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

RESEARCH NOTES

Showcasing
Research News

from the
Department of
Modern Languages
and Linguistics
at the
St Augustine
Campus

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DMLL Vision

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

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

Words from the Head

What a hectic year 2014-2015 has been for the Department of Modern Languages and Linguistics (DMLL)! No sooner had we begun than (it seems) we were at the end. I am tremendously proud to be the Head of this remarkable department. Moreover, we are ending this academic year on a high as we have been able to move the mark forward in terms of best practice in some areas. For example, administratively we now (finally) have a DMLL Main Office which is located in Room 316 of the Humanities building (third floor, eastern side). At the time of

to a figure of 100% trained staff in Postgraduate supervision. As you read through this second volume of the journal *Research Notes*, I hope that you will both recognise and appreciate the distinguished contribution to scholarship and its impact which is created by the members of academic staff and students of the DMLL.

We dedicate *Research Notes*, Vol 2 to Professor Valerie Youssef. Professor Youssef who retired last year was an invaluable member of the Linguistics section. (See



this writing, we are still working to more efficiently equip the space; a process which we have begun but which, understandably, will take some time. On the academic side, six members of our DMLL staff (including Tyrone Ali/English Language, Dr Oscar Bazán/Spanish, Dr Sandra Evans/Linguistics, Dr Nicole Roberts/Spanish, Dr Gerald Stell/Linguistics and Dr Elizabeth Walcott-Hackshaw/French) all attended and completed the 6 week Postgraduate Supervisory Training Workshop which ran from February to April 2015. This figure represents some 21% of DMLL academic staff and demonstrates our commitment

Interview pp. 3-6). In the DMLL, we recognise the UWI Strategic Plan's perspective of Research and Innovation, as a central pillar to our department and one which directly impacts the competitive edge of the Faculty of Humanities and Education. We continue to engage a number of innovative themes of research work or research clusters including: Foreign Language Teaching and Learning; Study Abroad (Language and Competitiveness), Caribbean Sign Languages and Deaf communities; Language Documentation of Heritage Languages of Trinidad and Tobago; Hispanic and Francophone

Literatures and Film; Academic Writing, and English Language and Literacy. Over this past year in the DMLL, our team of academics attended conferences and give scholarly papers at international, regional and national seminars and conferences. They also conducted research in varied areas of specialisation. We see research as necessary to the enhancement and upgrading of skills which in turn impacts our best practices in teaching and learning in the department.

In terms of publications, for the past year (2014-2015), the staff in the DMLL published numerous book chapters and scholarly articles. These publications are highlighted on pages 7 - 10. In addition, we continue to innovate in the use of technology with the production of podcasts (for example, Tyrone Ali's interview with British writer Bernadine Evaristo: Podcast 74 of *The Spaces Between Words: Conversations with Writers*. (Available online at: http://www2.sta.uwi.edu/podcasts/components/com_podcast/media/Spaces-BernadineEvaristo.mp3) and the blog: *Language Blag: A Blog about Language and Linguistics* by Dr Benjamin Braithwaite and Dr Jo-Anne Ferreira which is available at: <http://languageblag.com/>. These have been gathering more followers and receiving numerous hits and citations. Numerous students also blog but we're particularly proud of our DMLL Research Assistant (and Spanish graduate) Garvin T Parsons' blog Garvin's World, accessible at: <http://garvinworld.blogspot.com/>. All of our publications (digital and other) enhance the reputation of the DMLL and position us as a Department of sound research and academic standing.

Postgraduate research in the DMLL had varied outputs for the 2014-2015 academic year. We began the year with five PhD graduates (one in Spanish and four in Linguistics), one MPhil in Linguistics graduate, one MA in English Language and one PG Diploma in Teaching English to Speakers of Other Languages (TESOL). In addition one member of staff completed the Postgraduate Certificate in University Teaching and Learning (CUTL). In the DMLL, we recognise the importance of our PG researchers as well as their research work and we seek to provide dedicated support to our PG researchers. Our cadre of PG researchers is small, distinguished and growing. You can read more about the current PG research work in the DMLL on pages 20 and 21.

Finally, in the DMLL, we also engage the community by our Outreach efforts which in turn enhance our research

projects. For example, our staff engage in projects such as the UWI Etc project which is an initiative of the Student Advisory Services (SAS) at the UWI, created in order to promote and organise Community Engagement Projects and to make students aware of the many possibilities in which they can support/collaborate in community engagement and service learning projects. For myself, I had the wonderful opportunity to participate in a UWI delegation which was invited to visit Cuba in February 2015 to attend and participate in the Havana Book Fair. Out of that visit, we have now formulated a book-length project which will engage the areas of History, Language and Literature in a cross Faculty collaborative work project among colleagues so as to present varied perspectives of our research in a bilingual volume (Spanish/English). With all of this going on, I can hardly wait for 2016 as we further innovation in the DMLL. •

Dr Nicole Roberts
Senior Lecturer & Head of Department

For 2014-2015, the Department of Modern Languages and Linguistics welcomed Ms Jenelle Francois as our new Administrative Assistant! She comes to us with a wealth of expertise in various roles and has previously acted as the AA. We are thrilled that she has now been confirmed in the post.



We also congratulate Ms Varrsha Choon who has been confirmed as a Grade Five Clerical Assistant in the DMLL. Ms Choon who is posted to the Modern Languages desk says that Korean is one of her favourite languages. At present we do not offer Korean in the DMLL but one never knows what the future may bring!

Valerie Youssef; A Career Devoted to Teaching, Learning and Research in Linguistics

Prof Youssef is an internationally respected scholar in the field of Linguistics, most particularly in the areas of language acquisition and learning. She is an expert on the English Creoles of Trinidad and Tobago, sociolinguistics and discourse analysis. The concept of varilingualism, which was born out of her research as a PhD candidate is of seminal importance to issues of acquisition in a code-switching environment (child acquisition, bilingual education, etc.). It has also been applied in other areas, for example, to the analyses of discourse in the English-official Caribbean language situation in dialogue and in narrative. She has published widely in the fields of linguistics and gender studies. Professor Youssef has influenced the lives of many through her outstanding contribution to the development of Caribbean language studies, her devotion to teaching, her encouragement to those who came into contact with her to delve into the deep waters of scholarly research, and of course, always willing to widen students' horizons. She served as a head of department over six years, coordinator of the Linguistics Section for several more. Under her leadership as Head of the then Department of Liberal Arts, DMLL was created. The DMLL wishes to join in paying tribute to Professor Youssef for her invaluable contribution.

In a candid interview with Amina Ibrahim-Ali and Romulo Guedez, two of her former students, Professor Youssef shared several insights about her personal and professional life.

AI: On behalf of the DMLL *Research Notes*, I would like to welcome you to this interview and to say that it is indeed my pleasure to be given the opportunity to interview you. I heard that one of the reasons I was asked was because, I am, as far we know, your last PhD student.

VY: [Laughter] No, I have a couple ongoing!

AI: You do? Well I guess the last PhD student at the time of your retirement. How did you become involved in the field of linguistics?

VY: When I got married I went to live in Egypt. I taught English for a short while and then I got a fellowship at the

American University in Cairo to do the Master's in TESOL. When I started it, I was amazed. I said this subject Linguistics is so interesting and why didn't anybody ever tell me about it? I had been at the university in the UK where linguistics was a very big thing. Old time folks like Palmer, and everyone knows David Crystal, they were all there but because I wasn't actually studying languages, no one ever suggested to me that I should do linguistics.

RG: And what did you study?

VY: I studied History at the University of Reading.



RG: How did you end up in Trinidad?

VY: In 1973 we went to the UK because my mother hoped we might settle there. It was a very bad time economically, and nothing permanent came along. My husband applied for a job here which he got. There was some drama because they sent the offer to Egypt and not to England where we were. So we didn't know for a while, but eventually everything smoothed out and we came



here in January 1975 for him to take up the job. And then after eighteen months, perhaps in October 1976, I started to teach part-time in the Department, what was then Language and Linguistics, in what is now the Foundation English programme.

AI: What did you feel about Trinidadian English Creole (TrinEC) when you got here? Were you fascinated by it? Were

you irritated by it?

VY: I didn't think anything about it really; I had lived in different parts of the UK, so I was well aware of dialectal differences in the real sense beyond anything I'd studied [...]. So, yes, I never had a problem understanding people, so it was just hearing people, in a more extreme dialect/language variety.

AI: Yes, but in teaching the Foundation

English courses, in getting to the students' writing and that kind of thing, that was what I meant by being irritated by it, trying to teach English.

VY: I don't recall so. I think that a lot of our students' writing problems are problems that they have because they haven't had sufficient practice in writing, I don't think it's just English Creole; when you analyse the writing you find that.

AI: Do you have favourite expressions in Trinidadian English Creole?

VY: Whether you consider a Trini steups as language I don't know, but it's been very useful.

RG: Has English Creole linguistics changed you as a person in any way?

VY: No, I don't think so; I think I was made for what became my career. My father sent me to 'elocution lessons', a very strange old-fashioned practice, which I think is largely gone now. I rejected the lessons utterly and I remember having a particular conversation with him when he told me to call an orange an /'ɔ:ʌndʒ/ and I distinctly remember saying to him: "Dad for goodness sake, everybody says /'ɔ:ʌndʒ/ why would I want to call it an /'ɔ:ʌndʒ/?". I honestly think my reaction against a class dialect and the whole notion of status accorded to particular varieties led me into my career in TrinEC and sociolinguistics -it's always been a part of what I believe, that we are all equal and that nobody should judge anybody else on the basis of their language so my work is just one example of a way you could try to make a difference.

AI: How do you view the relationship between the various areas of research that you have conducted over your productive career?

VY: I suppose there was a progression that went through. So, I started having an interest in Child Language Acquisition as long ago when I was at the American University in Cairo. So when I was persuaded to do a PhD, that seemed a logical area to do it in, but when I did it in early child language that toppled me into Sociolinguistics because it very rapidly became not just about language learning but variation as part of that learning. Of course, the nature of the children's variation had to do with the level of their exposure to English Creole.

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So necessarily then I became more involved in the study of the TrinEC.

I think it is a challenge to teach English Creole Linguistics without actually speaking it in a very overt form. It didn't use to bother me but I think I understand it may have bothered other people. The notion that a British person who was not a native speaker of TrinEC would teach TrinEC courses. I myself am very comfortable discussing Trinidadian English Creole and Tobagonian English Creole as well. But I was very happy to work on the book on Tobago with Winford James because I thought it was very important for me to have a native-speaker interface there.

switch or mix between them, effectively, and there didn't seem to be a word to describe that capacity. I've no idea of how much it's been taken. Nowadays, I am on *Research Gate* and people read those materials quite a lot. Again, I think that some people have not fully accepted it because of the fact that I believe that everybody, say in Trinidad, and even in Tobago, has at least a minimal knowledge also of Standard English. A lot of people who are English Creole purists seem to be a little uneasy with the notion of a TrinEC speaker having English, but I think it's a reality. I think there is sufficient overarching context for it to be used such that everyone gets some knowledge of it. If we could only

through the course Language, Gender and Sex and later Paula Morgan and myself wrote *Writing Rage* through the course Gender, Violence and Trauma in Discourse, which demonstrated both gender violence and prejudice in language use as well as the ways in which the victims of gender violence described and came to terms with their experiences.

AI: As lecturer and section coordinator of linguistics did you have any favourite courses, programmes whether that meant undergraduate or postgraduate? Which courses did your students have most difficulty with?

VY: I think we all know the problem with the teaching of Linguistics here, which is that many people who end up doing it, do so not because they want to do it but because it's an option that remains open to them when other doors are closed. So, I don't think that a lot of our students have an interest - you get a few who do, but not the majority. So that it's a challenge. I honestly don't think I have preference for any of the courses, I think. It's the level of interest and enthusiasm that you can generate in your students. That is what determines how much you enjoy teaching a course. I think that has been the case for me [...] I think that at undergraduate level the size of the class and students' lack of interest become a challenge.

AI: From the time you started to the time of your retirement from UWI, how would you say students changed?

VY: I can't honestly remember! [Laughter] But I think that we all feel that the problem has become greater. We have free tertiary education. It's a tremendous plus but one asks oneself whether students then really want to come here or they come because it's the next thing, it's doable, and so they come but they haven't really got a strong interest, not just in linguistics but in more education now. And that takes us back to school education nowadays which is so exam-focused from a very young age. The whole love of learning seems to be drummed out of a lot of our children very early.

RG: How about UWI and the St Augustine campus?

VY: Well, you know I lived on campus



Professor Valerie Youssef poses with her family moments after delivering her Professorial Inaugural Lecture in January 2010. Front row, (l - r) are Dr Farid Youssef, Dr Fayeze Youssef and Professor Valerie Youssef. Back row, (l - r) are Marsha Youssef, Marie Youssef-Smith, Ayinde Smith and Daniel Youssef

RG: You coined the term varilingualism; what has been the impact of this term on teaching, language acquisition, language learning, research and researchers in the Caribbean?

VY: I don't know! [Laughter] I think it's a very useful term for the region because of the context in which I came up with it, which was the context of having to describe the language competence of small children here. Bilingualism didn't quite fit because it wasn't just that they were learning two languages or language varieties, but they were also learning from the very beginning, to

get education right in that area at the primary level then everybody could be competent in both; which is important and does not have to undermine the status of TrinEC at all.

RG: Coming nearer to your retirement you became more involved in Gender Studies. Were you always interested in this field? What interested you about it?

VY: Yes; I have been aware through my whole life of gender discrimination and the gender discrimination that exists in language. And it is an area of sociolinguistics which I taught first



Professor Valerie Youssef with (l - r) Amina Ibrahim-Ali and Romulo Guedez, during the interview

for sixteen years in the old house where the new Student Admin Building is [...] and so I raised my children on campus and it was very quiet in those days, very quiet, very peaceful. So, I remember my younger son riding his bike on campus after he came home from school and our dog following behind him. Imagine a young child today riding his bike, what confusion it would cause [...] It has changed so much mainly because of the tremendous increase in size.

AI: What would you consider to be the highlight/s of your career?

VY: Now if you think about it becoming a professor is the logical place to go, but I think being Head of Department was in a sense at least as important if not more so because I think being head of department actually makes more difference in terms of what one can do than becoming a professor. Becoming Head of Department and running Liberal Arts which was a huge department.

AI: So you are now pursuing an MA in Speech Language Pathology. Could you tell us some more about that? Do elocution classes help?

VY: [Laughter] If that was what Speech Language Pathology (SLP) was about, I would not be pursuing it. Well, again the same concern, equal rights, led myself and Professor Robertson to pursue the development of a programme in SLP and then when Kathy-Ann Drayton joined the staff as an SLP, that was a big plus and we started to develop the programme. We had hoped that that Master's programme would come on to start training professionals in 2009 but in 2009 the situation was such that there were not sufficient speech language pathologists in the country for students to be able to do their practica because you have to do 400 hours of practicum.

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So, we had to defer the programme and having deferred it, it of course later had to be re-costed and everything else. But I think it would have been in 2013-2014 that we had a Fulbright scholar come down here, Dr Charlotte Molrine, who was a whiz administrator herself, and had always been in SLP. She was very much on top of the administrative paraphernalia that goes on with running a programme like that. So, she just whipped around and organised the way in which the programme could be run and costed with the existing staffing and at the same time there was a return of a number of SLP professionals to Trinidad. So in my last year I decided to push to get it on stream. In the latter part of my last year, I recognised I was retiring and I could apply to do the programme myself - that was a big revelation, that wasn't part of my planning at all. And there are some ways in which I regret it, not for myself, but I might have been able to be of more support to Kathy-Ann if I had not become a student in the programme.

AI: How has linguistics helped you in SLP?

VY: Yes, here is a whole applied area closely related to linguistics and involving an amazing number of disabilities. I mean, the range in the nature of language loss, for example in older people, people who are aphasic or people who have traumatic brain damage, it's just incredible, and you would just never know about it if you are outside the field. So, it's very unfortunate that the older people do not readily get access to a speech therapist here. I guess people don't know that there is any support available and it's perceived as very important for a small child to get language support more than for the older person. So, one tries to help both. SLP is taught as a separate discipline and if a person doesn't have a background in linguistics, they don't do that much linguistics as part of the training. I think that linguistics has a more important role to play in SLP than it regularly does. But it's great trying to work with the two disciplinary areas.

RG: What is your vision for the future of teaching and research in Caribbean linguistics? What are some of the challenges?

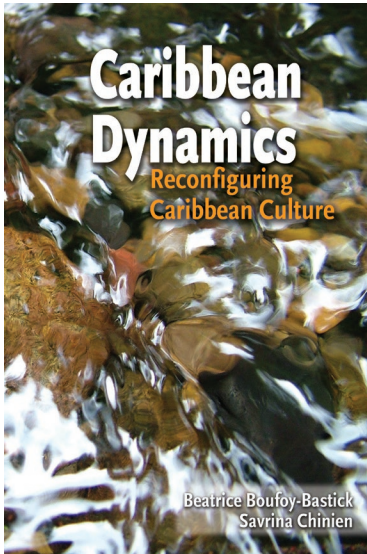
VY: I think that's too big a question. For

me, I would say finding a way to reconcile our language situation and successful education for our children. It would be a major area for me. I've never actually taught educational linguistics but I suppose that it is educational linguistics that might be my major ultimate concern. It's an incredible challenge because so many people agree that we need to tackle that language situation in schools but how to do it effectively, how to provide the level of English to really allow it to happen. So, one of my current PhD students is researching the whole creative writing process in the primary schools. He got into his research through the frustration of being a teacher of Creative Writing with the kinds of demands that are made of the child and their relevance or lack of it to achievement of real writing success. There is a combination of general language problem and a writing problem and a task problem. Those kinds of issues could be resolved.

AI: So you did speak about that part of educational linguistics, helping the schools and helping our children to succeed. What are some of the research areas that remain to be investigated?

VY: I think we need full descriptions of all English Creoles. That would be wonderful. Then, there would be access to grammars; it would be possible to write grammars and then have a proper interface for education between the Standard English and English Creole. So, that is a major area that has to be covered. It's rather interesting that, there doesn't seem to be actually a great deal of interest in the process of language acquisition in the region and I think it's really, really important in itself and in relation to education. I would hope for more interest in that [...] precisely language acquisition in the English Creole context which is maybe bilingual, maybe trilingual maybe varilingual, however you want to regard it.

We would like to express our sincere appreciation and gratitude to Professor Valerie Youssef for taking time out from her busy schedule to share with us some insight into her personal life and illustrious career as Lecturer and Professor. ❖



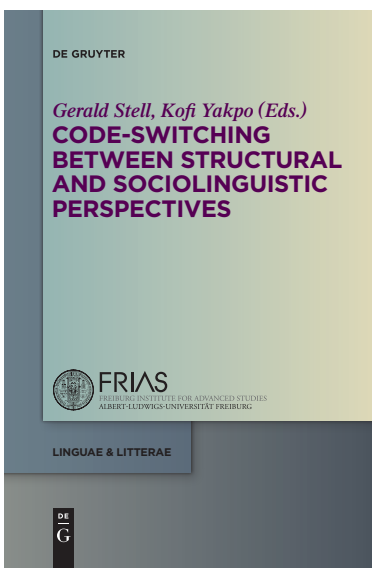
Caribbean Dynamics: Re-configuring Caribbean Culture

Editors: Beatrice Boufoy-Bastick and Savrina Chinien

Caribbean Dynamics: Re-configuring Caribbean Culture is a book of selected papers by Caribbean scholars portraying through their experienced eyes the ever-changing cultural identity of the emergent Caribbean nations of the 21st century. *Caribbean Dynamics* has particular current relevance and authenticity because it provides privileged emic insights into the continually transmogrifying cultures of the Caribbean through an exploration of overarching themes emically illustrated by country-specific descriptions. The Caribbean of the 21st century can no longer be comprehended in terms of geographical demarcations but needs to be re-configured through an examination of its rich trans-border multi-faceted culturally diverse diaspora. This compellingly rich cultural diversity born of past slavery and indentureship under colonization and hewn from contemporary economic migration under globalization potentiates an elusive often disconcerting Caribbean. From this ontological historical perspective,

Caribbean Dynamics seeks to uncover how the past has entwined into the present to shape ever-changing postcolonial diasporic Caribbean identities. *Caribbean Dynamics: Re-configuring Caribbean Culture* has a three-part structure. Part 1, 'The Dynamics of a "Carib-being"', attests to the role of literature in framing, re-framing and counter framing Caribbean personal identities. Part 2, '(Performing) Arts: Mapping out the Caribscape', conveys the plasticity of Caribbean culture; and part 3, 'Transcending Adversity to Foster a Caribbean Culturalist Ethos', points to social challenges to Caribbean-ness. DMLL contributors to the edited volume are Dr Savrina Chinien, Dr Jo-Anne Ferreira and Dr Nicole Roberts

Boufoy-Bastick, Béatrice and Savrina Chinien, eds. *Caribbean Dynamics: Re-configuring Caribbean Culture*. Kingston: Ian Randle Publishers Ltd, 2015. Print.



Code-switching between Structural and Sociolinguistic Perspectives

Editors: Gerald Stell and Kofi Yakpo

The study of code-switching seems to be pursued from unrelated perspectives, linguistic, psycholinguistic, and sociolinguistic. This volume attempts to rally these different perspectives around a common theme, namely, the impact of social factors on the occurrence and form of code-switching.

The contributions in this volume are subdivided into three main themes: 'code-switching between cognition and socio-pragmatics', 'multilingual interaction and identity', and 'code-switching and social structure'. Predictive or descriptive in their research goals, and relying on either experimental or naturalistic data, they present case studies from various contact settings in the world. Generally promoting social explanations for code-switching, they attempt more specifically to envision the extent to which social structures, ideologies and identity impact on the grammatical or conversational features of code-switching, and

on the emergence of mixed languages.

Given its scope, this volume is expected to be of relevance not only to the debate on code-switching, but also to the debate on the interplay between language and society.

Stell, Gerald, and Kofi Yakpo, eds. *Code-switching between Structural and Sociolinguistic Perspectives*. Series: *Linguae & Litterae*. GmbH: De Gruyter, Vol. 43, 2015. Print.



Echoes of Ancestral Voices: Analysing Tropes of Identity in Selected Poetry by Jennifer Rahim, Mayra Santos Febres and Sherazada Chiqui Vicioso Nicole Roberts

The central premise in this paper is that there is no one Caribbean voice that speaks of a homogenised Caribbean experience. Nevertheless, it remains clear that the commonality of experiences by women in the Caribbean continues to be worthy of exploration. In the paper, I make a comparative analysis of selected poetry by Jennifer Rahim (Trinidad), Mayra Santos Febres (Puerto Rico) and Chiqui Vicioso (Dominican Republic). The interpretive framework of the paper is decolonial feminist theory, yet it remains clear that intersectionality is a discourse that also frames much of this study as the categories of gender, race and class across much of the Caribbean are axes of identity which must be taken into consideration in any act of the centring of Caribbean women's experiences.

In Boufoy-Bastick, Béatrice and Savrina Chinien, eds. *Caribbean Dynamics: Reconfiguring Caribbean Culture*. Kingston: Ian Randle. 66-81, 2015. Print.

Trinidad's French Creole Linguistic and Cultural Heritage: Documentation and Revitalisation Issues

Jo-Anne Ferreira

This chapter discusses language documentation for Trinidadian Patois (Trinidadian French Creole or TFC) through textual support, based on texts gathered c.1805 to the present day. TFC is an endangered heritage language. The chapter examines and establishes a very useful update of a minority and marginalized, (now threatened) language in the Caribbean that is struggling to survive in Trinidad today, while thriving elsewhere. The chapter raises pertinent questions about revitalization issues surrounding TFC, language planning, and the effects and benefits of internet technology on language development and maintenance. The author discusses the cultural heritage of TFC as well as the sociocultural importance of TFC, with a twofold purpose in mind: to make TFC literary culture available to a series of wider audiences and to formally support informal language preservation efforts and projects currently under way.

In Boufoy-Bastick, Béatrice and Savrina Chinien, eds. *Caribbean Dynamics: Reconfiguring Caribbean Culture*. Kingston: Ian Randle. 111-125, 2015. Print.



We Are Still in the Colonial Woods: Interview with Yao Ramesar Savrina Chinien

Yao Ramesar, as one of the leading Caribbean film producers, has not only directed over 140 films, screened throughout Africa, Asia, Central America, Europe and the Caribbean region but also pioneered the teaching of cinema in Trinidad. In this conversation with Savrina Chinien, he explains what raised his interest in cinema and examines the question of a Caribbean cinema. He broaches several other issues: the film industry in Trinidad-and-Tobago, his coining of the term 'Carib-being' and the challenges he has met, both as a director and screenwriter. He then gives insight into his most recent films *Sistagod I*, *Sistagod II* and *Haiti Bride* then discusses the notion of 'Caribbean-ness' in films and finally argues that Trinidad is "still in the colonial woods". In Boufoy-Bastick, Béatrice and Savrina Chinien, eds. *Caribbean Dynamics: Reconfiguring Caribbean Culture*. Kingston: Ian Randle. 160-173, 2015. Print.



Towards an Integrated Approach to Structural and Conversational Code-switching through Macrosociolinguistic Factors

Gerald Stell

The study of code-switching (CS) has been mostly undertaken from two perspectives that have developed apart from one another, i.e., the grammatical perspective and the conversational perspective. I attempt in this chapter to join these two perspectives by testing the hypothesis that grammatical and conversational forms of code-switching can be jointly predicted via macrosociolinguistic factors. To that end, I first show on the basis of sociolinguistically diverse data from South Africa, featuring language with different degrees of typological distance (i.e., Afrikaans, English, Sesotho), that macrosociolinguistic factors by themselves can predict specific grammatical CS patterns irrespective of linguistic factors. I then proceed to show that under certain conditions, there is evidence in these data of one-to-one relationships between specific patterns of grammatical code-switching and those conversational code-switching patterns which Auer (1999) refers to as language mixing and language alternation.

In Stell, Gerald and Kofi Yakpo, eds. *Code-switching Between Structural and Sociolinguistic Perspectives*. Series Linguae & Litterae. GmbH: De Gruyter, Vol. 43, 117-138, 2015. Print.





Deaf Perspectives on Deaf Education: An Ethnographic Study from Trinidad and Tobago

Ben Braithwaite

This paper discusses the results of ethnographic research into the views of members of the Deaf community of Trinidad and Tobago on Deaf education, and highlights some ways in which their perspectives diverge from prevailing philosophies and policies in Deaf education in the Caribbean. It argues that this kind of research is needed to address the shortcomings of current educational provisions for Deaf children and adults, and that the perspectives of Deaf adults, in particular, must not be relegated to the periphery. Instead, Deaf communities around the region have crucial roles to play in addressing the problems in Deaf education and in planning for an uncertain future. Finally, it presents an example of how research which fails to sufficiently involve Deaf adults can produce misleading results and potentially misguided policies.

Caribbean Educational Research Journal 3.1 (2015): 18-26. Web.

<http://www.cavehill.uwi.edu/fhe/education/cerj/cerj-april-2015-june-01,-2015.aspx>

Rescuing Language Education from the Neoliberal Disaster: Culturometric Predictions and Analyses of Future Policy

Béatrice Boufoy-Bastick

Over the last three decades neoliberal government policies have spread successfully around the world with disastrous effects on the social infrastructures of many countries. Neoliberal policies move vast amounts of public money into private hands increasing the gap between rich and poor and decimating social support services for the majority of the population. Along with health and transport, government-funded education is also among the most devastated public services. Yet, in representative democracies, these policies are initially supported by the misguided self-interests of those most deleteriously affected – lecturers, teachers, students and their families, communities and institutions. This paper analyses this effect on language education through the culturometric definition of cultural identity – a concept originally inextricably bound with the teaching of languages – examining language ‘spin’ used in achieving neoliberal policy acceptance, focusing here on the current spin of ‘diversity’. By tracing western government resourcing of value changes in language education through their international change events over the last three decades we show – in contradiction to neoliberal policy documents such as the ‘Common European Framework of Reference for Languages: Learning, teaching, assessment’ – how the potential diversity for student educational outcomes of language education has shrunk under neoliberal education governance to the single option of ‘employee-ment’ – the identity of an ideal employee. We evidence how culture has been stripped from language education and replaced by training employee-ment skills to current policy compliancy standards. To recover from this disaster, we then deconstruct cultural diversity in language education to deduce policy amendments to the Common European Framework that would authentically increase cultural diversity as it is valued by the international community of language educators. We conclude by extrapolating the past three decades of changes in resourcing language education towards two possible futures – a future predicated on the employee-ment values of the current common framework and a future predicted by the deduced policy amendments to the framework for authentically enhancing cultural diversity through language education.

Policy Futures in Education 13.4 (2015): 439-467. Web. <http://pfe.sagepub.com/content/13/4/439>



Las Dos Calamas de Luis Mateo Díez

Oscar Bazán

The article explores the development of the narrative space in Luis Mateo Díez's trilogy, *El reino de Celama* (2005). On the mentioned work, the author describes a fictional landscape located on Spain, in which death shapes the character of the land and acquires an unusual prominence, similarly to the *Comala* of Juan Rulfo. With critical and theoretical support, the article explains the intrinsic relationship between space and its inhabitants, and states that there is an implicit differentiation between two Celamas that are separated by time, but still coexist in the same space. Each of these Celamas would correspond with two different values: memory (light), and oblivion (darkness). This way both, the characters and the lands are going to fall into despair, carelessness and remorse over the pages.

Castilla. Estudios de Literatura 6 (2015): 72-93. Print.



Ethnicity in Discourse: The Interactional Negotiation of Ethnic Boundaries in Post-apartheid Namibia

Gerald Stell and Tom Fox

To what extent can ethnic boundaries be transcended in interethnic interactions? We are tackling this question in reference to Namibia, a post-apartheid society marked by a legacy of ethnic and racial divisions. Relying on discourse as a source of data, we identify the strategies employed by Namibians in a range of interview data and semi-experimental inter-ethnic interactions for either accentuating or attenuating inter-ethnic boundaries. We identify these strategies at the levels of ethnic categorization, language choice/variation, and the management of speaker turns, and place them in the perspective of the participants' perceptions of ethnic Others. Our findings suggest that ethnic categories are salient in our data, although they do not exclude identification with superordinate categories in specific contexts. Our findings also show that patterns of categorisation are reflected in language choice and turn management in the interactional context. *Journal of Ethnic and Racial Studies* 38.6 (2014): 976-992. Print.



Defining Power Margins: A Classification of Power within the Discourses of Police and Civilian in a Crime 'Hotspot Community' in Northern Trinidad

Danielle Watson

The article is part of a continuing research project on power manifestations in the discourses of police officers and civilian from a specific marginalised community in Trinidad and Tobago. The larger research draws on multidisciplinary knowledge frameworks to assist in the description and explanation of communicative negotiations at the community level. This paper looks specifically at describing power within the context of police and civilian interaction at the community level. It explores existing philosophies, definitions and frameworks with the aim of providing a definition relevant to the context of police and civilian interaction within a specific context – suburban, low income, labelled, high crime communities in a developing country. Data for the study were collected from interviews and recorded footage of police/civilian interaction within one of the 'hotspot communities' in Trinidad and Tobago. The study resulted in the identification of seven categories to account for manifestations of power in the discourses of police and civilians from crime 'hotspots' during interaction. *Journal of Multicultural Discourses* 9.3 (2014): 227-250. Print.



Le théâtre : Outil d'apprentissage du Français Langue étrangère à l'Université des Indes Occidentales (Trinité-et-Tobago)?

Mathilde Dallier

This study describes learning outcomes as a result of students' participation in theatre workshops. A group of students of the French undergraduate degree programme of the UWI, St. Augustine campus attended a weekly French theatre workshop. We found that, far from being limited to the improvement of oral expression, theatre helps not only tame the fear of speaking a foreign language, but also in understanding subtleties of the said language and cultural nuances. It allows students to work on self-confidence and increase motivation for their French degree, thus not limiting themselves to the written text, but going well beyond, that is, to make the text come to life. Students literally become actors (protagonists) of their learning process. The results are amazing; students excel on stage on the day of performance, but above all, it is their academic results which are the main beneficiaries. *Le français à l'université*, 19 - 04 | 2014. Mise en ligne le: 15 décembre 2014. Web. <http://www.bulletin.auf.org/index.php?id=1927>



Béatrice Boufoy-Bastick

Constructions of teacher identities: Professional development versus global neoliberal performativity. In P. Boyd, A. Szplit & Z. Zbróg, eds. *Teacher Educators and Teachers as Learners – International Perspectives*. Kraków: Libron-Filip Lohner, 123-160, 2014. Web. [http://insight.cumbria.ac.uk/1622/1/Teachers_and_Teacher_Educators_Boyd_Szplit_%26_Zbr%C3%B3g_\(Eds\)_2014.pdf](http://insight.cumbria.ac.uk/1622/1/Teachers_and_Teacher_Educators_Boyd_Szplit_%26_Zbr%C3%B3g_(Eds)_2014.pdf)
Linguistic dilemma in diglossic post-colonial states: Designing language-sensitive primary curricula. *Res Humitariae* XVI, (2014): 8-21. Web. <http://journals.ku.lt/index.php/RH/article/view/1009/1192>



Empreinte ou emprise néolibérale sur les politiques éducatives européennes : regard et éclairage culturométrique sur le Cadre Européen Commun de Référence pour les Langues (CECRL), *Verbum* 5, (2014): 205-215. Web. <http://www.journals.vu.lt/verbum/article/view/5009/3277>

Culturometrics : A constructionist philosophy for humanistic inquiry in qualitative identity research. *The Qualitative Report*, 19.9, (2014): 1-22. Web. <http://www.nova.edu/ssss/QR/QR19/boufoy-bastick9.pdf>.

20th Biennial Conference of the Society for Caribbean Linguistics (SCL)

5 to 8 August 2014



The UWI, St Augustine contingent (representing three departments), (l - r): Jo-Anne Ferreira, Ian Robertson, Jorge Morejón, Alicia Lamb, Jennifer De Silva, Godfrey Steele, Linda Steele, Guyanne Wilson and Nerle Robertson. Missing: Kathy-Ann Drayton, Kellon Sankar, Sylvia Moodie-Kublalsingh and Valerie Youssef.

The Caribbean Today: Language Awareness and Language Development

The Society for Caribbean Linguistics (SCL) (<http://scl-online.net/>) was formally established at the UWI, St Augustine campus in July 1972. Conferences are held every two years, each year in a different Caribbean territory, and have been held twice at the St Augustine campus since 1972 (in 1986 and in 2002). Four Presidents from St Augustine have held office, and the SCL Secretary-Treasurer's office has been hosted at St Augustine from 1976 to 1980, from 1984 to 1990, and from 2002 to the present. The Publications Office has also been based at St Augustine.

In this brief report, the DMLL wishes to highlight the research carried out by our current and former academic staff members, alumni and postgraduate students. The UWI sent the overall largest university contingent, and UWI, St Augustine at SCL 2014 represented the single largest campus contingent. Summaries of papers and posters are showcased here. St Augustine papers ranged from phonetics and phonology and syntax to endangered heritage languages to forensic linguistics to contact linguistics and language and culture. Gooden and Drayton describe the prosodic patterns of intonation of older Trinidadian English Creole and older Jamaican Creole. The study of Wilson pays particular attention to participants' professed preferred pronunciations for choral singing. Moodie-Kublalsingh examines Spanish phonetics as witnessed in Daisy Voisin parang. Paterson addresses generalised claims about the structure of Grenadian English Creole (GEC) plosives through detailed acoustic examinations. Wilson et al analyse issues on what adds the usage of question tags to the description of spoken English in T&T. Jackson and Youssef investigate the impact of the US screening measure on five-year-old children in Early Childhood centres in T&T and found Standard English to be challenging for English Creole-speaking children. Lamb, De Silva and Stafford presented their work on contrasting situations of two spoken minority languages, i.e., Trinidadian Bhojpur and Trinidad and Tobago Sign language (TTSL). Cavalcanti Cunha and Ferreira base their study on an ethnographic research of Portuguese as a heritage language in T&T. Sankar looks at the language contact situation of lexical borrowing on the halls of residence at St Augustine. Steele examines offensive language (via grawlix) through a Trinidad and Tobago newspaper corpus. Finally, our DCFA colleague, Jorge Morejón examined the survival of African languages in the Caribbean especially Cuba, through rituals, creolised Spanish and the performing arts.

Readers are encouraged to visit the SCL's link to the document containing the full abstracts of the 20th Biennial Conference of the SCL: http://www.scl-online.net/Conferences/Past/2014_abstracts_final.pdf

Intonation and Prosody in Older Trinidadian and Older Jamaican



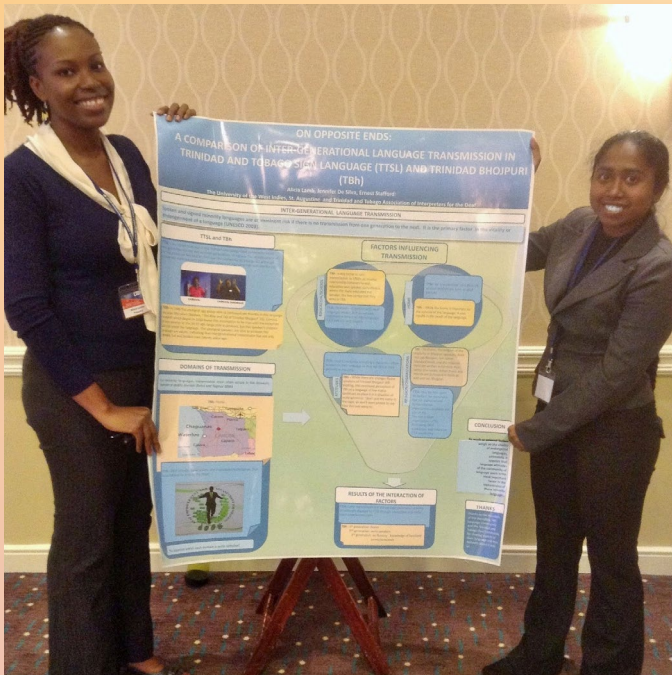
Shelome Gooden, University of
Pittsburgh and **Kathy-Ann Drayton**
UWI, St Augustine

This research examined the question of whether the prosodic patterns described in recent studies of Trinidadian English Creole and Jamaican Creole, are contemporary or newly developed within the sociolinguistic space or whether these reflect patterns that were present in earlier forms of the language. The researchers analysed data from recordings of older speakers from both territories, taken in the 1950s to 1970s to describe their stress and intonation patterns and how they may have changed.

A Study of Lexical Borrowing on Halls of Residence at UWI, St. Augustine Kellon V. Sankar, MPhil candidate in Linguistics. UWI, St Augustine



The Caribbean has a long history of language contact which has played a significant role in producing the various language situations present in the region today. This study focuses on a language contact situation which has resulted in the presence of lexical borrowing on the halls of residence at the University of the West Indies (UWI), St. Augustine. The UWI, St. Augustine campus possesses language situations on its halls that are distinct from more typical contact situations, which tend to involve two groups having prolonged contact. Here many groups are interacting, the time period in which this occurs is markedly shorter than most other significant cases, and those involved in the contact possess a shared language (English), which can be used to diffuse any misinterpretations when using their native language variety fails. This paper reports on the results of the first survey of lexical borrowing among the multinational population of these halls, and discusses what the number and types of words/expressions borrowed reveal about the power relations and identity projection (LePage and Tabouret-Keller 1985) of donors and borrowers. The data which this study analyses were obtained through interviewing comprehensive sample sets from each hall, and involved both individual interviews and focus group sessions during which, a total of 133 participants spoke about their recognition and use of words from other linguistic varieties in their hall environment, as well as personal reasons for this use. From the interviews, a list of lexical items (over 230) identified by residents has been prepared. This list was compiled into a glossary and checked against standard references such as the *DBE*



Two MPhil candidates in Linguistics of the UWI, St Augustine, (l - r): Alicia Lamb and Jennifer De Silva.

Signed and Spoken Minority Language Transmission in Trinidad and Tobago

Alicia Lamb, Jennifer De
Silva. MPhil candidates
in Linguistics and Ernest
Stafford. UWI, St
Augustine



Language transmission may occur in various domains, the domestic domain, specifically in the home, and in the public sphere via institutions such as schools and through interaction with the wider community by way of religious organizations, clubs and associations. This presentation showed two minority language communities in Trinidad and Tobago, a thriving signed minority language community and an endangered spoken minority language Trinidadian Bhojpuri (TBh), where transmission occurs in either one domain or the other but not in both. These minority languages offer two contrasting situations: where in Trinidadian Bhojpuri the home and family are essential factors in intergenerational transmission, in the other context of sign language in Trinidad and Tobago, language transmission takes place via the two pillars of the Deaf community through schools for the Deaf and associations and organizations for the Deaf. Despite the differences in domains of transmission, the purposes of language transmission are the same in that for both these language communities, education, society and religions are major driving forces behind their transmission. The data showed that any attempt at preserving the remnants of one language and maintaining the other should focus on ensuring that these areas of transmission be strengthened.



DMLL PG Students (l - r): Alicia Lamb, Samantha Jackson, Kellon Sankar, Alyssa Rostant and behind Jennifer De Silva. Missing: Jill Paterson.

(Holm and Shilling 1982), *DCEU* (Allsopp 1996), *NRCEU* (Allsopp 2010), *DECTT* (Winer 2009), and the *DJE* (Cassidy and Le Page 2002). The lexical items found also included a substantial number of expressions originating on the halls. These items were discussed under semantic domains into which they were grouped. Findings from each of the halls were compared as they all vary from one another in terms of the make-up of their student populations (size, gender, etc.) and the length of time that the halls have existed. It is hoped that this study will set a standard for investigating other multi-cultural/multilingual university campuses.

Rescue and Revitalization of Portuguese as a Heritage Language in Trinidad and Tobago

Cavalcanti Cunha, Maria Jandrya,
Universidade de Brasília and
Jo-Anne S. Ferreira, UWI, St Augustine



This paper examines the history and future of the Portuguese as a heritage language in Trinidad and Tobago, contrasting the use of the language among members of the 180-year old Madeiran Portuguese community and those

of the transient Brazilian community of the 21st century. At the UWI, St Augustine, there has been a growing interest in Brazil since the late 1980s and in the Portuguese language. UWI Brazilian Portuguese-speaking teachers have helped some Luso-Trinidadians to begin their study of Portuguese and so attempt to reclaim their ancestral language, while promoting the Brazilian variety of the language. The study is based on ethnographic research among speakers and semi-speakers of the Portuguese language in Trinidad, European and Brazilian varieties, as well as the interaction between and among members of the communities.

The Use of Question Tags in Different Registers of English in Trinidad

Guyanne Wilson, UWI, St Augustine
and University of Münster, Michael
Westphal, Dagmar Deuber and Johanna
Wulfert, University of Münster



While the form and function of canonical tag questions have been widely studied, invariant question tags such as *eh*, *no*, *see*, or *right* and their semantic/pragmatic

effects have received less attention. Their use has been described for different varieties of English (e.g., Stubbe & Holmes 1995, on New Zealand English; Columbus 2010, comparing New Zealand, British, and Indian Englishes), but a description of their use in the Englishes of the Caribbean is lacking. Furthermore, register variation has not been the emphasis of studies on invariant tags, even though Tottie and Hoffmann (2006) specifically establish a correlation between canonical tag use and register in British English, and Biber (2012) surveys a number of studies in which register is shown to be an important predictor of both lexical and grammatical feature distribution. Thus, it is highly likely that register will also exercise some influence over the use of invariant tags. We investigate the distribution of question tags in different registers of spoken English in Trinidad using material from the Trinidad & Tobago component of the International Corpus of English (ICE T&T). We then go on to consider the meaning and function of each tag. Our analysis of the usage of these tags firstly adds to the description of spoken English in Trinidad and Tobago. Moreover, including register variation into a corpus based approach is advantageous because it moves us beyond variety-based generalisations of language use and towards a more nuanced analysis of question tag use. By comparing the usage of tags in different text categories of ICE T&T (phone calls, conversations, class lessons, and legal cross examinations), then, we show that the frequency and meaning of these tags depend on the register in which they occur.

Screening for Language Development among Trinidadian English Creole-Speaking Children

Samantha Jackson PhD candidate in Linguistics, and Valerie Youssef, UWI, St Augustine

This presentation examined the results of a language screening exercise carried out in Trinidad between January and March 2014, among one-hundred and twenty (120) four- and five-year-old children in seven Early Childhood Care and Education Centres. For English Creole-speaking children the American screening measure, the Kindergarten Language Screening Test, Second Edition (KLST-2), proved challenging since the Standard English questions included several vocabulary items and grammatical structures with which they were unfamiliar. In addition, some of the questions required a level of phonological, grammatical and cognitive preparedness which might be expected from a middle-class, educationally-oriented US family environment but which would not likely be the focus of a Trinidadian lower-class domain.



The presentation documented the nature and extent of these problematic items, and the responses they invoked, and suggested measures for adaptation of the materials.

"Isn't there, like, a choral pronunciation?": The Negotiation of Dialect and Style among School-aged Choral Singers in Trinidad

Guyanne Wilson, UWI, St Augustine and University of Münster



Previous studies looking at the use of language in what Coupland (2007) calls "high performance" have identified a number of phonological features that are requisite in the performance of popular music, the so-called USA-5 (Trudgill 1983). More recent work, such as Beal's (2009) study of the British band Arctic Monkeys, and Gibson and Bell's (2012) work with New Zealand pop singers, consider how performers negotiate the expectations of genre with their local identities, and highlight linguistic compromises that singers make as they assert themselves both as authentic performers and as members of their local speech communities. Other than Leung's (2009) study of ragga-soca in Trinidad, however, no studies exist on the negotiation of identity in performance in the Caribbean. Furthermore, no sociolinguistic work has been undertaken on language use in classical choral singing. This study presents the results from interviews with choral conductors and school-aged classical choral singers in Trinidad, paying particular attention to participants' professed preferred pronunciations for choral singing. From there, it looks at data collected during observations at school choir rehearsals, and especially at the actual pronunciations choristers use and corrections they receive from conductors during these sessions. This study privileges the rehearsal as the site where issues relating to dialect and style are actively negotiated, where other studies look at completed performances.



Classification of Grenadian English Creole (GEC) Plosives through VOT Investigation

Jill Paterson, UWI, St Augustine

Grenadian English Creole (GEC), which functions as the main communicative vernacular on the island of Grenada, suffers from a linguistic inclusivity syndrome where much of what is established about its features is derived from existing literature and common knowledge about neighbouring, related creoles and non-creoles. Although substantial work has been done on some aspects of its

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syntax (Holbrook 2005, 2006), GEC has been the subject of minimal description on other linguistic levels, particularly the phonetic/phonological levels. In the area of phonetics, one assumption about GEC, based on evidence from most varieties of English, is the presence of aspiration in voiceless stop consonants in words such as *pill*, *till*, *kill*; and the relative absence of it following word-initial /s/: *spill*, *still*, *skill*. Accounts of aspiration and other phonetic aspects in Caribbean creoles have been to this point largely impressionistic. This paper addresses generalised claims about the structure of GEC plosives through detailed acoustic examinations. It categorises GEC fortis and lenis stops through an investigation of Voice Onset Times (VOTs). This empirical investigation uses a sample of recordings elicited from 12 native speakers in Grenada, April 2013.



Parang singer, Daisy Voisin, A Reflection in the Mirror: How Daisy Voisin's Script Is a Witness to Phonetic Features of Trinidad Spanish

Sylvia Moodie-Kublalsingh, UWI, St Augustine

Daisy Voisin (1924-1991) was a Trinidadian singer of parang songs who became very popular during the 1980s and 1990s. Daisy Voisin (DV) was very much admired by almost everyone in Trinidad and Tobago. She possessed a beautiful voice and had an attractive stage presence. She has been revered as a model singer well-loved and 42 imitated by many younger performers. Daisy did not speak Spanish but sang in almost perfect Trinidadian Spanish.

En siando mi cavaio (Ensilando mi caballo)
me pone la mano alanca (Me pone la mano al anca)
Disiendo al la vida mia (Diciendo a la vida mía)

que no pieldan la esperanza (Que no pierdan la esperanza)
Daisy was unschooled in Spanish and did not read the language. However, she ventured to write down some of the songs she had learned by rote from her stepfather who spoke the language fluently.

In my paper I will present examples of Daisy's spelling of some words that she learned by ear (use of <v> for , <l> for <r>, <rr> at the beginning of words), her use of a diacritic (=) to indicate nasalisation or some other idiosyncratic feature of the language.

Muchisimos anos (Muchísimos años)
Ante de nace=r (Antes de nacer)
Se avia an nunciado (Se había anunciado)
Que iva fiece= (Que iba a fallecer)

I will show that in DV's songs there are retentions of archaisms (*vide*, *vido*, *trujo*, *asina*) which tend to be omitted or misinterpreted by other parang singers. Daisy also unwittingly influenced the pronunciation of certain words

in our parang songs (bés-tia changed to bes-tí-a, pa-rió changed to pa-rí-o). She probably received those words in written form since they were certainly not pronounced that way by the older native speakers of Trinidadian Spanish. I will also provide examples of nonsense words/verses that were sung confidently by DV. Since she was so influential, these verses have become entrenched in the parang repertoire and it might be very difficult or even impossible to eradicate them.

Yo soy una mujer que canta
Cuando me da la gana
Tengo palabras completes
*Y pesa diu la romana**

Daisy Voisin bequeathed not only her voice and songs for posterity to enjoy and from which future generations can learn. She also left us an important and unique document of Trinidadian Spanish in written form.



What the @*^#! do they mean by @*^#! in Caribbean language discourse? Taboo Language Use, Awareness and the Development of Written Forms

Godfrey A. Steele, UWI, St Augustine

According to Section 49 of the Summary Offences Act Chapter 11:02 in Trinidad and Tobago, "Any person making use of any insulting, annoying or violent language with intent to, or which might tend to provoke any other person to commit a breach of the peace... or to the annoyance of any resident or person in [public]... is liable to a fine of TT\$200 or imprisonment for 30 days". Questions of what constitutes insulting, annoying or violent language, and how one determines intent, or tendency to provoke any other person to commit a breach of the peace by using such language are interesting as well as problematic. A review of over 600 reported breaches of the law pertaining to the use of insulting, annoying or violent language in one daily newspaper provided data to address these questions. The paper explores the degree of awareness of insulting, annoying or violent language, the use of such language, how such language awareness is reflected in written forms, and how such forms have developed. •



Aruban dancers, at the opening ceremony.

Regional Conference on Institutionalising Best Practice in Higher Education

The UWI Regional Conference on Institutionalising Best Practice on Higher Education was held at the St. Augustine campus from 24th to 26th June 2015. The conference was organised by the UWI's Quality Assurance Unit (QAU) and the Centre for Excellence in Teaching and Learning (CETL) and aimed to share and learn about ways of infusing best practice principles in the management and administration of higher education institutions. The DMLL was well represented as six members of staff presented their current research.

PANEL:

New Directions in Foreign Language Research in Caribbean Higher Education - Sub-Theme: Research and Innovation

The Social Dimension of Listening: From Theory to HE Practice

Diego Mideros

This presentation traced the theoretical shift from listening as a learner-internal phenomenon to a more social-oriented dimension. It also illustrated how the latest findings in listening research based on listening metacognitive strategies, sociocultural Theory in Second Language learning and the Interaction Approach have been applied in the Spanish degree programme at UWI, St. Augustine. The social shift has deeply affected the kinds of listening teaching and learning practices in and outside the classroom in the Spanish programme.

<http://hdl.handle.net/2139/40094>

Assessing Value and Effectiveness of Study Abroad and Exchange Programmes in Foreign Language Degree Programmes at the University of the West Indies, St. Augustine Campus

Nicole Roberts

The presentation gave an assessment of diverse aspects of the varied exchange (EXC) programmes and study abroad (SA) programmes which exist at the University of the West Indies, St. Augustine campus. 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, even though an intentional pedagogy focused on outcomes of intercultural effectiveness is still necessary.

<http://hdl.handle.net/2139/40095>



PAPER PRESENTATIONS

Sub-Theme: The Use of Information and Communication Technologies (ICT) in Higher Education

Exploring Foreign Language (Spanish) Teaching Best

Practice in Online Delivery of the Reading Comprehension and Writing Module at the UWI, St. Augustine

Authors/Presenters: Carolina Arrieta Castillo, Suly Corredor Sánchez, Paola Palma Rojas, and Nicole Roberts

The presentation's principal objective was an evaluation of the advantages and disadvantages of the virtual mode of delivery

of the "Reading and Writing" module through a reflection on one academic year's work in the Spanish programme. The presenters examined the format used, the perceptions of both students and lecturers with respect to workload, motivation and flexibility. Conclusions suggested that these online modules are necessary both for increasing the technological literacy and for raising the level of competitiveness of students of Spanish.

<http://hdl.handle.net/2139/40089>

Sub-Theme: Assessment

Assessing Foreign Language Interactive Speaking Performance (FLIPS): The Case of Undergraduate Students of Spanish

Rómulo Guédez-Fernández

The presenter sought to evaluate the consistency of the current rating scales used for the assessment of peer-to-peer Foreign Language Interactive Speaking Performance (FLISP) for the Spanish Language Programme at The University of the West Indies (UWI), St Augustine.

This investigation highlighted the importance of students' comments on their performance during the test; as well as feedback and self-assessment as contributing elements to raising students' awareness of and engagement in their learning process. The author discussed contextual implications (such as inclusion of descriptors on non-verbal communication and content knowledge) for the reconstruction of appropriate interactive speaking assessment rating scales.

<http://hdl.handle.net/2139/40105>

LINGUISTICS RESEARCH DAY

LRD 2014

The Linguistics Research Day (LRD) is organized by the Linguistics Section of the DMML. This forum allows members of staff and postgraduate students to come together to share their research. LRDs offer them the opportunity to present their work and receive feedback.

The LRD for the academic year 2014-2015, or LRD-2014 took place on 7th November 2014. On this occasion, seven members of academic staff shared their current research projects. This summary offers a brief overview of each presentation.

• Inter-ethnic Relations and Language Variation: The Case of Namibia Gerald Stell

This paper discusses the extent to which patterns of language variation in inter-ethnic communication reflect ethnic relations in Namibia. It details in the process linguistic symptoms of an emergent Namibian pan-ethnic identity, suggesting that language variation offers a privileged perspective on ethnic integration.

• Varilingualism 25 Years On Valerie Youssef

Prof Youssef coined this term in 1990 to describe the type of developing communicative competence in the full reality of the acquisition process that she was observing in the specific context of Trinidad and Tobago. In her captivating presentation embracing anecdotal references to the conceptualisation of this term, Prof Youssef reconsidered Varilingualism for other contexts of language acquisition and education, and suggested further research.

• Trinidadian English in the Context of Schneider's Dynamic Model: Evidence from Choral Speaking Guyanne Wilson

This presentation located English in Trinidad within Schneider's (2007) 5-Phase Dynamic Model of Postcolonial Englishes. Phonological evidence from choral singing data suggested that Trinidad should be located at Phase 4: Endonormative stabilisation. The

model, however, does not allow for simultaneous local varieties, here a Standard variety and a Creole language, and thus there are problems for its applicability in the Trinidadian context.

• Documenting the Signed Languages of the Caribbean: Problems and Prospects Ben Braithwaite

Dr Braithwaite's study highlighted research into the views of members of the Deaf community of Trinidad and Tobago on Deaf education, and some ways in which their perspectives

diverge from prevailing philosophies and policies in Deaf education in the Caribbean. This kind of research is needed to address the shortcomings of current educational provisions for deaf children and adults.

• Reading Skills of Deaf Trinidadian Children Kathy-Ann Drayton

This study is part of a larger project examining the development of reading skills in children who are Deaf and Hard of Hearing (DHH) in Trinidad and Tobago. Four deaf primary school children at an external Unit of the Cascade School for the Deaf (CSFD) were assessed using the Woodcock Reading Mastery Tests-Third Edition (WRMT-III) (2011) and various curriculum based tests to determine reading skills in key areas. Findings were discussed with regard to issues in Deaf Education in Trinidad and Tobago..

• Exploring the Development of Short Story Discourse in Trinidad against Odds 1838-1919 Renée Figueroa

This presentation applied social constructivism to archival data, for exploring genre knowledge and language use in the short story of Trinidad, in the post-emancipation context. Through this approach, it was possible to investigate the sociocultural-linguistic evolution of the short-story genre.

• Examining Rating Scales: Assessment of Peer-to-Peer Interactive Speaking Performance Rómulo Guédez Fernandez

This presentation highlighted the importance of students' comments on their performance during their speaking test. Third year Spanish Majors/Minors evaluated the consistency of the current rating scale used for the assessment of peer-to-peer Foreign Language Interactive Speaking Performance (FLISP). Findings contributed to the identification of some inconsistencies in the wording of descriptors of the rating scale. •

The Department of Modern Languages and Linguistics thanks and congratulates these achievers on their academic success



Language and Ethnicity in Trinidad: A Description of the Linguistic Behaviour of Douglas

Ferne Louanne Regis
PhD Linguistics

Supervisors: Professor Ian Robertson and Professor Mervyn Alleyne

In their search for personal identity, Trinidad's Douglas, the offspring of Indo-African unions, find themselves in a complex social, cultural and linguistic situation. This is reflected as much in their unclear and uncertain social positioning in a society of competing ethnic groups as in the linguistic possibilities open to them in their quotidian social interactions as they negotiate between their parent communities. Trinidadian English Creole (TEC), the mother tongue or lingua franca of the majority of the population, has lexical items from donor varieties brought to the island during the period of its colonisation. The extent to which Trinidadians

employ these lexical items is linked to their affinity to the particular contributing input source. As a consequence of this, Douglas ethnicity and identity are hypothesised as being expressed chiefly through the use of lexical items available to them via their upbringing in specific communities. The dissertation describes and analyses selected lexical items in use by six Douglas, who grew up in communities stereotypically marked Indic and African by Trinidadians or in communities where there is no numerically dominant group. This analysis was undertaken to determine the extent to which Douglas project a linguistic identity independent of both ancestral groups; or a biased identity linked to one or other ancestral ethnic group; or a shifting and unmarked identity based on accommodative strategies employed during interaction within their social networks. The results indicate that no prototypical Douglas identity could be established. Some Douglas employ salient Indic items to align themselves to their Indic ancestry while others employ unmarked forms to declare a default Trinidadian identity determined by them to be an alliance with their African ancestry and by other Douglas to be a nationalistic position. Further, the results show that it is possible for the same Douglas individual to manifest different identities in varying situations.



The SEMP/National Language Arts Curriculum (Levels One, Two and Three): A Critical Analysis from Conception to Enactment

Nicha Selvon-Ramkisson
PhD Linguistics

Supervisors: Professor Valerie Youssef and Dr Benjamin Braithwaite

This thesis offers a critical analysis of the first three levels of the secondary school National Language Arts Curriculum of Trinidad and Tobago from its inception to present day enactment. This critical analysis takes into account the transition of the curriculum from its initial stages under the umbrella of the Secondary Education Modernization Programme (SEMP), to its implementation as the National Curriculum as directed by the Ministry of Education. The focus of this study is twofold: on the one hand, it examines the linguistic considerations that may or may not have provided the basis for curriculum content, and on the other, it attempts to provide some insight into the modelling and actualising of curriculum (and by extension, language curricula) in Trinidad and Tobago. This investigation adopted an Educational Linguistics approach and Critical Discourse Analysis (CDA) theoretical frame within the qualitative paradigm to examine the phenomenon of Language curriculum development with

all its composite parts. Twenty six informants participated in this study, inclusive of teachers and students in a school in East Trinidad as part of a case study. Curriculum and SEMP documents, interviews, and audio-visual classroom interaction provided data that were analysed. The original nature of this curriculum offers a unique opportunity to study a range of phenomena related to curriculum development and the educational change process, especially juxtaposed against the sociohistorical events from which the formal education system and current language practices evolved. Language pedagogical theories and strategies were articulated in the philosophy sections of the documents, but these were not adequately reflected in the content. Treatment of linguistic codes in the documents were indicative of a limited awareness of the linguistic landscape of Trinidad and Tobago, and this position also limited the content in terms of developing students' language awareness and competence. The implementation model proposed for the curriculum was not fully actualized, but this did not result in its attrition. Participants in the process confessed to many constraints along the way, but explained how they created spaces for reconstruction of their positions to make more meaningful contributions as the development unfolded. The discursive practices within the curriculum documents themselves reveal a position of legitimizing public policy and global imperatives, as well as normalising limited dimensions of linguistic diversity. The study provides the basis for further investigation into current enactment of the revised Language Arts curriculum. It recommends a language awareness approach to pedagogy, curriculum evaluation and training.

The DMLL offers congratulations on their academic success to our proud MA and MPhil candidates



**Linguistic Issues
In Lawyer-Client
Communication: Data
Sample/Analysis**

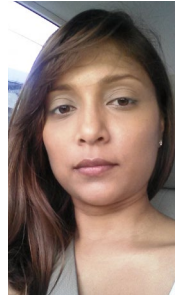
Janielle Garcia
MPhil in Linguistics

Supervisor: Professor Valerie Youssef

Miscommunication between lawyers and clients has always been an issue even in consultative sessions between both parties. In this context (consultative sessions), the professionals have always been criticised not just by the lay population, but also by linguists and other legal professionals for wielding power through language. While there is a plethora of literature highlighting the inadequacy of lawyers, there is a paucity of investigations regarding the communicative issues associated with clients in consultative sessions. As a result, this study objectively examined challenges as they arose from both parties.

Legal consultative sessions from both public and private lawyers and their clients were recorded, transcribed and analysed using Conversation Analysis. The storytelling events (narrative), as put forth by the clients, were measured on the basis of Grice's maxims (maxims of quality, quantity, relation and manner). The investigation also adopted a Poststructuralist Discourse Analysis frame which views language as a social practice and further postulates that through speech, identities are created. The notion of power, if it existed in the sessions, was explored alongside this frame. These tools were used to determine the success or failure of the sessions.

Based on the data gathered and assessed, it is notable that while there was no inappropriate use of legal language, there was evidence of communication gaps, which presented negative implications. The results yielded identified both parties as sources of miscommunication and unsuccessful lawyer-client consultative sessions.



**The literary portrayal of
President Salvador Allende
and his Regime in Allende, *Mi
Vecino el Presidente* (1989) by
Fernando Alegria and in *Soñé
que la Nieve Ardía* (1985) by
Antonio Skarmeta**

Talia Solomon
MA in Spanish

Supervisor: Dr Anne-Marie Pouchet

This research examines the artistic representation of a political leader and president Salvador Allende in two novels. The examination takes into consideration the ideology of the writers and genre within which they write. This analysis required close readings and an in-depth analysis of the two Chilean novels Allende *Mi Vecino el Presidente* (1989) an autobiographical novel and *Soñé que la Nieve Ardía* (1985) a social protest novel. These readings and analyses were done in conjunction with historical accounts of the president, his regime, his political party, critical works on the works of the authors of the two novels and theoretical works on the type of literature the novels represent. In this analysis it is found that the belief system of the author and the relationship between the author and the president is crucial to the portrayal of the president and his regime. In the case of Allende *Mi Vecino el Presidente*, although the author, Fernando Alegria, narrates the novel with great literary skill, his undeniable support and admiration for the president due to their close working relationship somewhat skew his artistic representation of the president. In contrast in *Soñé que la Nieve Ardía* the author Antonio Skarmeta did not have a personal relationship with the president and thus offers a less heroic portrayal of the president. Instead, he offers a viewpoint from the Chilean citizenry in which the majority are supporters of Allende's government and his political party La Unidad Popular and thus this portrayal presents a more realistic but favoured opinion of the president and his regime since there are different perspectives on the subject and his socialist agenda. Therefore this viewpoint appears to have a more balanced portrayal of the president.

Beyond di Riddim: Language Use in Jamaican Popular Music; 1962-2012

Byron Jones
PhD candidate in
Linguistics



Supervisor: Professor
Hubert Devonish

This study is an examination of the evolution of language use in Jamaican popular music. It seeks to expand the literature on language use in Jamaican music, which is currently an understudied area. The study uses a set of guidelines from language variation and corpus linguistics to create a corpus, which serves as the data for the study. This corpus, COPJAM (Corpus of Popular Jamaican Music), consists of coded transcriptions of the lyrics of sung texts for the period 1962 to 2012. In Jamaica, language use and language attitude debates have often been limited to the domains of education and religion. However, there have been specific times when Jamaican music has been a domain of focus. Two such instances came in the Chris Blackwell era of music production, when he directed the use of English in the music of Millie Small and Bob Marley. The most recent instance of these discussions came in the dancehall era, where artistes were urged to use English in their lyrics instead of Jamaican Creole. The latter was deemed a hindrance to the international success of the music as it creates a communication barrier for international audiences. Such attitudes to language use and the deliberate effort of language control in music have created the platform for this research. The study explores the development of language use in Jamaican popular music for the period 1962-2012 in an attempt to identify the linguistic patterns and practices in the said domain, and to pinpoint the factors that correlate with such patterns.

Wee Talk Trini: A Description of the Phonology and Morphosyntax of Trinidadian Pre-schoolers

Samantha Jackson
PhD candidate in
Linguistics



Supervisor: Professor
Valerie Youssef

This study seeks to provide normative data on phonological acquisition and describe the morphosyntactic expression of Trinidadian children aged 3;0 to 5;0. A phonology elicitation task was administered to 147 children across Trinidad, while a morphosyntax task was administered in both English and Creole to 75 of these children. Language samples were also collected from 24 participants. The phonological data were analysed using the traditional benchmarks of accurate production of a sound in all word positions by 75% of an age group for acquisition and 90% of an age group for mastery. However, conditional inference trees were used to provide a statistically-based analysis of differences in performance on phoneme production. This proved to be a more reliable and objective method of analysis. Phonological processes were noted and categorised. Morphosyntactic features were tabulated and coded in order to quantify the levels at which different forms of expression for each feature were used. Preliminary findings indicate that the order of phonological acquisition does not differ greatly from the findings of recent studies in foreign contexts. Phonological processes identified also matched those typically found. Overall, any differences in production were not surprising due to the local sociolinguistic context. There was a wide range of expression for verbs, nouns, pronouns and prepositions which reflected the mixing of English and Creole that is common in Trinidad. These findings emphasise the need for language evaluations based on local norms rather than foreign tests with monolingual expectations.



**Constructions of Modern
Exoticism: An Interrogation
into Dany Laferrière's
Works**

Solange Henry
MPhil candidate in French

Supervisors: Dr Elizabeth
Walcott-Hackshaw and
Dr Savrina Chinien

Within the publication *Post-Colonial Studies: The Key Concepts* (2007), writers Bill Ashcroft, Gareth Griffiths and Helen Tiffin state that "The word 'exotic' was first used in 1599 to mean 'alien, introduced from abroad, not indigenous' (p. 87). As such, this study aims to interrogate the modern constructions of exoticism as represented by Dany Laferrière in a compilation of four of his novels. Through the examination of these publications, this research illustrates a contemporary analysis of the ideas and concepts offered by theorists and critics such as Frantz Fanon, Edward Said and Homi Bhabha. In order to assess the impact of exoticism on the Haitian diaspora, the two main research approaches used are Critical Discourse Analysis (CDA) and Poststructuralist Discourse Analysis (PSDA), under which visual, comparative and textual analyses are employed. Data is also collected from interviews, journals, site visits and published reports. The term 'modern' is used by the researcher in the topic as Dany Laferrière's point of view on exoticism is quite complex and different to previous perspectives. Testimony to Laferrière's writing style, his creation of exoticism has various layers which deal with the metaphysical, musical, physical and the spatial domains. This study challenges the traditional representations of race and gender and further illustrates the ways in which the 'exotic' or 'exoticism' have emerged from specific images of the exotic Other, created by a western, hegemonic state of mind. Moreover, predominant issues such as the imaginary, the erotic and transactional sex, power and control and migration become important factors in the dissection of Laferrière's notion of exoticism. Throughout the research, the black woman has been absent in Laferrière's exoticism, which can either imply a certain level of machismo on the part of the black man or can be viewed as a method of elevating the black female.

**Signifying
Nothing: Existentialism
in the Works of Sartre,
Sabato and Camus**

Keisha S. Allan
MPhil candidate in
Spanish



Supervisor: Dr. Oscar Bazán

This dissertation seeks to examine the existentialist philosophy of meaninglessness in Jean-Paul Sartre's *Huis Clos*, Ernesto Sabato's *El Tunel* and Albert Camus' *L'Etranger*. Sartre, Sabato and Camus as existentialist writers infuse existentialist philosophies in their work. Sabato has created an anguished existentialist tale symbolic of man's loneliness and his quest for companionship. Sartre explores the despair that plagues the lives of his characters as they are condemned to an eternity in hell. Camus engages in a penetrating analysis of the meaninglessness of life as the protagonist resigns himself to the benign indifference of the world. Sartre, Sabato and Camus examine the existentialist theme of despair. They posit that man must confront his existential despair as it is solely through recognition of his existential anguish that man can find a cure for his ailment. They also analyse the absurdity of the human existence by examining the meaninglessness of life. The valid epistemological issue of the limitations of human knowledge is explored in the works of these authors. Freedom of choice is another major theme in existentialism. Camus, Sartre and Sabato reveal the necessity of freedom. They insist that man is condemned to be free, and this freedom is accompanied by responsibility. Human relationships are also analysed as Camus, Sartre and Sabato illustrate the impossibility of maintaining healthy relationship as human beings search for meaning and self- understanding in others. They emphasize the importance of the individual task in self explanation. This study will explore the meaninglessness that pervades the human condition through an analysis of despair, the absurd, freedom and responsibility and human relationships. It will investigate whether human beings are imprisoned in a perpetual realm of meaninglessness or if there exists the possibility of an existential metamorphosis from despair to hope, from meaninglessness to a meaningful existence.

This section highlights the outstanding work of our DMLL undergraduate students. They have produced excellent pieces of research. We encourage them to continue to make a difference.



Investigating Constituent Order in Trinidad and Tobago Sign Language (TTSL)

Lily Kwok
BA Literatures in English and Linguistics

Supervisor: Dr. Benjamin Braithwaite
Research Assistant: Ian Dhanoolal

Research into Caribbean sign languages has been predominantly historical and sociolinguistic in scope, with descriptive grammars scarce. This study, therefore, sought to initiate syntactic research in Trinidad and Tobago Sign Language (TTSL) via the investigation of basic constituent order. Using an argument configurational framework, simple, active, declarative sentences of two verb types: intransitive and transitive (reversible and non-reversible), were analysed for possible constituent order patterns. These sentences were elicited through the use of a picture elicitation task in the vein of Volterra et al (1984). All data was collected with the assistance of a native-signer research assistant. The sample consisted of 6 persons, 3 male and 3 female, within the 45-56 age group. They all attended Cascade School for the Deaf (CSD) where they acquired TTSL before the age of 6. Signers under 50-years-old are highly influenced by American Sign Language (ASL) and were, thus, not selected in order to minimize the influence of bilingualism and language contact. A quantitative approach was used in the analysis of data. Each occurring constituent order was marked for frequency of usage, in an attempt to establish a basic constituent order. Variant, marked orders were then explained via syntactic, semantic, pragmatic and sociolinguistic factors. Although the study attempted to control the sample group and data collection method, the data presented extensive variation, idiosyncrasies and significant ASL lexical influence. The results suggested that TTSL has a strong tendency towards SV(O) and SOV patterns, in accordance with the generalisations of Napoli and Sutton-Spence (2014). All other orders were unattested or rare. TTSL also exhibits pervasive use of constructed action, similar to findings by Engberg-Pedersen (2002). This study is significant in launching descriptive research into TTSL and furthering research into Caribbean sign languages as a whole. More importantly, it initiates the preservation of the language of the Deaf community of Trinidad and Tobago, a quintessential component of their culture and history. A better understanding of the constituent order of TTSL is expected to provide the basis for improving teaching materials and interpretation of the language.



Political Voices from 1930-1960: The Brazilian and Guyanese Perspectives through the Poetry of Carlos Marighella and Martin Carter

Maria Salazar
BA Spanish and Latin America Studies

Supervisor: Dr Eliete Sampaio Farneda

Carlos Marighella and Martin Carter demonstrate a firm manipulation of their mother language through poetry as a form of self-expression and sensitization given the circumstances of censorship and tyranny in their respective countries of Brazil and Guyana. This in itself is symbolic because it shows that language cannot be deemed a barrier when it comes to inequality and inequity. A difference in language does not mean or negate the fact that the political and social realities in two separate yet neighbouring countries are not similar. Language does not limit the individual but rather empowers and can be used as a fundamental tool to not simply send out a message but also to provoke a social and political revolution. The context in which Marighella and Carter wrote their poetry can be vividly seen through various literary techniques. What is important is that there is a key distinction between the two political realities (dictatorship versus colonialism) as well as a vital understanding as to how each actuality impacted the lives of each respective poet so as to have motivated them to produce their poetry in the manner in which they did. Despite the fact that there are many differences with respect to language and historical context, there are many similarities between the two poets that stem from having shared the same Marxist political ideology, in addition to having been living testimonies of the viciousness of oppression and instability due to repressive political administrations in their respective homelands which are reflected in their poetry through the utilization of metaphors and repetition.

DMLL programmes produce engaged and distinctive graduates with academic abilities, skills, personal and professional qualities

Selective Love: Exploring the Dynamics of Racial Bias and Prejudice in Choosing a Mate among Young Trinidadians

Haley Redhead
BA French and
Communication Studies

Supervisor: Anand Rampersad

Race and ethnicity have been major issues in Trinidad and Tobago for centuries due to our history of European colonialism. Interracial relationships in our country have shifted from having a taboo status to being quite commonplace and even trendy as many young Trinidadians claim to have a specific racial “type” of romantic partner. This study zeroes in on the recent phenomenon of ethnic selectivity as it applies to dating and long-term relationships among heterosexual Trinidadians between the ages of 18 and 25. The administration of survey as well as several interviews made it possible to determine reasons for such ethnic selectivity (such as economic status, social distance, physical attributes, religion etc.) and to observe the different patterns of racial bias and prejudice among male and female respondents. Whereas it is generally assumed that women are more concerned with traits such as hair texture and skin colour when choosing a long-term mate (as women tend to take offspring into consideration), the study sample demonstrated that young Trinidadian men also have a preoccupation with considering the genetic makeup of future children by assessing how their prospective mate’s ethnicity would meld with their own. This inclination towards “ethnic engineering” seems to favour the ambiguous physical features associated with being “Mixed” or “Red,” among which light skin and curly hair reign supreme. Racial biases and prejudices in choosing a mate are associated with much deeper-rooted issues than just preference or “type,” and reveal that modern Trinidadian society has not evolved as drastically as one may think. This research paper provides much-needed insight into the role that ethnicity plays in mate selection among young Trinidadians.



Giving a Voice to the Voiceless in Samuel Selvon’s *A Brighter Sun*, and Manuel Rivas’ *The Carpenter’s Pencil*

Indira Nowbut
BA Spanish and Minor in
Brazilian Studies

Supervisor: Dr Oscar Bazán



“Giving a voice to the voiceless” is a theme frequently explored by literary critics and authors as they seek to examine writers’ artistry and

the effectiveness of the techniques which they employ in their novels to focus on and empower oppressed societal groups. Little research, however, has been carried out to compare the literary styles of authors from different regions in an effort to discover common traits. To many people, it may seem that the only relation shared between Spain and Trinidad was that of colonizer and colonized which started in 1498 and ended in the second half of the eighteenth century. However, their local literatures, which showcase the impacts of war and social inequality on the populations, prove to have many similarities. *A Brighter Sun* was written in the year 1953 by Samuel Selvon and is set in Trinidad during the 1930’s at the backdrop of World War II when Trinidad was still a colony of Britain. Manuel Rivas’ *The Carpenter’s Pencil* was published in 1998 and its events occur between the start of the Spanish Civil War in 1936 and the end of Francisco Franco’s regime in 1975. The societies in which both novels are set were experiencing many forms of oppression during those periods. *A Brighter Sun* displays the racial and social inequality in Trinidad as a result of North American imperialism, whilst *The Carpenter’s Pencil* highlights the political strife, censorship, and dictatorship in Spain. Both authors use their novels to relate the testimonies of oppressed groups who are also referred to as “the voiceless.” Despite writing during different time periods of the twentieth century, almost five decades apart, and in different countries, both authors have the similar intention of using their novels to empower certain marginalized groups. Therefore, this thesis provides an analysis and comparison of the authors’ use of language, characterization, realism, structure, themes, and allusion to empower peripheral and silenced groups in their novels. It also shows the universality of literature by revealing connections between the thematic concerns and techniques of literatures written in different geographical places during distinct time periods, since, as the research proves, novels of war and oppression which seek to empower certain oppressed groups tend to share common characteristics.



A Case Study of Level One Undergraduate Students’ Perception of their Progress in Spanish (Foreign Language) Speaking Performance

Kerlyne Connor - BA Spanish

Supervisor: Romulo Guede

This study explores undergraduate students’ perception of their progress in foreign language (FL) speaking performance. In conducting this research, both primary and secondary sources of information were utilized. Interviews (n=18) and questionnaires (n= 41) were administered to Level 1 students of Spanish of the University of the West Indies (UWI), St. Augustine Campus. The study is designed to identify the challenges that students encounter while progressing in the FL speaking component. Another aim of this study is to investigate the effectiveness of the current teaching methods. Also the study sought to identify possible solutions and recommendations to improve FL speaking performance. The paper highlights factors impacting on students’ progress including teaching and assessment methods. Various books and journal articles also formed an instrumental part of the research done for this paper. Research has indicated that students experience both negative and positive factors that affect their progress in speaking performance.

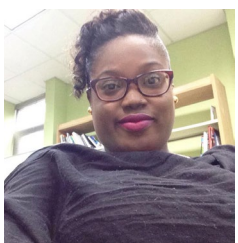


To Interrogate the Representation of Exile in the Works of Haitian Writers, Dany Laferrière and Edwidge Danticat

Shannah-Marie Mohammed
BA French and Spanish

Supervisor: Dr Elizabeth Walcott-Hackshaw

This research project begins by investigating the various definitions of exile, as highlighted by some prominent exile theorists such as Edward Said, in relation to the representation of exile in the works of Dany Laferrière and Edwidge Danticat. Particular focus was placed on the fact that both of these writers write from a place of physical alienation from their home country, Haiti, and that both use their own experiences of the Duvalier regime to give a personal approximation of exile as a theme in their literary works. Focusing on three main trajectories; a background of the political situation in Haiti around the 1950's and the authors' personal histories, the purpose behind penning multiple novels with exile as a recurring theme and the relation of the exile represented through the plots of their novels to their own lives and identities, the theme of exile is not only compared and contrasted based on the respective literary works of these authors but also based strongly in the idea that because of their initial exile, both authors exist in a state of constant homelessness and are obligated to cope with this forced nomadism through the process of writing. The benefits of the act of penning these stories are analysed in-depth also. The novels analysed as examples of the exile narrative are *L'Énigme du retour*, *Down Among the Dead* by Dany Laferrière and *The Farming of Bones* and *The Dew Breaker* by Edwidge Danticat.



An Investigation into the Influence of the Spanish Culture on Food, Music and Religion in Trinidad and Tobago and furthermore its Presence in the Country's Indigenous Community

Stacia Morgan
BA Spanish

Supervisor: Dr Armando García de la Torre

The research paper sought to ascertain whether or not there are Spanish influences on the culture and society of modern day Trinidad and Tobago, specifically in the music, food and religious aspects of the culture. Therefore, the purpose of the paper was to analyze the innermost aspects of the modern society of Trinidad and Tobago, since researches done by academics generally focus on the African and East Indian influence on the culture. Consequently, this research was

The Impact of Learning Strategies on Listening Comprehension: The Case of Level One Undergraduate Students of Spanish at the University of the West Indies

Sonia Millington
BA Spanish and International Relations

Supervisor: Romulo Guedez



This research paper aims at highlighting the reasons why listening comprehension sometimes proves to be a challenge for students. The paper reports on an investigation of the application of learning strategies by a group of 33 Level One undergraduates. I chose to conduct the study with level one students of Spanish primarily because they are new to tertiary level learning and as the gap between secondary and tertiary schooling is so great, I imagine that they are the most susceptible to listening barriers, thereby providing the opportunity for an in-depth study to be conducted. This area of research is important to me because, being a language student, I feel like more emphasis should be placed on listening comprehension as many students, myself included, admit to having difficulty coping with it. I examine the barriers that prevent second-language learners, of varied academic prowess, from understanding listening texts. Data collected through questionnaires and interviews, were analyzed quantitatively and qualitatively. Participants reported strategies used and difficulties faced in coping with listening tasks both in the classroom and at home. It was found that speech rate and varied accents negatively impacted on this group of students' performance. However, metacognitive strategies, such as directed attention was one of the most used strategies. Findings also suggest that motivation had a significant impact on their progress in listening comprehension. This investigation explores the significance between the performances of less-proficient versus more-proficient learners, as well as the use of both metacognitive and cognitive strategies among learners. However, its generalization to other contexts is compromised by the fact that only such a small group of students took part in this investigation

inclined to fill a gap often overlooked. Trinidad and Tobago is a multicultural and multi-ethnic society which originates from a rich history however; with a diverse culture it is easy to be oblivious to what influences are present in modern society or why things are done a certain way. As such, this paper aimed to discuss in three chapters, the cultural impact of the Spaniards on music, food and religion within Trinidad and Tobago. Additionally, it aimed to highlight the presence of the Hispanic culture in the indigenous or first peoples (the Santa Rosa first Peoples) community of Trinidad and Tobago. So in this respect, it strived to highlight to all that read it, to take a closer look at the country's culture since it may not seem clear how much influence the Spanish culture has impacted the Republic of Trinidad and Tobago's society and its norms.●



Versatile Moods Of Music Matthew Williams photography



The picture shows one of our graduates, Dingiswayo Kusi Appae, who is now a professional sign language interpreter. In the picture he is interpreting for a musical performance. Versatile Moods of Music Concert Glenda Collens & MEDEA at Versatile Moods Fundraiser Concert for WeCARE Deaf Support Network

Undergraduate Diploma in Caribbean Sign Language Interpreting

Sign languages are often misunderstood. Contrary to one common misconception, there is not a single universal sign language, used by all deaf people around the world. Instead, different deaf communities use different signed languages, which vary just as spoken languages do.

In Trinidad and Tobago, a unique sign language emerged in the years after the first school for deaf children was founded in 1943, created by the children themselves who needed a way to communicate with each other. That language, Trinidad and Tobago Sign Language or TTSL, has since been influenced by American Sign

Language (ASL), brought here by missionaries and educators over recent decades. These languages are crucial to thousands of deaf Trinbagonians, their mother languages through which they express themselves, gain their education, and participate in public and private life.

Unfortunately, there has been a shortage of trained interpreters able to ensure that crucial information and services are accessible to signers. This has had extremely serious consequences. For example, in 2003, a deaf defendant's plea in a murder trial was misunderstood as a result of an interpreting

error. This year, the trial of another deaf defendant was halted because of a lack of available interpreting services.

and many years of teaching and research experience.

In the school system, deaf children in mainstream secondary schools have struggled for many years to follow their hearing teachers. Although sign language interpreters are provided by the Student Support Services Division of the Ministry of Education, there have not always been enough interpreters to meet the needs, and interpreters in the system have struggled with the demands of interpreting for the full range of school subjects. Interpreters are also needed in higher education, to ensure that UWI and other institutions are able to provide equal access to deaf students.

Unfortunately, there has been a shortage of trained interpreters able to ensure that crucial information and services are accessible to signers.

Becoming a professional sign language interpreter in Trinidad and Tobago is not easy: it means not only developing competence in TTSL and ASL, but also negotiating the complex relationships between our spoken languages and language varieties. One day, an interpreter might be required to interpret the intricate legalese of a court hearing; the next, she may be called upon to provide an interpretation of the latest Machel song. The DMLL's Diploma in Caribbean Sign Language Interpreting provides students with many of the skills needed to embark upon this challenging but extremely rewarding career, including practical experience of interpreting in medical, legal, and educational contexts. •

The UWI Undergraduate Diploma in Caribbean Sign Language Interpreting, which was first offered here in 2010, was created to begin to address these issues. It has already provided training to interpreters working at secondary schools, in courts, and in higher education. The programme is groundbreaking because, for the first time, Trinidad and Tobago's own sign language, TTSL, is being taught, alongside ASL. The tutors working on the programme are themselves deaf professionals who bring their own native competences



Dr Ben Braithwaite, Coordinator of the Diploma in Caribbean Sign Language Interpreting (CSLI) and Ian Dhanoolal, CSLI Tutor.

15th Inter-campus Foreign Language Theatre Festival

The DMLL actively participated in the 15th Inter-campus Foreign Language Theatre Festival which took place at the UWI, Cave Hill campus (Barbados) on 23th and 24th March 2015.

A total of twelve (12) students and three (3) Lecturers (Mathilde Dallier, Instructor in French, Carolina Arrieta, Instructor in Spanish and Maria Teresa Costaguta, Instructor in Portuguese) went to Barbados. The UWI, St Augustine students presented

three (3) plays: *Les ambitions d'Aglaé* (French), a comedy by Dominique Vilbert that tells the story of a young sales representative for a vacuum cleaner company trying to secure her first sale at the home of two sisters, *Trair e Coçar é só começar* (Portuguese) the longest-running comedy on Brazilian stages that revolves around hypothetical situations of adultery (created by Marcos Caruso), and *La Spanishcicleta* (Spanish), an original musical-comedy created and directed by the Spanish theatre team: Wilmar Hernández, Milena Hincapié, Suly Corredor, Yuli Muñoz and Carolina Arrieta.

Cave Hill and Mona presented plays in Chinese, French and Spanish. The host campus also presented a short sketch in Portuguese for the opening of the festival.



Vernelle Hamlet, Tatjana Young, Alisha Brown and Arifa Satnarine (l - r) in the Spanish play *La Spanishcicleta*



Ansana Maharajh, Tatjana Young, Ria Thomas and Shanice Harrigin (l - r) in the Portuguese play *Trair e Coçar é só começar*

Shannae Charles, Arifa Satnarine and Renelle Wilson (l - r) in the French play *Les ambitions d'Aglaé*



The event ended with an evening Closing Ceremony in which students of the three campuses received certificates of participation. Instructors were rewarded for their work as directors with the book *Hispanic and Francophone Caribbean Studies: Contemporary Perspectives* edited by K. C. Mabana and V. C. Simpson.

The plays were performed by the following students:

Les ambitions d'Aglaé

- 1.- Shannae Charles
as La Démonstratrice
- 2.- Daysha Allen
as La Voisine
- 3.- Alisha Brown
as Maria
- 4.- Renelle Wilson
as Pauline
- 5.- Arifa Satnarine
as Aglaé

Trair e Coçar é só começar

- 1.- Shanice Harrigin
as Olímpia
- 2.- Ria Thomas
as Inês
- 3.- Jevon Bernard
as Cláudio
- 4.- Tatjana Young
as Lígia
- 5.- Ansana Maharajh
as Eduardo

La Spanishcicleta

- 1.- Vernelle Hamblet
as Limmin'man
- 2.- Alisha Brown
as Maleante 1
- 3.- Arifa Satnarine
as Maleante 2
- 4.- Tatjana Young
as Flamenca española
- 5.- Tamica Marcelle
as Daddy Yankee
- 6.- Jevon Bernard
as Andy Montañez/
Colombian guy
- 7.- Ria Thomas
as Mexican 1
- 8.- Shanice Harrigin
as Mexican 2
- 9.- Ansana Maharajh
as Colombian woman

The entire St Augustine campus Foreign Language Theatre team with their instructors Maria Costaguta (2nd left), Carolina Arrieta (3rd left) and Mathilde Dallier (2nd right).



Brazilian and Portuguese Open Day

BRASPO 2015

The Brazilian and Portuguese Open Day (BRASPO 2015) took place on 16 April 2015 from 10:00 a.m. to 1:30 p.m. at the CLL. All students of Portuguese as well as Lecturers in Portuguese and Brazilian Studies, Dr Eliete Sampaio Farneda, Maria Teresa Costaguta and Sean Samad were involved in coordinating and hosting the event. Among the attendees were the Conselheiro for the Embassy of Brazil, Mr Otavio Maia Chelotti, and other personnel from the embassy, UWI students and the public in general. The event highlighted the impact of the Portuguese culture on different countries and this year for BRASPO 2015, Mozambique was the highlighted Lusophone country.

The most relevant aspect of this event was the showcasing of the cultural and language development of our undergraduate students as well as cultural traditions and items from the Portuguese-speaking world such as Angola, Mozambique, Brazil and Portugal. Students prepared an exhibition with different items which showcased Lusophone culture through song, dance, food, films, books, and paraphernalia. Among the most attractive cultural demonstrations were the students' performance in the theatrical presentation *Trair e Coçar é só começar* as

well as dance performances from Rio Grande do Sul in Brazil, from the Algarve in Portugal and from Angola. In this very complete and compact plan for the celebration of the Brazilian and Portuguese Open Day, BRASPO 2015, the Capoeira demonstration was also a must-activity.

And a group of Level II

students of Portuguese and some members of the Associação de Capoeira Angola Navio Negreiro (ACANNE), led by Chuma Isi, a student of Portuguese, organised a demonstration of this Brazilian martial art which combines elements of dance, acrobatics and music. The DMLL Portuguese undergraduate programme is opening doors to the Portuguese-speaking world which spans Brazil, Portugal, Portuguese-speaking Africa and Asia, and the Portuguese diaspora.

For more information about the Portuguese and Brazilian Studies programme at UWI, please visit: <http://sta.uwi.edu/fhe/dml/Portuguese.asp>

To find out more about the UWI Brazilian Portuguese club, check us out on Facebook: <https://www.facebook.com/uwibraspo>

You can also read more in the UWI Portuguese Section Blog at: <http://portuguesnauwi.blogspot.com/>



Conselheiro Otavio Maia Chelotti, of the Brazilian Embassy, Dr Nicole Roberts, Head of DMLL and Dr Eliete Sampaio Farneda, Visiting Lecturer (l - r)



A group of students and Lecturers in Portuguese, (l - r) Jevon Bernard, Dr Eliete Sampaio Farneda (Visiting Lecturer), Maria Costaguta (Instructor), Ria Thomas, and Sean Samad (Lecturer), Laura Nanan and Shastri Jagroo



The book display

MODERN LANGUAGES AND LINGUISTICS

ACADEMIC STAFF OF THE DMLL

English Language Foundation Unit

Tyrone Ali, PhD candidate (UWI)
Janique Dennis, MA (Leicester)
Keisha Evans-Dixon, PhD (UWI)
Claudette Jessop, IMBA (UWI)
Avalon King, MA candidate (UWI)
Dionyse Claudia McTair, MEd (UWI)
Karen Sanderson-Cole, MPhil (UWI)
Danielle Watson, PhD candidate (UWI)

Linguistics

Ben Braithwaite, PhD (Newcastle)
Kathy-Ann Drayton, PhD (UWI)
Sandra Evans, PhD (UWI)
Jo-Anne Ferreira, PhD (UWI)
Renée Figuera, PhD (UWI)
Gerald Stell, PhD (Vrije Universiteit Brussel)

French

Béatrice Boufof-Bastick, PhD (UWI)
Savrina Chinien, PhD (Bordeaux 3)
Mathilde Dallier, PhD candidate (Pau)
Eric Maitrejean, MA (Lyon 2)
Elizabeth Walcott-Hackshaw, PhD (Boston)

Portuguese

Maria Teresa Costaguta Mattos, MA candidate (Coimbra)

Spanish

Carolina Arrieta Castillo, PhD candidate (Salamanca)
Oscar Bazán, PhD (Cincinnati)
Suly Corredor, BA (U. F. J. de Caldas)
Adonis Diaz Fernández, PhD candidate (UWI)
Romulo Guedez Fernandez, PhD candidate (UWI)
Diego Mideros Camargo, PhD candidate (UWI)
Paola Palma Rojas, MA (Pablo de Olavide)
Anne-Marie Pouchet, PhD (Ohio State)*
Nicole Roberts, PhD (Birmingham)
Jairo A. Sánchez Galvis, PhD (UNED)*

Undergraduate Programmes

Diploma in Caribbean Sign Language Interpreting
Certificate in Speech and Language Pathology
Major in French
Major in Linguistics
Major in Spanish
Major in Speech and Language Science

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

Bachelor of Arts Programmes
French Language and Literature
Linguistics

Spanish Language and Hispanic Literature

Cross departmental programmes
Major in English Language and Literature with Education (ELLE)
Major in Latin American Studies

Postgraduate Programmes

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

* On leave

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

<http://sta.uwi.edu/fhe/dmll/academic.asp>

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

