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Book of Abstracts

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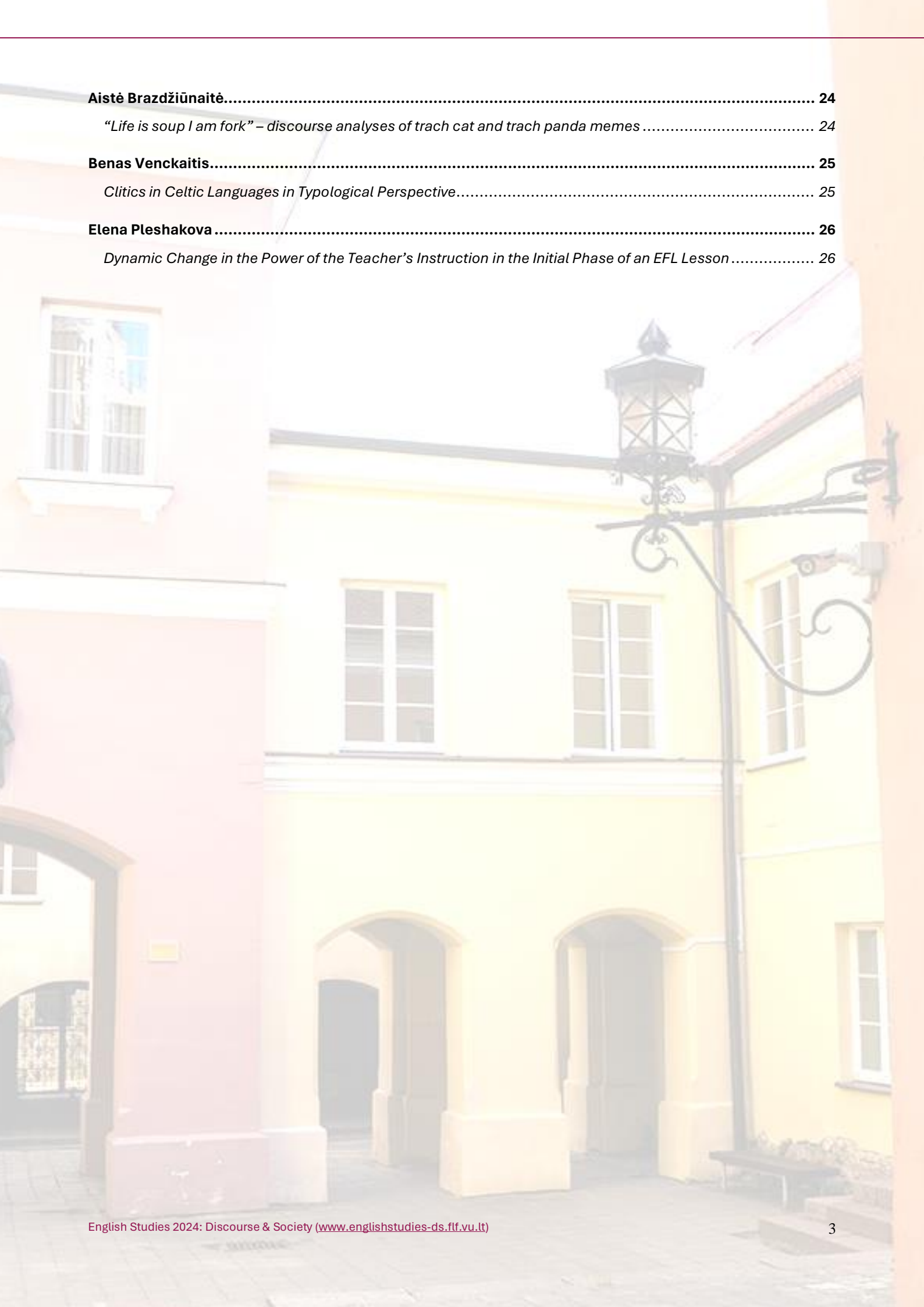
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Social Archetypes and Consumer Identity in Vilnius Street Advertising

This study aims to identify and analyse prevalent symbolic features of consumer identity in Vilnius Street advertising across four major spaces of Vilnius – two adjacent centre-oriented spaces of Senamiestis and Naujamiestis, and two more distant of Fabijoniškės and Baltupiai. More specifically, the qualitative study of street advertising was carried out within the theoretical framework of Critical Discourse Studies (Foucault, 1972; Fairclough 2013; Van Dijk 2003, 2015) with a major focus on social meaning construction in the development of consumer identity and the social status of an addressee. The analysis delves into the social aspects of consumer identity in Lithuania and the discursive representation of social groups in street advertising. It is hypothesised that social identity is co-space dependent and the proximity to the city centre determines social and consumer identity-related variables. By methodologically applying CDA, the prevalent thematic aspects were established in the context of social meanings and their implicit representations of archetypes in four different spaces of Vilnius. By analysing the recurrent features of the prevalent thematic aspects, the social landscape of Vilnius with its ideological underpinnings was deconstructed and associated with such social archetypes (also known as social images, cf. Rogova and Matta, 2022) as the Competitor, the Rational Actor, and the Feeler.

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Stance towards Refugees and Migrants in British and Polish Media: A Multimodal Analysis

Since the beginning of the twenty-first century, the topic of refugees has grown in relevance as conflicts in countries like Syria and Ukraine have led to a record number of asylum-seekers. The media portrays Ukrainian and Syrian refugees very differently. Therefore, the bachelor thesis aims to analyse how opinion articles portray Syrian and Ukrainian refugees in Polish and British news discourse. The data consists of 80 opinion columns selected from both Polish and British newspapers. The selected newspapers represent different political leanings. Gazeta Wyborcza and The Guardian are left-leaning, while Rrzeczpospolita and The Telegraph are right-leaning. The difference in political leanings would make it possible to analyse if the variations in political orientation were reflected in the positions taken by two newspapers in their opinion columns. The study also aims to analyse the correlation between the verbal track and images of the newspapers. The text and headlines are examined using the Appraisal Framework by Martin and White 2005. Moreover, instances of evaluation are categories using the 'welcoming' and 'unwelcoming' stance methodology by Tavassoli, Jalilifar and White 2019. Images are examined using Kress and van Leeuwen's 1996 framework and 2001 multimodal analysis. The findings show that right-wing newspapers tend to lean towards an unwelcoming stance towards refugees. Moreover, the Ukraine refugee crisis has been evaluated more positively than Syrian refugee crisis.

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Nomadic Identity and Memory in Proust's Madeleine in "Manual of Exile"

This presentation examines the portrayal of Proust's Madeleine in "Manual of Exile," focusing on the experiences of a Yugoslavian immigrant in France. It explores the concept of nomadic migration and its impact on individuals through the lens of reminiscence, suggesting that memories become paramount when one is stripped of worldly possessions. The novel contains a reference to Proust's Madeleine, serving as a metaphorical link between memory and reality, represented metaphorically by a kebab. Through recurring metaphorical references to food, emotional connections are established between the familiar and the foreign, evoking a sense of the sublime amidst the strange. The exploration of food as metaphor extends to reflections on individual identity and the fragmentation of beauty. These themes will be further developed with specific examples during the presentation.

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Identity Construction in the U.S. News Media Discourse: Portrayal of Social Actors after the Overturn of Roe v. Wade

This research aims to identify and analyse how news media reporting contributes to identity construction (Fairclough 1989, Machin & van Leeuwen 2007, De Fina 2011, Hassan 2018) regarding the representation of various social groups participating in the abortion debate in the United States. The analysis is situated within the context of the United States Supreme Court's ruling to overturn Roe v. Wade, a landmark 1973 decision that established a constitutional right to abortion. In this study, data collected from CNN, CBS News and Fox News is analysed in terms of how categorisation, polarisation and legitimisation discourse strategies (van Dijk 1998, van Leeuwen & Wodak 1998, Molek-Kozakowska 2001, van Leeuwen 2008, De Fina 2011, Reyes 2011) are used in the media to shape the identities of social actors (Fairclough 1989, Machin & van Leeuwen 2007, De Fina 2011, Hassan 2018), represent social groups in conflict and create legitimacy. Furthermore, the study aims to examine how media bias contributes to different representations of in-groups and out-groups. The research will help to understand the connection between media narratives, social identity and the ongoing abortion debate in the United States.

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United States

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Code-switching between English and Lithuanian by Lithuanian-speaking students studying philology at the University of Vilnius

Understanding the trends of multilingualism is an important consideration for anyone involved with coordinating a diverse group of people. This paper is an investigation into the patterns of code-switching between Lithuanian and English within an academic environment conducted in English. Using qualitative data gathered through a survey of second, third, and fourth year Lithuanian students studying philology at Vilnius University who had at least two classes conducted in English, it attempts to describe these patterns by the Communication Accommodation Theory, as explained by Giles (1979). This study discovered that Lithuanian students consistently preferred to use Lithuanian in direct speech to one another and to professors in the classroom, and in speaking with classmates outside of the classroom. This was found to not vary depending on year of study and experience with English in the classroom.

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Subjectivity in English-Language Texts Generated by ChatGPT: A Corpus Linguistics Approach

The aim of the presentation is to explore the concept of subjectivity in the context of artificial intelligence (AI). The following research questions are asked: (1) is the concept of subjectivity to artificial intelligence; (2) does a corpus of texts generated by artificial intelligence comply with the corpus compilation criterion of authenticity and (3) which linguistic markers of subjectivity are found in texts generated by artificial intelligence? The theoretical background includes the definition of subjectivity across different fields, focusing on linguistics, and partly covers the issue of identifying subjectivity markers on the English language. The web is seen as corpus and data source for the AI tools. The corpus compilation criteria are discussed in the context of the AI, particularly focusing on the criterion of authenticity. ChatGPT is selected as an AI tool for generating texts and entering experimental questions on subjectivity. Sketch Engine is used as corpus analysis tool for extracting linguistic subjectivity markers. The texts on Latvian culture produced in English are used as examples in terms of topic and genre for generating texts. The preliminary results suggest that the concept of subjectivity in terms of personal feelings and thoughts is not characteristic to an AI tool; however, the replies generated by ChatGPT do contain first-person pronouns, which traditionally mark the personal stance of the writer or speaker. Also, it is found that, once bias is present in the source texts, it is also transmitted to the texts generated by the tool. The corpora ChatGPT has access to are compiled from authentic texts produced by humans; the texts generated by the tool are secondary, hence, the view of their authenticity depends on particular research goals and questions. The subjectivity markers focused on include first-person pronouns, modal verbs and modifiers. Nevertheless, it is found that an additional layer of semantic annotation is necessary do differentiate neutral modifiers from non-neutral ones.

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Stance and Engagement in 3MT Presentations

The aim of this study is to investigate the differences in the use of stance and engagement markers in 3 Minute Thesis (3MT) presentations. 3MT is a spoken academic discourse genre in which scholars present their PhD studies to non-specialist audiences in only three minutes. Hyland's (2005) framework of Stance and engagement is employed in order to see how the speakers present themselves, their arguments and build their authorial personas to be perceived as experienced scholars who carry out vital research. In addition, I will explore how, in a very short amount of time, the presenters establish a connection with their audience that is, for the most part, a board of judges and online viewers. The results of the study could be useful to early career researchers seeking to create credible research identity and to engage effectively with diverse audiences.

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"How do you mean, Mr Cotter?": A Stylistic Analysis of Narrative Gaps in James Joyce's Dubliners"

Compared to Joyce's magnum opus "Ulysses", "Dubliners" has received fairly little academic attention in terms of its use of narrative devices, primarily, the narrative gap. The paper examines the function and taxonomy of narrative gaps in the short story collection by integrating previous narrative gap frameworks with some of Jeffries' (2022) textual-conceptual functions. The attenuated announced gap and unannounced gap feature most prominently in "Dubliners" and produce the effects of mystery and confusion that pervade every story. The announced gap is often attenuated by Joyce to the indefinite pronoun "something", but it is also sometimes attenuated to the co-text. Overall, the paper expands on previous narrative gap frameworks and provides further insight into the stylistics of Joyce's prose.

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Gender Stereotyping: A Comparative Analysis of Linguistic Patterns in Targeted and Untargeted Perfume Advertisements

This research analyses the production of gender stereotypes in perfume advertisements in online perfume shops and outlines the significance in sociolinguistics. With the constant changing of societal norms, such as challenging of gender stereotypes, demand of gender untargeted products etc., advertisers are expected to adapt when creating advertisements. There is a plethora of research conducted about the language used in gender specific perfume advertisements, nonetheless, there is a lack of research done analysing and comparing gender specific and nonspecific perfume descriptions. The study employs corpus analysis, critical discourse analysis and draws from the research made by Nemčokova et al. (2021) for gender stereotype categorisation. The aim of the research is to discover how traditional societal biases and norms are reinforced and challenged in gender targeted and gender untargeted perfume advertisements. This research analyses the linguistic part of perfume advertisements to identify predominant stereotypes and linguistic devices utilized to produce them. The findings of this study contribute to the field of sociolinguistics as they illustrate the complex relationship between language, gender and societal norms, offering insights into ways advertisement discourse contributes to the reinforcement and breaking of gender norms. The presentation of this research aims to encourage conversations surrounding gender representation in advertising and enlighten how language contributes to societal perceptions and attitudes towards gender.

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Metaphoricity of Corruption in Public Institutional Discourse: A Cross-Cultural Perspective

This thesis explores the cross-linguistic coloring of corruption in public institutional discourse by exploring the manner metaphors are used to present the topic to the public. The study was carried out by applying the framework of the Conceptual Metaphor Theory (Lakoff & Johnson 1980/2003), and some principles of the Metaphor Identification Process (Pragglejaz Group 2007) to identify the source domains that surround the target domain of corruption. Lithuanian and English language institutions that tackle the issue of corruption (e.g., FBI, INTERPOL, STT, etc.) were chosen for the analysis, and it was observed that corruption was mainly conceptualized as an ENEMY, DANGER, or other connotationally negative or oppositional meanings in both Lithuanian and English, though some variation occurs cross-linguistically. Moreover, a metaphorical pattern analysis was also completed, based on the framework by Stefanowitsch (2004) wherein contextual words were analyzed in order to dissect the conceptualization of corruption, and why it may carry various connotations and meanings.

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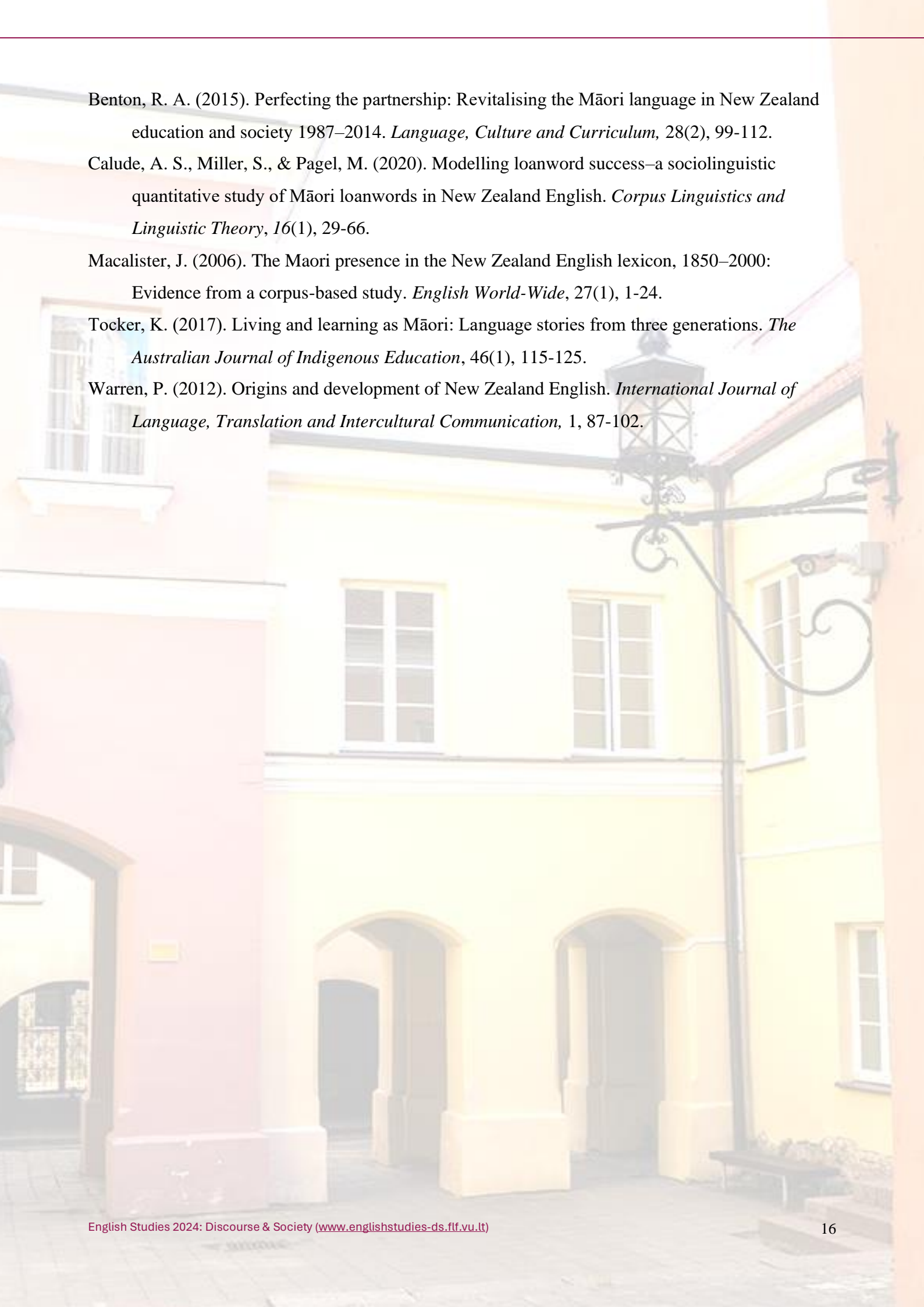
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The 'New' New Zealand English: An Intergenerational Comparative Analysis of Te Reo Māori Loanwords and Pronunciation

The intersection of New Zealand English and te reo Māori (the indigenous language of the Māori people) has a unique story that defies the usual narrative of linguistic colonialism. Following the British colonization of Aotearoa New Zealand in 1840, te reo shifted from the dominant language to the brink of extinction within the span of little more than a century (Bayard, 2000; Benton, 2015; Warren, 2012). The death of the language had been quietly approaching for several decades before it was recognized in the 1970s. After a highly politicized revitalization movement by activist groups in the 80s and 90s, successful early childhood emersion schools were implemented to undo the damage. In 1999, the New Zealand Government announced the Māori Language Strategy and enacted nation-wide education and media integration of te reo Māori towards the goal of Māori–English bilingualism. These rapid changes in the past 50 years have resulted in four generations of English speakers growing up among radically different social attitudes and levels of exposure to the Māori language (Tocker, 2017). Present day New Zealand English is increasingly influenced by te reo media and education, evidenced by the ever-growing number of loanwords in use today (Macalister, 2006; Calude et al., 2020). This project aims to understand the scope and timeline of these changes through qualitative interviews with four generations of English speakers born between 1946-2005. Each generational group is quantitatively analysed on the basis of loanword frequency and loanword pronunciation within the context of their varying degrees of early exposure to te reo and Māori culture. I hypothesize that this recent increase in language contact between te reo Māori and New Zealand English is contributing to changes in vocabulary and pronunciation in the speech of the generations who grew up during the language reforms of the 2000s-2010s. These changes appear to be moving post-colonial New Zealand English further away from its origins in British English towards a more bilingually influenced dialect. The findings of this study are intended to inform current research of language contact and language revitalization in post-colonial contexts, as well as better understand the current status of New Zealand English and te reo Māori from a sociolinguistic and historical context.

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Translation of Genre-Specific Issues in Victoria Hislop's Those Who Are Loved: Introduction

Works of popular fiction are widely translated, however, research in this field is relatively recent and limited. This paper provides an introduction to the descriptive analysis of genre-specific translation issues in the field of popular fiction, with a focus on historical fiction and travel writing. General aspects of genre and origins and features of popular and historical fiction are discussed, with an analysis of Victoria Hislop's novel Those Who Are Loved (2020), which depicts the Greek civil war. The aims cover the examination of historical fiction as a genre of popular fiction and the identification of its components in the selected novel. Genre performs a communicative function and is dynamic in nature, constantly reinventing itself. This is one of the features of popular fiction, which is formulaic, aesthetic, and manipulative, and encourages hybridity. As a genre of popular fiction, historical fiction incorporates factual elements into the narrative, among other features. Such aspects as the historical and author's notes, empirical data (references to historical figures, locations, and dates), the cultural and historical setting, and the type of the historical novel of Hislop's Those Who Are Loved (2020) are considered. The novel conforms to the framework of a historical novel, as it is factual and exhibits postmodern characteristics: it is experimental and realistic by converging the factual and the fictional, while addressing political issues, and contains features attributed to uchronian fantasy or alternat(iv)e history and multi-time-level novel types.

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Political Leadership Style in Times of Crisis: Critical Discourse Analysis of Vilnius NATO Summit

My paper aims to analyse how the leadership styles of G7 NATO leaders, President Zelenskyy of Ukraine and NATO General Secretary Stoltenberg are discursively enacted during the 2023 Vilnius NATO summit. The paper is based on the theoretical framework of Critical Discourse Analysis (Fairclough, 2013; Wodak, 2021) and political leadership style theories (Nye, 2023). The presentation will overview the key concepts within the theoretical framework of CDA and political leadership, the collected data, the applied methodology and the key research findings. More specifically, the discursive representation of hard and soft power skills will be discussed in terms of their thematic analysis and communication strategy. The findings will tackle the issue of hard power skills and their discursive representation in the time of crisis.

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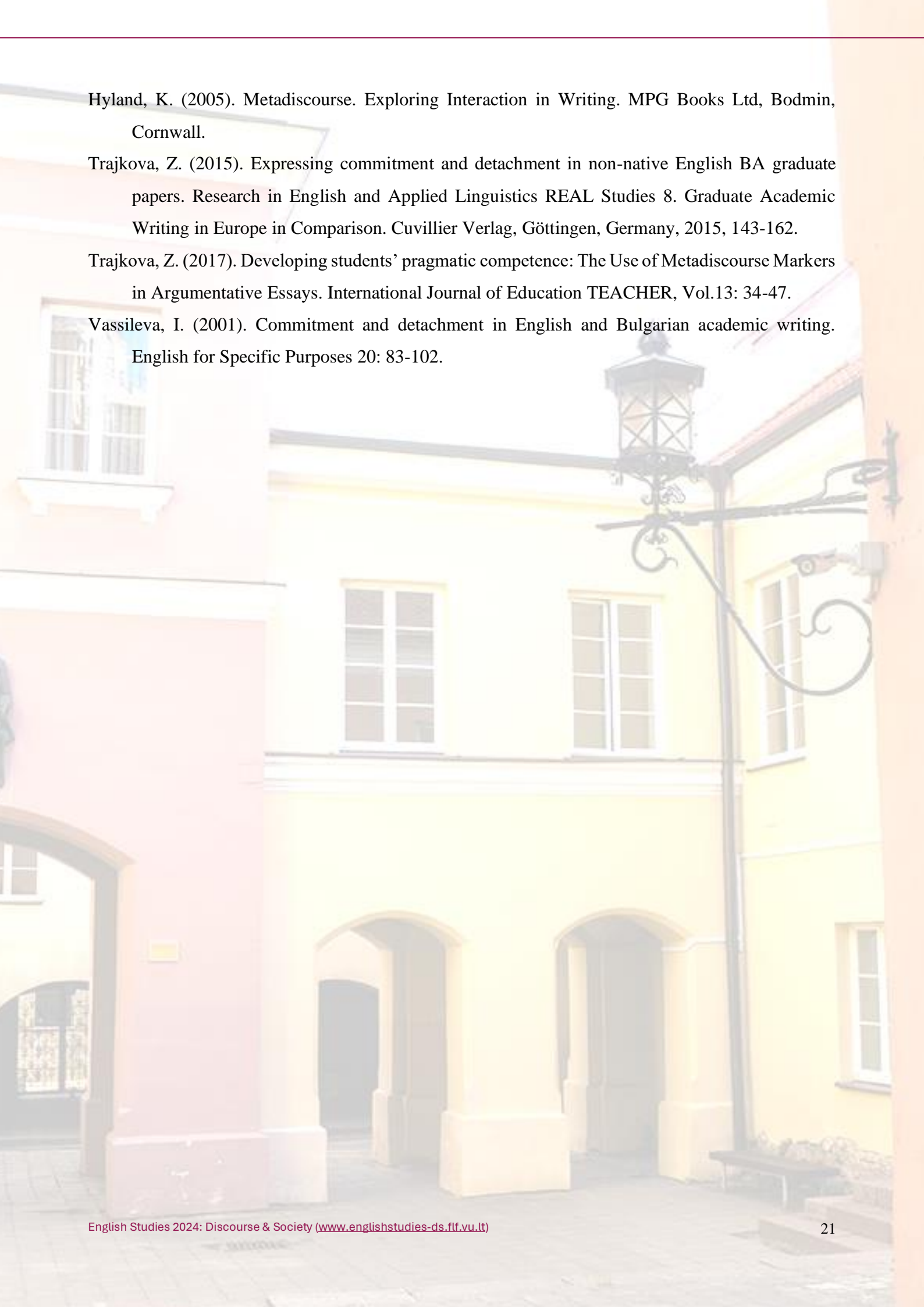marija.arizanoska@gmail.com

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The effect of explicit instruction of metadiscourse markers on EFL students' writing performance

The purpose of this research is to analyse the effect that explicit instruction of metadiscourse markers has on how EFL students use these markers. Understanding how and when to use these markers is crucial for the academic writers since they manage the flow and the structure of the text. Metadiscourse markers connect the writers' thoughts and ideas and establish the relationship with the readers. Their use is fundamental because writers have to write a text that is cohesive. To examine the degree of accuracy of these markers, this paper explores how the explicit instruction reflects on students' writing performance. For that purpose, a corpus of 30 essays written by EFL undergraduate students at the "Blaze Koneski" Faculty of Philology in Skopje was analysed – before and after the explicit instruction of selected textual markers (transitions) and interpersonal markers (boosters and attitude markers). The selected essays were written by first year English language students, who are on B2 level. The research findings are expected to reveal that an intense explicit instruction may lead to a high number of used metadiscourse markers, yet a lower degree of accuracy. It is predicted that such would be a case due to the forced use of these markers by the language instructors. That forced use might pressure the students to utilize the metadiscourse markers as much as possible, without having the sense of when and how to use each marker correctly in order to sound more natural. Being aware of that problem, this research contributes to improving the way in which teachers and instructors teach the use of metadiscourse markers to the students, and assist them to implement some other, more useful techniques for the students to successfully acquire their functions, especially to those at a lower level of proficiency.

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The Historical and Mythical Discourse in Seamus Heaney's Bog Poems: The Mother Goddess Archetype and Heaney's Ireland

Seamus Heaney is regarded as one of the greatest and most nationalistic Irish poets in the 20th century. The majority his poems evoke his feelings towards his country's political and religious crisis, and his wish to divert it back to more simpler times, when it was free from England's colonization. His poetry anthology North (1975), is the work in which he first addresses The Troubles, through his infamous Bog poems. The poet makes mythological allusions in these poems, that are attributed to the corpses found in his native land's bog lands. Thus, Heaney links the bog bodies' deaths with those of his contemporaries from the Irish Republic during the Troubles (1968-1998). In this manner, he brings together both distant historical periods, the Ancient times of the Bog sacrifices and his contemporary time. According to Heaney, the bog's victims had been a part of a fertility ritual dedicated to the Mother Goddess, Nerthus. Through this notion, the poet links the barbaric rite of human sacrifice with the tradition of Irish political martyrdom for that cause whose icon is Kathleen Ni Houlihan (the Irish Mother Goddess), and presents it as an allegory that mirrors Irish political and religious struggles (Heaney, 1980, 16). The aim of this paper is to pinpoint the parallelism Heaney demonstrates between the mythical origins of his bog poems, and its relations with the contemporary religious and political crisis in his native Ireland. In order to accomplish a thorough analysis of the symbolism of the bog sacrifices, we will mainly rely on anthropological and mythological/folklore literature that analyze both its rituals and the (Irish) Mother Goddess archetype. The Mother Goddess archetype will also be observed in relation to Lithuanian anthropologist Marija Gimbutas' seminal work The Language of the Goddess (1989).

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"Life is soup I am fork" – discourse analyses of trach cat and trach panda memes

Internet memes reflect and shape cultural norms and values (Miltner, 2014) and can be understood as participation in normative debates and politics in general (Shifman, 2014). They could be conceptualized as the continuation of what W. Benjamin (1936) described as the diminishment of the author-reader distinction. Therefore, one can analyze memes as part of a broader philosophical and political theory and practice, as they present and raise issues relevant in today's globalized world. The phenomenon of raccoon and possum memes gained prominence around 2018 as trash panda and trash cat memes. At around 2021 memes solidified their current form characterized by maximalist aesthetics: combining different fonts, reminiscent of early Microsoft Word Art, colors, images, backgrounds, and employing irony, absurdist humor, and word-play. The aim of this presentation is to identify various political and philosophical views expressed by raccoon and possum memes and how they challenge or elaborate on broader discussion in society. For this purpose, 150 memes featuring raccoons or possums were collected from Instagram. Multimodal discourse analysis of these memes was conducted to distinguish main topics and ideas. The collected memes were divided into three broad groups based on themes: mental health, existential thoughts, and sexuality. The interpretation of these memes extends beyond surface humor, offering insights into deeper socio-political contexts regarding emotions, economics, gender, and sexuality. Memes show a strong struggle in navigating modern society, connecting politics with emotional well-being and sexuality, and the challenge of political discussions in a post-truth society (as defined by I. Kalpokas, 2018).

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Clitics in Celtic Languages in Typological Perspective

This research delves into the linguistic phenomenon known as 'clitics'. By its most simple and widely accepted definition, clitics are short linguistic forms that have the syntactic characteristics of a word, but phonologically depend on another word or phrase. However, researchers disagree on the exact definition of the phenomenon, or occasionally even its existence. This paper will provide a brief overview of the history of research conducted about this term (Haspelmath 2015, 2023; Spencer & Luis 2012; Zwicky 1977; Zwicky & Pullum 1983) as well as attempt to narrow it all down to a definition applicable in typological analysis. Said definition will then be used to identify clitics in the Celtic language family, namely the Irish, Scottish Gaelic, Welsh, Manx and Breton languages. Previous research has shown that these languages exhibit the aforementioned phenomenon to varying extents, however, little cross-language comparison between them has been conducted so far. The results will then be compared with known clitic research of surrounding languages, and conclusions regarding the usage of this linguistic form will be drawn, as well implications for further research on the elusive, and at times controversial, subject of clitics.

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Dynamic Change in the Power of the Teacher's Instruction in the Initial Phase of an EFL Lesson

Teacher's oral instruction is a well-studied topic in the classroom-discourse research and Language Acquisition. This research mostly focuses on the types of instruction, methodological issues, and their impact on the learners in the *instructional* phase of a lesson (Mehan, 1979). Pragmatic aspects of teacher instruction, as well as the functions of teacher instruction in the *initial* phase of a lesson, are left out of the picture. During the initial phase, the teacher and learners communicate each other about their agreement to conduct a lesson (Mehan, 1979). To focus learners' heed on the learning material and tasks and "shape relationships" (Kawash & Reid, 2017:34) the teacher uses diverse types of power (Referential, Expert, Reward, Legitimate, Coercive). The current study aimed to study the change in the use of power by the teacher in instructional utterances. We hypothesized that (1) there is a pattern in the expression of power load in instructional utterances by means of certain illocutionary acts and (2) the instructional utterances with the distinct power load may interact. The classroom discourses of two lessons of English reading Comprehension were recorded in a Dutch public school (HAVO 5 and Atheneum 6). The instructional utterances from the initial phase (~ 3 min long) of two lessons were coded for Language of Instruction, Illocutionary Acts according to the Speech Act Theory by Searle (1965, 1968), and Power Base (applied by Kawash & Reid, 2017). The study has supported both hypotheses: (1) the distribution of power load in teacher's utterances exhibited a pattern; (2) the distribution of illocutionary acts exhibited a tendency in the preference of directives and assertives, and the relation between the use of illocutionary acts to express certain power load.

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