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Enhancing Listening Comprehension Teaching Using Projective Identification

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Abstract:
Projective identification is a psychoanalysis concept which is used within clinical practice. Also, there are plenty of applications addressing about it on extra-clinical operations. This study adopts the theory of projective identification and applies it to the classroom in order to enhance the efficiency of in-class learning in the course of 'English oral and listening comprehension. 'Surveys on students are collected and data are analyzed. Some insightful results and feedbacks are laid out accordingly.

Keywords: Predictive identification, regression, oral English pedagogy

1. Introduction

The economy of Taiwan had been prosperous for decades. The well-being and the steadiness of the society have been around since. Due to the comfortableness, the young college students nowadays lack motivations in leaning, albeit the difficult time in the eras of their parents.

'English Listening and Comprehension' is a required laboratory course at Yishou University given to non-English-major students. The oral and listening skills of English are important tokens in the job market. This course requires advanced capacity in vocabularies and grammars in order to meet the expectations. Thus, it is essential to ensure all students are successful in this subject. However due to the concern in the previous paragraph, an overwhelming success deems unlikely. Many studies have devoted efforts in trying to enhance the motivation of students, e.g., incentive program, visual communication, drama program and so on. This work would like to explore the theory of projective identification and inject it into the class activities in hope of enhancing the teaching efficiency [1]. We'll exhaust ourselves trying numerous reckless schemes. However, we may be better off just giving a look at projective identification.

The aim of this study is to provide a prompt, efficient and real-time feedback mechanism for the instructor so that he or she can monitor the dynamics of the performance done by the teacher in the class and act accordingly with a much shorter turnaround time [2].

Two projective identification activities are installed at the beginning of the semester. Three online feedback surveys are given to observe the satisfactory of the students toward the teacher and the installed activities. In order to evaluate the effectiveness of this approach, the data collected are interpreted by linear and second-order regressions. The analytical results look promising for the major body of students.

2. Data

2.1. Data Acquisition

The involved samples are the students in the class of 'English Listening and Comprehension' of the sophomores of Yishou University in the fall semester of 2019. There were56 students registered in the class. Three surveys were given at the end of October, November and December in 2019.

2.2. The Mechanism of Projective Identification

Projective identification is a psychological reaction. By projecting ideas or subtle expectations on the acceptors (students), the projection designer (teacher) might have chance to navigate students' studying in the learning. The teacher can also promote the enthusiasm of the students through the projection [2].

By setting up some activities in class which invite students to participate, the teacher mutually engages with the students imperceptibly. Once the goals or expectations are projected into the sub-consciousness of the students, the observations follow.

Four questions are given to students in each survey again and again.

- In order to enhance the ability of oral English, is it helpful to encourage students to answer the homework problems by raising the hands in class?
- In order to enhance the studying outcome, is it helpful to encourage students to attend the cultural activities or movies sponsored by the English Corner Program?

- For better studying outcome, is it helpful to encourage students to attend the regular get-togethers, which coach on vocabulary and grammar, sponsored by the English Corner Program?
- The efforts done by the teacher in this class in this semester so far is effective?

The options are as follows:

A. Very useless. B. Useless. C. Average. D. Useful. E. Very useful.

3. Data Analysis

Since not all the students completed the survey at the due time, instead of using the head count of the samples, we turn to the ratio. For example, in Fig. 1, there are three headcounts for the option A regarding Question No. 1. There are 45 students attended this survey. Thus, the ratio index is 3/45, which is 6.7% as is shown below.
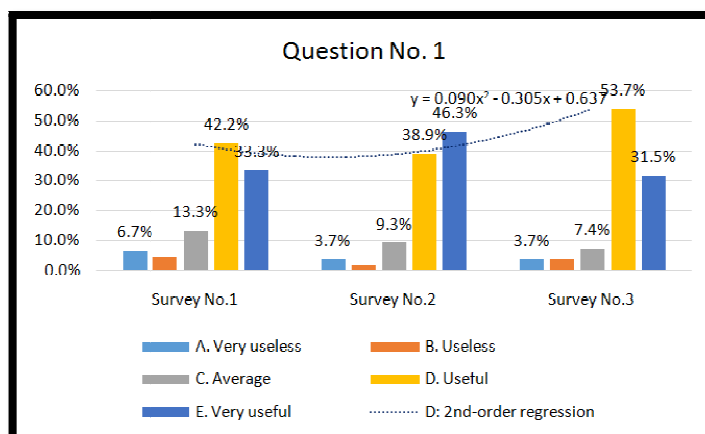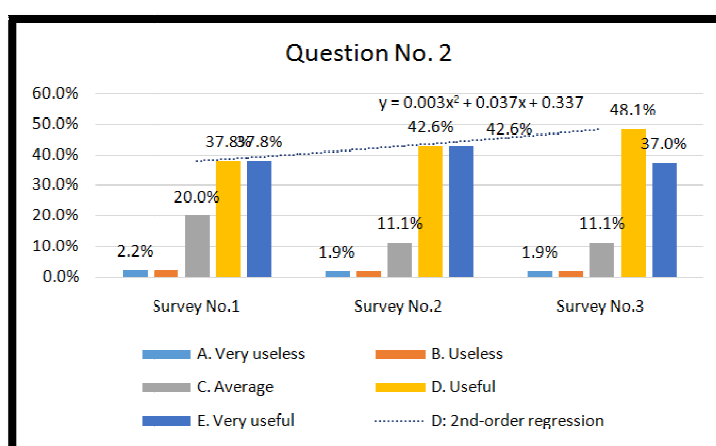

Figure 1: Question No. 1 Statistics

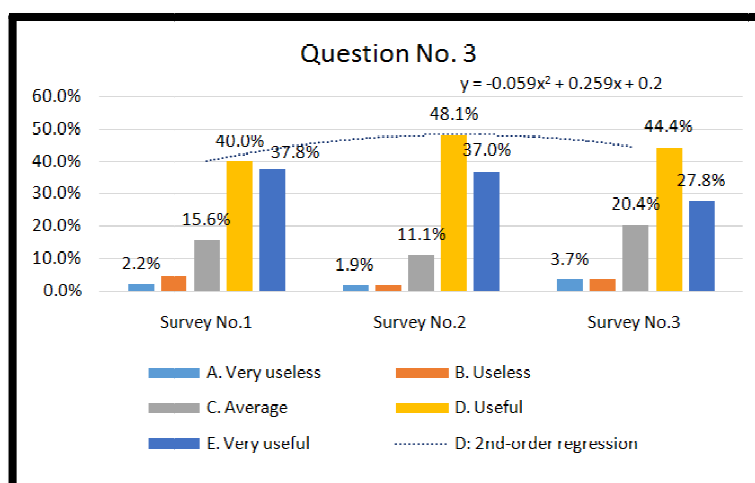*Figure 2: Question No. 2 Statistics*

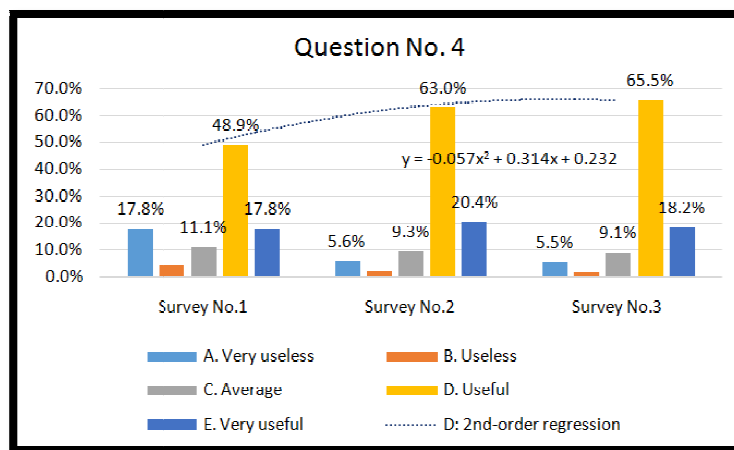*Figure 3: Question No. 3 Statistics*

Figure 4: Question No. 4 Statistics

3.1. Data Analysis

Linear regression is carried out in order to see through the tendency of the scattered data values [3]. Also, second-ordered polynomial regression is applied in order to get a feeling about where the curve might develop into. We denote 'velocity' for the first concern and 'acceleration' for the second [4].

The study would focus first on the majority group and analyze the correspondent data set. According to Figs. 1 to 4, the majority group is the group of 'D. Useful.'
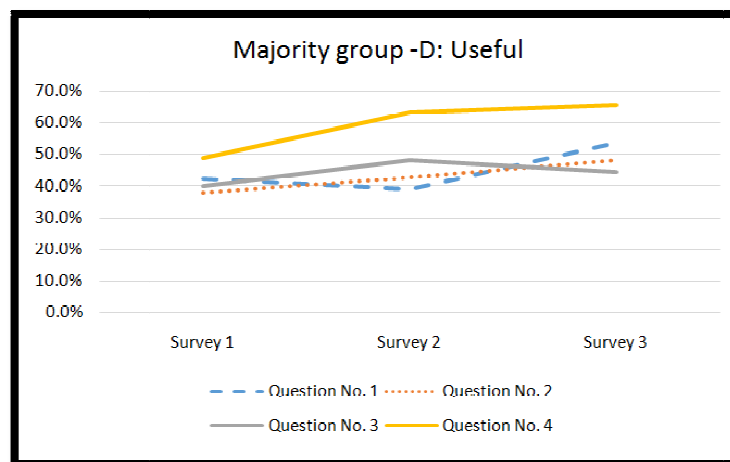

Figure 5: The Shape of the Approval Rate of Each Question with Respect to Answer D

In Fig. 5, there are four bent segments in the graph. Each bent segment is composed of three individual data set. Linear regression is performed in order to acquire the slopes, v_1, v_2, v_3 and v_4, of the four regressed data sets. Second-ordered polynomial regression is also carried out in order to find out the accelerations, a_1, a_2, a_3 and a_4, of the four regressed data sets as time goes by [3].
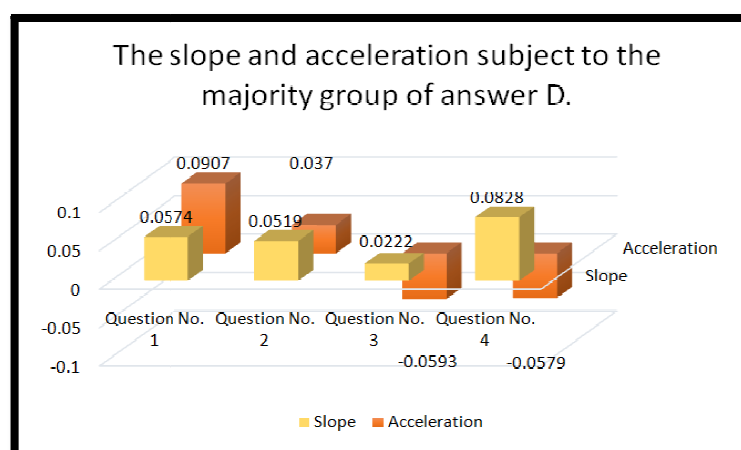

Figure 6: The Slope and Acceleration Subject to the Majority Group of Answer D

3.2. Data Interpretation

Raw data do not tell stories until they are analyzed and interpreted. This section will interpret the graphs in Section 3.1 and will identify the insightful information within the data. A few findings are listed below.

- Regarding the four survey questions, the majority of the surveyed students pick 'D. Useful.' The next majority group favors 'E. Very useful.' See Figs. 1, 2, 3 and 4.
- Regarding the four survey questions, there are students expressed that the efforts offered by the teacher in the classes are 'A. Very useless.' That is no surprise. However, the numbers for this group are decreasing in Questions No. 1, 2 and 4. It is slightly up in Question No. 3. See Figs. 1, 2, 3 and 4.
- If we are allowed to be concerned solely by option D, which is always the pick of the majority students, and allowed to believe that this pick represents the opinion possessed by the majority, then we seek the similarity among the four bent segments in Fig. 5. It is obvious that the bent segments of Questions No. 3 and 4 have the similar convex shape.
- Yet the shape of the bent segment of Question No. 1 is uniquely a concave.
- According to Fig. 6, looking at the slope distribution with respect to the four questions, we may see it clearly that the four slopes are positive.
- According to the same picture, doing the same observation, we may see two positive accelerations a_1 and a_2. Also, there are two negative accelerations a_3 and a_4.

4. Conclusions

Projective identification concepts are instilled into the teaching practices which include encouraging students to answer the homework questions by raising their hands, encouraging students to attend cultural related activities, and encouraging students to attend grammar/vocabulary/oral speaking related activities during the semester [6]. The fourth question in the surveys is the effectiveness index which is used to evaluate the successfulness of the mechanism implemented by projective identification. By following the observations in section 3.2, the conclusions follow.

Most of the students surveyed pick option 'D. Useful' throughout the three surveys. Thus, the effort of introducing predictive identification into 'English Listening and Comprehension' teaching is deemed effective and useful to students, according to the finding in I of section 3.2. Another strong evidence reflecting the success can be seen in II of section 3.2. As times goes by, the effects of predictive identification begin to ferment and the number of students who feel 'A. Very useless' keeps decreasing.

According to Figs. 3 and 4, the majority group reveals an interesting phenomenon. Due to the similarity in shape, the approval rate of Question No. 3 predicts the satisfactory rate of students toward the performance of the teacher. In another word, projecting students' mentality onto grammar, vocabulary or listening/speaking activities seems more helpful and favorable than the cultural related activities. This finding is valuable. It identifies which tools are effective in coaching 'English Listening and Comprehension' course. See III in section 3.2.

The statistics gives a superficial approach about how the data look like. The superficiality often and easily misrepresents the reality [7]. For instance, as indicated in IV in section 3.2, positive velocities indicate the number of the option 'D. Useful' are gaining traction in all the four questions. But the accelerations a_3 and a_4 are giving waning alerts by being negative. The positive velocities indicate the students currently are fond of the predictive identification mechanism. See V. But before long, the situation may change in questions No. 3 and 4. The negative accelerations proclaim they are going to happen. See VI. It would be interesting to know if it is the downturn of the mechanism of predictive identification or others.

Overall speaking, instillation of the elements of projective identification indeed enhances the students' satisfaction toward the performance of the teacher. Hence, it certainly improves the learning outcomes of the students in the class. The future work will focus on the student grade distribution and variation. The future work will look into the interconnection between students' performance, (not teacher's performance), and the application of projective identification.

5. References

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