

**Summary of the doctoral dissertation**  
**entitled *Selected correlates of linguistic competencies of high school youth*,**  
**written by Patrycja Linkiewicz, MA, under the supervision of dr hab. Agnieszka**  
**Lewicka-Zelent, prof. UMCS, and Ewa Trojanowska, PhD, the Assistant Supervisor**

The subject matter undertaken in the doctoral dissertation focuses on linguistic competencies, considered nowadays as one of the basic skills. It is situated in the context of young people – the priority generation of the future as well as English language – a kind of *dura necessitas* of modern times. Taking the often-observable, ineffective and long-term learning of English as a starting point, the decision was made to identify correlates of youth's linguistic competencies. In fact, by influencing the correlates, the linguistic competencies can be strengthened. The phenomena from the fields of pedagogy and psychology, such as social competencies, motivation, self-esteem and coping with stress styles were assumed to be the correlates of linguistic competencies. Moreover, the verification of correlation of high school students' linguistic competencies with gender, place of residence, English teaching level in high school, English proficiency level of the father and mother as well as an education system, i.e. the system before the 2017 reform and after the reform, was made.

In light of the above, the interdisciplinary nature of the work becomes apparent, fitting into such scientific disciplines as glottodidactics, applied linguistics, pedagogy or psychology. The work consists of seven chapters, of which the first four contain theoretical deliberations, focusing on the essence of the command of English language, young people, linguistic competencies and the selected correlates, potentially related to them. The methodological chapter as well as two further chapters, devoted to the analysis of research results, were developed. In the former one, the correlates of linguistic competencies of high school youth were distinguished. This is followed by the summary of research results and the conclusion containing, among others, a plethora of recommendations for glottodidactic and educational activities.

The research conducted as part of the doctoral dissertation involved 160 high school students from Lublin Province, 80 of whom graduated from post-middle schools, and the other 80 from post-primary schools. The aim of research was to indicate selected correlates of linguistic competencies of high school youth. Thus, the main research problem consisted in the question: what are the correlates of linguistic competencies of high school youth? Eight detailed questions and a research hypothesis were formulated thereto. In the study the following research tools were used: an English language test of author's own construction, a speaking skills

questionnaire, a survey questionnaire of author's own construction, Social Competencies Questionnaire KKS-A (M) by A. Matczak, Coping Inventory of Stressful Situations (CISS) by J. Parker and N. Endler in the Polish adaptation by J. Strelau, A. Jaworowska, K. Wrześniewski and P. Szczepaniak, Self-Esteem Scale by M. Rosenberg in the Polish adaptation by I. Dzwonkowska, K. Lachowicz-Tabaczek and M. Łaguna, Foreign Language Learning Motivation Questionnaire (FLLMQ-F) by R. Gonzales in the Polish adaptation by A. Lewicka-Zelent and P. Linkiewicz. The results of the study allowed to address the main research problem, detailed questions as well as to verify research hypothesis.

It has been proven that all the components of motivation to learn a foreign language, i.e. communicative-affiliative, career economic, self-efficacy, cultural integration, cultural understanding and self-satisfaction needs are the positive correlates of linguistic competencies of high school youth. Each of the language skills, constituting linguistic competencies of the subject, also positively correlates with the place of residence. The mother's knowledge of English correlates with the speaking skill and the skill of using lexis and grammar, whereas the father's knowledge of English additionally correlates with listening and writing skills. Other correlates of linguistic competencies of high school youth comprise: learning in the education system after the 2017 reform in relation to listening, speaking and reading skills, the extended level of English teaching in high school in relation to reading, writing and the use of lexical and grammatical means as well as an emotion-oriented style of coping with stress in relation to the skills of writing, listening and the use of lexical and grammatical means. Furthermore, the negative correlation of social competencies in the situations demanding assertiveness with each of the component of linguistic competencies, except for speaking skills, was revealed. At the same time, gender, self-esteem, task-oriented and avoidance-oriented stress coping styles, social competencies in the situations demanding close interpersonal contact and in the situations involving social exposure, plus global social competencies were proven not to be the correlates of the linguistic competencies of high school youth.

It was found that more than 3/4 of the studied youth was characterised by a low level of global self-esteem, and that their dominant style of coping with stress was emotion-oriented. The youth had low or medium level of social competencies in the situations demanding close interpersonal contact, low – in the situations demanding assertiveness, and high – in the situations involving social exposure.

**Keywords:** linguistic competencies, high school youth, correlates of linguistic competencies

mgr Patrycja  
Linkiewicz