The Impact of Educational Euphemistic Expressions on Kurdish EFL Learners and Teachers

Aween Tahir Sabir[1], Hawkar Omar Ali[2], Paiman Zorab Azeez[3]

[1]Department of English Language, Faculty of Education, Koya University, Koya KOY45, Kurdistan Region – F.R. Iraq
[2]Department of English Language, Faculty of Education, Koya University, Koya KOY45, Kurdistan Region – F.R. Iraq
[3] Department of English Language, Faculty of Education, Koya University, Koya KOY45, Kurdistan Region – F.R. Iraq

ABSTRACT

The current study has concentrated on showing the impact of educational euphemisms on Kurdish learners and teachers for whom English is a foreign language. Educational euphemistic expressions help both native and non-native speakers to use them in speech as tools for improving their formal communication. The aim of this paper is to crystalize on how euphemism in education affects foreign English learners. This paper explores the impacts that educational euphemistic expressions have on the process of English learning and teaching and how far those educational euphemisms are used in teaching and learning process. To achieve the objectives of the study, a quantitative method is used. for collecting the data, two questionnaires were administered to 78 students and 10 teachers of the Department of English Language-Faculty of Education at Koya University. The analysis of the obtained data revealed that both students and teachers use educational euphemisms in the process of learning and teaching. The findings showed that educational euphemistic expressions have major impacts on the Kurd EFL learners and teachers and it strengthens the relationship between teacher and student.

KEY WORDS: Euphemism, Culture, Style, Educational Euphemistic Expressions, L2 Learners

1. INTRODUCTION

It is important not only to think about what you utter, but also how you utter it. To communicate effectively, it is not enough to have well-organized ideas expressed in complete and coherent sentences and paragraphs, but one must also think about the style, tone, and clarity of his/her writing, and adapt these elements to the reading audience.

English speakers value politeness over almost everything else. However, in many countries, studies proved that there are still many problems encountered in the English language teaching process as in Rababah and Al-Qarni's (2012) study in Saudi Arabia, for example, proved the difficulties and problems faced by the students in all language skills: listening, speaking, reading, and writing and how English language learners by using communication strategies can solve their communication problems and achieve their communicative goals. In addition, Kasim and Abdurajak (2018) focused on certain problems and issues in Malaya

that they were facing by adjusting to the reality of applying student-centered learning in the classroom.

Euphemism, according to Hezekiah (2019), is an effective politeness strategy in communication. It is used as politeness strategy, image management, and good relationship sustenance. For showing politeness, people tend to use euphemisms, as a figure of speech, in their interaction and using euphemism helps us to deal with other people easily and smoothly.

Moreover, the core objective of using euphemism in communication, as clarified by Samoskaite (2011), is to obtain a healthy social relationship in society. It is used as a substitution for the offensive and awkward words with acceptable and polite expressions.

1.1 Research Questions

This study addresses the following questions:

1. To what extent are educational euphemistic expressions used in learning and teaching processes?

2. What impacts do educational euphemistic expressions have on the process of learning and teaching?

1.2 Research Aim

The aim of this study is to encourage using euphemism especially in teaching process at universities and shows how it effects learning and teaching processes. Since it is used in different situations for numerous reasons, such as not to hurt anybody's feelings, not to convey unpleasant message, and it is also used to avoid taboo or slang expressions.

2. LITRETURE REVIEW

2.1 Euphemisms and Dysphemism

Euphemism and dysphemism are two ways for expressing words or phrases indirectly or figuratively. Both have the same base or resources but different aim or purpose. The origin of the word euphemism comes from the Greek word eupheme consists of two parts: eu, which

means good, well, or "sounding good and pheme which means speaking (Ihtiyorjon and Sngcheol, 2021).

The term euphemism, according to Spears (1981), refers as a milder expression that replaces a harsh or unacceptable one. This includes classical euphemisms, such as pass on for die, but also refers to any circumlocution of a prohibited word or phrase. Crap is readily recognized as a euphemism for the word shit. Moreover, Hudson (1996: 260) adds that "Euphemism is the extension of ordinary words and phrases to express unpleasant or embarrassing ideas. The indirectness of form is felt to diminish the unpleasantness of the meaning". In the same regard, Löbner (2002) states that negative connotations, together with social taboos can be seen as responsible factors for the emergence of what are called euphemisms. Fromkin et al. (2003), discussing the difference between the accepted 'well behaved' terms and the 'dirty' terms, points out that a word or phrase not only has a linguistic denotative meaning but also has a connotative meaning that considers attitudes, emotions, value judgment, and so on. Taboo or offensive words differ from one child to another, in regard to the value system which is accepted in the family in which the child grows up. So, euphemism serves to dignify or express politeness and/or respect.

In terms of meaning, Euphemisms can be classified into two types in general: positive and negative euphemisms. The Positive euphemisms, as Rawson (1981) clarified, can also be called 'stylistic euphemisms or exaggerating euphemisms.

> The positive ones inflate and magnify, making the euphemized items seem altogether grander and more important than they really are. The negative euphemisms deflate and diminish. They are defensive in nature, offsetting the power of tabooed terms and otherwise

eradicating from the language everything that prefers not to deal with directly. (P.1)

For giving additional information, Gheltofan, D. (2014) explains that positive perspectives are very various: code words enhance the lexicon through borrowing; they make modern equivalent words and synonymic structures; they develop reality agreeing to antonym code words; they enhance through word affiliation; they have a stylish, decorative work; they modify the dialect, the communication; they point to particular dialects ; they cause changes at lexico- semantic levels; they express concern for the interlocutor's/ receiver's feeling, hence social role. Negative viewpoints are too reproducible: they mirror the want of avoiding insidious words; they control the members within the communication handle; they conceal the truth; they have a dual meaning; they hint and disregard the concept of clarity; they cause perplexity; they are utilized unreasonably and, so, they lose their status of code words and turn into dyphemisms.

British and American people, as clarified by Rawson (1981), especially contemporary Americans, prefer using the technique of "exaggeration" to euphemize something which is unpleasant and embarrassing. The positive euphemisms include the many fancies occupational titles, which save the egos of workers by elevating their job status, it is used to avoid unpleasant expression to be polite or to achieve cooperation. For example, 'exterminating engineers 'is used for rat catchers while 'beauticians 'stand for hairdressers. It might be said that quite a few positive euphemisms are doublespeak and cosmetic words. Negative euphemisms decrease negative values that are associated with negative phenomena, such as war, drunkenness, crime, poverty. They are defensive in nature, offsetting the power of tabooed terms and otherwise eradicating from the language everything that

people prefer not to deal with directly. The negative euphemisms can be called traditional euphemisms; they are used to decrease negative values that are correlated with negative phenomena, such as 'war, crime, poverty. Further, Rawson (1981) divides euphemisms, whether positive or negative, into two 'unconscious euphemisms' and 'conscious euphemisms'. Conscious euphemisms are enormously used; speakers are aware, mindful of the need to speak in a polite manner and the listeners understand the implicit meaning of code words utilized. For example, when a girl says she will go to 'powder her nose', she is consciously using a euphemism as a polite way for 'I will go to toilet'. Whereas unconscious euphemisms consist mainly of words or phrases that were developed as euphemisms, but so long ago. For example, the word 'cemetery' was originally used as unconscious euphemism instead of the disagreeable word 'graveyard'.

Whereas dysphemism, according to Allan and Burridge (2006), is used for a purpose which is opposite to that of euphemism, as it is defined as a connotative expression which is more likely offensive about the audience or the subject matter, or both. Sometimes, it is motivated by feelings, such as fear, antipathy, hated, and disrespect. Moreover, Hughes (2006) adds that dysphemism is a word or phrase with a negative connotation which is used to produce negative influence on someone's attitude or behavior. This technique rarely appears in ordinary language. People use it to talk about people or things that frustrate or annoy them. Therefore, he believes that dysphemism is technically opposite of euphemism since dysphemism is distinctly direct, shockingly metaphorical, or grimly physical whereas euphemism decreases the impact of offensive, unpleasant taboo words by using indirect, less offensive words or expressions to make things seem better and socially acceptable.

2.2 Techniques for Creating Euphemisms

Euphemism strategies have drawn the attention of many researchers since it is a polite way for expressing an idea or concept that might be considered harsh, an agreeable or offensive expression in some way to cover the offensive or maintain face and politeness. For creating euphemism, certain techniques are employed for formal innovation and semantic innovation (Al-khasawneh, 2018). In the same regard, Khanfar (2012) shows certain techniques for Formal innovation which arises from word formation devices and phonemic modification as:

a. Compounding: the combination of two innocuous, harmless, or unoffending words as a substitution for unacceptable term (e.g., 'fellow traveler' used as a political euphemism for a person who was philosophically sympathetic to communism).

b. Derivation: the modification of a Latin term, such as ('anti-Islamic' used instead of the expression 'Discrimination or hostility directed against Islam', 'Pro-choice') to form a printable modern English word.

c. Blending: is a word formation process where the beginning of one word with the end of another word are joined together to form a new word, this new word is less offensive.

d. Onomatopoeias: are formations of a word from a sound associated with what is named, as piss for urinate.

e. Abbreviations: are a shortening of a word or phrase by cutting the word(s) down to one syllable or initial(s) as an acronym an abbreviation of a phrase where the initial letters are pronounced as if they were a single word. Acronyms are capitalized, but the letters are not followed by periods, e.g., AWOL, meaning absent without leave, (e.g., SOB for son of a bitch) (Spears, 1981).

f. Particularization: is a semantic innovation strategy, as Al- Khasawneh (2018) clarified, which is used when a term is particularized within the context to refer to an issue said to be taboo. In this strategy, both the euphemism and taboo term are semantically unrelated. The sentence she is still innocent can be particularized or understood to mean she is not guilty.

g. Metaphor: is another strategy of semantic innovation which is used to make a comparison between two things that are not alike but do have something in common. Metaphor and euphemism are semantically related. Allan and Burridge (1991) choose to call metaphors simply figurative expressions. A multitude of colorful metaphorical euphemisms surround menstruation, centering around red, e.g. , the cavalry has come used as a reference to the red coats of the British cavalry, it's a red letter day and flying the red flag.

h. Metonymy: refers to semantic innovation in which the name of one object is replaced for something closely associated with it. In metonymy, both the euphemism and the taboo belong to the same semantic field.

2.3 Euphemism and Style

Euphemisms are not represented by lexemes only, as defined by Allan and Burridge (1991), therefore they depend on the context of their use; a particular saying does not really boast in all cases and even the choice of alternatives depend on their use in context. For instance, one expression might be more acceptable than another in a specific style. So, there is a relation between style and euphemisms, as clarified by (Ruiz: 2009), the employed style decides the range of euphemisms which are conventional in that style, and the euphemisms used to identify a particular style where euphemisms uphold the intended style and style upholds euphemisms. According to him, each expression should be evaluated according to its context.

In addition, Allan and Burridge (1991) point out how the situation,   the   context   or   the place in which the discussion occurs can have   an effect on the choice of euphemism. As in written texts, the form

of audience as (the lay people, the experts, the managers…) and the cause of the text strongly have an effect on the sort of euphemisms which can be used. Many studies clarify that there are gender differences in the use of language; therefore, they explore how different genders change in their speech style.

2.4 Euphemism and Culture

Euphemisms are correlated with the developing traditions, cultural levels, and norms. It is a universal feature of language usage; all cultures typically use them, as clarified by Fromkin et al. (2003), either to talk about things they find terrifying (e.g. , war, sickness, death) or to hide or cover up the unpleasant connotations and denotations of some words or expressions, so euphemisms are drastically different due to cultural differences, what is considered offensive (or impolite) and harmful in one society can be acceptable or polite in another. The origins of euphemism are different due to different cultures, norm, and religion, as supported by Hai-Long (2008: 55, 56), ''because of different cultures, the origins of euphemism in Chinese and English are different. "Since English-speaking countries are Christian-dominated countries, English euphemism relating to religious taboos outnumbered Chinese euphemisms. China also places much emphasis on class distinction, which has had huge impact of Chinese euphemism. Differences in the use of euphemism concerning age are obvious, as well. The Chinese respect the elderly, so 'becoming elderly' becomes a symbol of power and status. Sometimes, it is difficult for the Chinese and native speakers of English to grasp that they are using euphemism (Hai-Long, 2008). In the same vein, Malo and Mohammed (2014) show that certain euphemistic expressions are different due to social, cultural and religious differences as in English language, "darn" is used as a euphemism for unacceptable word

"damn" but in Kurdish bahdeni dialect "Bawer bike" is used instead of the word "Pap xudĕ" [I swear], or the euphemistic expression "Estexfirula" used instead of [I seek forgiveness in God].

Furthermore, euphemism is not far away from culture and even becomes a cultural identity. Cultural values emerged using euphemism, as clarified by Cabej (1978), who states that euphemisms used in local languages serve as bridges that connect language with folklore. In the same regard, Hysi (2011: 380) points out that "Euphemism is a linguistic phenomenon closely related to culture, tradition, mentality, social community..." In accordance with a close relationship between euphemisms and culture, Hai-long (2008) states that language and culture are two inseparable things and as an indispensable part of language, euphemisms reflect cultural characteristics which can be found in daily interpersonal interaction. In short, euphemisms are mirrors of culture.

English teachers, according to Alejandra (2010), should pay more attention to euphemism and exert more effort to improve students 'cross-cultural awareness and communicative competence and he also adds that euphemisms, culturally, vary according to gender, age, identity. For instance, the word toilet in men's term is to rear; for women it is powder my nose and in children language is to go to the pot and make number one.

2.5 Euphemism Examples in Education

The success of English language teaching is still a major issue in the education system in the world. For creating an effective classroom and transferring their ideas clearly, both teachers and students should rely much more on their communication by using an appropriate or polite way of transforming the idea. In the classroom, both students and teachers will not only pay attention to the contents of information but also to the ways of expressing

their ideas by using certain politeness strategies or less offensive words (Mahmud, 2019). Euphemism, as defined by Cornog (2010), is a polite or inoffensive expression used as a substitution for one that may offend or suggest something unpleasant. For the sake of politeness or pleasantness, Guo Oi (2010), points out that people often avoid stating something fully. For example, western people usually say she is plain rather than she is ugly. To describe children of low intelligence people use a bit slow for his age, less able or under achiever. If someone is mad, he is thought to be soft in the head; if someone steals he is described as taking things without permission. To be set free from the jail is euphemized by to be out of the rehabilitation home.

Teachers should give students faithful feedback to sustain their psychological health and endurance. For establishing that balance, they should use euphemistic expressions for making the unpleasant things sound better. Some euphemistic expressions, according to Jdetawy (2019), are used to avert offensive to different minority groups or unfortunate individuals, such as those students who have serve learning difficulties are called intellectually- challenged, the euphemistic expression differently- abled, fatally wounded instead of using the word killed and curvy instead of fat. What students really care about is not what the teachers say, but how they say it. This condition requires teachers to solve the problem by a more skillful speech tactic. For example, when the student uses his strength to bully the weak, the teacher says, you need help in learning to use your leadership qualities democratically. When the student always keeps telling lies, instead of using the expression you are lying, the teacher says you have difficulty in distinguishing between imaginary and factual information. Euphemism is such a skillful and mild tactic to give students comment or suggestion. In this way, face can be kept and a good teaching effect can be attained (Shuang & Ning, 2016).

3. Research Methodology

In this qualitative research, the data were collected from two different questionnaires which were designed to answer the research questions that were administered separately. The first one was fulfilled with students, and the second was fulfilled with the teachers. The students' questionnaire (see appendix A) was given to second, third, and fourth-year students in the Department of English Language-Faculty of Education at Koya University. The participants were 78 students who filled out the questionnaire: Second-year students (31), third-year students (26), and fourth-year students (21). The participants were 47 (60%) females and 31 (40%) males. Most of the participants were between 20 to 24 years old (67 students), a few of them (11 students) were between 15 to 19 years old.

The teachers' questionnaire (see appendix B) was administered to the teachers of the aforementioned department. Among 12 teachers, 10 teachers filled out the questionnaire. The age of most of the participant teachers (seven teachers) were between 30 to 39 and the rest (3 teachers) were between 40 to 49 years old. They were eight male participants and two female ones. Three of them had PhD while the others (seven teachers) had MA degree. Moreover, their years of experience in teaching process varied. The minimum was four years of experience and the maximum was 20 years of experience. Each questionnaire consisted of three parts. The first part was to obtain some background information about the participants, such as age, gender, stage (from the students' questionnaire), and age, gender, degree, and years of experience (from the teachers' questionnaire). The second part consisted of seven items formed to understand the use of educational euphemistic expressions by both, the teachers and the students. For that reason, a five Point Likert Scale (1=totally agree,

Construct	Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
The Use of Educational Euphemistic Expressions	Item1	0.839**	Item3	0.885**	Item5	0.970**	Item7	0.880**
	Item2	0.875**	Item4	0.656**	Item6	0.876**		
The Impacts of Educational Euphemistic Expressions	Item1	0.938**	Item3	0.769**	Item5	0.947**	Item7	0.900**
	Item2	0.919**	Item4	0.941**	Item6	0.786**		

TABLE 1: Construct validity of the students' use and impacts of educational euphemistic expressions

** P-Value<0.01   * P-Value<0.05

TABLE 2: Construct validity of the teachers' use and impacts of educational euphemistic expressions

2=agree, 3=not decided, 4=disagree, 5=totally disagree) was designed. The third part of each questionnaire aimed to discover the impacts of educational euphemistic expressions on the process of teaching and learning from the teachers' and students' points of views.

To analyze the collected data from the students' questionnaire, the Statistical Package for the Social Sciences (SPSS version 28) was used. Likewise, the data from the teachers' questionnaire were collected and analyzed with SPSS (28).

3.1 Validity of the instrument

The construct validity of the questionnaire items of the students' and teachers' use and impacts of educational euphemistic expressions was checked by a group of six experts in the faculty of education at Koya University who were non-native speakers but fluent in English checked the validity to judge the relevancy, clarity, and appropriateness of the tool. They were reported that the items were free of grammatical errors and sound clear for understanding. For validity of the questionnaires, the construct validity showed a strong relationship among the constructs as shown in tables 1and 2.

Construct	Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
The Use of Educational Euphemistic	Item 1	0.794**	Item 3	0.660**	Item 5	0.380	Item 7	0.818**
	Item 2	0.868**	Item 4	0.703*	Item 6	0.454	Item 8	0.941**
The Impacts of Educational Euphemistic Expressions	Item 1	0.984**	Item 3	0.823**	Item 5	0.849**	Item 7	0.994**
	Item 2	0.839**	Item 4	0.836**	Item 6	0.927**		0.961**

** P-Value<0.01   * P-Value<0.05

3.2 Reliability of the instrument

Cronbach's Alpha was used to find out the reliability of the questionnaires as shown in tables (3 & 4). The reliability of the students' use of educational euphemistic expressions items was (0.964) which is regarded as high and for the impact of educational euphemistic expressions from the students' perspectives was (0.965) which is considered as a high level of reliability. The

reliability of the teachers' use and impact of educational euphemistic expressions from the teachers' perspectives was (0.874) and (0.973), respectively. So, the measurement has a necessary reliability.

TABLE 3: Reliability of the students' use and impacts of educational euphemistic expressions

Construct	Cronbach's Alpha	No. Items
Students' use of educational euphemistic	0.964	7
Impacts of Educational Euphemistic Expressions from students' perspectives	0.965	7

TABLE 4: Reliability of teachers' use and impacts of educational euphemistic expressions from teachers' perspectives

Construct	Cronbach's Alpha	No. Items
Teachers' use of educational euphemistic	0.874	6
Impacts of Educational Euphemistic Expressions from teachers' perspectives	0.973	8

4. DATA ANALYSIS

The data that were collected from both questionnaires were analyzed separately.

4.1 The Use of Educational Euphemistic Expressions

To understand the students' level of use of educational euphemistic expressions, a five point Likert Scale of seven question items were given to the students. Their answers vary:

Answering the first research question, 'to what extent are educational euphemistic expressions used in learning and teaching processes?', first; the extent to which the students' use of educational euphemistic expressions are measured. To do so, one sample t-test was used as shown in table 5 below.

a. The use of euphemistic expressions by Students

At the level of overall measurement, the mean (M=28.22, SD=7.759; (t=8.216, ρ = 0.000); is bigger that the test value (21). If the Transfer Record equals to (4.03), it is close to (agree).

At the level of individual items, as demonstrated in table (5), in all the items, the mean is significantly bigger than 3, also ρ value=0.000<0.05. As a result, it could be reached out that all the participants' viewpoint is close to (agree).

TABLE 5: The Students' Use of Educational Euphemistic Expressions

factor	Mean	test Value	mean Difference	Std. Deviation
Construct	28.22	21	7.22	7.759
Item 1	4.37	3	1.37	0.995
Item 2	4.27	3	1.27	1.053
Item 3	3.77	3	0.77	1.450
Item 4	4.08	3	1.08	1.267
Item 5	3.35	3	0.35	1.440
Item 6	4.22	3	1.22	1.158
Item 7	4.17	3	1.17	1.121

df =77   N=78

b. The use of euphemistic expressions by teachers

Regarding the use of euphemistic expressions by teachers as demonstrated in table (6), the mean is (28.60) which indicates no significant difference from the test value (24). This is because (P-Value=0.097>0.05) and (t=1.850). The Transfer Record is (3.58) which means that the teachers' use of euphemistic expressions is (not decided).

Meanwhile, except for the first item, in the level of all the items, the mean is (28.60) significantly bigger than test value (3), i.e., (agree) and (p-value=0.029<0.05) but for the other items, there is no significant difference between the mean and test value (3) as (p-value>0.05), i.e., (not decided).

TABLE 6: The Teachers' Use of Educational Euphemistic Expressions

factor	Mean	test Value	mean Difference	Std. Deviation	T	p-value	sig.
Construct	28.60	24	4.60	7.863	1.850	0.097	Not Sig.
Item 1	3.90	3	0.90	1.101	2.586	0.029	Sig.
Item 2	3.70	3	0.70	1.567	1.413	0.191	Not Sig.
Item 3	3.30	3	0.30	1.160	0.818	0.434	Not Sig.
Item 4	3.60	3	0.60	1.506	1.260	0.239	Not Sig.
Item 5	3.50	3	0.50	0.972	1.627	0.138	Not Sig.
Item 6	3.80	3	0.80	1.135	2.228	0.053	Not Sig.
Item 7	3.50	3	0.50	1.354	1.168	0.273	Not Sig.
Item 8	3.30	3	0.30	1.418	0.669	0.520	Not Sig.

df=9   N=10

4.2 The Impact of Educational Euphemistic Expressions
To begin with figuring out the students' perspectives on the impacts of educational euphemistic expressions on the process of learning and teaching, the data collected from the students' questionnaire are shown in table 7. As shown in the table 7 below, on the level of the entire measurement, the mean is (28.97) which is significantly bigger than the test value (21) as the (p-value=0.000 <0.05). So, it is concluded that the educational euphemistic expressions have influences on students' learning.

TABLE 7: The Impact of Educational Euphemistic Expressions from the Students' Perspectives

factor	Mean	test Value	mean Difference	Std. Deviation	T	p-value	sig.
Construct	28.97	21	7.97	6.529	10.788	0.000	Sig.
Item 1	4.15	3	1.15	0.994	10.247	0.000	Sig.
Item 2	4.24	3	1.24	0.928	11.830	0.000	Sig.
Item 3	4.33	3	1.33	0.963	12.234	0.000	Sig.
Item 4	3.92	3	0.92	1.029	7.922	0.000	Sig.
Item 5	3.73	3	0.73	1.136	5.682	0.000	Sig.
Item 6	4.60	3	1.60	0.690	20.507	0.000	Sig.
Item 7	3.99	3	0.99	1.334	6.537	0.000	Sig.

df=77   N=78

Additionally, part three of the teachers' questionnaire was also provided to discover the impacts of educational euphemistic expressions from the teachers' perspectives. Their responses are presented in table (8). As demonstrated in table (8), at the level of the construct, the mean is (23.00) which is bigger than the test value (18). The difference counts significant as the (P-value=0.046<0.05). So, it is concluded that the teachers' viewpoint is positive about the impact.

Table (8) shows that at the level of the measurement, the mean is (23.00) bigger than the test value (18). The difference counts significant as the (P-value=0.046<0.05). So, it is concluded that the teachers' viewpoint shows their agreement with the impact.

TABLE 8: The Impacts of Educational Euphemistic Expressions from the Teachers' Perspectives

Factor	Mean	test Value	mean Difference	Std. Deviation
Construct	23.00	18	5.00	6.848
Item 1	4.00	3	1.00	1.054
Item 2	3.50	3	0.50	1.179
Item 3	3.70	3	0.70	1.494
Item 4	4.00	3	1.00	1.054

| Item 5 | 3.70 | 3 | 0.70 | 1.418 | 0.561 | 0.153 | Not Sig |
| Item 6 | 4.10 | 3 | 1.10 | 1.101 | 3.161 | 0.012 | Sig. |

Df=77   N=78

The relation between the main variables

To find out the relation between the usage and the impact of educational euphemistic expressions, the correlation of both from the students' and teachers' perspectives were driven out as indicated in table (9). It was found out that there is a strong correlation between using and impact.

TABLE(9) correlation between the use and impact of educational euphemisms from teachers and students

Correlation	Students Impact	Teachers Impact
Students' using	0.928**	
Teachers' using		0.935**

** P-Value<0.01

5. DISCUSSION OF THE FINDINGS

This study tried to answer two research questions:
To what extent are educational euphemistic expressions used in learning and teaching processes?

The findings showed that the uses of educational euphemistic expressions vary. In other words, their usages are different. There was somewhat a consensus among the students and teachers on the use of educational euphemistic expressions.

Most of the students had positive attitude towards the use of educational euphemistic expressions. There were negative attitudes towards the use of educational euphemistic expressions, but the percentage was not that much significant compared to the positive ones. According to their responses to the questionnaire, the students suggested that they use educational euphemistic expressions with their teachers inside and outside the classroom. Besides, the participant students acknowledged that they not only use educational euphemistic expressions with their teachers, but also with their classmates and administration staff in their faculty.

The use of educational euphemistic expressions in the students' informal social life may not be as common as in their formal and academic life. Yet, educational euphemistic expressions are also used to a great extent in their informal social life.

In addition to the students' responses, the teachers also stated that the students use educational euphemistic expressions. In the last three questions of part two from the teachers' questionnaire, this was revealed by the teachers obviously. The teachers confirmed that their students use educational euphemistic expressions with them inside and outside the classroom. Further, the teachers hold that their students use educational euphemistic expressions with each other when they speak in the class.

Thus, it can be concluded that using educational euphemistic expressions plays a major role in the students' lives.

The findings of this paper showed that educational euphemistic expressions had a significant use by teachers as well. The teachers maintained that they use educational euphemistic expressions with their students inside and outside the classroom. Like the students, the teachers use educational euphemistic expressions with their colleagues and with the administrators of their workplace. Once again, the percentage of the use of educational euphemistic expressions by teachers in informsocial life was low. However, to some degree they use it in their informal life.

Moreover, two question items from the students' questionnaire were provided to diagnose the use of educational euphemistic expressions by teachers from the students' perspective. The students affirmed that the teachers use educational euphemistic expressions with them inside and outside the classroom. Thus, the use of educational euphemistic expressions has a great importance among the teachers as well.

What impacts do educational euphemistic expressions have on the process of learning and teaching?

The second research question was addressed to understand the impacts of educational euphemistic expressions on the process of learning and teaching from the students' and teachers' viewpoints. According to the data collected from the questionnaires, there are impacts that play a significant role in learning and teaching processes.

What the students' responses add to the literature is that the students had clear understandings and positive attitudes towards the use of educational euphemistic expressions. Most of the students asserted that the use of educational euphemistic expressions improves their performance and promotes their self-confidence. The teachers, in their responses, confirmed that the use of educational euphemistic expressions promotes the students' performance and self-confidence. They also confirmed that the use of educational euphemistic expressions directs them to show a better respect and concern. Similarly, the teachers also believed that it causes the students to show a better respect and concern. Most of the participants, the students and the teachers, reported that the use of educational euphemistic expressions encourages the students to do better with the subjects and love them more. They asserted that it also enhances the students' creative thinking. As mentioned by the students, the use of educational euphemistic expressions helps them to avoid embarrassing expressions and situations. This was confirmed by the teachers as well; since many of them thought that the use of educational euphemistic expressions saves the students from unwanted expressions and situations. Furthermore, the students seem to have better relationships with each other since the use of educational euphemistic expressions promotes positive attitudes among them.

In addition, the teachers believed that the use of educational euphemistic expressions encourages the shy students to have a better participation in the class activities. Finally, like the students, the teachers admitted that the use of educational euphemistic expressions saves them from embarrassing expressions and situations too.

CONCLUSIONS

The use and impact of the educational euphemistic expressions from both students and teachers were the primary objectives of the current study. It is concluded that euphemism is another way to communicate; that is to say, a more polite way to interact. Educational euphemistic expressions are those expressions that are used in the educational zones. They play a significant role among students and teachers. Both students and teachers use educational euphemistic expressions in their daily based communications. They have positive attitudes and intentions towards the use of educational euphemistic expressions.

Educational euphemistic expressions have a major influence on the process of learning and teaching. As confirmed by both the students and the teachers, the use of educational euphemistic expressions promotes the students' performances and class participations, self-confidence, creative thinking, and positive attitudes. It also directs the students to show a better respect and concern, and adore the study subjects. Besides, the use of educational euphemistic expressions enables both teachers and students get themselves free from the embarrassing expressions and situation.

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APPENDEX A: Students' Questionnaire
Dear Students

This survey is carried out to discover the impacts of the use of educational euphemistic expressions in the learning process. Please, choose the most suitable answer to each question item. Your participation is highly appreciated. Your answers will remain confidential.

Thank you in advance.

Part One: Background

1. Age: 15-19   20-24   25-30   31-35

2. Gender: Male   Female

3. Stage: 2nd   3rd   4th

1. Totally agree   2. Agree   3. Not decided   4. Disagree   5. Totally disagree

Part Two: The Use of Educational Euphemistic Expressions

Circle the most suitable answer, please:

1. I use educational euphemistic expressions with my teachers in the classroom.	1	2	3	4	5
2. I use educational euphemistic expressions with my teachers outside the classroom.	1	2	3	4	5
3. I use educational euphemistic expressions with my classmates.	1	2	3	4	5
4. I use educational euphemistic expressions with the administrators in my faculty	1	2	3	4	5
5. I use educational euphemistic expressions in my informal social life.	1	2	3	4	5
6. My teachers use educational euphemistic expressions with us in the classroom.	1	2	3	4	5
7. My teachers use educational euphemistic expressions with us outside the classroom.	1	2	3	4	5

Part Three: The Impacts of Educational Euphemistic Expressions

Circle the most suitable answer, please:

1. Totally agree   2. Agree   3. Not decided   4. Disagree   5. Totally disagree

1. The use of educational euphemistic expressions improves my performance.	1	2	3	4	5
2. The use of educational euphemistic expressions promotes my self-confidence.	1	2	3	4	5
3. The use of educational euphemistic expressions helps me to show a better respect and concern.	1	2	3	4	5
4. The use of educational euphemistic expressions encourages me to like the subject more.	1	2	3	4	5
5. The use of educational euphemistic expressions enhances my creative thinking	1	2	3	4	5
6. The use of educational euphemistic expressions saves me from embarrassing expressions and situations.	1	2	3	4	5
7. The use of educational euphemistic expressions motivates me to have a positive attitude towards others in the department.	1	2	3	4	5

APPENDEX B: Teachers' Questionnaire

Dear Teachers

This questionnaire is filled out to investigate the effects of the use of educational euphemistic expressions in the teaching process. Your kind participation in providing appropriate response to each question item is highly appreciated. Your answers will remain confidential.

Thank you in advance.

Part One: Background

1. Age: 20-29   30-39   40-49   50-59

2. Gender: Male   Female

3. Degree: MA   PhD

4. Years of Experience: _____

Part Two: The Use of Educational Euphemistic Expressions

Circle the most appropriate answer, please:

1. Totally agree   2. Agree   3. Not decided   4. Disagree   5. Totally disagree

1. I use educational euphemistic expressions with my students in the classroom.	1	2	3	4	5
2. I use educational euphemistic expressions with my students outside the classroom.	1	2	3	4	5
3. I use educational euphemistic expressions with my colleagues.	1	2	3	4	5
4. I use educational euphemistic expressions with the administrators of my workplace.	1	2	3	4	5
5. I use educational euphemistic expressions in my informal social life.	1	2	3	4	5
6. My students use educational euphemistic expressions with me in the classroom.	1	2	3	4	5
7. My students use educational euphemistic expressions with me outside the classroom.	1	2	3	4	5
8. My students use educational euphemistic expressions with each other when they speak in my classes.	1	2	3	4	5

Part Three: The Impacts of Educational Euphemistic Expressions

Circle the most appropriate answer, please:

1. Totally agree   2. Agree   3. Not decided   4. Disagree   5. Totally disagree

1. The use of educational euphemistic expressions improves the students' performance.	1	2	3	4	5
2. The use of educational euphemistic expressions motivates the shy students to participate in the class activities.	1	2	3	4	5
3. The use of educational euphemistic expressions promotes the students' self-confidence.	1	2	3	4	5
4. The use of educational euphemistic expressions direct the students to show a better respect and concern.	1	2	3	4	5
5. The use of educational euphemistic expressions encourages the students to like the subject more.	1	2	3	4	5
6. The use of educational euphemistic expressions enhances the students' creative thinking	1	2	3	4	5
7. The use of educational euphemistic expressions saves the teachers from embarrassing expressions and situations.	1	2	3	4	5
8. The use of educational euphemistic expressions saves the students from embarrassing expressions and situations.	1	2	3	4	5