PROVERBS TEACHING IN EFL CLASSES:
"WHERE THERE IS A WILL, THERE IS A WAY"

Sana' Ababneh
Al-Balqa'a Applied University

Abstract: The present study aimed at investigating the presence of proverbs in English textbooks taught to EFL Arab learners as well as investigating the attitudes of English language teachers towards proverbs as part of the EFL teaching materials. Results of the content analysis which has been carried out on four English textbooks of the Enterprise series show that teaching proverbs is included as part of the teaching material presented to the students. Proverbs are presented in different ways: sometimes they are used as titles of units, in vocabulary exercises, or as separate sections at the end of each unit. And they appear either in their original form or truncated. On the other hand, teachers' attitudes towards teaching proverbs to EFL learners show their belief in the importance of teaching proverbs since they convey the culture and wisdom of their users, moreover, they provide students with a rich source of vocabulary. They also give them an opportunity of making comparisons between their own proverbs and the English ones thus broadening their knowledge of the world; finally, they help students to express themselves in English in a more natural, native-like way.
Keywords: English, Proverbs, Language, Teaching, EFL

1. INTRODUCTION

Foreign language teaching witnessed a shift from focusing on grammar teaching to vocabulary teaching. Moreover, new trends in teaching give more emphasis to the role of vocabulary in learning and teaching a foreign language as it is a fundamental component for communication and comprehension. Today vocabulary teaching has given more emphasis to teaching vocabulary as "chunks "of language such as idioms, collocations, phrases, and proverbs. Akbarian (2010: 1) claims that English is rich in multi-word lexemes, such as idioms, proverbs, and other fixed expressions that might be a stumbling block for English as foreign language learners. On the other hand, Rubin and Thompson, (1994: 79) focus on the importance of the indirect approach in learning vocabulary as it enables learners to learn vocabulary through reading and listening rather than memorizing and retention of lists of words. Moreover, the indirect approach depends on presenting the new vocabulary within texts a matter that gives the learners the opportunity to learn the intended meaning rather than presenting lists of separate words that may have different meanings according to the context in which they occur. This way of teaching vocabulary depends on implementing the use of idioms, collocations and proverbs because this is the appropriate language that one needs to learn to be able to communicate fluently and accurately (Ababneh, 2008:26)

Studies in the field show that most foreign language learners believe that they don't have enough vocabulary to communicate or produce utterances like native speakers of the target language, one of the ways that makes this process easier for those students is through the study of figurative language as it is the way in which native speakers express their thoughts, views, ideas and emotions. Thus learning proverbs in this respect can provide a chance for learners to acquire some information about the culture of that language. (Çakir, 2010: 7).

Thus idiomatic expressions such as proverbs should not be neglected during the learning process, and every language learner has to be prepared to deal with real language in different contexts as it is true to say that such expressions frequently take place in all forms of discourse: in conversations, lectures, movies, radio broadcasts, and television programs. Nevertheless, foreign language learners surely face a challenge in understanding and producing L2 proverbs because they are very difficult for them. But if they want to produce and understand the target language they must be prepared to meet the challenge considering the fact that lower level of linguistic competence in the target language will lead to disadvantage in understanding L2 figurative expressions. (Çakir, 2010: 7).

Thus the present study addresses itself to study proverbs' occurrence in English textbooks used in teaching English and to investigate the attitudes of the teachers towards teaching proverbs since they have an importance in learning the foreign language.

A proverb is defined as "a well- known phrase or sentence that gives advice or says something that is generally true "(Oxford advanced learner's dictionary). It is generally short and 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 (Mieder 1993:5, 24.). In other words, proverbs represent every culture's collection of wise sayings that offer advice about how to live your life. Nothing defines a culture as distinctly as its language, and the element of language that best encapsulates any culture's values and beliefs is its proverbs.

Moreover, the study of proverbs can provide cultural insights and stimulate communication, as learning the proverbs of the target language gives a foreign language learners an opportunity to practice and develop their oral communication.(MacDougall, 2004). In the same vein, Nuessel and Cicogna (1994) claim that proverbs learning is the ideal form for introducing metaphorical language and, as a result, metaphorical competence for several reasons: first, proverbs are short and easy to remember. Second, the language of proverbs is fairly simple and corresponds to the basic vocabulary of elementary and intermediate class. Third, they are a persistent element of the language understudy. Fourth, developing proverbial language ability will result in an important discourse strategy in students, like that of indirect speech acts, that allows the speaker to disguise his true feelings. Finally, proverbs have a literal meaning and a secondary figurative meaning. This of course indicates metaphoric competence because the students must make an appropriate analogy between the proverb and the specific situation (Nuessel and Cicogna (1994). Furthermore, (MacDougall, 2004) argues that idioms and proverbs can give the learner the opportunity to have a more thorough understanding of both language and culture, and without grasping the meaning of these types of sayings, we are confined to a unilateral understanding. He further states that students, translators, interpreters, and linguists also will benefit from constantly updating their understanding and use of these words of wisdom, since they can offer culturally-specific insights, since proverbs can help in comprehending the way people of the target language think about the world.

In the same respect, Byrne (2005) mentions three main functions for proverbs. Firstly, they transmit wisdom and cultural values from one generation to another. Secondly, they advise and warn children about proper and dangerous behavior. Thirdly, many proverbs have a playful and provocative tendency; they embellish speech and cap arguments. All these make proverbs easy to remember and use.

Furthermore, Mieder (2004) claims that the use of proverbs in the teaching of English as a foreign language is very important in fostering learners' ability to communicate effectively. He also suggests that the proverbs which are appropriate be introduced as part of the teaching material are those used today by the native speakers of the target language. He also states that "textbooks on both the teaching of native and foreign languages usually include at least some lists of proverbs an accompanying exercises "(p. 147). In the same vein, Hanzén (2007: 1) concludes that proverbs play an important role in language teaching as a part of gaining cultural knowledge, metaphorical understanding and communicative competence.

From all the ideas presented in the above discussion stems the importance of carrying out such study as it could add a brick to the wall of knowledge regarding this area in vocabulary teaching to Arab EFL learners.

The present study has two goals; first it will examine whether proverbs are a part of the EFL teaching curricula in Jordan. The investigation focused on the occurrence of proverbs in four English textbooks used in a private school in Jordan. Second, it will look on the attitudes of English teachers toward using proverbs in the teaching among eleven teachers who teach English at a private school in Jordan.

2. AIM

The aim of this study is to investigate whether and how proverbs are used as a part of EFL teaching in a private school in Jordan. The investigation concerns the occurrence of proverbs in four textbooks of English, namely, a pre-intermediate series of English textbook "Enterprise: 1,2,3,and 4'. And what attitudes there are among eleven English teachers who teach this course book toward using proverbs in their teaching. Questions of this study are adapted from Hanzén (2007: 4).

2.1. Questions of the study
• How many proverbs occur in the English textbooks "Enterprise: 1,2,3,and 4'?
• What are the purposes of using the proverbs in the textbooks?
• In what forms do the proverbs occur?
• Do English teachers include proverbs in their teaching? Why/why not? How?
• What are the teachers' attitudes toward using proverbs in English teaching?

3. METHODS AND PROCEDURES

This part presents the procedures which the researcher followed to carry out the study. As it was mentioned earlier there are two objectives for this study: first an examination of the occurrence of proverbs in the English textbooks and to fulfill this objective, a content analysis was done by the researcher to the four textbooks understudy. Then a questionnaire was distributed to English teachers that was adapted from Hanzén (2007) to measure their attitudes towards teaching English proverbs. The method used is descriptive and it combines quantitative and qualitative research approaches.

3.1 Examination of Textbooks

The primary material in this investigation consists of four textbooks that are used as the teaching textbooks of English at Yarmouk University Model School, Jordan. The material is purposefully chosen and therefore does not include all the textbooks that are available for teaching English in Jordan. The four textbooks are a special edition of the Enterprise series of English course books which are namely: "Enterprise 1, Enterprise 2, Enterprise 3, and Enterprise 4. A content analysis to the textbooks was held by the researcher in order to find out how many proverbs the textbooks contain, how they are used, and what forms the proverbs have. The content analysis included

every part of the student book and the work book for each textbook. However, the survey has not included other material connected to the textbooks, e.g. CDs, worksheets and extra material. When a proverbial expression was detected, it was determined as a proverb with the help of *The Oxford Dictionary of Proverbs* (Electronic version). All the proverbs were then classified under some categories that illustrate the purpose of using each proverb, as well as the form of the proverb in which it appears in the textbook whether it was original form, truncated or paraphrased.

3.2. Questionnaire to English Teachers

In order to find out whether proverbs are a part of the EFL teaching in Jordan, the researcher adapted Hanzén (2007) questionnaire, which was given to eleven English teachers at Yarmouk University Model School. The questionnaire consisted of ten questions; eight unstructured open ended questions and two multiple-choice questions (see Appendix.1). The aim of the questionnaire was to find out if teachers use proverbs in their teaching, which ones they consider useful to teach, how they use them, and what attitudes they have toward using proverbs in their classes.

4. RESULTS AND ANALYSIS

This section will present the results of the content analysis of the textbooks and the questionnaire given to the teachers. First, the results gathered from the content analysis of the textbooks will be presented. The data will show the number of proverbs found in each textbook, a description of the purposes of using the proverbs, and the different forms the proverbs used in each textbook. Second, the results obtained from the answers of the teachers regarding questionnaire questions will be presented.

4.1. Examination of Textbooks

The content analysis of the 4 textbooks has resulted in 116 findings of proverbs. Six of the proverbs are used more than once. Table (1) presents the number of proverbs in each textbook. 45 of the proverbs (38.8%) were found in Enterprise (1). 30 proverbs (25.9%) in Enterprise (2). 29 proverbs (25 %) were in Enterprise (3), and 12 proverbs (10.3%) were found in Enterprise (4). However, only 5out of the 116 proverbs were used twice in the four textbooks, and one was used three times. *"When in Rome, do as the Romans do "*.

Table 1: Number of proverbs in English textbooks

textbook	Proverb number	Percentage %
Enterprise 1	45	38.8
Enterprise 2	30	25.9
Enterprise 3	29	25

Enterprise 4	12	10.3	
Total	116		

4.2. Purposes of Using Proverbs

The second step in the content analysis was to examine the contexts in which the proverbs occur in order to find out what the purposes of using the proverbs in the textbooks are. The purposes were classified under three categories:

Heading: Proverbs are used as headings for nine units in Enterprise (1), such as '*Home sweet home'* and *"All's well that ends well"*.

Exercise: Proverbs are used in exercises to match the proverbs with their meanings or definitions. Such as, '*One man's meat is another man's poison"*.

Discussion: Proverbs are used as bases for discussions. At the end of each unit the textbooks 1,2 and 3 offer a list of proverbs and the students were asked to discuss them in relation with the ideas presented in the unit which introduces a particular idea that involve relationships, food, travel, fashion and style etc.

Table (2) shows the result for the different categories of purpose proverbs are used to express. In Enterprise 4, proverbs are mainly used for exercise, and they are presented as a matching exercise between the proverbs and their meaning. In Enterprise 3 proverbs are mainly used for discussion, all the 29 proverbs are presented in one category where the students are asked to discuss their meanings. Proverbs in Enterprise 2 were divided into two categories; 29 proverbs are used for discussion and only one is used as a heading of a unit. As for the proverbs in Enterprise 1, eight of them were used as headings, and 37 proverbs were used for discussion.

Table (2). Numbers and percentages of the proverbs' purposes in English textbooks.

Textbook	Purpose	Number of proverbs	Percentage %
Enterprise 1	Heading	8	6.9
	Exercise	0	0
	Discussion	37	31.9
Enterprise 2	Heading	1	0.86
	Exercise	0	0
	Discussion	29	25
Enterprise 3	Heading	0	0
	Exercise	0	0
	Discussion	29	25
Enterprise 4	Heading	0	0
	Exercise	12	10.3

	Discussion	0	0
Total		116	100

4.3. Form of the Proverbs

The 116 proverbs found in the textbooks understudy were analyzed regarding the form in which they appear in the each textbook. 98 proverbs have original form, i.e. the original form, and only 8 proverbs are truncated. Table below 3 views the division between the three types of forms found from the analysis.

Table (3). Forms, Numbers and percentages of the proverbs in English textbooks.

Textbook	Proverbs' forms	Number of proverbs	Percentage %
Enterprise 1	original	43	37
	truncated	2	1.7
Enterprise 2	original	30	25.8
	truncated	0	0
Enterprise 3	original	23	19.8
	truncated	6	5.1
Enterprise 4	original	12	10.3
	truncated	0	0
Total		116	100

It is clear from the data in Table 3, that the most commonly used form in the four textbooks is the original form with a 92.1%. While the truncated form appeared twice as headings in Enterprise 1, e.g. "A friend in need… "and "Birds of feather…", and six times in Enterprise 3.

4.4. Teachers' Responses on the Questionnaire

The first question in the questionnaire caters for the textbooks that each teacher used. Results showed that 7 teachers use Enterprise 4, and seven use Enterprise 3, 6 teachers use Enterprise 2, and 5 of them use Enterprise 1. Most of the teachers use more than one of the textbooks understudy at the same time. The results on question 2 show that all the respondents notice the occurrence of proverbs in the textbooks that they use. The findings regarding question 3 which inquires about the most chosen alternatives on how to deal with a proverb found in the textbook, show that ten teachers out of eleven chose "Compare to the Arabic equivalent", nine of them chose "Discuss the meaning", and eight teachers chose "Explain it". Seven teachers chose "Discuss the metaphorical meaning". Four teachers chose the alternatives of "Discussing the cultural issues concerning the proverb and "Discussing the communicative use of the proverb". Two of the teachers resorted to the use of the alternative "Work with a theme around the proverb". However, no respondent has chosen "I do not deal with it " nor "I have not noticed

any and therefore I do not deal with it". Worth noticing is that one teacher suggested a way of dealing with the proverbs by giving a situation in which such a proverb could be used.

Table. 4. *Teachers' responses on the way they deal with a proverb found in the textbook.*

Alternatives	Teachers' Responses
Explain it	8
Compare it to the Arabic equivalent	10
Discuss the meaning	9
Discuss the metaphorical use	7
Discuss cultural issues	4
Discuss the communicative use	4
Work with a theme around the proverb	2
I do not deal with it	0
I have not noticed any and therefore do not deal with it	0

Answers on question 4, "Do you consider proverbs an important part of the EFL teaching?" revealed that all the teachers consider proverbs important part of the teaching because they believe that proverbs enable students to use the language communicatively, and most of them think that proverbs explain the cultural aspects of the language and they help students to understand that words have literal and metaphorical meanings. They also see teaching proverbs is an integral part of a foreign language teaching. The respondents also say that the use of proverbs makes explaining the materials easier and more interesting since they may summarize the main idea of a particular topic.

Again all the teachers positively answered the fifth question which inquired whether the teachers use proverbs as a part of the teaching, and they do it because they believe that they reflect the cultural values and experience of English people and they also convey the cultural knowledge and wisdom of its speakers. Moreover, they consider them to be a source that enriches students' knowledge in English by understanding both the literal and metaphorical meaning which they convey. Some of the teachers see proverbs as an appropriate mean to understand the content of texts since proverbs are interesting, funny and easy to remember, these findings support Hanzen's (2007:24) claims that "proverbs are normally quite easy to learn". One teacher also adds the idea that proverbs broaden students' minds as they give them the opportunity to compare their culture with other cultures. Another interesting point mentioned by one teacher is that learning proverbs can provide students with an economic language since an appropriate proverb in a particular situation can save many words to say.

Teachers' answers regarding question six which inquires if the teachers think that there are other areas of phraseology more important to teach than proverbs, show that five teachers believe that proverbs are the most important area of phraseology to be taught in EFL classes because the

other areas like idioms and phrasal verbs are not more important than proverbs. Moreover, proverbs have strong relation to spoken language since they can express the knowledge, wisdom and experience of our life. On the other hand, another five teachers disagree with them and they believe that there are other important areas of phraseology such as idioms, phrasal verbs, and collocations. Those justify their belief by saying that idioms and phrasal verbs are more commonly used by native speakers than proverbs. And some of them even argue that proverbs are old fashioned today especially among young people. One teacher was indifferent and considers all the areas important without any preference.

The answers on question (7) which was about how the teachers to include proverbs in the teaching. Teachers listed various ways in introducing or teaching proverbs, the most proposed way was explaining and discussing the meaning of the proverb, followed by giving the Arabic equivalent and giving a situation that suits when and where such a proverb is used. Some teachers also suggested including the proverbs as titles of chapters or reading texts, as well as using them as themes for writing tasks and in matching exercises where there should be matched with their meanings or the situation in which they could be used. Furthermore, they proposed discussing the metaphorical meaning of the proverbs in order to differentiate between the literal and metaphorical meaning so that students realize the diversity in using vocabulary.

In question eight the teachers were asked to choose 20 proverbs that they think the most important to teach to an EFL learner. Below is a list of the proverbs chosen by the teachers, they are ordered according to the choice of the teachers, i.e., the proverb which was chosen more, comes first and so on.

1. When in Rome, do as the Romans do.
2. Don't judge a book by its cover.
3. Easy come, easy go.
4. Beauty is in the eye of the beholder.
5. Beggars can't be choosers.
6. Birds of a feather flock together.
7. The early bird catches the worm.
8. All's well that ends well.
9. All that glitters is not gold.
10. Two heads are better than one.
11. Practice makes perfect.
12. A picture is worth a thousand words.
13. Better late than never.
14. Honesty is the best policy.
15. Early to bed and early to rise, makes the man healthy, wealthy and wise.
16. Curiosity killed the cat.
17. A friend in need is a friend indeed.
18. Like father like son.

19. Easier said than done.
20. Money talks.

An analysis of the teachers' choices from the list of proverbs in question 8 indicates that among the twenty most chosen proverbs there are nine proverbs with didactic and character building contents. Eight proverbs from the teachers' choices have an equivalent in Arabic and they are very common among people such as "*Beggars can't be choosers'*. "*A friend in need is a friend indeed*", "*Like father like son*". Only three of the proverbs are metaphorical and are therefore very useful when it comes to teaching metaphorical understanding such as "*Beauty is in the eye of the beholder*". Teachers' choice of proverbs may reflect their characters as they are educators they prefer to teach and pass the knowledge to the next generation, that's why their choices were centered on those proverbs that have didactic character or those that are frequently used in their community and this of course is crucial for using the language for communication.

Proverbs other than those presented in the list of the 75 most frequently used proverbs in the USA today (Meider, 2004: 129-130), suggested by the teachers to be taught for the EFL learners are listed below as an answer to question nine.

1. Like father like son.
2. Curiosity killed the cat.
3. Come rain or shine.
4. East, west, home is the best.
5. When money talks, truth keeps silent.
6. A stranger is a friend you haven't met yet.
7. Big fish eat little fish.
8. A stitch in time saves nine.
9. Out of a frying pan and into the fire.
10. Lend your money and lose your friend.

An analysis of those suggested proverbs assure the analysis of teachers' choice of proverbs in question 8, as five of those proverbs enjoy a didactic character and the other five are frequently used in Arabic.

According to the last question where the teachers are asked if they have further comments regarding teaching proverbs in the EFL classes, some of the teachers assure that proverbs are important to teach and be part of the curricula as they have intercultural association. This result goes in line with Hanzen's (2007:25) study as the respondents in her study claim that "when it comes to developing both understanding and communicating in English, it enables learners to communicate with variation ". Only one teacher believes proverbs could be replaced by other idioms since proverbs are considered to be an old fashion facet for the young generation who communicates through the new means of technology that enables them to communicate using

codes and most of today's teens developed their own lingo that consists of abbreviations and symbols and abbreviations that mean words. (Ababneh and Al-Ajlouny, 2013:132).

5. CONCLUSION

The results of the present study revealed that proverbs occur in the four textbooks understudy. They were used as headings, vocabulary exercise and in lists at the end of each unit under the title "words of wisdom". In Enterprise 4, they do not occur as frequently as other kinds of expressions, e.g. idioms and phrasal verbs, though. Moreover, the proverbs used in the textbooks appear into two forms; most of them appear in their original forms, while few were truncated.

The majority of teachers considered proverbs an important part in EFL teaching materials. Teachers also had positive attitudes towards teaching proverbs. Only one teacher argued that they could be old-fashioned and not useful for students because of their use of modern means of communication which allow them to use their own lingo.
One interesting conclusion is that proverbs play an important role in developing the cultural and metaphorical knowledge of the learners since they could match different situations in daily life and they summarize popular experience and traditional wisdom. This goes in line with Stern's (1987:206) words when he writes that the language learner "should be made aware of the interaction between language and culture ". Moreover, since proverbs play a cross-cultural role, many of them having their equivalent in other languages, this could broaden students' minds by giving him/her a wider perspective.
The method most used by the teachers in teaching proverbs was giving the Arabic equivalent. This sounds normal since the emphasis in teaching is on communicative competence of learners which can be enhanced by relating to their previous experience embodied in their knowledge of their native culture. This goes in the same vein with what Talyor (1990:1-3) claims regarding vocabulary learning learners should be aware of the importance of many factors when learning L2 vocabulary such as the register, morphology, semantics and the knowledge of the equivalent words in L1.

Recommendations:
Due to the small number of respondents to the questionnaire and textbooks involved in this study, further research on this subject is recommended that may include a national survey among teachers in all public and private schools in Jordan, and on all English language textbooks used in those schools. In addition, university level EFL courses can also be included.

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Appendix.1.

The use of proverbs as a part of EFL teaching
Questionnaire

Dear Colleagues,

Please answer the following ten questions. Thank you for your valuable help!

Dr. Sana' Ababneh   Nov, 2014

1. What textbook/s do you use? Circle your choice.
   a. Enterprise 1   **b.** *Enterprise 2*   **c.** *Enterprise 3*   **d.** *Enterprise 4*

2. Have you noticed any proverbs in the teaching material you use?
  If YES, what have you noticed?..
  If NO, why do you think you have not noticed any?...

3.How do you deal with a proverb that you find in the textbook? Choose one or more by drawing a circle around the letter of your choice.

   a -Explain it.
   b - Compare it to the Arabic equivalent.
   c -Discuss the meaning.
   d-Discuss metaphorical use.
   e -Discuss cultural issues concerning the proverb.
   f -Discuss the communicative use of the proverb.
   g -Work with a theme around the proverb.
   h -I do not deal with it.
   i -I have not noticed any and therefore I do not deal with it.
   j-Anything else. Specify. …………………………………………………………..

4. Do you consider proverbs an important part of the EFL teaching?
 If YES – explain why:…………..………………………………………………………….
If NO why not?…………………………..……………………………………………….

5. Do you teach proverbs?

If YES , why?…………………………………………………………………………………….

If NO why not?.....................…………………………………………………………………………..

6. Is there anything else within the area of phraseology that you think is more important to teach than proverbs?

If YES – what is it and why do you think it is important?

…………………………..…………………………………………………………………………..

If NO – why? ……………………………………………………………………………..

7. If you were to include proverbs in your teaching, how would you teach them? Give examples of ways to use proverbs in teaching.

…………………………………………………………………………………………………..

8. Below follows a list of the 75 most frequently used proverbs in the USA today (Mieder, 2004: 129-130). Look over the whole list then circle 20 proverbs that you think are most important to teach to an EFL learner. (The list is ordered according to the headword in *Italics* in each proverb.)

1. *Absence* makes the heart grow fonder.
2. An *apple* a day keeps the doctor away.
3. The *apple* doesn't fall far from the tree.
4. *Beauty* is in the eye of the beholder.
5. *Beauty* is only skin deep.
6. Early to *bed* and early to rise, makes a man healthy, wealthy, and wise.
7. *Beggars* can't be choosers.
8. A *bird* in the hand is worth two in the bush.
9. *Birds* of a feather flock together.
10. The early *bird* catches the worm.
11. Don't judge a *book* by its cover.
12. Don't cross the *bridge* till you come to it.
13. New *brooms* sweep clean.
14. *Business* before pleasure.
15. You cannot have your *cake* and eat it too.
16. *Chickens* come home to roost.
17. Don't count your *chickens* before they're hatched.
18. Spare the rod and spoil the *child*.
19. Every *cloud* has a silver lining.
20. Easy *come*, easy go.
21. First *come*, first served.
22. Too many *cooks* spoil the broth.

23. *Curiosity* killed the cat.
24. *Do* unto others as you would have them do unto you.
25. Let sleeping *dogs* lie.
26. You can't teach an old *dog* new tricks.
27. Don't put all your *eggs* in one basket.
28. All's well that *ends* well.
29. Like *father*, like son.
30. Big *fish* eat little fish.
31. A *fool* and his money are soon parted.
32. A *friend* in need is a friend indeed.
33. Don't look a *gift horse* in the mouth.
34. All that glitters is not *gold*.
35. The *grass* is always greener on the other side of the fence.
36. Many *hands* make light work.
37. One *hand* washes the other.
38. *Haste* makes waste.
39. Make *hay* while the sun shines.
40. Two *heads* are better than one.
41. He who *hesitates* is lost.
42. *Honesty* is the best policy.
43. Don't change *horses* in the middle of the stream (mid-stream).
44. You can lead a *horse* to water, but you can't make him drink.
45. Strike while the *iron* is hot.
46. Better *late* than never.
47. He who *laughs* last, laughs best.
48. *Live* and let live.
49. *Look* before you leap.
50. *Love* is blind.
51. *Misery* loves company.
52. *Money* talks.
53. A *penny* saved is a penny earned.
54. *Penny* wise and pound foolish.
55. A *picture* is worth a thousand words.
56. A watched *pot* never boils.
57. *Practice* makes perfect.
58. An ounce of *prevention* is worth a pound of cure.
59. When it *rains*, it pours.
60. When in *Rome*, do as the Romans do.
61. Easier *said* than done.
62. If the *shoe* fits, wear it.

63. Out of *sight*, out of mind.
64. Where there's a *smoke*, there's a fire.
65. A *stitch* in time saves nine.
66. A rolling *stone* gathers no moss.
67. If at first you don't *succeed*, try, try again.
68. It takes two to *tango*.
69. *Time* is money.
70. Never put off till *tomorrow* what you can do today.
71. *Waste* not, want not.
72. Still *waters* run deep.
73. The squeaky *wheel* gets the grease.
74. Where there's a *will*, there's a way.
75. Two *wrongs* don't make a right.

9. Are there any more proverbs, other than those listed, that you consider important to teach?..

10. Do you have any comments on this subject of proverbs as a part of EFL teaching?...

* The questionnaire is compressed for spatial reasons, in its original forms it gives the respondents more space to write.

THANK YOU!