
LINGUISTIC LITERACY OF THE STUDENTS

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Annotation . The issue of linguistic literacy is relevant to modern society both in Lithuania and in other countries. Literacy is perceived not only as the ability to write and read; it is also understood in a much wider context, i.e. as a competence of every person determining human development. However, the basis includes grammar, the knowledge of which determines the further development of linguistic literacy. So the **objective** of this article is to reveal the level of linguistic literacy of students studying in FPS MRU who left school one year ago before starting studying in the university. The sample of the research is 53 respondents who were filling the provided questionnaires anonymously. The research was carried out in 2014, i.e. one year after students had left schools. In order to carry out and analyze the research a *descriptive* method was used which is applied for the discussion of scientific basis of analyzed topic presenting the theoretic assessment of the situation; a method of *questionnaire survey* which allows to collect information about the linguistic literacy of respondents and its certain determining factors; *analytical* method which helps to analyze and discuss the collected information; a method of *arithmetical calculations* which reveals the arithmetic relation of collected data. The survey for students studying Law and Police Activities as well as Law and State Border Guard in Faculty of Public Security of Mykolas Romeris University has revealed that their linguistic literacy is not good and they make considerable amount of spelling and linguistic errors. Final examination and annual assessment of Lithuanian language sometimes do not reflect the outcomes of linguistic literacy; however, there are some coherencies.

Keywords: linguistic literacy, students, spelling errors, linguistic errors.

INTRODUCTION

Linguistic literacy¹ is a relevant modern issue both in Lithuania² and in other countries³. It is essential not only as a part of education and culture, but also as the retention of ethnic identity. After all, linguistic literacy demonstrates language as a live and respectable thing,

¹ Linguistic literacy should not be confused with basic literacy; in this article linguistic literacy is perceived as the ability to write, pronounce and express thoughts both in written and oral manner correctly; however, it is not analyzed as a general education.

² Daiva Vaišnienė: *Anglų kalba mielesnė nei sava*, <http://www.ve.lt/naujienos/visuomene/svietimas/daiva-vaishniene-anglu-kalba-mielesne-nei-sava-1175695/>; <http://www.15min.lt/naujiena/laisvalaikis/ivairenybes/vlkk-pirmininke-daiva-vaishniene-VLKK-pirmininke-Daiva-Vaishniene-„Kalba-kaip-aprangos-kodas-reikia-ismanyti,kas-kur-dera.“,kalba-kaip-aprangos-kodas-reikia-ismanyti-kas-kur-dera-61-484162;Kas-kaltas-del-menkstancio-raustingumo?>, <http://www.ziniuradijas.lt/naujiena/2014/09/08/kas-kaltas-del-menkstancio-raustingumo/36596> ir kt.; plg.: *EU high level group of experts on literacy*, http://ec.europa.eu/education/policy/school/doc/literacy-report_en.pdf; Penkiolikmečių raštingumas: Lietuva pasaulyje, *Švietimo problemos analizė*, 2008, Nr. 6 (26), http://www.egzaminai.lt/failai/3963_Penkiolikmečiu_rastringumas.pdf.

³ *Fighting Illiteracy in Germany*, <http://www.dw.de/fighting-illiteracy-in-germany/a-1471255-1,How-many-illiterate-adults-are-there-in-England?>, http://www.literacytrust.org.uk/adult_literacy/illiterate_adults_in_english;Work,SocietyandLifelongLiteracy.ReportoftheinquiryintoadultliteracyinEngland, http://shop.niace.org.uk/media/catalog/product/l/i/literacy_inquiry_-_exec_summary-web.pdf; *Let's get serious about adult literacy and numeracy*, https://ala.asn.au/wp-content/uploads/2011/02/LLN_paper.pdf ir kt.

and language is a basis of ethnic identity; when language dies, nation dies too.⁴ “It is necessary to understand that reading and writing is more than only the ability or capability. Literacy is associated with human self-respect, his/her activity and possibility to develop a particular personality, to become active citizen, employee or, finally, a good parent”.⁵ It shows that this issue is relevant to everybody from the youngest to the eldest country citizen because according to R. Miliūnaitė, “language, all the diversity in the world, is a unique creation of humankind which allows us to transfer culture, experiences and values of different nations and countries from one generation to another. Therefore, we have to treat it carefully and deliberately because inordinately drastic leaps and revolutions create a possibility of miscommunication between different generations and gaps in society development.”⁶ Language is the survival of the nation. Linguistic literacy includes many fields of the language, however, its organization and understanding of the language begins with the knowledge of spelling, punctuation and language rules. It demonstrates “how much a person perceives the system of the language, how much he/she automates spelling skills and how flexible he/she is in language usage for the expression of thoughts.”⁷

It is assumed that this is affected by information technologies: people using them are writing texts without using the traditional spelling and punctuation rules, they do not preserve coherent contexture of the text, and the concept of the sentence is disappearing because thoughts are written disconnectedly and they are not being connected to one single text. Such version is often presented by school teachers⁸; however, it is necessary to understand that our task is not to ignore new information technologies, but to learn ourselves and to teach others how to use it correctly. Even the general director of UNESCO Irina Bokova highlights that “literacy is much more than an educational priority – it is the ultimate investment in the future and the first step towards all the new forms of literacy required in the twenty-first century.”⁹ It should be borne in mind that the usage of information technologies is closely related to social

⁴ Plačiau žr. Crystal, D. Kalbos mirtis. Vilnius: Tyto Alba, 2005.

⁵ *I iš 5 europiečių susiduria su skaitymo sunkumais*, http://ec.europa.eu/education/policy/school/doc/literacy-hlg-exec-sum_lt.pdf.

⁶ *Dėl prasto raštingumo – signalas apie rimtesnes problemas*, <http://www.delfi.lt/projektai/atgal-i-mokykla-ismaniai/naujienos/del-prasto-rastingumo-signalas-apie-rimtesnes-problemas.d?id=65527594#ixzz3WwAp2SUL>.

⁷ *Dėl prasto raštingumo – signalas apie rimtesnes problemas*, <http://www.delfi.lt/projektai/atgal-i-mokykla-ismaniai/naujienos/del-prasto-rastingumo-signalas-apie-rimtesnes-problemas.d?id=65527594#ixzz3WwBSCVnl>, Dobržinskienė, R. *Skolintos leksikos pinklės*, Visuomenės saugumas ir viešoji tvarka, 2013, Nr. 9, [http://www.mruni.eu/kpf_dokumentai/fakultetas/Leidiniai/MRU_VSVT_\(9\)_2013-06-20.pdf](http://www.mruni.eu/kpf_dokumentai/fakultetas/Leidiniai/MRU_VSVT_(9)_2013-06-20.pdf).

⁸ Miliūnaitė, R. *Raštingumo problema interneto bendruomenės ir mokytojų akimis*. Kalbos kultūra, 2013, http://www.lki.lt/LKI_LT/images/Periodiniai_leidiniai/Kalbos_kultura/Straipsniai/086/KK_86_192_211_Miliunaite.pdf; Miliūnaitė, R. *Mokytojai apie informacinių technologijų poveikį mokinių raštingumui*. Bendrinė kalba (87), 2014, http://www.bendrinekalba.lt/straipsniai/87/Miliunaite_BK_87_straipsnis.pdf.

⁹ *Raštingumas XXI amžiui*, <http://unesco.lt/news/archives/1587>.

environment and communication peculiarities (direct communication is upstaged by interactive communication; it is also more entertaining to spend time playing computer games, listening to music and watching videos uploaded in various websites which usually are of a very low value, etc.); a significant role should also be imposed to educational system, especially programmes of primary and basic education, which should also include aspects of literacy formation implemented in schools considering the changes in modern society. After all, rules of Lithuanian grammar have not changed, and now the diversity of learning forms, compared with the period when Lithuania was a part of Soviet Union and in the first year of Independency, is notably richer and more interesting, we have modern means, furthermore, internet provides different dictionaries, books, etc. Considering the increasingly common issue of literacy in Lithuania, this article will include the analysis of knowledge in spelling and language culture gained before the speciality course of language in university of second year students studying Law and Police Activities as well as Law and State Border Guard in Faculty of Public Security of Mykolas Romeris University (hereafter FPS MRU). The article also includes certain aspects essential for the comparison of received error results: difference in the assessments provided by high school certificate and final examination of Lithuanian language, and the amount of language culture lessons in school. The latter factor is subjective because it is difficult to remember the correct amount of lessons; however, this factor helps to reveal that pragmatic provision of Lithuanian language basics in the school, i.e. how many lessons of language culture does the modern student remember having while learning in school because the amount written in programmes not always reflect the reality; furthermore, it is necessary to know how the student is assessing the knowledge he/she has gained because the given mark is only a statistical factor sometimes determined by success or misfortune, relationship with the teacher, etc.

Therefore, the **objective** of this article is to reveal the level of linguistic literacy of students studying in FPS MRU who left school one year ago before starting studying in the university.

In order to reach the objective the following **tasks** were set:

1. to discuss the relevance of linguistic literacy in modern society.
2. to analyze the results of spelling and language rule knowledge of students studying in FPS MRU.

The **subject** of the research is the linguistic literacy of students studying Law and Police Activities as well as Law and State Border Guard in MRU VSF.

The sample of the research is 53 respondents who were filling the provided questionnaires anonymously. The research was carried out in 2014, i.e. one year after students had left schools. This article does not analyze the linguistic literacy of students who had left schools earlier. Questionnaires had to be filled in 45 minutes (the time of one lesson); however, it was not enough for some students to answer eight information questions about the school leaving year, the amount of lessons, etc., and to correct 25 positions of linguistic errors and to fill in the 71 position of missing letters.

In order to carry out and analyze the research a *descriptive* method was used which is applied for the discussion of scientific basis of analyzed topic presenting the theoretic assessment of the situation; a method of *questionnaire survey* which allows to collect information about the linguistic literacy of respondents and its certain determining factors; *analytical* method which helps to analyze and discuss the collected information; a method of *arithmetical calculations* which reveals the arithmetic relation of collected data.

Received results presented in the article are **relevant** for the discussion about linguistic literacy because they show the knowledge of the part of Lithuanian students and gained basics of spelling and language rules essential for the future development of general literacy.

AMOUNT OF SPELLING ERRORS INDICATES THE LEVEL OF LITERACY

Spelling is a keystone of language which is usually gained in the school for life because after leaving the school it is no longer learnt. However, the importance of this keystone is never over. Spelling is important for the development of literacy, attainment of other competency, etc.

Questionnaire for students included certain sentences and students were required to fill in the missing letters and to write certain words together or separately (a total of 71 position). However, not all of the students managed to accomplish this task completely. Another thing which should be mentioned before the discussion of this task results is the fact that frequently enough students do not even read the sentence carefully, they write letters mechanically and do not pay attention to the context of the sentence or its semantic expression. This phenomena itself shows that people experience problems of focusing, they lack attention and do not want to think. Lack of focusing is especially common to the young generation which is only able to

accept short *facebook-like* information¹⁰. Undeveloped attention may become a serious lifelong problem and cause negative consequences especially when having a job which requires attention, thoroughness and analytical thinking.

Presented task included two clear fields of Lithuanian language word spelling: spelling of nasal letters and writing of words together or separately. There were also words representing a few trickier long and short vowels.

After the analysis of the task accomplished by respondents it was noticed that they were making mistakes when writing nasal letters or long and short vowels, and when writing words together or separately. The biggest amount of errors was 37 while the lowest amount of errors was 10 (in 71 position). It is not very easy to associate these results with assessments received before leaving the school because assessments of final Lithuanian language examination and Lithuanian language lessons given in the high school certificates of three students who made the biggest amount of errors in this task are quite different. One of the respondents who made the biggest amount of errors, i.e. 37–30 errors, was taking a school exam of Lithuanian language (his mark was 8) and four other students were taking the official exam of Lithuanian language receiving 22–52 percents. However, more apparent is the relation between marks of students who accomplished the task best. Three respondents who made the least errors, i.e. 10–12 errors, were taking the official exam of Lithuanian language and accordingly received 91, 70 and 51 percent; the assessment of Lithuanian language lesson given in the high school certificate for all three students is 9. Therefore, the situation of the research shows that results of Lithuanian language lessons and exam received before leaving school influence linguistic literacy; however, a certain percentage of a good exam mark should be associated with the factor of success and not knowledge.

Analyzing respondent errors, it was noticed that the most difficult words were *mokėsis*, *pagrasė*, *kogi*, which were written incorrectly respectively 36, 30 and 36 times. In the case of the first word majority of errors was done because students did not understand the meaning of the sentence (*Sosto įpėdinis sapnav_s, kad mok_sis dainuoti balsu*) and wrote letter which could not be assessed as error (the case is *mokysis*); however, it is difficult to explain other

¹⁰ Miliūnaitė, R. Raštingumo problema interneto bendruomenės ir mokytojų akimis. Kalbos kultūra. http://www.lki.lt/LKI_LT/images/Periodiniai_leidiniai/Kalbos_kultura/Straipsniai/086/KK_86_192_211_Miliunaite.pdf; Miliūnaitė, R. Mokytojai apie informacinių technologijų poveikį mokinių raštingumui. Bendrinė kalba (87), 2014. http://www.bendrinekalba.lt/straipsniai/87/Miliunaite_BK_87_straipsnis.pdf; *Kaip nori mokytis siuolaikiniai vaikai*, <http://www.vdu.lt/lt/kaip-nori-mokytis-siuolaikiniai-vaikai/>.

cases, e.g. *mokosis, mokšsis, mokėsis, mokąsis*. Incorrect spelling of other two words is mostly determined by ignorance or inaptitude to apply certain rules. Category of difficult words also includes word *ne* the spelling of which is different from the verb spelling if it is used in a sentence as a contradiction or objection, e.g. *Ne davė, o ėmė*. Again respondents did not understand the meaning of the sentence and out of habit were writing the word *ne* together with the verb.

28–20 times respondents made errors when writing letters in words *trūks, draskyti, pasiūs, lįsti, sudraskė* and when writing the following words together or separately: *ne laiku, kurgi, ne patenkinamai* (contradictory comparison), *ne be reikalo, vis dėlto, iš tikrųjų, ne veltui, ne visada, neilgam*. A word *pasiūs* (which means *siuvinimas*), which is included to this group, may be distinguished because respondents confused it with the word *siųsti* (which means *siuntimas*).

When analyzing incorrectly spelled words, it is not wise to tententiously assess the ignorance or inaptitude of a certain rule because errors were made in words associated with different rules. Participle *išalusią* can also be included to this group of errors because there are two cases of incorrect letter writing, i.e. a wrong letter may be written in root or in ending; therefore every position and incorrect cases were assessed separately. If we would sum errors of both positions, this word would be a leader of a whole task.

Less difficult but not easy enough were the words *tįso, ištyso, vesiąs, (su) nepažįstamąja, išalusią, pasiskųsti, atsigrėžė, sąskrydyje, galandimas, siūsiu, surūgs, dygs, negąsdink, negrasink, jauniausiąją; visgi, argi, kitąkart, kuriądien, ne viską, vis tiek, ne bet kaip, nevisiškai, ne kiekvienas, tąsyk* (19–11 incorrect cases). Respondents were best familiar with the spelling of words *nejaugi, nesiryžo, atsigrėžiant, užtat, idėja, sugrįžęs, dėl to, vos ne vos, turbūt, suręsti, (su) nepažįstamąja* (position *j*), *sapnavęs, jauniausiąją* (ending position), *neima, mąstė, mažajame, ką nors, kokį nors, mąstė, mįslė*. These words were written incorrectly 10–1 times. No respondent made errors in the word *skęsta*. Therefore, as it was mentioned before, it is not wise to associate the understanding of the spelling of different words with individual rules because errors were made in spelling of different words, i.e. errors were made when writing nasal letters, long and short vowels, and when writing certain words together or separately. The distribution of errors is very different and unpredictable. It can be concluded that middle link of education do not maintain the entity of Lithuanian grammar teaching, and it seems that teachers do not provide learners with enough time for repetition of spelling topics and explanation of errors even in cases when errors are made

while teaching topics not associated with spelling. On the other hand, this research only highlighted the gaps of Lithuanian spelling highlighted by school teachers. Consequently, it is necessary to find solutions and apply certain methods for this problem instead of leaving it by saying that it is necessary to change the rules and to facilitate the spelling of Lithuanian grammar.

LINGUISTIC ERRORS MAKE A BIG GAP IN LITERACY

Student questionnaire also included 20 sentences where students had to find and correct linguistic errors. This task was more difficult and in order to accomplish it student needed to have a good knowledge of linguistic literacy. Sometimes teachers do not provide enough attention and time to language culture. Such tendencies were also reflected in respondent answers to question about how many lessons of language culture did they approximately have when attending school. Some of them could not even answer this question or wrote that they do not remember. Some respondents wrote that they did not have such lessons or that such lessons were taught very rarely. However, answers to the given question could be assessed as subjective; it is possible that respondents still learning in school did not really understand when and what kind of lessons were taught then and were simply learning things they were intended to. However, if pupils do not know what they are learning it is also a problem because language culture knowledge is really specific and it could be distinguished from spelling, punctuation or other fields of Lithuanian language. If pupils do not understand it, it will be difficult for them to study in higher education institution because many of them understand language course of speciality as a continuous learning of Lithuanian spelling and punctuation; therefore, conception of language rules and distribution of linguistic errors have to be explained starting with elementary conceptions.

Considering this situation, it was difficult for respondents to find and correct linguistic errors. Least amount of errors (9 errors) was made by 2 respondents. Actually it is not a good result because the same result was mentioned when discussing spelling errors; however, in that case the task included 71 incorrect position while this task included only 25 positions. Even the best respondents managed to accomplish only two thirds of the task. One of such respondents was also the best in spelling task. Other students who know Lithuanian spelling best were not so far behind as well. The most errors were done by the same respondents who made most errors in the first task. Some of them did not even accomplish or did not try to accomplish the task including language rules because they thought it is too difficult for them.

The biggest amount of errors was missed by the same respondent who had difficulties in spelling task: he made 24 errors or corrected irregular words and phrases incorrectly.

Almost no respondents understand that phrase *didelis ačiū* is used incorrectly: from all respondents this phrase was corrected properly only by two students. This phrase which is usually heard and used in a spoken language is substandard and should not be used. After all, when we are expressing gratefulness or courtesy, we do not measure the word *ačiū* and we do not say that it is big or small; therefore, we can just say *nuoširdžiai dėkojame, labai ačiū*, etc.

Most of the respondents thought that a phrase *iššaukiantis elgesys* which is also heard in a spoken language is correct; however, it does not call for anything because it is a semantism, i.e. a phrase used in an incorrect manner because it was meant to say that the behaviour was *netinkamas, provokuojantis, įžūlus*. It seems that people think that if you hear others saying it, it means that this word is used correctly.

Another interesting fact was noticed: even though it is known that the word *kornfleiksai* or phrases like *kas link, kas liečia* should not be used, it was difficult for students to correct them properly. Students were suggesting various similar, close substitutions and constructions; however, they rarely reflected the real meaning or correct linguistic expression of the word, i.e. word *kornfleiksai* was usually described as *sausis pusryčiai*, even though the real meaning is *kukurūzų dribsniai*. Incorrect loan-translation of the phrase *kas link* (in a sentence *Kas link mokslų, tai apie juos nenoriu nė girdėti*) was usually changed by phrases *kas apie mokslus, kalbant apie mokslus* and even by the same irregular phrase *kas dėl mokslų* instead of *apie mokslus nenoriu nieko girdėti*. Phrase *kas liečia* (in the sentence *kas liečia mano sąžinę, ji rami*) was understood similarly. Instead of the similar phrase *mano sąžinė yra rami* it was corrected by phrases of the same construction like *kas susiję su mano sąžine, kalbant apie sąžinę, kas dėl mano sąžinės*. However, these constructions should have been well learnt in schools because they are included in knowledge of general language, and they are necessary and essential when going deeper into the terminology of speciality language.

Excluding usual linguistic errors and errors that should be known and avoided by everybody, the questionnaire also checked more delicate knowledge of respondent linguistic literacy. There were some words which are used more rarely and are not very common. One of such words is *chaki spalva*. The research showed that truly only a small amount of students know (42 respondents made this error) that this word should not be used and almost nobody knew that the right Lithuanian equivalent to this word is *rusvai žalsva spalva*.

Substandard term of modern realia *organizeris* can also be included to this category. Majority of the students know that this word should not be used; however, not all of them know what equivalent should be used. There were various closer and further substitutions: *dienotvarkė*, *dienos planas*, *darbo knyga*, *darbo kalendorius*, *atmintinė*, etc., even though official Lithuanian terms are *užrašinė* or *dėklė*. Analogically students do not know how to change the incorrect loan-translation *gerbūvis*, which is so popular among older generation and which has different meanings. In the task sentence (*Šeimos gerbūvis priklauso ne tik nuo didelių pajamų, bet ir nuo tarpusavio sutarimo*) it had to be changed by equivalent *gerovė*. 37 respondents did not recognize these substandard words as errors. The same amount of students thought that a phrase *kaip taisyklė* is correct and did not change it by *paprastai*, *dažniausiai*, *kaip įprasta*, etc.

The phrase *prie ko čia aš* so often used by young people did not seem incorrect to respondents, the same as a word *markeris* (34 of the respondents did not recognise them as incorrect ones). Loanword *laptopas* was recognized as a word which should not be used; however, its Lithuanian equivalent is rarely used correctly, i.e. using pronominal form of the equivalent *nešiojamasis kompiuteris*. Knowledge of English language did not help respondents to understand and correct the word *preskonferencija* (= *spaudos konferencija*); however, declining Russian language did not prevent the understanding that phrases and words *to pasekoje* (= *dėl to, todėl*), *lygsvara* (= *pusiausvyra*), *kažkoks tai* (= *kažkoks*) are loanwords. Surprisingly the latter phrase was corrected by different word *nepažįstamas*; not only that, it was written incorrectly.

Considerably less students were making mistakes when correcting semantisms *pilnai* (= *visiškai*), *pašventusioms* (= *paskyrusioms*), *patalpintas* (= *išspausdintas*) and barbarism *bliuską* (= *palaidinę*); however, 24–21 respondents did not know that in Lithuanian language these words are used incorrectly.

The group of the clearest substandard Lithuanian words involves such words and phrases as *matomai*, *vedė save*, *ant tiek*, *savistoviai*, *pas save*. The latter was not corrected or corrected incorrectly by only 5 respondents. 9 respondents did not know the adverb *savistoviai* (= *savarankiškai*) and prepositional construction *ant tiek* (= *tiek, taip*), and 10 respondents did not know semantism *matomai* (= *matyti*) and loanword *vedė save* (= *elgėsi*). That shows that linguistic literacy and the sense of language are not good, only small amount of linguistic errors was recognised and not always students were able to correct them by the proper usage of Lithuanian equivalents.

Therefore, received results show that not all respondents have a satisfactory amount of Lithuanian language knowledge. These results prove that many students do not recognise linguistic errors and lack spelling skills. Lack of language basis may prevent students from the development of general literacy and personality. “Literacy is an essential competence of life which allows individual citizens to improve abilities of consideration, oral expression, critical thinking and empathy; it promotes personality development, increases self-confidence and identity perception, and motivates the versatile participation in digital and knowledge-based economy and society.”¹¹

CONCLUSIONS

In summary of the carried out research and general tendencies of linguistic literacy, it can be assumed that the issue of literacy is really relevant and essential to our present society. Linguistic literacy is declining and it shows not only worse knowledge of Lithuanian grammar, but also the tendency of societal literacy itself because when linguistic literacy becomes worse, general literacy and abilities to develop competency, to develop personality and to preserve ethnic identity successfully are also becoming worse. Accomplished research reveals the same problems of linguistic literacy highlighted by school teachers themselves: it is difficult to write nasal letters, to distinguish verb tenses and to apply spelling rules to certain verb tenses, to correctly write endings of pronominal forms, etc. It is complex to write some certain words together or separately and it is more complex to find and correct linguistic errors. However, these issues will continue because higher education institutions do not teach spelling and punctuation rules, and they concentrate on a wider concept of literacy associated with speciality terminology, importance of language statehood, etc.

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STUDENTŲ KALBINIS RAŠTINGUMAS

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Santrauka

Kalbinio raštingumo problema aktuali šių dienų visuomenei tiek Lietuvoje, tiek kitose šalyse. Raštingumas suvokiamas ne tik kaip gebėjimas rašyti ir skaityti, bet daug plačiau – kaip kiekvienos asmens kompetencija, lemianti žmogaus tobulėjimą. Be to, jis svarbus yra tautinio identiteto veiksnys. Juk kalba lemia tautos išlikimą. O kalbos pagrindą sudaro kalbos gramatikos žinios, kurių išmanymas ir lemia tolesnį kalbinio raštingumo vystymąsi.

Nepaisant raštingumo plačios sampratos, jis prasideda nuo kalbos normų išmokimo ir jų paisymo tiek rašant, tiek šnekant. Lietuvių raštingumas tampa vis didesne problema. Tai lemia keletas priežasčių. Viena iš jų, bet ne pagrindinė, yra informacinės technologijos. Socialinė aplinka, lietuvių kalbos mokymo programos mokyklose yra svarbu taip pat.

Straipsnio tikslas – įvertinti studentų kalbinį raštingumą. Uždaviniai yra aptarti kalbinio raštingumo aktualumą šių dienų visuomenėje ir išanalizuoti studentų rašybos ir kalbos normų išmanymo rezultatus

Atsižvelgiant į egzistuojančią problemą, nuspręsta apžvelgti MRU Viešojo saugumo fakulteto studentų kalbinį raštingumą. Tyrime dalyvavo MRU VSF Teisė ir policijos veiklos bei teisės ir valstybės sienos apsaugos studijų programų 53 studentai, kurie užpildė klausimynus ir atliko užduotis: turėjo įrašyti tinkamas praleistas žodžiuose raides, parašyti kartu arba atskirai tam tikrus žodžius bei surasti ir ištaisyti kalbos klaidas. Atlikus apklausą, paaiškėjo, jog jų kalbinis raštingumas nėra geras, daroma nemažai rašybos ir kalbos klaidų. O baigiamojo lietuvių kalbos egzamino ir metinis lietuvių kalbos dalyko įvertinimai ne visada atitinka kalbinio raštingumo rezultatą, tačiau sąsajų galima rasti.

Respondentai padarė nemažai klaidų atlikdami pateiktas užduotis. Daugiausia padarytos 37 klaidos, mažiausiai – 10 klaidų iš 71 pozicijos. Pastebėtina, kad tyrimo rezultatai sutapo su moksleivių kalbinio raštingumo tyrimo rezultatais, daromos tų pačių tipų klaidos: sudėtinga rašyti nosines raides, atskirti veiksmažodžių laikus ir atitinkamų laikų veiksmažodžiams pritaikyti rašybos taisykles, tinkamai įrašyti įvardžiuotinių formų galūnes ir pan. Taigi tai rodo, kad reikia rasti metodus, kurie padėtų geriau įsisavinti ir suvokti tam tikrus rašybos dalykus. Dar opesnė problema – kalbos normų suvokimas. Pagal respondentų atsakymus galima suprasti, kad ne visada mokyklose kalbos kultūrai skiriama pakankamai dėmesio ir laiko. Tai rodo ir rezultatai: mažiausiai – devynias klaidas – padarė tik 2 respondentai.

Apibendrinus atliktą tyrimą ir bendras kalbinio raštingumo tendencijas šalyje, galima teigti, jog raštingumo problema tikrai yra aktuali ir svarbi šių dienų visuomenėje. Kalbinis raštingumas menksta ir tai rodo ne tik prastesnes lietuvių kalbos gramatikos žinias, bet ir pačią visuomenės raštingumo tendenciją – prastėjant kalbiniam raštingumui, prastėja ir bendrasis raštingumas, galimybės sėkmingiau plėtoti kompetencijas, ugdyti asmenybę, išsaugoti tautinį identitetą.

Pagrindinės sąvokos. Kalbinis raštingumas, studentai, gramatikos klaidos, kalbos klaidos.

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