

Metaphorical Insights: A Study of Student Perspectives on ESP Textbooks in Traveling English

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INTRODUCTION

While ESP textbooks are considered valuable and comprehensible from the perspectives of their authors and teachers, the way students perceive them remains further investigation. The limitation of traditional analysis is its tendency to confine students' thinking within predetermined theories or standards.

This study employs metaphor analysis, a well-established and effective tool for probing into individuals' ideologies, to delve into the authentic experiences of students using the "Textbook for Traveling English."

OBJECTIVE

To provide valuable insights and actionable recommendations for the compilation and adaptation of ESP textbooks.

RELATED LITERATURE

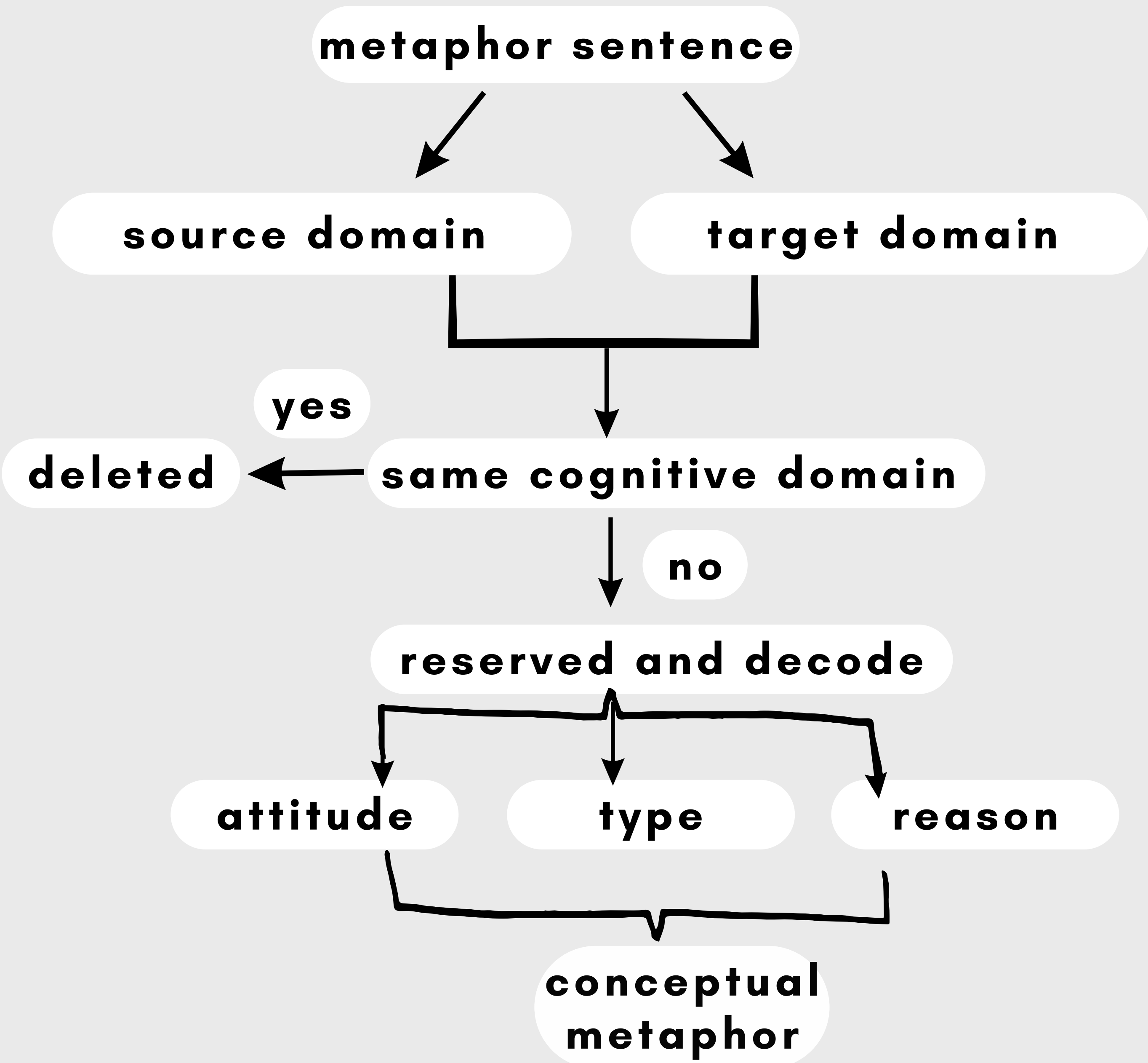
Schmitt. (2015). Systematic Metaphor Analysis as a Method of Qualitative Research. Qualitative Report. <https://doi.org/10.46743/2160-3715/2005.1854>
Lambert (Ed.). (2019). Practical research methods in education: an early researcher's critical guide. Routledge.
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RESEARCH DESIGN

Research Focus:
(1) The students' perceptions and attitudes;
(2)The types of metaphors and the reason for use.

Data Collection:
(1) online questionnaire platform: Wenjuanxing
(2) By constructing a metaphorical sentence to depict the textbooks they have used:
"The textbook *Traveling English* is/is like _____, because _____."

Analysis Procedure:
(1) identifying metaphor to find out the metaphor in texts and discourse.
(2)decoding metaphor to deduce the function of metaphor in language using.



The three levels of interpretation do not follow a sequential progression; instead, they are conducted through cross-referencing and circular comparisons (Schmitt, 2005).

PRELIMINARY RESULTS AND ANALYSIS

Among the 237 questionnaires distributed, 189 were deemed effective, resulting in a return rate of 79.7%. These effective questionnaires were subjected to metaphor classification and analysis, accompanied by explanations for each classification.

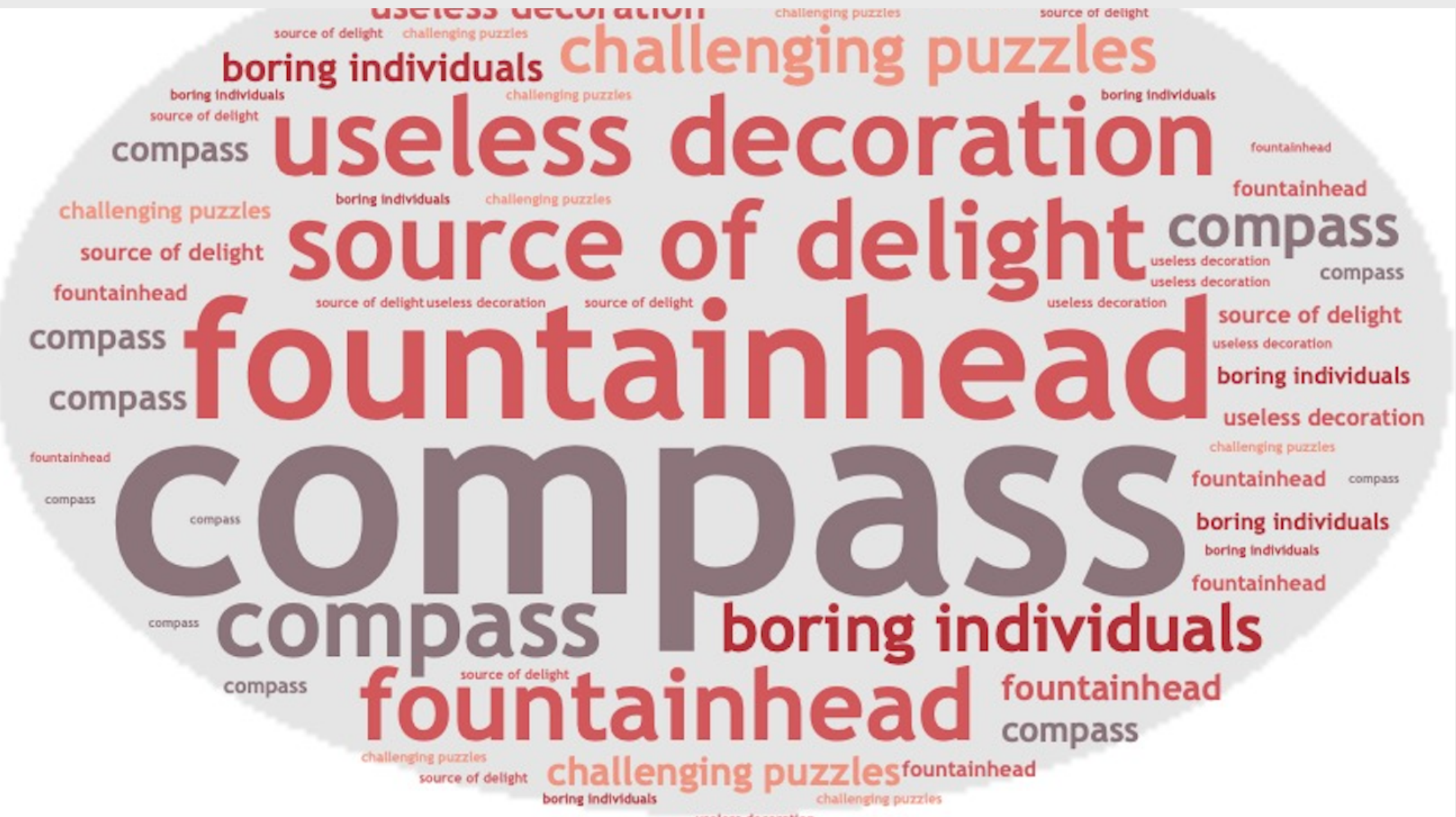
Attitude Distribution

Attitude	Freshman	Sophomore	Total
Positive	72	51	123
Negative	12	34	46
Ambiguous	11	9	20
Total	95	94	189

$$\chi^2=12.792, df=2, p=0.02$$

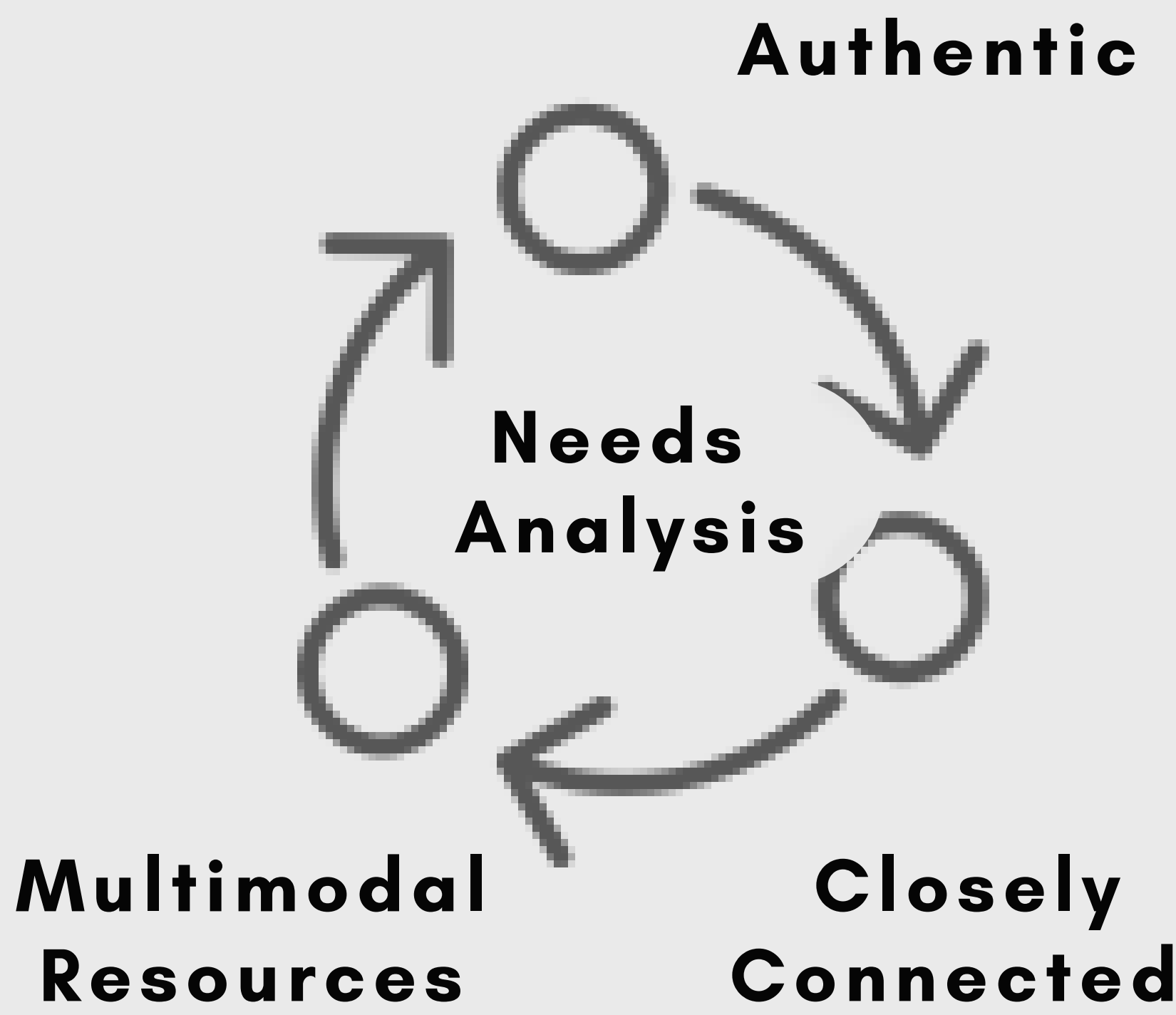
- (1) Attitude: 😊freshmen > sophomore.
- stronger learning determination
 - easier content

Classification of Metaphor



- (2) Reasons:
- positive: abundant content; logic arrangement; instructional guidance.
 - negative: not easily mastered; unrelated to major; limited authentic examples.
 - ambiguous: lack of motivation; limited proficiency

CONCLUSIONS



- A needs analysis as a foundational step in ESP teaching;
- The inclusion of authentic language examples;
- A wider range of multimodal teaching resources

Limitations:

For a better grasp of students' perspectives on textbooks, encouraging them to express thoughts in paragraphs, rather than single sentences, is beneficial. Including interviews in the study promotes interactive discussions and offers researchers deeper insights into students' experiences and perceptions.