



Uluslararası Sosyal Araştırmalar Dergisi

The Journal of International Social Research

Cilt: 8 Sayı: 37 Volume: 8 Issue: 37

Nisan 2015 April 2015

www.sosyalarastirmalar.com Issn: 1307-9581

WRITING SENTENCES BY DICTATION

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Abstract

The purpose of this research was to determine errors while writing sentences by dictation at the blind children, children with impaired vision and children without vision impairment. The examinees were pupils with and without vision impairment, gained from the population of pupils from the first to the fourth grade of regular primary schools in Tuzla canton and from the population of the blind and the children with impaired vision from the first to the fourth grade of the boarding school in the Centers for the blind and children and youth with impaired vision. The obtained results showed that in the area of the groups of variables for evaluation of errors on the variables of writing sentences by dictation it was established that the blind and pupils with impaired vision had the largest number of grammatical errors, analysis and synthesis errors and kinetic errors while writing sentences by dictation using uppercase and lowercase letters, whereby most of the errors were made by the pupils with impaired vision in respect to the blind pupils. On the basis of the obtained results at children with impaired vision, it would be recommendable to start rehabilitation program as soon as possible for development and adoption of knowledge in order to strengthen the sense efficacy at the blind and pupils with impaired vision, whereby a higher sense of security would be developed and an assumption for a safe success in further education would be created.

Keywords: Writing, Errors, Pupils with Visual Impairments, Pupils with No Visual Impairment.

INTRODUCTION

School instruction of culture of oral and written expression still has not got the place it deserves. Endeavors of language professionals to warn about catastrophic condition in application of language norms, i.e. about illiteracy and numerous errors in oral and written communication remain futile and an echo in a deaf cave. Our language community really must take constant social care about the culture of written and oral expression (Arnaut, 2006). Literacy has got a multiple importance, it is a reflection of a human's education, his logical opinion, his intelligence. As known, a human's thought is created in the process of thinking and speaking, thus it is understandable that it is not only the thought that shall have an effect on speech, but also a capacity of oral and written expression on formation of a human's thought (Pašić, 1998). The written is much more abstract than the spoken because it is above all "imagined, and not pronounced" and represents a form of a monologue as it is deprived of an interlocutor. Furthermore, "the situation of the written requires from a child a double abstraction: from resonance of speech and from an interlocutor (Fargo, 1996). Writing is one of the most complex human actions which integrates almost all brain functions in itself. More precisely, it is the most complex form of a language activity. It is more complex than reading, because it includes coordination eye-hand – thought-language messages. Writing depends on the level of intellectual, motor and emotional development and is acquired through learning. Different types of writing have got a different degree of complexity according to the task and the aim of this activity. They go from: literal transcribing with an additional task, different types of dictations, description of an image or images in a sequence, written retelling and description with or without additional tasks, written reporting, writing on the task or a free topic to the original literary-artistic writing (Vladisavljević, 1991). A literate person is the one who is able to write and read, who writes good language, orthographically and grammatically correct (Šonje, 2000). Literacy is knowledge of letters, reading and writing skills, reading and writing skills, literacy is a skill for creation of texts, a skill of normal and meaningful writing (Anić, 1991). (Bežen, 2002), says:

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«Someone who in writing makes major grammatical, stylistic or spelling errors, one has the right to say that he/she makes major errors, grammatical, stylistic or spelling errors, it can be said that he/she is "semiliterate" or "illiterate". Pupils with impaired vision as well as pupils with normal vision mutually differ not only in the degree of vision impairment, but also regarding perceptive functions, cognitive capacities, motorics and forms of behavior. A child with vision impairment initiates his/her development usually on the basis of a tactile and auditory experience. There are huge variations in biopsychosocial characteristic among persons with vision impairment, as is the case among persons with intact vision. Those specific characteristics vary depending on: sex, age, degree of vision impairment and the time when the impairment occurred (Tulumović, 2013). Factors which stimulate or impede regular educational process of pupils with vision impairment are: level of intelligence of pupils, development of tactility of fingertips, degree of vision remains, age of pupils, sex, appropriate preparation for starting school, multiple psychophysical impairment and other (Cvetković, 1989). Acquisition of reading and writing habits is crucial for socialization of the blind children, their equal inclusion in educational process as well as for their spiritual growth, a precondition for what is Braille literacy (Matok, 2006). The importance of well organized and dexterous movement of arms of the blind children and children with impaired vision is based on the fact that an arm must be a replacement for vision, as a mode of contact and interaction with the environment (Jablan, 2007). Literacy is the basis for progress of an individual and society – the more literate they are, the more effective and successful they are. This also applies to the blind and those with impaired vision: for their socialization, spiritual growth and generally in a life of a pupil with impaired vision literacy is very important. In order for a child to master writing, he/she must have a capacity for perception of letters, fine motorics for writing, coordination eye-hand, memory of motoric sample of letters and words (Zovko, 1991). Difficulties in writing occur due to disharmony in organization of melokinetic and constructive practice, because this is a development dispractic problem, it may occur due to bad graphic writing and not because gnosis is in the forefron (Ćordić i Bojanin, 1992). Difficulties in writing occur as a result of difficulties in realization of graph-motoric act and graphic symbolization of speech unit. So, children are not able to fully form letters and words and thus replace them because of impossibility to organize their harmonious form and sequence (Veljković, 2003). Today, there is a significant number of blind pupils and students who lag in reading and writing skills in respect to their capacities, and even more in respect to their needs. Listening cannot completely replace writing, which also indicates unavailability of reading and writing at the blind pupils and pupils with impaired vision. Tactilely, and visually, they rarely face writing and text, the consequence of which is slower reading, insufficient or poor knowledge of orthography, unsecure lexis, poor expression (especially poor written expression) Some studies point out that people who early lose vision may have very qualitative tactile capacities (Tulumović, 2013). Comprehension by tactile perception needs much more time than in case of visual perception (which is always complete). Children with impaired vision, for perception of the environment, use the remaining vision together with other senses, but they also need more time (Tonković, 2006). The concept about need for organization of educational activities which shall enable these children more effective use of even minimal capacity of the visual system is based on examples from corrective instruction and results of different researches (Eškirović, 2002).

THE AIM OF THE RESEARCH

To examine the difference in making mistakes while writing by dictation using uppercase and lower case letters among pupils with and without vision impairment.

WORK METHODS

Sample of examinees

Sample of examinees are three groups of pupils: The first group was composed of pupils attending regular primary schools and with normal vision acuity in Tuzla canton. The second group was composed of pupils with vision impairment from boarding school "Center for the blind and children and youth with impaired vision" Nedžarići – Sarajevo and "Institute for the blind and pupils with impaired vision Budućnost" Derventa, as well as pupils with impaired vision integrated into regular schools in Tuzla canton. The third group was composed of the blind pupils from boarding schools who are, for the purpose of education and rehabilitation, accommodated at the "Center for the blind and children and youth with impaired vision" Nedžarići – Sarajevo, and "Institute for the blind and pupils with impaired vision Budućnost" Derventa, as well as pupils with impaired vision integrated into regular schools in Tuzla canton. The belonging to the group of the blind and pupils with impaired vision was determined on the basis of analysis of pedagogical-psychological, defectological and medical documentation. While making comparison with the examinees without vision impairment, all the examinees from the second

and the third group were equalized according to chronologic age, sex, intellectual level, achievement, grade they go to with the examinees without vision impairment.

The sample of variables:

A total of 14 variables was analyzed:

REČV_GAS_D- errors of analysis and synthesis while writing sentences by dictation using uppercase letters; **REČV_GRG_D**- grammatical errors while writing sentences by dictation using uppercase letters; **REČV_KNG_D**- kinetic errors while writing sentences by dictation using uppercase letters; **REČV_OPG_D**- optical errors while writing sentences by dictation using uppercase letters; **REČV_FFG_D**- phonological-phonemic errors while writing sentences by dictation using uppercase letters; **REČV_IZO_D**- missing parts of a sentence while writing sentences by dictation using uppercase letters; **REČV_ISP_D**- correct memorizing and writing the whole sentence by dictation using uppercase letters; **REČM_GAS_D**- errors of analysis and synthesis while writing sentences by dictation using lowercase letters; **REČM_GRG_D**- grammatical errors while writing sentences by dictation using lowercase letters; **REČM_KNG_D**- kinetic errors while writing sentences by dictation using lowercase letters; **REČM_OPG_D**- optical errors while writing sentences by dictation using lowercase letters; **REČM_FFG_D**- phonological-phonemic errors while writing sentences by dictation using lowercase letters; **REČM_IZO_D**- missing parts of a sentence while writing sentences by dictation using lowercase letters; **REČM_ISP_D**- correct memorizing and writing the whole sentence by dictation using lowercase letters.

Research conduction and measurement instruments

“Diagnostic set for testing speech, language, reading and writing capacities of children” was used for testing transcription of sentences using uppercase and lowercase letters (Bjelica and Posokhova, 2001). While testing auditory motor efficacy in writing we used dictation sentences with upper- and lowercase letters whose aim was to examine capacity of memorizing and transcribing a sentence after a single hearing. Evaluation of a transcription skill was made qualitatively. The analyze determined a number of errors for every examinee in the sense of missing or adding letters, syllables, words, spelling and grammatical errors.

Data processing methods

The obtained data were statistically analyzed using computer software SPSS 10.00 for Windows.

To determine the difference in the number of errors is calculated chi-square test. The study was conducted with the significance level of 5% (0.05).

RESULTS AND DISCUSSION

On the basis of results showed in Table 1, we can conclude that pupils without vision impairment, pupils with impaired vision and the blind pupils, as far as their skills of writing sentences by dictation using uppercase letters, differ in a number of errors. The blind pupils make 56,86% errors of analysis synthesis, pupils with impaired vision make more errors 66,67%. However, the blind pupils had more grammatical errors 27,45% (pupils with impaired vision 16,67%). A number of kinetic errors was almost equal at both the blind and pupils with impaired vision. 78,86% of pupils with no vision impairment demonstrated excellence in writing sentences by dictation using uppercase letters. There was no successful writing of sentences by dictation using uppercase letters among the blind pupils and pupils with impaired vision.

Table 1. Differences in writing from dictation

variable	Students without vision impairment	Low vision students	Blind students	Chi-square
REČV_GAS_D	0,00%	66,67%	56,86%	76,22
REČV_GRG_D	0,81%	16,67%	27,45%	27,26
REČV_KNG_D	0,81%	16,67%	15,69%	16,80
REČV_OPG_D	4,88%	0,00%	0,00%	4,53
REČV_FFG_D	8,94%	0,00%	0,00%	8,31
REČV_IZO_D	5,69%	0,00%	0,00%	5,29
REČV_ISP_D	78,86%	0,00%	0,00%	73,34
	100,00%	100,00%	100,00%	

Pupils without vision impairment, the blind and pupils with impaired vision differ in a variable writing sentences by dictation using lowercase letters. The blind pupils and pupils with impaired vision usually made errors of analysis synthesis, grammatical errors and kinetic errors. Excellence in writing sentences by dictation using lowercase letters was demonstrated by 68,29% pupils without vision impairment, while this excellence was not present at pupils with impaired vision.

Table 2. Differences in writing from dictation

variable	Students without vision impairment	Low vision students	Blind students	Chi-square
REČM_GAS_D	13,82%	66,67%	58,82%	36,35
REČM_GRG_D	0,81%	16,67%	27,45%	27,26
REČM_KNG_D	0,81%	16,67%	13,73%	15,75
REČM_OPG_D	2,44%	0,00%	0,00%	2,26
REČM_FFG_D	8,94%	0,00%	0,00%	8,31
REČM_IZO_D	4,88%	0,00%	0,00%	4,53
REČM_ISP_D	68,29%	0,00%	0,00%	63,51
	100,00%	100,00%	100,00%	

The similar research was conducted on the sample of 14 pupils with impaired vision and 14 pupils without vision impairment, when the speed of writing and a number of made errors while writing by dictation were tested. The task included seven sentences. The results showed that pupils with impaired vision write more slowly and make more errors while writing sentences by dictation in comparison with the pupils without vision impairment (Tulumović, 2008).

CONCLUSIONS

When writing sentences by dictation using uppercase and lowercase letters the blind and pupils with impaired vision had the most of grammatical errors, errors of analysis and synthesis and kinetic errors, whereby most of the errors were made by pupils with impaired vision. On the basis of obtained results we can conclude how important prompt education and rehabilitation is for a successful educational process of the blind and pupils with impaired vision, appropriate to their specific needs and capacities, but also according to typhlo-didactic objective. We think that their excellence would be increased by such an approach both in educational process and in everyday life skills. Thus, the needs of the blind and pupils with impaired vision are so specific so that this problem can be realized only by an individual approach.

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