



Sudan University of Science and Technology



College of Graduate Studies

College of Languages

**Difficulties Facing EFL Students in Using and Understanding
English Proverbs**

الصعوبات التي تواجه دارسي اللغة الانجليزية لغة أجنبية في استعمال وفهم الأمثال
الانجليزية

**A Case Study (3rd year Students of English, College of
Languages, SUST)**

**A thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of M.A in English Language (Applied
Linguistics)**

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DEDICATION

This study is dedicated to my family for their endless love, support and encouragement.

There is no doubt in my mind that without their continuing support, I could not have completed this study.

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First, thanks be to Allah almighty who granted me the strength to finish this study. I wish to thank Dr. Hillary Marino Pitia for his notifications and advices, also many thanks to Dr. Abbas Mukhtar for his support and advices special thanks to Dr. Sami Balla Sanhori, my supervisor for his countless hours of reflecting, reading, encouraging and most of all his patience throughout the process, I would like to acknowledge my colleague teachers who helped me to conduct my study and providing any assistance requested. Special thanks go to my brothers Ibrahim and Mugahid Elhafiz, who strongly stood by my side to accomplish this task.

ABSTRACT

This study aims to investigate the difficulties facing EFL students in using and understanding English proverbs. A Case Study of Sudan University of Science and Technology, College of Languages, 3rd year Students of English. The researcher adopted the descriptive analytical method in this study to collect the data required. The researcher used two tools, a test for students and a questionnaire for teachers. The test was designed and given to 25 students from College of Languages, 3rd year Students of English, and a questionnaire was given to 25 teachers of English from different educational foundations in Khartoum State. AlQabbas International Schools, Alnukhbah Secondary School, Kebeida International Schools, Omdurman Ahlia University, Nelein University and University of Khartoum. The data were analyzed by using the Statistical Package of Social Science (SPSS). The data revealed that SUST, college of languages, 3rd year students of English are poor in using and understanding English proverbs, as well as teachers of English rarely use English proverbs during the lectures and conversations with their students. The data also revealed that teachers of English focus on teaching grammar and comprehension and neglect English idioms and proverbs, moreover the university curriculums exclude English proverbs from their contents. The researcher, recommends that EFL students should be familiar with topics which enable them practicing English proverbs in order to understand and use them correctly, as well as teachers should use English proverbs and communicate with their students during the lectures. Students should know that English proverbs are important in improving language competence. Finally, the designers of university curriculums should include English proverbs in the syllabus.

المستخلص

تهدف هذه الدراسة لتقصّي الصعوبات التي تواجه دارسي اللغة الإنجليزية لغة أجنبية في فهم واستعمال الأمثال الإنجليزية، دراسة حالة طلاب جامعة السودان للعلوم والتكنولوجيا، كلية اللغات، قسم اللغة الإنجليزية السنة الثالثة. تبني الباحث في هذه الدراسة المنهج الوصفي التحليلي لجمع وتحليل البيانات المطلوبة، استخدم الباحث أداتين لجمع البيانات. اختبار للدارسين واستبيان لمدرسي اللغة الإنجليزية. قام الباحث بتصميم وتوزيع الاختبار لعدد 25 دارساً من جامعة السودان للعلوم والتكنولوجيا، كلية اللغات، قسم اللغة الإنجليزية السنة الثالثة، كما قام بتصميم الاستبيان ووزعه لعدد 25 مدرساً للغة الإنجليزية من مختلف المؤسسات التعليمية في ولاية الخرطوم. مدارس القبس العالمية، مدرسة النخبة الثانوية، مدارس كبيده العالمية، جامعة ام درمان الاهلية، جامعة النيلين وجامعة الخرطوم. تم تحليل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS). كشفت البيانات أن دارسي اللغة الإنجليزية لغة أجنبية في جامعة السودان، كلية اللغات، قسم اللغة الإنجليزية، السنة الثالثة ضعفاء في استخدام وفهم الأمثال الإنجليزية، إضافة الى ذلك ان مدرسي اللغة الإنجليزية لا يستخدمون الأمثال الإنجليزية أثناء المحاضرات و المحادثات التي تجري بينهم و الدارسين الا نادراً، كما كشفت البيانات أن مدرسي اللغة الإنجليزية يركّزون دائماً على تدريس القواعد و قراءة النصوص متجاهلين التعبيرات الاصطلاحية والأمثال الإنجليزية، كما ان محتويات المناهج الجامعية لا تشتمل على الأمثال الإنجليزية. يوصي الباحث بأن يكون دارسي اللغة الإنجليزية لغة أجنبية مطلعين وملمّين بالمواضيع التي تمكنهم من الاستخدام والفهم الصحيح للأمثال الإنجليزية، كما يجب على مدرسي اللغة الإنجليزية استخدام الأمثال الإنجليزية أثناء المحاضرات والتحدّث بها مع طلابهم حتى يتمكنوا من استخدامها وفهمها بصورة أفضل وعلى الدارسين أن يدركوا أن الأمثال الإنجليزية مهمة في تحسين الكفاءة اللغوية، وأخيراً ينبغي على مصممي المناهج ان يدخلوا الأمثال الإنجليزية في المناهج الجامعية.

LIST OF ABBREVIATIONS

| <i>Abbreviations</i> | <i>Expressions</i> |
|----------------------|--|
| SUST | Sudan University of Science and Technology |
| EFL | English as a Foreign Language |
| SPSS | Statistical Package of Social Science |

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background

It is widely accepted among people that understanding a certain language not only requires the mastery or knowledge of grammar, but also the proficiency to comprehend specific features and characteristics of that language, such as idioms, expressions and proverbs.

Whereas native speakers frequently make use of idioms and proverbs, it is not easy for non-native speakers to get the message that is implied by a certain proverb used by native speakers immediately. In order to get the implied meaning of a particular proverb, it is important for the non-native speakers to be competent enough in the related language. (Kohistani, Z, 2011).

English as many other languages has idiomatic expressions that have to be learned on an individual basis. So proverb is a kind of idiomatic expression, which is a short pithy saying in common and recognized use a concise sentence, often metaphorical or alliterative in form that held to express some truth ascertained by experience or observation, and familiar to all.

<http://www.en.oxforddictionaries.com>

Proverbs exist in all countries in the world. Not only a country, but also a small tribe has its own proverbs. Just like folklores, proverbs are a way to communicate with the ancestors. It is one of the ways to form one's own identity and to convey a social value. Although there are many similar proverbs in different countries that bring the same value, but the expressions are different. Additionally, there are many proverbs that sound the same, but are expressed differently in different countries. (Harsiwi.W, 2004)

Retrieved to Yorio, 1980 proverbs that are under umbrella of idioms can enable fluent and natural language production Therefore; learning proverbs can help to produce language more fluently and naturally, which can in turn increase motivation. Retrieved to O, Keef McCarthy and Carter, 2007 non-native speakers or language learners avoid using idiomatic expressions and prefer literal and direct language items.

Cooper 1999 mentioned that avoiding the use of idioms gives language a bookish, stilted, and unimaginative tone, which highlights the importance of idiomatic expressions to accomplish command of authentic language.

Comprehension of texts can be increased through the knowledge of proverbs as a part of idiomatic expressions and using them can make learners' verbal and written communication more effective.

1.1 Statement of the Problem

The major problem, which is going to be investigated by the researcher, is the obstacles and the impediments that frequently face EFL students of Sudan University of Science and Technology in using and understanding English proverbs, (a jack of all trades is a master of none), and discovering the defect which behind the misunderstanding and lack using of English proverbs. Proverbs consider an important element that effect the use of a language and facilitate the mutual understanding between listeners and speakers, and help them to overcome the misunderstanding that might face during the dialogue and sometimes stimulate them to continue their conversation in a funny and loveable way, so EFL students facing difficulties in using and understanding English proverbs to add some tactfulness, niceties and attraction to their language, therefore; makes the conversation runs smoothly.

1.2 Objectives of the Study

In many books, references, articles and old researches, the EFL students find it is extremely difficult for them to cope and deal with English proverbs.

This study aims to:

- 1- Investigate the difficulties facing EFL students in grasping the implied meaning of English proverbs.
- 2- Clarify the different types and usage of English proverbs.
- 3- Identify the ability of EFL students to cope with language more confidently through using English proverbs.

1.3 Significance of the Study

It is quite clear that proverbs are one of the impediments that prevent non-native speakers of English language from developing their abilities in language use. Therefore, this study might be significant in keeping the ancestors' heritage of pithy advices and witty sayings through proverbs that are handed down from generation to generation, and get benefit from their nice advices that we can extrapolate from them. In addition, EFL students can promote their language competence by using and understanding English proverbs to enrich their vocabulary consequently, facilitate language usage.

1.4 Questions of the Study

This study attempts to answer the following questions:

- 1- To what extent are EFL students weak in understanding the implied meaning of English proverbs?
- 2- Why do EFL students ignore English proverbs in their language usage?

1.5 Hypotheses of the Study

The Present study intends to propose the difficulties facing EFL students in understanding and using English proverbs. In other words, this study has the following hypotheses to be tested:

- 1- EFL students are very weak in understanding the implied meaning of English proverbs.
- 2- It is expected that EFL students ignore English proverbs in their language usage because they are lack of practicing them.

1.6 Methodology of the Study

In this study, the researcher adopts descriptive and analytical methodology with dual tools of analysis, a test for the students. The sample will be 25 students from Sudan University of Science and Technology, College of Languages, 3rd year students of English, and a questionnaire for teachers. The sample will be 25 teachers from different educational foundations in Khartoum state, universities and schools.

The data will be analyzed statistically to provide answers to the research questions and to verify the hypotheses.

1.7 Limits of the Study

The research attempts to shed lights on students' of English using and understanding English proverbs as a means of facilitating language usage, and exclusively to the 3rd year students of English, college of languages, Sudan University of science and Technology, academic year 2017.

1.8 Definitions of Terms

1) **Phraseology:** is the study of set or fixed expressions, such as idioms, phrasal verbs and other types of multi-words lexical units in which the component parts of the expression take on meaning more specific than or otherwise; not predictable from the sum of their meanings when used independently.

<https://en.m.wikipedia.org>

2) **Proverb:** is a short popular saying usually of unknown and ancient origin that expresses effectively some commonplace truth or useful thought; adage; saw. It is a wise saying or percept; a didactic sentence.

www.dictionary.com

3) **Idiom:** is an expression whose meaning is not predictable from the usual meaning of its constituent elements. It is a language, dialect or style of speaking peculiar to people.

www.dictionary.com

4) **Metaphor:** is a figure of speech containing an implied comparison, in which a word or a phrase ordinarily or primarily used of one thing is applied to another. www.yourdictionary.com

5) **Quotation:** is a repetition of one expression as a part of another one, particularly when the quoted expression is well known or explicitly attributed by citation to its original source.

<https://en.m.wikipedia.com>

6) **Maxim:** is a general truth, fundamental principle. Or rule of conduct.

www.merriam-webster.com

7) **Slogan:** is a short easily remembered phrase specially one used to advertise an idea or a product.

www.dictionary.cambridge.org

8) **Aphorism:** a pithy observation, which contains general truth.

<https://en.oxforddictionaries.com>

9) **Anti-proverb:** is the transformation of standard proverb for humorous effect. www.ijunoon.com

10) **Apothegm:** is a short instructive saying that is easy to remember and sometimes even slightly witty.

<https://www.vocabulary.com>

CHAPTER TWO
LITERATUR REVIEW AND PREVIOUS STUDIES

Framework:

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CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0. Introduction

In chapter two, some of the literature related to the subject of the study is reviewed; first, the researcher stated the origin and development of proverbs, mentioning different sources from which proverbs emerged. The researcher came out with various definitions of proverbs clarifying the different types of proverbs. Moreover proverbs have many related consorts, the researcher mentioned them and shown the differences between them and proverbs. Also the researcher came out with communicative and behavioral functions of proverbs as well as the various aspects of proverbs, finally the researcher mentioned some previous studies concerning proverbs.

2.1. The Origin and Development of Proverbs

Since the subject of this research is proverbs, it is of interest to ask ourselves where proverbs have come from and/or how they were created. These questions are relevant, for it is important to have general information about the development of proverbs and to have an idea of what constitutes a proverb. Moreover it is important to know about the various different sources from which proverbs emerged. Since proverbs are based on people's experiences and contain concrete cultural pictures of specific country or community, it is necessary to know how proverbs were created. The majority of studies that investigated proverbs can be said to contain little information about their origin. Proverbs have been invented in many ways. Some of them are simple apothegms and common sayings raised to proverbial dignity. According to the online etymology dictionary, the term apothegm comes from Greek and means "to speak one's opinion plainly". So an

apothegm can be used many times that it gains proverbial recognition and acceptance among its users. However, Taylor who is a pioneer in the study of proverbs fails to provide evidence because he does not mention how many times a particular apothegm should be used in order to gain proverbial recognition among its users. Moreover as the author states, some proverbs seem to result from a historical or an everyday incident, other try to imitate already existing proverbs, and there are also proverbs that owe their creation and origin and the compression of traditional stories and fables. Meider and Tylor, who are pioneers in the study of proverbs, agreed that nobody is able to determine the precise year of proverbs origin. (Kohistani, Z, 2011).

2.2. Definitions of Proverbs

A proverb from Latin word (*proverbium*) is a simple and concrete saying, popularly known and repeated, that expresses a truth based on common sense or experience. They are often metaphorical. A proverb that describes a basic rule of conduct may also be known as a maxim. Proverbs fall into the category of formulaic language. Proverbs are often borrowed from similar languages and cultures, and sometimes come down to the present through more than one language.

<https://www.en.wikipedia.org/wiki/Proverb>

Retrieved from (Sanauddin, N 2015) there are two main approaches to defining proverb, structural and functional, which are explained as the following. However, it should be clarified that precisely defining what is a proverb and how it is different from other phraseological units has been a continuous challenge for scholars. The paradox that a proverb is generally understood to epitomize

simplicity and common sense yet turns out to be both complex and hard to define. The difficulty in defining proverbs stems from the fact that they do not conform to a neatly categorized genre because their form, origin, content, purpose, structure, and application are so varied as to sometimes give the impression that there is no such single entity as a proverb. Despite this difficulty, many scholars have attempted to reach a concise and universal definition. To begin with, a non-specialist opinion, an interesting study in this regard was conducted by Wolfgang Mieder, asking 55 non-academics to write their definitions of a proverb. He then conducted a word-frequency analysis of these definitions and found that a proverb is commonly thought of as a phrase, saying, sentence, statement or expression of the folk which contains above all wisdom, truth, morals, experience, lessons and advice concerning life and which has been handed down from generation to generation. However, since the words simply define a proverb as a basic sentence, it can certainly be stated that the shortest general definition of a proverb is simple. It is defined as wisdom expressed in a sentence. According to Milner, a proverb has the following characteristics:

it is pithy, concise and easily remembered by the use of rhyme, rhythm, repetition, or alliteration; it is vivid, homely, sometimes coarse, deals with people's primary interests; it singles out something abstract and universal based on experience and observation which might be stated literally or figuratively; it sums up a situation by appealing to humor; it is often linked to another saying which appears to give it the life; and its effect is to raise a statement from the ordinary to emphatic level in order to urge, teach, praise or convince, or alternatively, to warn, blame, restrain or discourage. (Sanauddin, N 2015).

Retrieved from (Hemanta, M 2014), proverbs are especially the outcome of a socio-cultural reality that provides a glimpse into the social, cultural mode and

behavioral patterns of a particular group of people. According to Webster, is "An old and common saying, a phrase or expression often repeated, Old it must be common, for a verbal statement, no matter how wise or witty it may be, rarely becomes a proverb until it is certified by the voice of the people." A proverb is generally used to suggest a course of action or to pass judgment on a situation. It is said that proverb is impersonal vehicles for personal communication.

(Hemanta, M 2014)

2.3. Types of Proverbs

There are six types of proverbs

1- Synonymous Proverb: The first type of proverb is called synonymous. We know that word means synonym. Synonymous simply means that both lines are saying the same thing but in a little different way. An example is Proverbs *"The Generous soul will be made rich, and he who waters will also be watered himself."* This is a verse on prosperity. It's saying the one who truly becomes prosperous are givers because giving indicates an attitude.

<https://www.bobyandian.com>

2- Antithetical Proverb: The second type of proverb is called antithetical. A thought is given in the first line, and the negative result is given in the second line. In other words, if you do this you'll be blessed, but if you don't, this is what will happen to you. So the negative line really accentuates the positive one. E.g. *A sound heart is the life of the flesh: but envy the rottenness of the bones* You'll always find a "but" somewhere in an antithetical proverb because two things are contrasted. We as believers ought to have the healthiest flesh around because our heart is full of the joy of the Lord. But envy is the rottenness of the bones. And so when you get off into strife and discord, you've

opened up the door for Satan to come in and put sickness on you.
<https://www.bobyandian.com>

3- Synthetic Proverb: Let's look at the third type of proverb. This is probably the rarest of all types of Proverbs. It's called a synthetic proverb. Each line teaches a different thought. At first, it sounds like two lines saying something exactly the opposite, or saying two totally different things, but they do have something in common. Proverbs *Whoever hides hatred has lying lips*, and *whoever spreads slander is a fool*. Did you know there's a time to open your mouth and a time to keep it shut? A fool, when he should have his mouth open, keeps it shut, and when he should have it shut, he opens it. He hides hatred by lying. That's when he should have kept his mouth shut. If you hate somebody, keep your mouth shut. Deal with it inside of you. Don't let it out. And if you're ever about to slander somebody, keep your mouth shut. Don't utter it. <https://www.bobyandian.com>

4- Integral Proverb: The fourth type of proverb is called an integral proverb. The second line completes the thought of the first line. In other words, it almost sounds like there is only one line: the whole thing flows. There are many of these in Proverbs. Proverbs *The law of the wise is a fountain of life, to depart from the snares of death*. The second line completes the thought of the first line. <https://www.bobyandian.com>

5- Parabolic Proverb: The fifth kind of proverb is called parabolic. The first line of the proverb illustrates the second. The second line is the teaching; the first line is an analogy. Many of these that are parabolic seem to make little sense, e.g. *As a jewel of gold in a swine's snout*, so is a fair woman which is without

discretion. What does a piece of gold in a pig's nose have to do with a woman without discretion? Can you think of anything more useless to do with a piece of gold than to put it in a pig's nose? He's saying he has found out something else that's useless: a beautiful woman with no brains. This is a very stern instruction to young people: don't date a person strictly for their attractiveness. Find out if they've got something on the inside that matches what they've got on the outside. Did you know that if you date somebody strictly because they are attractive, you're more interested in you than in them? All you want is some good looking thing to hang on your arm like you wear a pin or a suit of clothes. They are nothing more than an accessory. You just want to brag to everybody about this doll you've got. You don't care about her: It's your own ego that you're interested in. Girls, this verse also applies to you. Don't go out with a guy just because he's good looking. If he doesn't have any moral fiber, he doesn't have anything on the inside of him. Another parabolic proverb is *As cold waters to a thirsty soul, so is good news from a far country.*" Whenever you leave home, the best thing you can get is a call from home. Have you ever been out somewhere and felt very lonely? Suddenly you get a phone call or a letter from home and it's just like a good drink of water to a thirsty soul.

<https://www.bobyandian.com>

6- Comparative Proverb: The last type of proverb is comparative, in which the first line expresses something better than the second. The key word in a comparative proverb is the word better. Proverbs *Better is little with the fear of the Lord than great treasure with trouble.* The message of prosperity is great, but if you lose your peace and lose all the happiness around the house, what have you gained? Nothing. So it is better to have a little bit and have reverence and the fear of the Lord than to have great treasure and trouble.

There's another comparative proverb in Proverbs says, *Better is a dinner of herbs where love is than a stalled ox and hatred therewith*. What is this saying? It is better for a man to come home from work to find a whole dinner of vegetables and to find his wife loving him than to come home to find a filet of mignon and hatred in the house. Wives, the way to a husband's heart is not through his stomach. That's what the world says. But the way to his heart is with love. (<https://www.bobyandian.com>)

2.4. Proverbs and their Consorts

One can gain more insights into proverbs by comparing them to other related expressions such as idioms, sayings, aphorisms, maxims, metaphors etc. because the distinct features of proverbs can be identified in relation to other expressions of similar type. This is also important for this study so that proverbs are not confused with their consorts.

2.4.1. Proverbs and Idioms

Retrieved from (Can, N 2011), Proverbs are usually classified as the subcategory of idioms, the differences between the two are often discussed based on their formal aspects. They are both said to be traditional and to have a fixed form and a literary value but the sentence structure of proverbs makes them different from idioms. Traditionally, only phrases and sentence-like predicative units such as *someone's heart is in the right place* are considered idioms. Most idioms are constituted in the form of phrases such as noun phrases, verb phrases and prepositional phrases. In other words, sentential patterns are usually excluded from the category of idioms; however, a phrase me like *the coast is clear* is not a proverb but an idiom despite its sentence structure which shows that sentence

idioms and proverbs can be differentiated based on not only syntax but also semantics and pragmatics. The distinction between sentence idioms and proverbs can be discussed at semantic and pragmatic level. (1) Sentence idioms do not have a generalizing function whereas proverbs are general statements expressing general truths usually with the help of quantifiers such as: every, all, any, each, always, never, no, (2) while sentence idioms lack explanatory and directive force proverbs have the illocutionary force of recommending and guiding with reference to an accepted proposition, (3) sentence idioms are discourse dependent and thus, make use of deictic elements but proverbs are discourse independent as they avoid using deictic elements even if they refer to a specific situation.

(Can, N 2011)

Retrieved from (Teilanyo, D 2014) an idiom is “a number of words which, when taken together, have a different meaning from the individual meanings of each word” or “a group of words whose meaning is different from the meanings of the individual words”. The word idiom is taken from the Greek word *idios*, meaning “one’s own” through Latin *idioma* meaning “special property,” “special feature” or “special phrasing.” Therefore, “it is often impossible to guess the meaning of an idiom from the words it contains” In principle, an idiomatic expression is lexicalize (is to be taken as a single lexical item), and is to be interpreted as independent from the literal meaning of the lexical items. In the order of words, over a period of use, idioms become “fossilized items” such that the lexical items are inseparable in those expressions. A proverb is generally a way of speaking in symbolic terms. It is defined as “a well-known phrase or sentence that gives advice or says something that is generally true.” Ruth Finnegan does not consider a precise definition of a proverb an easy matter, but she agrees that “it is a saying in more or less fixed form, marked by the popular acceptance of the truth tersely

expressed in it". Thus, its distinguishing characteristics are terseness, relative fixedness, and the universality and timelessness of its veracity. Moreover, it is marked by some kind of poetic quality in style or sense, and in this way set apart in form from more straightforward maxims. (Teilanyo, D 2014).

2.4.2. Proverbs and Metaphors

By referring to (Can, N 2011) although, proverbs to a great degree contain metaphors, a distinction between proverbs and metaphors need to be made. It is indicated that metaphors can be said to have explanatory force like proverbs but they do not have directive force unlike proverbs. Metaphors usually do not express common truths and are often not sentential. Therefore, there is an important difference between the proverb and the metaphor:

Metaphor and proverbs can perform a variety of speech acts, though metaphors are more likely to be used to evoke, say, irony or hyperbole and proverbs to express promises, warnings, post-dictions, and the like... The context-driven character of metaphors localizes their functions within the context, while the knowledge-driven character of proverbs extends theirs to yet unknown contexts. In this sense, the possibilities inherent in a proverb are much greater. A metaphor is used perhaps once and thrown away. A proverb is intended to be used for eternity. That is why there are no dictionaries of metaphors, though there are of proverbs. (Can, N 2011)

2.4.3. Proverbs, Quotations, Maxims, Slogans and Aphorisms

Retrieved from (Can, N 2011), proverbs are different from literary quotations, maxims, slogans and aphorisms in the sense that they have the traditionality and currency that these expressions lack and their authors are not known although

they all state something true or wise in addition, while a maxim or an aphorism is mostly appropriate for formal level of discourse, proverbs are commonly used in popular, everyday speech. However, a quotation or a slogan can become a proverb as it gains currency and popularity among the population. (Can, N 2011)

2.4.4. Proverbs and Anti-proverbs

Even though proverbs are said to be fixed expressions, they are flexible in the sense that they allow creative play with their language as speakers have been changing the language and the message of proverbs or the way it is used to create humor and irony. This has resulted in the formation of anti-proverbs which are parodied, twisted, or fractured proverbs that reveal humorous or satirical speech play with traditional proverbial wisdom. The term anti-proverb that is widely accepted by scholars is coined by Wolfgang Mieder who has published several collections of anti-proverbs. It is not a term that is against the concept of proverb. Proverbs are still very useful and valuable in modern society and anti-proverbs that have become new proverbs appropriate for the modern age question the wisdom of proverbs and play with the proverb to create humor. As well as these anti-proverbs can simply be proverb variation in terms of wording to fit a particular context better. They show that proverbs have never been considered absolute truths and holy expressions. It is claimed that anti-proverbs are as old as proverbs themselves and they are becoming more popular through mass media and internet. Anti-proverbs in particular are important for this study as they are frequently used in every domain of life. For this reason, anyone learning English should have an active knowledge of proverbs so that they can recognize the changes made in them to understand the underlying message. (Can, N 2011)

2.5. Communicative and Behavioral Functions of Proverbs

Scholars who have focused on the communicative and behavioral aspects of proverbs have maintained that proverbs are not only linguistic structures; they play an active social role in the life of both speakers and listeners. By employing proverbs in their speech people wish to strengthen their arguments, express generalizations, influence or manipulate other people, rationalize our own shortcomings, question certain behavioral patterns, satirize social ills, or poke fun at ridiculous situations. It is mentioned that proverbs are best understood as the strategic social use of metaphor to serve certain purposes. Therefore, these short and traditional statements are used to further some social end that is, proverbs are used as rhetorical strategies in a communication event.

The usefulness to this study of these various functions of proverbs can be grouped five major categories:

Firstly, proverbs promote social integration by validating culture, justifying its rituals and institutions to those who perform and observe them. When people express dissatisfaction with some accepted aspect of life, a wise, and proverb will work as explanation. Secondly, folklore functions as pedagogic devices, as pedagogical discourse, and as a means of teaching morals and values to children. It is precisely because of their pedagogical and moralist codes that proverbs are mostly associated with adults. Thirdly, proverbs fulfill the important but often overlooked function of maintaining conformity to the accepted patterns of behaviour, a means of applying social pressure and exercising social control. As such, proverbs are understood as instruments that create and establish certain social norms and behaviour. Fourthly, proverbs reveal people's frustrations and attempts to escape in fantasy from repressions imposed on them by society. They provide a way of expressing what people cannot express in their actual lives. The use of pithy proverbs enables people to hide their own thoughts and say

something they would not dare to say in a direct manner. This is a paradox, while proverbs play a vital role in transmitting and maintaining the social norms and in forcing the individual to conform to them, at the same time it provides socially approved outlets for the repressions that these same institutions impose upon individuals. Suppressed group i.e. voices from below. Lastly, proverbs are rhetorical devices the ornament of speech and weaponry in natural interaction. Proverbs are used for some practical, pragmatically purposes in various circumstances of everyday communication. With the aid of a proverb, one can aim to provide an endorsement to his statements, express doubts, accuse someone of something, justify or excuse somebody, mock somebody, and so on and so forth. The rhetorical and didactic functions of proverbs are of central importance to many scholars. It was emphasized that the most important function of proverbs are their didactic properties. When a proverb is quoted, a direct or indirect hint is given to the listener asking him for some behavioral changes according to the situational context. (Sanauddin, N 2015)

2.6. Various Aspects of Proverbs

The literature on the features of proverbs is categorized into five aspects that are formal, semantic, cultural, pragmatic, and literary aspects. These aspects are going to be discussed briefly:

2.6.1. Formal Aspects of Proverbs

According to (Can, N 2011), one of the typical features of proverbs is their concise forms. A proverb is said to consist of about seven words. There are of course longer proverbs such as *It is easier for a camel to go through the eye of a needle, than for a rich man to enter into the kingdom of God*; however, the

shorter the proverbs, the more popular they are, likely to be since their short forms makes them more memorable and easy to use. Moreover, proverbs have structures peculiar to them. The particular structures that allow proverbs to express so many things with few words, they also serve as the template for new proverbs and anti-proverbs. Some of the common patterns in English Language:

- Where there's x, there's y e.g. *Where there's smoke, there's fire.*
- No x without y e.g. *No gain without pain.*
- Like x, like y e.g., *like father, like son.*
- One x does not make a y e.g., *One swallow does not make a summer.*
- Better x than y e.g. *Better late than never.*
- If x, then y e.g., *If at first you don't succeed, then try, try again.*

(Can, N 2011)

2.6.2. Semantic Aspects of Proverbs

Proverbial markers that belong to formal aspects of proverbs are insufficient to create a proverb since other than the formal features; the worldview of a proverb has to be accepted by the majority of the population. To illustrate, the new American proverb *Different strokes for different folks* has gained currency because it contains many proverbial markers such as rhyme, repetition, ellipsis, conciseness etc. and most importantly, its message is adopted; on the other hand, it is unlikely that the utterance *Different rights for different people* will become proverbial in spite of its proverbial markers since its idea is strange. Proverbs represent many aspects of human life. Thirteen main themes of proverbs had been discovered to make an international classification system of proverbs. The themes of proverbs they found are:

practical knowledge of nature, faith and basic attitudes, basic observations and socio-logic, the world and human life, sense of proportion, concepts of morality, social life, social interaction, communication, social position, agreements and norms, coping and learning, and time and sense of time. As for the semantic properties of proverbs, antonymy and synonymy are the semantic relations that can be seen in proverbs. Proverbs are antonymous when they express contradictory ideas through related images as in *A big fish in a small pond- A small fish in a big pond*, and through different images as in *He who hesitates is lost- Fools rush in* or when a figurative and a literal proverb express opposite ideas as in *Out of sight, out of mind, Absence makes the heart grow fonder*. Antonymous proverbs show that proverbs are not absolute truths and their wisdom is valid only in the contexts they are used in. In fact, it is their dependence on the context that allows them to disambiguate complex situations and events. Although contradictory proverbs suggest inconsistency in certain cultural beliefs about human behavior, contradictory proverbs actually constitute unique, contextually appropriate solutions to conflicting human tendencies.

(Can, N 2011).

2.6.3. Cultural Aspects of Proverbs

The metaphorical nature of proverbs makes the proverbs culturally loaded since metaphors are structures that are culturally specific mental representations of aspects of the world, and metaphor is not merely a part of language, but reflects a fundamental part of the way people think, reason, and imagine. Metaphors originate not only from the similarities between entities but also from the particular communicative, cultural and historical situations that lead people to have experiences unique to them. Not only the figurative proverbs but also the literal proverbs e.g. *Actions speak louder than words* are culturally oriented as

they all emerge out of the experiences of a specific society. Therefore, study of proverbs can show how native speakers conceptualize experiences, things and events in their language. The fact that language reflects cultural patterns, customs, and lifestyles is perfectly reflected in proverbs regarding which Aksoy puts forward that proverbs are the mirror of every nation's own identity and existence. They express the shared history, values, traditions, experiences, thoughts, point of views and beliefs of a nation. When proverbs across different cultures are examined, it can be seen that there are differences as well as similarities. (Can, N 2011).

2.6.4. Pragmatic Aspects of Proverbs

Retrieved from (Can, N 2011), the indirect nature of proverbs is one of the factors that make them useful and practical expressions in everyday communication. In comprehending the intended meanings and messages underlying the use of proverbs, the hearer makes two inferences. First, the hearer needs to decide whether the literal meaning and the direct act is appropriate for the context. If it is not appropriate, the hearer needs to recognize that something more is meant and figure out the indirect message. With respect to this, it is indicated that proverbs constitute indirect speech acts, since they have secondary meanings and messages to be decoded by the hearer. For instance, by using figurative proverbs, one employs an indirect speech act as listeners are expected to apply the proverbial scenario to the present situation and infer appropriate conclusions and messages. In addition, by referring to common truths and experiences as accepted by the community, speakers hide their personal feelings behind the opinion of the community, leave them an escape route, and communicate ideas off record. In other words, addressees do not consider the speaker as the direct source of the advice. Otherwise, hearers might not be happy

to be given advice directly especially by someone of equal status and age. Furthermore, the motivation for using proverbs to be indirect is to employ a face-saving act as a politeness strategy because indirectness is an important mechanism for conveying politeness and all politeness is motivated by concerns for managing face. Apart from the function of proverbs as an indirect speech act, it is referred to more specific pragmatic aspects of proverb use by explaining constative and directive uses of proverbs. While constative uses involve declarative proverbs that express an attitude, explain something or give advice, directive uses mostly involve imperative proverbs that guide and direct the hearer's action. To illustrate, the use of the proverb *Like father, like son* to explain the case of someone who gets caught shoplifting and is put in prison is constative whereas the use of the proverb *Don't cry over spilled milk* to direct an action by advising one not to be worried for something that has already happened is directive. However, in some cases, there is no clear cut distinction between the two types of uses as a proverb can both direct and constate as in the proverb *Business before pleasure* which can be used both to excuse oneself by indicating that he/she has work to do and to advice someone to work before playing. Constative and directive uses of proverbs as well as other functions can be discussed in different terms. Discussion of the pragmatic functions of figurative language in relation to functions involved in illocutionary competence in Bachman's model of communicative competence. Their discussion seems to perfectly correspond to the functions of proverbs which are an important part of figurative language. Figurative language is used to carry out ideational functions which entail the use of language to exchange information and feelings and manipulative functions which refer to the use of language to affect the behaviours of others. As well as ideational and manipulative functions, figurative language is also employed to perform imaginative functions that involve playing with the

language for humorous and aesthetic purposes and often contribute to relationship building. Proverbs also allow the fulfillment of imaginative functions. Although, they are said to be fixed and formulaic, they allow great flexibility in playing with their language. The flexibility for word play or language play in proverbs is seen in anti-proverbs. The reasons for proverb alterations are to create humor or irony and to make the proverb more relevant to the present context.

Humour in proverbs makes them more memorable and adds a rhetorical value to them. By using proverbs and anti-proverbs, one can make others laugh and enhance relationships. To illustrate, the proverb *An apple a day doesn't do it* is put as a notice on a physician's waiting room to humorously encourage people to see a physician. Similarly, a printing company that did not want its employees to smoke wrote *Where there's smoke, there's fired* in order to warn the employees in a funny way. Other humorous proverbs are: *A stitch in time saves embarrassment, if at first you don't succeed, think how many people you have made happy*. In such cases, the message and the humour can only be appreciated if the proverbs are familiar to readers or hearers; however, they are expected to be familiar to native speakers as the shared value of a community. As part of research in pragmatics, proverbs are also discussed with reference to Grice's four maxims of the Co-operative Principle (Quantity, Quality, Manner and Relation) and are said to be good examples for illustrating this principle. In this part, the relation of the proverbs to the four maxims is explained as the following:

Firstly, as expressions that reflect the wisdom of a community and shared values and truths, proverbs are in accordance with the maxim of Quality which requires the content of the communication to be genuine. Secondly, as short, pithy and informative expressions, proverbs correspond to the maxim of Quantity which entails the interlocutors to give fair amount of information. Thirdly, as

expressions that are brief and orderly and are used to disambiguate a situation, proverbs adhere to the maxim of Manner which states that speakers should be clear and concise avoiding obscurity and ambiguity. Lastly, as for the maxim of Relation, proverbs might not always seem to be relevant since the metaphors used can make their relation with the context obscure. For instance, in hearing the proverb *Don't look a gift horse in the mouth*, the hearer might not have any idea about the relevance of horse teeth to a gift. In such cases, it is appropriate for the speaker to provide an explanation of the relation of the proverb to the topic or context. However, as mentioned earlier, many proverbs with their directive uses are employed to accomplish manipulative functions and thus, to influence the behaviour of the hearer and this is achieved in an indirect way by alluding to common truth so as to manage face and to avoid negative feelings. Therefore, the indirect nature of proverbs makes using proverbs an effective politeness strategy. Using such figurative language allows a speaker to voice his or her own opinion without being strictly accountable for it. In other words, one lets common truths do the talking. As well as the role of proverbs in indirect and humorous communication, proverbs also play an important role in text organization. As part of figurative language, they can be used to begin or end a text or to change topic. Interlocutors often use proverbs to summarize and evaluate what they have been discussing and to indicate their desire to end the conversation. Their generality, acceptance as the common truths and values, fixedness and their distinctive feature of explaining abstract themes in terms of concrete situations allow proverbs to serve such functions. Through such functions, proverbs make conversational segments appear coherent and personally meaningful. The functions of proverbs in text organization are also related to their power to persuade others. By referring to the wisdom of a culture using proverbs as moral, timeless authority, interlocutors can win arguments. (Can, N 2011).

2.6.5. Literary Aspects of Proverbs

By referring to (Can, N 2011) there are some distinctions between internal features of proverbs such as metaphors and other figures of speech and external features of proverbs such as rhythm, alliteration.... etc.

2.6.5.1. External Features

External features are also named by some scholars as poetic features, prosodic devices, stylistic features, poetic devices and rhetorical techniques. These features give proverbs a literary value, make them easy to remember and memorize and help them gain proverbial status. Referring to rhyme as one of these features, it was stated that rhyme is a few other of the more frequent helps which the proverb employs for obtaining currency among men, for being listened to with pleasure by them, for not slipping again from their memories who have once heard it. However, it should be remembered that not all of these features exist in all proverbs. External markers that are common to many proverbs can be listed as follows:

Repetition in proverbs: repetition of the syntactic pattern as in *Where there's smoke there's fire*, repetition of the subject as in tautological proverbs such as *Enough is enough* and *Boys will be boys*, and repetition of certain words as in *The best art conceals art*.

Alliteration in proverbs: the use of the same letter or sound at the beginning of words that are close together as in *Many a little makes a mickle*, *Live and let live*; *Out of debt, out of danger*; *Practice makes perfect*; *Forgive and forget* etc.

Assonance: the effect created when two syllables in words that are close together have the same vowel sound but different consonants and vice versa as in *a rolling stone gathers no moss*.

Rhyme: a word that has the same sound or ends with the same sound as another word, as in *Man proposes, God disposes; No gain without pain; Seeing is believing; East, west, home is best; When the cat's away, the mice will play*.

Parallelism as in *Easy come, easy goes; a penny saved is a penny earned; where there's a will, there's a way*.

Ellipsis as in *Out of sight, out of mind* (verbs are omitted), *Sooner begun, sooner done* (subjects are omitted), *More haste, less speed* (verbs are omitted), *Once bitten, twice shy* (subjects are omitted). (Can, N 2011)

2.6.5.2. Internal Features

Internal features are composed of types of imagery or figures of speech that can be identified in proverbs. To begin with, many proverbs make use of metaphors to a great extent that proverbs encode concrete manifestations of more abstract themes to which they bear a resemblance relation. One of the important features of proverbs is their generalizability and many proverbs achieve this through their metaphorical nature as they are used to explain abstract entities or situations in terms of concrete ones, which makes proverbs applicable to a wide range of situations. As these sayings which were ones used literally gained proverbial status, they came to be used non-literally standing for various situations. In relation to the metaphorical aspect of proverbs, it is said that proverbial language makes use of the conceptual metaphor “generic is specific”. This conceptual metaphor allows us to understand a whole category the representativeness of metaphors in proverbs is more flexible and inclusive though not limitless. In short, metaphorical proverbs confirm the idea that metaphor is central to

everyday natural language, unlike the classical theory of metaphor, which defines it as a novel or poetic linguistic expression where one or more words for a concept are used outside of its normal conventional meaning to express a similar concept. As well as the metaphorical proverbs, there are proverbs that are used literally most of the time (e.g. *If at first you don't succeed, try, try, try again; Waste not want not; Honesty is the best policy*). The reason why these proverbs have survived without any metaphorical application is because they already express a generalized truth and do not reflect a specific concrete situation that needs a metaphorical application to have a generalized quality. However, the distinction between figurative and literal sayings is a matter of degree rather than an absolute dichotomy. To explain this a distinction had been made between completely metaphorical proverbs that describe abstract and general themes in terms of a concrete scene (e.g. *A rolling stone gathers no moss; A watched pot never boils*) from proverbs in which only a single noun or verb phrase has metaphoric meaning (e.g. *Pride feels no pain; Friends are thieves of time*). Therefore, the two groups of proverbs are metaphorical to different degrees, another reason mentioned why there is no clear cut distinction between metaphorical and literal proverbs by indicating that proverbs depend entirely on the context they are used in to be considered as figurative or literal. For example, *It never rains but it pours* can be used to refer to an actual rain or to a person experiencing many problems. As well as metaphors, proverbs involve metonymy as in *Far from eyes, far from heart*, personification as in *Hunger is the best cook; Necessity is the mother of invention; Money talks*, hyperbole as in *A watched pot never boils; It is easier for a camel to go through a needle's eye than for a rich man to enter into the kingdom of God*, and paradox as in *No news is good news; The nearer the church, the farther from God*. Due to the figurativeness of

proverbs, they are widely used in literary texts as well as in everyday communication. (Can, N 2011).

2.7 Previous Studies

1- Zahra Kohistani (2011) in her study entitled: *Understands Culture through Proverbs*, presented a comparison between the English and the Dari proverbs. It examines in how far metaphors and images of both languages can be compared with each other. Moreover, the study explores to what extent Afghan and British people's understanding of each other's' proverbs can be explained in terms of cultural similarities or differences. The goal of the paper is to reflect culture, customs and traditions, which are embedded in proverbs of the English and the Dari language. The comparison is based on data obtained from objective questionnaire surveys. The English and Dari data were specifically collected for this study, because there are no current studies in this field. The Afghan participants were immigrants, who have been living in Germany and the Netherlands. The English participants were people, who have been living in the Netherlands. Concerning the results of the study, it turns out that Afghans tend to understand and interpret the meaning of English proverbs better than the English people, who try to interpret the meaning of the Dari proverbs. The results show that 15 out of 25 British participants scored less than 50%, concerning understanding Dari proverbs; however, only 7 out of 25 Afghan participants scored less than 50%, concerning understanding and interpreting the correct meaning of English proverbs. Generally, it can be said that Afghan females scored better than Afghan males; on the other hand, the percentages of the British males are slightly higher than that of the British females. These results can be explained by taking into account that this research is carried out outside Afghanistan. The interpretation and understanding of the correct meaning of the

English proverbs by Afghans can be explained by the fact that Afghans are familiar with not only the Eastern culture, but also the Western, since most of them have been living in Europe for a while. Most of them seem to be familiar with the customs and traditions that play a role in the everyday life of the people. As can be seen from the results of this study, those Afghans, who have a lower education and have not been in Europe for a long time can be said to misinterpret certain English proverbs. The results of the British can be explained by the fact that Dari proverbs contain more sophisticated pictures and images, which are culturally related to the Afghans and their society. This issue makes it rather difficult for foreigners, such as the British, who have not been in deep contact with the Afghan culture, customs, beliefs and traditions to understand and interpret the correct meaning of a Dari proverb. Considering the results in this study, it can be said that the percentage differences between the English and the Dari participants are found to be different from each other.

2- Hamza Elsheikh Elmubark (2017) in his study entitled: *The Significance of Using Proverb in African Literature with the reference to Chinua Achebe's things fall apart* wired at the discussing the proverbs which used in the African literature with the reference to (Chinua Achebe's *Things Fall Apart*). The researcher went through proverb and displayed all the proverbs in the novel *Things Fall Apart* then the researcher explained the literal meaning and the actual meaning for every proverb by its own and finally the researcher elaborated why does the author used to use proverb in his writing so the researcher arrived at the following results first ; using proverb in the novel gives the surrounding environment so audience can imagine more about the place where the novel takes place. Second, using proverbs serve language aspects by specific meaning. Third,

using proverb has psychological matters. For what had mentioned above that is clear using proverb has significance in the African literature.

3- Elham Baharian (2014) in her study entitled: The Effect of Proverbs on Learning Vocabulary through Visual Organizers noted that, the acquisition of vocabulary items constitutes a major bulk of second language learning. The studies investigating the most appropriate method of presenting and teaching vocabulary have proliferated in recent years. However, the effect of proverbs on the acquisition of lexical items has not been explored yet. This investigation attempted to explore the influence of learning vocabulary through proverbs and to find out whether proverbs can be used to improve vocabulary learning through time. In addition, the study explored to what extent the visual organizers and picture cues can facilitate the learning of lexical items and their retention. To this end, 90 pre-intermediate EFL learners were assigned to two experimental and one-control groups. The first experimental group was instructed through proverb whereas the second experimental group was instructed via proverbs accompanied by pictures in five different sessions. Results indicated that the proverb plus picture and the proverb group outperformed the control group in the immediate perception and production tasks. Additionally, the proverb plus picture had the highest gain of word and retention in the delayed tasks. The study reveals the effectiveness and higher rate of retention of learning lexical items through proverbs especially via pictures compared to the traditional method.

4- Nilufer Can (2011) in his study entitled: A proverb earned is a proverb learned: future English teachers' experiences of learning English proverbs in national teachers training high school in Turkey. This thesis investigates future English teachers' experiences of learning English proverbs in Anatolian Teacher

Training High Schools (ATTHS) in Turkey. In order to reveal the situation about proverb teaching in English language classrooms in ATTHS, students' opinions are sought and coursebooks are analyzed. In doing this, this study aims to find out EFL teacher trainees' attitudes towards learning and teaching English proverbs, their conceptualization of proverbs, their thoughts about their knowledge and use of English proverbs, and perceptions about how sufficiently their English teachers and coursebooks at high school taught them English proverbs. This study also aims to uncover how the English coursebooks they used in ATTHS teach proverbs. To achieve these aims, a questionnaire is administered to 187 freshman ELT students; a semi-structured interview is conducted with volunteers and the coursebooks used by the majority are examined using an analysis form and a checklist. As a result, it is found that those teacher trainees have positive attitudes towards learning and teaching English proverbs, think that they do not have enough knowledge of English proverbs and that their English teachers and coursebooks did not teach proverbs sufficiently. Moreover, the participants' conceptualization of proverbs reflects traditional definitions. Besides, coursebook analysis reveals that while the examined local coursebooks contain almost no proverbs at all, the analyzed international coursebooks include a relatively bigger number of proverbs. However, except for some of the semantic and cultural aspects of proverbs, there is hardly any explicit reference to other aspects of proverbs in all the coursebooks examined.

CHAPTER THREE
METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the researcher explains the method that has been followed during the test and questionnaire. In this section the researcher will illustrate the tools of data collection, sample, validity and reliability and the procedures which adopted by him throughout this study.

3.1 The Method of the Study

In this study, the researcher adopted descriptive and analytical method with dual tools of analysis, a test for students. The sample was 25 students from Sudan University of Science and Technology, College of Languages, 3rd year students of English, and a questionnaire for teachers. The sample was 25 teachers from different educational foundations in Khartoum state, Al-Qabbas International Schools, Alnukhba Secondary School, Kebeida International Schools, Omdurman Ahlia University, Nelein University and University of Khartoum.

The data analyzed statistically by using Statistical Package for Social Science (SPSS), provided the research questions, and verified the hypotheses of the study.

3.2 Tools of Data Collection

In this study, double tools were used for data collection and analysis. The teachers' questionnaire and students' English proverbs test. The questionnaire and English proverbs test of the study attempt to examine the problem of using and understanding English proverbs of Sudan University students, thus, the data of this study has been elicited through a questionnaire for teachers and proverbs test for

students. The questionnaire which was prepared by the researcher consists of 10 statements, and the proverbs test contains from two parts each one consists of 10 questions, the first part is about understanding the implied meaning of English proverb and the second one is about the correct use of the English proverb in order to collect data of the study and will be analyzed to satisfy the questions and the hypotheses of the study. The questionnaire and English proverbs test were very helpful in the researcher task.

3.3 The Sample of the Study

The sample consists of 25 teachers were asked to give their opinions of 10 statements that were prepared by the researcher to test the hypotheses of the study. In addition, the sample consists of 25 students as a case study, they were given English proverbs test consists of two parts each part consists of 10 questions that prepared by the researcher. A descriptive and analytical form of discussion with illustrate tables will be followed to demonstrate the various percentage indicates the explanations of their results. The data of the study aims to identify the problems of Sudan University students of English in understanding and using English proverbs through teachers' point of view and students' Knowledge of English proverbs.

3.3.1 Teachers

Twenty five teachers of English from different educational foundations in Khartoum state, Al-Qabbas International Schools, Alnukhba Secondary School, Kebeida International Schools, Omdurman Ahlia University, Nelein University and University of Khartoum took part in this study, their age ranged between 28-60 years old, they were randomly selected, and their teaching experiences from

two to more than twenty years, all of them graduated from colleges of arts and education, and were specialized in English language.

3.3.2 Students

Twenty five students of English participated in this study. All of them were university students, their age ranged between 20 to 24 years old. All of them were from 3rd year students and the number of English lectures taught per a week is 15 lectures and the duration of each lecture is two hours, their native language is Arabic, but English is taught as a foreign language.

3.4 Validity and Reliability

The validity of the questionnaire was shown and approved by experts who omitted, added, and corrected, their notes and suggestions were taken into consideration, and the researcher made the necessary modifications before administrating the questionnaire. Before the questionnaire was distributed, it was given to the supervisor for the final evaluation, and then it was exposed to a number of teachers who face no difficulty in answering the questions, so all these notes made this questionnaire valid and reliable. The proverbs test is designed by the researcher in consultation with some teachers, and then presented to some experts and the supervisor for evaluation and approval, so they added, omitted and substituted, their notes have been taken into consideration by the researcher, therefore; the validity and reliability of the test is proved. The researcher used the Statistical Package for Social Science (SPSS); the results confirmed the two hypotheses of the study.

3.5 The Procedures

To investigate the difficulties facing 3rd year students of English of Sudan University of Science and Technology in understanding and using English proverbs, a questionnaire which consists of 10 statements was handed over to 25 English teachers from Al-Qabbas International Schools, Alnukhba Secondary School, Kebeida International Schools, Omdurman Ahlia University, Nelein University and University of Khartoum, the teachers filled it out and collected back by the researcher in a duration of one day, then the researcher analyzed the data by using the Statistical Package for Social Science (SPSS).

Also a test consists of twenty questions (the first ten questions were about understanding the implied meaning of English proverbs and the other ten questions were about the correct using of English proverbs) presented by the researcher to 25 students as the proverbs test. The students attended to the classroom and sat on their chairs, and then the researcher distributed the test paper and asked them to answer all questions in a duration of a half an hour, after that the papers were collected, the answers checked by the researcher, and the degrees were spotted and analyzed by using the Statistical Package for Social Science (SPSS). The two tools (questionnaire and test) have done in order to get data about understanding and using English proverbs problems of Sudan University of Science and Technology, 3rd year students of English.

3.6 Conclusion

This chapter has described the method and techniques that the researcher uses to carry out this study. First, it reveals that this study is descriptive and analytical. Then the chapter describes the population and sample of the study, finally, it shows

procedures which are followed by the researcher to confirm the validity and reliability of this tool and how the collected data will be analyzed in the next chapter.

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION OF THE
RESULTS

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE RESULTS

4.0 Introduction

English proverbs area is the main problematic one that prevents EFL students to get along with native speakers. The researcher wants to assure the fact that using and understanding English proverbs is the most difficult area, which needs much practice by EFL students. Concerning the research test and questionnaire, the researcher has already designed the test and questionnaire and distributed them to each teacher and student; the researcher analyzed the collected data. In this chapter, the researcher is going to present in details the analysis, results, and the discussion of data for both the test and questionnaire.

4.1 Test Analysis

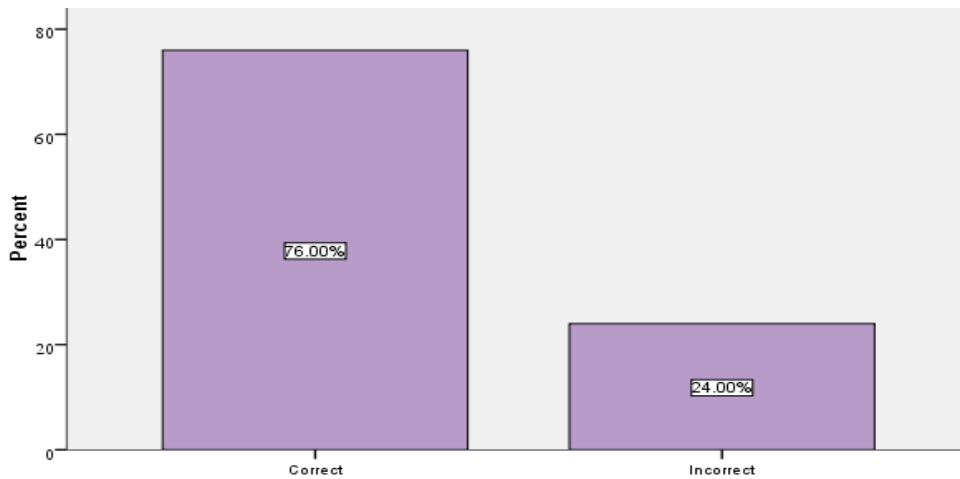
As it had been mentioned in chapter three, a test was given to students by the researcher, the main aim for that is to look deeply in the root of the problem of using and understanding English proverbs by EFL students, fortunately, the participants (students) paid great attention and shown much concern about it, and they helped the researcher to accomplish his task. The following are data analysis and results of the test:

Q1: Investigate the first hypotheses: EFL Students are very weak in understanding the implied meaning of English proverbs.

Table (1) *if you can't beat them, join them.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 19 | 76% |
| Incorrect | 6 | 24% |
| Total | 25 | 100% |

Fig (1)

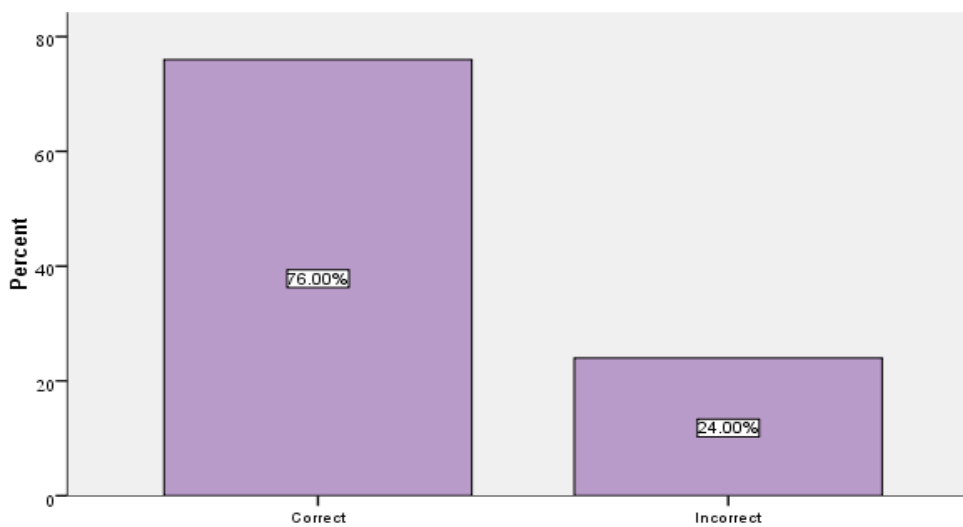


The data in table and figure (1) show that most 76% of the study sample have chosen the correct answer. Only 24% of them have fallen to choose the correct answer.

Table (2) *Make hay while the sun shines.*

| Items | Frequency | percentage |
|--------------|-----------|-------------|
| Correct | 19 | 76% |
| Incorrect | 6 | 24% |
| Total | 25 | 100% |

Fig (2)

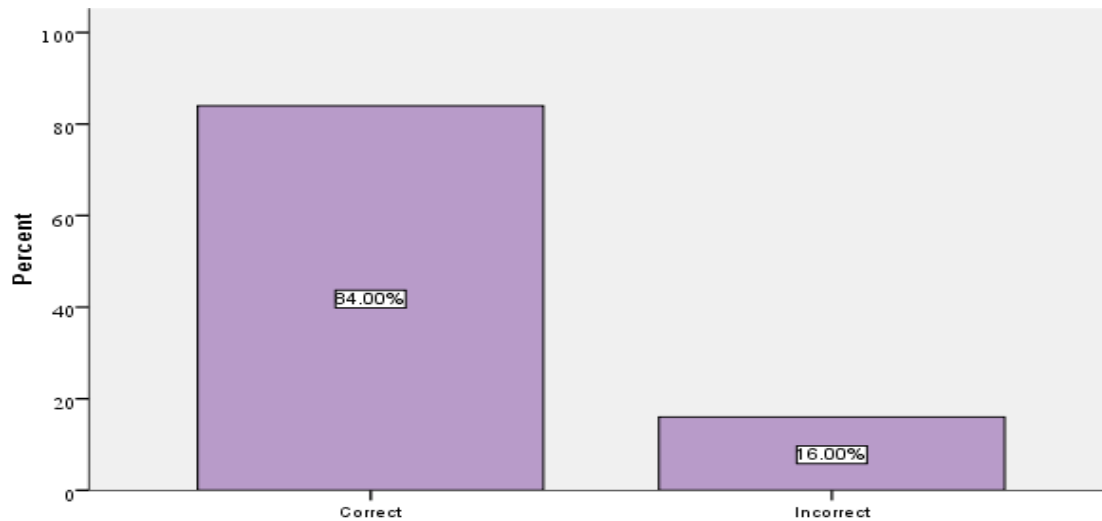


The data in table and figure (2) show that most 76% of the study sample have chosen the correct answer. Only 24% of them have fallen to choose the correct answer.

Table (3) *Actions speak louder than words.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 21 | 84% |
| Incorrect | 4 | 16% |
| Total | 25 | 100% |

Fig (3)

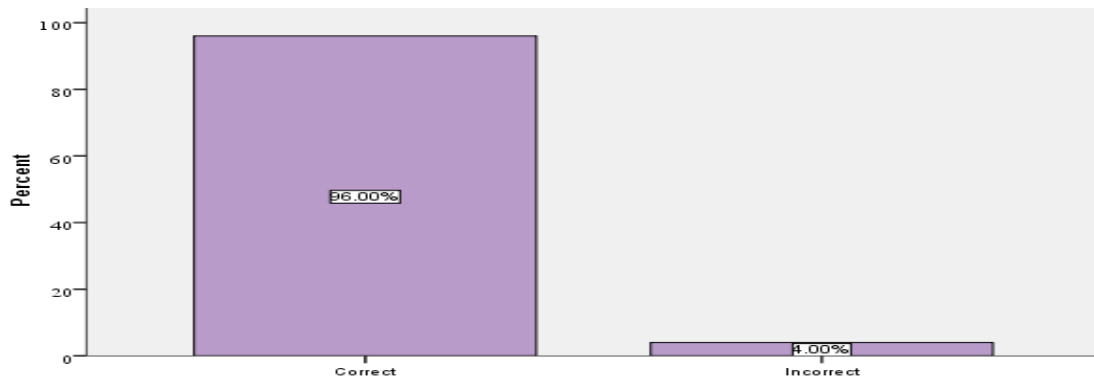


The data in table and figure (3) show that the majority 84% of the study sample have chosen the correct answer. Only 16% of them have fallen to choose the correct answer.

Table (4) *the way to a man's heart is through his stomach.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 24 | 96% |
| Incorrect | 1 | 4% |
| Total | 25 | 100% |

Fig (4)

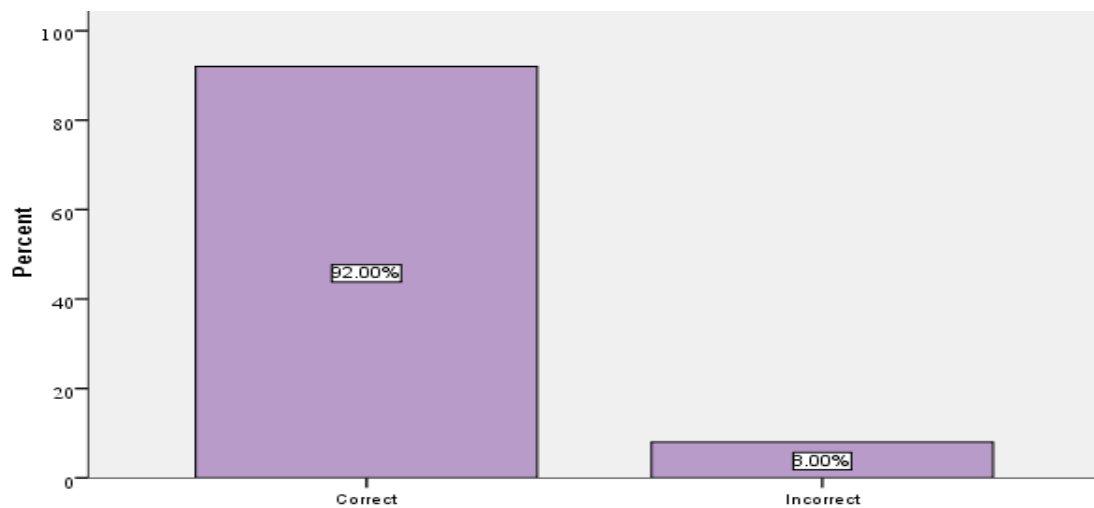


The data in table and figure (4) show that the majority 96% of the study sample have chosen the correct answer. Only 4% of them have fallen to choose the correct answer.

Table (5) *When in Rome do as the Romans do.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 23 | 92% |
| Incorrect | 2 | 8% |
| Total | 25 | 100% |

Fig (5)

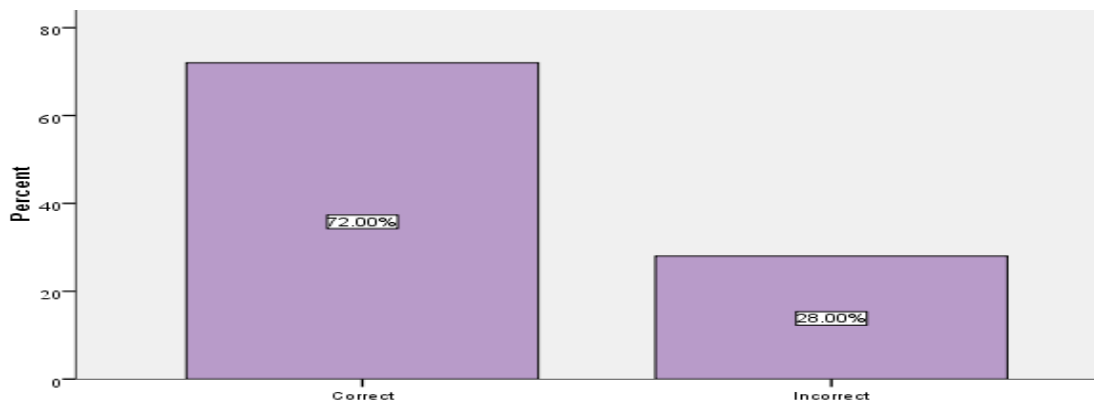


The data in table and figure (5) show that the majority 92% of the study sample have chosen the correct answer. Only 8% of them have fallen to choose the correct answer.

Table (6) *Don't bite off more than you can chew.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 18 | 72% |
| Incorrect | 7 | 28% |
| Total | 25 | 100% |

Fig (6)

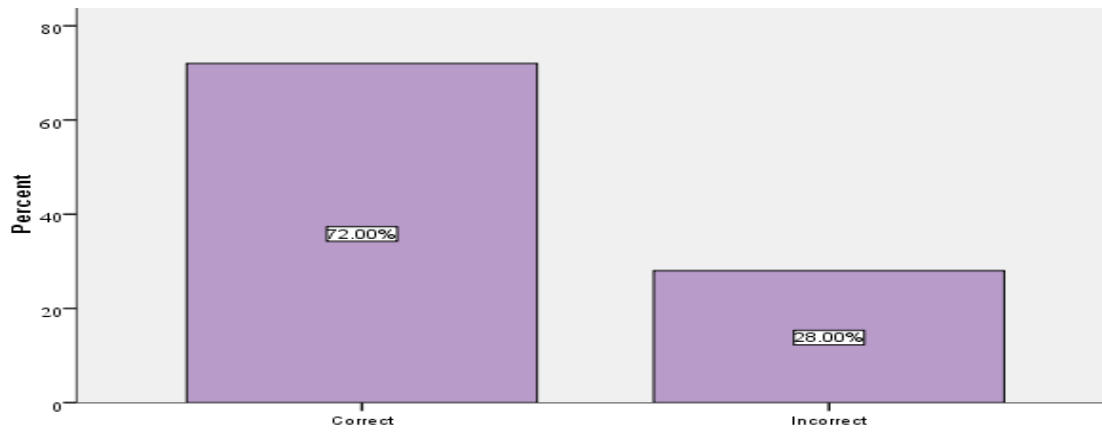


The data in table and figure (6) show that the most 72% of the study sample have chosen the correct answer. And 28% of them have fallen to choose the correct answer.

Table (7) *Don't bite the hand that feeds you.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 18 | 72% |
| Incorrect | 7 | 28% |
| Total | 25 | 100% |

Fig (7)

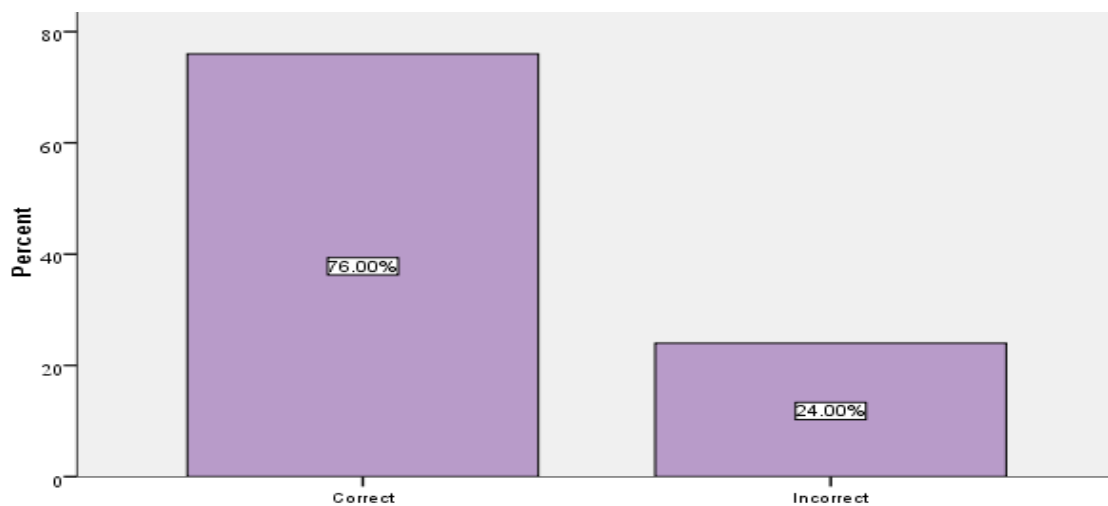


The data in table and figure (7) show that the most 72% of the study sample have chosen the correct answer. And 28% of them have fallen to choose the correct answer.

Table (8) *Don't look a gift horse in the mouth.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 19 | 76% |
| Incorrect | 6 | 24% |
| Total | 25 | 100% |

Fig (8)

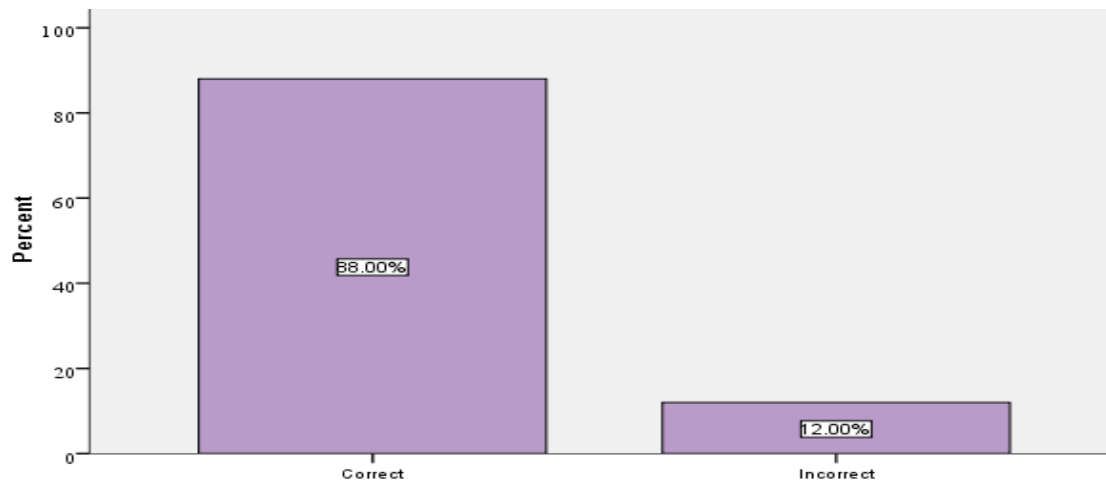


The data in table and figure (8) show that the majority 76% of the study sample have chosen the correct answer. And 24% of them have fallen to choose the correct answer.

Table (9) *A journey of a thousand miles begins with a single step.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 22 | 88% |
| Incorrect | 3 | 12% |
| Total | 25 | 100% |

Fig (9)

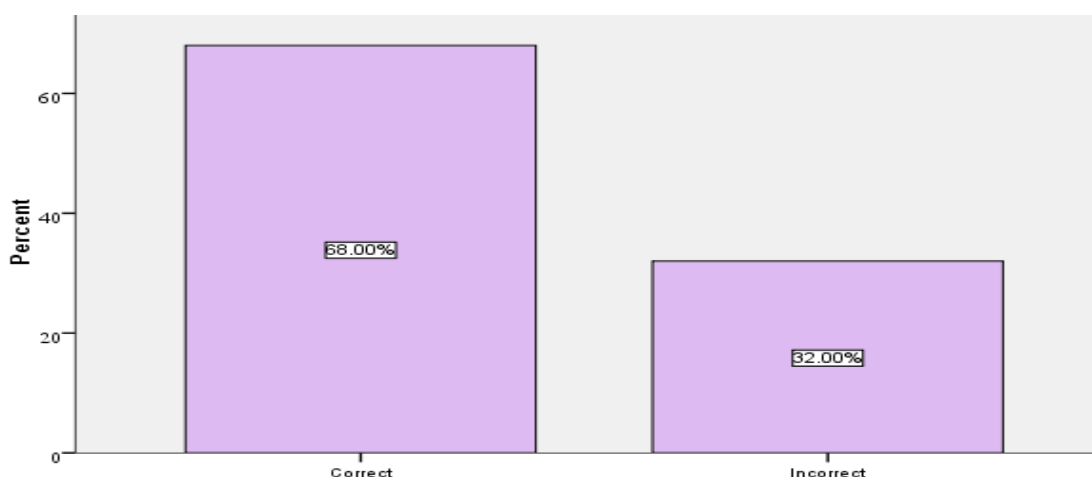


The data in table and figure (9) show that most 88% of the study sample have chosen the correct answer. And 12% of them have chosen the incorrect answer.

Table (10) *The pen is mightier than sword.*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 17 | 68% |
| Incorrect | 8 | 32% |
| Total | 25 | 100% |

Fig (10)



The data in table and figure (10) show that more than half 68% of the study sample have chosen the correct answer. And 32% of them have fallen to choose the correct answer.

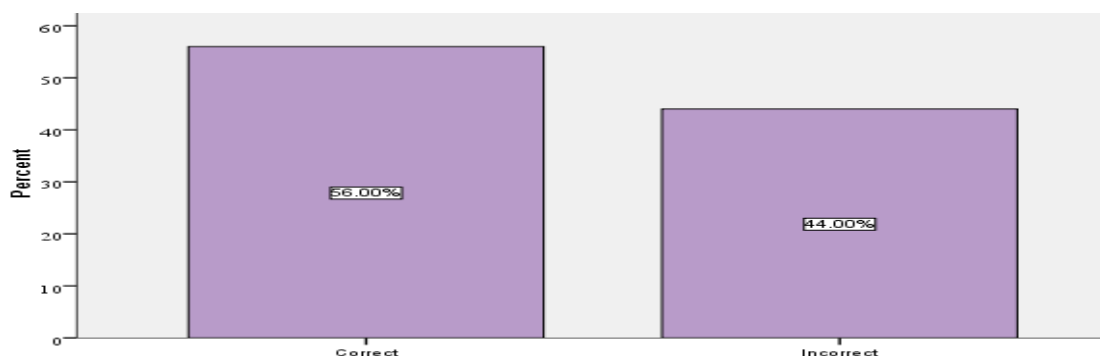
Q2: Complete the following proverbs with one suitable word in the square?

It investigates the second hypothesis: It is expected that EFL students ignore the usage of English proverbs because they are lack of practicing them.

Table (11) Appearance are(deceptive)

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 14 | 66% |
| Incorrect | 11 | 44% |
| Total | 25 | 100% |

Fig (11)

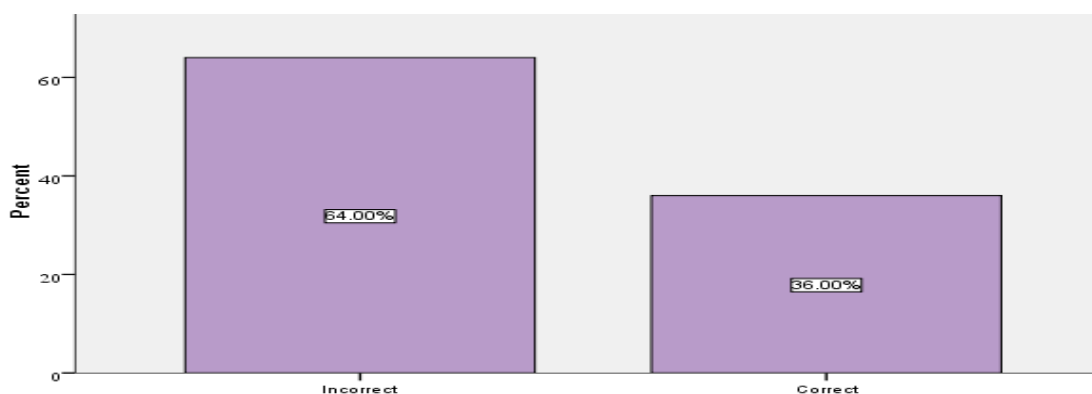


The data in table and figure (11) show that more than half 66% of the study sample have chosen the correct answer. And 44% of them have chosen the incorrect answer.

Table (12) *Every cloud has a lining. (Silver)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 9 | 36% |
| Incorrect | 16 | 64% |
| Total | 25 | 100% |

Fig (12)

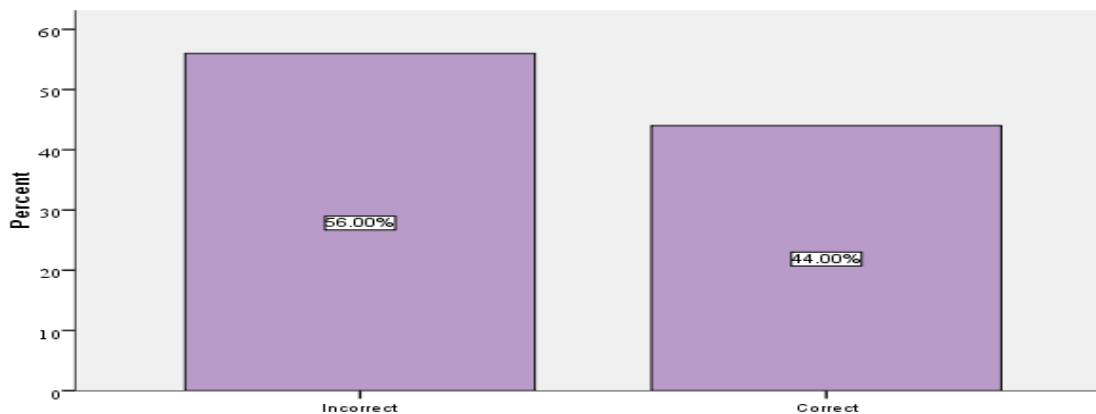


The data in table and figure (12) show that more than 64% of the study sample have fallen to choose the correct answer. And 36% of them have chosen the correct answer.

Table (13) *Opportunities Knock twice. (Seldom)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 11 | 44% |
| Incorrect | 14 | 56% |
| Total | 25 | 100% |

Fig (13)

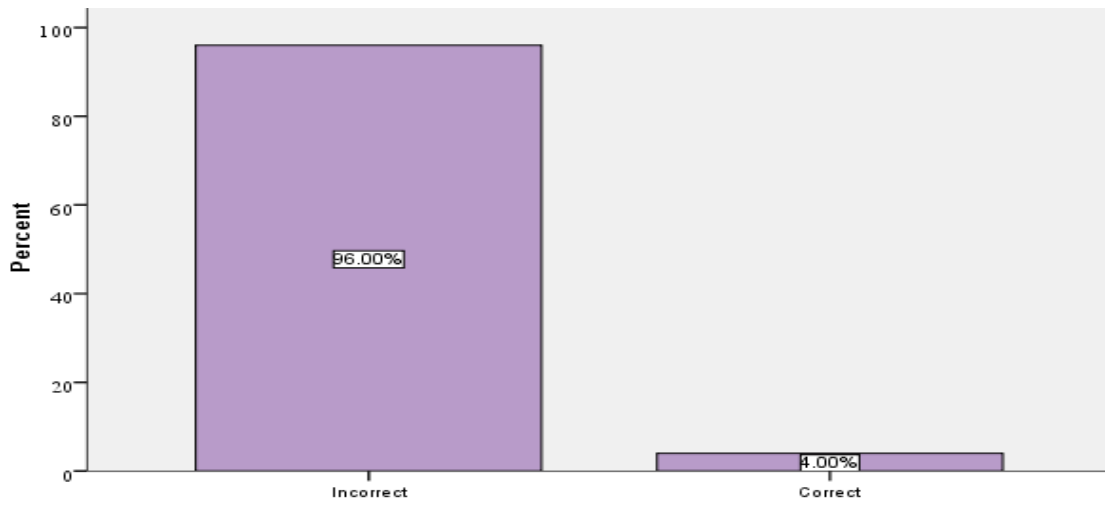


The data in table and figure (13) show that more than half 56% of the study sample have chosen the incorrect answer. And 44% of them have chosen the *correct answer*.

Table (14) *the proof of the budding is in the (eating)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 1 | 4% |
| Incorrect | 24 | 96% |
| Total | 25 | 100% |

Fig (14)



The data in table and figure (14) show that the majority 96% of the study sample have chosen the incorrect answer. And 4% of them have chosen the correct answer.

Table (15) *the gods send to those who have no teeth. (nuts)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 11 | 44% |
| Incorrect | 14 | 56% |
| Total | 25 | 100% |

Fig (15)

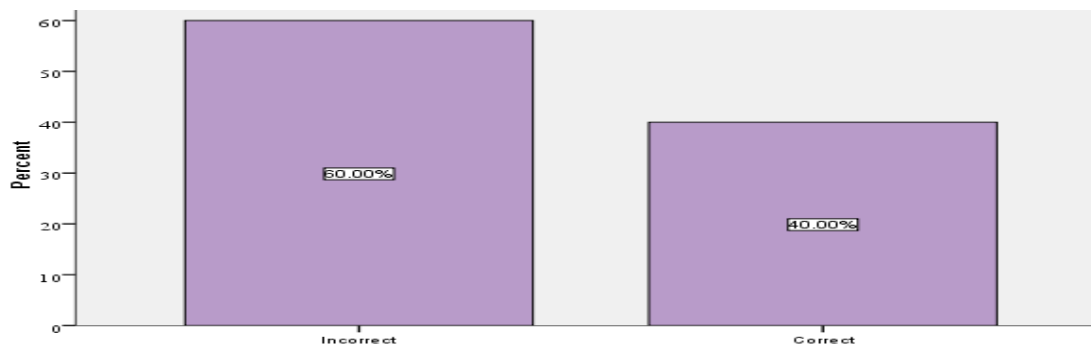


The data in table and figure (15) show that more than half 56% of the study sample have chosen the incorrect answer. And 44% of them have chosen the correct answer.

Table (16) *Too many cooksthe broth. (spoil)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 10 | 40% |
| Incorrect | 15 | 60% |
| Total | 25 | 100% |

Fig (16)

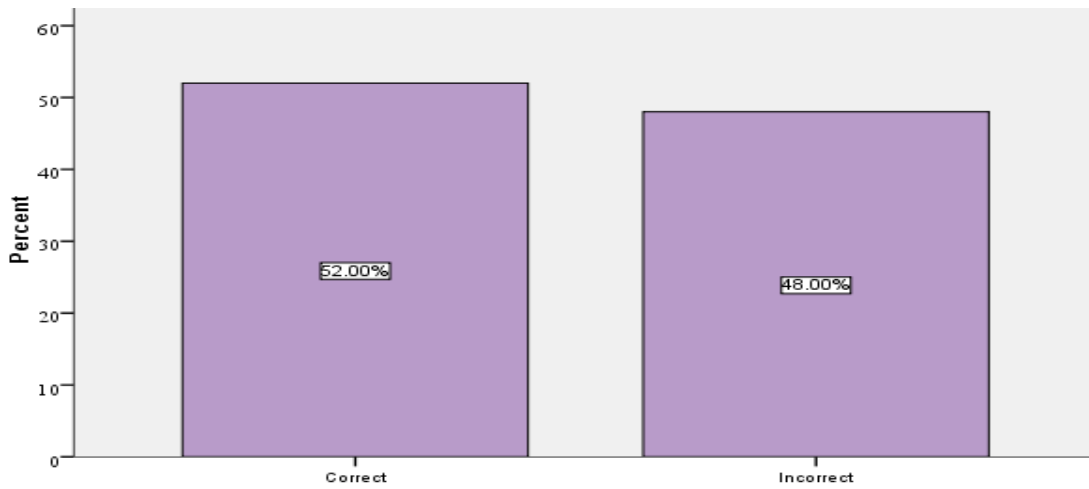


The data in table and figure (16) show that more than half 60% of the study sample have fallen to choose the correct answer. And 40% of them have chosen the correct answer.

Table (17) *You can't teach an old dog new (tricks)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 13 | 52% |
| Incorrect | 12 | 48% |
| Total | 50 | 100% |

Fig (17)

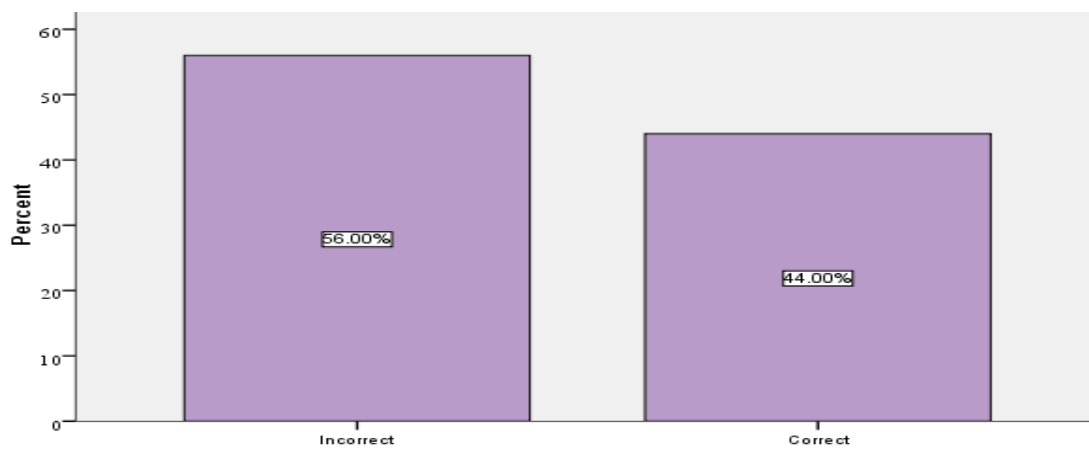


The data in table and figure (17) show that more than half 52% of the study sample have chosen the correct answer. And 48% of them have fallen to choose the correct answer.

Table (18) *What the eye doesn't see the heart can'tover. (grieve)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 11 | 44% |
| Incorrect | 14 | 56% |
| Total | 50 | 100% |

Fig (18)

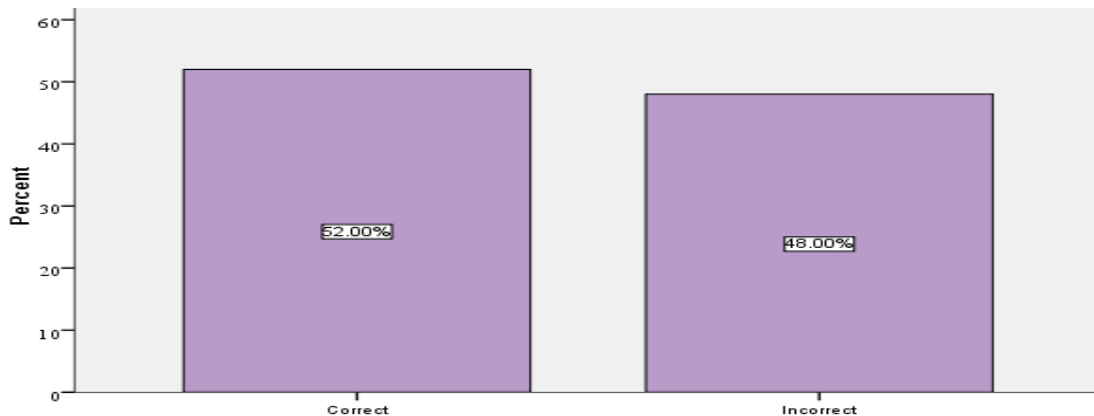


The data in table and figure (18) show that more than half 56% of the study sample have fallen to choose the correct answer. And 44% of them have chosen the correct answer.

Table (19) *Don't put off tillwhat can be done today. (tomorrow)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 13 | 52% |
| Incorrect | 12 | 48% |
| Total | 25 | 100% |

Fig (19)



The data in table and figure (19) show that more than half 52% of the study sample have chosen the incorrect answer. And 48% of them have fallen to choose the correct answer.

Table (20) *Strike while the is hot. (iron)*

| Items | Frequency | Percentage |
|--------------|-----------|-------------|
| Correct | 11 | 44% |
| Incorrect | 14 | 56% |
| Total | 25 | 100% |

Fig (20)



The data in table and figure (20) show that more than half 56% of the study sample have fallen to choose the correct answer. And 44% of them have chosen the correct answer.

Table (21) Verification of hypothesis No (1).

| Items | Frequency | Percentage |
|--------------|------------|-------------|
| Correct | 200 | 80% |
| Incorrect | 50 | 20% |
| Total | 250 | 100% |

The data in table (21) show that 80% of the study sample have correct answers towards the question of the first hypothesis. While 20% of their answer incorrect. This results show that the students understand the implied meaning of English proverbs. So according to the results above, the first hypothesis of the study (**Students are very weak in understanding the implied meaning of English proverbs.**) is not confirmed.

Table (22) Verification of hypothesis No (2).

| Items | Frequency | Percentage |
|--------------|------------|-------------|
| Correct | 104 | 41.6% |
| Incorrect | 146 | 58.4% |
| Total | 250 | 100% |

The data in table (21-2) show that 41.6% of the study sample have correct answers towards the question of the second hypothesis. Whereas 58.8% of their answer incorrect. These results show that the students face difficulties in the usage of English proverbs. So according to the results above the second hypothesis of the study (**It is expected that EFL students ignore the usage of English proverbs because they are lack of practicing them.**) is confirmed.

4.2 Questionnaire Analysis:

As it had been mentioned in chapter three, a questionnaire was given to teachers by the researcher, the main aim for that is to look deeply in the root of using and understanding English proverbs problem by EFL students, fortunately, the participants (teachers), also paid great attention and shown much concern about it, and they helped the researcher to accomplish his task. The following are data analysis and results of the questionnaire:

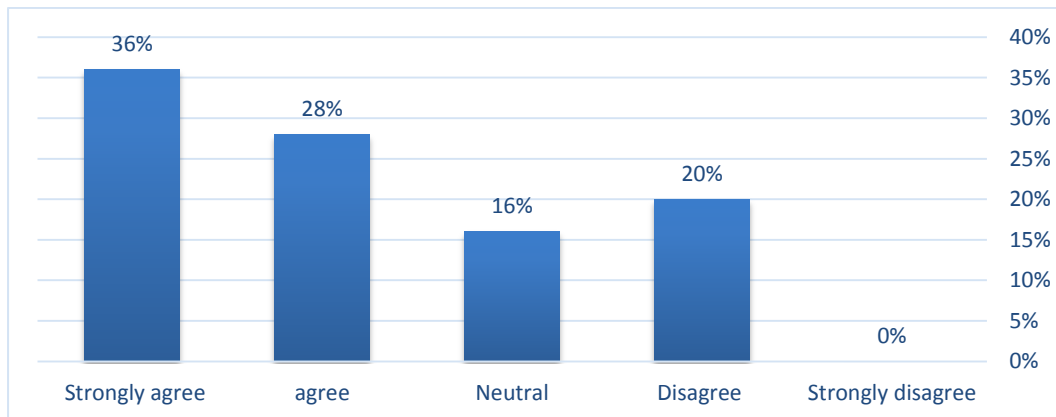
Table (1)

The university EFL students are unaware of English proverbs.

| <i>Valid</i> | <i>Frequency</i> | <i>Percentage (%)</i> |
|-------------------|------------------|-----------------------|
| Strongly disagree | 0 | 0% |
| Disagree | 5 | 20.0% |
| Neutral | 4 | 16.0% |
| Agree | 7 | 28.0% |
| Strongly agree | 9 | 36.0% |
| Total | 25 | 100.0% |

Fig (1)

The university EFL students are unaware of English proverbs.



Results in table (1) and figure (1) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree " are exemplified "(36%) and (28%)" respectively are high equal (64%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

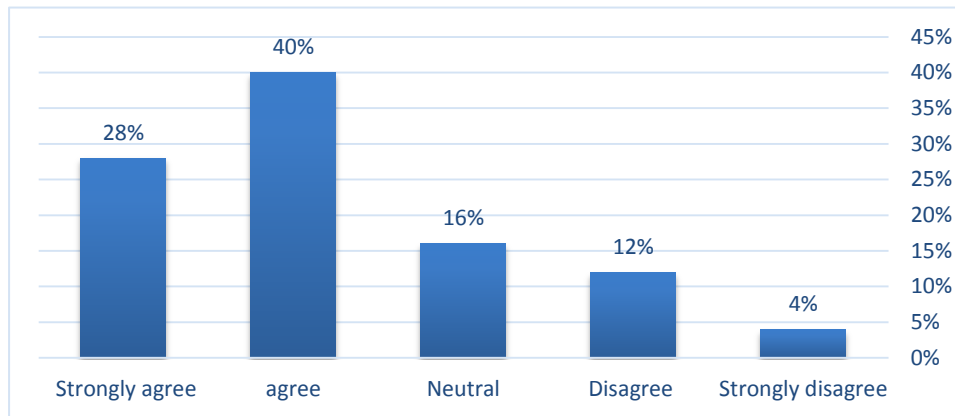
Table (2)

EFL students maintain their confidence in language by mastering English proverbs.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 1 | 4.0% |
| Disagree | 3 | 12.0% |
| Neutral | 4 | 16.0% |
| Agree | 10 | 40.0% |
| Strongly agree | 7 | 28.0% |
| Total | 25 | 100.0% |

Fig (2)

EFL students maintain their confidence in language by mastering English proverbs.



Results in table (2) and figure (2) above explain that respondents were sample study, and pointed that high percentage in "agree and strongly agree" are exemplified "(40%) and (25%)" respectively are high equal (68%),so the highest percentage is going to positive direction of the statements and most answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

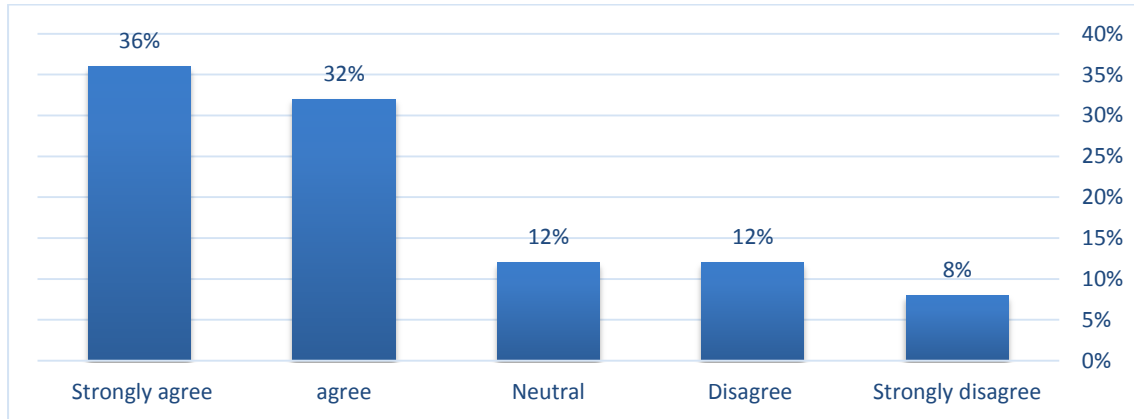
Table (3)

The university EFL students don't understand the implied meaning of English proverbs.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 2 | 8.0% |
| Disagree | 3 | 12.0% |
| Neutral | 3 | 12.0% |
| Agree | 8 | 32.0% |
| Strongly agree | 9 | 36.0% |
| Total | 25 | 100.0% |

Fig (3)

The university EFL students don't understand the implied meaning of English proverbs.



Results in table (3) and figure (3) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(36%) and (32%)" respectively are high equal (68%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

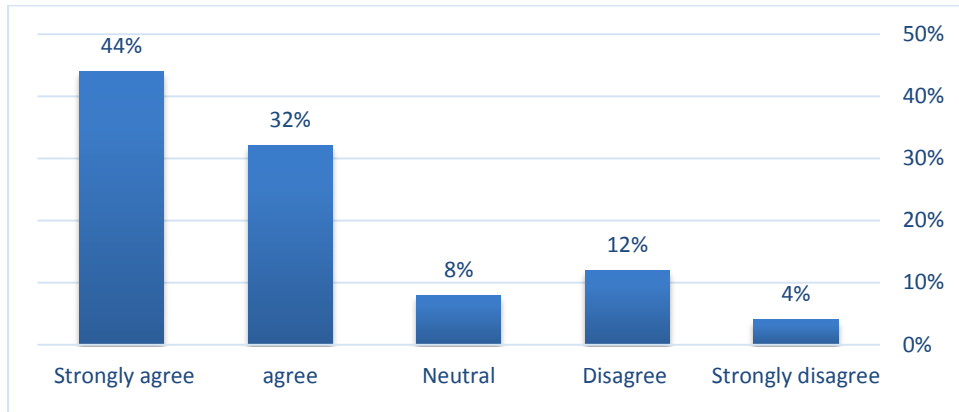
Table (4)

The main reason behind EFL students' ignorance of English proverbs is due to their low level of English.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 1 | 4.0% |
| Disagree | 3 | 12.0% |
| Neutral | 2 | 8.0% |
| agree | 8 | 32.0% |
| Strongly agree | 11 | 44.0% |
| Total | 25 | 100.0% |

Fig (4)

The main reason behind EFL students' ignorance of English proverbs is due to their low level of English.



Results in table (4) and figure (4) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(44%) and (32%)" respectively are high equal (76%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

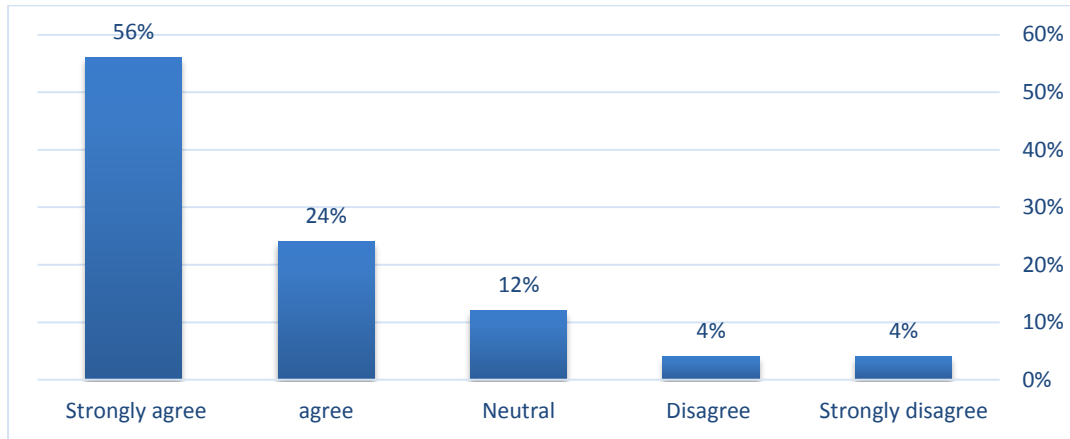
Table (5)

The university EFL students do not sufficiently come across through English proverbs.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 1 | 4.0% |
| Disagree | 1 | 4.0% |
| Neutral | 3 | 12.0% |
| Agree | 6 | 24.0% |
| Strongly agree | 14 | 56.0% |
| Total | 25 | 100.0% |

Fig (5)

The university EFL students do not sufficiently come across through English proverbs.



.Results in table (5) and figure (5) above showed that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(56%) and (24%)" respectively are high equal (80%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

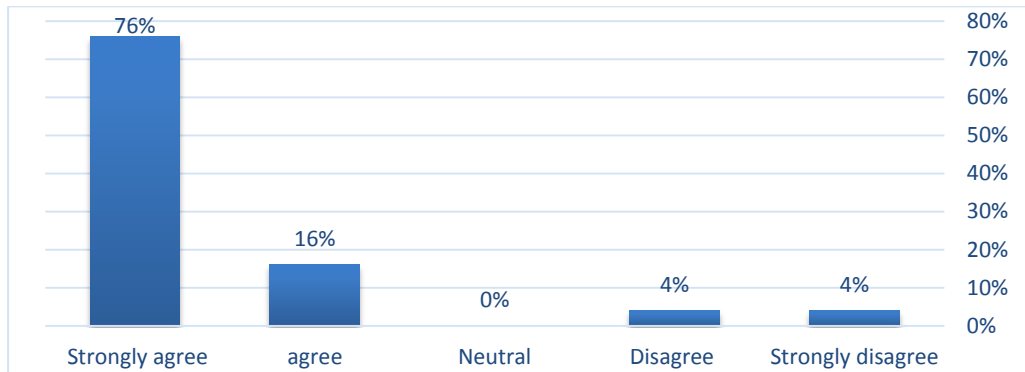
Table (6)

Using proverbs by EFL students promote their Knowledge of culture difference.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 1 | 4.0% |
| Disagree | 1 | 4.0% |
| Neutral | 0 | 0% |
| Agree | 4 | 16.0% |
| Strongly agree | 19 | 76.0% |
| Total | 25 | 100.0% |

Fig (6)

Using proverbs by EFL students promote their Knowledge of cultures differences.



Results in table (6) and figure (6) above explain that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(76%) and (16%)" respectively are high equal (92%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

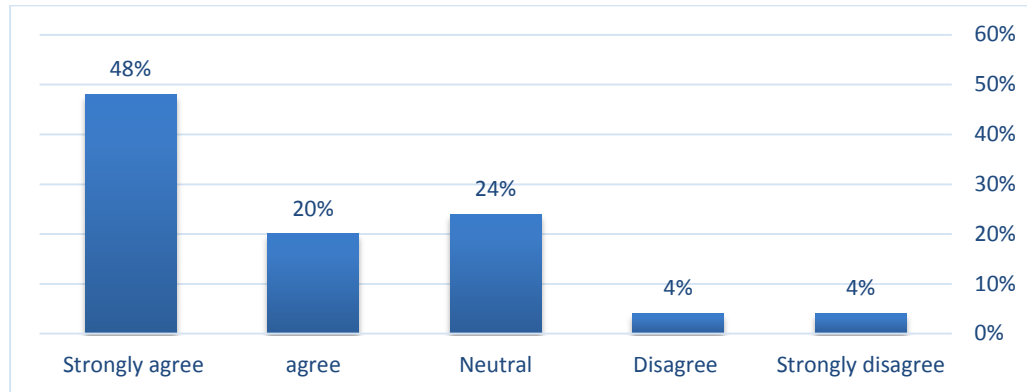
Table (7)

Being unequipped with English culture is behind ELF students' negligence of using proverbs.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 1 | 4.0% |
| Disagree | 1 | 4.0% |
| Neutral | 6 | 24.0% |
| Agree | 5 | 20.0% |
| Strongly agree | 12 | 48.0% |
| Total | 25 | 100.0% |

Fig (7)

Being unequipped with English culture is behind ELF students' negligence of using proverbs.



Results in table (7) and figure (7) above pointed that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified "(48%) and (20%)" respectively are high equal (68%), so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

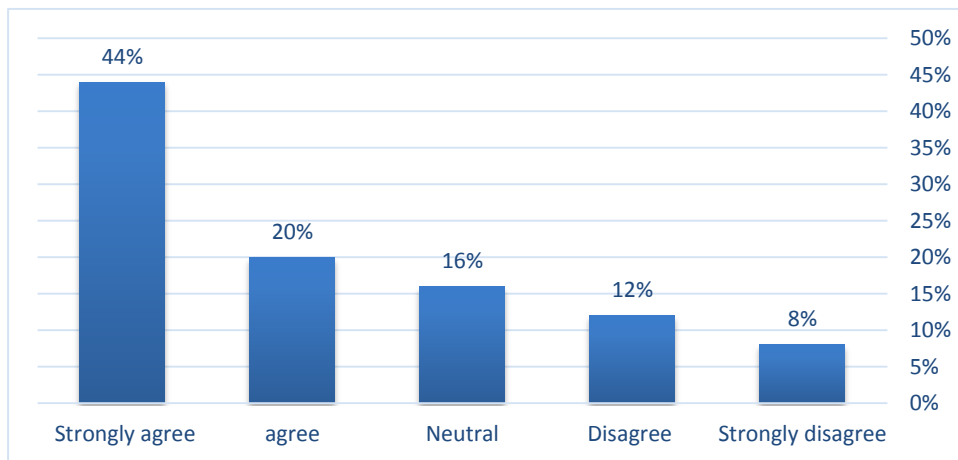
Table (8)

Proverbs are not important in promoting language competence.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 2 | 8.0% |
| Disagree | 3 | 12.0% |
| Neutral | 4 | 16.0% |
| Agree | 5 | 20.0% |
| Strongly agree | 11 | 44.0% |
| Total | 25 | 100.0% |

Fig (8)

Proverbs are not important in promoting language competence.



Results in table (8) and figure (8) above indicated that respondents were sample study, and pointed that high percentage in " agree and Strongly agree " are exemplified "(44%) and (20%)" respectively are high equal (64%),so the highest percentage is going to positive direction of the statements and most answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

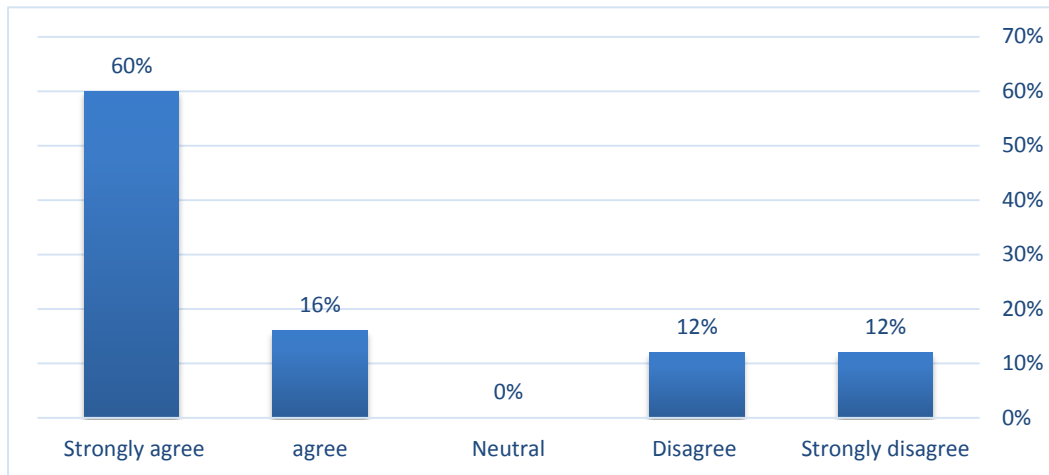
Table (9)

Teachers' lack of using proverbs during the lectures is one of reasons behind students' poor performance.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 3 | 12.0% |
| Disagree | 3 | 12.0% |
| Neutral | 0 | 0% |
| Agree | 4 | 16.0% |
| Strongly agree | 15 | 60.0% |
| Total | 25 | 100.0% |

Fig (9)

Teachers' lack of using proverbs during the lectures is one of reasons behind students' poor performance.



Results in table (9) and figure (9) above indicated that respondents were sample study, and pointed that high percentage in " Strongly agree and agree" are exemplified“(60%) and(16%)” respectively are high equal (85%),so the highest percentage is going to positive direction of the statements and most answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

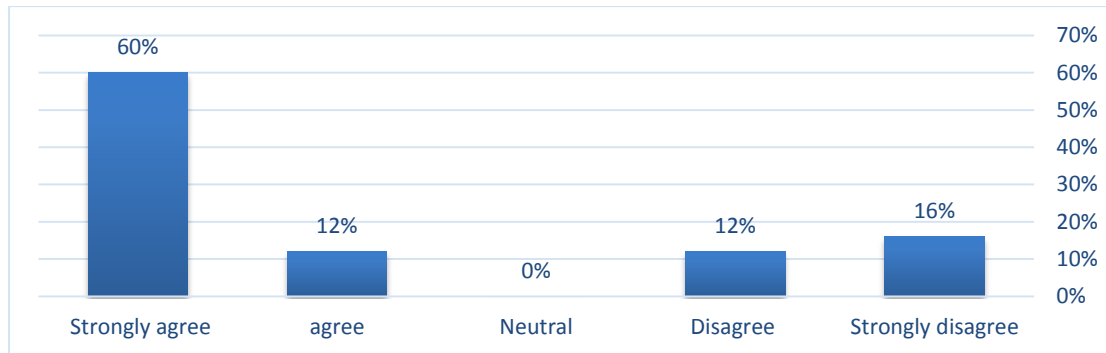
Table (10)

English curriculums in all levels do not contain English proverbs.

| Valid | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly disagree | 4 | 16.0% |
| Disagree | 3 | 12.0% |
| Neutral | 0 | 0% |
| Agree | 3 | 12.0% |
| Strongly agree | 15 | 60.0% |
| Total | 25 | 100.0% |

Fig (10)

English curriculums in all levels do not contain English proverbs



Results in table (10) and figure (10) above explain that respondents were sample study, and showed that high percentage in " agree Strongly and agree "are exemplified "(60%) and (12%)" respectively are high equal (72%),so the highest percentage is going to positive direction of the statements and all answers of the study sample are agreeable. Therefore, this hypothesis is successfully achieved.

Table (11)

Illustrates the mean and standard deviation and Chi-Square and degree of freedom and p.value of answering about the Statements of hypothesis.

| <i>Statement</i> | <i>Mean</i> | <i>STD</i> | <i>Ch2</i> | <i>DF</i> | <i>p.value</i> |
|--|-------------|------------|------------|-----------|----------------|
| 1. the university EFL students are unaware of English proverbs | 3.80 | 1.15 | 2.36 | 3 | 0.00 |
| 2. EFL students maintain their confidence in language by mastering English proverbs. | 3.76 | 1.13 | 10.00 | 4 | 0.04 |
| 3. The university EFL students don't understand the implied | 3.76 | 1.30 | 8.40 | 4 | 0.01 |

| | | | | | |
|---|------|------|-------|---|------|
| meaning of English proverbs. | | | | | |
| 4. The main reason behind EFL students' ignorance of English proverbs is due to their low level of English. | 4.00 | 1.19 | 14.80 | 4 | 0.00 |
| 5. The university EFL students do not sufficiently come across through English proverbs. | 4.24 | 1.09 | 23.60 | 4 | 0.00 |
| 6. Using English proverbs by EFL students promote their Knowledge of cultures differences. | 4.56 | 1.00 | 35.64 | 3 | 0.00 |
| 7.being unequipped with English culture is behind ELF students negligence of using English proverbs | 4.04 | 1.14 | 16.40 | 4 | 0.03 |
| 8. Proverbs are not important in promoting language competences. | 4.08 | 2.12 | 12.20 | 4 | 0.00 |
| 9. Teachers lack of using English proverbs during the lectures is one of reasons behind students' poor performance. | 4.00 | 1.50 | 16.44 | 3 | 0.00 |
| 10.English curriculums in all levels do not contain English proverbs | 3.88 | 1.62 | 16.44 | 3 | 0.00 |

The above table (12) indicates the mean , standard deviation, Chi-Square ,degree of freedom and p.value .regarding the answers of respondents of the study sample about the above Statements it has been noticed that all means are greater than the mean stated in hypothesized mean which is about (3) that implies that all means of these Statements are in positive direction and show that the standard deviation ranges from (1.00 to 1.62) The difference between the highest standard deviation and lowest is less than one that means there's similarity and homogeneity of answers made by respondents which pointed that the p.value of all Statements is less than 0.05 this shows that the answers are in the positive direction .this is in line with what has been stated in the hypotheses.

4.3 Conclusion

According to above results of the test, the first hypothesis of the study: (students are very weak in understanding the implied meaning of English proverbs) is not confirmed. So the results of question one in the students' test show that EFL students of Sudan University of Science and Technology, college of language, 3rd year students are well in understanding the implied meaning of English proverbs. The proverbs, which are containing question one, are to some extend utilizing among the students, that is why the hypothesis doesn't confirmed.

The second hypothesis of the study: (it is expected that EFL students ignore English proverbs in their language usage because they are lack of practicing them) which corresponds question two in the students' test, confirmed that: EFL students of Sudan University Of Science and Technology, college of languages, 3rd year, find difficulty in the correct using of English proverbs during their language performance. So according to the test analysis, the first hypothesis of the study does not confirmed, but the second hypothesis is confirmed. Moreover, all the results of the questionnaire statements, confirmed the two hypotheses of the study, so

according to the questionnaire results, both the two hypotheses of the study are successfully achieved.

CHAPTER FIVE
SUMMARY OF FINDINGS, RECOMMENDATIONS
AND SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

In this chapter, the researcher is going to summarize the findings of the study, as well as the recommendations and suggestions for further studies, the researcher hope that they will be taken into consideration.

5.1 Summary of Findings

Since the objective of this study is to investigate the difficulties facing EFL students in understanding the implied meaning and correct use of English proverbs, the researcher reached to the following findings after the analysis and discussion of obtained data.

- 1- EFL students are poor in using and understanding English proverbs, and need much practice during their conversations.
- 2- There is not enough use of English proverbs between the students themselves inside the lecture room, this can increase the level of motivation and self-confidence consequently, and English proverbs can be learned easily.
- 3- Teachers rarely use English proverbs during lectures and communications with students.
- 4- Teachers don't train and support their students to use English proverbs with their classmates.
- 5- Mastering English proverbs helps EFL students to communicate well with the native speakers.

- 6- Most of teaching activities neglect practicing of English proverbs
- 7- Teachers focus on teaching grammar and comprehension and neglect the role of English proverbs in improving language.
- 8- All teachers agree that using proverbs makes EFL students more confident in spoken and written texts, and make language nicer, tactful, colorful, and attractive.

5.2 Recommendations:

- 1- EFL students should be familiar with topics, which enable them practicing English proverbs, so they will be able to learn them easily.
- 2- Learning materials should be prepared with authentic subjects to support EFL students use English proverbs.
- 3- Teachers should use English proverbs during lectures and discussions with their students.
- 4- Teachers should guide their students to materials, which contain much English proverbs such as literature and sociolinguistics.
- 5- EFL students should know that English proverbs are very important in cultures interference and everyday language use.
- 6- Teachers should work very hard in teaching English in general and pay attention to the importance of teaching English proverbs in particular.
- 7- EFL students should be acquainted with mass media so that to facilitate learning process, and should know that mastering any language needs to understand it as it is spoken in real life, so knowing English proverbs is important.
- 8- The designers of university curriculums should but in consideration the importance of including English proverbs in the curriculums.

5.3 Suggestions for Further Studies:

- 1- The importance of learning English proverbs in promoting language competence.
- 2- The impact of English proverbs in enhancing cultural interference with Arabic language.
- 3- Difficulties facing English non-native speakers to constitute English proverbs.
- 4- The role of English language teachers in improving the use of English proverbs by EFL students.

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APPENDICES

APPENDIX (1)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

TEST

A diagnostic test for 3rd year English students: This is part of M.A research in English Language (Linguistics) concerning the research entitled: **Difficulties Facing EFL Students in Using and Understanding English Proverbs.**

Question One: Match each Proverb with its Suitable Meaning:

Proverbs:

- 1- If you can't beat them, join them.
- 2- Make hay while the sun shines.
- 3- Actions speak louder than words.
- 4- The way to a man's heart is through his stomach.
- 5- When in Rome do as the Romans do.
- 6- Don't bite off more than you can chew.
- 7- Don't bite the hand that feeds you.
- 8- Don't look a gift horse in the mouth.
- 9- A journey of a thousand miles begins with a single step.
- 10- The pen is mightier than the sword.

| No | Proverb | Meaning |
|----|---------|---|
| 1 | | Don't assume more responsibility than you can handle; don't be overconfident. |
| 2 | | Don't complain about something that is given to you. |

| | | |
|----|--|---|
| 3 | | What you do is more important than what you say. |
| 4 | | Don't hurt someone who takes care of you. |
| 5 | | The way to gain a man's love is by preparing food that he enjoys. |
| 6 | | When traveling, follow the customs of the local people. |
| 7 | | You must begin something if you hope to finish it. |
| 8 | | If you can't defeat your opponents, join forces with them |
| 9 | | The written word is more powerful than physical force. |
| 10 | | Take advantage of an opportunity to do something |

Question Two: Complete the Following Proverbs with One Suitable Word in the Square:

| |
|--|
| eating–tomorrow–nuts–deceptive–seldom–spoil–iron –silver–grieve–tricks |
|--|

- 1- Appearances are
- 2- Every cloud has alining.
- 3- Opportunitiesknocks twice.
- 4- The proof of the budding is in the
- 5- The gods send to those who have no teeth.

- 6- Too many cooksthe broth.
- 7- You can't teach an old dog new.....
- 8- What the eye doesn't see the heart can't.....over.
- 9- Don't put off tillwhat can be done today.
- 10- Strike while the.....is hot.

All the best

APPENDIX (2)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

QUESTIONNIRE

Dear teachers

You are kindly requested to respond to the statements of the following Questionnaire for a research entitled: Difficulties Facing EFL Students in Using and Understanding English Proverbs.

This questionnaire addresses the EFL student's Knowledge of English proverbs and the reasons behind the poor usage and understanding of these proverbs.

| No | Statements | Agree | Strongly agree | Neutral | Disagree | Strongly disagree |
|-----------|---|--------------|-----------------------|----------------|-----------------|--------------------------|
| 1 | The university EFL students are unaware of English proverbs. | | | | | |
| 2 | EFL Students maintain their confidence in language by mastering English proverbs. | | | | | |
| 3 | The university EFL students don't | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| | understand the implied meaning of English proverbs. | | | | | |
| 4 | The main reason behind EFL students' ignorance of English proverbs is due to their low level of English. | | | | | |
| 5 | The university EFL students do not sufficiently come across through English proverbs. | | | | | |
| 6 | Using proverbs by EFL students promote their knowledge of cultures differences. | | | | | |
| 7 | Being unequipped with English culture is behind EFL students' negligence of using English proverbs. | | | | | |
| 8 | Proverbs are not important in | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | promoting language competence. | | | | | |
| 9 | Teachers' lack of using proverbs during the lectures is one of reasons behind students' poor performance. | | | | | |
| 10 | English curriculums in all levels do not contain English proverbs. | | | | | |

Thank you