

**Ruri Ueda, PhD Linguistics**  
**Thesis Proposal Review**

**Interactive Effects of Perception and Production Training on L2 Phonetic Acquisition**

Many second language (L2) learners struggle to learn L2 sounds that are absent in their first language (L1). To assist such learners in overcoming this difficulty, effective methods for learning L2 sounds have been explored. Perception training, where learners are exposed to the target sounds, has been shown to improve not only the learners' perception of L2 sounds but also their production (Bradlow et al., 1995). Additionally, production training also leads to improvement in production accuracy (Hattori, 2009), but with mixed findings regarding its effects on perception. For instance, Baese-Berk and Samuel's (2016) study revealed that the participants who orally repeated stimuli during perception training failed to improve their perception.

The negative effect of production training observed in Baese-Berk and Samuel (2016) may be due to their task being cognitively costly rather than L2 phonetic perception learning being disrupted (Thorin et al., 2018). Another thing that obscures their results is Baese-Berk and Samuel's use of L2 Basque compared to Thorin et al.'s use of L2 English. It is possible that the incompatible results between these studies are caused by the cross-linguistic differences.

My PhD project addresses these gaps in the literature by conducting four experiments with L1 Japanese speakers using the English /l/-/ɹ/ contrast. Experiments 1 and 2 will quasi-replicate Baese-Berk and Samuel's (2016) and Thorin et al.'s (2018) to compare the two methods using the same target sounds and participants' L1. Experiment 3 will examine whether and how formation of phonemic categories by exposure to target phonemes facilitates production training. Experiment 4 will consider how much exposure to target phonemes is necessary to elicit effects of production training.

These four experiments will enhance our understanding of L2 phonetic acquisition. Both perception and production training methods are used widely in EFL settings. Getting a better understanding of their interactive effects will greatly inform on how to design L2 phonetic learning. This research will shed light on a suitable balance of perception and production training on L2 phonetic acquisition.

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**Vihanga Perera, PhD Literature**  
**Oral/Exit Presentation**

**Water under the Bridge**

**(Exegesis: Remembering Torture: Survivor Narratives of the 1987-90 Insurgency in Sri Lanka)**

My research consists of the composition of a historically-informed novel and a dissertation situated in and explorative of the armed insurgency against the Sri Lankan state by the Janatha Vimukthi Peramuna (JVP) during 1987-90. The creative work is anchored in five intersectional narratives that represent the emergence of violence and how it was experienced by two villages in the Kandy district of the Central Province. The five narratives constitute retrospective biographies and are built on the presences and absences in narrative memory. The project is informed by Michael Rothberg's theory of 'multidirectional memory' and the emphasis Rothberg places on narrative modalities that go beyond conventional realist and anti-realist modes in narrating trauma: 'traumatic realism'.

In its exegesis, my study focuses on the representation of the site of the torture camp in published narratives by survivors of incarceration during the violence in question and – through the conveying of what they witnessed – their transformation from being detainees to bearers of history. Focused on three biographies – Rohitha Munasinghe’s Eliyakandha Wadha Kandhawura (Eliyakandha Torture Camp), Victor Gunathilake’s 71-89 Mathakayan (Memories of 71 and 89), and Ajith Perakum Jayasinghe’s K-Point – my research proposes survivor narratives as alternative histories to the largely pro-state narrative discourse that dominates discussion of the 1987-90 insurgency. While the study explores the processes through which victims of torture work-through their harrowing experiences of incarceration to foster a critical balance and distance to narrate past trauma, it also understands the role of such narratives in post-conflict restoration.

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**Ran Li, PhD Linguistics**  
**Oral/Exit Presentation**

**The Acquisition of the English Lexical Verb System in Chinese Learners of English as a Foreign Language: a Processability Approach**

This thesis explores the syntactic realisation of arguments of lexical verbs as predicates in the acquisition of English as a Foreign Language (EFL). It furthermore explores whether there is evidence for a staged development in the acquisition of those relationships caused by general cognitive processing constraints.

Verbs and their arguments play a substantial role in both linguistic theory and the field of Language Acquisition. However, there is a need for further research in this area. Acquisition studies undertaken so far within frameworks such as UG and Usage-based have typically focused on specific verb groups only, rather than taking a comprehensive approach. The Lexical Mapping Hypothesis (LMH) within Processability Theory (PT) provides a principled framework for conducting a study that explores L2 acquisition of predicate argument structure comprehensively, i.e. across verb types and their arguments. With its recent revision, the LMH proposes specific, theoretically grounded schedules of developmental stages for individual languages, including L2 English. However, empirical investigation of the developmental schedule for EFL/ESL so far has been limited to a single longitudinal dataset on one beginning Japanese learner, and a range of verbs and constructions limited to the early stages of acquisition. Hence, further data from more learners and different learner types is required in order to test for the LMH empirically.

As a contribution to bridging this gap, the current study investigates cross-sectional speech data on 37 university learners of EFL in China, collected from a nationally mandated oral proficiency exam in China. All learners are native speakers of Mandarin Chinese, majoring in English, and fall between intermediate and advanced levels of proficiency. The analyses identify all clauses with a lexical verb as predicate produced by each of the learners, resulting in a data set of 2061 clauses. These are analysed at the levels of argument structure, functional structure, and the mapping relations holding between them. The results are pioneer the provision of a comprehensive picture of EFL learners’ interlanguage predicate argument system.

The thesis then interprets the findings in light of the Lexical Mapping Hypothesis. A standard test for implicational scaling applied to the relevant structures showed that no implicational relationships

could be established, likely due to the narrow range of proficiencies represented in the data. Thus neither positive nor negative evidence for development can be shown. However, applying the emergence criterion of acquisition, the data throughout was found to be consistent with the Hypothesis, since each of the learners produced at least two tokens of a relevant structure at each of the three proposed stages. A positive result for implicational scaling of the structures within the LMH's intermediary stage points to a possible intra-stage development, which is not currently specified in the LMH. There is also evidence indicating that the class of unaccusative verbs is more complex than specified in the LMH. This finding, if confirmed by future longitudinal research, provides empirical support for a revision of the current formulation of the LMH.

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**Gan Qiao, PhD Linguistics**  
**Thesis Proposal Review**

**Language Use and Ethnic Identity: Evidence from Australian English by Second-Generation Chinese Migrants**

Many studies of ethnic variation have suggested that migrant-background minorities may play a leading role in language change, including studies in Sydney (e.g. Horvath 1985), London (e.g. Cheshire et al. 2011), Stockholm and Gothenburg (e.g. Gross et al. 2016). Studies of the English of second-generation Chinese-background populations in North America, however, have found that they tend to participate in patterns of regional variation and change along with their age cohorts (Hoffman & Walker 2010; Wong & Hall-Lew 2014). In this thesis, I examine linguistic variation in this growing minority in Australia, taking into the social dynamics of this community, as well as patterns of variation and change in the wider community (cf. Labov 2001). I seek to test the hypothesis that second-generation Chinese-Australians share much of their speech patterning with the Anglo majority, but also differ in some features in ways that correlate with ethnic orientation and social network, and thus contribute to broader discussions around the role of ethnic minorities and variation and change.

The data come from the Sydney Speaks project, a large-scale sociolinguistic study examining variation and change in Australian English (Travis 2016-2021). For this thesis, I study the speech of Young Adult Chinese-Australians and compare that with the speech of Anglo Australians of the same generation and of an older generation (Horvath, 1985). I also study the speech of Hong Kong English speakers (from the International Corpus of English-Hong Kong, Bolton 2002) as a benchmark for these Chinese-Australians.

In this TPR, I present results from a first variable studied, future temporal reference, namely, the variation between *be going to* and *will*. Consistent with what has been found across varieties of English (e.g. Denis & Tagliamonte 2018; Szmrecsanyi 2005; Torres Cacoullos & Walker 2009), I find a significant increase in *be going to* over time for Anglo-Australians. Young Adult Chinese-Australians lag in this change in that they use a lower rate of *be going to*, as do Hong Kong English speakers. Regression analyses reveal, however, that Chinese Australians share the linguistic conditioning of their Anglo peer groups, which shows some differences from the older Anglos and the Hong Kongers. I also examine the impact of ethnic orientation and social network, and find that neither correlates with rates of *be going to*. For future temporal reference, I find little evidence of ethnically-driven variation.

I give some possible accounts for this, and consider other variables that may help contribute to an understanding of ethnic variation among the Chinese-Australian community.

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### Adrienne White, PhD Classics Oral/Exit Presentation

#### Post-Traumatic Stress in Archaic and Classical Greece

Since the publication of Jonathan Shay's *Achilles in Vietnam* in 1994, classicists have increasingly searched for evidence of post-traumatic stress disorder (PTSD) in the ancient world. Yet, despite rapid developments in the field of psychology and psychiatry, assumptions about war, trauma and violence are often used to justify the argument that PTSD simply had to exist in the past, without appropriately addressing the methodological concerns underlying the application of modern psychiatric definitions to the ancient world.

I seek to take a more conservative approach, by posing three simple—yet difficult to comprehensively answer—questions:

- Did the Ancient Greeks suffer from post-traumatic stress?
- If the Ancient Greeks did suffer from post-traumatic stress, what did it look like?
- If the Ancient Greeks did suffer from post-traumatic stress, what was the rate of its occurrence?

My thesis therefore considers the viability of various methods that attempt to situate post-traumatic stress in the past, as well as analysing the ancient sources for evidence of post-traumatic stress in Ancient Greece. The thesis seeks to rebut and, in some cases, affirm individuals on the historical record who have been cited as aligning with post-traumatic stress' diagnostic criteria, as well as literary cases that appear to indicate that the Ancient Greeks had some broad-scale understanding of post-traumatic stress. Further, I consider what the Ancient Greeks found particularly traumatising, what social factors may have operated to protect them psychologically, and new evidence that suggests that the Ancient Greeks might in fact have had lower rates of post-traumatic stress than their modern counterparts.

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**Elena Sheard, PhD Linguistics**  
**Midterm review**

**Situating speakers within community change(s): relative movement across vowels**

Studies of linguistic change over the lifespan have observed that individual speakers participate to different degrees in community change. For example, Sankoff and Blondeau observed that the ‘early adopters’ of change for /r/ in Montreal French remained stable later in life, while the ‘later adopters’ underwent a greater degree of change (2007: 576). Sociolinguistic studies have also investigated ‘leaders’ and ‘laggers’ of change across multiple variables in both apparent- and real-time (e.g. Nevalainen, Raumolin-Brunberg, and Mannila 2011; Waters and Tagliamonte 2017; Brand et al. 2020). Here, I further investigate early and late adopters in the context of lifespan change, and present a methodology that measures the degree to which individual speakers’ relative position in change(s) in progress in the community correlates with their participation in lifespan change(s).

I illustrate this method by applying it to a set of AusE vowels that have been shown to have undergone change in the community over the past forty years; five diphthongs (FLEECE, FACE, PRICE, GOAT, MOUTH) and four monophthongs (KIT, DRESS, TRAP, BATH/START) (e.g. Cox and Palethorpe 2001; Cox 2006; Purser, Grama, and Travis 2020). I examine the patterning of lifespan change in these vowels in the spontaneous speech of 10 Australian-English speakers (five of Greek, and five of Italian heritage), who were recorded as teenagers in the late 1970s as part of the Sydney Social Dialect Survey (SSDS) (Horvath 1985), then again as adults in the 2010s as part of the Sydney Speaks project (SydS) (Travis, Grama, and Gonzalez In Progress). The lifespan speakers are situated relative to others in their community cohorts, 37 Italian and Greek teenagers recorded in the 1970s, and 20 Italian and Greek adults recorded in the 2010s, allowing these speakers to be situated in community patterns of vowel change.

Two indices were developed to, together, measure lifespan change: a ‘Cohort Index’ which situates individual speakers relative to others in their respective age and ethnic cohorts in trajectories of change, and a ‘Difference Index’, which quantifies the degree and direction of lifespan change(s). The Cohort Index is derived from the averaged F1 and F2 values at the vowel onset and offset (diphthongs) and midpoint (monophthongs) for every speaker in each cohort. These formant measurements are then scaled between 0 and 1, with the higher scaled values corresponding to the direction of the change for the cohort (i.e. the higher the score the further advanced in the change the speaker, and vice versa). The lifespan speakers have two Cohort Indices, one for SSDS and one for SydS. The Difference Index (DI) is the difference between these two results, and indicates the degree and direction of individual change. A positive DI indicates movement in the direction of change, and the larger the DI the greater the movement.

Consistent with Sankoff and Blondeau’s observation, the results indicate that speakers who were behind in these changes as teenagers move more in the direction of change for their generation over their lifespan than those who were already ahead. A Pearson’s correlation test found a moderately strong negative correlation (-0.6) between the SSDS Cohort Index (i.e. where the lifespan speakers were situated in the change as teenagers) and the Difference Index (how far they have since moved in/against the direction of change) across all variables and lifespan speakers (see Figure 1). However, this appears to be mediated by social and linguistic factors; Greek-Australians have changed more in the monophthongs than the Italian-Australians (-0.6 vs. -0.37), and the correlation is stronger for the

socially stratified diphthongs for the Italians (whose realisations were originally broader) (-0.7 vs. -0.54).

The use of these indices shows a promising new methodological direction for lifespan studies, as this scaling approach is theoretically applicable across different types of variables (e.g. phonetic, syntactic and discourse) and different measurements of the same type of variable (e.g. formant measurements, duration, Euclidean distance of vowels).

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**Kate Oakes, PhD English**  
**Oral/Exit Presentation**

**Altruism and Agriculture: The Ethics of the Farmyard in Thomas Hardy's Fiction**

Animal farms are fascinating places of paradox, generating both trans-species communities and brutal exploitation. On the one hand farmers protect and care for their animals, quite often forming bonds with individual beings, and on the other farmers ultimately allow their animals to be killed and dismantled for profit. Fiction that is aware of this discord, and the ethical issues associated with it, is well placed to grapple with and dramatise the realities of the farm. My creative writing thesis approaches understanding fictional representations of traditional animal farming in both a creative and a critical manner. In this presentation I explain the two components of the thesis, their contributions to the research project, and their relationship to one another.

For the critical component I look to a collection of novels by Victorian novelist and poet Thomas Hardy. The author took a keen interest in animal issues and experienced a deep empathy for animal lives. Moreover, his famous fictional setting of Wessex, in rural England, necessitates a great deal of agricultural labour. For these reasons Hardy's oeuvre is extremely well suited to explorations of animal husbandry. While depictions of animals in Hardy have been considered by scholars, primarily due to the growing impact of the interdisciplinary approach Animal Studies, livestock as a group unto themselves have not yet received critical attention. This thesis seeks to understand Hardy's portrayal of livestock farming, and in doing so expands the reach of Animal Studies into new literary territory and opens up new understandings of Hardy's animal advocacy through fiction.

For the creative component of the thesis I am writing a novel in which the paradoxes of farming are played out before a young Australian woman who visits a tiny English village for a summer. Here she finds a community inspired and shaped by animals and yet also in the habit of butchering them. This becomes more complicated still when her relationship to creaturely life takes a fantastic turn.

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**Emma Rao, PhD Linguistics**  
**Thesis Proposal Review**

**The Semantics of Landscape Terms in Chinese: An NSM Approach**

Concepts for describing the physical world, such as 'mountain' and 'river', are sometimes assumed to be universal. However, research has shown that different languages and cultures categorise the physical world differently (e.g., Bromhead, 2018; Burenhult & Levinson, 2008; Ye, 2017). Landscape features, which are the most typical 'brute facts' (Searle, 1995) in people's cognition, are also categorised and perceived differently across languages and cultures. The reason for this, as discussed by Wierzbicka (1989, p. 57), is that natural language does not separate the interpretation of the world from the world 'as it really is.' For this reason, studying the meanings of landscape terms can help to reveal the particular worldview embedded in the language being studied.

Several studies on landscape have focused on landscape terms in indigenous languages and their counterparts in English and other European languages (e.g., Bromhead, 2018; Burenhult & Levinson, 2008; Johnson and Hunn, 2010; Mark & Turk, 2003). Despite this, to date, no extensive semantic research has been conducted on landscape terms in Chinese. However, the rich vocabulary and historical records of landscape terms in Chinese, as well as the strong lexicographical tradition, offers a valuable venue for studying Chinese people's conceptualisation of the nature and the way in which they interact with it. The present research seeks to fill this gap by carrying out a lexical semantic study on landscape terms in Chinese.

The present study adopts Natural Semantic Metalanguage (NSM) as a tool for meaning analysis and representation. Previous NSM studies on landscape terms (Bromhead, 2011a, 2011b, 2017 & 2018; Wierzbicka, 1989) have demonstrated that NSM primes can provide a common measure for comparing local variations and show culture specific aspects of categorisation when considering the landscape. The study's aim is to uncover the distinctive aspects of Chinese conceptualisation and both the similarities and differences in conceptualisation of landscape between Chinese and other languages. Lexical semantic study of landscape gives insight into people's worldview and cognition of the world. In my talk, I will review the existing literature, illustrate the characteristics of the Chinese perspective, explain my data collection and methodology, introduce the corpus used for conceptual analysis, as well as present preliminary semantic analyses of selected terms.

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**Fiannuala Morgan, PhD Literature  
Thesis Proposal Review**

**Visualising Australia’s Literary Imaginary: A Toponym Based Approach to Spatial Analysis**

Within a colonial context, placenames explicitly reflect and reinforce colonial power structures through the act of erasing Indigenous connection with place, and operate as an act of mastery and control over the natural environment through the imposition of meaning. As argued by Paul Carter in his seminal spatial history of Australian placenames, *The Road to Botany Bay* (1987), it is through naming that “space is transformed symbolically into a place, that is, a space with a history” (p.xxiv). Place-based literature consolidated the colonial project through mastery of space and as Ross Gibson (1993) argues, the focus on landscape in the nation’s narrative fiction can be understood to arise from the fact that Australia is only recently colonized and storytelling is a way of making the land “ours” (210-211). The same can be said of the use of placenames in literature. Their evocation goes beyond situating narrative, they are also an assertion of identity, belonging and nation building. Natural language processing software affords the opportunity to easily extract placenames from large corpuses of text. Recent studies quantify and map mentions of placenames in literature as evidence of either a geographic imaginary, or as a representation of the “geographic investments” of a historical period (Wilkins, 2013). Invariably, this research equates frequency of placename mentions with significance, thereby, abstracting their cultural and historical context. Drawing on concepts from critical toponymic studies, Australian cultural and literary studies, eco-criticism and post-colonial studies, this thesis proposes a more complex, pragmatic and location specific approach to an emergent and increasingly popular form of computational literary analysis, one that is uniquely embedded in the spatial politics of Australia. Teaming geocritical analysis with data visualisation techniques, I intend to explore the literary and metaphoric usage of placenames in 19<sup>th</sup> and early 20<sup>th</sup> century Australian literature and media, thereby, shining light on these periods’ spatial orientations and preoccupations. This project contributes to a rich history of spatially-oriented analysis in Australian literary and cultural studies and to a broader discussion concerning the merits of a geocritical approach for literary analysis.

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**Anneke Myers, MPhil Linguistics**  
**Thesis Proposal Review**

**‘Are you able to translate for us?’ What the record shows about parliamentary committee interactions with L1 speakers of Indigenous languages**

In the 2016 census, over 65,000 people spoke an Indigenous language at home. This project asks: in public consultations with these Indigenous language speakers, is the parliament a good listener? Over the last decade, the *Hansard* records at least a few words of an Indigenous language being spoken at around 70 federal parliamentary committee hearings (see map), on matters ranging from health policy to the destruction of the caves at Juukan Gorge.

This research examines the current practices of federal parliamentary committees specifically when taking spoken evidence\* from witnesses\* whose first language is an Indigenous language—noting that these interactions are largely in English—and the limited role currently played by interpreters. Although recent scholarly and public attention has been given to the emerging presence of First Languages in Australian parliamentary debate (Battin, 2018; Grimes, 2018; Goodwin & Murphy, 2019) and in legislation (Murphy, 2020), notably, this has not included the work of parliamentary committees. I suggest there may be significant ‘communicative misalignment’ (Gumperz, 2015) in these interactions due to their intercultural nature (Malcolm, 2018; Eades 2015) and institutional features (eg. Freed & Erlich, 2010), and the likelihood that some witnesses may be what Eades has called ‘partial speakers of English’ (2020, following Cooke). This is also informed by my observations as a Hansard editor transcribing this evidence. There is also potential for misinterpretation of the evidence during its entextualisation (Bucholtz, 2009).

Official text and audio records of these interactions contain rich data for quantitative and qualitative linguistic analysis. Aligning with Gumperz’s interactional sociolinguistics and Hymes’s ethnography of communication approach, I propose to draw on established intercultural communication scholarship in other institutional settings such as the courtroom (eg. Eades 2018; Cooke, 1996), land claim hearings (eg. Walsh, 2008) and hospitals (eg. The Communicate Study Group, 2020), using mixed methods to analyse publicly available data and interviews with parliamentarians and parliamentary staff. I will also review academic, government and professional practice literature to develop practical suggestions for parliamentary committees seeking to consult with L1 speakers of Indigenous languages.

\*The terms ‘evidence’ and ‘witness’ are used by parliamentary committees but do not carry the same meaning as when used in a judicial context.

[Parliamentary committee hearings where even a few words of an Indigenous language were spoken \(map\)](#)

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**Qiong He, PhD Literature**  
**Oral/Exit Presentation**

**“Nothing Can Happen Nowhere”: Place and Trauma in Elizabeth Bowen’s Writing**

Following the spatial turn in trauma studies, my PhD thesis combines trauma theory with a theory of place to study Anglo-Irish writer Elizabeth Bowen (1899-1973), and her unique way of representing trauma, namely, through depiction of the geographical places of traumatic experience. There is an inseparable relationship between trauma and place in Bowen’s writing. Her emphasis on place stems from her ambivalence about her own hybrid Anglo-Irish identity, giving rise to a traumatic sense of dispossession and dislocation, and from constant movement as a result of historical events (Anglo-Irish War and two world wars) and personal trauma (the death of her parents). Previous scholarship on place in Bowen’s writing mainly centers on “Bowen’s addiction to personification”, observing that the houses and objects are personified and act like living characters while characters are objectified and inactive as if they are held hostages by the place (Bennett, Royle, and Watson 1994, Ellmann 2003, Wurtz 2010, Cammack 2017). More recently, some critics have sought to explore the historical and political meanings connoted through the representation of houses in Bowen’s fiction (D’hoker 2012, Tivnan 2015, White 2016). Little attention has been paid to the relationship between trauma and place in Bowen’s writing (Lytovka 2016). This thesis explores how Bowen represents trauma through presenting politics and histories of place.

I argue that the denied or repressed personal and historical experience is instead projected into place, so that places lose their homely character and become both unsettled and unsettling. In Bowen’s writing, characters are traumatized and become numb and inactive not only by the historical experiences of the wars, but also by the social forces of modernization which dramatically shatter the traditional familial ideology signified by the houses. These forces take shape in places, as cities and landscapes that have been devastatingly transformed by the wars are dramatically changed by urbanization and industrialization. I identify three ways in which place functions to represent trauma in Bowen’s writing. First, place is a shelter constructed and maintained by the characters to practice their policy of “not noticing” the traumatic history taking place around them. Secondly, place unveils the historical and social contexts of trauma, including the waning of the Anglo-Irish Ascendancy, the force of modernization, and two world wars. Thirdly, place enacts the effect of trauma: it becomes a living character playing an active and even traumatizing role in reminding, haunting, and unsettling its dwellers. In this way, place becomes an agent of trauma, refusing to be under the psychological control of its inhabitants while forcibly reminding them of the forces behind their trauma. Through the evocative description of place, Bowen presents trauma not merely as a psychological or pathological phenomenon, but as something with specific socio-political, cultural and historical implications. I show that bringing place into interaction with trauma provides a better understanding of the theme of homelessness, dislocation and the ambivalent sense of national belonging in Bowen’s fiction.

**Key words:** Elizabeth Bowen; trauma studies; Place; modernism

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**Hamza Alhashim, PhD Linguistics**  
**Thesis Proposal Review**

**Musicality in Translating Poetry into Arabic**

In many languages, poetry is defined by musicality, which is linked to highly regulated forms containing different poetic devices. Rhyme and rhythm are common features across different languages, which are among the formal elements that represent musicality. In Arabic poetry, rhyme and rhythm are seen as fundamental elements of poetry that represent musicality and reflect creativity as well. That is, Arabic speakers consider rhyme and rhythm define what a poem is because "... for an average Arab reader, poetry entails rhyme [and] rhythm ..." (Abdulla, 2011, p.53). However, such regulated forms have always been a challenge to translators to be transferred from one language to another. There are different views about whether forms should be translated or not (Ketkar, 2005) and about how forms should be translated (Holmes, 1988).

Since rhyme and rhythm are very significant in Arabic poetry, would including them in translating poetry into Arabic be necessary to have the produced translations perceived and treated as poetry and eventually help in the success of such translations? Although questions like this are important to the practice of translation, they have not been empirically explored in translation studies. My project aims to investigate (a) whether including rhyme and rhythm in translating poetry to Arabic would result in producing more successful translations, and (b) what possible uses, effects and benefits these two musical elements would add to translated poetry.

In doing so, my proposed research will include a focus on examining different translated versions of various poems. The translated versions to be examined will involve both musical translations (including rhyme and rhythm) and non-musical translations of the same poems. I will adopt a mixed methodology research design which is the exploratory design (Creswell, 2019), in which semi-structured interviews and a survey will be conducted targeting both experts of poetry and general readers of poetry. In the TPR, I will review literature on poetry translation (translatability and translation approaches), and discuss Arabic poetry tradition (importance and musicality), research questions, research methodology and possible limitations of the research.

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