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The Language of Trauma Narrative Communication Management: Perspectives from a Corpus-based Approach

Shy Wei Chin[1*]

[1]Universiti Tenaga Nasional, Jalan Ikram-Uniten, 43000 Kajang, Selangor, MALAYSIA

*Corresponding Author

Abstract: Trauma experiences or post-traumatic disorders prove to be an uprising phenomenon faced by people around the globe. This paper examines the language of trauma studies in two textbooks authored by a prominent trauma analysis expert who has been in the field for more than 20 years. This paper posits that the study or content analysis of trauma narratives discourse textbooks could contribute to self-efficacy beliefs especially in communication management. Using the corpus-based approach, essential keywords, and a word list of the essential language of trauma headwords are identified. Thus, with the 209 identified headwords, the development of the new word list specifically to trauma narratives discourse has been facilitated. The production of the word list of the language of trauma is aimed to assist disaster risk management researchers and authorities in identifying the 'sensitive' traumatic keywords to be or not to be narrated to the affected people in community-based studies. Thus, this study entails insightful concepts to the creation of a trauma narrative essential word because of its meaningful application. In conclusion, the article presents the keywords found to be associated closely with trauma narrative textbooks insights and proposes a coping alternative to the community or academia from a linguistics and communication management point of view.

Keywords: Trauma narratives, the language of trauma, trauma keywords, disaster risk, and communication management

1. Introduction

Trauma has an enormous impact on people as a result of different catastrophic events that change their view of the world. Trauma happens when a person bears witness to a catastrophic event(s) involving real or endangered mortality and extreme anxiety, panic, or hardship (Morrison, 2006; Rothschild, 2000). This may lead to disturbances in the taste and psychological growth of the individual, which entails an intense feeling or modifications in the brain and psychobiology, leading to loss of identity and self-sense (Levine, 1997). Trauma will also happen to victims of a traumatic accident, and subconsciously (Caruth, 1995). The experiences experienced are most important, because they are global views, contextual experiences that describe the expectations, interpretations, sense of comprehension, and motives that emerge from a real encounter in their own hands, which is the crux of encounter for the individual (Mertens, 2005). A narrative consists of intentional, organised, and connected events that the speaker deems important to a particular audience, and thus human truths are revealed in a tale. (Riessman, 2008). Van Dernoot Lipsky (2009) states that the perception and impact of trauma give rise to systemic and important meanings of current activities, especially in the awareness of social forces at different levels of society's participation.

Communication management towards their stress supervision is the gateway to stress and includes local wisdom on a traumatic event like a natural or man-made disaster. Communication management concerns a project-based situation in which the activities or execution are specifically connected. Relations capabilities are commonly put at the

centre of successful contact goals or techniques (Khanyile, Musonda & Agumba 2019). The key point in controlling our contact is 'what' contact is presented, particularly in societal contexts, where post-traumatic victimization experiences share their distress, not just the 'how' they say (Muszyńska, 2016). Empathy is also key to helping society regenerate itself from a post-traumatic experience such as flooding by creating morale and a link to the best way of handling relationships between team members to team management processes and the efficiency of coordination utilizing different networks.

Thus, it is assumed that these trauma victims can only be directed to healing or self-efficacy if the culture or environment is successful in assisting the post-traumatic patients by having empathically effective 'listening' or communicative effort. The involvement of different stakeholders includes the engagement of civil society groups and societies in overt and indirect relations with government, agencies, and businesses in the search of the common good to enhance society. To ensure that stakeholders and victims can convince themselves to conform to a group response mechanism after any crises, a common framework for communicating should therefore be developed, especially in communications management. In the preparedness and recovery of disasters (Rana, Jamshed, Younas & Bhatti, 2020), mutual risk assessment and successful risk coordination are central to handling disaster risk. The research is looking at communication management as an utmost essential branch of project management, that of business management, except that this project involves trauma victims and various stakeholders who could benefit from effective and with great 'empathy' communication. There has been limited research on the significance of community narratives especially in trauma narrative or the language of trauma by analyzing significant trauma narrative textbooks. The objective of this article is to find out how the analysis of trauma narrative language can help society meet the challenges of sustainable development, particularly the management of communication, using corpus study methodology. Corpus-based comparative keyword analysis and word list formation were used for the assessment of the language of trauma. In order to distinguish the prevailing trauma narratives from the texts, the trauma narrative texts collected were analysed.

When oral narratives are understood and deciphered, they can contribute to self-efficacy within the community. This study evaluates the prevailing narratives and perceptions with the trauma narratives texts published. Self-efficacy can be described as the concept of how one can be positively influenced by events in a controlled way that facilitates development of self-esteemed and worth (Benight & Bandura, 2004). To carry out such research, resources on trauma accounts by an eminent author, Caruth, (1996; 2009) are analyzed to assess the author's prevalent reasoning and behaviours (content analysis). They act as the point of reference when such affinities and keywords are listed to help understand the trauma narratives. In managing meaningful communication with various parties, another essential perspective is that of ensuring the right message is disseminated (Palttala, Boano, Lund & Vos, 2012) using the content (corpus-based) analysis method. The 'anatomic' of main word (lexis) in the trauma narrative texts is defined by this form of analysis. In other words, the keywords identified will help to build information or topics to ensure its constant, routine presentation. It is assumed that the linguistic data represent the 'normal language' of the trauma narrative field or in the language of trauma. The word list created serves as essential words to identify if certain victims or respondents do show certain 'reaction' or 'symptoms' of being traumatized when specific keywords were used in their conversation. However, the outcome of the study solely focuses on the vocabulary output from the trauma analysis texts using corpus linguistic method, which contributes to management of communication. It is not meant as a clinical study which relate to the field of post-traumatic stress disorder (PTSD).

A corpus, in the area of corpus linguistics, is a collection or collective group of words for the digitization of texts (Nesi, 2013; Nation, 2001). In other words, the words present in a corpus must be transferred or adapted into a database of electronic words, and most essentially, they must be machine-readable (Tognini-Bonelli, 2001). According to McEnery & Wilson (2001), a corpus is regarded as an authentic language in real-life use. A corpus describes the language properties and patterns of how a particular language is used. A corpus is a collection of texts, upon examination of the 'anatomy 'of the texts; it provides more explicit properties of the language used holistically in context (Menon, 2009; Ward, 2009; Wang, Liang & Ge, 2008 Mukundan, 2009; Mudraya, 2006; Willis, 1998). Kennedy (1998, p.7) stated the essence that "Corpus linguistics is the study of a language use based on texts with a source of evidence for linguistic description and argumentation" (p.7). When compared with the unavailability of computers over the last three decades, the emergence of computers to produce computerized corpora has escalated a 'scholarly enterprise called corpus linguistics' (Fung, 2003). Flowerdew (2012) also asserted that "this empirical approach investigates naturally occurring language, i.e. performance-based data" (p.320). With the advance of computer technology, corpus linguists can analyse large diversities of texts and seek a broader view of language use. Computers facilitate empirical analyses of the actual complex patterns of language use, finalizing diverse linguistic decisions (Biber et al., 1998). Therefore, the building of a corpus is indispensable to provide quantitative and empirical evidence of 'scientific' generalization. corpus linguistics or corpus-based studies "reduced speculation and subjectivity; the authenticity of data; and the potential to verify research hypotheses systematically and based on more extensive linguistic material" (Biel, 2009, p.2).

1.1 Purpose of the Study

The essence of the trauma narrative texts must be fully comprehended especially in communicating the priorities to various parties and stakeholders. The interpretation of the framework by various professional organizations, academia, and stakeholders for better comprehension of planning and implementation can be a challenging and laborious task (Nora Yahya et al., 2018). This paper is to present an alternative way or different perspective that simplifies the interpretation of knowledge dissemination (content analysis) especially in connecting the key essence using a corpus-based approach to communication management (see Thiruchelvam et al., 2018; 2019). Using 'keywords' as a lens for community and stakeholders involved in disaster risk reduction planning or execution. Besides, using corpus-based, the idea of eliminating vague or "sensitive" language is possible.

Due to the importance of the trauma narrative works or texts, it is therefore meaningful to investigate the key lexical items used in order to deliver the intended 'comprehension' as well as avoiding certain lemma or lexis while communicating effectively to the trauma victims. In short, the following research questions are addressed:

(a) What will be the lexical features that are trauma narrative dominant, specifically the essential keywords found in the texts?

(b) What is the trauma narrative list identified which contribute to trauma communication management, towards self-efficacy?

2. Literature Review

Corpus refers to a set of texts that allow scholars, and communicators to investigate the composition of texts and to evaluate how words are used specifically in which the sense in which the text is used may be best understood. Corpus text analysis is useful in finding the best way to introduce language components into specific and specialist discourse (Mukundan, 2009). In general, the collected scholarly body comes from instructional or learning materials such as textbooks (Ng et al, 2013; 2019; Al-Mahrooqi & al., 2011). The corpus is very likely to act as a reference for any lexis and vocabulary widely used in intended textbooks or instructional material. The framework produced in this study will also assist researchers to give stakeholders critical features of the text, to enhance their interpretation of the text and their decoding skills as well as avoiding words that might trigger traumatic memory. Communicators could use the meaning to construct their personalized word lists for their own instructional needs.

Vocabulary can be classified according to Nation (2001) into four types: high-frequency, academic, or scholarly, technical, and low-frequency terms. The first form of vocabulary (high frequency) can be represented by the General Service List (GSL) (West, 1953). The most common words in all kinds of texts are the 2000 written English words (Nation, 2001; Coxhead, 2000; Nation & Waring, 1997). High-frequency words are mostly written and spoken English and the word lost contains a total of 176 English-Function words, represented by more than 75% of non-fiction tokens (Nation and Hwang, 1995). In addition, the high-frequency terms occupy at least 80% of scholarly texts, Coxhead and Nation (2001) stated. The GSL is a classic high-frequency word list, mostly used in academic word lists of 2,000-word families (3,372 tokens). GSL is, however, now the most common word list in English (Gilner, 2011). Indeed, it remains one of the most valuable collections of terms, including significant common terms of all ages (Hancıoğlu, Neufeld and Eldridge, 2008; Coxhead, 2000; Carter & McCarthy, 1988), with several preservation works and improvements to GSL words' base. "The most common term is so widely spoken that it is indispensable for any real usage of language" (Schmitt, 2000, p.84). It is, without doubt, the most general English language multi-purpose word list based on its wide use and substantial frequency and range. Schmitt (2000) also recommended that "the GSL be used following the intuitions of the instructor as a reference to the order of meanings of instruction" (p. 85). Thus, all common and widely used English words in this research are connected or specifically related to the families of GSL words and derivatives or the affected forms, referred to as the common English words or high frequency words.

The second type of vocabulary is the scholarly vocabulary (academic vocabulary) where, while it includes not so many technical terms, it includes more formal academic words (Nation, 2001). These words are represented by the Academic Word List (AWL)(Coxhead, 2000). In most forms of academic content, academic vocabulary is commonly used; however, its prevalence is lower than the vocabulary of general service (Nation, 2001). Academic language is mostly synonymous with two-word collections, excluding GSL objects, but represents the academic vocabulary used in different fields. Moreover, academic vocabulary lists 'represent an extension of the general service vocabulary for students with academic purpose' and they help students to redefine their goals of knowing essential vocabulary needed to understand academic texts (Paquot, 2010; Read, 2000). There are some reasons why the learning of the GSL and AWL should be given the greater focus before students enroll in specialized courses, English for Specific Purposes (ESP) circumstances (Al-Marooqi et al., 2011; Coxhead & Nation, 2001). In the last decade, as a reference for vocabulary learning, most of the materials have focused more on the AWL (Lessard-Clouston, 2012; Paquot, 2010). In this analysis, the scholarly vocabulary, or academic terms (sub-technical terms) used in the texts are found in the forms word families with their derivatives found in the AWL. In other words, these words have the same or intended meaning across different areas especially the sub-technical terminology used in the texts.

Furthermore, it is assumed that the arbitrariness of sub-technical terms of any area is represented by that of the AWL and its derivatives. Technical words are similarly useful to students and professionals who use certain terms to

accomplish and prepare their particular objectives through the use of a language, through addition to academic words. Technical words (the third category of vocabulary) are defined as specialised vocabulary words that are formed in terms of significance and frequency by using a specialised corpus (Nation, 2001). It is widely stressed that having a strong grasp of advanced vocabulary at higher levels of schooling would lead to greater results (Todd, 2017; Coxhead, 2000; Nation & Waring, 1997). Corpus linguistics research experiments have helped develop an understanding of scholarly or advanced terminology. A vast number of corpus-based studies have been carried out to scrutinize the language of texts across disciplines and fields (see Ng et al., 2019; Yang, 2015; Hsu, 2014; Nesi, 2013; Mukundan & Ng, 2012). In various specialised texts, a variety of studies have explored the usage of scientific terminology. Examples are the numerous studies in applied linguistics as well as anatomy (Chung & Nation, 2003; 2004), the corpus of engineering, and word lists (Ng et al., 2019; 2013; Hsu, 2014; Mudraya, 2006; Ward, 2009), Medical Academic Word List (MAWL) (Wang, Liang & Ge, 2008) and agriculture essential words (Martínez et al., 2006). In this review, semi-technical vocabulary is often known to be technical vocabulary since, if not well understood, it may also pose difficulties for people using them to communicate. In this review, it should be noted that the mixture of technical and semi-technical words are termed as specialised vocabulary.

Technical words are referred to as advanced vocabulary and are routinely restricted in terms of the selection of target subjects and languages (Nation, 2001). In this analysis, 'advanced vocabulary' is the focal point for every area of study and can be used interchangeably with the term 'technical vocabulary'. The specialised vocabulary to be identified through this study is considered the trauma narrative dominant words (keywords) and technical words (word list). Thus, in comparison to a wider reference corpus, the specialised word list to be formed in this study can be described as 'field-related words, consisting of high frequency technical and semi-technical vocabulary'. Technical words are closely associated with a particular area or field of research or subject information that exists with specialised terminology in specialised domains (Chung & Nation, 2003; 2004). It is ideally through corpus-based analysis or studies that the 'anatomy' of the communicative language in trauma communication management can be distinguished where certain words are more specifically 'trauma' dominant. On the other hand, by identifying these words which are more 'technical' or field-inclined in trauma narratives, it is significant that project managers, especially those who are involved in community engagement (Nora Yahya et al., 2018) to be more selective in choosing the words in their relief program or research so as not to trigger the victims' trauma. In addition, stakeholders which include tertiary level students are found to be lacking in the skills to recognize the nature of narratives of trauma that relate to disaster management (Chong et al., 2020).

3. Methodology

This research adapts and adopts the framework of qualitative content analysis. According to Mayring (2000), qualitative content analysis is described as "an approach without rash quantification of analytical and methodological controlled analysis of texts within their communication context, following content analytic rules and step-by-step models" (p.2). Besides, Hsieh and Shannon (2005) state that qualitative content analysis is defined as "a form of study for the subjective understanding of text data content through the coding process of hierarchical classification and the detection of themes or patterns" (p.1278).

Content analysis is, according to Ary, Jacobs, and Sorensen (2010), "a research approach applied to written or visual materials to define content characteristics" (p. 457). It may also be said that 'material analysis requires a systematic interpretation, not necessary from the viewpoint of an author or user, of a body of documents, pictures, and symbolic matter' (Krippendorff, 2004, p. 3). All and all, it can be concluded that material analysis is a systematic method or methodology that can be carried out in a way that other investigators who pursue the original researcher's recommended steps can validate or reproduce the findings (Krippendorff, 2004). Analysis of material can be quantitative in nature as well. Corpus-based method research is characterised by Hardy, Harley, and Philips (2004) as objectively belonging with qualitative characteristics to the quantitative research sphere. Similarly, Conrad (2005) advocates that research concerning the detection of language patterns or developments includes a quantitative examination to assess patterns that are more frequent than rare or special cases of language usage. The study of quantitative material applies to "the description of the quantitative analysis of messages (in texts) stressing objectivity, systematicity, transparency, generalizability, and replicability" (Neuendorf, 2004, p.33). As there are simple guidelines based on hypotheses or observations to add and exclude such material or diagnostic attributes, it is systematic (Zhang & Wildemuth, 2009). The research entails analysing texts, counts of frequencies, and mathematical analyses of texts that are abstracted from their meanings.

The linguistic component of content analysis, especially running texts or lexical objects, is the focus of this research. In the process of analysing the lexical properties and the relationships between the lexical objects in the text, the analytical platform of this corpus-based study includes the areas of corpus linguistics and content analysis. This corpus-based research, therefore, uses the methodology of quantitative content analysis because of the existence of corpus linguistic studies that primarily deal with numbers and percentages of use. This research involves objective measurements and statistical data analysis provided by corpus analysis or concordance software (concordancer) that discusses statistical measurements. Frequency count, range estimates, ratios, keyness (keyword identification), and lexical coverage are included in the statistical results. It should be remembered that corpus-based analysis, which is

descriptive in nature and relies on lexis, is the analysis carried out. The research's research seeks to provide a detailed perspective through a systematic study of the trauma narrative document's lexical properties. The WordSmith Tools 5.0 concordance programme was used to collect statistical data on frequency, percentages, and keyness (using log-likelihood test statistics). Therefore, to include more informative frequency data to assess the keywords, the comparative frequency method of using the accurate Log-Likelihood Tests used in WordSmith Tools 5.0 was used (Scott, 2008; 2001; Scott & Tribble, 2006; Rayson, Berridge & Francis, 2004). It provides the "positive keyness" words when the frequency of the keywords is unusually high in the corpus which is being examined and comparing it to a much greater in frequency corpus.

In conducting this analysis, the words of the target texts should be contrasted with those of the reference corpus taken from a much broader corpus. A reference corpus may be a benchmark or normative reference with a variety of corpus sizes from a few thousand to a hundred million words, reflecting a natural target language set (Baker, 2006). It is claimed that the reference corpus was constructed to provide a language with universal knowledge (Leech, 2002; Sinclair, 1991). In other words, a reference corpus must be broad and sufficiently significant to represent the bulk, if not all, of the target language varieties and their characteristics, and at least five times greater than the comparative corpus (McEnery, Xiao, & Tono 2006; Berber-Sardinha, 2002). The British National Corpus (BNC) was selected as the reference corpus for this research in which it has been used as a reference corpus for analysis in many corpus-based related studies (see Ng et al., 2019; 2013; Thiruchelvam et al., 2019; Mukundan & Ng, 2012; Al-Marooqi et al., 2011).

'Technical' words or words which are more inclined in a certain field are essential to be identified in order to assist stakeholders to understand the target field better. Without good background knowledge in a trauma-related field, these technical words could be sensitive to certain stakeholders, triggering their past which they wish they could forget. On the other hand, comprehending more discipline-specific words facilitates assimilation into a discourse community much more effectively (Ng et al, 2019). To identify the trauma-narrative related word list, this study adopts the word list creation framework of Ng et al. (2019; 2013) as below:

a.   The frequency of the target words should unusually high enough in the target corpus as compared to a much larger reference corpus, that of the British National Corpus (BNC).
b.   Because the words should be closely related to the trauma narrative field, hence the lemmas identified have to be excluding those of the GSL and AWL list of words.
c.   The identified trauma-related words were cross-checked to eliminate words that are considered proper nouns, acronyms, or other unknown words (like symbols, numbers, etc).

4.   Results and Discussion

The discussion of the results revolves around the following research questions.
a.   What will be the lexical features that are trauma narrative dominant, specifically the essential keywords found in the texts?
b.   What is the trauma narrative list identified which contribute to trauma communication management, towards self-efficacy?

Despite its common use in linguistics and communication field, the term "keyword" has not been specifically coined (Scott, 2008). Using the sophisticated probability value or calculation mechanism built in the "KeyWord" program in WordSmith 5.0, the 'keywords' are identified revolving around the frequency patterns, unlike those of humanly identified keywords that are based upon intuition. A word that has been identified as a keyword from the program must satisfy a specified frequency threshold as well as its frequency (significant enough) as compared to that in a reference corpus using the mechanical basis of statistical probability (Scott, 2008). To answer the first research questions, the keywords identified using the WordSmith Tools are words that are unusually high in frequency in the target corpus as compared to that of a reference corpus (BNC). In this research, a 'positive keyness' word is identified as a word that occurs more often or unusually high by chance (in the target corpus) in comparison with the BNC corpus. On the contrary, a 'positive keyness' word is identified as a word that occurs less often or unusually high by chance in comparison with the BNC corpus. They are considered the core words which reflect the essence of the trauma narrative texts analysed (Scott, 2008).

One hundred (100) of the most positive keyness words were identified (see Appendix A). These are the words that best highlight the centre or core discussion of the materials. In short, it highlights the 'aboutness' on the texts or corpus (Thiruchelvam et al., 2019; Scott, 2008). Typically, some proper nouns might be included in the keywords compilation, however, in this study, it has been filtered or omitted to better reflect on the aboutness of the trauma narrative texts. Besides, the high-frequency or functional English words might have been included to indicate the core language framework of the texts. Thus, further analysis using the "WordList" function is discussed in the second research question of this study. The top ten most positive keyness words are highlighted for discussion. In other words, these keywords are believed to represent and cover the trauma narrative the most in terms of its meaningfulness (see Thiruchelvam et al., 2019). The words are:

Table 1 - The 10 highest keyness trauma narrative keywords

No.	Keywords
1	Empirical
2	Self
3	Relation
4	Story
5	Traumatic
6	Death
7	Child
8	Narrative
9	Experience
10	Philosophy

The highest 'positive keyness' word identified was "Empirical". The word empirical sums up the underpinning ideas of trauma narrative as it is the holistic experience that counts when dealing with trauma. These top 10 positive keyness words clearly illustrate the trauma narrative nature and key underlying framework or philosophy. They are related to the core beliefs of the author as well as her world view, which includes accounts from various philosophers and respondents. These keywords serve as the internalized core message from the materials (Palttala, Boano, Lund & Vos, 2012). It is of utmost essential to manage how stakeholders could communicate these words to people who are affected by any traumatic events. On the other hand, the importance of identifying the keywords could benefit the disaster mitigation or relief plan as well as the community program. These words are unusually high in frequency as compared to a larger corpus which helps in communication as well as easing the understanding of the subject matter of trauma narrative. Knowing these words, people in management positions could relate and most importantly connect with people with trauma history (van der Kolk, 2000).

> …But language serves as a substitute for action: with its help, an effect can be abreacted almost as effectively. . . . If there is no such reaction, in either deeds or words, any recollection of the event retains its affective tone…
>
> (van der Kolk, 2000, p.11)

In achieving self-efficacy for the trauma-stricken people, their trauma coping mechanism is indeed one of the most essential parts or cores towards its success. Communication management, especially in using the right language or words to connect with them is indeed at its most meaningful approach. Similarly, avoiding certain words that could trigger their recollection of the traumatic event should be avoided. These victims or people suffering from a post-traumatic stress disorder need to find ways to communicate their feeling or find words which symbolize their state of being – a part of the effort to normalize themselves (van der Kolk & Buczynski, 2015). It will depend on the policymaker or people in management who decides what are the words to be utilized or omitted for certain project management or even learning program within the community.

From the extended analysis, in answering the second research question, a specialized word list which consists of 209 headwords that are closely related to the field of trauma narrative was created (see Appendix B). From the keywords obtained in the previous analysis, the commonly used English words (high-frequency and function words) were excluded for better representation or aboutness of the trauma narrative word list. The generally 'academically-skewed' words were removed as well, making the remaining words left in the word list that are more technical and semi-technical in nature. These words are the specialized trauma narrative headwords which are exclusively meant for the field of trauma communication or language. Besides, they are identified as headworks with specific usage or headword in their own right. They are not the commonly used English words, nor they are academic-bound words, rather they fit the purpose of using these field-specific words more precisely or with great care when communicating with the community. It provides an overview of the word list which is very much related or associated with the trauma narratives and when the representation of these words is well-managed, it could help towards self-efficacy among the community.

These identified headwords contribute to the holistic understanding of communication management relating to trauma narrative. "Communicating the trauma narratives allows an avenue …to personalize and transcend the inner quest to understand the complex patterns of the trauma experience ..." (Chong et al., 2020, p.430). Every word uttered and registered by an individual is unique in nature as everyone's pain and empirical experiences are exclusively theirs for the taking (Caruth, 1995). By managing the certain usage of the words from the word list identified, it is apparent that when communication is intended, ideal words need to be structured to avoid any retriggering of any glimpses of a traumatic event. "The understanding of trauma itself evokes the dynamics of geographical locations, socioeconomic destruction as well as the inner gyre of emotional turbulence" (Chong et al., 2020, p.432). Thus, with the 209 identified headwords, the development of the new word list specifically to trauma narratives discourse has been facilitated. The production of the word list of the language of trauma is aimed to assist disaster risk management researchers and

authorities in identifying the 'sensitive' traumatic keywords to be narrated to the affected people or even used in community-based studies. Thus, this study entails insightful concepts to the creation of a trauma narrative essential word as its meaningful application. In short, the keywords found are associated closely with trauma narrative textbooks insights and this study proposes a coping alternative to the community or academia from a linguistics and communication management point of view.

5. Conclusion

In conclusion, this research provides an important cultural element in terms of managing the trauma narratives communication among the people as community narratives contribute to the developing community resilience as well as empowerment. A project carried out with collectively sensitive language to existing trauma leads to social, economic, and environmental sustainability, through effective risk management and human development practices. Although managing the communication of trauma narrative seems like a life-long learning process, the fluidity of this ability needs to be inculcated among the stakeholders. The keywords and word list identified would contribute to trauma narrative communication enormously in terms of words used to be attributed or incorporated into the curriculum of various disciplines as well as benefiting the researchers in the field of trauma studies. With the 209 headwords identified, researchers, the community, and various stakeholders should always take note that these words could be 'sensitive' to the affected people in some ways or another. Besides, these words identified are closely related to the field of trauma narrative and thus, curious researchers who are new to the field could always equip themselves with the necessary meaningful trauma narrative language before embarking further. Knowing these words are important as they are specifically used in the trauma narrative discourse community.

6. Recommendation

Moving forward, this newly developed list of words should be adopted to find out perhaps which are the most sensitive words which ought to be avoided at any level of trauma narratives community effort. Further research using interviews or questionnaires could be carried out for educational purposes to find out the extent of the effectiveness when using the words or communication structures at various levels. In addition, further analysis using the concordance software on the word collocation could be initiated to look at how the words are recycled, represented as well as connected in two-word idiomatic expression. These collocated words could bring about the extended meaning to the technical or the semi-technical words found in this study.

Appendix A: Trauma Narrative Keywords

EMPIRICAL	PSYCHOANALYSIS	SURVIVAL
SELF	ARGUMENT	MADNESS
RELATION	FIGURATION	ACCIDENT
STORY	REFERENCE	REALITY
TRAUMATIC	LANGUAGE	ENCOUNTER
DEATH	SENSATION	EXTERNAL
CHILD	TRANSCENDENTAL	CONCEPTUAL
NARRATIVE	LOVE	OBJECT
THEORY	PASSAGE	NEUROSIS
EXPERIENCE	PSYCHOANALYTIC	MOTHER
PHILOSOPHY	EVENT	ORIGINS
EMPIRICISM	SUPERSENSIBLE	MEMORY
FICTIONS	CHAPTER	CONSCIOUSNESS
UNDERSTANDING	BURNING	IMPOSSIBILITY
DREAM	FORGETTING	POSSIBILITY
HISTORY	READING	CONCEPT
PRECISELY	ANALOGY	METAPHYSICS
AWAKENING	LITERAL	TERMS
KNOWLEDGE	MEANING	LITERARY
CRITICAL	NOTION	DEPARTURE
FIGURATIVE	TEXTS	PRINCIPLE
AMOUR	ORIGIN	AGGRESSION
NEIGHBOR	IMPERATIVE	SUBSTITUTION
TRUTHS	PRESS	PERCEPTION
REFERENTIAL	MOTION	TRANSLATION
CIVILIZATION	SUGGESTS	INTERPRETATION
REPETITION	PHILOSOPHICAL	MOURNING
REFLECTION	SYMBOL	DEAD

IDEAS	DIFFERENCE	CHOSENNESS
CRITIQUE	BLINDNESS	ETHICAL
FICTION	CONNECTION	METAPHYSICAL
PRIMAL	UNCONSCIOUS	GUILT
PSYCHE	REPRESSION	
FALLING	NEGATIVITY	

Appendix B: Specialized Trauma Narrative Headwords

ACCUSATION	DISCOURSE	LINGUISTIC
AESTHETIC	DISCURSIVE	LITERAL
AGGRESSION	DISFIGURATION	LITERALITY
AGGRESSIVE	DISORDER	LITERALIZATION
AGGRESSIVENESS	DISPLACEMENTS	LITERALIZED
AGGRESSIVITY	DISRUPTION	LITERALLY
ALLUSION	DISRUPTS	MEMORIALIZING
AMBIVALENCE	DOCTRINE	MENSTRUATION
ANEMIC	DUALISM	METAPHYSICAL
ANTHROPOMORPHISM	EMPIRICIST	METAPHYSICS
APHRODITE	EMPIRICISTS	MONISM
ARCHITECTONIC	ENIGMA	MONOTHEISTIC
ARGUMENTATION	ENIGMATIC	MOURNING
ARTICULATED	ENIGMATICALLY	MUTILATED
ARTICULATING	EPIGRAPH	MUTILATION
ARTICULATION	EPISTEMOLOGY	NARCISSISM
ASSIMILABLE	EXPERIENTIAL	NARCISSISTIC
ASSIMILATED	FAITHFULNESS	NARRATION
ASSOCIATIONISM	FICTION	NARRATIVE
ASSOCIATIONIST	FICTIONAL	NARRATIVES
ASSOCIATIVE	FICTIONS	NEGATION
AUTOBIOGRAPHICAL	FIGURATION	NEGATIVITY
AWAKENING	FIGURATIONS	NEIGHBORLY
AWAKENINGS	FIGURATIVE	NEUROSIS
BLISS	FIGURATIVELY	NEUROTIC
CAPTIVITY	FULFILLMENT	NIGHTMARE
CASTRATION	GRAVITATION	NIGHTMARES
CATACHRESIS	HERMENEUTICS	NONDISCURSIVE
CATASTROPHIC	HYLOZOISM	NONEMPIRICAL
CAUSALITY	ILLUSION	NONLINGUISTIC
CENTRALITY	IMPERATIVE	OCEANIC
CHIASMUS	IMPULSE	OEDIPAL
CIVILIZATION	INAUTHENTICITY	ORIGINATING
COGNITION	INCOMPREHENSIBILITY	ORIGINATION
COMMUNION	INCOMPREHENSIBLE	OVEREATING
COMPREHENSIBLE	INDIRECTNESS	PARADOXICAL
COMPULSION	INERTIA	PARADOXICALLY
CONCEPTUALIZATION	INEXTRICABLY	PARTICULARITY
CONFLICTUAL	INFLICTION	PASSIM
CONFRONTATION	INSCRIBED	PASSION
CONNEXION	INSCRIBES	PERFORMATIVE
CRITICISM	INSCRIPTION	PERSECUTION
CRITIQUE	INSISTENCE	PERSONIFICATION
DESIGNATE	INSOFAR	PHENOMENALITY
DIACRITICS	INSTINCT	PHYSICS
DIALECTIC	INSTINCTUAL	PHYSIOLOGICAL
DIALECTICAL	INTERRUPTION	POSITING
DIALOGUE	INTRUSION	POSTTRAUMATIC
DIALOGUES	INTUITION	PRIMAL
DISARTICULATION	LIBIDINAL	PRINCIPIA
DISCONTENTS	LIFELESSNESS	PROPPING

PROSOPOPOEIA	REREADING	SUPERSENSIBLE
PSYCHIATRY	RESITUATES	SYNTACTICAL
PSYCHIC	RETHINKING	TEMPORALITY
PSYCHICAL	RHETORIC	TERMINOLOGY
PSYCHOANALYSIS	RHETORICAL	TEXTUALITY
PSYCHOANALYTIC	RIGOR	THEORIZATION
PUNCTUATION	RIGOROUSLY	TRAUMATIC
QUITTER	ROMANTIC	TRAUMATISM
RECAPITULATION	ROMANTICISM	TRAUMATIZED
RECURRING	SCHEMATISM	TRAUMATIZING
REDUCTIVE	SEMITISM	TRILLING
REFERENTIAL	SENSATION	UNASSIMILABLE
REFERENTIALITY	SENSATIONIST	UNCANNILY
REFLEXIVE	SENSUALISM	UNCONSCIOUSNESS
REINTRODUCES	SOLACING	UNDERSTANDINGS
RENUNCIATION	STIMULI	UNHAPPINESS
REPETITION	STIMULUS	UNIVERSALIZING
REPETITIVE	STRUCTURALIST	WHENCE
REPRESSION	SUBLIME	

Acknowledgement

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