



KONTROLIRANO STVARANJE SASTAVKA

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Kontrolirano stvaranje sastavka (*Controlled Composition Brainstorming*) oblik je grupnog rada na izabranoj temi koji je razradio autor, a možemo ga zvati i „vođeno pisanje sastavka”. Postupci primijenjeni u radu su: čitanje i shvaćanje predloženog zadatka, razmišljanje, usmeno interpretiranje i rasprava te njeno sažimanje u jednu napisanu zavisno složenu rečenicu. Nakon toga, grupni rad na izboru najboljih rečenica dat će esej na zadanu temu. Učinkovitost ovakvog rada jest u kvalitetnom sastavu koji vrvi idejama mnogih sudionika a višestruko je koristan jer studenti/učenici cijelo vrijeme maksimalno koriste sve elemente učenja stranog jezika. U radu ih prate osjećaj zadovoljstva zbog zanimljivog načina učenja i zajedničkog stvaranja.

Ključne riječi:

kontrolirano stvaranje sastavka, esej na zadanu temu, kreativna rasprava, grupni rad, rad u paru

UVOD

Ova metoda prikazana je u izvedbi na engleskom, ali se može provesti na bilo kojem stranom, pa i na bilo kojem materinjem jeziku u cilju razvijanja vještine govora i pisanja sastava. Za njenu izvedbu stupanj znanja stranog jezika može varirati između srednjeg i naprednog. Neke jednostavnije teme mogu se obrađivati i s učenicima na nižim stupnjevima rada, što sve ovisi o procjeni nastavnika. Pri ovoj metodi, kao i pri mnogim drugima, važno je da učenici osjete da ih vodimo prema određenom cilju, a da ih prije toga ne opteretimo mislima o teškom radu. Ako, na primjer, najavimo da nam je zadatak napisati sastav, što će potrajati dva puna sata, sigurno ćemo navući bijes učenika na sebe. Umjesto toga, ovdje je prikazano kako je važno da prolazimo kroz stupnjeve ovog postupka korak po korak. Učenicima ćemo najaviti samo sljedeću fazu rada da bismo im na taj način usmjerili pažnju na

ono što je važno tog trenutka. Na taj način oni se ne opterećuju samom pomisli na to kako će postići krajnji cilj (o kojem, zapravo, ne znaju mnogo do samog kraja, barem pri prvom pisanju ovakvog sastava).

Potrebne pripreme

Pronađite prikladnu suvremenu temu (npr. iz novina). Odlučite hoćete li raditi s tekstem u cjelini ili samo s nekim njegovim dijelovima. Izrežite zanimljive slike, reklame ili bilo što drugo što prati tekst i tada načinite fotokopije praktične za rad u paru ili u grupi. Recimo, ako ima pet do deset zanimljivih cjelina sa sličnim sadržajem, nastavnik prilikom priprema treba kopirati svaku takvu cjelinu u nekoliko primjerala. U našem primjeru radili smo na promidžbi za računalno prevodenje i na kompjutorskim programima za učenje stranih jezika.



Prvi sat

1. Možemo najaviti temu o kojoj ćemo razgovarati i postaviti nekoliko općenitih pitanja. Nakon toga podijelimo svakom paru ili grupi dvije-tri različite kopije tako da učenici dobiju djelomice iste a djelomice različite primjerke. Nakon što smo razdijelili materijal, učenicima/studentima možete dati upute i to korak po korak. Uputite učenike da pročitaju sadržaj listića i da se pripreme da pričaju o tome što su pročitali na dva načina: ili da općenito predstave ostalim prisutnima što su pročitali, ili da to učine kao spikeri ili glumci u reklamama na TV pri predstavljanju proizvoda. Tijekom ove faze rada nastavnik treba zalaziti među redove i po potrebi pomagati svojim sugestijama.

(Vrijeme potrebno da učenici pripreme predstavljanje materijala: **8–10 min.**)

2. Učenici predstavljaju temu na način koji su sami odabrali. Da bi se tema lakše razradila, nastavnik može pomoći potpitanjima koja bi mogla potaknuti dodatne ideje. U ovoj fazi rada trebamo izbjegavati ispravljavanje pogrešaka učenika dok oni predstavljaju temu, da ne bismo nepotrebno prekidali tijekom iznošenja misli.
3. **Kreativna rasprava (Brainstorming):** Nakon što su svi parovi/grupe predstavili svoj materijal, može uslijediti rasprava kojoj je svrha doći do općenitih zaključaka o temi. Ovo je vrlo važan kreativan dio rada kad su učenici motivirani da govore i razmjenjuju mišljenja. Ovakav razgovor može se razviti i vrvjeti pojedinostima, ali mi moramo kontrolirati situaciju jer nam se inače može dogoditi da ostanemo bez vremena potrebnog za sljedeće faze. Iako je važno uključiti svakog učenika u razgovor, ne trebamo se bojati izostaviti nekolicinu jer obično nema dovoljno vremena da se tema dotakne sa svih mogućih strana. Svaki od njih imat će priliku za govor ili neku drugu aktivnost tijekom sata. (Predviđeno vrijeme: **10 minuta.**)

4. Dok su učenici još pod dojmom onoga o čemu smo raspravljali i što smo prikazali, recite im da napišu jednu dužu zavisno-složenu rečenicu, koja bi obuhvaćala raspravu, te da daju osobni stav ili komentar o temi. Ne bi trebalo dopustiti jednostavne rečenice (za učenike na nižim stupnjevima učenja stranog jezika umjesto toga se mogu dopustiti dvije jednostavne rečenice).

Kad vidimo da su uspješni i da im treba još slobodnog pisanja, možemo im dopustiti jednu dodatnu rečenicu, ali ne prije nego što su pokušali izraziti svoju misao u jednoj rečenici. (Vrijeme: **4–5 min.**)

5. U posljednjoj fazi prvog dijela ove radionice misli učenici glasno čitaju svoj rad. Možemo kratko komentirati što smo upravo čuli ili ostaviti rečenice takvima kakve jesu. Ostali učenici mogu dopunjavati čitača kratkim komentarima. Na ovom stupnju rada ne bismo ih trebali ispravljati ako griješe. (Vrijeme: **8–10 min.**)

6. Recite učenicima neka sada svatko napiše svoju rečenicu na list papira i preda ga nepotpisanog. Ovo će potrajati sljedećih 3–5 minuta, zajedno s uputama. Recite im da sljedeći put na sat donesu škare i ljepilo. Važno je da učenici zapišu svoje rečenice u bilježnice, a nastavnik treba imati njihove kopije. Ovo je kraj prvog sata. (Ukupno: **45 min.**)

Pripreme za drugi sat

Pročitati sve rečenice koje su učenici napisali, ispraviti gramatičke, jezične i pravopisne pogreške i nastojati ne intervenirati u stil i ideje učenika. Izaberite bar jednu rečenicu po učeniku (tako da u kasnijim fazama rada svatko bude zadovoljan kad prepozna svoje rečenice i osjeti kako se one uklapaju u zajednički sastav. Sada možete ispisati rečenice koje ste izabrali. Nije potrebno slagati rečenice po logičnom ili nekom drugom slijedu jer će to biti kasnija zadaća učenika. Prilikom ispisivanja stavite redni broj pred svaku rečenicu: prva reče-



nica br.1, druga br. 2, itd. Zavisno od broja učenika, na kraju će biti možda oko trideset rečenica. Pošto su ovako označene, one se mogu međusobno lako kombinirati premetanjem njihova redoslijeda. Kad ste otipkali/ isprintali stranice, treba napraviti dovoljno fotokopija za cijeli razred. U ovom trenutku možete odlučiti na koji način iskoristiti rečenice za rad. Postoji nekoliko mogućnosti: možete odlučiti hoćete li raditi na različitim područjima gramatike koja se pojavljuju u rečenicama, možete se usredotočiti na pogreške koje su učenici načinili i preko njihove analize zaključiti kako ih izbjegavati ili koja gramatička poglavlja još treba bolje svladati. Za ovaj način rada iskustvo je pokazalo da sad i nije baš neki trenutak za gramatiziranje. Za analizu gramatičkih pogrešaka ima toliko drugih prigoda, a ova vrsta rada treba potaknuti slobodu izražavanja i osjećaj da smo sudionici nečeg stvaralačkog.

■ Drugi sat

Učenicima podijelite fotokopije s rečenicama koje ste izabrali i natipkali. Recite im da pročitaju cijeli tekst i kažu svoj dojam o tome pročitanoj. Mogu usporediti svoje rečenice s onima koje su pročitali s kopija i obratiti pažnju na svoje pogreške, ako ih je bilo. (Vrijeme: 8 – 10 min.)

Kreativni rad (Brainstorming): Sada učenicima recite neka u parovima/grupama učine sljedeće: treba pažljivo pročitati sve rečenice i izdvojiti one koje im ne odgovaraju, a odabrati ograničen broj onih koje im se dopadaju tako da na kraju od probranih rečenica dobiju sastav, ali sadržajem skraćen i zgusnut. Budući da ima puno rečenica, možda i više od trideset, ili dvije stranice tipkanog teksta, učenici trebaju skratiti čitav tekst otprilike na polovicu (najviše oko 250 riječi ili jedna stranica ili 11 – 15 rečenica). Izostavljajući rečenice koje im se manje sviđaju, birajući one koje im se sviđaju više i stavljajući ih na odgovarajuće mjesto za uvod, razradu ili zaključak, učenici će dobiti novi sastav proizašao iz zajedničke radionice ideja. Nije potrebno mijenjati rečenice ili uno-

siti nove kombinacije ili povezivanje ideja. Takvi koraci odveli bi nas predaleko u improvizaciju i ubili bi tempo rada. Rečenice ne treba prepisivati, dovoljno im je dati nove redne brojeve. (Vrijeme: 15 – 20 min.)

Na kraju, recite učenicima neka izrežu rečenice i zalijepe ih na čist list papira i neka ih slože po onom redu koji su odabrali. Kad završe, neka pročitaju naizmjenično jedan drugome svoj rad tako da bi osjetili kako tekst u cjelini »diše«. Prvi učenik čita prvu rečenicu drugome, drugi drugu, zatim prvi čita treću itd. Ovaj rad izvodi se tihim čitanjem u paru, pa ostali nisu uznemiravani govorom drugih sudionika. Nastavnik ih kontrolira i pomaže svojim prisustvom. (Vrijeme: 5 min.)

Završna faza: Kad procijenimo da su učenici završili, kao zadnju fazu rada izložimo listove papira s gotovim radovima na panoe tako da ih svatko može pročitati kad zaželi.

■ ANALIZA I KORIST METODE

Učenici/studenti razvijaju vještinu čitanja i razumijevanja, pisanja i govora. Njihove sposobnosti izražavanja na stranom jeziku kroz predstavljanje materijala i kroz diskusiju koja slijedi usavršavaju se jer takva aktivnost jako motivira i nitko ne ostaje pasivan. Ako nam ostane vremena, možemo porazgovarati o zanimljivim mjestima rada koji smo upravo obavili. Na taj način učenici postaju svjesni različitih stupnjeva ove kreativne radionice misli, što će pomoći njihovoj samouvjerenosti i sigurnosti u svoje znanje. Kako postaju svjesni načina na koji ih vodimo, povjerenje u njihova nastavnika jača. U isto vrijeme oni osjećaju da se njihove sposobnosti izražavanja misli na stranom jeziku poboljšavaju.

Konačan rezultat ovog rada je sastav proizašao iz razmjene informacija i stimulativne kreativne diskusije. Ovu nastavnu radionicu još možemo nazvati »radionica za kontrolirano pisanje sastava« (*controlled composition brainstorming session*).

U atmosferi gdje se razvija osjećaj zajedništva, zajednički rad i razmjena ideja, potiče-



mo samopouzdanje i svijest učenika o vlastitoj sposobnosti da izraze misli na jeziku koji očito više i nije tako stran. Ali, iznad svega, čitav smo proces učenja učinili zanimljivim.

* * *

Evo nekoliko uzoraka kopija originalnih oglasa koje smo koristili za rad. Ovaj put polazna točka su bili promidžbeni komercijalni oglasi o kompjuterskom prevodenju i učenju jezika uz pomoć računala.

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Evo i rečenica koje su učenici napisali tijekom radionice:

1. The world has become a global village and in order to keep up one's needs to adapt and accept the influence of computers and the net on our lives people have to realise that a human body is not a machine in the same sense as a computer is.
2. I must say that all these programs are the proof of the speedy development of computer technology but most of them, especially the ones dealing with translating from one language into another, might show to be worthless without human help.
3. Computers are certainly our future, but if we want to learn how to use foreign languages by means of computer technology, they can't be sufficient to communicate properly because nothing can be learned instantly, especially if something is complex like foreign languages are.
4. Speaking of computer programs for translating, today we have several translation packages. All we have to do is buy one of these: *Universal Translator Deluxe*, *L&H Simply Translating*, *L&H Power Translator Pro*, the *Universal Translator* or *Instant 2000* (which all seem to me like some of the many TV-shop products which promise to quickly solve our problems although we are aware that for example we cannot lose 5 centimetres of our waist in an hour or get rid of wrinkles from our face in a week) and all our problems connected with translation from one language into another will be solved.
5. In the same way a computer cannot replace the grey thing inside our heads or work successfully instead of us and all this is designed in such a way that I am very doubtful about this "*Translator*" taking the place of a human translator.
6. All of these seem to be almost impossible magical programs that enable you to learn a foreign language quickly and easily and which are supposed to break the language learning barrier with their revolutionary "*speak 'n' hear*" technology are a mere promise to those who have the need for communication on a rather low level that includes the knowledge of isolated words and phrases and to those who long for the possibility of chatting through the Internet chat rooms.
7. The technology has already advanced enormously and it is obvious that the new innovations are yet to come.
8. It is a question to what extent can this all be helpful to mankind.
9. *The Universal Translator* can function successfully as a dictionary and a spell-checker but it cannot replace the sophisticated abilities of the human mind either in learning or translating foreign languages and, as for the rest of the stated possibilities, I don't believe into its functionality since a language has its particular features that differ it from all other languages, it has its soul and, these programs would probably fail when faced with difficult tasks such as the structure of a complex sentence, literary texts, poetry or even grammatical structures.
10. *The Universal Translator* is definitely a step forward in the process of facilitating the communication but although it has a considerable number of qualities, it can never replace a well qualified human translator because it is surely only a program in a machine and cannot be perfect.
11. It is limited by the number of words it contains, by the incapability to solve more complicated grammar problems and by the fact that languages change through time and the program itself has to be up-





- dated all the time.
12. Every language is a creative, universal and specific whole which cannot be narrowed and speeded up as promised in numerous software commercials.
 13. I am not totally against computer technology, but I am not so sure if would take all this for granted.
 14. Computer translating programs are very trendy but we tend to disbelieve that they can take the place of human translators (although they can provide help to a certain degree) because it is easier to type the word or a sentence that needs to be translated than to turn a great number of pages in dictionaries in order to find the desired expression.
 15. The ultimate decision about the final form of the translation has to be the translator's, and not the computer's.
 16. I hope that, in the near future, computers will not develop that much as to equal humans in performing intelligent and creative tasks such as translating, for example.
 17. As for their importance in my future profession, I don't doubt that they will be of some help but the question is whether I will be able to afford them.
 18. I believe that they can be used as a sort of tool in our future profession, but this should not be taken for granted.
 19. Computers cannot solve all our problems dealing with language or translation.
 20. Human translators will, of course, still be needed to stand as a link between these programs and a foreign language and, no matter how intelligent they may seem, they can only provide a limited number of words.
 21. In my opinion, a translation software can be a useful tool when translating from or to a foreign language on the level of spelling check and the use of collocations and idioms which can be found as a part of the program; nevertheless, human intelligence is indispensable on more advanced levels such as semantic nuances and sociolinguistic requirements.
 22. Computer programs can help us in the world of business, in writing and translating formal letters, but no computer can translate literary works where feeling is needed.
 23. I don't think it is possible to rely completely on computer technology because human supervision is necessary.
 24. Although, when seeing these advertisements, a translator might feel somehow threatened by the new technology, the fact that, for example the Croatian language is not listed (and probably will not be for a long time), can reassure us that after having graduated from university we are still going to be needed as translators.
 25. Another very important point that should be taken into consideration is the fact that computer programs are unlikely to be developed to that state of perfection that they will be able to translate complex texts such as novels, poems etc. so, we may conclude that human help will always be needed.
 26. No matter how improved computer programs get, they will never replace an eye-to-eye conversation; moreover, although I don't know how effective these products are, I don't think that they are ever going to come into global use and therefore I believe that our profession will still be needed and become even more profitable in the future.
 27. They can help to enrich our vocabulary but they cannot have significant importance when dealing with the semantics or

syntax of a language or intercultural differences of languages whereas native or non-native speakers of a language are able to consider such differences.

28. Although computers are more and more used in everyday life and are constantly improved, it will never be possible to use them as a substitute for each type of human activity, especially intellectual, because their capabilities are limited (which ought to be admitted by even the greatest computer fans).
29. Besides, there's more to life than just communicating with someone over the screen.
30. All in all, computers are not so perfect as they are believed to be: they break down from time to time and they work only if there is electric power to make them go.

A evo i jednog gotovog sastava koji je nastao odabirom odgovarajućih rečenica. Njihovi izvorni redni brojevi su ovdje radi lakše identifikacije. No, oni se normalno mogu izostaviti. Učenici odlučuju o naslovu sastava na kraju čitavog postupka.

With or Without the Human Brain?

12. Every language is a creative, universal and specific whole which cannot be narrowed and speeded up as promised in numerous software commercials.
4. Speaking of computer programs for translating, today we have several translation packages. All we have to do is buy one of these: *Universal Translator Deluxe*, *L&H Simply Translating*, *L&H Power Translator Pro*, the *Universal Translator* or *Instant 2000* (which all seem to me like some of the many TV-shop products which promise to quickly solve our problems although we are aware that for example we cannot lose 5 centimetres of our waist in an hour or get rid of wrinkles from our face

in a week) and all our problems connected with translation from one language into another will be solved.

6. All of these seem to be almost impossible magical programs that enable you to learn a foreign language quickly and easily and which are supposed to break the language learning barrier with their revolutionary "speak 'n' hear" technology are but a mere promise to those who have the need for communication at a rather low level that includes the knowledge of isolated words and phrases and to those who long for the possibility of chatting through the Internet chat rooms.
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CONTROLLED COMPOSITION BRAINSTORMING

(The workshop was presented at the 9th annual
HUPE Conference in Zadar, April 2001)

Summary

Controlled Composition Brainstorming is an original method of working in a group on a chosen topic with the final aim of writing an essay. The following activities are involved: reading and understanding the assignment, thinking, preparing the presentation, oral interpretation and discussion with guided brainstorming and its final elicitation into longer compound sentences, working in groups or pairs to produce an essay on the subject. This "workshop approach" will surely hatch several very good essays bristling with the ideas of many participants. All elements of learning a foreign language are made active while the students share the feeling of taking part in this interesting learning activity and common creation.

(The level of English: from intermediate to advanced).

Key words:

*controlled composition brainstorming, writing an essay, brainstorming,
group work, pair work, writing a composition*