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***The Need of Using Proverbs in Oral Expression Sessions To
improve The Assimilation of Culturally Bound English
Expression***

Case Study: The Second Year English Students Abbes Laghrou

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

This dissertation is dedicated to all my family:

My lovely mother 'God rest her soul' Zohra and my dear father Hasnaoui.

My dear brothers and sisters: Oussama and Mouna, Rasha, Halim, zaki and Amira

My lovely grand mother and my oncles for their sacrifices and mental support.

To my intimates and unique friends: Sabrina, Baraka, Bessma, Abir, Houda

To my sweet friends : Sihem, chahrazed, saida, Hanan, Hamida and Naziha

To all Master II students with whom I shared an enjoyable learning atmosphere.

To all those who are forgotten by my pen and never forgotten by my heart.

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Table of Contents

Dedication.....	I
Acknowledgement.....	II

Content.....	III
List of tables.....	IV
List of figures.....	V
List of Acronyms.....	VII
Abstract.....	VIII
General Introduction.....	1

Chapter One: Literature Review

Introduction.....	4
I.1.Proverbs	5
I.1.1. Definition of proverbs.....	6
I.1.2.Classification and functions of proverbs.....	
I.1.2.1.Classification.....	
I.1.2.1.1Synecdoche Proverbs.....	
I.1.2.1.2 Metaphoric Proverbs.....	
I.1.2.1.3Metonymic Proverbs.....	
I.1.2.1.4 Hyperbolic Proverbs.....	
I.1.2.1.5 Paradoxical Proverbs.....	
I.3Several types of Proverbs.....	

I.3.1 Universal proverbs.....

I.3.2 Regional proverbs.....

I.3.3 Local Proverbs.....

I.4 Functions Of Proverb.....

I.4.1 Literary Function.....

I.4.2 Practical Function.....

I.5. Proverbs and English Language Classroom Activity.....

I.5.1 Proverbs and Its Metaphoric Competence:.....

I.5.2 Proverbs and Its Intercultural Competence.....

I.5.3 Proverbs and Its Pragmatic Competence.....

I.5.4 Proverbs And its Fluency and Naturalness.....

I.6. Oral expression.....

I.6.1 Teaching Oral Expression Skills.....

I.6.2 Using proverbs in oral expression.....

I.7 conclusion.....

Chapter Two: Data Analysis and Interpretations

2.1. Introduction

2.2. Data Analysis.....

2.2.1. Student’s Questionnaire analysis.....

2.2.2.Discussion of Student’s Questionnaire.....

2.2.3.Teacher’s Questionnaire analysis.....

2.2.4.Discussion of Teacher Questionnaire.....

General Conclusion

Bibliography and References

Appendices.....

Appendix 1

Appendix 2

List OF Tables

Table01:Teacher’s gender

Table02:Teacher’s degree

Table03:Years of teaching at the university

Table04:Years of teaching oral expression

Table05:The description of oral expression

Table06:The value of oral expression

Table07:The use of aids

Table08:Difficulties to transmit the message

Table09:The use of proverbs as an aids

Table10:The importance of proverbs in understanding cultural similarities

Table11:knowing English proverbs in understanding English humor

Table12:Tge reasons for considering proverbs significance

Table13:The expression of proverbs in helping using figurative language

Table 14:The role of proverbs in teaching wisdom to the common learner

Table15:Proverb's expert

Table16:Learner's age

Table17:Learner's gender

Table18:Learner's choice

Table19:The cause of learning English

Table20:The successful prevalent skill

Table21:The useful skill during the classroom

Table22:Speaking in English

Table23:English difficulties

Table24:Speaking inside the classroom

Table25:Learner's preferable module

Table26:The importance of oral expression in improving speaking skill

Table27:Oral expression allowed time

Table28:The oral expression programme

Table29:The use of aids in oral expression

Table30:The importance of using materials

List of figures

Figure01:Teacher's gender

Figure02:Teacher's degree

Figure03:Years of teaching at the university

Figure04:Years of teaching oral expression

Figure05:The description of oral expression

Figure06:The value of oral expression

Figure07:The use of aids

Figure08:Difficulties to transmit the message

Figure09:The use of proverbs as an aids

Figure10:The importance of proverbs in understanding cultural similarities

Figure11:knowing English proverbs in understanding English humor

Figure12:Tge reasons for considering proverbs significance

Figure13:The expression of proverbs in helping using figurative language

Figure14:The role of proverbsin teaching wisdom to the common learner

Figure15:Proverb's expertation

Figure16:Learner's age

Figure17:Learner's gender

Figure18:Learner's choice

Figure19:The cause of learning English

Figure20:The successful prevalent skill

Figure21:The useful skill during the classroom

Figure22:Speaking in English

Figure23:English difficulties

Figure24:Speaking inside the classroom

Figure25:Learner's preferable module

Figure26:The importance of oral expression in improving speaking skill

Figure27:Oral expression allowed time

Figure28:The oral expression programme

Figure29:The use of aids in oral expression

Figure30:The importance of using materials

Figure31:The activities presented in the classroom

Figure.32:The most repeated activity every session

Figure33:The use of proverbs during the session

Figure34:The include of proverbs in the curriculum of teaching

Figure35:The use of proverbs as an important point

List of abbreviations

EFL: English as a Foreign Language

TL: Target Language

OPs: Oral Presentations

Abstract

This paper is a pure conceptual paper that examined the use of proverbs in teaching English as a Second year at the university and its implications for school principals in Abbes laghrour.

Proverbs play an important role in language teaching as a part of gaining cultural knowledge, metaphorical understanding and communicative competence. The paper carefully looked at the meaning and nature of proverbs. Function and classification types and several types of proverbs, as well as the use of proverbs in oral expression sessions and English language learners' was concluded that proverbs is an important segment in English Language, and it is the art of every

language as well as every culture. Proverbs have been used to spread knowledge, wisdom and truths about life from ancient times up to the present time. The study stressed the need for learning principals to ensure that qualified teachers are recruited to teach English Language

1/General introduction

English has taken all the world as a first world language and has been political, economic, educational, cultural, commercial and social roles culture plays an important role and explore part in learning and teaching English as a foreign language indeed, several researchers have found that culture and language are inseparable and its relationship to the learning or teaching language process is mutually connected English language teachers carry an importance in teaching English This implies need to train prospective teachers and design instructional materials in a way that makes them competent to teach those aspects of English proverbs that can contribute to the development of learners' metaphoric, intercultural, pragmatic and organizational competences and eventually, their communicative competence. in proverbs and their various aspects Thus, the main objective of teaching the language as a means of communication to the foreign learners is to enable them to use and speak the language fluently

accurately and proficiently in different social situations. so there are many methods to improve and learn a language fore thus oral expression in this later we should use many tools to make the language more clear like proverbs that they are not used to be taught at schools, they are not normally part of curriculum RIDOUT and WITTING confirm that proverbs used to be taught in England as a brighter method of teaching Latin and that children from 19th century were supposed to improve their knowledge by learning them

1.statement of the problem

normally student who are learning English as Foreign language are highly motivated to learn English to enrich their background knowledge to be able to discuss different topics fluently and successfully whether inside classroom or in other real life situations with native speakers and the use of proverbs helps learner to improve their level in English

the motivation for teaching proverbs to English language learners in particular to English language teacher trainees are discussed with reference to the term* Proverbs in oral expression*in addition the importance of teachers and the lesson in relation to proverb instruction is explained

2.Research Questions

1.does teaching the course of oral expression based in its four components lead to enhance the communicative proficiency?

2.How can proverbs helps the learners in teaching oral expression session?

3.Hypothesis

According to what have been mentioned above it is hypothesized that in teaching the oral expression course if we regard the importance usage of its four main components : teachers learners activities and other material student will be able to enhance their communicative speaking proficiency

4.Aims and significance of the study

The aim of the study will focus on. The Need of Using Proverbs in Oral Expression Sessions to Improve the Assimilation of Culturally Bound English Expression. In this research, we are going to investigate this following components:

1.Learning proverbs is integral to overall English language experience

2.To communicate effectively in English you need to learn to use proverbs

3.Using proverbs in oral expression will make them more effective

4. Knowing proverbs will improve reading skills
5. The role of the teacher as a major element in the classroom.
6. The role of the Oral Expression activities that are used during the session.
7. The role of the aids that are used for teaching the session of Oral expression.
8. The role of the learners themselves as the core of the Oral expression course.

5. Definition of terms

Proverbs: ‘‘The word proverb originates from the Latin word ‘‘proverbium’’ that is the mix of the prefix pro-significance ‘‘forth’’ and the root verbum important ‘‘word’’. In this way, the exacting significance of the word precept is a set of words. There are various definitions of proverbs based on the perspective of many scholars in the field of English language. According to Harnish (1993), proverb can be defined as a short familiar maxim of wisdom words which is usually expressed in form with bold image that catches the memory. Moriss (2003) sees proverb as a brief, pithy statement saying constantly and widespread use presenting a truth or fact. Homby (2000) sees proverb as a well-known sentence or phrase that gives advice that is generally true.’’

Oral expression: Mallette and Clare (2011:161) defined oral presentations as ‘‘(...) the most common method for presenting information and are usually done with a computer and projector’’.

6. Research methodology and design

6.1 Choice of the method

This research work follows the descriptive method because it is suitable to our subject, as well as its importance in determining the difficulties that students facing in their oral presentations. Moreover, the descriptive method helps us more to investigate the need of using proverbs in oral expression which is considered as the helpful element to learn the language

tries to answer the question ‘‘What?’’. We will deal with experimental approach because have a hypothesis to be tested. This study will collect qualitative data from different sources, relying on a questionnaire for both students and teachers, to give insight on the reasons behind learner's successful oral performance.

6.2 Population

The questionnaire was administered to second year English students at Abbess Lghour University of Khenchela department of English, during the Academic Year 2019-2020 in addition to seven (8) teachers from the same department.

also; we have chosen a sample of 28 students randomly because of lack of time. We have chosen the students of this level, because second year students have been dealing with the session of oral expression. They are in need to know more about The Need of Using Proverbs in Oral Expression Sessions to Improve the Assimilation of Culturally Bound English Expression

The results of this investigation would help us to take control of the next following generation.

6.3 Data gathering tools

The main tool used was a questionnaire for both students and teachers. This tool was chosen in order to gather as much as possible different information and views from students and teachers; in addition to that, it helps to save time by providing a great amount of information in a short period of time, and provide the glue that holds the research project together and extend a good understanding and worthy information to this topic.

7. Structure of the work

Concerning the structure of this work, it consists of two chapters. The first chapter deals with the definition of proverbs its classification and function, its type and several types, oral expression overview and the use of proverbs in oral expression session. The second chapter is the core of the investigation which leads to considerable results. The aim of this part is to find out the reasons behind learner's successful oral Presentation .and using proverbs as an aids, Open and close ended are the types of questions used. . Then it moves to the analysis of data and the discussion of its main results. Finally, for the sake of this research suggestions are proposed to students and teachers so that learners give a successful oral presentation.

CHAPTER ONE

I.1 proverbs

I.1.1 Definition of Proverbs

“The word —proverb|| comes from the Latin word —proverbial|| that is the combination of the prefix —pro meaning —forth|| and the root —verbum|| meaning —word||. So, the literal meaning of the word proverb is —a set of words put forth|| (Angelo, 1977:365)”. “ The different features present in different proverbs make them various, which has resulted in the formation of many definitions. So, the variety in proverbs makes it difficult to come up with a definition that encompasses all the features of proverbs and that enables one to identify them easily. Below are some dictionary definitions of the word —proverb|| but since they present the broadest definitions, they do not include all the features that exist in proverbs and thus, do not enable us to identify them with any certainty especially when examined independent of each other (Nuessel, 2003; Ridout & Witting, 1969)”.

“a brief familiar maxim of folk wisdom, usually compressed in form, involving a bold image and frequently a jingle that catches the memory|| (Cayne, 1988 as cited in Harnish, 1993)”
“a short, pithy saying in frequent and widespread use expressing a well-known truth or fact|| (Morris 1979:1053 as cited in Nuessel, 2003)”—a well-known phrase or sentence that gives advice or says something that is generally true|| (Hornby, 2000:939)

Considering the insufficiency of the dictionary definitions, many attempts have been made to define proverbs and in spite of the efforts, there is no exact and inclusive definition to allow researchers to decide what exactly makes a proverb. Regarding these attempts, Taylor (1931:3) asserts that —the definition of a proverb is too difficult to repay the undertaking||. Nevertheless, it would be impossible to expect each definition to offer everything about proverbs but it is possible to learn about the nature of proverbs from the existing definitions. Each and every definition has led scholars to discuss the features of proverbs and what is prototypical of them. The features or sometimes called proverbial markers discussed are not necessarily found in every proverb but they increase the provability of an expression Mieder & Holmes, 2000). In an effort to define proverbs, scholars have examined them from various perspectives. For instance, Barley (1974) concentrates on the features to define proverbs and develops a —feature-matrix|| definition for the proverb and related

items. In this approach, proverb is compared and contrasted with other genres (riddle, maxim, proverbial phrase) in terms of the statement form, fixed form and metaphorical nature. In abbreviated However, in relation to Barley's approach, Norrick (2007:382) recognizes the —fuzziness of the category and the scalar application of features in defining such —culturally determined items as he argues that no single proverb can include all the characteristics that are thought to be prototypical. For instance, one of the prototypical features of proverbs is that proverbs Apart from these attempts, Mieder (2004, 2007) simply asked a cross section of fifty-five Vermont citizens how they would define a proverb and found that many of the participants use proverbs all the time, and know intuitively what a proverb stands for. Based on a frequency study of the words contained in the definition attempts, he constructed the following general description: —**A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorisable form and which is handed down from generation to generation** (p.3).(Mieder & Holmes, 2000)". However, "Mieder, (2004) argues that "through modern mass media, any text can easily be known and accepted by the majority of the population. What is important is that a text must maintain currency for an extended period of time and it must be repeated by members of a society to keep its currency or popularity." "What makes such modern American texts as **Been there, done that; The camera doesn't lie; No guts, no glory; there is no (such thing as a) free lunch have made it; Garbage in, garbage out; Different strokes for different folks a proverb and what makes Theodore Roosevelt's quotation "Speak softly and carry a big stick" a proverb is that they have been used and registered many times over time and hence, gained currency among the population**" (Mieder, 2004, 2007; Mieder & Holmes, 2000)." In addition, it is apparent that the degree of currency can change depending on the proverb since while some proverbs remain, others are forgotten and new ones are created" (Mieder & Holmes, 2000). Even though traditionality and currency are essential features of proverbs, they are achieved and maintained with the help of the other proverbial markers. The prototypical features help to keep the popularity of a proverb although they are not necessarily part of every proverb Mieder (2004) contends that" **proverbs are found in many parts of the world, but some have richer stores of proverbs than others. As a result of globalization, English has spread all over the world as a world language and has been used as**

a lingua franca for political, economic, educational, cultural, commercial and social reasons” (Nilifer, 2011). Proverbs, therefore, play a role in the teaching English as a second language for effective communication. According to Rowland (1926), ‘Proverb is stick in the mind, build up vocabulary, **illustrate admirably the phraseology and idiomatic expressions of the foreign tongue, contribute generally to a surer feeling for the foreign tongue and it consumes very little time**’. Proverbs are not only melodic and witty, with rhythm and imagery but also reflect patterns of thought as proverbs are universal. They are therefore, useful in students’ discussions of cultural ideas when they compare the proverbs’ equivalents in different languages

I.1.2. Classification and Function of Proverbs

I.1.2.1 Classification

Different categorizations of proverbs have been proposed by different scholars. For the purpose of the present article two main categorizations will be presented. The first categorizations is one outlined by Norrick, who analyzed a sample of the proverbs from the oxford dictionary of English Proverbs. He developed a more empirically oriented and less grandiose schematization that categorizes proverbs according to the type of figuration they use. He distinguished five types of figurative proverbs: synecdoche, metaphoric, metonymic, hyperbolic and paradoxical. It must be mentioned that in Norrick's words figurative proverbs have figurative meanings that differ from their literal meaning. These types will be explored on briefly:

I.1.2.1.1 Synecdoche Proverbs

The proverbs in which the literal reading and standard proverbial interpretation or SPI " stand in a relation of macrocosm to microcosm". These includes examples such as the early bird catches the worm, make hay while the sun shines, and Fair words break no bones. In these proverbs, the literal meaning is quite different from the figurative meaning..

I.1.2.1.2. Metaphoric Proverbs

In metaphoric proverbs, a nominal becomes metaphoric due to its interaction with another proverb

constituent, or the nominal symbolize some characteristic attribute. An example of the first is, Favor will as surely perish as life and of the second, Fair play is a jewel..

I.1.2.1.3 Metonymic Proverbs

This type of proverb is based on association between something literally named and the thing intended. One example of a metonymic proverb is "who has a fair wife needs more than two eyes" in which the eye stands metonymically for the "sight".

I.1.2.1.4 Hyperbolic Proverbs

According to Norrick "hyperbole has traditionally been considered a rhetorical figure along with, if not quite of the same importance of synecdoche, metaphor and metonymy". In fact hyperbole counts as amplification. Amplification says more than necessary. For example the proverb "faint heart never won fair lady" is a hyperbolic proverb due to the existence of never in it.

I.1.2.1.5 Paradoxical Proverbs

Proverbs in which there is a contradiction or whose interpretation entails a logical contradiction are considered as paradoxical proverbs. In fact paradoxical proverbs have a "second interpretation". An example of paradoxical proverb is "fair is not fair, but that which please". The first clause of this proverb asserts a clear logical contradiction. The proverb "a man's house is heaven and hell as well" is a paradoxical proverb as well

I.1.2.1 several types of proverbs

I.1.2.1.1 Universal proverbs :on comparing proverbs of culturally unrelated parts of the world, one finds several ones having not only the same basic idea but the form of expression, i.e. the wording is also identical or very similar. These are mainly simple expression of simple observations became proverbs in every language.

I.1.2.1.2 Regional proverbs :in culturally related regions – on the pattern of loan-words – many loan-proverbs appear besides the indigenous ones. A considerable part of them can be traced back

to the classical literature of the region's past, in Europe the Greco-Roman classics, and in the Far East to the Sanskrit and Korean classics.

I.1.2.1.3 Local Proverbs :in a cultural region often internal differences appear, the classics (e.g. the Bible or the Confucian Analects) are not equally regarded as a source of proverbs in every language. Geographical vicinity gives also rise to another set of common local proverbs. These considerations are illustrated in several European and Far-Eastern languages, as English and Korean.

Proverbs were always the most vivacious and at the same time the most stable part of the national languages, suitable competing with the sayings and aphorisms of outstanding thinkers. In the proverbs and sayings picture squatness of national thinking was more vivid expressed as well as their features of national character.

The proverbs and sayings the paper of folklore which is short but deep in the meaning. They express the outlook of the amount of people by their social and ideal functions. Proverbs and sayings include themselves the some certain features of historical development and the culture of people.

I.1.2.2 Functions of proverbs.

All or virtually all cultures possess a repertoire of formulations and use them mainly as rhetorically effective means of transmitting accumulated knowledge and experience. Proverbs are speech entities that can be used in every aspect of discussions such as poetry, wise saying, and contemplative argument as well as daily lives of all cultures to address situations or just in leisurely discourse. Mieder mentions that "proverbs are found in many parts of the world, but some areas seem to have richer stores of proverbs than others (such as West Africa), while others have hardly any (North and South America). As far as the functions of proverbs are concerned, Honeck has proposed the following functions for the proverbs:

I.1.2.2.1Literary Function

Proverbs are used in prose, poetry and song. The reasons vary with the genre. Poetry and song tend

to follow certain rhythmic structures, so the poetic and balanced syntactic structure of some proverbs can be appealing. In addition, they pack a great deal of information into a short statement and poets and song writer often have verbal economy as a goal. For writers of prose and some poetry, the goals may be different, with a shift in a focus to the rhetorical, sometimes indirect, distant style that typifies proverbs. Perhaps the most fundamental reason why proverbs appear in literary sources is that they pack an emotional and aesthetic punch. This effect can be traced not only to their frequent use of poetic devices, but to their common omnitemporal form and their arousal of affect-laden universal ideas about human affairs.

Writers such as Shakespeare, Emily Dickinson and Bernard Shaw have applied proverbs in their works. Then, Honeck makes this hint that "one can ask whether there is anything unique about the proverbs genre that makes for its use in literature. One hypothesis is that proverbs are detachable from their original context of use, but nevertheless can remind a reader of the social norms they embody that is, the proverbs can retain its general significance in spite of its being resituated in some text".

I.1.2.2.2 Practical Function

The other function which Honeck clarifies for the proverbs is their use in practical situations. Proverbs have characteristic properties that make them useful for everyday purposes. They are relatively short, poetic, typically concrete, and used as indirect comments. They have the power and wisdom of many people behind them, and they perform categorization and pragmatic functions. These properties strongly suggest that they can be used to facilitate memory, teach and persuade. Of course, these properties are precisely why many proverbs develop in cultures in the first place. Regarding the practicality of proverbs he adds "the proverbs are also used for treatment for socio psychological problems such as substance abuse, psychotherapy, tests of mental status, as a way of teaching children to think more abstractly, as an imaginary mnemonic by the elderly, as a means of assessing workers' attitudes about work and life, and even as tests of a defendant's competency to stand trial.

I.5. Proverbs and English Language Classroom Activity

In view of the various forms of proverbs as mentioned earlier, it can be deduced that the

incorporation of proverbs in the English Language classroom will contribute to the students' development in terms of cultural and intercultural competences, metaphorical, pragmatic and organizational competence (i.e. vocabulary, grammar, pronunciation, four language skills) and to increase their communicative competence and fluency and naturalness.

I.5.1. Proverbs and Its Metaphoric Competence:

Looking at figurative language, proverbs play a vital role in the development of English learners' in terms of competence and especially, metaphoric competence. By explanation in its wider sense, metaphoric competence has to do with the ability to understand and use metaphors (Littlemore & Low, 2006). The incorporation of idiomatic expressions and metaphoric in English Language curriculum is important because of the unnaturalness of students' speech its literalness (Danesi, 1994).

I.5.2. Proverbs and Its Intercultural Competence:

The proverbs, looking at it from the cultural aspects, have vital implication for the development of learners' intercultural and cultural competence. In language teaching as a profession, it is recognized that the mastery of grammar of a language is in isolation from the cultural perspective is not enough to be communicatively proficient (Peterson & Coltrane, 2003). The culture that is associated with a language can't be learned in a few classroom lessons about folk songs, celebrations, or customs of their area where the language is spoken. Examining the Use of Proverbs in Teaching English as Second Language: An Implication for Secondary School Principals in Nigeria. *ELT VIBES: International E-Journal For Research in ELT*. 1(3), 14-28.

I.5.3. Proverbs and Its Pragmatic Competence

Pragmatic proverbs are important to ensure use of in classroom so as to help language learners to increase their competence pragmatically. Learners have a good command of grammar of the language but they do confront problems in the aspect of using language in social setting where they will need to make a decision about the appropriateness of their language they used (Bachman, 1990). Little and Low (2006) posit that illocutionary and communicative competence, which means one's ability to comprehend the message behind words which one hears or reads, or to make one's personal message through the use of

worlds carefully. Manipulative, imaginative, ideational and heuristic functions are important for the attainment of pragmatic competence.

I.5.4. Proverbs And its Fluency and Naturalness:

The importance of formulaic expressions in the use of proverb is a part of formulaic which can increase the fluency of language learners. Phraseology mastery is a defining feature of a native-like fluency. For English to be fluent, learner's needs to avail themselves with not only vocabulary and knowledge of grammar but also they should have a command of idiom principle Sinclair (1992). In view of the explanations given on the use of proverbs in teaching English as a second language, there are numerous implications for school principals who can do to ensure that the schools achieve its aims and objectives. Firstly, school principal should ensure that qualified and competent English teachers are recruited to teach English Language in school, and this would enable the school to ensure that students are taught very well by the capable teachers in school. Secondly, school principal should ensure adequate training and re-training of teachers teaching English language, and this will ensure adequate updates of new modern ways of teaching English Language in school. It will also afford the teachers ample opportunity to solve contemporary challenges in English Language. Thirdly, school principal should ensure proper implementation of English Language syllabus by the teachers. Efforts should be put in place by school principal to make sure that relevant materials on English Language are used by the teachers to teach in classroom. Furthermore, effort should be made by school principal to ensure that the four aspects of proverbs (i.e. pragmatic, cultural and fluency, metaphoric, and cultural) reflect in the teaching of learners in the classroom for the betterment of them. Lastly, English Language learners should be encouraged to develop interest in the use of proverbs.

1.6. Oral expression

The process of teaching the foreign language has received a wide attention by researchers and scholars in order to find well-structured techniques of teaching its linguistic rules. Recently, with the development of the communicative language and the communicative proficiency approaches in the 1980's, the researchers' focus shifted from teaching the

foreign language as a system of rules and structures to focus on teaching it as a tool for communication based on the communicative syllabus design and the use of authentic materials. Thus, teaching language as a mean of communication became the norm in the EFL classes, rather than teaching language as matter of linguistic structures and theories. Thus, the main objective of teaching the language as a means of communication to the foreign learners is to enable them to use and speak the language fluently accurately and proficiently in different social situations.

Although, in EFL classroom teaching the language as a means of communication is considered as a mystery for learners because the majority of them are faced with many different difficulties when they come to express themselves in the second language. Consequently, along this research we came to believe that the process of teaching Oral Expression course in EFL classrooms is the appropriate solution for learners to overcome their speaking difficulties and develop their communicative abilities in order to achieve the daily communicative needs in different life situations. Teaching Oral Expression course requires four basic components: the teacher, the activities, the pedagogical materials and the learners. Thus, we assume that teaching Oral Expression course based on these four main components, students will enhance their communicative proficiency.

1.6.AnOverview on Teaching Oral Expression at the University Level

At the university level, there are a lot of teaching modules which provide learners with the essential knowledge and input of the target language. Oral Expression is one of these modules which is not only providing learners with knowledge of the target language but it is also the ideal and the only practical course which gives the students the opportunity to speak and practice English, where students' main goal of learning the foreign language is to improve their speaking skill more than learning the language itself. Teaching Oral Expression module at the university level is a combination of teaching the two basic skills "listening and speaking". Teaching these two skills is based on different tasks and activities which they varied between listening activities and speaking activities such as: Role plays, free discussion, games and songs...etc. Through these activities learners receive the language input through different authentic teaching

materials in which they practice the real use of the English language ,in addition, the learners attempt to express their ideas, perform tasks, discuss and debate different topics under the control and presence of the Oral expression teacher. The aim objective of teaching the Oral Expression course at the university level is in order to develop the students' speaking and communicative abilities of the target language. Therefore, the realization of that target object is mainly depends on the investigation of the students' educational background and learning difficulties, the availability of well-structured activities and technical teaching aids. (Meddour 69-70).

1.6.1. Teaching Oral Expression Skills

Reading, writing, speaking, and listening are the four communicative language skills which are used in order to express ourselves and understand each other. Thus, EFL learners should learn and practice them in order to function effectively in the target language. Mainly, in EFL classrooms the main focus is on teaching writing and reading rather than teaching listening and speaking. Carter and Nunan claim that due to the difficulty of teaching listening and speaking, it was easier for teachers, methodologists, applied linguists and linguists to focus on written language than spoken language; The focus on teaching reading and writing but not speaking neither listening (14). Teaching Oral Expression requires two main skills: the receptive skill “listening” and the productive skill “speaking” as they regarded as the main skills of language communication

1.6.2. Using proverbs in oral expression

in oral expression always we need to use some materials to improve our cultural assimilation to make it easier and settable so, one of these materials is idiomatic expression and proverbs Whilst preparing for presentations and papers, in addition to reading books and articles, the researchers believe that access to authentic cultural knowledge, including proverbs, would help the efficiency of the topic in oral presentations. For example, proverbs are present in a number of important popular art forms, such as music, songs, poetry, riddles, etc., and their use in oral presentations is thought to attract and engage listeners, improve communication, and aid listeners in remembering what they

have learned. However, the current availability of such cultural /authentic materials in today's course material and textbooks is very limited. For this reason, teachers were asked their opinion on how the use of proverbs in oral presentations would help portray topics more effectively .

Conclusion

Proverbs can be an effective way of teaching English language. For instance, teaching proverbs in oral expression . Since proverbs belong to the traditional

verbal folklore genre, and the wisdom from proverbs has served as timeless guidance in social

interaction for people all over the world, and they can be a source for language learning. They are

concise, easy to remember and useful in every situation in life. As teaching aids, English proverbs

are expected to improve learners, speaking and listening skills

In addition, proverbs can be useful as part of language learning tool Teaching proverbs can help to produce language more fluently and naturally. Proverbs are effective and practical tools to teach oral expression exemplify and practice the language,. Therefore, English proverbs are expected to motivate students in mastering the language skills.

Chapter Two

Data Gathering and Interpretation Introduction

The questionnaire is directed to (28) students from the total number of the second year LMD students at the department of English , Khenchela university for the size of this reaserch we had choosen the descriptive method for both students and teachers as a data gathering tool

.Description of the Questionnaire

The questionnaire consists of the general information part and two main sections. In the general information part the teachers are asked to identify their gender, and degree. They also asked to state both the years they spend in teaching at the university and in teaching the course of Oral Expression.

The section two is “The Use Of Proverbs In Oral Expression”.It consists of eight questions. All of them go around the role of the using proverbs as a materials in teaching the communicative skills. Thus, teachers are asked to provide us with the different aids used in the session

The Teachers ‘Questionnaire

The Sample of the Questionnaire

The questionnaire is administrated to ten (08) teachers of Oral Expression at the department of English,. This number is a mixture between old and new teachers in order to collect different views about **The Need of Using Proverbs in Oral Expression Sessions to Improve the Assimilation of Culturally Bound English Expression** based on the components that contribute in the process of teaching the course which are: the role of the teachers, the oral activities, the teaching materials and the role of the learners.

The Analysis of the Results

General Introduction

Q1)Gender

a)Male

b)Female

Option	Number	Percentage
Male	5	62.5
Female	3	37.5
Total	8	100

Table01 :Teacher's Gender

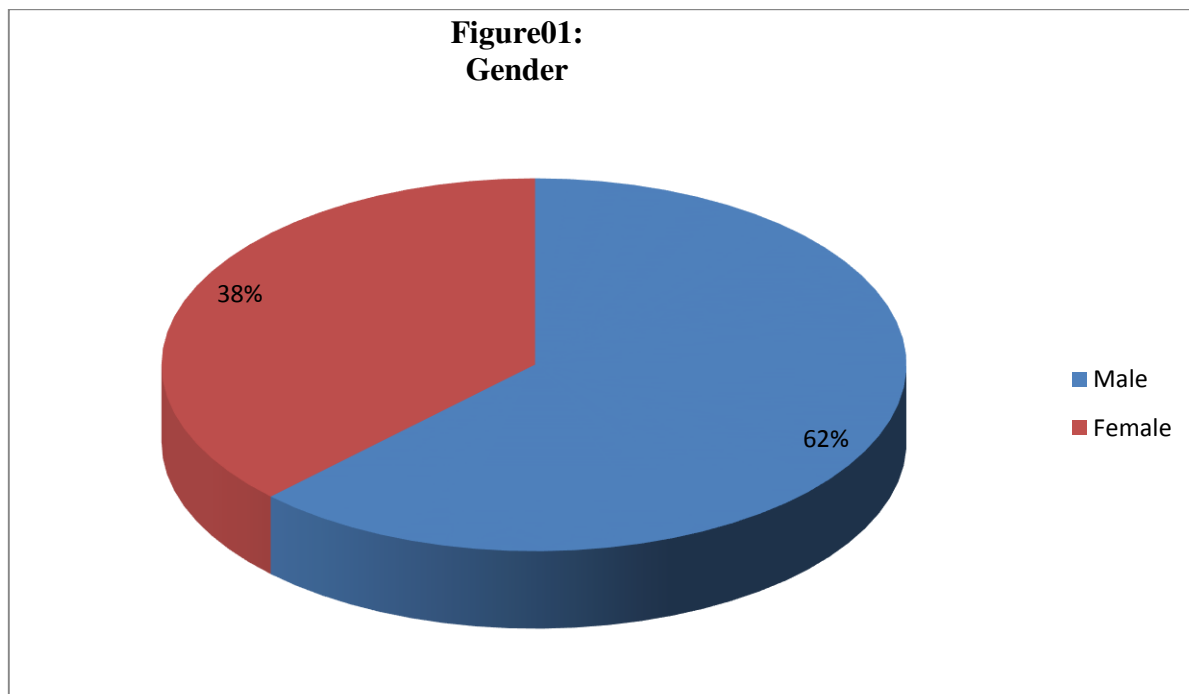


Figure01: Teachers' gender

The figure shows that, there are 62.5% teachers who are males, and 35% of them are females.

Q2)Degree

a) License

b) Magister

c)Doctorate

Option	Number	Percentage
License	00	00
Magister	6	75
Doctorate	2	25
Total	8	100

Table02 :Teacher 's Degree

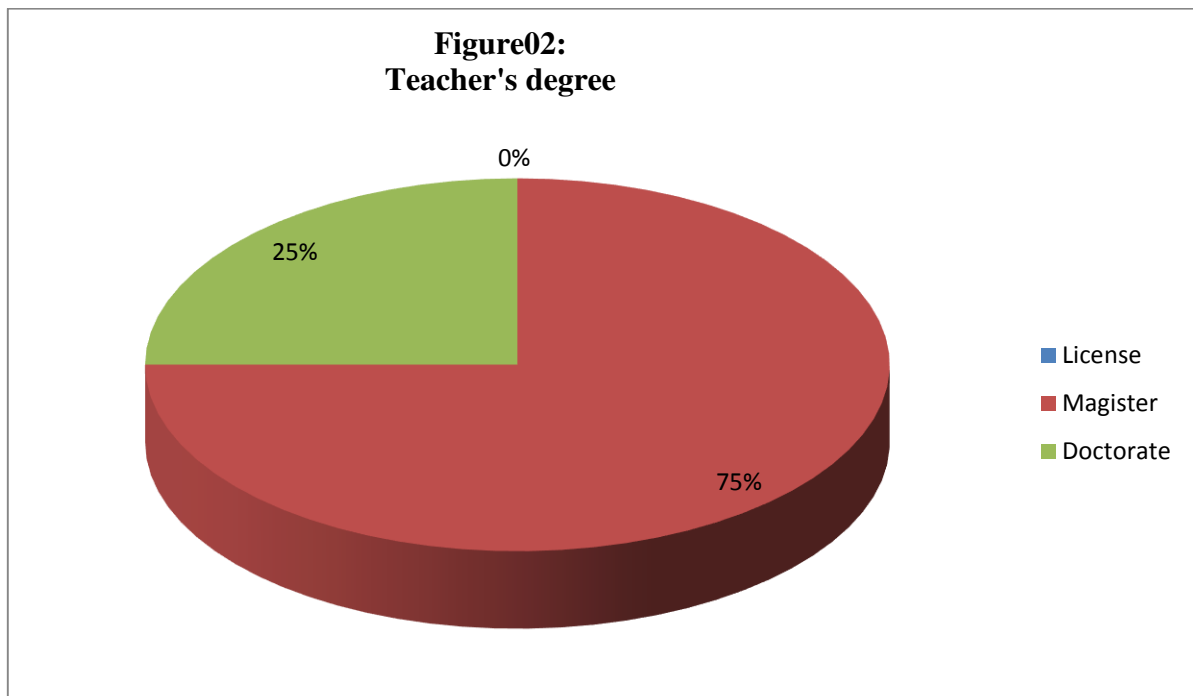


Figure 02:Teacher's Degree

From the results we noticed that the degree of magister is higher 75% and 25% the percentage of the doctorate .there no license degree 00%

Q3) -How many years have you been teaching at the university?

Option	Number	Percentage
1-5	4	50
6-10	3	37.5

More than 10	1	12.5
Total	8	100

Table03 :Years of teaching at The university

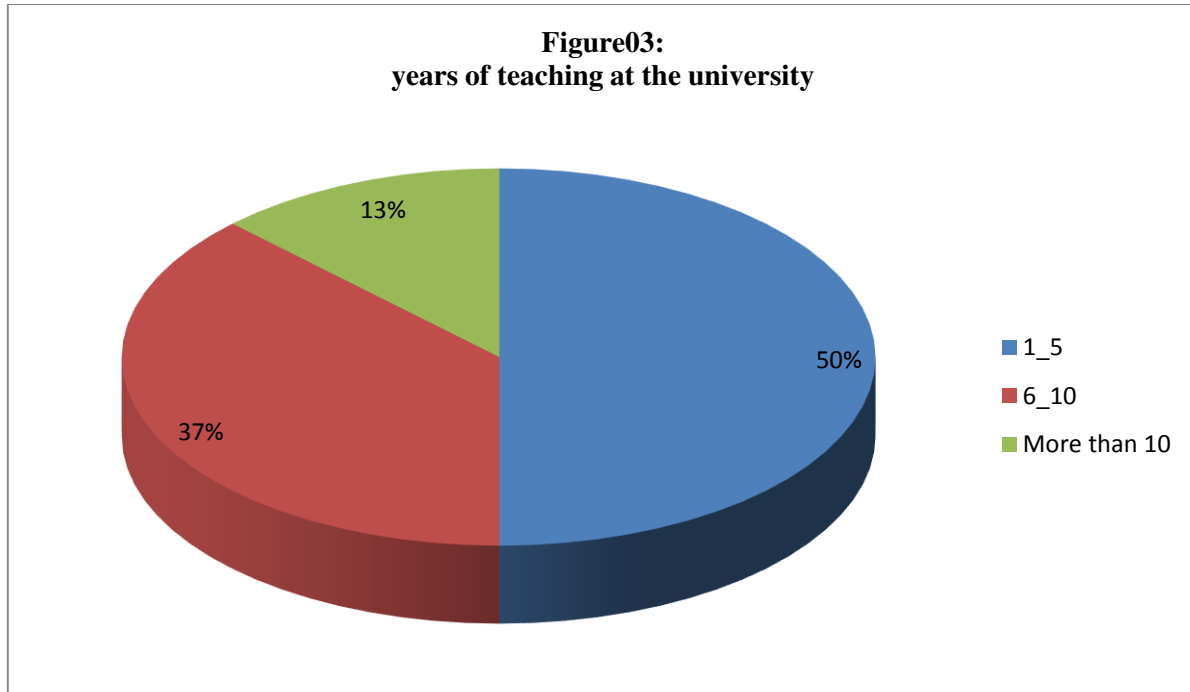


Figure 03: Teachers' years of teaching at the university

There are 50% teachers who have been teaching at the university from 1 to 5 years. 37.5% of them have been teaching at the university from 6 to 10 years and 13.5% of them teaching more than ten years. We conclude that, the majority of teachers have an experience on the process of teaching the foreign language.

Q4) - How many years have you been teaching the course of Oral Expression ?

Option	Number	Percentage
1-4	6	75
5-7	2	25
Total	8	100

Table04 :Years of Teaching Oral Expression

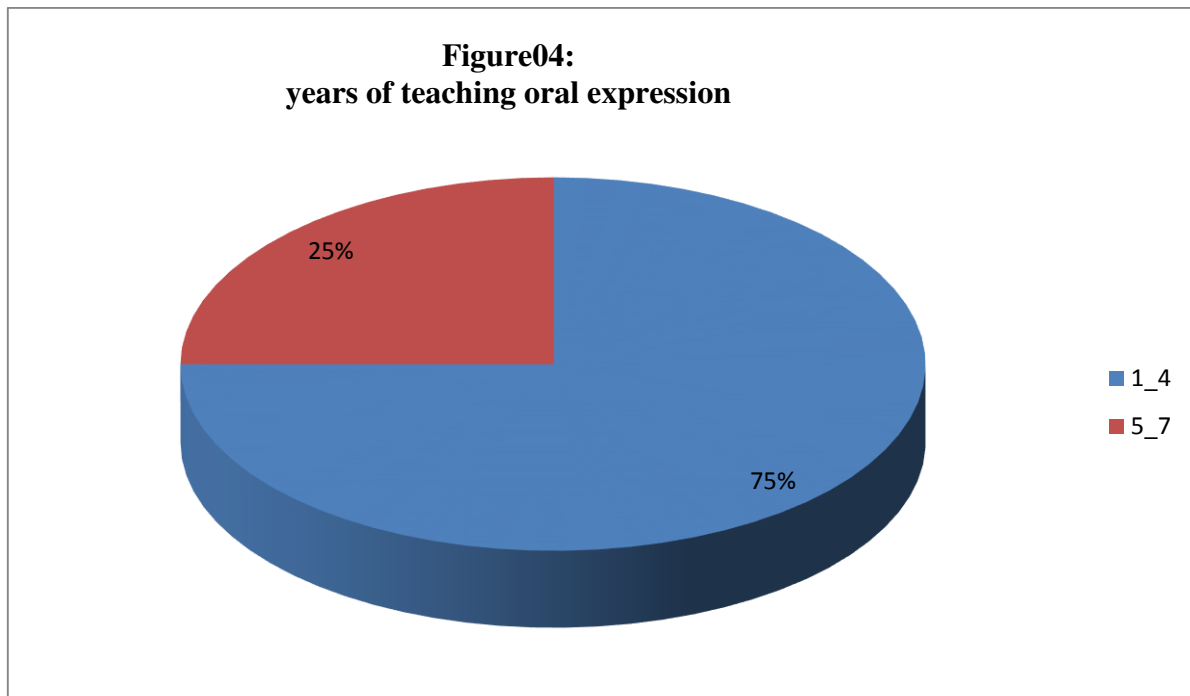


Figure04:Years Of Teaching Oral Expression

It is shown from the table that, the majority of the teachers who have been teaching the Oral Expression course from 1-4 are (75%), whereas the others (25%) are from 5-7. So, we notice that, the majority of the Oral Expression teachers are novice and inexperienced teachers.

Section one: Teaching Oral Expression Course

Q1) -How would you describe the course of Oral Expression?

- a) As a motivated tool to improve student's communicative skills
- b)Occasion for learners to learn English well
- c)An additive module

Option	Number	Percentage
a	4	50

b	4	50
c	00	00
Total	8	100

Table05 :The discription of Oral Expression

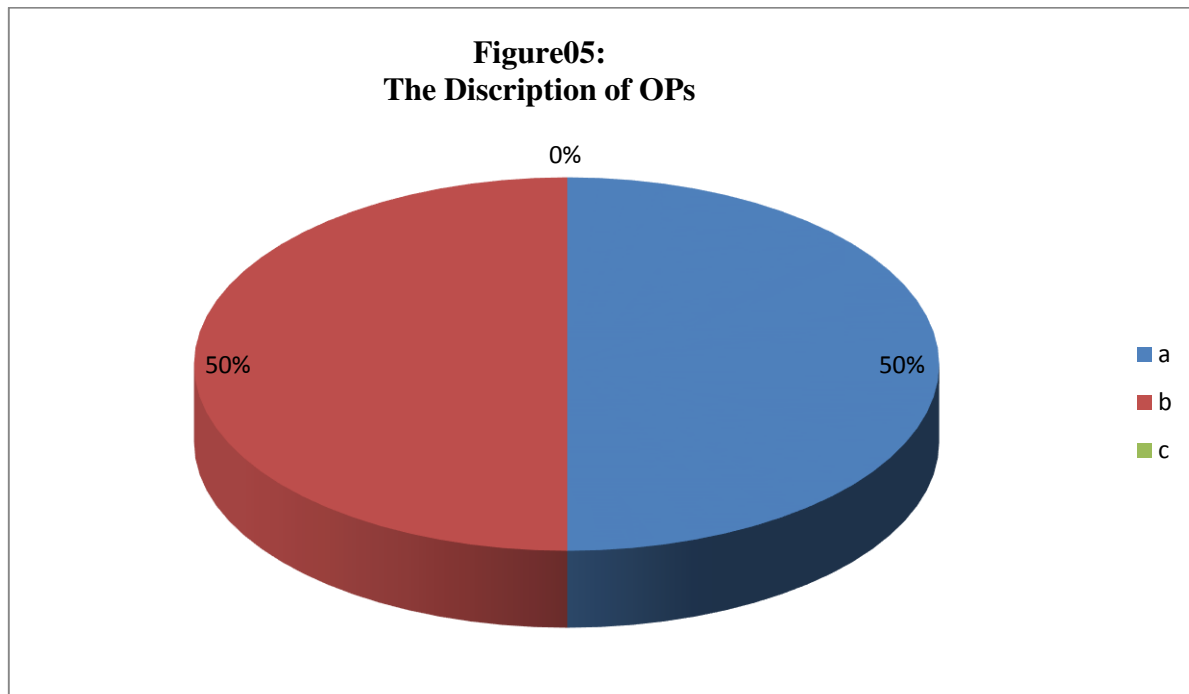


Figure05: Description of the Oral Expression course

The results of the table indicates that, equal rates devoted to the motivational course for developing students' communicative skills (50%) and it is a space for learners to practice English (50%). This means that, there is no teacher consider the Oral Expression course as additive , but all of them believe that the Oral Expression course motivate students to speak and practice the English language.

Q2) - Concerning the time table of Oral Expression session is it?

a)Obligatory

b)Additive

Option	Number	Percentage
Obligatory	8	100
Additive	00	00
Total	8	100

**Table 06 :
The value of Oral expression**

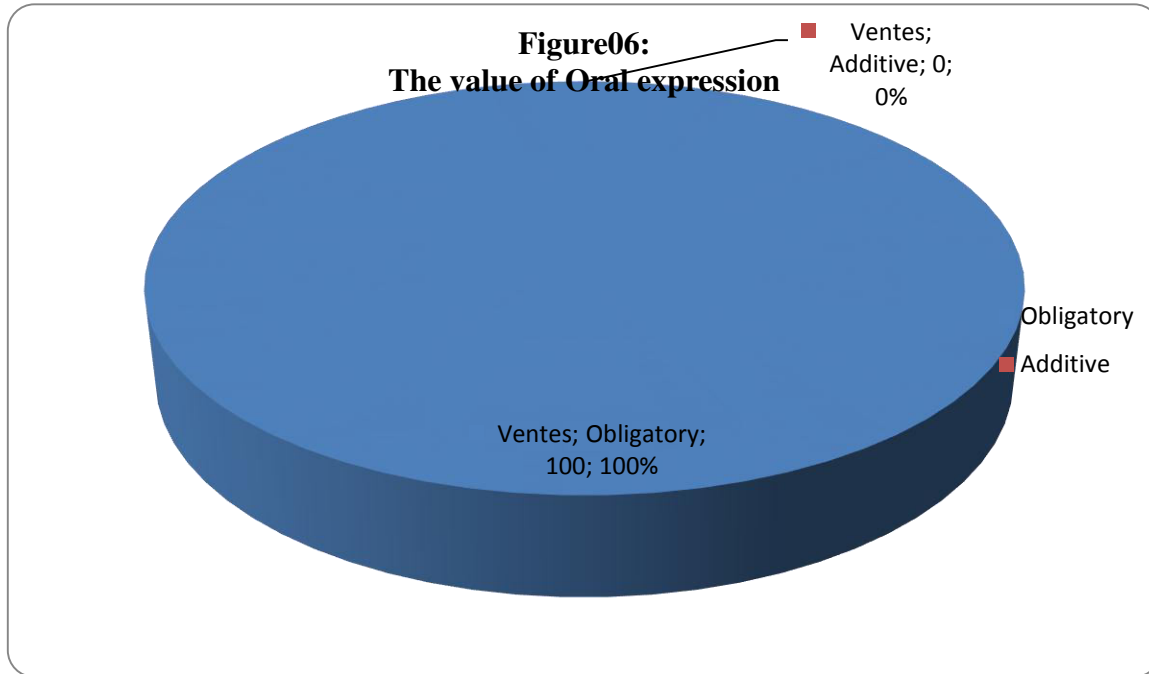


Figure06: The value of oral expression

All the teachers are elaborated together to plan the Oral Expression as an obligatory module 100%, since there is no teacher who said that is an additive one 00%

Q3)- What teaching aids do you use when teaching?

- a) Audio aids
- b) Audio visual aids
- c) Others

Option	Number	Percentage
a	3	37.5

b	3	37.5
c	2	25
Total	8	100

Table07 :The use Of aids

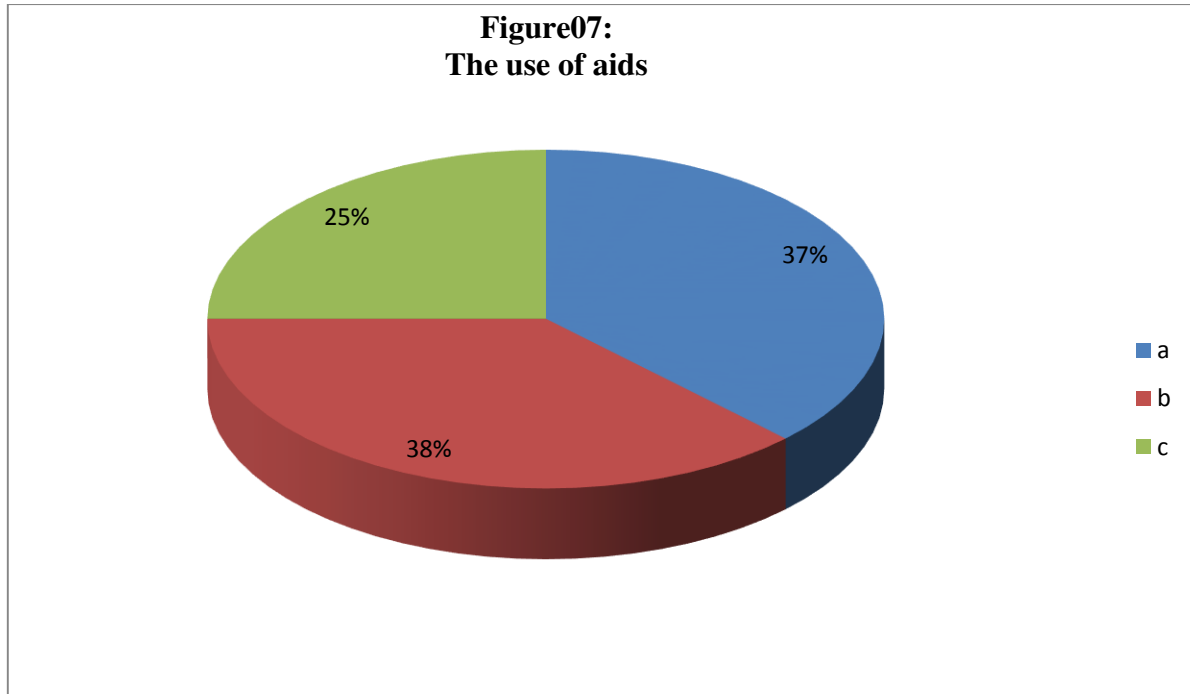


Figure07:The use of aids

37.5% of the teacher used the audio aids as well as the same used the audio visual aids 37.5%,however 25% used other aids..

Q4)-Do you find any difficulties to transmit the message to the learners?

a)Always

b)Often

c)Rarely

Option	Number	Percentage
Always	1	12.5

Often	4	50
Rarely	3	37.5
Total	8	100

Table08 :Difficulties to transmit the message

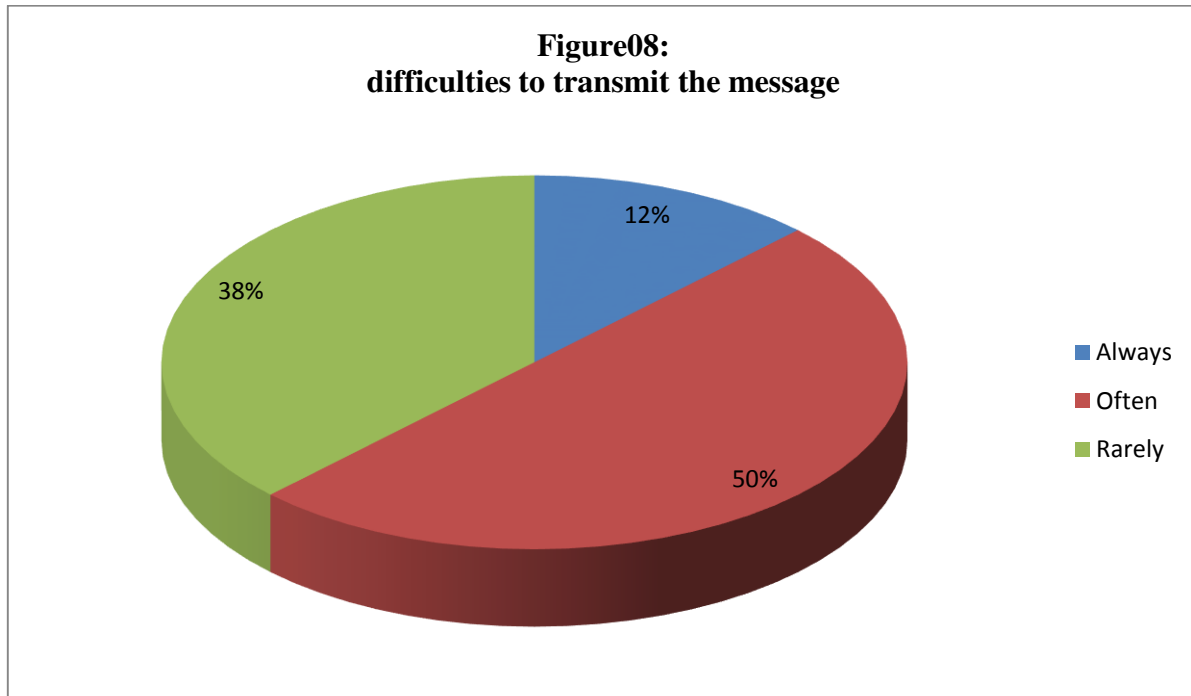


Figure 08: difficulties to transmit the message

50% of teacher they often found difficulties to transmit the message,as well as 37.5 of them said rarely and 12.5% said always.

Section two :The use of proverbs in the oral expression

Q1-Do use proverbs as aids to enhance the listening skill?

a)Yes

b)No

Option	Number	Percentage
--------	--------	------------

Yes	3	37.5
No	5	62.5
Total	8	100

Table09 :The use proverbs as an aids

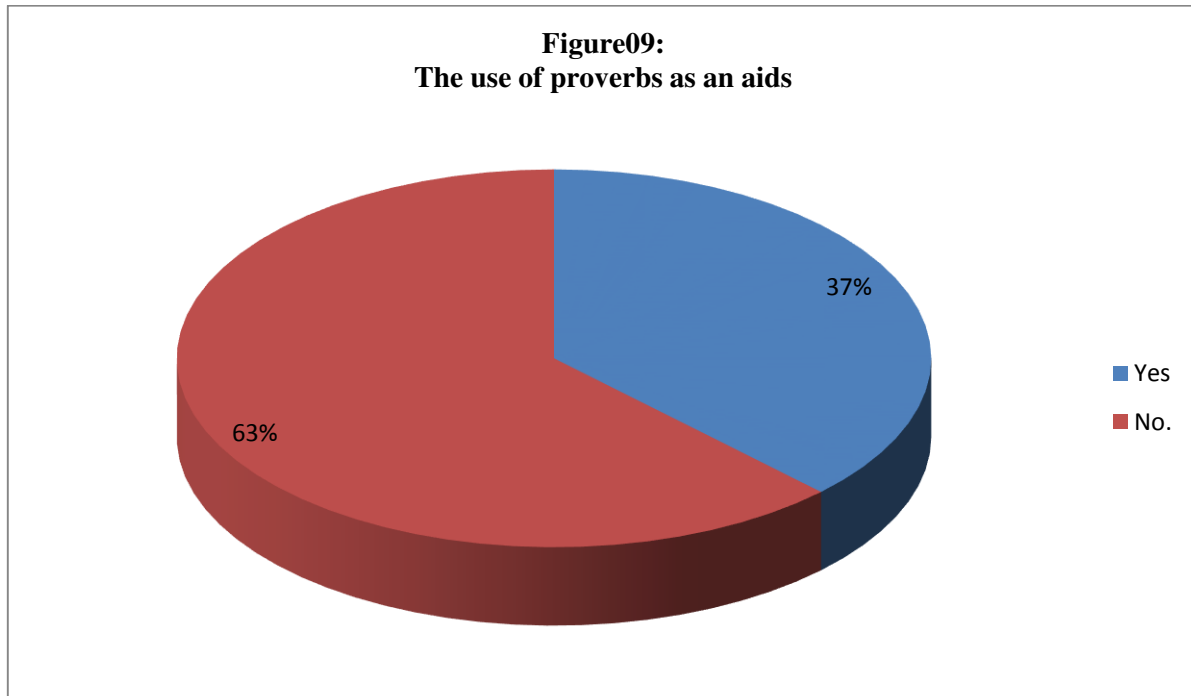


Figure09:The use of proverb as an aids

The majority of participants don't use proverbs as an aids 62.5%, Whether few of them used proverbs as an aids 37.5%

Q2) English proverbs are important in understanding cultural differences and similarities?

a)Strong agree

b)Agree

c)Disagree

Option	Number	Percentage
--------	--------	------------

Strong agree	3	37.5
Agree	4	50
Disagree	1	12.5
Total	8	100

Table10 :The importance of proverbs in understanding cultural similarities

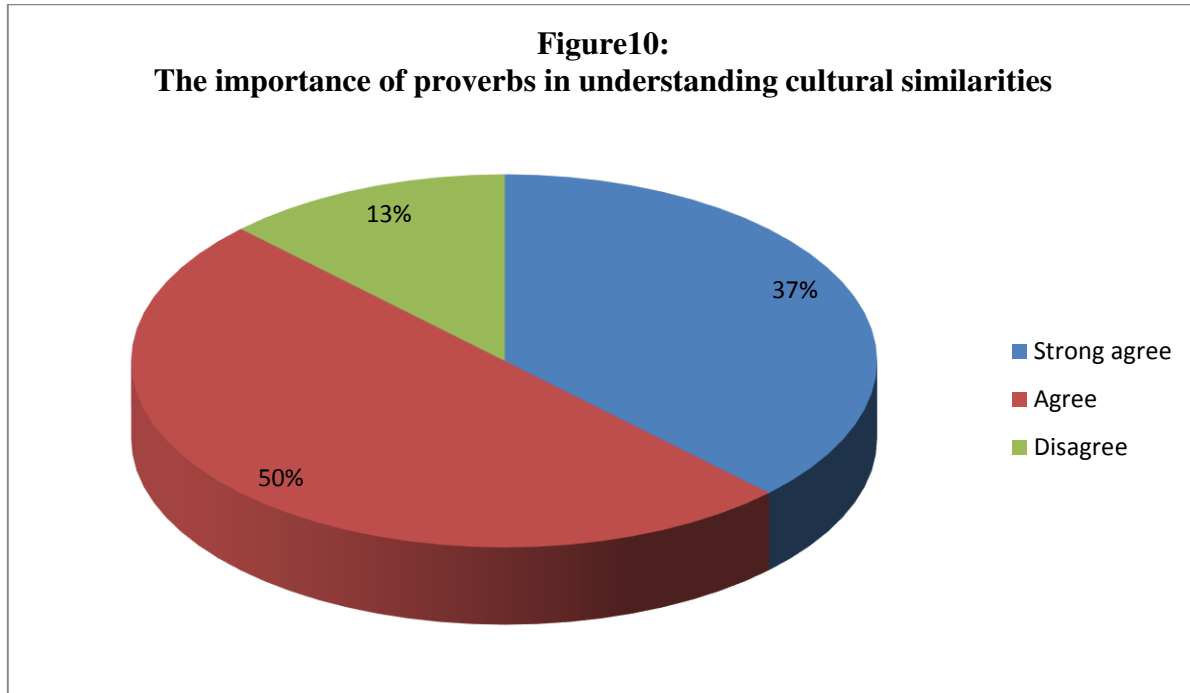


Figure10:The importance of proverbs in understanding cultural similarities

50% of teacher strong agree that proverbs have importance in understanding cultural and different similarities,37.5 agree that,but 12.5 disagree that there is any importance.

Q3)- Knowing English proverbs is helpful in understanding English humor?

a)Yes

b)No

Option	Number	Percentage
Yes	6	75

No	2	25
Total	8	100

Table11 :Knowing English proverbs in understanding English humor

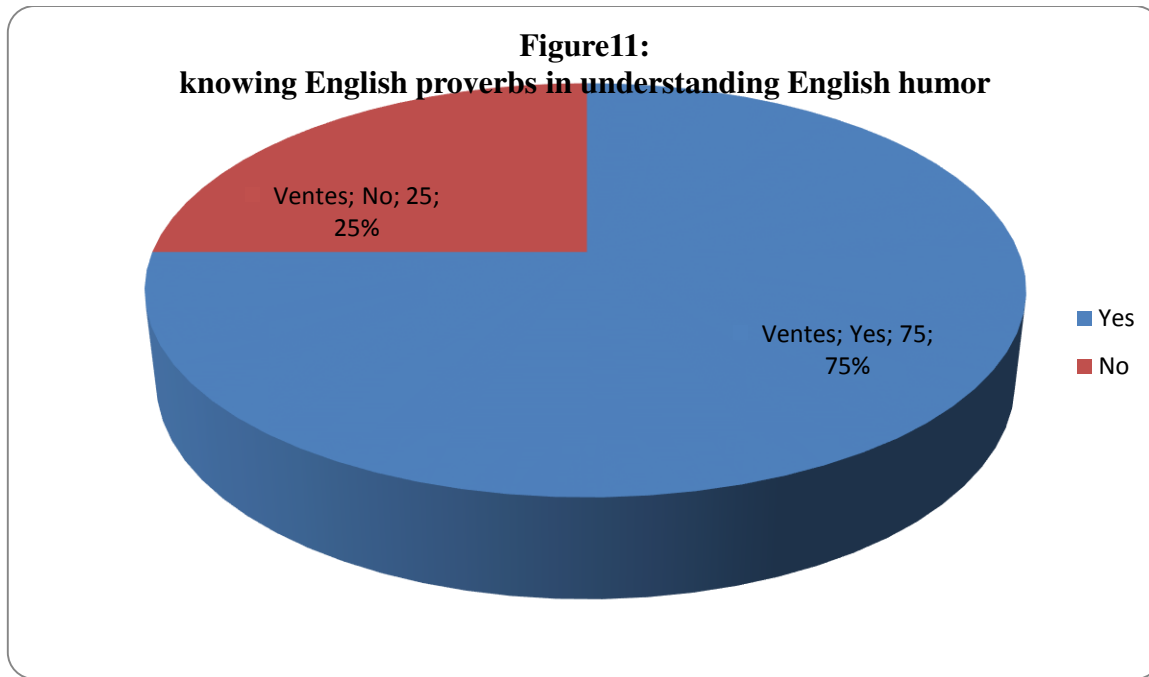


Figure 11:Knowing English proverbs is helpfull in understanding English humor

75% of teachers claimed yes that knowing English proverbs is helpful in understanding English humor but 25% of them said the opposite no it has not.

Q4) What kind of teaching aids which are available at the level of the English class?

The majority of teachers claimed that they use many different tools and aids to transmit the information to the learners even it is Listening ,Speaking, Writing or Reading like visual, audio, audio visual, and other aids like proverbs and some plays.

Q5)- The reasons for considering proverbs significant to learn in the classroom?

a)Using proverbs in oral presentations will make them more

effective.

b)Knowing proverbs will improve reading skills.

c)Using proverbs will improve speaking skills.

d)Understanding proverbs improves listening comprehension.

Option	Number	Percentage
a	3	37.5
b	00	00
c	2	25
d	3	37.5
Total	8	100

Table12 :The reasons for considering proverbs significance

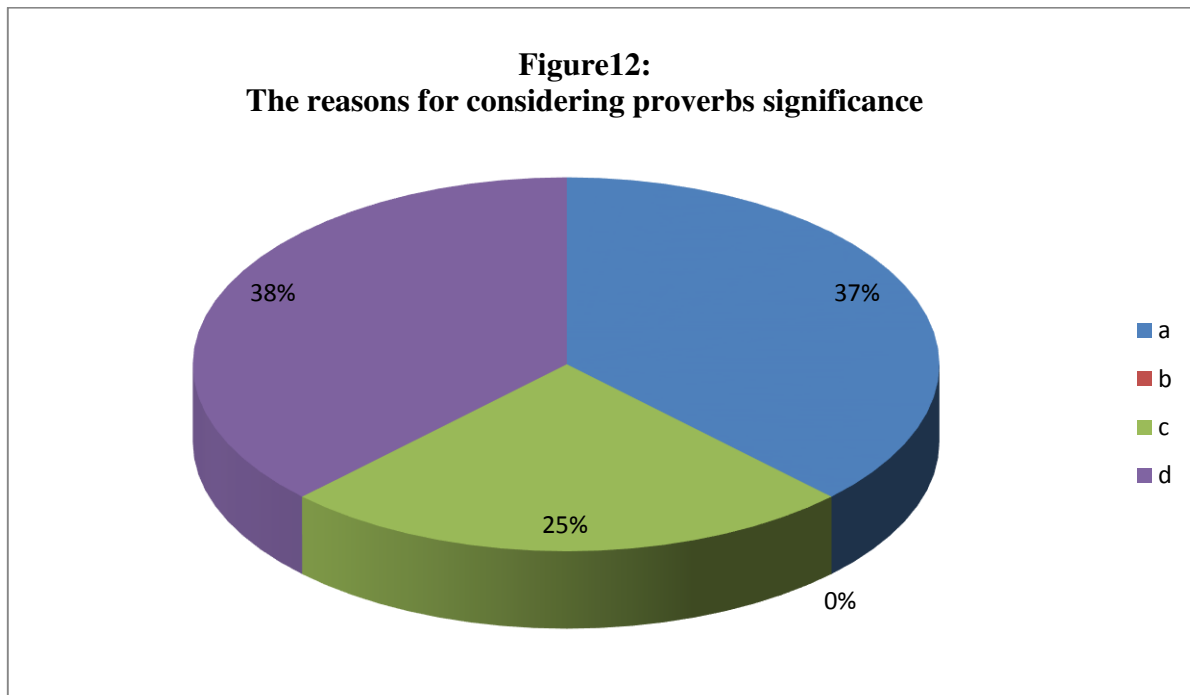


Figure12:The reasons for considering proverbs significance

37.5 of teachers said using proverbs in oral presentations will make them more Effective and 37.5 % of them said that Understanding them improve the listening comprehension ,however 25% of them claimed that. knowing proverbs will improve reading skills.and 00 participants select that understanding proverbs improves listening comprehension.

Q6) - Is Learning English Proverbs Helpful in expressing oneself using figurative language?

a)Yes

b)No

Option	Number	Percentage
Yes	7	87.5
No	1	12.5
Total	8	100

Table13 :The expression of proverbs in helping using figurative language

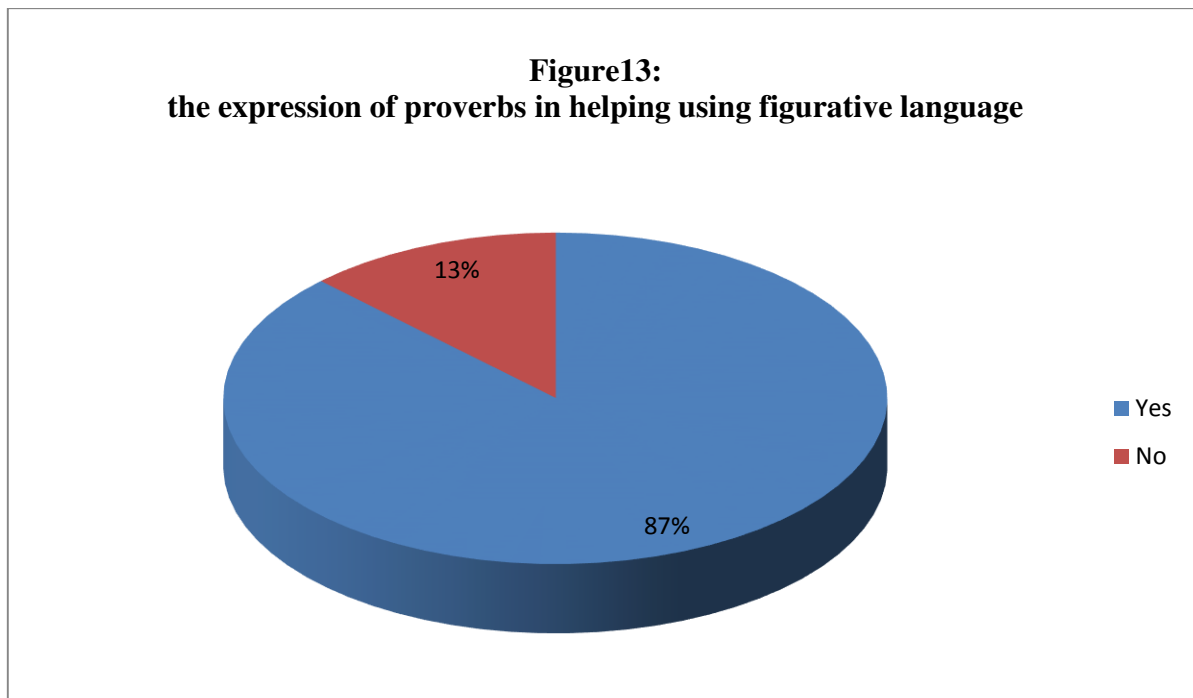


Figure13:The expression of proverbs in helping using figurative language

It is shown the figure above that the majority of teacher 87.5% agree that proverbs is helpful to express the figurative language however few percentage disagree 12.5%

Q7)-Do proverbs play a universal role in teaching wisdom to the common learners?

a)Agree

b)Disagree

Option	Number	Percentage
Yes	4	50
No	4	50
Total	8	100

Table14 :The role of proverbs in teaching wisdom to common learners

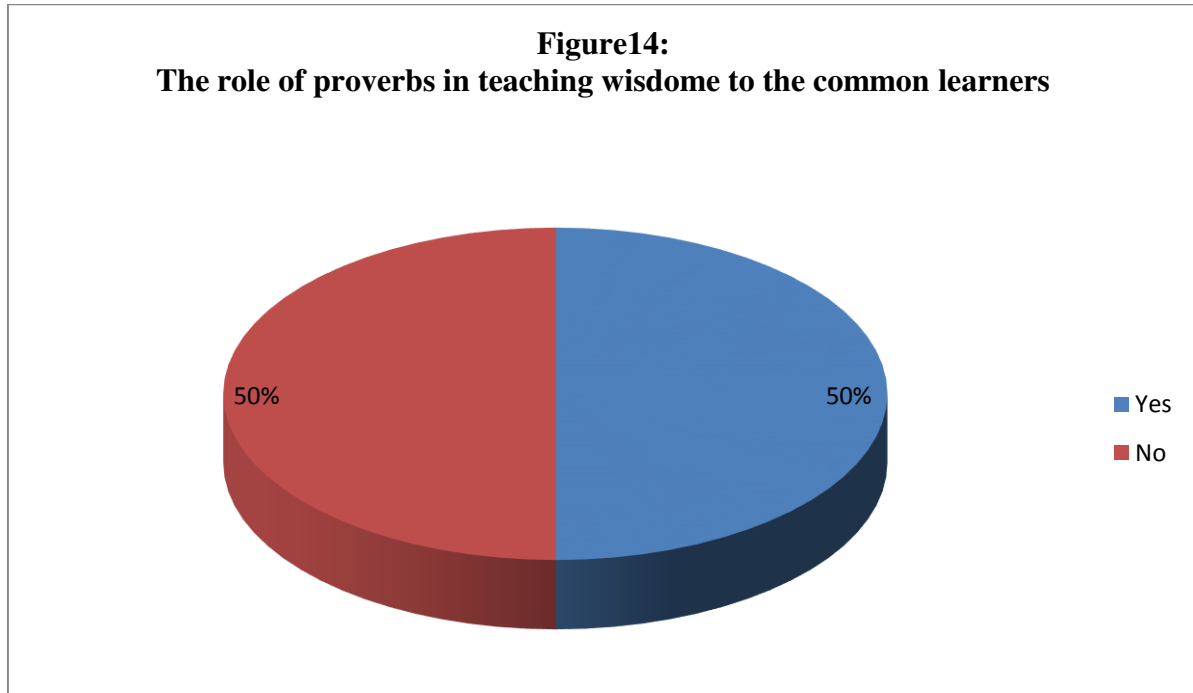


Figure14 :The role of proverbs in teaching wisdom to the common learners

According to what shown in the figure we observed that the results are equal whether 50% agree that proverbs play a universal role in teaching wisdom to the common learners however the other 50% disagree.

Q8)-Do proverbs often contain expert advice with a role for educating people on what they may face if they do something?

a)True

b) Not true

Option	Number	Percentage
True	8	100
Not true	00	00
Total	8	100

Table15 :Proverb’s expertation

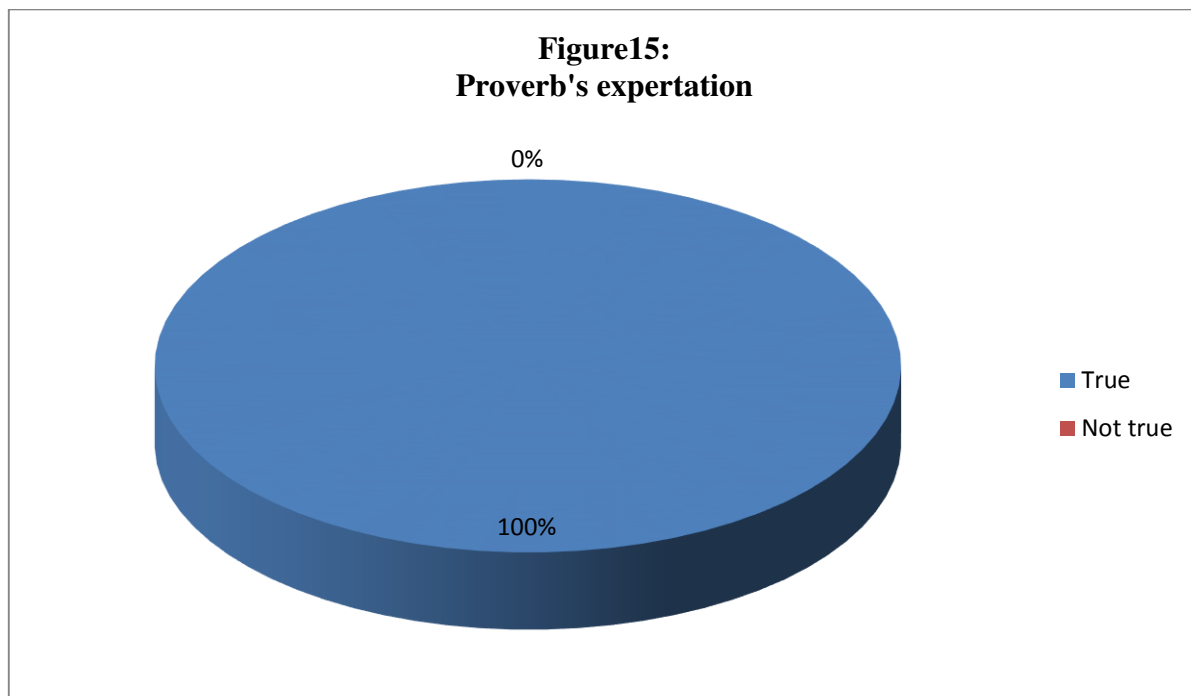


Figure15:Proverb’s expertation

Despite the chart all the teacher 100% confirmed that proverbs often contain expert advice with a role for educating people on what the may face if they do something.

Discussion of the results

According to the answers that are obtained from the teachers’ questionnaire we noticed that:

1. the majority of the Oral Expression teachers are novice and experienced teachers.
2. most of them describe the course of Oral Expression as a motivational course

for learners to practice the language and develop their communicative skills.

3. there is no official planning programmers directed to the course, and no sufficient time is allotted for it.

4. all the teachers believe that Oral Expression's the appropriate course for developing students' communicative abilities.

5. teachers' main goal toward teaching the course of Oral Expression is to develop their communicative skills.

6. major teachers make efforts to improve their students' speaking abilities.

7. most of the teachers cannot recognize their efforts through their students' achievement, even if they provide with great efforts.

8. the performance activities are the most focus of the teacher and the listening activities are almost neglected.

9. the most activities are presented in the classroom are either role plays or free .

The analysis of the student's questionnaire

The analysis

General information

Q1) Age

Learners	Number	%
18	7	25
19	13	46.42
20	4	6.66
21	4	14.28
Total	28	100

Table16 :Learner's age

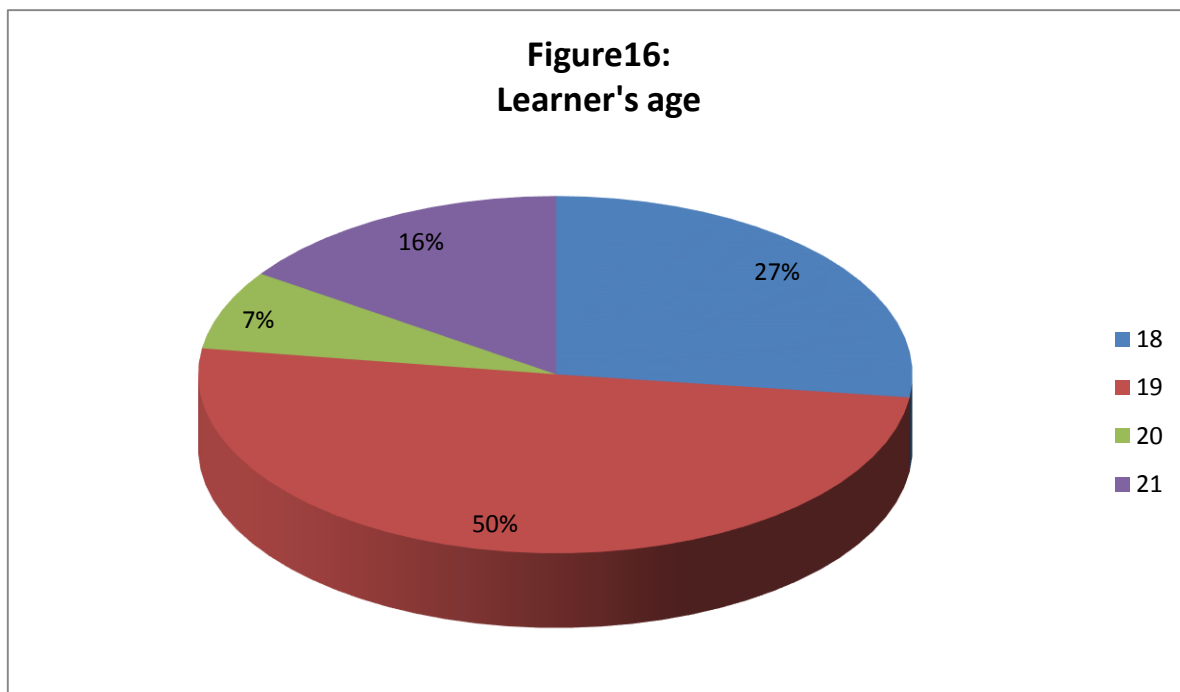


Figure16: Learners' age

Since they are beginner students the higher percentages divided between the students whose age is 19 year old (46.42) and whose is 18 years old (25) The least percentages are devoted to the students whose age is 20 (6.66), to whose are 21 (14,28)

Q2)Gender:

a)Male

b)Female

Learner's gender	Number	Percentage
Male	15	53,57
Female	13	46,42
Total	28	100

Table17 :Learner's Gender

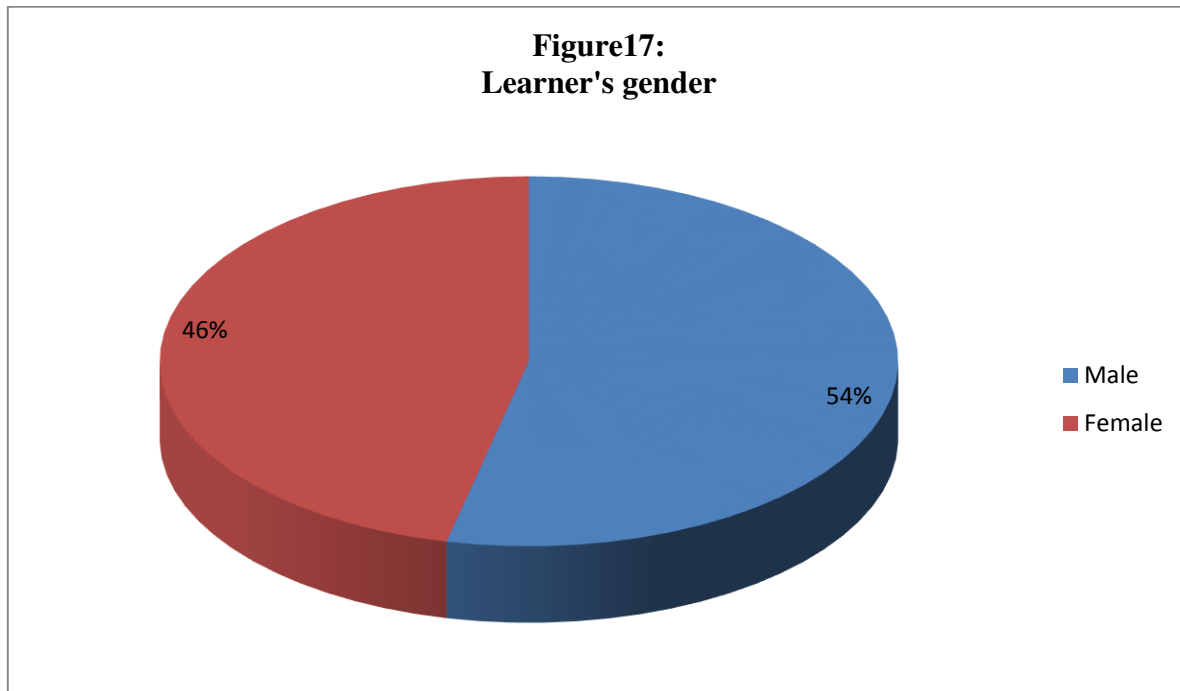


Figure 17:Learner's gender

as usual divided into two Male and female,according to the figure the percentage of mal(53.57) e is more higher than the female(46.42).

Q3) your choice to study English?

a)Imposed

b)Personal

Option	Number	Percentage
Imposed	11	39,28
Personal	17	60,71
Total	28	100

Table 18 :Learner's choice

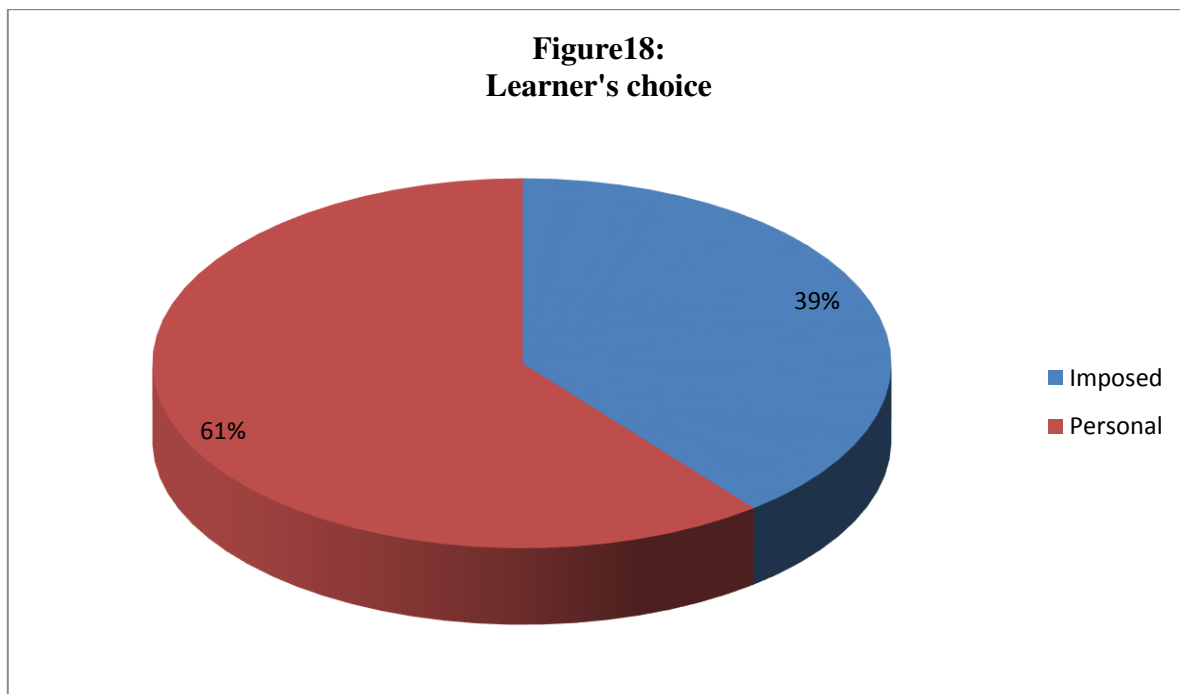


Figure 18 :Learner's choice

These results inform us that, most students whose choice of learning English was personal (60.71%) but(39.28) % who was obliged to learn English. Therefore, those who were imposed to study English is due to their poor average or their parents' decision.

Q4)Do you learn English because?

a) It is easy to learn it

b) It is an international language

c) You want to improve your English level

Option	Number	Percentage
a	12	42,85
b	7	25
c	9	32,14
Total	28	100

Table19 :The cause of learning English

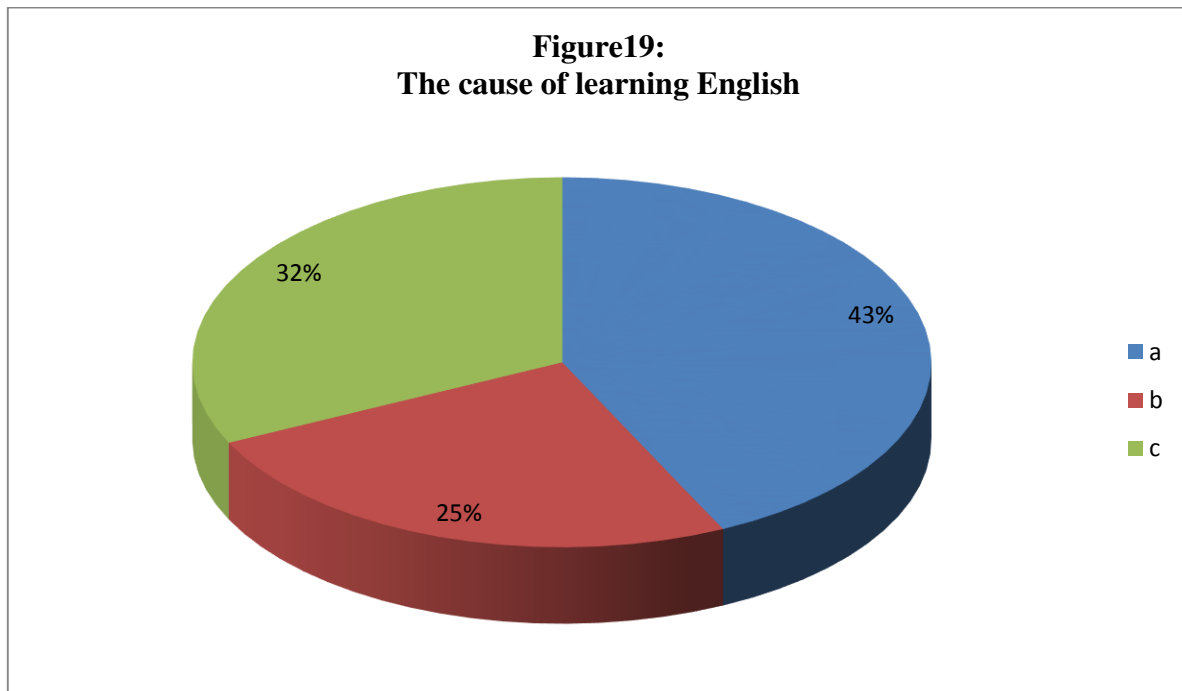


Figure19:The cause of learning English

Concerning this question there is a higher percentage stated that 42.85% the reason to study English is easy to learn rather than 32.14% said that they want to enrich their capacities whether 25% they learn it because is the international and useful language.

Section One: Teaching Oral Expression Session

Q1) -What is the prevalent skill that you want to be successful in?

- a) Listening
- b) Speaking
- c) Writing
- d) Reading

Option	Number	Percentage
Listening	6	21,42
Speaking	13	46,42
Writing	5	17,85
Reading	4	14,28
Total	28	100

Table20 :The successfull prevalent skill

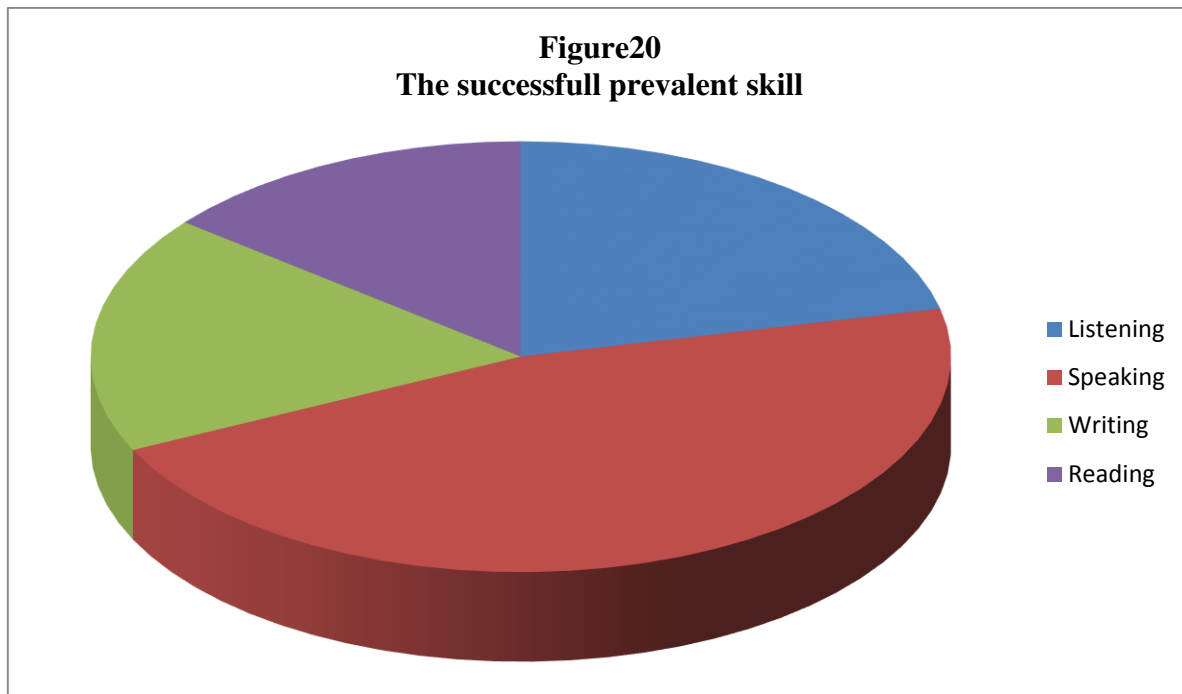


Figure20: The successful prevalent skill

13% of the participants want to success in the speaking skills because they found it easier ,and 21.42% they focus on the listening skill ,around 17.85% they want writing .And a few of them 14.28 choosing the reading skill.

Q2)-In teaching oral sessions which of the four skills does your teacher insists up?

- a)Listening
- b)Speaking
- c)Writing
- d)Reading

Options	Number	Percentage
Listening	9	32,14

Speaking	10	35,17
Writing	5	17,85
Reading	4	14,28
Total	28	100

Table21 :The usefull skill during the session

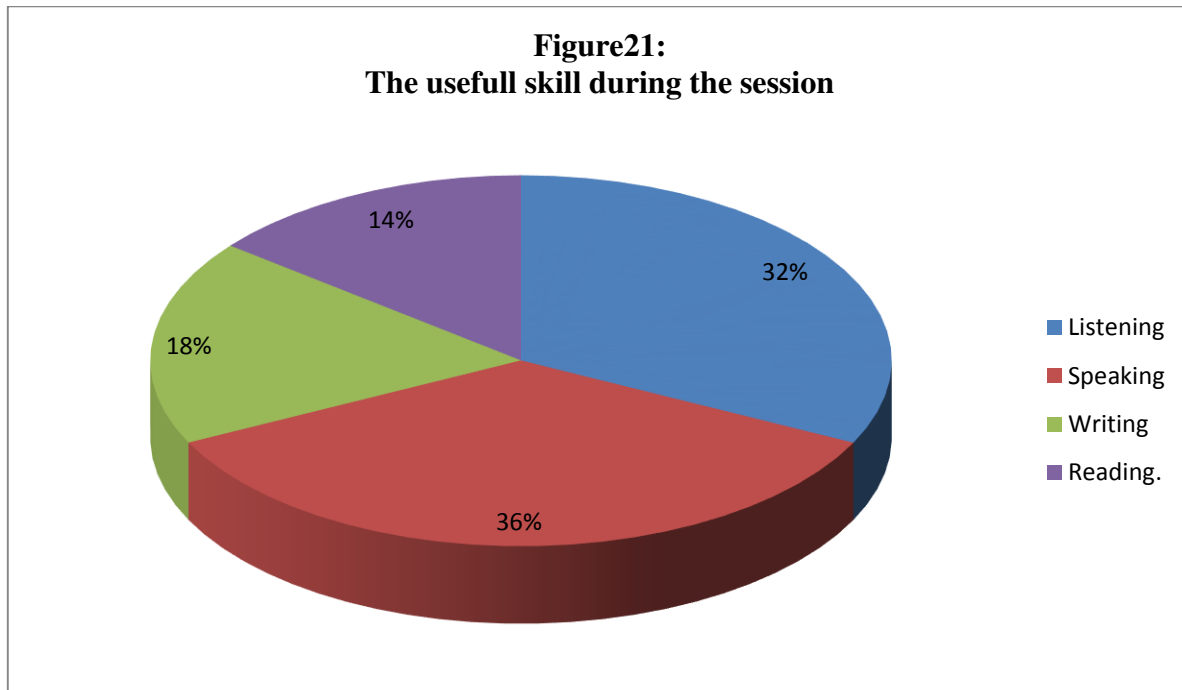


Figure21:The usefull skill during the session

From the statistics above 35.17% Said that the speaking skill is the prevalent one ,then, the listening skill 32.14% .As well as the writing skill 17.85, and 14.28 the reading skill..

Q3) How do you find your speaking in English?

a)fluently

b)easy

c)difficult

Options	Number	Percentage
fluently	6	21,42
easy	12	42,85
difficult	10	35,71
Total	28	100

Table22 :Speaking in English

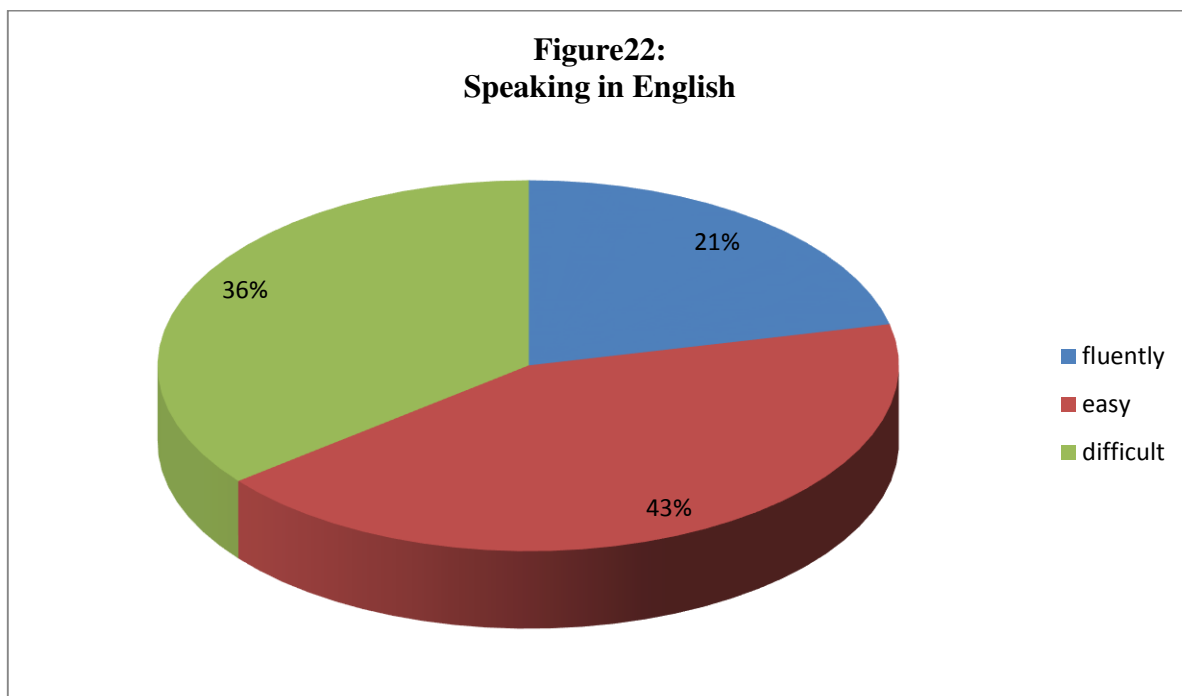


Figure22 Speaking in English

The majority of student claimed that English is easy 42.85% ,35..71% of them that is difficult, and few of them said that they are fluent in speaking 21.42.

Q4) Its difficulties caused by?

a) Fear and shame of making mistakes

b) No space of teaching Speaking

c) Lack of practice inside the classroom

selections	Number	%
a	12	42,85
b	9	32,14
c	7	25
Total	28	100

Table23 :English difficulties

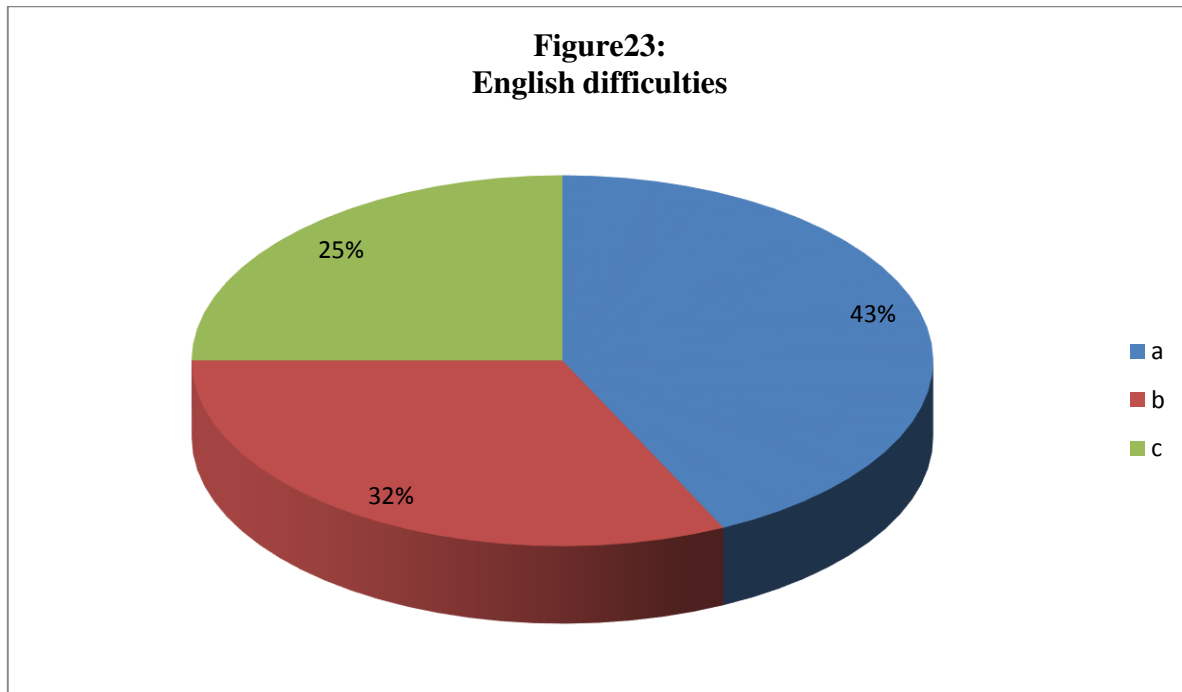


Figure23 :English difficulties

The findings shows that, most students' speaking difficulties are due fear and shame of making mistakes (42.85%) and (32.14%) who find speaking in English

Difficulties due to no space of teaching Speaking, Only

(25%) of them argue of its difficulty, because there is no space of teaching speaking in the classroom. As a result, all these reasons are contributing in the students' speaking difficulties.

Q5) Do you practice speaking English?

a) Always

b) Often

c) Sometimes

d) Never

Options	Number	Percentage
Always	9	32,14
Sometimes	8	28,57
Often	7	25
Never	4	14,28
Total	28	100

Table24 :Speaking inside the classroom

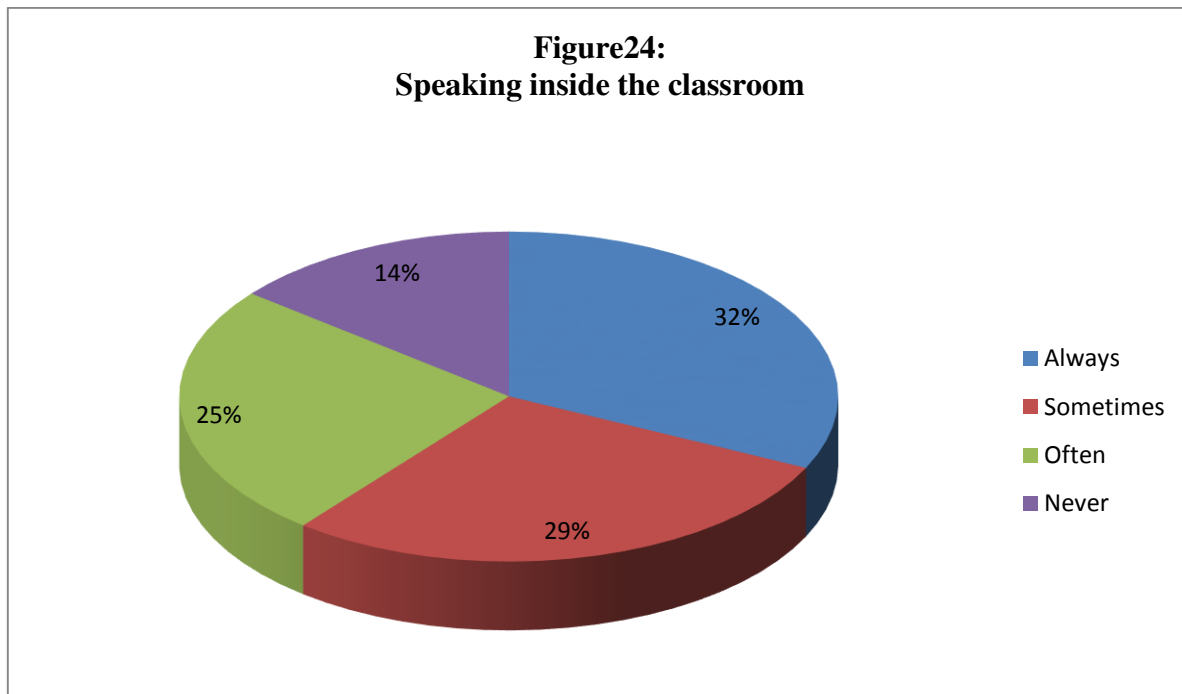


Figure24: Speaking inside classroom

The table indicates that the majority of students try “always” to speak inside the classroom (32.14%). Also, it indicates that 28.57% of them “sometimes” speak in the classroom. And 25% of them speak inside the classroom .only 14.28%due to the difficulties that mentioned in previous Those who never speak during the classroom.

Q6 Which module do you like better?

a)Writing expression

b)Oral expression

c)Others

Options	Number	Percentage
Oral expression	11	39,28

Writting expression	7	25
Others	10	35,71
Total	28	100

Table25 :Learner’s preferable module

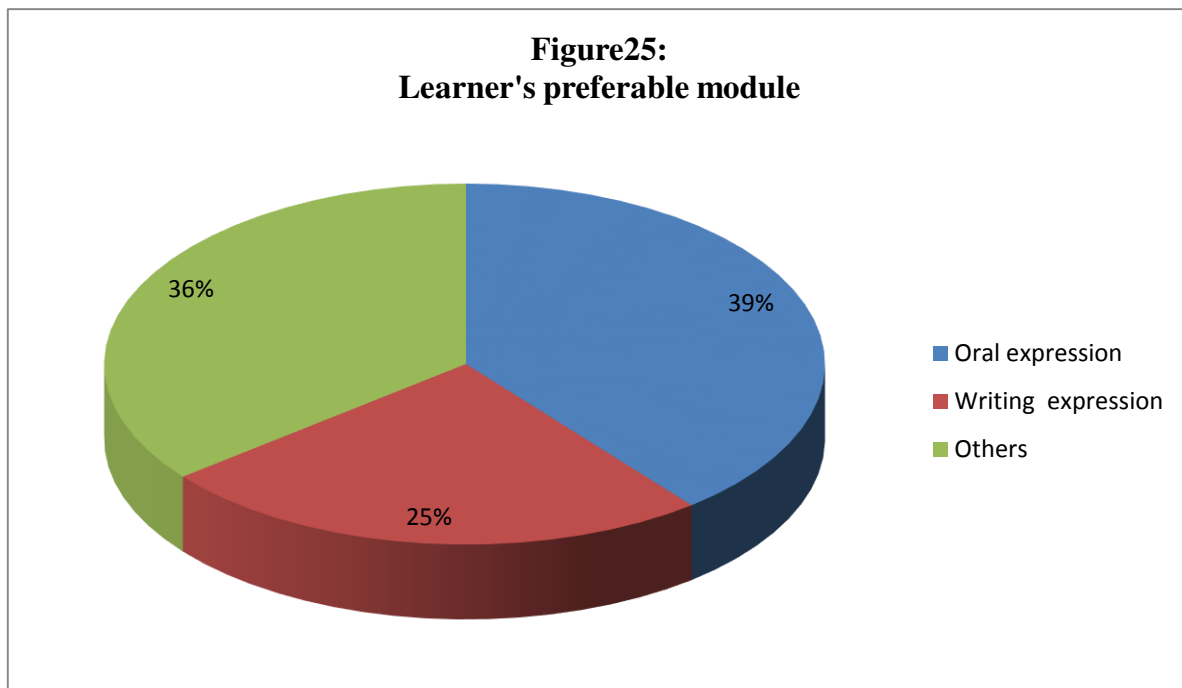


Figure 25:Learners’preferable module

On the basis of the figure's findings, we notice that the highest percentage of students like the Oral Expression module (39.28%) whereas, only 25% who like the written expression course. Students who choose the option (b) have provided lot of reasons like:

- The Oral Expression course enables us to learn new English vocabularies and speak with full confidence.

- It helps us to improve our pronunciation and our speaking ability as well.
- It is a motivational course provides us with the opportunity to work in a cooperative atmosphere.
- Oral Expression course is the only course which gives us the opportunity to speak.

And 37.71% choosing other module because they are able in learn it rather than the two mentioned.

Q7)Do you agree that Oral Expression session improve your speaking skill?

a)Agree

b)Disagree

Options	Number	Percentage
Agree	18	64,28
Disagree	10	35,71
Total	28	100

Table26 :The importance of oral expression in improving speaking skill

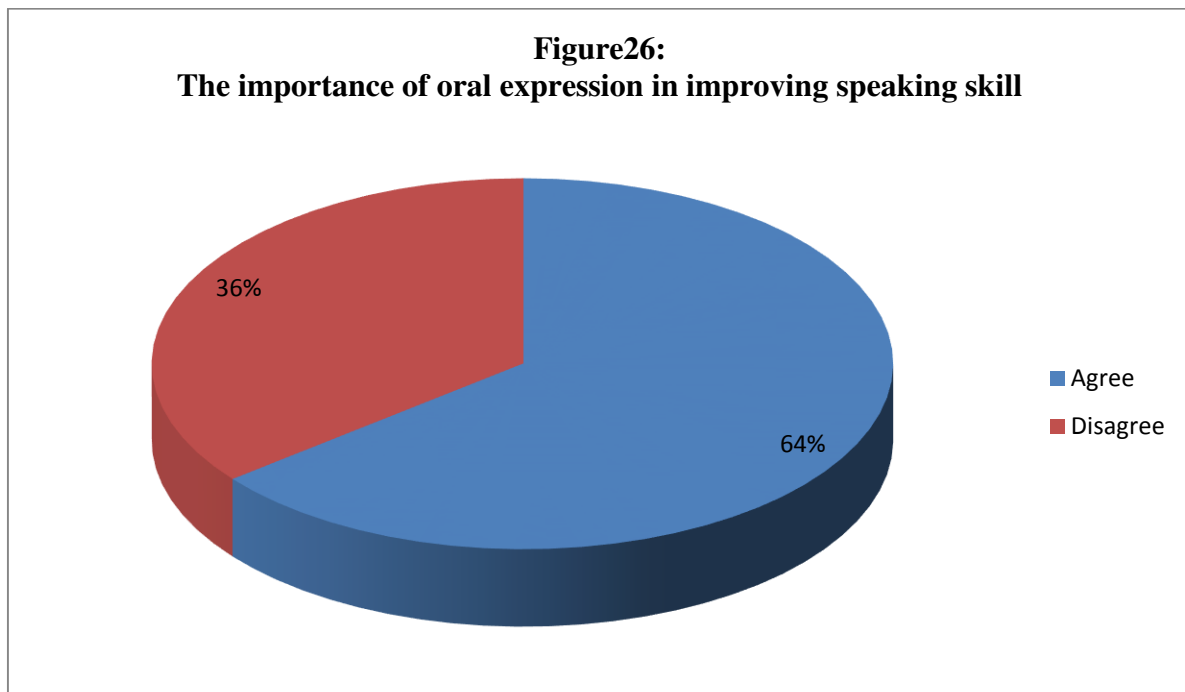


Figure26 :The importance of oral expression in improving the speaking skill

The majority 64.28% of students agree that the oral expression leads to improve their speaking skill because is a suitable module than few of them 35.71% disagree because they find some difficulties in the speaking skill.

Q8)Is the time of teaching oral expression enough to understand the lesson?why

a)Yes

b)No

Options	Number	Percentage
Yes	20	71,42
No	8	28,57
Total	28	100

Table27 :Oral expression allowed time

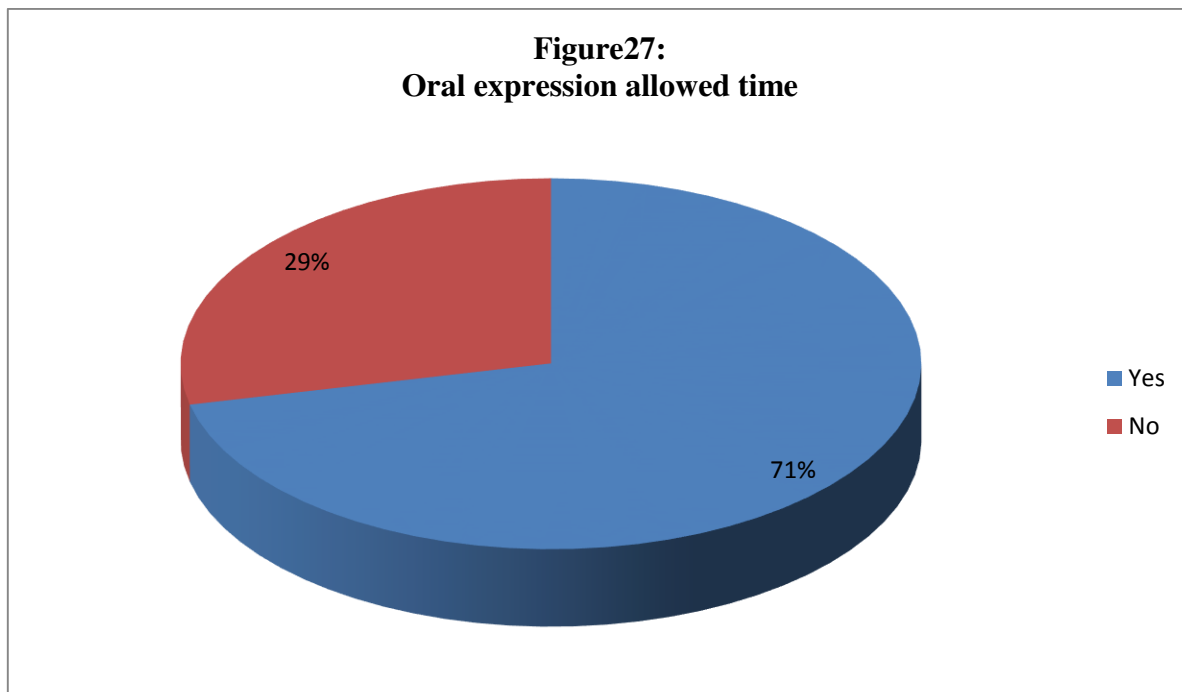


Figure27 :Oral expression allowed time

As it mentioned in the figure the majority 71.42 % said ‘yes’ the time is enough to complete the session however few of them 28.57% said ‘no’ because they do a lot of activities during the session.

Q9)Do you have any idea about what has been in the Oral Expression session?

a)Yes

b)No

Options	Number	Percentage
Yes	21	75
No	7	25
Total	28	100

Table28 :The oral expression programme

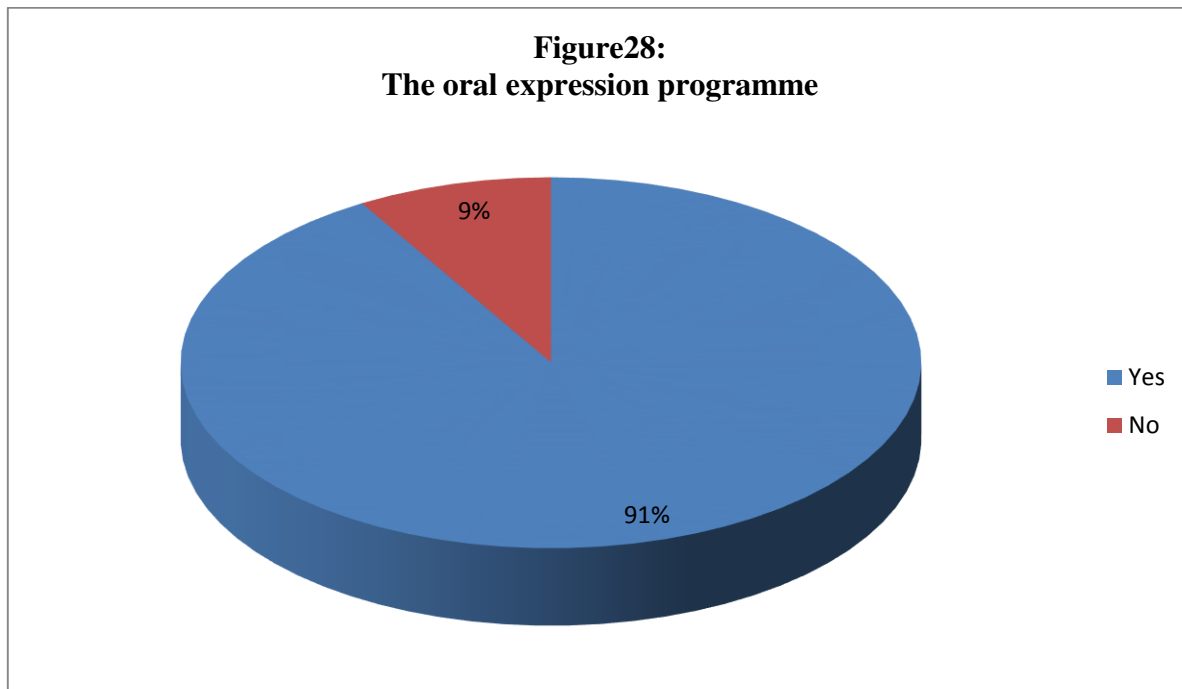


Figure28: The oral expression programme

According to the result obtained from the last question of section one, it shows

that 75% of students have an idea about the programme of Oral expression, and 25% of them who do not have

Section Two: The use of proverb as a material in Oral Expression

Q1) How often do your teacher use teaching aids in the session of Oral Expression?

a) Always

b) Sometimes

c) Rarely

Options	Number	Percentage
Always	12	42,85
Sometimes	10	35,71
Rarely	6	21,42
Total	28	100

Table 29 : The use of aids in oral expression

**Figure29:
The use of aids in oral expression**

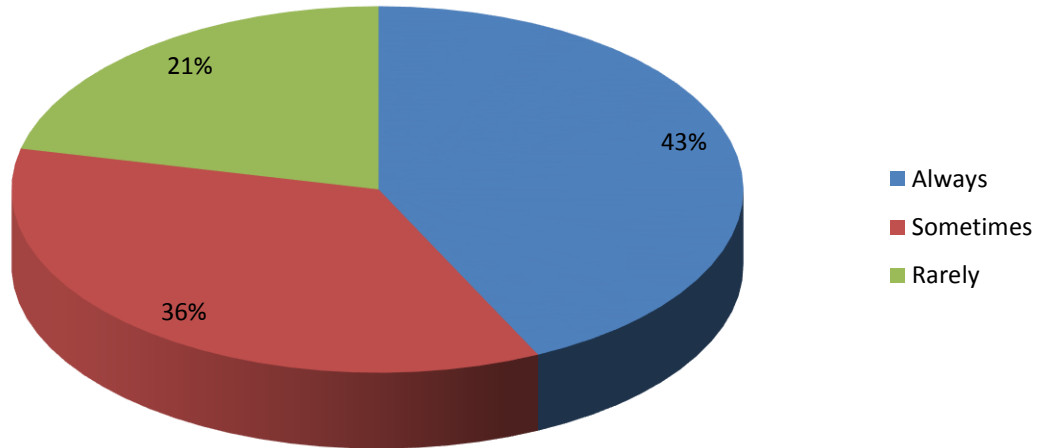


Figure29 :The use of aids in oral expression

The answers obtained from the figure show that: the majority 42.85 claimed that they always used aids in oral expression,35.71% mentioned that they sometimes used aids and 21.42% of them said they rarely used aids..

Q2) Do you think that the teaching materials are important and helpful in learning language skills (Listening and speaking)? :why

a)Yes

b)No

Options	Number	Percentage
Yes	26	92,85

No	2	7,14
Total	28	100

Table30 :The importance of using material

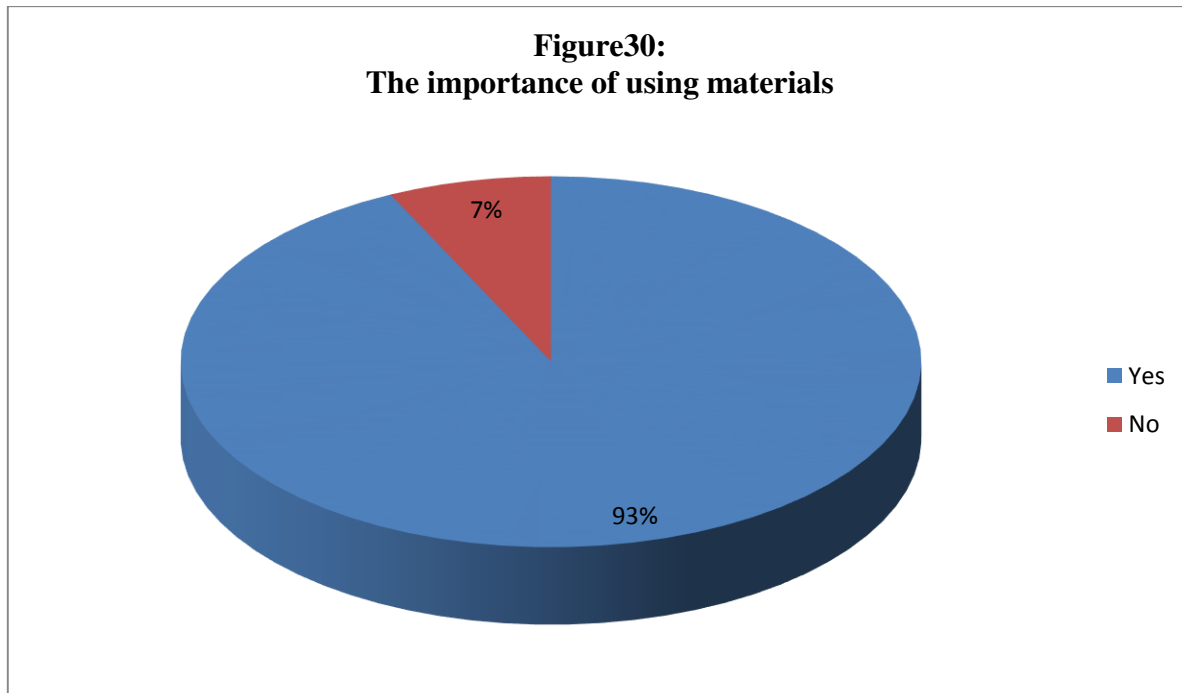


Figure30:The importance of using materials

The majority of students (92.85%) believe that the use of the teaching materials is necessary for developing their communicative skills, whereas, only (7.14%) who are against. Students who choose the option 'yes' provided some reasons such as the teaching aids develop our listening skill land they bring a vital and motivated atmosphere into the classroom.

Q3) Are the activities presented in the classroom?

a) Repeated

b) Specific

Options	Number	Percentage
Repeated	13	46,42
Specific	15	53,57
Total	28	100

Table31 :The activities presented in the classroom

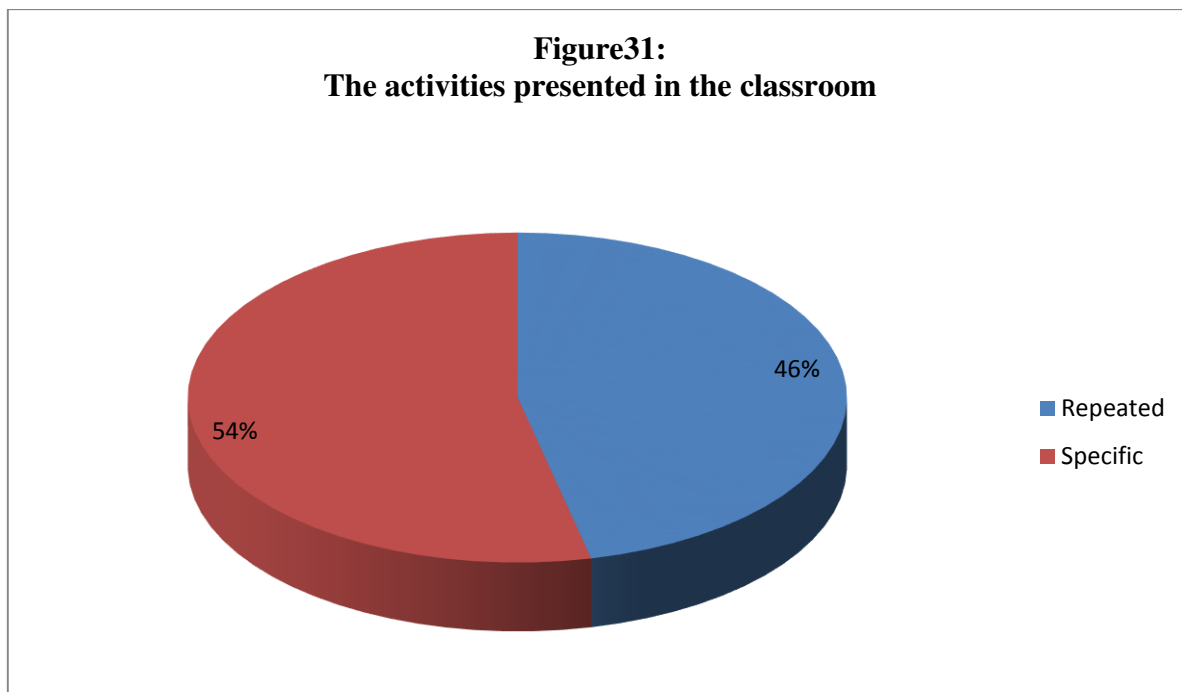


Figure31 :The activities presented in the classroom

The statistics shown that 46.42% of the activities are repeated, and 53.57% are specific.

Q4) What is the most repeated activity which presents every session?

a) Listening to songs

b) oral plays

c) Other things

Options	Number	Percentage
Listening	6	21,42
Oral plays	7	25
Other things	15	53,57
Total	28	100

Table32 :The most repeated activity every session

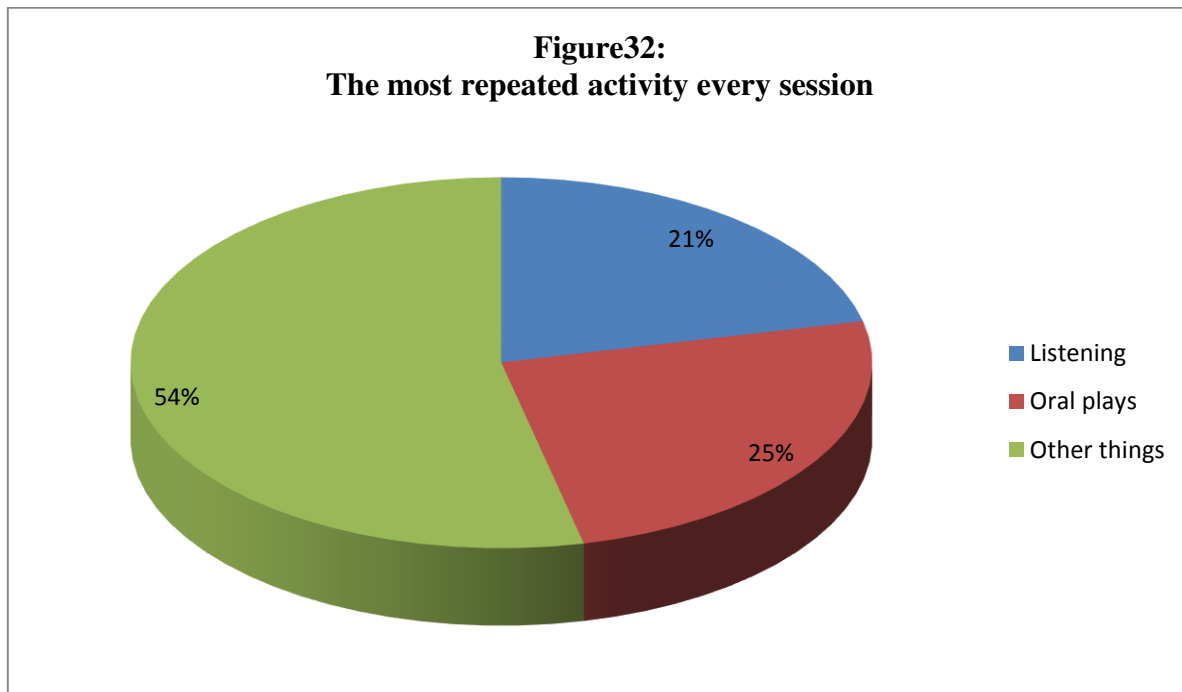


Figure32 :The most repeated activity every session

We observed that 21.42% are consisting on the listening activity.and 25% said that they used oral plays,and the majority 53.17% claimed that they have used other activities.

Q5)Have you use proverbs during the session of oral expression session?

a)Always

b)Sometimes

c)Often

Options	Number	Percentage
Always	3	10,71
Sometimes	12	42,85
Often	13	46,42
Total	28	100

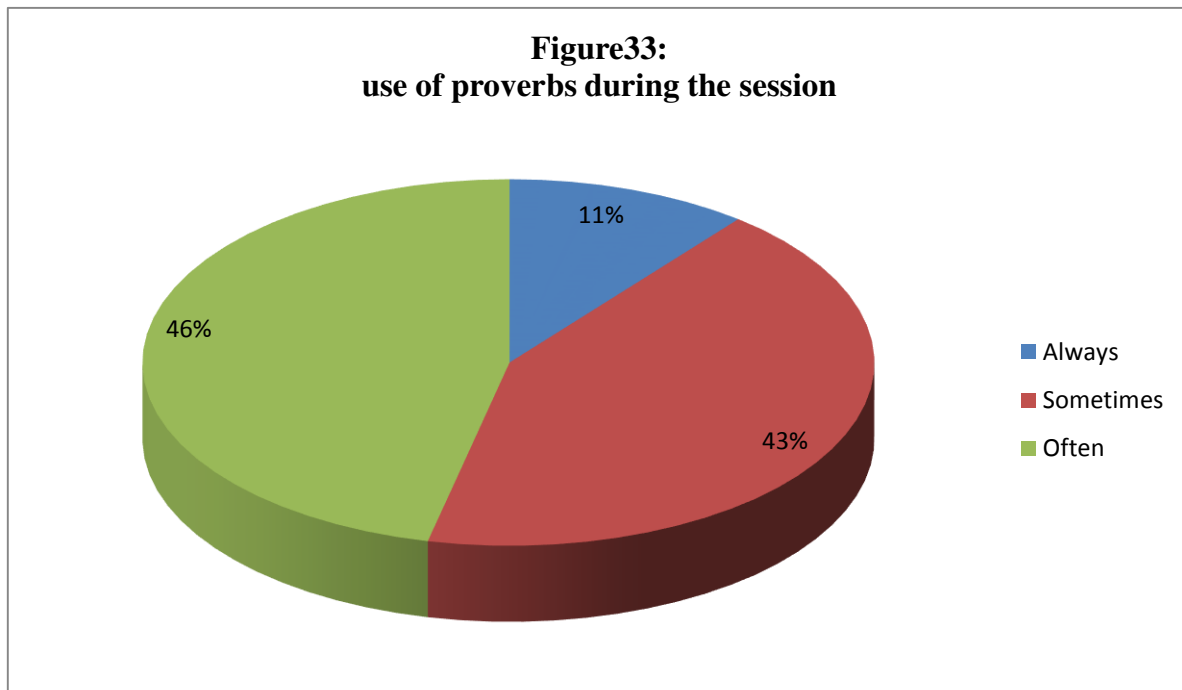


Figure33 :Use of proverbs during the session

As it shown few 10.71% of student said that ‘always’ ..42.85% said sometimes when use proverbs during the session of oral expression and the majority 46.42% of them argued that they often using them.

Q6) Are the proverbs include in the curriculum of the teaching of the oral expression?

a)Agree

b)Disagree

Options	Number	Percentage
Agree	12	42,85
Disagree	16	57,14
Total	28	100

Table34 :The include of proverbs in the curriculum of teaching

**Figure34:
The include of proverbs in the curriculum of teaching**

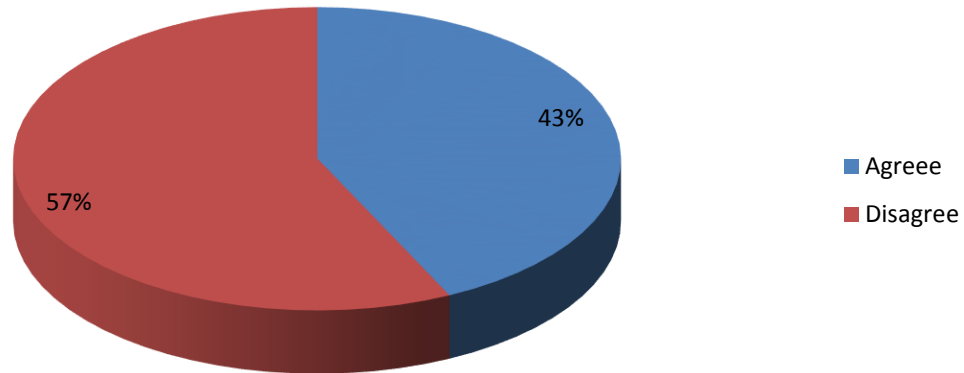


Figure34 : The include of proverbs in the curriculum of teaching

As it shown in the chart the majority 57.14% disagree that the proverbs are used in the curriculum of teaching, however the rest 42.85% agree that.

7)Do you use idioms, , proverbs and routine formulae as an important point in the learning oral expression?

a)Yes

b)No

Options	Number	Percentage
Yes	6	21,42
No	22	78,58
Total	28	100

Table35 :The use of proverbs as an important point

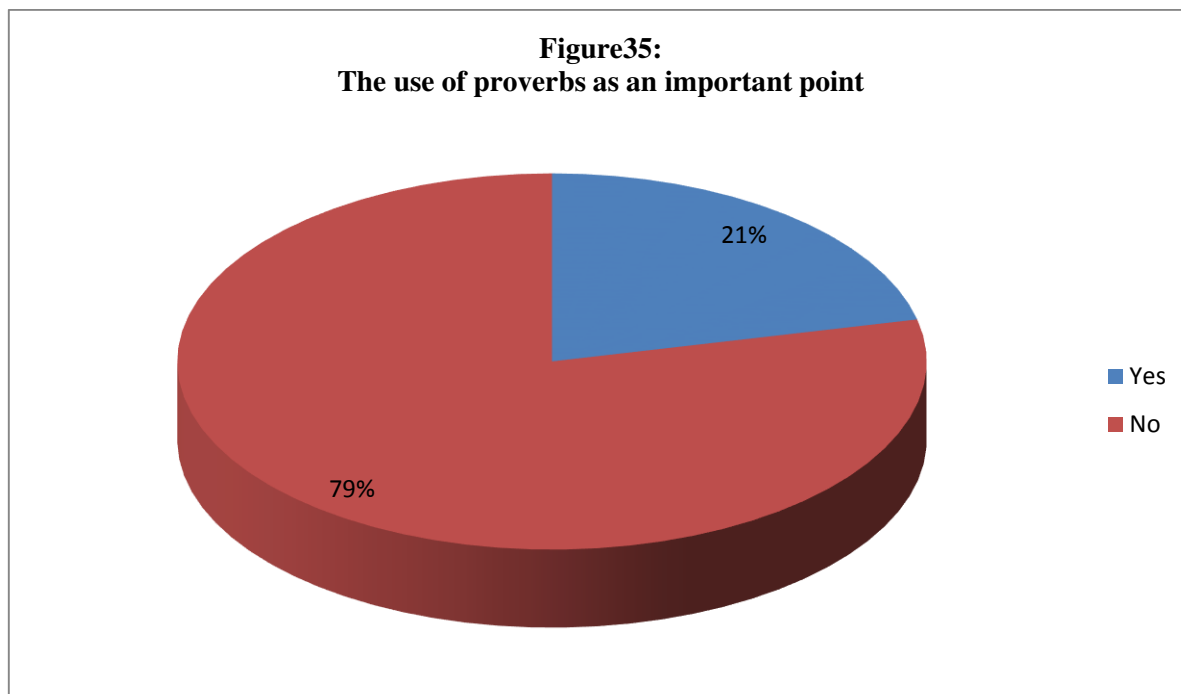


Figure35 :The use of proverbs as an important point

The majority 78.58% of participants neglected the importance of proverbs as an important point

In the learning oral expression session, as well as few of them argued that proverbs take place in learning oral expression.

Discussion

According to the analysis of the student's questionnaire, it is noticed that:

1. the students' main goal of learning English is to improve their language communication, even rather than the focus on obtaining a university degree.
2. the most dominant skill that students want to be successful in is the speaking skill, whereas they neglect the other skills, especially the listening skill because they do not have a large knowledge about its advantages on improving their English speaking ability.
3. students find speaking in English an easy task, but the majority of them find it difficult. The main reasons behind its difficulty are the lack of practice inside the classroom, fearing and shaming of making mistakes.
4. the majority of students prefer the Oral Expression module because it is the space where they speak and interact freely; without neglecting the importance of the

written expression module, because it provides them with the essential language input in order to develop their language output.

5. there is not enough time, or an official programme for the Proverbs in oral expression course

6. the most used activities in the classroom are the performance activities which are limited only to one task which is the role play. The majority of students find it not enjoyable and less motivating which does not improve their communicative abilities too much.

7. The majority of learners neglected that using proverbs in the curriculum teaching is an important point.

8. The participants disagree that the inclusion of proverbs in the curriculum of teaching.

Conclusion

In the previous chapter we have presented the results of the study as well as the discussion of the major findings, the next section will be devoted to suggestions and recommendations

Recommendations

According to the analysis of the results obtained from the students' and teachers' questionnaires we conclude that, teaching process in general and teaching the language as a means of communication requires specific and important factors, in order to achieve the students' main goals for learning the foreign language.

Consequently, the pedagogical administrators should give more attention to the course of Oral Expression because it is considered as the unique opportunity for learners to practice the English language and being free to express themselves.

The novice and inexperienced teachers are most directed for teaching the Oral Expression course because the latter is regarded as an easy teaching task in which it does not require much experience or efforts. In contrast, teaching the communicative skills need more experienced teachers, those who have a large extent knowledge as well as ability for teaching the listening and speaking skills for the foreign learners.

The activities of the Oral Expression course should be different and varied but not strict only on limited kinds such as: role plays and free discussions. Teachers should

focus more on the listening activities because they are the basic of the Oral expression course; moreover, they have a crucial role in enhancing the students' English use. Moreover, the listening activities should be used as an assessment tool, rather than assessing the students' achievements only through role plays performance. Teachers should select motivating activities which bring a kind of real life atmosphere in the classroom, in order to encourage students to use the language and react upon it actively. Essentially, teaching listening and speaking must be based on the proverbs as an aid and teaching materials. Their use considers as an important factor for facilitating the process of teaching and creating a vital and active classroom, in addition they add much credibility to the presented tasks. Hence, the Oral Expression course's teaching aids should be different and available for the teachers in any time they are in need to use them.

General Conclusion

The aim of the work is to investigate. Through this research, we hypothesized that in teaching of the course of Oral Expression, if we should regard the important role of: the teachers, the Oral activities, the pedagogical aid, and the role of learners, the students will be enhanced in the English language.

In order to investigate the hypotheses of the research, we divided the study into two chapters. The first chapter mainly focuses on literary review about proverbs and its classification, function and type, also about the oral expression overview and the use of proverbs in oral expression session. The last chapter is the practical part of the study which devoted to the students'

and the teachers' questionnaire. They were given to the second year LMD students, and the Oral Expression teachers at Abbes Laghrour University. The aim of these Questionnaires is to obtain both students' and teachers' opinions about The Need of Using Proverbs in Oral Expression Sessions to Improve the Assimilation of Culturally Bound English expression.

All in all, the knowledge that we obtain from the theoretical part by researchers and scholars about the process of teaching the foreign language as a communication process, and through the analysis of the results that has been provided by the teachers' and students' questionnaires, we come to a conclusion with three main principles which

are:

First, teaching the English language is not merely a matter of mastering the English linguistic rules and language structures any more, but it is more important to focus on the use of language as a means of communicative process in different social contexts.

Second, using proverbs is very important to help the learners to learn the figurative language and enhancing the speaking and listening skills.

Thirdly, proverbs took place in the oral expression session even they do not use it a lot behind the session but it helps on the curriculum of the teaching English language.

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Finally, we end our dissertation with the hope for learners to achieve their goals towards the English language successfully.

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Appendecies

Appendix 01

Teacher's Questionnaire

Dear teachers,

We would be so grateful if you answer the following questions concerning:

The Need of Using Proverbs in Oral Expression Sessions to Improve the

Assimilation of Culturally Bound English Expression Our objective is to have an idea about your opinion regarding and your role as an Oral Expression teacher for enhancing the students 'to use aids and, your point of view about the activities presented during the

session , also the pedagogical materials used in teaching the course. Please proud us with , your opinion about the learners as the core of the Oral Expression session

Thank you

General information:

1)Male b Female

Degree: a)License b) Magister c) Doc

2)-How many years have you been teaching at the university?

3) - How many years have you been teaching the Oral Expression session?

Section one: Teaching Oral Expression Course

Q1)- How would you describe the Oral Expression session?

a)As a motivated tool to improve student's communicative skills

b)Occasion for learners to learn English well

c)An additive module

If there are any others please mention them in the space bellow:

.....
.....

Q2) - Concerning the time table of Oral Expression session is it?

a)Obligatory b) Additive

Q3)- What teaching aids do you use when teaching?

a)Audio aids b)Audio visual aids c)Others

if there are others please mention them

bellow?.....
.....

Q4)-Do you find any difficulties to transmit the message to the learners?

a)Always b)Often c)Rarely

Section two :The use of proverbs in the oral expression

Q1-Do use proverbs as aids to enhance the listening skill?

a)Yes b)No

Q2)- English proverbs are important in understanding cultural differences and similarities?

a)Strong agree b)Agree c)Disagree

Q3)- Knowing English proverbs is helpful in understanding English humor?

a)-Yes b)-No

Please

justify.....

.....

Q4)- What kind of teaching aids which are available at the level of the English class?

.....

.....

Q5) – The reasons for considering proverbs significant to learn in the classroom?

a)Using proverbs in oral presentations will make them more effective.

b)Knowing proverbs will improve reading skills.

c)Using proverbs will improve speaking skills.

d)Understanding proverbs improves listening comprehension

Q6)- Is Learning English Proverbs Helpful in expressing oneself using figurative language?

a)Yes b)No

Q7)-Do proverbs play a universal role in teaching wisdom to the common people?

a)Agree b)Disagree

Q8)-Do proverbs often contain expert advice with a role for educating people on what they may face if they do something ?

a)-True b)No true

Appendix 02

The Student's Questionnaire

Dear students,

We would be so grateful if you could answer the following questions about **The Need of Using Proverbs in Oral Expression Sessions to Improve the Assimilation of Culturally Bound English Expression**

the activities he/she presents during the course and finally, your opinion towards the use of the pedagogical aids that the teacher of Oral expression uses while teaching the course; for enhancing the learners speaking ability. To answer these questions, you are Required to put a tick () in the box corresponding to your answer

General information

1 .a) Age b) Male c)Female

2) Your choice to study English was:

a) Personal b) Imposed

3) Do you learn English Because?

a) It is easy to learn it

b) It is an international language

c) You want to improve your English level

Section One: Teaching Oral Expression Session

Q1) -What is the prevalent skill that you want to be successful in?

a) Listening b) Speaking

c) Reading d) Writing

Q2)-In teaching oral sessions which of the four skills does your teacher insists up?

a) Listening b) Speaking

c) Reading d) Writing

Q3)-How do you find your speaking in English?

a) Fluently b) Easy c) Difficult

Q4)-Its difficulties caused by?

a) Fear and shame of making mistakes

b) No space of teaching Speaking

c) Lack of practice inside the classroom

If there are other difficulties please mention them in the space bellow

.....
.....
.....

Q5)-Do you practice speaking English? a) Always

b) Often c) Sometimes d) Never

Q6)-Which module do you like better?

a)Writing expression b)Oral expression c)Others

Why.....
.....
.....

Q7)-Do you agree that Oral Expression session improve your speaking skill?

a)Agree b)Disagree

Q8)Is the time of teaching oral expression enough to understand the lesson?

a)Yes b)No

Q9)-Do you have any idea about what has been in the Oral Expression session?

a) Yes b)No

Section two: The use of proverb as a material in Oral Expression

Q1) -How often do your teacher use teaching aids in the session of Oral Expression?

a) Always b) Sometimes c)Rarely

Q2) - Do you think that the teaching materials are important and helpful in learning language skills (Listening and speaking)? :

a) Yes b)

Why? :
.....
.....
.....

Q3)- Are the activities presented in the classroom?

a)Repeated b)Specific

Q4-- What is the most repeated activity which presents every session?

a)Listening to songs b)oral plays c)Other things

