

*The 28th International Scientific Conference
“Educational Research and School Practice”*

**THE STATE
PROBLEMS
AND NEEDS
OF THE MODERN
EDUCATION
COMMUNITY**

BOOK OF PROCEEDINGS

Editors

Jelena STEVANOVIĆ

Dragana GUNDOGAN

Branislav RANĐELOVIĆ



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“Educational Research and School Practice”

The State, Problems, and Needs of the Modern Education Community

December 9th, 2022
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LANGUAGE IN THE CLASSROOM: HOW TO SUPPORT THE DEVELOPMENT OF FUNCTIONAL LITERACY

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In modern society, there is a pressing need for education to focus on developing functional literacy of future citizens. To be successful in the 21st century, citizens need to excel in all domains of functional literacy, including the scientific, mathematical, digital, media, IT, and other domains. All of them rely upon language literacy (Antić & Stevanović, 2022, in press). On the other hand, school learning is predominantly literacy practice, that is, verbal content learning that is realized according to specific routines in specific institutions – schools. Learning by reading, writing, listening, and communicating about the contents of various scientific disciplines within the school curriculum are basic activities in school learning, which constitutes a process of gradual acculturation into science and its discourses (Antić, 2018a; Danielson, 2010).

The role of language in teaching and learning is twofold. It is the main means of knowledge and competence acquisition and overall student development. At the same time, multiliteracy is a desired outcome of education. To increase the effectiveness of teaching and learning and support the development of students' functional literacy, it is necessary for research and pedagogical practice to shift from understanding reading, writing, and speaking as isolated, decontextualized, individual, purely cognitive skills towards an approach of understanding the *language in use* or *language practices* or *language in the classroom* (Mitrović, 2010).

In this sense, every pedagogical intervention needs to be founded in several assumptions: 1. Learning is based on the construction of sense and meaning, that is, meaning is created rather than adopted from the text or the teacher's lecture; 2.

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Underneath the visible language practice in the classroom, there are discursive patterns of different actors participating in the pedagogical interaction; the classroom is full of subjectivities that interact, overlap, or oppose one another (Cole & Masny, 2012); 3. The necessary and natural polyphony refers to the domain of the interpretative, which is why it is neither immediately visible nor easily recognized. Crucial to this polyphony is that each meaning represents a certain worldview and values at the same time (Gee, 2000; Danielson, 2010); 4. The explication of numerous interpretations of various actors in pedagogical interactions is necessary in order to increase the effectiveness of teaching and learning; 5. The negotiation of the sense and meaning each actor has in mind is paramount, that is, dialogism is a key learning mechanism.

The statements above highlight the importance of recognizing these “hidden” interpretations that are present in pedagogical interaction and language practice. The aim of this paper is to map the basic carriers and sources of hidden interpretations in the teaching and learning processes. First, we will list the common carriers of meaning in classroom polyphony. Then, we will point out potential problems that can stem from the crossing, overlapping, and interaction of different interpretations. Finally, we will propose some pedagogical interventions for the improvement of language practice in the classroom.

Pedagogical interaction is a specific, asymmetric type of human interaction that is organized around a type of knowledge and performs a learning function (Ivić, Pešikan & Antić, 2003). In addition to pedagogical interaction characteristics that are readily observable, there is an interpretative, discursive zone that is not easily recognizable unless it becomes the object of explicit interaction. When a teacher, a student, and a source of knowledge (e.g., a textbook) engage in pedagogical interaction, none of them is a sovereign ego sending a single, unique message, but there are multiple voices in each of them. In fact, a single voice, at any given moment, expresses a multitude of meanings, only some of which are intentional (Harrison, 2004). In any classroom talk, speakers select meaning based on their own existing knowledge, experiences, and the values they attribute to certain words. Multi-layered histories (personal and cultural) are embedded in each voice because each person is born into an environment in which “the very air is full of words” (Harrison, 2004). Our

impression of the unity of utterances is necessary so that we do not experience language in an absolute polyphonic state similar to chaos (Bakhtin, 2008).

Multiple voices are not specific to oral communication. Each text used in the teaching and learning processes is also a carrier of a multitude of meanings and interpretations and it cannot be thought of as an isolated material product, but rather as a text-in-literacy-practice. All the texts (for example, a textbook) are selected and organized around civilizational knowledge that serves the purpose of (re)producing culture in the next generation. However, culture, which is mediated in this way, should not be understood as an imaginary, general one. On the contrary, the polyphony of different meanings is manifested through teaching materials as well. In the textbook, we can recognize the voices of several cultures and subcultures that interact and overlap. For example, we can identify the discourse of the professional community of scientists to which the author belongs. It is reflected in personal/group (professional) beliefs and values related to the content of the text. Further, we can recognize the author's interpretations of the philosophy of science (at least through the answer to the question of whether science is created or discovered, which can be read between the lines). We can identify the voice that conveys the author's beliefs about the nature of learning, about the relationship between teaching and learning, or about students' knowledge level and developmental possibilities. The author's epistemological beliefs are shaped both by education and by the former personal, experiential life role as a student (both consciously and implicitly). In the text, we can recognize the discourse and subculture of the publishers. Textbooks and instructional materials created in the post-pandemic era necessarily reflect voices and beliefs of different social and interest groups about the nature of learning in a digital environment.

We can recognize all these voices in different characteristics of the text, from the quality and scope of the vocabulary used and sentence constructions, through the use of typical language phrases, metaphors, and rhetorical structures (thesis-evidence-conclusion), all the way to the macrostructure of the entire text (Antić, 2016; Gee, 2000, Graesser, Leon & Otero, 2002).

The socio-constructivist approach to teaching and learning implies that the relationship between culture and the developing individual is not a conflict-free, idyllic process of enculturation. This process is also mediated by many factors within the sociocultural milieu in which each individual student grows up. The social communities

to which students belong shape their identities. A student enters the school context with a formed interpretation of the world (a student's worldview) (Antić, 2016; Gee, 2001; Snow, 2002). This acquired worldview can be in a conflicting dialogue with the school's discourse. In the process of teaching and learning, the student constructs sense and meaning under the influence of the specificity of language, vocabulary, experiences, prior knowledge, thoughts, feelings, actions, and the value system shared by the social group to which the student belongs. The student brings a unique and socially accepted interpretation to the situation of decoding written and spoken language in class and enters into dialogue with the language, representations, and values carried by the words and statements of academic language. This contact zone between students and the language of the school is rich in meanings and understandings. Through this interactive process, the student acquires and internalizes some meanings and values. All this becomes a part of the student's personal understanding, which is transferred to the next sequence of learning. If the language of the school (the scientific discipline) is overly distant from the student's knowledge and experience, the construction of sense and meaning may involve conflicts and a struggle to understand. These conflicts may be transient but may develop into open resistance to learning (Antić, 2018b; Bakhtin, 2008). In other words, this introduces the social and class issue into the analysis of written and oral language in teaching and raises the question of whether attempts to establish a connection with the student's experience are recognizable to children who come from different backgrounds and socio-economic and cultural milieus.

The outlined process of teaching and learning clearly indicates the key role of the teacher as a mediator. At the same time, the teacher inevitably brings numerous personal, interpretive patterns into the whole process. For example, teachers' implicit philosophies of science and epistemological beliefs are reflected in their language constructions when they talk about scientific knowledge as well as in their choice of teaching and learning methods in class (Antić & Pešikan, 2015). Furthermore, the teaching and learning processes are shaped by teachers' implicit beliefs about the nature of teaching and learning, students' abilities and motivation, the school as an institution, and the like. Despite this, the teacher is the first and most important bearer of the process through which students construct sense and meaning.

The pedagogical implications of this approach to the role of language in the classroom context include: 1. The necessity to clarify as many voices and interpretations

involved in pedagogical interaction (interpretive patterns of students, teachers, and science) during teaching and learning; 2. The essential role of learning activities that include all semiotic means in the classroom environment (e.g., language on the blackboard, panels, students' notebooks, and the teacher's speech.) in the development of students' functional literacy. Especially important are the meta-textual activities in which the language of science and teaching is systematically analyzed, explained, and clarified; 3. In this sense, the initial education of future teachers is particularly important. In addition to the content of the scientific discipline, future teachers should also acquire pedagogical competences that include an understanding of language practice in the context of the classroom.

Finally, language in the classroom needs to be interdisciplinary studied and interpreted. Contemporary approaches primarily emphasize the importance of sociological, psychological-pedagogical, psycholinguistic, linguistic, and anthropological perspectives.

Keywords: school language practice, school learning, functional literacy, school text comprehension, discourse analysis of pedagogical interaction.

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