

Enriching English-Malay Proverbs using Proverbs Card Game for Second Language Learners

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ABSTRACT

For ESL students, acquiring English proverbs have always been a struggle due to a wide range of aspects related to L2 that are mostly dissimilar with their L1. However, many studies conducted have accentuated the significance of comprehending L2 proverbs in encouraging students' communicative competence in real-life context. Due to limited L2 exposure or knowledge related to proverbial texts, ESL students have the tendency to use word-for-word translation when they attempt to use them in writing and speaking. To encourage students to use suitable English proverbs, a 52-piece proverbs card game that consists of English proverbs with equivalent Malay proverbs pairs was introduced to 20 heterogeneous level of ESL diploma students. A case study with a predominant quantitative method was employed where the preliminary pre- and post-test were conducted to investigate the significance of introducing the proverbs card game to reduce students' direct translation. Subsequently, the result was later validated with qualitative data where semi-structured interviews were conducted in order to identify the affective variables as proposed by Krashen (1982) in Affective Filter Hypothesis. From the findings, it can be presumed that there is a significant difference between pre- and post-test scores with the post-test scores being higher

than the pre-test scores. Moreover, based on the hypothesis, data analysed from the semi-structured interviews revealed respondents' affective variables such as motivation, self-confidence, attitude were high and anxiety are high, thus, it allows more comprehensible input when they were playing with the proverbs card game. Therefore, it can be concluded that teaching L2 proverbs using card game can help students' reduce dependency on direct translation and lower their affective filter hypothesis which enriches their usage of L2 proverbs.

Keywords: English proverbs, Malay proverbs, ESL Card game, influence of L1 in L2 acquisition

INTRODUCTION

Learning English proverbs for L2 learners has been a challenge due to the several features of the proverbial texts. Can (2011) accentuated that there is a difference between proverbs than other literary quotations, maxims, slogans and aphorisms as they are commonly known as wisdom or truth passed from generation to generation from anonymous authors. It is further explained that proverbs have a wide range of aspects and functions, namely formal, semantic, cultural, literature and pragmatics aspect; thus, it should be emphasized during English lesson so that students can be fluent and natural with the targeted language and it could encourage their communicative competence (Can, 2001). Since proverbs have always been intertwined with many aspects of a language, L2 learners have the difficulty to understand the proverbial expressions in targeted language. This has resulted in the tendency to use word-to-word translation when they attempt to use English proverbs or Malay proverbs either in written or communication skills. Gözpinar (2011) stressed that learning proverbs can accommodate students to understand English humour and to comprehend English language in real-life context. Furthermore, Gözpinar (2011); Baharian & Rezai (2014); Ababneh (2015); Zaid (2016) & Carreira & Burgeile (2017) believed that learning proverbs in L2 classroom is beneficial for vocabulary expansion in targeted language at the same time improve the macro English language skills especially the productive skills namely speaking and writing. Besides, it is also found that there is a lack of teaching materials or games that are related to learning/teaching L2 proverbs to the non-native speakers. Despite rapid advancement in technology, there are some elements in this proverbs card game that are still relevant to today's teaching and learning process.

LITERATURE REVIEW

English Proverbs Teaching and Learning

Most of the studies conducted either in teaching or learning proverbs focused on English as Foreign Language (EFL) context rather than in L2 context (Zaid, 2016; Ababneh, 2015; Baharian & Rezai, 2014; Hanzén, 2007). Zaid (2016) conducted his study on the potential of using proverbs as a teaching tool in an introductory activity before the English lesson begins. He further explained how the unique features of English proverbs were utilised in his study in order to introduce the components in English language such as grammar, pronunciation, rhyme, speaking and writing, moral values and culture. In addition, Ababneh (2015) investigated the existence of proverbs in the English textbooks provided to EFL Arab students and the perception of the English language teachers to utilise them as materials during the lesson. It is found that there were several ways that proverbs were presented in the English textbooks whether as the main theme of the unit or as in vocabulary practices, either in original or abridged version. Besides, it is also found that the culture and wisdom aspect of proverbs have made the teachers believe that it can be beneficial to the EFL

Arab learners by broadening learners' perception of the world and assisting them to use English in a more natural, native-like way (Ababneh,2015).

However, these findings are inconsistent with the study conducted by Hanzén (2007) among EFL learners in Sweden as it is found that proverbs only played a minor role in EFL teaching, regardless in the textbooks or the usage during English lessons by the teachers. However, Hanzén (2007) pointed out that teachers portrayed a positive attitude to using proverbs in the classroom since proverbs are part of the English language and culture as well as for interaction purposes. Another study conducted by Baharian & Rezai (2014) highlighted the result of using visual organisers to learn proverbs among two groups of EFL learners, and it is found that students who were assisted with pictures when learning proverbs gained more vocabularies and retention compared to students in the control group with traditional method. In the L2 context, a study by Ajoke, Hasan & Suleiman (2015) concluded that proverbs have a significant segment in English language as it is the art of every language and culture and meant to spread knowledge, wisdom and truths about life over the years.

Another aspect highlighted in this study is the role of L1 in enriching L2 proverb comprehension. Several studies highlighted the role of translation in comprehending proverbs in targeted language (Carreira & Burgeile, 2017; Thalji, 2015; Alharbi, 2013; Dabaghi, Pishbin & Niknasab, 2010). Since proverbial text has its intriguing features where it requires impeccable metaphorical understanding, communicative competence and cultural knowledge to decode the meaning, learning L2 proverbs has been a challenge for ESL learners because it cannot be literally translated. Although this is argued by many, Carreira & Burgeile (2017) accentuated the role of mother tongue and translation in the process of teaching and learning English as these can be one of resources during the process, specifically to the English for Specific Purposes (ESP) learners. They proposed various potentials for the teachers to incorporate mother tongue and translation when teaching proverbs during English lesson, for example, the activity of finding the equivalent English proverbs with one in the students' mother tongue can positively challenge and motivate the students to learn (Carreira & Burgeile, 2017). In addition, another study conducted by Thalji (2015) revealed the challenges faced by non-native translators when translating Arabic proverbs to English proverbs or vice versa and the strategies employed to overcome them. According to Thalji (2015), novice non-native translators experienced difficulties in translating proverbial texts that are culture bound, finding an equivalent proverb in the target language, translating word-for-word and many more which are related to ESL learners as well. He also highlighted the most common strategies employed when translating proverbs is using proverbs that have equivalent meaning in the target language, paraphrasing, word-for-word translation as well as glossing which is adding extra information to explain the unidentified ideas due to translator's lack of cultural knowledge in the target language (Thalji, 2015). In addition, Alharbi (2013) also believed that the role of mother tongue in learning L2 should not be suppressed since the differences between languages may develop new purposes such as how cultures of different languages can unexpectedly interrelate and intertwine. Therefore, L2 learners should be encouraged to capitalise their prior knowledge in their mother tongue to learn the target language easily and effectively but they must be educated not only how to translate from L1 to L2 and vice versa but also the pragmatic features of both languages in ensuring communicative competence (Alharbi, 2013). Moreover, Dabaghi, Pishbin & Niknasab (2010) also delineated similar notion as both linguistic and non-linguistic features of L1 and L2 language are important in translating proverbs; cultural knowledge of both languages should be paid attention to during translation process to avoid word-for-word translation. Undeniably, the role of mother tongue in comprehending L2 proverbs is inevitable. However, L2 learners should be enriched with cultural knowledge of both L1 and L2 language in order to facilitate the users on utilising the proverbial texts correctly in context since proverbs are related to culture, social

morality, manners and ideas of people transmitted from one generation to another over the years (Dabaghi, Pishbin & Niknasab, 2010).

Vocabulary Learning Strategies

There are several studies that have been conducted related to the strategies utilised during the L2 vocabulary acquisition (Sheridan & Markslag, 2014,2017; Khamees, 2016; Letchumanan et. al., 2016; Sinhaneti & Kyaw 2012). Initially, Sinhaneti & Kyaw (2012) in their studies among Burmese EFL learners claimed that rote learning is still effective not only for beginners but also to students at all levels as one of the vocabulary learning strategies. Despite arguments by many scholars, Sinhaneti & Kyaw (2012) believed that combining memorisation and repetition strategy with mental linkage strategy could help learners to improve their vocabulary acquisition in ESL/EFL context. One of the activities suggested to improve vocabulary learning in rote learning strategies is using translation to learn the target language. In addition, Schmitt (2000) highlighted that learners opted for mechanical strategies such as memorization, repetition and note-taking rather than complex strategies like using imagination or making inferences (as cited Letchumanan et. al., 2016). All in all, Letchumanan et. al., (2016) proposed that applying various vocabulary learning strategies is eminently effective rather than using individual strategy in ESL/EFL language tasks. Moreover, Khamees (2016) in his study also found that the EFL participants commonly opt for memorization strategies when it comes to learning targeted language vocabulary, terms definitions and literary extracts as it can help to improve learners' achievement and confidence to use English language. Besides that, the study conducted by Sheridan & Markslag (2014, 2017) emphasized on the use of vocabulary cards in cooperative settings in order to help learners to acquire high frequency words. This is because it allows students to be involved in active learning, promotes repetition which is important for language learning as well as creates meaningful connections between vocabulary and personal experiences (Sheridan & Markslag, 2014).

The Input Hypothesis & The Affective Hypothesis

Stephen Krashen (2009) claimed in his “Principles and Practice in Second Language Acquisition” that three important approaches are mutually related to one another in obtaining the relevant language teaching methodology. His theory can be best described using Figure 1.0;

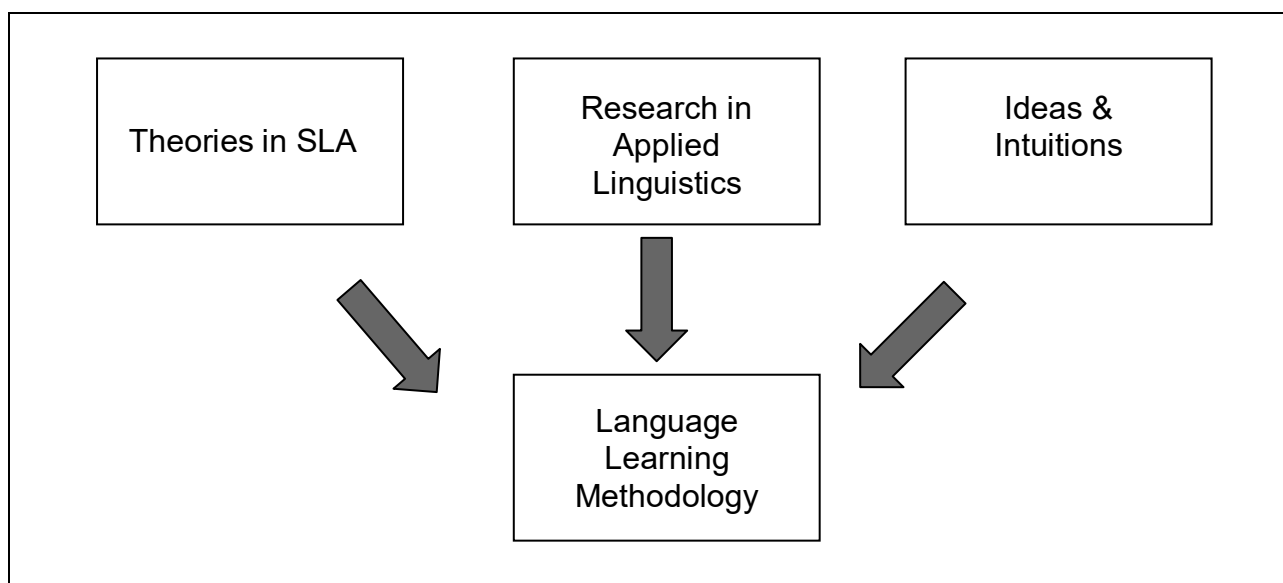


Figure 1.0 Language Learning Methodology

Based on his claim, these three approaches play an important role in designing and also facilitating educators' in Second Language Acquisition teaching and learning. However, this study started its journey by having ideas and intuitions rather than theoritising or reading academic research to arrive at its methodology: it is rather the opposite. Combining language learning with the use of game-based learning practice is seen as a way of intervention or enriching the target language especially in learning proverbs. Thus, these approaches explained the use of proverbs card game in enriching the English- Malay proverbs for second language learners.

Krashen suggested 5 hypotheses which are The Acquisition Learning hypothesis, The Monitor Hypothesis, The Input Hypothesis, The Affective Hypothesis and The Natural Order Hypothesis (Krashen, 2009) in his Second Language Acquisition Theory. This study however relies only on The Input Hypothesis and The Affective Filter Hypothesis. The former suggested that language learners' competence is not assessed by their linguistics output but it is emphasised on their underlying linguistic competence. This is because language learners are believed to have been facilitated or impeded by The Affective Filter Hypothesis. Kashen proposed under The Affective Filter Hypothesis that there are variables that facilitate or hinder language learning but not the cause of the process. This hypothesis embodies these variables as its main component in second language acquisition; motivation, confidence and anxiety and personal traits. According to Mokhtar, Anuar, Abdul Talib, Hariulnizam and Khairul Faizi (2019), motivation will be elevated once the students engage in game-based learning. Thus, this study will be proposing the use of proverbs card game to facilitate the students to use the correct English Proverbs in their writing.

Second Language Acquisition on Game-Based Learning

There is a lot of research that has been conducted in order to seek understanding for second language students' feedback while engaging in game-based learning. Mokhtar, Anuar, Abdul Talib, Hariulnizam and Khairul Faizi (2019) mentioned in their study that game-based language learning stimulates students to communicate while at the same also encourages the students to express their feelings. This study shows a positive impact of using Board Games in language learning classrooms. Another study conducted by Hwang (2018) stated that students' feedback on their language learning process is vital in order to inform the teacher regarding their emotions. Based on Second Language Theory, language is acquired implicitly compared to learning theory. Game-based learning is an option to implicitly teach students to acquire the target language.

PROBLEM STATEMENT

Despite rapid changes especially in technology when it comes to vocabulary learning, it is proven that conventional methods such as rote learning, memorization, translation and vocabulary cards can still be relevant, but it must be combined with other vocabulary learning strategies to make it more meaningful and students can retain the words longer. Therefore, this study is intended to investigate the significance of introducing the proverb card game to reduce students' dependency to direct translation. Alharbi (2013) suggested that L1 interference in learning L2 proverb should be encouraged among L2 learners as it can assist them to learn target language effortlessly and efficiently as students would be able to interrelate two different cultures from different languages and later encouraging communicative competence of the students. Furthermore, this study is also aimed to identify the affective variables as proposed by Krashen (1982) in Affective Filter Hypothesis while playing the proverbs card game. It is significant to identify respondents' feelings when engaging with this game-based learning strategy since it is believed that this type of learning

strategy can encourage students to actively involve and communicate with other students, (Mokhtar, Anuar, Abdul Talib, Hariulnizam and Khairul Faizi, 2019)

METHODOLOGY

For the research design of this study, a case study with quantitative method was employed which later validated with qualitative data. Initially, for the quantitative phase, a non-probability sampling which is convenient sampling was selected where 20 heterogeneous ESL students who were studying at diploma level participated in this study. A non-probability sampling which is convenient sampling was selected in order to select the respondents for this study. These students were chosen as respondents because they were easily available to the researchers and for the qualitative data collection later. Besides, these respondents were made up of a mixed ability group ranging from advanced level to low intermediate ESL learners who had completed two Diploma level English courses at a public university and were currently completing the final and last English course. The researchers believed that these students can be appropriate as respondents because the final English Diploma course examined on their production skills primarily written text and knowledge of proverbs is believed to be significant because this rhetorical device is commonly utilised in these two skills (Irujo, 1986 as cited in Can, 2011).

Before the respondents were introduced to the proverbs card game, they were instructed to take a 10-question subjective pre-test that requires the respondents to write down the most suitable English proverbs to match Malay proverbs listed on the test. The Malay proverbs listed on the test are the mixture of those that researchers believed the respondents are familiar with in their L1 setting. The respondents were required to identify the suitable proverbs that have equivalent meaning in L2 setting such as *Biar lambat asal selamat* (Better late than never). Furthermore, some of the questions also examined respondents' ability to identify L2 proverbs to L1 proverbs that researchers believed the proverbs are common to the users, for example, *Alah bisa tegal biasa* (No pain, no gain). Therefore, in order to ensure respondents were introduced to the appropriate equivalent pair of L1-L2 proverbs, an innovative idea which is a proverbs card game was introduced right after they had taken the pre-test.

Jom Flip! is a 52-piece card game that consists of English proverbs and Malay proverbs pairs. The objective of this game is to collect the most matching pairs of Malay proverbs and English proverbs with equivalent meaning. There are several ways to play this game. Firstly, all the cards are shuffled and laid out face down and players take turns to flip over the cards one at a time. If the two cards are a matching pair (1 Malay proverb and 1 English proverb), the players can take the two cards and start their own stack. If the cards are not a matching pair, the card should be turned back over and the turn is passed to the next player. Besides, Jom Flip! can also be played like one of the classic card games, Snap, where players take turns to turn over the cards on the top of individual piles to create a new pile in the middle until the player notices two cards matched. The respondents were actively engaged with the card game under the supervision of their lecturer. Once they completed the game, they were instructed to answer the same 10 questions subjective test that they had taken previously for a post-test to examine whether they can recall the appropriate equivalent L1-L2 pairs introduced in the proverbs card game. For data analysis, the results from pre- and post-test were tabulated where a paired sample *t*-test was run to measure the significance of introducing it to the participants.

The subsequent qualitative phase took off after the students had completed the post-test. For this phase, purposive sampling was employed in determining the respondents for the semi-structured interview, therefore, four respondents were interviewed as the researchers believed that these respondents were able to provide unique and rich information until data saturation had been achieved. For data analysis, the interviews had been transcribed verbatim and the data was then coded and analysed in order to identify the affective variables as proposed by Krashen (1982) in Affective Filter Hypothesis while playing the proverbs card game. The data analysis was then classified into suitable themes from the Affective Variables proposed by Krashen (1982) which consists of motivation, self-confidence, attitude, anxiety and other emotional states.

FINDINGS

Firstly, in investigating the significance of introducing the proverbs card game to reduce students' dependency to direct translation, the results from pre- and post-test were tabulated where a paired sample t-test was run. Based on Table 1, the mean for post-test is higher than pre-test result indicating that the respondents were able to provide appropriate English proverbs to Malay proverbs given to them after they had engaged with the proverbs card game. Moreover, based on Table 2 and Table 3, the coefficient correlation, R value is 0.440 (44%) with a significant value of < 0.05 , verifying that pre-test and post-test scores are moderately and positively correlated. The result indicated that the respondents' performance in post-test was improved after they had been exposed to Jom Flip! card game as to reduce their dependency to literal translation of the proverbs.

Table Paired		N	Correlation	Sig.	1.0
Pair 1	PostTest & PreTest	20	.440	.052	
Samples Statistics					
		Mean	N	Standard Deviation	Standard Error Mean
Pair 1	PostTest	23.00	20	12.607	2.819
	PreTest	10.50	20	8.256	1.846

Table 2.0 Paired Samples Correlations

Table 3.0 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PostTest - PreTest	12.500	11.642	2.603	7.052	17.948	4.802	19	.000

For quantitative analysis, it can be indicated that there is an improvement in respondents' post-test performance after they have been introduced to Jom Flip! card game as an innovative teaching aid to address the issue of using literal translation when they attempt to use English proverbs in real-life context. This result reflected the idea proposed by Sinhaneti & Kyaw (2012), which they believed that finding the equivalent translation could be helpful for ESL/EFL learners to enhance the vocabulary acquisition in the target language. Besides, another study conducted by Sheridan & Markslag (2014) also introduced the use of physical cards to learn/teach vocabulary as they believed the action encourages repetition but in an active and meaningful way.

For qualitative analysis, the data from semi structured interviews was tabulated and the respondents' feedback were categorised according to the affective variables as proposed by Krashen (1982) in Affective Filter Hypothesis. Based on the students' responses, it can be identified that all the affective variables listed in the Affective Filter Hypothesis which are motivation, self-confidence, attitude as well as anxiety existed when they were playing the proverbs card game. Krashen (1982) emphasised that learners' affective variables such as motivation and confidence have a strong effect on their L2 acquisition which without them, learners would not be able to acquire the input even though they understand the message.

From the data analysis, it can be asserted that all the respondents were highly motivated while engaging with the proverb card game. This is because, all for respondents, S1, S2, S3 and S4 said they were having so much fun and joy when playing the card game. S4 further affirmed that this proverb card game was *the best game I've ever played in the class*. Besides having fun, S1 asserted that engaging with this card game helped him *to release stress* and he really hoped he *can play it again*. Carreira & Burgeile (2017) believed that matching English proverbs with one in the learners' mother tongue can give positive challenges and impacts during the learning process. Moreover, another factor that makes the respondents highly motivated when engaging with the proverb card game was they were having a good time with their friends. S2 further explained that the activity helped her to *strengthen bonds with my classmates* and she thought that the game was *fun and enjoyable to play with friends*. According to Sheridan & Markslag (2014), when vocabulary learning is conducted in a small group setting, it will not only foster relationships between members of the group, but it also motivates and facilitates underachievers to participate openly, thus, making the learning process more meaningful.

Besides, it can be identified that engaging with the proverbs card game has helped the respondents to boost their self-confidence as they were able to recognise their abilities to improve their language skills generally and comprehend both L1 and L2 proverbs specifically. S1, S3 and S4 highlighted that when playing the card game, it *teaches them about proverb* and helped them to learn *new and old proverbs* which means engaging with the card game helped them to retain proverbs that they have known previously and at the same time acquired new proverbs in both L1 and L2 together with their meanings. Moreover, S2 suggested that playing this card game helped her *know about proverbs* in both L1 and L2 and *encourages us* (her and her friends) *to think about proverbs*. Alharbi (2013) emphasized that this kind of awareness should be encouraged among L2 learners as it can assist them to learn target language effortlessly and efficiently as students would be able to interrelate two different cultures from different languages and later encourage communicative competence of the students. Another prominent finding is this proverbs card game has also assisted them to improve their vocabulary acquisition not only in the target language but also in their L1 as well. S1 said that this game helped him *to know more words*. S3 also emphasised similar matters as S3 said this game allowed him to *learn new proverbs and new words*. In addition, S4 clarified that this proverbs card game *gives me a lot of (new) word and I can know the proverb that I've never found*. From the findings, it can be interpreted that the respondents were not only exposed to proverbs that can be a newfound discovery for them during the activity, but they were

simultaneously expanding their vocabulary knowledge, thus, proverbs can be one of the effective techniques to teach vocabulary (Carreira & Burgeile, 2017).

In addition, all respondents portrayed a positive attitude when playing with the proverbs card game. This is the desirable attitude that the researchers were aiming for during the process as Stevick (1976) in Krashen (2009) claimed that L2 learners with conducive attitudes in second language acquisition will be more receptive to the input and will comprehend better. Furthermore, S2 stated that playing proverbs card game *can improve my (his) language skill*. Besides language features, engaging with the proverbs card game can also help them to improve their general knowledge as S3 said it *gives more ideas* and S4 also pointed out that it helps him *gain a lot of knowledge and discover new things to me after playing the game*. Zaid (2016) emphasized this process is feasible as the unique features of English proverbs can be utilised in integrating other components of English language like grammar, pronunciation, rhyme, speaking and writing, moral values as well as culture.

The final affective variable according to Krashen's Affective Filter Hypothesis is anxiety as Krashen (2009) believed that this variable, whether caused by personal experience or classroom setting, should be minimised as it can negatively affect L2 learners' second language acquisition. From the findings, S2 shared her anxious feeling when engaging with the proverbs card game as she claimed that she made *slow progress since I don't know much proverbs*. Besides, S4 as well shared similar experience as he claimed that he *did not understand how to play it and I lost*. Therefore, this issue can actually be addressed by making the players familiarised with proverbial texts first and the content should be brief since the players had to grasp the proverbial texts and their meaning presented in the card and quickly match the equivalent pair in different languages in a very short time.

IMPLICATIONS & RECOMMENDATION

Based on the findings, there are a lot of implications and recommendations that can be further investigated for future studies. Firstly, encouraging students to learn and enhance their vocabulary can be done by applying game-based learning in the learning process. Significance of utilising this technique can be considered as a possible tool to enhance and engage the students to learn and improve their comprehension of proverbs. Not only that, the students are able to enrich their English proverbs as well as their Malay proverbs, which they rarely use at their tertiary level of writing practices. The proverbs card game also encourages various affective variables such as motivation, self-confidence and positive attitudes when they play the game. While playing, each player can always interact with other players to help them match the equivalent proverbs pair in another language. This enables each player to have a good time with their friends and indirectly learn proverbs in the target language. Besides, in order to minimise students' anxiety while playing the proverbs card game, improvement can be made such as varying proverbs based on the difficulties; length of words, vocabulary and familiarity. Colours and illustrations can also be added to add visual impacts to attract the players playing the proverbs card game. Therefore, it is worth investigating the impact of incorporating visual elements in the proverbs card game for better memory retention. Moreover, this proverbs card game can also be applied to any level of language proficiency which focuses on enriching the English proverbs. Primary school and secondary school students are recommended to use this proverbs card game to learn and enrich their English language proverbs as well as Malay proverbs.

CONCLUSION

Second language learners often face difficulties and challenges in using the target language due to similarities and differences of the target language with the first language. One of the difficulties and challenges faced by the Malay English language learners are understanding the use of proverbs in the target language. The problems arise due to the differences of the target language proverbs with the first language proverbs repertoire. The meaning conveyed in the Malay language proverbs and English language proverbs are parallel yet the sentences used cause difficulties to the Malay English language learners. To address this issue, it is worth to investigate whether the introduction of a 52-piece proverbs card game that consists of English proverbs with equivalent Malay proverb pairs can reduce the trend of using word-for-word translation when the students attempt to utilise English proverb in learning context, especially during production language skills namely speaking and writing.

In order to investigate the significance of introducing the proverbs card game to reduce students' dependency to direct translation, the result of paired sample t-test reflects significantly that the proverbs card game positively influences the respondents in identifying the equivalent pair of Malay proverbs and English proverbs. Based on this result, it shows that the proverbs card game enables the respondents to reduce the dependency on word-for-word translation of Malay proverbs when they will likely use it in a second language context. This card game also enables the respondents to be able to enhance their vocabulary acquisition, not only for the target language but also in the first language as well. This is because they were exposed to the correct use of Malay proverbs and English proverbs. For example, one of the equivalent Malay-English proverbs pairs is 'Thatch your roof before the rain begins' and '*Sediakan payung sebelum hujan*', some of the respondents have never heard of the word 'thatch' before as it is difficult to find roof made of straw or palm leaves nowadays. It can be safely inferred that this proverbs card game will not only encourage the respondents to use appropriate English proverbs whenever they think of the equivalent Malay proverbs, but it also serves various language learning purposes like improving their vocabulary acquisition, refining their basic sentence structure and many more.

Finally, in identifying the affective variables as proposed by Krashen (1982) in Affective Filter Hypothesis while playing the proverbs card game, it can be safely concurred that when the respondents were playing with the proverbs card game, their affective variables such as motivation, self-confidence, attitude were high and anxiety are high; the affective filter are very low, thus, it allows more comprehensible input in, (Krashen, 1982). This proverbs card game has positively impacted respondents' affective variables on learning L2 proverb as most of them believed that engaging with the proverbs card game with their classmates has given them an enjoyable experience. Furthermore, it has also helped them to learn more newly discovered proverbs in both L1 and L2 language and concurrently revise the proverbs that they have learned previously. However, there are few elements that should be addressed such as familiarising respondents with how to play with proverbs card game as well as building their schema before engaging them with the game which could minimise their anxiety during the process.

To conclude, there are many methods, techniques and innovation that are emphasized in order to enhance and assist the language learning process for second language learners. In this case, playing proverbs card game is applied for learning and enriching English proverbs. The idea of using game-based learning in enhancing and engaging the students to acquire a second language has shown many positive feedbacks in the previous studies conducted by researchers. Thus, incorporating card game as a teaching tool to assist second language educators especially in encouraging the correct use of English proverbs can be seen as a good initiative during the teaching and learning process. Moreover, many researchers who have adopted the use of games in learning believe that memorization and repetition play an important role in strengthening the second

language learning strategy. The use of this proverbs card game applies these methods of language learning. Repetition of registering the proverbs cognitively has proven to help respondents' memorization of the proverbs. Thus, these techniques have positively enabled the second language learners to enhance their English proverb's acquisition.

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