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The Role of Euphemism in Developing the EFL University Students' Levels from the Instructors' and Students' Perspectives

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Abstract

This study tries to find the role of euphemism in developing the EFL university students' levels from the instructors' and the students' perspectives. The population of this study is all the 3rd year instructors who are teaching different materials in this academic year in both universities Tikrit and Samarra/ College of Education/ English Department. They are 16 instructors (in the fields of methodology, literature and linguistics). The sample of this study is 50 female students in English Department/College of Education for women/Tikrit University through the academic year 2024/2025. Experimental study has been conducted in the second semester and two tools are used in this study: the first tool is a questionnaire for finding the role of euphemism in developing the EFL university students' levels from the instructors' perspectives, and the second tool is a questionnaire for finding the role of euphemism in developing the EFL university students' levels from the students' perspectives.

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Keywords: Role, Euphemism and Perspective

دور الملاطفة في تطوير مستويات طلبة الجامعة اللغة الإنكليزية من وجهة نظر الأساتذة والطلبة

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المستخلص

تحاول هذه الدراسة ايجاد دور الملاطفة في تطوير مستويات طلبة الجامعة اللغة الإنكليزية من وجهة نظر الأساتذة والطلبة. مجتمع الدراسة هو جميع أساتذة المرحلة الثالثة الذين يقومون بتدريس مواد مختلفة للعام الدراسي الحالي في جامعتي تكريت وسامراء/ كلية التربية /قسم اللغة الإنكليزية وهم 16 مدرسا" في تخصص (الطرائق، الادب ، اللغة). عينة الدراسة هي 50 طالبة في قسم اللغة الإنكليزية / كلية التربية للبنات/ جامعة تكريت للعام الدراسي 2025/2024. أجريت الدراسة التجريبية في الفصل الدراسي الثاني ، وتستخدم في هذه الدراسة اداتين: الأداة الأولى هي استبيان لإيجاد دور الملاطفة في تطوير مستويات طلبة الجامعة اللغة الإنكليزية من وجهة نظر الأساتذة. والأداة الثانية هي استبيان لإيجاد دور الملاطفة في تطوير مستويات طلبة الجامعة اللغة الإنكليزية من وجهة نظر الطلاب.

1. INTRODUCTION

Euphemism is a linguistic strategy that used mild or indirect expressions to replace harsh or direct language, helping to soften sensitive topics and maintain social harmony. People use euphemism to avoid causing offense, show politeness, and address difficult subjects tactfully. The problem of this study is that many people interpret euphemisms as subjective matters according to changing of meanings which is based on individuals' perspectives; therefore, it is important to use euphemism through their communication in a specific society.

This study aims at:

1. Finding the role of euphemism in developing the EFL university students' levels from the instructors' perspectives from two universities Tikrit and Samarra/ College of Education/ English Departments.

2. Finding the role of euphemism in developing the EFL university students' levels from the students' perspectives university of Tikrit/ College of Education for Women/English Department.

The values of the study are as followed:

1. This study helps students recognize which topics are uncomfortable or inappropriate to discuss directly, revealing the boundaries of social discourse in different cultures or historical contexts.
- 2 . Studies of euphemism assist language instructors to help students the subtleties of language, such as polite speech, formal language, and avoidance of offensive terms.
- 3.Designers of syllabuses can be applied across various academic and professional fields, serving as an interdisciplinary tool for understanding human behavior, language usage, and social systems.

This study is limited to:

1. This study is limited for 3rd year students/ English Department/ College of Education for women /Tikrit University.
2. Two questionnaires are prepared for finding the role of euphemism in developing the EFL university students' levels from instructors' and students' perspectives.
3. This study is allocated for the second semester in the academic year 2024/2025.

2. LITERATUREE REVIEW

Euphemisms can be used in daily life to soften insults; they don't always carry a hidden agenda. In many instances, they simply provide a more acceptable alternative to another word or phrase, without any intention to offend. Euphemisms are commonly used in daily life to soften or avoid language that might be seen as offensive, awkward, or too direct. Euphemisms serves as a clever way to avoid censorship or adult ratings or to avoid taking the reader or viewer out of the scene with crass language. It also speaks to the personality of the character or the world in which they inhabit. One common example in everyday language is the replacement of vulgar words with more neutral ones, such as saying "that's so fudging cool" or "it's hot as heck outside" (Slovenko,2005).

2.1 Euphemism Definitions

The term of euphemism refers to words or phrases that can be used to convey something unpleasant, sad or considered taboo. It is the art of communicating something in a less annoying and much lighter tone or in an indirect manner. Being able to deal such information in different ways is always valuable. Life isn't just about positive moments; occasionally, there are difficult situations and uncomfortable thoughts to be expressed (Blakeley, 2022).

Euphemism can be defined as "a mild or less direct word or expression used in place of one that may be too harsh or blunt which helps soften the effect of the statement, making it socially acceptable "(Oxford University Press, 2024).

The ability to present even unpleasant ideas in a tactful and acceptable way is a skill of communication. Additionally, learning to use euphemisms can help in conveying empathy or concern when discussing sensitive events. However, it is important to

remember that euphemisms should never be used sarcastically. It is also essential to fully understand the meaning of each euphemism before incorporating it into your conversations (Blakeley,2022).

Straub (2024) argues that euphemisms can be presented as single words or whole phrases may be appeared as an expression that substitutes another one to refer to the same thing, though in a less offensive, less direct or less crude way. Euphemism can use a similar sounding word, for example, “darn” instead of “damn”, “jeez” instead of “Jesus”, and “gosh” instead of “God.” Paraphrasing of an unpalatable topic, this figure of speech uses soft or flowery language to create an indirect expression, people typically say “passed away” instead of saying “died” straightforwardly.

2.2. Euphemism Connected to Daily Life

The word of "euphemism" means " speaking with good words or in a pleasant manner" and it is derived from the Greek terms eu which means "good", and pHEME means "speech" or "saying." By replacing a more hostile language with one that is pleasant or inoffensive, euphemism tries to obscure the truth in appropriate way. One may refer to it as a linguistic fig leaf. Current euphemisms in a community typically represent those prohibited or stigmatized cultural regions. Others are driven by political or commercial deceit or obfuscation, others by good taste, and some by benevolence. Doublespeak, sometimes referred to language of mass deceit, or euphemisms that are misleading or deceptive. Euphemisms are always changing may be in every day speech, new ones are made (Hiu, 2018).

Allan and Burridge (1991) show that euphemism can help in making the conversation politer, tactful, or comfortable, especially when discussing sensitive or potentially awkward topics.

2.3. Euphemism connected to Religion

The religious taboo is rooted in the belief in the inherent power of words or a belief that is particularly strong in primitive societies and continues to persist in modern society. According to this belief, by identifying a name with the object it represents, speaking a thing's name directly may bring about negative consequences for the speaker or listener. As a result, less specific words or phrases are often used in place of the actual name that the euphemism is designed as a substitute for the taboo, the Euphemism designation can switch the word taboo in the same context (Mocanu, 2017).

These euphemisms are frequently impacted by dread of evil forces, reverence for God, and human prejudices. Because it is a broad term rather than a specific name, the term "God" itself is a euphemism (Enright 2004).

Holder (2008) contends that because of their fear of evil, people frequently give hostile spirits flattering euphemism titles, such as "black prince" or "black gentleman" for the Devil and "good folk" or "neighbors" for bad fairies.

2.4 Euphemism Connected to Body and Sex

Enright (2004) states that many euphemistic expressions are related to sex and bodily functions. Euphemisms are related to sex and bodily functions that are prevalent in language due to societal discomfort and embarrassment. Words with sexual connotations are often dysphemistic, and new euphemisms continue to emerge. These expressions help

to avoid direct references to taboo subjects, such as sweat, bad breath, and bodily functions like belching or urination.

Bedroll (2007) claims that euphemisms are frequently used to refer to sensitive topics like prostitution, childbirth, and contraception. For example, terms like "working girl" or "lady of the night" are used to describe prostitutes, while euphemisms like "family way" or "love child" replace direct references to pregnancy or illegitimacy. Similarly, sensitive issues like abortion and contraception are often discussed with euphemisms like "pregnancy interruption" or "on the pill." These euphemisms reflect both the taboo nature of these topics and the desire to speak about them in less direct, socially acceptable terms.

2.5 Euphemism Connected to Diseases and Medicine

Holder (2008) argues that euphemisms are often used to address serious diseases, and doctors are frequently using medical jargon rather than simple, understandable terms for illnesses. While scientific terms serve to communicate the message indirectly which may lead to unclear understanding (e.g., "coronary inefficiency"). Heart conditions are another issue which is covered by euphemistic substitutions, bad heart condition or heart attack could be replaced by "cardiac incident", "cardiac arrest", "heart problem." In case of mental illnesses, the severity of the mental illnesses can be obscured by the language that used to describe them. Terms of mental disorders are not graded, meaning a word like "mad" can refer to both a mild condition and a more severe mental illness.

Words like "idiot," "imbecile," and "moron" are regarded as euphemisms appeared at the beginning of the 19th century. The term "Euphemism treadmill" is used to describe mental diseases. To honor and give hope to the families of those impacted, new and less insulting terminology are developed as these words began to carry negative connotations (Parker, 2007).

Allan (1991) points out that expressions like "fight against" a disease or "crusade" refers to cancer. The words of illnesses are essentially negative and they are frequently utilized in a dysphemistic way.

2.3 The Importance for Using Euphemism

The importance of euphemisms is representing in the following issues:

1. Politeness and Social Sensitivity

Euphemisms promote politeness and help avoid offending others, especially when discussing sensitive topics such as death or personal matters (Leech, 1983).

2. Cultural and Social Norms

Many cultures use euphemisms to navigate taboos that are related to topics like sex, illness, or death. These norms shape language use to maintain decorum (Allan & Burridge, 1991).

3. Psychological Comfort

Euphemisms reduce emotional discomfort by softening harsh realities. For example, "passed away" for "died" eases grief or fear (Lakoff, 1973).

4. Political Correctness

Euphemisms help foster inclusivity and avoid discriminatory language, such as "differently-abled" instead of "disabled" (Cameron, 1995).

5. Professional and Marketing Strategies

Professionals and marketers use euphemisms to reframe terms in a positive light (e.g., "pre-owned" instead of "used") (Crystal,2003).

6. Humor and Creativity

Euphemisms can introduce humor or irony such as "economical with the truth" for lying (Allan & Burrige,1991).

2.4 The relationship between Euphemism and politeness

The relationship between euphemism and politeness represent in the following:

1. Face-Saving Mechanism:

Brown and Levinson (1987) claim that the goal of politeness techniques is to preserve face, or speakers' and listeners' public perceptions of themselves. Positive face (the urge to be liked and accepted) and negative face (the need for independence and freedom from compulsion) are both maintained via euphemisms.

2. Mitigation of Face-Threatening Acts (FTAs):

Euphemisms reduce the threat posed by direct or blunt language in situations where topics are sensitive, such as illness, unemployment, or bodily functions. For example, "Let go" instead of "fired" mitigates the harshness of discussing job loss (Brown & Levinson,1983).

3. Politeness and Cultural Context:

The use of euphemisms varies across cultures, reflecting different norms of politeness. In high-context cultures, where indirectness is valued (e.g., Japan), euphemisms are heavily used to maintain harmony. In contrast, low-context cultures (e.g., Germany) might favor more explicit communication (Leech, 1983).

4. Alignment with Politeness Maxims:

Euphemisms embody politeness maxims such as tact, generosity, and modesty. For instance: "Senior citizen" instead of "old person" adheres to the tact maxim by avoiding potentially disrespectful terms (Allan & Burrige,19991).

5. Euphemism as a Politeness Strategy in Power Dynamics:

Euphemisms often serve to encode politeness while maintaining authority. For example: A government might refer to "enhanced interrogation techniques" rather than "torture," balancing formality and deference to public perception (Leech,1983).

2.5 The Scope of Euphemism through Using the Speaking skill

Euphemism is a linguistic device that has an important role in communication, particularly in speaking skills. Scope of Euphemism in speaking skills include:

1. Cultural Sensitivity and Politeness

Euphemisms are heavily culture-dependent reflecting societal norms and values. For learners, understanding and using euphemisms in speaking helps navigate culturally sensitive topics while adhering to politeness conventions (Brown & Levinson ,1987).

2. Pragmatic Competence

Euphemisms are crucial for developing pragmatic competence as they reflect the speakers' ability to adapt their language to context and audience. Successful communication often depends on the appropriate use of euphemisms to avoid offending listeners or causing misunderstandings (Lakoff & Johnson,1980).

3. Building Speaking Confidence

For second language learners, euphemisms provide a means to discuss difficult topics indirectly, reducing anxiety in speaking. They help learners express themselves diplomatically and maintain fluency during interactions (Brown & Levinson,1987).

4. Social Interaction and Negotiation

Euphemisms serve as tools for negotiation in conversations, helping maintain harmony or mitigate conflict. In speaking practice, role-playing exercises involving euphemistic expressions can enhance students' interpersonal communication skills (Lakoff & Johnson, 1980).

5. Idiomatic and Figurative Language

Teaching euphemisms introduces learners to figurative language, enriching their vocabulary and improving their ability to interpret non-literal meanings in spoken discourse (Crystal, 2003).

3. METHODOLOGY

3.1 Experimental Design

The experimental design is described as a statistical technique to study processes and reflecting specific ideas for getting outcomes through manipulating and analyzing variables (Montgomery, 2017).

In this study, the experimental design has been conducted for 8 weeks only for finding the role of euphemism in developing the EFL university students' levels from the instructors' and students' perspectives. So, 16 instructors participate in this study from two universities Tikrit and Samarra/ College of Education/ English Department who are teaching different materials in third academic year. 8 instructors from Tikrit university/ College of Education for women/English Department, they appeared as the experimental group (EG) who treat students with euphemisms through teaching the foreign language, while 8 instructors from Samarra university/ College of Education/ English Department who are teaching different materials in third academic year who treat students with traditional way and they appeared as the control group (CG). Also, 50 students participate from the 3rd academic year /English department /College of Education for women/Tikrit university. 25 of them appeared as the (EG) who are treated with using euphemisms through teaching the foreign language, 25 of them appeared as (CG) who are treated with traditional way through teaching the foreign language.

3.2 Population and Sample of the Study

The population is identified as the individuals whose information will be gathered (Richards, 2017).

The population of the study contains of 16 instructors from both universities Tikrit/ College of Education for Women and Samarra/ College of Education who are teaching different materials in the 3rd academic year /English Department and the sample of this study is 50 female students in 3rd academic year / College of Education for Women/ English Department/ / Tikrit university, as shown below in Table 1.

Table 1

The Population of the Study

No.	Universities	Groups	Instructors' Number	Students' Number	
1.	Tikrit	Experimental	8	Experimental	Control
2.	Samarra	Control	8	25	25
Total			16	50	

In order to complete the study's aims, (50) 3rd year university students from university of Tikrit / College of Education for Women/ English Department during the academic

year 2024–2025 are chosen randomly to serve as this study's aims. Students are divided into two sections: A and B. (25) students in section (A) are selected randomly to be considered as the EG, while (25) students in section (B) are selected to be considered as the CG, as shown in the Table below.

Table 2

The Sample of the Study

Group	Section	Number	Total
Experimental	A	25	50
Control	B	25	

3.3 Construction of the Study Instrument

Creswell(2014) states that choosing the appropriate kind of instruments, describing the research objectives, and validating the tools through reflecting the students' and instructors' ideas will lead to the students' improvement that are crucial aspects in the instrument creation process.

In the current study, two instruments that has been used to achieve the study's goals are two questionnaires for finding the role of euphemism in developing the students' levels in learning the foreign language from the instructors' and students' perspectives.

3.4 Validity of the Two Questionnaires

Validity is defined as the extent to which questionnaires measures what it is intended to measure (Messick,1989). Validity of this study has been achieved by exposure the two questionnaires to the all instructors who are specialist in (methodology, linguistics and literature) and they are teaching different materials in 3rd academic year in both universities Tikrit and Samarra/ College of Education/ for women/ English Department.

3.5 Reliability of the Two Questionnaires

Reliability is the degree to which a questionnaire scores are consistent (Alderson ,1995). Reliability of this study has been achieved by using Person Chi-square, and its values are different from each question to anther in all the items of both questionnaires.

3.6 Items Analysis

Item analysis can be defined as a process that comprises different statistical means directed to investigate the quality of questionnaire items that have been given to university students. The purpose behind this process is to discover the difficulty level and discrimination power of the items in the questionnaire (Bachman and Palmer ,1996).

3.6.1 Analysis of the Instructors' Questionnaire Items

The following items are presented to the instructors in both universities Tikrit and Samarra. The instructors' questionnaire includes 4 sections with 13 questions as follows:

- This questionnaire consists of 4 sections.

According to the statistical analysis of the instructors answers to the 1st question, it is observed that the choices for the (EG) as follows: A(62.5), B(25.0), C(12.5) and D(0.0),

while the (CG) has the choices: A(25.0), B(37.5), C(25.0) and D(12.5) . It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have high marks in statistical analysis for their answers, while the (CG) that represented by the instructors of Samarra university/ College of Education / in English Department have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 4.819 for this question and P-Value is 0.058.

-According to the statistical analysis of the instructors' answers to the 2nd question, it is observed that the choices for the (EG) as follows: A(0.0), B(37.5), C(25.0) and D(37.5), while the (CG) has the choices: A(37.5), B(12.5), C(37.5) and D(12.5) . It is observed that there are no statistical differences between the (EG) and (CG). The (EG) has gotten equal values like the (CG). It means that the instructors of Tikrit university/ College of Education for Women/in English Department and Samarra university instructors/ College of Education / in English Department have equal marks in statistical analysis for their answers. Pearson Chi- Square is used for measuring reliability, it is 5.200 for this question and P-Value is 0.058.

-According to the statistical analysis of the instructors' answers to the 3rd question, it is observed that the choices for the (EG) as follows: A (12.5), B (62.5), C (0.0) and D (25.0), while the (CG) has the choices: A (37.5), B (12.5), C (37.5) and D (12.5). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have high marks in statistical analysis for their answers, while the (CG) have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 7.000 for this question and P-Value is 0.042.

-According to the statistical analysis of the instructors' answers to the 4th question, it is observed that the choices for the (EG) as follows: A(62.5), B(25.5), C(12.5) and D(0.0), while the (CG) has the choices: A(12.5), B(37.5), C(25.0) and D(25.0) . It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have high marks in statistical analysis for their answers, while the (CG) have gotten lower marks in statistical analysis for their answers. Pearson Chi- Square is used for measuring reliability, it is 5.200for this question and P-Value is 0.058.

-According to the statistical analysis of the instructors' answers to the 5th question, it is observed that the choices for the (EG) as follows: A (25.0), B (25.0), C (25.0) and D (25.0), while the (CG) has the choices: A (37.5), B (12.5), C (25.0) and D (25.0). It is observed that there are no statistical differences between the (EG) and (CG). The (EG) has lower values than the (CG) that has higher values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have low marks in statistical analysis for their answers, while the (CG) have gotten higher marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 0.533 for this question and P-Value is 0.912.

- According to the statistical analysis of the instructors' answers to the 6th question, it is observed that the choices for the (EG) as follows: A (50.0), B (12.5), C (37.5) and D

(0.0), while the (CG) has the choices: A (12.5), B (37.5), C (37.5) and D (12.5). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have high marks in statistical analysis for their answers, while the (CG) have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 4.910 for this question and P-Value is 0.057.

-According to the statistical analysis of the instructors' answers to the 7th question, it is observed that the choices for the (EG) as follows: A (12.5), B (50.0), C (25.0) and D (12.5), while the (CG) has the choices: A (50.0), B (12.5), C (25.0) and D (12.5). It is observed that there are no statistical differences between the (EG) and (CG). Both the (EG) and (CG) have the same marks. It means that all the instructors of Tikrit and Samarra universities/ College of Education/ in English Department have gotten the same marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 2.600 for this question and P-Value is 0.308.

-According to the statistical analysis of the instructors' answers to the 8th question, it is observed that the choices for the (EG) as follows: A(25.0), B(25.0), C(50.0) and D(0.0), while the (CG) has the choices: A(12.5), B(37.5), C(12.5) and D(37.5) . It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have high marks in statistical analysis for their answers, while the (CG) have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 5.333 for this question and P-Value is 0.049.

-According to the statistical analysis of the instructors' answers to the 9th question, it is observed that the choices for the (EG) as follows: A(25.0), B(12.5), C(0.0) and D(50.0), while the (CG) has the choices: A(37.5), B(37.5), C(25.0) and D(0.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have high marks in statistical analysis for their answers, while the (CG) have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 7.165 for this question and P-Value is 0.041.

-According to the statistical analysis of the instructors' answers to the 10th question, it is observed that the choices for the (EG) as follows: A(25.0), B(25.0), C(25.0) and D(25.0), while the (CG) has the choices: A(50.0), B(37.5), C(12.5) and D(0.0). It is observed that there are no statistical differences between the (EG) and (CG). The (EG) has lower values than the (CG) that has higher values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have lower marks in statistical analysis for their answers, while the (CG) have gotten higher marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 3.200 for this question and P-Value is 0.362.

- According to the statistical analysis of the instructors' answers to the 11th question, it is observed that the choices for the (EG) as follows: A(62.5), B(25.0), C(12.5) and D(0.0), while the (CG) has the choices: A(25.0), B(50.0), C(25.0) and D(0.0). It is observed that there are no statistical differences between the (EG) and (CG). The (EG) has higher

values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have higher marks in statistical analysis for their answers, while the (CG) have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 2.286 for this question and P-Value is 0.319.

-According to the statistical analysis of the instructors' answers to the 12th question, it is observed that the choices for the (EG) as follows: A(62.5), B(0.0), C(37.5) and D(0.0), while the (CG) has the choices: A(37.5), B(37.5), C(0.0) and D(25.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have higher marks in statistical analysis for their answers, while the (CG) have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 8.500 for this question and P-Value is 0.037.

-According to the statistical analysis of the instructors' answers to the 13th question, it is observed that the choices for the (EG) as follows: A (62.5), B (12.5), C (25.0) and D (0.0), while the (CG) has the choices: A (50.0), B (25.0), C (25.0) and D (0.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the instructors of Tikrit university/ College of Education for Women/ in English Department have higher marks in statistical analysis for their answers, while the (CG) have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 0.444 for this question and P-Value is 0.801.

3.6.2 Analysis of the Students' Questionnaire Items

The students' questionnaire is presented to the sample of this study who are 3rd academic female students from the College of Education for Women/English Department/Tikrit university. They are 50 female students; this sample is divided into two divisions: the experimental group (EG) and the control group (CG). 25 female students represented as the (EG) and 25 female students represented as the (CG).

The students' questionnaire includes 7 sections with 15 questions as follows:

- This questionnaire consists of 4 sections.

-According to the statistical analysis of the students' answers to the 1st question, it is observed that the choices for the (EG) as follows: A(20.0), B(48.0), C(16.0) and D(16.0), while the (CG) has the choices: A(16.0), B(32.0), C(28.0) and D(24.0) . It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/ in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 2.129 for this question and P-Value is 0.546.

- According to the statistical analysis of the 3rd academic female students' answers to the 2nd question, it is observed that the choices for the (EG) as follows: A (4.0), B (48.0), C (20.0) and D (28.0), while the (CG) has the choices: A (24.0), B (36.0), C (16.0) and D (24.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/ in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 6.188 for this question and P-Value is 0.042.

- According to the statistical analysis of the 3rd academic female students' answers to the 3rd question, it is observed that the choices for the (EG) as follows: A (20.0), B (44.0), C (20.0) and D (16.0), while the (CG) has the choices: A (12.0), B (24.0), C (32.0) and D (32.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/ in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 5.996 for this question and P-Value is 0.036.

- According to the statistical analysis of the 3rd academic female students' answers to the 4th question, it is observed that the choices for the (EG) as follows: A (60.0), B (12.0), C (20.0) and D (8.0), while the (CG) has the choices: A (36.0), B (16.0), C (24.0) and D (24.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/ in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 5.734 for this question and P-Value is 0.049.

- According to the statistical analysis of the 3rd academic female students' answers to the 5th question, it is observed that the choices for the (EG) as follows: A (40.0), B (24.0), C (20.0) and D (16.0), while the (CG) has the choices: A (36.0), B (28.0), C (28.0) and D (8.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/ in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 1.130 for this question and P-Value is 0.770.

- According to the statistical analysis of the 3rd academic female students' answers to the 6th question, it is observed that the choices for the (EG) as follows: A (36.0), B (28.0), C (20.0) and D (16.0), while the (CG) has the choices: A (40.0), B (20.0), C (16.0) and D (24.0). It is observed that there are no statistical differences between the (EG) and (CG). The (EG) has lower values than the (CG) that has higher values. It means that the 3rd academic female students /College of Education for Women/ in English Department/

Tikrit university have gotten low marks in statistical analysis for their answers to this question, while the (CG) has gotten higher marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 0.897 for this question and P-Value is 0.826.

- According to the statistical analysis of the 3rd academic female students' answers to the 7th question, it is observed that the choices for the (EG) as follows: A (48.0), B (24.0), C (16.0) and D (12.0), while the (CG) has the choices: A (40.0), B (32.0), C (12.0) and D (16.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 0.753 for this question and P-Value is 0.861.

- According to the statistical analysis of the 3rd academic female students' answers to the 8th question, it is observed that the choices for the (EG) as follows: A (20.0), B (56.0), C (16.0) and D (8.0), while the (CG) has the choices: A (16.0), B (52.0), C (20.0) and D (12.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 0.459 for this question and P-Value is 0.928.

- According to the statistical analysis of the 3rd academic female students' answers to the 9th question, it is observed that the choices for the (EG) as follows: A (16.0), B (20.0), C (28.0) and D (36.0), while the (CG) has the choices: A (20.0), B (16.0), C (36.0) and D (28.0). It is observed that there are no statistical differences between the (EG) and (CG). Both the (EG) and (CG) have equal values that means the 3rd academic female students /College of Education for Women/in English Department/ Tikrit university have gotten the equal marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 0.722 for this question and P-Value is 0.868.

- According to the statistical analysis of the 3rd academic female students' answers to the 10th question, it is observed that the choices for the (EG) as follows: A (20.0), B (56.0), C (16.0) and D (8.0), while the (CG) has the choices: A (28.0), B (44.0), C (20.0) and D (8.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 0.804 for this question and P-Value is 0.848.

- According to the statistical analysis of the 3rd academic female students' answers to the 11th question, it is observed that the choices for the (EG) as follows: A (40.0), B (16.0),

C (24.0) and D (20.0), while the (CG) has the choices: A (44.0), B (24.0), C (12.0) and D (20.0). It is observed that there are no statistical differences between the (EG) and (CG). The (EG) has lower values than the (CG) that has higher values. It means that the 3rd academic female students /College of Education for Women/in English Department/ Tikrit university have gotten lower marks in statistical analysis for their answers. Pearson Chi-Square is used for measuring reliability, it is 1.448 for this question and P-Value is 0.694.

- According to the statistical analysis of the 3rd academic female students' answers to the 12th question, it is observed that the choices for the (EG) as follows: A (24.0), B (16.0), C (20.0) and D (40.0), while the (CG) has the choices: A (16.0), B (24.0), C (24.0) and D (36.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students /College of Education for Women/in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers to this question. Pearson Chi-Square is used for measuring reliability, it is 0.944 for this question and P-Value is 0.815.

- According to the statistical analysis of the 3rd academic female students' answers to the 13th question, it is observed that the choices for the (EG) as follows: A (16.0), B (28.0), C (36.0) and D (20.0), while the (CG) has the choices: A (24.0), B (20.0), C (40.0) and D (16.0). It is observed that there are no statistical differences between the (EG) and (CG). The (EG) has lower values than the (CG) that has higher values. It means that the 3rd academic female students /College of Education for Women/in English Department/ Tikrit university have gotten lower marks in statistical analysis for their answers to this question. Pearson Chi-Square is used for measuring reliability, it is 0.897 for this question and P-Value is 0.826.

- According to the statistical analysis of the 3rd academic female students' answers to the 14th question, it is observed that the choices for the (EG) as follows: A (40.0), B (20.0), C (20.0) and D (20.0), while the (CG) has the choices: A (32.0), B (24.0), C (28.0) and D (16.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students/College of Education for Women/in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the (CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 0.758 for this question and P-Value is 0.860.

- According to the statistical analysis of the 3rd academic female students' answers to the 15th question, it is observed that the choices for the (EG) as follows: A (16.0), B (28.0), C (44.0) and D (12.0), while the (CG) has the choices: A (24.0), B (20.0), C (36.0) and D (20.0). It is observed that there are statistical differences between the (EG) and (CG). The (EG) has higher values than the (CG) that has lower values. It means that the 3rd academic female students/College of Education for Women/in English Department/ Tikrit university have gotten high marks in statistical analysis for their answers, while the

(CG) has gotten lower marks in statistical analysis for the students' answers. Pearson Chi-Square is used for measuring reliability, it is 1.433 for this question and P-Value is 0.698.

4.CONCLUSIONS

Euphemisms play a crucial role in communication among people, providing a way to address sensitive, controversial, or potentially offensive topics in a manner that is more socially acceptable. Using euphemism reflects the cultural, social, and moral values of a society, it aims at maintaining politeness, tact, and harmony in interpersonal interaction, enabling speakers to approach emotionally charged or taboo topics with greater sensitivity. Euphemisms are an important aspect of language, reflecting human creativity and the need for adaptability in communication. Euphemisms can be classified into different types such as those related to daily life (e.g., "passed away" instead of "died"), religion (e.g., "the afterlife"), the human body and sex (e.g., "intimate relations"), and medicine (e.g., "chronic illness"). These expressions are also linked to politeness theory, as they help manage social interactions by protecting the social "face" of both the speaker and the listener.

The results of this study refer to the following:

1. The instructors of 3rd academic year/ College of Education for Women/ English Department/ Tikrit University who represented as the experimental group, have higher marks and according to the statistical analysis, they are better in reflecting their ideas because they have dealt with the different words of euphemisms. While the instructors of 3rd academic year/ College of Education / English Department/ Samarra University who represented as the control group, have lower marks and according to the statistical analysis, their answers are less than the (EG) in reflecting their ideas because they haven't dealt with the words of euphemisms.
2. It is found that experimental group is better than the control group in statistical analysis of the 3rd academic female students' answers /College of Education for Women/in English Department/ Tikrit university.

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Appendices

Appendix 1

Euphemism Questionnaire according to Teachers' Perspectives

Section 1: Euphemism Usage in Education:

1. How often do you use euphemisms in your teaching?
 - a) Usually
 - b) Sometimes
 - c) Rarely
 - d) Never
2. Do you think euphemisms are important for maintaining a positive classroom environment?
 - a) Strongly Agree

- b) Agree
- c) Disagree
- d) Strongly Disagree

3. Do you think understanding euphemisms contributes to students' cross-cultural competence?

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree

4. Do you think euphemisms are essential for students' speaking skills development?

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree

5. In which activities do you find euphemisms most beneficial in the classroom?

- a) in discussing sensitive or taboo topics
- b) in maintaining classroom discipline
- c) in clarifying complex academic concepts
- d) in motivating students

Section 2: Euphemisms and Politeness in Language:

6. Do you encourage your students to use euphemisms in their speech?

- a. Usually
- b. Sometimes
- c. Rarely
- d. Never

7. What is the most important activity that is suitable through using euphemisms in teaching lessons?

- a) Avoiding offense
- b) Showing respect to students
- c) Maintaining authority
- d) Promoting clear communication

10. what is the rater importance of euphemisms in managing classroom interactions?

- a) Extremely important
- b) Moderately important
- c) Slightly important
- d) Not important

Section 3: Euphemisms and Speaking Skills:

11. Do you think that students need to learn euphemisms as a part of developing their linguistic competence?

- a) Yes, it is essential
- b) Yes, but it's not crucial
- c) No, it is not important
- d) Not sure

12. What is the most challenging aspect for teaching students how to use euphemism effectively?

- a) Teaching the appropriate context for using euphemisms
- b) Helping students understand cultural differences in euphemisms
- c) Ensuring students don't overuse or misuse euphemisms
- d) Encouraging students to balance euphemisms with clarity

13. How do you assess the effectiveness of the students' use of euphemisms in their speaking skills?

- a) Through formal evaluations (exams, assignments)
- b) Observing classroom discussions and presentations
- c) Feedback from peers and classmates
- d) Self-assessment by students

Section 4: Impact and Reflection:

12. How do you think the use of euphemisms impact the overall effectiveness of communication in your classroom?

- a) Slightly improves communication
- b) No impact
- c) Making communication less effective
- d) Not sure

13. Which strategy do you think is appropriate for teaching students how to use euphemism?

- a) Direct instruction about their usage
- b) Role-playing and practice activities
- c) Discussions about cultural differences in euphemism use
- d) Providing examples and counterexamples

Appendix 2

Euphemism Questionnaire according to Students' perspectives

Section 1: General Understanding of Euphemisms

1. What is a euphemism?

- a) A direct and blunt statement
- b) A polite or mild word/phrase used to replace a more direct one
- c) A word that has a negative meaning
- d) None of the above

Section 2: Euphemism in daily life

2. Which of the following is a euphemism for "prison"?

- a) Freedom center

- b) Correctional facility
- c) Relaxation zone
- d) Open campus

3. Which of the following is a euphemism for “pregnant”?

- a) On vacation
- b) In a family way
- c) Running late
- d) Traveling abroad

Section 3: Euphemisms in Sex

4. Which of the following is an example of a euphemism for "sexual intercourse"?

- a) Making love
- b) Fighting
- c) Walking
- d) Sleeping

5. Why might people use euphemisms when talking about sex?

- a) To avoid embarrassment.
- b) To conform to social or cultural norms.
- c) To show politeness.
- d) To add humor or creativity to conversation.

Section 4: Euphemisms in Religion

8. Which of the following could be considered a euphemism for "God"?

- a) The Lord
- b) The Almighty
- c) The Boss
- d) Both a and b

9. Why do people use euphemisms when referring to religious topics?

- a) To avoid offending others' beliefs.
- b) To follow societal conventions.
- c) To avoid using sacred or taboo language.
- d) To soften painful or sensitive discussions.

Section 5: Euphemisms in Medicine

- 8. Which of the following is a common euphemism for "illness"?**
- a) Under the weather
 - b) Feeling fine
 - c) Working hard
 - d) At peace
- 9. Why people might use euphemisms in medical situations?**
- a) To make difficult topics easier to discuss.
 - b) To adhere to social expectations.
 - c) To soften bad news.
 - d) Prevent shock: To ease the impact of serious information.

Section 6: Euphemism and politeness

10. Which one of the following euphemisms is used to be polite when discussing someone's weight?

- a) Fat
 - b) Overweight
 - c) Gigantic
 - d) Heavy burden
- 11. What is a polite euphemism for "used items"?**
- a) new Brand
 - b) Pre-owned
 - c) Damaged goods
 - d) Ancient collection

Section 7: Reasons for Using Euphemism

14. Select the reasons that why people might use euphemisms.

- a) To sound more polite
- b) To avoid offending someone
- c) To express emotions clearly
- d) All of them

15. In your opinion, is it always appropriate to use euphemisms?

- a) Always
- b) Never
- c) Sometimes
- d) Seldom

14. Choose a euphemism for the phrase "going to the bathroom."

- a) Using the restroom
- b) Powdering one's nose
- c) Taking a break
- d) Freshening up

15. select a euphemism for "getting a divorce."

- a) Going through a separation
- b) Parting paths
- c) Ending the relationship
- d) Closing a chapter