



International Student Conference
English Studies 2026:
Discourse and Society

Book of Abstracts

Vilnius University Faculty of Philology
Department of English Philology
April 16-17, 2026



baltos lankos

Table of contents

Artūr Afanasjev	6
Translation of Slang and Informal Language in the Call of Duty Video Game: Challenges and Solutions for Russian Localization	
Khaled Ahmed	7
Diachronic Change in Stance Adverbials in British English Academic Prose: Evidence from BNC 1994 and BNC 2014	
Saulė Aleknavičiūtė	9
The Formation of English Neologisms on Reddit and X Platforms	
Anara Ashimova	11
The Effectiveness of Using Documentary Films for Developing Communicative Competence in English Language Lessons	
Arčis Auštras	13
Metafiction in David Foster Wallace’s “Good Old Neon”	
Fausta Bauer	14
“Outside, there is London”: Queer Precarity and Urban Space in Oisín McKenna’s <i>Evenings and Weekends</i>	
Dilnaz Begalina	15
How Short-form Social Media Discourse Shapes Students’ Perceptions of Social Issues: A Critical Discourse Analysis	
Greta Bučaitė	16
Stance as a Device of Characterization in Telecinematic Discourse: The Case Study of the Female Ensemble in <i>Sex and the City</i>	
Olga Donskaia	17
Between Propaganda and Indoctrination: Thoughtlessness in Margaret Atwood’s Novel <i>The Handmaid’s Tale</i>	
Maria Dreer	19
Staging Resilience and Collapse: Gender and Mise-en-scène in David Fincher’s “Fight Club”	

Ugnė Guzevičiūtė	21
Metaphorical Framing of Political Figures in Online Discourse: Reactions to Charlie Kirk's Death	
Yerassyl Kaip	22
Negotiating Identity in Online Fan Communities: A Multimodal Discourse Analysis	
Sofia Kalenska	23
Motherhood in Paul Lynch's Prophet Song	
Patricija Kamarauskaitė (Cancelled)	24
Fragile Worlds, Fragmented Narratives: A Possible Worlds Analysis of "Slay the Princess"	
Aisulu Kospanova	25
The Impact of Identity, Context, and Motivation on Code-Switching Among Bilingual Students	
Shugyla Kudaibergen	27
From Screen to Speech: A Discourse Analysis of Social Learning in Youth TV Series	
Emilija Lipskytė	28
"But Now We Have to Prove the Connection Between the Man and the Beast": The Relationship between Stapleton and the Hound in Sir Arthur Conan Doyle's The Hound of the Baskervilles	
Jamila Manafli	30
English as a 'Third Space' in Post-Soviet Language Politics: Insights from Azerbaijan	
Tautė Martinaitytė	32
Zooming in on the evaluative metaphor in film reviews	
Gabija Masiulytė	34
Discursive Identification of Small-Island Nations in Climate Diplomacy: from Victimhood to Agency	
Aistė Nadolskytė	36
"What is Given May Be Taken Away": Coping with Grief in Maggie O'Farrell's <i>Hamnet</i>	
Lalazar Nazarova	37
Attentional Interference of Native vs. Borrowed Profanity: An Emotional Stroop Study of Lithuanian and Russian Curse Words	

Iryna Neschotna & Yejin Kim	39
Identity and Belonging: A Narrative Inquiry Study of a Chinese International Student in Australia	
Anzhani Nurgaliyeva	41
Neologisms in social media discourse and their influence on contemporary English	
Bibinur Nurlan	43
Narrative Discourse and the Construction of Hero Identity in <i>Percy Jackson and the Lightning Thief</i>	
Letizia Pagani	45
Social and Narrative Constraints Surrounding Sexual Violence in Ian McEwan's <i>Atonement</i>	
Greta Pakalkaitė	47
Monochronic Meets Polychronic: A Cross-Cultural Chronemic Analysis in Lithuanian–Chilean Interaction	
Emilija Palionytė	49
Showing the Unspoken: Adapting Interiority and Neurotic Conflict in Claire Keegan's "Small Things Like These"	
Agnė Semėnaitė	50
Figuring (Out) Abjection in Charlotte Wood's <i>The Natural Way of Things</i>	
Yulia Shcherbino	51
Emotional Engagement in Reading Fiction Texts by L1 and L2 Speakers	
Nurassyl Silan	53
A corpus-driven Study of Lexis in EFL Graded Readers in Kazakhstan	
Irmak Soran	55
Fashioning the Monstrous Feminine: Myth, Power, and Cultural Re-Signification	
Viltė Šiupinytė	57
How Idioms Survive in Translation: Analysis of the Novel and Film <i>Where the Crawdads Sing</i>	
Adriana Šulcaitė	59
J. Biden's and D. Trump's approach to the Russia-Ukraine war through figurative language	

Mohamed Takouti	61
The Effect of Differentiated Assessment on Students' Grades and Attitudes toward Testing: 9th-grade students of Jnan Daroua Middle School as a case study	
Agnes Tarnoki	63
The Noble Pursuit of Knowledge: A Critical Analysis of Elitism and Exclusion in Dark Academia Literature and Beyond	
Viktorija Timpaitė	65
Proper Names in Children's Literature and Their Translation	
Emilija Varnelytė	67
Against Normativity: Queer Bildungsroman in Eileen Myles' <i>Cool For You</i>	
Ovidijus Videika	68
Hate Speech on Social Media: Anti-LGBTQ+ Rhetoric in Comments on Fox News Facebook Posts	
Eva Vitkovskaja	70
Fast Cars, Sharp Tongues: Prosodic Markers of Sarcasm in Formula 1 Drivers' Speech	
Lara Su Yaman	72
A Double Panopticon: The Narrator of Charlotte Perkins Gilman's "The Yellow Wallpaper" as Prisoner and Observer	
Dovydas Žemaitaitis	73
In-Group, Out-Group and the Nation: Populist Framing of Climate Change in Trump and Bolsonaro's Speeches	

Illustration and design by Emilija Varnelytė, English Philology, Year 4

Compiled by Assoc. Prof. Dr. Justina Urbonaitė, Lara Su Yaman (English Studies MA Year 1), and Dr. Linara Bartkuviėnė

Translation of Slang and Informal Language in the Call of Duty Video Game: Challenges and Solutions for Russian Localization

Slang and informal language play a crucial role in video games by shaping character identity, immersion, and authenticity. However, these linguistic elements are often difficult to translate due to their cultural specificity and evolving nature. This study explores the challenges and strategies of translating slang and informal language from English to Russian in *Call of Duty: Modern Warfare 3* (2023). The research uses comparative qualitative analysis to categorize translation into profanity and expletives, idiomatic expressions, metaphorical language, and culturally specific references. The study applies Nord's Text Analysis Model, Cintas & Remael's Subtitling Strategies, and Perez-Gonzalez's Multimodality Framework to evaluate how well translation preserves meaning, tone, and cultural resonance. Findings indicate that profanity is often softened or omitted, idioms are adapted or paraphrased, and cultural references are frequently replaced with more neutral or Russian-specific alternatives. These results highlight the tension between cultural adaptation and maintaining the original game's tone, emphasizing the importance of creative translation solutions.

References

Díaz Cintas, J. and Remael, A. (2021) *Subtitling: Concepts and Practices*. London: Routledge.

González, L. P. (2014) 'Multimodality in translation and interpreting studies: Theoretical and methodological perspectives', in Millán, C. and Bartrina, F. (eds.) *A Companion to Translation Studies*. Chichester: Wiley, pp. 119–131.
<https://doi.org/10.1002/9781118613504.ch9>

Nord, C. (1991) *Text Analysis in Translation: Theory, Methodology and Didactic Application of a Model for Translation-Oriented Text Analysis*. Amsterdam: Rodopi.

Khaled Ahmed

khaled.ahmed@flf.stud.vu.lt
Vilnius University, Lithuania

Diachronic Change in Stance Adverbials in British English Academic Prose: Evidence from BNC 1994 and BNC 2014

Academic discourse relies heavily on linguistic resources that allow writers to express evaluation, certainty, and authorial position. Among these resources, stance adverbials play a central role as they mark how writers present claims, assess evidence, and position themselves toward propositions. Research has examined stance as a key feature of academic writing, yet fewer studies have examined how the use of stance adverbials changes temporally within academic discourse. This study investigates the diachronic development of stance adverbials in academic British English through a corpus-based study of two different time periods. The analysis focuses on academic texts drawn from The British National Corpus (BNC) versions 1994 and 2014. The study focuses primarily on the frequency of the stance adverbial, as well as the functional category: epistemic or attitudinal, following Douglas Biber (2006) and Biber et al. (1999) framework of stance expressions, and relying on two main criteria: the highest frequency of use in the register, and the adverbials that Biber mentioned explicitly in his framework. The analysis adopts a corpus linguistics methodology and combines quantitative frequency analysis with qualitative manual examination of concordance lines to identify patterns of use across the two corpora. The findings show clear shifts in the distribution and use of stance adverbials over time. The frequency of certain epistemic and attitudinal markers changes between the two corpora, indicating a shift in how writers express certainty and evaluation in academic discourse. Some adverbials appear more frequently in the most recent corpus, suggesting an increasing tendency toward explicit evaluation. Other adverbials appear less frequently, which suggests a decline in their role as markers of stance. These patterns point to gradual changes in the rhetorical strategies adopted by academic writers when presenting arguments and framing knowledge claims. The results contribute to research on stance and evaluation in academic discourse by providing empirical evidence of diachronic variation in the use of stance adverbials. The study also demonstrates the value of corpus-based methods for examining long-term changes in discourse practices. By comparing two corpora representing two different periods of English, the research highlights how linguistic markers of authorial stance change across registers over a time span of 20 years. Moreover, the results can be linked to grammaticalization theory (Hopper and Traugott 2003), where some lexical forms gradually develop towards grammatical functions and increasingly abstract meanings. The study results can be associated with the theory in

two dimensions. On one hand, the change in frequency across corpora would indicate the gradual functional shift predicted by the theory. On the other hand, the diachronic comparison, which captures variations showing the evolution of stance markers as the frequency patterns and functional distribution of stance adverbials could provide indirect evidence on how evaluative expressions become entrenched in academic discourse over time. As such, the findings contribute to discussions on how grammaticalization interacts with discourse and the developments of academic writing conventions. The study has implications for discourse analysis, corpus-based studies, and research on academic writing. It provides insight into how evaluative language develops over time, and offers a brief guide for future studies that seek to investigate diachronic changes in other discourse features across academic domains.

References

- Biber, D. (2006) *University Language: A Corpus-Based Study of Spoken and Written Registers*. Amsterdam: John Benjamins.
- Biber, D., Johansson, S., Leech, G., Conrad, S. and Finegan, E. (1999) *Longman Grammar of Spoken and Written English*. London: Longman.
- British National Corpus (BNC1994) (no date) Available at: <http://www.natcorp.ox.ac.uk/> (Accessed: 30 January 2026).
- Hopper, P. J. and Traugott, E. C. (2003) *Grammaticalization*. 2nd edn. Cambridge: Cambridge University Press.

The Formation of English Neologisms on Reddit and X Platforms

This study focuses on the formation of English neologisms on social media platforms Reddit and X. The aim of the research is to identify the most common word-formation processes used in the creation of neologisms and to compare their distribution across platforms and thematic communities. The dataset consists of 300 neologisms collected from posts and comments published from June 2025 to February 2026. The neologisms are equally distributed between Reddit and X, as well as among three communities: news, gaming and education. Qualitative and quantitative methodology was applied to classify the neologisms according to word-formation processes based on established morphological frameworks (Štekauer & Lieber 2005; Mattiello 2013; Shahlee & Ahmad 2020). The results show that initialisms, acronyms and clippings are the most frequent, accounting for the majority of the dataset (69%). Mixed-formations (8%), semantic shift (7%), compounding (6%) and affixation (5%) occur less frequently, contributing to expressive and evaluative meanings, which is typical of informal online communication (cf. Mattiello 2013; Muzani & Loftie 2024; De Leon 2024). Reddit tends to favour abbreviations and structurally complex formations (cf. Rumšienė 2006; Bauer 1983), such as mixed-formations, blends and compounds, while X demonstrates greater variety in word-formation. Analysis of the communities reveals that gaming discourse relies on technical abbreviations. News communities show a greater use of expressive and creative forms. Education communities display a more balanced distribution of processes. Overall, the findings demonstrate how social media contributes to the ongoing development of the English lexicon.

References

- Bauer, L. (1983) *English Word-Formation*. Cambridge: Cambridge University Press.
- De Leon, K. M. B. (2024) 'Navigating the functions of emerging neologisms: A sociolinguistic study', *International Journal of Research and Innovation in Social Science (IJRISS)*, 8(6), pp. 556–564.
- Mattiello, E. (2013) *Extra-Grammatical Morphology in English: Abbreviations, Blends, Reduplicatives, and Related Phenomena*. Berlin: De Gruyter Mouton.

Muzani, A. W. M. and Lotfie, M. M. (2024) 'Morphological neologisms: The emergence of social media slang on TikTok', *Sains Insani*, 9(1), pp. 103–113.

Shahlee, S. and Ahmad, S. (2020) 'Morphological processes of social media neologisms among the public figures', *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 9(3), pp. 2526–2531.

Rumšienė, G. (2006) 'Neologisms of Internet English: Sociolinguistic aspects of development', *Kalbotyra*, 56(3), pp. 114–121.

Štekauer, P. and Lieber, R. (eds.) (2005) *Handbook of Word-Formation*. Dordrecht: Springer.

Sources

Reddit (n.d.) Available at: <https://www.reddit.com> (Accessed: 8 March 2026). X (n.d.) Available at: <https://www.x.com> (Accessed: 8 March 2026).

Anara Ashimova

aashimovaanara@gmail.com

A.K. Kussayinov Eurasian Humanities Institute, Kazakhstan

The Effectiveness of Using Documentary Films for Developing Communicative Competence in English Language Lessons

The integration of documentary films into English language teaching has gained increasing attention as an effective way to enhance learners' communicative competence. Unlike fictional films, documentaries provide authentic language input, real-life communication contexts, and culturally rich content, which contribute to the development of speaking, listening, and critical thinking skills (Hart, 1992; Altman, 1989). Previous research demonstrates that film-based instruction supports the development of all four language skills and promotes learner engagement, especially at the secondary and tertiary levels (Koprowski, 2017; Morley & Lawrence, 1972). This paper examines the effectiveness of using documentary films in English lessons with senior secondary school students. Drawing on recent studies, the research focuses on how documentaries facilitate communicative competence through exposure to authentic speech, topic-based discussions, and task-oriented activities (Kautská & Janal, 2021; Aydogdyeva, 2024). Particular emphasis is placed on structured pre-viewing, while-viewing, and post-viewing stages that encourage interaction, opinion exchange, and oral production. Studies also highlight the role of documentaries in developing intercultural awareness and global citizenship, which are essential components of communicative competence (Römhild, 2023; Zakharova & Muromtseva, 2019). The analysis shows that documentary films positively influence students' speaking skills, motivation, and confidence in communication (Hoang & Diep; Rahman & Islam). However, challenges such as content selection, language difficulty, and teacher methodological preparedness remain. The paper concludes that documentary films are a powerful instructional tool when pedagogically integrated into communicative language teaching and aligned with learners' linguistic and cognitive levels.

References

Aydogdyeva, B. R. (2024) 'Developing speaking skills through films'. *Proceedings of the International Conference on Language Education*, pp. 45–52.

Hanci-Azizoglu, E. B. (2023) 'Documentary filmmaking: A digital and innovative language teaching method'. *Journal of Innovative Language Teaching*, 10(2), pp. 123–140.

Kautská, J. and Janal, S. (2021) 'The use of documentary films in English language lessons with high school students'. *European Journal of Language Pedagogy*, 5(1), pp. 67–78.

Koprowski, M. (2017) 'Building the four skills through documentary films'. *ELT Journal*, 71(4), pp. 456–463.

Zhumataeva, Z. and Zhumataeva, S. (2021) 'Metodika effektivnogo ispol'zovaniya fil'mov v formirovanii kommunikativnoi i mezkul'turnoi kompetentsii'. *Vestnik pedagogicheskikh nauk*, 3(2), pp. 89–95.

Metafiction in David Foster Wallace's "Good Old Neon"

The focus of this presentation is metafiction in New Sincerity writer David Foster Wallace's short story "Good Old Neon". The analysis aims to bridge a gap in existing research that comes from a surface-level approach to understanding metafiction and a lack of in-depth exploration of the phenomenon. The theoretical framework comes from Patricia Waugh's work on metafiction, including its definition and description of distinct features and techniques. The analysis is divided into two parts. First, key instances of metafictional techniques being used in the story are identified. Second, the technique of constructing and breaking an illusion is applied to the protagonist's construction of himself within the environment of the story. The analysis suggests that "Good Old Neon" features extensive usage of typical techniques of metafiction on multiple levels of narration that serve the purpose of metafiction as described by Waugh and facilitate the story's questioning of the relationship between fiction and reality.

References

Wallace, D. F. (2004) 'Good Old Neon', in *Oblivion: Stories*. New York: Little, Brown and Company, pp. 141–181.

Waugh, P. (1984) *Metafiction: The Theory and Practice of Self-Conscious Fiction*. London: Routledge, pp. 1–19.

Fausta Bauer

fausta.bauer@flf.stud.vu.lt
Vilnius University, Lithuania

“Outside, there is London”: Queer Precarity and Urban Space in Oisín McKenna’s *Evenings and Weekends*

The aim of this paper is to analyse how urban space produces and interacts with queer identity in McKenna’s *Evenings and Weekends* (2024), arguing that the economic, ontological, and structural precarity present in the city shapes queer existence. Because the paper focuses on the interconnectedness of urban spaces and queer identity, the analysis carried out in this paper draws upon Knopp’s ideas on queer movement, placelessness and the queer identity quest, all of which help to frame queerness in *Evenings and Weekends* in the urban context. London, as opposed to suburbia, is seen as a site of self-expression, so the characters are initially drawn to it for this apparent freedom. However, it is argued that London enables self-expression and, at the same time, reinforces structural limitations. The characters are seen in a constant state of oscillation between repression and self-expression. Through the analysis of the representation of public and domestic spaces, it is shown that McKenna does not follow the traditional representation of the city as a site of freedom for queer individuals. Instead, queer identities in the novel are constantly negotiated through urban spaces as they are pushed to navigate precarity.

References

Knopp, L. (2004) ‘Ontologies of place, placelessness, and movement: Queer quests for identity and their impacts on contemporary geographic thought’, *Gender, Place & Culture*, 11(1), pp. 121–131.

McKenna, O. (2024) *Evenings and Weekends*. London: 4th Estate.

Dilnaz Begalina

dilnazbegalina28@gmail.com

A.K. Kussayinov Eurasian Humanities Institute, Kazakhstan

How Short-form Social Media Discourse Shapes Students' Perceptions of Social Issues: A Critical Discourse Analysis

Short-form social media platforms have become one of the main sources through which students encounter and interpret social issues. This paper examines how short-form video discourse shapes university students' perceptions of social responsibility and activism. Using a critical discourse analysis approach, the study investigates a small corpus of English-language short videos addressing contemporary social issues, including climate change, mental health and social inequality. The analysis focuses on lexical choices, evaluative language, narrative structures and the construction of social actors in order to identify how responsibility, urgency and moral positioning are discursively produced. Particular attention is paid to the creation of in-group and out-group identities, the role of personal storytelling, and the use of emotionally charged and simplified framings of complex societal problems. The findings suggest that short-form video discourse tends to individualise social responsibility and promotes highly condensed, polarised representations of social issues, which can strongly influence how students interpret activism and civic engagement. By highlighting the discursive strategies typical of short-form platforms, this study contributes to a better understanding of the relationship between digital media discourse and the formation of social attitudes among young audiences.

References

- Valle, N., Zhao, P., Freed, D., Gorton, K., Chapman, A. B., Shea, A. L., & Bazarova, N. N. (2025). Towards a critical framework of social media literacy: A systematic literature review. *Review of Educational Research*, 95(4). <https://doi.org/10.3102/00346543241247224>
- Jiang, Y., Jin, X., & Deng, Q. (2022). Short video uprising: How #BlackLivesMatter content on TikTok challenges the protest paradigm. arXiv. <https://arxiv.org/abs/2206.09946>
- Maly, I. (2025). 'Unravelling social media critical discourse studies (SM-CDS): Four approaches to studying social media through the critical lens'. *Critical Discourse Studies*. <https://doi.org/10.1080/17405904.2025.2463622>

Stance as a Device of Characterization in Telecinematic Discourse: The Case Study of the Female Ensemble in *Sex and the City*

The study explores stance as a device of characterization in telecinematic discourse by focusing on the female ensemble in *Sex and the City*. The aim of the study is to examine how the four main female characters (Carrie, Samantha, Charlotte and Miranda) use evaluative, affective and epistemic stance expressions, and how their positioning and alignment during interaction, as conceptualized in the Stance Triangle model, shape their character identities and interpersonal relationships. The study also investigates whether the number of interlocutors in a dialogue influences patterns of stance-taking. The research combines qualitative and quantitative methods of data analysis. The quantitative analysis includes frequency distributions of lexical and grammatical stance markers as well as their functions (epistemic, affective and evaluative) in the utterances produced by the four main female characters. The qualitative analysis examines selected dialogues, identifying the stance object, the characters' positioning and alignment (convergent, divergent) in the dialogues, as described in the Stance Triangle model. The findings suggest that stance serves as a key means of character presentation. Each character displays a distinct stance that is reflected through the frequency and type of stance marker used, as well as in patterns of alignment and disalignment with other female characters. Overall, the study demonstrates that stance is an important tool through which character identities and relational dynamics are constructed in telecinematic discourse.

References

- Biber, D., Johansson, S., Leech, G., Conrad, S. and Finegan, E. (1999) *Longman Grammar of Spoken and Written English*. London: Longman.
- Du Bois, J. W. (2007) 'The stance triangle', in Englebretson, R. (ed.) *Stance-Taking in Discourse: Subjectivity, Evaluation, Interaction*. Amsterdam: John Benjamins Publishing Company.
- Landert, D. (2017) 'Stance in fiction', in Locher, M. and Jucker, A. (eds.) *Pragmatics of Fiction*. Berlin and Boston: De Gruyter Mouton, pp. 489–514.

Between Propaganda and Indoctrination: Thoughtlessness in Margaret Atwood's Novel *The Handmaid's Tale*

When analyzing *The Handmaid's Tale* (1985) by Margaret Atwood, critics tend to overlook the discrepancy between pre-Gilead propaganda and Gileadian indoctrination. In addition, little attention is given to Atwood's depiction of the modern conditions of human life, which make the emergence of a totalitarian regime possible. This research examines the instruments of both propaganda and indoctrination used to transform the citizens of a democratic state into thoughtless masses in the novel. Attention is given to the narrator's flashbacks into pre-Gilead memories, with a focus on the narrative distortions revealing Offred's worldview preceding the fall of democracy. This study analyzes the protagonist's monologue through the prism of Hannah Arendt's politico-philosophical thought to demonstrate the mechanisms behind Offred's thoughtlessness and reveal the prerequisites for the success of totalitarian propaganda. The present reading argues that although Offred tries to resist indoctrination and manages to avoid extreme radicalization, she fails to act against Gilead for several reasons, including a deeply ingrained bias against political action, which has dominated human consciousness long before the emergence of Gilead. As a college-educated person, Offred is especially prone to being biased against action due to the engagement with "the philosophers' deep-rooted suspicion of politics in general and action in particular" (Arendt 1998:301). Another reason for the success of totalitarian ideology is the protagonist's core belief in the Christian idea of human life as "the highest good" (Arendt 1998:313), distorted and weaponized by totalitarian propaganda. The findings reveal the ruthlessness of ideological politics in utilizing and weaponizing existing trends, biases, and beliefs against democratic societies and highlight the central role of political action in resisting totalitarianism.

References

Arendt, H. (1958 [1951]) *The Origins of Totalitarianism*. Cleveland and New York: Meridian Books.

Arendt, H. (1998 [1958]) *The Human Condition*. 2nd edn. Chicago: The University of Chicago Press.

Arendt, H. (2006 [1963]) *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin Books.

Atwood, M. (1990 [1985]) *The Handmaid's Tale*. London: Virago Press.

Maria Dreer

maria.dreer@flf.vu.stud.lt
Vilnius University, Lithuania

Staging Resilience and Collapse: Gender and Mise-en-scène in David Fincher’s “Fight Club”

This paper examines how David Fincher’s “Fight Club” (1999) visually reinforces and destabilizes traditional representations of masculinity and femininity through the characters of Tyler Durden and Marla Singer. Drawing on Sigma male ideology (Valdivia, 2023) and postfeminist theory (Riley et al., 2022), the analysis explores how autonomy, resilience, emotional detachment, and vulnerability are negotiated within intimate and confrontational interpersonal contexts. Robert Stam’s concept of medium-specificity (2000: 58) provides the methodological foundation, foregrounding how filmic meaning is produced through visual organization rather than narrative content alone. The analysis focuses on four scenes, two centered on Tyler Durden and two on Marla Singer. Tyler’s scenes foreground bodily discipline, emotional withdrawal, and ritualized violence, visually anticipating key attributes later articulated within Sigma male discourse. His masculinity is constructed through lighting, spatial hierarchy, costume, and controlled physical endurance, aligning with readings of his body as simultaneously fetishized and ideologically unstable (Brown and Fleming, 2011: 288–289). Marla’s scenes are shaped through the same mise-en-scène elements, yet mobilized toward a different ideological effect. Her sexual self-presentation initially appears agentic, but framing and lighting regulate that agency, reinscribing androcentric power relations (Rome and Lambert, 2020: 513). This composure subsequently fractures in a later phone confrontation with Jack, where shifts in space, movement, and vocal delivery render emotional exposure visible and narratively unresolved. The central contribution of this study lies in attributing equal analytical weight to Marla Singer, a character who has often been treated as secondary or symbolic in existing scholarship. By examining masculinity and femininity through the same mise-en-scène framework, the analysis demonstrates how gendered performances are constructed through parallel yet asymmetrically regulated visual strategies. Future research could expand this approach by focusing exclusively on joint scenes featuring Tyler and Marla, allowing for a deeper analysis of how their gender tension intersects and influences each other.

References

Brown, W. and Fleming, D. H. (2011) 'Deterritorialisation and schizoanalysis in David Fincher's *Fight Club*', *Deleuze Studies*, 5(2), pp. 275–299. Available at: <https://dspace.stir.ac.uk/handle/1893/26369?mode=full>

Riley, S., Evans, A. and Robson, M. (2022) *Postfeminism and Body Image*. London: Routledge.

Rome, A. S. and Lambert, A. (2020) '(Wo)men on top? Postfeminist contradictions in young women's sexual narratives', *Marketing Theory*, 20(4), pp. 501–525. Available at: <https://journals.sagepub.com/home/mtq>

Stam, R. (2000) 'Beyond fidelity: The dialogics of adaptation', in Naremore, J. (ed.) *Film Adaptation*. New Brunswick: Rutgers University Press, pp. 54–76.

Valdivia, M. (2023) *Alpha, Beta, Sigma: A Critical Analysis of Sigma Male Ideology*. MA dissertation. University of Windsor. Available at: <https://scholar.uwindsor.ca/major-papers/283/> (Accessed: 18 March 2025).

Metaphorical Framing of Political Figures in Online Discourse: Reactions to Charlie Kirk's Death

Political polarization has become a growing issue in today's world, particularly in the United States, because of an extreme political and ideological divide among the public (Dimock et al., 2014, pp. 6-12). One approach to examining public attitudes and political divisions is through the analysis of conceptual metaphors. Conceptual Metaphor Theory states that metaphor is part of our thinking and can show public opinions, worldviews, and political stands (Lakoff & Johnson, 1980, pp. 3-4). This thesis explores the state of political polarization through the use of metaphors in public political discourses on the online platform "Reddit" posts. The research focuses on the death of political activist Charlie Kirk. The uniqueness of the situation of Charlie Kirk's assassination will provide an opportunity to observe public reaction and political attitudes during a highly intense, emotional, and controversial moment. The corpus contains 44,094 words that have been extracted from 9 different subreddits and threads. Using both quantitative and qualitative methods, the paper analyses the frequency of metaphors, recurring source and target domains, and the topics present in the discussions, which will bring awareness on the state of political divide. Preliminary results suggest that commentators frequently rely on metaphorical language and often express political attitudes that reflect ideological differences as well as positive or negative perspectives on Charlie Kirk, although there are instances where similar metaphors appear across both groups.

References

Dimock, M., Kiley, J., Keeter, S. and Doherty, C. (2014) *Political Polarization in the American Public: How Increasing Ideological Uniformity and Partisan Antipathy Affect Politics, Compromise and Everyday Life*. Pew Research Center. Available at: <https://www.pewresearch.org/wp-content/uploads/sites/4/2014/06/6-12-2014-Political-Polarization-Release.pdf>

Lakoff, G. and Johnson, M. (1980) *Metaphors We Live By*. Chicago: University of Chicago Press.

Negotiating Identity in Online Fan Communities: A Multimodal Discourse Analysis

This paper looks at how people in online fan communities express who they are and how they relate to others through everyday online communication. The focus is on posts and comments from social media platforms, where text, images, emojis, memes, and hashtags are often used together. Using a multimodal discourse analysis approach, the paper examines common ways fans present themselves, interact with each other, and show group belonging. The analysis suggests that these multimodal elements help shape shared meanings, community norms, and boundaries between insiders and outsiders. Overall, the paper aims to show that studying multimodal discourse can help us better understand identity and interaction in online fan spaces.

References

- Bucholtz, M. and Hall, K. (2005) 'Identity and interaction: A sociocultural linguistic approach', *Discourse Studies*, 7(4–5), pp. 585–614.
- Gee, J. P. (2014) *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge.
- Jewitt, C. (2009) *The Routledge Handbook of Multimodal Analysis*. London: Routledge.
- Kress, G. and van Leeuwen, T. (2001) *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London: Arnold.
- Page, R. (2012) *Stories and Social Media: Identities and Interaction*. London: Routledge.
- Zappavigna, M. (2012) *Discourse of Twitter and Social Media*. London: Continuum.

Motherhood in Paul Lynch's *Prophet Song*

This research-in-progress examines the depiction of motherhood in Paul Lynch's Booker Prize-winning novel *Prophet Song* (2023), drawing on Sara Ruddick's *Maternal Thinking: Toward a Politics of Peace* (1989). Despite being central to the novel, Eilish Stack's motherhood has been largely overlooked in the existing scholarship on *Prophet Song*, which has focused predominantly on the novel's political and dystopian dimensions. Applying Ruddick's framework of maternal practice, this thesis traces how motherhood responds to accelerating socio-political instability and the state's descent into totalitarianism. The first chapter offers a phenomenological reading of Eilish's embodied motherhood, attending to Lynch's poetics, centred around bodily experiences and imbued with passive constructions. It traces how the maternal vice of passivity, born of despair and silencing, is literalised onto the body in two modes: disembodiment and the state of hollow embodiment. Together, these modes reveal the transformation of attuned maternal practice into bare survival, and the mother into a vanishing thing. The second chapter turns to Ruddick's distinction between maternal and militarist thinking to examine the clash of values at the heart of Eilish's confrontation with militarism: from the state's mutilation of children's bodies and the conscription of youth to her son's decision to join the rebels and the rebellion itself. Together, the chapters argue that *Prophet Song* stages motherhood's confrontation with totalitarianism as both a bodily and an ethical crisis.

References

Lynch, P. (2023) *Prophet Song*. London: Oneworld Publications.

Ruddick, S. (1989) *Maternal Thinking: Towards Politics of Peace*. New York: Ballantine Books.

Fragile Worlds, Fragmented Narratives: A Possible Worlds Analysis of “Slay the Princess”

Recently, a substantial amount of literature has been published that utilises the Theory of Possible Worlds to analyse literary and digital narratives. Despite this, a narrative-heavy game genre such as visual novel has received comparatively little attention within the possible worlds discourse. The distinctive nonlinearity and looping structure of *Slay the Princess*, which foregrounds the existence of multiple possible worlds, make it a particularly suitable case for such analysis. By using possible worlds framework, this paper aims to demonstrate how the game’s narrative challenges existing possible worlds models. According to Possible Worlds Theory, a fictional work constitutes a schematic universe encompassing multiple possible worlds. Drawing on Ryan’s (1991) theory and terminology as well as benefitting from Planells de la Maza’s (2024) insights on its application to games, this paper analyses the narrative of *Slay the Princess* and its generation of schematic worlds. More specifically, the current study conceptualizes how the game’s branching and looping narrative forkings produce a dynamic network of possible worlds that are repeatedly reconstructed through player interaction. The current research provides an exciting opportunity to advance our knowledge of possible worlds in video games and offers new insights into the narrative design and analytical interpretation of visual novels.

References

Planells de la Maza, A. J. (2024) *Possible Worlds in Video Games: From Classic Narrative to Meaningful Actions*. Pittsburgh: ETC Press.

Ryan, M. L. (1991) *Possible Worlds, Artificial Intelligence, and Narrative Theory*. Bloomington: Indiana University Press.

Ryan, M. L. (1998) ‘[Review of the book *Heterocosmica: Fiction and Possible Worlds*, by L. Doležel]’, *Style*, 32(3), pp. 518–524. Available at: <http://www.jstor.org/stable/42946450>

The Impact of Identity, Context, and Motivation on Code-Switching Among Bilingual Students

Code-switching, generally understood as the alternation between two or more languages within a single interaction, has been widely studied in sociolinguistics as a structured and meaningful communicative practice. Based on the theoretical frameworks of Gumperz (1982), Myers-Scotton (1993), and Auer (1998), this paper explores code-switching among bilingual students as a socially situated phenomenon influenced by identity formation, contextual conditions, and motivational factors. Instead of treating code-switching as a sign of linguistic deficiency or interference, the study views it as a strategic linguistic resource used to negotiate meaning and social identity. Using qualitative discourse analysis supported by survey results and classroom observations, the research examines authentic interactions among bilingual students in both academic and informal environments. Gumperz's interactional sociolinguistics is employed to analyze how conversational signals indicate shifts in meaning and group affiliation, while Myers-Scotton's Markedness Model helps explain how students intentionally choose languages to express social relationships and power dynamics. In addition, Norton's concept of investment and Gardner's distinction between integrative and instrumental motivation (1985) are used to investigate how language practices reflect students' goals, identity development, and sense of belonging. The results show that code-switching operates as a context-dependent strategy that enables bilingual students to express hybrid identities, regulate interpersonal relationships, and communicate more effectively. Language alternation is influenced by factors such as the status of interlocutors, the sensitivity of the topic, emotional expression, and institutional expectations. This study contributes to discussions in bilingualism and identity research by emphasizing the relationship between discourse practices, motivation, and social context in multilingual educational settings. It also highlights that code-switching should be recognized as a valid and complex linguistic competence rather than a departure from monolingual norms.

References

Auer, P. (1998) *Code-Switching in Conversation: Language, Interaction and Identity*. London: Routledge.

Gardner, R. C. (1985) *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold.

Gumperz, J. J. (1982) *Discourse Strategies*. Cambridge: Cambridge University Press.

Myers-Scotton, C. (1993) *Social Motivations for Codeswitching: Evidence from Africa*. Oxford: Oxford University Press.

Norton, B. (2013) *Identity and Language Learning: Extending the Conversation*. 2nd edn. Bristol: Multilingual Matters.

Shugyla Kudaibergen

girlwify@gmail.com

A.K. Kussayinov Eurasian Humanities Institute, Kazakhstan

From Screen to Speech: A Discourse Analysis of Social Learning in Youth TV Series

This interdisciplinary study investigates how popular English-language youth television series (such as *Euphoria* and *Sex Education*) function as informal pedagogical tools, modeling and shaping contemporary communicative norms. Drawing on media linguistics (Androutsopoulos, 2012) and sociolinguistic approaches to style and identity (Eckert, 2003), the research examines the linguistic mechanisms of identity performance, in-group solidarity, and conflict negotiation in fictional dialogue. The analysis focuses on how characters use pragmatic strategies to navigate social hierarchies, how lexical choices create subcultural belonging, and how these narratives mediate broader societal discourses on mental health, gender, and relationships. Preliminary findings suggest that these series do not merely reflect youth speech but actively curate stylized «scripts» for social interaction, offering audiences recognizable blueprints for acceptable or transgressive behavior. The study argues that analyzing televised dialogue is essential for understanding the evolving landscape of youth communication, where media consumption is intrinsically linked to the acquisition of social and linguistic capital.

References:

Androutsopoulos, J. (2012) 'Language and society in the cinema: A sociolinguistic perspective', in Piazza, M., Rossi, F. and Rubini, P. (eds.) *Telecinematic Discourse: Approaches to the Language of Films and Television Series*. Amsterdam: John Benjamins, pp. 45–62.

Eckert, P. (2003) *Language and Gender*. Cambridge: Cambridge University Press.

Emilija Lipskytė

emilija.lipskyte@flf.stud.vu.lt
Vilnius University, Lithuania

“But Now We Have to Prove the Connection Between the Man and the Beast”: The Relationship between Stapleton and the Hound in Sir Arthur Conan Doyle’s *The Hound of the Baskervilles*

This ongoing study examines the intricate relationship between Stapleton and the hound in *The Hound of the Baskervilles* by Sir Arthur Conan Doyle. Since the narrative has been approached mainly through Freudian theories, the interdependence between the antagonist and the animal has remained comparatively underexplored. Addressing this gap, this study proposes a multi-theoretical psychoanalytic and posthuman framework in order to reconsider the Stapleton–hound dynamic as psychologically complex and paradoxical rather than merely symbolic. Drawing on Julia Kristeva’s concept of abjection, Heinz Kohut’s term of the alter ego, and Heholt and Edmundson’s notion of the animal with-out, this paper advances a threefold argument. First, the hound is interpreted as an abject projection of Stapleton’s concealed moral corruption, a figure that both embodies and externalises its owner’s transgressive desires that are masked to maintain the coherence of his cultivated gentlemanly persona. Second, through the lens of Kohut’s self psychology, the hound functions as Stapleton’s alter ego that symbolises the antagonist’s internal psychological fragmentation and reveals how Stapleton and the hound complement and reflect one another. Third, approached from a posthuman light, the hound cannot be reduced to a mere symbol or psychological extension of its master. Instead, it manifests as an autonomous, uncanny presence, a Self in itself that unsettles anthropocentric readings of the Stapleton-hound relationship and exposes the limitations of human self-knowledge. By foregrounding the paradox of projection and resistance as well as dependence and alterity, this research challenges the embedded assumption that detective fiction ultimately restores epistemological order and neutralises fear. Although the crime is rationally solved, moral horror is not fully eliminated but rather displaced or redirected. Ultimately, this study argues that the novel questions such binaries as human and animal, Self and Other and reveals them as porous and continually negotiated rather than firmly fixed.

References

Heholt, R. and Edmundson, M. (2020) ‘Introduction’, in Heholt, R. and Edmundson, M. (eds.) *Gothic Animals: Uncanny Otherness and the Animal With-Out*. London: Palgrave Macmillan.

Doyle, A. C. (1902) *The Hound of the Baskervilles* [ebook]. Planet eBook. Available at: <https://www.planetebook.com/the-hound-of-the-baskervilles/> (Accessed: 3 March 2026).

Kohut, H. (2009) *The Analysis of the Self: A Systematic Approach to the Psychoanalytic Treatment of Narcissistic Personality Disorders*. Chicago: University of Chicago Press.

Kohut, H. (2014) *The Restoration of the Self*. Chicago: University of Chicago Press.

Kohut, H. (2013) *How Does Analysis Cure?* Edited by A. Goldberg. Chicago: University of Chicago Press.

Kristeva, J. (1982) *Powers of Horror: An Essay on Abjection*. New York: Columbia University Press.

Jamila Manafli

jamila.manafli@flf.stud.vu.lt
Vilnius University, Lithuania

English as a ‘Third Space’ in Post-Soviet Language Politics: Insights from Azerbaijan

The role of English in contemporary Azerbaijan is increasingly shaped by the country’s post-Soviet linguistic environment, where Russian and Azerbaijani remain dominant (Soboliev, 2018). This survey-based study explores English as a "third space" in the sociolinguistic and cultural dynamics of the youth Azerbaijani people, examining how it is perceived, used, and positioned relative to Azerbaijani and Russian. Data were collected from young Azerbaijani people via an anonymous online survey, assessing attitudes toward English as a practical tool, a marker of prestige, a politically neutral option, and a medium for identity expression and global mobility. The educational and historical context of Azerbaijan’s language development provides an important background for understanding these dynamics (Gurbanova, 2024). The expansion of English language teaching in the post-Soviet period has further shaped its contemporary role in Azerbaijan’s educational and social landscape (Mammadova, 2020). Moreover, my findings indicate that most young Azerbaijani people use English regularly for study, work, social media, and entertainment, with many agreeing that English provides more freedom of expression and increases confidence, compared to Azerbaijani and Russian in everyday settings. Previous research has demonstrated that the language of education in Azerbaijan significantly influences identity formation (Abizada, 2024; Luscombe and Kazdal, 2014), which helps contextualize respondents’ comparative evaluations of English. Participants also perceive English as prestigious and largely politically neutral relative to Russian, while a smaller proportion express concern that English could even threaten Azerbaijani language or culture, reflecting ongoing tensions surrounding linguistic hierarchy and historical Russian influence (Soboliev, 2018).

Study’s results suggest that English functions as a “third space,” allowing young people to navigate identity, social positioning, and global connectedness beyond the traditional linguistic divide of Azerbaijani and Russian. Overall, the study contributes to understanding how post-Soviet youth negotiate multilingualism and cultural influence in contemporary Azerbaijan.

References

- Abizada, A. (2024) 'The effect of the Russian language immersion on academic achievement of students whose mother tongue is Azerbaijani', *Journal of Language and Education*, 10(1), pp. 45–58. Available at: <https://www.tandfonline.com/doi/abs/10.1080/13511610.2021.1891026>
- Dzherelievskaya, M. A. and Vizgina, A. (2017) 'Socio-cultural differences in the self-descriptions of two groups of Azerbaijani students learning in Russian and Azerbaijani languages', *Psychology in Russia: State of the Art*. Available at: <https://psychologyinrussia.com/volumes/?article=6925> (Accessed: 8 October 2025).
- Gurbanova, F. (2024) 'Stages of historical development of Azerbaijan education system: From the 19th century to the period of independence', *Journal of Education and Social Studies*, 12(3), pp. 45–62.
- Luscombe, L. D. and Kazdal, V. (2014) 'Language and identity in a post-Soviet world: Language of education and linguistic identity among Azerbaijani students', *Nationalities Papers*, 42(6), pp. 1015–1033. <https://doi.org/10.1080/00905992.2014.938034>
- Mammadova, T. (2020) *Exploring English Language Teaching in Post-Soviet Era Countries: Perspectives from Azerbaijan*. Abingdon, Oxon: Routledge.
- Soboliev, V. (2018) 'A nation divided by language: Azerbaijan's Russian legacy'. Available at: <https://oc-media.org/a-nation-divided-by-language-azerbaijans-russian-legacy/> (Accessed: 8 October 2025).

Zooming in on the evaluative metaphor in film reviews

Film reviews can be perceived as a bridge between cinematic and public perception, which can determine a film's success. To influence people's perception, figurative language of many forms is used, among which is the focus of this bachelor's thesis – evaluative metaphors. Such metaphors have not been widely researched by other scholars in the discourse of film reviews. The most significant contributors to this research are Lakoff & Johnson (1980) and Kövecses (2010), who help form an understanding of metaphor and explain key concepts, Semino (2008), who covers different discourses in which metaphors are used, and Fuoli et al. (2021), who focus on the discourse of film reviews in particular. The overall aim of this research is to conduct a comparative analysis of evaluative metaphors used in film reviews, which would add to the existing research gap. In order to do that, multiple steps were carried out. A corpus was built, which comprises two subcorpora (ca 12,000 words each), which consist of generally positive and negative film reviews respectively from a website metacritic.com collected between December 2025 and January 2026. To successfully identify metaphors used by film critics, a four-step Metaphor Identification Procedure (MIP), introduced by Pragglejaz Group (2007), consisting of four steps, was employed. The metaphors were then analysed, and their source and target domains were identified. The work of Hidalgo-Downing and Pérez-Sobrino (2022) was applied to identify the degree of evaluation of each metaphorical expression. The findings demonstrate a clear tendency of metaphorical expressions being more often used in a negative context. Certain source domains such as “JOURNEY” or “NATURAL PHENOMENON” were the most prevalent in both parts of the corpus, and negative evaluation of metaphors was more frequent than any other degree.

References

Fuoli, M., Littlemore, J. and Turner, S. (2021) ‘Sunken ships and screaming banshees: metaphor and evaluation in film reviews’, *English Language and Linguistics*, 26(1), pp. 75–103.

Hidalgo-Downing, L. and Pérez-Sobrino, P. (2022) ‘Developing an annotation protocol for evaluative stance and metaphor in discourse: theoretical and methodological considerations’, *Text & Talk*, 44(2), pp. 197–221.

Lakoff, G. and Johnson, M. (1980) *Metaphors We Live By*. Chicago: University of Chicago Press.

Kövecses, Z. (2010) *Metaphor: A Practical Introduction*. New York: Oxford University Press.

Pragglejaz Group (2007) 'MIP: A method for identifying metaphorically used words in discourse', *Metaphor and Symbol*, 22(1), pp. 1–39.

Semino, E. (2008) *Metaphor in Discourse*. Cambridge: Cambridge University Press.

Discursive Identification of Small-Island Nations in Climate Diplomacy: from Victimhood to Agency

This study examines how small island developing states construct identity within international climate diplomacy. Focusing on Tuvalu and the Maldives, this study analyses political speeches delivered at the United Nations General Assembly (UNGA) and the Conference of the Parties (COP) in 2009, 2015 and 2021. It seeks to address three research questions: RQ1) How do Tuvalu and the Maldives construct collective identity in UNGA and COP speeches? RQ2) How is identity construction influenced by the genre of the speech, specifically UNGA and COP? RQ3) How has the construction of identity evolved over the 12 years across the two forums? The research is grounded in Critical Discourse Studies (Van Dijk, 1997; Wodak, 2009) and draws on the theories of collective identity and social actor representation (van Leeuwen, 2008; Koller 2009, 2012). The data corpus consists of twelve international speeches delivered by the representatives of two nations in 2009, 2015 and 2021 at the COP and UNGA. Each island-nation is represented by six speeches totalling 16,194 words (two from each year and three from each event), allowing for both temporal and genre-based comparison. The expected results suggest that both Tuvalu and the Maldives are represented using three types of social actor representations: 1) small-island nations as victims of climate change; 2) small-island nations as resilient agents 3) small-island nations as active members of the international community. Furthermore, COP speeches are likely to adopt more urgent, justice-oriented and confrontational discursive strategies, whereas UNGA speeches may display broader diplomatic framing. The study contributes to English Studies and Discourse by demonstrating how genre and temporal context shape the discursive negotiation of identity in climate diplomacy. It highlights how small island-states mobilise discourse not only to express vulnerability to climate change, but also to assert their political agency in global sustainability diplomacy.

References

Koller, V. (2009) 'Analysing collective identity in discourse: Social actors and contexts', *Semen*, 27. <https://doi.org/10.4000/semen.8877>

Koller, V. (2012) 'How to analyse collective identity in discourse: Textual and contextual parameters', *Tekst i Diskurs – Text und Diskurs*, 16(1), pp. 215–240. <https://doi.org/10.7311/tid.16.2022.11>

van Dijk, T. A. (1997) 'What is political discourse analysis?', *Belgian Journal of Linguistics*, 11(1), pp. 11–52. <https://doi.org/10.1075/bjl.11.03dij>

van Leeuwen, T. (2008) *Discourse and Practice: New Tools for Critical Discourse Analysis*. Oxford: Oxford University Press.

Wodak, R., de Cillia, R., Reisigl, M. and Liebhart, K. (2009) *The Discursive Construction of National Identity*. 2nd edn. Edinburgh: Edinburgh University Press.

“What is Given May Be Taken Away”: Coping with Grief in Maggie O’Farrell’s *Hamnet*

The purpose of this research is to analyse the dialectic of grief in Maggie O’Farrell’s novel *Hamnet* (2020) by focusing on how the narrative representation of the loss of a child mediates the affective tensions of presence and absence, speech and silence, and reality and artistic imagination in the relationships of its main characters. Given the ambivalence of affective labour in *Hamnet*, Sara Ahmed’s theorizing of affect proves useful in showing how grief takes up space in social relations and circulates in the family, paradoxically locking the characters up in their emotional boundaries and binding them to each other in a shared experience of loss. The circulation of grief in the novel’s familial space not only negotiates the differences between its social subjects but also lays the ground for positive affect, which then shapes new bonds between the characters. This dual outcome of the affective circulation of grief manifests itself through language, art, and the physical body. By highlighting how the immateriality of shared emotion in *Hamnet* makes itself visible through the tensions that erupt between social subjects, I also hope to show that O’Farrell sees grief as both destructive and creative, reaffirming the affective ambivalence that links art to life.

References

Ahmed, S. (2004) ‘Collective feelings, or, the impressions left by others’, *Theory, Culture & Society*, 21(2), pp. 25–42.

Ahmed, S. (2014) *The Cultural Politics of Emotion*. 2nd edn. Edinburgh: Edinburgh University Press.

O’Farrell, M. (2020) *Hamnet*. London: Tinder Press.

Lalazar Nazarova

lalazar.nazarova@gmc.stud.vu.lt
Vilnius University, Lithuania

Attentional Interference of Native vs. Borrowed Profanity: An Emotional Stroop Study of Lithuanian and Russian Curse Words

The present study investigates the effect of offensive language on attentional processing in Lithuanian speakers, specifically comparing the interference caused by native Lithuanian curse words versus borrowed Russian profanity. Using the Emotional Stroop paradigm, this research explores how emotionally salient words capture attentional resources automatically, thereby hindering the secondary task of color identification (Williams et al., 1996). In the Lithuanian context, a unique sociolinguistic dynamic exists where Russian curse words are frequently used alongside native Lithuanian terms, often carrying different levels of perceived vulgarity and emotional intensity. This interference occurs because the emotional significance of the word captures attentional resources automatically, making it harder for the brain to prioritize the secondary task of color identification (Algom et al., 2004). Consequently, individuals exhibit slower response times when asked to name the ink color of an emotional word while ignoring its semantic meaning (Williams et al., 1996). In this experiment, native Lithuanian speakers will perform a color-naming task to identify the ink color of words across four categories: native Lithuanian curse words, borrowed Russian curse words, negative emotional words, and neutral words. The experiment will be implemented using PsychoPy (Peirce et al., 2019) to ensure precise measurement of reaction times. Participants will be instructed to ignore the semantic meaning of each word and respond only to the ink color in which it is displayed. Reaction times and accuracy will be recorded to determine which category of profanity elicits the strongest cognitive interference. My hypothesis is that Russian curse words will produce significantly longer reaction times than native Lithuanian curse words. This is based on the premise that in Lithuanian speech communities, Russian profanity is often perceived as more taboo or aggressive, thus commanding greater automatic attentional capture (Čekuolytė, 2015; Vyšniauskienė, 2015). By comparing these two sets of stimuli, the study aims to contribute to psycholinguistic research on how borrowed versus native offensive language modulates cognitive processing in a multilingual environment (Harris et al., 2003).

References

Algom, D., Chajut, E. and Lev, S. (2004) 'A rational look at the emotional Stroop phenomenon: A reply to Mitchell, Colledge, and Bard', *Psychological Science*, 15(1), pp. 58–59.

Čekuolytė, A. (2015) "“He blet nachui was in a shop”": Swearing practices and attitudes to swearing among Vilnius adolescents', *Taikomoji kalbotyra*, (7), pp. 1–29.

Harris, C. L., Ayçiçeği, A. and Gleason, J. B. (2003) 'Taboo words and reprimands elicit greater autonomic reactivity in a first language than in a second language', *Applied Psycholinguistics*, 24(4), pp. 561–579.

Peirce, J., Gray, J. R., Simpson, S., MacAskill, M., Höchenberger, R., Sogo, H., Kastman, E. and Lindeløv, J. K. (2019) 'PsychoPy2: Experiments in behavior made easy', *Behavior Research Methods*, 51(1), pp. 195–203.

Vyšniauskienė, I. (2015) 'Corpus analysis of Russian and English resources in Vilnius adolescents' speech', *Taikomoji kalbotyra*, (7), pp. 1–32.

Williams, J. M. G., Mathews, A. and MacLeod, C. (1996) 'The emotional Stroop task and psychopathology', *Psychological Bulletin*, 120(1), pp. 3–24.

Identity and Belonging: A Narrative Inquiry Study of a Chinese International Student in Australia

Narratives are among the most fundamental ways in which humans construct identity and recall life experiences. In the context of increasing global migration and student mobility since the 1990s, narrative inquiry has emerged as a qualitative research method that moves beyond traditional storytelling by eliciting data about identity and a sense of belonging through the linguistic choices of the narrator. The aim of this study was to explore how avowed and ascribed identities and a sense of belonging are constructed through pronominal choices, evaluative adjectival use, and non-verbal cues in the narratives of Sophie, a Chinese international student at the University of Melbourne. In particular, this research focuses on the narratives describing two main critical events in Sophie's life: being bullied at a boarding school and later moving to Australia for her studies. The qualitative analysis draws on narrative inquiry theory, specifically Bamberg's (2012) three-level positioning framework, which encapsulates how narrators position characters in the story (Level 1), themselves in relation to the listener (Level 2), and within larger cultural discourses (Level 3). Additionally, this study relies on Webster and Mertova's (2007) notion of critical events and Jackson's (2024) definition of identity. The data was collected through a semi-structured interview that was audio- and video-recorded with eight excerpts transcribed for a close qualitative analysis. The study results highlight tensions between Sophie's self-defined identity as a proud Chinese and others' misidentifications as Singaporean, ABC, Japanese, or Korean. Furthermore, and reveal a marked shift in agency, tracing a trajectory from passive, victimized positioning toward active, agentic self-expression. This research contributes to theoretical discussions of identity construction and belonging within English Studies by conceptualizing identity as continually redefined within the contexts of global migration and international student mobility.

References

Bamberg, M. (2012) 'Narrative analysis', in Cooper, H. (ed.) *APA Handbook of Research Methods in Psychology*. Washington, DC: American Psychological Association.

Jackson, J. (2024) 'Identity and belonging', in *Introducing Language and Intercultural Communication*. London: Routledge, pp. 122–154.

Kim, Y. and Neschotna, I. (2025) 'Interview with Sophie, conducted by Kim Yejin and Neschotna Iryna, Intercultural Communication' [Video]. YouTube. Available at: https://youtu.be/bSuV0_jhkHs?si=irlbBtk-Q8v4EPtG

Webster, L. and Mertova, P. (2007) 'A critical events approach to narrative', in *Using Narrative Inquiry as a Research Method: An Introduction to Using Critical Event Narrative Analysis in Research on Learning and Teaching*. London: Routledge, pp. 58–73.

Anzhani Nurgaliyeva

nanzhani04@gmail.com

A.K. Kussayinov Eurasian Humanities Institute, Kazakhstan

Neologisms in social media discourse and their influence on contemporary English

In our era of rapid digital transformation, language is no longer a static set of rules; it has become a highly adaptive system that mirrors the speed of our technology. This study explores the “neological boom” within social media—perhaps the most vibrant and unpredictable laboratory of contemporary communication. Neologisms are far more than just “new words.” They are essential tools for conceptualizing a reality that changes every time a new app is launched or a cultural trend goes viral. By examining social media as a decentralized ecosystem, this paper illustrates how every user has transitioned from a passive consumer of language into an active agent of linguistic innovation. Drawing on the foundational insights of David Crystal, Gretchen McCulloch, and Sherubay Kurmanbayuly, the research investigates the blurring lines between how we speak and how we write in digital spaces. Furthermore, there is a deep dive into the creative mechanics of this shift, analyzing how we “stitch” words together through compounding and blending. Familiar terms like doomscrolling and influencer are analyzed not just as slang, but as efficient responses to new social anxieties and roles. Furthermore, there is an examination of the rise of “algospeak”—a fascinating survival tactic where users develop coded euphemisms to bypass the invisible hand of algorithmic moderation. A significant portion of the study focuses on the unique linguistic landscape of Kazakhstan. Here, the influx of English neologisms is doing more than just adding vocabulary; it is reshaping youth identity through complex code-switching and hybrid speech models. This process has led to a “flattening of registers,” where the once-sharp boundaries between internet slang and professional or academic discourse are beginning to dissolve. Ultimately, this paper suggests that these linguistic shifts are the heartbeat of sociocultural change. To understand the future of our society, it is important to first master the new language individuals are building to describe it, striking a delicate balance between the freedom of innovation and the preservation of literary tradition.

References

Crystal, D. (2011). *Internet Linguistics: A Student Guide*. Routledge.

Kurmanbayuly, S. (2014). *Terminology and Neology*. Almaty: Evero.

McCulloch, G. (2019). *Because Internet: Understanding the New Rules of Language*. Riverhead Books.

Bibinur Nurlan

nurlanbibinur07@gmail.com

A.K. Kussayinov Eurasian Humanities Institute, Kazakhstan

Narrative Discourse and the Construction of Hero Identity in *Percy Jackson and the Lightning Thief*

In contemporary fantasy literature, the image of the hero has changed significantly, even though the basic structure of the heroic journey remains largely intact (Vogler, 2007). Traditional narratives often portrayed heroes as idealized, morally perfect figures, but modern fantasy increasingly presents protagonists as vulnerable, self-reflective, and psychologically complex individuals (Nünning & Nünning, 2019). This shift reflects a transformation in how narrative discourse constructs heroic identity rather than a change in the hero's fundamental function. This paper examines the construction of hero identity in Rick Riordan's *Percy Jackson and the Lightning Thief* (Riordan, 2005) from a narrative discourse perspective. At first glance, the novel appears to follow the conventional "chosen one" pattern, where a teenage protagonist must prevent large-scale destruction. However, the first-person narration allows readers to experience events through Percy's subjective perspective, shaping his identity through self-description, humor, and self-critical reflection (Wodak & Meyer, 2016). Unlike traditional third-person portrayals of flawless heroes, Percy is depicted as insecure, self-doubting, and socially marginalized. His heroism emerges not from perfection, but from perseverance, moral choice, and personal growth. By highlighting the protagonist's vulnerabilities, Riordan constructs a hero who is relatable and humanized, reflecting a broader cultural shift in contemporary fantasy literature (Booker, 2004). Overall, this study shows that modern fantasy discourse reinterprets the classical hero archetype, emphasizing psychological complexity, self-reflection, and relatability, rather than idealized perfection. Such approaches allow readers to connect more deeply with the protagonist and reconsider traditional notions of heroism in literature.

References

- Booker, C. (2004) *The Seven Basic Plots: Why We Tell Stories*. London: Continuum.
- Nünning, A. and Nünning, V. (2019) *Narrative Theory and Analysis: An Introduction*. Berlin: De Gruyter.
- Riordan, R. (2005) *Percy Jackson and the Lightning Thief*. New York: Disney-Hyperion.

Vogler, C. (2007) *The Writer's Journey: Mythic Structure for Writers*. 3rd edn. Studio City: Michael Wiese Productions.

Wodak, R. and Meyer, M. (2016) *Methods of Critical Discourse Studies*. 3rd edn. London: Sage.

Letizia Pagani

letizia.pagani@flf.stud.vu.lt
Vilnius University, Lithuania

Social and Narrative Constraints Surrounding Sexual Violence in Ian McEwan's *Atonement*

This paper examines the mechanisms of silencing surrounding Lola Quincey in Ian McEwan's *Atonement*. In the final section of the novel, Briony retrospectively distributes responsibility for Robbie Turner's wrongful conviction between herself, Paul Marshall, and Lola, suggesting that her cousin's lifelong silence contributed to the injustice. In doing so, Briony implicitly frames Lola as complicit in the crime. The analysis draws on Louise du Toit's work on sexual violence and Kate Harding's analysis of rape culture. Du Toit states that understanding rape requires attention to its social context, which helps illuminate Lola's silence as a product of structural constraints rather than individual choice. Harding's framework on rape myths and victim-blaming is useful to interpret how cultural narratives shape responses to sexual violence. These dynamics are relevant in Lola's case, as her characterization aligns with patterns associated with rape myths. This paper argues that Lola's silence is not simply a voluntary act. The analysis first examines how Lola's portrayal is filtered through Briony's perspective, describing her as precocious, manipulative, and subtly flirtatious. This portrayal risks aligning with patterns commonly associated with victim-blaming. The presentation then considers the broader social context of the novel. Set partially in 1930s Britain, *Atonement* depicts a social environment strongly shaped by class hierarchy and concerns about family respectability. Paul Marshall's wealth and social status protect him from suspicion, while Robbie Turner's lower-class background makes him a plausible suspect. At the same time, the fear of public scandal encourages both the Tallis and Quincey families to contain the assault within private silence. Although the novel subtly hints at these silencing mechanisms, they often remain unnoticed. This paper, therefore, aims to bring them to light and to show how Lola's apparent silence must be understood within the social and narrative constraints that limit her ability to speak.

References

Du Toit, L. (2009) *A Philosophical Investigation of Rape*. London: Routledge.

Harding, K. (2015) *Asking For It: The Alarming Rise of Rape Culture—And What We Can Do About It*. Boston: Da Capo Press.

McEwan, I. (2014) *Atonement*. London: Everyman's Library.

Greta Pakalkaitė

greta.pakalkaite@ff.stud.vu.lt
Vilnius University, Lithuania

Monochronic Meets Polychronic: A Cross-Cultural Chronemic Analysis in Lithuanian–Chilean Interaction

Chronemics is the study of time in communication that plays a central role in shaping interpersonal meaning, interactional flow, and cross-cultural understanding. This study examines chronemic patterns in Lithuanian and Chilean student interaction. Drawing on theoretical frameworks from nonverbal communication and the author's participation in an International Telecollaboration project between Vilnius University and the University of Austral de Chile. The guiding hypothesis proposes that Lithuanian students exhibit a more monochronic chronemic orientation, characterized by punctuality, brief pauses, and regulated turn-taking, whereas Chilean students demonstrate more polychronic tendencies, including flexible scheduling, longer or slower conversational pacing, and greater tolerance for variable timing. Using data from an online questionnaire-based survey responses and interactional analyses drawn from students' project journals. The research investigates punctuality norms, conversational pacing, silence interpretation, and interactional synchrony. The study reveals distinct cultural contrasts in chronemic expectations, sources of miscommunication, and the strategies students adopted to adjust their communicative rhythms over time. The findings contribute to intercultural communication research by illustrating how chronemic mismatches can influence relational impressions, teamwork efficiency, and interactional smoothness across cultures.

References

Burgoon, J. K., Manusov, V. and Guerrero, L. K. (2022) *Nonverbal Communication*. 3rd edn. New York: Routledge.

Gamble, T. K. and Gamble, M. (2017) *Interpersonal Communication: Building Connections Together*. 9th edn. Los Angeles, CA: Sage.

Güell, R. and Yopo, M. (2015) *Cultura y Comunicación en Chile: Perspectivas Contemporáneas*. Santiago: Universidad de Chile Press.

Hall, E. T. (1976) *Beyond Culture*. New York: Anchor Books.

Levine, R. (1997) *A Geography of Time: The Temporal Misadventures of a Social Psychologist*. New York: Basic Books.

Liniauskaitė, A. (2009) 'Time perspective among Lithuanian youth', *Journal of Baltic Studies*, 40(3), pp. 245–262.

Ramos, D., Rivera, P. and Soto, R. (2019) 'Polychronic time and relational interaction in Latin America', *Latin American Communication Review*, 15(1), pp. 33–52.

Emilija Palionytė

emilija.palionyte@flf.stud.vu.lt
Vilnius University, Lithuania

Showing the Unspoken: Adapting Interiority and Neurotic Conflict in Claire Keegan’s “Small Things Like These”

This presentation examines Tim Mielants’s 2024 film adaptation of Claire Keegan’s “Small Things Like These” (2021), focusing on how the film represents the interior life of its protagonist, Bill Furlong. While Keegan’s novella has been widely praised and analysed for its minimalist prose and addressing the issues related to Ireland’s Magdalene Laundries, the recent film adaptation has received little scholarly attention. This presentation seeks to address that gap. The analysis draws on Linda Hutcheon’s *A Theory of Adaptation* (2006) to explore how Furlong’s interiority is translated from page to screen. Whereas the novella relies on third-person limited narration to convey his thoughts and memories, the film employs cinematic techniques such as sound design and editing to represent his inner conflict. Specifically, this presentation analyses the use of flashbacks and non-diegetic sound, which communicate Furlong’s inner turmoil. The presentation also draws on Karen Horney’s theory of neurotic conflict as found in *Our Inner Conflicts: A Constructive Theory of Neurosis* (2013) to analyse the psychological side of the protagonist’s agitation. Furlong’s unease is revealed to be shaped by circumstances and childhood trauma and this presentation argues that his decision to help a young woman imprisoned in the convent represents a moment of self-discovery.

References

Horney, K. (2013) *Our Inner Conflicts: A Constructive Theory of Neurosis*. London: Routledge.

Hutcheon, L. (2006) *A Theory of Adaptation*. London: Routledge.

Keegan, C. (2021) *Small Things Like These*. London: Faber and Faber.

Mielants, T. (2024) *Small Things Like These* [Film]. Directed by T. Mielants. Ireland: Artists Equity and Enda Walsh Productions.

Figuring (Out) Abjection in Charlotte Wood's *The Natural Way of Things*

Critical reception of Charlotte Wood's *The Natural Way of Things* (2015) has primarily focused on ecocritical and feminist readings of the novel. While the scholarship sometimes touches upon the psychoanalytic aspect, it has not yet been the focal point of it. Thus, this thesis provides an analysis of Charlotte Wood's novel *The Natural Way of Things* (2015) through psychoanalytic and socio-cultural lens, focusing on Julia Kristeva's concept of abject as developed in her book *Powers of Horror: An Essay on Abjection* (1982), and the concept of rape as examined in Loise du Toit's book *A Philosophical Investigation of Rape* (2009). These texts form the basis of the analysis, which examines how the abject is present not only as the biological but also as socio-cultural within the novel. This analysis shows how women who commit transgressions are reduced to abject, deprived of their subjectivity and deprived of a place in society. The novel presents three ways forward: embracing the abject and removing oneself from society, dying or returning to society to be abjected and punished. This analysis ultimately tries to shed light on the novel through a perspective of abjection as women's subjectivity is put into question while their bodies are coveted and abjected.

References

- Du Toit, L. (2009) *A Philosophical Investigation of Rape*. New York and London: Routledge.
- Kristeva, J. (1982) *Powers of Horror: An Essay on Abjection*. New York: Columbia University Press.
- Wood, C. (2015) *The Natural Way of Things*. Sydney, Melbourne, Auckland and London: Allen & Unwin.

Yulia Shcherbino

yulia.shcherbino@flf.stud.vu.lt
Vilnius University, Lithuania

Emotional Engagement in Reading Fiction Texts by L1 and L2 Speakers

The study examines emotional engagement in reading fiction among native (L1) and non-native (L2) English speakers, focusing on how language proficiency, reading habits, and individual differences in general emotional engagement influence readers' emotional responses to fiction texts. Specifically, it investigates (1) differences in emotional engagement between L1 speakers, L2 higher and lower proficiency speakers, and (2) whether these differences vary for positive vs. negative literary passages. Data were collected from 32 participants via an online questionnaire, which included a general emotional engagement scale to assess participants' baseline emotional responsiveness, as well as six short literary passages (three positive and three negative), each followed by a passage-specific engagement scale. The scales were created specifically for this study based on scales used in previous research on emotional engagement and immersion in narrative (e.g., Busselle & Bilandzic, 2009; Kuijpers et al., 2014; Miall & Kuiken, 1995). Notably, preliminary results showed that lower-proficiency L2 readers reported numerically higher engagement across general scales as well as positive and negative passages. This may reflect increased attention to the text due to language processing, while readers with higher language proficiency may overlook minor details. Nevertheless, preliminary results also indicate that native speakers exhibit higher emotional engagement than L2 readers with higher proficiency (Belcher & Connor, 2001; Harris, 2004), along with individual differences remaining influential in emotional sensitivity (in line with the results of Dylman & Bjärtå, 2018; Lorette & Dewaele, 2015). Moreover, positive passages showed stronger correlations between emotional strength and engagement than negative passages. At this stage of the research, the findings highlight the complex relations between language proficiency, individual differences, and narrative structure in affecting emotional engagement. They also provide insight into how L2 readers process literature and suggest that engagement may be less determined by proficiency than previously assumed.

References

Belcher, D. and Connor, U. (2001) *Reflections on Multiliterate Lives*. Clevedon: Multilingual Matters.

Busselle, R. and Bilandzic, H. (2009) 'Measuring narrative engagement', *Media Psychology*, 12(4), pp. 321–347.

Dylman, A. S. and Bjärtå, A. (2018) 'When your heart is in your mouth: The effect of second language use on negative emotions', *Cognition & Emotion*, 33(6), pp. 1284–1290. <https://doi.org/10.1080/02699931.2018.1540403>

Harris, C. (2004) 'Bilingual speakers in the lab: Psychophysiological measures of emotional reactivity', *Journal of Multilingual and Multicultural Development*, 25, pp. 159–178.

Kuijpers, M. M., Hakemulder, F., Tan, E. S. and Doicaru, M. M. (2014) 'Exploring absorbing reading experiences', *Scientific Study of Literature*, 4(1), pp. 89–122.

Lorette, P. and Dewaele, J.-M. (2015) 'Emotion recognition ability in English among L1 and LX users of English', *International Journal of Language and Culture*, 2(1), pp. 62–86. <https://doi.org/10.1075/ijolc.2.1.03lor>

Miall, D. S. and Kuiken, D. (1995) 'Aspects of literary response: A new questionnaire', *Research in the Teaching of English*, 29(1), pp. 37–58.

A corpus-driven Study of Lexis in EFL Graded Readers in Kazakhstan

Vocabulary knowledge plays an important role in English as a Foreign Language (EFL) learning, as it supports reading comprehension, writing accuracy, and communicative competence. In many educational contexts, graded readers serve as an important source of lexical input for learners. Despite the pedagogical importance of graded readers, relatively little research has been done to examine their lexical characteristics. This study investigates the vocabulary profiles of English graded readers through a corpus-driven approach. The main aim of the research is to evaluate whether the vocabulary in these graded readers reflects high-frequency words found in general English usage and whether lexical selection is consistent across books. To address these questions, a corpus of seven graded readers from the Oxford Bookworms series was compiled and digitized. The corpus was analysed using the corpus analysis software LancsBox. Token counts by their frequency bands and grammatical tagging were employed to identify the most frequent nouns, verbs, and adjectives. The results were then compared with frequency data from the BNC2014, used as a reference corpus. Findings indicate that the graded readers are relatively similar, suggesting a standardized design in terms of text length and linguistic features. A comparison with the BNC2014 showed a high degree of overlap with the BNC for most frequently used verbs (70%), a moderate overlap for adjectives (56%), and a lower overlap for nouns (28%). The lower correspondence for nouns is largely explained by the frequent presence of proper names and narrative-specific vocabulary in the stories. Overall, the findings might suggest that while graded readers provide substantial exposure to high-frequency vocabulary, the range of lexical items is often shaped by narrative contexts, which may limit learners' exposure to more general and abstract vocabulary relevant for further studies.

References

BNC Consortium (2007) *British National Corpus*. Oxford: University of Oxford. Available at: <https://www.natcorp.ox.ac.uk/corpus/index.xml>

Brezina, V., Timperley, M. and McEnery, T. (2018) *LancsBox (Version 4.x)* [computer software]. Available at: <http://corpora.lancs.ac.uk/lancsbox/download.php>

Laufer, B. (1989) What percentage of text-lexis is essential for comprehension? in Lauren, C. and Nordman, M. (eds.) *Special language: From humans thinking to thinking machines*. Clevedon: Multilingual Matters, pp. 316–323.

Nation, I.S.P. and Waring, R. (1997) Vocabulary size, text coverage and word lists', in Schmitt, N. and McCarthy, M. (eds.) *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press, pp. 6–19.

Oxford University Press (no date) *Oxford graded readers*. Available at: <https://elt.oup.com/feature/asia/graded-readers/>

Irmak Soran

irmaksoran07@gmail.com
Ege University, Turkey

Fashioning the Monstrous Feminine: Myth, Power, and Cultural Re-Signification

Throughout history, figures such as Medusa, Şahmeran, and La Llorona have been positioned as female monstrous figures, embodying fear, excess, and transgression constructed within patriarchal systems as threats to social order. They have been labelled as dangerous, excessive, and unruly and pushed to the peripheries of society, to the liminal spaces between monster and woman, desire and dread, and the self and the “other.” Their narratives often begin with exile, punishment, or abandonment, casting them towards the margins of society and turning them into embodiments of cultural anxieties. Yet their journey does not end in marginalisation but rather starts. Across time and media, these figures gained popularity and underwent a process of transformation from being a monstrous figure in mythology and literature to becoming a symbol of female empowerment in contemporary visual culture. Drawing on Cohen’s Monster Theory, Foucault’s concept of heterotopia and Butler’s theory of gender performativity, this paper argues that monstrosity is something that is attributed rather than innate and shifts from a marker of deviance to a site of resistance. Thus, the female body, once framed as a site of fear, transforms into a medium of agency. Through a comparative analysis of selected collections by Alexander McQueen, Thierry Mugler, and Jean-Paul Gaultier, those female monstrous figures are translated into texture, material, and silhouette, producing a multimodal form of cultural discourse. Hence, the runway becomes a heterotopic discursive space where inherited narratives are redefined, and in this space of change, monstrosity becomes aestheticised, reclaimed and transformed into a sartorial language. Ultimately, through contemporary fashion, this journey from social exile to sartorial embodiment redefines monstrosity, transforming the female body into a site of agency and self-definition within contemporary cultural discourse.

References

- Butler, J. (2006) *Gender Trouble: Feminism and the Subversion of Identity*. London: Routledge.
- Cohen, J. J. (1996) *Monster Theory: Reading Culture*. Edited by J. J. Cohen. Minneapolis: University of Minnesota Press.

Foucault, M. (1986) 'Of other spaces', *Diacritics*, 16(1), pp. 22–27. Translated by J. Miskowiec.

How Idioms Survive in Translation: Analysis of the Novel and Film *Where the Crawdads Sing*

This thesis investigates the translation of English idioms into Lithuanian in Delia Owens's novel *Where the Crawdads Sing* (2018) and its film adaptation (2022). Idioms are often difficult to translate because their meaning is figurative and very culturally specific. The novel is set in North Carolina and reflects distinctive regional language. As a result, found idioms may not have direct equivalents in the target language and may require different translation strategies. The aim of this study is to examine how idioms are translated from English into Lithuanian and to identify the translation strategies used in both literary translation and audiovisual translation. The data consists of idioms identified in the original English novel and their equivalence in the Lithuanian translation *Ten, kur gieda vėžiai*, as well as in the Lithuanian subtitles of the film adaptation. This approach allows us to examine idiom translation in both literary texts and audiovisual media and to compare how idioms are rendered in these two translation contexts. The idioms collected for the study are classified according to Fernando's model of semantic transparency, which distinguishes between pure, semi-transparent, and transparent idioms. Moreover, their translations are analysed using Baker's framework of idiom translation strategies, including translation by using an idiom with similar meaning and form, an idiom with similar meaning but different form, paraphrase, and omission. Both qualitative and quantitative methods are applied in the analysis. The qualitative analysis focuses on examining how individual idioms are translated, while quantitative analysis observes the frequency of different translation strategies. The results of the study allow a comparison of how idioms are rendered in literary translation and in audiovisual translation and help reveal possible differences between these two translation contexts.

References

- Baker, M. (2011) *In Other Words: A Coursebook on Translation*. 2nd edn. London: Routledge.
- Fernando, C. (1996) *Idioms and Idiomaticity*. Oxford: Oxford University Press.
- Owens, D. (2018) *Where the Crawdads Sing*. New York: G. P. Putnam's Sons.

Adriana Šulcaitė

adreschultz@gmail.com

Vilnius University, Lithuania

J. Biden's and D. Trump's approach to the Russia-Ukraine war through figurative language

In today's rapidly changing and unpredictable global political environment, it is crucial to critically evaluate how metaphorical language used by politicians helps shape political narratives and influence public perception of international conflicts. The theoretical foundation of the study of the role of metaphors in political discourse is rooted in the Conceptual Metaphor Theory, proposed by Lakoff and Johnson (1980), further developed by Kövecses (2017), which explains how metaphors structure human reasoning through target and source domain mappings. Additionally, the role of metaphor in political framing and persuasion is discussed, referring to Entman (1993), Charteris-Black (2005), and Hidalgo-Downing and Pérez-Sobrino (2022), who explain how metaphors in political speeches shape public evaluation and positioning. This thesis examines the use of metaphors in political speeches delivered by Joe Biden and Donald Trump regarding the Russia–Ukraine war. The study aims to identify and compare the metaphors employed by both presidents in their speeches, focusing on how the war is framed and evaluated, and which source domains dominate. The Russia–Ukraine war is a relatively recent one and thus has not been studied extensively through the lens of metaphorical conceptualisation. The research is based on the analysis of selected speeches, each corpus of approximately 30,000 words, and the identification of source domains, subdomains, sub-subdomains, and evaluation, following the Conceptual Metaphor Theory. The study revealed several source domains shared by both presidents, showing commonly followed patterns in political communication, as well as differences in evaluations across these domains. While President Biden heavily relies on JOURNEY source domain, having mixed evaluation, President Trump mostly uses EDUCATION source domain with a positive evaluation to frame the war. Furthermore, the analysis of subdomains showed that President Biden employs a wider range of subdomains, for example, JOURNEY, OBJECT, NATURAL PHENOMENON, and CONSTRUCTION source domains that have more positive or mixed evaluations, and frames the conflict from the perspective of progress and support, whereas President Trump uses fewer subdomains and relies more on metaphors with a more negative evaluation, especially within NATURAL PHENOMENON and OBJECT source domains. The study concludes that Biden tends to

construct a narrative of movement and resilience, and Trump emphasises the world's disrupted state and the necessity to end wars.

References

Charteris-Black, J. (2005) *Politicians and Rhetoric: The Persuasive Power of Metaphor*. 2nd edn. Basingstoke: Palgrave Macmillan.

Entman, R. (1993) 'Framing: Toward clarification of a fractured paradigm', *Journal of Communication*, 43, pp. 51–58. <https://doi.org/10.1111/j.1460-2466.1993.tb01304.x>

Hidalgo-Downing, L. and Pérez-Sobrino, P. (2022) 'Developing an annotation protocol for evaluative stance and metaphor in discourse: Theoretical and methodological considerations', *Text & Talk*, 44(2), pp. 197–221. <https://doi.org/10.1515/text-2021-0096>

Kövecses, Z. (2017) *Conceptual Metaphor Theory*. Oxford: Oxford University Press.

Lakoff, G. and Johnson, M. (1980) *Metaphors We Live By*. Chicago: University of Chicago.

Mohamed Takouti

mohamed.takouti@flf.stud.vu.lt
Vilnius University, Lithuania

The Effect of Differentiated Assessment on Students' Grades and Attitudes toward Testing: 9th-grade students of Jnan Daroua Middle School as a case study

This action research examines the effects of differentiated assessment (DA) on students' grades and attitudes toward testing. The study aims to investigate whether implementing DA methods influences students' performance and their perceptions of testing compared to traditional standardized methods. Existing literature suggests that DA can boost learners' test performance (Li & Suen, 2012). Waters et al. (2004) found that DA can cater to diverse learners' needs, potentially reducing anxiety and improving engagement during assessments. Many recent studies in the literature have primarily concentrated on higher education, whereas the present study was conducted in a middle school, targeting younger learners, most of whom were encountering English for the first time. A control and experimental groups, each comprising approximately 40 students, were established. The study utilized a multi-method approach, including observational studies, quantitative analysis of test scores, and qualitative data collection through Q&A sessions. Observation revealed that students were more relaxed and engaged during differentiated assessments than traditional standardized tests. Quantitative analysis demonstrated significantly better performance in the experimental group, supported by qualitative evidence showing students' enthusiasm and preference for the DA method. The findings suggest that DA can positively impact student performance and attitudes toward testing, emphasizing the importance of accommodating diverse learner abilities in educational settings. Future research should extend the application of DA to a larger and more diverse sample to further validate these findings and enhance educational practices nationwide.

References

Li, H. and Suen, H. K. (2012) 'The effects of test accommodations for English language learners: A meta-analysis', *Applied Measurement in Education*, 25(4), pp. 327–346. <https://doi.org/10.1080/08957347.2012.714690>

Waters, F. H., Smeaton, P. S. and Burns, T. G. (2004) 'Action research in the secondary science classroom: Student response to differentiated, alternative assessment', *American Secondary Education*, 32(3), pp. 89–104.

Agnes Tarnoki

tarnoki.agnes1@gmail.com

University of Vienna, Austria

The Noble Pursuit of Knowledge: A Critical Analysis of Elitism and Exclusion in Dark Academia Literature and Beyond

Dark Academia has been one of the most popular online subcultures (or so-called aesthetics) in recent years. It is characterized by a deep appreciation of the arts, classics, humanities and the analogue in an increasingly digital world where such values are often deemed obsolete. In literature, too, Dark Academia has become a genre of its own, featuring certain themes and literary tropes. Similarly to the social media trend, common characteristics of such novels include Gothic themes, a diegetic focus on the study of Humanities, an elite Western university that the young adult protagonists attend, and a strong coming-of-age element. Donna Tartt's *The Secret History* is widely regarded as the "quintessential" Dark Academia novel, featuring a group of students studying Ancient Greek in a small New England liberal arts college. Using Tartt's novel as a case study complemented by additional, more recent examples from both the literary genre and social media, the research presented attempts to examine the discourse of Dark Academia as a tool for both the romanticization and critique of the "academic experience" and the underlying power structures. Employing a Foucauldian understanding of discourse, the presentation will focus on elements such as the elitist, exclusionary university setting and the episteme attached to it, identity formation, (pseudo-)nostalgic framings, and the power structures shaping them. It is argued that while the typical narrative of an outsider protagonist's subjectification to an exclusive/exclusionary group and subsequently losing this position under dark circumstances may be read as a criticism of the epistemological reality of the elitist world of Western liberal arts studies, this ambivalence rarely translates to social media representations of Dark Academia, and therefore, the pre-existing power-structures of elite universities and the educated upper class ultimately remain unchallenged.

References

Foucault, M. (1972) *The Archaeology of Knowledge and the Discourse on Language*. New York: Pantheon Books.

Foucault, M. (1980) *Power/Knowledge: Selected Interviews and Other Writings, 1972–1977*. London: Penguin.

Tartt, D. (1992) *The Secret History*. London: Penguin.

Proper Names in Children's Literature and Their Translation

While proper names may seem straightforward to translate, they often pose a notable challenge in translation. This paper aims to investigate the different ways proper names are rendered in Lithuanian translations of six selected children's books. The study identifies which translation methods are used most frequently and which occur least often in the Lithuanian translations of the selected children's books. The following six children's books have been selected for comparative analysis due to their extensive use of inventive and distinctive proper names, as well as their popularity among young readers: "The Mennynms" by Sylvia Waugh, "Tuck Everlasting" by Natalie Babbit, "Winnie-the-Pooh" by A. A. Milne, "The World of Pooh" by A. A. Milne, "The BFG" by Roald Dahl, and "Matilda" by Roald Dahl. This research paper is organized into several sections. The introduction outlines the significance of the study, presents the subject matter, and states the research aim and objectives. The theoretical part reviews relevant literature on proper names, translation methods, and children's literature, establishing the framework for the analysis. The methodology explains the methods and approaches employed in the study. The data analysis section presents a detailed examination of the collected instances of proper names. As the scope of the study does not allow for the detailed discussion of every example, the analysis focuses on the most relevant and interesting cases. Conclusions then are made from the analyzed data. A summary is provided in both English and Lithuanian. References and primary sources of the research are provided. Finally, the appendix contains the complete list of collected examples that were not included in the empirical analysis.

References

Abdusattorovna, A. I. (2022) 'English anthroponyms as language phenomenon', *Eurasian Scientific Herald*, 7, pp. 328–332.

Davies, E. E. (2003) 'A goblin or a dirty nose? The treatment of culture-specific references in translations of the Harry Potter books', *The Translator*, 9(1), pp. 65–100. <https://doi.org/10.1080/13556509.2003.10799146>

Grossman, E. (2010) Why Translation Matters. Available at: <https://wordswithoutborders.org/read/article/2010-04/from-why-translation-matters/>

Jaleniauskiene, E. and Čičelytė, V. (2009) 'The strategies for translating proper names in children's literature', *Studies About Languages*, 15, pp. 31–42.

Newmark, P. (1988) *A Textbook of Translation*. New York: Prentice Hall.

'Proper name' (2026) Available at:
<https://dictionary.cambridge.org/dictionary/english/proper-name>

Venuti, L. (2003) *The Translator's Invisibility: A History of Translation*. London and New York: Routledge.

Emilija Varnelytė

emilija.varnelyte@flf.stud.vu.lt
Vilnius University, Lithuania

Against Normativity: Queer Bildungsroman in Eileen Myles' *Cool For You*

This presentation based on an ongoing research paper, will analyse the concept of the queer bildungsroman in Eileen Myles' novel *Cool For You* (2000). Following Andy Carolin's *Failure as/in The Queer Bildungsroman* (2025) the presentation will examine how the novel's fragmented and non-linear narrative structure resists the conventional development associated with the traditional bildungsroman. Rather than culminating in social integration or heteronormative stability, the narrator's journey unfolds through moments of disruption, uncertainty, and resistance. These narrative "failures" become productive experiences for identity formation, allowing the narrator to construct a self that exists outside normative expectations of gender and sexuality.

References

Carolin, A. (2025) 'Failure as/in the queer bildungsroman', *Textual Practice*, 39(10), pp. 1633–1651.

Myles, E. (2000) *Cool for You*. New York: Soft Skull Press.

Ovidijus Videika

videika.ovidijus@gmail.com
Vilnius University, Lithuania

Hate Speech on Social Media: Anti-LGBTQ+ Rhetoric in Comments on Fox News Facebook Posts

Over the past few decades, hate speech has attracted increasing scholarly attention across multiple disciplines, particularly in relation to marginalized communities. Previous research has shown that hate speech can have severe consequences for its targets, including psychological harm (Sullaway, 2004) and, in extreme cases, incitement to mass violence (Timmerman, 2008; Mafeza, 2016). Digital environments, such as Facebook, have emerged as key sites for hate speech research due to their easy accessibility and rapid dissemination of the content. It is especially the study of anti-LGBTQ+ hate speech that remains important, as LGBTQ+ individuals continue to be exposed to online hostility that contributes to social stigmatisation and documented psychological harm. This is particularly significant in the United States where such speech is broadly protected under the First Amendment unless it constitutes a true threat or incitement to violence (Guillén-Nieto, 2023). Against this background, the present study examines how anti-LGBTQ+ hate speech is discursively constructed in comments under Fox News Facebook posts. It aims to extend existing research beyond predominantly detection-based approaches and European contexts while also highlighting Facebook comment sections as visible arenas of public debate surrounding socially sensitive issues posted by official news media. The dataset consists of 2,000 comments from 40 Fox News Facebook posts. The comments were analysed using five discourse strategies of the discourse-historical approach (Wodak, 2001; Reisigl and Wodak, 2009): nomination, predication, argumentation, perspectivisation and intensification/mitigation. This talk will focus on the strategy of argumentation, which centres on topoi as recurring argumentative principles used to justify hate speech. The findings indicate that the dominant topoi are pathology, delegitimation and ridicule, while biological immutability, misgendering, exclusion and religion also occur frequently. These patterns suggest that anti-LGBTQ+ hate speech is often legitimised through representations of LGBTQ+ identities as diseased, invalid, unserious or incompatible with social and moral norms.

References

Guillén-Nieto, V. (2023) *Hate Speech: Linguistic Perspectives*. Berlin and Boston: Walter de Gruyter GmbH.

Mafeza, F. (2016) 'Preventing genocide by fighting against hate speech', *International Journal of Advanced Research*, 4, pp. 117–132.

Reisigl, M. and Wodak, R. (2009) 'The discourse-historical approach (DHA)', in Wodak, R. and Meyer, M. (eds.) *Methods of Critical Discourse Analysis*. 2nd edn. London: SAGE Publications, pp. 87–121.

Sullaway, M. (2004) 'Psychological perspectives on hate crime laws', *Psychology, Public Policy, and Law*, 10(3), pp. 250–292.

Timmerman, W. (2008) 'Counteracting hate speech as a way of preventing genocidal violence', *Genocide Studies and Prevention: An International Journal*, 3(3), pp. 353–374.

Wodak, R. (2001) 'The discourse-historical approach', in Wodak, R. and Meyer, M. (eds.) *Methods of Critical Discourse Analysis*. London: SAGE Publications, pp. 63–94.

Eva Vitkovskaja

eva.vitkovskaja@flf.stud.vu.lt
Vilnius University, Lithuania

Fast Cars, Sharp Tongues: Prosodic Markers of Sarcasm in Formula 1 Drivers' Speech

This Bachelor thesis examines the prosody of sarcasm in Formula 1 drivers' speech during the 2024 and 2025 seasons. Given the extreme pressure experienced during competitive racing, sarcasm functions as an important communication tool. It is prosodically expressed through variation in pitch, speech rate and intensity (volume), allowing drivers to convey emotions such as frustration, irritation or anger. The study adopts a mixed-methods approach, combining both quantitative and qualitative analysis to identify, measure and interpret instances of sarcastic utterances. Software Praat is used to analyse pitch patterns and the duration of sarcastic speech. The theoretical framework is based on Sperber and Wilson's Relevance Theory (1995), which explains sarcasm as emerging from the interaction between prosodic cues and contextual information. In cases where utterances are ambiguous, prosody and context work together to guide the listener toward the intended interpretation. The dataset consists of over 150 hours of Formula 1 footage, from which 80 sarcastic utterances were identified. These include sarcastic remarks directed at other drivers, typically realised through non-literal evaluations or ironic praise. Importantly, the analysis demonstrates that sarcastic utterances are primarily shaped by prosodic features, particularly pitch, speech rate and intensity. While variation in pitch is often expected to signal sarcasm, the data reveal that several drivers produce sarcastic remarks with relatively stable or flattened pitch contours, suggesting that pitch alone is not a consistently reliable marker. In contrast, speech rate and temporal characteristics appear to play a more systematic role. Sarcastic utterances tend to be brief and rapidly delivered, and the data suggest that increased situational pressure correlates with faster delivery, reinforcing speech rate as a salient prosodic cue in high-stress contexts. Furthermore, intensity (loudness) shows moderate variation, often aligning with communicative intent, such as irritation or emphasis, although it does not function as an independent marker of sarcasm. While prosodic features constitute the primary means of signaling sarcasm, contextual information serves as a supporting mechanism, particularly when prosodic marking is minimal or ambiguous. The preliminary findings therefore indicate that sarcasm in Formula 1 drivers' speech is a prosody-driven phenomenon, in which pitch, speech rate and intensity interact, with context providing additional interpretative support.

References

Boersma, P. and Weenink, D. (2023) *Praat: Doing Phonetics by Computer*. Available at: <https://www.fon.hum.uva.nl/praat/> (Accessed: 23 November 2025).

Crystal, D. (1986) 'Prosodic development', in Fletcher, P. and Garman, M. (eds.) *Language Acquisition*. Cambridge: Cambridge University Press, pp. 174–197.

Formula One Digital Media Limited (2018) F1 TV. Available at: <https://f1tv.formula1.com> (Accessed: 10 November 2025).

Sperber, D. and Wilson, D. (1995) *Relevance: Communication and Cognition*. 2nd edn. Oxford: Blackwell.

Lara Su Yaman

su.yaman@flf.stud.vu.lt

Vilnius University, Lithuania

A Double Panopticon: The Narrator of Charlotte Perkins Gilman's "The Yellow Wallpaper" as Prisoner and Observer

This paper will discuss how the narrator of Charlotte Perkins Gilman's (1892) short story, "The Yellow Wallpaper", can be interpreted as a prisoner and an observer within the system of surveillance. Drawing on Michel Foucault's concept of the Panopticon, it argues that the narrative has two levels of surveillance: external, imposed through the authority of the husband (and his sister) and society, and internal, as the narrator regulates her own thoughts, perceptions, and expression. The poetics and form of surveillance are discussed through Kristeva's (1989) analysis of depression's effect on language, which is reflected in the protagonist's voice in her fragmented and repetitive journal-style narration. In addition to the recurrence of the verbs "see, watch, look", the subject "I" (a homophone of the organ "eye") is utilized for the act of internal and external surveillance throughout the story. The reader can witness how the narrator sinks into depression and madness by observing her speech, as it embodies the internalized "eye" of her husband, and also her subjective "I", which makes her a part of the Panopticon as an observer of both herself and the wallpaper.

References

Foucault, M. (1995) *Discipline and Punish: The Birth of the Prison*. 2nd edn. New York: Vintage Books.

Kristeva, J. (1989) *Black Sun. Depression and Melancholia*. New York: Columbia University Press.

Perkins Gilman, C. (1892) 'The Yellow Wallpaper', *New England Magazine*, 5(11), pp. 647-656.

In-Group, Out-Group and the Nation: Populist Framing of Climate Change in Trump and Bolsonaro's Speeches

This study explores the relationship between populism and climate change communication by analysing how political discourse constructs social divisions and authority in public debates. More specifically, it aims to examine how populist narratives (Mudde and Rovira Kaltwasser, 2017; Laclau, 2005; Breeze, 2019) are constructed in climate change discourse and to compare Donald Trump and Jair Bolsonaro's discourse strategies. The current study is guided by the theoretical framework of Critical Discourse Studies and discourse-based approaches to power and ideology (van Dijk, 1997; Chilton, 2004; Fairclough, 2004). The research data consists of twelve political speeches, five speeches delivered by Donald Trump and seven speeches delivered by Jair Bolsonaro, in the time period of ten years (2015-2025), totaling 44 602 words. The collected speeches were analyzed using qualitative Critical Discourse Analysis, combining inductive and deductive coding procedures. The final coding scheme includes five features: 1) the construction of the in-group, 2) the construction of the out-group, 3) the economic framing of climate issues, 4) anti-science rhetoric against climate action and 5) the idealisation of the nation as the heartland, using symbolism. Based on the preliminary findings, both Donald Trump and Jair Bolsonaro, use heavy populist rhetoric to invoke a sense of injustice, when it comes to combating climate change at the expense of their own citizens. It is determined that Trump's delegitimization of the outgroup is embedded in the economic context. By contrast, Bolsonaro characterizes the nation in populist terms where Brazil is represented as both a responsible environmental leader and a victim of unfair global criticism. This study contributes to English and Discourse Studies by providing a comparative analysis of populist climate communication across two national contexts. By highlighting how populist discourse shapes public understanding of environmental issues, this study provides a better understanding of the role of discourse strategies in climate communication.

References

Breeze, R. (2019) 'Representing the people: Claiming the heartland in Scottish election manifestos', in Macaulay, M. (ed.) *Populist Discourse: International Perspectives*. London: Palgrave Macmillan.

Chilton, P. (2004) *Analysing Political Discourse: Theory and Practice*. London: Routledge.

Fairclough, N. (2004) *Analysing Discourse: Textual Analysis for Social Research*. London: Routledge.

Laclau, E. (2005) *On Populist Reason*. London: Verso.

Mudde, C. and Rovira Kaltwasser, C. (2017) *Populism: A Very Short Introduction*. Oxford: Oxford University Press.

van Dijk, T. A. (1997) 'What is political discourse analysis?', *Belgian Journal of Linguistics*, 11, pp. 11–52.