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Linguistic Education of English as a Second Language for Children with Special Educational Needs at early school age, in state schools in Poland

The considerations in the dissertation revolve around teaching foreign languages to children with special educational needs, regarding their individual development within each group. The author relates the components of child development, specified developmental deficits based on an individual diagnostic profile to the functioning of child as English learner. An attempt is made to understand how the child's linguistic dispositions are shaped and what linguistic difficulties children may experience. The author compares the characteristic features of functioning within a given indicated group of special educational needs in order to gain a perspective of creating recommendations that meet the needs of children, suggesting solutions for language learning and teaching, as well as adapting and adjusting the methodological approach of an English teacher.

The first part of the dissertation contains an analysis of the theoretical framework and the author's interpretative references. Chapter I focuses on theoretical considerations on language in selected approaches and presents a review of available theories concerning the first and second language acquisition, including an analysis of the specificity of Polish and English in the context of four aspects of linguistic knowledge. Chapter II discusses selected issues of supporting and stimulating the development of children with special educational needs. In this chapter the challenge of understanding the concept of special needs is presented in the own categorization of available approaches. Attention is drawn to the issue of diagnosing children in psychological and pedagogical counselling centres, emphasizing the perspective of English language teachers. This chapter indicates also the available forms of supporting children with special educational needs, including supporting their development during linguistic education. Chapter III presents the development of language skills of children in the discussed early school age in the scope of the first language and shows the characteristics of the functioning of children from selected groups of special educational needs. The author focuses on comparing the development of language competences of children with special educational needs in selected groups, for acquiring the first and second/foreign language. On this basis, examples of possible linguistic difficulties during the acquisition of English are indicated. Chapter IV discusses

selected aspects of the methodology of teaching English in terms of adapting the teaching process to the needs of children. Proposals of methodological recommendations and solutions for children with SEN are presented, along with proposals for developing their language skills. The second part of the dissertation contains methodological assumptions (Chapter V) and an analysis of the research carried out (Chapter VI), the subject of which was to determine the linguistic dispositions of children with special educational needs at the early school age, to show their functioning in English classes, as well as the conditions created for their acquisition of language skills. The issues covered the presentation and implementation of five research objectives, and the research was divided into four stages. In the first stage, diagnostic components were indicated, which were referred to the acquisition of English language skills by children. In the next stage, the children's linguistic dispositions to learning English were diagnosed. The analysed diagnostic profile and components from diagnosis of each examined child were referred to the indicated linguistic dispositions. Areas for supporting the child's language acquisition process were outlined, as well as possibilities for modifying the methodological approach combining therapeutic and linguistic interactions were indicated. In the third stage, an analysis of the perspective of English language teachers was presented regarding their experiences in working with children with SEN in the scope of children's functioning and potential solutions supporting the development of the child used in their daily work. Further pedagogical implications for teachers and counselling were indicated, regarding the use of documents from psychological and pedagogical counselling centres. In the fourth stage, sample recommendations for further pedagogical implications in the work of an English language teacher were summarized and presented. A summary of all considerations was presented in the conclusion.