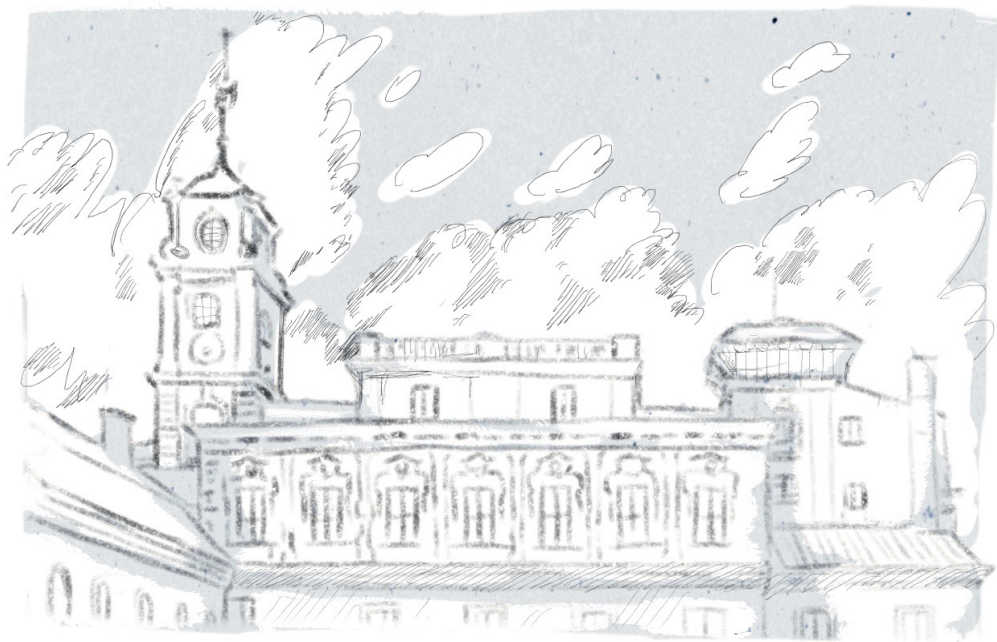International Student Conference
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A Semantic Analysis of Gender Relations in Jane Austen's Novel *Pride and Prejudice*

This study conducted a semantic analysis of gender relations in the first edition of Jane Austen's novel *Pride and Prejudice* through a qualitative approach, employing content analysis as the research method. This study is primarily concerned with linguistic patterns and vocabulary use in the dialogue between male and female characters, as well as their reflection of attitudes towards gender roles and relationships. The study applied Searle Speech Act theory (1983), Wollstonecraft's Feminist Theory (1792) and Eagly and Wood's Sociocultural Theory (1999) to delve into the complex interplay between language, gender, and societal beliefs within the narrative. The findings emphasized the manner in which characters used language and communication to negotiate social norms and gender relations. Gender stereotypes are pervasive in the language used by characters, and the study's careful examination of linguistic choices uncovered how the novel reinforces traditional gender norms. The analysis revealed how societal norms influenced how gender disparities were portrayed, highlighting the persistent existence of stereotypes linked to men and women in the Regency era.

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The Translation of Teenage Slang Expressions from English to Lithuanian: The Case Study of the British TV Show *Skins*

An ambiguous linguistic unit, like an expression of slang, requires more time and prior research to be properly translated because the linguistic characteristics and culture of the source language and target language, which slang is dependent on, are different (Mashhady and Pourgalavi 2013: 1005). Due to slang being a culture-specific concept, it usually falls under the problem of non-equivalence at the word level which means that an expression of the source language does not have an equivalent in the target language (Baker 2018: 19). This present study aims to investigate what translation methods are used to deal with the problem of non-equivalence when translating teenage slang expressions from the English language into the Lithuanian language. The object of this qualitative and quantitative corpus-based study is a self-compiled corpus of English teenage slang expressions from the British TV show *Skins*. The data collection and analysis involve a few steps: the compilation of the corpus of English teenage slang expressions from an English video format; the extraction of the Lithuanian-translated teenage slang expressions from a Lithuanian video format; and the identification of translation methods. For the method identification, eight translation methods, which were provided by Baker (2018: 25-45) are used: translation by a more general word; translation by a word that is more neutral; translation by cultural substitution; translation by a loan word; paraphrase by a related word; paraphrase by an unrelated word; omission; and illustration. It is of great importance to note that the present study is being conducted for a bachelor's thesis and is still a work-in-progress, therefore, the results are not ready to be provided in this abstract but are going to be discussed in the presentation.

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Are Our Times for Creativity?

The paper speaks about the 'turbulent' times (the term involving a lot of sudden changes, arguments (Cambridge Dictionary), crises, pandemics, and wars, and their impact on human creativity. The goal of this article is to support the idea that these uneasy times can not only negatively impact and be lethal to societies but also favorable for creative people. The cases of British and American arts and letters have been chosen here as the areas of the author's interest. The main tasks are to notice similarities and possibly recognize the peculiarities in the histories of these countries in the way they react to conflict situations, and how creativity grows in those circumstances. The research methodology here is historiography, empirical insights and examination of publicly open texts, social media, and academic writings.

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The Tension Between Human and Nature in Richard Brautigan's *Trout Fishing in America*

Richard Brautigan was an American writer and a major figure of the counterculture of 1960s. His most famous novel *Trout Fishing in America*, published in 1967, explores the state of America, its wildlife and society's deteriorating relationship with it through stories about fishing in trout streams, life in San Francisco and conversations with curious characters. This BA thesis focuses on the novel's portrayal of the tense relationship between society and nature, which is examined through the framework of ecocriticism, and, more particularly, Aldo Leopold's conservationist thought and his land ethic in the 1949 book *Sand County Almanac: And Sketches Here and There*. The analysis suggests that Aldo Leopold's ideas are at conflict with the reality of 1960s America: people have failed to adopt the land ethic, which has resulted in further commodification and destruction of landscapes and the intrusion of industry upon the natural world and the human psyche. The narrator of the novel explores his connection to nature and expresses the sense of loss which manifests when experiencing the change of ecosystems and people's attitudes towards it. These ideas are conveyed through the use of metaphors, similes, anthropomorphism and irony.

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Walking The Line: Representations of The Flâneuse in *Breakfast at Tiffany's* (1961) and *Variety* (1983)

This paper explores the concept of the flâneuse, a female urban wanderer, in drastically different cinematic representations: Holly Golightly in *Breakfast at Tiffany's* (1961) and Christine in *Variety* (1983). The flâneur has been analysed and celebrated as a carefree urban explorer, however, the topic of the flâneuse is more complicated and layered. Theorists, such as Janet Wolff, argue that women have been historically excluded from this role (1985:41). This paper explores the role of women in urban spaces by arguing that Holly Golightly and Christine do not merely embody types of flâneuses described by Parsons (2000) but also actively redefine these categories. Holly Golightly drifts through a romanticised New York, easily navigating both the city and social spaces, embodying the shop-girl flâneuse, however, her freedom is just an illusion. Christine, on the other hand, navigates through the dangerous, voyeuristic underworld of New York City, entering male-dominated spaces of surveillance and desire, and embodying the passante, but her obsessions still revolve around men. Alongside this, the paper explores how these women's movements through the urban spaces either challenge or reinforce societal power structures. Christine especially blurs the lines between the observer and the observed, at times exhibiting typical characteristics of the male urban explorer, gaining power by having an almost panoptical view of the men around her. This highlights the thin line that women walk between being the watcher and the watched. By comparing these two films, the paper aims to reconsider how the flâneuse is represented in cinema, focusing on how narrative, mise-en-scène, and editing construct the flâneuse on screen, and argues that although it is possible for the flâneuse to claim an urban space, she cannot escape the structures that aim to contain her.

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Creative Metaphors of Love in Taylor Swift's and Lana Del Rey's lyrics

Metaphors have long been a point of discussion in linguistic or literary, or over branching fields. Aristotle initiated the discussion, however his views are considered as traditional (Lakoff and Johnson, 1980, Kövecses, 2010; Gibbs, 2018). The Conceptual Metaphor Theory (CMT) considers metaphors as a cognitive process which expresses emotions and shapes everyday life (Lakoff and Johnson, 1980; Kövecses, 2010). Emotionally charged metaphors tend to be creative and often appear in literary/poetic works (Birdsell, 2018; Turner & Littlemore, 2018; Bowdle & Gentner, 2005). The paper analyses creative metaphors of love in songs, a field that has been arguably neglected and is still amongst the discussion weather or not it is a part of the literary genres. The aim of the thesis is to analyse creative metaphors of love in Taylor Swift's and Lana Del Rey's lyrics, thus narrowing the research gap.

CMT serves as the principal framework of the research, while it also employs Metaphor Identification Procedure (MIP) (Pragglejaz, 2007), Lomas' (2018) categorisation of love, and scenarios (Musolff, 2006; Cibulskienė, 2023) which support the idea of narratives in songs. The corpus includes 59 Swift's songs (23.988 words) and 64 Del Rey's songs (22.155 words) with the total of 1.127 identified metaphors. The research focuses on the target domain LOVE and its different manifestations. The domineering source domain across both discographies was OBJECT domain. For example, in Swift's song "So Long, London", the OBJECT domain is realized through the scenario of a ship crew with the lover as the capitan who leaves the sinking ship last. In Del Rey's lyrics, metaphors from the source domain of OBJECT are often combined with other source domains to create scenarios.

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The Stylistics of Nonsense in Children's Poetry: Two Case Studies

The subject of this ongoing research is the phenomenon of nonsense in children's poetry. The poets chosen for this study are Calef Brown and Jack Prelutsky, both celebrated for their contributions to the genre and the nonsensical qualities of their works. While this genre had been neglected in the past, the phenomenon of nonsense has been of interest for a while and poets such as Lewis Carroll and Edward Lear are well-known due to their nonsensical literature. However, these poets represent the 19th century; I will investigate nonsense in contemporary children's poetry.

The research aims at analysing a small selection of poems for children written by Brown and Prelutsky. The research questions are as follows: 1) How do different contemporary award-winning authors approach nonsense in the same subgenre? 2) How does contemporary nonsense in the chosen data compare to the traditional understanding modelled after nonsense poets like Carroll and Lear? 3) Is humour intertwined with nonsense in the chosen data, as other scholars (Benton, 1978; Chrzanowska-Kluczewska, 2017; Cheetham, 2019) have noted? 4) Is nonsense more likely to occur in poems dealing with certain themes?

This study's framework for nonsense will draw from the potential sources of nonsensical language outlined by Chrzanowska-Kluczewska (2010; 2017), as well as qualities and conditions necessary for nonsense to occur established by Cheetham (2019). The identified instances of nonsense will be categorised according to this framework, and the similarities and differences in the nonsense strategies, both in terms of stylistic choices and purported effects, will be examined.

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Literature Teaching in the ESL Classroom: Methodology and Teachers' Experiences

Literature is accepted to be a highly valuable asset in teaching the English language (Fikray & Habil, 2022; Khatib, 2011; Babaee & Yahya, 2014; Chen, 2016) due to its authenticity, which helps foster proficient language and cultural competence (Khatib et al., 2011), enrich vocabulary and grammar knowledge (Arthur, 1968) and enhance critical thinking (Ghosn, 2002). According to research, incorporating literature into the school's curriculum results in the aforementioned and further advantages to students' academic achievements within English language context (Sun, 2023; Hall, 2017; Jones, 2019). Moreover, literature teaching nurtures young minds by cultivating self-expression, character and an individual moral compass (Lim & Omar, 2007). The purpose of this study is to investigate the methodology of literature teaching in the ESL classroom within the context of Lithuania and teachers' experiences regarding its practical application. Using qualitative data gathered from various relevant B1-B2 level English student books and workbooks, as well as teacher interviews, this research attempts to explore methods, practices, and experiences in literature teaching and reveal its usefulness and major challenges.

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Like Stars Scattered Across the Universe: Tracing Creative and Conventional Metaphors in Space Sciences

Metaphors shape our understanding of abstract concepts by mapping them onto more concrete domains, as proposed by the Conceptual Metaphor Theory (Lakoff and Johnson, 1980/2003). Some metaphors are creative, comparing unrelated concepts to express new or existing ideas in innovative ways (Philip 2017; Littlemore 2019), while others become conventionalized, evolving into standard expressions. Bowdle & Gentner's (2005) Career of Metaphors hypothesis explains the differences between these creative and conventional metaphors.

While metaphors have been studied across various discourses (Kövecses 2018; Chahbane & Zrizi 2023; Selmistraitis et al. 2024, etc.), their role in scientific communication, particularly in space sciences, remains underexplored. This study aims to examine the prevalence of creative and conventional metaphors across three genres: educational textbooks aimed at university students, popular science literature, and academic articles, hypothesizing that popular science literature and textbooks will feature more creative metaphorical expressions to facilitate the understanding of complex topics, while academic articles will feature more conventional metaphorical expressions, due to the technical nature of the field. The study also aims to identify which domains are most frequently found in space science, drawing comparison regarding whether they appear across all three genres or are dominating in particular ones.

For this study, three genre-specific corpora (50,000–52,000 words each) were compiled from texts published between 2017 and 2024. A mixed-methods approach is used, combining qualitative and quantitative analysis. To help identify and relate found metaphorical expressions to their conceptual domains, the Metaphor Identification Procedure (MIPVU) is utilized.

Preliminary findings suggest that, as hypothesized, popular science relies heavily on both conventional and creative metaphors to clarify complex concepts. The most dominant source domains have been identified as FOOD (hot and dense soup of particles), WAR (an armada of space capsules), JOURNEY (Parker Solar Probe's quest), BIRTH (Big Bang gives birth to the next universe). However, as the research is still ongoing, the current findings may evolve as the study advances and further data is examined.

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The Impact of Social Media on Reading and Reported Reading Habits of Medicine and Philology Vilnius University Students

In the past few years, the rise of social media has had cognitive, behavioral, and academic impact on people, especially students. Not enough research has focused on the differences of phone usage among students from different faculties within Vilnius University. Thus, this study sets out to investigate how social media can impact students and their reading habits. The research paper will focus specifically on the kinds of reading habits students from Vilnius University Medicine and Philology faculties possess, how they differ across disciplines, as well as how their relationship with social media has impacted their ability to engage with reading-related material. To achieve the desired results, multi-stage, convenience, and snowball sampling were used to distribute the anonymous online survey among the students. Fifty-eight respondents participated in this study. The questionnaire included different types of compulsory open-ended and close-ended questions to get a variety of results. The data was collected in autumn 2024 within the student body of the leading university in the country and uncovered important aspects of student reading habits. The results of this study provide insight into how frequently students use social media in addition how it has impacted their ability to engage with academic or literary texts. Existing research on how phone usage differs among students in various academic disciplines, particularly at Vilnius University, has been limited. Thus, the findings from this questionnaire have greatly contributed to this investigation providing insights which will be valuable for educators and future researchers. This particular research project delves deeper into the topic of literature and the impact social media has on the reported reading habits of students in contrasting disciplines in Vilnius University.

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Metaphor as a Marker of Writing Proficiency: Exploring Figurative Language in EFL Writing

The acquisition of metaphorical expressions that can 'package' one's 'messages' and act as a 'parcel' of 'everyday discourse' is frequently linked with advanced linguistic competence, making metaphor 'an integral facet' in foreign language education (Hoang and Boers 2018:1). This study, centred in the fields of cognitive linguistics and education, aims to quantify the density of metaphor use in a selected corpus sample of English as a foreign language learners' essays and to assess the correlation between the density of accurately used metaphors and higher essay scores. Specifically, it investigates whether a higher density of accurately used metaphors is associated with higher essay evaluations. The dataset comprises a sample of 422 student essays on the topic "The importance of volunteering for young people" extracted from the National Examination Centre (NEC) corpus compiled by scholars Juknevičienė and Šeškauskienė in 2014. For systematic and reliable metaphor identification, the study employs the Metaphor Identification Procedure Vrije Universiteit (MIPVU) method (Steen et al. 2010). The correlation analysis indicates a moderate positive relationship between metaphor density and essay scores, supporting the hypothesis that more frequent and accurate metaphor use contributes to higher writing performance. These findings highlight the importance of metaphor use in successful essay writing, reinforcing the need for educators to employ pedagogical strategies that encourage a more thoughtful and effective use of metaphors in students' writing.

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The Beauty and Agony of Religion as Orientation

My research explores the dimensions of religion, specifically in how it was used as a means of existential orientation during the African diaspora, through the life of Olaudah Equiano as depicted in *The Interesting Narrative of the Life of Olaudah Equiano*. Through Charles H. Long's framework of religion as self-orientation, Equiano's spiritual journey is examined alongside the perspectives of W.E.B. Du Bois and James Cone. While Du Bois articulates the despair of African American identity through double-consciousness, Cone frames black theology and religion as a form of liberation against oppression. Equiano's experience reflects both perspectives, as his struggle between African spirituality and Christianity mirrors double-consciousness, while his faith in God serves as a means of existential stability. This analysis reveals the dual nature of religion in relation to the black experience, for it is a source of both beauty and agony.

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Linguistic Power and Identity in Academia: The Case of Vilnius University

The linguistic landscape that we can find at universities reflects broader sociolinguistic hierarchies, power relations, and identity struggles. This paper discusses the linguistic landscape of two faculties of Vilnius University with particular emphasis on the salience and use of English and Lithuanian languages in public and institutional domains. This study uses Linguistic Landscape Theory (Landry & Bourhis, 1997), Bourdieu's Theory of Linguistic Capital (1991), and Multimodal Discourse Analysis (Kress & van Leeuwen, 2001) in analysing how signage, administrative documents, and design facilitate linguistic dominance and accessibility of academic resources.

The study includes 132 sign units, which show that English is mostly used in academic and advertising purposes (40%), and is often written in bold, at the centre of the page and with global branding elements that give it an air of prestige and internationalization. On the other hand, Lithuanian is used more frequently in administrative and social communication (60%) and is presented in neutral colours, smaller fonts, and less visible locations, which supports the notion of national identity, but at the same time limits the accessibility of the information for the non-Lithuanian speakers.

These results are in line with the current Lithuanian language policy which stipulates that foreign workers should know Lithuanian and reveal the continuing debate between the notions of internationalization and linguistic identity. This paper proposes that university linguistic landscapes are not neutral; they are the sites of power struggles, institutional identity, student inclusion, and sociolinguistic stratification. It further stresses on the need for fair language policies to address the needs of international academic integration while ensuring linguistic justice.

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Ethics and Aesthetics of War Representation: An Inquiry Into Anthony Doerr's Novel *All the Light We Cannot See*

The present research is concerned with the ethics of war representation in Anthony Doerr's novel *All the Light We Cannot See* (2015). Drawing on Tzvetan Todorov's principles of structural analysis of the narrative, outlined in his book *The Poetics of Prose* (1977), this paper will show the ways in which the novel transforms Werner, a German soldier, from an aggressor into a hero, while simultaneously reducing a blind French girl Marie, a victim of occupation, into a passive object to be saved by the aggressor. James Dawes' book *That the World May Know: Bearing Witness to Atrocity* (2007) will be used to demonstrate how the traditional narrative structure and Werner's redemption arc imply war to be morally solvable. Dawes' study will also help to situate further ethical concerns of war representation in Doerr's novel, particularly how, through the individualization of war experience, *All the Light We Cannot See* overlooks the collective nature of suffering and how the lyrical style of the novel aestheticizes war while downplaying its horrors. Within the question of the aestheticization of war, alternative viewpoints, that of Susan Sontag (*Regarding the Pain of the Others* (2004)) and Elaine Scarry (*On Beauty and Being Just* (1999)), will be acknowledged to highlight the ethical complexity and possible counterpoints to Dawes' arguments. Focused solely on the ethical implications of war representation in *All the Light We Cannot See*, without addressing Werner's responsibility, the research argues that Doerr's portrayal of WWII, through its narrative structure and aesthetic choices, presents an ethically problematic depiction of war.

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"To Be Gorgeous, You Must First Be Seen, But to Be Seen Allows You to Be Hunted": Exploring Trauma, Memory, and Healing in Ocean Vuong's *On Earth We're Briefly Gorgeous*

This presentation examines Ocean Voung's *On Earth We're Briefly Gorgeous* (2019), an epistolary novel, a letter written for a mother who cannot read (Voung 2019: 15). This paper argues that through non-linear narrative, shifting linguistic modes, and metaphor, Vuong constructs a translingual and intergenerational trauma narrative that both depicts and disrupts inherited pain. This paper explores memory and transgenerational trauma by analysing how war's psychological impact is passed through generations. Additionally, it explores identity construction in the context of a destructive environment, focusing on the narrator's queer, migrant, and ethnic identities. Using Marianne Hirsch's concept of postmemory, this paper examines how storytelling mediates inherited trauma, while Eve K. Sedgwick's queer theory informs the novel's navigation of intersectional identities. However, beyond trauma and identity, the novel also foregrounds language as a tool for self-definition and healing. Through a fragmented narrative structure, metaphor, and linguistic shifts, Vuong mirrors the disjointed nature of memory and the protagonist's struggle for selfhood amid inherited trauma.

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Exploring Multimodal Storytelling in Contemporary Award-Winning Picture Books: A Stylistic Study

This ongoing study examines the multimodal techniques of storytelling in Randolph Caldecott Medal-winning picture books from 2001 to 2025. Despite the integral role of children's literature in cultural and educational contexts, it remains underexplored within the field of Stylistics, particularly regarding picture books. Children's picture books, which combine text and image for narrative storytelling, pose unique challenges for stylistic analysis. The multimodality of these books requires consideration of the visual and verbal modes in which the books communicate with their readers. In an effort to build on the existing research into picture books, I examine a sample of the most recent Caldecott Medal-winning books. The Caldecott Medal is one of the most prestigious picture book awards that recognises the most distinguished American picture books. By analysing these works, my purpose is to establish an understanding of the way some of the most celebrated examples of contemporary American children's literature communicate with young readers through text, images, and the interaction of the two. Firstly, the study will draw on Nikolajeva and Scott's taxonomy of the different ways words and images interact in picture books (2006) to classify the selected books. Then, the multimodal strategies employed in the picture books will be examined according to Kress and van Leeuwen's frameworks for analysing multimodality (2001) and visual meaning-making (2006). In its exploration of storytelling and communication in acclaimed contemporary picture books, the study will help expand stylistic research in the field of children's literature, offering valuable insights for educators, parents, and the children's book publishing industry.

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Historical Context of the Development of Early Modern English

This thesis examines the profound political, religious, and economic transformations in England from the 14th to the 17th centuries and their impact on the evolution of Early Modern English. The study highlights how the Hundred Years' War and subsequent Wars of the Roses fostered a search for national identity, reflected in the expanding English vocabulary. It explores the religious upheavals triggered by Henry VIII's break from the Roman Catholic Church, Mary I's attempt to restore Catholicism, and Elizabeth I's reaffirmation of Protestantism, which stabilized the religious landscape. Additionally, the thesis discusses how Elizabeth I's victory over Spain and the subsequent rise in global trade, driven by trading companies, introduced numerous foreign words into English. The Elizabethan era, marked by the English Renaissance and the contributions of William Shakespeare, is shown to have significantly enriched the English lexicon. Overall, this study underscores how England's evolving national identity, religious and political shifts, and cultural developments were deeply intertwined with the growth and transformation of Early Modern English.

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The Effects of Model Speech and Familiarisation with the Text on Pronunciation and Fluency: A Study of Young Adult EFL Learners

This study examines the effects of two influencing variables – familiarization with the text and model pronunciation – on fluency and pronunciation in reading aloud. 36 young adult EFL learners participated in two experiments. In the first experiment, one group read a given text twice without any additional input or pronunciation instruction. In the second experiment, another group read the same text twice and also listened to a native speaker's recording before the second reading. Fluency was analyzed based on pauses, total reading time, and self-corrections or repetitions. Pronunciation changes were examined in the vowel qualities (height and backness) of the function words *of*, *for*, and *to*, as well as in the pronunciation of the uncommon word *coifs* and the non-word *devisive*, to explore how rare or unknown words are decoded. By comparing the two groups, the study aims to determine how exposure to a native speaker's speech influences pronunciation and fluency changes. The findings may offer insights into the role of auditory input and repeated exposure in developing oral reading proficiency

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Mimesis in Raymond Carver's Short Story "Cathedral"

Raymond Carver's short story "Cathedral" (1983) portrays a blind man's first intimate (mimetic) encounter with a cathedral as two strangers — the narrator of the story and Robert, the blind man draws a cathedral together. This act of creation enables two strangers to bond and opens their eyes to a world they have not yet encountered — the perspective of a blind man for the narrator and the image of a cathedral for Robert. This analysis poses two research questions: why is certain art considered mimetic, and how is the social aspect of mimesis portrayed within the short story? The analysis begins with a discussion of what art forms can be considered mimetic employing Eagleton (2008), Aristotle and Iser (1993) to distinguish what art forms are mimetic within "Cathedral". Then the exploration of the social element of mimesis within the story follows. The next section provides an argument in Plato's line of reasoning against mimesis that can be seen in the story. The last section of the paper analyses the shared act of mimesis within the story and its effects on the characters. The paper employs multiple definitions of mimesis by Plato, Aristotle, Dessons (2005) and Iser (1993; 2002) for a more nuanced interpretation of mimesis in "Cathedral". This analysis ultimately attempts to explore the mimetic nature of art and literature while showcasing the importance of the act of mimesis for forming and maintaining relationships both with the outside world and humans alike.

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The political discourse of succession and civil wars in the tragedies *Gorboduc*, *The Misfortunes of Arthur* and *King Lear*

The Elizabeth and Jacobean times are periods marked by political intrigue, instability and foreign strife. These issues had been best reflected in various historical plays that were performed in front of the monarch as a way of political advice. The corpus that is going to be used for this study and analysis include the early Elizabethan plays: *Gobroduc* and *The Misfortunes of Arthur*, and the Jacobean play: *King Lear*. One link that these plays share is the topics of politics, which the authors used to establish connections with their contemporary times, as well as their original source: *Historia Regum Britanniae* by Geoffrey Monmouth (1137). Themes such as succession, royal marriages, political discord, civil wars, the English parliament, and the intrusion of foreign powers in English politics, can be observed throughout these plays. This research can shed light on the popularity of political topics that concerned the English parliament in the Elizabethan and Jacobean times, which were also introduced among the onlookers and readers of the plays. Thus, we can also see how the discourse of the nation's need for establishing supremacy against the foreign powers, and its political structure is also reintroduced from the 12th to the 17th century.

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From Superposition to Sacrifice: Quantum Metaphors, Individuation, and Transformative Knowledge in *Story of Your Life* and its adaptation *Arrival*

The parallel I attempt to draw is how the quantum principle of superposition becomes a literary superposition. The texts at the center of this study, *Story of Your Life* by Ted Chiang and its adaptation *Arrival* (2016), revolve around Louise, whose perception of time changes as she learns the language of an alien species and begins to see glimpses of her future, including a daughter she does not yet have.

Louise embodies superposition by holding the knowledge of the future – her daughter's death – while simultaneously experiencing the joy of motherhood and love in the present. The knowledge of inevitable loss does not diminish her present happiness, revealing a complex emotional layering similar to superposed quantum states, where contradictory conditions coexist until collapsed by an event or choice. This collapse occurs when Louise chooses to have Hannah, despite knowing her fate. Her decision collapses the superposition of potential futures (where not having the child and not marrying this man were options) into a singular, lived reality.

Drawing on Jung's theory of individuation, I emphasize a reading of this story as archetypal, where the child symbolizes a part of Louise herself. In this context, suffering emerges as a crucial test: it can either lead to a transformative rebirth through the integration of conflicting aspects of the self (the rational and emotional, the conscious and unconscious) or result in a loss of integrity if the sacrifice fails to yield renewal. However, Nietzsche's concept of tragic knowledge suggests that Louise's choice – embracing a life marked by inevitable loss – can be seen as a Dionysian affirmation of life, where tragedy does not negate meaning but completes it. Thus, superposition here functions as a metaphor for the paradox of tragic knowledge: the coexistence of future suffering and present joy, held together until resolved through choice.

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Dissecting the News: A Multimodal Analysis of the UK Broadsheets

As news media outlets increasingly adopt a visually centric approach in their articles (Alonso et al., 2013: 370), previous research in media discourse has been primarily focused on identifying either the visual or textual component, while some studies have combined both to conduct multimodal analyses. Despite this growing interest in multimodal analysis of the news media outlets, to the best of my knowledge, there is a lack of research that not only compares language use and visual elements in news media articles but also examines the most prominent broadsheets in the UK. Thus, the present study aims to compare language density and cohesion with image usage in news articles published in three of the most widely read UK newspapers: *The Independent*, *The Guardian*, and *The Times*. Two theoretical frameworks are employed to achieve this objective. Firstly, the linguistic component of the articles is examined using Douglas Biber's *Multidimensional Analysis* (1988), a framework designed to analyse linguistic variation by identifying patterns across multiple dimensions. Secondly, the visual elements are analysed using Kress and van Leeuwen's *Reading Images: The Grammar of Visual Design* (2006), a framework that interprets images as a structured language that conveys meaning. This study contributes to a deeper understanding of the core elements of news articles and the techniques currently employed in news reporting in the UK, thereby creating greater awareness of the reliability of the news that people encounter in their daily lives.

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Repression and Resistance: Exploring the Role of Memory in Lois Lowry's Novel *The Giver*

This paper explores the role of memory, repression, and resistance in *The Giver* by Lois Lowry, examining the significance of memory and its function as both a tool of control and a means of defiance. The theoretical framework selected for this paper includes Jan Assmann's Cultural Memory Theory, Michel Foucault's concepts of Biopolitics and Panopticism, Hannah Arendt's analysis of Totalitarianism and Historical Amnesia, and Marianne Hirsch's theory of Postmemory and Generational Trauma. The structure of this research is divided into three main parts. The first part analyses the general role of memory, the second explores how memory functions as a tool of repression and a mechanism of control in the novel, and the third examines how memory serves as a tool of resistance, paving the way for individualism. The research has shown that memory is both a source of pain and wisdom; without it, society loses its identity. The Giver's role in preserving and passing on memories serves as an act of resistance. Moreover, the suppression of memory is active way of controlling societies' life, death, it as well enforces self-policing mechanism and enables strict government by erasing history. Furthermore, Jonas awakening and gain of memories pushes him to grow awareness, which leads him to rebel and use memories as a tool of rebellion, leading to potential freedom.

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CEFR Grammatical Criterial Features Analysis in The National Examination of English in Lithuania (Research-in-Progress)

In the process of assessing one's language level, especially English, it has become quite common to measure the individual's proficiency in terms of the descriptions provided in the Common European Framework of Reference (CEFR), i.e., to indicate the level in the scale of A1-C2 (Figueras, 2012:477; Wok Zaki et al., 2021:14).

Despite the popularity of this framework and its translation to more than 40 languages (Çelik, 2020:274; Kim, 2021:273), CEFR encountered criticism mostly due to its disregard of the native language aspect (Kim, 2021:273; Juknevičienė & Šeškauskienė, 2014). This led to placing greater emphasis on the native language in various studies (Wok Zaki et al. 2021; Khushik et al., 2022), including Lithuanian (Juknevičienė & Šeškauskienė, 2014). The latter study's results showed that students are afraid of making mistakes and, consequently, prefer to use lower complexity structures. Because of these findings, the evaluation for the National Exam was changed in a way that would benefit students when trying to use higher level structures, even if not completely correctly.

Consequently, the main aim of this study is to partially replicate the analysis of Juknevičienė & Šeškauskienė (2014), assessing whether their recommendations for the changes to the evaluation criteria of the National English Exam in Lithuania had a positive impact on the used grammatical structures in the students' essays. Additionally, the most and the least frequent structures were analysed through the lens of the native language, Lithuanian. The purpose of it was to observe whether the proposed hierarchy of grammatical features described in CEFR is universal, or the difficulty is rather determined by the native language.

The sample was composed of 200 essays from last year's (2024) English National Exam and included only the strongest candidates, i.e., students, who scored no less than 80 overall on the exam. The analysis itself was conducted by making use of LancsBox X, a software tool for corpus analysis.

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Truth and Christian Ethics: A Narratival Perspective in Charlotte Brontë's *Jane Eyre* (1847)

This paper examines Charlotte Brontë's *Jane Eyre* (1847) through a narratival lens, exploring how the novel employs its narrative structure to interrogate notions of truth and Christian ethics. The analysis is framed by Paul Ricoeur's concept of narrative identity (*Oneself as Another* (1990)) and Stephen Long's definition of Christian ethics (*Christian Ethics: A Very Short Introduction* (2010)), highlighting the interplay between personal moral development and storytelling.

This paper argues that truth functions as Jane Eyre's primary ethical compass, shaping her moral decisions from an early age. As she matures, Christian ethics becomes central to her ability to discern and uphold truth, it also provides a framework for her moral reasoning. For Jane, her narrative is the main medium for ethical inquiry which allows her to negotiate competing moral imperatives and redefine the notions of truth and virtue.

Through close analysis of the novel's first-person narration, narrative pacing, and character arcs, this paper examines how Jane constructs her own identity through storytelling. The act of narrating positions her as an agent of moral authority; it helps her shape her truth rather than passively adhere to external doctrines.

In addition to a narratological analysis, this study contextualizes the novel within its historical and ideological framework, considering how *Jane Eyre* critiques Victorian gender norms and moral expectations.

Ultimately, this thesis demonstrates that *Jane Eyre* is more than a bildungsroman—it is a philosophical and ethical exploration where the narrative itself becomes a site of moral inquiry and resistance to prescribed gender roles.

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Incidental Vocabulary Acquisition: Acquiring New Verbs from Reading

Previous studies on vocabulary acquisition have shown that vocabulary can be learned incidentally (without intention) through reading. Researchers found that encountering a word eight times leads to significant vocabulary gains (Pellicer-Sanchez (2016). However, most prior research has focused on the incidental acquisition of nouns with concrete meaning, with little attention given to verbs. This gap is likely due to the greater complexity of verbs, as they are harder to visualize and have a wider range of meanings and forms compared to nouns.

Building on Pellicer-Sanchez's (2016) study, which investigated the incidental acquisition of nouns from reading, the present study explores the incidental acquisition of verbs.

45 BA studens participated in the study, primarily aged 19 to 21. The participants spoke Lithuanian as their first language and English as their second. To assess their vocabulary size, a short, standardized vocabulary test (LexTALE) was administered.

During the experiment, students read a short story containing six nonwords (letter strings resembling real English words) inserted into the text to ensure that all target words were unfamiliar to the participants. Each nonword appeared eight times throughout the story. After reading, participants answered comprehension questions to confirm their understanding of the story and completed three lexical tests on the words they could have acquired. The first test assessed form recognition (spelling), the second required participants to provide a Lithuanian equivalent of the nonword, and the third presented three existing verbs, one of which represented the nonword.

The study aims to determine whether repeated exposure to unfamiliar lexical items facilitates vocabulary acquisition. The analysis is still ongoing, and the results will be presented at the conference.

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