

Ivana Djordjev, MA¹

Preschool Teacher Training College "Mihailo Palov"

Vrsac

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POSSIBLE APPLICATIONS OF CONCEPTUAL METAPHORS (COGNITIVE APPROACH) TO IMPROVE ORTHOGRAPHY TEACHING

Abstract: The first part of this paper focuses on the analysis of conceptual metaphor pupils of the final year of secondary school use, with the intent to determine how pupils perceive the orthography, teaching orthography, common mistakes, etc. The second part considers the metaphorical conceptualization of some typical orthography errors that are documented in written secondary school assignments. The aim of this paper is to show the possibilities of conceptual metaphors (cognitive approach) for the detection of deficiencies in teaching orthography in order to understand the causes of some orthography errors (and thus their elimination) that appear in the written expression of secondary school pupils. Also, a metaphor is used as a starting point for modeling methodological applications for the purpose of practicing proper punctuation of a sentence in the final grades of secondary school.

Key words: cognitive approach, conceptual metaphors, orthography, the Serbian language.

1. Introduction

In the teaching of the mother tongue in primary schools metaphors are approached within the rhetorical and stylistic traditions as a figure of speech, language ornaments, with the purpose of estranging the expression and are, therefore, related primarily to literary text. (In this case we speak of poetic metaphors). Pupils learn about another perspective of metaphor in secondary school - within lexicology metaphors are seen as the most important mechanism for the creation of new lexical meaning (metaphor as a linguistic mechanism) – these are called lexical metaphors. The third basic understanding of metaphor within cognitive linguistics: metaphor is seen as a tool of thought and is called conceptual metaphor (Lakoff & Johnson, 1980, Lakoff, 1993, Klikovac, 2004).

- 1.1. *In short on conceptual metaphors.* According to Lakoff (1993: 210) conceptual metaphor is defined as copying or a creation of a fixed ontological link between two conceptual domains. Understanding of a concept (or conceptual domain) is carried out using the second term, which is usually perceptually knowable and well-known (cf. ARGUMENT IS WAR). Establishing a conceptual (ontological) correspondence, i.e. the mapping is made from one to the other domain. A domain which 'borrows' its structure is called the source (source domain), and one that is understood on the

¹ ivanacurcin@yahoo.com.

basis of the previous one is called the target (target domain). In the above mentioned example basic domain is WAR and the domain that we want to explain is ARGUMENT. Knowledge about one domain is transferred to the knowledge of the other, abstract domain (IN THE WAR YOU WIN OR WITHDRAW; up. During the discussion with him, I have never won, I decided to withdraw.). That correspondence makes it possible to think about the target concept with the help of the knowledge we have of the original concept (the argument is referred to as a war). Patterns of reasoning are also reflected from one to the other domain (you can lose or win the argument the same way as in a war.).²

- 1.2. Conceptual metaphor is associated with the way we understand reality – in understanding unfamiliar concepts and conceptual domains we use what we know and perceive abstract through the concrete, close and well-known phenomena and realities (cf. principle of gradual and systematic, rules of grading Nikolic, 2006 : 109-116, 110). Cognitivists vividly describe the following using the metaphor again, 'as if our ability to understand the experience of using a metaphor of some kind of sense, as sight, touch or hearing, with metaphors being the only way to perceive and experience much of the world around us '(1980, 239, in the Afterword, according to Klikovac, 2004 :15). Metaphor is not merely a matter of language ... but a matter of opinion ... first there is the thought ... then it determines behavior, managing perceptions, actions, relationships with other people and so on. (the same, 11).

2. Conceptual metaphors and Orthography

When it comes to orthography, there is no doubt that students are on the abstract field – according to Vygotsky, “Written speech requires a dual abstraction of the child : of the loudness of speech and of the respondents” (Vygotsky,1977 :243). In addition to the dual abstraction, Vygotsky mentions, whoever (orthographically correctly) writes must always bear in mind the differences between phonemic implementation, which he or she recognizes in his\her oral speech (people first learn to speak, and then to write), and the graphic realization of the speech, consistent with a complex system of orthographic rules. Thus the spelling as 'the science of rules (i.e., correct) for writing of words ... the art of and rules for writing according to the accepted norms' (Simeon, 1969), whose rules are adopted in parallel with the basic literacy, is presented as a third-order abstraction.

² There are different structural metaphors (one term is metaphorically structured by a second, compare DISCUSSION is WAR), orientation (derived from our spatial orientation, the source domain are concepts such as up - down, inside - outside, front - back, deep - shallow , central - peripheral, as in a metaphor HAPPINESS IS UP, thus SADNESS IS DOWN, and illustrates by metaphorical expressions such as: *He was in the seventh heaven*). The third type of conceptual metaphors are ontological metaphors (where the events, emotions, ideas, activities and such get ontological status). Thus, for example, the *price rise* metaphorically understood as an entity supported by a noun *inflation*. Metaphor inflation is entity is illustrated by terms such as *inflation lowers our standard of living, inflation will increase, we have to fight against inflation and so on.*; having been declared as the entity it can identify some of its aspects, it can be seen as a cause and so on.; term derived from ontological metaphor can further be define and understood by structural metaphors (Klikovac, 2004: 23).

3. Methodological Framework

3.1. *The subject and the research topic.* In teaching practice, when it comes to orthography, much more attention is paid to the persistent repetition of material, and too little thinking about: 1) how students experience orthography, 2) the way we understand the rules of orthography, 3) which conceptual metaphors reflect their views on the importance of orthographic norms and the importance of its application.

Therefore, *the subject of this paper* is the secondary school students' conceptual metaphors about the orthography, *and the basic problem* can be expressed in the form of the following question (to which the research comes up with the answer):

Can gaps of orthography teaching and causes of some orthographic errors be identify by the discovery and understanding of the conceptual metaphor of secondary school students about orthography?

3.2. Therefore, *the main aim of the study* was to detect and interpret the metaphorical conceptualization which the secondary school students have about the orthography, orthography teaching, and the orthography errors.

3.3. In this research , we started from *the hypothesis* – that the secondary school students' detection and detailed understanding of the conceptual metaphors about orthography, can point to weaknesses of teaching orthography in secondary schools, as well as the origin of some, even the most common orthography errors that appear in the written expression of secondary school students.

In addition, the conceptual metaphors may indicate: a) how the complex nature of learning orthography is understood, (b) what is the role of the participants in the learning process (when it comes to teaching spelling), (v) the effects certain metaphorical conceptualizations have in practice, (g) what impact metaphors have on the outcomes (knowledge, the extent of its applicability, motivation, etc..), (d) what is the ratio of students to the written word and culture (written) speech and (f) what would be methodical procedures that could improve the knowledge of orthography.

3.4. *Method and type of causes.* We chose, through the particularly made survey, to find out the source domain through which secondary school pupils understand not only the orthography and how it is taught, but also literacy (cf. literate, illiterate man), as well as the varieties of violations of orthographic norm, i.e. orthographic errors. In accordance with the purpose and possibilities of testing, each segment of the survey initiated the metaphors related to a target domain (1) Orthography is ... (2) Teaching orthography is ... (3) misspelling is ... (4) Literate man. .. (5) An illiterate man is ..., with each metaphor 'short story' should be produced, i.e. an explanation of the choice of the original domain.

The basic method used in the study is descriptive, and studied corpus consists of 43 metaphors collected in the second half of the school year 2012 / 2013th year. A survey was conducted among the students of the fourth grade of secondary school in Vrsac

(questionnaire completed by 50 students, and two classes of socio-linguistic course). Thus, the research sample is intentional (deliberate) pattern.³

3.5. *Preparation of research.* Prior to the survey the students were presented with test objectives, and we also explained the difference between conceptual and poetic metaphors. At this age, a simple and appropriate way (indicating the striking and interesting examples of colloquial language), students are familiar with the basic settings of cognitive science and cognitive linguistics, as well as the possibilities for application of a cognitive approach to language teaching, as a way of understanding certain linguistic phenomena undoubtedly affects the attitude of students towards learning material, as well as their motivation for adoption and application of knowledge.

4. Research findings and interpretations

4.1. As for the metaphorical conceptualization of orthography, the survey results showed that secondary-school orthography is commonly conceived through the following conceptual metaphor ORTHOGRAPHY IS SPACE, SPELLING IS DANGEROUS / UNEXAMINED SPACE (cf. Spelling is a minefield; Spelling is the bottom of the ocean).

4.1.1. The choice of the source domain clearly show two important facts a) resentment, backlash and fear of lack of clear rules of orthography, b) awareness of their uncertainty in the application of knowledge in orthography, and hence a conciliatory attitude toward the certainty of orthographic errors in written expression (own and someone else's).

4.1.2. We observed that the very rare extremely affirmative metaphors that indicate that students perceive the orthography as a necessary and important regulatory element in everyday written communication, which is another proof that the teaching practice does not cherish a culture of written expression and orthographic regularity of the written is not paid enough attention to. Students do not have to satisfactorily developed awareness of the importance and purpose (i.e., goals and objectives) learning of orthography. The following verses of a high school senior most eloquently illustrate and support this conclusion, given as a kind of poetic response to one of the requirements of the survey (the orthography is ...):

³ The choice of the school in which the research was made was determined by the educational profile, the work area (Classical Gymnasium) and the course that students attend. We have chosen the secondary level of education for several reasons. It is known that the linguistic culture of an individual affects his education as well as the overall cultural environment in which they live, although linguistic expression is formed primarily at the school. After graduating students do not study organized their native language (other than those who choose for a preschool teacher training colleges or philological studies) (Petrović 1999: 35). Also, previous studies suggest that the language development ends at the age of thirteen to fourteen years (Vasic, 1976), and this is the reason we have included in our sample work of secondary school students who should already have developed linguistic expression. So, we wanted to find out how graduates (we feel that they successfully use the language) conceptualize the orthography and teaching orthography.

*Orthography, oh, that strange world!
Although he wandered around a thousand summers,
Will he not penetrate into its secrets,
which in mortal eyes seem to be endless.*

The above verses reveal that the spelling is perceived as strange, therefore, unknown space; famous metaphors PURPOSE OF THE ACTIVITY IS THE JOURNEY DESTINATION (Klikovac 2004: 28) and TO EXPLORE NEW MATERIALS IS TO GET TO KNOW THE UNKNOWN AREAS here ,due to lack of teaching success, are given its negative version, and are modified into metaphors ORTHOGRAPHY IS A STRANGE, WONDERFUL, MYSTERIOUS WORLD/AREA, ORTHOGRAPHY MATERIAL IS AN UNKNOWN SCENERY, KNOWLEDGE ABOUT ORTHOGRAPHY IS NOT SO EASILY ACHIEVED, APPLICABILITY OF THE ORTHOGRAPHY IS VERY LOW (endless secrets).

In accordance with the above is a metaphor Orthography is a **Spanish village**, a familiar phrase is used as a confirmation of incomprehensible rules (and the method of applying of the rules) orthographic norms (Sipka, 2007 :17). It was observed that the pupils at the end of secondary school, regardless of the fact that after years of learning about the language they lack close mechanisms for successful application of orthographic rules (cf. orthographic rules are a secret). In these verses the phrase (based on metonymy), the death of his eyes indicates the inferior position of students in relation to the requirements of orthographic norms that the curriculum set for students, 'secrets' of orthography 'are only for the eyes of the privileged, experts (cf. divine is all-powerful and elusive, power is up, inability is down), but not in a vision (and perception) of students. Students 'do not see', really do not understand the grammatical rules (cf. MYSTERIOUS IS COVERED / COVERT, UNDERSTANDING IS SEEING (Klikovac, 2004 :180,136), and therefore, they are not able to apply them.

4.2. The popular advertising slogan (it is mixed in everything) one student used to construct a metaphor about the orthography. Orthography – it is mixed/contained in everything. It can be interpreted in two diametrically different ways. On the one hand, the orthography is seen as being ubiquitous, inevitable, but not always desirable person (in accordance with the concept taken from advertisements for margarine / mixed in everything /) other knows how to make life quite difficult (e.g. mother/ in-law, to have a finger in every pie , etc..). On the other hand, thanks to the ambiguity of the verb to mix meaning meddle, orthography is seen as a necessary and desirable component (element) in written communication: ORTHOGRAPHIC CORRECTNESS IS NECESSARY IN WRITTEN EXPRESSION.⁴ Bearing in mind the dominance of negative conceptualization of our survey, this is one of the few metaphors oriented to an affirmation of orthographic norms.

⁴ In RSAN read: to mix. to connect, merge , conjugate (in whole or in part some of his) in a mixture or compound, mixture or blend (in gas, liquid ,or loose materials) ; interwove and make the whole. v . report to the community by side with something else , overlap ; to intersect,). As the advertising slogan , which is, equally with the above (and 1.c 1.a.) actualize the meaning (3) " the putter , interfere, tangle in something," and here is observed play with ambiguity , due to which is simultaneously built a positive and a negative concept of mixing.

4.3. The second representation is a metaphor Orthography IS A PLANT / ROSE (cf. Orthography -a rose with thorns.). It is not easy to come to this beautiful flower (cf. Andrić's thought 'beauty is visible but unreachable'), and the thorns (cf. DIFFICULTIES WITH ACQUIRING KNOWLEDGE IN ORTHOGRAPHY ARE THORNS .cf. the road to a desired destination is full of thorns), most give up the ambition to reach it or get it.

4.4. Metaphor: SPELLING IS THE BIBLE reveals an uncritical attitude of students and teachers to orthography, uncertainty about their own knowledge (Brborić, 2011 70—74), as well as intellectual inertia that inevitably reflects the attitude of students towards learning orthography.⁵

4.5. A metaphor ORTHOGRAPHY IS THE LAW shows a well-developed awareness among high school students on how the contempt towards some linguistic rules resulted in certain restrictions.

4.5.1. In contrast to conceptual metaphor IMPORTANT / WORTHY / CELEBRITY IS GREAT (Klikovac, 2004: 111), is a metaphor IRRELEVANT / WORTHLESS IS SMALL (just 111), which one student used to demean the meaning of orthography. Orthography is a trifle. It is clear that the promotion of the system value is aimed at not only the devaluation of the importance of respecting the orthographic norms but efforts to resolve the individual pressure and obligations spelling rules impose (cf. implication worthless / little deserves respect, and the behavior of those who denied the respect can not be considered inappropriate). Thus, the hidden side of metaphor *Orthography is a trifle* reveals inappropriate kind attitude toward transgressions of standard orthography, which is why it would be worthwhile to examine the pathways of origin and root of this and similar metaphor that reveals unappreciative attitude.

4.6. Similar to any purposeful activity, the acquisition of knowledge in the field of orthography is conceptualized as a path. The survey results showed that the prevailing metaphors are not well thought out and have a clear path, which means that a methodical approach to teaching orthography has serious defects (cf. astray, maze – wandering blind alleys=ignorance) It is certain that a weaker correlation knowledge of orthography, especially if they are not making satisfactory correlation with other areas of language, and even the teaching of literature, typically results in hurt feelings, disorientation and uncertainty. Hence, although at every - even in this path - obstacles are expected (cf. LEARNING THEIR MOTHER TONGUE IS A JOURNEY, Veljkovic Stankovic, 2009, 106), they are much harder to master if the path is not carefully designed and with no clear roadmap, i.e. frequent, well-conceived and graded exercises and systematization of knowledge (cf. labyrinth, a winding path), which is why many give up (cf. the road less traveled):

[Teaching orthography is ...] a winding path.

[Teaching orthography is ...] a road less traveled.

⁵ Metaphor tutorial is seen in the Bible: Veljkovic Stankovic (2009: 116).

4.7. Other students' metaphors about teaching spelling are important primarily because their revelatory potential clearly outlines the shortcomings of teaching methods: a) teaching spelling is not compatible with the individual abilities of each student (a differentiation of teaching is not so present in the classroom), not all students have an equal opportunity to participate in orthography classes, which is showed in the following metaphor:

[Teaching orthography is ...] a secret club;

[Teaching orthography is ...] a hidden treasure);

b) teaching orthography is neglected (probably in favor of teaching literature, Petrovački, 2004, 15):

[teaching orthography is ...] as a pleasant surprise, because it is rare

c) in teaching orthography the systematic and adequate explanatory procedures are not enough taken into account, so students perceive this as:

Teaching orthography is a miracle-you see it and don't believe it! A teacher in the class is like Einstein. He talks about something and nobody understands him.

These conceptualizations suggest that the teaching methods used in teaching orthography are not appropriate for the students they are aimed at. In high school teaching orthography is dominated by receptive approaches and procedures that are characteristic of traditional lectures *ex cathedra*, dictating punctuation, oral repetition rule⁶ etc.

A sentence *He's talking about something, and nobody understands him* indicates that in the classroom (a) greater attention is paid to the rules, more attention is given to the rules than to their application, (b) also, the orthography rules are not always supported by a sufficient number of properly explained various examples. This causes stagnation of knowledge, because poor and incomplete teaching (as well as exactly the same explanation) block the concretization of abstract entities (the orthographic rules on the level of recognition, as well as knowledge from learning by heart inevitably remain in the realm of abstraction).

On the other hand, the growing crisis of reading habits increasingly separates students from the written speech, and thus the visual perception of the text in which there is a valid (and sometimes insufficiently) respected orthographic norm. The lack of reading significantly interfere with the revising of the knowledge of orthography, which is why there is (and remains!) an uncertainty in the application of the rules, since that in the

⁶ Inappropriate use of monologue method has a number of shortcomings, and although the monologue is extremely very economical because it provides a fast transfer of information (cf. COMMUNICATION IS THE CHANNEL, THE TEACHER IS THE SPEAKER / THE SOURCE OF INFORMATION, THE STUDENT THE LISTENER / RECEIVER OF THE INFORMATION) syllabus in the field of orthography requires the use of a number of different exercises, because the level of achievement in this area is measured through the eligibility of students to write, automatically applying the acquired knowledge. Such a degree of mastery of the orthography syllabus is neither easily nor quickly achieved, because for most of the teachers this is as a long journey with many obstacles, returning to already known, but not enough familiar location.

acquisition of knowledge in orthography visual moment is very important (cf. the application of the principle of the obvious in language teaching). The metaphor UNDERSTANDING IS SEEING (Lakoff and Johnson, 1980: 103, Klikovac, 2004:52) here is of great importance because a good knowledge of orthography is not tested only in writing, but also reading and training of students for the precise detection of errors and the proper correction (his or someone else's) of a text.

4.8. Frequent metaphorical conceptualization of literacy and the written individual can be divided into two groups: on the one hand, literate person in the minds of high school students is perceived as a lone creature (plant, animal), and loneliness is caused by the fact that literacy is a feature only in a small number of people; marked with these noble traits they are distinguished (cf. a literate man is a centennial oak, peacock, water lily). Ignorance, careless attitude towards orthography, and towards the language are embodied in the metaphors of emptiness, wetlands and mud. As literacy opposes illiteracy, so the written knowledge of a man is seen as enduring values (cf. oak) a something proud (peacock), because - as any beauty - is a rarity (water lily) in the murky swamp (cf. Domanović metaphor apathetic society and spiritual barrenness as the Dead Sea). Therefore, the following metaphor should be seen as a sharp critique of illiteracy and conviction of drowning in the 'ignorant majority' (cf. GOOD IS UP, BAD IS DOWN). It is worth noting that the literate man of great respect, and that literacy is seen as a special form of opposition to primitivism (LITERACY IS PURITY, *ignorance* and *vulgarity* of it bounce and glide like drops of mud, cf. Morality is purity Lakoff et al. 1991 :186)

[Literate man is ...] ...a centennial oak because the problems and a void of environment can change.

... a proud peacock. It prides itself because the less literate people.

... Lily in murky swamp. *Ignorance* and *vulgarity* of it bounce and glide like a drop of mud.

4.8.1. Literate person is perceived as extremely valuable and rare entity (object, phenomenon). The value here is also perceived as native (diamonds, gold), and - but because - a rare occurrence. Flipside of these concepts clearly correspond to the previously discussed metaphors (literate man centennial oak, peacock, water lily), because as clearly reveal characteristics of a majority (cf. murky swamp water lily; diamond worthless rock):

[Literate man ...] ... diamond.

... a needle in a haystack.

... gold (very rare, but valuable).

In support of the existence of underdeveloped awareness of students that literacy is a prerequisite for successful communication evidenced by the following comment from a student illiterate man has a problem only when in the presence of literate people. How are literate people - according to the metaphorical conceptualization of a high school student - very rare, students believe that the illiteracy presents a problem only in exceptional cases, which in itself speaks about teaching orthography and status of orthography in our education, and value system.

4.9. Since both in everyday life and in teaching we understand and explain abstract concepts through concrete, we consider that the discussed conceptualization and implementation of orthographic spelling standards in the teaching process of spelling rules could be functionally applied. The conceptual metaphors through which students perceive the orthographic norm could be a good starting point in processing, because they reveal their attitudes to orthography, and motivation to work in the correction of negative attitudes, which would also pointed to the importance of the adoption of this knowledge, would greatly contribute to building a positive attitude of students towards a culture of written expression, and thus the reception of normative regulation and a willingness to be more efficient application of those would be lifted to a higher level.

4.9.1. The survey results showed that students are not familiar enough with the goal of learning orthography, nor the importance of knowing and applying orthographic rules in written expression. Therefore, in teaching more attention should be paid to nurturing and improving oral and written culture of speech. To begin with, a metaphor FUNCTIONAL KNOWLEDGE IS THE GOAL OF A JOURNEY could be used (Lakoff et al. 1991: 37), as a motivation for orthography exercise that would be based on the examples familiar to students, the frequency of which is high in written expression.

4.9.2. Metaphorical conceptualization discussed in the paper proved to be a valid starting point and a tool to determine the validity of the methodological model because they provide answers to many questions that are used often easily skipped. From students' metaphors we can learn whether common forms of teaching are adapted to the teaching content (cf. Teaching orthography is a maze), how much attention is paid to teaching orthography as a part of the school curriculum (Teaching orthography is a pleasant surprise), whether the applied teaching methods are adequate and appropriate for the students (Teaching orthography is a miracle – watch and believe!), what is the role of students in the application of the dominant teaching methods (cf. Teaching orthography is a secret club) and others.

5. Metaphorical conceptualization of some typical orthography errors

In this part of the paper we discuss the conceptual metaphors, *hidden* in the orthographic mistakes that we recorded in written secondary school assignments.⁷ We chose the mistakes of orthography areas of *Capitalization* and *Punctuation* since in these cases, as the study of orthographic standards shows, secondary school pupils commonly make mistakes.⁸

⁷ Spelling mistakes that are reviewed in the work have been excerpted from the written assignments of final year students of secondary school in Belgrade, Vrsac and Novi Sad and Bela Crkva, done in school year 2010 / 2011, and belongs to a corpus that is a basis of research conducted for a doctoral dissertation on the subject, "Orthographic standards in written assignments of secondary school students as a guide to a modern teaching of orthography" (Faculty of Philology, Belgrade).

⁸ A student of the final year of secondary school experiences orthographic mistake as follows: [a orthographic mistake is ...] *air - going through all the barriers and obstacles*. This metaphor implies the following contents: some orthography mistakes are permanent (*go through all the barriers and obstacles*),⁷ not seen " as the air (cf. UNDERSTANDING IS SEEING), i.e. students do not detect them, thus they become common in the written expression of students.

5.1. *Writing a capital letter and conceptual metaphor IMPORTANT IS BIG*

Exploring respect orthographic norms of written assignments of high school students, we noticed a tendency of secondary school students to highlight parts of the text by using the following majuscule: He knew that EVERYONE HAS THE RIGHT TO MAKE MISTAKES, and no one can deny it, I know one thing, I could do without anyone, but without MOTHER I can't!; Time * not spent in love [m. without love] is lost time. „ I LOVE YOU, LIMKI '. The example shows that the words, phrases and whole sentences are written in capital letters, which is contrary to the spelling rules related to the use of capital letters.

Capital letters are more easily detected than small ones and produce a stronger emotional reaction, and are often used in advertisements, forms and labels, as well as book titles, name of the events, product label (Kelemen, 2010: 505). Uppercase letters in these cases are justified for aesthetic reasons and advertising. However, as shown by the above examples, graphics of public signs strongly influenced cognitive thinking- linking the quantity and importance in written assignments. The basis of this method is conceptualization expressed by a metaphor IMPORTANT IS BIG (Klikovac, 2004 :111). A similar conceptualization is found and in the second example excerpted from the written assignment of a pupil who is eagerly awaiting her father's return from abroad: My DAD came. (cf. VALUABLE IS BIG).

The Orthography of the Serbian Language on the use of capital letters says, "... capital letters are used for something in particular to highlight the text." A simplified explanation of this rule in the classroom with the students exposed to public signs and electronic communication on daily basis (in which the use of letters of the same size facilitates and speeds up /, TIME IS MONEY / typing text) opens the way for the wrong implications resulting in errors as in the following example from the written task of a graduate student WE LIVE IN A WORLD FULL OF SHORTCOMINGS.

The task of the teacher of the mother tongue is to identify conceptual metaphors, *hidden* behind these errors, to create orthography exercises which will enable students to perceive / see (cf. UNDERSTANDING IS SEEING) errors of this type in writing tasks which are not stylistically reasonable, as that is the case in advertising.

5.2. *Conceptual metaphor as a starting point for the methodical application intended for practicing punctuation*

Metaphorical conceptualization which we dealt with in the first part of the article indicated, among other things, that it is essential to emphasize to students the purpose of learning the teaching material. Reviewing orthographic errors in written assignments of secondary school students we noticed that a significant number of them are related to the use of punctuation characters that are omitted or inserted in such a way where you do not need. From the point of cognitive linguistics there are interesting examples where punctuation signs are omitted. Here are a few of such examples:

- a) At one point, a letter from his mother came. [.] The letter says that his love was abducted.
- b) As of today I am a high school student [,] I entered the first grade.
- v) as I go along [,] I go into the maze of narrow streets of Vrsac.

The causes of these errors can be different

- a) lack of knowledge and lack of understanding of orthography rules regarding punctuation;
- b) the lack of familiarity of students with possibilities characters have;
- v) the inability of students to form a sentence as an item (example a),
- g) nonchalant attitude of students towards writing and lack of self-correcting,
- d) the impact of electronic literacy in the written expression of students and etc.

However, common to all these examples is the conceptualization that can be expressed as a metaphor PUNCTUATION IS A TRIFLE (as well as SPELLING IS A TRIFLE).⁹ As such, it implies a conceptual metaphor: IRRELEVANT / WORTHLESS= SMALL, indicating that students do not realize (if we take into account the frequency of errors of this type) the importance of proper punctuation in a text so they do not regularly implement punctuation signs in their texts.¹⁰ The task of teaching methodology is to develop a methodological models, and develop applications that help students verify the necessity of the use of punctuation to meaningful messages conveyed to the recipient. As a language template for such exercises could be used in a sentence by Tisma from *The Uses Of A Man* where the punctuation is left out.¹¹ This material can be prepared in the form of a teaching sheet, followed by the appropriate tasks for students (see curriculum sheet).

☞ Teaching Punctuation sheet

Let's get ready for work. How do you feel about punctuation? Write at least one metaphor. [Punctuation is] ...

1. Read the following sentence by Tisma where the punctuation is left out and answer questions:

“A notebook, but with a beautiful paper.”]

He bowed with a look of understanding which actually does not exist that is as broad as the marking of the desired object as it is required by his calling his experience because such omniscient expression gains confidence of ladies who so vaguely helping with the volatile movements seeking the goods that they need, and turning, they came to the shelves and began stretching flexibly one hand and with nimble fingers picking and adding with another on the counter,

⁹ This is a metaphor of the third grade pupil. It would be good if we carried out an extensive research to identifying and analyze metaphors with the following target areas: *The comma is ... Point is ... etc.*

¹⁰ The graphic realization of punctuation, compared on a graph letters, lowercase. It is possible that students perceive it as follows: IT IS IMPORTANT = BIG LETTERS, IRRELEVANT / WORTHLESS IS SMALL = PUNCTUATION SIGNS , not realizing the importance of punctuation in understanding the text.

¹¹ The students worked on other texts of this writer in regular classes (in the fourth grade to the curriculum the students read the work of B. Pekic, *The Man Who Has Eaten Death*), so that they are familiar with the chosen language template .

and to put two, three, seven, eight different volumes and your notebook with soft and hard cover and thick and thin tapping with a middle finger on the bottom shelf and after checking if he had exposed the whole election turned them around in the stalls occasionally opening and letting her fingers through the leaves as a shoe salesman bending the sole shows how soft and light they are" (Tisma 8)

1. Have you fully understood the text that you have read? What made it difficult to understand the text?
2. Punctuate the text and re-read it. What kind of impression do you now have? What is the role of punctuation in this text?
3. Which orthography rules on the use of punctuation you had to know to properly to punctuate Tisma's sentence?
4. What is the purpose (objective) of the use of punctuation in writing?
5. Write a metaphor about punctuation [Punctuation is] ... Compare the answer you're now given / by the metaphor that you built at the beginning of class. Whether and how do your answers differ?

Filling the proposed teaching class sheet, students will expand their knowledge of grammar and literature. The selected sentence shows that Tisma often condenses sentence content (Čurčin 2006, 117—137), which certainly contributes to greater associative linguistic expression of this writer. Such specific syntactic-stylistic method enables readers to be in some way involved in the interpretation of the work. Each reader can, based on their linguistic competence, put indicated phenomenon activities in certain logical and meaningful connections. Also, punctuating only one sentence, students will renew the knowledge of the use of the comma (a) separating the extracted part of the text; (B) When providing additional information; (V) before the dependent (relative, causal, comparative) sentences; ((G) before and after the syntactic units with adverbials; (D) and in front of the linker; (F) in the enumeration; (E) in a side-by structures; (F) after the clauses (time) in reverse position. Most importantly, students will realize great importance of commas (and other punctuation signs) in understanding and experiencing the texts. Tisma's already a very long sentence becomes incomprehensible in absence of punctuation. Correct insertion of characters (mostly commas) sentence makes sense, and emphasizes Tisma's mastery in painting the world in his works .

6. Conclusion

Conceptual metaphors can be good guidelines for the improvement of teaching orthography. In this paper, metaphorical concepts presented students' attitudes, and – through vision of students – and teachers' attitude to teaching orthography, the shortcomings of teaching approaches which are applied in teaching practice, and as well to the specific cause of the most common spelling errors that occur in secondary school written assignments; Conceptual metaphor has shown in which direction to direct the practice of punctuation. Therefore, we believe that the future teaching of orthography should be directed toward careful examination of mistakes, and recognition of cognitive foundation and then the creation of corrective actions. Conceptual metaphors could be

applied in methodological procedures, which would help students to understand, and thus, to easily and quickly acquire knowledge of orthography.

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Biographical note

Ivana Djordjev (born Čurčin) has been a teacher of Serbian Language and Literature in the General Grammar School “Borislav Petrov – Braca” in Vrsac from 2004 to 2013. She has worked at the Preschool Teacher Training College “Mihailo Palov” since November 2013. Having graduated from the Philosophical Faculty in Novi Sad, at the Serbian Language and Literature Department, she enrolled master studies and successfully defended her master thesis in March 2009. During and after her master studies she has written a number of papers, before all from the field of Serbian language teaching methodology (Syntax, Orthography). She expects to defend her doctoral dissertation soon at the Philological Faculty in Belgrade in the field of Serbian language teaching methodology (Orthography).