

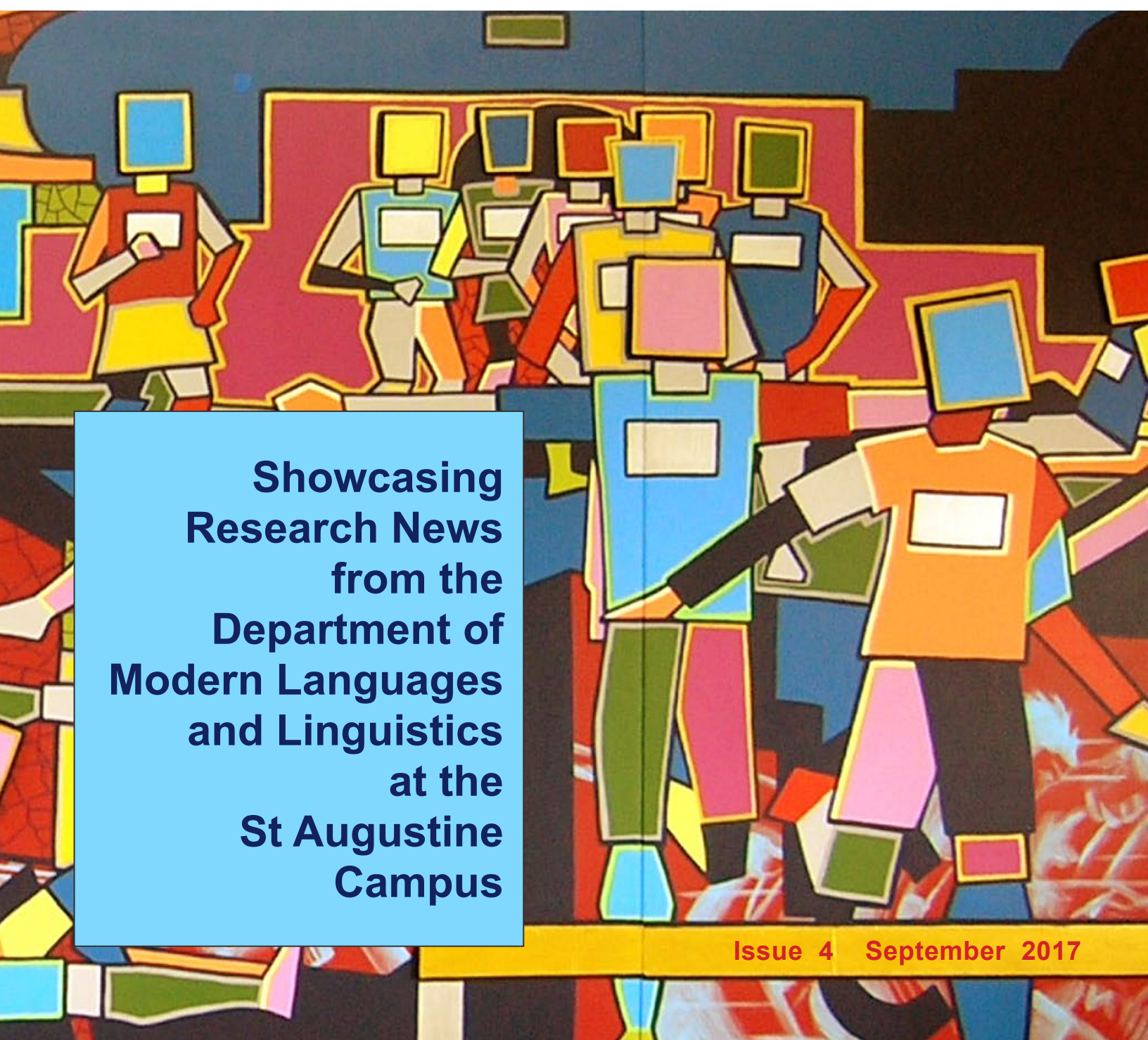


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The University of the West Indies
Faculty of Humanities and Education
Department of Modern Languages and Linguistics

RESEARCH NOTES

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

Issue 4 September 2017

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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.

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Words from the Head

This year 2016-2017 marked the 5th anniversary of the [Department of Modern Languages and Linguistics](#) (DMLL). The year was not specifically celebrated but at this point, I pause to reflect on the work of the DMLL to date. We continue to be especially proud of our efforts to reach out to all parts of the UWI, St Augustine campus via our undergraduate programmes in Modern Languages (French, Portuguese and Spanish) through events such as the Foreign Language Theatre Festival and LusoFesta. Every year, these events grow bigger and better. I can say with confidence that the DMLL is a truly remarkable department in which we continuously strive to build a culture of enquiry. We believe in the open exchange of knowledge and ideas and we seek to foster academic freedom through student engagement and student research both at the undergraduate and postgraduate levels.

Overall, the DMLL continues to engage a number of innovative themes of research work or research clusters. We are particularly devoted to research in two key areas: language and linguistics. For example, we seek to clearly understand the social reality under scrutiny, that is, Trinidad and Tobago as a contemporary Caribbean nation promoting multilingualism of both foreign and heritage languages. Our research in foreign language and linguistics in turn impacts teaching and learning in the department. We continue to foster a very special relationship with the Centre for Language Learning (CLL) with which we constantly seek to partner to enhance research in language across Trinidad and Tobago.

Here are some highlights of the past year in the DMLL: October 2016 saw the hosting of an international conference *The Caribbean, melting pot of the Americas: From upheaval and origins to the historical future and its representations* between the DMLL and the Centre d'Études Littéraires et Linguistiques Francophones et Africaines (CELFA, EA CLARE) of the Université de



Bordeaux Montaigne and the Université de Limoges. A book publication followed: *La Caraïbe, chaudron des Amériques*, Jean-Michel Devésa and Dr Savrina Chinien, eds., Limoges: Presses Universitaires de Limoges (PULIM) and Agence Universitaire de la Francophonie (AUF), 2017.

Moreover, throughout the year, our DMLL staff published various book chapters and scholarly articles. Our publications are highlighted on pages 5-11. In addition, there is ongoing innovation in the use of technology with the production of blogs such as: Language Blag: A Blog about Language and Linguistics by Dr Benjamin Braithwaite (available at: <http://languageblag.com/>) which this year saw three thought-provoking entries: "Frutas frescas e mais" by Dr Jo-Anne Ferreira, which compares the names of tropical fruits in English and Portuguese, "Name a Word Trinidadian People always Mispronounce" by Dr Jo-Anne Ferreira which takes a picaresque peek at "past errors which are the source of present pronunciations in English" and "Linking Language and Wellbeing in the Caribbean" by Dr Ben Braithwaite, an insightful look at indigenous, immigrant and Creole languages and practical initiatives to treating with health problems in the Caribbean. The "blag" increasingly gathers more followers and receives numerous hits and citations. Moreover, it steadfastly serves as a resource in promoting necessary exchanges of ideas important to us in the DMLL, in Trinidad and Tobago and across the entire Caribbean region. Still, I say repeatedly, there is always more to do and I encourage all of you reading *Research Notes*, Volume 4 to participate in any/all DMLL initiatives in the coming years and join us in promoting more robust linkages.

Dr Nicole Roberts
Senior Lecturer & Head of Department

A Conversation with Professor Elizabeth Walcott-Hackshaw



Elizabeth Walcott-Hackshaw is the eldest daughter of the legendary Derek Walcott. She is also a wife, a mother of two, a writer and an academic. Walcott-Hackshaw obtained a PhD in French from Boston University and is currently a Professor of French literature and Creative Writing in the DMLL at the UWI, St Augustine. She did not set out any conditions to our interview but I gave her a brief sense of what interested me; her writing, research and publications and her teaching. In her creative work, she tackles themes relevant to Trinidad and the entire Caribbean such as racism, sexism, machismo, present and past violence and fear. In an interview which was less than an hour in length and over some extremely good coffee, we talked of writing, Trinidadian society, aging, academic life, and more.



NR: In terms of creative writing, do you have a writing routine? Tell me when and where you normally write.

EWH: Ideally, I like to write in the morning. I can give you before and after children. So, what I would do before children was get up early, write and then go about my day. Because I'm a mother, a parent, everything, what I decided I had to do, was to become more flexible about writing. So the one thing I learnt is that if you didn't pay yourself first, the day would run away from you. And so, I have to literally block out periods where that is what I do, I write. And I try to sit and not move until I have done whatever I think I should do for that day, but it can vary. I think the most important thing about

a writing routine is a rhythm. So, it's either you have a rhythm every morning that you do it or a rhythm every afternoon. It is almost like exercising physically. You have to decide that is what I am doing now and then discipline, you just have to sit there and do it. That I think I learnt a lot from my father who would get up every morning; we would wake up to the sound of his typewriter (in those days) going off and that is what we were used to. He had that rhythm every day. So I have learnt that rhythm is important, and routine is essential but I think that women writing and men differ. We are

Department of Modern Languages and Linguistics

the caretakers still. At least, I think that I am in terms of my generation. So we have to be more flexible.

NR: Do you write on the computer?

EWB: Yes. In the beginning, I used to write longhand and then transcribe to the computer actually the typewriter and then the computer. Yes, I am that old. And then I started to write directly on the computer. What I have found is that a computer gives you almost a false sense of security, and perfection and a kind of completeness especially when I first started. Now I can look at it and it does not feel as finished. The nice thing about writing first is that you get a chance to do one draft and then you do another draft when you type it onto the computer. So in my ideal world, I would write longhand which probably sounds crazy to most people, but a lot of times now I just go directly to the computer. And also the page is different and the rhythm of actually writing is very different to typing; physically it is different and I think that mentally it is different too. The page gives you more freedom and in a strange way, I think that the screen can be limiting.

NR: What do you think is the role of the creative writer?

EWB: The role of the writer. That is a very difficult question to answer. Extremely difficult. I ask myself that often. I think that different writers have different goals. I don't think that it can be prescriptive. People write for different reasons. A lot of writers just write because they have no choice. That is what they feel they have to do. I think writers also try to capture truth. Truth is a tricky word, but they try to bring to light or into focus usually something that they are obsessed with or preoccupied with. A lot of times, you find a writer and you say that they are writing about the same thing but really they are trying to answer the same questions over and over. So a writer's role is one where, I am not for the writer's role being a didactic one, I don't follow that. I think it is more just to explore and hopefully what you bring to light or to life, somebody can relate to because I look at the writer's role from the perspective of a reader. I write but sometimes I think, if I were a reader, what would I get from this? What would this give to me? That is the kind of perspective that I bring to writing. Some people say it is to be political, didactic, all these different things but I think everybody writes for a different reason. I think that most writers write because they have to write. It is part of their breath.

NR: I'm Trinidadian but I find that this is a tremendously complex society. Would you say that you write for a Trinidadian audience?

EWB: I would say that I write for any audience. I think if you write and try to grapple with certain issues and certain questions, hopefully it will be universal. I could read Japanese writers, French writers, American

writers; it doesn't matter what landscape they use or what they are writing about, what is important is the themes that they are exploring, universal ideas, conflict, love, hate, there are just a few themes out there when you narrow it all down. So I don't write for a Trinidad audience but I would say that a great, great feeling is for another Trinidadian to tell me yeah, I got that, I saw that, I understood that and you captured that. That is an enormous compliment for me. Enormous!

NR: As we're on the topic of themes, is there any particular theme that you find difficult to treat? Difficult to write about?

EWB: I try to focus mainly on the community that I know. Let me put it another way. The themes that are perhaps the most difficult ones, are the ones that have to deal with things that are very intimate. For example, people who have been molested, or abuse and violence. What I try to show in my writing and those things appear probably not in the forefront, but what I try to show in the writing dealing with those difficult themes is that it is not limited to only one group or to any one society. There are currents and trends that run through all societies. I think that things like that are very difficult to write. That is why for example, a writer like Gisèle Pineau is someone that I have great admiration for. She has one book called *L'espérance macadam* where she deals with a daughter being raped by the father and she uses the metaphor of a hurricane. The way in which she writes about that I think is an incredible piece of writing. Those things are very difficult, extremely difficult to write about.

NR: Can you give us a peek into something that you are writing now? What might your next book be about?

EWB: I can give you a peek. I am trying to finish a collection of short stories. I am almost finished with that manuscript. And a little peek into it: I have lost two parents in three years. That has had an impact on what I have been writing about. Grappling with those as well as I have tried to work with a few different structures in the short stories, just to experiment a bit. So, dealing with loss. That's the peek that I can give you.

NR: I know you as an academic in terms of your scholarly writing; 19th century French literature and women writers. But to bring this conversation to work and what you do to earn a living, what made you first interested in research?

EWB: I studied literature formally so once you do that, you're introduced to research and scholarly enquiry. I think maybe it is a little schizophrenic the way I approach it, but I write. I love purely reading literature and talking about it, but I am also interested in the theoretical aspect of it. What brought me to research was studying French literature in particular, perhaps more so than

English literature, a lot of it is supported by theory and philosophy. The French love to talk and theorize. When I was studying, of course, I'll date myself again, but it was deconstruction, the whole notion of Derrida, etc. All of that I found interesting and fascinating. Someone like Edward Said also brought me into it. I remember reading his book, *Orientalism* and it had an incredible impact on just the way I saw things. That level of thinking interested me because I think that good scholarship is creative. And it can bring light in the same way that good fiction can bring light. Maybe the creative writers won't agree with me but I think that someone like Said and his concept, the way he saw things, can add light the same way that fiction can add light.

NR: In terms of your teaching and postgraduate supervision, because supervision in a sense is a kind of teaching, how are they affected by your research interests?

EWB: I love teaching. I have always loved teaching. I used to spend a lot of time as a child taking books and ticking, pretending I was a teacher, marking books and giving grades. My parents hated it but I always loved the idea of teaching. With teaching, I am lucky in that I can bring to it the act of writing. So, I look at it from a writer's perspective. Because I have a background in academia, I think I can add that to it. The same with supervision, I try to look at a text from all the different points. Sometimes the problem with the way in which we approach literature is that it is not balanced. We think too much of what we can read into a text as academics or scholars and we forget the actual act of creating the text

itself, the writing. So I think that with those two things, I bring both to my teaching. I also think it's important to get the perspective of the student because students can add. That is why I tell my students every year that I love teaching because inevitably every year, and I have taught for a very long time, a student will say something and I will think, yeah that is a great way of looking at it. So I guess that everything is mixed up in a sort of stew as to how I approach my teaching and supervision.

NR: I love the metaphor of the stew because it brings me perfectly to this final question which is how do you balance it all, teacher, administrator, creative writer, researcher, supervisor? How do you balance everything? Oh and mother I forgot that role.

EWB: Yes, the right balance. I don't think that I'm particularly special in that way at all. I think that a lot of people in life are balancing a lot of things. I am just like anybody else, I think. I really do. I think that a lot of people have a lot of things up in the air, all at the same time. Mine may seem a little more obvious, but I do not think that I am unique in terms of being able to balance things. I really don't.

NR: Thank you so much for taking the time for this interview.

EWB: You are most welcome.

Interview conducted by Dr Nicole Roberts on 28 July 2017.

Recent Publications

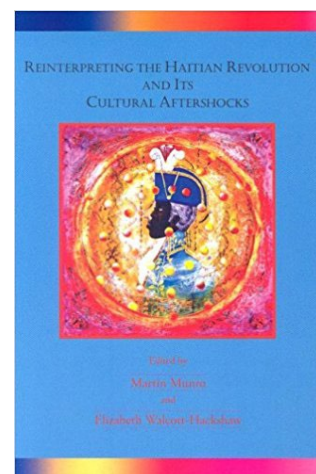
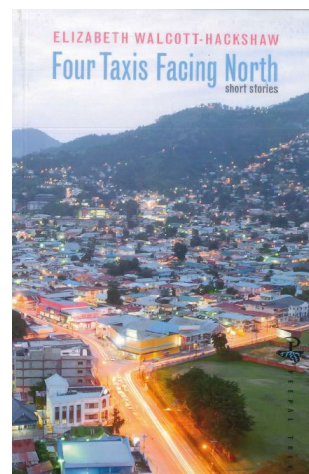
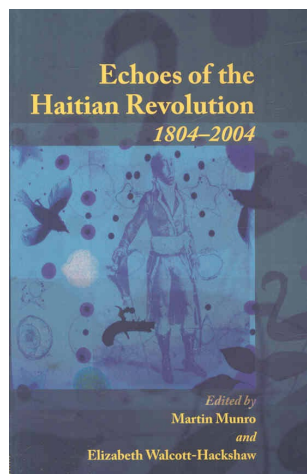
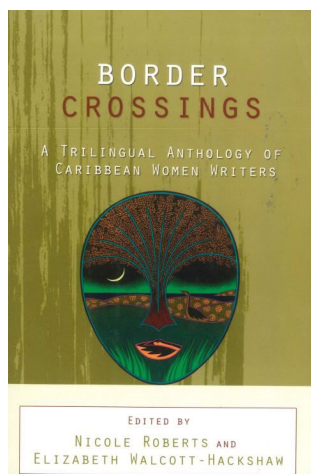
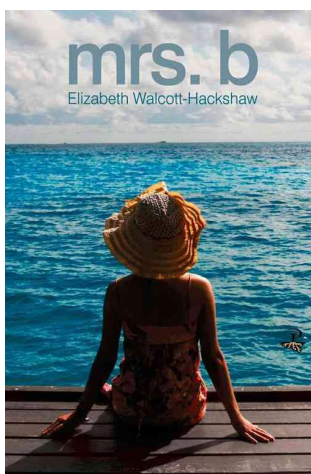
Walcott-Hackshaw, Elizabeth. *Mrs. B*. Leeds, Peepal Tree, 2014.

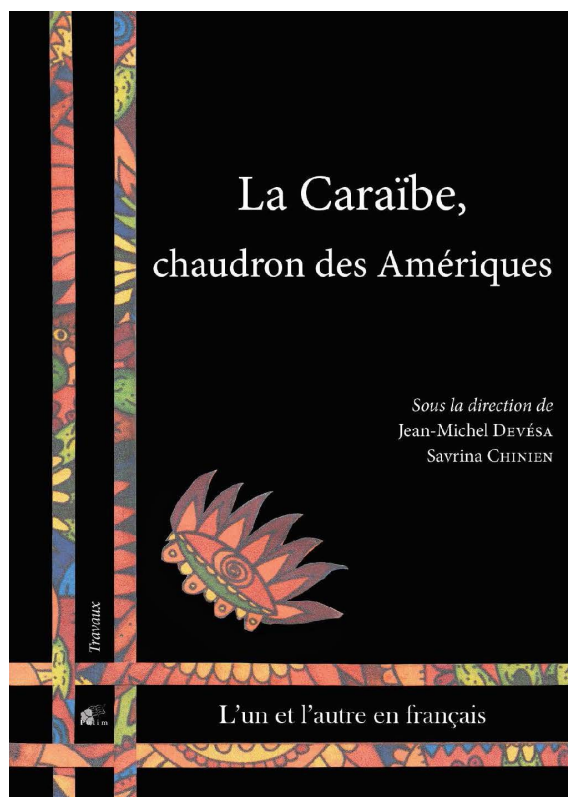
Roberts, Nicole and Elizabeth Walcott-Hackshaw, eds. *Border Crossings: A Trilingual Anthology of Caribbean Women Writers*. Kingston: UWI Press, 2011.

Munro, Martin and Elizabeth Walcott-Hackshaw, eds. *Echoes of the Haitian Revolution: 1804–2004*. Kingston: UWI Press, 2008.

Walcott-Hackshaw, Elizabeth. *Four Taxis Facing North*. Hexham, Northumberland: Flambard Press, 2007. (Translated into Italian and published by Carta Cantà Editore).

Munro, Martin and Elizabeth Walcott-Hackshaw, eds. *Reinterpreting the Haitian Revolution and its Cultural Aftershocks (1804–2004)*. Kingston: UWI Press, 2006.





La Caraïbe, chaudron des Amériques Jean-Michel Devesa et Savrina Chinien



Le présent ouvrage puise sa matière dans le colloque international «l'Espace caribéen, chaudrons des Amériques: du déracinement et de la pensée de la "trace" au devenir historique et à ses représentations» qui s'est déroulé du 12 au 15 octobre 2016 à The University of the West Indies (Saint-Augustine) à Trinidad. Y ont été débattues et discutées les conditions d'émergence et de l'identité caribéenne; de son économie psychique, linguistique et idéologique; de ses représentations notamment dans la littérature.

Cette manifestation a conforté ce que la communauté scientifique et universitaire considère aujourd'hui comme un socle avéré de connaissances. Elle a aussi formulé des hypothèses de nature à accompagner et éclairer le procès dans lequel est prise cette aire culturelle, qui est un laboratoire pour le futur d'une humanité n'ayant pas d'autre choix que de subir la mise sous relation induite par la mondialisation et la globalisation programmée par le capital financier et le marché, ou d'opter pour une mise en relation impliquant des représentations nouvelles, pour qu'affleurent des imaginaires inédits, condition d'agencements originaux, à l'échelle individuelle et collective. Et ce, sur les ruines des mondes anciens, de leurs organisations politiques et sociales obsolètes (ces empires et nations entrés en phase d'effondrement), et en vue de la construction de méta-nations fournissant le cadre rhizomatique de l'épanouissement des sujets humains dans un équilibre avec la nature, et non plus dans sa dévastation.

Limoges, PULIM, 2017.



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I.AM for Teaching: The culturometric 'Identity Affirmation Model' for teaching and learning

Beatrice Boufof-Bastick



This chapter formalises identity inquiry-based learning as comprising reflection, collaboration and management inquiry-based learning as requirements of teachers' professional identity development and prerequisites for competence in culturometric committed communication applied to teaching and learning. This is the Identity Affirmation Model (I.AM) for teaching and learning. The chapter also notes a burgeoning literature calling for the development of teachers' professional identity and a restructuring of traditional teacher training programmes to be founded on an evidence-based holistic scientific theory giving more defined teaching/learning methods structure and coherently integrating recent relevant findings with current content and expertise of teacher development. Here we present a generic international solution to these problems by taking a spiral curriculum approach of (i) know yourself, (ii) know others and (iii) manage others to reorder existing content and expertise of teachers' training as matching pedagogic applications of (i) reflection inquiry based learning, (ii) collaboration inquiry-based learning and (iii) management inquiry-based learning. These applications are explicitly structured for delivery and learning by the I.AM for teaching and learning. We thus propose reordering and restructuring the content and expertise of teachers' training programmes as teachers' professional identity development programmes delivered through reflection, collaboration and management applications of identity inquiry-based learning.

In P. Boyd & A. Szplit (eds.) *Inquiry-based continuing professional development for experienced teachers*. Kraków: Libron-Filip Lohner. 2016, pp. 185-206.

Português Língua de Herança: Um estudo da tentativa da manutenção de uma língua praticamente extinta, em Trinidad e Tobago

Jo-Anne S. Ferreira and Eliete Sampaio Farneda



Embora haja, atualmente, um considerável número de pesquisas na área de Português Língua de Herança (PLH), poucos são os estudos que visam não somente o ensino, mas as expectativas de estudantes luso-descendentes em contexto de não imersão. Muitos pesquisadores voltam seus estudos de ensino/aprendizagem de PLH para as áreas mais conhecidas do globo, nas quais o número de luso-descendentes ou de brasileiros é mais significativo, trazendo maiores benefícios para a divulgação dos programas interculturais dos países em questão. A política das línguas é um dos temas mais abordados nas aberturas de simpósios, congressos e conferências internacionais, porém pouco se tem feito para os países em que há uma minoria de luso-descendentes que precisa resgatar a língua de herança antes que esta se torne apenas uma língua que em algum dia existiu. No caso específico de PLH, no país caribenho de Trinidad e Tobago, pode-se citar a contribuição da Ferreira, que publica artigos e livro desde 1989 sobre a língua e cultura dos madeirenses em Trinidad & Tobago, e exemplos de pesquisas feitas por Cunha (2013), em que foi relatada a experiência de uma família brasileira que tentou manter o Português Língua de Herança com suas próprias metodologias. Afora estas abordagens, há o interesse particular na participação em simpósios e conferências, para divulgar o ensino de Português Língua Estrangeira (PLE) e Português Língua Adicional (PLA) na Universidade das Índias Ocidentais (UWI), no programa de Português e Estudos Brasileiros do Departamento de Línguas Modernas e Linguística (DMLL) da Faculdade de Humanidades e Educação (FHE). Não há cursos ou pesquisas específicas sobre o ensino/aprendizagem de PLH, em Trinidad e Tobago, até o início desta pesquisa. Assim sendo, estes estudos mostram as observações feitas pelo período de um ano letivo, de um grupo de estudantes luso-descendentes (adultos), de origem madeirense, que buscaram resgatar a sua herança através das aulas de português com diferentes propósitos como, visitas a Portugal, retirada de passaporte europeu entre outras particularidades. As aulas foram ministradas de forma privada para o grupo, com a primeira professora nativa de Portugal da Universidade das Índias Ocidentais (UWI), vinda da Universidade do Porto (UPorto), para que o ambiente se tornasse o mais próximo do de imersão, beneficiando o processo de resgate da língua de herança. O material didático utilizado foi um livro de português europeu, além de outros recursos. Os resultados nos fizeram (re)afirmar a ideia da necessidade de um programa de PLH, ou de pesquisas mais aprofundadas nesta área, para que a língua ancestral, de uma comunidade minoritária, não entre para o rol das línguas mortas, em Trinidad e Tobago. Os estudos teóricos têm base nas pesquisas de Ferreira (1994, 1999), Valdés (2005), Flores e Melo-Pfeifer (2014), entre outros.

In Ortiz Alvarez, Maria Luisa and Luís Gonçalves (eds.) *O Mundo do Português e o Português no Mundo afora: Especificidades, Implicações e Ações*, São Paulo: Pontes Editores, 2016, pp. 137-156.

Race Relations in Earl Lovelace's *The Dragon Can't Dance*: Can masculinity subvert ethnicity?

Tyrone Ali



The Dragon Can't Dance depicts various degrees of the Indo-Trinidadian man's negotiation of gender, ethnic and national identities as being at the heart of human life. It serves to somehow maintain the duplicity of traditional Indo-Trinidadian male identity while it simultaneously engages an unwelcome sprawling of its tendons into a blossoming creole masculine identity. The canonical novel creates an interesting easel upon which African-Indian relations have been painted from the early 1930s to the immediate post-Independence era of the 1960s and 1970s, tracing the interactions of race relations themselves central to the resultant attitudes of the male Indo-Trinidadian in matters of identity. Perhaps the greatest hurdle for the Indo-Trinidadian male protagonist in this work mirrors the very difficulty faced by the indentured labourer upon his arrival in the West Indies: reconciling his national and ethnic identity, and sense of manhood, with the amorphous one that was boiling, bubbling and emerging in the cauldron of Creolisation.

This paper interrogates Lovelace's craft and his protagonist's complex journey in the search for self and identity. The reader is left with an undiluted understanding of the process of creolisation at play and the Indo-Trinidadian man's quest to negotiate his own identity as he plunges ahead just after pausing and surveying his options at the crossroads of gender, ethnic and national identities – an intersection that must be traversed by every male Indo-Trinidadian.

In Faraclas, Nicholas, Ronald Severing, Christa Weijer, Elisabeth Ehteld, Wim Rutgers, and Robert Dupey (eds.) *Celebrating Multiple Identities: Opting Out of Neocolonial, Monolingualism, Monoculturalism, and Mono-Identification in the Greater Caribbean*. Willemstad: University of Curaçao, 2016, pp. 331-337.

The Caribbean: Jamaica and Trinidad

Shelome Gooden and Kathy-Ann Drayton



This paper focuses on the analysis and description of changes in intonational patterns in two Caribbean English-lexicon Creoles, Trinidadian and Jamaican. While there have been changes over time in all aspects of the grammar of the two varieties, phonological changes, especially in the area of prosody, may perhaps be most salient. As such, a variety of mid-twentieth century audio recordings with speakers from rural Trinidad and Jamaica were examined, including recordings of speakers born between the late nineteenth century to the early twentieth century. These were compared to recent recordings of speakers in both territories to determine what changes in the sound of the spoken forms of the languages have taken place over the last century.

In Hickey, R. (ed.) *Listening to the Past: Audio Records of Accents of English* (Studies in English Language) Cambridge: Cambridge University Press, 2017, pp. 414-442. doi: 10.1017/9781107279865.

Les Vestiges d'une langue en voie de disparition : Le cas du Créole à base lexicale française à Trinidad

Jo-Anne S. Ferreira



Any assessment of the language vitality of Trinidadian French Creole (Patois), a variety of Lesser Antillean French Creole, shows that the variety may be classified as moribund, or near death, and very likely to become extinct without intervention, a status applied to languages no longer being learned as a mother tongue by children. Yet, in spite of its highly endangered status, elements of the language live on both in specific sociolinguistic domains and the language itself survives in relatively remote-access geographical locations. This chapter seeks to examine these last spheres where Patois still exerts considerable influence, such as nature (flora and fauna) and culture (traditional Carnival, folklore and songs), to briefly consider other areas of language structure (calques and more), to determine some of the sociocultural factors responsible for this language persistence, and to chart possible ways forward for this national heritage language of Trinidad and Tobago.

In Devésa, Jean-Michel and Savrina Chinien (eds.) *La Caraïbe, chaudron des Amériques*. Limoges: Presses Universitaires de Limoges (PULIM) and AUF, 2017, pp. 135-146.

Culturometric valorisation decisions that optimise Cultural Heritage (CH) benefits: The Bulgarian example

Beatrice Boufoy-Bastick



This chapter presents an internationally generalisable Culturometric solution to these problems. This solution is the identification and sensitive rapid appraisal of a stakeholder-empowering, early pre-benefit indicator of successful investment – a pre-benefit indicator specifically relevant to each Bulgarian CH context yet which can be used to scientifically compare different contexts on its common metric. Funders can effectively and accountably use this early pre-benefit indicator for monitoring and comparing early outcomes of each unique investment context. Hence, acceptable and effective early decisions can be made to modify a CH investment portfolio. By making effective early investment decisions, more deserving in-country and in-migration cultural heritage contexts can be brought to fiscally sustainable fruition within existing funding, enriching Bulgarian Wellbeing and Quality of Life both nationally and in-migration.

In Vukov, N., Gergova, L., Gergova, Y. & Matanova, T. (eds.) *Cultural Heritage in Migration*. Sofia: Paradigma. Bulgarian Academy of Sciences, 2017.

Divestiture in the Caribbean political autobiography: *In the Midst of It* - ANR Robinson Karen Sanderson Cole



The political autobiography can be conceptualized as a textual space that allows for the study of the intersection of character, motivation and context in the construction of the leader. The society from which the autobiography emerges is significant. Fludernik believes that within a post-colonial environment, the means through which the other becomes the protagonist of the text are important indices of the re-configuring of identity. Taking the idea of conceptual metaphors as developed by Lakoff and Johnson in *Metaphors We Live By*, a central argument of the present paper is that writers of political autobiographies “self-concept” is revealed through the conceptual metaphors that structure their presentation of their story which in turn become a strategic device influencing the selection of events and the narrative strategies used to convey them. In this article, I use metaphor theory as well as several other tools of discourse analysis to unpack the final sections of *In the Midst of It*, the autobiography of former Trinidad and Tobago Prime Minister and later President ANR Robinson.

In Faraclas, Nicholas, Ronald Severing, Christa Weijer, Elisabeth Ehteld, Wim Rutgers, and Robert Dupey (eds.) *Celebrating Multiple Identities: Opting Out of Neocolonial, Monolingualism, Monoculturalism, and Mono-Identification in the Greater Caribbean*. Willemstad: University of Curaçao, 2016, pp. 377-389.

Book review of *On the Edge: Writing the border between Haiti and the Dominican Republic* by Maria Cristina Fumagalli Nicole Roberts



Postcolonial Text, vol. 12, no 1, 2017. <http://postcolonial.org/index.php/pct/issue/view/56/showToc>

Review of B. Morrison & D. Navarro, *The Autonomy Approach: Language learning in the classroom and beyond* Diego Mideros



Independence, The newsletter of the learner autonomy special interest group. Issue 68, October/November 2016, pp. 47-49.

Le narrateur/narrataire: personnage fictionnel dans les romans de Patrick Chamoiseau et de Raphaël Confiant

Savrina Chinien



Cet article s'inspire ouvertement du structuralisme de Barthes et de Genette. Dans son analyse comparée des récits de certains ouvrages écrits par Patrick Chamoiseau et Raphaël Confiant, l'auteure convoque non seulement deux autres Martiniquais qui, avec eux, ont contribué à faire «l'éloge de la créolité»: Édouard Glissant et Jean Bernabé, mais aussi le Trinidadien anglophone Vidiadhar Surajprasad Naipaul, élargissant ainsi le spectre de sa comparaison. Un spectre au double sens car il dit à la fois la gamme des variations du roman antillais et la hantise des origines, du métissage, de l'être entre deux voire plusieurs cultures et langues, qui marque ces écrivains? Leur identité n'en est donc pas une homogène, monolithique et sans nuances, mais plutôt une identité «mangrove» ou «étoilée», comme le répète d'après Confiant notre auteure à propos de leurs récits non linéaires qui vont «à contre-courant de la tradition romanesque occidentale», y compris contre le «positivisme anxieux» des descriptions et des narrations objectives qu'elle transmet à l'intelligentsia martiniquaise. D'où plutôt un roman «éclaté», un roman «cacophonique» où l'écrivain bouge par «explorations concentriques» et préfère la subjectivité et l'incertitude. Cette cacophonie qui parcourt intimement les écrivains mêmes et trace la silhouette d'une véritable théorie du roman antillais à en croire leurs réflexions individuelles et collectives sur la créolité, Savrina Chinien la décrit à partir d'une des figures du discours, celle du narrateur.

Interculturel, No 21, 2017, pp. 187-214.

Valoriser l'identité culturelle comme vecteur d'un enseignement-apprentissage réussi: Application des principes humanistes de Communication culturométrique engagée en contexte éducatif

Beatrice Boufoy-Bastick



La littérature scientifique regorge d'acribes critiques sur les programmes de développement professionnel des enseignants. Nombreux sont les programmes qui n'offrent que peu de preuves manifestes de succès, ce qui de fait a incité les éducateurs à lancer internationalement un appel réclamant un changement structurel fondamental. Un catalyseur notoire promouvant ce changement est l'émergence de travaux de recherche sur le développement de l'identité professionnelle des enseignants. Dans cette perspective, cet article présentera le modèle de Communication culturométrique engagée comme cadre structurel permettant la refonte des contenus des programmes de développement professionnel existants et visant d'une part à affirmer l'identité professionnelle des enseignants et d'autre part à reconnaître et respecter l'identité culturelle des apprenants. La Communication Culturométrique Engagée (CCE) est une application culturométrique profondément humaniste centrée sur la reconnaissance et la valorisation de chaque individu, enseignant et apprenant, facilitant la réussite de l'acte pédagogique. En d'autres termes, la CCE est une méthode qui soutient d'une part la mission éducative des enseignants, tant dans leurs pratiques pédagogiques que dans leurs attitudes professionnelles, et d'autre part satisfait les besoins personnels des apprenants, tant cognitifs qu'affectifs. Cet article présente brièvement les principes fondamentaux de la Culturométrie puis cherche à montrer comment la CCE permet la réalisation et l'acceptation d'identités culturelles (re)négociées en contexte éducatif.

Sustainable Multilingualism 9, 2017, pp. 176-195. <https://eltalpykla.vdu.lt/handle/1/34450>.

Re-imagining graduate supervision

Nicole Roberts and Danielle Watson



Graduate supervision at The University of The West Indies (UWI), St Augustine campus has primarily been fashioned after conventional apprenticeship models. Within this framework, supervisors function as founts of disciplinary knowledge and wisdom, made available to 'disciples' in need of hands-on guidance in order to ensure eventual ascension to the guarded ranks of academics. The 'charismatic authority' with which supervision has traditionally been conducted was in part the result of controlled disciplinary borders and a sense of sole propriety over the supervisee and the research (Yeatman 1995). Pedagogical advancements and shifts in student ideologies, however, have forced academics to reconceptualise the practice of supervision.

Literature on Supervision best practice highlights the need for a (re)definition of the relationship between supervisor and supervisee as it is believed to underscore what can be loosely described as successful supervision. In this paper we present the reflections of a graduate research supervisor geared toward reflecting on her experiences across various stages of the supervisory relationship as well as improving her students' supervisory experience. We examine how her interpretation of students' perspectives and their stated expectations are conceptualised to inform/modify practice. The research is intended to provide an actionable option for graduate student supervision revision, while also providing a framework for continued dialogue aimed at improving graduate supervision at the UWI, St Augustine.

The Caribbean Teaching Scholar, vol. 6, 2016, pp. 27-42. <http://journals.sta.uwi.edu/cts/index.asp>.

Old love songs: *Antigas Canções de Namorados* (1921–1992), de Mónica Reis Pestana (1902–1996)

Jo-Anne S. Ferreira and Naidea Nunes Nunes

Maria Mónica Reis Pestana (Madeira, 1902 - Trindade, 1996) era filha de Manuel Pestana e de Maria da Encarnação, e foi para a ilha de Trindade em 1921, com 19 anos, já casada com Francisco Pestana (1885-1919), filho de Francisco e Josefa Joaquina), também do Estreito de Câmara de Lobos, que emigrara para Trindade em 1905, com 20 anos e que voltara à Madeira aos 36 anos, para este casamento arranjado. Nos seus últimos anos de vida, Maria Mónica Reis Pestana escreveu em Inglês sob o nome de Monica M.P. Ries (sic). Ela é a autora de *Travelling Memories with Jokes and Tips 1910-1984*. Este seu primeiro livro foi escrito num Inglês um tanto informal, com algumas características do Crioulo Inglês de Trindade, bem como com alguns decalques do Português. Em 1992, compôs o livrinho de antigas canções de amor portuguesas, sob o título *Antigas Canções de Namorados*.

Isleña 60 (Jan-Jun 2017), pp. 97-124.



Critical cultural translation: A case of translating creolization in newspaper tales of Trinidad 1919–1920

Renée Figuera

“Critical Cultural Translation” uses tools from Critical Discourse Analysis and Translation Studies to explain the translation of Creole aesthetics in thirty-two written folktales of Trinidad, after World War I. The serial publication of these local folktales within the Trinidad Weekly Guardian and the Argos newspapers coincided with a period of cultural transformation in Trinidad, when local newspapers became the caretakers of a national literature in print. The researcher uses translation as a metaphor to critically analyze the process and function of intercultural transfer between oral and written folktale cultures, while showing how intercultural translation was effected in the folktale, at this time. In the final analysis, the study traces the forward reach of translating creolization beyond the period of WWI, into a period that is better known for the foregrounding of the Creole under class, in the short stories of Beacon and Trinidad of 1929 to 1930. It is a significant study because it identifies many translation shifts in Creole culture towards establishing the conventions of the modern short story of the 1930's. In particular, the re-writing of oral tales enabled a discursive shift in focus in favor of the ordinary class, race-relations in society, the melding of folk mythologies for didactic purposes, and a language shift from the folktale's French-Creole language base to an English-oriented literate culture. In this way, it perpetuated a neo-colonial agenda of translating creolization as the discursive recolonization of Creole folktale culture with exocentric conventions.

Translation and Translanguaging in Multilingual Contexts, Volume 2, Issue 2, 2016, pp. 195 –219.



Restructurer la politique linguistique de l'UE et défendre la diversité du patrimoine linguistique européen: Prévenir la tragédie des biens communs

Beatrice Boufoy-Bastick

Cet article explique comment la politique linguistique de l'UE, en servant les exigences économiques des apprenants en langue, contribue à la rapide éradication des langues minoritaires européennes. Il reconnaît ce problème comme un exemple classique de la « Tragédie des biens communs » de Hardin (1968) dans laquelle l'intérêt personnel détruit le bien commun. Une solution différente a été présentée à la tragédie des biens communs par Elinor Ostrom et Oliver Williamson, lauréats du Prix Nobel en économie en 2009 émergeant des huit principes de gestion durable des biens communs proposés par Ostrom en 1990. Cet article applique ces huit principes à la tragédie du bien commun linguistique de l'UE et suggère une restructuration de sa politique linguistique visant la dotation en ressources durables pour sauvegarder les biens communs irremplaçables que constituent les patrimoines linguistiques européens.

Verbum 7, 2016, pp. 44-53. <https://doi.org/10.15388/Verb.2016.7.10285>.



Memoria, olvido y reinvención personal en *Vidas de tinta* de Moisés Pascual Pozas Oscar Bazán

Hispanófila, vol. 178, 2016, pp. 251-260.

El Deseo de Arrancar una Flor

Revista Narrativas, no. 43, 2016, pp. 116-119.





A Mauritian Mobius

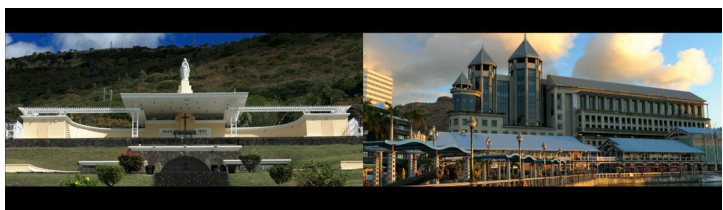
Feature film by Savrina Chinien (co-director and scriptwriter)

Mauritius Film Development Corporation (MFDC), 2017

A Mauritian Mobius (2017) which premiered at Mcine, Trianon (Mauritius) on the 9 August 2017 by the Mauritius Film Development Corporation (MFDC), explores in Mauritius the serious themes of suicide, homelessness, drug-addiction and the empowerment of women. It is a film shot entirely in Mauritius with a Mauritian female co-director and with an almost exclusive cast of Mauritian actors (with the exception of one Chinese actress).

The mainstream media (newspapers and TV) were invited at the event and the 3 national newspapers in Mauritius and Rodrigues wrote positive reviews about the film. The Mauritius Broadcasting Corporation (MBC) also conducted an interview with Savrina Chinien and her co-director about the film for its Film program *Toutes Bobines confondues*. This TV interview will be aired in Mauritius by the end of October 2017.

In the film, three different stories intertwine to create an ending with a Mobius twist, affirming a non-Manichean vision of life through the challenging genre of horror-comedy. This genre is appealing as laughter serves as catharsis to reinforce the seriousness of the issues raised. By combining the odd, oxymoric genre of horror and comedy, the film elicits different responses and causes visceral reactions from audiences. *A Mauritian Mobius* (2017) makes use of familiar horror tropes, often intertwining horror and comedy in the same scene or else following one comic scene with a horror scene.



Within the history of Mauritian films, *A Mauritian Mobius* has achieved several first-time accolades: first female Mauritian director for feature films as well as first feature horror-comedy and first Mauritian-Trinidadian co-production (this is of major significance

as these two islands are inextricably linked by indentureship which was first “launched” in Mauritius before its implementation in Trinidad – these two islands also share cultural similarities). Additionally, the film, being entirely in Mauritian Creole, contributes to the “visibility” and enrichment of Creole language(s) and will be screened at academic conferences pertaining to Creole themes. Geopolitically, Mauritius is part of Africa - this film, having been directed by the first female Mauritian director, contributes to the rich history of African cinema and of female African filmmakers.



2016 INTERNATIONAL CARIBBEAN CONFERENCE

13th to the 15th of October 2016 at the CLL Auditorium

The Caribbean, Melting-Pot of the Americas International Conference



Dr Aurélia Gaillard, Bordeaux Montaigne University;
Joscelin Bollut, Toulouse University;
Dr Savrina Chinien, The University of the West Indies, St Augustine, Co-organizer;
Prof. Jean-Michel Devés, Bordeaux Montaigne University and Limoges University, Co-organizer;
Patrick Chamoiseau, Martinican writer; Prof. Michael Dash, New York University and Earl Lovelace, Trinidadian writer

The Department of Modern Languages and Linguistics co-organized an international conference together with Bordeaux Montaigne University and Limoges University, France, from 13 to 15 October 2016. The conference was entitled *The Caribbean, Melting-Pot of the Americas: From Upheaval and "Origins" to the Historical Future and its Representation*.

The conference was a great success as result of the quality of research of the papers presented, the trilingual interpretation (English, French and Spanish) and the round-tables, two of which dealt with the question of integration within the Caribbean region. Dr Chinien, co-organizer of the conference, commended the Caribbean Interpreting and Translating Bureau (CITB) team for their high-quality interpretation.

CITB's work facilitated more diverse and invigorating debates during the Q&A and participants were impressed at being given this unique opportunity to understand each other without the language barrier, many of whom stated that for such a multicultural and multilingual space as the Caribbean, The University of the West Indies, St Augustine, has most certainly led the way to greater communication and understanding amongst the Anglophone, Francophone and Hispanophone countries within the region.

One of the highlights of the conference was the round-table entitled "Constructing a Caribbean Aesthetic in the Global Cultural Economy" with writers Patrick Chamoiseau from Martinique and Earl Lovelace. Chamoiseau gave a very poetic and comprehensive overview of the history of the Caribbean region, tracing it from slavery to the current socio-political and cultural situation.

Modern Languages Symposium 2017

Re-thinking Borders and Boundaries: Celebrating Modern Languages at The UWI, St Augustine

5 May 2017

The Modern Languages Symposium was organized by the DMLL. The Symposium for the academic year 2016-2017 took place on 5 May 2017 in the Centre for Language Learning (CLL), Lecture room. On this occasion, members of academic staff shared their current research projects. This summary offers a brief overview of each presentation.



Assessing Value and Effectiveness of Study Abroad and Exchange Programmes in Foreign Language Degree Programmes at The UWI, St Augustine

Nicole Roberts

This paper assesses aspects of the varied exchange and study abroad programmes which exist at The UWI, St Augustine. Data were collected from among recent graduates in the French and Spanish programmes. The paper evaluates the academic benefit of the programmes while at the same time assesses their value-added aspects. Findings from this research lend empirical support to the notion that study abroad and exchange programmes at all levels facilitate the creation of global citizens. However, it is also clear that it is not enough to send students to study abroad without intentional pedagogy focused on outcomes of intercultural effectiveness.

Teaching and Learning Spanish in Secondary Schools in Light of SAFFL: Teachers' Perspectives

Natalia Cardona and Paola Palma

In 2004, the Government of Trinidad and Tobago sought to implement Spanish as the First Foreign Language (SAFFL) in the country (Pujadas & Ashton 2010). This paper outlines a proposal for a study that seeks to explore secondary school teachers' perspectives on this initiative. Given that teachers are active stakeholders in the promotion of the Spanish language in Trinidad and Tobago, it is worthwhile exploring their views and concerns from an in situ perspective. A review of the progress of the implementation will be discussed, highlighting its strengths and limitations. Details about the research design will be discussed.

Interference of Spanish as second language (L2) in the Oral Production of Learners of Portuguese:

An Error Analysis Study

Maria Teresa Costaguta

This study analyses the oral performance of learners of Portuguese as an additional language from The UWI, St Augustine, who are native speakers of English, and also speakers of Spanish as L2. While these students' productive skills are generally strong, these skills are usually marked by interference from Spanish, much more than their first language, English. This study sought to verify the extent of that interference. Through error analysis, the following aspects of oral production were examined: phonetics, morphosyntax and lexical selection.

Interactional Competence:

A Case Study of Spanish Majors/Minors

Rómulo Guédez-Fernández

Interactive practices are co-constructed by participants by means of interactional resources. This investigation is a contrastive study of interactional resources used by students in face-to-face speaking performance tests. The test task consisted of a peer-to-peer interactive conversation among Spanish students (n=12). Preliminary findings from conversation analysis of speaking performance tests suggested that participants with a higher level of proficiency demonstrated a greater knowledge of register and of how to take turns-at-talk than their less competent counterparts.

Tutors' Needs Assessment and TPACK: Planning Professional Development Activities

Shawna Sealey

The purpose of this investigation is to identify the Technological, Pedagogical, Content Knowledge (TPACK) level of tutors and solicit their perceptions as to what professional support is needed to improve or maintain those levels. The mixed methods methodology was used in this project, first to quantitatively collect data and analyse the TPACK levels of tutors, then to qualitatively ascertain what training needs tutors perceived were essential for the improvement of their professional practice. The findings of this research will inform future technology-related professional activities which will result in real, meaningful change in tutor professional practice.

L2 Investment, Autonomy/Agency among Non-Traditional Students

Diego Mideros

This paper presents a phenomenological exploration of three non-traditional students in the Spanish degree programme at The UWI, St Augustine. From the perspectives of identity (Norton 2013) and sociocultural (Lantolf 2011) research, this paper discusses how their lived experiences contributed to their investment (Darvin & Norton 2015) in language learning. The study provides rich descriptions of how their lived experiences and investment resulted in agency/autonomy when compared with the agency/autonomy displayed by their younger counterparts.

Bridging Wor(l)ds: A Postgraduate Conference



Dr Sandra Evans (moderator), Kellon Sankar, Tyjondah Marshall, and Ronald Francis (l-r)

Prof Elizabeth Walcott-Hackshaw (moderator), Chrisl Thomas, Hannah Lutchmansingh, Tinuke Ola Peters and Sueann Rajbansie (l-r)

PhD candidate Carla Bascombe initially conceptualised the theme of “Bridging Words,” as the study of words from various perspectives is reflective of the programmes in the Department of Modern Languages and Linguistics (DMLL) and the Department of Literary, Cultural and Communication Studies (DLCCS). PhD candidate Victoria Chang wanted to maintain the image of the bridge, as the event served to bridge the gap between both departments. She subsequently came up with the idea of “Bridging Worlds,” to reflect the joining of two worlds represented by each of the two departments. Carla then felt that “words” and “worlds” ought to be further merged and she came up with “Bridging Wor(l)ds.” The conference itself was set up around four panels, Interpretation of Literature; Communicating Culture, The Child in the Caribbean; and, Representations of Trauma.

The student organisers were Carla Bascombe and Victoria Chang. The staff members that comprised the rest of the committee were Dr. Maarit Forde (HoD, DLCCS), Dr. Nicole Roberts (HoD, DMLL) and Professor Elizabeth Walcott-Hackshaw (DMLL).

The organisers acknowledge 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. Even with the obstacles created by Tropical Storm Bret on the day before the event, we had a lot of support to make the conference a success. The following are the abstracts of the student presenters for this conference.



*The reality of the imaginary in a
Franco-Caribbean exoticism*
Solange Henry, MPhil French candidate

This presentation, which constitutes a chapter of a larger project, highlights a selection of works by Haitian-born author, Dany Laferrière. This paper expounds on Laferrière’s treatment of the Imaginary within a Franco-

Caribbean context. For the author in question, the Imaginary takes on two forms; the psychological and the spiritual. This paper also seeks to analyze the ways in which Laferrière uses the Imaginary in his (re)construction of exoticism. In order to successfully study the Imaginary and exoticism, the literary analysis of four novels was employed. The novels are *Comment faire l’amour avec un nègre sans se fatiguer* (1985), *Le goût des jeunes filles*

(1992), *Cette grenade dans la main du jeune nègre est-elle une arme ou un fruit?* (1993) and *Vers le Sud* (2006). This analysis was done within a Postcolonial theoretical framework. Stemming from this study, one can infer that the development of an individual's psyche plays a major role in exoticism and by extension, the construction of Caribbean identity. Through the research conducted, it was also noted that the spiritual Imaginary, through Vodou culture can be successfully coupled with exoticism in order to portray the metaphysical elements of Franco-Caribbean identity.



Hall Speak: Residents' perceptions of Identity resulting from language contact and lexical borrowing

Kellon Sankar, MPhil Linguistics

This study focuses on a language contact situation which has resulted in continuous lexical borrowing taking place on the halls of residence at The University of the West Indies (UWI), St Augustine Campus. The language situations on its halls are distinct from more typical contact situations, which tend to involve two groups having prolonged contact. Here many groups are interacting; and, those involved in the contact possess a shared language (Standard English), which can be used to diffuse any misinterpretations. This study identifies 232 loanwords; 180 of these terms come from different languages around the region and the other 52 have been classified as having been developed on the halls themselves.

Language use is often linked to identity and this study found that this is no different on these halls of residence regarding loanword use. Keeping in mind that linguistic identities are no longer as strictly tied to nations, or social classes (Higgins 2015, 136), this study uncovered a variety of perspectives the residents had on how adapting to the language situation of the halls has influenced their sense of identity. The use of these borrowed lexical items indicates residents' membership to the hall group, and possible affinities with subgroups on the hall, concurring with several studies (Le Page and Tabouret-Keller 1985; Vassberg 1993; Tabouret-Keller 1997; and Marois 2003), which link the use of a particular language variety (or set of terms) with the identity the speaker is seeking to project. As a result, these residents are now faced with concerns involving perceptions of authenticity and belonging, both in the hall community and in their native community.

'Under my mother rule':

Mother-tongue influence in the English narratives of St. Lucian primary school students

Ronald Francis, MPhil Linguistics candidate

The education sector in the English-official Caribbean is part of a wider system that discriminates against English Creole and French Creole-dominant speakers. Creole-dominant students face many challenges, particularly in the classroom, where they are often unable to perceive or follow proceedings because the instruction is not in their native language but English (Simmons-McDonald 121). Often, in an effort to produce Standard English, these Creole-dominant students correctly produce their endoglossic, indigenous mother-tongues that are treated and assessed as incorrect Standard English. This treatment of mother-tongue competence as error has consequences for Creole-dominant students who experience either a "loss of expressiveness" because they are not satisfied that the target language (English) adequately expresses what they mean to say, or who simply produce what they know (Roberts 95). This systemic discrimination is the lived experience of many students in St Lucia, an English-official nation, that has a complex linguistic situation; the co-existence of St Lucian Standard English, Kwéyòl, a French-lexicon Creole that is not mutually intelligible with English, and Vernacular English of St Lucia (VESL), an emergent variety of English that shares grammar with both Kwéyòl and Standard English.

This paper explores the narrative writing of St Lucian primary school students and shows how, for many students, the structures produced in their essays bear greater semblance to Kwéyòl than Standard English. It presents morpho-syntactic and lexio-semantic evidence from primary school composition scripts that reveal that some students have more Kwéyòl structures than Standard English structures in their writing and thus, are correctly producing their mother-tongue, Kwéyòl, and not incorrectly producing Standard English.



Gender-and race-based childhood trauma in selected works by

Gisèle Pineau and Jamaica Kincaid

Haley Redhead, MPhil French candidate

This research paper aims to uncover the underlying theme of gender- and race-based childhood trauma in

selected works by Gisèle Pineau and Jamaica Kincaid. Trauma, as it relates to the Caribbean, is an important area of exploration. The trauma discourse is intrinsic to Caribbean literature due to the region's history of enslavement and colonization. One of the negative impacts of the Caribbean's colonial past on the oppressed is psychic trauma; a trauma that affects a people both on the individual and collective levels. Kincaid and Pineau are Afro-Caribbean female writers with several major works that focus on girl children who are psychologically damaged and who are deprived of a significant part of their childhood. In the selected works, trauma is a central part of the life of perhaps the most vulnerable member of Caribbean society: the black girl child. This study serves as an attempt to determine the roles of gender and race in the girl child's experience of trauma in the selected works by Pineau and Kincaid, not ignoring the linguistic and sociocultural differences that are implied through choosing writers of different origins (Antiguan and Guadeloupian respectively). Through a comparative lens, this presentation will examine how childhood trauma, in relation to gender and race, is treated in the selected works by Pineau and Kincaid.



The representation of natural disaster in Dany Laferrière's memoir

Tinuke Ola Peters, MPhil French candidate

On 12 January 2010, approximately 200,000 persons lost their lives during the earthquake that hit Haiti, and many others were left, displaced, orphaned and traumatized. The earthquake has been both devastating and traumatic, taking with it the largest natural disaster in Haiti's history. It is undeniable that the greatest loss to Haiti has been its human resource. In this regard, this paper considers what Haitian literature has to offer by way of natural disaster. Through analysis of Dany Laferrière's autobiographical novel *Tout Bouge Autour de Moi* (*The World is Moving Around Me*, 2011), the actions of the author during and in the aftermath of the earthquake are explored. This is particularly useful when attempting to address the implications of a traumatic event on Haitians. Considering the unpredictable nature of natural disasters, a parallel to Post-Traumatic Stress Disorder in the wake of the earthquake will be drawn. In this paper, I show that natural disasters do have a traumatic effect on those persons who have experienced the disaster. Laferrière's exploration of reflex responses to triggers,

and the mind's inability to differentiate reality from memory, demonstrates the psychological consequences of disasters on victims. This paper will argue the need for reflections on individual and collective trauma where disaster is concerned. I will also examine the role literature plays as an instrument in analyzing and critiquing natural disaster and its effects on the survivors.



Black is an invisible colour: Psychological trauma in *Pastraña's Last River* by Nelson Estupiñán Bass

Chrisl Thomas, MA Spanish candidate

The appearance and persistence of a psychotic motif in Afro-realistic literature has come under closer examination in recent times. This paper recognises this trend and posits that whilst trauma studies do not overshadow discussions on identity, they can deepen trending explanations of Afro-Caribbean and Afro-Latino culture. If a traditional examination of culture shows the ideology, behavioural traits and practices of the African Diaspora in the Caribbean, trauma studies can explain its coming into being. This is because, what is at times perceived as culture may be the regularization of a pattern of coping strategies developed in response to the trauma of dislocation, slavery and colonialism.

In this paper, we will first articulate the veracity and longevity of a collective historical trauma in selected novels. We then take a general look at the very common "roast breadfruit syndrome" and other regularized abnormal behaviours such as megalomania and self-loathing, exhibited by the main characters in each novel. Literary tools and narrative structure will not be ignored. Indeed, Quince Duncan and Nelson Estupiñán Bass' interpretation of the effects of post-colonial trauma on the African Diaspora, as depicted in their literary works, may well be a valid interpretation of what is witnessed today and a template towards understanding the abnormal psychologies of a dismembered people.

The Department of Modern Languages and Linguistics thanks and congratulates Dr Mideros and Dr Sanderson-Cole on their academic success.



Discursive strategies in the autobiography of the Caribbean Prime Minister (1962-2012)

Karen Sanderson Cole
PhD Literatures in English
with High Commendation

Supervisors: Prof Barbara Lalla and Dr Geraldine Skeete

The prime minister who writes his autobiography is part of a select group in the post-independence Caribbean. This study thus attempts to locate the autobiography of the prime minister within the articulation of a specific identity of the Caribbean by analyzing the discursive strategies utilized by the speaker of the text to position self and nation within independence. It focuses on the fifty-year period from 1962 to 2012 during which some nations gained their independence. This attempt is studied in the work of five¹ prime ministers: (1) Ralph Gonsalves: *The Making of 'the Comrade'*; (2) James Mitchell: *Beyond the Islands*; (3) A.N.R. Robinson. *In the Midst of It*; (4) Edward Seaga: *My Life and Leadership*. Volume 1: Clash of Ideologies; Volume II: Hard Road to Travel 1980-2008; (5) Eric Williams. *Inward Hunger: The Education of a Prime Minister*. Post-positivism is the main approach employed. It rests on the foundation that knowledge cannot effectively be separated from personal experience. There is emphasis on personal meaning – truth, as it were, is not the primary focus. The experience of leadership is cognitively represented in its relation to managing, captaincy, friendship, and teaching. The investigation probes:

- (i) How conceptual metaphors are a strategic device for narrating views of leadership over the time frame of the study
- (ii) How qualities of leadership are foregrounded in association with particular concept metaphors.

The study reveals a specific set of discursive strategies associated with the positioning of the leader. Fifty years on in the Caribbean, there is still a struggle with the contradictions, the challenges and the shortcomings involved in creating a national – far less regional – identity. The narratives point to the necessity to create as well as articulate an indigenous concept of leadership that projects beyond a base support. This vision needs to extend beyond the construction of buildings and monuments and the satisfaction of the party faithful to the development of foundations that define a particular people. The autobiographical narratives however, testify that there is power in articulating the world as the speaker sees it.

¹ A notable omission in the autobiographies selected is Cheddi Jagan's *The West in Trial: My Fight for Guyana's Freedom* London: Michael Joseph Ltd. (1966). While Guyana can arguably be included in any definition of the Caribbean, the protagonist of this text does not meet the other criteria of the study, i.e., Jagan's recount of the struggle for Guyana's freedom ends before he became prime minister.



L2 Learner autonomy/ agency among undergraduate Spanish students in Trinidad: A phenomenological inquiry
Diego Andrés Mideros
Camargo
PhD Linguistics with High Commendation

Supervisor: Dr Beverly-Anne Carter

Through phenomenological research, the study of the lived experience (van Manen 1990), this inquiry explores institutionalised second/foreign language (L2) learning and possibilities for autonomy/agency (Toohey 2007) among undergraduate students of Spanish at The UWI, St Augustine.

Three sets of data were collected for this study. The first was an inventory borrowed from educational psychology that explores students' approaches to studying and learning in university settings (Entwistle 2000b). The remaining two sets of data sources took the form of semi-structured interviews. The first interview explored students' approaches to studying Spanish at the University. The second interview concentrated on students' past lived experiences and self-assessment as students of Spanish. Thirty (30) students consented to be interviewed.

'Approach to L2 studying' as a construct is suggested by this study as a valuable way to understand concrete actions (Huang 2011) students take to practise and improve their L2. Therefore, how students go about studying the L2, their 'approach', can help us to understand students' individual autonomy and sociocultural agency. Based on students' self-assessment, three phenomenologies or groups emerged from this exploration: Phenomenology 1, '*My level is good. I can carry on a conversation in Spanish*'; Phenomenology 2, '*My level should be better*'; and Phenomenology 3, '*I'm not where I want to be*'. Students in the first group differed from the other two because in their past school experiences they were encouraged to use the language for reasons beyond passing formal examinations. Students in the other two groups appeared heavily influenced and constrained by formal assessment.

Some of the recommendations proposed by this study include the need to explore students' beliefs about L2 studying and the creation of a language advising programme for students with difficulties. The aim of this programme would be to help students to move from peripheral to more active participation in the L2 institutionalised community of practice where the focus should be L2 learning and use.

Interrogating gender- and race-based childhood trauma in selected works by Gisèle Pineau and Jamaica Kincaid

Haley Redhead, MPhil candidate in French

Supervisor: Prof Elizabeth Walcott-Hackshaw

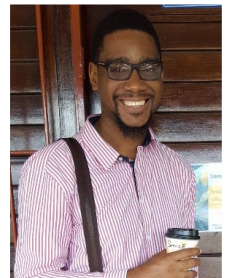


This research paper aims to uncover the underlying theme of gender- and race-based childhood trauma in selected novels by Gisèle Pineau and Jamaica Kincaid. Trauma, as it is experienced in the Caribbean, has long been an area of study for various critics. In addition, Kincaid and Pineau are Afro-Caribbean female writers with several major works that centre on girl children who are psychologically damaged and who are deprived of a significant part of their childhood. It is no surprise then that works by these authors have already been extensively critiqued. This study serves as an attempt to determine the roles of gender and race in the girl child's experience of trauma in the selected works by Kincaid and Pineau, not ignoring the linguistic and sociocultural differences that are implied through choosing writers of different origins (Antiguan and Guadeloupian, respectively). Through a comparative lens, the thesis will interrogate how childhood trauma, in relation to gender and race, is treated in the selected works by Pineau and Kincaid.

Creole influence in the writing of St. Lucian primary school students: An analysis of Common Entrance composition scripts

Ronald Francis, MPhil candidate in Linguistics

Supervisor: Dr Sandra Evans



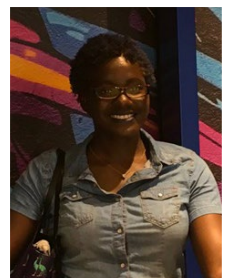
Many Caribbean territories have a European language as the official language, while the general population uses unofficial, non-standard varieties and Creoles as their primary medium of communication. These European languages have been institutionalised to occupy formal spaces and consequently disadvantage Creole-dominant speakers who need assistance to function effectively. Education is one such space. Creole-dominant students face many challenges, particularly in the classroom, where they are often unable to perceive or follow proceedings because the instruction is not in their native language but in English. Often, in an effort to produce Standard English, these students correctly produce their endoglossic, indigenous mother-tongues that are treated and assessed as incorrect Standard English. This systemic discrimination is an unjust reality for many students in St Lucia where English, the one official language, is spoken as well as two non-official languages: Kwéyòl, a French-Lexicon Creole, and Vernacular English of St Lucia (VESL), an English-Lexicon Creole structurally influenced by Kwéyòl.

This thesis explores the narrative writing of St Lucian primary school students at the Common Entrance Examinations to determine whether the grammatical structures produced in their essays bear greater semblance to Kwéyòl than to Standard English. In essence, it seeks to identify, through text analysis, those students who may be Creole-dominant. Furthermore, it aims to determine whether a greater incidence of Kwéyòl-influenced structures in the writing of students (i.e., being Creole-dominant) predicts how individual students and schools perform academically in the English Composition component of the Common Entrance examinations.

"We are ugly but we are here": Haitian literary representations of male traumatic experiences

Tinuke Ola Peters, MPhil candidate in French

Supervisor: Prof Elizabeth Walcott-Hackshaw



As a postcolonial nation, Haiti, like its Caribbean neighbours, is no stranger to violence. The history is violent and traumatic, starting with slavery and has continued with numerous other distressing events. Examples of these include the 1915-1934 American occupation of Haiti, the reign of terror under both François 'Papa Doc' Duvalier (1957-1971) and his son Jean-Claude 'Baby Doc' Duvalier (1971-1986) and numerous coups and counter-coups as well as the 1937 Massacre that saw the genocide of thousands of Haitians in the Dominican Republic. Haiti's experience with trauma is not only limited to the political and social instances, but also includes natural disasters like the 2010 earthquake that was responsible for the death of over 200,000 persons.

Taking these into consideration the thesis seeks to explore the literary representations of trauma as experienced by Haitian men in the following novels: Jacques Stephen Alexis's *Compère général soleil* (1955) (*General Sun My Brother*), Marie Vieux-Chauvet's *Amour, Colère et Folie* (1968) (*Love, Anger, Madness*), Edwidge Danticat's *The Dew Breaker* (2005), and Dany Laferrière's *Tout bouge autour de moi* (2011) (*The World is Moving Around Me*).



TESOL trainees and academic staff during the Teaching Practicum. Back, left to right: Shelly-Ann Charles, Marika Mohammed, Jamila Mc Queen, Solange Gibbs, Shivana Ramjitsingh, Dr Renée Figuera (TESOL Coordinator), Dr Amina Ibrahim-Ali (Teaching Practicum coordinator), Aneera Maharah, Karen Connell, Karon Henry, Robert Inniss and Saheeda Hosein. Front, left to right: Rómulo Guédez-Fernández (Instructor), Stefan Poon Ying, Jeleana Griffith and Varuna Deopersad. Missing: Professor Valerie Youssef and Marise Craigg

Diploma and Master's in Teaching English to Speakers of Other Languages (TESOL)

Coordinator: Dr Renée Figuera

The DMLL's Teaching English to Speakers of Other Languages (TESOL) Programme at the University of the West Indies is currently the only linguistics-based teacher education programme serving teachers who want to teach English in international contexts, across the campuses of The University of the West Indies. It was conceived as a home-grown, in-service teacher training programme, with an EFL constituent, serving regional and international students in English as a Foreign Language (EFL). The pioneer of the TESOL Programme, Prof Valerie Youssef, saw the need for the Linguistics programme to respond to the needs of surrounding networks of students coming from Latin America and the French Caribbean, in particular.

Diploma in TESOL

More specifically, in 1994, the development of the teacher training component of TESOL was in keeping with a heightened awareness of the legitimacy of regional English language varieties worldwide, and a growing understanding about the place of language teaching methodology in the postmodern era of applied linguistics, globally. In other words, the Caribbean was not to be left out of these contemporary dynamic trends within the field. Thus, training teachers to teach English to Speakers of Other Languages became a flagship self-financing programme of the then Department of Liberal Arts.

Over the years, the very unique positioning of the TESOL programme as a practitioner-oriented programme, with foundational courses in applied linguistics and applied teacher education, equipped graduates to venture into a number of language education initiatives. These included 1) becoming proprietors and coordinators of language schools and units nationally, functioning as teachers of the English Language in international contexts, including the JET programme initiative; 2) fulfilling roles as consultants and designers of English language programmes in unique professional circumstances, and 3) serving as innovators where TESOL training combined with other disciplinary fields, notably in international relations and communication studies, with emphasis on communication in medical contexts. In addition, a number of students have also had the opportunity to pursue their MA in TESOL between 2010 to the present.

In 2017, the Department of Modern Languages and Linguistics continues with the mandate of training teachers in the region and abroad in the science and art of Teaching English as an International Language at the Diploma and Master's levels with a total of 16 students. We have also taken our original dictate to heart, by returning to a two-fold in-service teacher training and needs-based offering of English language education

Department of Modern Languages and Linguistics

with a humanitarian ethos, under the current coordinator, Dr Renée Figuera.

Indeed, we have observed trends in TESOL sectors around the globe and remain cutting-edge in our recent treatment with situations of forced migration, which gave rise to a programme of English access for refugee families, and the fostering of functional linguistic integration for persons to concern, namely, among our Spanish-speaking neighbours. Our clientele of more than 60 students, from 18 months to age 59, have also benefitted from the volunteerism of students within the DMLL and the support of the Faculty of Humanities and Education, and the Office of Community Engagement of the University, in partnership with members of the wider national community.

We were proudest of the in-service teacher volunteers from the Department's TESOL Programme and also engaged in cross-campus collaborations with volunteers from the Institute of International Relations, the Department of Life Sciences (FST) and the Faculty of Law. By spearheading an interdisciplinary panel discussion on the geographic, cultural and social service challenges of serving our unique clients, we supported millions of forcibly displaced persons worldwide by engaging in World Refugee Day celebrations. In the near future, we anticipate a battery of Caribbean-based research outputs in TESOL, from our current MA students, and continued community-based work, with DMLL staff and students at the helm.



TESOL trainees during Teaching Practicum sessions

The TESOL programme brilliantly embodies the University's Triple A strategy — alignment of academia to industry and community needs, expansion of access to English language teaching and learning through linguistics and education, and increasing agility concerning international opportunities for all involved.

Visiting lecturers

The Portuguese and Brazilian Studies Section welcomed Prof Christopher Larkosh of the University of Massachusetts at Dartmouth, and Dr Natali da Costa e Silva of the Universidade Federal do Amapá (UNIFAP), the northern Brazilian state bordering French Guiana, as guest lecturers.

Prof Larkosh is a multilingual scholar in both research interests and teaching and practice, in relation to Portuguese-speaking cultures and other global languages, on the translational, transcultural and non-normative gendered interactions between and among them. Prof Larkosh's lecture title was "Contemporary Goan Women Writing", a study of Goan writers Sonia Faleiro and Margaret Mascarenhas. As global literary networks and markets change and reconnect along new lines, Goan women writers have adapted to this change, writing in English about lives in global migration and in contact with the lived realities of cultures from across India. Prof Larkosh kindly donated nine books from Tagus¹ Press to the Alma Jordan Library for research and teaching purposes. This Press is the publishing arm of the University of Massachusetts Dartmouth Center for Portuguese Studies and Culture, a unit dedicated to the study of the language, literatures and cultures of the Lusophone (Portuguese-speaking) world.



Dr Natali da Costa e Silva is a Lecturer in Literary Theory and the Coordinator of the Núcleo de Pesquisas em Estudos Literários at the Universidade Federal do Amapá (UNIFAP). In partnership with the Diplomatic Academy of the Caribbean, and following an intensive 2-day course on Brazilian Foreign Policy in the 21st Century, with Dr Paulo Gustavo Pellegrino Correa of UNIFAP, Dr Costa delivered an intensive short course in Brazilian Literature and Social Reality, discussing Brazilian social issues through their representations in literary works. The plurality and complexity of Brazilian society, and topics such as national identity, violence and social problems are discussed as these issues have always been present in Brazilian literary productions. The time frame under discussion was

the 19th century to the present day. Dr da Costa edited and published three works this year with EdUNIFAP, including *Ficção e memória: estudos de poética, retórica e literatura* (2017), *Pós-Colonialismo e Literatura: questões identitárias nos países africanos de língua oficial portuguesa* (2017), *Mulheres e a literatura brasileira* (2017).

The DMLL looks forward to welcoming more colleagues from around the world, collaborating towards teaching, research, publications and study and work opportunities and exchanges for students.

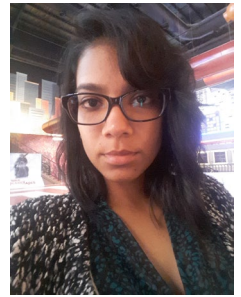
¹ Tagus is the English translation for *Tejo*, the longest river in the Iberian Peninsula.

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.

On the phonemic inventory and syllable structure of Trinidadian French Creole

Trinidadian French Creole (TFC) or Patois is an endangered heritage language of Trinidad which belongs to a group of language varieties referred to as Lesser Antillean French Creole. While TFC has previously been the subject of linguistic study, there has been relatively little investigation into its phonology, thus far. Goodman's contribution to the field is important, but his study of the TFC phonemic inventory, published in 1958, almost 60 years ago, needs to be compared with present-day TFC to determine if any changes have occurred. This study verifies and updates the phonemic inventory described by Goodman. Additionally, it provides an analysis of the syllable structure of TFC, focusing on its syllable template and phonotactic constraints. Data were collected from three native speakers from the villages of Paramin and Talparo and were elicited through a word list, folklore and traditional stories and original narrations from participants. The sole noted change to the phonemic inventory of TFC was the addition of the central alveolar approximant, /ɹ/, which was attributed to

Laurisa Lugo
BA Spanish and Linguistics
Winner of the Departmental
prize for research



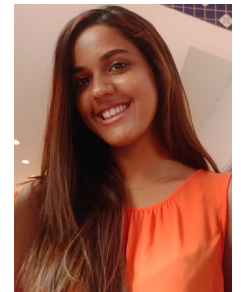
Supervisor: Dr Jo-Anne Ferreira

English and Trinidadian English Creole influence. The syllable template was determined to be (C)(C)V(C), which indicates that TFC allows complex onsets but only permits simple codas. It was also noted that TFC does not display a tendency toward the CV syllable structure, since phonological restructuring of borrowed lexical items exhibits a pattern of creating closed syllables. These findings are significant since they provide evidence of change in the phonemic inventory of TFC, and it is vital that such change is recorded, due to TFC's status as an endangered language.

Grammatical functions of non-manual markers in Trinidad and Tobago sign language

This study is a preliminary investigation of the non-manual system in Trinidad and Tobago Sign Language (TTSL). The aim of the study is to identify and describe grammatical non-manual markers (NMMs) in the signing of a first-generation native Deaf signer. NMMs are a modality-specific way of encoding essential grammatical information. No previous studies have looked at this area in TTSL. Lewis' undergraduate study of NMMs in TTSL is synchronic in nature and focuses on questions. Other linguists have provided socio-historical sketches of TTSL highlighting that it is a young, emerging sign language. Previous research shows that NMMs are used to convey a great amount of essential lexical, morphological, syntactic and prosodic information in many older sign languages, like ASL, BSL and ISL. This study finds that this first-generation TTSL signer makes use of a wide range of non-manual articulators: head, eyes, eyebrows,

Kristian Ali
BA Linguistics and French



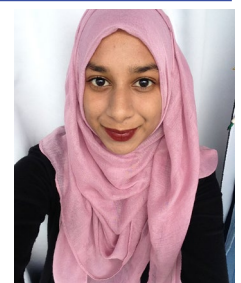
Supervisor:
Dr Ben Braithwaite

body and mouth to encode linguistic information such as lexical features, sentential negation and affirmation, questions, discourse strategies, adverbial morphemes and modality-specific constructed action and dialogue. This provides evidence for grammaticality in this young and emerging sign language. Future research can expand the sample to other first-generation TTSL signers and make comparisons with other young sign languages.

Question tags in Trinidadian English Creole: An online context

This study explores the functions of question tags in Trinidadian English Creole (henceforth TrinEC) in the online context of WhatsApp. Understanding the syntactic, semantic and pragmatic roles of question tags demonstrates the complexity of TrinEC as an individual language as opposed to a downgraded, vernacular form of English. This study focused on the usage of five main question tags; namely *right*, *owa*, *ent*, *eh* and *not so*, as used in a WhatsApp group chat by 11 members of The University of the West Indies, St Augustine, ranging between the ages of 19-25. It was found that question tags are multi-functional in TrinEC, based on their usage by males and females and the sentence position of the tags. In this study, it was found that males use question tags more frequently than females; however, the purpose of their usage differs. Whereas males generally associate question tags with humour and sarcasm, they are mainly used by females for the purpose of receiving

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Supervisor: Dr Ben Braithwaite

confirmation or justification. Furthermore, as many of the chosen question tags are native to TrinEC, norms of question English tags do not apply to TrinEC. Whereas in English the tag is stated to be a question tag in only sentence final position, the TrinEC tag question '*ent*' can be considered a tag both sentence initially and finally. (See *Research Notes* 2: 13-14).



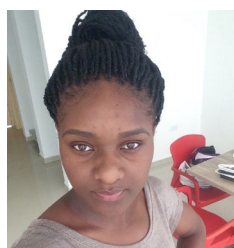
Listening comprehension strategies: A qualitative study among year I and year II Spanish language students at The University of the West Indies, St Augustine

Daysha Allen
BA French and Spanish

Supervisor:
Rómulo Guédez-Fernández

The present study focuses on the listening comprehension strategies utilised by native Trinidadian English speakers enrolled in a Spanish language programme at The University of the West Indies, St Augustine. By interviewing ten (10) students about their approach to listening comprehension, the research determined the cognitive and metacognitive strategies used by students, the similarities and differences between effective and ineffective listeners, as well as the similarities and differences between students that were in their first and second year of the programme. In so doing, the research could assist the programme coordinators to ascertain how they could modify their pedagogical methods to teach students about

strategies that could be employed before, during and after the listening process, thus enhancing their listening competence. Additionally, given that the existing literature has generally focused on native Arabic, Chinese and French speakers learning English, the present study offered an alternative perspective by determining the relevance of the existing research to English speakers learning Spanish. The present study concurred with the existing literature that metacognitive awareness plays a major role in distinguishing successful listeners from unsuccessful listeners, since students that monitored their own learning used strategies in the most appropriate way possible to respond to the task at hand. The study also pointed at the importance of emphasizing instruction of listening strategies, particularly to first-year students, since they were generally less metacognitively aware than second-year students. It was also recommended that a future study be conducted amongst the same students as they ascended levels in the degree programme to determine whether the pedagogical adjustments were effective.



An Investigation into the Manner in which Self-Efficacy regulates the conversation of undergraduate students pursuing Spanish at The UWI, St Augustine campus

Carysse Baird
**BA Spanish with a Minor
in International Relations**

Supervisor:
Rómulo Guédez-Fernández

Conversing in a foreign language is a rather complex process that is influenced by both internal and external factors. In this paper, self-efficacy was used as the principal theory in analysing the conversational skills and performance of participants. This study serves to explore the ways in which students' levels of self-efficacy differ in the classroom and in the examination setting and how conversational skills are influenced by self-efficacy, using a sample of twelve (12) undergraduate second year Spanish students from The University of the West Indies, St Augustine campus. These participants were observed for

the Mid-Semester Examination, in one classroom session and were also interviewed. The researcher also used their official grades for the Mid-Semester and the Final Examination. These findings were then compared to the information garnered through secondary research. The findings indicated that the way in which self-efficacy influenced a student's conversation varies according to the student and to the context in which the conversation takes place. This study is important as it highlights the need for teachers and students alike to recognize that each student is different and would respond to the same factors in distinct ways. The conclusions derived from this research are applicable to any language student or teacher interested in understanding some of the nuances of the theory of self-efficacy. It would be interesting to further develop research concerning the impact of Cooperative learning on a student's measure of self-efficacy.



Parang as a medium for second language learning: An exploratory study

Tenille St Louis
BA Spanish

Supervisor:
Rómulo Guédez-Fernández

This undergraduate thesis explores the use of parang as a medium for the implicit and explicit learning of Spanish as a foreign language in Trinidad. It also attempts to determine whether parang affected the cultural identity of the island's inhabitants, and whether or not the exposure to this musical genre at least a quarter part of the year influenced the listeners to study Spanish. Fifty people of varying educational backgrounds were emailed questionnaires in order to ensure

anonymity. Then thirteen Spanish teachers (six Trinidadians and seven Latin Americans) were interviewed. Finally, four parranderos were interviewed. It was found that the vast majority of Trinidadians who elected to study Spanish as a second language did not use parang as a method of language learning and reinforcement. It was also found that most teachers did not use parang in the classroom as a teaching aid. Furthermore, it was discovered that parang did not influence the decision of Spanish students to study Spanish in the first place, nor did it at any point inspire Trinidadians who had absolutely no interest in studying a foreign language. It was therefore concluded that while parang was considered to be an important aspect of Trinidad and Tobago's culture, and can be considered a part of Trinidadian identity, it has very little to no effect on the participants' desires to study Spanish as a second language, and does not seem welcomed in a classroom setting.

Perception of interactive competence: A case study on undergraduate foreign language students at UWI, St Augustine during the academic year 2016-2017

The validation on tests of speaking is often carried out in institutions such as universities in order to assess a student's performance. Interaction is an important factor that must be considered when studying a foreign language as it reveals one's performance and abilities in accurately applying academic or textbook knowledge. Although it may be argued that the traditional tests are the best option to determine one's performance, interaction, which is done primarily in informal settings, is a major factor in ensuring that one is competent during communication. Research was carried out to determine students' abilities and competence in interacting and communicating with others who speak the Spanish language. Students of The University of the West Indies who study Spanish

Krizia Fabien
BA Spanish with a Minor in Music

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Rómulo Guédez-Fernández



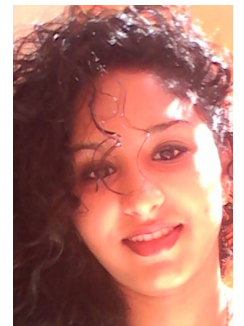
at the undergraduate level were investigated to determine various factors of interactive competence. The study revealed aspects of interaction when students communicate in Spanish, such as the ability to use verbal and nonverbal communication practices, as well as students' assessment of their performance and capabilities when interacting with native Spanish speakers.

A Comparison of the Issues affecting the development of conversational skills in Spanish (foreign language) between the Level 1 & 2 undergraduate students of The UWI St Augustine

This study's objective is to aid Spanish foreign language teachers in helping their students of different levels improve their development of Spanish conversational skills by understanding the many problems the students face. The study aims at finding these problems that hinder conversational skills in Spanish as a foreign language and the areas that are influenced due to these problems. To investigate these problems, three focus groups were conducted to gain some insight on the various issues faced by the students. This exercise consisted of twelve participants at The University of the West Indies, St Augustine campus. From the answers of the focus groups, a questionnaire was developed and given out to

Rhia Mahabir
BA Spanish with a Minor in Linguistics

Supervisor:
Rómulo Guédez-Fernández



a sum of sixty year 1 and year 2 participants. The results showed that the year 1 students undergo more affective factors of lack of confidence, anxiety and nervousness and intimidation while the year 2 students face linguistic issues such as: grammar, verb conjugation, the use of the subjunctive mood and formulating complex sentences (cognitive competence).

The socio-political reality experienced by Afro-Cubans, as represented in the works of Nicolás Guillén, specifically *Motivos de son* and *West Indies Ltd.*

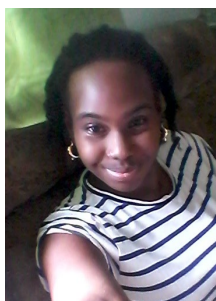
Colonization and European influences have greatly affected the Caribbean region in its entirety and lead to the mistreatment of persons of African descent. The paper at present seeks to examine and analyze two collections of poetry written by Cuban author Nicolás Guillén, these being *Motivos de son* (1930) and *West Indies Ltd.* (1934). These poems were written with the intention of representing the voices of Afro-Cubans and other Caribbean people and the socio-political factors which hindered their way of life due to colonization and the state in which it left them. Moreover, Guillén exposes another spectrum to the Afro-Cuban community, this being the existence of the mulatto, a hybrid of both Spanish and African descent. In his works and views, he sees no difference between an Afro-Cuban and a mulatto, as he himself identifies as mulatto, therefore seeking to represent them both in his works. Similarly, these two terms are used interchangeably throughout the paper at present. The poems of *Motivos de son*

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Supervisor:
Dr Oscar Bazán



are written in the form of "sones" these being traditional Cuban art forms. Additionally, the linguistic makeup of this collection is one that has sparked quite a controversy as it is written in Afro-Cuban Spanish. Contrary to this, *West Indies Ltd.* is a significant publication in the works of Guillén as it directly addresses the political implications of this period, as well as a newfound West Indian identity. Although the collections adopt different approaches, they both represent a form of rebellion against societal beliefs towards Afro-Cubans. The paper at present seeks to identify the challenges and struggles faced by this community, analyse select poems of Guillén, as well as identify the strategies used in an attempt to destroy racist beliefs.



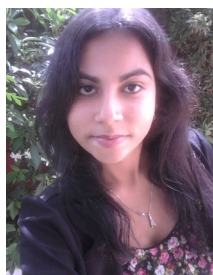
An investigation of foreign language students' perceptions of the challenges encountered in listening comprehension at The UWI after transitioning from Form 6 to university

Tonyalee Williams
BA French and Spanish

Supervisor:
Rómulo Guédez-Fernández

This dissertation examines the transition of foreign language (FL) undergraduate students from Form 6 to university. Factors that influence their progress and performance in listening comprehension (LC) are examined. A mixed-methods approach was used consecutively during the different stages: data collection, analysis and interpretation of data. Data were collected via individual interviews and questionnaires. Undergraduate UWI FL students, all in their first year from each language programme (French (n=4) and Spanish (n=4)) were interviewed. These structured interviews were conducted individually to facilitate a deeper understanding of the topic at hand. Moreover, forty-eight questionnaires were administered to UWI undergraduate

FL students (n=48) pursuing degrees in both French and/or Spanish. Data provided by this questionnaire included both quantitative and qualitative data which were organised and then analysed. It was revealed that the transition from a pre-university establishment to a tertiary institution was extremely difficult because of the lack of preparation for superior learning. These dissimilarities comprised distinctions in teaching methods, the availability of facilities and programmes that aid students' development. Furthermore, factors hindering students' progress in LC were identified such as the actual processing of the aural text. While the majority of the participants have a negative perception of LC and their performance in LC, it is advisable that lecturers work concurrently with students to solve these problems, and that post-secondary schools introduce a "university experience" programme to better equip students for FLL at the tertiary level.



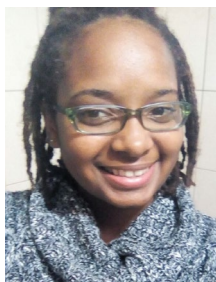
An assessment of improvements in second language proficiency through study abroad and cultural immersion

Talesha Mohammed
BA Spanish with a Minor in International Relations

Supervisor: Dr Oscar Bazán

This study aims to acquire and analyse information regarding improvements in second language proficiency, through study abroad programmes and cultural immersion. It investigates

whether students who participate in an exchange programme recognize a difference in their language skills such as listening, speaking and writing. Additionally, it examines changes in life-perspective and identity to determine whether studying abroad facilitates self-discovery. Intercultural Awareness, Language Proficiency and Personal Development will be researched in order to establish correlations among study abroad, language proficiency and immersion. It will determine whether these variables influence students' academic and personal growth when studying a foreign language. Lastly, it defines factors and limitations that may promote or prevent academic and personal growth while in a foreign environment.



The impact of the use of technology on listening comprehension progress among first year Spanish students at The UWI, St Augustine campus in the academic year 2016-2017

Ann Fortuné
BA French and Spanish

Supervisor: Dr Anne-Marie Pouchet

Technology is constantly evolving and today has become an integral part of everyday life. As such, it has become necessary to examine the impact that technology has made on education. This study seeks to assess the impact of the use of technology on listening comprehension progress among first year Spanish students at The UWI, St Augustine campus in the academic year 2016-2017. This research aims to pinpoint areas for improvement where the implementation of technology is concerned and to gather data about the impact of new technology for developing listening comprehension skills. The

study is based upon primary and secondary research concerning the use of technology in listening comprehension. The primary research consisted of questionnaires using a method of random sampling while data were collected and analysed manually. The results showed that students performed better at UWI where technology use was abundant, as opposed to secondary school where technology use was minimal. Students acknowledged the importance of human interaction in language learning but preferred technology use over traditional classroom settings without technology. It was concluded that all stakeholders must work together to promote technology usage in and outside the classroom, not only for listening comprehension, but for the educational process in general. This study can therefore help teachers to understand their role in the implementation of technology use in the classroom while also helping students understand how they can use technology on their own to improve their listening comprehension abilities

Foreign Language Theatre Festival

Every year, the Inter-campus Foreign Language Theatre Festival is held alternately at one of the UWI campuses. This year, it was Mona's turn, but as the event was cancelled, the Department of Modern Language and Linguistics (DMLL), St Augustine, opted to host a one-day (and first non-inter-campus) theatre festival on 23 May 2017 at the Centre for Language Learning (CLL) Auditorium.

Foreign language students from the CLL joined the DMLL language students to showcase creative and exciting theatrical pieces in six different languages: Chinese, English, French, Japanese, Portuguese and Spanish. This was a display of cultural diversity merged under a shared passion for language learning.



In this year's opening ceremony, the Consul of Spain, Mr. Oriol Solà Pardell (centre) addressed the students about the importance of learning a foreign language. His speech was in Spanish! He was definitely testing the audience. Accompanying the Consul were Dr Diego Mideros (left) and Mathilde Dallier (right).



Acting in the Portuguese play *Tom do Brasil*, (l - r): Amy Ramkissoon and Stephan St Hilaire. Missing: Joshua Phillip

The pieces were showcased in two sessions, a morning performance for secondary school students and an evening performance for the general public. The event was attended by approximately 350 guests who undoubtedly enjoyed the experience.

The name of the Portuguese play was *Tom do Brasil*. Ericleiton, later known as Tom, knows that the *Ídolos* TV show (Brazilian Idol) can be his passport to success and fame. What he doesn't know is that it will take a change of name and of his musical



In the French play *L'inspecteur Toutou*: Alisha Brown, Shannae Charles, Riyadh Mohammed, Alissa Noel, Chad Salandy, Nicolas Lépine, Rachael Edwards, Kamilah Williams, Oluseyi Todd (l - r)

the Wolf from Little Red Riding Hood, the Evil Queen from Snow White, Prince Charming of Sleeping Beauty and the Woodcutter's wife from Little Thumbling. This play was performed by Alisha Brown, Shannae Charles, Riyadh Mohammed, Alissa Noel, Chad Salandy, Nicolas Lépine, Rachael Edwards, Kamilah Williams and Oluseyi Todd.

The Spanish Students presented the play *Tres sombreros de copa*, written by Miguel Mihura. Dionisio is in his hotel room deciding which of his three top hats to wear on his wedding day, when Paula, a dancer from a circus troupe stumbles into his room. As she sees him holding three top hats, she mistakes him for a juggler. So, for one night, Dionisio will experience the fun of a circus troupe that will make him wonder if he is ready to settle down. This play was directed by Laura López, assisted by Tatiana Tabares, Miguel Betancur and Christian Benítez.



tastes and much more to get him to the top. With the help of his longtime friend and singer Elis, he will embark on a musical journey through Brazilian music, from Calypso to Sertanejo, that will forever change his life. This Portuguese play was written and directed by Maria Teresa Costaguta, and performed by Amy Ramkissoon, Stephan St Hilaire and Joshua Phillip.

Mathilde Dallier and Nicolas Lépine directed the play: *L'inspecteur Toutou* by Pierre Gripari. Assisted by the Genie from the magic mirror, Inspector Toutou embarks on an adventure where he encounters

In the Spanish play *Tres sombreros de copa*: Rayyana Hosein, Yashira Peters, Stephan St Hilaire, Alissa Noel, Asiah Joseph, Delycia Romany, Teresa Atwaroo, Joshua Phillip (l - r). Missing: Hannah Peru and Ann Fortuné.



LUSOFESTA 2017

The Portuguese & Brazilian Studies Section Festival

Amazonas | Bissau | Macau | Madeira
Brasil | Guiné-Bissau | China | Portugal

Come feel the Lusophone world!

The Portuguese Language Experience 29 March to 7 April 2017

LusoFesta showcases the Lusophone (Portuguese-speaking) world through a week-long programme which includes a film festival, dances, cuisine, exposure to the Portuguese language and the 15 Portuguese Creoles. This year, for LusoFesta 2017, students of Portuguese in the DMLL researched and represented four Lusophone territories in the Lusophone Commonwealth (CPLP), namely, the Brazilian State of Amazonas, the Republic of Guinea-Bissau, Macau in China, and Madeira (Portugal). The Festival was supported by the Prefeitura de Manaus (capital of Amazonas) through the Embassy of the Federative Republic of Brazil in Port-of-Spain, the Reece C6 family of Guinea-Bissau and Trinidad and Tobago, the Confucius Institute, the Centro das Comunidades Madeirenses e Migrações, and the Conselho da Diáspora Madeirense.

Schools in attendance included Queen's Royal College, Military Led Academic Training (MiLAT) Academy, Naparima Girls' High School, St Joseph's Convent, San Fernando, and St Mary's College. Curriculum Coordinator of the Ministry of Education (MOE), Ingrid Kemchand, sent the MOE's congratulations and noted the MOE's support in moving Trinidad & Tobago forward in multilingual development. Brazil is CARICOM's largest neighbour, bordered by Guyana and Suriname, and feature speaker Dr Khellon Roach of the Diplomatic Academy



Dr Khellon Roach, Manager, Diplomatic Academy, Feature Speaker

presented "The Strategic Importance of CARICOM-Brazil Relations" on behalf of Dr Mark Kirton of the Institute of International Relations, underscoring the need for CARICOM citizens to invest in linguocultural competence for best and most effective economic and cultural cooperation.

Nearly all the territories featured are multilingual (Brazil has 237 languages, including 7 with official or co-official status, Guinea-Bissau has 23, Macau has 6, and Madeira has its own regional insular variety of the Portuguese language). Each group of students discussed the research topic "The Impact and Challenges Associated with Portuguese as an

Official Language in Our Territory.”

On LusoFesta day, following the opening speeches interspersed with traditional dances and music, guests were invited to tour Little Lusofonia in the CLL Atrium, with the stunning displays mounted by staff and students. For



Maria Teresa Costaguta, Instructor (Portuguese language), first row, Madeira group (with red scarves), and a cross section of the audience

Amazonas, student research posters focused on the Amazonian variety of Portuguese, festivals such as *Bumba-meu-boi* (Festival of the Ox, a theatrical comic-dramatic folk dance), music, cuisine, and indigenous languages and history.

For Guinea-Bissau, informative brochures were prepared, and students researched Guinea-Bissau's ethnic groups, festivals, religions, cuisine, dances, traditional wear, art, folk traditions, and Upper Guinea Creole and its main varieties (the language of national identity). Students wore Guinean traditional wear from 9 different ethnic groups, generously provided by the family of UWI student N'djibury Reece Có, who taught the students a Balanta dance.

For Macau, a former Portuguese colony, students highlighted its Portuguese heritage through the Festival da Lusofonia, the Algarvian *corridinho* and the Chinese *dança do chá*, the UNESCO World Heritage site of Largo do Senado, Macanese Portuguese Creole, Macau cuisine and history. Displays focused on the boats, fishes and casino décor to highlight the economic evolution of Macau.

For Madeira (an archipelagic region of Portugal, the origin of many Caribbean

Portuguese communities), the group represented Madeira's *Festa da Flor* with a flower carpet, researched Madeiran Carnival, the *bailinho da Madeira* (a dance), wickerwork and embroidery, and foods, including Christmas *carne vinha d'alhos* (garlic pork). Connections of sugarcane and rum and Madeira wine were highlighted, alongside Portuguese surnames.

Guests were also able to sample *pastel bolinho de bacalhau* (saltfish and potato balls), *caldo verde* (kale and potato broth), *espetada de frango* (chicken kebab), *risoto brasileiro* (Brazilian risotto), *pastel de nata* (egg tart), and wine, courtesy Fernandes Fine Wines and Spirits, a business of Madeiran origin. There were workshops on capoeira, *brigadeiros* (Brazilian truffles) and Chinese knot-making.

LusoFesta 2018 (Azores, Goa, Rio de Janeiro and São Tomé e Príncipe) promises to be even better as we continue to celebrate the history, the beauty, the wealth, the impact and the interactions of this international language, Portuguese, a language as vast as the oceans and spoken on every continent (*a língua de Camões* / Camoens' language).

Thanks to all staff - Maria Teresa Costaguta, Dr Jo-Anne Ferreira, Janine Lutchman-Antoine, Heather Mac Intosh-Simon, Sean Samad and Ila Martins-Padmores who helped while in Brazil. Special congratulations to all students who participated in their groups, and those who came back from LusoFesta 2016 to help!



The Macau Group and the *Dança do chá*, a Chinese tea dance from Macau. Students from left to right: Kareem Tinto, Joshua Clifton, Stephan St Hilaire and Asiah Joseph

A ALMA BRASILEIRA THE BRAZILIAN SOUL



A MUSICAL CELEBRATION OF
THE INDEPENDENCE OF BRAZIL
AND 100 YEARS OF SAMBA

WED
SEPT 7
6:30PM

CENTRAL BANK
AUDITORIUM
PORT OF SPAIN

A ALMA BRASILEIRA – THE BRAZILIAN SOUL

Celebrating Brazilian Independence with a Tribute to 100 Years of Recorded Samba

A Alma Brasileira - The Brazilian Soul, the Portuguese and Brazilian Studies Section's first public outreach and promotional event, took place on 7 September 2016, the 194th anniversary of Brazil's independence, with a sponsored matinee performance for schools and an evening gala at the Central Bank Auditorium in Port-of-Spain.

The production team consisted of Heather MacIntosh-Simon, Ila Martins-Padmore, and Sean Samad, with Jo-Anne Ferreira supporting.

The cast included six soloists (including Heather and Sean), five chorus members (including Sean), a full live band, featuring Marcus Santos, a Brazilian percussionist and educator, a dance

troupe, two capoeira groups, two narrators, and a full supporting crew, with Portuguese and Brazilian students assisting.

The team handled language teaching and coaching (only Devon Seale, 2016 Calypso Monarch, knew



A Alma Brasileira collage courtesy Stefan Simmons. Clockwise: Marlon de Bique, Devon Seale and Heather Mac Intosh-Simon (above), Candice Alcantara (below), Heather Mac Intosh and Marlon de Bique, the cast on stage, Gerelle Forbes, Heather Mac Intosh-Simon (below), Wilson and Co. Dance Troupe (above), Jonathan Simon and Marcus Santos, on the *timbau* (a Brazilian drum), (below), and Sean Samad (above)

Portuguese, having studied in Brazil), and so much more.

The production maintained the highest standards, and showed links between Brazil, Trinidad & Tobago and the wider Caribbean, and the importance of understanding our giant CARICOM neighbour in language, history and culture. The show was well supported by sponsors, and the appreciative public stayed on long after the show had ended.

Cast members said how much they learned about Brazil and Portuguese, with tenor, Marlon de Bique, a DCFA student, later reading both culture courses, and the winner of the 2016-2017 Câmara Cascudo prize for Brazilian Culture.

Heartiest congratulations poured in, especially from the Embassy of Brazil. *A Alma Brasileira 2016* showcased the excellence and creativity of teachers of the Section, and the University and national community have much to look forward to in coming years.

MODERN LANGUAGES AND LINGUISTICS

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French

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Undergraduate Programmes

Bachelor of Arts Programmes

French
Linguistics
Spanish

Minor in Brazilian Studies

Minor in Caribbean Sign Language
Minor in French

Minors

Minor in Linguistics
Minor in Spanish
Minor 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

Undergraduate Diplomas and Certificates

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

Postgraduate Programmes

Diploma in TESOL
Diploma in Interpreting Techniques
MA in Spanish
MA in TESOL
MA in Speech-Language Pathology
MPhil and PhD degrees in French, Linguistics, Spanish

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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