

# ACTIVITY REPORT

For the entire period of project implementation

## LINGUISTIC SKILLS IN L3 AND MULTICULTURAL IDENTITY – LINGUISTIC INTEGRATION VARIABLES OF ROMANIAN STUDENTS IN IMMIGRATION CONTEXTS

**Code:** PN-II-RU-TE-2014-4-2335

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In the period October 2015 – December 2015, the research team that implements the project *Linguistic skills in L3 and multicultural identity – linguistic integration variables of Romanian students in immigration contexts* attained the objectives outlined in the research plan concerning the elaboration and establishment of the theoretical framework for the concept of learning an L3, for various cross-linguistic influence manners among trilingual speakers and for the concept of linguistic identity among multilingual students. Hence, the team members conducted the following activities, pursuant to the project plan:

- Scientific literature review;
- Theoretical reflections leading to the elaboration of the linguistic instrument in Romanian for the Catalan and Romanian contexts.

In order to accomplish these activities, the team members organized numerous meetings in order to determine the representative bibliography in the field of linguistic skills in L3 and of multicultural identity, an aspect to be studied thoroughly in the subsequent period. At the same time, the external team members facilitated the access to specialty titles on the topic of the project. After these regular scientific counselling meetings, a working perspective developed between the team members concerning the theoretical concepts of learning an L3 and of identity. This perspective was materialized by the elaboration of the linguistic instrument in Romanian. In order to design this instrument, the team members conducted scientific research activities and they consulted school syllabuses and manuals for Romanian Language and Literature. The results for this stage were attained despite the fact that we had little time available.

The instrument written in Romanian for students aged 14 and 16 was elaborated in conformity with the school syllabuses for Romanian Language and Literature drafted by the Ministry of Education, Research, and Innovation in Romania and with the manuals of Romanian Language and Literature published by various publishing houses in Romania. Therefore, we elaborated exercises of morphosyntax and vocabulary requesting the students to complete sentences using the correct grammatical and semantic forms of words. Concerning morphology, exercises were designed with parts of speech and grammatical categories involving the verb (tense, person, number, personal and impersonal moods), the noun (gender, number, definite and indefinite article, noun cases) and personal pronoun (person, number, gender, accented and unaccented forms). We did not go beyond the verbal and nominal inflexion because students face learning difficulties concerning these grammatical forms, an aspect demonstrated in previous studies (Chireac, Serrat & Huguet, 2011, Chireac, 2012). At syntactic level, exercises were elaborated concerning the syntactic

relations in the clause and in the sentence, while at lexical level we focused on the internal and external means of enriching vocabulary by derivation (base word/ root, suffixes, and prefixes), composition, as well as synonyms, antonyms, homonyms, paronyms, neologisms and lexical-semantic fields. In the final part of the written test, we elaborated two utterances for students to select and draft, at their own choice, an argumentative text on topics of interest for them, where they have the possibility of motivating their preferences and their opinions.

The oral instrument chosen by the team members focuses on the correct and adequate use of the Romanian language in the production of spoken messages in situations of monologue and dialogue communication, starting from the story *Frog, where are you* (Mayer, 1969), used in numerous linguistic researches. Students have to deliver a spoken production by presenting a narrative and descriptive text based on the formulation of ideas starting from given images.

At the same time, in this short period, the team members also conducted other activities, such as visiting the “Dimitrie Cantemir” Theoretical High school in Iași, on 18.11.2015, where meetings were held with the principal, Prof. Anca Dimitriu, PhD, and the methodist Spanish teacher Beatrice Balaur. Moreover, on 23.11.2015, the team members paid a visit to the “Emil Racoviță” Theoretical High school in Vaslui, where discussions took place with the principal, Prof. Daniel Hulubei, and with the Spanish teacher Gabriela Tofan. Following these meetings, organized in order to announce our intention of conducting the research at the aforementioned high schools, the principals and teaching staff showed extremely open to the proposal, thus willing to collaborate with the members of our team. Collaboration forms were signed and collaboration protocols were to be drafted shortly between high schools and the university.

In the period October – December 2015, the team members completed activities meant to increase the visibility of the team and of the project research in the national and international academia, by participating to international conferences and by having publications in print in academic journals or collective volumes, to be published at prestigious international publishing houses.

Hence, the team members presented abstracts, papers:

Chireac, S.M. & Tiței, Alina, accepted abstract for *Multilingual identities in a globalised world*, 7th Lumen International Scientific Conference Multidimensional Education & Professional Development. Ethical Values, Târgoviște, 12-14 November 2015.

Tiței, Alina, *The Birth of an Identity Landmark: Some Theoretical Notes on Hispanic American Modernism*, International Conference “Literature, Discourse and Multicultural Dialogue”, Târgu-Mureș, organized by the ALPHA Institute for Multicultural Studies, “Petru Maior” University in Târgu-Mureș and the “Gheorghe Șincai” Institute of Socio-Human Research in Târgu-Mureș, third edition, 3-4 December 2015, and the paper *in extenso* will be included in the conference volume, to be published in 2016 and to be sent for indexing in Thomson Reuters Web of Knowledge (ISI Proceedings).

The publications of the team members include the following papers and volumes:  
Chireac, S.M. (ed.) in preparation. *Estudios cualitativos sobre el bilingüismo*.

Prescod, P. (ed.) in preparation. *Distribution, interprétation et fonction du nom sans déterminant : perspectives pluridisciplinaires*. Gramm-R. Berne: Peter Lang.

Țiței, A. (2015). *Dilemas de semántica. 1000 ejercicios de selección múltiple*, Editura Vasiliana '98, Iași, ISBN 978-973-116-400-7, 165 p.

In the period January 2016 – December 2016, the research team that implements the project *Linguistic skills in L3 and multicultural identity – linguistic integration variables of Romanian students in immigration contexts* attained the objectives outlined in the research plan, concerning the elaboration and establishment of the theoretical framework for the concept of learning an L3, for various cross-linguistic influence manners among trilingual speakers and for the concept of linguistic identity among multilingual students. Another attained objective concerned the analysis of competence in L3 and the cross-linguistic influence upon the morphosyntactic and lexical system of Romanian students in Iași and in the County of Vaslui (Romania) and of Romanian immigrant students in Catalonia (Spain), as well as the evaluation of students' aptitudes for languages. At the same time, the last objective of the project was attained, (referring to the analysis of the relationship between the linguistic skills in L3 and motivation, attitudes, and sociolinguistic category). Therefore, the team members, according to the project plan, conducted the following activities:

- The elaboration of linguistic instruments in Spanish and Catalan for the Catalan and the Romanian context, and the adaptation of the sociolinguistic questionnaire to the two cultural contexts;
- The contact with the schools in Vaslui, the choice of the sample in schools, data collection and analysis, interpretation of the results;
- The contact with the schools in Catalonia, the choice of the sample in schools, data collection and analysis, interpretation of the results;
- Analysis and interpretation of the results.

In the following lines, we will detail the activities conducted this year by the team members and the results obtained after attaining the objectives proposed for the year 2016.

In the period 5 – 17 January 2016, the project manager went to University Jaume I in Castellón (Spain) for a research and documentation internship by consulting the scientific bibliography at the university's library. Books, book chapters, volumes and papers published in prestigious publishing houses and journals in the world – edited in Spanish and English – were consulted. A considerable part of linguistic works, the morphological and lexical influence from one language into another, motivation, attitudes, are all found in this library, with an extremely generous book fund. It was possible to consult the latest publications, as well as linguistics dictionaries, treatises and encyclopaedias. They helped us understand the linguistic phenomenon of influence, transfer and linguistic interference, namely the factors that influence linguistic transfer. We refer to the stay in another country, to the level of linguistic skill, the number and order of languages learnt by students, etc, the contact between Romance languages, the acquisition of two Romance languages simultaneously in

case of students of other nationalities schooled in Spain, and of students within the Romanian school system. Our research is also based on the fundamental principles of our study, theories that were consulted and analyzed thoroughly, namely the Chomsky model of learning language and the principles of universal grammar, Krashen's natural method, the contrastive analysis hypothesis, the concept of inter-language, the analysis of language mistakes, and their classification according to the model proposed by the Spanish author Vázquez (1999) in the book *¿Errores? Sin falta*, Madrid: Edelsa.

During the research internship at University Jaume I, I encountered teachers of the Faculty of Letters who guided me to choose a proper bibliography for our study. At the same time, I had the occasion to get familiar with the activities of the members of Multilingual Education Unit (MEU). I also had the chance to consult the latest publications of researchers, related to the promotion of multilingualism in the Catalan context and to have great insight into their studies in the field of learning and teaching foreign languages, attitudes and motivation for the languages that students approach. Because of my direct contact with the teachers and researchers at University of Castellón, I managed to know very well the situation of Romanians settled in the areas of Castellón de la Plana. In this region, there are 42,458 Romanian citizens registered, according to the data provided by the Spanish National Institute of Statistics in 2016. This allowed me to analyze another context with a high percentage of Romanian immigrants, where they speak Catalan and Spanish. I found it very interesting to learn the situation of children schooled in this regions; many of them settled there, alongside their families, mostly starting with Romania's EU accession in 2007. These Romanian students, like many others in Catalonia and throughout Spain, became estranged from the Romanian education system and they chose another system, where they are forced to learn two foreign languages: Spanish and Catalan. It is worth underscoring that many Romanian students find it very difficult to learn two Romance languages considering that they were not familiar with any of them. The context within the Castellón province and the situation of Romanians who live there made us understand the linguistic problems of these students schooled within a very different system from the Romanian one. During 2016, we contacted teachers in Castellón who teach Romanian language and culture through the program funded by the Ministry of National Education and Scientific Research in Romania. The project team thought it would be better to apply tests in 2017 to students of schools in this province, too, in order to broaden our sample and to be able to analyze our results in another context, too, where students study Catalan in contact with Spanish.

In order to attain the objective related to the elaboration of linguistic instruments in Spanish and Catalan for the Catalan and the Romanian context, as well as to the adaptation of the sociolinguistic questionnaire to the two cultural contexts, the team members designed the two written linguistic instruments for students aged between 14 and 16. They were designed in conformity with the Spanish and Catalan language and literature school syllabuses drafted by the Ministry of Education, Research, and Innovation in Romania and Spain, respectively, and with the Spanish and Catalan language and literature manuals published by various publishing houses in Romania and Spain. More precisely, we have analyzed the Spanish language manuals in Romania published by *Logos* and penned by Camelia Rădulescu and Flavia Angelescu-Sima, *Limba spaniolă. Manual pentru clasa a IV-a, limba a treia* and

*Limba spaniolă. Manual pentru clasa a X-a, limba a treia [Spanish Language. Manual for the 4<sup>th</sup> Grade, Third Language and Spanish Language. Manual for the 10<sup>th</sup> Grade, Third Language].* At the same time, we consulted the Spanish language manuals published in Spain by *Bruño* and *Barcanova*, and the Catalan language manuals published by *Castellnou* and *Text-La Galera*. The tests in Spanish and Catalan were elaborated in conformity with the Spanish Language and Literature school syllabuses in Romania and in Spain, and with those of Catalan Language and Literature drafted by the Catalan Government. We mention that these are linguistic tests parallel with the previously elaborated Romanian language test. The instruments in Spanish and Catalan concern aspects related to morphology, syntax and vocabulary. The format of exercises is similar to the one of exercises in Romanian. As for morphology, we have elaborated exercises that assess students' knowledge of the morphological category of the verb (including verbal periphrases and the forms of the Catalan impersonal verb *haver-hi*, which does not exist as such in Spanish or Romanian). In addition, exercises were elaborated for common nouns (gender, number, definite article, cases) and proper nouns used in Catalan with the definite article, which does not occur in Spanish or Romanian. We also included the category of pronouns, especially of *pronoms febles* in Catalan, with different forms from Spanish and Romanian (*em, m', ho, li, els, ls', en, n', -ne, 'n*, etc). These forms are hard to learn and acquire by Romanian students because they do not exist in their mother tongue or in Spanish. At syntactic level, we elaborated exercises analyzing the syntactic relations in a clause and in a sentence. Concerning the vocabulary, exercises take into account the vocabulary acquired by students, comprising items related to derivation using suffixes and prefixes, parasynthesis, polysemy, synonymy, antonymy. In the final part of the test, we elaborated two utterances for the students to select and draft – upon their own choice – an argumentative text on topics of interest for them, where they can motivate their preferences and opinions.

The sociolinguistic questionnaire was designed taking into account the characteristics of the two contexts and it is based on the questionnaire within the research conducted by Ardeo (2014), used in various studies on the bilingual population in Spain. Starting from this questionnaire, we elaborated a final version that comprises two parts: the first part includes data about the students, their families, the extent to which they know the languages, etc; the second part has 52 items that contain information on languages, linguistic attitudes, identity and culture. We used the 5-point Likert scale from 1-5 and a set of sentences (questions) that represent favourable or unfavourable statements; subjects must specify their level of agreement or disagreement with the statements in the questionnaire. The use of Likert scale enabled us to calculate averages and standard deviations, in order to make comparisons on groups of subjects.

After elaborating all research instruments, we began the fieldwork in schools. Beforehand, even from the beginning of the year, we contacted again the Spanish principals and teachers at the “Dimitrie Cantemir” Theoretical High school in Iași and at the “Emil Racoviță” Theoretical High school in Vaslui. The purpose was to sign the collaboration protocols between the high schools and “Alexandru Ioan Cuza” University and to establish the concrete data for applying the tests in schools. Hence, in the period 18-20 January, we went to the “Emil Racoviță” Theoretical High school in Vaslui and we applied the written and oral Romanian language test, along with the

linguistic questionnaire, to 127 students who study Spanish as the third language. We benefited from the support and collaboration of all teaching staff members in the high school, including the principal Daniel Hulubei and the Spanish teacher Gabriela Tofan, who helped us finalize the first stage of the project. We went to the school both in the morning and in the afternoon, because they learn in two shifts. Thus, we managed to apply all written and oral tests and to interview the students who had come back from Spain for good or whose parents were in Spain and who lived with their grandparents or alone. We were particularly interested in the first group of students because we wanted to know the reasons for their return, the difference between the two educational systems, the perception of the teachers and students in Spain of their image as Romanians. It is worth highlighting here the total implication of the Spanish teacher, who made the effort of drafting beforehand a table including all participants to the study and their average grades in Spanish, as well as students formerly schooled in Spain or whose parents work in Spain. We had access to all of this carefully drafted information by the teacher. Considering that the first part of the research at the “Emil Racoviță” Theoretical High-school in Vaslui unfolded very well, we decided to pay another visit to the high school in the period 29-31 March, in order to apply the Spanish written and oral test to the same number of students.

Subsequently, in the month of April, we visited the “Dimitrie Cantemir” Theoretical High school in Iași, where we applied the same tests to 27 students. Considering that we needed more participants to complete our sample of students, we contacted the Spanish teacher Diana Huiban at the “Marcel Guguianu” Technical High school in Zorleni (Vaslui), to apply the same tests to 48 students. We concluded a collaboration protocol, and the principal agreed to partake in this project alongside the students. It must be mentioned that this high school has numerous international collaborations with other education establishments in France, Turkey and Great Britain. Hence, this is a highly active high school; it is involved in various learning and teaching activities at international level. We collaborated with students and teachers in this high school, and the research unfolded very well. There, too, we found students who had returned definitively from Spain.

At the same time, we contacted two schools in Barcelona (Spain), namely “Ausias March” and “Pompeu Fabra”, which we visited in the period 7-10 November in order to apply the tests to the Romanian students schooled there. Moreover, we wish to mention that we had another group of 15 Romanian students for the tests, which we considered a control group, (from the province of Guadalajara, IES Luis de Lucena School). We established contact with said school through one of our former university students, Alina Ilașcu, who lives in Guadalajara. She found this collaboration with the school principal, Alicia Mateo, whom we contacted subsequently. The teaching board at the IES Luis de Lucena School was delighted to collaborate with us for this project. We signed the collaboration protocol between the school and the university and we began the research. Hence, upon receiving our instructions for applying the tests, our former student went to this school along with teacher Enrique Burgos and they applied all the tests to Romanian students. After completing them, she sent us the transcriptions and the tests by mail.

After finishing the research both in Romania and in Spain, we started revising the written tests in the three languages and transcribing the linguistic oral interviews of the story *Frog, where are you* (Mayer, 1969), used in numerous linguistic researches (Berman & Slobin, 1994, Kellerman, 2001, Rossiter, Derwing & Jones, 2008, Sanchez & Jarvis, 2008). Students delivered a spoken production by presenting a narrative and descriptive text, based on formulating ideas from given images. Students explained the narrative using various verb tenses. The images of the story have an important role, because they describe a sequence of actions; hence, they were very useful to the students, because they established a framework of reference in discourse interpretation in both the mother tongue and Spanish. The description of the story through images was a useful instrument for collecting the research material. The topics were adapted to the level of the students; they were interesting, reason for which participants felt at ease to reflect and to communicate freely.

We analyzed and transcribed the contents of each interview using the CHAT (Codes for the Human Analysis of Transcripts) system, pertaining to the program CHILDES Project (MacWhinney and Snow, 2000). We highlighted the narrative structural order, the proportion of speech parts, the lexical accuracy and the conversion of words, the repetition and incomplete information that prevented the comprehension of the story. We encoded each transcription and we used codification lines and symbols. At the same time, we introduced the questionnaire data in SPSS 19 and we made comparisons between groups using the Kruskal-Wallis statistical software. The preliminary results of the study in the two contexts were transmitted to the schools that participated in the research.

Throughout this year, one of the team members, namely the doctoral candidate Eva Lordán (who follows doctoral studied at the University of Barcelona, the Department of Cognition, Development and Education Psychology, under the supervision of professors Isabel Solé and Francesc Salvador) had to leave the project because of very serious health problems. Following this decision, we decided to include in this project another exceptional student in our university, namely Lavinia Ienceanu (first-year doctoral student) who was very interested in the project from the beginning and who showed her intention of collaborating actively in the research.

In the period 17-23 October, the project manager held an 8-hour course for students within the Master of Spanish Language, Culture and civilization at the Faculty of Letters within “Alexandru Ioan Cuza” University Iași. The course was titled *Linguistic skills in L3, identity and linguistic attitudes*, and its purpose was to outline the latest results in the field related to the topic of the project. The course included the objectives of the project, the scientific literature in multilingual education; the design of the tests in the three Romance languages and of the questionnaire regarding the analysis of linguistic attitudes was explained. Students had the chance to see samples of works by students in the two contexts; comments were made related to aspects such as morphology, syntax and vocabulary. There was also an analysis of the items within the questionnaire regarding students’ attitudes towards Romania and Spain, as well as towards their mother tongue and the foreign languages they study. In terms of theory, university students received information related to the maintenance and loss of a language in contact with other languages, to the learning of a third language, to the incomplete acquisition of the mother tongue in an immigration context. The meetings included activities of role-playing, brainstorming and other teaching techniques. In their turn, the teams of Master students conducted a

mini-research on students from other faculties. They elaborated a questionnaire related to multilingualism, to the acquisition of foreign languages, to the advantages of being bilingual or multilingual in our global society. After elaborating the questionnaire, the students – organized on teams – had one hour to search students in other faculties and to interview them. They collected the data and then they returned to class. They analyzed and commented upon the data collected by their colleagues. The Master students had the chance to see for the first time how a research should unfold, the aspects to consider when working as a team and the ways of attaining the objectives proposed for each stage. The students were eager to know how to collect data properly, how to interpret them qualitatively, and they realized the importance of scientific theory insight in order to analyze the results of a research. They tried to analyze the linguistic tests and to explain in their own words, in Spanish, the possible results of the research. At the end of the course, the students received certificates of participation.

In the period January – December 2016, the team members completed activities meant to increase the visibility of the team and of the research conducted within the project, in the national and international academia, by participating to international conferences and through publications comprising the preliminary data of our research, which were published in academic journals or collective volumes.

Hence, the team members presented the following publications and papers:

#### **Papers and reviews published *in extenso* in scientific journals**

Chireac, S. & Țiței, A. (2016): Identidad, actitudes lingüísticas y motivación: un reto a la educación intercultural, *Studii de Știință și Cultură*, vol. XII, nr. 2 (45), “Vasile Goldiș” University Press, Arad, ISSN (print): 1841-1401, ISSN (online): 2067-5135, pp. 189-198. (<http://www.revista-studii-uvvg.ro/>, indexată CNCS – categoria B; indexată BDI – CEEOL, [www.ceeol.com](http://www.ceeol.com/); EBSCO Publishing, [www.ebscohost.com](http://www.ebscohost.com/); Index Copernicus International, [www.indexcopernicus.com](http://www.indexcopernicus.com/); DOAJ-Directory of Open Access Journals, [www.doaj.org](http://www.doaj.org/); Scipio);

Chireac, S. & Țiței, A. (2016): The Role of Romanian Students’ Attitudes Towards the Internet in the Age of Globalization, *Journal of Romanian Literary Studies*, nr. 9, Editura Arhipelag XXI, Târgu-Mureș, E-ISSN: 2248-3004, pp. 527-531. (<http://www.upm.ro/jrls/>, indexată BDI – CEEOL, [www.ceeol.com](http://www.ceeol.com/); Global Impact Factor, <http://globalimpactfactor.com/>);

Ienceanu, L. (2016). Identidad, alteridad y moralidad en la novela española e hispanoamericana de los siglos XIX y XX. In *Language, Culture and Change*, VII. *Education, Research and Development in The Globalised World*, Luminița Andrei Cocârță *et al.* (ed.), Editura Universității “Alexandru Ioan Cuza”, Iași, pp. 68-78, ISBN 978-973-703-604-9;

Ienceanu, L. (2016). Confesiune, fuziune și difuziune. Traducerea poeziilor eminesciene în limba spaniolă. In *Studii eminescologice* 18, Viorica S. Constantinescu *et al.* (ed.), Clusium, Cluj-Napoca, pp. 123-156, ISSN 1454-9115;

Ienceanu, L. (2016). Universal literature review: “Ecoul urletului colectiv în *Los*



*perros románticos* de Roberto Bolaño” in the cultural attitude journal (cultural project awarded the Trophy “People of the Time” 2015 – LITERATURE section and laureate of 2008-15, first prize (2016) at the national phase of the Competition of School and Journalistic Journals) Iași, nr. 16, May 2016, pp. 36-38, ISSN 2065-7749, [https://alecart.ro/wp-content/uploads/revista/alecart16-web.pdf?mhQ\\_redactia=alecart;](https://alecart.ro/wp-content/uploads/revista/alecart16-web.pdf?mhQ_redactia=alecart;)

Lordán, E. (2016). La lectura, hoy. ¿Llave de acceso al mundo o vehículo para movernos por él y transformarlo? *Harvard Deusto – Learning & Pedagogics*, 5, 18-23

Prescod, P. (2016). On routes and roots: Movement and rootedness in Garifuna culture.

*Mobile and entangled Americas*. Collection InterAmerican Research: Contact, Communication, Conflict. Maryemma Graham & Wilfried Raussert (eds), London & N.Y., Routledge, pp. 13-23. <https://books.google.com/books?isbn=147247192X>;

Prescod, P. (2016). Review of Miriam Meyerhoff & James A. Walker. *Bequia talk*. 2013, 136 pages. London (UK) & Colombo (Sri Lanka): Battlebridge Publications. *Journal of Pidgin and Creole Languages* 13.2, pp. 444-447. <https://benjamins.com/#catalog/journals/jpcl.31.2.11pre/details>;

Prescod, P. (2016). Review of Tupas, R. (ed.) *Unequal Englishes. The Politics of Englishes Today*. Palgrave Macmillan UK 2015. LinguistList on line. <http://linguistlist.org/issues/27/27-2435.html>;

Țiței, A. & Chireac, S. (2016): Español con Ñ: A Passport to a Globalized World, *Journal of Romanian Literary Studies*, nr. 8, Editura Arhipelag XXI, Târgu-Mureș, E- ISSN: 2248-3004, pp. 773-784. (<http://www.upm.ro/jrls/>, IDB indexed – CEEOL, [www.ceeol.com](http://www.ceeol.com); Global Impact Factor, <http://globalimpactfactor.com>).

### **Papers and reviews to be published**

Ienceanu, L. (To be published). El dialecto andaluz: necesidad vs. necesidad. In *Language, Culture and Change*, VIII, Luminita Andrei Cocârță et al. (ed.), Editura Universitatii “Alexandru Ioan Cuza”, Iasi;

Ienceanu, L. (To be published). Don Quijote en el Nuevo Mundo. Las picardías, candideces y quijotadas de un hidalgo disoluto. In *Actas del Coloquio Internacional con motivo del IV centenario de la publicación de Don Quijote: El retablo de la libertad. La actualidad del Quijote*, Institutul Cultural Cervantes, București;

Meyer, C. & Prescod, P. (Eds, To be published). *Langues choisies, langues sauvées : poétiques de la résistance*. Würzburg: Königshausen & Neumann;

Prescod, P. (To be published). L’engagement linguistique de l’écrivain antillais dans un univers créolophone. In: Meyer, Christine & Paula Prescod (eds). *Langues choisies, langues sauvées : poétiques de la résistance*. Würzburg: Königshausen & Neumann;

Prescod, Paula. (To be published, Fall, 2016). *Anthurium. A Caribbean Studies Journal*.

Volume 13.2. Restoring dignity to the Caribs of Yurumein. Review of *Yurumein – Homeland. The Caribs of St Vincent*. 50 minutes, colour DVD documentary directed and produced by Andrea E. Leland, 2014;

Prescod, Paula. (To be published). Displaced roots, viable routes, the Garinagu and the Caribs. *The Routledge Companion to InterAmerican Studies*. Wilfried Raussert (ed). U.K.: Routledge.

Prescod, Paula. (To be published). Acts of translanguaging and marooning as forms

of resistance in French Caribbean literature. In: Wiebke Beushausen, Miriam Brandel, Joseph T. Farquharson, Marius Littschwager, Annika McPherson & Julia Roth (eds). *Practices of resistance: Narratives, politics and aesthetics across the Caribbean and its diasporas*. U.K.: Routledge;

Prescod, Paula. (To be published). All languages are equal but some languages are more equal than others In: Reckermann, Julia & Quakernack, Stefanie (eds). *Exploring the periphery: Perspectives from applied linguistics, language teaching, literary and cultural studies*. Bielefeld: Aisthesis;

Prescod, Paula. (To be published) La place de l'accent régional dans l'enseignement du français au non natif. *Quelle(s) priorité(s) dans l'enseignement du FLE: français parlé ou français écrit ? Istanbul Journal of Innovation in Education*. Istanbul: Institut des Sciences de l'Éducation;

Prescod, Paula. (To be published) Review of Puzey, Guy & Laura Kostanski (eds) *Names and Naming: People, Places, Perceptions and Power*. Bristol et al.: Multilingual Matters 2016. LinguistList on line.

### **Papers under peer review**

Prescod, P. (under peer review). *Des approches plurielles du nom sans déterminant: Distributions, interprétations, fonctions*. Collection GrammR. Peter Lang;

Prescod, P. (under peer review). Le pouvoir brut du nom sans déterminant en créole vincentien. In: Paula Prescod (ed.), *Des approches plurielles du nom sans déterminant : Distributions, interprétations, fonctions*. Collection GrammR. Peter Lang;

Prescod, P. (under peer review). Licensing negation and negative concord in Atlantic Creoles: The case of Vincentian. In: Viviane Déprez & Fabiola Henri (eds). *Negation and negative dependencies in creole languages*. CLL, Amsterdam, John Benjamins;

Țiței, A. (under peer review): *El tirano esperpéntico y la estética modernista*, in: *Colindancias. Revista de la Red Regional de Hispanistas de Europa Central* (<http://colindancias.uvt.ro/index.php/colindancias>, indexed IDB TEI Catálogo de Latindex Sistema Regional de Información en Línea para Revistas Científicas de América Latina, el Caribe, España y Portugal, <http://www.latindex.org/>; CEEOL, [www.ceeol.com](http://www.ceeol.com); The Bibliography of Modern Language Association (MLA), [www.mla.org](http://www.mla.org); DIALNET, [http://dialnet.unirioja.es/buscar/revistas?query=Dismax.REVISTA\\_TODO=Colindancias](http://dialnet.unirioja.es/buscar/revistas?query=Dismax.REVISTA_TODO=Colindancias)) nr. 7, Editura Universității de Vest, Timișoara, 2016, ISSN: 2067-9092 / 2393-056X.

### **Participations in national and international scientific events**

Ienceanu, L. Versiuni, perversiuni si subversiuni quijotesti în romanul columbian al secolului XX, within the Colloquium *Cervantes-Shakespeare. Dialog în posteritate* organized by the "Garabet Ibrăileanu" Romanian Literature Department, of the Faculty of Letters within "Alexandru Ioan Cuza" University in Iasi, 22 April 2016;

Ienceanu, L. El dialecto andaluz: necedad vs. Necesidad, the 9<sup>th</sup> edition of the International Conference *LSP UNIT, Intercultural communication: global challenges, practices and forms of expression* organized by FEEA, "Alexandru Ioan Cuza" University in Iasi, 13-14 May 2016;

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Prescod, P. The role of Creole in French Caribbean literature, International Conference – 3<sup>rd</sup> *International Conference on Dialect and Literature*, University of Sheffield, UK, 14-15 July 2016;

Prescod, Paula, Le niveau de l’engagement de l’auteur antillais dans la construction du personnage créolophone, International Colloquium *Langues choisies, langues sauvées : Poétiques de la résistance*, CERCLL, Université de Picardie, 26-28 May 2016;

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### **Papers published *in extenso* in conference volumes**

Țiței, A. & Chireac, S. (2016): Mimicry, Syncretism, Traditionalism. What Do the Romanian Teenage Students Think About Halloween, Valentine’s Day or Black Friday? In *Globalization and National Identity. Studies on the Strategies of Intercultural Dialogue* (editor: Iulian Boldea), vol. 3, Section History and Cultural Mentalities, ISI Proceedings Paper, Editura Arhipelag XXI, Târgu-Mureș, ISBN: 978-606-8624-03-7, pp. 331-344. (volume under ISI review – Web of Knowledge).

### **Keynote speakers at conferences**

Prescod, Paula. La place de l’accent régional dans l’enseignement du français au non natif. *Conférence internationale de l’enseignement du français parlé*. 10-11 May 2016, University of Istanbul;

Prescod, Paula. Intercomprehension: From English to English-based creoles.

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Concerning the last stage of the project, January 2017 – September 2017, we will attain the following objectives:

- highlighting the main guidelines obtained from the results analyzed, to be used in order to promote and improve school performances in the two contexts throughout the academic years. In order to complete this objective, we will elaborate didactic materials to be used by teaching personnel in the two contexts;
- using the results obtained by publishing them; the purpose is to outline the characteristics of the two educational contexts; such data may lead to an improvement in students’ school performances;

- increasing the international visibility of the project by organizing an international colloquium.

In conformity with the aforementioned aspects, we believe to have attained the managerial and scientific objectives of the project for the period October 2015 – December 2016, as they were outlined in the project plan. We will also attain the objectives proposed for the last stage of the research, corresponding to the year 2017.

*For conformity,*

*Signed by,*

*Project Manager Chireac Silvia Maria*