

Original paper

EVALUATION OF STUDENTS DEPARTMENT OF CLASSROOM IN BOSNIAN, CROATIAN, SERBIAN LANGUAGE AND LITERATURE

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Abstract

In educational theory and practice, in addition to the term student assessment, and the terms are used: measurement, assessment and evaluation. The evaluation is the subject of docimology (psychologically). Evaluation is an inseparable part, or rather, a trace element of the teaching process that the preparation, processing facilities, training and checking forms a whole. The modern concept of watching evaluation in context - evaluation (evaluation) of the entire educational process and results; So the assessment determined in correlation with the recording, checking and measuring, as well as a procedure for the selection of operations by comparison, and using a variety of objective measurement instruments, there is a valuable indicator of the outcomes of the educational process. To understand the essence of evaluation is necessary to determine the relationship between the assessment and grading: verification forms the basis of assessment and evaluation of the natural epilogue of probation. Terminology and the concepts these processes are separated, but in the classroom they are unique, because checking collect the necessary documentation on the implementation of teaching tasks, on the basis that a particular mark indicates the degree of realization of these tasks. Revision and evaluation are seen as one of the components of the teaching process, which is directly linked to the others, which are: the introduction of the teaching, processing of new educational content, training and repetition. (Educational Encyclopedia, 1989, p. 135.) Guest have multiple meanings. One of them is the measurement, evaluation in a broader sense and assessment in the narrow sense and represent a social activity. According to the content, assessment can be: synthetic and include

a larger number of foreign student's educational - educational level and progress, analytical, which aims to cover only one aspect of the pupil of educational segment.

The social character of the mark is in the fact that they are the result of social agreement, social acceptance of certain norms. Therefore, it is very symptomatic that the grading system is not always a realistic indicator of actual knowledge students. Grading system, although defined, rules and regulations through guidelines or "rules for the assessment" given in accordance with the institutions responsible for monitoring and evaluating the progress of students, not uniform and precisely defined.

In Bosnia and Herzegovina in the use of the scale of five ratings, (except in the first two grades of nine-year primary education) or five quality categories of assessment of students' knowledge (of the third grade of nine-year primary education), which is often used in the assessment and other organized and derivative activities.

That are: very bad (1), sufficient (2), good (3), very good (4), excellent (5).

In these scales numerical grading differences between the levels are not always equal. If the teacher is estimated that the level of knowledge of a student evaluation "sufficient" and the other for the score of "good" we can not say for certain that this difference is equal to the difference in the knowledge of students whose knowledge estimated assessments "good" and "very good". This type of evaluation is complex, especially when evaluating the students with the highest grade "excellent" or minimum "insufficient" because fluctuations in the knowledge students can be associated with different types of de-concentration or affinity for certain areas in the educational process.

Testing and evaluation of students' knowledge is an inherent part of the learning process. In their work, the teachers almost every day check and evaluate students' knowledge. The function of modern valuation reflected in informing, comparative and integrative purpose. The process of descriptive assessment, conditional intensified continuous monitoring of progress or stagnation students and uneven parameters in the evaluation of knowledge (every teacher, active, school, respectively), constantly intensified. Descriptive assessment should be reciprocal-effect relationship with the latter, in the higher grades of classroom instruction, assessment, which adequately shows the progress of students.

- An example of one form of oral assessment:
- Extremely Successful in all teaching areas
- Successful In most areas of education
- Successful Overcomes the requirements of certain areas
- There's Difficulty in overcoming educational fields
- There's Difficulties in adopting all or most of the teaching areas

Particularity evaluating primary school students in the Bosnian, Croatian, Serbian (mother language) and literature is determined of essential and dominance of the case in educational process. Adaptive phase, the first half of the first grade of nine-year primary education system, defined general assignment for introducing students to the process of education and assessing students' knowledge. This process takes place within the framework of establishing most relevant verbal communication and speech development, and proper use of language normative parameters and subject to a broader form of descriptive proficiency students. At The stage of reading and writing that is present during the process of education in all grades of primary school students, the assessment in the adoption process of writing and reading is defined on two levels. Students of the first and second grade are assessed descriptively, in accordance with the parameters of evaluation and the types of activities; while students of the third, fourth and fifth grade evaluate numerically. Reciprocal links with other objects is not conditioned by a priori assessment, rather than the ability to read and understand the text read, so that

limits the ability of these directly affect the assessment of other subjects. Area of Culture of expression, which is part of the subject Language and Literature also has a direct impact on the process of adoption records in other areas, because the student mastered skills of talking and recounting, reproduces the necessary knowledge, which can later evaluate the grade. The ability to adequately streamlined and the presented learning the ideas, indirectly causes itself assessment. Grammar and spelling are an inseparable part of the process of general education, especially when it comes to adoption of curriculum concepts in other subjects, primary school students, with special emphasis on the proper marking of certain characters, which classified information that a student adopts. It is often neglected segment of education in the process of evaluation in other cases, and it is essential to complete the adoption of the offered material. This is especially important when evaluating written work in an examination type: dictate, control work, the test (in higher grades paper, essay, etc.).

The development of science and approach to this problem has led to the fact that in assessing apply and refine new technical procedures and methods that range from the teacher's assessment of oral responses and objective type tasks, which I have drawn up a teacher, to standardized measurements of student achievement.

Guest have multiple functions:

- Expression Court of teachers on the progress and achievements of students,
- Informed students and parents on student performance, with like
- Basis for the translation of students from one class to another, or to a higher level of education,
- Motivation students for greater commitment,
- Indicated of the special abilities of students.

The most common purposes of evaluation are:

- Providing of feedback to teachers about student progress, ensuring feedback to students,
- Motivation students,
- Insurance record student progress, the term of the current achievements,
- Estimate student readiness for future learning.
- Basics for life interest, and informed about the efficiency of the school.

The above parameters are often controversial in the evaluation because the functions and purposes of evaluation, especially in the case of Bosnian, Croatian, Serbian language (language) and literature, provide multiple opportunities in the marketing of the evaluators, as well as conditionality volume segments in this area that requires constant monitoring the progress and evaluation of approved material, which in the extreme becomes the basis for understanding the material of other subjects to students of classroom teaching.

Keywords: *classroom teaching, evaluation, language, literature, student.*

Introduction

The educational theory and practice, in addition to the term student assessment, and the terms are used: measurement, assessment and evaluation.

Assessment of the object of study docimology (psychologically). Evaluation is an inseparable part, or better said, a trace element of the teaching process to the preparation, processing facilities, training and checking forms a whole.

The modern concept of watching assessment in the context of - evaluation (evaluation) of the entire educational process and results; so the assessment determined in correlation with the recording, checking and measuring, as a procedure for the selection of operations by comparison, and using a variety of objective measurement instruments, there is a valuable indicator of the outcomes of the educational process. To understand the essence of evaluation is necessary to determine the relationship between assessment and evaluation: verification forms the basis of assessment and evaluation of the natural epilogue of probation. Terminological and conceptual these processes are separated, but in the classroom they are unique, because checking collect the necessary documents on realization of educational tasks, on the basis of that particular mark indicates the degree of realization of these tasks. Checking and evaluation are seen as one of the components of the teaching process, which is directly linked to the others, which are: the introduction of the teaching, cultivation of new teaching content, practice and repetition. (Pedagoška enciklopedija, 1989 p. 135.)

Guest have multiple meanings. One of them is the measurement, evaluation in a broader sense

and assessment in the narrow sense and represent a social activity.

According to the content, assessment can be:

- synthetic and include a larger number of foreign student's educational - educational level and progress,
- analytical, which aims to cover only one aspect of the pupil of educational segment.

The social character of the mark is in the fact that they are the result of social agreement, social acceptance of certain norms. Therefore, it is very symptomatic that the grading system is not always a realistic indicator of actual knowledge students. The system of assessment, although defined, rules and regulations through guidelines or "rules for evaluation" given in accordance with the institutions responsible for monitoring and evaluating the progress of students, not uniform and precisely defined.

In Bosnia and Herzegovina, within the framework of the curricula that determine the evaluation of knowledge in the use of the scale of five ratings, (except in the first two grades of nine-year primary education) or five qualitative categories of assessment of students' knowledge (of the third class of nine-year primary education), which is often used in the assessment and other organized and carried out activities.

That are: Inadequate (1) - F Sufficient (2) - D Good (3) - C Very good (4) - B Excellent (5) - A

In these scales numerical grading differences between the levels are not always equal. If the teacher is estimated that the level of knowledge of a student evaluation "sufficient" and the other for the score of "good" we can not say for sure that this difference is equal to the difference in the knowledge of students whose knowledge estimated assessments 'good' and 'very good'. This type of evaluation is complex, especially when assessing the students with the highest grade of "excellent" or at least "weak", because fluctuations in the knowledge students can be associated with different types of devolution or affinity for certain areas in the educational process.

The Types of Assessment

From a variety of assessment activities that are used in schools arising are also different types of assessment.

Formative assessment. The objective of this evaluation is to improve the successful learning of students. This is achieved by providing timely feedback to students, anastavnici receive feedback information which will allow them, in the future, effectively meet the student's educational needs. Formative assessment is aimed at finding errors, difficulties and deficiencies in students' work and provide advice on how to improve the work.

Summative assessment is the evaluation that determines the standard of achievement at the end of a particular educational period (at the end of the semester or school year).

Normative evaluation of the evaluation that student achievement measured by the success of other students.

The evaluation criteria is based on the assessment that the student's success is evaluated on the basis of whether it met certain description of achievements. This means that all students who meet this criterion, to be evaluated corresponding grade, regardless of the success of other students.

Diagnostic evaluation overlaps with formative assessment, or precisely determined performance problems or learning difficulties.

Internal assessment of the evaluation activities that are designed and implemented teacher and four she's part of his regular work.

External assessment of the evaluation whose activities are designed examiners outside the school, can not conduct classroom teachers, but their check performed outside evaluators.

Informal assessment is based on monitoring the work of the department.

Formal assessment is the evaluation of the pre-announced, and to provide students with the opportunity to prepare for the assessment.

Permanent evaluation. The final grade is based on the standard of achievement in various forms of assessment over a longer period.

One-time evaluation. The final grade is based on the standard achieved, only at the end of the course or program.

(Matijević, M. (2004). *Ocjenjivanje u osnovnoj školi. Zagreb ...*

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Testing and evaluation of students' knowledge is an inseparable part of the educational process. In their work, teachers almost every day checking and evaluate students' knowledge. The function of the modern valuation reflected uformativnoj, comparative and integrative purpose. Therefore, the process of descriptive and numerical evaluation, conditional intensified continuous monitoring of progress or stagnation students and uneven parameters in the evaluation of knowledge (every teacher, active, school, individual), constantly intensified. Descriptive assessment should be reciprocal-effect relationship with the later, in the higher grades of classroom teaching, assessment, which adequately shows the progress of students.

- An example of one form of oral assessment:
- Extremely Successful in all teaching areas
- Successful in most curriculum areas
- Successful Overcomes the demands of teaching areas
- There's Difficulties in mastering teaching areas
- There's Difficulties in adopting all or most curriculum areas

Classification errors in written work (Possible examples of numerical evaluation in the field of grammar and spelling). I like to be with:

- A lot of errors, irregularities in writing, (1)
- A lot of mistakes, but it is possible to understand the content, (2)
- Occasional mistake, understandable, (3)
- Error-free, user-friendly, aesthetically or unbuilt, (4)
- Error-free, user-friendly and nice, (5)

Grammatical accuracy and meaningfulness of written work:

- There are a lot of errors it may have meaning, (1-2)
- Occasional error, the text is understandable, (2-3)
- Little errors, (3)
- No typos, (4)
- Everything is consistent and very meaningful done, (5)

Guidelines for monitoring and descriptive evaluation

Student achievement

Descriptive assessment is a quality analysis of student achievement. On one side are the objectives that we have defined, outcomes and performance indicators, and on the second attempt at a certain scale of achievement determine the position of each student. This is a qualitative assessment. Descriptive evaluation is appropriate to the students of junior school age. Software requirements with respect to content is not extensive, but the student an excessive burden, because he does not rule reading as an underlying asset, or method of learning. Guest students' achievements are made on the basis of a description of defined outcomes of individual educational areas (subjects), except that only at the end of third grade performed a numerical score. Descriptive mark has its own "analytical structure" and the continuity of the observation and recording of promotions. This is information about the achievements in certain segments of the program. Based on this information it is possible to create an overview of each student. These are important information about the teacher and his ability to assess the characteristic data about each student, which are also a landmark for planning the next steps.

If a student fails to meet the minimum standards, the school is obliged to make individual catch-up program behind in learning how to make the child realize defined minimum.

The overall organization of work in the classroom must be subordinated to the requirement of providing advancement in accordance with individual abilities.

In making descriptive marks we should bear in mind the following elements:

- specific educational tasks;
- how much is to be learned program content (totally, in part, was not adopted);
- area in which the student is successful, what is his strong suit;
- degree of students' progress in relation to the beginning of the school year (a lot, a little, not at all,
- what's the difference between the starting point and the current situation); atomizing
- where students have difficulty (excuse, analysis and synthesis, understanding,

reproducibility, lack of attention, replacing votes letters, the impossibility of reasoning and the like);

- identifying recommendations for overcoming learning difficulties;
- individual students to work (dependent is the smallest thing for help
- individual is partly independent);
- a relationship students to work and obligations;
- students attention to content;
- a relationship to other students;
- a relationship to the teachers;
- other features.

For the assessment and evaluation is particularly important:

- that is based on criteria;
- that is continuous and based on the monitoring of students' work;
- that involves many aspects;
- to reflect the diversity of approaches;
- that is based on what the child knows and what is his strong suit;
- that relies on students' ability and freedom of self-assessment;
- that all the pupils involved in the process and know what to expect;
- to assessing the subordinated important objectives (knowledge, life, solving problems life situations), not only the requirements of study and abstract goals;
- to respects developmental characteristics of children of a certain age and each child;
- to assist in the identification of children with special needs;
- to the assessment carried out in circumstances that are appropriate to the needs of children, and without intimidation of students low grade and weight assignments;
- that we have in mind to assess exactly what needs to be assessed;
- to assess individual segments in relation to the objectives of the Programme and overall achievements.

Evaluation of students is one of the most delicate components of the education process, which significantly determines the quality of education.

For the development of quality it is necessary to: define the evaluation criteria (standards of educational achievement), to develop a new evaluation concept based on educational standards and formative evaluation, in which the emphasis will be informative, instructive and developmental-motivational evaluation function, to develop different models and techniques of assessment (for example: analytical, portfolio, participación, project, exam, products and skills, oral demonstration, etc.), to develop students' ability to self-assessment.

The quality of teachers and curriculum, the quality of the environment in which learning is the quality of the learning process must lead to the quality of students' achievements.

The quality of students' outcomes implies: guaranteed adoption of basic knowledge, skills, competencies and values; ability of students to use these achievements in continuation of their education, but also in life; relevance of the acquired knowledge, skills, competencies and values for socio-cultural context in which students live. Align the system of evaluation of the most relevant settings concepts: principles, outcomes indisempowering, standards, organization of teaching and learning strategies.

When assessment, we can say that is meaningful and desirable activity?

The evaluation makes sense as far as linking the requirements of the curriculum, needs and possibilities of students and learning outcomes.

The Rating Serves as Notice that is Intended for:

- student,
- parents,
- professional services,
- the Administration.

Children do not have the capacity to adequately monitor the numbers that are indicators of their knowledge and reports on the percentage pass rate. Evaluating no purpose, if not lead progress, continuous improvement. If you will score a factor in the fixing of a single point, the long line of continuity of promotion it is not required. The value assessment is exactly as much as the line of progress from the starting point, to the point when examining. Students should gradually lead to the possibility of analysis of their own work,

investment effort, to try to discover what it is that bothers him in his progression and acquisition of knowledge.

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The role and importance of evaluation in the teaching of the Bosnian, Croatian, Serbian language and literature students of classroom teaching.

What is specific evaluation primary school students in the Bosnian, Croatian, Serbian (native language) and literature is determined bitnošću and dominance of the case in vaspino educational process.

The development of children's language skills can be viewed in the context of language acquisition at multiple levels. Speech develops initiating communication skills, even in pre-school age. Through the program content of the subject "mother tongue", gradually develop linguistic feeling of students: exploring the meaning and function of the concept word, linking words in sentences and correct conduct of the sentence; develop grammatical spelling-speech aspects and introduce them to various forms of written and oral expression. Language is a very complex array area in terms of human communication, defined as the community means of expression available to us when we design a single statement. It involves the application of various techniques with continuous improvement at the level of reading and pisanja. Govor is recognized and at different levels of expression of culture in the methodology of language and literature, be it of the testimony, narrative or descriptive, ways that are established in this area of linguistic expression or the adoption and recognition of symbolism and structural elements of a language. The child is unable to understand and directly experience one literary text, if not adequately savladalao elements of reading. Initiating creative approach in teaching language and literature develops in students multiple capabilities within the framework of the process: individual work and research, the process of observation and reasoning, in the process of arousing the imagination, the process of thinking; this implies by teachers, but also by the proposed curriculum, diverse

and planned very precisely determined educational goals and objectives, such as independent reading, adopting a literary-theoretical concepts, interpreting literary texts, underlining the significance of the book in the education and self-education, enrichment of emotional, cognitive and social components, the development of language skills, creative and critical thinking, personal and social virtues and values. Therefore, it is very important how, in what way and by what methods, we introduce a child to the world of literacy and the world of books, in particular, how we value knowledge and skills in this area.

Mother language as a subject, the system of linguistic and literary knowledge. Language teaching program includes the content of the teaching of grammar, spelling and orthoepy, content written and oral expression. The program includes teaching literature introduction to literary works, the basics of the theory of literature, the development of interest for independent reading and reading in the function of collecting and adoption of various information.

Adaptive phase, the first half of the first class of nine-year primary education system, defined the task of the general introduction students with the process of education and assessing students' prior knowledge. This process takes place within the framework of establishing narelevantnije verbal communication and speech development, and proper use of language normative parameters and subject to a broader form of descriptive proficiency students. At the stage of reading and writing that is present during the process of education in all grades of primary school students, assessment of the adoption process of writing and reading is defined on two levels. The students of the first and second grade are assessed descriptively, in accordance with the parameters of evaluation of this type of activity; while students of the third, fourth and fifth grade evaluate numerically. Reciprocal links with other objects is not conditioned a priori assessment, but the ability to read and understand the text read, so that limits the ability of these directly affect the assessment of other subjects. Area of Culture of expression, which is part of the subject Language and Literature also directly affects the process of adopting the material in other areas, because the student mastered skills and testimony recounting, reproduces the necessary skills,

which are later evaluated the grade. The ability to adequately formulated and learned the presented text, indirectly causes itself assessment. Grammar and spelling are an inseparable part of the process of general education, especially when it comes to the adoption of the material terms of other cases, primary school students, with special emphasis on the proper marking of certain characters, which classified information that a student adopts. Often this segment of education neglected in the evaluation in other cases, and it is essential to complete the adoption of the proposed material. This is particularly important when evaluating written work in the entrance exam type: dictation, control work, test (in higher grades a paper, essay, etc.).

Example adoption records from the methodical field

Initial reading and writing.

First half Second half of class

Latin characters.

The teacher is free to the planning process, based on assessment of their class, deviates from this recommendation division of teaching hours per area Areas and global indications elements of the plan and the overall program requirements.

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The development of science and approach to this problem has led to the evaluation of applied and perfected a new technical procedures and methods, which range from the teacher's assessment of oral responses and objective type tasks, which a teacher prepares to standardized measurements of student achievement. Valuation of knowledge and evaluation directed towards that, to achieve optimal results in the quantity and quality of the adopted materials, in contrast to previous procedures and evaluation of the adopted materials, where priority had information "considers what is to be learned and what he knows."

Guest have multiple functions:

- expression Court of teachers on the progress and achievements of students,
- informed students and parents about the achievement,

First semestar	Class	Second semestar
The development of speech. The preparation for the adoption of printed letters of the first letters	I	Adoption of large and small print letters, reading (the correctness and comprehension). Training techniques and logic read in the context of the Latin alphabet.
Exercises reading (correctness, understanding, speed), the introduction of elements of expression; perfecting the art of writing).	II	Adoption og large and smal writing letters.
Training techniques and logic of reading and writing.	III	Adoption of Cyrillic print letters, exercise of reading (the correctness of reading and understanding).
Exercises expressive and creative reading and expression in the context of the Latin alphabet; correctly read independently texts printed in Latin script; training of reading techniques in the context of the Cyrillic alphabet.	IV	Correct independent reading texts printed in Latin; Further work on all aspects and qualities of reading texts printed in Cyrillic script; The adoption of written letters of the Cyrillic alphabet.
Reading in order to understand the content, experience aesthetic and ethical values of text (texts printed in Latin and Cyrillic). Types of reading: investigative, critical, reading with understanding, creative. Developing the ability to express thoughts, feelings, attitudes logically structured and grammatically accurate sentences taking into account the composition cycles in written work. Fifth grade to treat training techniques of reading and writing, types of reading, application of both letters in the versions of printed and cursive letters.	V	The Improving all aspects of reading (regularity, speed, expressiveness). Self reading unfamiliar texts, quickly locate important information. Further work on perfecting writing techniques and aesthetics of the manuscript in the form of exercises.

- as a basis for translation students from one class to another, or to a higher level of education,
- motivation students to greater effort –
- an indication of the special abilities of students.

The most common purposes of evaluation are:

- providing of feedback to teachers about student progress, ensuring feedback to students,
- motivation of students,
- insurance record student progress, the term of the current achievements,

- estimate students’ readiness for future learning.
- basics for life interest, and inform the efficiency of schools.

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The above parameters are often controversial in the evaluation because the functions and purposes of evaluation, especially in the case of Bosnian, Croatian, Serbian language (mother tongue) and

literature, provide multiple opportunities in marketing thinking assessors, but the dependence of the volume segments of the area that requires constant monitoring the progress and evaluation of approved material, which in the extreme becomes a basis for understanding the material of other subjects to students of classroom teaching. The specificity of the evaluation is in the process of reciprocal and effect associated with certain difficulties that the student can directly express: decreased concentration, fatigue, mismatch of motor actions, hyperactivity, speech difficulties (bradylalia, tachylalia, stuttering, twang), digrafija, dyslexia, chronic diseases, impaired vision, hearing loss and so on. This statement refers to the lighter form of the disorder that can be caused by the respective current status or situation, which is extremely necessary to take into account at evaluating and assessing the student's knowledge. Continuous improvement and monitoring of student progress, implies permanent engagement teachers, as well as the application of appropriate parameters, including innovative forms of evaluation using electronic tools that allow transparent tabulations advancement in teaching.

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