

**A case for using metaphorical
analysis to investigate students'
listening difficulties and
strategies in the ESP classroom**

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Outline

- Introduction
- Review of the literature
- Research Questions
- Methodology
- Results and Discussion
- Pedagogical implications
- Suggestions for future studies



Definition of Terms

- Metaphorical expressions
- Listening difficulties
- Listening strategies



Research Questions

Training in metaphorical expressions

Students'
Difficulties of
ESP listening

Students'
Strategies of
ESP listening



Research Questions

1. What are the metaphors students apply to describe their ESP listening?
2. What is the relationship between student self-concept of ESP listening and the difficulties they face?
3. What is the relationship between student self-concept of ESP listening and the strategies they use?



Significance of the Study

- Concepts --- 6 categories of metaphors
- Difficulties --- a deep analysis
- Strategies --- 2 more strategies



Metaphor

- Metaphor in student concepts

Ex: Learning is...



Listening Difficulties

Goh (1997, 2000, 2006, 2018):

- **Personal** : lack of interest and motivation
- **Task**: text syntax, structure
- **Strategy**: insufficient exposure to the target language, difficulties arising from social and cultural practices



Listening Difficulties

Nushi (2020):

- Speed rate
- Lexical coverage
- Limited capacity of short-term memory
- Phonological features
- Lack of prior knowledge



Direct Strategies

Oxford (1990)

- Direct strategies: dealt with learning
 - memory Ex. Using imagery
 - cognitive Ex. Repeating
 - compensation Ex. Linguistic clues



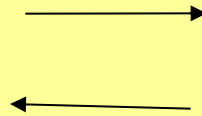
Indirect Strategies

Oxford (1990)

- Indirect strategies: arranging the learning process
 - *metacognitive Ex. Self-monitoring
 - *affective Ex. Using music
 - *social Ex. Asking for clarification

Students' ESP listening concepts

ESP
listening
difficultie
s



ESP
listening
strategies



Methodology

- Subjects

- Materials

1. Reflective assignments

2. ESP listening difficulties questionnaire

- Procedure



Examples of reflective assignments

- Choose one task in the listening assignments in the textbook and describe how you felt while listening to the MP3 and how you intended to accomplish the task.
- Imagine you were now 40 years old. You wanted to describe your feelings about the presentation that happened in your fifth grade when you were in college. What would you say? What did you think or how did you feel when you listened to your own practice for the midterm presentation?

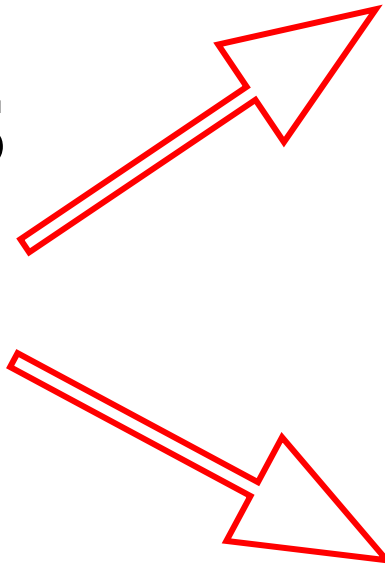


Data Analysis

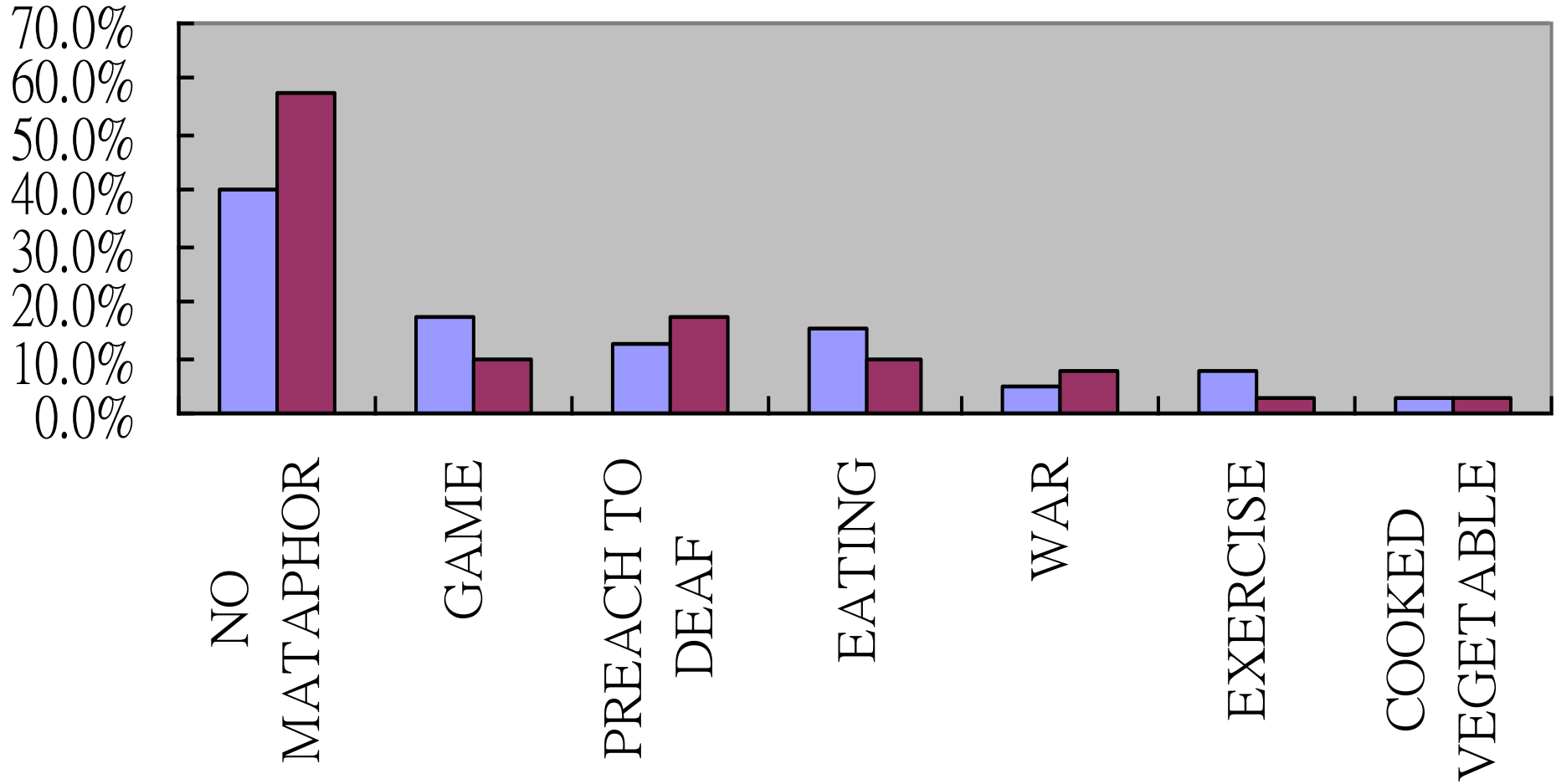
- Metaphors
- Difficulties
- Strategies

qualitative

quantitative



One-assignment group Five-assignment group



Bar Chart of Metaphors in Two Groups



Metaphor: GAMES

- LISTENING TO ESP TOPICS IS PLAYING GAMES (30.51%)
- Jigsaw → Easier at the end than at the beginning.
- Riding a rollercoaster → Sometimes up and sometimes down.

Metaphor:

PREACHING TO DEAF EARS

- LISTENING TO ESP TOPICS IS PREACHING TO DEAF EARS (22.03%)
- Preaching to deaf ears → Can not understand anything
- Getting lost → Can not understand anything



Metaphor: EATING

- LISTENING TO ESP TOPICS IS EATING (18.64%)
- Eating → Eating is necessary everyday.
- Drinking plain water → Nothing special



Metaphor: WAR

- LISTENING TO ESP TOPICS IS WAR (16.95%)
- In a war → Need to be concentrate, otherwise will be shot
- Ants in one's pants → Anxious when not understanding the content



Metaphor: EXERCISE

- LISTENING TO ESP TOPICS IS EXERCISE (8.47%)
- Jogging → The more practice the easier to run
- Dancing → The more acquaint with the skills the more one likes it



Metaphor: COOKED VEGETABLE

- LISTENING TO ESP TOPICS IS COOKED VEGETABLE (8.47%)
- The vegetable which has been cooked → I am the vegetable and the teacher cooks me.

Metaphor	Difficulties	Strategies
GAME	All	3 dir, 2 indir.
DEAF EARS	Speaker & listener	3 dir, 4 in. (all metacognit.)
EATING	Speaker	5 dir, 2 indir.
WAR	Speaker & listener	5 dir, 5 indir.
EXERCISE	Message	1 dir, 2 indir.
VEGETABLE	Message	1 dir, 1 indir.



Metaphors in Different Cultures

- Ex. Mind Monkey trapped in Five Phrase Mountain
- Ex. Ants in hot pot
- Man-neo vitamin B drinks



Two Strategies

- No mental translation
- Test-taking strategies

Deep Analysis of listening difficulties



- Ex vocabulary
 - Not broad enough
 - Confusing meanings

(Also the biggest difference between general English and ESP)



Difficulties & the Use of Metaphor

Q 1: Pre-listening information

Q 14: Unclear pronunciation

Q 20: Noise outside



Pedagogical Implications

- Teaching students according to their aptitude
- Make the most use of metaphors
 - differences of each student
 - cultural difference Ex Mind Monkey, ants in one's pants



Limitations of the Study

- Small sample
 - ESP setting
- The design of the Reflective Assignments



Suggestions for Further Research

- Re-design of the Reflective Assignments
 - Students had the inclination to choose the same question in each Reflective Assignment.
 - Cultural aspects



Suggestions for Further Research

- The use of Internet tools
- Renew Oxford's Strategy System



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檢舉

加入黑名單

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1. Is there any relationship between your listening and your thinking? If so, how is it reflected in your listening? (你認為聽力跟妳的想法之間有任何關係嗎?)

我認為聽力和想法是有關聯性的。首先，當你在聽力的測驗裡，你必須全神貫注的聽題目並且思考哪個答案是正確的，一但你不小心中神或腦子裡正想著某件事那麼你就會失去這個問題的分數。再來，當老師在上課時你必須要認真的聽講，否則萬一老師叫你回答問題或是問你的意見，你將會不知道該如何回答！這樣老師就會知道你並沒有在認真的聽講而是神遊到某個地方，說不定老師就會因此而大發脾氣。而當你邊看電視邊講話，那你會損失看電視時的一段節目或者是忘記你正在跟朋友講電話。或者是正在聽音樂時，你的腦子卻想著事情或者是去找周公了，那你也會錯過許多好聽的地方。所以，當我們的聽力跟我們的想法不一樣時，我們一定會損失掉一部分我們並不想錯過的地方。

回覆



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檢舉

加入黑名單

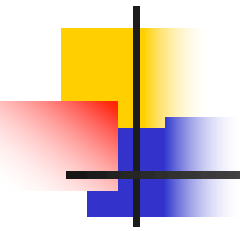
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1. What difficulties did you face when listening? Please give some examples.

你在聽的時候有沒有遇到什麼樣的困難呢？請舉例

Yes, I think I have some difficulties when listening. For example, sometimes I can't understand phrases' meaning so that I don't know how to answer the question. Therefore, I think preview is also important. Then when the speaker tells me about the answer, it speaks too fast so that I can't understand every word in a sentence. Moreover, I can't memorize all the sentences at the same time. It caused I can't write down the sentences immediately.

In addition, if the speaker used a lot of difficult vocabulary in a sentence, I would get stuck when listening. Then I would guess what it means or miss the opportunities to answer it. Another problem is that the foreigner's accent. Some foreigner's accent is unique. Even though I heard the same word again and again, I still can't understand what he me



Thank you