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Streszczenie rozprawy doktorskiej
Summary of doctoral thesis

„Sprawność systemowa w zakresie języka angielskiego uczniów polskich i niemieckich”
„English language ability of Polish and German students”

The main intention of this doctoral thesis was to detect the reasons for poor language skills of students finishing lower secondary school and primary school, as well as poor results in the part of exams testing linguistic knowledge (grammatical and lexical skills). Children start learning a foreign language, mainly English, in kindergarten and end after the third year of lower secondary school (as a result of the reform of the education system in 2017 after the 8th grade of primary school). After eight years of learning on average, the student should be able to communicate in a given language and build correct sentences. Acquiring of communication skills is a key assumption of the curriculum of a modern foreign language, so if students are unable to express their intentions and do not understand statements in a foreign language, this means that the basic purpose of learning a foreign language has not been achieved. One of the reasons for the lack of communication skills may be the form of the exam itself, which is prepared as a written test. In view of the fact that, class hours are limited, teachers focus mainly on preparing students for the exam, while other aspects of language learning are neglected. In connection with the above, the exercises and tasks used in classes and exams in Poland and Germany were analyzed to specify what types of tasks students can not cope with. The results of the research allowed to deduce how to change the way of testing and examining, so that students after graduating from lower secondary school or currently eight-grade primary school could freely use a foreign language - master the language system.

In the carried out research we used the results of test-surveys containing grammatical and lexical tasks. The results of the lower secondary school exam and the sixth grade test (compulsory in 2015-2016) were also taken into account. The outcomes served as a basis for further reflection on the quality of foreign language teaching in public schools, the reasons for low language skills and lack of communication skills of the majority of students.

The theoretical part of the work consists of three chapters. In the first chapter we find the

definition of the term language and the characteristic of language and communicative abilities. In addition, the validity of use of translation exercises in foreign language teaching was considered. The second chapter presents the role of the school in the acquisition and learning of a language. Education systems and curricula in the field of a modern foreign languages in Poland and Germany were subjected to a comparative analysis. The third chapter analyzes the causes of difficulties in mastering of English language. An attempt was made to answer the question about the impact of the mother tongue on the success or failure of learning a foreign language. Individual predispositions and qualifications of teachers, individual predispositions and competences of students, as well as general problems related to the school system in Poland were also discussed.

In the practical part the results of tests-surveys carried out in Poland and Germany were analyzed. Studies have shown that only the oldest students who mastered the vocabulary and knowledge of grammar at A2+ / B1 level achieved good results. However, there were several students who completed the survey very well. Students from Germany showed a much higher level of English language skills. This may be due to the fact that in the curriculum more hours were devoted to learning foreign languages and a different form of exams, which is associated with other methods of working on lessons. The analysis of the surveys also showed that Germans have higher communication skills. They can independently build sentences and signal their own intention. Their knowledge and skills allow them to communicate freely with people who speak English. In view of the poor level of mastery of grammar and the introduction of open tasks in the exam of the eighth grade, exercises aimed at improving the students' English language and communicative skills were proposed.

The level of knowledge of English language system of students finishing primary or lower secondary school is affected by a number of factors. Starting from the education system, the curriculum of teaching a foreign language, competences and teaching methods of teachers, and ending with individual predispositions of students. One of the conclusions emerging from both theoretical and practical research is the excessive concentration of teachers and students on preparation for the exam, which takes the form of a written test. The introduction of the oral part of the exam would involve a change in the methods of work during classes and at the same time would improve communication and system skills in the field of a foreign language - English.