



The University of the West Indies
Department of Modern Languages and Linguistics

UWI

RESEARCH NOTES

Showcasing
Research News

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

Issue 1 August 2014

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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 literatures. We seek to develop in students the ability to analyse and interrogate languages and literatures for a multiplicity of purposes while facilitating cognitive and affective student learning that may be applied nationally, regionally and internationally.

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

The academic year 2013-2014 was a productive year in the Department of Modern Languages and Linguistics (DMLL)! I am tremendously proud to be the Head of this remarkable department. As you read through this publication, *Research Notes from the Department of Modern Languages and Linguistics*, I hope that you will both recognise and appreciate the terrific contribution to scholarship and its impact, created by the members of academic staff and students of the DMLL. The DMLL (formerly a part of the Department of Liberal Arts) came into existence in August 2012, and at that time the department was buzzing with discussions on the then newly released UWI Strategic Plan 2012-2017. While all six (6) perspectives of the Plan are integral to the effective and productive running of the department, we also recognise one perspective, 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. The DMLL is currently engaged in a number of innovative themes of research work or research clusters including: foreign language teaching and learning, Caribbean sign languages and deaf communities, Patois (French Creole) revitalisation in Trinidad and the Caribbean, language documentation, Hispanic and Francophone literatures and film; academic writing and English language and literacy.



In the DMLL, our team of international, regional and national academics attend seminars and conferences, conduct research and publish in varied areas of specialisation. We see research as necessary to the enhancement and upgrading of skills which in turn impact teaching and learning. In some instances, we believe that our research agenda is what best serves us to convey the implications of our research in the formulation of policies which benefit the nation and the region. Over this past year (2013-2104), the DMLL gained another professorial appointment, in the person of Prof. Beatrice Boufoy-Bastick, Professor of Language and Culture. In addition, the staff in the DMLL have published ten books along with numerous book chapters and scholarly articles (see pages 2-4). In addition, there is continued innovation in the use of technology with the production of podcasts. For example, Karen Sanderson-Cole's interview with Barbadian writer Andrea Stuart: Podcast 52 of *The Spaces Between Words: Conversations with Writers*, is available at: http://www2.sta.uwi.edu/podcasts/components/com_podcast/media/Spaces-AndreaStuart.mp3, and one blog: *Language Blag: A Blog about Language and Linguistics* by Dr Benjamin Braithwaite is available at: <http://languageblag.com/>. These continue to gather followers and to receive numerous hits and citations. Moreover, they all enhance the reputation of the DMLL and position us as a department of sound research and academic standing.

Many of our DMLL undergraduates, and in some cases recent graduates, participate in a

number of exchange and work abroad programmes. These connections, together with the final year undergraduate research projects give our graduates greater impact and make them more employable. Increasingly, our graduates acknowledge that they are members of an international community and they grasp the various possibilities that this global citizenship allows. As recent as fifteen years ago, the main employer of our graduates was the Ministry of Education in Trinidad and Tobago. Today, we have graduates who are living and working in Spain, France and other European countries. Some are working in the field of Interpreting and Translation at the United Nations, the CARICOM Secretariat and other such agencies. Some are of course teaching at national and regional schools and institutions. Most

recently, one undergraduate student on a study-abroad programme, contacted me to say that she was doing volunteer work on a small farm in Colombia which aimed at establishing sustainable living environments for people. This is a wonderful example of the application of language skills by volunteering and making a difference to self and to community while at the same time, engaging a passion for sustainable development. In any country, upon graduation, this DMLL student will be noticed by prospective employers and be better placed on entering the job market. (Read more about DMLL undergraduate student research, pages 8-11).

In the DMLL, we appreciate the importance of PG research and we seek to provide dedicated support to our PG researchers. Our cadre of PG researchers is small but growing. They contribute to the wider Trinbagonian society through new undertakings. For example, some of our current PG researchers are engaged in a range of research work as diverse as from Deaf Sign Language and the Deaf Community in Trinidad and Tobago to the Impact of the Theory of Transculturation on Contemporary Caribbean Society (see more on PG research, pages 5 -7). Postgraduate research is key to the future development of the UWI, and in the DMLL, PG research students are of concern to us not just as we seek to engage more students but also as we try to drive innovation in the department.

The DMLL also benefits from the expertise of a few creative writers among our academic staff. We see this as a bonus to the department. These writers all tell me that writing what has previously only existed in their heads and making it readable to others is an exercise in clarity and discipline. These thinkers then, facilitate the development of these skills in our students.

Finally, let me end by saying that our research in the DMLL normally involves varied methodologies, and as we move forward to 2015, we are focused on more project-based and/or collaborative work among colleagues so as to gain alternative perspectives in our research and thus better prepare us for the future. ■

Dr Nicole Roberts
Senior Lecturer & Head of Department

The International Handbooks of Cultures of Education

Prof. Béatrice Boufey-Bastick



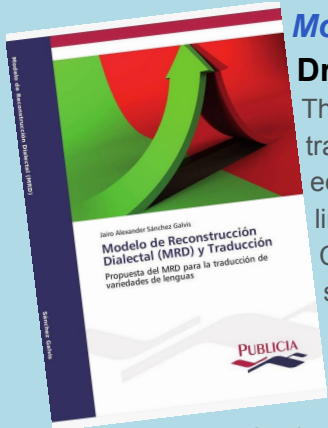
The International Handbooks of Cultures of Education comprise three international handbooks (tomes) in four volumes. Tome 1 addresses comparative international issues on Teacher Education vis. Curriculum and Pedagogy. Tome 2 discusses comparative international issues in Teacher Professional Development vis. Collaboration, Reflection and Policy. Tome 3, in two volumes, critically examines the outcomes of educational policies worldwide. Volume 1 compares how cultures of international education policy impact 'Achievement' and the involvement of families and communities in formal education globally (both locally in-country and globally). Volume 2 compares the cultural impacts of education policies through influences on standards, governance and the economy. All four volumes of the trilogy are self-contained and present a culturometric reframing of international research in education which provides a novel cultural lens through which to view teachers' professional development and resolve issues of common concern to educationalists worldwide. However, the work as a whole evidences a parallel culturometric analysis of both 'international educational issues' and 'professional education development' in terms of Identity.

Handbook 1 uses the objective culturometric lens in a series of thirty-three case studies to discuss, through professional development of 'Reflection', the values, attitudes, behaviours and intentions (VABI) of education stakeholders and how these are communicated and aligned. Through a series of authentic cases studies in teacher education, the volume shows how educationalists reflect on and question their meanings of contexts, identify stakeholders' VABI and reflect on how these values are communicated. In particular, this first volume evinces how the eddies and flows of cultural values are influenced by the spread of global international values through formal educational systems in which the selected studies are embedded and looks at the roles of Teacher Education in changing cultures at the international and national levels as well as at the levels of the school and the classroom.

Handbook 2 is in part an international response to criticisms from the literature for Teachers' Professional Development to become a more constructivist-based holistic endeavour that addresses important positive attributes of teachers' professionalism which have been more difficult to objectively define and measure, such as personal culture and commitment, professional flexibility and enactment of change; an endeavour which recognises the natural creative potential that makes teachers central change agents in the lives of their students and in the shaping of society. Within the humanist constructionist culturometric framework of 'Committed Communication', two substantial steps towards this goal are offered by (i) integrating applications of Teachers' Professional Development as corresponding to an 'Embedded ability structure' of 'Reflection' within 'Collaboration' within 'Management and Policy' and (ii) reframing the processes of Teachers' Professional Development as the alignment of 'values' in 'contexts' within 'congruent communication'. In short, this second volume frames common international issues in Teachers' Professional Development through the culturometric frame of 'Committed Communication'.

Handbook 3 offers a forum on educational discourse on the devastating effects of Neoliberal policies on government-controlled mass education around the world. It shows the detail of local and national problems against the backdrop of globalisation policy processes, corporatisation of education and international competition for 'cheapest employees'. Through its culturometric identity structuring of 'Administration of Management and Policy' in professional development for education, this work endorses the humanistic stance and asserts that education builds Cultural Identities, i.e. the rich possibilities of who we can be. In counterpoint, it then identifies the growing problem of neoliberal policy influence on government-controlled mass education around the world as fundamentally diminishing the diversity of cultural identities of both educationists and of students. The book's specific Culturometric thesis is that the performativity of neoliberal enculturation makes immoral neoliberal academics from traditional educators while the pedagogy of neoliberal enculturation reduces the infinite potential of students to only that of 'Employee-ment' – the Cultural Identity of an ideal employee. In support of this thesis the book develops a Culturometric analysis with forty-two international case studies evidencing how neoliberal controls of education – through policy spin, recursive compliance standards and new governance structures – intentionally disenfranchise policy-users and effectively silence other community values and cultural identities. For the practical purpose of bringing future professional

development of educators to bear on international problems in education, this third handbook explicitly demonstrates through its culturometric analysis the parallel between identity processes which underline the professional development of educators and the identity processes by which neoliberal education policies, by privileging monetary indicators for maximising competition whilst minimising cost, have the overall effects of reducing educational resources, reducing employment and increasing the burdens of poverty.



Modelo de Reconstrucción Dialectal (MRD) y Traducción

Dr Jairo Sánchez

The book is structured in four chapters. Chapter one deals with translation matters including the tracing of dialect translation from Antiquity to the 21st century, definitions of translatability and equivalence and the different approaches to dialect translation. Chapter two concentrates on linguistic matters, from the definition of dialect and language variety to a linguistic description of Caribbean English and Caribbean Spanish. Chapter three focuses on literary issues, including a short history of Anglophone and Hispanic Caribbean literature and the study of the importance of language variation in these literatures. Chapter four exemplifies an application of the Dialect Reconstruction Model. A short story by Trinidadian-Bahamian author Robert Antoni entitled “The Tale of How Iguana Got Her Wrinkles or the True Tale of El Dorado” is submitted to analysis, and reconstruction in a version in Spanish that seeks to recover most layers of language variation. Both translators and readers agree that there will always be something lost in translation. Dr Sánchez’s book proposes a model that will make that “something” a little smaller.

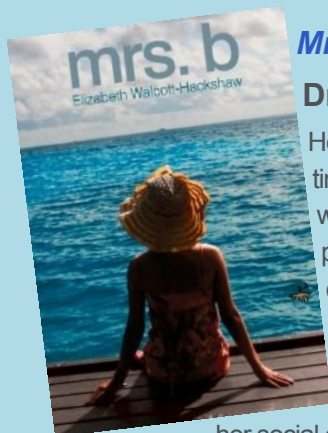
Methods in Caribbean Research: Literature, Discourse, Culture

Prof. Barbara Lalla, Dr Nicole Roberts, Dr Elizabeth Walcott-Hackshaw and

Prof Valerie Youssef (Editors)



In the introduction to *Methods in Caribbean Research*, the editors ask, “What sets the Caribbean apart and justifies an application of scholarly method to its own needs? What defines the world of Caribbean letters? Why not merely apply established approaches to scholarship that work satisfactorily in Western metropolises?” The chapters in this collection address these pressing questions and make a unique contribution to the available guides for Caribbean scholars and students of Caribbean studies both inside and outside the region. The authors consider the distinctive needs of research in Caribbean literature, language and culture and focus on honing research methods relevant to Caribbean material and with the insights of the Caribbean experience. The essays in the first part, Research Methodology, examine conceptual frames, data collection and the application and analysis of research. The second part details the research process, from proposal to proofreading. Throughout, the authors emphasise a Caribbean approach that is engaged with and aware of a range of existing theories but does not uncritically adopt external frameworks that are inadequate for a rounded Caribbean critical practice.



Mrs. B

Dr Elizabeth Walcott-Hackshaw

Her daughter Ruthie’s easy ascent through school and university has been Mrs. B’s pride and joy for some time. But as the novel begins, she and her husband Charles are on their way to the airport to collect Ruthie, who has disgraced herself with a married man and a suicide attempt and is, as they will soon discover, pregnant. Loosely inspired by Flaubert’s *Madame Bovary*, the novel focuses on the life of an upper-middle-class family in a contemporary Trinidad that is turbulent with violence and popular dissatisfactions, in response to which the family has retreated to a gated community. Mrs. B (she hates the name of Butcher) is fast approaching 50, and Ruthie’s return and the state of her marriage provoke her to some unaccustomed self-reflection. Much like Flaubert’s heroine, Mrs. B’s longings are diffuse but bounded by the assumptions of her social circle. And without ever losing sympathy for Mrs. B and her family, the novel asks some tough questions about what resources Mrs. B can bring to her “issues” and how she can find meaning in her life. And what of Ruthie? Can her greater openness to the island challenge her easy acceptance of privilege? Behind both women is the complex and fascinating figure of Aunt Claire, the family’s reader, who has provided the only real nurture in Mrs. B’s life. Can she do the same for Ruthie? But, then, how far does her deep immersion in books really equip her for 21st-century Trinidadian life?



El vendedor de mariposas

Dr Oscar Bazán Rodríguez

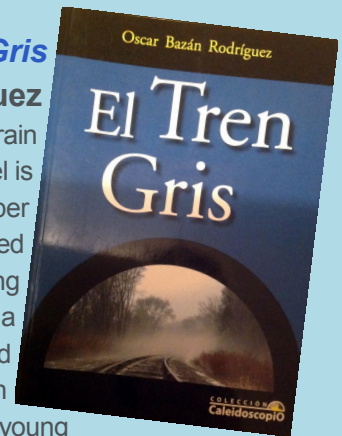
Adriano Jacquier never thought that he would end up working in such an office. He accepts one of the two job positions offered by the Valladolid's branch, in Spain. Juan, his mysterious and dark friend, takes the other one and influences Adriano's decisions of not quitting the job after the brutal first contact. Their profession is simple: just selling. Next to the unsettling product that they offer, light and darkness are intertwined and weave a cobweb on which the main characters walk, trapped by roads predetermined by ancestral interests. With the tone and rhythm of a startling thriller, the story follows the travels of Adriano to different parts of the world where he meets a hazy woman who affirms to be the owner of his life and destiny and whose apparent shining soon gets surrounded by shadows.

What is the true profession of the butterfly seller? Perhaps, not even Adriano could answer that question, but there is an open invitation to anyone who wants to look for the solution in the chiaroscuro of the pages that he inhabits. *El vendedor de mariposas* was selected as a finalist in the 68th edition of the Nadal literary prize.

El Tren Gris

Dr Oscar Bazán Rodríguez

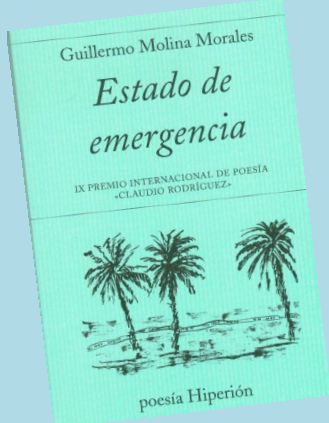
An old man is waiting for a train at the station. He has been there for a long time and knows that the train will take him away from his life in a similar way as death would. The final destination of his travel is uncertain, but it is closely related to two small notes that he is holding in his hand. Those pieces of paper will unfold the story, little by little, speaking with their silent voices about an old love, a mystery unsolved and an existential searching. The story of the grey train is the story of an anonymous message asking for Miguel's help. When he is just 24, he starts a journey to find the person behind that message; as a consequence, he has to break off ties with family and friends and begin the exploration of a new world where he meets all kinds of people with their lives broken. Miguel has to learn some detective skills in order to follow the trail left by the message, and soon he finds himself involved in the story of a young student imprisoned by his own father. Feeling that he is the only person able to fix that injustice, Miguel gets obsessed by his mission and keeps pursuing the identity of the anonymous message's author for almost sixty years, until he finds out her name. Where will the grey train will take him? The only thing clear among the fog and the snow of the station is that the travel is some kind of expiration for him.



Estado de emergencia

Guillermo Molina Morales

Estado de emergencia is a book of poems divided into three chapters: the first one contains twelve poems about the crisis in Spain, the second one offers twelve poems about Trinidad and the Caribbean, and the third one has three poems about the social construction of the otherness. In fact, the entire book deals with sociopolitical topics in a comical and carnivalesque way. As an example, this is the beginning of the poem 'Port-of-Spain' (translated into Trinidadian (English Creole) by Anastasia Ramjag):



Like a wave in d sky
But on lan' an' is not a wave but a dragon dancin' soca an' dat does move
D hip an' give it to me gimme gi' meh love dat temptress ass hot
Like muh princess here/ Mmm
An' more still meh soul lookin' fuh yuh in d forests an' caves an' rivers an'
Buttons shit enough remove everyting dat comes
Now comes d husband St. George he name From Great Britain
"Yuh know dahlin' time
Time surroun' we like wind
Undisciplined
An' so
We dance in limbo"

In this page we highlight new PhDs in the DMLL. Our Heartiest DMLL congratulations to Dr Ibrahim-Ali and Dr Figuera.



The Preamble to Form-Function Mapping: The Development of a Theoretical Construct to Respond to Elemental Stages in the Language-Learner's Processing of SE Periphrastic Forms

Amina Ibrahim-Ali
PhD Linguistics

Supervisors: Professor Valerie Youssef and Dr Beverly-Anne Carter

This study explicates through a grounded-theory approach the ways in which CEFR (*Common European Framework of Reference*) A1 and A2 learners (n= 26) were negotiating the constituent parts of written SE periphrastic verb forms in formal and informal modes of written assessment. Findings showed that learners were inclined to apply auxiliary elements and participles in cued-gapped grammar tasks in ways wherein no conceivable pattern could be ascertained and overall, to reconcile verb forms through orthographic and phonetic similarity, or as lexical items, which was evident in their distribution of unmarked verbs. The explanatory theory concluded that, owing to the demands of learning which were too great for the limited capacity of short-term or working memory, learners were cognitively burdened—on the one hand, SE periphrastic verb forms were intrinsically difficult to learn; on the other, methods of teaching and testing were ill-equipped to smooth the learning process. The operational theory consequently set out to reduce: 1) intrinsic cognitive load and 2) extraneous cognitive load. A group of learners (n=9) who were enrolled in a ten-week intermediate course in General English from January to March 2012 at the Centre for Language Learning at the UWI St Augustine campus benefitted from modifications to the instructional design.

An examination of formal and informal modes of written assessment showed that the apparent random application of forms in cued-gapped exercises was confined to two grammar exercises where task demands were still too great, and that approximations, associations based on surface structure and sound, and use of the unmarked verb were fewer and not distributed in as many environments. While errors are not at all undesirable in Communicative Language Teaching (CLT), which understands them to be a natural part of learner cognitive development, the operational theory undoubtedly enhanced the learning process, showing the most recent group of learners to have assimilated far more whole SE periphrastic verb forms than the learners before them and to be far less confused in manipulating them.

The Development of Short Story Discourse in Trinidad (1838-1919)



Renée Figuera
PhD Linguistics

Supervisor: Professor Barbara Lalla

Prior to this survey, the period 1838 to 1919 was considered to be a relatively sterile phase in the development of the Anglophone short story of Trinidad, compared with the 1930's. Taken between two endpoints – Emancipation and World War I – the post-emancipation period witnessed the heightening of political conflict among ethnic groups based on a notion of legal entitlement to power and citizenship, while motivating an emergent story-writing practice. In the immediate aftermath of World War I, there was also a surge in nationalistic sentiment among all groups and the documentation of oral folktales in local newspapers. In order to understand the diachronic process of story production and conventionalised language use, the researcher applied Norman Fairclough's three levels of critical discourse analysis, which considers the social practice, the discourse practice and the textual practice of text types. At the macro level, the findings revealed that the socio-discursive practice of the short story was subject to legislation governing the content of newspapers, rules for short story competitions, historical events, prior discourses, and social and political relationships among ethnicities in hegemonic struggle. At the textual or micro level, the conventions of the discourse indicated a shift in focus from the middle class to the working class, and an emergent use of Trinidadian English Creole following World War I. There was also ongoing race and class consciousness, which was transmitted into the post-war era, through language use. Essentially, this social-semiotic system of discourse development encompassed three significant features/elements in the language of the short story: (1) discursive elitism among the Anglophone elite, (2) respectability as a face-saving framework among the black and mixed-race middle class in the early nineteenth to early twentieth century, and (3) functional indigenization of the folktale in subjectivity and language use, after World War I. This work is poised to challenge received notions of "form" and "function" of the short story genre, as perpetuated by metropolitan centres, as well as the idea of inactivity prior to the Trinidad-Beacon phase of short story development in Trinidad. Moreover, it pushes the boundaries of pure models Critical Discourse Analysis, by its application to the study of fictional discourse.

MPhil and PhD Candidates

In the Department of Modern Languages and Linguistics there are MPhil and PhD students conducting research in a variety of areas. The DMLL celebrates this diversity. Below we highlight some of the postgraduates in various stages of their research and we wish them continued success.



Céleste Mary-Anne Hargreaves

MPhil Candidate in French

Voices Inside: Haitian Women Writers (Yanick Lahens, Evelyne Trouillot and Kettly Mars) of the Post-Duvalier Era (1986 - Present)

This thesis examines how select female writers of the post-Duvalier era in Haiti have given voice to Haitian female subjectivity, in light of the fact that many Haitian women were previously silenced due to state sanctioned violence of all forms. The novel and the short story have become a means for the Haitian female writer to give voice to and create greater visibility of the Haitian female condition. The focus has been placed on three writers Yanick Lahens, Evelyne Trouillot and Kettly Mars, who have emerged at the end of the Duvalier era, post-1986, and their ability to exercise their freedom to write the lives of Haitian women in particular. Through careful study of select novels and short stories, the characteristics of their writing, the notion of creating and recreating new aesthetic forms, and their representations of the themes such as exile and subjectivity are examined. Status: I recently submitted.



Istrophle Ali Aziz

PhD Candidate in Linguistics

Towards a Linguistic Description of Writing Competence and a Model of Writing Development in the Upper Primary School Child Aged 9-11 Years

This research is being conducted with the aim of analysing the writing samples produced by students with differing competencies in the target language in the Creative Writing class in seven (7) primary schools in the St George East Education District over the period of one (1) year. The analysis is geared towards creating a composite picture of how students in the upper primary school system are writing and learning to write in Standard English in order to better determine the language needs of students, to enhance instruction and policies at the upper primary level, and create normative standards of writing performance. My research utilises a qualitatively driven mixed-methods approach that incorporates the comparative case study of three categories of writers: weak, average and strong. The analysis of the texts produced occurs at both the macrostructural as well as the microstructural level. The establishment of a corpus of student writing will be undertaken to aid with the analysis at microstructure level as well as to aid with future work in the field.

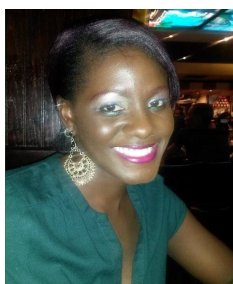
Status: I just upgraded from MPhil to PhD.

Alicia Lamb

MPhil Candidate in Linguistics

The Status of Sign Language in the Trinidad and Tobago Deaf Community

My research investigates the past, present and implications for the future status of the native sign language used in the deaf community of Trinidad and Tobago, Trinidad and Tobago Sign Language (TTSL). I have gained insight into the emergence, development, change, transmission and variation of TTSL by investigating the socio-historical and present social factors, especially educational and biological factors, which have impacted and currently affect the lives of deaf people in Trinidad and Tobago. The combination of these social factors has directly or indirectly influenced the community's communication choices, has worked over time to shape the language into what it is presently and continues to act on the vitality and continuity of TTSL.



Tinuke Ola Peters

MPhil Candidate in French

We are Ugly But We are Here: Literary Representations of Haitian Men in Trauma

Trauma is described as "an event that involves a recognizable stressor that would evoke significant symptoms of distress in almost everyone. Trauma denotes the recurrence or repetition of the stressor event through memory, dreams, narrative and/or various symptoms." (Visser 272). My thesis will explore the psychological effects of trauma in Haitian male characters as presented through the works of Jacques Stephen Alexis, Edwige Danticat and Marie Vieux-Chauvet with special attention to the violence experienced during periods such as the Duvalier Regimes (1956-1986), the Parsley Massacre in the Dominican Republic (1937) and the American Occupation of Haiti (1915). Status: I just completed my first year of coursework and research.



Leann Copeland
MA Candidate in Spanish

A Literary Analysis of the Representations of Women in *Arráncame la vida* by Angeles Mastretta and *Papeles de Pandora* by Rosario Ferré

This research paper examines the works of feminist writers who dismantle the hegemonic regimes of male domination and female subordination in Puerto Rican and Mexican societies. It interrogates the portrayal of intransigent patriarchal supremacy and investigates the literary tools employed to shift the woman from her marginalised state to centre stage, to a position of self-consciousness, self-empowerment and liberation.

Vanessa Lyons
MA Candidate in Spanish

The Presence, Power and Purpose of the Fantastic in *Las Fuerzas Extrañas* by Leopoldo Lugones



My research paper focuses on 20th Century Argentinian Literature with particular focus on Leopoldo Lugones' collection of short stories, *Las Fuerzas Extrañas*. At the turn of the century, Latin American literature underwent a very notable transformation and Lugones played a pivotal role in this transformative process. One of the primary mechanisms employed by Lugones to affect the aforementioned transformation has been the fantastic; and as such this study explores the resonance that this particular genre has had on the Latin American literary landscape.

MA in Speech-Language Pathology



The MA Speech-Language Pathology (SLP) programme prepares future speech-language pathologists (also known as speech therapists) to provide quality clinical services to children and adults with communication and swallowing disorders. Through our academic programme and clinic experiences at our on-campus Speech and Language Clinic, as well as externships in the wider community, our students develop the clinical and professional skills necessary for licensure as speech-language pathologists.

The three-year programme began in August 2013 with twelve students, including eleven Trinidad and Tobago citizens and residents, and one student from Antigua and Barbuda. The first year of the programme focused on the assessment and remediation of speech and language disorders in the paediatric population, including a course in Autism Spectrum Disorders. The students, in addition to their regular coursework, were also involved in clinical activities on campus and throughout the country. These activities included parent training modules with Autism Tobago in December 2013, screening of children in ECCE centres throughout Trinidad from January to April 2014, provision of assessments for children referred to the UWI Clinic from the South-West Regional Health Authority (SWRHA) Community Clinics from March to July 2014, and a Parent Training

module held on campus on July 11, 2014.

As the MA SLP programme moves into its second year, coursework and clinical activities will focus on adult and medical speech-language pathology, particularly communication disorders as a result of strokes and other brain injuries. The students will also focus more on research methods in speech-language pathology, in order to strengthen their use of evidence-based practice in their treatment, and to begin to develop a body of research on communication disorders in Trinidad and Tobago and the wider Caribbean. Some of the research areas of particular interest to staff and students include:

- Service delivery models for speech-language pathology in the Caribbean
- Low-tech Augmentative and Alternative Communication (AAC)
- Assessment and treatment of children with Autism Spectrum Disorders
- Incidence and prevalence of communication and swallowing disorders in stroke patients
- Literacy in Deaf and Hard of Hearing (DHH) school-aged children
- Cognitive-linguistic effects of dementia.

The DMLL congratulates in a very special manner all of the students of the graduating class of 2014 for their efforts in achieving excellence in research. In this section, we focus on undergraduate research in the DMLL.



Bilingual Education? YES or NO!

Ornette Henry,
Caris Degannes and
Ryaz Hedaayatullah - B.A. English

Language & Literature with Education

Supervisor: *Dr Sandra Evans*

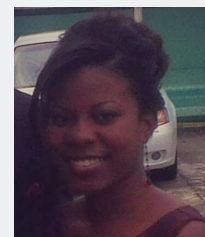
Extensive research has been conducted on the attitudes of parents and teachers as well as pertinent stakeholders towards the implementation of bilingual education. However, little focus has been placed on the attitudes of the students and teachers in the territories of St Kitts, Trinidad and Grenada. The principal objective of this paper is to investigate the attitudes of students and teachers at one secondary school in St Kitts, Trinidad and Grenada towards the implementation of bilingual education. The study looked at students of form five and random teachers of one secondary school in the three territories above. A qualitative research method in the form of a structured questionnaire was adopted to collect empirical data. The results of the data resolve that both students and teachers possess a lack of knowledge and understanding of Creole languages. Despite this, the data highlights the fact that the participants recognise the benefits of using Creole in the classroom. Paramount to these is the enhancement of understanding which in turn improves overall academic achievement. While participants (teachers) of St Kitts possess a negative attitude towards the implementation of bilingual education, both Trinidadian and Grenadian participants (teachers) would welcome the implementation. On the other hand, the majority of the student participants in the three territories do not welcome lessons being taught in Creole. Both teachers and students view the Creole language as being inferior and broken. The common views held are that Creole is the language of the uneducated and its use in the academic arena will negatively affect students' future success. Prior to the formulation of a plan for bilingual education each territory is in need of a national language awareness drive because Creole is the students' first language and what better way to reach the target language than through the language they fully understand.

Best Research Project and Papers

An Exploration of the Link between Language Learning Strategies and Performance in High Stakes Exams

Janine Eailey
B.A. Spanish — Minor
Linguistics

Supervisor: *Romulo Guedez-Fernandez*



The topic of language learning strategies (LLS) and its use in the foreign language classroom was selected to expand the range of information available for the Caribbean region, specifically Trinidad and Tobago. This study focuses on whether a relationship exists between LLS use and grades obtained in high stakes exams. A high school, located in Trinidad, served as the locale for the study. Twenty-five students of Advanced Levels served as the sample population. The Strategy Inventory for Language Learning (SILL) was the instrument used to measure the frequency and scope of LLS utilised by the group. The results were compared with participants' official examination grades. The findings indicated that students make use of a variety of LLS and performed well as a group in official examinations. Additionally, no clear correlation was established between the use of LLS and performing well in high stakes exams. Further research in the Caribbean region must be done to compare the effects of external and internal factors such as motivation, aptitude, learning styles, exam preparation procedures and teaching methodology on exam performance.

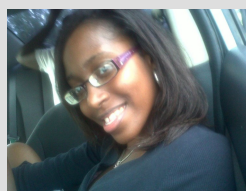
A Comparative Analysis of the Presentation of Women in Caribbean Folklore in Saint Lucia and Jamaica

Sindiwe James

B.A. Spanish — Minor International Relations

Supervisor: *Samantha Mitchell*

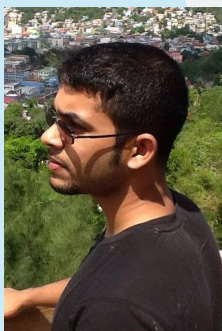
The Caribbean region possesses a distinctive history and a fascinating fusion of cultures and languages from the African and European diaspora. Preservation of Caribbean folklore and oral tradition continue to be of great importance to scholars.



Based on the principle that we live in a patriarchal society, this research paper examined the following question: How are female characters presented in the folklore of the Caribbean, particularly in Saint Lucia and Jamaica? Using a comparative analysis, data was sourced through primary and secondary research of a qualitative nature. Twenty-five participants were interviewed from Saint Lucia and Jamaica. The results of this study indicate that although the general presentation of women in Caribbean folklore is negative, Jamaican folklore illustrates the portrayal of female characters from a more positive perspective than Saint Lucian folklore.

An Examination of the Cultural Identities of Haitian Migrants in the Literary Works of Edwidge Danticat and Dany Laferrière

Dylan Sahabdool
 B.A. French — Minor Spanish
Supervisor: Dr Elizabeth Walcott-Hackshaw



Edwidge Danticat and Dany Laferrière are two Haitian-born authors who have migrated from Haiti to establish their lives in different parts of North America. As a result of residing outside of their mother country for an extended period of time, they understand the complexities of the question of identity, and the spatiotemporal instability of the physical space known as the home. *The Dew Breaker* and *Brother I'm Dying* by Danticat as well as Laferrière's *Pays sans chapeau* are used as tools for exposing and examining these issues. This research paper analyses the extent to which these literary works interrogate the complexities of the Haitian subjectivity. Furthermore, it examines the manner in which these two authors construct the cultural identities of their fictional characters. This research paper aims to establish a relationship between the manner in which Danticat and Laferrière have created the identities of their fictional characters and how they locate their own personal sense of cultural identity and belonging.

**Producing Critical Thinkers
 Undergraduate Research in the DMLL**

The Unpopularity of French as a Foreign Language Compared to Spanish in Trinidad and Tobago

Roger Lezama
 B.A. Spanish — French
Supervisor: Mathilde Dallier



The purpose of this paper is to examine the perceptions and attitudes towards French compared to that of Spanish by the population of Trinidad and Tobago and to explore the factors which affect these perceptions, paying particular attention to the impact on foreign language students who study these languages formally. This was done by examining foreign language learners' opinions on their relationships and experiences with teachers and classroom environments, their perceptions of the languages themselves and the socio-cultural associations that they make with French and Spanish. By identifying factors contributing to the existing biases in the preference of studying Spanish over French, this research highlights the importance of placing balanced emphasis in the school curriculum on the promotion of the two foreign languages of major historical significance and value to this country. It also raises awareness of the need to seek ways of reducing the disparities between the choices made regarding the study of these two languages.

Gay Identity: A Caribbean Philosophical Perspective

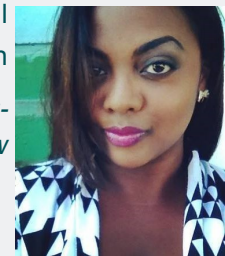
Sabrina Dumont
 B.A. Spanish — Minor International Relations
Supervisor: Dr Nicole Roberts



Of the many studies conducted on homosexuality in the Caribbean, most focus on the marginalisation and/or violence meted out to homosexuals from an historical or conservative perspective. While these are extremely valuable contributions, this project explores the impact of globalisation on homosexuality in the Caribbean and its possible implications. The study seeks to validate the thesis that the future of homosexuality in the Caribbean region as an accepted alternative lifestyle pivots on the effects that globalisation has on traditional and regional ideologies of gay identity. This qualitative study focuses on homosexuality in Trinidad and Cuba through a guided interview with a focus group of seven students from the University of the West Indies, St Augustine Campus. The findings are analysed against a comparative analysis of the autobiographical novel *Antes que Anochezca* by the Cuban writer, Reinaldo Arenas.

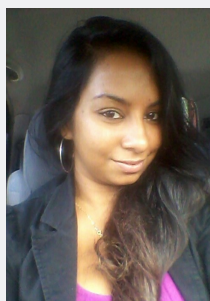
The Lasting Impact of the Duvalier Regimes. A Retrospective View of Haiti in *The Dew Breaker* by Edwidge Danticat

Laurelle Lall
 B.A. French — Spanish
Supervisor: Dr Elizabeth Walcott-Hackshaw



This research paper outlines the effects of the Duvalier regimes on Haiti. The historical context presented discusses the ramifications of these dictatorships on Haitian victims. In the analysis of Danticat's characters developed in *The Dew Breaker* (2004), there is the clear justification of the physical and psychological trauma inflicted by the father-son pair which is consequently manifested in the victims' everyday lives.

The problematic presented illustrates the principal aspects analysed, which constitute the three core chapters of this research; "Past Haiti's Lingerin' Effect", "The Collective Consequences of Both Regimes" and "Glissant's 'neurosis' in relation to *The Dew Breaker*". These chapters examine aspects of Danticat's novel, relating to the dictatorship and the manner in which specific Haitian victims have been affected. Moreover, there is the explanation of the invasion of the past in their present lives, due to the severe effects of the Duvalier control, maintaining focus on how can these victims overcome or even dismiss this mutual, lingering hurt; is it even possible?



Intercultural Communication: Evaluating Identity Changes and Effects of These on Social Interaction and Academic Performance

Carissa Martinez
B.A. Spanish — Minors Brazilian Studies and International Relations

Supervisor: Diego Mideros

This paper investigates the possible effects of intercultural communication on the identity of students on returning to their respective academic environments after spending time overseas via a study abroad programme. It also studies the effects caused in some major aspects of their social and academic life. Interviews were conducted with students from Trinidad and Tobago and Colombia. The Colombian students interviewed participated in an exchange programme allowing them to spend an academic year at the UWI, St Augustine Campus as Spanish Language Assistants. The Trinidadian students interviewed participated in similar programmes in Colombia and France, as English Language Assistants. This study found the participants experienced both positive and negative repercussions with respect to their social life and academic performance due to the changes caused in their identities by intercultural communication.



Perceptions of Young Adults on How Advertisements Portray Women in Trinidad

Armika Persad
B.A. Spanish — Minor International Relations

Supervisor: Dr Geraldine Skeete



This research project looked at young adults' opinions of the presentations of women in billboards placed around Trinidad current to when the study was conducted. Drawing upon primary sources through surveys with the target group of young people and a comparative analysis of the way women and men are portrayed in the billboards, the study was realised with the aim of investigating the preferred female image utilised by local advertisers, assessing how young people view the women on the billboards and the implications for gender equality in Trinidad. It was discovered that many young adults find the images of women in billboards to be negative and stereotyped, based on the idealised image of the woman that places emphasis only on physical appearance. Moreover, it was noted that some young Trinidadians are aware of how gender typecasts are perpetuated through these advertisements, which consequently suggests that they can lead Trinidad into a future with less gender stereotyping.



The Suitability of the Caribbean Advanced Proficiency Examination Syllabus for Preparing Students for the Tertiary Study of French and Spanish at the UWI, St Augustine Campus

Nirmala Bridgelalsingh
B.A. French and Spanish

Supervisor: Jennifer Yamin-Ali

The Caribbean Advanced Proficiency Examination (CAPE) is a certification system employed across the Caribbean region as a means of assessing the secondary academic achievement of students who wish to further their studies. The topic of this study is the suitability of the CAPE syllabus in preparing students for the tertiary study of French and Spanish at The University of the West Indies (UWI), St Augustine Campus, Trinidad and Tobago.

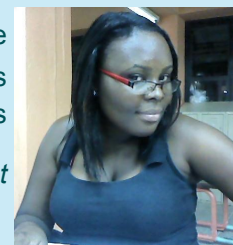
Questionnaires were distributed among the appropriate sample population and interviews were conducted in order to investigate this notion, and the findings were presented and analysed in order to meet the project objectives. The central idea of this study is summarised in the following thesis statement: whether or not the

CAPE syllabus is a suitable method of preparing students for the tertiary study of French or Spanish at the UWI, St Augustine is to be duly investigated, examined and discussed.

Change in the Koutoumba Dances Performed in Piaye, St Lucia

Yandee Pierre
B.A. Spanish — Minors Linguistics and International Relations

Supervisor: Dr Michael Toussaint



Over the years, very few scholars have dedicated historical and descriptive research towards Africanisms in the Caribbean region and for the most part, there is little available documentation on these African traditions. The Koutoumba dances passed on by the Nèg Djinés and performed in Piaye, St Lucia serve as a key example of this. This thesis is a comparative analysis which seeks to explore the change in song content and manner of dancing the Jwé Pòté and Débòt, both of which are sub-genres of the Koutoumba, and also explores change in the occasions of performance and the role of other Koutoumba dances. It examines their development between two time periods, from its emergence to the 1990s and from the 1990s to present. The study reveals that traditional cultural forms, specifically the Koutoumba dances, are being influenced by modernisation and development, a rise towards nationalism and the younger generation. Subsequently, there is a heightened call for researchers to delve into greater investigative research regarding the future developments of Koutoumba dances, Africanisms and cultural forms in general.



Linguistics Field Trip

A field trip in linguistics is perhaps the best way of putting knowledge about language structure and use into practice, and it forms an essential part of our linguistics degree in the Department of Modern Languages and Linguistics.

A field trip (local or regional), provides an opportunity for students of linguistics to have first-hand experience with languages as they are spoken and used in particular settings, allows students to conduct empirical investigations on some aspect of language “on site” and collect data for in-course assignments, trains students in conducting research in linguistics, takes students

out of the classroom and into the ‘field’ and provides new and active learning opportunities.

“It provides an opportunity for students of linguistics to have first-hand experience with languages as they are spoken and used in particular settings”

A field trip is a component of a number of courses including LING3201 Caribbean Dialectology. Students are encouraged to participate in at least one local or regional field trip before completing a degree in linguistics.

The most recent field trip was held from November 14th to 18th, 2013. Fourteen students of LING3201 Caribbean Dialectology were taken to Guyana and Suriname to investigate the

language situation at the Guyanese – Surinamese border. In Guyana, students conducted recorded

interviews with boatmen who transport persons between Guyana and Suriname on the Corentyne River. In Suriname, they interviewed vendors at the market in Nickerie. The data collected by the students were used for their in-course assignment, and were added to the linguistics section’s data pool.

The following undergraduate students participated in the field trip: **Mikayla Alexis, Saleem Ali, Afiya Campbell, Shaquille Charles, Patrice Clarke, Aniel Daberam, Ronald Francis, Christerlene Gordon, Rehana Hosein, Nyasha D’Heureux, Kerissa Joseph, Malini Maharaj, Coryse Noel, Shauna Taylor**, as well as **Byron Jones**, (PG Tutor), **Dr Sandra Evans** (Lecturer) and **Professor Ian E. Robertson**. ■

DIALOGUES 2014



On March 26th, the Department of Literary, Cultural and Communication Studies and the Department of Modern Languages and Linguistics hosted "Dialogues 2014", a collaborative event that celebrated and launched book-length publications by academic staff members of both departments.

The event took place in the Auditorium of the Centre for Language Learning (CLL). Here we especially celebrate the commitment to research by DMLL academic staff members who authored/edited six of the eleven books presented. Attendees enjoyed a cocktail reception following the presentations.

The 14th Inter-Campus Foreign Language Theatre Festival

The Foreign Language Sections of Mona, Cave Hill and St Augustine participated at the 14th annual Inter-Campus Foreign Language Theatre Festival, hosted at Mona from the 23rd to the 27th March, 2014. Five students and three lecturers from the Department of Modern Languages and Linguistics (DMLL) represented St Augustine Campus with three plays. *Une Leçon sèche* [A Dry Lesson], a 1998 satirical comedy written by Jean-Michel Besson and Jacques Thareau, represented the French Section under the direction of

Ms Mathilde Dallier. St Augustine's Portuguese play, *Um Conto de Fadas Moderno* [A Modern Fairy Tale], was based on Hans Christian Andersen's the *Twelve Dancing Princesses* and was adapted and directed by Ms Eliete Sampaio Farneda. Finally, the students of the Spanish Section performed *Rastapunzel*, a "Trinimaican" repackaging of the classic fairy tale, written and directed by Mr Guillermo Molina Morales. The plays were enjoyed by students of the three campuses, the general public and officials from several embassies.



Sabrina Dumont (l) and Tamica Marcelle (r) during their performance in the Spanish play *Rastapunzel*.



Nikieta Francis, Alisha Brown, Shenelle Antoine and Roger Lezama (l-r) in the French play *Une Leçon sèche*.

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

