State of Libya

Ministry of Higher Education and Scientific Research

The Libyan Academy for Graduate Studies -Misurata Branch

The Application of Euphemism in Teaching

English in Some Secondary Schools in

Misurata, Libya

A Dissertation Submitted to the Department of English

in Partial Fulfillment of the Requirements for the

Degree of Master of Arts in Applied Linguistics

By

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Academic year 2017

قـــرار لجنة المناقشة للطالبة

حوراء عبدالحسين صالح مهدي

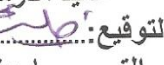### للحصول على درجة الإجازة العالية (الماجستير) في قسم (اللغة الانجليزية)

قامت اللجنة المشكلة بقرار السيد/ رئيس الأكاديمية الليبية/رقم (109) الصادر ب تاريخ 2017/03/12م بمناقشة الرسالة المقدمة من الطالبة: **حوراء عبدالحسين صالح مهدي** لنيل درجة الإجازة العالية (الماجستير) في قسم (**اللغة الإنجليزية**) وعنوانها:

(The Application of Euphemism in Teaching English in Some Secondary Schools in Misurata, Libya)

وبعد مناقشة الرسالة علنياً على تمـام الساعة (**12:00 ظهراً**) يوم الاثنين الموافق 2017/05/22م بقاعة المناقشات بالأكاديمية وتقـويم مسـتوى الرسالة العلمي والمـنهج الـذي اتبعته الطالبة في بحثها قررت اللجنة ما يلي: قبـول الرسالة ومنح الطالبة: **حوراء عبدالحسين صالح مهدي** درجة الإجازة العالية (الماجستير) في قسم **اللغة الانجليزية**.

التوقيع	الصفــــــــة	أعضاء اللجنة المناقشـــــة
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التــــاريخ: 22 / 8 /2017 م
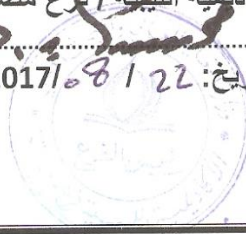
إقــــرار الأمانة العلمية

انا الطالبة **حوراء عبد الحسين صالح مهدي** المسجلة بالاكاديمية الليبية / فرع مصراتة بقسم اللغة الانجليزية تحت

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The Application of Euphemism in Teaching English in Some Secondary
Schools in Misurata, Libya.

لنيل الدرجة العلمية الماجستير وانني لم اقم بالنقل أو الترجمة من اية أبحاث او كتب أو وسائل علمية تم نشرها

داخل ليبيا أو خارجها إلا بالطريقة القانونية وباتباع الأساليب العلمية في عملية النقل أو الترجمة وإسناد الأعمال

لأصحابها ، كما انني أقر بعدم قيامي بنسخ هذا البحث من غيري وتكراره عنواناً أو مضموناً .

وعلى ذلك فإنني أتحمل كامل المسؤولية القانونية المترتبة على مخالفتي لذلك إن حدثت هذه المخالفة حالياً أو

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والـلـه عـلـى مـا أقـول شـهيد

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التوقيع : ....

التاريخ : 2017 / 09 / 09

Dedication

To my beloved parents, who always pushed me to do my best and without whose love and support I would not be where I am today.

Table of Contents

Abstract

Euphemism is a common linguistic and cultural phenomenon in every aspect of people's lives. It is a mild expression as a substitution for disagreeable truth to avoid being offensive. Euphemism is of great significance in English language teaching to help English teachers and students to build up better cooperation for both sides to raise communicative ability. Using euphemism in the classroom is the way to get an appropriate interpretation where it has effective benefits, not only in helping to create a relaxing and lively atmosphere, but also in protecting the students' self-esteem and stimulate their interests in the learning process.

The focus of this study is to explore the teachers and students' knowledge of euphemistic expressions in the third year of some secondary schools in Misurata, Libya. It examines the extent to which English Second Language students are aware of euphemistic expression in English. For the purposes of the study, the researcher developed two questionnaires: one for the students and one for the teachers in their school, in order to get the results and to explore whether euphemistic expressions are used in the classroom.

The results of this study reveal that students have little awareness of euphemistic expressions in English language. The participants of secondary school students who have been learning English language for a long time (nine years) do not have enough background of using euphemistic expressions in the classroom. It is also noted that teachers have very little interest in using euphemistic expressions in teaching English language. Some of secondary school teachers do not make an effort to use polite words as a tool of encouragement in the classroom. However, the participants' gender plays a significant role in their performance on the intention questionnaire. In particular, the female participants of the students seem to be more aware than male participants of euphemism. Therefore, teaching language involves teaching factors including euphemism and

taboo; it reflects values, beliefs, and social customs. It appears the application that indicates the actual usage of English euphemistic expressions in English classes of some secondary schools in Misurata is minimal or does not exist.

Chapter One

Introduction

Euphemism is not only a common strategy in people's language use but also a kind of cultural phenomenon that has a significant effect on people's daily communications. According to **Meihua** (2013: 156), euphemism is used when the original word has very negative affective associations and plays an important part in avoiding embarrassment and the violation of taboos, as well as showing politeness and concealing feelings. People use euphemism because they fear "something" and tend to avoid talking about "that thing". With the development of modern society, euphemism has become an indispensable element in people's linguistic interactions. Scholars such as (**Meihua,** 2013) has an intensive interest in euphemism and have made outstanding contributions to the study of euphemistic expressions. Many researches on euphemism have already carried out studies in different fields, such as daily conversations, science, literature, business affairs, pop culture, mass media and intercultural communication (i.e. communication between individuals or groups of different linguistic and cultural origins). Although many of these studies have referred to the euphemistic strategies in English teaching, few have been carried out with reference to the use of English textbooks. Therefore, it is necessary to conduct further research in this area.

Euphemism is a kind of polite language, which combines the teachers' role and the students' personality factors together. **Min** (2009: 327) explains that euphemistic expressions used by teachers in the classroom are necessary for educational progress. It has been believed that an effective teaching process entails the use of euphemism in classrooms and this can boost the three personality factors (self-esteem, inhibition and anxiety) of students. Euphemism plays positive roles in student's self-esteem that shows to what extent

students approve or disapprove of themselves. Inhibition leads students to build defenses to protect themselves, and anxiety is a factor that is linked with self-esteem and inhibition. These factors play significant roles in students' performance in the learning of English as a foreign language. Euphemism is used as an alternative to unacceptable expression in order to avoid being offensive, for example, the euphemistic expression for "died" is "passed way". Euphemistic expressions are used in certain situations depending on principles such as formality, speaker-listener relationship, and social standards or criteria, which focus on conversational implicature in which the speaker implies and a listener infers or the speaker hints or suggest a meaning and the listener assumes the correct intention. The awareness of euphemistic expressions is essential in every society and culture, but most people ignore it. Consequently, the use of more acceptable polite words or expressions in place of unpleasant words should be evaluated and duly studied.

1.1 Aim of the Study

Through visits to some secondary schools, in Misurata - Libya, as well as from my teaching experience, I noticed that euphemism is absent and neglected in the teaching process. Therefore, the aim of this study is to identify and examine frequently-used euphemisms in the classroom. Its aim is also to identify (EFL) students' knowledge and their lexical awareness of polite words and to investigate the students' educational background of idioms and vocabularies in the classroom setting in order to achieve a better understanding of euphemism in English language. The aim of the study is also to find out whether "euphemism" is applicable or not in the teaching of the English language in the secondary third year classroom.

1.2 Significance of the Study

This study gains its importance from the fact that it investigates euphemism in the secondary third year classroom which is an issue that needs to be discussed. Understanding euphemism is of great benefit for both teachers and students because it raises students' lexical awareness which enables them to make the appropriate use of language. For teachers, euphemism facilitates their tasks in the classroom. Euphemistic expressions are important for the interaction between teacher and student which makes learning of the language easier.

1.3 Hypothesis of the Study

There are two hypotheses of this study:

1. Most of secondary school students who have been studying English language for nine years, find it difficult to apply or deal with Euphemism in the classroom.,

2. Teachers who have been teaching English in some secondary schools have little interest in using euphemistic expressions in the classroom.

1.4 Procedure of the Study

It is intended that some classes in some secondary schools administer two questionnaires that are designed by the researcher for both teachers and students, which contain Yes/No questions and multiple choice questions. The purpose of teachers questionnaire is to check their attitude towards the use of euphemisms in the teaching process in the classroom. Also the purpose of the students questionnaire is to know the students' knowledge and understanding of euphemistic expressions in the classroom.

1.5 Methodology of the Study

To achieve the aim of this study, data are collected by eliciting information through questionnaires which are given to students who are randomly selected from the 3rd year

secondary schools: Zawiyat Almahjoub Secondary School for girls (twenty-five students), Aum Alshahid Secondary School for girls (twenty-three students) and Misurata Secondary School for boys (twenty-seven students). The total number of the subjects of the present sample will be seventy- five (75) students; twenty-seven (27) male participants, and forty-eight (48) female participants.

1.6 Organization of the Study

This study consists of five chapters. They are as follows:

Chapter One is an introduction about the concept of euphemism, hypothesis of the study, aim of the study, significance of the study, methodology of the study. Chapter Two deals with literature review and what has been written by authors about euphemism. Chapter Three contains research methodology of the presents study. Chapter Four deals with data analysis and results of teachers and students questionnaires. Chapter Five includes the conclusion and recommendations.

Chapter Two

Literature Review

2.1 Introduction

This chapter reviews what has been written by different researchers from previous studies on euphemism and its effect on people in society. This part of the study deals with the relation between euphemism and taboo, which are considered twin topics, and the important role of euphemism in culture and language which are intertwined. Much consideration is given to applying euphemistic expressions in relation to different social fields such as old age, illness, death, proverbs, and metaphors. Another concern relates to using euphemistic expressions in the classroom that bring benefits to the teachers in recognizing of the importance of euphemism in teaching English. The relationship between teachers and students develops as euphemistic expressions are used in certain situations depending on principles such as formality, the speaker-listener relationship, and social standards or criteria.

To facilitate future improvement in teaching English, the researcher will elicit background knowledge from the views, opinions and solutions set forth by linguists. This can direct and guide teachers in their teaching of the concept of euphemism and its application in the classroom.

2.2 Definition of Euphemism:

The origin of the name euphemism is Greek. **Mayfield** (2009: 66) points out the English word "euphemism" comes from the Greek root word meaning "good voice. Euphemisms enable us to be sensitive to the feelings of others and maintain a level of social formality". Euphemism is a reasonable expression used as a substitution for taboo

expressions. The use of euphemisms is extended to expressions that are substituted for any tough, offensive, harsh, embarrassing, rude or other indelicate expression. The oldest social taboos led to the use of euphemisms which arose in contexts that instill fear and respect such as religion, illness, old age, and death. **Angus and Maurice** (2011: 492) define euphemism as "a mild or less direct word substituted for one that is harsh or blunt when referring to something unpleasant or embarrassing."

According to **Webster**(1989:428) as cited in **Kristyna** (2012: 6) Euphemism is:

> ….. the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant. The origin of this word is the Greek word euphēmismos, from euphēmos auspicious, sounding good, from eu- + phēmē speech, from phanai to speak.

It is natural to suppose that euphemistic expressions serve nice, pretty purposes instead of bad and cruel words, and the speakers use euphemisms with honest, truthful intentions when their aim is not to hurt or offend someone. According to Kristyna, using euphemisms to talk about people who suffer from various handicaps leads to an increasing level of acceptance of the term "the handicapped" by society. Also, **Kristyna** (2012: 11) argues that:

> "it is difficult to prove that such approach has really contributed to changing the image of "the handicapped citizens" for the better. By making the word "crippled" politically incorrect or even taboo, the society creates a better image of itself; however, the individuals may find this hypocritical, feeling no real difference between "the blind" and "the visually challenged".

There is a trend to include "children with special needs" in mainstream education. The presence of a visual handicap is expressed as "acutely visually handicapped" which denotes blindness, but the preferable term is "unsighted". Visually "disabled" is now considered the most appropriate term as a euphemism for handicapped. The topics that people in any society, prefer to avoid speaking about directly are death and illness. Death is a "fear-based taboo". Nobody feels happy and comfortable around dead bodies; people

would resort to using euphemistic expressions to cover dreadful events especially when people do not understand the cause of an individual's sudden death, for example, instead of saying "died" is "one's last breath".

Euphemism refers to indirect expressions that are polite which replace words and phrases considered harsh and impolite. **Littell** (1862: 215) defines euphemism as a courteous language, which means that indirect expressions are preferred over direct ones, not out of modesty or delicacy of feeling but simply because the indirect speech is thought that someone who comes up with an indirect expression is clever.

Also, **Hornby** (2005: 266) defines euphemisms as "words or expressions that refer indirectly to some unsuitable, unpleasant or embarrassing issue in order to make it seem more acceptable". Explanations of English euphemisms are associated with forbidding words that exist in every language and society such as "Correctional facility" instead of "jail". Euphemisms can be used as substitutes in order to avoid embarrassment, anxiety (a feeling of uneasiness), frustration and public shame that could result from the use of taboo words which are not accepted in the society. Such words would trigger societal disapproval. Euphemisms are used to cover the usage of harmful offensive expressions that violate morality. Consequently, certain things are not being said, or certain objects can be referred to only in certain circumstances.

Euphemism depends largely on the social context of the speakers where they feel the need to replace certain words which may be embarrassing for particular listeners in a particular situation. **Qi** (2013: 2110) points out to the euphemistic expressions used to talk about social life and social affairs. The name of some professions can be very misleading; for example, "building engineer" for janitor, "prison officer" for gardener, and "funeral

director" for undertaker. Taboo and euphemism affect all of us. Each social group differs from others in how it restricts linguistic behaviour. When people refer to something unpleasant or offensive, they prefer to use some mild, implicit, modest euphemistic expression. In such cases, the practice of euphemism shows its polite function. Here, the key of the politeness function in language is to respect others and to express something politely, so the important result is to keep people from being hurt and make them accept those words pleasantly as the euphemistic expression example "kick the bucket" which describes the death of a person.

There are a lot of expressions in every language that people strongly avoid because they are considered too direct, unacceptable, indelicate, rude, or impolite. According to **Baumann** and **Kameenui** (2012:219), euphemisms are expressions that make one feel good. The euphemistic expression for pain is "discomfort" and for a television commercial is "message". Many euphemisms are just plain good manners. "Passed away" and "loss" are more sensitive word choices than "died". It is very important that students know about the use of euphemisms because there is nothing playful about some of them. "Repositioning" and "streamlining" all mean that people will be fired.

For better maintaining social relationship and exchanging ideas, people have to resort to a new and different kind of language. **Rawson** (1981: 1) explains euphemisms as follows:

> "Euphemisms conceal the things people fear the most death, the dead, the supernatural. They cover up the facts of life [...] which inevitably remind even the most refined people that they are made of clay, or worse. They are beloved by individuals and institutions (governments, especially) who are anxious to present only the handsomest possible images of themselves to the world."

According to the view of Rawson, euphemism is used to avoid taboo words that people are afraid of mentioning and to show more sensitivity toward others. Also, some governments believe that euphemism can protect them from misfortune. Taboo words are forbidden in most societies, and those who use them will meet with disapproval, so euphemism is used to cover unacceptable words in every society.

Using euphemisms is a desire for increased positive connotations instead of unpleasant or offensive connotations. **Geoffrey** (1981 :45) explains euphemism as follows:

> "Euphemism (Greek: wellspeaking) is the practice of referring to something offensive or indelicate in terms that make it sound more pleasant [...]. The technique consists of replacing a word, which has offensive connotations with another expression, which makes no overt reference to the unpleasant side of the subject"

There is a natural tendency from people to avoid concepts that are offensive to the hearer. People use euphemisms to cover up unpleasant connotations and denotations of some words or expressions. Language experts have vehemently agreed that euphemism is not an idiomatic replacement of words that hurt feelings or emotions, it is euphemized by language experts that euphemism is not a simple action of replacing inappropriate words with more suitable ones.

2.3 Origin of Euphemism:

Euphemism is an important soft expression, which is used to soften strong language in social life. According to **Yiqiong** (2000: 10), euphemism is a cover term for taboo that is a strong social prohibition or ban relating to a particular area of human activity or custom that is sacred or forbidden based on morals, beliefs, and judgment. Therefore, euphemisms are words that are used to ease the reality of terrible and terrifying things to the listener or

reader such as war, sickness, and death. He indicates that: "euphemism originates from taboo, they are considered as twins."

According to **Wardhaugh** (1998) as cited in **Yiqiong** (2000: 10)

> "Taboo is the prohibition or avoidance in any society of behaviour believed to be harmful to its members in that it would cause them anxiety, embarrassment or shame [...]. It is commonly believed the earliest form of euphemism comes from taboo…."

2.4 Definition of Taboo

The term taboo refers to an action or word that is avoided for religious or social reasons. **Wardhaugh** (2006: 239) defines taboo as a prohibition or avoidance in any society. It is an extremely strong politeness constraint. Consequently, tabooed subjects can vary widely: death, religious matters, and politics. **Allan and Burridge** (2006: 1) define taboo as a proscription of something which refers to words and phrases that are generally considered inappropriate in certain contexts and affects everyday life. Also, taboos arise out of social constraints on an individual's behaviour, where that behaviour can cause discomfort, harm or emotional pain such as "poverty stricken" for "poor" which is considered a proscription word.

In different cultures, some expressions are not supposed to be expressed out loud or directly, they are forbidden. To avoid the negative feeling of the words and expressions, euphemisms are applied. Mostly, euphemisms are used in contexts such as religion, politics, death, and diseases. **Chunming** (2013: 2310) says that:

> "language is concerned, with certain things that cannot be said for certain reasons. To avoid the embarrassment and shame, euphemisms are applied. Tabooed subjects can vary widely: death, illness, [...], religious matters, and the supernatural"

According to this, a language without euphemisms would be a ruthless, disgraceful and hurtful way in social situations. In order to avoid prohibition in any society, euphemistic language is used in friendly and respectful communication. In other situations,

some words are hardly ever used because they are too emotional or upsetting. Chunming's view of euphemistic expressions is that they are related to language and culture but also arise from socially unacceptable or feared issues that people are ashamed or afraid of. Topics that are often addressed using euphemism include old age, death, religion, illness, poverty, and even metaphysical issues. **Angus and Maurice** (2011: 1465) point out that the word Taboo means "set apart" or "forbidden", and applies to a social or religious custom prohibiting or restricting a particular thing or person that is designated as sacred or prohibited. According to **Yiqiong** (2000: 10) "taboo which means untouchable thing. It is a way that people express certain kinds of behaviour or things which are not accepted by the society or believed to be harmful to others".

It is clear that, taboo words are forbidden utterances that don't allow people to speak about a particular thing as these people find it offensive, hurtful, or embarrassing. In order to avoid the rudeness of taboo words, people tend to use euphemisms.

2.5 Using Euphemism in language:

An important study which deals with the development of teaching English language in classroom, **Min**(2009: 327) argues that there has been significant improvement regarding the teaching of the concept of euphemism or euphemistic expressions, as well as the teaching methodology and teaching requirements required to do it. The application of euphemism, which is a kind of polite language in the teaching field, will be illustrated and will support the English teaching in the classroom effectively. Language teachers in the classroom should be courteous. This is demanded by the teaching profession. Euphemism is a good, favourable interpretation of a bad word, which can remove the threat of confusion which appears on the students faces. Therefore, the application of euphemism in the teaching process between teacher and students will establish a harmonious or cordial

relationship. A self-image can be protected by a teacher's forgiving and open-minded expression in presence of the classmates in the classroom. His or her language anxiety and inhibition may disappear gradually when a teacher uses mild inoffensive words. The language of anxiety and inhibition makes students unable to act in a relaxed and natural way of learning a new language. For example, the euphemistic expression for "lazy" is "unmotivated", "stupid" for "slow" and "teacher" for "educator". so that effective teaching and learning can be achieved successfully.

In human society, people should use different words to convey their thoughts and ideas. However, some of the words cause unhappiness, impoliteness and embarrassment if directly spoken. This often makes the communication unpleasant. **Qi** (2013: 2108) explains in a study from a psychological point of view on euphemism in ancient times and the reflection of people's social psychology as follows:

> In ancient times when people were uncivilized, uneducated and primitive, they could not explain strange occurrences like earthquake, solar and lunar eclipse, death of people etc. Therefore people invented "elegant words" to replace [...]. For example, the most fearful word "death" was expressed in various sorts of ways like "pass away", "fall asleep", "go away" etc.

In ancient times, when astronomy was not very developed, people did not know anything about solar and lunar eclipses. They referred to the lunar eclipse as "The dog has eaten the moon", as if they were much frightened by the occurrence. The desire of humans to forget the process that leads inevitably to death also leads to the creation of euphemism. People in ancient times preferred to use euphemistic words rather than uttering harsh expressions in discourse. According to Qi's view, during the development of language, people become more interested in teaching new vocabularies which soften the language and

make negative sound positive by replacing the old offensive with new euphemistic expressions.

Therefore, people in all societies have to use new concepts such as idioms, collocations and proverbs carefully in order to have a positive impact on the hearers, instead of using words with negative connotation. So the existence of using taboo words is one of the primary impetuses for the creation of euphemisms, which people use to be more polite in their communication.

According to **Van Dijk (2000) as cited in Omar** and **Haroon** (2009: 502)

> "Euphemism is a semantic move (relating to meaning in language or logic) which is especially useful when talking about negative acts of the group, to avoid negative impression formation and also as part of politeness conditions or other interactional rules."

For this, euphemisms can be used in polite written language and should include vivid meaningful words and interesting phrases in order to beautify the style. Writing should never become overloaded with harsh expressions. A simple, delicate, and careful way of expressing the idea is more effective. Euphemism is the subject that should be taken into consideration, which represent the vital part in language, so euphemism, a common phenomenon in human language use, has attracted much attention of sociolinguists, pragmatics, psychology and researchers.

Euphemism is helpful for people's communication and creation of a harmonious relationship with others **Jingyi** (2014: 3) says that:

> "... the euphemistic terms or expressions in order not to hurt others and force them to get the real intention of speakers. In other words, euphemisms are to minimize impolite expressions and maximize polite expressions."

According to this, politeness is an important principle in communication and how being polite is an essential social activity. So, this principle should be observed. Jingyi's

Face Theory indicates that every person in the society wants to be respected. Young students, in particular need respect and attention from society as a result of their immaturity and sensitiveness. **Jingyi** (2014: 4) also points out that:

> "… in a stage of life, they are eager to get appreciation by adults, especially by their teachers. Moreover, since they are not mature enough, it's common for them to make some mistakes both in their private lives and studies. These mistakes, if not dealt with properly, may turn out to be serious ones. And it's the teachers' obligation to help them find out their deficiencies and correct them. But on most occasions, to the students, what matters is not what the teacher says, but how the teacher says it."

The use of euphemistic expressions in teaching English is helpful to save the students' faces and in encouraging them toward stronger motivation. In the classroom, when students ask a teacher for help, the teacher should not refuse or show his unwillingness. This will make students feel ashamed and embarrassed will hurt the students' self-esteem. The teacher should be polite and kind to his students when answering their queries in the classroom. This will have a positive effect on students and a hard criticism or placement of blame can turn into friendly content. For example, the euphemistic expression instead of "your answer is wrong" is "your answer is questionable", So students' face will reflect satisfaction and their problems will be solved.

For students of English as a foreign language, the application of euphemistic expressions promotes successful communication among people, and communication is the essential function of any language. Ignorance of euphemism on the part of students will lead to an incomplete understanding of that language. As an effective communicative tool, euphemism deserves serious attention from students. English euphemisms are not only a very important part of the English language teaching, but also a significant device to achieve successful communication using the target language. Therefore, euphemism is of great significance in English language teaching, and English language teachers should

stand up for euphemistic education and present their knowledge of euphemisms to the students in order to cultivate graceful behaviour and appropriate speech within their generation.

Euphemistic terms are used in every society, and one type of euphemism is the group of words describing "poor" or "poor condition" as explained by **Chunming** (2013: 2313). There are several examples of language referring to the poor including "poverty stricken" and "in an unstable financial situation." During the last twenty years, some euphemisms have begun to take their place. **Michael** (2009: 136) had the following humorous quotation:

> "I used to think I was poor. Then they told me I wasn't poor, I was needy [...], I was deprived [...]. Then they told me that underprivileged was overused. I was disadvantaged. I still do not have a dime. But I have a great vocabulary."

So, euphemisms can be used to avoid embarrassing and shameful moments and therefore to protect an individual's feelings.

Euphemism and communication in a foreign language classroom is a highly interactive process. **Jack and Charles** (1996: 138) carried out a study about the relationship between teachers and students when they meet for the first time. Students may bring with them different expectations concerning not only the teaching process in general, but also concerning what will be taught in a particular course and how it will be taught. A great deal of time in teaching is devoted both to interaction between teacher and students and to interaction among the students themselves. The quality of this interaction between teacher and student is thought to have a considerable influence on teaching. In teaching English vocabulary, for example, there are many expressions to refer to different jobs. Euphemisms make unpleasant jobs more acceptable. For example, "janitor" becomes "custodian", "sanitation engineer" replaces "garbage collector", "gardener" is transformed

into "landscape architect", and a "watchman" becomes "security guard". It is necessary for teachers to draw students' attention to the understanding and use of those words and expressions that have strong cultural connotations. Also, it is important to recognize the underlying meaning of using words, idioms with connotations, students should learn positive and negative connotations of words in the classroom. For example, the word "gang" has negative connotations.

2.6 Using Euphemism in culture:

Euphemism which exists in any language reflects certain culture from which language derives. **Yiqiong** (2000: 10) explains euphemism as a linguistic and cultural phenomenon that appears in every aspect of life, helping people to avoid the embarrassment or shame caused by direct offensive expressions. The usage may improve interpersonal relationships and make social communication flow more easily. Euphemism involves various theoretical perspectives such as rhetoric devices and semantics. Rhetorical devices of language widely attract scholars' attention, so the relation of rhetorical devices and euphemism has an influence on social communication. Using rhetorical devices is a technique that the writer or speaker uses to convey an idea or a meaning to the reader or listener with the goal of persuading or informing. For example, "I can't do that because I am not Superman". This sentence effectively conveys the speaker's thought through a rhetorical device (allusion), a reference through which the writer or speaker refers either directly or indirectly to a person, event, or thing.

Euphemism in social interaction among people as described by **Qi** (2013: 2107), people use different expressions to express their thoughts, feelings, and ideas and resort to euphemism because some words are impolite, harsh and embarrassing if directly spoken and can thus make communication unpleasant.

Consequently, euphemism is used in our daily communication to express something hateful. The exact nature of the relationship between language and culture has fascinated, and continues to fascinate, language teachers and learners in general. All cultures seem to have certain unpleasant or offensive concepts that people try to avoid mentioning directly, even an applicable term exists in the language. Therefore, euphemism has a strong relationship to cultural backgrounds, especially taboo words. This means that people have a wide variety of vocabulary to articulate polite, pleasant expressions. Taboo ideas are the creation of euphemisms. When people have to talk about tabooed things, activities or events, they try to use other "nice" words in order to beautify the language. Euphemism is a word or phrase that is used to avoid unpleasant things. For example, saying "if anything happens to me" is a euphemized expression of "if I die" in both Greek and Latin. When someone has to discuss age or ageing, he may use expressions such as "golden years" instead of saying "old age" directly. "golden years" is more polite and acceptable to others. Therefore, the appearance of euphemism gives a better sound. That is the result of the human development of English euphemism as a linguistic phenomenon existing in human society in daily life to facilitate social interaction. According to **Zhanli (**2014: 303), language and culture are closely related to each other, language plays a very important role in culture. Without language, culture would be difficult to understand.

Teaching a foreign language is the same thing as teaching another culture .Teaching culture is important in language classes, but what aspects of culture to teach are still problems that are faced by foreign language teachers. Teachers should consider not only our understanding of the relationship between our own culture and foreign cultures, but

also the level and ability of the students learning English language. Teachers of English language should be interested in the study of another culture.

The relation between language and culture in teaching English language as explained by **Shuang and Ning** (2016: 1005) is as follows:

> "….students should not take language as a single subject to learn, but should combine it with a correct recognition of the relevant culture, thus enhancing communicative competence and cross-cultural awareness."

According to this, teachers should pay attention to introduction of cultural background information in teaching English and lead students to avoid communication failure. In order to learn English language effectively, teachers should convey to their students the importance of knowledge, belief, morality, customs and habits acquired by the society. It is difficult to talk about the language of a nationality without understanding its culture. Language has close relation with culture. Therefore, it is very important for English teachers to introduce euphemistic expressions to students in the classroom since language and culture are closely connected with each other and the ignoring of cultural background results in communicative failures.

There are some suitable and favourable expressions in one culture which may not be appropriate in another culture in spite of the cultures being closely related to each other. **Meihua** (2013 :160) studied the cultural differences implied in teaching euphemism in language. In this study, he reports:

> "There are a lot of differences between English and Chinese cultures. The Chinese and the English also have different feelings about old age [...]. A Chinese is proud of being old, because the Chinese culture places a high value on eldership. To be old means to be more experienced and knowledgeable. Yet Westerners have negative feelings about age. Elder people in the English culture will feel embarrassed if others call them old and

> treat them like this, because being old is considered to be a miserable thing."

In every society, there are words that make people embarrassed, unhappy, disliked or fearful when used in communication. If a person expresses the meaning in a direct way, that will make an impression that is severe, and impolite. In order to avoid the embarrassment of harsh words, euphemism is used. People tend to euphemize more widely in Chinese culture rather than in Western culture. Therefore, cultural topics should be taken into account in language teaching. Teachers should think carefully about culture and the proper use of euphemism. In English language teaching process, euphemistic expressions are capable of encouraging successful communication.

The explanation behind euphemism will help students learn English culture deeply and understand the differences when they face cross-cultural communication. **Jiangy and Yuxiao** (2010: 848) explain cross cultural communication as follows:

> "Cross-cultural communication usually refers to the communication between any two people under different cultural background. It includes not only the international cultural communication, but also communication across different races or ethnic groups"

According to this quotation, cross-cultural communication refers to how people from different cultures recognize and communicate the world around them. Also, politeness in cross-cultural communication allows people to perform inter personality sensitive actions in less threatening manner and to help people avoid failure of politeness and to make the realization of cross-cultural communication successful. In cross-cultural communication, people should do their best to use the correct politeness principle to avoid the cultural conflict and get the best effect of communication. Intercultural communication on the other hand, studies situations which involve people from different religious, social ethnic and educational backgrounds.

Politeness is a behaviour that everyone must follow no matter what their culture is in order to maintain the harmonious relation with people in different societies. Politeness includes not only the international cultural communication, but also communication between different groups under the same culture.

2.7 Euphemistic Expressions Related to Old Age:

In all societies, many people avoid direct reference to old age considering it a sensitive topic. This is supported by **Ayto** (1994: 228), who states that the word "age" represents a very sensitive issue for many people in English speaking countries, because "old" gives people an impression that someone is useless to society. So people tend to use euphemistic expressions like "senior citizen" or "advanced in age" which are used widely in America and serve the word application concerning the theme of "old age ". Other terms are "senior moment"; and "elderly," which refer to "old people" in a more respectable way. It is clearly a good thing to use the word "mature" to indicate "old age" too. The word "matron" can represent as a euphemism to indicate "a middle-aged woman".

There are also a lot of expressions like " of advanced years", "getting on in years", "sunset years", "twilight years", "third age", "middle age" and "the longer living" that are less direct than the common expression "old age". The term "three-score years" is being widely used as a softened expression of the concept of "old age".

2.8 Euphemistic Expressions Related to Death:

Death is one of the phrases or idioms that are universally avoided in verbal communication. **Enright** (2005: 29) believes that the topic of death raises fears, whatever a person's religion or beliefs are. Death has always been considered a taboo subject, so each society appears to have more expressions for death; speakers will use a wide range of lexical substitution terms to talk about death. Even though it is well known that death is

the inevitable end for all living human beings, most people have a negative feeling towards it and try to avoid mentioning it directly. Therefore, in English language, many words or expressions can be used to refer to death or dying indirectly. With death, the fear is not only of death itself, but also the challenge of helping friends and family deal with their own losses.

Most people prefer not to live with the subject directly and thus discuss any awful words by using euphemism. According to **Hugh** (2003), the following terms show how large a number of English euphemistic expressions are related to death. "Go west" refers to "dying"; life is compared to the movement of the sun and death to the sinking of the sun. Other euphemisms for death include: "Go to a better world", "be in heaven", "be with God", "go west", "one's last breath", "pass away", "at peace", "at rest", "cross the bar", "in God's hands", "under the grass", and "sleeping the big sleep" etc. All these expressions are preferred euphemisms to uttering the word death in public discourse.

2.9 Euphemistic Expressions Related to illness:

Euphemism plays an essential role in the medical field which cultural and social concerns about illness differ and vary from one society to another. **Ayto** (1994: 204) explains that doctors often use common euphemistic expressions in order to facilitate communication with patients in their consultation and to reduce the degree of distress the patient may experience. Euphemisms in this field deal with the most serious diseases and conditions for which euphemistic expressions: for instance, a cardiac event such as a "heart attack" is referred to as an "infarction," or when a patient is unwilling to face the "heart attack", he or she will euphemistically refer to the event as "fat around my heart". The term "big C" is one of the many terms for avoiding saying "cancer". Death from cancer is always

euphemized as "passed away after a long illness". And the expression "unsighted" is now considered the most enlightened expression for "blind". The area of general physical illness can be euphemized by the more acceptable term "nursing home".

In fact, the indirectness of euphemism is a universal function, which can be found in discourse about many topics such as disease, disability, and all kinds of unpleasant things. In this way, people can create a pleasant, harmonious atmosphere and avoid offensive and distressful utterances (**Ayto**, 1994).

2.10 Euphemistic Expressions Related to Proverbs and Metaphor:

Proverbs are short well-known statements of the folk, which contain wisdom, truth, morals, and traditional views in metaphorical, fixed expressions that are handed down from generation to generation. This view is explained by **George** (2007: 369) that proverbs are metaphorical expressing an underlying meaning basic truth or practical principle, a norm about common sense or cultural experience. It is common to find different words, idioms, expressions existing in English to represent ideas by proverb or simple short saying. Proverbs are also culture-bound expressions that are deeply rooted in the language system and the cultural structure of a given group or community and are believed to be related to euphemism

The following are some examples of proverbs given by **George**:

1. "Too many cooks spoil the broth" refers to difficultly working in a crowded space,

2. "A bird in the hand is worth two in the bush" refers to the advantage of having something that is certain over taking a risk to obtain more through which everything might be lost.

3. "Diamonds cut diamonds" refers to two people equally matched in wit or cunning.

4. "Don't count your chickens before they hatch" refers to making future plans based on an assumption that is not guaranteed and that can lead to disappointment.

5. "Just because we have the best hammer does not mean that every problem is a nail" refers to the fact that you are physically strong does not mean that all your problems can be solved with force.

6. "The road to hell is paved with good intentions" refers to people who say they will do good or want to do good things but do not follow through and end up doing bad.

7. "Honesty is the best policy" refers to people that should always tell the truth, even when it seems as if it would be useful to tell a lie.

8. "Feed a cold, starve a fever" refers to sickness disease infections from viruses in the environment. Fevers may be caused by a number of pathogens. The body needs energy to fight infections and this can come from food. You may not want to eat if you have a fever.

Euphemism in both English and Arabic can be studied according to rhetorical and figurative points of view. According to **George** (2007: 373), in the Arabic language, euphemistic expressions are familiar to the Arabic speakers of Islamic culture who have been using such euphemistic expressions to lessening the negative indication of expressions about certain topics such as sickness. For example, a "blind" person was called the ultimate antonym "sighted", not only to achieve euphemism but also to express a hope for recovery.

For this reason, proverbs and euphemisms are alike in that they both are culturally bound expressions.

The meaning of euphemism is not always given by the individual words as they are derived from an understanding of the social and cultural contexts in which they occur. This view is presented by **Manar** (2009: 33) as follows:

> In terms of form and function, euphemisms come closest to metaphors. The word "metaphor" is derived from the Greek "Metaphora" meaning "transference". Metaphors have been generally understood as figurative expressions which interpret a thing or action through an implied comparison with something else" as in "the lip of a cup", "let's get to the heart of the matter" and "the walls have ears".

Metaphors are full of meaning and should be studied how meanings are established through the signs of the language system and their exchanges with other signs in their cultural contexts. This is similar to what has to be done in translating euphemisms that are expressed in metaphorical form. Euphemisms in common are related to rhetorical devices that are referred to as "fixed expressions". Euphemism includes such linguistic devices as metaphors, proverbs, and idioms. Therefore, the purpose of using euphemistic expressions, which occur in certain social contexts, is to avoid fear and shame from the direct social taboo words.

Euphemisms in the Holy Quran gain a special importance as they are used in a context which is closely related to Muslims. **Mohammad** (2013: 206) refers to the role of the metaphoric explanation of euphemistic expressions in the Holy Quran that set a very interesting metaphor for blindness:

"And he turned away from them, and said: How great is my grief for Joseph and his eyes became white with sorrow, and he fell into silent grief" (Yusuf: 84).

An indirect euphemized reference to the loss of sight is related to darkness through the colorful metaphor indicated in the verse translated above. Euphemism in

English and Arabic has a close relationship with the indirect speech acts because both of them are considered gentler or more polite than direct speech. Euphemism cushions hard facts that hurt feelings and emotions.

2.11 Investigation of Euphemism in the Classroom:

As mentioned earlier in sections 2.5 and 2.6, using of euphemistic expressions in achieving the activities in classroom which involves using indirect words to create harmonious atmosphere in the classrooms of secondary schools for better English language interaction between teacher and students. Therefore, euphemism should be included in the classroom in order to make the teaching more effective.

Euphemism plays an important role in English classes of secondary schools. **Shuang** and **Ning** (2016: 1006) suggest that euphemism is closely related to the psychology of students by showing them respect and politeness in order to achieve a successful and effective communication. The use of euphemistic expressions in the classroom helps to make a favourable, positive, conversational atmosphere in comfortable settings and enables teachers to convey cross-cultural awareness in a better way.

Teaching is not just a process of transmitting knowledge, but also a way of interactive communication in raising questions, correcting errors, making comments, or giving assignments. Teachers should choose softer words and give the students positive guidance by using euphemistic expressions in the classroom (**Shuang** and **Ning**, 2016).

2.12 Ways of Applying Euphemism in the Classroom:

Teachers should choose suitable euphemisms in order to achieve specific teaching objectives smoothly in the classroom. According to **Qi** (2013: 2110), the application of euphemism in English teaching is a new subject that should be studied and explored.

Euphemism can be a useful method in facilitating English Language Teaching to promote communicative ability. So, applying euphemism appropriately and effectively in English teaching has great significance. To shed some light on successful use of euphemism in English teaching, here are some typical teaching euphemistic examples which can be used in the classroom.

1. **Raising questions:**

Questioning in the classroom is one of the most common techniques used by teachers in classrooms and nearly half of class time is taken up with question and answer exchanges as it is explained by **Qi** (2013: 2110). Teachers' questions encourage students to think and focus on the content of the lesson; they enable a teacher to clarify what a student has said. And they encourage students to participate in the classroom. One of the advantages of using euphemism to ask questions in the classroom is to enhance students' interests, create a trustworthy partnership between teachers and students, and motivate the students. The teacher's polite expressions, in particular, enable the students to answer questions willingly. It is very clear that this willingness may lead to better performance. The euphemistic expressions, which are considered a way of motivation in raising questions in class can be posed as: "Could you please have a try?" instead of using directly "you are wrong, try again". Such utterances can be useful, especially in the case of shy and hesitant students. Also, euphemism helps remove the fear of speaking and shortens the distance between the teacher and the student.

2. **Correcting errors**:

One of the important responsibilities for teachers is correcting errors in the classroom. Euphemism plays a fundamental role in this technique. **Xue** (2016: 201) states that the indirect, polite, and mild way of euphemistic expressions can make students aware

of their mistakes. Teachers have to be careful when correcting, since, if teachers do it in an insensitive way, they may upset their students and have an effect on their confidence. Correcting has to be done with tact without offending students. The politeness of euphemism meets these needs. The indirect, polite, and mild way not only allows the teacher to point out the mistake, but also avoids damaging the students' self-esteem. Therefore, a relaxing and harmonious teaching environment is created, and the teaching aims are reached at the same time. According to Qi (2013: 2111), making mistakes is unavoidable in the learning process, and mistakes can actually lead to progress, but most language students are afraid of making errors. Actually, error correction can help students to have a better understanding of language concepts and meanings, but teachers should be careful when correcting since if it is done in a direct way, both students' feelings and self-confidence will be hurt. Euphemisms can help teachers solve problems in the classroom. For example: "Maybe you'd better think it over again".

The teacher accepts the student's correct answer by saying, for example, "Good," "Yes, that's right" or "Fine", and the teacher indicates that a student's answer is incorrect by saying, for example, "No, that's not quite right", "I'm afraid that you didn't pay much attention". Praise in the classroom is useful for example, by saying "Yes, an excellent answer". The teacher compliments and raises the confidence of a student for his or her answer in the classroom.

These sentences, which are mentioned naturally, sound more comfortable than the harsh "You are wrong." They are more easily accepted by students and facilitate communication between teachers and students.

3. **Making comments**:

Teachers should resort to euphemistic expressions in classroom to save the faces of the students, and how to reduce their anxiety in the classroom between teachers and students as **Xue** (2016: 201) explains good skillful language is supposed to be in making comments in classroom in order to achieve the successful communication and promotion of English teaching and learning.

Choosing mild and positive words to harsh and negative ones so as to activate students' positive emotional factors. According to Qi (2013: 2111), by using the following pleasant and mild sentences with underlying meanings, students are clearly informed of their weakness and are encouraged to work harder with confidence. For example "You have tried your best, and I am sure you can do it better next time". Experience of what works is best for many teachers. Experience is also the primary source of beliefs about teaching. A teacher may have found that some teaching strategies work well and some do not. For instance, teacher comments, "I find that when checking answers in a whole-class situation, students respond better if given the opportunity to first review their answers with a partner", "You have tried the best, and I am sure you can do it better next time." These sentences are not harsh. They are polite enough to protect students in front of other students. The deep meaning under the mild surface may encourage them to work harder in the future.

4. Giving assignments:

One of the main tasks for teachers is to encourage interest and involvement in the subject when students are not initially interested in it. According to **Min** (2009: 329), giving assignments is one of the paramount responsibilities for teachers in terms of encouraging students who aren't showing interest and involvement in a subject which really matters. It

is by their choice of theme, activity, and linguistic content that they may be able to turn the class around, which might eventually encourage students. It's a teachers' overall attitude to class participation and contribution, their conscientiousness and careful delivery of assignments, sense of humour, and their seriousness about teaching and learning that may influence students who initially show little or no interest in a subject. Teachers' behaviours and enthusiasm in class may also inspire.

Therefore, teachers should pay attention to their wording when giving assignments to students. Teachers may make assignments more enjoyable by presenting them euphemistically. The teacher could say, "We will have an English oral exam after two months, I think I have confidence in my students, but how can we improve our oral English and have an excellent performance at that?" The students may give some pieces of advice and the teacher can subsequently add more encouragement when giving assignments.

Consequently, the assignment of more practice is easily given to the students and of course, they are more willing to accept it, for part of the assignment comes from their own ideas. Teachers can properly use euphemism and a polite approach to entice students. It helps maintain students' self-esteem, reduce their language anxiety, and create a relaxing atmosphere in the classroom in which they are able to interact freely. In the end, teaching objectives can be achieved by the teacher if euphemism is more often used.

2.13 Characteristics of English Euphemism:

The characteristics of English euphemism have very important practical significance to people in the society that are classified by **Lun** (2011: 1) into Universality, Localization, and Fuzziness. Euphemism is a common cultural phenomenon which generally exists in nearly every society all over the world because almost all cultures seem to have certain

notions or topics that people try to avoid mentioning directly as a universality as nearly every culture has its own taboos.

Different regions have different customs, different history, different culture, and these differences involve the localization of language. Lun (2011: 3) explains that many euphemisms are related to folklore. For example, "He is in the bathroom." Americans may think he is in the toilet, but English may consider that he is taking a bath. Because the word "bathroom" in British English has the meaning of "bathing" or "taking a bath or shower", but in American English it becomes a euphemistic substitution for toilet. Fuzziness of euphemism could hide or conceal the cruel reality. Here are some examples: Do not say "fat" but say "thick-boned/full-figured". Do not say "be old", but say "reach golden age"; and do not say "idiot", but say "totally dependent".

2.14 Categories and Classifications of Euphemisms:

Some important classifications of euphemisms in different forms activated by reasons such as taboos, fears, respect and politeness, embarrassment, confusion, indirectness, appropriateness, dishonesty, etc. According to **Manar** (2009: 10), Figurative Expression is an interpretation a thing or action through an implied comparison with something else "go to the happy grounds" for "die" where the implication is a logical construction that essentially tells one if one condition is true, then another condition must be true. For instance, open your eyes (do not be ignorant of facts or events). Also, the Scientific Term is an expression as a single unit whose meaning cannot be worked out from its separate parts, for example, euthanasia for mercy killing.

Metonymy is defined by **Samoskaize** (2011: 16) as "general for specific" and it is a type of semantic innovation and a figurative use of the name of one thing for that of another with which it is connected, e.g., using "kettle" to refer to "water". According to **Jackova**

(2010:29), metaphor as a very common figurative means is used for euphemistic substitutions to indicate something different from the literal meaning. For example, "I will make him eat his words" in order to convey the meaning indirectly which means to make him admit that what he said is wrong, not to make him literally eat words. Also, **Jachova** defines hyperbole as a figure of speech, which exaggerates the issue; therefore, it is more used for dysphemisms which overstate the offense. For example, "Egghead" for genius; "worm food" for dead person.

2.15 Shapes of Euphemisms:

The difference between euphemisms (sweet talking), orthophemisms (straight talking), and dysphemism (speaking offensively) as explaind by **Allan and Burridge** (2006: 29). Also, the origin of dysphemism is Greek (dys-bad, unfavourable), appears in ordinary language. And the origin of orthophemism is Greek (ortho- proper, straight, normal) is a term to account for direct or neutral expressions that are neither overly polite (euphemistic) nor harsh (dysphemistic).

In some situations, people use dysphemism in their speech to make comments directed to others in order to inflict emotional pain. **Allan and Burridge** (2006: 31) explains that as follows:

> "A dysphemism is a word or phrase with connotations that are offensive [...] to people addressed or overhearing the utterance. Speakers resort to dysphemism to talk about people and things that frustrate and annoy them that they disapprove of and wish to disparage, humiliate and degrade".

Dysphemism is the opposite of euphemism and alternatives to offensive expressions, it is used for precisely the opposite reason that a euphemism is used and sometimes motivated by fear or distaste.

There is a close relation between euphemism and metonymy where metonymy is a figure of speech that replaces the name of a thing with the name of something else with which it is closely associated. **Yeli and Jinfang** (2011: 1175) states that as follows:

> The explanation of the relation between euphemism and metonymy gives us understanding that metonymic mechanism works on the basis of relevance between things. [...] People tend to say "he is lazy bones" instead of "he is a lazy person", "we don't need any green hand", the "green hand" refers to a person who lacks experience, "we need some good heads", "the good heads" here refers to intelligent people.

So, in this view euphemism and metonymy are closely related. Metonymy represents an essential, useful role in the formation of euphemism through which people tend to replace tabooed or sensitive words with euphemisms generated by metonymy. So the effect is strengthened, and embarrassment is avoided.

2.16 Conclusion:

To conclude this chapter on euphemism, it is clear that the opinions and views of authors and researchers suggest that euphemism is a linguistic tool that exists in every language and culture. The politeness and civility in euphemism is needed in everyday communication in a culture. Therefore, the use of expressions of euphemism in the classroom enhances the relationship between teachers and students. It creates a harmonious, relaxing, and comfortable environment for the students. Furthermore, in this chapter I have explained the significant role of euphemism and its practical value in the successful intercultural communication or cross cultural communication. Euphemism is a phenomenal tool that should not be avoided in our daily interactions.

Chapter Three

Methodology

3.1 Introduction

This chapter deals with the procedures of collecting data of this study. The present study is conducted quantitatively in order to get the result in numbers and to enhance the validity through a survey research by focusing mainly on the practical part.

A formal questionnaire is a survey instrument or tool of the study as a method which is used to collect data from individuals as it is defined by **Kenneth** (2005: 2). A questionnaire is one of the fundamental and useful tools which can be used by researchers for gathering information about the problem in the teaching process such as beliefs, attitudes, motivation, and preferences.

One pilot study is conducted in three different Secondary Schools in Misurata, Zawiyat Almahjoub Secondary School for girls, Aum Alshahid Secondary School for girls, and Misurata Secondary School for boys. The first part of the study is designed for teachers to check their attitudes towards the use of euphemism in the teaching process in the classroom. The second part of the study is designed for students who participated in the questionnaire of the above mentioned schools in order to select frequent and representative names from three topics, namely *death*, *illness*, and *old age*.

The aim of the questionnaire is to find the appropriate and frequent attributes for the suggested names to be presented in the actual questions, to collect necessary information regarding the content of the questions for the survey by using multiple choice questions about how to apply euphemistic expressions.

3.2 The Teachers Questionnaire:

This questionnaire is part of a broad study being conducted by the researcher, and it is in collaboration with English teachers. The aim of the questionnaire is to collect information about teachers' attitudes towards the use of euphemism in the classroom.

Seven English teachers are chosen from three different secondary schools in Misurata; three teachers from Zawiyat Almahjoub Secondary School for girls, two teachers from Aum Alshahid Secondary School for girls, and two teachers from Misurata Secondary School for boys. Two of these teachers are males and five are females. Their ages ranged between twenty-four to forty years. All of them are university graduates. Three teachers have between two and four years of experience in teaching, and four teachers have between fifteen to twenty-four years of teaching experience.

In the study, the teachers questionnaire consists of thirteen questions as shown in Appendix (1). The first five questions are multiple choice and eight questions are Yes/No questions. The teachers are asked to answer this questionnaire as truly and clearly as possible because of the fact those teachers' personal opinions are important in helping the researcher to arrive at a conclusion about attitudes of English teachers of the school. For the questionnaire to be more reliable, the teachers who participated in answering the questionnaire have been told that writing their names and their schools is optional.

3.3 The Students Questionnaire:

The students questionnaire in this study consists of twelve questions. The questionnaire is divided into two parts as shown in Appendix (2).

The first part, (six questions), consists of Yes/No questions to show the attitudes and views of students towards applying euphemistic expressions in the classroom. The second

part consists of multiple choice in offensive expressions to show students' use of polite euphemistic expressions in describing some situations including topics of *illness, death, old age*, etc. As an indication to the students questionnaire table of multiple choice, some of euphemistic expressions are used from the textbook of secondary third year for both scientific and literary sections such as "passed away" and "under the weather "as euphemised idioms, which deal with the topics of death and illness in order to increase the recognition of euphemistic expressions. The objective of the questions is to elicit the students' answers towards using polite expressions in the classroom.

It is a useful task to obtain authentic and accurate information from the students questionnaire. This should reflect their real opinions about using euphemism in the third year of secondary schools. In order to make this questionnaire more reliable, the students are informed that writing their names is optional.

3.4 Population and Sampling:

As mentioned in (section 3.1 chapter three), studies are conducted in three different Secondary Schools in Misurata. The total number of the study consists of secondary stage students, twenty-five students from Zawiyat Almahjoub secondary school for girls, twenty-three students from Aum Alshahid secondary school for girls, and twenty-seven students from Misurata secondary school for boys. The sample of the study is randomly selected from the 3rd secondary level classes.

The total number of subjects in the present sample is seventy-five (75) students; twenty-seven (27) male participants, and forty-eight (48) female participants. Students in the third secondary class school in Misurata are asked to answer this questionnaire. The average age was seventeen. As mentioned in (section 1.3 chapter one), the participants of secondary school students who have been learning English language for nine years (two years in

primary school, three years in preparatory school and three years in secondary school) find euphemism difficult to apply or deal with in the classroom.

The participants of English teachers who have been teaching English language in secondary school, have very little interest in using euphemistic expressions in the classroom where teachers have between two to twenty four years of teaching experience.

3.5 Procedure for Collecting Data:

To achieve the procedure of the study, the data is collected from three secondary schools in Misurata, administering the teachers questionnaire and students questionnaire at the same time. Achieving this procedure took place during two school visits.

During the first visit to the school, the researcher began the procedure by giving the participants introductions about the questionnaire giving a definition of euphemism in Arabic and English, explaining the importance of using or dealing with euphemistic expressions of English language in the classroom by giving the students several examples of euphemistic expressions that deal with some topics such as *death, illness, old age*. The approximate duration of the first visit was forty–five minutes.

During the second visit to the school, the researcher distributed the questionnaire for both teachers and students. After that, the researcher asked them to answer the questionnaire and advised them to be as clear and honest with their choices as possible.

The form of the teachers questionnaire consists of thirteen questions, which include multiple choice questions. The teacher ticks the answer; an analysis and a summary of the results obtained accompany each question. The data for both teachers' and students questionnaires are achieved during the regular class session, which was forty–five minutes, in order to complete this questionnaire. An approximate time of thirty days was allowed to

collect the answers of the questionnaire by the researcher. Teachers who participated in the questionnaire found no difficulty in achieving this activity whereas students who participated in the questionnaire found some difficulty, taking into consideration that both teachers and students who took part in this questionnaire were very cooperative.

Chapter Four

Data Analysis

4.1 The Analysis of Teachers Questionnaire:

This chapter deals with analysis of teachers questionnaire and students questionnaire which are classified and presented in the form shown in Appendix (1). It is a questionnaire which elicits teachers' answers and their attitudes towards using euphemistic expressions in the classroom.

Question One

Do you agree that using students names helps to establish a more comfortable, less formal atmosphere in class and shows an interest in your students when raising questions in the classroom (Strongly agree – Agree – Disagree – Strongly Disagree).

The aim of the question is that teachers who identify their students by mentioning their names when asking them questions in the classroom.

As shown in Table 4.1 below, seven teachers (100%) answered (strongly agree). All teachers who participated in answering this questionnaire strongly agree that naming their students is important when asking them questions.

Options	Strongly agree	Agree	Disagree	Strongly Disagree
No. of teachers	7	0	0	0
Percentage %	100 %	0%	0%	0%

Table 4.1 Teachers' answers of question one

Question Two

Do you agree that the use of the word (you) instead of naming the student is a more polite expression and useful in giving instructions in the classroom? (Strongly agree – Agree – Disagree – Strongly Disagree).

This aim of the question is to identify whether the teachers pay more attention to using the word (you) in giving instructions in the classroom.

As shown in Table 4.2 below, five teachers (71%) answered (agree), two teachers (29%) answered (disagree). We can conclude that the majority of teachers agree that using the word (you) instead of naming their students is useful and ordinary in giving instructions in the classroom.

Options	Strongly agree	Agree	Disagree	Strongly Disagree
No. of teachers	0	5	2	0
Percentage %	0%	71%	29%	0%

Table 4.2 Teachers' answers of question two

Question Three

Do you agree that saying "well done", "very good", "exactly" when students give their responses is useful and encouraging? (Strongly agree – Agree – Disagree – Strongly Disagree).

This question intends to find out whether teachers pay more attention to using encouragement expressions with students in giving correct responses in the classroom.

Options	Strongly agree	Agree	Disagree	Strongly Disagree
No. of teachers	7	0	0	0
Percentage %	100%	0%	0%	0%

Table 4.3 Teachers' answers of question three

As shown in Table 4.3 above, seven teachers (100%) answered (strongly agree). We can conclude that all teachers who answered the questionnaire are aware of the importance of using good language and more beneficial in giving responses in the classroom.

Question Four

Do you agree that the use of euphemistic expressions increases the students' English language skills level in the classroom? (Strongly agree – Agree – Disagree – Strongly Disagree).

The purpose of this question is to find out whether teachers know the importance of using polite euphemistic expressions with their students in the classroom of a foreign language. As shown in Table 4.4 below, one teacher (14%) answered (strongly agree), one teacher (14%) answered (agree), and five teachers (72%) answered (disagree).

According to this result most of the teachers (72%) disagreed that applying of euphemistic expressions increases the language skills level of the students in the classroom. It reflects that euphemisms are not necessary to cover the weakness of students' English language skills level but it is used to hide unpleasant and offensive topics. It is clear that they are very blunt with their students in using euphemistic expressions.

Options	Strongly agree	Agree	Disagree	Strongly Disagree
No. of teachers	1	1	5	0
Percentage %	14%	14%	72%	0%

Table 4.4 Teachers' answers of question four

Question Five

Do you agree that using euphemistic expressions creates a friendly atmosphere and improves students' feedback in the classroom? (Strongly agree – Agree – Disagree – Strongly Disagree).

This question intends to find out whether teachers recognize the effect of polite euphemistic expressions and their role in creating a good teaching atmosphere in the classroom. As shown in Table 4.5 below, three teachers (43%) answered (strongly agree) and four teachers (57%) answered (agree).

According to this result, all of the teachers who participated in answering this questionnaire 43% strongly agreed and 57% agreed that using euphemistic expressions creates a good atmosphere in language teaching and improves students' feedback in the classroom. Euphemistic expressions can help the students to remove language anxiety and to encourage shy and hesitant students to answer the question. It is clear that, teachers know the effect of good expressions in encouraging and supporting students in the classroom.

Options	Strongly agree	Agree	Disagree	Strongly Disagree
No. of teachers	3	4	0	0
Percentage %	43%	57%	0%	0%

Table 4.5 Teachers' answers of question five

Question Six

Do you use some of euphemistic words in the activities in your classroom such as *brilliant, smart, bright*? (Yes, No)

This question aims to find out if the teachers focus on some euphemistic words in achieving activities in the classroom or doing homework.

As shown in Table 4.6 below, seven teachers (100%) answered (yes) of using their favourite euphemistic words in the classroom.

Options	Yes	No
No. of teachers	7	0
Percentage %	100%	0%

Table 4.6 Teachers' answers of question six

It is clear that teachers recognize the importance of euphemistic words and their successful effect on students to promote active learning in the classroom.

Question Seven

Do you think that the use of different euphemistic expressions affects the students feeling according to their age? (Yes, No)

This question aims to know the teacher's opinion about the relationship between how using euphemistic expressions is related to student's age. As shown in Table 4.7 below, six of the teachers (85%) answered (yes) that they used different euphemistic expressions depending on student's age, whereas one teacher (14%) answered (no). Third year secondary school students' level of recognition and understanding the conceptual euphemistic words is different from other levels.

It is clear that the majority of the teachers are aware and recognize the effect of using euphemistic expressions on the age of the students in the teaching process.

Options	Yes	No
No. of teachers	6	1
Percentage %	85%	14%

Table 4.7 Teachers' answers of question seven

Question Eight

Do you think that polite language in the classroom influences the motivation of the students? (Yes, No)

This question aims to know teachers' opinions of using effective euphemistic polite language which helps students to be more cooperative in the classroom.

As shown in Table 4.8 below, seven teachers (100%) answered (yes). It is clear that all teachers who participated in answering this questionnaire are aware of the importance of using polite euphemistic expressions to encourage students to behave effectively in the classroom.

Options	Yes	No
No. of teachers	7	0
Percentage %	100%	0%

Table 4.8 Teachers' answers of question eight

Question Nine

Do you think that using euphemism increases the teachers' and the students' knowledge of politeness concept in the classroom? (Yes , No)

The purpose of this question is to find out whether both teachers and students recognize the importance of being more polite by using euphemistic expressions in the classroom.

As shown in Table 4.9 below, four teachers (57%) answered (yes), whereas three teachers (43%) answered (no).

Options	Yes	No
No. of teachers	4	3
Percentage %	57%	43%

Table 4.9 Teachers' answers of question nine

This result is nearly equal. It is clear that teachers (57%) are aware of the importance of the influence of euphemistic expressions to be polite with their students in the classroom.

Question Ten

In your opinion, do you think that euphemism can help students in literature subjects? such as stories and novels (Yes, No)

This question aims to know the teachers' opinion of using euphemism in writing literature and students' understanding of applying it.

As shown in Table 4.10 below, two teachers (29%) answered (yes), whereas five teachers (71%) answered (no). Euphemisms can be a good reflection of the attitudes of the characters in the story.

Teacher education of euphemism has been seen weak by educational authorities during their academic study in universities. Therefore, they have little interest of using euphemistic expressions. It is clear that the majority of the teachers ignore the importance and significance of using euphemism and its role in subjects such as stories and novels.

Options	Yes	No
No. of teachers	2	5
Percentage %	29%	71%

Table 4.10 Teachers' answers of question ten

Question Eleven

Do you think that understanding euphemistic concepts will enhance English language learning in the classroom by exposing students to similar authentic situations outside the classroom? (Yes, No)

The purpose of this question is to find out whether teachers recognize the influence of using euphemism in the classroom and whether it will support using it outside.

As shown in Table 4.11 below, five teachers (71%) answered (yes) and two teachers (29%) answered (no).

We can conclude that the majority of the teachers in this questionnaire are aware of the importance and the effect of using euphemism by students in order to promote language communication effect outside the classroom.

Options	Yes	No
No. of teachers	5	2
Percentage %	71%	29%

Table 4.11 Teachers' answers of question eleven

Question Twelve

Do you think euphemism will improve or expand students' understanding of concepts, vocabularies, proverbs and metaphor in language? (Yes, No)

The purpose of this question is to find out whether the teachers know the importance of improving, understanding and expanding the meanings and expressions in language by the students.

As shown in Table 4.12 below, five teachers (71%) answered (yes), whereas two teachers (29%) answered (no).

Options	Yes	No
No. of teachers	5	2
Percentage %	71%	29%

Table 4.12 Teachers' answers of question twelve

According to this result most of the teachers recognize the importance of understanding euphemistic expressions in language due to having a wide range of different euphemistic expressions in English language which helps students to expand and improve their vocabularies, also students will understand exactly what is the hidden meaning behind the words in idioms, proverbs and metaphors.

Question Thirteen

Do you think euphemism is an effective way for explaining embarrassing or taboo expressions in teaching language?(Yes, No)

The aim of this question is to find out if the teachers use euphemism in explaining embarrassing concepts, meanings, and expressions in teaching.

As shown in Table 4.13 below seven teachers (100%) answered (yes).

We can conclude that all the teachers recognize (euphemism) as an effective way for explaining embarrassing concepts, meanings and expressions in teaching. It reflects teachers' attitudes towards using euphemistic expressions in the classroom that help students to convey embarrassing concepts which have become a social taboo and are considered too embarrassing to mention directly. It is vital for students to learn euphemism to make them feel better in the face of unpleasant realities.

Options	Yes	No
No. of teachers	7	0
Percentage %	100%	0%

Table 4.13 Teachers' answers of question thirteen

4.2 The Analysis of the Students Questionnaire:

Throughout this questionnaire, the researcher investigates the students' attitudes towards the use of euphemisms. This questionnaire is divided into two parts as shown in Appendix (2).

The first part of the questionnaire is designed to be answered as Yes/No questions to show students attitudes and views towards euphemistic expressions. The second part is designed as multiple choice of expressions. It is intended to show students use of euphemistic expressions in describing some situations including the topics such as *illness, death* and *old age.*

Part One (Yes/ No questions):

Question One

Do you apply euphemism in raising questions with your teacher? Yes/No

This question aims to identify whether the students use polite expressions in raising questions with their teacher in the classroom.

Answers	Students' gender	Numbers	%
Yes	Female	45	60%
	Male	27	36%
Number of students who answered "Yes" from the total number of students (75)		72	96%

Answers	Students' gender	Numbers	%
No	Female	3	4%
	Male	0	0%
Number of students who answered "No" from the total number of students (75)		3	4%

Table 4.14 Students' answers of question one

Table 4.14 shows clearly that, the majority of females and males seventy-two students (96%) declared that they use euphemistic expressions with their teacher in the classroom, whereas other students who represent three students (4%) answered this question negatively. This reflects students' attitudes towards the use of polite euphemistic expressions.

Question Two

Do you think that euphemism in teaching is a way of encouraging you in the classroom? (Yes, No)

This question aims to find out if using euphemistic expressions can provide encouragement and support for students in the classroom.

Answers	Students' gender	Numbers	%
Yes	Female	48	64%
	Male	10	13%
Number of students who answered "Yes" from the total number of students (75)		58	77%

Answers	Students' gender	Numbers	%
No	Female	0	0%
	Male	17	23%
Number of students who answered "No" from the total number of students (75)		17	23%

Table 4.15 students' answers of question two

The above Table 4.15 indicates clearly that all the female students forty-eight (64%) and ten male students (13%) declared that euphemistic expressions in teaching are important with their teacher. Gender plays a role in the use of euphemism as females perform better than males on their choices. Female students are more sensitive to the use of euphemistic expressions because of the cultural background level in the society.

Question Three

Do you think that euphemism is important in writing general topics like poetry and prose? (Yes, No)

The purpose of this question is to find out whether students know the significance of euphemism in writing because it is a useful tool for writers to convey ideas which have become too direct, harsh, unpleasant or offensive.

Answers	Students' gender	Numbers	%
Yes	Female	46	61%
	Male	21	28%
Number of students who answered "Yes" from the total number of students (75)		67	89%

Answers	Students' gender	Numbers	%
No	Female	2	3%
	Male	6	8%
Number of students who answered "No" from the total number of students (75)		8	11%

Table 4.16 Students' answers of question three

As the previous (Table 4.16) illustrates, most students; sixty-seven (89%) chose the first option (yes). Thus, the percentage of the first suggestion is high for both females and males. By contrast, some of the students; eight (11%) selected the second choice (no). Euphemism is of a great need and importance in writing by using more appropriate and acceptable words to convey the message and useful information properly.

Question Four

Do you use some euphemistic expressions with your teacher and classmates in correcting errors in the classroom? (Yes, No)

The aim of this question is to know whether students pay more attention or recognize the role of euphemistic expressions for the interaction between teacher and students in correcting errors in the classroom.

Answers	Students' gender	Numbers	%
Yes	Female	36	48%
	Male	9	12%
Number of students who answered "Yes" from the total number of students (75)		45	60%

Answers	Students' gender	Numbers	%
No	Female	12	16%
	Male	18	24%
Number of students who answered "No" from the total number of students (75)		30	40%

Table 4.17 Students' answers of question four

Table 4.17 shows clearly that the choices of the students regarding their use of euphemistic expression with friends. In this regard, the results indicate that forty-five (60%) of the students answered "Yes" and thirty (40%) of the students answered "No". The majority of female students are more aware of the use of euphemistic expressions as a way of being respected than male students in taking into consideration cultural background of

students. Euphemism in error correction is used to enable students to understand the language concepts, grammar and meanings. Also, to lessen embarrassing feeling of students in correcting errors and to enhance students' self–confidence in the classroom.

Question Five

Do you use euphemistic expressions with your teacher when you feel embarrassed, shy or confused in your participation in front of students in the classroom? (Yes, No)

The purpose of this question is to find out if the students have a good realization of polite expressions and to speak politely in some embarrassing situations such as participation in front of students in the classroom.

Answers	Students' gender	Numbers	%
Yes	Female	48	64%
	Male	21	28%
Number of students who answered "Yes" from the total number of students (75)		69	92%
Answers	Students' gender	Numbers	%
No	Female	0	0%
	Male	6	8%
Number of students who answered "No" from the total number of students (75)		6	8%

Table 4.18 Students' answers of question five

Table 4.18 shows that sixty-nine students (92%) answered "Yes" and six students (8%) answered "No". It is clear that all females and most males have views that frozen

expressions are avoided with the teacher in the classroom. According to this result, it is obvious that most students are aware of using polite expressions during the participation in front of students to avoid confusion and shyness in the classroom.

Question Six

Do you apply euphemism when offering comments in the classroom? (Yes, No)

The purpose of this question is to know if the students who participated in this questionnaire are aware of the importance of applying polite euphemistic expressions in discussions or giving comments with confidence in the classroom, not only to create good teaching atmosphere, but also to make students more courageous and confident.

Answers	Students' gender	Numbers	%
Yes	Female	5	7%
	Male	3	4%
Number of students who answered "Yes" from the total number of students (75)		8	11%

Answers	Students' gender	Numbers	%
No	Female	43	57%
	Male	24	32%
Number of students who answered "No" from the total number of students (75)		67	89%

Table 4.19 Students' answers of question six

The above Table 4.19 shows that eight (11%) of the students answered "Yes" and sixty-seven (89%) answered "No".

The majority of the students do not know euphemistic expressions which are used in making comments or discussions. Students weakness in communicative ability of English language leads to lack of knowledge of using euphemistic expressions in the situations of discussion or making comments in front of students with confidence and courage.

Part Two (multiple choice)

Which expression is considered more polite, a, b or c. when you describe someone in these situations?

The second part of this questionnaire consists of multiple choice questions in which the participants answer with one suitable polite choice for each question. The purpose of this part of the questionnaire is to investigate students' knowledge of polite vocabularies, euphemistic expressions or concepts.

In this part, the researcher identified these polite terms or euphemistic expressions and concepts for students that must be taken into account in communication and also to know more about their attitudes and choices towards euphemistic expressions in some situations.

The researcher has the correct answers according to the euphemism's dictionary (Hugh Rawson, 2003). The results are collected by using the average of the students' answers from question seven to the question twelve.

Students chose the correct choice of multiple choice questions		Students chose the wrong choice of multiple choice questions	
No.	%	No.	%
27	36%	48	64%

Table 4.20 Students' answers of multiple choice questions

As Table 4.20 clearly shows thirty-six percent of the students who participated in this questionnaire chose the correct answer of multiple choice questions, whereas sixty-four percent of the students chose the wrong answer. This reflects students' weakness of learning educational background of euphemistic expressions and different vocabularies in describing situations.

4.3 Discussion of Results:

The following are the results conducted by the researcher on the teachers and the students questionnaire.

1. In Libyan secondary schools, English euphemism is neglected subject in learning English language, which leads to ignorance of the usage of appropriate polite language. Most students cannot make a good choice of words in their speaking or writing.

2. The results are obtained from data analysis of the students questionnaire. What should be noted first are the attitudes of students towards the use of euphemism which differ according to their gender and the educational background. As shown in Table 4.15, female students (64%) are more susceptible with using euphemistic expressions according to the role of cultural background in the society. Also, the majority of male students (24%) as shown in Table 4.17 are not aware of the use of euphemism in correcting errors in the classroom compared with female students.

3. The majority of students as shown in Table 4.18 (92%) are aware of using polite expressions in speaking in front of students in order to avoid confusion, shyness and embarrassment in the classroom.

4. Most of the students as shown in Table 4.19 (89%) do not have enough knowledge of using euphemistic expressions or polite vocabularies in classroom due to their weakness in the communicative ability of the English language. They cannot put the

language in the appropriate use and this leads to lack of knowledge of using euphemistic expressions in discussion situations or making comments in front of students with confidence and courage.

5. The results obtained from data analysis of multiple choice questions of students as shown in Table 4.20 indicate that the majority of students (64%) lack knowledge of polite terms in describing situations. It reflects students weakness of learning educational background of polite terms and different vocabularies in describing situations.

6. During the first visit to the secondary schools, it was observed that the majority of teachers who participated in this questionnaire did not know the concept of euphemism due to their lack of interest in using euphemistic expressions in achieving the activities in the classroom, but after explaining the concept, the researcher found that most of the teachers' answers became positive with regard to the importance of applying euphemism in the teaching process.

7. The majority of teachers (72%) as in Table 4.4 disagreed that the use of euphemism raises the English language skills level of students in the classroom. This shows that euphemisms are not necessary to cover the weakness of students' English language skills level but it is used to hide unpleasant and offensive topics. It is clear that they are very rude or rough with their students in using euphemistic expressions.

Chapter Five

Conclusion and Recommendations

5.1 Conclusion:

The present study has focused on the importance of teaching euphemism in the classroom. As was pointed out in chapter two, euphemism has a great significance in language teaching and plays an increasingly important role in communication. It is now established that euphemism is an important part of every language.

Students' inability to apply polite euphemism in the classroom is due to shortcomings in teaching polite expressions as a particular topic from the early stage of studying English. It is believed that, with more experimental application and teaching practice, euphemism serves better for the improvement of students confidence, language competence, and the quality of secondary school English teaching, and furthermore contribute a lot to cross-cultural understanding and communication.

It is clear that euphemism has a phenomenal impact in all aspects of modern communication in all cultures. This use of mild and indirect expressions to mask offensive and impolite utterances has had a huge impact on our daily linguistic communications.

Most of secondary school students who have been studying English language for nine years, find it difficult to use or deal with Euphemism in the classroom. Also, teachers who have been teaching English in some secondary schools have little interest in using euphemistic expressions in the classroom due to lack of knowledge of using euphemism in the classroom and limited exposure to conversational English in real life communication.

Undoubtedly, euphemistic expressions are far stronger than idioms and proverbial expressions and as such, the significance of euphemism should be taught in secondary schools in Libya. The researcher of this research concludes that Libyan secondary schools

lack behind concerning the induction of euphemism into classrooms. Due to the role of culture in the society, female students are more susceptible than male students to the usage of euphemistic expressions. The findings further indicate that students with good educational backgrounds are subjected to the usage of mild expressions.

On the basis of my teaching experience, I believe that teachers would achieve their goals and objectives as professionals if they follow the promoting the use of euphemism in the classroom. The study reveals that the use of euphemism for Libyan secondary school students in their third year is very low and they have no awareness of the educated terms of English language especially in writing and euphemism is totally neglected as a particular subject; no care or attention is paid to applying euphemistic expressions in the classroom for a long time.

In the first visit to the secondary schools, the researcher noticed that the teachers have very little interest in using euphemistic expressions in the classroom. The researcher drew the attention of the teachers to the importance of applying euphemistic expression in the classes. During the second visit to the secondary schools, the researcher noticed that the teachers gave more attention to the topic of expressions in the classroom.

It is recognized that the significant role of teachers and students are two main parties in language learning. The teaching of euphemistic expressions is important for the interaction between teacher and student. Most of secondary school teachers do not make an effort to using polite words as a tool of encouragement or to increase the language skills level of students in the classroom. Because of its importance, euphemism should really be one of the main focuses of teaching in schools.

5.2 Recommendations:

From the results of the study, some recommendations can be made. It is hoped that some points will be taken into consideration to make teaching euphemism in the classroom more applicable and successful.

1. Libyan Educational authorities should plan systematic well-structured courses for secondary school teachers to consolidate and extend the knowledge of the usage of euphemistic expressions in English classes.

2. Teachers should focus on polite terms in requesting, apologizing, and giving permission as a good teaching technique in teaching euphemism.

3. It is necessary for English teachers to draw students attention to the use of polite words and expressions with cultural connotations.

4. Students should be provided with material such as stories, novels, poetry, prose writing, and visual aids to show the use of euphemism as a valuable topic to be conducted.

5. Secondary School students should be exposed naturally to English language which can be used in real-life communication such as reading books and stories.

6. In addition, syllabus designers need to incorporate and highlight the importance of euphemistic expressions through well-structured activities and exercises.

7. From the practical point of view, the researcher suggests that a study should focus on teaching idiomatic euphemism or other kinds of euphemism in the first and second year of secondary school in order to build a good educational background of vocabulary, idioms, and polite expression of euphemism.

8. Finally, it is recommended that more studies need to be conducted for raising Libyan students awareness of euphemistic expressions. A study about the learning of euphemistic expressions by Libyan students is worth investigating.

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Appendix 1

Teachers Questionnaire

Dear teacher:

The researcher appreciates your cooperation, your time, and your effort in completing these questions

in the questionnaire, which is part of my MA. **Please, circle the suitable answer for you.**

Questions				
1) Do you agree that using students names helps to establish a more comfortable, less formal atmosphere in class and shows an interest in your students when raising questions in the classroom?	**Strongly agree**	**Agree**	**Disagree**	**Strongly Disagree**
2) Do you agree that the use of the word (you) instead of naming the student is a more polite expression and useful in giving instructions in the classroom?	**Strongly agree**	**Agree**	**Disagree**	**Strongly Disagree**
3) Do you agree that saying "well done", "very good", "exactly" when students give their responses is useful and encouraging?	**Strongly agree**	**Agree**	**Disagree**	**Strongly Disagree**
4) Do you agree that the use of euphemistic expressions increases the students' English language skills level in the classroom?	**Strongly agree**	**Agree**	**Disagree**	**Strongly Disagree**
5) Do you agree that using euphemistic expressions creates a friendly atmosphere and improves students' feedback in the classroom?	**Strongly agree**	**Agree**	**Disagree**	**Strongly Disagree**

6) Do you use some of euphemistic words in the activities in your classroom such as *brilliant, smart, bright*?	**Yes**	**No**
7) Do you think that the use of different euphemistic expressions affects the students feeling according to their age?	**Yes**	**No**
8) Do you think that polite language in the classroom influences the motivation of students?	**Yes**	**No**
9) Do you think that using euphemism increases the teachers' and the students' knowledge of politeness concept in the classroom?	**Yes**	**No**
10) In your opinion, do you think that euphemism can help students in literature subjects? such as stories and novels?	**Yes**	**No**
11) Do you think that understanding euphemistic concepts will enhance English language learning in the classroom by exposing students to similar authentic situations outside the classroom?	**Yes**	**No**
12) Do you think euphemism will improve or expand students' understanding of concepts, vocabularies, proverbs and metaphor in language?	**Yes**	**No**
13) Do you think euphemism is an effective way for explaining embarrassing or taboo expressions in teaching language?	**Yes**	**No**

Personal information :

Name (optional) ....

Underline your age group: (20 – 25), (26 – 31) , (32 – 37) , (more than that)

Gender: Male / Female

Experience in teaching: (0 – 5), (6 – 11) , (12 – 17) , (more than that)

Thank you for your cooperation

Appendix 2

Students Questionnaire

The researcher appreciates your cooperation, your time, and your effort in completing the

questions of the questionnaire, which is part of my MA.

The term *euphemism* refers to the use of polite, courteous, indirect expressions which

replace words and phrases, which are considered harsh and impolite or suggest something

unpleasant. The aim is not to offend or hurt someone with honest intentions. For example,

we say "passed away" instead of "died".

التلطف اللغوي هو انتقاء الالفاظ المهذبة والغير مباشرة بدلا عن استخدام التعابير الجارحة او مايجرح الحياء والغرض

من ذلك هو فرض الاحترام في الخطاب وعدم ايذاء شعور المخاطب مثلا بدلا عن استخدام تعبير " قد مات " نستخدم

تعبير "توفيّ"

Part one: please circle the suitable answer to you.

Questions		
1. Do you apply euphemism in raising questions with your teacher? Example: "Could you please repeat your idea?" instead of "I don't understand".	Yes	No
2. Do you think that euphemism in teaching is a way of encouraging you in the classroom? Example: *good student, smart, clever*	Yes	No

3. Do you think that euphemism is important in writing general topics like poetry and prose?	Yes	No
4. Do you use some euphemistic expressions with your teacher and classmates in correcting errors in the classroom? Example: "I am afraid that you didn't pay enough attention to the tense" instead of "the wrong tense".	Yes	No
5. Do you use euphemistic expressions with your teacher when you feel embarrassed, shy or confused in your participation in front of students in the classroom? Example: "I would like to go to bathroom" instead of "I need to go to toilet".	Yes	No
6. Do you apply euphemism when offering comments in the classroom? Example: "I have to devote myself more carefully to study, and I am sure I can do better in oral English next time"	Yes	No

Part two: Which expression is considered more polite, a, b or c. when you describe someone in these situations?

1	a) He is fat	b) He is fleshy	c) He is over weight
2	a) Old age	b) Golden age	c) Old years
3	a) He is a special child	d) He is a disabled child	e) He is a retarded child
4	a) He is sick	b) He is ill	c) He is under the weather

5	a) He is lazy	b) He is deficient	c) He is stupid
6	a) Blind	b) Visually challenged	c) Disabled

Personal information :

Name (optional) ....   School name ....

Gender: Male / Female