

## TOWARDS A MORE FUNCTIONAL LITERACY TEACHING

### SPRE O ÎNVĂȚARE LITERARĂ MAI FUNCȚIONALĂ

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#### **Abstract**

*This paper discusses the possibilities for inventive (orthographic) prepare students for writing formal written tasks in the Republic of Serbia. The starting point is that in teaching practice should intensify the use of combined oral and written exercises based on the communicative approach, because it can efficiently implement procedures correlated to the teaching of the mother tongue. The work is enriched with specific examples of exercises usable in Serbian language as mother tongue, which can serve as a starting point for the creation of methodological development and applications for teaching native languages in neighboring countries.*

#### **Rezumat**

*Această lucrare discută posibilitățile unor metode inventive (ortografic) de pregătire a studenților pentru temelor scrise din Republica Serbia. Punctul de început este acela că în învățământ practica ar trebui să intensifice folosirea exercițiilor orale și a celor scrise bazate pe abordarea comunicatională, deoarece aceasta poate implementa într-un mod eficient proceduri corelate ale învățării limbii materne. Această lucrare este îmbogățită cu exemple specifice de exerciții aplicabile în limba sârbă drept limbă maternă, care pot servi drept punct de început pentru creația dezvoltării metodologice și aplicații pentru predarea limbilor native în țările vecine.*

**Key words:** *communicative approach, orthography, Serbian language, teaching practice, written assignments*

**Cuvinte cheie:** *abordare comunicatională, ortografie, limba sârbă, practica învățământului, teme scrise*

#### **Introduction<sup>1</sup>**

The methodical literature differs prepares students for the written test in the narrow and broad sense. In the first case, it involves activities that directly contribute to the development of literacy: linguistic, grammatical, stylistic exercises, and exercises in composition composing and writing. In a broader sense, is preparing for a written assignment represents everything that is done in the context of language teaching. Spiritual development of students, significantly contribute to teaching other subjects, as well as the operation of various cultural institutions. There should be counted and the nature of knowledge students (Илић<sup>2</sup>1998: 616, 617). On the other hand, M. Nikolic points out that the continuous and systematic work on literacy, which is the correction of the previous task to the next task, plan and implement various forms of work on the development of literacy, in full co-ordination, there is no need for students specially prepared for this assignment – written assignments come "in their time when knowledge and skills have grown to the reasons and

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<sup>1</sup>The article is formatted (unpublished) excerpt of dissertations: Ђорђевић (2015): *Ортографска норма у писменим задацима ученика средњих школа као путоказ модерне наставе правописа / The orthographic norm in secondary school students' essays as a direction in modern orthography teaching*, Faculty of Philology in Belgrade, 2015.

seasons to a new audit and evaluation" (Николић<sup>2</sup>1992: 652). Work on the development of literacy can be intensified before written assignment.

On the contrary methodical recommendations, in the high school teaching practice is common that special attention be paid to the time preceding the drafting of the written assignment. Often in these 45 minutes would like to make up for all that was lost in the development of literacy – timely, long-term, planned training forced a confused and forcing the preparation. To this end are used mainly in the exercise isolated cases in which usually involved two or three best students of the department. Instead of practicing, recounted the contents of reading that will serve as a starting point for the next assignment. Sometimes I read (in its entirety) two or three compositions that students write for homework, and do not have enough time to intensively explain, comment, correction and dialogue with students on read texts. It often resorts to cliché – describe the basic compositional characteristics of the introduction, development and conclusion of the written assignment (which hamper freedom and creativity in writing) and, by default, the expected success (Вељковић Станковић 2013: 100), and – when the results do not be at the level expected – bad student success in the written assignment is usually explained by the absence of students from these lessons.

Recorded situation shows that prepare students to write the examination paper approaches a campaign that it is formalistic act, and this attitude is reflected in the attitude students to the writing tasks: [Written task:] *school obligations that I fulfill*. Inadequate preparation often has the effect artificially (written) expression, which is totally unacceptable in oral communication. We think that would be recorded concepts and problems detected somewhat altered innovative preparing students for writing written assignments, evaluation and improved version of the task, a different structure, organization and time during the hours dedicated to redo the examination paper, in a word – modernization methodical approach cultural expression in high school.

### **1. About inventive approaches to the preparation of written task**

Secondary teaching practice has not been paid sufficient attention spotting the difference between oral speech, as a natural medium, and written speech, as verbal transcoded medium (Ђорђевић 2014: 86; 2015). The teaching practice is commonly used to generalize the messages of Vuk Karadžić "write as you speak and read as it is written" and when the students literally application in writing assignments, resulting impermissible spelling errors. Bad habits acquired in elementary school and transferred to the high school. Therefore, we believe that students from the beginning of training should make the difference between oral and written speech, and more attention to the oral word. This is supported by the observation J. Jokanovic-Mihajlov that the average student in trouble if you need to say more than two or three sentences when verbally answer questions (in a brief interview). In such cases, young people (with) the speaker is usually served short sentences, not the government good diction and intonation, is struggling with finding words "which there could clearly and precisely to express his thoughts" (Јокановић Михајлов 2012: 41).

On the other side, in the modern world, in which information and communication technologies dictate faster flow of information, and thus more dynamic production of verbal messages, all the less insists on the beauty of the oral word and develop the skills of speaking. However, the primary task of schools and the teaching of the mother tongue is to equip students for a successful verbal communication, to nurture good speakers and interlocutors, because it is a man's best and most reliable link with the world and other people. Therefore, need to develop and implement strategies and teaching models which will enable students to equally effective written and oral expression.

With this aim, should be to intensify the use of combined oral and written exercises to prepare students to write the examination paper. Apply to be a methodical model, and develop applications based on the communicative approach (Вељковић Станковић 2010: 7–17), because it can be most efficiently implemented correlated procedures in the teaching of the mother tongue.

## 1.2. Communicative approach in the teaching of language

Communicative approach in teaching involves the use of methodological models which students are encouraged to acquire knowledge of the language through all the close communicative situation, in which recognize everyday linguistic ambiguities, errors and the most common deviations from the norm. Communicative situations are defined: the subjects of communication, social context, symbolic system within which the information encoded in the message, characteristics and media through which ensures the exchange of messages. The communicative approach avoids isolated examples (to explaining the definitions and rules) in favor of linguistic inputs embedded in concrete, interesting and easy to remember situations. Educational and functional objectives of such classes pronounced connected, and must be provided and exteriorization of teaching goals (Вељковић Станковић 2011: 20), coherence and teaching materials and facilities. Contextualization of educational content providing a better motivation and intellectual activity of students, because students also recognize the meaning of the study of linguistic phenomena and trained to admit its bond with the known facilities, a knowledge of the language, based on evidence from concrete situations, faster to adopt and are more durable, and good contextualization be considered as a prerequisite of successful language teaching (Вељковић Станковић 2013: 29). Consideration is given to the knowledge students (Вељковић Станковић 2010: 9). Communicative approach to develop and nourish the communicative competence of students, which is a set of knowledge and skills not only on the structure of the language, but also on its use in accordance with the communicative situation and socio-cultural norms of the community that speaks.

The role of students in the communicative approach is active. The student understands the message, ask questions, take notes, presents information describing practical situations, recounts, participate and create games, voice changing roles, simulating, changing narrative perspective (focalization), listening, doing simple and complex exercise of observation, interpretation and writing plays (preceded by compiling a concept), transforms, expands, participate in dialogue and so on. In a word, language manifests knowledge in different communications.

A teacher in the communicative approach has an important role in developing students' motivation: he is an animator, mediator, and interlocutor, not surrender language, already participates in the process of language learning, organize classes, and chooses to work with. So, for example, to material from checking closer to students and they recognized the meaning of study and respect orthographic norms, material that they represent should be based on the teacher's knowledge of the interests, hobbies and talents of high school.

As for the present teaching Serbian as a mother tongue, the communicative competence or do not speak (assumed to be acquired by adopting mother tongue) or is left to the culture of expression, which in teaching practice usually is suppressed, (subordinated) study literature (Вељковић Станковић 2013: 31).

They, therefore, that the communicative approach, common in teaching foreign languages, as well as creative and exciting way of discovering not only the language, but also its speakers and culture to which they belong, has the potential to improve the teaching of the mother tongue. Therefore, we on this approach designed prepare students for writing literate assignment.

## 2. Combining spelling exercises and exercises oral expression

*Basics educational objective* to be achieved by intensifying exercises before writing task is to convince students that the linguistic expression (oral and written) of each individual one of the important parameters when assessing individual potential, level of education, an individual's ability to perform many tasks. In short, *that man knows the word*.

*Functional goals*. Student's orthoepy norm native language, considering the differences between these two codes, and to use spelling dictionaries and manuals. When students need to create a belief that knowledge of the characteristics and features of a good speech (clear, proper, meaningful, concise and fluent speech) is a prerequisite to any successful (oral) communication,

that is, when it comes to the written embodiment of the speech, at the same time conditioned and respect spelling rules. Students should learn that "what is says should be understandable to the one which says" (Ivić et al. <sup>2</sup>2004: 64).

Using both, oral and written exercises should be used – in accordance with the teaching principles of gradualism – continuously, and it several times during the school year. Similarly, we believe that very suitable for use in the recorded state in teaching practice – when one must urgently do something before writing task (here we mean primarily the spelling). Of course, do not condone binge treatment in preparing students to write the examination paper, or combination of oral and written exercises based on the communicative approach seen as "therapy" (Милановић 2005: 181) that can be used in the period to complete, the system of innovation preparation, implementation and correction of written assignments in high school teaching practice.

Consideration and improving speech culture in school is due to the work "Прозодија и говорна култура" J. Jokanovic-Mihajlov (2012). In section *Говорна култура и школа / Voice culture and schools* the author points out the deficiencies in teaching practices, programs and plans, teaching materials, teacher training, in a word, indicating neglect speaking practice in the entire education. Among other things, points out that many teachers did not know how to specifically work on the development of speech culture (Јокановић-Михајлов 2012: 40), and proposes several interesting and useful exercises that we used here for the starting point of combined exercises applicable to prepare students for writing the written assignment. So, for example, the author proposes to introduce the teaching practice listening to recordings of short dialogues from everyday situations (lasting 1-2 minutes), which is basically good, but containing buzzwords or differently filled hesitation break. Students during careful listening to recorded these shortcomings, analyzing whether every single break was unnecessary and that the element of meaning is more influential. It is understood that the students before performing the exercises have acquired the necessary theoretical knowledge of the values of good speech (intonation, and on its most important function of the segmentation, intensity, pauses, tempo ...). When it comes to the preparation of written assignments, this exercise could be modeled in such a way that, after the oral hearing completion of the text, the text written, or so the buzzwords omitted, a necessary break, mark the appropriate punctuation marks. Or would – with the intention to encourage creativity and creative work – from students required to complete a following dialog classes as you like, and this in writing. In this case, the students to practice marking direct speech. We think that the students, after the implementation of the exercise, were not sufficiently motivated and that the dialogue process as a separate topic in the written assignment. Students would be able to in the written assignment devise such a dialogue between two students, read report the content, or the (imaginary) dialogue students with writers whose works are on previous literature classes processed.

J. Jokanovic-Mihajlov suggests that students are offered a sentence that should be extended to the advance clearly determine what information should wear this extension. Students would have the task to propose different linguistic solutions, and that they, together with the teacher, comment from the standpoint of linguistic performance. Two or three the most successful proposal must be recorded on the board. And on that occasion, students will see how the best stories – if you are poor and could be prepared and trained to properly apply and orthographic spelling mistakes – losing their value, they become incomprehensible and useless. Also, it will find all the elements of speech and suprasegmentally elements. Supporting the values of oral speech (Шипка <sup>5</sup>2011: 203–209) cannot be transferred to the written language. If the sentence is shortened abbreviators from some longer, and the original should be offered to students. Sentence that students need to supplement the teacher can design and so expanding it's know how students conceptualize the culture of speech in general, oral and written expression, and language classes in high school.

We believe it is very suitable to allow students time to prepare for the written assignments presented orally, in which they should be limited in time or number of sentences. Half of the departments would have in this task to speak about a similar theme written for the task that follows, and the other half would comment on what was said well, what does not, what could be better

expressed and how. In this dialog, participated to the teacher using certain techniques of dialogue. Thus, for example, it is important that the teacher and students speak in a certain reciprocity and as interlocutors, follow each other in conveying information (when changing the role of the listener in the role of speaker should make smooth transitions). For a student to be communicated to a statement from the teacher immediately receive feedback; it would be good that it contains and the correction of errors by the student eventually made saying. In addition, the teacher should guide the dialogue so that it contains questions and open and closed. During the interview, shall be said to complete recap and thinking, and students should also briefly repeat what was said to make sure the teachers of knowledge, and that they understand the material (Петровачки– Савић 2012: 319). In such a dialogue, it is important to put the questions of the following types, drawing attention to the students the differences between oral and written speech: *Would you changed your exposure to second if you wrote down? What do you when it paid special attention? To what extent the rules of spelling and punctuation formed, improved, or changed their testimony?*

Students need to be constantly reminded of the importance of listening to the success of any communication. With this goal in the beginning of time can stir up a conversation with students about everyday communicative situations in which the attentive listening of the utmost importance; for example, the teacher can tell you that as a five-year child stranger let into the house because he did not listen carefully when the front doors and the like. About listening in language teaching speaks D. Veljkovic Stankovic distinguishing listening as an interpretative process, active and interactive process; the author explains the inner and outer listening model (Вельковић Станковић 2013: 85–87), indicating the consequences of ignoring the importance of listening. J. Jokanovic-Mihajlov pointed out that in our culture of listening is not sufficient (Јокановић-Михајлов 2012: 47). Subject that we are dealing with a significant observation was that bad "leading listen to reduce the chance of successful verbal and written communication" (Вельковић Станковић 2013: 85). We think that would be very helpful in preparing for this assignment include the exercises that develop this essential part of the general culture. For this purpose, we will use and make the idea J. Jokanovic-Mihajlov of teaching time at which imitates the situation roundtable. We suggest that this secondary theme of the round table is: *Spelling – a prerequisite for further training and advancement, Spelling – certificate of education of every man, Spelling – the code for successfully understanding among people*. Students take turns role (facilitator, participant, speaker and so on.). With oral exercises and listening, crossed to the written exercises – writing the minutes of the round table. This organization of a round table on the teaching time would contained spelling and other tasks for the student on a bench in front of each participant must be legible handwriting, on a specially for this paper, to be inscribed with the name, title, position, and name of school, city and state of the guest is coming. In this way individualized to teaching, each student would be renewed and expanded knowledge of spelling more parties: the use of large letters, the rules for transcribing, writing abbreviations, proper punctuation. The exercise of this type would contribute, therefore, to develop functional literacy of students.

Adoption of spelling rules could be checked and oral form. Oral checks would be carried out dialog method. The dialogue would be between teachers and students flowed by the student's theoretically corroborated answers to the set (spelling) tasks (Брборић 2004: 253) during the preparation and implementation of such a thought roundtable. Several students would have a specific task – that during the roundtable recorded cases in which there is a difference between oral and written speech. For this purpose, several presentations to be prepared and in printed form. It would be good to enable high school students to attend, and possibly participate in one right roundtable. This would certainly contribute to students seen by the general conditions for the successful realization of this form of communication (the need to establish absolute peace and order to avoid some "noise in the communication channel" and the communication could be carried out smoothly; Шипка <sup>5</sup>2011: 232). This activity contributed to the successful recording and the increased use of dialogue in written assignments. Pupils would be clearer need for good spelling knowledge and skills in a variety of communicative situations.

Methodic literature abounds with exercises that teachers can adapt the preparation of a written assignment, so it is interesting to students that teaching is dynamic, and to achieve the goal: improving oral and written expression, primarily to avert those mistakes that occur because of lack of distinction are two types of implementation language. To this end, students should be able to orally present the results of independent work on the collection of errors that occurred as a result of absolutism phonetic principles. Also, we could produce spelling dictionaries and reminders (Брборић 2004: 260), in which it noted that the perceived mistakes should be corrected. In addition, students should be instructed in "Правоговор" М. Telebak (Телебак 2011), which has plenty of examples, and explanations, classification and their analysis. Students can also try to compose dialogues suitable for practice, relying on familiar communicative situations in which implementation (which takes care teacher) should include the interconnected following teaching methods: communicative situation, the situation, focalization (changing the narrative perspective), voice exercises, drafting the concept, writing assignment, correction (Вељковић Станковић 2013: 102).

During economizing time teaching, oral and written exercises, combined in an interesting way and students close, can offer students in special educational leaves, with their contents to be a reference to some of the common communicative situation in which we participate.

In the application of the proposed exercise should have a measure. It is understood that students need to practice and examples in which the spoken and written language match. For this purpose, may be used examples sentences without conjunctions. Independent sentences within sentences in oral speech, have certain intonation shaping (which segments the voice on a range of meaningful units of different shapes and characters). Thus, for example, a complex sentence composed of in parallel sentences without conjunctions is characterized by a clear segmentation, for example, in two parts corresponding to the two components. And this place in a sentence is always marked by a comma. In this case, the match is oral and written segmentation, and students may at the time of preparation of written task to check this claim to the examples themselves devising.

### **Conclusion**

Combining oral and written exercises before writing task based on the communicative approach we see the following:

- 1) cultivating the observing and listening to students;
- 2) increases the expression of linguistic students (primarily in dialogue);
- 3) adopting the content inside the concrete, interesting, easy memorable situations,
- 4) connect the teaching of oral and written expression;
- 5) establish a better correlation of teaching spelling and other areas of language teaching;
- 6) are seen more clearly the characteristics of oral and written language expression;
- 7) relativize the phonetic principle and its impact is reduced the appropriate measure;
- 8) develop habits of students to use spelling dictionaries and manuals;
- 9) selected exercises improve the functional literacy students

Understanding the different types of errors that require different approaches in their solution, but in this part of the work we have drawn those concerning absolutism phonetic principles, or arise because of the difficulty in understanding the specifics of oral and written speech. Task of schools and teachers of the mother tongue is to enable students to use different symbolic systems to design and implement strategies and methodological models built on the theoretical and practical educational achievements of linguistics and other disciplines whose achievements in teaching can be validly applied. To their results serve as a valid corrective to teaching, methodical research should follow the changes in the curricula, but also the requirements of modern society, as young people who are trained for their future profession, one needs to enable the download of different roles, but first and foremost *for the successful linguistic communication*,

which will in many cases be not only an important indicator of their speech culture, but also significant support for further professional and personal development.

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