

**Wydział Filologiczny**  
**Seminarium magisterskie na cykl 2025- 2027 – propozycja**  
**Faculty of Philology**  
**Graduate seminar for 2025-2027 – proposal**

**PROSEMINAR 1**

<b>Dyscyplina/Field of study</b>
<b>Językoznawstwo (językoznawstwo stosowane)</b> <b>Linguistics/applied linguistics</b>
<b>Prowadzący / Supervisor</b>
<b>Dr Ewelina Mierzwa-Kamińska</b>
<b>Kierunek, stopień/ Study Programme, Major</b>
<b>ENGLISH PHILOLOGY TEACHER TRAINING PROGRAMME</b> <b>NIESTACJONARNE/PART TIME</b>
<b>Krótki opis / Short description</b>
<p>MA Seminar focus/topic: <b>Affective factors and individual differences in the process of SLA</b></p> <p>MA Seminar description (what to expect):</p> <p>The MA seminar is addressed to prospective students whose primary research interests lie within the fields of applied linguistics and the psychology of foreign language (FL) learning and teaching. Candidates enrolling in the English Philology – Teacher Training Program are pursuing qualifications as teachers of English as a FL. Accordingly, this seminar aims to support and deepen their academic and professional development by focusing on research topics relevant to language learning and teaching, approached from a psychological perspective.</p> <p>This seminar focuses primarily on affective factors, which are part of the broader category of individual differences in learners and teachers. It covers a range of emotions—both positive (e.g., enjoyment, curiosity) and negative (e.g., anxiety, boredom, shame)—along with psychological constructs like self-esteem, grit, motivation, and resilience. The seminar also investigates the potential relationships between these variables and learners’ academic achievement in a foreign language, highlighting the complex interplay between emotions, individual traits, and language acquisition outcomes.</p> <p>The recommended research methodology for this seminar is primarily quantitative, with an emphasis on survey-based data collection and statistical analysis. However, a mixed-methods approach is also encouraged, allowing for the integration of qualitative tools such as interviews or open-ended questionnaires, depending on the research goals and questions.</p> <p>MA Seminar reading list (1-2 positions): MacIntyre, D. P. D., Gregersen, D. T., &amp; Mercer, S. (Eds.). (2016). <i>Positive Psychology in SLA</i>. Multilingual Matters. Dörnyei, Z., &amp; Ryan, S. (2015). <i>The psychology of the language learner revisited</i>. Routledge.</p>

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**PROSEMINAR 2**

Dyscyplina/Field of study
Językoznawstwo/Linguistics
Prowadzący / Supervisor
Dr Brygida Lika
Kierunek, stopień/ Study Programme, Major
ENGLISH PHILOLOGY –Teacher Training Programme STACJONARNE/FULL TIME
Krótki opis / Short description
<p>MA Seminar focus/topic: <b>Individual learner differences, teacher burnout</b></p> <p>MA Seminar description (what to expect): This MA seminar provides future educators with a comprehensive exploration of the complex interaction between individual learner differences, especially personality traits, motivation, anxiety, and attitudes, and their impact on language learning outcomes. It also aims to examine the psychological and systemic factors that contribute to teacher burnout, including emotional labour, role strain, and institutional pressures. Based on current research in applied linguistics and educational psychology, the seminar prepares participants with both theoretical understanding and practical tools to tackle challenges in modern language classrooms. Particular emphasis is placed on how understanding learner variability can lead to more inclusive, adaptable, and effective pedagogical approaches.</p> <p>Through a mix of academic readings, interactive discussions, case study analyses, and reflective activities, students will:</p> <ul style="list-style-type: none"><li>• analyse how individual differences influence behaviour, engagement, and achievement in the classroom;</li><li>• explore how learner diversity affects instructional planning and classroom management;</li><li>• develop strategies to foster motivation and reduce anxiety among diverse learners;</li><li>• investigate the causes, symptoms, and stages of teacher burnout within educational settings;</li><li>• design personal and professional practices that support long-term well-being and resilience.</li></ul> <p>MA Seminar reading list (1-2 positions): Piechurska-Kuciel, E. (2020). <i>The Big Five in SLA</i> (1st ed. 2020 edition). Cham: Springer. Dörnyei, Z. (2005). <i>The Psychology of the Language Learner: Individual Differences in Second Language Acquisition</i>. Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.</p>

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