

# Emergence

Volume 7, Autumn 2015

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# Contents

<b>Editor's Introduction .....</b>	<b>3</b>
<b>Foreword.....</b>	<b>5</b>
<b>Humanities Graduate School Student Network (GradNet).....</b>	<b>6</b>
<b>Rethinking data collection on language contact: The language contact score.....</b>	<b>7</b>
<i>Kassie A. Cigliana</i>	
<b>Questioning the value and relevance of error correction in English language teaching .....</b>	<b>18</b>
<i>Robert Weekly</i>	
<b>'A Controversial History?' An Analysis of British Attitudes and Responsibility in the Bombing of the Cap Arcona, 3 May 1945.....</b>	<b>28</b>
<i>Daniel Long</i>	
<b>Truth Within the Lies? Harbour Descriptions in Lucian's Second <i>True History</i> ....</b>	<b>38</b>
<i>Núria Garcia Casacuberta</i>	
<b>Bestial Rape from Greek Myth to Jim Carrey: Comedian Comedies and the Heroic Rapist.....</b>	<b>48</b>
<i>Isaac Gustafsson-Wood</i>	
<b>'Third Place' in Teaching Terry Tempest Williams' Autobiography: <i>Refuge: An Unnatural History of Family and Place</i> .....</b>	<b>Error! Bookmark not defined.</b>
<i>Wasinrat Nualsiri</i>	
<b>Approaching Distance: Veiling by British Muslims, from Separation to Connectedness .....</b>	<b>64</b>
<i>Ruxandra Todosi</i>	
<b>Orwell on Poland and Political Controversies of his Time .....</b>	<b>73</b>
<i>Krystyna Wieszczyk</i>	
<b>Thomas Stanley; Traitor or Trimmer? The varying portrayals of the Stanley family through history .....</b>	<b>83</b>
<i>Kate Bicknell</i>	

## Editor's Introduction

The articles in this volume were all presented as papers at the annual Humanities Postgraduate conference held at the University of Southampton on 23 March 2015. The theme of 'Conformity and Controversy' certainly provided a diverse range of contributions, varying from the conformities and controversies of language acquisition to teaching norms and the portrayal of places and people in the historical record.

The first two articles here reflect on language acquisition. The first discusses the problems of gathering data on time spent speaking a second language in an immersion context. This paper gives the language contact score, an innovative means of measuring the positive time spent speaking a second language and the negative impact of speaking English abroad.

The second, as a discussion of error correction in English language teaching, asks questions about whether the need to correct in an ELT context is actually useful, or just the conformity of past teaching methods. It centres on the idea that meaning focussed correction, rather than accuracy focussed correction, is more useful for those wishing to converse in English.

The next section of papers centre on maritime controversies. The first is an assessment of the British response to the bombing of the *Cap Arcona*. As a prison ship, the bombing of the *Cap Arcona* was one of largest single maritime losses of life in the Second World War. This paper suggests that the RAF were to a point aware that the ship was full of prisoners, however the intelligence was not put to use until it was too late. As an unknown event in the history of the Second World War this poses an interesting analytical image of a shocking element of the war.

The second paper is a study of the truth within Lucian's second *True History* surrounding the archaeological evidence of ports in the Mediterranean. The main question of the paper is whether Lucian's accounts can be trusted given that he himself admits their fictional nature.

Moving on to the subject of rethinking violence is a daring paper which brings Greek myth and modern comedy together on the subject of bestial rape. Somewhat controversial in of itself this paper discusses Jim Carrey's comedies and images of bestial rape within them in contrast to the Ancient Greek myths regarding Zeus such as the stories of Ganymede, Europa and Asteria.

Next, a paper on teaching relating to the subject of the memoir *Refuge: An Unnatural History of Family and Place* by the environmentalist Terry Tempest Williams. Wasinrat Nualsiri examines the responses of teachers and students to the depiction of

nature in the memoir, providing insight into the interpretations of the text in the context of Thai teaching practice.

Ruxandra Todosi of Nottingham Trent University covers a controversy which is very present in our multi-cultural society. The idea of veiling by British Muslims. This paper discusses whether the modern, fashionable veils often worn in the UK are a form of submission or resistance to norms of fashion or Islam itself. This apparent, though debated, dichotomy of conformity and resistance make for an enlightening paper on this facet of Islamic culture.

From religion to politics, the next paper discusses one of the most controversial authors of the 20<sup>th</sup> century, George Orwell. It examines some of Orwell's texts which responded to specific issues concerning Poland in the post-war transition period. Detailing his accounts of the Warsaw Rising and writing articles for the *Tribune*, this article sheds interesting light on the controversial nature of Orwell's writing in stark contrast with the conformity between the Allies and Stalin to which he was so opposed.

Finally, a paper on the controversy between popular portrayal and reality details the portrayals of Thomas, Lord Stanley. Famously he took the final charge at the battle of Bosworth Field which ended the reign of Richard III. However this opinion is likely to be formed from popular portrayals, some potentially commissioned by the Stanleys themselves, which paint them in a favourable light. This paper examines whether this portrayal is accurate and what other sources have to say about the Stanleys.

Clearly the concept of the conference, 'Conformity and Controversy,' provided the inspiration for a diverse range of papers. These very concepts provide the means for the Humanities to continue to grow and innovate by reassessing past ideas. The articles in this volume demonstrate how many different disciplines within the Humanities test and defy conformity and study the controversies of past and present.

I would like to thank everyone who has been involved in producing this volume, particularly the authors and editorial team. Special thanks must go to Kassie Cigliana for helping with the design of the volume and also again to Kassie and her Conference Committee, without whom the conference which inspired this journal would not have gone ahead.

**Kate Bicknell**

*PhD Candidate, History*

*Editor of Emergence (2014-2015)*

## Foreword

As with previous issues of *Emergence*, the essays published here constitute a selection of edited versions of peer-reviewed papers delivered at the annual Humanities Postgraduate Conference, held this year on 23 March. Eighteen speakers from the Faculty of Humanities here at Southampton and from as far afield as the Universities of Lincoln and Nottingham Trent offered perspectives informed by their own disciplinary backgrounds on the theme of 'Conformity and Controversy'; nine of these contributions can be found in this issue. They range from Linguistics to Pedagogy, from Archaeology and History to Political Philosophy, Film and English Literature. Their authors are responding to the conference theme in the following ways: by devising innovative methodologies (Cigliana), applying the concept of English as a *lingua franca* in a novel way (Weekly), redressing controversies about specific historical events (Long), locating archaeological fact in a work of fiction (Garcia Casacuberta), exploring controversial representation of male rape in contemporary Hollywood film (Gustafsson-Wood), questioning the role of the Thai teacher's authoritative voice in the teaching of foreign literature (Nualsiri), approaching George Orwell's work by mapping its reception in Communist Poland (Wieszczek), exploring the rehabilitation attempts of Communism in the recent work of political philosophers (Todosi), and reviewing Lord Thomas Stanley's controversial actions in the War of the Roses (Bicknell).

Both the student-led conference and the production of the journal are highlights in the regular activities of the Humanities Graduate Student Society, GradNet. The initiatives coordinated by GradNet and supported by the Faculty of Humanities Graduate School contribute significantly to the enhancement of the doctoral researcher environment and complement the professional development programme offered at faculty and at university level. As such, the Humanities postgraduate conference and this journal model the kind of postgraduate student enterprise that the newly established University of Southampton Doctoral College is keen to foster.

The annual conference and the journal are collective efforts and their success rests on the teamwork and community spirit among postgraduate students in the Faculty of Humanities. On behalf of my colleagues I would like to thank all of you who have contributed and once again produced such an impressive issue of *Emergence*.

**Andrea Reiter**

*Professor of German*

*Director, Faculty of Humanities Graduate School*

## Humanities Graduate School Student Network (GradNet)

The Humanities Graduate School Student Network (GradNet) is an inclusive, student-led community for all postgraduates in the Faculty of Humanities. It strives to create an atmosphere in which students are able to connect, both as individuals and as developing professionals.

We aim to:

- ❖ Build and maintain a vibrant postgraduate community for the students, by the students.
- ❖ Cultivate identities as academic researchers, both individually and collectively.
- ❖ Engage in current academic debate.
- ❖ Nurture the acquisition and development of transferable skills for future careers.
- ❖ Provide opportunities for social interaction.

In order to achieve these aims, we:

- ❖ Offer discussion-based, peer-reviewed seminars led by current students.
- ❖ Organise social and cultural events.
- ❖ Organise an annual conference.
- ❖ Produce an annual journal, *Emergence*.

### Emergence

Our most recent conference was held on 23 March 2015. *Emergence* is a peer-reviewed journal that builds upon the achievements of this conference, as all the articles are drawn from papers presented on the day. This year, as it was last year, the Call for Papers was sent out nationwide. This has led to a broad, insightful journal that showcases the research possibilities of the Humanities. The journal helps postgraduate scholars to develop their skills as academic researchers and writers, thus building their academic profiles for the future.

### Get Involved

If you are interested in participating in any of the GradNet activities, you can join our mailing list, Facebook page or follow us on Twitter. There is no joining fee, and you are welcome to attend as many or as few of the events as you wish. Alternatively, if you wish to join the GradNet Committee and become involved with organising our next cultural event, conference or journal edition, please email us: [Gradnet@soton.ac.uk](mailto:Gradnet@soton.ac.uk).

### Humanities Graduate School Student Network:

[http://www.southampton.ac.uk/humanities\\_graduate\\_school/index.page?](http://www.southampton.ac.uk/humanities_graduate_school/index.page?)

Facebook: <https://www.facebook.com/groups/hpgc.soton>

Twitter: <https://twitter.com/GradNetSoton>

**Rebecca Holdorph & Holly Dunbar**

*PhD Candidates, History*

*Co-Chairs of GradNet Committee (2014-2015)*