

Summary of a doctoral dissertation

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Title of dissertation: Spontaneous delayed speech development

The doctoral dissertation addresses the issue of spontaneous delayed speech development, which refers to significantly lower linguistic ability that occurs during a child's speech development. The aim of the dissertation was to describe the issue in terms of phonological, semantic, syntactic, and receptive aspects.

The work has a theoretical-empirical character. The first three chapters form the theoretical part and describe spontaneous delayed speech development in relation to linguistic knowledge. The next four chapters of the empirical part characterize the aim, scope, course of the author's research, as well as the results and conclusions drawn from them. Below is a detailed structure of the dissertation.

Chapter I explains key concepts such as language and speech, linguistic ability, linguistic and communicative competence. Basic speech acts are also described.

Chapter II presents child speech development in preschool age from a linguistic, psycholinguistic, and sociolinguistic perspective. The determinants of speech development are also presented here.

Chapter III is one of the core parts of the dissertation. The concept of delayed speech development is presented, its types are discussed, and basic terminology in this area is explained. In addition, research is reviewed, and conclusions drawn from it are summarized. The diagnostic process of delayed speech development and stimulative-therapeutic programs are also described.

Chapter IV regards the methodological basis of the author's research. The aim and scope of the research are presented, the characteristics of the group of examined children are described, research methods used, and the organization of the research process. Statistical analysis of the research results is also important. The studied group consisted of 88 children

aged 4 to 6, including 44 children with spontaneous delayed speech development (basic group) and 44 children with language ability development at least on an average level (control/comparison group). Four research methods were used: a language test, an experiment, an interview, and a case study. For quantitative measurements, the Screening Speech Test by Z. Tarkowski (1992), the Sentence Comprehension Test by L.L. Lee (1971), and the Basic Concepts Test by A. Boehm (1969) were used.

Chapter V presents the results of the author's research. Differences in the results achieved by the basic and control groups in terms of speech comprehension, building a vocabulary, constructing sentences with grammatical rules, and pronouncing syllables and phoneme sequences are described.

Chapter VI covers two case studies of children diagnosed with spontaneous delayed speech development at the age of 4 and 6. The speech of the described children was analyzed quantitatively and qualitatively, with attention paid to the parts of speech used, types of statements, and grammatical errors. The description is based on numerous speech samples that are an additional value of the work.

Chapter VII presents a comprehensive discussion on spontaneous delayed speech development in the context of collected literature and the author's research.

The work is summarized by a conclusion and a bibliography, along with a list of tables and graphs, and an appendix.

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