath (short fiction) were invited readers. Significantly, this year's conference also screened a film in honour of Dr Giselle Rampaul in collaboration with the British Council. The film: *Shakespeare in the Caribbean, The Caribbean in Shakespeare* was a collaboration on which Dr Rampaul was working at the time of her untimely passing. Conference co-chairs of the local organising committee: Professor Paula Morgan and Dr Geraldine Skeete (both of the Department of Literary, Cultural and Communication Studies, St Augustine) described the conference as a success to which participants have become accustomed. The next edition of the conference takes place in Miami, Florida in October 2018.

Painting: Courtesy of Dr Jean Antoine-Dunne



When Fiction Becomes Real Life: Examining Language and Affect among the Transgender

Tyrone Ali



The Affect of the Eshu Pataki in the Kaleidoscopic View of the African Diasporic Community in the West Indies

Janique Dennis

The multiplicity of negative linguistic and paralinguistic constructions used in the everyday discourse of describing, expressing and experiencing non-heteronormative sexualities generate an emotive language use that has come to characterise language and affect of members of the LGBTQI community in very real and disruptive ways. The transgender sex and gender identities have not escaped such a diatribe. In actuality, such individuals may very well be seen as the recipients of an even more acute application of pejorative language use that has resonated deeply with them and so carries them beyond the ambit of person versus person conflict to (d)evolve into the more alarming person versus self struggles.

This is case with the female-to-male transgender Trinidad-born but Toronto-raised protagonist of Shani Mootoo's 2015 fiction, *Moving Forward Sideways Like a Crab*. The vagaries of sex, gender, race, ethnicity, geography and social class become a rich milieu to interrogate the impact of language and affect in Mootoo's literary craft.

Since art mimics life and literature itself is mimetic, it would prove extremely interesting to ascertain whether Mootoo's work resonates with a real life transgender.

Like Mootoo's protagonist, Elise is Trinidad-born and Indian but is transgending from male-to-female. Does such an individual find a kindred spirit in Mootoo's character? Or does she generate a separate and distinct gender identity that is the product of language and affect in the social constructivist reality that is her own?

This paper seeks to interrogate how language and affect have shaped the gender identities and social realities of two transgenders – one fictional and one real. The focus will also determine parallels and divergences in experiences fraught with the tensions, contentions and collisions that are a salient part of the transgender's everyday life.

The complexity of African Diasporic identities in the West Indian context reflects the affect of the individual vision which impacts collective unconsciousness and ancestral memory. The different versions of one pataki (sing./pl. para-religious literature of the Orisha) collectively coined "Eshu the Orisha of Discord" serve as a metaphor for this reality of affect in the post emancipation space of the Caribbean. This paper explores the application of history, religion, culture, language, and nationalism in the texts through the prismatic approach to a comparative analysis of versions of these ancient oral literatures as they manifest in Nigeria, Cuba, Brazil, and America. To achieve the aforementioned, this work proposes a study of Fernando Ortiz's transculturation theory, using this methodology adapted from Viala and Wissing – with physical, literary and philosophical faces - which navigate the rhetoric of multiple, simultaneous, oft-times oppositional identities that children of the diaspora exhibit. The different readings of these pataki reveal how depth can be added for audiences. This prismatic approach facilitates the study of significance in variance and ultimately the truth of meaning and identity of what is a perpetually expanding community of readers and their connectivity through literature to each other and to the supernatural and the impact of the griot on said truth. This document speaks to the subtopic of 'Distance, proximity, affect and transcultural relations' as outlined in the Call for Papers.



The Organising Committee: Dr Maarit Forde, Head of the Department of Literary, Cultural and Communication Studies; Dr Nicole Roberts, Head of the Department of Modern Languages and Linguistics; Carla Bascombe (DMLL); Victoria Chang (DLCCS) and Professor Elizabeth Walcott-Hackshaw (DMLL)

Bridging Wor(l)ds: A Postgraduate Conference

Following on the success of 2017's inaugural conference, this one-day event celebrated on 26 April 2018 showcased presentations from students of the departments of Modern Languages and Linguistics (DMLL) and Literary, Cultural and Communication Studies (DLCCS). All eleven presenters benefitted from valuable feedback from academic staff members who were present as panel chairs and who also attended the conference to support the students. The first panel entitled "Narratives of Return," featured the research of Hannah Lutchmansingh (PhD Literatures in English), Shimiére Douglas (MA Cultural Studies) and Vindhar Suraj (MFA Creative Writing). This was followed by "Linguistics in Education," with presentations by Samantha Jackson and Rómulo Guédez Fernández, both of whom are PhD Linguistics candidates. PhD Literatures in English students Alfrena Jamie Pierre, Shareed Mohammed and Janique Dennis then provided varied perspectives on "Caribbean Religion and Spirituality." Concluding the day's engaging discussions with a sensorially rousing panel entitled "Audio and Visual Representations of Caribbean Cultures," were Sean Samad (PhD Cultural Studies), Lynnessa Parks (MPhil Cultural Studies) and Amanda Zilla (MPhil Literatures in English).

The organisers acknowledge Dean Heather Cateau, the academic staff of both departments, the technical and administrative staff of both departments, the staff at the Centre for Language Learning (CLL) and the students of both departments.

The Philosophy, the Physical and the Literary as Redefined Prismatic Faces in the Comparative Analysis of the Most Popular Pataki of the Orisha Eshu in Brazil, Cuba and Trinidad

Janique Dennis
PhD Literatures in English
candidate



This presentation contemplates one example of my research into the literature of the Yoruba pantheon (the pataki sing./pl. which originated in Nigeria), through comparative analysis of three versions of the most popular pataki of the Orisha Eshu, collectively coined “Eshu the Orisha of Discord”. The texts are derived from Trinidad, Cuba and Brazil and are therefore in English, Spanish and Portuguese. This paper exemplifies the type of analysis that can be achieved through the proposed prismatic methodology, an adaptation of Viala and Wissing’s, which analyzes three faces: the philosophical, which correlates the *Sacred Oracles of Ifa* from which the pataki emanate with their current forms; the physical, which considers elements of the natural, inclusive of colour symbolism; and the literary, which includes the telling and publishing environments, literary techniques and the extent of oral literature and ‘other’ languages in the texts. The three sites also allow insight into the complexity of African diasporic (often oppositional) identities in the West Indies, presenting the oral literature of northernmost, southernmost and one continental based regional communities wherein the collective unconsciousness achieved through ancestral memory embedded in spiritual realities of Ifa communities could occasionally conflict with dominant western worldviews (religious and otherwise). The analysis, however, proffers a resolution to this conflict. This analysis adds depth for readers through its search for significance in variance for both academics and what is a rapidly expanding community of readers, connected not by nationality, nor by language, but by their connectivity through literature to the supernatural.

Wee Talk Trini: Variation in Trinidadian Preschoolers’ Speech

Samantha Jackson
PhD Linguistics candidate



On the island of Trinidad, there is a high degree of code-mixing between Trinidad and Tobago English (TTE), the language of education, and Trinidadian English Creole (TrinEC), one of the languages of national identity. In order for educators and curriculum planners in early primary school and early childhood care and education (ECCE) to assist children in acquiring the language of instruction, knowledge of children’s speech patterns would be useful. This paper, therefore, describes children’s variation in speech sound and verb production. Data were collected from 147 Trinidadian children aged 3-5 from all 7 educational districts. All children participated in a word elicitation task (task 1), while 75 completed a verb elicitation task (task 2) and 30 engaged in 30-minute play sessions (task 3). Using task 3, the researcher transcribed up to 100 utterances per child. Speech sounds and verb forms that differ in TTE and TrinEC were identified. From tasks 1 and 3, each child’s sound variant was coded, along with age, sex, district, word position, word class and surrounding sounds. From tasks 2 and 3, each child’s verb variant was coded for age, sex, district, verb type, subject and speech act. Mixed-effects binary logistic regressions were conducted to identify any significant factors in variant selection. Results indicate that children are TrinEC-dominant speakers, but there is some systematicity to their variant usage which educators can take advantage of to help them acquire English.



Dr Heather Cateau, Dean of the Faculty of Humanities and Education (right) with Dr Nicole Roberts, Head of DMLL, (left) and Professor Elizabeth Walcott-Hackshaw (centre)



Moving forward while reaching back: A perspective on selected 21st century hybridisations of Soca music

Sean Samad
PhD Cultural Studies candidate

Soca as a musical genre was created in the 1970s by the Caribbean propensity for pastiche and bricolage in our various cultural forms – imitating and drawing from diverse sources to create new hybrid forms. The 21st century has seen a new wave of hybridised soca genres that seek to combine and recombine soca with other musical genres across the globe in a move to expand diversity of offering, increase appeal and globality of the festival-based genre. In particular, the *groovy soca* movement in the early 2000s saw artistes in Trinidad and Tobago and across the region infuse soca with zouk-based melodies that increased danceability and reduced bpm (beats per minute) speeds to the more recent emergence of *afrosoca* (the infusions of afrobeats) since 2012 to incorporate the globally popular beats coming out of West Africa. Both examples of musical bricolage within the soca genre can be considered returns to musical roots of soca and calypso: a move to return to a slower more melodious form that existed in calypso in the case of groovy soca or a move to return to more complex African rhythms of ancestral musical forms in the case of afrosoca. This paper will examine the way soca artistes have sought to engage these two genres (zouk and afrobeats) to create new hybrids forms and the impact this may have on contemporary soca, the musical culture surrounding Anglo-Caribbean Carnivals and the notions of Anglo-Caribbean identity.

Investigating Interactional Competence to [Measure]/Describe Spanish Language Learners' Performance in Speaking Tests

Rómulo Guédez-Fernández
PhD Linguistics candidate



This study investigates the assessment of interactive speaking performance of a three-year degree Spanish programme at The UWI, St Augustine. In Trinidad & Tobago, Spanish plays an important role, both in high school education and as a desired communication tool/asset. This research focuses on the construct of interactional competence. The very nature of interactional competence is the co-construction of the actions and utterances during a particular discursive practice. Thus, interactional competence, which implies individual knowledge and abilities in using socio-cultural rules of discursive practices for interaction with other participants, is not restricted to the single individual language user which has been the focus of previous communicative models (Young 2000, 2011, 2013; He and Young 1998). Participants are Spanish majors/minors who are enrolled in year one to year three Spanish language courses. Participants (n=110) had previously attended formal Spanish language instruction for at least seven years in secondary school. This presentation will report on preliminary results from the first stage of data collection, which includes the following methods: (a) transcribed video-recordings of peer-to-peer performances in conversation tests, (b) verbal recall with candidates' videotaped tests, and (c) semi-structured interviews with test-takers. Peer-to-peer test performances are analysed using conversation analysis. Factors associated with candidates' performance during the test and their performance in the classroom are drawn from both candidates' and raters' perspectives. The investigation makes a case for the development of an empirical and theoretical knowledge-based framework for the assessment of the interactional competence construct in this context.

22nd Biennial Conference of the Society for Caribbean Linguistics (SCL)

"Connecting the Caribbean: Languages, Borders, and Identities"

The 22nd Biennial Conference of the Society for Caribbean Linguistics (SCL) was held in conjunction with the Society for Pidgin and Creole Linguistics (SPCL) and the Programa de Lingüística Centroamericana (PROLINCA) at the Universidad Nacional de Costa Rica (UNA) in Heredia and Limón in Costa Rica from 6 to 11 August 2018, under the

theme "*Connecting the Caribbean: Languages, Borders and Identities*."

This international split-site conference was attended by participants presenting 60 plenaries, papers and posters, from some 22 universities from over 25 countries. Once again, UWI was the best represented university at this conference, and

The sloth is an integral, indigenous and important part of Costa Rica's national landscape. With its relatively long life span, its easygoing lifestyle, its omnivorous habits, it can be equated with Costa Rica's motto of *pura vida*, 'pure life'. The Society chose the sloth to represent the conference, and the wonderful design was created by Mónica Murillo of the Departamento de Publicaciones, UNA, gracing the name tags, programme, posters, notepads, banner, gifs and more.



Left to right: Paola Palma Rojas, Dr Jo-Anne S. Ferreira (President), Ronald Francis, Dr R. Sandra Evans (SCL Officer), Patrice Clarke, Dr Linda Steele, Dr Joseph T. Farquharson (Publications Officer), Dr Winford James, Dr Godfrey Steele, and Dr Paulson Skerrit. Missing: Dr Kathy-Ann Drayton

St Augustine was the best represented campus. There were also four book launches, ranging from analyses of Garifuna to Limón Kroyol to Jamaican and more. Patrice Clarke, Dr Kathy-Ann Drayton, Dr R. Sandra Evans, Dr Jo-Anne S. Ferreira, Ronald Francis and Paola Palma were among the participants from the DMLL. Dr Paulson Skerit and Dr Godfrey Steele of the Faculty of Humanities and Education also presented papers. Two of our graduate students, Patrice Clarke and Ronald Francis presented a joint poster and paper respectively with their supervisors, Dr Kathy-Ann Drayton and Dr. R. Sandra Evans. Staff-student collaborations of this kind are highly encouraged and supported by the DMLL. The 23rd Biennial Conference of the Society for Caribbean Linguistics will be held in August 2020 right here in Trinidad & Tobago.

Abstracts

An Analysis of the Distribution and Use of English Articles by ESL Learners in Jamaica Patrice Clarke

This paper examines the use and distribution of the English article system in a learner language resulting from a language contact situation involving at least one sign language, Jamaican Sign Language (JSL), Jamaican Creole (JC) and English. The differences between these source languages are interesting in that existing literature speaks about the article system that exist in JC (Durreleman, 2008) and English (Lyons 1999) but there is little known about (in) definite articles in sign language. In fact, the general assumption has been that sign languages lacks determiners altogether. In a recent study, (Cumberbatch, 2012) suggests that prenominal and postnominal INDEX functions as a definite article in JSL. However, other scholars argue that while an INDEX that combines with a noun represents a determiner, it does not necessarily convey definiteness (Baker, van den Bogaerde, Pfau & Schemer, 2016; Zimmer and Patschke, 1990). English articles form part of a complex system that deaf and hard-of-hearing students, like other English as a second language (ESL) learner have difficulty acquiring and using correctly despite the abundance of articles in the input. Such an investigation is significant as article use is at the interface of syntax, semantics and pragmatics. The absence or misuse of an article can make a sentence ungrammatical or otherwise affect the meaning being conveyed.

Data for the study was obtained from 60 narratives written by deaf and hard-of-hearing second language learners between 13 and 21 years old. The theoretical approach to the analysis is based on Bickerton's (1981) semantic wheel model, marked by the features [±specific referent (±SR)] and [±reader knowledge (±RK)]. A contrastive analysis was first conducted to compare the article systems in the learner language and in English and to establish the accuracy levels in ESL learners' article production. The analysis focused on two types of errors in article production: omission and substitution errors. The accuracy of article production is examined relative to the number of correct uses in obligatory contexts and the contexts in which the article was supplied inappropriately (Trenkic, 2002 p. 116).

The quantitative and qualitative analyses reveal several

conceptual differences relating to the writers' consideration for the reader's knowledge, specific reference, and countability, which may account for learners' errors in article use. Other errors included the frequent co-occurrence of mutually exclusive articles; more accurate use of the in definite contexts than of a in indefinite contexts, and the grapheme a functioning primarily as the English indefinite article and occasionally as an equative copula, preposition and progressive marker. Following Thomas (1989), article underuse is viewed as a grammatical deficit, and their misuse as a pragmatic deficit. The paper concludes with a discussion of the pedagogical implications for teaching English grammar to D/HH learners.

A Structural Analysis of Narratives Written by Deaf and Hard-of-Hearing Students Patrice Clarke and Kathy-Ann Drayton

Narratives are a tool of communication in social and academic settings often used to assess children's narrative abilities. Typically developing children produced stories with adult structures by age 6 whereas the vast majority of deaf students fail to use minimal components of a story in spontaneously generated written narratives, even by age 18 (Yoshinaga-Itano & Downey, 1996). Though deaf writers can use discourse rules in the production of narratives these are often "obscured by disfluencies in writing" (Marschark, Mouradian, & Halas, 1994 p. 89). In the official English-speaking Caribbean, learning is contingent on English competence and English is a prerequisite for academic and economic success. Deaf and Hard-of-Hearing (D/HH) students, like some of their Creole-speaking counterparts experience difficulties producing texts in English. The language experience of DHH writers. The writing abilities of the D/HH population in Creole-speaking environments are diverse but neglected research topic. Furthermore, most of the existing research on the writing abilities of the D/HH has been conducted in monolingual English-speaking countries. Thus, limiting the generalisability of these results. This paper is a part of a research project aimed at describing the characteristics of the writing of D/HH students in the English-official Caribbean.

The researchers evaluated 40 narratives by students who completed the spontaneous writing portion of the Test of Written Language (TOWL-3). The students were all high schoolers between 13-20-year-old who were enrolled in a school for the deaf. Narratives were assessed for both linguistic microstructural elements such as total number of words (TNW) (ii) number of different words (NDW) and (iii) lexical diversity (MTLD), and macrostructural features using the narrative scoring scheme (NSS) (Heilmann, Miller, Nockerts, & Dunaway, 2010). The study's aims were to determine (i) what linguistic microstructure and macrostructure elements can be found in D/HH learners' narratives? and; (ii) whether there is a relationship between measures of vocabulary, productivity and the NS? The overall results confirmed the generally low levels of narrative performance typically found in this population however, performance levels were not uniformly low. The paper concludes with a discussion of the pedagogical implications for teaching writings based on the findings.

From Familiarisers to Intensifiers: Terms of Address in an Online Trinbagonian Community Kathy-Ann Drayton

Address terms, including pronominal and nominal forms, are used in every culture, to identify the intended recipient of an utterance or speech act, and to signal the relationships between the speakers during social interaction. Familiarisers (Leech 1999) are a subset of address terms that are used to indicate a range of sociopragmatic meanings that help delineate and enrich the interaction between members of a community. Familiarisers, like other linguistic features, encode the speaker's stance to the addressee in terms of positions such as solidarity and intimacy, and combine to index gender, social class, and ethnicity among other variables (Kiesling 2009; Silverstein 2003; Ochs 1992). Research on the use of address terms in various communities, such as Kiesling (2004) on *dude*, Wilson (2010) on *bros*, *boys*, and *guys*, and Heyd (2014) on *dude* and *Alter* has demonstrated that these familiarisers index identity especially with regards to group solidarity. However, these and other studies have suggested that these forms have begun to take on additional pragmatic functions, notably serving as intensifiers of the preceding or following utterance.

This paper examines the use of familiarisers in Computer Mediated Communication (CMC) by examining the language practices of an online football community in a closed Facebook Group with more than 700+ resident and non-resident Trinidadian fans of an English Premier League club. The members of the group use Trinidadian English (TrE) and Trinidadian English Creole (TrinEC) to interact, discussing all matters related to the team, manager and players, as well as a limited number of non-team related matters. In these discussions which range from cordial to high conflict, requiring intervention by the group Moderators, a variety of address terms are widely used including *boy/boi/bai*, *dread/dred/jed*, *bro/bru*, *boss*, *horse/hoss* among others. The study will investigate the frequency and use of fifteen terms of address, examining total frequency, frequency of usage as a familiariser versus usage as an intensifier, as well as frequency of location in either initial, medial or utterance final position. The paper will also discuss factors affecting the variation in choice of address term and/or intensifier including: speaker style, speaker position within the community, the relationship between the interlocutors, the context of use, such as near synchronous (e.g., live match threads) vs asynchronous posts and the topic of discussion.

Vernacular English of St Lucia (VESL): A Phonological Analysis Sandra Evans and Ronald Francis

Three distinct codes exist in St Lucia, namely St Lucia Standard English, Kwéyòl (a French-lexicon Creole) and VESL (Vernacular English of St Lucia). With respect to VESL, there is much disagreement about its nature, even in the matter of nomenclature. In addition to the term VESL, it is also referred to as SLEV (St Lucia English Vernacular), St Lucia English Creole (SLEC) and St Lucia English-Lexicon Creole (SLELC) by various scholars. Some linguists contend that VESL is composed mainly of relexified Kwéyòl structures, while others contend that VESL is structurally akin to English and should

be treated as a dialect of English rather than a completely separate grammatical system. To date, there is no elaborate linguistic description of VESL but it is evident from the literature that there is a great deal of mutual intelligibility between VESL and English, as well as strong evidence of the transfer of Kwéyòl structures in VESL's system.

This paper is the first step towards writing a comprehensive description of VESL, beginning with an analysis of its phonological structure. It will explore the sound patterns of VESL using data from *Street Vibes*, a news segment in which St Lucians, some of whom speak what may be categorised as VESL, voice their opinions on various topics. More specifically, the paper seeks to detail the phonemic inventory of VESL and describe phonological variation among speakers. In addition, it attempts to show some distinction between the sound patterns VESL and English, and provide some data-driven conclusions about its linguistic structure.

Revisiting Past Time Reference in Jamaican Joseph T. Farquharson (UWI, Mona and Honorary Research Fellow, UWI, St Augustine)

Although Jamaican (Creole) is one of the better-studied Creoles, it has not really been subjected to a comprehensive substratist or superstratist analysis on the same level as Haitian (Lefebvre 1998) or the Surinamese Creoles (e.g., Migge, 2003). The African lexical input to Jamaican has been fairly well established, and Farquharson (2012) has identified Akan, Kikongo, Gbe, Igbo, and Yoruba as the five chief contributors of lexical items to the language. While there is no essential correlation between lexical contribution and syntactic influence, this gives us a manageable set of languages to use for the testing of substrate hypotheses.

While much work has been done in tracing the provenance of enslaved Africans, not as much work exists that traces the provenance of British settlers. This is also true on the linguistic side; virtually no work has been done on the British dialectal contribution to the grammar of Jamaican. Assuming that migration patterns were roughly similar for Suriname and Jamaica, the current paper capitalises on the findings of Sheriah et al. (2018) regarding the British dialectal input for Sranan. The dialect of Somerset is used as representative of dialects found in the west of England.

The current paper conducts a contrastive analysis of past time reference in Jamaican, the five substrate languages mentioned above, and the Somerset dialect of England.



It considers the data in light of Mufwene's *feature pool theory*, and demonstrates, how contra McWhorter, the feature pool may still provide a viable explanation for the birth/development of (syntactic) features in Creoles. The paper concludes that the lexifier can be shown to play a demonstrably important role in past time marking, contributing not only material, but also crucial syntactico-semantic information. However, the substrate languages play a heavier role in shaping final outcome.

Caribbean Languages Crossing Borders: Haitian in Brazil **Jo-Anne S. Ferreira**

Haitian (Creole), CARICOM's first language in terms of numbers of speakers, is the newest of the three French Creole varieties spoken in Brazil, the only Lusophone country where French Creole is known to be spoken. As a result of the 2010 earthquake, tens of thousands of Haitians have emigrated to Brazil in search of employment and education. This choice of Brazil may be related to the Brazilian presence in Haiti since 2004, via MINUSTAH, the UN peacekeeping military mission following a request to the UN Security Council by CARICOM itself. Haitian Creole was immediately recognised and supported by the Brazilian government and a number of agencies, so that Haitians in Brazil have had access to sociolinguistic support, and to bilingual education, the design, implementation and outcomes of which are of interest to Caribbean linguists and linguistics.

The Haitian diaspora in Brazil has already been widely studied by a number of Brazilian scholars across various disciplines, including Linguistics (Giachini et al 2017, Lima Pimental et al 2016, Silva Bulla et al 2017, Silva 2017, Torquato 2014), Education (Gustmann de Castro 2016, Soares and Tirloni 2017, Soares et al 2017), Economics (Valente 2018), Political Science (Santos 2016), Legal Studies (Feldmann Dutra and Marisco Gayer 2015), Population Studies (Silva 2017), and Journalism (Silva 2016), not to mention attention by the media. However, this diaspora has not yet been studied by (and is little known to) Caribbean linguists, and there has been no known dialogue between Brazilian and Caribbean linguists, in spite of the age (almost a decade old) and the size of this diaspora (some 54,000 Haitians, now in 8 Brazilian states), and in spite of the French Creole expertise of Caribbean linguists who could provide a collegial, supportive and advisory role working alongside Brazilian linguists. This is therefore a preliminary exploration and analysis of the literature on Haitians and Haitian in Brazil by a Caribbean linguist.

This is also a double call to action. Firstly, this is a call to Caribbean linguists to keep Caribbean diaspora sociolinguistic issues at the forefront of our discussions and our outreach regardless of the language of host nations and the language of their scholarship (in this case, Portuguese). Secondly, this is a call to CARICOM to develop a strong and clear language policy for the organisation itself and its member states where possible, focusing on language rights, language policy and language planning, putting the organisation on a firm foundation for discussions wherever citizens of its member states may find themselves. The International Centre for Caribbean Language Research (ICCLR)'s Charter on Language Policy and Language Rights in the Creole-Speaking

Caribbean (Kingston, 2011) provides the ideal framework and starting point for all such discussions and considerations.

"Make me come smart": Kwéyòl Transfer in the English Writing of St Lucian Primary School Students **Ronald Francis**

Much research has been done on the impact of Creole languages on the writing of students in the Caribbean. In St Lucia, two extensive studies have been undertaken to investigate the impact of St Lucia French-lexicon Creole (Kwéyòl) on the writing of primary and secondary school students: Isaac (1986) and Winch and Gingell (1994). Isaac concluded that 'the existence of [Kwéyòl] phenomena is apparent in all areas of written production', while Winch and Gingell posited that 'there is no strong relationship between impression marking and quantity of errors arising from possible creole interference.' These divergent conclusions add to a long-standing and ongoing disagreement about whether the transference of Creole structures plays a significant role in poor academic performance in English. However, no recent work has been done in St Lucia assessing students' writing and previous studies have drawn extreme conclusions without accounting for the possibility of various sources of error. This paper is part of a larger study that attempts to fill this gap by exploring the writing of St Lucian primary school students at the Common Entrance Examinations to determine whether the non-standard structures in students' writing are ascribable to Kwéyòl transfer.

Using English composition scripts from two (2) primary schools, the paper focuses on the transfer of Kwéyòl syntactic and lexico-semantic structures in students' writing. Drawing on an Error Analysis framework, it seeks to identify all non-standard syntactic forms and lexico-semantic particles within the writing. In addition, the paper seeks to determine whether the occurrences of these forms are solely attributable to the transfer of Kwéyòl structures or whether some of them may be attributed to other factors, such as intrinsic or learner errors. Ultimately, the paper demonstrates that the impact Kwéyòl transfer on students' writing and their academic performance varies widely among students and no general conclusions can be drawn about all students or all schools. Some student essays contain a high incidence of transfer (too high to ignore from a pedagogical perspective), while other students appear to have strong command of Standard English.

Beliefs and Attitudes towards Linguistic Variation in Spanish as a Foreign Language in the English-Official Caribbean **Paola Palma**

As the relevance of Spanish in the English-official countries in the Caribbean grows, it becomes important for learners of Spanish as a Foreign Language to have a greater understanding of linguistic variation and to be exposed to different varieties of the language. Aiming to better describe the beliefs and attitudes that students have towards linguistic variation in a higher education classroom setting in the Caribbean region, we conducted a two-part study on the matter with students pursuing a BA in Spanish at The University of the West Indies, St. Augustine. On the first part of

the study, students were asked to respond to a questionnaire comprising a set of questions about their attitudes towards linguistic variation, as well as their perception of their own accent; they also completed a task in which they were exposed to recorded samples of different variations of Spanish; participants were required to identify the respective variety and assess the speaker's pronunciation. The second part of the study consisted of an interview where students listened again to the same samples taken from the questionnaire, but this time they were informed which variety they would be listening to. Then they were required to assess the speaker's pronunciation a second time. It was found that students had difficulty recognising the variety of the language; however, participants expressed positive attitudes towards the samples that they were able to understand. No correlation was found between perceptions towards the country and its variety of the language.

Developing Sign Language Interpreting in Trinidad and Tobago: Language Ideologies and Issues of Linguistic Variation **Paulson Skerrit**

High quality sign language interpreting is essential to safeguarding of the basic human rights of deaf citizens, as described in the UN's Convention of the Rights of Persons with Disabilities. In this paper, I discuss linguistic issues affecting the development of sign language interpreting in Trinidad and Tobago, focusing particularly on linguistic variation and the various language ideologies found within the country's signing community. The linguistic situation is complex. In addition to the three main spoken language varieties, there are three distinct sign language varieties. Trinidad and Tobago Sign Language (TTSL), developed in the first three decades of deaf education, and has been transmitted within the deaf community largely outside of the formal education system. American Sign Language (ASL) was introduced by educators and missionaries, acquired by deaf Trinbagonians who have been educated abroad, and reinforced by significant ongoing online contact. Signing Exact English (SEE-II) was introduced to the Cascade School for the Deaf in 1975, and has continued to have a significant influence, particularly in educational settings. Though originally an artificially created mixture of ASL vocabulary with English grammatical features, some version of this way of signing has been acquired natively by some deaf Trinbagonians. To complicate matters further, there are various intermediate contact and mixed varieties, as well as homesign systems used by deaf people who have not had contact with the wider deaf community. There are also various, often conflicting language ideologies among interpreters, educators and members of the deaf community. These include the following:

- Spoken language is superior to signed language;
- English-influenced signing is preferable to signing which diverges grammatically from the structure of English;
- Linguistic purity should be maintained, and signing styles which have been influenced by spoken/written language are less pure;
- ASL is superior or more desirable than divergent local ways of signing;
- Linguistic variation is problematic and should be reduced via

a deliberate programme of standardisation;
- TTSL, as the indigenous sign language of Trinidad and Tobago should be preserved and promoted.

Most of these ideologies are somewhat problematic in that, rather than accepting the natural linguistic diversity found in the deaf community, they prescribe certain types of linguistic behavior as preferable. They can also lead to disagreements among sign language interpreters, which impede progress in development and professionalisation. We argue that an inclusive, descriptively rooted approach, acknowledging the reality and value of diversity, must underpin the training and practice of sign language interpreters. We also argue for the key role of native signers, including Deaf Interpreters and CODAs, in navigating this linguistic complexity, and discuss implications for the development and functioning of an effective sign language interpreter association, training, ethics, and professional development.

Decimated Languages that Persist **Godfrey Steele**

We study endangered languages, language death and language rights in a Caribbean context of historical, cultural and linguistic narratives that describe the decimation of Indigenous or First Peoples despite their continued existence. Can the continued and persistent existence evident in the resurgent identity, recognition and visibility of First Peoples in their cultural practices, cuisine, accommodations, and language be linked to any discussions on the survival and existence of languages thought to be decimated, endangered or dead? This paper explores linguistic writings on endangered and dead languages against the context of persistent presence and cultural and historical statements about First Peoples and First Languages in the Caribbean, and recent efforts to secure recognition and visibility in Trinidad and Tobago. It does so by highlighting and interrogating narratives of language decimation, endangerment, and death and discussing persistent presence though oppositional narratives of tension, resistance and survival. It also explores questions of language indigeneity that go beyond physicality and nativity that may be applicable to national and diasporic contacts and which may have implications for applications to First Languages that also go beyond traditional borders of geography and nation. The narratives which are interrogated and the questions which are explored suggest implications for revisiting the prevalent view of Amerindian languages as decimated languages and offer possibilities for language renewal and revitalisation, and language policy and planning.



The Department of Modern Languages and Linguistics congratulates Dr Rajendra Shepherd on his academic success.



A Critical Discourse Analysis of Newspaper Editorials in Trinidad and Tobago
Rajendra Shepherd
 PhD Linguistics

Supervisors: Professor Valerie Youssef and
 Dr Geraldine Skeete

Critical Discourse Analysis (CDA), commonly used to uncover power relations in media, in this research unveils a new paradigm for considering the issue when applied to two warring elites. Through an analysis of newspaper editorials in 2008 when the Prime Minister of Trinidad & Tobago (T&T) fired a senior Cabinet colleague, this research proposes an 'ideological circle' to replace Teun van Dijk's ideological square, which operates in the media binary of US versus THEM.

The ideological circle explains how the expected empowered Prime Minister was variously vilified while criticisms were softened, and the positive characteristics of the other social actor were actually highlighted yet mitigated. This study, bounded by a case of political turbulence, revealed a suite of discursive practices including 'pivoting', 'dualism' and 'extrication' in which the explicit writer critic is obfuscated or arguments softened through particular language operations. Pivoting is a unique proposition to explain the turning of an argument when against a social actor and uses various strategies, with the pivot itself identified in modal auxiliaries, questions and the use of metonymy.

This application of CDA, as a useful resource for the interrogation of the genre, was thus expanded upon and a methodology derived using grounded theory. The work raises questions about the place of pivoting in the media discourse of democracy and provides an opening to examine the impact of the discourse on the electorate.



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We are located on the third (top) floor of the Humanities building (east of the Alma Jordan Main Library): FHE Room 327, DMLL, School of Humanities

Faculty of Humanities & Education

The University of the West Indies, St Augustine

Trinidad & Tobago



Writing in signs: An analysis of English narratives produced by Deaf and Hard-of-hearing (DHH) Jamaican students

Patrice Clarke, MPhil candidate in Linguistics

Supervisors: Dr Ben Braithwaite and Dr Kathy-Ann Drayton

Low literacy and academic performance have been a persistent problem among hearing and deaf and hard-of-hearing (DHH) students alike that has arrested the attention of stakeholders including the Jamaican government. The number of deaf students with literacy and language-related difficulties are significantly higher than their hearing counterparts such that more than two-thirds of DHH graduates, at the secondary level, fail to attain marketable skills by school-leaving age (Planning Institute of Jamaica, 2015). The government and associations catering to the deaf have launched several initiatives over the years to improve literacy but have only seen marginal improvements in the academic performance of DHH students. Though considerable attention has been given to the DHH students in several monolingual and multilingual societies, namely North American and European countries, little has been said about the language experience and abilities of DHH learners in Creole-speaking environments. This study seeks to characterise the writing abilities of DHH students in Jamaica enrolled in a bilingual-bicultural programme.

A convenience sample of 120 narratives written by DHH students who completed the spontaneous writing portion of the *Test of Written Language* (TOWL-3; Hammill & Larsen, 1996) administered annually by the Jamaica Association for the Deaf (JAD) was collected. The students age ranged from 13 to 21-year-old and are/were enrolled in a JAD operated school. Narratives are transcribed, annotated and analysed using the *CLAN* programme and *UAM CorpusTool*. Narratives were analysed at three levels: morphology, syntax and discourse with focus on tense-aspect marking, expression of number, microlinguistic (productivity, syntactic complexity, lexical diversity) and macrostructural elements. Of special interest were structures, ruled ordered which appeared consistently in the language of DHH learners but rarely or never in the writing of other English or English as a Second Language (ESL) learners.

Preliminary results confirmed the generally low levels of performance typical of DHH subjects. However, performance levels were not uniformly low. Implications for instructional practices, assessment methods, curriculum development that support the teaching of English grammar to DHH students are discussed. Recommendations for further studies are also presented.

Madame Bovary: A twenty-first century perspective

Giselle Lindsay, MPhil candidate in French

Supervisor: Professor Elizabeth Walcott-Hackshaw



This study aims at examining the novel *Madame Bovary* written by Gustave Flaubert from a twenty-first century perspective. *Madame Bovary* focuses on the idealised vision of the perfect nineteenth century woman. It is critical to examine this novel from a feminist perspective in order to fully understand and compare the nineteenth century woman in *Madame Bovary* to the twenty-first century woman. The traditional roles of the woman are highlighted in *Madame Bovary*; however, the difficulties of womanhood are also explored. *Madame Bovary* examines the trials and tribulations of women in a patriarchal society. The modern day Madame Bovary shares a similar lifestyle to that of the nineteenth century character. She does not fully conform to the lifestyle of the traditional woman in the nineteenth century. At that time, women were limited to the responsibilities at home and were quite submissive to their husbands. Men were the dominant figure in the home. However, this has changed tremendously over the years. Women are now more educated and are able to be more independent in relationships. The roles seem to be switched as men are allowing women to take control and make decisions regarding the home and their relationships. Women seem to be more liberal regarding their sexuality. Love, marriage and fidelity are some of the main themes explored in *Madame Bovary* that the twenty-first century woman can relate to in many ways. Although Madame Bovary was seen as a traditional woman, her adulterous affairs contradict what was expected of the nineteenth century woman. Women are faced with emotional and psychological issues in relationships especially in marriage and for this reason, one can relate to Madame Bovary even today.

“Here, I’m making you a present of this beauty”: An Exploration of the Representation of the *Sicario* in the novels *La Virgen de los Sicarios* and *Rosario Tijeras* and the film *Rodrigo D. No Futuro*

Danielle Goalan, MA candidate in Spanish

Supervisor: Dr Anne-Marie Pouchet



This study aims to contribute to the understanding of the Colombian phenomenon of the *sicario*, a young, paid hitman working in the drug-trafficking trade. It seeks to understand why the *sicario*, though a prominent part of the Colombian landscape, is severely Othered by those around him and relegated to a voiceless subaltern status. The study deals with two novels and one film in which the *sicario* is the focus. Firstly, the study is contextualised with a brief history of Colombia and the presence of drug-trafficking. Then the theories involved in this study as they relate to the analysis of the novels and also the methods of acquiring information are discussed. The evolution of the *sicario*, his beginnings in the drug cartel and his evolution since the demise of the main cartel and drug dealer who was their employer are examined and also the way in which the *sicario* is manifested in the novels and film. Then the thesis analyses the various ways in which the *sicario* is Othered in the novels and the film through the aspects of the reason for their existence, their geographical origins, their leisure activities, religion and language, gender and sexual orientation.

The phenomenon of the 'half-breed' woman: An analysis of the 'mulata' in selected poems by Nicolás Guillén

Sparkle Henry-Wilson, MA candidate in Spanish

Supervisor: Dr Nicole Roberts



Nicolás Guillén was a Cuban writer, journalist, social activist and poet who is known for his discourse on ‘mulatez’ and ‘mestizaje.’ This study focuses on the phenomenon of the ‘mulata’ or ‘half-breed’ woman, who embodies this ideology, and appears in many of Guillén’s poems. She is considered to be the symbol of Cuban identity. However, this national symbol is janus-faced like her country whose existence is embodied by both positive and negative aspects. Unfortunately, most studies on this hybrid woman have profoundly highlighted the negative effects of slavery and imperialism on the ‘mulata,’ and thus portray her from a negative vantage point. Guillén’s poems also generally reflect this point of view, expounding on the objectification and sexual degradation of the ‘mulata’ who is mostly characterized as the ‘exotic other’ as opposed to the image of the subservient, domesticated black woman. The aforementioned idea will be discussed in depth in this study, but it will be used as a point of departure to examine the ‘half-breed’ woman from a more positive perspective. Guillén purports that the mulatto woman and even the black woman are central figures in his poetry but critics have found this to be contradictory since these women, particularly the ‘mulata,’ appear to be voiceless in poems related from a male perspective. Thus, the ultimate goal of this study is to re-interpret and re-define the portrayal of the ‘mulata’ making her a central figure who is truly empowered, celebrated and given a voice in Guillén’s poetry.

From Negrismo to Négritude : Representations of blackness in *Trópico Negro* by Manuel del Cabral and *Caribe Africano en despertar* by Blas Jiménez

Reah Warner-Mayers, MA candidate in Spanish

Supervisor: Dr Nicole Roberts



This work aims to contribute to the existing research on Afro-Caribbean poetry by interrogating representations of blackness in two anthologies of the Dominican Republic: *Trópico Negro* by Manuel del Cabral and *Caribe Africano en Despertar* by Blas Jiménez. Both poets examine the theme of Afro-Dominican identity through fundamentally different lenses. The constitution of black identity is examined from both the black experience and the white imaginary, with each poet articulating essentially different dimensions of the black experience. It first explores the nebulous parameters of racial and ethnic definition in the Dominican Republic, contextualizing signifiers such as *negro*, *mulato*, *cocolo*, *indio* and *haitiano*. Framed within the unique historical and geopolitical context of Hispaniola, both poets foreground the representation of the Haitian in the Dominican imaginary, as this is central to any evaluation of Afro-Dominican identity. They address issues of otherness, marginalisation and fetishisation of the black Haitian. It then analyses specific power dynamics and the construction / negotiation of black identity against a complex backdrop of postcolonial Eurocentrism, North American influence and Trujillato. Race and ethnicity remain pivotal in maintaining political and social hierarchies, and economic exploitation is presented as a fact of black identity. This work also examines representations of black sexuality in the Caribbean, revealing tropes of sexual objectification and celebration at different turns. Finally, it assesses the value of reclaiming voice, agency and self-affirmation among Afro-Dominicans and the possibility of asserting a positive Afro-Caribbean identity.

Visiting Lecturers

Chilean Author,

**Marcelo
Simonetti**

visits the
DMLL



The Department of Modern Languages and Linguistics (DMLL) in collaboration with the Embassy of Chile hosted Chilean author, Marcelo Simonetti, at the Centre for Language Learning on Thursday 30 November 2017. Simonetti was in Trinidad and Tobago to promote his novel, *Tito* (Ian Randle, 2018), which was to be published in English and launched at the Bocas Lit Fest in 2018. The Chilean Ambassador, His Excellency Fernando Schmidt, thought it a excellent opportunity to have Simonetti visit The UWI and participate in a roundtable discussion with students and other interested persons on the writing process and characterization.

Dr Nicole Roberts, Head of Department, gave opening remarks and welcomed everyone to the roundtable. Author and lecturer in the DMLL, Dr Oscar Bazán moderated the evening's proceedings. He was joined by a panel of students from the DMLL, namely: Arifa Satnarine (BA student in French and Spanish), Shane S. Prince (BA student in Latin American Studies and Spanish), and Adonis Díaz Fernández (PhD in Spanish candidate).

Simonetti gave a brief overview of his

novel, describing *Tito* as a coming-of-age story that explores themes of childhood innocence, first love and growing up. On the topic of characterisation, and in reference to his main protagonist, Tito, Simonetti elaborated on the importance of capturing the character's innocence, sense of wonder and curiosity. Discussions centred on comparisons with youth in Chile and in Trinidad and Tobago as well as making characters come to life on the page. Simonetti interspersed the session with several short readings from the novel, and closed the discussion with some advice to those interested in pursuing a career as a writer. He stressed the value of practising the craft and

honing in on the authentic voice. Furthermore, he stressed the need to fully dedicate oneself to the story that is being told as well as the need to always tell the said story with conviction, authenticity and integrity.

Dr. Bazán, on behalf of the DMLL, thanked Mr. Simonetti for his words, Ambassador

Schmidt thanked the DMLL for its continued collaboration with the Embassy of Chile, and a short cocktail reception which followed, marked by the distribution of commemorative bookmarks to all present.



Portuguese Lecturer

Dr Cláudia Fernandes

visits the DMLL

The Department of Modern Languages and Linguistics and its Portuguese and Brazilian Studies Section welcomed Portuguese Lecturer, Dr Cláudia Fernandes, Erasmus + scholar of the University of Graz. After obtaining her degree in Modern Languages and Literatures (2000) and the corresponding teaching degree (2002) at the University of Lisbon, Dr Fernandes moved to Vienna in 2003. At the University of Vienna, she obtained her PhD, her thesis being entitled "On the linguistic behaviour of the Portuguese living in Austria" (2015). Her teaching career started in Portugal, and in Austria she focuses on Portuguese Language and Cultures. She has been a lecturer at the University of Vienna since 2006 and at the University of Graz since 2015. Her areas of interest especially include Portuguese identity and Portuguese migration.

Dr Fernandes visited Portuguese classes, facilitated an exciting workshop for foreign language teachers, and gave a guest lecture, which was opened by the Head of Department and attended by the Minister Counsellor Alexandre de Azevedo Silveira of the Embassy of Brazil, the biggest country of Lusofonia.

Below are the abstracts of the workshop and lecture, respectively.

Workshop**The Inclusion of Music in Foreign Language Teaching**

Abstract: Although music is largely associated with leisure time, it can also be a precious resource for a foreign language class. This workshop focuses on how to use music in a foreign language class, showing different approaches, relating it to other sorts of texts, presenting many examples and above all, proving that we can learn by listening to music. Participants were urged to take their songs and possible activities for good group discussions.

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**Lecture****The Lusophone World: Why Learning Portuguese is a Good Bet for Your Future!**

Abstract: In 1214, from a small corner of Europe came one of the oldest documents written in Portuguese. Since then, the language has not stopped growing, first in Portugal itself and then overseas from the 15th century onwards. Today there are 9 countries on the 5 continents where Portuguese is spoken officially! It is the 7th most spoken language in the world and the 3rd of European languages (after English and Spanish). There are also many international organizations with Portuguese as an official language. It is also in the top 10 of languages for translations (as target language) and online articles. Portuguese is a language both with a past and a future! It also has rhythm and taste: in Portuguese you can sing *fado* or *morna*, dance *samba* or *kizomba*, eat *bacalhau*, *feijoada* or *cachupa*. Portuguese is for sure a good bet for your future: 270 million people cannot be wrong!

We look forward to continued good collaboration with Dr Fernandes.

Jounen Kwéyòl Entennasyonnal

(International Creole Day) 2017

at UWI, St Augustine

International Creole Day is celebrated annually on 28 October, having started in St Lucia as Jounen Kwéyòl in 1983, and the month of October itself was later designated as Creole Month. In the Caribbean, French Creole/Kwéyòl/Patois in the Caribbean is the second most spoken language after Spanish, with over 13 million speakers in 10 countries in the region and throughout the diaspora. English and English Creole follow in third place. In France, French Creole is the most widely spoken of the 10+ regional languages of France, with almost 3 million speakers, and students from kindergarten to university can pursue studies in and about French Creole.

Some famous Caribbean French Creole speakers include Jean-Jacques Dessalines, Toussaint L'Ouverture, Sylvester Devenish, Léon de Gannes, three Caribbean Nobel Prize winners (Sir Arthur Lewis, Saint-John Perse and Derek Walcott), Aimé Césaire, Phyllis Shand Allfrey, Jean Rhys, the Mighty Sparrow, Holly Betaudier, Dame Pearllette Louisy, Baroness Scotland, Thierry Henry, Marie-José Pérec, Wyclef Jean, and many more, in all walks of life, across the Caribbean Sea.

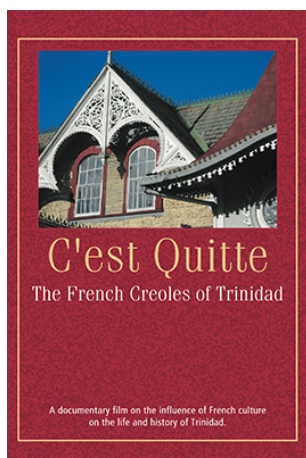
Here in Trinidad and Tobago, Trinidadian French Creole is at least as old as the second Cédula de Población of 1783, and the first grammar of any French Creole anywhere in the world was produced by Trinidadian John Jacob Thomas in 1869, almost 150 years ago. The UWI, St Augustine Campus was the first of the four campuses to offer French Creole/Patois as an Extra-Mural course and later a Linguistics course for credit, and the campus has speakers of varieties of French Creole from Dominica, Guadeloupe, Haiti, Martinique, Mauritius, St Lucia, and more. The month of October is filled with nationwide celebrations from Paramin to Talparo to Port-of-Spain in Trinidad & Tobago.

In honour of International Creole Month (Mwa Kwéyòl Toupatou Asou Latè-a), the French and Linguistics Sections of the Department of Modern Languages and Linguistics co-hosted the DMLL Patois Film Afternoon, supported by students of the UWI Linguistics Society and the UWI French Society, held on Thursday 26 October 2017 in the Centre for Language Learning (CLL) Auditorium. Four films focusing on the history and current state of Trinidadian French Creole and its modern day speakers and promoters were featured and screened in honour of this national heritage language and its culture, joining in the international celebration. The films screened were:



- 1) *Linguistic Landscapes: Patois Speakers Share Their Knowledge* – Nnamdi Hodge and Jo-Anne S. Ferreira 2015 (RDI Fund supported) (25 minutes)
- 2) *Trinidad : les derniers créolophones* – William Zébina and Michel Gendre, Caraïbes Martinique la 1ère 2016 (24 minutes)
- 3) *C'est Quitte: The French Creoles of Trinidad* – Alex de Verteuil 2004 (59 minutes)
- 4) *Sèptant Lanné Ansanm – 70 Years Together* – Cassandra Joseph and Nnamdi Hodge 2017 (15 minutes)

UWI students, staff, and members of the general public joined in and showed a very keen interest in the language and its history. The French majors especially were delighted to see the link between this country's history and French studies. All participants showed great enthusiasm for the movies as they asked questions afterwards and were all eager to participate in the student-led quiz that followed.



The next UWI edition of Jounen Kwéyòl will take place in 2018, as we work together to preserve and promote the languages that underpin the development of this nation and region (see [DMLL Research Notes Issue 3](#), p. 11, and <https://sta.uwi.edu/rdifund/projects/ttel/index.asp>).

Research tips:

Insight corner for new researchers

By Janique Dennis

Google Scholar©

While Google© may be the first port of call for many new researchers for cursory concept appreciations, most academics recognise the weaknesses of a Google© search. Results can range from opinions, fake news and falsehoods to esteemed books, video interviews and peer reviewed articles. Seeking sources on the latter end of that spectrum, Google Scholar© is often the preferred option for university teachers and students alike. Unfortunately, most use Google Scholar© for a superficial application of this major global resource. Here are three truly insightful uses of Google Scholar© for new researchers.

Refining searches

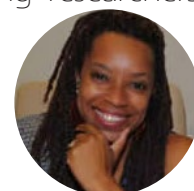
This is the most common and widely used application. However, you may not know that when a search is entered on the original Google Scholar© page (<https://scholar.google.com/>) there are filter options on the left which include date(s) of publications, languages and citations. Additionally, full articles are available by hyperlinks on the right. This is most useful when 'Library Links' are activated under 'Settings'. In 'Settings' too, the Scholar Button () can be installed onto the web bar next to the URL. When this button is clicked, highlighted text on any web page is immediately Google Scholar© searched and its results shown in a pop-up on the same page. These options are clearly useful in narrowing searches, but they are most useful alongside search techniques such as putting phrases in quotation marks, using OR, searching for terms only in the title (allintitle:), for specific types of documents (filetype: PDF), specific websites or type of websites (site:.org) and by ignoring sources with particular terms (-term I don't want in finds).

Metrics

Journals are ranked. It's crazy, but it's true! Google Scholar© presents journals, from the drop-down box via the 'Metrics' link. The journals can then be seen in descending sequence using the h-5 indexing system, classified into eight broad categories which are then further classified. The broad category of Humanities and the Arts, for example, is then subdivided into twenty-six sub-categories. This metric system exposes new researchers to the most highly esteemed journals, articles and authors in the area under study. New researchers are encouraged to read from these sources and note tone, style and areas of focus. Ongoing work can also be tailored to suit specific journals having accessed and understood the literary culture of each journal.

Alerts

This is the best feature for researchers yet. The alerts option under 'Settings' and at the bottom of the list of refining tools when searching ('Create alert') uses entered search terms, applied from the guidelines provided, and sends new publications to the email address researchers provide, thereby keeping researchers always informed on their areas of expertise. Refined searches among the most highly ranked journals sent directly to a new researcher's inbox, eases research. Now, all that's left to do, is to read them all. Happy searching and researching on Google Scholar©.



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This section highlights the outstanding work of our DMLL undergraduate students for the courses LING 3099 Special Project in Linguistics and HUMN 3099 Caribbean Studies Project. They have produced excellent pieces of research. We encourage them to continue to make a difference.



The patterns of changing rhoticity in Trinidadian English among students of The University of the West Indies, St. Augustine campus

Justin Carrington
BA Linguistics with a Minor in
Communication Studies
Winner of the Departmental
prize for research

Supervisor: Dr Jo-Anne S. Ferreira

There are usually a high number of Phonological studies on an international scale compared to the Caribbean in general although, in isolation, there are many studies that have been conducted within the Caribbean with regard to varieties of English. As a result, linguistic profiles have been built among these varieties. Within Phonology, rhoticity has been well documented with respect to rhotic and non-rhotic dialects. The argument is that Trinidadian English is showing inconsistent levels of semi-rhoticity after previous conclusions were made

that this variety of English is non-rhotic. Consequently, further evidence will assist in providing a concrete claim that Trinidadian English is or is not displaying more frequent patterns of rhoticity. This study aims to examine the patterns of rhoticity that occur in Trinidadian English using a tertiary level population. The theory that /r/ is realised intervocally, preceded by the non-high vowels ([ɜ] [ə] [ɑ] [ɔ]) in particular, contributes as the framework used to guide this study. A variety of elicitation tasks were used along with an open-ended interviews which provide adequate opportunities for the occurrence of the rhotic features linking r, intrusive r and r-colouring. Conversely, this study also examines natural speech versus artificial speech. The findings of this study will fill the gap within the age group of 18-30, as no previous study has been conducted since recent developments of some varieties of Trinidadian English becoming semi-rhotic.

A narrative analysis of the microstructural and macrostructural features in the L1 and L2 of two Trinidadian hearing children of deaf adults

This case study is the first in Trinidad and Tobago and the wider Caribbean to conduct a narrative analysis on hearing Children of Deaf Adults (CODAs). The research paper seeks to provide additional insight on the narrative competence of this group as there is an underlying belief that CODAs are proficient in both of their languages. The narratives of two participants were elicited using the wordless picture book: *Frog, Where Are You?* The samples collected were transcribed and analysed using a series of tests (Narrative Scoring Scheme, Mean Length of Utterance in morphemes (MLUm), Lexical Density and Type Token Ratio) which assessed the macrostructure, grammatical complexity and lexical diversity of the narratives. The results showed that there was not a significant difference in the macrostructure of both languages even though both CODAs

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had a narrative score which was higher in their L2 than their L1. The microstructural analysis showed that both participants earned a lower Lexical Density and Type Token Ratio in their L2 than in their L1 but a higher MLUm in their L2 than their L1. These findings indicate that despite the belief that bimodal bilinguals are competent in both languages, there is a variation in their narrative competency.

Ordinary radio turn-taking, interruption and non-cooperation strategies used on Trinidadian morning radio talk shows

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Adriana Vance
BA Linguistics
with a Minor in
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Supervisor: Dr Renée Figuera



This case study aimed to discover the turn-taking, non-cooperative and interruption strategies employed by two iconic groups on urban music radio stations in Trinidad. To facilitate taking and relinquishing turns adjacency pairs were utilised including the request-acceptance/rejection and the inform-acknowledge pairs. Discourse markers were employed

to maintain a turn. Interruptions were categorised as either competitive which included taking calls or switching to music or advertisements during the speaker's turn and those that were cooperative. These included finishing sentences and paraphrasing to get clarification. Interruptions functioned as a means to show disagreement, as a means of interrupting the next speaker's turn, assisting the speaker to get their points across. Non-cooperation strategies including no response and delayed response were also employed despite being associated with ordinary conversation. Therefore the data suggest that conversation on these shows falls closer to ordinary talk. Although radio talk is closer to ordinary talk, there are acts of performance depending on the situation. This research both adds to the body of research that exists but will provide new information regarding Caribbean context. This study incorporated a number of disciplines and it is intended to benefit researchers in media studies, communication studies, linguistics and discourse studies.



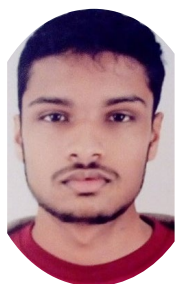
A Tale of One Country; from Prince to Pauper: A critical analysis of the political and socio-economic climate facing the Bolivarian Republic of Venezuela during the Bolivarian Revolution (the Chávez/Maduro regime); its principal causes, immediate consequences and possible outcome

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BA Latin American Studies
and Spanish

Supervisor: Dr Anne-Marie Pouchet

The Bolivarian Republic of Venezuela is at present immersed in what is a humanitarian and socio-economic crisis. This study aids in critically assessing the current socio-economic and political climate in that country taking as a period of reference

the years spanning the Chávez/Maduro era and thereby identifying the root causes of this crisis and assessing its effects on the Venezuelan social fabric and the economic dynamic of the South American nation. It also seeks to hypothesise potential outcomes to the crisis as it takes into consideration the various options available to both the international community and the Venezuelan society to resolve its present-day conundrum. Through a combined analysis of primary and secondary research sources, this study situates the crisis in a contemporary setting and answers the research questions put forward by the investigator.



A study into the affective and cognitive factors affecting first year and third year BA Spanish students' performance in Spanish oral language examinations at The University of the West Indies, Saint Augustine Campus, Trinidad and Tobago

Sanjay De Gannes
BA French and Spanish

Supervisor: Rómulo Guédez-Fernández

This study aims at discovering and analysing the various affective and cognitive factors that may debilitate or facilitate the performance of BA Spanish students in Spanish oral examinations at the University of the West Indies, St Augustine campus. After having interviewed a total of fifteen (n=15) students, multiple elements affecting students both positively and negatively in Spanish Oral examinations were revealed. There is a plethora of affective factors that affect students in the

oral assessment setting such as motivation, examiners, anxiety, personality and fatigue. There is also a multitude of cognitive factors that likewise influence the performance of students in the oral evaluation context, for instance, topical knowledge, vocabulary, grammar, listening ability, feedback and different educational experiences. All the aforementioned determinants may impact on a student's performance in various ways. They may become a hindrance to his/her fluidity or may contribute to his/her nervousness. Similarly, some of these factors may be positive determinants which may foster an excellent spoken production in oral tests. However, in this study students are seemingly more affected by the negative factors than the positive ones.



An investigation of the extent to which the use of games and gamification can enhance the performance and learning process of a group of adult basic A1 level Spanish learners in Tortuga, Trinidad

Arifa Hailey Satnarine
BA Spanish and French

Supervisor: Dr Oscar Bazán

The study investigates the impact of the use of games and gamification to teach A1 level Spanish among adult learners in Tortuga, Trinidad. It is of interest and pertinence due to the lack of diversification in the adult FL learning space. The research intends to act as a springboard for future research on adult learning and game approaches. Data were collected

from evaluations, questionnaires, audios and texts through a comparative experiment over the course of 12 weeks with a control group using traditional FL approaches and methodologies and an experimental group using games and gamification. It explores performance, motivation and enhancement of the learning process through games. The data presented demonstrated that games and gamification significantly produced better results than traditional methods even among adults. These findings add to the newly established field of gamification in education and can debunk the myth that games are exclusively for children and that language learning is characterised by a series of drills and repetitions.

Will they ever work in tandem?: A study of the use of traditional and modern medicine in a selected community in Tobago

The study investigated the types of remedies used by the residents of Calder Hall Phase 2, Tobago. The sampling of the community was done via the convenience sampling technique. Questionnaires (hard and soft copy) were distributed to residents (n=30) between November 2017 and January 2018. The most popular modern medicine was Paracetamol, while the most popular traditional remedy was the mixture of honey and lime. Residents usually decided whether to utilise modern medical cures, traditional remedies or both modalities after assessing several factors inclusive of accessibility and effectiveness. Cultural beliefs, the advice of medical practitioners, friends and family were also factors considered by residents in the choice of their treatment type. There were several attitudes related to traditional remedies and modern medical cures. Modern medical cures and traditional remedies were generally viewed positively by respondents; however, a few negative

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perceptions were mentioned. The survey data revealed that traditional remedy usage was not limited to those residents who migrated from rural communities to Calder Hall Phase 2, but also those that migrated from similar urban centres. Further to these findings, the implications for health policy and planning regarding integration of traditional remedies into local health care delivery programmes were discussed.

Factors influencing interactional competence: A case study of level one and two students at The UWI St Augustine

Interactional competence within the context of a foreign language, involves skilful navigation of the flow of ideas between two or more individuals. Interaction is influenced by sociocultural and socio-psychological factors. This study aimed to investigate the factors which impeded interactional competence of level one and two students pursuing the Spanish Major or Minor at The University of the West Indies, St Augustine campus. Data were collected from six focus groups and questionnaires administered to level one (n=30) and level two (n=29) students in both classroom and examination settings. Thematic coding and numerical analysis were utilised for the analysis of qualitative and quantitative data, respectively. The study indicated that level two students displayed higher interactional competence than level one students. Also, level

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two students scored higher due to longer duration within their programme as well as increased contact and practice with native speakers unlike their level one counterparts. Interactional competence was affected by lack of pre-class preparation, interest and knowledge of topics, lack of practice, vocabulary, language mechanics and translation issues.

Learner autonomy and agency: Students' ability to better their oral expression in Spanish as a foreign language at The University of the West Indies- St Augustine

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International Relations

Supervisor: Rómulo Guédez-Fernández



Research has shown that many language students encounter difficulties in expressing themselves in the target language. This study is designed to examine the effect that learner agency and autonomy have on the development of the communicative ability of a group of students at The University of the West Indies (UWI), St Augustine. The correlation between motivation and agency was also examined. The research took an ethnographic approach and the instruments used were focus

groups and interviews. The data gathered were qualitative, and the researcher coded the data according to topics that emerged from the students' responses. Through the analysis of the research findings, it was revealed that students who were more motivated to develop their oral expression in Spanish exercised a greater level of agency and autonomy. Those students employed more learning strategies which were carried out regularly to improve their conversation skills. Hence, those students maintained a high proficiency level in the Spanish language. In contrast, the students with a low proficiency level were less motivated and rarely carried out learning strategies to improve their oral component, thereby, demonstrating a lack of learner agency and autonomy. This study concludes by presenting limitations of the investigation and recommendations.



The impact of motivation and attitude on foreign language learning: A case study of adults learning Spanish as a second language

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Supervisor: Paola Palma

Motivation and attitude are two essential affective factors when learning a second language. This study examines types of motivation (integrative, instrumental, intrinsic and extrinsic) and attitude and their effect on the knowledge of Spanish gained by thirty eight (38) participants of an intensive Spanish

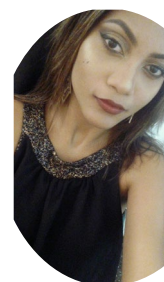
training course. This was offered by the Spanish Implementation Secretariat (SIS) in Trinidad. An online questionnaire was utilised to gather data and included a question of a modified Attitude Motivation Test Battery (AMTB) from Gardner's research in second language learning studies. The main findings showed that the participants were highly motivated and found to be more intrinsically motivated to learn Spanish. The study also indicated that factors of integrative motivation were determinants for the participants. Furthermore, instrumental and extrinsic motivation played an important role in the second language learning process. This study can be useful to foreign language teachers as well as any individual interested in learning Spanish as a second language.

Examining the factors that influence the development of Spanish listening comprehension skills among level 1 and 2 undergraduate students at The University of the West Indies

Listening is a very important factor that plays an active role in the learning processes for effective communication between individuals or groups as it acts as a foundation for learning and adopting a foreign language as well as developing cognitive skills. This research paper reports on a study of the different factors that influenced listening comprehension of level 1 and 2 Spanish students at The UWI, St Augustine campus. It also focuses on how these students coped with their challenges in relation to the development of their listening comprehension skills. This qualitative study investigated what factors and how these factors were addressed by participants in coping with Spanish listening comprehension via the use of focus groups and interviews. Participants reported the different factors that influenced their listening comprehension and their use of listening strategies to combat their challenges. All the level 1 and 2 students mainly reported using metacognitive and cognitive listening strategies, while only one level 1 student used socio-affective strategies. The use of metacognitive

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strategies, cognitive and socio-affective strategies appeared to distinguish the more successful from the lesser successful listeners. Differences between the level 1 and 2 students' perceptions on factors were minimal and differences for learning strategies were less minimal. The results from the interviews and focus groups identified the main factors that influenced listening comprehension. This investigation highlighted the integral role of different learning strategies, such as metacognitive, cognitive and socio-affective strategies, in the development of listening comprehension skills.



The effect of nonverbal communication on paired oral assessments: A case study of Level II undergraduate students at the UWI, St. Augustine

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The emergence of paired tasks in oral proficiency assessments has allowed researchers to obtain a deeper understanding of paired interaction, especially as it relates to the effect of candidate variables on discursual performance. Nevertheless, the presence of nonverbal communication in paired assessments has yet to be fully explored by applied linguists and language researchers. The aim of this study is to investigate those features

of students' and raters' nonverbal behaviours that potentially affect paired performance during the test event, and to examine the influence of students' nonverbal communication on raters' judgements of paired performances. The data were obtained from the verbal protocols and stimulated verbal recalls of two raters and eight students selected from The University of the West Indies, St. Augustine campus. Data were then transcribed for an analysis that was informed by the features that students and raters identified during the verbal reports. Results revealed that nonverbal communication is considered to be an important aspect of peer-peer interaction for both raters and students. These findings serve to challenge the existing understanding of the construct of interaction in the classroom context and have important implications for rating scale development, rater training and candidate preparedness.

Investigating the challenges students encounter in studying the Spanish language: A case study of a named secondary school in Trinidad and Tobago

The aims of this research paper are (a) to investigate the challenges students face in the Spanish language at a Caribbean Secondary Education Certificate level (CSEC), (b) what provokes the challenges, as well as (c) the methods students employ to overcome said challenges. A named secondary school in Trinidad and Tobago consisting of female students only where Spanish is compulsory was selected. A total of thirty students (n=30) participated in this study. The study adopted a mixed method approach of data collection. Questionnaires were administered to thirty students and five students participated in semi-structured interviews. It was found that anxiety presented itself as a major contributing factor to the challenges students encounter in the Spanish language classroom. Listening comprehension and oral expression were the most challenging

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skills as suggested by the findings of this study. These results, however, revealed to some extent the nature of the challenges students experience in the Spanish language classroom as well as what caused them. Practical suggestions for strategies that teachers and students may implement in order to improve the latter's performance in the Spanish language classroom were also identified for future research.



Challenges faced by students of Romance languages at The University of the West Indies, St. Augustine

Kennita Esther N. Henry
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Supervisor: Eric Maitrejean

This study examined the challenges faced by 50 Romance language (Spanish and French) students at The University of the West Indies, St. Augustine. The results, obtained from questionnaires answered by these students and interviews conducted with a teacher representing each of the departments in question, revealed that the following were problems encountered while learning the target language (L2): the transition into a tertiary institution, lessons not meeting the needs

of the different learning styles, insufficient time spent practising, language anxiety and inadequate feedback. Although the findings were insightful, more prolonged research into the challenges faced by foreign language students is required. The implications of the findings were discussed in the context of discovering possible solutions for the areas where Spanish and French students struggle most at The UWI, St Augustine.



Factors affecting the development of oral conversational skills: A case study of level I/II UWI undergraduate students of Spanish

Rhea Balotje
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with Minors in Spanish and
International Relations

**Supervisor: Rómulo Guédez-
Fernández**

This investigation is focused on the factors which influence the development of oral conversational skills for level I and II UWI undergraduate students of Spanish. Additionally, the different teaching strategies utilised in order to motivate students were examined. Data were obtained from a total of 67 students (Level I, n=33 and Level II, n=34) during classroom sessions. The analysis of data revealed how some factors such as anxiety,

topical knowledge, and knowledge of grammar and vocabulary affected students' performance. Findings suggest that students preferred to rely on their own linguistic abilities or those of their peers instead of the linguistic competencies of their teachers. The study provides practical strategies to be used by teachers in the development of students' conversational skills in comparison to the traditional strategies. It is suggested to carry out further research over a longer period of time in order to arrive at a conclusion on the factors influencing oral conversational skills. Moreover, it is recommended that teachers become conscious of the fact that many factors intertwine in the language learning environment that can inhibit students' participation and their general ability to excel. Therefore, it is suggested that teachers become analytically minded during the testing and evaluations of students.

Foreign Language Theatre Festival

Under the motto “The world is a stage”, the DMLL Foreign Language Theatre Festival was held at the Centre for Language Learning (CLL) Auditorium on 22 May 2018. Being a non-inter-campus festival for the second year, foreign language students from the Department of Modern Language and Linguistics (DMLL) performed plays in three different languages: French, Portuguese and Spanish. These plays combined farce with tragedy, with cultural aspects that also exhibited morals to the stories on the stage. Students from the CLL joined the DMLL to showcase a play in English, and UTT students performed two plays for children, both in Spanish. This was a display of cultural diversity merged under a shared passion for language learning. The pieces were showcased in two sessions, a morning performance for secondary and primary school students and an evening performance for the general public.

The event was attended by approximately 250 guests who enjoyed the experience. The interest in learning a foreign language is increasing annually. Taking advantage of the practice through theatre enables the students to communicate in our diverse mix of cultures nationally and regionally which would otherwise not be possible. This experience was also a great opportunity to build and strengthen relationships among students and staff, as well as with other participant institutions, sponsors and spectators.



Acting in the French play *La merveilleuse histoire de Griotin, le conteur fabuleux*, left to right: Mary Grant and Riyad Mohammed. Other actors: Sabrina Boodram, Roger Lezama, Sabrina Lingo, Eliana Rincón, Jake Salloum and Sapphire Sookram.

Instructors Mathilde Dallier and Nicolas Lépine directed the French play: *La merveilleuse histoire de Griotin, le conteur fabuleux*, in which a young man, Griotin, walked down from his beautiful village of Paramin one day to borrow a book at the library. As everyone knows, magic is everywhere in Trinidad, so the author of the book comes to life and Jean de la Fontaine appears with the animals of his Fables at his side: a Frog tells us then the story of the Cicada and the Ant, and also the one of the Crow and the Fox, and finally the one of the Hare and of the Turtle. This encounter transforms Griotin into a story-teller. In turn, Papa Bois, a



In the Portuguese play *As gingas da vida*, left to right: Kareem Tinto, Ce Lyssa Huggins, Adrian Murray, Deanna Thomas, Shea Sealey, Maryam Mohammed and Ariel Bartholomew. Off stage: Geena M. Carimbocas

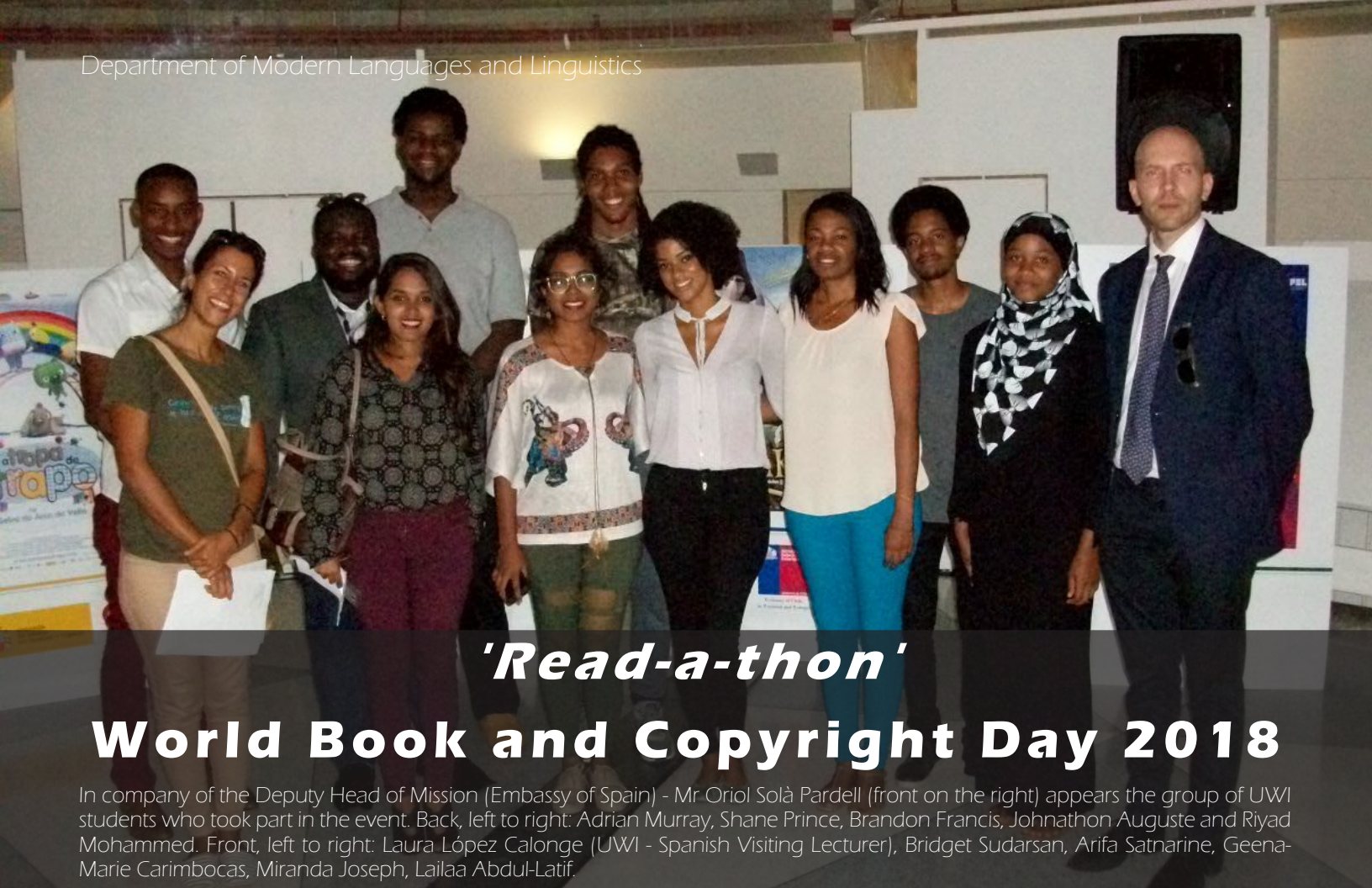
Human Being and a Keswidee come into existence to tell us about the necessity of protecting nature. This play was performed by Sabrina Boodram, Mary Grant, Roger Lezama, Sabrina Lingo, Riyad Mohammed, Eliana Rincón, Jake Salloum and Sapphire Sookram. The name of the Portuguese play was *As gingas da vida*. In this play, a capoeira group is formed by people with different lifestyles and challenges. There is the girl who, through this martial art, is empowered and finally ends an abusive relationship; the sexist man who falls in love with a feminist; the ex-girlfriend who cannot accept the end; the womaniser who joins the

group for the wrong reasons, among others. This Portuguese play was directed by Ce Lyssa Huggins and Ila Martins-Padmore and performed by Ariel Bartholomew, Geena-Marie Carimbocas, Ce Lyssa Huggins, Maryam Mohammed, Adrian Murray, Shea Sealey, Deanna Thomas, and Kareem Tinto.

The Spanish students presented *Cuatro corazones con freno y marcha atrás*, a riotous comedy by one of Spain's most important comic playwrights, Jardiel Poncela. This play is in praise of life, because... What happens if a doctor discovers the elixir of eternal youth and two couples drink from it? What if after 60 years they are bored with being immortal? What if their own children look like they could be their grandparents? Who would believe these rebellious youths are more than a hundred years old? The play was directed by Visiting Lecturer, Laura López, assisted by Edward Chiguazuque and Eliana Rincón and performed by the following students: Celeste Alexander, Sabrina Boodram, Avalion De Fou, Tzarna De Silva, Brandon Francis, Mary Grant, Sabrina Lingo, Shazarah Ramesar, Jake Salloum, Whitney Schelborn, Rianne Singh, and Sapphire Sookram.

In the Spanish play *Cuatro corazones con freno y marcha atrás*, left to right: Rianne Singh, Avalion De Fou, Shazarah Ramesar, Tzarna De Silva, Mary Grant, Sapphire Sookram, Whitney Schelborn, Jake Salloum, Sabrina Boodram, Sabrina Lingo, Brandon Francis, and Celeste Alexander.





'Read-a-thon'

World Book and Copyright Day 2018

In company of the Deputy Head of Mission (Embassy of Spain) - Mr Oriol Solà Pardell (front on the right) appears the group of UWI students who took part in the event. Back, left to right: Adrian Murray, Shane Prince, Brandon Francis, Johnathon Auguste and Riyad Mohammed. Front, left to right: Laura López Calonge (UWI - Spanish Visiting Lecturer), Bridget Sudarsan, Arifa Satnarine, Geena-Marie Carimbocas, Miranda Joseph, Lailaa Abdul-Latif.

Coincidences often happen in life, and some events are so transcendent that they last for centuries and people continue to give thanks for life. This statement applies to many different things, but what we are talking about here is the celebration of the World Book and Copyright Day in Trinidad and Tobago. The event took place on 23 April 2018 and it commemorated the beginning of a new concept of understanding literature. On 23 April 1616 two of the greatest writers of the world died, William Shakespeare and Miguel de Cervantes. Since then, this day is celebrated as a reminder of how language arts are necessary and how much we can learn through the words that others write, thereby making the world a more beautiful place to be.

The Embassy of Spain, in collaboration with the embassies of Argentina, Chile, Costa Rica, Cuba, and Dominican Republic, the National Library (NALIS), the Ministry of Education, the Secretariat for the Implementation of Spanish (SIS), The UWI and the Bocas Lit Festival organised different activities for the day. In the morning, twelve schools performed a "Read-a-thon" and approximately 30 students went on stage to read poems and pieces from different literary works in Spanish. After that, Dr Esperanza Luengo conducted a workshop for primary school students and she presented her book *Tell me en español*. Around 50 children from five different schools attended this event. The morning session was

closed with the screening of the children's movie *Atrapa la bandera* which was part of the Bocas Lit Fest programme.

The evening session started with the public readings of different literary pieces from both Spanish and Latin American writers ranging from the 16th Century to today. Twelve Spanish students who are part of the undergraduate programme at the Department of Modern Languages and Linguistics (DMLL), UWI, presented a dramatised reading in the atrium of NALIS of texts by some of the greatest writers in the Spanish language: Cervantes, García Lorca, José Martí, García Márquez, Neruda, etc.

The World Book and Copyright Day finished with the launch of the promotional video about the importance of learning Spanish (https://www.youtube.com/watch?time_continue=191&v=yWaLpyUj8RU), which was followed by the screening of the Spanish movie *La novia*, based on García Lorca's play *Bodas de sangre*.

The different institutions that participated gave very good feedback on the organisation of the activities and showed interest in repeating the day's events annually. The Trinidad and Tobago *Newsday* congratulated Spain's Ambassador, His Excellency Javier Carbajosa Sánchez, with the heading "Bravo, amigo". Events like this prove that the promotion of Spanish is increasing in significance among Trinidadians, and as such they play a crucial role in the bridging of both cultures.



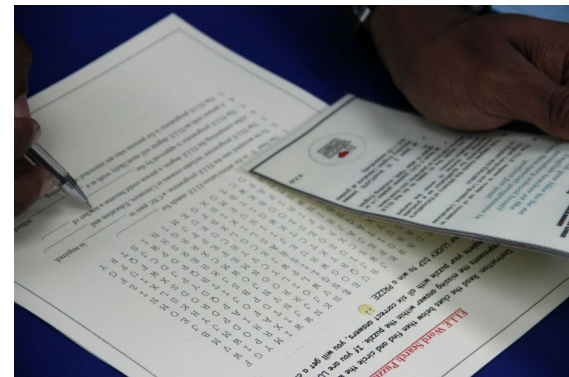
Linguistics

Open Day and Research Day 2018

The Linguistics Section of the Department of Modern Languages and Linguistics hosted its Linguistics Open/Research Day on 23 April 2018, at the CLL Auditorium at the UWI, St Augustine. Linguistics, which is the study of language and how it works, is not part of the Secondary School curriculum and as a result, many students know very little about it as an area of study and what can be done with a degree in the discipline. Therefore, the purpose of the Open Day component was to provide students with relevant information about Linguistics in general, what we offer, and how they can use Linguistics. It comprised two sessions: an Open Day from 9:30 a.m. to 12:30 p.m. for secondary school students and an Open House from 4:00 to 6:30 p.m. for prospective postgraduate students.

The morning session was well attended by total of 91 students from five secondary schools in Trinidad. They were provided with information about Linguistics as a discipline, careers in Linguistics, the importance of Linguistics to foreign language learning, and Caribbean field trip opportunities. The students also had an opportunity to visit information booths, which showcased the programmes that we offer including Linguistics, English Language and Literature with Education (ELLE), and Speech-Language Pathology (SLP). There was also a language café where students were exposed to a range of languages including French, French Creole, Trinidad and Tobago Sign Language, Portuguese and Spanish. Members of the UWI Linguistics Society (UWILS) entertained students at their booth with exciting linguistics games.

The Open House session in the evening, provided information to interested persons about the postgraduate Linguistics programmes at the UWI such as the MPhil and PhD programmes in Linguistics, the MA in Speech Language Pathology (SLP), and the Diploma and MA in Teaching English to Speakers of Other Languages (TESOL).



Between the Open Day and Open House sessions, from 2:30 to 4:00 p.m., three staff members in the Linguistics Section – Dr Benjamin Braithwaite, Dr Renée Figuera and Dr Jo-Anne S. Ferreira presented research papers on sign language, gang speak, and French Creole crossing borders respectively.



A Tribute to Our Colleague and Friend Randy Hezekiah

Over the past academic year, the DMLL got the news of the passing of Mr Randolph Hezekiah who died on 25 October 2017. By then, although Randy had retired from his post as Lecturer in French Literature at our campus, he continued to partner with colleagues on various projects.

Randolph Hezekiah received his BA degree from the University College of the West Indies, Mona, in 1960. After his degree at Mona, Randy proceeded immediately to University of Grenoble, France on a French Government Scholarship for one year. From 1964 to 1966, he pursued an MA in French at Laval University, Quebec, Canada on a Commonwealth Scholarship. Randy officially began his academic career as a Lecturer in French at our campus in 1970. During his time at St Augustine, he served as Head of the Department of French and Spanish from 1976 to 1978 and from 1982 to 1983. He was also Vice Dean in the then Faculty of Arts and General Studies from 1976 to 1978. From 1998 to 2001, he served as Deputy Dean Student Affairs in the Faculty of Humanities and Education. In French literature, Randy specialised in the works of Franco-Caribbean authors, publishing on René Maran and Joseph Zobel, amongst others. He was an active member of the Alliance Française and he was sought after as an interpreter for conferences locally and regionally. He

was also actively involved in the field of translation since the mid-1970s. In 1984, the Ministry of National Education of the French Republic bestowed on Randolph Hezekiah the prestigious award of the ‘Chevalier de l’Ordre des Palmes Académiques’ for his remarkable service in the field of education and the promotion of the French language and culture.

When the news of his death came early that Wednesday morning, various colleagues described him as someone who was “always kind, always generous, always thoughtful and never pretentious.” Randy mentored many members of staff and continued to be generous with his support long after he retired. Above all, we

know that Randy led those who worked closely with him in the spirit of selflessness, his innately wonderful and generous nature always on display. He maintained a sense of integrity, a quick wit and a great sense of humour despite the politics of contemporary academic life. In the DMLL, we feel it important to celebrate Randy’s life and contribution in this volume of *DMLL Research Notes*, and in reflecting on the joy of having known him, we say “Thank you, Randy.”



From left to right: Son, Damien Hezekiah; Wife, June Hezekiah; Randolph/Randy Hezekiah; Daughter, Dr Gabrielle Hezekiah and Son, Jean-Pierre Hezekiah



MODERN LANGUAGES AND LINGUISTICS

ACADEMIC STAFF OF THE DMLL 2018 - 2019

English Language Foundation Unit

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Rhoda Bharath, MFA (UWI)
Janique Dennis, PhD candidate (UWI)
Keisha Evans-Dixon, PhD (UWI)
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Kathy-Ann Drayton, PhD (UWI)
Sandra Evans, PhD (UWI)
Jo-Anne S. Ferreira, PhD (UWI)
Renée Figuera, PhD (UWI)

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Mathilde Dallier, PhD candidate (Pau)
Eric Maitrejean, MA (Lyon 2)
Youri Velasques, MA candidate (Bordeaux-Montaigne)
Prof Elizabeth Walcott-Hackshaw, PhD (Boston)

Portuguese and Brazilian Studies

Heather MacIntosh-Simon, MA candidate (UNYLEYA)

Spanish

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Rómulo Guédez-Fernández, PhD candidate (UWI)
Laura López Calonge, Visiting Lecturer, MA (Cantabria)
Paola Palma Rojas, PhD candidate (UWI)
Anne-Marie Pouchet, PhD (Ohio State)
Nicole Roberts, PhD (Birmingham)

Undergraduate Programmes

Bachelor of Arts Programmes

French
Linguistics
Spanish

Undergraduate Diplomas and Certificates

Diploma in Caribbean Sign Language Interpreting
Certificate in Speech-Language Pathology

Cross-Departmental Bachelor of Arts Programmes

BA in English Language and Literature with Education (ELLE)
BA in Latin American Studies
BA in Speech and Language Science

Minors

Minor in Brazilian Studies
Minor in Caribbean Sign Language
Minor in French
Minor in Linguistics
Minor in Spanish
Minor in Speech-Language Pathology

Postgraduate Programmes

Diploma in Interpreting Techniques
Diploma in TESOL
MA in TESOL

MA in Spanish
MA in Speech-Language Pathology
MPhil and PhD degrees in French, Linguistics, Spanish

Contact information for all staff may be found on our departmental website:

<http://sta.uwi.edu/fhe/dml/>

ON RECYCLING

The DMLL supports the importance of recycling in the Faculty of Humanities and Education and across Campus. The little that you do matters!

We urge everyone to use the recycling bins located in the Department and around the Campus



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Department of Modern Languages and Linguistics
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