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**Using Proverbs to Teach Oral and Thinking Skills : First Year**

**English Language Students as a Case Study**

Dissertation submitted as partial fulfilment for the requirements of the degree of *Master* in  
Didactics.

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## **Declaration of Originality**

I hereby declare that this submission is my work and that , it contains no material previously publishes or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution

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## **Dedications**

To the most admirable family , to those who have been the light and the faith for me , Mother, Father and Brother I love you .

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## **Abstract**

The present research work delves into how an implementation of proverbs might work as an academic guide in maintaining a learning process for increasing both speaking and thinking skills of first year English Language students at Dr. Moulay Tahar University of Saida. English language students tend to have a lack in their vocabulary background and this can be vigorously visualized in their act of speaking. These students are more likely to suffer from instability in their way of using the target language. Therefore, coherence in their speech was never the case. Various speaking hurdles stop were taking place in their way to convey verbal messages. The Major aim of the present research work is to shed light on How may proverbs play a major in inspiring First year English language students in their way of developing and recovering their speaking and thinking skills. At this juncture, Two research tools were employed; structured questionnaires for both teachers and students. Hence, the population of the study composed of (44) forty four students and 6 (six) Oral Expression teachers. The results showed that a more integration of proverbs in oral classes helped the learners to be more fortified and inspired to learn and explore proverbs and consequently being highly attached to the given oral course. Therefore, using this specific figurative language as an aid is something very efficient in developing learners' background, cognitive abilities as well as their speaking. Finally, the study unveiled that creativity in choosing and employing and demonstrating proverbs in the oral classes was needed.

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## General Introduction

Every language learner aspires to learn each single aspect and competence of a target language and this is especially highly remarkable when it comes to English language learning .Due to the fact that every single aspect learned in this specific language is directly related to another element that requires as well acquisition .For this reason , each single skill is equally important; speaking, writing, listening, reading .teaching and learning a language would not make a perfection if good communication skills are not presented and this communication is a one single phase of the well known the speaking skill .

Instruction is one part of the teaching journey. This part as well requires good speaking and thinking skills. Hence a better instructor is intended to be a well speaker and a unique thinker .His competency should affect learners' motivational levels and it should be also gradually seen as a learners' speaking and thinking achievements .One way to instruct or teach the language is to use proverbs as a mere inspiring academic language tool.

Therefore ,this subject was selected due to its importance and the role it plays in developing the learning journey regarding its authenticity and diversity of the chances that it gives to teachers to better up the teaching and learning processes .

Consequently, to investigate the role of this specific figurative language in helping more first year learners at The University of Dr. Moulay Tahar in their oral classes three research questions were addressed as follows:

- How can Teachers use proverbs to direct learners to an effective learning process and stimulate their thinking in oral expression classes ?
- Does the use of proverbs in oral classes enhance the learners 'speaking ability ?
- How can proverbs develop students' self motivation in oral classes?

Therefore , the present investigation poses the following hypotheses :

- Proverbs could be best used in a "full class discussion; teacher or student led .
- Teaching and learning proverbs might effectively develop the students' speaking capacity.
- The implementation of proverbs in oral classes may raise students' self consciousness leading to a motivational progress .

The present research work is divided into three major chapters; the first one highlights the conception of proverbs and the major phases of using them as a guide to achieve effectiveness in undertaking a learning process in the educational settings especially in the oral classes. Secondly, it goes into revealing the importance of proverbs in learning and teaching foreign languages. Besides that; it directs the whole attention to the speaking phase of language it delves also into its most important characteristics that must be mastered following by the history of oral communication and the approaches of teaching it and most importantly the methodology used in teaching proverbs at Dr. Tahar Moulay University and then the types of oral communication activities and finally the interaction between speaking and reading, speaking and writing. The second chapter is devoted then to data analyses and interpretations processes, it includes the analyses of both the questionnaire of teachers and students interpretations as well as the analysis of the classroom observation. Finally the third part demonstrated the solutions, recommendations, suggestions as well as tasks that might make this process much easier and more adequate.

The present study came up with various results that reflect all the advantages and the usefulness behind an extra employment of proverbs in oral classes of first year English students which can be demonstrated as follows:

- Rather than any academic tool, proverbs afford a combined unlimited amount of authentic data that is gathered from various domains, consequently they develop learners' cognitive capabilities.
- Proverbs provide the teacher as well as the learner with an impactful atmosphere that encourages active learning, they also simulate the development of both speaking and thinking skills.

Therefore, an appropriate selection of this type of figurative language while preparing the oral lesson will make a difference; teachers are required to choose a collection of proverbs that fits learners' variables and needs.

One of the major limitations that has been faced while developing this work is needed to be highlighted. An obstruction that affected the progress of this work as well as my health; the pandemic Covid 19.

# Chapter One

## 1.1 Introduction

For many years ago, language learning has gained serious attention among individuals. Along with raising this attention, language learning made a great success all around the world. However, this success was neither now nor in the past that easy task to fulfill. Therefore, speaking and thinking phases were the most difficult elements to teach and also to acquire. In this respect, many solutions were introduced for a number of years to decrease the intensity of this problem. One of these solutions was the implementation of proverbs.

This chapter is dedicated for investigating the role of using proverbs in oral classes. Then, it explores how proverbs may help teachers in making their classes a better place to learn speaking and thinking skills. Adding to that, it also investigates what is prominent to implement proverbs in oral classes.

## 1.2 Proverbs as a Lead to an Effective Learning Process

### 1.2.1 The Definition of Proverbs

Proverbs are basically what a human being utter to direct a set of expressive ideas into the right place using both logic and strong language that may effectively leave an impression on the hearer's mind; proverbs are believed to be those ultimate constructive sayings that furnish the mind with the essence of every single lived experience. Consequently, they merit the title of the school of life. Those figurative language expressions mark in the lives of every human being taking them into a sincere consideration a big transition. Burke (1941: 256) gave a definition for this type of language "proverbs are considered to be those guidelines and attitudes taken into consideration when facing frequent or common situation. Nagy, Zmondàs (1979: 645) continued defining a proverb as "a one sentence expression that is generated by an anonymous person, credible in various languages. Then gained popularity through directing, advising then presenting a complete truth"

Mieder (1985:119) and Mieder (1993:24) reported that: "A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical fixed and memorizable form and which is handed down from generation to generation". In this regard Nagy (1979: 645) claimed that:

*A proverb takes the status of being a common short saying with an unknown inventor. It indeed demonstrates a fixed assumption a caution as well as a common inclusive truth. Proverbs are those admonition attempts that drive all mankind to think and rethink about their attitudes , their decisions , their behaviors and why not their inflexible principles in a well healthy manner by both it literal and figurative phases. Proverbs are those aids that educate the mind as well as the heart of all the living persons.*

This specific type of figurative language brings to a conclusion of what is right and what is wrong , what is legal and what is illegal , what is permissible and what is prohibited. It captures the real sense of previous generation's experiences. All this is perfectly illustrated in the words of Whiting (1932: 302)

*A proverb is an expression which , owning its birth to people , testifies its origin, in form and phrases. It expresses what is apparently a fundamental truth, -that is a truism-in homely language, often adorned, however, with alliteration and rhyme. It is usually true, but need not to be .Some proverbs have both a literal and figurative meaning, either of which makes perfect sense.*

### **1.2.2 The Importance of Proverbs in learning and Teaching Foreign Languages**

Proverbs are those rich language formulas that are beneficial both in enriching the learners' minds with new vocabulary, presenting new language structures, as well as developing numerous cultural background and traditions of different societies. Along with these benefits, a proverb builds learners' assumptions about the imagery, figurative art; how it can be structured as well as the different ways it can be interpreted .

As long as they remained the reflection of truth , proverbs have to be a great basis for academic purposes. This basis may only reveal its effectiveness through highlighting what proverbs really offer in a foreign language class these roles are manifested in Joke ,Hasan ,Suleiman (2015) examined the use of proverbs in teaching English as a second language as follows:

- This type of figurative language is effective in building learners' background .As a result , it gives them the chance to be both a learner and a professional .
- Proverbs are great in building a learner's culture where he learns how to share and respect .

- Proverbs make it easy for the learner to develop his thinking and writing skills through acquiring data.
- Proverb proved its effectiveness in permitting the students to gain consciousness by widening their thoughts while sharing their experiences of proverbs and how they comprehended them.

In this context, Beryl ( 2017) in his research reported that

*Besides being an international common heritage that have been characterized by its diversity, that contain all the messages of truth , warning , advice and comments that were and still be helpful to direct our lives . there could be no doubt that after being a great part of the English language .Proverbs will still contribute significantly in making it more vivid.*

Proverbs can be very efficient to open the doors for many teachers in the domain of foreign languages to find different methods to adjust effortlessly the course so as to fit learners' needs .One argument for this is that proverbs are believed to be those language formulas that are easy to be grasped because of their structure first and then their rhythm which facilitate the process of attention 'stimulation and memorization .All of these are presented in the words of Rezai (2017) in his work defined a proverb as, "A proverb is usually recognized by the fixed, often short form and contains frequently used vocabulary, and therefore is quite easy to memorize."

Additionally, but there is a contemporary assumption that believes on the great power proverbs held in making a shift as well an alteration in learners' language competency as well in gaining language fluency as easy as possible if used creatively and this is well demonstrated in the words of Yorio (1980) when he reported that "proverbs are great academic tools that may stimulate language learning in the most intrinsic ways ".

Proverbs can be used in different manners in the educational settings a teacher may manipulate his ways of presenting the whole lesson whether in implementing proverbs in this is seen in Adnan article entitled " Using Proverbs as a Lead in Activity in Teaching English as a Foreign Language :

- A grammar lesson explores different language structures:

Conditional:

- If you snooze, you lose.
- If things were to be done twice , all would be fine .
- If wishes were horses, beggar would ride .

➤ A speaking lesson : In this case , proverbs could be introduced thematically (related to different topics ) then used in discussion or debates among learners.

Patient :

All things come to those that wait .

Hope:

As one door closes , Another always opens.

Solidarity :

A chain is only as strong as its weakest link.

Efforts:

Easy come, easy go.

Success and failure:

A miss is as good as a mile.

➤ A writing lesson : In this case the main focus is to get learners first get the meaning of the proverbs introduced or proposed then to make them guessing its admonition then finally , to ask them to write a short story about its general theme:

The strength:

The strongest man in the world is he who stands most alone.

Strength ,if not used to protect , is but weakness.

Bravery:

Some men go through a forest , and see no firewood.

The whole earth is the brave man's country.

Time:

Time flies away without no delay .

An ounce of gold will not buy an inch of time.

A wise person does at once , what a fool does at least.

One today is worth two tomorrows



( Extracted from the article “Using Proverbs as a lead in Activity in Teaching English as a Foreign language)

### **1.3 The Speaking Skill**

#### **1.3.1 The Definition of communication**

Communication is the monitor of societies, it stimulates the operation of building consistent relationship among individuals of all around the world if it is used in the correct way. Communication reflects our ideas , our conceptions and also our attitudes. It shows what type of person we are; this process defines our identity. Our individuality is immensely influenced over the periods of our lives through the interaction with others , it gives the human being the opportunity to others to know him better. On the other hand, it makes it possible for him to know how others really see him. In this regard Wood(2016:54) pointed out:

*The human being identity is something that develops from the day of birth continually through participation in the socialization process ; knowing people then interacting with them .This will make it possible for them to capture what other people think about them as well as what are their visions about the world .As well as giving a feedback of how they should be.*

The communication process might take two different roads ; it can be either successful as it can be unsuccessful. Its success may stand on various factors such as: the communicative competence , mostly important the speaking skill .

#### **1.3.2The Communicative Competency**

Accomplishing language competency is regarded to be that instant goal of every language learner. On the other hand, enabling learners to achieve such competency is envisaged as being the ultimate success of every single teacher. Hymes (1967) in an unpublished work on the communicative competence defined this ability as:

*Being that language feature that provides the human being with an ability to interchangeably transport and comment on different particular topic . However, developing such proficiency takes much time and efforts and is extremely based on focusing on some aspects such as the interactional aspect of the classroom to know the nature of the communication. This would be an effective tactic to enhance productivity among learners .*

#### **1.3.3 What is speaking ?**

Speaking effortlessly and fluently is regarded to be the primary goal for every language learner, as well as for teachers. In this respect Davies and Pearse, 2000 claimed that “All language instructors’ final goal is believed to be revolved around helping students to be better speakers and users of that language”. As a result, Nuan (1991) supposed that language success is highly related to how competent a learner is in speaking; he reported then: “success is measured in terms of the ability to carry out a conversation in the (target) language”.

Speaking then is defined by Farabi, Hassanvan, Gorgian (2017: 17) in their research as that channel used by all learners to accomplish their daily life activities; conveying their needs, their opinions and exposing their desires through interacting with others. Hence, it is the most utilized skill among them all (writing, listening, reading). In the other hand, Huebner (1960: 5) defined speaking as a competency that stands much on repetition as well as transmitting a message to a receiver.

As a result, it is used for communication in all settings. On the other hand, Richards (2008:19) argued that “speaking proficiency and language efficacy is regarded as the first scale in assessing the language success among generally every single language learner”; therefore, a low self-esteem and an decrease in the motivational attitude while learning may cause in blocking the process of language improvement and this is notably illustrated by Horwitz et al (1986) when they claimed that “the major causes behind learners anxiety are related vigorously with the learners feeling of getting worried or afraid at the same time of using that particular language”

Thereby, this particular skill is marked by different characteristics that every language learner must take into consideration:

➤ **Fluency:**

Fluency is the key that promotes a consistent, meaningful communication among individuals. It is all about how well a person can speak a particular language. It is that crucial status in acquiring to speak any particular language. Fluency is that ability of interacting firmly with other through the use of the language without making any considerable efforts. Therefore, it is envisaged as the first criteria taken into consideration while judging if someone is competent or incompetent in a particular language. Fillmore (1979: 51) defined the speaking fluency as:

*The ability to talk at length with few pauses ; the ability to fill time with talk ; the ability to talk in coherent and semantically dense sentences ; the ability to have appropriate things to say in a wide range of contexts ; and the ability to be creative and imaginative in the language use.*

➤ **Accuracy:**

Chislett (2016) defined Speaking accuracy in his study as

*Speaking accuracy is highlighted through its ultimate focus on various language aspects such as grammar; vocabulary and the and how well is a speaker in using those aspects . Accuracy is the union of language rules it is all about how well a language speaker is in following language guidelines ; such as the awareness of using prepositions articles and words in their exact places.*

Most importantly, grammar is the essence of language. It is that tool that makes someone's speech understood. Grammar organizes every single pattern of language. Thus, it is regarded as a one arrangement entity that switches random obscure structures into a well ordered coherent language. In this regard, Thornbury (1999: 13) clarified grammar as "the association of language rules such as syntax and rules of morphology that shapes sentences with an accurate meaning"

#### **1.4 The History of Oral communication**

Communication has a major role in our lives, it can build bridges as it can build barriers. Oral communication might reflect the unique sense of humanity and its individuality. This communication process dates back from centuries ago where the human being started to develop his language system gradually. Consequently, the oral communication history dates back from the moment that human being started and succeeded in building a language. Similarly, Eberhard et al (2020) defined the language development process as "The language system of evolution is the outcome of continuous planned accomplishments used by the mother communities of that language for the sake of attaining their social, cultural, political, economic, spiritual goals".

Therefore, this latter process has gained much interest and concern of a lot of scientists and most particularly ethnologists and linguists; consequently, a lot of them have generated various theories enrolling this area of research. As an example of this Eberhard et al (2020) believed that the graphization is the first stage in developing the language system. Accordingly, this stage refers to the operation of building a system of writing a particular language.

Then, they go on to the standardization which can be interpreted as the process of creating a system of norms and rules that extends to all the regional and social dialects. After, they moved to modernization stage where there is a great focus putted on originating a system of translation to ensure a persistent communication with whom are community outsiders. On the other hand, Darwin (1871: 59) delved into how language has been originated then he came to conclude that language is the outcome of simulation of natural and creatures' sounds this is illustrated in his saying "All human beings and other audible species have been built a language system continuously. Yet the most important thing is that in contrast to those species, human words dates further back"

### **1.5 The Oral Communication Types**

Communication is the basis of all human beings' daily life procedures ; accomplishments as well as the dealings .This particular type of interaction draws a line for every goal needed , it shifts our ideas to real life actions . However, this type of communication takes two different major forms :

➤ **The direct oral communication phase:**

This particular communication happens directly between a receiver and a sender through the well known channel which is the verbal language .Consequently , this type of oral communication includes meetings , group discussions , interviews as well as presentations.

➤ **The indirect oral communication phase:**

In this type the communication also occurs directly between a sender and a receiver. Yet throughout using wireless communication equipment such as the laptop, Tablet or the mobile phone.

### **1.6 Approaches for Teaching the Speaking Skill**

The current approaches of the speaking skill reflect the major contemporary views on how foreign languages are supposed to be taught . In fact, these approaches catch the essence of the language teaching theories which might be represented as follows:

**1.6.1 The Direct Approach** In this approach , the major focus is learning the language for communication. It is highly related with building a speech fluency. In this context, Goh and Burn (2012: 134) stated that "this approach gives a great emphasize on enabling teachers to furnish their students with communicative tasks

that stimulate students to use the language effectively”. Therefore , Alex Taylor (2014) represented the direct method in his work by defining it as follows:

*The direct method or as called the oral method has come as a contradictory to the grammar translation method. It focuses on the listening and the speaking phases of the language and ignores the other skills. The direct method expects from the learners to build a well speaking capacity and a development of a phonetic knowledge while speaking spontaneously . This method aims to straightly practice the language in oral classrooms without insisting on the rules and the forms of that language . Yet, only if the general message is transmitted correctly.*

However, this method has not gained much success afterwards. In fact, it gained much disapproval from the part of various academics. As a result, many drawbacks were received, such as:

- This method gives much attention for the listening and the speaking skill and forget totally the other phases of language.
- This method ignores entirely one of the most effective teaching tactic; that is used in necessity to convey a message or make a particular word understood which is the translation phase .
- This method requires a good level in the listening skill so that learners will be able to grasp what their language tutor is saying , how words are articulated or pronounced effectively, how intonation is used in different types of sentences .
- Reading activities are regarded as ineffective and inessential .
- The direct method remains successful only with those learners whom are good in listening.

### **1.6.2 The Indirect Approach**

This approach is regarded to be an academic teaching path that gives much attention to the so- called language accuracy; how a particular student uses language structures as well as its rules. Thornbury (2006: 276) claimed that “this approach concern is about affording the learner with an opportunity for the learner to delve into the world of grammar , discourse structures as well as diverse language formulas”. Hence, from these two types we can generate six major methods ( the grammar translation method , the direct method , the audio-lingual method , the silent way method , total physical response , communicative method)

### 1.6.3 The Audio-lingual Method

Taylor (2014) explained The Audio-lingual method in his research as a method that was first generated from the start of the world war two precisely for teaching the army the language to make communication between the Allies and Axis much easier. The essence of this method reflects the concept that learning a language is more effective when it is reinforced; positive performance is highly needed and awarded while the negative behaviors are totally rejected. It assumes that language learning is highly efficient through applying its patterns in a repetitious process until these patterns are memorized. As in the direct method, the Audio-lingual method highly encourages the use of the two skills; the speaking and listening as well as their macro skills since the audiovisual aids are highly recommended in this method of teaching .

Speaking macro skills :

- Taking part in discussions
- Giving oral presentation .
- Debating .
- Analyzing words of various types of speeches .
- Adjusting expressions .

Listening macro skills :

- Extensive listening .
- Intensive listening .
- Instructive listening ; listening to follow some guidelines .
- Listening to catch a particular data .
- The communicative language teaching

Here Shaheidari (1997) in his research dealt with the conception of the audio-lingual method and its views on language learning As a result he exposes it as:

*Language acquisition success is formulated in this teaching method through a rigid and an automatic process of learning proficiently phonology and grammar , leading to provoke learners to react until they will get used to this process then it will be something routinely in their way to acquire a particular language.*

This method focuses greatly on building proper meanings in the target language rather than concentrating on only how language rules are used. This method supports vigorously the well known proverb “practice makes perfect”; through practice human being learns for the reason that , when he is exposed to practice he is likely to make mistakes and through those mistakes he achieves the great success.

In this regard, Richards and Rodgers (1986: 71) enumerated the view of this method about language as follows:

1. The major role of language is to declare significant meanings .
2. Language is primarily a network, which its function is to expose ideas to others.
3. Each language function is distinguished by a specific structure .
4. Language is not only about the learning rules ,and constructions of sentences. However , it is also about the ways these structures are putted into real vivid speech .

#### **1.6.4 The Total Physical Response**

Bowen presented an introduction to the Total Physical Response in his work as This specific method is developed first by James Asher and it is basically based first on the idea that second and foreign language acquisition remains the same as the first language learning. Therefore, first language learning principles are more relaxed and natural and this could work so well in the second or foreign language learning; one of these principles is the baby’s language acquisition which is first provoked by parental instruction Secondly, It believes that language is best taught through the use of physical action. Thirdly , it follows the humanistic believe that human being has an inner capacity of learning or acquiring whatever language easily through first listening then constructing . This method supports the idea that using gestures is the best academic tactic to make learners acquire and absorb easily and quickly the presented ideas based on the perception and the hypothesis, human being can remember all the ideas and all the details when just linking it to a particular gesture or a physical movement.

## 1.7 The types of oral communication activities

### 1.7.1 One to One Speaking ( Student-Student, Teacher to Student)

This particular oral expression activity is viewed to be the most unique activity among all. The reason For this is presented in Kaye's website article (2020 )as

*This activity gives a vast opportunity for both teachers and students to share their needs and inquiries . It systematizes the process of learning because it gives the total chance to all the learning parts to participate in developing strong relationships that may help in strengthening the learning process and making it more adjustable for the learner to choose the pedagogical aids as well as the timing needed .*

Therefore, Ishak(2016) illustrated this type of oral activities that requires the teacher often to ask the learner to explain, exemplify and illustrate a particular phenomena. It should be noted that this type of activity might take the form of direct discussions between a two students or a teacher and his students in a particular oral session.

### 1.7.2 Small –Group or Team Based Oral Learning (TBL)

A different way to plan the oral session, then to organize the physical phase of the classroom. Hence , Le Febvre(2016) in his article entitled “Team based Learning for the Basic Communication Course “ presented a solid conception about this specific type of oral expression activity as :

*.....a pedagogical strategy of arranging learners into small groups to systematize their works and consequently enable all the teachers to provide learners with an instant feedback ...communication takes a fundamental position in this strategy regarding both practice and theory phases .*

One teacher affirm that this methodology can be really helpful in making a particular type of learners, particularly those who are afraid and shy to show their ideas, to unveil their abilities as well as their language capacities progressed based on the assumption that learners most of the time are influenced by each others; the courageous pupils will affect the attitudes of the pupils”.

### 1.7.3 Full- Class Discussion



It is viewed as one of the finest known type of oral communication activities. This type of activity is based on making all the students engaged in a one directed discussion ; whether by a teacher or a specific student chosen by a teacher or by the majority of the students. This activity aims to make all the available pupils connected to achieve a one single general opinion that is agreeable by all parts ( the teacher, the students ). Hence ,Therefore Ishak (2016) added that this type of activity “ takes the format of long dialogues yet not competitive as in the case of deliberations and In-class debates”. Therefore, the Ministry of Education in Canada (2004) has tackled in its pedagogical book entitled “Think Literacy: Cross Curricular Approaches” its benefits as well as the opportunities that it creates for learners as follows :

- Creating learners’ individuality of perception and thinking .
- Affording the learners with a stress –free atmosphere where he can express his ideas frankly .
- Developing learners’ innovative energies .

Due to all the benefits that this type of activity provides from being a stress- free source to symbolizing a monitor of active learning. That is to say, promoting students to feel comfortable to share whatever there in their minds. It can be considered as one of the most suitable way of teaching introverted as well as shy pupils in EFL classes .

#### **1.7.4 In–Class Debates or Deliberations**

Agarwal (2017) discussed this type of classroom activity as that type of activities that involve three parties with a variety of points of view facing each other ; the supporting group, opposing group , the judges. At this level, each party is expected to defend its general view to win the debate by giving a strong built argument that treat dilemmas in relation to classroom framework”.Therefore , this kind of oral communication activities are regarded as the most effective ways of provoking active learning.

Ishak 2016added that these<sup>1</sup>sorts of activities develop the learners’ awareness about a variety of interesting and challenging facts in many domains (cultural , scientific , or academic). Hence, classroom debates and deliberation are different from the full classroom discussion. And this is illustrated in the article as :

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<sup>1</sup>The Presidential Commission for the Study of Bioethical Issues (2016)

- **Firstly:** full class discussion is a way to afford learners with a full image about a particular subject matter .
- **Secondly:** Debates are made to make one part certain about an other's mind .
- **Thirdly :** Deliberations passes through a long process of negotiation where all parties are ready to suggest any idea to achieve an approved and satisfied solution to all the concerned groups .

### 1.7.5 Speeches and Presentation

This particular activity expects from the learner to distribute a speech or a presentation, talking then presenting or discussing a particular phenomena either by himself or in a group work through standing in front of the audience taking the position of a host .Therefore, this process is based on transferring the knowledge about a particular subject matter in the most organized way. For this reason, the presenter must prepare himself before the presentation or the speech takes place.

This type of oral activity is known by its two major types which were differentiated as follows:

➤ The group presentation:

A systematic work of delivering or reporting a collection of data through a part of the group through a pre-prepared work then presented in the classroom settings. This type of presentation stimulates the notion of team based learning then strengthen the harmony between the member of the group ( the learners )

➤ Individual presentation:

The whole work is built by a single person which is the presenter; from the preparation of the work to the delivery process .This would boost the learner's confidence and sense of responsibility ,since he is doing the work alone .

➤ Oral examination :

Ishak (2016) highlighted the conception of this type of oral activity as:

*An evaluating task that takes place in the classroom settings .During this activity the instructor is intended to ask his learners a one oral question, assessment or even a quizlet and through this question they will be evaluated ; their answers will reveal the amount of knowledge they have succeeded to acquire. Consequently , this activity is hard to be conducted with multiple number of students .*

## 1.8 Idioms

Idioms are regarded to be a genre of figurative language that is based on conveying a particular message a specific conception or deductive reality. Therefore, Thayab (2016) tackled the concept of idioms as follows:

*Idioms are regarded to be those generated expressions that are made metaphorically used and internalized by a native speaker. Idioms are used automatically and unconsciously in everyday speech among natives. More importantly, it is vital for every non-English speaker to acquire these expressions due to the fact that idioms are viewed to be something irreplaceable in the English language terminology.*

Idiomatic expressions are used without any previous planning, however, they are used unexpectedly. One single idiomatic expression might be useful in various situations for this reason it is crucial to refer to the related situation, occasion to understand the meaning of it. Idiomatic expressions are regarded to be that crucial phase of everyday communication in any language. In this regard, Langlotz (2006) opined that “idioms are those systematic assemblies that are unified through accommodating a phrase or a semi-clause.

### 1.8.1 Types of Idioms

This idiom has many types as such:

- Clausal idioms: An idiomatic expression that is presented in the form of a clause (subject and the verb) example: it can be a model of negation :
  - “I couldn’t kick myself”.
  - “He had not a bean”
- Phrasal idioms : Expressions that take the shape of phrase ; a collection of words that are connected to refer to a main general meaning, for instance:
  - “At the end of my rope”.
  - “The last straw”.
  - “Butter him up” .

## 1.9 The Interaction between Speaking and Reading

Sadiku (2015) has tackled in the importance of the four skills in learning a language

*Language might contribute significantly in being an assist that helps in multiple objectives .it is regarded as the necessity of the moment since its absence might lead to a loss of interaction .Therefore language learning requires acquiring its four skills –reading writing listening and speaking . On the other hand, it is commonly known that each one of these skills has a tangible effect on the other skills and this is the case for (speaking and reading ), (speaking and writing ).*

Mart (2012) intertwined reading and speaking in his work, he has visualized these two skills as as a great way of getting understand things. Since real language learning cannot take place without it .This particular competency enables any learner to internalize various patterns while reading a specific text .Therefore , reading is crucial in building a solid vocabulary repertoire in this context Alqahtani (2015) added “second language learners are required to make a successful interaction .As a result good interaction requisite a huge awareness of vocabulary.

Mart (2012) added that

*Reading is viewed as a backup in developing a consistent conversational ability ; it guides most of the learners in beginning to explore new words to realize a conversational process as well as to accelerate the operation of the direct employment of language patterns .All these work hand in hand to boost the development of the speaking skill.*

Through reading the learner is able to recognize words and the different possible ways to use them ; in which place and in which context.In this regard, Williams ( 1984: 13) claimed that reading is a crucial process in foreign language learning because :

- Reading offers the language learner with an extra application and training in this language .
- This practice provides an opportunity to use the learnt material in developing other skills such as speaking and writing
- It helps the learners in improving their ability in spotting the data they need in any text or specific long passages
- Learning joy is highly activated and increased in and out the classroom settings through reading.

In fact, an interaction, that runs without a good vocabulary repertoire and a knowledge about grammar concepts and rules that makes no sense and remains absurd.

### 1.10 The Interaction Between Speaking and Writing

Speaking and writing are two productive skills that show and highlight the level of the students and the degree of his progress in attaining a language fluency. Therefore these two skills are interchangeably related and this is what is illustrated in Nan's (2018) when he came into a realization that:

*The way a learner speaks reflects his style of writing because first the words and the sentences that we actually alter the most in our daily speech are regularly reflected in our writing works or achievements; a more practice of speaking equals a more linguistic patterns acquired; what a human says is often transformed then organized into written scripts. Therefore, a one with a good speaking skill must possess a good writing style and vice versa.*

Nan (2018) continued to say that:

*Speaking and writing skills are two productive skills. Speaking can be fulfilled based on first grammar than vocabulary intonation and rhythm unlike writing which demands much more engagement of both humans' reason as well as a solid grammar foundation. therefore, using these phases of language will reveal how qualified is a student in both linguistic and pragmatic language aspects ... any achievement in acquiring the writing skill will boost the learners capacity of speaking more accurately.*

### 1.11 Conclusion

To conclude, this chapter was a vast evaluation that investigated the various phases to make the present study more accurate and potential. This investigation has given the chance for many points in relation to the general problematic to be discussed. This latter has extended from, first developing a wider exact image on the definition of proverbs, then shedding more light on its importance in teaching learners the foreign languages. Furthermore, this investigation goes on to delve into the different manners this type of figurative language can be used in oral classes.

As the topic has much connection with the oral phase of language, the researcher tried to form a precise conception of what is a speaking capacity, communicative competence then to highlight the most important things a learner must achieve in his way to develop his speaking capacity. On the other hand, it was crucial to make a path through the history of oral

communication ; how its really started .Then, to line –up the types of the oral communication and how it should be really taught ; approaches to undertake .As well as to explore thevarious related activities that are used in this particular type of session. Then, she continued to establish a definition of idioms then to dig into its types .Finally , as an end point we tried to reach what is really the type of correlation between speaking and reading , speaking and writing

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# Chapter Two

## 2.1 Introduction

In the aim of gathering relevant data three research tools were introduced, then adopted to direct this process of facts exploration in the most systematic ways. This academic operation plans to highlight and detect the status of using proverbs as an aid in building learners' speaking and thinking skills than to delve into a valid way to integrate such figurative language among first year classes of English at the university of Dr. Moulay Tahar. The latter process was founded relying on both quantitative and qualitative approaches, and three primary diversified research tools, questionnaire directed for both teachers and students, an interview for teachers, and finally an observation to reach much more vivid results.

## 2.2 Types of Research

Forming and engaging- in a well-structured research work is not that easy task without the help of the two well-known approaches that goes hand- in -hand represented in :

### 2.2.1 Quantitative Approach

A concrete way to gather relevant and related data to answer the introduced hypotheses through measuring the populations attitudes, opinions, behaviors concerning the presented problematic. To do so, arithmetical data are gathered than examined (evaluated) into precise enumeration. One way to do so is by forming a consistent questionnaire.

#### What is a Questionnaire ?

A questionnaire is considered as a research aid that is destined for extracting the desired data from the target population. This specific research device is composed of a mixture of close – ended questions, open ended questions, rating questions as well as the multiple choice questions. Therefore, after collecting the proper data the researcher than is intended to convert those results into statistical formats that demonstrate them into a much more definite straightforward manner.

### 2.2.2 Qualitative Approach

Like the quantitative method, qualitative approach is regarded as a way to gather data for the reason of constructing well-balanced research work. This specific way of data exploration gives the academic researchers a wide insights on how and why things have



occurred .Yet , in contrast to the quantitative approach qualitative approach do not integrate any enumeration process .Instead, it uses open –ended conversational communication ,truthful reporting etc.,.One way to do so is through the well known “observation” technique.

### **What is an Observation?**

A vivid way of extracting information while attentively and directly observe in-class the populations’ behaviors’, attitudes, reactions; consequently, resulting in building a big image on explaining how a particular phenomenon , situation ,event have progressed .In other words , it is all about concentrating and viewing how things are operating in the target situation; for example the atmosphere; weather it is good, moderate or bad, the nature of the relation-ship among learners ,teacher-learners , the learners’ level , learners’ degree of concentration inside the classroom .

## **2.3 Research Methodology and Design**

### **2.3.2 Data Analysis**

#### **2.3.2.1 The Students’ Questionnaire**

Aiming to reach to the most consistent, rational data, a questionnaire was formed, then handed out to forty four (44) students of first year classes of English language at the University of Dr. Moulay Tahar. Therefore, this questionnaire consists of nine (9) questions that target the learners points of view as well as their attitudes towards the implementation of proverbs as a lead in the enhancement of the speaking and thinking capacities of the first year English language students. Thus, the findings are manifested in the enumeration below:

**Question 1: Do you think that you will benefit from integrating intensively proverbs in your oral classes**

<b>ANSWER</b>	<b>Number</b>	<b>Percentage</b>
YES	42	95.46%
NO	2	4.54%

**Table 1 Students’ Opinions towards Proverbs’ Integration**

The gathered results from the above table shows that the majority of the population (95.46%) admired proverbs and assumed that it will contribute in enhancing their oral classes .While the minority (4.54%) thought that implementing them in their oral classes is not a good idea.

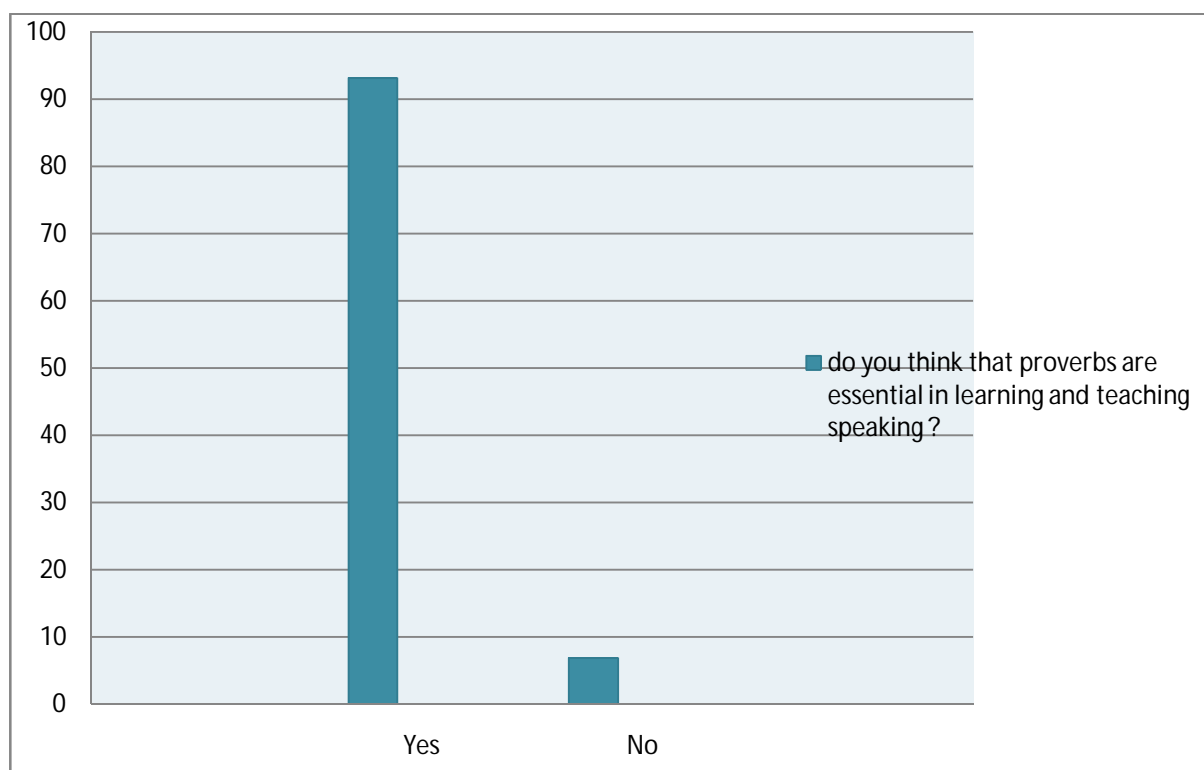
**Question 2: what kind of oral teaching activities do you prefer?**

Answer	Number	Percentage
One –one speaking	14	31.83%
Speeches and presentations	11	25%
Small group or team-based oral work	9	20.45%
In –class debates	6	13.63%
Full class discussion	4	9.09%

**Table 2 Students' Opinions about their Preferable Oral Teaching Activity.**

This table demonstrates that the majority of the students are likely to favor one-one speaking (student-student, teacher –student)with a percentage of (31.83%).While (25%) think that speeches and presentations are the best way to enhance their speaking skill .Whereas (20.45%) assumed that small group or team based oral work is the most efficient oral teaching activity that might foster their oral as well as thinking capacities. On the other hand, (13.63% ) of the overall participants believed that In-class, debates must the best oral teaching activity to learn proverbs par excellence. Finally, the rest which represents the minority (9.09%) preferred full class discussion while learning proverbs in their oral classes.

**Question 3. Do you think that proverbs are essential in learning speaking?**



**Chart 3 Learners' Points of View about the Significance of Proverbs in Learning and Speaking.**

As it can be observed from the chart, virtually all of the students with a percentage of (93.19%) supported greatly the value as well as the role that a proverb may play in taking the oral classes into the next level where a positive atmosphere is built through learner involvement in-class. While the minority which is represented in (6.81%) believed that the inclusion of such figurative language in their oral classes is something unnecessary and ineffective .

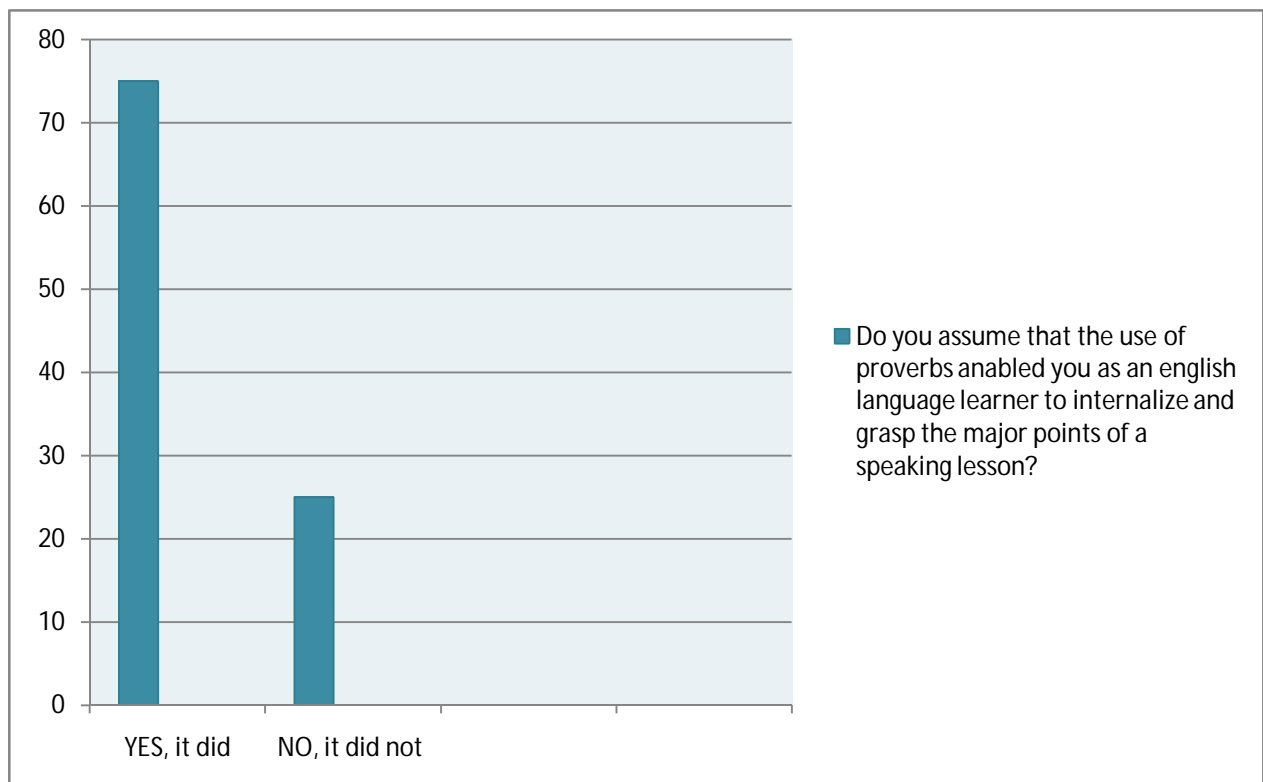
**Question 4: Proverbs will help you to be a better thinker ?**

Answer	Number	Percentage
Strongly disagree	0	0%
Disagree	11	25%
Agree	24	54.55%
Strongly agree	9	20.45%

**Table 4 The Extent of Proverbs Influence on Building a Solid Learners' Critical Thinking.**

As it is shown in the chart above (54.55%) supported the idea of including proverbs in oral sessions and thought that its implementation will strongly contribute in the process of building a more solid critical learners' thinking process .While ( 20.45%) “strongly agree” on that proverbs are more than essential in their oral classes. While the rest( 25%) believed that its usage will not reinforce the process of building a fruitful critical thinking of learners . Surprisingly, no one chooses “Strongly disagree”.

**Question 5. Do you assume that the use of proverbs enabled you as an English language learner to internalize and grasp the major points of a speaking lesson?**

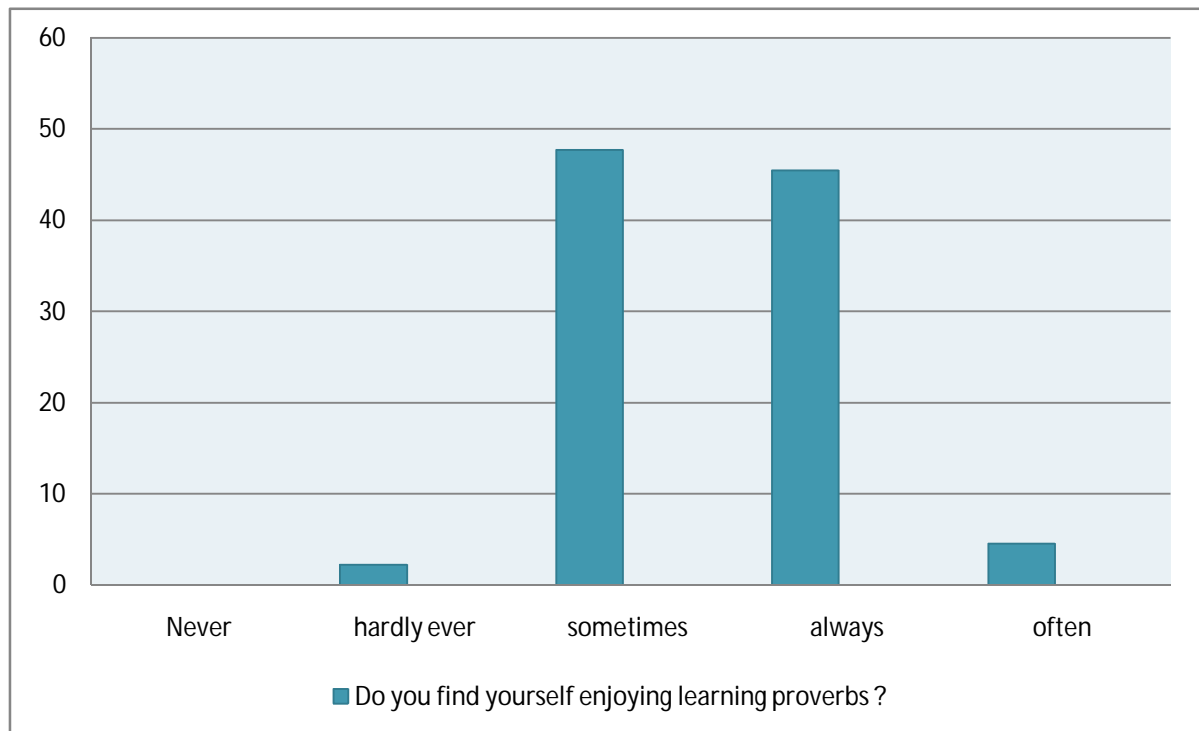


**Chart 5 Learners' Experience in Learning Proverbs.**

It is demonstrated from the chart above that the majority of the learners (75%) think that proverbs helped them to construct deeper insights about the major phases of a given oral

expression lesson than consequently making them memorize and retain the given data effortlessly. While (25%) claimed that its use was not effective and helpful in it made the acquisition process much more complicated.

**Question 6: Do you find yourself enjoying learning proverbs?**



**Chart 6Learners' Degree of Entertainment while Learning Proverbs .**

The above chart's findings reveal that (47.72%) of the questioned learners do "sometimes" enjoy learning proverbs. Whereas twenty (20) students, which represent (45.46%) who always had the chance to enjoy learning such figurative language. While (4.45%) claimed that they often appreciate knowing and learning more proverbs, when (2.63%) declared that they "hardly ever" enjoy learning proverbs. When in fact, no one reported "Never".

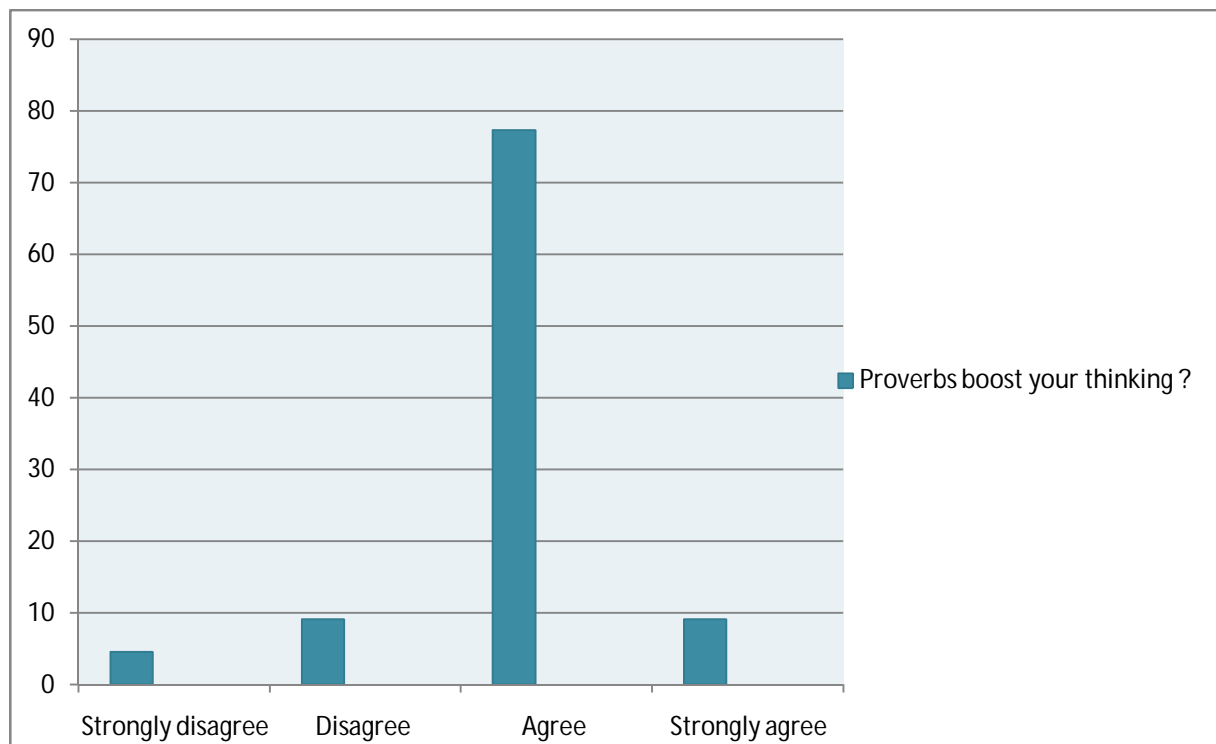
**Question 7: How would you describe your experience of learning proverbs in oral classes?**

Answer	Number	Percentage
Extremely bad	0	0%
Bad	4	9.1%
Neither bad nor good	16	36.36%
Good	21	47.72%
Extremely good	3	6.82%

**Table 7 The Description of Learners Experience while Learning Proverbs.**

The findings indicate that (47.72%) which are represented by (21) students of the informants considered their experience of learning proverbs as a good one. However, (36.36%) which is around sixteen (16) out of forty four (44) of them visualized their experience as neither bad nor a good one. Whereas, only (9.1%) among them claimed that they had a bad experience and none of them (0%) reported that s/he had an extremely bad experience when learning proverbs. Three (3) out of forty four (44) of the questioned students and which represent (6.82%) assumed that they had an extremely good experience .

#### **Question 8: Proverbs boost your thinking?**



**Chart 8 Students' Opinions about Boosting Thinking Skills Throughout the Use of Proverbs.**

From the above chart, it can be noticed that the sweeping majority of the learners which are represented in (77.28%) thought that learning proverbs makes them better thinkers for the reason that it widens up their perception of different phases of life. While (9.09%) strongly approve the idea that proverbs help them boost their mental capacities. On the other hand, (9.09%) of the students believed that proverbs do not have any benefit on the cognitive operation of the human being. Whereas, the rest of the informants (4.54%) indicated that they strongly disagree with it.

### Question 9. Proverbs enhance your motivation .

Answer	Number	Percentage
Strongly disagree	1	2.28%
Disagree	7	15.90%
Agree	31	70.45%
Strongly agree	5	11.37%

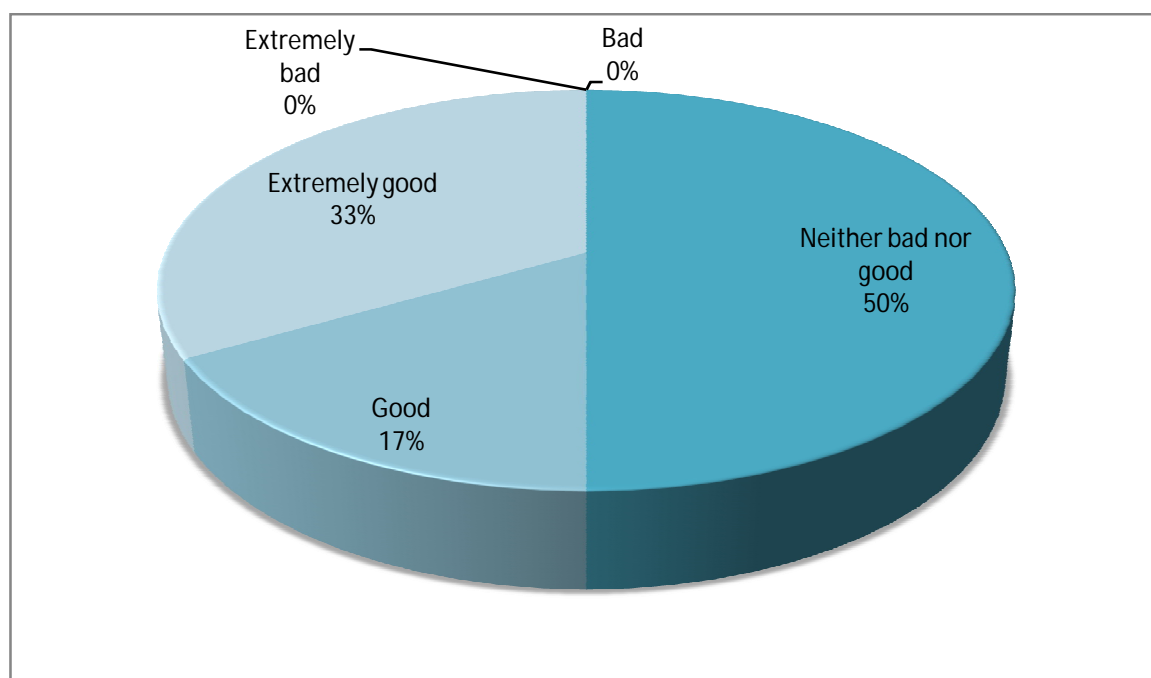
**Table 9 Students' Opinions about Intensifying their Motivational AttitudethroughoutLearning Proverbs .**

The findings that are extracted from the chart above might illustrate that the majority of the questioned learners (70.45%) that is thirty one (31) out of forty four (44) presumed that learning proverbs makes them motivated. While (11.37%) that is around five (5) out of forty four (44) students strongly agreed with this idea. Whereas, (15.90%) claimed that they disagree and think that learning proverbs makes them less active and ineffective in the classroom. However, only one student (1) out of forty four (44) questioned participants and which represents (2.88%) strongly disagree with the idea which claims that proverbs stimulates motivation.

### 2.3.2.2 Teachers' Questionnaire

This particular questionnaire is produced aiming to guide this process of facts exploration in the most accurate and precise manner, along with maximizing and enriching the resulted data. Therefore, this questionnaire composes of seven (7) questions destined to explore the attitudes of six (6) English language teachers at the university Dr. Moulay Tahar who teaches first year English classes "oral expression module" about the nature of implementing proverbs to enhance the learning process in their classes, as well to improve learners' speaking and thinking abilities. Thus, the results are openly revealed in the figures below:

**Question 1: How would you describe your oral classroom atmosphere while implementing proverbs? ,**

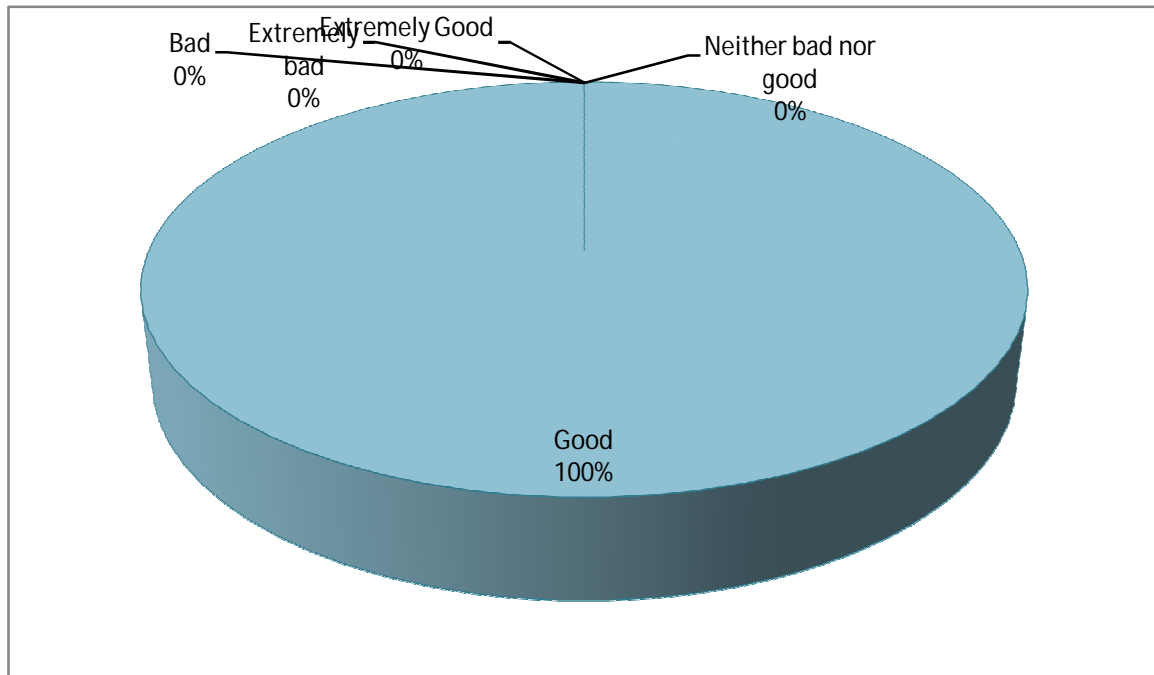


**Graph 1 Teachers' Attitudes about their Oral Classroom Atmosphere while Using Proverbs.**

The collected results from the above table show that the majority of the target population (50%) assumed that their oral session were "Neither bad nor Good" while implementing proverbs in the learning process. On the other hand, two (2) out of six (6) teachers which might be represented in (33%) believed that their classes were extremely good and the teaching atmosphere was exceptionally healthy than learners were highly interested. While the rest (17%) reported that their classroom environment was good as well as satisfying. Therefore, no one reported "bad" or even "extremely bad".



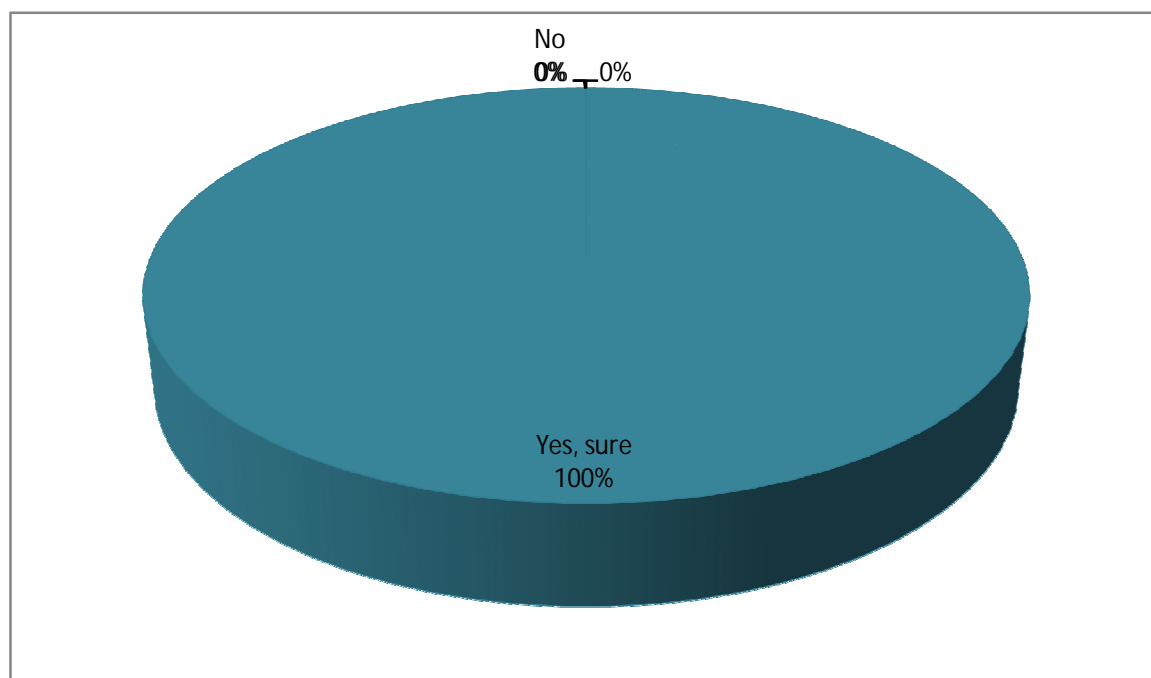
**Question 2: How would you describe your learners' reaction when dealing with proverbs** ?



**Graph 2. Teachers' Attitudes about their Learners' Reactions when Dealing with Proverbs.**

As it is shown in the pie chart above six (6) out of six (6) teachers who represent the percentage of (100%) envisaged and declare that they have faced a “good” oral teaching journey where learners' interactions were good while using proverbs as a material to boost learners speaking capacities. While no one has selected all the other remained choices eg: “bad”, “extremely bad”, “Neither bad nor good”, “extremely good”.

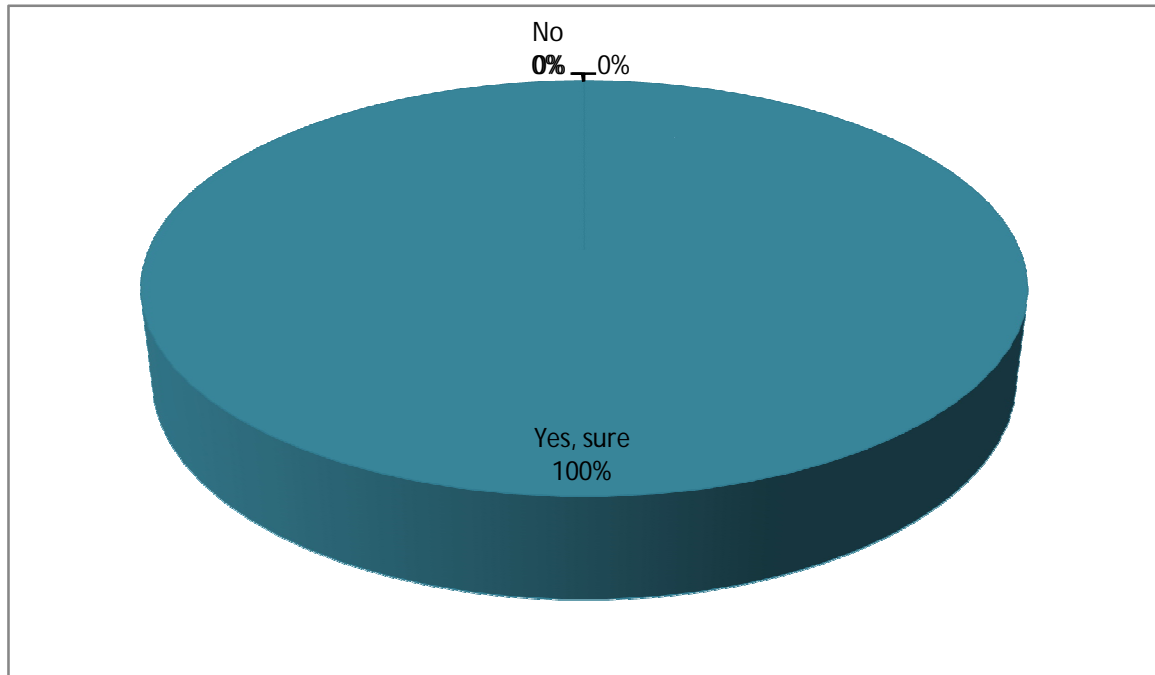
**Question 3: Do you think that proverbs help in the process of learning the speaking skill?**



**Graph 3 Teachers ‘Attitudes about the Importance of Proverbs in Enhancing Learners’ Speaking skill.**

As it is demonstrated in the pie graph above (100%) of teachers reported “Yes, sure” and agreed on the proverbs’ massive role in improving learners ‘speaking skills. While no one has selected “No” as an answer.

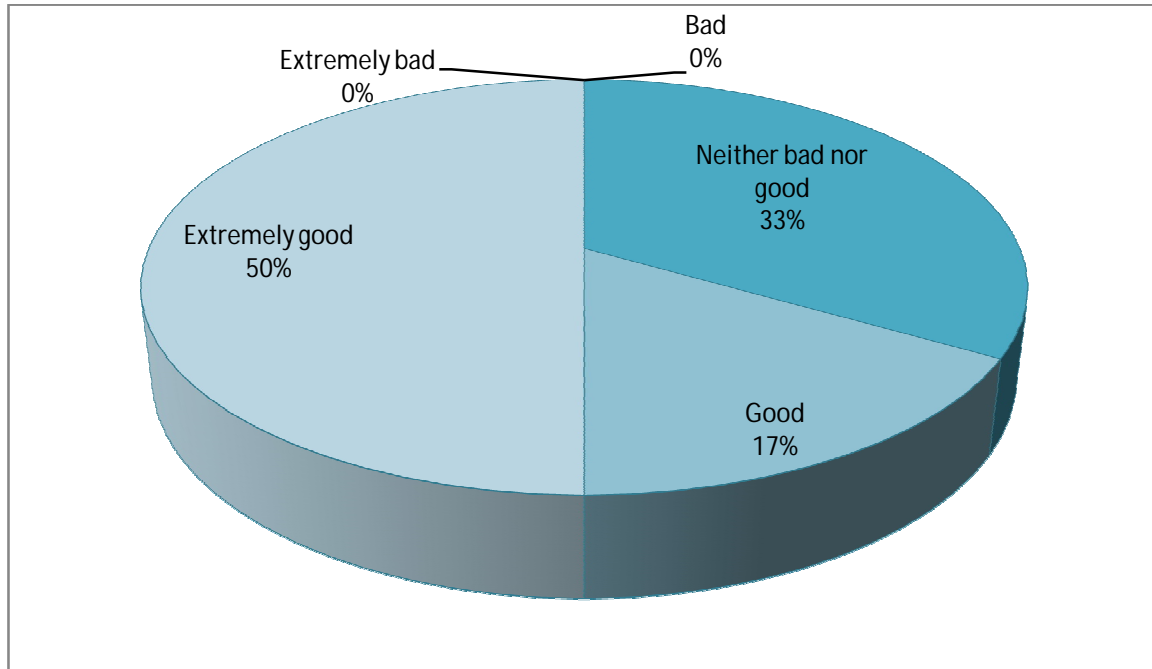
**Question 4: Do you think that there is a need to integrate more proverbs in oral classes?**



**Graph 4 Teachers' Attitudes about the Need of Integrating Proverbs in Oral Classes.**

As it can be observed from the pie chart above, all of the teachers which might be represented in (100%) admire the use of proverbs in the oral expression lesson. Therefore, a well stabilized oral teaching process required more proverbs' integration.

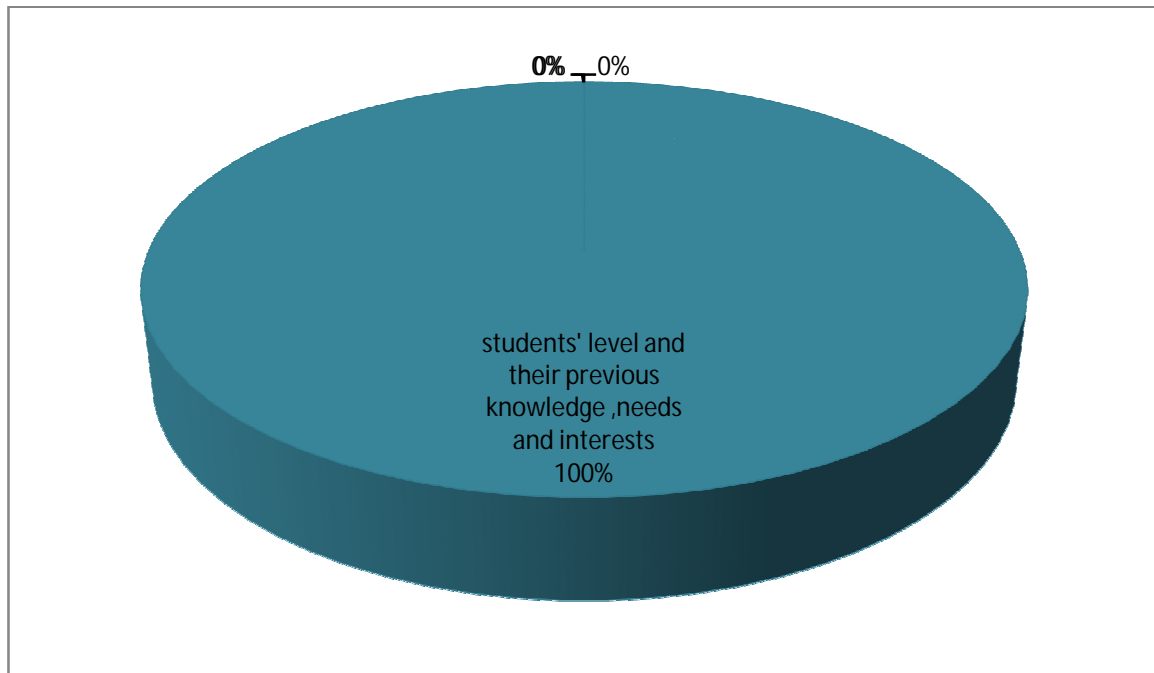
**Question 5: How would you describe your experience in implementing proverbs to teach the speaking skill ? .**



**Chart 5 Teachers' Experience of Implementing Proverbs in Oral Classes.**

This pie chart demonstrates that the majority of teachers with a percentage of (50%) think that their experience of using proverbs to enhance learners speaking skill was an “extremely good” one. While (33%) of them admit that it was an average experience where learners’ attitudes were ordinary. The rest (17%) saw that their oral teaching journey where they have used proverbs as a course material as a good experience. On the other hand, no one has reported “Bad “or “Extremely bad”.

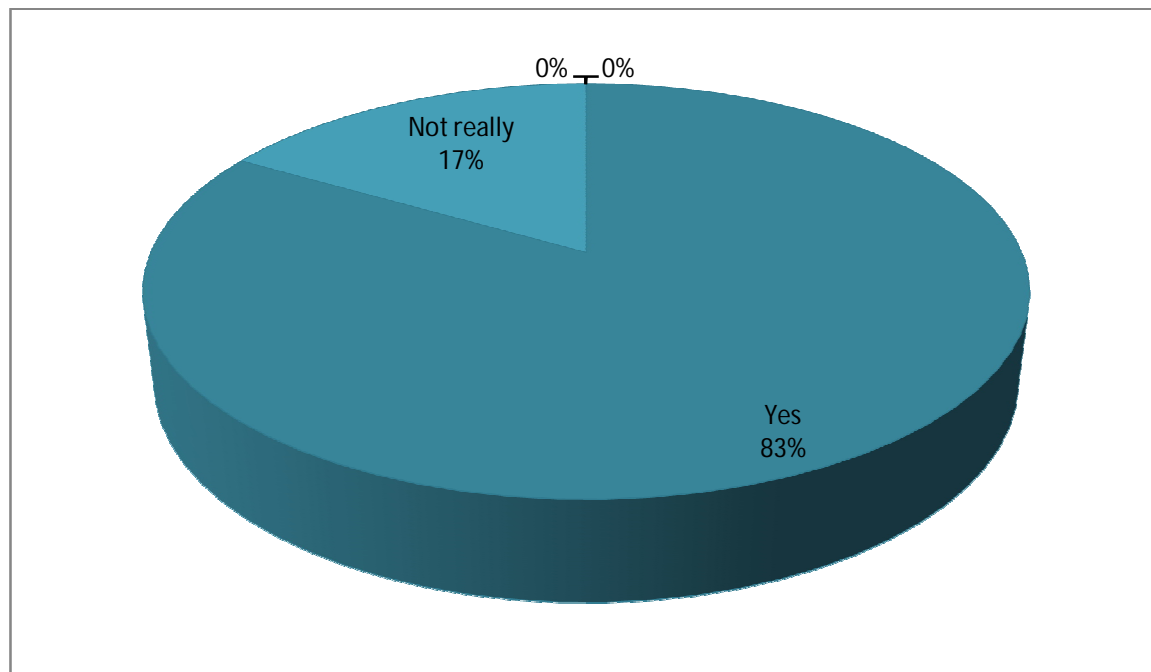
**Question 6: What are your standards while choosing appropriate proverbs to teach the speaking skill?**



**Chart 6 Teachers' Standards while Choosing Suitable Proverbs for Teaching Speaking.**

It is markedly noticed from the above pie graph that all of the teachers with a percentage of (100%) have agreed on the idea that the most important things that are needed to be taken into account when deciding to use proverbs in an oral class are the students 'level. Furthermore, learners' previous knowledge, their needs as well as their interests and cultural interferences.

**Question 7: Does the use of proverbs in oral classes make your students more involved in learning ?**



**Chart 7 Teachers' Attitudes about the Role of Proverbs in Making Learners more Engaged in the Learning Process.**

It is observed from the pie chart above that five (5) out of six (6) teachers which represents the percentage of (83%) believed that proverbs are literally a good learning source that contributes in making learners more engaged and interested in a given oral learning session. Besides, favoring interaction and increasing motivation among learners through breaking –up classroom routines .On the other hand , the remained teachers who equalize the percentage of (17%) assumed that the use of proverbs did not succeed in their oral class in making learners more attentive and interested ,due to the reason that they are weak readers, i.e. they do not have any background related to the target language. As a result, the proverbs are likely to be uncommon for them.

### **2.3.2.3 The Analysis of Classroom Observation**

This observation was carried out due to the dissertation primary reason which might be envisaged in knowing more about the scope of using proverbs and how to enhance learners 'speaking skill at this particular university. Yet, the most important aspect to be highlighted is that this observation was done by choosing randomly three first year groups. Therefore, one hour and a half was dedicated for each single speaking session .On this account, this operation

was structured into two main sections. The primary section was believed to be that part of paying attention to the atmosphere prevailing while applying proverbs in oral classes. Therefore, the second section was arranged for exploring the relationship between teachers and learners and how things are occurring in the classroom. By giving attention to how a teacher might use this type of figurative language to develop his learners speaking and thinking skills.

Moreover, the main attention that was given in the first section was to explore the nature of the learning process, the atmosphere of the classroom while implementing proverbs in oral sessions. For the entire 6 (six) sessions of viewing how things are occurring. Apparently and generally, the atmosphere was great for a speaking improvement session, this result may be due to the learners' attitude of encouragement and their high sense of sharing their knowledge with each other as well as their intention of developing their knowledge in English as well as their primary goal of achieving fluency.

As a result, the second section was devoted to investigate the relationship between the teacher and the student and also among learners and how relationship could contribute in elevating the process of learning. In all the sessions the teachers were really helpful and encouraging; they tried to do their best and this might represented indeliberating his/her effort in first making them involved in the course by introducing a funny story, and even new vocabulary, then the teacher goes on to present his lesson through first introducing a collection of proverbs that may raise their consciousness level such as "A bad excuse is better than none", "A bad worker blames his tools", "A problem shared is a problem solved", "A lie travels around the world, while truth is putting its boots on". Learners at this juncture were trying to put all their attention on the essence and the formula of the proverbs while unconsciously attempting to memorize them. As he/she finishes presenting his lesson he/she directs his focus into checking learners' understanding of proverbs by making them produce language through using proverbs in making small dialogues.

However, the most important thing to be highlighted is that learners were sectioned into groups and this is what did highly motivate them to work hard through creating a competitive atmosphere. Yet at the same time they were trying to consult each other and share their ideas together besides trying to be active as possible as they could. While giving them a task to do the teacher was checking if the learners had any difficulties. In addition to their task of providing the learners with an explanation of every single proverb remembered, as well as

trying to know the learners points of view about diversified proverbs and if they did come across a particular proverb. Then, asking them if they follow proverbs in their personal lives

## **2.4 The Interpretation of the Results**

### **2.4.1 The Interpretation of the Learners' Questionnaire**

When asked about the advantages of integrating proverbs in the oral expression classes, the findings in the present study unveiled that most of the learners (95,46%) trust and affirm that they are learning and developing their speaking skill when they are acquiring proverbs. Additionally, they think that an extra usage of proverbs will help them develop a well persistent speaking capacity; and this indicates that they are interested in learning this specific language and that they would highly admire if a change in terms of the classroom routine is made. Using proverbs as a material to make learners learn new interesting expressions that would be easily memorized in the classroom settings and used in daily life conversations .

Regarding question two, learners' answers revolved around their preferable oral teaching activity, where these responses were approximate. A percentage of (31,83%) believe that a one-one speaking task is their "go-to" task in which they feel comfortable to speak and share their knowledge .While (25%) of them think that speeches and presentations where they can produce language with the help of proverbs are their exquisite way to learn; this shows that learners are much interested in developing their speaking skill through performing in front of an audience. In other words, these students depend on the idea that developing their speaking skill relied on practicing that particular language .Whereas, (20,45%) of them presume that small group or team based oral teaching task is the most effective oral teaching activity. This shows that this portion of learners only motivated when they are encouraged to work only interdependently . Thus, a sense of challenge between groups is stimulated automatically.

Besides that, (13.63%) of them assumed that In-class debates is their favorite manner to foster speaking and thinking capacities, this is a proof that these learners are introverted and possess all the needed confidence to share with these members of the classroom; their ideas even if they ever face any language difficulties. Whereas, only (9.09%) preferred full class-discussion while learning proverbs in their oral session which shows that these members feel at ease when a full class discussion take place in an oral session because they are free not to



participate for the reason that this specific oral task do not force every single learner to take part in the activity .

When asked about the importance of proverbs in learning the speaking skill in question three the results openly demonstrate that on the whole the majority of learners highly promoted the role of proverbs which can be envisaged in being that powerful assistance that helped millions of educators around the globe through teaching learners how to distinguish and spot the different aspects of every culture and mostly every civilization around the world. Therefore , rather than any course in the academic settings , the oral comprehension course is characterized by its excessive need of a good rich content, Once again proverbs are regarded as a suitable aid with regard to this course , due to the great opportunity of correlating them with large amount of interesting scopes of beneficial data. At this juncture, proverbs will build a data base in the mind of the learner especially when these expressions are introduced in an uncommon interesting scopes or new introduced topics that are making popularity around the world ; the learner will enjoy knowing more about the topic through first learning the proverbs then gathering solid vocabulary during the whole session .

Concerning question four which was formed to examine proverbs' degree of influence on learners' cognitive operations . The findings show that (54,55%) greatly promote the idea that proverbs enhance their thinking capacities .This might be resulted from their belief that forming an intellectual human being is based on exploring new things that are likely to be used generally in daily life. This fact is immensely encouraged on the students' part. While (20,45%) of learners strongly supported the previous idea. In contrast, (25%) of them are against the proverbs role in making learners better thinkers, this might be a proof of learners unwell of learning. Or, it could also depend on students' preferences as there are always differences regarding students' preferable assigned speaking task, their background knowledge about the given topic and their ability of analyzing proverbs.

In question five, the results revealed that the majority of learners with a percentage of (75%) think that proverbs helped them build deeper insights about the major phases of a speaking lesson .This means that they had a good experience in learning proverbs through engaging their cognitive operation in developing their speaking skill. While only (25%) of the learners assumed that its usage has made the learning process much more difficult. This might be an indication that the assigned proverbs were not understood by those learners or those learners have no knowledge about proverbs.

When questioning the students if they enjoy learning proverbs in question six, the learners' answers at this specific stage encircle the idea that learning proverbs make students entertained and have an easy going atmosphere while learning speaking English. Therefore, the results at this juncture might be interpreted that on the whole the attitude of joy does exist in almost every experience of using proverbs in teaching learners the speaking skill .

Human being can not have fun with a thing that s/he totally does not understand and this is probably envisaged in the results of question seven which was about the learners' degree of experience while learning proverbs and it could be interpreted as follow ; those who got a good and an extremely good experience have gotten a knowledge and a thorough understanding of proverbs as well a level of language. Proverbs are possibly regarded by these two parts as a clear cuts, while those who had a normal experience have gotten perhaps an average knowledge. On the contrary to those who got a bad experience and probably a zero knowledge of proverbs, this type of figurative language seems to be uncommon for them.

When asked if proverbs boost the student's thinking in question eight, it can be remarked from the results that the majority of the learners are with the notion that proverbs helped them enhance their thinking skills through modeling positive habits for them as well as developing the well known consciousness and attitudes of the learners. On the other hand, only a few students strongly consent on this idea and this might be interpreted that proverbs are excellent basis of making learners ' brain cells open to easily absorb any kind of information .This idea might be illustrated in the following quote:

*Proverbs and sayings were created by many generations of people developing over centuries, knowledge of proverbs and sayings of the country of the language enriches the vocabulary, helps to assimilate the figurative structure of the language, attaches to the wisdom of the people , develops memory ..... Proverbs and sayings can greatly increase the level of critical thinking , but it is important to choose appropriate techniques for teaching them. The meanings of proverbs and sayings do not just lay beneath the surface, which makes students think logically .Abbasova (2019)*

Question nine was about if proverbs, make the learners more motivated to grasp and receive great amount of knowledge from their teachers or not. Therefore, the majority of the learners agreed and thought that learning proverbs made them more active and motivated to explain those proverbs and also to understand them better in detail while generating an atmosphere where they were trying to be part of the learning journey by making an impact and a good impression in front of the teacher and the other learners. While (11,37%) strongly

believed in this notion, this might show that such figurative language is effective in developing enthusiasm, it also might be explained in the way that using proverbs by a teacher stimulates the learners' interest for the reason that its usage breaks classroom routines if it is used in a creative manner. Only (15,90%) of them disagreed with the idea; these learners could be already demotivated and this is why they showed reluctance towards having proverbs in the classroom. While (2,88%) strongly disagree with it and this might be an indication that the proverbs used are uncommon for these two proportion of learners.

#### **2.4.2 The Interpretation of the Teachers' Questionnaire**

When asked about describing the oral classroom atmosphere while implementing proverbs in question one, the results revealed that the majority of the teachers believe that their classes' environment was average. This could indicate that most of the time, teachers did not observe any radical improvement in the learning process that cover all the learners. This requires that oral expression teachers might alter his/her teaching method to another stimulating way of instruction mainly when students are reluctant, and provide oral activities that would raise their motivation and make them profoundly involved in the lesson. While (33%) of the teachers assumed that the environment of the class was really good and pleasant. Whereas, the rest which is represented in (17%) noted that the amount of learners' interaction was good these statistics might report that teachers' techniques of instructing speaking through proverbs was really effective in this case.

In the second question, all the teachers (100%) have made a consensus that they have experienced a good teaching process. Consequently, teachers observation resulted that learners' role in-class was enhanced; the classroom atmosphere turns from a teacher-centered to learner-centered session. This might represent the serious impact of proverbs in an oral classroom.

In question three, the teachers have agreed on the role of proverbs in pushing students' desire of learning more about the language in an oral expression session as well as knowing more about the target culture. At the same time they do agree that proverbs must be used in gaming activities (tasks that would make learners entertained and have fun and unconsciously forming a pleasure of learning for all the students. This shows the teachers' awareness about exact and suitable ways of using proverbs.

All the signs in this question four confirm that (100%) of the teachers are with an extra implementation of proverbs in their oral expression sessions. This would imply that the teacher's conviction about the role of proverbs in taking the lesson to the next level. Therefore, this belief was built and based on their experience of teaching first year oral expression classes.

The fifth question shows that the half of the target population had an extremely good experience of implementing proverbs in oral classes. While (17%) admit that they had a good experience because students shared their experiences and linked the target culture with the Algerian one. It is worth noting that teaching proverbs proved its significance in the overall speaking enhancement process. On the other hand, (33%) of the tutors have claimed that their experience was neither bad nor good because these tutors were not giving such importance to the role of proverbs in teaching speaking ; they were just introducing proverbs, then explaining them ; yet, in fact proverbs must be introduced thematically by relating them with a chosen scope. This might be an indication that this proportion of teachers did not use proverbs in a proper way.

When asked about the standards of selecting appropriate proverbs to teach the speaking skill, teachers' answers clearly demonstrate that all of them highly supported the action of taking into consideration students' level, their previous knowledge, needs and interest and cultural interferences. This might unveil that creating a well-balanced, harmonious class is based heavily on studying the learners in all phases as well it is massively formed on a pre-investigation , current investigation , post investigation to know more about learners' target goals .

The results of question seven have shown that the majority of teachers admit that proverbs are a good aid in directing learners to acquire the language in a fun, pleasant manner .Thus, this might reveal that this technique is a quick and easy tactic that makes learners memorize a good amount of vocabulary at once since proverbs are expressions and no single divided words. On the other hand, the rest which might be represented in (17%) assumed that proverbs did not succeed in their oral classes because these proportions of learners tend to have no background; and this indicates that to totally succeed in using proverbs in oral classes, learners first are intended to build a general background relating the target language.

To sum up, the results of the learners' questionnaire particularly in question two which was about the learners 'opinions about their preferable oral teaching activity do not equal

with that in the observation ; this would disconfirm the first hypothesis which states that proverbs are best used in full class discussion (teacher or student led ) .Therefore when it comes to talk about the possibility that proverbs enhance learners speaking skill. At this level we can conclude from the results in question one which was about the students' opinions towards proverbs integration and question three which encircle the learners' points of view about the significance of proverbs in learning and teaching speaking then in question five which was about the learners 'experience in learning proverbs , all the obtained results equal what is in the teachers 'questionnaire specifically in question three entitled "teachers attitudes about the importance of proverbs in enhancing learners' skill .As a result the second hypothesis which declare that teaching and learning proverbs effectively might develop speaking is totally confirmed. Thirdly ,when talking about how may proverbs lead to a development of learners self motivation in the academic settings, the results in question nine made a consent with that in the observation then consequently confirm the hypothesis that state that; the implementation of proverbs in oral classes might raise students self consciousness leading to a motivational progress .

## **2.5 Conclusion**

All the above interpretations of findings have brought out a realization that, first of all the use of proverbs in first year oral English classes is something very useful. First, in widening –up the learners' knowledge of the language since they are beginners. Then, to attach them automatically with the culture related to that language. All this will guarantee a better learning process .Therefore; proverbs proved to be effective and powerful in boosting learners 'thinking skills as it was shown in the learners' answers.

# Chapter Three

### 3.1 Introduction

Over centuries human beings have made tons of efforts to make communication effective. Civilizations at that time were a mere secret, until the role of language was highlighted and was given its importance. Speaking has ranked the first place for being a great aid in the human path of making glorious discoveries for this reason speaking is immensely fascinating human aspect that can ever be acknowledged. It is as well the “go-to” way for every human being to represent what he is thinking about. On the other hand, language can be symbolized as a efficient puzzle because it changes its function according to the current situation; it can be formal as it can be informal, it can be sociolect as it can be a living language.

Therefore, much attention was put to make the process of learning the speaking skill much more creative. All this has resulted in imagining some suggestions and recommendations that might well work in making the process of teaching oral expression and thinking skills through proverbs more systematic and guided. Thus, two aspects are required to make all this a piece of reality; first a conscious learner then a competent teacher. As a result working to form a conscious learner takes long research journeys and building a competent teacher requires tremendous loads of experiences.

### 3.2 How Can a Teacher be Successful in Teaching the Speaking Skill?

#### 3.2.1 Approaches

- Developing strong teacher- learner relationship:

Human being is a creature who builds all his ways of thinking based on what s/he feels. Human feelings then are the monitor of his/her attitudes as well as his behaviours. For this reason guiding humans' emotions equals directing the way s/he acts in any type of relationship.

And this can be the case of a Teacher –learner relationship and its importance in directing the process of learning speaking smoothly. Therefore, it is important to highlight that relationships are the basis of every daily task done. The teacher in this case plays the role of the responsible in making this relationship resistant, confidential and cooperative as well as long lasting even after the end of the course.

This can be done through making the learners courageous to ask their teachers about any think confusing or misunderstood to achieve a degree where the learners desire is on making their discussion with their instructor last longer. Another way is to let the learners feel that their teacher admires the moments that his /her students ask or make inquiries or share ideas about nothing and everything . Then, s/he needs to let him feel that s/he is playing a great role for attaining glorious success which is in this case “the language speaking fluency”

Throughout this stage of academic fixing process the learners will feel much more comfortable and welcomed to express himself. Then and automatically using the target language and practice it more soothingly . Thus, through each practice the learner will succeed at each time in training himself to use that language

➤ A Requisite of knowing Learners Needs and Objectives :

Forming an idea about who are the learners of a certain course remained always a necessity for both ;the teacher to work in an appropriate circumstances as well as for the course itself so as to achieve its objectives. Building a whole image of the learners’ diversities , backgrounds individualities , the way each one of them like to express himself ; to convey his/her ideas is important . More important , it is to understand what exactly each one of the student likes to share the most , to talk and discuss about different subjects. This is what helps the teacher to create a rich content for his pedagogical task which is in this case teaching speaking . It will give him a vast chance to find topics that his learners admire the most urging them indirectly to be as much active and creative in the classroom settings .

Every single learner has an objective behind attending a particular speaking course . This objective differs from one learner to another . It might visualize a professional desire ; using the language in a career , as it can be just for making pleasure as well it can be for both building a skill and having a degree in a particular language domain . Each one of these objectives have different limitations , guidelines and requirements be accomplished. For this reason , the teacher here is the adviser and the counselor for making his learners fulfill their needs and achieve their objectives through first exploring them .



### 3.2.2 The Strategies

➤ **Creating Time for a Healthy Discussion :**

Taking care of someone is the first step for making the other person interested to share what he thinks and what he feels and this is what exactly a teacher must do .One way to do so is to try to open a private discussion with a learner about the subject she loves the most, his fear and the obstacles he faces.All these aspects will break bridges between the teacher and his learner and make the student think that his teacher is interested to know him and help him better.

➤ **Giving the Learners the Choice of Choosing their Activities :**

When it comes to the training tasks learners tend most of the time to be selective; it often happens that some in- class groups do not prefer to work or to take on a particular task .Consequently, it is highly recommended to select a task that satisfies the majority of the class aiming to enhance productivity.

➤ **Building a Habit for all the Learners to Afford Academical Suggestions:**

Successful language classes are always characterized by the process of sharing ideas , making class reviews and even figuring out what is missing for sculpting a vivid class .In such matter the learner is the appropriate source for gaining substantial recommendations on what can be added and what might be eliminated

### 3.2.3 Tasks

**Task 1:**

**Objectives:**

- To make the learners able to talk in the target language for long periods of time .
- To train them to use the target language in interesting and rich topics aiming to create cultural knowledge.

**The Instructions:**

- Regroup the learners into balanced groups .
- Ask the students to gather information or sequential facts about a historical , scientific or cultural dilemma.
- Make a general discussion about the gathered facts .

- Ask the learners to build up a role play inspiring its scenes from the facts of the event .
- Ask each group to play their role play.

**Task 2:**

**Objectives :**

- To boost creative thinking .
- To help learners to be better speakers .

**The Instructions :**

- To ask the learners to choose their partners .
- To introduce a short story in the target language .
- To ask them to build conceptions and extract the general topic tackled in the story
- To direct them to write a dialogue .
- Ask them to act orally the written dialogue.

### **3.3 The Process of Leveling up Teaching Speaking through Learning**

#### **Proverbs**

##### **3.3.1 The Strategies**

Teaching speaking through proverbs requires an innovative and a creative teacher. An educator who gives his students lessons each day with a different way, with a different style, cultivating the atmosphere by giving it a new soul. The soul at this juncture can be manifested in all the new roads taken in presenting a lesson, sectioning the physical setting of the class and the way of distributing the role for each single part of the classroom such as switching the role between the teacher and the students; giving the role of the classroom leader to a one chosen part of the classroom, being a supporter for the students by affording a help when needed or simply being a backup for the rest of the learners when facing understanding difficulties.

Therefore, giving the chance to the learners to choose an appropriate way for tackling their activities is a great way to spread out a comfortable feeling among each learner to treat each given assignment freely.

Passion is the first aspect for a human being to make a start for all the good deeds. Passion diminishes obstacles, deletes disabilities; oral or even psychological ones such as stress, anxiety and fear. It furnishes a power for its holder to achieve uncompleted works. This is why, it is so important for a teacher to create this attitude all the way down in his teaching journey. A passionate learner can understand and internalize things without making any effort for the reason that he might be already into a particular learning process. Most importantly, it will be effortless for the tutor to make his students attentive all the time while the learning process takes place.

Briefly, the teacher task stands at this level in making his learners love and admire learning proverbs. One way to do so, is to relate these expressions each time they are used with a good thing that may surely influence the learners such as an inspiring experience or simply an epic story. Another way to do so is to choose randomly proverbs that might address students obstacles or even their problems. This approach may urge a particular student to find a solution for his problems then he will admire the role of proverbs in leading human life. Consequently, he will be curious to know more about them.

### **3.3.2 Tasks**

#### **Task 1:**

##### **Objectives:**

- To widen up students' imagination
- To create for them a space where they can build a habit of supporting each other.

##### **The Instructions :**

- To regroup the students .
- To choose a couple of proverbs .
- To write down these proverbs on different papers .
- To present these proverbs directly to the learners .
- To flip the papers upside down .
- To ask the learners to predict a one single proverb among the others .
- The one who succeeded in predicting the right proverb will choose a single group to tell a story related to the chosen proverb .

**Task 2:****Objectives :**

- To boost learners' quick intuition .
- To widen up learners knowledge of proverbs .

**The instructions:**

- To ask the learners to make pairs.
- To ask a one learner to present a proverb and then the second is supposed to extract its wisdom or meaning .
- The one who fails is eliminated from the game until one single learner succeeds.

### **3.4 The way of Leveling up the Process of Teaching Thinking through Learning proverbs**

#### **3.4.1 The Strategies**

Learners with a vast thinking abilities are the strongest ones in so many fields such as finding out solutions for any particular type of given tasks. Good healthy thinking skills are regarded as a human's path that is characterized fully by consciousness directing many individuals to take on suitable choices, enabling the human being to differentiate between what is wrong and what is right .Therefore ,besides our feelings ,cognitive abilities are the main source that our behaviours and reactions are built upon this. These particular abilities extend also to the memorization process, figuring out solutions to problems or even problematic as well as thinking critically and developing free unlimited conceptualization.

It is so important for the learner to build solid thinking skills as well as for the teacher to be a part of this process. One way to do so is to learn proverbs. Proverbs are a critical source of knowledge. Each single proverb holds a precious and unique data on a particular domain or subject matter. Thereby, it is considered as a requirement for every learner to have a knowledge about this type of language, more proverbs acquired equal the quantity of data gained.

Proverbs are regarded as a data base that teachers must rely on in their way of helping learners to construct a free mind due to its various dimensions built upon reasonable ideas and experiences that reflect new horizons to every thirsty mind .Proverbs tell to the learner what he lacks when needed along with improving his thoughts about the differences envisaged in this world such as knowing more about different cultures and traditions about every single

existing civilization, about the norms of each different society; the do's and the don'ts in each single society.

One way to do so, is to make the representation of the proverbs as simple as possible in terms of the proverbs selected and the words used to convey the meaning of a message. Another way to do so is to select a collection of proverbs that are relevant to the learners' daily reality or their educational content, the things they are common with. More importantly, the teacher is also in need of choosing the proverbs according to the academical level of the learners; the proverbs that simulate their thinking level referring always to their age groups.

### 3.4.2 Tasks

#### Task 1:

##### Objectives:

- To build consistent background for learners.
- To build stronger memories for learners' minds.

##### The Instructions:

- To prepare a short story.
- To present the story for learners.
- To ask the learners to read the story and to understand its meaning.
- To ask the learners to extract the wisdom of the story.
- To ask the learners to relate the wisdom of this story to proverbs that they know.

#### Task 2:

##### Objectives:

- To train learners to be better listeners.
- To enlarge learners' knowledge on different domains and various inspirational characters.

##### The Instructions:

- To prepare an audio-lingual script of a well-known character talking about a specific subject matter.
- To appeal learners' attention.
- To present the script to learners.

- To let them listen attentively to the script.
- To ask them to relate each wisdom if available to a single proverb.
- To delve into a discussion based on each proverb presented by a learner .

### 3.5 Conclusion

Proverbs teaches the learner how to be a unique person while doing these two academical tasks . The integration of this specific figurative language aid has proven its efficacy and efficiency in making pupils more attentive , desirable and more admirable for their speaking and thinking learning processes .While having fun and living in an encouraging inspiring atmosphere .Therefore, there are a lot of methodologies to enrich more this experience such as ; developing a strong teacher learner relationship , knowing more about learners' needs and objectives , creating time for healthy discussions to take place , giving learners the choice of choosing their activities ; building a habit for learners to afford academical suggestions and finally urging learners passion to appear - up .

## General Conclusion

The present study is an academic, systematic research to improve both speaking and thinking learning processes. The major aim of this research study is to delve more into the role of proverbs in making learners of first year English oral classes at Dr. Moulay Tahar University more competent both in learning and using speaking and thinking skills. Therefore the major urge that promoted this process of research is that these learners are facing numerous problems in their way of using verbally the target language. In order to achieve this goal two research methodologies were adopted; qualitative and quantitative studies.

The current research came up with various results that reflect all the advantages and the usefulness behind an extra employment of proverbs in oral classes of first year English students which can be demonstrated as follows:

- Rather than any academic tool, proverbs afford a combined unlimited amount of authentic data that is gathered from various domains, consequently they develop learners' cognitive capabilities.
- Proverbs provide the teacher as well as the learner with an impactful atmosphere that encourages active learning, they also simulate the development of both speaking and thinking skills.

The present research has led to different results as well as systematic outcomes that give evidence to two hypotheses and refute a single one. Consequently, the first hypothesis which states that proverbs are best used in a full class discussion, teacher or student led is disconfirmed. On the other hand, basing on all the concluded results the second hypothesis which indicates that teaching and learning proverbs develop effectively students' speaking capacity is confirmed and its supposition is validated. Finally, the third hypothesis which suggests that the implementation of proverbs in oral classes raise students' self consciousness leading to a motivational progress is as well affirmed and proved.

There are two important hurdles that impeded the advancement of this research work. The prime and the most challenging one that influenced my health status is Covid 19. More importantly, studies have been ceased because of Coronavirus which stopped the researcher from doing more observational sessions. The second limitation that was an obstacle for me during the development process of the work is the lack of reliable sources ; such as the availability of books that have a relation to the present topic in the libraries.

The actual research was and still be a single part in the way of searching the truth behind the use of proverbs in the academic settings .Consequently this academic investigation process is an unlimited methodical procedure accordingly it does not stop here .Therefore further research processes must be builded to investigate how may the linguistic branch works to facilitate analyzing the role of proverbs in acquiring a foreign language by using quantitative and qualitative research tools .





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# Appendices

## Appendix 1

### Students' Questionnaire

Dear students

The aim of the present study is to get a clear image on the impact of using proverbs in the teaching and the learning process, particularly of first year English oral classes at the Dr Tahar Moulay University. It would be grateful for us to answer these few questions .We would like to thank you for sharing with us your points of view; you have supported us to make learning English much significant .Please keep my mind that your feedback Will be kept totally confidential.

Please tick (V) in the right box

1- Do you think that you will benefit from integrating more proverbs in your oral classes?

Yes

No

2- What kind of oral teaching activities you prefer?

One -One speaking student-student, teacher-student)

Small group or team based on oral work

Full -class discussions

In-class debates and deliberation (teacher or student led)

Speeches and presentations

3- Do you think that proverbs are essential in learning speaking?

Yes

No

4- The use of proverbs leads to a fruitful deeper critical understanding in oral classes?

Strongly disagree

Disagree

Agree

Strongly agree

5- Did you assume that the use of proverbs enables you as an English language learner to internalize and grasp the major points of a speaking lesson ?

Yes , it did

No , it did not

6- Do you find yourself enjoying learning proverbs ?

Never

Hardly ever

Sometimes

Always

Often

7- How would you describe your experience of learning proverbs in oral classes ?

Extremely bad

Bad

Neither bad nor good

Good

Extremely good

8- Proverbs boost your thinking ?

Strongly disagree

Disagree

Agree

Strongly agree

9- Proverbs boost your motivation ?

Strongly disagree

Disagree

Agree

Strongly agree



## Appendix 2

### Teachers' Questionnaire

Dear teachers

The aim of the present study is to get a clear image on the impact of using proverbs in the teaching and the learning process , particularly of the first year English oral classes at the Dr Tahar Moulay University .It would be grateful for us to answer these few questions .We would like to thank you for sharing with us your points of view .

Please tick ( ) in the right box

1- How would you describe your oral classroom atmosphere while implementing proverbs?

Extremely bad

Bad

Neither bad nor good

Extremely good

2 How would you describe your learners' reaction when dealing with proverbs ?

Extremely bad

Bad

Neither bad nor good

Good

Extremely good

3- Do you think that proverbs help in the process of learning the speaking Skill ?

Yes,sure

No

4- Do you think that there is a need to integrate more the use of proverbs in oral classes ?

Yes, sure

No

5 - How Would you describe your experience in implementing proverbs to teach your learners the speaking skill ?

Extremely bad

Bad

Neither bad nor good

Extremely good

Section two:

Please answer the following questions:

6- What are your standards while choosing appropriate proverbs to teach the speaking Skill ?

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7- Does the use of proverbs in oral classes make your students more involved in learning?

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