

SUMMARY

The main objective of this doctoral dissertation is to analyse the effect of multisensory instruction on the self-efficacy in students with developmental dyslexia during foreign language acquisition. Developmental dyslexia is defined as a specific language impairment that impacts both, native and foreign language acquisition. Teaching a foreign language to students with dyslexia requires exceptionally designed instruction, such as multisensory instruction embracing language activities performed through the simultaneous activation of visual, auditory, and kinaesthetic channels. Another essential aspect of foreign language learning is self-efficacy, which in a school context, concerns students' beliefs in their own abilities to undertake certain educational activities in order to achieve an anticipated result, which is foreign language learning success. Thus, it was relevant to examine the role of multisensory instruction in the shaping of self-efficacy in students with developmental dyslexia.

For the purpose of this dissertation, Eva and Adam, two dyslexic adolescent students attending secondary schools in Myslowice, were provided firstly with a self-efficacy questionnaire, and then, with the language pre-study test assessing their English language competencies. Then the case study treatment during which they were taught with multisensory instruction was conducted. Following the procedure, the post-study self-efficacy questionnaires and the post-study language tests were provided once more. The study's findings confirmed the benefits of multisensory instruction in improving language competencies in students with dyslexia and foremostly, the impact of multisensory instruction on raising their self-efficacy. Such instruction raised Eva's and Adam's language competencies as well as their self-efficacy. Moreover, multisensory instruction lowered their anxiety, the result of which was their greater involvement in language activities leading to English language achievements. Those achievements made the study participants believe that they would be able to achieve success in English language learning, which consequently raised their self-efficacy, a prerequisite for foreign language success.

The present study's results show that foreign language acquisition in students with dyslexia requires exceptional language instruction. Such instruction is a condition for language success and has a positive impact on their self-efficacy. Therefore, it is expected that the above results could contribute to raising awareness of teaching a foreign language to dyslexic students among educators.

Key words: foreign language, developmental dyslexia, multisensory instruction, self-efficacy, students