

**Littlemore, Jeannette. "The Use of Metaphor in University Lectures and the Problems that it Causes for Overseas Students." Teaching in Higher Education 6 (2001): 333-349. Academic Search Elite. EBSCO. 1 Dec. 2005.**

In this article, Jeannette Littlemore talks about how metaphors are used in University lectures to teach. She makes mention to the fact that metaphors are usually culturally-based, which can be a major factor to misinterpretations of the lecture topic. The author states that metaphors are most often used to teach in university lectures for five main reasons. The author states that metaphors are used "...as excellent evaluative devices..., ...used to label new concepts..., ...allows speakers to be deliberately vague..., ...provides frameworks for ideas..., ...and makes language entertaining and memorable..." (3-4).

The author also says, "that listening comprehension relies on three main sources of knowledge, namely schematic knowledge (background knowledge and knowledge of how ideas are usually presented), contextual knowledge (knowledge of the situation and of what has already been said), and systemic knowledge (knowledge of the language)" (2). The author goes on to state that "...in metaphor comprehension...systemic knowledge may be present, but the students' contextual and schematic knowledge may be less than perfect" (2). The author says that even though metaphors are used, foreign students and people in general apply certain interpretation techniques. "The most common techniques appear to be referring to equivalent metaphors in their native language, using literal meaning as a key to figurative meaning and guessing from context" (3). Often times when people apply these interpretation techniques, meaning is lost or misconstrued. The main reason metaphors are misunderstood in university lectures is due to cultural differences and the thought process of people.

Metaphors are most often used to teach, especially seen within colleges and universities. Much like the article by Lynne Cameron, this article shows the problems that can occur with the interpretation of metaphors, not only from culture to culture, but also in everyday use. This article provides support that a person's understanding of a metaphor is limited by that person's memory and their desire and ability to learn, which is different from the memory function of a computer. This article also gives support to researchers that believe metaphors should not be used to teach due the many different factors that can cause misinterpretations.