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**AN INVESTIGATION INTO
THE LINGUISTIC FEATURES OF
ENGLISH AND VIETNAMESE PROVERBS
CONTAINING FOODSTUFFS TERMS**

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CHAPTER 1

INTRODUCTION

1.1. RATIONALE

We all know that language is the most important means of communication in the world. In English, there are a huge number of proverbs which are used very often in daily conversation. Proverbs are short and pithy sayings that express some traditionally held truth. They are usually metaphorical and often for the sake of memorability, alliterative. As Mieder (1985) stated, “A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals and traditional views in a metaphorical, fixed and memorable form and which is handed down from generation to generation”. Proverbs are the distillation of wisdom and spirit of working people; a proverb is not just a guess, a philosophy, but also a written art value. Therefore, we can say proverbs are a very precious heritage of every nation and ethnic group that should be handed down and preserved. Because sustenance is an integral part of everyday life, expressions with a food component are even more closely related to the necessities of life, and hence immediately reflect the mentality of a language community. Not only in Vietnam but also in English-speaking countries does the image of foodstuff play an important role in exchanges and pieces of writing. Foodstuff is particularly powerful as a symbol because it is so deeply embedded in everyday as well as celebratory life, and can therefore be read in many ways. Thanks to foodstuff images, life experience is expressed lively and impressively in proverbs. Such expressions make the speech of learners of English more picturesque and natural-sounding. For example, English people use the proverb “*An apple a day*

keeps the doctor away” to express that fruit is an important part of a healthy diet. Similarly, Vietnamese people state “*Ăn cơm không rau như đau không thuốc*” to emphasize the important role of vegetable. Moreover, proverbs are the mirror reflecting the culture where they are created. For instance, English people have the proverb “*Corn is the staff of life*” while Vietnamese people say “*Com tẻ mẹ ruột*”. These proverbs reflect the features of Vietnamese and English culture, “*com tẻ*” is the main food in meals for Vietnamese people and “*corn*” is an important food in the life of English people. Such expressions make practical experiences in proverbs more picturesque and natural - sounding and the number of proverbs containing foodstuff terms occurs as an integral part in every language system; they usually include only the most popular food expressions. We can say foodstuff proverbs were ingrained in everyone’s mind, practical experiences help our life become better.

For the above reasons, I choose the topic “An investigation into the linguistic features of English and Vietnamese proverbs containing foodstuffs terms”. I hope that a contrastive analysis of the semantic, syntactic and stylistic features of EPFT (English proverbs containing foodstuff terms) and VPFT (Vietnamese proverbs containing foodstuff terms) conducted in this study will help Vietnamese learners of English and English learners of Vietnamese to improve their ability to use and understand proverbs in communication.

1.2. AIMS AND OBJECTS

1.2.1. Aims

This study is aimed at describing, identifying the linguistic features of EPFT and VPFT and finding out the similarities as well as differences between them. The paper also aims to provide Vietnamese learners of English or English learners of Vietnamese with a basic

knowledge of proverbs and helping learners use them effectively .

1.2.2. Objectives

This study is intended to:

- + Identify EPFT and VPFT syntactically, semantically and stylistically.
- + Point out the similarities and differences between EPFT and VPFT in terms of syntactic, semantic and stylistic features.
- + Make some suggestions for teaching, learning English proverbs containing foodstuffs terms.

1.3. RESEARCH QUESTIONS

Our study attempts to answer the following questions:

- + What are the syntactic, semantic and stylistic features of EPFT and VPFT ?
- + What are the similarities and differences between EPFT and VPFT in terms of syntactic, semantic and stylistic features?
- + What are some implications for teaching and learning PFT ?

1.4. SCOPE OF THE STUDY

This study will not cover all fields relating to proverbs but just attempt to examine English and Vietnamese proverbs containing foodstuffs terms. The study is obviously concerned with the syntactic, semantic and stylistic features of 100 English proverbs and 100 Vietnamese proverbs which contain foodstuffs terms. The study also concentrates on comparisons of these proverbs in the two languages to find out the similarities and differences between them.

1.5. SIGNIFICANCE OF THE STUDY

With the capability of encapsulating the ideas, adorning the text more smoothly and demonstrated arguments eloquently, proverbs play a

significant role in daily language. Therefore, an investigation into EPFT and VPFT is necessary to help English learners of Vietnamese as well as Vietnamese learners of English understand them and use them efficiently. It is hoped that this study will make us overcome some language barriers emerging from cultural differences in the communication process. The results of the investigation will make some contribution to the improvement of proverbs knowledge of Vietnamese learners of English and help them to communicate more effectively.

1.6. ORGANIZATION OF THE STUDY

The thesis consists of 5 main chapters.

Chapter 1 is the general introduction of this paper.

Chapter 2 is the theoretical background.

Chapter 3 is the research methodology and procedures.

Chapter 4 is the description and analysis of syntactic, semantic and stylistic features of English and Vietnamese proverbs containing foodstuffs terms.

Chapter 5 is the conclusion of the whole work that is carried out.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL BACKGROUND

2.1. PREVIOUS STUDIES

2.2. THEORETICAL BACKGROUND

2.2.1. Definition of “Proverb”

Mieder [17, p. 5] formulates 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 memorizable form and which is handed down from generation to generation”. Simpson and Speake [24, p. 2] state the definition in the introduction of *The Oxford Concise Dictionary of Proverbs* “A proverb is a traditional saying which offers advice or presents a moral in a short and pithy manner”. The definition of proverbs can be also found in the *Oxford Advanced Learner’s Dictionary* 8th edition as “A well-known phrase or sentence that gives advice or says sth that is generally true”.

In Vietnam, there are many researchers giving the definitions of proverb such as Lê Bá Hán, Trần Đình Sử, Nguyễn Khắc Phi [39, p. 377] : “Tục ngữ, một thể loại VHĐG mà chức năng chủ yếu là đúc kết kinh nghiệm, tri thức dưới hình thức những câu nói ngắn gọn, súc tích, giàu vần điệu, hình ảnh, dễ nhớ, dễ truyền” (Proverb is a genre of folklore literature, the basic function of which is to reflect accumulated experience, wisdom by pitchy sayings, rhythmically and imaginatively expressed, easily remembered and communicated). Vũ Ngọc Phan [59, p. 26-27] affirms that “Tục ngữ là một câu tự nó diễn trọn vẹn một ý, một nhận xét, một kinh nghiệm, một luân lý, một công lý, có khi là một

sự tự phê phán” (A proverb is a sentence that is complete in meaning by itself and expresses an idea, a comment, an experience, an ethics, a truth or a criticism). Nguyễn Đình Hùng [47, p. 10] states “A proverb is a fully-constituted sentence, expressing an idea completely to provide ready-made comments on social affairs, life experience, moral lessons, or facts or criticism”.

Briefly, the above definitions are worked out basing on the form and the content of the proverb. However, the definition by Mieder, the foremost proverb scholar in the United States is by far the most sufficiently comprehensive, satisfying the necessary and sufficient conditions of a proverb. In this thesis, the researcher takes the one by Wolfgang Mieder.

2.2.2. Proverbs Containing Foodstuffs Terms

According to the Oxford Advanced Learner’s Dictionary 8th edition, the term “foodstuff” is defined as “*Any substance that is used as food*”, the Oxford Learner’s Thesarus 8th edition also explain “*Foodstuff is any substance that is used as food*”(formal or technical). According to the Cambridge Advanced Learner’s Dictionary 8th edition, the term “foodstuff” is defined as “*Any substance that is used as food or to make food*” . Therefore, in this thesis, we can work out the definition of the phrase “Proverbs Containing Foodstuffs Terms” as follows: ***Proverbs Containing Foodstuffs Terms are kinds of proverbs which include words denoting to any substance that is used as food or to make food.***

For example:

In English: Too many fingers spoil the pie. [72]

In Vietnamese: Củi đũa nấu đũa. [74]

There are some dictionaries on the internet showing the

definition of “foodstuffs”, but some other dictionaries show a lot of kinds of foodstuffs. As reported by <http://www.thefreedictionary.com/foodstuff>, there are nine kinds of foodstuffs:

Table 2.1. Classification of Foodstuffs

Number	Foodstuffs
1	Fats, oils, sweets and alcohol
2	Water, tea and coffee
3	Meat, meat products
4	Fish, other sea foods
5	Fruits
6	Breads, grains and other starches
7	Poultry and egg
8	Milk and milk products
9	Vegetables and spices

Therefore, proverbs containing foodstuffs terms in this thesis collected based on the above Table.

2.2.3. Main Characteristics of Proverbs

a. The proverbs are Realized As Propositional Statements

b. Proverbs are Pithy

c. Proverbs have Didactic Content

d. Proverbs have Fixed Form

e. Proverbs have Poetic Features

f. Proverbs have A Distinctive Feature

2.2.4. Proverbs and Other Language Units

a. Proverbs and Idioms

b. Proverbs and Sayings

2.2.5. Syntactic structure

a. English Sentence Types

- i. Simple Sentences
- ii. Compound sentences
- iii. Complex sentences
- iv. Irregular sentences

b. Vietnamese sentence types

- i. Simple sentences
- ii. Compound sentences
- iii. Complex sentences

2.2.6. Semantic fields

2.2.7. Stylistic devices

2.3. SUMMARY

CHAPTER 3

METHODS AND PROCEDURES

3.1. RESEARCH DESIGN

Thanks to the combination of both qualitative and quantitative research designs, the researcher can describe, analyze, and make comparisons and generalizations so as to achieve the set goal of this thesis.

3.2. RESEARCH METHODS

In order to achieve the aims and objectives of the study, the descriptive and comparative methods could be used combined with the qualitative and quantitative approaches.

3.3. SAMPLING

3.4. DATA COLLECTION

3.5. DATA ANALYSIS

3.6. RESEARCH PROCEDURE

The steps will be based on:

- Collecting the PFT in English and Vietnamese from books, dictionaries and websites on the Internet.
- Analyzing EPFT and VPFT in term of syntactic, semantic and stylistic features and contrastive analysis.
- Finding the similarities and differences in the terms of syntactic, semantic and stylistic characteristics of EPFT and VPFT.
- Suggesting some implications for teaching of the kind of proverbs from English to Vietnamese for the learners.

3.7. RELIABILITY AND VALIDITY

Any information quoted in this work as well as all the data used for analysis is that of their sources . As mentioned above, what is cited in this study would be exactly the same as it appears in its original

material with clear reference to its author(s), name of publishers, time and place of publication and page number(s) if possible. For the data from internet, they are chosen from famous ones submitted by known organisations, the date and the time of searching are included and any data even with least suspicion about its source or reliability is not used. Moreover, the results and conclusions in this thesis are withdrawn from the analysis of evidence, statistics, frequency without any prejudices or presuppositions.

With all the factors given above, this study is reliable and valid.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. SYNTACTIC FEATURES OF EPFT AND VPFT

It is generally agreed that the proverbs are one of the traditional folklore genres having special syntactic features. The structure of the proverbs includes in not only simple sentences, compound sentences, complex sentences but also irregular sentences. On analyzing the syntactic features of EPFT and VPFT, I have found out the occurrence rates of four types of sentences. The result are showed in Table 4.1:

Table 4.1. Statistical Summary of Syntactic Features of EPFT and VPFT

Syntactic Features	EPFT		VPFT	
	Occurrence	Rate	Occurrence	Rate
1.Simple sentences	68	68%	12	12%
2.Compound sentences	9	9%	83	83%
3.Complex sentences	13	13%	5	5%
4. Irregular sentences	10	10%	0	0%
Total	100	100%	100	100%

4.1.1. EPFT and VPFT with simple sentences

a. EPFT with simple sentences

It is obvious that EPFT occur in five types of English simple sentences. So as to illustrate the above characteristics, I have figured out the distribution of clause types of simple sentence in English as follows:

Table 4.2. EPFT with Simple Sentences

Clause Types	EPFT	
	Occurrence	Rate
[1] SVA	5	7.4 %
[2] SVC	22	32.4%
[3] SVO	33	48.5%
[4] SVOC	3	4.4%
[5] SVOA	5	7.4%
Total	68	100%

b. VPFT with simple sentences

It is clear that VPFT occur in two types of simple sentences. Table 4.3 will illustrate it.

Table 4.3. VPFT with simple sentences

Clause types	VPFT	
	Occurrence	Rate
[1] SVC	6	50%
[2] SVO	6	50%
Total	12	100 %

4.1.2. EPFT and VPFT with Compound Sentences

a. EPFT with Compound Sentences

Among the samples of PFT collected, both EPFT and VPFT own the structure of compound sentences. Compound sentences in EPFT in

my data occurs in two types: syndetic coordination and asyndetic coordination. This can be shown in Table 4.4:

Table 4.4. EPFT with Compound Sentences

Compound Sentences	EPFT	
	Occurrence	Rate
Syndetic coordination	6	66.7%
Asyndetic coordination	3	33.3%
Total	9	100 %

b. VPFT with Compound Sentences

Vietnamese compound sentences are divided into two types: *Coordination* and *Subordination* compound sentences. Compound sentences in EPFT in my data occurs in one type: coordination compound sentences. Coordination compound sentences take up 79% in VPFT.

4.1.3. EPFT and VPFT with Complex Sentences

a. EPFT with Complex Sentences

In my data, EPFT with complex sentences occur in three subclasses of subordinate clauses: Nominal clauses, Adverbial clauses, and relative clauses. The occurrence frequency of complex sentences in EPFT is shown in Table 4.5:

Table 4.5. EPFT with Complex Sentences

Complex Sentences	Occurrence	Rate
Relative clauses	5	38.5%
Adverbial clauses	7	53.8%
Nominal clauses	1	7.7%
Total	13	100%

b. VPFT with Complex Sentences

Table 4.6. VPFT with Complex Sentences

Complex sentences	Occurrence	Rate
1. Subject with Subject-Predicate structure	3	60%
2. Complement with Subject-Predicate structure	1	20%
3. Predicator with Subject-Predicate structure	1	20%
Total	5	100%

There are three types of complex sentences occur in VPFT. The rate of complex sentences whose subject is a Subject-Predicate structure takes up 60 % and two other types is equal with 20%.

4.1.4. EPFT and VPFT with Irregular Sentences

a. EPFT with Irregular Sentences

According to Mieder, [17, p. 18] of the various verbal folklore genres (i.e., fairy tales, legends, tall tales, jokes, and riddles), proverbs are the most concise but not necessarily the simplest form. According to Quirk, [21, p. 245], many proverbs have an aphoristic sentence structure in which two short constructions are balanced against each other.

- i. This pattern is dealt with under proportional clauses
- ii. Both parts are verbless

b. VPFT with Irregular Sentences

In short, we have described and analyzed syntactic features of English and Vietnamese proverbs relating to foodstuffs terms with sentence elements such as S(subject), V(verb), O(object),

C(complement), A(adverb) and types of sentences such as SVO, SVC, SVA, SVOA and SVOC. The syntactic features of EPFT and VPFT are illustrated by Table 4.7 .

Table 4.7. A summary of syntactic features of EPFT and VPFT

Syntactic features		EPFT	VPFT
1. Simple sentences	SVA	+	-
	SVC	+	+
	SVO	+	+
	SVOA	+	-
	SVOC	+	-
2. Compound sentences		+	+
3. Complex sentences		+	+
4. Irregular sentences		+	-

4.2. SEMANTIC FEATURES OF EPFT AND VPFT

Actually, after examining the proverbs containing foodstuffs terms, we can recognize foodstuffs is an integral part of everyday life, expressions with a food component are even more closely related to the necessities of life, and hence immediately reflect the mentality of a language community. Therefore the semantic fields of PFT are set up basing on the relationship between foodstuffs and life of human. Concerning the meanings, proverbs containing foodstuffs term divided into nine categories according to the study's result.

Table 4.8. Semantic Fields of VPFT and EPFT

	Semantic Fields	VPFT		EPFT	
		Occurence	Rate	Occurence	Rate
1	Working experience	10	10%	0	0%
2	Trading experience	5	5%	2	2%
3	Cooking experience	11	11%	0	0%
4	Dining experience	46	46%	7	7%
5	Social relationship	2	2%	3	3%
6	Family relationship	4	4%	3	3%
7	Human character	8	8%	3	3%
8	General truths and observation about life	10	10%	56	56%
9	Life experience	4	4%	26	26%
Total		100	100%	100	100%

4.2.1. Social relationship**4.2.2. Family relationship****4.2.3. Human character****4.2.4. Trading experience****4.2.5. Working experience****4.2.6. Dining experience****4.2.7. Cooking experience****4.2.8. Life experience****4.2.9. General truths and observation about life****4.3. STYLISTIC DEVICES OF EPFT AND VPFT****4.3.1. Simile**

4.3.2. Antithesis**4.3.3. Paradox****4.3.4. Metaphor****4.3.5. Hyperbole****4.3.6. Metonymy****4.3.7. Parallelism****4.3.8. Personification****4.3.9. Ellipsis****4.3.10. Pun**

In sum up, in this section, after analyzing some stylistic devices we can realize the implied meaning and explore creativity in language use. Proverbs accumulate great emotive force and function when there is the interplay between expressive meaning and stylistic devices. The intentional use of stylistic devices has always carried a high aesthetic value to our proverbs. Stylistic devices make proverbs more interesting and lively and help them to get and keep the reader's / listener's attention.

Table 4.9. Stylistic devices in EPFT and VPFT

Stylistic Devices		English		Vietnamese	
		Number	Percent	Number	Percent
1	Simile	5	5%	18	18%
2	Antithesis	7	7%	15	15%
3	Paradox	1	1%	1	1%
4	Metaphor	68	68%	10	10%
5	Hyperbole	3	3%	4	4%
6	Metonymy	1	1%	0	0%
7	Parallelism	10	10%	49	49%

8	Personification	5	5%	1	1%
9	Ellipsis	0	0%	1	1%
10	Pun	0	0%	1	1%
Total		100	100%	100	100%

4.4. SIMILARITIES AND DIFFERENCES OF EPFT AND VPFT

4.4.1. Similarities

+ Syntactic Features

From Table 4.7, we find out there are three main types of sentences including simple sentences, compound sentences and complex sentences used in both EPFT and VPFT. In simple sentences, EPFT and VPFT share such common structures as SVC and SVO.

+ Semantic Features

Firstly, PFT of both languages approach to the same seven semantic fields: trading experience, dining experience, social relationship, family relationship, human character, general truths and observation about life and life experience. Secondly, regarding semantic features of PFT in English and Vietnamese, it is clear to realize the phenomenon of the twofold application of meaning in most proverbs: the direct meaning of the proverbs and the indirect meaning. Thirdly, these proverbs not only provide us with a valuable bag of wisdom but also broaden our awareness of cultural value, life experience, so in order to decode semantic mechanisms of English and Vietnamese proverbs containing foodstuffs terms, we often base on real situation, history allusion and cultural background. In addition, both English and Vietnamese proverbs containing foodstuffs terms use certain characters,

things, concrete events to illustrate abstract ideas or phenomena by the means of stylistic devices.

+ Stylistic Feature

We can see that the use of many stylistic devices such as simile, antithesis, metaphor, hyperbole, parallelism, personification, paradox marked one of the most characteristic properties of PFT in English and Vietnamese. These powerful expressive means help proverbs create subtle nuances of meaning that no other means can gain and enrich our ways of thinking about language. This also proves that English as well as Vietnamese like to use figurative images to make their speech more persuasive.

4.4.2. Differences

+ Syntactic Features

Based on the investigated samples, firstly, EPFT occur in five types of English simple sentences. However, VPFT occur only in SVC and SVO type clauses and other type clauses such as SVOO and SVOC cannot be seen in VPFT.

Secondly, most of VPFT can be found in compound sentences, which illustrates the structural parallelism in Vietnam proverbs. Therefore, the compound sentences take up the largest in VPFT and the complex sentences are opposite. Moreover, Vietnamese people use a large number of compound sentences which have two or more clauses with parallel structures, which makes their proverbs show brevity, compactness, intelligibility, a clear graphic quality, and be easy to remember. Parallelism is the term used for a sentence that is commonly

broken up into two parts or clauses, sometimes referred to as stiches. These sentences are commonly referred to as couplets because they are made up of two parts. This makes it easier for the reader or listener to concentrate on the message.

The final different point is that EPFT occur in all types of sentences: simple sentences, compound sentences, complex sentences and irregular sentences, whereas VPFT only use three main types of sentences: simple sentences, compound sentences and complex sentences. In my data, there are not any irregular sentences.

+ Semantic Features

Apart from sharing the common semantic features in common with English proverbs, Vietnamese proverbs containing foodstuffs terms still have their own semantic feature expressing cooking experience and working experience. That is because of the differences in the customs, historical and cultural backgrounds, religious belief and different geographical environment of Vietnam and countries where English is used as the native language. Different awareness of people in the two nations leads to the difference in describing objects or phenomena in the world. Therefore, there are some differences in forming proverbs and the way proverbs convey their meanings.

+ Stylistic Features

Along with similarities presented above, we have also found out certain differences between EPFT and VPFT. Though using stylistic devices in EPFT and VPFT make them more condensed and colorful, the frequency of these expressive means does not always occur in correspondence with each other in cases of ellipsis, pun, metonymy.

4.5. SUMMARY

In this chapter, we have analyzed EPFT and VPFT to draw out typical features of proverbs in terms of syntax in the two languages. This chapter also illustrates semantic fields of PFT in both languages and stylistic devices which are also handled to help us understand more about the meaning transfer of natural language proverbs. The similarities and differences between the two languages have been found out to provide an overall understanding about the proverbs in the two languages.

CHAPTER 5 CONCLUSIONS AND IMPLICATIONS

5.1. CONCLUSIONS

The thesis has so far studied the syntactic, semantic and stylistic features of PFT in English and Vietnamese. 200 proverbs of this kind are collected, classified and analyzed. A contrastive analysis is carried out to find out both the similarities and differences in syntactic, semantic and stylistic features of PFT in English and Vietnamese. The study can be generalized as follows.

Syntactically, EPFT display four types of sentences: simple sentences, compound sentences, complex sentences and irregular sentences; meanwhile, there are only three types of sentences used in VPFT: simple sentences, compound sentences and complex sentences, irregular sentences cannot be found in VPFT in my data. There is a great difference between the distribution rates of EPFT and VPFT. Compound sentences used in VPFT are the most popular whereas in EPFT, this type of sentences is the least and the number of complex

sentences in English is higher than the one in Vietnamese. In contrast, the highest percentage in EPFT is simple sentences, which is more numerous than this type of sentence in Vietnamese.

Semantically, there are totally 9 groups of semantic fields in both language categorized. Most proverbs often contain two simultaneous meaning at the same time: literal meaning and figurative meaning. However, in my thesis the major part of Vietnamese proverbs are involved in labour experience and dining experience that mostly only have literal meaning.

Through stylistic devices such as simile, metaphor, metonymy, hyperbole, antithesis, paradox, pun, parallelism, ellipsis, the literal meaning or figurative meaning is both lively. Because of the cultural differences from countries to countries, there are no equivalence between EPFT and VPFT.

5.2. IMPLICATIONS

Proverbs in general, PFT in particular are an indispensable part of any language system. Actually, students do not appreciate studying proverbs. However, it can clearly see that proverbs not only provide us with folk wisdom gathered through time but also broaden our awareness of culture value and life experience. Especially, to learn a foreign language, understanding culture of foreign language is very important. The values of a culture usually are not explicitly stated, but rather, are passed on from generation to generation through proverbs. Such popular sayings tie together a culture's history and future, including also the current generation. Learners can develop a greater understanding of a culture by studying the values behind well known proverbs. Proverbs

can provide a snapshot of other cultures that allows for a more thorough understanding of both language and culture, which means that proverbs can be the eyes that provide a window to a culture's soul.

Therefore, learning of proverbs can be a key element in the language acquisition process, learning proverbs in the classroom can improve students' learning experiences, their language skills, and their understanding of themselves and the world. Among several advantages that English teachers can see working with proverbs: "acknowledges the learner as an expert and often humorously exposes common beliefs and traditions among a diverse set of learners; encourages respect for oneself, for each other, and for shared values of the community; provides learners with the opportunity for insight; creates the transition from home culture to school culture; enriches thinking and writing skills" (Cruz, Mary Carmen, and Ogle Burks Duff, 1996).

Besides, understanding the culture of another country will inspire the learners to learn foreign language. Normally, it is not difficult for the teachers to determine what a proverb can be used. Occasionally, the students' culture or situation may be so different, that they have difficulty understanding (or even translating) a proverb. Such problems won't affect most of the proverbs. If the students simply pay attention to the words and how they connect to each other, the students will normally have no problem in finding out what the proverb says. Often, the two (or occasionally more) lines will parallel each other, either saying something similar in different ways, or forming a contrast. Most proverbs tell us how to live, yet there are some proverbs that simply explain the ways of the world - why sinful people do certain things, or why injustice sometimes exists.

Therefore, the teachers need some suitable ways to teach proverbs for students. Firstly, a lesson has been used to help students identify the learning from a story and this activity leads to the introduction of proverbs. It gives them an understanding of how certain situations could have led to the creation of certain proverbs. The students will be expected to use a proverb effectively in the right situation where it is applicable. They will be encouraged to enact these situations. Students will also be enthused to make their own proverbs. Proverbs in vernacular languages could also be used because of the students' immediate familiarity with them. The lesson will also give the opportunity to question some of the existing proverbs. Continuous and comprehensive assessment will happen throughout the lesson. Secondly, the teachers can ask students to translate the proverbs into Vietnamese. If any EPFT have suitable equivalences in our VPFT, it will be a perfect translation. However, there are not always absolute equivalences.

Therefore, it is advisable for the translators to transform the structures of proverbs to make the content remained. Students will quickly discover that proverbs are not usually translated word for word, but that meanings can be expressed with completely different expressions. Teachers choose a few of these and have a discussion concerning the cultural differences that go into proverbs that get at the same meaning, but that have very different translations. Thirdly, the teachers ask students to write a short story, much like Aesop's fables, for a proverb they have chosen. The activity can start off as a class discussion of the meaning of a few level appropriate proverbs.

Once it is clear for students to understand, ask students to pair up and create a story that will illustrate a proverb. Finally, English

learners that have been together for a longer period of time might enjoy pointing the finger at other students. Each student should choose a proverb they feel especially applies to someone else in class. Students should then explain why they feel that particular proverb is so fitting with plenty of examples. For classes in which students aren't so familiar with their classmates, ask students to come up with an example from their own group of friends or family.

5.3. LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.3.1. Limitations of the thesis

Although the researcher puts a lot of effort into the study, there could leave the possibility that the following shortcomings cannot be avoidable. Firstly, the study cannot cover all aspects of PFT due to time constraint, limitation of materials. Secondly, the origin of proverbs containing PFT used to explain some different elements between the two languages are not deeply mentioned. Lastly, due to the limitation of the writer's knowledge, the results have not reached the depth as expected.

5.3.2. Suggestions for further research

Due to the insufficiency of this study, I realized that it is necessary to offer some suggestions for further research:

- An investigation into cultural aspects of proverbs containing foodstuffs terms in English and Vietnamese.
- An investigation into pragmatic aspects of proverbs containing foodstuffs terms in English and Vietnamese.