

Summary

Metaphorical competencies are the ability to understand and produce texts formulated in a figurative language (Littlemore, 2001). They guide thinking, perception, behaviour and have an influence on the way in which figurative language forms for example: metaphors, proverbs and phrasemes are used, relationships at the level of recognition, understanding and interpretation. They are also an indispensable element of communication, a carrier of values, norms, behavioral patterns (Lakoff, Johnson, 2010). Their specificity causes that they are widely used in everyday life as well as in the education process. Most theories about understanding language expressions transmitted in figurative form are based on the belief that literal language is a reflection of thought and the outside world, and figurative language carries general, rhetorical messages. The education that forms the basis of the pupil's phraseological resource that develops and enriches contributes to the development of the ability to use the metaphorical language.

The analysis of Polish and foreign research concerning the language properties of people with dyslexia revealed a large range of their language problems (Krasowicz-Kupis, 2009, Wrońska, 2005, Borkowska, 1998, Oszwa, 1998). In addition to the deficits of the phonological aspect of language, dyslexic children also have deficits in the language form of speech and deficits at the semantic and pragmatic levels. We can therefore suppose that they will have reduced metaphorical competencies.

A factor influencing the efficient use of figurative language forms can also be school achievements of young people, which determine students to master the competence of a metaphorical language.

An attempt was made to determine the dependencies between metaphorical competences and school achievements of young people diagnosed with developmental dyslexia. The aim was also to determine the level of metaphorical competences studied in the field of recognition, understanding and interpretation of proverbs and phrasemes.

The research covered young people aged 13-16 attending middle school in Lublin. The selection of schools was random. The research group consisted of 250 people, including 125 girls and 125 middle-class boys with developmental dyslexia. In order to determine the dependencies between metaphorical competences and school achievements of the studied youth, the original questionnaire of the Attempts to Understand Metaphor-PRM was used.

The theoretical assumptions adopted in the construction of the tool referred to the model of figurative skills of R. W. Gibbs (1994). The vocabulary of the tested students was also assessed using the Language Test Lexicon A. Jurkowski (1997). Generalized self-efficacy as a covariate was measured using the Personal Competence Scale - KompOs J. Juczyński (1999). The relationships between the following covariates were examined (Francuz, Mackiewicz, 2005; Brzeziński, 2004): a) metaphorical competences, b) school achievements, c) vocabulary, d) self-efficacy.

The results of the research showed weak positive correlations statistically significant between metaphorical competences and school achievements in some science, linguistic and humanistic subjects of the studied youth with developmental dyslexia. Also, the relationships between metaphorical competences and the vocabulary of the tested students and the sense of their own effectiveness turned out to be forceful, positive significant. Quantitative and qualitative analysis of the obtained results allowed to develop the metaphorical competence structure of the student with developmental dyslexia, as well as to create his profile of language skills figurative.

Key words: metaphorical competence, figurative language, recognition, understanding, interpretation, development dyslexia, school achievements, youth.

Justyna Sela-Suszyńska