



UNIWERSYTET RADOMSKI
im. Kazimierza Pułaskiego



WYDZIAŁ
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BOOK OF ABSTRACTS



Conference organizer:



Conference patrons:



PLENARY LECTURE 1

Nancy Rawles, the author of *My Jim*, Seattle, USA

Nancy Rawles is the author of several award-winning novels, and she has lectured widely on topics related to civil rights and the rights of women. In 2017, she visited Radom University as a Fulbright Specialist. Her book, *My Jim* (2005), tells the story of the fictional wife of Jim, the famous runaway slave who is a central character in Mark Twain's *The Adventures of Huckleberry Finn*. *My Jim* was republished in 2025.

The Creole Culture of New Orleans

Abstract:

With her Creole family background, Nancy Rawles will speak about a distinct Creole culture, which developed when Europeans and Africans came to America. In New Orleans, a city that was colonized first by the French, then the Spanish before it became part of the United States, a vibrant Creole culture infuses every aspect of daily life. The food, music, language, religion, and customs are a mix of European, African, and Native influences, which together create a uniquely American experience. Jazz, roux, gumbo, filé, jambalaya, voodoo, Mardi Gras, and zydeco are some of the terms that will be included in this talk. *Laissez les bon temps rouler!* (Let the good times roll!)

PLENARY LECTURE 2

Jean Kirschenmann, English Language Fellow, USA

Jean Kirschenmann, recently retired from Hawaii Pacific University (HPU) in Honolulu where she taught English, applied linguistics, and teacher education courses to students and professionals from around the world. She has also taught in elementary schools in Romania and Micronesia, high schools in Japan, and universities in China, Japan, and (currently) Poland, at the University of Jan Kochanowski in Kielce.

Writing Rites in the Polish Context

Abstract:

It has been more than 50 years since Donald Murray (1972) challenged his colleagues to "Teach Writing as a Process not Product." Given the differences between his world then and ours now, is Murray's "manifesto" still relevant? Attendees will assist the speaker in examining this question in the context of Polish high schools, universities, and workplaces.

PANEL 1 (Didactics)

1. Catherine White, Fulbright ETA, University of Radom

Catherine White is a Fulbright English Teaching Assistant in Poland, where she teaches English conversation and supports culture classes at the Casimir Pulaski University of Radom. Previously, she taught English Language Arts in Arizona. Originally from Florida, she has over five years' experience working with English language learners across Latin America.

Miami English: The invisibility of non-traditional dialects in the ELL classroom

Abstract:

Miami English demonstrates how sustained contact between Spanish and English can create a modern, distinct U.S. dialect. However, because the United States has no official language, it resultantly has no federal authority governing dialect recognition. While traditional American English dialects receive regional recognition, recent immigrant-driven varieties often remain institutionally invisible. This presentation argues that the lack of recognition of Miami English at the federal, state, and classroom levels has significant consequences for English language learner (ELL) students. It further considers the practical implications of these developments for foreign language teaching. Greater recognition of Miami English in the classroom can support English language learners' academic performance and their ability to move between local and standardized forms of English.

2. Oktawia Maculewicz, University of Szczecin

Oktawia Maculewicz has completed degrees in Global Communication and Cognitive Science at the University of Szczecin and is currently pursuing studies in Sociology. She is interested in interdisciplinary approaches, particularly in topics related to the relationship between language and the mind.

Creative teaching in practice: teaching a second language to learners with ADHD

Abstract:

Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental condition that affects behaviour in children, adolescents, and adults (Paling, 2020). Research shows that ADHD learners report significantly greater difficulties with attention and perceive their language learning progress as less successful compared to non-ADHD learners (Paling, 2020), which suggests that ADHD learners require an adapted approach to language learning from the teacher. Drawing on both scientific literature and personal teaching experience, this paper aims to review what issues learners with ADHD may face, as well as what methods can help alleviate their struggles and support more effective learning. Such approaches can include clear and structured instructions, movement-based activities, or even the use of technology-enhanced learning environments (e.g. Lontou, 2019; Turketi, 2010).

3. Marta Solarz, University of Szczecin

Marta Solarz is a sociology student at University of Szczecin with a strong interest in language learning, culture, and social inequality. Her research interests focus on the relationship between language education, social mobility, and access to cultural capital in contemporary societies.

Abstract:

Language Learning as Social Mobility: Creativity, Inequality and the Practical Limits of Access

Foreign language learning is often presented as a practical tool for professional success in an increasingly globalized world. However, access to language education is deeply shaped by social and economic inequalities. This paper examines the tension between creativity and practicality in language learning from a sociological perspective. While creative and communicative approaches to language teaching are widely promoted in contemporary pedagogy, their implementation often depends on resources that are unevenly distributed across social groups and educational institutions. Drawing on sociological perspectives on inequality and cultural capital, this presentation explores how language learning can function both as a tool of empowerment and as a mechanism that reproduces social hierarchies. The paper argues that creativity in language education should not only focus on innovative teaching techniques but also address structural inequalities that shape who has access to meaningful language learning opportunities.

Keywords: language learning, social inequality, social mobility, cultural capital, language

PANEL 2 (Linguistics)

1. Joanna Człapa, UAM, Poznań

Joanna Człapa is a master's student at the Faculty of English. She completed her bachelor's degree in English-Celtic Philology in 2024. Her research experience concentrates on sociolinguistics within the Welsh language context. Currently, she has been exploring the gap in research regarding the use of swearwords by Welsh speakers.

“Lots of the words are in English, and you just kinda pronounce them in the Welsh way”-translanguaging outside the educational context as a perspective on swearing practices of Welsh speakers

Abstract:

The subject of swearing in linguistics has gained increasing attention in recent years across various disciplines and languages. However, there is limited academic research addressing this phenomenon within the Welsh language context. As this paper aims to demonstrate, the swearing practices of Welsh speakers may often be viewed as instances of translanguaging, which in turn is an emergence of a new linguistic development. Thus, the study focuses on translanguaging practices concerning the participants' language choices when engaging in swearing, specifically whether they chose English or Welsh. Some participants of the study were L1 Welsh speakers, for others, it was their L2. Data were gathered via open questionnaires distributed online and during fieldwork conducted in the Welsh town of Caernarfon. The analysis suggests that translanguaging may be used as a theoretical lens for understanding how Welsh speakers perceive swearing.

2. Ruslana Lvova, University of Szczecin

Ruslana Lvova is a first-year MA student of English Philology at the University of Szczecin and the president of the Linguistic Research Club “Linguaphile.” She is an experienced conference speaker and the author of a publication on linguistic modality. She speaks fluent English, Ukrainian, Russian, and Polish, and also communicative German and French. She enjoys singing, playing musical instruments and table tennis.

The Creativity of Modal Verbs in *I Have a Dream* by Martin Luther King Jr.

Abstract:

The famous *I Have a Dream*, delivered by Martin Luther King Jr. at the March on Washington for Jobs and Freedom on August 28, 1963, is one of the most influential speeches in American history. In the speech, King articulates his vision of a society in which all individuals are treated equitably and no one experiences racial discrimination. These powerful messages make the speech a truly unique material for analysis from the perspective of linguistic modality.

Linguistic modality is the area of language that serves to convey, among others, a speaker's attitude toward what they are saying. It includes expressions of possibility, necessity, obligation, or certainty, often realized through modal verbs such as *must*, *can*, *will*, and *should*. Political speeches, such as *I Have a Dream*, are particularly interesting for linguistic analysis because they use language strategically to inspire, persuade, and influence the audience.

The presentation aims to highlight the creative use of modal expressions in this speech and show how they contribute both to inspiring the audience and to conveying practical meaning.

3. Mikołaj Lewandowski, UAM, Poznań

Mikołaj Lewandowski is an English researcher and teacher, holding a B.A. (2023) and an M.A. (2025) in English Linguistics from Adam Mickiewicz University in Poznań. His research focuses on syntax, morphology, sociolinguistic variation, and linguistic novelties, including cross-linguistic analyses of *wh*-movement and plural address forms like *you guys* and *y'all*.

Practical necessity and linguistic creativity: Recognition and usage of innovative second-person plural forms (*you guys* and *y'all*) among Polish learners of English

Abstract

In Present-day English, you may refer to either a singular or plural addressee. In response to this semantic ambiguity, native speakers have developed practical and creative solutions by introducing explicitly plural forms (cf. Hickey 2003), among which *you guys* and *y'all* are particularly prominent in American English (Katz 2020, pp. 27–30; Kleinman et al. 2021). These forms are frequently labelled as informal (cf. Guy, n.² 2025; Y'all, pron. 2023), which leads to the central research question of the present study, i.e., whether Polish learners of English – whose instruction typically prioritizes the standard variety – recognize and use these native-speaker innovations. The data for the present study were collected through an online questionnaire completed by 45 Polish respondents. The analysis reveals higher recognition and reported use of *you guys* compared to *y'all* and indicates that recognition and use of *you guys*, *y'all*, and the possessive *y'all's* increases with learners' self-reported proficiency.

Key words: second-person plural; *you guys*; *y'all*; Polish learners; linguistic creativity.

PANEL 3 (Didactics)

1. Kinga Mrozek, University of Radom

Kinga Mrozek is a first-year student of English philology. She used to volunteer in "Słoneczny Dom" foundation for children. She also has experience in teaching from working as a drawing tutor. She is interested in language study, teaching and art.

Integrating Deductive and Inductive Methods in Language Teaching

Abstract:

In recent years, balancing innovation with effective application in English language teaching has remained a central challenge. One key question is how to combine imagination with efficiency when working with an easily distracted young generation. Young learners often struggle with low patience, limited motivation for sustained practice and fragmented learning habits. As a result, teachers face the challenge of fostering curiosity and engagement in the subject.

Although approaches focused on individual student needs appear particularly relevant, structured and rule-based methods remain essential for acquiring linguistic knowledge. These perspectives are reflected in inductive and deductive teaching methods. While deductive instruction supports structural knowledge acquisition, inductive approaches foster independent thinking. Despite their differences, these modes of reasoning are intertwined, and finding a balance between them is crucial for effective teaching.

2. Julia Bogdan, University of Rzeszów

Julia Bogdan is an English philology student at the University of Rzeszów, currently in the first year of her master's studies. Although she specializes in translation, she works as a teacher in a private language school. She is interested in language, culture, and contemporary linguistic change.

Creative and Practical Techniques in Foreign Language Teaching

Abstract:

Traditional approaches to language instruction have often emphasized grammar and rote memorization. However, contemporary pedagogical research suggests that learners acquire a language more effectively when they are actively engaged in the learning process. A more creative and practical methodology reshapes classroom practice by viewing language primarily as a means of communication rather than merely an academic subject.

In my presentation, I intend to outline several strategies that can be implemented in the classroom to sustain student motivation and encourage active use of the target language. I will discuss a range of instructional techniques, including role-play activities, games, the use of films as an educational resource, and the integration of technology into language teaching. Additionally, the presentation will address the role of the teacher in the process of foreign language education.

3. Nadia Zaremba, University of Radom

Nadia Zaremba is a first-year English Philology student. She has participated in events organized by MDK and ZSM, including the "Give a Hand to Ukraine" charity concert. She also attended the MindSet Future 2026 conference. Her interests include linguistics, pedagogy, singing, and music.

Input and Output in Language Learning: Two Paths to Second Language Development

Abstract:

Comprehending how learners develop competence in a second language remains a central question in language pedagogy. Two influential perspectives in this field emphasize the roles of input and output in the learning process. The Input Hypothesis, proposed by Stephen Krashen, highlights the importance of receiving information - exposure to comprehensible language through listening, reading and authentic materials. According to this view, learners acquire linguistic structures when they are exposed to input that is slightly beyond their current level of proficiency. In contrast, Merrill Swain's Output Hypothesis stresses the role of language production. Speaking and writing encourage learners to actively use language and notice gaps in their knowledge, which can lead to deeper understanding of grammatical structures. These perspectives illustrate different but complementary processes in

second language learning. Balancing output and input methods allows for the development of a comprehensive and dynamic learning environment.

PANEL 4 (Translation Studies)

1. Igor Przybysz, University of Radom

Igor Przybysz is a third-year English philology student, who is dedicated to the study of the English language, as well as American culture. He is currently writing his bachelor's thesis on the very topic. He was a finalist in the national translation contest "Tłumacze na e-Start" organized by Skrivanek LLC.

Equivalence and Stylization in Translating Colloquial Language

Abstract:

Literary translation may arguably be the most difficult type of translation. In order to faithfully translate fiction, the translator must not only be good at finding equivalent vocabulary, but also understand the work itself well, along with the reasons for why certain stylistic choices were made. Sometimes they must choose between whether a translation should be truly faithful and convey its message or should its style be preserved in the target language. Colloquial language, in particular, poses this very challenge, as each language often has its own unique words and phrases for specific contexts. I wish to discuss this dichotomy and how to approach it as a translator, as well as present the linguistic differences between English and Polish colloquialisms.

2. Agata Rutkowska, UAM, Poznań

Agata Rutkowska is a second-year creative and specialized translations student at the Adam Mickiewicz University in Poznań. She received a bachelor's degree in English philology with the translation specialization from the Faculty of English at the same university. Her current research focuses on localization of video games and audiovisual translations.

Translating Digital Worlds: Localization of neologisms and proper names in video games

Abstract:

Video games often present players with immersive, fantastical realms which rely on various world-building components such as locations, creatures, and characters. These elements, often given their own unique names, pose a challenge for localization teams, which must render the title in a new language and culture while preserving the game's original atmosphere. As localization is still considered a relatively new branch of translation, the process of importing these elements into a new locale is still under-researched. This paper aims to fill this linguistic niche by identifying and characterizing the strategies for translating neologisms and proper names in video games.

After gathering data from 12 video games, four strategies emerged. Based on the results, the author proposes reasons for the choices of certain strategies in specific cases. Since games need to be playable in the first place, the results will help elucidate how practicality can be combined with the translator's creativity.

3. Natalia Dawidczyk, UWM., Olsztyn

Natalia Dawidczyk, a third-year undergraduate student of English Philology at the University of Warmia and Mazury in Olsztyn, and a member of two research groups – Hoży Translatorzy and Anglo-Cooltura Juniors, who has previously participated in student conferences in Olsztyn and Poznań.

Translating Polish Culture-Bound Elements from Joanna Kuciel Frydryszak's *Chłopki*

Abstract:

Joanna Kuciel Frydryszak's *Chłopki. Opowieść o naszych babkach*, which by the end of 2024 has sold over 500,000 copies and received critical recognition, has not yet been translated into English, arguably partly to the difficulty of properly presenting culture-specific elements of Polish rural history. The author of the book presents the lives of women in the interwar Polish villages, focusing on everyday struggles such as limited access to education, social inequality, abuse and overworking, as well as their aspirations for a better life. This paper analyzes a few selected fragments of the second chapter of the book translated into English by Katarzyna Byłów, currently the only available translation, and juxtaposes these fragments with my versions. Translation is approached from the perspective of practicality versus creativity, considering the target reader and challenges such as translating dialect, proper names and the problem of non-equivalence related to culture-bound items.

PANEL 5 (Didactics and Gen AI)

1. Dr. Louiza BELAID, Ibn Khaldoun University of Tiaret, Algeria

Louiza Belaid is an Associate Professor at Ibn Khaldoun University, Tiaret, Algeria. She holds a Ph.D. in Sociolinguistics and Gender Studies. Dr. Belaid is an active peer reviewer for both national and international journals and also works as a proofreader. She has presented her research at numerous national and international conferences and study days across Algeria, France, Poland, Romania, Turkey, North Macedonia, and Qatar. Her scholarly work is widely recognized, with several articles published in journals indexed in ERIH PLUS, Scopus, and the Web of Science. She has served as a member of the scientific committee for numerous academic events and conferences. Her research interests span a broad range of areas, including e-learning, TEFL, online education, technology-enhanced learning, pedagogy, sociolinguistics, gender studies, didactics, applied linguistics, psycholinguistics, academic writing, and collaborative learning.

Abstract:

Digital Sociolinguistics in Practice: Language Mixing and Identity Expression on Instagram

This study investigates how Generation Alpha expresses identity through hybrid language practices on social media. It investigates the influence of virtual platforms on self-expression and self-awareness among young people in the Algerian community. The significance of the research lies in its contribution to the emerging field of digital sociolinguistics. The study adopts a mixed-method approach, in which quantitative and qualitative techniques are combined, including semi-structured observation and content analysis, which is based on Kress & van Leeuwen (2001) framework. The datasets consists of 40 selected posts, comments, hashtags, and bios extracted from Insagram. The focus is on how Algerian Arabic dialects and English are blended in user-generated content to reflect their self-perceptions. The findings reveal that language practices on Instagram are regarded as a medium for identity construction and cultural hybridity representation. Participants frequently switch between languages to convey humor and digital fluency. The results suggest that Instagram encourages linguistic flexibility and enables its young users to build fluid identities that demonstrate the oriental impact. This investigation provides insights on how digital platforms influence language use and identity among various generations, bridging classroom knowledge and real-world language use, with Generation Alpha being no exception.

Keywords: Generation Alpha; Virtual Platform; Digital sociolinguistics; Instagram. Identity

2. Dr Naima Sahli, Ibn Khaldoun University of Tiaret, Algeria

Dr Naima Sahli is reader in Didactics of EFL at Ibn Khaldoun University of Tiaret. She is the head of the linguistics' specialty at the department of English. She has published numerous articles in international journals. She has a couple of trainings at Coventry University, England titled British History, Culture and Shakespeare.

Abstract:

An Exploratory Study into the Impact of DeepSeek on Thesis Writing in TEFL

This study relies on using DeepSeek by Master 2 students majoring in TEFL in writing their theses. It investigates how GenAI impacts their writing in terms of rhetorical knowledge, composing, knowledge of conventions, and writing processes. Four students used DeepSeek to revise their original manuscripts written without consulting it. A comparative study was conducted between original reports and revisions. A focus group was undertaken to discuss their experiences of using GenAI. Implementing DeepSeek could improve the quality of the final manuscript and enhanced their understanding of writing in their discipline, but it leads them to include broad, irrelevant references.

Keywords: DeepSeek, thesis writing, composing, writing process

PANEL 6 (Literature)

1. Bartłomiej Kapuściński. UAM, Poznań

Bartłomiej Kapuściński is an M.A. student at the Faculty of English at the Adam Mickiewicz University in Poznań. He is a member of the WA Students' Council, the Love Lit Club and acts as an article writer for the Fenestra Magazine. He earned his B.A. at the same faculty, with his research directed towards the twentieth-century English apocalyptic and post-apocalyptic literature. His main interest lies in the fin de siècle period and contemporary fantasy literature.

Utilising the Irrational: Navigating the Arnoldian Binary in Jonathan Strange & Mr Norrell

Abstract:

This paper explores the relationship between creativity and practicality through the contrastive uses of magic presented in Susanna Clarke's Jonathan Strange & Mr Norrell. Matthew Arnold's Culture and Anarchy provides the theoretical framework, defining "Culture" as the pursuit of intellectual "sweetness and light" against Victorian "mechanical" order and productivity. Such ideological conflict is personified in the novel's protagonists, the formalist Mr. Norrell seeking to regulate magic into a predictable system and the experimentalist Jonathan Strange embracing its chaotic nature.

By situating the novel within a longstanding British cultural debate, the analysis demonstrates how Clarke initially reproduces Arnold's distinction but ultimately complicates it by demonstrating the limitations of both positions. Norrell's practical approach reduces magic to a restrained and exclusionary system, while Strange's creative engagement leads to instability and loss of control. Ultimately, this paper argues that Clarke reconsiders the Arnoldian framework by suggesting that creativity resists both institutional suppression and individual mastery.

2. Dawid Bartel, UMK, Toruń

Dawid Bartel is a second-year master's student in English philology at the Nicolaus Copernicus University in Toruń. Their master's thesis focuses on the literary representation of the process of identity formation in both traditional and alternative family structures under the social pressure of hegemonic institutions.

Between Creativity and Market Demands: Self-publishing as a Strategy of Resistance

Abstract:

In the contemporary publishing industry, authors' creative processes clash with the practical demands of the market. As literature becomes increasingly commodified, audience perception, marketability, and hegemonic norms continue to dictate which authors and works receive support. In the midst of a market-driven publishing industry, the practice of self-publishing establishes itself, then, as an attractive alternative to traditional publishing—an avenue that preserves creative freedom while potentially enabling oppositional discourse. Torrey Peters's self-publishing origins, together with the self-publishing initiative she organized within her community, serve as a case in point, illustrating how self-publishing facilitates the creation of works unobstructed by the aforementioned market metrics. Peters's decision to publish her first novel with a major publisher demonstrates how prior independence can be leveraged to negotiate creative freedom within traditional publishing.

PANEL 7 (Culture Studies)

1. Julia Mączka, UAM, Poznań

Julia Mączka is an MA student at Adam Mickiewicz University in Poznań. She has a bachelor's degree in English literature and is in the process of collecting experience to qualify for a PhD degree, in the form of events such as Research Days and other scientific conferences.

Weaponized Amelioration: Critical Analysis of Active Forgetting in Aleida Assmann's Canon and Archive through Ken Hyland's Academic Discourse: English in a Global Context

Abstract:

This paper aims to propose the reconstruction of active forgetting, coined by A. Assmann. The notion will be substantiated through critical and contextual analysis of the discourse surrounding the term. It will be done so using several concepts and approaches from K. Hyland's work. The means of analysis will include subjectivity of discourses, how discourses shape higher education, and the relations of power, which, through discourses, affect society and social habits. It is important to provide a critical outlook on modern literary and linguistic academic traditions, because said traditions tend to grow ignorant of the significance of their influence on language and society. It diminishes the weight of some events and further ameliorates those practices that are included in more neutral or positive terms.

2. Karol Więckowski, University of Radom

Karol Więckowski is a graduate student in Translation Studies with research interests in American culture, cinema, and cross-cultural representation. Their work focuses on the intersections of law, society, and media, exploring how films reflect and shape cultural understandings of contemporary social issues.

Firearms and Freedom on Screen: Cinematic Negotiations of American Gun Culture

Abstract:

This presentation explores the intersection of creativity and practicality in American cinema by examining how films mediate legal, social, and cultural understandings of firearms. Drawing on the Second Amendment's historical and philosophical foundations, the study analyzes *Taxi Driver* (1976), *Gran Torino* (2008), *Hello Herman* (2012), and *John Wick* (2014) to illustrate how cinematic narratives translate abstract debates about freedom, morality, and social responsibility into accessible visual forms. By applying semiotic, auteur, and genre-based frameworks, the analysis demonstrates how directors creatively construct meaning through narrative, visual style, and sound design, while simultaneously engaging with practical social issues such as gun violence, ethical spectatorship, and cultural hierarchies. The presentation argues that cinema functions both as a mirror and mediator of American gun culture, showing that creative storytelling can illuminate, critique, and shape public understanding of deeply contested societal questions.