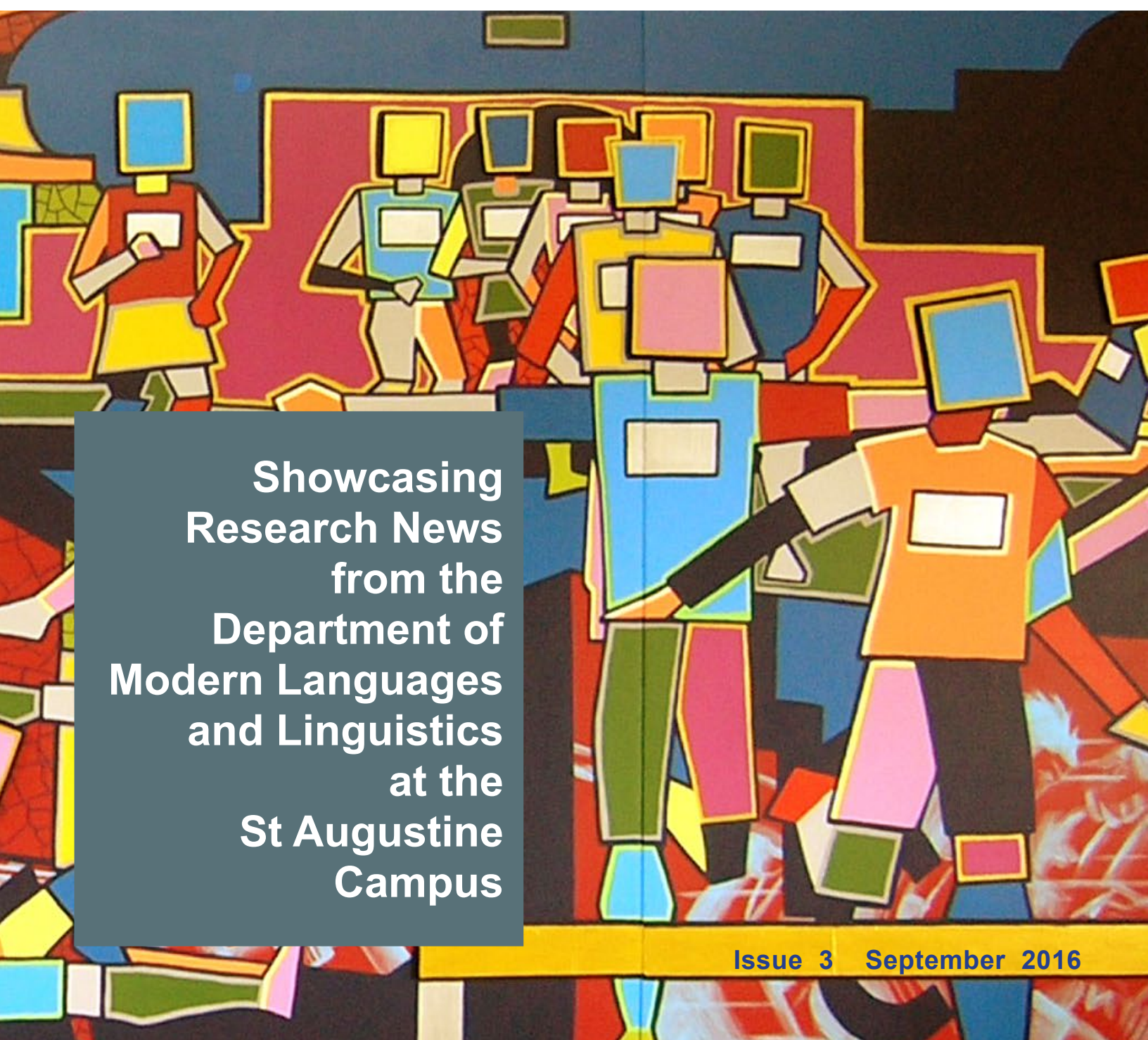




**UWI**  
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The University of the West Indies  
Faculty of Humanities and Education  
Department of Modern Languages and Linguistics

# RESEARCH NOTES



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

Issue 3 September 2016

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## DMLL Vision

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

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

# Words from the Head

The Department of Modern Languages and Linguistics (DMLL) had a hectic year in 2015-2016. At the start of the year, we formed the DMLL Advisory Board to discuss and strategise on the way ahead for the DMLL. We are especially proud of our efforts to reach out to all parts of the UWI, St. Augustine campus via our undergraduate programmes in Modern Languages (French, Spanish, Portuguese) and Linguistics through events such as the Foreign Language Theatre Festival and LusoFesta. As these events grow, I am certain that we will succeed in involving more students from across the campus from such diverse Faculties as Law, Social Sciences and Science and Technology.

The DMLL is a truly remarkable department. It is one in which we strive to build a culture of enquiry. As academic staff, we are hired to ask questions and to explore possible responses—in collaboration with our colleagues here at St Augustine, at our sister campuses and internationally, with our graduate students, and with our undergraduates. The products of our research are new understandings of who we are and what our lives mean. Our goal is to deliver papers at scholarly conferences, write and publish articles and books, to join in academic and/or national debates on matters of critical, social interest but perhaps most importantly to reveal the power of ordinary people.

The DMLL continues to engage 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 Southern Caribbean (including Venezuela); Language Documentation; Hispanic and Francophone Literatures and Film; Academic Writing, and English Language and Literacy.

In the DMLL, we continue to recognise research as necessary to the enhancement and upgrading of skills which in turn impact

teaching and learning in the Department. In our language research for example, we seek to clearly understand the social reality under scrutiny, that is, Trinidad and Tobago as a contemporary Caribbean nation with multilingual speakers as well as heritage speakers learning foreign languages. Therefore, we see the viewpoint of the researcher as important, but also integral is the student practitioner who constantly provides us with a vast array of perceptions which invariably are framed differently.



Over this past year (2015-2016), the staff in the DMLL have published numerous book chapters and scholarly articles. Our publications are highlighted on pages 6 - 8. In addition, there is continued innovation in the use of technology with the production of podcasts, for example, Rhoda Bharath's interview with Trinidadian writer Lawrence Scott: Podcast 93 of *The Spaces Between Words: Conversations with Writers*. Available at <http://www.spaceswords.com/> and Dr Benjamin Braithwaite's Podcast <https://caribbeanlanguagepodcast.wordpress.com/>. As well as one blog: Language Blag: A Blog about Language and Linguistics by Dr Benjamin Braithwaite and Dr Jo-Anne Ferreira. Available at: <http://languageblag.com/>. These continue to gather more followers or 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.

Still, there is always more to do and I encourage all of you reading *Research Notes*, Volume 3 to participate in any/all DMLL initiatives in the coming years.

Dr Nicole Roberts  
Senior Lecturer & Head of Department

# A Conversation about Portuguese with Dr Jo-Anne Ferreira

Jo-Anne Ferreira is a Senior Lecturer in Linguistics at The UWI and is the Coordinator for Portuguese and Brazilian Studies. You can learn more about Portuguese by joining Portuguese and Brazilian Studies at UWI, St Augustine on Facebook.

NR: Your book, *The Portuguese of Trinidad and Tobago: Portrait of an Ethnic Minority* which was published in 1994, was certainly impactful then. What was your aim when you decided to write this book?

JSF: The genesis is pretty interesting. It didn't start off as a book idea.

I was a BA student in Language and Literature (French) with Linguistics, right here in St Augustine. Back then everyone had to read UC3X0 (now HUMN 3099) Caribbean Studies Project, basically choosing anything under the Caribbean sun as a topic.

At the time, I really wasn't sure what to do [for that project]. A friend reminded me that I was into genealogy (which includes my own Portuguese lineage) and suggested that I do something with that. I thought of doing something on the history of the Portuguese community of Trinidad and Tobago, and so I went to History, but they couldn't supervise me as I was not a History major; and so too Sociology.

Another person suggested an Oral History project on the Portuguese of T&T. Now, over 20 years ago. Oral History was not as well-known or well-developed a field as it is now, and it was definitely not prominent at St Augustine. All I had was a pamphlet from the Main Library. (It is now very much a part of Heritage Studies which is offered at Mona and is to start here at St Augustine as well). And so a linguist ended up supervising me.

The project was about 8,000 words, and I interviewed 5 elderly informants: 3 native speakers of Portuguese and 2 non-native speakers, the latter including my paternal grandmother who spoke some Portuguese and who was the most helpful. And so I wrote the project entitled *Some Aspects of Portuguese Immigration into Trinidad and Tobago: An Investigation Based on Oral History* (1989). Later that year, I wrote the feature article on the project for the Newsletter of the Main Library's Oral and Pictorial Records Programme (*OPReP Newsletter*, December 1989, 8:3-5).

Then, Prof Selwyn Ryan and Dr Taimoon Stewart of the Institute of Social and Economic Research (ISER, now SALISES, the Sir Arthur Lewis Institute for Social and Economic Studies) were editing a series called Culture and Entrepreneurship in



the Caribbean, with a focus on the different ethnic groups in the country and region. They said that they wanted the project to be a part of that, so they asked me to further develop it into a monograph. I spent about two years doing more archival research and completed the book in 1994. My cousin Ross Ferreira designed the cover for it. It was included in their series and the book launch was held at the Central Bank. Prof Bridget Brereton did the opening remarks and treated me like a community historian even though I am not an academic one.

That was how the book came to be. It was an idea in my final year as an undergraduate student. That is why I keep stressing to our students the importance of their ideas because the Caribbean Studies Project was instituted to garner and gather all possible research projects from students across this country and region in an era when there was relatively little research on the Caribbean by and for Caribbean peoples. My aim with the project, and later when I wrote the final monograph, was for myself to discover who the Portuguese were in Trinidad and Tobago, what they meant to national society and their role in our history. That is what I wanted to find out because although my father is of Portuguese descent, the family knew relatively little. All we knew about was Madeira (the origin of the majority of Portuguese immigrants to Trinidad) and also the town where my grandmother's father came from (Machico), but nothing about my grandfather's father, also from Madeira (their mothers were of Portuguese descent too, one born in Trinidad and the other in Guyana). We knew a couple of dishes, one swear word and it just was not enough for me. I really wanted to know how to pronounce my family surname(s), how my people came here, what our history was. So it was very personal, narcissistic if you will, but it was important for me to know my family history in the context of a bigger picture because I did not know the bigger picture.

NR: The next question is fairly obvious. Is there a planned reprint of the book?

JSF: Yes, there is and I'm almost there. The idea was either a revised version or a revised and expanded version. I'm not going to do the expansion. I am just doing the revisions, making corrections and a few updates and including some of

the helpful comments which I received. I have had three presses in mind, including UWI Press, but there are two specific Portuguese-related presses (in English). There is the University of Massachusetts at Dartmouth, which has the Portuguese in the Americas series and they were willing to do it at one point but I lost touch with that editor (who has since moved on), and there is also the Interdisciplinary Studies in Diasporas by Peter Lang and the editors of that series (Ferreira Blayer and Scott) are potentially interested in it.

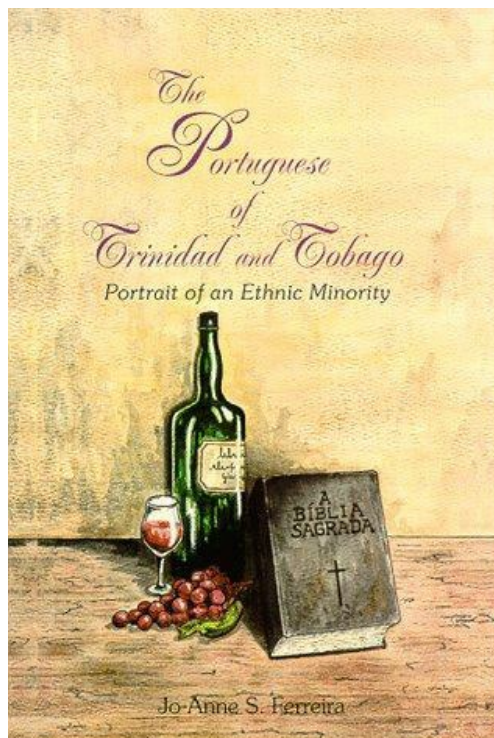
NR: The Portuguese language does not seem to have had such a large impact in the country. What would you say has been the aspect of greatest impact in Trinidad and Tobago in terms of the Portuguese?

JSF: Well, you are right about the language. The only real linguistic heritage nationally that we have is onomastic and toponymic, in other words, names and what have become place names. So we have places like de Freitas Street, George Cabral Circular, de Castro Lane and more. We have a host of place names, named after people, not Portuguese place names, just surnames that have been adopted as place names because those persons were owners of land in particular areas, or public figures.

In terms of what they have contributed, there are foods like the Christmas garlic pork, and others recorded in Lise Winer's *Dictionary*. Interestingly, saltfish, which is not necessarily Portuguese, was associated with the Portuguese at one time as it was sold in the ubiquitous Portuguese shops (and others). But everyone used to say "bacalao" which is Spanish, as many do not know the Portuguese spelling and pronunciation which is "bacalhau", even though they were the main ones selling it at one point.

So their biggest contribution and their impact, I would say, is in the areas of culture and entrepreneurship as Selwyn Ryan had envisioned. In entrepreneurship, they were pioneers. Here I have to quote Roger Camacho who was present at our LusoFesta 2016, referring to the Portuguese Association (Associação Portuguesa Primeiro de Dezembro) formed in 1905: "They were the business pioneers and the first DOMA (Downtown Owners and Merchants Association), as it were." These entrepreneurs, these shop clerks, these shopkeepers, these businessmen, they would meet at the Portuguese Association in Port of Spain (and later the Portuguese Club) where they would both reminisce and talk business (in Portuguese and much later in English). This was where a lot of business liaisons were fortified.

We have a number of famous Portuguese businessmen such as JB Fernandes, Sir Errol dos Santos, and others like George Cabral, a businessman who later became Mayor of Port of Spain. In fact, all of the Portuguese Mayors, for example, Henry de Freitas of Port of Spain, were businessmen, including two Arima Mayors who were also businessmen: Henry de Nobriga



and Charles Gomes Netto.

The main business of the first immigrants was to escape poverty and persecution and do as well as they could. Later on, through their networking and receiving immigrants off the ships, for example, a lot of the more established businessmen would go to the Port looking for young Portuguese immigrants to work as shop clerks. That is how two of my great-grandfathers met – one was established in business here and may have gone often to recruit young Portuguese men as clerks, and the other was newly arrived, looking for work, and that is how they met. Then their children married and those are my paternal grandparents. So there are little anecdotes like that, and they show the importance of the social network within the Portuguese community. They were very tightly knit together. Theirs was a quiet, unobtrusive but massive contribution to the development of entrepreneurship in the country.

In terms of culture, they seemed to decidedly abandon their own in favour of national culture. Our three most famous national products, steelpan, calypso and Carnival, all had Portuguese support. For example, calypso and steelpan were not looked upon so favourably by certain sectors of society at one point. It was Albert Gomes who gave steelpan and calypso the legitimacy which was needed, and he did this during his political career which spanned the 1930s to the 1960s. In 1951, he also helped to liberate the Shouter Baptists (who continue to recognise and remember him). Of course, Ernest Ferreira (of Dixieland) was a steelpan pioneer. He invented the double tenor. In terms of calypso, we don't have many well-known calypsonians of Portuguese descent but Eduardo de Sá Gomes was involved in sending the Roaring Lion, Atila and others to record calypsos in the 1930s. And for modern Carnival, there were the Carvalhos (Peter and Glen, and now Fareid), Harold Saldenah, Edmund Hart (actually a D'Oliveira on his mother's side), Geraldo Vieira, Kenny de Silva, and a number of others, including Monica Pereira Ferreira and Quita Cabral Correia in Kiddies' Carnival.

I recently wrote about the cultural impact of the Portuguese on Trinidad and Tobago in an article which I called "Behind the Scenes" because that is how the Portuguese operated in Trinidad. Their efforts always occurred literally behind the scenes because there were other main or more recognised players on the stage. In the 1930s, there were famous calypsonians out there and the person behind some of them was a Madeiran immigrant, namely, Eddie Sá Gomes. Steelpan was made more public because of a figure behind the scenes; a prominent politician, namely, Albert Gomes, the country's first Chief Minister in 1950. And of course we had had a number of sportsmen too many to mention, some of whom have gained national recognition.

I think that once the community settled down and found their way in the national world, and some even from very

early, they started to support our national culture and others became national players in sports, etc. So they are a part of the national tapestry but not all are widely known in the national community as being Portuguese. Gerry Gomez, for example, was not Spanish or Venezuelan; he was Portuguese. The family name must have been Gomes but the family changed their spelling to Gomez or had it changed for them (we don't know). He was well known in the cricket realm. Sir Errol dos Santos was also well known in cricket. Many people don't know that these are Portuguese names. The Portuguese have not gone on the national stage as a community. This is typical of that era of Portuguese immigration. We see it in Canada and in the USA, and elsewhere. They were not interested in standing out. They wanted to assimilate as much as possible and do whatever it took for the sake of the next generations. They still managed to keep some things intra-community, especially at the family level, and their culture did not penetrate the wider society. Their contributions were to those public cultural forms and norms that were already accepted nationally.

NR: In terms of the Portuguese language in Trinidad and Tobago and specifically at the UWI, what is the history of the Portuguese language at the UWI?

JSF: In the country, Portuguese language teaching started off at the School of Languages at NIHERST with the support of the Brazilian Embassy.

Then Dr Yeda Pessoa de Castro and Dr Lancelot Cowie were very instrumental in bringing the Portuguese language to the St Augustine campus of the UWI in 1987 (the first of all the campuses). Yeda is a Brazilian and Africanist, with a doctorate in African languages. She has written various articles about the African roots of Brazilian Portuguese. Through the Brazilian Embassy, she offered the first two courses LB100 and LB200 (LB standing for Luso-Brazilian Studies) and these were two year-long courses. So it has been over 25 years that Portuguese started at UWI and it was really with the University of Brasília and the Embassy of the Federative Republic of Brazil here in Port of Spain.

I am not actually sure of when we got our first Foreign Language Instructor post but since that time, it is the only post that we have had here at the UWI. There has also been one Visiting Lecturer post with the Government of Brazil, but that was short-lived (with only two leitores/lecturers) and has now been cancelled.

So we have had the language courses for quite a while. LB100 and LB200 were split up when the semester system was introduced. Then we added two Year 3 courses, and for a number of years, we had six one-semester language courses.

NR: This means that Portuguese has been on offer for quite a long time at the UWI, but the Minor in Brazilian Studies programme only began in 2012. What has taken so long to get a programme running?

JSF: Since we have only had one Foreign Language Instructor post, which is a basic two-year appointment, we have not had the staff necessary to develop programmes. When there are temporary teaching staff members, this is the reality. Over

the years we have had support from various colleagues like Lancelot Cowie, Jeanette Morris, Eric Maitrejean, Anne-Marie Pouchet, and myself coming from various other disciplines such as Spanish, Education, French, and Linguistics. But we all have our substantive posts so none of us ever really taught in the programme except for me when I taught a final year course one year because we suddenly had no Instructor one semester.

The Minor was the brainchild of Miriam Kurcbaum Futer, because it did not matter to her that she was here for a limited time. She wanted to leave a legacy. She wanted to promote her language, her country and the discipline of Brazilian Studies, and also to give the students something more substantial because we would always have students start with one or two courses, but never finish all 6 language courses. This was because they had no Major, Minor, Certificate or Diploma to declare. They could not even go on a year-long exchange programme, for a number of reasons. The Minor has definitely revived interest in Portuguese and in Brazil. (In addition, we wanted to offer something more to the Latin American Studies programme.)

NR: What (if any) plans are there for the future of Portuguese at the UWI?

JSF: Our hope is for a BA in Portuguese and Brazilian Studies. We have all the courses necessary, 13 in total. In the longer term, we would like to have a postgraduate relationship with International Relations, Cultural Studies and/or Linguistics. For example, Sean Samad will be coming in to do a PhD in Cultural Studies, and Heather MacIntosh-Simon plans to do an MPhil in Applied Linguistics.

We've actually had three recent theses in Applied Linguistics, all by members of staff: a PhD by Eliete Sampaio Farneda on Portuguese in St Augustine entitled *Português língua adicional: Estudo das implicações no processo de ensino/aprendizagem em Trinidad e Tobago* (Atlantic International University, 2014); Marina Nedio did a Master's on Portuguese at St Augustine entitled *O ensino de português língua estrangeira através de tarefas: da teoria à prática*, Universidade do Porto, 2015), and Maria Teresa Segarra Costaguta Mattos also did a Master's on Portuguese at St Augustine entitled *Fatores de motivação de aprendentes de português como língua estrangeira: O caso de Trinidad e Tobago* (Universidade de Coimbra, 2015). These were all candidates of Applied Linguistics.

I recently had the opportunity to speak with Prof Jandyrá Cunha who was a Visiting Lecturer some years ago. She used to operate out of the Programa de Ensino e Pesquisa em Português para Falantes de Outras Línguas (PEPPFOL) which was both a teaching and research consortium of Portuguese as a Foreign Language (also Portuguese as a Second Language, and Portuguese as a Heritage Language). Prof Cunha is very keen on working with us to help our potential graduate students either go to Brazil or be supervised by specialists in the area.

As you see, we have a growing body of work all in Portuguese, all on Portuguese. In order to reach Trinidad and Tobago, and our policy makers here, we also need work produced in English. So our students need to be encouraged to produce

this work whether in Linguistics or in Literature or in Cultural Studies.

The other big matter is that CXC has now opened up CCSLC for Form Three and CSEC for Form Five in Portuguese and I am currently the Chief Examiner. This is a great honour and privilege. Guyana will be the first territory to offer these two exam levels in 2017. There has been talk of model schools or pioneer schools in Trinidad and Tobago. The Ministry of Education here has very specific requirements for foreign language teaching which must match and model French and Spanish and this would mean the development of at least three more literature courses. The idea is that if we go up to CAPE, there will be the need for Teacher 3 qualified individuals to teach literature. So we are working on this now. I certainly hope that we will be able to have the BA in Portuguese and Brazilian Studies and possibly a Minor in the Teaching of Portuguese as a Foreign Language, as well as continue the Minor in Brazilian Studies.

NR: We have not had any market research done on this, but do you know what the students who are graduating with the Minor in Brazilian Studies go on to do?

JSF: A number of them have become teachers of Spanish. Some are even in Colombia teaching English. Some of them have expressed an interest in teaching Portuguese if they could when it comes on stream in the secondary schools, and have expressed a willingness to return to read additional courses as may be necessary.

We have had some other interesting cases such as Karice King who is working with the Brazilian Gol Airlines in Crown Point, Indira Nowbut who is working with our very own Caribbean Interpreting and Translating Bureau (CITB), and Janine Lutchman who is doing a Master's by distance with the Universidade Nova de Lisboa. Janine is also currently working with the Confucius Institute (CI). One of her main interests is Macau, a former Portuguese colony. It may not seem as if Portuguese has anything to do with the CI, but Macau is now a part of China, so it does.

We do have a list of Portuguese language students over the years, as well as a database of former students who began here and have gone on to Brazil or other places, and colleagues who have taught Portuguese with us over the years. For example, Dr Rachael Radhay did a BA in French and a PG Diploma in TESOL, then did a Master's and PhD in Brazil and settled there. Also, our DCFA colleague, Lesley-Ann Noel, did two degrees in Brazil and is now in the US reading for a PhD.

NR: You know, I was present at this year's LusoFesta celebration (formerly called BRASPO Cultural Day) in April on the campus. What struck me was the number of young people who were engaged and participating in all kinds of things such as the Capoeira demonstration, the Kizomba dance (originating in Angola, and popular in Cape Verde), and all the food and the wine from Porto. That energy, or vibe as the young people say, lends itself to my next question. If you were to make "a wish list", what additional support for Portuguese would you like to see at the St Augustine campus?

JSF: Our biggest item on that wish list would be (at least) one full-time Lecturer position. This would be hugely important. Of course, two would be better. But starting off with one would be fantastic. I am in Linguistics and I can teach Portuguese Linguistics but we need someone who is either a Brazilianist or Lusophonist, that is, someone in Lusophone Studies who can anchor the programme. We need someone who can fully carry the programme together with the Instructor and the Language Assistant. So academic support is our main item.

What I would also like to see is a full Portuguese and Brazilian Studies Programme across the University taken seriously at every level. Cave Hill has been trying to get the Centre for Brazilian Studies off the ground. We are happy about the initiative and we fully support it. With a Centre like that there would have to be representation on the other campuses, and we would be happy to support the Centre here.

We would like to be able to go into schools more and show students what they can do with Portuguese. It is, according to some calculations, either the fifth or sixth most widely spoken language in the world. It is certainly the third most widely spoken European language in the world, after English and Spanish. French and Spanish appear to be more widely spoken because they are spoken in more countries (Portuguese is official in 9 countries, on 5 continents), but Brazil alone accounts for over 200 million speakers of Portuguese. In South America, Portuguese and Spanish are side by side, almost equal in terms of numbers of speakers.

We are planning an exciting concert celebrating 100 years of Samba and 194th year of Brazilian independence. It is called "A Alma Brasileira" – The Brazilian Soul, and features our own Heather MacIntosh-Simon, alongside a number of national artistes, Capoeira troupes (including Acanne Capoeira of which our student Chuma Isi is a key member), and a Brazilian pandeiro player. It takes place on 7 September (Brazilian Independence) in the Central Bank Auditorium. The idea is to teach national singers Portuguese and have them interpret Brazilian samba music.

Brazil has a great deal in common with us – Indigenous Amerindian communities, Europeans (especially the Portuguese) and Africans. There is so much in common between the Caribbean and Brazil, and especially Trinidad and Tobago and Brazil. When we make the extra link with the Portuguese diaspora here in T&T, we realise how much we really have in common with each other.

And something really exciting is happening in Madeira now. They have decided to have a Portuguese Madeiran Diaspora Council. I have been asked to be the representative for the Caribbean, which is a huge honour. I would like to see Heritage Studies take Portuguese from Madeira more seriously.

So to conclude, I would say at least one Lecturer post in Portuguese, support for all of our activities such as "A Alma Brasileira" and future LusoFestas, getting into more schools and making connections across Humanities and Education in the area of Portuguese and Brazilian Studies.

Interview conducted by Dr Nicole Roberts on 28 July, 2016.

# LusoFesta... The Portuguese Language Experience



Dr David Rampersad, Director, CORIA



1. Ila Souza Martins-Padmore, Portuguese Language Assistant, Heather MacIntosh-Simon, Lecturer in Portuguese (l - r). 2. Dr Nicole Roberts, Head, Department of Modern Languages and Linguistics. 3. Mr Roger Camacho of the Portuguese Association. 4. Mr A. de Azevedo Silveira, Minister Counsellor and Ms Carla Chelotti, Cultural Attaché of the Embassy of Brazil (l - r).

Remarks at *LusoFesta... The Portuguese Language Experience*, 15 April 2016 by Dr David Rampersad, Director, CORIA

Salutations. Mr A. de Azevedo Silveira, Minister Counsellor and Ms Carla Chelotti, Cultural Attaché of the Embassy of Brazil; Mr Roger Camacho of the Portuguese Association; Ingrid Khemchand, Karen Cournand and Murella Sambucharan representing the Ministry of Education; Ms Annette Griffith-Ackrill, Principal, Pre-University Centre, Open Campus; Mr Frank Soodeen, Campus Librarian; Dr Beverly-Anne Carter, Director of the CLL; Dr Nicole Roberts, Head, Department of Modern Languages and Linguistics; ladies and gentlemen.

It is a great privilege to speak at this LusoFesta event which is part of a week-long programme that aims to advance the linguistic and cultural development of both undergraduates and postgraduate as they prepare for professional careers – in teaching, translating, interpreting, research, diplomacy and international trade, among others. It will thus help them appreciate the complexities of the international system and prepare for life outside the university.

I want to emphasise that the study of languages is valuable not only to the individual but also to the economy and to the growth of cultural and intellectual life. A report published recently by the British Academy reminds us that the study of languages provides individuals with the knowledge of at least one other culture, thus enabling them to navigate and mediate between more than one culture, an important asset in a globalised world. It inculcates other significant skills including, among others, analytical rigour; resilience; communication skills; maturity and independence (including those developed while studying or working on placements overseas). In essence, the study of languages is a critically important asset for success in the wider world.

From a personal point of view, when I read, in English, that epic poem, the *Lusiads*, which describes the discovery of the sea route to

India by that great seaman Vasco da Gama, I regretted my inability to appreciate its richness contained in its original language. Similarly, when I studied the history of Brazil in the nineteenth century, I was similarly disappointed that I was unable to read that seminal work, *Rebellion in the Backlands* by Euclides da Cunha, in Portuguese.

It is important for us therefore to encourage the study of language and culture especially as, apart from football and carnival, there is, throughout the Caribbean, a gap in our knowledge about the

**I want to emphasise that the study of languages is valuable not only to the individual but also to the economy and to the growth of cultural and intellectual life.**

Lusophone (Portuguese-speaking) world. Unfortunately, this ignorance is mutual: Brazilians, like most other Latin Americans, are equally lacking in their knowledge of the Commonwealth Caribbean. There has been an attempt to remedy this lack of knowledge: in recent years, for instance, universities in the Caribbean, led by the UWI, and in Lusophone countries have begun to engage in internationalisation and actively seek partnerships with their counterparts. In this regard, the support of the Government of Brazil in providing language instructors and visiting lecturers has been notable and is greatly appreciated.

But an event of this nature has a greater message. It reminds us the historical significance of Portugal and the Portuguese language, the countries that constitute the Lusophone world, and their increasingly important role in international economic and political affairs.

There is no need to remind you, for instance, of the achievements of Prince Henry the Navigator who fostered exploration and maritime trade with other continents by financing voyages that undertook the systematic exploration of West Africa, the islands of the Atlantic Ocean, and the search for new trading routes. Indeed, he laid the foundation for the Portuguese empire in Africa, Asia and Latin America. The extent of Portuguese influence in this hemisphere is evident not only in Brazil but in our immediate neighbourhood

## Department of Modern Languages and Linguistics

where there are descendants of Portuguese immigrants in many CARICOM countries who have had an impact on the economy, in cultural matters (Alfred Mendes), in politics (Albert Gomes and Dr Ralph Gonsalves) and in cricket (Stephen Camacho). We are all familiar with the achievements of the late Joseph B. Fernandes in building the reputation of Trinidad rum. In the academic sphere, many of you will recall Dr Andrew Camacho at QRC who was the first citizen to write a secondary school text in Mathematics in this country. And there is our own Dr Jo-Anne Ferreira who, in the face of innumerable challenges, has performed yeoman service in carrying the torch at The UWI for the study of Portuguese and the Portuguese-speaking world.

It is important for us to bear in mind therefore that an event of this nature will not only increase our exposure to the cultures and language, in its various forms, of Portugal, Brazil, Cape Verde and other parts of the Lusophone world. It also reminds us of the importance that CARICOM countries have attached to stronger relations with Brazil, as a strategic economic partner, as they diversify their traditional trade and economic relationships. They have recognised the considerable potential for tourism in both directions, investment, co-operation in improving food and energy security and as a partner in international affairs. Brazil has embraced the Commonwealth Caribbean: at the 2010 Summit in Brasília, cultural and educational agreements were concluded in order to strengthen the relationship. In addition, Portugal, as a member of the European Union, which is the most important development partner for CARICOM, can play a role in championing the interests of the region in the EU.

This event also reminds us of the very significant partnerships that we have established with academic counterparts in the Lusophone world. Many of you will know that the UWI and the Coimbra Group of Brazilian Universities, the members of which comprise many of Brazil's leading universities, with 98% of the country's post graduate programmes and 94% of its academic research groups, have signed a Memorandum of Understanding. The Coimbra Group is interested in collaboration in many areas including, among others, Energy, Health, Education, and Language Training. Members of the UWI have attended the annual conference of the Coimbra Group for several years: I myself attended the last conference in Manchester and we will be represented at the forthcoming conference in Italy.

Our links with higher education institutions in the Lusophone world extend to other geographic areas. The University of Porto is our most significant partner in designing, and helping to obtain significant funding from the EU, for staff and student mobility programmes, programmes such as DREAM, in which the University of East Timor is a partner. The Universidade de Cabo Verde, the Universidade Pedagógica de Moçambique and the Universidade Agostinho Neto in Angola have been our partners in MUNDUS ACP Projects while the Universidade da Paz Timor-Leimo and the National University of East Timor in the CARPIMS Project.

We have cultivated these relations carefully given our interest in strengthening our research capability and in support staff and student mobility. I well remember my visit to the University of Porto in April 2011 when I represented The UWI at the Scientific Committee meeting of the MUNDUS ACP Project that had been called to consider applications by staff and students for funding to attend courses or to undergo placements at member universities of the consortium. Even though I arrived at a time when the

economy was facing severe difficulty, I remember the warmth of the hospitality of the university and of being struck not only by its high standards but also by the interest showed by colleagues in developing relationships with universities in the rest of the world. The visit was made even more enjoyable by the glorious architecture of Porto and the exceptionally fine products of the vineyards of the Douro Valley!

We are also engaged in discussions with King's College London, a major British university – indeed it has just been ranked as number eight in the list of leading European universities – with a view to collaborating in the area of Brazilian Studies through the KCL Brazil Institute.

Other areas of capacity-building include the establishment of the Centre for Brazilian Studies at the Cave Hill Campus that is designed to fill the knowledge gap about Brazil in the region. It is intended to become a multidisciplinary reference point in CARICOM for research on Brazilian society, culture, language, science and technology, and foreign policy, among other areas. Moreover, projects such as the Documentation and Digital Development of Heritage Languages in Trinidad and Tobago led by Dr Brathwaite and Dr Ferreira and Language and Competitiveness: Positioning Trinidad and Tobago for Sustainable Development highlight research that has a direct impact on competitiveness and social development.

Ladies and gentlemen, I have spoken about the relationships between the UWI and its Lusophone counterparts to demonstrate our commitment to active participation and pre-eminence in the international academic arena. Our initiatives in fields such as biotechnology, information technology, natural resources and environmental studies, in tropical medicine, ethnic-linked diseases and health economics - to name but a few - will be pursued successfully as we engage external partners. It is indeed in our best interests to strengthen those partnerships with colleagues who share the desire to engage in research and capacity building in response to common challenges.

I want to strike a note of caution, however. If we are to enshrine our strengths in Lusophone studies and intensify our relations with Lusophone universities, we must increase our undergraduate and postgraduate programmes in Portuguese and Brazilian language, literature, and history among others. We require a strong staff complement that will help establish this university as an important centre for Lusophone studies. Dr Ferreira and her counterparts have performed heroically but require additional support if they are to realise our vision for Lusophone studies. Moreover, good research will materialise only if outstanding staff produce results of the highest quality and attract research funding. In other words, a comprehensive and focussed approach to strengthening Lusophone studies is a priority. In this regard, our development partners, have a role to play in supporting this endeavour.

Ladies and gentlemen, in closing, I should like to thank the organisers for giving me the opportunity to speak to you. I know that both students and staff will have benefited considerably from the activities that have taken place this week. There is no doubt that these events will strengthen our university as we continue to play our role as an engine of regional development.

Thank you.

It is important for us therefore to encourage the study of language and culture especially as, apart from football and carnival, there is, throughout the Caribbean, a gap in our knowledge about the Lusophone (Portuguese-speaking) world



### Wuh Allsopp Tink She Talking 'Bout? Bajan vs Standard English as Mother Tongue

Haynes-Knight, K., **Keisha Evans-Dixon**, T. Winters-Evans

Is Bajan dialect the mother tongue of Barbadians? Should Bajan dialect be used in schools? This debate was fuelled, in part, by Jeannette Allsopp's oral presentation entitled "Language, Culture and the Caribbean Classroom" at a meeting of the Barbados Association of Reading. This paper examines the concept of mother tongue and how it is defined by language scholars. It investigates the attitudes of Barbadians towards the use of Bajan dialect and the reasons for these attitudes. In addition, the article focuses on the impact of these attitudes on the approach to the teaching of Standard English in Barbadian schools. The research of distinguished Caribbean linguists, including Jeannette Allsopp, Richard Allsopp, Hubert Devonish and Peter Roberts, is discussed in this paper.

In Nicholas Faraclas, Ronald Severing, Christa Weijer, Elisabeth Echteld and Wim Rutgers, eds. *Envisioning the Greater Caribbean*. Willemstad: FPI & UoC, 2015. 311-319. Print.

### Behind the Scenes: The Cultural Impact of the Portuguese on Trinidad & Tobago

**Jo-Anne S. Ferreira**



Throughout the 140 years of Madeiran Portuguese emigration to Trinidad, the Portuguese of Trinidad & Tobago have remained a minority group within the national Euro-Creole community and within the wider host society. Because of their full sociolinguistic and cultural adaptation, very little has been left and is known of this group's cultural heritage at either an intra-group or extra-group level. The Portuguese community have played prominent roles in varying spheres of national life, including religion, business, politics, cuisine and the arts. This paper will trace the loss of the Portuguese language and Madeiran culture in Trinidad, and will consider the contributions of three national figures of Portuguese origin or descent to national literature, music, and politics. At first glance, it appears that the Portuguese worked behind the scenes to support the development of Trinidadian literary and art forms, to the seeming neglect of their own. It may well be that their reasons for selecting specific areas were both politically and socio-economically strategic in nature and possibly somewhat sentimental.

In Irene Maria F. Blayer and Dulce Maria Scott, eds. *Intersecting Diaspora Boundaries: Portuguese Contexts*. Berne: Peter Lang International Academic Publishers, 2016. pp. 91-109.

### L'archivage et la préservation de l'histoire littéraire du créole français trinitadien

**Jo-Anne S. Ferreira**



Le franco-créole trinitadien est une langue menacée et méconnue. Les textes variés publiés dans cette langue n'ont pas été largement diffusés, sont souvent difficiles d'accès, et ont généralement été produits pour la communauté universitaire. Un nouveau recueil de textes envisage de changer cette image. Le but de ce travail est double: rendre cette culture écrite accessible à un public plus large, et soutenir les efforts informels de préservation actuellement en cours.

In André Thibault, ed. *Du français aux créoles: Phonétique, lexicologie et dialectologie antillaises (Linguistique variationnelle)*. Paris: Classiques Garnier, 2015. pp. 219-231.



### "Trinidad e Tobago" Dicionário Enciclopédico da Madeira (Projeto Aprender Madeira)

**Jo-Anne S. Ferreira** and Vítor Teixeira

Em 1834 chegaram os primeiros emigrantes madeirenses a Trinidad, vindos da Madeira e da ilha açoriana do Faial. A experiência madeirense na ilha de Trinidad começará nos primeiros meses de 1834. Mais tarde, duas vagas de madeirenses emigraram para a Trinidad a partir de 1846, e por razões muito diferentes. Até certo ponto, ambos os grupos eram refugiados – um grupo composto de camponeses, vitimados pela ruína da economia madeirense, e o outro composto por protestantes fugindo à perseguição religiosa. Estes emigrantes chegaram a Trinidad em estado de indigência. Depois de sentirem dificuldades em encontrar emprego, tendo alguns sido forçados a trabalhar sob contrato após a sua chegada, conseguiram empreender uma nova vida começando empresas de pequeno porte. À exceção de muitos apelidos portugueses, que continuam a enfeitar as lojas e empresas, ou que polvilham as páginas dos livros de história da Trinidad, e que os descendentes sentem orgulho em referir e descobrir, não restam muitas mais lembranças culturais da comunidade em Trinidad. A sua eminência é indubitavelmente o resultado duma combinação eficaz de ambição, diligência e perseverança.

In José Eduardo Franco, ed. *Dicionário Enciclopédico da Madeira (Projeto Aprender Madeira)*. Lisbon: Clepul, 2015.

Web. <http://aprendermadeira.net/trinidad-y-tobago/>



## The social dimension of FL listening comprehension: From theory to practice in higher education

**Diego Mideros**

This paper illustrates how the Spanish undergraduate degree programme at UWI, St. Augustine, has applied some recent theories in listening comprehension research to move away from the view of listening as a “passive-receptive” skill (Vandergrift, 2007). The paper traces the theoretical shift in L2 listening research from a learner-internal phenomenon to a more socially-oriented dimension. The study qualitatively describes how students in the research context perceived this new social dimension of listening comprehension and how it affected their listening comprehension practices inside and outside of the classroom.

*The Caribbean Teaching Scholar*, 5.2 (2015): 18-26.

Web. <http://journals.sta.uwi.edu/cts/index.asp?action=viewAbstract&articleId=773>

## L'horizon de l'évènement : Un construit culturométrique émergent expliquant les inégalités de résultats académiques de différentes cultures dans le même système éducatif

**Béatrice Boufoy-Bastick**



Why do students from different cultural groups who experience the same education system have marked differences in academic achievement? These differences in academic attainments within the same education system between cultural groups has been a perennial problem affronting our guiding assumptions of equity and meritocracy and many failed solutions have been proffered. Are some cultures genetically more intelligent than others? Have some groups got more material advantages enabling them to make better use of the education offered? Is it a self-repeating history of socio-cultural advantage vs. socio-cultural exploitation? This article explores the cultural differences that influence academic attainments using the bi-ethnic educational context of the Fiji islands. It introduces the methodological construct of Event Horizons to shed light and explain the differences in language didactics. Based on the assumption that pedagogical practices are culturally defined, 232 II. KALBŪ DIDAKTIKA, it shows how the interpretation and operationalization of a English as a second language curriculum prescribed by the Ministry of Education by two culturally different ethnic groups, the native Fijians and the Indo-Fijians, leads to markedly differential attainment outcomes: this gap is explained by their different education expectations associated with their different Event Horizons. Now, the unsolved question remains: how to value the richness of cultural differences, yet close the attainment gaps.

*Verbum* 6 (2015): 220-232.

Web. <http://www.zurnalai.vu.lt/verbum/article/viewFile/8820/6561>

## The Power of Community Branding: An examination of the impact of imposed categories on policing a 'crime hotspot community'

**Danielle Watson**



The paper is a section of a larger research project examining the manifestations of power in the labels, stigmas and stereotypes imbued in the discourses of police officers and civilians in a suburban, low-income community in northern Trinidad. The larger study scrutinizes the labels used by police and civilians to categorize each other while attempting to negotiate power during their interactions. Within this paper, I examine the formal labels assigned to the community within which the civilian participants for the larger study reside. These formal labels are identified and assessed to determine the extent to which they impact police/civilian relations at the community level and the extent to which they depict varying dimensions of power. The study employs emergent meaning construction strategies to provide descriptions showing how the lexicon of the authors of these formal labels project power through their contextual, cultural and situational expressions. It relied on an examination of formal labels identified in media data relating specifically to the researched community. It resulted in the identification of 11 formal labels manipulated by their authors to present interpretative and interactive frames which alter and renew meanings operating between police and civilian within the researched community.

*Journal of Multicultural Discourses*, Vol. 11, 1. (2016): 51-68

## Discourse, Globalisation and the Translocalisation of Gangspeak with Evidence from Trinidad

Renée Figuera and Wendell C. Wallace



Studies on the language used among gang members and members of the underworld are usually glossaries from metropolitan locations, which do not include the language used by their Caribbean counterparts (See Knox, 1997; Green, 2011; Roman, 2014). In addition, glossaries or dictionaries from these non-Caribbean territories do not usually highlight cultural and linguistic resources from other international contexts, as influencing the language use of gang members in their own territories. This exploratory study examines the translocalisation of lexicon and discourse styles in gang-related communities of Trinidad, as evidence of “the transporting of signs or objects attached to one place into those other places, where they can be reinterpreted otherwise” (Pennycook, 79). As can be expected, the language in use in these gang communities, draws its sociocultural and sociolinguistic characteristics from local and global contexts. The study uses a triangulated methodology based on snow-ball sampling. This includes initial elicitation from a cultural informant, archival data from movie scripts, verification in gang and correctional dictionaries and member checks among six informants from three districts in Trinidad. The results show a transidiomatic practice of creating a combined code of linguistic resources, from a range of communicative channels, both local and distant. The communities of practice surrounding gang operations and the global spread of hip-hop, rap and dancehall reveal translocalised and transidiomatic effects, from these sources among others, as present in the codes of more than one gang-community within Trinidad. Despite the phenomenon of borrowing, an opaque characteristic of local gangspeak may be attributed to polysemy, “talking in heights” and the complex morpho-semantic resources which make meaning equivalents unavailable in metropolitan dictionaries. This type of research is relevant to the fields of language contact in sociolinguistics, cultural criminology, and anthropology, as well as to a cross-section of stakeholders, who may find it useful to their understanding of gang culture. Among these interested parties are linguists, police officers, educators, social workers, criminologists and lawyers.

*Readings in Language Studies Book Series*, (2016), Volume 6: A Critical Examination of Language and Community. Ed. Paul Chamness Miller, Brian G. Rubrecht and Erin Mikulec.

## Foreign Language Teaching and Learning in a Reading Comprehension and Writing Module: A Higher Education Analysis

Carolina Arrieta Castillo, Suly Corredor Sánchez, Paola Palma Rojas and Nicole Roberts



The Spanish section of the Department of Modern Languages and Linguistics at The UWI, St Augustine decided to begin teaching a two hour module of the courses: SPAN 1001 and 1002 to first year students, in the online mode. This paper's principal objective is to reflect upon students' and teachers' perspectives on benefits and challenges of the blended learning mode of delivery for Spanish programme. It examines the online reading and writing module to assess student writing interaction as well as to determine best practice in the teaching of these skills in the foreign language at the tertiary level in a 21<sup>st</sup> century Caribbean context. Data collection consisted of observations of the course design before and after the innovation, student surveys and teacher interviews. Among the most relevant findings are: students and teachers prefer to have an online delivery of this class rather than the previous face to face class; the variety of activities lead to higher interaction among

students; change of roles for teachers and students, fostering more active learning among students; and a rise of digital culture for academic purposes. However, some restructuring is required in terms of teachers' feedback delivery and students' and teachers' required time for activities. The paper suggests continued promoting of this online module since it develops both technological literacy and higher written interaction in the first year of the Spanish programme.

*International Journal of Educational Excellence* 2.1 (2016): 81-100.

Web. [http://umet.suagm.edu/ijee\\_issues](http://umet.suagm.edu/ijee_issues)



## RDI FUNDED DMLL PROJECT

Members of the Department have been active at The UWI's Research Expo since it was started in 2013. In September 2015, the Research Day featured the work of the the Linguistics Section through 5 workshops, 1 film screening, and 3 posters. Including those featured here.

The posters focus on the work done by Dr Ben Braithwaite and Dr Jo-Anne Ferreira, with the support of the RDI Fund. The project is entitled *Trinidad and Tobago Endangered Languages (TTEL): Digital Documentation of National Heritage Languages* and will continue as long as the researchers find native national speakers (Patois (French Creole) and Bhojpuri) and signers (Trinidad and Tobago Sign Language or TTSL).

<http://sta.uwi.edu/rdifund/projects/ttel/index.asp>



### FACULTY OF HUMANITIES & EDUCATION



## TRINIDAD AND TOBAGO ENDANGERED LANGUAGES PROJECT (TTEL) PROJECT

### Uncovering the Hidden History of Trinidad and Tobago Sign Language

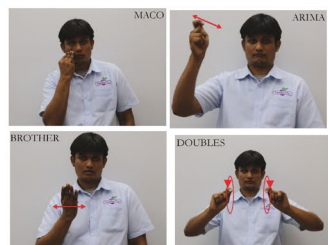


TTSL was created by deaf children at Cascade School for the Deaf in the years after it opened, in 1947. Although hearing teachers tried to ban signing in class, it was passed on in the school's dormitories.

TTSL is a uniquely Trinbagonian language with its own grammar and vocabulary and a source of pride to the Deaf community. It is crucial to the education of Deaf children and central to the human rights of Deaf citizens.

The RDI's TTEL project recorded the language of older signers, including some of its original creators.

This has allowed us to start to document the language, understand its structure and how it developed, and to produce new language resources.



### FACULTY OF HUMANITIES & EDUCATION



## TRINIDAD AND TOBAGO ENDANGERED LANGUAGES PROJECT (TTEL) PROJECT



*Sa ki sla-ou, sé sla-ou or  
"What is Yours is Yours":*

### Patois, Trinidad's Heritage Language

#### Why Preserve Patois?

##### 1) Patois is a Window on our Past and Explains our Present

- Trinidad and Tobago has 12 heritage languages.
- Patois is one of the oldest surviving languages of the country (c. 1783 to now).
- Intangible Cultural Heritage must be preserved.

##### 2) Patois Opens Doors

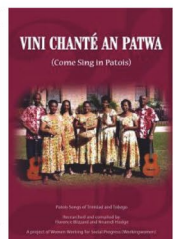
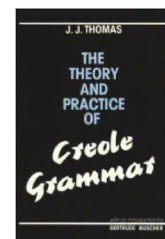
- to elders at home and abroad
- to over 12 million Patois-speakers in the region
- to wherever Patois is spoken in countries of different official languages (Brazil, French Guiana, Venezuela, Haiti, the Windward Islands, the USA and beyond)

##### 3) Patois Opens the Mind

- expand neurolinguistic capabilities (bilingualism and biliteracy)
- develop linguistic and literary creativity
- reduce linguistic profiling and linguistic discrimination
- increase sociolinguistic awareness
- educate

##### 4) Patois Opens Worlds

- ethnobotany in Trinidad
- national history
- culture (cocoa, bèlè, proverbs)
- music (bongo, calypso, kwèch/crèche, folk songs, zouk, kompa, cadence)
- literature (historical diaries and travelogues, folktales, stories, novels, plays and poetry)
- words, words, words - words of Patois origin continue to be in use throughout the French influenced English-official Caribbean



# WEST INDIAN LITERATURE CONFERENCE 2015

*We Must Learn to Sit Down Together and Talk  
about a Little Culture*

1 to 3 October 2015  
Río Piedras, Puerto Rico

In her book of essays, *We Must Learn to Sit Down Together and Talk About a Little Culture* (2012), Sylvia Wynter reconceptualizes the history of the Caribbean adapting Enrique Dussel's terms "gaze from below" and "the Caribbean as the ultimate underside of modernity." The West Indian Conference 2015 used Wynter's words as the theme of the conference which aimed to foster talk on the notion of communities as agents of culture and as partners who contribute expertise, share decision making and ownership of knowledge production. When Wynter says "talk about a little culture," obviously, "little" does not mean small – Caribbean culture is multi-layered, complex, intriguing, and in that sense, very "large". With irony, she seems to mean talk "a bit" or "a while" about something that, although expansive and omnipresent, frequently gets ignored in official and academic discourses. Conference presentations centred around areas as diverse as Carnival, Obeah, Shouters, Vodou, tea meetings, Rastafarian drumming, Kalinda, Big Drum, santeros, curanderos, Nine Night, Jonkonnu, bomba, etc., etc. – "a little culture" – as well as more formal literature, art, theater, dance, and music.



Dr Nicole Roberts, Dr Maria Grau Perejoan, Adonis Díaz Fernández, Dr Antonia McDonald (St Georges) and Professor Carolyn Cooper (Mona, Jamaica) in Old San Juan

Two staff members of the DMLL, Spanish section presented papers. The panel "The Caribbean Literary Context: Interpretive Nuances in a Pan-Caribbean Dialogue" was organised by Dr Nicole Roberts who was also the discussant for the panel. The presenters on the panel were Adonis Díaz Fernández, María Grau Perejoan and Nicole Roberts. The three panelists are all scholars of Caribbean literature and in the panel, they sought to interrogate varied theoretical approaches to interpreting Caribbean literature. The panel addressed the notion that as postcolonial scholars, it is time that we seek to ground our analyses with theoretical paradigms which may be more appropriate to

addressing the problems of the Caribbean region.

The panel contributed to the success of the conference and the aim of cross-talking the Caribbean from the Caribbean. Moreover, for the panel two of the papers were given in English and one in Spanish and the panelists all assisted with translating the presentation as well as the discussion following the paper. We are happy to include in *Research Notes* Volume 3, the following abstracts which represents research work being carried out in the DMLL.

Re-reading historical forces, religion and culture in Mayra Santos Febres' *Fe en disfraz*

Nicole Roberts (UWI)

Mayra Santos Febres' *Fe en disfraz* was published in 2009. The novel plays with the reader's understanding of the gothic novel and the historical novel as it presents dimensions of both. Santos Febres discusses alterity in a variety of ways, specifically through commentary on pagan rituals, race and identity. This paper will make a close reading and analysis of the short novel and argues that it is only through an analysis of the intersection between an imaginary past and a tenuous present that we are able to understand history/historical forces which in turn force an understanding of the present, thus foregrounding the centrality of the writer in Caribbean society.

Translating Trinidadian writer Earl Lovelace: Engaging in a pan-Caribbean dialogue and the activist dimension of the translator

Maria Grau Perejoan (Universitat de Barcelona, Spain)

The translation of Caribbean writers can work as a crucial tool to foster cultural exchanges between different linguistic areas of the region. Focusing on Trinidadian novelist Earl Lovelace – an author who has been defined as 'regional' or 'local', has generally been less critically attended and not widely translated. The paper contends that opening up Lovelace's works to a Spanish-speaking world would be directed to the Caribbean region itself. In this way, translations of Lovelace's texts would not only enhance the vision of the region but would also work towards reinforcing a dialogue within the region.

Orishaismo: La invaluable presencia de arcanos literarios

Adonis Díaz Fernández (UWI)

ORISHAISMO could be the name of the contemporary Afro Cuban literature matrix which addresses the issue of the Orishas, linked to a worldview based on historical, social, cultural and ancestral heritage. African heritage in Cuba is closely related to the subject of religion, and reflected in the literature aimed at the reaffirmation of identity, *cimarronaje* and the recognition of the civilizing space of the individual. The purpose of this study is to rename and reclassify this literature, through the analysis of the book, *Cimarrón de Palabras* (2010) by Rogelio Martínez Furé, so as to identify this literary genre of transcultural character.

Jamaica, 2 to 5 August 2016



Back, Dr Winford James, Nerle Robertson, Dr R. Sandra Evans, Prof Ian Robertson, Byron Jones, Lily Kwok, Sophia Leps, Dr Jo-Anne Ferreira and Dr Joseph Farquharson (l - r). Front: Jennifer De Silva, Samantha Jackson, Kristian Ali, Rehana Omardeen, Felicia Bisnath and Tanyia-Joy Wilkins (l - r). Missing: Alicia Lamb, Dr Kathy-Ann Drayton, Dr Ben Braithwaite, Paulson Skerrit and Ronald Francis.

## 21<sup>st</sup> Biennial Conference of the Society for Caribbean Linguistics (SCL)

The Society for Caribbean Linguistics (SCL) held its 21<sup>st</sup> Biennial Conference at The University of the West Indies, Mona campus, from 2 to 5 August 2016. The theme of the conference, *Caribbean Languages to di World: Caribbean Languages in a Globalised World*, aimed to recognise and celebrate the spread and influence of Caribbean languages worldwide. The conference covered a number of languages (33 plus languages), and a range of language issues including, inter alia, language structure and language use in Caribbean environments, bilingual education involving vernacular languages, language rights and language in the law, and sign linguistics. Presenters of a variety of nationalities came from 36 universities as well as other organisations based in some 23 countries.

The DMLL was very well represented at the conference by staff members, postgraduate as well as undergraduate students, who made paper and poster presentations on various areas of linguistics. Two staff members of the Linguistics Section, Dr Ben Braithwaite and Dr R. Sandra Evans presented papers in the areas of Sign Linguistics and Forensic Linguistics/ Language and the Law, respectively. A retired member of the Section, Professor Ian Robertson also presented a paper on Language and Socialisation among the Arabic-speaking community in Trinidad and Tobago.

Dr Kathy-Ann Drayton spearheaded the launch of the brand new Caribbean Speech-Language-Hearing Association (CaribSHA), bringing together Speech-Language Pathologists and Audiologists from across the entire Caribbean region, while Dr Jo-Anne Ferreira, who was Secretary-Treasurer and Treasurer for 14 years and one of the conference organisers, was voted in as the new Vice-President (President Elect) of the Society.

The four current postgraduate students who attended the conference, Ronald Francis, Samantha Jackson, Byron Jones and Alicia Lamb-Sterling, all presented commendable papers on a range of topics in linguistics including St Lucian

French Creole Phonology, Child Language Acquisition, Corpus Linguistics and Sign Linguistics, respectively.

Past and current undergraduate linguistics students, Lily Kwok, Kristian Ali and Felicia Bisnath also presented individual and joint papers and a poster at the conference, on topics such as Sign Linguistics and Trinidadian French Creole Syntax. Rehana Omardeen, a former tutor in the Department, was one of the co-presenters of a Sign Linguistics paper, and current and past students of UWI, St Augustine were also present to support this dynamic and impactful scholarly conference.

The participation of staff and students of the DMLL in this conference clearly reflects the Department's commitment to, and support for, the advancement of education and creation of knowledge through excellence in research at the UWI. We are proud to include an overview of their research in this third edition of *Research Notes*.



### The Use of Classifiers in the Language of Deaf People in Trinidad and Tobago

Kristian Ali (UWI, St Augustine)

Classifiers in signed languages are handshapes that can be used to represent certain kinds of referents and actions. They allow signers to efficiently convey meaning and are one of the most marked differences between the visual-gestural systems of signed languages and the aural-oral systems of spoken languages. Whereas speakers are limited to uttering one word at a time, signers possess the ability to encode a great deal of information simultaneously,



by employing multiple articulators. Classifiers play an important role in this process. Extensive work has been done on this important feature in many sign languages of the world. While classifiers are found in all the (national) sign languages that have been studied to date, it has been claimed that some emerging sign languages lack certain types of classifiers. It is therefore interesting to study classifiers in Trinidad & Tobago Sign Language (TTSL), which is a young(er), indigenous language that is still in the process of being documented and researched.

The data for this research come from a corpus of video recordings of naturalistic conversations between Deaf signers, and a storytelling task, designed to elicit a range of classifier types. The videos were categorised into 3 groups

based on age and education background: those signers who attended the Cascade School for the Deaf before the introduction of American Sign Language (ASL) (aged 42 and up), those young signers whose education would have been heavily influenced by ASL (aged 29 and under) and those signers in the middle (aged roughly 30-42). The categorisation of classifiers used in this research is based on Suppalla's seminal description of the classifier system in ASL (1986). Three of the broad categories are examined: Semantic CLs, Size and Shape CLs and Instrument CLs.

The research finds that signers in Trinidad and Tobago make use of all of these types of classifiers with varying frequency and for different functions. One reason for this is dependent on context. Signers make use of classifiers, for example, taking into space constraints, depiction of emotions and point of view. The research also finds that sociolinguistic factors such as age and education background also affects signers' use of classifiers.

The research is important because it can be used in language teaching, including interpreter training, teacher training, and to support early linguistic access for Deaf children.

### A Description of Copular Clauses in Trinidadian French Creole

Felicia Bisnath (UWI, St Augustine)

Trinidadian French Creole (TFC or Patois) is an endangered heritage language of Trinidad & Tobago belonging to the



## Department of Modern Languages and Linguistics

Lesser Antillean French Creole family that includes St Lucian French Creole (SLFC) among others. SLFC has been more extensively analysed than TFC, and will serve as a basis for comparison with TFC. The only grammar of TFC was written 146 years ago by John Jacob Thomas and is in need of a modern, synchronic update. One area of interest is that of copular clauses, not treated comprehensively by Thomas and not previously studied in TFC. This study partially addresses this lacuna using Higgins' Taxonomy (HT) (1979) of copular clauses as an entry point to description. HT identifies 4 classes: predicational (PC), identificational (IC), specificational (SC) and equative (EC). PCs may have AP, PP or NP complements while the other classes have NP complements.

Data were collected from two native speakers from Paramin using reverse translation elicitation (RTE) and construction and introspection elicitation (CIE). All of Higgins' classes are found in TFC and within those, the overt copulas /se/, /te/, /sete/ and /je/ are found; these are also found in SLFC (Carrington 131). This is significant since Thomas only explicitly identifies /se/ as a copula (76). Additionally, the results identify a split in the PC that occurs because it can accept phrases other than NPs. Finally, the distribution of /je/ indicates that since it surfaces in interrogatives with APs and PPs in their D-structure, predicational clauses with AP and PP complements have a copula in D-structure that is deleted in S-structure.

These findings are significant because they provide native speaker evidence for the existence of 4 copular forms in TFC where only 1 had been previously explicitly identified and 2 implicitly identified. It is important that such updates be continued because of the endangered state of TFC.

### The Diversity of Caribbean Signed Languages and What It Means for Linguists and Linguistics Ben Braithwaite (UWI, St Augustine)

Linguists are only now beginning to investigate Caribbean signed languages in systematic ways. Recent documentation projects have begun to investigate previously undescribed languages in Haiti, Guyana, Trinidad & Tobago, Cuba, Suriname and Jamaica. Gradually, a picture of considerable linguistic diversity is emerging. We now know of at least ten signed languages indigenous to the Caribbean, and

there are almost certainly more that have not yet been identified by linguists. Four more languages with origins outside the region are used natively by Caribbean signing communities, and another, British Sign Language, has left its mark across the English-official territories of the region. This paper provides an overview of sign language diversity in the Caribbean, discusses what these languages can teach us about questions of linguistic theory, and raises some ethical and methodological challenges for linguists interested in investigating them further.

Caribbean sign languages provide linguists with the opportunity to examine how linguistic structure emerges over time. We can see phonological systems emerge from iconic gestural systems, and observe the development of morphological and syntactic patterning, and how these processes are affected by the social and environmental circumstances of signing communities. There are Caribbean sign languages whose oldest users are still alive, allowing us to track the process of language creation from its beginnings, over the course of several decades. We can observe the effects of intense multimodal language contact on these systems, including contact situations and outcomes which have no clear parallels in the literature on spoken languages. The ways in which imported

sign languages have changed in the Caribbean provide new insights into the ways in which language change can be shaped by perceptual factors.

The study of these languages raises ethical and methodological issues, some of which will be particularly familiar to Caribbean linguists concerned with marginalised languages, such as how to ensure that research agendas serve the interests of, and ideally are set by community members. It also presents new challenges, such as how to train a generation of native signer linguists, and how to engage with communities when official organisations which purport to represent Deaf people may not be accepted by the populations they claim to serve.

Finally, the paper considers the future of this linguistic diversity, showing that is extremely fragile, and that the actions of linguists today are likely to have profound consequences for the future of these languages, and the communities to whom they belong.



### The History of Sign Language and the Deaf Community in Jamaica

Ben Braithwaite (UWI, St Augustine), Alicia Lamb-Sterling (UWI, St Augustine), Rian Gayle (Western Oregon University) and Taryn Forrest-Harriott (Jamaica Association for the Deaf)

This paper attempts to provide a description of the history of signing and of the Deaf community of Jamaica. The historical description shows that sign language in Jamaica goes back well before the arrival of American missionaries in the second half of the twentieth century, and suggests that JSL should not be viewed as a variety of ASL, but as a language with older roots, which already existed when ASL arrived. We provide evidence of how the various historical forces which have affected and shaped the emergence and development of sign language in Jamaica can be seen manifested in linguistic variation today. We argue that research into the history of Caribbean sign languages and Deaf communities is important for a variety of reasons: it focuses attention on linguistic variation which might otherwise be missed; it provides us with new insights into the nature of language emergence; and it helps to strengthen Deaf community identity.

### Trinidad & Tobago Sign Language Interpretation: Multilingual and Multicultural Considerations

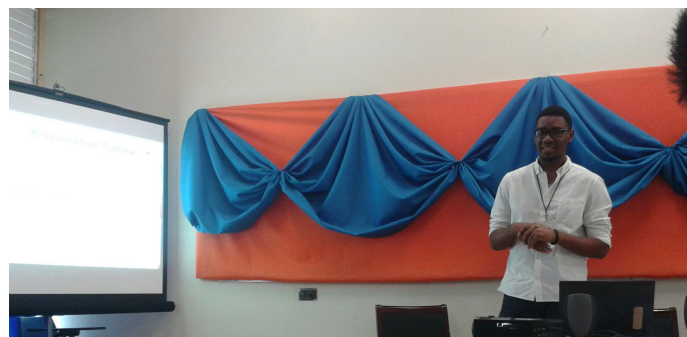
Jeffrey E. Davis (University of Tennessee) and Paulson Skerrit (UWI, St Augustine)

This paper concentrates on international and interdisciplinary collaborative efforts among sign language linguists, teachers, interpreters, and community stakeholders from diverse linguistic and cultural backgrounds in Trinidad & Tobago. It features recent research findings, fieldwork, and newly published works, aiming to advance a greater understanding of the signed and spoken language varieties of multicultural/multilingual communities, like the challenges encountered by sign language interpreters and researchers working in Trinidad & Tobago Sign Language (TTSL) contexts. Prior to the research reported here and outreach project carried out 2010–2015, the majority of sign language interpreters in Trinidad & Tobago did not have formal training in sign language, interpretation, or linguistics. The outcomes of the project reported here were initiated in response to the concerns among Trinidad & Tobago interpreters and members of the Deaf community that working interpreters did not hold qualification or certification to be working as professional interpreters. While the paper focuses on sign language interpreting, it also illuminates other topics like the status of Caribbean signed languages, language contact and change, the role of sign language in education, and

Deaf community involvement in teaching and evaluating interpreters.

This paper will bring together the perspectives of interpreters, consumers, educators, and linguists from various TTSL sociolinguistic backgrounds as well as other locations across the Caribbean—Deaf and hearing, Native and non-Native. The paper will be of interest to researchers working in culturally and linguistically diverse communities as well as to community stakeholders and a range of professionals working in TTSL and other Caribbean contexts.

### Determiner Allomorphy in St Lucian French-Lexicon Creole



Ronald Francis (UWI, St Augustine)

Often, it is claimed that Creole languages are structurally simple and show scant morphophonological complexity, for example, little inflectional morphology. However, Creole languages appear to have much more structural complexity than previously contended. One such example of this complexity is the behaviour of the postposed definite article (DET). In St Lucian French-lexicon Creole (SLFLC) and other French-lexicon Creoles, DET has a variety of allomorphic variations which are predictable from the last phoneme of the noun to which it is affixed. Several analyses of this phenomenon have been done and it has been shown that French-lexicon Creoles have a typologically unusual preference for CC clusters and vowel hiatus instead of the expected prevalence of and preference for CV structures (Klien 2003).

This paper examines data from various discussions on determiner allomorphy to provide a comprehensive account of the distribution of DET in SLFLC, including the main phonological processes at work: nasalisation, boundary shift and deletion. The paper posits that the rule order that governs the distribution of DET in SLFLC is different from the rule order outlined for HC by Tinelli (1981). Furthermore, I will show how the rule order outlined for DET in SLFLC also applies to other postposed morphemes (eg: reflexive and possessive pronouns) in SLFLC. Ultimately, the findings align with notions that creole languages are indeed structurally complex and the data may be used to contradict claims that they are simple and have little inflectional morphology.

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### "It's not a problem; we do it ourselves": Interpreting for the Police in Dominica and St. Lucia R. Sandra Evans (UWI, St Augustine)

While there are moves in a number of countries to control for quality in court interpreting, e.g., through interpreter training and accreditation, there is generally a distressing lack of such concerns in relation to interpreters used in police interviews (Eades 2003) and in other law enforcement procedures that are essential to the proper delivery of justice. For example, in the United States, there appears to be a constant level of unpredictability as to what sort of interpreter will be employed by the police, and the quality of interpreting that they will provide at any given moment. Interpreters come in the shape of, inter alia, police officers, police informants, relatives of detainees or suspects, children of crime victims, and respected members of the community (Berk-Seligson 2000). Yet with their assistance, the police produce official transcripts that are often submitted at trial for evidentiary purposes. Berk-Seligson contends that one ought to question the validity of some of those transcripts, given their potential importance to both defence counsel and prosecution alike (2015).

Although there is a growing body of literature on the problematic nature of interpreting in police procedures, there is a marked dearth of research on the topic in Creole-language situations in the Commonwealth Caribbean. This paper explores the interpreting practices of police officers when dealing with Kwéyòl-dominant speakers in Dominica and St. Lucia. It questions the sort of interpreters used, the quality of interpreting provided by these interpreters, and the possible consequences for (1) for the interpreter, (2) for the Kwéyòl-dominant speaker and, (3) for the administration of justice. The analysis underscores the need for more formalised interpreting practices in police procedures in the two islands and for the professionalisation of interpreting in these procedures.

### Trinidadian Pre-schoolers' Personal Pronouns and Possessive Determiners

Samantha Jackson, (UWI, St Augustine)

The Trinidadian English Creole (TrinEC) personal pronoun



system differs from that of TTE in many ways. Its interaction with English pronouns has warranted investigation and although some comments have been made regarding adult speech (cf. Solomon [1998]), research has not been done to determine the personal pronoun system of Trinidadian children. This study in particular is concerned with the use of subjective case, objective case and reflexive pronouns as well as possessive determiners.

This paper reports on the results of a data collection exercise carried out among a cross-section of 75 children aged 3 to 5, from the 7 educational districts in the island of Trinidad between January and March 2014. All 75 children participated in an elicitation task, part of which was geared towards exploring their personal pronoun and possessive determiner usage. The activity was conducted once in English, and in TrinEC on a separate occasion. A subset of 26 children also participated in play sessions in order to collect natural language data. For each child, 100 utterances or as close to 100 utterances that could be collected within 30 minutes, were transcribed. The data were coded and then pronouns, within their utterances were extracted. The data were tallied and sorted for quantitative analysis using Excel spreadsheets. Preliminary results show that preschool children's speech indeed mirrors that of adults. Participants across age groups produced a wide range of pronouns, reflecting competence in both TrinEC and TTE. This range included seemingly complex constructions such as reflexive "allyuh own self" meaning "yourselves". The data will also be analysed according to district to look for possible trends in variation. This information will be useful to local teachers and curriculum developers for entry-level primary school classes, since it provides information about child speech prior to becoming eligible for primary school entry.

### The Corpus of Jamaican Popular Music: Construction and Methodology

Byron Jones (UWI, St Augustine)

This paper serves to formally introduce the COPJAM corpus and its methodology. In doing so, the paper will (1) discuss the overall design of the corpus, (2) explain the choices made and criteria used to arrive at its content, (3) describe the verification process, (4) identify and justify the already coded variables and variants, and (5) detail the data it holds. The paper concludes with a presentation and discussion of preliminary findings discovered after initial analysis of COPJAM's data. Exemplification of such findings is that, there is a 54% to 46% relative frequency of use for English versus JC within the database. Additionally, the data hints at a systematic and somewhat hierarchical relationship existing between song themes, period, genre, delivery style and stanza, which correlate to language use over the 50-year period.

### Sign language in South Rupununi, Guyana Lily Kwok, (UWI), Rehana Omardeen, (UWI) and Ben Braithwaite, (UWI, St Augustine)

This paper provides an initial description of a previously undescribed signed language used by deaf and hearing people living in several Wapishana villages in the southern Rupununi Savannah, Guyana. Several rural sign languages have been described in the Caribbean, including those in Kajana (Suriname), St Elizabeth (Jamaica), Providence Island (Colombia) and Grand Cayman (Cayman Islands). Very little has been published about the sign language situation in Guyana. The purpose of the research, therefore, was to establish how deaf people in South Rupununi communicate with each other, and with their hearing family, friends and neighbours. By gathering this information, we hoped to raise awareness of the needs of deaf people, and to help to create a better understanding of their language. This in turn could be used to provide better educational opportunities for deaf children, and greater social inclusion for all deaf people. Research took place over two trips, with the assistance of a guide. Eleven deaf people were identified throughout the area. The researchers devised their own elicitation materials by photographing local materials, ranging from flora and fauna to everyday objects. With each participant's permission, we recorded them signing the concept for each picture prompt. We also recorded naturalistic conversation of various forms: 1. Signing between two deaf individuals; 2. Signing between a hearing individual and a deaf individual; and 3. Signing between a deaf individual and one of the researchers. Lexical comparisons revealed significant similarity between deaf signers in different villages. There was also evidence of morphological structure, through the use of compounding. Other initial observations include: a consistent preference for Subject before Verb word order; utterance-final negation; and the use of name signs.

### Language and Socialisation among the Syrian-Lebanese Community in Trinidad Ian Robertson (UWI, St Augustine)

The Syrian-Lebanese community represents the most significant group of twentieth century migrants to the Caribbean in general, and to Trinidad in particular. The emergence of this community within a new linguistic context required its members to make significant

adjustments to their social interaction, educational, and language practices in order to be properly integrated into the new matrix culture. The experiences and linguistic behaviours of this community have not yet been the subject of linguistic study. This presentation examines data from a series of interviews with conveniently selected sections of the community in order to give a preliminary linguistic profile of the community. It specifically looks at the levels of linguistic competence in the relevant range of languages and attempts to provide specific indicators of the critical factors influencing the fates of the languages. The paper further attempts to account for the levels of competence displayed across generations and/or gender levels.

### Practices that Lead to Gains in Word Identification Skills for Visual Language Learners Paulson Skerit (University of Tennessee/UWI, St Augustine)

The average performance of Deaf and hard of hearing (D/hh) students on tests of reading comprehension is several grade equivalents below their high school hearing peers. The reading-writing connection is one way to address the literacy challenges of D/hh learners. This paper will explore that connection in instruction that was driven with a high fidelity to the principles of Strategic Interactive Writing Instruction (SIWI). The data for this study came from two grade three classes involved in the second half of a Year II project that was part of a 3-year Institute of Education Sciences-funded project to develop SIWI for use with D/hh students. The video footage of 18 and 31 SIWI lessons spanning two units of instruction in a Total Communication (TC) and Bilingual classroom respectively were examined using a comingling of inductive and interpretive analysis and utilising Spradley's nine semantic relationships to determine the instructional and learner practices and routines that supported development of word recognition skills. Highlights of the 49 lessons will be provided and the following instructional and learner practices and routines will be discussed: engaging students in cognitively demanding discourse that featured extended discourse and persistence in questioning; a high volume of repeated and wide reading; high volume of writing; multiple representations of words with an emphasis on fingerspelling; and attending to language input. Recommendations for using this simultaneous approach - with the specific adaptation to the writing process of a translation component - to teach literacy skills to D/hh students in the context of the new thematic curriculum being used in primary schools in Trinidad and Tobago will be presented. •



# LINGUISTICS RESEARCH DAY

## Language and Diversity in “Comm-Unities”

### LRD 2016

The Linguistics Research Day (LRD) is organized by the Linguistics Section of the DMLL. 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 2015-2016, or LRD-2016 took place on 24<sup>th</sup> March 2016 in the Centre for Language Learning Auditorium. On this occasion, members of academic staff shared their current research projects. This summary offers a brief overview of each presentation.

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

The multiplicity of negative linguistic and paralinguistic constructions used in the everyday discourse of describing, expressing and experiencing non heteronormative sexualities generates an emotive language use that has come to characterize language and affect of members of the LGBTQ community in very real and disruptive ways. The transgender sex and gender identity has not escaped such a diatribe unscathed. This is case with the male to female transgender Caribbean born but Torontoraised protagonist of Shani Mootoo's 2015 fictional work, *Moving Forward Sideways Like a Crab*. The vagaries of sex, gender, race, ethnicity, geography and social class become a delicious milieu to interrogate language and affect in Mootoo's literary craft along the lines of a feminist research ethic with its attendant four dimensional focus on attentiveness to power, explicit boundaries, relational subjectivities and contextual situatedness.

Since art mimics life and literature itself is mimetic, it would prove extremely interesting to ascertain whether Mootoo's work resonates with a real life transgender individual who, like Mootoo's protagonist, is Caribbean-born and of Indian descent but is transgending from male to female and is on the throes of deciding on corrective surgery. Does such an individual find a

kindred spirit in Mootoo's character? Or does she generate a separate and distinct gender identity that is the product of language and affect in the social constructivist reality that is her own?

#### Perceptions of Language Threat in the Caribbean: The View of the Speakers Petra Avillan, Univ. de Puerto Rico

Issues of language threat, language attrition and language endangerment have surrounded the languages in the Caribbean since the colonising period. In my own quest to understand the evolution of the languages in the Caribbean, I found that the language endangerment descriptors, the decisions about language policies, language awareness projects and language maintenance initiatives around the world were made mainly by the linguists and policymakers and on few occasions stemmed from the indigenous languages or Creole speakers. If it is true that “Each individual makes decisions about how and when, if at all, to use the language and as a result the external or communal language changes. [And that] In that sense, each individual is responsible for the evolution of the language...” (Mufwene, 2001), then shouldn't the individual and the communities of speakers also participate in the decisions and the initiatives to preserve or not the languages? Wouldn't it be not only necessary but also useful (as well as practical) to listen to the concerns, needs, dreams and expectations of the speakers of threatened or endangered languages (Crystal, 2010) as part of the protocols for establishing language preservation projects?

I will discuss the results of interviews which I conducted at Paramin, Trinidad, with Patois (French Creole) speakers and describe the First Creole and Endangered Languages Colloquium hosted by the University of Puerto Rico on 21 January 2016

and which was developed in response to a request from the Patois speakers.

#### The Diversity of Caribbean Signed Languages and What It Means for Linguists and Linguistics Ben Braithwaite

Linguists are only now beginning to investigate Caribbean signed languages in systematic ways. Recent documentation projects have begun to investigate previously undescribed languages in Haiti, Guyana, Trinidad and Tobago, Cuba, Suriname and Jamaica. Gradually, a picture of considerable linguistic diversity is emerging. We now know of at least ten signed languages indigenous to the Caribbean, and there are almost certainly more that have not yet been identified by linguists. Four more languages with origins outside the region are used natively by Caribbean signing communities, and another, British Sign Language, has left its mark across the region. This paper provides an overview of sign language diversity in the Caribbean, discusses what these languages can teach us about questions of linguistic theory, and raises some ethical and methodological challenges for linguists interested in investigating them further.

#### Ben Braithwaite and Ian Dhanoolal Sign Languages in San Andrés and Old Providence

Signed languages are critical to the development of deaf children, and to the human rights of deaf citizens. The language situations of deaf people from the Caribbean have been largely ignored, with inevitably disastrous consequences for many individuals and communities. This paper contributes towards efforts to address this lacuna by describing the complex linguistic situations which exist among the deaf populations of the Archipelago of San Andrés, Providencia and Santa Catalina, Colombia. It provides the first new description of the signing community of Providence Island since Washabaugh and Woodward described a unique indigenous sign language in the 1970s and '80s, and the first ever

description of the language situation among the deaf population of San Andrés.

### [“Wagonists make the most noise”: Performing football fandom through language](#)

Kathy-Ann Drayton

Football fandom has traditionally been viewed as an expression of social identity, with the fans constructing and performing their sense of self and community (Goffman 1959; Butler 1999) in their relationship to the team and other supporters within their network. With greater access to internet and advances in social media, and the globalisation of team support, sports fandoms, like other types of mediated fandoms, have moved into virtual spaces as the primary setting for their performance of fandom (Kerr & Emery 2011). Fans may spend several hours a day on social media sites, discussing all aspects of the team, players, and matches, demonstrating their commitment and seeking to maintain their status as ‘real’ fans as opposed to the undesirable label of a casual or fake fan.

This study examines an online community of fans of an English Premier League Team, in a closed Facebook group of 700+ members from Trinidad & Tobago. These members negotiate two main identities: (i) as fans of an English Premier League team; and (ii) Trinbagonian football fans. Within the forum they perform these identities through language, using Trinidadian English (TrE) and Trinidadian English Creole (TrEC) in various communicative acts including ingroup and outgroup picong, during conflict, and for game commentary. At the same time, group members have also adopted certain language forms used by English fans of the team, such as the use of British style player nicknames, use of current British English (BrE) slang terms, and the widespread use of team chants. The Trinbagonian and British fan language blend into a fan performance that reflects their complex identity and asserts their status as ‘real’ fans.

### [Globalisation and Translocalisation: Evidence from Trinidadian Gangspeak](#)

Renée Figuera

Studies on the language used among gang members and members of the underworld are usually glossaries from metropolitan locations, which do not include the language used by their Caribbean counterparts (See Knox, 1997; Green, 2011; Roman, 2014). In addition, glossaries or dictionaries from

these non-Caribbean territories do not usually highlight cultural and linguistic resources from other international contexts, as influencing the language use of gang members in their own territories. This exploratory study examines the translocalisation of lexicon and discourse styles in gang-related communities of Trinidad, as evidence of “the transporting of signs or objects attached to one place into those other places, where they can be reinterpreted otherwise” (Pennycook, 79). As can be expected, the language in use in these gang communities, draws its sociocultural and sociolinguistic characteristics from local and global contexts. The study uses a triangulated methodology based on snowball sampling. This includes initial elicitation from a cultural informant, archival data from movie scripts, verification in gang and correctional dictionaries and member checks among six informants from three districts in Trinidad. The results show a transidiomatic practice of creating a combined code of linguistic resources, from a range of communicative channels, both local and distant. The communities of practice surrounding gang operations and the global spread of hiphop, rap and dancehall reveal translocalised and transidiomatic effects, from these sources among others, as present in the codes of more than one gang-community within Trinidad. Despite the phenomenon of borrowing, an opaque characteristic of local gangspeak may be attributed to polysemy, “talking in heights” and the complex morphosemantic resources which make meaning equivalents unavailable in metropolitan dictionaries. This type of research is relevant to the fields of language contact in sociolinguistics, cultural criminology, and anthropology, as well as to a crosssection of stakeholders, who may find it useful to their understanding of gang culture.

### [When the Adult Language Learner is not a Secondary School Graduate: Two Exceptional Cases at the EFL Unit at the Centre for Language Learning, UWI, St Augustine](#)

Amina Ibrahim Ali, Natalie Bhawanie, Janet Fullerton Rawlins, Lazina Siew and Jamila Varacchia

EFL at UWI caters primarily to English Language Learners (ELLs) from the Francophone and Hispanic Caribbean and South America

and also to expatriate professionals and their families who temporarily reside in Trinidad and Tobago. The programme did not originally cater for beginners, but began making provision for lower levels in 2011 in response to a growing demand. EFL teachers have since employed suitable resources to satisfy the needs of learners who either match, or fall short of, the CEFR A1 level: learners who, by dint of their proficiency level, are called Basic Users of English but who, as secondary school or university graduates, are assumed to have a high literacy level in their own language. The present study focusses on the exceptional cases of two CEFR A1 English Language Learners (ELLs) enrolled in the EFL programme at UWI in 2014 and 2016 respectively, a retired Martiniquan and a resident Chinese, both without secondary school certification. A review of the registration process is, no doubt, imminent to flag cases where insufficient formal education may mean devising a more robust support system for lower level learners and tapping into another niche market and increasing EFL offerings.

### [Linguistics and Education Partnering in the Professional Development of Teachers in Jamaica](#)

Michèle M. Kennedy, Yewande

Lewis Fokum and Silvia Kouwenberg  
Linguistics, DLLP, FHE, UWI, Mona, and SOE, UWI, Mona

The paper outlines the philosophy behind the UWI Ministry of Education Language Project for Primary School Teachers, and shows how educational strategies based on language awareness and linguistic insights can achieve greater success in the language and literacy classroom in Jamaica.

### [Investigating Constituent Order in Trinidad and Tobago Sign Language \(TTSL\)](#)

Lily Kwok

This study focuses on the syntax of Trinidad and Tobago Sign Language (TTSL), through an investigation of basic constituent order. A picture task, in the vein of Volterra et al (1984), was employed to elicit simple declarative sentences of two verb types: intransitive and transitive (reversible and non-reversible), and these were analysed for possible constituent order patterns. The sample consisted of 6 persons, 3 male and 3 female, within the 45-56 age group. The results suggested that TTSL does not have a fixed, basic constituent order, but shows a strong tendency towards SV(O)

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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). The data showed considerable inter and intrasigner variation, and much of the data was not easily analysed using traditional grammatical categories.

### Market Vendor Discourse in Trinidad Shaneise Pandohe

Discourse research has been conducted worldwide in formal business and radio contexts, but less so in market contexts regarding the interaction between market vendors and customers, and the influence on sales. The main objectives of this study are to investigate, analyse and explain the variation in discourse structures (lexicon and codes) of two vendors in Trinidad, in association with three factors: (1) the customer's gender; (2) the customer's age; and (3) the volume of sales of the vendor.

The Norris Deonarine Northern Wholesale Market and the Tunapuna Market in north Trinidad provide focus sites for the study, by convenience sampling. Given the ethnic and gender characteristics of these two markets in Trinidad as being demographically Indo-Trinidadian and male (as shown in the registers for the respective markets), two Indo-Trinidadian male vendors were selected as they represent the mass vendor population at each market. Based on a framework of communication-accommodation theory, the researcher's observations and the collection of audio and visual recordings of vendor-customer interactions in naturalistic market settings, the findings relate to the context of each vending site and to the three factors identified above. In all instances, the vendors exhibit structures indicative of convergence rather than divergence in solidarity with customers. Calls are tailored to suit the customers' gender and age, and are used to attract and persuade new customers into buying. Consequently, the use of calls is not dependent on the volume of sales. Conversely, the use of spiels varies considerably depending on factors of gender, age and volume of sales. The findings of this study fill a significant gap in linguistic research pertaining to vendor discourse in the market setting of the Caribbean, and in Trinidad, in particular. They identify specific linguistic structures and their functions used by market vendors in their interactions with consumers that are

critical to sale volume per customer, and consequently, to the success of their businesses.

### Teacher Education in Special Needs Education and Language Arts at the University of Trinidad and Tobago Nicha Selvon Ramkissoon and Nadita Maharaj, UTT

This paper is a synopsis of one that was presented at the ICTBS conference at Ryerson University, Toronto in July 2015, where we gave a critical analysis of teacher training in Language Arts and in Special Needs Education (SPED) at the University of Trinidad and Tobago (UTT). This analysis takes into account the transition of the education system as articulated by the National Task Force in Education policy document of 1993, to present day realisations of policy management. The University of Trinidad and Tobago, as the decade old State university, designs programmes aligned to national development projects. The focus of this paper is twofold: on the one hand, it explores the execution of the SPED programme at the UTT as aligned with public national initiatives and, on the other, it examines the linguistic considerations that undergird teacher education in a Caribbean-Creole space.

In light of the presentation done at Ryerson, we will also share a pilot project which we began in September 2015 to promote inclusive education for the special needs community and English Creole speaking students in Language Arts classrooms in Trinidad and Tobago.

### The Quality of the Output is Determined by the Quality of the Input: Methodological Issues in New Computational Approaches to Creole Typology

Silvia Kouwenberg (UWI, Mona),  
Simon Mitchell (UWI, Mona) and  
John Victor Singler (NYU) Linguistics,  
DLLP, FHE, UWI, Mona and NYU

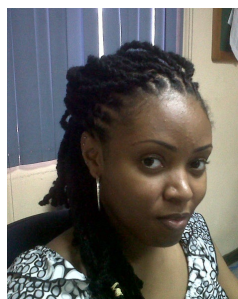
The use of computational phylogenetic tools to estimate the typological relatedness of languages appears at first blush to be an exciting development in the debate on creole typology. However, the outcome of using these tools can only be as good as the data that are fed into them. We will demonstrate that the use of these tools by creolists (Bakker, Daval Markussen, Parkvall & Plag 2011, and related works) fails to

meet appropriate standards regarding the size and quality of the database. Whether the tools that Bakker et al. employ can be profitably used remains unresolved; the results that they present in 2011 are simply unreliable.

Bakker et al. employ computational tools for "largescale empirical investigations of the status of creole languages as a typological class" (2011:5), claiming to demonstrate conclusively that Creole languages pattern in ways that separate them from other languages. Hancock's (1987) data for 33 English lexifier creoles, Holm & Patrick's (2007) Comparative Creole Syntax (CCS) and Parkvall's (2008) WALS based scores for creole and noncreole languages provide input. We argue that any methodological flaws in those databases are passed on to a computational procedure that uses them. We also show that Bakker et al.'s use of CCS suffers from critical weaknesses as a consequence of incorrect feature values, both for creoles and noncreoles, and from misunderstanding what results are possible with a multiple linear regression analysis.

Similar problems arise where phylogenetic tools are applied to the different data sets, yielding phylogenetic networks, including rooted networks, which are to demonstrate evolutionary distance from English (Hancock's data), and separation from noncreoles (CCS, WALS derived data). The outcome, which is that just four features set creole languages apart from all other languages, is interpreted by Bakker et al. as demonstrating creole clustering, when in fact it is a demonstration of bias (DeGraff, Bass, Berwick 2013) and shows a complete lack of robustness in the output. It means, as we will demonstrate, that removing or changing some of the features has an immediate effect on the output of the software - whereas the output of this type of computational model is considered robust precisely when removing or changing some of the features does not affect it. We conclude that the database is too small and the quality of the input too seriously flawed, yielding output which cannot be used as the basis for any conclusions about evolutionary distance or typological clustering of Creole languages.

The Department of Modern Languages and Linguistics thanks and congratulates Dr Watson on her academic success.



Exploring Power Manifestations within Police and Civilian Discourses: A Study of Labelling, Stigmatizing and Stereotyping in a 'hotspot' Community in Northern Trinidad

**Danielle Verlene Christal Watson**  
PhD in Linguistics

Supervisor: Professor Ian Robertson

The study describes power manifestations in the discourses of police officers and civilians from a specific 'hotspot' community in northern Trinidad and Tobago. It draws on multidisciplinary knowledge frameworks to assist in the description and explanation of labels, stigmas and stereotypes evidenced in discourses produced by the study participants/informants. A poststructural, qualitative approach was taken towards the exploration of power manifestations. Emergent meaning construction strategies were used to develop discussions, definitions and descriptions of power with the aim of providing an explanation 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 was 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 labels, stigmas and stereotypes reflective of the power of language to define or characterize social actors, organizations and interactive practices, while also demonstrating how power discourses are used to position and shift social actors during interaction. The study revealed a masking and endorsement of language misinterpretation informing and resulting from police and civilian interaction at the community level. It showed how power discourses are used to accomplish and justify meaningful constructions of interactive domains and how these discourses adopt a meaning beyond the point of their authoring and become imbued with an existence that hinders individuals' ability to conceive them as constructs authored to function within a specific context.

Revolution, Evolution and Transformation: An Investigation into the Haitian Short Story from Jacques-Stéphen Alexis to Edwidge Danticat

**Carla Bascombe**  
MPhil in French

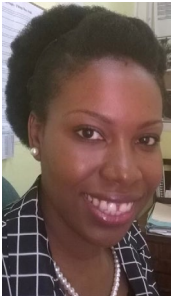


This thesis aims to contribute to the slowly expanding field of research on short fiction by writers of Haitian origin. It begins by performing a general evaluation of the short story collections being published by writers of Haitian origin. It is established that there is a disparity between the number of short story publications and the corresponding body of criticism on these publications. Thus, given the relative lack of discussion, this study analyses the evolution of the short story genre, as interpreted by selected, prominent writers of Haitian origin. Specific attention is paid to collections by Jacques-Stéphen Alexis, René Depestre, Yanick Lahens and Edwidge Danticat. Each writer was selected due to their particular thematic concerns as well as their individual approaches to the short story genre. After identifying 1946 as a year of significant change in the approach to literature by writers of Haitian origin, the five collections studied within the thesis serve as snapshots of the subsequent socio-political atmospheres within Haiti and the diaspora. The study begins with Jacques-Stéphen Alexis'

Supervisor: Dr Elizabeth Walcott-Hackshaw

collection and how he incorporates the concept of le réalisme merveilleux (marvellous realism) into his writing. It then examines René Depestre and his portrayal of sexuality and religious allegory before proceeding to an interrogation of the theme of silence and the "vainqueur" ("conquered")/"vaincu" ("defeated") paradigm within Yanick Lahens' two collections. In addition, the study analyses the subject of fatherhood to illustrate Edwidge Danticat's approach to the short story genre before concluding the thesis with an attempt to craft a definition of the Haitian short story. This is done through an acknowledgement of the points raised in the aforementioned chapters as well as through arguments of identity as they relate to writers of Haitian origin.

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



### Trinidad and Tobago Sign Language (TTSL): Its Emergence, Development and Transmission

**Alicia Lamb**  
MPhil in Linguistics

Supervisor: Dr Ben Braithwaite

Social forces affecting the lives of deaf people have been shown to heavily influence the development, use and vitality of sign languages globally. The Trinidad and Tobago Deaf community is no exception. This thesis provides historical and social perspectives of Trinidad and Tobago Sign Language (TTSL). This is done firstly through a sketch of the socio-historical background in which a native sign language in Trinidad and Tobago emerged. It identifies the early historical events, social factors, institutions and individuals that contributed to the emergence of Trinidad and Tobago Sign Language. Data reveal that the history of the deaf community

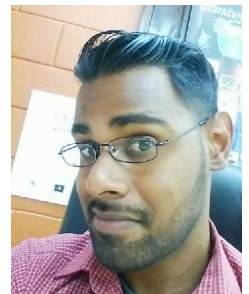
can be traced to approximately 70 years ago and that education was the main force behind the development of a Deaf community and the consequential emergence of TTSL. The thesis also presents linguistic data which reflect the social history and historical language contact in the Trinidad and Tobago Deaf community. The data presented further solidifies the important connection between social and linguistic factors and the need to understand the role of these factors in sign language emergence and development. Lastly, the thesis explores the ways in which the recent interplay of social, educational, linguistic and medical factors has affected the inter-generational transmission of TTSL and potentially the vitality of TTSL in the next generation of sign language users in Trinidad and Tobago.

### Hall Speak: Language Contact and Lexical Borrowing on Halls of Residence at The University of the West Indies, 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 UWI, St Augustine. This thesis reports on the results of the first survey of language contact and lexical borrowing among the multinational population of these halls, as well as 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 on which the thesis is based were obtained through interviewing diverse sample sets from each hall, and involved both individual interviews and focus group sessions during which participants spoke about their recognition and use of words from other linguistic varieties in their environment. From the interviews, a list

**Kellon Sankar**  
MPhil in Linguistics



Supervisor: Dr Joseph Farquharson

of lexical items identified by residents was prepared. This list was compiled into a dictionary and checked against standard references such as the DBE (Holm and Shilling 1982), DCEU (Allsopp 2003), DECTT (Winer 2009), DLC (Mondesir 1992), LKD (Frank 2001), NRCEU (Allsopp 2010) and the DJE (Cassidy and Le Page 2002). Findings from each of the halls were also 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 multicultural/multilingual environments.

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

La Representación Mítica en la Evolución Social de las Novelas *Cien años de soledad* de Gabriel García Márquez y *El obscuro pájaro de la noche* de José Donoso

**Biani Meza – Singh**  
**MA in Spanish**



The real and the magical are two key terms that are merged into the development of this research. These elements become tools necessary to carry out a study to demonstrate that social evolution is determined by the environment, a magical atmosphere filled with extraordinary events.

The purpose of this thesis is to investigate and thoroughly explore the very essence of social changes mythically represented in the works of *Cien años de soledad* by Gabriel García Márquez and *El obscuro pájaro de la noche* by José Donoso.

For such purposes, it approaches through magical realism as a manifestation of postcolonial theory. The study focuses on the literary texts that allow analysis and is dedicated to select multiple items that are functional for understanding and implementation.

Supervisor: Dr Anne-Marie Pouchet

It was concluded that the fictional characters of Márquez and Donoso share a similarity with real people in Latin America. In the sense that in both dimensions changes and transformations in the behaviour of these people occur due to the environment they live in a world full of mystery, magic and intrigue. Indeed, these elements come to represent the way people behave.

Some of the findings of this study are the monstrosity and loneliness as representative bodies of myth: the monstrous, not only in physical appearance but the inner self of a person that projects disgust and the loneliness as destructive element in human consciousness. This clarification is significant because it supports the understanding of human behavior in the mythical arena.



An Investigation into the Impact of Students' Home Language Variety on their Performance in English Language at Mason Hall Secondary School

**Gilda Lattosia Williams**  
**MA in English Language**

Supervisor: Dr Gerald Stell

The research expands the literature of Error Analysis but focuses on the understudied territory of Tobago. It explored the influence of home language varieties on students' performance at the C.S.E.C level at Mason Hall Secondary School. Mason Hall Secondary School has been consistently underperforming in English Language which was a cause for concern. The aim of the paper was to determine how the home language varieties impact on students' academic performance and output.

The data consisted of written essays by the students where a quantitative approach was employed. A total of thirty-two students were studied. A total of eight

hundred and twenty-eight errors were made by students. After looking at ten morpho-syntactic errors, one spelling based error and other errors, the findings through tense, sentence construction, preposition, spelling based errors and other errors show that the home language variety has a strong influence in the students' written work.

This research was significant as it created an awareness of the kind of errors that students make. It also targeted potential pedagogical strategies to assist and increase performance. Possible recommendations are included in the research paper.



Back, left to right: Usha-Marie Andrews, Valerie Youssef, Nadia Goodman, Mary Marcia Akan, Mona Gardner and Marsha Alexander. Front, left to right: Trudy Ann Marquis and Renee Weeks-Chin

## Researching Communication Disorders in the Caribbean

In October 2016, the first cohort of Speech-Language Pathologists trained in the English-official Caribbean, will graduate from The UWI, St. Augustine with a Master's degree. In addition to their clinical training, they were all involved in researching some aspect of communication disorders in the Caribbean context. We are delighted to feature in this issue of *Research Notes* a synopsis of their outstanding work.

Supervisor: Dr Kathy-Ann Drayton

### A Review Of Practices in the Primary School System of Trinidad and Tobago with regard to Suspected Reading Disabilities in the Classroom

**Mary Marcia Akan**

This study focused on reading disabilities among 6-year-old primary school children. The acquired research data suggest that a significant proportion (approx. 30%) of 6-year-old primary school children exhibit degrees of reading difficulties. These deficits would usually include a lack of phonological awareness, poor reading fluency and paucity of vocabulary, poor spelling and the inability to decode words. These deficits were very readily identified by qualified and dedicated teaching staff. In these cases, generalized remedial measures are normally taken by school teaching staff to assist these students with almost no referrals to speech-language pathologists for specialised reading interventions.

### The Effects of Direct Instruction in Story Grammar on Narrative Writing in Deaf Students

**Marsha Alexander**

This study examines the effects of direct instruction of story grammar elements on the narrative writing of profoundly deaf students within a mainstream education setting. Many deaf students have difficulty with narrative writing, yet for national secondary entrance examinations, a narrative written component will be assessed. Based on this, and the fact that many deaf children do not have functional writing skills, this study was implemented. The participants included four profoundly deaf students within a mainstream setting. A quasi-experimental case study was conducted which involved an investigation of the use of story grammar to indicate an impact on the quality and length of students' narrative productions. The results indicated that there are positive gains using this type of strategy.

**Using Direct Instruction to Teach phonological Skills in Auditory Discrimination of Initial Consonant Sounds in Words to a Young Child who has Down Syndrome: A Case Study**

**Usha-Marie Andrews**

This study explores whether Direct Instruction (DI) is an effective model for teaching literacy skills to a young child with Down Syndrome who requires the support of Augmentative Alternative Communication (AAC). For this case study intervention entailed using a one-on-one, systematic approach in DI to teach the discrimination between initial sounds in one- and two-syllable words over a period of 8 weeks. The frequency of instruction was relatively non-intensive, that is, no more than twice per week for thirty minute sessions within a short duration. The results of this preliminary study suggest that DI within a non-intensive treatment plan shows some potential for increased performance in initial phoneme identification and generalisation to decontextualised tasks.

**Pragmatic Competence in a Trinidadian Kindergarten Classroom**

**Nadia Goodman**

Twenty children aged 5 year 4 months – 6 year 5 months were assessed on their pragmatic abilities using a pragmatics checklist, which was completed separately by the teacher and by the researcher. The results show varied abilities within the class, with approximately 83.3% mean appropriate pragmatic behaviours for the age range. The teacher and researcher descriptions of the children were similar in most categories but differed in some. The results of this study highlight the importance of speech and language screening and early intervention for pragmatic (and other language) impairments, and the need to incorporate teachers into this early screening system in primary schools.

**A Descriptive Analysis of the Establishment and Operation of Speech-Language Therapy Services at Scarborough General**

**Hospital in Tobago**

**Valerie Youssef**

The purpose of this research paper is to identify speech-language pathology services that have been established at The Unit of Speech-Language Pathology (SLP) at Scarborough General Hospital (SGH) so that its work may be used as a model for other such Units that may be established in Trinidad & Tobago's larger public hospital system. A descriptive analytic approach is taken to this case study which triangulates documentation, interviews and participant observation pertinent to its purpose with regard to the establishment and operationalisation of the Unit as well as the services offered and the conditions treated. The results describe a flawlessly operationalised service based on cyclical and receding service models, necessitated by the operation being tied initially to one member of staff. Parent/caregiver education and engagement in therapy is a key feature of the model. Given the low cost of the operation relative to its profound effects it is strongly suggested that it be used as an implementation model for the wider country.

**Using DELV to Assess the Language Abilities of Caribbean English Speakers: Antigua and Trinidad**

**Mona Gardner**

Most standardised measures in use by Anglophone Caribbean Speech-Language Pathologists (SLPs) were developed using Standard American English (SAE) speakers and normed on children and adults belonging to those linguistic cultures. The purpose of this study was to examine the utility of the Diagnostic Evaluation of Language Variation-Screening Test (DELV-ST), a measure of non-standard English structures, as a valid tool to assess Caribbean English/Creole speakers, specifically in Antigua and Trinidad. Four Antiguan and four Trinidadian children (6 year 1 month – 6 years 11 months) were assessed using the DELV-ST, a Standard English-based standardised test, and language samples. The results were compared with percentile ranks and other measures, and this suggested that the DELV-ST is a valid tool to assess the language of Caribbean English/Creole speakers.

**Speak: Awareness, Prevalence and Nature of Voice Disorders among some Primary School Teachers in Trinidad.**

**Trudy Ann Marquis**

This study is a preliminary investigation into the awareness, prevalence and nature of voice disorders among teachers at the primary level of the education system in Trinidad. Data was collected from 85 teachers using a questionnaire. The teachers who took part in this survey were largely unaware of vocal health issues; reported that prevalence of vocal health issues among the informants was relatively low and the range of reported vocal health issues very limited, and for the most part, not severe. When compared with the literature based on studies done internationally, the percentages of reported vocal health issues locally seem low; however, the female-male trends appear to be consistent.

**A Qualitative Analysis into the Changes in the Belief Systems of Families of Children with Down Syndrome or Autism**

**Spectrum Disorder**

**Renee Weekes-Chin**

Most studies are susceptible to report pessimistic views of parents raising a child with autism or Down syndrome especially as communication barriers between the parents and child exist. This study aims at providing information about belief systems of families of the above population in Trinidad, with regards to communication. Telephone interviews were conducted with parents of a child with autism and parents of a child with Down syndrome aged 3-4 years who were asked a series of fixed open-ended questions. Transcripts from the 4 key informants were analysed using qualitative methods. The results indicated that despite the communication challenges parents are able to adapt and become resilient. This topic is relevant as Speech and Language Pathologists (SLPs) can adequately develop more personalized and family-centred services to support families of children with developmental disorders.

### Constructing a Prime Minister: a Critical Discourse Analysis (CDA) of Newspaper Editorials in Trinidad and Tobago

**Rajendra Shepherd**  
PhD candidate in Linguistics



Supervisors:  
Professor Valerie Youssef  
Dr Geraldine Skeete

The language operation of the newspaper editorials of my field reveal a series of strategies for criticism – delineating power through role/name descriptors; obfuscation of the critic through extrication, and the use of dual variables in a criticism such that the reason for them can be disguised. Using a particular matrix of analysis from Critical Discourse Analysis (CDA) and grounded theory to examine power relations in media opinion discourse, I propose a novel technique “pivoting” as a means of understanding an approach to criticism – using equivocation, questioning, metonymy and euphemism in structurally significant places, so augmenting understanding of the genre. Further, pivoting and other manoeuvres can be considered as linguistic markers of writer conscious persuasion to reveal a pattern of writer behaviour. Pivoting accounts for deference to the role of Prime Minister in Trinidad and Tobago (T&T) and a specific criticism of the latitudes of power within the role and so highlights a relationship between T&T media and the society. Further, CDA as a tool for examination of power is critiqued for its ability to account for the T&T situation where an elite is vilified, unusual for the CDA situation where the power analysis typically examines how the disempowered are created. The writer entity was also examined, and it was found that the writer-critic added institutional and perceptual layers between himself and the actual criticism as a means of writer empowerment, and that linguistic markers of conscious persuasion can be identified to indicate where the genre itself exerts a pressure on the manifestation of an idea.

### L2 Learner Autonomy-Agency: A Phenomenological Exploration

**Diego Mideros**  
PhD candidate in Linguistics



Supervisor:  
Dr Beverly-Anne Carter

Through phenomenological research, the study of the lived experience (Cresswell 2012); this inquiry explores autonomy-agency among undergraduate students of Spanish at the UWI, St. Augustine. One of the definitions of learner autonomy is as a capacity to take control of learning (Benson 2011). Learner agency is a more recent construct emerging from sociocultural theory (Lantolf 2013). Agency is defined as “the socioculturally mediated capacity to act” (Ahearn 2001, 112). Three sets of data were collected for this study. The first was an inventory borrowed from educational psychology that explores students’ approaches to studying and learning in university settings (Entwistle 2000). The remaining two sets of data took the form of semi-structured interviews. The first interview explored students’ approaches to studying Spanish at the University; the second concentrated on students’ past lived experiences and self-assessment as students of Spanish. Thirty students consented to be interviewed. “Approach” as a construct is suggested by this study as a valuable way to understand concrete actions students take to practise and improve their L2. Therefore, how students go about studying the L2, their “approach”, can help us understand students’ individual autonomy and sociocultural agency. Based on students’ self-assessment, three phenomenologies or groups emerged from this exploration: Phenomenology 1 “I can carry on a conversation in Spanish”; Phenomenology 2 “My level should be better” and Phenomenology 3 “I’m not where I want to be”. Students in the first group differ from the other two simply because in their past school experiences they were encouraged to use the language for reasons beyond passing formal examinations. Students in the other two groups appear heavily influenced and constrained by assessment. Their approach to studying Spanish is geared to achieving academically and not necessarily to communicating in the language.

**"Fac[ing] the Pages": Re-scripting the Haitian Problematic in the Prose of Evelyne and Lyonel Trouillot**

**Carla Bascombe**  
PhD candidate in French



Supervisor: Dr Elizabeth Walcott-Hackshaw

In a 2005 interview with Edwidge Danticat, Evelyne Trouillot posits that, "I think that we often tend not to face the pages of our history that upset us." As a writer of Haitian origin, Evelyne Trouillot considers it to be her duty to address the "pages" of her country's history that remain largely untouched by other writers. This study interrogates how Evelyne Trouillot and her brother, Lyonel Trouillot represent, deconstruct and rescript the Haitian historical experience in their prose. Through the lens of a combined framework of Francophone postcolonial thought and revisionist historicism, this study discusses the contributions of the Trouillot family to Haiti. Within the last century, the Trouillots have obtained and maintained their position as one of Haiti's largest and most prominent intellectual families. Notwithstanding the family's prominence, relatively little attention has been paid to their literary careers that span a joint period of almost thirty years.

Thus, this thesis aims to contribute to the scholarship on the Trouillot family, with a predominant focus on Evelyne and Lyonel Trouillot's prose. The discussion begins by evaluating the contributions and achievements of their immediate predecessors as well as their siblings. The eight members of the family highlighted in this study have radically transformed Haiti in the fields of law, politics and history and through their social activism. Subsequent to this discussion, the study interrogates Evelyne and Lyonel Trouillot's prose through a comparative analysis of selected texts that were published between 1989 and 2016. At the forefront of this analysis is their treatment of the themes of trauma and history and of the Haitian landscape – both human and natural. A close examination of their individual stylistics is also included to make the study balanced and comprehensive.

**Orishaism: The Naming and Classification of Contemporary Afro Cuban Literature (Sacred Literature of Cuba's Spiritual Poetry)**

**Adonis Díaz Fernández**  
PhD candidate in Spanish



Supervisor: Dr Nicole Roberts

His research focuses primarily on the creation and definition of Orishaism as a discipline that evaluates the insular Hispanic literature with African roots and its diaspora, making enfaces in the treatment of the orishas: deities of the Yoruba pantheon. In this research the scientific, sociological and investigative character of Orishaism is explored along with its origin, philosophical conception, categorization and universality, born of the study of transculturation as purported by Fernando Ortiz.

The research discusses the various movements and theories related to the presence of Africa in the Americas and the Caribbean via a comparative study of Negritude, creolization, post-colonialism, Orientalism and Transculturation. Additionally, this research includes interviews with authors and experts in this topic such as Rogelio Martínez Furé, Georgina Herrera, Mirta Fernandez, Sinécio Verdecia, Nelson Aboy Domingo, Mirta Portillo and Rosa Rodríguez.

It argues for the concept of Orishaism as a discipline that helps analyze literary works related to the orishas from an internal perspective, one of belonging, reaching verticality into the unknown element of Cuban identity. The four categories of the Orishaism - proverbial, enigmatic, esoteric and cosmogonic - occupy most of the argument establishing the discourse designed to produce this phenomenon or discipline to achieve a reading and interpretation different from those to which these literary texts that address the issue of the orishas have previously been submitted. An entire section is devoted to Rogelio Martínez Furé for the invaluable contribution that he has offered to the recognition of the ethical values of African heritage and identity reaffirmation, not only of Cuba but also by extension of the Americas and the Caribbean.

## Students Perspectives on English and English Remediation Offered at a Post- Secondary Institution in St. Vincent and the Grenadines

This research focuses on post-secondary level students' perspectives regarding English as a language and English remediation offered through the country's pre-College programme. There is a dearth of research on students' perspectives on English and English remediation regionally. Most research instead, explore the stakeholders' view on matters of language and education. A study of this nature therefore has national and regional significance. It opens up an area in which further research can be undertaken, and serves as a model for local stakeholders interested in implementing a suitable policy to address the needs of students aspiring to pursue a college education. Additionally, this research can serve as a model for

**Desiree Huggins**  
MPhil candidate in Linguistics

Supervisor: Dr Sandra Evans



regional English official countries that have similar language issues to those experienced in St. Vincent and the Grenadines. Educational Linguistics predominantly guides this work. By nature, it is qualitative, social exploratory and informed by the 'phenomenological tradition of enquiry' (Creswell, 234).



## Unchaining Chains: An Analysis of Black Female Beauty in Selected Woks of Rosario Ferre and Mayra Santos Febres

**Nicole Turpin**  
MA candidate in Spanish

Supervisor: Dr Nicole Roberts

An historical overview of Puerto Rican literature will show that the representation of the black female protagonist was minimal. Further, it has been put forward that among the sparse offerings that existed many negative cultural stereotypes about the black female's beauty was either wilfully or unwittingly reinforced in the existing literary works. The twentieth century has heralded an increased presence of

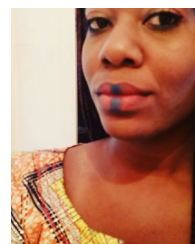
leading female characters of colour in Puerto Rican literature. However, this research paper will examine whether or not the portrayal of the black female protagonists' beauty has continued to be plagued by unfavourable views or whether writers have sought to quash these prejudices. Additionally, in the instances where writers have chosen to unshackle the lead female characters of colour from negative stereotypical chains about her beauty, this research paper will identify the extent to which the writers have successfully accomplished this undertaking. This task will be achieved through a close reading of Rosario Ferré's *When women love men* and Mayra Santos Febres' *Our Lady of the Night* and *Urban Oracles*.

## "Black Is an Invisible Colour": Psychological Trauma in Selected Works by Nelson Estupiñán Bass, Quince Duncan, Carlos Guillermo Wilson and Lucía Charún Illescas.

This paper attempts to show how racial discrimination caused psychiatrically significant emotional and psychological harm to particular characters in the novels under study. This is done through a psychoanalytical and post-colonial reading of the texts. This research is amongst the first in the field of literary analysis to attempt to categorise the emotional and psychological responses of the African psychiatrically. With

**Chrisl Anya Thomas**  
MA candidate in Spanish

Supervisor: Dr Nicole Roberts



regard to race-based trauma, evidence of either psychological injury or resistance is expected.



## The Impact of Ideological Changes on the Representation of Queers in Selected Works of Santos Febres, Puig, Lezama Lima and Bazán

**Johnathan Martin**  
MA candidate in Spanish

Supervisor: Dr Nicole Roberts

Changes in ideology and legislation have impacted the queer representation in society and in queer literature. Many studies done on queer novels such as *Sirena Selena vestida de pena* by Mayra Santos Febres and *El beso de la mujer araña* by Manuel Puig have addressed issues of Caribbean representation and sexual identity and fluidity. While for novels like *Paradiso* and *Y un día Nico se fue* from José Lezama Lima and Osvaldo Bazán respectively, there are few scholarly works on these particular

topic.

This study will investigate how these ideological changes about gender norms and sexuality have impacted the presence and representation of queer characters and how they have changed diachronically using these novels. Utilising queer theory and Butler's gender performance theory, this study will show how queer characters have achieved more positive and realistic representations in terms of language, self acceptance and the visibility of queer culture. It will highlight the evolution of queer characters from tragic passive victims of a heteronormative society to active powers that subvert society's norms.

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.

### Characterising Willingness to Communicate Among Level one BA Spanish Students at the UWI St. Augustine Campus: A Case Study

**Aneakaleigh-Ann Neils**  
**BA Spanish with Minor Communication Studies**



Supervisor: Diego Mideros

The present thesis locates itself in the field of research investigating the variables influencing willingness to communicate (WTC). In language learning contexts WTC has been conceptualised as an individual's likelihood to engage in communication in the target language. A qualitative methodology featuring classroom observations and semi-structured interviews was employed in this study to explore WTC both within and outside the classroom among year one Bachelor of Arts (BA) in Spanish students at The University of the West Indies, St. Augustine campus. Eleven students attending one of the 'Comprensión Auditiva y Conversación' sessions

offered as part of the SPAN 1002 course in the BA Spanish programme participated in the study. Topic, error correction, interlocutor(s), and group size emerged as the main variables affecting students' WTC within the classroom. Outside the classroom, the most significant variable affecting WTC was students' perceived self-competence in Spanish.



### Language Learning Strategies Utilised to Overcome Listening Comprehension Problems: The Case of Year 2 Students of Spanish at The UWI St. Augustine Campus

**Yogita Sampath**  
**BA Spanish with International Relations**

Supervisor:  
 Romulo Guedez-Fernandez

This study is aimed at investigating the language learning strategies that the students employed to overcome the challenges faced in listening comprehension. Listening is an important determinant of Second Language Acquisition (SLA), but it is the component in which L2 learners confront the most challenges and experience least success. Hence, this specific topic was chosen to identify effective strategies to surpass listening problems and the study will also add to the existing literature on this area of research. The target population of this investigation is the second year students of Spanish (n=40) at the UWI. Data were collected using printed questionnaires.

The questionnaires were distributed in Week 7 of Semester 1 of the academic year 2015/2016, the week following midterm examinations. The results show that the students utilized the two main processes of listening in addition to metacognitive, cognitive and socio-affective strategies. The strategies that were used to overcome problems in listening comprehension are note-taking, practice, interaction with native speakers, pausing/repetition, prior knowledge on the topics and listening to individual words. These strategies were effective in achieving success in listening. However, it is suggested that further research should be conducted on the pausing/repetition strategy. It is recommended that the teacher plays an active role in the listening class and instructs the students on how to maximize benefits from listening strategies. This research will be useful to those teaching and/or learning a foreign language.

### A Comparative Analysis of the Existence of Male Hypersexuality and the Oppression of Female Sexual Freedom in Contemporary Trinidadian Society and in Shani Mootoo's *Cereus Blooms At Night*

In this thesis I will explore the suppression of female sexuality via an examination of the life and experiences of the character of Mala Ramchandin in *Cereus Blooms at Night* Through an in-depth analysis of the patriarchal concepts which affect the lives of women in the Trinidadian society such as male privilege, female sexual abuse and hypermasculinity. I intend to establish an understanding of the obstacles and trials faced by those who do not fit the rigid gender structures which exist in Trinidadian society.

This thesis aims to compare the ways in which male hypersexuality and female sexual oppression are experienced. I aim to analyse the oppression of female sexuality and the promotion of male hypersexuality as seen in the lives of Mala

**Lynle M. Smith**  
**BA Spanish and Minors in French and Communication Studies**

Supervisor: Dr John Campbell



Ramchandin and her father Chandin Ramchandin via the use of feminist theory, causal determinism and postcolonial theory. New cases of sexual abuse at the hands of heterosexual males are being plastered across the front pages of Trinidadian newspapers each day. Consequently, I believe that it is essential to properly identify and understand one of the primary causes of these atrocities; male hyper-sexuality.

Representations of Latin American Women in Popular Written Fiction: An Analytical Comparison of the Ways in which García and Esquivel use Characters to Illustrate Femininity, Womanhood and Female Empowerment in their Respective Novels *Dreaming in Cuban* (1992) and *Like Water for Chocolate* (1989).

At their cores and extremities, Cristina García's *Dreaming in Cuban* and Laura Esquivel's *Like Water for Chocolate* observe the lives of Latin American and Spanish Caribbean women in periods of unrest during the Cuban Revolution (1953-1959) and Mexican Revolution (ca. 1910-1920). Esquivel writes of a young woman who comes of age in Mexico, while García chronicles generations of Cuban women from the same family. Both authors focus on characters whose cultures and contexts are separated by country and time, but whose struggles align as they challenge the expectations placed upon them as women in their respective societies. While popular texts about women in the Caribbean and the Caribbean diaspora exist, they primarily focus on emerging experiences from the British Commonwealth Caribbean. This project aims to analyse literature from and about Spanish-speaking women from these regions, and to explore how the authors use their narratives and characters to create a discourse about these particular women's realities. Furthermore, the project compares the historical and

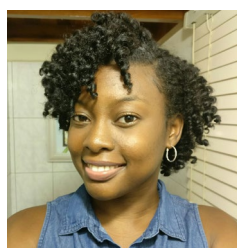
**Ansana Maharajh**

**BA Spanish with Communication Studies**

Supervisor: Dr Nicole Roberts



cross-cultural nuances of being a woman in Central America and Hispanophone Caribbean. The project assesses the way these works feature the performance of femininity, the collective experience of womanhood, and female empowerment framed against suppressive forces. After completing the research project, it was found that while there are glaring historical and cross-cultural differences, several aspects of Esquivel's and García's ideas of femininity, womanhood and female empowerment are inherently similar. These findings give way to highlighting commonalities through shared experience thus fostering notions of Latin American and Hispano-Caribbean identities.



Attitudes towards Trinidadian English Creole: A Case Study of Final Year Undergraduate UWI Students

**Reylecia Davidson**  
**BA Spanish with Minor in Linguistics**

Supervisor:  
Romulo Guedez-Fernandez

This study sought to assess the attitudes of students of the University of the West Indies (UWI), in particular final year undergraduate students towards Trinidadian English Creole (TrinEC) which is regarded as the first language of the majority of Trinidadians. These attitudes have mainly been negative according to many researchers. The objectives of this study included, firstly identifying the students' language attitudes towards TrinEC, identifying the contexts in which its use is considered most appropriate and examining how students and, by extension, Trinidadians view the TrinEC in relation to Standard English. This study involved the use of a questionnaire

which was distributed to eighty (80) university students and looked at areas of attitudes such as awareness, association with education and class, context usage and promotion of TrinEC. Both quantitative and qualitative data were gathered. The results showed that there has indeed been an increase in the acceptance and positive views of TrinEC and it is highly viewed as an important aspect of Trinidadian culture and daily communication. Additionally, the evidence shows that it is no longer seen as an indicator of lower-class and a lack of education. However, TrinEC still is not seen as having equal prestige as Standard English and some negative associations still do exist. Thus, there is a need for greater promotion, education and acknowledgement of the importance of TrinEC in society. Also, there needs to be greater effort on the part of the government to have TrinEC officially acknowledged.



A Qualitative Study of The Benefits of Incorporating Native Spanish Speaking Assistants into Spanish Language Programmes at the Secondary Level in Trinidad

**Fawn Theresa Mark**  
**BA in Spanish with Minor in Brazilian Studies**

Supervisor: Dr Oscar Bazan

The focus of this study was to explore the relationship between successful language acquisition and exposure to native speakers of the said language in the context of the secondary school system of Trinidad and Tobago. This research, through phenomenological inquiry, focused on language teaching methodology and second language epistemology

as it pertains to incorporating native speakers as assistants into the program. The conceptual frameworks, which guided this research, were Vygotsky's socio-cultural theory and John Schumann's acculturation theory. These theories postulate culture influences learning and second language acquisition. Critical case and expert purposive sampling were employed followed by a series of field observations and interviews. The data, which was analysed using a thematic approach, indicated that students who had had prior exposure to native speakers of the said language possess a greater command of the spoken language. This research is intended to sensitise the reader to the phenomena, which can only be fully described by the experiential expert. Recommendations for the future of second language learning in Trinidad and Tobago were proposed.

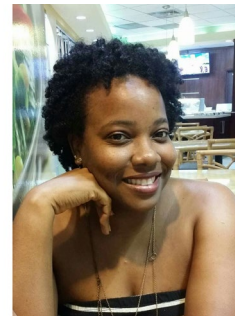
## An Explorative Study on Unconventional Body Piercings among Students of the UWI St. Augustine Campus

**Charmin Tenisha Crozier**  
BA Spanish with Minors in Communication Studies & Psychology

Supervisor: Anand Rampersad

Body modifications have been prevalent for centuries and are practised for a great variety of reasons. Moreover, body piercings, specifically unconventional body piercings, are piercings done on other areas of the body other than the traditional earlobes. This is a form of body modification that has become increasingly popular among the students of the St. Augustine campus. Thus, the primary aim of this study is to identify the chief motivations or reasons why students of the University of the West Indies, St. Augustine Campus, engage in unconventional body piercings. It was decided to conduct such a research because while most of the studies have been conducted in the American and European context, no study has

been done on this topic in the Caribbean context. The motivations of students who obtain these types of piercings are examined among a sample of twelve students: seven females and five males. The research falls within a qualitative framework since it employs in-depth interviews. Overall, the results of the data suggest that students engage in unconventional body piercings because they perceive them as a form of self-expression/individuality, beautification & fashion, rebellion, sexuality, and group affiliations.



Assessment and Treatment of Morphosyntactic and Other Trinidadian English Creole Structures in the Speech of Trinidadian Children

**Jamie Dos Ramos, Monique Puckerin and Avionne Mills**  
BA in Linguistics with a Minor in Speech Language Pathology

Supervisor: Dr Kathy-Ann Drayton

Internationally, there has been focus on including cultural and linguistic diversity training in higher level education Speech-Language Pathology programmes to provide for linguistically diverse populations. In Trinidad and Tobago, all currently practising Speech-language Pathologists (SLPs) have received their education abroad, making their clinical and academic foundation not directly relatable to Trinidad's language situation. This study investigates how local SLPs address morphosyntactic features of Trinidadian English Creole (TEC) in the speech of primary school children. Data was collected through online questionnaires, and interviews with practising

SLPs, and students enrolled in the Master's SLP program at the University of the West Indies, St Augustine. In addition, TEC dominant clients were observed in a clinical setting to determine the language structures used in therapy, and how the SLPs reacted to them. The findings of this study suggest that SLPs have to adjust standardised assessments to accommodate TEC structures, but focus more on communication than language structure and specific codes in intervention. This research suggests the need for standardised tests normed on English Creole speakers in the Caribbean.

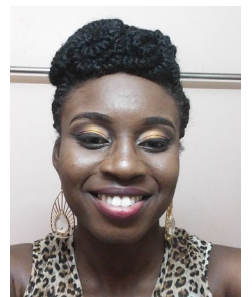
## Factors Affecting the Development of Speaking Skills: A Case Study of Level II/III UWI Undergraduate Students of Spanish's Perceptions

**Arie-Ana Miller**  
BA Spanish with Minor in Linguistics

Supervisor:  
Romulo Guedez-Fernandez

The objective of this research project was to highlight the multitudinous factors affecting the development of speaking skills for Level II/III UWI Undergraduate Students of Spanish. Additionally, it aimed to investigate student's perceptions of the teaching strategies that can be utilized by the teachers in helping to develop their speaking skills. This research topic was of paramount importance due to the fact that Spanish has become one of the world's most marketable languages today, whether it is for business or recreation. In Trinidad and Tobago, the Government and by extension, the Ministry of Education has decidedly expressed its aspirations for Spanish to become a second foreign language in the country, especially due to this country's geographical location to the Spanish Speaking Americas. Data was obtained through questionnaires from a total of 47 students ranging from ages 18-50, during classroom sessions which spanned over a period of 8 months beginning in September of 2015 and ending in May of 2016. The results

revealed that some factors such as motivation, vocabulary and fluency affected students differently, in comparison to other factors such as exclusion and culture shock. The findings suggested that students preferred more practical strategies such as role plays to be used by teachers in the development of their speaking skills, compared to traditional pedagogical strategies. It is my profound belief that this research project can be utilised in the academic setting to aid in the pedagogical vision of Spanish teachers in developing native English speakers speaking competence.



The DMLL congratulates the winners of the Departmental Prize for LING 3099 - Special Project in Linguistics: Felicia Bisnath, Shaneise Pandohee, Kristin Wright and Theron Thompson. We are proud to include these talented undergraduate students in this volume of *Research Notes*.



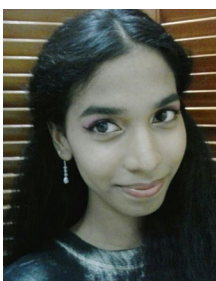
### A Description of the Copular Clause in Trinidadian French Creole Based on Higgins (1979)

**Felicia Bisnath**  
BA Linguistics with Minor in  
Speech Language Pathology

Supervisor: Dr Jo-Anne Ferreira

Trinidadian French Creole (TFC) is a Lesser Antillean French Creole and an endangered heritage language of Trinidad. This study updates and adds to existing documentation of the copular clause in TFC using Higgins' taxonomy of copular clauses which has been applied to typologically distinct languages like Japanese (see Niimura 2007) despite its English origins. The taxonomy includes 4 classes defined syntactically and semantically (predicational, specificational, identificational, equative). The study also tests the suitability of applying Higgins' taxonomy to TFC. It determined the distribution of attributive, locative, and

equative copulas attested in creoles, in representative sentences of Higgins' classes, and attempted to distinguish these classes using Higgins' criteria. Data was collected from 2 native speakers of TFC using reverse translation elicitation and construction and introspection elicitation. In the latter, a testing schedule was constructed after Niimura (2007), den Dikken (2008), and Mikkelsen (2011). Two copular forms were found — /se/ and  $\emptyset$  — which aligns with Thomas's (1869) description of TFC. /se/ is the equative copula found in all clause types with nominal predicate complements.  $\emptyset$  is the attributive and locative copula, found in the predicational class with adjectival and prepositional predicate complements. It was possible to differentiate predicational, specificational, and identificational clauses in TFC using the proposed testing schedule to a limited extent; however, there were many discrepancies that demonstrate the inadequacy of using Higgins' taxonomy as a means of classifying copular clauses in TFC and in Creole languages in general.



### Market Vendor Discourse in Trinidad

**Shaneise K. Pandohee**  
BA in English Language and  
Literature with Education

Supervisor:  
Dr Renée Figuera

The main objectives of this study were to investigate, analyse and explain the extent to which there was variation in discourse (language use) between two Indian male market vendors from northern Trinidad while examining how such variation was influenced by the market context, what impact the market context had on the conventionalisation of specific genres of language use in the market discourse and what impact the

market context had on the structure of various discourse types with the genres, taking into consideration the gender, age and volume of sales related to their respective customers. The Farmers' Market (for retail sales) at Macoya and the Tunapuna Market were the focus sites for the study. Based on a framework of Communication Accommodation Theory, the researcher's observations and the collection of audio and visual recordings of vendor-customer interactions in naturalistic market settings, the findings (textual context) were related to the context of each vending site and to the three factors identified above using Critical Discourse Analysis. In all instances, the vendors exhibited structures indicative of convergence rather than divergence in solidarity with customers. The findings of this study fill a significant gap in linguistic research pertaining to vendor discourse in the market setting of the Caribbean, and in Trinidad, in particular.



### Bush versus Stush: Linguistic Stereotypes in Trinidad

**Kristin Wright and Theron Thompson**  
BA Spanish and Linguistics

Supervisor: Dr Gerald Stell

Perceptual Dialectology (PD) is the branch of folk linguistics that deals with the regional distribution from the point of view of non-specialists (the "folk"). This study, *Bush versus Stush: Linguistic Stereotypes in Trinidad*, aims to build upon this premise by juxtaposing these perceived dialectal boundaries and actual (linguist-defined) dialectal variation variables so as to analyse whether or not they correlate. To do so, how people describe language variation, the geolinguistic stereotypes that

exist and the linguist-demarcated isoglosses of Trinidad must be understood so as to answer the questions of "What are the Perceptions of Language variation in Trinidad?" As nothing of its kind has ever been performed in Trinidad, this study intends to pioneer the field of PD regionally, and hopefully to inspire other studies of its kind. The findings revealed intrinsic links between perceived language variation and geographical location, language attitudes and stereotypes, perceived socio-economic class and language variation and ethnicity and stereotypical language use.

# 17<sup>th</sup> UWI Inter-campus Foreign Language Theatre Festival

The Department of Modern Languages and Linguistics hosted the 17<sup>th</sup> Annual UWI Inter-Campus Foreign Language Theatre Festival from 17 to 18 May 2016, at the Centre for Language Learning Auditorium.

Every year, the Festival is held alternately by three UWI campuses: Mona, Cave Hill and St. Augustine, and it is aimed to expose primary and secondary school students, as well as university students and the general public, to an array of foreign languages and different cultures. For the students performing, this is an enjoyable learning experience that offers them the opportunity to develop skills that are not acquired in the classroom and to strengthen their communicative skills in the foreign language.

Language learners from the three UWI campuses, UTT and the CLL showcased creative and exciting theatrical pieces in English, French, Japanese, Mandarin, Patois, Portuguese, and Spanish, all aimed at stimulating interest in foreign cultures. The Festival has had tremendous success as it demonstrates both the importance and relevance of speaking foreign languages, but also that learning can be stimulating and interesting.

These fourteen plays in seven languages were enjoyed by an audience of approximately 650 people. This experience was also a great opportunity to build and strengthen relationships among students and staff from the three campuses, as well as with other participant institutions, sponsors and



In the Portuguese play *Bem-vindas ao Rio*: Tamia Tuitt, Amy Ramkissoo and Shanice Harrigin (l - r). Front: Ria Thomas. Missing: Khadesha La Touche.

In the Patois/French Creole play: *Zafè Nòs-la - Wedding Business*, extras: Stephan St Hilaire, Yashira Peters, Wole Hislop, Hannah Peru and Carysse Baird (l - r). Front: Rhia Mahabir, Shanaz Karmally and Sophia Leps (l - r). Missing: Shanice Harrigin.





In the French play *Frédo*: Maya Ramesar, Kamilah Williams, Daysha Allen and Maria Ramnath (l - r). Missing: Jasmine Ramcharita and Kristian Ali.

spectators of the event.

The DMLL was represented by the French section play *Frédo*, directed by Mathilde Dallier, the Spanish section play *Exceso de Equipaje*, directed by Carolina Arrieta, the Portuguese section play *Bem-vindas ao Rio*, directed by Maria Teresa Costaguta, and a play in Patois/French Creole *Zafè Nòs-la - Wedding Business*, directed by Nnamdi Hodge.

Along the years, we have seen more and more students interested in learning a foreign language and taking advantage of different opportunities that enable them to communicate

in our diverse mix of cultures nationally and across the region which would otherwise not be possible. As defended by Stern (1980) theatre practice can certainly be a motivational strategy in the process of language learning:

“Play production can also be a source of integrative motivation by fostering cultural proximity. A play allows language learners to participate in the new culture, helping them develop sensitivity as to how speakers of the target language interact with each other. It familiarises them with the cultural appropriateness of words and expressions to specific settings and social situations. Ideally, this integrative experience should motivate learners to want to achieve a higher degree of language proficiency.”



Work cited:

Stern, S.L. (1980). Drama in Second Language Learning: From A Psycholinguistic Perspective. *Language Learning*, 30(1), 77-100.

In the Spanish play *Exceso de Equipaje*: Hannah Perú, Arifa Satnarine, Stephan St. Hilaire, Ansana Maharaj, Yashira Peters, Wole Hislop and Shanice Harrigin (l - r). Missing: Ria Thomas, Jeron Reid, Andrés Rico, Carysse Baird, Fernanda Cuervo, Teresa Atwaroo and Daniel Vargas.



13<sup>th</sup> to the 15<sup>th</sup> of October 2016 at the CLL Auditorium

The Department of Modern Languages and Linguistics, together with Bordeaux Montaigne University, are co-organizing an international Caribbean conference entitled: "The Caribbean, melting pot of the Americas: From upheaval and "origins" to the historical future and its representations". The conference will take place from the 13<sup>th</sup> to the 15<sup>th</sup> of October 2016 at the CLL Auditorium.

By focusing on the historical aspect, in other words, articulating the lessons learned through observation and analysis of the present time, the interpretation of identity constructs, this interdisciplinary international conference seeks to understand the Caribbean without any linguistic or cultural exclusiveness. It seeks, on the one hand, to assess previous attempts by the scientific community to « speak » and « think » the Caribbean, as well as formulate new hypotheses in three areas – analysis of the processes through which inequitable and extremely violent relationships between peoples and classes, for a long time perpetuated by slavery, have « informed » Caribbean societies ; questioning the use of a « borrowed » language for communication and/or creation ; re-assessing categories and notions through which criticism tends to comment and « territorialize » Caribbean literary productions or writers from economic and social Caribbean formations.

This conference will allow participants to re-examine the relationship between the Caribbean and the rest of the Americas, Africa, Asia and Europe: in History, the imaginary, the cultures, in the fantasy world of the subjects, and in the collective "unconscious". Moreover, it will lead them to delve into the region's multi-cultural social structures, envisaged as a laboratory of American "modernity", and not as a margin or a disinherited annex to it. It will propose that they question the challenge of "homo-hegemonization" (Jacques Derrida) or the "silent domination" (Patrick Chamoiseau) since the effects of homogenisation brought about by globalisation tend to ignore the dynamics of the diversity of cultural forms – in the areas of languages, literature, film, and other artistic forms.

The socio-political situation and how it unfolds in the region will finally be at the heart of the discussions during this event, since all Caribbean countries are not independent and certain territories are under the authority of foreign powers such as England, France and Holland. Part of the discussion will attempt to determine whether in the Caribbean, disparities are manifested at the economic and socio-cultural level, and whether, in order to have a promising future, they must rely on agreements such as the FTAA or CARICOM.

These are some of the topics which will be discussed about: fragmentations imposed by history and colonial heritage; creoleness/creolisation; theoreticians of Caribbean culture and identity (Chamoiseau, Glissant, Brathwaite, Benítez-Rojo); the linguistic aspect (the interaction of languages, the history of creole, etc.); the Caribbean and questions of domination/emancipation of populations, the struggle of social classes and the "battle of the sexes"; Caribbean cinema; the effects of globalisation; economic advantages in the Caribbean area; strategies for evolving towards a consolidated regional "integration"; and intra-Caribbean politics and the opening up of the Caribbean to the world.

Eminent guest-speakers include Earl Lovelace, Patrick Chamoiseau and Professor Michael Dash. The complete conference program is available on the following website: <http://sta.uwi.edu/conferences/16/icc/>

# MODERN LANGUAGES AND LINGUISTICS

## ACADEMIC STAFF OF THE DMLL 2016 - 2017

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### Undergraduate Programmes

#### Bachelor of Arts Programmes

French  
Linguistics  
Spanish

#### Minors

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

Cross-Departmental Bachelor of Arts Programmes  
BA in English Language and Literature with Education (ELLE)  
BA in Latin American Studies  
BA in Speech and Language Science

Undergraduate Diplomas and Certificates  
Diploma in Caribbean Sign Language Interpreting  
Certificate in Speech-Language Pathology

### Postgraduate Programmes

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

Contact information for all staff may be found on our departmental website:  
<http://sta.uwi.edu/fhe/dmll/academic.asp>



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

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



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